

# UNIVERSITY COLLEGE ANNUAL REPORT 2014-2015

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SUBMITTED BY PATRICK CLARKE  
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# Message from the Dean

SUU's University College underwent a major transformation during the 2014-2015 school year. With the hiring of a new vice president for student services, who was subsequently given primary responsibility for leading the retention effort at SUU, many of the programs and services housed with the college were moved to the Division of Student Services. In addition, the Global Engagement Center with all of its functions was moved to the new International Programs Office headed by Stephen Allen. This move was meant to align all of the program that have an identity linked SUU's global mission. The University College took on responsibility for several new units, which are highlighted below.

Composition of University College at the end of the 2014-2015 school year:

- EDGE Program
- Community Engagement Center
- Outdoor Engagement Center
- Creativity Center
- Intergovernmental Internship Cooperative (IIC)
- Bachelors of Interdisciplinary Studies (BIS)
- Undergraduate Research and Sponsored Programs (UGRASP)
- University Passport Program
- Honors Program (New addition)
- Speech and Presentation Center (New addition)
- Convocations (New addition)
- General Studies Associates Degrees (New addition)
- Festival of Excellence (New addition)

University College was given a specific charge to enhance SUU's visibility as a national leader in the area of experiential learning. Several initiatives have launched that will further develop over the 2015-2016 year. One of the notable accomplishments, however, was the hosting of the Experiential Learning Leadership Institute in late June. This event, which was co-sponsored by the National Society for Experiential Education (NSEE) brought together educators from all over the U.S. and Canada to learn more about experiential learning in all its forms. The event was heralded as a success and led to exposure of many of the innovations currently in place at the university. Subsequently, SUU's EDGE Program has been nominated for the prestigious NSEE Program of the Year Award for 2015.

The role of University College continues to evolve but the identity of the college and its role is coming into focus and I look forward to a successful year moving forward!

# Associate Dean's Report

**Passport:** With the departure of both the orientation coordinator and her supervisor, the decision was that for one year the Passport program, including ThunderBard would be run from the Associate Dean's office. The course was retooled with a very intentional attempt to connect new students to the broad academic academy including assignments built around ThunderBard & the Utah Shakespeare Festival, Convocations, Thunder Academy, Orientation, and events exploring culture/diversity/community.

Partnerships were developed with the Utah Shakespeare Festival, the Inclusion Center, the Community Engagement Center, the College of PVA, and others. A new office staffed by students was created for mentoring purposes and a senior student interested in a career in student affairs was hired as a team leader.

The course was overhauled and given a complete redesign in Canvas and includes quizzes, written reflections, event attendance, and video reflections.

**UNIV 1010:** This marks the final year that the UNIV 1010 course was administered via the Associate Dean's Office. 1671 students completed the course with a pass rate above 90%.

**Engagement Open House:** Spring 2015 marked the first year of having an "Engagement Open House." This was a fun celebration of many of the opportunities at SUU for engaged, project based, and experiential learning. We had 10 office participate and are on track to have twice that many in the Fall 2015 version of the event. A variety of prizes were awarded including two ipad minis for the most social media exposure. Multiple people (using the hashtag #suuengaged) reached several thousand people. The tag #suuengaged has since been widely adopted and is used on Instagram and Twitter.

**Theatre in London:** celebrated its fourth year with a class that consisted of both first-time students and returners. For the first time a 4000 level course was offered and allowed to meet a graduation requirement for theatre majors and minors.

**Keynotes:** The Associate Dean continued in his role as moderator of the Great Raft Debate as University College's representative to the event. He also was invited to give multiple keynote addresses and events both on and off campus including keynoting the High School Leadership Day event at one of his Alma Maters, Snow College and the SWADE Conference.

## Assessment

The TracDat system continues to be the tracking method for our assessment reporting. This academic year we hosted two group workshop sessions and each director attended two individual appointment trainings (one per semester). The first workshop this year was a comprehensive look at the vision and mission of program areas and how that relates to creating and using TracDat as a tool as opposed to one more item on a list to complete. The second workshop was hosted by the new Associate Provost, James Sage, where he shared the vision from the Provost's Office of expectations, how our individual plans affect accreditation, and samples of the type of data we should be collecting. Both sessions were well attended and well received by the staff. Additionally mid-academic year University College sustained some major organizational changes moving a large portion of our department to the Student Affairs

Office. New programs for University College for the upcoming year include Convocations and the Speech and Presentation Center.

### Honor Societies

The Honor Wall was maintained with all of the Dean's List students for Fall and Spring semesters. Since its inception we have maintained a perfect record for updates and maintenance. Although a couple minor student complaints surfaced, it was determined in all situations that no errors had occurred. This is outstanding work for our College as well as the Sign Shop on campus. We take pride in a job well done and it is a tremendous amount of work to accurately complete the list of just under 1,000 names. The website for the honor societies was successfully updated and maintained for the academic year. The University-wide Honor Societies are all functioning well, and the Golden Key Chapter was able to attain Bronze standing. The Phi Kappa Phi Honor Society saw increased leadership and participation from faculty, staff, and students.

### Venture Program

The Venture Program graduated its' 5<sup>th</sup> class of students this year. We had a record high for retention this academic year with 70% of students staying with the program and receiving credit, as well as our largest beginning class to date. This program offers so many benefits to individuals and families. The confidence the program provides through this educational access and students' ability to see their value through the eyes of full time faculty members on campus is amazing. Despite the great benefits, having a program free of charge to students will always come with a higher attrition rate, because of the lack of financial investment. I am not suggesting any changes occur, but I think it speaks very well of the progress this program has made in framing the experience and the investment the university makes for each individual, and implementing stronger measures for catching students who are struggling or who may be considering leaving the program.

# EDGE Program

## EDGE Center

The EDGE Center opened in October of 2014. It took some time to get students accustomed to using the center, but once we started seeing students we've logged and recorded many positive interactions. This use of the center has also helped us to further realize that the future of the EDGE Program is in centralization of systems and operations. One of our main problems before the institution of the EDGE Center was the fact that the five centers were operating on their own in a sort of confederacy, and it was difficult to coordinate and correlate information. Students often found repetitions in processes and procedures. We are now routing students through the Center first, whenever possible, and we've recorded much higher rates of positive interactions.

The EDGE director was given a change of title. He is now the Director of Project-Based Learning. Along with the change of title comes a change of emphasis. Where "experiential" learning was causing a great deal of concern to students who felt that we were not sufficiently honoring their prior experience and learning, project-based learning has allowed us to redirect our focus from the experiences that constitute the projects to the scaffolding that provides the real soft-skills learning.

## Program Changes

During the course of the academic year, we took the opportunity to log each interaction we had with students in the Center. This allowed us to make data-driven revisions of a few key policies, all designed to reduce friction and increase transparency and decision-making.

We eliminated the Fast Track program primarily for lack of demand. Though it was announced at transfer orientations and was written into the catalog, fewer than ten students requested the Fast Track option. We followed those that took us up on the option, and we discovered that they did not know the program structure and goals well enough to be successful on their own, and we had to offer a great deal of supplemental support.

We also eliminated the Select Programs option, after a year of testing. The absence of the proposal course caused students to be unprepared for accurately documenting and reporting on their EDGE projects. Those running extra and co-curricular activities found themselves unable to answer student questions about EDGE, which came up because they were missing key instruction offered in 3925. We are planning to keep the idea of a Select Program, but it is now simply a list of programs that we have reviewed and know for certain will meet EDGE Project specifications. This list will be used by the EDGE Center to guide and coach students looking for project ideas.

We refined the policies surrounding waivers for the program. We learned that the bulk of waiver requests came from students who were on a pre-2011 catalog. The next most common category of request came from students who had transferred to SUU or returned after a sustained absence and had 2 semesters or fewer until graduation. These changes have offered a great deal of clarity to EDGE staff, the Registrar, and advisors.

## Curriculum

This year we made a number of consent changes to curriculum that passed the university curriculum committee and are awaiting catalog change. We added the EDGE prefix instead of UNIV, offering a little more clarity in scheduling and advising. This offered us the chance to create new numbering, so each center of engagement has its own numbering sequence, which will allow us to create a straight pathway through the program. Many students would enroll in the wrong sections of 3925 or 4925 based on their project type, and we'd struggle to get them in the right place. Using the declaration system and the EDGE tracker, we will now be able to sort students before enrollment, thus reducing the bureaucratic nightmare of moving them around. This new numbering system also makes it easy to add new areas of focus, such as research and internships.

After discussion with President Wyatt, student leaders, and after looking at focus group results, we made the decision to reboot UNIV 1010. The goal was to make it more broadly applicable, especially to transfer and non-traditional students. We also wanted to capitalize on Canvas to help us scale to meet growth demands. The director took an online course design class during the first part of the summer, then redesigned the course from the ground up. The new title is UNIV 1010 Becoming and Engaged Learner, and it focuses on engaged learning in general, with a brief focus on EDGE. The course also gives students the opportunity to design and execute a nano EDGE Project using campus offerings and activities. Aside from a few glitches with Canvas, the course appears to be meeting its objectives.

As we have continued to partner with the General Education program, the EDGE Program has picked up the following 4 SUU Essential Learning Outcomes:

- Problem Solving
- Digital Fluency
- Lifelong Learning
- Integrative Learning

The EDGE Program is uniquely positioned to assess these outcomes because the VALUE rubrics for integrative learning and lifelong learning explicitly state that the assessment needs to happen outside a single discipline. It is difficult to assess cumulative learning in an interdisciplinary capacity because the GE for us doesn't extend beyond the 2000 level.

## Proposed Changes

We will develop two new areas of focus for EDGE Projects with corresponding courses. The focuses will be Internship and Research.

We are in the process of dividing up and restructuring the workload of the Leadership center. We are planning to redirect existing and future projects to existing centers when appropriate, and redesign the existing course to focus on campus leadership opportunities.

## Awards & Acknowledgements

The Director of Project-Based Learning received the SUU Trustees Award of Excellence

The Director of Project-Based Learning and Parker Grimes from the SUU IT Department presented on the development of the EDGE Tracker at the annual COPLAC meeting in Connecticut in June.

The Director of Project-Based Learning was invited to speak to the UACE gathering of career specialist in Heber City in May of this year.

NSEE has nominated the EDGE Program as Program of the Year.

# 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.

The CEC functions 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.

## 2014-2015 Highlights

- Excellent staff again sustained the CEC during 2014-2015, our fourth full year of operation at 317 W. 200 South:
  - Earl Mulderink, Ph.D., Director
  - Pam Branin, Associate Director
  - Lee Chamberlain, Administrative Assistant (replaced Veronica Cazares)
  - Gabrielle Strand, AmeriCorps Campus Coordinator
  - The CEC depended on several capable student assistants:
    - Ana Ramirez
    - Easten Leavitt
    - Porter Sproul
    - McKayla Heaton
  - Nearly two dozen student service leaders, supervised by Pam Branin, organized and sustained a variety of service projects and programs in the community.
- In January 2015, SUU's status as a Carnegie Community Engaged Institution was sustained after having gained initial recognition in 2010. In line with a five-year (re)application cycle, SUU has begun preparations to apply again for this elective classification in 2020. SUU joins just 360 other higher education institutions in the United States designated as Community Engaged Institutions. See [http://nerche.org/index.php?option=com\\_content&view=article&id=341&Itemid=92](http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92)

- SUU was named in December 2014 to the national 2014 President's Higher Education Community Service Honor Roll with Distinction for student service performed from July 1, 2012 to June 30, 2013. SUU's students completed 197,000 hours of documented service. This was the fifth successive year that SUU has been named to the Honor Roll and the second in succession with Distinction. SUU was one of only 122 institutions in the United States to be named with Distinction in the category of General Service. See <http://suu.edu/news/2015/01/suu-rakes-in-national-attention-for-community-engagement.html>
- In Spring 2015, SUU applied for the 2015 President's Higher Education Community Service Honor Roll. Thanks to many engaged educators across campus and thousands of SUU students, we were able to document an increase in student hours devoted to service and service-learning to 201,665 total hours for the period from July 1, 2013, to June 30, 2014. This figure represents an increase of 2.2% from the previous year. SUU will be notified officially in Fall 2015 about the status of our application. In the university-wide application, we pursued the General Community Service category and highlighted the High School Shakespeare Competition, the SUU Discover Literacy Program, and academic service-learning with a focus on the Department of Agriculture and Nutrition Science, headed by Professors Cindy Wright and Nica Clark.
- The CEC continued to support SUU student participants in the federal AmeriCorps Scholarship program, with funding and logistical support from the Utah Campus Compact. Administered through the CEC by Gabrielle Strand, the program filled nearly 150% of its original slots. In fact, SUU ranked second among participating Utah colleges and universities in the total number of AmeriCorps slots – 110 – an accomplishment made with only one part-time program coordinator. (By comparison, USU filled 173 slots but also claimed seven coordinators.) SUU also had one of the highest rates of successful program completion. One SUU student won a \$50 Amazon Gift Card for the program's photo contest.

## Monthly Highlights

### August 2014

- Pam Branin again organized a multi-day Service Leaders Retreat that included training and off-campus social activities for nearly thirty committed students. Together, they began to prepare for the academic year that included Service Saturday, scheduled for Saturday, August 23, along with a Service Hall Reception on August 25, the first day of classes.
- Gabrielle Strand organized similar activities with the Service Corps, open to first-year students new to SUU and to campus service.
- Earl Mulderink participated in an off-campus retreat focused on the EDGE Program.

### September 2014

- The CEC sponsored several events at the beginning of Fall Semester to highlight service and community engagement that were linked also to President Scott Wyatt's Inauguration. The CEC worked with SUU Convocations to help introduce U.S. Poet Laureate Billy Collins on September 11, 2014, who read poetry that included his famous piece, "The Names," performed in public for the final time. See <http://suu.edu/news/2014/09/the-names-poet-to-set-stage-for-suus-future.html>
- The CEC joined hands with The Outdoor Engagement Center, led by Dr. Briget Eastep, to offer activities in support of the 9/11 National Day of Service and Remembrance. A score of students, staff, and faculty ventured to Thunderbird Gardens to clean the site of debris and graffiti. See <http://suu.edu/news/2014/09/university-honors-911-through-service.html>
- The year's first Bread & Soup Nite took place on September 8, 2014. Organized by student service-leaders, this popular campus event was held typically on the first Monday of each month, usually in the Sharwan Smith Center Ballroom. Chartwell's Food Service "upped their game" this year by providing a variety of high-quality and tasty soups. Attendance each month averaged between 300 and 400 participants.
- In conjunction with Homecoming Weekend, a number of alumni Service Leaders visited the CEC for a reunion and the CEC sponsored a tailgate at the SUU football game. Invitations were shared with the other engagement centers and EDGE program staff.
- Earl Mulderink participated in EDGE meetings and the Study Abroad Fair to promote an official SUU Summer Study Program, "History and Service-Learning in South Africa."

### October 2014

- Lee Chamberlain, an experienced SUU employee, joined the CEC as Administrative Assistant, bringing with her a solid background in residence hall life and campus scheduling.
- Led by Pam Branin and assisted by CEC staff and students, the CEC began to ramp up administrative and logistical support of the Iron County Holiday Assistance Program. 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.
- Starting on October 27, SUU students participated for the first time in a nationally-normed online survey, the National Assessment of Service and Community Engagement (NASCE). With an overall response rate of more the 20% by the end date of November 7, the survey offered insights about students' breadth and depth of volunteer and service activities. See <http://suu.edu/news/2014/10/make-your-actions-heard-in-student-survey.html>

### November 2014

- CEC staff joined University College colleagues in discussing ways to improve student retention rates, and also participated in campus forums about the strategic planning process.
- On November 4, the CEC staff gathered for their annual “Holiday Card Photo Shoot” with plans to mail nearly 200 holiday cards to colleagues and community partners.
- Earl Mulderink offered a presentation to the Cedar City Rotary Club on Veterans’ Day, November 11, which explored the 100<sup>th</sup> anniversary of the start of World War One and the historical evolution of Veterans’ Day.
- Earl Mulderink traveled to Salt Lake City as a member of the Utah Campus Compact Strategic Planning Design Team. Working with a consultant, the UCC fashioned a new mission and vision statement, along with detailed strategic plans, that were shared with and approved by the UCC Executive Board in late Spring 2015. The five-year Strategic Plan coincides with the UCC’s 20<sup>th</sup> anniversary in 2016.
- Pam Branin continued her involvement with alternative breaks by participating in a state-wide meeting in Salt Lake City. In addition, she participated in an expanded meeting of SUU’s engagement centers.

### December 2014

- In early December, the CEC completed and submitted the annual Campus Compact Survey and hosted UCC Executive Director Alexis Bucknam.
- A major focus of the CEC in early December centered on the Iron County Holiday Assistance Program. Overseen by Pam Branin, this week-long 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.
- Earl Mulderink helped to facilitate and participated in the Rural Health Scholars’ week-long Alternative Break trip to the Dominican Republic following Final Exam Week.

### January 2015

- The year started on a great note as SUU received notification about being named to the 2014 President’s National Higher Education Community Service Honor Roll with Distinction.
- In addition to sponsoring Bread & Soup Nite on January 5, 2015, when classes began for Spring Semester, the CEC staff continued to meet on a regular basis and participate in a variety of campus meetings and events. For example, on January 12, Earl and Pam attended a large meeting convened by President Wyatt to discuss space utilization across campus that included a potential move by the Community Engagement Center. In addition, Earl met with EDGE colleagues, participated in conference calls with the UCC Faculty Development Network, and continued to organize and plan for the UCC Engaged Faculty Retreat. CEC staff, led by Lee Chamberlain, participated in planning and events associated with “Red Riot.”

### February 2015

- The CEC participated fully in the EDGE Center Open House on February 4, 2015, an event designed to showcase student success in the EDGE program.
- With logistical and financial support from the CEC, SUU sent a large contingent of faculty and staff to the Utah Campus Compact Engaged Faculty Retreat, held at Dixie State University, February 5-7, 2015.
- In mid-month, led by the CEC's Gabrielle Strand, the CEC sponsored an informational talk about the Peace Corps that included a recruiter and an SUU alumna who served in the Peace Corps.
- CEC intern McKayla Heaton, supervised by Earl and Pam, continued her excellent work on a survey of community partners, subsequently completed by the end of the semester.
- On February 23, the CEC helped to sponsor an on-campus demo and presentation to the Deans' Council by representatives of OrgSync. Throughout the year, the CEC continued to champion the need for a resource such as OrgSync that could help to track students' service activities and hours and work effectively with community partners.
- Pam Branin visited with Jessica Gerlach of Graphic Arts and Visual Design as Professor Gerlach's class devoted a service-learning project that developed logos and promotional materials for the CEC-led service programs.

### March 2015

- During Spring Break, the CEC sponsored several Alternative Break trips.
- During regular weekly meetings of the Service Leaders, guests included Brandon Street of Career Services and Vice President of Student Affairs Jared Tippetts.
- Earl participated in a UCC Strategic Planning Design Team meeting in Salt Lake City.

### April 2015

- At SUU's third annual Festival of Excellence, Earl Mulderink and Pam Branin were scheduled to co-present on "Community Engagement at SUU."
- Earl and Pam participated in the annual Continuums of Service conference, sponsored by the Western Region of the Campus Compact Consortium, in Long Beach, California, April 8-11, 2015.
- In mid-month, Pam hosted a potluck and reflections event for Service Leaders at the SUU Alumni House.
- The CEC hosted its Annual Thank You and Recognition Event in mid-April with comments and contributions from President Wyatt, Provost Cook, Dean Clarke, and others. See additional information below about awardees.
- Late in the month, Earl finished compiling and submitted SUU's application to the 2015 President's Higher Education Community Service Honor Roll.

## EDGE Community Engagement Track

Earl Mulderink continued to oversee instruction and substantial enrollments in UNIV 3925, EDGE projects, and UNIV 4925. This year's efforts were assisted greatly by the creation of the EDGE Center in 205F of the Sharwan Smith Center, managed capably by Cindi Endter. Over the past two years, 40% of all EDGE students (beyond UNIV 1010) have been enrolled in the Community Engagement track. Earl wishes to acknowledge helpful support throughout the year from EDGE student mentor and teaching assistant Karen Shelley. Sample EDGE projects can be found at <http://www.suu.edu/uc/ee/CECshowcase.html>. The table below shows enrollments overseen by the CEC Director in 2014-2015

| Community Engagement | Fall 2014  | Spring 2015 | Sum 2015  | Totals     |
|----------------------|------------|-------------|-----------|------------|
| UNIV 3925            | 162        | 187         | 37        | 386        |
| UNIV 4925            | 111        | 129         | 22        | 262        |
| <b>Totals</b>        | <b>273</b> | <b>316</b>  | <b>59</b> | <b>648</b> |

## Service-Learning/Community Engaged Learning Committee

The Faculty Service-Learning Committee, refashioned as the Community Engaged Learning Committee, met several times during the 2014-2015 year. Committee information, additional resources, and relevant links are located our shared CEC Google Drive.

### 2014-2015 SL/CEL Committee Members

- Earl Mulderink, Chair
- Pam Branin (CEC)
- Briget Eastep (EDU)
- Jessica Gerlach (PVA)
- Karl Stevens (SCPS)
- Wynne Summers (HSS)
- Cindy Wright (COSE)
- Lee Chamberlain (CEC Administrative Assistant)

### 2015 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 Recognition and Thank You Event on April 15, 2015. Special guests included SUU President Scott Wyatt, Provost Brad

Cook, University College Dean Patrick Clarke, and Utah Campus Compact Executive Director Alexis Bucknam.

The following honorees received commemorative plaques and public recognition:

- Career Achievement in Community Engagement Award, Dr. Cynthia Wright
- Committed Community Partner, Jeff Lennert (Toys for Tots)
- Community Engaged Scholar Jacqueline Grant (Biology)
- Community Engaged Staff Member, Ryan Young (Outdoor Engagement Center)
- Community Engaged Students, CEC Student Service Leaders
- Community Engaged Alum, Emily Scow

For more details, see

<https://docs.google.com/a/suu.edu/document/d/1yAqQ75dty86cenLWHjtICeE--nsc2rg5cYuin8xarQ/edit?usp=sharing>

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

During the 2014-2015 year, CEC Associate Director 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. Earl Mulderink traveled with SUU’s Rural Health Scholars to the Dominican Republic in December 2014 and again in May 2015.

## Student Leadership/Sponsored Programs (Overseen by Pam Branin)

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:

- Service Saturday, offered for all new students on the Saturday before classes begin in Fall Semester.
- 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 2014-2015, all led by student organizers.
- 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.

- 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.
- SAIL, the Student Alliance of Interfaith Leaders.
- Service Hall Living Learning Community. Now in its fifth year, this program found success through residence hall programming and “mini-breaks” outside of Cedar City.
- Special Olympics. After several years of sponsorship through the CEC, this student-led program helped to organize successful events in St. George.
- 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:

- SUU had 146 students successfully serve, and earn, Educational Awards through Utah Campus Compact’s AmeriCorps program.
- 107 students served 300-hour service terms, earning Ed Awards totaling \$127,865.00
- 39 students served 450-hour service terms, earning Ed Awards totaling \$ 58,344.00

TOTALS: Southern Utah University AmeriCorps students served more than 49,650 hours and earned \$186,209.00

### CEC Staff Professional Development

Earl Mulderink

- Continued to represent SUU on the Steering Committee of the Utah Campus Compact, 2014-2015.
- Served on the Utah Campus Compact’s Faculty Development Network for planning the Engaged Faculty Institute at Dixie State University, February 5-7, 2015.

- Served on the UCC's Strategic Planning Design Team, 2014-2015.
- Co-presented "Changing the Culture of Community Engagement in Higher Education: The Cases of Weber State University and Southern Utah University," with Dr. Brenda Marsteller Kowaleski, Utah Campus Compact Engaged Faculty Institute, August 13-14, 2014, Midway, UT.
- Presented "Building a Culture of Engagement at SUU" for the annual Festival of Excellence, April 7, 2015.

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.
- Continued to chair the Utah Campus Compact "Community of Interest" on living and learning communities.

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 Training, July 2014. 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 Center

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 and the continued inspiration faculty, staff, and students have garnered from the surrounding landscape. Outdoor Engagement at SUU continues to be a work in progress as programs are developed and added in response to the needs of the SUU community to engage and learn in the outdoors.

To begin, in December 2014, the staff affirmed our mission (below) in the context of SUU's mission and Essential Learning Outcomes. In this conversation, the staff at the Outdoor Engagement Center stated their ambitions to see EVERY SUU student, faculty, and staff have meaningful learning and/or recreation experiences in the outdoors while at SUU: We want the SUU community to be curious about the natural environment and stewardship, gain life-long skills and endeavors which will help individuals develop career opportunities, be lifelong learners and/or 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.

In the Fall of 2014, the Outdoor Engagement Center's name changed from the Harry Reid Outdoor Engagement Center to the Outdoor Engagement Center in order to focus its programming. In this spirit, the Outdoor Engagement Advisory Committee confirmed our mission and vision and goals in December 2014:

## 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 opportunities)
- skill development: both for outdoor competency and academic/professional field skills (ie. 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 (ie. SUU Outdoors, Pacesetters, the Adventure Orientation Floor LLC)
- Community building and sustainability (ie. SUU's recycling partnership, ISOP, and Mountain Center)

## OEC Goals for 2015

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: See mission, vision, and goals listed below for each program. All programs have aligned their 2015/2016 budgets with their goals, except SUUOutdoors. All budgets can be viewed in the OEC's project management system.
  
2. Propose and pursue space that works for OEC programs
  - Our goal is to have space for equipment, space for 7 staff offices and up to 13 student workers, a work room, a pantry, and an adjustable meeting space for students, faculty, and staff.
    - Assessment: The President's Council has communicated a plan to place the OEC in the main hall of the Sharwan Smith Center replacing the Post Office to the loading dock on the south side of the building. We are scheduled to move summer 2016. In the fall semester, the OEC space committee will be opening discussions on considering the pros and cons of the designated space with a proposal to move to the stand alone building that currently houses parking, the Leadership Center, and the Speech and Presentation Center.

3. Expand our budget
  - Create scholarship opportunities and fund raising for training and development
  - Supplement course outings (ie. transportation is \$1500/outing for Geology/ORPT with 10-15 students)
    - Assessment: The OEC budget remained the same for 2015/2016. SUUOutdoor's budget will increase with the increase of students. We have designated the Outdoor Initiative Fund and will proceed with a fundraiser for training scholarships in Spring 2016.
  
4. Formalize a community of practice based around outdoor engagement and learning
  - Establish working groups with clear goals: outdoor engagement risk management, curriculum and assessment, mountain center, community of practice & alliances, and sustainability (tentative).
    - To be implemented Fall 2015
  - Have an Outdoor Engagement retreat in the spring that includes an adventure
    - Moved to Fall 2015
  - Recruit/train more faculty to go outdoors with classes ie. (Shadow trips)
    - To be implemented Spring 2016
  - Solidify a yearly training schedule for students, faculty, and staff
    - To be implemented Fall 2015
  
5. Share our story loud and clear: effectively use our website, blog, and social media
  - Raise awareness and support for OEC's mission on campus
    - Joined the Outdoor Nation Campus Challenge as a way to raise awareness and increased participation across campus for Fall 2015.
    - The OEC, IIC and SUUOutdoors updated their website, blog, and social media sites.
  
6. Develop Curriculum for OEC
  - Establish program plans and training curriculum for all OEC programs.
    - Assessment: Outdoor Leadership Training Curriculum was developed in Spring 2015 by Derek Bryan. Piloted during 2015 Spring Break Outdoor Leadership Training. IIC training is established, and curriculum is being defined with the development of the stewardship certificate (below). Adventure Orientation has a solid training curriculum leading to prepared leaders. SUUOutdoors continues to work on program plans and training curriculum for the Climbing Wall, Challenge Course, and Rental Shop.
  - Develop outcome rubrics for our programs
    - Assessment: due December 2015

- Dr. Eastep has been working with the NPS to develop a Diverse Outdoor Leadership Task Book that can be applied to our leadership offerings as well.
- Selected EDGE programs
  - Assessment: pilot in Fall 2015 and fully implement Spring 2015
- Develop a stewardship certificate
  - Research summer and fall 2015, design Spring 2016, and pilot summer 2016
- Align program outcomes with SUU's Essential Learning Outcomes and Practical Intelligence theory
  - Assessment: Moved due date to December 2015

## Program Reports

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. 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. In December 2014 the OEC staff identified our strengths in the context of supporting SUU's mission:

1. We connect/engage students, faculty, and staff with our unique natural surroundings
2. We offer high impact practices: internships, first year experiences, outdoor leadership opportunities creating common intellectual and physical experiences, and community based learning opportunities.
3. We have a worthwhile overall goal to facilitate meaningful opportunities and in so doing offer personalized attention and help students develop their skills and knowledge while connecting with the natural world.
4. We are developing a dynamic learning community

In the next sections you will find how each program has contributed to these strengths:

### The Intergovernmental Internship Cooperative (IIC)

#### Overview

Since transferring to the OEC in 2012, the IIC has grown from offering 150 internships to 250. We have gone from \$1 million in funding to \$4.5 million in funding. In December 2014 we filled a shared position, the IIC Partnership Director, who will serve as the Program Director for the IIC, a role Dr. Eastep has taken on for the past two years.

#### 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.

## Annual Goals

1. Identify and communicate Direct Hiring Authority Opportunities and other career pathways

- Apply for the BLM Direct Hiring Authority Internship Contract

Assessment: The IIC was granted a BLM Direct Hire Authority (DHA) contract to recruit and supervise five DHA range internships. This contract puts us in the pool of organizations working with the Department of Interior to implement the Resource Assistant Direct Hiring Authority.

- Offer interns certificates of completion and information on how to effectively apply their experience to their careers

Assessment: Certificates of completion for interns will be sent in August 2015 verifying the internship name, field, and hours.

- Assess Public Land Corp agreements

Assessment: Public Land Corp authority text in agreements was assessed. In Fall 2015 we will be modifying agreements to include this wording so interns can, with agency support, qualify for PLC hiring.

2. Quality programming: Sustain and continue to refine quality programming

- Assess internship outcomes and apply lessons learned to next year

Assessment: Internships will be assessed in September 2015

- Sustain and reinforce our partnerships

Assessment: We currently have 19 active partners and 10-15 partner representatives as each steering committee meeting.

3. Sustained operations: Sustain and diversify funding

Assessment: We hosted 256 intern this year with students from all of SUU's colleges and students from 17 other schools. All internships were paid for through agreements with our partners.

Assessment: The IIC has applied for 5 agreements and we have been awarded 3 from the BLM and have received continued agreements from the Bureau of Indian Affairs, National Park Service, and Dixie National Forest. A BLM project in Moab offered a great training opportunity and operational funding for our crews.

Assessment: Brian completed the SPARC Grants Bootcamp in May 2015.

Assessment: SUU continues to support the IIC program. The President's council has approved the replacement of the OEC administrative specialist and IIC internship coordinator.

Assessment: The 2015/16 Budget identifies a reserve, with the goal of working toward a year's worth of salaries for staff on grant funding.

Assessment: The IIC was granted 3 work study positions

- Fall 2015: Assess Americorp feasibility, MAC participation, seek WIA youth board participation, meet with development office, create a bank of success stories for recruiting, mentor training, funding, and partnership commitment.
4. Leadership development
- Improve orientation and trainings
    - Assessment: Curriculum and schedule changes were made to improve trainings. New expectations for trainings were communicated and have been included in planning for next year.
  - Establish evaluation and feedback loops for all programs
    - Assessment: Evaluations and feedback loops are in place for program improvement.
  - Offer a mentor training
    - Assessment: A mentor training was offered May 2015 with 15 participants.
  - Fall 2015: improve participation rate for end of season evaluations, create social gatherings for partners and interns to strengthen network, create the curriculum for a stewardship certificate to establish a regionally recognized stewardship field school.
5. Strengthen IIC Network: IIC graduates will become public land leaders in "key positions" and the IIC has a strong network.
- Fall 2015 implementation with an alumni survey, a social media plan, partners with youth corps to create more career opportunities, and establish an alumni of the year award.
6. Assist other entities interested in the IIC model
- Assessment: We have consulted with Dixie, UVU, and Weber. Dr. Eastep also presented the IIC model at an Author Carhart Center Training in May.

## Challenges

1. Staff turnover: Brian Raper became the Partnership Director in December 2014. The OEC's administrative specialist, Breezy, left in April and Jan Neth was hired in May. Seth Ohms resigned in June. A search for his replacement is currently underway.
2. Professionalizing and aligning our outcomes and management with industry standards.

# SUU Outdoors

## Overview

In August 2013 SUUOutdoors was moved under the Outdoor Engagement Center in order to align missions and breakdown silos within Outdoor Engagement. It has taken time to break down the silo, but under Outdoor Engagement SUUOutdoors has had a successful year.

## Mission

Education for a lifetime of adventure. We provide Southern Utah University and the greater community with outdoor adventure by developing programs, respecting the resources utilized, and inspiring integrated solutions to influence the future for positive change.

## Vision

Inspiring meaningful adventures

## Annual Goals

Adventure Education Coordinator, Rob Myers lists program goals within these four core values:

### Education:

- Sustain a dynamic teaching and learning community to create lifelong learners.
- Cultivate a culture encouraging active participation in well-designed experience-based programs to provide a holistic educational experience.

### Environment:

- Harness and integrate our unique geographic location in the educational experience.
- Inspire by unique and natural surroundings to serve as stewards of the community's shared resources.

### Equipment:

- Unrivaled quality & durability for a lifetime of adventure
- "You can't childproof Mother Nature, but you can nature proof the child."

### Experience:

- Engage in personal and rigorous experiential adventure.
- Offer educational experiences that foster critical thinking, effective communication, personal responsibility and integrity.

Assessment is still being developed. Below is report on participation in SUUOutdoor programs:

- Rentals: 384 students, 612 public in the fall of 2014.
- Ropes course: 876 students, 6332 public in the fall 2014 with 2,017 participants in the spring and summer 2015.
- Climbers 957 students, 286 public in the Fall 2014 semester. Spring semester numbers were not reported.
- Trips (led mostly by Pacesetters) 29 trips in the fall serving 273 students with 22 trips in the spring serving 285 students.

## Challenges

Creating program plans and training curriculum for SUU Outdoor programs and adjusting practices to different expectations in line with industry standards.

## Pacesetters, Outdoor Leadership Club

### Overview

Pacesetters is in its third year. It was created by Outdoor Recreation students who wanted the opportunity to practice their trade, leading others on adventures in the outdoors. They have grown from five students to a group of 20 that now lead the majority of trips for SUU nOutdoors and supporting outdoor programming for the Adventure Orientation Floor and Adventure Orientation. We are now offering trainings during spring break, Maymester, and over the long weekends. We work in partnership with the ORPT program. In addition, the Pacesetters has also been the spring board for Adventure Orientation.

### Mission

Pacesetters will provide a venue for SUU students to gain leadership and organizational skills through trainings and outdoor adventures. Pacesetters will offer students the opportunity to organize and lead trips with SUU Outdoors. The program will practice outdoor leadership skills as outlined by the Wilderness Education Association's core competencies: Education, Leadership, Outdoor Living, Environmental Integration, Planning and Logistics, and Risk Management.

## Annual Goals

1. To provide outdoor leaders for SUU Outdoors Adventures and for the SUU community:
  1. Train-six Outdoor Leaders, six Leader Apprentices, and six Outdoor Enthusiasts each year.

- Assessment: achieved, 13 leaders were trained this year
  - 2. To offer weekly training workshops each semester for leaders.
    - Assessment: achieved, Mondays meetings incorporated outdoor leadership training
  - 3. Within an academic year provide opportunities and support for Enthusiasts and Apprentices to obtain a higher level.
    - Assessment: partially achieved, the tier were not formally implemented, so it was hard to track progress of individuals.
2. Increase outdoor participation in the SUU Community
1. Establish regular Pacesetter meetings and outings
    - Assessment: Meetings were on Mondays at 6pm with 3-15 participants at each meeting.
  2. Establish a baseline of participation in trips and outings (558 participants)
    - Assessment: achieved
  3. Offer consistent trainings
    - Assessment: trainings were offered at Monday meetings and over spring break (Outdoor Leadership and Climbing)
3. Challenges and lessons learned
- Trainings need to be based on sound curriculum, formalized, and offered by faculty, staff and Pacesetter leadership. Limited staff time is the biggest challenge here.

## Adventure Orientation

We offered three trips in 2011, and one of those leaders is now coordinating the program this year. We are working with Orientation to offer five adventure orientation trips in August this year. Last year we had 4 trips with 10 student leaders and 43 participants. This year we have 10 student leaders and 47 participants signed up for 5 trips.

## 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: Based on participant evaluations we achieved these goals. Participants reported feeling connected to SUU, developed outdoor skills, and practiced leadership skills while on their adventure.

- 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: 8 leaders were trained during a 4 day training in May 2015. Each 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.

- Social Skills Goals
  - Develop supportive relationships with peers by:
    - Working with others
    - Developing trust in others
    - Gaining a sense of community early on in school
    - Developing acceptance of others
    - Learning small group skills

Assessment: Adventure Orientation leaders reported last August that each group worked with others, had conversations demonstrating trust, and worked well together

in small groups. Assessment for these outcomes need to be refined. We were unable to assess the sense of community or developing acceptance of others.

### Challenges

Orientation had a leadership change in April, leading to a shift in priorities so we went from having 18 O leaders interested to 2. We were able to recruit other leaders, and we are working with Vanessa to re-establish this partnership.

# Outdoor EDGE

## Overview

The Outdoor EDGE track now has over 200 active students. More important, many disgruntled students are having positive experiences with the EDGE because they are pursuing projects they care about:

- Craig DeGraff, A deaf agriculture student who wants to be a farmer is shadowing a deaf farmer in Oregon to learn how to achieve his dream.
- Heidi Cozzens and Jaelyn Gillett, special education majors, created outdoor adventure programming for students with disabilities. These high school students with severe disabilities visited the Happy Factory, rode big wheels, climbed at the climbing wall, kayaked in the pool, and went sledding.
- Ecology students expanded their Ecology Research Projects and completed experiments on lichens, learning why there are no fish in Coal Creek, and the effects of herbicides on freshwater organisms.
- IIC and other interns are more focused and gain insight on the skills and knowledge they are gaining through their internships.
- Students like Waylon Bergstrom are learning about the natural world and bonding with family. He is now a beekeeper with his 10 year old son, "This project has been an awesome experience for me and for my son. We have learned so much and realized we have so much more to learn. This project has given us an opportunity to be engaged in the outdoors together and appreciate nature."
- Students are providing service and gaining leadership skills. Zackary Rogers and Jacob Hamblin organized a volunteer trail day on a trail located near their home in Santa Clara. Zack claims, "This project was a great learning experience and a foundation to my future of leadership in the career I am pursuing. All of the skills from assembling the project and organizing the volunteers was an amazing opportunity and stretch for me."
- Finally, students are gaining lifetime skills and passions. Hailey Mandelko says, "this project gave me a reason to find a new lifetime skill (mountain biking) as well as giving me the chance to finally follow someone instead of leading like I have my whole life. It gave me the chance to see the beauty in the area I am living in. I have learned not only about the sport itself, but the land that this sport is centered around."

## 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.

These deliberate learning opportunities will be facilitated through Southern Utah University's Engagement Centers:

- [Community Engagement Center](#)
- [Creativity Center](#)
- [Outdoor Engagement](#)
- [Leadership Engagement Center](#)
- [Sargon Heinrich Global Engagement Center](#)

### 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

### Annual Goals

1. Offer consistent and meaningful feedback in UNIV3925 and UNIV4925
  - Assessment: Achieved spring and summer 2015
2. Update courses to incorporate feedback from students and NSEE best practices
  - Assessment: Achieved
3. Establish Outdoor Engagement Select Programs
  - Assessment: To be piloted in Fall 2015

# Outdoor Education Series

## Overview

Every Thursday at 11:30 in SUU Outdoor's lobby 25-50 students, faculty, staff, and community members gather for an hour of outdoor education. Anne Smith has developed this program over the past six years and draws speakers and participants from across campus and throughout the region.

## Annual Goals

1. To offer at least 14 Outdoor Education Series Activities each semester
  - Assessment: achieved
2. To encourage a sense of community among presenters and audience members
  - Assessment: the informal atmosphere and consistent questions at the end of presentations demonstrate a sense of community
3. To attract a diverse audience
  - Assessment: audience members are from majors across campus and from the community.

## Challenges

Offering a lecture series without a budget.

## SUU Mountain Center

In October the SUU Mountain Center was transferred to the Outdoor Engagement Center. Since then we have created the Mountain Center Advisory Committee and are ready to propose policy to guide the operations of the center. 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. Establish a Mountain Center Advisory Committee
  - Assessment: Achieved
2. Complete and implement an Operation Plan
  - Assessment: Achieved
3. Hire a Guest Service Coordinator to coordinate reservations, payments, and marketing
  - Assessment: Achieved
4. Host an open house for the SUU Community
  - Assessment: Scheduled for Fall 2015
5. Complete identified maintenance and upgrades
  - Assessment: Achieved, thanks to facilities and their talented employees!

### Developing Programs

These programs are at different stages of development under the Outdoor Engagement Center:

### Outdoor Adventure Floor and FIG

The Outdoor Adventure Floor and the Freshman Interest Group (FIG) have been guided by Anne Smith. I put these programs under developing programs because we have not had the resources, beyond Anne's dedication and some funding from housing, to fully develop these opportunities. Anne Smith and Briget Eastep are donating a housing scholarship for an outdoor programmer to improve this program. This will go into effect in the fall, with the outdoor programmer receiving free housing in exchange for 10 hours of outdoor programming work each week leading to more consistent opportunities for the students living on the Adventure floor and participating in the FIG to gain skills and knowledge in the outdoors.

### 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 are joining 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.

#### Mission & Vision

### OEC Challenges and how we are responding

- Limited staff has been on an ongoing challenge. We are responding by creating shared positions and working together to train and offer leadership opportunities to students. For example, the IIC relies on an accounting intern to reconcile our 21 accounts and invoice and SUUOutdoors has created leadership positions for increasing our capacity to offer trips, climbing workshops, and ropes course experiences.
- Increased demand and degree of professionalism. The IIC, SUUOutdoors, and the EDGE program have grown in the number of people we serve in the past two years, with that we are moving from casual partnerships and a “club” feeling to programs with national awards and professional organizations serving all of campus. This has taken a shift in culture within the programs and is an ongoing conversation with staff on how to be more professional in our interactions with our participants and partners. Our goal has been to hold our numbers steady while we focus on quality, but in reality we are having to focus on quality with an increase in numbers. Are we where we want to be? No, but we are getting there.
- Refining our assessment and evaluation for all programs. We began this process this year by establishing clear goals, in the next year we will focus on assessing and evaluating program outcomes.

### People in our Learning Community

OEC Staff: Briget Eastep, Director, Brian Raper, IIC Partnership Director, Rob Myers, Adventure Education Coordinator, Jan Neth, Administrative Specialist, TBD, IIC Internship Coordinator, and Ryan Young, IIC Youth and Crew Coordinator.

In addition we employ over 30 students in IIC internships, as OEC assistants, and as staff for SUUOutdoor’s climbing wall, trips program, ropes course, and rental center.

OEC Advisory Board: Anne Smith, Emily Dean, Johnny Maclean, Peggy Wittwer, Andrew Van Alstyne, Matt Weeg, Randall Violet, Emilee Ballard, Rob Myers, Jake Manning, Kelly Goonan, Megan Barrett, Braden Yardley, Janet Borg.

IIC Steering Committee:

Ryan Young (IIC), 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), Shelley Esplin (DWS), Teri Saa (NPS), Regan Wilson (USP), McKennan Hansen (SPARC), Erin O'Brien (DSU)

### IIC Advisory Board:

Wayne Monroe (USP), Stephen Lisonbee (DWS), Paul Morris (DSU), Scott Florence (AZ Strip BLM), Heather Whitman(Color Country BLM), Cindy Staszac (GSENM), Jeremy Ybirght (S Paiute Agency), Lisa Eckert, Superintendent (BCNP), John Hiscock (PIPS), Jeff Bradybaugh (ZNP), Paul Roelandt (CBNM), Rosie Pepito (GCPNM), Steven Metz (GBNP), Angelita Bulletts (DNF), Allen Rowley (FNF), Rober Eaves (COSE), Carl Templin (SB), Patrick Clarke (UC), Briget Eastep (OEC), ?Dean, BTSCEHD, James McDonald (HSS), Shauna Mendini (PVA).

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

# Honors Program

Major administrative changes took place during this academic year. Having served as the Honors Director for the past 10 years, Professor Matt Nickerson accepted a new administrative role in the Library. In his absence, Jayci Bash, Honors Program Specialist, served as the Interim Director. Nickerson and the Honors Faculty Council provided much needed oversight and direction for Jayci and the program throughout the year. In January the Honors Program moved from under the direct supervision of the Provost to University College. Also in January, Dr. Kyle Bishop was selected as the new Honors Director, scheduled to begin his role in July 2015. Some key successes for the year are listed below as well as basic program information.

|   | 2014 | 2015 | Change |
|---|------|------|--------|
| Honors Graduates                        | 11   | 19   | +42%   |
| Honors Associate Certificates           | 13   | 19   | +31%   |
| New Honors Freshman                     | 82   | 84   | +2%    |
| Total Honors Students                   | 383  | 315  | -21%   |
| Presentations at Festival of Excellence | 27   | 57   | +52%   |
| Presentations at COSE Symposium         | 11   | 13   | +15%   |
| Honors Courses Offered                  | 27   | 34   | +20%   |

One mission of the Honors Program is to provide enrichment opportunities for students through courses and out-of-classroom experiences. To fulfill this mission, the program offered many extra-curricular activities throughout the year. They are listed below:

- The Honors Program Opening Social: Over 150 Honors Students received information regarding the upcoming year during a dinner program hosted by Jayci and the Student Council.
- The Charge!: Similar to a retreat (Honors students never retreat, they reCHARGE). The student council and Jayci with the assistance of a few key faculty members, hosted students at the SUU Mountain Center. Dinner on Friday and breakfast on Sunday were provided. This is the most effective community building activity of the year.
- MAD Lectures: Each month, the student council presents a MAD Lecture for all SUU students, faculty and staff. The most popular being Dr. Bishop's Halloween Lecture on Werewolves held in the Adams Theater.
- Study Day: On Study Day each semester, Jayci and the student council served breakfast, lunch and dinner to all Honors Students as they prepared for finals.

- Ice Skating: To begin spring semester, students were treated to a night of ice skating, hot chocolate and donuts.
- Murder Mystery Night: Honor Student, Amanda Mills, wrote and facilitated this year's annual Murder Mystery. Students, faculty and staff played out their roles to solve a heinous murder that took place in a Carnival.
- TEDxSUU: As an official TEDx licensee, SUU and the Honors Program planned and implemented another very successful TEDx event on campus. Speakers included students, faculty and staff. The event was sold out. This successful endeavor is made possible through a partnership with the Creativity and Innovation Center on Campus.
- End of Year Award Banquet: Celebrating the year's accomplishments with administrators, faculty, staff, students and friends is the highlight of the year for the Honors Program. Nineteen students were awarded their Honors Associate Certificates and nineteen students were recognized for graduating with Honors. The contributor of the year award was given to Prof. Matt Nickerson.

Partners in the Parks is a nationally recognized, one-of-a-kind program that connects intercollegiate Honors Students with National Parks, Monuments and Recreational areas in an interdisciplinary, experiential and academic endeavor. The Honors Program is proud to host projects in several locations including: Cedar Breaks National Monument, Grand Canyon-Parashant National Monument, Sequoia King's Canyon National Park and Glacier National Park.

Academically, the Honors Program is stronger than ever before. Honors Courses are offered in nearly every college on campus and the Honors interdisciplinary courses continue to innovate. Honors Contracts are increasing in quality and quantity.

Honors Students, faculty and staff were well represented at local, regional and national conferences. Presentations on campus reached an all-time high.

Members of the Honors Faculty Council are: Matt Nickerson, Kyle Bishop, Eric Freden, Peggy Wittwer, Grant Corser, Peter Sham, Todd Petersen, and Amber McConnell.

## Annual Report

### Undergraduate Research and Scholarship Program (UGRASP)

Submitted by Dr. Mackay Steffensen, Director

#### Overview

During the 2014-2015 academic year, the Undergraduate Research and Scholarship Program continued its primary role by distributing funds to facilitate undergraduate research and scholarship and dissemination of results. Two changes in program leadership occurred in this time. Dr. Betsy Bancroft took over duties and directed the program for the majority of the academic year, with Dr. Mackay Steffensen assuming duties in July of 2015. During this period the focus was toward offsetting costs for students to travel and present their projects at regional and national meetings. Over 75 students were recipients of some type of UGRASP support, as they pursued and presented on their scholarly activities.

#### 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 15 research-based projects during the 2014–2015 academic year. As in the past, most proposals submitted were from the College of Science and Engineering. Outreach efforts to other disciplines have indicated a greater need 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 2014–2015 academic year nearly two-thirds of the funds allocated to UGRASP were distributed towards travel costs for students presenting their work at state, regional, and national meetings. These funds allowed more than 60 students to present at conferences across the nation. Of particular note was SUU's representation with 8 SUU student projects at the National Conference on Undergraduate Research held at Eastern Washington University. Below is a summary of those who presented at the premier undergraduate research conference.

| Title   | Type   | Subject                    | Name              | Other             |
|---|--------|----------------------------|-------------------|-------------------|
| Lithology And Copper Concentrations In Southwestern Utah  | Poster | Geography & Earth Sciences | Denise Beckham    | Jennifer Hargrave |
| Interpreting Caldera Collapse And Ignimbrite Emplacement Characteristics Through Field Mapping: A Case Study Of The Harmony Hills Tuff In SW Utah | Oral   | Geography & Earth Sciences | Jefferson Chipman |                   |
| Changes In Water Chemistry In Cedar City Irrigation Systems   | Oral   | Biology                    | Coral Gardner     | Don Long          |
| Revision Of <i>Colossendeis colossea</i> Wilson, 1881   | Poster | Biology                    | Coral Gardner     |                   |
| The Impact Of Modern Farming Practices On Molybdenum's Subsurface Distribution  | Poster | Geography & Earth Sciences | Rhiannon Garrard  |                   |
| Dispersal Of Fairy Shrimp Eggs Through Wind And Runoff  | Oral   | Biology                    | Matz Indergard    |                   |

|  |      |                            |               |  |
|--|------|----------------------------|---------------|--|
| Experiential Learning To Gain A Deeper Understanding Of Geological Concepts                        | Oral | Geography & Earth Sciences | Britni King   |  |
| The Effects Of <i>Umbellularia californica</i> Essential Oil On The Cutaneous Vasculature Of Frogs | Oral | Biology                    | Stephan Maman |  |

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 places them among the leaders in their chosen disciplines, and through this association the University is benefiting.

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

- American Physiological Society Conference
  - San Diego, CA
- National Dance Education Organization Conference
  - Chicago, IL
- *International Writing Centers Association–National Conference on Peer Tutoring in Writing Joint Conference*
  - Orlando, FL
- *Geological Society of America National Meeting*
  - Vancouver, BC
- Rocky Mountain Celebration of Women in Computing (RMCWiC)
  - Laramie, WY
- Western States Communication Association Undergraduate Scholars Research Conference
  - Spokane, WA
- Kennedy Center American College Theater Festival
  - St. George, UT
- Association for Computing Machinery Special Interest Group on Computer Science Education
  - Kansas City, MS
- National Undergraduate Literature Conference
  - Ogden, UT
- Southwest Popular/American Culture Association Conference
  - Albuquerque, NM
- Rocky Mountain Psychological Association
  - Boise, ID
- International Conference on the Fantastic in the Arts
  - Orlando, FL
- American Chemical Society National Meeting
  - Denver, CO
- United States Institute for Theatre Technology Conference
  - Cincinnati, OH
- Salt Lake Community College Nietzsche Conference
  - Salt Lake City, UT
- Ecological Society of America Conference
  - Baltimore, MD

With the increased support towards 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. To accomplish this UGRASP is partnering with the Speech and Presentation Center. Students that receive an award from UGRASP, either for travel or research, will work with the Center to prepare a brief synopsis of their project to effectively convey to a lay audience the value of their efforts. Those attending a conference will work closely with the Center in preparation for their oral or poster presentation. This will be an instrumental resource to assist 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, by College, of funds. For the tabulation of travel grants it should be noted several of the awards were in support of multiple students travel to a given conference.

| Travel Grants |  | Research Grants |  |
|---------------|--|-----------------|--|
| #             | College                                    | #               | College                                    |
| 13            | College of Humanities & Social Science     | 13              | College of Science & Engineering           |
| 11            | College of Science & Engineering           | 2               | College of Humanities & Social Science     |
| 4             | College of Performing & Visual Arts        | 1               | University College                         |
| 1             | University College                         | 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                         |

In looking toward the future it will be a key priority to encourage greater buy-in from those Colleges currently underrepresented in awards, and provide a more equitable distribution of across the entire campus. Effort will be expended to help the campus realize that much of what we are doing *should* be classified as scholarship and research, and then recognize and support these accomplishments accordingly.