Sam H. Jones Community Service Scholarship Assessment Report (2018-19)

OVERVIEW

The Sam H. Jones (SHJ) program is one of the nation’s largest service-based scholarship programs. Created in 1994, this campus program has awarded over 3,000 scholarships, totaling over $8.2 million. The program began with two Scholars in its first year and has grown to more than 200 Scholars annually in multiple programs. The purpose of this scholarship program is to recognize students’ prior service contributions to the community and foster their leadership, professionalism, and community involvement. This report encompasses the following SHJ programs: Alternative Break Scholars, Bonner Leader Scholars, Community Service Leaders, Family, School & Neighborhood Scholars, Fugate Scholars, Paws Pantry Scholars, and Service Corp Scholars. These programs are referred collectively in this report as SAM Scholarships. See Appendix a description of each program.

CHARACTERISTICS AT A GLANCE FOR ALL SAM SCHOLARS

<table>
<thead>
<tr>
<th>Total</th>
<th>Alt. Break</th>
<th>Bonner Year 1</th>
<th>Bonner Year 2</th>
<th>CS Leader</th>
<th>FSNE</th>
<th>Fugate</th>
<th>Paws</th>
<th>Service Corp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fem.</td>
<td>76.7% (56)</td>
<td>90% (9)</td>
<td>85.7%</td>
<td>75% (9)</td>
<td>50% (4)</td>
<td>83.3% (5)</td>
<td>75% (6)</td>
<td>60% (3)</td>
</tr>
<tr>
<td>Male</td>
<td>23.3% (17)</td>
<td>10% (1)</td>
<td>14.3% (2)</td>
<td>25% (3)</td>
<td>50% (4)</td>
<td>16.7% (1)</td>
<td>25% (2)</td>
<td>40% (2)</td>
</tr>
<tr>
<td>Asian</td>
<td>8.2% (6)</td>
<td>20% (2)</td>
<td>14.3% (2)</td>
<td>0% (0)</td>
<td>12.5% (1)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>10% (1)</td>
</tr>
<tr>
<td>Black</td>
<td>12.3% (9)</td>
<td>20% (2)</td>
<td>14.3% (2)</td>
<td>16.7% (2)</td>
<td>0% (0)</td>
<td>16.7% (1)</td>
<td>25% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Latinx</td>
<td>11% (8)</td>
<td>10% (1)</td>
<td>7.1% (1)</td>
<td>16.7% (2)</td>
<td>0% (0)</td>
<td>12.5% (1)</td>
<td>0% (0)</td>
<td>12.5% (1)</td>
</tr>
<tr>
<td>Mixed</td>
<td>2.7% (2)</td>
<td>0% (0)</td>
<td>7.1% (1)</td>
<td>8.3% (1)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>White</td>
<td>65.8% (48)</td>
<td>50% (5)</td>
<td>57.1% (8)</td>
<td>58.3% (7)</td>
<td>75% (6)</td>
<td>83.3% (5)</td>
<td>62.5% (5)</td>
<td>100% (5)</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

RETENTION RATE AND GPA FOR ALL SAM SCHOLARS

<table>
<thead>
<tr>
<th></th>
<th>Retention Rate</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Breaks</td>
<td>100%</td>
<td>3.54</td>
</tr>
<tr>
<td>Bonner Year 1</td>
<td>92.9%</td>
<td>2.39</td>
</tr>
<tr>
<td>Bonner Year 2</td>
<td>91.7%</td>
<td>3.14</td>
</tr>
<tr>
<td>CS Leaders</td>
<td>100%</td>
<td>3.68</td>
</tr>
<tr>
<td>FSNE</td>
<td>100%</td>
<td>3.45</td>
</tr>
<tr>
<td>Fugate</td>
<td>87.5%</td>
<td>3.51</td>
</tr>
<tr>
<td>Paws</td>
<td>100%</td>
<td>3.78</td>
</tr>
<tr>
<td>Service Corp</td>
<td>100%</td>
<td>3.66</td>
</tr>
<tr>
<td>Cumulative</td>
<td>95.9%</td>
<td>3.28</td>
</tr>
</tbody>
</table>

For additional information, contact Tom Hahn at tomhahn@iupui.edu

Key Findings/Highlights:
- 95.9% (69 of 73) of the students awarded a SAM Scholarship in FY 2017-18 either graduated in Spring 2018 or were enrolled at IUPUI in Fall 2018.
- The cumulative GPA of the SAM Scholars for AY 2017-18 was 3.28.
- 34.2% of SAM Scholars were minorities.
- Overall, SAM program directors assessed their Scholars as having high levels of professionalism, civic communication skills, and civic identity.
- Over 95% of respondents agreed or strongly agreed that they were satisfied with their overall experience as a Scholar.
- 60% of the respondents reported that financial support of the SAM Scholarship affected their ability to remain enrolled.
- 98% of the respondents would recommend the SAM Scholarship program.
- Respondents across each of the SAM programs reported high levels of civic-mindedness, civic communication and professionalism.
- 95% of respondents indicated that participating in the SAM scholarship helped them to form a connection IUPUI.
CSL regularly incorporates direct and indirect measures to assess student civic learning outcomes. Direct measures require students to demonstrate their knowledge and skills. They provide tangible, visible and self-explanatory evidence of what students have and have not learned as a result of a course, program, or activity. Indirect measures capture students’ perceptions of their knowledge and skills. They supplement direct measures of learning by providing information about how and why learning is occurring.

SAM PROGRAM DIRECTORS DIRECT ASSESSMENT

PURPOSE

In Spring of 2019, SAM program directors directly assessed their Scholars learning and development based on their demonstrated ability on the following:

Factors the program directors based their rating include the following:
- Observations of student interactions
- Discussion during 1:1 meetings
- Program reflections

(Rating Scale 0=Never; 5=Always)

Professional Development
To what extent does this scholar demonstrate the knowledge, skills and behaviors to:
1) Recognize their accountability to others, commitments made, and obligations as a scholar
2) Follow Through on Commitments
3) Listen attentively, respond appropriately, and remain open to receiving feedback from others
4) Implement effective time management skills

<table>
<thead>
<tr>
<th></th>
<th>Accountability</th>
<th>Follow-through on Commitments</th>
<th>Listening</th>
<th>Time Mgmt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonner Year 1</td>
<td>3.8</td>
<td>4</td>
<td>3.8</td>
<td>3.6</td>
</tr>
<tr>
<td>Bonner Year 2</td>
<td>4.7</td>
<td>4.5</td>
<td>4.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Community Service Leader</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>FSNE</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Fugate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Paws</td>
<td>4.8</td>
<td>4.8</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>Service Corp</td>
<td>4.7</td>
<td>4.8</td>
<td>4.5</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.6</strong></td>
<td><strong>4.6</strong></td>
<td><strong>4.4</strong></td>
<td><strong>4.3</strong></td>
</tr>
</tbody>
</table>
Civic Communication Skills
To what extent does this scholar demonstrate the knowledge, skills and behaviors to:

1) Listen critically to effectively respond to complex situations
2) Value the diverse perspectives of multiple stakeholders
3) Demonstrate empathy towards others
4) Value reciprocity and consensus building

<table>
<thead>
<tr>
<th></th>
<th>Listen Critically</th>
<th>Value Diverse Perspectives</th>
<th>Demonstrate Empathy</th>
<th>Value Reciprocity and Consensus Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonner Year 1</td>
<td>3.9</td>
<td>4.3</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Bonner Year 2</td>
<td>4.3</td>
<td>4.3</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Community Service Leader</td>
<td>5</td>
<td>4.8</td>
<td>4.3</td>
<td>4.8</td>
</tr>
<tr>
<td>FSNE</td>
<td>4.7</td>
<td>4.7</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Fugate</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Paws</td>
<td>4.6</td>
<td>4.6</td>
<td>4.8</td>
<td>5</td>
</tr>
<tr>
<td>Service Corp</td>
<td>4.5</td>
<td>4.6</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.5</strong></td>
<td><strong>4.6</strong></td>
<td><strong>4.5</strong></td>
<td><strong>4.4</strong></td>
</tr>
</tbody>
</table>

Civic Identity
To what extent does this scholar demonstrate:

1) A responsibility and commitment to community engagement that is derived from a connection to and compassion for community (rather than only internal factors or external expectations)
2) Critical examination of their personal values, attitudes and beliefs in relation to others

<table>
<thead>
<tr>
<th></th>
<th>Community Engagement</th>
<th>Critical Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonner Year 1</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Bonner Year 2</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Community Service Leader</td>
<td>5</td>
<td>4.8</td>
</tr>
<tr>
<td>FSNE</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Fugate</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Paws</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Service Corp</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.5</strong></td>
<td><strong>4.6</strong></td>
</tr>
</tbody>
</table>
SAM SCHOLAR INDIRECT ASSESSMENT

PURPOSE

To measure various indicators related to participation in the Sam H. Jones (SHJ) Community Service Scholarship Program, a questionnaire was administered in April 2019 to students who received a SAM award for the 2018-19 Academic Year. The response rate was 62%.

SATISFACTION AND PERCEPTION (N=45)

Scholars were asked to rate how satisfied they were with their SAM program as well as their perception of the influence of their experiences on their academic learning and the community. (Response options: 1=Strongly disagree, 6=Strongly agree).

<table>
<thead>
<tr>
<th>All Scholars</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with my overall experience as a Scholar.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.2%</td>
<td>33.3%</td>
<td>64.4%</td>
</tr>
<tr>
<td>I believe that my experiences as a Scholar have enhanced my academic learning.</td>
<td>0%</td>
<td>0%</td>
<td>4.4%</td>
<td>8.9%</td>
<td>31.1%</td>
<td>55.6%</td>
</tr>
<tr>
<td>I believe that my service as a Scholar has benefited the community.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>34.8%</td>
<td>65.2%</td>
</tr>
</tbody>
</table>

- Over 95% of the respondents agreed or strongly agreed that they were satisfied with their overall experience as a Scholar.
- Over 85% of the respondents agreed or strongly agreed that their experiences as a Scholar enhanced their academic learning.
- 100% of the respondents agreed or strongly agreed that their service benefitted the community.

SATISFACTION AND PERCEPTION MEANS BY PROGRAM (N=115)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Bonner Yr. 1</th>
<th>Bonner Yr. 2</th>
<th>CSL</th>
<th>FSNE</th>
<th>Fugate</th>
<th>Paws</th>
<th>Service Corp</th>
<th>SLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with my overall experience as a Scholar.</td>
<td>5.62</td>
<td>5.45</td>
<td>.69</td>
<td>5.90</td>
<td>.32</td>
<td>6.00</td>
<td>5.71</td>
<td>.49</td>
<td>6.00</td>
</tr>
<tr>
<td>I believe that my experiences as a Scholar have enhanced my academic learning</td>
<td>5.38</td>
<td>5.27</td>
<td>.65</td>
<td>5.90</td>
<td>.32</td>
<td>6.00</td>
<td>5.14</td>
<td>1.2</td>
<td>6.00</td>
</tr>
<tr>
<td>I believe that my service as a Scholar has benefitted the community.</td>
<td>5.64</td>
<td>5.55</td>
<td>.52</td>
<td>6.00</td>
<td>6.00</td>
<td>6.00</td>
<td>5.57</td>
<td>.54</td>
<td>5.80</td>
</tr>
</tbody>
</table>
CIVIC-MINDEDNESS (N=45)

Civic-mindedness refers to a person’s inclination or disposition to be knowledgeable of and involved in the community and to have a commitment to act upon a sense of responsibility as a member of that community” (Bringle & Steinberg 2010, p. 429). The construct of CMG is comprised of ten domains (see the following tables), clustered by knowledge, skills, dispositions, and behavioral intentions. The CMG scale was developed to measure civic learning outcomes by assessing the extent to which respondents perceive themselves to have the capacity and desire to work with others in a democratic way to improve their community or to achieve public goods. Those who score high on CMG are expected to have an orientation toward the community as well as towards others in the community. Each item that comprises the CMG scale begins with a stem that refers to the SAM program (e.g., “My experiences as First-Year Service Scholar helped me to know a lot about opportunities to become involved in the community”). The items listed below do not include these stems. The following chart includes the Scholars’ aggregate levels of civic-mindedness for each of the domains across.

<table>
<thead>
<tr>
<th>Knowledge: Volunteer Opportunities</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped me know a lot about opportunities to become involved in the community</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6.7%</td>
<td>37.8%</td>
<td>55.6%</td>
<td>5.49</td>
<td>.67</td>
</tr>
<tr>
<td>I would say that most other students know less about community organizations &amp; volunteer opportunities than I do</td>
<td>0%</td>
<td>0%</td>
<td>8.9%</td>
<td>24.4%</td>
<td>35.6%</td>
<td>31.1%</td>
<td>4.89</td>
<td>.96</td>
</tr>
<tr>
<td>I am very familiar with clubs and organizations that encourage &amp; support community involvement for college students</td>
<td>0%</td>
<td>2.2%</td>
<td>6.7%</td>
<td>15.6%</td>
<td>46.7%</td>
<td>28.9%</td>
<td>4.93</td>
<td>.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge: Academic Knowledge and Technical Skills</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has given me the professional knowledge and skills that I need to help address community issues</td>
<td>0%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>17.8%</td>
<td>42.2%</td>
<td>35.6%</td>
<td>5.07</td>
<td>.91</td>
</tr>
<tr>
<td>I feel confident that I will be able to apply what I have learned in my classes to solve real world problems in society</td>
<td>0%</td>
<td>0%</td>
<td>2.2%</td>
<td>13.3%</td>
<td>48.9%</td>
<td>35.6%</td>
<td>5.18</td>
<td>.75</td>
</tr>
<tr>
<td>Have enabled me to plan or help implement an initiative that improves the community</td>
<td>0%</td>
<td>0%</td>
<td>4.4%</td>
<td>13.3%</td>
<td>37.8%</td>
<td>44.4%</td>
<td>5.22</td>
<td>.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge: Contemporary Social Issues</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have prepared me to write a letter to the newspaper or community leaders about a community issue</td>
<td>0%</td>
<td>13.3%</td>
<td>31.1%</td>
<td>24.4%</td>
<td>20.0%</td>
<td>11.1%</td>
<td>3.84</td>
<td>1.22</td>
</tr>
<tr>
<td>Has made me aware of a number of community issues that need to be addressed</td>
<td>0%</td>
<td>0%</td>
<td>2.2%</td>
<td>15.6%</td>
<td>24.4%</td>
<td>57.8%</td>
<td>5.38</td>
<td>.83</td>
</tr>
<tr>
<td>Has motivated me to stay up to date on the current political issues in community</td>
<td>0%</td>
<td>2.2%</td>
<td>8.9%</td>
<td>15.6%</td>
<td>37.8%</td>
<td>35.6%</td>
<td>4.96</td>
<td>1.04</td>
</tr>
</tbody>
</table>
### Skills: Listening

<table>
<thead>
<tr>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have helped make me a good listener, even when peoples' opinions are different from mine</td>
<td>0%</td>
<td>0%</td>
<td>2.3%</td>
<td>11.4%</td>
<td>38.6%</td>
<td>47.7%</td>
<td>5.32</td>
</tr>
<tr>
<td>Has prepared me to listen to others and understand their perspective on controversial issues</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13.3%</td>
<td>35.6%</td>
<td>51.1%</td>
<td>5.38</td>
</tr>
</tbody>
</table>

### Skills: Diversity

<table>
<thead>
<tr>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have helped me realize that I prefer to work in settings in which I interact with people who are different from me</td>
<td>0%</td>
<td>0%</td>
<td>4.4%</td>
<td>17.8%</td>
<td>35.6%</td>
<td>42.2%</td>
<td>5.16</td>
</tr>
<tr>
<td>Has helped me appreciate how my community is enriched by having some cultural or ethnic diversity</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33.3%</td>
<td>66.7%</td>
<td>5.67</td>
</tr>
<tr>
<td>Have helped me develop my ability to respond to others with empathy, regardless of their backgrounds</td>
<td>0%</td>
<td>0%</td>
<td>2.2%</td>
<td>13.3%</td>
<td>28.9%</td>
<td>55.6%</td>
<td>5.38</td>
</tr>
</tbody>
</table>

### Skills: Consensus-Building

<table>
<thead>
<tr>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other students who know me well would describe me as a person who can discuss controversial social issues with civility and respect</td>
<td>0%</td>
<td>2.2%</td>
<td>0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>37.8%</td>
<td>5.11</td>
</tr>
<tr>
<td>Have helped me realize that when members of my group disagree on how to solve a problem, I like to try to build consensus</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33.3%</td>
<td>44.4%</td>
<td>22.2%</td>
<td>4.89</td>
</tr>
<tr>
<td>When discussing controversial social issues, I have often been able to persuade others to agree with my point of view</td>
<td>2.2%</td>
<td>4.4%</td>
<td>13.3%</td>
<td>48.9%</td>
<td>20.0%</td>
<td>11.1%</td>
<td>4.13</td>
</tr>
<tr>
<td>Dispositions: Valuing Community Engagement</td>
<td>Strongly Disagree 1</td>
<td>Disagree 2</td>
<td>Slightly Disagree 3</td>
<td>Slightly Agree 4</td>
<td>Agree 5</td>
<td>Strongly Agree 6</td>
<td>Mean</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------</td>
<td>-----------</td>
<td>--------------------</td>
<td>-----------------</td>
<td>--------</td>
<td>------------------</td>
<td>------</td>
</tr>
<tr>
<td>Helped me to realize that I like to be involved in addressing community issues</td>
<td>0%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>6.7%</td>
<td>22.2%</td>
<td>66.7%</td>
<td>5.49</td>
</tr>
<tr>
<td>Have helped me develop my sense of who I am, which now includes a sincere desire to be of service to others</td>
<td>0%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>13.3%</td>
<td>20.0%</td>
<td>62.2%</td>
<td>5.38</td>
</tr>
<tr>
<td>I would say that the main purpose of work are to improve society through my career</td>
<td>0%</td>
<td>0%</td>
<td>8.9%</td>
<td>17.8%</td>
<td>24.4%</td>
<td>48.9%</td>
<td>5.13</td>
</tr>
<tr>
<td>Have helped me realize that it is important for me to vote and be politically involved</td>
<td>0%</td>
<td>4.4%</td>
<td>0%</td>
<td>13.3%</td>
<td>24.4%</td>
<td>57.8%</td>
<td>4.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions: Efficacy</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has increased my confidence that I can contribute to improving life in my community</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6.7%</td>
<td>28.9%</td>
<td>64.4%</td>
<td>5.58</td>
<td>.62</td>
</tr>
<tr>
<td>Has convinced me that social problems are not too complex for me to help solve</td>
<td>2.2%</td>
<td>2.2%</td>
<td>8.9%</td>
<td>24.4%</td>
<td>40.0%</td>
<td>22.2%</td>
<td>4.64</td>
<td>1.13</td>
</tr>
<tr>
<td>I believe that having an impact on community problems is within my reach</td>
<td>0%</td>
<td>0%</td>
<td>2.2%</td>
<td>11.1%</td>
<td>37.8%</td>
<td>48.9%</td>
<td>5.33</td>
<td>.77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions: Social Trustee of Knowledge</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to dedicate my career to improving society</td>
<td>2.2%</td>
<td>0%</td>
<td>4.4%</td>
<td>6.7%</td>
<td>42.2%</td>
<td>44.4%</td>
<td>5.20</td>
<td>1.01</td>
</tr>
<tr>
<td>I feel a deep conviction in my career goals to achieve purposes that are beyond my own self-interest</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
<td>33.3%</td>
<td>55.6%</td>
<td>5.44</td>
<td>.69</td>
</tr>
<tr>
<td>I believe that I have a responsibility to use the knowledge that I have gained to serve others</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4.4%</td>
<td>24.4%</td>
<td>71.1%</td>
<td>5.67</td>
<td>.56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral Intentions</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Slightly Disagree 3</th>
<th>Slightly Agree 4</th>
<th>Agree 5</th>
<th>Strongly Agree 6</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to stay current with the local and national news after I graduate.</td>
<td>2.2%</td>
<td>2.2%</td>
<td>8.9%</td>
<td>15.6%</td>
<td>28.9%</td>
<td>42.2%</td>
<td>4.93</td>
<td>1.2</td>
</tr>
<tr>
<td>Have increased my motivation to participate in advocacy or political action groups after I graduate.</td>
<td>2.2%</td>
<td>2.2%</td>
<td>4.4%</td>
<td>22.2%</td>
<td>33.3%</td>
<td>35.6%</td>
<td>4.89</td>
<td>1.15</td>
</tr>
<tr>
<td>I intend to be involved in volunteer service after I graduate.</td>
<td>0%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>6.7%</td>
<td>35.6%</td>
<td>53.3%</td>
<td>5.36</td>
<td>.88</td>
</tr>
</tbody>
</table>
CIVIC-MINDEDNESS (CMG), CIVIC COMMUNICATION AND PROFESSIONALISM (N=45)

The chart below provides the CMG mean and standard deviation for each SAM program. Additionally, it provides the mean and standard deviation for measures of civic communication and professionalism (Response options: 1=Strongly disagree, 6=Strongly agree). The following items comprise these constructs.

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

Professionalism
1. I complete projects efficiently.
2. Others can trust me in getting things done.
3. After participating in difficult conversations, I take time to evaluate others’ perspectives and make changes appropriately.
4. When receiving feedback I tend to follow up or make changes as necessary.
5. When working with others, I openly share my ideas and suggest new ways of doing things.
6. I support and praise other team members for their contributions.
7. When working with others, I feel free to bring issues to the table that need to be resolved.

<table>
<thead>
<tr>
<th></th>
<th>All SAM</th>
<th>Bonne</th>
<th>Bonne</th>
<th>CSL</th>
<th>FSNE</th>
<th>Fugat</th>
<th>Paws</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMG</td>
<td>5.17</td>
<td>5.15</td>
<td>5.48</td>
<td>5.60</td>
<td>5.53</td>
<td>4.89</td>
<td>4.93</td>
<td>5.11</td>
</tr>
<tr>
<td>Civic Comm.</td>
<td>5.33</td>
<td>5.24</td>
<td>5.70</td>
<td>5.00</td>
<td>5.50</td>
<td>5.23</td>
<td>5.27</td>
<td>5.13</td>
</tr>
<tr>
<td>Professionalism</td>
<td>5.21</td>
<td>5.30</td>
<td>5.67</td>
<td>4.71</td>
<td>5.00</td>
<td>4.86</td>
<td>5.09</td>
<td>5.03</td>
</tr>
</tbody>
</table>
RECOMMEND, INFLUENCE CAREER GOALS, CONNECTION WITH IUPUI, TRANSFERS, AWARENESS OF SAM (N=45)

The chart below provides the percentage of yes responses for all SAM programs to the following questions:

1. Would you recommend the Sam H. Jones Scholarship Program to a friend (Yes or No)?
2. Did receiving financial support from the Sam H. Jones Scholarship affect your ability or decision to remain enrolled at IUPUI (Yes or No)?
3. Did receiving this scholarship help you form a connection to IUPUI (Yes or No)?
4. Did participation in the Sam H. Jones scholarship program influence your future career goals (Yes or No)?

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Bonner Year 1</th>
<th>Bonner Year 2</th>
<th>CSL</th>
<th>FSNE</th>
<th>Fugate</th>
<th>Paws</th>
<th>Service Corp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommend SHJ</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Ability to Remain Enrolled</td>
<td>60%</td>
<td>91%</td>
<td>80%</td>
<td>0%</td>
<td>100%</td>
<td>86%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Connection with IUPUI</td>
<td>95%</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Influence Career Goals</td>
<td>51%</td>
<td>45%</td>
<td>60%</td>
<td>100%</td>
<td>100%</td>
<td>57%</td>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>

- 98% of the SAM respondents would recommend the Scholarship Program to a friend. IUPUI.
- 60% of the SAM respondents reported that support from the SHJ program affected their ability or decision to remain enrolled.
- 95% of the SAM respondents reported that receiving the scholarship helped them form a connection to IUPUI.
- 51% of the SAM respondents reported their participation in the scholarship influenced their career goals.

OPEN-ENDED RESPONSES
Following up on their responses above, Scholars were asked why or why not to provide more context to their experiences.

RECOMMEND THE SAM JONES SCHOLARSHIP PROGRAM
SAM Scholars were asked why they would recommend the SAM scholarship to their friend. Below are their responses.

Bonner Leaders Year 1
- I would recommend it because this scholarship really kept me grounded, introduced me to people I needed to be introduced to, gave me a network to spread my talents, and gave me support when I needed it most.
- Yes, it’s a fun way to get involved with the community and campus.
- Yes because this is a great program that gives us opportunities.
- Yes, Bonner’s for me was really a home away from home. My first year of college was extremely hard and without people like David and Lorrie motivating me I don’t know where I would be.
- It’s a great opportunity to be involved and to make impact in other people’s life.
- Being part of this program made my transition so much better. With being from a small town, moving to a bigger city can be very stressful and scary. I received a lot of support from all the staff and scholars.
- Yes. The reason I would recommend the SHJ Scholarship to a friend is because it’s a beginning of a new start. Starting at a new college and not knowing the college like that, being a Bonner will extend your adventure as a new upcoming freshman not only will it open more doors to you but also will show you your community more.
- I would recommend SHJ Scholarship to a friend, because for me personally it was a great experience. I learned a lot about new communities and other organizations to help build those communities.
- I think the Bonners is a great thing to be a part of and you get to see how you can help out your community in the process of meeting new people who love to do the things you love.
- Bonner help me to get more involved with the community and the campus. I have a chance to help and serve the community while I’m in school and make me engaged in the society issues/values.
RECOMMEND REASONS (Continued)

**Bonner Leaders Year 2**

- Yes!! Thanks to this program I am engaged in our community and every day thankful for the knowledge and help I give.
- I have loved my experience. I am continuously changing and growing as a person. I am grateful that I have the people in the Bonner cohort to experience things with, and I am also grateful to have wonderful mentors to help me in achieving my personal and career goals.
- Because of this program I am finally starting to see what my role is in society. Before this program, I honestly did not know what was going on in my community and what it was lacking. I had always focused more on the academic than the social aspect of my college experience. This program is developing me into a more responsible and considerate adult.
- Yes, I believe this scholarship is worth the time commitment and the financial assistance it serves to the students who receive it.
- Yes, it is a life changing program.
- You learn so much. Bonner has helped educate me on so many social issues and develop my opinions. It helps you connect with other students and recognize problems in your community.
- Being in the Bonner Program not only gives you an amazing community of like-minded people, but it also gives you resources, an outlet, guidance, and the space to be yourself always.
- I would recommend the SHJ scholarship program to all my peers and incoming freshman as I believe the program has taught me invaluable lessons as a professional, student, and community member. This program has shown me what it means to be a civically engaged student. I would want that for every student here at IUPUI.

“Community Service Leaders

- To impact those around you and make lasting connections.

Family, Schools, and Neighborhood Scholars

- The financial support was beneficial and the opportunity for service provided a connection to the community and also gave me additional skills of communication and collaboration with diverse populations.

Fugate Scholars

- It’s a wonderful opportunity to help students and staff in your community, develop leadership skills, get some experience on your resume, learn students’ stories and receive a substantial scholarship.
- This is a fantastic opportunity to make a REAL difference in the community and have lasting effects on individual’s lives. This is one of the best opportunities I have had the opportunity of participating in all my undergraduate career.
- Yes, because helping in the community that you are living makes you feel great.
- The SHJ programs allow students to further their education outside of the class & really create opportunities for student understand their identities as professional & citizens in a participating democracy.
- It is a great program to get involved with the community, especially if they’re not from Indianapolis.
- Not only is it a financial relief from tuition, the SHJ program helped me gain a better understanding of our education system.

Paws Pantry Scholars

- Life changing. Life’s purpose to serve others!
- Develop leadership skills and network with amazing people.
- I think it’s a great way to learn more about helping other. It can be hard to balance being a senior and attending all of the meetings.
RECOMMEND REASONS (Continued)
Service Corps Scholars
- I would recommend it because the program has helped me to grow personally in so many ways, and keep me committed to service around IUPUI.
- It very much helped integrate me into the Indianapolis community through service. Helped me to be able to identify what is important to me and understand that I as a student am capable of impacting change.
- I think it is really valuable training in community engagement and outreach, and that is such a valuable skill.
- I am sad that the Service Corps is going away, but overall, I feel like it educated me on social issues like philanthropy. I learned a lot and am more passionate about these topics since I have been in this program.
- Probably not, because I feel really left out to dry about the whole change over to Bonner.
- It greatly improved my experience at IUPUI. However, no one in a higher grade then freshmen won’t have a lot of opportunities.
- I would only recommend this to students with a lot of free time because it does take up more time than originally thought on paper.
- If I knew incoming freshman I would recommend the program to them. However, I am unfamiliar of ways that upperclassmen can participate in the SHJ Scholarship Program.
- So many of my friend are heavily involved on campus and adding this program to their load is overwhelming. I would just tell them to volunteer for the event. The time commitment just needs more evaluation.

ABILITY TO REMAIN ENROLLED
SAM Scholars were asked to comment on how receiving financial support from the Scholarship affected their ability or decision to remain enrolled at IUPUI. Below are their comments.

Bonner Leaders Year 1
- Definitely yes! If I did not have this scholarship, I could not attend IUPUI.
- Yes, without Bonner, I probably would have not thought about continuing school.
- Yes, it allowed me to be able to stay on-campus.
- Yes, I do love IUPUI after being there a year and getting to know the campus. But Bonners is a big part of me and feels like a family. And the financial aid was a great benefit. So yes Bonners did play a part of me staying at IUPUI.
- Yes, I was planning to take a loan or not attend IUPUI if I didn’t get this scholarship.
- Yes, The Bonner Leader Scholarship was a big help to my family and I when I decided to come to IUPUI. Being so far from home was a very tough decision to make but I knew that it’d be the best choice since it was the biggest scholarship I had received. Now that I have finished my first year, I have come to the conclusion that not only was receiving financial aid help, but emotional and mental help from all the staff and scholars. I am very thankful.
- Yes, When I started at IUPUI I wasn’t qualify for work study so I wasn’t able to fully pay for school but with the help of my Bonner leader there was a solution for me to pay for school and also volunteer at a service place.
- Without Bonner Leader scholarship, I wouldn’t make it to my first year in IUPUI. Bonner help me out to remain enrolled at IUPUI as I’m the first generation student. I only have FAFSA as a scholarship which didn’t fully cover my financial needs.
- Yes and no. I would stay at IUPUI regardless because of my major. However, the scholarship portion of Bonner has allowed me to not have to stress about my financial aid.
ABILITY TO REMAIN ENROLLED (Continued)

Bonner Leaders Year 2
- Personally, I have no help but the state and the scholarships I have earned. The Bonners scholarship is a huge reason why I can continue my education at IUPUI. Without it I would have to drop out or take gap years frequently.
- The Bonner Leader Scholarship pays for a great portion of my tuition. It really is helping me keep my loans down.
- Without the financial support that I have receive from the Bonner Leader Scholarship, I would of not being able to fully pay my tuition.
- By having the financial support from the Bonner Leader Scholarship, I have maintained my ability to stay enrolled at IUPUI and continue my education for my degree.
- Yes. Without this scholarship, I wouldn’t be in school.
- I feel like it did definitely play an important role in other decisions I made, taking out loans, etc. I’m grateful for the financial support.
- Without my Bonner scholarship I would most likely not be able to attend IUPUI.
- As a first generation college student who have to pay for college on my own, I believe that the financial support that the Bonner scholarship offer me does affect my ability to remain enrolled at IUPUI. Without the financial support of the CSL, I would not be able to continue my education with IUPUI.

Family, Schools, and Neighborhood Scholars
- With the financial support I was able to meet my academic and personal obligations. Without the financial support, I would have had to work which would have impacted my school decisions.

Fugate Scholars
- Otherwise, I would have looked at other scholarships programs to cover the costs.
- This scholarship significantly relieved the financial strain of tuition expenses.
- It reduced the financial stress on me and it helped me continue through the whole year.
- I have been privileged enough to receive scholarships while enrolled at IUPUI, while also choosing to remain at IUPUI due to its focus on community engagement & social education.
- I don’t have time to do something else like volunteer work that doesn’t pay. I’m very busy and already volunteer at SENSE charter school every week, so if there wasn’t any payment then I wouldn’t be able to participate due to lack of time.

Paws Pantry Scholars
- Receiving the scholarship was only an added benefit to advocating on behalf of the community and Paw’s Pantry.

Service Corps Scholars
- I don’t know if I could have afforded this institution
CONNECTION TO IUPUI
SAM Scholars were asked: how did receiving a Sam H. Jones scholarship help you form a connection to IUPUI? Below are their comments.

**Bonner Leaders Year 1**

- Yes! I was able to meet some great people in the program. More than that though, I was able to receive support from the leaders of the scholarship program. Charli, Lorrie, and Jordan. Any time I was suffering, I could come to one of them or all of them to discuss how I felt, and what was difficult for me. They always accommodated me, but more importantly, made me feel heard and important. I remember at one point in the school year, my GPA was suffering. I came to Charli, scared to death I would lose my scholarship. She told me essentially that a GPA is changeable, but I am irreplaceable, and that she wanted me in the program. This was one of the first times in my life I truly felt like I was an important part of something.
- Yes because working through work study help me get connected with other people.
- Yes, _____ and ______ are some great people I met this year through Bonners. I also made connections with lots of other people I volunteered with on service days and paws pantry.
- It helped me to be part of Kelley Indianapolis Cares (KIC).
- Yes, through the scholarship I met a lot of amazing people who I’ve learned a lot from. They’ve opened my mind to think outside the box in issues that many are unaware of. I’ve also became very comfortable and familiar with all the resources IUPUI has to offer.
- Yes, Starting out as a freshman I was always a loner, but becoming a Bonner new doors were open to me and a lot of places that I didn’t know about were shown to me.
- Receiving the scholarship has helped me form a connection to IUPUI, by it teaching me about the community and helping me meet new people and also finding new great opportunities for volunteering.
- The Bonner leaders helped me get out of my comfort zone and get involved with the community and I met some really great people along the way who I will keep forever have in my heart.
- I involved more with the campus organizations and clubs. It also gave me resources and information that I need for my academics.

**Bonner Leaders Year 2**

- Yes. I have met new friends and community partners that have asked for me to join them in the future. Also during service events I get to interact with the volunteer, which allows me to meet other scholars with similar goals, classes, and sometimes even tutors.
- Some of my best friends are people I met through Bonner. I also have a sense of pride being able to say that I am involved in the community service days that many IUPUI students recognize.
- Because of this scholarship I now have connection with some community partners, and the staff at the service core.
- Yes, by receiving this scholarship I have been able to form a connection with IUPUI through the friendships I have made and the connections to the community to the various community partners.
- Yes, as a Herron major, we aren’t close to campus. This scholarship brings me to IUPUI.
- I consistently met with the same people throughout my academic career. If other things were stressing me out or changing, I knew that Bonner would remain constant. If I needed help with homework or a personal problem, I knew that I had other people in the program that I could count on. It has helped shape my experience at IUPUI and I am grateful for my cohort and the opportunities that Bonner has brought me.
- I have absolutely loved every person I have met through being a Bonner Leader, and I love our service days and working with groups of all backgrounds at IUPUI. Being a Bonner Leader has really helped to make me feel at home at IUPUI.
- This scholarship allowed me to form deep connections with not only the faculty and staff at IUPUI or the different student organizations but also the community partners with which IUPUI is affiliated with. Moreover, through being a Bonner scholar, I have gained the confidence and interpersonal skills to work as a resident assistant for Housing and Residence Life, an opportunity that allowed me to make great professional and personal connections.
CONNECTION TO IUPUI (Continued)

**Community Service Leaders**
- All of my closest friends, greatest mentors, and important connections have been made through this program.

**Family, Schools, and Neighborhood Scholars**
- I was able to join fellow students and staff at the Center for Teaching and Learning and the Office of Community Engagement.

**Fugate Scholars**
- Learning about different organization that support diversity and opportunities at IUPUI.
- I met students apart of this cohort outside my major that I would not have had the opportunity to meet otherwise.
- Bringing in different speakers from different offices to talk about different topics gave me connection to IUPUI.
- I have had more opportunities in which to connect with near Westside community organization, such as Public Allies, representative from the CSL and OCE & helped propel me to new positions as a Newmen Civic Fellow & Alternative Break Co-coordinator.
- It helped me make friends outside of my major and connect and learn about different programs at IUPUI.
- Through the great speakers, I met some professionals that I could see myself working with in the future.

**Paws Pantry Scholars**
- This scholarship gave me another community and connection to my campus. I felt even more involved in ways than I never knew were possible.
- Through student, clients, IUPUI affaires, community organizations.
- Becoming a Paw’s Pantry scholar has introduced me to a number of amazing people I consider mentors and lifelong friends.

**Service Corps Scholars**
- I have met some great people through this program.
- By being a part of this program I was able to develop my leadership skills with my peers during Days of Service and Jaguars in the Streets as well as being a part of the long standing tradition of community service on this campus.
- It has been fantastic connecting with the other passionate scholars. I also was able to speak at this year’s Midwest Medical Humanities Conference which I would not have known about.
- I learned more about the interworking of IUPUI and what they do to serve the community.
- It truly immersed me in the community and provided me with the material necessary to impact positive change.
- IUPUI has provided me so many scholarships and the Service Corps scholarship was one that helped me meet other scholars and more CSL staff to help me reach my goals.

INFLUENCE CAREER GOALS
SAM Scholars were asked: how did participation in the FSNE scholarship program influence your future career goals. Below are their comments.

**Bonner Leaders Year 1**
- I have decided to make my future about helping others and being a Bonner helped me make my decision about my major.
- Yes, after involving and engaging with the community. I realized that how much helping and serving could make a difference. Although my career wouldn’t be related to social services but I’m planning to put helping/serving community should be on my top priority lists.
- Throughout normal college exploration, I decided to change my major to Music Technology. But my experience with the Bonner program and my role in the Kheprw space has really made me aware that I want to be an activist. I have considered going into local politics, or just becoming a face for the revolution.
- Yes, helping me see the importance of service and how I want to further my career with service.
INFLUENCE CAREER GOALS (Continued)

Bonner Leaders Year 2

- Yes, it has. I always want to help outside of the United States, but with Bonners I became aware of ongoing issues in my community. With my future career I plan on giving back here and all over the world.
- Before being a Bonner, I volunteered in the community, but I did not feel as connected as I do now. I am going in a career of accounting/finance, so the values of the company will ultimately determine if I would want to work there. I have many options for companies to work for. Therefore, I want a company that has a mission or strong opinions about making a change in the Indianapolis Community.
- Because of my this program, I now feel that as a future nurse I don’t have to only stay in the comfort of a hospital, I need to be more involve in my community to try helping places that lack basic medical care.
- It has made me a better leader and made me pursue a leadership certificate.
- I want to be more involved in my career in a way that helps others. I want to be working for an organization that supports my values. Mostly, I want to be in a position that helps me help others. I know if I do pursue a career in marketing, I want to be ethical about it. I want to only be marketing and supporting products that I truly believe in. Working for Kheprw Institute helped me recognize that desire.
- Because of my time in the Bonner Program, I have been leaning towards pursuing a career in politics.
- My participation in the Bonner program has influenced my career aspirations in a few different ways. First, I know that I want to continue to work in a field and career that would be impactful to the community, whether it is through direct community involvement or indirect community involvement. I want my work to make a difference in the lives of others. Second, I want to continue working with college aged students in helping them develop a sense of who they are as well as learn more about how to stay engaged in the community and become a civically minded graduate.

Community Service Leaders

- Knowing now that I want to have a career where I am able to do this kind of work everyday, I have decided to join the Peace Corps after graduation as a direct result of conversations I have had and relationships I have built with people I met through the Sam H. Jones program.

Family, Schools, and Neighborhood Scholars

- My research focus is on community engaged research to explore options to improve education, especially at the preschool level for African American youth.

Fugate Scholars

- I will become a physician and I want to work with underserved populations as a result of this program.
- It made me more aware of the community around Indianapolis.
- My future career goals includes being a teacher in or around Indianapolis, and my time as a Fugate Scholar has given me significantly more opportunities in which to develop curricular materials, connect with like-minded educators, & become a more socially aware & socially concerned education.
- I am now more interested in how environmental policy can help mitigate some of the social disparities that effect minorities and low-income populations.

Paws Pantry Scholars

- I would say that, yes, in a way it did. I have been able to learn so much more about underserved populations and communities, grants, partnerships, and so much more through my time with Paw’s. I learned that I want to work with people different from myself and that I want to be in an environment where I can help others in any way that I can.
- Public service is the greatest thing a person can do! I’m going into the public service field.
- Being in Paw’s Pantry taught me the importance of advocating for a community- this inspired me to resume my path to veterinary medicine- a field that is solely based on advocating on behalf of a need community animals.
INFLUENCE CAREER GOALS (Continued)

Service Corps Scholars
- Yes and no. After moments of involvement with Service Corps, I remained on the same career path. However, my increased involvement in community service solidified my desire to be consistently involved in service after reaching career goals.
- I always wanted a career in public health. However, I wanted to be more on the back end science aspect of it initially. However, gaining skills in community organizing and especially asset-based community development, really made me want to integrate that in my career, so now I want to community-based participatory research which is something I don’t think would have interested me as much without this program.

HIGHPOINT AS A SCHOLAR
Scholars were asked: “What was the high point of your time as a Scholar this year?” Below are their comments.

Bonner Leaders Year 1
- For me it was probably the Gleaners trip because unlike the other two service projects I was just directly interacting with the people that I was helping and that just felt right to me.
- The retreats. It was like a whole day of just fun. Getting together and also there are some activities that we did all together so it was good.
- Highlighting on different social issues.

Bonner Leaders Year 2
- Trip to Pendleton Prison was an incredible experience.
- Pendleton trip was so impactful. We were asked such challenging questions.
- Personally for me, it’s actually getting to know each one because I came in a bit later in the first year and I wasn’t really comfortable with speaking and all that. Now I am really open minded in being able to raise my voice and talk about discussion or anything. Feel confident that they will respect my opinion and I will respect theirs.
- I feel like this year I’m out of my shell a little bit more.
- Attending the IMPACT conference in Charlottesville, VA.
- Putting on the Days of Service
- I liked the Sophomore Exchange.
- Fall retreat, sharing our experiences.

Community Service Leaders
- Watching the students I mentored grow as civic minded individuals and as a cohort together.

Family, Schools, and Neighborhood Scholars
- The high point as a FSNE scholar was working with the middle school girls at the IPS schools as a mentor. I was able to bring in a health educator from Anthem Insurance to share safety tips on cyber-bullying and how to deal with teen anxiety and stress. I made arrangements for the girls to visit the IUPUI campus for a college tour.
HIGHPOINT AS A SCHOLAR (Continued)

Fugate Scholars

- I loved working with band kids, helping them improve their musical skills, listening to their stories, and helping them achieve their goals.
- Translating for Spanish only speaking students who would not have had the opportunity to learn otherwise because a translator was unavailable.
- At the beginning of the year when college applications are dues and then the student comes back to you and tell you they got accepted brought a lot of joy.
- My ‘high point’ were the moments I was able to connect one-on-one with students & use instructional strategies to help find their passions.
- Getting to form relationships with students who might not have a mentor.
- The most impactful moment I had a Fugate scholar was when a student said they like having me around after I helped her apply to scholarships.

Paws Pantry Scholars

- Without a doubt in the world, the high point of my time as a Paw’s Pantry Scholar this year was seeing our new space and watching us blossom as a pantry and an executive board. It was really amazing to reflect on how much we’ve grown.
- Serving the student body. Talking with clients who were impacted by Paw’s Pantry. Working with the best team around. It’s been an honor to serve.
- Planning Jam the Pantry and seeing the event for what it ended up being ended up being a very satisfying moment for me with my position.
- Probably the memorable connection that I have made with the committee.

Service Corp Scholars (Continued)

- Serving at Holy Family Shelter for Secret Service Day because the service went so smooth, the community partner extremely engaged and almost all the volunteers wanted to begin a long team commitment to volunteering. It was an ideal service events and showed me how valuable service can be in inviting and service the Indy community.
- The Retreat
- Talking to fellow scholars about current events
- The goal of let us grow in our societal engagement
- The fall retreat. On that day I felt like I was truly able to bond with other scholars and understand the values we had in common that led us to be involved with the program. While there were a lot of other high points like meetings in fun service events, this one might been the highest.
- The encouraging nature and camaraderie of my fellow Service Corp scholars and staff.
- The high point was getting home right after my first JITS event. I had met some amazing students but witnessing their transformation at the end of the day was really what struck me. We planted trees with KIB. At the beginning of the day, it was clear that students had a base understanding about environmentalism but lacked passion in the area of concrete skills needed to address the issues. By the end of the day, the students wanted to volunteer again, had a deeper understanding about how environmental injustice negatively impacts people most at the margins of society, and felt proud of the work they did. It was something never experienced to feel the joy of altruism as well as the joy of inspiring young people to learn and use that knowledge to make the world a better place.
RECOMMENDATIONS FOR IMPROVEMENT

Scholars were asked to share any suggestions they had about how to improve the Sam H. Jones Scholarship program for other students in the future. Below are their comments.

**Bonner Leaders Year 1**
- Maybe like having our meetings off campus somewhere, maybe like, just somewhere to shake it up a bit because we can still have conversation at like Starbucks.
- Maybe just being a little bit more flexible with the time that we meet.
- I would like to say, spreading information over multiple different sources because in my case at least I have already mentioned that I am not a fan of emails so I would miss a few important emails and I didn’t know what was going on. I was dangerously close to missing various things and so spreading the information from email, to Groupme, to text would be really nice.

**Bonner Leaders Year 2**
- Better communication and organization for the Days of Service. Did not receive in-depth guidance of what we needed to do.
- Did not explain everything that needed to happen for Days of Service.
- Direct communication.
- Would be good to have service site around our major.

**Family, Schools, and Neighborhood Scholars**
- Provide history about Sam H. Jones and why the scholarship is important to the community. Give a guideline of the expectations with dates.

**Fugate Scholars**
- Please give more opportunities for the Fugate scholars to collaborate (i.e. move training sessions, group activities/hours, etc.)
- Have the cohort students become more involved with one another outside the program to develop more rapport with the group.
- Increase awareness, Increase the number of opportunities across campus to get engaged.
- There’s only 1 things I would approve and that would be when the other school is on break. It’s hard to find time outside of our allotted time for time program. So when we have to makeup hours during their break it can be difficult.
- I wish that I had more opportunities to talk to student one-on-one.

**Paws Pantry Scholars**
- Keep spreading the word about this life changing program!

**Service Corps Scholars**
- Provide more events that allow scholars to interact with each other. Also focus on professional development opportunities
- Give a more heads-up or guidance for huge projects
- I would make sure that each year covers different topics b/c I feel as though there is lot of overlap
- Ensure that a variety of social issues are covered; maybe ask scholars what issues are important to them and facilitate discussion each meeting? Have more activities that join scholars/bring them together- maybe service events?
- Continuing to offer programs for continuing student and student who cannot make large time commitments during the academic year (8+ hours).
- Make sure that the requirements are clearly followed. More was put on unexpectedly in the spring. It’s been very overwhelming at times. I think the partnership program will work well for other group.
Appendix

SAM Scholarship Programs: 2018-19

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Break Trip Leaders</td>
<td>Scholars are fully engaged in the planning and implementation of a quality alternative spring break trip. The experience promotes continued learning for both the trip leader and the participants while broadening individual leadership skills and perspectives. Trip leaders are responsible for all aspects of planning the alternative break, managing the group process, and leading the trip participants through service, education, and reflection. 10 hours/week</td>
</tr>
<tr>
<td>Alternative Break Co-Coordinators</td>
<td>Co-coordinators support recruitment, fundraising, marketing, and education efforts. They support and facilitate the alternative break trip leader scholars through effective communication, support, and regular check-in meetings. Finally, co-coordinators are responsible for planning a fall alternative break with another co-coordinator and planning an alternative break on their own. 4 hours/week</td>
</tr>
<tr>
<td>Bonner Leader Scholars</td>
<td>Year 1: Scholars support a variety of community organizations and pursue their interest in social issues such as food insecurity, community development, education and sustainability. Year 2: Scholars are also able to utilize their federal work-study financial aid through a community based placement. Year 3: Scholars participate in trainings aimed to develop them personally and professionally, leadership opportunities through facilitating campus-wide service events, and opportunities through the Bonner Foundation to travel and engage with like-minded students.</td>
</tr>
<tr>
<td>Community Service Leaders</td>
<td>CSLs are responsible for the planning of campus-wide community service and civic engagement events and the mentoring of other SHJ Scholars. The program is designed to identify leaders who are best suited for leading specific events and programs based on their knowledge, skills, expertise, and interests</td>
</tr>
<tr>
<td>Family Schools and Neighborhood Scholars</td>
<td>Scholars engage in research, projects, and activities to assist in furthering the goals of neighborhood quality-of-life plans while also serving as student advocates for community engagement on the IUPUI campus.</td>
</tr>
<tr>
<td>Fugate Scholars Paws</td>
<td>Fugate Scholars implement various college preparatory curricula to students in grades 5–12 at GWCHS and neighboring elementary schools.</td>
</tr>
<tr>
<td>Paws Pantry Scholars</td>
<td>Paw's Scholars assist the Office of Student Advocacy and Support to oversee the operations of the on-campus food pantry and clothing closet. We connect with the campus and community to fulfill our mission and vision to advocate for those who experience basic needs insecurity.</td>
</tr>
<tr>
<td>Service Corp Scholars*</td>
<td>Scholars serve as site leaders for the campus-wide days of service. Year 1: Scholars represent IUPUI to the nonprofit community and lead IUPUI students in completing service projects. Year 2: ServiceCorps Scholars facilitate team-building exercises, manage onsite service activities, and lead volunteers in discussions about social issue education and reflection.</td>
</tr>
</tbody>
</table>

*The Service Corp Scholars Program discontinued after AY 2018-19. It was replaced by the incoming cohort of Bonner Scholars.