

PDP Program Evaluation Report  
Indiana University Purdue University Indianapolis  
July 17, 2012

Michele J. Hansen, Ph.D., Executive Director of Research, Planning, and Evaluation, University College

Daniel J. Trujillo, M.S., Qualitative Research Analyst, University College

Cathy Buyarski, Ph.D., Executive Assistant Dean, University College

## EXECUTIVE SUMMARY

The current mixed-method study suggests that the Personal Development Plan (PDP) process is an effective mechanism for improving students' understanding of their goals, values, and interests; adjustment to college, ability to integrate their learning experiences, persistence intentions, and academic performance. Results also suggest that The PDP process allows students to be able to apply what they have learned to complex decision making during their first semester of college. Results imply that additional efforts should be focused on making the PDP more transportable and useful across the full undergraduate experience.

An online PDP was developed, using the ePortfolio to make the PDP more transportable and useful across the full undergraduate experience. The new "ePDP" was pilot-tested in sixteen Fall 2010 seminar sections, with more comprehensive sections on self-awareness, career goals, and planning and a redesigned emphasis on integrative learning. The ePDP was designed to help students to integrate their curricular, co-curricular, and personal experiences throughout their educational journey. A total of 346 students were enrolled in ePDP sections. However, all IUPUI first-year seminar sections included some form of the PDP: paper-based or on-line. This report focuses on the following: 1) a questionnaire designed to assess students' perceptions and learning outcomes of the ePDP process, 2) academic performance and retention rates of students enrolled in ePDP sections, and 3) a questionnaire designed to assess students' perceptions and learning outcomes of the paper-based and electronic PDP process in University College first-year seminar courses.

### Results Highlights

- A total of 346 Fall 2010 first-year students (Indianapolis only) students participated in e-PDP sections. The ePDP sections included the following: two Business, three Engineering, two Informatics, three Nursing, two Psychology, one Technology, and three University College.
- Analysis of covariance (ANCOVA) results suggested that students participating in ePDP sections had marginally significantly higher fall adjusted semester GPAs (2.89) compared to nonparticipants (2.79), even after High School GPAs, SAT scores, Gender, Ethnicity, Summer Bridge participation, and Themed Learning Participation were entered as covariates ( $p < .10$ ).
- Students in ePDP sections were asked to report the degree to which they planned to return to IUPUI as a proxy for student retention. The vast majority (85%) reported 5 or above on a 7-point Likert-Type scale ranging from 1= "Not at All" to 7= "Significantly".
- The higher the sense of purpose about their education students felt as a result of completing their ePDP, the more likely they were to intend to persist in their education at IUPUI.
- The students who completed ePDPs were most likely to rate areas related to understanding themselves, deciding on a major or future career, and setting goals as the most beneficial aspects of the process:

#### 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%).

- Students who completed all parts of the PDP, whether paper or on-line, had significantly better outcomes in the following areas compared to students who only completed some parts of the PDP: succeed academically, make a successful transition to IUPUI, adjust to college life, understand IUPUI's Principles of Undergraduate Learning (PULs), feel connected to IUPUI, and feel able to meet the demands and expectations of college.
- 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.
- Results suggest that students who complete the entire PDP process have better outcomes compared to those students who only complete components of the PDP. Thus, the Gestalt perspective of the "whole being greater than the sum of parts" may have important implications for the PDP process.

The qualitative findings (students' responses to open-ended questions) seemed to corroborate the quantitative findings:

- 22% of student participants responded that "Understanding Self / Self Awareness" was the most valuable aspect of completing an ePDP. Students also specified the Sub-Categories of "Identifying Strengths & Weaknesses", "Understanding Learning Styles / Personality, and "Identifying Personal Knowledge, Skills, & Abilities (KSA)".
- 21% of student participants responded that "More Organization & Improved Process of Completing the ePDP" as a suggestion for improvement.
- 40% of student participants indicated that the technological processes associated with completing an ePDP were "Easy to Use".
- 30% of participants responded with "Improve Technology" when they were asked for their thoughts and feeling regarding the technological processes associated with completing an ePDP.
- The following narratives were captured when students were asked what they learned by completing the ePDP and the most valuable aspects of the process:
  - "I found the most valuable aspect of completing the PDP to be finding out who I was as a student. It is important for students to recognize their strengths and be able to work on their weaknesses in order to achieve goals and become confident in their work."
  - "The most valuable aspect of completing the PDP was being able to combine the KSAs, PULs, my preferred major, and the activities I have accomplished outside of the classroom in order to show that my major was right for me."
  - "I really enjoyed doing the about me. This section helped me understand things about myself that I would really look at unless asked what they meant to me. The most valuable part was just learning about myself and getting to put my life story together to share with other people and help them understand why I wanted to be in the major I am."
  - "I learned what skills, knowledge, and abilities I need to develop."
  - "I need to apply my morals and strengths to my career goals."
  - "I made a plan of every course I must take within the next four years."
  - "To break your goals down to achievable goals."
  - "Further confirmed why my major is a good fit for me."
  - "I learned more about my major that I didn't necessarily understand before completing the PDP."
  - "I learned what kinds of jobs will fit my interest."

## INTRODUCTION AND PURPOSE

Even a cursory consideration of how students make transitions to college evokes concerns about their ability to adjust college; develop comprehensive understandings of their academic goals, values, and interests; make critical decisions regarding their careers and majors; and successfully integrate their learning experiences. Although students can potentially have negative first-year college experiences given the complexity of career and major decision making tasks, scaffolding learning experiences to allow students to reflect on and deepen their learning about their personal development may help students' navigate the decision making process. The current study suggests that a course-based intervention is an effective mechanism for improving students' understanding of their goals, values, and interests; adjustment to college, persistence intentions and academic performance. It is critical that institutions offer theory-based interventions in a manner that facilitates students' receptivity to the interventions, and enhance students' ability to integrate their learning experiences. With this in mind, students will be able to apply what they have learned in thought their learning experiences as they make complex decisions during their academic careers.

Past research suggests that interventions designed to help students reflect and decide on a major or future career can have a positive impact on student's ability to successfully negotiate periods of transition, whether academic or career transitions. The pressures students feel to declare a college major and decide on a career are quite evident given that there is an increased number of entering students reporting that they are going to college to make more money and get a better job (Sax, Lindholm, Astin, Korn & Mahoney, 2002; Astin, 2007). ACT (2000) reported that there is an increase in the number of students who appear to be entering school undecided on a major. To further complicate the situation, being "decided" is not consistent with certainty, as demonstrated by the 50% to 70% of all students who do decide on a major and then change their mind at some point in their academic career (Titley, Titley, & Wolf, 1976; Tinto, 1993).

In an effort to address students' personal development needs at Indiana University Purdue University Indianapolis (IUPUI) Cathy Buyarski, Assistant Dean of University College and Executive Director of Academic Advising and Career Planning and Joan Pedersen, Career Development Specialist, designed and implemented a personal development process, called the Personal Development Plan (PDP), that allows students to reflect on, write about, and articulate their academic goals and plans. In fall 2010 an electronic Personal Development Plan (ePDP) intervention was piloted. Buyarski describes the ePDP as "a flexible online portfolio and web-page presentation tool that allows students to plan, mark progress, and reflect on their college experience. They are currently being implemented in first-year seminars and the portfolio 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" (Buyarski. 2011).

Based on a Fall 2008 assessment of learning outcomes results, an online PDP was developed, using the ePortfolio to make the PDP more transportable and useful across the full undergraduate experience. The new "ePDP" was pilot-tested in sixteen Fall 2010 seminar sections, with more comprehensive sections self-awareness, career goals, and planning and a redesigned emphasis on integrative learning. The PDP was designed to help students to integrate their curricular, co-curricular, and personal experiences throughout their educational journey. A long-term assessment plan will determine effectiveness of the PDP for students after the first year, focusing on learning outcomes,

heightened personal and intellectual development, academic performance, and progress toward degree completion. This study represents a component of a long-term assessment strategy.

## METHODOLOGY

### Research Setting

The Personal Development Plan (PDP) initiative was designed to assist students in implementing and making progress towards their degree and career goals at a large, urban, public university (IUPUI). The purpose of the PDP was to enable students to create, follow, and mark their progress in college. It also allows for a direct relationship for how students follow a specific, four-year plan in college and their ability to achieve career and personal goals upon graduation. Components of the PDP include a semester in review, personal learning goals, and a semester-by-semester plan. Students are encouraged to continually review and update their PDP and discuss it with their Academic and Career Advisor(s) ([uc.iupui.edu/students/career](http://uc.iupui.edu/students/career)).

During the 2010 fall semester an Electronic – PDP (ePDP) pilot program was initiated that allowed for students to complete their PDP in a digital format. The Electronic Portfolio and Presentation Maker programs within OnCourse software facilitated this process. In preparation for the pilot program UC faculty members participated in a one week summer institute that included technology training and an overview of the pedagogy of the ePDP project. Paper-based PDPs were still in use while the Electronic – PDP pilot was implemented.

The goal of this assessment report is to identify student participants' opinions and perceptions of the ePDP and paper-based PDP through examining questionnaire responses and actual academic performance levels and retention rates. The purpose of the report is primarily to provide PDP stakeholders with feedback that will assist further program growth and development.

### Sample

A total of 2282 students completed a first-year seminar during the fall 2010 semester. There were 66 who were omitted from the analyses because they either withdrew or who were administratively withdrawn from seminars. Approximately 346 students enrolled in an Electronic – Personal Development Plan (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. A total of 180 students completed the ePDP questionnaire yielding a response rate of 52%. A total of 422 students completed the University College First-Year Seminar Evaluation form.

### Procedures

Students completed the ePDP in one of 16 First-year Seminar (FYS) course sections. Students who had completed an ePDP were asked to voluntarily participate in a questionnaire at the conclusion of the project. Participants completed the questionnaire either through a paper or electronic (Survey Central) based instrument. While the mode of questionnaire completion varied the specific questions within each instrument remained identical. The questionnaire consisted of questions that were both quantitative and qualitative in design. Four open-ended questions were included in the questionnaire in an effort to further gather students' perceptions and opinions of the project. The number of student responses varied depending on the question asked.

Students in University College First-Year Seminars were also asked to complete an end-of-course questionnaire designed to assess their perceptions of course benefits and self-reported learning outcomes.

Students' levels of academic performance and retention rates were examined by constructing a large dataset containing institutional data for all students enrolled in first-year seminars.

Qualitative questionnaire data (students' responses to open-ended questions) was first uploaded into ATLAS-TI; a software program that assists in the management and analysis of qualitative data. A coding process was then employed as the primary means of examination. Through an open coding process student responses were arranged into specific topical theme categories. The topical theme categories allowed for individual student perceptions of the 2010 ePDP initiative to be considered collectively. Theme categories were considered to be "emerged or notable" if 5% or more of students responded in a similar manner. While this method of analysis essentially quantifies student comments, it does allow for the students' key perceptions and feelings about Electronic – PDPs to be identified. Many of the comments are concise statements and may not fully reflect the entirety of students' opinions.

In a number of instances a singular student comment addressed more than one thematic category. The concept of Co-Occurrence best explains this phenomenon. For example, a singular student response could address the topical theme categories of "Goal Setting" and "Resume Development", simultaneously. In these instances student comments were considered in multiple analyses, areas of discussion, and accompanied tables. It is important that the entirety of a student's response is considered.

**RESULTS**

**Table 1: 2010 e-PDP Compared to Not E-PDP First-Year Seminar Sections: Student Characteristics and Academic Success Indicators**

	N	Avg. H.S. GPA	Avg. SAT Score	Avg. Course Load	Avg. Age	Avg. Fall GPA	% Fall GPA below a 2.0	Fall DFW Rate	Fall – Spring Retention Rate	Fall- to- Fall Retention Rate
E-PDP	346	3.32	<b>1032</b>	13.74	18.92	<b>2.95</b>	<b>13%</b>	<b>12.10%</b>	91%	N/A
Not E-PDP	1936	3.30	<b>1012</b>	13.72	18.95	<b>2.78</b>	<b>18%</b>	<b>17.23%</b>	89%	N/A
Overall	2282	3.30	1015	13.72	18.93	2.81	18%	16.45%	89%	N/A

Note 1: Missing cases were excluded from analyses.

Note 2: Students who Withdrew or who were Administratively Withdrawn from Seminars were excluded (N=66 students).

Note 2: Bolded items are significantly different based on independent samples t-test or chi-square results ( $p < .05$ ).

**Table 2. Fall 2010 e-PDP Compared to Not E-PDP First-Year Seminar Sections: First Semester Grade Point Average**

	N	Average Fall GPA	Adjusted Fall GPA
E-PDP	323	2.95	<b>2.89</b>
Not E-PDP	1825	2.78	<b>2.79</b>
Overall	2148	2.80	

Note 1: Missing cases were excluded from the analysis.

Note 2: Students who Withdrew or who were Administratively Withdrawn from Seminars were excluded (N=66 students).

Note 3: ANCOVA results suggested that students participating in an ePDP section had marginally significantly higher fall semester GPAs compared to students not participating, even after High School GPAs, SAT scores, Gender, Ethnicity, Summer Bridge participation, and Themed Learning Participation were entered as covariates ( $p = .058$ ).

**Table 3. Electronic-PDP Sections Survey Results: Rank Ordered by Mean**

Item	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Disagree	N	Mean	Standard Deviation
Chosen a major or career that supports my interests and personal values.	3%	2%	6%	38%	52%	179	4.34	0.88
Goals are measureable, achievable, and realistic.	3%	0%	6%	49%	42%	180	4.27	0.81
Chosen a major or career that matches my strengths, skills, and competencies.	1%	0%	14%	43%	42%	72	4.23	0.79
I know what obstacles I have to overcome to succeed in college.	2%	2%	16%	53%	27%	179	4.17	0.82
Clearly understand my academic strengths, skills, and competencies.	2%	3%	10%	52%	33%	180	4.10	0.85
Developed a preliminary plan of study for my possible major.	3%	3%	10%	53%	32%	177	4.07	0.88
Have a sense of purpose at IUPUI.	3%	3%	16%	41%	37%	180	4.06	0.95
Identified options for gaining experience outside the classroom.	2%	4%	14%	46%	34%	181	4.04	0.92
Able to identify specific action plans for overcoming potential obstacles.	2%	2%	16%	53%	27%	180	4.02	0.81
Have a time frame for achieving each of my goals.	2%	2%	19%	49%	27%	180	3.96	0.86
Specific IUPUI learning experiences that will help me achieve my goals.	2%	6%	14%	51%	27%	181	3.93	0.91
Detailed academic plan with specific action steps.	3%	2%	23%	48%	25%	180	3.90	0.88
Clear career goals.	3%	3%	21%	49%	25%	73	3.90	0.90
Clearly defined academic goals for at least the next two years.	3%	4%	19%	50%	23%	181	3.85	0.93
Academic goals are connected to Principles of Undergraduate Learning (the PULs).	3%	5%	27%	39%	26%	179	3.79	0.97
Technological processes associated with the PDP easy to understand.	15%	17%	21%	31%	16%	175	3.15	1.30
Technological processes associated with the PDP easy to navigate and use.	15%	19%	22%	30%	14%	175	3.09	1.28
Utilize PDP throughout college career to help me make educational and career choices.	17%	16%	31%	27%	9%	176	2.93	1.20
Collaborate with my academic advisor in updating my PDP in future semesters.	15%	19%	32%	23%	10%	175	2.92	1.19
Continue to update and consult my PDP in future semesters.	17%	19%	36%	20%	7%	176	2.82	1.16

Students in E-PDP sections were also asked to report the degree to which they planned to return to IUPUI as a proxy for student retention. The vast majority (85%) reported 5 or above on a 7-point Likert-Type scale ranging from 1= “Not at All” to 7= “Significantly.”

Item	% 1 Not at all	2	3	4	5	6	% 7 Significantly
For the next academic year, to what degree do you plan to return to IUPUI?	5%	2%	2%	5%	10%	9%	66%



**Table 4: PDP Completed All Parts T-test Results: Fall UCOL Seminar Questionnaire**

Item	PDP Completed	N	Mean or %	Std. Deviation
Decide on a major or future career	ALL Complete	234	2.66	1.39
	Not Complete	186	2.40	1.35
Succeed academically	ALL Complete	234	<b>2.72</b>	1.20
	Not Complete	188	<b>2.47</b>	1.19
Adjust to college life	ALL Complete	233	<b>2.88</b>	1.24
	Not Complete	185	<b>2.57</b>	1.23
IUPUI's Principles of Undergraduate Learning (PULs)	ALL Complete	233	<b>3.06</b>	1.10
	Not Complete	185	<b>2.68</b>	1.22
My personal goals	ALL Complete	232	<b>3.07</b>	1.09
	Not Complete	186	<b>2.80</b>	1.10
My motivations for attending college	ALL Complete	233	2.99	1.21
	Not Complete	186	2.78	1.16
Feel connected to IUPUI	ALL Complete	234	<b>2.80</b>	1.15
	Not Complete	186	<b>2.48</b>	1.24
Feel able to meet the demands and expectations of college	ALL Complete	233	<b>2.99</b>	1.05
	Not Complete	186	<b>2.56</b>	1.19
Made a successful transition to IUPUI	ALL Complete	234	<b>2.99</b>	1.13
	Not Complete	186	<b>2.62</b>	1.23
A high level of intellectual challenge	ALL Complete	233	2.53	1.35
	Not Complete	186	2.38	1.31
Overall, how satisfied were you with this class?	ALL Complete	235	<b>2.54</b>	1.12
	Not Complete	187	<b>2.26</b>	1.12
Would you recommend this class to other first-year students?	ALL Complete	195	30%	.46
	Not Complete	140	33%	.47
For the next academic year, to what degree do you plan to return to IUPUI?	ALL Complete	232	<b>5.77</b>	1.91
	Not Complete	176	<b>5.24</b>	2.08

Note 1: Bolded items significantly different based on independent t-test results  $p < .05$

**Qualitative Results**

Students who had completed an ePDP were asked to voluntarily complete a questionnaire at the conclusion of the project. The questionnaire consisted of questions that were both quantitative and qualitative in design. Four open-ended questions were included in the questionnaire in an effort to further gather students’ perceptions and opinions of the project. The number of student responses varied depending on the question asked:

Questions:

1. Please list three specific things you learned from completing a PDP: (n = 146)
2. What was the most valuable aspect of completing a PDP? (n = 146)
3. What specific suggestions do you have for improving the PDP process? (n = 143)
4. Please describe your thoughts and feelings about the technological process associated with PDP completion (was it easy to use?, what aspects still need to be worked out or improved?). (n = 139)

Listed below is the total number of individual student responses and the average number of codes assigned to those comments.

Total Individual Student Comments:	<u>1013</u>
Total Codes Assigned:	<u>831</u>
Average Number of Codes Assigned to Individual Student Comments:	<u>1.219</u>

Through the examination of open-ended response feedback a wide variety of students’ perceptions of the 2010 Electronic – Personal Development Plan (ePDP) initiative was obtained. These perceptions included students’ opinions of specific learning outcomes, most valuable aspects, as well as suggestions for improvement. First, a highlights section outlining notable student opinions is provided. Students’ specific responses to each open-ended question are also considered (Tables 1-4). These tables include numerous examples of actual student comments that have not been altered in any way. It is our hope that this method of result presentation will aide ePDP faculty, staff, and administrators in gaining a further understanding of the program by identifying both areas of achievement and those that may benefit from improvement.

**Highlights – Fall 2010, Electronic Personal Development Plans (ePDP)**

**(Specific Codes in “Quotations”)**

**Specific Areas of Student Learning**

- 66% of student respondents indicated that “Understanding Self / Self Awareness” was a specific area of learning that they experienced in completing their ePDP. Within this learning area students also specified the Sub-Categories of: “Identifying Strengths & Weaknesses”,

“Understanding Learning Styles / Personality, “Identifying Personal Knowledge, Skills, & Abilities (KSA)”, and “Values & Ethics”.

- 42% of student participants identified “Academic Planning & Class Scheduling” as a specific area of learning within the ePDP. This was the second most frequent response provided.
- 35% of participants responded that “Goal Setting” was an area of learning within the ePDP; the third most common response.
- Students also indicated that “Major of Study – Discovery & Planning” (26%), “Career Discovery & Planning (21%), and “Time Management & Organization Skills (21%) as ePDP learning areas.

### **Most Valuable Aspects**

- 22% of student participants responded that “Understanding Self / Self Awareness” was the most valuable aspect of completing an ePDP. Students also specified the Sub-Categories of “Identifying Strengths & Weaknesses”, “Understanding Learning Styles / Personality, and “Identifying Personal Knowledge, Skills, & Abilities (KSA)”.
- 18% of participants indicated that “Academic Planning & Class Scheduling” was a most valuable aspect of completing an ePDP; the second most frequent response provided
- 17% of student participants responded that “Resume / Profile Development” was a most valuable aspect of completing an ePDP; the third most common response.
- Students also identified “Goal Setting” (13%), “Major of Study Discovery & Planning” (11%), and “Potential for Future Use” as most valuable aspects.

### **Suggestions for Improvement**

- 21% of student participants responded that “More Organization & Improved Process of Completing the ePDP” as a suggestion for improvement.
- 17% of participants indicated “N/A, None, Nothing” when prompted to provide a suggestion for improving the ePDP.
- 17% of student participants also suggested that the ePDP would benefit from being, “Less Boring & Repetitive / More Fun and Interesting”. Within this suggestion participants specified the Sub-Category of “Improving ‘Repetitive’ Questions”.

### **Technological Processes**

- 40% of student participants indicated that the technological processes associated with completing an ePDP were “Easy to Use”.
- 30% of participants responded with “Improve Technology” when they were asked for their thoughts and feeling regarding the technological processes associated with completing an ePDP.

Within these responses the following improvement Sub-Categories were addressed: “Copy & Paste”, “Picture Support”, “Public View”, “Required Settings”, “Saving Capabilities”, and Submit & Upload” features.

- 19% of participants indicated that the technological processes associated with completing an ePDP were “Not Easy to Use”; the third most frequent response provided.
- Student participants also responded that the technological ePDP processes were “Somewhat Easy to Use” (9%), “Not User Friendly / Confusing” (9%), and would benefit from “More Instruction, Direction, and Support” (6%).

**Table 5: “Please List Three Specific Things You Learned From Completing a PDP”: (N = 146)**

Specific Areas of Student Learning	N	%	Examples of Actual Student Comments
<p><b>Understanding Self / Self Awareness</b></p> <p><u>Sub-Categories*</u></p> <p>Identifying Strengths &amp; Weaknesses (34 / 96)</p> <p>Understanding Learning Styles / Personality (17 / 96)</p> <p>Identifying Personal Knowledge, Skills, &amp; Abilities (KSA) (14 / 96)</p> <p>Values &amp; Ethics (7 / 96)</p>	96	66%	<p><u>General Comments</u></p> <ul style="list-style-type: none"> <li>• “Who I am.”</li> <li>• “My personality.”</li> <li>• “Self-knowledge.”</li> <li>• “How to improve myself.”</li> <li>• “Learned more about myself.”</li> <li>• “More about myself by completing modules.”</li> <li>• “I have learned where I need to improve.”</li> </ul> <p><u>Identifying Strengths &amp; Weaknesses</u></p> <ul style="list-style-type: none"> <li>• “I learned my strengths and weaknesses.”</li> <li>• “Certain strengths about myself I wasn't aware of.”</li> <li>• “I learned who I was as a student at IUPUI, as well as my strengths and weaknesses.”</li> </ul> <p><u>Understanding Learning Styles / Personality</u></p> <ul style="list-style-type: none"> <li>• “My personal learning style.”</li> <li>• “I learned more about my learning styles.”</li> <li>• “My personality type and how I work one on one.”</li> </ul> <p><u>Identifying Personal Knowledge, Skills, and Abilities (KSA)</u></p> <ul style="list-style-type: none"> <li>• “I learned what skills, knowledge, and abilities I need to develop.”</li> <li>• “How my PULs are incorporated with the KSAs.”</li> <li>• “Certain skills I will need to get through college.”</li> </ul> <p><u>Values &amp; Ethics</u></p> <ul style="list-style-type: none"> <li>• “What my specific values are.”</li> <li>• “How to express my values.”</li> <li>• “I need to apply my morals and strengths to my career goals.”</li> </ul>
<p><b>Academic Planning &amp; Class Scheduling</b></p>	61	42%	<ul style="list-style-type: none"> <li>• “How to schedule classes.”</li> <li>• “How to complete a plan of study.”</li> <li>• “Planning a semester.”</li> <li>• “What classes I need to take for my major.”</li> <li>• “I learned how to plan my four years at IUPUI.”</li> <li>• “I made a plan of every course I must take within the next four years.”</li> </ul>
<p><b>Goal Setting</b></p>	50	35%	<ul style="list-style-type: none"> <li>• “My Goals.”</li> <li>• “I set goals for myself.”</li> <li>• “Long term goals in detail with a plan.”</li> <li>• “To break your goals down to achievable goals.”</li> <li>• “What my academic and career goals are.”</li> <li>• “I have learned to set realistic goals and how to attain them.”</li> <li>• “I realized just how much IUPUI can help me to achieve my goals.”</li> </ul>
<p><b>Major of Study – Discovery &amp; Planning</b></p>	38	26%	<ul style="list-style-type: none"> <li>• “My choice in major.”</li> <li>• “Deciding my major.”</li> <li>• “Majors that interest me.”</li> <li>• “What major I want to pursue.”</li> <li>• “I learned what majors are out there for me.”</li> <li>• “Further confirmed why my major is a good fit for me.”</li> <li>• “I learned more about my major that I didn't necessarily understand before completing the PDP.”</li> </ul>

Continued

Table 5: Continued

Specific Areas of Student Learning	N	%	Examples of Actual Student Comments
<b>Career Discovery &amp; Planning</b>	<u>31</u>	<u>21%</u>	<ul style="list-style-type: none"> <li>• “Career opportunities.”</li> <li>• “How to research careers.”</li> <li>• “I learned more about my career.”</li> <li>• “What kinds of jobs will fit my ability.”</li> <li>• “I learned what kinds of jobs will fit my interest.”</li> <li>• “I learned details about the career I wanted to get into.”</li> </ul>
<b>Time Management &amp; Organization Skills</b>	<u>30</u>	<u>21%</u>	<ul style="list-style-type: none"> <li>• “Time management.”</li> <li>• “Organization skills.”</li> <li>• “That my time needed to be better managed.”</li> <li>• “I learned the importance of organization.”</li> <li>• “I learned how much time of my day is wasted and how to improve my schedule.”</li> </ul>
<b>Resume Development</b>	<u>24</u>	<u>16%</u>	<ul style="list-style-type: none"> <li>• “Resume.”</li> <li>• “Resume skills.”</li> <li>• “Correct Resume Format.”</li> <li>• “I learned how to create a resume.”</li> <li>• “How to compile information into a job resume.”</li> </ul>
<b>Co-Curricular Experience Opportunities</b>  <u>Sub-Category*</u> RISE (5 / 17)	<u>17</u>	<u>12%</u>	<ul style="list-style-type: none"> <li>• “What places I can volunteer at.”</li> <li>• “I learned about internships.”</li> <li>• “Possibilities for extracurricular activities.”</li> <li>• “Explored different options of getting involved at IUPUI.”</li> </ul> <p><u>RISE</u></p> <ul style="list-style-type: none"> <li>• “What RISE is all about.”</li> <li>• “RISE Challenge.”</li> <li>• “RISE initiative-how to get involved.”</li> </ul>
<b>N/A, None, Nothing</b>	<u>15</u>	<u>10%</u>	<ul style="list-style-type: none"> <li>• “N/A.”</li> <li>• “None.”</li> <li>• “Nothing.”</li> </ul>
<b>Gaining a Greater Understanding for Technology</b>	<u>12</u>	<u>8%</u>	<ul style="list-style-type: none"> <li>• “I learned about e-Portfolios.”</li> <li>• “Upload things from Onestart.”</li> <li>• “How to create an online website.”</li> <li>• “I learned more about navigating oncourse.com.”</li> </ul>
<b>Developing Writing Skills</b>	<u>10</u>	<u>7%</u>	<ul style="list-style-type: none"> <li>• “How to write detailed papers.”</li> <li>• “How to improve my writing.”</li> <li>• “I learned how to organize my writing.”</li> </ul>
<b>Success Strategies</b>	<u>10</u>	<u>7%</u>	<ul style="list-style-type: none"> <li>• “Ways to be successful in college.”</li> <li>• “I was able to see what I need to work on in order to succeed and how to be successful.”</li> </ul>
<b>Gaining a Greater Understanding for Campus Resources</b>	<u>9</u>	<u>6%</u>	<ul style="list-style-type: none"> <li>• “What IUPUI offers to help their students.”</li> <li>• “I learned where the Speech Lab, MAC, library, and Writing Center are and how to use them.”</li> </ul>

Note: The remaining responses were so varied that no major themes emerged.

Note: (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Note: Thematic responses were included in analysis if a participant provided a related answer in at least (1) of the (3) response boxes.

Note: \*Sub-Categories consist of participant responses that address a specific component of the larger thematic category.

**Table 6: “What was the most valuable aspect of completing a PDP?” (N = 146)**

Most Valuable Aspect	N	%	Examples of Actual Student Comments
<p><b>Understanding Self / Self Awareness</b></p> <p><u>Sub-Categories*</u></p> <p>Identifying Strengths &amp; Weaknesses (5 / 32)</p> <p>Understanding Personal Knowledge, Skills, &amp; Abilities (3 / 32)</p> <p>Understanding Learning Styles &amp; Personality (3 / 32)</p>	<p><u>32</u></p>	<p><u>22%</u></p>	<p><u>General Comments</u></p> <ul style="list-style-type: none"> <li>• “Introspection.”</li> <li>• “Finding out who I am really.”</li> <li>• “Learning more about myself.”</li> <li>• “Discovering things about myself.”</li> <li>• “Learning what I am capable of.”</li> <li>• “Getting to know a little more about myself.”</li> <li>• “Learning about yourself to plan for success in the future.”</li> <li>• “Learning about myself and being able to create a plan for myself.”</li> </ul> <p><u>Identifying Strengths &amp; Weaknesses</u></p> <ul style="list-style-type: none"> <li>• “I found the most valuable aspect of completing the PDP to be finding out who I was as a student. It is important for students to recognize their strengths and be able to work on their weaknesses in order to achieve goals and become confident in their work.”</li> </ul> <p><u>Understanding Personal Knowledge Skills &amp; Abilities</u></p> <ul style="list-style-type: none"> <li>• “The most valuable aspect of completing the PDP was being able to combine the KSAs, PULs, my preferred major, and the activities I have accomplished outside of the classroom in order to show that my major was right for me.”</li> </ul> <p><u>Understanding Learning Styles and Personality</u></p> <ul style="list-style-type: none"> <li>• “I really enjoyed doing the about me. This section helped me understand things about myself that I would really look at unless asked what they meant to me. The most valuable part was just learning about myself and getting to put my life story together to share with other people and help them understand why I wanted to be in the major I am.”</li> </ul>
<p><b>Academic Planning &amp; Class Scheduling</b></p>	<p><u>27</u></p>	<p><u>18%</u></p>	<ul style="list-style-type: none"> <li>• “Planning my education was the most valuable.”</li> <li>• “Probably actually thinking about my academic plans.”</li> <li>• “The experience basically laying everything out for me to see.”</li> <li>• “I liked completing the academic planning section, because I can use it as a guide when registering for next semester's classes.”</li> <li>• “It helped me to organize my thoughts and be able to see my courses and the work I need to do throughout my four years.”</li> <li>• “Making a four year plan to follow. I am pursuing a double major and a minor. To plan out my courses was very helpful.”</li> <li>• “Understanding what it will take me to accomplish my academic goals and seeing ‘my plan’ written out was extremely helpful. I'm not sure this would have happened without making a PDP.”</li> </ul>
<p><b>Resume / Profile Development</b></p>	<p><u>25</u></p>	<p><u>17%</u></p>	<ul style="list-style-type: none"> <li>• “Resume.”</li> <li>• “Making my resume.”</li> <li>• “Creating a profile for myself.”</li> <li>• “Completing my resume was most valuable.”</li> <li>• “I used my PDP resume for a job application.”</li> <li>• “I have a professional portfolio to show now.”</li> <li>• “I have a web page about me that employers can look at.”</li> <li>• “Having almost completed a success autobiography about yourself.”</li> </ul>

Continued

**Table 6: Continued**

<b>Most Valuable Aspect</b>	<b>N</b>	<b>%</b>	<b>Examples of Actual Student Comments</b>
<b>Goal Setting</b>	<u>19</u>	<u>13%</u>	<ul style="list-style-type: none"> <li>• “Set goals.”</li> <li>• “Identifying my goals.”</li> <li>• “Established my goals.”</li> <li>• “Career and major goals.”</li> <li>• “It helped me establish goals and how to reach them.”</li> <li>• “Learning about what I need to work on to achieve my goals.”</li> <li>• “I was force to put my future goals in order.”</li> <li>• “To learn about goals and their importance.”</li> <li>• “The PDP helped me figure my goals, and helped me write them down so in case I get sidetracked I can go back to my PDP and see what my goals are.”</li> </ul>
<b>Major of Study Discovery &amp; Planning</b>	<u>15</u>	<u>11%</u>	<ul style="list-style-type: none"> <li>• “Deciding on my major.”</li> <li>• “Figuring out my major.”</li> <li>• “Getting a better idea of my interests and how they related to possible majors and minors.”</li> <li>• “It made me really think about why I chose my major and why I chose to attend IUPUI.”</li> <li>• “It helped me articulate why nursing is a good major for me and will help me when I apply to the School of Nursing.”</li> </ul>
<b>Potential for “Future Use”</b>	<u>13</u>	<u>9%</u>	<ul style="list-style-type: none"> <li>• “Knowing I can use it later in life.”</li> <li>• “Having something for future employer to review.”</li> <li>• “Have something to update for potential employers to look at.”</li> <li>• “A chance for potential future employers to view your experience and knowledge.”</li> <li>• “Having a resource that you could use to keep track of who you are and what your goals are so that later on in your college career you may come back and update or add things to your lists of accomplishments.”</li> </ul>
<b>Career Discovery &amp; Planning</b>	<u>10</u>	<u>7%</u>	<ul style="list-style-type: none"> <li>• “Finding what I need in a career.”</li> <li>• “I discovered new a career that I am now interested in.”</li> <li>• “Understanding what employers want.”</li> <li>• “Realizing my career goals.”</li> <li>• “I liked how it was a portfolio of what we wanted to do for a career and learn at IUPUI. It was also a good tool to save things I have done such as volunteering and work and job shadows.”</li> </ul>
<b>“Earning a Grade”</b>	<u>9</u>	<u>6%</u>	<ul style="list-style-type: none"> <li>• “The grade.”</li> <li>• “Getting the grade.”</li> <li>• “Getting points.”</li> </ul>
<b>“Negative” Comment</b>	<u>9</u>	<u>6%</u>	<ul style="list-style-type: none"> <li>• “Not having to do any more.”</li> <li>• “The PDP was just busy work.”</li> <li>• “It was time consuming and gave little dividend.”</li> <li>• “Honestly, I do not believe this PDP was a valuable project.”</li> <li>• “I found it absorbed far more time and effort than it could even be worth. the cost was much higher than the value.”</li> </ul>
<b>N/A, None, Nothing</b>	<u>7</u>	<u>5%</u>	<ul style="list-style-type: none"> <li>• “N/A.”</li> <li>• “None.”</li> <li>• “Nothing.”</li> </ul>

*Note: The remaining responses were so varied that no major themes emerged.*

*Note: (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.*

*Note: \*Sub-Categories consist of participant responses that address a specific component of the larger thematic category.*



**Table 7: “What specific suggestions do you have for improving the PDP process?” (N = 143)**

Suggestions for Improvement	N	%	Examples of Actual Student Comments
<p><b>More Organization &amp; Improved Process of Completing the PDP.</b></p> <p><b>Sub-Category*</b></p> <p>“Simplify” PDP Process (6 / 30)</p>	30	21%	<p><u>General Comments</u></p> <ul style="list-style-type: none"> <li>• “Organization is key.”</li> <li>• “Make it easier to function.”</li> <li>• “It just seems a little complicated. Make it easier.”</li> <li>• “Making the process more understandable in less steps.”</li> <li>• “Completing the PDP’s in numerical order would be helpful.”</li> <li>• “Make it more spread out and show examples of what it should look like.”</li> <li>• “I think each section should be due at specific times, instead of working on the entire PDP throughout the course.”</li> <li>• “It would be better if it was explained as to how the PDP would be a valuable resource.”</li> </ul> <p><u>‘Simplify’ PDP Process</u></p> <ul style="list-style-type: none"> <li>• “PDP seemed wordy and incredibly crowded. In this case I suggest simplicity.”</li> <li>• “It was very difficult to create. I still do not understand what steps I went through to do it. Simplification would be wonderful.”</li> <li>• “It seems overly complicated. It would seem much easier and more universal to create a PowerPoint. Maybe some aspects of the PDP should be completed after college and not before when the sections are less relevant than after college.”</li> </ul>
<p><b>N/A, None, Nothing</b></p>	24	17%	<ul style="list-style-type: none"> <li>• “N/A.”</li> <li>• “None.”</li> <li>• “Nothing.”</li> <li>• “Nothing comes to mind.”</li> <li>• “I don’t really have any specific suggestions right now.”</li> </ul>
<p><b>Less Boring &amp; Repetitive / More Fun &amp; Interesting</b></p> <p><b>Sub-Category*</b></p> <p>Improve “Repetitive” Questions (12 / 24)</p>	24	17%	<p><u>General Comments</u></p> <ul style="list-style-type: none"> <li>• “Make it more fun.”</li> <li>• “It was boring - spice it up.”</li> <li>• “More interesting subjects.”</li> <li>• “The topics discussed were repetitive &amp; redundant it seemed.”</li> <li>• “Be more specific on what each section is asking for. I also felt that many of the sections were very repetitive.”</li> <li>• “Much of the PDP overlaps causing it to be very long. No potential employer is going to read all of it.”</li> </ul> <p><u>Improve ‘Repetitive Questions</u></p> <ul style="list-style-type: none"> <li>• “Do not repeat the same questions.”</li> <li>• “Less repetition for the questions.”</li> <li>• “Make all of the questions different and not so repetitive.”</li> <li>• “A lot of the questions were very repetitive from section to section Change the PDP questions/criteria for each section. The PDP is very repetitive and asks similar questions on each section.”</li> <li>• “I suggest that the questions at the PDP actually vary between sections. All of the sections have similar questions so you end up repeating yourself.”</li> </ul>

Continued

Table 7: Continued

Suggestions for Improvement	N	%	Examples of Actual Student Comments
<b>More Instruction, Direction &amp; Support</b>	<u>22</u>	<u>15%</u>	<ul style="list-style-type: none"> <li>• “More specific instructions.”</li> <li>• “Make the directions a little clearer.”</li> <li>• “More specific and clear instructions.”</li> <li>• “Helping with step by step instructions.”</li> <li>• “Show more examples of previous people's PDPs.”</li> <li>• “We need a better explanation on how the PDP works.”</li> <li>• “Have someone teach it that knows what they are doing and how to do it.”</li> <li>• “It was very difficult for people to figure things out. There should be some type of crash course for it because we didn't really get taught how to do it well.”</li> <li>• “I would say to have the professor to be very through with the instructions and give the students more time to do the PDP.”</li> <li>• “More direction should be given by the instructor. Once a cell is submitted for feedback, teachers should immediately respond and take the cell out of pending.”</li> </ul>
<b>Improve Technology (See Table 4 for additional information)</b>	<u>21</u>	<u>15%</u>	<ul style="list-style-type: none"> <li>• “Technology aspects.”</li> <li>• “Making the technology a little easier.”</li> <li>• “There were many technical difficulties.”</li> <li>• “Allowing attachments to be used for PDP input.”</li> <li>• “Improvements to the interface and ease of use.”</li> <li>• “Easier picture uploading, and easier copy and paste option.”</li> <li>• “Minor tweaks in submitting as internet just to make it easier.”</li> <li>• “Look off of the Epsilon ePortfolio to better help this ePortfolio.”</li> <li>• “1. When I copy my word document into the matrix, it should keep the same format.2. More themes 3. We should be able to name our website. Ex: www.iupui.edu/PDP/StudentName.”</li> </ul>
<b>Less or Improve Writing Components</b>	<u>8</u>	<u>6%</u>	<ul style="list-style-type: none"> <li>• “Maybe make a few of the papers topics more specific.”</li> <li>• “Shorten them; I had more writing in this class than W131.”</li> <li>• “Have less papers. I felt I spend too much time writing papers for this class when I could have been working on English papers.”</li> <li>• “I think it was all pretty good, but should include less writing assignments because students start to feel bogged down.”</li> <li>• “Make it involves less writing. This 2 credit class was more work than my 3 credit honor course.”</li> </ul>

Note: The remaining responses were so varied that no major themes emerged.

Note: (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Note: \*Sub-Categories consist of participant responses that address a specific component of the larger thematic theme category.

**Table 8: “Please describe your thoughts and feelings about the technological processes associated with PDP completion (was it easy to use?, what aspects still need to be worked out or improved?) (N = 139)**

Technological Processes	N	%	Examples of Actual Student Comments
<p><b>“Easy to Use”</b></p>	<p>56</p>	<p>40%</p>	<ul style="list-style-type: none"> <li>• “Easy to use.”</li> <li>• “Yes it was easy to use.”</li> <li>• “The PDP was easy to use.”</li> <li>• “It was very clear and easy to use.”</li> <li>• “It was easy to use and very organized.”</li> <li>• “I thought the technology was very easy to use.”</li> <li>• “Thought it was easy to use and well developed.”</li> <li>• “I thought that it was easy and understandable.</li> <li>• “The PDP process was pretty easy and straightforward. I found the prompts to be helpful.”</li> </ul>
<p><b>Improve Technology (Specific Components Listed Below)</b></p> <p style="text-align: center;"><b><u>Sub-Categories*</u></b></p> <p>Improve “Copy &amp; Paste” Feature (4 / 42)</p> <p>Improve “Editing &amp; Formatting” Features (3 / 42)</p> <p>Improve “Picture Support” Capabilities (3 / 42)</p> <p>Improve “Public View” Feature (6 / 42)</p>	<p>42</p>	<p>30%</p>	<p><u>General Comments</u></p> <ul style="list-style-type: none"> <li>• “I found the format difficult to get used to.”</li> <li>• “The PDP was not user-friendly and could use much improvement.”</li> <li>• “I thought the technological processes were kind of hard to use.”</li> <li>• “More functional and easier to use for people that are not computer savvy</li> <li>• “I think the online portion of it. Needed to be less complicated.”</li> <li>• “It was very difficult. I couldn’t finish the presentation part due to the technology not working.”</li> <li>• “The technological aspects of the PDP were as if not more frustrating than the entire PDP itself...”</li> </ul> <p><u>Improve “Copy &amp; Paste” Feature</u></p> <ul style="list-style-type: none"> <li>• “It was pretty easy to use, bit I wish it was easier to copy and paste tables from word.”</li> <li>• “It was easy to use other than the paste from word portion. The garbled text was a pain.”</li> <li>• “It was relatively easy, but I felt the copying and pasting could have been simpler. Sometimes the text would not show up and codes would instead.”</li> </ul> <p><u>Improve “Editing &amp; Formatting” Features</u></p> <ul style="list-style-type: none"> <li>• “I don’t think the editing process was very easy to use. It needs to have better instructions to explain how to access the editing process.”</li> <li>• “It was difficult to get things formatted the way I wanted it to be.”</li> </ul> <p><u>Improve “Picture Support” Capabilities</u></p> <ul style="list-style-type: none"> <li>• “I also had trouble centering my photos on each page.”</li> <li>• “I thought it was a bit complicated and there are glitches in showing pictures. I have a picture on my PDP and it shows up on my computer; however no one else can see it.”</li> </ul> <p><u>Improve “Public View” Feature</u></p> <ul style="list-style-type: none"> <li>• “Allow public view more easily.”</li> <li>• “I struggled a lot with making my PDP viewable for others to see.”</li> <li>• “At times it was extremely frustrating when the PDP would not publish publicly.”</li> <li>• “Like mentioned before, the only problems I had was "sharing" the different pages.”</li> </ul>

**Continued**

**Table 8: Continued**

<b>Technological Processes</b>	<b>N</b>	<b>%</b>	<b>Examples of Actual Student Comments</b>
Improve “Required Settings” Feature (3 / 42)  Improve “Saving” Capabilities (3 / 42)  Improve “Submit & Upload” Feature (13 / 42)	<u>CONT</u>	<u>CONT</u>	Improve “Required Settings” Feature <ul style="list-style-type: none"> <li>• “We had issues with the “required settings”- it wasn’t very user friendly.”</li> <li>• “Also the required settings button was removed which made things more difficult.”</li> </ul> Improve “Saving” Capabilities <ul style="list-style-type: none"> <li>• “I was for the most part a really easy process, however I did have trouble with the way it was saving.”</li> <li>• “The most frustrating part was that the system would randomly refuse to save your work. So you would hit "save changes" and then it would say "error" and erase all of it.”</li> </ul> Improve “Submit & Upload” Feature <ul style="list-style-type: none"> <li>• “I thought it was a little confusing about submitting.”</li> <li>• “Submissions of sections was very difficult and glitchy. It would erase my whole sections half the time I tried to submit them. Besides that, it was fairly easy to use.”</li> <li>• “It was easy use but it would take awhile to understand how to upload any items to the PDP.”</li> </ul>
<b>“Not Easy to Use”</b>	<u>27</u>	<u>19%</u>	<ul style="list-style-type: none"> <li>• “No it was not easy.”</li> <li>• “It wasn’t so easy.”</li> <li>• “Not so easy to use, not user friendly.”</li> <li>• “Not easy to use I was perpetually confused.”</li> <li>• “There were tons of errors. It was difficult to use.”</li> <li>• “I had many problems with the technology.”</li> </ul>
<b>“Somewhat” Easy to Use</b>	<u>13</u>	<u>9%</u>	<ul style="list-style-type: none"> <li>• “It was somewhat easy to use.”</li> <li>• “It was okay. My PDP messed up a lot.”</li> <li>• “Some of it was difficult to use.”</li> <li>• “Somewhat easy to use. I think that it could be less confusing.”</li> <li>• “It was somewhat easy but sometimes confusing because this is something new, that must students have not done before.”</li> </ul>
<b>Not User Friendly / “Confusing”</b>	<u>13</u>	<u>9%</u>	<ul style="list-style-type: none"> <li>• “It was confusing and hard to use.”</li> <li>• “Not easy to use I was perpetually confused.”</li> <li>• “It was confusing at times but overall it was effective.”</li> <li>• “The PDP was not user-friendly and could use much improvement.”</li> <li>• “It was confusing but I finished it after asking classmates for help.”</li> <li>• “As I stated before the instructions and the input of information need to be more user friendly.”</li> </ul>
<b>More Instruction, Direction, and Support</b>	<u>9</u>	<u>6%</u>	<ul style="list-style-type: none"> <li>• “The technological aspect was very confusing. The instructions need to be clearer.”</li> <li>• “It was pretty hard to use and the teacher didn’t know anything about it so it was even harder to learn.”</li> <li>• “I felt the technological process was easy once I understood it; however that took me longer that it should have. I would just say give clearer directions to how to use it.”</li> </ul>

*Note: The remaining responses were so varied that no major themes emerged.*

*Note: (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.*

*Note: \*Sub-Categories consist of participant responses that address a specific component of the larger thematic theme category.*

Personal Development Plan Report

**Table 9:**

**Question #1 – Response Order Frequency**

Specific Areas of Student Learning – Thematic Codes	Response Box #1 (n = 146)			Response Box #2 (n = 136)			Response Box #3 (n = 121)			TOTAL (n = 146)		
	N	%	*Internal Rank	N	%	*Internal Rank	N	%	*Internal Rank	N	%	**Overall Rank
<i>Understanding Self / Self Awareness</i>	36	25%	1	40	27%	1	20	14%	2	<b>96</b>	<b>66%</b>	<b>1</b>
<i>Academic Planning &amp; Class Scheduling</i>	15	10%	2	23	17%	2	23	19%	1	<b>61</b>	<b>42%</b>	<b>2</b>
<i>Goal Setting</i>	14	10%	T-3	20	15%	3	16	13%	T-3	<b>50</b>	<b>35%</b>	<b>3</b>
<i>Major of Study – Discovery &amp; Planning</i>	13	9%	T-4	10	10%	4	16	13%	T-3	<b>38</b>	<b>26%</b>	<b>4</b>
<i>Career – Discovery &amp; Planning</i>	13	9%	T-4	11	8%	5	7	6%	T-6	<b>31</b>	<b>21%</b>	<b>5</b>
<i>Time Management &amp; Organization Skills</i>	14	10%	T-3	5	3%	8	11	9%	4	<b>30</b>	<b>21%</b>	<b>6</b>
<i>Resume Development</i>	14	10%	T-3	3	2%	10	7	6%	T-6	<b>24</b>	<b>16%</b>	<b>7</b>
<i>Co-Curricular Experience Opportunities</i>	6	4%	6	7	5%	6	4	3%	T-7	<b>17</b>	<b>12%</b>	<b>8</b>
<i>N/A, None, Nothing</i>	7	5%	5	4	3%	9	4	3%	T-7	<b>15</b>	<b>10%</b>	<b>8</b>
<i>Gaining a Greater Understanding for Technology</i>	3	2%	7	5	3%	T-7	4	3%	T-7	<b>12</b>	<b>8%</b>	<b>9</b>
<i>Developing Writing Skills</i>	4	3%	8	2	1%	11	4	3%	T-7	<b>10</b>	<b>7%</b>	<b>10</b>
<i>Success Strategies</i>	1	1%	9	5	3%	T-7	4	3%	T-7	<b>10</b>	<b>7%</b>	<b>11</b>
<i>Gaining a Greater Understanding for Campus Resources</i>	0	0%	10	1	1%	12	8	6%	5	<b>9</b>	<b>6%</b>	<b>12</b>

Note: The remaining responses were so varied that no major themes emerged.

Note: (N) indicates the number of student responses included in analysis; percentages (%) are based on the number of question respondents.

Note: \*Internal Rank denotes the frequency of a specific thematic response in relation to other thematic responses within the same Response Box (i.e., #1, #2, or #3)

Note: Ties within Internal Rank categories are denoted (T - #).

Note: \*\*Overall Rank denotes the collective frequency of all thematic code responses. Internal Rank is not used in this calculation. Thematic responses were included in \*\*Overall Rank analysis if a participant provided a related answer in at least (1) of the (3) response boxes.

**REFERENCES**

- ACT. (2002, winter). There's a disconnect between students' career interests and available jobs. *Activity, 40* (1), 6 (Available from ACT, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243-0168).
- Astin, A.W. (2007) *The American freshman: national norms for fall 2006*. Los Angeles: Higher Education Research Institute.
- Buyarski, C. (2011). Teaching excellence: using student portfolios. On-line presentation delivered as part of *Center for Teaching and Learning Teaching Excellence: Research & Practice Webinar Series*, March 9, 2011, Indianapolis, IN
- Sax, L.J., Lindholm, J., Astin, A.W., Korn, W.S., & Mahoney, K.M. (2002). *The American freshman: National norms for fall 2002*. Los Angeles: University of California. Higher Education Research Institute.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago. University of Chicago Press.
- Titley, R.M., Titley, B.S. & Wolf, W. (1976). The major changers: continuity and discontinuity in the career process. *Journal of Vocational Behavior, 8*, 105-111.