

**UMBC UGC Change in Existing Course: LRC 101a: Academic Success for Lifelong Learning**

Date Submitted: April 20, 2018 (rev. 9/4/18)

Proposed Effective Date: January 1, 2019

	Name	Email	Phone	Dept
Dept Chair or UPD	Dr. Jonathan Singer	<a href="mailto:jsinger@umbc.edu">jsinger@umbc.edu</a>	410-455-3348	EDUC
Other Contact	Cassie Hoddinott	<a href="mailto:hoddinott@umbc.edu">hoddinott@umbc.edu</a>	410-455-2447	LRC

**COURSE INFORMATION:** (please provide all information in the "current" column, and only the information changing in the "proposed" column)

change		current	proposed
<input checked="" type="checkbox"/>	Course Number(s)	LRC 101a	EDUC 113
<input type="checkbox"/>	Formal Title	<u>Academic Success for Lifelong Learning</u>	
<input type="checkbox"/>	Transcript Title (≤30c)	<u>Academic Success</u>	
<input type="checkbox"/>	Recommended Course Preparation		
<input type="checkbox"/>	Prerequisite <small>NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.</small>		
<input checked="" type="checkbox"/>	# of Credits <small>Must adhere to the <u>UMBC Credit Hour Policy</u></small>	0 academic/ 3 institutional	2 academic
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/>	Max. Total Credits	0	<b>3</b> <small>Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
<input type="checkbox"/>	Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

**CURRENT CATALOG DESCRIPTION:**

(Note: because this course is currently for institutional credit, there is no catalog description.)

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

This course is designed to help students in academic jeopardy succeed at UMBC through coaching and reflection, interactive class discussions and cooperative learning. The curriculum focuses on helping students understand how humans learn and how to enhance human functioning through behaviors that help motivate and achieve success. In addition, cross-cultural skills, study techniques and time management practices are addressed. Students are connected with campus resources and support, such as Advising and Financial Aid.

**RATIONALE FOR CHANGE:**

Currently, LRC 101a bears institutional credit. As Education 113, the course would bear academic credit, counting toward a student's grade point average. This would encourage more students to enroll, to motivate learning the course content and skills, and help students improve their grades at a crucial point for their academic success at UMBC. In the schedule of classes and notes, the course would have a

condition allowing only students who are on academic probation or suspension (cumulative GPA<2.0) to register.

## UMBC EDUC 113: Academic Success for Lifelong Learning Fall 2019 – Proposed Course Syllabus

### Instructor:

Delana Gregg  
Assistant Director, Learning Resources Center  
Office: Sherman Hall B-Wing, 345, UMBC  
Phone: (410) 455-1875 direct line/ 410-455-2444 main office  
Email: [delana1@umbc.edu](mailto:delana1@umbc.edu)

Office Hours: By Appointment  
Class Time/Location: Mondays and Wednesdays 10-11:15am  
Information Technology ITE 456

**Required Text:** *On Course*, 3rd Edition Book (E-book is automatically provided for you in the Blackboard site for this course-UMBC Course Materials Initiative)

**Acquire one notebook and one folder only for this class and bring it and something to write with every week for activities and in class writing.**

This course is part of the **UMBC Course Materials Initiative** in which reduced pricing was negotiated directly with the publisher for all students enrolling in this course. The course materials are provided in a common digital platform to all students; a maximum course materials charge of \$70.75 will be included on all students' tuition bills for these materials (**so students are not to buy these materials from any other source**). **The digital textbook and any online ancillary materials associated with your instructor-selected text are accessed directly via Blackboard.** Bookstore has a policy for this initiative inclusive of recent federal legislation; this policy provides details on this initiative inclusive of students' options and is available at: <http://bookstore.umbc.edu/CMI>.

**Course Description:** This course is designed to help you create greater success in college and in life. In the coming weeks, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies and you will learn to express yourself more effectively in writing.

**Course Objectives:** In this course you will be able to . . .

1. **Take charge of your life.** You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you create both in college and in life.
2. **Increase self-motivation.** You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
3. **Improve personal self-management.** You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
4. **Improve your public speaking skills.** You will learn how to develop and deliver engaging presentations to an audience confidently.

5. **Develop interdependence.** You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.
6. **Increase self-awareness.** You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs.
7. **Maximize your learning.** You will learn key research on how the human brain learns. You will apply this knowledge to develop your own learning system, giving you the keys to learning important course content in college as well as becoming a more effective lifelong learner.
8. **Develop emotional intelligence.** You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of well-being.
9. **Raise your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
10. **Write more effectively.** You will learn how to improve your writing skills through the extensive writing practice offered by the draft and final Personal Philosophy of Success Essay.
11. **Articulate and provide examples of the personal strategies for success you will use in the future.**
12. **Improve creative and critical thinking skills.** You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives. You will also develop reasoning skills that will help you both construct persuasive arguments and deconstruct illogical arguments intended to persuade you to think or act against your own best interest.
13. **Master effective study skills.** You will learn how to raise your grades in college by improving essential skills such as active reading, note taking, preparing for tests and rehearsing your notes.

**Method:**

By reading *On Course* (our book/e-book), you'll learn empowering strategies that have helped others create great success. By completing guided journals, you'll discover how to apply these success strategies to achieve your own goals and dreams. By participating in class activities and focused conversations, and by completing course projects, you will further improve your ability to stay on course to your success.

**Attendance and Participation:**

Attendance, cooperation and active effort are essential for you to complete this course successfully. This course depends heavily on student participation; therefore, attendance and participation at each session is **required** with the exception of documented excused absences or in the case of an emergency. Excused absences include religious holidays (with written notification at least one week prior to missed class), participation in university sponsored events or programs (with official written notification at least one week prior to missed class), and verified illnesses (accompanied by a physician's note).

**Class Rules:**

As noted earlier, attendance and cooperation are essential for the class to be successful. To help facilitate a successful class, cell phones are to be turned off or set to vibrate while in class, and should be kept out of sight. Laptops/tablets may be used in class only for group work when specified. Class time is not the appropriate time to check social media, text message, talk on the phone or chat online, complete work for another class, or sleep.

**Course Grades:**

	<u>Points</u>
A =	400-360
B =	359-320
C =	319-280
D =	279-240
F =	239 or below

**Course Projects:**

	<u>Points (approx.%)</u>
1. 23 Success Journal Entries (5 points each)	115 (29%)
2. 7 Study Skills Assignments (5-10 points each)	60 (15%)
3. 9 unannounced quizzes	50 (13%)
4. Participation/Class Engagement/Attendance	50 (13%)
5. 1 Personal Philosophy of Success Essay	40 (10%)
6. Get Out of Your Comfort Zone Activity Reflection	20 (5%)
7. Successful Person Interview	20 (5%)
8. 2 Pre and Post assessments	20 (5%)
9. Syllabus Analysis, Personal Schedule, Time Tracker	15 (4%)
10. Advising Session	10 (3%)
Total Possible Points	400

Each of these components of your grade is explained below.

**Quizzes (50 Possible Points)**

To encourage and reward your preparation for active participation at every class, 9 unannounced quizzes on the readings will be given. If you have read the assignment and completed your journal entry, you should have no trouble earning the maximum points (5) for each quiz. **No quiz may be made up.** The quizzes will be taken through Blackboard and will be announced in the announcement section, available in between classes. Check Blackboard several times per week.

**Participation/Class Engagement/Attendance (50 Possible Points)**

To encourage and reward your active participation at every class, about 13% of your grade will be earned through your attendance and engagement during class time. If you have read the assignment and completed your journal entry, focus on what we are doing in class, and participate in the in-class activities in good spirit, these points will be easily earned.

### **Success Journals (115 Possible Points)**

Your Success Journal provides an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in *On Course*. By carefully examining each strategy in your journal, you will discover which ones will assist you to create a personally fulfilling life. Although I will be reading your journals, write your journal for yourself, not for me. Your journal entries may occasionally be shared with your classmates.

**Journal Writings:** During this semester, you will type 23 numbered journal entries from our textbook (about 200-300 words each) using the journal function in Mindtap in Blackboard. These entries will be written outside of class. At various times you will have an opportunity to read a journal entry to one or more classmates. **THEREFORE, PLEASE BRING a laptop, tablet or phone where you can access your journal entries and textbook. Compose your journals in a word processing program and save a copy before you upload to Blackboard.**

*Journal Evaluations:* I will collect journals through Blackboard. I will evaluate your journals to verify the completion of each assignment and to give credit for a job well done. I read journal entries to get a sense of the issues you are working on. With this knowledge I can be of greater assistance to you this semester. While the journal is an opportunity for you to express yourself, please keep in mind that I will read them.

*Journal Points:* Each journal entry will be awarded up to 5 points. Thus, all 23 journal entries will be worth a possible total of 115 points. **Late journal entries will not receive full points.**

A journal entry will be awarded the maximum of 5 points if it fulfills the following two criteria:

- The entry is *complete* (all steps in the directions have been responded to), and
- The entry is *written with high standards* (an obvious attempt has been made to dive deep).

Grammar, spelling and punctuation will NOT be factors in awarding points in this journal. You are free to express yourself.

### **Study Skills Assignments (5-10 points each)**

As listed in the syllabus, 7 Study Skills Toolbox sections are due throughout the semester. Each Study Skills Toolbox section includes readings from the book and an accompanying assignment section in Mindtap. Please complete the reading first and then open the Assignment, which gives you an opportunity to apply the study skills topics. There will be a few questions for each topic, which are graded immediately after submission. If you want to improve your grade, you have 3 attempts to increase the average of all the attempts.

### **Syllabus Analysis and Personal Schedule (15 Possible Points)**

#### **Due at beginning of class 9/19/18**

Follow the worksheet on Blackboard, including Hey, Don't Lose that Syllabus, one weekly calendar and monthly calendars for October, November, December.

### **Successful Person Interview (20 Possible Points)**

**Due 10/31/18**

**Interview a successful professor or person currently in your desired work field.** In your interview, discover this person's definition of success as well as the behaviors and beliefs that led to his/her success. Relate their answers to your questions to important lessons from the class and synthesize it into an essay. **DO NOT** simply include a list of questions and answers, but analyze the contents of the interview to write your essay on lessons learned from the interview related to course content. **Sample questions can be found in Blackboard.** The minimum length of this project is 4 typed pages (12 pt. Times New Roman font, double spaced, all margins: 1") and must include the interviewee's full name, affiliation, daytime phone number, email address.

### **Get out of your Comfort Zone Activity Reflection (20 Possible Points)**

**Due by 11/12/18**

Attend a campus academic lecture (Social Sciences Forum, Humanities Forum), visit an on campus museum, attend a Career Center or Counseling Center workshop and write a 300 word reflection on what you learned, apply critical thinking skills to the content of what was presented, and reflect on the role such an event will play in your lifelong orientation for life after this class.

### **Personal Philosophy of Success Essay (40 Possible Points)**

**Due 12/3/18**

To culminate your learning for the semester, you will write an essay in which you present your own Personal Philosophy of Success. The purpose of your essay is to define the success strategies that you will use for years to come. This essay is your opportunity to write the script that will keep you on course to a personally fulfilling life! The minimum length of this essay is 3 typed pages (12 pt. Times New Roman font, double spaced, all margins: 1")

An "A" paper will . . .

- Demonstrate the writer's careful consideration of three or more important success strategies.
- Contain extensive support (examples, experiences, evidence, and/or explanation) for each strategy, and
- Show a commitment to excellence in preparation, including professional appearance and a command of Standard English.

*Important Note: Your Philosophy of Success Essay must be completed to earn a passing grade in the course. All papers must be turned in by the deadline indicated on the syllabus. LATE PAPERS WILL NOT BE ACCEPTED!*

### **Advising Session (10 Possible Points)**

**Due by last day of class 12/10/18**

Schedule an appointment with your academic advisor for preparation for the following semester. This will assist you with being one-step closer to achieving your academic goals. See memo handed out in class and in blackboard.

Important Note: *All assignments must be turned in, in class, in paper and via Blackboard, by the start of class on the date indicated on the syllabus. LATE ASSIGNMENTS WILL NOT BE ACCEPTED!*

**Schedule of Assignments** Reminder: 9 unannounced quizzes will be given and may not be made up.

Week	Learning Objectives	Topic	Assignment (due at start of class)
Day 1 Wed. 8/29/18	Students will become familiar with each other, the structure of the class, the book, and develop definitions of "success". Students will learn about campus resources.	Welcome/Introduction/ Ice- Breaker/Syllabus Overview/Expectations Review Syllabus Campus Resources	Begin reading Chapter 1 Complete Student Info. Sheet in class.
Day 2 Mon. 9/3/18	Labor Day, UMBC is closed		Continue reading Chapter 1 and Study Skills Toolbox Active Learning (1 Becoming an Active Learner and 2 CORE Learning System) pgs. 257-266
Day 3 Wed. 9/5/18	Students will learn about the active learning and deep learning practices of successful students, will identify specific changes they may wish to make in their lives and identify the choices of successful students, realizing that they are capable of making these choices.	Chapter 1: Cont. Self-Assessment <b>Academic Advisor and Mindtap Visits</b>	Read Chapter 1, Student Toolbox Sections 1 Becoming an Active Learner and 2 CORE Learning System Write Journal Entry 3 Complete Active Learning assignment Soft Skills Self-Assessment must be completed in Mindtap, bring results printed to class
Day 4 Mon. 9/10/18	Students will learn how to prioritize important activities before non-urgent or non-important activities. Students will plan purposeful actions that will lead to them accomplishing their goals.	Chapter 4: Mastering Self-Management	Read Chapter 4 <b>After class, start to fill in Time Tracker, predict how you use your time</b>
Day 5 Wed. 9/12/18 <i>the last day to drop a class!</i>	Students will build self-confidence by visualizing purposeful actions to accomplish goals. Students will define criteria for effective public speaking.	Chapter 4: Cont. Introduce Public Speaking	Read Chapter 4 Write Journals 12 & 13 <b>Continue to fill in Time Tracker</b> Watch Public Speaking Examples in Blackboard.
Day 6 Mon. 9/17/18	Students will evaluate how they spend their time. Students will apply self-discipline and self-management tools to their daily activities and weekly schedules. Students will build self-confidence by acknowledging their talents and skills.	Chapter 4: Presentation on your talent	Complete Chapter 4 Come prepared to give a presentation on a personal talent/skill <b>Bring in the completed "Time is on Your Side!" activity, and a completed Time Tracker</b>
Day 7 Wed. 9/19/18	Students will develop critical thinking skills around personal responsibility and choices. Students will identify and apply the Creator and Victim mindsets.	Chapter 2: Accepting Personal Responsibility	Read Chapter 2 Write Journal 15 <b>Syllabus Analysis and Personal Schedule Due!</b>



Day 8 Mon. 9/24/18	Students will apply the use of Creator language and the Wise Decision Process. Students will apply strategies to improve reading.	Chapter 2: Accepting Personal Responsibility <b>Visit from Financial Aid Counselor</b>	Read Chapter 2 Write Journals 4 & 5 Read Study Skills Toolbox: Reading Section and complete Assignment 2
Day 9 Wed. 9/26/18	Students will understand how their choices make all the difference in the outcomes of their lives.	Chapter 2: continued	Write Journals 6 & 7
Day 10 Mon. 10/1/18	<b>No in class meeting. Sign up for individual appointments</b> with Kelly Simer, Academic Advisor and with <u>Delana Gregg, Instructor</u>	Chapter 3: Discovering Self-Motivation	Read Chapter 3
Day 11 Wed. 10/3/18	Students will learn how to take effective notes in class.	Chapter 3: Discovering Self-Motivation	Read Chapter 3 Read Study Skills Toolbox Taking Notes Section 3 (pgs. 283-296) and complete Assignment.
Day 12 Mon. 10/8/18	Students will learn what steps they need to take at UMBC to prepare for their careers. Students will define their inner motivation and develop a life plan.	Chapter 3: Discovering Self-Motivation	
Day 13 Wed. 10/10/18	Students will write effective life goals following the DAPPS model.	Chapter 3: Discovering Self-Motivation	<b>Complete Life Goals Sheet with DAPPS Goals</b>
Day 14 Mon. 10/15/18	Students will revise the toxic messages of their inner critics into affirmations.	Chapter 3: Discovering Self-Motivation	Write Journals 10 & 11
Day 15 Wed. 10/17/18	Students will understand the importance of interdependence and mutual cooperation over competition, and learn about campus resources they can utilize. Students will apply rehearsing techniques for effective studying.	Chapter 5: Employing Interdependence	Read Chapter 5 Read and complete Assignments for Study Skills Toolbox Organizing Study Materials, 4 and Rehearsing, Memorizing Study Materials 5 (pgs. 297-322)
Day 16 Mon. 10/22/18	Students will understand the importance of interdependence and mutual cooperation over competition, and learn about campus resources they can utilize.	Chapter 5: Cont.	Read Chapter 5
Day 17 Wed. 10/24/18	Students will practice active listening, learn about each other's cultures, and become aware of the hurtful nature of stereotypes.	Chapter 5: Cont.	Complete Chapter 5 Write Journal 16
Day 18 Mon. 10/29/18	Students will develop assertiveness to communicate responsibly.	Chapter 5: Cont.	Write Journals 17 Read Study Skills Toolbox section on Writing 6 and complete Assignment. (pgs. 339-352)
Day 19			

Wed. 10/31/18	Students will learn about the practices of successful people. Students will learn to identify when they are off course.	Chapter 6: Gaining Self-Awareness	<b>Successful Person Interview due!</b>
Day 20 Mon. 11/5/18	Students will identify self-defeating thoughts, emotions, and behaviors.	Chapter 6: Cont.	Complete Chapter 6 Write journal 19 Read Study Skills Toolbox section on Taking Tests 7 and complete Assignment. (pgs. 323-338) Bring in an old graded test in paper or electronically.
Day 21 Wed. 11/7/18	Students will revise a limiting life script to an empowering script based on a core belief that supports success.	Chapter 6: Cont.	Write journals 20, 21
Day 22 Mon. 11/12/18	Students will learn about Growth Mindset.	Chapter 7: Adopting Lifelong learning <b>Academic Advisor Visit</b>	Read Chapter 7 Write Journal 22, 23 <b>Comfort Zone Activity Reflection Due</b>
Day 23 Wed. 11/14/18	Students will discover their preferred ways of learning and discover ways of learning effectively when an instructor does not teach to the student's preferred way of learning.	Chapter 7: Learning Styles Learning Preference Inventory	Complete Chapter 7 Learning Preference Inventory must be completed within Mindtap Chapter 7 reading and results printed and brought to class
Day 24 Mon. 11/19/18	Students will employ critical thinking by asking probing questions and develop self-respect.	Chapter 7: cont.	Bring an object that reveals something you are proud of in your life. <b>Personal Philosophy of Success Essay Draft due via email and in paper in class.</b>
Day 25 Wed. 11/21/18	Students will understand and demonstrate emotional intelligence.	Chapter 8: Developing Emotional Intelligence	Read Chapter 8 Write Journals 25, 27
Day 26 Mon. 11/26/18	Students will learn how to feel engaged in life, and will develop a self-care plan.	Chapter 8: cont.	Complete Chapter 8 Write Journal 29
Day 27 Wed. 11/28/18	Students will learn about mental illness, stress reduction, and relaxation.	Chapter 8: Cont.	Write Journals 30, 31
Day 28 Mon. 12/3/18	Students will learn self-affirming statements, and will develop success strategies for life.	Chapter 8: Cont.	<b>Personal Philosophy of Success Essay Due!</b>
Day 29 Wed. 12/5/18	Students will discover the changes they have created through the course and decide what additional changes they plan to make.	Chapter 9: Staying on Course to Your Success Self-Assessment Go over 32 day	Read Chapter 9 Write Journal 32 Self-Assessments must be completed in Mindtap. Bring printed to class the first results from beginning of the semester, plus end of semester results.

Day 30 Mon. 12/10/18	Students will present about the pathway to their intended career choice and how they see life beyond UMBC.	commitment Last Day of Class Beyond UMBC Project Presentations Evaluations, Wrap-up, Final Quiz	<b>Beyond UMBC Project Presentation Due!</b> <b>Your advising appointment must also be complete by this date!</b>
----------------------------	--	---	--

**Academic Integrity:**

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC’s scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but not limited to, suspension or dismissal. To learn more, consult the Office of Undergraduate Education’s Academic Integrity Resources at <https://aetp.umbc.edu/ai/> including the Student Academic Conduct Policy <http://aetp.umbc.edu/files/2015/09/iii-1.10.03.pdf> To read the full Student Conduct Policy, consult <https://conduct.umbc.edu/resources/student-code-of-conduct/>

**Support at UMBC:**

UMBC provides resources to help you achieve your goals in school and in life.

- **Counseling Center** <http://counseling.umbc.edu/> individual, group counseling and workshops
- **Women’s Center** <http://womenscenter.umbc.edu/> advances gender equity through co-curricular programming, support services, and advocacy for marginalized individuals and communities
- **University Health Services** <http://www.umbc.edu/uhs/services/> primary health care and urgent care, pharmacy, massage, acupuncture
- **Learning Resources Center** <http://lrc.umbc.edu/> Tutoring, Writing Center, Math and Science Tutoring Center, Peer Study Sessions, Academic Success Meetings
- **Student Disability Services** <http://sds.umbc.edu/> Provides accommodations for students with documented disabilities

## MEMORANDUM OF UNDERSTANDING

**Course:** EDUC 113 (formerly LRC 101a) **Credits:** 2

**Maximum Enrollment:** 25 **Cross-listed? :** No **Repeatable? :** No

This is a formal statement of agreement concerning the objectives and responsibilities of the UMBC Department of Education and the UMBC Learning Resources Center for the course referenced above.

**EDUC 113: UMBC Academic Success** is a course for students in academic distress at UMBC (academic probation, suspension or dismissal), helping them to return to good academic standing and graduate from UMBC.

**Funding and Staffing Support:** This course will be funded by the Learning Resources Center, who will hire and contract with qualified instructors each fall and spring semester to teach sections of the course. The Learning Resource Center will train, observe and offer feedback to instructors in order to improve instructional quality and student learning. Instructors and LRC staff will determine the curriculum and coordinate partnerships with campus offices. Student learning will be assessed, with that information used to continually improve the course.

**Enrollment procedures:** All permissions for students to enroll in the course will be given by the Learning Resources Center.

**Full-Time Equivalencies (FTEs):** The FTEs/enrollment headcounts associated with the course will count towards the Department of Education.

**Scheduling: Schedule planning:** When the upcoming semester's schedule comes open for editing, the Department of Education (DOE) Scheduling Coordinator will contact the Learning Resources Center (LRC) Scheduling Coordinator, sharing the proposed times and days of each section of EDUC 113. The LRC Scheduling Coordinator will confirm with instructors the proposed days and times, plus classroom set up needs, and share that information within 2 weeks with the DOE Scheduling Coordinator, who will make changes in the Schedule of Classes before the deadline (blackout period).

**Schedule/room confirmation:** After the Blackout period ends, before the schedule goes live, the DOE Scheduling Coordinator will share course schedules and rooms with the LRC Scheduling Coordinator, who will confirm with instructors a final time that the schedules are correct, and will inform the DOE Scheduling coordinator of any changes needed.

This agreement is valid until a new agreement is drafted and signed by the Learning Resources Center Director and the Department of Education Chair.

**Department of Education Chair:** \_\_\_\_\_

**Date:** 6/25/18

**Learning Resources Center Director:** \_\_\_\_\_

**Date:** 5/26/18

**Supporting Student Retention and Success:  
LRC 101A/105 Academic Success for Lifelong Learning  
UMBC Learning Resources Center**

Cassie Hoddinott, Director & Delana Gregg, Assistant Director, (Revised 08/08/2018)

LRC 101A is a critical course for UMBC students in academic distress (probation, suspension, dismissal), allowing hundreds to return to good academic standing and graduate from UMBC. The curriculum focuses on helping students understand how humans learn and how to enhance human functioning through behaviors that help motivate and achieve success. LRC 105 delivers similar curriculum to students who may encounter difficulty transitioning to UMBC during their first semester, with more focus on reading and critical thinking skills necessary for success in college.

By giving students at-risk of not persisting at UMBC a peer group who understand each other's struggles and are motivated to improve, led by a caring instructor who connects the student with crucial resources, LRC 101a/105 creates a circle of care that helps these students develop knowledge, skills and attitudes for success. The distinctive guided journal curriculum coupled with outcomes-based skill development and intrusive advising creates a compelling and consistent retention tool for UMBC.

Delivered as three-institutional-credit courses through the Learning Resources Center, LRC 101a has enrolled a total of 2,553 individuals over 23 semesters from its inception in fall 2005 through fall 2017 and LRC 105 has enrolled 63 students since fall 2014 (6 semesters).

We propose changing LRC 101a to Education 113 and LRC 105 to Education 114. The courses would earn students 2 credits, but would bear academic credit and count toward a student's cumulative and semester grade point average. This change would encourage more students to enroll in this voluntary retention support, to engage deeply in learning the course content and skills, and help students boost their grades at a time when they are working hard to maintain their college success at UMBC. The Registrar's Office would code EDUC 113 with an enrollment restriction only allowing students with a cumulative GPA < 2.0 to register (students who are on academic probation or suspension). Any student could register for EDUC 114, and the course will be marketed to students whose placement test scores or previous grades indicate that they may be at-risk of not succeeding at UMBC. The courses would not be repeatable.

### **Academic Intervention**

LRC 101A provides instruction (including content about human development, learning science, cross-cultural skills, in addition to study techniques and time management skills), support, and resources for students facing barriers to their academic career at UMBC. Through journaling, reflective essays and in-class active learning, the course facilitates critical self-analysis where students identify their strengths and interests and reawaken their reasons for being in college. A semester-long emphasis on locus of control helps students to view themselves as active agents able to achieve their own success. Intensive, personalized and intrusive advising through the Office of Academic and Pre-Professional Advising focuses on getting LRC 101A/105 students enrolled in an appropriate combination of courses to maximize their progress to degree. The Office of Financial Aid and the Student Business Services works individually with LRC 101A/105 students who have outstanding balances (as many of 40% of enrollees in some semesters) to develop appropriate payment plans.

## **Population and Enrollment**

LRC 101A began as a last chance for students being suspended for poor academic performance. Based on dramatic early success (54% of the first cohort of 61 students eventually graduated), the course quickly became available to students on academic probation (semester and overall GPA lower than 2.0), so they could receive help before reaching the state of suspension. Nine sections of LRC 101A, serving 100-200 students, and two sections of LRC 105, serving 25 students, are typically offered each year. Each semester, 10 to 15 LRC 101A students enroll in the course as a condition of reinstatement after academic suspension; the rest are on academic probation due to a semester and overall GPA of less than 2.0. LRC 105 students are recommended to enroll based on reading test placement scores or previous grades indicating that they may be at-risk.

**UMBC's "minimum standards for enrollment" policy changed in 2010**, altering the criteria for placing students on probation or suspending/dismissing them for academic failure. The new policy keeps students in a probation status for three consecutive 'below-2.0-GPA' semesters before moving to suspension. It also provides more focus on intervention during those three semesters, including LRC 101A. The prior policy moved students to suspension if their performance did not improve in one semester. Because of this change in policy, we do not compare historical LRC enrollment of probation or suspension students before and after 2010.

## **Retention post-academic probation**

Seven- to eight-hundred UMBC students are placed on academic probation at the end of each fall and spring semester. These students each receive a letter from the Office of Academic and Pre-Professional Advising strongly encouraging them to enroll in LRC 101A or another appropriate support experience. Only about 100 of these students actually enroll in the course each semester. **By granting academic credit for this course that contributes to students GPA, more students will likely take advantage of this important success intervention and persist to graduation at UMBC.**

## **Evidence of Success**

### **Retention and Graduation of students**

#### **LRC 101a overall**

Of the 1575 students enrolled since fall 2010, 435 have graduated and 374 remained enrolled as of fall 2017, an overall persistence rate of **51.4%** for students who had a semester and cumulative GPA under 2.0 at the time they enrolled in the course.

#### **LRC 105 overall**

Of the 63 students enrolled since fall 2014 (the first semester the course was delivered), 3 students have graduated and 47 students remain enrolled as of spring 2017, an overall persistence rate of **79.37%** for students whose reading scores and academic background suggested a need for more academic support in college.

**Rising GPA's of students who complete LRC 101a/105 from fall 2010 to fall 2017**

<b>Average GPA of students:</b>	<b>LRC 101a</b>	<b>LRC 105</b>
The semester before enrolling in course	1.58	1.96
During the semester enrolled in course	2.02	2.24
One semester after enrolling in course	2.29	2.75
Two semesters after enrolling in course	2.45	2.91

When comparing the most recent cohorts of students for whom UMBC has six-year graduation data (source **UMBC Institutional Research, 4/10/18**):

**Freshmen**

<b>Fall 2011-Spring 2017 (Freshmen)</b>	<b>1 year retention rate</b>	<b>2 year retention rate</b>	<b>4 year persistence rate</b>	<b>6 year graduation rate</b>
All UMBC first-time students, beginning Fall 2011 (n=1413)	85.1%	73.7%	68.2%	63.3%
UMBC first-time students GPA below 2.0 first semester, <b>no LRC 101a</b> (n=167)	47.9%	34.7%	29.3%	22.8%
UMBC first-time students GPA below 2.0 first semester, <b>with LRC 101a</b> (n=118)	87.6%	48.8%	45.7%	31.0%
UMBC first-time students GPA below 2.0 first semester, <b>no LRC 101a</b> (n=102) <b>STEM majors</b>	49.0%	36.3%	31.4%	20.6%
UMBC first-time students GPA below 2.0 first semester, <b>with LRC 101a</b> (n=85) <b>STEM majors</b>	90.1%	48.4%	44.0%	29.7%

## Transfers

<b>Fall 2011-Spring 2017 (Transfers)</b>	1 year retention rate	2 year retention rate	4 year persistence rate	6 year graduation rate
All UMBC transfer students, beginning Fall 2011 (n=1066)	84%	57.8%	68.3%	67.4%
UMBC transfer students GPA below 2.0 first semester, <b>no LRC 101a</b> (n=179)	57.5%	41.9%	38.0%	35.8%
UMBC transfer students GPA below 2.0 first semester, <b>with LRC 101a</b> (n=74)	90.2%	58.5%	39%	36.6%
UMBC transfer students GPA below 2.0 first semester, <b>no LRC 101a</b> (n=97) <b>STEM majors</b>	67.0%	47.4%	42.3%	40.2%
UMBC transfer students GPA below 2.0 first semester, <b>with LRC 101a</b> (n=34) <b>STEM majors</b>	89.5%	57.9%	47.4%	42.1%

## Student Learning Outcomes for LRC 101a/105

Throughout the course, students provide direct evidence of their ability to:

1. **Apply knowledge on how the human brain learns** to develop a personalized and more effective learning system (growth mindset, learning styles, memory, and visualization).
2. **Utilize critical thinking skills** to analyze and solve problems in their academic, professional and personal lives and to construct persuasive arguments with supporting evidence and deconstruct illogical arguments.
3. **Develop effective strategies for managing their emotional lives**, decreasing stress and developing emotional intelligence.
4. **Understand how culture has influences behaviors**, how the institutional culture of higher education works, and practice respectfully working with others across diverse backgrounds and experiences.
5. **Develop interdependence** through mutually supporting relationships and utilizing campus resources to assist students in achieving their goals.
6. **Communicating effectively in written and oral presentation**, applying rhetorical strategies and conventions such as purpose, structure, and format.
7. **Understand writing as a process** that involves multiple drafts, incorporating feedback, revising, editing, and proofreading.
8. Articulate and provide examples of the **personal strategies for success** they will use in the future.
9. Implement strategies to increase **self-awareness, personal responsibility, self-motivation and self-management**.
10. **Practices effective study skills** including active reading, note taking, rehearsing and preparing for tests.



## Assessment

Students complete a pre and post course-learning assessment, focusing on their areas for growth and reflecting on development throughout the course. Throughout the semester, students receive formative feedback on weekly journal assignments, where students apply course learning objectives. Two formal essays and a presentation are evaluated utilizing a standardized course rubric. For the summative essay, students apply course learning outcomes to their academic lives by developing a personal plan for success. Assessment results from past semesters are analyzed in an instructors' summer retreat, with decisions made on how to improve instruction for the next semester.

	<b>Ability to define success strategies</b>	<b>Writing Ability</b>	<b>Changes implemented</b>
<b>Fall 15</b>	78.75% outstanding 18% effective, 3% need improvement.	49% outstanding, 41.5% acceptable, 9.5% needed improvement	Instructors implemented a rubric for standardized assessment.
<b>Fall 16</b>	55% outstanding, 39% effective, 6% need improvement	55% outstanding, 29% acceptable, 16% needed improvement	Instructors implemented a rough draft which students peer review using the rubric.
<b>Spring 17</b>	64% outstanding, 30% effective, 6% need improvement	62% outstanding, 32% acceptable, 6% needed improvement	Instructors reinforced the use of the rubric in class.
<b>Fall 17</b>	83% outstanding, 17% effective, 0% need improvement	60% outstanding, 33% acceptable, 7% needed improvement	Instructors plan to continue using the rubric in class as a peer review tool on a draft.

## Instructional Development

LRC 101A/105 sections are taught by UMBC staff and faculty members from offices across the campus. Dr. Samir el Omari is a faculty member in Modern Languages, Linguistics, & Intercultural Communication. Other instructors include staff from the Learning Resources Center, the Meyerhoff Scholars Program, the Department of Political Science and the Department of Information Technology. Instructors receive both peer-led and expert training annually. Improvement to course content and instruction is ongoing through instructor team efforts each semester. Learning outcomes are developed and actively assessed, and based on this assessment data; changes in delivery method are constantly being improved. Student feedback on the course is reviewed each semester, and student persistence is analyzed at the individual instructor level for quality control. Summer faculty development can include presenters from the On Course curriculum ambassador program as expert trainers in curriculum delivery in addition to pedagogical studies. Training in 2017 included a workshop implementing online engagement tools via Cengage, the publisher of the course's textbook *On Course: Strategies for Creating Success in College and in Life* and study skills techniques presented by Dr. Saundra McGuire, LSU Emerita Professor of Chemical Education and author of *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*.

## **Academic credit for LRC 101a/105**

500 schools across the country are taking advantage of the *On Course* curriculum to retain students to graduation. Several made this student success course a regular credit-bearing course. <http://oncourseworkshop.com/evidence/institutional-studies/>

Several nearby campuses and UMBC peer/aspirational peer campuses offer academic credit for similar student success courses.

### **Montgomery College**

Principles of Academic Success STSU 122 (2 credits)

### **Harford County Community College**

Success in College and Beyond SDEV 110 (1 credit)

### **University of Maryland, College Park**

College and Career Advancement: Concepts and Skills; Academic Success Strategies  
EDCP108B (1 credit)

### **Miami University-Oxford**

Study Strategies for College Success EDT 110 (2 credits)

### **George Mason University**

Academic Success UNIV 110 (1 credit)

### **University of Pittsburgh**

The Right Start to College Courses ARTSC.0111, 0112, 0113 (1 credit)

## **Conclusion**

“Our UMBC: A Strategic Plan for Advancing Excellence” supports increasing degree completion for undergraduate students as a first focus priority for the campus. LRC 101a/105 is one of the premier retention tools at UMBC, focusing teaching, advising, and financial support on students most at-risk of not persisting to graduation. By giving academic credit to students for their work in this course, UMBC can increase student motivation and learning, helping more students take full advantage of this intervention. For more information about this proposal, please contact Delana Gregg, Learning Resources Center, [delana1@umbc.edu](mailto:delana1@umbc.edu).