Student Tuition/Fee Request: Service-Learning Program
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936L101008, 1/23/06

Executive Summary

The proposed fees would expand service-learning into more departments, increase the number of students served with community-work study/Americorps scholarships, and expand student support services.

This is the first fee increase requested since 1998 when the program was established. During that time, student participation increased from 150 to over 1,600 students (1,400% increase), and the program is stretched beyond capacity.

Current Programs and Services:
The Service-Learning Program has three core program areas: student support services, faculty training, and community partnership development. In addition, the SLP coordinates Community-Work Study job placement and an Americorps scholarship program.

Added Programs and Services:
- Service-learning classes in more departments and disciplines
- Personalized support for more students and faculty
- Additional scholarships for students
- Additional job opportunities in the community and with the Service-Learning Program
- Service-learning in Canyon County and additional campus sites

Justification:
- The benefits to students, faculty, and staff are significant
- Student demand for service-learning is skyrocketing, and the SLP cannot adequately support this growth
- Students need personalized support
- Students need “student-friendly” support at community organizations
- Faculty need assistance and resources
- Service-learning is a cornerstone of Boise State’s mission and reputation
- This fee increase will help generate external funds

Number of students who will benefit from the proposed fees: 1,600+ per year

Allocation of new fees:
- Six new Student Assistants will provide personalized support to new (or currently unsupported) service-learning students, faculty, and community agencies.
- Part-time Student Support Coordinator will recruit, train, supervise, and support twelve (12) Student Assistants, as well as expand and coordinate Americorps scholarships and Community Work Study opportunities.

<table>
<thead>
<tr>
<th></th>
<th>Current Fee</th>
<th>Proposed Fee Structure</th>
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</thead>
<tbody>
<tr>
<td>Full-Time Fee</td>
<td>2.60</td>
<td>4.50 (requesting 1.90)</td>
</tr>
<tr>
<td>Part-Time Fee/Summer</td>
<td>.35</td>
<td>.55 (requesting .20)</td>
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</tbody>
</table>

Attached: Letters of support from Stephanie Witt, three students, four faculty, and four community agencies
Service Learning Fee Proposal, 1/23/06

Student Tuition/Fee Request
Service-Learning Program
936L101008, 1/23/06

FY 06 Budget Overview
Budgeted Revenue from Student Fees 78,292
Budgeted Revenue from Other Sources 41,815 ($18,000 from contingency for faculty development)
Total 2006 Budget 120,107

Current Fee Structure
Full-Time Fee 2.60
Part-Time Fee .35
Summer Fee .35

Proposed Fee Structure
Full-Time Fee 4.50 (proposal is requesting 1.90)
Part-Time Fee .55 (proposal is requesting .20)
Summer Fee .55 (proposal is requesting .20)

I. Describe the programs and services provided to the students of Boise State University by this Department/Organization

a. The mission of the Service-Learning Program (SLP) is to foster active citizenship and enhance learning through academically-based community service. Service-Learning is defined as a part of an academic course in which students apply course theory to community issues. Each service-learning student serves 10-45 hours per semester. Through assignments and class discussion, students reflect on their service, relate it to the class, and increase their sense of civic responsibility.

b. The Service-Learning Program was created and is largely staffed by students.

c. The Service-Learning Program has three core program areas: student support services, faculty training, and community partnership development. In addition, the SLP coordinates Community-Work Study job placement and an Americorps scholarship program. The SLP staff designed nationally acclaimed, interactive database systems and procedures to recruit, orient, support, track, and evaluate student, faculty, and agencies. These groups have come to expect high quality, streamlined, efficient and systematic support from the service-learning staff. The student staff members are highly trained and experienced, averaging three years of dedicated SLP employment before graduating.

d. The Service-Learning Program staff includes one full-time Coordinator, a part time Administrative Assistant, and five part-time student assistants.

e. The Service-Learning Program currently provides personalized support to 80-90 classes each year. This includes:

i. Recruiting and supporting 10 new classes (and faculty) per year, in addition to supporting 40 continuing classes.
ii. Coordinating class matches for 75+ community projects

iii. Orienting and supporting 800+ students and facilitating their community placement

iv. Problem-solving multiple aspects of the three-way (faculty/agency/student) partnership through intensive walk-in, phone, email, classroom visits, and on-site support throughout the semester

v. Conducting 40+ class presentations on service-learning

vi. Processing individual evaluations of service-learning experiences for students, agencies and faculty

vii. Conducting monthly orientations and workshops for new faculty and agencies, and hosting two partnership luncheons attended by over 150 faculty and agencies each year

viii. Coordinating Community Work-Study Program to place student employees in community agencies ($22,000 in student staffing). SL staff recruit and coordinate the hiring, placing, and evaluating of ten students to work with seven service-learning agencies

ix. Collaborating with other campus programs (Women’s Center, Financial Aid Office, Cultural & Ethnic Diversity Board, Gender Studies Advisory Board, BSU Student Leadership Committee, and the new Diversity Requirement Committee) to generate interest and participation in service-learning.

II. Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change.

a. Service-learning classes in more departments and disciplines such as Business, Engineering, and the sciences. Currently there are insufficient staff resources to recruit, orient, and support faculty, students, and community agencies associated with these disciplines.

b. Personalized support for more students and faculty. Students and faculty new to service-learning need the assistance of student leaders who have previously taken service-learning classes. The student leaders (Service-Learning Assistants) understand service-learning procedures and forms, know the agency partners, and receive training in service-learning methodology.

c. Additional scholarships for students. For example, the Americorps “Students in Service” program offers scholarships ranging from $1,000-$2,362 for students who do 300 hours of service or more. Increased capacity of the service-learning increased numbers of scholarships for Boise State students.

d. Additional work-study job opportunities in the community, as well as student job opportunities within the Service-Learning Program. These positions allow students to earn their work study award through service-related employment at non-profit organizations. Student Assistant employees develop their leadership skills while supporting service-learning faculty and students.
e. Service-learning in Canyon County and additional campus sites. Currently the SLP cannot provide student support for or coordinate the logistics of SL classes in Canyon County. Student Assistant employees would be assigned to community organizations and classes that serve Boise State’s West campus.

III. How will the fees be spent?

c. Six new Student Assistants (12 hours/week) will provide personalized support to new (or currently unsupported) service-learning students, faculty, and community agencies who are working with Boise State students.

i. Four Student Assistants will be classroom-based, each supporting approximately 200 students (4 classes) per semester. This will provide personalized support for a total of 800 new or currently unsupported students\textsuperscript{iii}. See Table 1 for a list of support services provided by these Student Assistants.

ii. Two Student Assistants will be Community-based, helping agencies coordinate approximately 180 students (at 3 new or high-volume agencies) per semester. This will provide personalized support, coordination, and on-going problem-solving for a total of 360 students. See Table 2 for a list of support services provided by these Student Assistants.

d. 70 FTE Student Support Coordinator will recruit, train, and supervise the Student Assistants; and expand and coordinate Americorps scholarships and Community Work Study opportunities. This person will work 30 hours/week, 11 months/year. See Table 3 for list of support services provided by this Student Support Coordinator.

IV. Justification of this proposed change in student fees

a. The benefits to students, faculty, and staff are significant. Service-learning benefits students by offering hands-on learning opportunities, critical thinking skills, and documented community experiences on their transcript. The Service-Learning Program helps students see how their coursework relates to current issues they care about. Faculty benefit through lively class discussion and increased student understanding of course material\textsuperscript{iv}. Service-learning helps faculty focus on students’ interests. The community benefits through student idealism and enthusiasm, as well as students’ hard work and growing interest in community problem solving.
b. **Student demand for service-learning is skyrocketing, and the SLP cannot adequately support this growth.**

Student participation in service-learning has increased **ten-fold** in the last five years (from 105 students in 2000, to over 1,600 in 2005). The forecast is for continued growth of 15% per year. See Figure 1. The SLP cannot provide services for this increase in demand. Each new class requires start-up and on-going support (see list of support services above). Cuts in support services would jeopardize the quality of the experience for students, faculty, and community partners. This will adversely impact student learning, community capacity, faculty incentives, and SLP sustainability.

**Growth without additional resources leaves two options:**

1) Institute a moratorium on adding new SL classes, limiting service-learning students to 1,600 per year, or
2) Decrease services to only skeletal support (no on-going support for students).

c. **Students need personalized support.**

The Service-Learning Program’s surveys consistently show that high predictors of student satisfaction are clear directions and accessible support. Service-learning is not merely sending students into the community. Instead, it is an experiential learning method which challenges students to leave their comfort zone, go into unknown environments, work with strangers, and participate in unfamiliar activities. Their early feelings can include excitement, anxiety, and disappointment; with proper support their feelings shift to acceptance, empowerment, and satisfaction. Students need a peer advocate who has experienced these feelings, knows what to expect, and how to get the most out of service-learning opportunities. See Table 1 for a list SL Assistants support services.

d. **Students need “student-friendly” support at community organizations.**

Community organizations need SL students, but they are often not aware of how to work effectively with them. SL students are unique; they are focused on learning, they have tight time restrictions, and their availability revolves around semesters. Community organizations rarely have time to adequately prepare for, coordinate, and supervise high volumes of students. SL Assistants help orient community organizations, arrange faculty site visits, prepare materials for student groups, schedule students, track student turnover, and serve as back-up coordinators. SL Assistants also help agencies understand the BSU SL database, SL forms, and how to problem-solve with faculty. Without this assistance, both students and agencies struggle. See Table 2 for a list of SL Assistant support services.

e. **Faculty need assistance and resources.**

The primary reason faculty hesitate to teach SL classes -and the primary reason they stop- is time. To teach with service-learning, faculty have to learn a new teaching style, adapt their syllabus, and adjust to uncertainties. They need help from SL Assistants for coordinating the agency logistics, explaining SL to classes, troubleshooting with agencies, answering students SL questions, and handling forms and evaluations. One new 2005 faculty member who tried to do service-learning alone, before seeking out without SL staff said,

“Thanks! I really appreciate having Amanda as my SL Assistant. She is wonderful, very knowledgeable and helpful. She did a great job in my class
on Tuesday. I am so glad we have partnered with the SL Office. It is amazing what a difference having knowledgeable people helping you makes\textsuperscript{v}.

f. **Service-learning is a cornerstone of Boise State’s mission**\textsuperscript{vi} and reputation as a “metropolitan university of distinction”. The president, provost, and strategic planning committee have made civic and public engagement one of the top three university “strategic directions” for the next five years. This emphasis from top administrators will generate more interest and participation by students, faculty, and community partners. Each new participant will seek support, orientation, and materials from the Service-Learning Program.

g. **Service-learning works.**
Recent national studies illustrate service-learning’s favorable effects on personal and academic development\textsuperscript{vii} A study by the *Higher Education Research Institute* (Astin, 2002)\textsuperscript{vii} found that performing service as part of a course (service-learning) adds significantly to academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and promoting racial understanding), choice of a service career, and plans to participate in service after college.”

Last fall, 37% of all Boise State service-learning students surveyed reported that they will continue volunteering with their agency… even after the class ends! The service-learning experience turned them on to working in their communities.

h. **This fee increase will help generate external funds.**
As Student Assistants and a new Student Support Coordinator take pressure off the Service-Learning Coordinator and allow her to resume grant writing, the SL Coordinator will find funds to support long term program expansion.

In order to meet the needs of students, faculty, and community agencies, it is essential that the program is able to grow with campus and community needs. This additional funding will enable Boise State University to expand its Service-Learning Program, fostering a mutually beneficial relationship between the university, students, and the community.
TABLE 1. Student Assistants Job Duties (Classroom-based):

Direct Student Support:
- Explain service-learning to students the first week of class
- Distribute and explain service-learning forms and/or handouts in class
- Provide assistance when students register for projects on the SL website
- Attend agency orientations with students, when possible, to clarify SL procedures
- Follow-up with students to ensure their service meets their needs, course needs, and the needs of the service recipient (recommendation: make contact twice a month). Troubleshoot any problems.
- Prepare and distribute fact sheets to help students learn about the issues they are addressing
- Advise students and faculty of upcoming service-learning opportunities
- Help students disengage responsibly and thoughtfully from service placement

Faculty Assistance (indirect student support)
- Coordinate faculty site visits with potential agency partners
- Arrange for agencies to attend class the first week of class and at the end
- Communicate with agencies monthly to troubleshoot student involvement
- Co-develop/co-facilitate reflection activities with faculty, if requested
- Offer feedback on class structure and activities as they relate to service-learning
- Document service-learning component details in a "Resource Guide" to give to instructor at semester end. This information helps the instructor be more autonomous with their service-learning component in future semesters.

TABLE 2. Student Assistants Job Duties (Community-based):

- Orient new community agencies to working with students and faculty, as well as the BSU SL database, SL forms, and procedures.
- Perform community site visits
- Orient service-learning students to agency and SL projects
- Help arrange faculty site visits
- Prepare materials for student groups
- Help schedule service-learning students at site
- Track service-learning students’ hours
- Serve as back-up if agency coordinator is unavailable
- Facilitate evaluation process for students and community partners
- Develop opportunities for on-site reflection with service-learning students
- Offer direct service to the agency along side service-learning students
TABLE 3. Student Support Coordinator Job Duties

**Student Assistant Program:**
- Responsible for ensuring all SL classes and students have adequate support. Coordinate all SL student support services, including the Student Assistant Program, Community Work-Study Program, and the Americorps Scholarship Program. Serve as the lead liaison between SLP and students.
- Recruit, train, supervise, and support of a team of 12 SL student assistants (classroom based and community-based).
- Provide assistance to classes that need only minimum support, and that do not have SL Assistants
- Provide full support to summer SL classes
- Coordinate SL assessments for SL classes and faculty
- Refine, when needed, student handouts and orientation material
- Co-facilitate faculty training, including preparing materials, recruiting participants and presenters, and facilitating sessions.
- Coordinate student focus group

**Manage the Community Work-study (CWS) and Americorps Scholarship Programs:**
- Market, coordinate, and manage the budgets for a $35,000 CWS Program and $40,000 Americorps Scholarship Program
- Recruit, screen, orient, and negotiate contracts with Community-Work Study Agency partners.
- Coordinate assessment of CWS students and agencies
- Write annual program reports to CWS grantors
- Recruit, screen, orient, support, and coordinate 15-20 CWS student applicants, as well as AMERICORPS student applicants
- Maintain close contacts with the Office of Financial Aid on invoices, WS awards
- Process hiring and timesheets documentation for CWS employees
### TABLE 4. Proposed Fee Expenditures

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<tr>
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<th>Wages/Salary</th>
<th>Benefits @4%</th>
<th>Total</th>
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<tbody>
<tr>
<td>Six Student Assistants</td>
<td>$20,736</td>
<td>$830</td>
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<td>.70 Coordinator</td>
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<td>Total new expenses</td>
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<td>Request for fee increase</td>
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<td>$53,677.57</td>
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### TABLE 5. Proposed Budget for Service-Learning Program

#### SERVICE-LEARNING PROGRAM FY 06, 07

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<thead>
<tr>
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<th>FY 06</th>
<th>FY 07 w/new fee</th>
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<tr>
<td><strong>REVENUE</strong></td>
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<td>Student Fees Total</td>
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<td>General Appropriated</td>
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<td>Federal Work-Study</td>
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<td>Faculty Development Funds (in reserve)</td>
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<td><strong>TOTAL REVENUE FY04</strong></td>
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<td>175,782</td>
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<td><strong>EXPENDITURES</strong></td>
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<td>Personnel</td>
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<td>Operations</td>
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<td>Travel</td>
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<td><strong>TOTAL EXPENDITURES</strong></td>
<td>$120,107</td>
<td>175,782</td>
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#### Personnel Break Down

<table>
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<tr>
<th>Personnel</th>
<th>FY 06</th>
<th>FY 07 w/new fee</th>
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<tbody>
<tr>
<td>SL Coordinator</td>
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<td>38,600</td>
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<tr>
<td>Benefits for SL Coordinator</td>
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<td>SL Administrative Assistant</td>
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<td>Benefits for Admin Assistant</td>
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<td>[SL Student Support Coordinator]</td>
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<td>[Benefits for Student Support Coord]</td>
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<td>Student Assistants (student salaries)</td>
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<td>Benefits for Student Assistants</td>
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<td><strong>TOTAL PERPERSONELL</strong></td>
<td>$94,603</td>
<td>146,384</td>
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</table>
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- President Kustra’s President’s Leadership: President’s speeches text City Club speech (August 23, 2003)
  “A metropolitan university also has a responsibility to foster a sense of citizenship and community both on and off campus... I will look for ways that we on campus can be even more effective in contributing to the civic welfare of the Boise community.”

- Idaho Board of Education “Vision and Mission” includes the goal of developing a “well-informed citizenry capable of active participation in the processes of a democratic government”

- Boise State University Strategic Plan (2000-2005) states:

  That all [students] should be prepared to assume responsibility for personal wellness and for participation in civic, social, and environmental awareness activities of the communities in which they work and live…. That all [students] should be prepared to contribute to the well-being of the communities in which they work and live (p. 9)

- In addition, the Strategic Plan strives to “establish links between the general education core curriculum and various applied learning options, such as internships, service learning, or undergraduate research

Classes require different degrees of support depending on class size, level, and faculty experience. Some require only logistical coordination, while others require full support in the planning, coordination, implementation, monitoring, and evaluation stages (see Table x for a list of classroom-based and community-based support services).

Currently the SLP can provide full support to only half of the 90 service-learning classes offered every year. Many faculty have been “weaned” from SLP support, but some get by on less than they need.

Boise State service-learning Program survey data from students in 2005 service-learning classes (n= 766).

Email from Fernanda Morales, faculty member in Bi-lingual education. 1/17/06.

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