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# **Community Engagement Award Program**

## First Year Report



## Executive Summary

The Office of Government and Community Relations receives funding to award up to \$60,000 annually in support of community engagement activities. There is a total of \$15,000 available for the Service Learning Grant and Designation program and \$45,000 available in amounts ranging from \$250 to \$20,000 to support successful faculty and staff community engagement applications. The program began July 1, 2014. Between July 2014 and July 2015, ten grants were awarded for a total of \$49,536.

The Community Engagement Award Program (CEAP) is one way that SLCC supports the development of sustainable, mutually-beneficial partnerships. Community Engagement Awards are designed to enhance and increase college engagement with the community and contribute to community-engaged scholarship. One-year seed grants of up to \$20,000 are awarded to proposals that detail involvement by SLCC faculty and students, address community-identified needs, and demonstrate substantive collaboration with at least one community partner.

The program's goals are to –

- Advance SLCC's mission and core theme to promote engaged learning and outreach
- Strengthen SLCC's relationships with the community at-large
- Provide a positive learning experience for SLCC students and/or community learners
- Foster a culture of community engagement by involving staff or faculty in the initiative

The tag line for the grant program is *Dream Big. Do Big.* In carrying out CEAP-funded community engagement initiatives, faculty, staff, and students worked closely with our community to imagine new ways we can share our resources and talent, deepen student learning, enhance community well-being, and enrich the scholarship of the institution.

This report details the initiatives funded by the Community Engagement Award Program. Budgets and mid-term reports are available upon request.

# Project Report

Project Name: **Critical Service Learning: A Partnership between Salt Lake Community College and Mana Academy Charter School**

SLCC Department: First Year Experience

Community Partner: Mana Academy Charter School

Grant Award: \$5,700

Date of Award: October 2014

CEAP funding funded the development of a mentorship program between Latinos in Action and Mana Academy Charter School. SLCC students were trained in critical service learning methodologies by faculty and staff from SLCC and the University of Utah as well as community leaders. Students worked with Mana Academy faculty to set weekly visits with students, three field trips, and an end of the year celebration. The initiative was designed to close the opportunity gap between Latino, Pacific Islander, and other ethnic groups; to educate life-long learners and community leaders; and to help SLCC students develop the knowledge and skills they need to become a community engaged leaders through critical service learning.

## Final Report

### Demographics of participants

Mana Academy is one of the most diverse schools in the Salt Lake Valley. Currently, 96% of the in-seat student body identifies as Pacific Islander and 4% as Latino. Nearly 70% of all students qualifying for free or reduced lunch. Mana Academy's after school program mirrors the demographics of the school's in seat student population.

The 23 SLCC mentors who visited Mana Academy's after school program on a weekly basis predominantly identified as Latino, but also include Pacific Islander and White students. The majority of mentors were affiliated with SLCC Latinos in Action. LIA mentors were joined by SLCC students from PUA (Pacific Unity Alliance) and SHEP (Society for Hispanic Engineering Professionals).

### Outcome Results and Analysis

For the past year, the CEAP grant supported weekly visits by SLCC students to work with and mentor Mana Afterschool Program students. The program benefited both Mana Afterschool Program participants and SLCC mentors. Mana students benefitted from the presence of role models that supported young students' desires to pursue a higher education. SLCC students built meaningful relationships with young students and families within the Mana community while learning the skills needed to be effective mentors and create and lead afterschool programs and activities.

Events designed and led by our SLCC students included:

- 3 training session between Mana and LIA mentors
- Debriefing meeting and mid-point check-in with LIA students

- End-of-year wrap up with Mana faculty and administrators
- Daily visits to Mana
- Mother's Day celebration
- Field Trip to the Leonardo
- Field Trip to Jordan Campus
- Field Trip to U of U medical school
- Art and History curriculum (creation and implementation)
- Engineering / Robotics curriculum (creation and implementation)

### Success story

The program was designed in conjunction with Mana staff. Meetings between SLCC administrators and students helped identify community goals. As a result, we were better able to understand, participate in, and lead the type of service and programming Mana students wanted and needed.

A highlight of this work was watching our students develop curriculum to teach students at Mana lessons that connect to the large learning outcomes of Mana and to do so in a way that felt authentic and relevant to them. For example, the robotics curriculum came from a SLCC engineering student name Agustin. He came to one of our meetings with an unsolicited proposal of how he can teach geometry, science, and computer code through the curriculum he was developing. Mana staff connected him with faculty who helped him refine what he was working on. After recruiting other SLCC students to help him, he began weekly lessons, with the goal of having students create two functioning robots. As a result of his experience, he discovered a new way to connect with students and felt he was providing students with a vision of themselves that was much bigger than when they began his class. Agustin later told me that this is what a high school teacher had done with him. This opportunity gave him a chance to 'pay it forward' and offer someone else a hand up. He told me that he often saw himself reflect on the students he was working with.

Another student, developed an art curriculum that stressed historical narratives and artistic elements of the Latino and Pacific Islander people. He showcased culturally relevant artwork, practiced creating art with students, and then, after working with staff and faculty at Mana and SLCCC, he led the Mana youth in the creation of a community art piece, currently in displayed in West Jordan.

*Watch them make the robot here:*

<https://www.facebook.com/slcclia/videos/vb.241067112608341/819775688070811/?type=3&theater>

*Working on the Mural in West Jordan*



# Project Report

Project Name: **Special Olympics of Utah Sports Classic**

SLCC Department: Medical Assisting, Allied Health

Community Partner: Special Olympics of Utah

Grant Award: \$1,000

Date of award: October 2014

SLCC Medical Assisting and Nursing faculty and students designed and managed a health promotion exhibit at the fall Special Olympics of Utah Sports Classic. SLCC staff and student volunteers measured Special Olympic participants' blood pressure and BMI and provided participants with information on proper nutrition to support healthy and active lifestyles. Each participant was given a personalized photo reminder of their participation and of their commitment to making healthy decisions. The Community Engagement Award allowed Allied Health to purchase equipment, healthy snacks, prizes, and a digital camera and photo paper for this event. The division intends to use the camera and printer to support biannual participation in the Special Olympics of Utah Sports Classic events.

## Final Report

SLCC faculty, staff, and 25 students participated in the project. SLCC students screened approximately 155 athletes who had a wide range of mental and physical handicaps. Athletes ranged in age from 10 years to 32 years. The majority of athletes over the age of 20 were overweight or obese.

SLCC students provided health screenings using equipment funded by the Community Engagement Award (BP cuffs, stethoscopes, and body fat analyzers). Based on the information collected, SLCC students provided information about health topics, ranging from healthy eating habits to sun safety measures.

Students also took and gave contestants pictures at the Health Promotion booth. Athletes were required to take part in the health screening and fill out accompanying paperwork before they could pick up the print. This was a very popular activity. Previously it could be difficult to get all the contestants to stop by our booth to get their health information recorded. This year, athletes were excited to participate.

Information from the Health Promotion booth was shared with the Special Olympics for their use.

*SLCC students at the Special Olympics event*



The community partner wrote the following letter of gratitude.

To Whom It May Concern,

On behalf of Special Olympics Utah, we would like to express our appreciation for the awarded funds that supported our most recent fall games. By obtaining many more needed supplies (i.e. blood pressure cuffs, camera, printer, and paper) we were able to provide an expanded health screening experience for the athletes that we serve. Additionally, we benefited from the many volunteers from our local Salt Lake Community College. These Medical Assistant students and their instructors assisted to obtain data (i.e. Height, Weights, Blood Pressure) in addition to providing education to our athletes regarding nutrition, tobacco abstinence, physical activity, hydration, Vitamin D, and Calcium consumption. We look forward to expanding these services as our program grows.

Attached you will find a summary of results obtained from our most recent fall games *[[note from Community Relations office – data available upon request]]*. Each athlete is a success story in that they 1) beat the odds and are participating in an athletic social event, and 2) we were given the opportunity to discuss with them and their caregivers/coaches how to make better lifestyle choices for improved health. We so appreciate these opportunities with our athletes!

Again we so appreciate this community support. Thank you.

Sincerely,  
Anja Baldree, RN  
Co-Director Health Promotions  
Special Olympics, Utah

# Project Report

Project Name: **Expect the Great, Leadership Night**  
SLCC Department: Diversity and Multicultural Affairs  
Community Partner: Expect the Great  
Grant Award: \$6,900  
Date of Award: October 2014

Expect the Great is a college and career readiness fair targeting members of the African, African American, and Black communities in high school and USHE institutions with the purpose of providing information, resources and support to prepare for postsecondary education and careers. The conference, first held at SLCC in 2011, returned to the campus in 2014. Community Engagement funding supported a nighttime leadership retreat, a new component to the conference. The leadership retreat helped create relationships that serve as retention strategies for African and African American students as well as develop student skills on how to network, track progress, and identify career opportunities.

## Final Report

SLCC hosted the fourth annual “Expect the Great” conference November 7-8, 2014 at SLCC’s Redwood Campus. This is the first time the conference has been held at SLCC since 2010. Each participating institution contributed \$2,000 toward expenses for this event. Additionally, SLCC was awarded a \$6,600 internal grant from the Community Partnership Council to fund expenses related to the Leadership Retreat, with \$300 of additional financial assistance from the Office of Diversity and Multicultural Affairs.

In total, approximately 200 participants attended the event, including continuing college students, high school students, their parents and families, community members, K-12 educators, Black Student Union/clubs and student services staff members that attended and supported the event. Approximately 80 students attended the Leadership Retreat for college students on Friday night. It is the first time that Expect the Great offered students the opportunity to participate in a Leadership Retreat.

This year’s conference had the following goals:

- College retention and completion of African/African American/Black continuing college students.
- Black Student Union clubs throughout all USHE institutions participated in an overnight leadership experience. This year they were housed in a local hotel close to SLCC. An evening leadership workshop and a social was offered to encourage a supportive social environment and opportunities for professional networking.
- A continuing college student workshop track was offered on Saturday to encourage college retention and completion.
- A high school track was offered on Saturday to inform the students about college planning and college readiness.

- A Career Fair and USHE Fair was held Saturday afternoon where employers and colleges provided career information.

Postcard invitations were created and distributed throughout the church congregations and in Salt Lake City and throughout Ogden/Weber area. School districts were also supportive and sent targeted mailings through the Alpine, Canyons, Davis, Granite, Jordan, Ogden, and Salt Lake School Districts. USHE college students were contacted through their Black Student Union clubs. Salt Lake Community College created on-line registration sites, utilized social media, and notified the media at large.

To begin the Leadership Retreat on Friday evening, our continuing college students were led by Dr. Bryan Hotchkins, professor from the University of Utah, who provided an interactive, soul-searching leadership development workshop designed to engage leaders in intellectual and emotional explorations about how identity development influences practical leadership. The participants challenged and supported each other through exercises that identified how gender, race, socio-economic status, and language prepared students to lead. For the Leadership Retreat, the Student Learning Outcomes were as follows:

- Recognize how personal biases can limit the ability to lead peers who are different;
- Determine organizational climate in order to develop a plan for leadership effectiveness;
- Proactively respond to follower resistance;
- Evaluate leadership styles, strengths, and follower cues of support.

When college students were surveyed, they indicated that this was a valuable event that allowed them to connect with their peers. Prospective students indicated they learned how to navigate the college process and plan for college.

#### *Students at the leadership retreat*



*Dr. Bryan Hotchkins speaking to students*



# Project Report

**Project Name: SLCC Students Writing for Community: Creating and Installing Bilingual Signage for TreeUtah's Rose Park EcoGarden**

SLCC Department: English

Community Partner: Tree Utah

Grant Award: \$1730.00

Date of Award: December 2014

In this initiative, 40 SLCC Writing 990 students and TreeUtah staff and volunteers designed and installed bilingual signage at TreeUtah's EcoGarden, located in the Rose Park neighborhood of Salt Lake City. The project helped students see the connection between writing and civic engagement by providing students with an opportunity to use everyday textual practices to impact an inclusive community space. The project is a response to a community identified need for signs that allow community members to enjoy and learn from the EcoGarden.

## Final Report

### Project description.

TreeUtah's EcoGarden is located at the Day Riverside Library in Salt Lake City's Rose Park neighborhood. The garden includes many species of trees and plants that grow well in Utah urban areas. Over the course of the semester, Writing 990 students wrote for and about TreeUtah and the EcoGarden in order to more deeply understand how textual practices make things happen in the world. They also engaged in direct service in benefit of the EcoGarden by participating in three garden beautification workdays and by helping to plan the content for the EcoGarden's new bilingual interpretive signs. A writing assistant from SLCC's Community Writing Center interpreted the signs from English into Spanish, and the signs went into production in June of 2015. The signs will be installed professionally. There will be a ribbon-cutting ceremony this year. Participants from the service-learning course as well as the community are invited to attend the ceremony.

### Demographics of Participants.

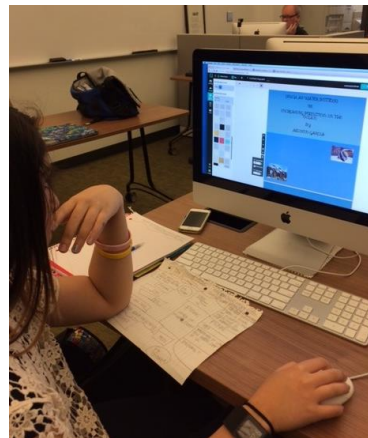
25 SLCC students enrolled in developmental writing participated in the project over the course of the semester in spring of 2015. A writing assistant from SLCC's Community Writing Center interpreted the signs from English into Spanish. Almost forty percent of residents in the Rose Park neighborhood identify as Hispanic, which is why TreeUtah saw the need for bilingual signs in the neighborhood's EcoGarden. Rose Park residents are the primary audience of the EcoGarden and the signs; however, TreeUtah periodically holds community workshops at the EcoGarden that attract people from all over Salt Lake Valley.

### Results, Analysis and Success Story.

Writing 990's partnership with TreeUtah last spring was meant to create an experience for SLCC writing students that connects textual practices to issues that matter in the community. It was also meant to encourage students to see themselves as writers who can

use their literacy for a variety of purposes in college and beyond. Students learned that beyond college, they could use their writing to meet their community's needs. As one student reflected, "I learned that there are different structures/ways to go about writing because there are specific things to consider, such as who your audience is, what your purpose is and in what context and [genre] will you use to make this writing an effective and engaging read. Writing is very broad, but it makes things happen by getting the point/message across to your intended audience." By participating in the partnership with TreeUtah, students in Writing 990 were able to experience first-hand why and how writing matters. And by developing the bilingual signs for the EcoGarden, more Salt Lake residents will feel comfortable with and will enjoy the EcoGarden that was founded for their benefit and use. Additionally, TreeUtah has been very supportive of new service-learning partnerships with SLCC's students and faculty. Future SLCC students will have opportunities to get involved with the EcoGarden and other projects that support TreeUtah's mission "to improve Utah's quality of life for present and future generations by enhancing the environment through tree planting, education, and stewardship."

*Students participating in the project*



# Project Report

Project Name: **Ronald McDonald House**

SLCC Department: Culinary

Community Partner: Ronald McDonald House

Grant Award: 1000.00

Date of Award: March 2015

The Ronald McDonald House aims to be a home-away-from-home for families so that they can stay near their child at little or no cost while their child is receiving medical care. As part of their effort to help families focus on the health of their child, rather than grocery shopping, cleaning, or cooking meals, the Ronald McDonald House provides private bedrooms, playrooms for children, and home cooked meals.

In support of this mission, SLCC students in the Advanced Food Preparation class and Beginning Food Preparation courses prepared and served 91 meals to families who travel far from home to get medical care for seriously ill or injured children. Grant funding supported the necessary culinary equipment to allow for the transportation and preparation of cold and hot foods in off-campus locations.

## Final Report

Ronald McDonald House provides a home-away-from-home for families of sick children. With donations from the community they are able to provide housing and meals for families with this special need. Often families who spend the whole day at the hospital with their sick child will choose fast food over a home cooked meal just because of the time and effort required to cook a healthy meal. The Culinary Arts program of SLCC is perfectly situated to provide healthy, home-cooked meals that soothe tired families while giving our students an invaluable experience.

Students plan the menu from a list of ingredients that have been donated to RMD. These ingredients are transported to the Culinary Institute building on the Miller campus where they are cleaned and prepared for cooking. Much of the flavor and smells of a home cooked meal comes from the time and effort it takes to bring together the ingredients and prepare them in a way that enhances each food. This work is accomplished by our CHEF 1310/1315 Advanced Food Preparation class. The food is then transported back to RMD for final assembly, cooking and presentation.

CEAP funding was used to purchase stainless steel pots that allowed us to cook food on our campus and then transport it to RMD for final assembly and serving. The stainless steel pots (with lids) provide multiple students the opportunity to follow the recipe and prepare the sauces, vegetables or proteins which make the building blocks of a great meal.



Once the food was prepared it was transported back to RMD for final cooking and presentation. On this night we prepared dinner for 91 residents. Even dessert is prepared, cooked, and served by our Culinary students. Nothing says “Welcome Home” as much as a home-made dessert.



After the residents of RMD have eaten, it is time to clean up the kitchen. Our student-chefs all know to respect the kitchen by leaving it cleaner than when they found it.

## Summary

One of the weaknesses of our Culinary program at SLCC is our budget. We do not have the budget to do high-volume production work. We teach the culinary skills by having students cut up a chicken but this is only part of the training they need. A student, to be effective in the professional kitchen, needs to be able to cut up 30 chickens in the next 30 minutes while she/he prepares the sauces and vegetables that will make the complete meal. Our partnership with RMD gives our students a high-volume food preparation experience under similar pressure they would face in a professional kitchen. This activity augments our curriculum. Since the groceries are provided by RMD this high-volume learning activity does not impact our budget.

As students prepare for graduation I meet with many of them. I always ask “what was your favorite part of your culinary education?” For students who participated in the RMD project they all say this was the favorite part of their program. Just take a look at this team of students led by Chef Franco Aloia (far right).



The equipment we purchased for this project was stainless steel pots with lids. These pots will be used again next semester when we go back to RMD to repeat this activity. As a result of this grant, 14 students engaged in the Ronald McDonald House initiative.

# Project Report

Project Name: **Community Engagement and Education of Historic Fashion Conservation and Documentation**

SLCC Department: Department of Communication

Community Partner: Utah Museum of Fine Arts, Bingham Young University, and the Utah Historical Society

Grant Award: \$13,986

Date of Award: December 2015

In partnership with Utah Museum of Fine Arts, Bingham Young University, and the Utah Historical Society, SLCC students, faculty and staff documented SLCC's Fashion Institute historic clothing collection, created an educational video and online archival documentary film, and created a collaborative community historic fashion exhibit showcased at SLCC South City Campus George S. and Dolores Dore Eccles Art Gallery.

## Final Report

SLCC staff and students curated historic clothing from The SLCC College Fashion Institute – The Margot L. Shott Historic Fashion Collection for the public “High Style” exhibit. “High Style” provided community members, students, staff, and faculty a rare opportunity to glimpse the glamour and sophistication of American women reflecting the nation's tastes and transformations from the 1890s to the present. Additional pieces for the exhibit were contributed from BYU Library Special Collections and the Utah State archives.

At the “High Style” opening reception, Ballet West ballerinas modeled clothing as patrons viewed the documentary film and exhibit. The exhibit honored the life of Margot L. Shott, who donated the clothes worn by Ballet West ballerinas and contributed resources to the Fashion Institute collection. Margot Shott died shortly before the exhibit. Margot's family and friends attended the opening.

*Guests admire pieces from the Margot Shott collection modeled by Ballet West ballerinas.*



## Assessment

The project successfully achieved our goal to create both an exhibit of historical clothing to display for the college community and the greater public, and to document the clothing to

be used as an educational tool for the future through documentary video and photographs. Twenty pieces of clothing were selected from more than 1,800 items in the archive.

Having a collaborative effort with SLCC and community partners provided a rare opportunity to share historical clothing that is simply unavailable to most people within the college community and the public sphere. It was wonderful to see both those interested in the historical significance of the archived clothing, and those who attended the exhibit by happenstance, experience a well curated selection of history.

Community partners, Brigham Young University Library Special Collections and the Utah State Division of History Department of Heritage and Arts have both expressed a sincere desire to continue to partner with SLCC Fashion Institute for future projects and exhibits. All community partners were extremely pleased with the successful outcome of the project exhibit and documentary video.

### Outcome

SLCC fashion students worked as interns with Sandra Ence Paul and the SLCC Fashion Institute to identify at least one piece from each decade that best represented the idea of “High Fashion”. The clothing was researched, catalogued, and prepared for transport to the TV Studio. On multiple occasions, community partners from BYU and Utah State brought clothing from respective archives to be included in the production process. One student who worked on this process said the experience was profoundly important to her educational and career path. She couldn’t find any other program in Utah combined her interest in museum studies and fashion.

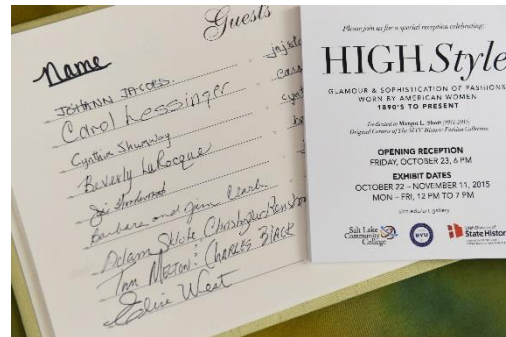
SLCC television production students assisted Tyler Smith, professor in TV and documentary production, and studio crew to build the set and to create optimal lighting conditions to document the selections.

After the selections were prepared and documented each week (usually three to five), photos and descriptive copy were sent to SLCC Institutional Advancement to begin work on the print materials to be presented as part of the final exhibit. Grant awardees worked closely with SLCC Institutional Advancement and SLCC Printing Services to create all printed materials that included a fifty-page full-color booklet with photos and descriptive copy that detailed the historical significance and zeitgeist of the times; full-color promotional posters; and printed materials to accompany clothing as part of the exhibit.

### Demographics of Participants

More than 100 guests attended the opening reception on October 23, 2015. Over 500 patrons visited the exhibition’s run from October 22 through November 11, 2015 including community patrons and staff from Ballet West, Pioneer Theater Company, Utah Museum of Fine Arts, Mary Meigs Atwater Weaver’s Guild, and Utah Surface Design Guild; as well as students, staff, faculty, and administrators from Salt Lake Community College, the University of Utah, Brigham Young University, and the State of Utah History Department of Heritage and Arts.

## Pictures of the opening



# Project Report

Project Name: **Ecosystems, Climate Change, and Conservation in Costa Rica**

SLCC Department: Anthropology

Community Partner: Organization for Tropical Studies

Grant Award: \$1,942

Date of Award: December 2014

CEAP funding supported student participation in a Climate Change Legacy workshop at La Selva Biological Station and Native Ecosystems workshop at Centro Científico Tropical, both in Costa Rica. As a result of this award, students already in Costa Rica as part of the Spring 2015 field course Anthropology 2083: Primate Ecosystems, Ecology, and Conservation, engaged in hands-on data collection and reforestation projects along side scientists and students from the North and South America. Data provided much-needed ecological and meteorological data to the community partner and reforestation projects will directly improve the Costa Rican forests and community ecosystem.

## Final Report

### Project Description

The Community Engagement Award allowed students registered for Anthropology 2083 (Primate Ecology and Ecosystems) to participate in a 3-day Global Climate Legacy workshop with international community partners as part of their 3-week field school in Costa Rica. The workshop offered high-impact hands-on activities addressing global climate change, ecology, conservation, and sustainability which are major social issues of our time. The workshop was specifically tied to the course learning outcomes of demonstrating substantive knowledge about primate ecology and conservation and the culture of the field site host country, communicating effectively, and collecting and analyzing quantitative data and these learning outcomes were met through community engagement. Our community partners included the Organization of Tropical Studies, La Selva Biological Station, and Reserve Sarapiquí. The activities of this workshop included climate and ecological data collection and analysis (these data are now part of an internationally available database), invasive species identification and removal, and reforestation through planting of wild almond trees (*Dipterix panamensis*) to create forest corridors connecting fragmented forest “islands” resulting from past deforestation.

### Demographics

Our group consisted of seven female Salt Lake Community College students aged 21-25 with a variety of majors (e.g. anthropology, business, geology, chemistry, health sciences, general studies). Reasons for taking the field school course ranged from wanting scientific research experience to wanting to learn about conservation and sustainability with an ultimate goal of starting an independent sustainable organic small-scale farm.

## Assessment

The success of the workshop in meeting the learning outcomes through community engagement was assessed through group discussions with the students and the community partners, through field journaling, and through letters written to future students. Both the students and the community partners found the workshop to be an unqualified success in benefiting the students, the community partners, and the ecosystem.

One student's letter to future students stated "I think this class has helped me explore the complexity of issues regarding conservation; there really are no easy, one step solutions to the problems we face as a global society. Overpopulation, overwhelming demands for resources on the planet, food production, and clean water issues are all serious issues that we need to create solutions for." Another student's letter demonstrated the ability to link what was learned in the workshops to what can be done locally back in Utah. This letter stated "I have also been thoroughly informed on conservation and sustainability, including learning about how to be more sustainable at home, compost, buying local, reducing my carbon footprint, biodigesters, growing my own food, eating organically, pasture raised animals, eating the "not perfect" looking fruit and vegetables, and so much more. Furthermore, I have expanded upon my knowledge about climate change and the impacts it is having and could potentially have on our planet."

My main goal in assigning this workshop was to specifically teach students about conservation and sustainability in a hands-on manner in the hopes that this type of instruction would be more impactful than teaching through lecture and assigned readings and these letters and students' journal entries skillfully illustrated its success. Additionally, in a post-field school meeting with students, five of them reported that they had been to the local Farmers Market, had purchased organic food, and had engaged in recycling. That students took what they learned in Costa Rica and altered their behavior is a testament to the impact of their community engagement.

The community partners explained that conservation activities such as invasive species removal and the planting of native trees is not possible without volunteers and were grateful for the contribution of our students. The data collected on climate and ecology, specifically annual tree growth, has been added to La Selva's database and will be an invaluable resource for scientists interested in the impacts of global climate change. The Spring 2016 field school has already been planned and has budgeted for this 3-day Global Climate Legacy workshop; it is a community engagement opportunity none of my students should miss.



*Collecting data*



*Removing invasive species*



*Reforestation: planting 110 wild almond trees*



*94 invasive plants removed from 50 meters along the STR trail.*



*Students being interviewed by University of Missouri journalism student Rachel Trujillo who wrote about their experience on the University's Science Xchange blog*

# Project Report

Project Name: **Utah High School Film Festival/Center for Arts and Media**

SLCC Department: SLCC Film Department and TV Broadcast Department

Community Partner: Utah High School Film Festival

Grant Award: \$1,513.00

Date of Award: April 2015

The Utah High School Film Festival is an annual event that allows high school students from across Utah enter short films and broadcast pieces into the contest. After five years hosted by partners at other locations, the event returned to SLCC in 2015. In addition to the festival, SLCC held workshops for film and broadcast skill areas including camera cranes, ENG, AfterEffects, DSLR cameras, motion control dollies. The conference both supports youth artistic aspirations while promoting an environment of learning and the benefits of college. Funding provided technical support to make the film festival a success.

## Final Report

The Utah High School Film Festival is an annual event. After a five year hiatus, SLCC hosted the event for the first time in 2015. The SLCC Film Department and TV Broadcast Department would like to host the annual event at SLCC.

The goal of bringing Utah High School Film Festival to SLCC South City Campus was to help high school students statewide to develop their appreciation of the art of filmmaking. Screening a film in a large venue is exciting and The Grand Theater.

This event also allowed our own students to work with high schoolers and share their experience with younger filmmakers. SLCC Film and TV students volunteered to help run film workshops, chaperone, usher and guide students around the South City Campus.

The SLCC Film and TV Departments held workshops to allow the high school students to run professional level film and TV equipment. This was the high point for many of them. The Center for Arts and Media is a state-of-the-art facility and many of these students had not been to a college campus before.

There were 486 high school attendees at the festival (291 male and 195 female).

Based on the results of a Google questionnaire sent to all high school teachers that brought students, the event was extremely effective. The high school teachers that brought their students were overwhelmingly enthusiastic about bringing the event back on an annual basis. They cited several factors:

- excellent screening facilities in The Grand Theater
- excellent learning facilities in the Center for Arts and Media
- equipment
- hospitality of SLCC students and faculty

We also sent a survey to the high school attendees. This was primarily a satisfaction survey. Next year demographic information will be included in the survey. The survey results are attached. [*Note from community relations office – survey results available on request.*]

The event not only introduced a new population to SLCC, but also allowed SLCC film and broadcast students hands on experience by running film and television equipment workshops. Our students to worked directly with the high school festival attendees. By teaching lower level students, the SLCC students' own understanding of the equipment was reinforced, allowing our students to learn as they teach.

# Project Report

Project Name: **Energy Management Program Reunion and Open House**

SLCC Department: Continuing Education

Community Partner: Energy Management Corporation

Grant Award: \$765.00

Date of Award: June 2015

The SLCC Energy Management Program Reunion and Open House gave graduates, current students, and potential students access to employers, industry leaders, and policy makers. Current SLCC students learned about the industry and share their ideas on potential internships. Employers learned more about the individual students and the program, with an opportunity to have input on program growth. Government partners from the Governor's Office of Energy Development shared information about their role in industry and community. Funding from the Community Engagement Award provided food and other materials for the event.

## Final Report

SLCC serves an important role as the facilitator of the exchange of information between today's industry professionals and our students who are the energy workforce of tomorrow. Consistent with this role, the Energy Management (EGMT) Program Reunion & Open House was designed to bring together program graduates, current students, prospective students, faculty and staff, Program Advisory Committee (PAC) members, and industry partners to build strong networks between key partners in Utah's energy efficiency and renewable energy industry.

At the event, our community partners shared information about the current state of the industry and, after the presentation, talked with industry partners current and future EGMT students. After the presentation, students had an opportunity to meet with employers and prospective students. SLCC faculty and staff talked with former students to learn more about their career path and how the program benefited them and/or could be improved to better support career goals.

The event attracted 62 attendees, 10 instructors, 3 current students, 16 graduates, 7 energy professionals, 7 potential students, 4 PAC members, and 9 staff members.



*Students, industry professionals, and faculty had an opportunity to exchange ideas and network during the Ebergy Managemet Program Reunion and Open House.*

## **Project Report**

Project Name: **Service & Learning Grant & Designation (SLG&D) program**

SLCC Department: SLCC Thayne Center

Grant Award: \$15,000.00

Date of Award: September 2014

An important part SLCC's access and success strategies is community engaged learning. Our students are educated, in part, by working with our community partners. Our students are encouraged to use their education to improve their community. In part, as a result of community engaged learning, our College and our students are an integral part of the educational, cultural, and economic lives of the communities that make up the Salt Lake Valley.

As part of institutional commitment to engaging and supporting faculty interested in service-learning pedagogies, the Service and Learning Office received \$15,000 in support of the Service & Learning Grant Designation program.

### **Final Report**

The Service-Learning Office manages the Service & Learning Grant & Designation (SLG&D) program. For the first 10 years of the program, funds were dedicated to individual faculty members and courses. While the SLG&D program continues to support individual service-learning course designations as a primary focus, it has expanded to now include engaged department work. In the Engaged Department designation initiative, the Service Learning Office collaborates with Associate Deans and lead faculty members to create Civically Engaged Scholar pathways and helps to create additional structure and intentionality behind service-learning and community engagement efforts on a department and/or program level.

During the 2014-2015 academic year ten new service learning courses were designated and two existing courses were revamped. This contributed to 32 new service learning sections total. Because of this, there was an increase of 870 more students participating in service learning courses, which is an increase of 21 % from last year. These students contributed 28,923 hours of service to the community, which is an increase of 37%. A total of \$89,581 of funding was provided to faculty to support them in the process of designating their courses.

In addition, the first engaged department funding since 2004 was provided to the English department to help them significantly increase their community engagement/service learning efforts. Because of the Community Engagement Award funding provided to the Service Learning Grant & Designation (SLG&D) program, the English department held a retreat where a new Civically Engaged Scholar pathway was created, an English department Community Engagement/service learning newsletter was born, and

departmental-level community partners were identified and contributed. During the retreat, a draft was written to integrate civic engagement language into the departments' mission and vision. Service learning literature was purchased for all full-time faculty and a teaching circle was created to discuss it. Overall a significant action plan was created to garner more support for community engagement/service learning efforts on a departmental level.

Regarding community impact, Utahans Against Hunger and Real Food Rising, who are English department partners talked about how productive the retreat was. Specifically, Marti Woolford, the Nutrition Initiatives Director for Utahans Against Hunger, mentioned, "It was a really great collaborative process that has led to two more meetings to solidify our ideas. This experience has reminded me that it is much harder to accomplish goals alone, that working with others leads to better results."

Miranda Pratt, a service learning student now interning at Real Food Rising, had this to say, "Wow, where to even start with what a powerful influence service learning was on my experiences at Salt Lake Community College. From getting me multiple jobs (three directly) because of service learning, to helping me find where my true passions lie, I can honestly say that service learning courses were one of the main reasons I was able to succeed during my time at SLCC."

A retreat for the Nursing department was also held where faculty and the Nursing Associate Dean revamped existing designated service learning courses to ensure alignment with best practices and clinical hours compliance. A departmental community partner, Maliheh Free Clinic, also attended this retreat to provide input on the health care needs of the clients who use their services.

As a part of the SLC&D evaluation process, all new courses are required to complete a three-part evaluation. The evaluations from AY 14-15 demonstrated that many faculty were incentivized by the funding offered to designate their course with service learning. Furthermore, 100% of the new service learning faculty either agreed or strongly agreed that the support offered by the service learning program was valuable. Data from the service learning course surveys indicate that 59% of students were not performing community service prior to their service learning experience, yet 78% indicate that they were more likely to continue to volunteer in their community because of the service experience.

The faculty development course, Service Learning 1000, enrolled eight faculty resulting in three SGL&D proposal submissions. Two faculty co-coordinators helped instruct the course.

Finally, the grant helped fund professional development for service learning faculty, SLG&D RFP committee approval meeting resources and refreshments, and literature for the service learning library. In part, because of the successful growth that the service learning program has experienced, a proposal to realign the program into academic affairs was accepted and the program moved July 1, 2014. Much of this success can be contributed to

the additional funding infused into the SLG&D program helping to build the capacity. The service learning program is better institutionalized, serving more students, and creating more positive community impact because of the funding it has received from the Community Engagement Awards.

*Faculty Professional Development event*



*Nursing students participating in a service learning course*