Please use evidence-based data including year-end financial reports and historical data for comparison.

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.

**Asian and Asian American Studies – IR396**

The Food Justice course aligns with the campus strategic plan directly by engaging with the surrounding community through an inclusive campus, student access, and academic achievement. In addition, it aims at encouraging students to participate in the Community Supported Agriculture for Asian Americans and surrounding communities of color, an ongoing project of the Asian and Pacific Islander Obesity Prevention Alliance (APIOPA) now API Forward Movement, and Asian Youth Center, and various school districts that surround Cal State LA; all who are AAAS community partners. In the past five years in advocating food justice by building school gardens that address food insecurity in Asian American communities, we have, to date, created 4 community gardens. This past year, the funds were used by the GE course, AAAS 3510, “Body, Health, Food Justice, and API Communities.”

Students built a culturally relevant food garden, California native garden, and sensory garden for the Anna Bing Arnold Children’s Center on campus (Fall 2017). In addition, we created another community alliance with Garvey Unified School District by providing “seed money” for boxes and culturally relevant produce for Garvey Intermediate School in Rosemead, CA. Students found the course extremely meaningful: it not only helped them understand the subject matter better but also motivated them to lead an engaged civic life, especially as it impacted, directly, students of Cal State LA.

In addition to the community partnerships that we have maintained and fostered, students of AAAS 3510 continued a relationship with several student engineering groups (ASCE –The American Society of Civil Engineers, SWE- Society of Women Engineers, and SHESS- Society of Hispanic Engineering and Science). Students 3510 helped to create garden boxes, tree benches, and sitting benches with student engineers. In doing so, student engineers received service learning hours while helping to direct students from the social sciences the mechanics behind tool safety, organization, and blue print creation for the garden project. This multi-
collaboration was inclusive of students of various racial backgrounds, women engineers, and underrepresented engineers such as hispanic engineers. In doing so, students of 3510 class fulfilled their service hours and the engineering clubs also fulfilled service learning hours required of their student club.

As a multidisciplinary collaboration between the humanities and STEM students, this fostered conversations about the various ways in which all disciplines contribute to community building, service learning, and civic engagement. Moreover, as students worked with not just the campus and community members, they also noticed the need to incorporate the private sector. Students, along with Professor Phun, solicited donations from Orchards, Home Depot, and Ganahl’s Lumber to complete this garden. Alongside these contributions, we were able to get funding from ASI, Greenovation Grant from CSSA (California State Student’s Association), and the Chinatown Firecracker Fund.

The IRA funds subsidized all materials for the creation of a school/community garden. As such it will attract more students to sign up for the service learning options, and further the objectives of the course. This semester, the Food Justice class had a class of 41 students.

AAAS 3510 is offered every year, they will serve over 100 students per year at Cal State LA.

**Anthropology – IR061, IR408, & IR424**

The Applied Archaeology IRA funds were used to pay for field and lab costs associated with ANTH 4240, 4850, 4990, and 5990. The work we conducted under this IRA year was done in conjunction with California State Parks to assess and mitigate damage to archaeological resources from illegal trail construction and use. We worked at the Daniel Ranch Recreation Area in the Santa Monica Mountains. The funds paid for vehicle rentals, food and water, and supplies to support a summer archaeological field school. Funds also paid for two GA’s and specialized analysis of materials for student thesis and undergraduate research projects.

Anthropology 4240 is an archaeology field school program where the field portion takes place during weekends thereby allowing our working students and those with limited resources to have a field experience often reserved for those who have the financial means to travel and pay for such opportunities. Operating nearby in the Mojave Desert, this field program is open to all students and provides foundations both intellectually and practically in archaeology. It prepares students for entry level employment at cultural resource management firms, and for highly sought internships at museums such as the Autry Museum where seven of our students have served or continue to serve.

Students who enroll in Anthropology 4240 participate in team building exercises that strengthen relationships between cohort members in ways that are beneficial beyond the confines of the class. Field work requires a level of cooperation that few other activities offer. Student engagement in campus activities, such as clubs, increase and students feel less isolated and more a part of the overall community because of friendships made during their time in the field. Students are encouraged to take leadership rolls which translate into taking positions of leadership in department clubs and organizations.

Intellectually, students are encouraged to engage in research that has led to presentations by undergraduate and graduate students at regional and international conferences. There are five students presenting at the Great Basin Anthropological Conference in Salt Lake City, and two presenting at the Society for American Archaeology Annual Meeting in Albuquerque, New Mexico over the coming months. The project associated with this field school is also supporting thesis research for three graduate students during the 2017 – 2018 fiscal year. Anthropology 4240 has thirteen students enrolled, four of whom are graduate students returning to continue work on the project.

The field project is in partnership with the Bureau of Land Management Ridgecrest, California office. The archaeological site being investigated is in the Rose Spring Valley area of eastern California in the Mojave Desert.
CA-INY-1799, also known as the Borden Site, is a Paleo Indian site producing some of the oldest evidence of Native American occupation in California. The BLM has invited CSULA to investigate this site, one that is receiving a lot of attention from researchers from across the desert west. This multi-year project promises to produce exciting and new information, and is providing a rare opportunity for CSULA students to participate in groundbreaking research using the latest technology and techniques in the field.

**Biology – IR139, IR227, & IR402**

Project “Bioscience Computer Labs” provided funds to staff our computer lab and give students access to computer usage time. This particularly served students who do not own a computer. Easy access to computers to work on assignments for various classes also helps students learn. Thus, this activity was in alignment with the campus strategic goals Welcoming and Inclusive Campus as well as Student Success.

The field trips conducted in core classes of the Microbiology B.S. curriculum (MICR 3500 Bacterial Physiology and MICR 3900 Applied and Environmental Microbiology) align with the campus strategic goals Service, Student Success, and Academic Distinction. The field trips provided our microbiology majors with career options in industrial microbiology and connected them with potential employers. One employment resulted from these field trips last academic year. Thus, we served the local industry by contributing to their educated workforce. Student emerge from these field trips with a greater career awareness and it will help them to broaden their future career choices. Exposing students to the workforce will make them more likely to be employed adding to their success. Students reinforce theoretical concepts through the applications in real life and will increase their knowledge. The field trips also create shared experiences which will further enhance student learning.

We have been deeply disappointed that these field trips had not been funded this academic year after more than 10 years of continuous offering, first in General Microbiology and then last year in Bacterial Physiology and Applied and Environmental Microbiology with overwhelming positive student feedback. We hope that next academic year and in the following years we will be again able to serve our students and our local industry by reinstatement of the field trips.

Funds were requested to support a field trip for BIOL 4540 Ichthyology. The offering of Ichthyology in the Fall of 2017 was a prime example of inclusiveness and academic distinction for CSULA students. The course was >90% from underrepresented groups. I took this enrollment as a personal point of pride, as ichthyology as a field is and has been dominated by white males. I will continue to take pride in training a diverse and inclusive student population in this course as I am certain there are not many campuses where our diversity in this field can be replicated.

**Chicana(o) and Latina(o) Studies – IR419**

Dr. Leiva resigned and the Instructional Related Activities had been cancelled and fund was not spent.

**GeoSciences – IR142, IR405, & IR442**

These field trips are “real world” experiences for students that require them to apply theories learned from the classroom to real situations. These hands-on experiences greatly enhance their understanding of course materials, prepare and inspire them to be good stewards of our environment, to be leading advocates in local communities, and to have great careers in geography, geology, and environmental fields.

Given our urban student population, many of them have never had the opportunity to see the natural environment away from the city. These field trips are eye-opening experiences and friendship-building opportunities for students. They help our students feel they are a part of our campus community. Some of these trips are research-oriented and students learn the concerns of our communities. This hands-on active learning in the field improves student success and graduation rates.

Resources were used to create Climate kits for secondary education teachers. These kits were to be used in classrooms to help teachers discuss climate change and sustainability. Extra resources were used to buy weather
stations for schools to use in instruction. These resources are aligned with campus strategic plans in that it enhances pre-college instruction on climate related topics including sustainability (energy, water) and community health (heat waves, mitigating hazards to the community).

Funds IR442 was not used due to low enrollment. Funds were encumbered to be used in 2018-2019.

**History – IR059**

IR059 fund was not used and returned to central pool.

**Latin American Studies – IR328**

The Latin American Studies Program sponsored and/or co-sponsored ten speaker events over the course of the academic year, six in Fall 2017 (attachment, #1-6) and four in Spring 2018 (attachment, #7-12).

The speaker series reinforced the campus strategic plan's goal of Engagement, Service, and the Public Good by offering comparative perspectives from Latin America (attachment #1, #2, #4-8, #10). The series contributed to a Welcome and Inclusive Campus by bringing to the forefront struggles for inclusion in Latin America and among the Latino/a population in the U.S. (attachment, all events). The series contributed to Student Success by aligning with and complementing the course content for 27 lower-division and upper-division classes and graduate seminars, including: ANTH 1500, CLS 1200, CLS 1500, CLS 4300, CLS 5050, ANTH 5800, HIST 2050, HIST 3570, HIST 3700, HIST 4020, HIST 4750, HIST 5650, LAS 3350, LAS 3500, LAS/PAS 3600, LAS 3700, LAS 3800, LAS 3420, LAS 4250, LAS/WGSS 4820, MUS 3580, PAS 1100, PAS 3020, POLS 5270, SOC 3480, SOC 4540, SPAN 4130. Two classes from ELAC also visited our campus.

**Mathematics – IR185**

IR185 fund was not used and returned to central pool.

**Pan-African Studies – IR246, IR401, & IR422**

**Political Science – IR058**

All students who wish to participate in the National Model United Nations (NMUN) program must enroll and successfully complete POLS 4201 and 4202, which are offered sequentially. POLS 4201 is a traditional course where students learn about the United Nations, including its organization, structure and how global issues are dealt with on a global scale. In this particular course, students are assessed based on class presentations, exams, and written assignments. In POLS 4202 students learn the political, social and economic background of the country to be represented at the NMUN conference. Preparation includes learning the political, social and economic history of the country and how this influences current policies. Additionally, students learn how to research policy questions as indicated in the committee background guides, prepare written policy statements, make clear and persuasive arguments, and negotiate effectively with others while experiencing intercollegiate academic competition. Student are also required to participate in a local MUN conference where they are evaluated on their knowledge of the issues, rules of parliamentary procedures, and their ability to remain in their role as delegate throughout the conference. Given the rigorous design of this program, NMUN is also aligned with the strategic plan of academic distinction since students who participate in this program are given the opportunity to participate in “high-quality undergraduate programs”.

This NMUN program is directly in line with the overall objective of student success, welcoming and inclusive campus, and academic distinction. This program lends itself to the overarching goal of student success that “creates a positive, holistic student experience” as it enables students to put into practice what is taught in the classroom. Upon completion of this course, students are more likely to seek out other programs that will develop and further enhance skillsets such as writing, research and public speaking. Additionally, students who attend NMUN are more focused on post-college careers, particularly after meeting with their respective country Ambassador, listening to the Delegate Seminars, and visiting the
Opportunity Fair where students have the opportunity to visit with representatives from government agencies, nonprofits, and graduate school programs. The Delegate Seminars are given by experts in the field focused on pressing global problems. This year’s topic included: Media: A key International Stakeholder or Opposition Party?; Addressing the Global Refugee Crisis and Climate Change and the Role of the United Nations. These activities not only help students through creative and engaged learning, but build on skillsets that enable students to envision themselves in future careers. Moreover, many students get to experience travel to another state for the first time, visit and hold meetings in the United Nations building, and meet with Ambassadors of the country we are representing that year.

**Sociology – IR292, IR326, IR327**

With the IRA funds for AY 17-18, the sociology department was able to send 10 graduate students to the annual meetings of the Pacific Sociological Association (PSA) to present their research and/or serve in an official capacity at the conference. Graduate students had to work closely with faculty mentors to produce research papers and make connections with conference organizers; both of these activities are high impact teaching practices that increase **Student Success** and lead to **Academic Distinction**. Only students who had a research paper accepted by a PSA review panel or who played a major role at the conference were allowed to apply for funds, so they were motivated to engage in these activities. Involvement in the conference gave graduate students experience presenting their research, fielding questions on their feet, organizing sessions, and/or serving as a presider or discussant. Attendance and participation in the conference is an valuable form of professional socialization that brings graduate students academic distinction, increases their networks, exposes them to other research in the field, and encourages them to submit their research for publication in a peer-reviewed journal under the tutelage of a faculty mentor. Moreover, these experiences increase students’ interest in furthering their graduate education by applying to doctoral programs. Finally, having our graduate students presenting at PSA brings distinction to Cal State LA and attracts future students to our graduate program.

The activity for which IRA resources were used directly align with the goal of **Student Success**, and indirectly align with the goal of **Engagement, Service, and the Public Good**. With the IRA funds allotted for AY 17-18, the sociology department was able to send 33 students enrolled in SOC 4500 (Sociology of Aging) to the Museum of Tolerance. The Museum includes many high-tech and interactive exhibits including the Holocaust Exhibit, Tolerance Center, and an Oral History by a Holocaust Survivor. Attendance at the museum is a high impact teaching practice that allows students to connect abstract sociological concepts to real-life events. One important concept in the Sociology of Aging is ageism. Ageism is poignantly demonstrated in the Holocaust Exhibit where the gates of the concentration camps are reproduced, showing how Jews were separated into two groups upon arrival: (1) those who went directly to the gas chambers—the elderly and children, and (2) those who were allowed to live—adults and teenagers. The Museum of Tolerance (unlike the Holocaust Museum) is dedicated to educating people about all forms of discrimination, not just that expressed against the Jews. As such, the exhibits show students how all “isms” such as ageism, Anti-Semitism, racism, sexism, and heteronormativity—share the common underlying dynamics of stereotyping, prejudice and discrimination. The Museum also shows that because of intersectionality, some people experience double and triple jeopardy because of the combination of statuses they occupy. The high-tech interactive exhibits provide students with recent evidence of human rights abuses throughout the world such as genocide, the exploitation of women, the threat of terrorism, and the plight of refugees. The Oral History by a Holocaust Survivor viscerally demonstrates our civic responsibility to speak for those who have no voice. There are so few Holocaust Survivors left that this intimate talk provides students with a unique slice of history that will not be available for much longer. Survivors demonstrate, in a way no textbook can, the horrors of prejudice and discrimination.

The fund was used for organizing a social theory conference. It was our 3rd annual conference, and its theme was "Disposable People, Disposable Planet: Economic Growth through Expulsion." The one-day conference included two keynote speakers as well as student panels (both graduate and undergraduate) and faculty presentation
from department across campus. This was a high impact practice aligned with our department’s mission since social theory is a core component of our program. Students also drew on faculty mentors’ expertise and guidance. The event was also a site for faculty cooperation across departments on addressing the excess of development, and we also discussed ways of promoting sustainable economic practices in the community. Our conference provided a site of intellectual exchange for both students and faculty to practice Engagement, Service and the Public Good.

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

Asian and Asian American Studies – IR396

Student success is measured not only in the academic work they accomplished, which they translated into creating a Food Justice Club, a food blog, and an ongoing Food Justice Instagram page, but practically speaking; there are now four community gardens (Alhambra High School, Mark Keppel High School, Garvey Intermediate, and Anna Bing Arnold Children’s Center). These various gardens have been noticed and noted by Chinese language newspapers, former Assemblyman Mike Eng for addressing food justice, security, and awareness of the environment in API community, and the Chinatown Firecracker Fund.

As all community gardens require stewardship before their creation by 3510, these are all sustained by the local school district. As ADA compliant, these gardens allow access to all able and disabled students. This year, the new garden at the Anna Bing Arnold Children’s Center is an on-campus lab school which services the students, staff/faculty at Cal State LA, and surrounding community. There is a long list of schools within the surrounding San Gabriel Valley school districts that have requested a garden through Cal State LA’s Food Justice.

Sustainability relies on several factors. First, IRA funds are needed as initial seed money for these gardens. Secondly, private donations and community solicited funds are needed to supplement this amount. Last, students need to register for classes (AAAS 3510 class is always at capacity).

Anthropology – IR061, IR408, & IR424

Posters and presentations based on this work were presented by our students at the annual meetings for the societies for California and American Archaeology. Students gained valuable interaction experience as well as training in archaeological field and lab methods. One Master’s thesis was completed and turned into the library based on the results of the Applied Archaeological Field program in the Santa Monica Mountains. This student is working full-time as an archaeologist for the US Army in northern California. A total of two new Master’s theses projects and one undergraduate honor’s project was started based on materials excavated during the field school.

Student performance is measured through exams, practicums and laboratory exercises that measure comprehension and application of the material presented in the course. Mastering theoretical, spatial and critical thinking skills are required to pass the course.

Biology – IR139, IR227, & IR402

The open computer labs are used by students enrolled in BIOL 3000 Biostatistics every year since AY 2004-05 and the total enrollment in BIOL 3000 for AY 2017-2018 was 338. The open computer lab is also a place where they can study with other students, thus enhancing their educational experience through teamwork and better preparing them for a collaborative workforce environment. The Biostatistics lab instructors hold their office hours in the computer lab to further encourage and normalize student use of it.
The post field trip surveys measure student perception of the field trip experience and career awareness. Employment resulting from the field trips measure relevance to the local industry. Quizzes and exams that address the key concepts reinforced through the field trips measure student learning.

The field trips are a highlight for the students when they take this course. In the past, this has come out on student opinion surveys and in informal conversations with students after they have completed this course. In addition, many students who have enrolled in the course in Fall 2017 (14 students) have stated that a reason they have enrolled in the course was the field trips experiences they hear from other students. I have provided results from a year-end survey indicating the usefulness and continued interest in these field trips for Ichthyology.

**Chicano Studies – IR419**

Dr. Leiva resigned and the Instructional Related Activities had been cancelled and fund was not spent.

**GeoSciences – IR142, IR405, & IR442**

We served a total of 32 lab sections of lower division GE labs' field trips associated with GEOL1500 Earth Revealed, GEOL1550 Oceanography, a total of 377 students in fall 2017 and 392 in spring 2018. The field trips included Vasquez Rocks & Palmdale, Palos Verdes & Vicinity, Cabrillo Beach & Terminal Island, shoreline trips.

We also served 18 major and upper division GE courses with 25 trips, a total of 313 students in fall and 233 students in spring semester. The locations included Barstow & Baker, Dana Point & Vicinity, Castaic & Vicinity, Lone Pine, San Onofre State Beach, Arizona, Palos Verdes & Vicinity, Imperial Valley, Mojave Desert, Marble Mountains, Devil's Punchbowl, Zzyzx, Rainbow Basin, Port of Long Beach, San Pedro & Rolling Hills, Sab Gabriel Mountains, Santa Monica, Calabasas & Malibu, Mojave Preserve, Union Station L:A railroad Heritage, Pyramid Lak & Vicinities and Desert Symposium & Research.

All students who participated in field trip/field research have submitted a report, some as part of their lab activities. This field work is an integral part of the educational experience in geosciences and prepares students for their professional careers and/or to be citizens who are knowledgeable about our precious natural environment and its vulnerabilities.

Six Los Angeles County schools were involved in the project with preliminary results showing student involvement (students installed their school weather station and used its data for science projects). Climate kit resources also help teachers with new NGSS objectives teaching climate change and sustainability.

**Latin American Studies – IR328**

All together over 1120 students benefitted from the LAS speaker series. Departments and programs that participated in the series besides LAS included Anthropology, Chicana(o) and Latina(o) Studies, History, Latin American Studies, Music, Pan African Studies, Political Science, Sociology, Spanish, and Women, Gender, and Sexuality Studies. Feedback from students who attended the series in follow-up classroom discussions was overwhelmingly positive.

**Mathematics – IR185**

IR185 fund was not used and returned to central pool.

**Pan-African Studies – IR246, IR401, & IR422**

**Political Science – IR058**

Each course associated with the Model United Nations program has its own measures of assessment. In POLS 4201, the objective of the course is to acquaint students with the analytical tools necessary to understand, evaluate, and respond to an increasingly complex array of global problems. Students are expected to understand:

- The origin and purpose of the United Nations;
- The diverse context within which it has developed;
- The organizational structure of the United Nations;
The functions of each of the major committees; and
The diverse perspectives of member states on an entire range of issues.

POLS 4201 measures student success through the use of examinations, discussion boards, and student presentations to assess their understanding of the material learned.

POLS 4202 seeks to prepare students academically and technically as representatives of Cal State LA and our assigned delegation for the NMUN Conference. More specifically, students are expected to:
- Develop and strengthen public speaking skills;
- Improve diplomacy, negotiation, and parliamentary skills;
- Formulate and implement individual, committee, and team strategies;
- Identify key country/committee policy objectives; and
- Craft defensible and well-researched position papers.

POLS 4202 is a research and writing intensive course that builds upon the knowledge acquired in the first course, POLS 4201. In this course, students begin to understand the complexities behind implementation of UN rules and resolutions. Given the level of research and writing, rubrics are used to evaluate all work completed in this course, ranging from position papers, public speaking, and research binders. Students maintain a research binder that contains all the relevant research, including an annotated bibliography, notes from their country research, and relevant information on how their representative country abides by UN resolutions and reports. These binders are checked regularly with continuous feedback. This research is then used to complete the Position Paper for the NMUN conference. Position papers must adhere to the strict guidelines determined by the NMUN. Rubrics are used to evaluate the quality of research and the accuracy in portraying the actions of the country represented.

Independent of the classroom, students are also evaluated at the conference. First, position papers are submitted prior to the conference and evaluated by NMUN staff using their own criteria. Second, student performance, not only in public speaking but in maintaining decorum throughout the conference, is another way that the NMUN evaluates students. Each of these independent evaluations is used to determine awards at the end of the conference.

I am currently working with my former graduate student, Alexandra Lazar, on a survey to use for an article on the Model United Nations program and its impact on students. Since most of the students who participate in this program are first generation college students, and minority students, I am interested to see how the experience of this particular program impacted their future goals and aspirations. We are currently in the process of completing our IRB training, but plan to submit our survey for IRB approval by mid-October. If the survey is approved, the surveys will be sent out and then use the data to complete this article that will be submitted for publication consideration.

**Sociology – IR292, IR326, IR327**

Key performance metrics to measure **sustained student success** is the continued acceptance of student papers by a panel of reviewers for the PSA conference year after year and the continued offers to graduate students at Cal State LA to organize, preside, or serve as discussant sat the PSA conference. If student papers were not at a high level of quality, their papers weren’t be accepted for presentation; if their service as organizers, presiders, or discussants weren’t professional enough, they would not be allowed to serve. Graduate students’ ability to produce high quality papers and to serve in a professional capacity is attributable to the high quality mentoring they received from their faculty. Graduate students’ ability to pay for registration fees and travel expenses is possible because of the IRA support for these professional opportunities.

Key performance metrics to measure **sustained student success** is student performance on papers and essay exams that measure the concepts and theories illustrated by the Museum of Tolerance. Across the years, I have found that students demonstrate a better understanding of concepts and theories from the Sociology of Aging after I started taking them to the Museum. In particular, students showed a clearer understanding of how concepts of stereotyping, prejudice, discrimination underlie the seemingly different concepts of ageism, Anti-Semitism, racism, sexism, etc. Students also show a better grasp of the concept of intersectionality. Students
better appreciate their civic responsibility to help their community, particularly those who have no voice such as the elderly, because the Museum promotes emotional as well as intellectual learning. Finally, testimonials from past students about how much they learned and enjoyed the field trip to the Museum reveal that student learning was sustained over time.

The conference was very well attended, and it was a student-center event. Student and faculty presenters were from Sociology, Civil Engineering, Communication Studies, Communication Disorder, Chicana and Chicano Studies, Pan-African Studies, Latin American Studies, and Child and Family Studies. 15 of the conference presenters were undergraduate students, 10 graduate, and 6 faculty members. Our two keynote speakers were Dr. Mohamed Abumaye and Dr. Linda Alvarez. In some panels we had about 70 attendees, and we never had less that 30 attendees throughout the day.

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

**Asian and Asian American Studies – IR396**

The greatest challenge remains the monetary resources needed to create community/school gardens. There is no lack of community partnerships for these projects. While we have received in the past two years, a generous amount of $2000 for the garden creation, each garden actually requires exponentially more funds (the remaining balance has been either donated in-kind or greatly reduced in price). As donations are received by school districts, their accountants have received the receipts (of in-kind donations) except for what is paid for by Cal State LA.

As noted above, program outcomes have been successful resulting in:

1. Cal State LA students learning about Food Justice and Insecurity, the environment, and health
2. Business plans and blue-print plans for garden creation for culturally relevant produce and native plants
3. Multi-level collaboration between student engineering groups and the humanities/natural science classroom
4. Collaboration between Cal State LA students and the surrounding API community
5. Collaboration between Cal State LA students and private sector
6. Praise and publicity about garden openings by Chinese language newspapers and local politicians
7. Collaboration with local API non-profits
8. Continual yearly collaboration with the Center of Engagement, Service, and Public Good
9. Possible outside funding through publicity of work (eg Firecracker Fund in Chinatown that services API communities in the greater LA area)
10. Future developments with various school districts in San Gabriel Valley

Awareness and visibility of surrounding San Gabriel Valley API community with the work of Asian American Studies at Cal State LA in civic engagement and learning.

Secondly, the greatest challenged we faced this semester was stream-lining the process of getting facilities approval for sites on campus. While working with facilities was a great endeavor, these processes are not spelled out for faculty who wish to do the same.

**Anthropology – IR061, IR408, & IR424**

The purpose of the program was to assist California State Parks in managing the cultural resources on their land holdings. The Danielson Ranch region is a high foot, horse, and bike traffic area located adjacent to residential developments. Through this program we were able to test archaeological sites and determine their integrity and eligibility for inclusion on the National Register for Historic Places. Our efforts helped State Parks to reroute
pedestrian, bike, and equestrian trails and fix erosional problems associated with historic ranching era creek dams. This work was valuable and allowed State Parks to avoid damages to non-renewable resources. Our work also resulted in awareness and educational efforts with park goers and other members of the public. Students were instrumental in all aspects of this project.

Program outcomes are very positive in that students, even those that underperform in other classes, appear to benefit academically and personally from a field experience. I encourage student research and presentations and have seen an increase in the number of students who take advantage of these opportunities. Student self-esteem is raised as they challenge themselves to do things that they have never considered themselves capable of doing.

Challenges, as are so frequently the case with field work, are logistical and are overcome by experience and flexibility.

**Biology – IR139, IR227, & IR402**

The primary outcome for this project is to provide open computer lab hours for students to work on BIOL 3000 assignments. An average of 14 students per week used the open computer lab to work on projects for an estimated 420 total uses. An ongoing challenge was enforcing student sign-ins to the computer lab log book, thus our tracking is an underestimate of actual usage.

The IRA funds had been requested for two charter buses each term (Fall 2017, Spring 2018) to take students of MICR 3500 Bacterial Physiology and MICR 3900 Applied and Environmental Microbiology class to San Antonio Winery (2 x $700) and Hyperion Wastewater Treatment Plant, respectively (2 x $800). Due to low enrollment MICR 3900 had been canceled in Fall 2017 and was offered only in Spring 2018. Thus, only three field trips took place in the past academic year.

A total of 49 students participated in the two field trips in MICR 3500 to the San Antonio Winery. One of the students, because of this exposure and introduction to the winery staff, was hired by the windery after her graduation with a B.S. in Microbiology and is now a full time employee. This demonstrate the relevance of the field trips for building a regional educated workforce. The post trip surveys indicate that 85 – 90% of the students find that the trips provide real life experiences which cannot be obtained through classroom based teaching and 90% agree or strongly agree that the field trip is an integral part of the course. Everyone (100%) would recommend their friends to take this course. A total of 46 students participated in the MICR 3900 trip to the Hyperion wastewater treatment plant and students overwhelmingly enjoyed the trip.

Student learning was increased as reflected in post trip quizzes. For example, in MICR 3500 Spring 2018, students scored highest in the quiz that was testing the concepts covered in the field trip (4.9/5 points; the other quizzes had averages from 3.1 – 4.6/5 points).

A challenge is the timing as the trips take several hours and student/instructor/destination availability have to be carefully considered. However, considering the impact of the field trips on student learning and preparation for the workforce we are committed to offer this experience to our students and hope that next academic year we will be funded again.

Students were regularly assessed on their ability to identify local marine fish species. Students in this course have always been afforded the opportunity to participate on this field trip and this does contribute to student interest and increased ability in species identification. In the current iteration of the course, I offered a quiz while on the vessel. Students are graded on an assignment that utilizes data from these cruises. The assignment requires them to interpret the data we have collected, alongside data collected from previous research cruises, and integrate this information with local fisheries activities. I have not encountered any major challenges with these field trips.
Dr. Leiva resigned and the Instructional Related Activities had been cancelled and fund was not spent.

**GeoSciences – IR142, IR405, & IR442**

The department successfully fulfilled both lower and upper division GE courses in block Bs. It also successfully delivered many major courses in which field trip/work is a very significant part of the learning process in both geology and geography courses. The field trips mostly take place during the weekend when students will have the entire day or two days to devote to course work. As a result, sometimes one fieldwork project needs to be broken into several trips to accomplish. Our biggest challenge is the rising cost of renting buses, vans and gas. Also increased enrollments in GEs and major courses increases the number of participants and thus the cost of rentals, etc.

This part of the learning experience is critical and very important for our students as a whole and also for our majors. Their career preparation relies heavily on their skills in field surveys, data collection and analyses.

<table>
<thead>
<tr>
<th>Each class will have its own specific outcomes. However, lower division field trips directly contribute to our 4 learning outcomes for geology and 4 for geography undergraduate students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geology learning outcomes:</strong></td>
</tr>
<tr>
<td>1. Ability to summarize, in writing and orally, scientific lab or field observations and related interpretations.</td>
</tr>
<tr>
<td>2. Ability to apply math and physics principles to solving field-based geologic problems.</td>
</tr>
<tr>
<td>3. Have knowledge of the human-environment interactions.</td>
</tr>
<tr>
<td>4. Ability to write a correctly formatted geologic report.</td>
</tr>
<tr>
<td>5. Acquire the ability to identify, characterize, and explain the distinctiveness of places and regions, the spatial patterns and structures, and the integration processes between nature and society at multiple scales from local to global.</td>
</tr>
<tr>
<td>6. The ability critical thinking and technical skills necessary to construct research questions, design data collection strategy and analyze data, and draw quantitative and qualitative conclusions based on knowledge, theories, and principles of geography.</td>
</tr>
<tr>
<td>7. The ability to communicate geographic concepts, approaches, methodologies, and applications in oral, written, cartographic and multimedia presentation formats.</td>
</tr>
<tr>
<td>8. A working knowledge of diverse concepts, methodologies, and processes to address contemporary issues in a multiethnic local, regional, and global community, and the natural world; and ready to pursue careers or advanced degrees.</td>
</tr>
</tbody>
</table>

For upper division classes, the field activities contribute to 5 learning outcomes for MS Geology and 3 for MA Geography learning outcomes:

| 1. Ability to synthesize and analyze data collected and to incorporate data retrieved from the geologic literature. |
| 2. Present research results, both orally and in writing. |
| 3. Ability to recognize and evaluate uncertainties with respect to observations and measurements. |
| 4. Have knowledge of standard geologic tools and resources. |
| 5. Have in-depth knowledge of the student’s area of specialization. |
| 6. Formulate an original research project and employ analytical techniques to construct research questions, design and perform data collection and analysis, and draw quantitative and qualitative conclusions based on the knowledge, theories, and principles of geography. |
| 7. Effectively communicate in oral, written, cartographic, and multimedia presentation. |
| 8. Have in-depth knowledge and leadership skills in a specific area of geography and be ready to contribute to the local and global community through professional advancements or education including Ph.Ds. |

**The Cal State LA GE learning outcomes** (relevant to this activity)

**Knowledge: Mastery of Content and Processes of Inquiry:**

1. Demonstrate understanding of the physical and natural world
2. Demonstrate understanding of the diversity of cultures and communities in the United States and abroad.
3. Demonstrate understanding of a range of disciplinary ways of knowing
4. Demonstrate Understanding of race, ethnicity, gender, and socioeconomic class

**Proficiency: Intellectual Skills:**

1. Demonstrate civic literacy that would enable them to participate effectively in a democratic society.
2. Use inquiry processes, including quantitative and qualitative reasoning and critical and creative thinking, to engage with contemporary and enduring questions.
3. Find, use, evaluate and process information in order to engage in complex decision-making and problem solving.
4. Read, speak and write effectively.
5. Demonstrate an ability to work collaboratively.

**Engagement: Local and Global Communities:**

1. Demonstrate the capacity to engage meaningfully with diverse communities.
2. Demonstrate understanding of how individuals affect society and the environment.
3. Demonstrate the capacity to make well informed, ethical, and socially responsible decisions.
#4. Demonstrate understanding of the interconnectedness of local and global communities

#5. Demonstrate literacy in the perspectives and needs of individuals and groups.

Transformation: Integrative Learning:

#1. Integrate academic learning with life through project-based experiences

#2. Integrate their knowledge, skills and experience to address complex, enduring, and emerging issues

Project had several outcomes that are not yet achieved. Some teachers reported that they have used resources while others are yet to comment. Teachers rigid curriculum requirements make it difficult for them to fully inject lesson plans into their schedules, while overworked teachers need more time to implement lesson plans effectively into their daily routines.

**Latin American Studies – IR328**

The series allowed students and faculty to learn from and interact with scholars, journalists, filmmakers, musicians, and human rights activists from Latin America. This direct contact brought the material they were learning in the class and through readings "to life." The series deepened students' understanding of the issues faring Latin American populations in Latin America and Latino/a immigrant communities in the US. One challenge is that LAS was only able to organize and/or co-sponsor 10 events over AY 2017-2018, down from 12 events in AY 2016-2017, due to a 35% reduction in our budget (from $3800 in AY 2016-2017 to $2500 in AY 2017-2018). Other challenges were for the most part logistical, as there is a shortage of large classrooms on campus.

**Mathematics – IR185**

IR185 fund was not used and returned to central pool.

**Pan-African Studies – IR246, IR401, & IR422**

**Political Science – IR058**

his class/program is a challenging yet rewarding experience. It is challenging because the level of work required from both faculty and students is demanding and grueling, and can at times feel burdensome particularly for those who hold jobs and hold a full class load. However, having said that, this experience is rewarding, and often students return for a second chance to participate. Through this experience, there is often a transformation of students. Students that were once quiet, can now speak in public. Students that were not good public speakers, who may have initially stuttered due to nerves, end up presenting in front of large audiences with more confidence, based on their detailed research on the subject matter.

Prior to my arrival, Donald Bray taught this course for 22 years at Cal State LA. During this 22 year period, there was only one year where Cal State LA students were recognized with an award: Honorable Mention. When I began in Fall 2008, I assumed the role of faculty advisor for the Model United Nations. From 2008 until 2012, this class was offered each year and each year, this program was recognized for its participation. These awards are presented to less than 20 universities out of the 300+ that participate. This program was on hiatus from 2013-2016 and then resumed the program in 2017-18 and it is offered every other year. In 2012, the NMUN changed their policy regarding awards because they felt that it was shifting the nature of the conference as students were overemphasizing the awards rather than on the purpose of the conference – to simulate the United Nations and work collaboratively to resolve global issues through diplomacy. Rather than position paper awards to the entire class, it is limited to individual committees, and much fewer awards are granted than in the past. Despite these changes, Cal State LA students are still recognized for their efforts and have been awarded each time.

The first year that I led the Model UN program, my student delegation was awarded the highest honor in each category – Outstanding Delegation, Outstanding Position Papers, and Outstanding Delegation in Committee in our representation of
Cuba. In 2009, as delegates of Turkey, we were awarded Outstanding Position Papers and Distinguished Delegation. In 2010, as delegates of Spain, we were awarded Outstanding Position Papers and Distinguished Delegation. In 2011, as delegates of Belgium, we were awarded Outstanding Position Papers and Distinguished Delegation. In 2012, with the new award policy implemented, Cal State LA students represented El Salvador and seven students were awarded Outstanding Position Papers, two students were awarded Outstanding Delegation in Committee, and the entire class was awarded Outstanding Delegation. In 2013, as delegates of Colombia, one student was awarded Outstanding Position Paper, two students were awarded Outstanding Delegation in Committee, and the entire class was awarded Honorable Mention. In this award year, 2016-2017, as delegates of Peru, two students were awarded Outstanding Position Papers and the entire class awarded Distinguished Delegation.

The one problem encountered was not with the program itself, but rather with IRA funding. When I wrote this grant, I sought funding to hire a Graduate Assistant, which was approved. Unfortunately, her hire was pulled from the Political Science Department’s General Fund rather than the IRA Grant, which is why we have money that not encumbered in the amount of $ 4880.70. Hopefully this will not negatively affect future efforts to seek IRA funding.

Sociology – IR292, IR326, IR327

The outcome of this IRA is that 10 graduate students were able to attend a major regional conference in sociology, present their research, and/or serve as an organizer, presider or discussant at the conference. Providing these professional opportunities to our students is an important goal of our graduate program in sociology; we aim to provide the training and professional socialization to our students to apply to doctoral programs and succeed once they are accepted. Students have commented that they learned a lot from presenting/attending the conference and that it increased their desire to publish and to go on for doctoral study. Students participating in the conference are more likely than their non-participating counterparts to apply to a doctoral program and to submit their presentation for publication in a journal. The only challenge of the IRA is the number of students who can be supported to go to the PSA. When the PSA conference is far away, the IRA only can provide travel support to a small number of students whereas when it is closer, the IRA can travel support to a greater number of students. Because the most recent conference was in Long Beach, we didn’t allow students to apply for reimbursement of hotel expenses; however, upon reflection, we probably should have allowed that to encourage students to attend the conference on multiple days.

Program outcomes are increased learning that comes from connecting abstract concepts to real-life. Students are better able to learn, understand, and remember the concepts and theories from the Sociology of Aging by engaging in the interactive and high-tech exhibits at the Museum that bring these concepts and theories to life. I have taken students to the Museum for many years now. When I run into former students, they always tell me that they still remember what they learned at there. That is why it is difficult to understand why the budget for this IRA was cutted so substantially. This produces a challenge where only one section out of 6-8 sections of the Sociology of Aging is able to attend the Museum field trip. Given the success of this field trip over the years, it is difficult to understand how such an field trip that is so high in value but so low in cost (with a student discount, it costs about $10 for admission) had the budget slashed, especially when the University allots $30,000 to send students on an expensive field trip for geology. With only two thousand dollars, most all of the students taking the Sociology of Aging could have the same emotional learning experience of visiting the Museum and hearing an Oral History from a Holocaust Survivor.

Unlike previous years, we had more undergraduate than graduate presenters. The conference was a valuable experience for our students in many ways. First, it was an event where they were able to practice their presentation skills in the presence of a large audience, and this allowed them to build confidence. Second, it was also an event where they saw faculty and students engaging in intellectual exchanges outside the classrooms. This allowed them to see that intellectual and scholarly exchange is not just something we only do in a classroom but a practice that is crucial to community building. Third, the conference also succeeded in fostering social and professional networks across different disciplines. The challenges identified are (1) finding the appropriate venue for the conference. There
seems to be a shortage of space for large-scale event on campus on a regular school day; (2) being able to bring in student and faculty presenters from outside our university so as to expand the horizon of exchange.