

STEAL THIS NEWSLETTER

The Word on the Street from the Office of Learning Advancement

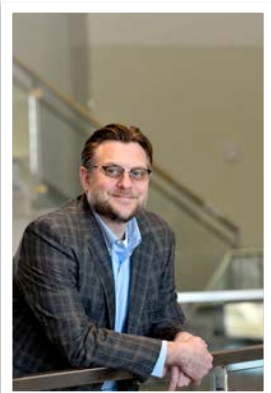
Teaching Excellence Award Winners



Craig Ferrin, Professor of Fine Arts in the School of Arts, Communication, and Media, teaches courses in song writing, composition, and the music business. His passion for music shines through every experience he has with students as he helps them develop their creativity and improve their performance skills. Dr. Ferrin offers his students direct video feedback rather than written critiques. He earned his master's degree in music education from Northwestern University and his doctoral degree from the University of Utah. Outside of work, he conducts the Murray Concert Band and participates in many other Utah-based musical groups.



Hau Moy Kwan, Assistant Professor of Computer Science in the School of Business, makes a point of memorizing the names of all her students in the first few weeks of class and personally checks in with them. Born in Venezuela to Chinese parents, Dr. Kwan has more than 20 years' teaching experience in engineering and computer science. She says, "SLCC is the best place ever. I work with a diverse community in which we can all learn from each other, and I love that." She received her master's in telematic sciences and her doctorate in educational sciences from the Dr. Rafael Belloso Chacín University in Venezuela.



Michael Young, Associate Dean of General Education, Honors, and Interdisciplinary Studies, is an adjunct faculty for the Sociology Department. Michael strives to model the skills of critical thinking, recognizing bias, articulating arguments, thoughtful debate, self-reflection, accepting feedback, being challenged, and learning from experience and examples. He also lets his students know that, like many of them, he was a first-generation college student and he benefited from teachers and mentors who had high standards but who were also flexible and compassionate. He received his master's degree in sociology from Minnesota State University.

Engaged Learning Office Staff Receive Awards from the College Internship Program

Two staff members in the Engaged Learning Office recently won awards through Career Services and were honored at the College Internship Program (CIP) recognition luncheon. Brittney Loose won the Intern of the Year award. Lucy Smith, Director of Engaged Learning, won the Professional Development Supervisor of the Year award.

Brittney has been essential to keeping the Engaged Learning Office (a small office of 2.5 staff members) functioning. One of the staff members has been out on maternity leave Spring semester and Brittney has filled a critical role. Brittney has had big shoes to fill, and she has been extremely successful. She has been the best intern that the ELO has had since the beginning of the CIP program! Brittney has juggled multiple tasks and responsibilities with professionalism, grace, and good humor. She interacts wonderfully with faculty, students, and staff. She is a problem solver and takes initiative.

In May, Brittney will participate in the Costa Rica Study Abroad program both as a student and as a CIP. She will help with tasks on the trip like budget management, photography, and will also be the trip's first aid person. This is a great opportunity that is well-deserved for Brittney.

Lucy received an award for providing outstanding mentorship and professional development for Brittney. Through Lucy's initiative, Brittney has not only received significant one-on-one mentoring but also participated in the Campus Community Engagement Network Engaged Faculty Retreat in Moab, the Active Engagement Retreat through UServe Utah, and the Community-Engaged Learning Faculty Retreat at Silverfork. Brittany applied to the CIP program to simply get a job while at SLCC, but the career development she received as been much greater than expected. Both Lucy and Brittney are thrilled for the recognition!



Honors Students Present in New Mexico

The Honors Program is proud to report that four SLCC honors students presented their research at the Western Regional Honors Conference (WRHC), held in April at the University of New Mexico in Albuquerque. Their posters and presentations reflected the work completed for their Honors course projects on the following topics:

- Jevahjire France: “Educational Equity for English Language Learners (ELLs)”
- Manette Perez: “The Gamble: Being Pregnant in Systemic Oppression”
- Jared Gomez: “Barriers to Access Affirming Care for Transgender and Gender Non-Conforming People of Color: A Snapshot of Inequity and Oppression
- Jessica Ducuara: “Analyzing How Practical Are the Writing Tutoring Sessions for ESL Students”

The students offered salient and critical insights into the subjects of their undergraduate research to audiences of their peers and faculty from across the West. SLCC was among a handful of other community colleges in attendance and our students did an outstanding job. It was exciting to

see how these students supported, mentored, and stood with each other in the academic adventure that is presenting and defending their undergraduate research. We are very much looking forward to having future honors students present at both the 2022 National Collegiate Honors Council in Dallas, Texas, and the 2023 Western Regional Honors Conference at the University of Montana.

Kathy Tran-Peters and Michael Young also presented on “Amplifying Honors Education with ePortfolio.” They received many questions on how SLCC uses ePortfolio as a college-wide High Impact Practice for General Education, and specifically about how honors students use the ePortfolio to showcase their learning as a program requirement.

The Honors Program staff would like to express their gratitude to Professor Kati Lewis for assisting the students with finalizing their projects and guiding them as they presented at the WRHC. They would also like to thank Provost Sanders and President Huftalin for their continued support of the Honors Program and the HIPs funding that helped to make this experience possible. This was an incredibly rewarding high-impact experience for the students and for SLCC. These students are dedicated to excellence and community building.



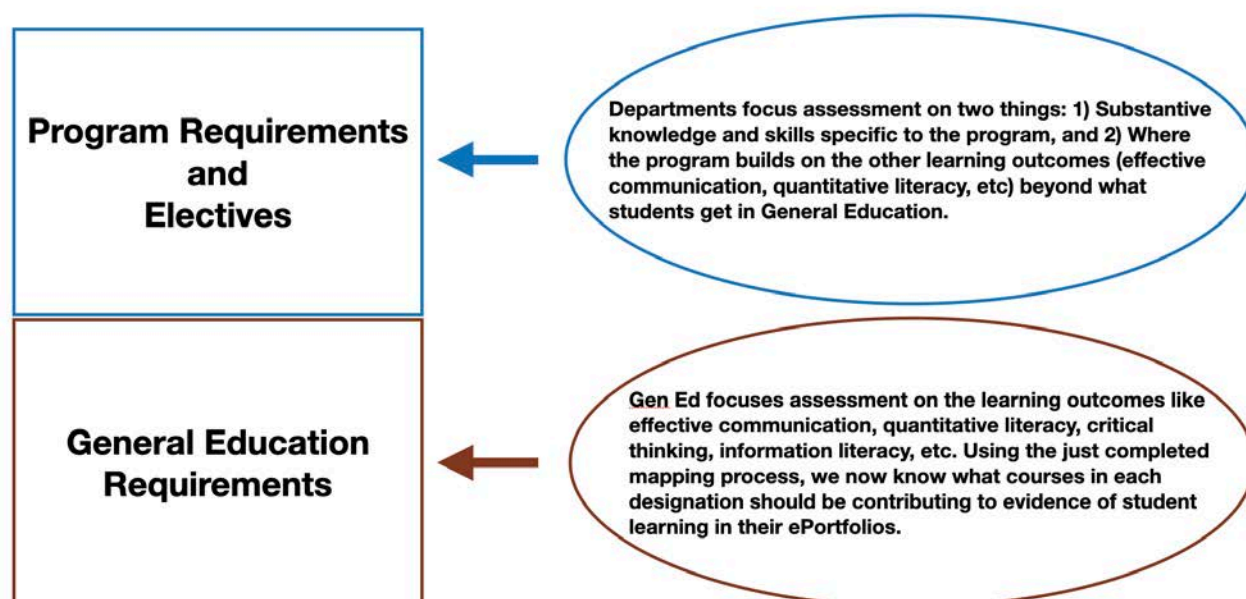
What is Stackable Assessment?

The Northwest Commission of Colleges and Universities (NWCCU) has asked that SLCC “implement an effective system of assessment to evaluate the quality of learning in its programs.” One of the central strategies faculty and administrators have developed to address this recommendation is the idea of stackable assessment, which is an assessment system that recognizes—and leverages the fact—that academic programs are combinations of General Education and majors course requirements.

General Education, through its ePortfolio assessment, focuses on a holistic look at student work addressing learning outcomes like effective communication, critical thinking, quantitative literacy, information literacy, and so forth. Our other academic programs should not duplicate that assessment, but instead should focus on student learning that goes beyond General Education—the substantive knowledge and skills specific to a discipline and the ways in which majors courses ask students to build on their General Education foundation.

Take “effective communication” for example. We know that in General Education students get much practice writing in multiple genres, that they do a pretty good job developing content in their work, and that they are able to critically read and analyze primary and secondary sources. The Business program might want to assess its students’ ability to execute specific kinds of business writing, while the Nursing program might want to assess the interpersonal communication skills of its students in a practicum setting. The results of stackable assessment should be that General Education and the other programs focus on their strengths, combine their assessment efforts, and share the assessment workload.

Stackable Assessment of Academic Programs



Spotlight: Emily Thompson—ePortfolio

Emily Thompson is the new ePortfolio Manager for SLCC. Many faculty probably know Emily for her excellent work as the Manager of Competency Based Education, but she's now directing the ePortfolio Office.

While growing up in Durango, Colorado, Emily struggled to commit to academic activities that she felt didn't matter. As a sophomore in high school, she was placed in an alternative school for “at-risk”



students—a decision that changed her life. “It was the first time,” she says, “teachers treated me like I had something valuable to offer and invited me into co-creating my learning experience.” After initially struggling at Fort Lewis College in Durango, Emily transferred to the Evergreen State College and thrived in that institution’s environment that stresses interdisciplinary learning and narrative assessment rather than formal grades. After graduating from Evergreen, she went on to earn Master’s degrees in Psychology and English Literature.

“I recognize,” she says, “that my sense of difference and my struggles to understand the status quo and why we often do things the way we do have gifted me with a lens of deep care, motivation to reconsider and change the status quo, and a commitment to honoring the uniqueness of each person and welcoming what we can learn from each other.” Her work in English

literature centered on trauma in postcolonial literature, and her work in Psychology focused on trauma recovery via somatic psychotherapy and self-compassion in higher education.

As ePortfolio Manager, she would like to start an ePortfolio advisory committee, provide extensive support to faculty as they update their courses with ePortfolio in mind, and build on the support Tiffany Rousculp and Emily Dibble created for faculty rank and tenure portfolios. She also has new ideas for ePortfolio. For example, she says that “the ePortfolio team is going to build a team Growth, Planning, and Support ePortfolio that shifts the lens from employee-specific goals to team goals.” In other words, she wants to use ePortfolio to help her team “co-create our goals and decide how we will work towards those goals together.” Speaking of her team, she says “the ePortfolio team (Patricia, Martin, Tricio, Kemone, Nick, and Medha) is amazing. We are so fortunate to have them as part of our campus community. Come visit us anytime.”

Welcome Emily! Her office is in the ePortfolio lab on the Taylorsville-Redwood campus (AAB 126). Stop by, sit down with a cup of tea, and have a nice visit with her this summer.

Championing Open Educational Resources

Since the beginning of Open SLCC, faculty use of Open Educational Resources (OERs) has saved 243,154 SLCC students an estimated \$21 million. While the OER Program continues to grow, the Open SLCC team is making additional efforts to highlight OER work taking place at SLCC. Our work centers on SLCC faculty, staff, and students involved with OER work, including but not limited to adoption, adaption, creation, advocacy, Open Pedagogy, OER practices, scholarship, and research.

SLCC Schools nominated the first round of Open Champions, highlighting faculty and their inspiration for choosing OER. The first Open Champions to be recognized are:

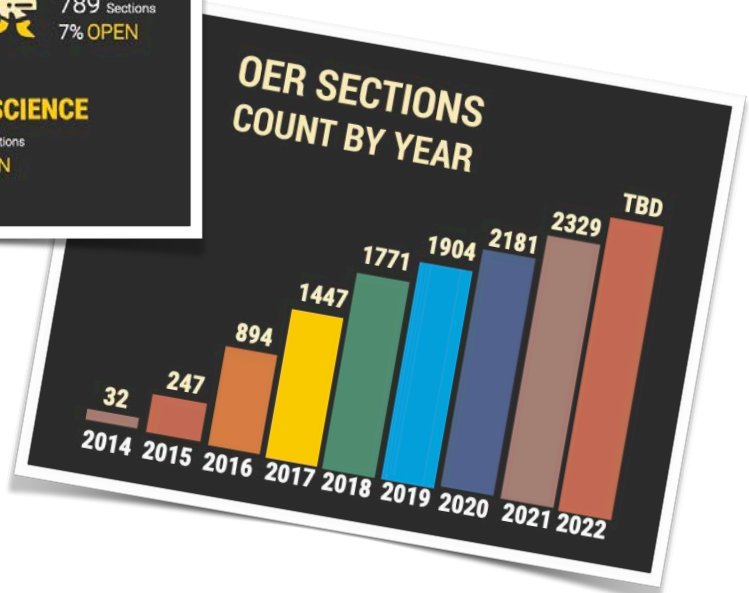
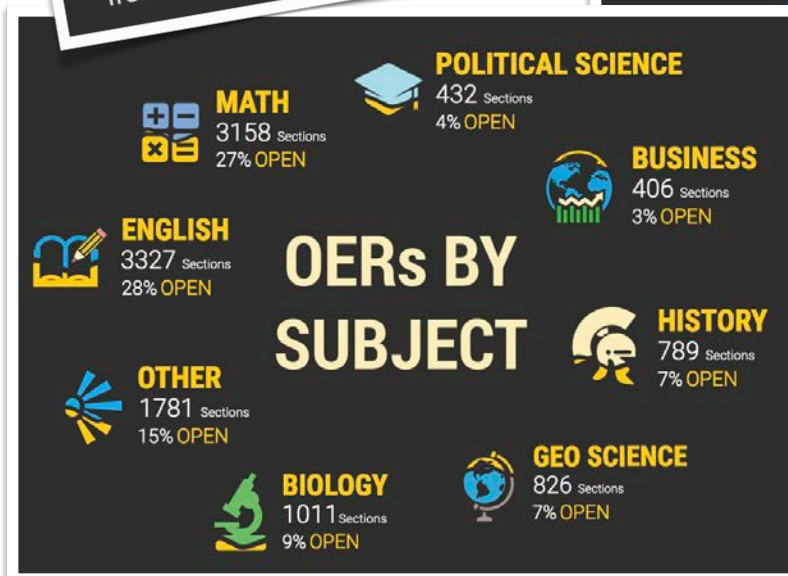
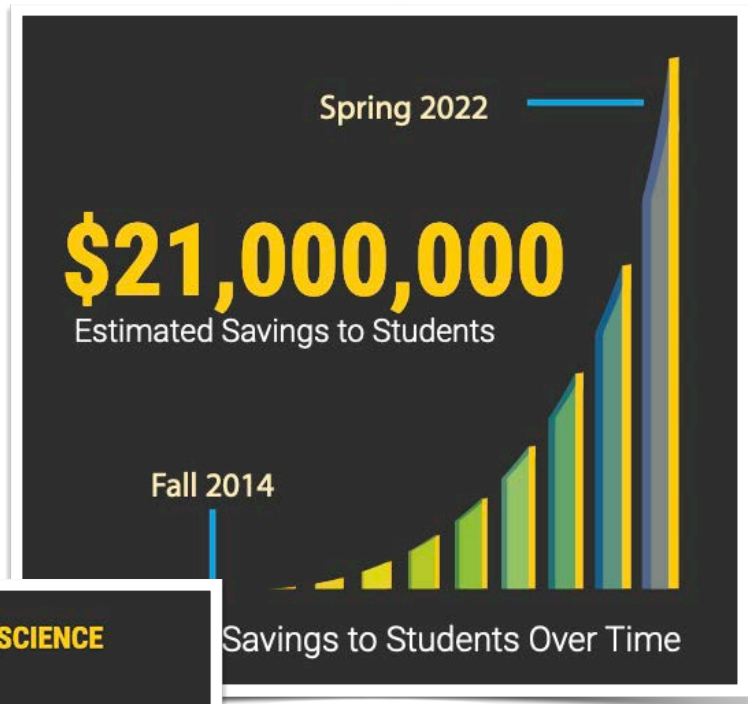
- **Ashley Givens**, Assistant Professor of Communications
- **Adam Dastrup**, Professor of Geosciences
- **Gabe Byars**, Assistant Professor of Occupational Therapy
- **Jeff Davis**, Associate Professor of Business

We shared the names of SLCC's OER Champions with OE Global in March during Open Education week to celebrate SLCC's work globally. The success of the Open SLCC Program is a direct reflection of the strength and dedication of the institution's collaborative efforts in supporting student success and educational equity at SLCC. Click on the link below and read about why Ashley, Adam, Gabe, and Jeff decided to use OERs in their courses.

OER Champions!



OER By the Numbers



Spotlight: Claire Adams—Humanities



Claire Adams is an Associate Professor in SLCC's Humanities department, where she has been using high-impact teaching practices for thirteen years.

Born in Belfast, Northern Ireland, Claire received her Bachelor's degree with honors in Modern Studies in the Humanities from the University of Ulster at Jordanstown. She went on to receive a Master's degree in Irish Cultural Studies from Queen's University Belfast and another Master's degree—this time in International Affairs and Global Enterprise—from the University of Utah. She immigrated to Utah from Northern Ireland in 2007 and started teaching adjunct for the Humanities department.

"I was a first-generation college student and the first of my siblings to attend college," she says. "I began my bachelors degree with very few plans and then realized how much I loved being in the college environment." Her love of travel and fascination with learning about different cultures and peoples infuse her courses with a richness that her students appreciate, and she loves to get to know her students and their stories.

Claire teaches HUMA 1100 Introduction to Humanities, INTL 2040 The Immigrant Experience Through Literature and Film, HUMA 1010 Essentials of the Humanities, and HONS 2100 Intellectual Traditions: The Experience of Being—Human Experience Through Storytelling.

Claire says that "I like when students have to really consider what they are doing instead of just pushing out a paper." For instance, in her Immigrant Experience course, students conceptualize and complete a semester-long project. One class created an interactive Art Exhibit called How We Left Home. They collected artifacts primarily from their family, that were carried to the United States when they immigrated. The students created a map where people were invited to write their name and country of origin on a luggage tag and hang on the map. Another class created a cook book which was a collection of recipes associated with their cultural heritages. These projects both culminated in a presentation in a public venue on campus.

As with her faculty colleagues, Claire's work with students was severely impacted by the Covid-19 pandemic. It made her appreciate that human connections, family, kids, partner, friends, students are the most valuable things we have. "I have also further reinforced my belief that experiences are more important than things," she says.

Claire keeps taking on new challenges. She's working with Lucy Smith on the AAC&U's grant funded Civic Evidence project and she is revising the HUMA 1010 curriculum to move to open educational resources.

