



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 21-22

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201600**

Department: **Rongxiang Xu College of Health & Human Services**

Fund Code: **IR**

Prepared By: **Fiscal Analyst, Griselda Arellanes**

Program Code: **[REDACTED]**

Budget: **\$ 154,000** Expenditure: **\$ 120,631.12**

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.

IR254 Hands-on Rehab Engineering Outreach BUDGET: \$7,500.00 EXPENDITURE: \$9,1446.61

With support from the IRA funds, Kinesiology Students engaged in service learning this academic year by working with clients in the Mobility Center, the Ninos Y Padres Program, Childrens Hospital Los Angeles and Office of Students with Disabilities, as well as outside community partners to create assistive devices for people with both physical and cognitive challenges -- in spite of the significant limitations on student-student and student-client interactions imposed by COVID safety restrictions. We make maximal use of Zoom Meetings, and in some ways this facilitated more regular and, for the clients, easier interaction. Students were "virtually" invited into client homes to see the significant mobility and access challenges their clients face on a daily basis. This included a strength and range-of-motion exercise system for a gentleman confined to his bed for 18 hours/day, an improved elbow brace and foot-drop Ankle-foot-orthosis (AFO) from a middle-aged stroke patient, and a hand/wrist exercise system and means of safe navigation about the house (using floor-to-ceiling expanding poles) for a former nurse, now facing challenges post-stroke.

Students also engaged in multidisciplinary teamwork with engineering undergraduate and graduate students to create working models that illustrate rehabilitation exercise, adapted physical education and kinesiology principles and applications. Since innovation is focused upon rehabilitation devices, the campus goals of aligning academic work with serving the needs of the community and the Public Good are the centerpiece of the funded activity. For example, in addition to serving the needs of students, faculty and staff from the CSULA community, several of the clients served by our devices in the Mobility Center are from the East Los Angeles and San Gabriel Valley communities. Student work continues to extend well beyond our local borders, for example their diligence and creative efforts in electro-mechanical design to refine and further test both an innovative pedal-assist device for a virtuoso young pianist from the Childrens Hospital

<https://www.chla.org/blog/patient-stories/when-the-engineer-met-the-virtuoso> as well as for an **All-Terrain**

Beach Cruiser that has been extensively modified to suit the needs of a client with SCI enabling a first-time visit to Death Valley National Park.

Since the majority of projects focus upon serving the needs of people with disabilities, the goal of making the campus more accessible and inclusive of students with a wide range of abilities has been directly addressed.

The kinesiologists-in-training have, as mentioned, interacted beyond CSULA borders with physicians, therapists and engineers of the Long Beach VA medical center Spinal Cord Injury and Prosthetics Programs, and USC Childrens Hospital. Students participate actively in a Problem-Based Learning format. They first formulate rehabilitation goals that can be measured, and then design, build and evaluate new equipment for exercise, recreation, home and work to increase clients' independence and fulfillment in life. Some projects are enhancements to previously developed innovations from our Rehabilitation-focused MadScientists Laboratory, such as the [Easy-Stand](#) device to assist clients re-learning to walk, the [Enhanced Driving Simulator-Exerciser](#) and the [Simulator to Assess and Improve Balance on Uneven Terrain](#). Novel devices have been created to enable younger and older clients to engage in games of manual and cognitive dexterity, such as the [Shoot-the-Moon](#) cognitive & physical puzzle activity, low-cost but effective [Accessible Pilates Machines](#), and a collaboration with a neighborhood church to create a [Solar Showers of Grace](#) hygiene station for the homeless population in El Sereno. The hands-mind-hearts-on activity, wherein students apply their skills and knowledge in the real world and in the context of serving people with disabilities in the community, reinforces the value of their analytic preparation in biomechanics and exercise physiology while engaging constructively with professionals in their chosen field.

Examples of professional collaboration include developing a [Dragon Sled Machine for Low-Moderate Intensity Gait and Concentric Resistance Training](#) developed to serve the Mobility Center clients and those in neighboring Physical Rehabilitation Centers, and an [Overhead and Upright Pilates Machine](#) to further serve clients in our University and Regional Rehabilitation clinics with strengthening and range of motion. These complement the numerous devices developed in concert with Mobility Center staff and clients to enable the disabled population that visit our on-campus Mobility Center to participate in a wider range of meaningful and effective exercises. These include, among many others, a the ongoing refinement of a BeachCruiser and All-Terrain Wheelchair, firstly for an undergraduate student with mobility challenges majoring in GeoSciences, to enable her to participate in field trips over rugged terrains that have heretofore been inaccessible https://drive.google.com/open?id=1BRGjWGDLGtX4vWYy_3xUsBerCtQhCN9x , and more recently, as mentioned, for a client with SCI enabling a first-time visit to Death Valley National Park. Kinesiology students work hand-in-hand with both the client and engineering students to both determine the most important problems to address, the most user-friendly and practicable solutions, and the evaluation of the results and recommendations for future enhancements.

IR314 Mobility Center BUDGET: \$7,500.00 EXPENDITURE: \$2,810.50

We were able to hire up to three student trainers to help serve clients in the Mobility Center. These three increased their knowledge and skill sets, mentored beginning students and contributed to the successful re-opening of the center after COVID closure. We were able to welcome back clients in need after a lengthy closure. The students also gained supervised hours for their graduate school applications. In addition, we were able to reimburse up to four guest clients for their time in helping students in several classes experience real-world movement challenges. These teaching clients were invaluable in helping students learn about the physical, cognitive, speech/language and emotional aspects of injury and disability.

IR471 Clinical Education, Service, Mentoring: BUDGET: \$7,600.00 EXPENDITURE: \$6,919.69

The funding provide through the IRA grant assisted in activities that provided student engagement, student success, provided student services to student athletes that contributes to providing a welcoming campus and their student success as well.

The funds were used to pay students as administrator assistants in an operating performance clinic serving student athletes. This opportunity provided these student admin assistants and undergrad KIN student interns adminstrative training, personal and professional communication skills and observation hours with physical therapists that they can use for graduate school applications. KIN student interns were provided a unqie opportunity to not only observe but participate in treatments provided for free to NCAA CSULA student-athletes, using and building upon knowledge attained in higher division KIN courses.

IR324 Health Policy Trip to Sacramento: BUDGET: \$6,500.00 EXPENDITURE: \$0.00

This money was not used because the Health Policy trip to Sacramento did not occur due to COVID and travel restrictions. While the campus did host a conference for 9 CSU campuses at Cal State LA., the IRA funding was not used for that purpose.

IR119 Anna Bing Arnold Children's Center: BUDGET: \$80,000.00 EXPENDITURE: \$80,000.00

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

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

IR051 HHS Intramurals: BUDGET: \$30,000.00 EXPENDITURE: \$28,903.45

Participating in intramural sports has a positive effect on college students. Studies have shown that participating in intramural sports helps students integrate socially and facilitates their transition to college life. The intramural program is also open to all faculty and staff, which provides an opportunity for every student, faculty and staff to participate in some type of competitive sports activity as regualry as his/her interest. Students benefit from meeting new people which provides an opportunity to make social contacts and friendships which could not readily be developed in the classroom and gives every student the ability to realize the joy and fun of participation in their favorite sport. The objective for intramural sports is to provide a wholesome and healthy activities for recreation and relaxation from strenuous school work and rapid pace of modern society for both students, faculty and staff members.

Futhermore, we are in our second year of Intramurals Esports and we have close to 250 students taking an Esports class. Playing video games is associated with cognitive, motivational, emotional, and social benefits. Students compete with one another online or compete as a team. Esports is extremely popular, and most universities have their own intramural Esports.

Students have an opportunity for employment as a student assistant and IMs/Esports referee. Students will be working in person or remotely organizing/officiating the intramural sports and Esports. Their responsibilities

include organizing weekly game schedules/tournament schedules, Online/in person gaming officiating, and documenting game results for all Esports game. It is important to meet the needs for CSULA's diverse student population by offering creative and inclusive activities that will reach as many students as possible. There is a focus on a friendly, yet competitive atmosphere that could be conducive for learning the life skills that sports and activities can offer such as discipline, accountability, and teamwork.

IR313 Physical Activity Instructional Program BUDGET: \$5,00.00 EXPENDITURE: \$4,476.64

Instructional Related Activity Funds (IRA) were effective in providing and creating classroom experiences during the year 2021/2022 that promoted inclusion, nurtured and encouraged all students to pursue academic, professional and personal excellence in the area of physical activity. All physical activity courses foster and promote the academic rigor needed to acquire the skills and knowledge students need in remaining physical active over the course of one's lifetime. The School of Kinesiology Physical Activity Program strives to honor our students' lives, unique talents, diverse life experience, and intellectual curiosity. KIN is committed to offering physical activity courses that are challenging and high-quality education for all students.

IR363 Assessment of Campus Food Safety BUDGET: \$3,500.00 EXPENDITURE: \$3,059.12

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

IR325 Communication Disorders Science Mentoring Program BUDGET: \$4,000.00 EXPENDITURE: 4,011.88

We requested funds for continuation of a basic science and skills peer mentoring program to assist undergraduate Communication Disorders (COMD) students. This program helped us provide support for students to enhance their success as stated in AP 217, point 5.2.8. We also enhanced our students' competitiveness to access graduate programs in Speech-Language Pathology and Audiology. We are ranked #1 in production of undergraduate degrees in communication sciences and disorders for minority students (Diverse Issues in Higher Education, 2021). Thus, we are positioned to increase the diversity of the profession by graduating students with the necessary skills to pursue graduate programs.

Long-term objectives are: (1) to increase undergraduate student achievement, and (2) to promote a scholarly community in the program. Short-term objectives are: (1) to promote learning and a competitive passing grade (e.g., B or higher), and (2) to increase student satisfaction.

This program is aligned with the Graduation 2025 initiative, by providing student academic support and improving student life and belonging. Furthermore, the program fosters diversity and inclusion.

IR333 Attend Professional Conference BUDGET: \$2,400.00 EXPENDITURE: \$1,295.00

The IRA funds were aligned with the campus plan of student success, service and public good. The IRA funding allowed for 40 Social Work Graduate and Undergraduate students to register for Legislative Lobby Days held by the National Association of Social Workers in Sacramento April 3-4th 2022. Due to university travel restrictions the event was held virtually in 2022.

The IRA funding allowed the Children's Center to provide employment and training to 20 of the 36 Child Development Education majors employed at the Center. The students worked directly with children as student assistants. All students were supervised by mentor teachers and received regular training. All students participated in curriculum planning, child assessment, child supervision and classroom management. The students had a valuable opportunity to apply theoretical concepts into real-world context while meeting the department's goal of academic success for all students.

IR051 HHS Intramurals:

Every year I document the amount of students who participate in Intramurals sports. Since 2015, the number of participants has increased by 10% every year. The increasing number of students participating every year is evidence of the popular demand of the program, and of its success. For Fall 2022, our participant numbers are low because intramurals has been inactive since Covid-19, but we have about 150 students participating this semester. The ability to provide students with various activities to participate in, while providing a friendly, competitive environment with opportunities to socialize and meet other students, is crucial to the program success.

IR313 Physical Activity Instructional Program:

Instructional Related Activity Funds (IRA) provide the necessary funds necessary to finance the Physical Activity Program through the School of Kinesiology. The Physical Activity Instructional Program offered approximately 85 - 90 sections per semester of various activities course which yielded an average of over 30 students per class. Over the year, the Physical Activity Program was able to offer over 190 sections with over 5000 students enrolled.

IR363 Assessment of Campus Food Safety:

This IRA project gave the students a lot of excitement to get involved in scientific analytical work with practical utility. Because of the COVID-19 restrictions, the students could not test the University Kitchen facilities. Instead, they tested other areas on campus where students consumed food. Also, simulation trials were carried out in the lab. The students gained valuable experience using the methods, collecting data and making inferences on a real-world problem. The students used basic microbiological techniques, including ATP bioluminescence, an advanced technology, and the knowledge and skill in that area would help them get an edge in the employment scenario. This technique is routinely used in food manufacturing facilities.

IR325 Communication Disorders Science Mentoring Program:

We maintained records of attendance and conduct evaluation surveys. In addition, we monitor students' opinions and needs via regular visits and conversations between Dr. Simon-Cerejido and peer mentors.

IR333 Attend Professional Conference:

Although Covid-19 restrictions were in place the benefit of the program still applies. There are five (5) program objectives. As a result of attending Lobby Days, students will: 1) Understand the connection between legislative policy and social work practice; 2) Learn about specific legislative issues important to social workers, their clients, and the profession, 3) Understand the legislative process and how to influence and impact the process, 4) Understand social work professionals' responsibilities to the broader society, and 5) Engage and participate in our professional association, the National Association of Social Workers. Following the two-day training conference, the Lobby Days Caucus Faculty Advisors will administer a simple assessment survey to explore student learning, student satisfaction, and self-assessment of perceived gains related to the five (5) objectives

stated above. Lobby Days Caucus Faculty Advisors will also hold a mandatory meeting following the conference, to debrief with students and discuss their experiences. Past attendees have reported: 1) enhanced appreciation of the legislative process, 2) increased confidence in ability to successfully lobby on behalf of politically relevant legislative bills, 3) a deepened sense of pride in their chosen profession of social work, 4) increased motivation and capacity to continue working for social justice in their agencies and communities, and 5) increased integration of macro policy/practice course content with their practice. Students also share their experiences with those who could not attend, thereby imparting what they've learned to a wider student audience. Ultimately, what they learn from this experience will impact the clients they serve and the communities that they work in

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

IR254 Hands-on Rehab Engineering Outreach:

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

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

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

Students in the Kin4390 and related classes (especially those in Mobility Center Training and concerning the PACE Center for Activities of Children with Disabilities) benefit from the opportunity to apply new knowledge and skills concerning not only physiological/cognitive impairments, but disabilities in the real world: they learn first-hand the problems faced by individuals, and the benefits and limitations of technology currently available to assist them. They are also motivated by the opportunity to participate in a professional clinical environment, engaging with professionals and exercising creativity in multi-disciplinary teamwork with engineering students.

Greatest Challenges: the sheer number of students participating in the Hands-Minds-Hearts-on Program, vs. the meaningful and appreciated but very modest resources allocated to training and supervising the real-world work in which they engage. Particularly, technician support in the lab to maintain equipment and supervise hands-on fabrication would be much appreciated, given the large number of students participating and the detailed and carefully-executed, reliable designs they strive to create to meet real-world problems of real clients. Of course, a further challenge, manifesting itself in late February and early March of 2020 and continuing through our past Academic Year '21-'22, was the need to move classes to an on-line format. Fortunately, as mentioned, we have found ways for the students to continue to interact constructively and empathetically with clients via Zoom, sharing ideas and insights with each other and clients, while learning more in-depth of the struggles of folks with special needs to lead lives of maximum independence and breadth of participation in exercise, hobbies, work, and activities of daily living.

IR314 Mobility Center:

We would have liked to hire more student trainers earlier in the academic year but the challenges of COVID meant that our base from which we could hire eligible and qualified students was much lower than pre-COVID years. So, we were unable to spend the full extent of the IRA grant funds, like we had prior to the pandemic. However, as mentioned above, what student trainers we were able to hire were effective in helping us return community clients into our center for much needed services, were instrumental in helping us pilot new equipment towards more advanced activities and were benefitted by the leadership and mentoring opportunities given. Being able to provide guest clients with stipends was also helpful, since none of our clients became richer during the pandemic and struggled like everyone else. Being able to take full advantage of the richness of in-person experiences was a key motivator for students and clients alike.

IR471 Clinical Education, Service, Mentoring:

Program outcomes and measures were outlined in above statement. Some of the challenges encountered were related to space challenges in the PE building when the LA Galaxy was still occupying the PE 128 room. Other challenges include the lack of resources to pay for more physical therapists to provide more time availability options for KIN student interns to participate in practicum and student-athletes to have treatments. Lastly, a challenge is the ability to immediately hire students to begin working as soon as the semester starts due to the processing of hiring students (very slow process).

IR324 Health Policy Trip to Sacramento:

This money was not used because the Health Policy trip to Sacramento did not occur due to COVID and travel restrictions. While the campus did host a conference for 9 CSU campuses at Cal State LA., the IRA funding was not used for that purpose.

IR119 Anna Bing Arnold Children's Center:

To ensure that both the the department and the students gained the full benefit of the program, the following assessment methods were utilized:

- a. 100% of students were part of the evaluation process and met to discuss goals and objectives with their mentor teacher to determine areas of strength and areas needing improvement.
- b. Improvement of services to children and families are identified through yearly parent evaluations of program quality. Parent surveys showed 100% of parents were very satisfied/satisfied with the program quality and staff experience.

c. All attendance of student assistant employment was maintained in the Children's Center office. Students completed approximately 19,600 hours of employment.

The challenge we encountered last year and continue to face this year is getting enough students processed for employment in timely manner so that students are not having to wait weeks up to two months to get processed in order to start employment.

IR051 HHS Intramurals:

The Intramural & Recreational Sports Program is facing some challenges this Fall 2022. The program has been inactive due to Covid-19, but we have a decent turnout this semester after being inactive for 2½ years. We have about 150 students (90 students indoor soccer, 60 students volleyball) participating this semester and I am expecting a more students to join this semester. Intramurals provides an outlet for students to relieve the stress of being a student. It also provides students with the opportunity to meet new people in a friendly, open environment.

We are in our second year of Intramural Esports and the number of participants has been outstanding. When we started in Fall 2020, we had about 87 students participating, now we have close to 250 students participating in Esports. Playing video games is associated with cognitive, motivational, emotional, and social benefits. A recent study showed that during the pandemic, more college students have turned to video gaming to cope (Balhara et al. 2020). I look forward to seeing the numbers increase next semester as Esports is blooming and there is very high interest.

IR313 Physical Activity Instructional Program:

This Physical Activity Instructional Program continues to be successful in offering a variety of courses that attract and reflect the diversity of CSULA's student body population. As the program continues to expand its curricula and course offerings, facility space and operating funds will be a challenge to maintain a quality and diversity of its program. This year, once again, the physical activity program was limited in the number of aquatic classes it could offer due to a lack of funds needed to finance lifeguards due to increases in the minimum wage. Increase funding is needed to offer more swim and aquatics courses to meet demand.

IR363 Assessment of Campus Food Safety:

This activity helped to assess the safety of food contact surfaces by monitoring the biological/microbiological load. The students tested possible food contact surfaces such as vending machines and tables. Another outcome is the involvement of 8 students in doing a real field work where they used their learning of food microbiology principles into action in addition to gaining the technical skills needed for such a work. The major challenge encountered was that because of COVID 19 situation, the students were not able to test the university kitchen and associated facilities.

IR325 Communication Disorders Science Mentoring Program:

The program is successful. In the Fall 2021 and the Spring 2022 semesters, 66 and 97 student mentees attended at least one remote session and there was a total of 176 and 266 visits, respectively. Mentees attended from 1 to 15 sessions per semester; on average they attended 2.67 sessions for semester. Students sought mentoring for the targeted courses: COMD 4620 (anatomy and physiology of the speech mechanism), COMD 4600 (Introduction to Language Science), etc.

In the Spring 2022 semester, we sent an anonymous evaluation survey to students. Many (i.e., 57) students responded and of those, 27 (47%) students reported attending to Peer Mentoring. Thirty-two % (i.e., 18) attended

Spanish for SLPs, and 22 students attended other events such as “The Hidden Curriculum” and “Applying to Graduate School” meetings.

Most (48/57 respondents) indicated they would attend sessions in the Fall 2022. The majority (41/57 students) said they would recommend peer mentoring to their friends. They also responded that peer mentoring was effective to improve their academics (33/34 students) and to improve social relationships in the department (32/34 respondents). Twenty-three students did not attend peer mentoring but attended events.

About 44% of respondents agreed that peer mentoring helped them understand course material better and increase self-motivation and study skills. Thirty percent of students reported that the program helped them increase self-esteem and communication skills. Additional benefits included improving course grade, meeting new students, increasing Spanish skills (if attending Spanish for SLPs), and developing a stronger network of support and sense of community.

Two thirds t of the participants indicated that it was easy to attend peer mentoring. A small percentage reported that it was difficult. Comments about the schedule included requests for more hours or hours in the morning in addition to the afternoon.

These are some of the open-ended comments: *“It is amazing to have an inclusive group”, “I have benefited greatly from Peer Mentoring. Having a place to go when I needed help with material in the COMD courses was amazing! Fall 2021 was my first semester at CSULA and peer mentoring helped me build new relationships with my peers in this department”, “I think it is a good program and appreciate that past students are giving their time to help others. It helps to see people that went through the program and can tell you some helpful things you may not have thought of”, “Please continue doing what you are doing. I love attending Spanish for SLPs and find it extremely helpful.”*

This program is aligned with the Graduation 2025 initiative, by providing student academic support and improving student life and belonging. Furthermore, the program fosters diversity and inclusion.

IR333 Attend Professional Conference:

Key outcome for the event, is that students reported they would not have been able to participate if it was not for the registration assistance. About how the experience affected them as emerging social workers, comments from students are expressed below. It is clear from the student responses below that the Lobby Days experience helped build confidence, provided opportunities for networking, and helped increase knowledge. These are the successes we hoped to achieve. Furthermore, the Lobby Days experiences enhances the explicit curriculum of the various social work courses listed above and has been an important part of the School of Social Work’s implicit curriculum. “Going to Lobby Days showed me that I really CAN make a difference! I learned the importance of macro work and the importance of lobbying.

Lobby Days helped build confidence in myself as a student social worker and gave me an inside look as to how we as a community can make a change. My favorite part of it all was the networking from all schools, faculty, and other social workers.

2022-2023 hopeful that the Covid Restrictions are lifted we are hoping to fund more social work student in joining to represent CSULA in spring 2023 at the state capital in Sacramento.