



SANTIAGO CANYON COLLEGE

2021-2022

If you would like to request this handbook in an alternate format, please contact DSPS at (714) 628-4860 or dsp@sccollege.edu.

Table of Contents

Meet Our Distinguished Leaders	3	Time Management	22
RSCCD Board of Trustees	3	Academic Planner	24
SCC Administrators (As of 7/1/21).....	3	Self-Advocacy.....	26
Santiago Canyon College Mission Statement	3	Attributes of a Successful Student.....	28
NONDISCRIMINATION POLICY	4	Active Reading	29
Disabled Students Programs & Services (DSPS).5		Review and Revise Notes.....	30
MISSION	5	Flash Cards.....	31
PROGRAM DESCRIPTION.....	5	Studying For Exams.....	32
WHO IS ELIGIBLE	5	Test Taking Strategies.....	34
HOW TO APPLY FOR SERVICES.....	6	Evaluating Your Test	35
SERVICES	6	Math Study Tips.....	37
LEARNING DISABILITIES ASSESSMENT.....	6	Writing Skills Checklist.....	38
DSPS Services & Procedures	7	Studying for Humanities and Social Science	39
Academic Support.....	8	Evaluating Class Standing	40
Adapted Furniture.....	9	Controlling Test Anxiety	41
Alternate Media	10	E-mailing Your Professor.....	43
Counseling Services.....	11	Time Management Schedule Fall Semester	45
Accessible Parking.....	11	Class Record Sheet.....	46
Equipment Loan	11	Class Record Sheet.....	47
Testing Accommodations.....	12	Class Record Sheet.....	48
DSPS Testing Accommodation Guidelines ...	13	Class Record Sheet.....	49
Notetaking Procedures	14	Time Management Schedule Spring Semester	50
Student Notetaking Responsibilities.....	15	Class Record Sheet.....	51
Important College Dates & Student Services...16		Class Record Sheet.....	52
ACADEMIC PLANNING CALENDAR	17	Class Record Sheet.....	53
STUDENT SERVICES OFFERED AT SCC	18	Class Record Sheet.....	54
Strategies for Success	21	Notes	

Meet Our Distinguished Leaders

RSCCD Board of Trustees

President.....	Phillip E. Yarbrough
Vice President.....	Tina Arias Miller
Clerk.....	David Crockett
Member.....	John R. Hanna
Member.....	Zeke Hernandez
Member.....	Lawrence “Larry” R. Labrado
Member.....	Sal Tinajero
Student Trustee.....	Elisabeth Neely

SCC Administrators (As of 7/1/21)

Pamela Ralston, President
Martin Stringer, Interim Vice President of Academic Affairs
Vacant, Vice President of Student Services
Arleen Satele, Vice President of Administrative Services
James Kennedy, Vice President of Continuing Education

Santiago Canyon College Mission Statement

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate, and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable and engaging.



Santiago Canyon College

What happens here matters.

8045 E. Chapman Ave.

Orange, CA 92869

714.628.4900

www.sccollege.edu

NONDISCRIMINATION POLICY

The Rancho Santiago Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics.

Inquiries regarding compliance and/or grievance procedures may be directed to:

Interim, District Administrator - Institutional Equity, Compliance & Title IX

Jennifer De La Rosa

2323 N. Broadway, Santa Ana, CA 92706

Phone: (714) 480-7404

Email: de_la_rosa_jennifer@rsccd.edu



DSPS, Building E, Room 105
8045 E. Chapman Avenue
Orange, CA 92869-4512

(714) 628-4860 **Voice**
(657) 235-1999 **Video Phone**
(714) 532-4684 **Fax**
dsps@sccollege.edu
www.sccollege.edu/dsps

DISABLED STUDENTS PROGRAMS & SERVICES (DSPS)

MISSION

We support the success of students with disabilities by providing programs and services that promote access, equal opportunity, and empowerment.

PROGRAM DESCRIPTION

DSPS is committed to helping students with disabilities achieve their educational goals. The program provides students with a broad range of instructional support services and academic accommodations designed to ensure access and equal opportunity in all college programs. DSPS ultimately seeks to enhance successful educational outcomes for students with disabilities by providing individualized support services that empower students to discover and develop their abilities in an inclusive, barrier-free environment.

WHO IS ELIGIBLE

Students with verifiable disabilities requiring accommodation(s) are eligible for program services. Disabilities may include:

- Acquired Brain Injury
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorders
- Deaf and Hard of Hearing
- Intellectual
- Learning
- Mental Health
- Physical
- Visual
- Other medical conditions

HOW TO APPLY FOR SERVICES

1. Start the process of applying for DSPS as soon as possible, or at least two weeks before an accommodation is needed.
2. Obtain disability verification from a qualified professional.
3. Schedule an appointment to meet with a DSPS certificated professional for an evaluation of accommodation needs.

SERVICES

Available services may include:

- Priority registration/registration assistance
- Academic, career, and disability counseling
- Learning disabilities assessment
- Test-taking accommodations
- Specialized instructional support
- Assistive technology
- Alternate media materials
- Notetaking assistance
- Equipment loan
- Sign language interpreters/real-time captioning
- Liaison with faculty, staff, and community agencies

LEARNING DISABILITIES ASSESSMENT

Assessment for learning disabilities eligibility is available at no cost to SCC students experiencing academic difficulties that interfere with their educational progress. The process for completing a learning disabilities assessment typically requires four (4) in person appointments as described below.

Intake – Relevant personal, medical, and educational history is gathered.

Achievement Testing – Academic skill levels in reading, math, spelling, writing and oral language are assessed.

Intellectual Ability Testing – Potential for academic learning is assessed.

Interpretation – Assessment results are reviewed, and recommendations are made.

Note: Students who have been previously assessed for learning disabilities may submit recent testing for review prior to an Initial Appointment. The need for any additional testing will be determined at the Initial Appointment.

DSPS Services & Procedures

Academic Support

Academic Coaching

Academic coaching is designed to support students' academic success in college. Academic coaches provide instructional support and guidance, teach students how to plan and organize their studies, manage their time effectively, use strategies for learning, and help them become strong self-advocates.

Homework Support

Homework Support is available from 2:00 p.m. to 5:00 p.m. Monday through Thursday. No appointment is necessary. Check with DSPS at the beginning of the semester for additional days and times.

Students may work on homework and other class assignments using DSPS resources. Academic coaches are available to provide general assistance to students during this time. Homework Support also provides opportunities for students to form study groups with classmates.

Specialized Math Tutoring

DSPS provides Math Tutoring for students who are either taking a math class or are preparing to take a math class. Math Tutoring days and times will be announced prior to the start of the semester.

Adapted Furniture

Procedures for Requesting Adapted Furniture

Step 1: Complete a DSPS Adapted Furniture Request Form

- Submit the form to DSPS at least 3 weeks before the start of the semester.
- Allow one week for furniture to be placed in your classroom(s).

Step 2: Locate the adapted furniture placed in your classroom(s).

- Arrive early to class and look for the labeled furniture.
- Label will read: Reserved for Disability Access. If the furniture is not in the classroom, stay for the class and then come to DSPS immediately to report that the requested furniture is not in the classroom.

Step 3: Communicate any changes in your class schedule to DSPS.

- Inform DSPS if you drop the class or there is a room change.

Alternate Media

All students using alternate media (e.g. audio books, large print, Braille) must have this accommodation approved by a DSPS certificated professional. Alternate media requests should be made as early as possible before the start of the semester to allow ample time for its production. Students requiring materials in Braille are expected to enroll in classes during priority registration and to submit their alternate media requests immediately. DSPS will make every effort to complete alternate media requests in a timely manner.

DSPS Alternate Media Procedures

1. Complete an orientation

All new alternate media users must attend an orientation before their alternate media is produced. Please bring the textbooks and materials you want converted to the orientation, along with the corresponding class syllabi, proof of textbook purchase and your laptop or any other device you will be using with your alternate media.

2. Submit your request

Complete an Alternate Media Request Form at least 3 weeks before the start of the semester and turn it in to DSPS or email it to Philip Tran. Students requesting materials in alternate formats must own a physical copy of the textbook. For each textbook you are requesting, you will need to provide the following information: title, edition, author, ISBN-10 or 13, class and instructor.

3. Check your email

Turn-around times for alternate media will vary depending on the request. Production times typically range from 3 to 10 working days. Check your e-mail regularly for notification that your media has been completed.

4. Pick up media

Pick-up your completed alternate media in DSPS, E-204. If you have any questions, comments, or concerns regarding your alternate media, please call the DSPS Alternate Media at (714) 628-4975 or email Philip Tran (tran.philip@sccollege.edu).

Counseling Services

DSPS offers counseling services by a counselor trained to work with students who have disabilities. In addition to academic, vocational, and limited personal counseling, the DSPS Counselor is available to assist students with career exploration, selection of a major, guidance for university transfer, and completion of a Student Education Plan. The DSPS Counselor may also recommend academic accommodations and assist in advocacy and liaison with campus staff as well as off-campus agencies. Counseling appointments may be made by contacting the DSPS Office.

Accessible Parking

Several areas on campus are designated for accessible parking. Vehicles in these areas are NOT required to display a current SCC parking permit or daily permit, but must display a state-issued Disabled Person (DP) parking placard, DP license plate, or Disabled Veteran (DV) license plate. Temporary SCC parking permits may be granted by contacting Disabled Students Programs and Services (DSPP) or Administrative Services while students await a state-issued placard or license plate. Verification of disability will be required and temporary permits can only be used in the parking stalls indicated on permit.

Equipment Loan

DSPP offers equipment loan to students on a semester-to-semester basis with approval from their DSPS instructor. Equipment must be returned to DSPP at the end of each semester unless prior arrangements have been made to extend the loan agreement. Students are responsible for the proper care of loaned equipment and are expected to return equipment in the same condition it was received. A DSPP Lending Agreement must be signed by students when equipment is loaned out.

Equipment available for loan include:

- Assistive Listening Devices
- Calculators (Graphic)
- Chromebooks
- Closed-Circuit Televisions (CCTV)
- Digital Recorders
- Magnifiers
- Smartpens

Students requiring other types of assistive equipment should discuss their needs with their DSPS instructor.

Testing Accommodations

DSPS Testing Accommodations Procedures

1. Complete Request

Visit DSPS in the beginning of the semester or at least two weeks before a test/quiz. Accommodation letters will be printed out for you.

For online classes, email your request to dsps@sccollege.edu.

2. Take Authorization to Instructor

Take the completed accommodation letter to your instructor(s) and discuss your needs with them. For exams/quizzes, this must be done at least one week prior to the test.

For online classes DSPS will email your instructor, and then your instructor will adjust the time for all quizzes and exams.

3. Make Appointment for In Person Classes

- ✓ Two to three weeks before each exam, make an appointment either in person or call (714) 628-4860 to take your exam/quiz in DSPS.
- ✓ Inform DSPS if you need to use a computer or Kurzweil 3000.
- ✓ Be sure to schedule your exam so that you: **a)** have enough time to finish within DSPS office hours, and **b)** do not miss the review before the test of any lecture.

Remind Instructor

One class session before each exam/quiz remind your instructor that you are taking the test in DSPS.

4. Alternate Media

Complete an Alternate Media Request form to turn it in to DSPS two weeks before the start of the semester.

5. Problems?

Inform DSPS immediately if you have any problems related to your testing accommodation(s). Call (714) 628-4860 or email dsps@sccollege.edu

DSPS Testing Accommodation Guidelines

Students must:

- 1) Personally deliver testing accommodation authorizations to instructors at the start of the semester or at least one week before a scheduled exam. DSPS recommends that students meet with instructors during office hours to present accommodation authorizations.
- 2) Make an appointment to take in person exams in DSPS at least one week (5 school days) before the exam. Testing appointments are subject to space limitations.
- 3) Remind instructors to send exams to DSPS.
- 4) Arrive on time for testing appointments. Failure to do so may result in not being able to take the test in DSPS.
- 5) Take care of personal needs prior to starting exams (bathroom, using cell phone, etc.). Students may not leave the DSPS center during testing without staff approval.
- 6) Check-in and check-out with a DSPS staff member and sign the written log.
- 7) Make appointments that allow enough time to complete an exam with extended time considering DSPS hours of operation.
- 8) Take exams the same day and time as the class and complete the exam in one sitting. Exceptions to this must be approved by the class instructor and DSPS.
- 9) Inform DSPS if using Kurzweil, a computer, special furniture, and/or a scribe for an exam when making testing appointments.
- 10) Turn cell phones and electronic devices off, and store with personal belongings outside of the testing room.
- 11) Allow DSPS staff member to examine all materials prior to entering the testing room, and again upon request.
- 12) Follow all SCC Academic Honesty Guidelines while taking tests in DSPS. No talking or communication between students is allowed in the testing room. Students suspected of academic dishonesty will be subject to disciplinary action.
- 13) Ask a DSPS staff member to print out word-processed essays or test responses.
- 14) Contact a DSPS staff member immediately if there are any problems related to taking a test with DSPS.

Notetaking Procedures

There are two ways to arrange for a notetaker:

1. Find your own notetaker

With this option, you ask a classmate to share class notes with you. You can pick-up notetaking paper in DSPS, have notes photocopied in DSPS, or take a picture of your classmate's notes. Your notetaker may be eligible for priority registration the following semester if he/she meets notetaker requirements. Your notetaker must come to DSPS at the beginning of the semester to register as a notetaker and complete a brief training.

2. Ask your instructor to help find a notetaker

This option requires that you follow the procedures outlined below:

- a) Submit your notetaker accommodation request to DSPS as early as possible in the semester.
- b) Pick up your Notetaker Request from DSPS. Please allow two days for processing.
- c) Give the Notetaker Request to your instructor before or after class, or during office hours. Inform your instructor that you do not want to be pointed out when the announcement for a volunteer notetaker is made. Rather, you will meet the notetaker privately after class.
- d) Your instructor will make an announcement to the class asking for a volunteer notetaker. After class, introduce yourself to the notetaker and discuss how you would like to receive notes.
- e) If using notetaking paper, provide a few sheets of notetaking paper to the notetaker at the beginning of each class. Make arrangements with your notetaker to receive a copy of notes after each class. It is your responsibility to provide notetaking paper to your notetaker.

Student Notetaking Responsibilities

- Attend every class session and be on time.
- The notetaker will only take notes for you when you are present.
- Take your own notes to the best of your ability. There is a learning benefit associated with the act of writing. Taking your own notes will help you to process information and focus in class. The purpose of having a notetaker is to supplement your own notes and make sure you have complete information.
- If needed, give the notetaker helpful feedback about the notes. This will help ensure that you receive legible, well organized and complete notes.
- In the event that your notetaker is absent from class, ask another student to take notes for you.
- Pick up additional notetaking paper from DSPS as needed.
- If you withdraw from the class, you must inform DSPS immediately.
- If you experience any difficulties with the notetaker process, notify DSPS immediately.

**Important
College Dates
& Student
Services**

ACADEMIC PLANNING CALENDAR

SCC Academic Calendar 2021-2022

FALL 2021

August 23	INSTRUCTION BEGINS
September 6	Last day to drop with enrollment fee refund (semester-length courses)
September 6	Labor Day - Holiday
September 10	Deadline to submit Petitions to Graduate for Associate Degrees for Transfer (ADT)
September 24	Last date to file Pass/No pass option (semester-length courses)
October 8	Deadline to submit all Petitions to Graduate
November 11	Veteran's Day - Holiday
November 14	Last day to drop semester-length courses with a "W" grade
November 25-27	Thanksgiving - Holiday
December 12	INSTRUCTION ENDS

INTERSESSION 2022

January 3	INSTRUCTION BEGINS
January 17	Martin Luther King, Jr. - Holiday
January 30	INSTRUCTION ENDS

SPRING 2022

February 7	INSTRUCTION BEGINS
February 18	Lincoln's Birthday - Holiday
February 21	President's Day - Holiday
February 20	Last day to drop with enrollment fee refund (semester-length courses)
March 11	Deadline to submit all Petitions to Graduate
March 11	Last date to file Pass/No pass option (semester-length courses)
March 31	Cesar Chavez Day - Holiday
April 4-9	Spring Recess
May 8	Last day to drop semester-length courses with a "W" grade
May 30	Memorial Day - Holiday
June 2	Commencement - Santiago Canyon College
June 5	INSTRUCTION ENDS

SUMMER 2022

June 13	INSTRUCTION BEGINS
TBD	Juneteenth National Independence Day – Holiday Observed
June 24	Deadline to submit all Petitions to Graduate
July 4	Independence Day - Holiday
August 7	INSTRUCTION ENDS

STUDENT SERVICES OFFERED AT SCC

Admissions & Records E-101 · 714-628-4901 · admissions@sccollege.edu

The admissions office is the center for student registration, the maintenance of students' records, and the implementation of academic policies at SCC.

Associated Student Government (ASG) A-206 · 714-628-4710

Provides students the opportunity to gain leadership and government experience, plan campus activities, and make a difference by leaving a positive impact on SCC.

Basic Needs and Hawk's Nest Food Pantry 714-628-5996 · hawksnest@sccollege.edu

The Hawk's Nest Food Pantry supports all credit and non-credit SCC student's academic potential, creativity, as well as their personal and professional growth by providing free and nutritious food for students and their families.

Bookstore A-101 · 714-628-4735 · hawkbookstore@sccollege.edu

On-campus seller of textbooks, course materials, supplies, and general merchandise used by the SCC campus community for academic endeavors and campus life activities.

CalWORKs E-108 · 714-628-4915 · eops@sccollege.edu

The California Work Opportunity and Responsibility to Kids program is designed to assist families receiving TANF to become financially self-sufficient through successful academic vocational education.

Canvas & Distance Education/Online Course Helpdesk Library · 714-628-5086

Provides technology support for students enrolled in online college credit classes that are delivered through Canvas. Email for support: studenthelpdesk@sccollege.edu

Career Services D-106 · 714-628-4805 · career@sccollege.edu

Assists students with linking college majors and training programs with careers; sponsors job fairs; provides students with leads for off-campus employment; and offers resume writing and interviewing skills workshops.

Cashier's Office E-102 · 714-628-4727 · cashiers@sccollege.edu

Where students pay for classes, purchase parking decals, get a photo ID, and purchase discount movie and amusement park tickets.

Child Development Center C-1 · 714-628-4890

A full day comprehensive, developmental early childhood education program is offered for children 18 months to 5 years of age, not enrolled in kindergarten.

College Assistance Migrant Program (CAMP) A-212 · 714-628-5034 · camp@sccollege.edu

CAMP is a federally funded program designed for students who are migratory or seasonal farm workers or are children of migrant families.

Computers Library · 714-628-5000 · library_oc@sccollege.edu

Equipped with PCs and Macs for use free of charge to all currently registered students. Laptops are also available for wireless use within the Library.

Continuing Education Center U-80 · 714-628-5929 · oecadmissions@rscdd.edu

Offers FREE, open entry/open exit classes for adults in English as a Second Language (ESL), Business Skills, GED Preparation, HS Diploma, and Parent Education.

Counseling	D-106 · 714-628-4800 · counseling@sccollege.edu
Offers a variety of services including academic, career, and personal counseling as well as transfer assistance.	
Disabled Students Programs & Services (DSPS)	E-105 · 714-628-4860 · dsps@sccollege.edu
The program provides instructional support services and reasonable accommodations to students with verified disabilities. Students must request services and provide documentation of disability.	
Extended Opportunity Programs & Services	E-108 · 714-628-4915 · eops@sccollege.edu
A state-funded program that provides specialized assistance to students who need additional support due to financial and educational challenges.	
Financial Aid	E-104 · 714-628-4876 · finaid@sccollege.edu
Provides federal, state, and institutional financial aid services to students, and encourages members of a diverse student body to achieve their educational goals.	
First Year Support Center	E-303 · 714-628-5085 · fysc@sccollege.edu
Helps first year students succeed in transitioning to college. The center provides hands-on support with the application process, class registration, navigate WebAdvisor, and apply for financial aid (FAFSA & Dream Act). The center helps students navigate SCC and offers tutoring and campus resources to meet each student's unique needs.	
Guardian Scholars	A-212 · 714-628-4709
Provides SCC students, who are former foster youth, with support including textbooks, supplies, counseling, and special activities to ensure academic achievement and a rich college experience.	
Hawk's Perch	T-100
A perfect meeting spot with diverse food options, including fresh sandwiches, salads, ice cream and more.	
Health & Wellness Center	T-102 · 714-628-4773 · health_center@sccollege.edu
Provides medical and psychological services to enrolled students who have paid the health fee.	
High School & Community Outreach	A-105 · 714-628-4808 · outreach@sccollege.edu
Provides detailed information regarding programs that are offered to prospective students and the surrounding community.	
International Students Office	A-203 · 714-628-5050 · international@sccollege.edu
Assists new students applying from outside the United States (or applicants in the U.S. who seek to change their current status to F-1) to enhance students' cultural as well as educational experience while enrolled at SCC.	
Language Lab	H-230 · 714-628-4741
Provides services for modern language classes in French, Italian, and Spanish. Services include the use of voice recordings for language classes, fully equipped computer workstations, foreign languages' audio/video lessons, and the most up-to-date interactive software.	
Lorenzo A. Ramirez Library	L-103 · 714-628-5000 · library_oc@sccollege.edu
Has approximately 36,000 books, 100 current periodicals, online databases, atlases, and class-specific resources.	

Math Success Center	D-209 · 714-628-4791 · mathsuccesscenter@sccollege.edu
Instructors and student tutors are available to individually assist students with math, answer homework questions, encourage, and support math students. Students also have access to graphing calculators, instructional videos, textbooks, and computer tutorial programs.	
On Campus Job Placement Program	E-104 · 714-628-4867 · jobplacement@sccollege.edu
Assists currently enrolled students and/or students on Federal Work Study with obtaining student assistant employment on campus and at approved community locations.	
Pathways to Teaching	E-313 or E-314 · 714-628-4928 · pathwaystoteaching@sccollege.edu
Designed to assist students who have an early interest in pursuing an education leading to the teaching profession.	
Scholarship Office	A-210 · 714-628-4702 · scholarship@sccollege.edu
Assists students with the application process and disbursement of scholarships. Scholarships are awarded to students to assist with educational expenses. Each scholarship has its own unique criteria and application process.	
Science Teaching and Resource (STAR) Center	B-203
The STAR Center provides academic support for students enrolled in science courses, including student-led study groups and faculty-developed activities and workshops. Instructors and trained staff are available to individually help students.	
Student Life and Leadership	A-206 · 714-628-4710
Assists individuals, small groups, and clubs/organizations in pursuing leadership opportunities and training.	
Student Equity and Success	A-213 · 714-628-4826
Serves as a campus resource to learn more about the students that are disproportionately impacted by barriers outside of their control, and to develop programs and activities designed to reduce the achievement gap for these students at SCC.	
Transfer Success Center	D-104 · 714-628-4865 · transfer_center@sccollege.edu
Provides resources and services to students who are preparing to transfer to a four-year college or university.	
TRIO	B-209 · 714-628-5033 · trio@sccollege.edu
The Student Support Services TRIO (SSS TRIO) program is designed to provide support services to assist students with basic college requirements and to motivate students toward the successful completion of their post-secondary education. The SSS TRIO program serves first-generation, low-income, and/or DSPS students who test into below college level math and/or English.	
Veterans Service Office	A-210 · 714-628-4793 · vrc@sccollege.edu
Assist veteran students as they transition from military life to student life. Veterans, Active Duty, Reservists, and their dependents/spouses are provided access to their VA education benefits to assist them with successfully meeting their educational goals.	

Strategies for Success

Time Management

Time management is a very important tool used by successful college students. College classes require students to learn a portion of the material outside of class. As a general rule, students should spend two hours studying outside of class for every hour spent in class. Some classes may require more or less study time depending on the individual student and the class. For example, students who struggle with math may need to spend several extra hours each week studying math in order to master the concepts!

Calculate the number of hours each week you should be studying outside of class:

Total units _____ **X 2** = _____ **hours per week**

A student who is taking 12 units may need to study a minimum of 24 hours each week! Time management will help you find the hours needed to study and be successful in college.

ADVANTAGES OF TIME MANAGEMENT

- ✓ Creates enough time to study
- ✓ Reduces stress and anxiety caused by time pressures
- ✓ Reduces procrastination and avoids cramming
- ✓ Allows time to do the things you enjoy
- ✓ Helps you feel more in control of your life
- ✓ Helps you use your time effectively
- ✓ Increases motivation

TIME MANAGEMENT TIPS

- ✓ Set goals – decide what you want to accomplish this semester, this week, today.
- ✓ Think about your goals and prioritize tasks accordingly.
- ✓ Create a time management schedule – be sure to include all commitments such as time spent in class and at work, commuting, sleeping, eating, exercising, housekeeping, family, and extracurricular activities. ***Schedule daily study time.***
- ✓ Spread study time over the entire week.

- ✓ Plan to study when you are most alert.
- ✓ Be sure to schedule time to relax and have fun.
- ✓ Use a monthly calendar to schedule major exams, due dates, and deadlines.
- ✓ Use a weekly planner to schedule specific study tasks – remember your goals!
- ✓ Break study time up into manageable segments. After one to two hours plan to take a break. No marathon study sessions!
- ✓ Be flexible but firm – expect the unexpected and adjust your schedule accordingly.
- ✓ Reward yourself for accomplishing planned tasks.
- ✓ Pay attention to and reduce “time wasters” such as TV, talking on the phone, or video games.
- ✓ Be realistic when setting goals and planning your time.
- ✓ Make a daily “to do” list, and prioritize it according to your goals.
- ✓ Take advantage of time spent riding the bus, between classes, waiting in line, etc.

Academic Planner

STEP 1

There are many benefits that come with the effective use of an academic planner:

- ✓ Improved organizational skills
- ✓ More effective time management
- ✓ Reduced procrastination, stress, and anxiety
- ✓ Better planning for study time
- ✓ Provides a central location for important information such as phone numbers
- ✓ Takes the pressure off your memory - helps you remember important dates
- ✓ Helps you to demonstrate greater maturity and responsibility

After you receive your course syllabus, schedule important dates, such as **exam and quiz dates, assignment and project due dates, and research paper due dates** in both the weekly and monthly sections of your planner. For long-term projects, be sure to schedule **interim due dates**. Do this for the entire semester.

STEP 2

Now that you have all of your exams, papers, and other assignments scheduled in your planner, you will need to schedule reminders to yourself so that there will not be any “surprises” such as suddenly realizing you have a big assignment due the next day.

Starting with the beginning of the semester, **in the weekly section of your planner, write in a reminder the week before each exam and project**. For example, “Math test next Wednesday” or “Essay #2 due next Thurs.”

Monday is the best day to schedule reminders because it is early in the week and leaves plenty of time to schedule studying, writing, etc.

STEP 3

Now that you have:

- ✓ Scheduled your exams and due dates for papers, projects, and other assignments in your academic planner,

AND

- ✓ Scheduled reminders a week prior to each exam and due date, the real planning begins!

Each week, you will be creating a map for your success by scheduling time to prepare assignments and study for exams. When you do this, you will find that your school work-load is more manageable, your grades may improve, and your stress level will be lower.

1. At the beginning of each week, look ahead in your planner for upcoming exams and assignments.
2. Estimate how much time you will need to spend reading, reviewing, studying, and completing those assignments.
3. Schedule specific study times so that you will have enough time to accomplish what you need to accomplish. For example, when instructors make reading assignments, they expect you to do the reading **before** the lecture, so it is important to schedule adequate time to complete the reading assignment **before** class.
 - a. Be realistic - Oftentimes things take longer than we think - allowing too much time is better than not enough.
 - b. Break study time up into manageable segments (no hours-long study marathons!).
 - c. Spread study periods throughout the week! Do not wait until the last minute!
 - d. Allow 5 to 7 days to prepare for an exam.
 - e. Study every day.

Self-Advocacy

Self-advocacy is the ability to speak up for yourself and effectively communicate your needs. Being a good self-advocate will empower you to get your needs met in a positive manner. However, learning to be a good self-advocate takes practice.

Self-Advocacy Tips

- ✓ Accept your disability. Learn about your disability and how it affects learning.
- ✓ Be willing to discuss your disability with others when necessary.
- ✓ Know how you learn best and what areas are difficult for you.
- ✓ Understand how accommodations are related to your needs. Being a good self-advocate means asking your DSPS instructor for additional information about your disability when needed.
- ✓ Know what you need not just what you want.
- ✓ Identify your goal.
- ✓ Rehearse what you will say ahead of time.
- ✓ Hold your head up high – you are being responsible and independent.
- ✓ Speak clearly and maintain eye contact. Take your time when talking.
- ✓ Be respectful, even if you encounter resistance.
- ✓ Thank the professor for his time, interest, and cooperation.

Guidelines for Discussing Accommodations with Instructors

1. Before approaching an instructor, think about what you will say. Let your instructor know that you would like to speak with her about testing accommodations. It is best to meet with your instructor during office hours.
2. Present your instructor with the Academic Accommodation Authorization form and say something like:

“I am registered with DSPS, and I have an authorization form for testing accommodations.”
3. Ask your instructor if there will be a review before the exam or if there will be lecture before or after the exam. It will be important to schedule your exam in DSPS so that you do not miss important class time such as review or lecture.

4. Evening and weekend classes: Let your instructor know what time you plan on taking the exam in DSPS so that the test will be here for you.

For example, if the class will be taking a one-hour exam at 7:00 pm, and you receive time-and-a-half for tests, you should be taking the test in DSPS at 5:30 or before. Therefore, your instructor would need to get the exam to DSPS before 5:30.

If the instructor asks why you need this accommodation, or what your disability is, provide a brief explanation. Here are some examples of how you might respond depending on your situation:

“My disability causes me to process information more slowly so that I need more time to finish tests.”

OR

“My disability causes me to be very easily distracted, so I need a quiet place to take my tests and quizzes.”

You do not need to disclose what your disability is unless you feel comfortable doing so.

6. When presenting the accommodation request for a notetaker, you might say:

“I need your help finding a student who takes good notes in this class. DSPS will provide a notebook for the notetaker to use. Would you please help me find someone who takes good notes?”

7. When presenting the accommodation request for tape recording lectures, you might say:

“I am authorized to tape record lectures. I will only use the tape for my personal study purposes.”

8. If a conflict or problem with an accommodation develops, remain calm, and do not argue with an instructor. Politely thank your instructor for their time, then come directly to DSPS and let a DSPS team member know what is happening. We will work with the instructor to ensure that your needs and the instructor’s needs are met.

Attributes of a Successful Student

Successful students are students who:

1. Obtain all books, supplies, and course materials before classes start, or at the very latest, by the end of the first week of class.
2. Attend all classes and are on time to class.
3. Sit attentively in the front of class.
4. Actively participate in class.
5. Come to class prepared - bring necessary materials and have assigned readings and assignments complete.
6. Review the previous lecture before each class.
7. Make sure they understand assignments correctly and completely before plunging in.
8. Turn in assignments that look neat and sharp.
9. Use a word processor with spell check to identify misspelled words.
10. Always read assigned readings prior to class.
11. Review and revise their class notes within 24 hours of class.
12. Keep track of their grades throughout the semester.
13. Meet with their instructor either before or after class or during office hours to discuss course material, clarify assignments, or ask for feedback on exams and papers.
14. Take advantage of extra credit opportunities.
15. Make use of an academic planner.
16. Schedule routine study times each week and study in a distraction-free place.
17. Break study time up into manageable segments.
18. Schedule enough time to study for exams (do not cram!).
19. Balance school with work and other activities.
20. Keep their materials organized in a binder or notebook with separate sections for each class.
21. Seek help before it is too late!
22. Are familiar with their college campus and its resources.
23. Take advantage of available resources, for example, study groups, tutoring, academic counseling, etc.
24. Take good care of themselves by making sure they get enough sleep and good nutrition.

Active Reading

Textbooks are an important source of information for most college courses. Successful students are able to extract key facts, understand the material, and memorize information for exams. The following method for reading your textbook will not only help with the above tasks, but it will also help you stay focused while you are reading.

1. Before starting on a chapter, take a few minutes to **preview the chapter**; look at words in bold, subheadings, pictures, and charts. This will give you an idea of what the chapter will be about.
2. **Read the summary** at the end of the chapter. If there are questions at the end of the chapter, carefully **read the questions**, and keep them in mind while reading the chapter. When you are finished with the chapter, make sure you can answer the questions.
3. **Begin with a short (1-3 page) section**, and quickly skim it. Most textbooks are divided up into short sections.
4. Return to the beginning of the section, and **read each paragraph carefully**. Ask yourself, "What is the important information in this paragraph?" Pay particular attention to words in **bold**. Take notes on this important information, making sure to **put your notes in your own words**, or you can create questions and answers from the material. You can use your notes or questions when studying for the exam later.
5. **Look up unfamiliar words** in the glossary or dictionary, and write the meaning in the margin of your textbook. It is very difficult to memorize material when you do not understand what certain key words mean.
6. Whenever possible, **draw pictures** to illustrate the material, and **put important information into charts**. Use your imagination. **Use color!** This will help you remember what you have read.
7. If it is helpful, **read out loud**.
8. **Review** your notes regularly, and reread the chapter if necessary.

Review and Revise Notes

- ✓ Reviewing and revising your class notes will move the material from short-term memory to long-term memory. You may forget up to 80% of the material during the first 24 hours if you do not review.

- ✓ You are able to remember more of a class lecture during the first 24 hours following the lecture. During this 24-hour time period, you will find it easier to read messy writing, and remember important details.

- ✓ Within 24 hours (the sooner the better!), review your class notes:
 1. Add details you did not have time to write down in class.
 2. Clean up messy writing so that your notes are more legible.
 3. Write out unclear abbreviations.
 4. If you are unable to understand something in your notes, mark it, and ask your instructor or another student the next class period.
 5. Highlight important points.
 6. Put the information in charts, and draw pictures - use color.
 7. Use short breaks during class (for example, while the instructor is setting up a video or PowerPoint) to scan your notes, rewrite words, dot i's, and cross t's. If you have time before your next class, review your notes from the previous class.

- ✓ Once a week, spend 20 to 30 minutes per course reviewing all of your notes again. Use your planner to schedule time for this!

- ✓ Reviewing at bed time is also a good way to move information from short-term memory to long-term memory.

Flash Cards

To be successful in college, you need to be able to memorize, as well as understand, information. Some of the techniques for memorizing information are: **repetition**, **writing** down the information, saying the information **out loud**, and **testing** yourself. Making flash cards can utilize each of these memory techniques, which will help you learn the material for tests. Here are some tips for creating and using flash cards:

CREATING FLASH CARDS

- Use lined/ruled flash cards. You may choose 3 X 5, 5 X 7, white, colored, loose, or spiraled. Write neatly with a color you can see well.
- Create flash cards at least a week before an exam or as you read each chapter. Allow plenty of time - it may take several hours to make them.
- Make flash cards from class notes, textbooks, study guides, and other materials.
- On one side, write a question, a term to be defined, the name of a person, etc.
- On the other side, write a brief answer, definition, description, or explanation. Keep it brief and to the point. It is better to make 2 or 3 separate cards rather than put too much information on one card!
- Be sure you understand what you have written. It is very difficult to memorize words you do not understand. Use your own words as often as possible.

USING FLASH CARDS

- Repetition. Go through all of your flash cards several times per day until the exam.
- Read flash cards out loud.
- Test yourself until you know all of the information on the cards. Then continue to review your cards, notes, text, and other materials daily until the exam.

Studying For Exams

Is it poor memory or unrealistic expectations? Here are some examples of unrealistic expectations:

- “I should be able to automatically remember everything from the lecture.”
- “I should be able to read the chapter and remember what I have read.”
- “I should be able to study for a test simply by reviewing my notes and reading the text.”

Here are some realistic expectations:

- “To learn, I need to study regularly between exams.”
- “When I prepare for an exam, I need to study actively - for example, rewrite my notes, make flash cards, take notes on my text, and create a practice test to take.”
- “To really understand and remember the material, it helps me to read the text assignment before the lecture. Then, reread it again later.”
- “I need to review and revise my notes regularly to really remember the lecture.”

Create one realistic expectation that will help you learn the material:

STEP 1 - EVALUATE and PLAN

One week prior to the exam, evaluate what you need to do to prepare for your exam.

1. Are you up-to-date on all reading and homework assignments?
2. How well do you know the material?
3. Make a list of what you need to do to prepare.
4. Estimate how much time you will need to prepare.
5. Schedule your study time and activities in your planner.

STEP 2

There are many methods of studying for exams. Some will be more helpful than others depending on your learning style and the type of class. Generally, it is most effective to combine a few different study techniques.

ALWAYS:

- Plan to begin studying at least five days before an exam and study every day.
- Evaluate what you need to do to prepare for your exam and estimate how much time each activity will take.
- Test yourself on the material.
- Break study time into smaller one-hour or half-hour sections. Then, take a few minutes to stretch, walk around, get a drink of water, etc.

CHOOSE SEVERAL ACTIVITIES FROM THE FOLLOWING LIST TO PREPARE FOR YOUR EXAM:

- Rewrite notes – be sure to add details, draw pictures, and organize the information into charts.
- Reread text and other materials – take notes on important information.
- Make up test questions that you think might be on the test and use them to test yourself. Base your questions on key words in the text, end-of-chapter questions, lecture notes, study guides, and past exams.
- Create flash cards and test yourself daily.
- Write out answers to essay and short answer questions.
- Use math homework problems to create a practice test. Make sure you can do math problems without looking at your book.
- Study with a friend or study group. Discuss difficult concepts, and take turns explaining concepts to each other.
- Review notes and text daily.
- Use course outlines, tables of contents, headings, and subheadings to organize the information so that you can see the big picture. Fit details into the big picture.
- Activate your memory. Generate examples, create mnemonics, and relate the material to your personal experience. Be creative and interested. Draw pictures. Use color!
- Practice labeling diagrams and maps.

Test Taking Strategies

Some students believe that they are not good at taking tests; however, test taking is a **skill** that you can master. The following steps are designed to help you remember what you have studied, make fewer errors, and feel more relaxed.

1. Before going to class, make sure you have all **materials** needed for the test (scantron, bluebook, calculator, pencils, etc.).
2. **Arrive at least 5 minutes early.** Sit down, get settled, and close your eyes for a moment. Take a nice deep **relaxing breath** and **relax** the muscles in your body.
3. Once you receive the test, **look over the whole test** - note the number and types of questions, and consider how much time you will have to complete the test. **Carefully read the directions.**
4. **Read each question carefully**, completely, and more than once. Underline key words in the question. Be sure to read all of the choices on multiple choice questions, even if you see the right answer immediately.
5. **Do not spend too much time on a really difficult problem.** You do not want to use up all of your time on one difficult problem and then run out of time to do easier problems. If you feel stuck or blocked, move on, and come back to the problem or question later.
6. **Answer the easy questions first.** Then, go back to the questions you skipped.
7. **Leave no blanks!** Even if you have no idea of the answer, make some kind of attempt. If you write something down, you may receive partial credit. If you leave a blank, you will receive zero credit.
8. If you are using a scantron, **double-check the numbering** with each question.
9. Attempt all **extra credit.** You have nothing to lose and might gain some extra points.
10. Before turning it in, **read through the test.** Check for: missed pages or questions, your **name**, and extra pages that need to be turned in, such as scratch paper or homework. Check math answers.
11. If you tend to rush through exams, **slow down.** There are no extra points for being the first person finished!

Evaluating Your Test

After an exam is returned to you, it is important to evaluate your performance. Taking a test is not only an opportunity to demonstrate what you have learned, it is also an opportunity to learn. Did you receive the grade you expected? Did you make careless errors? Did you study enough? These are important questions to answer so that you can learn from your experiences and continue to improve and grow as a student.

COMPLETE THIS WORKSHEET TO EVALUATE YOUR PERFORMANCE ON RETURNED EXAMS.

Subject: _____ Test # _____ Exam Date: _____

1. What grade did you receive? _____
2. What grade did you expect to receive? _____
3. Total number of questions: _____
Total number of questions correct: _____
4. Did you change any of your answers? YES NO
If YES, how many changed answers were incorrect? _____
5. What types of questions were used?
_____ True/False _____ Fill in the Blank
_____ Multiple Choice _____ Matching
_____ Essay _____ Diagram/Map Identification
_____ Short Answer _____ Word Problems
_____ Straight Equations
_____ Other: _____

- Which type of question is most difficult for you? _____
6. What sources were the test questions taken from?
_____ Textbook _____ Handouts
_____ Lecture _____ Films
_____ Supplementary Texts
_____ Other: _____

Were any of these sources used more on the test than any of the others?

YES NO

If YES, which one(s)?

-
7. Evaluate your study skills:
I began studying _____ day(s) before the test.
How much time did you spend studying? _____

What study techniques did you use?

_____ Flash cards

_____ Review notes

_____ Review text

_____ Re-write notes

_____ Re-read text

_____ Review weekly

_____ Take notes on text

_____ Study group

_____ Tutoring

_____ Quiz yourself repeatedly

_____ Study over several days

_____ Create study plan

Other: _____

8. Which of the following areas accounted for missed questions on the examination?

_____ I over studied in only a few specific areas and did not study enough in others.

_____ I studied the wrong information and materials.

_____ I did not understand what the questions were asking.

_____ I did not review the material on a regular basis.

_____ I did not have my homework/reading assignments done on time.

_____ I have no time to study.

_____ I "went blank" due to test anxiety but recalled answers later.

_____ I have trouble following the class lectures.

_____ My class notes were incomplete or lacked details.

_____ I had difficulty understanding the textbook.

_____ The test questions were too specific.

_____ The questions were worded differently from how I learned the material.

_____ The test contained new material I had not seen before.

_____ I did not include enough detail in my short answer/essay answers.

_____ The test had "trick" questions.

_____ I forgot there was a test, so I was unprepared.

_____ I did not read the text.

_____ I missed class _____ number of times.

_____ I "crammed" for the test.

_____ I made careless errors.

_____ I could not remember the formulas.

_____ I ran out of time, or I rushed through the test.

_____ Other _____

9. Academic accommodations used: _____

10. What will you do to improve your performance on the next test?

Math Study Tips

Math is a subject that requires lots of practice, repetition, review, and patience. For those students who have difficulty with math, extra effort and patience will be required and will pay off.

- ✓ **Read your textbook!** Reading through each chapter will help you understand the material and homework. Reading the chapter before class will help you understand the lecture. Reread the chapter and review your notes after the lecture to reinforce learning.
- ✓ **Example problems.** Read the chapter then return to the example problems. Copy each problem then work it out following the steps in your text.
- ✓ **Practice, practice, practice.** After completing the assigned problems, go back, and do the rest of them. Just as athletes must practice their sport, math students must practice math daily!
- ✓ **Test yourself.** Be sure you can correctly work the problems with your book closed. Remember, during an exam you will not have your book to look at! Make up practice tests, and test yourself under standard testing conditions.
- ✓ **Word problems.** Many students would prefer to avoid word problems! Instead, practice word problems every week. Mix up various word problems from different chapters to test yourself on applying concepts.
- ✓ **Review.** On a weekly basis, go back through previous chapters, review the material, and work on some of the problems without looking at the book.
- ✓ **Flash cards.** Create flash cards to memorize vocabulary, formulas, and steps.
- ✓ **Graph paper.** Use graph paper to keep columns lined up.
- ✓ **Write out explanations.** Use your own words to explain concepts, steps, and procedures.
- ✓ **Take advantage of resources.** Spend time in the Math Success Center and Tutoring Center. If your instructor has office hours, go in, and ask questions.
- ✓ **Be patient.** Give yourself plenty of time to work out problems. If you get stuck, instead of asking for help immediately, take a little break, relax, and then return to the problem. It is OK to struggle – with math, struggling is part of the learning process!

Writing Skills Checklist

Use the following checklist to improve your writing:

Evaluate your paper or essay for:	Avoid:
<p data-bbox="300 422 529 453"><u>THESIS/CONTENT</u></p> <ul data-bbox="256 459 878 762" style="list-style-type: none"><input type="checkbox"/> an effective thesis statement<input type="checkbox"/> clear, precise language<input type="checkbox"/> concise writing<input type="checkbox"/> creative, original ideas<input type="checkbox"/> address a specific audience<input type="checkbox"/> maintain direction and focus throughout the paper<input type="checkbox"/> strive to engage the reader <p data-bbox="300 810 505 842"><u>ORGANIZATION</u></p> <ul data-bbox="256 848 878 1073" style="list-style-type: none"><input type="checkbox"/> strong, engaging introduction<input type="checkbox"/> effective topic sentences for each paragraph<input type="checkbox"/> strong, effective conclusion<input type="checkbox"/> smooth transitions<input type="checkbox"/> good paragraph structure<input type="checkbox"/> appropriate sentence and paragraph length <p data-bbox="300 1121 659 1152"><u>DEVELOPMENT & SUPPORT</u></p> <ul data-bbox="256 1159 716 1346" style="list-style-type: none"><input type="checkbox"/> well-chosen, concrete examples<input type="checkbox"/> good use of details<input type="checkbox"/> good use of quotes for support<input type="checkbox"/> good sense of critical thinking<input type="checkbox"/> logical, persuasive reasoning <p data-bbox="300 1394 732 1425"><u>MECHANICS, GRAMMAR & STYLE</u></p> <ul data-bbox="256 1432 878 1606" style="list-style-type: none"><input type="checkbox"/> consistent and effective use of tone and style<input type="checkbox"/> cleanly edited and polished<input type="checkbox"/> good sentence variation, use of complex sentences<input type="checkbox"/> good or effective title	<p data-bbox="1015 422 1243 453"><u>THESIS/CONTENT</u></p> <ul data-bbox="971 459 1325 531" style="list-style-type: none"><input type="checkbox"/> straying from the thesis<input type="checkbox"/> undefined terms <p data-bbox="1015 579 1219 611"><u>ORGANIZATION</u></p> <ul data-bbox="971 617 1419 648" style="list-style-type: none"><input type="checkbox"/> illogical or ineffective structure <p data-bbox="1015 697 1373 728"><u>DEVELOPMENT & SUPPORT</u></p> <ul data-bbox="971 735 1463 879" style="list-style-type: none"><input type="checkbox"/> argument based on generalities or opinions<input type="checkbox"/> over-summarizing<input type="checkbox"/> repetition of ideas <p data-bbox="1015 928 1446 959"><u>MECHANICS, GRAMMAR & STYLE</u></p> <ul data-bbox="971 966 1446 1499" style="list-style-type: none"><input type="checkbox"/> choppy or repetitive sentence structure (parallel sentences)<input type="checkbox"/> sentence, punctuation or typographic errors<input type="checkbox"/> sentence fragments<input type="checkbox"/> run-on sentences<input type="checkbox"/> missing commas or unnecessary commas<input type="checkbox"/> comma splice<input type="checkbox"/> errors in subject-verb agreement<input type="checkbox"/> missing words<input type="checkbox"/> capitalization errors<input type="checkbox"/> grammar and/or spelling errors<input type="checkbox"/> MLA/APA format errors

Study Tips for Humanities and Social Science Courses

- ✓ **Read your text book!** Read the assigned chapters before going to class. This will make it easier to understand and remember the lecture.
- ✓ **Review and revise your notes!** Go over class notes within 24 hours of the lecture. This will help you remember the material from the lecture and make your notes more legible.
- ✓ Begin making **flash cards** as you review your notes, and read your text book.
- ✓ **Association** - Try to associate concepts, historical events, and people with important or interesting events or people from your own life. Use your imagination! This is a good memory technique and will also make any subject more interesting.
- ✓ **Create charts and graphs and time lines.** This will help you organize and remember information. Use color and draw pictures. The pictures will help you recall the information during the test.
- ✓ **Start working on the study guide early!** Look up items on the study guide in both notes and text book. Add to your **flash cards** - use color, draw pictures, and put information into your own words. Remember, the instructor's study guide may not include everything that will be on the test - **create your own study guide that includes additional information from lecture and text.**
- ✓ **Review notes and text book weekly** to keep the material fresh in your mind. Consistent review will also increase your understanding and memory.
- ✓ **One week before each exam begin studying.** Schedule time to reread the chapters, reread your notes, create flash cards, and test yourself on the material. If your instructor provides you with essay or short answer questions, write out the answers.
- ✓ **Form study groups** with two or three classmates. Discussing the material with others will reinforce what you have learned and help you understand the material. Remember, it is much easier to remember something when you understand what you are learning!
- ✓ As you study, **consider what type of test the instructor will give.** If you will have to answer short answer questions, **write out paragraphs** defining terms, and describe people and events. Remember to answer the **5 W's** - who, what, when, where, and why.

Evaluating Class Standing

Successful students often evaluate their standing in their classes to determine what they need to do in order to earn a particular grade. This worksheet will help you determine how many points you will need to earn in order to obtain a desired grade. You will need your class syllabus and Course Record Sheet.

1. What grade are you hoping to earn? _____
Total points needed to earn this grade: _____
2. Number of points earned to date: _____
If there are points for attendance, class participation, homework, extra credit, etc., and you believe you will receive full credit, add to your points earned (#2): _____
3. Total needed to earn your desired grade
(Subtract #2 from #1): _____
4. Remaining points possible – list each remaining opportunity to earn points and then total:

Total: _____
5. Percent needed to earn desired grade
(Divide line 3 by line 4) _____

Evaluate your chances of earning your desired grade:

Be realistic! Do you believe you will be able to earn the percent of points required (#5)? Do you need to drop the class?

If the percent of points needed to earn a "C" is over 100%, it will not be possible to pass the class.

Make a specific plan for earning the necessary points.

Controlling Test Anxiety

Many college students experience test anxiety. It is normal and even helpful to experience a little test anxiety, as it can act as a motivator for peak performance. Stress motivates you to study and to try hard. Unfortunately, high levels of test anxiety can have a very negative effect and may reduce performance. Students who find themselves flooded with anxiety may forget what they have studied (go blank), have difficulty concentrating on the exam, make careless errors or mistakes, rush through the exam, and feel out of control.

This strategy is designed to help students who are experiencing high levels of test anxiety to reduce their anxiety and perform better on exams.

Identifying Test Anxiety

Pay attention to what your body is telling you. Increased heart rate, upset stomach, dry mouth, shaky hands, tense muscles, and perspiration are each indicators that you may be experiencing test anxiety. If you frequently “go blank” during tests, even though you have studied sufficiently, you probably are experiencing test anxiety.

Tips for Reducing Test Anxiety

1. Avoid procrastination. Procrastination and lack of study time lead to anxiety. Keep up with the course syllabus. Read textbook chapters prior to the lecture, and allow plenty of time to complete assignments. The week before an exam is NOT the time to begin reading your textbook. Remember, time pressures cause anxiety, so use your time management skills!
2. Avoid cramming. Be well prepared for exams, and do not wait until the last minute to study. Plan to begin studying for a test one week in advance. Schedule daily study activities in your planner. Make sure to allow time for fun and relaxation so you do not feel overwhelmed and stressed out. When studying, be sure to pace yourself, take breaks, and vary your study activities.
3. Think positive. Remind yourself of experiences you have had where you felt competent. Do not overemphasize the importance of the grade – it is not a reflection of your self-worth. Remember, a test is only a test – there will be others.

4. Put things in perspective. A test is not a life or death situation. Receiving a bad grade is not pleasant; however, you can certainly recover from it. Learn from your experiences so that you will not repeat your mistakes. If you are stressed out because you did not study enough, think about what you will do next time so you will not be so stressed. If you are flooded with test anxiety, decide what you will do next time to reduce your anxiety and perform better.
5. Learn to relax. Learn how to breathe, relax your muscles, and reduce your heart rate. Practice relaxation exercises regularly at bedtime, prior to studying, and before (or even during!) exams. Psychologists in the SCC Health and Wellness Center are available to help you learn how to relax and reduce your test anxiety.
6. Visualize success. As you are waiting for your test to be passed out, close your eyes, take a few slow relaxing breaths, relax your muscles, and picture yourself taking the test. Remind yourself that you have studied the material. See yourself confidently answering the questions, feeling calm, relaxed, and in control. Repeat this exercise as needed during the exam to prevent becoming flooded with anxiety.
7. Create balance in your life. Reduce general stressors in your life as much as possible. Make time to do the things you enjoy, to laugh, and to have fun.
8. Take care of your body. Poor diet and lack of sleep contribute to feelings of anxiety. Take care of your body by eating right, exercising, and getting enough sleep – especially right before an exam. Exercise is an excellent way to reduce stress and boost energy.
9. The day of the test: Start with a good breakfast, and limit caffeine intake. Do something relaxing and enjoyable the hour before the test – no last minute cramming! Arrive for the exam early, select your seat, and spend a few minutes relaxing. Avoid classmates who generate anxiety and tend to upset your stability.
10. During the test: Think of the test as an opportunity to show your professor what you have learned. Concentrate on the questions that you can answer well. Focus on answering the questions, not on your grade or others' performance. Tell yourself, "I do not have to be perfect." Practice relaxation techniques. Remember to breathe!

E-mailing Your Professor

Professors appreciate receiving student emails that are clearly written and professional. The following guidelines will help you to take your time so that you can write a professional email and increase your chances of receiving a positive response.

1. Remember that if you are able to meet with your professor in person that would be better than sending an email.

2. Before sending an email, make sure the answer to your question is not available in the course syllabus, your notes, your textbook, or from a classmate.

3. Put the reason for your email in the subject line.

“Question about homework”

4. Address the professor. Be sure to spell the professor’s name correctly.

“Dear Professor Smith,”

5. State your first and last name.

“My name is Mark Jones.”

6. State the class you are taking. Be sure to include the course number and days and time of the class so that the instructor knows which section you are in. Remember that professors teach several classes.

“I am in your English 101 class that meets on Mondays and Wednesdays at 1:30 PM.”

7. Clearly state your question or request.

8. Keep your tone polite and respectful.

9. **Use correct grammar, capitalization, and punctuation.** This is very important!

10. Do not use slang.

11. Thank the professor.

“Thank you for your help.”

12. Sign your name.
13. Proof read your email before hitting "Send."
14. Use "Spell Check" before hitting "Send."
15. Be patient. Allow your professor several days to respond. If you do not receive a reply within three or four days, consider using an alternate method of contacting your professor. For example, does your syllabus list a phone number? How about speaking with your professor before or after class?

Example:

From: Smith, Mary
Sent: Friday, February 4, 2011, 10:53 AM
To: Michael Jones
Subject: Class Notes

Dear Professor Jones,

My name is Mary Smith, and I am in your Psychology 100 class that meets on Mondays and Wednesdays at 1:30 PM. I am having trouble keeping up with the lecture in your class. I tried to take notes from your PowerPoint, but I ran out of time and cannot get all of the information down. Would it be possible to have a copy of your PowerPoint outline the day before class? That would help me be better prepared for the lecture, and I would be able to add more details to my notes.

Thank you for your help,

Mary

Time Management Schedule Fall Semester

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

CLASS	UNITS	TIME	DAYS
1.			
2.			
3.			
4.			

Total Number of Study Hours _____

Class Record Sheet

Course Name: _____ Professor: _____

Directions: As you complete exams, quizzes, and other graded assignments for this course throughout the semester, you are to record the points and grades you have earned on this sheet. This will help you assess where you stand in the class at any point in the semester and assist you in making necessary adjustments to your study schedule. This Class Record Sheet is to be filed in your binder behind each class syllabus.

Item	Points/Grade		Running Total			Grade
	Earned	Possible	Earned	Possible	%*	
Midterm Grade:						

Item	Points/Grade		Running Total			Grade
	Earned	Possible	Earned	Possible	%*	
Final Grade:						

*To obtain % divide points earned by points possible and multiply by 100 (i.e. $X \frac{\text{Pts. Earned}}{\text{Pts. possible}} 100 = \%$)

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Time Management Schedule Spring Semester

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

CLASS	UNITS	TIME	DAYS
1.			
2.			
3.			
4.			

Total Number of Study Hours _____

Class Record Sheet

Course Name: _____ Professor: _____

Directions: As you complete exams, quizzes, and other graded assignments for this course throughout the semester, you are to record the points and grades you have earned on this sheet. This will help you assess where you stand in the class at any point in the semester and assist you in making necessary adjustments to your study schedule. This Class Record Sheet is to be filed in your binder behind each class syllabus.

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