

Request for Addition of Experience to IUPUI's Experiential and Applied Learning Record

CONTACT INFORMATION

Office Director

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OVERVIEW

Insert here a general overview of the experience noting the following:

- *A brief description of the experience*
- *Who is served by the program?*
- *Who is involved? Please attach brief bio of individual(s) overseeing the program*

Service Learning Assistant (SLA) scholars are a critical part of supporting community engagement at IUPUI. As part of the Sam H. Jones Community Service Scholarship Program, SLA Scholarships are available to support faculty and staff work associated with community-engaged scholarly practice. Scholarships are awarded to faculty and staff who, if funded, select a student as the recipient of the scholarship.

SLA scholars gain valuable knowledge and hands-on experience in the application of their discipline in unscripted, real-world settings. At the same time, these students support the public scholarship and creative activity of IUPUI's faculty and staff. Of equal importance, SLA scholars learn the skills of collaboration and deliberation that are essential to life in an open and diverse society.

In addition to deepening student learning and advancing scholarship, projects also challenge SLA scholars to draw on the knowledge, skills, and assets that local community members and neighborhoods can contribute to addressing the pressing issues that confront our society. As a result, through collaborations with community members, as well as faculty and staff, SLA scholars make important contributions to neighborhoods and communities, both local and distant. Their efforts often include, but are not limited to:

- Developing new knowledge that supports community development
- Advocating for policy changes that promote well-being, inclusion, and access
- Providing services to underserved populations to address community-identified issues

SLA Scholars conduct community-based research, expand departments' capacity to offer service learning courses, complete service projects in and with the community, and assist in the development and implementation of service learning courses. Students receiving funding through the SLA Scholarship program contribute 10-15 hours weekly. In AY 2017-18 there were 92 SLA Scholars (51 Undergraduate and 41 Graduate).

Morgan L. Studer, Director of Faculty and Community Resources at the Center for Service and Learning, oversees the program (see Appendix 1 for bio).

Steps for Notation on Student Experience and Achievement Record

1) QUALIFIED EXPERIENCE WITH INTEGRATION OF KNOWLEDGE

Include bullet points that explain how the experience represents a true integration of knowledge using the following indicators:

- *Directed, firsthand immersive experience in the real world, laboratory or studio*
- *Development of knowledge through research or dialogue with individuals/groups outside of the classroom*
- *Appreciation of multiple sources of knowledge*
- *Integration of knowledge with application and theory in real-world experiences*
- *Identification of UP TO (no more than) three Profiles of Learning (IUPUI+) which best describe the expected learning outcomes tied to the experience*

SLA scholarships are designed to support faculty and staff work within and across the following domains of practice: teaching, research, scholarship, creative activity, service, and capacity building. To that end SLA Scholars may work on a variety of projects. Examples of these types of projects include 1) assisting with the planning and implementation of a service learning course, requiring collaboration with community partners; 2) assisting faculty/staff with a community engaged research project, which would also entail engagement with the community on a variety of levels.

Below are two examples of SLA projects.

- **Hoosier National Forest** - This community-engaged research with the staff at Hoosier National Forest was designed to detect, investigate, and protect/manage previously unknown archaeological sites within the boundaries of the federal properties in south-central Indiana. Simultaneously, it developed virtual and physical teaching materials for K-12 Indiana schools in

southern Indiana. The goal was to instill a sense of stewardship in the state's cultural resources and develop a value for archaeology among young Indiana citizens. The Service Learning Assistant, a student in the Applied Anthropology program, served as an in-person liaison between the mentor and the community partner, operated as a field project director, and oversaw other IUPUI undergraduates and graduate students in the archaeological survey. The mentor and SLA presented their work at the 2017 Midwest Archaeological Conference, and the project was selected for Honorable Mention in the category of Volunteerism and Service from the U.S. National Forest Service.

- **Environmental Justice** - The project uses a community based participatory strategy to enhance Indianapolis' resiliency in responding to climate change related emergencies or disasters. The mentor and his team are incorporating a design that enhances resiliency at multiple levels of the socio-ecological model. The goal of the project is to develop an integrative participatory model for enhancing community resiliency to climate change events, which can be generalized to other urban communities. SLAs were responsible for working on the climate vulnerability index for Indianapolis. SLAs conducted the literature review, assessed specific indicators, and constructed the index for Indianapolis with more than 10 data sources with various structure. Other duties included updated previous data to the code-based programmable R data and codes, collaborating with new community partners, and expanding the assessment tool to include low-income communities

The SLA program has the dual goals of 1) enhancing faculty/staff practice and dissemination and 2) enhancing the learning and development of student scholars. Faculty and staff that accept SLA funds agree to take on the role of Mentor/Co-Mentor for their student scholars.

Both program mentors and students are expected to meet certain program requirements throughout the semester or year of funding. Mentors and students receive a program orientation to better understand program components, goals, and expectations, including the mentors' roles as "civic mentors".

Professional development (PD) is also an important part of the SLA scholar's program experience. Each SLA scholar is required to complete at least one professional development activity per semester of scholarship award. The SLA Scholars PD activities are selected in consultation with their mentor and must provide relevant and meaningful opportunities to maximize the skills and knowledge gained from their time as an SLA scholar.

Three Profiles of Learning (IUPUI+) which best describe the expected learning outcomes tied to the experience are Community Contributor, Innovator, and Communicator.

Please include a list of the learning outcomes of this experience and map them to your selected IUPUI+. (See Appendix 2)

2) REFLECTION

Include bullet points that explain the kinds and levels of student reflection that occur as part of the process as well as the evaluation of reflections.

- ***Students must engage in critical analysis (e.g., guided reflection) linking examination of the experience to learning objectives, professional and personal development, and the IUPUI+.***
- ***Evaluation of reflections should lead to further intellectual discussion and further reflection on personal growth, academic and professional development, IUPUI+, concepts of civic engagement and responsibility.***

Reflection is an integral part of the SLA experience. Students complete an end of year final report and narrative, detailing their experience and what they learned as a result of being an SLA. The narrative requires rigorous reflection by the student. Each SLA writes a narrative from the following prompt, adapted from the DEAL model of reflection.

DESCRIBE your SLA experience objectively:

- What social issues or public concern did your project address?
- Describe the nature of your project.
- Who did you work with (at IUPUI and in the community)?
- What were your responsibilities as an SLA?

EXAMINE your SLA experience by responding to ONE of the prompts below:

- Did this experience differ from your initial expectations? Why or why not?
- Did you form any new assumptions that required you to change your approach to your project? How so?
- What assumptions did you bring to this experience? What new assumptions did you need to form as you worked towards your goals?
- Did this experience have any influence on your future educational or career path? How so?
- What personal knowledge and skills did you discover or acquire during this experience that will assist you in your future endeavors?

ARTICULATE LEARNING from your SLA experience: Thinking about your DESCRIBE and EXAMINE responses, answer the following:

- What did I learn?
- How did I learn it?
- Why does it matter?
- What might/should be done in light of it?

Additional reflection activities take place following completion of the PD experience described previously. Each SLA scholar must reflect on their PD opportunity with their mentor. SLA mentors, in concert with each scholar, will determine the method of reflection to be employed following the completion of the activity.

3) ASSESSMENT

Include bullet points that describe the assessment plan for determining that, based on the experience, the student learning outcomes were achieved.

- ***A clear assessment plan must be outlined reflecting both student learning as well as the effectiveness of the actual experience in relation to experiential learning and community outcomes.***
- ***Assessment plan must demonstrate student learning in relation to the experience as a whole, the relevant IUPUI+, and personal growth in relation to civic engagement and responsibility.***

SLA Scholars are assessed at the end of the year utilizing multiple instruments that assess both direct and indirect learning. These include the following:

- Civic Minded Graduate Rubric 2.0 (See Appendix 3) to assess direct student civic learning within the end-of-year narratives
- Civic Minded Graduate Scale and other quantitative items (See Appendix 4) to assess indirect civic learning
- Open-end questions that assess the scholars' experiences as a whole and how it influenced their personal growth (Appendix 4)

Data from both of them instruments are included in the end-of-year report.

Please attach a copy of the instrument(s) used to assess student learning (Appendices 3 and 4)

4) DATA MAINTENANCE AND SECURITY

Include bullet points that describe how the data collected on reflection and assessment is securely stored.

- All student responses are recorded via Qualtrics Survey software, which is password protected.
- Data downloaded from Qualtrics are de-identified and securely stored on the IU server and password protected.

5) WORKFLOW SUMMARY reflecting which IUPUI+ are the focus of the experience and which individuals will be reviewing and approving at each level

Experience Criteria	IUPUI+	Summary	Individual responsible for verification (Name/Title)
Experience with Integration of Knowledge	1) Community Contributor 2) Communicator 3) Innovator	SLA scholarships are designed to support faculty and staff work within and across the following domains of practice: teaching, research, scholarship, creative activity, service, and capacity building. To that end SLA Scholars may work on a variety of projects. Examples of these types of projects include 1) assisting with the planning and implementation of a service learning course, requiring collaboration with community partners; 2) assisting faculty/staff with a community engaged research project, entailing engagement with the community on a variety of levels.	Morgan Studer
Reflection		At the end of the year, SLA students complete a narrative essay from prompts adapted from the DEAL model of Reflection. Students also complete, in conjunction with their mentor, a reflection following completion of their professional development activity.	Morgan Studer
Assessment		Reflection artifacts are evaluated using the CMG Rubric 2.0. A quantitative survey is administered at the end of the year. This survey includes the CMG scale, which assesses Scholars' civic-mindedness	Morgan Studer
Final Office Approval			
Registrar Approval		Review workflow document for completeness	Individuals in Registrar's Office with authority to approve

6) OTHER INFORMATION NEEDED

1. Check under which of the approved Achievement Categories this experience should reside

Diversity ___ Global Engagement ___ Internships/Career Development ___ Leadership ___

Research X Service X Creative Expression ___

2. Suggested **Experience Title** (75 character limit)

a. If **Experience Subtitle** needed (50 character limit), enter here (*ex: TITLE: Sam H. Jones Community Service Scholar, SUBTITLE: Alternative Break Co-Coordinator*)

Sam H. Jones Community Service Scholar, SUBTITLE: Service Learning Assistant

It is expected that each student completes all requirements outlined in this document or that the Director has reviewed and approved any exceptions before a request for addition of the achievement to the record is initiated.

Once Registrar Approval is complete, automatic update to SIS.

For Use by Approving Council

Proposal Reviewed and Approved by:

Date:

Appendix 1

MORGAN STUDER (mohughes@iupui.edu) holds an MA in Philanthropic Studies and is the director of Faculty and Community Resources with the Center for Service and Learning Indiana University-Purdue University Indianapolis (IUPUI). In that capacity she consults with faculty on service-learning course design, develops and leads faculty development workshops and programs, oversees Community Work-Study, and manages the Service Learning Assistant scholarship program. Morgan serves on the following campus committees: DUE Steering Committee, First Year Task Force, Student Employment Cross-Functional Team, RISE Advisory Council, Internship Council. With a background in Philanthropic Studies and non-profit management, Morgan's current interests are in community-campus partnership development, integrating community engagement with other high impact practices, and leveraging Community Work-Study as civic-engagement.

Appendix 2: Learning Outcomes for the Service Learning Assistant Scholar

By the end of the Academic Year, a Service Learning Assistant Scholar will be able to:

Learning Outcome	IUPUI+	Instrument
1) Describe ways in which a person can become involved in the community, such as through community organizations and volunteer opportunities	Community Contributor: Builds Community	CMG Scale
2) Identify community or social issues that need to be addressed	Community Contributor: Builds Community	CMG Scale
3) Apply academic knowledge and technical skills to help address community or social issues	Innovator: All	CMG Scale
4) Utilize listening skills to help understand others' opinions and ideas	Communicator: Listens Actively	CMG Scale
5) Demonstrate an ability to work in settings with a diversity of people (culture, ethnicity, religion, social & economic background)	Community Contributor: Respectfully Engages Own and Other Cultures	CMG Scale
6) Utilize consensus-building skills to resolve problems or controversial issues	Innovator: Investigates	CMG Scale
7) Describe the value of being involved in service or other forms of community engagement	Communicator: Conveys ideas effectively	CMG Scale
8) Articulate an optimistic yet realistic assessment of the personal impact they can have on social issue	Communicator: Conveys ideas effectively	CMG Scale
9) Connect their education to their responsibility to help address social issues; --OR-- Express a commitment to service that is well-integrated with his/her self-identity as a result of his/her education	Innovator: All	CMG Scale
10) Articulate intentions to remain involved in service or community engagement after graduation from college	Communicator: Conveys ideas effectively	CMG Scale
11) Demonstrate capacity to be a civic agent	Innovator: All Communicator: Builds Relationships	CMG Rubric2.0
12) Express an orientation towards social change	Innovator: All	CMG Rubric2.0
13) Describe ways in which social issues are addressed in society	Communicator: Conveys ideas effectively	CMG Rubric2.0
14) Demonstrate ability to work with others	Communicator: All	CMG Rubric2.0
15) Express a civic identity, in which commitment to service is well-integrated into his/her self-identity	Innovator: All	CMG Rubric2.0
16) Connect their education to their responsibility to help address social issues	Innovator: All	CMG Rubric2.0

APPENDIX 3
CMG Rubric 2.0

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Capacity to be a civic agent	<i>Level or Depth of community engagement</i>	Community engagement is occasional or episodic .	Community engagement is a routine commitment.	Community engagement is a routine commitment and done frequently .	Community engagement is a routine commitment, done frequently , and sustained over time.
	<i>Breadth of community engagement (e.g., direct, indirect, advocacy, research, fundraising/philanthropy, in-kind contributions)</i>	Little or no mention (0-1) of the types of community engaged activities in which the student has participated.	Limited number (2) of the types of community engaged activities in which the student has participated.	Multiple (3) types of community engaged activities in which the student has participated.	Numerous (4+) types of community engaged activities in which the student has participated.
	<i>Role in addressing social issues</i>	Others prompt their involvement in the community or service	Actively seeks opportunities to be involved in the community or service.	Recruits others to be involved in the community or service or assumes a responsibility (e.g., takes the initiative) in addressing a social issue through involvement in the community or service.	Assembles or leads others in addressing social issues or in participating in group activities or starts and maintains organization, club, or nonprofit to address a social issue.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Orientation towards social change	<i>Recognizes systems, power, and privilege.</i>	Little to no awareness of sources of one's privilege(s), and/or systems of oppression(s).	Identifies sources of one's privilege(s), and/or systems of oppression(s).	Compares sources of one's privilege(s), and/or systems of oppression(s) within certain groups.	Assesses sources of one's privilege(s), and/or systems of oppression(s), across various groups.
	<i>Actions against systems, power, and privilege.</i>	Little to no awareness of actions that directly support the oppression of or restricts opportunities for marginalized groups.	Recognizes the harmfulness of oppressive and privileged behaviors, but is uncertain of steps to take to modify one's behavior.	Modifies one's own behavior and interrupts harmful, oppressive, or privileged behaviors.	Consistently interrupts harmful, oppressive, or privileged behaviors and challenges or educates others on issues of oppression and privilege.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Understanding how social issues are addressed in society	<i>Knowledge of a social issue.</i>	Lists some social issues or states basic details of a social issue.	Interprets social problem(s) or issue(s), based on research and personal experience with a social issue.	Compares and contrasts a specific perspective or lens (e.g., disciplinary, ideological, political, religious, theoretical) as it/they apply to that social issue.	Synthesizes multiple perspectives to form a complex and critical understanding of a social issue.
	<i>Knowledge of agencies/ organizations that address social issues.</i>	Limited to no awareness of agencies/ organizations focused on addressing the social issue.	Lists agencies/organizations responsible for addressing the social issues.	Recognizes relevant agencies/organizations and explains how they address a social issue.	Recognizes the interrelationship among agencies/organizations and can assess the effectiveness and legitimacy of various methods to address a social issue.
	<i>Awareness of power structures and systems when trying to address a social issue(s).</i>	Describes a few actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues with little to no mention of the role of power or systems (e.g., economic, administrative, social).	Compare and contrast the multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues within current power structures and systems (e.g., economic, administrative, social).	Create a plan that involves multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues within current or different power structures and systems (e.g., economic, administrative, social).	Analyze how the action(s) or role(s) taken to address social issues (e.g., voting vs. testifying in front of elected official) can be altered within current or different power structures and systems (e.g., economic, administrative, social).

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Working with Others¹	<i>Empathy</i>	States the experience of others through one's own worldview.	Identifies components of other perspectives and experiences within one's own worldview while acknowledging others' feelings and experiences.	Analyzes the intellectual and emotional components of others' perspectives and experiences within more than one worldview while sympathizing with others feelings and experiences.	Values the intellectual and emotional components of other perspectives and experiences within more than one worldview while accepting the feelings and experiences of others.
	<i>Perspective-taking</i>	States own perspectives (e.g., cultural, disciplinary, ethical).	Explains own perspectives and identifies perspectives of others.	Analyzes multiple perspectives for points of commonalities and differences.	Evaluates diverse perspectives (e.g., cultural, disciplinary, ethical) in the face of multiple and even conflicting positions.
	<i>Values collaboration</i>	States that collaboration is important with little or no mention of collaborating with others.	Describes why collaboration is important and gives examples of collaborating with others.	Articulates (in)effective qualities of collaboration (e.g., communication, coordination, setting goals) and details own role in an (in)effective collaboration.	Analyzes collaborations in order to choose effective strategies to maximize benefits; distinguishes between (in)effective qualities of collaborations and provides personal examples.
	<i>Openness</i>	Expresses willingness to interact with diverse others, while maintaining preferences for own norms and perspectives.	Demonstrates a willingness to initiate interactions with diverse others and compare and contrast various norms and biases and recognize the complexities of different perspectives.	Seeks out interactions with diverse others and expresses how evaluating others' perspectives have influenced their own norms and biases.	Regularly participates in interactions with diverse others and encourages self-awareness of one's own norms and biases.

¹ Empathy, perspective-taking, self-awareness, openness & curiosity are all adapted from [AAC&J VALUE Rubrics \(Rhodes \[Ed\], 2010\)](#).

	<p><i>Curiosity & Questioning</i></p>	<p>Asks few questions and demonstrates minimal interest in learning more about others.</p>	<p>Asks simple or surface questions that do little to further mutual learning and respect.</p>	<p>Asks deeper questions that illustrate both what the student knows and does not know, while encouraging others to contribute to an ongoing dialogue toward mutual learning and respect.</p>	<p>Asks complex questions that illustrate both what the student knows and does not know while valuing dialogue and debate often necessary to elevate mutual learning and respect.</p>
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DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Sense of civic identity	<i>Source(s) of responsibility or commitment to community engagement</i>	Little to no sense of responsibility to commit time, talent or resources to ways that make a difference in the community.	Source of responsibility is derived from external norms, authority, or expectations of others (e.g., parents, instructor, advisor, clubs, religious organizations).	Source of responsibility is derived from internal motivations (i.e., personal experience, values and beliefs, and/or self-identified passions and interests).	Responsibility and commitment is derived from a connection to and compassion for community (i.e., no expectation of reward or recognition; not about personal accomplishment[s]).
	<i>Reflection on values, attitudes and/or beliefs.</i>	Little to no reflection on personal values, attitudes, and beliefs.	Aware of their personal values, attitudes, and beliefs in relation to others.	Critically examines their personal values, attitudes and beliefs in relation to others.	Demonstrates evidence of adjusting their own personal values, attitudes, and beliefs in relation to others, while constructively challenging the attitudes, values, and beliefs of others.

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Valuing one's role as a social trustee of knowledge	<i>Valuing the knowledge, skills and abilities gained through obtaining degree through higher education.</i>	Little to no mention of knowledge, skills or abilities (KSAs) gained through curricular and/or co-curricular experiences.	Describes relevant curricular and/or co-curricular experiences and expresses how those experiences have contributed to their KSAs.	Distinguishes relevant curricular and/or co-curricular experiences and how those have contributed to their knowledge, skills or abilities, and interprets how those KSAs relate to addressing a social issue.	Values relevant curricular and/or co-curricular experiences in contributing to their knowledge, skills or abilities, and also constructs a plan to apply KSAs to address a social issue.
	<i>Valuing the connections between community engagement experiences and the purpose of obtaining a degree through higher education.</i>	Describes the <i>personal benefit</i> of higher education (e.g., able to make more money, learn how to learn, be competitive in the workforce).	Questions own motivations or the purpose of major or concentration in higher education (e.g., community engagement experiences lead to questioning the major area of study).	Connects major or concentration in higher education to improving society or serving others.	Values how the intended profession or career or discipline improves society or serves others (i.e., education has both a personal and a public good benefit).

APPENDIX 4

Student ID # _____

Q1. Please tell us how much you agree or disagree with the following statements. [Circle one]

Strongly Disagree						Strongly Agree	
1	2	3	4	5	6		
1	2	3	4	5	6		1. I am a very good listener, even when people's opinions are different from mine.
1	2	3	4	5	6		2. I believe there are many sides to every issue and I try to look at most of them.
1	2	3	4	5	6		3. When I learn about injustices that people of different groups (e.g., race ethnicity, gender) have experienced, I tend to feel some of their frustration too.
1	2	3	4	5	6		4. I recognize that I am not the only expert at the table.
1	2	3	4	5	6		5. I strive to help others share their knowledge and resources as much as I do my own.
1	2	3	4	5	6		6. I contribute my knowledge & perspective, in order to build on the contributions of others.

Q2. Please tell us how much you agree or disagree with the following statements. [Circle one]

Strongly Disagree			Strongly Agree			
1	2	3	4	5	6	
1	2	3	4	5	6	1. I complete projects efficiently.
1	2	3	4	5	6	2. Others can trust me in getting things done
1	2	3	4	5	6	3. If I don't understand something, I tend to keep this to myself.
1	2	3	4	5	6	4. After participating in difficult conversations, I take time to evaluate others' perspectives and make changes appropriately.
1	2	3	4	5	6	5. When receiving feedback I tend to follow up or make changes as necessary.
1	2	3	4	5	6	6. When working with others, I openly share my ideas and suggest new ways of doing things.
1	2	3	4	5	6	7. I support and praise other team members for their contributions.
1	2	3	4	5	6	8. When working with others, I feel free to bring issues to the table that need to be resolved.

**Q3. Please tell us how much you agree or disagree with the following statements.
[Circle one]**

Strongly Disagree						Strongly Agree	
1	2	3	4	5	6		
1	2	3	4	5	6		1. My experience as a SLA Scholar has helped me know a lot about opportunities to become involved in the community.
1	2	3	4	5	6		2. My experience as a SLA Scholar has enabled me to plan or help implement an initiative that improves the community.
1	2	3	4	5	6		3. My experience as a SLA Scholar has helped me appreciate how communities are enriched by having some cultural or ethnic diversity.
1	2	3	4	5	6		4. My experience as a SLA Scholar has given me the professional knowledge and skills that I need to help address community issues.
1	2	3	4	5	6		5. Because of my experience as a SLA Scholar, I plan to stay current with the local and national news after I graduate.
1	2	3	4	5	6		6. When discussing controversial social issues as a SLA Scholar, I have often been able to persuade others to agree with my point of view.
1	2	3	4	5	6		7. Through my experience as a SLA Scholar, I am very familiar with clubs and organizations that encourage and support community involvement for college students.
1	2	3	4	5	6		8. My experience as a SLA Scholar has prepared me to listen to others and understand their perspective on controversial issues.
1	2	3	4	5	6		9. My experience as a SLA Scholar has increased my confidence that I can contribute to improving life in my community.
1	2	3	4	5	6		10. After being a SLA Scholar, I feel confident that I will be able to apply what I have learned in my classes to solve real world problems in society.
1	2	3	4	5	6		11. As a result of my experience as a SLA Scholar, I want to dedicate my career to improving society.

1	2	3	4	5	6	12. My experiences as a SLA Scholar helped me to realize that I like to be involved in addressing community issues.
1	2	3	4	5	6	13. My experience as a SLA Scholar has motivated me to stay up to date on the current political issues in the community.
1	2	3	4	5	6	14. Based on my experience as a SLA Scholar, I would say that the main purpose of work is to improve society through my career.
1	2	3	4	5	6	15. Based on my experience as a SLA Scholar, I would say that most other students know less about community organizations and volunteer opportunities than I do.
1	2	3	4	5	6	16. My experience as a SLA Scholar has helped make me a good listener, even when peoples' opinions are different from mine.
1	2	3	4	5	6	17. My experience as a SLA Scholar in college has increased my motivation to participate in advocacy or political action groups after I graduate.
1	2	3	4	5	6	18. My experience as a SLA Scholar has helped me develop my ability to respond to others with empathy, regardless of their backgrounds.
1	2	3	4	5	6	19. Because of my experience as a SLA Scholar, I intend to be involved in volunteer service after I graduate.
1	2	3	4	5	6	20. Because of my experience as a SLA Scholar, I feel a deep conviction in my career goals to achieve purposes that are beyond my own self-interest.
1	2	3	4	5	6	21. My experience as a SLA Scholar has prepared me to write a letter to the newspaper or community leaders about a community issue.
1	2	3	4	5	6	22. My experience as a SLA Scholar has made me aware of a number of community issues that need to be addressed.
1	2	3	4	5	6	23. My experience as a SLA Scholar has convinced me that social problems are not too complex for me to help solve.
1	2	3	4	5	6	24. As a result of my experience as a SLA Scholar, other students who know me well would describe

me as a person who can discuss controversial issues with civility and respect.

- | | | | | | | |
|---|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 25. I believe that I have a responsibility to use the knowledge that I have gained through my experience as a SLA Scholar to serve others. |
| 1 | 2 | 3 | 4 | 5 | 6 | 26. My experience as a SLA Scholar has helped me to develop my sense of who I am, which now includes a sincere desire to be of service to others. |
| 1 | 2 | 3 | 4 | 5 | 6 | 27. Because of my experience as a SLA Scholar, I believe that having an impact on community problems is within my reach. |
| 1 | 2 | 3 | 4 | 5 | 6 | 28. My experience as a SLA Scholar has helped me realize that when members of my group disagree on how to solve a problem, I like to try to build consensus. |
| 1 | 2 | 3 | 4 | 5 | 6 | 29. My experience as a SLA Scholar has helped me to realize that I prefer to work in a setting in which I interact with people who are different from me. |
| 1 | 2 | 3 | 4 | 5 | 6 | 30. My experience as a SLA Scholar has helped me realize that it is important for me to vote and be politically involved. |

Q4. Please indicate the extent to which you have participated in the following types of activities. [Circle one]

	Never	Sometimes	Frequently
Volunteered in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteered in a day of service at IUPUI (e.g., MLK, Cesar Chavez days of service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed service as part of a course at IUPUI (i.e., service learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteered through a campus student organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteered through an organization outside of IUPUI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did volunteer in high school, please select one of the following:

It was required

It was optional

Q5. What influenced you to apply for the SLA Scholarship program?

Q6. Did receiving financial support from the SLA Scholarship affect your ability or decision to remain enrolled at IUPUI? [Circle one] Yes No

If yes, how so?

Q7. Did participation in the SLA Scholarship program influence your future career goals?

[Circle one] Yes No

If yes, how so?

Q8. Did receiving this scholarship help you form a connection to IUPUI?

[Circle one] Yes No

If yes, how so?

Q9. When you were initially admitted to IUPUI, did you know about the Sam H. Jones Community Service Scholarship Programs? [Circle one]

Yes

No

Q10. How many semesters have you received a Sam H. Jones (SHJ) service-based scholarship?

1 2 3 4 5 6 7 8 over 8

Q11. Please tell us how much agree or disagree with the following statements.

Strongly Disagree						Strongly Agree	
1	2	3	4	5	6		
							1. I am satisfied with my overall experience as a SLA Scholar.
1	2	3	4	5	6		2. I believe that my experiences as a SLA Scholar have enhanced my academic learning.
1	2	3	4	5	6		3. I believe that my service as a SLA Scholar has benefited the community.

Q12. Are you a transfer student (i.e., did you transfer to IUPUI from another higher education institution)? Yes No

Q13. What was the high point of your time as a SLA Scholar this year?

Q14. How did your reflection activities as a Scholar enhance your learning?

Q15. Please share any suggestions you have about how to improve the Sam H. Jones program for other students in the future.

Q16. Would you recommend the SHJ Scholarship Program to a friend? Yes No
Why or why not?

Thank you for completing the survey!