



Service-Learning Survey Report

Institutional Research and Reporting

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Students

Background

Students enrolled in service-learning courses during Spring semester 2016 were asked to respond to the survey between April 11-25. Of 1,201 students, 24 responded, yielding a 2% response rate. Because of this low response rate, it is inappropriate to make generalizations to the population of service-learning students. Findings contained in this report may act as a guide to further research, or to assist in making minor program decisions, but caution should be used in drawing definitive conclusions from such a small sample.

Previous experience

About a quarter of respondents had had previous service-learning experience.

I have been a family mentor for incoming refugees for many years. However for service learning hours I was tutoring school children

Service learning for another EDU class in a previous semester

This service took place mainly in February. I had the opportunity to participate in the Un-Limbed winter camp that is sponsored by Shriner's, it is a teen amputee camp that consists of amputee's from all over the nation. I snowboarded with the kids all day after they were set up with their mono-ski's and prosthetics and was there to kind of act as a "barrier" between them and the public to ensure that they could simply enjoy their day with new friends.

Community partner/facility

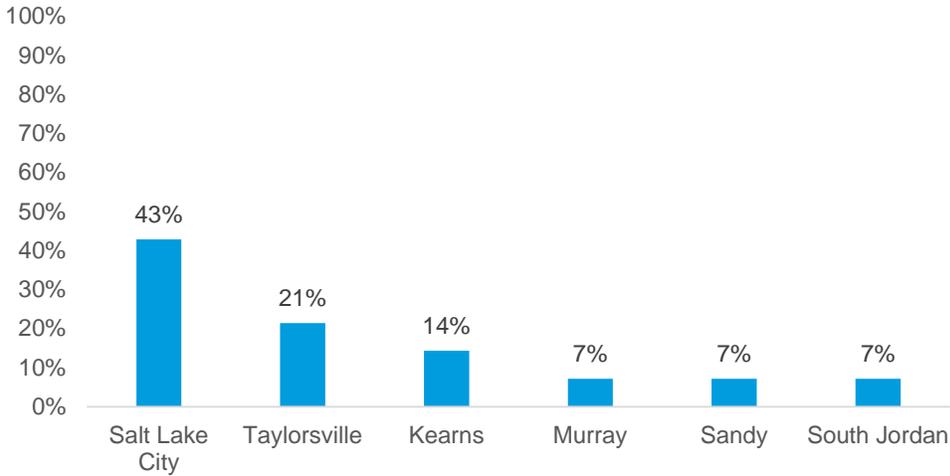
WHAT IS THE NAME OF THE COMMUNITY PARTNER ORGANIZATION/FACILITY YOU SERVED WITH DURING THIS CLASS?

YMCA	3
The Children's Center	2
Anatomy	1
Asian association	1
Edgemont Elementary	1
Legacy	1
Lopus	1
Shriner's Hospital	1
SLCC	1
University of Utah Volunteer Doulas	1
Utah Aids Foundation	1
Utah Pride Center	1
Veterans Service Center	1
<i>Total</i>	<i>16</i>

IN WHAT CITY WAS THE COMMUNITY PARTNER LOCATED?

Nearly half of respondents performed their service work in Salt Lake City

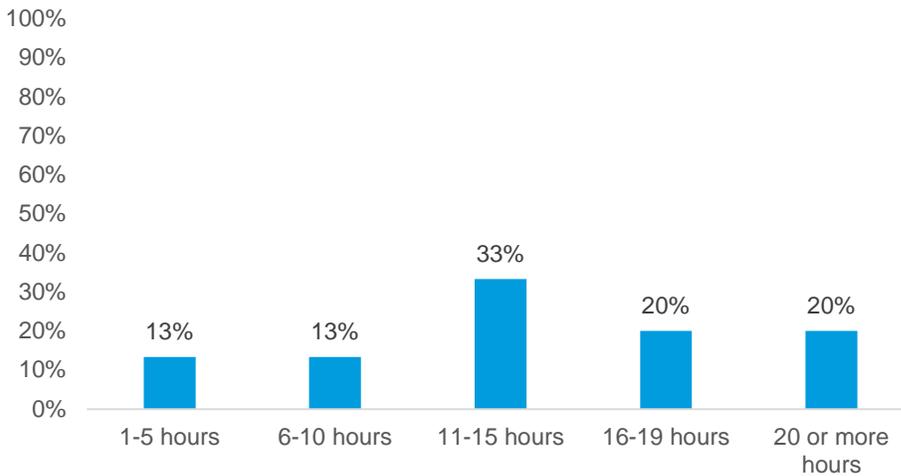
In what city was the community partner located?



HOW MANY HOURS DID YOU SERVE WITH YOUR COMMUNITY PARTNER DURING THE COURSE OF THE SEMESTER?

There was a great deal of variability in how much time respondents spent doing service work. A third spend 11-15 hours, 40% did more, and 26% did less.

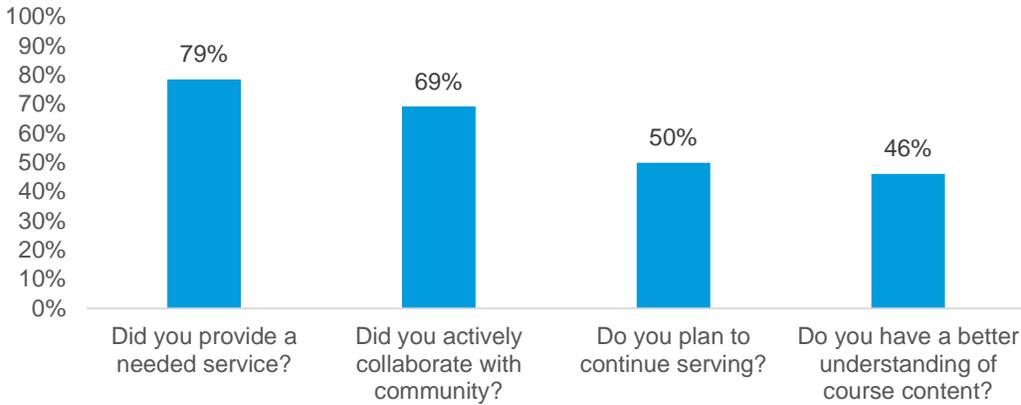
How many hours did you serve?



Attitudes

Most respondents felt they provided a needed service, and half plan to continue serving in the community. Less than half felt they had a better understanding of course content as a result of their service work.

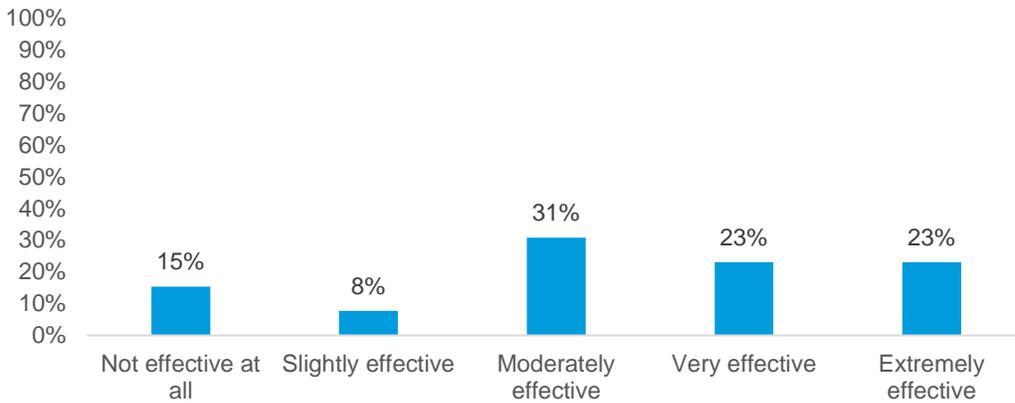
Percent responding "Definitely Yes" or "Probably Yes"



INSTRUCTOR

A little less than half of respondents felt their instructor was very or extremely effective at guiding the service-learning component of the course.

How effective was your instructor at guiding the service-learning component of this course?

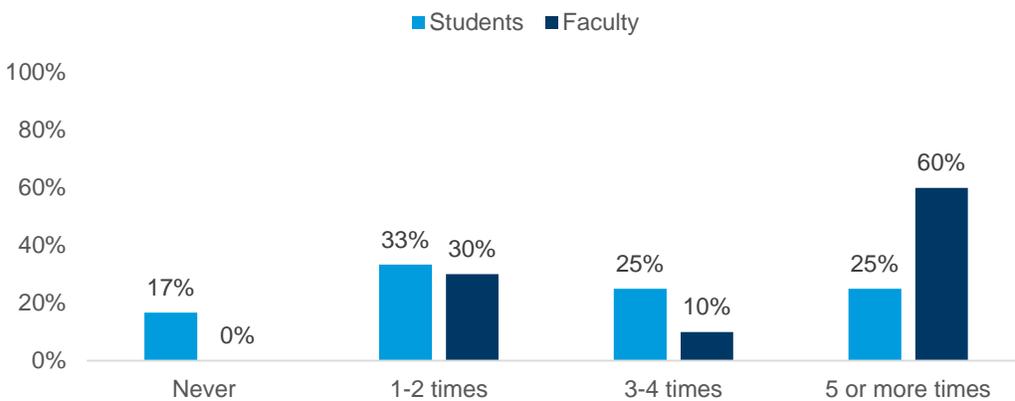


Reflection

FREQUENCY

Half of respondents claimed to have engage in critical reflection at least three times over the course of the semester, while 17% never did so. This is in contrast to faculty, 70% of whom asked students to engage in critical reflection at least three times. It is unclear whether this difference reflects sampling error, miscommunication in making assignments, or students not completing assigned work.

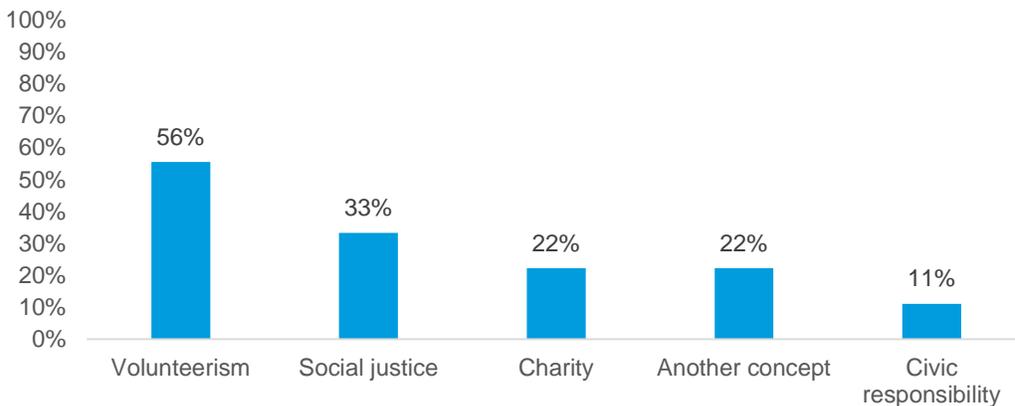
How many times did you engage in/assign critical reflection activities?



CONCEPTS

The most common concept employed in critical reflection activities was volunteerism, followed by social justice. Respondents also identified “cultural awareness of patients” and “disabilities” as critical reflection themes.

Critical reflection activities ties my service to the following concepts:



Open-ended

DO YOU HAVE ADDITIONAL COMMENTS YOU WANT US TO KNOW ABOUT YOUR EXPERIENCE WITH SERVICE-LEARNING?

I have mixed feelings about the service learning program. While I believe that community service and engagement is crucial to individuals and communities and have contributed thousands of hours of community volunteer time over the last 2 decades I find myself frustrated that it isn't what I'm enrolled in this school to learn. I realize that this value isn't taught in some families and falls to government institutions to teach, I find myself a little frustrated with the requirement. As a student who has taken a brief break from heavy community engagement to get through school I felt it was an added burden that comes at the wrong time and in the wrong setting and is unrelated to my coursework. I work two jobs, go to school full time, juggle capstone shifts, labs and taking care of a family, often working more than 24 hours at a stretch (back to back capstone then work shifts at the hospital) at least once a week. To add volunteer hours to this made me feel resentful and frustrated when I usually enjoy it. Although the requirement was 12 hrs when you break it up into 1-2 hr increments and add the commute back and forth from Layton it adds up to many more than 12 hrs worth of time and hassle. I enjoyed tutoring the children at Sunnyvale community center but with my work/school/personal life balance already seriously out of balance it added unnecessary stress when I already feel critically overloaded.

I liked being 'forced' out of my comfort zone and into the real world, beyond school. I think everyone should take one of these courses.

I think that service learning has a great benefit to students. However, with how busy schedules are, it is extremely difficult to fit in the needed hours. Working full time and going to school full time is difficult enough without adding additional hours of extra service to the mix.

It is extremely difficult to have required hours 15+ of service learning. I take online classes because I have an infant and a job, as well as schooling where 2 classes require different service learning hours. It's extremely hard to find time to leave my infant with a family member seeing as how my husband is gone 13 hours a day.

Service Learning projects give you a good idea of how different other peoples' perspective is, and what it is like to be in someone else's shoes.

So fun!

this service learning requirement was i feel a waste of time and a huge inconvenience. i work full time go to school full time and have a family full time. i literally had no time for this. pretty much anytime they had something for me to do i was working or in class. this should not be mandatory!

When I signed up for my class with the service learning component in it, I had no idea that it HAD a service learning component- I didn't even know what that was. That's probably because I just started college here so I'm a total newbie, but still when I was signing up for the class there was no information provided about the service learning component, so I had no idea I would have to be dedicating a lot of time to volunteering. I just want yall to know so that maybe you could put something on the classes with service learning components, so that other students will know before signing up for the class.

Faculty

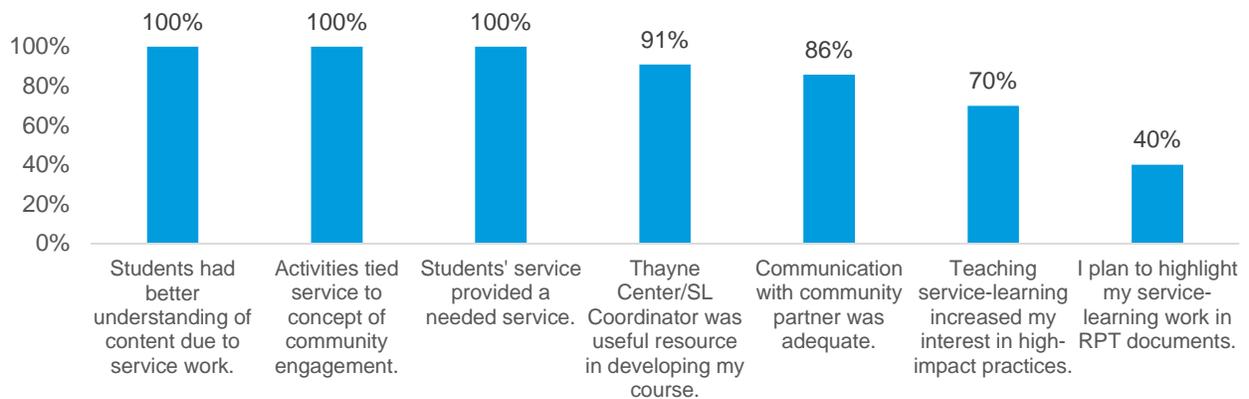
Background

Faculty members teaching service-learned courses during Spring semester 2016 were asked to respond to the survey between April 11-25. Of 42 instructors, eleven responded, yielding a 24% response rate. This is a moderate response rate, so we can be somewhat confident in the findings included in this report. The rich responses included in the open-ended questions may prove to be of greatest value.

Attitudes

Faculty were overwhelmingly positive toward service-learning and its effect on students and the community. However, less than half of faculty members plan to highlight their service-learning work in rank and tenure documents.

Percent who "Strongly Agree" or "Somewhat Agree" with the following statements



HOW DID YOU FACILITATE THE CONNECTION BETWEEN COURSE CONTENT AND SERVICE WORK?

All of the partners that we are working with have a connection to the food theme that we are working around for class discussions, writing assignments, reflection assignments, etc. The students are able to have a richer context for their writing, due to the service experiences they are having outside of the classroom. Students must reflect on their experience and connect it directly to class readings and discussions.

Diversity and social justice is our class and the students can witness first hand all the situations we discuss in class within their service environments ... It one thing to discuss topics and another thing to be in the thick of it!

I met with community partners and provided them with a copy of my syllabus. We came up with a plan together for the community work students would be involved with.

I started with the objectives of the course and examined how these could be applied in the community.

Most of the connections were made through their reflection prompts in their progress reports as well as the reflections in their lab reports

Students are given the option to use direct experience in place of completing an online module.

Students learn about and discuss issues relating to disability in class, the service component provides opportunity to reevaluate bias and stereotypes.

Students write a reflection paper making the connection between course content and what they learned at the Service Learning site. We then have an extended class discussion where students share what they learned with their peers.

The Service Learning Project is approached as creating a Communication Campaign for a non-profit organization. They have to use three channels of communication (pamphlets, Facebook, websites, video, etc.) and use many of the concepts and elements we've discussed throughout the course.

HOW DID YOU INCORPORATE CIVIC ENGAGEMENT LEARNING?

10 hours of volunteering, reflection paper and presentation

Lecture and discussion are validated through hands on community service.

My students write a reflection paper on civic engagement. This is a separate assignment than the Service Learning portion of the course.

The service learning projects are for not-for-profits in the community and sustainability for these projects are encouraged. Some students have enjoyed working with some of these organizations so much that they've continued to do so after the course or are appreciative of the additional awareness.

The students are involved in active collaboration with their partner as they work together in groups to complete a writing project that will benefit the partner and the organization. The students are involved to help the organization with their needs that incorporate writing and speaking.

This semester we are discussing all the politicians and their platforms we are talking about racial issues classism sexism disabilities and religious oppression and it appears all the presidential candidates are as well. It has not be hard to be involved in the political processes Donald Trump gives us something New to discuss each week

We discuss human relations within a workplace environment. By looking at the impact civic engagement has on productive employees, students discover how organizations influence the community they are located in.

We educate our students that they will need to be practitioners engaged in their profession and community. Service learning allows us to apply these principles.

We have discussed The importance of being civically engaged. I had speakers come in and talk to them about service. We discussed our role in the community and how their service benefited them and the community. Students reflect on their service impact.

WHAT WERE SOME OF THE SOCIAL OR ENVIRONMENTAL NEEDS ADDRESSED?

Access to health care. Health care literacy.

Ageism, Homelessness, Equal Educational Opportunities,

Becoming self aware, therefore becoming aware of exclusion, providing service to facilitate inclusion and helping to meet community needs, both social and physical needs.

Many agencies rely on volunteers to provide services to their clients. We've also found ways to incorporate crowdsourcing projects into service learning as well.

One project hosted an event and collected food for the food bank as admission to the event. Another project created a consistent and professional look for all flyers and emails for the Family Support Center Crisis Nursery. A project this semester is creating awareness and working with a fundraiser at Weber for the Monk Seal and endangered species. A few groups have created hygiene packs with motivational messages for the Odyssey House, Homeless Shelters, Refugees and Primary Children's hospitals. I've been really impressed with the level of social concern shown during the projects.

Working with children in an after school care program, planting and/or weeding at a community garden, teaching homeless people how to budget, shop and cook, serving snacks at a preschool center.

YMCA - Students tutored children in an after school program. Students presented a food/exercise lesson plan to the kids to help them learn more about healthy eating and exercise. Real Food Rising - Students gardening/weeding/harvesting community gardens to benefit the homeless and the local community. Students promoting volunteer awareness and public relations by sharing their picture and thoughts about volunteering on the RFR website. USU Extension (The Road Home) - Students teaching the homeless population about budgeting, food choices, and healthy eating; students teaching homeless children a lesson plan about healthy eating/exercise. Alternative Spring Break - Students traveled to different locations to experience service with all different kinds of communities.

PLEASE EXPLAIN WHY YOU FEEL SERVICE LEARNING DID NOT PROVIDE A NEEDED SERVICE TO THE COMMUNITY.

I do not know yet... they haven't completed their hours or presented their experience yet. This survey is premature for our class

I encourage students to find service within their workplace and to analyze whether or not their corporation is filling needs of service to the community.

In my service learning project description I gave an out for students that I felt would have a hard time meeting with a community partner during regular business hours. I told them that they could work with a community partner And prepare a presentation and present that to the organization. Most students chose this option but did not actually contact an organization prior to developing a presentation and a flyer. I now have a bunch of students with canned presentations that they are trying to find a venue to present at. I don't think that this is for filling an actual community need rather community partners are being kind and letting the students use them and their time. I want to change my service option descriptions in the future to help prevent this.

WHAT DID THE THAYNE CENTER/SERVICE-LEARNING COORDINATOR DO THAT WAS HELPFUL TO YOU?

Developing prompts and reflections.

Discuss options, guide me in planning for the service learning aspect of the course, meet with community partners and me to discuss options for my course.

Helpful in discussion of ideas and connecting to resources

I directed my students to it as a resource, but do not yet know if they ended up using it

I encourage all of my students to look at our current partners for ideas. Then, as part of the Communications Campaign we have the students answer all the questions that is asked in the funding proposal for the Thane Center. Those who need it are able to ask for funds very easily. Lucy has been very quick to get back to my students and help guide them in the process of enhancing their projects- especially the sustainability. She was also wonderful at answering all of my questions as well since I had no idea how to do any of this.

I found taking the service learning 1000 course to be extremely helpful as well as attending the community partner speed dating events. Through these activities I have made a lot of connections with people who have given me ideas on how to better implement service learning and to my courses and make connections with partners who would benefit from service and meet my learning outcomes. My only problem so far is that there are not many science based service projects advertised through the Thayne Center.

Service Ideas and Opportunity resources (not sure my student utilize it enough)

They came into my classroom at the beginning of the semester and explained what resources they have and told the students about the opportunity to become a civically engaged scholar. They provided me a list of community partners that would correlate with my curriculum and even arranged meetings with those partners so we could discuss the course guidelines and their needs. Last semester they even attended my students' presentations at the end of the semester.

WHAT COULD THE THAYNE CENTER/SERVICE-LEARNING COORDINATOR HAVE DONE BETTER?

I dont know, i'm not sure what their response was to my student's needs

I think they are doing really well. No complaints whatsoever.

I would like the Cordinator to intentionally find science-based service opportunities. All of the service opportunities that I have seen have been more based in social issues.

Maybe have a representative come speak to my students...(that's on me)

Nothing

The personnel at the Thayne Center are extremely helpful.

The Thayne Center could give the instructors more information on what we can ask the funds for, what kind of support we have available to students, etc. so I can direct my students to the Thayne Center and through the grant fund process a little more intelligently.

Uncertain

WHAT DID COMMUNITY PARTNERS DO THAT WAS HELPFUL TO YOU?

Clear communication of expectations

Felecia from Wasatch Community Gardens helps me by providing me with multiple dates that my students can serve, coordinating class wide service projects, facilitating potential future projects, and being flexible in our communication methods.

I had no connection with the community partners. I left it all up to the students.

Made a place for my students in the facilities

Provide experiences for students that are impossible to address in the classroom.

They came into my class a few weeks in and talked to the students about their organization, shared their mission, and what needs they had. They were there to answer questions and gather emails of students who expressed interest in helping them. They were also willing to have students email or call them to coordinate scheduling for the service. \The most helpful thing was they were able to express to me what their writing needs were, so that I was able to incorporate a writing project into the curriculum to make it relevant for my students and my curriculum.

They came to my class to discuss service learning options with the students. They met with me to discuss how they could assist in student learning. They followed up with students.

They completed the necessary forms with the students.

WHAT COULD COMMUNITY PARTNERS HAVE DONE BETTER?

Communicate with students attempting to contact them to register as a volunteer.

Get back with students in a timely manner. Return phone calls and emails.

Honestly, **** has been amazing. It would be helpful if there was greater diversity in service hour opportunities (dates/times) but I can't blame them for not being available 24/7. It should be service not a burden to them.

Perhaps in some cases utilize the students time better. Give them more to do !

Real Food Rising told me the students could volunteer all semester and then when they came in to talk to the students they had only a few dates at the end of the semester available. I would have liked to have known that ahead of time.\USU extension ended up not being fully prepared with the recipes they wanted the students to work with regarding the writing project. It was a bit frustrating for me and the students because they couldn't get started on it until later on.

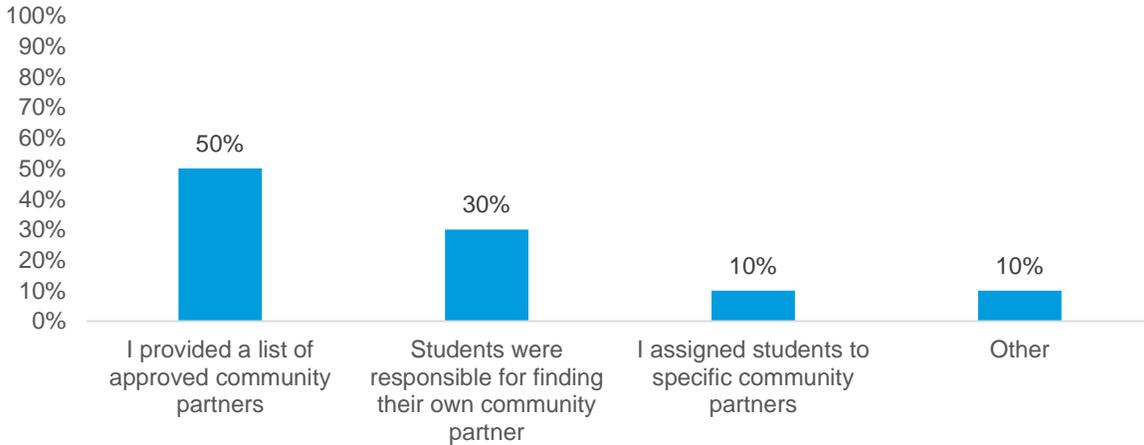
Service learning are often not their top priority. As a result, the burden often falls to faculty.

They could have communicated with me more during the semester about what was and was not working for them and for the students.

How did students find their community partners?

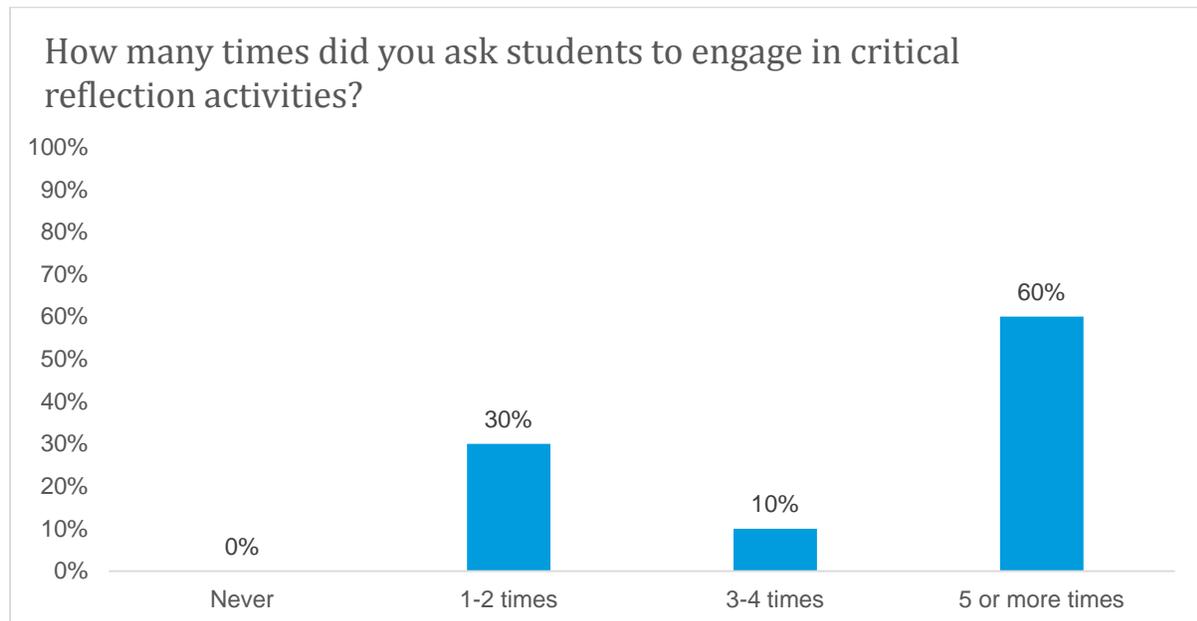
The majority of faculty provided students with a list of approved partners, though students were occasionally responsible for finding their own. The faculty member who responded “Other” offered a list, and also allowed students to find their own.

How did students find their community partners?



Critical reflection activities

All respondents required students to engage in at least one or two critical reflection activities. More than half required five or more such assignments from students.



HOW DID YOU INCORPORATE REFLECTION INTO THIS COURSE?

Final paper and presentation

Group discussion and reflective writing.

In their progress reports, final paper, and lab assignments.

Just sharing events and situations with one another each week...Then processing..

Students were asked to reflect in writing often during the semester and to use that information as they wrote their final reflection at the end of the semester.

Students write regular reflection of assignments, including service learning. They then incorporate these into their E portfolio.

The final communications campaign requires that every part of the project relate back to the audience and purpose of the project. We then review each week their progress to make sure that they are taking a critical and reflective approach to this and not just going through actions that may or may not make sense. Their final is a presentation of this project and they are asked what lessons they learned from the project.

The students write about their service learning in 4 reflective journal submissions. They also share in class about their service and reflections in class in discussion groups. The last day of class is a presentation to the class about their reflections, connections to the curriculum, and their challenges they faced with the service opportunity.

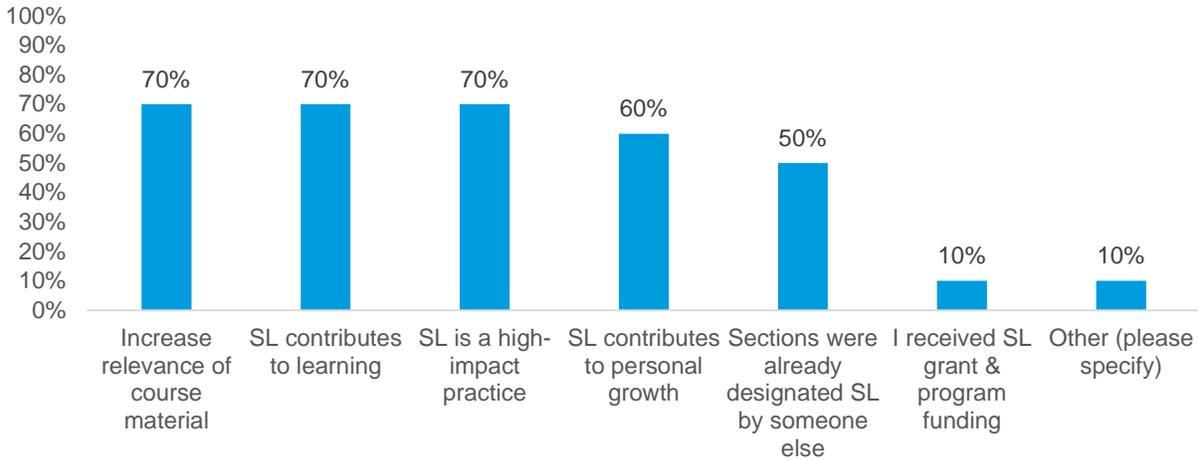
They write a reflection paper and also present on what new information they learned through this process.

Through papers and discussions in class.

Why did you use service-learning in your course?

The majority of respondents express belief in the efficacy of service-learning as a pedagogical tool. In addition, most believed it contributes to students' personal growth. Half were teaching courses already designated service-learning by a previous instructor. One respondent who selected "Other" relayed that they were attracted to service-learning because of positive experiences with it when they were a student.

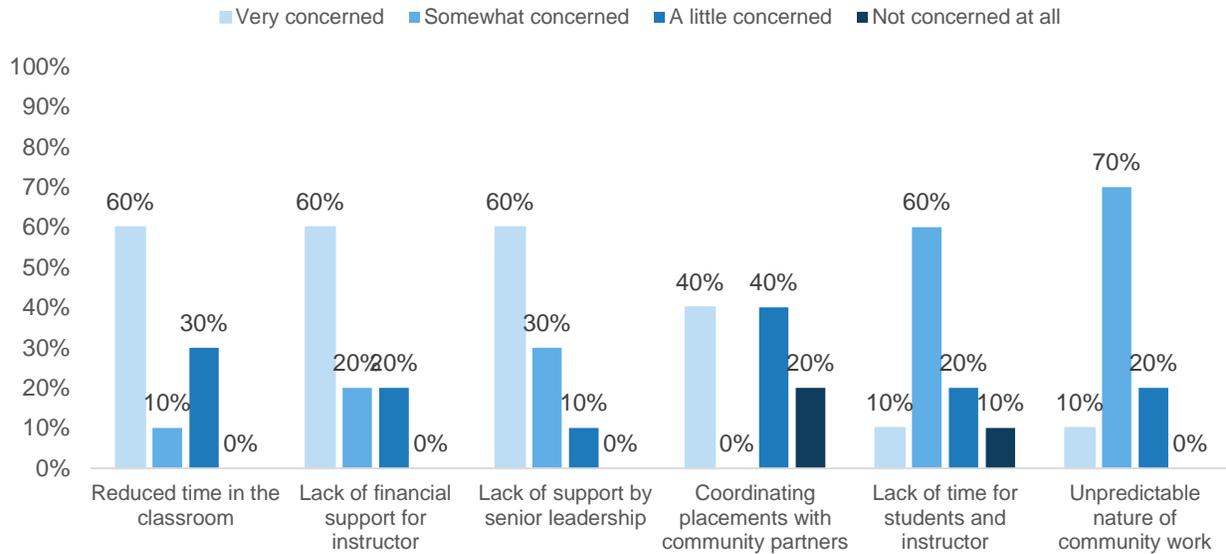
Why did you use service-learning in your course?



Concerns

Respondents expressed a high level of concern about the challenges and difficulties they faced. Time and lack of support (both financial and from senior leadership) were most likely to be major concerns. The unpredictable nature of community work was a somewhat lesser concern, but also figured prominently.

How concerned are you that the following issues are difficult or challenging in a service-learning course?



Open-ended

PLEASE TELL US ADDITIONAL CONCERNS ABOUT TEACHING A SERVICE-LEARNING COURSE.

Creating connections and developing service learning in a course take considerable leg work. The ideal is to create a partnership that is sustainable but I am having trouble with that and so am continuing to invest significant time into service learning project development.

I think the new wave of Service Learning should involve crowdsourcing. I've found some projects that are very relevant for my course, and my students really seem to enjoy the flexibility. It's great to be able to give back to the community while still in your pajamas. :)

None .. Love this class!!

None. We love it.

Students often do not engage in service learning work until later in the semester even though they have to write reflections every few weeks. They scramble at the end of the semester to complete their hours or do not finish them at all. Online students drop the class when they find out it is service learning. We need to find a better way to inform students of service learning sections before they register. They are always shocked to find out a course is a service learning course.

PLEASE INDICATE WHICH TWO SLCC STUDENT LEARNING OUTCOMES YOU FOCUSED ON FOR YOUR SIGNATURE ASSIGNMENT.

Communicating effectively, Thinking critically, Community engaged scholars.

Communication and critical thinking

Develop skills and understand the History so they can become a community engaged learner...Develop skill and knowledge in order to communicate effectively And work Professional and constructively with others ..

Diversity awareness, for self and community.

I'm not sure what this question is asking.

It actually depends upon the student's projects and they outline the outcomes in their campaign paper. However, it makes most sense that they relate to: Effective Communication, Creative and Critical Thinking, Civic Engagement, Professionalism, and Computer and Information Literacy.

Students develop the knowledge and skills to become community engaged learners and scholars. Students develop the knowledge and skills to work with others in a professional and constructive manner.

Students develop the knowledge and skills to work with others in a professional and constructive manner. Students develop the knowledge and skills to become community engaged learners and scholars.

PLEASE SHARE YOUR MOST SIGNIFICANT EXPERIENCE (POSITIVE OR NEGATIVE) WITH SERVICE-LEARNING THIS SEMESTER.

Again, I have not gotten much student feedback yet bc they are still doing the service, etc. but they seemed to struggle with not hearing back from partners. At least, that was what they reported.

Community College students have to balance many roles. They have a very difficult time finding hours outside of their daily life to complete service learning. They are fighting to feed their own families.

I had several students say that the service learning experience made the course curriculum come to life because they were able to observe and reflect on a real life situation. When I went and observed my students at the YMCA, teaching the little kids about food and exercise, it was really awesome to see them out in the community sharing what they had planned with the kids about wellness and healthy food. Seeing them in action was when I had that "aha" moment and felt that all the extra work was worth it.

I have a student who is a manager at a restaurant and trained his staff on reducing waste. He went even further and got the upper management to agree to make environmentally friendly changes to reduce waste as well.

I just had a student post her Service Learning reflection paper in her ePortfolio. She wrote a reflection stating that this was the most meaningful part of the course. It's one thing to learn about people with disabilities in a textbook, and another thing to actually get to engage with them. I think this makes a big difference for all of my students.

I'm not teaching service learning this semester as all of my sections for the course I typically teaching service learning are online and I need to rethink how I approach service learning for my online classes next fall. But my most positive experience with service learning was the group of students who worked together and went to Neighborhood House to work with the children and teach them how to make smoothies and other healthy snacks. Students did their service in groups were more successful.

Love the "Burrito project." The students literally fold about 300 burritos and then in groups take them to the Homeless on the streets .. Their stories are unbelievable each week .. It remarkable from the Man that donate the burritos and the warehouse to all the different situation the student are involved with and experiencing.. Pretty Amazing!!

Students sharing their desire and plans to change their educational studies due to their community service experience.

The students are still in the middle of their projects, so there isn't a lot to say, but the one thing that has stuck out is how excited some of the groups are to do these projects and get involved.

Community Partners

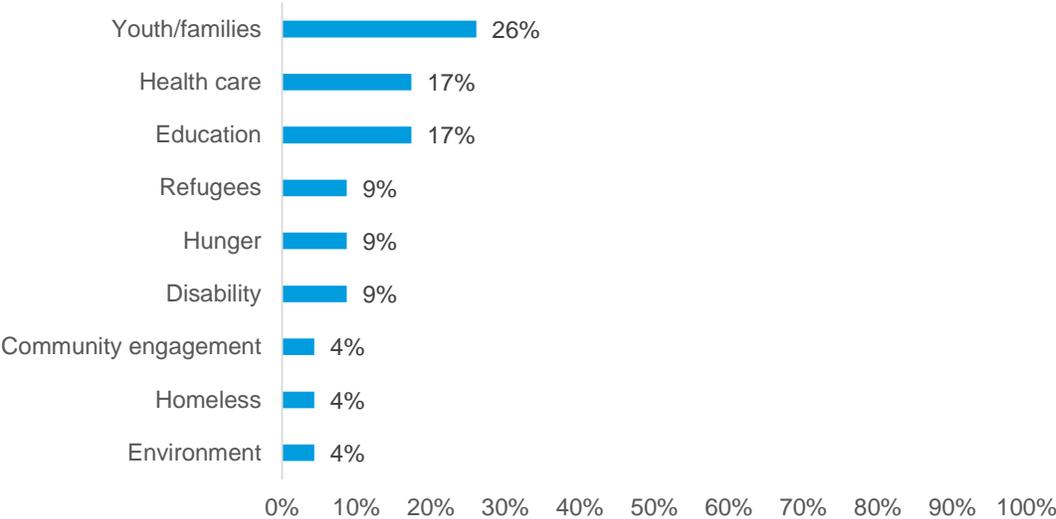
Background

Organizations and individuals involved in service-learning projects during Spring semester 2016 were asked to respond to this survey between April 11-25. Of 119 community partners, nineteen responded, yielding a 16% response rate. Since we have no way of ensuring respondents were representative of the population, caution must be used in generalizing findings to all service-learning community partners.

Issues

Community partners reported working on a variety of issues. Youth and families was the issue most commonly supported by respondents, followed by health care and education.

What social/environmental issue does your organization support?

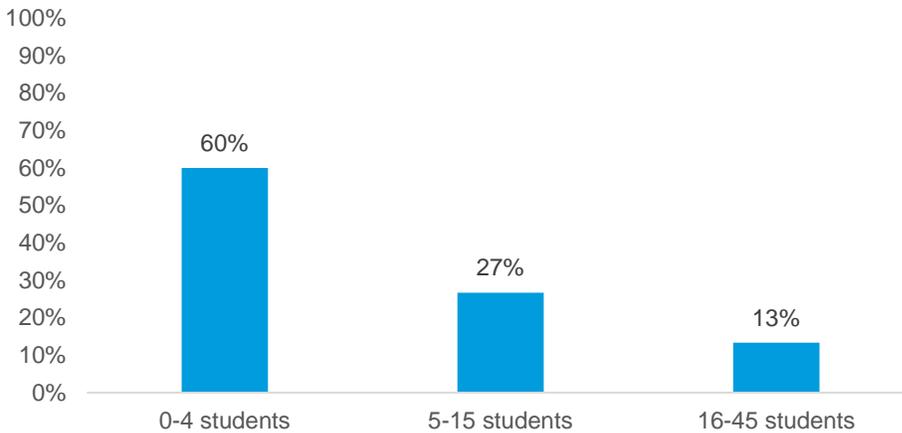


Partnership

HOW MANY STUDENTS?

The majority of partners worked with very few students, though one worked with as many as 45. The average for all fifteen respondents was 8.07.

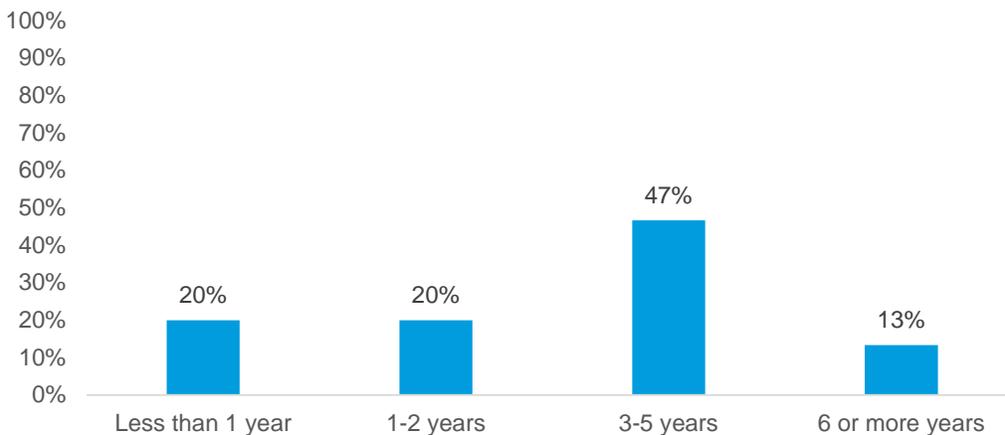
How many students did you work with during Spring 2016?



HOW LONG HAVE YOU PARTNERED WITH SLCC SERVICE-LEARNING?

Nearly half of respondents had participated as an SLCC service-learning partner for 3-5 years, while 40% had been involved for less than three years.

How long have you partnered with SLCC's service-learning program?

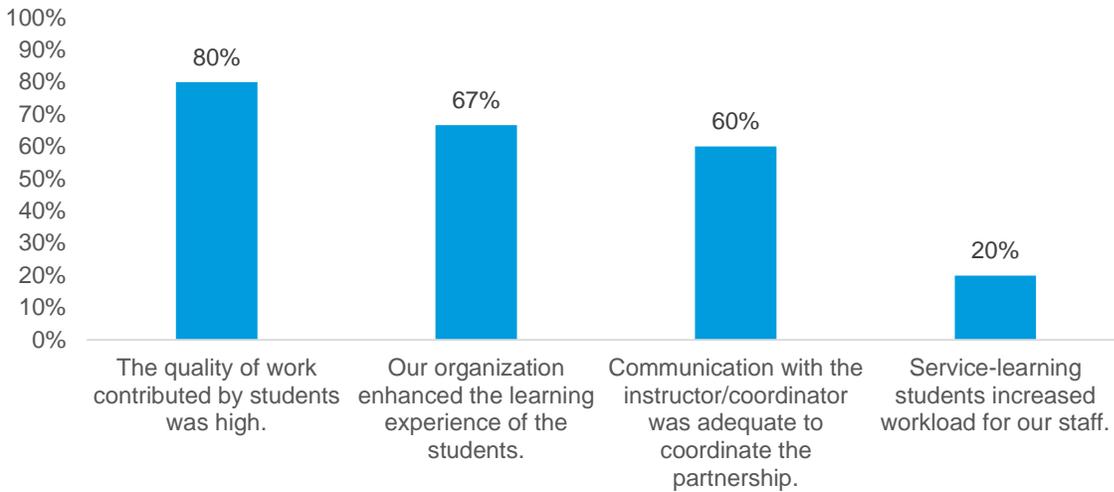


Attitudes

EXPERIENCE WITH STUDENTS AND INSTRUCTOR/COORDINATOR

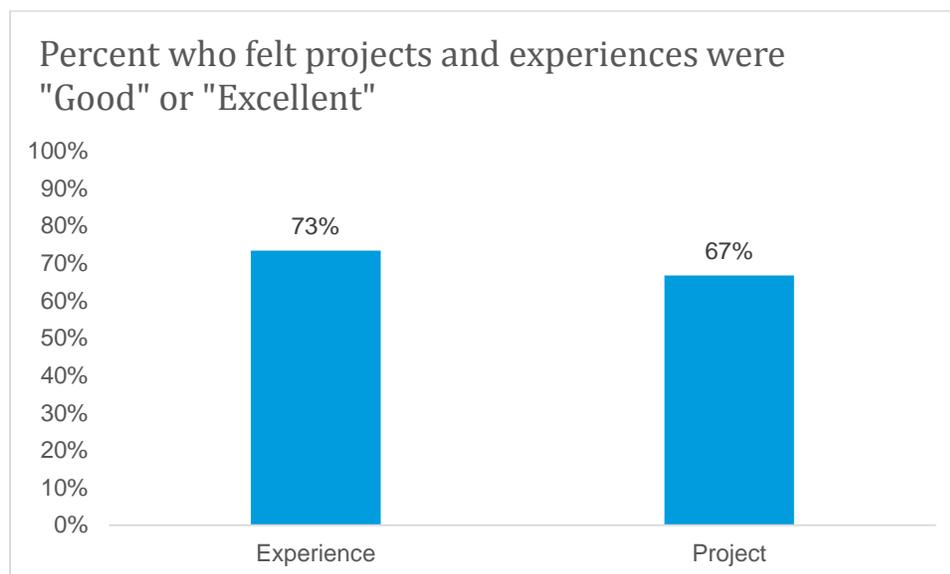
Overall, respondents had positive experiences with SLCC service-learning. A large majority felt students contributed high quality work to their organization, and only a few felt students increased their own workload.

Please indicate the extent to which you agree with the following statements:



EVALUATING THE EXPERIENCE AND QUALITY OF PROJECT(S)

Nearly three-quarters of respondents felt the experiences of students and those they served was "good" or "excellent." Similarly, more than two-thirds felt the quality of the project(s) students worked was "good" or "excellent."



Open-ended

Getting visit notes and after patient visits was somewhat difficult. Sometimes students didn't return calls or texts.

Here at CREATE it typically takes several visits to become a somewhat self sufficient volunteer. One time visits from a class can be challenging but we were able, I believe, to come up with a project that both taught the students knowledge they'll have opportunity to benefit from in their field and to get some work done around here.

Honestly, your service learning website is difficult to post opportunities, and it seems like it is more for events and not on-going volunteer opportunities.

I have one civically engaged scholar who has been amazing at volunteering with us. We truly appreciate her and her efforts. \I have had a few more students volunteering with us through their Communications class, yet I have never once spoken with the instructor. I work in placing the students and getting them their volunteer time, but I cannot say whether or not they have gotten fully what they need to from us for their project (beyond service hours). I do my best to make sure they are getting what they need from us, but I just don't know if it is really hitting the mark for what they need for class. Being on a list of approved service locations is great and we value volunteers, but I am not sure which classes are listing us and if we are really meeting the requirements of the class. \It might be worth revisiting our service-learning options with you all as we are going to have to make some changes to volunteer opportunities in the future for volunteers looking to only get 10-15 hours of service. We have had a dramatic increase in the financial cost for background checks and we cover that cost. I don't have the answer yet on if the opportunities for them to engage with us are going to change, but they might be limited to certain tasks with us.

I will be in a better position next year as I will work with students. To date I have met with very supportive faculty and staff.

Student was not readily available.

The Farmers Market begins June 11, so we haven't had volunteers since early last fall semester!

We are still getting spooled up officially with the Thayne center but we are continuing our partnership to offer low cost or free IT, Marketing & Design services to nonprofits and small businesses in Utah and our experience so far is that students are the key to our success.

We haven't received as many students the last two years as we have in the past. The one we got this year was ok. We had to hold his hand a lot. Usually we get better students. I would love to get more students. In the past, we've gotten more students from SLCC than the U or Westminster.

We love working with SLCC students! We do wish more of them continued to serve our organization past their required 5 to 10 hours.

We're building a stronger relationship with the English Department and particularly with Jason Roberts and his students providing service opportunities at the Homeless Program (St. Vincent de Paul dining facility and Weighand Day Shelter. Jason, myself and the Monica, volunteer coordinator have meet to create a plan for next fall semester students. We're very excited to get this new plan implemented.

While we are a member of the Thayne Center and have partnered for a few years with SLCC we have not seen many if any students from the Thayne Center in the most recent year.