



Bonner Leader Scholars Assessment Report (AY 2022-2023)

Key Findings

- Bonner Scholars are community contributors. Many served at Paws Pantry on campus and served with community partners.
- 100% of respondents indicated that participating in the Bonner scholarship program helped them to form a connection to IUPUI.
- 96% of respondents were satisfied with their overall experience.
- 96% of the respondents would recommend the Bonner program.
- Respondents reported high levels of civic-mindedness, civic communication and professionalism.
- Respondents reported high levels of interaction and dialogue with those different from them (e.g., race, ethnicity, social economic status, gender, sexual orientation)
- 100% of the respondents feel like they are taken seriously in their classes and that faculty and staff are investing in them on campus. 88% feel like they have a voice on campus. 92% feel like they have a voice in their classes. 88% feel like they are taken seriously on campus.
- While 92% (23 out of 25) of the respondents achieved what they hope for this year, a theme of the suggestions for improvement was to implement more experiences throughout the community.

OVERVIEW

The Sam H. Jones (SHJ) Community Service Scholarship program is one of the nation’s largest service-based scholarship programs. Created in 1994, this campus program has awarded over 3,700 scholarships, totaling over \$9.5 million. The purpose of SHJ is to recognize students’ prior service contributions to the community and foster their leadership, professionalism, and community involvement. This report encompasses responses from the SHJ program Bonner Leader Scholars, part of a national program of service scholars from across the country.

Scholars support a variety of community organizations and pursue their interest in social issues such as food insecurity, community development, education, and sustainability. 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. Bonner scholars participated in a variety of service experiences during AY 2022-23. Appendix B lists brief descriptions of Scholars’ reported experiences.

This report is an indirect assessment, based on a confidential questionnaire administered to the students in April 2023. It captures students’ perceptions of their knowledge and skills, as well as their satisfaction with various program components. Additionally, students had the opportunity to respond to open-ended questions and offer their suggestions for program improvement. The response rate for the questionnaire was 67% (26 of 39 students). **[Please note:** A direct assessment report of Bonner Scholars learning based on their end of year reflections can be found on the IEL ScholarWorks site at <https://scholarworks.iupui.edu/communities/92460f6e-1117-4b97-b1c2-df2945841462>

In this year’s assessment IEL piloted 5 items on *mattering*, a concept related to but distinct from belonging. ”Mattering is the feeling of being significant and important to other people” (Flett et al., 2019, p. 667), with implications for student learning and well-being (Weston and Felten, 2022). See page 6 for those responses.

Satisfaction and Perceptions (N=25)

Respondents were asked to rate how satisfied they were with the Bonner program as well as their perception of the influence of their experiences on their academic learning and the community. (Response options: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=strongly agree).

All Scholars	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I am satisfied with my overall experience as a Scholar.	0%	0%	4.0%	16.0%	32.0%	48.0%
I believe that my experiences as a Scholar have enhanced my academic learning.	4.0%	4.0%	4.0%	8.0%	28.0%	52.0%
I believe that my service as a Scholar has benefited the community.	4.0%	0%	0%	0%	32.0%	64.0%

- 96% of the respondents were satisfied with their overall experience as a Scholar.
- 88.0% of the respondents believe their experiences as a Scholar enhanced their academic learning.
- 96.0% of the respondents believe their service benefitted the community.

Civic Mindedness (N=25)

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 Civic Minded Graduate (CMG) construct is comprised of 30 items within ten domains, clustered by knowledge, skills, dispositions, and behavioral intentions. The CMG scale measures 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. For this assessment, the Bonner program administers thirteen of the CMG items based on the program learning outcomes.

Civic Minded Graduate My experiences as a Bonner Scholar	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Helped me know a lot about opportunities to become involved in the community.	0%	0%	7.7%	11.5%	23.1%	57.7%
Have given me the professional knowledge and skills that I need to help address community issues.	0%	7.7%	3.8%	11.5%	30.8%	46.2%
Have increased my confidence that I can contribute to improving life in my community.	0%	0%	0%	15.4%	30.8%	53.8%
I feel confident that I will be able to apply what I have learned in my classes to solve real world problems in society.	0%	0%	7.7%	19.2%	30.8%	42.3%
I want to dedicate my career to improving society.	0%	3.8%	11.5%	15.4%	26.9%	42.3%
Helped me to realize that I like to be involved in addressing community issues.	0%	0%	7.7%	23.1%	26.9%	42.3%
Have motivated me to stay up to date on the current political issues in community.	3.8%	3.8%	11.5%	23.1%	26.9%	30.8%
Have increased my motivation to participate in advocacy or political action groups after I graduate.	3.8%	3.8%	15.4%	19.2%	19.2%	38.5%
I intend to be involved in volunteer service after I graduate.	0%	7.7%	3.8%	15.4%	7.7%	65.4%
I Have convinced me that social problems are <u>not</u> too complex for me to help solve.	0%	7.7%	7.7%	34.6%	15.4%	34.6%
I believe that I have a responsibility to use the knowledge that I have gained to serve others.	0%	3.8%	0%	7.7%	34.6%	53.8%
Have helped me develop my sense of who I am, which now includes a sincere desire to be of service to others.	3.8%	0%	0%	19.2%	34.6%	42.3%
Has helped me realize that it is important for me to vote and be politically involved.	3.8%	3.8%	3.8%	19.2%	7.7%	61.5%

Civic Communication, and Professionalism by Program (N=26)

Students were asked to indicate the extent to which they agree/disagree with the following statements regarding civic communication and professionalism. (Response options: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree)

Civic Communication	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am a very good listener, even when people's opinions are different from mine.	0%	0%	7.7%	38.5%	53.8%
I believe there are many sides to every issue, and I try to look at most of them.	0%	0%	0%	34.6%	65.4%
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	3.8%	0%	0%	38.5%	57.7%
I recognize that I am not the only expert at the table.	0%	0%	0%	26.9%	73.1%
I strive to help others share their knowledge and resources as much as I do my own.	0%	0%	3.8%	38.5%	57.7%
I contribute my knowledge & perspective to build on the contributions of others.	0%	0%	11.5%	26.9%	61.5%

Professionalism	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I complete projects efficiently.	0%	0%	3.8%	50.0%	46.2%
Others can trust me in getting things done.	0%	3.8%	7.7%	26.9%	61.5%
After participating in difficult conversations, I take time to evaluate others' perspectives and make changes appropriately.	0%	0%	11.5%	42.3%	46.2%
When receiving feedback, I tend to follow up or make changes as necessary.	0%	0%	7.7%	38.5%	53.8%
When working with others, I openly share my ideas and suggest new ways of doing things.	0%	0%	11.5%	50.0%	38.5%
I support and praise other team members for their contributions.	0%	0%	3.8%	46.2%	50.0%
When working with others, I feel free to bring issues to the table that need to be resolved.	0%	0%	19.2%	23.1%	57.7%

Achieve, Recommend, Connection, Influence Career Goals, Ability to Remain Enrolled (N=25)

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

1. Did you achieve what you hoped to as an SHJ Scholar?
2. Would you recommend the Sam H. Jones Scholarship Program to a friend?
3. Did receiving this scholarship help you form a connection to IUPUI?
4. Did participation in the Sam H. Jones scholarship program influence your future career goals?
5. Did receiving financial support from the Sam H. Jones Scholarship affect your ability or decision to remain enrolled at IUPUI?
6. When you were initially admitted to IUPUI, did you know about the SHJ Community Service Scholarship?

	Total
Achieve what you hoped	92%
Recommend SHJ	96%
Connection with IUPUI	100%
Influence Career Goals	68%
Ability to Remain Enrolled	88%
Knew about the SHJ Program when admitted	40%

- 92% of the respondents reported that they had achieved what they hoped for this year.
- 96% of the respondents would recommend the Scholarship Program to a friend.
- 100% of the respondents reported that receiving the scholarship helped them form a connection to IUPUI.
- 68% of the respondents reported their participation in the scholarship influenced their career goals.
- 88% of the respondents reported that support from the SHJ program affected their ability or decision to remain enrolled.
- 40% of the respondents knew about the SHJ program when they were admitted.

Social Justice (N=26)

Students were asked to indicate the extent to which they agree/disagree with the following statements about their views or perspectives in general. (Response options: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe that it is important to allow individuals and groups to define and describe their problems, experiences, and goals in their own terms	0%	0%	3.8%	30.8%	65.4%
I feel confident in my ability to talk to others about social injustices and the impact of social conditions on health and well-being	0%	0%	23.1%	30.8%	46.2%
Other people around me are engaged in activities that address social injustices.	0%	3.8%	19.2%	34.6%	42.3%
Other people around me feel that it is important to engage in dialogue around social injustices.	0%	3.8%	11.5%	38.5%	46.2%
Other people around me are aware of issues of social injustices and power inequalities in our society	0%	3.8%	26.9%	26.9%	42.3%

Diversity (N=26)

Students were also asked to indicate the extent during the past year in which they performed the actions listed below. (Response options: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy having discussions with people whose ideas and values are different from my own.	0%	0%	7.7%	23.1%	69.2%
The real value of a college education lies in being introduced to different values.	3%	0%	3.8%	34.6%	57.7%
I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.	0%	0%	7.7%	23.1%	69.2%
Learning about people from different cultures is a very important part of my college education.	0%	3.8%	3.8%	15.4%	76.9%
I enjoy taking courses that challenge my beliefs and values.	3.8%	0%	23.1%	23.1%	50.0%
The courses I enjoy most are those that make me think about things from a different perspective.	0%	3.8%	15.4%	26.9%	53.8%
Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.	0%	3.8	3.8%	30.8%	61.5%

Interactions, Dialogue and Reflection (N=26)

Respondents were asked the extent to which they interacted and had dialogue with those different from them, as well as how often they reflected on their service activities. (Response options: 1=Not at All, 2=Very Little, 3=Somewhat, 4=Quite a bit, 5 = to a Great Extent)

	Not at all	Very little	Somewhat	Quite a bit	To a great extent
Interact with those different from you (e.g., race, ethnicity, social economic status, gender, sexual orientation).	0%	0%	11.5% (3)	23.1% (6)	65.4% (17)
Have dialogue with those different from you (e.g., race, ethnicity, social economic status, gender, sexual orientation).	0%	0	7.7% (2)	34.6% (9)	57.7% (15)
Reflect on your service activities.	0%	0%	3.8% (1)	34.6% (9)	61.5% (16)

Mattering (N=25)

Respondents were asked the extent to which they interacted and had dialogue with those different from them, as well as how often they reflected on their service activities. (Response options: 1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Always)

	Total	Never	Seldom	Sometimes	Often	Always
I feel like I have a voice on campus.	25	4.0%	8.0%	32.0%	36.0%	20.0%
I feel like I have a voice in my classes	25	0%	8.0%	24.0%	52.0%	16.0%
I feel like I am taken seriously on our campus.	25	0%	12.0%	20.0%	48.0%	20.0%
I feel like I am taken seriously in my classes.	25	0%	0%	20.0%	52.0%	28.0%
I feel like faculty and staff are investing in me on our campus.	25	0%	0%	12.0%	56.0%	32.0%

• 100% of the respondents feel like they are taken seriously (sometimes, often, always) in their classes and that faculty and staff are investing in them on our campus. 88% of respondents feel like they have a voice on campus. 92% of respondents feel like they have a voice in their classes. 88% of respondents feel like they are taken seriously on our campus.

OPEN-ENDED RESPONSES

Achieve What They Hoped For

92% of the respondents reported that they achieved what they had hoped for during the year. Below are their open-ended responses when asked “why or why not”.

Bonner Leaders Year 1

- **Yes:** I was placed with a community site that I am passionate about and feel like I am making a difference.
- **Yes:** In hopes of being a SHJ Scholar, I wanted to build my community service skills and just my social skills and being a Bonner Scholar really helped me do that. When I say helping the community by volunteering, I was hoping it was things that I wanted to do or things that I enjoyed doing and I realized through Bonners that it's not all sweet and fun. I learned through Bonner that once you choose to become a volunteer for the community, you have to accept whatever event the provider gives you and you just have to accept it with the mindset of wanting to help them no matter what the service is. For example, when we picked out seeds and separated them for the Indy Library, it was not what I expected nor was it something I'd enjoy. I learned through that volunteering event, though, that even if the service is boring you have to learn to find the good/positive sides to it and make it memorable.
- **Yes:** Yes, I hoped to get involved in Indianapolis community and learn more about the history and dynamics of this city and I believed I did just that
- **Yes:** I have learned about different communities and what strengths and weaknesses that they have. I also learned how to use their strength to improve or eliminate weakness that the community may have. I also have learned a lot about compassionate about things that haven't happened to me. I have learned to give sympathy and offer what I can to help with topics or events that I have no experience with.
- **Yes:** I wanted to be involved in my community and provide aid to those who might need it. While I wish I could have done more to help the people who need it the most, I am happy that I was able to provide even a little bit of a help. Bonners helped me achieve this goal.
- **Yes:** Yes and No? I feel I could have been involved more and my focus was getting through the first year and I was still learning how to balance my priorities. But I was able to learn many valuable things that allowed me to see a different perspective of values and morals.
- **Yes:** I learned a lot and became more openminded to different things. It also opened a lot of doors to meeting people that could potentially help me.
- **Yes:** This year as an SHJ Scholar, I was able to learn many new things. From learning new study skills to participating in service projects I was able to increase my skills. Using my knowledge obtained from the first-year seminar I was able to better navigate my way through college at IUPUI. This was definitely something that I wanted to achieve while starting the program. Having a community I could ask for help, and even just make friends with was one of my best achievements. The different types of service projects were one of my favorite things that really expanded my skill set and network.
- **Yes:** I hoped I will continue to give back to my community and I did exactly that.

Bonner Leaders Year 2

- **Yes:** I think I did, maybe not all of them, but more yes than no. I was able to interact with a small part of the community, but I wish I had gotten into it more. That is really the only major thing that wasn't what I hoped for that I sort of didn't get, at least not to the extent I hoped. Other than that, I pretty much got everything I hoped for in terms of community engagement, connections, and experiences.
- **Yes:** I feel like I was an active help in my community.
- **Yes:** This is a challenging question for me, because any complaints I have about my time with Bonner this year are because of my own time constraints and lack of capacity. I would have liked to participate more fully in discussions, but at times felt that this was not as high of a priority as my classes and other work.
- **Yes:** I have grown personally in my knowledge about service and social issues. This makes me more confident to address these situations in the future and be prepared to discuss difficult issues. I am also more open to talk about these topics and am more empowered to go make a difference.
- **Yes:** This year, I expanded my knowledge and potential within my service learning with my school, IUPUI, and the community of Indianapolis. I looked beyond my service and saw how I could better myself and my community with the skills and knowledge gained from my own life experiences and my Bonner service learning and activities.
- **Yes:** I was able to find a service placement that allowed me to be a leader while still being in an educational position with a lot of room to grow. The room for growth allowed me to feel like I could be more than what I am and do more than what I have done. In the leadership aspect, I have been able to share my knowledge and experience in areas to inspire others to also work towards the same purpose as me. Being passionate about my service has changed the program for me because it gives me a greater sense of purpose and fulfillment.
- **Yes:** I achieved leadership skills and was able to connect with local organizations.
- **Yes:** I was not able to volunteer very much this semester, but I felt like I was able to learn more about the community when I did.
- **Yes:** One of the main goals I had this year as an SHJ Scholar was to find a placement that I could commit to and would enjoy volunteering at. I was able to do this and found an amazing sense of community in my placement allowing me to love volunteering even more.

Bonner Leaders Year 3

- **Yes:** Throughout the year as an SHJ scholar I have been set up with many volunteering activities that have allowed me to help define myself and my purpose as a member of the IUPUI Community. Through volunteering at Paws pantry to neighborhood cleanup I was able to realize that there is so much more you can do to help your community even when it seems like it's impossible to help. These activities and experiences have allowed me to realize that no matter how big the problem is you can simply go at it step-by-step and do your best to advocate for the problem itself.
- **Yes:** I was pleased with my experience.
- **No:** I wish it was more involved in campus life.
- **Yes:** I am engaged in service and learning about leadership.
- **No:** I did not achieve as much as I wish I could have as a SHJ Scholar this year. I have been dealing with many personal difficulties that made it hard for me to fulfill my duties as a scholar. I do plan on have supplemental duties over summer to make up for the lack thereof during the academic year.

Bonner Leaders Year 4

- **Yes:** Getting to connect with my Bonner Scholars really shaped my experience of college and the program.
- **Yes:** I feel like I was able to really serve and give back. I was able to use my Bonner skills and leadership abilities a lot throughout the semester with different group projects and more.

Suggestions for Improvement

Scholars were asked to share any suggestions they have about how to improve the Bonner program in the future. Below are their responses.

Bonner Leaders Year 1

- I would like to see more community building activities as a cohort.
- The program itself is wonderful and very beneficial to some of us students here at IUPUI that's received this scholarship but I think that there could be some twists to it. For example, it'd be really nice if we could meet less on Friday's just because a lot of us students take that day of the week to either study or to just relax and be away from school works. It'd be also nice if we didn't have a specific site but rather be able to volunteer from any organization around the city and around Indiana as a whole just so that we're able to make the community and the state here a better place without having to stick on a single site. I think if it's done that way it'd be easier for the students to find sites and find sites that we'll enjoy by exploring our opportunities!
- Have different sites pre determined.

- Maybe more impactful volunteer experiences?
- I wish there wasn't such an emphasis on hours. I want to do meaningful work, but with such little time to find and connect with sites greatly limits the amount of opportunities to pursue. Especially with the impending fear of not being able to work and make enough money to live and eat and afford rent.
- I think student leadership would help us improve as leaders.
- More group work and involvement.
- I have no suggestions! Thank you.
- Be more student led and faculty supported

Bonner Leaders Year 2

- I think it needs a stronger sense of community. I know we all work together and meet sometimes, but I wish I got to learn more about other sites and what the other Bonners were doing. I would like to feel inspired by them. Maybe an end-of-the-year presentation or showcase could help with that, and more events and activities with the other Bonners, maybe not strictly meetings, but like all meeting up at a fair or a park, like that.
- I wish we could get to know each others sites a bit more.
- I think that the Bonner program could be really enhanced by taking in more student input in informal settings. One of our meetings was focused on improving Bonner, and I really felt that reflection was meaningful and beneficial for myself, my peers, and the program. So by increasing the informal opportunities for students to share feedback would be really powerful in improving the program.
- I don't have any major suggestions. Perhaps some more large events to join the whole community together.
- I suggest having more group field trips within the community.
- More group service activities in a variety of places.
- Maybe having a peer mentor program will be helpful for new members.
- More group volunteer activities
- I would like to see more group volunteering opportunities to allow later Bonner years to connect to newer ones and reconnect with their own Bonner year.

Bonner Leaders Year 3

- Personally, for me the program has been a great experience so not really any suggestions to provide. But if any come to mind I will for sure let Charli know!
- More hands-on activity and less lectures.
- Become more involved in campus life, have more dialogue with different views, not push different beliefs as true, and create a better networking system.
- Less service hours per semester because it can be a lot to balance with school.
- I think it would be beneficial to have more group community work opportunities in supplement to the usual cohort meetings.

Bonner Leaders Year 4

- I have none.
- Loved being a Bonner these past 4 years. I've made friends and learned things about myself I wasn't aware of before. I am prepared to lead.

Appendix A

EXPERIENCES OF SCHOLARS

Bonner Year 1	This year as a SHJ Scholar, we participated in volunteer activities at the Indianapolis Public Library, Indianapolis Zoo, and Westminster Community Center.
	This year as an SHJ Scholar, I have done many activities with the group. These activities include painting walls for a community building, helping the community library, and being aware of the community in Indianapolis by walking through the city. These activities were all challenging and out of my comfort zone but I learned to have patience and to be more aware of my surroundings so it was a wonderful experience for me.
	Walk and talk Painting a bathroom Volunteering at paws pantry Volunteering at the zoo Community engagement a local facilities Sorting seeds to give to families
	- Helped the Indianapolis zoo with their community event for Halloween

	<ul style="list-style-type: none"> - Completed peer bonding activities in class that provided insight one topics that are touchy subjects - Packaged seeds for the Indianapolis Library - Painted a bathroom for the Westminster community center - the walk and talk that we went on to learn about Indianapolis' history and community
	I volunteered at the library, zoo, westminster, and paws pantry. I spent the time to help increase capacity at the locations. Like prepping arts and crafts, packing seeds, painting bathrooms, and moving and organizing food.
	<ul style="list-style-type: none"> - Halloween projects at the zoo <p>We were able to help the zoo put together the arts and crafts for the kids to play when they enter the zoo.</p> <ul style="list-style-type: none"> - paws pantry <p>We were able to help take boxes down and organize the food for those who worked at Paw's Pantry in order to make the process easier.</p> <ul style="list-style-type: none"> - Painting bathrooms at Westminster <p>We were able to help Westminster prepare their bathrooms, an intimate and quiet spot, for children and adults to go into.</p>
	My activities included service acts like paws pantry, zoo community work, and painting a bathroom part of a facility.
	My activities this year as an SHJ Scholar included service learning, classroom learning, and community building. Some of the service projects I have worked on so far include painting walls, volunteering at the zoo, and even food pantries. Every service learning opportunity has been able to teach me new things and build community. Working closely with the same group of people was one of my favorite things and I met amazing people. I also was able to experience classroom learning with this same group of people. Many times we have educated conversations about various different topics. This is something that I also love about Bonner's because I am able to voice my opinion on different topics since all conversations are respectful.
	I volunteered with Dream Alive INC and I got opportunity to mentor young kids in 8th and 7th grade, I also went to multiple field trips with Urban Act Academy.
Bonner Year 2	I mainly volunteered at Paws Pantry on campus, restocking the pantry and working shifts while it was open to helping it run better. I also did a lot of Christmas events in the area in the fall semester. I also attended the Bonner meetings, did the activities, and worked with my fellow Bonners.
	I volunteered at the campus food pantry as well as HANDS in Autism at a division of IU Methodist at Riley Outpatient. I learned a lot through those activities as well as Bonner meetings.
	My activities this year as an SHJ Scholar included participating in bi-weekly Bonner training meetings, a couple retreats (including the big one in January!), and my weekly service at a community partner site. I volunteered with two community partners, Starfish Initiative and Rebecca's Garden of Hope. Both of these sites involved working with youth, Starfish was more indirectly and RGOH was directly working with younger kids.
	This year I attended the Bonner meetings where we did several activities and had several discussions to discuss leadership, community service, and civic engagement along with social and political issues. These meetings help open my mind to learn other perspectives and have helped me grow personally. I also volunteer each week and learn a lot through the nonprofit organization I partner with.
	The activities that were conducted in my second year of being an SHJ Scholar included learning field trips, group meetings with reflections, information sessions, and bonner centered activities about service learning.
	This year I attended meetings where we gained perspective and knowledge surrounding social justice and community. I also got the chance to work with a service placement that aligns with my interests and passions.
	This year I volunteered through my organization called JagDeliver which works towards fighting food insecurity in the Indianapolis area.
	I approached social justice in a different way than I am used to because I want to be able to have different opinions based on the specific approach or point of view that I take.
	This year as an SHJ Scholar I was able to participate in a full academic year placement that has also allowed me to feel motivated to continue volunteering there over the summer. I participated in meetings where we engaged in a variety of discussions and activities as well.
Bonner Year 3	I have volunteered at Paws Pantry, this allowed me to see how impactful these food pantries really are for the IUPUI community. Neighborhood cleaning has been a huge one this semester as you can truly see that you're making a difference even though it's a small difference. Attending the meetings in which I was able to learn more about global service learning and how I could help be a part of it.
	We got together in the classroom and learned about the importance of the community.
	Had a lot of meetings and served a lot
	Volunteered at the zoo with other bonner's, went to the state house, volunteered as a site leader at paws pantry, started volunteering at the Ronald McDonald house for children, attending biweekly bonner meetings and completed activities with my cohorts related to leadership and identity.

	As an SHJ Scholar this year I had the pleasure of attending the Bonner congress resort in Kentucky, the summer leader institute in new jersey over the summer, and work with the Ronald McDonald House of Charities.
Bonner Year 4	I was able to mentor the first year seminar and the first year's class. It was such an amazing experience and time to connect with the new Bonners and teach them about the program. I also learned a lot about myself as a student and a person, about my leadership skills and communication.
	This year I served on Saturdays at the Student Outreach free clinic. I checked patients in and took vitals and did assessments on patients.