# School of Informatics and Computing
# 2014-2015 Community Engagement Report

## Indiana University-Purdue University Indianapolis
## Office of Community Engagement

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# About this Report

This report is intended to provide information regarding the type and level of community engagement of the School of Informatics and Computing students, faculty, staff, and alumni during the academic year 2014-15 as well as how participation has changed over time. Schools are encouraged to use the information for reports, program review, grant applications, and support for research and scholarship.

Data in this report have been collected from several sources:

- Campus-wide Community-Based Learning Inventory (CBLI)
- Indiana University Office of Engagement
- Institutional Research and Decision Support
- IUPUI Office of Alumni Relations
- IUPUI Office for Community Engagement
- IUPUI Office of Student Involvement
- IUPUI Office for Undergraduate Success

The 2015 School Engagement Reports were developed specifically to illustrate what we know is happening within your unit. However, it is only a starting point for a larger conversation about opportunities for engagement in the future. We look forward to assisting you to capture these data for internal and external reporting purposes and to identify campus and school priorities, partnerships, and opportunities for growth. Please contact Kristin Norris, Director of Assessment (norriske@iupui.edu), if you have any questions.

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# Student Learning and Success

At IUPUI, students have many opportunities to take part in curricular and co-curricular community-based engagement opportunities such as service learning courses, internships, community-based research, service-based scholarship programs, alternative break trips, field study, volunteerism, and community work study. Research shows that participating in service during college is a predictor of future behaviors such as attending graduate school, earning higher degrees, donating money to one's alma mater, socializing with different racial/ethnic groups, and participating in volunteer/community service work after college[1]. IUPUI provides resources to assist students in preparing for, accessing, and succeeding through community engagement.
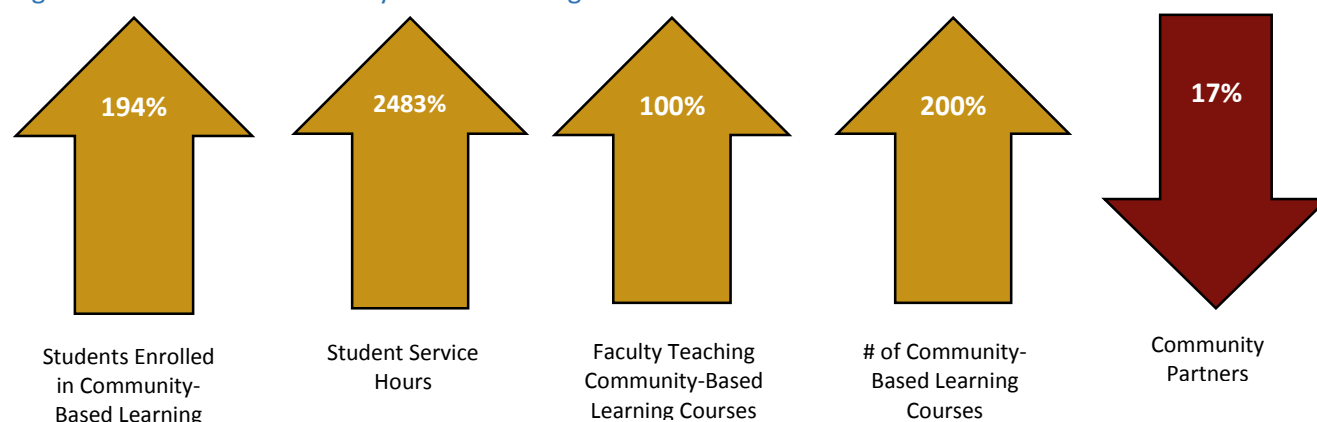
## Community-Based Learning Courses

Table 1.1 includes data regarding community-based learning courses the IU School of Informatics and Computing offered during the 2014-2015 academic year, as well as the previous three years. Figure 1.1 illustrates the trend of these numbers compared to the prior academic year.

Table 1.1 Community-Based Learning Courses

| Academic Year | Student Participation | Service Hours | Instructors | Course Sections | Community Partners |
|---|---|---|---|---|---|
| 2011-12 | 104 | 680 | 4 | 15 | 8 |
| 2012-13 | 93 | 868 | 3 | 7 | 10 |
| 2013-14 | 33 | 560 | 3 | 6 | 12 |
| 2014-15 | 97 | 14,465 | 6 | 18 | 10 |

*Source: Community-Based Learning Inventory.*

Figure 1.1 Trends in Community-Based Learning Courses



| 194% | 2483% | 100% | 200% | 17% |
|---|---|---|---|---|
| Students Enrolled in Community-Based Learning | Student Service Hours | Faculty Teaching Community-Based Learning Courses | # of Community-Based Learning Courses | Community Partners |

*Source: Community-Based Learning Inventory.*

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[1] Astin, A.W., Sax, L. J., & Avalos, J. (1999). Long-term effects of volunteerism during the undergraduate years. *The Review of Higher Education, 22*(2), 187-202.

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Figures 1.2 and 1.3 illustrate how your school compares to other schools across campus. The OCE is interested in discussing these trends, additional sources of information, and opportunities for growth.

Figure 1.2 Number of Community-Based Learning Courses by School (N = 561)
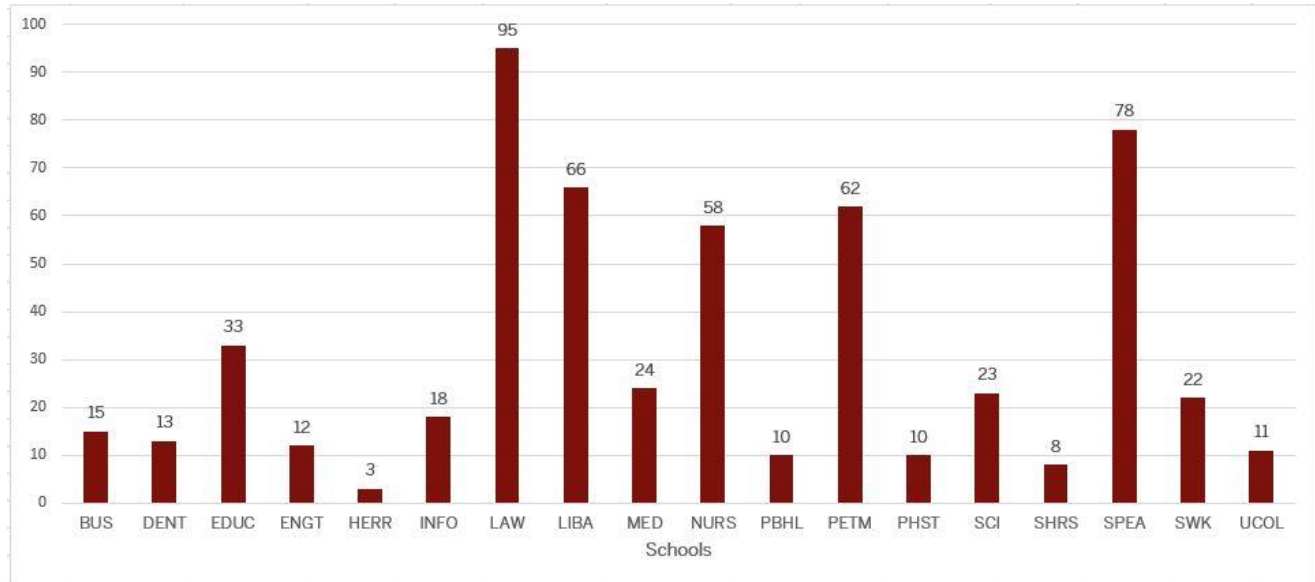


*Source: Community-Based Learning Inventory.*

Figure 1.3 Number of Students Participating in Community-Based Learning Courses by School (N = 8,649)
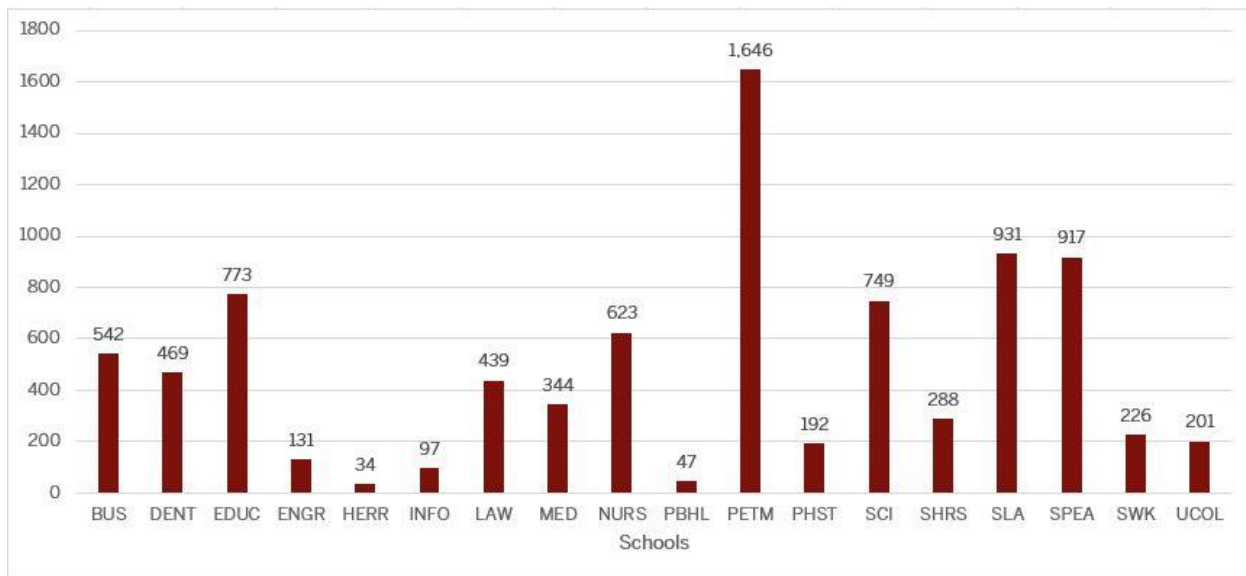


*Source: Community-Based Learning Inventory. NOTE: Number of students does not represent unique individuals.*

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# Service-Based Scholarships – Sam H. Jones Community Service Scholars

The Center for Service & Learning (CSL), a unit within the Office of Community Engagement, engages students, faculty, staff, and community members in educationally meaningful service to promote learning and development, to advance best practice and research, and to further community goals and the civic engagement mission of the campus. CSL also provides support to students for community-engaged research and hosts the Sam H. Jones (SHJ) Community Service Scholarship program, which recognizes student service as a form of merit. SHJ funds are made available to incoming, transfer, graduate, and professional students and offer opportunities for community engagement through courses, projects, and programs. Figures 1.4 and 1.5 include the number of students and the amount of funding by school and is intended to supplement the information contained in Figures 1.6, which illustrates the trend in SHJ funding specific to the IU School of Informatics and Computing.

Figure 1.4 Number of Students Receiving Sam H. Jones Community Service Scholarships by School (N = 174)
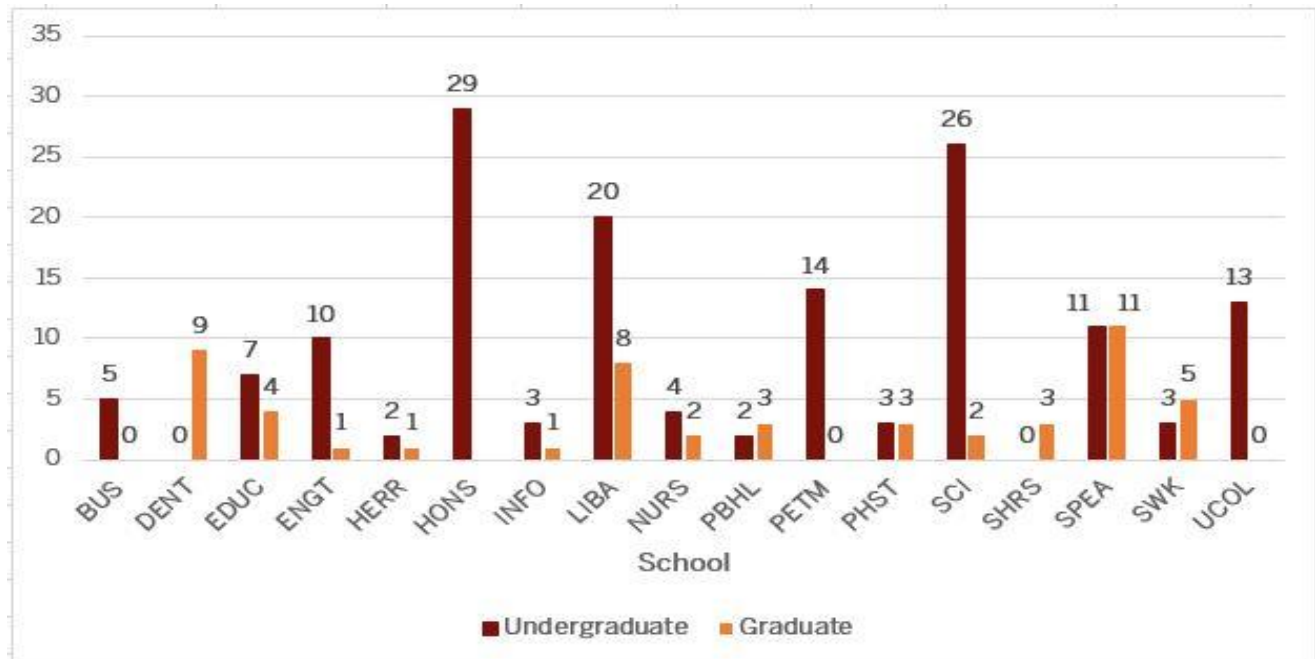


*Source: Center for Service & Learning. NOTE: Students may be enrolled in more than one program/school and their dual enrollment is represented here.*

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## Figure 1.5 Amount of Sam H. Jones Community Service Scholarships by School
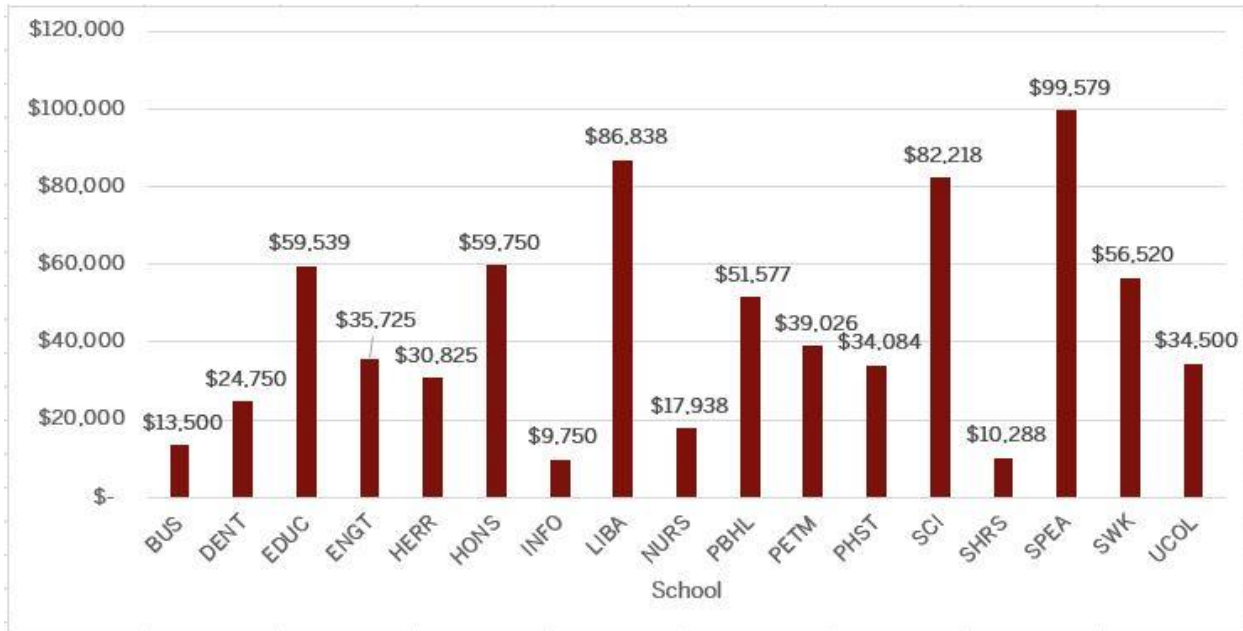


*Source: Center for Service & Learning. NOTE: Students may be enrolled in more than one program/school and their dual enrollment is represented here.*

## IU School of Informatics and Computing Sam H. Jones Community Service Scholarship Recipients

In 2014-2015, **4 students enrolled in the IU School of Informatics and Computing received a Sam H. Jones Scholarship, for a total of $9,750 in scholarships** to support community engagement and their civic learning. See Appendix A for a list of students who received Sam H. Jones Scholarships, as well as the type of scholarship, amount awarded, and their mentor, if applicable.

## Figure 1.6 Trends in Amount of SHJ Funding



*Source: Center for Service & Learning.*

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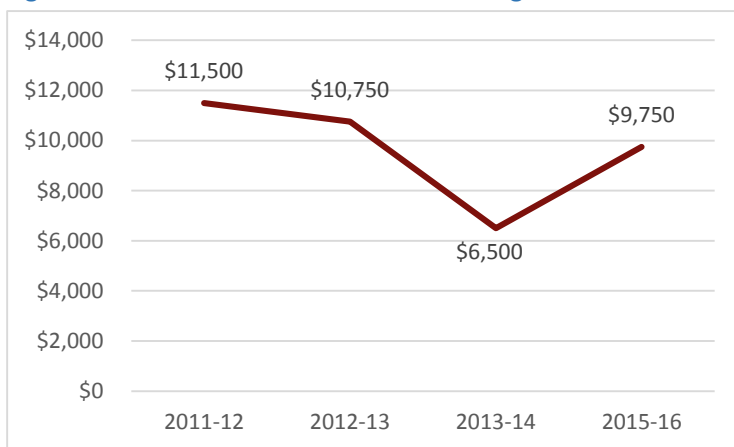
## William M. Plater Civic Engagement Medallion

The *William M. Plater Civic Engagement Medallion* honors graduates who demonstrate exemplary commitment to their communities during their time at IUPUI and have exhibited personal development, intellectual growth, and positive community impact as a result of their civic engagement experiences. Recipients are expected to have engaged in a variety of activities demonstrating depth and diversity of commitment in serving their communities.  58 students were awarded the Plater Civic Engagement Medallion for the 2014-2015 academic year.

One School of Informatics and Computing student was awarded the William M. Plater Civic Engagement Medallion:

- Shawn Gwyn, Human Resource Management and Management

## Top 100 Honorees

The IUPUI Office of Alumni Relations, a unit within the Office of Community Engagement, works with the Indianapolis Alumni Council and the Student Organization for Alumni Relations (SOAR) to coordinate, select, and recognize the campus's Top 100 juniors and seniors. Students are recognized for scholastic achievement, extracurricular activities on campus, and community service. More than 1,400 nominations were received for this prestigious award.

One student from the School of Informatics and Computing was honored as IUPUI's 2014 Top 100:

- Sarah Zajac, Media Arts and Science

# Faculty and Staff Development and Success

The Office of Community Engagement, along with several other units on campus, support the campus in attracting and retaining the highest quality faculty, staff, and students by building a culture of engagement. Centers and initiatives within OCE provide resources aimed at developing and enhancing community-engaged practices that foster mutually-beneficial campus-community partnerships. Additionally, the Center for Service Learning (CSL) offers a broad range of faculty-development programs, workshops, and funding to strengthen community-engaged teaching, research, and assessment, such as the Service Learning Assistant (SLA) program and the Public Scholarship Faculty Learning Community. The following section includes information on faculty and staff engagement in your unit.

## Service Learning Assistant (SLA) Scholarship Program

As part of the Sam H. Jones Community Service Scholarship Program, Service Learning Assistant (SLA) Scholarships funds are intended to support faculty and staff work that enables them to manage the increased time commitment, logistics, and relationship building required of projects and initiatives conducted in and with communities under the domain of community-engaged scholarship. It is expected that such support will enhance faculty/staff community-engaged scholarly practice, provide high-quality student mentoring opportunities, and build capacity for sustainable, mutually beneficial community-campus partnerships.

Faculty from the **IU School of Informatics and Computing received $2,250 in SLA funding last year** (see Table 1.2).

Table 1.2 Faculty Work Supported by the SLA Scholarship Program

| Faculty Name | Department | Award Amount | Award Type | | | | Mentee, Student (School) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Teaching | Research | Service | Capacity Building | |
| Albert William | Informatics | $2,250 | X | | | | Andrew Townsend (PSY) |
| TOTAL | | $2,250 | | | | | |

*Source: Center for Service & Learning.*

## IU School of Informatics and Computing Community-Based Learning Courses

Appendix B includes the community-based learning courses the IU School of Informatics and Computing offered during the 2014-2015 academic year, as well as the instructor's name and primary instructional role, number of students who participated in community-based learning, and the number of community partners engaged.

**The IU School of Informatics and Computing had 6 faculty teach 18 courses in which 97 students contributed 14,465 hours of service.**

# Alumni Success

When students are involved and engaged during college, they have a stronger sense of belonging to the campus that fosters loyalty, pride, and community involvement[2]. IUPUI, OCE, and the IUPUI Office of Alumni Relations recognize the importance of sustained involvement and opportunities for IUPUI alumni to stay connected and engaged through a variety of annual activities such as the IUPUI Alumni Leadership Dinner, Holiday Night, and the IUPUI Regatta. Participation in these events continues to remain positive and further demonstrates that IUPUI alumni have a sense of belonging and pride in their schools and the campus. The OCE is interested in partnering with your school and gathering data that would be useful to understanding the impact of alumni related to community engagement.

## Student Organization for Alumni Relations (SOAR)

The Student Organization for Alumni Relations (SOAR) works to increase student awareness of IUPUI alumni activities and programs. As the official IUPUI Student Ambassadors, SOAR students are dedicated to strengthening the bond between current students and alumni. While the IU School of Informatics and Computing did not have any students participate in this organization, the OCE is interested in discussing

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[2] Astin, A.W., Sax, L. J., & Avalos, J. (1999). Long-term effects of volunteerism during the undergraduate years. *The Review of Higher Education, 22*(2), 187-202.

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opportunities to engage students from your school in developing deeper relations with alumni through community engagement.

# Engaged Economic and Community Development

In 2014-2015, faculty surveyed for the Community Based Learning Inventory (CBLI) cited 486 different partners in the Community-Based Learning Inventory, a 10% increase from last year. While these numbers are impressive, OCE's goal is to understand the impact that such partnerships have on the community. Future reports will illustrate the many ways community organizations are partnering with IUPUI through curricular and co-curricular programs, research, outreach, and scholarship. The OCE is able to assist with identifying partners as well as faculty from other disciplines who are partnering with the same organizations.

Figure 1.7 identifies the type of community partners (e.g., education, government, non-profit, for-profit) and Table 1.3 illustrates the most frequently cited community partners from within the IU School of Informatics and Computing. Please contact our office if you are interested in knowing how others at IUPUI are working with these partners.

Figure 1.7 Community-Based Learning Courses Partners Status (N = 10)



*Source: Community-Based Learning Inventory.*

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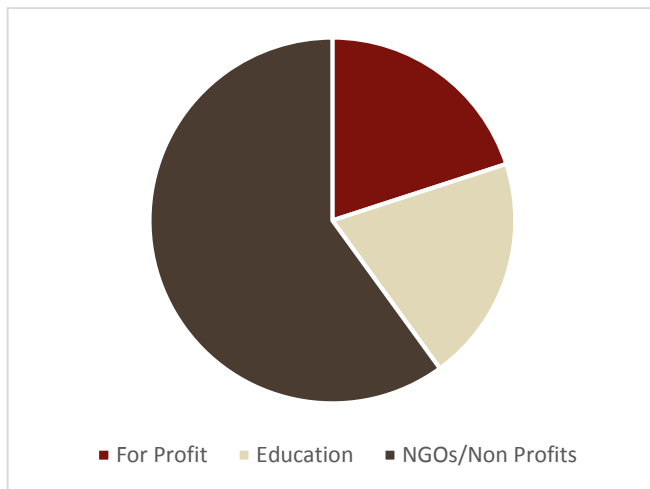
## Table 1.3 Frequently Cited Community Partners

| Most Frequently Cited Community Partners | Citations |
|---|---|
| Brandywine Elementary | 1 |
| District Health Information Software | 1 |
| Eiteljorg Museum | 1 |
| Grace Assembly Church | 1 |
| Growing Places Indy | 1 |
| Indiana Health Information Exchange | 1 |
| Keep Indianapolis Beautiful (KIB) | 1 |
| OpenMRS | 1 |
| PAWS Pantry | 1 |
| The Children's Museum of Indianapolis | 1 |

*Source: Community-Based Learning Inventory.*

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# Appendix A

IU School of Informatics and Computing Sam H. Jones Scholarship Recipients

| Student Name | SHJ Scholarship Type | Total Amount Awarded | Faculty/Staff Mentor |
|---|---|---|---|
| Andrew Townsend | Service Learning Assistant | $2,250 | Williams |
| Merveil Alisa | Freshman Service Scholar | $3,000 | |
| Jared Brown | Power of Children | $2.500 | |
| Kudzai Marvin Shamuyarira | Community Service Leader | $2,000 | |
| **TOTAL** | | **$9,750** | |

*Source: Center for Service & Learning.*

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# Appendix B

IU School of Informatics and Computing Community-Based Learning Courses

| Subject | Course | Faculty Last Name | Primary Instructional Role | # of students that participated in community-based learning | Total service hours for course | # of community partners for course |
|---|---|---|---|---|---|---|
| INFO-I | 590 | Purkayastha | Adjunct/Associate | 5 | 50 | 1 |
| INOI | 590 | | | 6 | 120 | 1 |
| INFO | 582 | | | 11 | 55 | 1 |
| NEWM | 506 | Defazio | Tenure-Track/Tenured | 3 | 180 | 1 |
| NEWM | 415 | William | Adjunct/Associate* | 9 | 1170 | No data |
| NEWM | 344 | Wood | Lecturer | 5 | 2000 | 1 |
| NEWM | 346 | | | 1 | 80 | 1 |
| NEWM | 499 | | | 1 | 100 | 1 |
| INFO | 499 | Voida | Tenure-Track/Tenured | 1 | 150 | 2 |
| INFO | 305 | | | 11 | 1650 | 1 |
| NEWM | 495 | Marshall | Administrator* | 8 | 1080 | No data |
| INFO | 491 | | | 9 | 2430 | No data |
| NEWM | 495 | | | 6 | 810 | No data |
| INFO | 391 | | | 2 | 270 | No data |
| INFO | 491 | | | 8 | 2160 | No data |
| INFO | 491 | | | 2 | 540 | No data |
| NEWM | 495 | | | 6 | 810 | No data |
| INFO | 491 | | | 3 | 810 | No data |
| TOTAL | 18 | | | 97 | 14,465 | |

*Source: Community-Based Learning Inventory.* Note- "*" indicates role was identified through other means, not self-reported.

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