



## Open Pathway Quality Initiative Report

### Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the quality improvement requirements of the Open Pathway.

8/31/21

*Signature of Institution's President or Chancellor*

*Date*

Nasser H. Paydar, Chancellor

*Printed/Typed Name and Title*

Indiana University-Purdue University Indianapolis (IUPUI)

*Name of Institution*

Indianapolis, Indiana

*City and State*

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

The report must be submitted by June 1 of Year 9.

Submit the report as a PDF file at [hlcommission.org/upload](http://hlcommission.org/upload). Select "Pathways/Quality Initiatives" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. The file name of the report should follow this format: QIReport[InstitutionName] [State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

**Date: 8/31/2021**

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## Report Categories

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### Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

The title of our Quality Initiative was “**Implementing New Institution-wide Learning Outcomes at IUPUI: Profiles of Learning for Undergraduate Success.**” To support advancing The Profiles, as they are known, across the campus, our Quality Initiative focused on these elements: communication; professional development; implementation; assessment and improvement; and documentation. Complementing the learning outcomes at course and program levels and in other settings, institution-wide goals for learning describe what students should know and be able to do as graduates of *any* program across the college or university. These goals reinforce the aims and values the institution places on a collegiate education, and they signal to students, parents, employers, and other influencers the broad outcomes graduates should be able to demonstrate by attaining a degree from the institution. At IUPUI, we prepare graduates for a variety of post-degree roles and contexts. Some of these broad outcomes include demonstrating civic-mindedness, finding employment, engaging in lifelong learning, pursuing graduate and professional education, thriving in a diverse and global world, and remaining connected to us as alumni. Students participate in a variety of purposeful learning experiences on their pathway to graduation to prepare them for a dynamic, meaningful, and resilient future.

The Profiles of Learning for Undergraduate Success are IUPUI's institution level student learning outcomes (SLOs). All our learning activities intentionally prepare students to be *communicators, problem solvers, innovators, and community contributors*. These represent the learning outcomes we desire of all our graduates, regardless of major; they are cascaded and aligned throughout IUPUI. Program level SLOs represent specific learning achievement required of graduates in individual degree programs. These reflect the various disciplinary ways of advancing our broader institutional SLOs. Course and activity level SLOs are the individual contexts in which learning occurs. These include academic courses, along with experiential, community, global, and cocurricular learning opportunities (involving on- and off-campus partners). The Profiles and program level SLOs get introduced and/or reinforced in these learning experiences. Finally, assignment level SLOs include specific interventions and assessments designed to implement course and activity level goals for learning. These also give students plentiful opportunities to demonstrate competence related to The Profiles and program level learning goals.

Undergirding the above activities are IUPUI's mission, vision, values, and strategic plan. Indeed, our #1 strategic plan goal is to promote undergraduate student learning and success. In addition to academic affairs, student affairs, and the academic units, a host of offices and committees engage in distributed leadership to support our efforts, including: Program Review and Assessment Committee (PRAC); Center for Teaching and Learning (CTL); Planning and Institutional Improvement (PAII); Institute for Engaged Learning (IEL); Student Experience Council (SEC); Institutional Research & Decision Support (IRDS); Undergraduate Affairs Committee (UAC); Division of Undergraduate Education (DUE); and Office of Community Engagement (OCE). Several processes and tools enable faculty, staff, students, and other stakeholders to facilitate and document student learning and assure our ongoing commitment to quality. Processes include degree proposals, periodic general education and program reviews, strategic plan and PRAC reports, and accreditation activities. Tools such as our Learning Management System (Canvas), the Experiential and Applied Learning Record (The Record), ePortfolios, degree maps and audits, and transcripts all support and encapsulate student achievement of learning at IUPUI.

## Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

IUPUI's Quality Initiative focused on our new institution-wide learning outcomes, the Profiles of Learning for Undergraduate Success, in which we intentionally prepare students to be *communicators*, *problem solvers*, *innovators*, and *community contributors*. We specifically focused on the following elements associated with helping us advance this work across campus:

- **Communication** about The Profiles to various stakeholders.
- **Professional Development** in support of The Profiles.
- **Implementation** of The Profiles in specific curricular and co-curricular contexts.
- **Assessment and Improvement** of student learning related to The Profiles.
- **Documentation** of student achievement of The Profiles learning outcomes in ways valued by students, faculty, staff, and other stakeholders.

In late-August 2021, we held The Profiles Retreat, during which nearly 70 IUPUI administrators, faculty, and staff members from all areas of our campus context reflected on the work undertaken the last two years—in part to prepare this report, and, importantly, to plan for ways we will strengthen and sustain our efforts going forward. We were pleased with the progress we were able to make concerning implementing our institution-wide goals for learning, despite considerable challenges associated with the COVID-19 pandemic, which unfolded starting in Year 1 of our 2-year Quality Initiative project. Information in this and following sections encapsulates feedback from stakeholders, including the table below which summarizes selected Quality Initiative accomplishments for each element.

Element	Summary of Selected Quality Initiative Accomplishments
Communication	<ul style="list-style-type: none"> <li>• <i>Identified audiences for communication:</i> students; faculty and staff; prospective students and parents/influencers; employers and community members; alumni; and institutional governance leaders.</li> <li>• <i>Determined media to implement communication:</i> print; digital; video; graphic representation; promotional items; and individual and group outreach.</li> <li>• <i>Outlined timing of message(s) to audiences:</i> when we develop or revise learning goals; when we have new members join our community; when we have important information to share about the achievement of learning goals; when we want to remind individuals and groups about a unified learning experience; and when we desire for certain actions to be undertaken to support or strengthen institution-wide goals for learning.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• <i>Identified participants for professional development:</i> faculty members; staff members; teaching assistants; and instructional partners (in the community and experiential learning settings).</li> <li>• <i>Used institutional information sources to prioritize professional development needs:</i> campus strategic plan; direction and input from individuals leading initiatives around institution-wide goals for learning; formal feedback or requests; and information in annual assessment reports.</li> <li>• <i>Determined professional development topics:</i> raising awareness of The Profiles; scaffolding program curricula to introduce and reinforce</li> </ul>

Element	Summary of Selected Quality Initiative Accomplishments
	<p>The Profiles; designing assignments and other learning experiences to support The Profiles; and developing or adapting rubrics to assess student achievement of learning.</p> <ul style="list-style-type: none"> <li>• <i>Implemented professional development in various ways:</i> workshops; consultations; Communities of Practice; electronic resources; grants for pilot projects; and reflective practice.</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• <i>First-year Experience (FYE) Courses:</i> This is a principal venue in which the aims and purposes of a collegiate education can begin to be fostered, including outlining The Profiles for students. Assignments and class time are spent reviewing, discussing, and identifying the myriad ways students will be exposed to and acquire institution-wide goals for learning throughout their educational experiences. Thus, all FYE courses are a site for implementation of The Profiles.</li> <li>• <i>General Education Courses:</i> These courses lay the groundwork for The Profiles through such concepts as critical thinking, communication skills, scientific and information literacy, quantitative reasoning, ethical decision-making, valuing and appreciating diverse perspectives, and understanding historical traditions and contemporary issues in a global, pluralistic society. Thus, all General Education courses are a site for implementation of The Profiles.</li> <li>• <i>Mid-point Discipline-Specific Courses:</i> These courses provide intellectual depth through a focus on specialized knowledge, and they build upon FYE and general education courses by adapting concepts from foundation courses to incorporate disciplinary traditions. Faculty can implement The Profiles through intentionality and alignment of instructional approaches. We require all programs to identify at least one mid-point course in which The Profiles get reinforced through disciplinary ways of knowing.</li> <li>• <i>Capstone Courses:</i> These courses represent a final opportunity in which faculty can reinforce The Profiles, often through authentic assessment approaches to help students make sense of the often-discrete nature of their collegiate learning through expectations for reflection, integration, and demonstration of competence. Thus, all Capstone courses are a site for implementation of The Profiles.</li> <li>• <i>Co-curricular and Other Experiential Learning Opportunities:</i> Student Affairs professionals have intentionally integrated The Profiles as a means of articulating the learning expected of a given co-curricular offering and using them to inform the actions needed in programmatic development and implementation. Colleagues in our Institute for Engaged Learning have likewise aligned The Profiles to various High Impact Practices. Thus, both co-curricular and other experiential learning opportunities are sites for implementation of The Profiles.</li> </ul>
Assessment and Improvement	<ul style="list-style-type: none"> <li>• <i>Planning for Assessment:</i> this involved determining what the institution-wide goals for learning were for IUPUI: The Profiles; aligning and adapting institution-wide goals to the local context; creating a curriculum map; designing instructional strategies to promote The Profiles; and developing an assessment plan.</li> <li>• <i>Assessing Learning:</i> this involved implementing instructional strategies related to The Profiles; identifying artifacts for assessment; using Signature Assignments and adapted VALUE Rubrics (from</li> </ul>

Element	Summary of Selected Quality Initiative Accomplishments
	<p>AAC&amp;U); and using program review and related processes to enhance understanding of student achievement of The Profiles.</p> <ul style="list-style-type: none"> <li>• <i>Using Results for Improvement:</i> this involved using existing structures (using regular meetings of faculty, engaging curriculum or assessment committees, holding special focused retreats, etc.) and processes (submitting annual assessment reports, proposing new courses and programs, allocating resources, etc.) to promote the use of assessment findings for improvement purposes</li> </ul>
Documentation	<ul style="list-style-type: none"> <li>• <i>Continued implementation of student ePortfolios:</i> these provide opportunities for students to capture, reflect on, integrate, and represent their learning through artifacts from various courses or learning contexts</li> <li>• <i>Continued implementation of the Experiential and Applied Learning Record (“The Record”):</i> this is a Comprehensive Learner Record and captures verified learning experiences in which students have participated and can be organized to provide documentation in support of learning related to The Profiles.</li> <li>• <i>Continued to use other forms of institution-centric documentation:</i> these include using findings from authentic measures of student learning; direct and indirect assessment evidence; feedback from program participants; results of needs analyses and feedback from instructional consultations or workshops; information found in periodic assessment reports, program reviews, and related processes (e.g., review of general education courses; course or degree program proposals; curriculum maps).</li> </ul>

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

There are seven main impacts we realized as a result of our Quality Initiative related to The Profiles, as summarized below.

- **Aligned program-level learning outcomes to The Profiles.** IUPUI’s Undergraduate Affairs Committee (UAC), a committee of our faculty governance body, has responsibility for The Profiles. 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; to date, 99% of our undergraduate programs accomplished this goal. We also incorporated The Profiles requirements into *proposals for new undergraduate academic degrees and General Education courses*.
- **Used the General Education periodic course review process to investigate and demonstrate how learning associated with The Profiles occurs in this context.** 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, and The Profiles) and provides direct evidence from student work samples as supporting evidence as well as student feedback on perceptions of their learning. 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 are on schedule to be reviewed at least once by fall 2022.

- **Involved faculty in a *Capstone Community of Practice* to strengthen integration and assessment of The Profiles in this context.** 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. The UAC has asked departments to identify their mid-point course(s) in which The Profiles will be implemented and submit documentation that demonstrates learning around The Profiles by December 2021.
- **Implemented The Profiles pervasively throughout *co-curricular learning opportunities*.** During the Quality Initiative, the Division of Student Affairs (DoSA) unit leaders revised their student learning outcomes and mapped them to The Profiles. Of the nine DoSA units, six currently use a combination of direct and indirect measures—pre- and post-tests, survey instruments, and rubrics—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.
- **Used tools such as *ePortfolio and the Experiential and Applied Learning Record (“The Record”)* to showcase achievement of The Profiles learning outcomes.** As a Comprehensive Learner Record (CLR), IUPUI uses The Record 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 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 additionally \$15,000 grant from AACRAO/NASPA/Lumina to build enhancements into our Record. This grant will help us in our ability to import large amounts 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.
- **Incorporated The Profiles into the *periodic academic Program Review process* to provide individual programs the opportunity to demonstrate how PLUS is reinforced and assessed in discipline-specific ways.** 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. During our Quality Initiative, 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.

- **Leveraged the *annual unit-level Program Review and Assessment Committee Reports* to document how learning from The Profiles is pervasive throughout the institution and to understand the instructional, assessment, and improvement processes that undergird this learning.** 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, 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 and updated its PRAC Report Guidelines to request unit responsiveness to implementation, assessment, and improvement of The Profiles. We also leveraged the annual unit-level Campus Strategic Plan Reports to identify how learning from The Profiles contributes to the unit's activities associated with Goal 1 of the IUPUI strategic plan: *Promote Undergraduate Student Learning and Success*.

4. Explain any tools, data or other information that resulted from the work of the initiative.

The following resources are reflective of the types of artifacts that were either initially developed or updated/enhanced during the Quality Initiative:

- [The Profiles Circular Graphic](#), which depicts the interrelatedness of IUPUI's institution-wide goals for learning
- [The Profiles Website](#), including plentiful resources for students, faculty, staff, and other educational partners
- [Conceptual Learning Framework](#), including how The Profiles are cascaded and aligned across IUPUI
- [General Education Resources](#), including alignment of The Profiles, from the Center for Teaching and Learning
- [Engaged Learning Showcase](#) from IUPUI's Institute for Engaged Learning in which student learning artifacts related to The Profiles are made publicly available
- [Engaged Learning Taxonomies](#), which are resources to aid developers of various High Impact Practices design these interventions with more intentionality and effectiveness
- ["The State of Assessment at IUPUI" Report](#), in which, among other information, challenges and opportunities associated with The Profiles are highlighted
- [IUPUI's Application for the 2021 Excellence in Assessment Designation](#), featuring considerable discussion of The Profiles (note: IUPUI received the Sustained Excellence Designation again in 2021 following receipt of the inaugural Sustained Excellence Designation in 2016)

- [Campus Assessment Resources](#), a central location encapsulating resources supporting our distributed leadership for assessment and improvement
- [Students' Self-Reported Learning for The Profiles of Learning for Undergraduate Success Report](#) from IUPUI's Institutional Research and Decision Support
- [The IUPUI Comprehensive Learner Record \(CLR\) Case Study](#) from the National Institute for Learning Outcomes Assessment
- [Experiential and Applied Learning Record \("The Record"\) website](#), which provides information about an IUPUI-specific CLR
- [Bank of Assessment Questions for The Profiles](#) from the Division of Student Affairs

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

We identified several broad challenges faced by IUPUI by faculty, staff, and administrators in advancing The Profiles. First, some colleagues may not fully appreciate the significance of having institution-wide goals for learning and their purpose in developing holistic graduates. Second, because institution-wide learning goals are broad in nature, it may be difficult for individuals to see how these goals connect to specific goals for learning in individual programs, courses, or learning experiences. Third, implementation and assessment of The Profiles is typically distributed throughout the campus; thus, there may be a sense of diffusion of responsibility for accomplishing these goals. Finally, colleagues may lack an understanding of how to use credible evidence from various sources to determine whether learning related to The Profiles is being achieved. We also identified selected challenges and opportunities, as summarized in the table below.

Element	Summary of Selected Challenges and Opportunities
Communication	<ul style="list-style-type: none"> <li>• Improve messaging to faculty and get their continued buy-in for understanding and implementing The Profiles</li> <li>• Work on messaging about The Profiles, in general, including how these can serve as sources of distinction and differentiation relative to other higher education institutions</li> <li>• Involve employers, community leaders, and area professionals in providing feedback on The Profiles, including greater connection to real world experiences</li> <li>• Craft shared language about The Profiles so that we don't sound too 'insider' or 'jargonish' as we describe them to various audiences</li> <li>• Work with students to ensure they know about The Profiles, including how to demonstrate the skill and be aware of where/how/why they have gained competence in a specific area</li> <li>• Use The Profiles in both a <i>cascading</i> and <i>aligning</i> approach to our work: drive the development of new experiences based on The Profiles <i>and</i> align existing experiences to The Profiles</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Involve supervisors of student employees in professional development to show how to link The Profiles to these opportunities</li> <li>• Draw greater connections between curricular and co-curricular experiences for faculty and staff; use professional development to highlight promising practices and exemplars across campus</li> <li>• Continue to provide professional development to faculty and staff members teaching first year experience courses, general education</li> </ul>



Element	Summary of Selected Challenges and Opportunities
	<p>courses, mid-point/discipline-specific courses, capstone courses, and co-curricular and other experiential learning opportunities</p> <ul style="list-style-type: none"> <li>• Involve other educational providers in professional development, including graduate assistants, teaching assistants, adjunct faculty members, and community partners</li> <li>• Work with faculty to help students highlight their own skills, especially at the capstone level</li> <li>• Provide examples of assessment tools that can be used with different types of student experiences</li> <li>• Reach out to target adjunct faculty and faculty who are brand new to teaching in general or first higher ed teaching experiences; work to help them understand The Profiles and the importance of including them in their teaching</li> <li>• Make explicit the need to incorporate the resources in some of the other centers, such as the Office of International Affairs to promote how their global learning outcomes aligned to The Profiles</li> <li>• Help faculty approach incorporation of The Profiles incrementally with plentiful examples</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• Work with the Office of Academic Affairs and other relevant units to orient new faculty and staff during onboarding activities to equip them with an understanding of The Profiles</li> <li>• Use the Library’s pilot program with student workers as an example of aspirational practice</li> <li>• Integrate the work with The Profiles as part of the faculty and staff annual review process; this would help address some inconsistencies in implementation across department/programs/courses</li> <li>• Recognize students as they are progressing through their program for completing Profile milestones instead of waiting until graduation</li> <li>• Involve our distributed network of academic advisors and career center professionals in reinforcing The Profiles in their work</li> <li>• Focus professional development at the department level so there can be greater involvement in and understanding of a departmental view of The Profiles in respective contexts and curriculum maps</li> <li>• Ensure our Learning Management System (Canvas) continually evolves with respect to use of rubrics supportive of The Profiles</li> </ul>
Assessment and Improvement	<ul style="list-style-type: none"> <li>• Develop guidelines to help faculty identify key artifacts for completing assessments related to The Profiles</li> <li>• Foster opportunities for faculty and staff members to share ideas of assessment related to The Profiles</li> <li>• Identify where in the curriculum students can demonstrate outcomes related to The Profiles</li> <li>• Recognize that teaching and learning processes related to The Profiles is iterative; thus, learning outcomes might need to be revised on a periodic basis</li> <li>• Disaggregate data to examine achievement of learning outcomes related to The Profiles by different demographics</li> <li>• Continue to refine how co-curricular and experiential learning opportunities related to The Profiles gets assessed</li> </ul>
Documentation	<ul style="list-style-type: none"> <li>• Recognize the need for integration among documentation processes</li> </ul>

Element	Summary of Selected Challenges and Opportunities
	<ul style="list-style-type: none"> <li>• Use documentation as a piece of systematic assessment processes, with (ideally) the entire program involved</li> <li>• Expand use of tools such as ePortfolios and The Record to procure, curate, and represent student learning related to The Profiles</li> <li>• Determine whether generating and reviewing assessment documentation should be viewed as “service” or “teaching” as part of the faculty work portfolio</li> <li>• Develop a searchable database of experiences approved for inclusion on The Record</li> <li>• Inform more students and faculty about The Record</li> </ul>

### Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

The following table exemplifies both our *strategic* and *distributed leadership* we use to implement The Profiles.

Area of Responsibility	Role in Implementing The Profiles
Quality Initiative Steering Committee	<p>The following campus leaders provided governance to our Quality Initiative:</p> <ul style="list-style-type: none"> <li>○ Kathy Johnson, Executive Vice Chancellor and Chief Academic Officer (Chancellor’s Cabinet member)</li> <li>○ Eric Weldy, Vice Chancellor for Student Affairs (Chancellor’s Cabinet member)</li> <li>○ Michele Hansen, Assistant Vice Chancellor, Institutional Research and Decision Support</li> <li>○ Stephen Hundley, Senior Advisor to the Chancellor for Planning and Institutional Improvement (Chancellor’s Cabinet member)</li> <li>○ Margaret Ferguson, Senior Associate Vice Chancellor for Academic Affairs (HLC Accreditation Liaison Officer)</li> <li>○ Kristy Sheeler, Interim Associate Vice Chancellor for Undergraduate Education (also served as Chair of the task force initially charged with developing The Profiles)</li> </ul>
Office of Academic Affairs	This campus-level office provides central <i>academic leadership</i> and co-executive sponsorship for The Profiles (through the Executive Vice Chancellor and Chief Academic Officer) and serves to coordinate various academic-oriented offices, councils, committees, and functions related to implementing The Profiles.
Division of Student Affairs	This campus-level unit is responsible for <i>co-curricular leadership</i> and co-executive sponsorship for The Profiles (through the Vice Chancellor for Student Affairs) and serves to coordinate the various experiential learning opportunities related to implementing The Profiles.
Academic Units	Responsibility for implementation and assessment of The Profiles in academic units is, in most cases, vested in program leaders, such as Department Chairs or Program Directors, often

Area of Responsibility	Role in Implementing The Profiles
	with support from a Dean's office colleague charged with overseeing assessment activities in the unit.
Program Review and Assessment Committee	This campus-wide committee provides both professional development opportunities related to assessment and improvement and serves as the venue to encapsulate and document assessment activities to annual PRAC reports submitted by academic and support units.
Center for Teaching and Learning	This campus-level unit offers extensive professional development programs and resources on assessment, with an emphasis on teaching, learning, and assessment of the Profiles. It offers a wealth of seminars and workshops, including sessions on preparing outcomes-focused course portfolios for potential inclusion or continuation of courses in the general education inventory. Other frequent topics include rubric development, classroom assessment, formative assessment, and ePortfolios.
Planning and Institutional Improvement	This campus-level unit serves as executive sponsor of the Program Review and Assessment Committee, is responsible for both the campus strategic plan implementation and reporting (including Goal 1, Promote Undergraduate Student Learning and Success), along with the periodic program review process all of which incorporates The Profiles in various reports
Institute for Engaged Learning	This campus-level unit brings together six offices that coordinate various HIPs under one organizational umbrella. With several assessment experts on staff, IEL aims to equitably support undergraduates' progression through connected and scaffolded HIP learning experiences that align with the Profiles and prepare students to address 21st century needs. IEL provides resources for assessing the Profiles in HIPs, as well as IUPUI-developed taxonomies of best practices for implementing HIPs in ways that are truly "high-impact."
Student Experience Council	This campus-level committee provides a platform to stimulate and sustain collaboration among the Division of Enrollment Management, Division of Student Affairs, Division of Undergraduate Education, and the IUPUI academic schools around strategies, projects, and information focused on delivering the best possible experience to our undergraduate students, including ensuring The Profiles are integrated holistically throughout the student's pathway to graduation.
Institutional Research and Decision Support (IRDS)	This campus-level office re-envisioned IUPUI's institutional research function, providing comprehensive decision support to ensure that the university's student success priorities are implemented equitably and effectively. Working from a student-focused paradigm and in concert with other campus units, the office's investigations and analyses are transparent and focused on improving the IUPUI student experience for all. IRDS promotes culturally responsive and equity-minded assessment practices, including disaggregating data by student demographic group to help decision-makers understand and address inequities in access and outcomes.
Undergraduate Affairs Committee (UAC)	This campus-level committee is the undergraduate affairs governance and advisory body for IUPUI, overseeing approval of

Area of Responsibility	Role in Implementing The Profiles
	new undergraduate degrees and other credentials. Made up of associate deans and faculty members from each IUPUI school, the UAC has curricular responsibility for the General Education Core. It determines guidelines and oversees the process for certifying and periodically re-certifying courses for the general education course inventory, based on evidence from assessment that courses support student achievement of one or more of the Profiles.
Division of Undergraduate Education	This campus-level unit strives to enhance undergraduate student learning and success through a range of initiatives and collaborates with IRDS to assess the outcomes of these efforts. It coordinates the work of the Student Experience Council and the UAC, and manages the general education program, including Profiles assessment within general education courses, all with the aim of creating meaningful and integrated learning experiences spanning the classroom, co-curricular learning, and community-based learning.
Office of Community Engagement	This campus-level office provides connection opportunities between the larger external Central Indiana community and various offices, programs, services, and resources at IUPUI, including facilitating an understanding of The Profiles with external community partners involved with experiential learning.

7. Describe the most important points learned by those involved in the initiative.

There are four main lessons learned from this Quality Initiative related to The Profiles at IUPUI:

- **We need to continue *making The Profiles a strategic institutional priority for IUPUI.*** This includes involving people; developing plans for implementing and assessing The Profiles; and allocating resources (including those highlighted in **the answer to question #8 below**) to support this work.
- **We need to continue *developing sufficient capacity for The Profiles to flourish at IUPUI.*** Such capacity needs to be developed at all levels (institutional, program, course, and experience) and contexts; should leverage existing processes to infuse The Profiles throughout the campus; and requires continually promoting intentional opportunities for engagement in implementing The Profiles.
- **We need to continue *rewarding, recognizing, and promoting faculty and staff engagement with The Profiles at IUPUI.*** This involves valuing contributions faculty and staff members make toward advancing The Profiles in their respective contexts; connecting work related to The Profiles to other valued institutional activities (e.g., annual reviews; merit; promotion and tenure); and broadly communicating accomplishments and outcomes related to The Profiles to internal and external audiences.
- **We need to continue *sustaining a culture supportive of The Profiles at IUPUI.*** Doing so requires us to develop learning goals related to The Profiles pervasively throughout the campus; implement a variety of interventions at several touchpoints to reinforce The Profiles; regularly assess progress on student achievement of The Profiles in various contexts; use credible evidence of learning to communicate findings and guide improvements; and cultivate distributed leadership for

The Profiles throughout the campus (see **the answer to question #6 above** for where such distributed leadership needs to be continually cultivated).

### Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

The table below reflects resources used to support implementing The Profiles at IUPUI and reflects substantive and sustained institutional investment in our Quality Initiative.

Resource	Support for Implementing The Profiles
Human	<ul style="list-style-type: none"> <li>Reflects and involves a range of campus-wide councils, committees, and offices designated to support The Profiles (see the range of campus stakeholders involved in this work in <b>the answer to question #6 above</b>)</li> </ul>
Financial	<ul style="list-style-type: none"> <li>Campus-level funding was provided—and will continue to be provided—for the following activities:                             <ul style="list-style-type: none"> <li>General Education course reviews</li> <li>Capstone Community of Practice</li> <li>Engaged Learning Week</li> <li>Grants awarded to programs/departments to implement The Profiles from the Program Review and Assessment Committee</li> <li>Professional development opportunities (workshops; retreats)</li> </ul> </li> </ul>
Technological	<ul style="list-style-type: none"> <li>Providing The Profiles resources within our Learning Management System (Canvas)</li> <li>Updating Student Information System to capture The Profiles in degree maps</li> <li>Investing in the technological infrastructure to support continued implementation of The Profiles in venues such as student ePortfolios and “The Record”</li> </ul>

### Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

We have identified the following plans assigned to various areas of responsibility in continuing our work.

Area of Responsibility	Plans Related to The Profiles
Quality Initiative Steering Committee	Transition from the Quality Initiative to ongoing sustainability, scalability, and more widespread adoption, adaptation, and integration of The Profiles across IUPUI
Office of Academic Affairs	Provide leadership to/coordination of The Profiles and continue to garner buy-in by showing relevance: why it matters for students and faculty; how it strengthens teaching and learning
Division of Student Affairs	Promote greater coordination and collaboration within the programs in the Division of Student Affairs and between Student Affairs and Academic Affairs
Academic Units	Identify pockets where good work around The Profiles is already happening, including providing examples of assignments that others could model

Area of Responsibility	Plans Related to The Profiles
Program Review and Assessment Committee	Foster more systematic reporting on assessment and improvement concerning The Profiles, including sharing resources/promising practices in meetings and PRAC reports
Center for Teaching and Learning	Provide workshops and teaching-learning resources to meeting specific professional development needs of individuals/programs and incorporate tools/templates in the Learning Management System (Canvas) to aid in implementing The Profiles
Planning and Institutional Improvement	Continue to insist on reporting about The Profiles in both Program Review self-studies and IUPUI Strategic Plan reports
Institute for Engaged Learning	Provide workshops on how to incorporate The Profiles into engaged learning experiences, including High Impact Practices, and expand involvement in the Engaged Learning Showcase by students/programs/other stakeholders
Student Experience Council	Offer plentiful opportunities at various touchpoints to introduce and reinforce important messages about The Profiles for students, including venues to acquire experiences with them
Institutional Research and Decision Support	Continue conducting periodic surveys of students to determine their experiences with, perceptions of, and feedback about The Profiles, including linking this data with other surveys/reports
Undergraduate Affairs Committee	Maintain and enhance stewardship of The Profiles through various aspects of the committee's work, including degree proposals, General Education reviews, and related activities
Division of Undergraduate Education	Incorporate initial introduction to and education about broader learning and The Profiles to the Bridge program, along with developing inspirational and informational programming and communication tools about The Profiles for all student—inclusive of student voices/experiences/perspectives
Office of Community Engagement	Implement discussions with Community Engaged Associates and community partners to provide greater connections to “real world” work and The Profiles contribute to these experiences

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

While each higher education institution will have their own culture and context in which to advance institution-wide goals for learning, we feel many of the resources described in **the answer to question #4 above** may be of interest to others seeking to similarly implement, scale, and sustain this work. We also provide a link to a website for [The Profiles Retreat](#) held in late-August 2021, in which additional resources are available for review. Finally, IUPUI hosts the [Assessment Institute in Indianapolis](#), the oldest and largest U.S. higher education event focused on assessment and improvement. Plentiful resources exist on the Institute's website for use by others as they develop, implement, assess, and improve learning interventions, including those associated with institution-wide goals for learning.