

Update on The Profiles—August 2021

Information provided by Jerry Daday, Margie Ferguson, Stephen Hundley, Sonia Ninon, Kristy Sheeler, and Anita Snyder

Program-level Learning Outcomes and The Profiles

The Profiles were approved by the Indianapolis Faculty Council in May 2018. During the 2018-2019 academic year, the Undergraduate Affairs Committee (UAC) began work on helping programs align their learning outcomes to The Profiles with a series of workshops led by the Center for Teaching and Learning. All programs were asked to align their program level learning outcomes to The Profiles by May 2019, and 99% of our undergraduate programs accomplished this goal.

General Education Review Process and Relationship to The Profiles

The UAC has a strong process in place for the assessment of general education courses. Beginning with the fall 2020 semester, all general education course learning outcomes were mapped to the statewide general education competencies and to The Profiles. Currently, when a program submits a dossier for general education review, it demonstrates student learning in each of these areas (course learning outcomes, statewide competencies, The Profiles) and provides direct evidence from student work samples as supporting evidence as well as student feedback on perceptions of their learning. Usually, if a course dossier is submitted without the mapping to The Profiles and statewide competencies, then the course coordinator is asked to resubmit those documents. All general education courses will be reviewed at least once by fall 2022.

Capstone Courses and Relationship to The Profiles

By spring 2021, all programs were asked to submit to the UAC capstone courses in which they would demonstrate learning around The Profiles. This request was made parallel to work coordinated by the Institute for Engaged Learning on assessment in capstone courses. As of May 2021, approximately 93% of programs identified and assessed their capstone courses to demonstrate learning around the Profiles.

Midpoint Courses and Relationship to The Profiles

The UAC has asked departments to identify their mid-point course and submit documentation that demonstrates learning around The Profiles by December 2021.

On-Campus Student Employment and Relationship to The Profiles

The Office of Student Employment requires position descriptions to be mapped to The Profiles for positions in which an undergraduate could be hired.

Division of Student Affairs and The Profiles

In the spring of 2019, the Division of Student Affairs (DoSA) unit leaders revised their student learning outcomes and mapped them to The Profiles. Of the nine DoSA units, six¹ currently use a combination of direct and indirect measures—pre- and post-tests, survey instruments, and

¹ Campus Center and Student Experiences, Counseling and Psychological Services, Student and Family Connections formerly Educational Partnerships and Student Success, Health and Wellness Promotion, Housing and Residence Life, and the Office of Student Advocacy and Support

rubrics²—to assess student learning and development in one or more of the four areas of the Profiles. The other three DoSA units had to postpone their assessment plans to the academic year 2021-22 because the COVID-19 pandemic shifted existing priorities and engendered new ones. Campus Health staff will start assessing the training experience they offer to IUPUI nursing students. In addition to assessing student learning and development, Campus Recreation staff will also explore the impact of involvement in campus recreation activities on students' sense of belonging, academic performance, retention, and graduation. Student Conduct staff will initiate a process to create learning outcomes for sanctions that are tied to the Profiles.

The Institute for Engaged Learning and The Profiles

About the Institute for Engaged Learning

The Institute for Engaged Learning (IEL) promotes the effective use, delivery, scaling, and tracking of and equitable access to High-Impact Practices (HIPs) to support student learning, engagement, and success. At the core of the IEL's mission is to promote undergraduate learning through equitable access to pathways of connected curricular and co-curricular, experiential, applied, and integrative learning opportunities that prepare students for lives of meaning and success with skills to communicate, innovate, engage with communities, and solve problems of the 21st century. Our goal is to ensure that all 20,000 undergraduate students at IUPUI participate in 4 engaged learning experiences (averaging one per academic year) along an engaged learning pathway. This student-centered engaged learning pathway begins with Foundational Experiences (e.g., Bridge, First-Year Seminar, General Education), and progresses through a variety of Pathway Experiences (e.g., undergraduate research, community/civic engagement) and culminates the students' Capstone Experience within their school of major. Students use an ePortfolio to capture and integrate their learning across this engaged learning pathway. The Institute has created several faculty fellow appointments to help guide and support this work.

Engaged Learning Showcase

In the Institute hosted a virtual Engaged Learning Showcase in April and May of 2021: <https://getengaged.iupui.edu/showcase/2021/index.html> The showcase reflected the breadth and depth of the great work that our students, faculty, and staff are doing on our campus, especially during the Covid-19 pandemic. The Engaged Learning Showcase website linked to more than 330 student ePortfolios, showcasing their work in capstone experiences, undergraduate research and creative activity, internships, community engagement, global learning, project-based learning, Honors, and the first-year experience. The Engaged Learning Showcase website also linked out to sites created by departments and units, which displayed the work of more than 250 additional students engaged in these same high-impact experiences. And lastly, the scholarly work of more than a dozen faculty and staff was also on display in specific showcases on the site, including the Bringle and Hatcher Civic Engagement Showcase and the Global Learning Showcase. In total, the work of approximately 650 students and dozens of faculty and staff are on display across the entire Engaged Learning Showcase website.

² College Unbound's [Resilience Rubric](#), [Conflict Resolution Rubric](#), [AAC&U Intercultural Knowledge and Competence VALUE](#), [AAC&U Problem Solving VALUE](#), and [AAC&U Civic Engagement VALUE](#)

Assessment

The Institute developed and integrated a common reflection prompt and the use of an ePortfolio in all IEL sponsored undergraduate research (MURI, UROP, and DSRP), civic engagement (e.g., Bonner Scholars, Civic Engagement Associates, Sam H. Jones Scholars), and leadership programming (e.g., Jaguar Leadership Network). This was an effort to standardize the use of ePortfolio within IEL programming and to gather direct measures of student learning that aligned to the Profiles. Our intent in the Institute is to assess one or more of The Profiles each year. For AY 2020-2021, these final reflections were assessed by a team of IEL staff using the AAC&U Written Communication and Integrative Learning Rubrics.

- For *Written Communication*, all of the student reflection artifacts at least met the benchmark for Control of Syntax and Mechanics. Nearly all (103 of 104) of the student reflection artifacts at least met the benchmark for Content Development. Overall, 99.5% of the scores for Written Communication met the benchmark.
- For *Integrative Learning*, nearly all of the student reflection artifacts (102 of 104) at least met the benchmark for Connections to Experiences. Likewise, nearly all of the student reflection artifacts (103 of 104) at least met the benchmark for Reflection and Self-Assessment. Overall, 98.6% of the scores for Integrative Learning met the benchmark.
- Results are being used to refine the delivery and structure of existing programming as well to develop revised reflection prompt and assessment processes for 2021-2022.

The Record

We use the Record of Experiential and Applied Learning to document student engagement in applied and experiential forms of learning. A subcommittee of the Program Review and Assessment Committee (PRAC) is responsible for approving experiences for Record designation. The application process requires the faculty member, staff member, or program director to articulate the learning outcomes for the activity, which must also align to one or more of the Profiles. The applicant must also document the use of student reflection and provide an assessment plan with relevant rubrics. As of summer 2021, 427 experiences have been approved for inclusion on the Record. We currently have 3,475 unique students with at least 1 Record bearing experience listed on their Record. The Institute has worked with the Office of the Registrar to deliver several presentations to showcase and promote the Record on campus (TRIO, Career Week, PRAC), state-wide (INAIR Conference) and nationally (AACRAO Comprehensive Learner Showcase; AAC&U; and IMS Global Roundtable). We now have a Tableau report that allows us to look at retention and student success measures for experiences listed on the Record. This is an important first step. Last year we were awarded an additional \$15,000 grant from AACRAO/NASPA/Lumina to build enhancements into our Record. This grant will help us in our ability to import large numbers of student information into the Record efficiently and to build a tool that will allow students and advisors to find and identify Record bearing experiences easily and efficiently.

Professional Development

The Institute partnered with the Center for Teaching and Learning (CTL) to create and offer a four-part professional development series in the spring semester of 2021 focused on the Profiles. Academic units have been aligning the Profiles with general education, introductory, and capstone courses, as well as one or two courses in the middle of a degree program for the purposes of learning outcomes assessment. This professional development series provided

faculty and staff with (1) the opportunity to align a project, activity, or assignment in a course with one or more of the Profiles, and (2) specific rubrics that could be used to assess student learning. 23 faculty and staff participated in more than 1 session of this series.

Program Review and Relationship to The Profiles

IUPUI's Program Review is a periodic, improvement-oriented process used in academic programs, support units, and research centers and institutes. Program principals develop a self-study, involve external and internal peer consultants to read the self-study and meet with stakeholders, and use feedback from peer consultants to make ongoing improvements to learning experiences and processes. In 2019, we revamped the framework for how Program Review self-studies are developed, including incorporating a discussion of the implementation, assessment, and improvement of The Profiles. As we continue to scale the new framework, Program Review will provide another venue to encapsulate how The Profiles are being advanced across campus.

Program Review and Assessment Committee (PRAC) and Relationship to The Profiles

The campus-wide Program Review and Assessment Committee (PRAC) brings together school level and co-curricular faculty and administrative assessment leaders to coordinate campus-wide assessment efforts and oversee periodic program review and annual unit assessment reporting. PRAC meetings serve as forums for discussion and exchange of information and ideas on assessment plans, topics, trends, and strategies. It builds campus capacity for assessment through monthly discussions with national assessment experts, reports on internal assessment resources and activities, grants to support local assessment initiatives, and workshops offered in partnership with the CTL. The committee also advises on campus-level accreditation self-studies and reports and other assessment projects. In Spring 2020, PRAC engaged in a discussion of The Profiles (See "Program Review and Assessment Committee (PRAC) Summary on Continued Implementation of The Profiles") and updated its PRAC Report Guidelines to request unit responsiveness to implementation, assessment, and improvement of The Profiles.