1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

IR054 Nursing Simulation Lab -- Budget: $6,000; Expenditure: $5,998.76

The Nursing IRA fund in the academic year 2017-2018 was used to support hiring of senior peer mentors to help with student success within the curriculum. It aligned with the campus strategic plan by aligning with the following initiatives:

- Ensure a rigorous, challenging, and high-quality education for all students
  - By having senior peer mentors for skill practice sessions, greater mastery can be expected in skill performance within the curriculum.
- Realize the promise of diversity and inclusive excellence across the University
  - Student mentors reflected nursing student population.
- Increase effective communication, shared planning and goals, and collaborative decision-making among students, faculty, staff, and administration
  - Allowed problem solving for clinical course support between Faculty Lab Manager, Instructional Technology Support Technician, and individual faculty.
- Increase the number of welcoming and healthy spaces on campus
  - Encouraged students to socialize across nursing cohorts and programs.
- Foster a vibrant and enriching campus life, including opportunities for greater involvement in student leadership, and activities
  - Student mentors function in a leadership role planning, organizing and providing tutoring activities.
- Promote access to and utilization of student mentoring services
- Provided Nursing Student Specific mentoring services.
- Ensure effective staffing to support student success
  - Allowed greater access to Skills Lab for skill practice, course support and tutoring.

**IR119 Children’s Center - Student Assistants -- Budget: $80,000; Expenditure: $80,000**

The IRA funds were aligned with the campus plan of student success, service and public good. Child Development majors gained practical experience working with children in an early care and education program. The 20 students hired with the IRA funds were able to form powerful learning partnerships with professional staff who have expertise and training in child development. The students assisted teachers in supervising children, developing lesson plans, carrying out developmentally appropriate activities and assessing children’s development. Students were able to develop professional skills while helping to offset the costs of their education through employment.

Students also engaged in a valuable community service that provides quality care and education for young children. This service directly supports student parents in completing their education and providing a better life for their families.

**IR254 Rehab Design Serving Community -- Budget: $7,600; Expenditure: $7,118.26**

With support from the IRA funds, 52 Kinesiology Students engaged in service learning this academic year by working with clients in the Mobility Center, PACE Center, Office of Students with Disabilities, the Ninos Y Padres Program and Children's Hospital, Los Angeles to create assistive devices for people with both physical and cognitive challenges. They also engaged in multidisciplinary teamwork with engineering undergraduate and graduate students to create working models that illustrate rehabilitation exercise, adapted physical education and kinesiology principles and applications. Since innovation is focused upon rehabilitation devices, the campus goals of aligning academic work with serving the needs of the community and the Public Good are the centerpiece of the funded activity. For example, in addition to serving the needs of students, faculty and staff from the CSULA community, several of the clients served by our devices in the Mobility Center are from the East Los Angeles and San Gabriel Valley communities. Extending beyond our local borders, students helped create an innovative pedal-assist device for a virtuoso young pianist from the Children’s Hospital. Since the majority of projects focus upon serving the needs of people with disabilities, the goal of making the campus more accessible and inclusive of students with a wide range of abilities has been directly addressed.

The kinesiologists-in-training have, as mentioned, interacted beyond CSULA borders with physicians, therapists and engineers of the Long Beach VA medical center Spinal Cord Injury and Prosthetics Programs, and USC Childrens Hospital. Students participate actively in a Problem-Based Learning format. They first formulate rehabilitation goals that can be measured, and then design, build and evaluate new equipment for exercise, recreation, home and work to increase clients' independence and fulfillment in life. Some projects, such as the Spider Cage walking-assist, are enhancements to previously developed innovations from our Rehabilitation-focused MadScientists Laboratory. The hands-mind-hearts-on activity, wherein students apply their skills and knowledge in the real world and in the context of serving people with disabilities in the community, reinforces the value of their analytic preparation in biomechanics and exercise physiology while engaging constructively with professionals in their chosen field.

Examples of professional collaboration include developing wheelchair-accessible gardening with an aquaponics workstation, developed to serve both the Mobility Center and the needs of students in community high school
Special Education programs (Alhambra H.S.), and a Wheelchair Exercise Trainer, in conjunction with graduate and faculty researchers working with Rancho Los Amigos National Rehabilitation Center. These complement the numerous devices developed in concert with Mobility Center staff and clients to enable the disabled population that visit our on-campus Mobility Center to participate in a wider range of meaningful and effective exercises. These include, among many others, a whack-a-mole device for both gross and fine-motor skill training, an improved stair system for recovering clients to practice steps, and a refined “Occupational Therapy” station to challenge clients to perform activities of daily living that involve both physical and cognitive challenges. An exciting example is the refinement of a BeachCruiser and All-Terrain Wheelchair for Cindy Z, an undergraduate student with mobility challenges majoring in GeoSciences, to enable her to participate in field trips over rugged terrains that have heretofore been inaccessible. This has been a huge impediment (not to mention disappointment) to Cindy, and she is so excited about use of the Madscientists’ BeachCruiser. Kinesiology students work hand-in-hand with both the client and engineering students to both determine the most important problems to address, the most user-friendly and practicable solutions, and the evaluation of the results and recommendations for future enhancements.

**IR313 Physical Activity Program -- Budget: $6,300; Expenditure: $6,300**

Instructional Related Activity Funds (IRA) were effective in providing and creating classroom experiences during the year 2017/2018 that promoted inclusion, nurtured and encouraged all students to peruse academic, professional and personal excellence. All physical activity courses foster and promote the academic rigor needed to acquire the skills and knowledge students need in remaining physical active over the course of one’s lifetime.

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students work hand-in-hand with both the client and engineering students to both determine the most important problems to address, the most user-friendly and practicable solutions, and the evaluation of the results and recommendations for future enhancements.

**IR314 Mobility Center Student Trainer Development -- Budget: $10,000; Expenditure: $9,822.07**

With IRA funds, we were able to hire up to 8 students (for varying lengths of time during the academic year) majoring in Kinesiology and pursuing graduate schooling in allied health care fields. Hiring these students gave them meaningful jobs that counted towards PT and OT school application requirements, allowed them to learn the logistics of operating a service learning center and increased their skill sets in exercise interventions for special populations. It enabled students to connect with diverse client communities in terms of diagnoses, socioeconomic backgrounds, age/generation, race and ethnicity. In addition, these same communities were able to benefit significantly from the resources of our campus and advancing their health and wellbeing in creative and impactful ways.

**IR323 Pathways To Graduation Program -- Budget: $7,200; Expenditure: $7,200**

The funds from the IRA fund were used to hire Academic Guides for the CFS Pathways to Graduation Program. The goal of Pathways is to support new and continuing students with academic and other support services to enhance their graduation success. The Guides serve as peer mentors and are typically seniors in the child development major. They are selected after an interview process and go through extensive training conducted by the program coordinators. The guides conduct face-to-face meetings with the students and also keep in touch with students electronically through text messages and emails. In addition, they attend workshops, and help to plan key events (e.g., Annual conference, Fundraisers, End of Year celebration). The Guides serve as a resource point for students. The Pathways to Graduation program is well aligned to the University’s strategic plan, particularly its focus on student success and the graduation initiative. It is open to all child development students and seeks to make the Department a welcoming and inclusive space.

**IR324 Sacramento Health Policy Conference -- Budget: $14,000; Expenditure: $14,000**

Funds enabled Cal State LA to take 14-15 extra Cal State LA students to the Health Policy conference, run by our Department of Public Health, in April, 2018. Overall, conference was attended by about 180 CSU students and faculty. Students heard from legislators and state executives, lobbyists, staffers and others. They attended hearings, visited the Ca Museum, had a tour of the state Capitol. In an extensive survey conducted post-conference students reported having learned a great deal about how the policy process works, and about the state policy issues. Many reported an increased interest in health policy. All had multiple opportunities to meet students and faculty members from other schools. Many reported the conference as one of the most valuable experiences in their college years.

**IR325 COMD Science Mentoring Program -- Budget: $3,800; Expenditure: $3,790.30**

The COMD Science Peer Mentoring Program allows our department and students practice the values inscribed in our campus strategic plan. Peer mentors create a welcoming and inclusive campus, by inviting and engaging all our students to participate in the program. They also engage Faculty to remind students about the program and the importance of studying with peers and active learning in general. We definitely strive for both Student Success and Academic Distinction. Peer mentors go over assignments, review studying skills, discuss the graduate school application process, have conversations about asking for recommendation letters, and collaborate with our student club (NSSHLA) so that all students feel engaged with the department. The program’s long-term objectives are: (1) to increase undergraduate student achievement, and (2) to promote a
scholarly community in the program. Short-term objectives are: (1) to promote learning and a competitive passing grade (e.g., B or higher), and (2) to increase student satisfaction.

**IR333 Attend Professional Conference -- Budget: $2,400; Expenditure: $2,400**

Legislative Lobby Days is a two day event in Sacramento aligned with the Cal State LA strategic plan. Approximately 1,200 graduate and undergraduate social work students throughout California gather to: 1) learn about current state legislation relevant to the social work profession and the recipients of social work programs and services, 2) receive in-depth training on lobbying skills, and 3) meet with state legislators in small groups to lobby on behalf of targeted legislative bills.

These activities embody engagement and service for the public good, commensurate to our strategic plan and knowledge, values and skills of the social work profession. Lobby days is a unique, experiential, real-world opportunity for students to implement community action and advocacy skills, cornerstones of the social work profession. Students apply classroom knowledge by getting a “hands-on” lobbying (advocacy) experience and leave empowered to think and act on a macro level for their communities. They bring these new perspectives and practiced skills back with them to strengthen our communities.

**IR363 Assessment of Campus Food Safety -- Budget: $3,200; Expenditure: $3,197.40**

This project, “Assessment of campus food safety” was a laboratory activity associated with the course, FST 3250 – Food Microbiology and followed on by interested students till the resources are completely used. As a part of this activity, about 20 students were given training to do the microbiological sampling of various food contact surfaces around the CSULA campus to assess the cleanliness and hygiene. This activity were aligned to the campus strategic plan as it engaged students in basic and advanced skills required for their future employment (engagement and success), the feedback given to the UAS which will help them to improve (public good) the practices. Overall a service to the campus community.

**IR406 LAC + USC/CSULA Partnership -- Budget: $3,000; Expenditure: $3,000**

Funds received from this grant were used in two ways. The first was to cover the costs of assessment and treatment services for clients referred through our partnership with LAC+USC. As a county facility, the number of clients seeking services surpasses the amount of services the small speech pathology staff is able to provide. The primary reason for an inability to see these clients is staffing. The demographics of the clients who seek services from LAC+USC include the following: 62% are immigrants to the United States; 75% identify their ethnicity as Hispanic/Latino; 55% are Spanish speakers, and 63% receive healthcare coverage through Medical or Medicare. By filling this gap, the grant specifically addresses the strategic plan’s goals to increase and strengthen community outreach programs. In addition, it also aligns with another goal- to foster thriving, collaborative relationships between Cal State LA and the community. A small portion of the funds from this grant were used to hire a student. The student is bilingual speaking English/Spanish. She reached out to referred clients, obtained a case history over the telephone, and determined each client’s potential interest in scheduling a diagnostic assessment. The remainder of the funds were used to cover costs related to the clinic services provided through the Robert L. Douglass Speech and Language Clinic.

**IR441 Laboratory Training Enhancement in Food Chemistry -- Budget: $4,500; Expenditure: $4,480.37**

The activity performed using the fund, improving laboratory training in food chemistry and food analysis for FST students, promoted student engagement in laboratory trainings which were not possible before. It helped
achieve the goals to enhance quality training in FST laboratory classes; to increase supervised laboratory experiences for undergraduate students; and to graduate highly skilled students to food industry.

**IR051 Intramurals & Recreational Sports Program -- Budget: $35,000; Expenditure: $31,295.14**

The Intramural and Recreational Sports Program provides an opportunity for every student, faculty and staff to participate in some type of competitive sports activity as regularly as his/her interest. Students benefit from meeting new people which provides an opportunity to make social contacts and friendships which could not readily be developed in the classroom and gives every student the ability to realize the joy and fun of participation in their favorite sport. The objective for intramural sports is to provide a wholesome and healthy activities for recreation and relaxation from strenuous school work and rapid pace of modern society for both students, faculty and staff members. Furthermore, students have an opportunity for employment as a scorekeeper and referee with the proper certification. It is important to meet the needs for CSULA’s diverse student population by offering creative and inclusive activities that will reach as many students as possible. There is a focus on a friendly, yet competitive atmosphere that could be conducive for learning the life skills that sports and activities can offer such as discipline, accountability, and teamwork.

2. Provide key performance metrics to measure and sustain success.

**IR054 Nursing Simulation Lab**

Peer mentoring has been shown to increase mentee student social connectedness, confidence and competency. Peer-peer mentoring has been shown to increase mentor communication skills, enhance empathy and maintain own nursing skill competencies.

Student mentors assist with accepted student day, nursing orientation and donor visits. All three of these groups appreciate meeting current students who demonstrate their enthusiasm and professionalism as nursing students.

**IR119 Children’s Center - Student Assistants**

The IRA funding allowed the Children’s Center to provide employment and training to 20 of the 45 Child Development majors employed at the Center. The students worked directly with children as student assistants. All students were supervised by mentor teachers and received regular training. All students participated in curriculum planning, child assessment, child supervision and classroom management. The students had a wonderful opportunity to apply theoretical concepts into real-world context while meeting the departments goal of academic success for all students.

**IR254 Rehab Design Serving Community**

Approximately 48 Kinesiology and 90 engineering students participated in the hands-on design projects supported by the IRA funds. Clients served by the devices created by our students are delighted with their work, and some of their testimonials, along with successful project Outcomes, are documented both in their Final Project Reports and Documentary YouTubes, a sampling to be found in an appendix to this Accountability Report. They are also readily available by searching YouTube for “CSULA Rehabilitation Machines Landsberger”. The students’ interest in both full mastery of kinesiology principles related to rehabilitation, including a wide range of rehabilitation exercises and their proper prescription and implementation, their motivation to pursue
further degrees in either physical and/or occupational therapy, and the awakening of their creative energies to create new rehabilitation technologies will ensure the sustained benefits of this program.

**IR313 Physical Activity Program**

Instructional Related Activity Funds (IRA) provide the necessary funds necessary to finance the Physical Activity Program through the School of Kinesiology and Nutritional Science. The Physical Activity Instructional Program offered approximately 90-95 sections per semester of various activities course which yielded an average of over 30 students per class. Over the year, the Physical Activity Program was able to offer over 190 sections with over 5300 students enrolled.

**IR314 Mobility Center Student Trainer Development**

We look at success here on different levels. In terms of student success, we operate our service learning center on the idea of a chain of mentoring. Advanced students mentor intermediate students who mentor beginning students. Every step of the chain reinforces each other. Thus, we have a high demand for positions in our center and the honor of working there is not lost on any student who is connected with it. All of the students hired through this grant are seniors and it is the culminating experience for them on this campus. It means that they have succeeded in acquiring the knowledge and skills to be leaders and mentors within this setting. So if we keep our chain of leadership perpetuated with the help of this grant, we have succeeded in nurturing current and future allied health professional students. We also look at success in terms of how many community members we are serving in the best way possible. Funds that we save by hiring through IRA grant funds help us keep costs as low as possible, given that our clients often come from underserved, underresourced communities or who have disabilities that render them unable to work for livable wages. We served a record number of clients this past academic year, which is a testament to the affordability and quality of our services and the integrity and passion with which the students provide them.

**IR323 Pathways To Graduation Program**

The funds from the IRA fund were used to support the hiring of guides; other Department funds were used to support the coordinators, who were in charge of recruiting, interviewing, training, and supervising the guides. A total of 8 guides were hired at the start of the academic year (subsequently two were not able to continue), and they collectively served 279 students. During the academic year the guides and students held approximately 1000 in person meetings and over 3000 digital interactions resulting in an average of 14 face-to-face and digital interactions per student. Additionally the Program/Department hosted welcome back events each semester, as well as 30 workshops, an annual conference, and End of Year event to celebrate graduation. Majority of the participants were either very satisfied or satisfied with the program. Almost 700 students attended the 30 workshops resulting in an average attendance of 23/workshop. Majority also reported that their academic progress had improved after joining the program. The above data suggest that participants in the program received high level of mentoring and opportunities to enhance their belonging to the Department and University community. To accommodate students’ schedules, we did explore student attendance via Zoom, but the results were disappointing and so we discontinued the practice.

**IR324 Sacramento Health Policy Conference**

We have extensive data on post-conference surveys indicating the value of the conference to students. For example, 95% of students said the conference was as good or better than they expected. Over 90% of attendees said they learned some (about 20%) or a great deal (about 75%) about how policy is made, career options in
public health, things they can do to increase their chances of achieving career goals, and other measures. See attached poll results for other evidence of conference success.

**IR325 COMD Science Mentoring Program**

a. Participation: we expect students to attend sessions during the semester and across semesters. Attendance is measured on a regular basis. Sixty-four mentees attended in the Fall 2017 and 80 mentees attended the Spring 2018 sessions. Mentoring for audiology courses was highly requested; for example, there were more than 100 sessions attended by students requesting mentorship for those courses.

b. Academic achievement: we expect mentees to learn and improve their grades, graduation prospects, and future academic opportunities. We have regular meetings on studying skills and graduate school opportunities. We have a Facebook page where we post articles about good studying skills and active learning. We also post opportunities for students.

c. Student satisfaction: we expect both mentors and mentees to feel part of the Communication Disorders community. We collaborate with our student club. Mentees get “points” for active membership in the club every time they attend mentoring. We also have a group of mentor volunteers, who requested to be mentors in order to share with others their knowledge. I actively encourage undergraduate students to apply to be mentors. Participation surveys were voluntary and few students returned the forms. Overall, student opinions were very positive.

**IR333 Attend Professional Conference**

For more than a decade, Cal State LA social work students have been active participants in Lobby Days, and a mainstay presence at the State Capital. Our students have continued on the legacy of engagement, service, and the public good through historically funding the majority of the expenses for this event themselves. Last year, 60 students were able to participate in Lobby Days, one of the highest attendance rates since our students started participating in Lobby Days, due to the receipt of over $7,000 in Lottery funds in addition to the IRA funds. One of the ways the funds were used was to hire a bus to take all the students together rather than having them share cars and make the trek themselves. This was beneficial in terms of being able to discuss the upcoming activities on the ride as a group. Students expressed positive sentiments about the ability to have a bus. Those students who had attended Lobby Days previously were able to compare the experiences and agreed that the bus was better for them, not only for the reasons cited above, but also because they were not as tired for the next days’ activities allowing them to be very engaged.

Lobby Days Faculty Advisors polled our students and feedback indicates that the same number of graduate and undergraduate students who will graduate in Spring 2019 would commit to attending Legislative Lobby Days if funding were available in the amount as last year. New students have heard about Lobby Days from prior attendants (via a presentation at orientation) and one-on-one conversations; some have expressed interest based on the positive comments they have heard.

**IR363 Assessment of Campus Food Safety**

This IRA project is a continuing project and it provided a lot of excitement to the students to get involved in scientific analytical work with practical utility. The UAS and the University kitchen chef complimented this effort as it gives them the assurance that food safety practices are followed and everything is in place. The students gained valuable experience in using the methods, collecting data and making inferences on a field problem. Also,
one of the methods used, the ATP bioluminiscence is an advanced technology and the knowledge and skill in that area would help them to get an edge in the employment scenario.

**IR406 LAC + USC/CSULA Partnership**

With the 2017-2018 allocation of funds from this grant, several individuals benefitted. A small portion of the funds covered the employment of one student for fall semester only ($46.20). She assisted with calling clients referred from LAC+USC to obtain case histories over the phone, and inquire about their desire to come to the Robert L. Douglass Speech Language Clinic. She created new files when appropriate and coordinated with the clinical staff for scheduling. Eight different clients received services across this grant year. Five of these clients were new referrals. Three clients initially referred in 2016-17 continued to receive services ($840.00 each x 3 = $2520 JB;GM;CQ). The remaining grant funds ($433.80) covered a portion of treatment costs for a fourth client (AV). Although funds were exhausted, additional clients referred from LAC+USC were seen at a minimal or no cost. The types of services provided included one or more of the following: individual diagnostic assessment, individual treatment sessions, and/or group treatment sessions. Twenty six graduate student clinicians were involved in providing these clinical services (three students per assessment, one student per treatment). Additionally, three undergraduate/post-baccalaureate students served as clinical assistants for three individual clients. The funds allotted through the grant were not enough to cover all the costs for clients referred. However, no client was turned away.

**IR441 Laboratory Training Enhancement in Food Chemistry**

The success was evaluated based on the students’ performance in the following areas: 1) familiarity with the operation of the instrument; capability of analyzing and interpreting the data; and improved understanding of the analyses and measurement mechanisms.

**IR051 Intramurals & Recreational Sports Program**

The amount of students who participate in Intramurals is documented every semester. The increasing number of students participating every year is evidence of the popular demand of the program, and of its success. The ability to provide students with various activities to participate in, while providing a friendly, competitive environment with opportunities to socialize and meet other students, is crucial to the program success.

3. Describe program outcomes and results. Identify challenges encountered.

**IR054 Nursing Simulation Lab**

During this fiscal year, faculty were assigned to the Nursing Learning laboratory for a total of 325 hours. Faculty responsibilities differ from the student mentor program as faculty have Lab administrative responsibilities. Faculty availability reflects faculty availability which does not always match student availability.

**IR119 Children’s Center - Student Assistants**
To ensure that both the department and the students gained the full benefit of the program, the following assessment methods were utilized:

a. 100% of students were part of the evaluation process and met to discuss goals and objectives with their mentor teacher to determine areas of strength and areas needing improvement.
b. Improvement of services to children and families are identified through yearly parent evaluations of program quality. Parent surveys showed 91% of parents were highly satisfied with the program quality and staff experience.
c. All attendance of student assistant employment was maintained in the Children’s Center office. Students completed approximately 12,876 hours of employment.

The challenge we encountered last year and will continue to face in the coming years are the increasing costs to student salaries due to minimum wage increases.

**IR254 Rehab Design Serving Community**

The primary outcomes and results of this IRA-funded program are the qualitative and quantitative effects on their education, professional development and societal outlook and sense of responsibility. The following are some of the effects of the students’ hands-on involvement with projects addressing the needs of people with disability, and vital environmental needs for sustainable energy and wise stewardship of resources:

(i) motivates the students to better master and apply their theoretical disciplinary knowledge, e.g. in biomechanics, dimensions of disability, research skills, and measurement and analysis of field data.
(ii) Students better understand the types of helpful assistive and exercise equipment, their components and design, and how to conduct a search of peer-reviewed literature to benefit their future clients.
(iii) Motivates students to become creative problem-solvers and to consider careers that address vital needs of society,
(iv) Provides valuable training in focused, multi-disciplinary teamwork with measurable outcomes, and noteworthy, real-world experiences that greatly enhance their career portfolios and attractiveness to future employers. Students will have a small design portfolio and demonstrated practical skills (teamwork, creativity, fabrication, measurement) that will help them land a job and/or pursue internships or graduate work, including the domains of both Physical and Occupational Therapy.

The creative team projects routinely help students develop strong job/graduate school/internship qualifications: alumni with projects in the Laboratory for Rehabilitation and Sustainable Engineering repeatedly comment on the help their experience has been in successful job searches - it is often the most-discussed part of their job interviews. I always ask – and the alumni are always happy to oblige – in sharing with our current students the elements of their education that they perceive as crucial to future success.

Students in the Kin4390 and related classes (especially those in Mobility Center Training and concerning the PACE Center for Activities of Children with Disabilities) benefit from the opportunity to apply new knowledge and skills concerning not only physiological/cognitive impairments, but disabilities in the real world: they learn first-hand the problems faced by individuals, and the benefits and limitations of technology currently available to assist them. They are also motivated by the opportunity to participate in a professional clinical environment, engaging with professionals and exercising creativity in multi-disciplinary teamwork with engineering students.
**Greatest Challenges:** Technician support in the Rehabilitation Engineering lab to maintain equipment and supervise hands-on fabrication is always a great challenge, given the large number of students participating!

**IR313 Physical Activity Program**

This Physical Activity Instructional Program continues to be successful in offering a variety of courses that attract and reflect the diversity of CSULA’s student body population. As the program continues to expand its curricula and course offerings, facility space and operating funds will be a challenge to maintain a quality program. This year we were limited in the aquatic classes we could offer due to a lack of funds needed to pay for lifeguards. Increase funding is needed to offer more swim and aquatics courses to meet demand.

**IR314 Mobility Center Student Trainer Development**

Tangible outcomes are the successful hiring and retention of Kinesiology students as staff trainers in our service learning center. All of these students report that having such a position furthers their leadership skills, knowledge in career-related areas and reinforces their career goals. In addition, they receive substantial hours of relevant service to put on their PT/OT applications. As stated above, clients benefit tremendously from their presence. Challenges remain in the gradual rising of the minimum wage. This continues to limit our hiring to fewer students for the same amount of money that we have requested in the past. We can raise funds in other ways but that puts strain on the limited administrative resources we have. We continue to deeply appreciate the role of the IRA fund in the support of our mission.

**IR323 Pathways To Graduation Program**

Retention and graduation data for the last several years show the effectiveness of the program. Since the program’s inception in 2012, first-year retention rates for Latino freshman and transfer students steadily increased. The major gains were observed among transfer students and their first-year retention rates were at 90.3 and 94.5 for students starting Fall 2015 and Fall 2016 respectively. Similarly 2-year graduation rates for transfer cohorts starting in 2014 and 2015 were 23.8 and 21.5% compared to a range of 6.2% to 16.4% in the period between 2005 and 2013. Among Latino students, Freshman 4-year graduation rate was 4.0 for the cohort starting 2011 [prior to Pathways]; the 4-year graduation rate for the cohort starting 2013 jumped to 6.3%. Among Latino transfer students, 2-year graduation rates among transfer students has similarly improved from 12.2% [cohorts entering prior to program inception] to 18.6% [cohorts entering after program inception]. Other graduation outcome data are not yet available for cohorts that started in subsequent years. As indicated above, participation data suggests high levels of engagement, a key to effectiveness. The main challenge is identifying adequate funding to support the guides as well as the program coordinators. Due to shortage of funds, for 2017-18, the Chair has taken over some of the coordination responsibilities. We also lost two guides mid-way through Fall semester and so did not completely spend the funds that were allocated. A final challenge is that there was considerable variable in individual students’ attendance at the workshop. While many students attended 7, 8 or even 9 workshops, majority attended only 3 workshops, which was the minimum for program continuation. A small but substantial number attended 0 workshops. Student feedback suggested that students had class conflicts (if workshops were on Wednesdays) or work demands were not able to attend workshops. Another issue is targeting students who may already be struggling and not doing very well in their classes. The above data suggest that Pathways to graduation is contributing to student success by creating a community in the Department and increasing students’ sense of belonging to the Department and larger community. More work needs to be done to expand its reach to students who may be struggling and facing challenges, particularly those who may be in the “murky middle” (GPA between 2.0 and 3.0). As a first step, the Department will conduct a needs assessment this year to identify areas of greatest student need.

**IR324 Sacramento Health Policy Conference**
Students have a much greater awareness of how government and policymaking actually work and a greater respect for those who work in government and the policymaking process. They also learned about the new internship with the Ca Department of Public Health, which has been established by Cal State LA for all public health students in the CSU system. No challenges were encountered. After 7 years, the conference runs smoothly, with the help of faculty members from each of the participating campuses.

**IR325 COMD Science Mentoring Program**

a. Academic achievement: Due to FERPA, we do not analyze students’ grades. As reported in the past, our incoming graduate students who were Cal State LA students stated that they have attended Peer Mentoring during their undergraduate or post-bac studies. Some of our new graduate students were also mentors. Mentees have contacted me to become mentors on the 2018-19 academic year.

b. Academic achievement: Due to FERPA, we do not analyze students’ grades. As reported in the past, our incoming graduate students who were Cal State LA students stated that they have attended Peer Mentoring during their undergraduate or post-bac studies. Some of our new graduate students were also mentors. Mentees have contacted me to become mentors on the 2018-19 academic year.

c. Student satisfaction: As in previous years, students rated the program as very good or excellent. They also shared that the program helped understand the course material better, increase self-motivation, self-discipline, and goal setting, increase self-esteem, and improve studying skills.

**IR333 Attend Professional Conference**

Ultimately, the goal of Lobby Days is to engage students in the policy-making process, which is a key competency for Social Work. Many of our Lobby Days student participants go on to integrate knowledge of policy into their respective practice areas that increases the efficacy of social work profession and that of Cal State LA. Our School of Social Work (recently ranked #64 by US News & World Report ahead of CSULB & most other CSUs) had a strong presence last year. More students would participate were it not for the lack of funding to cover students’ expenses; in fact, most represented social work programs fund their students’ registration, lodging and transportation expenses. This is far beyond the $2400 previously awarded through IRA funds.

**IR363 Assessment of Campus Food Safety**

This activity helped to assess the safety of food contact surfaces by monitoring the biological/microbiological load that included microwave ovens, university kitchen contact surfaces, food court contact surfaces, vending machine surfaces and similar ones. Another outcome is the involvement of approximately 20 students in doing a real field work where they used their learning of food microbiology principles into action in addition to gaining the technical skills needed for such a work. The project also helped to give feedback to the UAS regarding the food safety conditions prevailing on campus.

**IR406 LAC + USC/CSULA Partnership**

We continue to receive additional clients referred for service by LAC+USC. For 2017-2018, all funds were exhausted at the end of Fall semester. These clients have nowhere else to turn for services due to no health insurance coverage and/or affordability. In an effort to provide services to all in need, the clinic director keeps an open door despite the exhaustion of grant funds. Other minor challenges have also surfaced. One challenge is collecting the case history information as well as obtaining the client’s signature for medical release of information. The student assistant often calls the referred client multiple times, but they may not have
voicemail, don’t return the phone calls in a timely fashion, or may not return the call at all. To remedy this, we have asked that when the clinicians at LAC+USC make a referral to the Robert L. Douglass Speech Language Clinic that they complete the case history form with the client present. They will then provide this information to me with along with the referral. Another challenge is that no medical history information is available for review prior to the initial assessment. In addition, we will start requesting that the referring clinician also have the client sign the necessary medical release form. This will enable our campus clinic to obtain pertinent health related information in a timely fashion that will allow student clinicians to best prepare for the assessment clients, many of whom have varied and complex medical histories. The referral, case history form, and medical release form will all come together to me for each new client referred through the grant program. This will positively enhance the overall referral process and procedures to deliver the best clinical services.

**IR441 Laboratory Training Enhancement in Food Chemistry**

The fund was used to purchase a laboratory instrument that enabled the inclusion of a traditionally multi-day experiment to FST laboratory sessions within the lab duration. The instrument was used for FST 3200 Food Chemistry and FST 3230 Food Analysis. The fund promoted student engagement in laboratory trainings which were not possible before.

Hours offered by student mentors accommodate the mentor student class schedules. This means that students’ availability for mentoring mirrors the availability of their peers. Students perform outreach with their peers through Class officers and Class social media to determine and schedule targeted skill practice.

This IRA funding expanded skills lab availability for skill practice by 445 hours serving all four undergraduate programs. This more than doubled open lab skill opportunities for learners to practice.

The challenges encountered were the need for M-Sat skill practice availability and to expand to having graduate mentors for the graduate student population.

**IR051 Intramurals & Recreational Sports Program**

The Intramural & Recreational Sports Program is expanding every year, with an increase in participation among students. The program provides an outlet for students to relieve the stress of being a student. It also provides students with the opportunity to meet new people in a friendly, open environment. There are challenges I deal with every year such as facility availability due to LAFC Youth Club and collegiate sporting events. Due to limited facility availability, there has been fewer student participation in the Spring 2018 and Fall 2018 due to the new schedule. However, despite these obstacles, the program is doing well and I look forward to seeing great results every year.