STUDENT INTELLECTUAL GROWTH TASK FORCE

University Senate

Jeffrey D. Karpicke and A. Dale Whittaker
Co-Chairs

October 21, 2013
• In April 2013, commissioned by President Daniels to examine ways to measure growth during students' time at Purdue

• Identify and evaluate strengths/weaknesses of possible tools for measuring student growth
STUDENT GROWTH TASK FORCE

• Faculty across colleges with expertise in education, learning, assessment, pedagogy, and learning technologies

• Support staff from assessment, institutional research, the Provost Office and the President's Office
MEMBERS

- Diane Beaudoin
- Gina DelSanto
- Heidi Diefes-Dux
- Frank Dooley
- Brent Drake
- Audeen Fentiman
- Andrew Hirsch
- Jeffrey Karpicke
- Neil Knobloch

- Chantal Levesque-Bristol
- Yukiko Maeda
- Rab Mukerjea
- Sarah Mustillo
- David Rollock
- Bill Watson
- Gabriela Weaver
- Dale Whittaker
• Defined scope of "student growth"
• Identified student attributes
• Identified potential tools
• Created set of criteria for evaluating tools
• Reviewed research in sub-groups
• Engaged experts (Gallup, Council for Aid to Education, Educational Advisory Board)
• Developed initial recommendations
• Measuring student growth should function in the service of improving student learning

• Allow us to know:
  – How students are doing
  – Where students are getting better
  – How we are doing relative to others

• T-shaped individuals: Deep in discipline, broad in capacity to think, learn, and lead
THREE ATTRIBUTE CLUSTERS

• Intellectual growth
  – Critical thinking, quantitative reasoning, information literacy, creative thinking, integrative knowledge, discipline specific knowledge/skills

• Personal development
  – Identity development, responsibility, lifelong learning, self-efficacy, ethical reasoning, metacognitive skills, and self-advocacy

• Interpersonal skills
  – Written communication, oral communication, teamwork and leadership, global citizenship, intercultural knowledge and effectiveness
Personal Development, Interpersonal Skills

• Develop an index of non-academic factors related to student success, based on a model presented by Gallup Education
Intellectual Growth, Disciplinary Competence

• Collegiate Learning Assessment (CLA+): Assesses critical thinking, problem solving, quantitative reasoning, written communication, information literacy

• Discipline-specific assessments: Used or developed by discipline
E-Portfolios

- A unified E-Portfolio system, e.g., Passport, a system developed at Purdue, where students achieve digital badges for demonstrating mastery in areas
PROCESS RECOMMENDATIONS

• Implementation team
  – Develop specific plans for collecting data

• Evaluation team
  – Are instruments measuring what we intended?
  – Are results useable for students and faculty?

• Research team
  – Continue research on assessment tools
  – Draw meaning from the information collected
Email by October 31

• Jeff Karpicke: karpicke@purdue.edu

• Dale Whittaker: dwhittak@purdue.edu
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