The IUPUI Community-Based Learning Inventory (CBLI), collects information from instructors about courses they taught during the current academic year that include one or more modes of community-based teaching, including but not limited to community-engaged pedagogies like service learning.

The information solicited through the CBLI augments information collected from the University Registrar regarding community-based teaching practices spanning the undergraduate, graduate and professional curriculum. The system also captures information on course-based community partnerships.

CBLI data collected are disseminated through campus reports and other outlets. Collected data are also available to academic programs to support their efforts to create intentionally-designed, community-engaged learning environments that:

1) foster deep, transformative learning;
2) promote the principles and practices of democratic engagement in higher education, including supporting the development of civic-minded graduates and professionals; and
3) build capacity for sustainable and equitable community-campus partnerships.

General Questions? Contact Kristin Norris, infoCBL@iupui.edu or call 317-278-2662.
Questions about CBLI development and use of data? Contact Mary Price, price6@iupui.edu or call 317-278-2539.

INVENTORY OVERVIEW
Data collected through the CBLI is housed in an online relational database developed with technical support from University College. Additional data enhancements have been made to the system that enable monitoring of features of community-engaged teaching and learning environments. These enhancements are outlined below.

There are three sections to the Inventory for individuals with “instructor-level” privileges. These are:
1. The Instructor Profile
2. Instructor Questions
3. Course Section and Community Partner Information

IMPORTANT NOTES:
- For most instructors, it will take no more than 10 minutes to complete the Inventory. The average instructor that participates in the CBLCI will provide information on between 2 - 3 course sections.
- Some questions require user responses only once rather than once per course section. These types of questions are those associated with the Instructor Profile and Instructor Questions.
Other questions included in the Inventory require responses on a per course section basis. These questions are housed in the Course and Community Partner section of the site.

SECTION 1: Instructor Profile

This section of the CBLI collects and collates demographic information about instructors that incorporate community-based teaching into their courses. Instructors enter this information once.

- **Pre-populated data based on information from** Registrar and Faculty Awards and Advancement. This information cannot be edited by the instructor.
  - Network ID
  - First, Last Name
  - University E-mail
  - University ID

Instructors that encounter missing data in this section that they cannot edit should contact the Center for Service and Learning at inforCBL@iupui.edu.

- **Instructor-entered data - Role information**: The Inventory monitors information on instructional practices and participation across the campus. Prior data has shown that individuals from a range of appointment types, including staff, used one or more forms of community-based teaching in their courses. Campus-wide administrative systems vary in their accuracy on current appointments. Instructors navigate a series of drop-down boxes. These include:
  - **Primary Campus Role**: Refers to the campus unit and appointment type that best characterizes the user’s primary campus role [title, school/unit affiliation, dept./program affiliation]
  - **Primary Instructional Role**: In some cases, an individual’s primary campus home and role differs from the academic unit that they teach for. Users should either confirm/or edit their selections to identify their primary teaching role [title, school/unit affiliation, dept/program affiliation].

SECTION 2: Instructor Questions

This section includes three questions. Instructors answer each question in this section once not per section.

1. **On average, how much time per week do you spend devoted to course preparation, student feedback, and logistics when teaching a 3 credit hour course?**

   **Instructor-entered data** Drop Down Options:

<table>
<thead>
<tr>
<th>0-1 hours</th>
<th>3-4 hours</th>
<th>6-7 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 hours</td>
<td>4-5 hours</td>
<td>7-8 hours</td>
</tr>
<tr>
<td>2-3 hours</td>
<td>5-6 hours</td>
<td>8-9 hours</td>
</tr>
</tbody>
</table>
9-10 hours 12-13 hours 15+ hours
10-11 hours 13-14 hours
11-12 hours 14-15 hours

2. Above and beyond what you would spend on the same 3 credit hour course, how much time on average do you spend per week on course preparation, student feedback and logistics, when teaching the same course using service learning pedagogy?

Instructor-entered data: Drop Down Options:

Not Applicable 5-6 hours 11-12 hours
0-1 hours 6-7 hours 12-13 hours
1-2 hours 7-8 hours 13-14 hours
2-3 hours 8-9 hours 14-15 hours
3-4 hours 9-10 hours 15+ hours
4-5 hours 10-11 hours

3. When teaching a course that involves a community project, how often do you share your learning goals with your community partner(s)?

Instructor-entered data: Drop Down Options:

Always Occasionally
Depends on the nature of the project Rarely
Most of the time Never

SECTION 3: Course and Community Partner Information

In this section, instructors provide section specific information on community-based learning in their courses.

The number of course sections an instructor sees initially will depend on whether:

1. the instructor or the instructor’s program/department has designated the course using one or more the available designations through the IUPUI Registrar’s Office. [LEARN MORE]
2. the instructor has participated in a faculty development program sponsored by the Center for Service and Learning
3. prior year data indicates that the instructor has taught using service learning or another form of community-based learning in the past.

Instructors are only expected to respond to those sections that have a community-based or service learning component. Information requested in this section, should be completed on a per section basis. If the instructor logs-in and finds no courses associated with their profile, they can use the look-up function to find a course.
For course sections that appear in an instructor’s “Course and Community Partner Information” the following data points will be pre-populated. Note: The information, in the bulleted list below, will not be editable by the instructor:

- Semester and year (fall 2014, spring 2015, summer 2015)
- School
- Department
- Subject
- Course number
- Course Name
- Credit hours
- Registrar’s Office Designation Information
- Section Enrollment

**Instructor-entered data:** In addition to the pre-populated information, instructors are asked to describe the following for each course section:

- The scope and nature of the community-based learning that took place in the course
- The nature of facilitation and modes of communication for community-partnerships associated with the course

**Questions in this section:**

- Does this course require a project in which students make a contribution (time, knowledge, skills, and/or other resources) that addresses a community-identified issue/question?

  **Response options:**
  - Yes
  - No
  - Optional

- If **YES** is selected, then user is prompted to:
  - Estimate minimum number of hours contributed per student, this semester
  - Describe the type of community project used in the course:

  **Response Options:**
  - Advocacy project
  - Creativity activity
  - Direct service to community members
  - Donation drive
  - Fundraising project
  - Indirect service to community members
- Research project
- Other (includes prompt to identify)

- Identify by name the community partners for this course section (ability to list up to 6)
- For each partner, identify total number of students placed at each site/or with each organization

- If NO is selected, then user see the following question:

  - Did students spend a significant amount of time in a community setting as part of the course?
    - If NO is selected– no additional questions for this section, instructor prompted to say they are finished reporting on this course section

  - If YES is selected:
    - Estimate minimum number of hours contributed per student, this semester
    - Describe type of community project:
      - Advocacy project
      - Creativity activity
      - Direct service to community members
      - Donation drive
      - Fundraising project
      - Indirect service to community members
      - Research project
      - Other (includes prompt to identify)

- If OPTIONAL is selected, then user is prompted:

  - Identify number of participating students
  - Estimate minimum number of hours contributed per student, this semester
  - Describe type of community project:
    - Advocacy project
    - Creativity activity
    - Direct service to community members
    - Donation drive
    - Fundraising project
    - Indirect service to community members
    - Research project
    - Other (includes prompt to identify)

  - Identify Community Partners for this course section (up to 6)
  - Identify total number of students deployed at each partner site
After identifying community partners and the number of students assigned to each partner, the instructor is presented with one last set of questions devoted to communication and community partners.

For this course, who initiates the relationship(s) and maintains communication with your community partner(s)?

**Response Options:**
- Me, the instructor
- Student Assistant
- Staff Member (my program/department)
- Enrolled Student
- Other (includes prompt to identify)

- If, “Student Assistant, Staff Member, Enrolled Student, or Other” is selected, no additional information requested. Just save and submit.

- If “Me, the Instructor” is selected, then user is prompted:
  - On average, how frequently did you communicate with these partner(s) over the semester? In your estimate, include all methods of communication used (face-to-face, electronic, phone, etc.).

  **Response Options:**
  - Rarely/Occasionally
  - Intermittently (concentrated during specific periods of the semester)
  - Regularly throughout the semester

  - Which methods did you use most frequently to sustain communication with your community partner(s) in this course?

  **Response Options:**
  - Electronic Communication
  - Face to Face
  - Phone
  - Other (includes prompt to identify)