Instructionally Related Activities Report Form

SPONSOR: RJ Daniel Maher
PROGRAM/DEPARTMENT: Communication
ACTIVITY TITLE: Communication Asset Mapping
DATE (S) OF ACTIVITY: Spring, 2017

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
(6) WHAT DID YOU LEARN FROM THE PROCESS?
(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document,* attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C.IMAGES FROM ACTIVITY:

Please embed 3-5 images in this document (or attach in .JPEG format) that demonstrate student participation with captions/titles.

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(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

Student participants sought to identify physical and virtual places available to the campus community that effectively contribute and/or could more effectively contribute to the campus community neighborhood communication environment. Once identified, students then used said 'communication assets' as sites to conduct outreach to gain a better understanding of how and why these sites were or were not being used to enhance campus community and communication.

The process started with the students researching similar initiatives (e.g., USC Communication Asset Mapping Project) and holding participatory communication asset mapping workshops wherein subject matter specialists presented ideas on key environmental communication variables. Students then conducted in-person field surveys at sites of interest on campus to collect immediate users' perceptions of said sites in relation to their role in the creation of campus culture and communication.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Student researchers developed a sophisticated understanding of how the campus and its communication assets are viewed from multiple vantage points via the design and utilization of primary research methods (e.g., direct observation, surveys and focus groups).

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

Student researchers were able to directly participate in the application of scientific theory and methods in a study that addressed issues of immediate relevance to their experience on and, in the case of virtual assets, of CSUCI campus culture. The data collected also enabled them to create of a matrix of variables relating to CSUCI communication assets, as well as visual maps of said sites that incorporated an introduction to and the development of related analog and digital cartographic skills.

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(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

Certain technological equipment and skills (e.g., CAD software and other 3D rendering techniques including Virtual and Augmented reality hard and software) would have significantly enhanced the learning outcomes and deliverables of the project, but were understandably unavailable due to preexisting constraints. However, given such modalities are fast becoming taken-for-granted ways of interacting with the world and others, it would be good to be able to incorporate their use in the classroom and related research.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Given what has been learned from this initiative, more focus might now be placed on the development of identified "communication hotspots' – where people gather to talk – and 'communication comfort zones' – where people go to recharge, read, etc. The project would then become more focused on communication 'capacity-building' to strengthen extant culture and communication networks.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

The campus community generally recognizes the need for and value of efforts geared toward optimizing campus cultural assets. In this regard, the creation and nurturing of already accessible communication assets can play a significant role in sustaining natural cultural increases (or decreases, depending on action/inactions made manifest).

Effective and efficient use and promotion of existing campus communication resources will also encourage campus relocation of events that might otherwise occur elsewhere, which also has the effect of increasing the ecological footprint of communication and event participation.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

"[Communication Asset Mapping] opened my eyes to the affect physical environments can have on communication and interaction."

"Having to create our own surveys and interview other students was challenging, but rewarding. I also that the discussions generated increased awareness of the issues and got people talking about possible solutions."

"As a commuter student I generally do not spend much time on campus, but this project helped me understand how people like me might be encouraged to get more involved with all the campus has to offer."

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

- Two (2) stipends in the amounts of $300 and $500 were awarded ($800 total) to invited subject matter expert speakers.
- the remainder of the award, intended for advertising and other event promotion related expenses detailed in submitted budget, was not required thanks to media donations, student project initiatives (e.g., social media campaign), and effective use of free campus resources (e.g., 'sandwich' boards).

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

See attached.

C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION
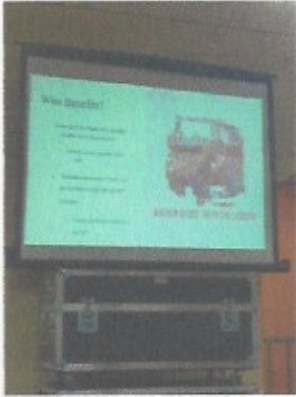
Cody Yao and the Game in the Game Room

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Jackie Lamphere and Library Resources

Paul Staben and Rec Center

Jade Young and Music on Campus

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California State
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Evan House and Campus Culture

Dylan Guerineau and Open Spaces at CI

ATTENDEE LIST
"Communication Asset Mapping:
A New Approach To Building CommunityCapacityThrough Communication
Focused Interactive Mapping"
(IRA Grant #833)
RJ Daniel Maher

<u>Student Participants:</u>

Fernandez,Mia Valerie
Undergraduate -
BA: Political Science
Junior

Gonzalez,Juliana Jasmine
Undergraduate -
BA: Communication -
Organizational Communication
Junior

Guerineau,Dylan James
Undergraduate -
BA: Communication -
Business & Nonprofit Comm
Senior

House,Evan Jarret
Undergraduate -
BA: Communication
Junior

Jones,Katherine Emelyn
Undergraduate -
BA: Communication -
Health Communication
Senior

Lamphere,Jacklyn Monique
Undergraduate -
BA: Communication -
Business & Nonprofit Comm
Senior

McDaniel,Gabriela L
Undergraduate -
BA: Communication -
Business & Nonprofit Comm
Senior

Mumford,Alexis Monique
Undergraduate -
BA: Communication -
Organizational Communication
Junior

Murphy,Jessica Elena
Undergraduate -
BA: Communication -
Organizational Communication
Junior

Staben,Paul Anthony
Undergraduate -
BA: Communication
Senior

Yoa,Cody King
Undergraduate -
BA: Communication -
Organizational Communication
Junior

Young I,Jade Marie
Undergraduate -
BA: Communication -
Organizational Communication
Junior

Invited Subject Matter Expert Speakers:

DanPankratz (Campus Culture and Communication)
David Greenberg (Communication and the Physical Environment)