

Instructionally Related Activities Report Form

SPONSOR: Kiki Patsch

PROGRAM/DEPARTMENT: ESRM

ACTIVITY TITLE: Introduction to Geospatial Field Research on SRI

DATE (S) OF ACTIVITY: September 7-9th 2019. The trip planned for spring 2020 was cancelled due to COVID-19.

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 This for IRA Committee reference only and will not be published on the IRA website.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

STUDENTS ENROLLED IN INTRODUCTION TO GIS (ESRM 328) PARTICIPATED IN A 3 DAY, 2 NIGHT VISIT TO SANTA ROSA ISLAND UNDERGRADUATE RESEARCH STATION. THE SANTA ROSA ISLAND RESEARCH STATION (SRIRS). THE HISTORICAL PHOTO-POINT ANALYSIS PROJECT WAS CREATED FOR THIS CLASS TO MONITOR AND EVALUATE THE RECOVERY OF PLANT COMMUNITIES ON SANTA ROSA ISLAND IN THE ABSENCE OF HUMAN HABITATION AND RANCHING OPERATIONS, WHICH DECIMATED THE NATIVE PLANT COMMUNITIES. MONITORING RECOVERY IS A CRITICAL PART OF DETERMINING THE SUCCESS OF RESTORATION EFFORTS AND THE IMPLEMENTATION OF FUTURE MANAGEMENT DECISIONS. THIS STUDY WILL COMPARE HISTORIC IMAGERY WITH NEW PHOTOS TAKEN BIANNUALLY BY STUDENTS TO MONITOR THE CHANGE IN GROUND COVER AND VEGETATION OVER TIME.

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

SANTA ROSA ISLAND PROVIDES A VALUABLE EXPERIENCE TO GIS STUDENTS AS THEY ARE ABLE TO USE INFORMATION GATHERED ON THE ISLAND (IN THE FIELD) AND PRODUCE A GEODATABASE AND GIS MAPS IN CLASS, WHICH WILL BE ADDED TO WITH SUBSEQUENT TRIPS BY MY STUDENTS AS WELL AS OTHERS VISITING THE ISLAND. ONE OF OUR IN CLASS LABS DEALS WITH LEARNING HOW TO IMPORT LAT/LONG POINTS FROM A GPS DEVICE INTO ARCMAP AND CREATE USEFUL MAPS. IN ADDITION, WE LEARN HOW TO IMPORT GEOLOCATED PICTURES INTO A GIS ENVIRONMENTS AND CREATE WEB PORTFOLIOS OF GEOREFERENCED IMAGES. NOW, INSTEAD OF USING DATA THEY HAVE NO ATTACHMENT TO, THEY HAVE THEIR OWN DATA AND IMAGES TO WORK WITH. THE IS AN INVALUABLE SKILL FOR THE STUDENTS. IN ADDITION, THE ESRM STUDENTS BUILD A COMRADERY ON THE ISLAND THAT IS HARD TO REPLICATE ELSEWHERE. BEFORE THE TRIP, STUDENTS ARE HESITANT TO WORK WITH ONE ANOTHER, ASK QUESTIONS, AND VENT THEIR FRUSTRATIONS TO ME AND/OR OTHER STUDENTS IN THE CLASS. ONCE WE RETURNED FROM THE ISLAND, THESE SAME STUDENTS HAD FRIENDS, ASKED FOR HELP IN LAB, TALKED WITH OTHER STUDENTS AND MAJORS ABOUT ESRM AND CAPSTONE PROJECTS AND FELT MORE COMFORTABLE APPROACHING ME FOR HELP WHEN THEY NEEDED IT. AFTER THE TRIP, I FELT I HAD A MUCH MORE UNIFIED GROUP OF STUDENTS. IT WAS UNDOUBTEDLY LIFE CHANGING FOR MANY OF THE STUDENTS (SEE REFLECTIONS).

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

THE SANTA ROSA ISLAND VISIT PROVIDED INCREDIBLE OPPORTUNITIES FOR EXPERIENTIAL LEARNING. THE STUDENTS WERE ABLE TO PARTICIPATE IN REAL RESEARCH ON THE ISLAND, BOTH OUR PROJECT, NATIONAL PARKS PROJECTS, AND OTHER CAPSTONE PROJECTS. THEY WERE ABLE TO SEE HOW INCORPORATING A GEOSPATIAL ELEMENT INTO THESE PROJECTS IS ESSENTIAL. THEY WERE ALSO ABLE TO SEE HOW THE WORK THEY DO SITTING IN THE COMPUTER LAB APPLIES TO FIELD WORK. MOST OF THE STUDENTS WERE TRYING TO THINK OF WAYS THEY COULD GET BACK OUT TO THE ISLAND. IT WAS TRULY INSPIRATIONAL TO MOST OF THEM.

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

SCHEDULING IS CONSTRAINED BY AVAILABILITY AND TIMING OF ISLAND PACKERS TRANSPORTATION TO THE ISLAND. MORE FREQUENT SERVICE WOULD BENEFIT PARTICIPANTS. ON-ISLAND TRAVEL IS LIMITED BY WALKING DISTANCE TO SITES, THUS OPPORTUNITY TO EXPLORE MORE DISTANT SITES IS LIMITED.

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

THE ONLY THING I WOULD DO TO IMPROVE THIS EXPERIENCE IS TO BRING MORE FOOD. THOSE KIDS CAN EAT! OTHERWISE, THE TRIP WENT OFF WITHOUT A HITCH, THANKS TO THE EXCELLENT PLANNING.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

FROM THIS EXPERIENCE, I CONTINUED TO SEE THE MAGIC THAT SANTA ROSA ISLAND HAS TO OFFER. IMMERSION IN THIS LEARNING ENVIRONMENT ENCOURAGES STUDENTS TO MAKE CONNECTIONS BETWEEN WHAT WE ARE LEARNING IN CLASS AND REAL-WORLD FIELD WORK. BEING ABLE TO WALK THE TRAILS ON THE ISLAND AND KNOW HOW TO MAP THOSE SAME TRAILS IN GIS REALLY HELPED BRING HOME THE COURSE CONTENT. IN ADDITION, I LEARNED THE IMPORTANCE OF STUDENT COMRADERY AND BONDING. THE ATMOSPHERE OF MY COURSE BEFORE AND AFTER ROSA WAS REMARKABLE. MY STUDENTS FELT MORE COMFORTABLE NOT ONLY WITH ME, BUT WITH EACH OTHER. I ALSO THINK DISCONNECTING FROM THE MAINLAND WAS HEALTHY AND INSPIRING FOR THE STUDENTS. OVERALL, I LEARNED THAT I WANT TO REPEAT THIS EXPERIENCE FOR MY STUDENTS AS OFTEN AS POSSIBLE; THEY GOT MORE OUT OF THIS FIELDTRIP THAN I BELIEVED POSSIBLE. THANK YOU FOR THIS OPPORTUNITY.

(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)

Here is a sampling of student reflections:

The Santa Rosa Island trip is a priceless experience that I wish every Channel Islands student could experience; though I myself am a more reserved individual this mutual experience between classmates has been a great facilitator of communication in class. Having this experience so early in my journey at Channel Islands has got my stake levels brimming to be an active member of the dedicated environmental community on campus. The station has afforded me the ability to observe a rapidly changing island landscape and its select few inhabitants; which will be a valuable stepping stone for future research on my capstone project. Visiting the Santa Rosa Island for the first time was truly a life-lasting experience, especially being able to work alongside many like minds. Not only was this my first time on the island but it was also my first time camping in a "remote" area that had absolutely no cell



signal. I was born and raised in the city of Los Angeles where everything always seemed to be surrounded by the hustle and bustle of everyday activities, so the change in scene was a bit breathtaking. For the most part you could only listen to the wind blowing across the entire island and the waves crashing on the rocky beach. Being on a remote island is exhilarating within itself but being able to contribute to ongoing research is instantly rewarding. The team I was given the pleasure of working with was assigned to take photo points of the critically endangered Torrey Pines. We encountered a few problems with the data and the reference images we were given, however, we somehow managed to figure everything out. Having encountered this issue gave us the opportunity to further contribute to this research project in a way that truly made a difference.

Santa Rosa Island is truly a place where magic exists. This trip was most definitely an experience that I am certain of that neither myself or any of my classmates could ever forget. Throughout this trip, we were able to experience first hand on how to navigate, record data, group cooperation, and problem solving. I found this to be very important because it wasn't a lesson that was taught through a book or powerpoint but instead through experience which was remarkable. Aside from the rewarding fieldwork experience that I was able to obtain throughout this trip, I was also able to create friendships that did not simply end when we took a step back onto the mainland. This group of friends that I met on this trip, have met with me every week since the trip to help one another out on GIS assignments. This was a connection that I would not have been able to build if it were not for this trip.

Arrival time at Ventura Harbor: 7 am. Uncertainty was in the air for many of us intro to GIS students. Some of us were fortunate enough to know one or two other people in the class, and that was a normality we were going to cling to on this early Saturday morning. The majority of us look sleep deprived, maybe a bit hungry/thirsty, and most of all, anxious. I just remember my first sense of inclusiveness was when I returned to—what I thought was our pile of cargo—and noticed my bags were no where in sight. That was because some of my fellow classmates had taken the liberty of carting my bags—along with many others— in a wheelbarrow down the ramp and to the island packers boat we would be boarding at 8 am. That is of course, after we all for,Ed a line and formed a bucket brigade to load all of the bags below the boat's deck. Once we were on the boat, I took a seat next to a friend I carpooled to the harbor with, later to be joined by one of our classmates. From my seated departure to my location change to the bow of the boat about an hour in, I made formed a bond with my new fellow classmate. After getting up from my seat and inching towards the bow of the boat, where another friend of mine remained fixed since our departure, I stayed till we docked at Santa Rosa Island. Once at the front of the boat, I along with my friend and other classmates, enjoyed a windy and splash-filled ride to the island. We were photographed together enjoying the forces of nature. Anything that we did try to say to one another had to be yelled, due to the high winds. We were all soaked by the end of the boat ride, which gave each and every one of us a sense of togetherness, in that we braved the seas together. Once the boat docked, we formed another bucket brigade to unload all of the cargo from below deck. From there, we began our short trek to the research station.

Gusting winds were hardly a negative factor when I was on Santa Rosa Island. Usually this sort of weather occurrence is a nuisance, and deters people from the outdoors—not this group of 25 intro GIS students! We arrived at the station, set up bunks, organized food and kitchen functionality, dinner preparations and cleanup, as well as went through the research station's overall function orientation. Our first activity was the Cherry Canyon hike, where we hiked together, then individually—to observe, reflect, and absorb our surroundings. Other activities that we participated in not only strengthen our bonds as classmates and friends, but as a team. We cooked and cleaned as a team. We collected data as a team. Then we shared our experiences, observations, and reflections as a family would. The camaraderie that was felt throughout this trip—from boarding the boat at Ventura harbor, to docking the boat 3 days later in that same harbor— is one that I will never forget. I hope that every student at CSUCI has the opportunity to enjoy what I and all of my fellow classmates were so fortunate enough to experience.

Visiting Santa Rosa island was a very memorable trip. I have been wanting to go to one of the islands ever since I planned on going to CSUCI. I was beyond excited when I saw the words "Santa Rosa Trip" on the syllabus. I wanted to jump out of my seat and scream with excitement, but I contained myself for the sake of the classroom. The trip was everything I expected and more! I was able to learn about my classmates, develop my environmental field skills and all in all, enjoy myself and the surrounding environment. One of my favorite things about this trip was making close bonds with all my fellow classmates. Honestly, I was kind of nervous at first. I didn't know anyone in the class and to be so vulnerable in a new environment with people I didn't know was pretty scary to me. Spending three days with these strangers definitely changed the dynamic between all of us! The boat ride over was pretty quiet, but then after 2 nights, the boat ride going back, none of us could stop talking! The Wednesday after we got back, I was having a rough morning. I had a gazillion things I needed to catch up on, the clock was ticking and I was stressed. I remember I was walking on campus with my brain running wild. I ran into one of my friends that I met on the island, we both vented to each other on how many things we had to do. It made me feel better that I wasn't alone. Not even a minute after that, I saw another person I met on the island, she shouted from across the street, "Hey Gabie!" with a big smile on her face. Instantly, I felt better. My day was turned around. I thought, even though I am behind on my work because of the island, I wouldn't have changed it for anything. Another aspect of the trip that was so great is how it developed my environmental field skills. For the research we had to do, a lot of our data points were wrong. We had to figure out what happened with our data and how to fix it. It was exhausting, frustrating and took way longer than it should have. Reflecting back on that situation, I am sort of grateful that our group got the wrong data. It was satisfying to be able to figure out what was wrong, to fix the problem and also to help the research team put the data in the correct order. This was a good experience because it gave me a glimpse of what it would be like to do field work for my major. Lastly, it was an amazing experience just to be on the island I have been wanting to go there for so long. Not only did I get to go to the island, but I also got to explore the torrey pines. This was exciting for me because I had learned about them in one of my previous classes. We learned how they are a pygmy version of normal pine trees and that they are only found on the channel islands. I never expected that I would get to see them first hand! All in all, this trip was a great experience. I got to make new friends, that I see all around campus. I developed my environmental field skills and I also got to explore a very rare and beautiful area.

The trip out to Santa Rosa Island was filled with "firsts" for me. Some of the "firsts" are school and career oriented while others are more personal. On the professional side, this was the first time I was able to do real, meaningful field work. On top of contributing to an ongoing dataset that will be used for years to come, I learned practical field skills that just have to be experienced first hand to be retained. This trip was also the first, real team building excursion I've ever been on and I'm grateful it happened at the start of the semester. I just transferred to CSUCI and within days I

went from knowing absolutely no one to being completely comfortable talking to anyone in my class about anything. I'm already feeling the stress of a heavier workload, but now I have a core group of fellow ESRM students that I know I can rely on for support. It was an absolute privilege to visit and work on Santa Rosa Island and I appreciated every moment.

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

FOOD AND TRAVEL. APPROXIMATELY \$900 ON FOOD PLUS BOATING/LODGING FOR SRI.

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



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

Link to Photos: <https://photos.app.goo.gl/jYccWw6qdowfdaZc7>

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