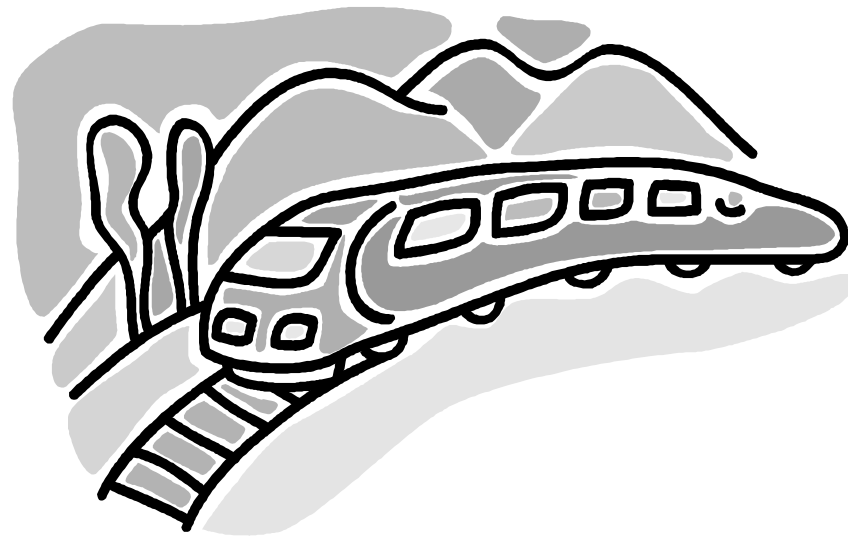


Getting back on track

A Workshop for
Academic Success



Presented by:
Eleanor Roosevelt College
Academic Advising

Successful Students...

- **Learn the university system and are familiar with**
 - Deadlines
 - Petitions
 - Graduation Requirements
 - Terms of their Academic contract
- **Use resources** throughout the quarter, not just during mid-terms or finals.
- **Study at the libraries and are familiar with research tools.** Check the website: <www.libraries.ucsd.edu/getstarted>
- **Take a reasonable course load** (12-16 units), especially first year.
- **Go to class** even when they don't want to.
- **Read and understand the syllabus of each course**
- **Keep a personal file** for copies of official paperwork (petitions, course print-outs, add/drops, etc.)
- **Set up study groups.** Discussing concepts in a group or with a partner can be fun and productive, and also helps keep your review on schedule.
- **Treat school as a full time job**
- **Budget time** and use a daily planner to see what time you have available for study, work, rest, class, play.
- **Master time management skills!**

Website for academic success:
<http://www.uni.edu/walsh/linda7.html>

Understanding Academic Probation & Subject to Disqualification

University academic standards require students to maintain a 2.0 cumulative AND quarter grade point average. If your grades fall below this standard you are placed on Academic Probation or Subject to Dismissal from the university.

What Do These Terms Mean?

Academic Probation: Your grade-point average (GPA) for the term or your cumulative GPA has fallen between 1.5 and 2.0.

Subject to Dismissal: Your GPA for the term or your cumulative GPA has fallen below 1.5. If you are on academic probation for 2 consecutive quarters, you are placed on Subject to Dismissal.

How Do I Meet the Conditions of Probation?

- You must bring your cumulative GPA up to a minimum of 2.0 or higher by the end of the quarter.
- You may not enroll in courses under the Pass/No Pass grade option during your probationary quarter.
- Change courses taken on a P/NP basis to letter grade option. (Taking courses P/NP will not improve your GPA.)
- You should take no more than 12-14 units
- You should repeat sequential courses in which you received a "D" or an "F"
- Failure to meet these terms will result in your continued status of Academic Probation and/or Subject to Disqualification from the University

Remember...

- **If you receive any blank grades or "I" (Incomplete) grades**, make sure to discuss the situation with your instructor as soon as possible. It must be resolved before the end of the following quarter, or these grades will lapse into "Fs".
- **Academic Senate policy requires completion of at least 36 units per academic year** (the academic year begins in fall and ends in the following summer. Advanced placement units do not count toward minimum progress.) Failure to achieve this minimum level of progress will be a factor in decisions regarding your academic status and continued enrollment, and will affect your financial aid status as well.
- **Part-Time Status:** If you have legitimate reasons for taking a reduced course load of 10 units or less, (employment for 30+ hours a week, medical circumstances or family responsibilities), you may be eligible for part-time status . **YOU MUST APPLY FOR PART-TIME STATUS BEFORE FRIDAY OF THE SECOND WEEK OF EACH QUARTER.** Applications are available in the Academic Advising office. See an academic counselor for information on how this will affect your academic contract, and a financial aid advisor for the effect on your financial aid package.

Guidelines for Repeating Courses

Consider the pros and cons of repeating courses carefully before doing so. You should only repeat a course if you are totally confident that you can significantly improve your grade.

- You may only repeat grades of "D", "F" and "NP".
- You may repeat a maximum of 16 units.
- The original grade earned remains on the transcript, but will not factor into your GPA if it is successfully repeated later.
- If you exceed 16 units of repeat coursework, future repeated course grades will be averaged together.
- If you receive a "D", "F", or "W" in a sequential course, DO NOT enroll in the subsequent course. You must successfully repeat the first course in order to continue in the sequence. NOTE: This is NOT true of MMW; you may continue in the sequence and re-take MMW 1 at a later date. A "D" grade is considered passing and will complete the requirement.

Repeating "F" grades

When a grade of "F" is earned, no units or grade points are earned.

Repeating "D" grades

When "D" grades are earned, both units and grade points are earned and used in GPA calculations. When "D" grades are repeated, no new units are earned. If repeating a "D" grade results in a higher grade, additional grade points will be used to calculate GPA. Remember, a grade of "D" earned some grade points, so when it is repeated, the student receives only the additional grade points needed for the combined grade points to reflect the grade earned on repetition.

REMEMBER...

When applying to law and most medical schools, all repeated course grades are counted into the overall GPA (both the original grade and the repeated grade.)

HOW TO COMPUTE YOUR GPA

Because *GPA* is so important, it is critical to have an understanding of how your grade point average is calculated.

$$\text{GPA} = \frac{\text{Total Grade Points}}{\text{Total Units}}$$

GPA Calculator: <http://www.honors.ucr.edu/gpa_calc.htm>

Grade		A	A -	B+	B	B -	C+	C	C -	D+	D	D -
Units	1.0	4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	1.30	1.00	.70
	2.0	8.00	7.40	6.60	6.00	5.40	4.60	4.00	3.40	2.60	2.00	1.40
	2.50	10.00	9.25	8.25	7.50	6.75	5.75	5.00	4.25	3.25	2.50	1.75
	4.00	16.00	14.80	13.20	12.00	10.80	9.20	8.00	6.80	5.20	4.00	2.80
	6.00	24.00	22.20	19.80	18.00	16.20	13.80	12.00	10.20	7.80	6.00	4.20

Grade Points

An example of a UCSD Transcript:

Fall Quarter	Undergraduate	Units	Grade	Grade Points
MMW 1	Prehistory & Birth/Civ	4.00	B-	10.80
LISP 1A	Spanish Conversation	2.50	B	7.50
LISP 1AX	Analysis of Spanish	2.50	C	5.00
MATH 10A	Calculus	4.00	B	12.00
TERM CREDITS PASSED:		TERM GPA CREDITS: 13.00		
13.00		TERM GPA: 2.71		
TERM GRADE POINTS:		35.30		

From the example above:

$$[\text{GPA}] 2.71 = \frac{[\text{Term Grade Points}] 35.30}{[\text{Term GPA Credits}] 13.00}$$

TIME MANAGEMENT STRATEGIES

1. **Set Priorities**. Realize that academic success at UCSD requires studying to be your first priority commitment
2. **Make a To-Do list**
3. **Know when you study most effectively**. And schedule your study time then.
4. **Be Realistic**. Don't set yourself up for failure by telling yourself you can do a 4 hour job in 2 hours.

Study difficult (or boring) subjects first as they require the most creative energy. Save the subjects you enjoy for later.

Avoid scheduling marathon study sessions. For example: three two hour sessions are far more productive than one six hour session.

5. **Schedule time to read before class**. Have material fresh in your mind. You will be able to participate in discussions, take better lecture notes, link the lecture to the text material, and determine what topic is more important than another.
6. **Schedule time to review and revise your notes after each class**. If you review your notes within 24 hours of attending the lecture, you retain up to 80% more of the info.
7. **Allow flexibility in your schedule**. Recognize that unexpected things happen and don't schedule every hour. Give yourself time to get between places, to take a phone call, to stand in line longer than you expected, etc.
8. **Reward yourself with breaks**. Stop when you get tired or frustrated. Break every 60-90 minutes. And, keep your motivation high by following with something you like to do.
9. **Make a plan for living**. Time management must include physical exercise, social activities, and psychological rest and relaxation. Leave out recreation and exercise and you'll sacrifice concentration, memory and productivity.

"Where Does Time Go" website:

<http://www.ucc.vt.edu/stdysk/TMInteractive.html>

QUARTERLY OVERVIEW

WEEK	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
Finals							

LECTURES

Getting the most out of them

Preparing

- Read your textbook assignments before you go to the lecture. This way you'll be familiar with the material, and the vocabulary of the lecture won't be entirely new to you.
- Bring a notebook and a couple of good pens and/or pencils.
- **Have a format for your notes.** There are many ways to organize notes: the use of columns, wide margins, or different colors of ink can help distinguish key words, formulas, major points, definitions, etc.

Concentrating

- Sit near the front of the room so you can hear the lecturer and read what may be written on the board. This also helps you feel more a part of the class.
- **Keep your eyes on the speaker while you're listening.** Imagine you are having a one-to-one conversation with the speaker. This will help you keep focused.
- **Decide to listen to the speaker even though s/he may be a poor speaker or you may disagree.** You can raise questions or disagree after you know what s/he has to say.

Note Taking

- Use one of the margins of your paper to indicate major topics, definitions, and references to your textbook or other resources. Think about what the professor expects you to get from the lecture.
- Take notes throughout the lecture, leaving space in the other margin for editing later.

Editing and Reviewing

- Within 24 hours after the lecture, summarize the ideas and facts concisely in the unused margin of your notes. Look up or ask someone (a classmate, T.A., or instructor) about points not clear to you.
- **Using only your summary notes, state the facts and ideas of the lecture as fully as you can in your own words. Then refer back to your notes to verify what you said. This will help transfer what you have learned into your long-term memory.**
- Spend ten minutes every week in a quick review of your notes. This will help you retain most of what you have learned.

Prepare for the Test

- ◆ It's no mystery: test questions come from assigned reading and lectures. The format of test questions can help you predict what the question will be.
- ◆ Ask your instructor to describe the test format - how long it will be and what kind of questions to expect (essay, multiple choice, problems, etc.). Get an accurate picture of what the test will be like early in the term so you can be alert for possible test questions during lectures and in your reading.
- ◆ **Listen for potential test questions** in lectures by observing not only what the instructors say but *how* they say it. Most instructors give clues. They might repeat a point several times, or write it on the board, or return to it in subsequent classes. Pay attention to the questions the instructor poses to students and the questions that students ask - both in lectures and in discussion sections. When material from reading assignments is also covered extensively in class, it is likely to be on the test.
- ◆ And, of course, be on the lookout for these words: "This material will be on the test!"

- ◆ Put yourself in your instructor's head. **What kinds of questions would you ask?** Will the exam include many true/false or short answer questions? Brainstorm a list of such questions and create a mock test. Do the same with other kinds of questions, such as essay questions. You might even type up and take such a "test" to see how well you know the material.
- ◆ Save all quizzes, papers, lab sheets, and graded material of any kind. Quiz questions have a way of appearing, in slightly altered form, on final exams. Sometimes instructors make old exams available. If copies of previous exams are available, use them to predict questions. Be careful not to rely on old tests exclusively as you may gloss over material the instructor has added since the last exam.
- ◆ For science courses and other courses involving problem solving, **practice working problems** using different variables. Make up and solve problems with slightly different forms.
- ◆ You can also brainstorm test questions with other students. This is a great activity for **study groups**.

Dealing with Test Anxiety

Before the test:

- ◆ Be Prepared
- ◆ Learn your material thoroughly
- ◆ A program of exercise is said to sharpen the mind
- ◆ Get a good night's sleep the night before the exam
- ◆ Approach the exam with confidence
- ◆ View the exam as an opportunity to receive a reward for how much you've studied
- ◆ Don't go to the exam with an empty stomach
- ◆ Fresh fruits and vegetables are often recommended to reduce stress. Stressful food can include processed foods, artificial sweeteners, carbonated soft drinks, chocolate, eggs, fried foods, junk foods, pork, red meat, sugar, white flour products, chips, and similar snack foods, foods containing preservatives or heavy spices.
- ◆ Take a small snack, or some other nourishment
- ◆ To help free your mind of anxiety avoid high sugar content (candy), which may aggravate your condition.
- ◆ Allow yourself plenty of time, especially to do things you need to do before the test and still get there a little early.
- ◆ Relax just before the exam
- ◆ Don't try to do a last minute review

During the test

- ◆ Read the directions carefully
- ◆ Budget your test taking time
- ◆ Change positions to help you relax
- ◆ If you go blank, skip the question and go on
- ◆ If you're taking an essay test and you go blank on the whole test, pick a question and start writing. It may trigger the answer in your mind.
- ◆ Don't panic when students start handing in their papers. There's no reward for being the first one done.



UCSD Long Term Planning



Major:

Minor:

Study Abroad:

Year Fall Winter Spring Summer Total Units
 (Yr):

1 st Year	MMW LD Major LD Major Elective	MMW	MMW		
2 nd Year	MMW	MMW	MMW		
3 rd Year					
4 th Year					
5 th Year					

When making your long term plan, try to include all your goals. Have you addressed the following...

- Major requirements?
- General Education requirements?
- Pre-Graduate Program requirements?
- Internship?

REQUIRED FOR GRADUATION

- 180 Units
 - 60 Upper Division Units (15 courses)
 - Minimum progress = 36 units/yr.
- *watch the # of units to make sure you have 180 by graduation.



Resources for Success at UCSD

Eleanor Roosevelt College Academic Advising

ERC Administration Bldg. 3rd Floor

(858) 534-9864

<http://roosevelt.ucsd.edu/academics>

Virtual Advising Center: <http://vac.ucsd.edu>

Department and Program Advisors: <http://tritonlink.ucsd.edu>

Calculus Tutor Lab: <http://www.math.ucsd.edu/resources/tutoring>

Get homework questions clarified by Calculus TA's.

Math Study Groups: <http://outreach.ucsd.edu/study/default.asp>

For Math 10A and Math 20A

Professor and TA Office Hours

Get one-on-one help! See your course syllabus!

Study Groups

Form one early! (Suitemates, students in section)

UCSD Psychological & Counseling Services: <http://psychservices.ucsd.edu/>

OASIS

Office of Academic Support & Instructional Services

3rd Floor Center Hall (858) 534-3760

Math & Science Tutorial Program: <http://oasis.ucsd.edu/mstp/mstp.asp>

Participate in workshops for Math, Chem, Bio, and Physics.

Language Program: <http://oasis.ucsd.edu/lang/lang.asp>

Obtain language/writing help for SDCC 4 & Foreign Language courses

Study Management Program: <http://oasis.ucsd.edu/smp/smp.asp>

Participate in workshops in study techniques & time management

Website for academic success:

<http://www.uni.edu/walsh/linda7.html>