

# Assessment Brief

## First-Year Scholars Profile

IUPUI Honors College

2015-2016

### Introduction

Understanding the experiences and expectations of the IUPUI Honors College first-year student population is essential to meeting the needs of our scholars. The Honors College utilizes a four-year developmental plan to encourage students to excel inside and outside of the classroom. RISE to the IUPUI Challenge (Indiana University-Purdue University Indianapolis, 2014) provides a framework for the goals for Honors Scholars. RISE is an acronym for learning experiences in Research, International, Service, and Experiential opportunities which are recorded on the student's transcript. Research suggests that involvement of students in academic work and extracurricular activities impacts student development. In addition, the level of involvement predicts the potential impact of the college experience (Astin, 1999; Gellin, 2003). The Honors College seeks to understand past experiences of first-year scholars as well as future interests.

We compared the first-year scholars to all other Honors College scholars in order to set a foundation for understanding the development of the Honors College demographically.

### Methodology

The two primary information gathering techniques used were an online survey and data retrieval from the Indiana University Information Environment (IUIE) on pre-matriculation and first-semester characteristics of our first-year scholars.

We sent the survey to all incoming students and asked them to complete it before the required meeting with their respective Honors Advisor at the beginning of the semester. Each first-year scholar is required to meet with her/his Honors Advisor to review individual goals and expectations for IUPUI and the Honors College. This information is incorporated into their four-year-plan.

The IUIE data were collected on October 20, 2015. We examined multiple variables such as home

address, major, gender, race/ethnicity, and SAT/ACT scores. Information from all students in the IUPUI Honors College was collected and used for the comparisons. The first-year student information was extracted from the full list in order to do the comparisons.

Both of the sources were combined using student ID numbers. Microsoft Excel was used to run descriptive statistics on the information. The following tables and charts are a result of those summaries.

### Results

#### Comparisons

The fall 2015 cohort is comprised of 291 students, while there are 813 upper-class students in the comparative dataset.

Residency				
	First-Year		All Other Scholars	
	N	%	N	%
Indiana	275	94.5%	758	93.2%
Out of State	15	5.2%	49	6.0%
International	1	0.3%	6	0.7%
Total	291		813	

There is more first-year scholars from Indiana than all other scholars.

#### Scholarship Cohorts

First-Year Scholarship Cohorts		
	N	%
Bepko	27	9.3%
Adam W. Herbert Presidential	10	3.4%
Plater International	7	2.4%
Chancellor's	247	84.9%
Total	291	

Chancellor's Scholars remain the predominant cohort, as it has been since the scholarship's inception in 2010.

Race/Ethnicity				
	First-Year		All Other Scholars	
	N	%	N	%
American Indian/ Alaska Native	0	0.0%	3	0.4%
Asian/Native Hawaiian/ Other Pac. Isl.	21	7.3%	80	9.9%
Black/African American	6	2.0%	23	2.8%
Hispanic/Latino	6	2.0%	28	3.5%
White	251	87.1%	665	82.7%
Not Applicable (Alien)	4	1.3%	5	.6%
Total	288		804	

The proportion of White and Black/African American students is relatively the same, with an increase in Asian American students.

Public and Environmental Affairs	5	1.7%	21	2.6%
Public Health	1	.3%	8	1.0%
Science	106	36.4%	286	35.2%
Social Work	0	0.0%	3	.4%
University College	44	15.1%	20	2.4%
Total	291		813	

It is important to note that this year Engineering and Technology, Herron, Informatics, and Liberal Arts joined Business, Nursing, and Public and Environmental Affairs in having school Honors programs. This accounts for greater increases in the number of upperclass scholars.

#### *Living Situation*

Living Situation During First Year		
	N	%
On-Campus Housing	126	43.4%
At Home	33	11.3%
Off-Campus Housing	7	2.4%
Did Not Respond	125	43.0%
Total	291	

Academic Major				
	First-Year		All Other Scholars	
	N	%	N	%
Herron	6	2.0%	44	5.4%
Business	33	11.3%	103	12.6%
Education	4	1.4%	16	1.9%
Engineering and Technology	48	16.5%	128	15.7%
Health and Rehabilitation Sciences	6	2.0%	3	.4%
Informatics	10	3.4%	23	2.8%
Liberal Arts	17	5.8%	69	8.4%
Medicine	1	.3%	9	1.1%
Nursing	0	0.0%	45	5.5%
Philanthropy	0	0.0%	0	0.0%
Physical Education and Tourism Management	11	3.8%	31	3.8%

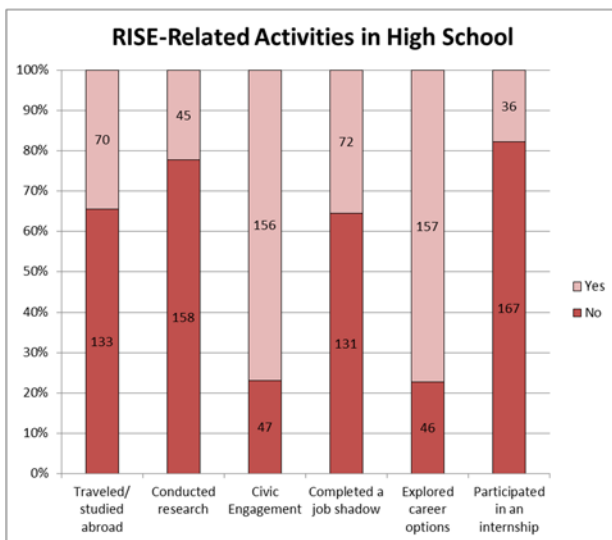
The majority of our first-year scholars live in campus housing. We have 133 honors freshman living in University Tower alone. This year is the second year for the expansion of the Honors Residential Communities into the University Tower with two floors dedicated to Honors Scholars, including a new Honors Lounge on the 8<sup>th</sup> floor. Honors Scholars are encouraged to live in campus housing, and many are awarded a stipend to cover at least a portion of the cost. Research indicates that living on campus improves student performance and retention (Terenzini, Pascarella, & Bliming, 2010).

### College Employment

Working While in School (First-Year)		
	N	%
Yes, I already have a job.	41	14.0%
Yes, but I don't have a job yet.	45	15.4%
No	41	14.0%
I'm not sure.	41	14.0%
Did Not Respond	123	42.2%
Total	291	

It will be important to identify whether students are working on or off campus in future surveys. The benefits of on-campus employment include higher rates of persistence and graduation (Beeson & Wessel, 2002).

### Pre-College RISE Experiences



Over 75% of our students have previously participated in civic engagement activities and explored their career options. The two lowest areas of experience before attending IUPUI are conducting research and participating in an internship.

### Future Actions

As our knowledge of our new scholars grows, so do the initiatives and events we implement for them. The following is a list of recommendations we have created for working with our first-year scholars based upon the data we have collected.

- Revise first-year scholars' survey to collect additional information.
- Continue to develop and monitor individual Four-Year Plans.
- Engage students early in their academic career with RISE opportunities, taking full advantage of their early interests.
- Find better ways to connect first-year scholars living off-campus to the campus community.
- Build relationships with all Honors Scholars by encouraging participation and leadership in Honors College student organizations, participation in signature events such as Academic Bowl and the Honors College Showcase, and communication through our Oncourse site, weekly emails to the Honors College listserv, and scholarship cohort Facebook groups.
- Assist students seeking a job with finding on-campus employment and limiting work hours.
- Work with campus career services to assist students in the process of identifying job shadowing and internship opportunities.
- Continue to develop stronger connections with campus constituents such as Housing and Residence Life, Student Employment, the Center for Research and Learning, and the Center for Service Learning, to ensure Honors Scholars have maximum access to resources.

## References

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### Introduction

The Honors Peer Mentor Program provides an opportunity for first-year scholars to connect with upper class Honors College Scholars. Honors Peer Mentors serve as individual peer advisors to first year Honors Scholars. They serve as a resource for students during the summer before they arrive at IUPUI, sharing information about campus and addressing any questions that students have before matriculating. Mentors also welcome students to the College, help them build their network at IUPUI and within the Honors College, and serve as a guide throughout their first year of college. The literature suggests that peer mentors are effective for many different reasons. Peers are closer in experience to first-year students than faculty or staff (Lockspeiser, O’Sullivan, Tehrani, & Muller, 2008). They are also likely to be the first resource students go to for answers (Newton & Ender, 2010).

Honors Scholars face numerous challenges that are enhanced when compared to the average college student. Literature shows that the challenges range widely from fear of success or failure to career selection based on outside pressure to difficulty selecting a major because of the potential to succeed in numerous academic areas (Gordon, 1992). Other challenges Honors students face include pressure to succeed, perfectionism, struggles with academic issues like development of effective study habits, potential for many different majors and careers, entitlement, and criticism of self and others (McDonald, 2003). The Honors Peer Mentor Program is designed to address these unique needs of Honors Scholars.

### History

The Honors Peer Mentor Program began with a pilot program during the 2011-2012 academic year with Bepko Scholars. The program was student-initiated and began as a direct result of an Honors Scholar interested in creating positive connections and networks for first-year students. During the first

year, students were matched using a 1:1 mentor/mentee ratio. Peer Mentors were recruited from within the cohort of upper class Bepko Scholars with the knowledge that mentors would work with incoming Bepko Scholars. One of the goals during the pilot year of the program was to expand opportunities for upper class students to interact and support first-year students in the same cohort of Scholars. A primary challenge faced during the pilot year was the inability to match first-year students with mentors in similar majors or disciplines.

### Program Growth and Development

The biggest change for the second year of the program was an expansion to include all four scholarship cohorts in order to provide the opportunity for all first-year students to work with an upper class Peer Mentor. This change allowed better matches for students that could incorporate factors such as major, intended career, and personal interests. Program expansion also led to an increased 1:2 mentor/mentee ratio.

A Peer Mentor Leader Council was incorporated into the program in 2014-2015. The Council is comprised of six experienced mentors who plan organized events for both mentors and mentees throughout the fall, lead welcome events at the beginning of the fall semester, and assist with mentor trainings. Additionally, each Mentor Leader is assigned a small group of approximately six mentors to assist and guide throughout the program. Ultimately, the Peer Mentor Leader Council provides the student voice to the program, and communicates the student perspective to the Honors College staff.

Number of Program Participants		
	Mentors	Mentees
2011-2012	24	24
2012-2013	33	66
2013-2014	30	82
2014-2015	43	85
2015-2016	41	86

Honors Peer Mentors and Mentor Leaders are selected each spring semester through an application process and serve for one academic year. Mentees are invited to participate in the summer before beginning their freshman year. Mentors complete training that focuses on helping them serve their peers effectively. Mentors are expected to communicate with their mentees during the summer and also meet with their mentees biweekly during the course of the fall semester. Mentors do not receive a financial incentive for participating in the program; thus, only upper class students who want to serve as a role model tend to apply to be mentors.

<b>Academic Standing of Mentors</b>			
	Sophomore	Junior	Senior
2011-2012	5	13	6
2012-2013	18	10	5
2013-2014	18	7	5
2014-2015	21	15	7
2015-2016	17	17	7

Eleven of the 24 mentees from the pilot program went on to serve as Honors Peer Mentors in 2012-2013. Three mentors from the pilot program continued on as mentors for a second year. Thirteen mentees returned to serve as a mentor in 2013-2014, and 10 mentors would return to serve as a mentor for an additional year.

**Objectives:**

1. To provide first-year Honors Scholars with a positive Honors role model;
2. To connect first-year Honors Scholars with the IUPUI Honors College;
3. To connect first year Honors Scholars with their academic program;
4. To help students balance the expectations of being an Honors Scholar with other roles;
5. To provide meaningful and authentic partnerships between Honors Scholars;
6. To expand students' awareness of campus resources;
7. To build networks for first-year Honors Scholars;

8. To provide a venue for students to process their college experience;
9. To connect students with student organizations, campus events, and opportunities that match their interests and passions.

**Methodology**

Scholars participating in the Honors Peer Mentor Program were surveyed after the end of the fall semester in January using an online survey including both quantitative and qualitative ratings. A separate survey was sent out to mentors and mentees. Students were sent a link to the survey via email and received one reminder two weeks later to complete the survey.

**Results**

Participants were asked to rate their level of agreement with how well the objectives of the Honors Peer Mentor Program were met. The ratings below include Agree and Strongly Agree responses from the 2014-2015 academic year.

<b>Objective</b>	<b>Mentor Response</b>	<b>Mentee Response</b>
<b>1</b>	<b>100%</b>	<b>88%</b>
<b>2</b>	<b>38%</b>	<b>67%</b>
<b>3</b>	<b>85%</b>	<b>70%</b>
<b>4</b>	<b>100%</b>	<b>83%</b>
<b>5</b>	<b>100%</b>	<b>87%</b>
<b>6</b>	<b>100%</b>	<b>83%</b>
<b>7</b>	<b>46%</b>	<b>57%</b>
<b>8</b>	<b>92%</b>	<b>87%</b>
<b>9</b>	<b>85%</b>	<b>87%</b>

**Matching**

Students rate the following factors as being most important for a successful pairing:

- Academic Interests, including major and academic school
- Career Interests
- Desire for Similar Experiences in College
- Housing
- Personal Interests



**Training**

All respondents stated they felt prepared to be a mentor. Respondents rated FERPA training, Oncourse monthly reminders, and campus resources as the most important aspects of mentor training.

**Overall Experience**

To gauge overall experience with the Honors Peer Mentor Program, participants were asked which components of the program they enjoyed most. In comparison, they were also asked what challenges they faced in the Honors Peer Mentor Program. Both sections were free response. Themes below are divided into mentee and mentor responses.

**Components Participants Enjoyed Most:**

*Mentee Responses*

Theme	Representative Quotes
Someone to go to for help and questions	<ul style="list-style-type: none"> <li>“...the thing I have enjoyed most is just having someone available to answer questions, give input, and listen if there is ever a time I need guidance.”</li> <li>“I really liked that I knew when I came to campus that I would have someone to help me find all my classes and get adjusted in the first few days.”</li> </ul>
Gaining knowledge from an experienced student	<ul style="list-style-type: none"> <li>“It was nice having somebody there that was a student and who has been through similar situations.”</li> <li>“Probably one of the most comforting and reassuring bits of knowledge that eased the transition into college was the knowledge that not only did I have advisers and peers within the Honors College to assist me, but also someone who has been there and experienced firsthand what I was experiencing.”</li> </ul>
Getting to know others through the Mentor	<ul style="list-style-type: none"> <li>“I have most enjoyed my mentor introducing me to other Honors students. It was helpful that we</li> </ul>

	<p>met weekly with other Honors students.</p> <ul style="list-style-type: none"> <li>“Meeting a lot of other people through my mentor who I otherwise probably wouldn’t have.”</li> </ul>
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*Mentor Responses*

Theme	Representative Quotes
Connecting with new students	<ul style="list-style-type: none"> <li>“Connecting with new students and acting as a guide for their first year.”</li> <li>“I enjoyed getting to meet incoming freshmen.”</li> </ul>
Serving as a resource	<ul style="list-style-type: none"> <li>“I’ve enjoyed being a resource for someone who has asked for my help – I’ve made so many mistakes that could have been solved by having a mentor, so I’ve enjoyed helping others steer clear of those mistakes.”</li> </ul>
Seeing mentees grow	<ul style="list-style-type: none"> <li>“I enjoyed meeting my mentees and slowly watching them grow in confidence as their circle of friends expanded.”</li> <li>“It’s nice to be able to watch them grow and make friend within the Honors College (and outside of it).”</li> </ul>

**Challenges of the Honors Peer Mentor Program:**

*Mentee Responses*

Theme	Representative Quotes
Finding a time to meet	<ul style="list-style-type: none"> <li>“Being able to meet with my mentor on a regular basis because we are two busy people.”</li> <li>“I think the hardest thing was just finding time to meet with my mentor.”</li> </ul>

Finding a time to meet was the only consistent theme that arose from mentee responses regarding challenges they faced.

*Mentor Responses*

Themes	Representative Quotes
Non-responsive Mentees	<ul style="list-style-type: none"> <li>▪ “As a mentor I have faced the challenge of mentees not responding to meet with me.”</li> <li>▪ “Some of my mentees did not want to meet with me. I almost felt like I was pulling teeth to get them to meet.</li> </ul>
Mentees that didn’t need help	<ul style="list-style-type: none"> <li>▪ “My mentees really never needed me at all so I felt quite useless.”</li> <li>▪ “One of my mentees had an older sibling who attended IUPUI so he didn’t have many questions for me.</li> </ul>
Finding a time to meet	<ul style="list-style-type: none"> <li>▪ “I have a terrible time trying to get my mentees to meet with me.”</li> <li>▪ “I found finding a time for use to meet was sometimes challenging.”</li> </ul>

Mentor challenges were much more related to feeling needed or useful. While they also reported difficulty finding a time to meet, this did not stand out as much as having non-responsive mentees or having a mentee that didn’t need/want help.

**Discussion**

It is interesting to note that on every objective, mentees rate the program equal to or higher than mentors. This could be attributed to the expectations for the program. Since mentors devote additional time to training and preparation, they may rate the objectives more harshly than mentees, who may see the program as an added advantage. The objectives that mentors rated lower were those for which mentors received less training. Much of the focus of mentor training was on the objectives that rated highest.

The completion rate of the survey was also much lower than would be ideal. The low completion rate could have been a result of when the survey was distributed to students. Distribution was early in January, after much of the mentoring relationship occurred and at the beginning of a new semester.

Another factor that could impact the low rate of completion by the mentors is that mentors are not provided a financial incentive to serve in their roles and may not feel a strong commitment. Additionally, after matches were provided in the summer, mentees did not receive much communication from the Honors College directly about the program. Instead, communication about the program came directly from their mentor. The completion rate may have been low among mentees because the survey was sent from the Honors College.

**Recommendations**

As the Honors Peer Mentor Program moves from infancy to greater development, assessment can help direct efforts to ensure the program meets the needs of both mentors and mentees. While the first two years have focused on growing the program to serve any interested Honors Scholar, future years should focus more on thorough development of training and support for the students involved. The following is a list of recommendations for improving the Honors Peer Mentor Program based upon the data we have collected.

- Develop continued in-person training options for mentors.
- Devote similar amounts of time and resources to all objectives in mentor training.
- Prepare mentors to expect varied levels of involvement from their mentees.
- Develop strategies for mentors to work effectively with mentees that are non-responsive or who do not appear to need or want help.
- Send additional reminders for students to complete the survey and use mentors to distribute the survey to mentees in order to improve the completion rate.
- Prepare mentees more for their role and the expectations of participating in the program.
- Improve the survey so that more correlations can be drawn from the data.



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#### Introduction

The IUPUI Honors College strongly encourages study abroad experiences for its students. The aim is to provide students with the opportunity to learn concepts from a different perspective, use knowledge from other traditions, develop intercultural communication skills, and develop positive attitudes toward diverse cultures. Honors programs, which function as laboratories for innovation in regular education, offer educational opportunities for talented, motivated students. We have a special responsibility to inspire these students to respect other disciplines, cultures, and nationalities through genuine conversations, interactive learning, and international exchange (Wolfsenberger, 2012).

Based on a survey the British Council conducted on American and British students interested in studying abroad, “access to and information about the options available are the first barriers that students face” in making study abroad experiences a reality. An additional hindrance cited in the survey was cost, with nearly three-quarters of American students stating expense was a likely obstacle to international study (Fischer, 2013). To combat these issues, the Honors College works with its students early and often to make study abroad possible.

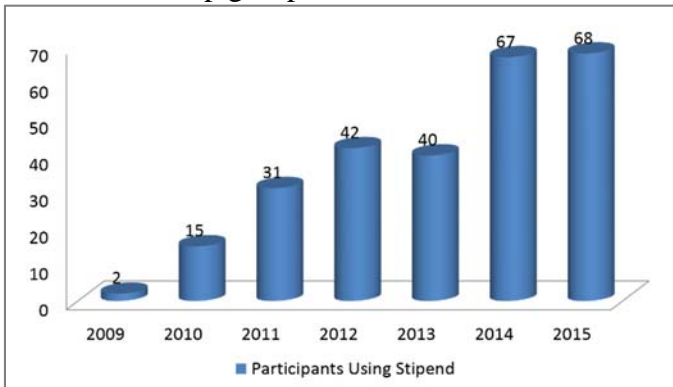
#### Support

The following are actions taken by the Honors College to encourage study abroad experiences for its students:

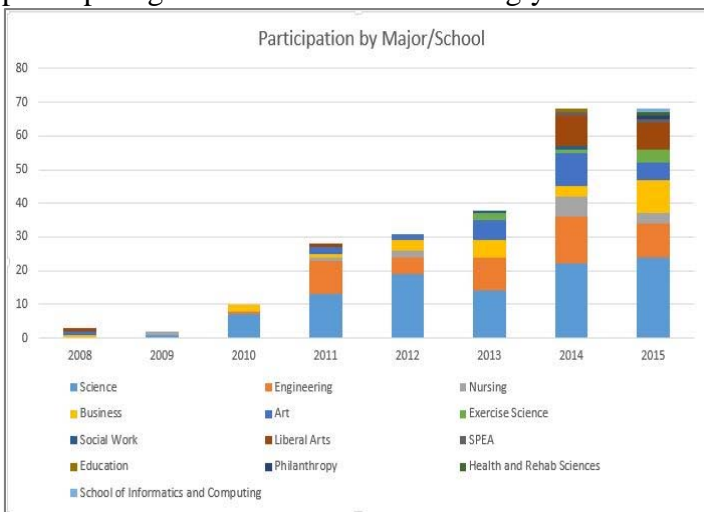
1. The Honors College offers two study abroad programs specifically for its students: a one-week spring break program in Costa Rica and a summer program in The Kingdom of Swaziland. Both programs offer service-learning components with a higher level of intellectual expectations within the coursework.
2. The Honors College’s commitment to study abroad is communicated throughout the recruitment and orientation processes.
3. All first-year students discuss their plans for study abroad with their Honors College advisor in their first semester meeting. Advisors help students find programs that fit their curricular and time-frame specifications. They are introduced to a database of over 70 IUPUI-administered study abroad programs as well as programs administered by other campuses. They also direct them to resources available through the IUPUI Study Abroad Office as well as their individual schools.
4. All students in the Honors College are provided with a one-time \$2500 stipend to be applied toward a credit-bearing study abroad experience. Students participating in the Honors College Swaziland program are offered an additional \$1000 to help with travel expenses. The availability of a scholarship can encourage the student to find additional resources needed to study abroad (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005). To help with this process, students are made aware of funding for study abroad through their individual academic units, in addition to a general study abroad scholarship offered by the IUPUI Study Abroad Office.
5. Students may earn Honors credit through study abroad experiences, either by participating in the Honors College Swaziland or Costa Rica programs, by pursuing an Honors Contract for IUPUI administered programs, or by registering for HON-H 398 for non-IUPUI programs.
6. Students returning from study abroad have the opportunity to share their experiences through individual connections facilitated by advisors and/or through the Honors College Showcase.

## History and Outcomes of the Addition of the Study Abroad Stipend

Prior to the founding of the Honors College in 2009, three competitive scholarship groups were offered study abroad stipends. After the Honors College formed, study abroad stipends were added to a much larger scholarship group—the Chancellor’s Scholars. The effect of the addition of the stipend to all scholarship groups can be seen below:



As the numbers of students conducting a study abroad experience increased, the majors of the participating students became increasingly varied.



## Results

Students surveyed about the Honors College administered study abroad programs have indicated a high level of satisfaction with their experiences. When asked what they appreciated most about the programs, following is a representative sampling of their responses:

- “Learning a new language, feeling unbelievably welcomed everywhere and being able to disprove many African

stereotypes are just a few things I really appreciated.”

- “It let me put my own minor problems into perspective and realize the resilient nature of human happiness.”
- “Working at Escuela de Guatuso was an honor. From the mountains surrounding me to the voices of sweet children that carried from the classroom as we worked in the garden, I found myself humbled each day. It was a privilege to play even the smallest role in helping to impact these children’s lives.”

## Future Plans

- The Honors College will continue to work with the academic units to provide them with information that will help to develop study abroad programs that fit within their curricula.
- Students within the Honors College who have studied abroad may volunteer to serve as ambassadors for their programs. They can volunteer to have their names on a phone/e-mail list for students interested in learning more about their programs.
- Continue to identify programs that are relevant to our students in an effort to help them understand that study abroad is feasible both from an economic and curricular standpoint.

## References

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### Introduction

IUPUI is nationally recognized for its commitment to service, service learning, and civic engagement, as evidenced by six U.S. Presidential Honor Roll for Community Service designations (Indiana University-Purdue University Indianapolis, 2015a). It is important to note the difference in definition between service, civic engagement, and service learning because the level of engagement varies widely. For the purposes of this report, service is traditional volunteering, where students seek out opportunities in which they can contribute back to the campus or community. Service and volunteering are interchangeable in this document. Community Service and Civic Engagement, an office in the Center for Service and Learning, is the primary resource for students seeking service opportunities. Civic engagement involves a deeper level of connection and commitment to understanding the civic community (Indiana University-Purdue University Indianapolis, 2015a). Service-learning encourages more structured reflection and experiences within the community through a classroom experience (Steinberg, Hatcher, & Bringle, 2011). Because service learning is a high-impact educational practice, it is also included as part of RISE to the IUPUI Challenge, an initiative intended to “engage undergraduates more deeply in their learning.” (Indiana University-Purdue University Indianapolis, 2015b).

### Information

This report will focus primarily on service. Service and volunteerism among scholars promotes connection to the campus and community, continued academic success, and opportunities to give back to the campus and community that actively invests in their education. Energetic commitment to service is a hallmark of IUPUI Honors Scholars.

### Service offers students the opportunity to:

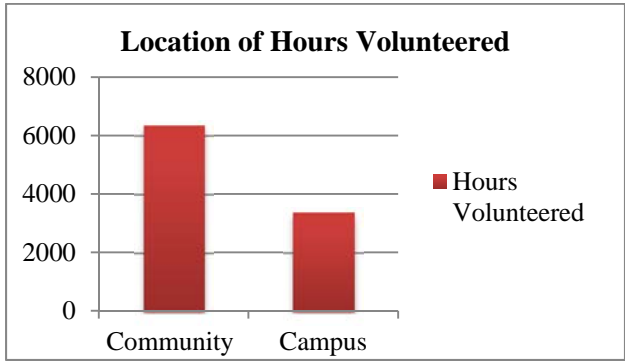
- Discover new experiences
- Hone leadership skills
- Develop new skills and talents
- Explore interests
- Make a lasting impact on the community
- Understand the issues facing the community
- Cultivate an appreciation of philanthropy

To maintain scholarship and status in the Honors College, Honors Scholars must volunteer at least 10 hours per academic year with the exception of Bepko Scholars, who must complete 20 hours of service per academic year. Bepko Scholars are required to complete additional volunteer hours because the scholarship focuses on a commitment to service. All Honors Scholars are added to the Community Service and Civic Engagement email listserv and receive ongoing notification regarding various volunteer opportunities. Upon completion of volunteer activity, scholars must submit a Volunteer Verification Form to the Honors College for documentation.

### Discussion

During academic year 2014-15, Honors Scholars volunteered over 9,168 hours at IUPUI and in the Indianapolis community, equivalent to a contribution of \$197,622.08 (Center for Service and Learning, 2014). The total volunteering hours were an increase of about 29% over 2013-14. The total benefit to the community increased over \$40,000 from 2013-14. In addition to volunteering at 113 different campus events, Honors Scholars actively gave back to 324 community organizations.

**Initiatives**



The culture of volunteerism and civic engagement is evident at IUPUI when examining how students completed their service hours. Many students volunteered with a campus student organization. In total, Honors Scholars completed service hours through over 30 different student organizations, such as Timmy Global Health, Alpha Lambda Delta/Phi Eta Sigma honors societies, and fraternities and sororities. Numerous volunteer requirements were also completed through IUPUI-sponsored events such as the campus-wide days of service.

**College Initiatives**

The Honors College sponsors teams for campus-wide service events, including iServe, the United Way Day of Caring, Martin Luther King, Jr. Day of Service, and Cesar Chavez Day of Service. Honors College sponsorship allows opportunities for students to volunteer with peers from the College.

In addition, the Honors College facilitates one study abroad service-learning program in Costa Rica. While the programs grant credit for the International/Study Abroad component of RISE rather than the Service Learning component, the programs operate on the underlying philosophy of service-learning by encouraging structured reflection and in-depth understanding of the populations served.

One of the Honors College student organizations, Academics for Civic Engagement (ACE), strives to provide leadership and inspire action in the area of civic engagement for the IUPUI Honors College. ACE seeks to build long-term relationships through a committed membership, increased awareness of current issues, and active, on-going interaction with

the Indianapolis community. ACE sponsors service events throughout the academic year.

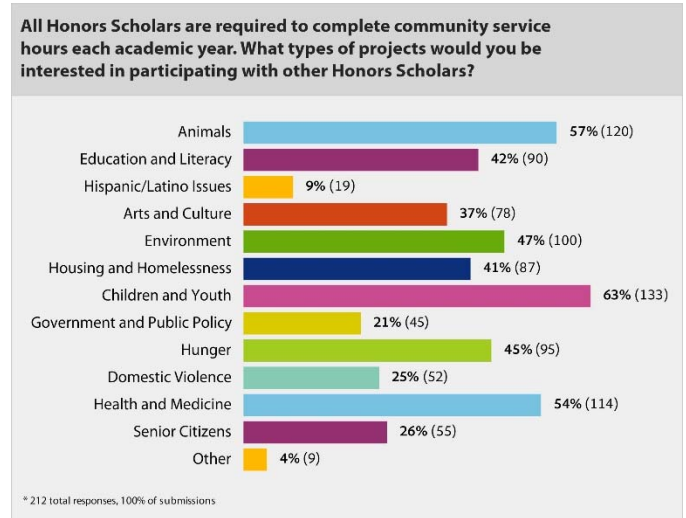
**Participation in Campus Initiatives**

Twenty Honors Scholars also participated in the Sam H. Jones Scholar Program, a scholarship program administered by the Center for Service Learning that is based on exemplary service in the community, in high school, or at IUPUI. Through the Sam H. Jones Scholar Program, students are recognized for their past service record and take on leadership roles in various service-based programs.

Additionally, six out of the 50 undergraduate students selected for the William M. Plater Civic Engagement Medallion in spring 2015 were Honors Scholars. The Plater Medallion honors graduating seniors who have shown exemplary commitment to their communities and requires an application, recommendation letters, and a written statement.

**Student Interests**

In August 2014, first-year students were asked what types of service projects they would be most interested in participating. The responses are compiled below. The categories are in line with Community Service and Civic Engagement’s volunteer interest areas. Honors Advisors used this information to share details about volunteer opportunities corresponding to student interests during meetings with first-year Honors Scholars.



## Initiatives

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### Future Plans

- The Honors College will continue to collaborate with the Center for Service and Learning to promote service experiences that meet the needs of our Scholars.
- Distribute information to first-year Scholars with service opportunities that meet their expressed interests.
- Develop a volunteer framework and goals that mirror the pedagogy of the Center for Service and Learning.
- Develop a built-in reflection for service experiences coordinated by the Honors College.
- Grow ACE to an organization that can provide multiple types of service opportunities to Honors Scholars.
- Support the Center for Service and Learning's goal to create civic-minded graduates by supporting development of the three dimensions: identity, educational experiences, and civic experiences.
- Develop a survey to assess students' view of the benefits of service and assist with planning for future service events.

### References

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