

**Thayne Center for Service & Learning  
Program Review Action Plan**



Submitted: April 2013  
 3-month report: July 2013  
 6-month report: October 2013  
 1<sup>st</sup> Annual Report: April 2014 and July 2014

In Program Review Phase III, short-term and long-term goals were established based on the self-study report, site visit report, and subsequent meetings with College administration. All staff members reported on their progress throughout the year and the reports below are submitted to the VP of Student Services as they were submitted to the Thayne Center Director. Outside of formal Student Services Program Review, we will update this document annually and use it to guide our strategy alongside our Annual Assessment plan. Our next schedule comprehensive Program Review is 2018.

**Key to Abbreviations:**

- AR:** America Reads – Lead: Lynne McCue-Hamilton (LMH)
- ASB:** Alternative Spring Break – Lead: Linnie Spor (LSP)
- CES:** Civically Engaged Scholars – Lead: Sean Crossland (SC)
- CPO:** Community Partner Outreach – Lead: Sean Crossland (SC)
- IR:** Information & Referral Services – Lead: Lesa Bird (LB)
- SL:** Service-Learning – Lead: Lucy Smith (LS)
- SLICE:** Student Leaders in Civic Engagement – Lead: Linnie Spor (LSP)

**IVM Institutionalization of Vision & Mission:** Director: Gail Jessen (GJ)

**America Reads Community Work-study**

Recommendation / Goal	ST LT	Assignments - Lead + Team (if applicable) Actions – How exactly will you do it?	Timeline	Progress (report 07/13, 10/13, 04/2014)
AR: Ongoing strategic taskforce meetings with Financial Aid	LT	<b>Lead: LMH</b> <b>Team: GJ, LB</b> <b>Plan:</b> – Gail will set up initial meeting with Cristi Millard, Amanda Jacobsen, and Kymm Owens.	July 2013	– 9/13-Gail met with Christy Millard 9/13  – FA agreed to allow AR & CP work-study students earn their award from August 1-June 30 each year. 5/30/14

		<ul style="list-style-type: none"> <li>- Lynne, with help from LB, will write up agenda listing all of the questions, concerns, issues, and action plans that have come out of program review.</li> <li>- Goal is to have this initial meeting turn into regular meetings with financial aid.</li> </ul>		<ul style="list-style-type: none"> <li>- No weekly or monthly meetings were set up FA. FA does not respond to requests. 5/30/14</li> </ul>
<b>AR:</b> Hire a dedicated Financial Aid employee to coordinator work-study, i.e. federal Job Location & Development funding	LT	We have no direct control over this decision, but GJ will advocate the need for such a position.	<i>Ongoing in strategic planning meetings.</i>	- No progress made in conversations with FA.
<b>AR:</b> Structure the program to allow non-work-study students to volunteer as tutors	ST LT	<b>Lead: LMH</b> <b>Team: SC, LB</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>- Create contract for non work-study students</li> <li>- Brainstorm target departments whose students would benefit from volunteering as an America Reads Tutor</li> <li>- Research DDSLSP for funds to pay for volunteer America Reads tutors' background checks and mileage</li> <li>- Advertise and speak in classes</li> <li>- Place Volunteer AR tutors</li> </ul>	<p>July 2013</p> <p>October 2013 - April 2014</p>	<ul style="list-style-type: none"> <li>- System set up to place volunteers as tutors 7/10/13-on-going.</li> <li>- 2013-2014- 7 SLCC students attended orientations. 6 SLCC students volunteered 175 hours this academic year as non work-study AR.</li> </ul>
<b>AR:</b> Structure the program to allow nonprofits to participate as placement sites for work-study students	ST LT	<b>Lead: LMH</b> <b>Team: SC, LB</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>- Research Federal Guidelines, have plan for nonprofit paying, etc.</li> <li>- Get written agreement from Financial Aid to allow this structure</li> <li>- Offer Level 3 community partners this option, getting from the interested nonprofit(s) a list of skills and needs for placement</li> <li>- Establish contracts and implement</li> </ul>	<p>July 2013</p> <p>October 2013</p>	<ul style="list-style-type: none"> <li>- FA agreed TC to place work-study with CP with TC Community Contract list. 10/13</li> <li>- FA will bill &amp; collect % of work-study student award with FA MOU specific for CP. 10/13</li> <li>- AR Coordinator will regularly list Job in PARS-8/2014</li> <li>- AR &amp; CP Coordinators will hire, place and monitor work-study student at Community partner sites as work-study students apply 8/14.</li> <li>- Delay in this process due to overwhelming year for CP &amp; AR .</li> </ul>
<b>AR:</b> Find out how UofU AR program is structured. How is their Coordinator paid? Funds for program? How are AR tutors paid? Are they hired through HR	ST LT	<b>Lead: LMH</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>- Gather University of Utah America Reads structure information</li> <li>- Prepare and bring this information to the</li> </ul>	July 2013	<ul style="list-style-type: none"> <li>- Coordinator received information on Weber &amp; University of Utah Program. Information given to TC director for FA meeting. 7/13</li> </ul>

as part time employees? How is Job Location and Development (JLD) money used?		Financial Aid meeting		
<b>AR:</b> Set up all FA13 and SP14 orientations, trainings, and contracts with schools. (Sometimes Principals will not sign until August, but try for June.)	ST	<b>Lead: LMH</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Look at last year’s schedule and add or eliminate as needed</li> <li>– Have orientations and trainings set up each month for last minute Financial Aid awards given</li> <li>– Schedule rooms</li> <li>– Get returning tutors to help</li> </ul>	July 2013	<ul style="list-style-type: none"> <li>– Both Whittier &amp; Nibley Park signed contracts 5/13</li> <li>– 2013-2014- orientations &amp; trainings were set up, calendared, and promoted as of 7/13. This practice will be on-going per calendar year. 5/13</li> </ul>
<b>AR:</b> Will AR need to leave Whittier with their loss of funding? Contact new school? Contact Westvale? Would UofU AR be open to SLCC AR tutors at their sites? What would that entail as far as contracts, etc?	ST	<b>Lead: LMH</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Contact VP at Whittier and let her know we need some kind of commitment by 7/13.</li> <li>– Contact Westvale and David Gourley, re: coordinators, rooms, and literacy program. How stable are they for fall 2013?</li> <li>– Contact district about literacy programs that fit our contractual requirements.</li> <li>– Have two new placements for students no later than 10/13 if Whittier cannot comply.</li> </ul>	July 2013  October 2013	<ul style="list-style-type: none"> <li>– Whittier signed contract to stay with AR 5/13</li> <li>– Whittier was a community partner for AR 2013/2014. The relationship was tenuous.</li> <li>– ARC will always monitor progress of Whittier &amp; Nibley Park as good placements for SLCC work-study students. This will always be an important part of job of coordinating America Reads On-going.</li> </ul>

## Alternative Spring Break

Recommendation / Goal	ST LT	Assignments - Lead + Team (if applicable) Actions – How exactly will you do it?	Timeline	Progress (report 07/13, 10/13, 04/2014)
<b>ASB:</b> Continue to provide ADA accessible trip, and explore additional ADA trips locally	ST	<b>Lead: LSP</b> <b>Team: SC, Steven Lewis, Candida Darling</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Set up a planning meeting to discuss local organizations that have accessible volunteer opportunities</li> <li>– Create a second accessible in-state trip and offer it in the regular cycle of ASB applications and orientations</li> </ul>	July 2013  October 2013	<ul style="list-style-type: none"> <li>– The Thayne Center will continue to partner with the DRC to provide ADA Accessible trips for fall and Spring Breaks. The 2013 fall break was accessible. The 2014 spring ASB trip to Kanab UT.</li> <li>– The DRC will continue funding DRC students to attend 2015 spring break. The DRC will continue to pay and provide guides for students that need ADA assistance.</li> </ul>
<b>ASB:</b> Explicitly state the	ST	<b>Lead: LSP</b> <b>Team: Gail, Curt, and Steven</b>		<ul style="list-style-type: none"> <li>– The Thayne Center revised their mission, vision, and learning outcomes. The AB learning</li> </ul>

learning focus of the program		<b>Plan:</b> <ul style="list-style-type: none"> <li>– Review revised TC mission and new departmental learning outcomes</li> <li>– Create a statement that incorporates TC mission and ASB learning outcomes</li> <li>– Update website to reflect this focus</li> <li>– Create a theme for each ASB trip</li> </ul>	<p>July 2013</p> <p>October 2013</p>	<p>outcomes are in compliance with the Thayne Center's learning outcomes.</p> <ul style="list-style-type: none"> <li>– The TC AB web page has been up-date.</li> <li>– Food Insecurity was the theme decided by the AB Steering Committee.</li> <li>– The AB Steering Committee created themes for four 2014 spring breaks: Seattle WA: theme, environmental issues; Kanab will be our accessible trip and the theme is animal awareness; San Francisco CA will focus on humanitarian issues; the fourth trip will be in AZ at the Hopi Nation.</li> </ul>
ASB: Create steering committee of stakeholders tasked with expanding the program	ST LT	<b>GJ creates and kicks it off with Curt</b> <b>Lead: LSP maintains and chairs</b> <b>Team: Abio, Steven, Jon Glenn, Tatiana Burton, and possibly Kate Maxwell Stevens.</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Attend kick off meeting with Gail, Abio, and Curt (03/29)</li> <li>– Determine appropriate committee members (03/29)</li> <li>– Establish monthly meeting with ASB Steering Committee</li> </ul>	<p>July 2013</p>	<ul style="list-style-type: none"> <li>– Linnie attended a kick off meeting with Gail, Abio, and Curt on 3/29/13.</li> <li>– An Alternative Break Advisory Board has been selected. Abio Ayeliya, Tatiana Burton, Jon Glenn, Steven Lewis, and Elisa Stone.</li> <li>– Monthly meetings have been established. These meetings could taper down to by-monthly meetings.</li> </ul>
ASB: Create one additional out-of-state trip and one additional in-state trip	ST LT	<b>Lead: LSP</b> <b>Team: Abio, ASB Steering Committee</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Review BreakAway website for location ideas</li> <li>– Contact other Utah colleges and research their offerings</li> <li>– Use recommendations from ASB Steering Committee</li> <li>– Offer new trips in the normal cycle of 2014 ASB</li> </ul>	<p>July 2013</p> <p>October 2013</p>	<ul style="list-style-type: none"> <li>– The AB Steering Committee reviewed the Break Away website and continues to read updated information.</li> <li>– Curt, Gail, Abio, and Linnie are met with the U of U AB program manager on August 19, 2013. In Sept. there was an additional meeting with Curt, Gail, Abio, and Linnie.</li> <li>– Linnie is used recommendations from the Steering Committee for 2014 ASB locations. Four spring trips are solidified. San Francisco, Seattle, Kanab and the Hopi Nation Reservation.</li> </ul>
ASB: Create local SLC service events over fall break	ST LT	<b>Lead: LSP</b> <b>Team: Abio, SC, Thayne Center Alumni, key SL faculty (possibly)</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Involve ASB alumni in the planning of fall</li> </ul>	<p>July 2013</p>	<ul style="list-style-type: none"> <li>– AB alumni students had two AB Advisor training by Linnie. This training included trips to the non-profits we served. There were four alumni mentors that attended fall break.</li> <li>– The theme for fall break was food security.</li> </ul>

		<p>break</p> <ul style="list-style-type: none"> <li>– Create a theme for fall break. Possible ideas would be food production/security or housing issues</li> <li>– Establish program structure and advertise as soon as fall semester starts</li> </ul>		<ul style="list-style-type: none"> <li>– October 17-19, 2013 was fall break. In collaboration with Sean Crossland the following locations were selected for Fall Break: Utahn's Against Hunger-Real Food Rising, Community Utah Food Co-op, and Utah Food Bank.</li> <li>– 20 SLCC students, four Alumni, and one faculty attended fall break. Linnie was the advisor.</li> </ul>
<p><b>ASB:</b> Engage ASB Alumni to generate resources and support for the expanding program</p>	<p>ST LT</p>	<p><b>Lead:</b> LSP <b>Team:</b> Thayne Center Alumni <b>Plan:</b></p> <ul style="list-style-type: none"> <li>– Include ASB alumni <b>Advisors</b> on the Steering Committee</li> <li>– Work with Steering Committee to create an alumni outreach and marketing plan</li> <li>– Work with Steering Committee to involve alumni in planning and hosting the local fall break trip</li> </ul>	<p>July 2013</p>	<ul style="list-style-type: none"> <li>– Four ASB alumni advisors were part of the AB to Advisory steering committee for fall break.</li> <li>– There were four SLCC student Alumni that were student mentors/advisors on the Fall Break.</li> </ul>
<p><b>ASB:</b> Create a Trip Advisor program, including rotation cycles, training, manuals, and assessment planning</p>	<p>ST LT</p>	<p><b>Lead:</b> LSP <b>Team:</b> Abio <b>Plan:</b></p>	<p>October 2013</p>	<ul style="list-style-type: none"> <li>– July 15, 2013 a training manual for AB Advisors and student advisors were created by Linnie. The AB trip Advisor trainings started in spring 2014. Student Advisors. Applications for AB Advisors are completed. There will be an interview process July 2014 for 2015 AB Advisors. There will continue to be a Student Leader structure that will be trained by Linnie and Abio. They will work with the SLCC employee ASB Advisor.</li> </ul>
<p><b>ASB:</b> Expand program to (possibly) include Health &amp; Wellness Services, Multicultural Initiatives, etc.</p>	<p>LT</p>	<p><b>Lead:</b> LSP <b>Team:</b> LSP, LS, Abio, Tatiana Burton, Will Unga <b>Plan:</b></p> <ul style="list-style-type: none"> <li>– Explore ways to collaborate with other Student Service departments to fund and offer more trips</li> <li>– Include faculty, where applicable, through Lucy</li> </ul>	<p>April 2014</p>	<ul style="list-style-type: none"> <li>– Health &amp; Wellness will be part of the AB Steering Committee. Multicultural Initiative staff is unable to be on the committee. SLL, SLCC staff, and faculty are part of the Steering Committee.</li> <li>– SLL is assisting in funding for spring break. The DRC is assisting in funding the Kanab trip.</li> <li>– Elisa Stone is a Service-Learning faculty on the Steering Committee.</li> <li>– Ron Carpenter and Jude Higgins are SL faculty and attended the Hopi Nation trip.</li> </ul>

<b>ASB:</b> Create a showcase event to highlight the service and learning of ASB participants	LT	<b>Lead: LSP</b> <b>Team: Abio, trip advisors</b> <b>Plan:</b> – Possibly combine with other TC showcase events?	April 2014	– August 2014 the ASB students will table and displays 2014 ASB trips.
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## Civically Engaged Scholars

Recommendation / Goal	ST LT	Assignments - Lead + Team (if applicable) Actions – How exactly will you do it?	Timeline	Progress (report 07/13, 10/13, 04/2014)
<b>CES:</b> Improve intentionality of the program and create a cohort model for student engagement, i.e. Bonner Leaders could be a model	ST	<b>Lead: SC</b> <b>Plan:</b> – Research program structures at other Utah institutions – Research Bonner Leaders and other national models – Revise program description to include cohort model structures and minimum requirements to stay active in the program – Stay on top of larger Gen Ed conversation that may alter the structure of CES (GJ)	July 2013     Ongoing	– Cohort model utilizing blog, Community Partner Spotlight events, cohort meetings and other workshops continues to evolve and will soon include Nursing and OTA students
<b>CES:</b> Partner with Engaged Dpt faculty to ensure students understand the CES program	ST LT	<b>Lead: LS</b> <b>Team: SC</b> <b>Plan:</b> – Schedule bi-monthly meetings with LS + SC. – Meet with OTA Faculty and/or visit classes – Speak at Health Sciences Orientation	July 2013 OTA Faculty  October 2013 HS Orientation	– Because of regular cross-collaborative meetings with the service-learning (SL) coordinator and the community partnerships coordinator two SL speed dating breakfasts were offered in conjunction with SL 1000. – Service-Learning coordinator met with all Occupational Therapy Assisting (OTA) faculty to discuss service-learning courses and Civically Engaged Scholars (CES) program. Secured support from new OTA coordinator to receive OTA student contact info and increase communication. – Presented at Health Sciences orientation and to Student OTA club about SL courses and CES.
<b>CES:</b> Expand the number of CES by increasing the number of Engaged Dpts	LT	<b>Lead: LS</b> <b>Team: SC</b> <b>Plan:</b> – Hold bi-monthly meetings with LS + SC	Ongoing	– Created a pathway for FA 14 for Nursing students to graduate as CES. – See Service-Learning section for remaining Engaged Department updates.

		<ul style="list-style-type: none"> <li>– Gather success stories from OTA</li> <li>– Continue working with English Dpt, in the process of becoming an Engaged Dpt</li> </ul>	April 2014	– Collected OTA student SL project videos for promotion.
<b>CES:</b> Promote program at New Student Orientation and other Student Services events	ST LT	<b>Lead: SC</b> <b>Team: LB, LMH, Student Life &amp; Leadership</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Research all campus outreach events</li> <li>– Schedule out six months of orientations, SLL meetings, class visits, ICA, Campus Connect etc.</li> </ul>	July 2013	<ul style="list-style-type: none"> <li>– Presentation and tables at Health Sciences</li> <li>– Someone from the Thayne Center attends at least one ICA per semester</li> <li>– We have yet to find a way to integrate with Campus Connect</li> </ul>
<b>CES:</b> Maintain accurate program files, including timesheets, reflections, transcripts, and all required documentation for graduation	ST LT	<b>Lead: LMH</b> <b>Team: SC</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Identify all necessary information to be tracked</li> <li>– Create single spreadsheet to serve as master list (contingent on new program description being complete)</li> </ul>	July 2013	<ul style="list-style-type: none"> <li>– CES paperwork up to date.10/13</li> <li>– SC &amp; LMH communicate regularly to keep CES Blog, OrgSync &amp; CES paperwork maintained.- On-Going. 5/14</li> </ul>
<b>CES:</b> Find meaningful use for leftover scholarship fund, identify possible long term scholarship/funding opportunities	ST LT	<b>Lead: SC</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Work leftover funding into new program structure</li> <li>– Create all necessary program materials to utilize the money (i.e. student apps, etc.)</li> <li>– Find additional funding for ongoing scholarship, waiver, stipend, etc. for program (Consider DDSLSP (GJ))</li> </ul>	July 2013  April 2014	<ul style="list-style-type: none"> <li>– Funds will be concentrated on one student to provide maximum impact</li> <li>– DDSLSP can be accessed by all CES for projects</li> <li>– There are still no permanent tuition waivers attached to the CES program</li> </ul>
<b>CES:</b> Integrate new tracking systems, based on conversations with Ryan Carstens and Nate Southerland	LT	– As we develop automated tracking systems for the Gen Ed SLO Community Engagement, make sure the program is in alignment	Ongoing	– New tracking system has yet to be implemented. Ryan Carstens no longer works here. We suspect these conversations have stalled entirely.

## Community Partner Outreach

Recommendation / Goal	ST LT	Assignments – Lead + Team (if applicable) Actions – How exactly will you do it?	Timeline	Progress (report 07/13, 10/13, 04/2014)
<b>CPO:</b> Include academic	ST	<b>Lead: SC</b>		– LS attended first CAB meeting on 5/31/13 and

leadership in discussions with community partners	LT	<b>Team: GJ, LS</b> <b>Plan:</b> <ul style="list-style-type: none"><li>– Invite LS to all Community Advisory Board meetings</li><li>– Invite other SL faculty as appropriate.</li><li>– Consider Jen Seltzer-Stitt and/or Ryan Carstens for inclusion on Community Advisory Board</li><li>– Discuss ongoing career/ volunteer fair with Student Employment and Academic Advising</li></ul>	July 2013  October 2013	<i>will be invited to all future CAB meetings</i> <ul style="list-style-type: none"><li>– Jen Seltzer-Stitt has been invited to all future CAB meetings.</li><li>– Continued miscommunication with student employment around career fairs</li></ul>
<b>CPO:</b> Expand social media empire, primarily Facebook, Blogger, and YouTube	ST LT	<b>Lead: SC</b> <b>Team: All TC staff, ALL TC programs</b> <b>Plan:</b> <ul style="list-style-type: none"><li>– Fully implement existing Social Media Strategy</li><li>– Establish monthly reporting system to track and post information from all TC programs and student groups (identify # of posts required per program)</li><li>– Include newsletter in Social Media Strategy</li></ul>	October 2013	<ul style="list-style-type: none"><li>– SC discussed ways each program could maximize Social Media in staff meeting on 7/17/13</li><li>– Cancelled Argyle Social Media Management subscription. Portion of funds to be used on Facebook advertising.</li><li>– Social Media strategy completed</li></ul>
<b>CPO:</b> Fully implement and enforce OrgSync listings for partner organizations	ST LT	<b>Lead: SC</b> <b>Plan:</b> <ul style="list-style-type: none"><li>– In next round of re-signing community partners, organizations will not be considered resigned until OrgSync profile is complete.</li><li>– If not complete by end of signing period (July 31) will be removed from database.</li><li>– Find a way to offer ongoing trainings or tech support (i.e. YouTube screenshot videos, navigation document/handout)</li></ul>	Plan developed: July 2013  Fully implemented: October 2013  100% of signed CPs with completed profile: October 2013	<ul style="list-style-type: none"><li>– July 2014 “Partnership Renewal Month”</li><li>– Required renewal meetings will take place twice per week (Redwood and South) for the month of July</li><li>– CPA and website to be updated before July 1</li><li>– 25 Level 1 Partners, 13 Level 2 Partners, and 26 Level 3 Partners</li></ul>
<b>CPO:</b> Host semi-annual networking breakfast	ST LT	Lead: SC Team: ACE? Plan: <ul style="list-style-type: none"><li>– Write proposal for funding to Arts &amp; Cultural Events</li></ul>	Proposal: July 2013	<ul style="list-style-type: none"><li>– ACE funding approved for Community Partner Spotlight events 2013-2014</li><li>– Networking breakfast funded by Thayne Center annual budget</li></ul>
<b>CPO:</b> Create and host annual on-campus Volunteer Fair,	ST LT	<b>Lead: SC</b> <b>Team: Academic Advising, Student Employment, Community Advisory Board</b>	Meeting: July 2013	<ul style="list-style-type: none"><li>– TC had 4 spaces at Career Fair September 25</li></ul>



consider partnering with a career fair		<b>Plan:</b> – Meet and discuss possibility of combining – If no, develop stand alone fair	<i>Fair to be held no later than April 2014</i>	
<b>CPO:</b> Create short YouTube videos for every Level 2 and 3 community partner	ST LT	<b>Lead: SC</b> <b>Team: OCSE and/or Work-study</b> <b>Plan:</b> – Schedule 1-2 visits per month with L2 + L3 partners to create short 90 second YouTube videos – Hire work study with interest/ability in film	<i>Ongoing</i>  <i>October 2013</i>	– <i>Work-study completed 11 videos</i>
<b>CPO:</b> Coordinate presentations to SLICE, CES, ICA, etc.	ST LT	<b>Lead: SC</b> <b>Team: LB, LSP, LMH, SLL</b> <b>Plan:</b> – Identify Level 3 Partners to present to SLICE or host SLICE events (LSP) – Plan 1-2 visits to ICA per semester (SLL) – Coordinate CES presentations with SLICE, SLL, L3 Partners	<i>Plan created by: July 2013</i>	– <i>8-10 Partners will present to SLICE in Fall 2014. SLICE teams will choose one organization to work with for two semesters</i> – <i>SC will attend ICA every semester at the 2<sup>nd</sup> or 3<sup>rd</sup> meeting</i>
<b>CPO:</b> Design annual assessment plan to evaluate community impact	ST LT	<b>Lead: SC</b> <b>Team: Community Advisory Board</b> <b>Plan:</b> – Determine Rubric in next CAB Meeting – Require online assessment (in Campus Labs) as part of signing process	<i>Designed: July 2013</i> <i>Implemented: October 2013</i>	– <i>This is a much larger project than previously thought and the CPC is working on implementing some sort of assessment impact</i> – <i>Intake survey and focus groups will continue</i> – <i>Results from U of U/ MPA research presented at IRSLCE</i>
<b>CPO:</b> Host two assessment focus groups per year	ST LT	<b>Lead: SC</b> <b>Team: Community Advisory Board</b> <b>Plan:</b> – Focus Group 1 will kick off and help establish annual assessment plans – Focus Group 2 will assess nonprofit organizations' biggest barriers in working with higher ed	<i>October 2013</i>  <i>April 2014</i>	– <i>Focus Group 1 held 6/17/13 with U of U MPA research project</i> – <i>Focus Group 2 in collaboration with U of U MPA research project tentatively scheduled NOV 13</i>
<b>CPO:</b> Continue to evolve the VMTS, including ongoing structural partnerships with other institutions	ST LT	<b>Lead: SC</b> <b>Team: United Way, Westminster, UofU</b> <b>Plan:</b> – Create 2014 VMTS proposal with expenses, various budget options, and training plan – Delegate annual duties and per-event duties for all committee members	<i>July 2013</i>  <i>October 2013</i>	– <i>3 potential external funding sources identified, all have been approved by Development Office</i> – <i>Training team duties being delegated more effectively, UW and U of U committed to be more involved</i>

<b>CPO:</b> Act as liaison to service-learning faculty and academic administrators as needed	ST LT	<b>Lead: LS</b> <b>Team: SC</b> <b>Plan:</b> – As needed, as directed by GJ, ongoing	Ongoing	– Co-facilitated eight meetings with service-learning faculty and community partner organizations (CPOs) for AY 13-14. – Have two CPOs on SLG&D RFP review committee.
<b>CPO:</b> Investigate Level 3 partners being used as co-op and internship placement sites	ST LT	<b>Lead: LS</b> <b>Team: SC, Cooperative Ed</b> <b>Plan:</b> – Bi-monthly meetings – Schedule meeting with Jack Hesleph to develop plan for NGO internships	July 2013 (Ongoing)	– Bi-monthly meetings with LS + SC started 4/17/13 – Met with Wendy Potter to strengthen Co-Op relationship. At least one Community Partner has met with and is advertising internship – SC will share internship and student employment process with L2 + L3 Partners and help to coordinate meetings as necessary

## Information & Referral Services

Recommendation / Goal	ST LT	Assignments - Lead + Team (if applicable) Actions – How exactly will you do it?	Timeline	Progress (report 07/13, 10/13, 04/2014)
<b>IR:</b> Maintain accurate information and documents on the TC SLCC website	ST LT	Lead: LB Team: Plan: – Upload documents in one place and hyperlink all web links to that one location. Currently the documents have been independently linked to each page. – Use Outlook calendar/tasks to schedule the removal of documents that expire. – Create an Excel spreadsheet listing all uploaded documents, their last date updated, and the location of the master link.	July 2013	– Done. I'm using the Cascade Doc page to monitor documents and Outlook to remind coordinators about date sensitive changes. – Excel spreadsheet is unnecessary.
<b>IR:</b> Create an office procedures manual to facilitate the sustainability and succession of programs	ST LT	Lead: LB Team: Billy Walker, OCSE Plan: – Design a master template. – Thayne Center staff are to email Lesa their list of procedures that will become the table of contents for their program. – Then Billy will work with all staff to begin writing their procedures.	July 2013 to have template and two procedures started.  October 2013 to have 8 procedures created.  April 2014 to have	– The Thayne Center Office Procedures Manual is 95% complete and is entering the coordinator review and test phase.

		<ul style="list-style-type: none"> <li>* 1st procedure will be the America Reads time sheets.</li> <li>* 2nd will be CES graduation procedures (names, cords, program, day of graduation, and transcripts)</li> <li>– Billy will have work-study students test the procedures, screen shot/make edits, and send the final to LB to review, test, and incorporate into the master manual.</li> </ul>	<i>the majority of the procedures written.</i>	
<b>IR:</b> Facilitate a TC presence at on-campus student orientation events, including assigning staff to the event(s)	ST LT	<p>Lead: LB Team: Plan:</p> <ul style="list-style-type: none"> <li>– Create three Prezi presentations that anyone can use to present on our programs. We need one five minute presentation on all programs, one 15 minute, and one hour Prezi.</li> <li>– LB will train key students to present for the Thayne Center at tabling events, orientations, walk in class and individual student presentations.</li> </ul>	<i>April 2014</i>	<ul style="list-style-type: none"> <li>– <i>Service-Learning Prezi is complete and in use.</i></li> <li>– <i>Remaining Prezi's are in process.</i></li> <li>– <i>Student employees regularly present at tabling events and for walk in class and individual student presentations.</i></li> </ul>
<b>IR:</b> Create and maintain a posting schedule of TC information to plasma screens (investigate a TC-only t.v.)  Program Mission Statement, Pic, Coordinator Name	ST LT	<p>Lead: LB Team: Plan:</p> <ul style="list-style-type: none"> <li>– Research the cost of a plasma screen.</li> <li>– Contact Student Life and Leadership, food service, and surplus to see if they have a surplus TV we can buy/use/have.</li> <li>– Create a 1 slide presentation for each program and event. Upload these slides to our plasma TV and also see about uploading it to other TV's around campus.</li> <li>– Research rules for putting video's on plasma screens. Most have the sound down or off.</li> </ul>	<i>November 2013 to have research from Student Life, Food Service, Surplus, and purchasing our own tv.</i>	– <i>Kurt Shirkey is sending a team to review our space and will follow up with a quote on total cost of software and equipment.</i>
<b>IR:</b> Create a central system by which faculty members request class presentations	ST LT	<p>Lead: LB Team: Plan:</p> <ul style="list-style-type: none"> <li>– Create a form using Adobe Standard for faculty to request a TC staff member to present to their class. The faculty will</li> </ul>	<i>November 2013</i>	– <i>The Service-Learning Coordinator has a method that is working and will not need to utilize an online form for this purpose.</i>

		<p>complete and email the form from our website.</p> <ul style="list-style-type: none"> <li>– The default email address for the submit button will be <a href="mailto:ThayneCenter@slcc.edu">ThayneCenter@slcc.edu</a>.</li> <li>– Fields will include campus location, class time, length of presentation, date of presentation, name of faculty, course/ department, field to request a specific TC staff member (identify we will do our best but there is no guarantee), field verifying quality of internet connectivity in their class room, desired location for the presentation, etc.</li> </ul>		
<b>IR:</b> Create a rotation of monthly tabling events at TR, SC, and JC, including assigning staff to the tabling events	ST LT	<p>Lead: LB Team: Plan:</p> <ul style="list-style-type: none"> <li>– Contact Carol Sandoval for South City, Shannon McWilliams for Jordan, and Cheryl Sorensen for Taylorsville Redwood to find key times to table.</li> <li>– Balance tabling events between high student traffic times and busy event times.</li> <li>– Target specific departments like Sociology, Psychology, English, and Nursing for their orientations.</li> </ul>	July 2013	– <i>Tabling times are scheduled every semester based on staff and student schedules.</i>
<b>IR:</b> Investigate the possibility of work-study student to be hired/trained to manage walk-in reception conversations	ST LT	<p>Lead: LB Team: LMH Plan:</p> <ul style="list-style-type: none"> <li>– LB will train all work-study students on our programming, Prezi presentations and our blog so they can efficiently present to all individuals walking into the office.</li> <li>– Work-study students will also be key in answering the main phone line. Not main line, but need own line.</li> </ul>	July 2013	<ul style="list-style-type: none"> <li>– <i>We hired 5 work-study students for Taylorsville Redwood and 3 work-study students for South City.</i></li> <li>– <i>We will continue to hire work-study students every semester for our South City and Taylorsville Redwood office.</i></li> </ul>
<b>IR:</b> Supervise OCSE	ST LT	<p>Plan:</p> <ul style="list-style-type: none"> <li>– Get job descriptions from each coordinator for the OCSE to use their 20%/ 4 hours per week.</li> <li>– All TC staff to be on hiring committee.</li> </ul>	July 2013	– <i>We hired one OCSE to assist us in the office and will continue to hire one every academic year.</i>

		– LB hires and trains the OCSE.		
<b>IR: Prezi</b>	ST LT	Plan: – Create a SL Class Prezi and New student orientation (TC Prezi). As mentioned above, create three total. One five minute, fifteen minute and hour long presentation on TC programs.	July 2013	– Prezi's are in the development process. – The Service-Learning Prezi is complete.

## Service-Learning

Recommendation / Goal	ST LT	Assignments - Lead + Team (if applicable) Actions – How exactly will you do it?	Timeline	Progress (report 07/13, 10/13, 04/2014)
<b>SL:</b> Revise the operating definition of service-learning to be more inclusive of all forms of community-based learning	ST LT	<b>Lead: LS</b> <b>Team: GJ, Nancy Basinger (UofU), core faculty</b> <b>Plan:</b> – Host a faculty think tank mtg. to generate ideas to revise the definition. Take these ideas to revise definition with Thayne Staff. – Show the definition to students for feedback – Ask U of U Bennion Center about their process of changing from SL to Community Engaged Learning. - Carefully dovetail with new GenEd SLOs	Start May 2013  Show to students Summer 2013  Finalize Aug 2013	– A service-learning (SL) course construction rubric which dovetails with the GenEd SLOs has been created based on feedback from the Thayne Center (TC) board, faculty and peer institutions. The rubric is utilized as a resource with faculty and departments to define community engagement verses SL.
<b>SL:</b> Explore revisions to the SLG&D program structure and funding resources, possibly to include receiving grants that support faculty development	ST LT	<b>Lead: LS</b> <b>Team: GJ</b> <b>Plan:</b> – Explore structure in which faculty who have taught three or more semesters can reapply to receive additional guidance on reworking their curriculum – Rework structure to include peer mentoring of faculty new to the pedagogy – Continue to seek funding from Provost – Review AAC&U Bringing Theory to Practice grants as possible funding (ensure they allow faculty stipends)	Possible new RFP – August 2013   May 2013	– Revised Service-Learning Grant & Designation (SLG&D) RFP to include a change of funding (decreased individual awards so more grants are offered), incorporated inclusive language for departments (including matching funding option), and a faculty course revamp option. – Created engagement flow chart as an addendum to SLG&D RFP to clarify process of departmental engagement verses individual faculty engagement. – Incorporated peer mentoring into the TC faculty development course, SL 1000 course. – Collaborated with Director of Community Relations to secure additional SLG&D funding through the Community Partnerships Council.
<b>SL:</b> Develop a faculty co-	ST	<b>Lead: LS</b>		– Recruited Ron Carpenter, English (ENGL)

coordinator program	LT	<b>Team: GJ, Academic Affairs, core faculty</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Create program framework and job description for a faculty co-coordinator</li> <li>– Work with Provost to request re-assigned time to designate a faculty member to co-coordinate SL programs; and/or work with engaged Deans (short-term only) to fund</li> <li>– Again, investigate AAC&amp;U grant funding</li> </ul>	<p>July 2013</p> <p>Ongoing</p> <p>May 2013</p>	<i>adjunct faculty as an ad-hoc volunteer co-coordinator since funding is unavailable. Ron co-instructed SL 1000, mentors faculty, and has presented on SL at several conferences.</i>
<b>SL:</b> Increase the number of faculty members using service-learning in their courses	ST LT	<b>Lead: LS</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– This outcome is addressed through the successful implementation of faculty development programming and strategic work to engage particular departments/disciplines</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>– Twelve new SL courses were designated for AY 13-14.</li> </ul>
<b>SL:</b> Develop a multi-tiered faculty development system, guiding faculty from initial contact to designation to ongoing engagement.	ST LT	<b>Lead: LS</b> <b>Team: GJ, core faculty</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Create a document that outlines continuum/framework for initial contact to ongoing engagement</li> </ul> <p>I.E. Utilize SL 1000 as a way to recruit and train new service-learning faculty.</p> <p>I.E. Operationalize a structure that incentivizes faculty to use service-learning in their courses (see Site Team report for 11 specific suggestions).</p> <p>I.E. Offer continued engagement opportunities for designated service-learning faculty, such as SL Teaching Circles, Teaching Squares, peer mentoring cohorts, special assessment projects, etc.</p>		<p><i>The faculty development system established is as follows:</i></p> <ol style="list-style-type: none"> <li>1) <i>Engage new SL faculty and administrators via FTLC promotion of SL, college-wide professional development opportunities, tabling, and departmental collaboration.</i></li> <li>2) <i>Encourage faculty and administrators to enroll in SL 1000 and/or provide one on one mentoring (mentored 13 faculty members through the course AY 13-14).</i></li> <li>3) <i>Engage faculty and administrators in service-learning speed dating events (seven faculty members and two AD's attended AY 13-14).</i></li> <li>4) <i>Mentor individual faculty through SLG&amp;D RFP and work with administrators on departmental-level engagement, training, pathways etc...</i></li> <li>5) <i>Designate courses, continue engagement of departments, provide on-going communication (via TC Community Engagement Gazette newsletter) and provide other opportunities (SLG&amp;D approval committee, board engagement, one on one meetings).</i></li> </ol> <ul style="list-style-type: none"> <li>– <i>In collaboration with ENGL faculty, created SL templates for ENGL 990, 1010, 2100 and on-</i></li> </ul>

				<p>line 2010. Template training scheduled for July 2014.</p>
<p><b>SL:</b> Increase the number of Engaged Departments</p>	<p>ST LT</p>	<p>Lead: LS Team: GJ Plan:  <ul style="list-style-type: none"> <li>– Currently working with the English Department to create engaged pathways within the department</li> <li>– Revisit the previous conversations with Health Sciences, particularly Nursing</li> <li>– Stay on top of Gen Ed trends, participate in “pathways” conversations when possible, and explore how to better integrate community based pedagogy across disciplines</li> </ul> </p>	<p>Ongoing</p> <p>Meet by October 2013</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>– Created engaged department flow chart for use while communicating with departments about engagement.</li> <li>– Secured commitment from Associate Dean (AD) of ENGL to send a cohort of faculty and administrators to the U of U Engaged faculty/department retreat to help the process of engaging the dept. Also secured funding and support to offer a summer English SL boot camp and SL course template training for faculty.</li> <li>– Secured commitment from AD of Nursing (NSG) to send a cohort of faculty and administrators to the U of U Engaged faculty/department retreat to help the process of engaging the dept. Created a pathway for FA 14 for NSG students to graduate as Civically Engaged Scholars (CES). Working through Kevin Kecskes Engaged Department rubric in order to move the department toward institutionalized engagement.</li> <li>– Conducted a School of Business division-wide SL training (41 people attended) and promotion of SL as a High Impact Practice. Collaborating with the Dean to possibly send cohort of faculty and administrators to U of U Engaged faculty/department retreat.</li> <li>– Met with Dean of Science, Math, Engineering, A.D of Natural Sciences, and Engineering coordinator regarding departmental/ SL course engagement. Presented at division-wide staff meeting. Collaborating with the Dean to possibly send cohort of faculty and</li> </ul>

				<p>administrators to U of U Engaged faculty/department retreat.</p> <ul style="list-style-type: none"> <li>– Met with faculty member/lead in ASL/Interpreting about creating a SL pathway in the ASL program.</li> </ul>
<p><b>SL:</b> Strengthen ties with the Faculty Teaching &amp; Learning Center</p>	<p>ST LT</p>	<p><b>Lead: LS</b> <b>Team: Jude Higgins, possibly Dave Bate</b> <b>Plan:</b></p> <ul style="list-style-type: none"> <li>– LS sits on the FTLC board</li> <li>– Meet with new FTLC Director to explore opportunities to partner and offer service-learning professional development opportunities for faculty</li> </ul>	<p>Ongoing July 2013</p>	<ul style="list-style-type: none"> <li>– Created new SL 101 Prezi video for FTLC 1000 which all new faculty participate in.</li> <li>– Established relationship with FTLC so they regularly promote SL 1000, Service-Learning Networking Breakfast, SLG&amp;D RFP and other opportunities to all faculty and administrators.</li> </ul>
<p><b>SL:</b> Actively participate and/or present at the Annual Faculty Convention and Adjunct Faculty Conference</p>	<p>ST LT</p>	<p>Lead: LS Team: Plan:</p> <ul style="list-style-type: none"> <li>– Attend Annual Faculty Convention in April 2013</li> <li>– Submit proposal to present or facilitate a panel at the Adjunct Conference in October 2013</li> <li>– Submit a proposal to present or facilitate a panel at the Annual Faculty Convention in April 2014</li> </ul>	<p>April 2013  October 2013  April 2014</p>	<ul style="list-style-type: none"> <li>– Presented on SL as a High-Impact Practice at Adjunct Faculty conference and professional Development Day.</li> <li>– Tabled at and attended faculty convention dinner.</li> </ul>
<p><b>SL:</b> Ensure service-learning courses are designated in the catalog and class schedule</p>	<p>ST LT</p>	<p><b>Lead: LS</b> <b>Team: GJ, Ryan Carstens, Nate Southerland, MaryEtta Chase, Jourdan McCall</b> <b>Plan:</b></p> <ul style="list-style-type: none"> <li>– Initial meeting took place March 2013</li> <li>– Continue to work with stakeholders on a designation committee, troubleshooting Banner issues and finding ways to designate. Carstens and Southerland chair this committee.</li> </ul>	<p>Committee formed and at least one more meeting by July 2013</p>	<ul style="list-style-type: none"> <li>– All SL courses now designated in Banner. Updates occur every semester.</li> </ul>
<p><b>SL:</b> Track quantitative data of number of classes, students, service hours, and community partner organizations within</p>	<p>ST LT</p>	<p><b>Lead: LS</b> <b>Team: GJ, Ryan Carstens, Nate Southerland, MaryEtta Chase, Jourdan McCall, SC, LB</b> <b>Plan:</b></p> <ul style="list-style-type: none"> <li>– Work with LB to continue to manually track</li> </ul>	<p>May 2013</p>	<ul style="list-style-type: none"> <li>– Facilitated accurate reporting for SL courses with institutional research (via Banner) which helped as accurately state at commencement that in 2013-2014, nearly 4,500 students</li> </ul>



each semester		<p>program statistics until a system is implemented institutionally. Impact Summary stats due by 06/01/2013.</p> <ul style="list-style-type: none"> <li>– Revise and continue to use the Campus Labs tracking survey to gather data including a list of partners and placements (for FA13+)</li> <li>– Implement the new designation and tracking system to automate this process (see action above)</li> </ul>	<p><i>Review and revise</i> – July 2013</p> <p><i>October 2013</i></p> <p><i>October 2013</i></p>	<p><i>enrolled in over 220 service-learning classes taught by 56 faculty members. This means that nearly 24% of all students enrolled at Salt Lake Community College were engaged in academically-based service in our community.</i></p> <ul style="list-style-type: none"> <li>– <i>Created internal master spreadsheet of all designated SL courses includes information not included on institutional research reports (i.e. service hours and community partner organizations).</i></li> <li>– <i>Executed two tracking surveys for all SL classes. Seven faculty responded Fall 13 and 17 responded Spring 14. Spring 14 there were 140 community partners that were utilized in 17 classes.</i></li> </ul>
<b>SL:</b> Expand the use of SL course evaluations in Campus Labs to include all designated courses on a rotating basis	ST LT	<p><b>Lead: LS</b> <b>Team: GJ</b> <b>Plan:</b></p> <ul style="list-style-type: none"> <li>– Develop a framework so that faculty who are already designated to rotate through the Campus Labs course evaluations surveys on a rotating basis, i.e. every four semesters, or something similar</li> <li>– Involve faculty in the discussions around this plan, so that we can know best how to market this and not confuse it with the institutional course evals</li> <li>– Create a chronological course list, based on when they were first designated, and establish who will rotate through a new round of evaluations in FA13 and SP14</li> <li>– Roll out the plan and provide reports</li> </ul>	<p><i>October 2013</i></p> <p><i>October 2013</i></p> <p><i>October 2013 - ongoing</i></p>	<ul style="list-style-type: none"> <li>– <i>SLCC Campus-wide evaluation of community engagement has been postponed therefore the rotating evaluation of all designated SL courses has also been postponed. The two evaluations were to be wrapped into one for efficiency and to reduce confusion from faculty.</i></li> </ul>
<b>SL:</b> Gather designated SL syllabi at the beginning of each semester, maintaining accurate records of which	ST LT	<p><b>Lead: LS</b> <b>Plan:</b></p> <ul style="list-style-type: none"> <li>– Establish a communication system through which it is routine for designated faculty members to share their syllabus with the</li> </ul>	<p><i>July 2013</i></p>	<ul style="list-style-type: none"> <li>– <i>Gathered 84% of syllabi by meeting with 91% of designated faculty about their SL courses.</i></li> </ul>

courses are taught in each semester		Thayne Center at the beginning of each semester – Maintain current records of all designated service-learning syllabi at the institution	Ongoing	
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## SLICE: Student Leaders in Civic Engagement

Recommendation / Goal	ST LT	Assignments - Lead + Team (if applicable) Actions – How exactly will you do it?	Timeline	Progress (report 07/13, 10/13, 04/2014)
<p><b>SLICE:</b> Create a strategic plan that outlines a more pedagogically driven program. Specifically, redesign the current curriculum so that it teaches transferable, universal skills of community organizing and volunteer management, not individual project execution.</p>	ST LT	<p><b>Lead:</b> LSP <b>Team:</b> SC, counterpart coordinators at other Utah institutions <b>Plan:</b></p> <ul style="list-style-type: none"> <li>– Research articles, text books, and other program models, re: community organizing, project management, and leadership</li> <li>– Create a new manual that includes content on universal community organizing, project management, and leadership skills. Manual will also include best practices for working with non-profits, volunteer management, etc.</li> <li>– Only focus on two issues per semester, as determined by the 2013-2014 SLICE team</li> <li>– Each week teach a new universal skill. These skills may include building relational trust, integrating educational knowledge, solving complex problems, planning projects, managing volunteers, reflections, etc.</li> <li>– Coach students to apply the universal skills they're learning to the projects they carryout. I.E. Identify social justice issues in the community, gain an understanding of the assets and needs, teach students how to implement from start to finish an engaging project – ALSO reflect on and discuss long-term systemic solutions.</li> </ul>	<p>July 2013</p> <p>By October 2013</p>	<ul style="list-style-type: none"> <li>– Linnie contacted other universities about their student leadership handbooks. She continues to read the best practices from Youth Service America (YSA), United Way, and other on-line Leadership materials.</li> <li>– Linnie revised the SLICE Manuel. The SLICE Manuel includes all the best practices for working with non-profits and volunteer management, etc.</li> <li>– Fall 2013 SLICE focused on Social Justice and Hunger &amp; Homelessness. In spring 2014 semester SLICE focused on Social Activism and Environmental Issues.</li> <li>– In the syllabus of SLICE the student leaders focused on new universal skills including the skills listed above and building trust through team building activities, solving complex problems, integrate educational knowledge by teaching each other learned skills, solving complex problems in small teams and with their mentor. Guest speakers were scheduled and addressed and taught SLICE best practices to serve in our community and technical leadership skills.</li> <li>– Each team planned two projects each semester, managing volunteers. Five reflections were submitted from each student each semester Reflections are discussed weekly in SLICE meetings. There is dialogue after each issues and discussions about long-term</li> </ul>

				<i>systemic solutions</i>
<b>SLICE:</b> Ensure program coordinator in trained in teaching practices	ST LT	<b>Lead: LSP</b> <b>Team: GJ</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Attend Continuums of Service conf in Portland, OR, with a specific focus on collecting information on student leadership development programs</li> <li>– Continually research best practices and apply them to the SLICE program structure</li> <li>– Work with GJ to identify appropriate SLCC courses and training opportunities both internal and external</li> </ul>	<p><i>April 2013</i></p> <p><i>Ongoing</i></p>	<ul style="list-style-type: none"> <li>– <i>April 24-26, 2013, Attended Continuums of Service Conf in Portland, OR. Attended six sessions and four keynote speakers. Listed are a few of the sessions I attended; Mentoring Social Justice Educators Con Carino Designing a “Blues-Print” For teaching Conscious Rhymes, presented by California State University; Developing Engaged Student Leaders For The Public Good, Presented by Washington State University Center for Civic Engagement; Beyond Service-Learning Taking Programs and mentoring to the Next Level for Deeply Engaged students, presented by University of Washington</i></li> <li>– <i>May 15-17, 2013 attend Utah Leadership Academy and attended five sessions and two keynote speakers on a variety of student Leadership skills and service leadership development.</i></li> <li>– <i>Linnie is researching best practices from Youth Service America (YSA), United Way, Utah Universities including, U Of U, WMC, Weber State, and BYU.</i></li> <li>– <i>Linnie is currently taking math and English classes to acquire her AS Degree. She is working toward my BS in The Consumer and Community Studies Major. She attended 2013 NASPA in SLC.</i></li> </ul>
<b>SLICE:</b> Increase communication with SLL, i.e. Service Chair, regular meetings between student leadership coordinator staff, etc.	ST LT	<b>Lead: LSP</b> <b>Team: Abio, Brandi, SLL/SLICE Service Chair</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Review SLL Service Chair job description and align expectations to SLICE program requirements and SLL requirements</li> <li>– Sit on committee to select SLL Service Chair</li> <li>– Have a monthly 1x1 with SLL Service Chair</li> <li>– Meet twice each semester with SLL program coordinators</li> </ul>	<p><i>July 2013</i></p> <p><i>October 2013</i></p>	<ul style="list-style-type: none"> <li>– <i>Linnie reviewed the Service Chair job description.</i></li> <li>– <i>Linnie was on the SL&amp;L interview committee for the Service Chair but the final decision is made by SL&amp;L.</i></li> <li>– <i>The 2013-2014 SL&amp;L Service Chair was selected Linnie had a 1x1 with this student throughout the semester.</i></li> <li>– <i>Linnie met with SLL coordinators twice each semester.</i></li> </ul>
<b>SLICE:</b> Make students-at-large	ST	<b>Lead: LSP</b>		

more aware of SLICE projects and events	LT	<b>Team: LB, SLL, Institutional Marketing, Lee Stevens/PALS, LS</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Design a guerilla marketing training (which SLL may have already done, so check) and present it to SLICE</li> <li>– Table, coordinate with SL classes, and attend PALS meetings to advertise for planned events</li> <li>– Attend ICA meetings. Let them know about planned service projects. Coordinate carefully with SC who is also trying to attend regularly.</li> </ul>	<p>October 2013</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>– Tyler, marketing specialist, in SL&amp;L presented training to SLICE about how to market their projects and programs.</li> <li>– SLICE coordinated and staffed several tabling events in collaboration with SL classes and PALS activities. .</li> <li>– Service Leadership Coordinator will attend ICA each month. The Service Leadership Coordinator notified ICA members about upcoming service projects.</li> </ul>
SLICE: Market the program more effectively to recruit high caliber students ready to engage in advanced curriculum	ST LT	<b>Lead: LSP</b> <b>Team: School Relations, TRiO</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Send all High School Peer Action Leader teams and leadership clubs the link for the SLICE website and the application</li> <li>– Coordinate with TRiO to have the SLICE website and application link in all new student packets</li> <li>– Work with appropriate staff to identify and hand-pick highly-qualified students who could be mentored/recruited into SLICE</li> </ul>	<p>Ongoing, but apps by October 2013, interviews and placements by April 2014</p>	<ul style="list-style-type: none"> <li>– Linnie sent all high school Peer Action Leader teams, Service-Learning classes, and leadership clubs the link for the SLICE website and the SLICE application.</li> <li>– Linnie sent the Coordinator of TRiO and PALS a link to the SLICE application. The SLICE application was in the new student packets.</li> <li>– In collaboration with TC staff and return SLICE members, new SLICE members were selected to be 2013-2014 SLICE mentors.</li> </ul>
SLICE: Require LE 2920 and/or LE 2950 of all members	ST LT	<b>Lead: LSP</b> <b>Team: GJ, SC</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– This is included on the 2013-2014 SLICE application. All new SLICE members will be required to take one of these courses.</li> </ul>	<p>March 2013 – before the app goes out</p>	<ul style="list-style-type: none"> <li>– Done. All SLICE members are required to take the LE 2920 and/or LE 2950 Leadership course.</li> <li>– SC, currently teaching LE 2920, met with Curt Larsen to arrange the FY14 teaching schedule. The requirement and course times were included in the FY14 application released in March 2013.</li> </ul>

## Institutionalization of Vision & Mission

Recommendation / Goal Assignment	ST LT	Assignments - Lead + Team (if applicable)	Timeline	Progress (report 07/13, 10/13, 04/2014)
IVM TC: Collaborate with the Community Partnerships	LT	<b>Lead: GJ</b> <b>Team: All TC staff as needed, Tim Sheehan,</b>		<ul style="list-style-type: none"> <li>– The Director of Community Relations and the SL Coordinator had monthly meetings.</li> </ul>

Council (CPC) and the Director of Community Relations to achieve Carnegie classification		<b>Ryan Carstens, Jennifer Seltzer Stitt</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Attend all CPC meetings, inviting SC and LS as needed</li> <li>– Partner with Jen to provide required TC information for the application</li> <li>– Continuously refocusing the institution on the systems view of Carnegie, the cultural and structural requirements of the designation</li> </ul>	<i>Ongoing</i>  <i>Application due April 2014</i>  <i>Ongoing</i>	<ul style="list-style-type: none"> <li>– TC Director met regularly with the Director of Community Relations and other select members of the Community Partnerships Council. These meetings led not only to edits and contributions to the application, but to a gap analysis presented to President's Cabinet.</li> <li>– TC Director and Community Partnerships Coordinator attended Community Partnership Council meetings.</li> <li>– Carnegie application submitted 04/15/2014</li> </ul>
<b>IVM TC:</b> Shift institutional perception of the role of the center as a volunteer project event planner to one of a pedagogically based learning center	LT	<b>Lead: GJ</b> <b>Team: All TC staff as needed</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Engage as much as possible with larger institutional conversations relevant to this goal, I.E. GenEd SLOs, ePortfolios,</li> </ul>	<i>Ongoing</i>	<ul style="list-style-type: none"> <li>– Institutional perception is an ongoing process.</li> <li>– The perception of key players in Academic Affairs, namely the Provost and Asst Provost Grover, has shifted. They fully understand the pedagogy behind SL and the work of the TC.</li> <li>– Ironically, it is Student Services that does not see the Thayne Center as a core function of the division because of our focus on pedagogy and the advanced stages of student psychosocial development.</li> </ul>
<b>IVM TC:</b> Recreate the TC vision and mission, accounting for the role we play in the institution's civic mission	ST LT	<b>Lead: GJ</b> <b>Team: All TC staff, key students, SL faculty, Level 3 community partners</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Recreate the vision and mission at a summer staff retreat</li> <li>– Vet the new statements with key stakeholders</li> <li>– Launch FA13, including updating documents and website</li> </ul>	<i>July 2013</i>  <i>October 2013</i>  <i>October 2013</i>	<ul style="list-style-type: none"> <li>– As a department we decided instead to focus on the creation of departmental student learning outcomes.</li> <li>– We re-designed our website to incorporate our new SLOs as the central focus of all our programs.</li> <li>– If SL does move to Academic Affairs, we will clearly need to revise the mission statement to remove that program.</li> </ul>
<b>IVM TC:</b> Facilitate and coordinate all departmental marketing materials and public documents, re messaging and mission	LT	<b>Lead: GJ</b> <b>Team: All TC staff</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Keep staff informed of all marketing related policy and procedures</li> <li>– Explore more efficient ways to ensure marketing is uniform</li> </ul>	<i>Ongoing</i>  <i>Ongoing</i>	<ul style="list-style-type: none"> <li>– We work well with Jan Coleman, our new Institutional Marketing contact.</li> <li>– We use our vision/mission statement on all departmental docs and advertising materials.</li> <li>– Staff have become skilled in using the language of our departmental student learning outcomes to discuss our programs with those outside the department.</li> </ul>
<b>IVM TC:</b> Regroup all	ST	<b>Lead: GJ</b>		– Done.

programmatic SLO's into a single set of departmental learning outcomes	LT	<b>Team: All TC staff</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Collaborate with all staff at summer retreat to draft departmental SLOs</li> <li>– Ensure TC SLOs support Student Services and (new) GenEd SLOs</li> </ul>	July 2013  October 2013	<ul style="list-style-type: none"> <li>– The website is updated accordingly.</li> <li>– All programs are using the departmental student learning outcomes to conduct their program level assessments.</li> <li>– Our departmental outcomes support Gen Ed outcome #5.</li> </ul>
<b>IVM TC:</b> Hire an Assistant Director	ST LT	<b>Lead: GJ</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Proposed in FY14 IPB (10/2013)</li> <li>– Proposed in FY14 Student Fee Board (01/2013)</li> </ul>	April 2014	<ul style="list-style-type: none"> <li>– We submitted a budget request in the Informed Budget Process.</li> <li>– The request did not make it past the AVP level.</li> </ul>
<b>IVM TC:</b> Create more visibility for the department on campus, i.e. improve the physical space / resources	ST LT	<b>Lead: GJ</b> <b>Team: Jason Beal, for now</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Meet with Jason for a rough estimate</li> <li>– Present the estimate to Marlin and Deneece</li> <li>– Primarily investigating expanding into the back hallway and possible wrapping around to the Parlor B door</li> </ul>	Cost estimates July 2013	<ul style="list-style-type: none"> <li>– TC Director initiated conversations with Jason Beal, the conclusion of which is that the current TC space cannot be expanded in any way.</li> <li>– The SIC space was a possibility for a brief moment, but ultimately the TC is not a priority for that space.</li> <li>– SLL Executive Cabinet students advocated for additional space for the TC to no effect.</li> </ul>
<b>IVM TC:</b> Participate in regional and national conferences and conversations that disseminate our work and bring best practices back to the department	LT	<b>Lead: GJ</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– As budget allows, participate in national and regional conferences</li> <li>– As time allows, participate in national and regional conversations / communities</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>– All TC staff attend at least one professional conference every year, often times more than one based on grant obligations.</li> <li>– TC Director and Community Partnerships Coordinator presented at one regional conference, at which the Director actually presented two different sessions.</li> <li>– TC was a lead in the NASPA Civic Learning &amp; Democratic Engagement network, and the Director and two staff attended the capstone conference in June 2014.</li> </ul>
<b>IVM SL:</b> Revitalize the academic service-learning program to better incorporate community-based learning as a high-impact learning practice throughout the college, i.e. GenEd, ePortfolio, Engaged Dpts, Senate/Curriculum Committee, Provost, etc.	LT	<b>Lead: GJ</b> <b>Team: LS</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Request access to GenEd committee conversations</li> <li>– Serve on SLO Assessment committee</li> <li>– Continue to explore other ways the TC can better integrate into Academic Affairs</li> </ul>	July 2013  Ongoing	<ul style="list-style-type: none"> <li>– SL Coordinator presents to Curriculum Committee twice per semester.</li> <li>– SL Coordinator presented and/or tabled at four college-wide (FTLC) professional conferences on academic SL as a High Impact Practice.</li> <li>– New SL 101 presentation (also used in FTLC 1000) includes AAC&amp;U materials listing SL as a High-Impact Practice.</li> </ul>

				<ul style="list-style-type: none"> <li>– Civic engagement writ large is integrated into the college-wide ePortfolio assessment, and into ePortfolios themselves in the “Learning Outside the Classroom” tab.</li> <li>– Conversations about SL in Gen Ed are ongoing and will receive even more attention when a new Gen Ed Directors begin 07/01/2014.</li> <li>– SL Coordinator continues to work on a department level to engage lead faculty and Associate Deans.</li> </ul>
<b>IVM SL:</b> Develop a strategic plan with Ryan Carstens to incorporate service-learning as a high-impact practice throughout the college	LT	<b>Lead: GJ</b> <b>Team: LS, Ryan Carstens, Jason Pickavance</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Most logical entry point is GenEd committee, specifically in dealing with the revision of college-wide student learning outcomes</li> <li>– Other logical points of collaboration are ePortfolio, SLO assessment, and Pickavance’s work with high-impact practices</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>– TC Director met with Picard, Carstens, Deneece, and Marlin on 03/08/2013 to begin this conversation. The Provost is identifying pedagogical clusters across the institution and working toward a single body/reporting entity, to include service-learning.</li> <li>– Ryan Carstens left the college, but conversations continue in earnest.</li> <li>– The Provost requested a proposal for the integration of SL in Academic Affairs. A cohort of SL faculty and TC board members met throughout spring semester in response to this request.</li> <li>– A proposal was submitted 07/01.</li> </ul>
<b>IVM SL:</b> Seek funding for the SL Coordinator position from the Provost	ST LT	<b>Lead: GJ</b> <b>Team: LS, Marlin Clark, Deneece Huftalin, Chris Picard</b>		<ul style="list-style-type: none"> <li>– This idea is not supported by the Provost.</li> <li>– If SL moves to Academic Affairs, the DDCOMM budget line for the SL Coordinator’s salary/benefits will transfer permanently in that direction.</li> </ul>
<b>IVM SL:</b> Consider a model in which both the VPSS and Provost share oversight of academic service-learning.  Create a stronger partnership with Academic Affairs through active participation in faculty	ST LT	<b>Lead: GJ</b> <b>Team: LS, Marlin Clark, Deneece Huftalin, Chris Picard, Ryan Carstens</b> <b>Plan:</b> <ul style="list-style-type: none"> <li>– Per Cartens’ request, draft a business plan, of sorts, that outlines a number of structural options</li> </ul>	July 2013	<ul style="list-style-type: none"> <li>– The Provost does not support a dual report model.</li> <li>– A team of SL faculty secured key administrative (including Interim President and Provost) support to put forth proposal to move SL to Academic Affairs. Refer to previous notes.</li> <li>– Once per semester the SL coordinator attends the Academic Advisors’ staff meeting to</li> </ul>

meetings and regular interactions with Associate/Deans				<i>educate advisors utilizing the SL course listing on the academic advising sheets.</i>
<b>IVM SL:</b> Allow the SL Coordinator to solely focus on academic service-learning	ST	<b>Lead: GJ</b> <b>Team: LMH, SC</b> <b>Plan:</b> – Post SL Coordinator position with CES program removed	<i>January 2013</i>	– As of January 2013, LMH coordinates administrative tasks (timesheets, reflections, graduation documentation, etc.) and SC creates and coordinates the programming and cohort structure.
<b>IVM CPO:</b> Identify an ongoing funding source for VMTS and other CPO programming	ST LT	<b>Lead: GJ</b> <b>Team: SC, Susan Salem, Development Office</b> <b>Plan:</b> – Secure funding from the Center for Innovation – Research and explore external funding options, including possible corporate underwriting	<i>Spring 2013</i>  <i>October 2013</i>	– Done. – One-time grant funding from the Center for Innovation, re Innovation of the Year Award winner – Moving forward the program is supported in 15017 Student Fees and DDSLSP Student Service-Learning Project Fund. – External partners contribute \$500 annually
<b>IVM ASB:</b> Secure additional funding through inter-departmental partnerships that are mission- and program-based	ST LT	<b>Lead: GJ</b> <b>Team: Other Student Services and Academic as needed</b>	<i>Ongoing</i>	– Alternative Break program is the most successful in terms of cross-departmental funding. – SLL splits Alternative Spring Break 50/50, approximately \$10,000 per department – DRC pays 100% of their student and staff cost to attend Kanab, Best Friends Animal Sanctuary. – Arts & Cultural Events is not a department, but we do receive ACE money to support our Community Spotlight events.
<b>IVM AR:</b> Create joint strategic plan with Financial Aid	ST	<b>Lead: GJ</b> <b>Team: Cristi Millard, Marlin Clark, Eric Weber</b> <b>Plan:</b> – Meet initially as Directors and AVPs to troubleshoot immediate issues and establish a committee framework for staff – Hand off the committee to staff with expectations as to frequency and content of meetings	<i>July 2013</i>	– Financial Aid is as yet unwilling to establish an ongoing strategic plan; however, we have had some success with a series of ad hoc agreements throughout the year. – IE We can place work-study students at our nonprofit community partners. – IE Our community work-study students can earn their award through 06/30.
<b>IVM AR:</b> Recognize Lynne McCue-Hamilton on an institutional level	ST	Lead: GJ, Team: LB, SC	<i>March 2013</i>	– Submitted nomination to Staff Association on 03/22. – She was not selected as the winner.



		- LMH nominated for 2013 Outstanding Staff Award, full-time professional		
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