

# School of Integrative and Engaged Learning 2015- 2016 Annual Report

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# Introduction

The title *School of Integrative and Engaged Learning (SIEL)* is the product of a rebranding effort led by Dean Patrick Clarke and replaces the old moniker, *University College*. The new title officially began being used July 1<sup>st</sup>, 2016 after the SUU Board of Trustees and Regents Office approved the new name during formal meetings convened over the spring semester. The new title more accurately reflects the nature of the *school* which is to promote better and more effective integration of programs within the school with both the campus and external community and to better convey the importance of engaged learning as a philosophical approach to undergraduate education.

Programs currently housed within the *School of Integrative and Engaged Learning* are:

- Associates of Arts/Science degrees in General Studies
- Bachelors of Interdisciplinary Studies
- Community and Academic Enrichment (formally referred to as *Continuing Education*)
- Community Engagement Center
- Concurrent Enrollment
- Convocations Lecture Series
- Curriculum management for UNIV/EDGE/HONR prefix courses
- EDGE Program
- Experiential Learning Leadership Institute
- Experiential Learning and Teaching in Higher Education
- Honors Program
- Honors Societies
- K-12 Professional Development Program
- Outdoor Engagement Center
- Professional Development Courses (5000 level)
- Speech and Presentation Center
- Undergraduate Research and Sponsored Programs (UGRASP)

The School of Integrative and Engaged Learning also provides direct support for the *Festival of Excellence and Semester in the Parks*.

This annual report provides an overview of activity in each of the SIEL units for the 2015-2016 school year. *The School* continues to take on new initiatives while growing those already part of its administrative make-up.

Respectfully submitted,

Patrick Clarke, Ph.D.  
Dean of the School of Integrative and Engaged Learning

## Community Engagement Center

As stated in the working mission statement of SUU's Community Engagement Center (CEC), the CEC "promotes a culture of service, leadership, and transformative learning and stands as a hub and a bridge for meaningful campus and community collaboration." In support of this mission, the CEC strives to sustain a student focus, to promote social awareness and responsibility, to publicize and encourage student service and leadership opportunities, to support all forms of voluntarism/volunteerism across campus and in the larger community, and to ensure that SUU is aligned with local, state, and national initiatives.

### 2015-2016 Highlights

- The CEC continues to function at a high level of visibility and success through weekly meetings of staff and student service leaders, regular meetings with EDGE Team Members and other campus colleagues, and full participation in a variety of off-campus endeavors. For example, the CEC Director, Associate Director, and Program Specialist all contribute to various programs and events sponsored by the Utah Campus Compact. CEC staff and students are fully engaged in campus and community events and activities that bring significant recognition to Southern Utah University.
- Excellent staff and students sustained the CEC during 2015-2016, our fifth full year of operation at 317 W. 200 South:
  - Earl Mulderink, Ph.D., Director
  - Pam Branin, Associate Director
  - Lee Chamberlain, Administrative Assistant
  - Gabrielle Strand, AmeriCorps Campus Coordinator
  - The CEC depended on several capable student assistants:
    - Mitch Doman
    - Tayah Nelson
    - Easten Leavitt
  - Nearly thirty student service leaders, supervised by Pam Branin, organized a variety of service projects and programs in the community.
- The CEC staff meets typically every week on Mondays at 10 AM. As part of our effort to learn more about campus activities and personnel -- and for others to learn about the CEC -- we often invite guests to join us. Over the course of this year, our visitors included: Renee Ballenger, Aimee Keller, Donna Law, Bailey Bowthorpe, Elyssa, Jason Ramirez, Ellen Trainor, Patrick Clarke, Eric Kirby, Mindy Benson, Chelsea Buck, Anne Smith, Talia Strong, Di Adams, Ron Cardon, Brittany Cecil, Tasha Seegmiller, and Toni Sage.
- In early October, Earl Mulderink and Pam Branin joined colleagues from University College in venturing to the annual meeting of the National Society of Experiential Education that convened in St. Petersburg Beach, Florida. There, SUU's EDGE program

was honored as the nation's best program in experiential education. Both of them also helped to organize the Second Annual Engaged Learning Leadership Institute (ELLI), slated for June 26-28, 2016, at Bryce Canyon and SUU.

- Thanks to funding support from Dean Patrick Clarke of the School of Integrative and Engaged Learning (formerly University College), the CEC procured the Service Management System (SMS) of OrgSync and began training in January 2016. Used by many universities, including nearly all within the Utah System of Higher Education, OrgSync is a robust resource designed to improve all facets of student engagement. While only one part of the larger OrgSync package, the SMS module will help the CEC and students to track their service hours, reflect on their engagement activities, and cooperate more fully with community partners. The CEC expects to “go live” with OrgSync in July 2016.
- In May 2016, despite a late notice and short deadline from the CNCS about the 2016 President's Higher Education Community Service Honor Roll, the CEC compiled data for SUU's annual application and submitted before the deadline of June 15. We applied in the category of General Community Service and highlighted as three exemplary programs: 1) the Intergovernmental Internship Cooperative (IIC), 2) SUU's Nursing Program, and 3) the Community Engagement Track and Students' Projects within EDGE. Most importantly, SUU can document an increase in service hours by SUU students from about 201,000 in 2015 to 215,405 total service hours in this 2016 application (for the reporting period of July 1, 2014 to June 30, 2015). We are supposed to learn the status of this 2016 application in early Fall 2016. Like all other universities, we still await notice of our 2015 Honor Roll application submitted more than a year ago. The Corporation for National and Community Service (CNCS) has been plagued by technological and other challenges, and each year we seem to confront different deadlines and other changes in the application process.

## Monthly Highlights

### *August 2015*

- With the start of the school year in mid-August, Earl Mulderink played host to Kevin Kecskes of Portland State University, who offered a keynote address to faculty for the opening academic meeting. Building from his international reputation in the field of community engaged learning, Kecskes discussed ways to promote “engaged departments” across the university.
- Pam Branin organized training and social activities for thirty new Service Leaders who began their first weekly meetings on Monday, August 24.
- CEC staff interviewed a number of applicants for work-study positions and were thrilled when Mitch Doman and Tayah Nelson accepted job offers.
- The CEC engaged in several promotional efforts to build student and others' participation in the annual “Meet Your Religious Leaders Night.” There, Earl Mulderink assisted CEC students to encourage first-year first-time SUU students to participate online in a

national study -- the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) -- sponsored by the CEC. Eventually, 330 students responded (a 22% response rate), and results were delivered to us in late April 2016.

- The CEC helped to sponsor and advertise a presentation by Heather Rogers of YouthLinc on August 31.

### *September 2015*

- The CEC and the Michael O. Leavitt Center for Politics and Public Service cooperated to organize SUU's participation in the annual 9/11 National Day of Service and Remembrance. Pam Branin organized a 9/11 Service project that focused on cleaning up near highway off-ramps at 200 North.
- The year's first Bread & Soup Nite took place on September 14, 2015. Organized by student service-leaders, this popular campus event was held in the Sharwan Smith Center Ballroom and is designed as a fund-raising and "food-raising" event on behalf of the CEC's HOPE Food Pantry, located in the basement level. Chartwell's Food Service provided a variety of high-quality and tasty soups that were eagerly consumed by 300-400 attendees each month.

### *October 2015*

- Led by Pam Branin and assisted by Lee Chamberlain and students, the CEC began to ramp up administrative and logistical support of the Iron County Holiday Assistance Program, with online applications opening on October 12. This collaboration between the CEC, Iron County Care & Share, local businesses, and community partners annually benefits about 1,000 children in over 400 low-income families. Sub for Santa fundraising began in earnest on several successive Saturdays.
- The CEC helped to publicize and support the campus-wide effort to successfully become the nation's "Most Outdoorsy" school.

### *November 2015*

- CEC weekly staff meetings included Ellen Trainor and Jason Ramirez.
- Bread & Soup Nite convened on November 12.
- Earl Mulderink attended a dinner sponsored by the Provost's Office to recognize SUU's student volunteers who participated in the Parliament of World Religions conference in Salt Lake City.
- Gabrielle Strand and the CEC hosted an AmeriCorps site visit from Utah Campus Compact colleagues led by Executive Director Alexis Bucknam.
- Pam Branin and several Service Leaders participated in a two-day Break Away Retreat, co-sponsored by the Utah Campus Compact, and held at SUU's Mountain Center, November 20-21.

### *December 2015*

- In early December, Earl Mulderink completed and submitted the annual Campus Compact Survey on behalf of SUU.

- Overseen by Pam Branin, this week-long Iron County Holiday Assistance Program event at the National Guard Armory allowed hundreds of people, screened in advance to meet income thresholds, to select toys, clothing, and food to be shared with their families. The final wrap-up took place on December 12.
- Earl Mulderink and Pam Branin continued to participate in college-wide meetings throughout the year, including one on December 9 that focused on “branding” for the University College.

### *January 2016*

- Pam Branin led student Service Leaders to St. George for a retreat prior to classes starting on Wednesday, January 6.
- Earl Mulderink and Pam Branin represented the CEC and joined other members of the EDGE Team at a celebratory dinner convened by President Scott Wyatt at the President’s House, January 12.
- Pam Branin attended a Student Fee Request hearing on January 28; later we learned that the committee had voted to raise the Community Engagement student fee by \$1.25 per student per semester.

### *February 2016*

- With logistical and financial support from President Wyatt and Provost Cook, SUU sent two contingents to the Utah Campus Compact Campus-Community Partnerships Institute. One team consisted of Mindy Benson, Patrick Clarke, Bailey Bowthorpe, Pam Branin, and Earl Mulderink with a focus on creating a unique SUU “Civic Action Plan” (CAP). Utah is leading this national pilot program from the Campus Compact to promote a greater sense of civic engagement by higher education institutions. In the other track, participants included SUU staff faculty Jayci Bash, Briget Eastep, and Jackie Grant along with community partners. This event was held at Westminster College on February 4-5, 2016, and included the presidents of Westminster and the University of Utah, along with representatives of the national Campus Compact.
- CEC staff continued with OrgSync training that commenced in late-January and stretched through June.
- Earl Mulderink and Pam Branin ventured to Salt Lake City on February 19 where the most of the USHE presidents signed a renewed commitment to the national and Utah Campus Compacts.

### *March 2016*

- During Spring Break, the CEC sponsored several Alternative Break trips. Earl Mulderink acted as faculty advisor for the trip to San Jose, Costa Rica, where students provided service at a daycare facility and constructing a fence for a soccer field. Once again, the CEC partnered with IVHQ and Maximo Nivel. Other Alternative Break trips went to Florida (Habitat for Humanity) and to Guatemala (Maximo Nivel).
- Among visitors and meetings this month at the CEC, Paul Roelandt, Superintendent of Cedar Breaks National Monument, and others met to discuss a local “Dark Sky Initiative.”

- Earl Mulderink and Pam Branin participated in the 30th annual conference of the national Campus Compact in Boston.
- Earl Mulderink represented ELLI at that UVU Scholarship of Teaching and Innovation, March 31-April 1.

### *April 2016*

- The CEC joined hands with the other engagement centers and the newly-named School of Integrative and Engaged Learning to host an “EDGE Awards Showcase” on April 4, followed by the Festival of Excellence Banquet. The former event honored a number of SUU faculty, staff, administrators, and departments, while the latter event focused on students with exemplary EDGE Projects.
- Pam Branin and Lee Chamberlain interviewed close to fifty applicants for Service Leader positions. The new Service Leaders met for their first Orientation on Saturday, April 9, at SUU.
- The CEC hosted its Annual Thank You and Recognition Event on April 6, 2016, with comments and contributions from President Wyatt, Provost Cook, Dean Clarke, and others. At this event, we learned from President Wyatt that the CEC’s request for a student fee increase had been approved; in 2016-2017, students will pay an additional \$1.25 per semester to foster enhanced opportunities for student service and “community engagement,” along with greater support for the Service Leaders program.
- At the annual Thunderbird Awards event on April 16 at Cedar City’s Heritage Theater, Pam Branin was named T-Bird Advisor of the Year. (This is the third time that Pam has been so honored.)
- Earl Mulderink wrapped up grading and submitted final grades for the last of 735 students in the Community Engagement EDGE courses in 2015-2016.
- Thanks in large part to Lee Chamberlain’s efforts, along with those of chef Mitch Doman, the CEC hosted an end-of-semester BBQ on April 27, just three days before Commencement.
- CEC staff and student assistants continued with their OrgSync trainings, with helpful support from Karson Rasmussen, our liaison with SUU’s office of Information Technology.

## Student Leadership/Sponsored Programs

In addition to maintaining a community service site list to provide referrals for engagement opportunities, the Community Engagement Center sponsors more than a dozen different community programs. These programs are overseen by student leaders who participate in a weekly leadership training seminar, overseen by Associate Director Pam Branin. Programs include:

- After School Science

- After School Sports Program. Offered weekly as a sports and mentoring program for middle school students through effective partnerships with counselors at Cedar Middle School and SUU student athletes.
- Alternative Spring Breaks. The Community Engagement Center provided several options in 2015-2016, all led by student organizers.
- Alternative Winter Breaks
- Bread & Soup Nite. Monthly benefit dinner that serves as a “food-raiser” for the HOPE Pantry, attended by 300-400 students, faculty, staff and community members each month.
- HOPE (Helping Our People Eat) Pantry. One of the first student food pantries in the country, the HOPE Pantry serves approximately 70 students each month and has been a model to other campuses that have developed pantries.
- Mini Breaks
- Paiute Center Reading/Tutoring Program. A reading and homework help program offered Monday-Thursday each week by the Paiute Tribal Center, staffed through the CEC with SUU student volunteers. On average, there are 4-8 SUU volunteers each afternoon who serve 25-30 children.
- Service Club
- Special Olympics. After several years of sponsorship through the CEC, this student-led program helped to organize successful events in St. George.
- SUU Discover
- Sub for Santa and Holiday Assistance Program. With significant support from student service, this program distributes annually toys and clothing to about 1,000 children, and food baskets given to over 400 households.
- Wee Be Groovin’. Wee Be Groovin’, offered weekly at East Elementary, provides a positive fitness and social activity for about 30 students each week who work with 10 SUU student volunteers.
- Wee Swim. This weekly swim program is offered to preschoolers enrolled in the local Head Start program. In a given year, about 100 Head Start students participate in one of four six-week swim lesson sessions.

Each of these programs, in addition to providing significant service in the community, provide opportunities for hundreds of SUU student volunteers, as well as leadership training and experience for two dozen student Service Leaders each year.

## **AmeriCorps**

Under the capable and energetic administration of Gabrielle Strand, SUU’s participation in the AmeriCorps program through the Utah Campus Compact has tripled since 2012 and leads all other higher education institutions in Utah in the number of total awards, percentage of statewide awards, and in percentage of program completions. For more information, see [https://docs.google.com/a/suu.edu/document/d/1VSVKNKIXt-SOk6Mc5htSpwRcoi5ayWhXWmuV\\_LbMX8l/edit?usp=sharing](https://docs.google.com/a/suu.edu/document/d/1VSVKNKIXt-SOk6Mc5htSpwRcoi5ayWhXWmuV_LbMX8l/edit?usp=sharing)

More specifically, for the 2015-2016 year:

- SUU 155 filled slots through Utah Campus Compact’s AmeriCorps program
- Only 109 slots were requested, and SUU “took up the slack” of other USHE institutions
- 131 students served 300-hour service terms, earning awards totaling \$158,772
- 22 students served 450-hour service terms, earning awards totaling \$33,330

All together, SUU’s AmeriCorps participants served more than 49,200 hours and earned \$192,102 in educational stipends. Using the standard hourly rate of \$23.51 for the value of a volunteer hour, SUU students in AmeriCorps provided \$1.15 million in service. These students’ service hours will also contribute significantly to SUU’s next application to the President’s Higher Education Community Service Honor Roll.

### **EDGE Community Engagement Track**

Since the inception of SUU’s program in experiential education known as The EDGE (Education Designed to Give Experience), about 40% of all EDGE students have gone through the Community Engagement pipeline. Earl Mulderink continued to oversee instruction and substantial enrollments in UNIV 3925, EDGE projects, and UNIV 4925. Now in its second year of existence, the EDGE Center in 205 F of the Sharwan Smith Center provided tremendous help to the the EDGE Team and especially to SUU students. In addition, Earl wishes to acknowledge helpful support in Spring 2016 from Dr. Jackie Grant, the CEC’s first EDGE Fellow. Sample EDGE projects can be found at <https://www.suu.edu/uc/edge/cec-showcase.html>

The table below shows enrollments overseen by the CEC Director in 2015-2016

| Community Engagement | Summer 2015 | Fall 2015  | Spring 2016 | Totals     |
|----------------------|-------------|------------|-------------|------------|
| UNIV 3925            | 36          | 182        | 194         | 412        |
| UNIV 4925            | 22          | 144        | 157         | 323        |
| <b>Totals</b>        | <b>58</b>   | <b>326</b> | <b>351</b>  | <b>735</b> |

Other EDGE highlights for the year include two Community Engagement Showcase awards: Alyssa Potter, “Teaching English in Cambodia,” and Rachel Torres, “Lori’s Pink Christmas.” These students joined other engagement center honorees for an awards ceremony and each received a substantial scholarship. In addition, the EDGE Program recognized engaged faculty, staff, and partners at a campus-wide event. Finally, the EDGE Program hired Tasha Seegmiller as the EDGE Program Coordinator and she began her work in late Spring 2016.

### **Alternative Breaks, Mini-Breaks, and International Service-Learning Trips**

During the 2015-2016 year, Pam Branin helped to organize a variety of day-long or overnight “mini-breaks” to St. George and Kanab. In addition, Pam oversaw several Alternative Break trips organized by student leaders that included destinations in Guatemala, Costa Rica, and Florida. Earl Mulderink traveled with the CEC’s trip to San Jose, Costa Rica, over Spring Break, and with SUU’s Rural Health Scholars to the Dominican Republic in May 2016.

## 2016 Utah Campus Compact Honorees

Joining hands again with the Utah Campus Compact, SUU and the CEC recognized engaged faculty, staff, students, alumni, and community partners at the annual Thank You and Recognition Event on April 6, 2016. Special guests included SUU President Scott Wyatt, Provost Brad Cook, Dean Patrick Clarke of the School of Integrative and Engaged Learning, Dean of Students Jason Ramirez, and Utah Campus Compact Executive Director Alexis Bucknam.

The following honorees received commemorative plaques and public recognition:

- Committed Community Partner, SUU Head Start (represented by Thomas Morgan)
- Community Engaged Scholar Dr. Julia Combs (English)
- Community Engaged Staff Member, Vikki Robertson (Nursing)
- Community Engaged Students, Sub for Santa (Amber DeSormeau & Nichole Kereszt)
- Community Engaged Alum, Lacie Jo Robinson

For more details, see <https://docs.google.com/document/d/1hX8HxWRo2FS3xFq18-5uPL7wGw5YVPsB-18hT5Kij-8/edit?usp=sharing>

## CEC Staff Professional Development

### *Earl Mulderink*

- Continued to represent SUU on the Steering Committee of the Utah Campus Compact, 2015-2016
- Served on the Utah Campus Compact's Faculty Development Network for planning the Engaged Faculty Institute in Moab, February 2017
- Served on the UCC's Campus Peer Review Team
- Developed and taught seminar on "Mindful Learning" for SCI 3000 (Rural Health Scholars Program); presented "Mindful Learning" at SUU Festival of Excellence, April 5, 2016
- Participated in National Society for Experiential Education workshops with aim of becoming certified by NSEE

### *Pam Branin*

- Member, Iron County Volunteer Center Advisory Board
- Member, USU Youth and Families With Promise/4H Advisory Board
- Lead organizer, Iron County Holiday Assistance Program
- Participated in National Society for Experiential Education workshops with aim of becoming certified by NSEE

### *Lee Chamberlain*

- Attended campus trainings to keep the office up-to-date with new ways of completing tasks
- Helped to manage the Iron County Holiday Assistance Program and the annual Thank You and Recognition Event

### *Gabrielle Strand*

- Participated in Utah Campus Compact AmeriCorps Program Campus Coordinator Trainings; also communicated as needed with UCC staff and over 100 SUU AmeriCorps participants
- Participated in SUU campus trainings throughout year and represented the CEC at campus events and activities
- Trained volunteer with Iron County Court Appointed Special Advocate (CASA)

## Outdoor Engagement at SUU

Outdoor Engagement at SUU has a long tradition, drawing from the famous trips to Jenson's sawmill to collect the lumber to build Old Main to the development of nationally recognized programs, regional partnerships, and the continued inspiration faculty, staff, and students garner from the surrounding landscape. Outdoor Engagement at SUU continues to adapt as programs are developed, added and moved in response to the needs of the SUU community to engage and learn in the outdoors.

To begin, the staff within the Outdoor Engagement Center are passionate about our mission. We want to offer EVERY SUU student, faculty, and staff the opportunity to have a meaningful learning experience in the outdoors while at SUU: We want the SUU community to be curious about the natural environment, participate in stewardship, gain skills and endeavors which will help individuals develop career opportunities, be lifelong learners and live healthy lifestyles. We believe the outdoors is good for your mind, your body, and your soul. We want to be a national leader in connecting people to the natural world and the public lands which surround our campus. This annual report will confirm the missions and visions of the center and its programs, give updates on OEC programs, and identify their successes and challenges.

The Outdoor Engagement Center operates under the following mission and vision:

### Mission and Vision

The Mission of the Outdoor Engagement Center is to facilitate and inspire meaningful experiences in the natural world for the SUU community.

Our vision is to be a dynamic learning community operating through partnerships and programs to provide participants with the opportunities to gain or strengthen:

- a connection to place
- outdoor competency
- stewardship responsibilities
- knowledge of the cultural and natural world
- academic/professional field skills, and
- a commitment to live healthy and sustainable lives

Our programs and partnerships will focus on the following opportunities in our region to achieve our mission:

- career development (ie. publicizing degrees that lead to outdoor connected careers; offering IIC internships and service learning opportunities)
- skill development: both for outdoor competency and academic/professional field skills (ie. internships, trainings, outdoor leadership and publicizing outdoor skill courses and field schools that focus on research, survey, observation, and other field methods)
- scholarly and creative activities (ie. creating a community of practice for faculty, students, staff, and community partners that leads to scholarship, partnerships, project based learning opportunities, and other initiatives)
- adventure education and play (Adventure Orientation and Outdoor Adventure Floor LLC)
- community building and sustainability (ie. SUU's recycling partnership, ISOP, and Mountain Center)

#### OEC Goals for 2015/16 (Briget Eastep Coordinator)

##### **1. Align and confirm mission, vision, and goals for the OEC and each program**

- Solidify program plans for each OEC program, that includes budgets aligned with goals/mission
  - Assessment: This is a work in progress as we bring on new staff and new programs. All budgets can be viewed in the OEC's project management system (IIC, OEC, Mountain Center) and in banner (Semester in the Parks, Day in the Parks). Goal: August 2016.

##### **2. Secure productive and visible office space for OEC programs**

- Our goal was to have visible office space for 7 staff and up to 5 student workers, a work room, a pantry, and an adjustable meeting space for students, faculty, and staff.
  - Assessment: The OEC has moved to the Leadership Engagement Center. We have offices for 5 staff, a work room, and a large room that serves as our small group meeting space and student work room. We do not have official office space for the research fellow or the newly hired program specialist. They will be in the multipurpose space. We will share "front line" student center space, a pantry, and storage space with SUUOutdoors.

##### **3. Utilize our budget for program outcomes, have a sustainable spending model**

- Retain our E & G Budget
  - Assessment: The OEC budget rolled over for 2015/2016 and was the same as 2014/2015.
- Create scholarship opportunities and fund raising for training and development

- Assessment: The OEC budget remained the same for 2015/2016. Through our federal grants we were able to fund 6 Native American Scholarships and create a training fund for students with diverse backgrounds.
- Supplement course outings (ie. transportation is \$1500/outing for Geology/ORPT with 10-15 students)
  - Assessment: The Outdoor Initiative Fund was put on hold in order to save funding for our move. Therefore, we were unable to supplement course outings this year.

#### 4. Be fully staffed

Due to significant turn over in our office, SPARC, and within our partner organizations, being fully staffed and re-establishing relationships became a necessary focus this year.

- Assessment: As of August 1, we are fully staffed:
  - Briget Eastep, OEC Director (July 2012)
  - Jan Neth, OEC Administrative Specialist and Grants Coordinator (May 2015)
  - Anne Smith, OEC Special Programs Coordinator (August 2016)
  - Brian Raper, IIC Partnership Director (December 2014)
  - Miranda Gubler, IIC Internship Coordinator (October 2015)
  - Danny Strand, IIC Crew Manger and Youth Coordinator (March 2016)
  - Mick Gillins, Mountain Center Caretaker (October 2014)
  - Simone Shumway, Mountain Center Coordinator (Student Position October 2014)
  - Payton, IIC Accounting Intern (Student Position November 2015)
  - Caleb Smith, IIC Assistant Crew Manager (Student Position September 2015)

#### 5. Develop Curriculum for OEC

This goal has been moved to this year due to the many transitions we juggled in 2015/16.

- Develop outcome rubrics for our programs
  - Assessment: due January 2017
- Develop a stewardship certificate (goal moved from last year)
  - Research summer/fall 2016, design Spring 2017, and pilot summer 2017. This could include the National Park Service's Outdoor Leadership Academy in development with Dixie State University.
- Align program outcomes with SUU's new Strategic Plan, Essential Learning Outcomes and Practical Intelligence theory.
  - Assessment: Program notebook to be complete by August 15.
- Update Trac Dat.
  - Assessment: Due August 15.

## Overview

The Outdoor Engagement Center was created in 2011 to support the EDGE program, but has served as an umbrella to break down silos and create opportunities for the SUU community to engage in the outdoors to learn. With limited staff and an engaged community of practice consisting of students, faculty, staff, and community partners, we have been able to create thousands of meaningful opportunities for the SUU Community. We are in line to work within SUU's new Strategic Plan to Explore, Engage, and Excel through experiential education. Our programs include:

Outdoor Engagement Program Overview

| Program (Coordinator)                                      | Year Established  | Participants 2015/2016                          | Budget 2015/2016                           | Noteworthy   |
|--|-------------------|---|--|--|
| Adventure Orientation (Briget Eastep)                      | 2011              | 58  | \$8,880 (self-sustaining)                  | Student Operated                                     |
| Day in the Park (Anne Smith)                               | 2016              | 45 faculty, staff, and students                 | From the President's Office                | 100 experiences planned for the SUU community        |
| Intergovernmental Internship Cooperative (Brian Raper)     | 2007              | 312 Interns<br>86 Agency Mentors<br>19 Partners | \$5.6 million                              | 2013 DOI Partner in Conservation                     |
| Outdoor Adventure Living Learning Community (Anne Smith)   | 2014(?)           | 60 floor members<br>2 RAs                       | \$500                                      | In partnership with Housing                          |
| Outdoor EDGE (Briget Eastep)                               | 2012              | 217   | \$0  | NSEE Program of the Year                             |
| Recycling (Briget Eastep)                                  | 2014              | All of campus                                   | Facilities funds<br>2 recycling assistants | In partnership with facilities, serves all of campus |
| Semester in the Parks (Anne Smith)                         | 2016              | 8 Faculty                                       | \$30,000                                   | Inaugural year                                       |
| Southern Utah University's Mountain Center (Briget Eastep) | 2014 moved to OEC | 137 groups                                      | \$36,300 revenue                           | Increase in Ed/Campus use; E & G funded              |
| Outdoor Nation Challenge                                   | 2016              | 2,600   | Various budgets                            | 2016 Most Outdoorsy School                           |

In order to accommodate authenticity and personal style the reports below are ordered and written by the Outdoor Engagement Center's coordinator for each program. Program coordinators either outlined goals and objectives or give program highlights. For readability, each coordinator's programs are grouped together.

### Adventure Orientation (Briget Eastep)

2011, 2013, 2014, 2015, 2016. Adventure Orientation is five years old. In 2015 we trained ten volunteer leaders to lead five four-day adventure trips for 47 participants.

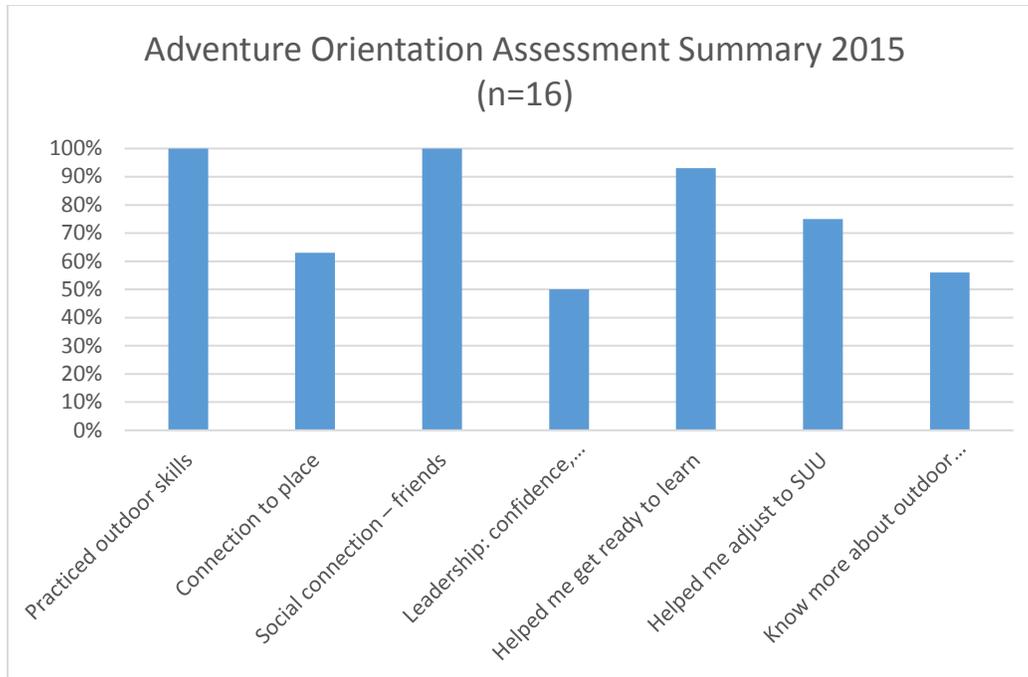
### Mission

To create transformative adventure education experiences where student leaders connect new students to the wild places in Southern Utah, to each other, and the SUU community.

### Annual Goals

- General Program Goals
  - Create a transformative, shared experience to create:
    - A positive connection with Southern Utah University by developing a sense of place and social bonds in students
    - Outdoor skill development
    - Leadership development.
    - Feel inspired to learn by nature through adventure

Assessment: Of the 47 participants, 16 students participated in ORPT 2000: Adventure Orientation. The assessment below is based upon their responses to a survey and from reporting in their own words "what they gained from participating in Adventure Orientation."



- Leadership Goals (for the student leaders)
  - An opportunity to be a leader
  - An opportunity to orchestrate growth in others
  - An opportunity to orchestrate positive group dynamics
  - An opportunity to make a difference

Assessment: 6 leaders were trained during a 4 day training in May 2016. Assessment will be done upon completion of Adventure Orientation. From the 2015 leaders, all ten reported meeting these goals.

- Personal Growth Goals
  - Increase self-confidence
  - Assume responsibility for themselves and their choices
  - Enhance communication skills
  - Enhance decision making skills
  - Better understand strengths and weaknesses in coping with stress
  - Increase personal initiative
  - Practice problem solving

Assessment: Students who took the Adventure Orientation ORPT 2000 course, reported they utilized communication skills, decision making skills, problem solving, and increased personal initiative.

## Challenges

The 2016 Adventure Orientation will be scaled back to 6 leaders and a maximum of 25 participants. Orientation had a leadership change and moved from on campus orientations to online orientations. In addition, the Adventure Orientation Coordinator abruptly quit in July. With Dr. Eastep on sabbatical, SUUOutdoors is stepping in to organize and orchestrate Adventure Orientation this year.

## Outdoor Engagement Center- EDGE

### Overview

The Outdoor EDGE track had 217 students enrolled this academic year. The Outdoor EDGE has fewer students than other tracks, giving us the ability to prioritize personal feedback. As with the other center's a trend is becoming clear. If a student cares about his or her project. He or she likes the EDGE. The Outdoor Track has a variety of projects from outdoor trips and internships to research projects and trainings.

### EDGE Program Mission & Vision

The experiential education EDGE Program (Education Designed to Give Experience) is a student-centered process that is relevant, authentic, and potentially transformative. Experiential learning enhances personal, academic, and professional growth by promoting opportunities for engaged and active learning.

### Learning Outcomes

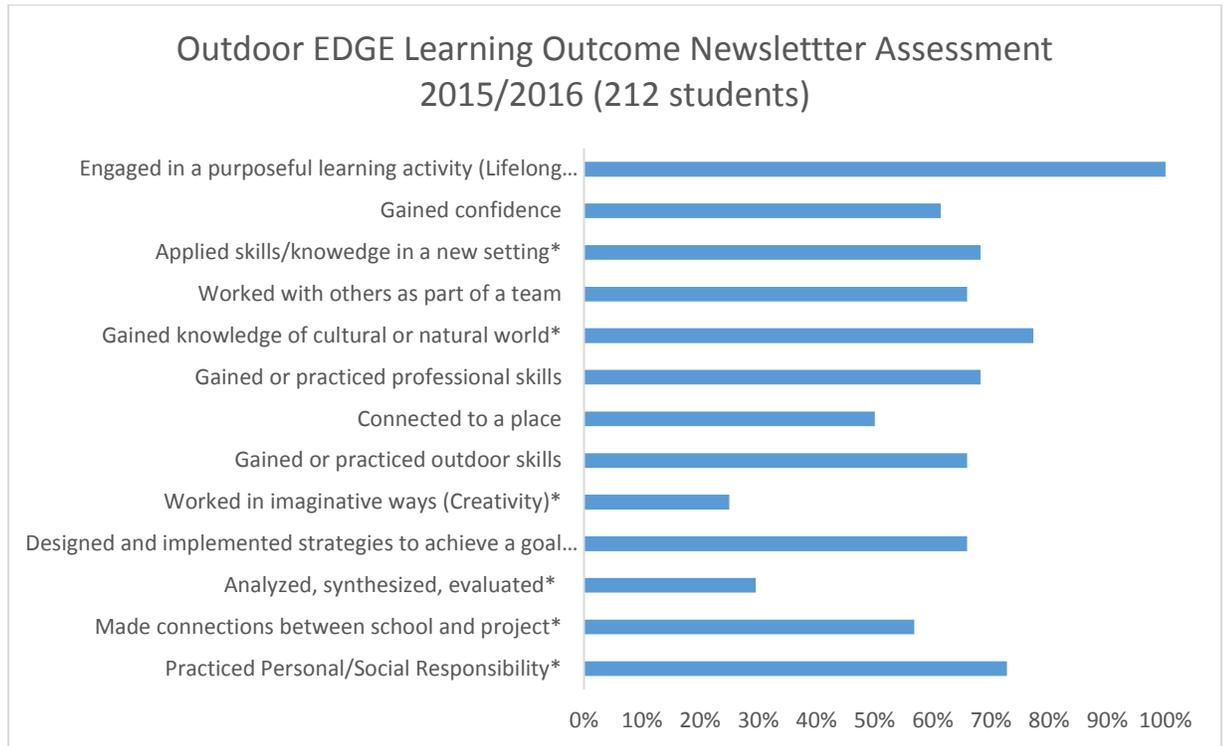
The EDGE requirement provides academic fidelity to the Liberal Education and America's Promise ([LEAP](#)) "[Essential Learning Outcomes](#)" as articulated by the Association of American Colleges and Universities. Many students completing the Experiential Education requirement will engage with human cultures and/or the physical and natural world. All students should demonstrate:

- Personal and social responsibility
- Integrative and applied learning
- Outdoor EDGE Students will also align with the Outdoor Engagement Center's outcomes of developing outdoor and professional skills, gaining a sense of place, and gaining knowledge of the cultural and natural world.

### Annual Goals

1. Offer consistent and meaningful feedback in UNIV3925 and UNIV4925
  - Assessment: Achieved fall 2015, spring & summer 2016 as noted in detailed feedback in Canvas.
2. Students in the Outdoor EDGE will meet Outdoor Engagement and SUU's Essential Learning Outcomes.
  - Assessment: Achieved. All students met at least three Outdoor Engagement and SUU's Essential Learning Outcomes as outlined below. The outcomes were assessed

by analyzing the students' Newsletters and identifying key terms that represented each outcome.



\*Essential Learning Outcome

### 3. Establish Outdoor Engagement Select Programs

- Assessment: Unmet goal. Will be assessed again summer 2017.

## SUU Mountain Center

In October 2014 the SUU Mountain Center was transferred to the Outdoor Engagement Center. Since then we have maintained the Mountain Center Advisory Committee and operated the Mountain Center with the goal of increasing education and campus use. The Advisory Committee have written the following mission and vision:

### Mission

The mission of SUU's Mountain Center is to build community, enable and encourage educational use of the center, and to build lasting relationships between people and the natural world by providing enriching, hands-on experiences in the outdoors.

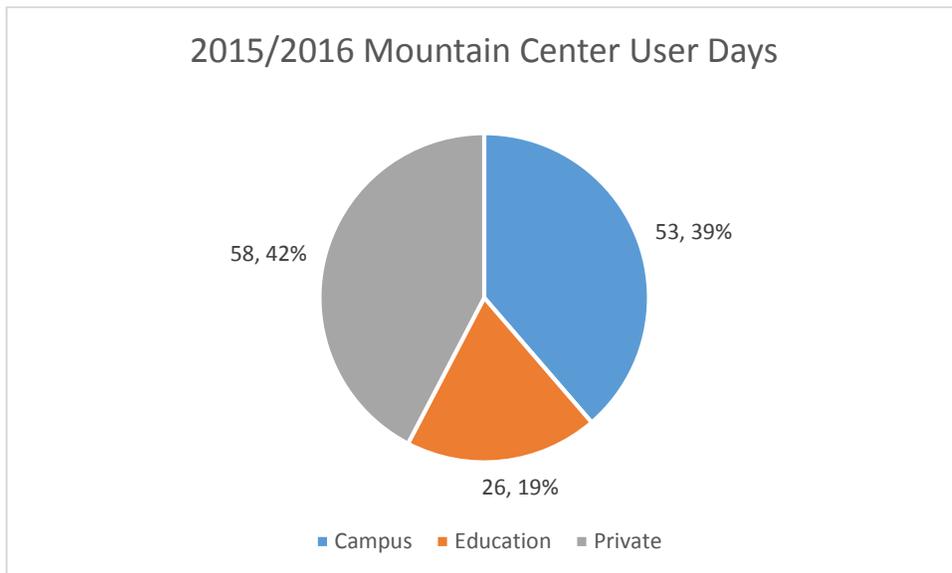
### Vision

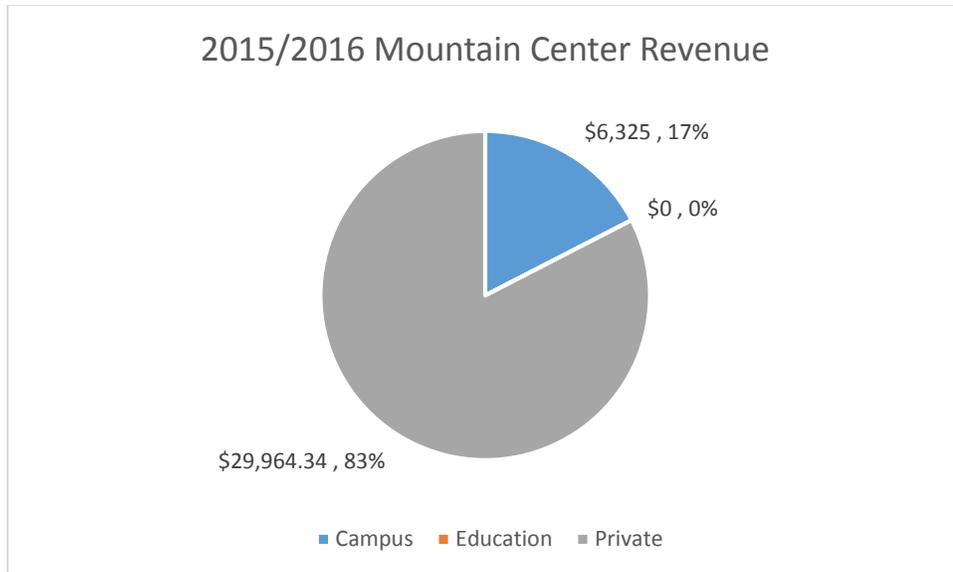
Through collaborations and partnerships, SUU Mountain Center will be a premier center that provides educational programs and community activities. The Mountain Center will

- support internship opportunities
- provide and expand experiential environmental education programs
- allow for growth through maintaining and increasing our human and financial resources
- promote stewardship of the mountain center and its surrounding property
- provide accessibility to our natural surroundings for the SUU community
- promote life-long learning, develop critical thinking, understanding of the cultural and natural world, a sense of place, and integrative learning opportunities.

### Annual Goals

1. Maintain a Mountain Center Advisory Committee
  - Assessment: Achieved, we meet quarterly.
2. Adjust the Operation Plan as needed
  - Assessment: Achieved and assessed by Advisory Committee
3. Balance use to be 1/3 private, 1/3 campus, and 1/3 education (tied to a course)
  - Assessment: we are close, please see charts below
4. Complete identified maintenance and upgrades
  - Assessment: Achieved, thanks to Mick, facilities and their talented employees!





### Challenges

Learning about operations as we go. Balancing budgets for future projects: Egress, porch re-do, Sheepherder’s development.

## Sustainability and Recycling

### Overview

When the Sustainability Center was dissolved, in partnership with facilities recycling operations were transferred to the OEC. Currently facilities pays for two student positions and transportation for recycling. The OEC supervises the operation and students. From these efforts SUU has been pulled into helping the city continue the binny program with other partners such as the BLM, Cedar Breaks National Monument, and the Dixie National Forest. We have participated with the Southern Utah Recycling Coalition to work toward a recycling solution for Iron County. That is all we have been able to accomplish. Our goal is to find a student group to champion and grow a sustainability initiative on campus. As of now, we have not achieved this goal. Our other goal is to keep recycling as a habit on campus in partnership with facilities.

## Intergovernmental Internship Cooperative

### Overview

Since transferring to the OEC in 2012, the IIC has grown from offering 150 internships to 312. We have gone from \$1 million in funding to \$5.6 million in funding.

### Mission

IIC provides a unique organizational structure to network and communicate, access and share resources, and efficiently create and administer shared programs.

## Vision

The Intergovernmental Internship Cooperative (IIC) develops public land leaders of tomorrow by being a centralized resource of committed and engaged Partners. We are collaborating to provide relevant and meaningful educational experiences and career opportunities to University and other youth in the region and meet Partner needs for a diverse workforce. We encourage stewardship of and appreciation for the richness of the region's lands and resources.

The IIC is a vibrant partnership that has been growing and developing over the last nine years. Housed in the School of Integrated and Engaged Learning at Southern Utah University, the IIC provides hundreds of paid internship and learning opportunities for the students of SUU, Dixie University, Mohave Community College, and other institutions of higher education. The IIC also has a youth engagement program that provides service corps opportunities for high school students. The IIC lives up to its mission statement by providing a unique opportunity for SUU, federal Land managers, and tribal affiliates to partner and work together to develop opportunities for youth to learn about career opportunities and the stewardship of public lands.

Academic year 2016 was a year of change and growth for the program. This change started in the late spring of 2015 with the resignation of the OEC Administrative Assistant. Late June 2015 saw the departure of Seth Ohms, the long time IIC Internship Coordinator. Two months later the IIC Crew Manager abruptly quit. Followed just two weeks later with the necessary termination of the Assistant Crew Manger, a leadership level internship position. A combined 17 seasons of IIC knowledge and experience departed the program within four and a half months.

Between January and December of calendar year 2015 the IIC logged a record number of internships with a total of 312 internships by years' end. The staff turnover combined with significant program growth helped the IIC to develop a mindset of reflection, evaluation, refinement in the 2016 fiscal year. It was decided that the success of the program should be defined by the quality of the products and experience, and not just by the quantity of internships and opportunities offered. Quality can be defined in terms of IIC Partner satisfaction and the opportunity for students to learn and achieve essential learning outcomes.

## Staff

The IIC has a small core staff fulfilling key positions. These core positons all have independent responsibilities and duties, as well as the responsibility of working together as a team to sustain IIC operations. Other than the Director of the Outdoor Engagement Center, the IIC staff have all been serving less than 1.5 years in their current positions. **Goal:** To be fully staffed. **Assessment:** Achieved.

Current Staff

|                |   |                                |
|----------------|---|--------------------------------|
| Briget Eastep  | Director of the Outdoor Engagement Center, PI for IIC | Over 7 years in position       |
| Brian Raper    | Partnership Director                                  | Over 1.5 years in the position |
| Jan Neth       | OEC Administrative Assistant                          | Over 1 year in position        |
| Miranda Gubler | Internship Coordinator                                | 8 months in position           |
| Daniel strand  | Crew Manager  | 2 Months in position           |

### Program Challenges and Development

Academic year 2015/2016 was a year of change and adaptation for the IIC. This included staff changes, internal evaluations of policies and procedures, and refinement of management systems, goals, policies, and procedures. Furthermore, the IIC adapted to significant policy changes by SUU and federal partners.

As new staff was interviewed and hired the focus of academic year 2016 became reflection, evaluation, and refinement. One of the goal was to utilize the skills, talents and excitement of a young, new and motivated staff to reinvigorate a highly popular program and position the IIC for years of future success.

Over the last nine years the IIC has developed effective and successful systems to sustain program operations. Between 2007 and 2015, the IIC developed management tools for monitoring grants, budgets, and expenditures. This included the IIC Project Management system, the Student tracker Excel spreadsheet, the Internship Agreement form, the budget app, and the Mentor and Internship Guidebooks. These systems have helped the IIC to track and monitor the program, number of internships and participants, and outcomes. In 2016, because of the substantial growth of the program, some of these systems needed to be changed to better handle the growing number of interns and data associated with these interns. The OEC Administrative Assistant and the Internship Coordinator partnered together to make needed changes. The large and cumbersome Student Tracker Excel spreadsheet was retired and replaced with an Access database. The Internship Coordinator totally revamped and updated the Internship Guidebook into a multi-function intern handbook.

### Annual Goal:

- Create an Access database to track interns
- Update the IIC Internship Guidebook
  - **Assessment:** Completed April 2016 and in use

### Specific Challenges

Fiscal year 2016 included

- I. *Adapting to the existing and new requirements of federal health care laws*
  - Length of Internship season has been shortened

- Hours interns are eligible to perform duties (40 in summer, 20 in semesters)
  - Annual caps for total number of hours an intern can perform career duties (1500)
- II. *Adjusting to new or updated SUU policy and procedures*
- Vehicle rental procedures
  - Human Resource age requirements for youth (16)
- III. *Adjusting to IIC Partner policy changes:*
- Insurance requirements for vehicles interns drive
- IV. *Financial Challenges*
- Dependency on federal dollars
  - Developing multiple years of contract position salaries

### Addressing the future

The IIC spent the first portion of the academic year interviewing and hiring replacements for key staff positions. As these employees develop the goal will be to utilize their individual talents and passion and bring that energy to the program. The IIC does not need to grow in size or region to succeed, but it does need to be aware of all of the changing needs of its partners and the students that depend on these internship opportunities. By focusing on a sustainable approach as well as aligning itself with the broader goals of the university the IIC will be able to remain a vibrant and attractive learning environment for students, and an engaged partner with federal, state, and tribal agencies.

### Program Accomplishments

- BLM Direct Hire: 4/5 interns hired into permanent BLM positions. 5<sup>th</sup> intern is completing his graduate work. Searching for 3 positions this year.
- Grand Staircase Escalante National Monument's Native American and Title I Outreach
  - Outreach Plan
  - \$10,000 Scholarships
  - \$4,000 Funding for training & conferences
  - \$2,000 Support for Paiute Youth Camp & Cedar Mountain Science Camp
  - Videos and outreach materials
- School of Integrated and Engaged Learning's Experiential Education Community Partner Awarded to IIC Mentors (April 4)
- Tier III Hires (post graduate internships)
  - Two hires (GBNP, CBNM)
- Kaibab National Forest has become a partner
- Internships in 25 different fields with students from programs across campus
- With summer modifications we will have more than \$6 million in funding. The majority of this funding goes directly to internship wages. College interns make \$11-\$15/hour and all receive professional mentoring, college credit, and academic mentoring if needed.

Active Internship Partners **Goal:** To maintain 15 active partners. **Assessment:** Achieved.

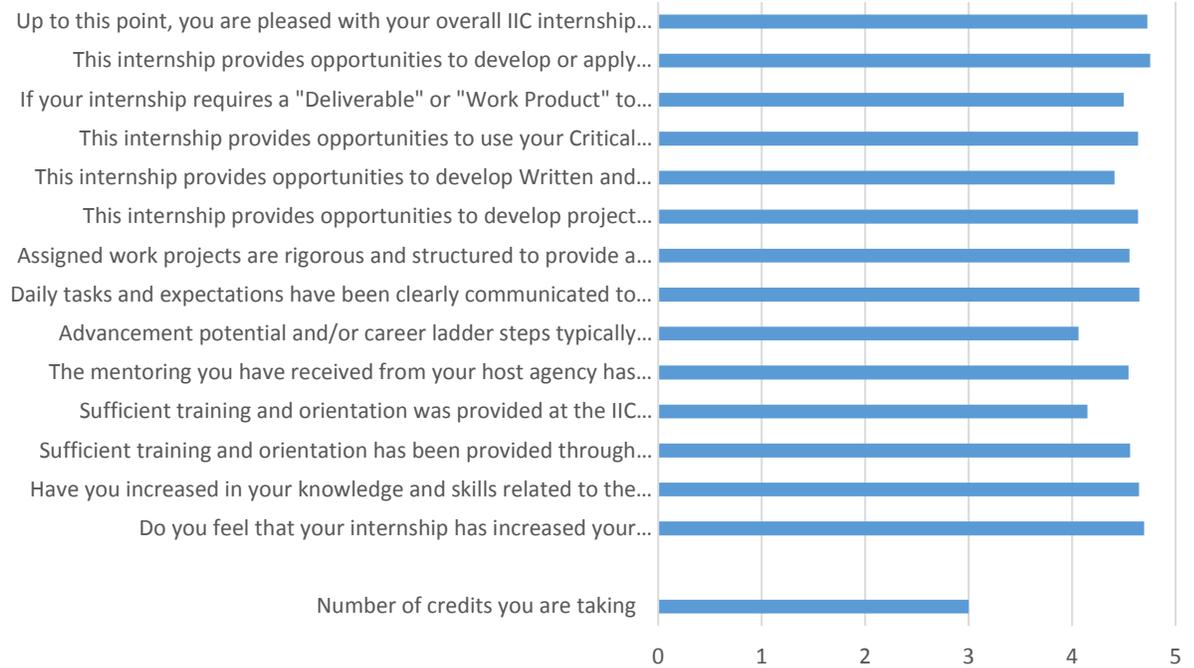
| <u>Internship Partner Hosts</u>                   | <u># of Interns</u> |
|---|---------------------|
| BIA Interns                                       | 9                   |
| BLM Interns (Field offices: AZ/SG, CC, GSE, KFO)  | 43                  |
| Career Internship Corp Crews                      | 25                  |
| Youth Conservation Corp Crews                     | 43                  |
| DWR Interns                                       | 1                   |
| IIC Interns                                       | 9                   |
| NPS Interns (BRCA, CEBR, PARA, PISP, ZION)        | 64                  |
| USFS Interns (Dixie, Fishlake)                    | 83                  |
| DWS and Shared Interns                            | 30                  |
| BLM DHA (Carson, Cedar, Farmington, Kingman, SLC) | 5                   |
| <b>Grand Total</b>                                | <b>312*</b>         |

\*27% from diverse backgrounds

**Goal:** Interns will meet SUU's Essential Learning Outcomes

Assessment results show students are meeting SUU's Essential Learning Outcomes. Below interns assess their own outcomes, and mentors support their evaluations.

### Average Responses to Intern Evaluations (n=66)



### Average Responses to Evaluations for Mentors (n=57)



## 2015-2016 Highlights for Anne Smith's Programs

SUU continues to promote and attempt to fully recognize Southern Utah University's unique location among stunning public lands and national parks. To that end, various programs and

initiatives were continued or implemented in 2015-2016 to highlight the unique relationship SUU has with the outdoors. The programs below will be assessed this year utilizing the Outdoor Engagement Center's desired outcomes:

- a connection to place
- outdoor competency
- stewardship responsibilities
- knowledge of the cultural and natural world
- academic/professional field skills
- a commitment to live healthy and sustainable lives

#### OEC Coordination with Outdoor Recreation in Parks and Tourism Academic Curriculum

ORPT 3000 Foundations in Outdoor Recreation, and the related lab ORPT 3005, allow students to not only immerse themselves into the outdoor recreation course content but also have an in-depth field experience. In ORPT 3005, each of the students performs a 40-hour field experience where they team with one of SUU's various public lands and private industry outdoor recreation partners. These practicum experiences range from working with public lands entities such as the Cedar City Field Office of the Bureau of Land Management to working with private companies such as Red Canyon Resort. During 2015-2016, with 30 students in the Fall section and 22 in the Spring section, the combined 52 students worked approximately 40 hours each for a total of 2080 practicum and service hours in outdoor recreation.

The one credit ORPT 2000 Survival Skills and the Ten Essentials was offered during Spring Semester 2016. Sixteen students learned and practiced the importance of 10 Essentials while placing their importance in historic and prehistoric context of primitive skills.

Other ORPT courses regularly interact with public lands and industry providing interns and service. Dr. Eastep teaches ORPT 4900: Senior Seminar and ORPT 4600: Policy and Planning.

#### Outdoor Adventure Living Learning Community

Approximately 60 students lived on two floors of the SUU Eccles Housing. Anne Smith served as advisor with additional involvement from Briget Eastep. The goals of the Outdoor Adventure Floor include using the outdoors to create a supportive environment to succeed in school. By reaching students early in their university career and creating a common supportive community, with fun and engaging activities, student success is increased. Through coordination with the Resident Adviser and SUU Housing staff, activities included one large and several floor-wide outdoor related activities each month. A highlight included a two-night visit to the Grand Canyon South Rim with close to 50 participants. Participants camped at the South Rim Campground, had campfire activities and hikes. Based on ability levels, two groups either hiked down into the

canyon or along the rim. One of the participants said he had been somewhat floundering in school, but a campfire discussion on the Grand Canyon changed his life. After the trip he found new focus, drastically improved his GPA, became the Resident Adviser for the Outdoor Adventure Floor, got accepted into the Semester In the Parks inaugural program and will be the first student assistant for the SIP program.

### Outdoor Education Series

The Outdoor Education Series (OES) continues to be offered generally on Thursdays at 11:30 in the Sharwan Smith Livingroom. This **free event** is open to students, staff and faculty, and community members of all ages. Attendance ranges on average from 8-30 people. The audience is encouraged participate through rhetorical questions, probable scenarios relating to the topic, printouts, hands on activities, and through a post lecture question and answer discussion. On occasion, extension activities are planned for the weekend following a lecture to apply practical application. Academic classes are encouraged to provide extra credit for student attendance. In 2015-2016 topics ranged from the first daughter/father team to summit Mt. Everest to various biology topics. During Spring 2016, because of other outdoor-related commitments, Anne Smith, OES coordinator was not available to coordinate the OES and Ashley Starr filled that position. Another modification to previous years occurred during Spring semester by partnering with the SUU Biology Department on more sessions. During Spring 2016 the BIO Series offered eight of the weekly programs.

The website for additional information is: <https://www.suu.edu/siel/outdoor/oes.html>

### National Park Service Centennial

Due to its unique location among national park, Southern Utah University plans on commemorating the 100<sup>th</sup> Anniversary of the National Park Service throughout the year. While August 25 is the official day for commemoration, other activities will continue throughout 2016 to 2017. Anne Smith was assigned to document and, if needed, coordinate the many ways different departments on-campus are recognizing the Park Service. Some of the documented activities during 2015-16 include art exhibits and student art competitions based on public lands. Through this initiative SUU is also a partner in the Parks100 initiative. This regional partnership offers visitors and community members routes and activities tied to the Centennial.

### Day in the Parks – August 25, 2016

While the full “Day in the Parks” celebration doesn’t occur until the following academic year, 2015-16 was an important planning period. Anne Smith was designated as the coordinator and held introductory and informative meetings with key individuals. A steering committee was established, area coordinators designated and regular meetings were held to prepare for the event. A call for “Day in the Parks Experiences” proposals went out. A website was established for both experience leaders and those seeking to sign up for experiences. The goal was to

provide 100 outdoor experiences for 100 years of the Park Service. That goal has been exceeded and during the summer, 2016, potential participants signed up for activities ranging from “environmental dance” to “A Franklin Roosevelt Monologue at Cedar Breaks” to the premiere of “Bryce Memories” a one-hour oral history of Bryce Canyon National Park.

The website for additional information is: <https://www.suu.edu/parks/day/>

### Semester in the Parks

During 2015-16 a new semester-long program was planned and initiated for Fall Semester 2016. SUU Semester in the Parks is an opportunity for something quite different. Students will have the opportunity to study, live, and work in and around Utah's National Parks for an entire semester, enjoying unique, field-based learning. The program will include weekend trips to other national parks in the region, backcountry experiences, such as river trips, camping, and hiking, and other fun evening and weekend opportunities.

Students will take 16 credits of general education, selected major courses, and university credit with personalized instruction from experienced faculty on-site in Bryce Canyon National Park. The cost of the program is \$1,200 plus regular SUU tuition and fees. If accepted into the program, students are guaranteed employment, housing, and meals at Ruby's Inn Resort, just outside the national park. Field transportation, camping, and park entrance fees are also included. Additionally, students will receive an annual Interagency Pass, granting them access to more than 2,000 recreation areas nationwide. As of July, 2016, there were 12 students enrolled in the program. Five different SUU faculty will travel to Bryce and offer classes. Anne Smith and Johnny Macclean are co-coordinators.

The website for additional information is: <https://www.suu.edu/parks/semester/>

### People in our Learning Community

This report leaves with a list of people. It is through these relationships we are successful.

#### OEC Staff

Briget Eastep, Director; Brian Raper, IIC Partnership Director; Jan Neth, Administrative Specialist; Miranda Gubler, IIC Internship Coordinator, and Danny Strand, IIC Youth and Crew Coordinator.

In addition we employ over 300 students in IIC internships, and as OEC assistants

OEC Advisors: Emily Dean, Johnny Maclean, Peggy Wittwer, Matt Weeg, Randall Violett, Emilee Ballard, Rob Myers, Jake Manning, Kelly Goonan, Braden Yardley, Janet Borg. In the past this group has served on the OEC Advisory Board. This year these colleagues served as advisors and each program has been governed by individual committees and working groups:

IIC Steering Committee:

Paul Roelandt (NPS), Julia Anderson (SPARC), Briget Eastep (OEC), Elizabeth Burghard (BLM), Mary Dewitz (BLM), Carolyn Shelton (BLM), Ronica Spute (KPT), Mandy Bundy (KPT), Debbie Wilkins (DNF), Nick Glidden (DNF), Kevin Wright, (DNF) Shelley Esplin (DWS), Teri Saa (NPS), Jeff Axel (NPS), Regan Wilson (USP), Suzette Bulloch (SPARC), Erin O'Brien (DSU)

IIC Advisory Board:

Wayne Monroe (USP), Heather Whitman(Color Country BLM), Cindy Staszac (GSENM), Jeremy Ybirght (S Paiute Agency), Lisa Eckert, Superintendent (BCNP), Free Armstrong (PIPS), Jeff Bradybaugh (ZNP), Paul Roelandt (CBNM), Rosie Pepito (GCPNM), Steven Metz (GBNP), Angelita Bullets (DNF), Allen Rowley (FNF), Rober Eaves (COSE), Carl Templin (SB), Patrick Clarke (UC), Briget Eastep (OEC), Sean X Dean, BTSCEHD, James McDonald (HSS), Shauna Mendini (PVA).

Mountain Center Advisory Committee: Emilee Ballard (Guest Services), Randall Violet (Ag Sci), Tiger Funk (Facilities), Jacqueline Grant (FMNH), Bill Heyborne (Biology), Briget Eastep (OEC), Peggy Wittwer (BTSCEHD), TBD (Business), Keith Mason, (Community), Student (SUUSA Club Rep) Megan Barrett (ORPT student).

Semester in the Parks Advisory Committee: Anne Smith and Johnny Mclean (Chairs), Jacqueline Grant, Anne Diekema, Jon Smith, Briget Eastep, Kelly Goonan, and James Sage.

Adventure Orientation: Student Coordinator and AO Leaders, Chelsea Buck (Orientation), Rob Myers (SUUOutdoors).

Outdoor Adventure Living Learning Community: Anne Smith, Kate Kloeper, Briget Eastep, Kevin Koontz, Resident Assistants for Floor, OEC Assistant.

Day in the Parks Leadership Committee: Anne Smith (Chair), Briget Eastep, Pam Branin, Emilee Ballard, Jessica Burr, Nikki Koontz, Mark Whittaker, Caleb Smith, & Rachel Smith.

Sustainability and Recycling: Seth York, Recycling Assistant, Ralph Savage, Facilities, Susan Leslie, Sustainability Coordinator for the Dixie National Forest.

Key Community Members from around campus: Patrick Clarke, Dean SIEL, Julia Anderson, Karen Wilson, Suzette Bulloch & Scott Carlisle, SPARC; Deb Pool, SIEL; Breanna Shurtz, Sheri Lopez, Matt Gomz, David McGuire, & Nellie Lee, Human Resources; Carrie Childs, Payroll; Marvin Dodge, VP Finance & Administration; Jennifer Oberhelman, President's Assistant; Scott Wyatt, President; Brad Cook, Provost. Thanks you.

## Experiential Learning Leadership Institute (ELLI)

In early 2016, the SUU Board of Trustees and Utah State Board of Regents officially voted to support the creation of the *Experiential Learning Leadership Institute (ELLI)* at SUU. ELLI serves as a storefront for operations at the university that promote SUU's identity as a national leader in experiential learning. ELLI hosts national conferences, an academic journal, consulting services, and professional development opportunities.

Last year, ELLI hosted its second annual conference at the Ruby's Inn Resort near Bryce Canyon National Park. One-hundred and three attendees from all across the United States attended. The number of attendees represented a 40% increase from the previous year, when the first conference was held. In addition, ELLI offered for the first time professional development credits through the Office of Community and Academic Enrichment. The third annual conference is scheduled to be held in Park City, Utah at the end of June, 2017.

Dr. Kurt Harris was selected as the first editor of the *Experiential Learning and Teaching in Higher Education* journal. This joint venture between ELLI and the SUU Library Press will provide yet another opportunity to reach a larger, national audience in an effort to promote SUU as a leader in experiential learning. A major coup was accomplished as David Kolb, widely regarded as the "Father of Experiential Learning" wrote an article for the first edition due out in early 2017. Marshall Beach, a prolific scholar in his own right, plans to provide an article for the first edition.

With the official creation of the *institute*, the following division of labor has been established:

|                |   |  |
|----------------|---|--|
| Patrick Clarke | – | Executive Director                           |
| Jeb Branin     | – | Chair of Conference and Events               |
| Leilani Nautu  | – | Coordinator of ELLI Professional Development |
| Todd Petersen  | – | Coordinator of Consulting Services           |
| Suzette Beach  | – | Special Project for ELLI                     |

ELLI will continue to partner with the *National Society for Experiential Education (NSEE)* to offer their *Experiential Education Academy (EEA)* at ELLI events. Several SUU employees will complete the EEA this upcoming fall in San Antonio, Texas and then be eligible to serve as EEA instructors. This will also provide an opportunity to showcase SUU's prominence as a national leader in experiential learning. NSEE formally recognized SUU as a strategic partner in 2015 and ELLI acts as a vehicle to help nurture the relationship.

## K-12 Programs

**The main goal of K12 Programs is to provide credit to:**

- High school students who opt to take college courses while in high school
- School teachers in Pre-K through 12<sup>th</sup> grade who opt to take professional development for credit with their schools, school districts, or educational service centers

**This is accomplished through the relationships established with personnel from the following:**

- High school teachers who teach college courses for the university
- School, District and Educational Organizations
- Utah State Office of Education
- Utah System of Higher Education

**This is accomplished by:**

- providing excellent customer service to all
- conducting efficient collaboration with all campus departments and educational partners
- coordinating services with our student service areas (registration, cashier's, admissions, advising, and SUU online)

**This is supported by the efforts of (and appreciated by the Director Leilani Nautu):**

- Courtney (resigned to do an internship)
- Megan (resigned for another position)
- Kelsey
- Heidi (hired in April 2016)

## 2015-2016 Highlights

- November/December 2015 successfully navigated the transition from SGCS to UC (now SIEL)
- Fall 2015 Conducted successful semester of CE
- Fall 2015 Applied and approved for new courses for CE/Submitted application for alignment for CE courses
- Fall through Spring 2016 Received, accepted, and began implementation of the StepUP Grant given to our partnership with Iron County School District to help students explore STEM careers, math in their world and raise ACT scores
- February 2016 conducted the StepUP kickoff for Iron County high school seniors and their parents to go over the benefits available under the StepUp grant
- March to May 2016 successfully planned out the migration of credit for the Professional Development arm of K12 Programs to SIEL from COE
- March to June 2016 Planned for STEM Expo for high school students (goal to expose to STEM careers and show that math is in our world) for 3 days during the summer
- March to April 2016 Implemented payment model to departments (goal to encourage the departments to include high school teachers in their professional development)
- March to June 2016 Re-established relationships with districts after transition to SIEL credit
- March to June 2016 Fortified relationship with USOE for PD credits
- April 2016 Mapped out advising for high school students (goal is to place advisors from SUU on high school campuses to offer advice on College readiness)
- May 2016 successfully negotiated MOU with UVU to accept SUU Endorsement credit towards their Masters Degree
- June 2016 Implemented math tutoring for high school students under the StepUp grant
- June 2016 Conducted Professional Development (Math courses) for math teachers under StepUp (for math endorsements)
- June 2016 Successfully negotiated relationship with Spyscape – first client for community education partnerships
- June 2016 Mapped out and provided professional development credit for teachers who attended ELL conference
- Spring 2016 conducted successful semester of CE

- Spring 2016 Established CSIS 1000 at 3 high schools for Fall 2016
- Spring 2016 Supported hiring of Coordinator of Projects, Communications, and Educational Initiatives
- Spring 2016 Supported the mission of SIEL
- Spring 2016 Explored the possibility and agreed to bringing back community education to SUU

#### 2015-2016 Professional Development for Staff of K12 Programs

##### Kelsey/Megan/Courtney:

Weekly staff meetings that include trainings

Training of new employees

##### Heidi:

Weekly staff meetings that include trainings

New Employee training

#### 2015-2016 Scholarly Activity for Director of K12 Programs

##### •Presentations/Conferences Attended:

- Utah Multi-Tiered System of Supports Connections Conference
- Utah Rural Schools Conference
- Southern Utah Educator's Conference
- Utah Council of Teachers on Mathematics
- NSEE Conference – Southern New Hampshire University, SUU
- Experiential Learning and Leadership Conference

##### •Formal Education:

- Completed MPA Program (4.0) Emphasis in Higher Education Administration

•**New Program Start Ups/Migrations:**

- Professional Development arm of ELLI
- Migration of K12 Programs into SIEL
- Migration to Online Admissions/Registration of Endorsement Business

•**Committee Work:**

- Academic Program Review Committee
- K16 Alliance
- General Education Committee

•**Teaching:**

- G/T Graduate Level Certificate Courses
- EESL Graduate Level Certificate Courses
- SPED Graduate Level Certificate Courses

•**Leadership:**

- UACEP Co-Chair
- Supervision of Staff

•**Grant Work:**

- STEP Up
- Quantitative Literacy Project

•**Certificates:**

- Instructional Planning and Design Certificate
- NSEE Assessment
- NSEE Reflection

-NSEE Legal Issues

-NSEE Strengthening Experiential Education at Your Institution

•CE Growth:

-Enrollments increased by 7%

•PD Growth:

-Educational Technology Endorsement is Available

## EDGE Program Annual Review

### EDGE Center Coordinator

The EDGE Program hired its first professional staff person. Tasha Seegmiller was brought on in the spring to function as the EDGE Center Coordinator. Her duties are to manage day-to-day front-line operations for the EDGE Center and Program. She now oversees the front desk receptionist and six student mentors. Tasha has also taken over instructional duties for EDGE 1010 Becoming an Engaged Learner.

### EDGE Program Curriculum Tour

In order to create more transparency with EDGE Program curriculum, we have created an open Canvas course that shows EDGE 1010 and representative samples of the 3000- and 4000-level courses. The purpose is to allow anyone to take a look under the hood and see the entire EDGE curriculum in context, including the structures of the online discussion and the rubrics used for grading work. We feel this is much more complete than sharing a syllabus, and we hope it will create a resource that allow for better feedback and understanding from SUU staff and faculty as well as from students and parents. This year we will be soliciting feedback from key administrators, deans, and advisors before we make the complete curriculum tour open to the public.

### Front Desk Card Swipe

Tasha implemented a front desk card swiping procedure, which is giving the Center more accurate numbers as well as demographic information on the students coming and the types of issues they present. We are only a short time into the implementation, but in 12 days we have logged 400 student visits. Our norm during the first year was about 30–50 visits per week.

## EDGE Tracker Rebuild

After two years of trial testing, Parker Grimes from IT redesigned the EDGE Tracker from the ground up, turning it from a simple web list of student projects to a fully searchable database that allows us to search and filter thousands of student projects, profiles, and declarations at once. The next step is the ability to use this engine to drive role-specific dashboards that present information at appropriate levels for the role. Additionally we had Parker add a feature that allows students to designate their project as either sharable or private.

## EDGE Curriculum Revision

A major EDGE Curriculum revision went into place during the summer. All courses were given the EDGE prefix and new numbers that correspond consistently to each engagement track. The courses break down as follows:

- 3010/4010 Community Engagement
- 3020/4020 Creativity Engagement
- 3030/4030 Global Engagement
- 3040/4040 Leadership Engagement
- 3050/4050 Outdoor Engagement

There is an organizational benefit to this structure, but it is mostly in place to serve our new online declaration and sorting methods. Now that each course has a unique number, we can use Banner to create enrollment restrictions based on the declared track. This is done through the EDGE Tracker, and has greatly reduced the friction of students enrolling mistakenly in the wrong classes. Often we had as many as a dozen students per semester who needed to be moved mid-semester from one course section to another because they mis-enrolled themselves. Since implementation we have had two students in the wrong place. This is going to eliminate a major source of agitation for students.

## New Mentor Hires

Our first round of mentors have graduated for the most part and were replaced this summer with four new hires. In keeping with our pattern of hiring specialist mentors, we've brought on a second Veterans and Non-Traditional mentor, making it two each. We also hired a new specialist from the athletic program (football team) and an international student (from Switzerland). We feel the diversity of these mentors will help students find someone in the Center with whom they can connect. We also plan to use these mentors to help us fine-tune our messaging and curriculum to these groups who have had good feedback for us in how we develop our courses.

## IDEA Evaluation

This spring we began implementing the IDEA Evaluation, which is not well suited to the program's needs, but we're trying our best to be T-Birds about it. Our response rates are very

low. So low as to be unreliable, but we collated the data from our 1010 sections and looked at it in aggregate, and some interesting patterns appeared.

### Areas for Improvement

Our lowest responses were in a very interesting area of the IDEA questions. These scores suggest that students don't feel EDGE 1010 is all that rigorous. The majority of students indicated they didn't work harder in this course than in other courses and that the course was not as difficult as others. They overwhelmingly said there was less work and less reading than they have in other courses. We conclude that one of the reasons students often considered EDGE courses to be "busy work." We responded to this over the summer, as we redesigned and updated 1010, by increasing the workload and rigor, and we'll watch future evaluations to see if that moves the needle on these numbers.

- I worked harder on this course than on most courses 2.34
- Difficulty of subject matter 2.36
- Amount of other work 2.90
- Amount of reading 2.91

### Doing Good On...

The IDEA evaluations showed us that our strengths lie in areas related to the strength of our online course design. They showed that we were strong in providing timely feedback, explaining material clearly and concisely and in scheduling course work to encourage students to stay up to date in their work. All of these are strengths in an online teaching environment and suggest that our revisions have helped a great deal in these areas. We also found that we were strong in explaining the significance of the subject matter and application to real life situations, which was our second highest score out of the set.

- Demonstrated significance of subject matter 3.61
- Explained course material clearly and concisely 3.61
- Provided timely feedback 3.64
- Related course material to real life situations 3.69
- Scheduled course work in ways which encouraged students to stay up to date in their work 3.70
- Gave tests, projects, etc. that covered the most important points of the course 3.75

### Honors Program

## Executive Summary

Under the direction of the new Honors Director, Dr. Kyle Bishop, the Honors Program experienced an incredibly successful year. In the fall, we welcomed 120 new freshmen to the program, and these students participated in our newly redesigned HONR 1040 course. These students also participated in a new mentoring program with more experienced Honors students and were "inducted" into the program with a ceremony involving identifying t-shirts and pins. At the program's fall semester retreat, the Honors Program administrative team created a new strategic plan with the help of the faculty and student councils, one that includes a three-year series of one-credit courses designed to increase student success, improve student retention, and encourage more students to complete Honors Thesis projects. Throughout the academic year, the program hosted many events and activities for students and the community. A highlight of the year was the implementation of a new service initiative: SUU Honors You. This program brought underprivileged fourth grade students to campus for a day full of academic fun and food. One Honors student traveled with the program administrative team to the National Collegiate Honors Council conference in Chicago to present her capstone efforts, and a number of students presented their original work at the Western Regional Honors Council conference during the spring semester. The crowning achievement of the year was recognizing the twenty students who graduated from the program.

## Mission Statement

The Honors Program provides enrichment opportunities for exceptionally talented, creative and academically committed students in a friendly, informal and interdisciplinary undergraduate experience. The program connects students with SUU's best faculty through small classes and participation in out-of-class activities. Students learn in a collaborative environment where their ideas and research carry respect. Additionally, honor students attend colloquia featuring artists, academics, innovators and political leaders. They participate in roundtable discussions, special lectures, and social events with faculty and other honor students.

## Program Goals

To build creative intellectual aptitudes around strong academic skills in reading, speaking, thinking, and writing. To foster a living/learning environment conducive to exceptional academic and social growth. To offer exceptional challenges and opportunities to highly motivated and committed students. To encourage innovative and interdisciplinary teaching.

## Graduates

The following twenty students completed 21 hours of honors coursework, maintained a 3.5 GPA, and completed an Honors Capstone.

Alexandrea Gabrielle Montoya

Alyssa Brown

Amber DeSormeau

Amy Gifford

Angela Day

Bethany Liedtke

Brittany Goldberg

Chelsea Burkholder  
Ciara Charmillanne Jackson  
Dalton Thomas Barton  
Erin Kunzler  
Jacob Thompson  
Katelyn Colleen Lopez  
Lauren Lizette Colby  
Logan Jones  
Matthew Cory  
Michelle Reid  
Miranda Roland  
Nichole Kereszt  
Sehrish J. Sohel

#### [Honors Associate Certificates](#)

The following thirty-two students have completed at least 12 honors credits and are considered to be “on-track” to graduating with Honors.

Andrew Weber  
Andria Burdick  
Ashlynn Erbe  
Caleb Deane  
Dallas Higginbotham  
Daniel Taylor  
Elijah Oliverson  
Emily James  
Grace Rose  
Halie Hagerty  
Irania Hernandez  
Jacob Lambertsen  
Jessica Jones  
Kaycee Anderson  
Kayla Smith  
Kyrsten Lund  
Madison Eakle  
Mallory Mills  
Matthew Mauldwin  
Naomi Beatty  
Nicole Barnes  
Rebecca Wiberg  
Riley Farish  
Ruth Faulkner  
Ryan Busenbark  
Samantha Bengtzen  
Samantha Ryals

Sophia Grettenberger  
Steven Ipsen  
Talyia Fordham  
Taylor Hammack  
Tessa Brunnenmeyer

### Scholarship

#### **National Collegiate Honors Council Conference, Chicago, November 11-15, 2015**

Bash, Jayci: "Partners in the Parks Opening"

Bash, Jayci; Nickerson, Matt: "ELO's, Evaluation and Rigor: Integrating Honors Contracts into University Assessment"

Burkholder, Chelsea: "Perceived Independence before and after a Study Abroad"

MacLean, Johnny: "Brainstorming ideas for the proposed Honors Undergraduate Journal: An NCHC Online Journal of Research and Creative Activity"

#### **Festival of Excellence, Southern Utah University, April 5, 2016**

Ashworth, Logan F.- The Taste of Art

Austin, Timothy R.- Creating a Sounding Rocket

Balderas, Ernesto A.- Obscure Vision

Barnes, Nicole M.- Fall Leaves in Cedar City

Barney, Abigail- Biology "Seams"...

Bertoch, Jayde- What the Dickens? They've Got Great Expectations!: Helping International Students Meet American University Outcomes

Blake, Trystan K.- Gold King Mine Spill Environmental Effects

Boulton, Briana N.- Bio-mechanical Analysis of Swim Start

Braiker, Olivia C.- Intuitive Drawing Workshop

Brown, Alex H.- Gold King Mine Spill Environmental Effects

Brown, Alyssa C.- Determination of Genetic Evidence of the Asthma Phenotype within the Founder Population of Utah

Brown, Alyssa C.- Finding Educational Freedom Beyond the Syllabus

Brunnenmeyer, Tessa L.- Plato's Permissible Poetry

Busenbark, Ryan D.- The Role of Interpersonal Relations in Treatment for Pornography Addiction: A Qualitative Study

Christiansen, Matthew H.- The Influence of Positive Conservative and Liberal Messages on Attitudes Towards Same Sex Marriage

Christiansen, Matthew H.- No Habla History: Navigating Disciplinary Languages

Christiansen, Matthew H.- Assessing the Reliability and Validity of an Updated form of the Wilson-Patterson Conservatism Scale

Colby, Lauren L.- Globally Engaged

Cope, Mackenzie L.- Structural Collapse of an Ancient Nevadan Supervolcano

Day, Angela E.- Marketing and Psychology: Adolescent Development Theories Applied to Advertisements

Foster, Brent- AdventuresRated.com

Glassett, Zachary N.- Effects of English on Bilingual Heritage Speakers  
Goldberg, Brittany A.- Concussions in Sport  
Hagerty, Halie A.- Live Art Performance by SUU Students and Faculty "Giant Cyanotype"  
Hansen, Whitney N.- Supported Lipid Bilayer Stripping via Microfluidics  
Jackson, Ciara C.- The Evolution of I-Thou: Defining Love Across Commitment  
James, Emily J.- Determination of Genetic Evidence of the Asthma Phenotype within the Founder Population of Utah  
Jefferies, Laurel B.- Computing: Educating the Younger Generation in the Digital Age  
Johnson, Kaylee N.- Gold King Mine Spill Environmental Effects  
Jonely, Mckenzie- Schiff Base Coordination Compounds of Transition Metals, Preparation and Photophysical Properties  
Jones, Jessica S.- Intuitive Drawing Workshop  
Keener, Kelsey J.- Writing About My Writing  
Keller, Natasha R.- Opinions of Bullfighting  
Kemp, Peter K.- Benzoin Condensation Using Caffeine as a Catalyst  
Leibold, Rachel C.- Dialects in Southern Utah: A Study  
Liedtke, Bethany- Empowered  
Lopez, Katelyn C.- Music-Filled Saturdays at Primary Children's Medical Center  
Maedgen, Rebecca L.- Evaluation of the Stereochemical Selectivity of the Nucleophilic Addition Reaction of the Menthylmagnesium Chloride Grignard Reagent with Electrophiles  
Miller, Lohra M.-Delivering Energy Free Healthcare Education to Global Communities  
Miller, Lohra M.- A Microfluidic Device for Oxygen Quantitation in Anoxic Environments  
Miller, Lohra M.- Unexpected Copper Nanoparticle Formation and Copper Dissolution  
Miller, Lohra M.- Metal Concentrations Found in Waterways in Southern Utah  
Montoya, Alexandra G.- Delivering Energy Free Healthcare Education To Global Communities  
Montoya, Alexandra G.- Population Genetics and Paternity of Tent Caterpillars (*Malacosoma californicum*) in Southern Utah  
Moore, Diana- Mmmm That Smells Good!  
Nickel, Annalee- University Housing Succeed Initiative  
Pereira, Myla R.- Stereoselective Preparation of ( $\pm$ )-Menthylformic Acid and its Derivatives  
Piarulli, Maria L.- Cheers!  
Reid, Corrina- Flippin' Better  
Roland, Miranda M.- Parallel Threats between the Deserts of Utah and the Subtropical Everglades.  
Roland, Miranda M.- Diversity by Evolution  
Smith, Stephen K.- Supported Lipid Bilayer Research at SUU: New Techniques and New Technologies  
Sohel, Sehrish J.- Taxis vs. Technology: Uber's Triumph Through SmartPhones  
Sorcic, Ashley K.- Creating a Sounding Rocket  
Taylor, Daniel L.- Novel Synthesis of Pyridine and Phenyl Substituted Benzenes  
Weber, Andrew S.- Water Chemistry and Bacterial Diversity/Abundance of Cedar City Irrigation  
Wilburn, Brandon M.- Synthesis of a Potential Tuberculosis Therapeutic

**Western Regional Honors Council Conference, Riverside, California, April 8-10, 2016**

Ashworth, Logan: "The Taste of Art"

Brown, Alyssa: "Education beyond the Syllabus: Encouraging Honor's Students to Become Deep Learners"

Deane, Caleb: "Outcasts of the Universe: An Analysis of the Work of Nathaniel Hawthorne"

Jones, Logan: "The Maskin Project"

Keener, Kelsey: "Writing About My Riding"

Reid, Michelle: "New Worlds"

Roland, Mandy: "Parallel Threats between the Deserts of Utah and the Subtropical Everglades"

Wall, Andrea: "Cinematic Ceramics"

### Undergraduate Research Grants

Matthew Christiansen: Presented the Society of Personality and Social Psychology Conference in San Diego.

### Partners in the Parks

**Sequoia National Park/Kings Canyon National Park:** From August 10<sup>th</sup>-15<sup>th</sup>, Dr. Johnny MacLean and Jayci Bash led a group of Honors students through Sequoia National Park and Kings Canyon National Park.

**Cedar Breaks National Monument:** From January 15<sup>th</sup>- 18<sup>th</sup> Dr. Johnny MacLean and Jayci Bash led a group of Honors students on a winter journey through Cedar Breaks National Monument.

**Zion National Park/Cedar Breaks National Monument:** From June 1<sup>st</sup>-6<sup>th</sup>, Jayci Bash and Dr. Jason Kaiser led a group of 9 Honors students through Zion National Park and Cedar Breaks National Monument. This project ended with a Centennial Celebration recognizing the efforts of Matt Nickerson, Todd Petersen, and Paul Roelandt in creating Partners in the Parks 10 years ago.

### UNIV 3500- Bryce Canyon Connections

In July, Dr. Grant Corser and Dr. Johnny MacLean team taught an interdisciplinary course for Honors freshmen. The course focused on Psychology and Geology designed on a place based pedagogy. Eight freshmen camped in Bryce National Park for twelve days, engaging in seminars throughout the park and neighboring scenic places. The course was awarded a National Collegiate Honors Council Portz Grant to support the expense of the experience.

### Activities and Student Engagement

**T-Bird Landing:** Honors faculty, staff and student leaders assisted during campus move-in day.

**Honors Hall Orientation:** Kyle and Jayci, along with the Honors Student Council met with residents of Honors Hall, discussing the requirements for Honors LLC Scholarship recipients, answered general questions about the Honors Program and served the residents ice cream.

**Opening Social:** Over 200 students attended the Opening Social on September 1<sup>st</sup> in the Great Hall. As students and faculty enjoyed dinner, the Honors Directors gave important information regarding graduations requirements, how to earn Honors credit, and activities to look forward to in the coming year. Handbooks, Honors pins, and T-Shirts were distributed.

**Freshman Dinner at the President's:** As a special welcome to the incoming Honors freshman, the President hosted a dinner in the Tradition Room in which students could socialize with fellow students, the Honors Council, Honors Directors, and President Wyatt.

**Charge!** Over 100 students attended this annual tradition filled with food and fun. That evening the freshman were introduced to their Honors mentor for the year and enjoyed a variety of activities. The following day, after breakfast and lunch, the student and faculty councils collaborated in a strategic planning meeting.

**HONR 1040 Hike:** Students enrolled in HONR 1040 hiked Angel's Landing in Zion National Park with the Honors Directors.

**Coming Out Carnival:** At the Coming Out Day Carnival, the Honors Program ran a donut eating contest that was a hit among the participants.

**Ghost Story Night:** In honor of the 200<sup>th</sup> anniversary of the ghost story contest that gave the world *Frankenstein* the Honors Program, in association with other university entities, held a ghost story writing contest. The five finalists read their stories at The Grind, and the grand prize winner received a scholarship for the art and science of *Frankenstein* study abroad.

**Night Games:** The Honors Program hosted a capture the flag game on campus. Hot chocolate and glow sticks were provided.

**Fall Study Day:** Kyle, Jayci, and the Honors student council provided breakfast, lunch and dinner for all students on Study Day in Eccles A. This year was once again a successful day of socializing and studying.

**Spring Opening Social:** This year was a sledding social. Students drank hot chocolate, ate pizza, socialized, and snacked in between trips down the hill.

**Murder Mystery:** This year, the Murder Mystery Dinner was held at the SUU Mountain Center, giving it an even more eerie and festive feeling than in the past. Fun was had by all who attended.

**Spring Study Day:** Kyle, Jayci, and the Honors student council provided breakfast, lunch and dinner for all students on Study Day in Eccles A. This year was once again a successful day of socializing and studying.

**End of Year Banquet:** Over 100 people attend the annual Honors Award Banquet. Prof. Charla Strosser received the Outstanding Honors Contributor award for the year. Jayci recognized those individuals who have contributed to the program including the student council, faculty council, and other members of the campus community. Honors Graduates were awarded their medallions and the Honors Associate recipients received their certificates.

#### Service

**SUU Honors You:** The Honors Program hosted over 30 underprivileged fourth grade students on campus for a day. They participated in confidence building activities with the intent of helping them to see their own potential and their ability to succeed in higher education. They were given shirts, water bottles, and three square-meals throughout the course of the day. The day was run by Jayci Bash, the service learning class, and many other Honor students.

**Paint Night:** To raise money for the SUU Honors You Day in the Fall, the Honors Program hosted a paint night event at the Iron Gate Inn. Randy Seeley, a Senior SUU student majoring in Art Education, instructed the class. All participants had a fantastic time painting and bidding on the silent auction items. The event successfully raised over \$1500 to offset expenses incurred during the fall SUU Honors You day.

#### Presentations and Lectures

##### **MAD Lectures:**

September: Student Presentations- Various topics

October: Kyle Bishop- Serial Slashers in Film

November: Jayci Bash- Building a Community

February: Steve Barney- I'm NOT MAD Lecture

March: Helen Boswell, Christopher Monson, Cameron Pace- The Science of Fiction

#### Honors Courses

##### **Fall 2015**

CHEM 1210- Weaver

CHEM 1215- Bronsema

ENGL 1010- Strosser

ENGL 2010- Morrow

LM 1010- Mitchell

MATH 1040- Freden

MATH 1210- Han

NFS 1020- Schmidt

UNIV 1010- Petersen

HONR 1040- Petersen

HONR 1040- Nickerson

HONR 1040- Clarke

HONR 1040- Bash

HONR 1040- Corser

HONR 1040- Bishop

HONR 1040- Wittwer

HONR 1040- Dean

HONR 2010- Bishop  
HONR 3800- Bash  
HONR 4010- Bishop  
HONR 4970- Bash  
HONR 4971- Bash  
HONR 4990- Bash

### **Spring 2016**

CHEM 1220- Weaver  
CHEM 1225- Bronsema  
ENGL 2010- Strosser  
HIST 1700- Orihel  
MATH 1220- Han  
THEA 1023- Bishop, Sham  
HONR 2010/4010- Bishop, Brunsvold, Phillips  
HONR 3800- Bash  
HONR 4970- Bishop  
HONR 4971- Bishop  
HONR 4990- Bishop

### [Honors Contracts](#)

#### **Fall 2015:**

45 Honors students completed Honors contracts for Fall 2015. These one-on-one academic projects provide a unique opportunity for students to engage in meaningful interaction with faculty members outside of normal coursework. The Honors Program is deeply appreciative for the extra effort these faculty members put into creating a rich academic experience for honors students.

#### **Spring 2016:**

60 Honors students completed Honors contracts for Spring 2016. Overall, we are seeing a marked increase in the quality of projects being completed. Many students used their honors contract projects as presentations at the Festival of Excellence. Others could be considered worthy of an EDGE project.

### [Recruiting](#)

**Mass Mailing:** Over 1000 invitations to apply to the Honors Program were mailed to students who showed interest in attending or were accepted to SUU for fall 2016. The priority deadline to apply was in February.

**University Recruiting Group:** Dr. Bishop participated in SUU open houses in Ogden, Sandy, and Provo. Jayci attended open houses in St. George and Las Vegas.

**Cedar High School NHS:** The SUU Honors Program hosted the Cedar High School National Honor Society for dinner with the Directors and Student Council before the fall MAD Lecture.

**Canyon View High School:** Jayci and Dr. Bishop both spoke at the National Honors Society induction.

#### Student Council

##### **Members of the Student Council:**

Samantha Ryals- President  
Andria Burdick- Vice President  
Tess Harms- Secretary  
Taylor Hammack- Publicity  
Alexis Hollingsworth- Activities  
Angela Day- Activities  
Miranda Roland- Past President/Historian  
Kyrsten Lund- Resident Scholar  
Trisha Caldwell- Committee Liaison

#### Faculty Council

##### **Members of the Faculty Council:**

Amanda Wilford  
Eric Morrow  
Grant Corser  
Johnny MacLean  
Kelly Goonan  
Matt Nickerson  
Matt Weeg  
Nica Clark  
Patrick Clarke  
Peter Sham  
Todd Petersen

#### Appendix

Honors Contracts

#### Fall 2015

| <i>Instructor</i> | <i>Department</i>               | <i>Course ID</i> | <i>Credit Hours</i> |
|-------------------|---------------------------------|------------------|---------------------|
| Mary Pearson      | Accounting                      | ACCT 2010        | 3                   |
| David Rees        | Accounting                      | ACCT 2010        | 3                   |
| Lee Wood          | Agriculture & Nutrition Science | AGSC 2760        | 2                   |
| Debra Johnson     | Art                             | ART 1010         | 3                   |
| Jessica Gerlach   | Art                             | ART 3210         | 3                   |
| Helen Boswell     | Biology                         | BIOL 2210        | 3                   |
| Matthew Weeg      | Biology                         | BIOL 2170        | 3                   |
| Debra Hanson      | Biology                         | BIOL 2060        | 3                   |
| Debra Hanson      | Biology                         | BIOL 2060        | 3                   |
| Samuel Wells      | Biology                         | BIOL 2050        | 3                   |
| Jacqueline Grant  | Biology                         | BIOL 3060        | 3                   |

|                   |  |              |   |
|-------------------|--|--------------|---|
| Jacob Manning     | Canyoneering                                 | ORPT 1050    | 1 |
| Daniel Eves       | Chemistry                                    | CHEM 1220    | 4 |
| Hussein Samha     | Chemistry                                    | CHEM 1110    | 3 |
| Mackay Steffensen | Chemistry                                    | CHEM 1100    | 3 |
| Sage Platt        | Communication                                | COMM<br>4890 | 3 |
| Cecily Heiner     | Computer Sciences and Information<br>Systems | CSIS 4500    | 3 |
| Joe Baker         | Economics & Finance                          | ECON 3010    | 3 |
| Dave Berri        | Economics & Finance                          | ECON 4900    | 3 |
| Ray Brooks        | Education                                    | EDUC 3000    | 3 |
| Kyle Bishop       | English                                      | ENGL 4310    | 3 |
| Bryce Christensen | English                                      | ENGL 3270    | 3 |
| Sam Davis         | History, Sociology, & Anthropology           | ARTH 4710    | 3 |
| Kholoud Al-Qubbaj | History, Sociology, & Anthropology           | HSS 1120     | 3 |
| Janice Scarinci   | Hospitality                                  | HRHM 3000    | 3 |
| Todd Mack         | Humanities                                   | HU1010       | 3 |
| Matt Nickerson    | Library                                      | LM 1010      | 1 |
| Dr. Larkin        | Math   | MATH 2020    | 3 |
| Jana Lunt         | Math   | MATH 2010    | 3 |
| Donna De Silva    | Nursing                                      | NURS 3135    | 4 |
| Kirk Fitzpatrick  | Philosophy                                   | PHIL 4110    | 3 |
| Gen Ludwig        | Physical Education                           | PE 4430      | 3 |
| Randy Allen       | Political Science                            | POLS 1100    | 3 |
| Garrett Strosser  | Psychology                                   | PSY 1010     | 3 |
| Garrett Strosser  | Psychology                                   | PSY 1010     | 3 |
| Marisa Schlieber  | Psychology                                   | PSY 3210     | 3 |
| Bradley Gregory   | Psychology                                   | PSY 3600     | 3 |
| Bradley Gregory   | Psychology                                   | PSY 3220     | 3 |
| Alexandra Perkins | Spanish                                      | SPAN 2010    | 3 |
| Junice Acosta     | Spanish                                      | SPAN 3210    | 3 |
| Karen Houser      | Teacher Education & Family<br>Development    | EDUC 3920    | 3 |
| Deon Goshorn      | Teacher Education & Family<br>Development    | EDUC 4040    | 3 |
| Karen Houser      | Teacher Education & Family<br>Development    | ECED 3950    | 3 |
| Heather Ogden     | Teacher Education & Family<br>Development    | FLHD 4100    | 3 |
| Melinda Vaughn    | Theater                                      | THEA 2033    | 3 |

**Spring 2016**

*Instructor*

*Department*

*Course ID*

*Credit  
Hours*

|                         |   |              |   |
|-------------------------|---|--------------|---|
| Mary Pearson            | Accounting                                | ACCT 2020    | 3 |
| Andrew Marvick          | Art                                       | ART 1010     | 3 |
| Rheana Gardner          | Art                                       | ART 1050     | 3 |
| Matthew Weeg            | Biology                                   | BIOL 1610    | 3 |
| Helen Boswell           | Biology                                   | BIOL 1620    | 3 |
| Helen Boswell           | Biology                                   | BIOL 1620    | 3 |
| Helen Boswell           | Biology                                   | BIOL 1620    | 3 |
| Debra Hanson            | Biology                                   | BIOL 2060    | 3 |
| Mary Jo Tufte           | Biology                                   | BIOL 2320    | 3 |
| Paul Pillitteri         | Biology                                   | BIOL 2420    | 3 |
| Guizella Rocabado       | Physical Science                          | CHEM 1120    | 5 |
| Christopher Monson      | Physical Science                          | CHEM 1220    | 4 |
| Matt Barton             | Communication                             | COMM<br>1010 | 3 |
| Matt Barton             | Communication                             | COMM<br>4350 | 3 |
| Deon Jackson<br>Goshorn | Teacher Education & Family<br>Development | EDRG 4040    | 3 |
| Alisa Petersen          | Teacher Education & Family<br>Development | ELED 4000    | 3 |
| Charla Strosser         | English                                   | ENGL 1010    | 3 |
| Charla Strosser         | English                                   | ENGL 2010    | 3 |
| Eric Morrow             | English                                   | ENGL 2010    | 3 |
| Chelsea Campbell        | English                                   | ENGL 2020    | 3 |
| Chelsea Campbell        | English                                   | ENGL 2020    | 3 |
| Bryce Christensen       | English                                   | ENGL 2400    | 3 |
| Bryce Christensen       | English                                   | ENGL 2400    | 3 |
| Kyle Bishop             | English                                   | ENGL 3110    | 3 |
| Kyle Bishop             | English                                   | ENGL 3110    | 3 |
| Kyle Bishop             | Literature and Film                       | ENGL 3110    | 3 |
| Lisa Arter              | English                                   | ENGL 3280    | 3 |
| Rea Gubler              | Teacher Education & Family<br>Development | FLHD 3700    | 3 |
| Rosa Perez              | Language and Philosophy                   | FREN 1020    | 4 |
| Elise Leahy             | Language and Philosophy                   | FREN 2020    | 4 |
| Tyler Stillman          | Management, Marketing, & Hospitality      | MKTG 3030    | 3 |
| Michael Kroff           | Management, Marketing, & Hospitality      | MKTG 3930    | 3 |
| Artis Grady             | Agriculture and Nutrition Science         | NFS 1020     | 3 |
| Artis Grady             | Agriculture and Nutrition Science         | NFS 3020     | 3 |
| SheriDawn Neilson       | Nursing                                   | NURS 3220    | 4 |
| Jacob Manning           | Physical Education & Human<br>Performance | ORPT 1050    | 1 |
| Jacob Manning           | Physical Education & Human<br>Performance | ORPT 1050    | 1 |

|                   |                                      |           |        |
|-------------------|--------------------------------------|-----------|--------|
| Camille Thomas    | Physical Education                   | PE 3060   | 3      |
| Camille Thomas    | Physical Education                   | PE 3060   | 3      |
| Nathan Slaughter  | Physical Education                   | PE 3080   | 3      |
| Kirk Fitzpatrick  | Language and Philosophy              | PHIL 3200 | 3      |
| Cameron Pace      | Physical Science                     | PHYS 2020 | 4      |
| Jodi Brommer      | Aviation                             | PILT 2340 | 3      |
| Angela Pool-Funai | Political Science & Criminal Justice | POLS 1100 | 3      |
| Angela Pool-Funai | Political Science & Criminal Justice | POLS 1100 | 3      |
| Douglas Bennett   | Political Science & Criminal Justice | POLS 3010 | 3      |
| Michelle Grimes   | Psychology                           | PSY 1010  | 3      |
| Garrett Strosser  | Psychology                           | PSY 2010  | 3      |
| Bradley Gregory   | Psychology                           | PSY 3220  | 3      |
| Michelle Grimes   | Psychology                           | PSY 3430  | 3      |
| Britton Mace      | Psychology                           | PSY 3500  | 3      |
| Marisa Schlieber  | Psychology                           | PSY 4330  | 3      |
| Britton Mace      | Psychology                           | PSY 4950  | 3      |
| Junice Acosta     | Spanish                              | SPAN 1020 | 4      |
| Alexandra Perkins | Spanish                              | SPAN 2010 | 4      |
| Iliana Portaro    | Language and Philosophy              | SPAN 2020 | 4      |
| Melinda Vaughn    | Theatre Arts & Dance                 | THEA 1033 | 3      |
| Peter Sham        | Theatre Arts & Dance                 | THEA 3500 | 1 to 3 |
| Scott Knowles     | Theatre Arts & Dance                 | THEA 3723 | 3      |

## Associate Degree Initiative

As a new initiative on campus, the Associate Degree marketing efforts showed remarkable year one results. Four categories of students were identified for outreach: 1. SUU students who currently have met the requirements, but not yet locked in their degree, 2. SUU students who have given permission to post their Associate Degree upon completion of it, 3. SUU students who have not given permission to post their Associate Degree upon completion of it, 4. Former SUU students who left prior to completing their degree who might be ready to come back and finish. For the first group of students we had a 26% response rate of students who locked in their Associate Degree on their way to completing their Bachelor's Degree. Outreach to groups 2 and 3 show promise for students who are on track for completion and are interested in locking their degree throughout their progress. Research has shown that students who do earn their Associate's Degree continue to be more successful in persisting to complete a 4-year degree. The final group of students received two email distributions this academic year. Through a program called Emma, we are able to track the students opening the emails and showing interest in returning to SUU. Plans for the upcoming school year including tying the initiative to the University of the Parks and making it a Milestone plan. The marketing department on campus is assisting with this project.

## Assessment

The TracDat system continues to be fully functional for the assessment needs of the University. This year a new interface was created to make it more user friendly. Feedback from the departments demonstrated that it is now easier to use and access. Accomplishments for this year include creating new training templates for the Assessment Coordinators to use in their areas, including easier printing and reporting methods. Additions to our area this year include: Speech & Presentation Center, ESL, K12 Programs, and Convocations. Individual meetings and workshops each semester were held to increase participation in the use of the system and underline the importance of keeping Assessment data up to date.

## Undergraduate Research and Scholarship Program (UGRASP)

### Overview

During the 2015-2016 academic year, the Undergraduate Research and Scholarship Program continued its primary role in support of undergraduate research and scholarship by distributing funds to facilitate student directed projects and aid in dissemination of results. This past academic year saw Dr. Mackay Steffensen assuming duties as director in July of 2015. UGRASP maintained a focus on offsetting costs for students to travel and present their work at regional and national meetings. The number of beneficiaries of UGRASP support increased from 75 students in 2014-2015 to over 120 students receiving support as they pursued and presented their scholarly activities during the 2015-2016 academic year.

## UGRASP Program Goals

- 1) *Encourage undergraduate students from all disciplines to engage in independent research and scholarship as defined by the Council on Undergraduate Research, "An inquiry or investigation conducted by a student that makes an original intellectual or creative contribution to the discipline."*

UGRASP funded 18 research-based projects during the 2015–2016 academic year. As in the past, most proposals submitted were from the College of Science and Engineering. Outreach efforts to other disciplines confirm their needs are primarily for funds to offset the costs of student travel to attend conferences, rather than funds to conduct a project. To this end a majority of funds were applied to accomplish the second program goal.

- 2) *Facilitate student presentation of their original work at state, regional, national, and international workshops and meetings.*

During the 2015–2016 academic year over three-fourth of the funds allocated to UGRASP were distributed towards travel costs for students presenting their work at state, regional, national, and international meetings. These funds supported more than 100 students to travel and present at a variety of venues across the nation.

To attest to the impact of these awards, a survey of the conferences attended by students reveals a diverse collection of meetings and locations. In several cases funds allowed multiple students to attend and participate in a given conference. The conferences listed below not only provide our students with an invaluable experience, but also introduces them to, and allows association with leaders in their chosen disciplines. Our students are our greatest ambassadors and they are sharing their experiences across the nation.

Travel support allowed students to attend the following conferences and workshops:

- Centennial Mathematical Association of America Math Fest
  - Washington D.C.
- Society for Integrative and Comparative Biology
  - Portland, Oregon
- National Conference on Undergraduate Research
  - University of North Carolina at Asheville, North Carolina
- 251<sup>st</sup> American Chemical Society National Meeting and Exposition
  - San Diego, California
- Conference of Science and Management on the Colorado Plateau and Southwest Region
  - Flagstaff, Arizona
- National Conference on Peer Tutoring in Writing
  - Salt Lake City, UT
- The Society of Personality and Social Psychology
  - San Diego, CA
- Association of Supervision and Curriculum Development Annual International Conference
  - Atlanta, Georgia
- Southwest Popular and American Culture Association
  - Albuquerque, New Mexico
- Sigma Tau Delta International English Honor Society Conference
  - Minneapolis, Minnesota
- Southern California Peer Tutor Conference
  - Westmont College, Santa Barbara, California

- Rocky Mountain Psychological Association
  - Denver, Colorado
- KFLC: The Languages, Literatures, and Cultures Conference
  - University of Kentucky, Lexington, Kentucky
- National Undergraduate Literature Conference
  - Weber State University, Ogden, Utah
- American College Dance Association Festival
  - University of Wyoming-Laramie, Wyoming
- Theatre Row
  - New York City, New York
- Western Regional Honors Council
  - Riverside, California
- Utah Conference on Undergraduate Research
  - University of Utah, Salt Lake City, Utah
- National Association of Biology Teachers
  - Providence, Rhode Island
- Geological Society of America National Meeting
  - Baltimore, Maryland

With the increased support given to student travel to present their work, a concomitant responsibility results to provide the students with the skills necessary to effectively communicate their project’s aims and outcomes. UGRASP partnered with the Speech and Presentation Center this past academic year. Students receiving an award from UGRASP, either for travel or research, were encouraged to work with the Center to prepare a brief synopsis of their project as a means to effectively convey to a lay audience the value of their efforts. Many students attending conferences worked with the Center in preparation of their oral or poster presentations. This will continue to be an instrumental resource in assisting our students in representing themselves, their work, and the University in the best possible light. The goal is to ensure that SUU’s name will always be associated with top-notch research and scholarly presentations.

In summary the table below shows the distribution of funds by College. For the tabulation of travel grants it should be noted several of the awards were in support of multiple student’s travel to a given conference.

| Travel Grants |  | Research Grants |  |
|---------------|--|-----------------|--|
| #             | College                                    | #               | College                                    |
| 20            | College of Humanities & Social Science     | 15              | College of Science & Engineering           |
| 7             | College of Science & Engineering           | 3               | College of Humanities & Social Science     |
| 3             | College of Performing & Visual Arts        | 0               | School of Integrative and Engaged Learning |
| 2             | School of Integrative and Engaged Learning | 0               | College of Performing & Visual Arts        |
| 0             | College of Education and Human Development | 0               | College of Education and Human Development |
| 0             | School of Business                         | 0               | School of Business                         |

UGRASP plays a vital role in promoting and supporting scholarship at the University. It serves an important function to our students in their scholarship efforts. UGRASP is looking to become a more

visible and vital entity on campus, being a clearinghouse for information and support for those students looking to conduct independent research and present their findings at regional, national, and international conferences. UGRASP will continue to educate the campus that much of what we are doing *should* be classified as scholarship and research, and will continue to provide recognition and support for our student's many accomplishments.