Service-Learning in STEM
This year SL staff focused on building connections between STEM disciplines, service-learning, and K-12 schools. These efforts included hosting STEM faculty brown bags, collecting STEM-related SL curricula for K-12 outreach, building partnerships with several public environmental research centers, land management agencies, and natural resource education organizations, and environmental protection groups. SL staff networked with several STEM-focused youth programs around the state. These conversations helped provide a clearer picture of the potential for future connections between Boise State STEM faculty, service-learning, and K-12 STEM programs.

Service-Learning Photo Exhibition Held in the SUB
Service-Learning (SL) staff collaborated with Photography instructor Shawna Hanel to exhibit SL student work in “To Be of Service” Art Exhibition in April 7-May 23, 2011 in the Student Union Gallery. The idea for this project grew out of Hanel’s year as a Boise State Teaching Scholar. Seventy-four photographs by Hanel’s students captured SL students in action and the community needs they addressed, including hands-on learning in public health, science education, youth empowerment, poverty prevention, elder care, and environmental and animal stewardship. A variety of agencies participated, including Boys & Girls Club of Ada County, the Discovery Center, ALPHA (Allies Linked for the Prevention of HIV and AIDS), and Boise Urban Garden School.

Service-Learning Connects to K-12
To encourage SL growth in K-12 classrooms and in the College of Education, SL Staff collaborated with the Boise State Writing Project and the College of Education to design a summer “Service-Learning & Inquiry Institute” to bring together Boise State pre-service student teachers and experienced K-12 teachers to learn service-learning and inquiry methods, and to provide support in implementing these methods into K-12 curriculum. In addition, SL staff and K-12 SL consultant Gayl Loutzenheiser developed SL mini-grants, web resources, recognition venues, and support networks for current and student teachers in the Boise School District to implement new SL projects.

Service-Learning Produces Online Orientations
Responding to requests for everything to be online, the Boise State VISTA worked with four other Idaho Universities to develop self-paced, web-based SL trainings for faculty that would benefit all four schools. Eventually these materials will be made available for nationwide audiences. This meets the needs of select faculty who request online workshops. Using an innovative presentation program called “PREZI”, these three training modules cover an introduction to service-learning, reflection theory and application, and building successful community partnerships. To meet students’ online needs, SL Staff collaborated with Dr. Caile Spear and three Video Production classes to design 29 five- to seven-minute agency videos students can watch before selecting a community partner. In addition, SL staff are creating a series of brief, humorous videos to better instruct students on SL expectations, accountability, and professionalism.
Service-Learning (SL) Programs, Services and Activities

The mission of the Service-Learning program is to foster active citizenship and enhance learning through academically-based community service.

a. SL Class Offerings: “Developing outreach and networking opportunities with the community”, “Promoting faculty and student interaction”, and “Retaining a diverse student body”

Service-Learning (SL) classes provide opportunities for students to experience community-based learning and public engagement. This year, the SL Program facilitated the expansion of service-learning offerings by 30%, from 120 sections to 152 sections and from 2,412 to 3,185 students. These developments are summarized in Table 15, along with information about the number of faculty involved in SL.

While much of this growth was unsolicited (faculty initiated the contact), SL staff deliberately developed class offerings in Teacher Education and STEM disciplines, as per our grant agreements. In Teacher Education, SL staff built a campus-community alliance that resulted in a “Service-Learning and Inquiry Institute,” in which BSU students studying to be teachers were paired with current teachers; both will receive SL training and continued support as they implement SL lesson plans through the following year.

In STEM disciplines, the SL Director discussed SL with three STEM chairs and spoke with over 10 faculty in biology, chemistry, civil engineering, and geoscience. The concrete results include five biology faculty who will start using SL in Fall 2011, and three new organizational partnerships: STEM Station, the Office of Energy Efficiency Research Institute, and the community outreach program of the Idaho Department of Environmental Quality.

Assessment and Future Plans: This unprecedented growth is due to three factors:

- the return of six SL faculty who had not taught in FY10
- six SL faculty or departments adding sections of SL classes
- ENGL 101 and 102 sections expanding from 9 to 19 because of the SL Faculty Liaison encouraging graduate student instructors to use SL. This last factor reinforces the significance of the recruiting role of the SL Faculty Liaison, and will be a priority consideration in selecting future Faculty Liaisons.

The SL Program was invited this year to collaborate on Core reform initiatives and Concurrent Enrollment programming, which could double SL participation (and demand for services). SL staff anticipates additional growth will come from faculty and students developing SL projects independent of the SL Program. Because these independent projects raise liability issues for the university, SL staff are working with BSU General Counsel and Risk Management to revise current risk-management guidelines to accommodate this decentralized growth.

In addition to this year’s 30% growth in student participation, these opportunities have prompted SL staff to assess program capacity and revisit priorities. In FY12 the SL staff will complete a strategic planning process to maximize capacity while managing growth. Specifically, the staff will do the following:

- Analyze 2011 stakeholder surveys to gauge which support services are most valued.
• Revisit student staff configuration to maximize capacity.
• Research how other SL programs increase capacity.
• Refine systems to increase efficiency and effectiveness using outsourcing and automating.
• Address issues related to growth (use of best practices, accountability, and liability).
• Build strategic partnerships that increase capacity or provide complimentary services.

b. Faculty Development Opportunities (Workshops, Consultation, Resources): “Providing development opportunities for faculty to integrate research and teaching”, “Fostering faculty and student interaction”, and “Recruiting and retaining faculty to support the vision”

This year, SL staff focused on offering smaller workshops on demand, rather than larger, general-purpose workshops. In addition, the SL staff collaborated with the University of Idaho to create three Prezi workshops (self-paced, web based SL trainings) for faculty who are unable to attend in-person workshops. SL staff also provided consultation services for 45 unique faculty, for a total of 95 individual consultations.

SL staff sent bi-weekly emails to faculty that included reminders aimed at encouraging faculty/student interaction, including reminders to check-in with students about their SL experiences and to include student voices during reflection discussions.

Assessment and Future Plans:
In May 2011, SL staff surveyed all current SL faculty (n=67 of 86) to assess which staff support services faculty find most critical, including individual meetings, personal check-ins, recruiting community partners, classroom support, and recognition events. Preliminary examination of the data suggests that faculty newer to Boise State and newer to SL value faculty support more than experienced faculty, but they also desire more services to be available online. In FY12, SL staff will do the following:

• Continue analyzing this data relative to faculty development and support with the goal of building capacity while preserving quality SL. This analysis will likely result in trimming less popular or less necessary activities; streamlining, automating, or outsourcing low-stakes activities; and asking faculty to take on more responsibilities for maintaining partnerships.
• Launch the Prezi online faculty workshops and design a method to assess faculty use and satisfaction.
• Resume the popular 9-hour “SL Faculty Fellows Institute.”
• Refine the faculty intake system to incorporate Prezi modules, self-screening checklist of realistic expectations, a risk assessment checklist, and firmer deadlines. These refinements are intended to slow growth while increasing the use of best practices among faculty.
• The SL Director will assign phase levels to faculty reflecting the level of support they currently request, and intentionally offer services to support and involve faculty at different phases of their development.

c. Community Partnership Development: “Developing network and outreach opportunities with the community”

The SL Program develops network and outreach opportunities with the community through site visits, regular contact with all new (or struggling) service-learning agencies, and assistance in planning, drafting, and troubleshooting service-learning projects.
In August 2010 the previous SL Community Partner Coordinator left the position, and the position was held by an interim coordinator for a period of five months. A new coordinator was hired in January 2011. Since then she has conducted 20 site visits and held 7 in-depth phone consultations with new or struggling community partners. In addition, she and the SL staff attended 74 agency orientations for SL students in spring 2011. There was a slight decrease in the number of active agencies, but the number of projects increased in 2010-2011; this reflects a new partnership model in which SL expands and deepens partnerships with existing agencies rather than recruit new agencies to meet the increasing project demands of new SL courses.

Additionally, during the 2010-2011 year, SL Staff, in collaboration with Dr. Caile Spear, developed online agency introductory videos for students to view before their service, in an effort to improve the student/project fit. During the 2010-2011 academic year, 11 videos were produced for key community partners (partners that support large numbers of SL students). Additionally, 18 videos are currently being produced with the support of three spring 2011 courses. SL staff are currently assessing the impact of these 29 videos and planning for future implementation.

Assessment and Future Plans: In May 2011, the Community Partner Impact Survey was revised and sent to 75 community partners. Twenty-nine community partners (CPs) responded; below are the responses to the key indicators.

- 93% agreed or strongly agreed that SL students enhanced their organization’s capacity to meet community needs.
- 93% agreed or strongly agreed that they would recommend SL partnerships to other community organizations.
- 97% agreed or strongly agreed that support from the SL staff was sufficient.
- 84% were satisfied or highly satisfied with the level and quality of interaction with faculty.
- CPs felt that the services of “Initial Orientation/Training” and “Weekly Emails by the CP” were most critical to their initial implementation of SL. In their continuation within the SL Program, CPs found the “Weekly Emails by the CP” and “Troubleshooting Issues (e.g., database, student, faculty)” to be most critical.

Based on this data and the capacity needs of the SL Program, in FY12 the SL staff will implement the following programs with CPs:

- CP Recruitment: fill the existing capacity within current projects, and recruit new projects only in high-demand issue areas (e.g., addiction, homelessness, animals).
- CP Orientation: SL Staff will refine the intake process to honor those “high touch” services that CPs rely on, while automating “low touch” services (e.g., online training).
- CP/Class Matching: SL Staff will implement a new “CP track” system in Fall 2011. The goal is to decrease the number of faculty per CP and to encourage more interaction between faculty and CPs. Additionally, the tracks should allow student staff to take on additional responsibilities in supporting CPs.

**d. Student Support:** “Providing student-centered services” and “Recruiting and retaining an academically-prepared and diverse student body”

The SL staff and SL Ambassadors (student staff) provide individual and classroom-based support, as well as outreach to potential SL students. As a result of outreach presentations and events, in FY11 SL
staff made contact with approximately 725 potential SL students, a 17% increase from FY10. This growth is likely due to the growth and success of New Student Orientations. In addition, SL staff provided direct support to 2,283 students through in-class and onsite orientations, reflections, and individual consultations. This number doubled from 2009-10, because SL staff used a more accurate method of counting supported classes, one that recognizes the value of orientation presentations and allows for a more refined view of “high” support versus “low” support classes. SL staff visited SL classrooms 101 times in 2010-11: 77 in-class orientations, 9 reflection sessions, and 15 check-ins. SL student staff attended approximately 50 community agency orientations alongside students.

A focus during this reporting period was to increase the amount and quality of reflection, and a significant amount of progress was made on this front.

- Restructured job descriptions for student staff to create more opportunities and support for SL student reflections onsite.
- Conducted a literature review of the academic underpinnings of why reflection is critical to student success in SL
- Forged a relationship with Student Involvement and Leadership Center to better orchestrate student leadership development and civic engagement between the SL Program and Student Affairs.

Assessment and Future Plans:
Student enrollment increased by 32%, and hours served increased by 25% from 2009-10. In 2010-11:

- 3,185 students contributed 73,538 hours of service
- 682 students, or 22% of all SL students, were from classes in which SL was optional. The number of students opting in to SL increased from last year, but the percentage stayed about the same (in 2009-10, 546 or 23% of all SL students were optional).

In Spring 2011, SL staff revised the student evaluation of their SL experience and moved it to an online format using Qualtrics survey software. This change greatly increased the staff’s ability to analyze data to better support students; however, it also disrupts data consistency from previous years because the sample size and make-up changed, primarily because students could elect not to complete the online format. However, our five key indicators clearly demonstrate the success of SL as a teaching and learning strategy, as reflected below:

- 89.8% agree or strongly agree, "I would recommend SL to another student"
- 77.7% agree or strongly agree, "SL helped me understand the basic concepts and theories of the subject"
- 75.9% agree or strongly agree, "SL motivated me to help solve community problems"

SL staff asked new questions on this year’s survey to gain a more accurate picture of student perceptions of reflection activities. This year’s data will serve as a baseline for measuring the impact of continued efforts to encourage quality reflection:

- 85.2% agree or strongly agree, "My instructor used class time and assignments to help students relate the SL to the course content."
- 80.1% agree or strongly agree, "Activities and assignments in this class helped me examine my responsibilities to the community."
The key findings of a statistical analysis of the survey data indicate that demographic data (age, gender, off-campus work hours, and previous volunteer experience) did not have any moderate or strong correlations with any other questions in the survey. There was a very strong positive correlation in the following areas:

- between students reporting that activities and assignments helped them examine their responsibilities to the community and students reporting that service-learning helped them better understand the basic concepts and theories of the subject.
- between students reporting that SL helped them understand community problems and motivation to help solve community problems.
- between students motivated to solve community problems and students reporting that SL helped them gain practical experience, and fostered personal insight and growth.

More than any other measures, “experiencing personal insight and growth” and “gaining practical experience” had the most positive correlations.

The findings listed above underscore how critical quality reflection (on community issues and responsibilities) is to positive student outcomes. SL staff will incorporate these findings into their support of faculty and community partners, as well as into messages to students. SL Staff will also increase the opportunities for students to learn about and reflect on community issues and civic responsibility. Future analysis of student evaluations will explore differences between optional and required classes, and classes in which faculty requested no support versus those in which they requested high support.

In addition to collecting student outcome data online, SL staff is refining how it tracks and assesses faculty use of support services. In FY10 staff counted whether faculty used CP or classroom support services. In FY11 staff counted whether these faculty used low, medium, or high levels of support. In FY12 staff will also count which levels and which subtype (e.g., using established CPs or requesting new ones); this assessment will show specific use of staff time by faculty, class, faculty phase, class size, etc. Combined with student evaluations, this refined tracking will enable staff to compare outcomes with the use of support services. These data will drive faculty recruitment, staffing, and other resource allocation.

e. Community Work Study Program, BroncoTutors, and “Students in Service” AmeriCorps Scholarship Program: “Providing student-centered services” and “Recruiting and retaining an academically-prepared and diverse student body”

The SL Program facilitates community-based student employment (CWS and Bronco Tutors) and manages the AmeriCorps "Students in Service" scholarship program (SIS) for students who serve 350-900 hours per year. These are examples of programs that help SL achieve the goal of encouraging students to continue to serve beyond SL activities.

This year the SL staff enrolled and supported 59 students in SIS, which is a slight increase from 2009-10. The 59 students will receive a total of $107,708 in SIS scholarship funds. Staff also secured $3,000 in grant funds from Washington Campus Compact to market the SIS program.
In FY11, the Coordinator for Community Partnerships recruited, supported, monitored, and evaluated 15 students and 6 agency participants in the community work-study program and 18 in the Bronco Tutors program (formally called Family Literacy Program) at 6 local elementary schools/literacy sites. As a part of the support offered to CWS and Bronco Tutors, the Coordinator for Community Partnerships conducted one large reflection session in the spring.

Assessment and Future Plans:
In FY11 CWS and SIS student and community partner (CP) evaluations were conducted at the end of the year. The return rate was 58% for CPs and 40% for students. The responses were overwhelmingly positive from both students and CPs.

- 93% percent of the students agreed that they were making a positive impact on the community or on the individual students they served
- 85% of the students agreed that their work gave them insight into their coursework.
- One student commented, “I want to go into pediatrics after my undergraduate career so being able to see how children interact and how they learn is something that fascinates me. I also love the fact that I have been able to see students grow in a positive way. I have been able to see them progress and get better in their reading and their writing skills. This is a reward that I love seeing and makes me want to keep helping.”
- 100% of CP respondents were very satisfied with the overall experience with the CWS and Bronco Tutor program.
- ANSER Charter School commented on the overall impact of the Bronco Tutor Program: “We feel fortunate that this program has provided us with mature students who are here for more than just their work study, but also to make a difference in a child’s life. The connections Boise State Bronco Tutors students make with our students have in some cases been life changing. I know with great certainty that this program helps us to, especially in these times of diminishing resources, provide our students with the best education we can in the least restrictive environment, thus allowing all learners to make progress, despite challenges that may otherwise prevent their academic success. This program makes a difference in the lives of children. Thank you for making this possible.”

SL staff also implemented a new assessment focusing on CWS program coordination. Based on this and other data, SL staff will develop a cadre model for both the Bronco Tutors and CWS Program that includes a beginning-of-the-year meeting/training, monthly updates via email, and an end-of-the-year reflection session. Additionally, to improve relationships with Community Partners, SL staff will conduct site visits and renew and revise Memorandums of Understanding as necessary. In the coming year, SL staff will build collaborations with Student Involvement and Leadership Programs to extend their leadership training to CWS and SIS students.

f. Community-building and Recognition Events: “Recruit and retain faculty to support the vision” and “Recruit and retain an academically-prepared and diverse student body”

Continuing our tradition of recognition and celebration as a vital tool in the retention and satisfaction of faculty, students, and community partners, the SL Program hosted important recognition events this year:
- a Faculty/Agency lunch mixer (~90 attendees)
- two combination Civic Engagement Exhibition and Faculty/Agency evening mixers (~250 attendees total).
The events provided critical opportunities for faculty and agencies to network and plan for future partnerships and honored students’ accomplishments in the classroom and the community. An online survey conducted at the exhibition events yielded very positive results, with 179 respondents completing the survey, and 92% reporting being satisfied/very satisfied with the events (averaged fall and spring).

This year the SL staff collaborated with photography instructor Shawna Hanel to exhibit SL student work in the exhibition "To Be of Service," displayed from April 7 to May 23, 2011. See "Highlights".

g. **Service to the Campus Community:** "Promoting diverse communities that foster faculty, staff and student interactions" and "Creating an organization that is responsive to change"

All of the SL staff offered service to the campus this year. The Director continued her leadership on the Refugee MOA Committee, the Cultural and Ethnic Diversity Board, and HERS West. To make time for faculty outreach and support, the Director reduced her involvement in other campus committees and delegated some administrative aspects of the campus-wide initiatives to the new VISTA.

The VISTA helped coordinate a partnership between the Boise School District and two other campus programs (the Boise State Writing Project and the College of Education pre-service teacher program) to kick-off a Service Learning Institute focused on pre-serve and current teachers. The Director also facilitated donor-funded mini-grants for SL teachers; she designed the grant application, helped to process the grants as they were approved, and designed a website to promote the grant and provide information.

The SL staff developed a joint initiative with the Student Involvement and Leadership Center to orchestrate the community engagement programs students will encounter through their college experience. In January this group narrowed its focus to determining how to support the UF200 course.

The Coordinator of Student Support continued a partnership with Leslie Webb, Assistant Vice President for Student Affairs, to present “Beyond the Classroom” to approximately 175 parents at New Student and Family Orientations. The presentation provides research and testimonials about the importance of student engagement and gives an overview of opportunities in both Student Affairs and Academic Affairs for involvement.

The Coordinator of Community Partnerships consulted several times with Trio and Upward Bound, including giving an in-service on SL to teachers and students.

**Assessment and Future Plans**
In FY12 the SL staff will do the following:

- Work closely with the Foundational Studies Program Director and UF200 faculty to support SL in UF200.
- Resume monthly conversations with Student Affairs and Student Leadership and Involvement Center about orchestrating community engagement experiences for students.
- Continue to partner with New Student and Family Programs to increase awareness of community engagement opportunities through SL and other programs.
Collaborate with the Provost’s Office to explore possibilities for a campus community-engagement council.

**h. Connecting Beyond Boise State:** *Contributing to the milestone of “Recognizing Boise State for integrating research with teaching and learning in high-quality environments”*

SL Staff continued to assist and network in the Treasure Valley, statewide, and throughout the region and nation, as the following examples illustrate:

- **Treasure Valley:** SL staff initiated discussions with the United Way, the Idaho Nonprofit Center, and a coalition of volunteer coordinators (SWIDOVS) about ways to build community capacity for SL students.
- **Statewide:** SL staff continues to collaborate with the SL programs at five other Idaho universities, including UI, LCSC, ISU, CWI. For example, the Boise State VISTA worked with UI, LCSC, and ISU to develop training modules that would benefit all four schools. In addition, SL staff met with UI SL Director to discuss models of student leadership and reflection in service-learning.
- **Statewide:** The SL staff co-sponsored two statewide meetings, including the annual Idaho Refugee Conference and the Governor’s “Brightest Stars” Ceremony to promote SL, service, and volunteerism within all levels of education.
- **Regionwide:** The SL Director presented at the Western regional SL conference, along with a new faculty member from Counseling Education. The presentation, (“Preparing Students to Work with Refugees: Lessons Learned”) was very well received according to session evaluations.
- **Nationwide:** Boise State continues to receive requests to share our SL model with other campuses. In FY11 SL staff hosted visitors from Mississippi State University and Oregon State University and responded to questions from three other campuses.
- **Nationwide:** SL staff facilitated Boise State’s membership in the national Presidential Honor Roll for Community Service. This award and the subsequent press release increased the public’s awareness of Boise State’s contribution to the local community.

**Presentations:**

- Beyer Hansen, F. (2011). *Service-Learning in ENGL 101 and ENGL 102.* Inservice for Boise State English Department, Boise, ID

**i. New Funding and Grant-Funded Initiatives:** *“Obtaining fiscal resources necessary to support the vision”*

**New Funding:**
SL staff brought in grants and contributions of over $73,000 in FY11. These include the following:

- $3000 in grant funds for FY11 to coordinate the Students in Service Educational Award Program
$20,000 in private donations to continue work with Boise School District to promote SL in K-12 education and teacher preparation, as part of a written promise for $100,000 ($20,000 per year for four more years) for the K-12 Service-Learning Initiative that builds on previous grant funded SL programs

Full-time VISTA member for a third year, valued at $35,000

$15,000 to support SL in STEM. This was the first year of a three year grant, but Congress cut funding for the subsequent two years.

Assessment and Future Plans:
Our main granting institution, Washington Campus Compact (WACC), consistently praises BSU for high achievements, regional leadership, and quality grant reporting. WACC site visits to BSU continue to yield high marks with no recommended changes.

In FY12 SL staff will continue conversations with the Advancement Office to raise private funds to support SL growth, particularly because Congress cut federal “Learn and Serve” funding for SL programs. Fundraising will be a part of our future strategic plans.

j. Advances in Infrastructure: CTC: “Provide student-centered services”; “Developing network and outreach opportunities with the community”

In anticipation of continued program growth and complexity, SL invested staff time this year to upgrade organization infrastructure in order to more efficiently provide student-centered services and networking opportunities in the community. Some of the accomplishments include the following:

- Refined and implemented a new web/database function ("the Bucket") to accommodate the growing number of students and faculty who request more flexibility in SL project selection.
- Piloted SMARTSHEET software to track and coordinate faculty, community partner, and class service requests and updates.
- Worked with faculty leader Caile Spear to develop 18 agency videos for students to view before their service in an effort to improve the student/project fit.
- Completed the recruitment, search, hiring, and training processes for Community Partnership Coordinator, VISTA, and student ambassadors.

Service-Learning Workshops & Round Table Discussions

<table>
<thead>
<tr>
<th>Workshop/Event Title</th>
<th>Date</th>
<th>Hrs</th>
<th>Attendees</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Service-Learning: The Nuts and Bolts</td>
<td>9/23/2010</td>
<td>1.5</td>
<td>8</td>
<td>6.25</td>
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<td>Service-Learning: The Nuts and Bolts</td>
<td>9/24/2010</td>
<td>1.5</td>
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<td>Community-Based Research: Best Practices</td>
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<td>Community-Based Research: Best Practices</td>
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<td>1.5</td>
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<td>Documenting Service-Learning: Recognition, Tenure, and Portfolio Development</td>
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<td>Community-Based Research: Identifying Partners, Securing Funding, Producing Scholarship</td>
<td>3/16/2011</td>
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<tr>
<td>Service-Learning in STEM: Assessing Outcomes of Outreach</td>
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<tr>
<td>Service-Learning in STEM: Models of K-12 Outreach</td>
<td>4/22/2011</td>
<td>1.0</td>
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</table>

¹ Participants in these SL/STEM events were present by invitation and were not asked to evaluate the session.
### Table 15. Comprehensive Summary of Service-Learning Programming 2010-2011

<table>
<thead>
<tr>
<th>Category</th>
<th>2010-2011</th>
<th>2009-2010</th>
<th>Significant Change²</th>
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</thead>
<tbody>
<tr>
<td>a. Course Data</td>
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<tr>
<td>Total SL Courses</td>
<td>152</td>
<td>120</td>
<td>+27%</td>
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<tr>
<td>Number of courses taught for the first time</td>
<td>21</td>
<td>11</td>
<td>+91%</td>
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<tr>
<td>Departments offering SL courses</td>
<td>32</td>
<td>29</td>
<td>+10%</td>
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<tr>
<td>New Departments offering SL courses</td>
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<td>2</td>
<td></td>
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<tr>
<td>Colleges offering SL courses</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>b. Service-Learning Faculty &amp; Support</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty teaching SL courses</td>
<td>77</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Faculty new to teaching SL courses</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>SL Faculty consultations (conducted by SL staff)</td>
<td>53 unique faculty; 95 consultations</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Faculty attendances at SL workshops/roundtables</td>
<td>44</td>
<td>55</td>
<td>-20%</td>
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<tr>
<td>c. Community Partners</td>
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<td></td>
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<tr>
<td>Total number of community partners</td>
<td>75</td>
<td>80</td>
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<tr>
<td>SL projects – Summer</td>
<td>42</td>
<td>31</td>
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<tr>
<td>SL projects – Fall</td>
<td>132</td>
<td>125</td>
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<td>SL projects – Spring</td>
<td>131</td>
<td>124</td>
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<tr>
<td>d. SL Students</td>
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<tr>
<td>Number of SL students</td>
<td>3185</td>
<td>2,412</td>
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<tr>
<td>Total hours of service</td>
<td>73,538</td>
<td>58,837</td>
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</tr>
<tr>
<td>Number of students opting in for SL vs. different course assignment</td>
<td>682</td>
<td>546</td>
<td>+25%</td>
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<tr>
<td>Number of students receiving in-person, classroom-based support</td>
<td>2,253 (new reporting method)</td>
<td>1,299</td>
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<td>e. Beyond SL programs</td>
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<td></td>
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<tr>
<td>Number of students recruited for scholarship program</td>
<td>59</td>
<td>57</td>
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<tr>
<td>Scholarship dollars brought to BSU students</td>
<td>$107,708</td>
<td>$86,766</td>
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<tr>
<td>Number of students recruited for Family Literacy Program</td>
<td>18</td>
<td>39</td>
<td>-54%</td>
</tr>
<tr>
<td>Number of students placed in Community Work Study</td>
<td>15</td>
<td>35</td>
<td>-57%</td>
</tr>
<tr>
<td>Number of agencies and schools partnered with FLP and CWS</td>
<td>12</td>
<td>18</td>
<td>-33%</td>
</tr>
<tr>
<td>f. Grant funds secured</td>
<td>$38,000</td>
<td>$65,000</td>
<td>-42%</td>
</tr>
</tbody>
</table>

² Only changes of ~10% or greater (increase or decrease) are noted.