

**School of Engineering & Technology
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 Purdue School of Engineering and Technology 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
- IUPUI 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 Community 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.

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 college¹. IUPUI provides resources to assist students in preparing for, accessing, and succeeding through community engagement.

Community-Based Learning Courses

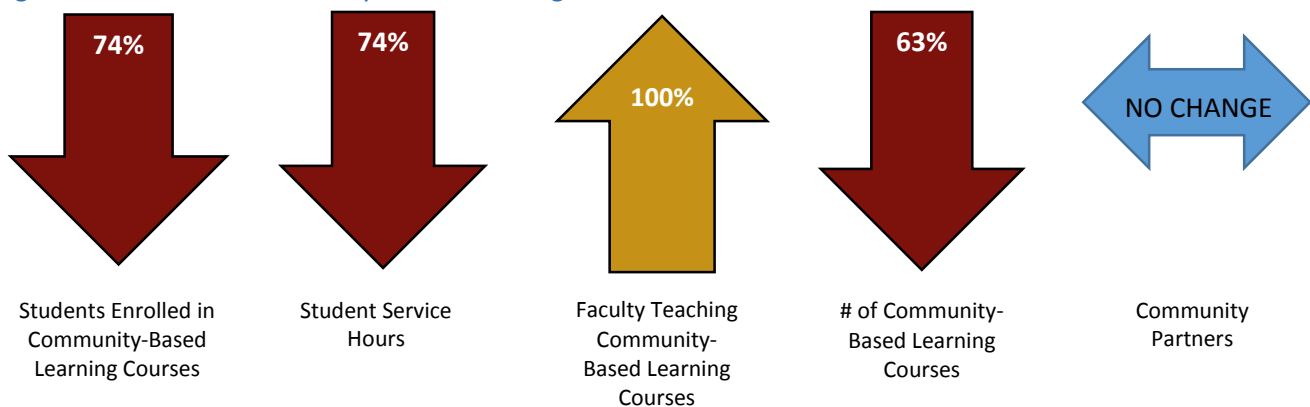
Table 1.1 includes data regarding community-based learning courses the Purdue School of Engineering and Technology offered during the 2014-2015 academic year, as well as the previous three years. Figure 1.1 illustrates the trend of these numbers compared to the prior academic year.

Table 1.1 Community-Based Learning Courses

Academic Year	Student Participation	Service Hours	Instructors	Course Sections	Community Partners
2011-12	398	11,845	13	44	9
2012-13	216	11,175	6	35	21
2013-14	506	10,765	3	32	2
2014-15	131	9,660	6	12	2

Source: Community-Based Learning Inventory.

Figure 1.1 Trends in Community-Based Learning Courses

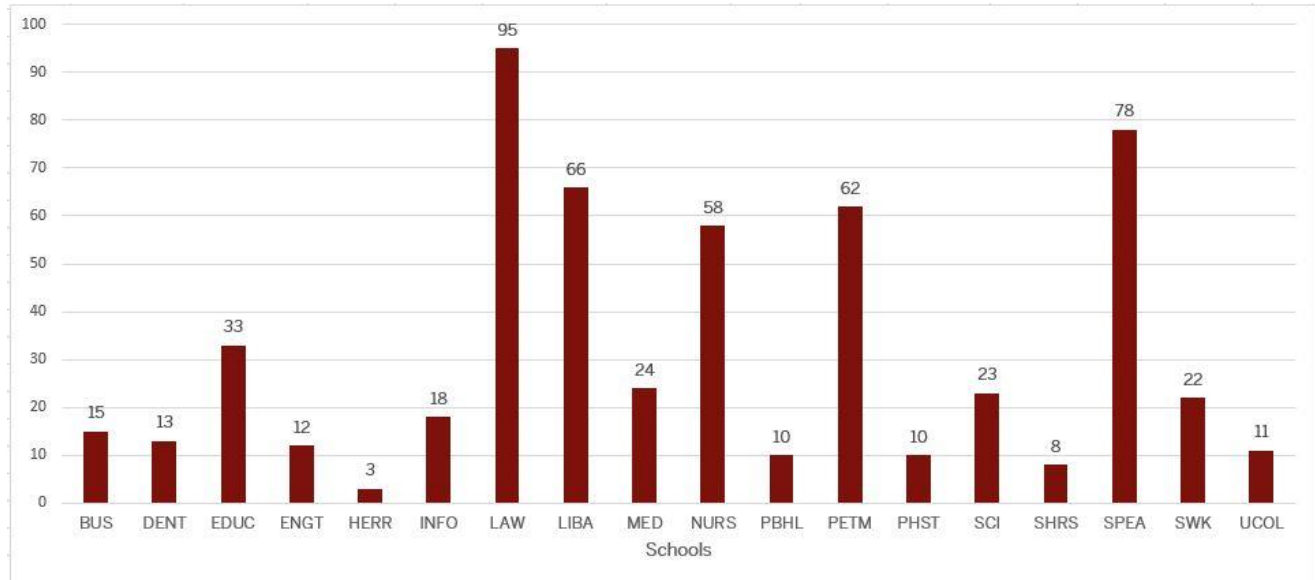


Source: Community-Based Learning Inventory.

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.

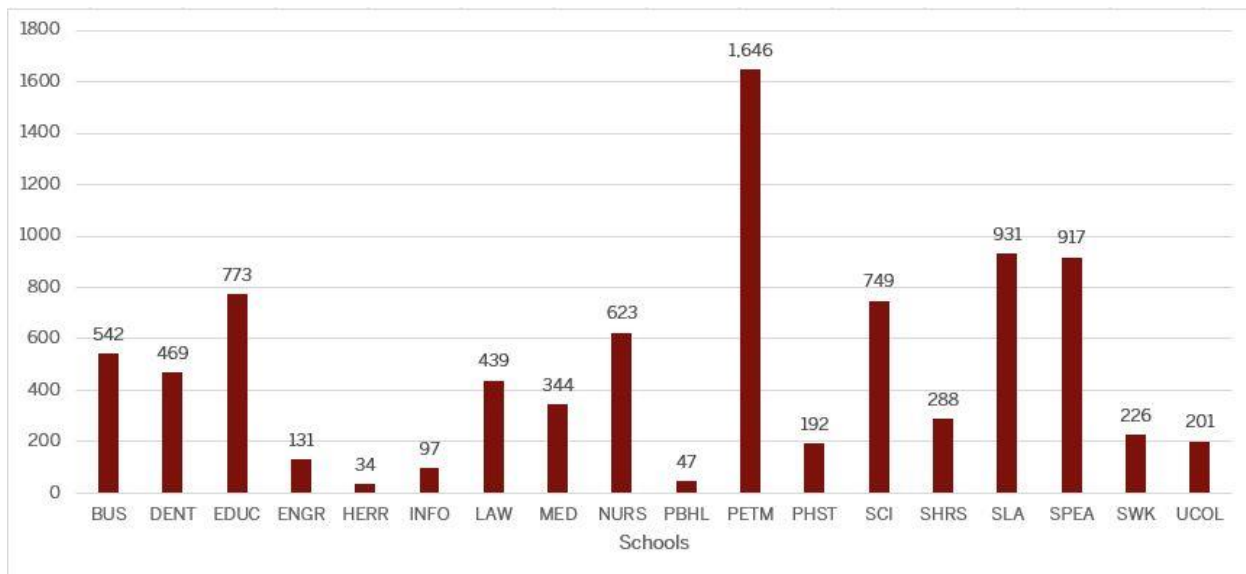
Figures 1.2 and 1.3 illustrate how your school compares to other schools across campus. The OCE is interested in discussing these trends, additional sources of information, and opportunities for growth.

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)

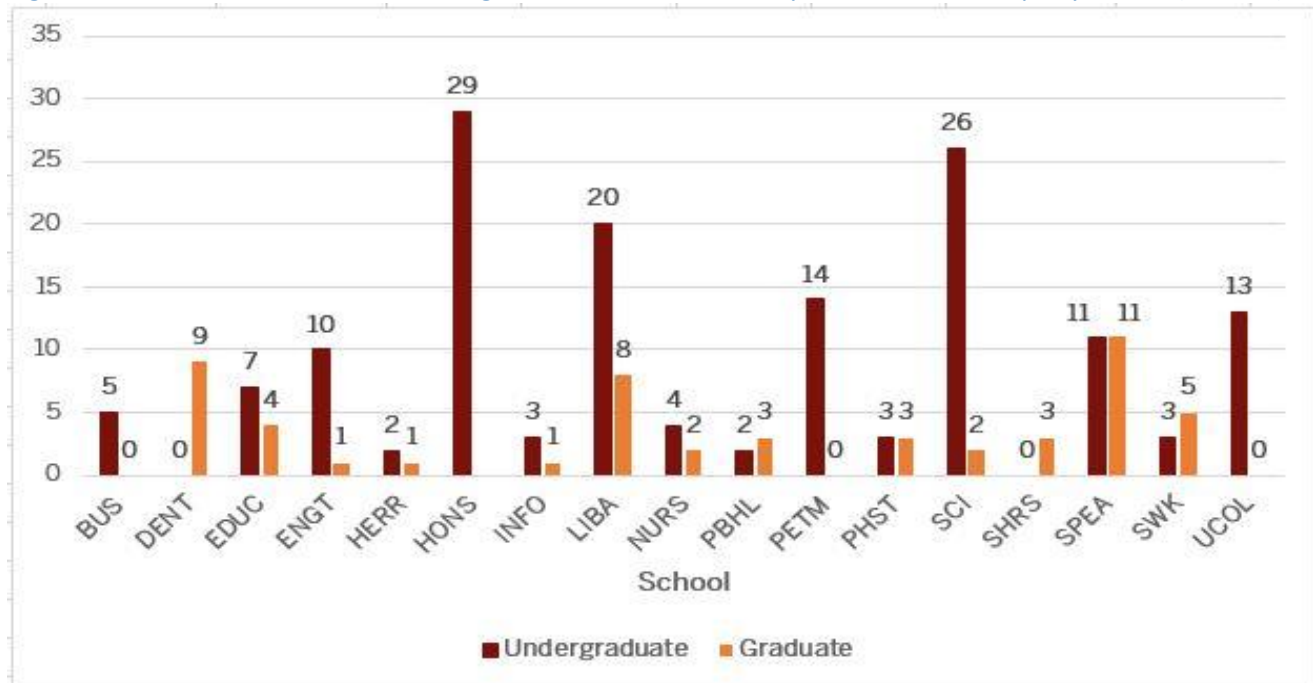


Source: Community-Based Learning Inventory. NOTE: Number of students does not represent unique individuals.

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

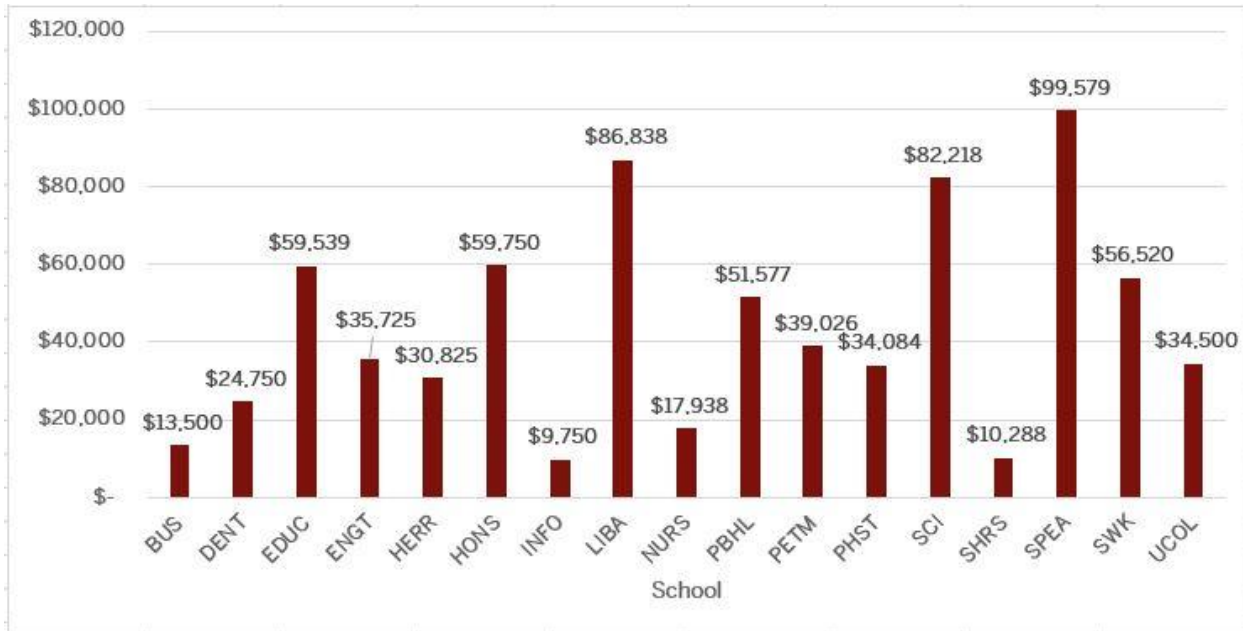
The Center for Service & Learning (CSL), a unit within the Office of Community Engagement, engages students, faculty, staff, and community members in educationally meaningful service to promote learning and development, to advance best practice and research, and to further community goals and the civic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

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

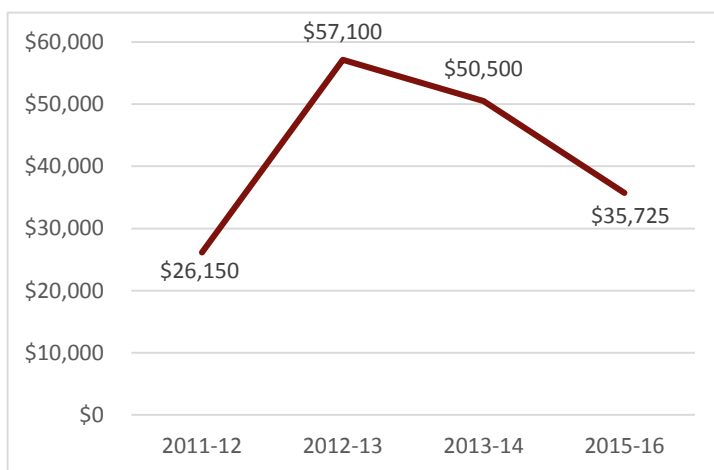


Source: Center for Service & Learning. NOTE: Students may be enrolled in more than one program/school and their dual enrollment is represented here.

Purdue School of Engineering and Technology Sam H. Jones Community Service Scholarship Recipients

In 2014-2015, **16 students enrolled in the Purdue School of Engineering and Technology received a Sam H. Jones Scholarship, for a total of \$35,725 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



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 Purdue School of Engineering & Technology students were awarded the William M. Plater Civic Engagement Medallion:

- Bobuchi Ken-Opurun, Construction Engineering Management Technology
- Jomar Mendoza, Mechanical Engineering
- Reneau Simpson, Organizational Leadership & Civic Leadership (SPEA)
- Joseph Spaulding, Mechanical Engineering

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.

Nineteen students from the Purdue School of Engineering & Technology were honored as IUPUI's 2014 Top 100:

- Jessenia Barron-Cohen, Interior Design Technology
- Rachael Bridegroom, Biomedical Engineering
- Megan Bryant, Biomedical Engineering
- Caleb Comoglio, Biomedical Engineering
- Nhan Do, Computer Engineering
- Wiaam Elkhatib, Biomedical Engineering
- Timothy Emmel, Biomedical Engineering
- Jasmine Herbert, Computer Information and Technology
- Aaron Keutzjans, Mechanical Engineering
- Renzo La Rosa, Mechanical Engineering
- Christian Lee, Mechanical Engineering
- Ellen Maue, Biomedical Engineering
- Grace Perkowitz, Electrical Engineering
- Kelsey Reker, Interior Design
- Joseph Spaulding, Mechanical Engineering

- Javed Syed, Biomedical Engineering
- Katie Wright, Biomedical Engineering
- Dile Wilson, Computer Graphics Technology
- Steven Zusak, Mechanical Engineering

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 **Purdue School of Engineering and Technology** received **\$10,200 in SLA funding** last year (see Table 1.2). Faculty also benefited from faculty development funds (see Table 1.3).

Table 1.2 Faculty Work Supported by SLA Scholarship Program

Faculty Name	Department	Award Amount	Award Type				Mentee/Student (School)
			Teaching	Research	Service	Capacity Building	
Beth Huffman	Engineering Technology	\$6,900	x			x	Kimberly Davis (ENGR) Kelsey Reker (ENGR) Mandalyn Adams (ENGR) Adrianna LaRosa (ENGR)
Darrell Nickolson	Engineering Technology	\$1,500	x				Valerie Whitmer (ENGR)
Mark Bannatyne	Engineering Technology	\$1,800	x			x	
TOTAL		\$10,200					

Source: Center for Service & Learning.

Table 1.3 Purdue School of Engineering & Technology Faculty Development Fund Recipients

Faculty/Staff	Award Amount	Award Type	
		Leadership Development	Conference Presentation / Dissemination
Beth Huffman	\$500		X
TOTAL	\$500		

Source: Center for Service & Learning.

Purdue School of Engineering and Technology Community-Based Learning Courses

Appendix B includes the community-based learning courses the Purdue School of Engineering and Technology 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 Purdue School of Engineering & Technology had 6 faculty teach 12 courses in which 120 students contributed 9,660 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 involvement². 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.

During the 2015 academic year, staff from the Office of Alumni Relations worked with 12 schools to host 87 events in which 17,763 alumni participated. Table 1.3 and 1.4 highlight these numbers specifically for Purdue School of Engineering and Technology. These events and service on boards showcase collaboration and pride for IUPUI as students, faculty, staff, alumni, and the community come together.

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.

Table 1.4 Alumni Events

School	Events	Attendance
DENT	16	1,515
ENGR	2	176
HERR	4	246
SHRS	5	726
LAW	12	782
NURS	6	203
PETM	2	305
PBHL	3	194
SWRK	13	630
SPEA	3	119
SCI	4	145

Source: IUPUI Office of Alumni Relations.

Table 1.5 Alumni Board Meetings

School	Board Meetings	Attendance
DENT	11	250
ENGR	2	74
HERR	1	21
SHRS	2	44
LAW	4	137
NURS	4	54
PETM	4	82
PBHL	3	42
SWRK	4	120
SPEA	1	17
SCI	3	72

Source: IUPUI Office of Alumni Relations.

Student Organization for Alumni Relations

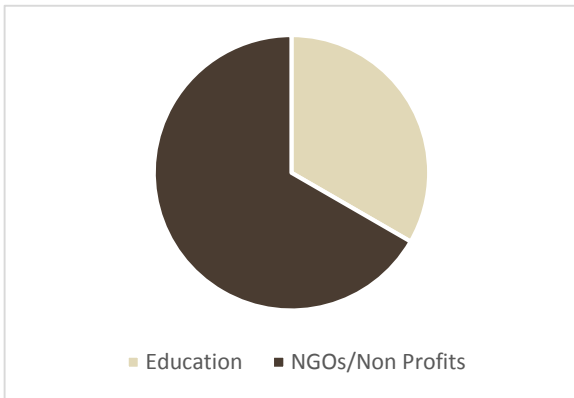
The Student Organization for Alumni Relations (SOAR) works to increase student awareness of IUPUI alumni activities and programs. As the official IUPUI Student Ambassadors, SOAR students are dedicated to strengthening the bond between current students and alumni. The Purdue School of Engineering and Technology had 4 students serve on SOAR, including **Katie Wight** who served as President and **Amber Kriech** who served as Vice President of Membership. The OCE would like to thank them for their commitment to supporting alumni relations.

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 1.6 illustrates the most frequently cited community partners from within the Kelley School of Business. 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=3)



Source: Community-Based Learning Inventory.

Table 1.6 Frequently Cited Community Partners

Community Partners	Citations
Riley Hospital for Children	2

Source: Community-Based Learning Inventory.

Appendix A

Purdue School of Engineering and Technology Sam H. Jones Scholarship Recipients

Student Name	SHJ Scholarship Type	Total Amount Awarded	Faculty/Staff Mentor (if applicable)
Leanne Abel	Freshman Service Scholar	\$3,000	
Seth Bollier	Community Service Leader	\$4,000	
Monique Dorsel	Community Service Scholar	\$3,500	
Anna Glumb	Fugate Fellows Scholar	\$3,000	
Mary Glumb	Freshman Service Scholar	\$3,000	
Amber Kreich	Power of Children	\$2,500	
Hamza Nawaz	CSL Project & Communication Assistant	\$1,275	
Mandalyn Adams	Service Learning Assistant	\$1,500	Huffman
Kimberly Davis	Service Learning Assistant	\$750	Huffman
Adrianna LaRosa	Service Learning Assistant	\$1,500	Huffman
Da'Janique Peterson	Service Learning Assistant	\$750	Siddiqui (Philanthropic Studies)
Kelsey Reker	Service Learning Assistant	\$1,950	Huffman
Joseph Spaulding	Service Learning Assistant	\$4,500	Halford (CSL/OSI)
Valerie Whitmer	Service Learning Assistant	\$1,500	Nickolson
Logan Bogard	Service Learning Assistant	\$1,800	Bannatyne
Chad Taylor	Service Learning Assistant	\$1,200	Huffman
TOTAL		\$35,725	

Source: Center for Service & Learning.

Appendix B

Purdue School of Engineering & Technology 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
CGT-I	007752	Bannatyne	Adjunct/Associate*	6	960	No Data
CGT-I	007752			1	160	No Data
CIT	078280	Catlin	Lecturer*	1	80	No Data
CIT	078280			1	80	No Data
BME	082543	Combs	Clinical	32	1,920	1
BME	082544			21	1,920	1
OLS	036493	Diemer	Clinical	14	140	No Data
ENGR	018235	Golub	Adjunct/Associate	10	1,000	1
ART	002508	Huffman	Lecturer*	7	700	No Data
ART	002508			7	700	No Data
ART	002508			10	1,000	No Data
ART	002508			10	1,000	No Data
TOTAL	12			120	9,660	

Source: Community-Based Learning Inventory. *Role was identified through other means, not self-reported