Charting the Future of Experiential Learning at UC Davis Symposium: *A Campus-wide Approach* Report

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EXECUTIVE SUMMARY

In February 2020, following several months of planning, a group of 50 UC Davis experiential learning leaders gathered for a symposium called, Charting the Future of Experiential Learning at UC Davis Symposium; *a Campuswide Approac*h. The goal of the event was to identify and pursue steps that would make experiential learning more widely accessible to all UC Davis students. Increasing access to experiential learning opportunities has been identified as a key element of ensuring educational equity and strengthening student pathways to postgraduate employment or education.

The event included a number of interactive, small group activities. The group worked on definitions of the various forms of experiential learning, and found that efforts to assess student-learning outcomes vary across programs. Additionally, symposium participants indicated more comprehensive methods for documenting experiential learning, such as academic credit, transcript recognition, and e-portfolios, could expand student participation and facilitate use of these experiences to build pathways to postgraduate careers and education. Communities of practice to foster collaboration and perpetuate momentum toward the goal of greater student participation in experiential learning at UC Davis was another recommendation from the symposium.

Though COVID-19 impacted the momentum, several initiatives are underway that promise to further these priorities. They include:

- Aggie Launch Collective – a Community of Practice designed to engage campus in planning how to prepare every UC Davis student to launch a career that will be meaningful upon graduation. The seven work groups are specifically organized to pursue goals set forth in the Charting the Future symposium and build upon findings documented in this report: Academic Integration, Campus Employment, Experiential Learning, Funding, Mentoring, Opportunities with Alumni and Employers and Student Information and Engagement.
- Building the Entrepreneurial Mindset Initiative - an initiative with the Mike and Renee Childs Family Institute for Innovation and Entrepreneurship that empowers students to develop perspectives and approaches to be nimble and creative in their post-graduation endeavors.
- Global Education for All - a campuswide initiative to engage every student in local and global experiences that involve building global awareness, engaging global diversity, and pursuing collaborative and equitable global action. The initiative includes strong emphases on experiential learning, student advising, global learning assessment and documentation, and tapping global learning to build post-graduate career and education pathways.
- Provost's STEM Initiative - through deep collaboration with campus, industry and the community, this Provost initiative strengthens the pipeline of STEM employment opportunities and engages students in the development of an employability mindset.
- Public Scholarship and Engagement, Student Learning Advisory Committee - this committee's primary role is to provide guidance on the development, implementation, and assessment of Public Scholarship and Engagement's programs and initiatives related

to student learning with a goal to broaden efforts to serve the public and increase UC Davis' role in creating impact through mutually beneficial partnerships in the local community, region, state, nation and world.

- Wellness Community of Practice – a campuswide exploration of the many facets of student health, sense of belonging and well-being, including; mentoring, career exploration and preparation. The group has worked from November 2019 - January 2021 to determine and prioritize strategic investments or practices that can improve student outcomes and eliminate gaps in the four-year graduation rates that currently exist by race/ethnicity, parent education and family income.

As 2021 begins under continued shelter in place orders, the goals outlined in the Charting the Future symposium will continue to be pursued through the venues listed above. We want to express our gratitude and appreciation to all that participated in the event. *See Appendix A for a roster of attendees.*

We also want to thank those who responded to the planning survey (names not shared to maintain confidentiality). We look forward to growing support for student participation in experiential learning and appreciate the role the Charting the Future Symposium played in realizing this goal.

Looking forward to working together to make experiential learning available to ALL UC Davis students.

Sincerely,

The Charting the Future of Experiential Learning Work Group,

Beth Broome, Office of the Provost, STEM Strategies
Joe DiNunzio, Mike and Renee Child Institute for Innovation and Entrepreneurship
Nancy Erbstein, Global Affairs
Marcie Kirk Holland, Internship and Career Center
Marco Molinaro, Undergraduate Education
Michael Rios, Public Scholarship and Engagement

INTRODUCTION

The purpose of this report is to summarize outcomes of the *Charting the Future of Experiential Learning at UC Davis Symposium: a Campuswide Approac*h (herefore "Charting the Future"), held on February 28, 2020. Additionally, the report proposes considerations as next steps to increase access, participation and recognition of student, staff, and faculty engagement in the broad spectrum of experiential learning activities currently in place or planned at UC Davis. The hope is that it helps constituents, both on and off campus, continue the discussion and move efforts forward.

The Charting the Future Symposium had its beginnings in spring of 2019, as leaders from the Internship and Career Center (ICC) and Public Scholarship and Engagement (PSE) came together to address UC Davis' response to the growing literature on the importance of experiential learning for today's university students and the disproportionate access available. It quickly became clear that this campuswide issue demanded campuswide expertise and engagement. Leadership from Global Affairs, Institute for Innovation and Entrepreneurship, Office of the Provost STEM Strategies and Undergraduate Education joined the conversation in light of their deep engagement in supporting experiential learning across campus, and the idea of a UC Davis campuswide symposium was born. During fall 2019, this Charting the Future Work Group framed four primary goals for the symposium.

1. Map how experiential learning is being done at UC Davis.
2. Begin developing shared language and definitions of the forms of experiential learning currently available, or anticipated at UC Davis.
3. Explore developing shared mechanisms to document student experiential learning participation and outcomes at UC Davis.
4. Identify barriers to experiential learning access at UC Davis and potential solutions.

The Charting the Future Work Group emailed a short survey to over one hundred UC Davis staff, faculty and administrators engaged in a wide variety of experiential learning activities to determine the issues of greatest interest to campus experiential learning practitioners. The responses helped deepen the understanding of current campus programs, evaluation methodologies and documentation as well as perceived barriers to student participation in existing experiential learning opportunities. The response rate was nearly 50%. Survey responses were analyzed and were instrumental in shaping the symposium agenda.

The Charting the Future Symposium was held on February 28, 2020 to assess the state of experiential learning at the institution, bring together faculty, staff, and administrators involved in these efforts, and develop ways to increase participation in experiential learning. Fifty people attended the symposium. Attendees included numerous faculty from a cross-section of disciplines including: Education, Global Disease Biology, and Medicine. Many of the UC Davis units that offer outstanding experiential learning programs were also represented including: Arboretum (Learning by Leading), Mike and Renee Child Family Center for Innovation and Entrepreneurship, Global Learning Hub, Student Farm, Student Teaching, UC Center Sacramento. Campus leadership also participated including: Vice Chancellor for DE&I, Senior

Associate Athletic Director. This is noteworthy given the backdrop of mounting concerns about the threats posed by COVID-19 and an emergency faculty meeting that conflicted with the second portion of the symposium. For many, Charting the Future was the last large gathering they attended prior to Yolo County shelter in place orders.

Sadly, the COVID-19 pandemic interrupted the momentum created by the Charting the Future Symposium. The economic decline brought about by the pandemic, which disproportionately affects low-income households and people of color, only increases the importance of our efforts to facilitate access to experiential learning opportunities that support pathways to postgraduate opportunity. As about 40% of UC Davis students are Pell eligible, 44% are first in their families to attend college, 25% of UC Davis undergraduates are from racial/ethnic backgrounds traditionally underrepresented in higher education, and 60% identify as Persons of Color (POC), we know that many in our student community are experiencing the impacts of illness and income loss.

This context underscore's our campus emphasis on career and professional development as social justice issues. Experiential learning can provide participants many critical resources for success both as students and upon graduation. These include:

- Increased clarity about career interests (which is also a retention tool)
- Development of transferable skills
- Creation of a professional network
- Development of professional identity
- Opportunity to explore different fields of interest
- Sense of belonging in a profession and/or a community
- Increased capacity for effective civic and field engagement.

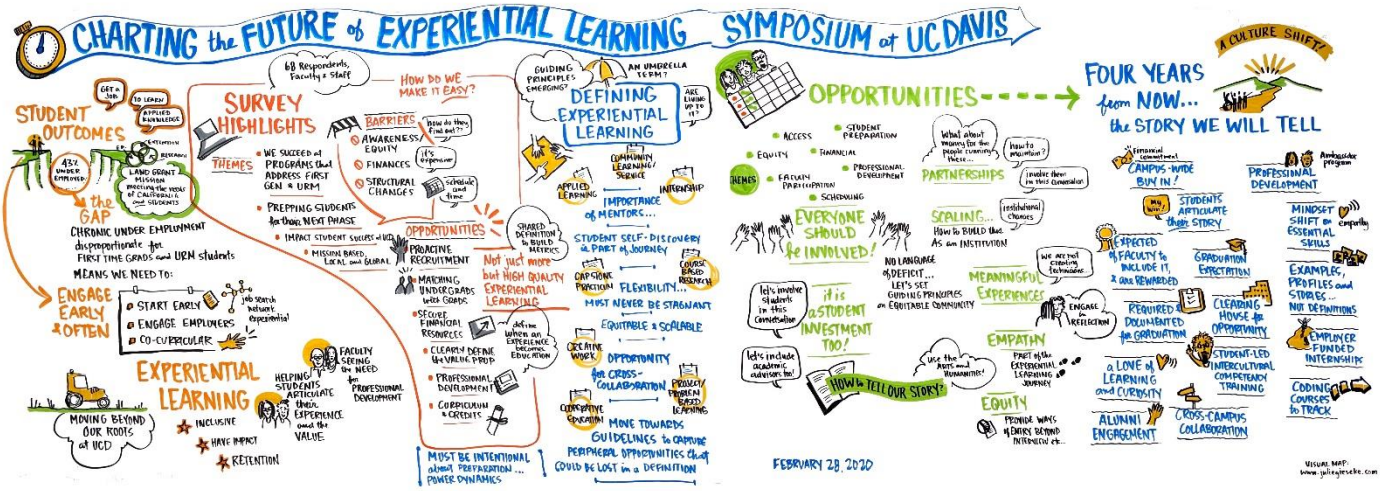
This report aims to support forward momentum at UC Davis.

SYMPOSIUM OVERVIEW

Following an interactive networking lunch, the symposium began with an overview of the importance of equitable access to experiential learning and a review of the survey results. The remaining activities were designed to align with the event goals and will be discussed in greater detail in this report. They were:

- An activity to gather information on definitions, assessment and documentation of experiential learning
- An opportunity/gap analysis
- A visioning activity.

Graphic recorder, Julie Gieseke, captured the event visually. *See Appendix B for an expanded view of this graphic.*



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SYMPOSIUM FINDINGS

The following section provides a summary of the activities and discussions with respect to each of the four goals listed above.

GOAL 1: Map how experiential learning is being done at UC Davis

Throughout the symposium, participants documented experiential learning activities and programs at UC Davis, described elements that might be replicable and/or scalable, and noted potential leveraging and/or resource sharing that could occur. Below, the activities are summarized, where possible, by type of experiential learning activity. This list of activities is far from exhaustive. In order to generate a comprehensive analysis of experiential learning at UC Davis, additional mapping is necessary and should be considered as one of the tasks moving forward.

Applied/Experiential Learning

Activities included, but are not limited to, student run clinics, the Arboretum and Public Garden's Learning by Leading program, activities amplified and coordinated through the UC Davis Global Learning Hub, UC Davis Student Farm programs, and the Big Bang and Little Bang competitions.

Capstone/practicum project

"Through the use of digital storytelling as part of pedagogical practice, students have a mechanism through which to develop a portfolio of their work that can be shared while applying to graduate/professional school, and/or employment."

Community engaged learning/service learning

Through curricular activities and assignments, students participate in community-engaged scholarship and projects in a variety of disciplines. These relationships could be expanded to increase the participation of students. Additionally, a number of community engaged learning activities are available to students, including, but not limited to: research field trips through the UC Washington program, volunteer opportunities through the ICC Community Service Resource Center, participation in Engineers Without Borders, programs linked through the Global Learning Hub, and programs administered by the UC Davis Center for Regional Change.

Course-based undergraduate research experience (CUREs)

Throughout the first-year seminar program, first year students (high school and transfer admits) are provided with a 1–2-unit course with hands-on introductory research experience. This could be scalable across all types of CURES within the flexible first-year seminar model at UC Davis. Instructors receive academic enrichment funding and course support through their participation.

Internships

A number of programs were identified as internships. This included, more generally, internships that were coordinated through the Internship and Career Center (ICC), with a wide array of organizations ranging from multinational corporations, small business, government entities, non-

profit groups, and clinical placements. Additional opportunities in public policy, government operations and politics are available as part of the UC Sacramento Center and through the UC Washington program. The Global Learning Hub is a clearinghouse for experiential learning opportunities with a global component on and off campus, domestic and international.
As part of the mapping process, a number of majors, across the four undergraduate colleges that require internships as part of the degree requirements were identified. *See Appendix C for the list of majors that require an internship.*

Project- or problem-based learning (credit bearing or non-credit bearing)
Project-based courses at UC Davis can be found in a number of disciplines and involve team-based projects, sometimes sponsored by a university-affiliated design client. Students present their work to faculty, staff, alumni, and industry/end-user guests. The project is accepted in lieu of a final exam in the course. These activities provide a mechanism to communicate with and perpetuate on-going relationships with UC Davis, community partners, and/or industry, and include domestic and international collaborations.

Undergraduate research or creative work (credit bearing or non-credit bearing-outside a course)
Whether through programs such as LSAMP/CAMP, MURPPS, or REUs, individual faculty-members, or programs offered through the Global Learning Hub or the ICC, students have the opportunity to engage in undergraduate research or other creative work while enrolled at UC Davis. There could be replication or scaling of such opportunities through any discipline offered at the institution.

GOAL 2: Begin developing shared language and definitions

Participants were given definitions of experiential learning activities (see below) adapted from SUNY Institutional Research Information System and asked to discuss whether these definitions matched how they might define such activities at UC Davis.

Form of Experiential Learning	Definition
Applied/Experiential Learning	Applied or experiential learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or embedded as part of a course.
Community engaged learning/service learning	A teaching and learning focus that entails students learning from and with community partners in meaningful ways, and often in ways that provide social benefit. Classes, programs and related projects have components of reflection and engagement.

Cooperative Education	An applied learning experience that alternates classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Co-ops are formal partnerships between an educational institution, an employer, and one or more students, and typically provide meaningful work experiences for students. Income earned in a co-op does not impact student's financial aid eligibility in the same way as income from other forms of experiential learning or work.
Course-based undergraduate research experience	An inquiry, investigation, project or performance conducted by an undergraduate student as part of a course that provides the scaffolding for students to make an original intellectual or creative contribution to the discipline.
Internship	Applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, domestic or international, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings.
Project- or problem-based learning (credit bearing or non-credit bearing)	Engagement of students in a learner-centered environment that supports their use of disciplinary concepts, tools, experiences and technologies to answer questions, solve real-world problems, and create a final product that reflects their activity.
Undergraduate research or creative work (credit bearing or non-credit bearing-outside a course)	An inquiry, investigation, project or performance conducted by an undergraduate student, with mentoring, that makes an original intellectual or creative contribution to the discipline.

Through discussion, participants came to some common understanding of the activities and indicated whether the activities incorporated a variety of attributes. Table 2.1 shows which attributes were ascribed to each type of experiential learning. Note that in some cases, specific attributes were ascribed in some people only.

Table 2.1 Shared Definitions Activity Summary

Attribute	Capstone Project	Community Engaged/ Service Learning	Co-op Education	Course-based Undergraduate Research (CURE)	Internship	Project-based learning	Undergraduate Research
Related to program of study	✓	✓	✓	✓	✓	✓	✓
Compensated		✓	✓		✓	✓	✓
Uncompensated		✓		✓	✓	✓	✓
Provides academic credit	✓	✓	✓	✓	✓	✓	✓
Does not provide credit		✓			✓	✓	
Eligible for transcript notation	✓		✓		✓		✓
Required for degree	✓	✓		Depends upon program	Depends upon program		
Takes place off campus	✓	✓	✓		✓	✓	✓
Takes place on campus	✓	✓		✓	✓	✓	✓
Can span multiple quarters	✓	✓	✓		✓	✓	✓
Occurs for a defined timeline	✓	✓	✓	✓	✓	✓	✓
Students take additional coursework while engaged	✓	✓	Depends upon program	✓	Depends upon program	✓	✓
Partnership of students, higher ed., & employers integrating academic study and work	✓		✓		✓	✓	✓
Student performance evaluated by on-campus and off-campus authority	✓	✓	✓		✓	✓	✓

Across all of the activities, participants indicated that there is typically some relation between the activity and the student's program of study. This is not to suggest that all students who engage in experiential learning do so in an activity that is always associated with their degree program. It should be noted, experiential learning is sometimes sought out by students to explore an area of interest outside their course of study. Additionally, participants also marked the following attributes as typical for each of the activities: provide academic credit, occurs for a defined timeline, and depending upon the program, students take additional coursework while engaged in the activity. No one activity was found to have been associated with all of the attributes considered.

GOAL 3: Explore developing shared mechanisms to document student experiential learning participation and outcomes

As part of the activity to examine potential shared definitions, participants also responded to questions, individually and in groups, regarding the documentation of student participation in experiential learning activities at UC Davis. These questions included:

- Does your experiential learning program have articulated learning outcomes?
    - If yes, does your program assess student achievement of those outcomes?
    - If so, how does your program assess student achievement?

- Do students leave your program with documentation of their activity that can be easily shared with others, such as potential employers or potential postgraduate education programs (this might be a transcript notation, pre and post-program scores on an outcomes assessment instrument, a publication, a portfolio, a poster, a video, or something else)?
    - If yes, please describe that documentation.

Tables 3.1 and 3.2 (below) provide a breakdown of responses by type of experiential learning activity. The tables show all responses, when multiple individual responses were given. Not surprisingly, there appears to be variability across programs and activities in terms of whether or not student-learning outcomes are articulated clearly or assessed. It appears there may be different levels of understanding of how to develop learning outcomes and the possible means of assessing if student participants are achieving those desired outcomes.

Table 3.1 Assessment practices

	Capstone Project	Community Engaged/ Service Learning	Co-op Education	Course-based Undergraduate Research (CURE)	Internship	Project-based learning	Undergraduate Research
1A. Does your experiential learning program have articulated learning outcomes?	Yes	Yes; No; Yes it will.	No	Yes	Yes; Yes; Not really – career readiness competencies	Yes; Yes; No	No; No; Yes; Sometimes
1B. If yes, does your program assess student achievement of those learning outcomes?	Yes. Note: Students take several courses in addition to capstone project.	Yes; n/a; it will.	n/a	Yes	There have been some attempts but there hasn't been a lot of student response; Yes – incompletely;	Yes; No; n/a	n/a; Yes; No - we're trying
1C. If yes, how does your program assess student achievement of those outcomes?		Through a graded course/ internship credit; No; Reflection, writing, evaluation from partner perspective	n/a	Pre-/post-survey, reflections, short low-stakes quizzes	Surveys; Final policy research paper/poster;	Faculty grades final deliverable students submit; faculty facilitates discussion of students' learning, community partner evaluates student work; No;	Group advising, workshops/ seminars, 1:1 advising; Evaluations tied to global learning outcomes

Similarly, there is a need to develop documentation practices for many of the existing experiential learning activities at UC Davis, in order to ensure that students are well positioned to showcase their accomplishments as they pursue postgraduate opportunities, as well as subsequent experiential learning while still enrolled.

Table 3.2 Documentation practices

	Capstone Project	Community Engaged/ Service Learning	Co-op Education	Course-based Undergraduate Research (CURE)	Internship	Project-based learning	Undergraduate Research
2A. Do students leave your program with documentation of their activity?	Yes.	Yes; No; Possibly	No	No, but moving toward that	Yes	No; Not usually; Some get academic credit; Yes	Sometimes; Sometimes; Sometimes; Yes
2B. If yes, please describe that documentation.	All practicums are saved.	Project booklet; May include a badge	n/a	n/a	Transcript notation; Poster and transcript notation in some cases; Transcript notation, proposal, final report, supervisor evaluation	Slide deck, video, poster	199 course credit; Journal article, policy brief, map, diagram; Credit, publication, awards; Transcript notation

GOAL 4: Identify barriers to experiential learning access and potential solutions

The pre-symposium survey identified a number of barriers to involvement in experiential learning activities among students, staff, and faculty. Additionally, respondents to the survey also provided ideas for possible solutions. Utilizing those barriers and solutions from the survey responses, symposium participants were asked to conduct an opportunity gap analysis in small groups across the different experiential learning activities. Each of the groups discussed how particular solutions mapped to the identified problems and/or barriers. Participants were also asked to consider who might be involved, who might be a resource, and possible next actions to take toward implementing the solutions. *See Appendix D- Tables 4.1 and 4.2 show the frequencies of the barriers and solutions selected by groups.*

The barriers/challenges were defined for the symposium as follows:

Term	Definition
Access/Equity	Underrepresented, first-generation, and/or low-income students may not understand what experiential learning is, and/or may have a lack of familial support.
Building Relationships with Partners	Challenges with developing partnerships with community members and groups.

Credit/Recognition for Participation	Lack of a comprehensive way for students to earn credit for participation, lack of recognition for student participation.
Curricular	Barriers to participation due to restrictions on major/minor/degree requirements, lack of course equivalent options, limitations on credit for 190 numbered courses, all within the challenge of time to degree progression.
Faculty Participation	Lack of recognition for faculty participation, co-creation and development of experiences by faculty experts, adoption of experiential learning as a model for instruction, and/or acknowledgment in tenure and promotion processes.
Financial	Financial challenges, including but not limited to: costs of programs, lack of compensation for participation, student personal and familial income needs.
Lack of awareness of opportunities	Students are unaware of the possible opportunities and/or the benefits of experiential learning experiences. Students lack an understanding of experiential learning.
Scheduling (students, faculty, community)	Challenges with scheduling experiences given student course loads, students' outside commitments (including employment), available faculty time to participate and develop relationships with partners, and/or community partner availability.
Transportation	Costs of transportation to and from experiences (travel, parking, etc.), lack of available transportation, and challenges with getting to off-site placements.
Other	Need for increased clarity of what experiential learning is for those involved in experiential learning.

Lack of student awareness of opportunities was the most frequently selected barrier by participant groups, followed next by access/equity and financial challenges. Of note, transportation was the only barrier not selected by any of the groups; while it did not rise to the level of consideration during the opportunity gap analysis activity, it was identified as a barrier in the survey data. *See Appendix D for the list of barriers and their frequencies.*

After addressing barriers, groups explored solutions that would engage more students in experiential learning. The solution categories, as derived from the pre-symposium survey, were defined as follows:

Solution	Definition
Assessment Tool(s)	Tools and assessment to document, track and measure student experiences in experiential learning opportunities.
Central Location	A resource for students to learn about the various opportunities for experiential learning that are available. Might include a way to match students with experiences.
Clearer Definitions	Clearly understood definitions of experiential learning.
Communication	Better communication about programs.
Credit toward degree completion	Internship or other credit that fits within the requirements of the degree, without adding time to degree completion, with the long- term goal of additional majors that have an internship or course credit requirement.
Diversity of Activities/Opportunities	More options in more areas of interest that encourage greater participation by students and faculty. Options that also allow for students to participate despite their personal, class, and work schedules, etc.
Faculty Recognition	Increase the incentives and rewards to recognize faculty in the creation, implementation, and leadership of student experiential learning including but not limited to awards, grants, and support in the merit, tenure, and promotion process.
Scholarships/Financial Support	Funding that would cover costs associated with participation, provide students with remuneration or compensation in the form of financial support. Funding could be in the form of scholarships, fellowships, etc.
Student Ambassadors	Students who could engage in outreach/recruitment and assist students with connecting to experiences.
Transcript or other recognition	Form of recognition that would enable students to show participation and completion of experiential learning experiences. Examples: transcript notation, badging or other credentialing.

Other (as defined by each group)	Addressing issues of duration/stewardship, compiling a list of community organizations, connecting faculty with partners on campus, ensuring a diversity of activities, forming relationships with the retention centers, developing guiding principles, highlighting stories of underrepresented students participating in experiential learning, conducting a needs assessment and understanding the historical relationship of the community constituents with the university, paying participants for their time/knowledge, applying peer pressure, repairing burned bridges with community partners, resource sharing with community partners, creating social/trust building spaces, moving some experiences to the summer, conducting staff trainings, and providing transportation.

See Appendix D for the list of solutions and their frequency.

The solutions, as mentioned above, were mapped to the barriers/challenges by the attendees of the symposium. Table 4.3 provides more detail about which solutions were mapped to each challenge.

Table 4.3 Solutions associated with each of the barriers/challenges

Barrier/challenge	Solutions
Lack of Awareness of Opportunities	Student ambassadors Transcript or other recognition Communications Central Location(s) Outreach Forming relationships with retention centers Clearer Definitions Credit toward degree completion
Access/Equity	Student ambassadors Assessment tool(s) Communications Highlight/share stories of URM students Gatekeepers/liaisons – bridge & demystify Scholarships/Financial Aid Credit towards degree completion Diversity of activities Clearer definitions Transcript or other recognition
Financial	Scholarships/Financial Aid Funding Credit toward degree completion

Faculty participation	Faculty recognition Communications Funding Clearer definitions (for faculty) Peer Pressure Connect faculty with partners on campus
Scheduling	Central location Credit toward degree completion Transportation Pushing some experiences to the summer
Building relationships with partners	Pay them for time/knowledge Resource sharing with community partners Social/trust building spaces Compile list of community organizations Address issues of duration/stewardship Bridger-Ambassadors-Curiosity Needs Assessment within context of historical relationship to university Staff trainings Guiding principles Repairing Burned bridges Communication Faculty recognition Financial
Credit/recognition for participation	Student ambassadors Transcript of other recognition Assessment tool(s)
Curricular	Credit toward degree completion
Other: Clarity for those involved	Communications Clearer definitions Student ambassadors Documentation and Assessment tool(s)

Symposium Conclusion

The symposium closed with an activity in which the group envisioned the state of UC Davis student engagement in experiential learning in the year 2024. Aspirations included campuswide buy-in and support (including funding), graduation requirement for experiential learning including documentation, faculty engagement and recognition, alumni engagement, funding for students, systems for tracking, documenting and evaluation and much more!

Despite the challenges associated with COVID-19, the Charting the Future Work Group, and our many colleagues across campus, remain dedicated to making this important element of a 21st Century education and post-graduation outcomes available to ALL UC Davis students.

Feel free to reach out to any of the members of the Charting the Future Work Group for updates on campus progress and your ideas and/or initiatives. Together we will achieve our goals!

NEXT STEPS

Based on the symposium discussions a number of next steps, that could be moved forward, were identified. These are not listed in any particular order and may require additional prioritization.

Assessment and student learning outcomes

A number of participants at the symposium expressed the need for consistent ways to document and assess student experiential learning. Learning objectives are likely to vary across the variety of contexts in which experiential learning is pursued on campus. Campus faculty and staff may benefit from training and professional development around how to develop student learning outcomes and associated assessment strategies, as well as further coordination among units that are positioned to provide related support with respect to specific types of learning objectives (e.g. CEE on assessment overall, Childs Center for Innovation and Entrepreneurship on entrepreneurial mindsets, Global Affairs on global learning, academic departments on specific disciplinary skills, etc.). Exploring development of a standardized approach or system for documenting and sharing experiential learning activity and outcomes—for example, e-portfolios—may be particularly useful. Such strategies would not only support broad campus evaluation activity but also provide students with resources to highlight their skills and knowledge as they pursue postgraduate work and/or education.

Finalize definitions

Definitions of experiential learning should be further vetted and refined by those involved across the campus, and in some cases community partners, to finalize institutionally agreed upon definitions. Agreed upon definitions of the activities would facilitate shared understanding and provide a basis for an experiential learning evaluation strategy that would tell the story of participation in and impact of experiential learning at UC Davis.

Credit, transcript recognition, academic requirements

Though there were a number of senate faculty in attendance at the symposium, expansion of experiential learning in the context of academic programs will require a more intentional effort to engage with faculty about the importance of experiential learning activities and how these activities might be integrated into degree requirements or how students might be recognized for their participation.

Communities of practice

For many, the symposium provided the first opportunity to connect not only with others involved in experiential learning activities across UC Davis, but also a chance to connect with individuals across the institution that are involved in the same type of experiential learning activity. There was interest in encouraging and supporting these connections and potential mutual learning more formally with the development of communities of practice. Potential topics to be taken up include experiential learning definitions, possible assessment and documentation strategies, integrating experiential learning into academic programs, sharing effective practices and eliminating barriers to access. We plan to pursue these endeavors once in-person activities can be resumed, ideally building upon the on-going work associated with Aggie Launch, Global

Learning Hub, Public Scholarship and Engagement, Childs Family Center for Innovation and Entrepreneurship and the Provost STEM Initiative, along with others across campus.

This report will be shared with symposium participants, in light of the Aggie Launch Initiative's broad focus on experiential learning, the Aggie Launch Collective will be provided with this report to follow up on next steps.

Appendix

Appendix A

Roster of attendees

Name	Title and Department
Ami Tripp	Assistant Director, Student Employment, Internship and Career Center
Andrea Hanson	Associate Director, Internship and Career Center
Beth Broome	Senior Advisor to the Provost, Office of the Provost, STEM Strategies
Bineti Vitta	ICC Senior Career Advisor (Career Courses) and Program Coordinator, Global Experiential Learning, Global Affairs
Carmia Feldman	Assistant Director, UC Davis Arboretum and Public Garden
Christie Navarro	Director, Center for Leadership Learning, Undergraduate Education
Cindy Simmons	Associate Director, UC Center Sacramento
Cirilo Cortez	Director, Chicanx and Latinx Retention Initiative
Damon Tull	Director, Industry Alliances, Graduate School of Management
Dave Furlow	Professor of Neurobiology, Physiology, and Behavior
Dave Rizzo	Professor, Plant Pathology, College of Agriculture and Environmental Sciences
David de la Pena	Assistant Professor, Human Ecology
David Spight	Director, Undergraduate Affairs, UC Davis College of Engineering
E Nunez	Associate Director, Undergraduate Research Center
Elizabeth Langridge	Director, Faculty Engagement, Global Health
Gregg Recanzone	Professor and Associate Dean, Neurobiology, Physiology and Behavior
Ingrid Behrsin	Provost's Postdoctoral Fellow, Public Scholarship and Engagement
Janice Morand	Associate Director, Internship and Career Center
Jenna Makus	Associate Director, UC Davis Mike and Renee Childs Institute for Innovation and Entrepreneurship, Graduate School of Management
Jennifer Choi	Lecturer, Biomedical Engineering
Jennifer Mullin	Professor, Biological Sciences
Joe DiNuzio	Executive Director Mike & Renee Childs Institute for Innovation and Entrepreneurship, Graduate School of Management
Julie Gieseke	Consultant, Enact Global Consulting
Karen Harding - Davis	Program Coordinator, Graduate School of Management, Coordinator, UC Davis Big Bang!
Katharina Ullmann	Director, Student Farm
Kathleen Socolofsky	Director, UC Davis Arboretum and Public Garden
Keisha Nichols	Chief of Staff, Global Affairs
Ken Barnes	Assistant Director, Internship & Career Center and Center for African Diaspora Student Success
Lisa Illes	UC Davis student, Biological Systems Engineering
Luis Esparza	Interim Associate Director, Internship and Career Center
Marcie Kirk Holland	Executive Director, Internship and Career Center

Marco Molinaro	Assistant Vice Provost, Center for Educational Effectiveness
Melissa Cruz-Hernandez	Outreach and Leadership Program Manager at UC Davis Arboretum and Public Garden
Michael Hill	Professor, Mechanical and Aerospace Engineering
Michael Rios	Vice Provost, Public Scholarship and Engagement
Michelle Villegas Frazier	Director, Strategic Native American Retention Initiatives
Mike Lorenzen	Executive Director, Aggie EVO, UC Davis Athletics
Nancy Erbstein	Associate Vice Provost, Global Education for All, Global Affairs
Noel Salunga	Director, Strategic Asian Pacific Islander Retention Initiative
Pamela Reynolds	Associate Director, Datalab, UC Davis Shields Library
Paula Levitt	Assistant Director, Global Experiential Learning, Global Affairs
Renetta Garrison Tull	Vice Chancellor, Diversity, Equity and Inclusion
Richard Kravitz	Professor, UC Davis Health, Faculty Director UC Center Sacramento
Robb Davis	Director, Intercultural Programs, Global Learning Hub, Global Affairs
Rosana Avila	Program Manager, Global Learning Hub, Global Affairs
Stephanie Maroney	Program Manager, Humanities Institute, UC Davis
Talitha van der Meulen	Lecturer, Neurobiology, Physiology & Behavior
Zachary Frieders	Executive Director, Global Learning Hub, Global

Appendix B

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Appendix C

UC Davis Majors that require an internship

- Global Disease Biology
- Environmental Toxicology
- Biotechnology
- Sustainable Agriculture & Food Systems
- Plant Biotechnology
- Plant Sciences
- Viticulture and Enology
- Atmospheric Science
- Ecological Management & Restoration
- Environmental Horticulture & Urban Forestry
- Environmental Science & Management
- Environmental Science & Policy
- Landscape Architecture
- Community and Regional Development
- Human Development
- International Agricultural Development
- Nutrition Science
  - Nutrition Biology
  - Nutrition in Public Health
- Textiles and Clothing
- International Relations (Track IV)
- Political Science – Public Service
- Political Science
- University Writing Program
- Plant Biology
- Aerospace Science & Engineering
- Biochemical Engineering
- Computer Engineering
- Computer Science and Engineering
- Mechanical Engineering

Appendix D

Table 4.1 - Frequency of barriers/challenges

Lack of awareness of opportunities	5
Access/equity	4
Financial	4
Faculty participation	3
Scheduling	3
Building relationships with partners	2
Credit/recognition for participation	2
Curricular	1
Other	1

Table 4.2 - Frequency of solutions

Communications	8
Credit toward degree completion	8
Student ambassadors	8
Scholarships/Financial Aid	7
Clearer definitions	5
Transcript or other recognition	5
Central location	4
Faculty recognition	4
Assessment tools	3
Funding	3
Outreach	2