Thayne Center
for Service & Learning

Program Review Strategic Action Plan

Every program in the department follows a strategic plan based on the recommendations of our Program Review self-study and site visit team report. This year our assessment highlights the Community Work-study America Reads and Civically Engaged Scholar programs.

Critical Thinking in Gen Ed ePortfolios

In collaboration with the ePortfolio program, we assessed achievement of the critical thinking learning outcome, comparing students in service-learning and non service-learning courses.

Faculty Interest in Service-Learning

While we did not collaborate on the assessment project, a recent survey of faculty shows that 42% of respondents are interested in incorporating service-learning into their courses.

2014 - 2015 Annual Assessment Highlights

The Thayne Center for Service & Learning envisions a world in which people's basic needs are met and in which the values of equality and social justice are realized. We believe institutions of higher education have a responsibility to cultivate an engaged citizenry. We are therefore dedicated to empowering our students and faculty to realize they have the knowledge and skills to affect positive change in their community.

We establish capacity-building relationships with community organizations, facilitate service-learning development opportunities for faculty, and coordinate service leadership programs for students who are out to change the world.

To this end, in 2014-2015 we coordinated nine community-based student leadership programs that engaged 5,305 students in 122,082 hours of service, a contribution valued at $2,816,426 (per Independent Sector).

Our collaborations with faculty led to 253 service-learning courses that engaged 5,068 students in 107,522 hours of service.

Thirty-three students used their work-study financial aid funding to work as literacy tutors in two Title I elementary schools and at the YMCA. Students in the America Reads program served 11,114 hours and earned $110,000 in federal aid.

On four different Alternative Break trips, 71 volunteers spent 1,699 hours building trails, restoring streams, planting crops with the Hopi, and caring for animals at Best Friends sanctuary.

We also graduated the largest class of Civically Engaged Scholars in the history of the program at 42 students.

Over the course of 62 sponsored projects and events, 487 students served 5,672 hours in our community.

THAYNE CENTER IMPACT SUMMARY
Annual Statistics: 2010 – 2015

Salt Lake Community College — Step Ahead.

THAYNE CENTER FOR SERVICE & LEARNING AT SALT LAKE COMMUNITY COLLEGE

PROGRAM	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
SERVICE-LEARNING COURSES	5,558 students 66,190 hours 249 courses	5,276 students 77,485 hours 217 courses	5,570 students 73,468 hours 242 courses	4,198 students 78,599 hours 221 courses	5,068 students 107,522 hours 253 courses
AMERICORPS EDUCATION AWARDS	215 new students (488 students total) 206,873 hours $488,900 in scholarships	0 new students (471 students total) 61,821 hours** $333,129 in scholarships**	0 new students (17 students total) 4,110 hours** $44,062 in scholarships**	n/a AmeriCorps is no longer offered through the Thayne Center	n/a AmeriCorps is no longer offered through the Thayne Center
AMERICA READS COMMUNITY WORK-STUDY	58 students 11,816 hours $123,312 of federal financial aid (26% of work-study at SLCC)	36 students 8,861 hours $81,770 of federal financial aid (21% of work-study at SLCC)	44 students 12,545 hours $132,509 of federal financial aid (29% of work-study at SLCC)	45 students 12,417 hours $74,060 of federal financial aid (26.6% of work-study at SLCC)	33 students 11,114 hours $110,000 of federal financial aid
ALTERNATIVE BREAKS	24 participants 557 hours	24 participants 720 hours	22 participants 718 hours	74 participants 2,165 hours	71 participants 1,699 hours
Community Partner Outreach	38 AmeriCorps VISTA site visits 292 volunteer opp. blog posts	180 community partner site visits 172 volunteer opp. blog posts	194 community partner site visits 22,225 blog views 1,161 engaged Facebook users 11,145 Facebook reach	73 community partner site visits 20,150 blog views 1,219 engaged Facebook users 30,855 Facebook reach	76 community partner site visits 14,789 blog views 856 engaged Facebook users 11,160 Facebook reach
SLICE: Student Leaders in Civic Engagement	23 students 4,532 hours	14 students 4,114 hours	11 students 2,520 hours	13 students 2,740 hours	14 students 2,239 hours
SPONSORED PROJECTS/ EVENTS	2,019 participants 8,580 hours 87 projects/events	1,555 participants 9,856 hours 116 projects/events	1,072 participants 6,460 hours 64 projects/events	731 participants 5,243 hours 60 projects/events	487 participants 5,672 hours 62 projects/events
CIVICALLY-ENGAGED SCHOLARS	45 students 12,839 hours 28 graduates	42 students enrolled 3,274 hours 24 graduates	36 students enrolled 10,479 hours 24 graduates	77 students enrolled 6,803 hours 28 graduates	109 students enrolled 893 hours 42 graduates
TRAINING & WORKSHOPS	931 students 77 training events 2,554 training hours	420 students 126 training events 1,973 training hours	543 students 98 training events 3,707 training hours	693 students 47 training events 1,957 training hours	278 students 52 training events 978 training hours
INFORMATION & REFERRAL	8,480 contacts	7,467 contacts	47,140 contacts (includes Facebook and blog)	79,952 contacts (includes Facebook and blog)	51,669 contacts (includes Facebook and blog)
ANNUAL TOTAL IMPACT	**8,215** volunteers **311,387** hours of service **$6,651,226** worth of service to community based on $21.36/hr*	**7,185** volunteers **166,130** hours of service **$3,619,981** worth of service to community based on $21.79/hr*	**5,764** volunteers **104,194** hours of service **$2,306,855** worth of service to community based on $22.14/hr*	**4,467** volunteers **101,192** hours of service **$2,281,868** worth of service to community based on $22.55/hr*	**5,305** volunteers **122,082** hours of service **$2,816,426** worth of service to community based on $23.07/hr*

Annual value of volunteer time calculated by Independent Sector: www.independentsector.org. **

Thayne Center for Service & Learning
Program Review Action Plan – 2014-2015

Key to Abbreviations:

AR: America Reads, Lead: Lynne McCue-Hamilton (LMH)
ASB: Alternative Spring Break, Lead: (Former Staff) 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: (Former staff) Linnie Spor (LSP)

America Reads Community Work-study

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
AR: Ongoing strategic taskforce meetings with Financial Aid	**Lead: GJ** **Team: Cristi Millard, Marlin Clark, Eric Weber** **Plan:** − Ideally we establish a single plan that documents solutions to all issues faced in the federal work-study program − If past collaboration is any indication of future possibilities, consider the option of a series of ad hoc arrangements that we document and manage accordingly	*Ongoing*	− Collaboration with the Financial Aid department continues to be a challenge. Agreements made in planning meetings are not honored by Financial Aid, and directives are either not passed down by the Director or are not followed by staff.
AR: Hire a dedicated Financial Aid employee to coordinator work-study, i.e. federal Job Location & Development funding	We have no direct control over this decision, but GJ will advocate the need for such a position.	*Ongoing in strategic planning meetings.*	− No progress has been made in accessing the JLD fund for a staff position

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
AR: Promote the program to all non-work-study students to volunteer as tutors	**Lead: LMH** **Team: SC, LB, LS** **Plan:** − Brainstorm target departments whose students would benefit from volunteering as an America Reads Tutor − Contact Jan Coleman for fliers to post & send out to interested SL Classes − Use DDSLSP for funds to pay for volunteer America Reads tutors' background checks. − Advertise and speak in classes Place Volunteer AR tutors	*June 2015*	− Program was promoted to SL Classes, CES, and general student population. − Three student tutors out of 35 tutors were non-work-study volunteers
AR: Structure the program to allow nonprofits to participate as placement sites for work-study students	**Lead: LMH** **Team: SC,** **Plan:** − Offer Level 3 community partners this option, getting from the interested nonprofit(s) a list of skills and needs for placement − Establish contracts and implement Choose 3-5 community partners	*June 2015*	− AR Coordinator will list Job in PARS after getting list of CP interested & what skills they need -8/15 − AR Coordinator will hire, place and monitor work-study student at Community partner sites as work-study students are placed at Community Partner. 8/15 − Maria Nieto volunteered at Maliheh Free Clinic starting 1/15 − Roberto Unzaga volunteered at Utah Campus Compact starting 2/1
AR: Set up all FA14 and SP15 orientations, trainings, and contracts.	**Lead: LMH** **Plan:** - Fall 2015 - Spring 2016 - returning tutors will earn awards to help set up, and talk about their experiences.	*June 2015* *December 2015*	New Work-study students will be invited to AR Orientations for Fall 2015 starting 8/15. 1-2 orientation per month January & February 2016.
AR: Researching creating AR 3rd site at YMCA Afterschool Programs.	**Lead: LMH** **Plan:** − Had first conversation with YWCA. − If AR site & in Title I schools, which they are then YWCA would not need to contribute to FA funds. − Would like to have test sites by 8/2014.	*June 2015* *8/2014*	New Work-study students will be invited to AR − 10 AR tutors earned their WS awards in programs at the YMCA from 6:30am -6:30pm, M-F. This partnership has been very successful for students and community partner − YMCA hired two tutors during the year and through the Summer − YMCA Orientations will be set up in late August

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	Then possibly expand more opportunities with YWCA.		& September. Will suggest to YMCA they could use 2nd year AR Tutors to do these tours & orientations.

Alternative Spring Break

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
ASB: Continue to provide ADA accessible trip, and explore additional ADA trips locally	**Lead: (Former staff) LSP** **Team: SC, Candida Darling, Mary Keinz** **Plan:** − Set up a planning meeting to discuss local organizations that have accessible volunteer opportunities − Create a one accessible in-state trip and offer it in the regular cycle of ASB applications and orientations − Continue to work with the DRC regarding funding for students to attend the 2015 spring Break. The DRC will continue to pay and provide for students that need assistance.	*March 2015*	Completed: − The DRC assisted in the descriptions of all the trips. Students can decide along with their DRC advisor if they are eligible for an ASB trip using DRC funds. They have decided to give up to $400.00 to ten DRC students. They must apply with the Thayne Center & the DRC. − 8 participants involved in the ADA accessible trip. 43 participants involved in all trips.
ASB: Explicitly state the learning focus of the program	**Lead: (Former staff) LSP** **Team: Gail, Curt, and Steven** **Plan:** − ASB learning outcomes need to be taught to the ASB Advisors. − Input new outcomes into Campus Labs − Create a theme for each ASB trip Continue with theme for fall AB	*March 2015*	Completed: − All the ASB advisors were sent the ASB Advisor handbook. Dr. Abio trained the ASB advisors. − Data was input into Campus Labs. − ASB Themes were decided by the ASB Steering Committee.
ASB: Continue ASB Steering Committee meetings.	**Lead: (Former staff) LSP maintains and chairs** **Team: Dr. Abio, Jon Glenn, Elisa Stone, Lynnette Yerbury, Lesa Bird .**	*March 2015*	Completed: − Mary Keinz and Tatiana are no longer on the

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	Plan: − Continue monthly meetings may possible have meeting every other month depending on need. − Evaluate if there is a need for other committee members		ASB Steering Committee. Ron Carpenter is now on the Steering Committee along with Dr. Abio, Jon Glenn, Elisa Stone, Lynnette Yerbury, and Lesa Bird.
ASB: Create two additional out-of-state trip and one in-state trip	**Lead: (Former staff) LSP** **Team: Abio, ASB Steering Committee** **Plan:** − Review BreakAway website for location ideas − Contact other Utah colleges and research their offerings − Use recommendations from ASB Steering Committee Offer trips in the normal cycle of 2015 ASB	*March 2015*	Completed: − UCC arranged a retreat/training with most all SLCC Universities. This training will include input so SLCC can research their offerings. − The Thayne Center sent students to the following locations: San Francisco – 10 participants Seattle – 12 participants Kanab – 8 participants Hopi Nation – 13 participants − These locations were recommendations from the ASB Steering Committee
ASB: Create local SLC service events over fall break	**Lead: (Former staff) LSP** **Team: Abio, SC, Thayne Center Alumni, key SL faculty (possibly)** **Plan:** − Involve ASB alumni in the planning of fall break − Continue food insecurity theme for fall break. − Revise some program structure to have a panel at the end of fall break. Advertise the second week of school	October 2014	Completed: − Issue: Food Insecurity − Non-profits: Real Food Rising-Utahns Against Hunger, and Meals on Wheels. − The panel at the complication of fall break was a success. − Advertising was a success
ASB: Engage ASB Alumni to generate resources and support for the expanding program	**Lead: (Former staff) LSP** **Team: Thayne Center Alumni** **Plan:** − Plan two training meeting for Alumni − Review ideas with Steering Committee for	October 2014	Completed: − There were three ASB Alumni students that mentored three teams during fall Break.

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	the alumni training. Ask fall Break AB Alumni to turn in a reflection for their leadership experience.		− The Alumni turned in their reflections with the rest of the fall breakers.
ASB: Create a Trip Advisor program, including rotation cycles, training	**Lead: (Former staff) LSP** **Team: Abio** Plan: − Create an SLCC employee application − Have Risk Management review application − Train ASB Advisors − Jon attend the Break Away ABC training in June. If there are funds take a student leader	*February 2015* *June 2014*	Completed: − SLCC ASB employee application was created and reviewed by Risk Management − Dr. Abio trained new ASB Advisors with the handbook − Jon attended the Break Away ABC training in June.
ASB: Expand program to (possibly) include Service-Learning faculty, SLL collaboration	**Lead: (Former staff) LSP** **Team: (Former staff) LSP, LS, Dr. Abio** **Plan:** − Include faculty, where applicable, through Lucy Include Dr Abio in ASB planning	*February 2015*	Completed: − Ron Carpenter participated as a staff advisor for 2015 ASB
ASB: Create a showcase event to highlight the service and learning of ASB participants	**Lead: (Former staff) LSP** **Team: Abio, trip advisors** **Plan:** Alumni ASB student table about their experiences	*August 2014*	Completed: − A tabling event is explained in the ASB Advisor Handbook for 2015

Civically Engaged Scholars

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
CES: Improve intentionality of the program and create a cohort model for student engagement. Create Student Ambassador	**Lead: SC** **Plan:** − Research program structures at other Utah institutions − Research Bonner Leaders and other national models − Revise program description to include cohort		− Addition of Internship/Capstone planned for 15-16 program; CCO and Syllabus under development − Peace & Justice Leadership team meets every other Tuesday. − 1:1 meetings being scheduled with AD of every department.

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
roles to include one member of each engaged department (and other departments) to relay cohort meeting information to classmates.	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)		− Certificate to curriculum committee FA15 − Peace and Justice Center budget proposal to be completed FA15
CES: Partner with Engaged Dpt faculty to ensure students understand the CES program.	**Lead: LS** **Team: SC** **Plan:** − Schedule bi-monthly meetings with LS + SC. − Meet with OTA Faculty and/or visit classes Speak at Health Sciences Orientation		− Monthly meetings between LS & SC have occurred for academic year 14-15. − Met with OTA instructor and program director three times to discuss SL in OTA and finalize MOU FA 14 & SP 15. − Many meetings with Nursing & English Departments
CES: Expand the number of CES by increasing the number of Engaged Dpts. Identify specific departments to target and build coalition.	**Lead: LS** **Team: SC** **Plan:** − Hold bi-monthly meetings with LS + SC − Gather success stories from OTA Continue working with English Dpt, in the process of becoming an Engaged Dpt		− As a part of the Service-Learning Engaged Department progress, a new CES pathway is being created in ENGL. − Three INTR Service-Learning courses designated to help create the foundation for a CES pathway for interpreting and ASL students. − Met with NSG faculty four times to reestablish CES pathway. − Also see content in SL section.
CES: Promote program at New Student Orientation and other Student Services events	**Lead: SC** **Team: LB, LMH, Student Life & Leadership** **Plan:** − Research all campus outreach events − Schedule out six months of orientations, SLL meetings, class visits, ICA, Campus Connect etc. Connect with Jill Kemer and Richard Diaz		− Limited outreach due to staffing − Missed planning deadline for Campus Connect/ Orientation, hope to be included in future − Working with Jill Kemerer to produce "Student Involvement" handout − Welcome Week "Thayne Center Fair" being planned to promote TC/ Community Partners/ Service Learning
CES: Maintain accurate program files, including timesheets, reflections,	**Lead: LMH** **Team: SC** **Plan:** − Identify all necessary information to be		− Ongoing, will be audited again in SP15

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
transcripts, and all required documentation for graduation. Ensure engaged departments track all data for programs.	tracked Create single spreadsheet to serve as master list (contingent on new program description being complete)		
CES: Find outside funding to provide scholarships and stipends for Thayne Center students in need.	**Lead: SC** **Plan:** − Task Development (Kevin Rusch) with finding funding for TC fund. Find additional funding for ongoing scholarship, waiver, stipend, etc. for program (Consider DDSLSP (GJ))		− Development encouraged us to find our own funding − Finalist for the Service-Year Challenge Grant
CES: Work with IT to create single login system for OrgSync, Banner, and Canvas.	− Bill Zoumadakis, Casey Moore, Jack White? Investigate logistics of integrating 3rd party TurboVote and iCitizen to create culture of political engagement at SLCC		− single login ready pending IT completion − TurboVote purchased in FA14 − ongoing work with integrating Banner/Canvas, set to pilot a trial run FA15

Community Partner Outreach

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
CPO: Integrate community partners into strategic college discussions and integrate administrators and academics into community partner discussions.	**Lead: SC** **Team: GJ, LS** **Plan:** − Invite LS to all Community Advisory Board meetings − Invite other SL faculty as appropriate. − Consider Jen Seltzer-Stitt and/or Tim Sheehan for inclusion on Community Advisory Board − Discuss ongoing career/ volunteer fair with Student Employment and Academic Advising Include Community Partners in Community Partnership Council Meetings		− Invitations sent for CAB − Thayne Center Fair will be stand-alone event held during welcome week and include community partners, service-learning faculty, etc.

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
CPO: Work with a student to expand social media empire, primarily Facebook, Blogger, Google + and YouTube	**Lead: SC** **Team: All TC staff, ALL TC programs** **Plan:** − Fully implement existing Social Media Strategy − Establish monthly reporting system to track and post information from all TC programs and student groups (identify # of posts required per program) Include newsletter in Social Media Strategy		− Monthly reporting included in 4Ps. Posting per program has not happened. − Newsletter included in SM Strategy
CPO: Fully implement and enforce OrgSync listings for partner organizations	**Lead: SC** **Plan:** − In next round of re-signing community partners, organizations will not be considered resigned until OrgSync profile is complete. − If not complete by end of signing period (July 31) will be removed from database. Find a way to offer ongoing trainings or tech support (i.e. YouTube screenshot videos, navigation document/handout)		− Effective strategy, partners who were removed due to profiles being incomplete came back and completed profiles − OrgSync has tech support available once users have a login. Investigating streamlining the login process
CPO: Host events	Lead: SC Team: TC, Brittany Taylor, Katey Kendall, ACE Plan: − Networking "Speed Dating" Breakfasts − Community Spotlights Investigate partnering with UofU, Westmini, for SL/Volunteer Fair		− 1 speed dating event held October 14 and 1 planned for SP15 − 6 Community Spoltlight events held, attendance does not justify continuing program. Will reevaluate in SP15 − Meeting with Student Employment pending (LS) -Facilitated Community Partner Spotlight session on SL 9/16/14 − Successfully co-facilitated SL Speed Dating session. 10 Faculty and 10 CPO's attended. 10/2014.
CPO: Strengthen partnership with Student Employment	**Lead: SC** **Team: Academic Advising, Student**		− Meeting with Student Employment pending

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	Employment, Community Advisory Board Plan: − Partner with Student Employment to allow Community Partners at employment fairs Investigate Level 3 partners being used as co-op and internship placement sites		
CPO: Create short YouTube videos for every Level 2 and 3 community partner	**Lead: SC** **Team: OCSE and/or Work-study** **Plan:** − 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		− McCaid Child hired, first video published in Dec14 − McCaid had 'life events' and was not successful at completing videos
CPO: Coordinate presentations to SLICE, CES, etc.	**Lead: SC** **Team: LB, (Former staff) LSP, LMH, SLL** **Plan:** − Identify Level 3 Partners to present to SLICE or host SLICE events ((Former staff) LSP) − Plan 1-2 visits to ICA per semester (SLL) − Coordinate CES presentations with SLICE, SLL, L3 Partners Monthly meetings with SLICE Teams at Community Partner placements		− 15 organizations presented to SLICE in FA14 − ICA presentation in Jan 15 − Due to LSP leaving dept, SLICE placements/ meetings did not take place
CPO: Design annual assessment plan to evaluate community impact and host two assessment focus groups per year	**Lead: SC** **Team: Community Advisory Board** **Plan:** − Work with CPC and CAB to determine rubric or assessment method − Focus on groups with SLICE placement. Require online assessment (in Campus Labs) as part of signing process		− CPC sent out "Community Partner Perception" survey − CAB met 2x to discuss feasibility, possible rubrics − SLICE placements not successful, setting us back a year − 50 partners completed Partnership Renewal Intake Survey
CPO: Continue to evolve the VMTS, including ongoing structural partnerships with other institutions	**Lead: SC** **Team: United Way, Westminster, UofU** **Plan:** − Create 2014 VMTS proposal with expenses,		− SLCC will be the only entity working on VMTS − To be renamed Nonprofit Workshops − Scheduled to restart SEP 15

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	various budget options, and training plan Delegate annual duties and per-event duties for all committee members		
CPO: Act as liaison to service-learning faculty and academic administrators as needed	**Lead: LS** **Team: SC** **Plan:** As needed, as directed by GJ, ongoing		− LS attended three community advisory board meetings SP 15.

Information & Referral Services

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
IR: Test and finalize the office procedures manual to facilitate the sustainability and succession of programs	Lead: LB Team: Work-study & OCSE Plan: − Complete Administrative Assistant Procedures. − Have OCSE and office work-studies test procedures for clarity and accuracy. − Then Lesa will work with all staff to evaluate for changes. Final manual will be saved on the S drive.	Ongoing	− In progress. Various work-study students have been testing the existing procedures for clarity and providing feedback. This is a large document and will take time.
IR: Create and maintain a posting schedule of TC information to plasma screens (investigate a TC-only t.v.) Program Mission Statement, Pic, Coordinator Name	Lead: LB Plan: *Kurt Shirkey, Assistant Director of Instructional Tech Services, is sending a team to review our space and will follow up with a quote on total cost of software and equipment.*	April 2015	− In progress: Kurt Shirkey is ordering a wall mount and a 60" plasma screen. Est. cost $2500. Submitted work orders to remove magazine racks and install network and power connections.

IR: Continue to hire work-study students to serve as our Outreach Specialists in the office	Lead: LB Team: LMH Plan: —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.	Ongoing	− *Ongoing*
IR: Supervise OCSE with new focus on Multi-media specialist	Lead: LB Team: SC, LB Plan: − LB hires the OCSE. SC trains the OCSE.	Ongoing	− OCSE hired and supervised by Sean Crossland.
IR: Prezi	Plan: Create a SL Class Prezi and New student orientation (TC Prezi). Create three total. One five minute, fifteen minute and hour long presentation on TC programs.	Ongoing	− Service-Learning completed. America Reads completed. Rest in progress.

Service-Learning

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
SL: Help shift institutional perception of the TC to a pedagogically based learning center. Better incorporate community-based learning/service-learning (SL) as a high-impact practice (HIP) and pedagogically-sound practice throughout the college.	**Lead: LS** **Team: GJ** **Plan:** -Present on SL at Dean's council. -Present at curriculum committee each semester. -Update/revise SL marketing, promotion, and educational material in various SLCC literature as appropriate. -Conduct 2-3 college-wide dialogues to promote SL as a HIP.	*Fall 2014* *Ongoing* *Ongoing* *Complete by May 2015*	− Presented new SL courses and engaged department funding at curriculum committee SP 15. − Updated Academic Advising General Education quick sheets with new service-learning course info. − Presented at Quality Higher Education symposium 3/15 & Faculty Convention 4/15 on SL as a HIP. − Collaborated with Director of General Education, First Year Experience, Writing Across the Curriculum, and ePortfolio to create a draft strategic plan to integrate HIP's throughout the college. Will finalize plan at AAC&U HIP summer institute. 6/15

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	-Engage as much as possible with larger institutional conversations relevant to this goal (i.e. GenEd, SLO, ePortfolios).	*Ongoing*	−SL Coordinator currently sits on the FTLC board which informs SLCC professional development and promotion of HIP's across campus.
SL: Increase the number of engaged departments/programs. Continue to revise the SLG&D program structure as necessary to include departments and programs.	**Lead: LS** **Team: GJ, SC, core faculty and administrators** **Plan:** - Stay on top of Gen Ed trends, participate in "pathways" conversations when possible, and explore how to better integrate community based pedagogy across disciplines. -Further institutionalize community-based strategies at the department level and/or designate one engaged department. Foster/create SL course pathways in departments/programs. -Offer SL professional development opportunities to departments. -Work with departments to offer incentives (i.e. release time, professional development, promotion and tenure credit etc…) to faculty who incorporate SL in their courses. - Promote benefits of Civically Engaged Scholars (CES) at department-wide functions, and help increase participation in the program. -Regularly interact with Deans and Associate Deans to promote SL.	*Ongoing* *Ongoing* *Ongoing* *Ongoing* *Ongoing* *Ongoing*	− Facilitated the submission and award of new SLG&D engaged department funding to help the English department with Engaged Department efforts. Hosted retreat for ENGL. Focus areas include; creation of a CES pathway, integration of civic engagement language in dept. mission, ordering literature for upcoming teaching circle, departmental involvement of CPO's and SL newsletter. − Conducted two ENGL service-learning boot camp sessions for 10 participants 1/15 and 4/15. − Service-Learning verbiage for sabbatical leave policy approved. 7/15 − Met with Marianne McKnight, A.D. of History, Anthropology, and Political Science about engaged departments. 3/15 − Helped facilitate the revival of the NSG service-learning committee. Met four times SP 15. Planning SL retreat for nurses 6/20/15. − Met with Dennis Bromley, Dean of Business and Kim Crosby, A.D. of business, and Richard Scott, Dean of Arts and Communication about SL and community engagement. 1/15 − Met with Mojdeh Sakaki Fashion Institute Director and Jeri Eastman, Assistant Professor about SL in Fashion. 2/15
SL: Support existing Service-	**Lead: LS**		− Continue to revise SLCC service-learning faculty

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
Learning (SL) faculty. Increase number of new Faculty members using SL pedagogy. Continue to revise the SLG&D program structure as needed.	**Team: GJ, core faculty and administrators** **Plan:** -Create faculty/administrator SL handbook. -Partner with FTLC to promote program and offer support and guidance to faculty. -Incentivize faculty to use service-learning in their courses and programs (funding, college-wide recognition, promotion and tenure credit etc.). -Offer professional development opportunities for new and existing faculty such as SL Teaching Circles/ Squares, peer mentoring cohorts, fellowship program, and/or speed dating workshops, etc. -Actively participate and/or present at the Annual Faculty Convention and Adjunct Faculty Conference. -Foster volunteer faculty co-coordinator position. -Distribute SL faculty newsletter each month during Fall and Spring semesters.	*May 2015* *Ongoing* *Ongoing* *Offer 1-2 by March 2015* *Oct 2014, April 2015* *Oct 2014* *Monthly*	handbook. Hosted SL faculty and administrator mixer for 12 people to gather feedback about the new handbook. 4/15 − Collaborated with FTLC to promote SL 1000 and taught 4 faculty SP 15. − Attended student services faculty luncheon. 4/15 − Five SLG&D course proposals approved for SP 15 (to be taught FA 15). Meetings with all new SL faculty have occurred. − Facilitated community engagement Open Space session for 28 faculty at Utah Campus Compact Engaged state-wide Faculty Retreat in St. George. − Co-facilitated SL speed dating session for community partners and seven faculty. 2/15 − Collaborate with FTLC to present on SL at "what the best college teacher do" teaching circle. 3/15 − Met with 9 current SL faculty regarding SL course support during SP 15. − Had two faculty co-coordinators for SL 1000 during SP 15. − Sent two Service-Learning Gazettes newsletters for spring semester (Feb & March).
SL: Successfully manage SLG&D program by institutionalizing processes and procedures, maintaining accurate records, and collaborating with SL faculty.	**Lead: LS** **Team: LB** -Gather syllabi annually and track quantitative data of number of service hours, and community partner organizations within each semester.	*Ongoing*	− Gathered 61% of current SL syllabi for calendar year 2014 & 2015, 32% of syllabi are from 2013 and only 4% are older than 2012. − Solidified quantitative data from institutional research for 14-15 SL data for TC impact summary. SL numbers have increased!

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	-Ensure courses are updated in Banner and collaborate with institutional research to generate accurate reports for impact summaries.		− Updated SL courses in Banner for Summer 15 and FA 15. − Will successful exhaust $15,000 funding for SLG&D program.
SL: Evaluate courses and support college-wide evaluation of service-learning outcome #5 and/or community engagement at large.	**Lead: LS** **Team: GJ, core faculty and administrators, Kati Lewis, Institutional research** **Plan:** -Expand the use of SL course evaluations to include all designated courses on a rotating basis. -Support evaluation of civic engagement in ePortfolios and/or college-wide as appropriate. - Serve on SLO Assessment committee. -Successfully collaborate with institutional research to manage data reporting.		− Completed new SL course evaluations for SP 15. − Completed evaluations for civic engagement through ePortfolios along with final recommendations. Met with General Ed Director and ePortfolio coordinator to create plan for AY 15-16. − Created generic reflection prompts in collaboration with ePortfolio to help support SL faculty to better promote civic engagement and reflection. −Created survey for LE 1220 for distribution to faculty and departments benefiting from this class.
SL: Manage Service-Learning Student Project Fund and increase number of projects funded.	**Lead: LS** **Team: GJ, All TC staff** **Plan:** -Promote program to SL faculty and students. Maintain accurate records. -Manage Fall student SL Showcase. -Collaborate with other TC programs to promote the program and encourage student involvement.		− Will exhaust all funding for DDSLSP. This is the first time this has happened during the life of the fund. −Supported service-learning student project fund projects for America Reads, CES, and LE 2920 and SL courses.
SL: Support other Thayne Center Programs	-Promote America Reads, CES, and Alternative Break to SL faculty.		− Trained CPO's on SL twice at VTMS. −Supporting SLCC's participation in the Utah

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	-Promote TC social media empire to faculty. -Update SL section in TC procedures manual as needed. -Act as liaison for service-learning faculty/ academic administrators and community partner organizations (CPO's) as needed. -Train CPO's on SL 1-2 per year at Volunteer Training Management Series (VTMS).		Pride Parade. Have 270 participants registered.

SLICE: Student Leaders in Civic Engagement

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
SLICE: Follow the strategic plans that are outlines in the new SLICE manual. Continue using the SLICE syllabus. Have three SLICE teams. Each team will have a non-profit to volunteer with for two semesters selected from the TC Data Base	**Lead: (Former staff) LSP** **Team: SC, counterpart coordinators at other Utah institutions** **Plan:** − Continue to research articles, text books, and other program models, re: community organizing, project management, and leadership to stay up-dated on best practices. − Only focus on two issues per semester, as determined by the 2014-2015 SLICE team − Continue to teach new universal skills. These skills include building relational trust, integrating educational knowledge, solving complex problems, planning projects, managing volunteers, reflections, etc. − Continue to teach students how to implement from start to finish an engaging	*On-going* *August 2014* *May 2015 (completed)* *By October 2014*	Completed: − SLICE was put into three teams and selected non-profits for the Thayne Center's Database.

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	project. − Continue to reflect on and discuss long-term systemic solutions.	*Week process 2014-2015*	
SLICE: Ensure program coordinator is trained in teaching practices	**Lead: (Former staff) LSP** **Team: GJ** **Plan:** − Continually research best practices and apply them to the SLICE program structure Work with GJ to identify appropriate SLCC courses and training opportunities both internal and external	*Ongoing* *Ongoing*	Completed: − Continually research best practices and applied them to the SLICE group.
SLICE: Increase communication with SLL, i.e. Service Chair, regular meetings between student leadership coordinator staff, etc.	**Lead: (Former staff) LSP** **Team: Brandi, SLL/SLICE Service Chair** **Plan:** − Review SLL Service Chair job description and align expectations to SLICE program requirements and SLL requirements − Have a monthly 1x1 with SLL Service Chair Meet twice each semester with SLL program coordinator	*July 2014* *July 2014-April 2015*	− This collaboration continues to be problematic. SLL does not allow the Thayne Center to select the Service Chair that sits on SLICE, not do they consider our input on the committee. This is problematic because the student is enrolled in our program. We have discussed this many times and they are as yet unwilling to compromise.
SLICE: Make students-at-large more aware of SLICE projects and events	**Lead: (Former staff) LSP** **Team: LB, SLL, Institutional Marketing, Lee Stevens/PALS, LS** **Plan:** − Tyler, marketing specialist will train SLICE how to market their projects and programs. − Have SLICE Table to market their events, − Linnie will e-mail Lucy all SLICE event information to share with SL faculty − Linnie will e-mail PALs all SLICE event information. − Linnie will e-mail the ICA VP all SLICE events. This VP will forward all clubs event information. − SLICE will post service events on OrgSync Linnie will send Sean all SLICE events to be	*September-2014* *Ongoing* *Ongoing* *Ongoing* *Ongoing* *Ongoing* *Ongoing*	− Completed: In the SLICE training all these skills were taught. SLICE is starting to act on what they have learned. − Marketing training was taught at the SLL retreat and SLICE trainings. − Linnie e-mailed all student leaders with student up-dates. − In September & October SLICE was in the process of marketing their projects. They understand how to table, and how to let Sean know about up-coming events so they can be posted on OrgSync.

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	posted on the TC website/blog		− SLICE is working on a video to get students involved with their projects.
SLICE: Develop a SLICE Steering Committee to continue strengthening the program.	The SLICE Steering Committee will include student coordinators from SLL, PALs, TRIO, SL Faculty, and Community Partners that SLICE teams are volunteering with. Meeting will be twice a semester.	*September 2014*	− Completed: A group of student leaders are going to meet on "Best Student Leader Practices". This will begin when the discussion of student waivers are completed.

Institutionalization of Vision & Mission

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
IVM TC: Collaborate with the Community Partnerships Council and the Director of Community Relations to manage efforts related to the Carnegie Classification for Community Engagement	**Lead: GJ** **Team: TC staff as needed, Tim Sheehan, Jennifer Seltzer Stitt, SLCC staff as needed** **Plan:** − Attend CPC meetings, inviting TC staff as needed for consultation on CPC initiatives − Continuously refocus the institution on a systems-level view of Carnegie, i.e. the cultural and structural requirements of seeking and/or maintaining designation	*Ongoing*	− SL coordinator met with Director of Community Relations monthly throughout the year. − Attended CPC meeting focused created action plan to address gap analysis. 2/15 − Submitted Presidents Honor Roll application with institution-wide focus in collaboration with Director of Community Relations.
IVM TC: Promote the Thayne Center as a pedagogically-based learning center (vs. front-line service delivery and/or event planning), concerned with the development of students' leadership and lifelong civic skills	**Lead: GJ** **Team: All TC staff as needed, SL faculty** **Plan:** − Continue to engage with institutional conversations around similar initiatives, i.e. Gen Ed, ePortfolios, HIPs, etc. − Continue discussions about the reporting line of the Thayne Center and service-learning specifically − Continue to promote our Information & Referral Services that help interested volunteers locate opportunities that match	*Ongoing*	− The service-learning coordinator contributed to draft of strategic plan focused on integrating HIP's at SLCC. Also attending an AAC&U HIP summer institute to solidify the plan.

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	their interests		
IVM TC: Properly support the department's infrastructure by hiring a full-time Assistant Director	**Lead: GJ** **Plan:** − Propose in FY15 Informed Budget Process − Promote the need in conversations with SLCC administrators	*IBP FA14* *Student Fees SP15*	− Service Learning (SL) coordinator collaborated with Community Partnership Coordinator to request an Assistant Director at the Informed Budget Process meetings.
IVM TC: Properly support the department's infrastructure by hiring a full-time Alternative Break Coordinator Furthermore, pursue a 1:1 staff : program ratio across the department, allowing each coordinator to focus fully on a single program	**Lead: GJ** **Plan:** − Propose in FY15 Informed Budget Process − Propose to FY15 Student Fee Board − Promote the need in conversations with SLCC administrators	*IBP FA14* *Student Fees SP15*	− A full-time Alternative Break Coordinator position is posted as of 05/25. We anticipate onboarding the new employee by 08/01.
IVM TC: Create more visibility on campus, i.e. improve the physical space / resources	**Lead: GJ** **Team: Marlin Clark, Jason Beal, Malin Francis** **Plan:** − Continue to seek adequate space at TRR − Continue to promote the need for greater visibility and integration with other departments managing student programs	*Ongoing*	− We were told the remodeling that occurred in the Student Involvement Center and the SLL hallway would not include the Thayne Center.
IVM TC: Participate in regional and national conferences and conversations that disseminate our work and bring best practices back to the department	**Lead: GJ** **Plan:** − As budget allows, the director and staff will participate in national and regional conferences − As time allows, the director and staff will participate in national and regional conversations and professional communities	*Ongoing*	− Every staff member attended at least one national or regional conference. − The director attended one regional and two national conferences.
IVM TC: Continue to pursue the creation of a Community Change Studies Certificate	**Lead: SC** **Team: GJ and LS** **Plan:** − Continue to work with John McCormick	*Ongoing*	− Certificate team meets every other week. PCO scheduled to start curriculum process FA15

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	and Marianne McKnight to formulate the most strategic PCO, CCOs, and certificate structure		
IVM SL: Institutionalize the service-learning program	**Lead: GJ** **Team: LS** **Plan:** − Continue to work with Academic Affairs to find the best reporting line for service-learning and community engaged learning − Work with academic administrators and key faculty to scale the service-learning program to include community engaged learning pedagogies and experiences − Continue to collaborate with Gen Ed, ePortfolios, HIPs, FTLC, and Institutional Effectiveness to integrate service-learning and community engaged learning across all disciplines and SLCC accreditation metrics	*Ongoing*	− Director of General Education met with learning outcomes coordinator regarding the plan to assess student learning outcome (SLO) focused on civic engagement. Assessment of this SLO to occur 2016-2017. − Participated in President Huftalin's conversations focused on community engagement and SLCC values. 2/15 & 3/15 − Faculty Convention theme for 2015 was igniting community engagement. Service-Learning coordinator was keynote speaker. 4/15
IVM ASB: Secure additional funding for Alternative Breaks through inter-departmental, mission-based partnerships	**Lead: GJ** **Team: Applicable Student Services dpts** **Plan:** − Continue 50/50 funding partnership with Student Life & Leadership − Continue to partner with the Disability Resource Center to increase accessibility of all Alternative Break experiences − Consider models in which departments other than the Thayne Center manage their own Alternative Break experiences, the TC serving as trainer / consultant for that dpt's staff	*Ongoing*	− The DRC dedicated $4,000 in scholarships for their students to attend any trip. − SLL dedicated $10,000 in a 50/50 partnership with our department
IVM AR: Create joint strategic plan with Financial Aid	**Lead: GJ** **Team: Cristi Millard, Marlin Clark, Eric Weber** **Plan:**	*Ongoing*	− See previous update, re America Reads: − Collaboration with the Financial Aid department continues to be a challenge.

Strategic Goal	Specific Actions Lead + Team (if applicable)	Timeline	Progress Report
	− Ideally we establish a single plan that documents solutions to all issues faced in the federal work-study program − If past collaboration is any indication of future possibilities, consider the option of a series of ad hoc arrangements that we document and manage accordingly		Agreements made in planning meetings are not honored by Financial Aid, and directives are either not passed down by the Director or are not followed by staff.

2014 – 2015 Assessment: Community Work-study America Reads
Program coordinator and report author, Lynne McCue-Hamilton

Mission & Vision

America Reads was established as a national literacy tutoring program in 1993. The Thayne Center for Service & Learning manages this community work-study program for SLCC. We provide training and a high-quality mentoring experience, enriching learning opportunities for both SLCC students and elementary school students.

The vision of the America Reads program is to hire enough qualified SLCC students to meet the literacy needs of our community partner elementary schools. SLCC students have a rewarding, community-based option through which to earn their federal work-study award.

Student Learning Outcomes

The following departmental learning outcomes have been integrated into the America Reads program and the achievement of these learning outcomes was assessed this year.

Competency: Critical & Reflective Thinking
Learning Outcome: Identify and describe a community's needs, assets, and social structures.
Learning Outcome: Critically examine the root causes and effects of these social structures on individuals, communities, and nations.
Learning Outcome: Analyze, synthesize, and evaluate the connections between personal capabilities and ethical responsibilities to affect social change.

Competency: Collaborative Leadership
Learning Outcome: Recognize the leadership skills required to work collaboratively with diverse peers, comparing those skills to other leadership styles.
Learning Outcome: Employ the social change model of leadership to mobilize others to take action in the community.

Competency: Lifelong commitment to effecting social change
Learning Outcome: Implement the knowledge and skills required for active participation in the community in an informed, committed, and constructive manner, engaging in various forms of individual and collective action in both directly political and non-political ways.

Five-year Student Demographics

54 tutors per year
32% identify as male
68% identify as female
Age range 15-59, average age 33

Ethnicity, as identified by the students:
Caucasian 65%
Hispanic 10%
Black/African American 4%
Pacific Islander 4%
African/Turkish .03%
Mexican/Turkish .03%
Arab/Hispanic .03 %
Native American .03%
Not listed 6%

2014 – 2015 Program Structure & Assessment Process

America Reads is a community work-study program for SLCC. SLCC students that have qualified for federal work-study by meeting the federal financial aid requirements are contacted and invited to an America Reads Orientation from August through March of every academic year. After attending an America Reads Orientation and passing a background check each student learns about our America Reads community partners and meets with them to choose the site where they will earn their award. Our community partners are Whittier and Nibley Park Elementary Schools both are Salt Lake School District and both are Title I schools. The third community partner is the YMCA which had multiple programs that serve serval Title I schools in Granite School District. Tutors choose one or more of these community partners depending on their individual schedules and availability. According to federal work-study rules any work-study student can earn 20% of their award in trainings that that teach them skills for their work-study position or that teaches them to navigate and fulfill their educational goals. We offer trainings to the tutors that teach them how to navigate SLCC and the Thayne Center's programs. They may also attend SLCC presentations and work-shops on topics such as, but not limited to, refugees, diversity, inclusivity, disability resources, domestic violence, rape recovery, health and wellness, poverty, food insecurity, how to apply for scholarships, help with math and writing, and anything else that we can find or that the tutors can suggest that they need to be successful. They also have trainings by their community partner. From the first few weeks each tutor also gets peer training at America Reads staff meetings, reflection, and the America Reads Blog. One on one mentoring is given by meetings with the coordinator and weekly surprise on-site visits from the program coordinator.

All of these ways of training has shown useful by the retention numbers of tutors. We have fewer tutors in the last three years yet higher retention of those tutors.

The average America Reads tutor (as shown by the demographics listed) has all the problems of any low income SLCC student. Their average age of 33 and the age range of 15-59 show many are returning to school or starting school as students who are married, single parents, having a job or multiple jobs and school, are in need of child care, and/or deal with issues of homelessness and food insecurity in their own homes.

The America Reads Blog is used to document the process of being an America Reads tutor, to facilitate peer to peer interaction and training, and for new tutors to read as a form of training. The prompts are crafted from the Thayne Center's and SLCC's learning outcomes. America Reads' goals for the tutors are to provide them the skills that will assist them in continuing and being successful in their education and life. We help tutors gain money for their education and the skills to find scholarships and programs at SLCC that can help them attain these goals concurrently.

Data

To gather data for the America Reads assessment the first blog post in September was compared with the last blog in May. The responses were compared using AAC & U Critical Thinking rubric. The America Reads Program Coordinator and a co-worker assessed separately, scoring averages together. The scores of the pre scores (first prompt) was (2.85 +2.9) divided by 2=2.88 post scores (last prompt) was (3.5+3.25) divided by 2=3.38.

The post responses were longer but there were fewer responses than in the pre prompt. The first prompt was done by more tutors because everyone starts the blogging after tutoring for a few weeks with their community partner. Not all tutors blog no matter how much the coordinator encourages them. Not all are comfortable responding or writing no matter how often it is encouraged and they are shown that they can be anonymous to others. More information comes out as they get comfortable and realize they can reply and talk to other tutors on line at any time and without meeting them and will be compensated with knowledge and hours from their award. Many tutors talk about how much they like reading and re-reading the blogs. The responses start showing how they teach each other, mentor each other, and support each other.

> "I can't wait to start tutoring here! I am excited about the organization and all the wonderful things I have heard!"

> "You will be a great asset to Whittier, especially with your past tutoring experience. Would you be willing to share some of what you learned with the other tutoring you did?"

> "I am hearing that you have had some valuable experiences and have developed some great skills. I hope that you will be able to share some of those experiences and skills with us, as returning tutors and new tutors. This is the place to be a teacher as well as a student"

The America Reads blog is a great way for the coordinator to validate that they are learning and sharing by role modeling their tutoring.

> "I am not sure how many years SLCC students have been earning their reward from tutoring at Nibley Park Elementary but I have learned that there will probably always be a need for awesome tutors. The circle is endless in their need for us! I feel that I bring the skills and talents of patience and caring to the students I work with. They are beginning to open up to me about things outside of reading. I know the boundaries of how involved I should get with students, but they know that they have a friend when I am working with them. My students always seem to be a good fit for me. As a returning tutor I am opening my mind to better ways of helping students learn to read. I also feel like I bring fun and joy to the students at Nibley Park

Elementary as they have seen me many times. They know that I am a safe person, who likes to "high five" them in the lunch line."

By Reading the blog and going back to it the coordinator and other tutors can see and learn the leadership skills required to work collaboratively with diverse populations.

"I find it fascinating your ability to try and understand the perspective of the students. I need to utilize this approach as I tutor with certain individuals. I have a student who lost his/her mother. he/she can be difficult to deal with at times. I need to understand their perspective and reality to help them accomplish their desired goals. Thanks"

"I love that you have so much experience with different types of situations and that we will be able to learn from you."

"Some kids may struggle more than some other kids I have, but they all they need that little push and encouragement to do better. All of them learn differently, so I am learning to observe and find that teaching method that would work most effectively."

Many tutors are learning skills they will use in their future and will form a lifelong commitment to the community around them.

"I'm glad to be a part of such an amazing program. America Reads has opened my eyes and brought me a new perspective on the importance of education. I find volunteering at Nibley Park to be intriguing. I'm taking classes that help me understand the cognitive abilities of the students that I tutor. Moreover, I find that I bring patience, understanding, and empathy with me as I tutor. I'm happy to have people that I consider friends helping me be a better tutor. Everyone I know at the program is so helpful and warming. Other tutors with more experience illuminate the importance and skills to utilize to have a successful volunteer session."

"Over past two semesters at Nibley Park Elementary, I have had great experience through American Reads. I have met amazing people and also I had great time working with students while I was tutoring. Even though I didn't have that much experience and I had some challenges with some kids, but I learned how to used different techniques with a positive attitude to encourage the students also, remind them why they are here. This helped me communicate with my students. Since I start tutoring I gained confidence and I learn how to communicate with students with different levels of reading. Most importantly through volunteering with American Read I discovered different skills I didn't know I had and expanded my knowledge."

"I learned the YMCA existed at the beginning of the fall semester, and I was incredibly excited to work there. I'm beginning to know the Y inside and out, and my knowledge is highly valuable to them. I have built relationships with all of the kids there, not just with the ones I read with. Now, I'm excited to begin my summer job with them. I used my knowledge of the Thayne Center's grants to supply their Y store. I learned how well kids do if you involve them in the plans of their future and the implementation of it. I have learned how to control a crowd of kids during this time, which is harder than it looks. There's a unique set of skills I have acquired that help me grab their attention and hold it the entire time I'm talking. My career is fairly different than anything that has to do with child care, but I had a safe place to hone and shape my public speaking skills thanks to my time with my community partner. If I ever have a management

position in the future, my skills are going to be nice and polished. I learned that being a leader means involving everyone in the group, and the best way to do that is by creating a relationship with each member. Despite the differences in my career and America Reads, I still have taken away invaluable skills that will benefit my future career."

Analysis

All the information makes great stories but so what? How can it be used to help build and shape a program? Here is some of what the pre and post blog prompts and posts have suggested ideas for next year.

First more tutors did the pre then the post. In America Reads most everybody starts tutoring so more would respond. SLCC students receive their federal work-study award at different times throughout the year. The last two tutors that started in 2014-2015 started in March. Tutors end at different times due to their course load and life scheduling difficulties. Some earn their entire award by sometimes in March or April. Some lose their award in the middle of the semester or at the end of the first semester for different reasons. One way to try and get more to respond would be to post all blogs in August. Let tutors respond in all the posts bouncing around as they have the time or inspiration. Sometimes if a tutor has an aha moment in tutoring the blog may capture that if they can respond at any time or if there are multiple prompts that they can read at any time. I could ask some of the tutors that like blogging to mentor other tutors in blogging in the same manner as they do with how they tutor.

The most important thing is that the blogs of this year has helped make the decision of not renewing the community partner contract with Whittier. This has come up over the last few semesters, but the blog is demonstrating how Whittier does not train the tutors and tutors are not receiving the support they need to be successful in the school.

> "My America Reads community partner is an elementary school in the Salt Lake City school district. It has been an experience that has shown me how hard it can be to make tutoring an extension of a student's education and an aid in areas they struggle with if the teachers and administration are not trained as to how to work with me. I thankfully have some training and experience working with Language Arts and Math Specialists on how tutors and teacher's aids help the teacher. I have even had specific training on a reading intervention program called, Next Steps, which I feel was extremely beneficial in seeing what to do with a struggling reader. I have so far, not been able to utilize that program in a way that would reap the full benefits for a student. I just see that my time would be more effective if I were working with the resource program or another person to oversee the needs of students not in the resource program who are receiving tutoring."

> "My community partner is not the most well equipped to handle the large amount of students who are falling behind in reading and other subjects"

> "I also see that Whittier could benefit from having someone who works more closely with America Reads tutors to make sure that we are being effective in addressing the needs of the students we work with and providing us with any special instruction needed for a task."

"Having a few very independent tutors that are tutoring there and being successful because of knowledge that they brought does not help the average tutor that needs supervision, training, and acknowledgement from someone in the school where they are tutoring."

Community work-study is challenging as students need to leave the school, have transportation, and get to the community partner. At Nibley Park and the YMCA there are staff and a common room where tutors have staff and peer support at all times. They have a separate safe space to be with the children. There are even multiple programs at the YMCA such as pre-school, after school, and they encourage and support tutors to bring their own skills to their programs. Nibley Park and YMCA have encouraged tutors to start book groups and environmental reading groups. The blog has helped validate the coordinator's concerns and shown how losing that school will not actually limit the program, but allow it grown in other ways.

2014 – 2015 Assessment: Civically Engaged Scholars
Program coordinator and report author, Sean Crossland

Mission & Vision

The Civically Engaged Scholar program graduates with honors any SLCC student who commits to take her/his education beyond the classroom and volunteer her/his time addressing community needs.

Students in the Civically Engaged Scholar program receive formal education of social justice issues through designated service-learning courses. They put their education to work by serving in their community, establishing a lifelong commitment to volunteering and community engagement.

Assessment Project, Results, and Analysis

For the 2014-2015 assessment of the Civically Engaged Scholars Program, the members were asked to respond to two blog prompts. The responses were scored and measured using the ePortfolio Critical Thinking Rubric on a scale of 1-4. The responses were scored by Sean Crossland and Lynne McCue-Hamilton.

For the first question, 38 students responded. Their mean score was 2.83 (out of 4 possible.) For the second question, 20 students responded. Their mean score was 2.85. While the two scores show a very small increase in critical thinking, the difference is not significant enough to make any claims about the data.

This is the first year the blog has been used as an assessment tool. With such a high score at the start of the year, it is not surprising to only see a small increase. It should also be noted that students responding to the blog could be in their first semester or final semester as a Civically Engaged Scholar. Without setting more strict guidelines, including tracking students' blog responses from their first month until their final month, it will be difficult to pull more conclusive data from the blog responses.

Comparison of General Education Report Data and Data from Over-Sampling of Students Who Took at Least One Service Learning Course

The Study

At the direction of the Thayne Center for Service and Learning, the ePortfolio office conducted an assessment designed to test whether students with Service-Learning experience were more likely than average students to display stronger reflection skills and civic engagement. This study compares the results from two separate samples of students:

- **Gen Ed Report**—A random sample of 100 students who received an AS or AA degree from SLCC (without any transfer credits) in May of 2014. The ePortfolio Office hired 11 teams of faculty to score the sampled ePortfolios using a holistic rubric that covered all of the General Education learning outcomes.
- **SL Sample**—A random sample of 100 students who had taken at least one course at SLCC where Service-Learning was required in either 2013 or 2014. This sample included students who may have transferred in credit to SLCC. The ePortfolio Office hired 1 team of faculty from History and Anthropology to score the sampled ePortfolios on the Critical Thinking (Reflection) part of the holistic rubric mentioned above. Another team of full-time staff scored the ePortfolios using the Community Engagement portion of the holistic rubric.

Student Reflection

Does student reflection improve over time? Review teams examined the first three reflections placed in the ePortfolio—"Freshmen" reflections—and the final three reflections placed in the ePortfolio—"Sophomore" reflections. As Figure 1 demonstrates, it's clear that the mean for the quality of Freshmen reflections is higher than for Sophomore reflections in both of the samples. Also of note: mean scores for reflection in the SL Sample were lower than for those in the sample of graduating students.
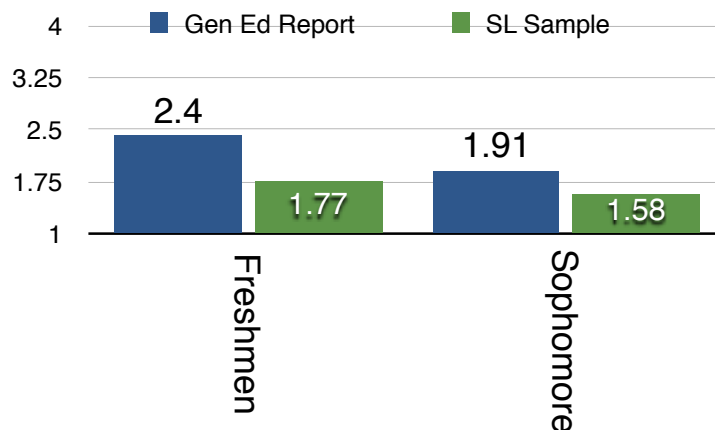

Figure 1: Mean Scores for Quality of Reflection for Freshmen vs. Sophomore Reflections.

Civic Engagement

The reviewers also used a modified VALUE rubric to understand the actual civic and community engagement of the typical SLCC graduate. The rubric has the following three dimensions, and scores range from 1.0 to 4.0:

- **Diversity of Communities & Cultures**—Student provides evidence of adjustment in own attitudes and beliefs due to working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- **Analysis of Knowledge**—Student's coursework and/or reflections connect and extend knowledge (facts, theories, etc.) from their own academic field to engagement and to one's own participation in civic life, politics, and government.
- **Civic Identity, Contexts, and Reflection**—Student reflections provide evidence of experience in engagement activities, describes what they have learned about themselves in connection with a reinforced and clarified sense of civic identity and continued commitment to public action through collaboration to achieve a civic aim.

Figure 2 depicts the results of the Civic Engagement assessment. The pattern for the three dimensions of Civic Engagement was similar for the two samples. Mean scores for Diversity and Civic Identity were higher for the SL Sample, whereas the mean for Analysis was higher for the Gen Ed Report sample.

Figure 2: Mean Scores for Three Dimensions of Civic and Community Engagement. (Note: the mean is calculated only for those ePortfolios that had relevant artifacts and reflection.)
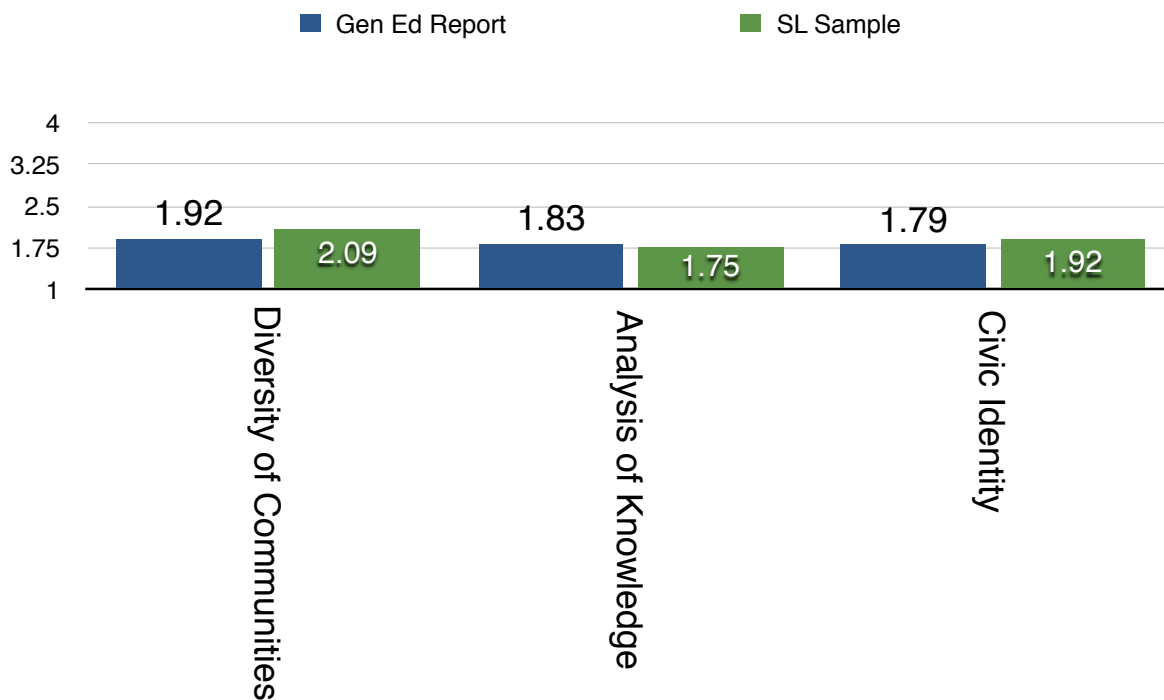
Recommendations

1. The Service Learning and ePortfolio Offices should collaborate to ensure that all faculty teaching Service Learning courses receive training from the ePortfolio Coordinator.

2. All current and future Service Learning courses should apply a strong ePortfolio pedagogy in their curriculum (deep reflection, signature assignments, showcasing of work, multimedia where appropriate, clear page design, etc.). We want all Service Learning students to operate under the expectation that they will be showcasing and reflecting upon their work in all SL-designated courses. EPortfolio pedagogy is similar to Service Learning pedagogy, and can be used to create awareness and better show each student's civic and community engagement.

3. Faculty who teach SL-designated courses should encourage students to utilize their ePortfolios as digital spaces to showcase engagement and create awareness to audiences beyond their SL faculty and outside of SLCC.

4. Faculty who teach SL-designated courses should encourage students to more intentionally use multi-modal forms of communication to represent and reflect on their civic and community engagement—both while in the process of doing that work and retrospectively after that work is completed.This will help them become reflective practitioners in their majors and careers.

Assessment Teams

*   Critical Thinking Team: Ted Moore and Melissa Schaefer
*   Civic Engagement Team: Lucy Smith and Jennifer Seltzer-Stitt

Q1 For which department do you teach?

Answered: 131   Skipped: 9

#	Responses	Date
1	Mathematics	3/11/2015 11:39 AM
2	theater arts	3/10/2015 5:18 PM
3	Communication	3/4/2015 5:30 PM
4	Engineering	3/4/2015 1:01 PM
5	ASL / Interpreting	3/3/2015 9:43 AM
6	chemistry	3/2/2015 9:06 PM
7	EDMT	3/2/2015 7:08 PM
8	Engineering	3/2/2015 5:06 PM
9	Biology	3/2/2015 2:29 PM
10	Psychology	3/2/2015 2:28 PM
11	math	3/2/2015 9:24 AM
12	Communications	3/1/2015 9:14 PM
13	Mathematics	2/28/2015 7:21 PM
14	Biology	2/28/2015 10:57 AM
15	Nursing	2/28/2015 8:43 AM
16	SAT	2/28/2015 2:51 AM
17	Education	2/27/2015 3:25 PM
18	Math	2/26/2015 4:25 PM
19	Physics	2/26/2015 2:35 PM
20	Biotechnology	2/26/2015 2:07 PM
21	Dental Hygiene	2/26/2015 12:38 PM
22	Marketing Management	2/26/2015 12:16 PM
23	Aviation	2/26/2015 11:31 AM
24	Mathematics	2/26/2015 11:18 AM
25	Education	2/26/2015 10:56 AM
26	Mathematics	2/26/2015 10:16 AM
27	Visual Art	2/26/2015 9:47 AM
28	math	2/26/2015 9:05 AM
29	Mortuary Science	2/26/2015 8:22 AM
30	english	2/26/2015 7:35 AM
31	Math	2/26/2015 5:26 AM
32	Nursing	2/25/2015 9:31 PM
33	Geosciences	2/25/2015 9:02 PM

34	Communication	2/25/2015 7:32 PM
35	BUSINESS	2/25/2015 6:48 PM
36	Accounting	2/25/2015 5:25 PM
37	Engineering Department	2/25/2015 4:45 PM
38	Sociology	2/25/2015 4:26 PM
39	HLA	2/25/2015 3:39 PM
40	accounting	2/25/2015 3:13 PM
41	Geosciences	2/25/2015 3:06 PM
42	CSIS	2/25/2015 2:47 PM
43	Nursing	2/25/2015 2:43 PM
44	Mathematics	2/25/2015 2:32 PM
45	School of Business--management, marketing, paralegal studies	2/25/2015 2:26 PM
46	physics	2/25/2015 2:19 PM
47	Dental Hygiene	2/25/2015 1:54 PM
48	Humanities	2/25/2015 1:40 PM
49	English	2/25/2015 1:33 PM
50	English	2/25/2015 1:26 PM
51	apprenticeship	2/25/2015 1:22 PM
52	Biology	2/25/2015 1:06 PM
53	biology	2/25/2015 12:56 PM
54	Anthropology	2/25/2015 12:49 PM
55	English	2/25/2015 12:47 PM
56	Art	2/25/2015 12:40 PM
57	Communications	2/25/2015 12:31 PM
58	Math	2/25/2015 12:27 PM
59	School of Applied Technology, OIS	2/25/2015 12:17 PM
60	Mathematics	2/25/2015 12:08 PM
61	Engineering	2/25/2015 11:47 AM
62	Nursing	2/25/2015 11:43 AM
63	Biology	2/25/2015 11:25 AM
64	Automotive	2/25/2015 11:23 AM
65	Communication	2/25/2015 11:16 AM
66	Political Science	2/25/2015 10:48 AM
67	English	2/25/2015 10:25 AM
68	Criminal Justice	2/25/2015 10:23 AM
69	ABB Mgt	2/25/2015 10:16 AM
70	Marketing	2/25/2015 9:57 AM
71	Communication	2/25/2015 9:48 AM

72	Office Information Systems	2/25/2015 9:32 AM
73	History; also, Humanities	2/25/2015 9:30 AM
74	Education	2/25/2015 9:21 AM
75	English	2/25/2015 9:21 AM
76	School of Business	2/25/2015 9:20 AM
77	Culinary Arts	2/25/2015 9:18 AM
78	English	2/25/2015 8:43 AM
79	Natural Sciences	2/25/2015 8:43 AM
80	Automotive	2/25/2015 8:39 AM
81	Math	2/25/2015 8:33 AM
82	Education	2/25/2015 8:31 AM
83	Criminal Justice	2/25/2015 8:20 AM
84	physics	2/25/2015 8:13 AM
85	Sociology	2/25/2015 8:06 AM
86	Education, Fam & Hum Studies, Social Work & LE	2/25/2015 8:02 AM
87	ENGL	2/25/2015 7:51 AM
88	Biology	2/25/2015 7:47 AM
89	Engineering	2/25/2015 7:46 AM
90	Performing Arts	2/25/2015 7:36 AM
91	Math	2/25/2015 7:30 AM
92	History	2/25/2015 6:46 AM
93	Business - Accounting	2/25/2015 3:13 AM
94	Music	2/24/2015 10:26 PM
95	Engineering	2/24/2015 10:08 PM
96	Communication	2/24/2015 10:04 PM
97	FHS	2/24/2015 9:38 PM
98	English	2/24/2015 9:24 PM
99	Accounting	2/24/2015 8:55 PM
100	Psychology	2/24/2015 8:49 PM
101	Math	2/24/2015 8:30 PM
102	Continuing Education	2/24/2015 8:23 PM
103	PTA	2/24/2015 7:49 PM
104	English	2/24/2015 7:45 PM
105	Visual Art & Design	2/24/2015 7:39 PM
106	English	2/24/2015 7:23 PM
107	Humanites	2/24/2015 7:15 PM
108	CSIS	2/24/2015 7:13 PM
109	English	2/24/2015 7:09 PM

110	Health Information Systems	2/24/2015 6:47 PM
111	anthropology	2/24/2015 6:13 PM
112	Comm. and Performing Arts	2/24/2015 6:10 PM
113	Mathematics	2/24/2015 6:04 PM
114	SAT	2/24/2015 5:58 PM
115	Marketing and Management	2/24/2015 5:45 PM
116	ASLI	2/24/2015 5:35 PM
117	film dept	2/24/2015 5:25 PM
118	English	2/24/2015 5:21 PM
119	math	2/24/2015 5:19 PM
120	Humanities	2/24/2015 5:14 PM
121	Mathematics	2/24/2015 5:13 PM
122	Psychology	2/24/2015 5:12 PM
123	PLS-Business	2/24/2015 5:10 PM
124	Visual Art & Design	2/24/2015 5:06 PM
125	Visual Art and Design	2/24/2015 5:04 PM
126	ACCOUNTING	2/24/2015 5:02 PM
127	biotechnology	2/24/2015 4:59 PM
128	Continuing Education	2/24/2015 4:59 PM
129	Education	2/24/2015 4:57 PM
130	SAT	2/24/2015 4:57 PM
131	FHS	2/24/2015 4:57 PM

Q2 What type of teaching assignment do you have?

Answered: 133　　Skipped: 7
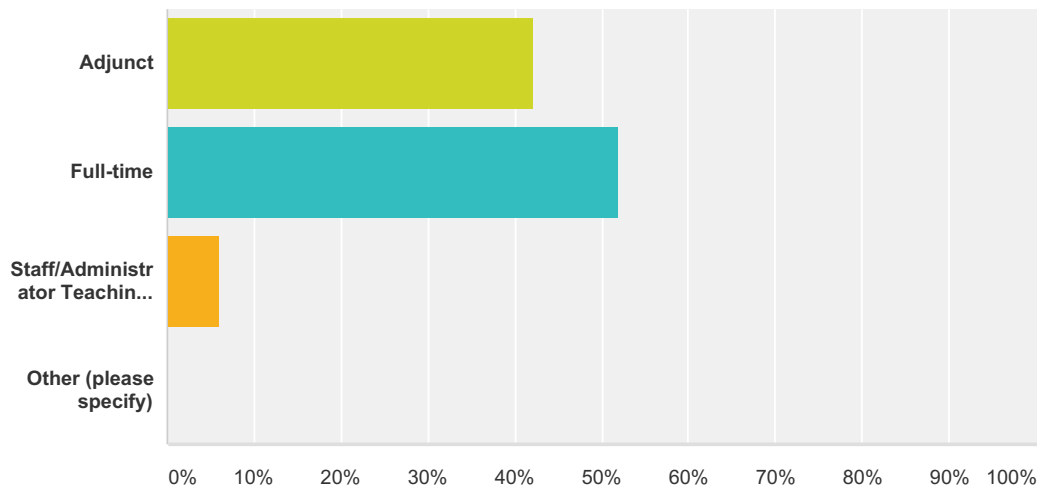
Answer Choices	Responses	
Adjunct	**42.11%**	56
Full-time	**51.88%**	69
Staff/Administrator Teaching Course(s)	**6.02%**	8
Other (please specify)	**0.00%**	0
Total		**133**

#	Other (please specify)	Date
	There are no responses.	

Q3 Do you use any of the following High Impact Practices (HIPs) in your courses? Select any that apply. (Click HERE for descriptions of HIPs as defined by AAC&U).

Answered: 112   Skipped: 28
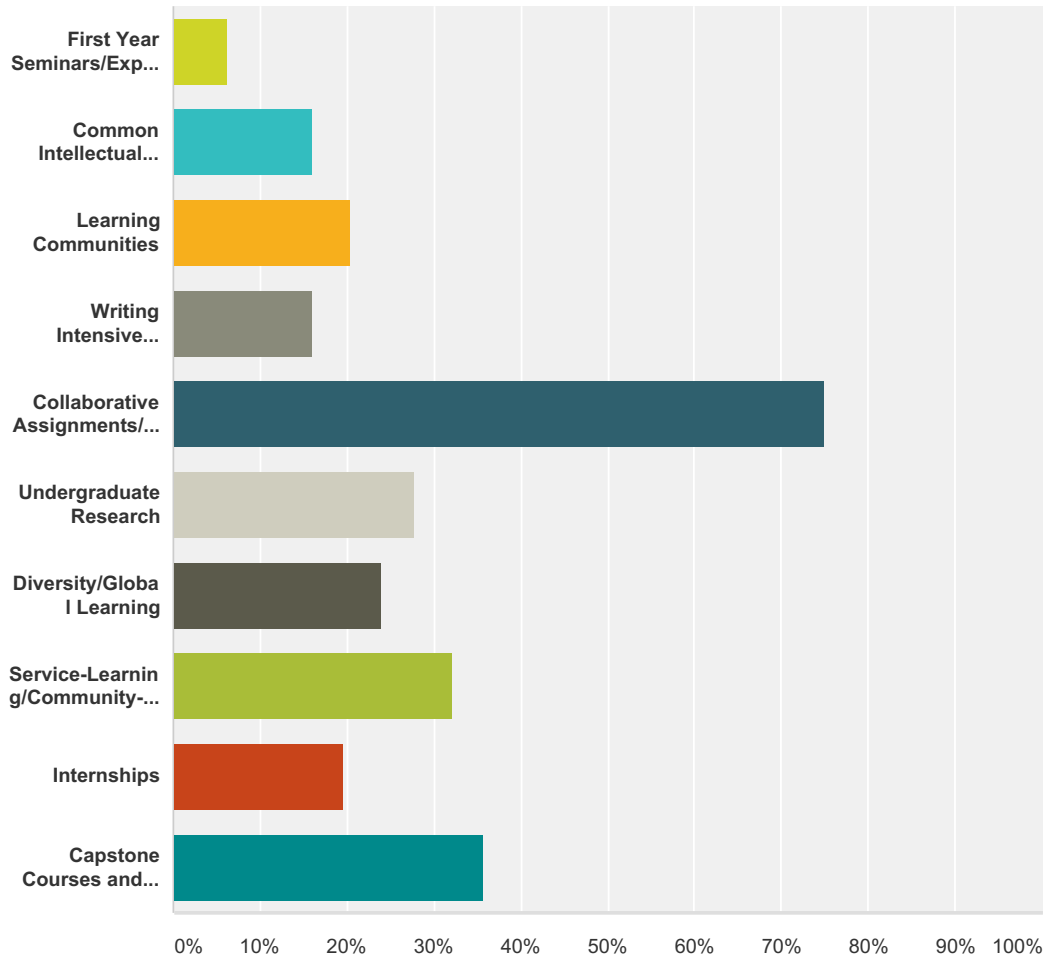
Answer Choices	Responses	
First Year Seminars/Experiences	**6.25%**	7
Common Intellectual Experiences	**16.07%**	18
Learning Communities	**20.54%**	23
Writing Intensive Courses (Note: Please do not count BCCM 2330; BUS 2200; ENGL 1010, 2010, 2100; WRTG 0900, 0990 as writing intensive courses in this response.)	**16.07%**	18
Collaborative Assignments/Projects	**75.00%**	84
Undergraduate Research	**27.68%**	31
Diversity/Global Learning	**24.11%**	27

Service-Learning/Community-Based Learning	**32.14%**	36
Internships	**19.64%**	22
Capstone Courses and Projects	**35.71%**	40
Total Respondents: 112		

Q4 Optional: Please describe how you use High Impact Practices in your teaching.

Answered: 47   Skipped: 93

#	Responses	Date
1	I don't	3/11/2015 11:39 AM
2	Without integrating them specifically, I try to use a variety of methods for teaching. For example, I have collaborative assignments, research projects, community involvement assignments and make sure I include scholarly writing in each course.	3/10/2015 5:18 PM
3	Engineering is a field of science. Real life problems are solved by designing, simulating, implementing and testing. Use virtual instrumentation and Matlab. Lectures /Videos related to the topics are posted on class site to prepare students before they come for the class. The actual class time is saved and used on problem solving and question answers.	3/4/2015 1:01 PM
4	By their nature, Engineering programs use many of what are now referred to as "Innovative, High Impact Practices". Engineering is applications based, problem solving - ie. experiential learning. There is a lot of collaborative work within learning communities sharing common intellectual experiences with intensive writing requirements. We invite you to come and see what we do.	3/2/2015 5:06 PM
5	I have no need nor funding to use any of these practices.	3/2/2015 2:28 PM
6	In Biology 1610 I require 3 group collaborative projects in which students first answer questions individually, then get together to discuss/correct answers, then complete a subsequent assignment collaboratively which is submitted for grading. Part of this assignment includes them reflecting by identifying concepts they had misconceptions about and describing how they correctly understand the concept now. In biol 2020 students use online bioinformatics programs to annotate the genome of an understudied organism. They have the option to publish their work through an online medium if they wish.	2/28/2015 10:57 AM
7	Students work on contract research projects for biotechnology companies in the Salt Lake Area. Our lab is open for regular business hours and the students come in to work on projects according to their own schedule. Every project requires high impact practices for the students to accomplish the goals of the projects.	2/26/2015 2:07 PM
8	Do have teams work together on some projects as they will in the workforce	2/26/2015 11:31 AM
9	For every new topic or concept , I describe why we are learning it and what is its use in everyday life and give examples , before giving an overview of any problem	2/26/2015 11:18 AM
10	Student research online job descriptions, use those to create cover letter, resume and go through a tough, realistic job interview.	2/26/2015 10:56 AM
11	Student Critiques	2/26/2015 9:47 AM
12	na	2/26/2015 9:05 AM
13	I have a very diverse student population class and we all learn from each other. I give time for the students to present their points of view and defend them.	2/25/2015 7:32 PM
14	constructivist, project-based work, building on students' knowledge, wrtg intensive, focus on hands-on involved Practicum-type expereinces	2/25/2015 6:48 PM
15	My classes have teams that collaborate on assignments. They also have team competitions for chapter review with input from all members encouraged. These teams are assigned and bring together students from different backgrounds.	2/25/2015 5:25 PM
16	I assign technical mid-term and term projects as well as internet researches (individual and as a team). I also use engineering real models as well as DVD's (visual Aids).	2/25/2015 4:45 PM
17	Group Project on Cultures Service Learning with the Geriatric population	2/25/2015 2:43 PM
18	I don't know the definitions of these methods. I usually have a project per semester and we do collaborative discussions in class.	2/25/2015 2:26 PM

19	Better known as the Table Clinic and Research Poster Session, this is an excellent opportunity for our students to showcase their knowledge and research of fascinating topics within the dental hygiene community.	2/25/2015 1:54 PM
20	In my online courses, I use collaborative live writing and discussions for students in a live shared even writing activity. Students are all required to share and comment on a live discussion. No one is allowed to sit out. My students perform primary research.	2/25/2015 1:33 PM
21	I meet with each of my students one on one in the first three weeks of class. I have students articulate concrete goals for the course.	2/25/2015 1:26 PM
22	Not much	2/25/2015 12:56 PM
23	Externships are used.	2/25/2015 12:17 PM
24	The students write a paper discussing controversial topics in biology. They explore both sides of the controversial topic, and present and defend their side. This paper is published in the students e-portfolio.	2/25/2015 11:25 AM
25	They usually semester projects that the teams works on throughout the semester. Regular class discussions and examples relate to their project or research.	2/25/2015 10:16 AM
26	Collaboration and global learning/research are integral parts of my courses. Students work together in online communities (whole class and small group) to explore a variety of issues that inform our world today. They are able to self-select research topics which fit their individual interests and apply the principles and practices we discuss in class as they work to complete them.	2/25/2015 9:39 AM
27	All of our MCB and HI2 students complete an externship at the end of their training.	2/25/2015 9:32 AM
28	Diversity/Global Learning is a core part of Introduction to Humanities, as the class is all about understanding why various people do the things they do. When I teach the class, I also try to focus a bit more on global perspectives than U.S. peculiarities, with the idea that being able to operate effectively in a wide variety of cultural environments is an excellent skill to have.	2/25/2015 9:30 AM
29	I don't yet use HIP. Tell me more.	2/25/2015 8:43 AM
30	Team projects in lab. internships in independent and new car dealerships	2/25/2015 8:39 AM
31	I also find ways to implement Universal Design in my course so it is more inclusive for students with disabilities.	2/25/2015 8:31 AM
32	Reflective writing assignments attached to ePortfolio	2/25/2015 8:20 AM
33	Music is highly collaborative in nature and the performances are a service to our community and the college.	2/25/2015 7:36 AM
34	Intensive project assignment.	2/25/2015 3:13 AM
35	Team learning, Team testing, Teams, Teams, Teams Students learn effectively with each other. Also, design course to be taught in intensive, short term format -- Most students thrive when they can CONCENTRATE their efforts -- AND when they can concentrate their efforts working together.	2/24/2015 10:04 PM
36	Students are organized into learning teams. They work together to solve business problems that relate to the concepts being covered in class. Students are encouraged to argue their position they take when they present their solutions to the class.	2/24/2015 8:55 PM
37	?	2/24/2015 8:49 PM
38	I have used more of the above in the past--I'm describing what I use now.	2/24/2015 7:23 PM
39	I checked learning communities because I very much believe in the value of it and I helped launch a study hall for Java students, a drop-in place where Java students can learn together, collaborate, help each other. I also started a group called //OS for our top programming students,that want to go above and beyond the assigned course work. Both of the groups are not confined to one particular course but encourage students to collaborate across different skill levels. I regularly contact students in my Java classes to check out the study hall and I invite some of my students to attend an //OS meeting, but technically neither group is part of my course.	2/24/2015 7:13 PM
40	Students work together in groups to produce a final product.	2/24/2015 7:09 PM
41	I rarely do. I thought we were supposed to be using "Best Practices." Did I miss the jargon memo? What kind of gobbledy-gook is "High Impact Practices?" Is this based on the same concept of "High Impact Aerobics?" Who's wearing leotards? Or is this like global warming...er...climate change...I can never keep those two straight.	2/24/2015 6:41 PM
42	Group projects in all of my classes and service learning in two courses.	2/24/2015 6:26 PM

43	We have practice tests before the actual test and I have the students get together in groups to work together on the tests . If they come across problems the group is unable to be sure of, one of the group comes to my desk where I explain the problem to them. then, that individual goes back to their group and teaches the group what I taught them. Each time a different group member comes up so all get the opportunity.	2/24/2015 6:04 PM
44	We have one collaborative assignment within our program, and we have internships with related employers based upon the curriculum for our training programs.	2/24/2015 5:58 PM
45	Students may choose to complete a service-learning extra-credit assignment.	2/24/2015 5:13 PM
46	An example how I use high impact practices is in the Web Design Class. I give the students a Cap Stone project of creating a full and complete Website. For example in the e-commence class I assign a capstone project of creating an online working shopping cart.	2/24/2015 5:04 PM
47	Capstone projects	2/24/2015 4:57 PM

Q5 Optional: Does your curriculum include assignments/projects that seem related to High Impact Practices? Please explain.

Answered: 41   Skipped: 99

#	Responses	Date
1	No	3/11/2015 11:39 AM
2	Yes, For example, I have collaborative assignments, research projects, community involvement assignments and make sure I include scholarly writing in each course.	3/10/2015 5:18 PM
3	In some of the courses of engineering students build projects based on the knowledge they earned. At the end of the semester they demonstrate their project to peers and the faculty and the session end with open discussion.	3/4/2015 1:01 PM
4	Our curriculum is HIP because it is very project oriented. Each student is part of a team and makes unique contributions to the team effort.	3/2/2015 7:08 PM
5	I encourage a lot of critical thinking and activities related to the real world in my teaching.	3/2/2015 2:28 PM
6	see #4	2/28/2015 10:57 AM
7	Not really. Mostly it is helping students learn the skills that will be used in the Math connected to their future college courses. Helping them know they can succeed.	2/26/2015 4:25 PM
8	Our curriculum is primarily dictated by the goals of the projects. Students could not accomplish the goals without using high impact practices.	2/26/2015 2:07 PM
9	There are two assignments in the course that I teach. Both are very useful from the point of view of learning how to tackle real life problems	2/26/2015 11:18 AM
10	See above	2/26/2015 10:56 AM
11	na	2/26/2015 9:05 AM
12	We have three collaborative assignments in the course.	2/25/2015 7:32 PM
13	?	2/25/2015 6:48 PM
14	My course is a beginning course so the collaborative projects are the best fit.	2/25/2015 5:25 PM
15	Yes, Engineering is a very technical field which demands HIP's for training Engineering students as best as possible.	2/25/2015 4:45 PM
16	Yes, as above	2/25/2015 2:43 PM
17	I think so, but I don't really have a clear idea of what they are.	2/25/2015 2:26 PM
18	Case Documentations	2/25/2015 1:54 PM
19	Primary research, peer review and collaborative writing.	2/25/2015 1:33 PM
20	I use texts that relate to educational success (texts that directly engage the question of completion, access, etc.).	2/25/2015 1:26 PM
21	Limited	2/25/2015 12:56 PM
22	No.	2/25/2015 12:17 PM
23	This is an assignment.	2/25/2015 11:25 AM
24	Yes	2/25/2015 11:23 AM
25	See above. For example, teams develop a market entry presentation of a product into a foriegn market/country. They work on this the entire semester. It includes a paper and a class presentation.	2/25/2015 10:16 AM
26	Students research individual projects, peer review each others' work, complete group discussions/presentations and participate in whole-class discussions. Also, see my response to #4.	2/25/2015 9:39 AM

27	Yes. Basically all of the medical component of their training relates to their externships.	2/25/2015 9:32 AM
28	Related to Diversity/Global Learning, my HUMA 1100 class includes a four page creative writing assignment in which students have to create a fictional personality and describe their life and personality. The character has to be a different nationality, race, sex, sexuality, and hold a different philosophy or religion than the author. Grading is based not on the writing, but on how believable the character is: could they be someone actually living an ordinary life in the world. Students generally do quite well on the assignment, and some become a bit invested in their character. Research to understand more about other philosophies/religions and parts of the world is also commonly done: with enthusiasm rather than exhaustion. All the HUMA 1100 classes also include assignments requiring students to spend a few hours on unusual/new events, etc.	2/25/2015 9:30 AM
29	Possibly. I need to learn more about HIP.	2/25/2015 8:43 AM
30	Yes--I emphasize group activities and interaction. The Service Learning component of my course is also very meaningful for the students.	2/25/2015 8:31 AM
31	Each class period is a collaborative endeavor. All working toward a common goal.	2/25/2015 7:36 AM
32	Yes, a semester application of the concepts project.	2/25/2015 3:13 AM
33	?	2/24/2015 8:49 PM
34	I conclude my composition courses with a significant collaborative revision and publishing project. It's research-based, so students are revising and adapting research-based writing into a collaborative publication.	2/24/2015 7:23 PM
35	Yes, I like to give a 2 - 3 week team assignment at the end of each of my programming classes. Teams of 2 - 3 students choose their own project (with some basic restrictions like scope etc.) and implement it.	2/24/2015 7:13 PM
36	No. My curriculum "seems" to have assignments and "seems" to have projects, but not in any context or relationship to "High Impact Practices." They work independently and successfully apart from silly notions like this.	2/24/2015 6:41 PM
37	Group collaborations require learning how to problem solve with other students. This is often difficult for students who are new to this skill and/or have low social skills. It is a necessary skill for effective teaching so I feel it is important to teach my students how to collaborate.	2/24/2015 6:26 PM
38	yes. collaborative assignments and projects, as well as diversity and global learning.	2/24/2015 6:13 PM
39	The assignments in Math are intended to have them practice the concepts in the section so I would say that the answer would generally be no.	2/24/2015 6:04 PM
40	Yes.	2/24/2015 5:13 PM
41	Yes I have numerous labs building to the capstone.	2/24/2015 4:57 PM

Q6 Would you be interested in incorporating High Impact Practices in your courses? Select any that apply.

Answered: 96   Skipped: 44
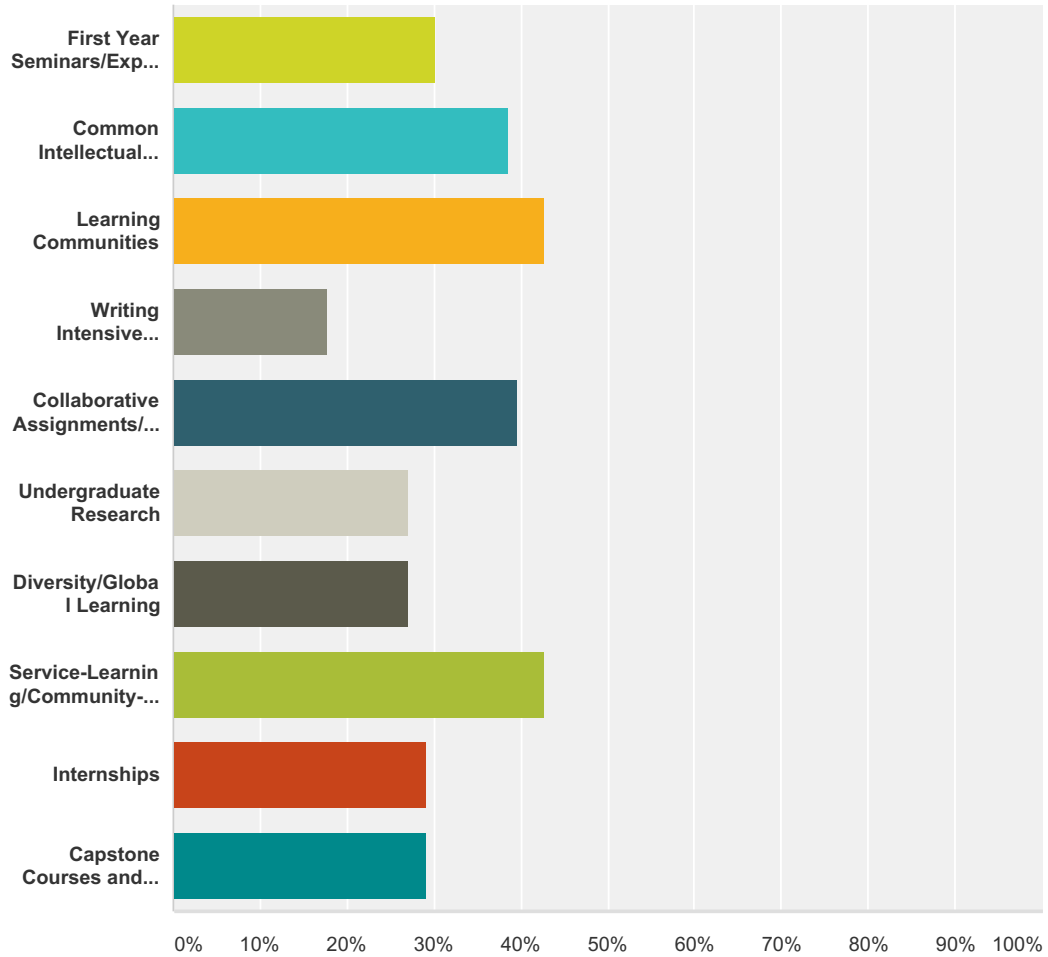
Answer Choices	Responses	
First Year Seminars/Experiences	**30.21%**	29
Common Intellectual Experiences	**38.54%**	37
Learning Communities	**42.71%**	41
Writing Intensive Courses	**17.71%**	17
Collaborative Assignments/Projects	**39.58%**	38
Undergraduate Research	**27.08%**	26
Diversity/Global Learning	**27.08%**	26
Service-Learning/Community-Based Learning	**42.71%**	41
Internships	**29.17%**	28

Capstone Courses and Projects	**29.17%**	28
Total Respondents: 96		

Q7 Optional: Please describe your interest in the HIPs noted above.

Answered: 38　Skipped: 102

#	Responses	Date
1	A lot of my students seem new to the college experience. Some of them struggle with the transition from high school to college. Some of them haven't been in school for a long time and are coming back. They might benefit from a First Year Seminar.	3/11/2015 11:39 AM
2	I would like to know more about these practices. Perhaps an adjunct seminar at the adjunct faculty convention would be the way to disseminate the information.	3/10/2015 5:18 PM
3	We have incorporated some of the above mentioned practices in engineering teaching. Students write a complete report on the projects they do in laboratory. This is to help them build confidence, communication skills, and writing skills. They are given opportunities to present their work in symposium organized by the college. To promote retention encourage to participate in high school outreach program to motivate students to opt for engineering majors.	3/4/2015 1:01 PM
4	Community Services for 2000 level projects would be helpful.	3/2/2015 2:28 PM
5	Besides the collaborative, I do not see another HIP that would fit in y one class. But I believe in that HIP makes a difference in students' lives and would like to see more of this at SLCC.	2/27/2015 3:25 PM
6	Not much interest.	2/26/2015 4:25 PM
7	Writing intensive in this class environment might be a technical paper as a result of research.	2/26/2015 2:35 PM
8	We are using HIPs and I would be happy to encourage other instructors by showing them our model of instruction.	2/26/2015 2:07 PM
9	Always interested in improving educational experience for students.	2/26/2015 12:16 PM
10	Want to increase collaborative and capstone projects	2/26/2015 11:31 AM
11	I am always interested in learning how to help students learn smarter and develop better writing skills.	2/26/2015 10:56 AM
12	I would like to see a lot more faculty support for HIP at the college. I feel like many faculty would like to include HIP pedagogy, but need more professional development along with administrative and technological support.	2/25/2015 9:02 PM
13	I believe HIP's can be very useful and effective tools for professors in their teaching curriculum.	2/25/2015 4:45 PM
14	I'm interested to involve more diversity conversations in my courses as well as more opportunities for research that impacts and reflects upon local issues.	2/25/2015 1:33 PM
15	Tough to implement as an adjunct with a full-time 40+ hr/week job...	2/25/2015 12:56 PM
16	I teach WRTG 0900. WRTG, 0990, and ENGL 1010, so this does not apply to me.	2/25/2015 12:47 PM
17	Mild	2/25/2015 12:17 PM
18	I think it would be helpful to have group assignments/projects in my classes.	2/25/2015 11:47 AM
19	We are considering incorporating a capstone course in our curriculum and would like to know more about how to do this.	2/25/2015 11:16 AM
20	Because the students at SLCC represent many different cultures, ages, backgrounds, etc., it seems wise to capitalize on these aspects.	2/25/2015 10:25 AM
21	I think this would be a good experience for our students to engage with other areas and have the experience of working with others.	2/25/2015 9:32 AM

22	First year seminars/experiences were crucial in my own college career to expose me to the idea of what a college education was beyond ticking off boxes required for a degree. More than that, they offer the chance for students to get an early taste of what a discipline is actually like in practice, rather than what their introductory classes are like. Beyond early seminar experiences, I also believe in smaller, one-credit courses that all students to explore current, modern research and practices in a discipline without requiring the students to contribute much in terms of work, assignments, etc. As I've seen them, the purpose of these classes is to allow students to explore what career/discipline would be best for them at a very early stage and develop the liberal-arts-education idea of being familiar with a breadth of disciplines, not just one's own. Writing-intensive courses have obvious benefits for students, though increasing writing instruction obviously reduces the other material that can be taught, making them excellent for courses with narrow topics. Having first-year seminars also means one has writing intensive courses, by the way. Undergraduate research: this does not have to just be a tool for the sciences. In my opinion, the First Year (or just Early) Seminar concept can also include undergraduate research, though that does change the focus of the seminar somewhat. It is unfortunate that Utah's general education standards do not require world history; if they did, all the classes I teach would incorporate Diversity/Global Learning. As it is, I can say that SLCC already incorporates Diversity/Global Learning in some of its classes. At least half of mine, in any case. Note that Global Learning is more important than focusing inward on United-States experiences. Understanding the "other" is a concept that's easily transferable to a variety of situations, but knowledge of the wider world does not come from study of the United States. Internships are great. They do two of the great things some of the other tools discussed also do: introduce students to the reality of careers/disciplines early on and remind them that a degree should be a set of experiences, not a piece of paper.	2/25/2015 9:30 AM
23	I have a vague idea of the HIPs listed above. However, I need to learn more about them.	2/25/2015 8:43 AM
24	I think all faculty would also benefit from learning more about Universal Design. I would advocate that this should also be included in the list of High Impact Practices.	2/25/2015 8:31 AM
25	I'm not sure what "writing intensive" means. I require my students to do a LOT of essay writing, as well as a research paper. Does that fit?	2/25/2015 8:20 AM
26	Our students need to do sophomore recital or project. This still needs to be planned. We are working on organizing our sound classes with our performance classes.	2/25/2015 7:36 AM
27	Several community based non-profit or small businesses could use interns or students doing classroom related projects with these organizations.	2/25/2015 3:13 AM
28	I am interested in learning how undergraduate students can be prepared to do quality work in internships or collaborative assignments until they learn the concepts needed to accomplish that work. I need help seeing how this can be a true meaningful experience.	2/24/2015 8:55 PM
29	?	2/24/2015 8:49 PM
30	I've taught in learning communities before--I think they are pretty amazing, or can be. We need to resolve plenty of infrastructure and policy issues to make that happen.	2/24/2015 7:23 PM
31	I would love to have some type of first year seminar where students could be 'taught' as it were to be a better college student through critical thinking. I think this is achieved through a learning community where students can interact personally with their fellow students and professors to really engage in the course content and understanding of this content. I believe this would inherently lead to some type of capstone project or course where the student could, throughout their college career and with the aid of fellow students and professors, do undergraduate research which would lead to that project. This of course opens the doors to them for undergraduate publication or at least presentation at a student, undergraduate conference, which SLCC has a couple. This can only help the student being better prepared for University settings and even may lead towards them pursuing graduate school.	2/24/2015 7:15 PM
32	I would be interested to learn more about it. I'd like to learn about best practices, see data that demonstrates the measurable results, understand which of the HIP is best suited to produce certain desired outcomes (e.g. increase skill level, percentage of minorities in course, retention, student satisfaction, . . .) hear success stories in CS and STEM fields etc. I add my name and email under 8) This means that I'd like to be part of the email list and that I'd like to know about upcoming events.	2/24/2015 7:13 PM
33	I have no interest in purely dysfunctional academic programs that will not help my students achieve competency in skills required for the job market. Additionally, I refuse to implement any practice that has not been vetted by successful, private-sector entrepreneurs and been proven in the marketplace.	2/24/2015 6:41 PM
34	I already use them. Service learning is a vital component to my introduction to Special Education courses, both in the classroom and in the community. Group projects are imbedded in all of my courses.	2/24/2015 6:26 PM
35	I think the research shows that HIP increase student learning, retention and completion.	2/24/2015 6:13 PM

36	I teach Developmental Courses an, in general, most of the time is spent in helping them learn basics so they can move on and be taught the more complex concepts.	2/24/2015 6:04 PM
37	I am interested in adding Service Learning to our programs and have completed the FTLC Service Learning course to better understand how to begin the process.	2/24/2015 5:58 PM
38	I use them already	2/24/2015 5:10 PM

Q8 If you would like to be a part of the conversation regarding High Impact Practices at SLCC please include your contact information below:

Answered: 39   Skipped: 101

Answer Choices	Responses	
Name	**100.00%**	39
Company	**0.00%**	0
Address	**0.00%**	0
Address 2	**0.00%**	0
City / Town	**0.00%**	0
State / Province	**0.00%**	0
ZIP / Postal Code	**0.00%**	0
Country	**0.00%**	0
Email	**97.44%**	38
Phone	**87.18%**	34

#	Name	Date
1	Sara Farida	3/4/2015 1:01 PM
2	Mary L. Nelson	2/26/2015 2:07 PM
3	Ann Coker	2/26/2015 12:16 PM
4	Shaun Anderson	2/26/2015 11:31 AM
5	Subhash Kirtane	2/26/2015 11:18 AM
6	Dr. Steven Allison	2/26/2015 10:56 AM
7	Adam Dastrup	2/25/2015 9:02 PM
8	Sonia Parker	2/25/2015 7:32 PM
9	nick burns	2/25/2015 6:48 PM
10	Francis Aryana Afghan	2/25/2015 4:45 PM
11	Liz Montague	2/25/2015 4:03 PM
12	Nate	2/25/2015 3:39 PM
13	Maura Hahnenberger	2/25/2015 3:06 PM
14	Lisa Fowler	2/25/2015 2:26 PM
15	sghandia@slcc.edu	2/25/2015 2:19 PM
16	Ellie Anders	2/25/2015 1:40 PM
17	Christie Bogle	2/25/2015 1:33 PM
18	Lynn Kilpatrick	2/25/2015 1:26 PM

19	Karl Jorgensen	2/25/2015 12:17 PM
20	Jeff Ferlo	2/25/2015 10:48 AM
21	Stephanie Dowdle Maenhardt	2/25/2015 9:39 AM
22	Fred Wilson	2/25/2015 9:30 AM
23	Darrin Webster	2/25/2015 9:21 AM
24	Clint Gardner	2/25/2015 9:21 AM
25	Eric Heiser	2/25/2015 9:20 AM
26	Marlena Stanford	2/25/2015 8:43 AM
27	Antoni Allred	2/25/2015 8:43 AM
28	Curtis Larsen	2/25/2015 8:33 AM
29	Gary Cox	2/25/2015 8:20 AM
30	Melaney Birdsong Farr	2/25/2015 7:47 AM
31	Craig Ferrin	2/25/2015 7:36 AM
32	Joseph Moratalla	2/25/2015 3:13 AM
33	Lisa Bickmore	2/24/2015 7:23 PM
34	Shannon Atkinson	2/24/2015 7:15 PM
35	Margarethe Posch	2/24/2015 7:13 PM
36	Barbie Willett	2/24/2015 5:45 PM
37	Shane Tang	2/24/2015 5:13 PM
38	Travis Rex Brian	2/24/2015 5:04 PM
39	Douglas Miller	2/24/2015 4:57 PM
#	**Company**	**Date**
	There are no responses.	
#	**Address**	**Date**
	There are no responses.	
#	**Address 2**	**Date**
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#	**City / Town**	**Date**
	There are no responses.	
#	**State / Province**	**Date**
	There are no responses.	
#	**ZIP / Postal Code**	**Date**
	There are no responses.	
#	**Country**	**Date**
	There are no responses.	
#	**Email**	**Date**
1	sara.farida@slcc.edu	3/4/2015 1:01 PM
2	mary.nelson@slcc.edu	2/26/2015 2:07 PM
3	anncoker@msn.com	2/26/2015 12:16 PM

4	Shaun.Anderson@slcc.edu	2/26/2015 11:31 AM
5	svkirtane@gmail.com	2/26/2015 11:18 AM
6	sallison99@comcast.net	2/26/2015 10:56 AM
7	adam.dastrup@slcc.edu	2/25/2015 9:02 PM
8	sonia.parker@slcc.edu	2/25/2015 7:32 PM
9	nick.burns@slcc.edu	2/25/2015 6:48 PM
10	Francis.Afghan @SLCC.Edu	2/25/2015 4:45 PM
11	Thomas	2/25/2015 3:39 PM
12	maura.hahnenberger@slcc.edu	2/25/2015 3:06 PM
13	lfowle23@bruinmail.slcc.edu	2/25/2015 2:26 PM
14	sghandia@slcc.edu	2/25/2015 2:19 PM
15	Ellie.anders@slcc.edu	2/25/2015 1:40 PM
16	christie.bogle@slcc.edu	2/25/2015 1:33 PM
17	lynn.kilpatrick@slcc.edu	2/25/2015 1:26 PM
18	karl.jorgensen@slcc.edu	2/25/2015 12:17 PM
19	teachpsjeff@yahoo.com	2/25/2015 10:48 AM
20	stephanie.maenhardt@slcc.edu	2/25/2015 9:39 AM
21	fwilso11@bruinmail.slcc.edu	2/25/2015 9:30 AM
22	darrinwebster1776@gmail.com	2/25/2015 9:21 AM
23	clint.gardner@slcc.edu	2/25/2015 9:21 AM
24	eric.heiser@slcc.edu	2/25/2015 9:20 AM
25	marlena.stanford@slcc.edu	2/25/2015 8:43 AM
26	jjsmartmap@live.com	2/25/2015 8:43 AM
27	curtis.larsen@slcc.edu	2/25/2015 8:33 AM
28	gary.cox@slcc.edu	2/25/2015 8:20 AM
29	melaney.farr@slcc.edu	2/25/2015 7:47 AM
30	craig.ferrin@slcc.edu	2/25/2015 7:36 AM
31	jmoratel@bruinmail.slcc.edu	2/25/2015 3:13 AM
32	lisa.bickmore@slcc.edu	2/24/2015 7:23 PM
33	xanels@comcast.net	2/24/2015 7:15 PM
34	margarethe.posch@slcc.edu	2/24/2015 7:13 PM
35	barbie.willett@slcc.edu	2/24/2015 5:45 PM
36	Shane.Tang@slcc.edu	2/24/2015 5:13 PM
37	Travis.Brian@slcc.edu	2/24/2015 5:04 PM
38	doug.miller@slcc.edu	2/24/2015 4:57 PM

#	Phone	Date
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8	801.957.3099	2/25/2015 6:48 PM
9	(801) 957-4787	2/25/2015 4:45 PM
10	8019573835	2/25/2015 3:39 PM
11	(802)957-4177	2/25/2015 3:06 PM
12	801-545-8584	2/25/2015 2:26 PM
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14	8019573246	2/25/2015 1:33 PM
15	801-957-3310	2/25/2015 12:17 PM
16	801 557-5202	2/25/2015 10:48 AM
17	teahcing online --- email contact	2/25/2015 9:39 AM
18	9162674947	2/25/2015 9:30 AM
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20	801-957-4842	2/25/2015 9:21 AM
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28	801-635-9825	2/24/2015 7:23 PM
29	801-652-2462	2/24/2015 7:15 PM
30	4364	2/24/2015 7:13 PM
31	8019574475	2/24/2015 5:45 PM
32	8019576039	2/24/2015 5:13 PM
33	(801)957-5392	2/24/2015 5:04 PM
34	5824	2/24/2015 4:57 PM