Service-Learning & Volunteer Services
Dedicated Fee Proposal

“It is one of the most beautiful compensations of this life that no one can sincerely try to help another without helping oneself.”
Ralph Waldo Emerson

Submitted by:
Renee Smith; Director, Volunteer Services Board

and

Jeannie Erway, Graduate Assistant Advisor
Volunteer Services Board

February 3, 1997
Unit Name or Program: BSU Service-Learning and Volunteer Services Programs

Briefly Describe the services provided to BSU by the fee currently received by your unit or program, or would be provided if this is a first time request.

The fees generated by this proposal would support established programs, such as Into the Streets, add new community service programs and would expand into a coordinated service-learning program.

The Volunteer Services Board is a student-run community service organization, developed to volunteering opportunities easily accessible to students and the university community. In fact, Boise State University’s mission states that students should be prepared “… not only for employment and career advancement, but also for participation in society as an active, informed citizen” (Boise State University, 1995-96). However, “People cannot be told how to be responsible, knowledgeable, or caring citizens. They must be involved in the process” as cited by Ciron in (Jacoby, 1996, p. 21). The community service activities sponsored by The Volunteer Services Board enhances extra-curricular student involvement in the process by filling community needs through volunteer efforts.

Service-learning, on the other hand, not only fills a community need, but also uses that need towards further examination of ourselves, our society, and our future (Cooper, 1996, p. 1). Service-learning intentionally relates service experiences to learning objectives in academic classes. According to Jacoby, “Service-learning, with its intentional goals for student learning and development, fits far more clearly into higher education’s mission and priorities than volunteer or community service programs, which lack its reflection component and intentional learning goals” (p. 20).

A dedicate fee would provide for service-learning components such as the following (Appendix A presents a complete listing and description of proposed services):

- Service-learning resources for faculty - Accessibility to a variety of service-learning resources and examples will simplify the addition of a service component into existing courses. The Fourth Credit Option is a service-learning program which may attach additional credit to an existing course with the consent of the faculty member. A student would complete a minimum of 40 hours of community service and participate in reflection activities. A grade is awarded for the demonstrated learning and not the service itself. (Georgetown University World Wide Wed Home Page) The fee will provide for the planning, implementation, and promotion of the Fourth Credit Option at Boise State.
• **Research and Assessment of programs** - Research will measure the relevance of the programs to stated university and program goals. Assessment will help identify unmet needs and areas for improvement.

• **Reflection sessions for service-learning students** - Reflection sessions are an essential component of service-learning. Reflection allows students to examine their personal volunteer experiences and apply those experiences to their course work. Students can reflect on “their service and learning experiences through a mix of writing, reading, speaking, listening, and creating in small and large groups and individual work” (Cooper, 1996, p. 1).

• **Training for student volunteers** - Training will enhance the structure and quality of a student’s volunteer experience through specific instruction regarding issues such as responsibilities, potential risks, and an appreciation for the dignity of the population they will serve, resulting in more knowledgeable and effective service-learning participants.

• **Campus Compact Association membership** - Mission statement for Campus Compact: The Project for Public and Community Service is a national coalition of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service. It is the only national higher education organization whose primary purpose is to support academically based public and community service.

Member campuses are bonded together as a coalition, actively supporting presidents, faculty, staff and students to reach into the community, to build partnerships and to improve the social and economic well-being of our American communities.

Boise State University sought membership in Campus Compact in October, 1996 by means of a letter of Commitment from Dr. Ruch. The President’s Office also contributed the funds for the first year’s membership fees. The dedicated fee will provide the ongoing funds for the annual membership fee.

• **Outreach to Canyon County and additional campus sites** - Centralization of volunteer self-referral center at Boise State University has effectively encouraged community involvement among students. With the dedicated fee, the Service-Learning and Volunteer Services Program would expand the existing referral system to Canyon County and other additional sites.

• **One full-time professional staff coordinator** - “Adequate staffing from the beginning is key to long-term success... Regardless of institution size, the service-learning program should ideally begin with a minimum of a full-time staff or faculty member and a full-time administrative assistant” (Jacoby, 1996, p. 238-239). With the addition of service-learning components to existing volunteer service programs, more intense coordination will be demanded by faculty, students, and agencies. A full-time coordinator would provide the necessary continuity, stability and strong ties to faculty interested in service-learning.
• **Alternative spring break** (a week long immersion service experience) - “An alternative break program places teams of college students in communities to engage in community service and experiential learning during their school vacations. The communities that host alternative break teams may be near or far -- programs may place students as close as a school’s home town or as distant as another country - but one thing they will have in common is an environment far different from that of a college campus” (Break Away, 1996).

• **Administration cost of a service scholarship program** - The Service Scholarship Program would recognize students who have demonstrated extraordinary community service involvement, and have expressed a desire to make a difference in our world. The dedicated fee would provide the resources for program publicity and administrative support. The actual scholarships would be funded by outside contributions.

**What is your unit’s current activity fee amount and total annual budget?**

Currently, no student fees are dedicated to the Service-Learning or Volunteer Services Programs. The existing Volunteer Services Board received its first funding ($5,000) from the BSU President’s Office in FY93. Since then the Volunteer Services Board has been funded by the Associated Students of BSU (ASBSU), Student Union & Activities, and the University with funds totaling $11,500 for FY97.

Current funding provides for volunteer services such as the following (Appendix B presents FY97 budget expenses):

- A student director service award
- Two Volunteer Fairs
- Two special events (Into the Streets & the Spring Project)
- Volunteer Recognition Ceremony
- Promotional materials
- Office expenses

**If you are also requesting a part-time student fee, what is the ratio of part-time fee to full-time fee?**

1:10

**What fee increase are you requesting?**

The request is for $3.50 per full-fee-paying student, and $.35 per credit hour for students enrolled part-time and during the summer.
How would you budget the anticipated increase in fee revenue?

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-See Appendix C: Proposed FY98 and FY99 Budgets
What is your justification for an increase in your unit’s fee or the initiation of a new fee?

“Sustainable [service-learning] programs... require a stable institutional funding source. Campus Compact’s 1993 survey of its members reveals that the number of service-learning programs receiving institutional funding jumped from less than 50% four years prior to the research to over 80% in 1993” Cha and Rothman’s study (as cited in Jacoby 1996, p. 311). In fact, the The October 1994 Accreditation Evaluation Committee Report recognized that BSU has “a vibrant, active, and educational student activities program” (p. 77). The report further states that, “with success, though, comes demands for staff to assist with additional programming in performing arts, diversity, and volunteer services. Coupled with this demand is a need for increased funding to support these programs” (p. 76). The Volunteer Services Program has reached a point where more secure funding is critical to the growth of the program and to provide for the addition of service-learning programs such as the Fourth Credit Option.

The Volunteer Services Board has proposed and developed a variety of community service and service-learning opportunities with the goals of the university in mind, as identified in two university reports: 1) President Ruch’s Fall 1996 State of the University Address, and 2) 1994 - 95 BSU Strategic Plan Meeting the Challenge. Consider the following stated goals or objectives:

President Ruch’s Fall 1996 State of the University Address

“... Of significance this year is our continued pursuance of excellence in our academic enterprise and the following important activities deserve your participation, attention, and support ...

... One of the hallmarks of BSU is our interrelationships with the community. Service learning and expanded practicum and field experiences abound. Nonetheless, opportunities to further expand our “engagement beyond” require your careful attention. One of the great challenges of the Western Governors’ Virtual University is to provide an orderly, academically sound way to recognize that learning does not just occur in the classroom. We have an opportunity to get ahead of this issue through a thoughtful, open minded review of the issues and appropriate policy and practice responses. Accordingly, I recommend that the Provost, in collaboration with the Dean for Continuing Education, develop a faculty study group to examine our policies, procedures, and practices related to the inclusion of prior learning, service learning, and other strategies into the regular degree programs. My office has gathered considerable information regarding what peer institutions are doing in this regard. Several models are well received at very outstanding institutions. Of interest, is the “fourth credit” option combining service learning and academic study used at such institutions as Georgetown, Stanford, and other outstanding universities...

... To further support our involvement with service learning, I am recommending our membership in Campus Compact, a national consortium of institutions that place an import on service learning ...”
October, 1994-95 BSU Strategic Plan Meeting the Challenge

• to enhance the university’s public service function and develop plans for increasing public awareness of BSU’s public service contribution to the state and the region

• to increase opportunities for students to engage in co-curricular activities

• to use non-academic activities . . . as opportunities to share the academic story of the University

• to be a center for educational experiences that prepare students for leadership and service in the global community

• to be one of the finest undergraduate education programs in the Northwest United States

• to be a purposeful community of learners, in which all students, faculty, and staff actively seek and participate in activities which strengthen learning and personal growth

• to be an institution diverse in its students, faculty and staff and its programs, services and ideas.

• to be a leader in applied and experiential education

Boise State University’s vision for the future is particularly encouraging given recent studies presenting service-learning’s favorable effects on personal and academic development. One study reported that 90 percent of student volunteers felt that their service-learning experience was just as valuable or more valuable to them than their classroom work (Krehbiel and MacKay’s study, as cited in Jacoby, 1996, p. 323). Boss; and Boyd’s studies revealed that community service promotes students’ moral development (as cited in Jacoby, 1996, p. 323), and that community service effectively builds students’ self-esteem (Adam’s study, as cited in Jacoby, 1996, p. 323). These findings are further explained and supported by Shroeder’s recent study which indicates that “the largest group of college students consists of hands-on, active learners who learn best through concrete experiences that engage their senses, beginning with practice and ending with theory” (as cited in Jacoby, 1996, p. 320).

Given the personal and academic benefits provided by service-learning opportunities, it is not surprising that an increasing number of college freshmen are more community service-minded than prior classes. According to a survey conducted by the Higher Education Research Institute at the University of California, Los Angeles (UCLA) under the sponsorship of the American Council on Education, “nearly 72 percent [of college freshmen] did volunteer work during the past year, compared with 70.3 percent in 1995 and a low of 62 percent in 1989” (Higher Education & National Affairs, 1997).
The Volunteer Services Board has also experienced an increase in student involvement from 164 student participants in 1992-93, the program’s beginnings, to 1,384 student participants in 1995-96. This represents a dramatic 744% increase in only four years. (Table 1 presents Historic Participation Data).

![Historical Participation Chart]

It is the firm conviction of the Volunteer Services Board that the programs, activities, and services outlined in the previous pages will lead Boise State University to the realization of many aspects of its own vision. The dedicated fee, as proposed, will enable the Volunteer Services Board to take far greater steps toward the fulfillment of these visions for community services, service-learning and academic excellence at Boise State University.

However, 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. Additional funding will enable Boise State University to initiate a service-learning program, fostering a mutually beneficial relationship between the university, students, and the community.

The Volunteer Services program was created, and is maintained, by students at Boise State University. Therefore, this is a fee requested BY STUDENTS for a student program which has become a vital, rapidly growing, organization, with much exciting potential.

Thank you for your consideration of this proposal.
Appendixes
Appendix A

Faculty Resources for Service-Learning

As the “Fourth Credit Option” is introduced to the academic departments, accessibility to a variety of service-learning resources will simplify the addition of a service component into existing courses. The Service-Learning Program can:

• Provide examples of learning contracts for experiential service learning.
• Provide a centralized means to record and track student service hours.
• Seek out and promote service projects geared toward the various specialties of different academic departments.
• Establish a campus clearinghouse of syllabi for courses which incorporate a service component.

Research and Assessment

The ongoing growth of BSU’s service programs is dependent on research and assessment. Research will measure the relevance of the programs to stated university and program goals. The service-learning staff will:

• Conduct needs assessments of faculty, students and agencies involved in service-learning so programs can be designed to meet these needs.
• Measure the outcomes of service-learning and volunteer experiences.
• Assess academic relevance.
• Conduct ongoing program and event evaluations.

Reflection Sessions

Reflection sessions are an essential component of service-learning. Reflection allows students to examine their personal volunteer experiences and apply those experiences to their course work. Students can reflect on “their service and learning experiences through a mix of writing, reading, speaking, listening, and creating in small and large groups and individual work” (Cooper, 1996, p. 1). With the dedicated fee, the Service-Learning and Volunteer Services Program would:

• Provide Reflection Sessions for service-learning student participants. This will allow them to process what they have learned from their volunteer experience and to examine the factors which created the need for the services provided.
**Training for Student Volunteers**

Growing concern regarding lack of student volunteer training has been expressed by students, faculty, and community agencies. A university-sponsored training program will enhance the structure and quality of the student’s volunteer experience, resulting in more knowledgeable and effective service-learning participants. With the dedicated fee, the Service-Learning and Volunteer Services Program would:

- Create training sessions and/or classes for student volunteers.
- Provide for a Training Manual for Student Volunteers.
- Create information packets to be sent to all BSU organizations. These packets will better assist organizations on how to plan a community service project. The packets will also allow the volunteer program to track the hours student organizations serve in the community.

**Campus Compact Membership**

Campus Compact is the primary professional association for higher education service-learning programs. Boise State University sought membership in Campus Compact in October, 1996 by means of a Letter of Commitment from Dr. Ruch. The President’s Office also contributed the funds for the first year’s membership fees. The dedicated fee will provide the ongoing funds for the annual membership fee. Campus Compact membership provides a number of resources, including: technical assistance and a national information clearinghouse; mini-grants for service programming; regional and national service-learning conferences; and research studies of member institutions.

**Outreach to Canyon County and Additional Campus Sites**

Centralization of a volunteer self-referral center at Boise State University has effectively encouraged community involvement among students. With the dedicated fee, the Service-Learning and Volunteer Services Program would:

- Expand the existing referral system to Canyon County and other additional sites.
- Expand the existing volunteer referral system to include more agencies and projects.
- Increase promotion and advertisement of volunteer projects.
- Evaluate referral services.
- Expand volunteer referral system to other convenient locations on campus.

**One full-time professional staff coordinator**

When adding a service-learning program to the existing volunteer services program, more intense coordination will be demanded by faculty, students and agencies. The Service-Learning Coordinator can:

- Provide closer follow through of the students at their service sites.
- Examining agency training and supervision for student participants.
• Make on-site agency visits to ensure quality placements of students.
• Advocate for service-learning on the BSU campus with faculty, staff, and administration.
• Assist faculty in building service-learning opportunities into curriculum.
• Coordinate regular meetings of the Volunteer Advisory Board.
• Monitor and evaluate programs/services to ensure high quality of program.
• Spearhead the development of scholarship awards and grants related to community service.
• Provide supervision and training for the VSB Director and advising to the entire Board.
• Coordinate professional activities related to service-learning programs.

**Alternative Spring Break**

“An alternative break program places teams of college students in communities to engage in community service and experiential learning during their school vacations. The communities that host alternative break teams may be near or far -- programs may place students as close as the a school’s home town or as distant as another country-but one thing they will have in common is an environment far different from that of a college campus” (Break Away, 1996). With the Service-Learning and Volunteer Services Programs dedicated fee includes:

• Membership to Break Away: a nonprofit organization that serves as a national resource of information on alternative break programs.

• Administrative costs of planning and running a quality break program.

**Administration Costs of a Service Scholarship Program**

The Service Scholarship Program would recognize students who have demonstrated extraordinary community service involvement, and have expressed a desire to make a difference in our world. The dedicated fee would provide the resources for program publicity and administrative support. The actual scholarships would be funded by outside contributions.

**Further Development of the Volunteer Services Board**

In order to be certain that VSB continues to meet the needs of BSU and the community, it must expand to accommodate growing exposure and interest. With the dedicated fee, the Volunteer Services Program would:

• Expand training and developmental opportunities to officers, including the implementation of updatable training manuals and more efficient marketing of available positions for student interns.

• Allow for conference travel to learn about other campus community service programs and to promote our own.
• Further develop the physical office of VSB, updating existing equipment and purchasing more as the need arises.

• Increase marketing of volunteer services at BSU, to generate more exposure for the VSB program and for BSU’s commitment to community service in general.

Special Events to Promote Volunteerism

The visible involvement of BSU in community service projects is important to the continued growth of its reputation as an educational leader. Projects like Into the Streets, the Fall and Spring Volunteer Fairs, Volunteer Appreciation Day, and the newly developed Martin Luther King Human Rights Day project make BSU’s commitment to community service apparent to students, faculty, and the community in general. With the additional revenue provided by a dedicated fee, the Volunteer Services Program would:

• Increase funding to its existing special events, in order to make them more comprehensive in nature, and more visible in the BSU and general community.

• Create more ways to recognize students, faculty and staff for the community service or promotion of community service they have accomplished and encourage them to continue and expand their involvement in volunteerism.

• Increase funding to existing special projects, in order to expand opportunities to students, faculty and staff.
Appendix B
Volunteer Services Board
FY97 Budget

INCOME:

Student Union and Activities $3,000.00
President’s Office $3,000.00
ASBSU $5,500.00

TOTAL $11,500.00

EXPENSES:

Organization Memberships $25.00
- Southwest Directors of Volunteer Services Membership
- Campus Outreach Opportunity League Membership

Postal and Mail Services $466.00
- Agency & Student Recruitment
- Into the Streets
- Two Volunteer Fairs
- Spring Volunteer Event
- Volunteer Recognition Event

Printing and Binding $3,413.00
- Table Tents for special events
- Flyers for all events
- Invitations for Volunteer Recognition Event
- Six newsletters
- Registration Cards for two events

VSB Director’s Service Award $4,600.00
- 13 months @ $385

Phone Expenses $666.00
- Two telephone lines
  - Fax services
  - Long distance calls
  - Cellular phones (at special events)

Photographic Services $85.00
- To have a photographic record of special events & VSB activities

Office Supplies $450.00
- Supplies to keep the office running smoothly
Advertising and Legal Notices $370.00
• Advertisement in the Arbiter
• Awards and Certificates to recognize BSU students

State Vehicles Rental and Mileage $ 80.00
• State vehicles for two special events

Merchandise Purchased for Resale $225.00
• Team leaders for Into the Streets are given T-shirts so they can be easily identified

Non State Employees $1,120.00
• Two Volunteer Fairs
• Into the Streets
• Spring Volunteer Event
• Volunteer Recognition Event
• Two all-day training sessions for the board
• Reflection Session for Into the Streets

TOTAL................................................................. $11,500.00
Appendix C 2 pages

Included copies of news articles about Boise State Service Programs
Appendix D
Overview of the Service-Learning and Volunteer Services Programs

Structure: The proposed dedicated fee provides for a two-pronged program, 1) the Service-Learning Program and 2) the Volunteer Services Program. An organizational chart for these programs is located at the end of this appendix (see Figure 1).

The day-to-day coordination of the two programs will be the responsibility of the Service-Learning Coordinator, a proposed new position. The annual budget review and oversight of the dedicated fee funds will be the responsibility of the Volunteer Advisory Board and, ultimately, the Student Union Board of Governors. The Volunteer Advisory Board will also provide feedback, suggestions, and advice on program direction for both the Service-Learning and the Volunteer Services Programs.

The Service-Learning Coordinator will be the primary contact person for faculty wanting to incorporate a service-learning component into their class, and for students wanting to receive credit for their service experience. In addition, the Coordinator will serve as an advisor to the student-run Volunteer Services Board (VSB). The Coordinator will be a member of the Student Union and Student Activities staff and report directly to the Associate Director of Student Activities. An estimate of the workload split between the two programs is 70% on service-learning and 30% on advising VSB.

The Volunteer Services Board is a student-governed board chaired by the Volunteer Services Board Director (service-award position) who is appointed by the ASBSU President. The other officer positions are filled by student volunteers who may register for an optional 3-credit internship. The VSB actively promotes community service opportunities at non-profit agencies and plans special events which introduce students to volunteering, such as Into the Streets and the Volunteer Fairs.

The Volunteer Advisory Board consists of BSU faculty, community representatives, students-at-large, and representatives from ASBSU, the Student Union & Activities, and the Volunteer Services Board. Meetings are held approximately twice a semester. The Volunteer Advisory Board provides feedback and direction for the overall service program. Issues addressed include promotion, funding, defining the scope of “community service” and program priorities.

Volunteer Advisory Board Membership (1996-97)

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<td>Bill Mech</td>
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<td>Dr. Jane Ollenburger</td>
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<td>Dr. Linda Anooshian</td>
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<td>Dr. Margaret Miller</td>
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<td>Theresa TenEych</td>
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<td>Dr. Ingrid Brudenell</td>
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<td>Marrianne Snodgrass</td>
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Volunteer Services Board Membership (Fall, 1996)

- Renee Smith, Director
- Carolyn Farrugia, Asst. Director
- Kara Price, Public Relations Director
- Paul Lim, Development Director
- Theresa Smith, Officer-At-Large
- Angela Maestas, Agency Referral Director
- Cameron Young, Officer-At-Large
- Tonie Fisher, Special Events Director
- Dan Nabors, ASBSU President
- T.J. Thomson, ASBSU Senate

History: (Table 1 presents historical participation statistics)

1992
The volunteer services concept was initiated and supported by the ASBSU President in 1992 when she organized an ad hoc committee to develop the program at BSU, and ASBSU sponsored two students to attend a national convention on community service.

1992-93
Students organized the first **Into The Streets** program which involved 130 BSU students, faculty, and staff in six different community projects on a Saturday morning. In March, 1993 the ASBSU President established, funded, and hired a new ASBSU student position -- Volunteer Coordinator. Outside Into the Streets, referrals of students to agencies involved 54 students and 12 agencies.

$ The program existed through financial assistance from the BSU President’s Office, the College of Social Science & Public Affairs, the Student Union & Activities, and from ASBSU with total funding amounting to $5,000.

1993-94
The first **Volunteer Fair** was produced and involved 18 agencies which recruited 69 student referrals. The second annual Into The Streets involved approximately 185 students in 8 community projects. In the spring, a **Tapping the College Resource agency workshop** was designed agencies might better understand the recruitment of college student volunteers. The purpose of the workshop was also to coach agencies on the expectations and interests of student volunteers. Forty representatives from non-profit agencies participated in this workshop and a positive working relationship between the BSU volunteer program and agencies was established.

$ The fiscal year funding was $9,000 of which $3,000 was funded as part of the University’s base budget, $4,000 from ASBSU, and $2,000 from Student Union & Activities.

1994-95
Emphasis was placed on establishing a student-governed board -- the **Volunteer Services Board** -- which was responsible for promoting community service opportunities to students and faculty, producing Into the Streets, the Volunteer Fair, and other special events, and developing procedures to work more closely with non-profit agencies. The third annual
Into The Streets program involved 307 students working at 24 project sites throughout the community! The fall Volunteer Fair had 23 non-profit agencies participating and resulted in 120 student referrals. The Spring Volunteer Fair had 30 non-profit agencies participating and resulted in 145 student referrals. The Volunteer Appreciation Day was initiated. It included an agency workshop, a reflection session for student volunteers, an awards ceremony and the film, “Volunteers.”

$ Total funding amounted to $8,400 of which $3,000 was part of the University’s base budget, ASBSU budgeted $2,400 and the Student Union & Activities contributed $3,000.

1995-96 The Fall Volunteer Fair had 33 agencies participating, and in the Spring of 1996 we had 39 agencies involved. VSB collectively assisted in 700 volunteers referrals. The fourth annual Into The Streets program involved 185 students working at 22 project sites throughout the community. VSB was the official Idaho Earth Fest 1996 volunteer recruiter, resulting in 140 student volunteers for this one day event. The 1996 Volunteer Recognition Ceremony in April recognized 14 BSU students and one faculty member who were outstanding volunteers at area non-profit agencies. The Volunteer Self-Referral Center (first year in operation) is a system that allows VSB to refer students interested in working on a long-term or short-term volunteer project with community agencies. The Center is located on the second floor of the Student Union and is assessable all hours the Union is open. Over 120 BSU students utilized the services of the Center.

$ Total funding amounted to $11,000 of which $3,000 was part of the University’s base budget, ASBSU budgeted $5,000 and the Student Union & Activities contributed $3,000.

1996-97* VSB continued to provide valuable resources to BSU students. The Fall Volunteer Fair proved to be a success with the number of agencies participating each semester increasing. The fall Volunteer Fair had 41 non-profit agencies participating and resulted in over 300 student referrals. The fifth annual Into The Streets program involved 175 students working at 22 project sites throughout the community. VSB officers are continuing to do volunteer referral outreach by speaking to over twenty classrooms and eight residence hall meetings about volunteer opportunities and special events. A holiday project was organized in conjunction with the Salvation Army and the Student Union. Requests from needy children were hung on campus Christmas trees and gifts were collected at ASBSU. The result was over 304 toys and gifts collected. The Volunteer Services Board organized three Martin Luther King, Jr./Human Rights Day Service Projects which involved the BSU campus as well as participants at the Governor’s ceremony at the State Capitol.

$ Total funding amounted to $11,500 of which $3,000 was part of the University’s base budget, ASBSU budgeted $5,500 and the Student Union & Activities contributed $3,000.

* Year to Date as of February 2, 1997
### Table 1

#### Historic Participation Data

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*to date participation as of February 2, 1997
Org Chart  Figure 1
Appendix E

Service-learning Statistics

• “Ninety-two percent of Compact institutions mention service or citizenship in their mission statement.” Boise State University’s mission statement recognizes a responsibility to society at large when it states that a BSU student will be prepared “for participation in society as an active, informed citizen” (Boise State University, 1995-96, p. 9).

• “Sustainable [service-learning] programs... require a stable institutional funding source. Campus Compact’s 1993 survey of its members reveals that the number of service-learning programs receiving institutional funding jumped from less than 50% four years prior to the research to over 80% in 1993” Cha and Rothman’s study (as cited in Jacoby, 1996, p. 311).

• “Campus Compact estimates that an average of 1,061 students participated in service projects at each member school.” Medium sized institutions of 7,000 - 20,000 students averaged 1,493 students involved in service (Kobrin & Mareth, 1996).

• “Adequate staffing from the beginning is key to long-term program success... Regardless of institution size, the service-learning program should ideally begin with a minimum of a full-time staff or faculty member and a full-time administrative assistant” (Jacoby, 1996, p. 238-239).

• “The Center for Service Learning ... notes three advantages for students: practical experience, job opportunities, and placement, and personal accomplishment” Southern University and A&M College Center for Service L-Learning’s study (as cited in Jacoby, 1996, p. 300).

• “Recent studies show that the largest group of college students consists of hands-on, active learners who learn best through concrete experiences that engage their senses, beginning with practice and ending with theory” Shroeder’s study (as cited in Jacoby, 1996, p. 320).

• “Four kinds of factors influence career decision making: genetic endowment and special abilities, environmental conditions and events, learning experiences, and task approach skills. The last two relate directly to potential outcomes of service-learning” according to Kromboltz, Mitchell, and Jones’ study (as cited in Jacoby, 1996, p. 84-85).

• “Service learning has been correlated with a higher grade-point average and improved academic performance” according to Greco; Hannah and Dworkowitz; Levinson and Felberbaum; and Nelms’ studies (as cited in Jacoby, 1996, p. 323).
• One study found that 90 percent of student volunteers reported that their service-learning was as valuable as or more valuable to them than classroom work” Krehbiel and MacKay’s study (as cited in Jacoby, 1996, p. 323). “Others indicate that community service enhances students’ moral development” Boss; and Boyd’s studies (as cited in Jacoby, 1996, p. 323). “and that it is effective in building student’s self-esteem” Adam’s study (as cited in Jacoby, 1996, p. 323).

• “75% of Compact schools offer at least one service-learning course (n=225)” (Kobrin & Mareth, 1996, p. 22).

• “Departments of Education (66%), Sociology (52%) and Psychology (51%), are the most common providers of service learning courses at Compact member institutions (n=219)” (Kobrin & Mareth, 1996, p. 23).

• “The University of Idaho offers 10 mini-grants of $500.00 for each faculty member wishing to incorporate service learning into their courses” (Kobrin & Mareth, 1996, p. 69).

• “Higher education is logically in a position to respond to social needs because one of its key functions is the development and application of new knowledge” (Jacoby, 1996, p. 318).

• “Communities now believe that universities and colleges not only have an obligation to apply their knowledge and expertise to the solution of problems, but they have to do so in a timely fashion with immediate and demonstrable results’ ” Plater’s study (as cited in Jacoby, 1996, p. 318).

• “On September 8, 1994, President Clinton wrote a letter to all college and university presidents- the first time any president has ever done so for any reason- asking for their help in inspiring an ethic of service across our nation” Jacoby, 1996, p. 17).

• A “1993 survey of nine thousand undergraduates reveals that 64 percent were involved in volunteer activities. This involvement occurs at all types of institutions of higher education. And the trend is established in all regions of the country: the Northeast (61%), the Midwest (65%), the South (64%) and the West (67%)” Levine’s study (as cited in Jacoby, 1996, p. 4).

• In contrast to the young people of the 1960’s, ‘today’s students are likely to express their lofty political impulses and practical desires to change the world through community service’” Coles’ work (as cited in Jacoby, 1996, p. 4).

• “The Federal Work-Study Program is the most popular type of community service program, offered by 64% of compact schools (n=225).” The second most popular project includes alternative breaks (60%)” (Kobrin & Mareth, 1996, p. 20).
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