A. AREAS OF STRENGTH.

FACULTY AND STUDENT CLASS SUPPORT
Service-Learning Program (SLP) staff provided personalized support to 25 classes each semester, assisting faculty with agency site development, student advising, monitoring, discussion facilitation, and evaluation of service-learning (SL) experiences. Many SL programs across the country do not provide this extensive assistance even though studies have found that staff support is a significant incentive to faculty. Providing extensive support has been a key element in the growth and maintenance of SL class offerings at BSU. The SLP is investigating ways to decentralize this support as way to adapt to program growth (see below).

PROMOTION: INCREASED AWARENESS OF SERVICE-LEARNING
This year the SLP staff expanded student awareness of Service-Learning on campus through a coordinated marketing campaign. This organized campaign included carefully crafted, scheduled, and targeted contacts with students, faculty, and community partners.

- SL staff used grant money to professionally develop a reservoir of multimedia materials, including professionally designed and produced brochures, a web page, table tents, banners, postcards, and table displays; a recruitment videotape; and written materials for catalogues and course schedules.

- SLP employed student staff as ambassadors to present to target classes, student groups, and academic advisors. These students also staffed tables at organizational fairs, marketing booths in the SUB, and at student orientations. Through these efforts over 3,500 students heard presentations about service-learning.

MEASURABLE GROWTH
The SLP exceeded 2001-2002 goals to increase student participants by 120, faculty by 10 and community participants by 10. (Much of the growth was through the Nursing program, with only four faculty participants from the core curricula of Econ, PoliSci, Comm, and Socio). In addition to achieving growth goals, the SLP proactively positioned itself for more aggressive growth in the years to come (see below).

PROACTIVE GROWTH MANAGEMENT:
SL staff investigated, synthesized, adapted, and improvised from national best practices in growth management to meet BSU SLP needs. New methods include:

- Automation of time consuming tasks through web/database initiatives

- Decentralization of student staff resources from SL Coordinator to faculty

- Implementation of new activities that facilitate long-term partnerships between agencies, faculty, and the SLP

- Policy and procedure streamlining: refined plans, timelines, checklists, and risk management protocol
• Division of Labor: trained and coached student staff to take responsibility for developing and streamlining subprograms including promotion, outreach, and assessment.

EXPLORING AND PROTOTYPING OF NEW INITIATIVES
In addition to focusing on improving quality in current programming, Service-Learning also supported several new, cutting edge initiatives:

• SL in distance education
• Multiple-class reflection
• Student and agency web/database registration

ASSESSMENT PROGRAM
With consultation from BSU Office of Institutional Assessment and other university SLPs, BSU SLP developed and/or revised instruments to assess student learning, faculty satisfaction, and agency benefit. These surveys were prototyped spring '02, will be revisited summer '02, and employed Fall '02.

COMMUNITY OUTREACH PROGRAM
Responding to agency and faculty feedback, BSU SL staff modified outreach efforts into a strong and comprehensive outreach program. This program includes a new focus on timely and complete information sharing, early faculty/agency rapport building, and involving agencies in evaluation student performance. Methods include coordinated site visits (17 in 2001-2002), comprehensive web-based materials, pre and mid semester orientations, more systematic agency/class matching, focus groups, and agency assessment.

B. AREAS OF PARTICULAR DIFFICULTY
- Communication continues to be a stumbling block to satisfactory SL experiences for students and agencies. The new, cleaner web/database processes should help.

- Recruiting participation by faculty in the hard sciences and engineering is difficult. Involving more science faculty as consultants and building partnerships with science-orienting agencies will help.

- Assisting faculty and agencies design successful service projects for less mature BSU students in core classes is challenging. Specific notation on class lists and up front clarification will improve the situation.

- The SLP database contractor has incurred repeated delays as well as increased the complexity of the final web/database. The SLP staff may have to integrate this automated "time-saving" system gradually; it may be awkward and time-intensive for the first year as bugs are worked out.

- The SL Coordinator continues to negotiate with Peoplesoft designers to develop a method to track student participants as well as mark student transcripts with SL designation. The process is understandably slow, and sometimes confusing and complex. Interoffice relationships for such projects are critical and yet delicate.
C. GOALS FOR 2002-2003
Due to success in awareness-raising with students and agencies, demand for SL has surpassed class offerings. Therefore, the main goal of next year will be to increase faculty awareness of, access to, support for, and participation in SL. Methods may include:

- Improve communication: develop and distribute an electronic newsletter, present at 10 faculty meetings, conduct 30 one-one meetings, distribute brochures more aggressively

- Improve SL proficiency with participating faculty: refine faculty handbooks, bring national speaker to BSU, send several faculty to SL workshops and SL conferences, and implement Title 3 Summer Institute (if the Title 3 proposal is funded)

- Focus staff time, research, and development on a faculty mentoring program, including funding a mentor in both teaching and research

- Instigate formal recognition for exceptional SL faculty by ASBSU; explore methods for institutionalizing formal recognition (through promotion and tenure criteria)

- Systematize financial compensation for faculty opting to list SL Labs

-3-