

REAP Guidebook

REAP Program
(Retention, Engagement & Academic Performance)

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Introduction to the REAP Program

You have received a copy of this REAP guidebook because of academic difficulties you might have experienced as a student while at MSU. Whether you barely passed a course or made what one would consider less than adequate for your goal of achieving a degree, there is help. Now is the time to turn your difficulties around and embark upon a new, successful journey through the rest of your academic career. The premise behind REAP is based upon the quote: *“As ye sow, so shall ye reap.”* Some literary individuals suggest that the statement means that the way you behave in life will affect the treatment you will receive from others. We, here in the College of Agriculture and Natural Resources, prefer to equate the statement with harvesting efforts of organization, attentiveness, support, resources and initiative in order to reap the benefits of academic success! By choosing to participate in the REAP program, you have taken the first step on your journey.

The REAP (Retention, Engagement & Academic Performance) Program is offered as a means to assist students in the department who fit one of these guidelines:

- On probation (Cum GPA < 2.0)
- Have lack of satisfactory progress in degree program (semester GPA < 2.0)

Students who have found themselves in difficult situations with regard to academic achievement have benefited from programs that provide individual attention, caring and support. In fact, an article in the Chronicle of higher Education (see following page) describes one student’s struggle with grades and the success he experiences by participating in a program similar to REAP.

The REAP Program consists of the following intervention components that educational research has found to be significant in helping students in academic difficulty improve their performance:

- Frequent meetings with your REAP advisor throughout the semester
- Examination of the causes of your academic difficulties and determining new goals
- Negotiating and signing an academic success plan
- Completing goal setting, time management, study skills, and career exploration assignments
- Special tutoring and mentoring activities as needed.

Instructions and forms for all of the abovementioned components are included in this guidebook.

Be sure to bring the guidebook with you to each REAP advising meeting for discussion of completed components and assignment of future components.

Now, let’s get started on a program that will help you achieve academic success and you on the road to reaping your life goals!

Getting Started:

Long before a student starts a course/class, there are several activities he or she can engage in to get ready. Some of these suggestions might appear to be things one would take for granted. Nevertheless, when enacted, such strategies have proved to be beneficial when compared to doing nothing but expecting a 4.0(A).

What to do before classes start:

Start the self assessment process by looking at how you performed academically last semester. Meaning, do a reality check whereby you ask yourself the following questions:

- ◆ Were my grades satisfactory last semester?
- ◆ Did I do *my best*, based upon the grades I received?
- ◆ What kept me from doing *my best* (i.e.: work, friends, health, finances or other)
- ◆ How can I change such a scenario this semester?
- ◆ Which course worked? Why?
- ◆ In which course or courses, (specifically) did I receive a less than adequate grade?

No matter what answer you came up with (yes, no or maybe) there is work to be done before you start the next semester.

Things to do:

- a. [Review your current class schedule](#) to determine if adjustments (such as drops, adds substitutions or swamps) are necessary.
- b. If needed, don't hesitate to [email or call your academic adviser to schedule an appointment](#) to discuss your current academic courses or to make adjustments. After all, if it is your desire to achieve the highest grade possible but your academic plan is not in sync with your ultimate goal of receiving a degree, then adjustments are in order.
- c. If you don't plan on changing your schedule, go ahead and [purchase the needed course materials](#).
 - *#1 Tidbit: Be sure to place the receipt for purchased materials in a secure place in case you need to return items.*
 - *#2 Tidbit: When purchasing course materials, it would be a good idea to pick up a calendar (if you don't already have one) to jot down course assignments and generally organize your academic life in a productive*

manner; however, assignment tracker pages have been added in this resource booklet.

- d. Take some time to [review the course materials](#) such as the table of contents, chapters, end of the chapter conclusion or study questions. That strategy will help you become familiar with the course content even if you don't know anything about the topic.
- e. If you received a preliminary email from your instructor acknowledging your attendance in a course and subsequently asking you to perform some course prep-work such as an inventory of any sort, go ahead and do it. *Don't wait until classes start*
- f. [Organize your email account](#): In this day in age, emails are one of the most utilized forms of student/peer/professor communication. If your email account is full or un-organized, you will miss valuable course information. [Delete old or un-necessary emails](#) and organize your email correspondences.
- g. [Set up an email folder for every course](#) for which you will be enrolled.
 - *#3 Tidbit: how to set up additional email folders: go to the "Inbox" icon of your email system; place the cursor directly on the top of the "inbox" word, right click the computer mouse, a window pops up and you will be able to scroll down to the "create a new folder", type in one of your courses and repeat until you have a folder for every course for which you are enrolled.*

First Week of classes:

For some students, starting the semester is an exciting and welcomed period of time. After all, they are able to reconnect with peers as well as an abundant amount of activities to become engaged in. But for those who have not performed in an academically successful manner, the start of the semester can bring about nervousness, anxiety, and thoughts of inadequacy. However, there are some things you can do during the first week of class to move towards academic success.

- a. Go to Class! That statement seems like a given, but many students blow off the first week of classes based upon thoughts that the professor will not do anything except have everyone introduce themselves. Setting the precedence for consistent class attendance is one way academically successful students remain in touch with class assignments, lectures, and any other useful information the professor might bring up. ****Go to Class the first week & every week thereafter****
- b. Read the Syllabus! In fact ***read and re-read*** the course syllabus. The syllabus is one of many mechanisms to help you remain on top of things. Further, the syllabus is a contract between you and your professor/instructor, as it outlines your entire semester and provides valuable insight into procedures of course grading and evaluation.
- c. Purchase all course books and/or supplemental course materials! If you are not in the position to purchase all of the books, at least write down the price so that you can seek out assistance (if any) from individuals or resources to help pay for them.
- d. Purchase a calendar or utilize a calendar/scheduling system to insert all major class assignments!
4 Tidbit: Angel has a calendar system you can use.
- e. Read the assigned Lecture before the next class period! If no reading is assigned, go ahead and read the first section outlined in the syllabus. You'll be ahead of the game.
- f. Where to sit in class: Sit in an area of the classroom that allows you to have the most learning advantage. For some it is at the front of the classroom, and for others it is in the middle. Whatever the case, check out the room and decide on a place that will allow you to have the most advantage when it comes to hearing or seeing the presentation of information.
- g. Set up an email folder for all enrolled courses
- h. Start thinking about and write down your academic goals for the semester. Be sure to remain realistic.
- i. Last but not least, don't hesitate to consult your academic adviser and/or instructor to resolve any uncertainties you may have to assure your academic success! Or contact Dr. Dorcia Chaison at 517-355-0234 (chaison@msu.edu) if you are not sure of your next step.

Assignment Tracker

LASSI (Learning and Study Strategies Inventory Assignment)

What is LASSI?

LASSI is an inventory that you complete that helps assess your awareness about and use of learning and study strategies, as well as your attitude and motivation towards college learning.

How IS LASSI USED IN THE REAP PROGRAM?

After you complete the LASSI inventory, the result are discussed in detail with your REAP Advisor. Weaknesses and strengths in your study skills, attitude, and motivation are identified. A plan to improve your weaknesses is developed, in order to achieve academic success in the future.

Assignment

1. LASSI is available to complete in an online format. Follow the instructions on the following page to complete LASSI on a computer with web access.
2. Print a copy of your results
3. Look at your “Interpreting Your LASSI Scores” results on the printout carefully, and read the description box next to each of the 10 categories. Note that any score below 50% indicates that you need to improve your skills significantly in that area to avoid serious problems succeeding in college.
4. Record your LASSI scores on the “LASSI-A Brief Summary SCORE SHEET” on the following pages. For each score below 50, look at what it says you need to work on in order to improve. Complete the questions on the last page of the score sheet.
5. Bring your LASSI results and the completed score sheet with you to your next REAP appointment for discussion.

Goal Setting



Goal Setting Assignment

Why set goals?

There was a famous 20 year study of Harvard graduates that demonstrated the power of goal setting. Researchers found that only 3% of a graduating class at Harvard had written goals for themselves. Twenty years later, they found that this group of goal setters had accumulated more wealth than the other 97% of non-goal setters combined!

Do you currently have goals? Not just some things you think you'd like to accomplish, but real goals – things you have specifically defined and committed yourself to? Have you written the goals down? Do you have a specific date that you want to achieve them by? Do you have an action plan on how to achieve them? If you answered "No" to any of these questions, then your "goals" are probably more like wishes than actual goals. People who set specific goals, with action plans and deadlines, and put them in writing are many more times likely to actually accomplish what they aim for.

Principles of Goal Setting

Goals can and should be set in all aspects of your life: academic, career, health, social, and spiritual, to name a few. In all areas, the guidelines for effective goal setting are the same. Remember the S.M.A.R.T. way to make goals (adapted from "Attitude is Everything" by Paul J. Meyer):

Specific – goals should be a specific statement of what you will achieve. State the goal as if you will accomplish it, rather than you want to accomplish it.

Bad example: "want to do better in my classes this semester"

Good example: "I will earn a 3.0 grade point average this semester."

Measurable – result of achieving the goal should be measurable, usually in terms of amounts, numbers, percentages, etc.

Action oriented – goals should be accomplished through a series of action steps you will take to achieve them.

Realistic – goals should be realistic for your situation, skills, talents, and interests. They must be something you are both willing and able to accomplish.

Timeline – goals should have a time deadline for achievement.

Add to this **S.M.A.R.T** list the steps of writing your goals down and visualizing them. Research shows that writing triggers a part of the brain called the Reticular Activating System (RAS), which is responsible for determining what information is stored and paid attention to in the brain. When you write down your goals, you activate the RAS, which will cause your brain to focus on that goal.

Visual images are another powerful way the brain remembers information. So, if you can create an image of yourself in your mind that fits what you would look like when you achieve your goals, you will be programming your mind to match that image. The more often you visualize your goal, the more likely your mind is to follow choices that lead to that image.

Assignment:

1. Write down a list of academic goals you would like to achieve by the time you graduate. It may be helpful for you to think of goals in terms of what you want to BE, and what you want to DO, or what you want to HAVE?
2. Prioritize the goals in terms of what is most important for you to accomplish.
3. Choose the #1 priority goal from your list. Write out a goal statement for this goal, using the S.M.A.R.T guidelines. Transfer this goal statement onto a 3 X 5 index card.
4. Now, make a list of all of the benefits you can think of from achieving this goal. Try to list at least 20 benefits. If you can think of this many, the goal will become more important and motivational for you.
5. What actions will you take to achieve this goal? Write down a list of what you need to do between now and the goal deadline to ensure your goal will be accomplished. Prioritize these actions and arrange them in chronological order.

6. Transfer your action plan to the back of the index card that your goal is written on.
7. Place the index card next to your bed. Read the statement to yourself every morning when you wake up and every evening when you go to bed. After you read the statement, close your eyes and picture yourself and what things would look like as if you had already achieved the goals.
8. Make a copy of your academic goal statement and action plan, and bring it with you to your next advising session to discuss.
9. Make more goals for yourself in other areas of your life by following steps 1 – 7. Make as many goals as you feel prepared to do the work to accomplish. Be careful not to overload yourself with goals because that may put stress on you that causes you to shut down and not achieve any of them.

My Goal(s) by _____

Goal #1 is: _____

This goal is important because: _____

Steps I'll take to reach this goal are: __

Goal #2 is: _____

This goal is important because: _____

Steps I'll take to reach this goal are: _____

My Goals by _____

Goal #3 is: _____

This goal is important because: _____

Steps I'll take to reach this goal are: _____

Goal #4 is: _____

This goal is important because: _____

Steps I'll take to reach this goal are: _____

Time Management



ASSIGNMENT

MAKING A WEEKLY SCHEDULE

1. Take the Time Management online workshop by clicking on the "Time Management" sign on the following web page: You will come to a page that tells you to stop and take the learning diagnostics before proceeding. You may do that or ignore it and proceed with the time management workshop.

2. Complete the Semester Planning Worksheet in this section.

3. Using the information from the Semester Planning Worksheet and the online workshop, plan a "Week-at-a-Peek" schedule for the semester, using the Weekly Schedule blank forms provided and Weekly Planner-Sample in this section as guideline. Use a pencil so you can make adjustments as you go.

Write in blocks of time for the following things, using the suggested priority order:

- Class times
- Work schedule
- Study time
- Sleep
- Extracurricular activities

4. Make a final, clean copy of your Week-at-Peek schedule. Use colored highlighters to differentiate the activities at a glance. Make a copy to carry with you every day and a copy to post on a wall at home. Look at the schedule every day and follow it!

MAKING A SEMESTER SCHEDULE

Making a weekly plan is a good start to time management. The next step is to be able to see at a glance what important dates are coming up during the semester so you can plan your time accordingly.

1. Buy a calendar that contains a month at a glance or a semester at a glance. Using your course syllabuses, record on the calendar each exam, test, paper, presentation, or project due for each course.
2. Hang the calendar on a wall in your house or place it somewhere that you look at every day. Use the recorded important events to arrange your weekly schedules to get them accomplished on time and successfully.

DAY PLANNERS AND TO DO LISTS

The final step in a comprehensive time management system is to carry a planner with you at all times. The planner should contain notations of appointments, important course events, social activities, and daily lists of things to do.

1. Obtain a Spartan Planner or other day planner or palm pilot. Carry it with you at all times.
2. Write in appointments, important course events, and social events as you become aware of them.
3. At the end of each day or the beginning of the next day, write a list in your planner of things you must accomplish that day. Use codes such as "1, 2, 3..." to prioritize the items.
4. Look at the To Do list frequently throughout the day and work on completing the items. Cross them off as you complete them.

**BRING THE FOLLOWING ITEMS WITH YOU TO YOUR NEXT STEP
APPOINTMENT:**

Semester Planning Worksheet, Week-at-a-Peek schedule, and Day
Planner
with events and To Do lists recorded for the past week.

Semester Planning Worksheet

- 1.) How many credits do you plan to take spring semester? ____ (a)
- 2.) Total credit hours ____ X 2 = ____ (b)
 - for each credit hour you must allow 2 hours of studying outside of class
- 3.) How many hours of sleep do you need a night? ____ X 7 = ____ (c)
- 4.) How many hours per week do you spend exercising or relaxing? ____ (d)
- 5.) How many hours do you plan to work per week? ____ + travel time (per week) ____ = ____ (e)
- 6.) Do you live on-campus or commute? ____
 - How long will it take you to get to campus each day? (don't forget traffic, parking and walking)____ X 5 (days) = ____ (f)
- 7.) How many hours per week do you spend on involvement? (example, organizations, intramurals, leadership etc) ____ (g)
- 8.) How many hours per week do you spend watching TV, with friends or family and engaging in other social activities? ____ (h)
- 9.) Remember to add daily maintenance activities such as eating, showering, dressing, brushing teeth etc ____ (approx. 3 hours/day) X 7 = ____ (i)
- 10.) **168 (number of hours in a week) - total hours (Add items (a) through (i))** ____ = ____
 - if your total hours exceed 168 hours (if you got a negative number above), you need to reassess your schedule and design one that is more realistic.

Reflect for a moment on your semester...

Identify three things you should spend **more** time doing?

Identify three things you should spend **less** time doing?

WEEKLY PLANNER-Sample

	SUN	MON	TUES	WED	THURS	FRI	SAT
7:00 AM		Breakfast		Breakfast		Breakfast	
8:00 AM		Work	Breakfast	Work	Breakfast	Work	
9:00 AM	Breakfast	Work	Study	Work	Study	Work	Breakfast
10:00 AM		Work	10:20 ISS 215	Work	10:20 ISS-215	Work	Study
11:00 AM		Work	11:10	Work	11:10 Study	Study	Study
12:00 PM	Lunch	Lunch 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	Study	ABM 337	Study	Work	Study	Study	Study
2:00 PM	Study	Study	Study Snack	Work	Study	Study	Study
3:00 PM		Study	FIM 439	Work	FIM 439	Study	Study
4:00 PM	Study	Exercise	5:00	Work	5:00	Exercise	Exercise
5:00 PM	Dinner	Dinner	ABM 222	Dinner	Dinner	Dinner	Dinner
6:00 PM	Study	ISS 215	ABM 222	6:30 FIM 410	Study		
7:00 PM	Study	ISS 215	8:00	FIM 410	Study		
8:00 PM		Study	Dinner	9:00			
9:00 PM		Study	Study				

WEEK-AT-A-PEEK PLANNER

	SUN	MON	TUES	WED	THURS	FRI	SAT
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							

WEEK-AT-A-PEEK PLANNER

	SUN	MON	TUES	WED	THURS	FRI	SAT
7:00 AM							
8:00 AM							
9:00 AM							
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WEEK-AT-A-PEEK PLANNER

	SUN	MON	TUES	WED	THURS	FRI	SAT
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
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WEEK-AT-A-PEEK PLANNER

	SUN	MON	TUES	WED	THURS	FRI	SAT
7:00 AM							
8:00 AM							
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10:00 PM							



Study skills Assignment #1

EXAMINING YOUR MOTIVATION

Motivation to do what it takes to get a college degree is the foundation for academic success. But motivation is a complicated issue. Many students know what they should be doing, but don't seem to be able to get it done. Why is this? The following assignment will help you diagnose what your motivational problems are and provide ideas on how to overcome them.

1. Read the motivational diagnosis section of "Increasing Motivation" online at <http://www.coun.unic.ca/learn/motivate.html>.

If any of the 6 statements listed describe you, read the handouts that go with them by clicking on the link that says "If this is you, click here."

2. Place a check mark below beside each of the types of motivational problems that are applicable to you. Then, using the information from the handouts, write out a plan for what you will do to improve your academic motivation.

- ◆ Lack of Structure
- ◆ Lack of Commitment
- ◆ Lack of Reinforcements
- ◆ Use of an Inappropriate Learning Strategy
- ◆ Competing Reinforcements
- ◆ Insurmountable Problems Beyond Your Control

Plan to improve motivation: _____



Study Skills ASSIGNMENT # 2

LEARNING STYLES

Everyone has a preference for the way they work with information when learning something new. By identifying and understanding your learning style, you can adapt your study methods to that style in order to be more effective. The 4 basic learning styles are visual, auditory, reading/writing, and kinesthetic. Which one (or combination) do you prefer?

1. Take the VARK learning styles questionnaire online at www.vark-learn.com.
 - At the home page, click on "Questionnaire" on the left side of the page
 - Complete the questionnaire and click "OK"
 - Print your results
 - On the results page, click on the link to the help-sheet that describes what strategies you can use that fit your learning style
2. Read about your preferred learning style on the "Learning Style Strategies" pages in this section of the Guidebook.
3. Based on your VARK questionnaire results and the Learning Style Strategies, write out a list below of at least 3 new study strategies that you will start using that fit your learning style. Bring the VARK results and your list of new study strategies to your next STEP appointment.

The following are 3 new study strategies I will use, based on my learning style(s):

1:

2:

3:

Learning Style Strategies

(Adapted from: <http://succss.oregonstate.edu/study/learning.cfm>.) Original Learning Styles strategies from Active Learning Site and Muskingum College Center for Advancement of Learning)

Once you have completed the VARK Questionnaire, you'll have an indication of your learning style preferences. Though most of us are able to learn in all of the modes, we tend to have preferences for certain styles. The following information may then be helpful as you work to modify how you study, prepare for exams, read your assignments or take notes during lectures in relation to your preferred learning style.

VISUAL LEARNERS

- Organize work and living space to avoid distractions.
- Sit in the front of the room to avoid distraction and away from doors or windows where action takes place.
- Sit away from wall maps or bulletin boards.
- Use neatly organized or typed material.
- Use visual association, visual imagery, written repetition, flash cards, and clustering strategies for improved memory.
- Reconstruct images in different ways -try different spatial arrangements and take advantage of blank spaces on the page.
- Use note pads, Post-Its, to-do lists, and other forms of reminders.
- Use organizational format outlining for recording notes. Use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures in your notes.
- Practice turning visual cues back into words as you prepare for exams.
- Allow sufficient time for planning and recording thoughts when doing problem-solving tasks.
- Use test preparation strategies that emphasize organization of information and visual encoding and recall.
- Participate actively in class or group activities.
- Develop written or pictorial outlines of responses before answering essay questions.

AUDITORY LEARNERS

- Work in quiet areas to reduce distractions, avoiding areas with conversation, music, and television.
- Sit away from doors or windows where noises may enter the classroom.
- Rehearse information orally.
- Attend lectures and tutorials regularly.
- Discuss topics with other students, professors and GTAs. Ask others to hear your understanding of the material.
- Use mnemonics, rhymes, jingles, and auditory repetition through tape recording to improve memory.
- Practice verbal interaction to improve motivation and self-monitoring.

- Use tape recorders to document lectures and for reading materials.
- Remember to examine illustrations in textbooks and convert them into verbal descriptions.
- Read the directions for tests or assignments aloud, or have someone read them to you, especially if the directions are long and complicated.
- Remind yourself to review details.
- Use time managers and translate written appointment reminders into verbal cues.
- Use verbal brainstorming and tape recording writing and proofing.
- Leave spaces in your lecture notes for later recall and 'filing'. Expand your notes by talking with others and collecting notes from the textbook.
- Read your notes aloud.
- Practice writing your answers using old exams and speak your answers.

Test Taking Strategies

Work towards being a successful test Taker!

Have you ever asked yourself: “why am I having trouble with tests?”

Are you not making the grades on tests that you would like to?

Do you study and study but still have trouble with tests?

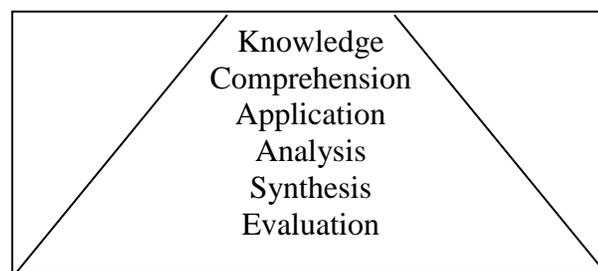
Sometimes the problem is that you are memorizing information, but the test is asking more sophisticated thinking.

Consider Bloom’s Taxonomy of Thinking:

Most students learn information at the recall and translation levels, but most college courses test at the interpretation (levels 4 through 6) level or above.

According to Bloom's Taxonomy, human thinking skills can be broken down into the following six categories.

1. **Knowledge:** remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
2. **Comprehension:** grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, and differentiate, etc., to encourage students to translate, interpret, and extrapolate.
3. **Application:** applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, and experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
4. **Analysis:** breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, and arrange, etc., to encourage students to break information down into parts.
5. **Synthesis:** applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, and invent, what if, etc., to encourage students to combine elements into a pattern that's new.
6. **Evaluation:** judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, and summarize, etc., to encourage students to make judgments according to a set of criteria.



* From Benjamin S. Bloom *Taxonomy of educational objectives*.
Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by
Pearson Education

Learning is a continuous process

Phase 1

Read or preview chapters prior to class

Phase 2

While in class, participate, actively listen, and take notes. Most of all ask questions (*note, there are no silly or dumb questions, only those that need to be answered)

Phase 3

Review and process class notes immediately after class with preference within 24 hours.

Phase 4

Participate in intense study sessions. Block off a period of time, cut the phones off, ask not to be disturbed and study.

Phase 5

Repeat all phases above

Intense study sessions involves the following:

- ◇ **2 – 5 minutes** **Set goals for the study session**

- ◇ **20 – 40 minutes** **Read text and notes in detail**
Highlight important information
Make notes, draw graphs or diagrams
In the margins, create mnemonics
Recite important information out
Loud

- ◇ **5 minutes** **Review the highlights, notes, and diagrams**
You have made

- ◇ **10 minutes** **take a break**

- ◇ **Repeat**

Ask your Instructor?

Before beginning to study for a test, you should find out the following information. This will help you prioritize your study materials and what methods you will use:

- 1. What material will the test cover?**

- 2. How much will be taken from the text and how much from the lectures?**

- 3. What types of questions will be used (i.e. multiple choice, true false, short essay, long essay, etc.)**

- 4. For examples of the questions.**

- 5. How many questions of each type will be on the test?**

- 6. How will each typed of question be weighted in points?**

Make a study outline

A week before the test
Make an outline of what material
You will study and on what days.
For example:

Math test

Tuesday: linear equations: chapter 5, notes and problem sets
Wednesday: quadratic equations: chapter 6, notes and problem sets
Thursday: Polynomials: chapter 7, notes and problem sets
Friday: Functions: Chapter 8, notes, and problem sets
Ask instructor or tutor for help with difficult areas
Saturday: Take a break!
Sunday: Review highlights from chapter 5 – 8, notes and problem sets
Monday: Test

Cramming

*Cramming for a test at the
Last minute is usually the
Worse way to study.
It puts most of the
information into short-term storage.
Long-term Storage is needed for
recall.*

*The better way to study is a
continuous process, which enables
your brain to store information in
long-term memory. Review only the
key concepts the night before the test,
and then get a good night's sleep.*

Test Taking Strategies

◇ Brain Dump

- Immediately after you receive your test, Jot down any formulas, equations, or Concepts you have memorized.
- Use the back page of the test or the margins. This will free your mind to work on the Test instead of trying to keep things In memory.

◇ Preview the Test

- Note the number and types of questions
- Which questions are worth most points?
- Rank order by A, B, C, ... The difficulty of Each question.
- Answer the easiest questions first, Followed by the harder questions worth The most points.

◇ Follow directions

- Read the directions for each question Slowly and carefully.
- Underline key terms and steps in the Direction before you begin the answer The question.

◇ Difficult Questions

- Move on through questions you're not Sure of, noting them to return to later.
- Remember not to leave any question blank,
- partial points are better than no points!

*Key point to remember: sometimes later questions stimulate memory stores or provide clues to answers for previous questions.

Tips for answering multiple choice questions

- Underline key terms and steps in the question.
- Cover the answer choices and try to answer the question before looking at the choices.
- Read the question and each answer choice as if it were a true/false question.
- Write a “T” or an “F” next to each choice. Then narrow your answer to one of the “T” choices.
- Remember that in some cases, several answers may be right, so you should look for the “best” answer.

Tips for answering Essay Questions

- If permitted, use a pencil. This will allow you to go back and make changes as needed.
- Read the question very carefully. Underline key words. Number tasks of the questions so you can complete all portion.
- Outline your response on a blank sheet of paper, or in the margins, or on the back side of the test.
- Have a beginning, a middle part with substance information, and a concluding paragraph.
- Proofread your entire answer and make changes as needed.
- If you are not sure about the answer, write anything that you know about the topic. You might get at least a few points if you touch on the topic.

Test Anxiety

- If you suffer a mental block during the test, don't panic! Realize that you may be able to recover with a few simple procedures: Sit back and take some deep breaths. Stretch your arms and legs.
- Don't beat yourself up. Instead, use positive self-talk to encourage yourself to Continue. Say to yourself "I know I can do this. I'll get through it just fine."
- Have some candy or gum (non-noisy stuff!) on your desk prior to the test. Pop a piece in your mouth to give you a burst of energy and recharge your thinking.
- Try using your five senses to recover the material you need from your memory storage. Go back in your mind to where you were when you learned the material you are blocked on.
- Try to recall anything you can about the situation. Where were you? What did the room look like? What was the temperature of the room?
- Where was the instructor standing and what type of learning aids were being used (chalkboard, overhead projector, etc.)? Who was sitting next to you?
Some of these associations may trigger a memory of some of the concepts you are blocked on.
- If all else fails, let the instructor know that you are experiencing test anxiety and ask if there is any more information he or she can give you regarding the question that might help prompt your ability to answer it.

Career Exploration

What can you do with a major in...?

You have chosen a major, but do you really know what you can do with it when you graduate? What are the job titles, work duties, skills needed, job outlook, and salary ranges? Exploring information will help you better define the types of jobs you will seek when you graduate and provide you with a sense of where you are headed and how you can get the most out of your college experience.

1. Go to the career profile search online at www.jobweb.com/resources/profile.asp.

Do a search of possible careers by selecting majors that apply to you from the “search by major” list. For example, if you are a Food Industry Management Major, some of your selection under “Search by Major” might include: Business management, distribution management, marketing management and hospitality services management.

Click on the job titles of the jobs that come up from your search to see more information about qualifications needed, job outlook, salary ranges, and types of employers for those jobs.

2. Look at the career exploration links through the MSU department of Agriculture and Natural resources. What types of jobs are listed? Do any of them interest you?
3. Schedule an appointment with the CANR career services coordinator for the “College of Agriculture and Natural Resources”.
4. Once you have scheduled your meeting, identify at least three questions or issues to address with him or her pertaining to resume construction or updating, career placement, internships, and/or job prospects in your major.
5. At your next advising session, bring a copy of your resume, and at least three job titles or positions for which you may be able to secure based upon your current major.

Grade Summary Sheets

GRADE SUMMARY

Name: _____ Semester: _____

Write the course abbreviation in the column headings for each course you are enrolled in. For each course, fill in points/grades you have currently received for each type of assignment, what points/grades were possible, and what your percentage grade is. Total Columns A and B at the bottom. Divide Column A total by Column B total for your cumulative percentage grade so far.

Example: Column A total = 200 Column B total = 250 Your 0% grade in the class so far is 80% (200 + 250), which is approximately a 3.0

Course: _____

List type of assignment (homework, tests, quizzes, Attendance, etc...)

1. Assignment: _____ Grade: _____

2. Assignment: _____ Grade: _____

3. Assignment: _____ Grade: _____

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Supplemental Resource Information

Registrar's Office

355-3300

www.reg.msu.edu

Testing Office

207 Student services Building

355-8387 or

www.testingoffice.msu.edu

Counseling Center

207 Student services Building

355-8387

The Writing Center

300 Bessey Hall

Grammar Hotline (432-3610)

www.writing.msu.edu

Family Resource Center

1407 S. Harrison, suite 225

432-3745

www.frc.msu.edu

ATS Help Desk (for help with emails)

432-6200

120 Computer Center

www.help.msu.edu

Dr. Dorcia Chaison – REAP Program Coordinator

121 Agriculture Hall

355-0234

chaison@msu.edu