

**UMBC UGC Change in Existing Course: LRC 105: 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 105	EDUC 114
<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 UMBC Credit Hour Policy</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 at-risk of not succeeding 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 105 bears institutional credit. As Education 114, 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 during their transition to UMBC.

**Proposed Syllabus**  
**EDUC 114: ACADEMIC SUCCESS FOR LIFELONG LEARNING**  
**Fall 2019 COURSE SYLLABUS**

Instructor:

Emma Sellers, M.A. Ed.  
Public Policy Building, Room 310  
Political Science Department  
Office Phone: (410) 455-2568  
Email: [sellers@umbc.edu](mailto:sellers@umbc.edu)  
Office Hours: By Appointment

Class Time/Location:

Monday/Wednesday – 10:00 am to 11:15 am  
Sondheim – Room 208

Required Text:           Downing, Skip – On Course: Strategies for Creating  
Success in College and In Life, E-Book by Skip Downing

**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.**

**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 readings for you to improve your college vocabulary and utilize different reading techniques for different assignments. We will use guided writings to explore critical thinking strategies, and you will use them to express yourself more effectively in writing.

**Learning Outcomes:**

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 in college and in life.
2.     **Increase self-motivation:** You will learn to create greater inner motivation by 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 to be more effective and efficient.

4. **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.
5. **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. You will learn how to communicate more effectively both as speakers and listeners.
6. **Maximize your learning.** You will learn key research on how the brain learns. You will apply this knowledge to develop your own learning system, giving the keys to learning important course content in college as well as becoming a more effective lifelong learner.
7. **Develop emotional intelligence:** You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of well-being.
8. **Bolster your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
9. **Write more effectively.** You will learn how to improve your writing skills through the extensive writing practice offered by your guided journal entries.
10. **Develop effective reading techniques.** You will learn how to read actively with a question in mind and use these techniques in classroom readings. You will then transfer those techniques to other college texts and readings.
11. **Master effective time management tools.** You will learn tools to help you get practical and conquer your time traps.
12. **Improve your public speaking skills.** You will learn how to develop and deliver engaging arguments to an audience confidently.

### **Method:**

By reading *On Course* (your 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.

### **Academic Integrity**

By enrolling in this course, each student assumes the responsibility 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, and 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 [http://www.umbc.edu/undergrad\\_ed/ai/students.html](http://www.umbc.edu/undergrad_ed/ai/students.html). To read the full Student Conduct Policy, consult the UMBC Student Handbook: <http://www.umbc.edu/sip/articles/code.html>

## Title IX/Sexual Misconduct

UMBC does not discriminate against students, faculty or staff based on sex in any of its programs or activities, including but not limited to educational programs, employment, and admission. Sexual harassment, including sexual violence, is a kind of sex discrimination and is prohibited by Title IX and the University. To learn more, read additional information at: <https://humanrelations.umbc.edu/sexual-misconduct/>

### Attendance and Participation

Attendance, cooperation and active effort are essential for you to successfully complete this course. This course depends heavily on student participation; therefore, attendance and participation at each session is required with the exception of college excused absences or in the case of an emergency. Students will be penalized 5 pts for each unexcused absence. Excused absences include religious holidays, 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. Laptops are only to be brought into class when notified by me. Class time is NOT the appropriate time to text message, talk on the phone, sleep, do homework for another class or instant Message people. In addition, profanity will not be tolerated in class or in papers/journals that you submit for a grade. The penalty for each offense will be solely at the instructor's discretion, which may include but not limited to receiving zero points for the assignment or expulsion from the class.

### Course Rules for Success:

This course has three important rules that you have to follow to create the best environment for achieving success and to help support the success of your classmates.

1. Show up! Attend every scheduled class.
2. Do the work! Do your very best work and submit assignments on time.
3. Active participation! Stay focused and involved....it will support your success.

### Course Assignments

Course Assignments		Course Grades	
15 Success Journal Entries (10 points each)	150 points	A	414-465 points
15 Quizzes (5 points each)	75 points	B	368-413 points
Learning through Teaching Presentation	50 points	C	322-367 points

Cultural Bubble	10 points	D	276-321 points
Personal Philosophy Paper	40 points	F	<275 or below
10 Discussion Board Assign.	100 points	*a passing grade is C or higher	
Library Assignment	20 points		
Advisement Confirmation	10 points		
King Gimp Reflection Paper	10 points		
Schedule			
<b>TOTAL POSSIBLE POINTS</b>	<b>465</b>		

Two extra credit assignments will yield 20 points. To earn these extra points, a one page reflection paper about the activity will be due after attending the event. I will provide this information later in the semester.

**ALL JOURNALS ARE DUE IN BLACKBOARD, BY WEDNESDAY EVENING, 12 MIDNIGHT BY THE DATE INDICATED ON THE SYLLABUS. I WILL NOT ACCEPT HANDWRITTEN JOURNALS.**

**1. Success Journals (150) Possible Points**

In your OnCourse textbook, you will respond to 15 journal prompts that will allow you to explore the success strategies presented in class and in your book. Each journal assignment will be awarded up to 10 points, based on the following criteria:

1. Competence of the entry (all steps in the directions have been responded to)
2. Standards of the entry (an obvious attempt has been made to gain personal value from the journal activity). Grammar and punctuations will not be major factors in grading these journals; however, journal entries with derogatory or foul language will not be accepted.
3. Journal assignments must be typed in blackboard.
4. Late Journals will not be accepted (unless you have a documented excused absence).

Journals are labeled private in blackboard. Although, I will be reading your journal postings, write for yourself, not for me.

**2. Quizzes (75 Possible Points)**

This is a course for students who wish to be successful in college life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation, fifteen unannounced quizzes on the readings will be given. If you have read the assignment and completed your journal entries; you should have no trouble earning the maximum points (5 points) for each quiz.

Quizzes cannot be made up.

3. **Information Seeking Project (Library Assignment) (20 points)  
Public Speaking Assignment (February 12, 2019)**

In this assignment, you will be charged with writing about any topic of your choice. Maybe you've always wanted to explore astrology, motorcycles, a particular sport, or how to build something. This is your opportunity to seek information about any topic of interest to you, and you will give a presentation on your findings and turn in your paper. The paper must include a complete analysis of resources, bibliography and complete URLs for websites with date accessed. Three typed pages are due Monday, February 12, 2019

4. **Cultural Bubble Assignment (10 Points)**

**DUE IN BLACKBOARD BY MONDAY, MARCH 12, 2019 MIDNIGHT**

You will step out of your comfort zone and attend a lecture, a performance, participate in a sports activity, join a club, etc. Post your reflection on blackboard under the discussion link. Your post must be a minimum of 2 paragraphs about this experience by Monday, March 12 midnight. Respond to one of your classmate's post with a minimum of one paragraph. You must make a post and respond to a post to yield 10 points.

5. **Advising Session (10 Possible Points) Due by last day of class 5/14/2019  
Schedule an appointment with your academic advisor for your  
preparation for the following semester. This will assist you with being  
one-step closer to your academic goals. Confirmation forms will be  
distributed during class.**

6. **Personal Philosophy of Success Essay ( 40 possible points) Due  
Monday – April 30, 2019**

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....**

1. Demonstrate the writer's careful consideration of three or more important success strategies.
  2. Contain extensive support (examples, experiences, evidence, and/or explanation) for each strategy, and
  3. Show a commitment to excellence in preparation, including professional appearance and a command of Standard English.
7. **Learning Through Teaching/Presentation (50 Possible Points) Monday, May 7 and Wednesday May 9**

You will be responsible for teaching a lesson from the book. You will be assigned a lesson plan and put in groups of three or four. You and your peers will teach the class what you've learned about this particular strategy. You will practice interdependence for this project.

**PLEASE LET ME KNOW IF YOU NEED A LAPTOP FOR YOUR PRESENTATION**

8. **For Students with Disabilities**

#### **Student Disability Services (SDS)**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at [sds.umbc.edu](http://sds.umbc.edu) for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at [disAbility@umbc.edu](mailto:disAbility@umbc.edu) or phone (410) 455-2459.

If you request accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

EDUC 114 – Schedule of Assignments

01/29	Welcome/Introduction/ Student Info/ Ice-Breaker/ Syllabus Overview/Expectations What is Success? Inner/Outer	Purchas folder Read Chapter 1
01/31	Chapter 1: Getting <i>On Course</i> to Your <i>Success</i>	On Course Principles at Work Believing in Yourself: Develop Self-Acceptance Journal Entry 1 / Journal Entry 3 (Soft Skills Assessment)
02/05	Chapter 2: Accepting Personal Responsibility	Activity- The Wise Choice Process Case Study in Critical Thinking Journal 6 / Journal 7
02/07	Chapter 2: Accepting Personal Responsibility Library Visit = Meet in Library Rm. 259	Library Activity
02/12	Chapter 3: Discovering Self-Motivation	Creating Inner Motivation Journal 9 Discussion Board (10 pts)
02/14	Chapter 3: Discovering Self-Motivation King Gimp Movie	Design a compelling life plan Journal 10 Discussion Board (10 pts)
02/19	Chapter 4: Mastering Self-Management King Gimp Reflection Paper Due Time Management Presentation	Acting on Purpose Case in Critical Thinking Journal 13
02/21	Chapter 4: Mastering Self-Management	Develop Self-Discipline Journal 15 Discussion Board (10 pts)
02/26	<b>Library Seeking Presentations</b>	
02/28	<b>Library Seeking Presentations</b> Chapter 5 Employing Interdependence	Discussion Board (10 pts)
03/05		Strengthen relationships with active listening



	Chapter 5: Employing Interdependence <b>Scavenger Hunt</b>	Respect cultural differences Journal 17 and 18 Discussion Board (10 pts)
03/07	Career Services Presentation	
03/12	Chapter 7 Adopting Lifelong Learning	Discover preferred ways of learning Journal 26 Case Study in Critical Thinking Discussion Board (10 pts)
03/14	Chapter 7 Adopting Lifelong Learning	Activity/Presentation
03/18 – 03/22	<b>Spring Break</b>	
03/26	Chapter 8 : Developing Emotional Intelligence	Demonstrate emotional intelligence Effectively reduce stress <b>Discussion Board (10 pts)</b>
03/28	Chapter 8: Developing Emotional Intelligence	Create Flow <b>Journal Entry 29</b> <b>Discussion Board (10 pts)</b>
04/2	Chapter 6: Gaining Self-Awareness	Recognizing when you are off Course Case Study in Critical Thinking. <b>Journal Entry 21</b>
04/4	Chapter 6: Gaining Self-Awareness	Rewrite your outdated scripts <b>Discussion Board (10 pts.)</b>
04/9	Stress Relief Presentation	<b>Journal 22</b>
04/11	Lecture: Navigating your Future	Small Group Discussions <b>Discussion Board (10 pts)</b>
04/16	Chapter 9: Staying On Course to Your Success	Gaining Self-Awareness Adopting Lifelong Learning <b>Journal Entry 32 – Soft Skills Assessment and 33</b>
04/18	Chapter 9: Staying On Course to Your Success <b>Peer Review for Personal Philosophy Paper using Rubric</b>	Developing Emotional Intelligence Believing in Yourself Success Teams Created
04/23	Creating a “Project Team”	<b>Discussing the Rubric and grading for Teamwork project.</b> <b>Roles in a Team</b>
04/25	Moving Forward into Success Teams	Roles in a Team

	<b>In-Class - Work on project –Learning Through Teaching Personal Philosophy of Success Essay Paper Due</b>	
04/30	<b>In class -work on Learning Through Teaching Project</b>	<b>Students will Discuss Grades with Instructo</b>
05/02	<b>Planning your next steps Study Skills and You</b>	Study Groups – Study Tips for final Exams
05/07	<b>In Class Teamwork FINAL PROJECTS PRESENTED LEARNING THROUGH TEACHING</b>	Teamwork Project Presentations
05/09	<b>In Class Teamwork FINAL PROJECTS PRESENTED LEARNING THROUGH TEACHING</b>	Teamwork Project Presentations
05/14	Course Evaluations	
05/15	LAST DAY OF CLASS	

**Note: March 18 thru March 22, 2019 Spring Break**

**I reserve the right to alter this syllabus according to the class needs. Expect visits from various campus professionals which may change the assigned lesson plan for that day. I will keep you abreast of any changes. Please check Blackboard for any announcements.**

**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 as 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).