Primary Activities

1. **Expanded service-learning offerings by 13 new courses, including five new departments.** This process involves marketing to campus administrators, deans, and faculty leaders; recruiting, orienting, developing, and supporting new faculty; developing and coordinating appropriate agency/class partnerships; training and coordinating student staff to support the specific needs of each class; and increasing capacity of SL staff, infrastructure, and procedures to support quality growth. Information about the participation of faculty in SL is detailed in Appendix 6.

2. **Provided personalized staff support to 1,210 SL students** including marketing to students before class begins, giving in-class orientations, offering on-going personal support, monitoring, facilitating class discussions; problem-solving multiple aspects of the three-way partnership; and evaluating SL experiences for students, agencies, and faculty. Details about student outcomes are summarized in Appendix Six on the attached pages.

3. Recruited, hired, trained, and supported new .75 FTE Student Support Coordinator.

4. **Built and sustained campus-community partnerships** through X site visits (no data this year), three agency/faculty luncheons, daily individual consultations, and three group trainings on developing quality SL projects, orienting SL students, working with faculty, and using the SL web-database. Developed new strategy and detailed plan to recruit, support, and involve agencies at different phases of their development, including procedures to address low performing agencies. Increased work hours of Management Assistant (serving as Community Partnership Coordinator) from 10 to 11 months per year (still 30 hours week). Details about agency outcomes are summarized in Appendix Six on the attached pages.

5. **Facilitated faculty development** through consulting with 11 new faculty (averaging four meetings each), 10+ potential faculty (no firm data this year), and X current faculty (no data this year): securing a new Faculty Liaison position, hosting monthly workshops, facilitating a Faculty Fellows Program (a 12-hour faculty seminar on Service-Learning with 19 faculty participants), and coordinating a final focus group. Developed new strategy and detailed plan to support and involve faculty at different phases of their development. Details about faculty outcomes are summarized in Appendix Six on the attached pages.

6. **Provided personal assistance to 53 faculty** through classroom-based support and/or assistance in securing agency partnerships.

7. **Promoted the Boise State Service-Learning Program nationally and regionally** through presenting at conferences, supporting other university SL programs via the SL Listserv, and collaborating on the application
for national awards. Details about the impact of these activities are summarized in Appendix Six on the attached pages.

8. **Coordinated the recognition and celebration** of the collaborations of faculty, students, and agencies. Details about the participation in these activities are summarized in Appendix Six on the attached pages.

9. **Coordinated Boise State’s “Community Work study Program” and “Students in Service” Scholarship Program**, including marketing, recruiting, supporting, monitoring, and evaluating both student and agency participants, as well as updating records and writing reports to grantors. Details about participation and impact of these activities are summarized in Appendix Six on the attached pages.

10. **Wrote grant proposals.** Submitted proposal for and received two Learn & Serve sub grants each for $8,000 per year for three years. The first grant will expand SL into Chemistry, Business, and Engineering through new partnerships with K-12 after school enrichment programs; the second grant will expose Education pre-service teachers to SL pedagogy as well as raise awareness of SL among education policy makers and current teachers. Submitted another proposal for $300,000 Learn & Serve grant; the proposal was not funded.

11. **Conducted 38 outreach activities to students, reaching 758 students:** Details about outcome, impact, and participation of these activities are summarized in Appendix Six on the attached pages.

**PRIORITIES AND INITIATIVES FOR THE NEXT TWO YEARS**

1. **FACULTY:** Increase capacity and autonomy of faculty through expanded faculty development programs. Increase quantity, quality, and scope of faculty workshops on SL. Maximize use of Faculty Liaison position.

2. **AGENCY:** Build capacity and quality of community partnerships through improved agency trainings and site visits. Increase community partner voice and buy-in.

3. **STUDENT:** Increase student satisfaction with SL by helping them through specific developmental phases of SL experience. Focus on helping students have a strong first three weeks (getting oriented and settled). Expand SL student orientations, focusing on pre-semester marketing and self-paced online orienting.

4. **DEPARTMENTS:** Promote growth of SL in departments with no or little SL. Be a visible and easily accessible structure to assist faculty with SL and to broker the relationships between faculty and community partners. Visit faculty individually, attend faculty meetings; speak at chairs and deans events about services to faculty, departments, and colleges, participate on campus committees. Promote SL in departmental curriculum and culture so it is not teacher dependent.

5. **COURSE MODELS:** Support growing interest among faculty in “problem-based SL courses”. Assess needs, adapt current programming, design new procedures (web interfaces, database functions, forms, community logistics) and train SL staff to support this course model.

- SL course offerings increased by 13 new courses, including courses in Art, Bilingual Education, Communication, Engineering, Foreign Language, Gender Studies, History, Masters of Business, Administration, Psychology, and Social Work; added two summer courses in Social Work and Management. This exceeds the goal of 10 new courses per year.
- Faculty teaching SL class went from 57 to 55
- New faculty: 12 (4 tenured, 4 assistant, 4 adjunct)
- Total faculty: 55 (18 tenured, 15 assistant, 22 adjunct)
- SL staff assisted 37 faculty with classroom support and/or agency partnership building
- Student participation increased from 1,672 to 1,785 (per year, including summer), totaling 36,453 hours of service
- Percentage of graduating seniors who have taken SL courses is 23%
- Seven colleges (all but Honors), including 26 departments (five new) offered Service-Learning classes
- 89 classes (53 unique classes, 36 with repeated courses Spring/Fall or repeated sections)
- Community Partners: 75, Specific SL Projects: 215
- Aligned SL with these specific campus initiatives including the Leadership Program and the new Masters of Population Health, both of which have SL experiences built into their sequenced curriculum

Student Outcomes:
- Participation: over 1,210 Service-Learning students received personal classroom–based support from SL staff in Fall, Spring, and Summer semesters.
- Satisfaction: 67.5% (FA 06), and 70.5% (SP 07) students would recommend SL to other students.
- Impact:
  - Succeeded in promoting civic engagement
    - 40% (FA06) and 41% (SP 07) of all Service-Learning students surveyed reported that they will continue volunteering with their agency after the class ends
    - 62% (FA06) and 68% (SP 07) reported that the SL class helped them become more interested in solving community problems
  - Succeeded in enhancing learning
    - 65.5% (FA 06) and 72% (SP 07) reported that SL helped them see how course concepts can be applied to everyday life
    - 49.2% (FA 06) and 60% (SP 07) reported that they will be able to use and recall course information better because of the SL experience

Agency Outcomes:
- Participation: 55 agencies, 107 specific projects (FA 06); 60 agencies, 108 specific projects (SP 07)
- Satisfaction: X improved evaluations (Based on student site evaluations). X % satisfaction from agencies – Will collect this data next year
- Satisfaction:
  - 94.6 % would recommend SL to other community organizations. (n= 37 out of 60)
  - 89% reported that support from SL staff was sufficient
- Impact:
72.9% reported that students provided services that otherwise would not have been provided.
30% said, as a result of their connection with this SL university course, their perceptions of Boise State University improved (65% remained unchanged).

**Faculty Outcomes:**
- **Satisfaction:** X faculty rated Faculty Fellows Seminar (data is available, would need to be analyzed)

**PR Outcomes: Impact:**
- Boise State Service-Learning Program was highlighted by national organizations, consultants, websites, and publications as a model program in the areas of database technology, student leadership, assessment, and risk management.
- Boise State SLP contributed to two books:
- Boise State won a place on the U.S. President’s Honor Role for Community Service, and earned Carnegie Classification for Community Engagement.

**Recognition Events and Participation:**
- Participation at SL recognition events (2 Civic Engagement poster sessions, one volunteer recognition dinner): contacted 230 people
  - 120 people attended the Civic engagement poster session
  - 110 attended the volunteer recognition
- 46 faculty received recognition letters from AVPs (coordinated by SL staff)
- 11 faculty were awarded mini-grants to recognize and support their SL participation
- 1 faculty was awarded travel funds to participate in SL-related conference

**Community Work study Program Outcomes:**
- Participation: 10 work-study students were recruited and placed with 7 community agencies, which benefited from 70% subsidized student wages. These community-work study students contributed 2863 hours of work to agencies addressing community needs (data is available, would need to be collected from Financial Aid)
- Impact: Brought $11,500 in scholarships to Boise State students to help them pay for college or graduate school. These service scholarship students contributed 3,900 hours of work to agencies addressing community needs.

**Student outreach outcomes:** Number of people reached with Service-Learning messages:
- Marketed to students at Orientations and other Student Affairs events: 15 events, contacted 249 students
- Community Civic Presentations: Soroptomists Club: contacted 36 people
- Presentations to student groups: 4 presentations, contacted 104 students
- Class Presentations: 19 in addition to SL classes, reached 405 students
- Press/Marketing Efforts: Arbiter insert reached up to 7000 people