

**IU School of Health and Rehabilitation Sciences  
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 IU School of Health and Rehabilitation Sciences 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](mailto:norriske@iupui.edu)), if you have any questions.

## 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<sup>1</sup>. IUPUI provides resources to assist students in preparing for, accessing, and succeeding through community engagement.

### Community-Based Learning Courses

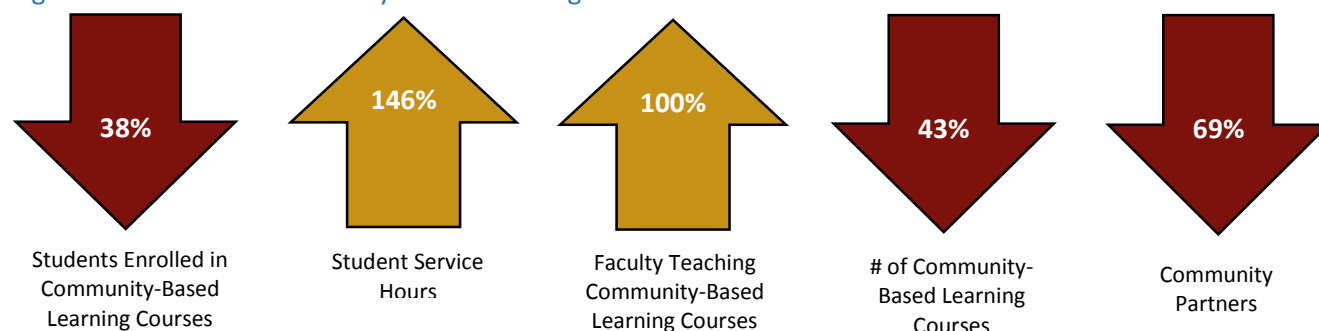
Table 1.1 includes data regarding community-based learning courses IU School of Health and Rehabilitation Sciences (SHRS) offered during the 2014-2015 academic year, as well as the previous two years. Figure 1.1 illustrates the trend of these numbers compared to the prior academic year.

Table 1.1 Community-Based Learning Courses

Academic Year	Student Participation	Service Hours	Instructors	Course Sections	Community Partners
2012-13	90	1,048	2	4	7
2013-14	208	2,704	2	14	13
2014-15	288	6,658	4	8	4

Source: Community-Based Learning Inventory.

Figure 1.1 Trends in Community-Based Learning Courses

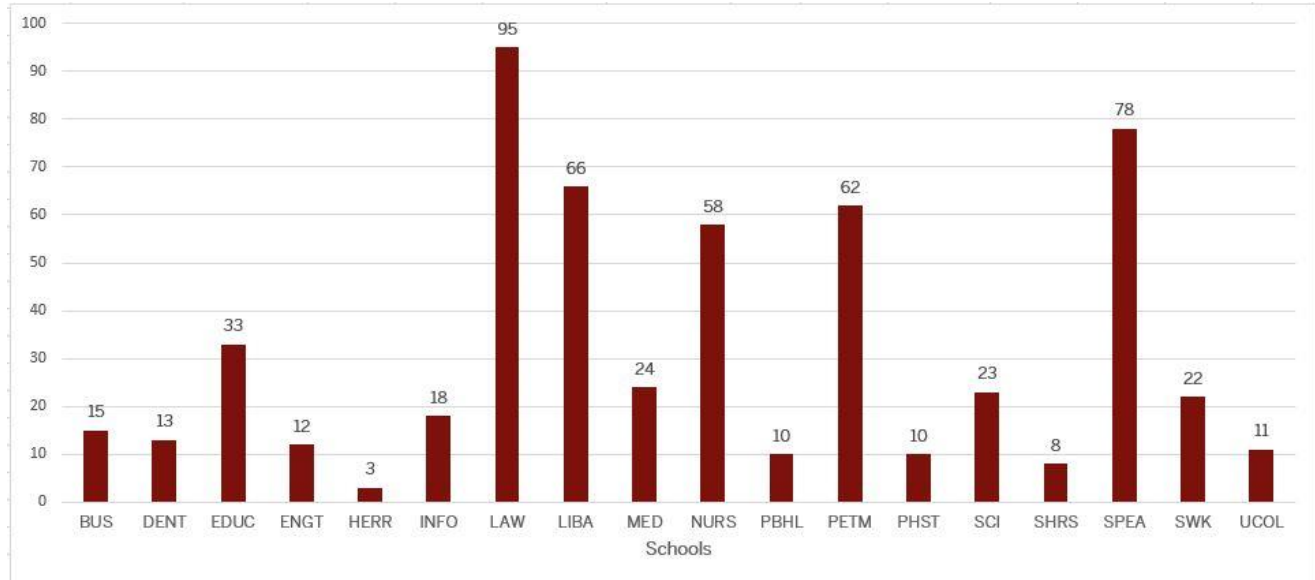


Source: Community-Based Learning Inventory.

<sup>1</sup> 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.

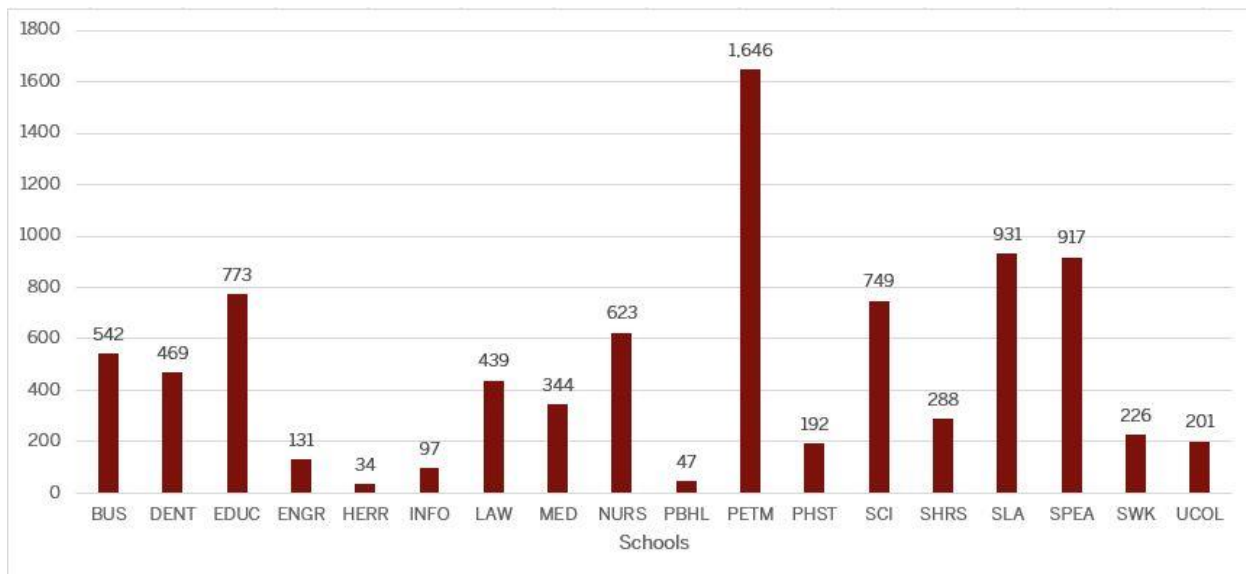
Figures 1.2 and 1.3 illustrate how your school compares to other schools across campus. The OCE is interested in discussing these trends, additional sources of information, and opportunities for growth.

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)

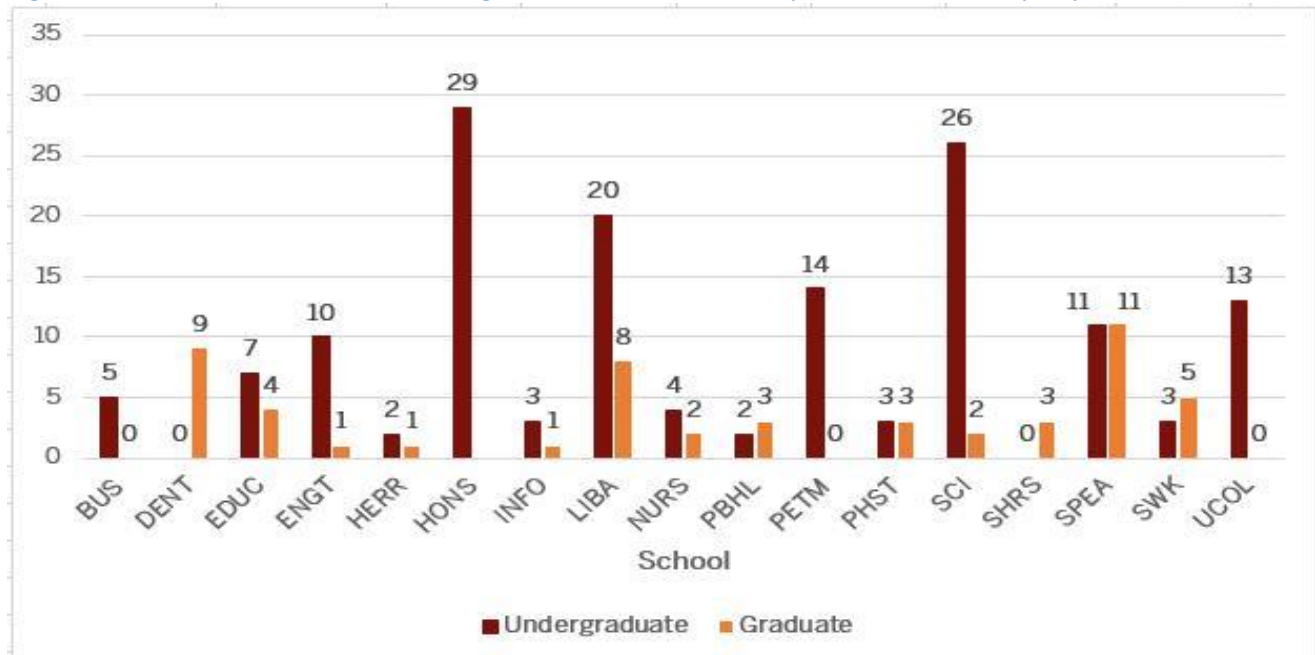


Source: Community-Based Learning Inventory. NOTE: Number of students does not represent unique individuals.

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

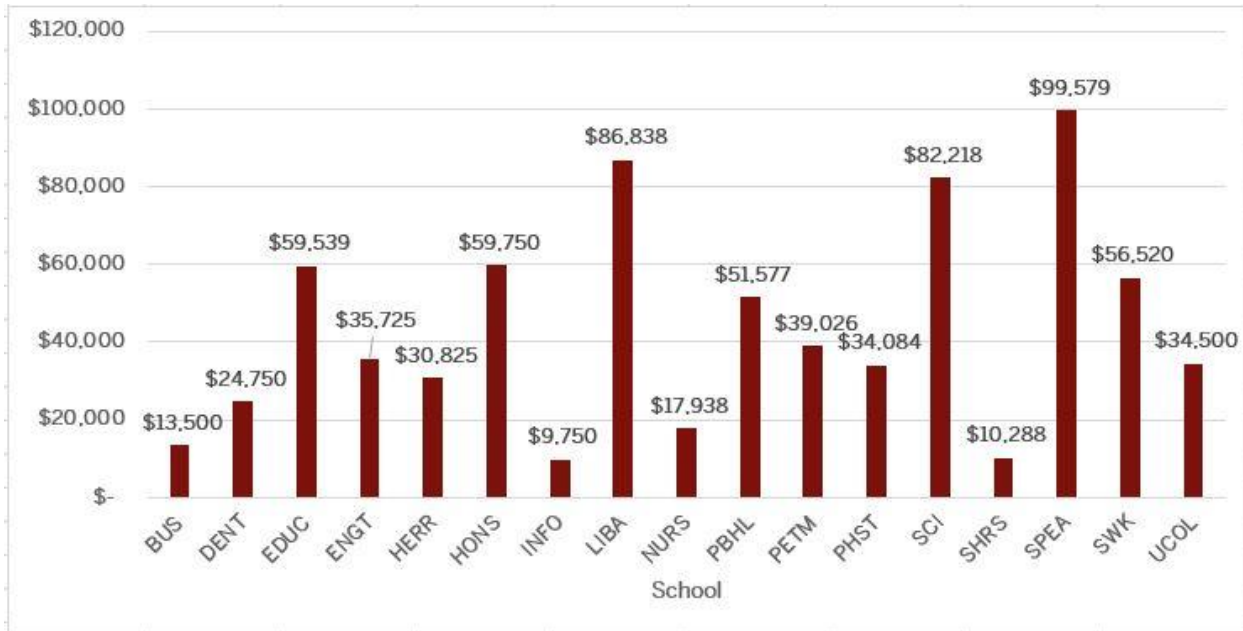
The Center for Service & Learning (CSL), a unit within the Office of Community Engagement, engages students, faculty, staff, and community members in educationally meaningful service to promote learning and development, to advance best practice and research, and to further community goals and the civic 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 Figure 1.6, which illustrates the trend in SHJ funding specific to SHRS.

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.

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

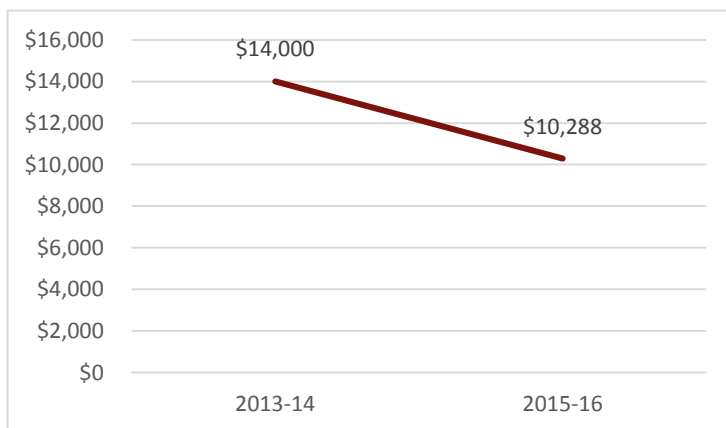


Source: Center for Service & Learning. NOTE: Students may be enrolled in more than one program/school and their dual enrollment is represented here.

## IU School of Health & Rehabilitation Sciences Sam H. Jones Community Service Scholarship Recipients

In 2014-2015, **3 students enrolled in the SHRS received a Sam H. Jones Scholarship, for a total of \$10,288 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.

## 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.

Four IU School of Health & Rehabilitation Sciences students were awarded the William M. Plater Civic Engagement Medallion:

- Catherine Collins
- Sarah Koning
- Kunal Shah
- Lindsey Yoh

## 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.

Two students from the IU School of Health & Rehabilitation Sciences were honored as IUPUI's 2014 Top 100:

- Jordan Hanaway, Health Sciences
- Alexis Hunt, Health and Rehabilitation

## 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 Scholarship Program

The Center for Service & Learning awarded \$220,000 in Service Learning Assistant (SLA) Scholarships funds to over 69 faculty/staff who, in turn, worked with 79 students who assist with service learning courses and community programs. SLA 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 enhances faculty/staff community-engaged scholarly practice, provides high-quality student mentoring opportunities, and builds capacity for sustainable, mutually beneficial community-campus partnerships.

**Faculty from SHRS received \$8,100 in SLA funding last year** (see Table 1.2) and one faculty member was supported through other faculty development funding (see Table 1.3).

**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	
Anne Belcher	Health Sciences	\$4,500			X		Elizabeth Ferguson (NURS) Joy Howard (NURS)
Jeffrey Crabtree	Occupational Therapy	\$3,600	X	X		X	Emilea Ridener (SHRS) Kelsey Rosswurm (SHRS)
<b>TOTAL</b>		<b>\$8,100</b>					

Source: Center for Service & Learning.

**Table 1.3 SHRS Faculty/Staff Development Fund Recipients**

Faculty/Staff	Award Amount	Award Type	
		Leadership Development	Conference Presentation / Dissemination
Sharon Pape	\$750	X	
<b>TOTAL</b>		<b>\$750</b>	

Source: Center for Service & Learning.

## IU School of Health & Rehabilitation Sciences Community-Based Learning Courses

Appendix B includes the community-based learning courses SHRS 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.

**SHRS had 4 faculty teach 8 courses in which 288 students contributed 6,658 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<sup>2</sup>. 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, including student participation in the Student Organization for Alumni Relations (SOAR), which works to strengthen the bond between current students and alumni.

### Engaged Economic and Community Development

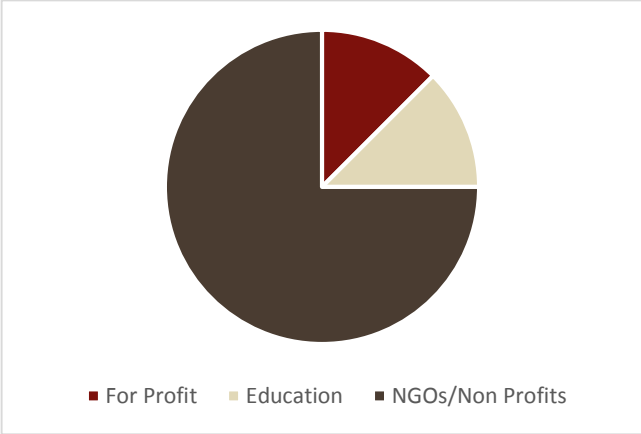
In 2014-2015, faculty surveyed for the Community Based Learning Inventory (CBLI) cited 486 different partners in the Community-Based Learning Inventory, a 10% increase from last year. While these numbers are impressive, OCE's goal is to understand the impact that such partnerships have on the community. 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 1.4 illustrates the most frequently cited community partners from within SHRS. Please contact our office if you are interested in knowing how others at IUPUI are working with these partners.

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<sup>2</sup> 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.

Figure 1.7 Community-Based Learning Courses Partners Status (N=8)



Source: Community-Based Learning Inventory.

Table 1.4 Frequently Cited Community Partners

Community Partners	Citations
Indiana University Health	5

Source: Community-Based Learning Inventory.

## Appendix A

### SHRS Sam H. Jones Scholarship Recipients

Student Name	SHJ Scholarship Type	Total Amount Awarded	Faculty/Staff Mentor (if applicable)
Lean VanAntwerp	Democracy Plaza Leader Service Complete Scholar Service Learning Assistant	\$6,688	Christy (MED)
Emilea Ridener	Service Learning Assistant	\$1,800	Crabtree (OT)
Kelsey Rosswurm	Service Learning Assistant	\$1,800	Crabtree (OT)
<b>TOTAL</b>		<b>\$10,288</b>	

Source: Center for Service & Learning.

## Appendix B

### SHRS 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
SHRS	533	Miller	Tenure-Track/Tenured	28	112	2
SHRS	641			37	296	1
SHRS	642	Altenburger	Administrator	34	510	1
SHRS	645			38	760	1
SHRS	680	Bayliss	Clinical	37	740	3
SHRS	510	Strunk	Administrator	40	1,280	1
SHRS	520			37	1,184	1
SHRS	610			37	1,776	1
<b>TOTAL</b>	<b>8</b>			<b>288</b>	<b>6,658</b>	

*Source: Community-Based Learning Inventory.*