

STEAL THIS NEWSLETTER

The Word on the Street from the Office of Learning Advancement

Study Away Offerings are Back!

After a long break due to the pandemic, study away is back! The Engaged Learning Office collaborates with faculty to incorporate high-impact practices (HIPs) in the curriculum. These HIPs include study away (i.e., study abroad and domestic study). We are thrilled to have offered two programs this past academic year.

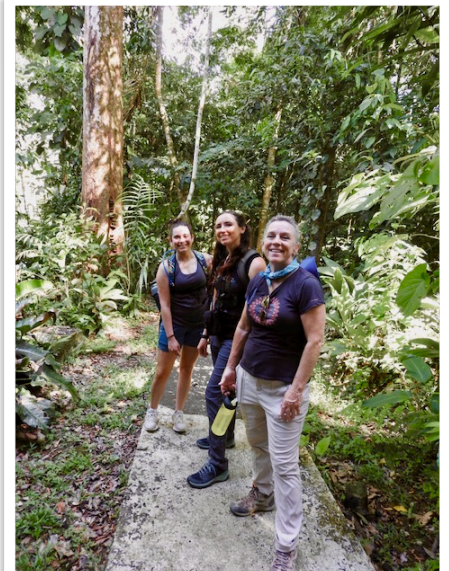
In the spring of 2022, we offered Anthropology 2083: Primate Ecology and Ecosystems in Costa Rica. In this program, students benefit from several high-impact practices, including undergraduate research, community-engaged learning, and global/international learning. Dr. Melissa Seaboch, professor of Anthropology, leads the course and stated the following:

As part of this course, each student develops their own research project, including developing a research question and a scientific hypothesis, selects the most useful data collection methods, collects, analyzes data, and communicates their results. This process requires that students apply critical thinking and problem-solving skills, be flexible, and work collaboratively with others.

We also offered our first credit-bearing domestic study trip by Jeff Zealley, Associate Professor in Mortuary Science. This trip was DSD 2900: A Taste of Louisiana. This course offers an interdisciplinary, place-based focus on Louisiana that is designed to provide students with knowledge about the history, food, culture, music, geography, and funeral and burial customs of this region. A recent [SLCC blog post](#) highlighted the trip. One of the students stated:

I feel like going on this trip humbled me. Going into this trip I was expecting some sort of “culture shock”, because I’ve never really explored too much of the United States. Going to Louisiana I learned a lot about history and being grateful to be the person I am today...Learning about the history and impact of slavery opened my eyes. I’ve learned that every culture has many wonderful lessons to teach...I feel like my intercultural competence has improved as well as my appreciation for experiencing it.

We hope to offer a full slate of trips this upcoming academic year. Current information can be found on the [Engaged Learning Office](#) web page. Encourage your students to join us!



Course Prep Assistance for General Education

Signature Assignment and Reflection Guides

Thanks to the work of Associate Dean Michael Young and numerous faculty, we now have a Signature Assignment and Reflection Guide for each of our General Education designations. The guides are located on the General Education [faculty resource page](#) and help you design your course. For example, the AI Signature Assignment Guide indicates that two main contributions of AI courses to the learning outcome “effective communication” are to have signature assignments in which students read and analyze primary and secondary sources and in which they develop appropriate, relevant, and compelling content in their writing.

All of the Signature Assignment and Reflection Guides—as well as the mapping faculty did of learning outcomes and signature assignments throughout General Education—are also located on the new [General Education Sharepoint Site](#).

American Institutions (AI)
Signature Assignment and Reflection Guide

Table of Contents

Learning Outcomes	Page
Effective Communication	2
Critical Thinking	4
Information Literacy	6
Civic Literacy	7
Reflection	8
Creative Expression	9
Computer Literacy	9
Quantitative Literacy	9
Working Professionally and Constructively with Others	9

- This is a guide. Faculty should attempt to have their signature assignments and student reflections address as many of the learning outcomes identified here as make sense within the context of each course. The General Education Committee will be using these overall expectations when examining courses up for 5-year review, and a course that addresses few of these outcomes may raise concerns among committee members. From an assessment point of view, the General Education program and its students benefit when General Education designated courses address the program's outcomes.
- This guide is derived from the faculty-developed map for signature assignments and reflection. The rubrics in this document will be used to assess random samples of graduating student ePortfolios. Therefore, the General Education Committee encourages faculty to use these rubrics when they grade student work and make students aware of the standards by which signature assignments will be judged.
- Within the boundaries of this guide, faculty develop their own mix of assignments and reflection prompts that best fit their course. Note that a key decision for faculty to make is whether having students document one or two or even three signature assignments in their ePortfolio is the best way to meet the assessment expectations for this designation.
- When designing courses and aligning learning outcomes with classroom activities and assignments, remember to balance two key features: Your course should be an engaging and memorable experience for students and it should contribute to assessment of the General Education program by focusing our attention to the pages of student ePortfolios most likely to have evidence for specific learning outcomes.

Salt Lake Community College

ePortfolio Help for Your Students

In the video to the right (click on it and it should open your browser to YouTube), ePortfolio Manager Emily Thompson steps you through two new things that should help you with ePortfolio in your courses:

1. New ePortfolio pages that you can import straight into your Canvas shells. These include an ePortfolio Signature Assignment Help page and an ePortfolio Workshops, Tuition Waivers and Awards page.
2. You can now refer specific students in MySuccess for ePortfolio assistance, and the ePortfolio staff will reach out to those students.

Or you suggest all of your students make use of [ePortfolio help](#) in the form of online tutorials, workshops for your classes, and ePortfolio labs.



Spotlight: Lon Schiffbauer—Business Faculty

Teaching is not for everyone. That's why it is important for students when they enroll in a class to have a meaningful learning experience with a professor who engages with them. Achieving a perfect rating on Rate My Professor with all positive reviews means an instructor should congratulate themselves because they are officially a G.O.A.T (Greatest of All Time) professor in the eyes of their students, just like Business Management and Marketing Professor Lon Schiffbauer.

Lon said recently in an interview “give students the platform to explore without fear of being wrong,” and it resonated. It is easy to forget that each student has fears about learning and going back to school. Most students have experienced unsupportive teachers and recognize the value of a professor who creates a space where students can thrive and learn without feelings of inadequacy—a soft space.

Lon realized after 10 years in the private sector that he had a passion for teaching and learning. This prompted him to change his career path. He laid out a 10 year “meticulous” plan to achieve his goal of breaking into higher education as a professor. Step one: get a PhD; step two: become an adjunct; step 3: network and publish. He put the plan in place and did it. Lon embodies the high impact practice of persistence. He shows a deep love for what he does and it rubs off on his students. Lon doesn't teach anything he isn't willing to put into practice!

Lon is originally from California but has lived in Utah for the better part of 25 years and considers himself a true Utahan. He lectures in a range of classes that cover business and management topics. He has been teaching at Salt Lake Community College for 7 years and had this to say, “When you get right down to it, teaching is kind of a scam. I get paid to talk about cool stuff with students who are interested, for the most part, in learning, talking, and exploring ideas, and delving into them, and finding ways to connect and apply them to their lives...That's just candy, and it gets me out of bed.” That right there is a genuine love for teaching!



Thank you, Lon, for sharing your love for what you do with the SLCC community and especially your students.

SLCC's Prison Education Program

Since 2017, Salt Lake Community College has provided transformative education in the Utah prison system. The Prison Education Program (PEP) accords with SLCC's mission to promote health and well-being through inclusive, dynamic, and transformative educational experiences to underserved populations.

With over four hundred registered students, SLCC's PEP constitutes one of the largest face-to-face higher education programs in the country. Incarcerated students currently have an opportunity to earn both a Certificate of Completion for General Education and an Associate of Science. Additional programs and certificates in sales and computer literacy will be added in the future. In 2021, the PEP brought in 100 secure laptops for students to use with their academic work.

In 2019, the U.S. Department of Education selected SLCC as one of approximately seventy institutions to pilot the restitution of Pell to incarcerated students. Pell will be generally restored to prison education students and qualified institutions in July of 2023. Moving forward, the general restitution of Pell will allow for significant growth and service to the community. Studies have shown that higher education provides one of the most effective ways to reduce recidivism rates. Nearly 70% of incarcerated students who earn a degree in higher education do not return to prison.

Like many programs, the PEP faced significant challenges during the pandemic. Faculty and staff worked hard with the Utah Department of Corrections (UDC) to address these difficulties and offer college education in the prison. Despite lockdowns (when faculty were unable to enter the facility to meet with students), and delayed starts, 112 students successfully completed their course work during the Spring semester of 2022. During the current academic year, the PEP had seven graduates, some of whom are shown here. Many more will be added to that number over the coming semesters.

The new Utah State Correctional Facility (USCF) will allow greater access to educational resources, modern technology, and classroom space. SLCC is dedicated to assisting the

UDC in its effort to provide maximum opportunities for offenders to make lasting changes through accountability, treatment, education, and positive reinforcement within a safe environment.



Spotlight: Kemone Carby Feleti—ePortfolio

As a student, Kemone Carby Feleti called her ePortfolio *The Adventure of Kemone*, and that sense of adventure stuck with her. She used it not because she wanted to go on an adventure to different countries and see unfamiliar places, but as a discovery of self, as in “Who am I?” Most people tend to have a snapshot of what their future could be, but she is still exploring, and that can be both frightening and exhilarating.

Kemone was born on the island of Jamaica and then moved to New York. She was a stowaway from a school trip that went to Disney. Her mom took her to New York instead of having her return to Jamaica. She remembers fondly the adventurous, fun feeling of sneaking away from her room in the middle of the night and driving with her mom across a country she had never been to before.

Life in the Caribbean is not easy, so some people migrate to find a better way of life. Kemone’s mom was no exception. She wanted her children to have resources she did not have as a child, such as access to a college education. Kemone was enrolled in New York’s Mount Vernon High school by her mom in 2001 and she graduated in 2004.

Kemone could not enroll in college right away because she was undocumented and lacked funds. Truth is, she did not know how to go to college, and the resources that people sometimes assume immigrants have easy access to, are not so easy to access for individuals like herself. She was 17 when she graduated from high school and was not able to enroll in college until she was 28, not because she did not want to go, but because she did not know who to talk to or trust. Kemone got married to gain access to education, which is why she will always stand up for international and undocumented students and is quick to help them.



Kemone originally started her academic journey at Westchester Community College in Valhalla, New York. She wanted to pursue a degree in nursing. When she moved to Utah and enrolled at SLCC (Salt Lake Community College), she tried to continue the path to nursing but ended up switching to General Studies. Kemone thought for sure that she would become a nurse because her goal was to help her family. However, the change came after working as a CNA. She experienced a lot of micro aggression and racism that she decided that nursing was not for her.

Recently Kemone graduated from the University of Utah with a degree in Communications. Her goal after changing her major was to be an academic advisor but instead chose to work in the ePortfolio Office. She believes that the ePortfolio team is dedicated to helping students connect with themselves and others through ePortfolio. Working with students is something that she enjoys. It means a lot to her when a student walks into our space and walks out feeling relief. (Continued on next page)

Kemone Carby Feleti (continued)

Kemone is still exploring what she wants to be when she grows up, but she knows one thing for sure. She loves working with students and is finding a sense of belonging as SLCC's new ePortfolio

Coordinator: "I live in a world where I am disliked for who I am. I am just grateful that I found a place to work that is accepting of me." In her spare time, she likes to play video games with her loving husband, watch movies with her best friend, and spoil her dogs.

She is a co-discoverer of the self, and ideally suited to support the self-reflection and self-discovery SLCC hopes to foster in student ePortfolios. As she says, "I am on a quest to find myself, to find purpose in what I do. I am exploring, learning, and growing with the people I work with—to cultivate an environment that feels safe."

Upcoming Events

August 22—Convocation 8am-3:30pm on the Taylorsville Redwood Campus. Faculty/Staff Association meetings 8-9am; Provost's meeting 9-10:30am in TB 104; Department meetings 11:30am-12:30pm; Food trucks 11:30am-12:30pm; Plenary meeting 1:30-3:30pm in the LAC.

September 20—President's Forum: Cultural Work Assessment 3-4pm in the Oak Room on the Taylorsville Redwood Campus.

October 6—Distinguished Faculty Lecture by Adam Dastrup 12:30-2pm in the Student Event Center on the Taylorsville Redwood Campus.

October 7—Judge Michael Wei Kwan Lecture Series on Justice and Equity 1-3pm in TB 104 on the Taylorsville Redwood Campus.

October 25—Tanner Forum on Social Ethics with Pete Sousa 7-8:30pm in the Grand Theatre on the South City Campus.

November 4-18—President's Art Show. Mondays through Thursdays 10am-7pm, Fridays 10am-3pm in the Multipurpose Room on the South City Campus.

December 1—Holiday Party 2-4:30pm in the Oak Room on the Taylorsville Redwood Campus.