Assessing First-Year Outcomes through Authentic Evidence: Content Analysis of an ePortfolio
Welcome & Agenda

1) The electronic Personal Development Plan (ePDP)
2) A Conceptual Model for the ePDP
3) Research Purpose & Design
4) Rubric Development Then & Now
5) Methodology
6) Findings
7) Intended Use of Findings
8) Activity & Debriefing
9) Questions for Discussion
The ePDP at-a-Glance

Lynnette Sauer, Student
Indiana University, Kelley School of Business
Indiana University, Herron School of Art + Design

http://pdp.uc.iupui.edu/AboutePDP/Video.aspx

Assessing First-Year Outcomes through Authentic Evidence: Content Analysis of an ePortfolio

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Research Purpose & Design

• **Purpose** = use student narrative found in the ePDP as a source of authentic evidence to evaluate the stated outcomes of a First-Year Seminar (FYS)

• **Design** = action research to “facilitate the connection between evaluation research results and program improvement” (Hansen & Borden, 2006) using a mixed-method design

• Today’s **presentation focus** = select qualitative methodologies
  – Rubric development
  – Establishing inter-rater reliability
  – Data collection, analysis and findings

1/25/2014

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Analytic rubrics developed by faculty committee for each of (6+) individual ePDP sections based on:

- Bloom’s Taxonomy (2002)
- Paul & Elder’s Model of Critical Thinking (2001)

Pros:
- Depth of assessment available per section
- Faculty buy-in
- Grading ease

Cons:
- Bounded view provided by the individual section assessment
- Potentially overwhelming quantity of evaluations
Sample “About Me” Individual Section Rubric

<table>
<thead>
<tr>
<th>Personal Development Plan Assessment Rubric: ABOUT ME</th>
<th>Fall 2011</th>
</tr>
</thead>
</table>

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

**TOTAL SCORE**

**AVERAGE SCORE (Total/6) =**
Rubric Now

- Analytic rubric developed to assess ePDP holistically

- Affirmed appropriateness of analytic rubric (Oakleaf, 2009; Reddy & Andrade, 2010) and in parallel was inspired by the idea of an instructional rubric (Andrade, 2005)

- Captivated by spirit of development of AAC&U VALUE Rubrics which “examined many existing campus rubrics and related documents for each learning outcome”
  - Number & type of faculty and sections represented; also, majors, gender?

- Distilled original (5) foundational references to (2) key:
  - *A Template for First-Year Seminars at IUPUI* (2010, Goal 5)
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Assessment and Awareness:</strong> Students identify success-related competencies</td>
<td>1.62</td>
</tr>
<tr>
<td><strong>Exploration of Major and Career:</strong> Students research and identify realistic and informed academic and career goals</td>
<td>1.68</td>
</tr>
<tr>
<td><strong>Goal Setting:</strong> Students indicate short- and longer-term goals as well as connect personal values and life purpose to the motivation behind their (academic) goals</td>
<td>1.33</td>
</tr>
<tr>
<td><strong>Planning:</strong> Students locate programs, information, people, and opportunities to support and reality-test their goals</td>
<td>1.31</td>
</tr>
<tr>
<td><strong>Evaluation:</strong> Students analyze their academic program in terms of progress toward academic and career goals</td>
<td>1.16</td>
</tr>
</tbody>
</table>
## Coded Phrases in Each Theme by Learning Outcome

<table>
<thead>
<tr>
<th></th>
<th>Self-Awareness</th>
<th>Exploration</th>
<th>Goal Setting</th>
<th>Planning</th>
<th>Evaluation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Self</td>
<td>1031</td>
<td>303</td>
<td>58</td>
<td>98</td>
<td>314</td>
<td>1804</td>
</tr>
<tr>
<td>Major and Career</td>
<td>83</td>
<td>646</td>
<td>171</td>
<td>151</td>
<td>74</td>
<td>1125</td>
</tr>
<tr>
<td>Values and Purpose</td>
<td>177</td>
<td>91</td>
<td>69</td>
<td>39</td>
<td>30</td>
<td>406</td>
</tr>
<tr>
<td>Personal Development</td>
<td>64</td>
<td>34</td>
<td>57</td>
<td>120</td>
<td>83</td>
<td>358</td>
</tr>
<tr>
<td>Grades</td>
<td>10</td>
<td>50</td>
<td>50</td>
<td>104</td>
<td>21</td>
<td>235</td>
</tr>
<tr>
<td>College Transition</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>105</td>
<td>118</td>
</tr>
<tr>
<td>High Impact Practices</td>
<td>3</td>
<td>6</td>
<td>32</td>
<td>65</td>
<td>5</td>
<td>111</td>
</tr>
<tr>
<td>Campus Involvement</td>
<td>2</td>
<td>0</td>
<td>18</td>
<td>38</td>
<td>13</td>
<td>71</td>
</tr>
<tr>
<td>Giving Back to Others</td>
<td>12</td>
<td>8</td>
<td>16</td>
<td>26</td>
<td>7</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>1384</td>
<td>1139</td>
<td>476</td>
<td>646</td>
<td>652</td>
<td>4297</td>
</tr>
</tbody>
</table>

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# Examples of Faculty-Highlighted Authentic Evidence per Outcome

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Example of Authentic Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Assessment &amp; Awareness</strong></td>
<td>Being a quiet and organized person will help me in the career in philanthropy because it is not always about being the center of attention, it’s about being respectful, organized, and hard-working—all the things I do well.</td>
</tr>
<tr>
<td><strong>Exploration</strong></td>
<td>After going to the Cancer Center… I definitely think I’d be interested in respiratory therapy. I really liked the relationships an achievement aspect of the job. The journey you take with each patient seems so special and to see them overcome the fight and you helped them do it seems so special.</td>
</tr>
<tr>
<td><strong>Goal Setting</strong></td>
<td>I am very driven and passionate about my college education because without that life is going to be pretty tough.</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>By participating in an internship, it could help you get inside connections and potentially allow you to get a job easier.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>College learning puts more responsibility in our hands.</td>
</tr>
</tbody>
</table>
Intended Primary Use of Findings Toward Program Improvement

- Use reviewer feedback to strengthen clarity, effectiveness, and usefulness of rubrics for future assessment

- Use results of content analysis to inform modifications to ePDP reflection prompts

- Assist faculty in developing pedagogical strategies that will result in stronger achievement of the stated learning outcomes
  - Explore ways to help faculty use the rubric with consistency and consensus
  - Explore ways to help faculty disassociate rubric ratings with grades
Consider findings on outcomes with high levels of evidence
- Is this due to student development? Course content and instructor scaffolding?

Consider findings on outcomes with low levels of evidence
- Change the intended outcome? Or, change the expectation?
- Increase faculty development and available course content in these areas?
Activity: Practice Identifying Authentic Evidence

1) Quick overall rubric review with focused concentration on the learning outcome of “Goal Setting”*

2) Skim over the student ePDP provided via handout

3) Go back through the student ePDP and mark/highlight excerpts you believe serve as authentic evidence for the learning outcome of “Goal Setting”

4) Mark your impression of this student’s level of achievement in “Goal Setting” on the rubric based on the authentic evidence

*“Goal Setting” = Students indicate short- and longer-term goals as well as connect personal values and life purpose to the motivation behind their (academic) goals
1) What was this experience like for you overall?

2) How did you go about determining what was authentic evidence to support “Goal Setting” in this student’s ePDP?
Questions for Discussion

1) What are the benefits and/or challenges associated with using a rubric to identify authentic evidence of student learning?

2) What sources of information could be used to develop a rubric for your own particular instance of an ePortfolio implementation (e.g., general education outcomes, course outcomes, faculty grading practices)?

3) In what ways can authentic evidence of student learning impact your implementation of an ePortfolio?
References:


Cathy & Cynthia THANK YOU!

Lead Presenter: Cathy Buyarski, Ph.D.
cbuyarsk@iupui.edu

Presenter: Cynthia Landis
cylandis@iupui.edu

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