The Personal Development Plan (PDP) and Supporting Students' Success and Learning: Lessons from Assessment

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Theoretical Frameworks

• Sociological Theories
• Psychosocial Theories
• Cognitive - Motivational Theories
• Student Development and Identity Theories
• Person - Environment Theories
  – \[ B = f(P + E + PE) \]
  – Student Behavior or Success is a function of who students were before they entered college (Person) what happened to them after they enrolled (Environment) and the interaction of P and E.
Astin’s Input-Environment-Outcome (I-E-O) Model
Tinto’s Model of Student Departure

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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.

### James Marcia’s Model of Identity Status

**Career/Major Exploration**

<table>
<thead>
<tr>
<th>Commitment</th>
<th>No</th>
<th>Identity diffused</th>
<th>Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Foreclosed</td>
<td></td>
<td>Identity Achieved</td>
</tr>
<tr>
<td>No</td>
<td>Identity diffused</td>
<td>Moratorium</td>
<td></td>
</tr>
</tbody>
</table>

Crisis

No crisis
Institutional Factors That Are Associated with Student Success and Learning

- Academic Support
- Personal and Social Support
- Academic and Social Integration
- Engaging and Challenging Instructional Strategies
- Providing Opportunities for Reflection
- Early Interventions and Early Warning Systems
- Financial Support and Scholarships
- Involvement in Co-curricular Activities
- Helping Students Build Knowledge, Skills, and Abilities
- Enhancing Sense of Belongingness and Commitment to IUPUI
- Helping Students Feel Sense of Purpose, Self-Efficacy, Hope, and Commitment to Goals
- Providing Major/Career Exploration and Development Opportunities
ePDP

- 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 a semester in review, personal learning goals, and a semester-by-semester plan.
  - (Buyarski, 2011)
ePDP Designed to:

- Engage students more deeply in their learning and contribute to their intellectual and professional development.
- Help students integrate their curricular, co-curricular, and personal experiences throughout their educational journey.
- Provide an effective “compass” to guide students’ goal setting and academic planning.
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

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

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## Fall 2010 ePDP Compared to Not ePDP

First-Year Seminar Sections: First Semester Grade Point Average

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Average Fall GPA</th>
<th>Adjusted Fall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-PDP</td>
<td>323</td>
<td>2.95</td>
<td>2.89</td>
</tr>
<tr>
<td>Not e-PDP</td>
<td>1825</td>
<td>2.78</td>
<td>2.79</td>
</tr>
<tr>
<td>Overall</td>
<td>2148</td>
<td>2.80</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>PDP Completed</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Succeed academically</td>
<td>ALL Complete</td>
<td>234</td>
<td>2.72</td>
<td>1.20</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>188</td>
<td>2.47</td>
<td>1.19</td>
</tr>
<tr>
<td>Adjust to college life</td>
<td>ALL Complete</td>
<td>233</td>
<td>2.88</td>
<td>1.24</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>185</td>
<td>2.57</td>
<td>1.23</td>
</tr>
<tr>
<td>IUPUI’s Principles of Undergraduate Learning (PULs)</td>
<td>ALL Complete</td>
<td>233</td>
<td>3.06</td>
<td>1.10</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>185</td>
<td>2.68</td>
<td>1.22</td>
</tr>
<tr>
<td>My personal goals</td>
<td>ALL Complete</td>
<td>232</td>
<td>3.07</td>
<td>1.09</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>186</td>
<td>2.80</td>
<td>1.10</td>
</tr>
<tr>
<td>Feel connected to IUPUI</td>
<td>ALL Complete</td>
<td>234</td>
<td>2.80</td>
<td>1.15</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>186</td>
<td>2.48</td>
<td>1.24</td>
</tr>
<tr>
<td>Feel able to meet the demands and expectations of college</td>
<td>ALL Complete</td>
<td>233</td>
<td>2.99</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>186</td>
<td>2.56</td>
<td>1.19</td>
</tr>
<tr>
<td>Made a successful transition to IUPUI</td>
<td>ALL Complete</td>
<td>234</td>
<td>2.99</td>
<td>1.13</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>186</td>
<td>2.62</td>
<td>1.23</td>
</tr>
<tr>
<td>Overall, how satisfied were you with this class?</td>
<td>ALL Complete</td>
<td>235</td>
<td>2.54</td>
<td>1.12</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>187</td>
<td>2.26</td>
<td>1.12</td>
</tr>
<tr>
<td>For the next academic year, to what degree do you plan to return to IUPUI?</td>
<td>ALL Complete</td>
<td>232</td>
<td>5.77</td>
<td>1.91</td>
</tr>
<tr>
<td></td>
<td>Not Complete</td>
<td>176</td>
<td>5.24</td>
<td>2.08</td>
</tr>
</tbody>
</table>
ePDP 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 measurable, 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%).
Please List Three Specific Things You Learned From Completing a PDP: (N = 146)
Understanding Self / Self Awareness

- “Who I am.”
- “My personality.”
- “Self-knowledge.”
- “How to improve myself.”
- “Learned more about myself.”
- “More about myself by completing modules.”
- “I have learned where I need to improve.”
Self: Identifying Strengths & Weaknesses

• “I learned my strengths and weaknesses.”
• “Certain strengths about myself I wasn't aware of.”
• “I learned who I was as a student at IUPUI, as well as my strengths and weaknesses.”
Self: Identifying Personal Knowledge, Skills, and Abilities (KSA)

• “I learned what skills, knowledge, and abilities I need to develop.”
• “How my PULs are incorporated with the KSAs.”
• “Certain skills I will need to get through college.”
Self: Values and Ethics

• “What my specific values are.”
• “How to express my values.”
• “I need to apply my morals and strengths to my career goals.”
Academic Planning

• “How to schedule classes.”
• “How to complete a plan of study.”
• “Planning a semester.”
• “What classes I need to take for my major.”
• “I learned how to plan my four years at IUPUI.”
• “I made a plan of every course I must take within the next four years.”
Goal Setting and Commitment

- “My Goals.”
- “I set goals for myself.”
- “Long term goals in detail with a plan.”
- “To break your goals down to achievable goals.”
- “What my academic and career goals are.”
- “I have learned to set realistic goals and how to attain them.”
- “I realized just how much IUPUI can help me to achieve my goals.”
Major Decision Making

- “I learned more about my major that I didn't necessarily understand before completing the PDP.”
- “Majors that interest me.”
- “What major I want to pursue.”
- “I learned what majors are out there for me.”
- “Further confirmed why my major is a good fit for me.”
Career Decision Making

- “Career opportunities.”
- “How to research careers.”
- “I learned more about my career.”
- “What kinds of jobs will fit my ability.”
- “I learned what kinds of jobs will fit my interest.”
- “I learned details about the career I wanted to get into.”
RISE and Co-Curricular Experiences

• “What RISE is all about.”
• “RISE Challenge.”
• “RISE initiative-how to get involved.”
• “What places I can volunteer at.”
• “I learned about internships.”
• “Possibilities for extracurricular activities.”
• “Explored different options of getting involved at IUPUI.”
Writing and Reflection

• “How to write detailed papers.”
• “How to improve my writing.”
• “I learned how to organize my writing.”
Success Strategies

• “Ways to be successful in college.”
• “I was able to see what I need to work on in order to succeed and how to be successful.”
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.
Why Effective?

- Tool for Active and Engaging Pedagogy
- Enhances Self-Awareness and Goal Commitment
- Promotes Sense of Belongingness and Commitment to IUPUI
- Fosters Integration of Learning and Reflection
- Provides Students with a Sense of Purpose
- Enhances Career Decision Making Self-Efficacy
Contact Information

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• http://uc.iupui.edu/staff/assessment/index.asp