IDIS 11000 Assessment Summary
201630/201710/201720
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STUDENT SUCCESS AND TRANSITIONS

Purpose of Report

The pilot year of the Student Success Program (SSP) at Indiana University-Purdue University Fort Wayne (IPFW), spanned summer 2016 (201630), fall 2016 (201710) and spring 2017 (201720). The SSP is a program of Student Success and Transitions intended to provide proactive and intrusive advising and student support services to conditionally admitted students at IPFW.

Students who met the criteria below were offered conditional admission (CO) into the SSP:

- 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 agreed to adhere to the conditions of their admission. The cornerstone of the programming is the IDIS 11000: Freshman Success course. This course serves as the introductory course for students admitted to IPFW conditionally and is intended to aide academically at-risk students in building skills and connecting to resources, particularly primary advising, that lead to college success. The course is one credit hour, is taken during the first term of conditional admission, and spans eight weeks.

Course Description: Freshman Success is a course designed to increase the success of freshmen by assisting them with the skills necessary to reach their educational goals. Topics in this course include academic concerns (academic major information, learning skills, study skills, time management) and personal-social concerns (interpersonal relationships skills, communication skills, setting goals). (1 credit hour) Credit for only one of: IDIS 110, G102, G103, G104.

IDIS 11000 Assessment Methods

The initial year of the IDIS 11000 spanned terms 201630, 201710, and 201720 and was assessed based upon the following data:

1) Course objective assessment
2) Grades
3) Pass rate

IDIS 11000 Course Objectives:

1) Terminal objective: Know and understand college terminology
   Enabling objectives:
   a. Correctly identify common college terminology
   b. Correctly use common college terminology
   Domain: cognitive
   Taxonomy: remember, understand, apply
   Assessed in this course via the following assignments and assessments:
   College Terminology Quiz

2) Terminal objective: Develop and implement a time management plan
   Enabling objectives:
   a. Explain the rationale for and foundational elements of time management plans
   b. Discuss previous time management habits and personal and social impacts
   c. Create a time management plan
   d. Critically evaluate other students' time management plans
   e. Implement and follow a time management plan
   f. Utilize a technological time management aide of choice
   g. Critically evaluate implementation of their own time management plan
   h. Revise time management plan as needed
   Domain: cognitive/affective/psychomotor
   Taxonomy: understand, apply, analyze, evaluate, create
   Assessed in this course via the following assignments and assessments:

Time Management Questionnaire	**Chapter 8 Quiz**
Exercise 8.1	**Time Management Response Piece**
Exercise 8.2	**Time Management Plan**
Exercise 8.7	**Chapter 11 Quiz**

3) Terminal objective: Demonstrate knowledge and understanding of learning styles
   Enabling objectives:
   a. Demonstrate knowledge and understanding of primary learning styles
   b. Identify their own primary learning style
   c. Identify their own secondary learning style/s
   d. Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction
   Domain: cognitive/psychomotor
   Taxonomy: remember, understand, apply, create
   Assessed in this course via the following assignments and assessments:
   Learning Styles Response Piece
   Chapter 3 Quiz
   Critical Thinking and Learning Styles Quiz

4) Terminal objective: Demonstrate application of study skills
   Enabling objectives:
   a. Know and understand a variety of study skills
   b. Implement selected study skills into current courses
   c. Practice study skills effectively
   d. Reflect on implementation of study skills

Domain: cognitive/affective/psychomotor
Taxonomy: remember, understand, apply, analyze, create
Assessed in this course via the following assignments and assessments:
Chapter 4 Quiz
Study Skills Response Piece

5) Terminal objective: Set personal and academic goals
   Enabling objectives:
   a. Demonstrate knowledge and understanding of SMART and DAPPS goals
   b. Identify primary personal motivating factors
   c. Create personal goals that follow SMART or DAPPS guidelines
   d. Create academic goals that follow SMART or DAPPS guidelines
   e. Critically evaluate and assess classmates' goals
   Domain: cognitive/affective/psychomotor
   Taxonomy: remember, understand, apply, analyze, evaluate, create
   Assessed in this course via the following assignments and assessments:
   Goal Revision Response Piece **Chapter 1 and Goals Quiz**
   Goals Assignment **Goals Assignment Revision**

6) Terminal objective: Create an academic action plan
   Enabling objectives:
   a. Complete in-class planning activities
   b. Understand and utilize myBLUEprint
   c. Submit a complete academic action plan
   Domain: cognitive/psychomotor
   Taxonomy: understand, apply, create
   Assessed in this course via the following assignments and assessments:
   Academic Action Plan

7) Terminal objective: Demonstrate knowledge and usage of campus resources
   Enabling objectives:
   a. Correctly identify campus resources and related functions
   b. Utilize services of a minimum of three campus resources
   c. Understand and utilize the Bulletin
   d. Understand and utilize myIPFW
   e. Understand and utilize myBLUEprint
   f. Meet with academic advising one-on-one a minimum of two times during the term
   Domain: cognitive/psychomotor
   Taxonomy: remember, understand, apply
   Assessed in this course via the following assignments and assessments:
   Advising Meeting Assignment 1 **Learning About Campus Resources Assignment**
   Advising Meeting Assignment 2 **Using Campus Resources Assignment**
   Campus Resources Quiz

8) Terminal objective: Demonstrate knowledge and understanding of academic options
   Enabling objectives:
   a. Demonstrate knowledge and understanding of academic pathways, majors, and minors
   b. Review academic action plan

c. Correctly identify important dates related to academic progress and options

Domain: cognitive

Taxonomy: remember, understand

Assessed in this course via the following assignments and assessments:

Bulleting Scavenger Hunt Assignment

Academics Quiz

9) Terminal objective: Develop interpersonal communication skills that positively impact their personal lives and academic goals

Enabling objectives:

a. Demonstrate knowledge and understanding of interpersonal communication skills including written, verbal, and nonverbal
b. Explore the impact of culture on interpersonal communication skills
c. Critically evaluate others' interpersonal communication skills
d. Critically evaluate their own interpersonal communication skills
e. Develop a plan for improving interpersonal communication skills
f. Practice interpersonal communication skills
g. Reflect on interpersonal and intrapersonal impact of their own interpersonal communication

Domain: cognitive/affective/psychomotor

Taxonomy: remember, understand, apply, analyze, evaluate

Assessed in this course via the following assignments and assessments:

Chapter 2 Quiz **Module 7 Group Activity Response Piece**

Chapter 9 Quiz

10) Terminal objective: Identify professional communication skills that positively impact their academic goals

Enabling objectives:

a. Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
b. Explore the impact of culture on professional communication skills
c. Practice professional communication skills
d. Reflect on the impact of their own professional communication

Domain: cognitive/affective/psychomotor

Taxonomy: remember, understand, apply, analyze, evaluate

Assessed in this course via the following assignments and assessments:

Chapter 10 Quiz

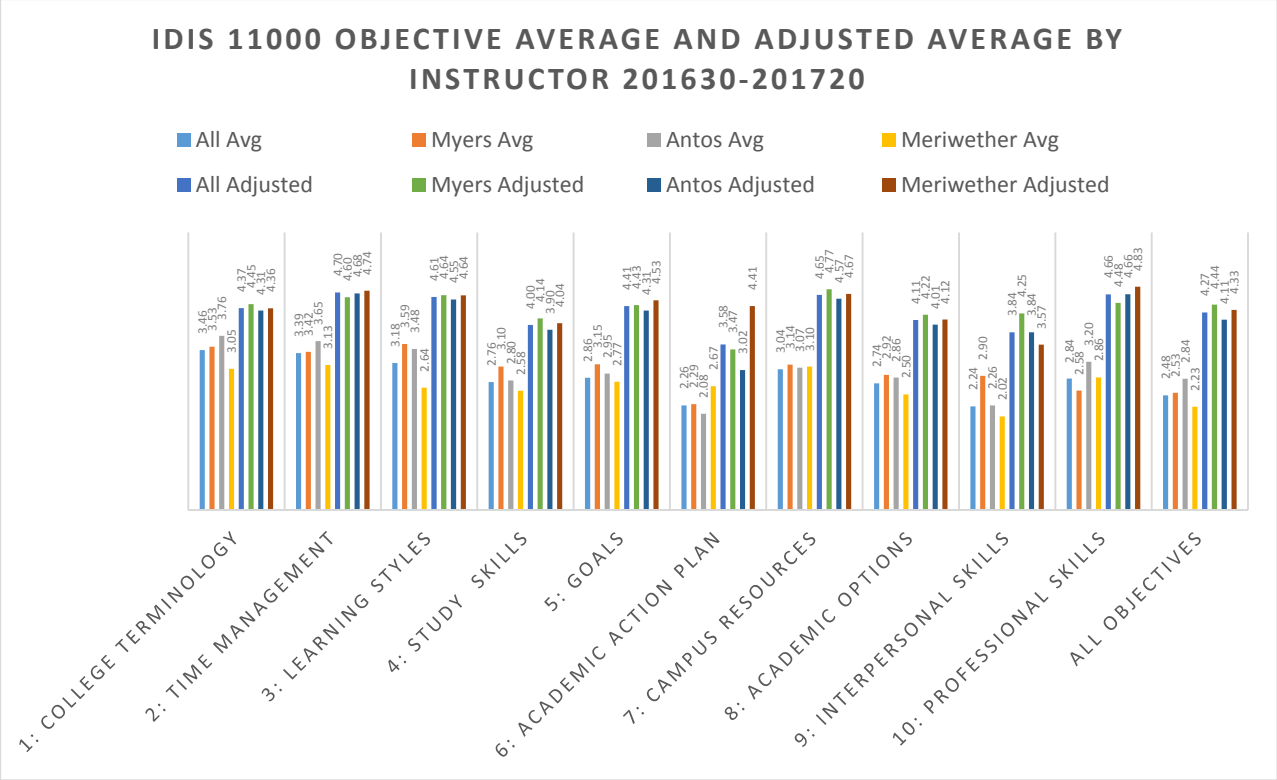
Presentation

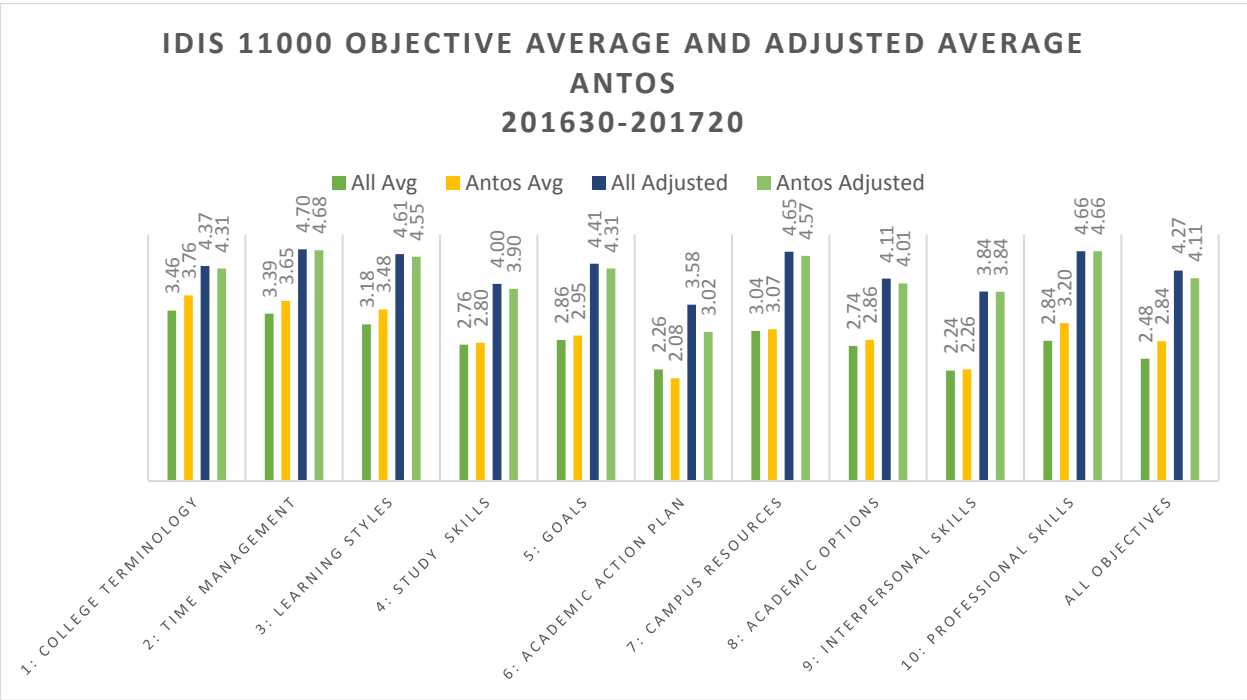
All course objectives assessed via the following:

Final exam

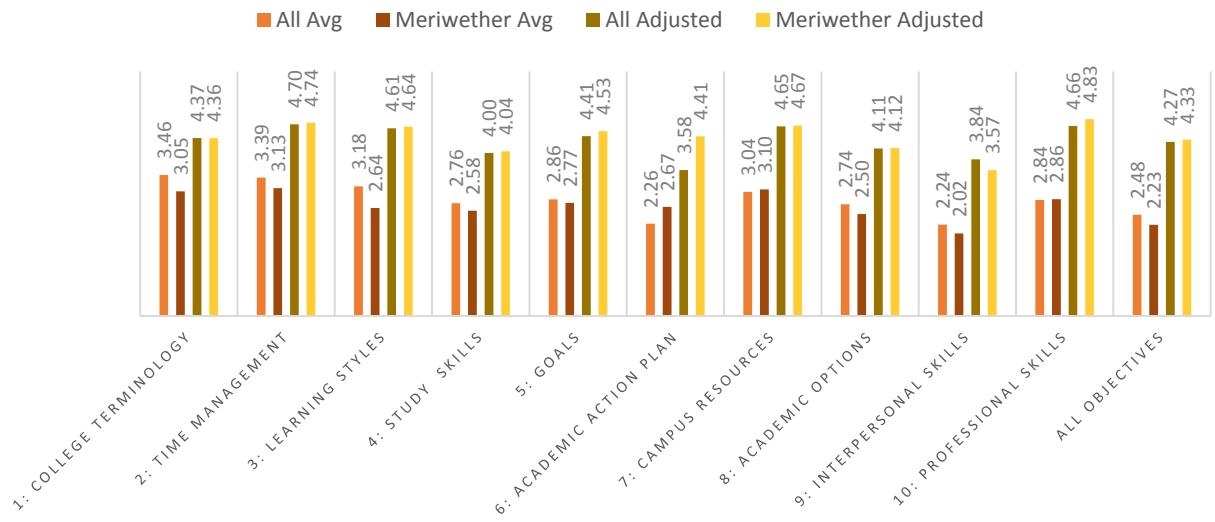
Reflection Response Piece

IDIS Objective Assessment Summary

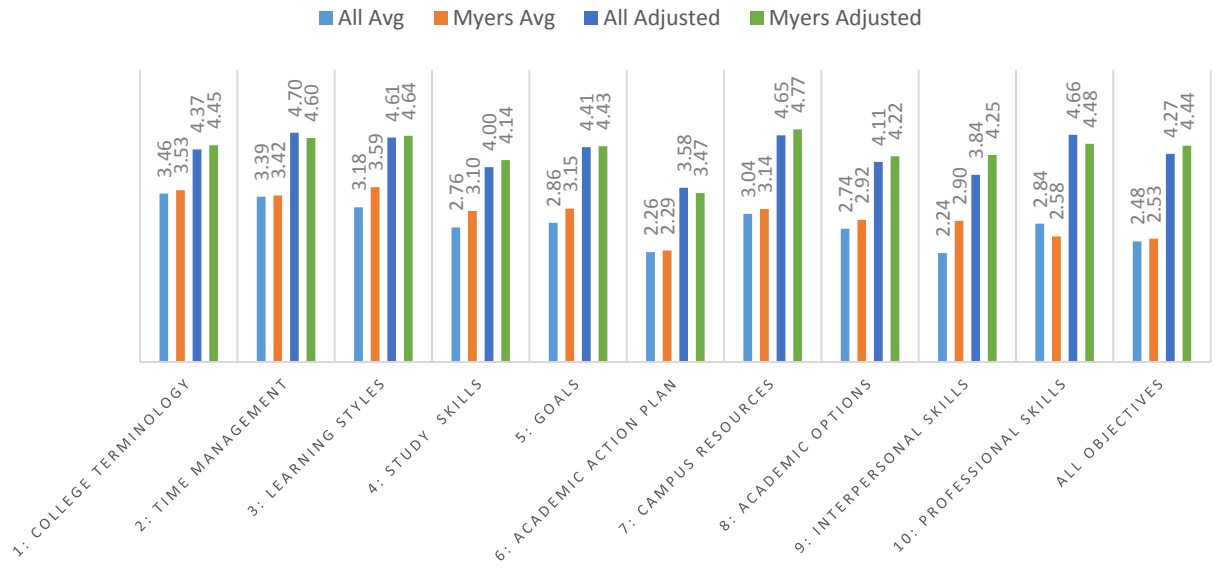




IDIS 11000 OBJECTIVE AVERAGE AND ADJUSTED AVERAGE
MERIWETHER
201630-201720



IDIS 11000 OBJECTIVE AVERAGE AND ADJUSTED AVERAGE
MYERS 201630-201720

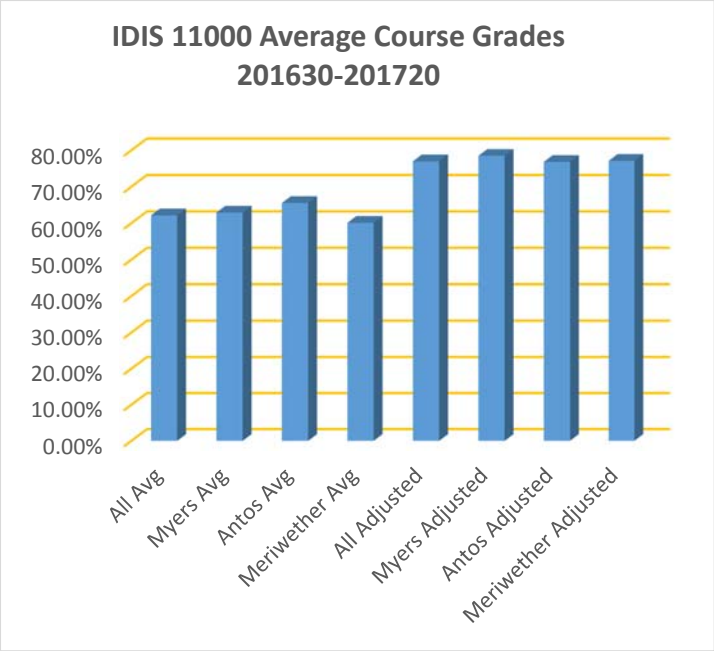


Course assignments and assessments were aligned with specific objectives and were scored according to the following scale:

0: item was not submitted
1: no evidence that the learning outcome was met (scores of 1-59%)
3: evidence of the learning outcome, but lacking in some way (60-79%)
5: significant evidence that the learning outcome has been met (80%+)

Adjusted averages reflected in the charts above indicate removal of scores for students who earned a "zero" because the item was not submitted. Before adjustment for non-participation, objectives six (action plan), eight (academic options), nine (interpersonal skills) and ten (professional skills) tracked below a 3, indicating that the objectives were not met. Objective assessment that accounts for the adjusted averages indicates that all objectives were met in each section; however, objectives six (academic action plan) and nine (interpersonal skills) were scored lowest among the adjusted averages.

IDIS 11000 Grades



Adjusted average removes those students who did not pass the class due to less than 50% attendance/completion, essentially amounting to an unofficial withdraw.

201630 Grades	Number of Students	Percentage
A-	6	15.79%
B+	4	10.53%
B	14	36.84%
B-	1	2.63%
C+	3	7.89%
C	5	13.16%
C-	2	5.26%
D+	1	2.63%
D-	2	5.26%
Total	**38**	

201710 Grades	Number of Students	Percentage
A	1	0.47%
A-	5	2.36%
B+	6	2.83%
B	15	7.08%
B-	24	11.32%
C+	15	7.08%
C	18	8.49%
C-	29	13.68%
D+	7	3.30%
D	15	7.08%
D-	10	4.72%
F	63	29.72%
W	4	1.89%
Total	**212**	

201720 Grades	Number of Students	Percentage
A+	1	1.12%
A-	3	3.37%
B+	3	3.37%
B	9	10.11%
B-	3	3.37%
C+	7	7.87%
C	1	1.12%
C-	4	4.49%
C+	7	7.87%
D+	1	1.12%
D-	7	7.87%
F	38	42.70%
W	8	8.99%
Total	**89**	

Retake Grades 201720	Number of Students	Percentage
A-	1	2.08%
B	2	4.17%
B-	3	6.25%
C+	4	8.33%
C-	9	18.75%
C+	4	8.33%
D+	1	2.08%
D-	5	10.42%
F	19	39.58%
W	2	4.17%
Total	**48**	

All IDIS Grades 201630/201710/201720	Number of Students	Percentage
A+	1	0.29%
A	1	0.29%
A-	14	4.13%
B+	13	3.83%
B	38	11.21%
B-	28	8.26%
C+	25	7.37%
C	24	7.08%
C-	35	10.32%
D+	9	2.65%
D	19	5.60%
D-	19	5.60%
F	101	29.79%
W	12	3.54%
Total	**339**	

IDIS 11000 Pass Rate

Term	Pass Rate
201630	93%
201710	54%
201720	49%

Pass rates predictably declined between summer 2016 and spring 2017, as students self-selected to take the course during a summer program prior to their full first semester. The majority of students taking the course in spring 2017 were students who had failed the course during fall 2016 and were retaking the course. Initial results indicate that 46.2% of SSP students admitted 201630 and 201710 were released from the Student Success Program, with 23.1% dismissed and/or rescinded. It is important to note that the CO population prior to AY 16/17 were released from conditional status at approximately a 33% rate, with 33% dismissed and 33% continuing on conditional status. The pilot data suggests that intrusive and proactive measures, with IDIS 11000 at the forefront of those measures, improves first year conditional release rates.

Analysis and Recommendations

Recommendations for course redevelopment:

- Changes to IDIS course objectives, alignment of assessments and structure:
    - Remove objectives six (academic action plan) and nine (interpersonal skills)
    - Revise alignment and assessments of objectives eight (academic options) and ten (professional skills)
    - Add intentional and tracked usage of tutoring and academic advising services to objective four (study skills)
    - Remove usage of campus resources and revise to knowledge of campus resources in objective seven (campus resources)
    - Change initial advising check-in meeting in objective seven (campus resources) to a group advising check-in
    - Combine aligned assessments in objective two (time management) for more comprehensive grading and tracking
- Course size and offerings:
    - Students seemed to meet objectives at a lower rate in smaller course sections. Additionally, students placed in online sections as a result of late registration rather than external schedule conflicts performed at a lower rate. As a result, the following structural changes should be considered:
        - Fewer sections offered
        - Cap sections higher
        - Restrict online sections only to those students with external conflicts or those who are attending fully online
- Other changes that will be implemented for 201730/201810/201820:
    - Move motivational survey to "test"—a shift in the delivery method within the Bb environment between 201710 and 201720 made motivational survey data difficult to utilize for assessment purposes. As a result, assessment of motivational survey data was not completed.
- Full revision of instructor manual
- Addition and development of an opinion survey (week 3), post-workshop quizzes (weeks 1 and 2), items on the end-of-term evaluation, and grade book items related to the SSP/CASA collaborative project, intended to increase CO student participation in tutoring
- Redesign of the midterm course evaluation. Since the course is one-credit hour and eight weeks, a comprehensive and comparative study of midterm and end-of-term course evaluations was not conducted. The midterm course evaluation will be revised to be a quick formative check-in.
- Redevelopment of Jump Start into a Monday through Thursday course—this involves removal of the Wednesday workday, a structural change that was made prior to completion of objective assessment. This change may require students to complete more work before the start of the course, during evenings, and in-class. Assessment of Jump Start 201630 and 201730 should be completed prior to scheduling of Jump Start 201830, should the course continue to be offered.