

Collaborative Assessment of Student Products

PROFESSIONAL AND PROGRAMMATIC DEVELOPMENT

Group Activity

USING THE ABOUT ME RUBRIC AND THE SAMPLE OF STUDENT WORK INDICATE YOUR SCORING ON EACH CELL OF THE RUBRIC

What is a Personal Development Plan?

Personal development planning is a **process** which will enable 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 or faculty member.

Why are we implementing the PDP?

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
4. Each of these goals is a way to foster student development

My IUPUI Experience



Five Learning Outcomes for the PDP

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 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.

Components of "ePDP"

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

My PDP - William D. Lowry III

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



My name is William D. Lowry III I was born in Pennington, NJ. When I was six I moved to Indianapolis, Indiana with my two sisters my mom and my dad. My mom and dad are both graduates from IUPUI and my oldest sister will be graduating from IUPUI this Spring. My hobbies include car audio, home audio, computer programming, games, paintball, and cars. I first started out wanting to major in Computer Science but after my first year I decided to change my Major to Electrical Engineering. My goal is to work for a company in the engineering field and at the same time create designs for car/home audio. After I have completed designs I am hoping to start a car/home audio business and be very successful.

One personal strength of mine would have to be computer skills. I have been into computers since I was nine. I got my first game for PC when I was that age and I played it all the time. As I grew older and the games I played changed and developed I became interested in becoming a computer programmer. I took Computer Programming in High School and was able to complete the course work with ease and even went above and beyond in most of the assignments I was given. I have to admit it was mostly easy because I had already taught myself a lot of Visual Basic, which is the program we used in that class, years before when I was in Jr. High. I also took AP Computer Science which was a bit more difficult because I did not have previous knowledge of how to program in Java. I still however was able to complete the tasks with questions here and there. After my first year of college, however, my interest changed towards electrical engineering. I still would like to learn how to be an intermediate computer programmer but I would really like to create a car/home audio business.

Another strength would have to be working on cars. Since I was about ten I would help my dad work on his car and in High School I considered that as one of my options for a career path. I took Automotive Technology my Junior year and knew a lot about cars from previous knowledge. I still love to work on cars and can fix most problems. The thing that turned me away from being a mechanic is the different ways that industry is going.

Assessment Strategies

- Items on first-year seminar course evaluation
- Survey to students using electronic format
- Retention and GPA tracking
- Content Analysis

Content Analysis

- Focus on formative assessment for improvement of prompts and rubrics (versus learning outcomes)
- Logistics of review design
- Looked for discrepancies in ratings as indicator of lack of clarity in prompt and/or associated rubric

Reviewer Experiences

- Why did you chose to participate in the content review?
- In what ways has participation impact your practice and professional development?
- What was most beneficial and most challenging about participation in the content review?

Mary's Story

The long and high view: contingency, integration, and perspective

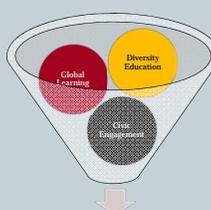


RISE to the IUPUI Challenge

R: Independent, mentored research courses
I: International study abroad courses
S: Service-learning courses
E: Experiential education, typically pre-professional courses

Successful completion of at least 2 courses across two of these four categories of impact practices leads to special notation on the student transcript.

The Intellectual Commons—Musil (2009)



Essential Questions for Students

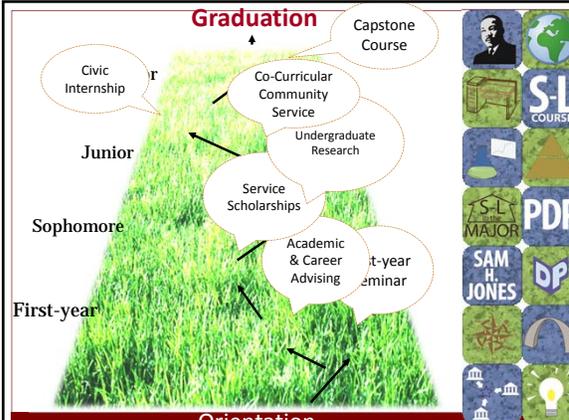
- Who I am? (knowledge of self)
- Who are we? (communal/collective knowledge)
- What does it feel like to be them? (empathetic knowledge)
- How do we talk to one another? (intercultural process knowledge)
- How do we improve our shared lives? (applied, engaged knowledge)

Civic Learning Pathways

(working definition=facilitated pathway)

A threaded set of community-engaged learning experiences in which students, through structured critical reflection,:

- articulate their developing understanding of themselves, their relationships and commitments as members of communities, and
- progressively demonstrate their ability to integrate civic knowledge, skills and dispositions as part of their cultural framework for acting in the world.



Pilot Civic “Pathstones”



- Focus:
 - First year seminars
 - Themed learning community courses
 - Co-curricular service scholarships
- Faculty/Staff Development
Communities of Practice
- Cognitive Processing and Documentation of Learning
ePDP

Challenges and Lessons Learned: *the Personal*



- *Honoring the process*
(resisting urge to revise/reinterpret midstream)
- *Revisiting student expectations*
 - Relative to critical thinking and meta-cognition, what are first year students capable of?
 - How high to set the bar?
 - How to “stretch” students to point of discomfort but not implosion? (Ed Zlotkowski)

Challenges and Lessons (Re)learned: *the Institutional*

- **Issues of Interpretation**
 - Inter-rater reliability
 - Forest for the trees *versus*
 - Ducks in a row
 - Grading up/grading down
 - Influence of evaluator standpoint/role in assessment
- **Institutional Essentials**
 - Intentionally creating space for conversations on design/assessment (partic. for FYS and across courses)
 - Be inclusive of staff (and students) not just “faculty”
 - Cultivating culture of ePDP as backbone not an add-on
 - Institutional leadership to shift time and resources to enable

What We Learned

- In many cases, the prompts and rubrics were only vaguely aligned – needed much more clarity and specificity in both
Lots of time thinking about what it was exactly we wanted students to provide as evidence of learning in each section and prompt
- Rubric was Bloom based and most reviewers considered some sort of measure of critical thinking even when not stated
Developed new rubrics based on Bloom and three aspects of Paul and Elder’s Elements of Critical Thinking; made concessions to enhance usefulness of rubrics
- Rubric are written for each section of the PDP; lots of discussion on the ability to evaluate one section without having knowledge of the others
Weighing rubrics as tool for grading versus tool for assessment; what faculty need in the FYS versus what the project is evaluating overall

Let’s Try It Again

USING THE ABOUT ME RUBRIC AND THE SAMPLE OF STUDENT WORK INDICATE YOUR SCORING ON EACH CELL OF THE RUBRIC

Questions and Discussion