# CURRICULAR ENGAGEMENT REPORT ACADEMIC YEAR 2016

## OFFICE OF COMMUNITY ENGAGEMENT

JANUARY 2017

## UNIT OVERVIEW

The Office of Community Engagement (OCE) was launched in January of 2015 as a priority within the IUPUI Strategic Plan: Our Commitment to Indiana and Beyond. Community Engagement provides campus leadership to deepen campus culture, promote strategic community engagement, and assess the impact of IUPUI student, faculty, and staff engagement activities.

## MISSION

We cultivate knowledge, relationships, and resources through collaboration that will:
- Contribute to healthy and vibrant communities,
- Foster mutual growth, equity, and social justice,
- Strengthen our commitment to democratic engagement, and
- Prepare civic-minded graduates and professionals.

## PURPOSE

The purpose of the Curricular Engagement Report is to provide faculty, staff, and administrators with information about the frequency of community engagement through course-based experiences at IUPUI.

The report contains descriptive information about curricular engagement and examines the data in a variety of ways including by type of course (e.g., RISE, internship), school, course level (i.e., 100-, 200-, 300-, 400-level, and graduate).

The information is intended to be used as a starting point for conversations within and between academic units about faculty partnerships with the community and opportunities to explore how this is related to both student learning and success and/or partnership outcomes. The information is also used as evidence to support the civic engagement mission of the institution including award applications, reports, performance indicators, faculty/staff/departmental development strategies, and to reinforce the strategic plan.

Special thanks to staff within Institutional Research and Decision Support, specifically Michele Hansen, Anne Mitchell, Steve Graunke, and Teresa Troke, for their assistance with data collection, feedback, and supplementary data.

We invite questions and conversations related to information contained in this report. Please contact Kristin Norris (norriske@iupui.edu), Director of Assessment, if you have questions or would like information specific to your school.

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## Community-Based Learning Courses at IUPUI

| 1,106,716 | 9,737 | 875 |
|---|---|---|
| hours of engagement | students | community partners |

### 1,224 courses

Nearly **9%** of all courses offered during AY16 (N = 13,903) contained a community-based learning component.

**OF THE 1,224 COMMUNITY-BASED LEARNING COURSES:**

    **15.4%** are internships

    **20.5%** are clinical, practicum, or practice

    **64.1%** are lecture, seminar, etc.

    **35%** are graduate and professional courses

### 390 faculty

**CHARACTERISTICS OF FACULTY\* TEACHING COMMUNITY-BASED LEARNING COURSES:**

    **29%** are taught by tenured or tenure-track faculty

    **67%** are taught by women

    **29%** are taught by non-white faculty

*\*Faculty refers to any instructor of record regardless of rank and status.*

The methodology and data collection for the AY16 was determined after meeting with the deans from each school and anyone who had historically assisted in data collection, who are referred to as Data Liaisons. The purpose of data collection, data sources, process, and how the information is intended to be used was discussed. Based upon the dean's preference, data were collected by either:

A. School Data Liaison(s) (e.g., course coordinator, program director, staff) with the assistance of the Office of Community Engagement. The following schools utilized this method: DENT, EDUC, LAW, MED, NURS, SPEA, SWK.

B. Direct email to each instructor of record. In this case the dean sent an email to all instructors, followed by an email from OCE using a mail merge tailored to the courses each instructor taught during AY16. The following schools utilized this method: BUS, ENGT, HERR, INFO, PBHL, PETM, PHST, SCI, SHRS, SLA.

Based upon AY16 registrar's data and regardless of method (email or data liaison) everyone was asked:

1. "Did your students make a significant contribution (time, knowledge, skills, and/or resources) to address a community-identified issue/question?" (Y/N)
2. "Did your students make a significant contribution (time, knowledge, skills, and/or resources) in a community setting?" (Y/N)

If either question was answered "Yes," the course was determined to be a community-based learning course and the following additional information was requested:

- the name of community partner(s),
- estimated number of hours per student, and
- the number of students who completed service (if different than course enrollment).

### RESPONSE RATE

Seven schools utilized data liaisons and captured information regarding 797 courses representing 247 instructors. Ten schools opted to email faculty directly, so staff within the OCE worked with the dean to customize an email that went to each instructor of record. The direct email method had an overall response rate of 30.2%, which includes instructors who said "Yes" (N = 164) or "No" (N = 457) to questions #1 or #2 outlined in the methodology.

## REQUIRED VS. OPTIONAL SERVICE

Service is not always required and faculty were not asked if service was optional or required. Course enrollment data were based on registrar data and was pre-populated. However, faculty had the ability to edit the enrollment to represent the actual number of students who completed service. In fact, faculty edited the number of students in 221 course sections (17.9% of CBL course sections). Results indicated that 15,336 students were enrolled in a course that required service, which, based upon the registrar's data, is 89.1% of total enrollment for those courses.

## HISTORY AND LANGUAGE

In AY14, the focus of this data collection process shifted from "service learning" to "community-based learning" to capture a broader scope of engaged learning, including service learning, to reflect the wide range of partnerships with the community. The same questions were used during the AY16 data collection process as were used in AY14 and AY15 (see pg. 7). Questions are always subject to interpretation, however, so steps were taken to address potential confusion. First, deans were able to customize the email for their school to reflect language from their discipline related to community-based learning. And second, using email (as opposed to a survey tool) allowed faculty to ask questions for clarification. When a school data liaison was used, we met with each individual to discuss the questions and offer support (e.g., email template) to ensure clarity and consistency.

## STUDENT ENROLLMENT VS UNDUPLICATED HEADCOUNT

Institutional Research and Decision Support was able to provide an overall unduplicated headcount (N = 9,737) based upon course enrollment. However, this does not take into account instances where service was optional or if the faculty member edited the enrollment to reflect the number of students who completed service (see "Required vs. Optional Service" above). Comparing the number of students who participated in service (N = 15,336) to the unduplicated headcount (N = 9,737) suggests students are likely to take more than one community-based learning course section during an academic year or even during a single semester.

## 1,224 COMMUNITY-BASED LEARNING COURSE SECTIONS

Of all graduate and undergraduate courses sections offered during the AY16 at IUPUI (N = 13,903*), 8.8% contained a community-based component (see Figure 1). The 1,224 community-based learning course sections are made up of the following types of courses:

- 15.4% are internships
- 20.5% are clinical, practicum, or practice
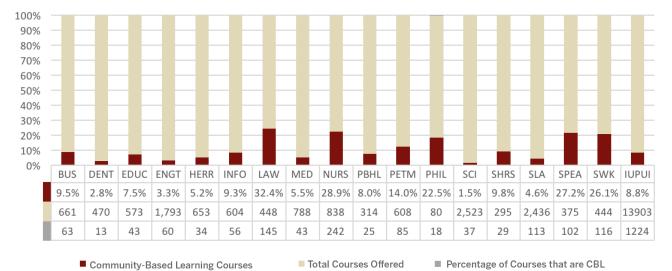- 64.1% are lectures, seminars, etc.

Figure 1. Percentage of All Community-Based Learning Course Sections by School



| | BUS | DENT | EDUC | ENGT | HERR | INFO | LAW | MED | NURS | PBHL | PETM | PHIL | SCI | SHRS | SLA | SPEA | SWK | IUPUI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 9.5% | 2.8% | 7.5% | 3.3% | 5.2% | 9.3% | 32.4% | 5.5% | 28.9% | 8.0% | 14.0% | 22.5% | 1.5% | 9.8% | 4.6% | 27.2% | 26.1% | 8.8% |
| | 661 | 470 | 573 | 1,793 | 653 | 604 | 448 | 788 | 838 | 314 | 608 | 80 | 2,523 | 295 | 2,436 | 375 | 444 | 13903 |
| | 63 | 13 | 43 | 60 | 34 | 56 | 145 | 43 | 242 | 25 | 85 | 18 | 37 | 29 | 113 | 102 | 116 | 1224 |

■ Community-Based Learning Courses    ■ Total Courses Offered    ■ Percentage of Courses that are CBL

*\* Total courses offered does not include University College, Honors College, or the Graduate School. Courses with zero enrollments were removed.*

## 390 FACULTY TEACHING COMMUNITY-BASED LEARNING COURSE SECTIONS

Tables 1-3 illustrate the demographics (gender, race/ethnicity, and rank/status) of reported instructors teaching community-based learning courses. Figure 2 includes a breakdown of rank or status by school.

Table 1. Instructor Race/Ethnicity (N = 390)

| Race/Ethnicity | % |
|---|---|
| White | 81% |
| Black/African American | 10% |
| Asian | 4% |
| Hispanic/Latino | 3% |
| Two or More Races | 2% |
| International | 1% |

Table 2. Instructor Rank/Status (N = 390)

| Rank/Status | % |
|---|---|
| Tenured Tenure-Track Faculty & Librarians | 29% |
| Part-time Academic | 28% |
| Not Tenured and Not on Track | 26% |
| Academic Overloads (staff who teach) | 7% |
| Academic Other/Specialist | 5% |
| No Data | 4% |
| Executive Amin. | 1% |

Table 3. Instructor Gender (N = 390)

| Gender | % |
|---|---|
| Male | 33% |
| Female | 67% |

Figure 2. Instructor Rank or Status (N = 390)

## 1,106,713 HOURS OF STUDENT ENGAGEMENT THROUGH COURSES

Students completed 1,106,713 hours of service through a community-based learning course. Service hours can be attributed in the following manner:

- 64% were completed in an undergraduate course
- 35% of the hours were completed through a course that was categorized as internship, clinical, practicum, or practice
- 65% of the hours can be attributed to traditional courses (e.g., lecture, seminar, etc.)

## 9,737 STUDENTS ENROLLED IN COMMUNITY-BASED LEARNING COURSE SECTIONS

Approximately one third of all students at IUPUI were enrolled in at least one community-based learning course during the AY16. Figure 3 includes the number of students enrolled by school (N = 15,337). As noted in the limitations, the information in Figure 3 does not represent unduplicated headcount because students can take more than one community-based learning course during an academic year.
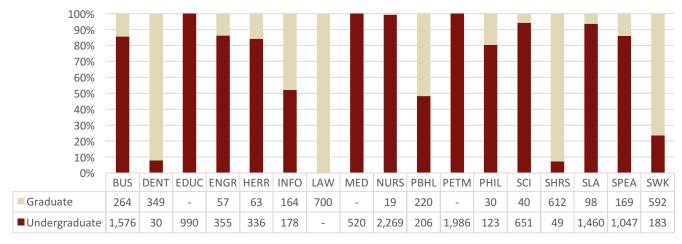
Figure 3. Student Enrollment in Community-Based Learning Course Sections (N = 15,337)

| | BUS | DENT | EDUC | ENGR | HERR | INFO | LAW | MED | NURS | PBHL | PETM | PHIL | SCI | SHRS | SLA | SPEA | SWK |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Graduate | 264 | 349 | - | 57 | 63 | 164 | 700 | - | 19 | 220 | - | 30 | 40 | 612 | 98 | 169 | 592 |
| Undergraduate | 1,576 | 30 | 990 | 355 | 336 | 178 | - | 520 | 2,269 | 206 | 1,986 | 123 | 651 | 49 | 1,460 | 1,047 | 183 |

■ Undergraduate  ■ Graduate

**875 COMMUNITY PARTNERS INVOLVED WITH COMMUNITY-BASED LEARNING COURSES**
Figure 4 represents the type of community partner cited (i.e., health care, education, nonprofit, governmental agency, faith-based organization, or business). Nearly a fourth of all partners are cited by more than one faculty member. For example, Riley Hospital for Children (n = 14), Wheeler Mission (n = 8), Boys & Girls Club (n = 7), and the Humane Society (n = 6) to name a few. Schools might be interested in learning more about others on campus who are working with the same community partner and the Office of Community Engagement is interested in facilitating those discussions.
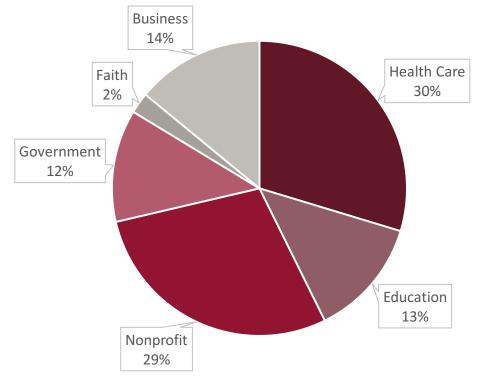
Figure 4. Community Partners Cited by Type of Organization (N = 875)



Business
14%

Faith
2%

Health Care
30%

Government
12%

Education
13%

Nonprofit
29%

## DESIGNATIONS (RISE, EL, GRE)

The number of designated courses about which the faculty responded "No," the course does not contain a community-based learning component (N = 164), is worthy of attention (see Table 4). In essence, students registered for a course that was designated* as if it had a community-based component (e.g., EL, SL), but the faculty verified there was no community component to the course. In partnership with the RISE Director, Jennifer Thorington-Springer, we suggest schools work with their recorders and the faculty to remove designations when the course does not meet the requirements.

Additionally, we acknowledge that not all community-based learning courses meet the requirements and expectations of the designations. However, in addition to removing some designations, there is also an opportunity to add designations. For example, only 54% of all internships have a designation. These findings suggest the discussions on campus related to what it means to be a high-impact practice based upon the taxonomies (see RISE Taxonomies) coupled with this information is an opportunity to examine the fidelity of high-impact practices and better assess the impact on student learning and success.
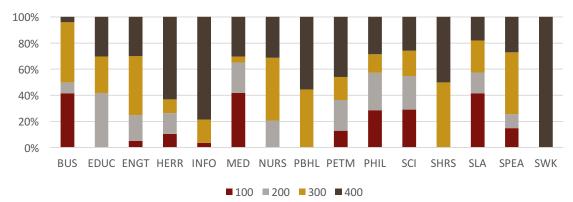
Table 4. Community-Based Learning Courses and RISE Designations*

| Year | Number of CBL Courses with a Designation | Total # of CBL Courses | % of CBL Courses with Designation | Instructor said "NO" CBL, but Course is Designated |
|---|---|---|---|---|
| 2012-13 | 410 | 501 | 82% | No Data |
| 2013-14 | 392 | 522 | 75% | No Data |
| 2014-15 | 275 | 561 | 50% | 114 |
| 2015-16 | 535 | 1,224 | 44% | 164 |

*"Designated" courses represents courses with the following Registrar codes: N=23
EL01, EL02, EL03, EL04, EL 35, GRE0, GRE1, GRE2, GRE3, GRE4, GRE7, GRS1, GRS2, GRS3, GRS4, GRS7, GRS8, SL01, SL02, SL03, SL04. SL13, SL23

## COMMUNITY-BASED LEARNING ACROSS THE UNDERGRADUATE CURRICULUM

Figure 5 illustrates where community-based learning courses are being offered across levels of the curriculum (i.e., 100-, 200-, 300-, 400-level). Schools are encouraged to use this information to examine where community-based learning approaches are being used within a program of study, how the learning is scaffolded across the curriculum, and to foster a dialogue about who is partnering, where, and for what purpose in order to enhance opportunities for student learning and community impact. Instructors who are interested in designing community-engaged courses or resources and support should contact Morgan Studer (mohughes@iupui.edu), Director of Faculty and Community Resources, or Dr. Mary Price (price6@iupui.edu), Director of Faculty Development, in the Center for Service and Learning.

Figure 5. Community-Based Learning Across the Undergraduate Curriculum



Recognizing where community-based learning occurs in the curriculum in conjunction with the demographics of instructors who teach community-based learning courses offers opportunities to discuss the curriculum and teaching strategies being employed. One potential challenge is that only 29% of all faculty teaching community-based learning courses are tenured or tenure track – those who make the majority of curricular decisions (see page 10). Findings suggest that part-time or associate instructors can add value to the conversations as well.

## METHODOLOGY AND THE ADDED VALUE OF DATA LIAISONS

Results indicate there are benefits to utilizing both methods of data collection (direct email to faculty and/or data liaisons) and highlight potential implications for this activity in the future. Schools that used data liaisons reduced the burden on faculty and resulted in more data. But perhaps more importantly, these relationships led to dialogue and greater clarity regarding what community engagement is, why it matters, and how this information can be used. Having a data liaison(s) encourages a two-way cycle of communication and increases the usefulness of the information.

The alternative data collection method, direct email, allowed us to engage a new group of faculty and in some schools, was the best solution given size, structure, and timing (summer). The overall response rate from the email method was 30% suggesting that email is easier for respondents to use. The greatest benefit of using the email method was that it allowed faculty to ask questions and resulted in greater clarity.

Moving forward, the Office of Community Engagement will continue to develop relationships with the schools and identify data liaison(s) when possible in order to reduce the amount of faculty effort and burden involved with data collection. We will work closely with the schools to determine the best methodology for data collection, what information is necessary to collect, with what frequency, and alternative sources of data (e.g., Common Core, Program Evaluation, IRB, etc.). We appreciate any and all input on what data would be useful to schools to enable informed decision-making, support achievement of campus goals, and create opportunities to partner with the community to address societal challenges.

## FOR ADDITIONAL INFORMATION:

Kristin Norris, Ph.D.
Director of Assessment

Office of Community Engagement
University Hall, 4008
301 University Blvd.
Indianapolis, IN 46202
norriske@iupui.edu
317-278-0013