



I N D I A N A C A M P U S C O M P A C T

CROSSROADS

A N D

COMMON GROUND

A Compilation Report: Three ICC Studies



Crossroads and Common Ground

An Indiana Campus Compact Compilation Report

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Indiana | Campus Compact

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Indiana | Campus Compact

...advancing citizenship and service
as critical components of higher education.

Indiana Campus Compact (ICC) is a network of college campuses that involves students, faculty and staff in service-learning and civic engagement in order to educate citizens, prepare tomorrow's leaders, and contribute to the quality of life of America's communities. ICC supports the integration of service-learning and civic engagement into campus culture by facilitating collaborations, sponsoring programs, sharing best practices and promoting awareness of higher education's role in graduating well-informed, engaged citizens.

This report is a compilation of three research studies funded by the Lilly Endowment Inc. Spanning a period of eight years, these three studies represent three different focuses: student retention, public perceptions of higher education, and the impact of service on local communities.

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INTRODUCTION

Indiana Campus Compact is a consortium of colleges and universities, private and public, bound together by a commitment to enrich lives through service and engagement. As a network of support for students, faculty and staff, Indiana Campus Compact strengthens a campus' capacity for the integration of service-learning and civic engagement through promoting immersive experiences, active citizenship, and servant leadership – all directed toward community improvement.

For more than ten years, we at Indiana Campus Compact have been committed to promoting a renewed vision of colleges and universities as active and involved members of their communities and as institutions where students can enjoy a more complete education, one that complements knowledge acquired in classroom with learning developed through service in the community. During this time, we have undertaken a number of research incentives designed to measure the effectiveness of what we do, and to determine how we can do it better.

Indiana Campus Compact's research is pioneering because the questions we have asked are ones for which the field has not had high quality research to answer. Specifically, these are:

- (a) What is the relationship between service-learning and student retention?
- (b) What does the general public think about the involvement of campuses in communities in general, and in service-learning, in particular?

“You have done a fantastic job of breaking through the bubble that exists over campus and branching out into the Franklin community. Students are more active in the community & hopefully they will stay after graduation.”

— Franklin College

- (c) What do persons in communities who are most familiar with civic engagement activities think about those activities?
- (d) What impact does service-learning have on the communities in which it takes place?

Presented here is a compilation of findings from the preliminary studies that begins to address these questions. When taken together, they form a body of research, creating a baseline from which to proceed - one which both explicates our past and illuminates our future.

What is the relationship between service-learning and student retention?



In 2000, ICC commissioned the first of two research studies designed to investigate whether students' enrollment in a service-learning course in the first semester of their first year of college was related to (a) their self-reported intentions to stay on that campus, and (b) their re-enrollment the following fall on that campus.

The ICC Retention Study found that service-learning courses in students' first semester provide higher quality educational experiences (vs. traditional first-year courses) that influence students' intentions to return to the same campus. Conducted by the IUPUI Public Opinion Lab, research focused on two questions related to differences between service-learning participants and other students.

- 1) Do first-year students enrolled in a service-learning course report outcomes that are significantly different than first-year students who do not participate in service-learning?

“I oversee a volunteer center. My staff and I have lots of ideas. I have seen great improvement in Purdue’s level of involvement in the community. I think the ethic of community service has germinated.”

— Purdue University



“Building a partnership with non-profits, congregation schools, and cultural institutions is the key to Butler’s viability as a service-learning center. President Bobby Fong and Dr. Margaret Brabant deserve credit for initiating and strengthening partnerships and alliances in the community.”

— Butler University

- 2) Is service-learning associated with students’ intention to return to the same campus and with retention to the sophomore year?

First-year students (n = 805) reported that the service-learning courses (vs. other first-year courses) were better educational experiences based on the extent of peer and faculty interaction, their satisfaction with the course, their perceived learning, the degree of active learning, and personal relevance. *First-year students participating in service-learning were more likely than their non-service-learning peers to indicate that they planned to reenroll and eventually graduate from their current institution* and, in fact, when the Fall 2001 enrollment data were collected, service-learning students *were* actually more likely to have reenrolled at the same campus for their second year.

This finding is consistent with other past and current studies which indicate that there exists a strong relationship between service-learning and retention. From the national perspective, Campus Compact has recently published a research brief wherein several studies are sourced which corroborate this connection (Keup, 2005; Vogelgesang, Ikeda, Gilmartin and Keup, 2002; Swail, 2003; Woodard, Mallory and Deluca, 2001). These findings correspond with the 2004 ACT Policy Report on the role of academic and non-academic factors in improving college retention wherein the following is noted:



As students become more integrated into the academic and social fabric of the campus community, their levels of commitment, academic self-confidence, and motivation increase. This



in turn influences their level of persistence. On the state level, Indiana University-Bloomington has conducted a recent analysis of its ACE program wherein current

student-participants were found to have been retained at higher rates than students from their 2003, 2004, and 2005 cohorts (Lumina Foundation Report, September 14, 2006). According to Todd Schmitz, Executive Director of University Reporting:

Across the board, these students (enrolled in Lumina-funded, service-learning courses) were retained at higher rates than non-service-learning students.

What does the general public think about the involvement of campuses in communities, in general, and service-learning, in particular?

Parallel to the retention study, a second study was launched by ICC in 2000 which sought to explore the public perception of higher education – and more specifically, Hoosier attitudes toward Hoosier institutions. Using a representative sample of Indiana residents, this study found that *the general public supports service-learning and they would be even more enthusiastic if they understood how service-learning is capable of producing what they care about most: students who are well-prepared for professional careers and civic life.* The specific objectives of the research were to explore the following:

“If possible, keep students linked with an organization throughout their course work at Ball State. Offer more community-wide projects students can participate in. Involve more minority students and match them with minority-based organizations. Encourage students to create suggestions for organizations to implement. I think the students are finally coming into the community. I would like to see more staff, faculty and especially administration concerned with community issues.”

—Ball State



“I think Franklin College has done an excellent job of putting its students out into the community and involving them in non-profit works. However, the college has been less successful at inviting the community onto the campus and getting their input on college decisions.”

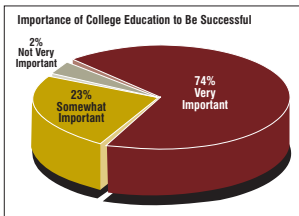
—Franklin College

- What are their perceptions of Indiana colleges and universities in general? (How important do Indiana residents believe higher education is?)
- What are the main reasons residents attended or did not attend college?
- How do residents assess the role of colleges and universities in terms of community involvement? (How do residents rate colleges and universities in a number of service areas?)
- What community service or service-learning activities are residents aware of?
- What impact has involvement in community service had on participants?
- What types of community service or service-learning activities do residents feel Indiana colleges and universities should be involved in?
- Would Higher Education be improved if community service were a part of every student’s course of study?

ANALYSIS OF THE TWO STUDIES

Perceptions of Higher Education in General

The first question asked was, “*How important do you think a college education is for an individual to be successful in the State of Indiana?*” Ninety-seven percent of the respondents said at least



“somewhat important,” with nearly three-fourths (74.1%) saying “very important.” Only a very small percentage, 2.1%, said that a college education is “not very” or “not at all important” to being successful in Indiana.

“I am very pleased with historic southern Indiana and IUSB’s staff and faculty. Over the years they have provided excellent support and leadership for heritage preservation and tourism in Southern Indiana. Thank you for such a motivated outreach program.”

— Indiana University/South Bend

When asked about their perceptions of colleges and universities in Indiana, *the excellent quality of education available to students was the most commonly cited “perception” in both rounds of interviews*, followed by “positive comments about Indiana University-Bloomington” and “positive comments about Purdue University.” This study also revealed that if respondents had stopped attending college, or had never attended college, it wasn’t because they felt it was unimportant. The reasons for non-attendance ranged from lack of financial resources to increase of personal problems or family-related responsibilities.

Roles of Colleges and Universities

Preparing the community’s future leaders” and *“improving the quality of life in your community”* were cited as the most significant roles colleges and universities play. However, when respondents were asked to rate the significance Indiana colleges and universities play in five perceived roles of colleges and universities, “involving students in community service” was the lowest rated. What this communicates is the lack of perceived connection between community service and servant leadership – as well as a lack of perceived connection be-



tween community service and improvement of life in one’s community. Compounding this lack of perception of connection is the fact that this study also revealed an overall lack of awareness of community service activities happening at colleges and universities in Indiana.

Awareness of Community Service Activities

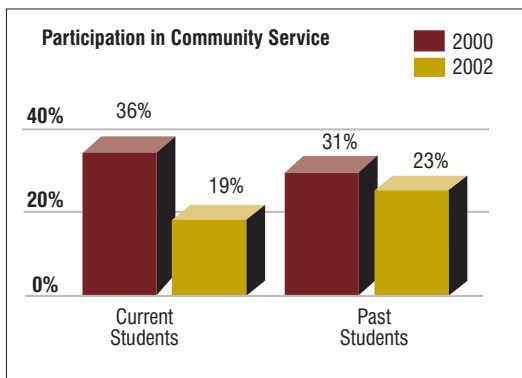
Only one-third of the respondents indicated they were aware of college and university involvement in community activities. Only 37% of those respondents who had attended college at some

point reported awareness of “any college or university’s involvement in community service activities.” Those respondents who reported they had attended college and were aware of “any college or university’s involvement in community service activities” were asked whether they participated in community service as a student. Nearly one-third (32.1%) of these respondents indicated they did participate in community service as a student. Thus, by the numbers, participation mirrored awareness. This percentage of Hoosier students engaged in service is nearly identical to the national average – both in the year during which this study was conducted and currently. In the most recent edition of the *Campus Compact Current* (Spring 2007), the average portion of students engaged in service in 2001 was 28%; in 2006 it rose to 32%.

Impact of Community Service on Students

When respondents who were service learners were asked if they have or if they would continue to participate in some form of community service, 70% of the respondents responded in the affirmative. Respondents who had participated in community service

activities as students were asked whether they would continue



Note: The percentages are based on the number of current/past students who reported they were aware of “any college or university’s involvement in community service.”

“I am always highly impressed by the students who attend Notre Dame. They seem to be genuinely interested in giving back to the community and sharing their skills and knowledge with those less fortunate.”
 — University of Notre Dame

to participate in community service. An overwhelming majority of 88% indicated they would. *Overall, it appears that students who do participate are finding the experience rewarding and have either continued the community service work outside of college, or plan to in the future.*



Types of Community Service in Which Colleges and Universities Should be Involved

Respondents who were familiar with colleges and their role in community service were asked, “What types of community service or service-learning programs do you think colleges and universities in Indiana should be involved in?” Note: this is different from the one above which explored familiarity; this questions asked respondents what types of community service *they* believed colleges and universities *ought* to be involved in. Thirty percent of the respondents who were asked this question could not give an answer. Might this indicate a need to review the extent to which service-learning experiences encourage creative and critical thinking? When respondents were asked if education would be improved if community service were part of every student’s course of study, *78% of the respondents believed that “undergraduate college education would be improved if community service was part of every student’s course of study.”*

It is apparent from the results of the studies that Indiana residents need more information about community service and the role of Indiana colleges and universities in community service activities. This indicates that more effort needs to be focused on both groups to increase awareness and participation.

“I believe that the Purdue University administration feels an obligation to contribute and participate in the community. The relationship continues to expand and be a valuable asset in making this community a great place to live.”

— Purdue University



“IU Bloomington students and faculty are valuable to the community; area non-profits and those who are served by non-profits without IU services would significantly decrease and the quality of life in the community would decrease as well. IU Bloomington’s value must be seen also as economic developer and opportunity optimizer!”

—IU Bloomington

Based on this representative sample of adults in Indiana (n = 821), the results indicate that there was limited familiarity with campus programs focused on community service, and, not surprisingly, correspondingly lower ratings of these programs, relative to ratings of performance on other educational goals (e.g., marketable skills, problem-solving skills). Nevertheless, three-quarters of respondents (74%) indicated that this is a role that higher education should play. A similar percentage endorsed the use of community service as enriching an undergraduate student’s educational experience; thus there was a very strong endorsement from the public for service-learning. *If community leaders and residents do not have good information about civic engagement activities in their communities, then consistent with the results of this survey, these activities will be undervalued in spite of a bias on the part of the general public to value and recognize them as educationally meaningful and worthwhile.*



What do persons in communities who are most familiar with civic engagement activities think about those activities?

What are the benefits of service-learning and civic engagement to communities? Community impact is among the least researched areas for service-learning and there are no longitudinal studies to date. This is in spite of the identification in all principles of good practice for service-learning that reciprocity guide its implementation and that community needs and benefits be a prerequisite for designing service-learning courses. In 2004 Indiana Campus Compact began

a two-year study in collaboration with the IUPUI Survey Research Center and the IUPUI Center for Service and Learning. The study focused on the following research questions:



- 1) Are civic engagement activities in a targeted geographic neighborhood associated with changes in public perceptions of the impact higher education has on the community?
- 2) Do the amount and type of different forms of campus civic engagement (i.e., service-learning courses, student volunteerism, service-based research, faculty-agency service partnerships, COPC granted institutions, America Reads) in a targeted geographic neighborhood yield different public perceptions of the community impact of higher education?
- 3) Does a structured plan for implementation of community engagement activities in a targeted geographic neighborhood yield different public perceptions of community impact when compared with less coordinated civic engagement efforts of campuses?
- 4) Does the nature of the partnership between institutions of higher education and a targeted geographic neighborhood (i.e., use of campus facilities, joint meetings, reciprocity on committees, regular consultation) make a difference in perceptions of community impact?

“Service-learning projects are excellent opportunities for students to grow and communities to gain great benefits. I would hope such programs will be expanded in the future. Increased support for student learning projects is much needed. I applaud Butler University for this gallant endeavor to better educate students and improve our community.”

— Butler University



“Community support always begins with the top leadership. In my opinion Dr. Alan Harre has done an outstanding job in leading community efforts on behalf of Valparaiso University and his faculty has followed the lead.”

— Valparaiso University

Research

Thirteen campuses¹ in Indiana participated in this study. Campus staff (a) identified a particular geographic neighborhood in which civic engagement activities were occurring, (b) completed a campus survey in 2004 and in 2005 of civic engagement activities in the targeted geographic area, and (c) identified up to 40 key informants on campus and in the community who were familiar with the civic engagement activities. A survey was conducted by the IUPUI Public Opinion Lab to ask key informants (n = 267) about (a) their familiarity with campus programs in their community, (b) the quality of the relationship between their community and the campus (c) the closeness of the relationship, and (d) the benefits.



Results

Respondents indicated that they have very positive reactions to all items about civic engagement activities. Mean responses for Familiarity, Relationship Quality, Closeness, and Benefits were all high for the sample. Over 90% of respondents indicated that the campus was at least 3.0 (“Good”) on the 5-point scale on Benefits; 75% indicated at least “Agree” on the items measuring Closeness of the relationship; and 70% indicated at least “Agree” on the

¹Indiana Campus Compact campuses that participated were Ball State University, Butler University, Earlham College, Franklin College, Indiana University Bloomington, IU-Northwest, IUPUI, IU-South Bend, University of Notre Dame, Purdue University, Purdue-North Central, Taylor University, and Valparaiso University.

“The concept of service-learning is an excellent one. I have heard the litany of service-learning activities from Purdue officials, but have little direct interaction myself. There is much more to do, especially in Lafayette.”

— Purdue University

Quality of Relationship items. Responses did not significantly vary for race (white, nonwhite), gender, and primary role (campus vs. non campus).

Analyses indicated that the respondents’ perception of community benefits was significantly related to both Relationship Quality and Closeness, indicating *that the nature of the relationship was important to accomplishing goals that the community cared about*. Furthermore, the more familiar the respondents were with university activities in their community, the more they described the relationship as close, and the greater the benefits were to the community.

Concerning the issue of reciprocity between the campus and community, the following two items were examined: “There are many examples that [campus] has contributed to decisions made in your community”; and “There are many examples that persons in your community have contributed to decisions made at [campus].” Responses to these two items were related ($r = .46$), indicating reciprocity, in that, across the thirteen campuses, the more involved the

campus was in community activities, the more the community was involved in campus affairs. However, an examination of the means indicated that *campuses were significantly more involved in their communities (mean = 3.22) than communities were in campus matters (mean = 2.86)*.

Across institutions, Benefits, Closeness, Familiarity, and Quality of the Relationship were not related to years of involvement in the community, number of students involved, number of faculty involved, the presence or absence of a HUD-sponsored Community Outreach Partnership Center, institutional types (i.e., Public vs. Private, Land Grant, Liberal Arts, Professional, Urban), or size of the



budget that supported the work. Thus, *communities appreciated the involvement of campuses and it does not seem to matter what type of civic engagement is taking place; they like it all.*

What impact does service-learning have on the communities in which it takes place?

Respondents were contacted one year after the initial survey to determine what kinds of changes in opinion took place. The results indicated that there were no significant changes over time and that the opinions remained very positive. The research on the opinions about civic engagement provides the first assessment of what the general public thinks about service-learning. The results affirm the public's support of service-learning and indicate that *they would be even more enthusiastic if they understood how service-learning is capable of producing what they care about most: students who are well-prepared for professional careers and civic life.* What would be even more convincing to them would be having them understand that service-learning also prepares students to be civic-minded graduates and professionals.



Finally, Indiana Campus Compact sought an additional community perspective on various types of civic engagement (i.e., service-learning, America Reads/Counts, volunteers, faculty involvement) from community persons who were the best informed about these activities. Their voice was loud and clear: *they liked what was occurring, thought it was of benefit to*

“I think this is an area with unlimited potential! Any activity a professor or class wanted to do, I am sure there is an agency with whom they could work. IU South Bend is a great community partner. I look forward to working with them even more in the future!”
— Indiana University South Bend

“Butler in my opinion has moved from an isolated fortress, 35 years ago, to a much more neighborhood/ community-friendly organization. The leadership over the past few years has enhanced the efforts to interact.”

— Butler University

their communities, thought the relationships between campus and community had good qualities, and wanted to continue the involvement (particularly enhancing their involvement in campuses).

CONCLUSIONS AND FUTURE DIRECTIONS

Indiana Campus Compact is an organization that seeks to involve whole campuses in community service in order to fulfill higher education’s most noble goals of educating citizens, preparing tomorrow’s leaders, and contributing to the life of America’s communities. ICC supports the integration of community service into the cultures of its member campuses by facilitating collaborations, sponsoring programs, advocating policy, and promoting public awareness. Our research agenda over the past seven years has been to establish the extent to which past efforts to achieve these goals have been successful, and to discover the ways in which future endeavors may be improved. Drawing from the studies completed thus far, we can conclude the following:



- Service-learning courses – especially in students’ first semester – provide higher quality educational experiences (vs. traditional first-year courses) that influence students’ intentions to return to the same campus.
- The general public supports service-learning and they would be even more enthusiastic if they understood how service-learning is capable of producing what they care about most: students who are well-prepared for professional careers and civic life.

- Indiana residents recognize the importance of a college education in achieving economic and personal goals, and they recognize the high level of quality education that a student can receive in our state; if they never attend or leave institutions of higher education, their reasons are generally financial or personal.
- Indiana residents believe the most significant roles of higher education to be preparing the community's future leaders and improving the quality of life in communities, with growing local economies, promoting citizenship, and providing community service close behind.
- Hoosier students who participate in service-learning find the experience rewarding and have either continued the community service work outside of college, or plan to do so in the future.
- A majority of Hoosiers believe that undergraduate college education would be improved if community service were part of every student's course of study – with those never having attended college being the strongest voice in this regard.



“Purdue North Central actively and creatively engages the civic engagement mission. The role of PNC in fostering collaboration, providing research to assist in public decision making and the preparation of students to assume leadership roles is exemplary. The institution evidences a commitment to service-learning as far more than an academic enterprise. One senses that the campus leadership understands the unique relationship that the campus and community share. I look for innovation and expanded opportunities for students and faculty to engage in the work of building strong and viable futures for the people of LaPorte County.”

— Purdue North Central

- Although Hoosiers value community service, the general public lacks complete awareness of the full array of service incentives on campuses. The closer an individual is to the service, the greater his or her awareness becomes – as well as the extent to which the service is valued – no matter how educational or worthwhile.
- Those Hoosiers whose lives are touched by community service like that service – no matter what it is – and they want more of it – regardless of how much they currently enjoy.

So what does all of this tell us? How do these footprints of the past help us determine pathways for the future? The following observations might serve as valuable signposts...

For Students... Pursuing higher education and enrolling in service-learning courses early in your academic career will better position you for financial success, professional growth, and personal satisfaction. Going to college and becoming immersed in your learning through service and engagement activities will serve to acclimate you better to the application of intellectual and academic skills to real-life problems. Becoming immersed in your learning will encourage your completion of your degree.



For Faculty and Staff... The role of higher education is perceived by many to include educating students to be citizens and leaders as much as professionals and workers. Therefore, the continued development of innovative curriculum that is interactive and immersive is critical in addressing the developmental needs of students who are servant-leaders under construction. Passion, commitment, and enthusiasm for service will enable faculty and staff to become change agents on their campuses so that colleges and universities can find



“I believe that Franklin College equips its students for leadership beyond the classroom by allowing the students to have numerous opportunities to learn new skills and empower them to be strong, bold, and courageous leaders who learn to collaborate with others and lead by example. Many of the professors live what they teach and I believe that their students notice that unique difference versus other colleges and/or universities. I applaud them and their efforts with their students!”

— Franklin College

new, more pervasive ways through which to inform and engage members of the community in which their institution lives.

For Administrators... With the introduction of the new accreditation Criterion Five by the North Central Association, attention will be drawn to ways in which campuses can create or enhance a climate of service, engagement, and immersive learning. This factor, when combined with continuing interests in student retention and quality education, strengthens the case for increasing support for service-learning programs and incentives across the board. Devoting more resources to building and sustaining high quality programs will become imperative for colleges and universities to remain competitive in the increasingly interactive educational environment of the 21st century.



For the Community... Colleges and universities have a great deal to offer in terms of person power and resources, and by expanding the traditional lines of communication between ‘town and gown,’ great progress may be made in strengthening old alliances and forging new ones. With the understanding that the benefits are great and the cost is low, communities would do well to actively seek out information about potential partnerships with colleges and universities more often, and to find new and innovative ways with which to partner with their neighbors in higher education.

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“I can remember years ago when the town and college first did not get along; that has changed. I like each faculty member one-on-one, but when several of them are together I have a feeling that I’m ignored or just not there. On the whole, Taylor is a great asset for this town.”

—Taylor University

PHOTO CREDITS BY PAGE NUMBER

- 2 Marian College
- 3 Franklin College
- 4 Valparaiso University
- 6 Franklin College
- 8 University of Indianapolis
- 9 Franklin College
- 10 Anderson University
- 11 Marian College
- 12 Franklin College
- 13 Ball State University
- 14 Holy Cross College
- 15 Marian College
- 16 Saint Mary's College
- 17 University of Indianapolis

BACK COVER

Colleges represented clockwise, from upper left:
Anderson University, Franklin College, Franklin College,
Saint Mary's College, Franklin College, and Valparaiso University



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