



Academic Success SPST-A230.001 Fall 2020

Instructor: Elizabeth Rainey, Executive Director of Student Success

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Office Hours: virtual, by appointment. To schedule a meeting, visit <https://lizrainey.youcanbook.me>

Note: This syllabus is subject to change at the discretion of the instructor. For the most updated version of this syllabus, see the syllabus on Canvas.

COURSE OVERVIEW:

In this course, we will review topics related to academic success and challenges that might impede your path to graduation. Together we will address the question of “what makes a student succeed in college?” You will learn strategies that may help improve your GPA and enrich your educational experience at Loyola. The readings and course materials for this course will come primarily from the fields of psychology and education. This course will draw from our Jesuit identity through reflection, respect, and appreciation.

COURSE GOAL:

Students will think critically about academic and personal success.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, you will be able to:

- Define and implement learning strategies to improve academic performance.
- Recognize connection between academic and financial college plans.
- Explain the obstacles that prohibited a stronger GPA in the past.
- Create a plan to improve your GPA if needed.
- Calculate grades needed to maintain academic good standing and financial aid eligibility.
- Define future academic, personal, and professional goals.

COURSE FORMAT

This course is a 15-week online course. The course content is asynchronous, but there are bi-weekly virtual check-ins with campus advisors. 75% of your grade is based on your participation in 15 discussion boards so the course is very interactive.

COURSE TOPICS:

- Self-assessment and goal setting
- Strategies for success
- Priorities and procrastination
- Memory and cognition
- Technology, media, and attention
- Reading and test-taking strategies
- Stress, control, and anxiety
- Adaptive mindset
- Commitment to graduation
- Budgeting

GRADING:

This is a “Pass/Fail” 1-credit course. In order to pass the course, students must fulfil requirements for engagement and participation and complete all course assignments with a grade of 60% or above.

- **Discussion boards – 65% of grade (13 total)**
- **Consent form and surveys – 5% of grade**

- **Bi-weekly check in by zoom – 10 % of grade**
- **Make use of campus resource and reflection paper– 10% of grade**
- **Course reflection – 10% of grade**

POLICIES & EXPECTATIONS

1. **Late assignments:** Please follow the schedule outlined on your syllabus and in Canvas. Assignments turned in late will drop 10 points per day late. *Late assignments will not be accepted more than 1 week after the due date. After 1 week, any assignments without a submission will receive a grade of 0%.*
 - 1 minute – 24 hours late: -10 points
 - 24 hours and 1 minute – 48 hours: -20 points
 - And so on...
2. **Discussion boards:** We value the voice of every student in the course. Our diversity as a class—in race, gender, sex, religion, language, ability, veteran status, place of origin—is an asset to our learning experience. As a result, assignments will provide you with the opportunity to speak and be heard, explore your own understanding, reflection on your own experience, and encounter each other. Absolutely no sexist, racist, homophobic, or other hateful comments will be permitted in this class.
3. **Email communication:** I expected you to regularly check your loyno email address and the announcements on Canvas. Important course information and updates will be communicated this way. If a response is required, I will expect your reply within 48 hours. I will respond to all email as promptly as possible. Please allow 24 business hours for a response. I reserve the right to respond to weekend emails on the next business day (Monday-Friday). Please keep this in mind when planning your schedule or submitting questions about course assignments. Many questions can be answered by consulting the syllabus or Canvas.

ASSIGNMENT DETAILS & DUE DATES:

Below please find more details about course assignments and due dates.

Consent form and introduction post, 5% of grade, due Monday, August 31st at 10pm CDT

This course is a part of a research that will inform the way we support students at Loyola University New Orleans. Participation in this study is completely voluntary and will not impact your grade. However, you are required to review and complete the consent form here:

https://loyno.az1.qualtrics.com/jfe/form/SV_eCAvJEZ2qDYlv9X. When completing this form, please select whether you consent or do not consent to participate in the study. Secondly, please complete the introduction post to share more about yourself with the class. ***Please be aware if you do not complete this initial, 1st week assignment, you may be dropped from the class.

Discussion boards and discussion board engagement, – 65% of grade

initial posts due Fridays by 10pm CDT, 2 responses to classmates due Mondays by 10pm CDT

Each week students are required to participate in discussion board topics based on the week's course materials. For each discussion board, you will be required to create an initial post (by Friday, 10pm CDT) and respond to at least two of your classmate's posts (by Sunday, 10pm CDT). Your initial post should be at least 200 words and your response post should be at least 75 words each. All of your discussion board posts should be thoughtful, responsive, appropriate, and respectful. 50% of each discussion board grade will be based on your initial post. 50% of each discussion board grade will be based on your engagement (responses to your classmates).

Bi-weekly zoom check ins, 10% of grade, due Thursday, December 3, 10pm CDT

You will be assigned to an advisor at Loyola for a zoom check in every other week in small groups. The groups will meet for 30 minutes to check in about course content, questions, and to connect with each other. Grade based on attendance and participation.

Make use of campus resource and reflection – 10% of grade, due Friday, November 13, 10pm CDT

Loyola provides many resources designed to help students succeed. Even while away from campus, most services are available to you virtually. For this assignment, please make use of one of the campus resources listed below. Options include things like career development, tutoring, success coaching, and pastoral counseling. To see a list of the options, please see the assignment in Canvas. If there is a different Loyola resource not listed below that you would like to use for this assignment, please email me to seek prior approval. Following the appointment, complete the reflection paper (400 words) as outlined in the Canvas assignment. 50% of your grade for this assignment will be based on your participation in the appointment and 50% will be based on your reflection.

Course reflection, 10% of grade, due Thursday, December 3, 10pm CDT

During the final week of this course, you are required to complete a 400-word reflection about your experience in this course. Your paper should be thoughtful and well-written.

Helping Future Students

This course will be part of research that informs the ways we support students at Loyola. Therefore, you will be asked to review consent to participate in this study. If you consent, your institutional records, discussion posts, and journals may be included in future research studies. Your identity as a student will be kept confidential. If portions of your posts appear in research reports, your identifying characteristics will be changed.

Participation is completely voluntary and may be withdrawn any time. Your consent will not be known to your instructor until the conclusion of the course, after grades are submitted. Consent forms will be held in the Provost's office. Please see the next page for a copy of this consent form.

Accessible Education

If you have a disability and wish to receive accommodations, please contact the [Office of Accessible Education](#) at 504-865-2990. The Office of Accessible Education is located in the Student Success Center, 229 Monroe Library.

Emergency Planning

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes: **1)** Practice signing on for each course through Blackboard; **2)** Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will: **1)** Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension; **2)** Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses; **3)** Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available: **1)** Log on to university Web site within 48 hours of an evacuation/suspension; **2)** Monitor the main university site (www.loyno.edu) for general information; **3)** Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments; **4)** Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened); **5)** Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>.

CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY

ACADEMIC SUCCESS CLASS: STUDENTS' KNOWLEDGE, SKILLS, ATTITUDES, AND OUTCOMES

Researcher: Elizabeth Rainey, Executive Director of Student Success
Loyola University New Orleans, Pan-American Life Student Success Center
earainey@loyno.edu, 504-865-3595

WHAT IS THE PURPOSE OF THIS FORM?

This consent form describes the research study and helps you to decide if you want to participate. It provides important information about what you will be asked to do in the study, about the risks and benefits of participating in the study, and about your rights as a research participant. You should:

- Read the information in this document carefully.
- Ask the researcher any questions, particularly if you do not understand something.
- Not agree to participate until all your questions have been answered, or until you are sure that you want to.
- Understand that your participation in this study involves you taking surveys and participating in class, such as discussion posts on Blackboard. The time commitment is included in the course requirements for this class.

WHAT IS THE PURPOSE OF THIS STUDY?

The purpose of this research is to inform the ways we support students on academic probation at Loyola. All enrolled students in Academic Success will be eligible for this study. Participants must be at least 18 years old.

WHAT DOES YOUR PARTICIPATION IN THIS STUDY INVOLVE?

Students who agree to be in this study will take a survey in the first three weeks of class, and again on the last day of class. Reflections and discussion posts that are part of class assignments, as well as institutional data, will be used in research about students' experiences on academic probation.

WHAT ARE THE POSSIBLE RISKS OF PARTICIPATING IN THIS STUDY?

The process of talking about and reflecting on academic struggles may be unpleasant or upsetting. Loyola students have access to on-campus resources in University Counseling (208 Danna Center, 504-865-3835), Student Life and Ministry (Basement, Danna Center, 504-865-3622), and Student Success (229 Monroe Library, 504-865-2990).

WHAT ARE THE POSSIBLE BENEFITS OF PARTICIPATING IN THIS STUDY?

The benefits of this research include: (1) a better understanding of the student experience on academic probation; (2) development of strategies to support students who want to improve their GPA; (3) development of strategies to support students to meet academic and personal goals; (4) possible personal skills related to resiliency and knowledge of financial wellness.

DO YOU HAVE TO TAKE PART IN THIS STUDY?

Taking part in this study is completely voluntary. You may choose not to take part at all. If you agree to participate, you may refuse to answer any question. If you decide not to participate, you will not be penalized or lose any benefits for which you would otherwise qualify. Your instructor for Academic Success, including the researcher, will not know if you consented to the study until final grades are posted. After final grades are submitted, the Researcher will have access to personally identifiable student information for analysis and possible follow-up interviews.

CAN YOU WITHDRAW FROM THIS STUDY?

If you agree to participate in this study and you then change your mind, you may stop participating at any time. Any data collected as part of your participation will remain part of the study records. If you decide to stop participating at any time, you will not be penalized or lose any benefits for which you would otherwise qualify.

HOW WILL THE CONFIDENTIALITY OF YOUR RECORDS BE PROTECTED?

To the extent required by law, I plan to maintain the confidentiality of all data and records associated with your participation in this research.

There are, however, rare instances when I may be required to share personally-identifiable information with the following:

- Officials at Loyola University,

- The sponsor(s), or
- Regulatory and oversight government agencies.

I am also required by law to report certain information:

- To government and/or law enforcement officials (e.g., child abuse, threatened violence against self or others, communicable diseases), or
- To appropriate Loyola University authorities (e.g., disclosures involving Sexual Violence - which includes sexual harassment, sexual assault, unwanted sexual contact, sexual misconduct, domestic violence, relationship abuse, stalking [including cyber-stalking] and dating violence).

Further, any communication via the internet poses minimal risk of a breach of confidentiality.

While I plan to maintain confidentiality of your responses, other participants in the class may repeat responses outside the class group setting.

To help protect the confidentiality of your information, data will be stored in a locked location in the Office of Institutional Research. Access will be limited to Elizabeth Rainey, the researcher, Dr. Carol Ann MacGregor, Vice Provost, and Nate Straight, Institutional Research Director. Your responses will be identified by a pseudonym or de-identified number and behind passwords only known to the researcher. I will report the data in the aggregate and using pseudonyms. The results may be used in reports, presentations, and publications.

WHOM TO CONTACT IF YOU HAVE QUESTIONS ABOUT THIS STUDY

If you have any questions pertaining to the research you can contact Elizabeth Rainey (earainey@loyno.edu or 504-865-3595) to discuss them.

If you have questions about your rights as a research subject you can contact the Loyola Institutional Review Board Chairs (Dr. Erin Dupuis: 504-865-3133, edupuis@loyno.edu or Dr. Michele Ellis: 504-865-2823, mellis@loyno.edu), to discuss them.

Yes, I, _____ consent/agree to participate in this research project.

No, I, _____ do not consent/agree to participate in this research project.

Signature

Date

If you are less than 18 year of age, please check below. We regret you are not eligible for the study.

I am under 18 _____