

TEACH ME TO ORGANIZE



THAYNE CENTER
FOR SERVICE & LEARNING
AT SALT LAKE COMMUNITY COLLEGE

Alternative Spring Break a transformational experience

By Gail Jessen, Thayne Center Director

We make some pretty serious claims about SLCC's Alternative Spring Break (ASB) Program.

We claim that students who spend a week with us, as opposed to a week napping on the shore in Cancun, are transformed into civically engaged leaders. Transformed. We really do say that. **This year, we decided it was time to prove it.**

In March 2012, we sent 11 students and one staff advisor to San Diego, California, tasked with cleaning up Pacific beaches and inland waterways. We also sent nine students and three advisors to Kanab, Utah, to care for the critters at Best Friends Animal Sanctuary. Our ultimate vision for ASB is that trips are affordable, available,

and accessible for every SLCC student who wants to be immersed in an intensive volunteer and travel experience.

Our mission is that these students address important social issues through leadership opportunities, transformative action, educational experiences, and critical reflection.

In 2010-2011 we piloted a rubric assessment instrument in our SLICE: Student Leaders in Civic Engagement program. Based on our experience with assessment strategies in previous years, we realized that asking students in a leadership program whether or not they're leaders gives you inaccurate, subjective responses. On the other hand, a rubric completed by the staff program advisor in one-on-one and group mentoring sessions, provides a more objective perspective on the growth of students and the achievement of learning outcomes. We developed just such a rubric for the ASB program.

Learning Outcomes

As for ASB programmatic learning outcomes, we address three specific categories: Critical Thinking, Reflective Thinking, and Leadership Skills.

Within the Critical Thinking category, we developed two separate outcomes. Specifically, we said students will be able

to identify social issues and also identify the root causes of those issues.

We also had two specific outcomes within the Reflective Thinking theme: Students will be able to describe specific ways to address root causes; and students will be able to draw correlations between issues they addressed in their ASB community and issues we face at home in the Salt Lake Valley.

In the Leadership Skills theme we identified three outcomes. We said students would exhibit democratic, collaborative leadership skills. We also

“If you give me a fish, you have fed me for a day. If you teach me to fish, then you have fed me until the river is contaminated and the shore line seized for development. But if you teach me to organize, then whatever the challenge, I can join with my peers and we will fashion our own solution.”

Ricardo Levins Morales, Artist & Activist

ASB 2012

Students take care of rescued pigs at Best Friends Animal Sanctuary and clear litter from beaches in San Diego, California.



said students would be able to work together to create actions plans that address social issues. Finally, the learning outcome of communication specified that students will communicate appropriately and effectively in a diverse group setting.

Rubric Instrument

The learning outcomes were translated into a rubric that ranks the ASB team as Beginner, Developing, Accomplished, or Advanced. For example, the Critical Thinking - Identify Social Issues outcome defines the beginner level as less than 50% of the team is able to identify five issues. If a team is advanced, more than 80% of the students can identify at least five issues, listing both community assets and challenges associated with those issues. Advisors also leave comments on the rubric, which is completed each night after they guide their team in a reflection session.

Pre-Trip Interventions

To be fair, not all of these outcomes are achieved in just one week on the trip. Prior to submitting an application to participate, students must attend an orientation. The purpose of this meeting is to inform everyone of the drug- and alcohol-free policy of the trips, and also to discuss the mission of the program and the commitment necessary to make the experience a meaningful one. This pre-application orientation was a new feature of the program this year, based on student feedback in last year's assessment. It turned out to be invaluable to the success of the program.

Once students are selected, each ASB team is required to participate in four meetings prior to travel. One meeting is an introductory team building activity, one is a drug and alcohol training sponsored by Health & Wellness Services, one is an educational presentation and

discussion about the issues to be addressed on the trip, and the final meeting is a logistical discussion about how to not miss your flight and what to pack.

Yet it is still the shared experience of an unfamiliar place with unfamiliar people that yields the most powerful results.

Best Friends Animal Sanctuary

This trip is co-sponsored with the Disability Resource Center and is fully ADA accessible. Our goal is to recruit half the participants from students-at-large and half from the pool of registered DRC students. In other words, the trip is intentionally established as the very definition of a "diverse group setting." It is no surprise then that the data show the learning outcome of Leadership Skills - Communication as the highest mean score. At a mean of 2.83 out of 4, the team was 0.17 away from the Accomplished level of communication by week's end.

Two learning outcomes stand out not for their high mean score, but rather for their statistically significant standard deviation over the week. Critical Thinking Skills - Identifying Social Issues and Reflective Thinking Skills - Addressing Root Causes changed most significantly as the week progressed and as participants immersed themselves in the service and reflection sessions. Students started the week with both learning outcomes ranked at the Beginner level, and by day two, the ability to address root causes was still at that same level one. However, near the middle of the week a collective change propelled the team forward and both outcomes ended at the Accomplished level.

Teach me to organize

There is one learning outcome that has both a high mean and a significant deviation: Leadership Skills - Action Plan. On night one of the trip, only

one student was able to identify a specific action that could address the social issue of animal rights. However, by the final night, students decided to lead their own reflection session dedicated to an action plan.

They all sat in a circle on the hotel floor and created a paper chain of proclamations and commitments. The question was asked: What was the most important experience you had this week? Students shared their response, then declared what they were going to do about it.

A Plan of Action

For example: Every member of the team plans to continue their service and volunteer at an animal shelter in Salt Lake Valley. One student is creating an animal rights club with Student Life & Leadership. One student runs a nonprofit organization dedicated to placing animals in foster homes.

Another student is adopting a horse from Best Friends Animal Sanctuary and plans to host a series of community education events in her neighborhood.

In stark contrast to the discussion on the first night, students ultimately demonstrated inspiring transformation in their leadership skill of being able to create action plans.

Artist and activist Ricardo Levins Morales wrote that “If you give me a fish, you have fed me for a day. If you teach me to fish, then you have fed me until the river is contaminated or the shore line seized for development. But if you teach me to organize, then whatever the challenge, I can join together with my peers and we will fashion our own solution.”



Much like the paper chain was fashioned on the capstone night of a shared experience, our ASB students transformed into proactive leaders and fashioned their own solutions.



Inland Waterways

Students learned the important interplay between our oceans and inland ecosystems.

Coast Keeper San Diego, CA

This ASB team was evaluated with the same rubric used at Best Friends Animal Sanctuary. When compared to data from the Kanab trip, it becomes clear that the San Diego team not only kicked off their first night at a higher level on the rubric, but also progressed more quickly

through the remaining levels as the week went on. We do not have any data that can speak to why that may be, but it is an interesting issue to note. Perhaps this is a topic for future assessment projects.

For example, the learning outcome of Leadership Skills was consistently ranked as Developing and Accomplished throughout the week. In other

words, it would seem that students who opted into the San Diego trip came in with a moderate level of leadership skills and experienced less of a growth spurt, if you will, than the other team.

While on the whole the deviations are low throughout the course of the week, there were three learning outcomes that had both a high mean and a significant standard deviation. Those outcomes are: Critical Thinking - Identifying Social Issues, Critical Thinking - Identifying Root Causes, Reflective Thinking - Addressing Root Causes.

Many students had not experienced an oceanic ecosystem; therefore, their first exposure to these issues yielded the most statistically significant growth in the outcome of identifying root causes of social issues.

Engaging discussions were held throughout the week about pollution, invasive plants, property rights, homelessness, and more. In fact, most participants were excited to apply this knowledge even in our mountain dessert. Many students expressed interest in enrolling in courses at SLCC that they say they never would have explored without this exposure.

ASB Program Data So what?

When comparing significant data from both trips, the following four learning outcomes are the most meaningful results of the ASB program:

Critical Thinking Skills: Eighty percent of ASB participants identified at least five social issues critical to the ASB site community, listing both the community's assets and challenges.

Reflective Thinking Skills: Every ASB participant described ways in which the root causes of social issues can be addressed, particularly by volunteers.

Whether students came into the experience with strong leadership skills that they simply honed throughout the week, or whether they grew in leaps and bounds over the course of the week, two outcomes in the **Leadership Skills** category are significant outcomes of the ASB program.

Every participant contributed ideas to an action plan, and every participant was able to communicate appropriately and effectively in a diverse group setting.

Future Implications Now what?

Based on the 2012 assessment data, the ASB program coordinator plans to implement four improvements in 2013 and beyond:

Mandatory Pre-application Orientation Sessions

The quality of applications increased and the baseline knowledge of students who participated in the trips was higher than in any previous year. The content of future orientations will include: A discussion about the program's vision, mission, and learning outcomes, ASB alumni stories, and presentations about plans of action that were developed on ASB trips and successfully implemented at home.

Mandatory Advisor Trainings

Though discussions were had regarding the new rubric and how to utilize it each night on the trip, the consistency among the staff advisors' use of the rubric needs to be tightened up. Advisors participate in all the pre-trip meetings with the student teams, but a separate training and handbook needs to be developed specifically for advisors and specifically about how to manage a successful assessment project.



“I thought I knew a lot already when I went to the sanctuary, but in the end I got a nice blast of growth over only one week. I learned so much more about how I could help and how I could educate my community and the rest of the world. The things I learned from Best Friends are so many and so wonderful that I can’t even begin to count.”

Lacey Spor-Ockey, ASB Participant 2012



Program Coordinator Participation

The Thayne Center program coordinator attended the final reflection session of both teams, once they were back on campus. The coordinator filled out one final rubric based on the discussion in that meeting. This was useful for two reasons.

One reason is that the experience of the trip had time to settle in the students’ minds, leading to a rich, reflective data set. The other reason is related to the inconsistency in the advisor rubrics. Seeing as how the program coordinator

developed the rubrics, she was able to fill in the gaps and ask the proper questions to round out that data.

Rubrics

We love rubrics. We will continue to develop and refine rubric tools for our assessments of student leadership development.



MORE THAN JUST A JOB



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Federal Community Work-study America Reads literacy tutors

By Gail Jessen, Thayne Center Director

Can a work-study job develop students' ethical thinking skills and expand their appreciation of human differences? Yes. Ours did.



It's just a job, right? It's only a way to earn money for school and support your family. It's federal financial aid, nothing to get excited about. We completely disagree. This is certainly not the case in our Community Work-study America Reads

Tutoring Program. As with every program in the Thayne Center, we carefully craft learning outcomes and make even a student's paycheck a reflective exercise in critical thinking.

The ultimate vision of the America Reads program is two fold: That SLCC hires enough qualified students to meet the literacy needs of our

community partner elementary schools; and SLCC students have a **rewarding, community-based option** through which to earn their federal work-study award.

The federal government requires 7% of work-study funds to be dedicated to community placements. In FY10 SLCC's America Reads program accounted for

21%; in FY11 we hit 26%. This year we're on target to reach 20%. This means that nearly a quarter of all work-study students at SLCC earn their money as literacy tutors. Along these lines, the mission of America Reads is to provide training and a high-quality mentoring experience, enriching the learning opportunities for both SLCC students and elementary school students. This past year we had a specific focus in regard to the training and mentoring we provided. Three learning outcomes were developed, modeled on the SLCC Student Service Learning Outcomes.

Learning Outcomes

Effective Job Seeking Skills

One of the Student Services learning outcomes is to display practical competence and intra-personal skills; and we specifically focused on the subsequent outcomes of acquiring effective job seeking skills.

“We help children learn to read. We help to instill in them a love for reading and we teach them that reading is important. We show them that they can be successful and that reading plays a big part in their future. We are role models for our students.”

Anonymous America Reads Tutor, blog comment

It was established that America Reads tutors will demonstrate effective job skills by completing 10 objectives, as outlined in the program contract. Our goal was that 100% of the tutors would complete objectives 1-4, and 70% would complete objectives 5-10. The first few objectives are the steps necessary to be hired and placed at an elementary school. The later objectives deal with attending training events and on-campus co-curricular opportunities (sponsored by the Thayne Center and many other departments throughout the year), interacting on the blog, attending one-on-one meetings with the program

Tutoring

Whether it's in a giant panda suit or the clothing they wore to class an hour before, our students are dedicated to increasing literacy rates.



coordinator, and more.

Thirty-six work-study students attended America Reads orientation sessions. Four never tutored, three dropped out after starting due to illness or family circumstances. Nine of the original 36 tutored for one semester and 27 tutored both fall and spring semester. A full 100% of students accomplished contract objectives 1-4, and 75% of students accomplished objectives 5-10. This outcome was successfully met, and exceeded by 5%, due to the efforts of the program coordinator to individually mentor and advise each student.

Acquire Knowledge

Within this learning outcome, we identified two more specific outcomes: Master subject matter, and know about campus resources. The subject matter to which our outcome refers is the vision and mission of the Thayne Center, and of the America Reads program, as well as an understanding of the other programs offered in the department. Our outcome states that students will acquire this knowledge by attending orientation, in-service trainings, and a vision + mission reflection session. Our goal was that 75% of tutors would master the subject and demonstrate their knowledge in open-ended direct survey questions.

Based on the coding and qualitative analysis of student's survey and blog responses, we determined that 77% of students understood the vision and mission of the department and the program, while only 68% were able to name three Thayne Center programs other than America Reads. Sixty-eight percent is still an excellent results, even though our goal was a full 75%.

Vision + Mission

We asked students to express the Thayne Center vision and/or mission in their own words. Some

of the responses we received were as interesting from a public relations perspective as from an assessment perspective.

One student said that the Thayne Center vision is to make sure people's needs are met. The student wrote that "without work-study many people like me would not have the educational opportunities we need to be able to provide for ourselves adequately in the future."

Another student explained our vision as one of ensuring equality. They wrote that America Reads is the perfect example of fulfilling our vision. **"We help any student that needs that help. It doesn't matter if they come from a minority race. It doesn't matter what language they speak at home. It doesn't matter if they behave well in class or if they struggle with appropriate behaviors. We don't discriminate. If a child needs help, we give them what we can give."**

For the record, the vision of the Thayne Center is to create "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."

So when our work-study students talk about their basic needs of income and education being met, when they talk about the equality they defend in their tutoring classroom, and when they say "workstudy also provides us with job skills. We learn how to work with all kinds of people and creatively get things done..." they have, in their own words, beautifully articulated the very reason why we do what we do every day. In the words of one tutor, our department's mission is **"to always help others."**

Develop Cognitive Skills & Display Interpersonal Development

We took the liberty of merging two Student Services learning outcomes together for the purpose of this assessment. Within the outcome of Develop Cognitive Skills, one of the goals is to “demonstrate ethical thinking.” Similarly, within the outcome of Display Interpersonal Development, one of the goals is to “understand and appreciate human difference.”

Using that as our baseline, our specific learning outcome stated that through campus events and in-service trainings tutors would be presented with information on the effects of hunger, poverty, and diversity on literacy rates in public Title I schools. From there tutors were given the opportunity to demonstrate their ethical thinking and appreciation of human differences in their qualitative responses to blog prompts and/or reflective email essays sent directly to the program coordinator.

We coded the qualitative responses and determined that by the end of the year, 81% of all tutors say their tutoring has exposed them to the reality of declining literacy rates in the state of Utah. Eighty-five percent know that the socio-economic background of

children affects literacy rates, while 74% also correctly attribute the decline to issues of hunger and poverty. In a similar vein, 88% of tutors named three or more ethnicities and cultures in their tutoring classrooms. This statistical knowledge alone does not demonstrate that their thinking on the issues is ethical or that they appreciate that diversity; however, their essays do demonstrate that.

As we read our students’ responses, we can literally see the words working their way in and around the issues, analyzing and making an intentional effort to not simplify these complex issues into an erroneous soundbite.

For example:

“I find it intriguing that there is a correlation between poverty and some students’ reading abilities. The more I get to know these students, the more I now understand why some students struggle academically. [It’s] because many students’ parents work multiple jobs and/or are divorced. Therefore, a lot of students are involved in daycare and the Boys and Girls Club. Although this is a great organization, nothing compares to the love and support of a parent(s). This is not to say that their parents aren’t supportive, but a parent who works all day and possibly night would find it hard

to keep up with the hectic life of a learning child.”

Seeing a highly traditional student type “parent(s)” with a parenthetical letter ‘s’ - and mean it as an understanding and respectful gesture - is a significant learning outcome not to be overlooked. It is, in fact, exactly the type of assessment highlight that our department coordinators share in staff meeting as everyone applauds.



The America Reads blog received 186 comments from 26 of the 27 tutors. What is interesting to note throughout those responses is how this community of students educate and respectfully challenge each other.

One conversation on the blog was about poverty, hunger, and the ability of a child to focus on their tutoring lesson. The first comment was critical of the “wrong choice of foods” kids bring to school. The next commenter shared their own experience of seeing those same children quietly approach the teacher and ask for breakfast food.

Subsequent comments - and note that many students returned and commented again later, continuing the conversation they started - delved into issues of access to healthy food, teachers purchasing granola bars with their own money, the federal free lunch program, and how tutors’ attitudes about “hand outs” had changed.

One student went so far as to observe - free of judgement - that “It’s true that the school has a free breakfast and lunch programs for those who qualify, but the kids have to make it to breakfast on time to get it. Many of the kids come to our school as much as an hour late. In some other countries, time is seen in different ways that it is here in the USA. We just have to continue to work with the kids, and realize some of them didn’t have breakfast.”

The original student who began the blog conversation by criticizing parental choices later told our program coordinator that **he learned more about hunger and poverty from the blog posts than he did in all of the classes he’s ever taken at SLCC.** At the end of the year, he spoke of his motivation, saying he was now “tutoring for my own education of the real problems of society, right in my own backyard!”

Increasing Literacy Rates

SLCC tutors worked with over 62 children at three Title I elementary schools. At Whittier, 19 children raised their reading skills by an average of four levels in eight months. In that same time, 43 children at Nibley Park increased an average of 3.65 levels. David Gourley does not track literacy rates. Also, Whittier utilized our students in English as a Second Language



The levels of ethical thinking that were demonstrated in FA11 increased by the end of the year; to the point that the blog was still monitored, but yet unmoderated by staff. It became a community poignantly owned by the students who mentored each other and guided their peers’ thinking toward an appreciation of human difference.

classrooms, reaching another 55 students in addition to those 19 in the program formally.

Now What?

Goals for the 2012-13 program include perfecting the use of the reflection blog, continuing in-service trainings, and seeking new partnerships with schools that have a dedicated reading lab and staff coordinator.

COMMUNITY OUTREACH

Utah
Commission on
Volunteers

MARTIN LUTHER KING JR.
MAKE IT A DAY ON /
NOT A DAY OFF
DAY OF SERVICE

United Way
United Way of Salt Lake

THAYNE CENTER
FOR SERVICE & LEARNING
AT SALT LAKE COMMUNITY COLLEGE

Facebook, Blogger, Twitter, YouTube, Community Partnerships

Campus-Community Partnerships

an exciting work-in-progress

By Gail Jessen, Thayne Center Director

A data-driven budget request - based on the assessments and outreach conducted over three years of service by AmeriCorps VISTA members - was approved in SP11 and brought to our center a part-time Community Partnerships Coordinator. A subsequent data-driven budget request this past fall was approved and a full-time coordinator will be on board in July 2012.

Having this part-time coordinator in place for nine months has yielded nearly **75** in-person site visits to different

nonprofit community partners, reaching over **150** agency contacts through those visits. An annual Community Partnership Agreement procedure was revised and implemented, with approximately 50 nonprofit organizations signing on so far.

Over **160** volunteer opportunities were posted on our blog, which averages **18,000** views each month. Our Facebook page has gained **67** new followers, and we average a weekly reach of **373** people.

We managed an MLK Jr. Day of Service grant from the Utah Commission on Volunteers (UCOV), sub-granting **\$1,500** to three community partners who engaged over **150** volunteers.

We are currently managing a second UCOV grant that allowed us to establish a partnership with the United Way of Salt Lake. Together we're hosting the **2012 Volunteer Management Training Series** and have since taught **6** training workshops for nonprofits, averaging **60** attendees at each event.

THAYNE CENTER IMPACT SUMMARY

Annual Statistics: 2007 – 2012



PROGRAM	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
SERVICE-LEARNING COURSES	2,650 students 37,750 hours 156 courses	3,182 students 47,730 hours 187 courses	4,507 students 51,575 hours 213 courses	5,558 students 66,190 hours 249 courses	5,276 students 77,485 hours 217 courses
AMERICORPS EDUCATION AWARDS	114 students 28,094 hours \$176,020 in scholarships	233 students 60,913 hours \$329,382 in scholarships	209 new students 62,127 hours \$80,000 in scholarships	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**
AMERICA READS COMMUNITY WORK-STUDY	33 students 7,582 hours \$72,522 of federal financial aid	51 students 8,303 hours \$79,721 of federal financial aid	86 students 8,664 hours \$87,069 of federal financial aid	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)
ALTERNATIVE SPRING BREAK	19 participants 608 hours	18 participants 610 hours	26 participants 960 hours	24 participants 557 hours	24 participants 720 hours
Community Partner Outreach	(No program staff)	2 AmeriCorps VISTA	2 AmeriCorps VISTA 12 volunteer opp. blog posts	38 AmeriCorps VISTA site visits 292 volunteer opp. blog posts	180 community partner site visits 172 volunteer opp. blog posts
SLICE: Student Leaders in Civic Engagement	14 students 1,914 hours	15 students 2,489 hours	17 students 3,422 hours	23 students 4,532 hours	14 students 4,114 hours
SPONSORED PROJECTS/EVENTS	1,573 participants 2,088 hours 36 projects/events	705 participants 1,109 hours 27 projects/events	1,090 participants 3,701 hours 104 projects/events	2,019 participants 8,580 hours 87 projects/events	1,555 participants 9,856 hours 116 projects/events
CIVICALLY-ENGAGED SCHOLARS	28 students 2,100 hours 24 graduates	32 students 2,325 hours 19 graduates	38 students 5,200 hours 26 graduates	45 students 12,839 hours 28 graduates	42 students enrolled 3,274 hours 24 graduates
TRAINING & WORKSHOPS	261 students 43 training events 1,648 training hours	162 students 49 training events 1,550 training hours	1,179 students 71 training events 3,871 training hours	931 students 77 training events 2,554 training hours	420 students 126 training events 1,973 training hours
INFORMATION & REFERRAL	51,279 contacts	50,423 contacts	28,853 contacts	8,480 contacts	7,467 contacts
ANNUAL TOTAL IMPACT	4,431 volunteers 80,136 hours of service \$1,563,453 worth of service to community, based on \$19.51/hr*	4,236 volunteers 123,479 hours of service \$2,500,450 worth of service to community, based on \$20.25/hr*	5,970 volunteers 135,649 hours of service \$2,828,282 worth of service to community based on \$20.85/hr*	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*

* Annual value of volunteer time calculated by Independent Sector: www.independentsector.org. ** Based on all 471 enrolled members.



2011 Campus Compact Annual Survey

SUMMARY RESULTS FOR SALT LAKE COMMUNITY COLLEGE

PURPOSE AND METHODOLOGY

The findings in this report reflect responses to Campus Compact's online membership survey, conducted in the fall of 2011 to gauge civic engagement activity and support during the 2010-2011 academic year. This summary contains the findings on a national level, state level, and institutional level.

Conducted each year since 1986, this survey is the most comprehensive and widely distributed review of service, service-learning, and civic engagement in higher education. Through this instrument, Campus Compact calculates student and faculty involvement in service and service-learning, assesses institutional support, identifies community-campus partnerships, and receives valuable feedback about Campus Compact programs and services.

Of the 1,185 member institutions surveyed in 2011, 716 responded to the survey, a response rate of 60%. Of the eleven members of Utah Campus Compact, nine responded to the survey, resulting in an 82% response rate.

HIGHLIGHTS

- 8,215 students from Salt Lake Community College served in the local community during the 2010-2011 academic year.
- 43% of students at Salt Lake Community College participated in community service, service-learning, or civic engagement activities, which is higher than both the national average (37%) and the state average (39%).
- Salt Lake Community College offered 250 service-learning classes, which is significantly higher than the national average per institution (69 courses) and the state average (116 courses).
- 17% of faculty members at Salt Lake Community College taught service-learning classes, compared with the national average of 6% and the state average of 11%.
- 25% of federal work study funds were allocated to community work study during 2010-2011, the highest percentage reported for the state.
- 8 staff members at Salt Lake Community College provide support for community service, volunteering, or civic engagement activities; 3 staff provide support for service-learning activities. This is lower than the national average (27 staff and 11 staff, respectively) and the state average (14 staff and 8 staff, respectively).

Creating a culture of evidence

integrating practice & assessment

This report would not be complete without recognizing the hard work of all Thyne Center staff members. Though we chose to highlight two assessment projects in particular, there are stacks and stacks of assessment data on the desk of each and every staff member. The exciting news is that I know for a fact those stacks are turned into actions, improvements, innovations, and creative programming every single day. We don't ever have to talk about closing the assessment loop, we just live and breathe it as reflective practitioners.

The following staff members conducted assessments on the following programs:

Lesia Bird, Administrative Assistant:

Budget Reconciliation Procedures.

Linnie Spor, Service Leadership Coordinator:

Alternative Spring Break, SLICE: Student

Leaders in Civic Engagement, and SLICE Peer Mentoring Program.

Lisa Walz, Service-Learning Coordinator:

SL Grant & Designation Program, Civically Engaged Scholars, SL Student Project Fund, SL course tracking, Student SL Showcases, FTLC 1000 SL Workshops, SL 1000 Course Evaluations, SL Teaching Circles

Lynne McCue-Hamilton, Community Work-study America Reads Coordinator:

America Reads Tutoring Program

Sean Crossland, Community Partnerships Coordinator:

Campus-Community Outreach, Social Media Marketing

Billy Walker, Student Employee:

Utah Commission on Volunteers 2012

Volunteer Management Training Series

Good work, team! Be proud of everything you accomplished. Keep it up!



2011-2012

This is the first year that every staff member completed an assessment project for each of their programs and initiatives. Kudos to the hard-working staff!

