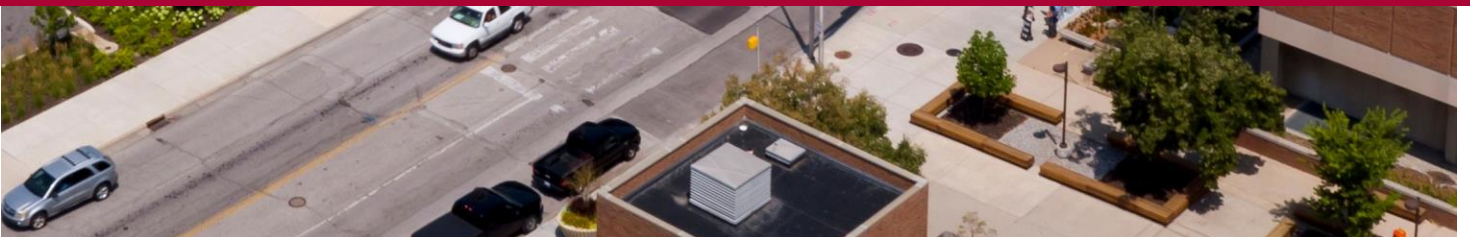




IUPUI

**Students' Self-Reported Learning for
the Profiles of Learning for
Undergraduate Success**



Assessing the Profiles of Learning for Undergraduate Success

Student Learning Assessment at IUPUI

The office of Institutional Research and Decision Support (IRDS) provides consultation to help leaders develop quality assessment plans and instruments to assess student learning directly and indirectly. Our aim is to help the campus student learning improvement plans as well as accreditation demands.

Advancing Student Learning In and Out of the Classroom

IUPUI prepares students to communicate, innovate, engage in local and global communities, and solve the problems of the twenty-first century. Along this journey, students will have many opportunities to reflect upon your classroom and co-curricular learning, develop your expertise in your chosen field, and grow as a human being. You will become acquainted with each of the Profiles—Communicator, Problem Solver, Innovator, and Community Contributor—beginning in general education courses and first-year experiences and continuing as you progress along your pathway through your major coursework and co-curricular activities toward your capstone or culminating experience.

Profiles of Learning for Undergraduate Success

Each Profile will provides students with various opportunities to deepen their disciplinary understanding, participate in engaged learning, and refine what it means to be a well-rounded, well-educated person prepared for lifelong learning and success.

- **Communicator**
Conveys ideas effectively through writing, oral, and visual mediums
- **Problem Solver**
Collects, analyzes, evaluates, and synthesizes information to implement innovative solutions
- **Innovator**
Builds on experiences and disciplinary expertise to approach new situations in original ways
- **Community Contributor**
Is an active and valued contributor on the campus and in local and global communities

More Information

- <https://due.iupui.edu/undergraduate-curricula/general-education/profiles/index.html>
- <https://irds.iupui.edu/reports-presentations/assessment.html>

Profiles of Learning for Undergraduate Success: Results Highlights

In an effort to assess students' learning outcomes related to the Profiles of Learning for Undergraduate Success, we developed new items or mapped existing items on several survey instruments including *the End-of Semester Survey*, *the National Survey of Student Engagement (NSSE)* and *IUPUI Campus Alumni Surveys*. The data presented in this report represent "indirect" measures of student learning. They are not to be interpreted as actual measures of students' skills and abilities. However, indirect measures can be used to determine which skills and abilities students' feel are being most enhanced by their IUPUI education. These data can also be used in conjunction with direct assessments of students' performance on the Profiles to gain more comprehensive information on which areas may need additional emphasis. Full results of all surveys can be found on the [IRDS website](#).

First-Year Beginners End-of-Semester Survey

In December 2018, all IUPUI first-year beginning students at the Indianapolis campus were asked to participate in the *End-of Semester Survey*. Among the questions were a set of items in which students were asked to rate their level of confidence with regard to a series of skills and abilities related to the Profiles for Undergraduate Learning and Success (Profiles). A total of 788 students responded to the survey for a response rate of 21%. Among the highlights:

- IUPUI Beginners demonstrated the most confidence in a skill that cut across all four Profiles. Eighty-four percent of respondents were very confident or confident in their ability to work with people from different backgrounds.
- Respondents were extremely confident in skills related to the Community Contributor Profile. At least 79% of respondents were very confident or confident that they could effectively recognize and appreciate cultural differences, advocate for their beliefs in a civil and respectful manner, and recognize their own cultural rules and biases.
- "Communicator" was the profile where respondents demonstrated the lowest level of confidence. Sixty-three percent of respondents were confident or very confident in their ability to support an argument using appropriate data or effectively write a well-organized final report or paper. About six out of ten were very confident or confident they could effectively prepare a formal oral presentation.

National Survey of Student Engagement

Pages 5-10 include data from the Learning Gains items obtained from the National Survey of Student Engagement (NSSE). These items were designed to collect data on students' confidence in performing specific academic skills and the extent to which their institution helped them develop these skills. Each of the Learning Gains items was mapped to one of the IUPUI profiles. Among the highlights:

- In 2015, 2018, and 2021, both Beginners' and Seniors' highest ratings were in their ability to think critically and analytically. This skill is linked to the "Problem Solver" Profile.
- In 2015, Beginners' lowest rating was related to being an informed and active citizen, associated with the "Community Contributor" profile. This was also the lowest self-rating for seniors in all three years.
- Less than half of first-year beginners in 2021 indicated that they had learned "quite a bit" or "very much" regarding solving complex real-world problems or acquiring job- or work-related skills. Conversely, at least 63% of 2021 seniors indicated that they learned "quite a bit" or "very much" from IUPUI regarding these skills.
- Preliminary results suggests that Beginners' perceptions of their learning in 2021 were lower than Beginners' perceptions in 2018 across every dimension. This will be investigated further once NSSE results have been finalized.

Alumni Survey

In 2019, IRDS was charged with conducting a survey of recent alumni. The survey was administered to all undergraduate degree/certificate recipients from the 2014 and 2016 cohorts. There were 611 total respondents with a response rate of 9.7%. Among the highlights:

Satisfaction with Co-Curricular Experiences and Other Services

- Undergraduate student alumni reported that they would like to have more opportunities for career and professional development and to participate in international activities on campus. More than one-quarter of respondents reported being dissatisfied or very dissatisfied with these two items.

Participation In Co-curricular Experiences

- The most common extra-curricular activity reported among alumni respondents was internship, co-op, field experience, etc. (61%), followed by community service or volunteer work that was not part of a course (59%).
- Just over half (51.5%) of respondents also indicated working on a project addressing a real-world problem and as well as participating in community service or volunteer work that was part of a course.

Knowledge and Skills

- Respondents rated themselves as “quite a bit” to “very much” prepared to understand and value cultural differences (79%), as well as working with people from different backgrounds (81%). Similarly, 75% of respondents indicated being “quite a bit prepared” or “very much prepared” to initiate interactions with those who are culturally different.
- Areas in which students reported lower levels of agreement with being “quite a bit” or “very much” prepared including the ability to recognize one’s own cultural rules and biases (68%) and contribute to communities locally and globally (60%).

Beginning Students' Self-Ratings of Effectiveness on the Profiles of Learning for Undergraduate Success

Profile	I feel confident that I can effectively...	N	Mean*	Not At All Confident	Somewhat Confident	Neutral	Confident	Very Confident
				Percentage				
All profiles	Work with people from different backgrounds (e.g., races, ethnicities, religions, socioeconomic backgrounds, cultural, or sexual orientations)	702	4.27	0.6	3.4	11.4	37.9	46.7
Community Contributor	Recognize and appreciate cultural differences and initiate interactions with those who are culturally different	701	4.12	0.3	3.9	14.7	45.9	35.2
Community Contributor	Advocate for my beliefs in a civil and respectful manner	701	4.11	0.3	3.0	17.0	44.7	35.1
Community Contributor	Recognize my own cultural rules and biases	700	4.04	0.6	4.6	15.9	48.0	31.0
Problem Solver	Engage in meaningful self-examination and reflection	698	4.01	0.7	5.7	17.8	43.1	32.7
Problem Solver	Modify how I approach a problem based on the requirements of the situation	696	3.98	0.1	5.6	16.5	51.6	26.1
Community Contributor	Be a meaningful contributor to communities locally and globally	701	3.95	0.6	4.0	22.4	46.1	27.0
Innovator	Generate new ideas about how to approach an issue	702	3.71	1.7	10.4	22.6	45.4	19.8
Communicator	Support an argument using appropriate data (quantitative or non-quantitative) data	702	3.68	2.4	12.0	22.1	42.0	21.5
Communicator	Write a well-organized final report or paper	702	3.61	3.1	14.7	19.7	43.3	19.2
Communicator	Prepare a formal oral presentation to communicate ideas and information	700	3.57	4.9	13.0	22.3	39.7	20.1

* 1=Not at All Confident, 2=Somewhat Confident, 3=Neutral, 4=Confident, 5=Very Confident

National Survey of Student Engagement (NSSE) Self-Reported Learning Gains Items Mapped to the IUPUI Profiles

First Year Beginners: 2015

Profile	NSSE Perceived gains items	N	Mean*	Std. Dev.	Very little	Some	Quite a bit	Very much
All	Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	494	2.89	0.95	8.5%	25.3%	34.8%	31.4%
Communicator	Perceived gains: Writing clearly and effectively	495	2.91	0.90	7.1%	24.2%	39.2%	29.5%
	Perceived gains: Speaking clearly and effectively	493	2.93	0.92	6.7%	26.0%	34.9%	32.5%
Community Contributor	Perceived gains: Working effectively with others	494	2.95	0.88	6.5%	21.7%	41.9%	30.0%
	Perceived gains: Developing or clarifying a personal code of values and ethics	495	2.79	0.96	10.5%	27.9%	34.1%	27.5%
	Perceived gains: Being an informed and active citizen	495	2.66	1.01	14.5%	29.3%	31.5%	24.6%
Problem Solver	Perceived gains: Thinking critically and analytically	492	3.15	0.82	2.8%	18.3%	39.8%	39.0%
	Perceived gains: Analyzing numerical and statistical information	491	2.74	0.97	11.4%	29.3%	33.0%	26.3%
	Perceived gains: Solving complex real-world problems	494	2.69	0.98	12.1%	31.4%	31.6%	24.9%
?	Perceived gains: Acquiring job- or work-related knowledge and skills	493	2.73	0.97	11.8%	28.4%	34.7%	25.2%

* 1=Very little, 2=Some, 3=Quite a bit, and 4=Very much

National Survey of Student Engagement (NSSE) Self-Reported Learning Gains Items Mapped to the IUPUI Profiles

First Year Beginners: 2018

Profile	NSSE Perceived gains items	N	Mean*	Std. Dev.	Very little	Some	Quite a bit	Very much
All	Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	797	2.90	0.94	8.3%	24.1%	36.6%	31.0%
Communicator	Perceived gains: Writing clearly and effectively	800	2.78	0.88	8.1%	28.0%	42.1%	21.8%
	Perceived gains: Speaking clearly and effectively	797	2.81	0.89	8.7%	25.1%	42.8%	23.5%
Community Contributor	Perceived gains: Working effectively with others	801	2.91	0.85	5.4%	24.7%	43.2%	26.7%
	Perceived gains: Developing or clarifying a personal code of values and ethics	800	2.75	0.93	10.9%	25.9%	40.3%	23.0%
	Perceived gains: Being an informed and active citizen	798	2.66	0.97	12.7%	32.2%	31.8%	23.3%
Problem Solver	Perceived gains: Thinking critically and analytically	798	3.10	0.78	2.8%	18.0%	46.0%	33.2%
	Perceived gains: Analyzing numerical and statistical information	798	2.70	0.95	11.3%	30.5%	35.3%	22.9%
	Perceived gains: Solving complex real-world problems	802	2.67	0.94	11.2%	32.7%	34.0%	22.1%
?	Perceived gains: Acquiring job- or work-related knowledge and skills	799	2.67	0.94	12.0%	30.7%	36.0%	21.3%

* 1=Very little, 2=Some, 3=Quite a bit, and 4=Very much

National Survey of Student Engagement (NSSE) Self-Reported Learning Gains Items Mapped to the IUPUI Profiles

First Year Beginners: 2021

Profile	NSSE Perceived gains items	N	Mean*	Std. Dev.	Very little	Some	Quite a bit	Very much
All	Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	508	2.72	0.94	11.0%	29.5%	36.2%	23.2%
Communicator	Perceived gains: Writing clearly and effectively	513	2.58	0.87	10.9%	35.1%	39.2%	14.8%
	Perceived gains: Speaking clearly and effectively	511	2.56	0.92	14.1%	31.3%	38.7%	15.9%
Community Contributor	Perceived gains: Working effectively with others	509	2.61	0.95	12.6%	34.2%	32.6%	20.6%
	Perceived gains: Developing or clarifying a personal code of values and ethics	510	2.59	0.94	13.1%	33.3%	34.9%	18.6%
	Perceived gains: Being an informed and active citizen	510	2.50	0.91	13.7%	37.8%	32.9%	15.5%
Problem Solver	Perceived gains: Thinking critically and analytically	511	2.99	0.81	3.1%	23.9%	43.4%	29.5%
	Perceived gains: Analyzing numerical and statistical information	509	2.65	0.93	11.0%	33.6%	34.8%	20.6%
	Perceived gains: Solving complex real-world problems	511	2.50	0.90	12.5%	40.5%	31.7%	15.3%
?	Perceived gains: Acquiring job- or work-related knowledge and skills	510	2.49	0.96	16.7%	34.7%	31.4%	17.3%

* 1=Very little, 2=Some, 3=Quite a bit, and 4=Very much

National Survey of Student Engagement (NSSE) Self-Reported Learning Gains Items Mapped to the IUPUI Profiles

Seniors: 2015

Profile	NSSE Perceived gains items	N	Mean*	Std. Dev.	Very little	Some	Quite a bit	Very much
All	Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	805	2.89	1.00	10.7%	24.5%	30.4%	34.4%
Communicator	Perceived gains: Writing clearly and effectively	806	3.02	0.92	6.1%	23.3%	33.1%	37.5%
	Perceived gains: Speaking clearly and effectively	802	2.94	0.94	8.0%	23.2%	35.7%	33.2%
Community Contributor	Perceived gains: Working effectively with others	803	3.04	0.91	5.6%	22.4%	33.9%	38.1%
	Perceived gains: Developing or clarifying a personal code of values and ethics	804	2.78	1.05	14.8%	24.4%	29.1%	31.7%
	Perceived gains: Being an informed and active citizen	803	2.70	1.00	13.2%	30.1%	30.1%	26.5%
Problem Solver	Perceived gains: Thinking critically and analytically	806	3.32	0.79	2.0%	14.6%	33.0%	50.4%
	Perceived gains: Analyzing numerical and statistical information	803	2.88	0.97	9.2%	26.2%	32.1%	32.5%
	Perceived gains: Solving complex real-world problems	804	2.87	0.96	8.6%	28.0%	31.5%	32.0%
?	Perceived gains: Acquiring job- or work-related knowledge and skills	806	3.02	0.95	7.1%	22.6%	31.3%	39.1%

* 1=Very little, 2=Some, 3=Quite a bit, and 4=Very much

National Survey of Student Engagement (NSSE) Self-Reported Learning Gains Items Mapped to the IUPUI Profiles

Seniors: 2018

Profile	NSSE Perceived gains items	N	Mean*	Std. Dev.	Very little	Some	Quite a bit	Very much
All	Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	1,025	2.96	0.93	7.5%	23.2%	35.2%	34.0%
Communicator	Perceived gains: Writing clearly and effectively	1,024	2.94	0.89	5.4%	26.1%	37.6%	31.0%
	Perceived gains: Speaking clearly and effectively	1,021	2.89	0.93	7.5%	26.8%	34.9%	30.8%
Community Contributor	Perceived gains: Working effectively with others	1,022	3.12	0.86	4.0%	19.3%	37.7%	39.0%
	Perceived gains: Developing or clarifying a personal code of values and ethics	1,022	2.85	0.99	10.8%	25.3%	31.9%	32.0%
	Perceived gains: Being an informed and active citizen	1,023	2.71	0.99	12.2%	30.4%	31.2%	26.2%
Problem Solver	Perceived gains: Thinking critically and analytically	1,022	3.32	0.78	2.1%	13.1%	35.8%	49.0%
	Perceived gains: Analyzing numerical and statistical information	1,026	2.85	0.97	8.9%	28.6%	31.1%	31.5%
	Perceived gains: Solving complex real-world problems	1,020	2.89	0.93	7.5%	26.3%	35.8%	30.5%
?	Perceived gains: Acquiring job- or work-related knowledge and skills	1,022	2.99	0.94	7.2%	22.9%	33.9%	36.0%

* 1=Very little, 2=Some, 3=Quite a bit, and 4=Very much

National Survey of Student Engagement (NSSE) Self-Reported Learning Gains Items Mapped to the IUPUI Profiles

Seniors: 2021

Profile	NSSE Perceived gains items	N	Mean*	Std. Dev.	Very little	Some	Quite a bit	Very much
All	Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	758	2.89	0.94	8.8%	23.7%	36.5%	30.9%
Communicator	Perceived gains: Writing clearly and effectively	758	2.86	0.91	7.8%	26.3%	38.1%	27.8%
	Perceived gains: Speaking clearly and effectively	759	2.79	0.93	8.8%	29.4%	35.3%	26.5%
Community Contributor	Perceived gains: Working effectively with others	757	3.00	0.89	5.8%	22.5%	37.8%	33.9%
	Perceived gains: Developing or clarifying a personal code of values and ethics	757	2.79	0.97	11.5%	25.0%	36.5%	27.1%
	Perceived gains: Being an informed and active citizen	756	2.71	0.99	12.8%	29.0%	32.9%	25.3%
Problem Solver	Perceived gains: Thinking critically and analytically	760	3.23	0.79	2.6%	13.9%	40.9%	42.5%
	Perceived gains: Analyzing numerical and statistical information	757	2.86	0.92	8.6%	24.7%	38.8%	27.9%
	Perceived gains: Solving complex real-world problems	759	2.83	0.93	8.7%	27.3%	36.8%	27.3%
?	Perceived gains: Acquiring job- or work-related knowledge and skills	759	2.92	0.94	8.6%	22.5%	36.8%	32.1%

* 1=Very little, 2=Some, 3=Quite a bit, and 4=Very much

Alumni Survey Results

In 2019, IRDS was charged with conducting a survey of recent alumni. The survey was administered to all undergraduate degree/certificate recipients from the 2014 and 2016 cohorts. There were 611 total respondents with a response rate of 9.7%.

Satisfaction with Co-Curricular Experiences and Other Services

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Mean*	N
Opportunities to engage in community service or volunteer work	3.8%	13.3%	52.0%	30.9%	3.10	421
Opportunities to develop leadership skills	4.3%	14.4%	49.2%	32.0%	3.09	465
Opportunities to develop appreciation for diversity (e.g., outside speakers, programs, films, book discussions)	5.2%	13.9%	52.9%	28.0%	3.04	425
Opportunities for professional development (e.g., conferences, presentations)	8.7%	23.7%	43.5%	24.1%	2.83	439
Opportunities to participate in international activities on campus (e.g., courses/programs with international students, using the global classroom)	7.5%	25.3%	48.5%	18.7%	2.78	359
Opportunities for career development (e.g., externships, job shadowing, career workshops, internships)	10.7%	27.2%	38.8%	23.4%	2.75	449
Opportunities to participate in the Alternative Break Program	14.2%	22.6%	42.5%	20.8%	2.70	212

* 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very Satisfied

Participation In Co-Curricular Experiences

	Did not do this	Did this
Internship, co-op, field experience, practicum, student teaching experience, or clinical placement	38.7%	61.3%
Community service or volunteer work, not as part of a course	41.1%	58.9%
A project addressing a real-world problem	48.5%	51.5%
Community service or volunteer work as part of a course	48.6%	51.4%
Student club or organization	58.5%	41.5%
A learning community or some other formal program where groups of students take two or more classes together	71.4%	28.6%
Peer mentoring	75.8%	24.2%
Research project with a faculty member outside of course or program requirements	78.8%	21.2%
Electronic portfolio (ePortfolio/ePDP)	85.7%	14.3%
Study abroad	87.1%	12.9%
Student government	93.4%	6.6%

N= 555

Alumni Survey Results

Knowledge and Skills

	Not at all prepared	Somewhat prepared	Quite a bit prepared	Very much prepared	Mean*	N
Work with people from different backgrounds (e.g., races, ethnicities, religions, socioeconomic backgrounds, cultural, or sexual orientations)	3.7%	15.1%	27.8%	53.4%	3.31	536
Understand and value cultural differences	4.3%	16.8%	30.8%	48.1%	3.23	536
Initiate interactions with those who are culturally different	6.0%	18.9%	30.1%	44.9%	3.14	534
Write a well-organized final report or paper	3.0%	20.4%	37.1%	39.5%	3.13	539
Modify how I approach a problem based on the requirements of the situation	4.7%	19.9%	36.1%	39.3%	3.10	534
Prepare a formal oral presentation to communicate ideas and information	3.5%	21.9%	36.9%	37.7%	3.09	539
Generate new ideas about how to approach an issue	4.5%	22.1%	38.6%	34.7%	3.04	533
Support an argument using appropriate (quantitative or non-quantitative) data	5.0%	20.6%	41.8%	32.5%	3.02	538
Advocate for my beliefs in a civil and respectful manner	8.1%	22.4%	33.1%	36.5%	2.98	532
Engage in meaningful self-examination and reflection	9.0%	22.9%	33.0%	35.1%	2.94	533
Recognize my own cultural rules and biases	10.5%	22.0%	33.8%	33.8%	2.91	533
Contribute to communities locally and globally	12.2%	27.9%	31.8%	28.1%	2.76	534

* 1 = Not at all Effective, 2 = Somewhat Effective, 3 = Effective, 4 = Very Effective

Students' Self-Reported Learning for the Profiles of Learning for Undergraduate Success

By
Institutional Research and Decision Support

