

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 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:

For the sixth year in a row, the Center for Community Engagement, in collaboration with the Chicana/o Studies and Sociology programs, Cabrillo Economic Development Corporation (CEDC), House Farm Workers!, and Reiter Affiliated Companies offered the Farmworker Immersion Project (FIP) to students during the Spring 2018 semester. FIP is a program that places students in the community to learn about farmworker rights, housing and immigration and the direct link to the agricultural business in our county.

The FIP guides students through a first-hand experience of typical farm work life in Ventura County. Students visited a local berry farm where they worked in raspberry fields while the farm manager gave instructions on how to harvest berries. Students also participated in a *Sembrando Salud* health education seminar, usually provided to farmworkers during their half hour lunch break. In the afternoon, students traveled first to a health clinic for farm workers and then to Villa César Chávez Apartments, an affordable housing community created for farmworkers and operated by Cabrillo Economic Development Corporation (CEDC). Residents shared with students their housing experiences – both before and after moving into the CEDC community.

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

FIP relates to the university-wide GE learning outcomes related to civic engagement and multicultural perspectives. These are centrally part of Chicana/o Studies and university GE courses. In addition, FIP relates to CHS program outcomes of: Distinguish variations within Chicana/o communities in respect to class, culture, ethnicity, gender, race, and sexuality. FIP also relates to Sociology's outcome: provide opportunities that are linked with the University's Mission Pillars to stress multiculturalism, community engagement, international experience, and interdisciplinary studies

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY? The student feedback received is that FIP continues to be a powerful event. A majority of the students who participated, either have parents/relatives who are farmworkers or know families who are farmworkers, this experience has allowed them to connect to those experiences (this information gathered from student feedback forms).

Other activity strengths:

- This was our sixth year – we are very familiar with the programming
- Collaborating with outside organizations and sustaining these partnerships
- Using community knowledge to build a university program that give students an opportunity to learn about community issues outside of the classroom
- Interdisciplinary collaboration
- Opportunity to interact with farm workers and their families
- Having a bus to transport the students to the various locations
- Coming together to reflect at the end of the day
- Students!

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES? This is our sixth year creating, collaborating and implementing this event. Our team seems to have the planning and implementation process down and it continues to work well. We have ideas to broaden our collaboration across campus and the community.

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

We would like to build the infrastructure to make this a week-long program!

(6) WHAT DID YOU LEARN FROM THE PROCESS?

Solid planning and attention to detail continues to make this event very easy to implement. Collaboration contributes to a strong team, generates ideas and builds cross campus and community partnerships that are integral to a successful program. From student feedback, this event is something students hear about from others, look forward to and want to participate in. It is a meaningful and powerful experience and an important piece of CI's curricular/co-curricular programming.

(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)

SEE ATTACHED.

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

One 48 pax bus chartered from Roadrunner for 7 hours = \$1269

B. ATTENDEE LIST- SUPPORTING DOCUMENT: SEE RSVP FILE



California State
University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

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

As 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: SEE POSTER ATTACHED.

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!