Final Report – Student Success Fee Academically Related Program Funding

Submit to studentsuccessfee@mail.sdsu.edu by May 15, 2016

College: Business Administration
Name of Project: Society for Human Resource Management HR Case Competition and Career Summit
Student in Charge of Project:
Amount of Funding Received: $7,115.00
Estimate the number of students who participated, attended or were impacted by the (your) event: 11

Did you complete your Student Success Fee Academically Related Project? ☑YES ☐NO

If not, please describe details:

If yes, please respond to the following questions.

1. How did this project meet the objectives stated in your original proposal?

   Yes. We were able to secure funding early enough to know we could support sending a team to the case competition in Salt Lake City, April 28-30, 2016. This grant also allowed students to focus on preparing for the case competition having secured funding to attend, and it also allowed us to take additional students to participate in the professional development conference and watch teams present. Many of the students who attended the conference but who were not able to be on the team this year have already expressed an interest on being on SDSU’s case competition team next year.

2. How did this project relate to your academic studies, major, and professional/personal development?

   This conference relates to the students academic studies/major of human resource (HR) management. The conference had a number of professional development activities available for the student attendees. The students heard from a number of keynote speakers who are HR professionals as well as panel discussion and Q&A with HR professionals. Students also attended a "Career Connection Zone" in which they could sit down with HR professionals for 20 minute intervals to get one-on-one career advice. Students really appreciated the time they spent with the mentors and a number of them have connected and followed up with these individuals since the conference. We were also able to network and connect with students and advisors from other SHRM chapters, as well as make connections with CalSHRM and national SHRM representatives.

   Students who competed in the case competition practiced weekly this semester and really honed their analytical and problem solving skills and were able to apply HR knowledge learned in class to a real world HR scenario. All students were able to watch other teams present which was also a learning experience to see different perspectives on how the teams approached the issues in the case.

3. From your perspective, what were the most rewarding aspects of the project?
The most rewarding aspect of the project was the teambuilding that took place among the students. They got to get to know each other on a more personal level than they do when interacting on campus. This opportunity to attend a professional conference as a group really helped our organization to bring junior members into the organization who will serve as the chapter's leaders in the fall. The student attendees will be able to share their experiences with new members who join the organization next semester to get them excited about getting involved in the co-curricular activities that our organization provides for its members.

4. From your perspective, what were the most challenging aspects of the project?

The most challenging aspect of the project was finding time for the team to meet weekly to practice for the case competition. Many of the team members were executive level officers of SHRM and had chapter responsibilities to handle as well as having jobs/internships on days they didn't have classes.

5. Do you have any suggestions on how to improve the SSF proposal funding process?

We had a good experience with SSF funding, receiving 1 out of 3 SSF proposals that our student organization submitted. We were quite pleased to be able to receive funding to send students to the SHRM HR Case Competition and Career Summit. We would have liked to have received specific feedback as to why our other proposals were not funded (e.g., outside the scope of the grant, etc.). Having this information would be helpful to know for the future as our organization plans to submit additional SSF grants for 2016-2017.

6. Do you have any “words of wisdom” for students who will apply for an award in future years?

Our advice to student organizations who plan to apply for awards in future years is to engage in strategic planning for your entire year’s activities (both fall and spring) at the beginning of the fall semester so that you are in a position to be able to apply for grants which may fit the scope of Student Success Fee funding.
Students in the Department of Special Education present:

Addressing Disability, Culture, and Biliteracy within California Schools

April 29th, 2016 • San Diego State University
Students in the Department of Special Education welcome you to *Addressing Disability, Culture, & Biliteracy within California Schools*. We are dedicated to recognizing the ability and intelligence in all children, understanding the power of language and cultural identity, and promoting social justice by setting rigorous expectations for all students to assure their educational and personal success. As practitioners, we seek to continuously develop our pedagogy as advocates for all students and for inclusive educational communities.

Our focus today revolves around two key goals:

1. Recognize and respond to cultural differences in the education of linguistically diverse learners with diverse abilities.
2. Confront critical issues in bilingual special education, referencing the current and future educational landscape in California.

Thank you for accepting our invitation to participate in a dialogue about how we, as bilingual learners, teachers and citizens, develop a pedagogy that fosters inclusive educational practices and communities for the future of bilingual special education.
## Agenda

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td><strong>10:30 AM- 11:00 AM</strong></td>
<td>Open Registration / Sign-in</td>
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<tr>
<td><strong>11:00 AM- 11:15 AM</strong></td>
<td>Welcome</td>
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<td></td>
<td><em>Dr. Regina R. Brandon, Professor, Special Education Department, SDSU</em></td>
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<td>*Dr. Nancy Farnan, Assistant to the Dean, College of Education, SDSU</td>
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<td><em>Students in the Department of Special Education, College of Education, SDSU</em></td>
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<tr>
<td><strong>11:15 AM- 12:30 PM</strong></td>
<td>Dr. Rose Owens-West Keynote Address</td>
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<td><em>Dr. Rose Owens-West, Director at Region IX Equity Assistance Center at WestEd.</em></td>
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<tr>
<td><strong>12:30 PM- 12:45 PM</strong></td>
<td>Question &amp; Answer with Dr. Rose Owens-West</td>
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<td><em>Facilitated by Dr. Regina R. Brandon</em></td>
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<td><strong>12:45 PM- 1:15 PM</strong></td>
<td>Lunch</td>
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<td><strong>1:15 PM- 2:30 PM</strong></td>
<td>Victor Villaseñor Keynote Address</td>
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<td><em>Victor Villaseñor, internationally renowned and award winning author</em></td>
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<td><strong>2:30 PM- 2:45 PM</strong></td>
<td>Question &amp; Answer with Victor Villaseñor</td>
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<td><em>Facilitated by Dr. Regina R. Brandon</em></td>
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<td><strong>2:45 PM- 3:00 PM</strong></td>
<td>Dr. Alberto Ochoa: Next Steps &amp; Close</td>
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<td>Thank You</td>
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<tr>
<td><strong>3:00 PM- 3:45 PM</strong></td>
<td>Book Sale and Signing</td>
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Dr. Rose Owens-West is Director of the Region IX Equity Assistance Center (EAC) at WestEd, and is dedicated to pursuing excellence and equity in education for all students. She helps districts to correct disproportionality in special education, address equity issues to close achievement gaps, and develop and follow effective implementation plans. She has worked with various federal education programs, including Title I, Neglected and Delinquent, Indian Education, and the Smaller Learning Communities.

April 29th, 2016
Reflecting on my current and future practice, where can I begin to address equity challenges in my educational community?
Victor Villaseñor is a Mexican-American writer from Carlsbad, CA. His award winning works address critical topics including language & cultural barriers, discrimination, and a reading problem diagnosed as dyslexia. He now considers his dyslexia as a “saving grace” that gave him the means to become an original thinker, viewing the world in a unique light. His deeply moving literary works and inspiring speaking engagements reflect these observations and discoveries he has made throughout his life. His many works include Rain of Gold (1991), Macho! (1973) Burro Genius: A Memoir (2004), Lion Eyes (2011), Crazy Loco Love (2008), Wild Steps of Heaven (1996), and Thirteen Senses: A Memoir (2001).
Reflecting on my current and future practice, how will I promote high expectations and foster genius in my educational community?
Acknowledgements

Faculty Sponsor & Mentor:
Dr. Regina Brandon

Keynote Speakers:
Dr. Rose Owens-West
Victor Villaseñor

Lead Organizers:
Renée Michael
Sharon Aguilara
Priscilla Parra

Volunteers
Margarita Salinas
Pepe Nevarez
Priscilla Gomez
Raheal Mengisteab
Luz Lopez

Special Thanks
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Dr. Nicole Pyle
Dr. Christina Alfaro
Dr. Patricia Lozada-Santone
Dr. Alberto Ochoa
Alexandra Hunt
Luz Torres
Pepe Nevarez
Priscilla Gomez

Funding Support
Student Success Fee,
Academic Related Programs
Final Report – Student Success Fee Academically Related Program Funding
Submit to studentsuccessfee@mail.sdsu.edu by May 15, 2016

College: Engineering
Name of Project: Aztec Racing
Student in Charge of Project:
Amount of Funding Received: $52,000.00
Estimate the number of students who participated,
attended or were impacted by the (your) event: 75

Did you complete your Student Success Fee Academically Related Project? ☒ YES ☐ NO

If not, please describe details:

If yes, please respond to the following questions.

1. How did this project meet the objectives stated in your original proposal?

We were able to achieve the design goals that we have always wanted to achieve in past years. Also it is very encouraging to see that the school and department believes in its students enough to help fund our projects.

2. How did this project relate to your academic studies, major, and professional/personal development?

This project allows us as engineering students of different disiplines to get hands on experience in the skills we learn and talk about in the classroom but also gives those on the team an early start in learning the skills needed for required design classes. It is also very helpful having the opportunity to network with companies and leaning the team building skills one needs for the workplace.

3. From your perspective, what were the most rewarding aspects of the project?

Some of the most rewarding aspects of this project is learning how industry works, getting hands on experience, and learning how to work with deadlines and budgets. Teaching new students and learning new skills is a very big part of what makes this club so great.

4. From your perspective, what were the most challenging aspects of the project?

Some of the most challenging aspects of this project is finding funding for fall semester and having to wait for supplies needed in the spring. It is very difficult to keep on task when waiting for material.

5. Do you have any suggestions on how to improve the SSF proposal funding process?

It would be very helpful to hire more accountants to help process funds more quickly and also maybe having the option to split the funds to be able to use it during the fall semester as well.

6. Do you have any “words of wisdom” for students who will apply for an award in future years?
Read the rules carefully and budget wisely
Final Report – Student Success Fee Academically Related Program Funding
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College: Engineering
Name of Project: IEEE
Student in Charge of Project:
Amount of Funding Received: $15,000.00
Estimate the number of students who participated, attended or were impacted by the (your) event: 65

Did you complete your Student Success Fee Academically Related Project?  ☑YES  ☐NO

If not, please describe details:

If yes, please respond to the following questions.

1. How did this project meet the objectives stated in your original proposal?

   1. We were able to build multiple drones, each with a different objective, such as aerial mapping. Once the competition rolls around in August, we will be able to integrate these functions into one or two drones which we would take to the competition at Georgia Tech.
   2. We designed, built, and tested a high power AC-DC converter for the International Future Energy Challenge, with help from graduate students and an electrical/computer engineering senior design team. We took the design to the second stage of the competition in Long Beach and presented it, but we were not selected to compete in the final round in Taiwan. We made an excellent run on our first attempt at the competition, and hope to compete next year.
   3. Before we can hold any magnetic launch competitions, we need to build our own. We reached out to the Pacific Asian Society of Engineers, and after a long concept and design phase, we have ordered all the parts and materials necessary to build and safely test the magnetic launch system. These parts should be arriving over the next month, and we should have our first tests in the fall. The competition will follow soon after that.

2. How did this project relate to your academic studies, major, and professional/personal development?

   We are a primarily electrical and computer engineering student organization, and all three of our projects had major electrical and/or computer engineering components, so every electrical/computer engineering student who worked on one of these projects got hands-on, practical experience in their field. Having prior project experience is critical for engineering students looking to get an internship or job after graduation.

3. From your perspective, what were the most rewarding aspects of the project?

   The first of the two most rewarding parts was being able to include a lot of new freshmen and sophomores on our teams, and getting them really exposed to the Electrical/Computer Engineering majors. The second was being able to parter with the Pacific Asian Society of Engineers, a brand-new
RSO, to work on the magnetic launch system AKA rail gun. Since their organization is not major-specific like ours, we were able to expand our reach to mechanical, aerospace, and even civil engineers for the project.

4. From your perspective, what were the most challenging aspects of the project?

The most challenging parts of our projects were distributing the funds in a fair way amongst the three projects, and making sure the projects got out of the conceptual stage and into the design and build phases (especially for the magnetic launch system AKA rail gun).

5. Do you have any suggestions on how to improve the SSF proposal funding process?

It would be excellent if the spending timeline was extended to include the summer months; many engineering competitions happen then, such as the final leg of our International Future Energy Challenge, and Mechatronic's RoboSub Competition. I know that can be tricky with the fiscal year changing, but as a student, it doesn't matter to me whether a student group competes in winter or summer; they are working on it year-round in either case.

6. Do you have any “words of wisdom” for students who will apply for an award in future years?

"Once you get selected in November, get your BOM (Build of Materials; list of items you want to buy) ready ASAP so you can start buying everything as soon as January rolls around." Or in less engineer-y terms: "Once your proposal gets selected, do all the homework you possibly can before January so you can hit the ground running when funding starts."
### College:
Health Human Services

### Name of Project:
SDSU Graduate School of Public Health Alumni Speaker Series

### Student in Charge of Project:

### Amount of Funding Received:
$34,350.00

**Estimate the number of students who participated, attended or were impacted by the (your) event:**
650

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**Did you complete your Student Success Fee Academically Related Project?**

☑ YES  ☐ NO

**If not, please describe details:**

**If yes, please respond to the following questions.**

1. **How did this project meet the objectives stated in your original proposal?**

   The SDSU Graduate School of Public Health (GSPH) Alumni Speaker Series exposed SDSU GSPH Students, SDSU undergraduates, SDSU Alumni and the greater San Diego Community to the work done by GSPH Alumni and other public health leaders. We also sought to increase the visibility of the GSPH by filming our 3-part alumni speaker series and creating a promotional video to outreach to potential GSPH students. Our speaker series was very well received among GSPH faculty, students, alumni, and the greater San Diego Community. Dr. Louise Gresham and Lee Wiborg spoke upon the impact of public health at the local level, and how such work could impact health on a global scale. Dr. Joe Smyser and Barb Robinette spoke upon the evolution of health messaging and marketing, leading the audience through the ages and highlighting current health communication programs. Finally, Dr. David Satcher, the 16th Surgeon General spoke upon the challenges and successes of public health at the national level, highlighting the need for constant communication and advocacy in his talk titled "Politics, Opinions & Public Health." Finally, all speakers' talks and the promotional video will be made available on the SDSU GSPH website later this summer.

2. **How did this project relate to your academic studies, major, and professional/personal development?**

   Students had the opportunity to expand upon some of the basics public health concepts that they learned during their classes. The speakers provided applications of these concepts through the work they have accomplished in their careers. The speaker series also served as a networking opportunity for students to meet alumni, other students, and staff outside of the context of their classes.

3. **From your perspective, what were the most rewarding aspects of the project?**

   The diversity and representation of speakers with such an interested crowd of students, faculty, staff, and alumni was a truly rewarding aspect of this project. Many students were inspired by the speakers and found this as a reinvigorating opportunity to continue to pursue work in public health.
4. From your perspective, what were the most challenging aspects of the project?

Though we were able to fund honorarium, venue use, and creative aspects of this project, we had to obtain additional funds for food through donations and our council account. While the programs were well received and well attended, outreach of the event to the greater SDSU community was challenging. We hope that the next GSPH student council will act creatively in outreaching to potentially interested student groups outside of the College of Health and Human Services.

5. Do you have any suggestions on how to improve the SSF proposal funding process?

Possible release of the application during the summer to give student groups adequate time to prepare an application, possible opening of funding (in limited amounts for food).

6. Do you have any “words of wisdom” for students who will apply for an award in future years?

Dream big when thinking about a potential project to fund. It is truly important to leave a legacy that can impact and inspire students to pursue their dreams. Also plan early (even before the application is officially released) to figure out funding (and additional funding sources) for your events. Your events do not need to be a single day, but be purposeful in the events you hold.
Campanile Music Festival

Laura Albers
Gareth Zehngut
Ani Aznavoorian

March 22-25, 2016

Master Class with Laura Albers teaching
Violin Performance student, Jesus Cervantes

Students observing an open rehearsal

Master Class taught by Gareth Zehngut

Master Class with Ani Aznavoorian teaching
Cello Performance student Rachel Eunhee Park

Final Performance held in Smith Recital Hall
Guest artists conducted a Q&A session with the SDSU Symphony Orchestra

Students asked the visiting musicians questions about their careers

Visiting artists performed for students of Mainly Mozart

Mainly Mozart students were given the opportunity to ask the visiting artists questions after their performance
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College: Science

Name of Project: SDSU Cyber Defense

Student in Charge of Project: Tim Collins (on paper, but left club); Danelle Paul

Amount of Funding Received: $25,000

Estimate the number of students who participated, attended or were impacted by the (your) event: Conference (16), Server (to be at least 30 in the club, and at least 60 in a classroom)

Did you complete your Student Success Fee Academically Related Project? ☐ YES ☐ NO

If not, please describe details:

If yes, please respond to the following questions.

1. How did this project meet the objectives stated in your original proposal?
   We were able to be exposed to cutting edge security technology in our conference as well as being able to apply our knowledge hands on with our server.

2. How did this project relate to your academic studies, major, and professional/personal development?
   Professional development was huge in this project and since our CS department only has one computer security class, we were able to expose students to something new and different outside our academic studies.

3. From your perspective, what were the most rewarding aspects of the project?
   Being able to see people learn and acquire professional networks, see them expand their knowledge, and know we are directly impacting the future of SDSU’s CS department with this server.

4. From your perspective, what were the most challenging aspects of the project?
   Knowing who to turn in the paperwork to and then worrying whether the money was going to get where it needed to go to the right people.

5. Do you have any suggestions on how to improve the SSF proposal funding process?

6. Do you have any “words of wisdom” for students who will apply for an award in future years?
   Get organized before the Spring semester, keep your conference attendees small, and be flexible.