



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-20

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201700-201770**

Department: **Natural & Social Sciences**
IR061, IR139, IR142, IR246

Fund Code: **IR058, IR059,**

Prepared By: **Awardees/Tommy Luong**

Program Code: **[REDACTED]**

Budget: **\$ 58,800** Expenditure: **\$ 36,527.94**

Project ID: **[REDACTED]**

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.

Anthropology

The Applied Archaeology IRA funds were used to pay two GA-ships to assist in developing and participating in a field school in Ireland for Summer 2020 and to assist in teaching field methods for ANTH 4240 during Spring 2020. Funds were used to purchase five transiets, tripods, and stadia rods for instruction in field mapping. Funds were used to buy equipment for instruction in drawing stratigraphic profiles and plan views of archaeological features, including scale templates and frames, graph paper, and vellum tracing paper. Funds also paid for specialized analyses of materials for student theses and undergraduate research projects associated with previous field camps. Due to closures because of COVID-19, we could not work on archaeological sites in the Santa Monica Mountains or visit with State Parks archaeologists to plan for mitigation meausres associated with public use of State Parks and impact to cultural resources on Parks land. We were able to pivot after we could not gain access to our field sites and support much needed analyses for students to complete their work. Finally, we spent time virtually on completing conitgency plans for 2021 should COVID-19 continue to shut down campus facilities and field site

Biology

These IRA funds were to support biology and microbiology majors with hands-on experiential and career opportunities in field biology and microbiology. The planned field trip activities were aligned with campus strategic outcomes related to community Engagement and Student Success, providing students with real world experiences in the application of microbiology and connecting them with potential employers in our local community. Furthermore, empowering our students with ecological and conservation knowledge is essential for positively influencing a student's social network: from the family, to friends, to the community.

GeoSciences

Program objectives: (1) introduction to the scientific method of observation, recording, and data collection; (2) understanding specific environmental issues related to the geography and geology of southern California; (3) improvement of critical thinking skills through organization and interpretation of data collected; (4) fulfillment of required field skills training for majors that are necessary for their professional careers in various fields of geology; (5) understanding diverse local communities and cultures and meeting the goals and missions of our “engaged” department.

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 and 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 that they are a part of our campus community. Some of these trips are research-oriented and students also learn about the concerns of our communities. This hands-on active learning in the field improves student success and graduation rates.

History

IRA 464 funds defrayed the costs of holding a History Teacher symposium in the fall of 2019. Dr. Carole Srole invited three high school teachers. Dr. Karla Callejas, Mr. Juan Garcia, and Ms. Sara Quezada, distinguished alumni of the History Department to present on their experiences and advice as teachers to undergraduate students currently enrolled in our History Teacher Preparation B.A. program, as well as to other undergraduate and graduate students interested in pursuing a teaching career. The presenters were all veteran, credentialed high school teachers. The symposium incorporated interactive learning activities, advice on how to get a job, and provided examples of incorporating writing skills. It ended with a Q&A between the teacher alumni and current students. The symposium was attended by 30 students enrolled in HIST 3000 (Early Field Experience in History-Social Science Education) and in the capstone course HIST 4960 (Issues in Teaching History-Social Science). The \$1,250 in lottery funds covered honoraria for three speakers (\$250 each) and refreshments for the symposium (necessary for an event of this duration and intensity). In order to accommodate teachers’ schedules (being only free after 3:00pm) and student availability this event took place on a Friday afternoon for ca. three hours (4:15-6:15pm)

IR059 funds defrayed the costs of publishing 250 copies of volume 47 (2019-20) of the History Department student journal *Perspectives: A Journal of Historical Inquiry*. This volume, as all past volumes since 1973, consisted entirely of articles written by undergraduate and graduate students enrolled in courses offered by the History Department. The production is only the culmination of a series of activities from composition, submission, peer review, and rewriting/resubmission, to final approval, editing and copy-editing.

The journal is created in HIST 4970 (Editing and Publishing *Perspectives*; formerly HIST 497) and offers students the rare opportunity to be actively involved in becoming published authors, editing each other’s work repeatedly, creating new online content, and to present their work to the larger university and CSU academic community. In the past the journal has been nationally recognized with awards from Phi Alpha Theta, the honor society in history. We submitted Vol 47 for consideration in late May. The awards are usually announced in mid-fall.

Participation in HIST 4970 and/or publishing an article in the journal has proven very beneficial for students’ employment prospects, academic awards, fellowships, and PhD program placement. This year’s article authors and editors include two students (Chiquitara Kendall and Josthin Oswaldo Amado) who were accepted to several prestigious PhD programs and who are now pursuing doctoral studies at UC Santa Barbara and UC Irvine. Several of Vol. 47 editors and authors were awarded scholarships. Student involvement with the journal is thus part internship, part academic distinction, and a large part of the History Department’s calling card to other CSU campuses.

Academic and professional success for authors/editors in the past include Vol. 38 editor-in-chief Cassandra Joffre is now a Senior Specialist for Fine Books and Manuscripts at Bonhams in New York. Andrew Weiss is completing his PhD at Arizona State University. Volume 39 editor John Dunlap is now teaching at Glendale Community College. IRA funds defrayed the costs of publishing 250 copies of volume 47 (2019-20) of the History Department student journal *Perspectives: A Journal of Historical Inquiry*. This volume, as all past volumes since 1973, consisted entirely of articles written by undergraduate and

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Latin American Studies

The Latin American Studies Program planned to sponsor and/or co-sponsor eight speaker events over the course of the academic year, four in Fall 2019 and four in Spring 2020 (see attachment). Of these, we were only able to accomplish the four in Fall 2019. All four of speaker events planned for Spring 2020 were scheduled for dates occurring after the announcement on March 10, 2020, by President Covino that all campus events had been cancelled, effective immediately. They therefor did not take place.

The speaker series reinforced the campus strategic plan's goal of Engagement, Service, and the Public Good by offering comparative perspectives from Latin America. 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. The series contributed to Student Success by aligning with and complementing the course content for lower-division and upper-division classes and graduate seminars from a broad range of departments and programs.

Mathematics

With the IRA fund for AY 19—20, the mathematics departments was able to pay for the travel costs to send seven (7) Supplemental Instruction (SI) undergraduate/graduate students for professional development to the annual meetings of the 3 CSN/LAP sponsored Inland Empire SI Regional Conference, November 15-17, 2019 in San Jose, CA. These seven (7) graduate/undergraduate students are employed as Supplemental Instructional Leaders for the Smart Start for Student Success PLUS/SI program.

Political Science

The MPA program sponsored one speaker event in Fall 2019. The guest speaker series was cut short in Spring 2020 due to COVID-19 and the transition to remote learning. The MPA program had to cancel a guest panel with the Southern California Chapter of the American Society for Public Administrators in Spring 2020. The guest speakers and the chapter were not able to participate in a remote event due to the pandemic's impact on their own work.

The speaker reinforced the campus strategic plan's goal of Engagement, Service, and the Public Good by engaging students in topics and problems facing the public sector from the perspective of practitioners. The guest speaker was Stephen Harding. Mr. Harding has over 30 years of public sector leadership experience. He has served as a city manager for both Jurupa Valley and Murrieta.

The speaker contributed to a Welcome and Inclusive Campus by bringing to the forefront struggles for equity and diversity in public service, leadership in public service, and transparency in local government. The event was inclusive and open to all undergraduate and graduate students at Cal State LA.

The speaker contributed to Student Success by aligning with and complementing the course content for lower-division and upper-division classes and graduate seminars, including: POLS 1000- Intro. to American Government and Society, POLS 4600- Foundations of Public Administration, POLS 4030-State and Local Government, POLS 4040- Urban Government and Politics, POLS 5700- Public Administration as a Field of Practice, POLS 5730- Public Sector Human Resources Management, POLS 5720- Intergovernmental Relations, POLS 5810- Public Policy Analysis, POLS 5840- Issues in the Metropolitan Area.

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. Students 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. 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

The activity for which IRA resources were used directly align with the goal of **Students Success** and indirectly align with the goal of **Engagement, Service and the Public Good**. With the IRA funds allotted for AY 19-20, the sociology department was able to send 91 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 presentation 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 Agism. Ageism is poignantly demonstrated in the Holocaust Exhibit when the gates of the concentration camps are reproduced, showing how Jews were separated into two groups upon arrival: (1) the elderly who were sent directly to the gas chamber, and (2) young adults who were allowed to live. The Museum of Tolerance (unlike the Holocaust Museum in Los Angeles) is dedicated to educating people about all forms of discrimination, not just that expressed against elders and Jews. As such, the exhibits show students how all “isms” such as ageism, Anti-Semitism, racism, sexism, ableism 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. For example, an elderly disabled woman would be most likely to be gassed. The high-tech interactive exhibits provide students with evidence of recent 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 presentation by a Holocaust Survivor viscerally demonstrates our civic responsibility to speak out for those who have no voice. There are so few Holocaust Survivors still alive 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. Moreover, the few remaining Holocaust Survivors who tell their story demonstrated another concept in the Sociology of Aging: Successful Aging. These survivors show that despite the traumas they’ve endured, they were able to age successfully and give back to their communities by focusing on even the smallest positive things in their lives.

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

Anthropology

Posters and presentations based on this work were presented by our students at the annual meetings for the societies for California and American Archaeology held virtually because of COVID-19. Students gained valuable interagency experience as well as training in archaeological field and lab methods. Three Master’s theses were completed and turned into the library based on the results of the Applied Archaeological Field program. One of these students is working full-time as an archaeologist for a local cultural resource management firm, one is teaching elementary school, and one began a PhD program at the University of Oregon. An Honors thesis was completed based on archaeological and biochemical research and this student started the MS program in Criminalistics at Cal State LA. A total of two new Master’s theses projects and one undergraduate honor’s projects were started based on materials excavated during previous field school.

Biology

Surveys and reflections have been implemented in the past to evaluate the impact of experiential learning activities on students’ attitudes towards their courses, degree program, career options, and the connections between their field of study and personal value.

GeoSciences

We served our normal amount of students in the fall of 2019, but our field trip events were abruptly curtailed in the spring of 2020 due to the COVID 19 pandemic. The campus closure on 3-16-20 effectively cancelled all field trips for the spring at a time when we were just about ready to begin the bulk of spring semester activity. Consequently there were no field trip expenses for the spring semester, so total incurred expenses were about half of what we see in a normal year.

We served a total of 14 lab sections of lower division GE labs’ field trips associated with Geology 1500: Earth Revealed and Geology 1550: Oceanography, a total of 286 students in fall 2019. The field trips included Vasquez Rocks & Palmdale, Palos Verdes & Vicinity, Placerita Canyon, Cabrillo Beach & Terminal Island, shoreline trips.

While the bulk of our major and upper division GE field trips typically take place in the spring semester. We did however have field trips for 4 courses with 80 students participating in the fall, all of which were for our majors. These trips went to locations including Rainbow Basin, Palos Verdes Peninsula, the San Gabriel mountains, Vasquez Rocks and Owl canyon, and the Desert Studies Center.

History

Dr. Srole circulated a questionnaire to the 30 participants who attended the symposium and 97.6 percent of the attendees wrote that they found this symposium to be extremely useful. The students liked the fact that the presentations dealt with the the planning lessons (educational content), as well as advice on how to apply for jobs and internships in high schools. I attach a few comments from the questionnaires to demonstrate the impact that the symposium had on attendees.

- a. "The way all teachers prepare for their classes. They have different styles, but similar goals. All the information I had not thought about when searching for a teaching job."
- b. "First-hand experience of the hiring and job search process as well as hearing about the realities of being a teacher."
- c. "Showed me the reality of teaching and the process of getting hired and things to consider before applying."
- d. "The most useful was classroom engagement, holding students attention when teaching a subject like history is very important, got very good ideas and pointers."

The journal is created in HIST 4970 (Editing and Publishing *Perspectives*; formerly HIST 497). Calls for submission go out to all undergraduate and graduate students matriculated in the History department in the fall term. Papers submitted are the product of a variety of undergraduate and graduate courses, including our B.A. and M.A. research capstone seminars.

In addition to those who submit papers and the six students whose term papers were accepted for editing, approximately 15 students were actively engaged in editing and producing the journal through enrollment in HIST 4970 in Spring 2020. The analytical skills of both the students who edit *Perspectives* and those whose papers were selected for inclusion improved and their ability to write strong historical essays in their classes and later was considerably strengthened. The journal also helped strengthen the department's commitment to the centrality of writing in the history curriculum by providing students in history courses with models of good historical essays.

Latin American Studies

All together over 500 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, Women, Gender, and Sexuality Studies, and the American Communities Program. Feedback from students who attended the series in follow-up classroom discussions was overwhelmingly positive.

Mathematics

Key performance metrics to measure **sustained student success** to learn new Supplemental Instruction techniques on how to help students succeed in their math classes. Students were exposed to, and able to interact with other schools that run similar programs like ours. They learned different methods on how to help a group of five students up to a group of 100 students. What these students learned increased their ability to facilitate their PLUS/SI sessions for greater student learning and success. These new techniques were shared with the rest of the SI leaders.

Political Science

The key performance metric was the number of students who attended each event.

The event was held in the Library's Community Room because the room is available at no cost. Attendance was limited by the number of seats available in the room. The event had 43 students plus three members from the Southern California Chapter of the American Society for Public Administrators who stayed to network with students after the speaker finished.

The event provided an opportunity for students to ask questions. Students interacted with the speaker and members from the Southern California Chapter of the American Society for Public Administrators for at least 40 minutes during the Q&A.

Sociology

Key performance metrics to measure **sustained student success** include student performance on papers and essay exams that measure their ability to discuss and explain key concepts and theories illustrated by exhibits and oral histories seen at the Museum. 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, and discrimination underlie the seemingly different concepts of agism, 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 for 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 from and enjoyed the field trip to the Museum reveal that student learning was sustained over time. When I run into former students, the #1 thing they remember about the class is the fieldtrip to the Museum and the concepts and theories they saw demonstrated there.

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

Anthropology

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 continue building GIS profiles, augment and perfect maps recorded the previous year, conduct lab work, and work with State Parks archaeologists who visited our labs on campus to talk to the students about State and County jobs in archaeology. Our work also helped determine the integrity and eligibility of sites for inclusion on the National Register for Historic Places. Even though we could not go into the field, our efforts helped State Parks to make informed management decisions about threatened archaeological sites. 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.

Graduate assistants also helped with developing a field school in Ireland. After running the field school in Ireland last summer through the Institute for Field Research (IFR) I became aware that archaeologists throughout Europe used different methods to survey, excavate, and record sites. More and more of our students are participating in IFR field schools, which take place mostly in Europe. Our students are increasingly enrolling in IFR programs as they have established Cal State LA-specific scholarships that pay the vast majority of the costs associated with traveling and enrolling in these field programs. For many of our students, this experience will be the first for them outside of the United States. Therefore, I have decided to incorporate European methods into this program. That way students can receive this type of training and experience before traveling abroad and learning them for the first time in a new and potentially difficult setting. This also allows us to continue with cutting edge training even if we are not permitted to go into the field because of unforeseen circumstances, such as fires, floods, and landslides. Much of the equipment was purchased to facilitate these new methods.

Biology

All planned field trips for the funded period were cancelled due to COVID-19.

GeoSciences

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. Sometimes one fieldwork project needs to be broken into several trips to accomplish the goals of the class. Our biggest challenge is the rising cost of renting buses, vans and gas.

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 analysis.

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:

Geology learning outcomes:

1. Ability to summarize, in writing and orally, scientific lab or field observations and related interpretations.
2. Ability to apply math and physics principles to solving field-based geologic problems.

3. Have knowledge of the human-environment interactions.
4. Ability to write a correctly formatted geologic report.
Geography learning outcomes:
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.
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.
7. The ability to communicate geographic concepts, approaches, methodologies, and applications in oral, written, cartographic and multimedia presentation formats.
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

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
- #3. Demonstrate understanding of the diversity of cultures and communities in the United States and abroad.
- #5. Demonstrate understanding of a range of disciplinary ways of knowing
- #7. 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

History

Participation in the symposia was integrated into the curriculum for HIST 3000 and HIST 4960 in Fall 2019. And the high number of attendees in a session that was held outside of class hours demonstrated that the students found the subject matter to be important. The symposium further the objectives of our Teacher Preparation Option History B.A. program, as well as the course objectives of HIST 3000 and HIST 4960. The purpose of the Teacher Preparation Option History B.A. program (accredited by the California Commission of Teacher Credentialing) is to prepare students for careers as middle-school and high-school history/social-science teachers. HIST 3000 focuses on providing early field experiences in history-social science education, grades 7 to 12; activities conducted in the course correlate with content from the California Subject Matter Standards in History-Social Science and teaching historical thinking. HIST 4960 explores issues and concepts involved in teaching History-Social Science in California schools, including the research, design and implementation of lesson plans. The success of our symposium has made the History Department realize that we need to schedule more workshops on future employment prospects for our students. We hope that these workshops will make students consider their future career prospects long before they graduate from Cal State LA.

Perspectives is an important tool in recruiting History majors because it is a tangible product students can hold in their hands and look at. For that reason, it is imperative that as part of the course in editing and publishing the journal, the student editors have hard copies of *Perspectives* to send out to other campuses in the L.A. region and beyond.

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This year's journal was produced under unprecedented difficult circumstances: when campus closed on March 13, students and authors of Vol 47 continued to work on the journal remotely. We are grateful that the Cal State LA Reprographics Department printed the journal and that the Mail Distribution Center mailed dozen of copies to graduating students. The remainder of the journals await further distribution in my office on campus.

Latin American Studies

The series allowed students and faculty to learn from and interact with scholars, journalists, filmmakers, and human rights activists from Latin America and the Latinx community in the US. 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 facing Latin American populations in Latin America and Latino/ a immigrant communities in the US. One challenge is that LAS was only able to plan for 8 events over AY 2019-2020, down from 11 events in 2018-2019, due to a reduction in our budget (from \$3000 in AY 2018-2019 to \$2000 in AY 2019-2020). Other challenges were all COVID-19 related.

Mathematics

PLUS/SI Leaders attending this conference were better prepared and able to share their new knowledge with other leaders. These Leaders were able to immediately apply these new strategies and techniques to their own PLUS/SI sessions. The outcomes will be measured by analyzing the pass rate and GPA of students enrolled in these math courses attending the PLUS/SI sessions with those students enrolled in these math courses who did not attend PLUS/SI sessions.

Political Science

Students benefited by learning about public service from practitioners in the field who have established careers as well as networking with the speaker and the members from Southern California Chapter of the American Society for Public Administrators. The direct contact brought the material students are learning in the class and through readings "to life." The event deepened students' understanding of the issues facing public sector employees when trying to serve the public interest.

The community as a whole benefited by building relationships with public service professionals in the LA metro area and the university. As an anchor institution, these types of relationships are imperative to the success of students at CSULA.

The key challenges are the availability of funds to support the speaker series, availability of large spaces on campus, and the impact of COVID-19 on Spring 2020. Obtaining space on campus to accommodate a larger number of students is difficult. The event was held during the evening to accommodate the speakers and graduate students who work during the day. The MPA program utilized the Library's Community Room because the space is welcoming and allowed for the speaker to easily interact with the audience. However, this space has a seating capacity of 55. The program used an RSVP to limit the number of attendees to the room's capacity; one MPA instructor was not able to bring their class due to limited seating. Other spaces on campus that are interactive are available at a cost, which is more than the funds provided. The department does not have additional funds to aid the speaker series. At this time, the series is supported only with IRA funds. The program was planning a joined speaker panel and networking event with the Southern California Chapter of the American Society for Public Administrators. However, COVID-19 had a significant impact on Spring 2020 as faculty switched to remote learning and public sector practitioners who were going to participate had to shift to remote work. The spring event was canceled due to COVID-19.

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, writing assignments, 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.

Additionally, Dr. Emily Acevedo recently surveyed 110 former MUN students who participated in the program between 2008 and 2018. Dr. Acevedo took over the MUN program in 2008 and passed on the duties of MUN advisor to me in 2019. She received responses from students each year that CSULA attended NMUN during this time period. Sixty-five former students provided demographic data and responded to open-ended and closed-ended questions regarding their MUN experience. One respondent noted that, "My communication, leadership, and writing improved a lot, thanks to Model United Nations. The Model United Nations experience helped me become a stronger leader and was an experience that motivated me to participate as President of the Political Science Association on campus." Another student said, "As I look back, I can definitely attest that I have taken many of my current skills that I hold in my current position from the Model UN course that I took years ago. I have become and [sic] advocate for myself and my patients that I work with." These comments are representative of a number of observations made by former participants. There was also a notable impact on first generation college students. Fifty-eight percent of the survey respondents identified as first-generation college students. While both first-generation students and non-first generation students reported that the active learning component of MUN, including the conference made possible by IRA funding, improved their interpersonal skills, a greater number of first-generation students noted this improvement (Acevedo & Lazar, forthcoming).*

As mentioned above, students normally meet with ambassadors from the country that they represent while attending the MUN conference. This past year students represented Mexico and Venezuela. While students who represented Mexico were able to visit the Mexican consulate as planned, Venezuela does not currently have diplomatic representation in the U.S. Students were not able to meet with a representative of the Venezuelan government. In lieu of visiting the consulate, I was able to arrange a visit to the U.S. State Department. Students met with an archivist of international agreements and were able to tour the archive and the diplomatic rooms of the State Department. They were also able to ask questions about working at the State Department. This challenge was turned into an opportunity for students to meet with both Mexican and US diplomatic staff.

This class/program is a generally challenging and 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, this experience is ultimately extremely 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. This CSULA program has a long history in the Political Science Department, but has demonstrated excellent outcomes in the past decade.

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. In 2008, Dr. Acevedo assumed the role of faculty advisor for the Model United Nations. I took over this role in 2019. Beginning in 2008, and each year CSULA has attended MUN thereafter, CSULA students have been recognized for their participation. NMUN awards are presented to fewer 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 now offered every 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. Many fewer awards are granted than in the past. Despite these changes, Cal State LA students have been recognized for their outstanding work at each conference.

In 2008, the CSULA 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 2016-2017, as delegates of Peru, two students were awarded Outstanding Position Papers and the entire class awarded Distinguished Delegation. Keeping up the excellent work of past delegations, CSULA students achieved recognition at the most recent conference. The ten students who represented Mexico won Outstanding Delegation and two students from this delegation were recognized for their Outstanding Position Paper. The ten students who represented Venezuela were awarded Distinguished Delegation, one student was awarded Outstanding Delegation in Committee, and one student was awarded Outstanding Position Paper.

*Acevedo & Lazar. (Forthcoming). “Active Learning and Interpersonal Skills Development Among First-Generation College Students.” *International Studies Perspective*.

Sociology

Program outcomes are the increased learning that comes from connecting abstract concepts to real-life events. Students are better able to describe, discuss, and retain the concepts and theories from the class by connecting them to 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 and students consistently tell me what a valuable learning experience it was. That is why it is difficult to understand why the amount of money allocated for this IRA is so low because the field trip is cost effective and local. Yearly, there are about 8 sections of the Sociology of Aging (4 in fall and 4 in spring) that are offered but the allocation is too low to allow all 8 sections of the course to attend the Museum. The budget creates a challenge because I have to decide which of the sections are going to be able to attend, and as a result, I have to modify the way I teach some of the sections who don't get to go on the field trip. Given the success of this field trip over the years, it is difficult to understand how such a field trip that is so high in value and so low in cost (with a group discount, it costs about \$11/student for admission) was allotted so little money, especially when the University, for example, allots \$30,000 to send students on an expensive field trip for geology. With only a little more money, the students enrolled in all 8 sections of the course would have the emotional learning experience of visiting the Museum and hearing an Oral History presentation from one of the few surviving Holocaust Survivors.