

STEAL THIS NEWSLETTER

The Word on the Street from the Office of Learning Advancement

E IS FOR EFFORT

Kristy Conlin

While the “e” in “eLearning” is generally understood to mean “electronic,” during the COVID-19 pandemic, the “e” became synonymous with “effort.” This is because of the amazing effort and hard work faculty and eLearning put forth as it became apparent that COVID-19 would change our world.

The eLearning leadership team started meeting to create and implement plans a couple of weeks prior to the College’s decision to teach the remainder of the semester remotely. Cross-functional teams were created to support each of the academic departments, and eLearning team members met with all schools to help create plans for moving non-online classes to remote classes. We contacted vendors such as Instructure, Tutor.com, and Proctorio to ensure continued and increased support for faculty and students during this time.

During this transition, several people in eLearning took on new responsibilities to fulfill the needs of faculty and students. Following appropriate social distancing measures, Instructional Designers and Technologists held individual consultations with faculty either face-to-face or remotely in order to help them transition their courses.

eLearning also developed the “Teach Anywhere” and “Learn Anywhere” guides as additional support resources for faculty and students. Additionally, “Teach Anywhere” workshops helped support faculty as they learned new tools for both synchronous and asynchronous communication with students.

We added additional sections of the Canvas User Credential and the Online Teacher Credential and we provided additional flexibility to allow faculty to work through the resources at their own pace so they would have access to best practices for online and remote teaching. Because of the extra enrollment opportunities provided, 137 additional faculty were able to enroll in the Canvas User Credential. The total number of graduates for CUC is now up to 350 and growing. An additional 98 faculty were able to enroll in the Online Teacher Credential, with the total number of graduates for OTC currently at 440 and growing.

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"I continue to applaud your office for their responsiveness and professionalism. We're all leaning on you all to support us in this transition and value your competency."

– Mequette Sorensen

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SERVICE-LEARNING ONLINE

Lucy Smith

Salt Lake Community College's move to online education and remote teaching during the Spring 2020 semester had a significant impact on service-learning classes and community engagement activities. The Engaged Learning Office wants to provide resources for faculty to help support a broad perspective on service and the continuation of online teaching and learning during the summer. There are alternative ways to serve when social distancing to provide flexible options for civic action.

Here are some ideas for potential alternative service options including some that exist within the pathways to public service model.

- Students can advocate for issues they care about by diving into the policy and governance pathway. They can research topics and send letters to local or state officials. Students can also raise awareness of crucial social problems in virtual communities on social media.
- Support community-engaged research for organizations such as conducting background research or gathering best practices on an issue or other information requested by the partner(s).
- Investigate the philanthropy pathway and help with an online fundraiser for an organization. Look for ways for community partners to join remote classes to maintain an element of community engagement. Some ideas include group interviews with community partner organizations or community members, previously written/recorded interviews with community leaders, and textual analysis of media coverage on a specific social issue.
- How can direct service be transitioned to project-based work? This is an essential conversation to have with partners. A few suggestions include:

- Create marketing or social media content for future use
- Develop tools for program assessment
- Support the development team by researching grant opportunities
- Provide support via phone or web-based meetings with agency team member support to those being served by the organization or others in the community
- Create remote workshop content by taping, recording, or streaming performances or workshops to benefit community partner(s).
- Share videos or use technology to continue visits with residents or patients from nursing homes, hospitals, and other facilities with vulnerable populations.
- Get involved in community organizing events currently offered by local non-profits.

During this time we can move beyond the focus of tracking service hours and beef up elements focused on civic literacy and critical thinking around social issues. The resources created around the Civic Literacy Student Learning Outcome can help. Additional online and remote volunteer options are found on the Thayne Center for Service & Learning blog. Additionally, here are some resources from other institutions across the nation regarding service-learning/community-engaged learning.

Contact Lucy Smith in the Engaged Learning Office (i.e. service-learning, study abroad and other HIPs) for ideas and funding opportunities at lucy.smith@slcc.edu.

E IS FOR EFFORT

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As the college worked through this transition, it became important to distinguish, for both the faculty and student experience, the difference between online and remote teaching. Online courses are instructionally designed with the course materials built into Canvas so that students have access to all resources and information asynchronously in an organized layout, meeting best practices for online learning. Remote courses can be traditional lecture, lab, or hybrid courses which are being offered at a distance and where set class times are scheduled to provide remote lecture as a key part of the instruction. During this transition, eLearning has supported the design, development, and delivery of both online and remote courses, and have tried to emphasize their differences.

We are grateful for everyone who helped out in the department to make this transition better for the students and the college!



HOW HAS SLCC LIBRARY SERVICES BEEN RESPONDING DURING THE COVID-19 CRISIS?

Jon Glenn

In the early days, before it was declared a pandemic, I remember combing through the CDC website for guidance on how to prevent the spread of infection. As cases began appearing in the U.S., we thought we could slow it by putting up signs telling people to wash their hands frequently for 20 seconds (wearing masks was considered risky).

At the College's request, staff who could, began telecommuting. After the College granted emergency leave, many staff with higher risk factors or children went home. As shortages developed, we inventoried supplies and started trying to find sources of gloves, sanitizer and wipes.

Libraries and businesses across the state began to close. The College ended face-to-face teaching and classes went to remote or online learning. Library Services has long sought to provide equal access to resources online and has the capacity to help students and faculty working from anywhere. We provide online access to a vast database of research materials. Students can get help by phone, email, text messaging and live chat.

Library Services has understood for years that many students do not have access to the necessary computer and internet tools at home and has worked to address it through our Wi-Fi Hotspot lending program. As the extent of the digital divide became more apparent to the college, libraries and computer labs remained open, and we purchased new hotspots and Chromebooks for students to take home.

After first embracing staying open to provide access to computers and books, with COVID-19's rapid spread and the idea of "flattening the curve," we began questioning the wisdom of it. We decided to close the Jordan and Miller campus libraries and to restrict the hours at the South City and Taylorsville-Redwood campuses.

There was now a new purpose and urgency for the data we have always kept about library services. Tracking the number of people coming into the libraries, services they use, hours of heaviest use, computer logins and items checked out, helped us decide hours of operation, what resources to provide and how to do it as safely as possible. The Markosian Library at Redwood gets on average between 40 and 60 users per day.

The understanding of how the virus spreads and its effects have been evolving, and with it how we safely provide services. COVID-19 guidelines for library use are on the website. We encourage social distancing with signs placed throughout the library. Every other chair and keyboard was removed from rows of computers and all but one chair was removed from tables in the café and other locations.

Lines are marked on the floor in front of the public services desks asking patrons to stay 6 feet away. Surfaces are cleaned on a regular basis. Books and other materials returned by patrons are quarantined for three days. Recently masks have been obtained for every public facing staff member. Plexiglass shields for service desks are being constructed.

The South City and Taylorsville-Redwood libraries will likely remain open. The Jordan and Miller campus libraries will likely open soon with limited staffing, hours and services as other campus services return, but may close again if the virus begins to spread again at an accelerated rate.



Signs, signs and more signs. Furniture designed for privacy also provides space for distancing.



Custodians are busy cleaning and sanitizing while the library is open and after hours.



Boxes of new Wi-Fi Hotspots being prepared for checkout. Students without internet at home will be able to take one home for the rest of the semester.

RECENT EVENTS FROM SPRING 2020

ENGAGED LEARNING CELEBRATION 2020

Lucy Smith

On January 31, 2020, the ePortfolio and Engaged Learning Offices hosted the Engaged Learning Celebration at the SLCC Redwood Campus Oak room. This event highlighted the accomplishments of outstanding students who participated in select high-impact practices (HIPs). The two offices combined efforts five years ago when they merged under the Office of Learning Advancement. At the celebration, the ePortfolio students presented their ePortfolios and talked about how their ePortfolios helped them connect and deepen their learning through organizing courses and assignments and reflecting on their work. The service-learning students presented their service-based course work and explained how this experiential learning helped them connect classroom theory and concepts to relevant social issues.

Approximately 70 people attended the event, including faculty, administrators, and staff, as well as community partners and other supporters. The Provost provided excellent opening remarks, which focused on the importance of HIPs at the college, such as ePortfolio and service-learning, and their role in retaining and engaging students. Full of passion, gratitude, and joy, the students spoke about their experiences, those who helped support them, and the learning that occurred as part of their SLCC experience. President Huftalin provided thoughtful closing remarks that wrapped up the event in style.

At higher education institutions across the nation, there is an increased focus on the importance of HIPs, and our college is following the same trajectory. Continued support for these pedagogies and programs is essential as we continue to focus on student retention and engagement strategically.



REMOTE EPORTFOLIO SUPPORT

Victoria Harding

Since Spring Break, ePortfolio lab services have gone completely remote! Prior to COVID-19, demand for remote services (phone calls and online help) were low compared to in-person services. Current services are provided using a mix of WebEx, phone calls, and tutorials to reach faculty and students needing ePortfolio assistance.

Going remote has been a positive push into something we have wanted to try for a while but have not had strong demand for. This new experience has given us a fresh perspective on how we can expand our services and come up with new ways to provide assistance from afar.

If you or someone you know needs assistance with their ePortfolio, please feel free to reach out to us! While social distancing is in place, we encourage you to reach out by:

- Visiting our website to find more information, make an appointment with a specialist, or view online tutorials at www.slcc.edu/eportfolio/remote.aspx. If you request an appointment, be on the lookout for a WebEx invitation sent to the email you signed up with.
- If you would like a phone appointment, make sure to specify this request in the comments section when creating your appointment or leave us a message:
 - Emily Dibble, ePortfolio Coordinator: emily.dibble@slcc.edu 801-957-3706
 - Victoria Harding, ePortfolio Specialist: victoria.harding@slcc.edu 801-957-4593

REMOTE LIBRARY CONTENT SERVICES

- Ann Richins (7:30 a.m. – 4:00p.m. M-F) ann.richins@slcc.edu
- Jen Hughes (7:30 a.m. – 4:00p.m. M-F) jen.hughes@slcc.edu
- Jeff Jensen (7:00 a.m. – 4:30p.m. M-Th; 7:00 a.m. – 11:00 a.m. F) jeffrey.jensen@slcc.edu

UPCOMING EVENTS

May library display – Jewish American Heritage Month at Redwood and Miller; Asian Pacific American Heritage Month at South; and “Choosing to Participate,” Smithsonian Institute Poster Display at Jordan.

Sept 24- Study Away Celebration

July 2021 – The Association for Authentic, Experiential, & Evidence-Based Learning (AAEEBL) Conference at SLCC

OLA STAFF SPOTLIGHT

KATHY TRAN-PETERS

Introduction by Michael Young

Please welcome Kathy Tran-Peters to SLCC! Kathy was hired in January of 2020 as the Coordinator for the new Honors Program and Interdisciplinary Studies (IDS) AA/AS degree at SLCC. She will be working with Honors and IDS students to assist them with their honors criteria, successful transfer, coaching, and degree completion. Kathy will also be working across campus to lead recruitment and advising efforts for both programs. Kathy came to us from the University of Utah and is an alumni of SLCC. Her office is currently located in the Honors Lounge in TB 323-A. Feel free to stop by and say hello to our newest member the Office of Learning Advancement. We are excited to have her here! **Here are a few fun facts from Kathy.**



I am so excited to be able to return and serve the same neighborhood and community that raised me. My parents, two older sisters, and I lived in West Valley after my family immigrated from Vietnam. In my spare-time I like to stay busy with my hobbies and interests. I love trail running, climbing, hiking, Netflix binge watching, and drinking boba and jasmine tea! I have many indoor plants but would love to start an outdoor garden soon. I currently live in Bountiful with my partner, Tony, and our two fur-children Labrador Retrievers named Bruce and Goose.

I graduated from Taylorsville High School and then went to Salt Lake Community College where I graduated with an associate degree in general studies. As a first-generation college student, I am grateful for my time as a student at SLCC. SLCC was affordable, had student resources and advising support to help me navigate the complexities of higher education, flexibility in scheduling and course offerings, smaller class sizes, and individualized support from faculty to adapt to my needs. SLCC also had classes that were racially diverse and had non-traditional aged students from 25-years old to students in their retired years. I was exposed to numerous experiences, backgrounds, and knowledge from the population I was surrounded by. SLCC had a collaborative, student-centered learning environment that prepared me to transfer to the University of Utah.

At the University of Utah, I graduated from the U's Honors College with honors bachelor's degrees in History and Gender studies. A couple of years later, I received a master's degree in History from the U of U. I was employed at the University of Utah for the last five years where I worked with historically underserved students in institutions of higher education. This included those who are racially minoritized, students with disabilities, undocumented students, first-generation students, and women in underrepresented fields.

I worked in various capacities at the U, first as an administrative assistant and later as a graduate assistant transfer advisor at the Center for Ethnic Student Affairs, graduate assistant advisor for Asian American Student Association (AASA) and Vietnamese American Student Association (VASA) with the Office for Equity and Diversity. I eventually ended up as the Staffing and Student Opportunities Coordinator at the Natural History Museum of Utah. After working in the museum and non-profit sector, I knew that I wanted to go back to working more closely with students. I especially hoped that I would return home and serve the students in the same neighborhood that I grew up in – and now look where I am! As a former student at SLCC, I experienced first-hand the admirable work that SLCC was doing and also the incredible potential that students had here in the community, but I also recognized that it was not a perfect institution and was not meeting the needs of the most vulnerable and marginalized student populations. That is why my values and goals as a new employee at SLCC are very much centered around diversity, inclusion, accessibility, safety, and equity.

My mission with the Honors Program and the Interdisciplinary Studies degree is to increase opportunities for underserved students and students with yet-untapped potential to succeed. The Honors Program and IDS degrees are designed to engage a diverse and inclusive community of students, faculty, and staff from various fields of study. A hopeful outcome is that students will be empowered to proactively, intentionally, and collaboratively design their educational journey to align with their interests, as well as their academic and professional aspirations. Another goal of Honors and IDS is that students will find connections between what they are learning and how they can apply it to their lives and the world around them. I hope to accomplish this through the encouragement and support of High-Impact Practices (HIPs) like ePortfolio, service-learning, study abroad, domestic study, internships, capstone courses, undergraduate research, and more.

Here at SLCC, I am excited to be working with an incredibly hard-working, bright, funny, and welcoming team in the Office of Learning Advancement – everybody is so awesome! Lastly, I am thrilled to be working alongside students in defining and achieving their version of what success means to them.