



**IUPUI**

CENTER FOR TEACHING AND LEARNING

## **Assessment Resources**

### *IUPUI Assessment Support*

**[Center for Service and Learning \(CSL\)](#)**. The CSL offers a wide range of initiatives and resources to strengthen teaching, research, and assessment related to service learning and civic engagement. Visit the **[Assessment Resources](#)** portion of the CSL website to see tools and resources to assess civic learning. <http://csl.iupui.edu/>

**[Center for Teaching and Learning \(CTL\)](#)**. The CTL provides individual consultations, workshops, webinars, and resources to support faculty in the assessment of student learning, the use of instructional technology for assessment, mid-semester feedback, class observations, course and curriculum planning, and more. <http://ctl.iupui.edu/>

**[Institutional Research and Decision Support \(IRDS\)](#)**. The vision of IRDS is to provide accurate, timely, and actionable information to support decision making at IUPUI and allow for greater coordination and alignment of activities to enhance student success, learning, and institutional effectiveness. The IRDS website provides access to a wide range of IUPUI data that can be helpful in assessment efforts, including DFWI reports, enrollment management dashboards, student success and learning dashboards, student survey dashboards and much more. The IRDS **[Evaluation Toolbox](#)** is designed to provide helpful easy-to-access tools and resources to administration, faculty, advisors, and program staff. <http://irds.iupui.edu/>

**[IUPUI ePortfolio](#)**. Electronic portfolios support teaching and learning, assessment, student development, advisement and career counseling, professional presentation, and more. This website provides background information about ePortfolios in general and IUPUI's ePortfolio Initiative in particular, and keeps you in touch with all things ePortfolio at IUPUI. <https://eportfolio.iupui.edu/>

**[IUPUI High-impact Practice Taxonomies](#)**. The units that support the **[RISE Initiative](#)** (Center for Teaching and Learning, Center for Research and Learning, Study Abroad, Center for Service and Learning), along with the Division of Undergraduate Education and University College, created taxonomies to guide the instruction and assessment of high-impact courses. <https://rise.iupui.edu/resources/course-development/taxonomies/>

**[IUPUI Planning and Institutional Improvement \(PAII\)](http://planning.iupui.edu/)**. PAII staff provide campus, state, regional, national, and international leadership for outcomes assessment in higher education and oversee IUPUI's efforts to maximize learning at IUPUI. PAII does this through a combination of student assessment and program review, ongoing processes aimed at setting goals and standards for student learning, systematically gathering and analyzing evidence to assess student performance in relation to those standards, and implementing changes in the classroom to heighten student achievement. <http://planning.iupui.edu/>

**[PRAC Committee](http://planning.iupui.edu/assessment/prac.htm)**. The Program Review and Assessment Committee (PRAC) establishes guidelines for program review for academic and administrative units and provides guidance for student outcomes assessment throughout the institution. It also funds small grants that promise innovative approaches or improved practice in assessment. The activities of the committee are supported by staff in the Office of Planning and Institutional Improvement (PAII). The website includes guidelines for preparing and assessing PRAC reports, a **[Glossary of Assessment Terms](#)**, and more. <http://planning.iupui.edu/assessment/prac.htm>

**[STEM Education Innovation and Research Institute \(SEIRI\)](https://seiri.iupui.edu/)**. SEIRI serves as the science, technology, engineering, and mathematics (STEM) education innovation, research, evaluation, and consultation hub, bringing together expert educational researchers with scientists and discipline-based educational researchers in order to inform and reform pre-college, undergraduate, and graduate education across IUPUI's campus and beyond. SEIRI is available to support grant proposals as an educational evaluator or through intensive educational consultation. <https://seiri.iupui.edu/>

### *Assessment, General*

**[The Assessment Institute in Indianapolis](http://planning.iupui.edu/assessment/institute.html)**. The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on outcomes assessment in higher education. It is designed to provide opportunities for (1) individuals and campus teams new to outcomes assessment to acquire fundamental knowledge about the field, (2) individuals who have worked as leaders in outcomes assessment to share and extend their knowledge and skills, and (3) those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute. <http://planning.iupui.edu/assessment/institute.html>

**[Glossary of Assessment Terms](http://planning.iupui.edu/assessment/prac-files/glossary/glossary-terms.pdf)**. This glossary developed by the Advanced Practices Subcommittee of PRAC clarifies assessment terminology and offers a common language for discussion. <http://planning.iupui.edu/assessment/prac-files/glossary/glossary-terms.pdf>

**[Planning for Learning and Assessment Outline](http://planning.iupui.edu/assessment/prac-files/guidelines/outlinepracreports.doc)**. This grid can be used to guide assessment planning. <http://planning.iupui.edu/assessment/prac-files/guidelines/outlinepracreports.doc>

### *Student Learning Outcomes*

**[National Institute for Learning Outcomes Assessment \(NILOA\)](http://www.learningoutcomesassessment.org/)**. The mission of NILOA is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders. This site may be helpful if you are interested in digging deeper into how to use student learning outcomes for assessment. <http://www.learningoutcomesassessment.org/>

**[IUPUI Principles of Undergraduate Learning \(PULs\)](https://due.iupui.edu/undergraduate-curricula/general-education/principles-of-undergraduate-learning/)**. The PULs provide a principles-based framework for the learning outcomes that every undergraduate student should attain. At the campus level, attainment of the PULs for seniors is measured as a continuing assessment strategy. Some professional schools have mapped the PULs to professional accreditation standards. <https://due.iupui.edu/undergraduate-curricula/general-education/principles-of-undergraduate-learning/>

**[IUPUI General Education Core](https://due.iupui.edu/undergraduate-curricula/general-education/iupui-general-education-core/)**. General education provides an academic introduction to life at IUPUI and serves as a unifying framework for the knowledge, skills, habits of mind, and values that students acquire throughout their degree programs. General education is framed by the IUPUI Principles of Undergraduate Learning and exposes students to the fundamental ideas, questions, and intellectual activities that will prepare them to be lifelong learners in a democratic society. Resources for Preparing for the Review of a General Education Course can be found [here](https://due.iupui.edu/undergraduate-curricula/general-education/iupui-general-education-core/). <https://due.iupui.edu/undergraduate-curricula/general-education/iupui-general-education-core/>

**[Writing and Assessing Student Learning Outcomes Tip Sheet](http://go.iu.edu/1JOL)**. This Center for Teaching and Learning resource may be helpful if you need to write or revise course student learning outcomes. <http://go.iu.edu/1JOL>

### *Assessment of Student Learning*

**[Classroom Assessment Techniques \(CATS\) Tip Sheet](http://go.iu.edu/1JOM)**. CATS are simple, non-graded, in-class activities designed to give instructors and students useful feedback on the teaching and learning process as it is happening. <http://go.iu.edu/1JOM>

**[Creating and Using Rubrics Tip Sheet](http://go.iu.edu/1JON)**. A rubric is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor. <http://go.iu.edu/1JON>

**[Direct and Indirect Measures of Student Learning](http://go.iu.edu/1JOO)**. The definitions and examples of direct and indirect measures of student learning are provided in this handout created by Michele Hansen. <http://go.iu.edu/1JOO>

**[AAC&U Value Rubrics](#)**. The VALUE Rubric Development Project developed 16 VALUE rubrics for the LEAP Essential Learning Outcomes and all of the rubrics may be downloaded from this site. <http://go.iu.edu/1JOP>

### *Student Assignments*

**[Designing a Transparent Assignment](#)**. This checklist created by Mary-Ann Winkelmes as part of the [TILT](#) (Transparency in Learning and Teaching) project might be helpful if you are redesigning assignments in your course. <http://go.iu.edu/1JOQ>

**[DQP Assignment Library](#)**. The purpose of this website is to provide a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the [Degree Qualifications Profile](#) (DQP). If you are considering creating a signature assignment or revising an assignment for your course, you may find helpful examples on this site. <https://www.assignmentlibrary.org/>