Service-Learning Annual Report FY 12 – updated 7/5/12 (KB)
Highlights 2011-2012

Student Orientation Videos are a Big Success: This year, with the help of a very talented video intern, the Service-Learning Program produced six videos designed to address the most common pitfalls for service-learning (SL) students. The videos highlight key areas of improvement for student success based on feedback from faculty and community partners: professionalism, appropriate expectations for the service experience, commitment, and consistency. The tone for the videos was intentionally silly and exaggerated, which has proven to be an effective way to communicate the key message of professionalism and proper attitude. The six videos have been viewed over 1800 times! Many faculty are showing them in class, and other departments on campus have expressed interest in using them. The videos have even gained national attention; the Corporation for National and Community Service highlighted the videos on their Facebook page and multiple universities have contacted us for permission to use them.

Community Work-Study Program develops student career options, builds community capacity
The impact of Community Work-Study programs is far reaching. SL staff recruit, hire, and place students with community partners who need support, and through this placement, students learn professional skills for their future. For some students, this opportunity is life-changing: a student working with the Boys and Girls Club decided to become teacher, while another student working with Catholic Charities landed a position focusing on immigration work—the focus of her major. In FY12 the Service-Learning Program placed 19 Community-Work Study Students and 19 Bronco Tutors. In addition, SL Program launched a new position in which 7 students serve as onsite volunteer/SL coordinators and peer mentors to increase community partner SL capacity. As a part of this initiative, SL staff developed a focused training program and launched pilot program on a small scale with 3 sites. The SL staff is focused on strategically utilizing the SL2 position to both increase capacity for service-learning and provide BSU students a rich leadership experience. Additionally, given the campus-wide interest on develop career-related skills as part of student retention, the SL Program is developing a series of trainings for work-study students focused on career-related skills, with the plan to launch these trainings in Spring or Fall 2013.

New approach to community partnerships builds capacity and engages faculty
Partnerships forged between faculty and community organizations lead to authentic faculty engagement and motivation, increased student learning outcomes, and increased alignment between course objectives and service-learning projects. Therefore, the SL Program has been making a strategic shift to facilitate and empower faculty to build direct personal relationships with community partners. SL staff support effective partnerships by providing tools, training, matchmaking events, and individual consultations with faculty and community partners. In FY12, SL staff worked with ten faculty to develop customized community partner packages, many involving guided site visits. Specifically, SL staff, with the support of faculty partners, recruited or reignited 35 community partnerships in FY12. In addition to facilitating these partnerships, SL staff consult with faculty on course design, classroom support, research, and grants. This year SL staff consulted with 52 individual faculty for 75 unique consultations.
Service-Learning (SL) Programs, Services and Activities

In this section the following acronyms will be used:
SL = Service-Learning
SLP = Service-Learning Program
CP = Community Partner
CCP = Coordinator of Community Partnerships
CSS = Coordinator of Student Support
CWS = Community Work-Study Program

The Service-Learning Program facilitates campus-community partnerships by providing tools, trainings, and hands-on opportunities to enhance student learning, meet critical community needs, and foster a culture of community engagement. This year the SL staff developed a strategic plan to increase program capacity by shifting the Program’s role from primarily a coordinator to primarily a trainer, facilitator, and capacity builder. As part of this shift the SL Program will incorporate new best practices of service-learning pedagogy and partnerships. This will allow Boise State to attain higher levels of community partnerships and campus engagement.

1. **Services for Faculty and/or Students** - including the development/improvement of services, as well as the performance/activity of services

A central service of the Service-Learning Program (SLP) is to expand course-based opportunities for students to experience community-based learning and civic engagement. This involves extensive faculty development, student support, community partnership development, and advocacy with campus policy makers. In addition to these services, the SLP manages the second largest student employment program on campus (Community Work-Study and BroncoTutors), as well as Americorps education awards. The SL staff also supports civic engagement initiatives throughout campus. Highlights from each of these services and programs is described below.

a. **SL Class Offerings**

This year the Service-Learning Program (SLP) supported Boise State faculty in offering 144 SL classes, involving 70 faculty, 2,774 students, and 106 community partners. The SLP recruited new faculty in disciplines offering very few SL opportunities, focusing on STEM disciplines; 7 out of the 14 newly recruited faculty are in STEM. SL staff supported 19 new course preps, including 10 classes that have never been taught with SL.

Assessment and Future Plans

Overall numbers of faculty and student participants decreased by 9% and 14%, respectively. Several factors contributed to this change: Overall student enrollment at BSU is down, and this was felt in the reduction of the number of SL sections in ENGL 102; four SL faculty left BSU or stopped teaching (accounting for a decrease of 7 SL classes/220 students); ten faculty did not teach the class in which they normally use SL, including 2 STEM faculty; and seven faculty said they were too busy, including 5 STEM faculty. The attrition of five STEM faculty is significant. Further analysis of this data suggests that faculty who elected not to continue with SL shared three attributes: 1) they only used SL once, 2) in course design, SL was seen as “extra”, not central, and 3) they did not use SL staff support for CPs or student support.

Future Plans

This pattern suggests several actions for next year, focused in four areas. SL staff will:

1. **Offer more personalized support for first time faculty**, e.g. revise and re-assess personal support for first-time faculty (method, frequency, and content), including intake, peer support, and individual check-ins; help faculty build personal relationships with community partners, and strongly encourage first time faculty to use SL staff to help facilitate community partnerships and student support.
2. Refine course design process, e.g. help faculty intentionally connect SL to course learning objectives, including using quality reflection; encourage faculty to integrate into their course an opt-in/out package, which will increase student choice, provide flexibility for working students, and take pressure off the emphasis on “does this class have enough SL slots”

3. Assess factors contributing to faculty attrition, e.g. examine the effect of faculty interaction level with community partners (CP), tightness of CP project fit with course, number and type of activities used to integrate SL with course content, and participation in “Ramp-up activities”. SL staff will also reach out to former faculty who stopped using SL because “they did not have enough time”, asking them what they would need to return to SL, and looking for patterns and correlations with discipline, faculty rank, initial motivation, etc. In FY13, SL staff will carefully track faculty attrition from previous year.

4. Tie SL with faculty research and grants, e.g. disciplinary SoTL, NSF Broader Impacts, etc.

Connections to Campus Strategic Plan
1. Provide bountiful opportunities within and across disciplines for experiential learning.
2. Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
3. Increase student recruitment, retention, and graduation in STEM disciplines.

b. Faculty Development Opportunities (Workshops, Resources):
This year the SL staff offered 12 faculty development events, including 6 workshops, 5 roundtables, and 1 10-hour seminar. The Service-Learning staff piloted new workshop formats and content in faculty development programming. Staff successfully launched a free lunch series on STEM topics and piloted an online “SL 101” Prezi as part of faculty intake process. In addition, SL staff promoted a new reflection model (“DEAL”) to assess student learning which led to SL staff helping faculty conduct SoTL research.

Assessment and Future Plans
SL workshop evaluations were consistently high (averaging 6.3 out of 7), and indicated that faculty really appreciated the STEM free lunch series.

Future Plans
SL staff will focus future faculty development on three areas:
1. **Expand free-lunches** to new topic areas: 1) SL and SoTL and 2) How to Ramp-Up for SL, as well as continued STEM lunch topics.

2. **Pre-semester workshop** focusing on things to do in the first four weeks of your SL class (how to start strong).

3. **Engage advanced SL faculty.** The SL Faculty Liaison will implement faculty development activities for faculty who have used SL for years and no longer communicate with SL staff. The goal is to promote faculty retention, use of best practices, and faculty engagement.

4. **Promote SoTL** by developing strategies and infrastructure to support faculty research in SL and SoTL. SL staff will also design an online resource library “libguide” in collaboration with Albertsons library that will serve faculty developing literature reviews and other scholarly SL work.

Connections to Campus Strategic Plan
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.
- Design systems to support and reward interdisciplinary collaboration.
- Invest in faculty and staff to develop key competencies and motivate top performance.

c. Faculty consultation
Faculty consultations focused on course design, community partnerships, classroom support, research, and grants. SL staff consulted with 52 individual faculty for 75 unique consultations. This included repeated consultations with 14 faculty new to SL and 19 new course preps. Course design usually requires three consultations. Classroom and student support consultations focused on easing logistical issues, addressing common concerns and issues, and encouraging quality reflection. Community partner consultation services helped faculty identify community partners and build partnerships (see “Faculty and Community Partner support” below).

**Assessment and Future Plans**
Consultation feedback showed that faculty appreciated SL staff support; the most frequently cited challenges were related to coordinating and communicating with community partners. Data from our critical services survey (SP11) reinforced the need for individualized consultation and CP assistance. Faculty members clearly value the “high touch” consultations throughout their experience teaching with SL, as well as “high tech” solutions for student registration and orientation.

**Future Plans**
1. **Provide high touch individual consultations at critical stages**, including intake, CP matching, and debriefing after first semester, as well as consulting about reflection and research.

2. **Revise support for first-time faculty** (method, frequency, and content), including intake, peer support, and individual check-ins. For example, during intake, staff will ask faculty why they are interested in SL. Staff will compare this response to faculty retention and SL outcomes, and use the results to frame messaging and support.

3. **Spend more time helping faculty develop their SL learning objectives**.

**Connections to Campus Strategic Plan**
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.
- Design and implement innovative policies and processes that facilitate student success.

d. **Community Partnership Development**

SL staff coordinated and prepared agencies to work effectively with faculty and students by recruiting, orienting, and supporting community partners (CPs). Specifically, the Coordinator of Community Partnerships (CCP), with the support of faculty partners, recruited or reignited 35 community partnerships. In order to support such a large increase in new or returning partners, the CCP formalized a *Phase I support program* in which new or returning CPs are given additional support by SL student staff. Additionally, the CCP held a *New CP Orientation* in conjunction with the *Fall SL mixer* to welcome and orient all new CPs. Over 20 new partners attended.

This year SL staff enhanced CP programming using online tools and onsite student staff. Qualtrix evaluation system and new website content to share student site evaluation data with CPs. This provided CPs with quick feedback and a streamlined report of their student evaluations. SL staff also developed several features on the newly designed SL website, including a toolkit for CPs with sample projects, templates for orientation materials, answers to CP’s most frequently asked questions, as well as and video tutorials on key functions of the database. Staff developed a Prezi online training module for new and potential SL CPs; this is used by all potential incoming CPs as part of the intake process. To build capacity of CPs, SL staff developed infrastructure for the Student Leaders in Service (SL2) student employment program which establishes BSU Community Work Study students as on-site service-learning/volunteer coordinators to increase community partner volunteer capacity; a small-scale pilot program was launched with 3 sites.

**Assessment and Future Plans for Community Partner Support**
SL staff assessed CP support through student site evaluation, usage statistics, and continuous CP feedback. Results show 87.1% of students said they would recommend their particular agency to another Boise State student. However, while the survey data is overall high, students did express
some concern that they did not feel they were given adequate training (12.1% disagree or strongly disagree that they were adequately training.) This is particularly true with new CPs.

Future Plans
1. **Hold individual trainings onsite** with all new CPs to help them develop orientation materials and a SL plan.
2. **Assess the new web presence**
3. **Revise the survey question** gauging site orientation and training.
4. **Track number of Prospective CPs contacted**

**Connections to Campus Strategic Plan:**
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Include community impact in the creation and assessment of university programs and activities.
- Evaluate our institutional impact and effectiveness on a regular basis and publicize the results.

**e. Faculty and Community Partner Support**
As mentioned above, faculty highly value SL staff assistance in connecting faculty to community partners. In FY 12 the SL strategy shifted from a “placement” to “partnership” model of faculty/CP partnerships. This year the CCP worked with ten faculty (including three faculty new to SL) to develop customized CP packages, many involving guided site visits. Site visits have proven to be highly effective in building faculty autonomy and long-term partnerships. SL staff will make these a cornerstone of future faculty development.

**Assessment and Future Plans**
SL staff debriefed all 10 faculty who use substantial CCP support. The feedback was positive; faculty feel supported and are enthusiastic to use the partnership model.

**Future Plans**
1. Continue with the shift more faculty from “Placements” to “Partnerships”
2. Determine whether/how to keep the placement model for limited situations, such as ENGL 102, SW 101, etc.
3. Focus consultations on developing self-sustaining partnership from the start; all new faculty will manage their own partnerships, and projects will roll-over automatically.
4. Expand capacity by developing “interdisciplinary engagement sites” in which multiple faculty and CPs collaborate on large projects. This project and process will be based on community needs, and will include on-going assessment.

**Connections to Campus Strategic Plan:**
- Reinvent our academic and business practices to improve service and efficiency
- Include community impact in the creation and assessment of university programs and activities.
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education

**f. Student Support:**
In FY12 the SLP’s Coordinator of Student Support (CSS) and her student team provided support to over 2,500 students. The CSS’s team coordinates a student employment program, scholarship program, classroom support, individual consultations, and drop-in services. SL staff made over 100 visits to classrooms for orientation presentations and reflection activities. In addition, staff significantly increased the SLP’s online presence with web-based orientation materials and videos. Online project registration system which is used by over 1500 student annually, received upgrades to better assist students in finding projects that meet their scheduling and location needs. SL staff developed and
facilitated new pre-service classroom presentation/discussions in the Spring; six faculty requested this service.

**Investigated impact of student choice on SL; recommended new policies.**
The CSS looked for patterns in student survey data and survey return rate to inform how to best support SL students. She analyzed the impact of student choice on measures of satisfaction and learning outcomes. She found no relationship between the amount of student choice and satisfaction or learning outcomes, except for students who had no previous volunteer experience. She recommended policies based on these findings to the Director, and they will be implemented next year.

**Assessment and Future Plans**
- **Student Survey Data** showed that 80% of students found the directions on how to get started with their SL experience were clear, and 80% would recommend SL to other students. Reports by class from this data were sent to faculty within two weeks of the survey closing, which will help faculty use the data to improve the course in coming semesters. Data was further analyzed to investigate if the level of student support correlated with students reporting the directions were clear. There is a slight tendency for students reporting directions were unclear to be in classes that received a low level of support.
- **Videos**: The videos series “Don’t Be This SL Student” was produced by a paid student intern and contains six videos which have been viewed a total of 1,894 times. The video series was also highlighted nationally by Learn and Serve America and the SLP has been contacted by multiple universities requesting permission to use them. Videos profiling individual agencies were also popular with a total view count of 450. In the FA11 Student Survey questions were added concerning the impact of the videos. The results indicate that students either had their choice confirmed by the video or it made them more excited to start serving. The *Online Orientation to SL* had over 300 views since beginning of FA11 (two semesters of use).
- **SL project registration system**: Students registering for projects on the SLP database had the opportunity to provide feedback on the experience. The results were overwhelmingly positive; over 90% reported they were satisfied with the system and 97% reported that the system was easy to navigate.

**Future Plans**
1. To better serve students in classes receiving a low level of classroom support, the CSS will send welcome/orientation materials to all SL students (not just by faculty request).
2. Based on the CSS’s study of choice, SL staff will create resources to assist faculty in creating reasonable “opt out” or “indirect” service projects for students who hold considerable objections to traditional service.
3. Responses to the question “What recommendations would you offer for improving the project registration system?” will be categorized and prioritized for future database development projects.
4. SL staff will continue to produce free, screen-capture videos that demonstrate registration, creating posters for the exhibition and other “how-tos”. However, additional orientation and agency videos will be produced only if great talent can be procured at a low/no cost.

**Connections to Campus Strategic Plan**
- Design and implement innovative policies and processes that facilitate student success.
- Reinvent our academic and business practices to improve service and efficiency

**2. Programs for Faculty and/or Students** - include the development/improvement of programs (?), as well as the performance/activity of programs(?)

  a. **Community Work Study Program**
The Service-Learning Program supported 19 Bronco Tutors (BT), 19 Community-Work Study (CWS) students and 7 additional work-study students through the *Student Leaders through Service-Learning (SL)* Program. The Coordinator of Community Partnerships (CCP) built a bridge with faculty in the Literacy Department to develop and conduct Bronco Tutor trainings. In addition, the CCP brought in staff
from Boise Parks and Recreation afterschool programs to participate in training alongside BT/CWS students.

SL staff developed the “SL2” student leadership program and supported 7 students in these positions. Through this program, CWS students act as on-site service-learning/volunteer coordinators to increase community partner volunteer capacity. As a part of this development, SL staff developed a training manual and a training process, as well as launched pilot program on a small scale with 3 sites.

**Assessment**

Nine work-study students (of 45 total) completed the end-of-the-year survey. Of those nine responses (spread from all three employment programs), 89% felt that their work study position provided them opportunities to acquire and develop career or work-related skills. There were two comments, specific to the Bronco Tutor Program, requesting more interactions between work-study students.

**Future Plans**

1. Focus on strategically utilizing the SL2 position to both increase capacity for SL and provide BSU students a rich leadership experience.
2. Develop a series of trainings for work-study students, focused on career-related skills (given the campus-wide interest in developing career-related skills as part of student retention); launch these trainings in Spring or Fall 2013.
3. Increase the CWS survey response rate.

**Connections to Campus Strategic Plan:**

- Provide bountiful opportunities within and across disciplines for experiential learning
- Reinvent our academic and business practices to improve service and efficiency

**b. AmeriCorps Scholarship Program Students in Service:**

This year was projected to be another record-breaker in terms of enrollment and program efficiency with 49 out of the 60 education awards allocated filled by November. However, the entire Students in Service program administered by Washington Campus Compact failed an audit by the Corporation for National and Community Service and was terminated in February. No future plans exist to pursue a replacement for this program.

**c. Community-building and Recognition Events**

1. **SL in Action Student Exhibition:** This exhibition showcases students’ visual displays about how they apply course work to community issues through SL courses. It is also an opportunity to bring together community partners and faculty to celebrate the semester’s successes and begin planning for future collaborations. Top posters from the fall semester were also used in the Boise State Day at the Capitol, and a slide show of the Best of Show winners was included in Update. The event was well attended (130 Fall, 160 Spring) and participants’ assessment of the exhibition were very positive with 91% reporting they were satisfied or very satisfied with the event.

2. **Cup of Community/Focus on Refugees:** In the Spring, the Service-Learning Program hosted an event to bring together students, faculty and community partners serving refugees. This event was in response to student feedback that the experience of serving with refugees is overwhelming and more training and communication with the community partner is needed. Although the event was not as well attended as planned, two community partner representatives were able to answer the questions of the twenty students in attendance. In the future this type of event should only be implemented if students are required to attend.

**Connections to Campus Strategic Plan:**

- Break down the silos that inhibit communication, collaboration and creativity.
- Design systems to support and reward interdisciplinary collaboration.
- Cultivate intellectual community among students and faculty.
3. **Campus Initiatives/Service to the Campus Community**

a. **Service to the Campus Community:** The SL staff served the campus community in three key ways: 1) participating or leading campus committees related to community engagement, 2) actively advocating for community engagement initiatives during strategic planning process, and 3) contributing expertise through presentations and outreach.

**Campus committees:** The CSS served as a cluster facilitator for LeaderShape, a week-long, intensive leadership camp hosted by Student Involvement and Leadership Center (SILC). The SL Director coordinated BSU's Refugee MOA team to advance refugee-related research, teaching, and campus/community partnerships, including co-sponsoring the statewide Idaho Refugee Conference and co-facilitating workshops. The SL staff also consulted with and/or participated on the following campus civic engagement initiatives: Nonprofit Minor, Honors SL pilot, Refugee Certificate Program, Campus Read, ASBSU Day at Capitol, MLK Week, HERS West, Cultural and Ethnic Diversity Board, Family Studies Advisory Board, the Volunteer Services Board, and the Student Involvement and Leadership Center (SILC).

**Connections to Campus Strategic Plan:**
- Provide bountiful opportunities within and across disciplines for experiential learning.
- Break down the silos that inhibit communication, collaboration and creativity.

**Advocacy:** The SL Director actively and persistently advocated for community engagement (CE) goals and initiatives during the campus strategic planning process. She highlighted the need for new workload and P&T policies that support faculty engaged with SL, as well as the need for a more intentional and cohesive campus approach to civic engagement. The SL Director submitted proposals to advance interdisciplinary civic engagement to several leadership teams including the strategic plan subcommittees, SILC, the Foundational Studies Program, and to the Associate Provost. The SL staff collaborated with campus leaders and faculty to explore CE possibilities for the UF200 course; SL staff developed resources, consulted with community leaders, prepared proposals, and pursued UF200-related partnerships with SILC. An area an area of success was with STEM Station; they contributing $6,000 for STEM SL faculty incentive grants for calendar year 2012 and 2013.

b. **Presentations and trainings:**
- Brascia, Kara, & Soelberg, Terri. Partnering with refugee-centered organizations for service-learning, research, and grant funding. Center for Teaching and Learning, January 2012.
- Beyer Hansen, Faith. Democratic Education and the Promise of Service-Learning, CIFS Graduate class presentation, June 14th, 2012
- Finnegan, Jillana. Service-Learning and Civic Engagement for BSU Volunteer Services Board, Fall, 2011.
- Finnegan, Jillana. Informative presentations to parents for the New Student and Family Programs BroncoVenture Program: 9 presentations through Summer 2011 to approximately 200 parents
- Finnegan, Jillana. Promotional presentations to students (about SL to non-SL classes): UNIV 101 and Intensive English Program courses: 9 presentations through Fall 2011 and Spring 2012 to 157 students
- Finnegan, Jillana. Promotion of Service-Learning and Civic Engagement via 20 resource fairs for new students and for non-traditional/transfer students in 2011-12 with an estimated 585 interactions with new students

**Future Plans**
1. **Advocate for SL and civic engagement** to be incorporated in the university reward system for faculty and students.
2. **Look for mutually beneficial collaborations** with internal and external programs to further promote SL and culture of engagement.
3. **Co-write grant** to bring in funds to support UF200 CE curriculum and coordination.
4. **Develop alliances** to scaffold CE experiences across students’ college experiences while also building capacity for CE and volunteerism. Deepen alliances with SILC, UF200, and STEM station; build new alliances with Student Diversity and Inclusion; develop inroads with SSPA’s CE programs, and follow-up on promising discussions with the Graduate College of and Division of Research.

**Connections to Campus Strategic Plan**
- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning
- Break down the silos that inhibit communication, collaboration and creativity.

4. **CTL/AT/SL Beyond the Blue** - includes presentations, conferences & external professional development, publications, and external funding

   **a. Connecting Beyond Boise State:** The SL Program excels in connecting the campus with the community. In addition to working with over 100 community partners, this CCP developed networks with Treasure Valley community initiatives, including the South West Idaho Directors of Volunteer Services (SWIDOV), and the Treasure Valley Educational Partnerships (TVEP). SL staff co-sponsored three CE-related statewide SL initiatives: Governor’s Brightest Stars award ceremony, Idaho Refugee Conference, and the multi-campus Idaho SL Action Team (BSU, UI, LSCS, ISU). Nationwide, BSU’s SL Program continues to be viewed as a national leader; this year six universities contacted the SLP seeking advice on building, promoting, or improving their SL program. Campuses included UNY, UCF, MU, UMW, UW, SSU, and UCI.

   A specific example of SL staff bridging campuses, communities, and refugee agencies is the design and distribution of Albertson’s Library Refugee guide for SL students, faculty, and CPs. SL staff developed this guide with Albertson’s library staff to provide insights and tips for working with refugees, as well as cultural information and research resources. The finished guide was also shared with refugee-oriented community partners in Boise and Twin Falls as a potential training resource for volunteers.

   **Presentations beyond Boise State:**

   **a. New Funding and Grant-Funded Initiatives:**
   This year SL staff initiated a partnership with staff in the BSU Foundation, and formally kicked off fundraising efforts to build capacity and compensate for budget and grant cuts. Staff also continued to pursue grant leads, focusing on collaborative grants with faculty. This year the SL staff wrapped up the three year $30,000 Learn & Serve (L&S) grant and $3,000 SIS grant; these
grant programs were cancelled at the national and regional levels, cutting the SL Program’s regular grant source for future years. Fortunately, the SL Director secured $5,000 from a private donor to fund events that had been previously covered by L&S grants. The SL Director maintained a close relationship with the same donor who has supported the SLP’s K-12 project of $20,000 per year for the next two years. All of these funds are earmarked to train and support K-12 teachers and BSU pre-service teachers in SL (not for SLP support). SL staff secured funds from STEM Station and the Provost’s office earmarked to expand SL in STEM fields.

**Future Plans**
SL staff will continue to cultivate collaborations with the Advancement staff, launch online fundraising link, begin developing a donor pool, and continue to pursue grants.

**Connections to Campus Strategic Plan**
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.
- Design systems to support and reward interdisciplinary collaboration.
- Invest in faculty and staff to develop key competencies and motivate top performance.
- Increase student recruitment, retention, and graduation in STEM disciplines.

5. **(Operational Changes)** - this optional section provides space to talk about operational things that had been altered, terminated, optimized, etc

**a. Advances in Infrastructure:**
This year SL staff focused on strategic planning, streamlining systems, and automating processes to increase capacity. Specifically, they reworked and reframed processes for faculty intake, course approval, and CP partnerships; In addition, staff streamlined shadow tracking systems into one “customer relations management” software (“Smartsheet”). In addition, staff also automated regular/repeated communication with stakeholders, including using online trainings via Prezi, Echo-Capture, digital/video examples; working on online newsletter. They revised and transferred SL website to Wordpress, while designing a online newsletter using Wordpress posts and Mailchimp to streamline communication with all stakeholders.
### SL DATA

#### a. Course Data

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<th>2011-2012</th>
<th>2010-2011</th>
<th>Significant Change</th>
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<tbody>
<tr>
<td>Total SL Courses</td>
<td>144</td>
<td>152</td>
<td>-5%</td>
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<tr>
<td>Number of courses taught for the first time (new prep)</td>
<td>19</td>
<td>21</td>
<td>-9%</td>
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<tr>
<td>Departments offering SL courses</td>
<td>28</td>
<td>32</td>
<td>-12%</td>
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<tr>
<td>New Departments offering SL courses</td>
<td>1</td>
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<tr>
<td>Colleges offering SL courses</td>
<td>7</td>
<td>7</td>
<td>0%</td>
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#### b. Service-Learning Faculty & Support

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<th>2011-2012</th>
<th>2010-2011</th>
<th>Significant Change</th>
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<tbody>
<tr>
<td>Faculty teaching SL courses</td>
<td>70</td>
<td>77</td>
<td>-9%</td>
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<tr>
<td>Faculty new to teaching SL courses</td>
<td>14</td>
<td>12</td>
<td>+16%</td>
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<tr>
<td>SL Faculty consultations (conducted by SL staff)</td>
<td>52 unique faculty; 75 consultations</td>
<td>53 unique faculty; 95 consultations</td>
<td></td>
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<tr>
<td>Faculty attendances at SL workshops/roundtables</td>
<td>116</td>
<td>44</td>
<td>+163%</td>
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<tr>
<td>Average evaluation by participants (scale 1-7)</td>
<td>6.3</td>
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#### c. Community Partners

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<th>2011-2012</th>
<th>2010-2011</th>
<th>Significant Change</th>
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<tbody>
<tr>
<td>Total number of community partners</td>
<td>106</td>
<td>75</td>
<td>+41%</td>
</tr>
<tr>
<td>SL projects – Summer</td>
<td>36</td>
<td>42</td>
<td>+14%</td>
</tr>
<tr>
<td>SL projects – Fall</td>
<td>138</td>
<td>132</td>
<td>+4%</td>
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<tr>
<td>SL projects – Spring</td>
<td>159</td>
<td>131</td>
<td>+21%</td>
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#### d. SL Students

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<tr>
<th></th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>Significant Change</th>
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<tbody>
<tr>
<td>Number of SL students</td>
<td>2774</td>
<td>3185</td>
<td>-13%</td>
</tr>
<tr>
<td>Total hours of service</td>
<td>59,666</td>
<td>73,538</td>
<td>-19%</td>
</tr>
<tr>
<td>Number (and percent) of SL students receiving in-person, classroom-based support</td>
<td>2449 (88%)</td>
<td>2,253 (70%)</td>
<td>9%</td>
</tr>
<tr>
<td>Number of classroom visits for orientation or reflection</td>
<td>98</td>
<td>86</td>
<td>14%</td>
</tr>
</tbody>
</table>

#### e. Beyond SL programs

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>Significant Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students recruited for scholarship program</td>
<td>49</td>
<td>59</td>
<td>N/A</td>
</tr>
<tr>
<td>Scholarship dollars brought to BSU students (students were awarded partial awards because of cancelation)</td>
<td>N/A</td>
<td>$107,708</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students recruited for Family Literacy Program</td>
<td>19</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Number of students placed in Community Work Study</td>
<td>19</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Number of agencies and schools partnered with FLP and CWS</td>
<td>17</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

#### f. Grant funds secured

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>Significant Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SIS $2,450) (Dot: $10,000)</td>
<td>$38,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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