# IUPUI

# OFFICE OF
# THE CHANCELLOR

May 3, 2021

Excellence in Assessment Review Team

Dear EIA Review Team,

I am pleased to submit IUPUI's (Indiana University-Purdue University Indianapolis) application for continued inclusion in the Excellence in Assessment Designation.

Since 2016, when we were proud to [receive the designation for Sustained Excellence](#), we have continued to pursue our top strategic priority: Promote undergraduate student learning and success. This priority aligns with IUPUI's founding documents, which pledged to raise educational attainment in our city, region, and state, using innovative teaching and learning designs based on educational research findings. We subsequently became an early adopter of assessment for improvement and accountability. For 30 years, evidence from assessment has driven our nationally recognized innovations in the first-year experience, general education, community-engaged learning, and use of new teaching and learning technologies and pedagogies, among many other initiatives. Today, our historical commitment to evidence-driven teaching and learning supports a dynamic, pervasive culture of assessment and improvement across the campus, as affirmed in a recent study of "The State of Assessment at IUPUI."

Much has happened since 2016, as the attached narrative will show. We have refreshed our 2014 strategic plan, *[Our Commitment to Indianapolis and Beyond](#)*, renewing our commitment to evidence-based strategies to support student success. Annual reports from all academic and administrative units ensure that the campus stays on track to achieve the goals outlined in *Our Commitment*. We have reorganized our Division of Undergraduate Education (DUE), creating a new Center for Coordinated Student Initiatives and an Institute for Engaged Learning (IEL), which bring together our many campus-wide undergraduate success initiatives and offices that coordinate various High-Impact Practices. DUE also sponsors the university-wide Student Experience Council, a re-envisioning of the former Council on Retention and Graduation, based on evidence from IUPUI and elsewhere that student engagement in learning and in the campus contributes meaningfully to student success. To promote student involvement, we have also continued expanding our student residential capacity.

One of the most important initiatives emerging from *Our Commitment* is our new general education program and updated campus-wide learning outcomes, the Profiles of Learning for Undergraduate Success (the Profiles). The new program includes IUPUI's first-ever campus-wide undergraduate core curriculum and a new assessment framework for general education that has strengthened the university's assessment efforts, particularly in non-accredited programs. We have re-vamped our institutional research function, the Office of Institutional Research and Decision Support (IRDS), with an intensified focus on student learning and success and on equity in teaching and learning. Our Division of Student Affairs (DOSA) has also expanded its assessment efforts and aligned them with the Profiles. A new Record of Experiential and Applied Learning (The Record) is a co-curricular transcript wherein programs and activities qualify for inclusion based on evidence that they contribute significantly to learning of one or more of the Profiles.

All of these efforts are supported by one of the nation's largest teaching and learning development offices, the Center for Teaching and Learning (CTL), which works in concert with major academic initiatives like the IEL, the Profiles, and The Record and dedicates substantial resources to assessment. Our investments of dollars and effort to support student learning and success are further complemented by ongoing efforts to align our rewards and recognition systems with accomplishments in teaching, learning, assessment, and improvement.

These initiatives and accomplishments are all the more significant in light of IUPUI's history, size, and complexity. With 30,000 students, 267 degree programs (including undergraduate, graduate, and professional), more than 4,000 faculty members, and a budget of some $1.6 billion, IUPUI represents a unique and enduring partnership between Indiana's two major public universities. Formed in 1969 from an array of graduate and professional programs offered by Purdue and IU in Indianapolis, IUPUI built its undergraduate core within a non-traditional, decentralized framework. Degree programs are connected to either IU or Purdue and students receive degrees from one or the other, depending on the program. In addition, IU, our managing partner, was an early adopter of Responsibility-Centered Management, a budget model that supports the fiscal decentralization and independence of each budget unit. Given this history and context, academic cultures across the campus vary widely and top-down academic mandates are typically difficult to implement. For us, then, "excellence in assessment" arises from a *culture* of evidence-based teaching and learning informed by strategic and distributed leadership that vests assessment primarily at the program level.

Finally, since 1992, IUPUI has been home to two valuable assessment resources: the annual Assessment Institute in Indianapolis, the nation's oldest and largest assessment conference; and *Assessment Update*, a bimonthly periodical with a worldwide readership. Created and organized by IUPUI faculty and staff, the Institute offers campus community members opportunities to present their own leading-edge work and to learn from others. *Assessment Update*, also developed and edited by IUPUI faculty and staff, is distributed to campus assessment leaders and is available to the entire campus community.

The attached narrative summarizes our efforts to promote student learning and success and sustain assessment excellence since 2016. It is based on annual assessment reports contributed by academic and co-curricular units, discussions with various stakeholders, and the above-referenced "State of Assessment" study, which was undertaken to prepare for this application and for our 2022 reaffirmation of accreditation by the Higher Learning Commission. We also include an annotated list of committees and offices involved with assessment, and two appendices that you may find helpful: a glossary of acronyms used in the narrative and a list of relevant campus websites.

Thank you for the opportunity to be considered for continued recognition for Excellence in Assessment. Please feel free to contact me (paydar@iupui.edu), Stephen P. Hundley (shundley@iupui.edu), Senior Advisor to the Chancellor, or Susan Kahn (skahn@iupui.edu), Director of Planning and Institutional Improvement Initiatives, should you have questions about this application.

Sincerely,

Nasser H. Paydar
Chancellor

This form allows us to collect contact information for key people who should be notified in case of questions regarding your institution's application or with information regarding any public announcements that may result should your application receive an Excellence in Assessment Designation.

**Primary Application Contact:** Answer questions about the content of your application should reviewers need additional clarification or request additional evidence or information. The primary application contact will be notified of the results of your application, including any feedback from reviewers, by email and postal mail late July.

Name:        Stephen P. Hundley

Title:        Senior Advisor to the Chancellor

Email Address:        shundley@iupui.edu

Phone Number:        317-274-2876

Mailing Address:        IUPUI

       301 University Blvd., Suite 4049

       Indianapolis, IN 46202

**Senior Leader:** Provide contact information for the senior leader who submitted the letter to accompany your institution's application. The senior leader will be notified of the results of your application, including any feedback from reviewers, by email and postal mail late July.

| | |
|---|---|
| Name: | Nasser H. Paydar |
| Title: | Chancellor, IUPUI |
| Email Address: | paydar@iupui.edu |
| Administrative/Executive Assistant Name: | Cindy French |
| Administrative/Executive Assistant Email: | cifrench@iupui.edu |
| Phone Number: | 317-274-5089 |
| Mailing Address: | IUPUI 301 University Blvd, Suite 5010 Indianapolis, IN 46202 |

**Media/Public Relations/University Communications Contact:** Contact regarding coordination of any press releases or other public announcements in which your institution may be mentioned should your application for an Excellence in Assessment Designation be successful. Communications with this person will begin in July only if your institution is awarded a Designation.

Name:           Amber Denney

Title:             Assistant Director of Strategic Communications, IUPUI

Email Address:     ambdenne@iu.edu

Phone Number:     317-278-7703

Mailing Address:    IUPUI

                         301 University Blvd., Suite 5010

**Units, Committees, and Groups Involved in Assessment at IUPUI**

**Standing Campus Committees**

- 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, including development of this application.
- The *Undergraduate Affairs Committee* (UAC) is the undergraduate affairs governance and advisory body for IUPUI, overseeing approval of 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.
- The campus-wide *Student Experience Council* (SEC)*,* a re-envisioning of the former Council on Retention and Graduation, provides a platform for collaboration across campus on strategies and initiatives to increase student engagement in learning and in the campus, and enhance the overall undergraduate experience. It oversees undergraduate student success and retention initiatives, examining current activities, researching best practices, and developing plans and policy recommendations to improve retention and graduation rates of IUPUI students, particularly those from underserved groups.
- The *Data Inquiry Group*, convened by IRDS, works to guide the use of assessment and evaluation data to support IUPUI strategic priorities. The group's primary charge is to leverage the data and analytic tools available across IUPUI. As such, group members engage in dialogue around data-driven decision-making, serve as advisors on types of data needed for decision-making, and provide input on issues related to data quality, literacy, use, capacity, and transparency. Group members include key data users/analysts in schools and other units.
- The *Indianapolis Faculty Council Planning Committee* acts as a faculty advisory committee on planning and evaluation activities.
- The *Chancellor's Community Board of Advisors* is consulted about planning and evaluation priorities.

**Campus-Level Divisions and Offices**

- The *Office of Planning and Institutional Improvement* (PAII), led by a cabinet-level Senior Advisor to the Chancellor, coordinates campus strategic and academic planning, assessment of student learning, and program review, and consults with academic and administrative units on assessment and evaluation. Created in 1992, the division manages and organizes the annual Assessment Institute in Indianapolis, the oldest and largest assessment conference in the U.S., and produces *Assessment Update*, a Wiley bi-monthly periodical with a worldwide readership.
- The *Office of Institutional Research and Decision Support* (IRDS), established in 2015, re-envisions 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 DUE, 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.

- The *Division of Undergraduate Education* (DUE) 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.

- *University College* (UC), a unit of DUE, serves as the academic home of incoming IUPUI students. UC coordinates the institution's First-Year Experience programs, and in consultation with IRDS, assesses the impact of these programs on student learning and success.

- The *Institute for Engaged Learning* (IEL), also a DUE 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."

- The *Center for Teaching and Learning* (CTL) 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.

- *The Office of Student Affairs Assessment and Planning* within the Division of Student Affairs (DOSA) leads assessment efforts and provides resources for incorporating and assessing the Profiles across DOSA's programs. DOSA aims for students' co-curricular learning experiences to support and complement classroom learning of the Profiles' four domains.

**Academic Units**

- Responsibility for assessment in *schools and colleges* is, in most cases, vested in an associate dean for academic affairs in that unit; in smaller schools, an assistant dean or director oversees program review and assessment. Larger schools with many departments convene faculty-led representative school assessment committees to coordinate assessment. Some departments also have committees responsible for assessment. All schools, and several departments, have community advisory boards, whose members consult with faculty and administrative leaders and offer recommendations for ensuring that curricula are preparing students for their roles in the workforce and community.

- *Student-facing administrative units* like the Office of International Affairs and University Library include assessment specialists on their staffs to ensure that the impact of their programs on student learning of the Profiles and other outcomes is systematically assessed. These specialists typically represent their units on PRAC.

**Narrative**

Over the past 30 years, IUPUI has created an enduring and pervasive culture of assessment and improvement. Supporting this culture are an array of campus-wide resources, including a robust data infrastructure, a rich variety of professional development opportunities, and distributed assessment expertise. Assessment and improvement are also strengthened by effective leadership and governance at the campus, school, and department levels.

These were among the main findings of a 2019-2020 study of the "State of Assessment at IUPUI," undertaken to prepare for this application and our 2022 Reaffirmation of Accreditation by the Higher Learning Commission. These findings were supplemented by a Fall 2020 follow-up study of the impact of the COVID-19 pandemic on assessment at IUPUI. Together, these reports leave us well-positioned to continue pursuing enhanced undergraduate student learning and success, and implementing a re-conceived general education program with updated campus-wide learning outcomes that prepare our students for 21st-century challenges.

At the undergraduate level, we envision students' educational experience as a coherent learning pathway, beginning with the First-Year Experience; advancing through general education core and elective courses, the major, and at least four validated "engaged learning" experiences; and culminating in a senior capstone experience. Ideally, these experiences combine and cohere, as students gain progressive mastery of both their chosen discipline and the Profiles, which incorporate both intellectual and personal growth.

Ongoing assessment, improvement, and evidence-based decision-making are essential to realizing this vision for all students. Thus, to qualify for inclusion in the general education program, courses must present evidence of student learning of one or more of the Profiles. All undergraduate degree programs have integrated the Profiles into degree-level learning outcomes, introductory courses, key courses in the major, and capstone experiences. Many have gone beyond this minimum requirement and aligned all courses, and even assignments, with the Profiles. The Profiles are also incorporated into co-curricular learning outcomes, as discussed under "Assessment Activities."

Because of IUPUI's decentralized structure and culture, and the variety of disciplines encompassed by our 17 degree-granting schools and 113 undergraduate degree programs, we do not mandate specific assessment strategies, methods, or instruments; rather, we build capacity for assessment and improvement through professional development, collaborative campus-wide initiatives, and committees that engage in ongoing assessment work, discussion, and exchange. Annual unit assessment reports are reviewed by a PRAC subcommittee, and, collectively, enable us to gauge progress in student achievement of campus-wide learning outcomes.

**Student Learning Outcome Statements**

IUPUI's first assessment plan, adopted in 1994, committed the campus to organizing general education around common undergraduate learning outcomes, a departure from then-conventional models based on exposure to various content domains. After extensive campus-wide discussion, the university adopted the Principles of Undergraduate Learning (PULs) in 1998. The six PULs

represented the intellectual abilities and skills that defined an IUPUI graduate. In the mid-2000s, DOSA adopted eight Principles of Co-Curricular Learning (PCLs), which mirrored the PULs and added interpersonal and intrapersonal development as desired program outcomes.

With occasional updates, the PULs and PCLs served us well for many years, bringing coherence to a decentralized general education model wherein each degree program determined specific course requirements for its majors. This model changed in 2012, when the state legislature mandated a statewide transfer initiative that included a 30-credit transferable general education core curriculum. The Indiana Commission for Higher Education subsequently worked with the state's public institutions to identify a common set of general education competencies. At IUPUI, the new Undergraduate Affairs Committee was charged with defining our core curriculum and creating and implementing evidence-based processes for certifying and periodically re-certifying courses as general education electives.

Concurrently, in 2013-2014, IUPUI developed a new strategic plan, crafted through an inclusive stakeholder engagement process, and updated and re-affirmed in 2017. The top priority emerging from this effort was "promote undergraduate student learning and success." Objectives for this goal include improving retention and graduation outcomes, reducing educational inequities, creating guided learning pathways, developing faculty and staff, and enhancing student engagement with the campus community. Undergirding these objectives was another: "Assess and document student learning and development."

To support these objectives, in 2017, IUPUI's CAO charged a faculty-staff task force with re-examining the PULs and PCLs in light of the strategic plan and new general education curriculum. After an extensive review process that included internal and external stakeholders, the campus adopted the Profiles, a set of re-envisioned undergraduate outcomes. Focused, like the PULs, on key collegiate intellectual attributes, the Profiles prepare graduates to communicate, innovate, and engage local and global communities to solve problems. They are not distinct from one another, but overlap, support, and enhance each other. They represent IUPUI's vision of what it means to be an educated person in the 21st century.

**Campus-Level Assessment Plan**

IUPUI's 1994 "Plan for Assessment of Student Achievement at IUPUI" remains our foundational assessment document. Aspects of the plan have been periodically updated, but its essential components continue to shape our assessment practices:

- Systematic assessment of student mastery of essential undergraduate outcomes, currently embodied in the Profiles
- Assessment of student achievement in the major
- Campus-developed surveys gauging self-perceived learning gains among students and recent graduates; NSSE administration every third year
- Periodic external peer review of degree programs
- An institutional research office responsible for student data collection and analysis

- Annual assessment reports from academic and administrative units that describe assessment methods, findings, and improvements, and periodic campus-wide summary reports and studies.
- A campus-wide, faculty-led Program Review and Assessment Committee that supports professional development, funds grants for assessment initiatives, coordinates annual assessment reporting, and supports campus-wide discussion of current assessment activities, new assessment approaches, and emerging assessment priorities.

Our Quality Initiative Proposal to the Higher Learning Commission focuses on implementing the Profiles and describes our plan for teaching and assessing them. Students are introduced to the Profiles in their First-Year Experiences and general education courses, and acquire increasing proficiency as they progress through their majors, co-curricular activities, including engaged learning experiences, and capstone experiences, all of which have incorporated the Profiles into their learning outcomes. Units report progress on aligning courses, degree programs, and activities with the Profiles in their annual assessment reports, which, collectively, serve as a measure of both progress on implementation and student achievement in the curriculum and co-curriculum. The plan also includes frequent opportunities for students to reflect on and integrate their learning as they acquire expertise in their major fields, gain maturity and confidence, and prepare for lifelong learning.

**Assessment Resources**

IUPUI dedicates substantial fiscal and human resources to assessment and development of assessment capacity, as the annotated list of assessment-related offices and committees indicates. The CTL provides extensive online resources and workshops supporting implementation and assessment of the Profiles. A comprehensive Profiles website offers ideas for and examples of incorporating the Profiles into curricula and co-curricular activities, and guidance on mapping and assessing Profiles achievement in both curricular and co-curricular contexts. The Outcomes Assessment section of the PAII website provides a central location for accessing campus assessment resources.

Committees coordinating assessment at program, school, and campus levels serve as venues for communicating assessment information and for additional professional development. For example, PRAC meetings routinely include Zoom presentation/discussion sessions with experts in particular areas of assessment and in emerging assessment issues. Recent topics have included equity in assessment; culturally relevant assessment; assignment charrettes; assessment during COVID-19; and co-curricular assessment. In interviews for our "State of Assessment" study, members of the PRAC Reporting and Recognition Subcommittee, which reviews unit assessment reports, often commented that the activity enhances their assessment expertise and understanding of what assessment looks like campus-wide. More importantly, they bring this knowledge back to colleagues in their home units.

IUPUI has also built the data infrastructure and analytic expertise, housed in IRDS, needed to implement the student success and equity goals in our strategic plan. Working from a student-focused paradigm, IRDS makes its aggregated and disaggregated data, research, and analytics available to schools, programs, co-curricular units, and institutional decision-makers, enabling

them to better understand the student experience within their unit in order to make evidence-informed decisions.

These campus resources are widely used by faculty and staff. For example, 1,933 faculty and staff attended CTL programs in 2020. The IRDS website averages approximately 9,000 unique visitors/year, and, in 2020, IRDS staff offered approximately 40 invited presentations to campus, school, and department committees and responded to 58 data requests, not including frequent informal requests from top administrators.

IUPUI's promotion and tenure guidelines emphasize assessment as a central component of effective teaching and learning. P&T candidates at IUPUI **must** present evidence of satisfactory teaching and **may** present teaching and learning, including learning outcomes assessment, as their primary area of excellence. To demonstrate teaching achievement, all candidates must address how their teaching contributes to Profiles learning outcomes. Similar requirements apply to non-tenure-track faculty applying for promotion.

**Current Institution-Level Assessment Activities**

IUPUI's pursuit of improved undergraduate student learning and achievement relies on assessment and judicious use of assessment-generated evidence. DUE, IRDS, and the Student Experience Council are thus paying close attention to GPA, retention, and graduation numbers, and disaggregating these statistics to determine which interventions are most effective for which student populations. For example, because evidence showed that our Summer Bridge program strongly influences students' subsequent academic performance, especially among historically underrepresented and first-generation students, we require all incoming freshmen to participate in a streamlined version of Bridge beginning Fall 2021.

Implementation of the Profiles across the curriculum and co-curriculum is another key campus assessment/improvement initiative. It includes a communication strategy; professional development for effective teaching, learning, and assessment; outcomes mapping in general education courses, degree programs, and out-of-class learning experiences; and assessment and documentation of student learning. Applicants for the general education course inventory provide the UAC with portfolios demonstrating assessed student learning of one or more of the Profiles; courses are revisited and reviewed every five years. Annual unit assessment reports must detail progress in implementing and assessing the Profiles.

Another significant assessment initiative is The Record, a co-curricular transcript that emerged from IUPUI's participation in the NASPA/AACRAO Comprehensive Learner Record project. The Record provides students with verified documentation of out-of-class learning in experiences ranging from community-engaged/service learning to study abroad, internships, undergraduate research, peer mentoring/tutoring, to leadership of student organizations. When carefully implemented, these activities can stimulate powerful learning that complements and supplements in-class learning. To include an experience in The Record, faculty/staff sponsors must provide evidence of fidelity to attributes of effective implementation of the practice, and of student learning of one or more Profiles, based on rigorous assessment. Applications for including experiences in The Record are evaluated by the PRAC Record Subcommittee, which

has approved 364 credit-bearing and co-curricular experiences. IUPUI aims for all undergraduates to participate in four of these engaged learning experiences by graduation.

IUPUI was an early adopter and pioneer of several teaching and learning strategies now considered High-Impact Practices (HIPs)—including first-year experiences, learning communities, service learning, ePortfolios, and others. We thus learned long ago that these practices needed to be embedded in thoughtful learning designs and adapted to our unique student body in order to promote powerful learning. Inspired by an Assessment Institute presentation by California State-Dominguez Hills, we began working in 2015 on HIPs taxonomies that identified the characteristics of effective HIPs implementation at IUPUI. Today, we use IUPUI-developed taxonomies for all eleven HIPs in our professional development programs. The taxonomies enable faculty and staff adopting HIPs to benefit from colleagues' experiences and avoid "reinventing the wheel." An invaluable tool in scaling effective HIPs implementation, the taxonomies are helping us achieve our goal for all undergraduates to participate in four engaged learning experiences.

**Campus-Wide Evidence of Student Learning**

Annual school/unit assessment reports and regular program reviews of academic and administrative units, led by PAII with PRAC oversight, are the principal means for documenting assessment activities, findings, and resulting improvements at IUPUI. Annual assessment reports are shared on the PRAC website, along with periodic summary reports and studies on institutional trends. A PRAC subcommittee peer-reviews annual reports and offers constructive feedback to schools/units, a practice that has resulted in improved reporting, including clearer alignment among learning outcomes, assessment methods, findings, and improvements.

Several indirect measures are used at the campus, school, and program levels to confirm direct assessment findings and offer further insight into student learning. IRDS analyzes NSSE and local survey results at campus, school, and program levels and provides these analyses to campus and unit decision-makers and relevant committees. IRDS-developed surveys of current students and alumni include self-reports on Profiles achievement and career preparation. Some undergraduate professional programs use nationally normed field-specific tests to compare with results of local assessments and help identify improvement needs.

A growing number of IUPUI programs are sharing authentic evidence of student learning online in the form of ePortfolios, virtual posters, videos, digital stories, and more. Our annual Engaged Learning Showcase presents a variety of these learning artifacts from students' capstone projects and experiences, undergraduate research, internships, study abroad, community-engaged learning, and Honors College work.

All IUPUI schools have highly engaged advisory boards comprising alumni and employers. Assessment information is shared with these groups, which, in turn, provide feedback and advice on students' preparation for the workforce, and curricular implications of new developments in their fields.

**Use of Institution-Level Student Learning Evidence**

Over three decades, IUPUI has created a culture of evidence-driven decision-making that permeates the institution. Thus, much of the activity already described represents "use of institution-level student learning evidence." IUPUI's Student Experience Council, for example, makes decisions, like expanding Summer Bridge, based on evidence that the experience supports academic success. Other programs in DUE and IEL, including the Diversity Enrichment and Achievement Program and the Life-Health Sciences Internship Program, have been similarly expanded because evidence showed that participation supported student academic achievement.

Likewise, the UAC accepts courses to the General Education program based on evidence that they advance student learning of one or more Profiles. The PRAC Record Subcommittee selects experiences for The Record based on evidence of student learning of the Profiles. Our implementation of HIPs is driven by taxonomies based on evidence of strategies and approaches that help ensure that high impact is achieved.

Since 2016, IUPUI has focused evidence-informed improvements in five high-priority areas that advance our goal of promoting undergraduate learning and success:

1. We **developed capacity to disaggregate data to highlight needs and uncover equity gaps among various populations**. Robust data infrastructure in IRDS enables campus-, unit-, and program-level decision-makers to access context-specific student data to identify and address equity gaps. We also provide professional development to enhance decision-makers' ability to understand and respond appropriately to assessment data.
2. We **focused on holistic learner support**. Enhanced collaboration and coordination across campus-level units, including DUE, DOSA, the Division of Enrollment Management, and the Office of Community Engagement, enabled implementation of needed improvements: expanding Bridge and the other programs above; increasing capacity in Counseling and Psychological Services; expanding resources to address student financial, housing, and food insecurity; and organizing scattered services into a comprehensive Center for Transfer and Adult Students.
3. We **reorganized our work on HIPs.** The creation of IEL brought campus offices leading HIPs under one organizational umbrella. This realignment enables us to promote fidelity, equity, and scalability of HIPs and to integrate HIPs engagement into guided, coherent educational pathways.
4. We **pursued a strategic equity agenda**. These efforts have included a holistic, test-optional admissions process designed to broaden access for historically underserved students; updated promotion and tenure guidelines that recognize and reward faculty achievements that enhance equity and inclusion; and professional development on culturally responsive instructional and assessment approaches.
5. We **disseminated our assessment work, strengthened our reputation for assessment leadership, and advanced assessment as a field**. Along with organizing the Assessment Institute and producing *Assessment Update*—both sites for disseminating IUPUI assessment work—campus assessment leaders implemented the podcast series *Leading*

*Improvements in Higher Education*, and produced a volume, *Trends in Assessment*, that draws on Institute tracks to discern new and emerging assessment trends and issues.

Reflection and Growth Improvement Plan

Three decades of sustained effort have enabled IUPUI to establish and maintain a flourishing assessment culture, despite our size, complexity, disparate disciplinary and unit cultures, and decentralized organizational structure. Special strengths include:

- Abundant opportunities for professional development in assessment
- Widespread understanding of the importance of ongoing assessment and improvement
- Knowledgeable leadership for assessment
- Distributed assessment expertise at the institution, school, and program levels
- Varied approaches to assessment among our diverse academic units, enabling assessment to reflect unit missions and disciplinary standards of evidence, thus supporting sustainability of assessment
- A reward structure that recognizes assessment achievements and leadership
- [Significant contributions to the development of the assessment as a field](#)

Developing this application renewed our appreciation of the work accomplished and the continued development of assessment and improvement capacity in the past five years. Since 2016, IUPUI's culture of evidence and learner-centered teaching, learning, and assessment has continued evolving to meet changing needs.

The challenges we face are similar to those we have always faced:

- We must continue to focus on student learning and success, particularly retention and timely persistence to degree.
- We must identify and scale interventions effective in one campus setting while sustaining their effectiveness in other settings.
- Assessment reporting has improved, but units still need to better align findings with improvements.
- We anticipate considerable turnover of executive leadership over the coming years. We must seek leaders whose values align with our assessment culture and who can contribute to its continued development.

Goals for the next five years include:

- Continue implementing the Profiles and promoting "whole student" development through use of authentic assessment approaches.
- Expand the number of experiences included in The Record, based on evidence of student learning of the Profiles.
- Implement a campus-based assessment award (in process but delayed by COVID-19) to complement the Banta Lifetime Achievement in Assessment Award conferred at the Assessment Institute.

- Continue to broaden stakeholder (students, employers, alumni, community members) engagement in assessment and improvement.
- Continue promoting increased campus assessment capacity through professional development.
- Enhance IUPUI's national leadership role in developing the assessment field.
- Continue to sustain Excellence in Assessment.

# Appendix 1: Acronyms Used in EIA Application

## IUPUI-specific abbreviations

| | |
|---|---|
| CAO | Chief Academic Officer |
| CTL | Center for Teaching and Learning |
| DOSA | Division of Student Affairs |
| DUE | Division of Undergraduate Education |
| HIPs | High-Impact Practices |
| IEL | Institute for Engaged Learning |
| IRDS | Office of Institutional Research and Decision Support |
| IUPUI | Indiana University-Purdue University Indianapolis |
| P&T | Promotion and Tenure |
| PAII | Office of Planning and Institutional Improvement |
| PCLs | Principles of Co-Curricular Learning |
| PRAC | Program Review and Assessment Committee |
| Profiles | Profiles of Learning for Undergraduate Success |
| PULs | Principles of Undergraduate Learning |
| Record | The Record of Experiential and Applied Learning |
| SEC | Student Experience Council |
| UAC | Undergraduate Affairs Committee |
| UC | University College |

## National references

| | |
|---|---|
| AACRAO | American Association of Collegiate Registrars and Admissions Officers |
| NASPA | Student Affairs Administrators in Higher Education |
| NSSE | National Survey of Student Engagement |

**Appendix 2: URLS of Websites Referenced**

2016 Sustained Excellence Designation: https://planning.iupui.edu/assessment/prac-files/eia/Doing_It_Our_Way_Banta_Kahn.pdf   (*Doing It Our Way: Outcomes Assessment at IUPUI*, Trudy W. Banta, Susan Kahn)

Assessment Institute (Assessment Development Contributions): https://assessmentinstitute.iupui.edu/

Campus Assessment Resources: https://planning.iupui.edu/assessment/resources.html

Center for Teaching and Learning Resources and Workshops:  https://ctl.iupui.edu/Resources/General-Education-Resources

Conceptual Learning Framework for Implementing the Profiles: https://planning.iupui.edu/assessment/prac-files/eia/Conceptual_Framework_for_Implementing_the_Profiles.pdf

Engaged Learning Showcase: https://getengaged.iupui.edu/showcase/2021/index.html

Engaged Learning Taxonomies - Sustaining the Quality of High-Impact Experiences: https://getengaged.iupui.edu/faculty-and-staff/taxonomies/index.html

General Education Core: https://due.iupui.edu/undergraduate-curricula/general-education/iupui-general-education-core/index.html

Institutional Research & Decision Support Data Infrastructure: https://irds.iupui.edu/data-link/index.html

IUPUI Rankings and Campus Statistics: https://www.iupui.edu/about/rankings-statistics.html

NSSE and Local Survey Results:  https://irds.iupui.edu/students/student-surveys/index.html

Plan for Assessment of Student Achievement at IUPUI: https://planning.iupui.edu/accreditation/hlc-files/1994student-achievement.html

Planning and Institutional Improvement Outcomes Assessment Resources: https://planning.iupui.edu/assessment/resources.html

Profiles Circular Graphic: https://planning.iupui.edu/assessment/prac-files/eia/Profiles_Circular_Graphic.pdf

Profiles of Learning for Undergraduate Success Revised 5-1-18:  https://planning.iupui.edu/assessment/prac-files/eia/Profiles_of_Learning_for_Undergraduate_Success_5-1-18.pdf

Profiles of Learning for Undergraduate Success Website:  https://due.iupui.edu/undergraduate-curricula/general-education/profiles/index.html

Program Review and Assessment Committee: https://planning.iupui.edu/assessment/prac.html

Promotion and Tenure: https://academicaffairs.iupui.edu/AAContent/Html/Media/AAContent/02-PromotionTenure/PromotionAndTenure/circular-background-description-integrative-dei-case-for-IFC_3_12.pdf

Quality Initiative Proposal to the Higher Learning Commission: https://planning.iupui.edu/assessment/prac-files/eia/HLC_Quality_Initiative_Proposal_IUPUI_IN.pdf

State of Assessment at IUPUI: https://planning.iupui.edu/assessment/prac-files/eia/State_of_Assessment_at_IUPUI_2020_Final.pdf

Strategic Plan, 'Our Commitment to Indiana and Beyond:' https://strategicplan.iupui.edu/

Student Experience Council: https://dem.iupui.edu/resources/sec/index.html

Study of the Impact of COVID-19 on Assessment - *Bicentennial, Interrupted: IUPUI's Pandemic Year 1*: https://onlinelibrary.wiley.com/doi/10.1002/au.30234

The Record of Experiential and Applied Learning: https://getengaged.iupui.edu/faculty-and-staff/record/index.html

Undergraduate Affairs Committee:  https://due.iupui.edu/undergraduate-curricula/undergraduate-affairs-committee/index.html