

**Course Design Document**  
**IDIS 29000: Freshman Success Course II**  
**Prepared by: Kim Myers**  
**Indiana University-Purdue University Fort Wayne**  
**Spring 2017**

**Executive Summary**

This course will serve as a follow-up to the introductory course for students admitted to Indiana University-Purdue University Fort Wayne (IPFW) conditionally.

The following students will be offered conditional admission (CO) into the Student Success Program:

- High School (HA) admits with a high school GPA 2.0-2.49 and one of the following; SAT composite 1120+ (380+ math), ACT 16 (15+ math)
- Adult (AD) admits: students who graduated high school more than two years prior
- GED/HSE (GE): GED 540-570, HSE 2764-3019
- Transfer (TR): students with less than 30 hours of transfer credit and below a 2.0 transfer GPA, or greater than a 2.0 transfer GPA with a high school GPA 2.0-2.49 or test scores per the SAT/ACT/GED/HSE ranges above will be admitted to a pathway in SST

By accepting their offer of admission and enrolling in classes, students are agreeing to adhere to the conditions of their admission.

The first semester course, IDIS 11000, will be one credit hour and will be taken during the first term of conditional admission and will span eight weeks. The face-to-face IDIS 11000 is aimed primarily at high school admits, with the online section developed for all CO admit types (HA, AD, GE, TR). The IDIS 29000 course will be one credit hour, will be taken during the second term of conditional admission (or future terms for students who re-take IDIS 11000, or are enrolled part-time), and will span eight weeks. One online section of the course will be offered and limited to advisor permission. Contingent upon course assessment and student persistence data, future offerings of this course may be developed per GPA tracks, targeting specific skill sets for students who fall within GPA specific guidelines.

The following additional definitions are used in conditional admission:

Full-Time Conditional Release: Full-time conditional students must earn a minimum of 24 credits with an IPFW GPA of at least a 2.0 and complete IDIS courses with a grade of "C-" or higher by the end of their second consecutive, regular sixteen-week semester to remain eligible to enroll.

Part-time Conditional Release: Conditionally admitted students who wish to enroll part-time must indicate their intention to do so no later than the final withdrawal deadline during their first regular sixteen-week semester and complete a part-time conditional enrollment agreement. Part-time conditional students must earn a minimum of 24 credits with an IPFW GPA of at least a 2.0 and complete both IDIS 11000 and IDIS 29000 with grades of "C-" or higher by the end of their fourth consecutive, regular sixteen-week semester to remain eligible to enroll.

Full-Time Early Release: A conditionally admitted student may declare their major early if they have completed their first semester, have earned at least 12 credits, have earned at least a C- in IDIS 11000, have earned a 2.8 cumulative GPA or higher *and* their intended academic department accepts them.

Part-Time Early Release: A conditionally admitted student may declare their major early if they have completed their first regular sixteen-week semester, have earned at least 12 credits, have earned at least a C- in IDIS 11000, have earned a 2.8 cumulative GPA or higher *and* their intended academic department accepts them.

Ineligible to Enroll: Conditionally admitted students not fulfilling the requirements of their conditional enrollment agreement will be ineligible to enroll for one semester. Students will be notified of their status by the Student Success Program. Students who wish to appeal their ineligibility will appeal through the Admissions appeal committee. Students who wish to return to IPFW after their period of ineligibility ends will be required to follow Admissions reentry processes. Ineligible students who are also academically dismissed, per notification by the Office of the Registrar, will be required to follow Admissions readmission processes.

Degree Pathways: Conditional students will be admitted into degree pathways and will be required to take part in programming designed to support their career and major choice as defined by that pathway. The pathways are as follows:

Business and Leadership (BLPN)

Education (EDPN)

Humanities and Social & Behavioral Sciences (SSPN)

Allied Health Sciences (HLPN)

Engineering and Science (ESPN)

Polytechnic (POPN)

Visual and Performing Arts (VPPN)

This course is intended to continue to aide academically at-risk students in building skills and utilization of resources that lead to college success and is developed with all conditional admit types in mind. Each section will follow the same basic objectives, with intensified focus on motivation, academic skills building, and time management/study skills-building. Student course completion rates, course grades, GPA, persistence, DFW rates, and qualitative student feedback will serve as assessment measures.

### **Project Title**

Conditional Admission Success Course II

### **Sponsoring Organization/Unit/Department**

This course is housed within the Center for Student Success and Transitions (SST) at IPFW.

### **Project Description**

This course is the second in a series of two introductory college success course for academically at-risk students admitted conditionally to the institution.

### **Aim**

This design document serves as the guide for development of the course. This course is intended to aide academically at-risk students in building skills and connecting with resources that lead to college success.

**Target Audience**

The target audience for the course is academically at-risk CO second semester (and beyond, in limited circumstances) traditional and non-traditional college students who earned below a 2.8 first term GPA or are attending part-time.

**Delivery Options**

The course will be delivered face-to-face and taught by students' assigned academic advisors. The course is one credit hour and will be offered as an eight-week course, which meets twice per week for one hour per class meeting. Rare exceptions will be granted to allow students to take the course online, per advisor approval.

**Instructional Need**

Evidence of instructional need based on organizational and/or departmental goals, objectives, mission, and data.

**Learner Analysis****Primary Audience**

Students who fall under the admit types below, are attending full-time, have been admitted conditionally (CO) and have completed at least one regular, sixteen-week semester at IPFW, completed IDIS 11000 with a C- or higher, and earned below a 2.8 cumulative GPA at IPFW. All part-time CO students are required to take IDIS 29000.

- High School (HA) admits with a high school GPA 2.0-2.49 and one of the following; SAT composite 1120+ (380+ math), ACT 16 (15+ math)
- Adult (AD) admits: students who graduated high school more than two years prior
- GED/HSE (GE): GED 540-570, HSE 2764-3019
- Transfer (TR): students with less than 30 hours of transfer credit and below a 2.0 transfer GPA, or greater than a 2.0 transfer GPA with a high school GPA 2.0-2.49 or test scores per the SAT/ACT/GED/HSE ranges above will be admitted to a pathway in SST

**Secondary Audience**

N/A

**General Learner Characteristics**

Learners will first-year college students, spanning various ages, racial/ethnic, sex/gender/sexuality, and other demographic categories. Students may be full-time or part-time.

**Entry Characteristics**

Students will have had one eight-week, one credit hour course including formal study in study skills, time management, and communication. Students will have completed at least one semester of college. Based upon the criteria for CO status, it is presumed that students are academically under-prepared for college. Students may feel frustrated that they are required to take a second college preparation course.

## **Contextual Analysis**

### **Orienting Context**

Students will be required to complete the course as a condition of their admission and learning objectives will be developed by SST staff. Learning objectives will be centered on basic motivation, academic, and personal success skills and communicated to students via the course syllabus. The course will be taught by academic advisors and students will be assigned to the section taught by their assigned advisor. The course developer, SST administration, and academic advisors are responsible for the development, objectives, content, organization, and assessment of the course. Students are responsible for adherence to course requirements and, ultimately, their success in the course. Students may have perceptions and habits about studying, time management, and college that will influence their approach to the course. Students and parents may feel frustrated or have questions about the mandatory nature of the course. Advisors/instructors and SST staff are responsible for communicating the importance of the course during new student orientation and during introductory class meetings. Instruction is developed with respect for cultural diversity including, but not limited to: race, ethnicity, sex, gender, sexuality, gender identity and expression, nationality, religion, political affiliation, ability, age, socioeconomic status, or education.

### **Instructional Context**

The majority of students will meet face-to-face, twice weekly, for one hour each meeting, for eight weeks. Students will complete work in-class and outside of class, both independently and in small groups. Work will be submitted in class and via Blackboard. Students who are granted advisor permission to take an online section of the course will have their assigned advisor switched to the online course instructor for consistency, relationship building, and fuller implementation of proactive/intrusive advising practices. Students will need a computer and access to high-speed internet to complete course requirements. They may use campus resources, public resources, or at-home resources. Students may require a brief tutorial on Blackboard early in the term.

### **Transfer Context**

Students will demonstrate mastery of course objectives through successful completion of assignments and the course. Ultimately, students will demonstrate mastery of course objectives through earning a grade of C- or higher in the course, and/or achievement of a 2.0 cumulative GPA, and/or successful release from CO status after two full semesters (four full semesters for part-time students) at IPFW.

## Application of Learning Theories

The following learning theories will be applied in the development of the course, goals, objectives, assessment tools, and activities:

1. Behaviorism

*Rationale and application:*

Behaviorism focuses on the instructor's role in designing the instruction and learning environment. While the course will be designed and standardized by a central designer, instructors will have input throughout the design process and during the implementation of the course. Instructors will have significant influence over class climate. Student learning is expected to be active and instructors will be responsible for engaging students in active learning. Both face-to-face and online instructors are expected to use Blackboard, and the course shell will be standardized within the LMS for consistency between instructors and consistency of information and access to information for students.

2. Cognitivism

*Rationale and application:*

Cognitivism is centered on the processing of and retrieval of information for use in application. Students will be asked to process, retrieve, and apply information through demonstration of mastery of concepts, in-class discussion, small and large group discussion, assignments, quizzes, exams, written responses, and experiential activities.

3. Attribution Theory

*Rationale and application:*

This theory focuses primarily on achievement and will be applied to the curriculum development for this project in the following ways: qualitative and quantitative information on student preconceptions, attitudes, and values will shape course objectives and assessment tools.

4. Cognitive Dissonance Theory

*Rationale and application:*

Cognitive dissonance theory takes learners values, beliefs, and previous knowledge into account. Students will be required to explore how their values, beliefs and previous knowledge shape their college experience and play a role in their college success.

5. Andragogy

*Rationale and application:*

Andragogy applies specifically to adult learning. Knowles' five assumptions of adult learners will be considered in the development, instruction, and assessment of the course.

- a. Self-concept

As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being

- b. Adult Learner Experience

As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

- c. Readiness to Learn  
As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
- d. Orientation to Learning  
As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.
- e. Motivation to Learn  
As a person matures the motivation to learn is internal.

Knowles' four principles of adult learning will also be incorporated:

- a. Adults need to be involved in the planning and evaluation of their instruction.
- b. Experience (including mistakes) provides the basis for the learning activities.
- c. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- d. Adult learning is problem-centered rather

### **Application of Motivational Theories**

The motivational theories applied to this project will primarily include the following:

1. Maslow's Hierarchy of Needs  
This course will primarily incorporate safety, love/belonging, esteem, and self-actualization needs of learners as a motivation to complete course requirements. Incorporation of these areas will be particularly relevant to the resolution of learners' cognitive dissonance.  
Safety: development of inclusive and culturally competent course resources, materials, and classroom climate  
Love/belonging: connecting students with campus resources and their functions, assisting students in building interpersonal connections with students/faculty/staff.  
Esteem: incorporating skills-building and assisting in resolution of cognitive dissonance.  
Self-actualization: focusing on strengths (appreciative advising) and assisting students in development of new skills, interpersonal resources, and intrapersonal resources.
2. Incentive Theory of Motivation  
Students will be encouraged to consider internal or external rewards as a motivator. Adult learners tend to be more intrinsically motivated, while high-school students tend to be more extrinsically motivated. By successfully passing the course and implementing course concepts into their lives, students may better achieve a 2.8 first term GPA, which will exempt them from the second course in the series. Students will also be encouraged to implement course concepts in an effort to meet requirements for release from CO status.

3. Expectancy Theory of Motivation and Goal-Setting Theory  
Students will be encouraged to think about the future and set goals that lead to favorable and desired outcomes, such as exemption from the second success course and release from CO status.

### **Impact of a Diverse Audience on Instruction**

The following minimum anticipated diverse student characteristics should be considered in course development, implementation, and instruction. Advisors/instructors are encouraged to consider unanticipated student characteristics in their approach to instruction.

#### *Specific Entry Characteristics:*

The following characteristics should be considered: age-specific/generational, high school GPA/GED/HSE, length of time since high school, preconceptions about college/study habits/academics, first semester college experiences.

*Learning Style:* Course materials and instruction should demonstrate consideration for visual, aural, verbal, physical/kinesthetic, logical, social, and solitary learning styles. Course requirements should be developed in ways that offer multiple modes of engagement with course concepts and variable modes of assessment.

*Academic Information:* Students in this course are considered academically at-risk based upon their high school GPA and/or SAT score as well as their first-term GPA.

*Personal and Social Characteristics:* Students may have very diverse personal and social characteristics, which will be addressed through incorporation of various levels of Maslow's Hierarchy of Needs.

*Cultural Diversity:* Students will represent diverse cultural groups based on sex/gender/sexuality, race/ethnicity, geographic area (largely NE IN) and socioeconomic status. Once students have been placed into courses, broad demographic characteristics of CO will be reported to instructors.

*Ability:* While students will represent a diverse range of academic abilities, all students will have earned a high school diploma (or equivalent) and completed one semester of college, indicating a base line preparedness for college level work. Individual levels of preparedness and ability will vary.

## **Goal Analysis**

### **Instructional goal:**

The proposed course description for IDIS 29000: Freshman Success Course II is as follows:

Freshman Success II is a course designed to increase the success of first year students by assisting them with the skills necessary to reach their educational goals. This course focuses primarily on the personal-social concerns of motivation and goal-setting. Other topics in this course include advanced study of academic concerns explored in IDIS 11000 such as: academic policies and regulations, academic options, learning skills, study skills, time management. Prerequisite: IDIS 11000. Credit for both IDIS 11000 and 29000 is permitted. Credit for only one of: IDIS 29000, G102, G103, G104 is permitted.

Additional information that is not included in the course description:

This course will be required for second-term CO students who achieved below a 2.8 GPA and required for all part-time CO students. This course will be one credit hour, will be taken during the second term of conditional admission or beyond, and will span eight weeks. One online section of the course will be offered and limited to advisor permission.

### **Goal Achievement:**

Students will demonstrate mastery of course goals and objectives through successful completion of the course and achieving release from CO status (2.0 cumulative GPA and earning 24 credit hours) after two semesters.

### **Goals and Descriptions**

Goals for this course include:

- 1) Building upon the foundational skills that students developed in IDIS 110: Freshman Success
- 2) Encouraging continued and sustained connection with campus resources
- 3) A primary focus on development of motivation and persistence factors
- 4) Continued academic success skills-building
- 5) Maintaining a strong and collaborative partnership between students and advisors/instructors

## **Instructional Objectives**

While some of the IDIS 29000 learning objectives parallel IDIS 110 course goals, the objectives of this course are intended to move students beyond foundational/transitional skills.

### *Terminal Objectives:*

IDIS 29000 Learning Objectives

In this course, students will:

- 1) Demonstrate an understanding of and plan for accommodating their own motivational factors
- 2) Implement a time management plan
- 3) Set personal and academic goals
- 4) Develop and implement study skills that are tailored to their individual courses, learning style, and goals
- 5) Utilize campus resources



*Terminal and Enabling Objectives, Domain, and Taxonomy*

**The course will focus primarily on objectives 1-3.**

- 1) Terminal objective: Demonstrate an understanding of and plan for accommodating their own motivational factors  
Enabling objectives:
  - a. Demonstrate knowledge and understanding of motivational factors
  - b. Demonstrate knowledge and understanding of the relationship between motivation, goal-setting, time management, and academic success
  - c. Discuss their own motivational strengths and opportunities for improvement
  - d. Identify factors that affect their own motivation
  - e. Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system
  - f. Evaluate the effectiveness of their motivational support plan
  - g. Revise their motivational support plan for implementation during the second eight weeks of the termDomain: cognitive/affective/psychomotor  
Taxonomy: remember, understand, apply, analyze, evaluate, create
- 2) Terminal objective: Implement a time management plan  
Enabling objectives:
  - a. Review the foundational elements of time management plans
  - b. Discuss previous semester time management habits and personal and social impacts
  - c. Create a time management plan
  - d. Critically evaluate other students' time management plans
  - e. Utilize a time management aide of choice
  - f. Critically evaluate implementation of their own time management plan
  - g. Revise their time management plan as needed
  - h. Create a time management plan for the second eight weeks of the termDomain: cognitive/affective/psychomotor  
Taxonomy: remember, understand, apply, analyze, evaluate
- 3) Terminal objective: Set personal and academic goals  
Enabling objectives:
  - a. Review goal-setting
  - b. Create personal goals
  - c. Create academic goals
  - d. Critically evaluate and assess classmates' goals
  - e. Assess goal progress at regular intervalsDomain: cognitive/affective/psychomotor  
Taxonomy: remember, understand, apply, analyze, evaluate, create
- 4) Terminal objective: Develop and implement study skills that are tailored to their individual courses, learning style, and goals  
Enabling objectives:
  - a. Review primary learning styles and study skills
  - b. Reflect on previous study plan
  - c. Create a study plan for all current or next semester courses
  - d. Set academic goals that are consistent with their study planDomain: cognitive/affective/psychomotor  
Taxonomy: remember, understand, apply, analyze, evaluate

- 5) Terminal objective: Utilize campus resources  
Enabling objectives:  
a. Review campus resources  
b. Meet with academic advising one-on-one a minimum of one time during the course  
c. Utilize a minimum of one campus resource other than advising  
d. Participate in a minimum of one campus event  
Domain: cognitive/affective/psychomotor  
Taxonomy: remember, understand, apply, analyze, evaluate, create

## References

- Arshavskiy, M. (2013) *Instructional Design for ELearning*. [Kindle]. Retrieved from  
amazon.com
- Dick, W., & Carey, L. (1996). *The systematic design of instruction*. 4th ed. New York, NY:  
Harper Collins
- Försterling, F. (2013) *Attribution: An Introduction to Theories, Research, and Applications*.  
[Kindle]. Retrieved from amazon.com
- Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.
- Lee, H., & Lee, S. (1996). *Dick and Carey Instructional Design Model*. Retrieved from:  
[http://www.umich.edu/ed626/Dick\\_Carey/dc.html](http://www.umich.edu/ed626/Dick_Carey/dc.html)
- Morrison, G. et. al. (2013) *Designing Effective Instruction*. Wiley, NJ.
- Wallace, R. & Wolf, A. (2006). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson, NJ.
- Weiner, B. (2013). *Human Motivation*. [Kindle]. Retrieved from amazon.com
- Welsh, T. (1996). "An Event-Oriented Design Model for Web-based Instruction." In B. Khan  
[ed.] *Web Based Instruction*, 159-165. Englewood Cliffs, NJ: Educational Technology  
Publications.
- Welsh, T. (1996). *Event-Oriented Design Model*. Retrieved from:  
<http://www.csuchico.edu/~lsederberg/itl/eod>