

Profiles of Learning for Undergraduate Success¹

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Prepared by:
Mark Bannatyne
Tralicia Lewis
Suzann Lupton
Kristy Sheeler (Chair)
Kate Thedwall
Jane Williams
Elee Wood
Crystal Walcott
Angela White

¹ A note on implementation: Upon approval of the Profiles, we will move into the implementation phase during 2018-2019. During this academic year, individual units will be able to participate in professional development, reflect on the Profiles as they relate to specific units, and develop examples and assessment mechanisms at the introductory, benchmark, and capstone levels appropriate for students to progress along each Profile. Individual units have the flexibility to interpret the Profiles as they relate to student learning and growth from first year to culminating experiences. We will also engage the registrar to develop an appropriate way to code the Profiles for courses, programs, and co-curricular experiences.

Profiles of Learning for Undergraduate Success

IUPUI prepares all students to communicate, innovate, and engage local and global communities to solve the problems of the 21st century. Along this journey, students have many opportunities to reflect upon their classroom and co-curricular learning, develop expertise in their chosen field(s), and grow as human beings. Students become acquainted with each of the Profiles of communicator, problem solver, innovator, and community contributor in general education and first year experiences and progress along these pathways through their major coursework and co-curricular activities toward the capstone/culminating experience. Each Profile is not distinct but supports and enhances the others in multiple ways, providing students with various occasions to deepen disciplinary understanding and refine what it means to be a well-rounded, well-educated person prepared for lifelong learning.

Communicator

The IUPUI Student conveys ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audiences, and collaborate with others and across cultures to build relationships.

Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively
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Problem Solver

The IUPUI Student works individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.

Thinks Critically	Collaborates	Analyzes, Synthesizes, and Evaluates	Perseveres
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Innovator

The IUPUI Student builds on experiences and disciplinary expertise to approach new situations and circumstances in original ways, is willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems in order to make a difference in the civic life of communities, and to address the world's most pressing and enduring issues.

Investigates	Creates/Designs	Confronts Challenges	Makes Decisions
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Community Contributor

The IUPUI Student is an active and valued contributor on the campus and in communities locally and globally. They are personally responsible, self-aware, civically engaged and they look outward to understand the needs of the society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, both local and global.

Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
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Communicator

The IUPUI Student conveys ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audiences, and collaborate with others and across cultures to build relationships.

Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively
<p>What does it look like? Communicators scrutinize information prior to opinion formation and knowledge dissemination. They comprehend, interpret, analyze, and assess ideas, facts, and arguments. Communicators challenge assumptions and ask questions; they use complex information from a variety of qualitative and quantitative sources, personal experiences and observation to draw logical conclusions, form a decision or opinion, and/or advance an argument.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Determine key issues for consideration and access information using well-designed search strategies. • Find and use a variety of credible information sources. • Interpret/evaluate oral, written, visual, and mathematical evidence to develop comprehensive analysis or synthesis. • Ask questions to consider thoroughly diverse viewpoints. 	<p>What does it look like? Communicators listen attentively to others, observe and read actively, and respond appropriately. Communicators are aware of personal biases.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Observe, listen, and read for information. • Paraphrase ideas. • Perform self-reflection. • Respectfully engage others in ways to facilitate their contributions. <p>What are some examples? <i>Academic:</i> Advance class discussion with peers. Summarize in-class group meetings or class sessions for the purpose of checking perceptions and getting input from all members. <i>Co-curricular:</i> Facilitate a Democracy Plaza event; go through intergroup dialogue facilitation training and facilitate a difficult dialogue.</p>	<p>What does it look like? Communicators actively engage with others to deliberate, negotiate, build consensus, navigate conflict, define values, or meet shared goals. Communicators operate with civility and cultivate healthy and meaningful relationships with others.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Evaluate and apply diverse perspectives to complex topics in the face of multiple or conflicting positions. • Engage in reflection to increase self-awareness and personal growth. • Engage others respectfully; motivate others. • Tailor communication strategies to express, listen, and adapt to others to establish relationships to further goals. <p>What are some examples? <i>Academic:</i> Work with others to accomplish a team project; work with classmates and community members on a service learning (RISE) project.</p>	<p>What does it look like? Communicators are able to express and adapt information and arguments to diverse audiences across formats and settings. They speak, write, and communicate visually with a purpose, make informed and principled choices and foresee consequences of these choices on self and others.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Develop a central message that is compelling, stylistic, and strongly supported with credible evidence relevant to the intended audience. • Rely on language and visual choices that are clear and appropriate to diverse audiences and purposes. • Convey information mathematically. • Deliver polished and organized informative and persuasive presentations to diverse audiences.

<ul style="list-style-type: none"> Analyze own and others' assumptions. Evaluate relevance of contexts (e.g., historical, political, cultural) when presenting position. Express logical position that accounts for complex perspectives. Acknowledge limitations. <p>What are some examples?³ <i>Academic:</i> Engage in the research process to produce a paper or report; design and conduct an experiment or survey and convey the results to diverse audiences (RISE)⁴.</p> <p><i>Co-curricular:</i> Analyze data on student organization participation to convey conclusions to student affairs.</p> <p>How could it be evaluated?⁵ An experience, such as one of the examples above, evaluated according to the Critical Thinking VALUE Rubric at different points along the curriculum.</p>	<p>How could it be evaluated? An assignment, such as one of the examples above, evaluated according to the relevant VALUE⁶ Rubric or a rubric included with the REAL⁷. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.</p>	<p><i>Co-curricular:</i> Work with student organization to accomplish a shared goal. Build community with residential living cohort.</p> <p>How could it be evaluated? An assignment or classroom approach, such as one of the examples above, developed in alignment with the RISE Service Learning Taxonomy⁸ and evaluated according to the Teamwork or Civic Engagement VALUE Rubric or a rubric included with the REAL. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.</p>	<ul style="list-style-type: none"> Use visual imagery effectively with oral and written ideas. Write informative and argumentative reports or essays for diverse audiences. Use credible information sources. Reflect on speaking, writing, and visual choices. <p>What are some examples? <i>Academic:</i> Convey information orally, in writing, and visually to audiences inside and outside topic area. Express ideas mathematically using the Greek alphabet.</p> <p><i>Co-curricular:</i> Present information during a student organization new student induction ceremony; participate in a theatre performance. Develop and present a poster or</p>
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³ Examples are provided for illustration only and are not meant to be prescriptive. During the implementation phase, each unit will be able to develop examples that align with its goals for student learning.

⁴ RISE to the IUPUI Challenge is an acronym referring to Research, International, Service Learning, and Experiential Learning. For more information, see <https://due.iupui.edu/student-success/student-initiatives/rise-program/index.html>.

⁵ These evaluation mechanisms are provided for illustration and are not meant to be prescriptive. During the implementation phase, each unit will be invited to develop assessment mechanisms to evaluate student learning at the introductory, benchmark and capstone levels.

⁶ VALUE is an acronym that refers to Valid Assessment of Learning in Undergraduate Education, an initiative of the Association of American Colleges and Universities (AAC&U). Sixteen VALUE rubrics are available for faculty to assist developing and evaluating student work. For more information, see <https://www.aacu.org/value-rubrics>.

⁷ REAL refers to the Record of Experiential and Applied Learning. The REAL is being developed at IUPUI as a complement to a student's official transcript and will record other experiences to provide a fuller picture of a student's undergraduate learning.

⁸ For more on the RISE Taxonomies, see: <https://rise.iupui.edu/resources/course-development/taxonomies/index.html>.

<p>An experience developed and assessed using the RISE Research taxonomy.</p>			<p>talk during Research Day or another conference venue.</p> <p>How could it be evaluated? An assignment, such as one of the examples above, evaluated according to the Oral and Written Communication VALUE Rubric. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.</p>
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Problem Solver

The IUPUI Student works individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.

Thinks Critically	Collaborates	Analyzes, Synthesizes, and Evaluates	Perseveres
<p>What does it look like? Problem Solvers think critically and from multiple perspectives about the world and their place in it; using their disciplinary expertise, they evaluate information resources carefully and conduct research independently to determine the most reliable and useful sources for their work.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Define a problem through creating an actionable problem statement. • Identify and propose solutions for problems using qualitative and quantitative tools, reasoning, and creative thinking. 	<p>What does it look like? Problem Solvers know how to work with others; they make the results of research understandable to a variety of audiences, including using visual forms of communication and communication tools; they listen to, respect, and incorporate a diversity of opinions and experiences into their plans.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Cultivate healthy, meaningful relationships with others. • Operate with civility in complex local and global environments. • Listen attentively to others and respond appropriately. 	<p>What does it look like? Problem Solvers are curious about other perspectives and use their disciplinary expertise, along with knowledge and skills from a variety of fields, in their own work; they work to understand the details of a problem and break down ideas into manageable segments; they solicit and integrate information from scholars and community members to enrich their knowledge; they translate complex ideas into action plans and assess the effectiveness of their solutions.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Identify and adjust behaviors by applying previously understood 	<p>What does it look like? Problem Solvers are comfortable with ambiguity and do not give up when the task they're facing is difficult; they seek solutions from professionals, mentors, friends, and academic resources to work through challenging moments.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Recognize and effectively manage ambiguous ideas, experiences and situations. • Manage adversity and life challenges in a flexible and ethical manner that promotes individual growth and development. • Demonstrate transferrable life skills (e.g., time management,

<ul style="list-style-type: none"> • Use complex information from a variety of sources including personal experiences and observation to draw logical conclusions and form a decision or opinion. • Apply cultural, historical, and scientific knowledge to contemporary global contexts. <p>What are some examples? <i>Academic:</i> Conduct academic research for a research paper; design and implement an experiment or survey on a topic of the student's own choosing; use visual representations of work to present research findings.</p> <p><i>Co-Curricular:</i> Participate in Fall Alternative Break Program by completing short-term project for a community agency in addressing social issues.</p> <p>How could it be evaluated? A signature assignment that requires extensive research using primary and/or secondary sources, evaluated according to the Critical Thinking or Information Literacy VALUE rubrics; a signature assignment involving quantitative or qualitative data analysis, evaluated according to the Quantitative Literacy VALUE rubric</p>	<ul style="list-style-type: none"> • Actively engage with others to build consensus, define values, or meet shared goals. <p>What are some examples? <i>Academic:</i> Work with a small group to create a report; Successfully design and implement a scientific procedure or study involving multiple people.</p> <p><i>Co-curricular:</i> Join a student organization and participate in its activities; Volunteer with a local nonprofit organization.</p> <p>How could it be evaluated? A group project that tracks both individual contributions and the quality of the completed project, evaluated using the Teamwork VALUE rubric.</p>	<p>information, concepts, experiences, qualitative and quantitative techniques to a new situation or setting.</p> <ul style="list-style-type: none"> • Modify one's approach to an issue or problem based on the contexts and requirements of particular situations. • Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions. • Examine the effectiveness and impact of solutions and make specific recommendations for future improvement. <p>What are some examples? <i>Academic:</i> Work with a group of students and community members on a service learning project assessing a significant problem in the community. Use quantitative/mathematical techniques to answer research questions.</p> <p><i>Co-curricular:</i> Examine the effects of social issues on communities through discussion and reflection on varied lived experiences. For example, the Tunnel of Oppression, alternative spring breaks, international</p>	<p>communication, and problem solving) developed while participating in classroom and co-curricular activities.</p> <p>What are some examples? <i>Academic:</i> Resolve conflicts in group work to move on with the assignment; takes criticism as an opportunity to improve skills and ideas.</p> <p><i>Co-curricular:</i> On-campus employment experiences; participation in campus leadership programs.</p> <p>How could it be evaluated? Student journals written over the course of a large project or reflection papers at the end of an assignment; active and thoughtful student participation in group meetings to resolve differences; frequent one-on-one meetings with students; self-evaluations of student participation in group work.</p>
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Innovator

The IUPUI Student builds on experiences and disciplinary expertise to approach new situations and circumstances in original ways, is willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems in order to make a difference in the civic life of communities, and to address the world’s most pressing and enduring issues.

Investigates	Creates/Designs	Confronts Challenges	Makes Decisions
<p>What does it look like? Innovators know how to investigate; they are inquisitive, can carry out research (fieldwork, international or community-based, bench science, humanities, arts, technology and social science), apply disciplinary expertise, are proactive, can advocate for issues, and work toward building consensus with others.</p> <p>What do you do?</p> <ul style="list-style-type: none"> Explore a topic in depth. 	<p>What does it look like? Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Students combine or synthesize existing ideas, images, or expertise in original ways.</p> <p>What do you do?</p> <ul style="list-style-type: none"> Use divergent thinking to work in an imaginative way. Take risks either personally (in terms of embarrassment or rejection), or risk of failure in going beyond expectations. 	<p>What does it look like? Innovators confront challenges by building on experiences and disciplinary expertise to approach situations and circumstances in original ways. They use the tools and resources available, are willing to risk failure, and understand that failure is a step on the road to success.</p> <p>What do you do?</p> <ul style="list-style-type: none"> Modify an approach to an issue or problem based on the contexts and 	<p>What does it look like? Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Students see possibilities/need for change, and demonstrate/use their skills, talents, abilities, and disciplinary knowledge to pursue change/improvement/advancement/innovation/knowledge creation in their own communities and beyond.</p> <p>What do you do?</p>

<ul style="list-style-type: none"> • Indicate an intense interest in an area; show substantial knowledge and understanding of at least one field of study. • Reflect on future self by building on experiences and responding to new challenges. • Use quantitative data to inform decision-making. <p>What are some examples? <i>Academic:</i> Conduct research, describe, and explain a complex historical event in a coherent manner, employing the conventions and standards of the discipline.</p> <p><i>Co-curricular:</i> Identify an area of interest and pursue it with others in a meaningful way toward mastery.</p> <p>How could it be evaluated? Assignments that require identification of an area of interest or question for investigation, a plan to carry out that investigation and report on findings.</p>	<ul style="list-style-type: none"> • Embrace contradictions. • Provide novel or unique solutions to a situation. • Connect, synthesize, or transform ideas into new ones. • Transfer skills, theories, abilities, methodologies by adapting or applying to new situations. • Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions. <p>What are some examples? <i>Academic:</i> Create the electronic structure of health data to meet a variety of end user needs.</p> <p><i>Co-curricular:</i> Develop a new program for student involvement.</p> <p>How could it be evaluated? Assignments that present new ideas and solutions to a problem; includes creation of procedures, products, or materials that have viable application or implementation.</p>	<p>requirements of particular situations.</p> <ul style="list-style-type: none"> • Connect to relevant experiences and academic knowledge across disciplines and perspectives at both local and global levels. • Integrate communication in ways that enhance knowledge and understanding. • Envision solutions to global challenges. • Recognize and effectively manage ambiguous ideas, experiences and situations. • Identify and adjust behaviors by applying previously understood information, concepts, and experiences to a new situation or setting. <p>What are some examples? <i>Academic:</i> Collaborate with an agency, organization or external mentor to articulate the ethical implications of such research partnerships, and understand the goals of the scholarly project for academics and community partners alike.</p> <p><i>Co-curricular:</i> Use disciplinary knowledge in a co-curricular setting to develop solutions for new applications.</p> <p>How could it be evaluated? Assignments like research papers, lab reports, musical</p>	<ul style="list-style-type: none"> • Create a plan based on available evidence to achieve a goal related to a meaningful issue. • Advocate for change or improvement with others that uphold values. • Carry out a plan to implementation. • Anticipate and avoid difficult situations before they become an issue both in academic life and career. <p>What are some examples? <i>Academic:</i> Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.</p> <p><i>Co-Curricular:</i> Develop a proposal to create mechanism or system to meet a student need across campus.</p> <p>How could it be evaluated? Signature assignment that identifies a need, develops a plan, carries a plan to implementation.</p>
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		compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment.	
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Community Contributor

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Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
<p>What does it look like? Community Contributors are active participants in their communities. They are willing to contribute their talents and knowledge in ways that improve the world around them. They are respectful, inclusive, and have developed a civic identity.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Make informed and principled choices. • Learn to recognize your own cultural rules and biases. • Communicate effectively with others in a variety of settings. • Builds and connects local and global communities. • Cultivate health and meaningful relationships. • Adjust behaviors by applying previously understood information, 	<p>What does it look like? Community Contributors appreciate and seek to understand their own culture and society as well as the culture of others. Strong community members learn to navigate effectively in a complex world by working in a civil and collaborative manner with others.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Understand the diversity and universality of human experience. • Engage others civilly, and with respect. • Understand and appreciate the interconnectedness of local and global communities. • Recognize and appreciate cultural differences and initiate interactions with those who are culturally different. 	<p>What does it look like? Community Contributors develop a value-based code that directs their personal behavior and social interactions. They are aware of and respect the ethical conventions of local and global communities. They create the conditions for good ethical behavior by others.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Understand and articulate your personal values and beliefs. • Advocate for your values and beliefs in a civil and respectful manner. • Consider the consequences of your choices and actions. • Make principled choices in your life and in your relationships with others. 	<p>What does it look like? Community Contributors have strong personal insight and are able to understand their needs and motivations. They are able to make sound, evidence-based decisions and they can predict the reasonable consequences of their choices and actions on themselves and others.</p> <p>What do you do?</p> <ul style="list-style-type: none"> • Engage in meaningful self-examination and reflection. Track these efforts by including them in your E-PDP.⁹ • Manage adversity in a flexible and ethical manner. • Change course when doing so is prudent or necessary. • Care for your personal and emotional health. • Set and pursue personal goals.

⁹ An E-PDP is an electronic personal development plan. More information can be found here: <https://pdp.iupui.edu/>.

<p>concepts, and experiences to a new situation or setting.</p> <p>What are some examples? <i>Academic:</i> Learn to communicate ideas and beliefs in a clear and concise way to a variety of audiences.</p> <p><i>Co-curricular:</i> Join and participate regularly in a campus or community organization. Identify a cause or activity important to you and volunteer your time.</p> <p>How can it be evaluated? Assignments that require students to work in groups to study a public policy or community issue within their discipline and to propose solutions to community problems.</p>	<p>What are some examples? <i>Academic:</i> Take courses focused on a period of time, a religious tradition, a culture or a language other than your own.</p> <p><i>Co-curricular:</i> Explore the art, music, or food of other cultural or ethnic communities. Live or work with others whose culture and traditions are different from your own.</p> <p>How can it be evaluated? Complete group project that requires students to consider and explain multiple perspectives on an issue, event or concern.</p> <p>Assign a project that requires students to examine a disciplinary based problem in another part of the world.</p>	<ul style="list-style-type: none"> • Understand and articulate the generally accepted ethical principles and legal systems in the communities in which you live and work. • Understand the ethical principles of other cultures, societies and environments. • Exhibit respect for and preserve the dignity of others. <p>What are some examples? <i>Academic:</i> Study the ethical systems of other cultures. Examine ethical dilemmas within your discipline.</p> <p><i>Co-curricular:</i> Live or work with others whose culture or legal systems are different from your own.</p> <p>How can it be evaluated? Completion of project that asks students to compare two or more approaches to an ethical issue assessed using VALUE rubric.</p>	<p>What are some examples? <i>Academic:</i> Develop strategies that allow you to identify and use information critical to sound decision-making in multiple areas. Take courses that expand your ability to think creatively as well as critically.</p> <p><i>Co-Curricular:</i> Take advantage of campus resources, including classes, seminars and campus support services to learn how to best care for your physical and mental health.</p> <p>How can it be evaluated? Assignments that require self-assessment and self-reflection.</p>
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