SUPPORTING ENGAGED LEARNING THROUGH STUDENT, COMMUNITY, AND FACULTY PROGRAMS

THAYNE CENTER FOR SERVICE & LEARNING ANNUAL ASSESSMENT REPORT

2008-2009

STEP AHEAD.

Salt Lake Community College

INTRODUCTION

For 2008-2009, the Thayne Center set goals and assessment plans in four areas: Student participation, student learning, community partnerships, and faculty support. This report details assessment results and progress in each of these areas.

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PART 1: STUDENT PARTICIPATION

DESCRIPTION OF STUDENT PROGRAMS

During 2008-2009, 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.
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.
AmeriCorps	The Thayne Center offers AmeriCorps educational grants to students who complete a set term of service in the UCAN Serve AmeriCorps program. Students engage in applicable service, completing their terms of service within 12 months, and receive an educational award that ranges from $1,000 to $2,363.
Civically-Engaged Scholars	Participants complete service-learning coursework, co-curricular service, a foundation class, critical reflection, and a final portfolio. Scholars graduate with distinction, receiving special recognition at Commencement and on their transcripts.
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, civic responsibility, and social justice.
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.

PARTICIPANT INFORMATION

The following two charts reflect the number and demographics of students participating in service-learning courses and co-curricular service programs coordinated by the Thayne Center. Co-curricular programs include Alternative Spring Break, America Reads, AmeriCorps, Civically-Engaged Scholars, and Service Council. Data came from Banner reports and internal Thayne Center tracking systems. These numbers are current as of June 15, 2009.

Chart 1: Students in Thayne Center Co-Curricular Programs, 2008-2009

Number of Students	Gender	Age Range	Average Age	Median Age	Non-traditional (25+)	Ethnic Minority	Number of Hours Served
275	204 F (74%) 71 M (26%)	17-62	29.2	26	60%	15.5%[1]	74,640

As Chart 1 shows, Thayne Center programs attract a wide range of Salt Lake Community College students. These students tend to be slightly older than the SLCC population in general. Sixty percent of Thayne Center participants are non-traditional in age compared with 35% for the general student population.[2] The average age of Thayne Center participants is 29.2, while the general population has an average age of 25.4.

Ethnic minorities comprise 15.5% of Thayne Center participants, which is slightly less than that of the SLCC student population (16%). This is the first year since the Thayne Center began tracking demographic information three years ago that the rate of ethnic minority participation was lower than the general population. Though the overall percentage is less, some ethnic minority groups actually had a greater rate of participation in Thayne Center programs than their share of the SLCC student population. For example, African-American students comprise 3.5% of Thayne Center participants, but they make up 1.29% of the general student population. Eight percent of Thayne Center students are Hispanic, though the overall Hispanic population of SLCC students is 6.77%.

The percentage of female students (74%) is substantially higher than the general population (48.18%), which is typical in the volunteer and service-learning field nationwide.

Chart 2: Students in Service-Learning Courses, 2008-2009

Number of Students	Gender	Ethnic Minority	Hours Served
3,182[3]	1,717 F (54%) 1,465 M (46%)	20.5%[4]	47,730

During 2008-2009, 3,182 students enrolled in 187 sections of service-learning courses. Many students in service-learning courses have limited or no contact with the Thayne Center since they work directly with community partners outlined by their instructors or selected from the Thayne Center's database. For this reason, the Thayne Center only tracks basic demographic information for these students, such as gender and ethnicity.

Students in service-learning courses have more gender equity than other Thayne Center programs: 54% female and 46% male. Ethnic minorities make up 20.5% of service-learning students, which is 5% greater

[1] 9 African American (3.5%); 4 Asian (1.5%); 212 Caucasian (77%); 22 Hispanic (8%); 6 Pacific Islander (2%); 2 Other (.5%); 19 Non-Specified (7%); 1 Non-Resident Alien (.5%)
[2] All demographic information for SLCC students used for comparison came from the *Salt Lake Community College Fact Book, 2008-2009*
[3] Duplicated headcount
[4] 79 African American (2.5%); 103 Asian (3%); 2,313 Caucasian (73%); 308 Hispanic (10%); 41 Native American (1%); 87 Pacific Islander (3%); 39 Other (1%); 169 Non-Specified (5%); 43 Non-Resident Alien (1.5%)

than the number of minorities in co-curricular programs. Though the Thayne Center does not have information on the age of all 3,182 students, it does have this information from students who completed service-learning evaluations spring semester. Of the 111 respondents responding to this optional question, 105 provided their age. The ages ranged from 16-50, with an average age of 24.15.

Chart 3: Demographic Breakdown by Co-Curricular Program, 2008-2009

Program	Number of Students	Hours Served	Gender	Age Range	Average Age	Non-traditional (25+)	Ethnic Minority	Participate in Other TC Program
Alternative Spring Break	18	610	56% F 44% M	18-55	25.9	31%	12.5%[5]	50%
America Reads	51	8,303	88% F 12% M	17-62	29.4	59%	30%[6]	39%
AmeriCorps	233	60,913	75% F 25% M	18-62	29.4	62%	14%[7]	15%
Civically-Engaged Scholars	32	2,325	72% F 28% M	18-55	28.4	47%	15%[8]	44%
Service Council	15	2,489	53% F 47% M	18-46	24.1	26%	33%[9]	60%

Chart 3 breaks down student demographics per program. 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 275 actual student participants.

Examining individual programs allows for a deeper look at participation trends. For example, older females tend to become involved with the America Reads Federal Work-Study program more than other Thayne Center programs. America Reads consistently has the highest average age of all Thayne Center programs each year; it also has the highest percentages of female participants. Many of these students are returning to school after spending several years at home or in the workforce. They often choose the America Reads program because they've been awarded work-study, not because of a desire for civic engagement. Through their participation in America Reads, however, students learn of other opportunities to get involved. Nearly 40% of America Reads students participate in another Thayne Center program.

In terms of diversity, the makeup of this year's Service Council is quite different from the previous year, when the program had the youngest average age, the lowest percentage of males, and the lowest percentage of ethnic minorities. Last year's assessment recommended that future recruitment efforts

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[5] 14 Caucasian (87.5%); 2 Hispanic (12.5%)
[6] 5 African-American (10%); 2 Asian (4%); 30 Caucasian (59%); 7 Hispanic (14%); 1 Pacific Islander (2%); 6 Non-Specified (12%)
[7] 6 African-American (2.5%); 3 Asian (1%); 184 Caucasian (79%); 17 Hispanic (7.5%); 5 Pacific Islander (2%); 2 Other (1%) 16 Non-Specified (7%)
[8] 1 Asian (3%); 23 Caucasian (72%); 2 Hispanic (6%); 1 Pacific Islander (3%); 1 Non-Resident Alien (3%); 4 Non-Specified (13%)
[9] 1 African-American (6.5%); 1 Asian (6.5%); 10 Caucasian (67%); 3 Hispanic (20%)

for the Service Council reach a broader audience to have a better balance of age, gender, and ethnicity. As shown by this year's participants, the Thayne Center achieved its goal of diversifying the Service Council. It still has the youngest participants of any Thayne Center program, with an average age of 24.1, but its age range is 18-46 instead of last year's 18-28. It also has the largest percentage of ethnic minorities, at 33%, compared with 13% last year. With 53% females and 47% males, the gender equity is closest here than with any other Thayne Center program. This year's Service Council members are also more likely to participate in other Thayne Center programs than last year's participants. Last year, 33% of Service Council members participated in other Thayne Center programs, one of the lowest rates of any program. This year the percentage increased to 60%, making the Service Council the program with the highest percentage of students engaged in other programs this year.

AmeriCorps has the largest number of participants by far. At 233 participants, this is a 110% increase over last year. The requirements for participation are broad and draw a range of participants. With the exception of international students, any student at SLCC who volunteers at least 300 hours a year can enroll in the program (providing they pass a background check) and earn a federal educational grant.

Chart 4: Total Number of Students Participating in Service Initiatives at SLCC, 2008-2009

	Thayne Center Programs	Service-Learning Courses	Thayne Center Activities[10]	Club Service Projects[11]	SLCCSA Service Projects[12]	Total
Number of Students	275	3,182	705	557	168	4,887[13]
Number of Hours Served	74,640	47,730	1,109	1,563	250	125,292

Besides service-learning students and students in Thayne Center co-curricular programs, many other SLCC students participate in organized service initiatives, as illustrated by Chart 4. These include projects coordinated by Thayne Center students, clubs, or boards of the Salt Lake Community College Student Association. A total of 4,887 students participated this year in some form of documented service. This is 20% of all SLCC students, based on the Fall 2008 enrollment figure of 24,457.

SLCC students contributed 125,292 documented hours of service during the 2008-2009 year. The economic impact of this service is estimated at $2,537,163, based on the value of volunteer time determined each year by Independent Sector, a national leadership forum for charities, foundations, and corporate giving programs. For 2008, this is rated at $20.25 per hour.[14]

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[10] Total of 27 projects
[11] Total of 37 projects
[12] Total of six projects
[13] May include duplicated headcount, since these figures are based on numbers of participants per project
[14] Retrieved May 29, 2009 from http://www.independentsector.org/programs/research/volunteer_time.html

TRENDS IN STUDENT PARTICIPATION

This section examines changes in participation for both co-curricular and service-learning programs over the past three years.

Chart 5: Demographic Comparison by Year, Co-Curricular Programs

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%
2008-2009	275	74% F 26% M	17-62	29.2	26	60%	15.5%

Chart 6: Programmatic and Demographic Comparison by Year, Service-Learning

Year	Number of Designated SL Courses	Number of Sections Taught	Number of Students	Gender	Ethnic Minority
2006-2007	36	118	1,871	57% F 40% M 3% Not Specified	15.5%
2007-2008	48	156	2,650	57% F 43% M	17%
2008-2009	49	187	3,182	54% F 46% M	20.5%

As these charts show, the number of students participating in Thayne Center co-curricular programs has more than doubled over the past three years, increasing from 132 to 275. The number of students in service-learning classes has grown from 1,871 to 3,182, an increase of 70%.

The number of service-learning sections taught has grown from 118 to 187, an increase of 58%. It seems a discrepancy that 31 additional service-learning courses were taught this year when only one new class received service-learning designation. This is due to an increased number of LE 1020 and LE 1220 sections taught using service-learning.

While the gender difference has stayed fairly similar for service-learning classes, the gender disparity has grown for co-curricular programs, a disheartening trend. The average age of participants has increased for co-curricular participants, as the charts below illustrate.

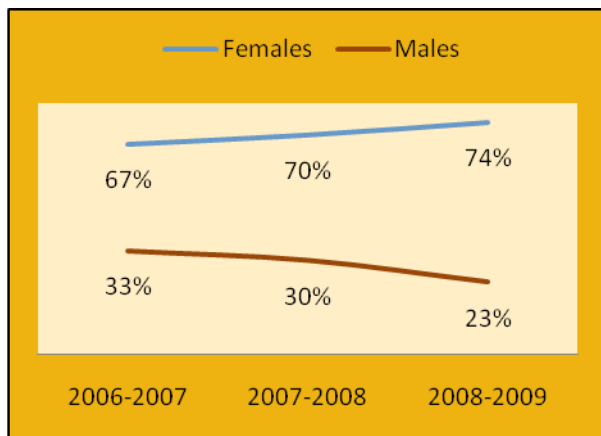*Chart 7: Gender Comparison (Co-Curricular)* *Chart 8: Age Comparison (Co-Curricular)*
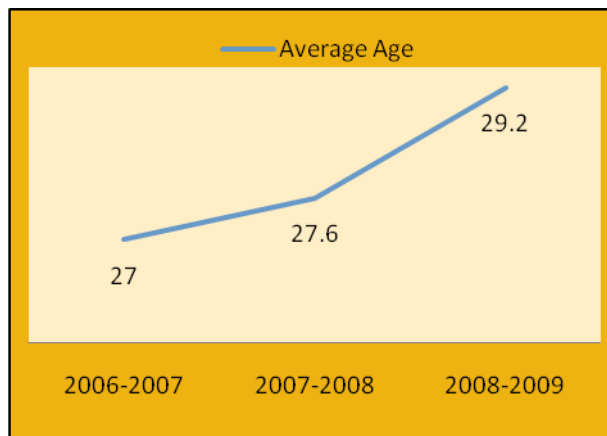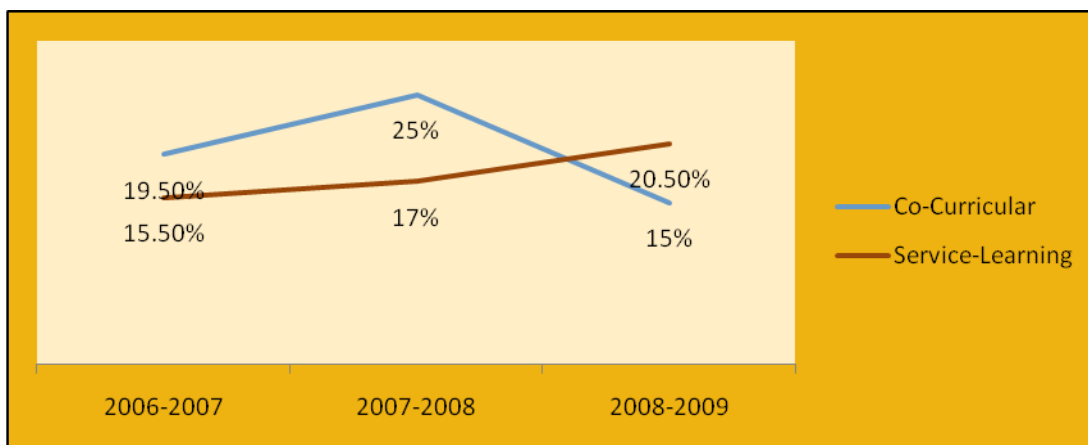

Chart 9: Ethnic Minority Participation Comparison by Year

As shown in Chart 9, the percentage of ethnic minority students participating in co-curricular programs decreased by nearly ten percent this year. After a high of 25% in 2007-2008, the participation rate dropped to 15.5% this year. For the first time in the three years that the Thayne Center has tracked student demographics, the percentage of ethnic minority participants is actually below the overall percentage of ethnic minority students at SLCC. The rate of ethnic minority participation in service-learning classes has continued to increase, however, reaching a high of 20.5% this year.

PROGRESS ON 2008-2009 GOALS

SLCC's Strategic Priority II focuses on improving student access and success. This year the Thayne Center set two goals that align with this Strategic Priority:

1) Increase number of AmeriCorps participants by 100%, providing 200 SLCC students financial support to complete desired educational goals

2) Increase number of Civically-Engaged Scholars by 75%, providing 50 SLCC students with innovative learning pathways and increased participation in co-curricular activities

The Thayne Center met its first goal, successfully expanding the AmeriCorps program from 111 participants to 233, an increase of 110%. Progress on the second goal did not go as well. The program only grew 14%, increasing from 28 to 32 participants. This was due, in part, to some personnel changes and vacancies at the Thayne Center, which left this program without a coordinator between November and March. The Civically-Engaged Scholar program previously fell under the duties of a staff member who also coordinated three other large programs, leaving little time to focus on expanding the program. This year the Thayne Center reorganized two positions and now the Service Leadership Coordinator coordinates the Civically-Engaged Scholars, which will enable her to spend more expanding the program.

PART 2: STUDENT LEARNING

LEARNING OUTCOMES FOR SERVICE PROGRAMS

The Thayne Center believes that its service programs should have intentionally structured systems where learning can take place, using critical reflection to process the student learning. In a service-learning course, faculty members guide the learning process for students, while Thayne Center staff members do this for co-curricular programs. This section examines learning outcomes for two groups: students in service-learning classes and Service Council members.

SERVICE-LEARNING COURSES

For the past five years, since the inception of the Service-Learning Grant and Designation program, the Thayne Center has assessed new service-learning classes during the first semester in which they are taught. Until now, only newly designated classes received assessment, with no follow-up, because the assessment was labor intensive. It was administered through a paper survey and the amount of time it took to collect and analyze the data from these few classes prohibited the Thayne Center from doing a larger-scale assessment, especially since almost ninety sections of service-learning courses are taught each semester.

This year the Thayne Center asked three instructors to pilot an electronic assessment during spring semester using the services of StudentVoice. Of these three, one faculty member was teaching four sections of a newly-designated service-learning class (63 respondents); one faculty member was a seasoned service-learning practitioner with three sections (20 respondents); and one was an adjunct instructor teaching for his first time three sections of a course that had been designated as service-learning in 2005 (28 respondents). In all, 111 students in ten sections responded to the survey. Since using this electronic assessment proved to be very easy and effective, the Thayne Center plans to expand its assessment of service-learning classes next year.

Chart 10: Results from Service-Learning Course Evaluation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I more fully understand course content because of the service work performed.	2.75%	3.67%	24.77%	41.28%	27.52%
I used knowledge and/or skills from the academic discipline of this course in my service work.	3.67%	3.67%	16.51%	33.94%	42.20%
The community partner I served with fit well with course content.	1.83%	3.67%	16.51%	38.53%	39.45%
The critical reflection activities in this course tied my service work to course content.	.92%	2.75%	12.84%	49.54%	33.94%
The critical reflection activities in this course tied my service work to the concept of civic responsibility.	0	1.83%	11.93%	48.62%	37.61%
The critical reflection activities in this course made my service work a meaningful experience.	1.83%	9.17%	19.27%	37.61%	32.11%
The way in which the instructor guided and structured the reflection activities was effective.	0	2.75%	11.93%	36.70%	47.71%
My service work provided a needed service to the community.	0	.92%	14.68%	31.19%	53.21%
Overall, I feel this was an effective service-learning course.	.92%	0	9.17%	42.2%	47.71%
Overall, I feel the instructor was effective.	0	1.83%	2.75%	31.19%	64.22%

Approximate number of hours I served with my community partner this semester:
1-5 hours (1.80%)   6-10 hours (23.42%)   11-15 hours (34.23%)   16+ hours (40.54%)

Approximate number of hours I work for pay each week:
I do not work (12.61%)   Fewer than 10 (9.01%)   10-20 (20.72%)   21-39 (37.84%)   40+ (19.82%)

	Yes	No
Were you performing community service prior to taking this class?	37.84%	62.16%
Do you plan to perform community service after this class?	87.39%	12.61%
⇨ If YES, do you plan to perform community service because of your experience in this class?	77.32%	22.68%

The majority of students responding to the survey felt they had successful learning experiences as a result of combining service with classroom instruction:
- 69% of respondents agreed or strongly agreed that they more fully understood course content because of their service work.

- 76% agreed or strongly agreed that they used knowledge and skills gained from the course in their service work.
- 90% agreed or strongly agreed that it was an effective service-learning course.

Most students also felt that they provided a needed service to their community, with 85% percent of respondents agreeing or strongly agreeing with this statement. More than 40% of respondents reported serving more than 15 hours and 34% served between 11-15 hours. Not surprising, the more service students performed, the more likely they were to feel that they were providing a needed service:
- 65% of those performing 16+ hours of service strongly agreed that they were providing a needed service.
- 51% of those performing 11-15 hours strongly agreed that they were providing a needed service.
- 40% of those serving 6-10 hours strongly agreed that they were providing a needed service.
- 0% of those serving 1-5 hours strongly agreed that they were providing a needed service.

The majority of students felt that critical reflection had enhanced their experience both in and out of the classroom:
- 84% of students agreed or strongly agreed that the reflection tied their service to course content.
- 86% agreed or strongly agreed that the reflection tied their service to the concept of civic responsibility.
- 70% of students agreed or strongly agreed that reflection made their service more meaningful.

A high number of students said they would continue to do community service after the class was over, a good indicator of how service had impacted them:
- Only 38% of students had done any community service prior to taking the class, yet 87% said they planned to continue performing service.
- Of the 87% who planned to continue, 77% said it was because of their experience in this class.

Finding time to complete service-learning activities is a challenge for students:
- Of the nine respondents who gave reasons why they wouldn't continue service after the class, eight listed time constraints.
- 58% of respondents work more than 20 hours a week.
- 25% of the students who performed 16 or more hours of service also worked full-time.

SERVICE COUNCIL

The structure of this year's Service Council involved Thayne Center staff members mentoring teams of three to four people each. Each team focused on one of the following areas: hunger and poverty, environmental sustainability, community partnerships, and Alternative Spring Break planning. The mentors met with their teams weekly and provided guidance as the students developed educational activities and service projects that addressed their area. Besides this mentoring, Service Council members had weekly training meetings that focused on four specific learning outcomes: social change, student leadership, empowerment, and heightened awareness of community problems. To assess growth in these four areas, the Thayne Center used StudentVoice to administer a pre-test and a post-test. Thirteen participants took the pre-test in August and eleven took the post-test in April. Because of

the small number of students involved, the charts below will use the actual number of students rather than the percentage.

Social Change

The nine questions in this category asked about students' civic skills (advocacy, taking action on issues) and civic participation (voting, attending town meetings, writing newspapers or elected officials). Noteworthy positive changes took place in several cases:

- 1 participant on the pre-test had attended a town, city, or neighborhood council meeting in the past 12 months; this increased to 5 people on the post-test.
- 4 participants on the pre-test had signed a written or online petition related to a political or social issue important to them in the past 12 months; this increased to 8 people on the post-test.
- 4 participants on the pre-test disagreed that they were involved in political issues; none disagreed on the post-test.

The following questions actually showed a decrease in the number of students who strongly agreed on the pre-test and those who strongly agreed on the post-test:

Have skills necessary to take action on social issues					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre-Test	6	3	3	1	0
Post-Test	4	7	0	0	0
Have advocacy skills					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre-Test	5	4	3	0	1
Post-Test	3	6	1	1	0

One theory for this decrease is that as students learn more about the complexities of social issues they realize that they do not have all the skills needed to take action. If, in fact, this decrease is because students have deepened their understanding of social issues, it is actually a positive result that reflects growth in the students. Also, despite this decrease among those who strongly agreed, positive change still occurred in this category. On the pre-test, for example, nine of the thirteen participants agreed or strongly agreed that they had skills to take action on social issues, but three were neutral and one disagreed; on the post-test, all participants agreed or strongly agreed with this statement.

Student Leadership

The nine questions in this category asked participants questions about their ability to motivate and involve other students, interact with people different from them, and resolve problems. This area showed the least growth of any of the four Service Council learning outcomes. In the following cases, the responses were almost identical on the post-test, indicating little growth:

- Involving other students in service activities
- Motivating self and others to work collaboratively

- Believing leadership is collaborative
- Helping peers resolve problems or differences peacefully
- Knowing how to dialogue with people even if they disagree
- Becoming involved with activities outside student's normal community

Though it is disappointing to see little change in the participants in these areas, the Thayne Center can use this information to ensure that it does a better job of training students how to recruit and coordinate student volunteers, work collaboratively, communicate effectively, and interact with people from different backgrounds.

Empowerment

The six questions in this category asked students about their belief that they could make a difference, their willingness to seek information and try new things, and their confidence in taking initiative on social issues. The most positive growth occurred in the students' willingness to contact local, state, or national officials if an issue they cared about surfaced in their community. On the pre-test, six respondents said yes and seven said maybe; on the post-test those saying yes increased to nine and only two said maybe.

The post-test also showed a slight increase in the regularity of students' volunteer activity during the previous 12 months, their comfort trying new things, and their willingness to seek information about social issues.

Two questions showed a decrease on the post-test of the number of respondents who chose that they strongly agreed with the statement:

Feel that they can make a difference in their community			
	Strongly Agree	Agree	Neutral
Pre-Test	8	5	0
Post-Test	6	5	0
Would organize group to address a problem in community if no group or service agency existed			
	Yes	No	Maybe
Pre-Test	5	1	7
Post-Test	3	0	8

As mentioned above, it could be that as students learned more about social issues during the year, they moved past a simplistic notion of making a difference in their community and realized how intricate and complicated the issues are.

Heightened Awareness of Community Issues

The five questions in this category examined students' knowledge of social inequities, local concerns, who to contact to help address these concerns, and community resources. Several students showed growth here, as the numbers increased on the post-test of those choosing that they strongly agreed with the following:

- Understanding what issues local community agencies are working to address

- Being concerned about inequalities of opportunity and resources available in student's community
- Knowing what community service agencies could help a homeless college student

One area showed a marked decrease in the number of students who strongly agreed with the statement. Though four people on the pre-test strongly agreed that they had a good understanding of social problems, no one felt this way on the post-test. Again, this may be a result of students recognizing the complexities of social problems as they become more involved with these issues.

Have good understanding of social problems					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre-Test	4	7	2	0	0
Post-Test	0	10	1	0	0

In the past, the Thayne Center did little formal assessment of the Service Council program. The assessment conducted this year was a good start and provided helpful information that will be used in planning next year's training curriculum for Service Council participants.

TRAINING FOR CO-CURRICULAR PROGRAMS

The Thayne Center provides extensive training for the majority of its student programs part as a way to deepen student learning through service activities. This year, as shown in the chart below, students in Thayne Center programs received 1,550 hours of training.

Chart 11: Training for Co-Curricular Programs

Program	Number of Training Events	Number of Students[15]	Number of Hours[16]
Alternative Spring Break	10	18	120
America Reads	9	51	713
AmeriCorps	4	78	101
Service Council	26	15	616

The Civically-Engaged Scholar program is noticeably absent from this list. This is also the Thayne Center's weakest program in terms of retention and recruitment. To address this, the Civically-Engaged Scholar program will see key changes next year, including a monthly training and reflection session with all participants.

The Thayne Center used several different evaluations to assess what students learned from training activities. For the Service Council, a pre-/post-test format was used, as described above. For America Reads, surveys were administered electronically after each training event during fall semester to determine student satisfaction with the training. Seventy-eight percent of respondents rated the training as excellent, with 22% rating it as good. The Thayne Center did not use any formal evaluation

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[15] This column reflects the total number of unduplicated participants in each program who attended at least one training session.
[16] These hours were tracked per participant per training session.

methods to assess Alternative Spring Break or AmeriCorps trainings, but the staff members who oversee these programs plan to develop and implement an assessment next year.

OUTREACH

Though outreach does not itself provide significant student learning, it can lead to student involvement, which in turn leads to learning through service opportunities. For this reason, statistics for outreach during the past year are included here. The Thayne Center provides a great deal of volunteer information and referral for students, gives class presentations, and advertises volunteer opportunities through a weekly e-newsletter that has a distribution list of over 1,200 people.

Chart 12: Outreach

Information and Referral	Presentations	E-Newsletter	TOTAL CONTACTS
4,275 contacts	919 contacts	45,229 contacts	50,423

PROGRESS ON 2008-2009 GOALS

SLCC's Strategic Priority I focuses on enhancing and strengthening quality education. The Thayne Center set two goals that align with this Strategic Priority:

1) Implement new structure for Service Council, focusing on outcomes of social change, student leadership, empowerment, and heightened awareness of community problems
2) Evaluate new service-learning courses and pilot electronic assessment of previously-designated courses

As described above, the Thayne Center met both of these goals.

PART 3: COMMUNITY PARTNERSHIPS

DESCRIPTION OF COMMUNITY PARTNER PROGRAMS

During 2008-2009, the Thayne Center coordinated two programs that focus on building community relationships:

Campus-Community Outreach Project	This three-year project places AmeriCorps VISTA members at partnering higher education institutions in Utah, where they focus on leveraging campus resources to meet poverty-related community needs.

Partners in Service & Learning	This innovative program brings staff from local community organizations together for training. It is a collaborative effort between Salt Lake Community College, the University of Utah, Westminster College, and Rowland Hall-St. Marks School and is coordinated by a steering committee of community partners.

CAMPUS-COMMUNITY OUTREACH PROJECT

The Thayne Center coordinates this new AmeriCorps*VISTA program sponsored by the Corporation for National and Community Service. The three-year project (2009-2012) has eight VISTA volunteers serving at five sites statewide: the Thayne Center and the Community Writing Center at SLCC, the Community Involvement Center and Education Outreach and Access office at Weber State University, and the Volunteer and Service-Learning Center at Utah Valley University. The focus of each project is to build and strengthen sustainable community partnerships.

The Thayne Center had two full-time VISTA volunteers start in April, one at South City and one at Redwood. Their main purpose is to help the Thayne Center develop a structured process for establishing formal, reciprocal partnerships with community agencies. The first phase of this project includes creating a measurement to determine what pressing needs community agencies want addressed by student volunteers and service-learners, how community partners would like to partner with SLCC to build capacity at their organizations, what support community agencies need from the Thayne Center in terms of recruiting, training, and monitoring students on-site, and what liability needs community partners face when working with SLCC students. From this, the Thayne Center will gain an accurate understanding of what local agencies need from student volunteers and service-learners and use this information to restructure the way it interacts with and supports community agencies.

PARTNERS IN SERVICE & LEARNING

Established in 2004, this collaborative program brings community partners in the Salt Lake area together two times a year for training and networking around service-learning issues. This was a successful program for many years, drawing 50-60 people to each event. In fact, this program won the 2008 Collaboration Award given by the Community College National Center for Community Engagement. This year, however, attendance plummeted. Just 20 people attended the fall event and the spring attendance was even more dismal: only three community partners attended (and all of them were on the planning committee).

The program, now five years old, seems to be at a critical stage in terms of sustainability. During the coming year, the Thayne Center will meet with other stakeholders to determine whether to revitalize, alter, or discontinue the Partners in Service & Learning program.

PROGRESS ON 2008-2009 GOALS

Community partnerships fall under Strategic Priority V, advancing partnerships and relationships with business, industry, and community. The Thayne Center needs to direct some substantial attention to this

area, as these partnerships should be significantly stronger, more sustainable, and more reciprocal. Because of this, the Thayne Center chose the following two goals for this year:

1. Implement AmeriCorps VISTA project, using federal funding for personnel to develop campus-community outreach
2. Better serve community partners by conducting needs assessments, developing partnerships with targeted agencies, and providing improved monitoring of students at sites

The VISTA project began in December, but because the Thayne Center did not have qualified applicants by the hiring deadline of October 31, it had to wait until April 13, the next start date allowed by the Corporation for National and Community Service, to place the VISTA volunteers. This delay pushed the timeline back by four months, meaning the Thayne Center was not able to complete its second goal. A draft of the community partner assessment is currently in progress and will be administered in July.

PART 4: FACULTY SUPPORT

DESCRIPTION OF FACULTY DEVELOPMENT PROGRAMS

During 2008-2009, the Thayne Center offered professional development opportunities to faculty through the following programs:

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.
Service-Learning Faculty Consulting Corps	The Service-Learning Faculty Consulting Corps is an inter-disciplinary cohort of instructors sharing promising practices and promoting service-learning as an accessible, viable pedagogy. The advanced service-learning practitioners who form the corps use a learner-centered mentoring model to work with colleagues new to the pedagogy.

SL 1000	Service-Learning 1000 (SL 1000) is a five-module, on-line training course that includes moderated discussion boards, podcasts, and an in-person workshop.

SERVICE-LEARNING GRANT & DESIGNATION PROGRAM

Since its inception in 2004, this program has awarded four to eight grants each year to faculty incorporating service-learning into their curricula. This year, just one person applied for fall semester and no one submitted applications for spring semester. Several members of the Service-Learning Advisory Board felt that the budget stresses this year contributed to the low application rate. Applying for this grant was not a priority, especially for faculty facing uncertainty about their jobs.

SERVICE-LEARNING FACULTY MENTORSHIP

The Service-Learning Faculty Mentor focused this year on two areas: creating the Engaged Campus blog for faculty who teach service-learning courses and hosting a week-long symposium. The Service-Learning Faculty Consulting Corps piloted the blog (http://engagedslcc.edublogs.org/) as a way to facilitate interaction between service-learning practitioners. The Engaged Campus: A Symposium on Service & Learning, held March 9-13, had ten different sessions for various audiences: faculty, students, community partners, and administrators. It drew 242 attendees during the week.

SL 1000

This course, modeled after the Faculty Teaching and Learning Center 1000 course (FTLC 1000), was developed as a training tool for faculty new to service-learning. In spring, five advanced service-learning practitioners participated in a successful six-week pilot run of the SL 1000 course, facilitated by the Service-Learning Faculty Mentor and the Service-Learning Coordinator. To wrap up the SL 1000 pilot experience, the two facilitators and the instructional designer led a reflection and evaluation session with the participants at the end of the six weeks. The participants suggested minor technological tweaks and had very few suggestions on how to alter the actual content of the course. Everyone felt the curriculum was comprehensive and will benefit faculty new to the pedagogy. The primary concern moving forward with the course is that new instructors need follow-up workshops that provide one-on-one logistical support to embed service-learning into their syllabus.

In addition to this wrap-up meeting, participants also completed a written evaluation. They rated the course, the overall experience, the course design, the assignments, their level of participation, and the degree of technical difficulties encountered. The issues emerging in the evaluations are similar to those that came out of the wrap-up discussion; while faculty enjoyed the class and felt it was effective, they also made useful suggestions for technological adjustments. In addition, they provided the following written comments:

> Service-Learning 1000 is a valuable course, so valuable that I recommend it be required for all who teach service-learning courses at SLCC. Despite the significant resources available to faculty interested in service-learning, some faculty and administrators still have only a most rudimentary concept of it as a profound pedagogy for student success both in their disciplines

and as citizens in a democracy. Requiring faculty to "certify" as service-learning practitioners might be a wise step. And requiring division chairs and deans to understand the basics would be helpful as well. My thanks to you all.

Excellent course! I think this has great potential and will improve each time it is taught.

Seeing it from a "new instructor" perspective, I didn't know if there was enough content on how to begin including material and using the information into a working syllabus and course content. Some of the content seemed too abstract or dealing with theoretical issues rather than "how to" get started. The course needs both, but it tended to lean on one side.

I thought it was a well-designed, very successful course.

I enjoyed it very much and felt it was worthwhile on many levels of learning. I think this class will continue to be a success.

PROGRESS ON 2008-2009 GOALS

Faculty support falls under SLCC's Strategic Priority I, enhancing and strengthening quality education. This year the Thayne Center had one goal for faculty development that aligns with this Strategic Priority:

1. Offer professional development opportunities to faculty through the Service-Learning Grant & Designation program, the Service-Learning Faculty Mentor program, and SL 1000

As described above, the Thayne Center met these goals.

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