

88-89/166

CURRICULUM PROPOSAL FORM

University-Wide Undergraduate Curriculum Committee

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Number _____ / _____
 Action _____
 Date _____

I. TITLE/AUTHOR OF PROPOSAL

COURSE/PROGRAM TITLE: LC 160, Strategies for Academic Success

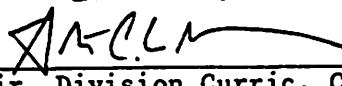
DEPARTMENT: Learning Center

CONTACT PERSON(S): Carolyn Wilkie; Sally Lipsky; Alphonse Novels

II. APPROVALS


 Director, Learning Center


 Dept. Chair & Chair, Curric. Comm.


 Chair, Division Curric. Comm.


 Vice President, Student Affairs

Not Applicable
 Director, Liberal Studies
 (where applicable)

Not Applicable
 Provost
 (where applicable)

III. TIMETABLE

Date Submitted to UWUCC 7/6/88 Semester/Year to be Implemented Spring, 1989 Year to be published in Catalog 1989

I. CATALOG DESCRIPTION

LC 160 Strategies for Academic Success

1 credit
1 lecture hour
0 lab hours
(lc-01-lsh)

Assists students to develop and use effective and efficient study approaches on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Class attendance is required.

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

A-1: Strategies for Academic Success is proposed as a 1-credit, free elective course. The purpose of the course is to assist students to develop study skills and attitudes conducive to success in college course work. As such, it is an introductory course intended for college freshmen.

The course directly relates to the mission of the Learning Center; i.e., to provide learning enhancement services. The course is directed most specifically toward those populations which the Learning Center was directed to serve as target populations -- students admitted through the Learning Center/Act 101 Program and the School of Continuing Education, general admissions freshmen on academic probation, and students admitted through the Special Talent program. Other students will continue to be included in the course as space permits.

It should be noted that the content of this course was previously included in a 3-credit, free elective course approved by the University Senate in 1972 -- Reading and Study Skills for the University Student (ED 100). The increasing need for a remedial reading course resulted in the Learning Center submitting a proposal to revise the focus of ED 100 such that the course centered solely on reading skills. The current proposal is to reinstate a formal, credit-bearing course in study skills, separate from the reading course.

A-2: This course does not require changes in the content of existing courses. There are no other courses at IUP that are designed specifically to improve students' study skills.

A-3: Strategies for Academic Success is a course designed specifically to enhance students' learning in other courses. It follows the traditional type (purpose) of course offered through the IUP Learning Center and learning centers nationally. Strategies for Academic Success is intended as a one-credit course coinciding with the conventional semester, and requiring active student involvement in their own learning.

A-4: Strategies has been offered on a trial basis since the Spring term, 1985. During this period, over 1500 IUP students enrolled in the course, and another approximately 150 students indicated interest, but were unable to enroll due to space limitations.

Evaluation of the success of the course consists of both "soft" and "hard" data. Based on evaluations submitted anonymously by over 850 students (rf: Appendix B), the course was perceived as having achieved its objectives of improving students' competence with specific study skills (ex., developing academic goals, effective use of time management, effective ways to analyze and adapt study strategies). Overall, 87% of these students indicated that the course was valuable for them, and 88% of the students would recommend it to other freshmen.

Second, in terms of "hard data," a two-year research study, conducted by Lipsky and Ender (1988) (rf: Appendix B), examined the impact of this course on the academic achievement and retention of general admissions freshmen who were placed on academic probation in their second semester. Based on the 95 students

who met this criterion and who enrolled in Strategies in the Spring terms of 1985 and 1986, the course had a positive impact. Following instruction, the GPA's of the course participants were significantly higher ($p < .05$) than those of the control group (probationary students who chose to not enroll in the course). Similarly, students who participated in the Strategies course earned a significantly higher ($p < .05$) number of credits. After a one-year period, there was a significantly higher ($p < .05$) percentage of course participants than non-participants still enrolled at IUP. Additionally, after a two-year period, course participants still maintained a significantly higher ($p < .05$) GPA than students who chose to not enroll in the course.

Another longitudinal study, conducted by Wilkie and Kuckuck (1987) (rf: Appendix B), adds additional support for the effectiveness of this course. The study was conducted in reference to a special topics course, Freshman Seminar: The Student's Role in the University, taught by the two researchers at the Punxsutawney and Kittanning branch campuses in 1984. This course was modeled after the University of South Carolina's "University 101" course, an internationally-recognized strategy for improving student retention, satisfaction, and involvement. Approximately 40% of the content of this 3-credit course focused on study skills. The research study included a control group matched on predicted QPA and age. Results of the two-year study (attached) indicate that students who successfully completed this course have achieved significantly higher ($p < .05$) GPA's than the matched control group throughout the length of the study. Thus, at the end of one, two, and three year periods, students who enrolled in this course have achieved at significantly higher levels than students predicted to achieve at equal levels. Second, at the end of a three-year period, 13% more of the course participants than the control group students are still enrolled at IUP (45% vs. 32%). It should be noted that all project participants were exceptionally high-risk students, based on the IUP admissions criteria.

These measures demonstrate, then, that the Strategies course (and similar content offered through the Freshman Seminar course) has had a positive benefit to students. This is not surprising, since the literature includes many studies which show similar results.

A-5: This course is not proposed as a dual-level course.

A-6: This course is not proposed for variable credit.

A-7: Many other higher education institutions offer courses similar to "Strategies for Academic Success." As a matter of fact, this course is cited as having been the first effort nationally (in 1894, at Wellesley College) to assist students to achieve the higher levels of success that they were expected (Cross, 1976). Examples of colleges and universities offering courses with the same objectives as Strategies for Academic Success include those listed below. (Note: In some cases, the courses are offered for 3 credits, and include a component in critical reading):

University of Maryland
 Pennsylvania State University

University of Pittsburgh
Kansas State University
University of Georgia
University of Hartford
State University New York at Cortland
Washington State University,
University of Mississippi
Cornell University
State University of New York at Buffalo
Texas A & M
Waynesburg College
Bloomsburg University of PA
Lock Haven University of PA
Edinboro University of PA
Shippensburg University of PA

A-8: The content/skills of this course are not required by a professional society, accrediting authority, etc.

Section B: Interdisciplinary Implications

B1: Each section of this course will be taught by one instructor.

B2: No additional or corollary courses are needed with this course.

B3: There is no direct relationship between the content of this course and the content of courses offered by other departments.

B4: Yes, seats will be available to students in the School of Continuing Education.

Section C: Implementation

C1: Assuming that requests for this course remain consistent with the level experienced in the past two years, no new faculty will be needed to teach this course. Conventional classroom space is the only space required. Also, no equipment, laboratory supplies, library materials, or travel funds are needed.

C2: A portion of the salaries for some faculty who teach the course are dependent upon ACT 101 grant monies. Since all of these faculty are on permanent contracts, and since the Act 101 grant funds have been received by IUP for the past 16 years, the fact that some faculty are partially funded by an outside grant is not considered to present a problem.

C3: This course will be offered Fall and Spring terms.

C4: Approximately 13 sections each Fall term will be set aside for Learning Center freshmen students. Five or six sections will be offered for other IUP

students, both Fall and Spring semesters. This is consistent with the pattern established within the past two years.

C5: Because this course requires a high degree of individualization and frequent evaluative feedback, we will limit the class size to approximately twenty students. Research indicates that successful study skills courses incorporate the following characteristics: 1) frequent and intrusive contact between faculty member and students; 2) structured, directive activities with regular feedback; and, 3) a high involvement of students in activities of relevance to them, including much self-monitoring of achievement. Therefore, effective instruction would necessitate an appropriate limit on the number of students in each section. This is the typical limit imposed by other colleges offering study skills courses.

C6: There is no individual professional society that exists specifically for study skills; however, our professional experiences with classes ranging from 10 - 30 students indicate that an enrollment of approximately 20 students is maximally feasible for positive group interaction and individualized support.

C7: This course will be a requirement only for freshman Learning Center students and other students who are required to enroll by their deans or other college representatives. Because the course is proposed as a free elective offering, students' programs of major study will not be affected.

Section D: Miscellaneous

Appendix A: Course syllabus.

Appendix B: 1) Student evaluations and comments about the course.

2) Study of academic performance and retention of students' participating in course (Lipsky & Ender, 1988).

3) Final report of special topics course taught at the branch campuses in 1984 (Wilkie & Kuckuck, 1987; updated 1988)

Appendix C: Letters of support:

Dr. Edwina Vold (Chairperson, Professional Studies in Education)
 Dr. Frances Stineman (College of Business Advising Center)
 Ms. Catherine Dugan (Director, Advising & Testing Center)

APPENDICES

Appendix A

COURSE SYLLABUS

I. CATALOG DESCRIPTION

LC 160 Strategies for Academic Success	1 credit
	1 lecture hour
	0 lab hours
	(1c-01-1sh)

Assists students to develop and use effective and efficient study approaches on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Class attendance is required.

II. COURSE GOALS & OBJECTIVES

Goal 1: To develop and achieve learning goals.

Objectives: Upon successful completion of this course, participants will be able to:

- a. write a realistic (attainable) academic goal statement for the term;
- b. develop and implement specific strategies to achieve the goal;
- c. evaluate progress toward achieving the goal;
- d. evaluate positive and negative influences on goal attainment;

Goal 2: To develop effective time management and concentration strategies.

Objectives: Upon successful completion of this course, participants will be able to:

- a. analyze use of available study time;
- b. identify positive and negative influences on time use and concentration;
- c. allocate time needed to achieve academic goals;
- d. implement effective concentration techniques;
- e. understand the relationship between learning principles, time management, and concentration.

Goal 3: To develop effective strategies for study.

Objectives: Upon successful completion of this course, participants will be able to:

- a. implement effective strategies for textbook reading and study;
- b. implement effective strategies for notetaking and use of notes;
- c. implement effective strategies for exam preparation;
- d. implement effective strategies for test-taking;
- e. integrate use of the comprehension hierarchy into the study process;
- f. make necessary modifications in their study environments.

Goal 4: To understand the reasons for application of specific strategies.

Objectives: Upon successful completion of this course, participants will be able to:

- a. list and explain 10 principles of learning;
- b. diagram and explain learning and forgetting curves;
- c. integrate knowledge of different levels and types of learning into the study process.

TOPICAL OUTLINE:

An outline of the primary course topics is presented below. Additional topics of interest and relevance to the class may be incorporated.

A.. Semester Academic Goals (1.5+ classes)

- 1. Definition and characteristics of a goal
- 2. Assessment of semester and future QPA needs
- 3. Self-assessment of study strategies needs
- 4. Process of goal-planning and implementation

B. Strategies for Effective Time Management (1.5+ classes)

- 1. Rationale for time management planning
- 2. Guidelines and principles of effective time management
- 3. Time management planning and analysis

C. Strategies for Concentration (1+ class)

- 1. Identification of internal and external distractors
- 2. Development of short-term goals and objectives
- 3. Time management strategies
- 4. Diet/exercise/health considerations
- 5. Reinforcement techniques
- 6. Stress & anxiety control

D. Learning Styles & Strategies for Study (1+ class)

- 1. Definition and characteristics
- 2. Analysis of individual learning styles
- 3. Implications for study environment & strategies used

- E. Strategies for Effective Textbook Study/Reading (1+ class)
1. Textbook formats and learning aids
 2. Textbook study strategies
 3. Textbook notetaking strategies
 4. Reinforcement strategies for study/reading
- F. Strategies for Effective Use of Learning Characteristics (2+ classes)
1. Types of learning & applications to study
 2. Curves of learning and forgetting & applications to study
 3. Learning principles & applications to study
- G. Strategies for Effective Notetaking & Use of Notes (2+ classes)
1. Types of classroom notes
 2. Types of study notes
 3. Underlining/highlighting
 4. Reinforcement strategies
- H. Strategies for Effective Exam Preparation & Test-Taking (2+ classes)
1. Time management for exam preparation
 2. Development and use of study notes
 3. Use of comprehension hierarchy in studying
 4. Use of study groups and other support services
 5. Guidelines for taking objective tests
 6. Guidelines for taking essay tests

CLASS MEETING FORMAT:

Four types of learning formats will be used: self-study; large and small-group problem solving discussions; written assignments involving application and analysis of class topics; and, small-group exploration and presentation of a course topic. It is expected that participants will identify a reading-oriented "target" course (in which they are currently enrolled) with which to apply class topics. Class attendance and class participation are integral to this course; therefore, class attendance is required.

GRADING BASIS:

The final course grade will be based on the total number of points earned. The total number of points earned will be converted to a percentage of the total number of points available in the course. The letter grade corresponding to the points and percentages is given below.

Letter Grade	Percentages	Points
A	100 - 90%	190 - 171
B	89 - 80%	170 - 152
C	79 - 70%	151 - 133
D	69 - 60%	132 - 114
F	below 60%	below 114

FACTORS INCLUDED IN FINAL GRADE

A. Application Assignments (80 points)

1. Each of the 8 application assignments carries a point value of 10 points.

2. The application assignments will often form the basis for class discussions; therefore, it is important that the assignments be completed thoroughly and thoughtfully, and that they be completed before class begins. The class discussions will require defense of the responses included on the assignments.

3. Except in unusual circumstances, assignments submitted late will not be accepted. Zero points (0) will be earned in such cases.

4. Assignments may be revised if the student wishes to try to improve his/her grade. If so, the revision is due in the class meeting following the one in which the assignment was returned. Students who intend to revise assignments are encouraged to discuss the assignment with the instructor. (Please note that the option to revise is given only for assignments submitted by the original deadline date.)

B. Quizzes (30 points)

At the beginning of three (3) class meetings, 10-point quizzes on the reading material assigned for that class will be given. These quizzes will not be announced in advance, and they may not be made up if the student is not in attendance when the quizzes are given, unless a valid excuse is presented.

C. Participation (30 points)

Active and relevant small group participation, including completion of the in-class exercises and discussion of application assignments, will constitute 30 points of the final grade. (Group members will complete participation rating forms at the conclusion of each class discussion. These rating forms will form

the basis for awarding participation points. The total number of participation points for each student will be pro-rated on the basis of 30 possible points.)

Choice of D or E below

D. Group Project (50 points)

If this option is selected, class participants will be expected to participate actively in a group research project. Each group will be comprised of 3-4 members. The group project involves exploration of a course topic and presentation of the findings to the class in one of the last two class meetings. Groups may choose to divide the responsibilities in any manner they wish; however, the major components of the project include the following: (1) development of a questionnaire to be distributed to faculty members or students; (2) analysis of the findings of the survey; and (3) a paper and presentation. The paper (4-5 pages + appendix) is to include a statement of the purpose of the project, the method(s) by which data was collected, a summary and analysis of the findings, and a discussion of the results of the findings in relation to the course readings.

The project is to be presented to the class, with this presentation limited to 30 minutes. Class members will provide one-half of the grade for this project, based on the strength of the presentation. In addition, each group will receive feedback on its presentation through a reaction form completed by the class participants. The instructor will provide the other half of the project grade, based on the strength of the paper presented.

E. Individual Research Paper (50 points)

The purpose of the individual research paper is to examine one of the course topics in greater depth. Students will be expected to conduct a review of literature, consisting of at least 8 sources, and to explain how they have applied, and can better apply, the strategies and concepts presented in the literature. The expected paper length is 5 typed, double-spaced pages.

CRITERIA FOR GRADING (Application Assignments)

- 0 = no assignment submitted, or assignment not submitted on time;
- 1 = insufficient evidence of appropriate response to assignment;
- 5 = shows understanding of the principles and/or techniques, but fails to apply these to personal experiences with other courses this term, and/or assignment is incomplete;
- 8 = exceeds minimal competencies and expectations; (above average)
- 10 = far exceeds expectations; shows thorough understanding and application; (well above average)

V. REQUIRED TEXT: Pauk, W. (1984). How to study in college, 3/e.
Boston: Houghton-Mifflin.

VI. SPECIAL RESOURCE REQUIREMENTS: None

VII. BIBLIOGRAPHY:

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- Apps, J. W. (1982). Study skills for adults returning to school. NY: McGraw-Hill.
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- Raygor, A. L., & Wark, D. M. (1980). Systems for study, 2/e. NY: McGraw-Hill.
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