

## ***Instructionally Related Activities Report Form***

SPONSOR: Please enter name

PROGRAM/DEPARTMENT: Please enter program

ACTIVITY TITLE: Please enter your activity title

DATE (S) OF ACTIVITY: Please enter date(s)

Please submit via email to the IRA Coordinator along with any supporting documentation at [david.daniels@csuci.edu](mailto: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 This for IRA Committee reference only and will not be published on the IRA website.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.

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### **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**

This semester, I received IRA funds to support a Santa Rosa Island Research Station trip for my Land Use Management course, ESRM 464.

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

This activity served as a field trip to learn basic real-world field methods and explore critical issues related to land use planning and open space management in the context of federally owned and managed park land with a deep history of disturbance through grazing, ranching, and other agricultural practices. Students witnessed first-hand the various historic and contemporary strategies for managing landscapes as well as their lingering impacts (grazing, road construction, fencing, species introductions, etc). Additionally, as a service-learning course, students also had the opportunity to interact with community partners—several of whom were able to join us on the Island for the trip. The trip directly addressed at least four of the course learning objectives: 1. Understand relationships between landscapes, human-uses, spatial governance, and environmental outcomes; 2. Be familiar with the processes and by which land-use decisions are made and the agencies and actors that implement them; 3. Be prepared to think critically about current and future land use decisions; 4. Understand the concepts and principles of land use planning for environmental management;

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

For a course that involved a significant amount of group-based work, it was fantastic to have the island trip scheduled close to the beginning of the semester. Field-based experiences like these play a powerful role in group bonding and those bonds proved very important this semester. It was also fantastic to have our community partners join us for the trip: I will definitely pursue that opportunity in the future.

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

One weakness is that not all of the students were able to attend. It is always difficult to schedule a 3 day island trip into their (and my!) busy lives. One thing I did to compensate for this was have teams of students on the island explore and document land use features, issues, histories, impacts (etc) during a day-long hike. Upon our return to campus, these groups gave presentations to the whole class. In that way, even students who could not attend still got to \*see\* what participants saw.

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



California State  
University

## INSTRUCTIONALLY RELATED ACTIVITIES

### C H A N N E L

I actually really enjoyed the activity described in (4) above and for next time, I will fold it into the course in a more significant way so that the students have to do a bit more research and thinking about what they see/explore. Students who did go to the island could be paired with students who couldn't go for this purpose.

Additionally, not all of our community partners were able to join us on the island (the challenge of scheduling a 3 day trip into busy lives) so in the future, I would offer them the opportunity to come on a day trip to at least spend part of a day with the students.

#### **(6) WHAT DID YOU LEARN FROM THE PROCESS?**

I learned a great deal about how to better structure the students' time on the island, particularly with regard to getting them to observe, think, and report on land use in general.

#### **(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)**

I included a specific question about the SRI trip in my long-format course evaluation that I have all students fill out. I will submit these comments separately when I get these evaluations back (after grades post). In the meantime, I did get a lot of positive feedback from the students about the trip.

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

Island Packers Co: round trip island passage:  $\$104 * 19 = \$1976$   
Food/supplies:  $\$254.03 + \$422.80 = \$676.83$   
Station lodging:  $\$10 * 19 = \$190$   
TOTAL:  $\$2842.83$

N.B.: Originally budget for 24 students plus 1 faculty, the budget was increased to potentially accommodate 29 students (total enrollment). 19 students RSVP'd, one of whom cancelled on the day of for a total of budget for 18 students plus 1 faculty. Given the last minute cancellation, I am not sure what happened with regard to IPCO and SRIRS billing...

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

In the absence of personally identifiable information, this trip included the following individuals:

18 CI students  
1 CI faculty  
3 Community partners



California State  
University

**INSTRUCTIONALLY  
RELATED  
ACTIVITIES**

C H A N N E L  
I S L A N D S

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

Image Captions:

REINEMAN SRI 1: "A service learning course, students spent a morning working with SRIRS Assistant Director Robyn Shea to make improves to the station."

REINEMAN SRI 2: "Santa Rosa Island Research Station."

REINEMAN SRI 3: "Students cooking/eating together."

REINEMAN SRI 4: "Students chat with one of our community partner guests."



