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.

**Physical Activity Classroom Equipment and Supplies -- Budget: $6,200; Expenditure: $6,200**

Lottery Funds were effective in providing the equipment needed to create classroom experiences that promote inclusion, nurture and encouraged all students to pursue academic, professional and personal excellence. Funds were used in to acquire and replace antiquated scales, martial arts equipment first aid kits and other needed materials. In addition, funds were used to purchase a portable mirror for PE 213. This equipment aligned the Physical Activity Program to be in compliance the current trends with teaching various activities and requirements needed for a quality program. All physical activity courses foster and promote the academic rigor needed to acquire the skills and knowledge students need in remaining physically active over the course of their lifetime.

**Active Learning Classroom -- Budget: $9,266; Expenditure: $9,266**

Funds were used to create an active learning classroom that engages students through accessible technology and a collaborative, group-work setting to facilitate student success. The School of Criminal Justice and Criminalistics is incredibly grateful for the lottery allocation that was used as one source of funds towards the completion of the Active Learning Classroom project.

**Student Hands on Training at Children’s Ctr -- Budget: $40,000; Expenditure: $40,000**

The Lottery 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 10 students hired with the Lottery 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.

**Pathways to Graduation Program -- Budget: $20,000; Expenditure: $18,872.84**

The funds from the Lottery fund were used to hire Peer 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.

**Graduate Student Course Project Presentation at a National Conference -- Budget: $1,050; Expenditure: $1,050**

Funds were used to support student engagement and participation at a national conference on Criminal Justice. Students presented their research from their courses to a broad audience.

As part of the Masters of Science in Criminal Justice program five graduate students designed a research project in CRIM 5110 (Principles of Research). As part of their required assignment the students developed research questions, identified a dataset that can be used to address their research questions. Subsequently, in CRIM 5120 (Quantitative Applications in Criminal Justice) these students learned quantitative statistical techniques that they then used to analyze the datasets they had identified. Each student was able to empirically answer the research questions they had identified in CRIM 5110 through their use of data techniques learned in CRIM 5120. As part of the course requirements they submitted their projects to the American Society of Criminology (ASC) Conference and all projects were accepted for presentation in November 2017. In Fall 2017 students were required to develop their presentations and turn these presentations into a manuscript for peer-reviewed publication in CRIM 5380. The Lottery fund was used for students to prepare their poster presentations, register for the conference, and join the ASC organization. These additions to instructional activities/equipment allowed students access to the resources available from the ASC organization (e.g., journals, listservs, etc.) and supplemented their instructional activities/equipment in CRIM 5380 by allowing them access to a broad range of research presentations, career opportunities following graduation, and criminological organizations.

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

**Physical Activity Classroom Equipment and Supplies**

Lottery Funding provided 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 95-100 sections/semester (192 courses for the 2017/2018 academic year) of various activities courses which yielded an average of over 30 students per class (Over 5300 students enrolled) which generated 353 FTE’s.
Active Learning Classroom

The funds contributed to the beginning of a renovation project which is not yet complete. The technology implementation phase will take place in academic year FY18-19. The Active Learning Classroom will directly improve the student learning experience in the near future.

Student Hands on Training at Children’s Ctr

The Lottery funding allowed the Children’s Center to provide employment and training to 10 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 department’s goal of academic success for all students.

Pathways to Graduation Program

The funds from the Lottery 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.

Graduate Student Course Project Presentation at a National Conference

Student success was measured by their acceptance into the conference which included a peer-review and by the completion of their presentations.

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

Physical Activity Classroom Equipment and Supplies

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 overall cost and operating funds will be a challenge to maintain a quality program for future years. The Lottery Fund Grant continues to be extremely instrumental and helpful with this financial assistance.

Active Learning Classroom

Navigating the university bureaucracy created many challenges in terms of delays ordering, processing payment, and delivery. The classroom was scheduled to be completed by fall 2018 and we are only just
beginning the first phase of renovations. The target outcomes are increased professor satisfaction teaching in this classroom (it is currently one that all tenure track professors prefer not to use) and increased student engagement with course material. Outcomes will be measured based on scheduling preferences relative to this room and surveys of CRIM students with classes in the room once renovations are completed.

**Student Hands on Training at Children’s Ctr**

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 6,438 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.

**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 rates 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 and so 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.

**Graduate Student Course Project Presentation at a National Conference**
All student presentations were engaging and well attended. No challenges to note. Thanks for the Lottery fund support.