

## PRAC Discussion Group Summary

### Continued Implementation of the Profiles

#### How are you going about the Profiles in your respective unit?

1. In some schools, there has been no explicit development of learning activities for the Profiles, but it was a matter of identifying what we were already doing, mapping and recognizing what was already there.
2. Some efforts at assessing in the Profiles were interrupted last spring by the student exhaustion, COVID, everything. And that would have been the first semester when that was being done.
3. Profiles in the School of Ed are already being used toward their national accreditation standards. So it fits well.
4. They're in regard to assessment and improvements. It just all seems very new.
5. There seems to be already some pretty established alignment with the Profiles and some assessment.
6. School of Engineering - you have rigorous accreditation standards...able to align their assignments, activities, projects to the Profiles and do the mapping... School of Informatics, same thing there. They've done the alignment to the Profiles, redesigning course objectives and learning outcomes accordingly.
7. Institute for Engaged Learning where we assess student reflective work and undergraduate research and service learning and internships all aligned to the Profiles using one of the AAC&U VALUE rubrics last year and this year
8. Honors is doing a lot of work with reflection, student reflection and doing assessment using AAC&U VALUE rubrics aligned to the Profiles as well.
9. There seems to be alignment and assessment work happening using rubrics.
10. Individual programs, like the undergraduate research program and the community engagement programs are working with the Profiles.
11. This spring we will be developing some identical learning outcomes or at least mapping more specifically some of the program learning outcomes to the Profiles and having those moving forward to guide our programming and our assessment even more specifically than we are now.
12. The School of Liberal Arts is doing a lot of mapping to their own curriculum. Not every course is there yet, but they're working on it.
13. The Profiles are really identified as a great way to offer a framework for developing scaffold assignments and curriculum, offering a way to go deeper toward program curriculum, course goals.
14. Mapping was not a difficult thing to do; it was a good framework and a good guide.
15. A representative from IU Fort Wayne mentioned the professional schools' accreditation goals being mapped to the Profiles as well, and how that was actually really helpful.
16. A lot of good work is happening in the school of liberal arts. Some of the departments are definitely leading the pack. There is some really good work, and they are having conversations. We think that the conversations overall about general education is helping to move this work forward in that school.
17. Some of our other members in our group talked about some good work that they've seen, such as mile marker assignments. And those are asking for student reflection. The students are directed toward good reflection; that seems to work well.

18. We talked about how some schools have committees that make assessment more central; that helps create that culture of assessment. We recommended that as a good idea.
19. We talked about integrating the graduate level program with the undergraduate level program to help both programs participate in assessment.
20. For the School of Education, instructional teams on a given cohort assess using a rubric based on the Profiles. They follow up with students after they graduate, then again a year out.
21. As Jared alluded to earlier, within IEL, we do a reflection assessment. We assess those using the AAC&U written communication VALUE rubric. Based on that pilot work, we refined the prompts to be the same prompts across all the programs as the rows from the written communication rubric and also added two rows from the ACA new integrative learning value rubric. That really gets at the problem solving aspect. I'm really excited about that going forward this year. And that's what Steve mentioned campus-wide.
22. In the first-year semester survey, they asked students to rate their performance based on the Profiles. While that's indirect, it provides really good information.

**What challenges are you encountering or do you foresee as we continue implementing and assessing the Profiles?**

1. We haven't had enough times around the cycle to close the loop or really do anything with our findings.
2. But we don't think it will be much of a problem because the Profiles are so easily compatible with our existing curriculum and existing program learning outcomes.
3. We discussed a little bit whether this is a field where internal bench-marking would be useful or whether we want an evenness across programs.
4. The point that the Profiles might be more useful for defining the directions in which we want to grow than they are for measuring progress. Because they are applied unevenly in different fields.
5. We thought they were particularly useful for facilitating discussions and increasing awareness about the value of programs, but difficult to assess as discrete items.
6. Getting faculty to help with the effort; getting buy-in. Sometimes assessment is just checking boxes and we need to be more intentional about closing the loop.
7. Not all students are reflecting to specific learning objectives.
8. There were difficulties last year. COVID made it hard; not seeing our colleagues.
9. We're not having our advisory board meetings.
10. We're being overloaded, teaching extra classes. But that led to some good recommendations and brainstorming.
11. There are several items in the alumni survey that ask about their skills. How did your IUPUI education help with specific skills related to Profiles? While indirect, it provides really interesting insights in terms of challenges.
12. For the School of Education, one challenge is a survey issued by the Indiana Department Education that contains questions not necessarily related to our Profiles. That's a challenge they're working through.

**How have stakeholders, and, in particular, students and external stakeholders, been involved in any part of your array of activity from the designing of learning outcomes, providing input into the curriculum?**