PROFILE

The mission of the Service-Learning Program is to foster citizenship and enhance learning through active involvement in academically-based community service. Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.

The SLP echoes the values and core beliefs of the University as stated in the campus strategic plan, including that students be prepared to contribute to the well being of their communities, and that education should develop citizens who can define and solve the challenges faced by human-kind.

PARTICIPATION INCREASE

1. Student participation increased 29% from FY 03 to 1,295
2. Numbers of faculty teaching SL class increased 29% to 36
3. Class offerings increased by 11 new classes
4. Agency partners increased by 33% to 32 agency partners with 53 different service activities
5. The new Community Work-Study Program placed 10 students with 7 different SL agencies
6. 55 faculty and agencies participated in partnership luncheons
7. Approximately 60 faculty attended one of the three “Orientation to SL in the Curriculum”

PROGRAMMING

Service-Learning Program (SLP) staff continues to provide personalized support to 30-35 classes each semester. This includes recruiting, orienting, and supporting faculty; developing and coordinating agency/class partnerships; orienting, advising, and monitoring students; facilitating class discussions; problem-solving multiple aspects of the three-way partnership; and evaluating service-learning (SL) experiences for students, agencies and faculty. This year the SL staff conducted two agency orientations, four faculty orientations, two partnership luncheons, and supervised over 40 classroom visits.

FY 04 assessment of students’ attitudes toward their academic and civic engagement suggests a need for improvement. Mean scores were down, decreasing from 70% in 2003 to 60-65% positive (with a high neutral of 25-30%). Regression analysis indicates the best predictors of student satisfaction are clear directions and experiences that foster insights and growth.

NEW AND EXPANDED PROGRAMS

Several programs have been expanded, improved, or created in the last year. They are listed below along with our continuing programs.

1. STUDENT SUPPORT
   IMPROVED:
   a. Produced a five minute video to explain SL and motivate SL students. This video assures students get consistent information.
   b. Added web-based function to enable students to select, unselect, and/or revise service-learning site and orientation dates online, as well as download all necessary forms including a detailed learning agreement.
2. **FACULTY SUPPORT**

EXPANDED:

a. Added new functions to web-database that allow faculty to view agency supervisor evaluations on-line.

b. Initiated competitive Faculty Development Grant Program. Granted just under $3,000 for six faculty. This funding was used mostly to purchase equipment and materials for SL courses.

c. Instituted new faculty development components: mentor program, newsletter, competitive grant program, and roundtables

CONTINUED:

a. Trained and supported four new Service-Learning teaching assistants.

b. Hosted four, well attended brown bag sessions and three faculty orientations

3. **AGENCY SUPPORT**

EXPANDED:

a. Designed and initiated “Service-Learning Agency Development” Program (SLAD). This quality-building program offers individualized services for agencies who: 1) work with 50+ students 2) have no volunteer coordinator or, 3) are new to service-learning. SL SLAD staff help agencies develop systems for scheduling, orienting, documenting, tracking, evaluating, and communicating with students.

b. Developed innovative student leadership program to support community agencies and SL students by placing student staff on-site at agencies. Offered on-site staff assistance (8 hours/week) to two largest agency partners: Headstart (50+ students), Idaho State Vet's Home (70+ students), as well as two new agencies (Family Advocacy Program and Fort Boise Mid High). This proved invaluable when agency supervisors became ill or otherwise unavailable.

c. Collaborated with Financial Aid to provide SL agencies with substantial staff support ($25,000 in student staff) through Community Work-study. SL staff recruited and coordinated hiring, placing, and evaluating of ten students to work with seven Service-Learning agencies.

d. Responded to agencies’ requests to conduct student evaluations on-line. This upgrade also allows faculty to view their student evaluations on-line immediately.

e. Produced and distributed simplified brochure designed for satellite site supervisors (Head Start classroom teachers, Vet’s Home recreation staff)

CONTINUED:

a. Conducted agency focus group to listen to agency suggestions for procedural adjustment.

b. Arranged for agencies to build relationships with faculty during site visits and luncheons.

c. Performed site visits and phone orientations with new agencies.
4. **CAMPUS COLLABORATIONS**

   **INCREMENTED:**
   
   a. SL & Financial Aid: Developed Community Work Study program and earned the trust and respect of Financial Director and Senior Accountant.
   
   b. SL & CEDB: Actively contributed to Cultural and Ethnic Diversity Board initiatives
   
   c. SL & Gender Studies: SL Coordinator served on the advisory board
   
   d. SL & Leadership Program: Designed and secured SL permanently in two Leadership Classes
   
   e. SL & Women’s Center: Served as a mentor for three returning women
   
   f. SL & Academic Support: Ensured eleven UNIV 101 courses enjoyed comprehensive SL support
   
   g. SL & Honors College: Presented to incoming students; sustained close relationship with Honors Coordinator
   
   h. SL & Nursing Dept: Consulted with Nursing Dept. on background checks study and curriculum
   
   i. SL & Health Studies Dept: Attended department retreat, presented SL, consulted with faculty
   
   j. SL & Albertson’s Library: Collaborated on the acquisition of “Congressional Quarterly Researcher” index to aid students in learning about critical social issues. This is part of the “Issue Education Project” that will be implemented on the web in 2004-2005.

**STAFF RESOURCES**

Proactively adapted resources for anticipated program growth:

1. Increased staff capacity and service delivery through “staff development” opportunities

2. Reconfigured phone, networking, space, job specialization and collaboration efforts

3. Increased staff retention to 100% for 2004-2005

**PROGRAM POSITIONING/REPUTATION**

1. SL Coordinator presented at two conferences: (NSEE conference in October 2003 (largest conference for Experiential Education) and the Western Campus Compact in March 2004 on the innovative SL web-based database. As a result of the latter presentation the California State University system has expressed interest in purchasing the design for the database

2. SL Graduate Assistant presented at Western Campus Compact conference on “Electronic Reflection and Blackboard”

3. Associate Provost attended Service-Learning Research Conference in Nov. 2003

4. BSU SLP enjoyed public relations successes through news stories in the Idaho Statesmen, Nampa newspaper, and local television

5. SL Coordinator represented BSU as a board member of the Idaho Inclusiveness Coalition

6. BSU earned a prominent position on the national SL Clearinghouse for exemplary use of technology and risk management

7. SL Coordinator’s abstract was accepted at top peer reviewed journal in SL
III. GOALS FOR 2003-2004

1. Maintain current growth level while increasing consistency and quality
   a. Add at least ten new SL courses
   b. Retain all current SL faculty participation
   c. Recruit and/or sustain agencies to match course need

2. Develop civic engagement programming
   a. Support momentum and program development of Civic Engagement Steering Committee and the American Democracy Project
   b. Participate in American Democracy Project conference August 1 and 2, 2004; work with the steering committee to develop and implement programming goals (yet to be determined)
   c. Develop handouts for faculty on 1) civic engagement teaching methods 2) distance learning and SL

3. Increase awareness of SL on campus
   a. Present at 10 faculty department meetings
   b. Staff a SL booth at all student fairs on campus, including orientation
   c. Present to ten SL feeder classes per semester
   d. Increase news coverage by Arbiter and NPR (three hits each)
   e. Continue collaborations with women’s center, financial aid, CEDB, gender studies advisory board, BSU Student Leadership Committee, and the new Diversity Requirement Committee
   f. Build collaborative relationship with the Volunteer Services Board by attending each other’s board meetings, co-sponsoring Volunteer Fair, and helping with trainings
   g. Develop recognition methods for faculty, agencies, and students. Dovetail with current recognition events

4. Prepare for program growth
   a. Decrease reliance on SL staff by faculty and agencies through the use of SL technology
      i. Refine “rogue” and "virtual volunteering" processes to facilitate student initiated projects
      ii. Conduct all assessments on-line (students, faculty and agency evaluate on-line)
      iii. Improve database functions to allow faculty to select and post agency projects on-line, and to share updates on participants on-line
   b. Increase SL student leadership in SL coordination. Develop department coordinators/SL interns; test it in one department, design manual, and secure funding for expanded program

5. Increase Resources
   a. Secure new grant to offset costs of new faculty development and American Democracy programs
6. Increase regional and national recognition of SL program (put BSU on national websites)
   a. Post BSU SL website and course syllabi on top three national sites
   b. Present at campus compact conference in March 2005
   c. Publish BSU Service-Learning vignette in national book on “Service-Learning and Student Leadership”

7. Improve Programming

STUDENTS: (All of these goals are continued from “FY03 Goals”).
   a. Implement new course model: the “stand alone SL course”, which accommodates student demand, independent of faculty participation
   b. Design and implement “virtual volunteering” opportunities for busy, disabled, or remote students
   c. Design and produce “informed reflection” web program (cutting-edge idea), including on-line “Interaction Tips”
   d. Implement new student feedback system to facilitate trouble shooting and improve satisfaction
   e. Improve student evaluations; strive for 80% positive
   f. Double student attendance at SL orientations and luncheons (increase to at least 4)

FACULTY
   a. Implement “Faculty Fellows Program”, a fifteen-hour faculty seminar series in October.
   b. Produce faculty video to be shown at faculty orientations
   c. Promote the use of “Civic Engagement” teaching techniques through tips sheets, presentations, discussions, mini-grants, etc.
   d. Restructure course approval process
   e. Refine and distribute new faculty manual, post on-line
   f. Develop faculty handouts to help faculty:
      i. integrate service with their teaching style
      ii. prepare students for SL
      iii. emphasize civic engagement in their classes
      iv. expand opportunities to include SL in on-line classes

AGENCIES:
   a. Videotape agency orientations (upon request) to use when students miss agency orientations
   b. Coordinate and conduct bi-weekly site visits to different agencies. Invite SL staff, VSB staff, and faculty