PROGRAM ASSESSMENT

THAYNE CENTER FOR SERVICE & LEARNING

2007-2008

THAYNE CENTER
FOR SERVICE & LEARNING
AT SALT LAKE COMMUNITY COLLEGE

INTRODUCTION

This assessment contains three parts. Parts I and II include an overall look at student programs and faculty development programs coordinated by the Thayne Center for Service & Learning during the 2007-2008 academic year. They also feature in-depth assessments of two student programs and one faculty program. The final section examines GPA and graduation data for past Thayne Center students, 2003-2007.

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A. DESCRIPTION OF PROGRAMS

During 2007-2008, the Thayne Center coordinated the following programs that involved SLCC students:

Alternative Spring Break	This program challenges students to actively learn about social issues, such as poverty and homelessness, by placing them as volunteers in another community.
AmeriCorps	The Thayne Center offers AmeriCorps Educational Grant scholarships to students who complete a set term of service. Students engage in applicable service, completing their terms of service within 12 months, and receive an educational grant that ranges from $1,000 to $2,363.
America Reads	Students with Federal Work-Study apply for jobs as literacy tutors with America Reads. Tutors work with children in classrooms, tutoring centers, and after-school programs to help children improve their literacy skills.
Civically-Engaged Scholars	Participants complete service-learning coursework, co-curricular service, a foundation class, critical reflection, a capstone project addressing a community need, and a final portfolio. Scholars graduate with distinction, receiving special recognition at Commencement and on their transcripts.
Global Community Network	This new program brings together international and U.S. students for a culturally rich experience outside of the classroom. Students form cohorts and meet for activities and service projects.
Service Council	Students in the Service Council take on a leadership role with the Thayne Center. Participants complete a minimum of 100 hours during the semester on a variety of service initiatives. They also receive training on project planning, reflection, and civic responsibility.
Service-Learning Courses	Students can choose from 49 different designated service-learning courses, including both vocational and transfer classes. Many general education classes, especially diversity ones, are taught using service-learning.

B. PARTICIPANT INFORMATION

This assessment looks at numbers of participants and their demographics for the Alternative Spring Break, America Reads, AmeriCorps, Civically-Engaged Scholar, Global Community Network, and Service Council programs.[1] The assessment also includes demographics for students enrolled in service-learning classes, which will be discussed separately. Data came from Banner reports and Thayne Center databases used to track participants.

Chart 1: Participants in All Thayne Center Student Programs, 2007-2008

Number of Students	Gender	Age Range	Average Age	Median Age	Non-traditional (25+)	Ethnic Minority
157	110 F (70%) 47 M (30%)	17-59	27.6	26	55%	25%[2]

As Chart 1 illustrates, Thayne Center programs attract a wide range of Salt Lake Community College students. They tend to be slightly older and more ethnically diverse than the SLCC population in general. For example, the average age of Thayne Center participants is 27.6, compared with 26.2 for the general population.[3] Ethnic minorities comprise 25% of the Thayne Center student population, almost double the percentage of the SLCC student population (13.9%).[4] In terms of gender, the percentage of female students (70%) is substantially higher than the general population (49%), which is typical in the volunteer and service-learning field nationwide.

Chart 2: Comparisons with Previous Year

	Number of Students	Gender	Age Range	Average Age	Median Age	Non-traditional (25+)	Ethnic Minority
2006-2007	132	67% F 33% M	17-58	27	23	40%	19.5%
2007-2008	157	70% F 30% M	17-59	27.6	26	55%	25%

The number of student participants aged 25 or older increased considerably this year, going from 40% to 55%. The median age rose from 23 to 26. The participation rate of ethnic minorities increased from 19.5% to 25%. The percentage of male participants, however, dropped slightly.

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[1] These numbers include all students enrolled in a Thayne Center program as of May 13, 2008.
[2] 3 African American (2%); 10 Asian (6.5%); 110 Caucasian (70%); 17 Hispanic (11%); 1 Native American (.5%); 3 Pacific Islander (2%); 8 Other (5%); 3 Non-Resident Alien (2%); 2 Not Specified (1%).
[3] *Facts at Your Fingertips, 2006-2007,* Salt Lake Community College.
[4] Ibid.

Program	Number of Students[5]	Gender	Age Range	Average Age	Non-traditional	Ethnic Minority	Participate in Other TC Programs
Alternative Spring Break	16	67% F 33% M	20-40	23.6	31%	37%[6]	38%
America Reads	36	78% F 22% M	18-50	29.5	72%	30%[7]	64%
AmeriCorps	111	69% F 31% M	17-59	27.9	56%	26%[8]	46%
Civically-Engaged Scholars	28	75% F 25% M	20-52	28.8	75%	18%[9]	57%
Global Community Network	10	60% F 40% M	17-31	21.6	10%	50%[10]	30%
Service Council	15	87% F 13% M	18-28	21.4	13%	13%[11]	33%

Looking at demographics for each program provides more detail about the various ways students choose to involve themselves through the Thayne Center. For example, the America Reads Federal Work-Study program has one of the highest percentages of female participants (78%); it also has the highest average age of all programs (29.5), indicating that older females tend to become involved with this program more than other Thayne Center student programs. America Reads also has the greatest percentage of students who enroll in other programs coordinated by the Thayne Center (64%). Most students initially participate in the America Reads program because of financial need, not because of a desire for civic engagement; by participating in America Reads, students learn of other opportunities to get involved.

The Service Council has the youngest average age (21.4); it also has the lowest number of ethnic minorities (13%) and the highest percentage of females (87%). Since this group works more closely with the Thayne Center on a day-to-day basis than any other student

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[5] Because many students enroll in more than one Thayne Center program, the total number of students in these programs adds up to more than the 157 actual student participants.

[6] 19% Hispanic; 12.5% Other; 5.5% Non-Resident Alien

[7] 5% African-American; 8% Asian; 14% Hispanic; 3% Pacific Islander; 3% Not Specified

[8] 2.5% African-American; 6% Asian; 10% Hispanic; 2.5% Pacific Islander; 5% Other

[9] 7% Hispanic; 4% Native American; 7% Other

[10] 10% Asian; 10% Hispanic; 10% Other; 10% Not Specified; 20% Non-resident Alien

[11] 6.5% Pacific Islander; 6.5% Other

group, it is important that this program have a better balance of age, gender, and ethnicity. Future recruitment efforts need to reach a broader audience.

While the Global Community Network also has a high percentage of young students (21.6 average age), it has the most equitable gender distribution of all Thayne Center student programs (60% female, 40% male) and the highest rate of ethnic minorities and international students (50%)—not surprising, given its purpose. This new program faced several challenges in implementation this year, but the demographics of the participants suggest that students such as these have an interest in networking with other young, diverse people on and off-campus.

AmeriCorps has the widest age range of any program (17-59). It is also the Thayne Center's largest program, with 111 student participants this year—almost doubling the number of students from last year. Requirements for participation are broad; with the exception of international students, any student at SLCC who volunteers at least 300 hours a year can enroll in the program and earn a federal educational grant. Because of the increasing demand for this program, the Thayne Center has requested 200 AmeriCorps slots for next year.

The Civically-Engaged Scholar program attracts a high number of non-traditional students; only 25% are under 25 years old. Perhaps older students better understand the need to build their resumes and are drawn to this program more than younger students. The Thayne Center needs to market this program more strongly to younger students, particularly those coming right from high school.

Chart 4: Service-Learning Courses, 2007-2008

Number of Designated SL Courses	Number of Sections Taught	Number of Students	Gender	Ethnic Minority
49	156	2,650[12]	1,501 F (57%) 1,127 M (43%)	17%[13]

Most students in service-learning classes do not participate in one of the Thayne Center programs listed above. In fact, they may not have any contact with the Thayne Center at all because they work with community partners outlined by their instructors. For this reason, the Thayne Center only tracks basic demographic information for these students, such as gender and ethnicity. All data came from Banner reports.

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[12] This is duplicated headcount.
[13] 62 African American (2.5%); 82 Asian (3%); 2,045 Caucasian (77%); 200 Hispanic (7.5%); 29 Native American (1%); 53 Pacific Islander (2%); 21 Other (1%); 20 Non-Resident Alien (1%); 138 Not Specified (5%)

During 2007-2008, 2,650 students enrolled in 156 sections of service-learning courses. This is a 42% increase in students from the previous year, when 1,871 students took 118 sections of service-learning courses.

Students in service-learning classes have more gender equity than other Thayne Center programs: 57% female and 43% male. Ethnic minorities make up 17% of service-learning students, an increase from 15.5% the previous year.

C. DESCRIPTION OF TRAINING ACTIVITIES

One of the learning outcomes established for SLCC students is to develop the knowledge and skills to be civically engaged. To better provide students with opportunities to develop their knowledge and skills in this area, the Thayne Center offers structured trainings for students in its programs, and, in some cases, SLCC students in general. Charts 5-7 detail the 25 opportunities offered this year by the Thayne Center, which resulted in 1,286 hours of training. Approximately 200 different students participated in some form of training offered by the Thayne Center.[14]

Chart 5: Civically Engaged Workshops, 2007-2008

Training Topic	Date	Participants	Total Hours
What Is Civic Engagement?	September 17	43	65
13 Ways to Annoy Community Partners	September 24	18	18
Finding Community Partners Using the Exchange	October 1	10	10
Creative Reflection	October 8	28	36
Bias Awareness	October 19	40	40
How to Communicate With Your Elected Officials	November 5	14	21
You've Ordered the Pink Punch and Cookies—Now What? The Basics of Planning Successful Events	January 28	14	14
What is Civic Engagement?	February 21	4	4
Reflection: Finding Meaning in Your Service	March 10	11	11
Emphasizing Your Service Experience in Resumes and Job Interviews	April 8	1	1

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[14] Since participants were tracked per session, not per student, it is difficult to determine non-duplicated headcount accurately.

Training Topic	Date	Participants	Total Hours
Orientation	August 20	26	78
Emergent Literacy	August 24	30	30
Tutoring 101	August 31	30	30
Reading Concepts	September 14	30	30
Learning Disabilities	September 21	44	44
Storytelling	October 12	10	10

Chart 7: Other Thayne Center Trainings, 2007-2008

Training Topic	Date	Participants	Total Hours
Service Council Orientation	August 27	14	21
Global Community Network Team Leader Training	October 14	5	10
Global Community Network Orientation	October 16	22	22
Service Council Training	January 12	12	84
Conference for Civically-Engaged Students	January 26	107	654
Alternative Spring Break Training, Kanab Group	February 5	8	8
Alternative Spring Break Training, Biloxi Group	February 6	15	15
Alternative Spring Break Training, Kanab Group	February 12	9	9
Alternative Spring Break Training, Biloxi Group	February 13	8	8
Alternative Spring Break Training, Kanab Group	February 20	8	8
Alternative Spring Break Training, Biloxi Group	February 21	5	5

Assessments of these trainings lacked consistency, since the Thayne Center did not evaluate every event. In addition, different evaluation forms were used, depending on the program. As a result, some assessments are qualitative and some are a combination of both qualitative and quantitative, making it difficult to compare data for all Thayne Center trainings. For next year, the Thayne Center plans on developing a standard assessment tool to use with all trainings. This will more accurately assess whether Thayne Center training opportunities help students develop knowledge and skills to be more civically engaged.

D. ASSESSMENT OF CIVICALLY-ENGAGED SCHOLAR PROGRAM

The Civically-Engaged Scholar program combines academic service-learning, co-curricular service, a foundation class on civic participation, critical reflection, a capstone project addressing a community need, and a final portfolio. It is a challenging program that deepens students' personal, academic, and civic knowledge. After completing the program, students graduate with distinction, receiving special recognition at Commencement and on their transcripts.

The program existed for nine years in its previous version, the Service-Learning Scholar program, which required ten credits of service-learning coursework and 150 hours of co-curricular service. In its prior state, the program had several flaws:

- Students had difficulty completing the required ten credits if they were in a department with few or no service-learning classes.
- The University of Utah's Service-Learning Scholar program requires ten credits, so SLCC students had to complete the same amount of classes in two years as University of Utah students did in four years.
- With its emphasis on curricular service-learning, the program didn't recognize the many diverse ways that students engage themselves civically outside of a classroom.
- When the Occupational Therapy Assistant program became an Engaged Department in 2005 (meaning the majority of classes in the department incorporate service-learning), its graduates didn't technically meet the rigid requirements for the original Service-Learning Scholar program but certainly deserved to graduate as scholars.

To address these concerns, the Thayne Center expanded the program this year so students now have a series of tracks from which to choose. Tracks are based on their needs and interests: the Academic Service-Learning track, the Community-Building track, the Engaged Leadership track, and the Engaged Department track. The tracks allow more flexibility. For example, a student focusing on co-curricular service can select the Community-Building track, which requires three service-learning credits and 300 hours of additional service, while a student in the Academic Service-Learning track takes six credits of coursework and completes 150 hours of co-curricular service.

The Thayne Center held a focus group with eight students on February 29, 2008 with the following goals in mind: to determine whether changes to the program made it more inclusive for a broader range of students; to gain ideas on how to better promote the program; and to make changes to the program as necessary. This focus group consisted of both Civically-Engaged Scholars and students not enrolled in the program, including students in service-learning classes, Thayne Center student leaders, and former students. Several themes emerged:

The program is perceived as taking a great deal of extra time.
- "Service-learning classes scare me because it adds one more thing onto my plate outside of class that I don't know if I would be able to handle."
- "The hours are a little too much for me."
- "I don't have enough time. My major is too consuming."
- "It seems to be a strain to be able to get everything done on time."
- "I didn't participate in the program when it was the Service-Learning Scholar program because I didn't think I had the time to participate. Now as I have become more of the community building track it doesn't seem to be so intense and it involves more things that I am already involved with."

The program is most applicable to students already heavily involved, either through curricular or co-curricular service.
- "I'm already involved in things to help me get the hours needed and am involved in things that help me have access to this program."

- "I'm already working towards an education that requires those types of classes. By participating in the program I am adding value to the classes because I already have to do those hours anyways."
- I already do service which is applicable to being civically engaged aside from the service-learning classes."
- "I am going into health care and the service is required so I might as well get formal recognition for doing it."

The program is a good resume-building incentive.
- "The program is applicable to me because I am transferring to the nursing program this fall."
- "I would like to have some formal recognition on my transcripts."
- "I was already doing the things that are what qualifies you for the program. I felt like why not take advantage of the opportunity to participate in the program. The positive recognition is always good."
- "When I came to SLCC I wanted to find something that would help me find recognition. Service would look good on a resume."

Students want faculty to be more involved with the program.
- "Faculty should promote and talk about the Civically-Engaged Scholar program to their classes, possibly on the first day of class when discussing the syllabus."
- "Faculty should use other students to share personal experiences with students about how the service-learning component benefited them."
- "Have a DVD or video of successful service-learning experiences that teachers could use to promote the program to students."
- "When you first sign up for a service-learning class, whether intentionally or by accident, [you should] be required to view the information about the program online by the instructor and require the instructor to require this of all their students. This information would explain service-learning requirements, Civically-Engaged Scholar program, and how and why they should do it."
- "Professors should know about this program and encourage students to participate in it."

Students believe the Student Life and Leadership office can be a good resource to promote and recruit for the program.
- "They have a lot of scholarshippers that they already require to do most of what this program entails. They should work with the Thayne Center to integrate the program instead of create a whole new program that's practically the same."
- "Encourage students in Student Life and Leadership to become Civically-Engaged Scholars."
- "Use them to advertise the program."

The program needs more promotion to be successful.
- "I didn't know about it until after I'd graduated. Had I known about it prior to graduation I would have looked into it to see more of what is required."
- "I didn't participate in the program because it was kind of mentioned with lots of other things for me to do and it slipped past my mind and I forgot about it. After this focus group I think I might be more enticed to participate in this program."

As part of the focus group, students discussed various ways to promote the Civically-Engaged Scholar program. They provided the following suggestions:
- Ask academic advisors to tell students about the program
- Connect early with incoming high school students through orientation
- Ask faculty teaching service-learning classes to put a statement on their syllabus about the program
- Better inform departments that require a lot of service, such as nursing, about the program so they can encourage their students to apply
- Make a connection in the catalogue and course schedule between service-learning and the program
- Help students see how this program relates to their studies and future plans
- Create a DVD about the program; this can be given to new students at orientation, shown in classes, and played on the plasma screens
- Target students that are already involved in school
- Have current participants recruit other students

At a joint meeting on March 6, 2008, the Thayne Center Advisory Board and the Service-Learning Advisory Board also suggested the following ideas to better promote the program:
- Make sure students know why the program matters to them
- Tie the program directly with another Thayne Center program, such as the AmeriCorps education award
- Have students, not staff, make class presentations about the program
- Target programs that put students in cohorts, such as OTA or Nursing—the "family" feel of these programs produces excellent results for the Civically-Engaged Scholar program
- Have graduating scholars write letters to other students, telling them why they enrolled and how the program impacted them; put these letters, with permission, on the Web and use in presentations

E. ASSESSMENT OF AMERICA READS PROGRAM

America Reads is a national campaign that helps children become stronger readers. The program focuses on children in grades K-3, and helps them read well and independently by the end of third grade. The America Reads program has existed at Salt Lake Community College since 1998. Students with Federal Work-Study apply to the Thayne Center for jobs as literacy tutors. These SLCC tutors are placed at local elementary schools to work with children in classrooms, tutoring centers, and after-school programs.

Each year the Thayne Center recruits, hires, trains, and monitors 30-40 SLCC students who work as America Reads tutors. To evaluate the effectiveness of this year's program, the Thayne Center completed two separate assessments with these students: first, an on-line survey created and administered through Student Voice, and second, a focus group.

The on-line survey, administered April 1-18, 2008, had 20 respondents out of the 26 students working as tutors during spring semester. The purpose was to assess areas such as training, support at the placement site, interactions with the children tutored, and students' overall satisfaction with the program. Chart 8 details the responses.

Chart 8: End-of-Year Survey of America Reads Tutors

	No Knowledge	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
My school site coordinator or classroom teacher treated me with respect.	0	0	0	0	0	100%
My school site coordinator or classroom teacher appreciated my efforts.	0	0	0	0	0	100%
My school site coordinator or classroom teacher communicated with me regularly.	0	0	0	0	15%	85%
My school site coordinator or classroom teacher was readily available to answer my questions.	0	0	0	0	15%	85%
My school site coordinator or classroom teacher offered me support and guidance.	0	0	0	0	10%	90%
My school site coordinator or classroom teacher helped me use my time effectively as a tutor.	0	0	0	0	35%	65%
Overall, the children I worked with needed my emotional and academic support.	0	0	0	0	15%	85%
Overall, the children I worked with treated me with respect.	0	0	10%	10%	35%	45%
Overall, the children I worked with enjoyed having me as a tutor.	0	0	0	10%	25%	65%
Overall, the children I worked with improved their reading skills since I began tutoring them.	0	0	0	5%	25%	70%
The monthly staff meetings with all tutors were valuable.	0	0	0	5%	40%	55%
The team meetings at my school were valuable.	5%	0	0	10%	35%	50%
The weekly e-mail updates were valuable.	0	0	0	5%	5%	90%
Optional tutor trainings were valuable.	0	0	0	15%	20%	65%
I enjoyed working at my partner school.	0	0	0	0	10%	90%
I feel like I made a difference to the children with whom I worked.	0	0	0	0	10%	90%
The America Reads program was a good experience for me.	0	0	0	0	0	100%
My experience as an America Reads tutor has helped prepare me for a future career.	0	0	0	10%	5%	85%

	Very Dissatisfied	Somewhat Dissatisfied	Neither satisfied nor dissatisfied	Somewhat Satisfied	Very Satisfied
Overall, how satisfied are you with your experience with America Reads?	0	0	0	0	100%

The survey showed that students felt very respected and appreciated by their school coordinator; in fact, 100% of respondents strongly agreed on both of these points. The students also felt that the coordinators communicated well with them, made themselves available to answer questions, gave them guidance, and helped them manage their time effectively in the classroom; 100% agreed or strongly agreed to these statements. All respondents also agreed or strongly agreed that they enjoyed working at their partner school.

Respondents had a more mixed reaction when rating their interactions with the children they tutored. Though 100% agreed or strongly agreed that the children needed the tutors' emotional and academic support, 20% of tutors did not agree that the children treated them with respect. Only 45% of respondents strongly agreed that the children treated them with respect, the lowest percentage for the "strongly agree" category on this survey. Most students did feel, however, that the children liked having them as a tutor (90% agreed or strongly agreed) and that the children improved their reading skills (95% agreed or strongly agreed). One hundred percent of respondents agreed or strongly agreed that they made a difference to the children with whom they worked.

In terms of support from the Thayne Center, 95% of students agreed or strongly agreed that monthly meetings with all tutors were helpful and that weekly e-mail updates from the America Reads coordinator were valuable. Eighty-five percent of respondents agreed or strongly agreed that team meetings at each school and optional training opportunities were valuable.

Overall, SLCC students had very positive experiences by participating in the America Reads program. Every respondent strongly agreed that the program was a good experience for them. One hundred percent also said that they were very satisfied with their experience with America Reads. Ninety percent said that this experience had helped prepare them for a future career.

The second America Reads assessment consisted of two focus groups held on April 11, 2008 with 19 participants. The goals of this assessment were to improve recruitment efforts by determining what attracts students to America Reads; to improve tutor retention by determining why students stay in the program; to determine how to better promote the program; and to make changes to the program as necessary. The following themes emerged from the focus groups:

Personal connection is important for recruiting students to the program.
- Many students said they first heard about America Reads from word-of-mouth: from relatives, past participants, or other SLCC departments such as TRiO and the Disability Resource Center.

- Others said they found out about the program at Work-Study information tables staffed by employees from the Thayne Center and Financial Aid; these information tables were set up at the Jordan, South City, and Taylorsville Redwood campuses right before the fall semester began.
- Only a few students said they learned of the program from the flyer on America Reads that Financial Aid sends with the Federal Work-Study award letter.
- Students suggested involving other departments in recruitment efforts: Ambassadors (to include information on America Reads in presentations to high schools); Multicultural Initiatives and clubs (to recruit bi-lingual students); Orientation (to promote to in-coming students); the teacher education department (to recruit students with an interest in tutoring).

The Federal Work-Study program can sometimes be confusing for students to understand, as these comments show. Having some sort of guidance in the process is helpful.
- "I didn't know what Work-Study was. Most probably don't, so they are scared of it."
- "When I turned in my paper I asked what Work-Study was so I checked the box and it all worked out."
- "They taught us how to fill out the FAFSA forms when I was in high school and said to check the box for Work-Study and I did."
- "I always wonder how they pick who gets Work-Study. I always check the box for Work-Study, but I finally just got Work-Study for the first time."
- "Work-Study is not considered a job in the eyes of the state. I needed to be working 15 hours a week to qualify for child care support but Work-Study time won't count for that."

Students like the flexibility that the America Reads program provides them, particularly those with families.
- "When I came back to school I knew I needed help financially and the America Reads seemed like it would be flexible for me and my schedule."
- "They know that your schooling is a priority and they work around that."
- "As a college student and mom, the fact that I could combine school, work, and volunteering into one was a huge part of it."
- "I like kids and it was flexible with my schedule."
- "I like the flexibility. I make my own hours. I have a lot of leeway as long as I let my supervisor know what I am doing."
- If something came up at home with my family they would allow me to come at a different time."

Many students see the America Reads program as a way to explore future career options and build their resumes.
- "Recently I have thought about teaching so I thought this would be good way for me to find out if this is really what I want to do."
- "I used to be a teacher in my country. I wanted to find a job besides working in a restaurant. This can build my resume for a job in the United States."
- "I'm going into psychology and want to work with children. I am using this as an experiment with working with kids, hoping for the best."
- "I have now decided I want to be a teacher because of this experience."
- "I have decided I don't want to be a teacher anymore. I want to work with kids but I max out at about three or four children at a time."

America Reads tutors feel needed and valued.
- "I enjoy being with the kids. I can make a difference. I can help them with their English and they understand."
- "Kids appreciate you."
- "There is no comparison to the support I get at this job. I feel like I matter. It's not like that in the rest of the working world."
- "You can see your results. As you work with kids you can see them improve and move up."
- "You're able to make a difference in someone else's life."
- "I get to see the progress made by the kids."
- "I like helping kids, even though I don't want anything to do with them as a career. I wished I had someone that could have helped me when I was young."
- "I don't feel like I have enough time with some of the kids."

Even though students feel they are making a difference to the children, many expressed frustration with some school situations such as classroom dynamics, school administration, and what they viewed as uncooperative teachers.
- "There is not the staff or faculty support in the classes. They only let us pull kids out at certain times. We don't have a dedicated room for us. I would like to see the school and principal support America Reads more."
- "So many times they are stressing reading instead of enjoying or understanding what is being read."
- "It's not America Reads we have complaints about; it's the schools or districts we work with."
- "School coordinators need to understand better what America Reads tutors are to be doing."
- "Teachers could be better organized as to who I should be working with and when."
- "Sometimes there are times when I have nothing to do and just sit there."
- "I need a more concrete plan to help struggling kids."
- "[It's hard] not knowing how to deal with the poor behavior of children."
- "It's hard when you first start if you have never tutored before. I didn't know what to do at the beginning of my tutor time."

Some students want additional training and connection with other tutors.
- Topics suggested for additional training include reading comprehension, discipline, positive reinforcement, how to better understand children's native language, training on specific reading programs at each school, and working with older children
- Another suggestion was to set up an on-line system for tutors to communicate with each other. As one student said, "A plus to the program is that we have each other as a support."

Most students reported positive experiences with the Financial Aid office, but there were also some negative ones. About half the participants said that applying for financial aid had been a very easy process.
- "I had good experiences. I received information in the mail and then I went to Jordan campus and a guy sat down with me and explained everything I needed to know."
- "Mine was a breeze."

- "I just signed the paperwork, turned it in, and it was done."
- "I was told I was too old for financial aid. I almost broke down in tears because here I was in my thirties trying to go back to school and they tell me I am too old to apply for anything."
- "I get a lot of misinformation from Financial Aid and you have to go through so many hoops."
- "Financial Aid needs to know more about America Reads. I was left a message about it with my grandma and when I called Financial Aid about it they had no idea what I was talking about. Finally I got someone from cashiering to help me know where to go."

PART II: THAYNE CENTER FACULTY DEVELOPMENT PROGRAMS

A. DESCRIPTION OF PROGRAMS

During 2007-2008, the Thayne Center coordinated the following programs for faculty:

Service-Learning Faculty Mentorship	The Service-Learning Faculty Mentor receives re-assigned time to work with colleagues both at SLCC and statewide. The mentor also works in partnership with the American Association of Community Colleges' national Horizons initiative.
Service-Learning Grant & Designation Program	This program awards grants to innovative faculty to create a new service-learning class or modify an existing one. The Service-Learning Advisory Board approves designation of service-learning classes and determines grant recipients.

B. PARTICIPANT INFORMATION

In addition to providing technical assistance to individual faculty members interested in developing service-learning courses, the Service-Learning Faculty Mentor worked with the Thayne Center to organize several presentations and workshops for faculty. Fifty-five SLCC faculty received training at the following events:[15]

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[15] This is duplicated headcount, since participants were tracked per session, not per faculty member.

Chart 9: Faculty Mentoring and Training, 2007-2008

Event	Date	Participants
Faculty Teaching and Learning Center Service-Learning Dialogue	October 18	9
SLCC Adjunct Faculty Conference Presentation	October 20	18
Service-Learning Faculty Consulting Corps Training	November 30	8
Motivations and Methodologies: A Conversation About Service-Learning	January 25	10
SLCC Annual Faculty Convention Presentation	April 11	10

As Chart 10 shows, seven faculty received grants through the Service-Learning Grant & Designation Program for courses taught during 2007-2008.

Chart 10: New Service-Learning Classes Taught 2007-2008

Course Number	Course Title
ENGL 1010	Introduction to Writing
ENVT 2800	Environmental Sampling and Analysis
GEOG 1850	Environmental Field Studies
HIST 2200	Americanization: Power, Privilege, and Immigration
MGT 2050	Legal Environment of Business
NSG 1500	Nursing Care of Children
OTA 1120	Modalities I Lecture

Both faculty initiatives, the Service-Learning Faculty Mentor program and the Service-Learning Grant and Designation program, strengthen efforts to increase service-learning and involve more SLCC students. Since the formal designation process for service-learning courses began in 2004, the number of designated sections taught each year, as well as the number of students in service-learning sections, has increased substantially, as Chart 11 illustrates.

Chart 11: Increase in Service-Learning Sections and Students, 2004-2008

	2004-2005	2005-2006	2006-2007	2007-2008
Number of Designated Sections Taught	24	47	118	156
Number of Students in Designated Sections[16]	497	892	1,871	2,650

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[16] This is duplicated headcount.

C. ASSESSMENT OF NEW SERVICE-LEARNING COURSES

The Service-Learning Grant and Designation program requires that all newly-designated courses be assessed the first semester they are taught. The information for this year's assessment was taken from surveys completed by 90 students in six service-learning courses.[17] The faculty members teaching these courses receive individual reports on their classes, but for the purposes of this assessment report responses from all six classes have been aggregated.

Chart 12: Assessment Summary of New Service-Learning Courses

	Strongly Disagree	Disagree	Neutral/Not Applicable	Agree	Strongly Agree
I more fully understand course content because of the service work performed.	1%	7%	9%	60%	23%
I used knowledge and/or skills from the academic discipline of this course in my service work.	0	3%	16%	54%	27%
The community partner I served with fit well with course content.	0	0	13%	48%	39%
The critical reflection activities in this course tied my service work to course content.	0	2%	7%	58%	33%
The critical reflection activities in this course tied my service work to the concept of civic responsibility.	0	1%	11%	45%	43%
The critical reflection activities in this course made my service work a meaningful experience.	0	1%	6%	60%	33%
The way in which the instructor guided and structured the reflection activities was effective.	0	5%	9%	50%	36%
My service work provided a needed service to the community.	0	0	10%	50%	40%
Overall, I feel this was an effective service-learning course.	0	0	8%	45%	47%
Overall, I feel the instructor was effective.	0	1%	13%	42%	44%

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[17] The Thayne Center has not yet completed the assessment of GEOG 1850, since it was taught May 12-May 30, 2008.

Approximate number of hours I served with my community partner this semester:			
1-5 hours (22%)	6-10 hours (20%)	11-15 hours (39%)	16+ hours (19%)

Approximate number of hours I work for pay each week:				
I do not work (9%)	Fewer than 10 (6%)	10-20 (22%)	21-39 (34%)	40+ (29%)

	Yes	No
Were you performing community service prior to taking this class?	40%	60%
Do you plan to perform community service after this class?	90%	10%
⇨ If YES, do you plan to perform community service because of your experience in this class?	65%	35%

The majority of students had effective learning experiences as a result of combining service with classroom instruction. For example, 83% agreed or strongly agreed that they more fully understood course content because of their service work; 81% also agreed or strongly agreed that they applied knowledge learned in the classroom to their service. Eighty-seven percent agreed or strongly agreed that their community agency was a good fit for the class requirements and 90% agreed or strongly agreed that their work provided a needed service to the community.

Since critical reflection is a key component of service-learning, the survey asked several questions about students' experience in this area. Ninety-one percent agreed or strongly agreed that reflection activities tied their service to course content and 93% agreed or strongly agreed that reflection made their service more meaningful. Eighty-eight percent also agreed or strongly agreed that reflection activities connected their service work to the concept of civic responsibility. Instructors are crucial to creating appropriate critical reflection activities; in this case, 86% of students agreed or strongly agreed that the instructor effectively guided and structured reflection activities.

Ninety-two percent of students agreed or strongly agreed that it was an effective service-learning course. A high number of students also said they would continue to do community service after the class was over. Though only 40% of students had done any community service prior to taking the class, 90% said they planned to continue performing service. Of the 90% who planned to continue, 65% said it was because of their experience in this class. Of those who said they didn't plan on serving after the class, most said it was because of time constraints—not surprising since 63% of these students work more than 20 hours a week.

PART III: GPA AND COMPLETION RATES OF FORMER THAYNE CENTER STUDENTS

A growing body of research indicates that involvement in service initiatives can positively impact student GPA, retention, and completion. Because of this, the Thayne Center wanted to examine these rates for its students. Lacking the resources to conduct the type of longitudinal study necessary to assess this, the staff chose to look at past students, those who participated in Thayne Center programs between 2003 and 2007.

This assessment analyzed student transcript information for all 448 participants enrolled in Thayne Center student programs between Fall 2003 and Spring 2007. This information was then compared with institutional data where possible. The Office of Information Technology provided the information for the GPA comparison. For the graduation comparison, data came from the 2006 Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report (the most recent figures available).

Chart 13: Comparison of Thayne Center Student GPA and Overall SLCC Student GPA

Year	SLCC Student GPA	Thayne Center Student GPA
2003-2004	3.0	3.33
2004-2005	2.97	3.18
2005-2006	2.92	3.16
2006-2007	2.91	3.02

According to this data, Thayne Center students consistently had a higher GPA than the overall SLCC population for the past four years.

Chart 14: Percentage of Thayne Center Students Graduating Within 150% of Normal Time

Cohort Year	Percentage
2003-2004	37.2%
2004-2005	31.7%

The 2006 IPEDS Data Feedback Report examines the graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion. According to the 2006 report, 35% of the SLCC cohort of 2002-2003 graduated within 150% of normal time.[18] The Thayne Center only had data for the 2003-2004 cohort and the 2004-2005 cohort, not the 2002-2003 one, so the comparisons aren't statistically valid. Much more research than these preliminary findings is needed to draw accurate conclusions about how Thayne Center participation might impact graduation rates.

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[18] IPEDS Data Feedback Report 2006, http://www.slcc.edu/ir/docs/IPEDSDFR2006.pdf

ACKNOWLEDGEMENTS