

Instructionally Related Activities Report Form

SPONSOR: Don Rodriguez

PROGRAM/DEPARTMENT: ESRM

ACTIVITY TITLE: ESRM 200 Santa Rosa Island Trip

DATE (S) OF ACTIVITY:

Please submit via email to the IRA Coordinator along with any supporting documentation within 30 days after the activity.

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)
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B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, please provide a list of participants that engaged in the instructionally related activity. This for IRA Committee reference only and will not be published on the IRA website.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 provide a few images in this document (or attached separately) that demonstrate student participation.

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

Santa Rosa Island provides a unique laboratory that illustrates many of the elements in the Principles of Resource Management course including endangered species and wildlife management, protected area management, marine and coastal resource conservation, ecological restoration, and watershed protection and management. One of the goals in the 200 course is to introduce students to the broad array of potential research opportunities in the region through interactions with faculty, staff, and community partners such as the Fish and Wildlife Service, National Park Service, and State and local park units. During this field session, students would be given the opportunity to experience a range of land management challenges and their solutions on the island. Additionally, students will be exposed to potential capstone undergraduate research opportunities that will provide a "springboard" to future involvement with the research station. Students will be introduced to long term monitoring of island resources involving Torrey Pines, Island Fox, and restoration of island vegetation through peer mentors and SRI staff. These long term monitoring efforts provide ideal undergraduate research opportunities and important capstone topics. Students will be introduced and conduct numerous field observations using proven transect protocols during their time on the island which will provide future cornerstones for individual research efforts.

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

The following are course learning outcomes for ESRM200 followed by a brief narrative on how this trip relates :

- *Demonstrate an understanding of the relationship between conservation initiatives and the local community.* Santa Rosa Island (SRI) provides an incomparable learning laboratory for exploring the nexus of community and conservation. Understanding Park Service outreach and education efforts are important for students at this stage of their development.
- *Define environmental problems from the perspective of both environmental science and resource management.* SRI provides clear examples of basic biological problems (overgrazing by introduced species), and their management solutions (eradication of deer and elk).
- *Identify possible causes and propose solutions to environmental problems from the perspective of both environmental science and resource management.* One ideal case studies on the island involves Island Fox and Golden Eagle predation. This trophic cascade was an outgrowth of species introductions, DDTpoisoning of Bald Eagles, and predation on an endangered species by a new predator (Golden Eagles). The decision to eliminate Golden Eagles was extremely political and created new NPS policy.
- *Make use of current technological tools in the collection, organization, analysis, and interpretation of data.* There are many examples of these new tools being used on the Island and students will be exposed to numerous field methods during their visit.

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

The use of peer mentoring has always been a strength of the ESRM program. Not only does this approach allow students to learn from one another, it also builds a sense of community within the program. Time in the field has always been the hallmark of the ESRM program. Graduating “field ready” undergraduates that have a comfort level doing field investigations has quickly become what our program is known for. SRI tests students “field readiness” in earnest. This harsh environment challenges students persistence, tenacity, and willingness to focus on the task at hand regardless of weather and environmental realities of working on a remote island.

WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY’S WEAKNESSES?

Travel out to this remote location is often challenging given sea conditions and the possibility of extreme weather in the spring. Having the group pull together to accomplish tasks on the island is always challenging with students that are unfamiliar with each other. One never knows how students will react in this challenging environment.

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

More team building exercises woven into the course prior to the island trip would be one way to insure more collegiality among students in the course.

(5) WHAT DID YOU LEARN FROM THE PROCESS?

Every group of students has a different dynamic, but the shared experience of the island always brings these groups together in a unique way. I have seen bonds formed during the sophomore trip that last throughout students tenure at CI. Clearly, this is worth the effort and will continue as a hallmark of the ESRM program.

(6) 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)

In reviewing the Student evaluations of teaching effectiveness the following quotes were provided by the students regarding the Island trip when asked “What aspects of the course helped your learning the most?”

- *Definitely the island trip served to illustrate many of the concepts covered in the course*
- *The trip to the island was a highlight for me.*
- *I’d never been to Santa Rosa and experiencing it in this way was exceptional*

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

Costs for the trip (Island Packers round trip fare \$105/student), and lodging fees (\$15/student) were covered in the grant. We also reimbursed students for food purchases (students buy and prepare the food on the trip), were also included in the grant ~\$300.

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

**C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE
STUDENT PARTICIPATION (or attached as a separate document)**





California State
University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

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

Class participants