



UNIVERSITY OF THE PACIFIC

Experiential Learning Oversight Committee (ELOC)

Annual Report

Academic Year 2007-2008

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Section 1 -- Overview

During the course of the 2007-2008 academic year, the University Experiential Learning Oversight Committee (ELOC) met nine times in its ongoing efforts to foster best practices in undergraduate Experiential Learning across the Stockton campus.

This report will detail the committee's work and also what level of participation in experiential learning (EL) occurred during the Summer and Fall 2007 terms, as well as the Spring 2008 term.

A few of this year's key accomplishments included:

1. Continuation of the ELOC Implementation Grants made to faculty that developed new or revised curricula incorporating Experiential Learning
2. Repositioning of the ELOC Summer Scholarship as a grant program available to all students for enrollments in qualifying ELOC summer classes as a number of students perceived they were not eligible for a "scholarship"
3. Sponsorship for faculty and staff participation in national and state conferences on experiential learning
4. Successful fall faculty and staff mixer "Taste of Experiential Learning" which showcased four faculty "best practices" in Experiential Learning to campus community

Challenges and concerns that were identified and will continue to be addressed by the committee include:

1. Developing strategies and resources to bridge the "EL gap," that is defined as the distance between the University's goal of near 100% undergraduate participation and the current participation rates
2. The issue of evaluation of faculty service learning and experiential learning efforts with regard to promotion, tenure, publication, etc. The committee continues to have concerns as to how the University values pedagogical work in

- this area, especially since faculty are often discouraged from undertaking such efforts since they may not be counted in Unit-based or University P & T decisions
3. Elimination of first year GE-based student service and experiential learning through migration to Pacific Seminar II program – lack of centralized and effective campus-wide resource for service learning in the curriculum
 4. Safety and liability issues relating to the University's support of teaching and learning through ELO curriculum that requires off-campus transportation

The following faculty and staff composed the 2006-2007 ELOC voting membership:

Keith Hatschek, Chair, CONS; Claudia Schwartz, EDU; Robert Benedetti, Jacoby Center and COP; Traci Roberts-Camps COP; Gene Bigler, SIS; Geoff Lin-Cereghino, COP; Michelle Maloney, LIB; Suzanne Walchli, BUSI; Calvin Chen, ENG; Chris Haruta, CRC; Craig Vierra, COP; and Erin Gilbert, INTL, Kathleen Salamon, PHS.

Non-voting membership:

Margaret Roberts, ESB; John Carvana, CRC; Heather McAvoy Jensen, ELOC Assistant; Max Barroso, Student Representative

It should be noted that Heather McAvoy-Jensen provided outstanding service as the committee's administrative support assistant for this academic year.

Section 2 – 2007-2008 Data on Experiential Learning Participation at Pacific

The following data provides a quick synopsis of participation in reported, for-credit ELO courses across the Stockton campus. Comparative data spanning a longer time frame may be found in the appendices.

Academic Year 2007-2008 Totals

	<i>Students Participating</i>	<i>Total Units</i>	<i>Faculty Participating</i>
AY 2006-07	1770	10495	154*
AY 2007-08	1868	9081	212*
Change	+5%	-13%	+38%

** This number reflects an aggregate of all faculty who supervised an ELO course or courses on a term-by-term basis. Hence, if one faculty member supervises ELO courses in all three terms, she will be counted three times.*

Per Semester Breakdown

	<i>Students Participating</i>	<i>Total Units</i>	<i>Faculty Participating</i>
Summer 2007	152	794	25
Summer 2008	159	662	54
Change	+5%	-17%	+116%

	<i>Students Participating</i>	<i>Total Units</i>	<i>Faculty Participating</i>
Fall 2006	889	5404	74
Fall 2007	877	4184	71
Change	-1%	-22%	-4%

	<i>Students Participating</i>	<i>Total Units</i>	<i>Faculty Participating</i>
Spring 2007	729	4297	55
Spring 2008	832	4235	87
Change	+14%	-1%	+58

The overall data shows modest growth in the number of students participating in EL coursework, while faculty involvement has made a dramatic gain of 38% over the previous year. Summer EL course supervision more than doubled demonstrating the commitment faculty have to supporting Pacific students in their EL opportunities. The reduction in total units (-13%) may be due to the trend that for elective EL courses, students are increasingly taking 2-unit, rather than 4-unit classes, where such options exist, for instance the COOP 92/192 sequence.

Section 3 – Report on Committee Activities

The ELOC goals for academic year 2007-08 were set out at its September 2007 meeting. In addition to its ongoing work supporting and advising faculty involved in ELOs, the Committee identified the following new objectives for the year.

- Continue to work on raising awareness and participation in ELO activities across the Stockton campus, including outreach to various COP departments
- Continue and if possible, expand the Faculty ELOC Implementation Grant to stimulate new ELO learning opportunities for undergraduates
- Continue Student Poster session that was successfully reinstated in 2007
- Seek new faculty members to become engaged in the work of the committee
- Develop and staff a part-time student EL marketing internship to increase student awareness of EL opportunities at Pacific

Faculty ELOC Mini-Grant Program

The ELOC Faculty Implementation grant program successfully launched in 2006-2007 was continued. A subcommittee comprised of Claudia Schwartz and Suzanne Walchli organized the call for grant submissions. The competitive grant program offers \$1,000 to full time faculty on the Stockton campus for the implementation of experiential learning programs for new courses/course revisions to be instituted in the next academic year. The grants were promoted via the *eNews*, *Pacific Bulletin*, presentation to the Associate Deans and by Committee members communicating directly with colleagues. Two submissions were received from faculty, one of which, BUSI 171: Applied Entrepreneurship, submitted by Professor Michael Canniff in the Business School was awarded a grant.

ELOC-Sponsored Campus Events

In consultation with Dr. Berit Gunderson, a fall faculty and staff event titled “A Taste of Experiential Learning” was sponsored by the Committee. The event showcased four of Pacific’s leading EL faculty practitioners (Greg Rohlf HIST; Dari Sylvester POLS; Amy Smith ENG; and Jon Schamber COMM). These faculty members shared summaries of their courses and discussed the ins and outs of developing and assessing ELO curriculum with more than 30 faculty and staff who attended the event. Dr. Gunderson’s capable staff produced flyers and incorporated a wine-and appetizer-tasting theme for the event which enhanced faculty participation. It should be noted that many of the faculty attending were first- and second-year junior faculty members. Although no nationally recognized leader in EL was invited to campus this year, the committee is considering a possible workshop with such a speaker for the coming year.

ELOC Student Poster Session

After successfully restarting the ELOC Poster competition in 2007, the committee revised the concept and invited students to present evidence of their ELO learning outcomes via a YouTube competition rather than a traditional poster presentation. A subcommittee of John Carvana and Margaret Roberts agreed to organize the newly conceived competition. A YouTube group was created by Margaret Roberts and both the Center for Teaching and

Learning staff, as well as committee member Michelle Maloney and the Library's Media Center helped prepare the necessary equipment and support for students to develop the 3-minute video presentations. However, due to a number of factors, students did not find the opportunity of interest and no student submissions were received. Committee members heard student opinions that such a submission requirement is just "too much work" resultantly lowering student interest. As a result, the offer was not compelling enough to generate any participation. Also, the March deadline for the competition was a particularly busy time for students with the campus Career Faire and midterms all occupying student's minds. Although the lack of success was disheartening to the Committee, discussion as to how to move ahead afterwards centered on considering nesting the ELO Poster Competition into the existing Pacific Undergraduate Research & Creativity Conference (PURCC) held near the conclusion of the spring term.

ELO Resources

The development and publication of the Student Internship Guide last year marked a significant improvement in the resources available to students and faculty advisors considering such activities. The Guide is now available online via the CRC-maintained Experiential Learning web page (<http://www.web.pacific.edu/x4926.xml>) Also found on this page are the most recent list of approved ELO courses, the ELOC's Best Practices guidelines, as well as faculty and student forms necessary to participate in ELO courses.

State & National Conferences

Dr. Ethel Nicdao of the Sociology Department represented the University at the National Society for Experiential Education (NSEE) Conference in Seattle in November 2007. She participated in a number of workshops and sessions, especially those considering community-based learning in the curriculum, the importance of pre-screening agencies so student work can be successfully linked to course learning objectives, and an innovative degree program that focuses on Experiential Learning developed by the University of Richmond. She shared these and other highlights of the conference at the November 13 ELOC committee meeting.

Keith Hatschek from the Conservatory, Margaret Roberts and Breanne Macbeth from the Business school, and Kaye Mooney from the Career Resource Center participated in the California Internship and Work Experience Association (CIWEA) state conference, held in partnership with the California Placement Association, in Burlingame, CA. A great many handouts, strategies and learning tools were brought back and shared across campus. Pacific's representatives also met with a number of internship and co-op sponsoring-firms at the event helping to increase the number of opportunities for our students.

ELO Summer Scholarship Program

As of the writing of this report, 68 students had taken advantage of Pacific's Summer ELO Grant program to reduce student cost for participation in ELO-approved summer coursework. This is a significant increase (+55%) over the 44 who participated last summer. A significant effort was made by committee member Chris Haruta, to collaborate with Pacific's Tiger PR team to promote the scholarship during the spring term. The PR students did come up with some slogans and creative concepts which were then adapted by the CRC designer for a finished flyer that was put up by the Tiger PR students across campus. It was also used on the video display at Klein Family Field spring events. The committee believes building student participation in the Summer ELO curriculum is a growth opportunity and will be one of the primary focus areas for the newly added student marketing intern next year. It must be noted that a large part of administering the Summer ELO Grant Program is effectively done by the staff of the Career Resource Center, without whose support the program would be much more difficult to administer.

New Courses

BUSI 171: Applied Entrepreneurship (offered temporarily as a Special Topics course) was submitted and unanimously approved with the by the ELOC. It is an innovative course in which students manage and operate an online firm, www.pencils.com, making decisions that affect the daily success of the firm under the guidance of Professor Mike Canniff.

EL Evangelism

Cynthia Dobbs, Assistant Dean of the College, collaborated with the committee to arrange visits to a number of regular Department meetings in the College for a representative of the committee to make a brief presentation and pitch for faculty consider adding or enhancing curriculum to include service or experiential learning opportunities for students. The Departments visited included Mathematics, Sociology, History, and English. The visits proved to be informative as basic questions such as “What comprises an EL course?” were addressed, as well as issues of faculty compensation for supervising such courses. It is hoped that such visits will in time increase the number of faculty participating in EL course delivery.

Other Business

A) One of the previous year’s ELOC Grant recipients, Professor Dari Sylvester, developed a unique course which provided students the opportunity to work two days each week with a local non-profit community agency located a few miles from campus. However, the issues of both the logistics of getting students to the agency on a timely basis, as well as Pacific’s potential role in transportation, risk management and liability were brought to the fore by this new class. In December, Dr. Berit Gunderson and committee Chair Keith Hatschek met with Drs. Ted Leland and Elizabeth Griego to discuss this issue. At that time, the possibility of providing some funding at or near the end of the Pacific Fund campaign was mentioned, and Ted shared his experiences over many years of providing students with off campus transportation at his prior institution. In the spring term committee members Geoff Lin-Cereghino and Bob Benedetti contacted various comparable institutions to learn how such matters were addressed at peer schools. They also met with Sue Sharp of Risk Management to learn more. Their findings are attached to this report and titled, **“Draft Recommendations for Insurance Coverage for Students Involved in Experiential Learning at University of the Pacific.”** It is the Committee’s hope that the concerns expressed will be addressed by the Administration to insure that students who commit to off campus experiential and service

learning opportunities will have every reasonable effort made to help guarantee a safe and fruitful academic experience.

B) A capable student, Jessica Buck, has been identified as the ELOC Marketing Intern for the coming academic year. Jessica's duties will include surveying students to learn their perceptions about EL course work, improving campus awareness for EL and Service Learning activities (credit and non-credit), and developing and monitoring a marketing campaign to increase EL Summer enrollments to better use the Summer ELOC Grant funding provided by the University.

C) Due to the joint membership of the ELOC, the Committee has unanimously moved to request an amendment to the Committee's operating bylaws as follows, in order to provide a pool of capable and willing leaders for this Committee. A request will be made as soon as practical to Academic Council that "The Experiential Learning Oversight Committee [ELOC] shall elect leaders each year as follows: One Chairperson and one Vice-Chairperson, who may temporarily serve in place of the Chair, if necessary. Either the Chair or Vice-Chair must be a full-time faculty member." The current bylaws require the Chair to be a full-time faculty member.

D) Professor Marcia Hernandez participated in the UC Davis Campus Compact Colloquia on Service Learning titled "Engaged Scholarship: Putting Research into Community Engagement Programs." Afterwards, she shared the Colloquia's main points with the Committee. The means and facility to develop more community-campus partnerships could be enhanced with a modest amount of support and as such, the Committee will solicit ideas and funding to do so in the coming year. Special consideration should be given to funding faculty participation in the outstanding learning opportunities provided by California Campus Compact, of which Pacific is a member.

E) The Committee would like to single out Erin Rausch and the students and staff of the Center for Community Involvement. National recognition of the quality of their work by

being named to the President's Higher Education Community Service Honor Roll is truly a significant accomplishment.

F) The Committee voted unanimously to set a firm deadline for November 15th each year as the final date faculty may submit the necessary documentation for any Summer ELO Course that they supervised and for which they expect to receive faculty compensation.

Section 4 – Experiential & Service Learning Pedagogy

As was mentioned earlier, the elimination of the service learning component of the first year seminar has left a vacuum in Pacific's ongoing efforts to provide meaningful service learning-based life experiences to students which are tied to a curricular objective. The Committee met with Jace Hargis, Director of Pacific's Center for Teaching and Learning [CTL] during the fall term. Discussions ranged across possible collaborations including development of a jointly created Experiential Learning Faculty Fellowship, aligning the initiatives of the ELOC through the Academic Council rather than only through the Provost's office thereby increasing faculty consideration of ELO issues across the campus, and addressing the reality that Experiential Learning is not yet fully recognized as a pedagogy. The committee mentioned that some support to develop and publish EL or SL outcomes and experiences from Pacific would go a long way to help improve the situation regarding the pedagogy of experiential and service learning.

It is important to note that in the 2006 retooling of the General Education core curriculum, the Service Learning component of Mentor Seminar II, which had resulted in nearly 400 students participating in a community service learning experience each spring, was eliminated. Although service learning certainly still exists in various discipline specific curricula such as the Jacoby Center, some social sciences, humanities, creative arts, and the helping professions, this loss was felt across the community and the Committee recommends that it should be addressed by the Administration in an effort to restore this important learning opportunity for Pacific students.

Section 5 -- Future Directions

To fulfill its mission to enhance, expand and provide oversight for experiential learning across the Stockton campus, the committee has identified a number of prospective goals and projects for the forthcoming academic year (2007-2008).

These plans include:

1. Developing concepts and plans to help lead Pacific toward the University's stated goal of near-100% ELO participation for all undergraduates. One of the key initiatives for the coming year will be the addition of a capable student marketing intern to the ELOC to help move forward toward the stated goals.
2. Continuing, revising and/or expanding ongoing initiatives started or enhanced this year including Pacific ELOC Faculty Implementation Grant; re-thinking the Pacific ELOC Student Poster Competition; and expanding the branding and participation in the Pacific ELO Summer Scholarship program.
3. Campus Partnerships – discussing the purposeful alignment of the ELOC and its mission with both the Center for Teaching and Learning as well as Academic Council appear to be ways to build a bigger awareness of EL's role in the undergraduate experience at Pacific. Both should be investigated as to their potential.
4. EL and SL Pedagogy and Publication – the committee will consider inviting some of the faculty engaged in successful EL and SL course work to participate in and present at both the national and regional level, in order to bring more awareness to their outstanding work, and enhance the role of such pedagogies in faculty development, promotion and tenure considerations.

Other activities, projects and goals under discussion at the end of the 2007-2008 year by the committee included potential guest speakers for 2008-09 campus workshop, and a

simple document outlining Best Practices for an audience of internship and co-op host firms.

Section 6 – Appendices

Appendix 1-4 – Comparative graphs documenting campus participation in ELOs

Appendix 5 – Recommendations for Insurance Coverage for Students Involved in Experiential Learning at University of the Pacific

Appendix 6 -- Table of all ELOC-approved Stockton courses

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