



Student Affairs Annual Highlights 2015-2016

Department Name: Thayne Center for Service & Learning

Dash Board Indicators: (Benchmark data reported in budget process with end of year numbers. Please include multiple year data if available.)

<http://www.slcc.edu/thaynecenter/docs/Thayne%20Center%20Impact%20Summary%202011-2016.pdf>

Programming or Service Highlights: (Please use bullet format.)

- Graduated 44 Civically Engaged Scholars in college history- most in college history
- We increased +654 service-learning students, +3,578 service-learning hours, +34 service-learning courses from 2014-2015
- We had 9 more America Reads tutors but 3,230 less hours
- We had 637 more overall volunteers, and about 10,000 more hours
- Service-Learning has moved from the Thayne Center to report to the Associate Provost of Learning Advancement. This creates substantially more access for the Service-Learning program to academic processes, but demands that we ensure successful partnerships across the divisions. The success of the Service-Learning program is still dependent on strong Community Partnership Development, and the success of the Thayne Center's mission is reliant on a robust service-learning program.

Assessment Highlights: (Please use bullet format.)

- The Thayne Center highlights three primary assessments for the 2015-2016 year: <http://www.slcc.edu/thaynecenter/assessment.aspx>
 - Community Partner Outreach Program Evaluation,
 - Alternative Breaks Final Report, and the
 - Service-Learning Survey Report.

It should be noted that the Thayne Center experienced many substantial staffing changes during the year: the Service-Learning program migrated from the Thayne Center to being managed by the Associate Provost of Learning Advancement, the former Director left the college in August 2015, reorganization of the Division of Student Affairs removed the dedicated Director position, assigning some responsibility to the Assistant Vice President for Student Life (who serves a triple-role of Director of Student Life & Leadership, Director of the Thayne Center, and Assistant Vice President for Student Life) and some responsibility

to the newly created Assistant Director position. The Community Partnerships Coordinator role was filled by the Interim/ Assistant Director from August 2015 until June 2016.

Program Evaluation: Community Partner Outreach

- The first assessment was performed by a team of graduate students from University of Utah's Masters of Public Policy Program. The evaluation examined the perceived effectiveness of the Community Partnerships Program's ability to expand the capacity of its partner organizations.
- The most notable takeaway from this evaluation was the team's adamant opinion that the program is viewed as very accessible and highly valued by the organizations. The evaluation also provided recommendations that will be useful to provide a framework for the newly hired Community Partnerships Coordinator.

These recommendations include

- streamlining communications,
- modifying the workshop series requirements,
- continue engaging faculty,
- promote events that add value to organizations, and
- revise the Tier III requirements.

We plan to continue an annual assessment of this program.

Alternative Breaks Final Report

- At first glance, it may appear that the Alternative Breaks Program is diminishing. Brandon Devlin was hired as Service-Leadership Coordinator in July 2015. In the 2014-2015 year, the Alternative Breaks program was managed by delegation to several staff members, one of which was not in the Thayne Center. Brandon assumed responsibility of an unhealthy program that was functioning at the minimum level necessary to be considered Alternative Breaks.
- In reality, 2015-2016 marks a new era in the Alternative Breaks at SLCC. Student trip leaders have assumed much more responsibility in the overall planning, development, and implementation of each trip. This will create a competitive process for student leaders to participate in this opportunity to hone their skills and allow for a stronger peer-to-peer connection. These students will receive trainings and leadership development throughout the year. With these changes comes a stronger emphasis on re-orientation and post-trip service. We are also

reexamining what role the Alternative Breaks Program plays in the larger mission of the Thayne Center and SLCC.

Service-Learning Survey Report

- While the Service-Learning Program no longer reports to the Thayne Center, our work is still interwoven. Each semester, the Service-Learning Program administers a survey to students, faculty, and community partners involved in service-learning courses.
- Faculty surveys yielded a 24% response rate, making us somewhat confident in the findings.
 - 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.
 - The majority of faculty provided students with a list of approved partners, though students were occasionally responsible for finding their own.
 - 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.
 - 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.
 - 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. The rich responses included in the open-ended questions may prove to be of greatest value.
- Unfortunately, the student survey yielded a 2% response rate making the data inconclusive.

- The Community Partner surveys yielded 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.
 - 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.
 - 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.
 - 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.
 - 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.