

Personal Development Plan

Outcomes Rubric for First Year Seminars

Student: _____

Total Score: _____ /40

| | 0 <i>No Evidence Provided</i> | 1 <i>(Identifies)</i> | 2 <i>(Describes)</i> | 3 <i>(Explains)</i> | 4 <i>(Integrates)</i> | Line Subtotal |
|--|----------------------------------|---|--|---|---|---------------|
| ePDP Articulated Learning Outcomes | | | | | | |
| Self-Assessment and Awareness <i>Students identify success-related competencies</i> | None | <ul style="list-style-type: none"> •Presents basic background information •Simplistic presentation of reasons for seeking a college degree •Personal strengths, skills and competencies are minimally identified | <ul style="list-style-type: none"> •Presents background information relevant to the purpose of the ePDP •Describes reasons for seeking a college degree •Personal strengths, skills and competencies are defined •Presents challenges that may be faced during college | <ul style="list-style-type: none"> •Gives examples of how background information presented is related to college enrollment •Explains in detail the reasons for seeking a college degree •Personal strengths, skills and competencies are explained •Explains source and/or importance of challenges that may be faced during college | <ul style="list-style-type: none"> •Background and reasons for seeking a college degree integrated into a coherent rationale for college enrollment and success •Personal strengths and skills are applied to overcoming potential challenges | |
| Exploration <i>Students research and identify realistic and informed academic and career goals</i> | None | <ul style="list-style-type: none"> •Identifies potential a potential major(s) and career(s) •Basic exploration of the connection between major and career •Little or no identification of how potential majors and careers are related to the students' skills, interests, values, and personality | <ul style="list-style-type: none"> •Describes a potential major(s) and career(s) and the relationship between the two •Identifies ways in which the major and career options fit with their skills, interests, values and personality •Identifies basic information on occupational information and outlook | <ul style="list-style-type: none"> •Provides a coherent narrative about a potential major(s) and career(s) and how they are related to their skills, interests, values, and personality •Describes the knowledge, skills, and abilities needed to pursue specific major(s) and career(s) •Describes occupational information and outlook •Identifies potential roadblocks and acknowledges possible need for parallel plan(s) or alternate pathways | <ul style="list-style-type: none"> •Integrates choice of major and career OR evaluates possible majors and careers with their skills, interests, values and personality •Shows in-depth knowledge of career information and outlook •If needed (e.g. competitive majors) identifies alternate pathways to achieving major and career goals and explains and addresses potential roadblocks | |
| Goal Setting <i>Students connect personal values and life purpose to the motivation and inspiration behind their goals</i> | None | <ul style="list-style-type: none"> •Identifies basic short and long term goals for time in college | <ul style="list-style-type: none"> •Provides description of short and long term goals and why these goals are relevant to academic and career success. | <ul style="list-style-type: none"> •Describes short and long term goals •Explains how short and long term goals are linked to their overall reasons for attending college and/or personal aspirations •Provides some evidence that these goals are important to them versus external influence like parents/family | <ul style="list-style-type: none"> •Describes short and long term goals as well as connections between personal, academic and career goals and how the goals support each other •Relates goals to overall reasons for attending college and/or personal aspirations •Clear evidence that goals are set by the student versus an external influence like parents/family | |

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|--|----------------------------------|---|--|--|---|-------------------------|
| ePDP Articulated Learning Outcomes | | | | | | |
| Planning <i>Students locate programs, information, people, and opportunities to support and reality test their goals</i> | None | <ul style="list-style-type: none"> ▪Presents an academic course plan, even if not complete ▪No or little identification of specific skills, resources and activities to enhance college experience or support academic and career goals | <ul style="list-style-type: none"> ▪Presents an academic course plan for 2-4 years ▪Identifies skills and experiences needed and describes specific IUPUI resources available to support achieving academic and success | <ul style="list-style-type: none"> ▪Explains connections between a well-thought personal 2-4 year course plan, the necessary skills and identification of relevant IUPUI resources and experiences available to support achieving academic and career success | <ul style="list-style-type: none"> ▪Fully integrates a well-thought personal 2-4 year course plan with necessary skills and relevant IUPUI resources and experiences available to support achieving academic and career success ▪Provides detailed information on how resources and experiences will develop specific skills and knowledge in academic and career field | |
| Evaluation <i>Students analyze their academic progress in terms of advancement toward academic and career goals</i> | None | <ul style="list-style-type: none"> ▪Identifies success and challenges faced this semester ▪Little or no identification of specific actions that contributed to successes and challenges | <ul style="list-style-type: none"> ▪Describes successes and challenges faced this semester ▪Describes possible sources that contributed to successes and challenges - may include actions, decisions, motivations and campus resources | <ul style="list-style-type: none"> ▪Explains why successes were achieved and what led to challenges that were faced during the semester ▪Provides description of what was learned from both and explains how this learning will lead to continued success and overcoming of challenges ▪Provides examples of actions, decisions, motivations, and campus resources and explains how they will enhance/continue successes and be used to overcome challenges in future semesters | <ul style="list-style-type: none"> ▪Provides an integrated narrative on successes and challenges faced during the semester and how these contribute/detract from the academic and career plans as well as achievement of stated goals ▪Explains what was learned from both successes and challenges ▪Describes detailed, integrated plans for enhancing/continuing actions, decisions, and motivations that led to success as well as action, decisions, and resources that will be taken to overcome challenges ▪Links academic and career plans with narrative provided on moving forward in future semesters | |
| | | | | | Overall Competency in meeting PDP Learning Outcomes | <u> </u> / 20 |

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|---|----------------------------------|---|---|---|---|-------------------|
| ePDP Construct, Reflection, & Delivery | | | | | | |
| Depth | None | <ul style="list-style-type: none"> Explores a topic at surface level, providing little insight and/or information beyond the very basic facts | <ul style="list-style-type: none"> Explores a topic with some evidence of depth, providing occasional insight and/or information | <ul style="list-style-type: none"> Explores a topic in depth, yielding insight and/or information | <ul style="list-style-type: none"> Explores a topic in depth, yielding rich awareness and/or little-known information | |
| Coherence and Alignment | None | <ul style="list-style-type: none"> Each section of the ePDP is presented as independent with no coherent “story” Information in each section is presented in isolation of other sections | <ul style="list-style-type: none"> Some evidence of alignment and coherence between sections with references to statements in one section shown in other sections | <ul style="list-style-type: none"> Where appropriate, linkages between narrative in one or more sections are presented in a clear and coherent matter A coherent “story” of the student is beginning to emerge | <ul style="list-style-type: none"> PDP presents a coherent and integrated narrative of who the student is, why they are in college, and their educational and career goals Coherence and alignment between sections is stated clearly and with depth | |
| Integrated Reflection | None | <ul style="list-style-type: none"> Reviews prior learning (past experiences inside and outside of the classroom) at a surface level Little to no indication of linkages, integration and/or broader perspective about educational and life events | <ul style="list-style-type: none"> Reviews prior learning (past experiences inside and outside of the classroom) with some depth Presents surface level linkages, integration and/or broader perspectives about educational and life events | <ul style="list-style-type: none"> Reviews prior learning (past experiences inside and outside of the classroom) in depth Describes linkages, integration and/or broader perspectives about educational and life events | <ul style="list-style-type: none"> Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal linkages, integration and/or broader perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | |
| Control of Syntax and Writing Mechanics | None | <ul style="list-style-type: none"> Uses language that sometime impedes meaning because of errors in usage | <ul style="list-style-type: none"> Uses language that generally conveys meaning to readers with clarity, although writing may include some errors | <ul style="list-style-type: none"> Uses straightforward language that generally conveys meaning to readers Language in the portfolio has few errors | <ul style="list-style-type: none"> Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free | |
| Presentation of PDP | None | <ul style="list-style-type: none"> Minimal evidence of supporting multi-modal materials to identify the central message Little attention paid to visual presentation | <ul style="list-style-type: none"> Some evidence of supporting multi-modal materials to describe the central message Basic visual presentation | <ul style="list-style-type: none"> Good evidence of supporting multi-modal materials to reinforce and explain central message Purposeful and engaging visual presentation | <ul style="list-style-type: none"> Excellent evidence of supporting multi-modal materials to integrate the central message Purposeful, engaging and creative visual presentation | |
| | | | | | Overall Competency in ePDP Construction, Reflection and Delivery | <u> </u> /20 |