

IU School of Nursing  
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 Nursing 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

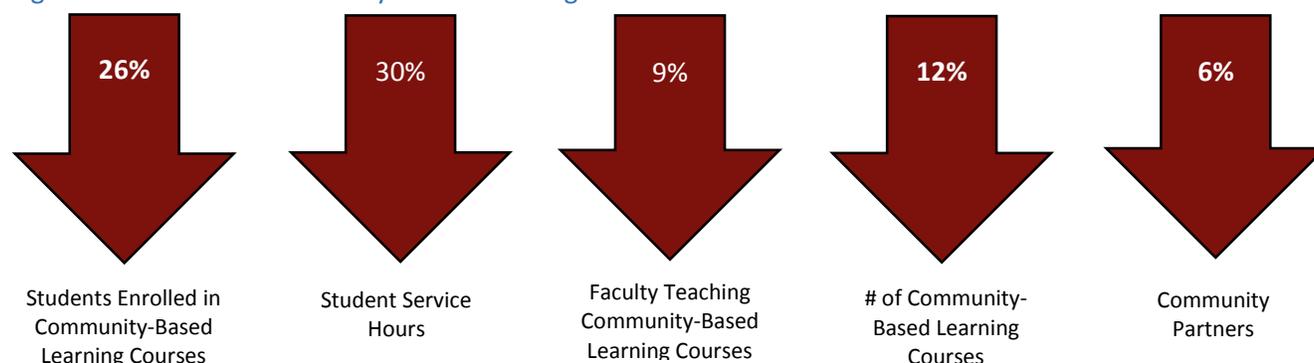
Table 1.1 includes data regarding community-based learning courses the IU School of Nursing offered during the 2014-2015 academic year, as well as the previous three years. Figure 1.1 illustrates the trend of these numbers compared to the prior academic year.

Table 1.1 Community-Based Learning Courses

Academic Year	Student Participation	Service Hours	Instructors	Course Sections	Community Partners
2011-12	742	16,120	14	41	65
2012-13	641	11,817	18	42	30
2013-14	843	24,270	23	66	31
2014-15	623	17,072	21	58	29

Source: Community-Based Learning Inventory.

Figure 1.1 Trends in Community-Based Learning Courses

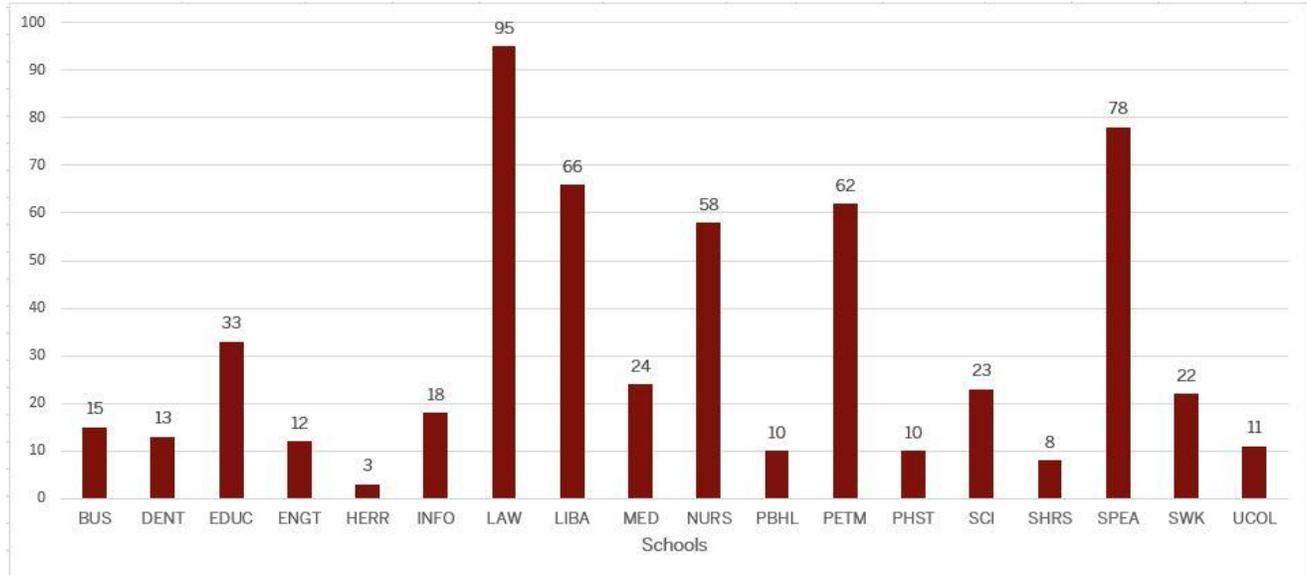


Source: Community-Based Learning Inventory.

<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.

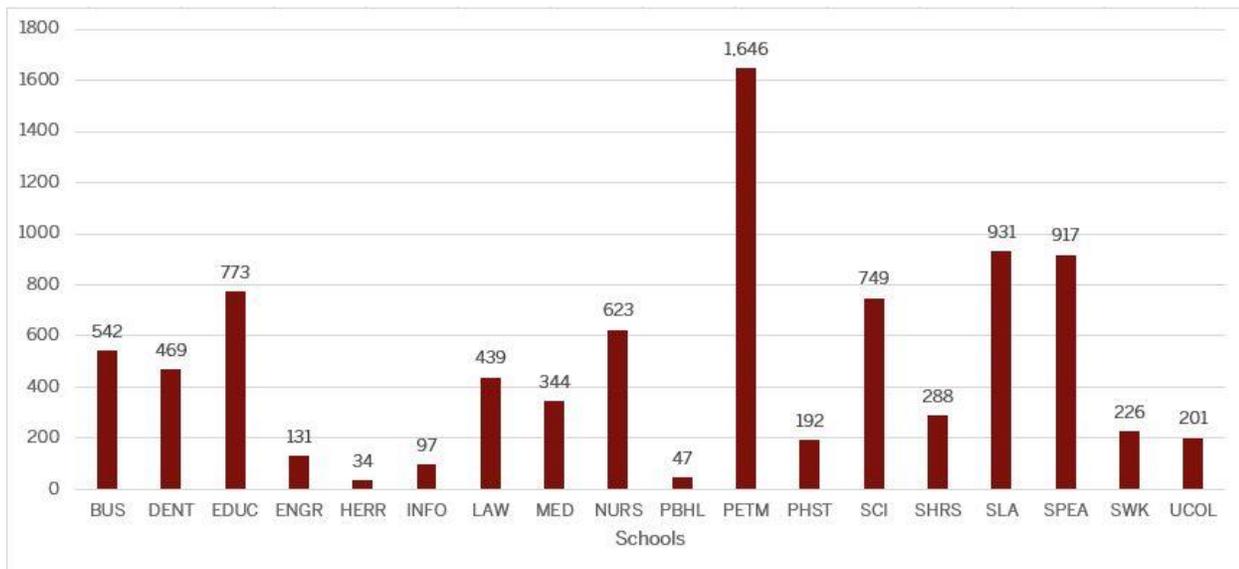
Figures 1.2 and 1.3 illustrate how your school compares to other schools across campus. The OCE is interested in discussing these trends, additional sources of information, and opportunities for growth.

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)

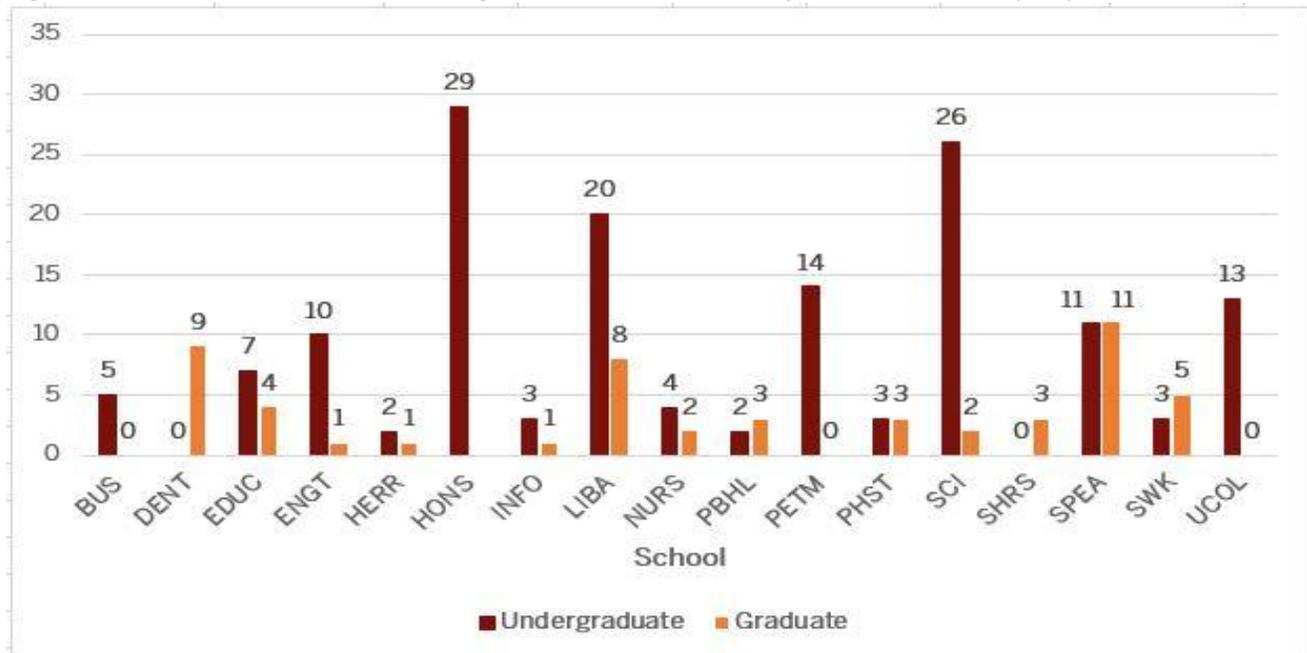


Source: Community-Based Learning Inventory. NOTE: Number of students does not represent unique individuals.

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

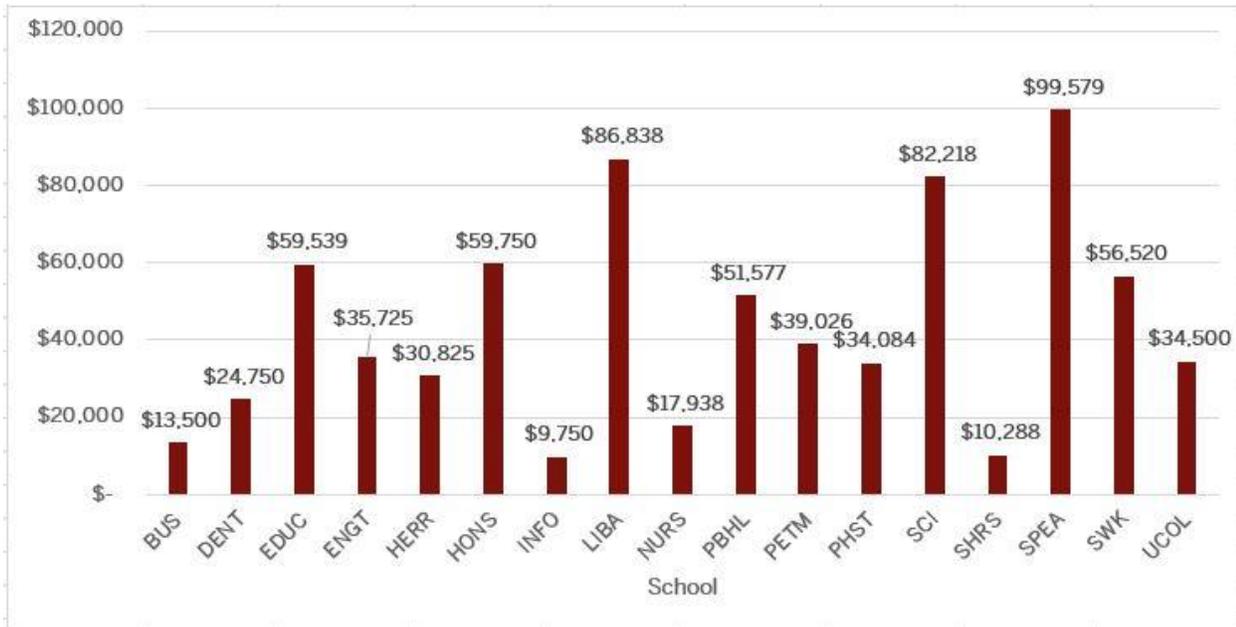
The Center for Service & Learning (CSL), a unit within the Office of Community Engagement, engages students, faculty, staff, and community members in educationally meaningful service to promote learning and development, to advance best practice and research, and to further community goals and the civic 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 the IU School of Nursing.

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

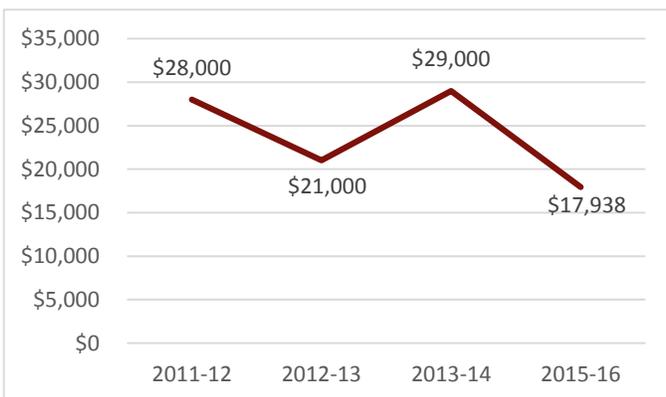


Source: Center for Service & Learning. NOTE: Students may be enrolled in more than one program/school and their dual enrollment is represented here.

### IU School of Nursing Sam H. Jones Community Service Scholarship Recipients

In 2014-2015, **6 students enrolled in the IU School of Nursing received a Sam H. Jones Scholarship, for a total of \$17,938 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.

## 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.

Five students from the IU School of Nursing were honored as IUPUI's 2014 Top 100:

- Lisa Edgington
- Whitney Eldridge
- Kyndra Trammel
- Elaina Weiss
- Katherine Williams

## 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.

### IU School of Nursing Community-Based Learning Courses

Appendix B includes the community-based learning courses the IU School of Nursing 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 Nursing had 30 faculty teach 58 courses in which 623 students contributed 17,072 hours of service.**

### 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 the IU School of Nursing received \$4,500 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	
Danielle Perkins	Nursing	\$4,500			X		Joy Howard (NURS)
<b>TOTAL</b>		<b>\$4,500</b>					

Source: Center for Service & Learning.

Table 1.3 IU School of Nursing Faculty Development Fund Recipients

Faculty/Staff	Award Amount	Award Type	
		Leadership Development	Conference Presentation / Dissemination
Mary Beth Riner	\$500		X
<b>TOTAL</b>		<b>\$500</b>	

Source: Center for Service & Learning

## 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.

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 1.4 and 1.5 highlight these numbers specifically for the IU School of Nursing. These events and service on boards showcase collaboration and pride for IUPUI as students, faculty, staff, alumni, and the community come together. 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.

<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.

Table 1.4 Alumni Events

School	Events	Attendance
DENT	16	1,515
ENGR	2	176
HERR	4	246
SHRS	5	726
LAW	12	782
<b>NURS</b>	<b>6</b>	<b>203</b>
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
<b>NURS</b>	<b>4</b>	<b>54</b>
PETM	4	82
PBHL	3	42
SWRK	4	120
SPEA	1	17
SCI	3	72

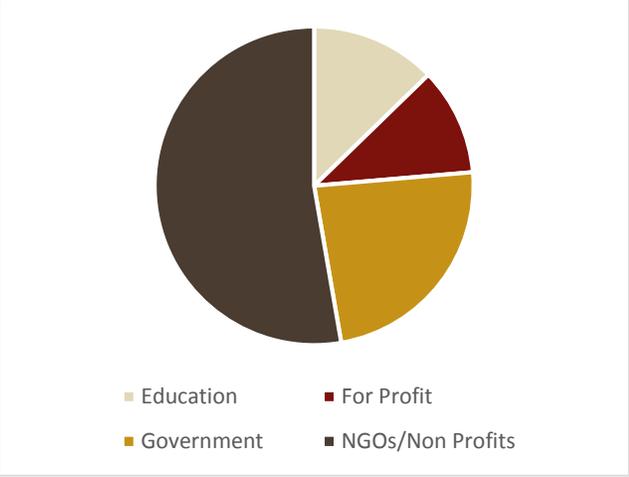
Source: IUPUI Office of Alumni Relations.

## 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 IU School of Nursing. 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=55)



Source: Community-Based Learning Inventory.

Table 1.6 Frequently Cited Community Partners

Community Partners	Citations
Eskenazi Hospital	6
Marion County Public Health Dept.	4
Eskenazi Health	3
American Red Cross	3
Hendricks Regional Health	3
National Kidney Foundation	3
Zionsville School District	3

Source: Community-Based Learning Inventory.

## Appendix A

### IU School of Nursing Sam H. Jones Scholarship Recipients

Student Name	SHJ Scholarship Type	Total Amount Awarded	Faculty/Staff Mentor (if applicable)
Katie McAllister	Community Service Scholar	\$3,500	
Sterling Metzger	Team Leader Scholar	\$3,750	
Allison Rager	Community Service Leader	\$4,000	
Liam King	Democracy Plaza Leader Service Complete Scholar	\$2,188	
Elizabeth Ferguson	Service Learning Assistant	\$2,250	Belcher
Joy Howard	Service Learning Assistant	\$2,250	Belcher
<b>TOTAL</b>		<b>\$17,938</b>	

Source: Center for Service & Learning.

## Appendix B

### IU School of Nursing 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
NURS-S	473	Barger	Lecturer	10	120	1
NURS-S	473	Bohannon	Adjunct/Associate*	10	240	No Data
NURS-B	334	Busby	Lecturer	7	42	1
NURS-B	334			10	60	1
NURS-H	498	Cullen	Tenure-Track/Tenured	9	90	1
NURS-H	370			9	315	1
NURS-H	498			9	180	1
NURS-B	235	Guilkey	Graduate	10	120	1
NURS-B	235			10	110	No Data
NURS-S	473	Hill	Adjunct/Associate	10	250	3
NURS-S	473			8	200	3
NURS-S	473			10	250	3
NURS-S	473			10	250	3
NURS-S	473	Koch	Adjunct/Associate	9	90	1
NURS-S	473			10	300	1
NURS-B	235	Lasiter	Tenure-Track/Tenured	9	99	1
NURS-B	235			10	60	1
NURS-B	235			8	48	1
NURS-B	235			10	60	1
NURS-B	235			10	110	5
NURS-S	483	Laux	Clinical	7	70	1
NURS-D	736	Meek	Clinical*	11	880	No Data
NURS-D	744			7	560	No Data
NURS-D	749			22	1650	No Data
NURS-J	692			11	825	No Data
NURS-D	749			16	1200	No Data
NURS-J	692			1	150	No Data
NURS-D	749			7	525	No Data
NURS-D	749			9	675	No Data
NURS-J	692			1	75	No Data
NURS-B	260			Padgett	Adjunct/Associate	10
NURS-B	245	10	40			1
NURS-B	260	9	216			1
NURS-S	471	10	750			1

NURS-B	260			10	240	1
NURS-S	473	Perkins	Tenure-Track/Tenured	9	270	1
NURS-S	473			7	210	2
NURS-S	472			15	45	1
NURS-B	453	Poore	Clinical	9	360	1
NURS-S	473	Pratt	Adjunct/Associate*	10	300	No Data
NURS-S	471	Reynolds	Adjunct/Associate	7	350	1
NURS-S	471			10	500	1
NURS-S	471			10	500	1
NURS-S	471			10	50	1
NURS-S	482	Russo	Lecturer	7	70	2
NURS-S	482			10	100	1
NURS-S	475	Stone	Clinical	8	80	1
NURS-S	475			10	100	1
NURS-B	235	Terry	Adjunct/Associate	10	110	1
NURS-B	235			10	110	1
NURS-H	356	Walker	Clinical	9	540	1
NURS-H	356			10	600	1
NURS-H	356			10	600	1
NURS-H	356			10	600	1
NURS-L	430	Young	Clinical*	42	336	No Data
NURS-S	471	Zvonar	Adjunct/Associate	10	50	1
NURS-B	253			51	51	1
NURS-S	471			10	50	1
<b>TOTAL</b>	<b>58</b>			<b>623</b>	<b>17,072</b>	

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