

Assessing the Effectiveness of a Personal Development Plan (PDP) for First-Year Students: A Mixed-Method Approach



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Presentation and Other Reports Available at:



- <http://research.uc.iupui.edu/EvaluationReports/PersonalDevelopmentPlan.aspx>
- <http://pdp.uc.iupui.edu/>

Presentation Overview



- Assessment Purposes and Approaches
- Introduction to the ePDP
- ePDP assessment strategies
- Outcomes
 - Quantitative
 - Qualitative
- Implications and Future Assessment Efforts

Assessment Purposes and Approaches



Electronic Personal Development Plan (e PDP)



- A flexible online portfolio and web-page presentation tool that allows students to plan, mark progress, and reflect on their college experience.
- Implemented in first-year seminars and is easily adapted to courses, departments, and programs so that students can continue to use the PDP throughout their college experience to guide their learning.
- Components of the PDP include About Me, Educational Goals and Plans, Career Goals, Academic Showcase, My College Experience and Resume

Purposes of Assessment



- Determine if the program (e.g., ePDP process) is attaining intended goals and student learning outcomes.
- Determine if students learn through process of structured reflection and completing prompts (e.g., about self, integrative learning, critical thinking, writing).
- Enable students to assess own strengths.
- Allow more opportunities to improve teaching and learning.
- Help institution demonstrate accountability or determine worth and value of programs.
- Make data-based decisions.

Assessment Approaches



- Seek involvement of key stakeholders in planning, implementation, and deployment.
- Select outcome measures that are valid, reliable, aligned with program goals and learning outcomes.
- Understand what processes lead to particular outcomes: the why and the what.

Assessment Approaches



- Employ qualitative and quantitative methods.
- Employ multiple measures from different sources.
- Employ summative and formative approaches.
- Take steps to ensure results are linked to planning and decisions.

Formative vs. Summative Assessment



Formative Assessment

- Evaluations intended - by the evaluator - as a basis for improvement (Scriven, 1996).
- Typically conducted during the development or improvement of a program or product and it is conducted, often more than once, for in-house staff of the program with the intent to improve.
- It typically involves qualitative feedback (rather than scores) for both student and instructors that focuses on the details of content and performance.

Summative Assessment

- Seeks to monitor educational outcomes, often for purposes of external accountability.
- Assessment of learning and is contrasted with formative assessment, which is assessment for learning.
- Provides information on the product's efficacy (its ability to do what it was designed to do). For example, did the students learn what they were supposed to learn after completing their ePDPs.

Mixed-Method Approaches



- Allows researchers to:
 - Triangulate findings from multiple sources.
 - Converge or corroborate findings.
 - Strengthen the internal validity of the studies.
 - Create elaborated understandings of complex constructs such as “understanding self” or “integrative learning.”

Quantitative and Qualitative Methods



- Multiple Methods and Measures are Employed to Assess Program Processes and Outcomes
- Complementary Techniques
- Work Best in Dialogue

Qualitative Assessment



- Brings Awareness Of Program Implementation Differences
- Provides In-Depth Understanding of Student Responses and Interactions
- Represents Part of a Long Term Strategy of Formative Evaluation

ATLAS.ti

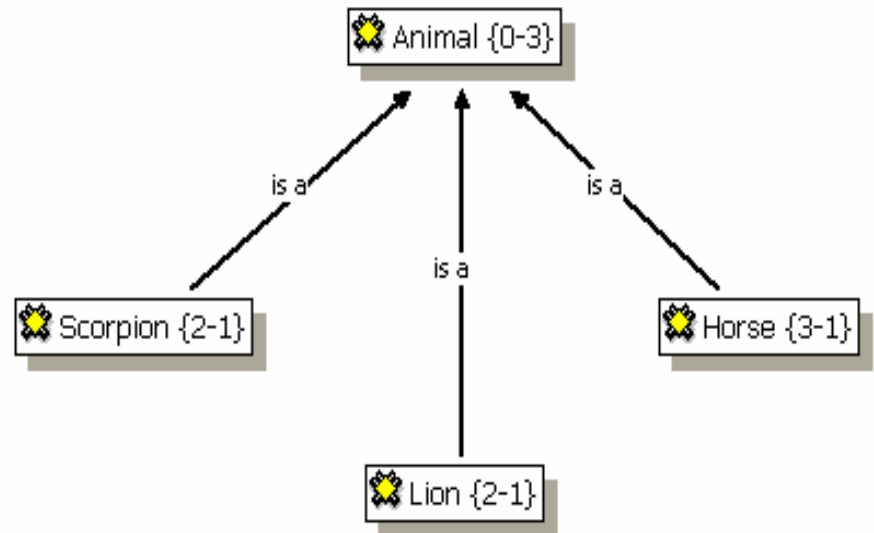
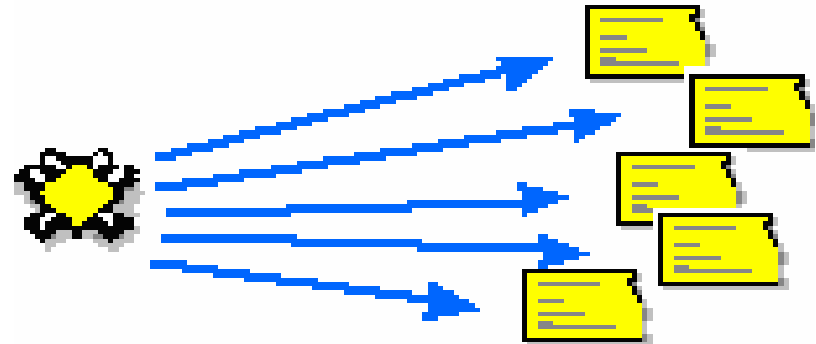
Methodologically, coding is more than merely

indexing data. Coding is simply the procedure of associating code words with selections of data.

In ATLAS.ti's framework, the foundation of

“coding” is the association between a quotation and a code.

http://www.atlasti.com/uploads/media/007_basic_coding_EN.m4v



Quantitative Assessment



- Conduct quasi-experimental designs employing multivariate analyses of covariance, repeated measures MANCOVAs, and hierarchical regression procedures.
- Conduct analyses to determine program effects on academic performance, retention rates, and DFW rates.
- Describe retention rates and GPAs in defined populations over semesters and years.
- Examine participants compared to non-participants with regard to GPA and retention while adjusting for academic preparation and background differences
- Examine predicted vs. actual retention, course grades, and DFW rates.
- Administer student surveys to assess student needs, satisfaction, engagement, program impacts, reasons for leaving, etc.

Employ Multiple Methods to Assess Learning



1) Direct

- Projects, papers, tests, observations

2) Indirect

- Questionnaires, interviews, focus groups
- Unobtrusive measures such as
Grades, Syllabi, and Transcripts

Introduction to the ePDP



Focus on Learning



Liberal Education and America's Promise (LEAP)
of Association of American Colleges and
Universities (AACU)

- The Essential Learning Outcomes
- The Principles of Excellence

Principles of Excellence



Principle Two: Give Students a Compass

Focus each student's plan of study on
achieving the Essential Learning Outcomes
and assess progress

What is a Personal Development Plan?



Personal development planning is a **process** which will enable first year students at IUPUI to understand, implement, and mark progress toward a degree and career goal by creating and following a personalized plan that is open to revision and reevaluation every semester in collaboration with an academic advisor, faculty member, or mentor.

Why are we implementing the ePDP?



The personal development plan is designed to foster:

1. Goal commitment (student commitment to earning a degree)
2. Academic achievement (through goal setting and planning)
3. Curricular coherence and meaning in the first-year seminar
4. Each of these goals is a way to foster student development

Five Learning Outcomes for the ePDP



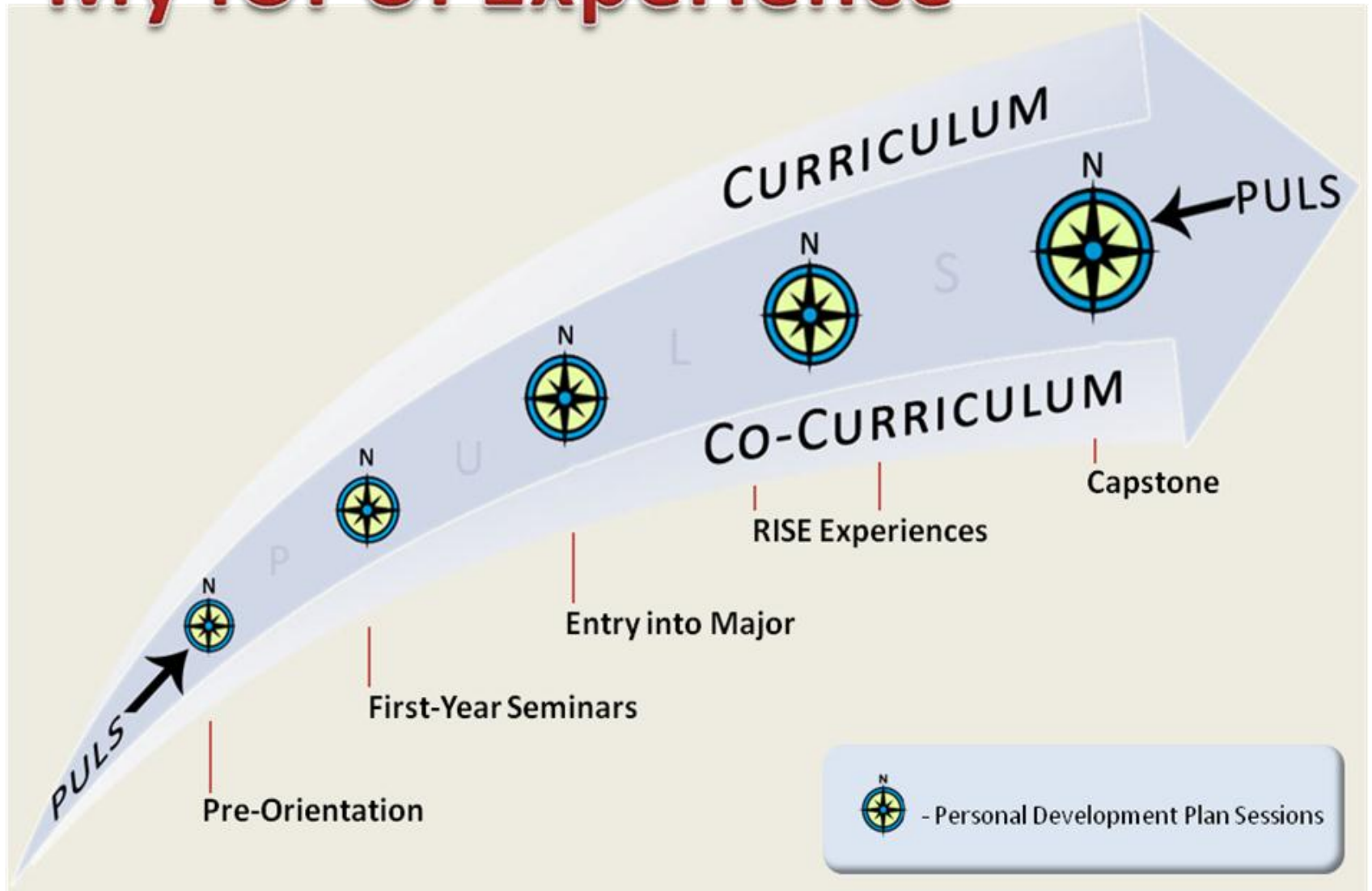
- 1. Self-Assessment:** Students identify success-related competencies
- 2. Exploration:** Students research and identify realistic and informed academic and career goals
- 3. Evaluation:** Students analyze their academic progress over the semester in terms of progress toward academic and career goals
- 4. Goal Setting:** Students connect personal values and life purpose to the motivation and inspiration behind their goals
- 5. Planning:** Students locate programs, information, people, and opportunities to support and reality test their goals.

Framework for the ePDP



- Began conceptualizing the ePDP as part of an electronic document that students will carry with them and update as they move through their college experience
- Focus on using the PDP to help students create coherence and meaning around their college experience and understand how the college experience helps develop their sense of self and shapes their future.

My IUPUI Experience



Why an electronic portfolio?



- Easier to manage the portfolio process
 - Access
 - Presentation
 - Duplication
 - Evaluation
 - Storage
- Hypertext links allow clear connections between information presented and portfolio artifacts
- Motivational for students and addresses ownership issues of student-created work
- Creating an electronic portfolio can develop skills in using multimedia technologies

Key Discussion Points



- How do we create a presentation format / process that students will find engaging and that they will “own”?
- What can we reasonably expect from first-year students? How can we honor student’s personal and cognitive development and build a framework that will be suitable as they learn and mature?
- How can we build a framework that may allow other programs to utilize the tool?

Components of “ePDP”



- About Me
 - Educational Goals and Plans
 - Career Goals
 - My Academic Showcase
 - Campus and Community Connections
 - My College Achievements
 - Resume

Ariana Casale • Ariana's Personal Development Plan

About Me • Educational Goals • Educational Plan • Career Goals • Academic Showcase • Co-Curricular Experience • Resume



Hello, my name is Ariana Casale and welcome to my portfolio! I was born in New Brunswick, New Jersey, lived in Howell, New Jersey for three years, then I moved to Jackson, New Jersey where I lived there for six years, and finally on July 28, 2000, I moved to Fishers, Indiana. I have a mom, dad and an older brother name Lenny. My nationality is 3/4 Italian and 1/4 Polish. My hobbies would include collecting many objects such as seashells, rocks, and many more. My interests would include writing poems, drawing landscapes, playing video games, reading books/manga, watching anime, playing different sports for fun. I am currently a freshman student at the School of Informatics at IUPUI in Indianapolis. For my area of specialization I want to do Media Arts & Science and I would like to do Intergrated Media. The person I would like to seek to become is someone who is a dedicated and realiable girl with a solid knowledge of computers.

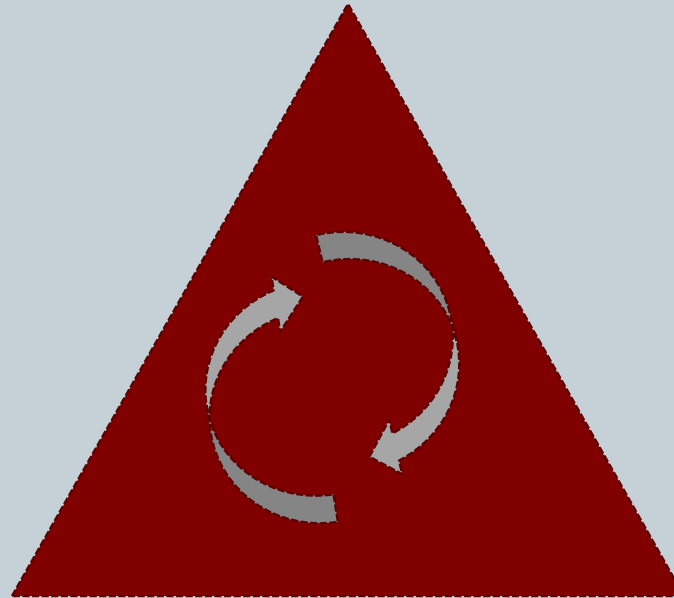
Did you know that 1 out of 5 people in the U.S. has a learning disability? I am one of those people. However, I do not let this disability affect me because it made me realize I have strengths, knowledge, abilities and values that I bring to my life. One of the strengths it brings is that it makes a me a hard worker. In everything I do, school, color guard, homework, and etc I always give my 110% and do my hardest no matter what the circumstance is. For example, when I was in the color guard there was an award called the Becky Lee Award. The Becky Lee Award is given to someone who has a positive attitude, great leader, always helpful, and a most importantly a hard worker. I received that award in all of the 4 years I was in color guard. I believe this strength will bring me success at IUPUI because the teachers will see how I am a hard worker in homework assignments, projects, writing assignments and other activities rather than a student who doesn't do anything. I believe this will help my career success because whatever job I get I want my boss to know they made a right decision to hire a hard working employee. Another strength I have is trustworthy. You can ask any of my friends and they will tell you how they can always trust and depend on me for anything. This would include help, advice, someone to talk to, or anything else. The third strength I have is responsible. I believe this is key for everything, doing homework, completing it, working on the job doing everything, making good choices and not regret them later. I have lots of other strengths, but these are the main ones but I am positive that when I look back I know I made goals that are realistic and very important for the rest of my life.

If I were to receive a "Lifetime Achievement Award" at the end of my time, I would love to get recognize for overcoming my disability. What I mean by that is for all those that suffer from a learning disabilities to be inspire them and show them that you can achieve anything. Also I would like for my family members to be very proud on how far I have come.

A Cyclical not Linear Process



Assessment



Outcomes

Pedagogy

Content Review



- 32 reviewers participated in 2 hour workshop to increase inter-rater reliability
- Reviewed 64 PDPs for which we had informed consent
- Raters reviewed PDP independently and submitted scores; scores tallied and discrepancies identified
- Met again to use discrepancies to focus on revision of the prompts and rubrics (not student learning)

Assessing Learning: Section Rubrics



Section: ABOUT ME	Beginning	Developing	Competent	Proficient
Personal Strengths	Identifies my strengths	Explains what each strength means in my own words such that someone who doesn't know me will understand them	Gives examples of how each strength plays out in my life as a student	Relates these strengths to my success as a student this semester and beyond - how does or might they contribute to my success as a student?

Lessons Learned



- Diversity of faculty perspectives and experience
- Teaching and Pedagogy
- Is the sum greater than the parts when it comes to assessment? If so, how do we assess so as to document the “greater-ness”?
- Should our rubrics be Bloom based? Critical Thinking based? Both? Other?

Updated Rubric



	0	1	2	3	4	Score
Personal identity	Does not identify at least two personal characteristics	Identifies at least two personal characteristics (interests, skills, values, and/or personality)	Explains these characteristics such that someone who doesn't know me will understand who I am as a person	Gives examples of demonstrating these characteristics	Considers the sources of these personal characteristics – how did they develop? AND/OR Considers the significance of these personal characteristics – why are they important to me?	
Personal strengths	Does not identify at least two personal strengths	Identifies at least two personal strengths	Explains what each strength means in my own words such that someone who doesn't know me will understand them	Give examples of using these strengths	Considers the sources of these strengths - how I developed them AND/OR Considers the significance of these strengths – why are they important to me?	
Integration	Provides no connections between personal characteristics and strengths <u>and</u> examples	Rarely provides (minimal) connections between personal characteristics and strengths <u>and</u> examples	Occasionally provides (adequate) connections between personal characteristics and strengths <u>and</u> examples	Usually provides (good) connections between personal characteristics and strengths <u>and</u> examples	Consistently provides (strong) connections between personal characteristics and strengths <u>and</u> examples	
Precision & Clarity	Provides no specific details and never defines terms used	Rarely provides specific details or defines terms used	Occasionally provides specific details and/or defines terms used	Usually but not always, provides specific details and/or defines terms used	Consistently provides specific details and defines terms used	
Depth	Never addresses “why” questions; never considers complexities; always over-simplifies	Rarely addresses “why” questions; rarely considers complexities; usually over-simplifies	Addresses few of “why” questions; considers little of the complexity of the issue(s); occasionally over-simplifies	Addresses some but not all “why” questions; considers some, but not all, of the complexity of the issue(s); rarely over-simplifies	Thoroughly addresses “why” questions; considers the full complexity of the issue(s); never over-simplifies	
Writing Mechanics	Writing is full of typographical, spelling, grammatical, and structural errors	Writing includes many typographical, spelling, grammatical, and/or structural errors	Writing includes several typographical, spelling, grammatical, and/or structural errors	Writing includes a few typographical, spelling, grammatical, and/or structural errors	Writing includes very few or no typographical, spelling, grammatical, or structural errors	
TOTAL SCORE						
AVERAGE SCORE (Total/6) =						

ePDP Assessment Strategies



ePDP Assessment Methods

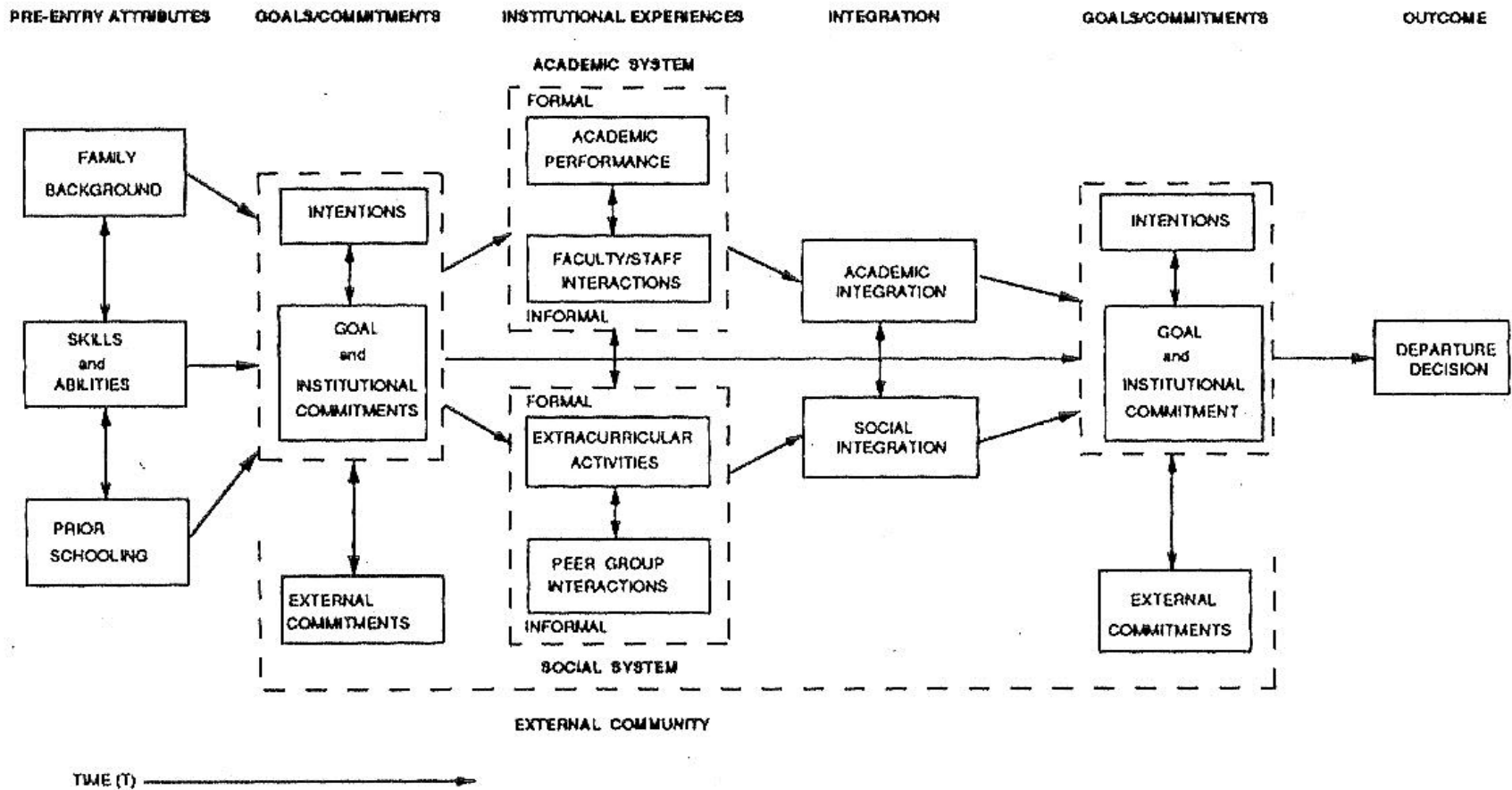


- Employ multiple sources and methods:
 - Use questionnaires to understand students' perceptions and self-reported learning outcomes.
 - Focus groups with advisors and instructors
 - Actual grade performance and retention data
 - Directly assess student work
 - ✦ Building Evaluation Capacity
 - Developing Rubrics
 - Developing Content Review Process
 - Revising Prompts

Guiding Theoretical Frameworks and Prior Research



Tinto's Model of Student Departure



Academic Hope



- Hope is defined as the process of thinking about one's goals, along with the motivation to move toward those goals (agency) and the strategies to achieve those goals (pathways).
 - Research has shown hope to be positively associated with academic success.
 - Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams, V., III, & Wiklund C. (2002).

James Marcia's Model of Identity Status



Career/Major Exploration

No crisis

Crisis

Commitment	No	Identity diffused	Moratorium
	Yes	Foreclosed	Identity Achieved

Assessment Outcomes



**QUANTITATIVE AND
QUALITATIVE**

ePDP Pilot Fall 2010



- A total of 346 first-year students participated in ePDP first-year seminar sections.
- The ePDP sections included the following: two Business, three Engineering, two Informatics, three Nursing, two Psychology, one Technology, and three University College.
- Faculty members participated in a summer institute that included technology training and an overview of the pedagogy of the ePDP project.

2010 ePDP Compared to Not ePDP First-Year Seminar Sections: Student Characteristics and Academic Success Indicators



	N	Avg. H.S. GPA	Avg. SAT Score	Avg. Course Load	Avg. Fall GPA	% Fall GPA below a 2.0	Fall DFW Rate	Fall – Spring Retn Rate
ePDP	346	3.32	1032	13.74	2.95	13%	12.10%	91%
Not ePDP	1936	3.30	1012	13.72	2.78	18%	17.23%	89%
Overall	2282	3.30	1015	13.72	2.81	18%	16.45%	89%

Fall 2010 ePDP Compared to Not ePDP First-Year Seminar Sections: First Semester Grade Point Average



	N	Average Fall GPA	Adjusted Fall GPA
e-PDP	323	2.95	2.89
Not e-PDP	1825	2.78	2.79
Overall	2148	2.80	

*Based on ANCOVA Results ($p < .05$, Adjusted for HS GPAs, SAT Scores, and Course Load , Partial $\eta^2 = .002$ (very small effect size).

Fall 2010 ePDP Compared to Not ePDP First-Year Seminar Sections: First Year Grade Point Average



	N	Average Fall GPA	Adjusted Fall GPA
e-PDP	324	2.76	2.73
Not e-PDP	1853	2.61	2.62
Overall	2177	2.64	

*Based on ANCOVA Results ($p < .05$, Adjusted for HS GPAs, SAT Scores, and Course Load , Partial $\eta^2 = .002$ (very small effect size).

ePDP Completion and One Year Retention



- The One-Year Fall to Fall Retention rate for students who completed an ePDP (80%) was significantly higher than for students who did not complete an ePDP (72%).
- Based on binary logistic regression. Cox & Snell $R^2 = .066$, $p = .003$
- HS GPA, SAT Score, and Gender were entered in the first step.
- First-Year Seminar Students formed Comparison Group.

Completing PDP (Electronic or Paper) Significant Differences Compared to Not Completing ($p < .05$)



Item	PDP Completed	N	Mean	Std. Deviation
Succeed academically	ALL Complete	234	2.72	1.20
	Not Complete	188	2.47	1.19
Adjust to college life	ALL Complete	233	2.88	1.24
	Not Complete	185	2.57	1.23
IUPUI's Principles of Undergraduate Learning (PULs)	ALL Complete	233	3.06	1.10
	Not Complete	185	2.68	1.22
My personal goals	ALL Complete	232	3.07	1.09
	Not Complete	186	2.80	1.10
Feel connected to IUPUI	ALL Complete	234	2.80	1.15
	Not Complete	186	2.48	1.24
Feel able to meet the demands and expectations of college	ALL Complete	233	2.99	1.05
	Not Complete	186	2.56	1.19
Made a successful transition to IUPUI	ALL Complete	234	2.99	1.13
	Not Complete	186	2.62	1.23
Overall, how satisfied were you with this class?	ALL Complete	235	2.54	1.12
	Not Complete	187	2.26	1.12
For the next academic year, to what degree do you plan to return to IUPUI?	ALL Complete	232	5.77	1.91
	Not Complete	176	5.24	2.08

ePDP Expanded in 2011



- Approximately 1035 first-year seminar students completed an ePDP.
- Many schools represented:
 - Business
 - Education
 - Engineering
 - Nursing
 - Psychology
 - Science
 - Liberal Arts
 - Technology
 - University College

Fall 2011 ePDP Compared to Not ePDP First-Year Seminar Sections: First Semester Grade Point Average



	N	Average Fall GPA	Adjusted Fall GPA
e-PDP	975	2.81	2.82
Not e-PDP	1293	2.74	2.73
Overall	2268	2.77	

Adjusted for HS GPA, SAT Score, Gender, Income Level

ePDP 2010 Pilot: Top Rated Items (% Agree or Strongly Agree)



1. Chosen a major or career that supports my interests and personal values (90%).
2. Goals are measureable, achievable, and realistic (91%).
3. Chosen a major or career that matches my strengths, skills, and competencies (85%).
4. I know what obstacles I have to overcome to succeed in college (80%).
5. Clearly understand my academic strengths, skills, and competencies (85%).

ePDP 2011 Expansion: Top Rated Items (% Agree or Strongly Agree)



1. Goals are measurable, achievable, and realistic (88%).
2. I know what obstacles I have to overcome to succeed in college (84%).
3. Chosen a major or career that supports my interests and personal values (83%).
4. Clearly understand my academic strengths, skills, and competencies (80%).
5. Chosen a major or career that matches my strengths, skills, and competencies (79%).

Since Implementing ePDP in First-Year Seminar Significant Improvements in Following Areas



- Deciding on a major or future career
- Understanding my personal goals
- Understanding my motivations for attending college
- Making a successful transition to IUPUI
- Seeing multiple sides of issues (Critical Thinking)
- Critically examining ideas and issues (Critical Thinking)
- Completing well written papers (Written Reflection Components)

(based on end-of-course self-report)

Please List Three Specific Things
You Learned From Completing
an ePDP: (N = 585)



Career / Major Exploration & Development



- “More about possible careers”.
- “That I might actually want to switch my major”.
- “Getting to know the field I want to go into better”.
- “I learned a lot about my major and different paths I can take with it”.
- “I learned that employers care about my interests”.
- “What exactly needs to be accomplished in my field of study”.
- “That I really want a career in the health care system”.
- “There are a lot of things to consider when choosing a major”.

Understanding Self / Self Awareness



- “More about myself”.
- “I learned about me”.
- “Who I was, instead of what I was”.
- “I learned more about myself as a person”.
- “It helped me identify some of the things I was going to need to overcome”.
- “I learned about myself and analyzed myself in a way I have never done before”.

Understanding Self: Identifying Strengths & Weaknesses



- My personal strengths”.
- “Learned more about my strengths”.
- “My personal weaknesses”.
- “More narrowed idea of personal strengths”

Understanding Self: Personality



- “More about my personality”.
- “What my personality type is”.
- “What my MBTI code was and meant”.
- “What my personality type and Holland code is, and how that fit my major”.

Goal Setting and Commitment



- “My goals”.
- “Objectives”.
- “Setting goals”.
- “Academic goals”.
- “My goals for education”.
- “Help me manage goals”.
- “What I need to achieve my goals”.
- “How important knowing your goals are”.
- “My own goals grew from the assignment”.

Success Strategies



- “Time management”.
- “Organization”
- “It helps with organization”.
- “That I am a procrastinator”.
- “Organization skills for professional stuff”
- “How to time manage because this took too long to complete”.

Implications and Future Assessment Efforts



Why Effective?



- Enhance Self-Awareness and Goal Commitment
- Promote Sense of Belongingness and Commitment to IUPUI
- Facilitates Academic Hope (agency and generating strategies)
- Tool for Active and Engaging Pedagogy
- Fosters Integration of Learning and Reflection
- Provide Students with a Sense of Purpose
- Enhance Career Decision Making Self-Efficacy

Major Implications



- Students who completed all parts of the PDP, whether on-line or paper, were significantly more likely to intend to persist in their education at IUPUI compared to students who only completed some parts of the PDP.
- The Gestalt perspective of the “whole being greater than the sum of parts” may have important implications for the effectiveness of the PDP process for improving students’ learning and success outcomes.
- The PDP process seems to help students in understanding themselves, gaining a sense of purpose, goal setting, deciding on a major or future career, and academic planning.

Assessment Next Steps



- Continue to assess and use results for improvements.
- Consider questions of sustainability and expanding beyond the first-year.
- Currently working on building evaluation capacity to directly assess student learning in the five stated outcomes of the First Year Seminar
- Build capacity to use authentic evidence to assess integrative learning, critical thinking, writing, and reflective thinking.

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