

STEAL THIS NEWSLETTER

The Word on the Street from the Office of Learning Advancement

Prison Program Graduation



On July 10 Salt Lake Community College held the first graduation for its re-founded Prison Education Program. Twenty-three students received either a General Education Certificate or an Associate's Degree. President Denece Huftalin praised the students' efforts, and met with them at lunch after the ceremony. After learning that all of the graduates had written all of their papers (and drafts!) by hand throughout the program, President Huftalin told them that they had "all grabbed on hard to the audacity of hope" that has moved them to persist to graduation.

The students were joined by their friends and family, prison staff, SLCC faculty, and members of the broader community. One graduate's mother brought along as a guest the woman who was her daughter's sixth-grade teacher long ago. It was touching to see past and present embrace each other as the graduate took stock of the arc of her educational career.

Recent studies that control for selection bias show that justice-impacted people who participate in a correctional education program while incarcerated had a 28-percent lower recidivism rate than individuals who did not. In addition, the effect is cumulative—the more education one receives while incarcerated, the lower the chances of reoffending and being reincarcerated. A RAND study conservatively estimated that every \$1 spent on prison education saved taxpayers at least \$4 in reincarceration costs.

According to David Bokovoy, Director of the Prison Education Program, "We were able to honor the accomplishments of 23 individuals who chose to pursue higher education while earning associates degrees or academic certificates that will help them not only with jobs and opportunities in their future but transform the way that they see themselves as individuals. It transforms their families and our community as a whole to be able to engage in these pursuits in the face of such challenges, living a life of incarceration."

—David Hubert

—Photo by Alec Langton

Faculty Spotlight: Sherry Jensen



Sherry Jensen is an Associate Professor in the Economics Department. Hailing from Kentucky, she attended Centre College, where she initially entered undecided. Introduction to Economics with Dr. Dave Anderson in the first semester ignited her passion for economics. His enthusiastic teaching style and ability to link economics to various aspects of daily life captivated her, leading to numerous classes under his guidance. Sherry's experience with Dr. Anderson showcases the transformative power of a professor-student connection.

After earning an economics degree, she excelled as a credit analyst at a major bank and then at Toyota's North American HQ. Immersed in cross-cultural experiences, she analyzed quotes, developed bonds with suppliers, and worked internationally with Mexican manufacturers. These roles fueled her desire for further studies. At Clemson University she thrived as a teaching assistant and her students excelled academically. She independently taught graduate courses at Clemson as well as three summer teaching positions in Prague for the American Institute on Political and Economic Systems sponsored by Georgetown University.

Sherry went on to teach at the Florida Institute of Technology before making the move to Salt Lake in 2020. Salt Lake City was ideal because it enabled both Sherry and her husband to continue careers in academia. Sherry's husband works as a UVU Mechanical Engineering Professor. Since Sherry joined SLCC, she has actively embraced roles like serving on the Faculty Association Executive Board, Discussion Team, participating in the India study abroad trip, and serving as Faculty Lead for the General Education Committee. She teaches Microeconomics, U.S. Economic History, and Labor Economics and has continued her love of travel. Her diverse travels include China, South Korea pre-COVID, and just returning this summer from an enriching SLCC India study abroad trip, where the group visited Delhi, the Taj Mahal, Agra, Jaipur, Pune, and Mumbai.

Sherry's teaching joy lies in revealing how economics shapes daily life and empowering students with tools to comprehend and instigate change. She uses HIPs like collaborative learning and a course capstone project. Through collaborative learning, small groups engage in problem-solving, fostering interaction. She addresses the misconception of economics as just math, using diverse writing assignments to convey its relevance to all disciplines. Diversity and global learning drive inclusivity, and she actively works to address issues of under-representation of women and marginalized groups in economics.

Sherry's Microeconomics units on inequality, poverty, and labor prompt profound insights for students, while U.S. Economic History uncovers diverse American experiences. A course capstone melds knowledge with personal insights, affording students choice and agency. Sherry says, "I often hear from students that they now feel better prepared to engage in serious conversation about these topics in an informed, data-based way. In U.S. Economic History, students see the data that show the experiences of all Americans are not the same; experiences differ by the period in history, sex, race, geographic location, education level and more."

—Emily Thompson

Keep Calm and Teach On—Friday, November 17

Join the Office of Learning Advancement (OLA) for a faculty development event. Learn about the variety of services and programs the OLA offers to faculty. Come talk about teaching, learning, and assessing with representatives from the Prison Program, ePortfolio, Engaged Learning Office (i.e., Community-Engaged Learning), Open SLCC (Open Educational Resources), General Education, and Assessment. Gain valuable resources that support equity, student retention, learning and outcomes assessment, and 5-year course reviews for your course or program in a short, digestible format. Enjoy lunch and network with colleagues while increasing your knowledge. Adjunct faculty will be compensated for your time.

When: November 17 from 9:30am-1:30pm.

Where: Oak Room on the Redwood Campus

Schedule: Faculty can choose from four separate sessions during the event and will choose their preferred topics the day of the event. Lunch is served from 11 a.m.-12 p.m.



9:30 - 9:40 Welcome. Find a table based on what session you want to attend first.

9:40 - 10:15 Session 1

10:15 - 10:20 Break

10:20 - 10:55 Session 2

10:55 - Thank you and lunch information

Lunch - 11:00 - 12:00

12:00 - 12:10 - Welcome. Find a table based on what session you want to attend first.

12:10 - 12:45 Session 3

12:45 - 12:50 Break

12:50 - 1:25 Session 4

Registration: Required so we can order the right amount of food. By this Thursday, we should have this event in the Employee Training section of MySLCC => Office of Learning Advancement => Keep Calm and Teach On. Adjunct faculty will need Chair/AD approval. You can attend part of the time or for the whole event.

Contacts: Andrea Scott and Lucy Smith

Open SLCC 10 Year Celebration—September 15

CELEBRATING THE PAST, PRESENT AND FUTURE OF

OPEN **SLCC** 2023

Celebrating
10
YEARS



Presenting a workshop with

**JASMINE
ROBERTS-CREWS**

on the Future of OER and
Social Justice

FRIDAY, SEPT. 15, 2023

12-2:30 p.m.

Taylorsville Redwood Campus
Student Event Center

OPEN **SLCC** 

Japan Study Abroad—May 2023



JPN 2900 (Intensive Japanese Conversation and Culture in Practice) was created as a spring Study Abroad capstone course for the Japanese Program at SLCC by Takashi Ebira, Associate Professor in Languages. All students who participated in the program had completed first through fourth semester (JPN 1010 through JPN 2020) Japanese courses at SLCC before leaving for Japan. The trip portion of JPN 2900 was carried out for the first time in four years. Japan started accepting foreign tourists without COVID restrictions on April 29, 2023. Our timing was excellent!

The four courses fulfill the B.A. language requirement at most four-year higher education

institutions in the U.S. Students could integrate and use all the language learning skills acquired (i.e., speaking, listening, reading, and writing) while in Japan. The students communicated daily with students, staff members, and faculty members of Shitennoji University, our in-country partner, including people in the local community in authentic contexts. They were able to nurture global/international perspectives by interacting with people in Japan. In addition to practicing their Japanese language skills, the students were also able to learn the Japanese culture and mindsets.

Takashi uses the LESCANT model to organize the culture/society segment of JPN 2900. The LESCANT model represents seven areas where intercultural communication may differ from one group of people to another (i.e., Language, Environment, Social Organization, Context, Authority Conception, Nonverbal Communication, and Time Conception). The students compared Japan with the U.S. regarding these seven areas before leaving for Japan. While in Japan, the students engaged in various hands-on activities (i.e., calligraphy, flower arrangement, tea ceremony, etc.) at Shitennoji University. Their ePortfolios for the program are organized based on the LESCANT model.

Using Japanese in Japan in authentic contexts has positive effects on our students. Students experience more than what they can learn in a classroom setting only. They could learn Japanese and its culture through all their senses. Most program participants are not Japanese majors, but they have stated that they will continue studying Japanese independently. They are planning to revisit Japan soon if they can.



Spotlight on the ePortfolio Support Staff

Our ePortfolio Office has support labs for faculty and students located at the Taylorsville, South City, Jordan, and Herriman campuses. We have an amazing group of part-time support staff that we would like to highlight here. Collectively, these dedicated professionals are committed to SLCC's ePortfolio initiative. They contribute to a diverse and enriching culture of care at SLCC that prioritizes self-expression, growth, and innovation through the power of digital portfolios. Stop by to have a conversation and a cup of tea with them.



Tricio Salgado: Tricio serves as a Program Associate across multiple campuses. Their philosophy centers on fostering individuality and creativity in students and faculty through their personal portfolios. They believe that self-expression is a powerful tool, and ePortfolios have the ability to display a person's culture, background, traditions, and so much more of what makes someone themselves. They believe ePortfolios can transcend traditional professionalism and move us towards a more cultural and unique type of professionalism.



Martin Gaucin: Working from the South City Campus, Martin's philosophy emphasizes the transformative power of digital content creation. He sees ePortfolios as a gateway to computer skills and modern communication methods, allowing individuals to evolve professionally and personally. Martin is deeply involved in the community and committed to international diplomacy efforts in Utah. He views modern digital communication as an essential tool to succeed in the future. Outside of work Martin enjoys reading, volunteering, hiking, and a good debate. He also frequently volunteers and enjoys serving the community.



Alfredo Martinez: Alfredo works mostly at the Taylorsville Redwood Campus. He is studying computer science and leaning toward a career in web development. He loves playing video games and drawing. He hopes to champion ePortfolios as a canvas for self-expression. Alfredo encourages students to extend beyond coursework and leverage the platform to showcase their growth, struggles, and accomplishments—fostering creativity and inspiration.

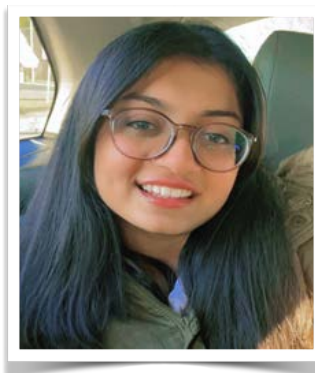
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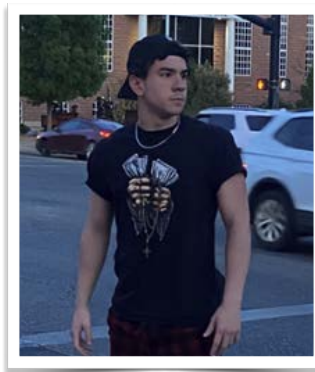
Thierno Bah: Thierno works at the Taylorsville Redwood Campus. He was born in Guinea, West Africa, and came to the US in August, 2021 to study. In his free time, he enjoys cooking, listening to music, chatting with friends, and spending time with his nephews and nieces. These activities allow him to relax and find the best in life. He is majoring in computer science and hoping to transfer to the U once he finishes his associate's degree. In Thierno's opinion, the ePortfolio is a powerful tool that can help students highlight their unique strengths and achievements. By providing students with a platform to document their learning journey, the ePortfolio allows them to gain a deeper understanding of their progress and growth throughout their academic career.



Yashvi Kansagra: Yashvi mostly works at Taylorsville Redwood and believes e-Portfolios need to shift the focus from external requirements to individual learning. She emphasizes their role in facilitating continuous growth, critical reflection, and lifelong learning, recognizing the enduring value of each educational moment. She is originally from India. She recently moved to the United States to follow her dreams of becoming a doctor. She has always been passionate about medicine and helping others.



Theo Araujo: Theo is an international student from Brazil. He came to Salt Lake Community College to study computer science. Theo works at the Taylorsville Redwood Campus and offers a welcoming approach to ePortfolio assistance. Given SLCC's diverse community, he aims to ensure everyone feels comfortable navigating the digital landscape and benefiting from its resources. In his free time, he likes to play sports, watch soccer games on TV, and workout at the gym.

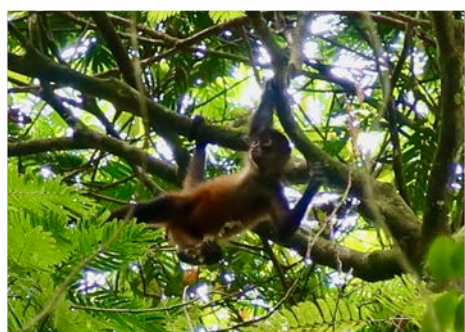


Sambridhi Thapa: Sambridhi, who mostly works at the Taylorsville Redwood Campus, likens e-Portfolios to a gallery of memories. Her philosophy centers on appreciating the value of every learning experience and using the platform as a personal archive to reflect on growth, successes, and moments of laughter and learning. She is a proud Asian whose cultural background is Nepalese. She strongly believes in moving on with life. She also is a student here at SLCC in the Psychology program.



—The ePortfolio Team

Costa Rica Study Abroad—May 2023



The 2023 Costa Rica Study Abroad was a life- and perspective-changing experience for SLCC's students.

Students designed research projects before they left Salt Lake City and then committed to collecting 40 hours of observational data while at the La Selva Biological Station. For most of the students, this required them to locate primates (Howler, Capuchin, or Spider Monkeys) and write down their behaviors using standard sampling methods in anthropological research. Projects included examining play behavior, calculating time budgets, and analyzing vocalizations. Two of the students had to change their projects significantly to center on the numbers, heights, and diversity of plant species in random plots of succession forest of different ages. They worked with the on-site botanist.

Through these research projects, students gained first-hand experience with how science works. They now understand the difficulty in collecting data in ways that are rigorous and replicable. They also understand the need for clarity in the concepts and terms that scientists use. What, for example, differentiates play behavior from other kinds of affiliative behaviors? Only some of these students will become scientists, but all now have an appreciation for and an understanding of the work that goes into being able to make empirical statements about how the natural world operates.

The perspective of our students has forever been changed with respect to concepts such as sustainability, climate change, biodiversity, and carbon footprints. They know these concepts intimately because of the tours they took and the time they spent in the rainforest. One student wrote this in her journal: "I believe that fieldwork offers a unique perspective on the world around us. It allows us to connect with nature on a deeper level, fostering a sense of appreciation and wonder for the life that exists beyond our daily experiences."

The Costa Rica study abroad trip was designed and taught by Dr. Melissa Seaboch and facilitated by David Hubert and Sydney Cahoon.

—David Hubert