# PERFORMANCE INDICATORS FOR IUPUI STRATEGIC PLAN GOAL 7: DEEPEN OUR COMMITMENT TO COMMUNITY ENGAGEMENT

AUGUST 2021

## Foreword

In recent decades, community engagement has gained momentum in the higher education landscape as an essential strategy to providing engaging and meaningful learning experiences to students, promoting local knowledge mobilization through democratic practices, fostering sustainable development, and leveraging campus assets to spur local economic vitality. At the same time, through global engagement, IUPUI scholars have been able to connect local pedagogies, programs, and knowledges with the global community.

Along with significant growth in the scholarly literature on the theories and praxis of community engagement, scholars have made significant efforts on creating assessment tools and indicators of engagement that allow higher education institutions to monitor progress and better focus their efforts on being more socially responsible to community and university needs. The creation of the Elective Classification for Community Engagement by the Carnegie Foundation for the Advancement of Teaching in 2005 served to legitimize the work that colleges and universities across the country were doing and has leveraged new developments in the field (Weerts & Sandmann, 2010). Since 2005, 359 colleges and universities have received the Carnegie Community Engagement Classification (APLU, 2020). IUPUI received the first Carnegie classification in 2006, was reclassified in 2015, and is currently recognized as a premier engaged urban institution.

Community engagement has been ingrained in IUPUI's DNA since its inception. The 2017 JagsSpeak student survey demonstrated that 68.5% of students reported participating in community engagement activities, and 90.4% agreed that community engagement activities benefit the community. The 2014 Undergraduate Alumni Survey revealed that 82.2% were satisfied with IUPUI opportunities to engage in community service, and 74% were satisfied with opportunities to participate in international activities on campus. Similarly, the 2018 Faculty Survey showed the different impacts that community-engaged research has on local communities. Among them, knowledge dissemination, stronger community-university relationships, and community health and wellness improvements.

IUPUI is progressively moving towards a wide-ranging frame that incorporates the campus' peace-building strategies for community development and sustainability (Kimbal & Thomas, 2012). In a recent IU Grand Challenges statewide survey conducted in March 2021 by Indiana University, 78% of Hoosiers agree that universities in Indiana have a responsibility to help improve their surrounding communities. Furthermore, 78% agree universities have an important role in addressing critical challenges facing the state and society at large. IUPUI honors this request. One IUPUI Strategic Plan priority crucial to the success of our institution, our city, and our state, is contributing to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond. The campus invests in the development of people in the community and builds strong partnerships with local authorities, community groups and organizations, corporations, and schools to deliver mutual benefits for both local communities and IUPUI.

Collaboratory, a web-based database designed to collect community engagement activities from faculty, staff, and students across campus, is one of the major accomplishments of the Office of Community Engagement in understanding the depth and breadth of engagement and developing a strategic approach to community engagement. Collaboratory currently contains 1,743 activities, of which 1,233 have been tagged as "community engagement" and 509 as "public service." Six hundred and fifty-nine (659) of these activities were reported to have started between 2018 and 2020. In aggregated value, Collaboratory includes the inputs of 300 IUPUI lead faculty and staff who have claimed 34,602 student hours dedicated to community engagement, reaching 457,575 individuals.

As an anchor institution and member of the national Anchor Learning Network since 2018, IUPUI leverages its assets and revenues to promote local development. IUPUI has advanced the anchor institution role of the campus with live, hire, and buy strategies in partnership with the City of Indianapolis and the Indy Chamber. This includes an Anchor Housing program, which provided incentives for employees to purchase or rehabilitate a house near campus.

This report collects information on key performance indicators to measure progress on IUPUI's strategic plan, Our Commitment to Indiana and Beyond, Goal 7: Deepen our Commitment to Community Engagement. The indicators derive from collaborative efforts with other IUPUI stakeholders and are informed by data collected by OCE, other IUPUI offices, and national sources. A significant portion of these data are self-reported – i.e., institutional surveys and IU self-reporting systems. We have combined different sources of information, including institutionally validated sources, to create a comprehensive representation of IUPUI's engagement. As more reliable tools are developed, they will be used to better assess community engagement and its impacts.

Finally, this report introduces a framework to assess and monitor institutional engagement. Through continuing discussions and collaborations with IUPUI and community stakeholders, this framework will be enriched and expanded to include new indicators and data collection tools to measure the essence and authentic nature of institutional engagement.

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*The performance indicators in this report are highlighted on this website: engage.iupui.edu and will be updated as new data becomes available.*

# TABLE OF CONTENTS

# LIST OF FIGURES

# LIST OF TABLES

IUPUI IT students help residents of Heritage Place understand how to use technology.

The IUPUI Strategic Plan Refreshed Goals and Objectives for 2018-2021 reaffirms IUPUI's commitment to contributing to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond. The Office of Community Engagement champions Goal 7 to deepen IUPUI's commitment to community engagement and advance the campus reputation for engagement locally, nationally, and internationally.

IUPUI's civic and community engagement is reflected in many different ways involving multiple centers, schools, departments, students, staff, and faculty initiatives. The diversity of activities, institutional and community actors, as well as places, makes it challenging to coordinate actions and acquire a comprehensive view of IUPUI's engagement.  This report intends to communicate a far-reaching vision of IUPUI's standing and opportunities for engagement now and into the future.

This executive summary is a compilation of key performance indicators pulled from the general report. The selected indicators illustrate progress in the outcomes resulting from the multiple strategies that institutional actors put forth to "enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good" (Public Purpose Institute, 2021). Some of the selected indicators do not have historical data; however, including them as key indicators indicates their relevance for continued monitoring and reporting in these areas.

## Student Engagement

In general, student engagement in High-Impact Practices (HIPs) has increased since 2016. According to the 2018 National Survey of Student Engagement (NSSE), 89% of IUPUI seniors participated in HIPs, 4.2% more than peer institutions. IUPUI senior and first-year student participation in service-learning activities was also significantly higher than peer institutions (13% and 16.7%, respectively).  Civic engagement (voting rates of students registered to vote) also increased between 2014 and 2018. However, IUPUI undergraduate student participation in global learning activities was lower than peer institutions. Seniors reported less IUPUI emphasis on international courses and less involvement in courses that focus on global issues than seniors in peer institutions.

- 72% of first-year students and 89% of seniors have participated in at least one High-Impact Practice.

- IUPUI first-year students report 12.6% more participation in High-Impact Practices than students in peer institutions.

- The percentage of graduates and soon-to-be graduates participating in at least one internship increased 8% between 2016 and 2018.

- The percentage of IUPUI seniors completing courses focused on global issues is 10% lower than in peer institutions.

- 2,909 student experiences were listed in the Experiential and Applied Learning Record (the Record) since fall 2016 (2,516 unique students).

- Voting rates of students registered to vote were 33% higher in 2018 than in 2014.

## Faculty Engagement

IUPUI faculty encourage students to participate in community-engaged practices and actively participate in scholarly work that supports the community. Faculty participation in research that generates products or services to improve community life has increased since 2015.

Because this is the first time that information about several of the indicators of faculty engagement were formally collected, some of the indicators lack historical data. Nevertheless, current data show promising results. Data reveal engagement in research (88 IRB community-engaged projects between 2018 and 2020) and teaching (41% of faculty teaching HIPs courses). Between 2018 and 2019, faculty reported civic engagement in activities such as public service (45,004 hours), contracts, fellowships, gifts or grants (258), publications (154), and presentations (450). Systematic collection of these data through standard tools will help provide a deeper understanding of IUPUI faculty and student engagement.

- Over 50% of faculty frequently encourage High-Impact Practices in their classes.

- 88 IRB-approved community-engaged research protocols were submitted by 69 faculty as principal investigators between January 2018 and December 2020.

- 41.3% of faculty teach HIPs courses. Nursing (60.3%) and Kelley School of Business (55.1%) reported the highest percentages.

- The percentage of faculty participating in research with the community increased by 4% between 2015 and 2018.

- In Academic Year 2020, IUPUI faculty produced 154 publications tagged as Civic Engagement. Of these, 125 were peer-reviewed.

## Staff Engagement

A 2008 economic impact study surveyed employees about their volunteerism and estimated that faculty and staff volunteered 247,000 hours per year, equivalent to $4,238,520[1]. However, since there has not been an update to this survey, this report uses rates of Volunteer Paid Leave for staff, a policy which became available in January 2019, as a proxy measure. The Volunteer Paid Leave policy allows paid leave of up to eight hours each calendar year.

- Between January 2019 and March 2021, IUPUI staff recorded 660 hours of volunteer paid leave in the community with a value of $13,365.

## Undergraduate Alumni Global Learning and Civic-Minded Skills Development

Although IUPUI seniors reported less participation in global activities, they report similar or higher global and civic-minded skills than seniors in peer institutions. IUPUI seniors report higher levels of development of their global skills (0.1 mean point higher in being informed about global issues and understanding how their actions affect the global communities) and civic-minded skills (ability to resolve conflicts that involve bias, discrimination, and prejudice). Most alumni also feel that IUPUI prepares them to work with people of different backgrounds.

- IUPUI seniors report higher levels of development of their global skills (0.1 mean point higher) than seniors in peer institutions.

- Over 81% of undergraduate alumni reported being prepared to work with diverse others from different backgrounds.

- 75% of undergraduate alumni reported being prepared to initiate interactions with culturally different individuals.

## Graduate Alumni Involvement with the Community

Graduate alumni appreciate the contribution of IUPUI education to their involvement in political, social, or community issues and keep active in their communities.

- 63% of IUPUI graduate alumni report being somewhat active in their community, and 21% report being very active.

- 55% of the graduate alumni consider their educational activities at IUPUI to have contributed to some extent to their current involvement in political, social, or community issues.

## Economic Impact in Central Indiana (Anchor Mission)

As an anchor institution, IUPUI leverages its assets and revenues to promote local economic vitality. IUPUI is a significant contributor to Indiana's economy through job creation and support, local hiring, research to improve quality of life, and workforce development programs to fill the needs of Indiana and the region. IUPUI supports the creation of new local jobs and contributes to the social and economic development of Central Indiana. Local hiring has increased in the last two years (2% more), although the diversity in hiring has remained stagnant. The proportion of underrepresented local minority employees (full and part-time staff) also decreased between FY19 and FY20.

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1    Calculations based on the value of volunteer hour in 2008 in Indiana of $17.16 ([Independent Sector](#))

- IUPUI employed 8,994 full-time and part-time faculty and staff in FY19; 87% lived in central Indiana.

- IUPUI employees—part and full-time staff—who lived in Marion County were proportionally 41% in FY20, 2% more than FY19.

- In FY20, 20.8% of IUPUI employees (part and full-time staff) were underrepresented minorities; 15% were African-American; 67% were women. The proportion of minority employees is .04% lower than in FY19.

- IUPUI added $2.3 billion to the region, which supported 30,551 regional jobs in FY19.

- IUPUI spent more than $172 million (63%) on goods and services in Marion County in FY20, an increase of 3.8% over FY19. However, the amount spent with minority vendors dropped from $49 million to $13.6, probably due to the COVID-19 pandemic.

- As part of the IUPUI Anchor Housing program, six employees closed on purchasing a home, and one completed a home repair project in areas near campus. Thirteen employees also enrolled in the Indianapolis Neighborhood Housing Partnership homeownership development program.

## Main Recommendations

1. Data indicate substantial achievements and progress in the community-engaged work by IUPUI students, faculty, and staff.

2. Striving for diversity, equity, and inclusion continues to be among the main priorities of IUPUI. Such efforts must be reflected in increased diversity in hiring and business procurement.

3. These key indicators highlight the most relevant institutional information collected so far to assess campus engagement. This creates opportunities for building a more inclusive and shared framework to strategically measure the outputs and outcomes of campus engagement.

4. As the framework for engagement is broadened and improved, OCE will continue working in collaboration with IUPUI and external stakeholders to enrich existing institutional evaluation and assessment tools and create new ones to evaluate unexplored areas of engagement.

## Framework for Measuring Community Engagement

The Office of Community Engagement (OCE), in coordination with other IUPUI stakeholders, identified performance indicators to assess the outcomes and impacts of engagement on students, faculty, staff, the institution, and the community. These performance indicators provide a means to gauge progress and inform decision-making in support of IUPUI's strategic plan, Our Commitment to Indiana and Beyond, Goal 7: Deepen our Commitment to Community Engagement.

Drawing on this previous work, the Office of Community Engagement has created a framework that defines community engagement based on IUPUI's existing practices and categorizes these practices into dimensions and domains of engagement to organize the Goal 7 performance indicators. While the "dimensions" offer a systemic view of the processes and expected outcomes of community engagement, the "domains" provide an operational view of the kinds of activities and practices that embody community engagement at IUPUI. Combined, these offer an all-inclusive representation of engagement.

The approach to assessment is based on measuring a set of institutional indicators that derive from IUPUI's concept of community engagement and benchmark progress at an institutional level with official peers. The indicators are informed by data collected internally by IUPUI and IU units, including the Office of Institutional Research and Decision Support, the Institute for Engaged Learning, the Office of the Vice Chancellor for Research, Academic Affairs, and other departments. National studies such as the National Survey of Student Engagement and the National Study of Learning, Voting, and Engagement were also utilized as information sources.

The framework proposed here:

- Draws on existing campus engagement practices, mechanisms, and tools to build an understanding of community engagement

- Summarizes existing data mechanisms used to track and assess engagement with the community

- Defines key terms to ensure clarity of how performance indicators align with these practices

- Helps provide a clear message of how IUPUI's contribution to community well-being evolves and compares to peers

- Helps to identify areas of success, those in need of improvement, and gaps in measurement

- Helps identify strategies to improve processes, structures, and tools over time

This framework can be broadened as the campus develops innovative ways to involve external stakeholders in determining what types of engagement processes and activities better reflect the campus engagement with the community.

Ultimately, OCE will develop quantitative and qualitative indicators that reveal the extent and effects of community partners' engagement. To achieve this, OCE will convene IUPUI and community stakeholders to identify performance indicators that uncover the impact of the intellectual and place-based resources deployed by IUPUI on local communities' economic, health, and social well-being. OCE also looks to identify comprehensive measures that can operate as a feedback mechanism for partnerships and understand whether these collaborations are conducive to community participation; and/or if they result in new usable knowledge, products, or services; dissemination; collaborations; networking; capacity building, and ultimately community transformation

### Community Engagement Defined

The Carnegie Foundation defines the term "community engagement" as the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity ([Public Purpose Institute, 2021](#)). Community-University partnerships are at the center of this concept. They can be the road to "enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good" ([Public Purpose Institute, 2021](#)).

Community-university partnerships, as [Saltmarsh & Johnson (2020)](#) express, "are grounded in the qualities of reciprocity; mutual respect; shared authority; and co-creation of knowledge, learning, goals, and outcomes" (p. 112). Partnerships address community-identified needs, enhance student learning, and enrich research activities while strengthening communities' capacity.

The concept of community engagement varies across institutions and regions. Definitions may vary depending on place, university mission, the definition of community, and the university's history with the local community, making the approach to measuring community engagement unique to each institution (Charles et al., 2010).

### Dimensions of Community Engagement

Figure 1 shows the three dimensions of community engagement: rates of engagement, modes of engagement, and impacts of engagement. Each of these dimensions defines the different forms that community engagement can be measured.

The rates of engagement are the resources and expertise positioned for, and supportive of, community-university collaborations. Rates of engagement are measured by the number or percentage of IUPUI students, staff, faculty, and community members involved in partnerships to learn, explore, discover, apply, and disseminate knowledge and share resources.

Modes of engagement are the various activities, projects, and initiatives that IUPUI faculty, staff, students, and community members participate in or co-create.

Finally, impacts of engagement refer to the effects of engagement activities on IUPUI students and the community.

### Figure 1. The three dimensions of community engagement at IUPUI
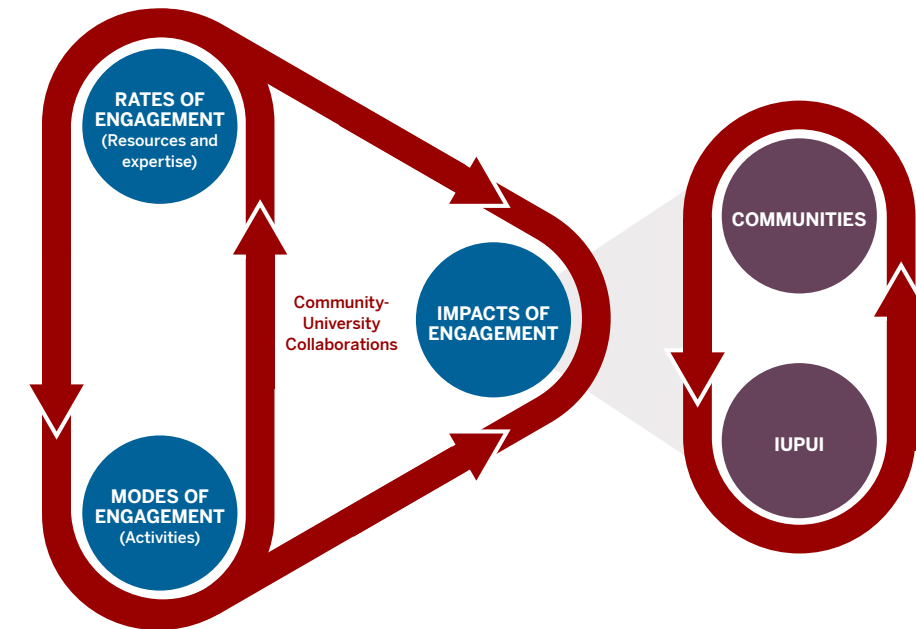


Source: authors

### Domains of Community Engagement

The domains of engagement include student, faculty, and staff engagement, institutional practices, student outcomes, and community impact. Following is the definition of the outcomes used to define each engagement domain.

**Student engagement**

- **Participation in High-Impact Practices:** HIPs have three characteristics: "1. Activities that require reflection and metacognition; 2. Evidence of sustained effort over an extended period culminating in a major accomplishment or product such as a report from a research project or applied learning experience (e.g., community engagement, internship, fieldwork); and 3. Vetted demonstration of one or more desired outcomes such as persistence, increased engagement, interpersonal competence, writing proficiency." ([HIPs in the States. 2018 Conference](#), 2018, p.5).  At IUPUI, students are surveyed about their participation in six HIPs: service-learning, learning community, research with faculty, internship or field experience, study abroad, and culminating senior experience.

- **Civic Engagement:** Voting is considered a fundamental indicator of civic engagement. Voting rates measure student engagement in civic-minded activities, more specifically, engagement in democracy. Studying voting rates provides information that can be used to improve academic programs and co-curricular experiences (Institute for Democracy in Higher Education, 2021).

- **Participation in Global Learning Activities:** Refers to student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics (Global Learning Topical Module, 2020)

- **Community Work-Study:** The Community Work-Study (CWS) program engages community partners and students in meaningful work experiences that help partners reach their organizational goals, and students learn and develop through community-based, real-world experiences (Center for Service & Learning). The measures applied here include the number of recipient students and amount awarded.

**Faculty engagement**

- **Encouragement of Students to Participate in Community-Engaged Practices:** Measures the extent to which faculty encourage their students to experience learning with the community.

- **Publicly Engaged Scholarship:** The IUPUI Public Scholarship Faculty Learning Community defines public scholarship as "a type of scholarly work and creative activity [that] is distinguished by its purposes, processes, and outcomes, including: a) co-production of knowledge between faculty and community stakeholders, b) significant time investment to cultivate relationships with community stakeholders, c) engagement with public(s) at multiple stages across time, d) interdisciplinary work and collaboration, and, e) an explicit goal of a public good impact." Public scholarship can be evidenced in research, creative activity, teaching and service.

**Staff engagement**

- **Participation in Volunteer Paid Leave:** Indiana University offers staff employees who want to give back to their community a paid leave day to participate in an IU-sponsored volunteer event for eligible nonprofit organizations selected and approved in advance. One volunteer paid leave of up to eight hours is available each calendar year.

**Institutional Engagement Practices**

- **Curricular Engagement:** This outcome considers the number of courses checked by faculty in the Digital Measures Activity Insight (DMAI) as "HIPs" or a combination of HIPs tagged as "Civic Engagement" or including a "Service Learning" component in courses taught. It also considers entries in Collaboratory.

- **Co-curricular Events:** In this report, co-curricular events include, among others, lectures and panel discussions, colloquia, workshops, film screenings, creative performances, tournaments,

wellness programs, philanthropy, etc. Students participate mainly through IUPUI student clubs and organizations representing a broad range of student interests. This report uses The Spot, a hub with information covering entertaining, educational, and social campus-wide programming throughout the year.

**Student Outcomes**

- **Development of Global Learning and Civic-Minded Skills**: Global learning and civic-minded skills are two widely measured student outcomes of community engagement. The report uses surveys conducted by IUPUI Institutional Research and Decision Support and the National Survey of Student Engagement to determine the development of these skills in seniors and alumni.

- **Undergraduate Alumni Civic-Minded Readiness Competencies:** IUPUI Institutional Research and Decision Support Undergraduate Alumni Survey measures whether alumni feel prepared to understand and value cultural differences, work with people from different backgrounds, and interact with culturally diverse individuals.

- **Graduate Alumni Involvement with the Community:** IUPUI Institutional Research and Decision Support Undergraduate Alumni Survey measures whether alumni consider that IUPUI educational activities contributed to their current involvement with the community.

**Economic Impact in Central Indiana (Anchor mission)**

Indicators of economic impact are generated from reporting as part of the Anchor Learning Network, the Indy Chamber Anchor Institution Strategies, and research conducted for IU Economic Impact studies.

- **Equitable Hiring:** Percentage of minority hiring in staff and faculty positions and those determined to be earning a living wage.

- **Equitable Local and Minority Hiring:** Measures the percentage of IUPUI local hires and for what roles.

- **Equitable Local and Minority Business Procurement:** IUPUI's procurement from local businesses.

- **Employee Incentive Program for Housing:** Results of the anchor housing program that provided an opportunity for IUPUI employees to obtain a five-year, forgivable loan to purchase or repair a home within portions of three neighborhoods near the campus.

- **Local Economic Multiplier:** Impact of IUPUI activities on supporting regional jobs and amount invested. It also measures social savings generated by IUPUI activity in the region.

Appendix 1 shows the performance indicators classified by dimension and domain of community engagement and the data sources used to inform each indicator.

## Goal 7 Performance Indicators

Following are the initial performance indicators for Goal 7 of the IUPUI Strategic Plan: Deepen Our Commitment to Community Engagement. They reflect the myriad ways that IUPUI students, faculty and staf are engaged with the community and the impact that is has on them and the community.

### Rates of Engagement

**Student Participation in High-Impact Practices**

According to the National Survey of Student Engagement (NSSE) 2018 High-Impact Practices (HIPs), 89% of IUPUI seniors participated or were participating in at least one of the following HIPs: service-learning, internship or field experience, the culmination of a senior experience, learning community, or research with faculty or study abroad.
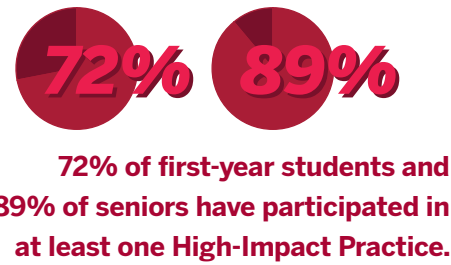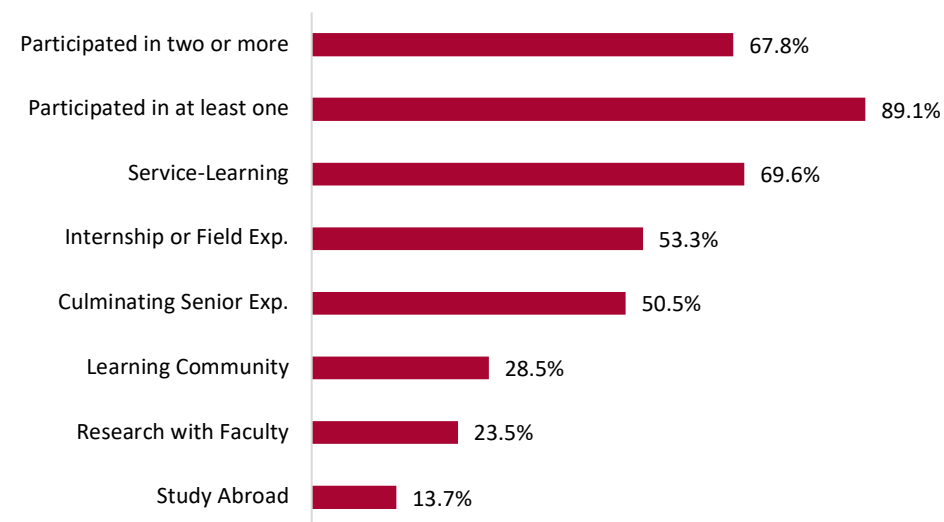
**72%** **89%**

72% of first-year students and 89% of seniors have participated in at least one High-Impact Practice.

**Figure 2. Students participating in High-Impact Practices 2018**

| Category | Percentage |
|---|---|
| Participated in two or more | 67.8% |
| Participated in at least one | 89.1% |
| Service-Learning | 69.6% |
| Internship or Field Exp. | 53.3% |
| Culminating Senior Exp. | 50.5% |
| Learning Community | 28.5% |
| Research with Faculty | 23.5% |
| Study Abroad | 13.7% |

Source: NSSE 2018 High-Impact Practices

The 2018 NSSE survey also showed that 72% of first-year students participated in service-learning activities, a learning community, or research with a faculty member.

IUPUI first-year students and seniors report meaningful participation in High-Impact Practices. Compared to students in peer institutions, IUPUI first-year students and seniors reported higher involvement in High-Impact Practices. First-year and senior students also participated more in service-learning activities (13% and 16.7%, respectively, Table 1).

**Table 1. IUPUI Student participation in High-Impact Practices compared to Official Peers**

| Percentage of students who participated in High-Impact Practices | Percentage | Official Peers | Difference |
|---|---|---|---|
| First-year students participated in at least one High-Impact Practices | 72% | 59.4% | +12.6% |
| First-year students participated In Service Learning | 63.4% | 50.3% | +13% |
| Seniors participated in at least one High-Impact Practice | 89% | 84.8% | +4.2% |
| Seniors participated In Service Learning | 70% | 53.3% | +16.7% |

Source: NSSE 2018 High-Impact Practices

**12.6%**

IUPUI first-year students report 12.6% more participation in High-Impact Practices than students in peer institutions.

**Table 2. IUPUI Student participation in High-Impact Practices 2015 & 2018**

| Percentage of students who participated in High-Impact Practices | 2015 | 2018 | Growth |
|---|---|---|---|
| First-year students participated in at least one High-Impact Practices | 76% | 72% | -4% |
| First-year students participated In Service Learning | 70% | 63.4% | -6.6% |
| Seniors participated in at least one High-Impact Practices | 90% | 89% | -1% |
| Seniors participated In Service Learning | 74% | 70% | -4% |

Source: NSSE 2018 High-Impact Practices

Table 2 above shows that the participation of seniors and first-year students in HIPs has decreased since 2016. However, the IUPUI First Destination Survey registered a favorable growth trend in the percentage of IUPUI soon-to-be graduates and graduated students who completed at least one internship while studying at IUPUI.

**8%**
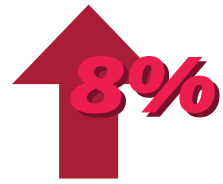
**Graduate and soon-to-be graduate participation in at least one internship increased 8% since 2016.**

The proportion of graduates and soon-to-be graduates who completed at least one internship increased by 8% between 2016 and 2019 (Figure 3). The proportion of those who completed both internship and student employment increased by 6.5%

**Figure 3. Graduates completing an Internship, Student Employment, or both (2016 to 2019)**



| | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| Completed at least 1 Internship | 64.1% | 67.1% | 72.1% | 72.1% |
| Internship Alone | 43.2% | 44.3% | 45.5% | 44.8% |
| Student employment and internships | 20.8% | 22.8% | 26.6% | 27.3% |
| Student employment alone | 8.1% | 6.3% | 4.8% | 4.9% |

Source: IUPUI First Destination Survey (2016 to 2019). IRDS

**11%**

**Voting rates of students registered to vote were 11.6% higher in 2020 than 2016.**

### Student Civic Engagement

"Civic engagement describes how an active citizen participates in the life of a community to improve conditions for others or to help shape the community's future" (Adler & Goggin, 2005). Voting is a core indicator of civic engagement. Th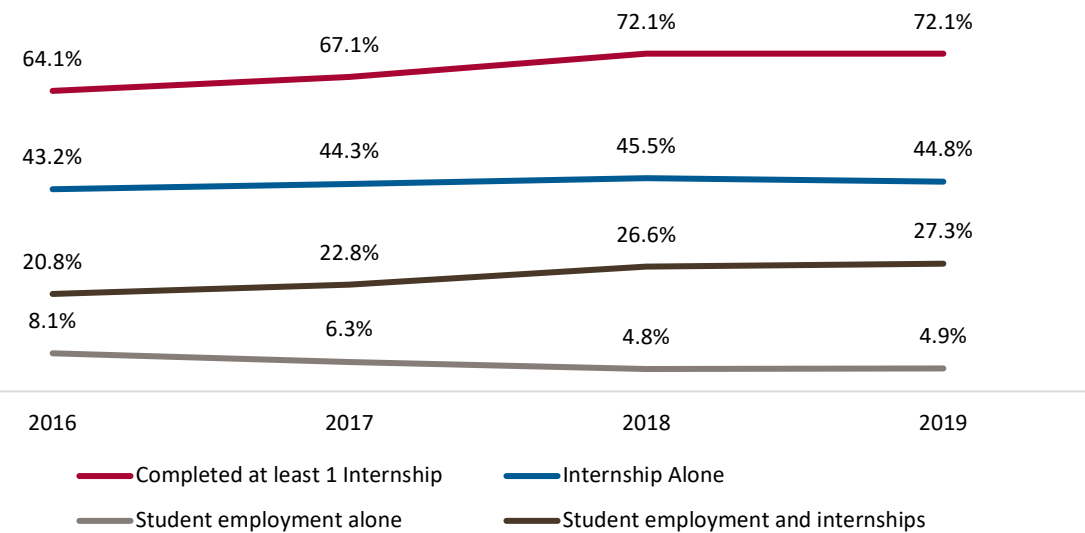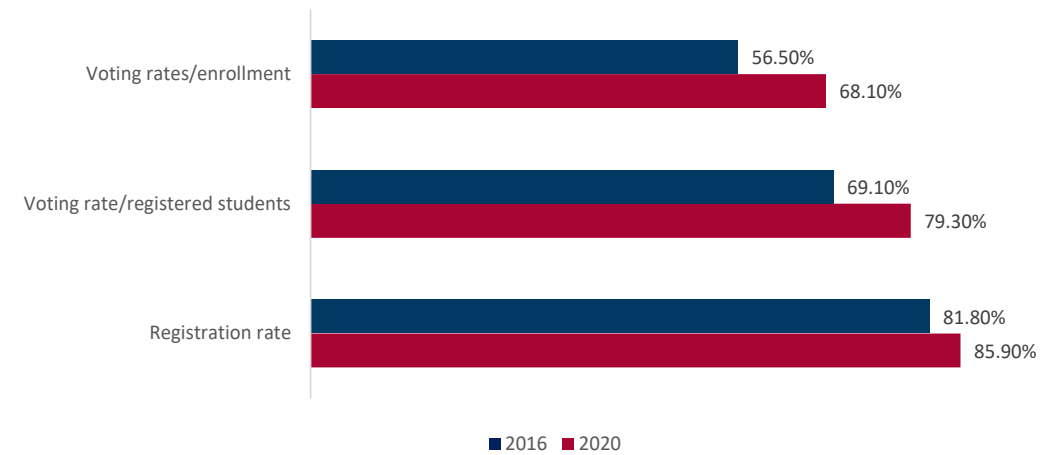e National Study of Learning, Voting and Engagement (NSLVE) shows the percentage of IUPUI students who registered to vote and voted in the 2016 and 2020 midterm elections. In 2020, student voting rates based on total institutional enrollment were 11.6% higher than in 2016 (Figure 4). Voting rates of students registered to vote increased by 10.2% in 2020, and registration rates increased by 7% (Student Voting Rates for IUPUI. 2020 NSLVE Campus Report).

**Figure 4. IUPUI Student Voting Rates 2020**



| | 2016 | 2020 |
|---|---|---|
| Voting rates/enrollment | 56.50% | 68.10% |
| Voting rate/registered students | 69.10% | 79.30% |
| Registration rate | 81.80% | 85.90% |

Source: NSLVE Student Voting Rates for IUPUI. 2020 Campus Report

IUPUI's student registration rates were higher than the 83% national rates. The increase in IUPUI's voting rates was close to the increase observed in the 2020 average institutional voting rate of 66%, up from 53% in 2016 (IDHE Democracy Counts, 2020).

### Student Participation in Global Learning Activities

The National Survey of Student Engagement 2018, Global Learning Module, "assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics" (National Survey of Student Engagement [NSSE], 2020, para. 1). The survey provides information to determine senior students' participation in courses focusing on global attitudes and skills. Results show that the number of IUPUI seniors who consider that IUPUI emphasizes providing courses (mean=2.4) and activities (mean=2.5) focused and international topics is significantly lower than in peer institutions (mean=2.6).

**10%**

**The percentage of IUPUI seniors completing courses focused on global issues is 10% lower than in peer institutions.**

Results also show less involvement in courses focusing on global issues. The percentage of seniors who responded "Done or in progress" to the question "Which of the following have you done or do you plan to do before you graduate?" is lower than in peer institutions. Table 3 shows that in comparison with seniors in peer institutions, IUPUI seniors take fewer global-oriented courses.

**Table 3. Percentage of seniors who completed or are in progress to complete courses focused on global competencies**

| Which of the following have you done or do you plan to do before you graduate? | Mean Percentage | Official Peers | Difference |
|---|---|---|---|
| Completed or in progress to complete a course that focuses on global trends or issues | 39% | 49% | -10% |
| Completed a course that focuses on perspectives, issues, or events from other countries or regions | 41% | 49% | -8% |
| Completed or in progress to complete a course that focuses on religions or cultural groups other than their own | 41% | 45% | -4% |

Source: National Survey of Student Engagement 2018 – Global Learning Module

**Community Work-Study**

One hundred and three (103) students received federal community work-study funding in Fiscal Year 2020. The amount funded was $229,657, representing 8.7% of all work-study funding. Funded students were 66% female. Figures 5 and 6 show the distribution in Fiscal Year 2020 by class standing and by race/ethnicity.

**Figure 5. Work-Study Funding by Class Standing**



- Graduate
- Senior
- Sophomore
- Junior
- Freshman

5%
23%
24%
24%
25%
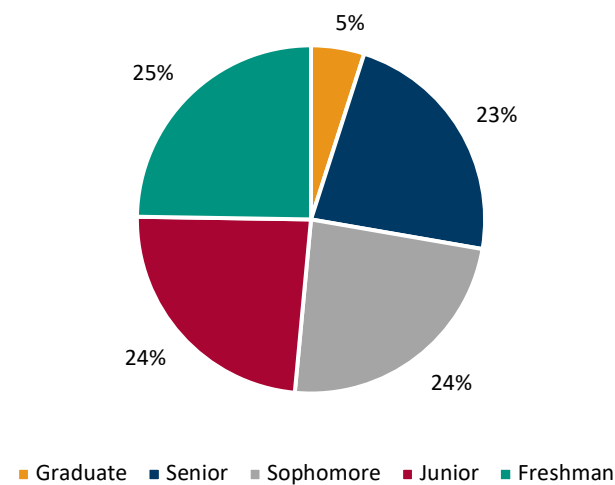
Source: IUPUI Institute for Engaged Learning

**Figure 6. Work-Study Funding by Race/Ethnicity**



49% Caucasian/White
24% Asian
17% African American/Black
9% Latinx
1% Other
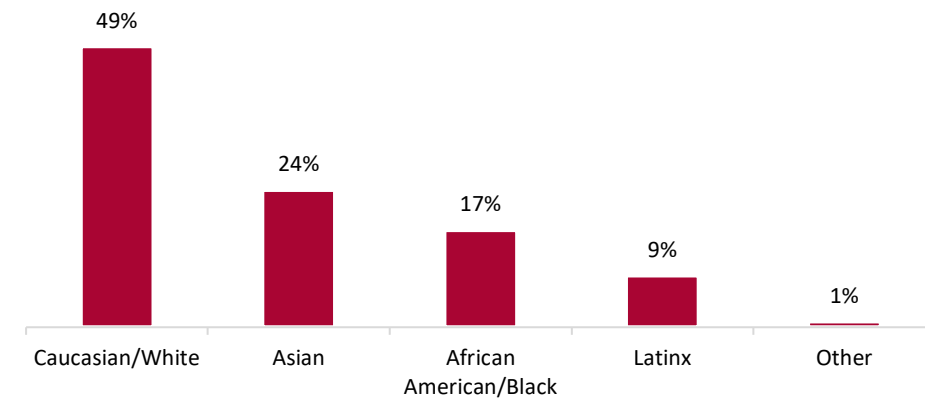
Source: IUPUI Institute for Engaged Learning

**Faculty Encouragement of Students to Participate in Community-Engaged Practices**

The IUPUI Faculty Survey asks about the activities faculty create to involve their students with the community. Results of the 2018 survey show that in the last three years:

- 35.8% of faculty encouraged practices that require students to work on a project or experience in partnership with the community
- 31% require students to participate in community-based projects
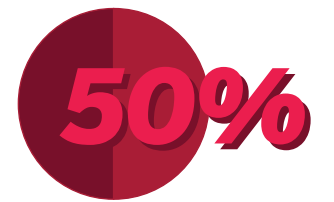
The survey also reveals that "almost in every class" and "in every class" faculty encourage High-Impact Practices:

- 59% of faculty encouraged practices that connect learning to societal problems or issues
- 57% of faculty encourage students to consider diverse perspectives
- 50% encourage students to engage in discussions with people who are different from them

**50%**

**Over 50% of faculty frequently encourage High-Impact Practices in their classes.**

**Faculty Publicly Engaged Scholarship**

**Community-Engaged Research**

- 88 IRB community-engaged research protocols, led by 69 faculty as Principle Investigators, were approved between 2018 and 2020; 41 were partially or totally internally funded. The total number of individuals directly affected or participating in these projects is 162,358.

**Figure 7. Community-Engaged Research IRB Approved Protocols 2018-2020**
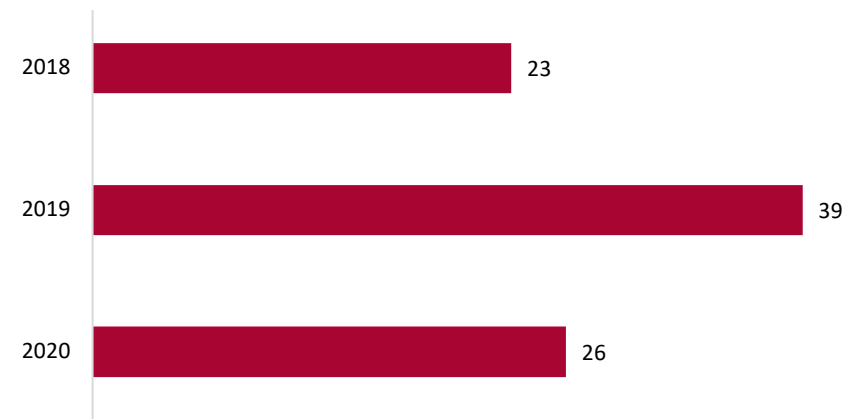


Source: Office of Research Compliance

## Faculty who teach High-Impact Practices courses

The analysis of the Digital Measures-Activity Insight (DMAI) records shows that 41.3% of faculty reported teaching HIPs courses. These include courses tagged as diversity/global learning/study abroad, service-learning/community-based learning, internships, or capstone course/project. Table 4 shows the results per school. Figure 5 shows the percentages by faculty type.

**Table 4. Faculty who Teach High-Impact Practices per School**

| School | Total # of faculty | # Faculty who teach HIPs | % who teach HIPs |
|---|---|---|---|
| Nursing | 141 | 85 | 60.3% |
| Kelley School of Business | 98 | 54 | 55.1% |
| Dentistry | 199 | 98 | 49.2% |
| Liberal Arts | 384 | 186 | 48.4% |
| Herron School of Art and Design | 73 | 32 | 43.8% |
| Fairbanks School of Public Health | 96 | 39 | 40.6% |
| McKinney School of Law | 110 | 43 | 39.1% |
| Engineering and Technology | 333 | 128 | 38.4% |
| Health and Human Sciences | 188 | 72 | 38.3% |
| Education | 100 | 38 | 38.0% |
| O'Neill School of Public and Environmental Affairs | 65 | 24 | 36.9% |
| Informatics and Computing | 136 | 50 | 36.8% |
| Science | 452 | 162 | 35.8% |
| Social Work | 170 | 60 | 35.3% |
| Lilly Family School of Philanthropy | 69 | 15 | 21.7% |
| Total | 2,642 | 1090 | 41.3% |
| Other* | | 20 | |
| Medicine | 2,782 | 246 | 8.8% |
| Grand Total | | 1356 | |
| * i.e. ACSP, EXAF, OACA, UGE, OUAA, UAVP | | | |

Source: Digital Measures-Activity Insight (DMAI)

**Figure 8. Percentage of Faculty who Teach High-Impact Practices by Faculty Type**



| | |
|---|---|
| Professor, Associate Professor, Associate Librarian | 44.9% |
| Lecturer | 16.8% |
| Clinical Assistant | 13.0% |
| Assistant Professor, Assistant Librarian | 10.7% |
| Clinical Associate | 7.0% |
| Visiting | 4.3% |
| Adjunct | 3.0% |
| Professor of Practice | 0.4% |
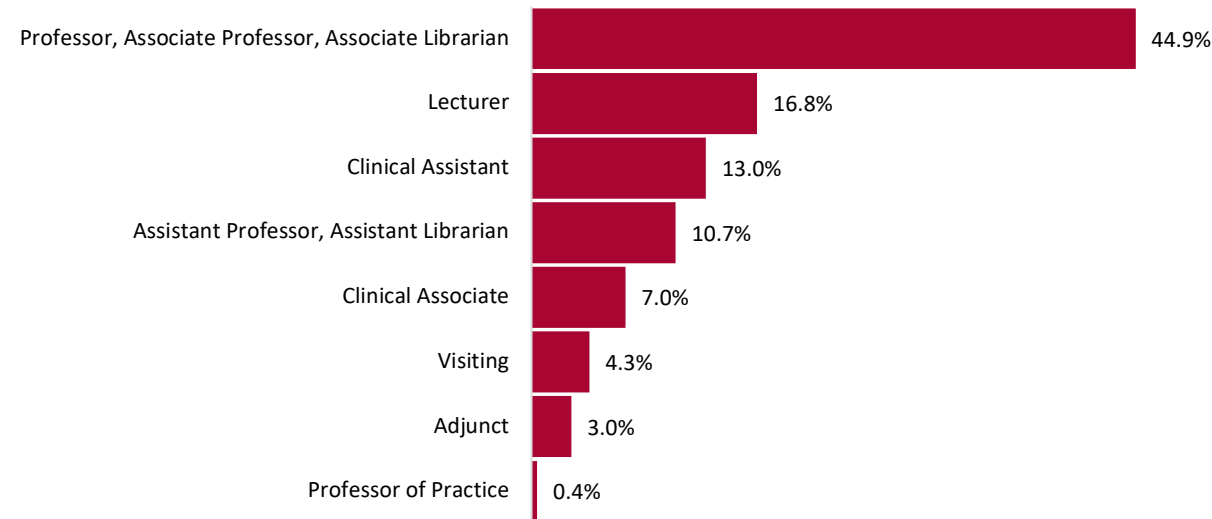
Source: Digital Measures-Activity Insight (DMAI)

**Engagement with the Community**

Faculty engage with the community through research, creative activity, service, and capacity-building activities. Table 5 below shows that the percentage of faculty involved in collaborative research projects and participating on boards or committees in community organizations has increased since 2015.

**Table 5. Faculty Community Engagement Participation[2]**

↑ **4%**

The percentage of faculty participating in research with the community has increased by 4% between 2015 and 2018.

| Faculty Community Engagement | 2015 | 2018 | Difference |
|---|---|---|---|
| Have engaged in a collaborative research project with a community partner | 49.4% | 53.4% | +4% |
| Participated in a professional capacity on a board or committee of a local business or civic/social service agency | 53% | 64% | +11.3% |

Sources: Faculty Surveys 2015 and 2018. IRDS

Figure 9 shows the percentage of faculty that in 2018 conducted activities with the community "often" and "very often."

**Figure 9. Faculty Community Engagement Participation**



| | |
|---|---|
| Participated in a professional capacity on a board or committee of a local business or civic/ social service agency | 36.3% |
| Provided professional services to a community group, local business, or government agency for free or reduced rate | 28.6% |
| Given talks to local community organizations | 25.9% |
| Engaged in a collaborative research project with a community partner | 21.4% |
| Participated in a campus- or school-sponsored community service event | 13.6% |

Source: Faculty Survey 2018. IRDS

[2] Both years use different scales. To make both results comparable, only the "never" scale point was excluded.

Additionally, the DMAI shows that between 2018 and 2019, IUPUI faculty:

- Completed 45,004 Civic Engagement public service hours in 915 international, national, regional, state, and local service roles (Figure 10).

**Figure 10. Scope of Civic Engagement Public Service Roles 2018-2019**



Regional 4%
International 7%
National 10%
State 14%
Local 19%
Unidentified 45%
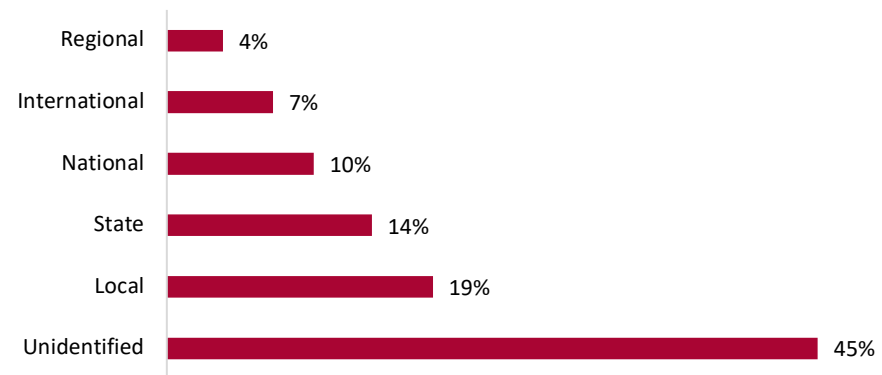
Source: Digital Measures-Activity Insight (DMAI)

- Faculty also reported 258 applications for contracts, fellowships, gifts, or grants tagged as Civic Engagement, totaling $84,899,840. The total awarded amount was $12,152,360. Figure 11 below shows that grants and contracts take 94.5% of the share (Contracts 12.2% added to 82.4% of Grants).

**Figure 11. Civic Engagement Contracts, Grants, Fellowships and Gifts 2018-2019**
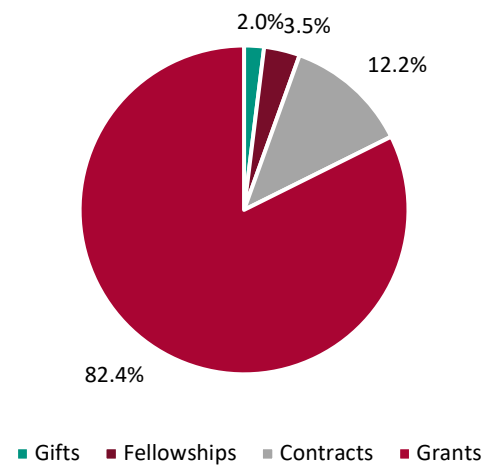


2.0% 3.5% 12.2%
82.4%

■ Gifts  ■ Fellowships  ■ Contracts  ■ Grants

Source: Digital Measures-Activity Insight (DMAI)

In AY20, IUPUI faculty produced 154 publications tagged as Civic Engagement. Of these, 125 were peer-reviewed. Liberal Arts and Social Work together produced 36% of these publications (Fig. 12).

**Figure 12. Faculty Civic Engagement Publications 2019-2020 by School**



Liberal Arts
Social Work
Education
Health & Human Sciences
Engineering & Technology, Mechanical...
Medicine
Herron School of Art & Design
IUPC
Nursing
Lilly Family School of Philant, Lilly Family...
O'Neill School
Science
Dentistry, Cariology/Operative&Dental Pub
University Library
Public Health
Other Academic Programs
Informatics, Library & Information Science
Business

0% 5% 10% 15% 20% 25%
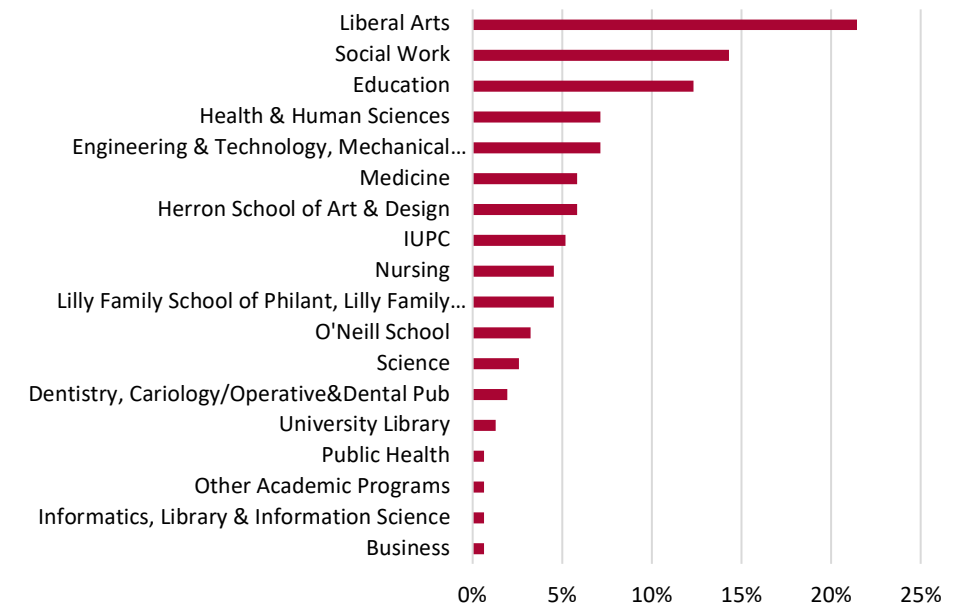
Source: Digital Measures-Activity Insight (DMAI)

Faculty also reported 450 presentations tagged as Civic Engagement. Of these, 238 were academic presentations. The Schools of Liberal Arts and Medicine produced 22% of these presentations (Fig. 13).

**Figure 13. Faculty Civic Engagement Presentations 2019-2020 by School**
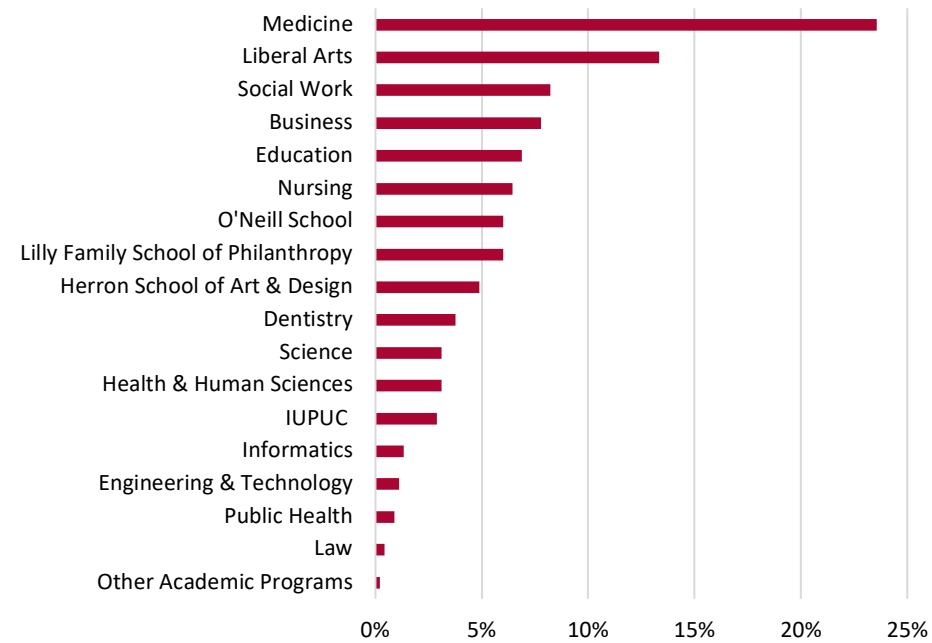


Source: Digital Measures-Activity Insight (DMAI)

Eighty-three (83) Civic Engagement creative work products were reported in 2018-2019. Nineteen (19) were categorized as academic, and 41 were non-academic. Creative work includes art festivals, exhibitions, theatre, music compositions, and performances. Seventy percent of the creative work products came from faculty in the Herron School of Art & Design and Engineering & Technology (Fig. 14).

**Figure 14. Civic Engagement Creative Work 2019-2020 by School**
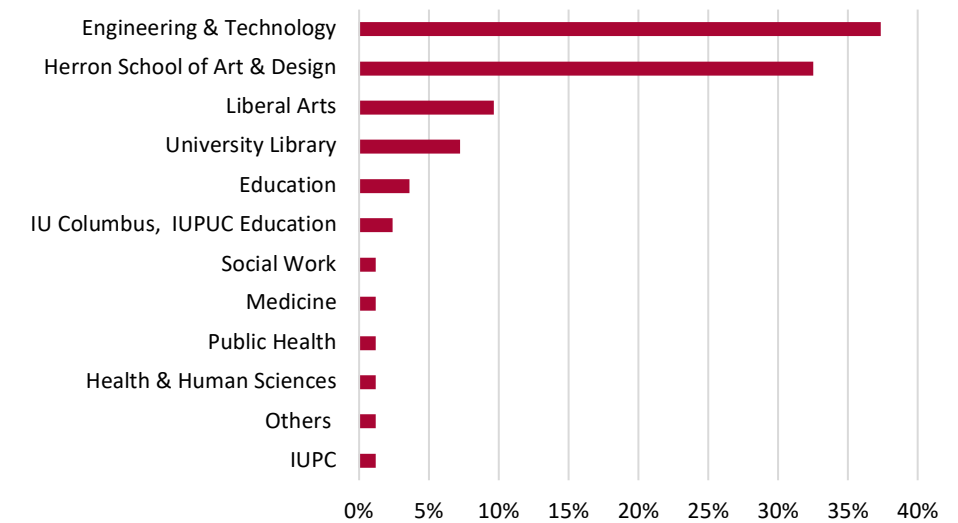


Source: Digital Measures-Activity Insight (DMAI)

**Staff Engagement with the Community**

A 2008 Indiana University economic impact study surveyed employees about their volunteerism and estimated that faculty and staff volunteered 247,000 hours per year, equivalent to $4,238,520[3]. However, these data have not been updated since. Instead, this report uses the Volunteer Paid Leave policy as an indicator. This policy allows paid leave of up to eight hours each calendar year. Between January 2019 and March 2021, staff recorded 660 hours of volunteer paid leave[4] in the community, equivalent to $13,365. Table 6 on the following page shows the number of volunteer hours by school.

---

3       Calculations based on the value of volunteer hour in 2008 in Indiana was $17.16 (Independent Sector).
4       According to the Volunteer Paid Leave included in the included in the Conflicts of Interest and Commitment policy, one volunteer paid leave of up to eight hours is available each calendar year for staff employees who participate in an IU-sponsored volunteer event (Human Resources).

**Table 6. Staff Volunteer Paid Leave Hours by School**

| School | Hours | Amount |
|---|---|---|
| Medicine | 237.7 | $4,864.4 |
| Dentistry | 114.1 | $2,066.2 |
| Informatics and Computing | 40 | $944.2 |
| Nursing | 41.5 | $762.6 |
| Science | 28.9 | $666.0 |
| Lilly Family School of Philanthropy | 24 | $515.3 |
| Executive Management | 27 | $509.8 |
| Academic Support | 22.4 | $413.1 |
| Office of Community Engagement | 16 | $384.3 |
| McKinney School of Law | 16 | $341.0 |
| Health and Human Sciences | 15 | $331.6 |
| VP for Information Technology | 12 | $268.2 |
| Finance and Administration | 11.5 | $188.7 |
| O'Neill School of Public and Environmental Affairs | 9.6 | $175.9 |
| Education | 8.2 | $175.8 |
| University Library | 9 | $169.8 |
| Social Work | 8 | $157.6 |
| VP for Research | 7.5 | $157.6 |
| VP for Communications and Marketing | 4.5 | $120.9 |
| Fairbanks School of Public Health | 4 | $76.2 |
| VP for Human Resources | 3.2 | $75.1 |
| TOTALS | 660.1 | $13,364.3 |

Source: Human Resources

## Modes of Engagement

This section reports the number and type of community engagement institutional practices developed by IUPUI faculty and students between 2018 and 2020.

### Curricular Engagement

- In DMAI, faculty reported 638 courses/classes using HIPs in 2019-2020, including one or more of the following: Capstone Courses, Diversity/Global Learning/Study Abroad, Service or Community-Based Learning, Research, or Internships.

- Courses including one or more HIPs represented 1,901 credit hours with an enrollment of 13,428 students in total (duplicated).

- Some of the courses reporting HIPs were taught internationally (Cambodia, Germany, Greece, Italy, South Korea, and the United Kingdom).

## 1,901

**Courses using High-Impact Practices represented 1,901 credit hours in 2019-2020.**

**Table 7. Courses Using High-Impact Practices by Level (2019-2020)**

| Level | Courses using HIPs |
|---|---|
| Graduate | 146 |
| Undergraduate | 426 |
| Unidentified | 66 |
| Grand Total | 638 |

Source: Digital Measures-Activity Insight (DMAI)

- 118 of these courses were tagged as civic engagement, and 103 included service-learning components.

**Table 8. Courses Using High-Impact Practices Tagged as Civic Engagement or as Having a Service Learning Component (2018-2019)**

| Level | Civic Engagement Tag | Service Learning Component |
|---|---|---|
| Graduate | 30 | 33 |
| Undergraduate | 80 | 63 |
| Unidentified | 8 | 7 |
| Grand Total | 118 | 103 |

Source: Digital Measures-Activity Insight (DMAI)

- 2,909 student experiences are listed in the Experiential and Applied Learning Record (the Record) since fall 2016 (2,516 unique students).
- The Record includes 364 approved curricular and co-curricular experiences as of February 2021. One hundred and eighty-nine (189) of these experiences occurred during 2019 and 2020 academic terms.

**Table 9. Number of Approved Experiences by Achievement Category**

| Achievement Category | Number |
|---|---|
| Internship | 120 |
| Global Engagement | 118 |
| Service | 60 |
| Leadership | 30 |
| Leadership/Service | 10 |
| Research | 9 |
| Internship/Leadership | 8 |
| Others | 8 |
| Total | 364 |

Source: The Record

**Co-curricular Events**

- 142 service events, outreach initiatives, or philanthropic activities were hosted by 54 student organizations between May, 2019, and April, 2020 (The Spot).

**Figure 15. Service Events by Type**



| Type | Number |
|---|---|
| Public | 107 |
| Organization Only | 19 |
| Campus Only | 11 |
| Invitation Only | 5 |
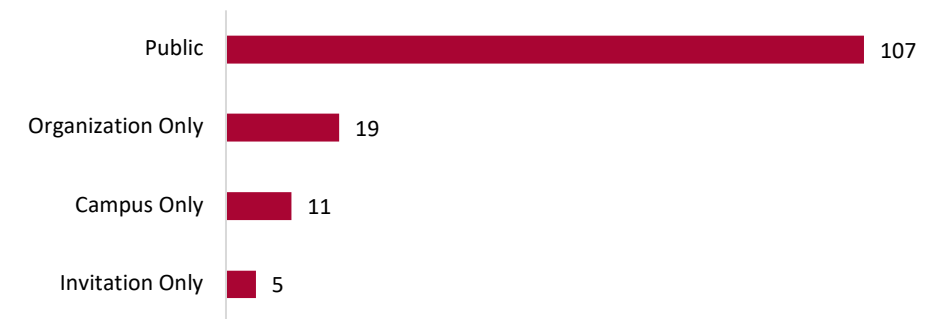
Source: The Spot

## Impacts of Engagement

**+0.1**

The results and impact of faculty and students' engagement activities are measured by 1) the global and civic skills developed by senior students and graduates, and 2) IUPUI's impact on Central Indiana.

### Student Development of Global Learning and Civic-Minded Skills

Results of the NSSE 2018 Civic Engagement Module show that:

- 61% of IUPUI seniors report increasing their ability to resolve conflicts that involve bias, discrimination, and prejudice.

- 78% report increasing their ability to lead a group in which people from different backgrounds feel welcomed and included.

- 78% report increasing their ability to contribute to the well-being of their community.

**IUPUI seniors report higher levels of development of their global skills (0.1 mean point higher in being informed about global issues) than seniors in peer institutions.**

Although seniors reported less IUPUI emphasis on international courses and reported less involvement in courses that focus on global issues than seniors in peer institutions, in most cases they report similar or higher development levels of global and civic learning skills (Table 10).

**Table 10. Seniors' Development of Global Learning and Civic-Minded Skills. IUPUI Compared to Official Peers**

| How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | Point Average | Official Peers |
|---|---|---|
| Being informed about current international and global issues | 2.3 | 2.4 |
| Understanding how your actions affect global communities | 2.2 | 2.3 |
| Preparing for life and work in an increasingly globalized era | 2.4 | 2.4 |
| **Select the response that best represents your ability to do the following:** | | |
| Ability to resolve conflicts that involve bias, discrimination, and prejudice | 4.8 | 4.9 |
| Ability to lead a group in which people from different backgrounds feel welcomed and included | 5.4 | 5.4 |
| Ability to contribute to the well-being of their community | 5.4 | 5.4 |

Source: National Survey of Student Engagement 2018 – Civic Engagement and Global Learning Modules
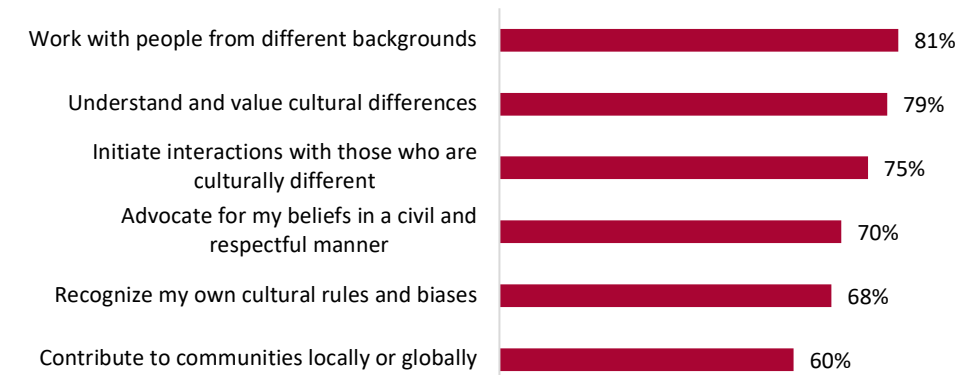
### Undergraduate Alumni Civic-Minded Readiness Competencies

Over 68% of recent alumni reported being "quite a bit prepared" and "very much prepared" to respect and seek out interactions with diverse others from different cultures, backgrounds, and beliefs (Figure 16). Notably, 81.2% reported being prepared to "work with people from different backgrounds." These results are comparable in trend with the 2014 Alumni Survey. Alumni were asked to rate their effectiveness in "working effectively with people of different races, ethnicities, and religions;" 60.4% said they were very effective, and 33.4% said they were effective.

**81%**
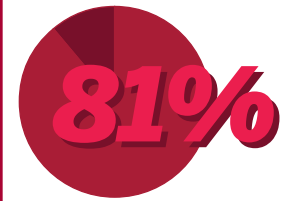
**Over 81% of undergraduate alumni are prepared to work with people from different backgrounds.**

### Figure 16. Alumni Civic-Minded Competencies



| | |
|---|---|
| Work with people from different backgrounds | 81% |
| Understand and value cultural differences | 79% |
| Initiate interactions with those who are culturally different | 75% |
| Advocate for my beliefs in a civil and respectful manner | 70% |
| Recognize my own cultural rules and biases | 68% |
| Contribute to communities locally or globally | 60% |

Source: 2019 Undergraduate Alumni Survey

**Graduate Alumni Involvement with the Community**

The 2019 Graduate Alumni survey shows that 63% of IUPUI graduate alumni are somewhat active in their community, and 21% are very active (Figure 17).

**Figure 17. How Active Alumni Are In Their Community**



- Very active
- Somewhat active
- Not active at all

21.0%
62.7%
16.3%
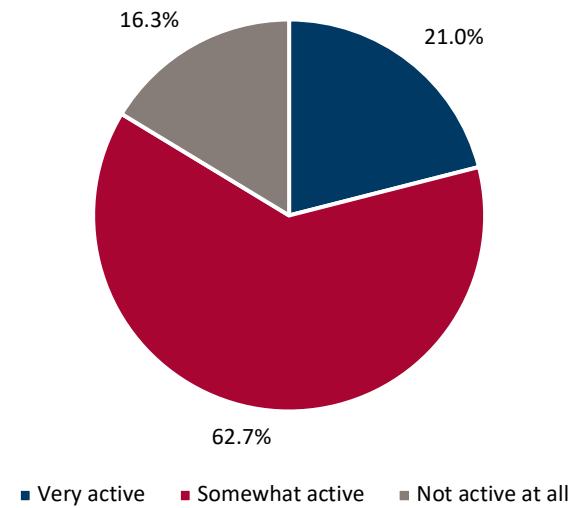
Source: 2019 Graduate Alumni Survey. IRDS

The survey also shows alumni's appreciation of the contribution of IUPUI education to their involvement in political, social, or community issues. To the question, "How much did your educational activities at IUPUI contribute to your current involvement in political, social, or community issues?" thirty-three percent (33.1%) of the graduate alumni stated that their educational activities at IUPUI have contributed "some" to their current involvement in political, social, or community issues, 14.7% reported "quite a bit," and 7.4% reported "very much." Figure 18 shows the results by schools based on the options "quite a bit" and "very much."

**Figure 18. Alumni Who Reported IUPUI Contributed 'Quite a Bit' or 'Very Much' to Their Current Involvement in Political, Social or Community Issues**
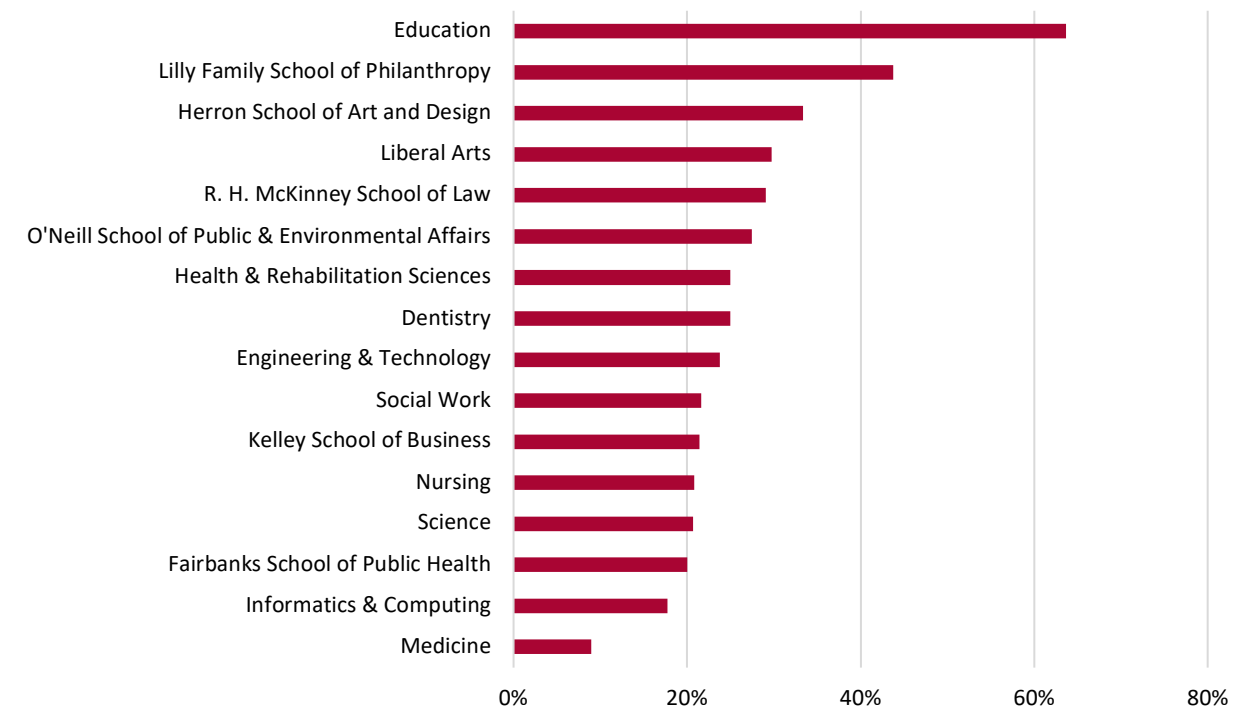
**Impact in Central Indiana**

**Community Building**

IUPUI's efforts to grow the capacity of the Central Indiana community are reflected in community-university relationships that are meaningful and beneficial to all involved and in achieving the larger partnership goals.

- 79% of community-engaged activities in Collaboratory were classified as mutually beneficial. 81% were classified as being reciprocal.
- In total, 1,622 community organizations have contributed to the development of community-oriented activities. These organizations are mainly nonprofits (53.5%), K-12 education (22.4%), governmental organizations (8.2%), and for-profits (7.5%).

**Equitable Hiring**

- In FY20, 20.8% of IUPUI employees (part and full-time staff) were underrepresented minorities (Hispanic/Latinos, African Americans, Native Americans, Native Hawaiian/Pacific Islanders, and two or more races), 15% were African-American; and 67% were women. Compared to 2019, the proportion of minority employees is .04% lower.

**Equitable Local & Minority Hiring**

- IUPUI employed 8,994 full-time and part-time faculty and staff in FY19; 87% lived in central Indiana.
- In FY20, 41% of IUPUI employees (part-time and full-time staff) were local, 2% more than in 2019. The proportion of local minority employees was 29.5%, .04% lower than in 2019.

**Equitable Local & Minority Business Procurement**

- IUPUI spent $172.7 million locally in FY20, $6.3 million more than FY19. Diverse spending (minority, women, or veteran-owned businesses) represented 8% of the total spent in FY20, significantly less than 2019 (16.5%).

**Employee incentive Program for Housing**

- Thanks to the Anchor Housing program offered in partnership with the Indy Chamber, five employees closed on purchasing a home, one completed a home repair project, and 10 employees enrolled in the Indiana Neighborhood Housing Partnership homeownership development program.

**Local Economic Multiplier**

The Economic Value of Indiana University-Purdue University Indianapolis "measures the economic impacts created by IUPUI on the business community and the benefits the university generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society" (IUPUI, 2020, p.3). According to this report, in FY 2018-19:

- IUPUI added $2.3 billion to the region which supported 30,551 regional jobs.
- One out of every 42 jobs in the region is supported by the activities of IUPUI and its students.
- IUPUI's contribution to social savings related to health, crime, and income assistance in Indiana was $421.9 million.

**Healthy Community Residents and Healthy Environment**

IUPUI is committed to addressing the local community's most pressing social needs:

- 97% of community-engaged activities reported in the Collaboratory took place in the state of Indiana.
- In total, 457,575 individuals have been reached through these activities. The main populations are the general public, youth (12-17), Children (6-11), urban communities, and families.
- Social Issues, Education and Health and Wellness are the primary focus areas of community engagement (Table 11).

**Table 11. Focus Areas of Activities in Collaboratory**

| Focus Area | Number of Activities |
|---|---|
| Social issues | 643 |
| Education | 634 |
| Health and Wellness | 613 |
| Community and Economic Development | 315 |
| Arts and Culture | 264 |
| Government and Public Safety | 153 |
| Environmental Sustainability | 101 |

Source: Collaboratory

- Under Social Issues, the principal foci are: Equity, Diversity, and Inclusion (161), Family Services (153), At-risk Youth (114), Cultural Understanding (90), Child Abuse/Neglect (84).

The IU Grand Challenges program initiated in 2016 connects the university's intellectual and financial resources to the state, business, and nonprofit leaders to advance solutions to critical problems facing Hoosiers and beyond. The three Grand Challenges are the Precision Health Initiative, launched in 2016; Prepared for Environmental Change, in 2017; and Responding to the Addiction Crisis, also in 2017.

Achievements include:

- Precision health research and clinical care are being conducted across the state, with active efforts in 68 counties focused on Type 2 diabetes, Alzheimer's disease, and various types of cancer.

- 475 megawatts of solar power installed enough to power 55,600 homes.

- Attention to addiction crisis in 34 counties throughout Indiana.

## Recommendations

**1.** The report shows substantial achievements and progress in the community-engaged work that IUPUI students, faculty, and staff have been doing in the last few years. Some areas of engagement, especially staff engagement, need regular data collection to ensure comparability across time.

**2.** Striving for diversity, equity, and inclusion continues to be among the main priorities of IUPUI. Such efforts must be reflected in increased diversity in hiring and business procurement. This study only reports hiring and procurement data for FY19 and FY20. As 2020 was such an unusual year, it is not easy to make reliable comparisons or speculate a trend. More measures are needed in the future to understand the growing trends.

**3.** The indicators included in this analysis create opportunities for building a solid and shared framework to strategically measure community engagement and improve future reporting. The framework for assessment needs to be broadened to include community stakeholders in identifying indicators of engagement. The framework must also include both quantitative and qualitative indicators of engagement that can be used to track performance. Its expansion is fundamental to understanding engagement outcomes and measuring if -and how- these collaborations lead to new usable knowledge, learning, products, services, new capacities, and, ultimately, community and university transformation. The Office of Community Engagement looks to identify comprehensive measures that can operate as a feedback mechanism for partnerships and understand whether these collaborations are conducive to mutual benefits and community participation.

**4.** Much of the information used in this report originates from a number of IUPUI offices. This information is collected under different premises, using different methods and tools, and at different times. The variety of sources makes it challenging to compare and consolidate data. This calls for a shared institutional methodology that can be used to collect, complement, and report comparable and reliable data on a regular basis.

**5.** This report presents gaps of information that can be used as an opportunity to create individual reports on specific complex areas of institutional engagement and public outcomes such as health, K-12 education partnerships, and attention to the Sustainable Development Goals. Particularly, it would be interesting to understand how the continuous IUPUI involvement in K-12 programs has influenced college enrollment and student performance.

**6.** In the last few years, OCE has made significant advances in adopting new tools like the Collaboratory to study the depth of engagement or adding relevant questions to the tools that other offices use to collect information from faculty and students. As the framework for measuring community engagement is broaden and improved, OCE will continue working with IUPUI and external stakeholders to enrich existing evaluation and assessment tools and create new ones to address areas not yet evaluated.

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## Table of Goal 7 Indicators of Community Engagement

### Rates of Engagement

| Domains of Engagement | Outcomes | Performance Indicator | Source of Data |
|---|---|---|---|
| Student Engagement | Participation in High-Impact Practices | Seniors participating in High-Impact Practices | National Study of Student Engagement (NSSE) 2018 High-Impact Practices |
| | | Student participation in High-Impact Practices compared to Official Peers | NSSE 2018 High-Impact Practices |
| | | Percentage of soon-to-be graduates and graduates who completed an internship, student employment, or both while studying at IUPUI<br>• Growth rate of student participation in High-Impact Practices | 2019 IUPUI First Destination Survey |
| | | Student experiences listed in the Experiential and Applied Learning Record (the Record) | Institute for Engaged Learning |
| | | Approved curricular and co-curricular experiences by achievement category | |
| | Civic engagement | Voting rates/enrollment<br><br>Voting rates/registered to vote | National Study of Learning, Voting and Engagement (NSLVE) 2014 & 2018 Campus Report |

| Domains of Engagement | Outcomes | Performance Indicator | Source of Data |
|---|---|---|---|
| Student Engagement | Civic engagement | Registration rate | NSLVE 2014 & 2018 Campus Report |
| | | Voting rates compared to Carnegie-classified peers | |
| | Participation in global learning activities | Seniors who have completed or are in progress to complete courses focused on global competencies | NSSE 2018, Global Learning Module |
| | | Percentage of seniors compared with peer institutions | |
| | | Seniors who consider that IUPUI emphasizes providing courses focused and international topics | |
| | | Seniors who consider that IUPUI emphasizes providing activities focused and international topics | |
| | Community work-study | Students receiving federal community work-study | Institute for Engaged Learning |
| | | Awarded amount | |
| Faculty engagement | Encouragement of community-engaged practices | Faculty requiring students to work on a project or experience in partnership with the community | Institutional Research and Decision Support (IRDS) Faculty Survey |

## Rates of Engagement

| Domains of Engagement | Outcomes | Performance Indicator | Source of Data | Domains of Engagement | Outcomes | Performance Indicator | Source of Data |
|---|---|---|---|---|---|---|---|
| Faculty engagement | Encouragement of community-engaged practices | Faculty who require students to participate in community-based projects | IRDS Faculty Survey | Faculty engagement | Publicly engaged scholarship | Faculty participating in community organizations boards or committees<br>• Growth rate | IRDS Faculty Surveys 2015 and 2018 |
| | | Faculty who encourage practices that connect learning to societal problems or issues | | | | Faculty participating in a professional capacity on a board or committee | |
| | | Faculty who encourage students to consider diverse perspectives | | | | Faculty who provided community service to a community group, local business, or government | |
| | | Faculty who encourage students to engage in discussions with people who are different from them | | | | Faculty who have given talks to local community organizations | |
| | Publicly engaged scholarship | Faculty conducting community-engaged research | IU Office of Research Compliance | | | Faculty who participate in a campus –or school–sponsored community service event | |
| | | Faculty with IRB approved community-engaged research projects | | | | Civic engagement public service hours | DMAI |
| | | Faculty who teach High-Impact Practices | Digital Measures Activity Insights (DMAI) | | | Civic engagement contracts, fellowships, gifts, or grants | |
| | | | | | | Number of publications tagged as civic engagement | |
| | | Faculty involved in collaborative research projects with community<br>• Growth rate | IRDS Faculty Surveys 2015 and 2018 | | | Number of presentations tagged as civic engagement | |
| | | | | | | Number of creative work tagged as civic engagement | |

## Rates of Engagement

| Domains of Engagement | Outcomes | Performance Indicator | Source of Data |
|---|---|---|---|
| Staff engagement | Participation in paid leave volunteer events | Volunteer hours in one day per calendar year (volunteer leave hours) | IU Human Resources |

## Modes of Engagement

| Domains of Engagement | Outcomes | Performance Indicator | Source of Data |
|---|---|---|---|
| Institutional engagement practices | Curricular engagement | Courses using High-Impact Practices | DMAI |
| | | Courses using High-Impact Practicess tagged as Civic Engagement | |
| | | Courses with a service learning component | |
| | Co-curricular engagement | Service events, outreach initiatives, or philanthropic activities hosted by student organizations | The Spot |

## Impacts of Engagement

| Domains of Engagement | Outcomes | Performance Indicator | Source of Data |
|---|---|---|---|
| Undergraduate Global Learning and Civic-Minded Skills | Senior development of global learning and civic-minded skills | Seniors who increased their ability to resolve conflicts that involve bias, discrimination, and prejudice<br>• Comparison to official peers | NSSE 2018 Civic Engagement Module |
| | | Seniors who increased their ability to lead a group in which people from different backgrounds feel welcomed and included<br>• Comparison to official peers | |
| | | Seniors who increased their ability to contribute to the well-being of their community<br>• Comparison to official peers | |
| | | Seniors who report being informed about current international and global issues<br>• Comparison to official peers | |
| | | Seniors who report understanding how your actions affect global communities<br>• Comparison to official peers | |
| | | Seniors who report preparing for life and work in an increasingly globalized era<br>• Comparison to official peers | |

## Impacts of Engagement

| Domains of Engagement | Outcomes | Performance Indicator | Source of Data |
|---|---|---|---|
| Undergraduate Global Learning and Civic-Minded Skills | Graduate civic-minded readiness competencies | Percentage of students who report gains in civic-minded readiness competencies | IRDS Undergraduate Alumni Survey |
| Graduate Alumni Involvement with the Community | Involvement with the community | Percentage of students that IUPUI activities contribute to their current involvement with the community | IRDS Undergraduate Alumni Survey |
| Economic Impact in Central Indiana (Anchor mission) | Equitable hiring | % of minorities hired | IU Human Resources |
| | Equitable local & minority hiring | % of local hires | |
| | | % of local & minority hires | |
| | Equitable local & minority business procurement | US$ spent in Central Indiana | IU Purchasing |
| | Local economic multiplier | Jobs supported by IUPUI activity | IU Office of the Vice President for Government Relations and Economic Engagement |
| | | US$ supporting regional jobs | |
| | | Social savings generated by IUPUI activity | |
| | Employee incentive program for housing | Number of benefited employees | IUPUI Office of Community Engagement |

Kinesiology students provide fitness and wellness services to community members at the Chase Legacy Center on the near eastside of Indianapolis

**IUPUI**
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