



Instructionally Related Activities Report Form

SPONSOR: JOHN J. GRIFFIN

DEPARTMENT: BUSINESS & ECONOMICS

ACTIVITY TITLE: 2015 STUDY TOUR TO DETROIT

DATE (S) OF ACTIVITY: MARCH 13 THRU MARCH 20, 2015

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.
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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 This for IRA Committee reference only and will not be published on the IRA website.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:

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!



(1) PROVIDE A DESCRIPTION OF THE ACTIVITY:

THE 2015 STUDY TOUR TO DETROIT (UNIV-391) TOOK AN IN-DEPTH LOOK AT ONE OF AMERICA'S MOST STORIED CITIES. WHILE THE PRIMARY FOCUS OF THE COURSE IS TO PERFORM A STRATEGIC ANALYSIS OF THE U.S. AUTO INDUSTRY STUDENTS ALSO LEARNED HOW THAT INDUSTRY SHAPED THE HISTORY, ECONOMICS, AND CULTURE OF THE DETROIT REGION. WE VISITED FACILITIES OF THE "BIG 3" AUTOMAKERS, MET AUTO INDUSTRY EXECUTIVES AND COMMUNITY LEADERS, SAW HISTORICAL SITES, VISITED HISTORY AND ART MUSEUMS, AND TOURED REGIONAL ACADEMIC CENTERS. A WRAP-UP SESSION IS SCHEDULED FOR APRIL 22 AT 7:00P IN THE BROOME LIBRARY.

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

ALL LEARNING OBJECTIVES WERE SATISFIED. STUDENTS SUBMITTED AN INITIAL DRAFT OF THE 2,500 WORD PAPER. THE FINAL PAPER IS DUE AT THE END OF THE TERM ON MAY 15.

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

THE EXPERIENCE IS TRANSFORMATIVE FOR ALL. IT'S NOT POSSIBLE TO IMAGINE THE ROLLERCOASTER RIDE THAT DETROIT HAS BEEN THROUGH OVER THE PAST 70 YEARS WITHOUT SEEING FOR YOURSELF. STUDENTS EXPERIENCE THE CONDITION OF THE CITY AND LEARN DIRECTLY FROM COMMUNITY AND BUSINESS LEADERS ABOUT WHAT IS BEING DONE TO RESTORE THE CITY TO FINANCIAL HEALTH. THE AUTO INDUSTRY IS RECOVERING, BUT THE NEW AUTO INDUSTRY IS NOT LIKE THE ONE OF THE PAST. WE EXPERIENCE THE GRANDEUR OF THAT PAST AND SEE HOW THAT HAS CHANGED BY VISITING HIGHLY AUTOMATED AUTO ASSEMBLY LINES.

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

THE WEATHER IS CHALLENGING FOR SOME FROM SOUTHERN CALIFORNIA. THERE IS A NEED TO BE FLEXIBLE DUE TO THE LIMITED AVAILABILITY OF MANY OF THE EXECUTIVES WE ARE SCHEDULED TO MEET.

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

APPLY FOR THE FUNDING EARLIER. SOLICIT FUNDS FROM OTHER SOURCES (THE AUTOMAKERS THEMSELVES).

(6) WHAT DID YOU LEARN FROM THE PROCESS?



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WE LEARNED THAT DETROIT IS ON THE REBOUND. BIG MONEY IS BEING INVESTED IN REHABILITATING PARTS OF THE INNER CITY. GIVEN THE LARGE GEOGRAPHIC SIZE OF THE CITY (147 SQ MILES VS SAN FRANCISCO AT 49 SQ MILES) AND SPARSE POPULATION (688,000 VS SAN FRANCISCO AT 850,000) THERE IS A LOT OF EMPTY SPACE. THERE IS OPPORTUNITY HERE WHERE THESE OPPORTUNITIES ARE MORE LIMITED IN CA.

(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)

“Through the people who live and continue to live within Detroit I have gained appreciation for what it takes to continue to strive for something better and not to give up when things get hard. This trip has been the highlight of my college career, opening my eyes to the issues going on outside my own community, creating memories and friendship that will last a lifetime and giving me the ability to get out of my comfort zone.”

“People stereotype the city to still be dangerous and bankrupt however visiting the city showed me that it was not true. My favorite experience was visiting the plants and meeting with executives. I liked talking to the Ford executive as well as the executives at J.D. Power.”

“Quite honestly, the biggest impression that I came away with was how wrong I was about the city. I felt in awe of how different it is from Southern California; how different the pride is in how people carry their hard work and the fact that they live in Detroit.”

“The trip to Detroit was definitely an experience that I will never forget. Before going to Detroit, it seemed like an odd place to spend my Spring Break, let alone travel to. Contrary to my prior beliefs, Detroit is actually a very impressive city, and I wish I could have seen it when it was in its prime economically and at its population peak. I think that people get the wrong idea of Detroit, and see a city that is doomed, out of control and with a population incapable of presenting a smile in the wake of hard times.”

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

A=Air	M=Meals	L=Lodging	C=Cultural	T=Transport
6,385.20	2,970.51	5,266.24	630.75	1,724.26
38%	17%	31%	4%	10%
Total Actual Expenses: 16,976.96				
Total Budgeted: 18,414.00 (includes \$500/each student fee)				



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

C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR EMAIL SUBMISSION



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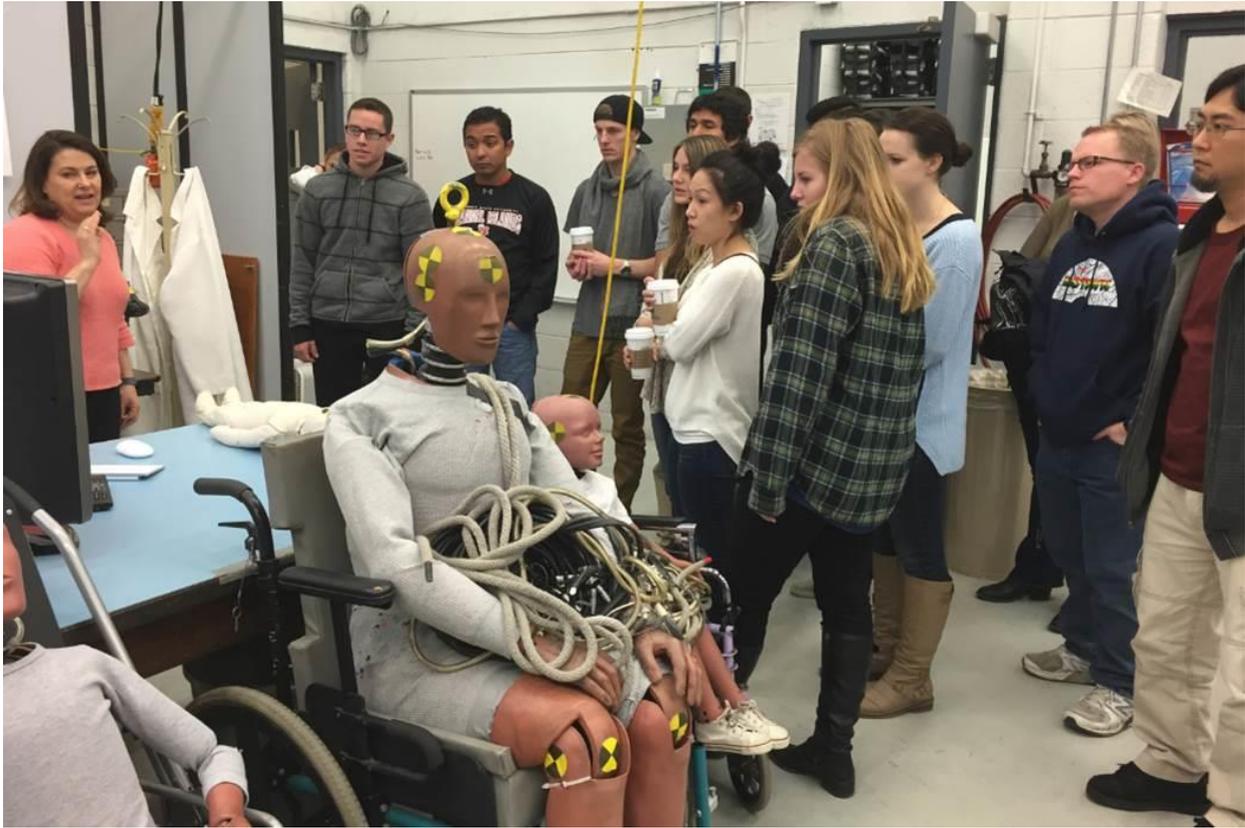




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