

Institutional Research and Decision Support (IRDS)



IUPUI JagsSpeak – April 2017 Community Engagement & Service

Key Findings/Highlights

- Just under two-thirds of respondents (64%) report having participated in community engagement in the last 12 months.
- Female students as well as undergraduates are less satisfied with how often they participate in community engagement activities.
- Education and Health & Wellness are the two most common types of community engagement activities among students.
- Being too busy with school work and job responsibilities are the most common reasons to be reported as a moderate or extreme obstacle to participating in community engagement.
- Engagement types of Arts & Culture and Civic Participation receive more interest among respondents who did not participate in CE activities in the past year.
- Students who are involved in CE activities in past year are more likely to get information about opportunities from a class, a student club/org, and word of mouth.
- Survey participants suggest a clear and focused communication/advertisement strategy of CE activities at IUPUI to get more people involved.

PURPOSE

To measure various indicators related to participation and interest in community engagement activities. A sample of 5,000 students (3,500 undergraduate & 1,500 graduate) was invited to participate in the survey. It was live for two weeks with 2 reminders and a last chance email sent to invitees. All quantitative analysis employs weighted data.

RESPONDENT CHARACTERISTICS AT A GLANCE

	Undergraduate				Graduate			
	All Respondents	Weighted	All Invited	Campus	All Respondents	Weighted	All Invited	Campus
Female	63.0%	55.3%	56.9%	56.2%	60.8%	55.8%	54.1%	55.2%
Male	37.0%	44.7%	43.1%	43.8%	39.2%	44.2%	45.9%	44.8%
American Indian/Alaska Native	0.2%	0.2%	0.2%	0.1%	0%	0%	0.1%	0.1%
Asian	3.6%	3.5%	4.5%	4.2%	5.5%	5.8%	7.3%	6.8%
Black/African American	7.7%	10.7%	8.7%	9.8%	5.0%	4.7%	7.4%	7.8%
International	4.5%	6.3%	4.0%	4.5%	22.1%	23.7%	14.7%	14.4%
Latino/a	5.1%	5.9%	6.2%	6.7%	10.5%	10.0%	5.3%	4.9%
Native Hawaiian / Pacific Islander	0%	0%	0%	0.1%	0%	0%	0%	0.1%
Multiracial	3.6%	3.1%	4.5%	4.1%	2.2%	2.1%	2.1%	2.3%
White	75.2%	70.2%	71.5%	69.9%	54.7%	52.6%	62.6%	62.9%
Unknown/ Refused	0.2%	0.2%	0.4%	0.6%	0%	0%	0.5%	0.7%
Honors	33.8%	6.1%	20.1%	6.2%	4.4%	2.1%	5.8%	1.8%
N	468		3500		181		1500	
Response Rate	13.4%		--	--	12.1%		--	--

An oversample of honors students and those involved in fraternity/sorority life was utilized. Post-survey data is weighted on honors status as well as gender.

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PERCEPTIONS OF COMMUNITY ENGAGEMENT

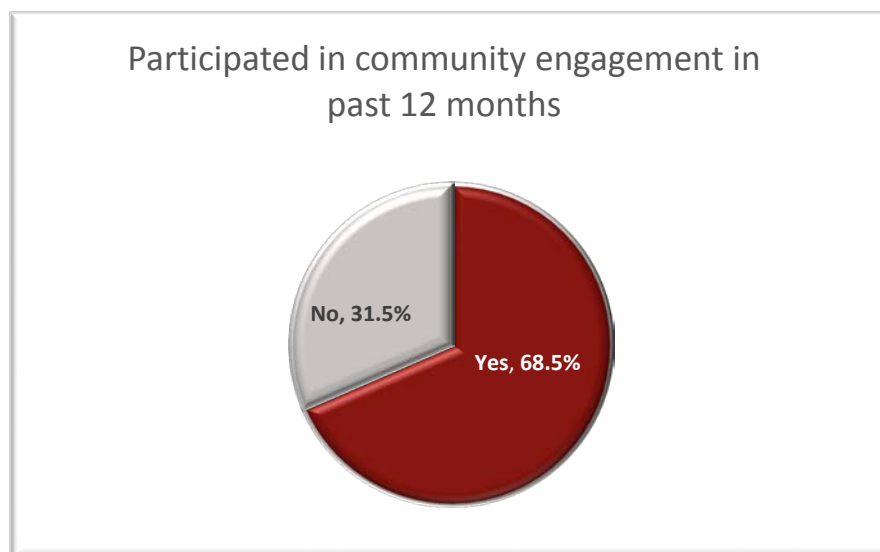
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am satisfied with how often I participate in community engagement activities.	5.5%	21.5%	26.9%	33.9%	12.2%
I believe that community engagement activities benefit the community.	1.5%	1.4%	6.6%	40.9%	49.5%
I believe that participating in community engagement activities enhances academic learning.	1.7%	5.0%	14.8%	42.7%	36.0%

- Female students (33%) are more likely to disagree or strongly disagree that they are satisfied with how often they participate in community engagement (CE) activities compared to their male peers (20%).
- Undergraduate students (30%) are also more likely to disagree with the statement that they are satisfied with their frequency of CE activities compared to graduate students (20%).

All participants were asked on a 5 point scale how satisfied they have been with their ability to find CE activities through IUPUI.

- Nearly one quarter of participants (24%) have not tried to find CE activities at IUPUI.
- Male respondents (29%) are more likely than females (19%) to report not having tried to find CE activities at IUPUI.
- Excluding students who have not tried to find CE activities at IUPUI slightly more than half (56%) rate their satisfaction with their ability to find such activities through IUPUI as a 4 or 5 and just under one-quarter (24%) of participants rate their ability as a 3.
- 23% of persons who have not tried to find community engagement activities at IUPUI report having participated in CE activities in the last 12 months.

PARTICIPATION AND REQUIREMENT



- Honors students (84% vs 63%) and students involved in fraternity/sorority life (93% vs 61%) are significantly more likely to have participated in CE activities in the last 12 months. No such differences are found when comparing gender or race/ethnicity.
- Not surprisingly, those who are more satisfied with their ability to find CE activities through IUPUI are significantly more likely to have participated in such activities in the past 12 months. Nearly 9 out of 10 (88%) of students who rate their ability to find activities as a 4 or 5 have participated in CE activities while the same is true for less than half (48%) of students who rate their ability to find CE activities as a 1 or 2.



- As would be expected, undergraduate students (66%) are much more likely than graduate students (31%) to report being required to participate in CE activities by a course, organization/club, or scholarship.
- Among those who had been required to participate in CE by a course, student organization, or scholarship 43% say the majority of their engagement activities were voluntary and had nothing to do with a requirement associated with IUPUI or another school.

WHO REQUIRED IN PAST YEAR

IUPUI Student Organization or Club	48.4%
IUPUI Course Requirement	67.0%
IUPUI Program Requirement (e.g. scholarship)	46.7%

COMMUNITY ENGAGEMENT TYPES PARTICIPATED IN

	Not at all	Once or a few times	Monthly	Weekly or more
Arts & Culture	51.6%	37.2%	9.3%	2.0%
Civic Participation	53.8%	33.3%	8.6%	4.3%
Diversity, Equity, & Inclusion	49.3%	32.5%	12.5%	5.7%
Economic Opportunity, Access, & Development	67.2%	22.9%	5.4%	4.5%
Education	37.6%	35.5%	16.2%	10.7%
Environmental	46.6%	43.4%	8.0%	2.0%
Health & Wellness	39.8%	40.1%	16.3%	3.8%
Homelessness & Hunger	47.2%	41.0%	9.4%	2.4%
Religion	69.3%	18.8%	4.5%	7.3%

- Students who report being required to complete CE activities at IUPUI are more likely to participate for any amount of time in the types of education (68% vs. 56%) and environmental (61% vs. 44%).
 - When looking at participating at least monthly, the difference between required and non-required groups is more pronounced for the education category (33% vs. 20%) as opposed to environmental (12% vs. 8%).

OBSTACLES FACED

	Not an obstacle	Somewhat of an obstacle	Moderate obstacle	Extreme obstacle
Too busy with school work	3.8%	22.4%	42.0%	31.8%
Too busy with job(s)	23.7%	17.3%	31.3%	27.7%
Too busy with family/personal responsibilities	20.8%	31.3%	31.2%	16.6%
Too busy with friends/social activities	33.9%	40.1%	22.3%	3.7%
Couldn't find community service opportunities that match my interests	41.0%	30.0%	18.0%	11.0%
Don't have a car / difficult to get to community service opportunities	70.3%	8.4%	9.0%	12.3%
Not interested in community service generally	76.1%	16.1%	6.3%	1.5%

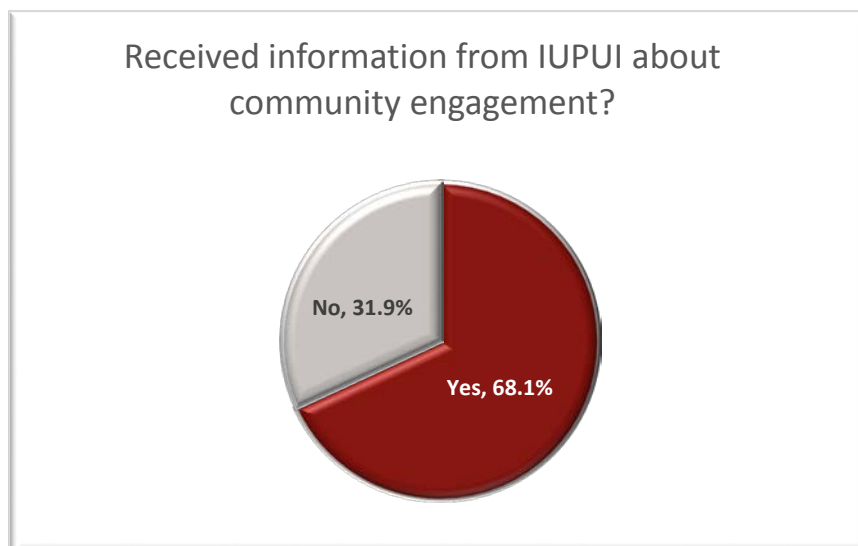
- Being too busy with school work (74%) as well as being busy with job responsibilities (59%) are the most common reasons to be reported as at a moderate or extreme obstacle.
- Students who did not participate in any CE activities in the past year are more likely to identify family/personal responsibilities (59% vs 44%) and not finding opportunities to match their interest (43% vs. 25%) as moderate or extreme obstacles.

COMMUNITY ENGAGEMENT TYPES INTERESTED IN

	Not at all	Slightly	Somewhat	Very
Arts & Culture	23.8%	26.4%	26.5%	23.2%
Civic Participation	23.9%	25.4%	25.6%	25.1%
Diversity, Equity, & Inclusion	24.9%	22.5%	25.4%	27.1%
Economic Opportunity, Access, & Development	26.5%	24.9%	30.0%	18.7%
Education	12.2%	26.4%	30.8%	30.6%
Environmental	11.7%	28.9%	35.0%	24.4%
Health & Wellness	11.7%	21.8%	31.7%	34.9%
Homelessness & Hunger	9.8%	28.7%	31.6%	29.9%
Religion	43.2%	21.8%	17.8%	17.2%

- Those who didn't participate in anything in the past 12 months report being somewhat or very interested in Arts & Culture (56% vs 46%) and Civic Participation (57% vs 47%) more often than students who did participate in CE activities in the past year.
- Female respondents (42%) are more likely than their male peers (27%) to be very interested in health and wellness CE activities.
- Male respondents (61%) are more likely to be somewhat or very interested in economic opportunity, access, and development opportunities compared to females (42%).
- Non-white respondents are more likely than their white peers to be at least somewhat interested in the engagement types of arts & culture (63% vs. 42%), civic participation (60% vs. 46%), and education (69% vs. 57%).
- Graduate students are more likely than undergraduates to be somewhat or very interested in civic participation (70% vs. 43%), diversity, equity & inclusion (67% vs. 47%), and economic opportunity, access, & development (67% vs. 47%).

INFORMATION ON CE ACTIVITIES



- Slightly more than three quarters of students (76%) who participated in CE activities in past year report receiving info through IUPUI about community activities compared to 55% of respondents who did not participate reporting they received such information.

Info Received From	Yes
Campus wide e-mails (e.g. Inside IUPUI, JagNews)	94.3%
E-mails from specific units, schools, departments, faculty and staff members	87.1%
Flyers	62.4%
In a class	50.9%
Through a club or student organization	58.7%
IUPUI related social media sites (Facebook, Twitter, etc.)	50.3%
Residence Life/Housing	16.6%
Organizational Fair (non-profit expo)	24.3%
Word of mouth (friends, classmates)	60.7%

- Among students who did report receiving information, both those who did and did not participate in CE activities have high rates of receiving it through campus emails of 95% and 92% respectively.
 - But those who did participate are significantly more likely to report receiving the information from every other source with the most drastic differences being from in a class (58% vs 33%), through a club or student organization (70% vs 31%), and word of mouth (70% vs 37%).
- Undergraduate students (71%) are more likely to report receiving information through IUPUI regarding community engagement activities compared to graduate students (60%).
 - Undergrads are more likely to hear about activities through the mediums of flyers (68% vs 47%) as well as in a class (58% vs 32%).

HOW TO BETTER CONNECT STUDENTS TO CE ACTIVITIES

All participants were asked to relate ideas on how IUPUI can better connect students to community engagement activities. All of the 162 responses were coded into themes and the most prevalent are presented below. Appendix A displays all themes and supporting comments.

Communication/Advertisement (67 comments)

By far the most common suggestion for better connecting students to CE activities at IUPUI is through focused communication or advertising of events. Respondents recognize that there are such opportunities available but do not always know about them or find out too close to the event to be able to make plans to attend. The most common specific suggested form of communication is **email (23 comments)** with many advising to have emails for specific events as opposed to emails from “UITS to CTL to JagNews which come so frequently and are jam packed with unimportant news.” Other students relate that they do not know where to look for events and would appreciate a centralized website/online location with a calendar or **list of CE events (12 comments)**. A final specific suggestion for communication/advertisement of events is having presenters or professors relay information **in class (12 comments)**.

More Events (18 comments)

Another suggestion from participants is to simply have more opportunities for community engagement. Specifically, students say they would like to have a greater variety in types of events that are offered. There is some disagreement in the scale of these events as a few students say they, “would like to see more day of service events that bring the whole campus together” while others would like more “short term opportunities” or have “opportunities more often, not a few big ones each a semester.”

Opportunities through courses/Service Learning (17 comments)

As was evident in the quantitative data, many students have difficulties balancing school and/or work responsibilities to leave time for community engagement activities. Many students think that incorporating CE activities into the curriculum would increase overall participation. One student wants them to be, “not add-on requirements but integral parts of classwork that has ties to the curriculum.”

LEARNED/VALUED MOST ABOUT CE EXPERIENCE

All participants were asked to describe what they learned or valued most about their community engagement experience specifically at IUPUI. All of the 126 responses were coded into themes and the most prevalent are presented below. Appendix B displays all themes and supporting comments. It is evident that students value their community engagement experiences because they feel that they are making a positive impact on the community and others. Interestingly, many students also reported a general sentiment of being more connected and feeling a sense of belonging with their community and others. Students also learned more about the needs of others and social issues, leaderships skills, and were able to obtain skills related to their major or future career.

Making an Impact on the Community and Helping Others (29 Comments)

Many students responding to this question report that they value their community engagement experience because they are making an impact on the community and helping others. The students seem to benefit from the feeling that they are making a difference and helping others. Examples of students' actual comments are as follows: "Being a part of these activities taught me how much of an impact college students can have when they immerse themselves (even for a short time) into the community," "I did a service learning experience through the school of Public Health and loved it. I worked with the community to better the community to see how aiding the person around you positively influences them and the surrounding people" and "I value being able to engage and learn more about the community and finding that my actions can have a positive impact."

Developing Feelings of Connection, Engagement with Community, and Belonging (20 comments)

Students also report that their community engagement experience results in them feeling more connected, engaged and that they feel a sense of belonging with others. Based on their responses, it appears that students are not only learning skills from their experiences but are also experiencing feelings of being more engaged with the community and others. The following are examples of students' reactions: "Ability to engage with surrounding IUPUI community and facilitate a meaningful and impactful connection with my education and the campus community as a whole," "It helped me feel more connected to the community and gave me the feeling that I could make a difference," and "When engaging in community service, the best thing you learn is how to connect with others and you get to see your impact firsthand."

Learned About Diverse Others and Those Less Fortunate (17 Comments)

Another theme that emerged based on the analysis of the qualitative data is that many students are learning about others that are different from them and the needs of those that are less fortunate. The following are examples of students' comments: "Getting involved in the community gave me a sense of what other peoples' needs are and that we are not all in the same boat. We are all humans that have the basic needs but live our lives through different paths. If we can cross paths then we can share a common world," "I have a deeper appreciation for citizens born into areas of economic and resource poverty. Also a drive to understand the root causes of social issues and how to produce effective policy to address those issues," and "I learn to accept and recognize differences between my life and others."

APPENDIX A: IDEAS TO BETTER CONNECT STUDENTS

Do you have any ideas on how IUPUI can better connect students to community engagement activities? (N=162)

Theme	Examples of Students' Comments
Improve communication/ advertising 66 Comments 41%	<ul style="list-style-type: none"> • "Always advertise a lot, using all sorts of media: social media, flyers, ads, emails, etc. enough in advance to plan (at least 2 weeks)." • "By providing the lists of community engagement activities available and also encouraging students to get engaged." • "Clear Emails is the best way to reach all students. Sending out an Email for just one event is better than putting several events all into one email." • "Come in classes and talk about events more often. I'm in nursing school and all my classes are in the nursing building so I'm never anywhere else on campus and don't get to hear or see about anything that's really going on around campus or ways to get involved. The only campus wide thing my friends and I hear about is the regatta on our side of the campus." • "I don't believe that emails are a good way to better connect students to community engagement activities. I think IUPUI should recruit people to go to different classes to promote community engagement activities in person." • "Create a specific webpage and email chain that gives information where others looking for opportunities can more easily find them." • "There could even be like a community bulletin board that nonprofits post to where IUPUI students can keep updated with what opportunities there are to volunteer and serve around Indy. Sometimes I like the idea of a certain event but I don't hear about it until it's too late. It would be neat to have this accessible database of events and opportunities." • "A simple idea to start could be, having a google group and putting forward the next set of initiatives and events. A semester calendar listing all planned events should be emailed to all students ahead of the semester." • "They should promote the activities more, and make convenient for people who don't have cars or have to take the bus." • "Send more emails with community engagement activities. Specifically, include more activities that have to do with students' majors."
Have more events/ opportunities 18 Comments 11%	<ul style="list-style-type: none"> • "MORE opportunities in the volunteer newsletter, and PLEASE let us know farther in advance if possible." • "Have more than one service day, give small prizes to those who volunteer more hours as recognition." • "I think we should also have a more varied list of volunteer opportunities in the campus-wide emails. Most of them are for very specific issues (helping with events in the buildings surrounding campus) and do not always fuel a passion for everyone. Most of them are the same type of service activities also, like helping with 5ks and events for diabetes and other chronic illnesses." • "I would like to see more day of service events. I believe there are only 2 now, Cesar Chavez and MLK." • "Make more times that students can assist and give the option to volunteer for an hour rather than having to stay for four hours at a time." • "More diverse opportunities." • "Providing events that do not take all day and are close or on campus."
Opportunities through coursework/More Service Learning courses 17 Comments 11%	<ul style="list-style-type: none"> • "Encourage professors to implement service learning projects in their curriculum." • "A much stronger push for courses that encourage and engage students in issues would be beneficial. Such courses have the tendency to make students feel "volunt-told" as opposed to "volunteer." Encouraging courses that engage students in the community with focuses on their individual passions, strengths, and priorities would help negate these negative feelings." • "I liked when my classes had volunteering a course requirement." • "incorporate more opportunities into first year seminars, capstones, etc." • "Also, allowing for service to be an excused absence from class or as an essential "service-learning" partnership so that schoolwork can be replaced with community engagement."

	<ul style="list-style-type: none"> • “Try to find community engagement activities that specifically target a group of majors. For example, it is not very often that I see any engagement opportunities for Engineering and Technology students.” • “Have more scholarships that require community engagement in order to keep the scholarship. Offer more courses that require community involvement in order to pass the course.”
Cater more to non-traditional/graduate students 12 Comments 7%	<ul style="list-style-type: none"> • “Offer community engagement activities that are not specific to undergraduate students. I found my opportunity through a law firm. I think that it's integral for a campus like this which is integrated into a city to have community engagement activities that are connected to community resources and organizations and not just campus focused.” • “Find ways to allow participation from non traditional students, including online students.” • “It would help to have some of these opportunities really geared toward commuter students. I do not hear a lot or get involved because it conflicts with times I am on campus.” • “Include activities that can accommodate/allow children to participate as well; include activities all around the city.” • “I am an online graduate student, and I'd love to find some ways to be involved in community engagement activities. Perhaps collaborative Google docs could be set up so that virtual students can contribute ideas or plan activities.”
Everything is fine how it is currently 12 Comments 7%	<ul style="list-style-type: none"> • “I think IUPUI is doing a good job of getting the word out.” • “I think IUPUI does a fairly good job offering opportunities as it is.” • “I think IUPUI does a wonderful job of keeping students informed about possible community engagement activities through the resources they use now (e.g. email, class, etc). There are many opportunities that I would not have known about without the communication of the school.” • “Just keep doing what you're doing. I have found very easy access to community engagement.” • “No, the way they connect is perfect. There's always flyers or word to word about volunteer events.”

Note: Percentages do not total to 100% as some responses were too varied to be coded and some responses aligned with more than one theme.

APPENDIX B: WHAT STUDENTS VALUED MOST ABOUT COMMUNITY ENGAGEMENT

Please describe what you learning or valued most about your community engagement experience specifically at IUPUI (N=126)

Theme	Examples of Students' Comments
<p>Making an Impact on the Community and Helping Others</p> <p>29 Comments 23%</p>	<ul style="list-style-type: none"> • “Being a part of these activities taught me how much of an impact college students can have when they immerse themselves (even for a short time) into the community.” • “Being able to interact with community members has allowed me to see how they feel about college students being a part of the city.” • “Even the littlest & most simple things that you do for a person or an organization in need is very much appreciated by those individuals.” • “I did a service learning experience through the school of Public Health and loved it. I worked with the community to better the community to see how aiding the person around you positively influences them and the surrounding people.” • “I enjoy help others and providing services that people need.” • “I learned how to give back and put others before myself!” • “I have gained a greater understanding of community and the way in which we all impact it. Civic engagement really shrunk my view of the community that is the city of Indianapolis and made everyone feel like a neighbor. IUPUI has facilitated much of my community involvement over the course of my college career, so I've learned the importance of paying attention and taking action when I find something I'm passionate about.” • “I learned that helping in the slightest ways can improve a business or the society as a whole.” • “I learned that there are many opportunities to get involved and exposed to the community we live in here in Indianapolis. I was able to meet new people and become closer with them as well as give back to my community.” • “I value being able to engage and learn more about the community and finding that my actions can have a positive impact.” • “I valued the ability to help my community and to ensure that programs I thought made a difference continued.” • “The simple fact of making a difference in a community is already rewarding enough. On top of that, I got to learn more about philanthropy, social justice, economic issues, and possible solutions for these problems.” • “What I found most valuable was to see the immediate results of our work in the community and with the people in the community.” • “Being a young male at college, I already benefit greatly from society, taking some time to give back and hopefully inspire others is a way to make humanity a little better.”
<p>Developing Feelings of Connection, Engagement with Community, and Belonging</p> <p>20 Comments 16%</p>	<ul style="list-style-type: none"> • “Ability to engage with surrounding IUPUI community and facilitate a meaningful and impactful connection with my education and the campus community as a whole.” • “Getting to know the community around the school and interacting with like- minded students...gives a sense of belonging. It feels good to be useful in your immediate community. For us by us.” • “I learned to appreciate my community more and I also learned more about those I was serving with. When classes required volunteering and we worked together on a project, we had a lot of fun getting to know each other outside of a strictly educational environment.” • “The major benefit was meeting some new people (if only for the day) and just feeling like I was involved in the community.” • “It has grown me closer to some of my classmates and helped me see the good that IUPUI can do for the rest of the Indianapolis community! I value the connections I have made and the opportunities I have gotten to experience if I did not go through IUPUI.” • “It helped me feel more connected to the community and gave me the feeling that I could make a difference.” • “When engaging in community service, the best thing you learn is how to connect with others and you get to see your impact firsthand.” • “I just love volunteering in general, and I want everyone to develop the same love of

	volunteering that I have. I think it helps make us better academics, professionals, and just human beings in general.”
Learned About Diverse Others and Those Less Fortunate 17 Comments 14%	<ul style="list-style-type: none"> • “Getting involved in the community gave me a sense of what other peoples’ needs are and that we are not all in the same boat. We are all humans that have the basic needs but live our lives through different paths. If we can cross paths then we can share a common world.” • “I have a deeper appreciation for citizens born into areas of economic and resource poverty. Also a drive to understand the root causes of social issues and how to produce effective policy to address those issues.” • “I learn to accept and recognize differences between my life and others.” • “I also learned how to support groups of people even when I don't necessarily identify with that same group.” • “I learned just how easy it is to become comfortable with having certain things. Additionally, I learned how certain barriers within populations may make it difficult to communicate with others. I learned how important it is to reach out to those less fortunate or those that don't understand certain obstacles in their health.” • “I learned what it is like in a low income high school. I learned that students do not have readily available resources that I was fortunate enough to have in my school. I learned that it is difficult for undocumented children to get a secondary education and the barrier between teachers, students and their parents. I loved that I got to see this side of education, and it is driving me more to be a teacher who tries to overcome these obstacles.” • “Volunteering or helping in the community allows me to see parts of the community that may be less fortunate than I. Going to school and being enrolled in college is a privilege and I think it is important to give back to members of the community that may not get this privilege.”
Learned More Social and Community Issues 13 Comments 10%	<ul style="list-style-type: none"> • “I am currently interning for Indiana Legal Services, Inc. I work in their Immigration and Language Rights Center. There is a huge need in our community for education about currently policies and what actions to take to protect one's self and/or family.” • “I engaged in a community gardening project. I learned a lot about community building and food insecurity.” • “I was able to assist in the environmental clean-up in one of Indianapolis's parks and planting of trees in one of Indianapolis's neighborhoods. I was able to learn about the natural environment and help to encourage environmental growth and prosperity.” • “Issues that arise in community development (e.g. gentrification) as well as the complexity of multiple issues (e.g. homelessness as a symptom of poor job training, lack of transportation, etc.).” • “You are given an opportunity to engaged with the community and evaluate the needs and wants of that community.”
Leadership, Working Well with Others and Interaction Skills 11 Comments 9%	<ul style="list-style-type: none"> • i learned to work as a team and there will be problems that you come across and you must find a way to get past that problem • I really enjoyed tutoring school students as it gave me an opportunity to give back to the community and work on building my communication and interpersonal interaction skills. • I was directly responsible for registering around 25 people to vote - that's exciting and something I'm proud of! I learned about organizing people when working with a political campaign on campus. Mostly I learned how difficult it is to organize my peers, but also how they can be bribed with free things! (: In interactions with my local arts council I've learned professionalism in communication, dining, organizing, and dressing. • I learned leadership and the involvement of all • I learned that addressing community challenges requires a multi-faceted, long-term strategy based in part on eliciting and incorporating feedback from the community. • Leadership. I loved being able to teach and empower other people to take charge of their personal lives, sexual health, relationships, and financial well-I being. • My (experience) has allowed me the unique opportunity to motivate my peers to reach their full potentials. I think that too often students feel ill equipped to tackle some of today’s most pressing social concerns; many feel that their actions do not matter until they have a degree to back them up. It is my hope, as the president of Timmy, to dispel these feelings and to, instead, empower students to act as change agents now.

<p>Connection with Major/Future Career</p> <p>7 Comments 6%</p>	<ul style="list-style-type: none"> • “I mostly value a sense of community and experience with what I want to do in the future with my career. I feel lucky to find community and be able to have fun with what I plan to do with my future.” • “I valued the in-depth urban teaching experience associated with student teaching at IPS through IUPUI.” • “I volunteer at the SOC monthly and through that experience I have learned more about the needs of my community, receiving experience with applying social work practice skills, and made connections with others from varying professional programs.” • “I was able to work with a variety of ages to better their physical abilities and independent mobility, while also strengthening my skills as a student physical therapist.”
<p>Negative</p> <p>4 Comments 3%</p>	<ul style="list-style-type: none"> • I did not find appropriate community services associated with healthcare and other activities that match with my interests. • I have not been able to participate in any that were affiliated through IUPUI • I have not done any community engagement activities associated with IUPUI because the majority of the opportunities I have heard about through IUPUI don't really seem to have much impact on the community. It seems like the ones associated with IUPUI just exist to boost resumes or fulfill some requirement for a scholarship. • I was asked to do a writing for the web project for a class. I had difficulty finding an organization that would allow me to help.

Note: Percentages do not total to 100% as some responses were too varied to be coded and some responses aligned with more than one theme.