
THAYNE CENTER FOR SERVICE & LEARNING

SALT LAKE COMMUNITY COLLEGE

2003-06

ENGAGING

THE CAMPUS

CONNECTING WITH

THE COMMUNITY

PREFACE

SALT LAKE COMMUNITY COLLEGE IS PROUD OF OUR ROLE AS THE COMMUNITY'S COLLEGE. OUR MISSION STATEMENT AND OUR STRATEGIC GOALS SUPPORT OUR COMMITMENT TO BE AN ACTIVE PARTNER IN OUR COMMUNITY.

The Thayne Center for Service & Learning plays a central role in linking Salt Lake Community College students with our greater community. Through Thayne Center programs, students learn to engage as participants in our society and how to address local needs. For example, community work-study students act as literacy tutors at nearby elementary schools. Student volunteers serve at various non-profits around the Salt Lake Valley. Students in service-learning classes use knowledge gained in the classroom to tackle pressing issues in our community.

With funding from Learn and Serve America, service initiatives at Salt Lake Community College have greatly expanded, becoming stronger and more sustainable. As a result, more of our students are connecting with the community than ever before.

During the 2003-2006 grant period, Thayne Center programs involved 3,682 students who contributed 46,332 hours of service to our community.

This publication documents the accomplishments of Salt Lake Community College with Learn and Serve America funding. Even more important is that each of these activities and programs has continued to be sustained because the College greatly values our role in the community.

CYNTHIA A. BIOTEAU, PH.D.

PRESIDENT

SALT LAKE COMMUNITY COLLEGE

DIRECTOR'S NOTES

IN 2003, THE THAYNE CENTER FOR SERVICE & LEARNING WAS HOUSED IN A PORTABLE TRAILER ON THE EDGE OF SALT LAKE COMMUNITY COLLEGE'S REDWOOD CAMPUS.

We had one full-time and two part-time staff, a very small budget, a handful of student leaders, and a few faculty members who taught service-learning classes. Our office lacked the infrastructure, visibility, and funding to engage more Salt Lake Community College students in meaningful service initiatives.

The grant we received from Learn and Serve America dramatically changed that. Today, five full-time staff members work with dozens of student leaders and faculty. Service-learning classes involve nearly 800 students each semester. Over 200 community agencies list their service-learning and volunteer opportunities on our interactive database. Our e-newsletter of volunteer opportunities reaches more than 1,000 people each week. As for the portable trailer, that was two moves ago. We first moved into a highly visible office in the Student Center at the Redwood campus and opened a second office at the South City campus. When we outgrew those spaces, our institution provided bigger, more functional offices for us at both campuses. The Thayne Center has now become a gathering place for students who are actively involved in their communities and their education.

Our physical move from the periphery of campus to its heart parallels the way civic engagement has moved to the forefront at Salt Lake Community College. Funding from Learn and Serve America had an enormous impact on our institution, resulting in effective, sustainable programs. It has been an amazing experience for me to see our community outreach, service-learning, and volunteer programs so transformed.

BETSY WARD

DIRECTOR

THAYNE CENTER FOR SERVICE & LEARNING

BACKGROUND

Salt Lake Community College established the Thayne Center for Service & Learning in 1994, with a mission to promote student volunteerism and service-learning. Over the next decade, Thayne Center programs grew steadily, but still involved just a few hundred students a year.

In 2003, the Thayne Center for Service & Learning received a \$345,000 grant from Learn and Serve America. With this funding, the Thayne Center set out to fundamentally transform service programs at Salt Lake Community College in the following ways:

1.	Revamp the service-learning program
2.	Strengthen student-led service initiatives
3.	Expand community partnerships and service infrastructure

This publication documents the activities, growth, and impact of Thayne Center programs funded by Learn and Serve America from 2003-2006.



In 2006, the Thayne Center for Service & Learning moved into a new office at the Student Center, the heart of Salt Lake Community College's Redwood campus. The space is four times larger than the Thayne Center's last office.

MISSION STATEMENT

The Thayne Center for Service & Learning unites Salt Lake Community College and our greater community through civic participation, service-learning, and volunteerism.



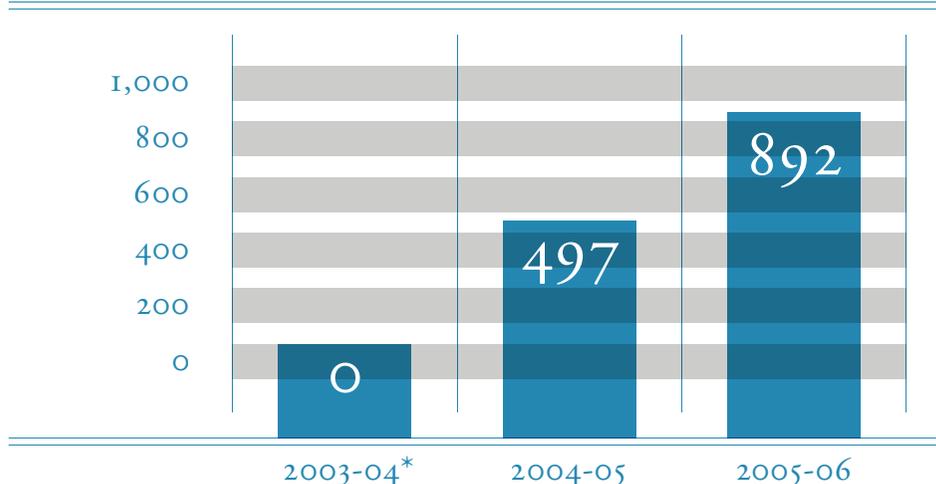
SERVICE-LEARNING PROGRAM

SERVICE-LEARNING GRANT AND DESIGNATION PROGRAM

Before Learn and Serve America funding, Salt Lake Community College had no formal process for designating service-learning courses. With the development of a designation handbook, a service-learning grant program for faculty, and a service-learning advisory board to approve new courses, SLCC now has a sustainable, institutionalized process.

Between 2004 and 2006, 36 service-learning classes earned designation. This includes 16 service-learning classes in the Occupational Therapy Assistant program, which became SLCC's first Engaged Department. An Engaged Department incorporates service-learning into a majority of its course offerings.

NUMBER OF STUDENTS IN DESIGNATED SERVICE-LEARNING CLASSES



*Designation process established in April 2004.

SERVICE-LEARNING CLASSES

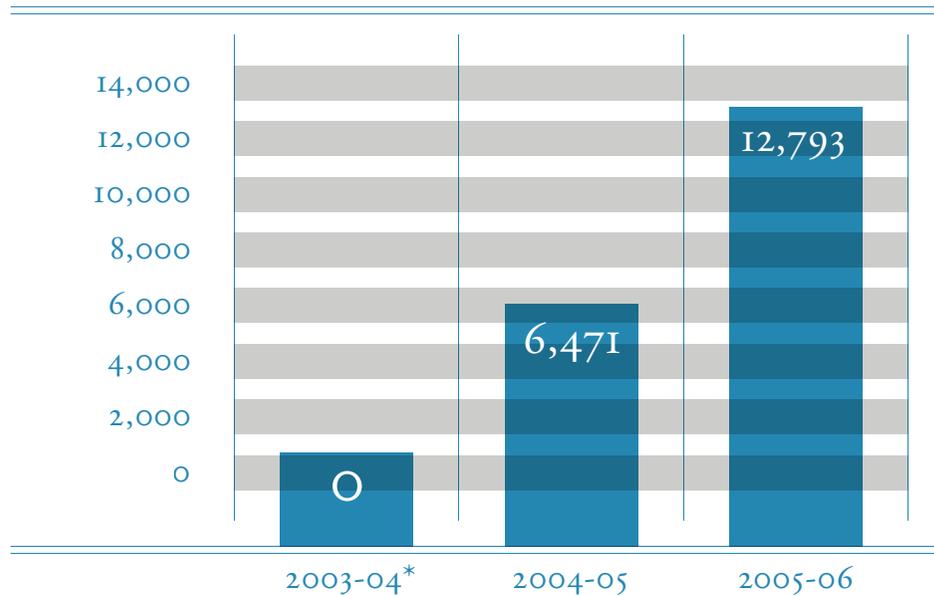
- ART 2970:** Special Topics: Location Photography Workshop, Instructor Terry Martin
- BRC 2410, 240I:** Cosmetology, Instructor Shelli Ivie
- BUS 2200:** Business Communications, Instructor Melodee Lambert
- EDU 1400:** Study of Disabilities*, Instructor Janet Brohm
- EDU 2020:** Orientation to Education*, Instructor Beth Olsen Rodriguez
- EDU 2600:** Introduction to Special Education*, Instructor Beth Olsen Rodriguez
- ENG 2010:** Intermediate Writing, Instructors Wade Bentley and Jennifer Courtney
- ENGL 2100:** Introductory Technical Writing, Instructor Elisa Stone
- ENGL 2710:** Introduction to Folklore, Instructor Elisa Stone
- ENVT 1010:** Race to Save the Planet, Instructor Deanna Anderson
- HIST 1700:** American Civilization, Instructor Dawn Martindale
- HIST 2700:** U.S. History to 1877, Instructor Marianne Fellows McKnight
- HLTH 1110:** Social Health and Diversity*, Instructor Jackie Farnsworth
- LE 1020:** Essentials of College Study, Instructor Jeanie Farr
- LE 1220:** Human Relations for Career Development*, Instructor Doug New
- MATH 1050:** College Algebra, Instructor Shane Tang
- MATH 1220:** Calculus II, Instructor Shane Tang
- NSG 1700:** Medical/Surgical Nursing*, Instructor Beverly Anderson
- NSG 2300:** Community Nursing*, Instructor Barbara Stencil
- POLS 1100:** U.S. Government and Politics, Instructor David Hubert

ENGAGED DEPARTMENT

Occupational Therapy Assistant Program, * Instructors Kathy Bruner and Brenda Lyman

*Indicates original instructor(s) that sought service-learning designation for that class. However, all sections of that class are now taught with service-learning by all instructors.

NUMBER OF SERVICE HOURS IN
DESIGNATED SERVICE-LEARNING CLASSES



*Designation process established in April 2004.



In March 2007, a group of 20 people from Salt Lake Community College traveled to New Orleans to build homes with Habitat for Humanity. Participants of this Alternative Spring Break trip ranged in age from 17-52, and volunteered 600 hours.

“I am impressed with the sense of perspective that students have as a result of their service-learning experience. My students who are working in Head Start classrooms have unique insights into our classroom discussions of social welfare policy, and my students who work with Utah Clean Energy have a deeper understanding of our readings about the energy dilemma facing the United States.” David Hubert, Political Science

SERVICE-LEARNING RESEARCH FELLOWS (2003-2004)

This cohort conducted research on best practices of service-learning pedagogy. Based on their research briefs and recommendations, SLCC established the definition and criteria for service-learning courses, as well as a service-learning designation handbook for faculty.

DEANNA ANDERSON: Associate Professor, Environmental Technology
Institutionalizing Service-Learning

MARLENE BACON: Dean, School of Health Sciences
Assessment of Student Learning Outcomes and Academic Validity

JOSH GOLD: Assistant Professor, Political Science
Course Development and Syllabi Development

MARIANNE FELLOWS MCKNIGHT: Assistant Professor, History
Partnerships in Service-Learning

“Service-learning fits extremely well into our curriculum. It leads students from the same old school stuff into real life challenges. They discover that they are able to help resolve these challenges.” Kathy Bruner, Occupational Therapy Assistant Program

SERVICE-LEARNING FACULTY COHORT (2005-2006)

The cohort further institutionalized the service-learning program. In addition to working together as a group, each cohort member worked on individual projects that advanced service-learning as a viable pedagogy.

MARIANNE FELLOWS MCKNIGHT: Assistant Professor, History
Created discipline-specific toolkits

ELISA STONE: Associate Professor, English
Updated faculty handbook; designed troubleshooting guide and frequently asked questions

SHANE TANG: Assistant Professor, Mathematics
Organized promotional DVD



SLCC students initiated dozens of service projects. This pancake breakfast raised funds to support the education of Ugandan children.

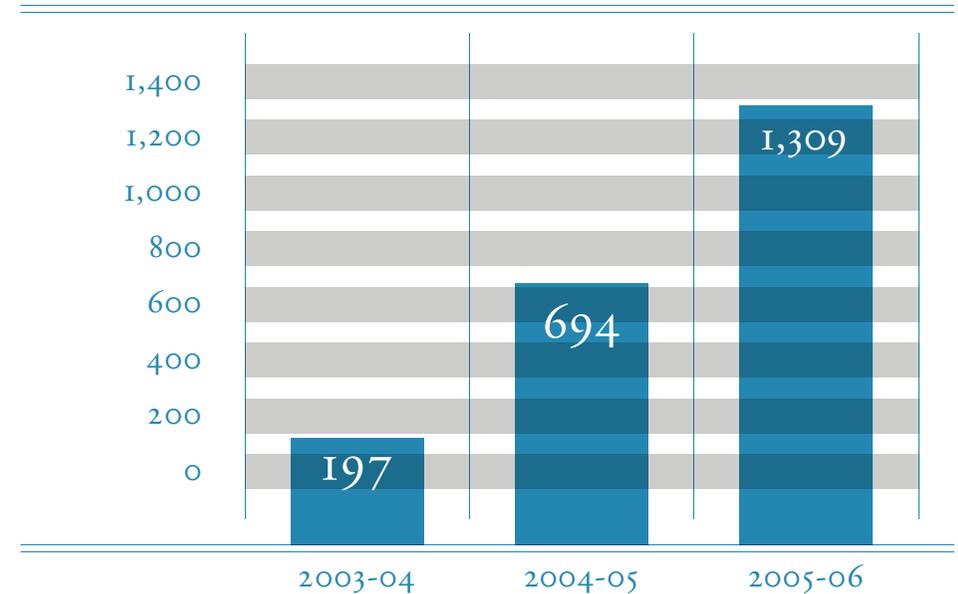
“The longer I practice service-learning pedagogy, the greater my enthusiasm for teaching. Working with the Community Writing Center, the Thayne Center, the non-profit community, and fellow service-learning faculty has helped me show students the importance of civic engagement as an essential element of education and of life.” Elisa Stone, English

STUDENT-INITIATED SERVICE ACTIVITIES

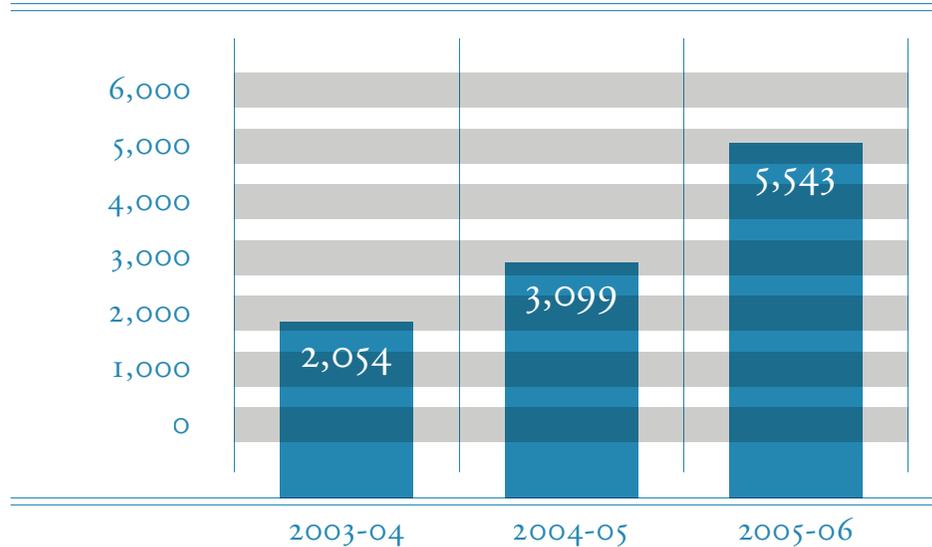
The Thayne Center for Service & Learning strengthened student-led initiatives with new structure, supervision, and in-depth training. A newly-formed Service Council coordinated service and advocacy activities. These student leaders recruited other students to volunteer with local non-profits. The Service Council also developed on-campus activities.

A series of dialogues brought students, faculty, staff, and community members together to discuss social issues. An event called “Artivism” encouraged students to reflect on service in creative ways. Such involvement outside of a classroom has enhanced student learning, encouraged their critical-thinking skills, and taught them about civic responsibility.

NUMBER OF PARTICIPANTS IN STUDENT-LED SERVICE INITIATIVES



NUMBER OF HOURS SPENT IN STUDENT-LED SERVICE INITIATIVES

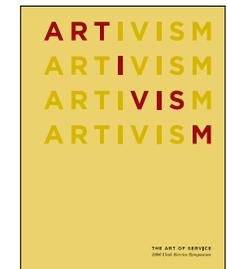


“I had the opportunity to coordinate and moderate dialogues about homelessness, aging, and the war in Iraq as a member of the Thayne Center’s Service Council. This was an amazing experience, and I learned that complex, convoluted issues can and should be discussed. Greater understanding and tolerance for people with different viewpoints can be gained from open and honest discussion.” Anita Brown, Student

“Establishing the Thayne Center’s Service Council has taught me valuable lessons in leadership. With funding from Learn and Serve America, the Thayne Center provided training and resources to assist me in bringing about my vision of having a unified group of students actively planning service-oriented activities for the SLCC student body.” Scott Anderson, Student

UTAH SERVICE SYMPOSIUM

The Thayne Center for Service & Learning established the Utah Service Symposium in 2004, providing college students and national service participants around the state a chance to reflect on their service in creative ways. This annual celebration of service brought participants together to share their experiences through creative writing, personal narrative, visual arts, documentary arts, and performing arts. The Thayne Center also published a collection of accepted entries each year. Since 2004, 491 people have participated in Utah Service Symposium events.



COMMUNITY PARTNERSHIPS

COMMUNITY WORK-STUDY

Federal Work-Study is a national program that offers students financial aid by earning money from a flexible, part-time job. Students that participate in Community Work-Study work in jobs that serve the community interest. At Salt Lake Community College, students involved with Community Work-Study participate in America Reads, a program where they serve as literacy tutors for disadvantaged children in public elementary schools.

From 2003-2006, the Thayne Center for Service & Learning increased the number of Community Work-Study students who serve as America Reads literacy tutors. In addition to offering monthly training sessions to tutors, the Thayne Center also added reflection opportunities and an emphasis on civic engagement.

COMMUNITY WORK-STUDY STUDENTS

YEAR	NUMBER OF TUTORS	NUMBER OF HOURS TUTORED	AMOUNT OF FINANCIAL AID EARNED	PERCENTAGE OF SLCC'S FEDERAL WORK-STUDY
2003-04	24	4,411	\$35,290	8.8%
2004-05	31	4,864	\$42,354	10.5%
2005-06	38	7,097	\$61,499	15.4%

AMERICA READS PARTNER SCHOOLS

2003-2004	2004-2005	2005-2006
Academy Park Elementary Redwood Elementary Whittier Elementary	Academy Park Elementary Redwood Elementary Whittier Elementary	Academy Park Elementary Horizon Elementary Liberty Elementary Nibley Park Elementary Whittier Elementary

“One of the amazing things that I have realized about tutoring is that I always leave with a great attitude. The kids are incredibly perceptive. They feel when I am not at my best and they set out to cheer me up within minutes of my arrival. They do so happily and effortlessly. They are oblivious to the enormous support they have provided for me.”

Troy Fretwell, America Reads Tutor

PARTNERS IN SERVICE-LEARNING

This is a joint venture of the Thayne Center for Service & Learning at Salt Lake Community College and the Bennion Community Service Center at the University of Utah. The centers teach community partners how to work more effectively with service-learning students and faculty. This group also facilitates interaction between community partners and faculty members. Since 2004, when the group was organized, 290 participants have attended six training sessions. In 2006, Westminster College and LDS Business College joined the partnership.

THE EXCHANGE

The Exchange (<http://thaynecenter.slpro.net>) is the Thayne Center's service-learning Web site. It features an interactive database of almost 200 community partner organizations, a list of volunteer opportunities, faculty toolkits, handbooks, Web links, and other service-learning resources.

“Service-learning has been an amazing partnership for TreeUtah. When a student comes and gets involved, whether it's planting a tree or teaching a child to read in an elementary school, that's when learning becomes real.” Vaughn Lovejoy, TreeUtah

GROWTH OF COMMUNITY PARTNERS REGISTERED WITH THE EXCHANGE



“I have seen service-learning work wonders. We have been able to expand the UTA bus system and get it running on Sunday. We have been able to put regulations on payday lending. We even have had the sales tax partially removed from food due to information gathered by service-learning students.

The value of a service-learning project coming from Salt Lake Community College is that the information gathered is primarily from an alternative student population. There are many service-learning projects done by graduate programs and big universities that follow a more professional research model, but it’s really the stories that put a face to basic community issues such as hunger, lack of affordable housing, lack of proper transportation. I can’t tell you what a difference just four students writing down their stories with payday lenders made in going to the Legislature.”

Linda Hilton, Crossroads Urban Center

MEASURING IMPACTS

To determine the impact of grant-funded initiatives, the Thayne Center for Service & Learning hired evaluators to complete the following assessments:

COMMUNITY WORK-STUDY FOCUS GROUPS (2004)

Focus group discussions with America Reads tutors indicated the need for better training and resources; suggestions were then incorporated into the next year’s training.

COMMUNITY WORK-STUDY ASSESSMENT (2005)

This assessment analyzed the effectiveness of tutor training, looked at retention and involvement rates for tutors, and assessed how involvement in the program deepened tutors’ understanding of community and social issues.

“I enjoy working with the kids so much. I get excited when I see them progress and be willing to learn more.”

Charlotte Laufiso, America Reads Tutor

SERVICE-LEARNING AND NON-SERVICE CLASS IMPACTS ON THE POLITICAL VALUES AND ATTITUDES UNDERLYING CIVIC ENGAGEMENT (2005)

This study compared political attitudes and civic engagement measures of service-learning and non-service-learning students. Students in 41 non-service-learning sections of history and political science courses were compared with students in four service-learning sections of the same classes, using a pre-/post-test format.

SERVICE-LEARNING GRANT & DESIGNATION PROGRAM COURSE EVALUATIONS (2004-2006)

To ensure the academic validity and rigor of service-learning courses, every designated and grant-funded course received an evaluation. A series of course evaluations for instructors, community partners, and students allowed for a comprehensive view of the success and impact of the service-learning course.

MONETARY IMPACT OF STUDENTS IN THAYNE CENTER PROGRAMS FUNDED BY LEARN AND SERVE AMERICA

YEAR	HOURS SERVED	RATE*	TOTAL MONETARY IMPACT
2003-04	5,324	\$17.19	\$91,520
2004-05	13,772	\$17.55	\$241,699
2005-06	25,271	\$18.04	\$455,889

*Annual estimated value of volunteer time as figured by Independent Sector, a leadership forum for charities, foundations, and corporate giving programs (www.independentsector.org).

INSTITUTIONAL EFFORTS

Service initiatives that started with Learn and Serve America funding continue after the grant cycle because of strong institutional support and established procedures.

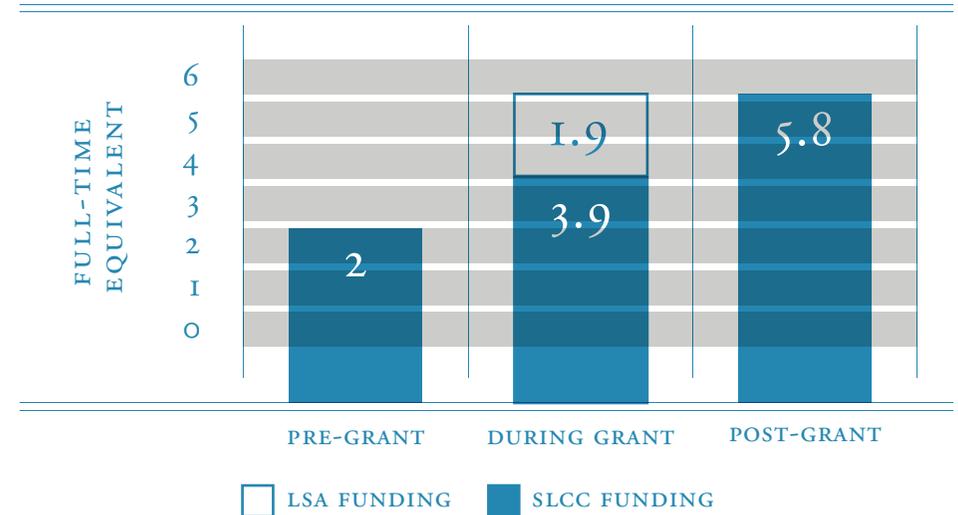
INCREASED INSTITUTIONAL FUNDING

Salt Lake Community College increased institutional support for the Thayne Center for Service & Learning, providing sustainability for the center after Learn and Serve America funding ended. Monetary support now comes from Student Services and Academic Affairs. This allows continued funding for programs and staff who were originally grant-funded.



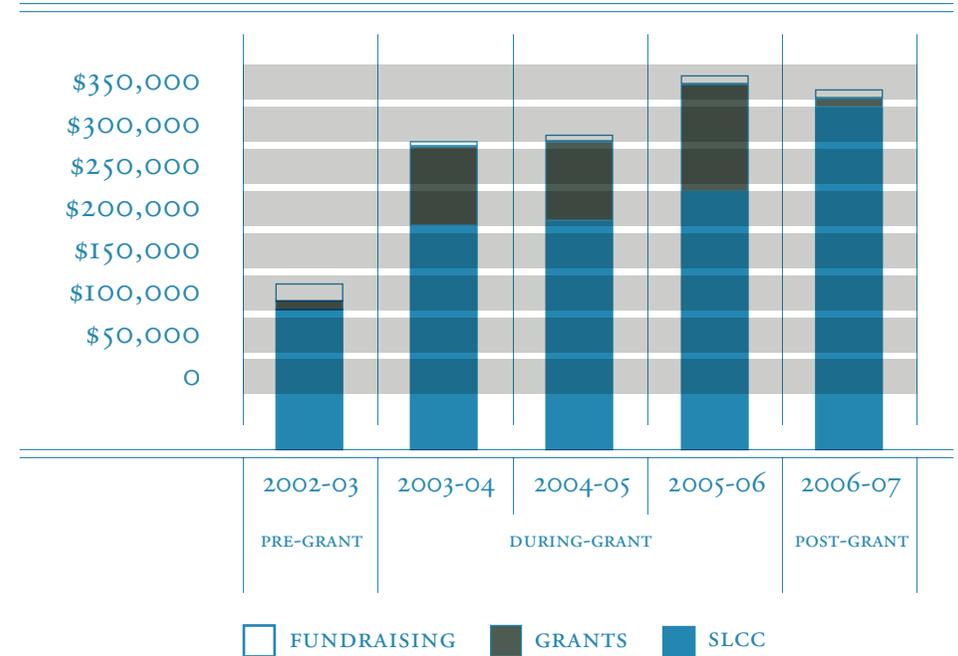
A group from SLCC traveled to Alamosa, Colorado, in 2006, to work with the local Habitat for Humanity chapter. They framed the adobe home's interior, constructed and shingled the front porch, and prepared the exterior of the home for stucco.

STAFF FUNDING SOURCES



THAYNE CENTER FUNDING SOURCES

(TOTAL BUDGET, INCLUDING SALARIES, BENEFITS, PROGRAM COSTS)



RECOGNITION

NEW OFFICE SPACE

In 2003, the Thayne Center for Service & Learning moved into a new and highly visible space in the Student Center at Redwood campus. The center also opened a satellite office at the South City Campus. In 2006, after outgrowing both spaces, the Thayne Center moved into bigger offices at each campus. By providing these offices, Salt Lake Community College further showed its commitment to sustaining service programs.

SERVICE-LEARNING DESIGNATION PROCESS

The Faculty Senate Curriculum Committee approved a formal designation procedure. The Thayne Center also created a handbook to guide faculty through this process.

SERVICE-LEARNING ADVISORY BOARD

The Service-Learning Advisory Board, created in 2004, is the official body that reviews and approves faculty proposals for service-learning course designation. The advisory board also operates as a strategic visioning committee, guiding the direction of service-learning at Salt Lake Community College.



To create the "The Writing on the Wall," SLCC students painted 400 bricks to represent feelings of hatred and oppression. They then constructed a wall from these bricks to publicly acknowledge those sentiments. After the wall was on display for two weeks, students pulled it down as a symbolic act to destroy those representations and seek positive change.

THAYNE CENTER FOR SERVICE & LEARNING STAFF, 2003-2006

Betsy Ward, Director
Phuong Vu, Community Outreach Coordinator
Gail Jessen, Service-Learning Coordinator
Lynne McCue-Hamilton, Student Volunteer Coordinator
Kristin Beck, Student Volunteer Coordinator
Linnie Spor, Secretary
Scott Anderson, Service-Learning Assistant

SPECIAL THANKS

Dr. Cynthia Bioteau, President
Judd Morgan, Interim President
Dr. Denece Huftalin, Vice President of Student Services
Dr. David Richardson, Vice President of Academic Affairs
Dr. Helen Cox, Associate Vice President of Academic Affairs and Director of General Education
Dr. David Hubert, Director, Faculty Teaching and Learning Center
Janet Felker, Dean of Student Planning and Support
Dr. Marlin Clark, Dean of Students
Drew Mingl, Assistant Director of Development and Contract Affairs
Thayne Center for Service & Learning Advisory Board
Service-Learning Advisory Board
Service-Learning Faculty Research Fellows
2005-2006 Service-Learning Faculty Cohort
Partners in Service-Learning Steering Committee
Dr. Kyle Ryan
Dr. Frank Cooney
Michael Clapier, Allison Arndt, and Globe Student Media
Melissa Helquist, Christina Bredthauer, and Jeremy Remy
Karla Fisher, John Morgan and Jeff Beatty of Institutional Marketing
Sherrie Barrick of Financial Aid
Christy Anderson and Scott Arrowood of AND
Dung Hoang of Furious Visual World
Utah Campus Compact staff and colleagues statewide
Amiko Matsumoto and Cara Patrick of Learn and Serve America
Our dedicated service-learning instructors
Our many community partners
Our fabulous Thayne Center students
Our namesake Emma Lou Thayne

PUBLICATION CREDITS

Project Director: Betsy Ward
Project Coordinator: Phuong Vu
Graphic Design: AND



Student leaders with the Thayne Center for Service & Learning worked hard to encourage other SLCC students to participate in civic engagement, service-learning, and volunteer opportunities.



CONTACT US

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