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.

PROGRAMMING

Service-Learning Program (SLP) staff provides personalized support to a growing number of classes (50 in 2002-2003), i.e. 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.

STAFF

The SLP is maintained by the following staff:

- Service-Learning Coordinator -- Kara Hartmann
- Half-time Graduate Assistant – Kerri McCanna (returning in 2003-04)
- Quarter time work-study Community Outreach Coord. – Jillana Slocum (graduating)
- Quarter time student assistant – Clay Cox (not returning)
- Advisory Board (meets every other month)

PARTICIPATION (EXCEEDED GROWTH GOALS) IN 2002-2003

- Student participation increased, 24% during FY 03 from 733 to 1,007
- Faculty teaching SL class grew from 20 to 28
- Class offerings increased by ten new classes
- Agency partners increased by five (22 agencies and 32 service activities)
- Added two summer courses, including an international SL course

NEW, IMPROVED, AND/OR EXPANDED PROGRAMS IN 2002-2003

1. STUDENT SUPPORT (IMPROVED)
   - Increased staff support (TA) to every SL class
   - Enabled students to conduct all service-learning site selection online
   - Provided intensive walk-in, phone, and email support to students during SL on-line registration process
   - Changed marketing strategy and brochure message to attract less civically-minded students: “Service-Learning: Something you can take with you”, i.e. transcript notation, letters of recommendation, resume building
   - SL staff member, Kerri McCanna, taught one section of UNIV 101 to learn first-hand the issues and best practices of integrating SL into Freshman Seminar. Kerri also conducted research on UNIV 101 outcomes.
2. FACULTY SUPPORT (EXPANDED)
   • Promoted student leadership and faculty ownership by encouraging instructors to select their own student to be their SL TA (to be trained and supported by the SLP)
   • Hosted pre- and mid-semester luncheons so faculty, agencies, and TAs could meet together to clarify expectations and troubleshoot
   • Began implementing "Tiered Faculty Development Plan", including new grants, frequent brownbags, increased recognition, and other faculty development activities

3. AGENCY SUPPORT (ENHANCED)
   • Implemented process for agencies to evaluate individual students (an agency request)
   • Conducted agency focus group to listen to agency suggestions for procedural adjustments
   • Arranged for agencies to build relationships with faculty during site visits and luncheons
   • Performed eleven site visits and ten phone orientations with new agencies

4. ASSESSMENT (INITIATED AND/OR REVISED)
   • Finalized Peoplesoft query (designed by Terry Coolidge) to track student participants over time. Determined long-term assessment questions, scheduled for 2006
   • Conducted systematic assessment of students’ attitudes about their academic and civic engagement. Mean scores were lower than expected, hovering around 70% positive. Next years’ SL programming aims to improve student satisfaction and academic engagement
   • Surveyed SL impact on community agencies. Overwhelmingly, agencies responded that SL students increased the number of services offered and clients served; also, the SL experience improved their opinion of Boise State University.

5. AWARENESS (EXPANDED)
   This year the SL staff initiated a major faculty awareness campaign while continuing to raise students’ awareness of SL. New methods to raise awareness include:
   • The SL Coordinator teamed up with Internship Coordinator (Fabiola Juarez-Coca) to present at ten faculty meetings. The purpose was to clarify the differences between internships and service-learning, and to explain the support services offered to faculty
   • Presented for five minutes at select core classes: this year COMM 101 and PSYCH 101
   • Next year we will present to different core classes, such as SOC 101 and ENG 101
   • Produced 30-second video (promoting “Service-Learning at Boise State University”) to be used as a PSA on Cable 1. This video aired during a Seattle Mariners game! Rod Cashin and Kathleen Craven designed and produced this video for the SLP.

6. CAMPUS COLLABORATIONS (INCREASED)
   • The SLP collaborated with Financial Aid to recruit, hire, place, and monitor 12 students in community work-study positions
   • The SL Coordinator actively contributed to the work of the following campus committees: Cultural and Ethnic Advisory Board, Boise State Leadership Program, and Buena Salud. The SLP maintained a role on the Women’s Center Advisory Board

RESOURCE DEVELOPMENT

1. GRANTS
   • Completed final year of $20,000 Washington Campus Compact grant
   • Submitted proposal for Bonner Foundation Grant ($20,000 over three years); expect notification by July 2003
   • Collaborated on FIPSE grant, but proposal collapsed due to University of Idaho budget crisis; plan to resubmit next year with BSU as lead
2. STAFF MAXIMIZATION/PROFESSIONALIZATION
   - Increased proficiency and professionalism of student staff by sending to regional conference
   - Systematized staff roles and procedures; completed program manuals to prepare for possible staff turnover
   - Regained second office for SL staff (lost in 2001-2002), installed second phone line
   - Coordinator improved supervision skills through trial and error in difficult situations, mentoring, and good communication

3. PROGRAM POSITIONING/REPUTATION
   - Increased credibility of the SLP and staff by moving to Academic Affairs; however, in the move the SLP lost administrative assistance as well as incurring budget and account confusion and disruption. Problems are now resolved
   - BSU SLP was recognized for “Best Practices in Service-Learning” (among all WA and ID higher education institutions) for database/web interfacing as well as multi-tired faculty development programming. Washington Campus Compact, May 2003
   - SL Coordinator was invited to present the “Boise State Service-Learning Success Story” at the national NSEE conference in October 2003 (largest conference for Experiential Education)
   - Sent five faculty to regional and national SL conferences to represent Boise State University’s enthusiastic and skilled faculty.

4. INFRASTRUCTURE ENHANCEMENTS
   - Automated administrative tasks such as auto-emailing reminders, creating and distributing student rosters, and posting other critical information about classes, agencies, and students
   - Enabled agencies to register and propose service projects online
   - Enabled students to access class/agency information and register for service online
   - Enabled Faculty to access/input class information, student rosters, and forms online.

GOALS FOR 2003-2004

PARTICIPATION: Add at least ten new SL courses. Retain all current SL faculty participation.

RESOURCES: Secure new grant to offset the costs of new faculty development program. Improve cost/benefits of collaboration with Financial Aid’s “Community work-study program”, or let it go.

INFRASTRUCTURE: Conduct all assessments on-line. Interface with Blackboard and Peoplesoft more effectively.

PROGRAMING:

STUDENTS:
   - Implement new course model: the “stand alone SL course”, which accommodates student demand, independent of faculty participation
   - Design and produce “informed reflection” web program (cutting edge nationally)
   - Design and implement “virtual volunteering” opportunities for busy, disabled, or remote students
   - Improve student evaluations; strive for 80% positive
   - Increase student involvement in SL orientations and luncheons
   - Develop recognition methods for faculty and students
FACULTY

- Initiate “Summer Institute on SL” which would be similar to Boise State trainings for “Core Online” and “Writing In the Disciplines”
- Develop interdisciplinary “Community-Based Research” grant program
- Increase awareness of SL by publishing article or opinion in ARBITER twice each month
- Focus faculty recruitment on pre-disposed disciplines, such as SSPA departments
- Produce five-minute video to generate acceptance of SL (to be shown at marketing booths, class presentations, etc.)

CAMPUS:

- Establish SL as campus hub for community service opportunities (Collaborate with Social Work dept., Volunteer Services Board, and Athletics, etc.)
- Continue involvement with the Cultural and Ethnic Advisory Board, Boise State Leadership Program, Buena Salud, and the Women’s Center Advisory Board
- Represent Boise State on the Idaho Inclusiveness Coalition