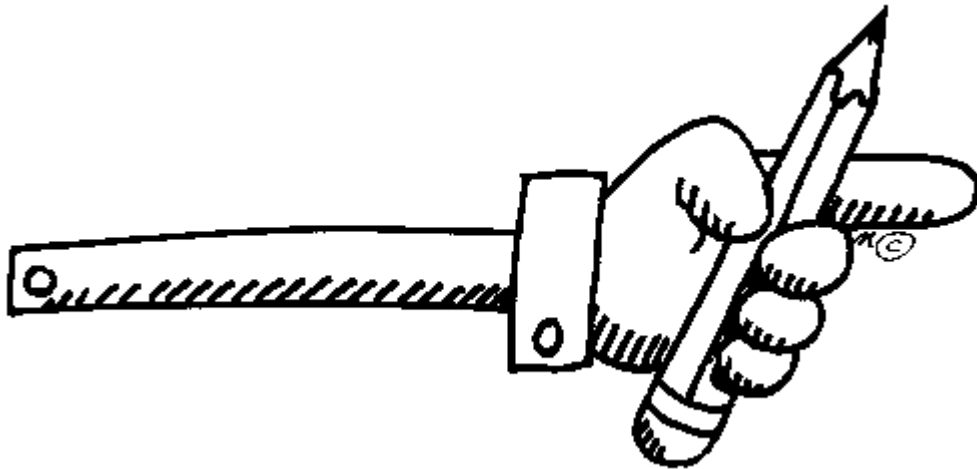


Academic Advising Center

Guide for Academic Success



ACADEMIC ADVISING CENTER
Holmes Hall
Illinois Wesleyan University

Phone: 309-556-3231

Fax: 309-556-3436

advising@iwu.edu

Dear Student:

The Academic Advising Center at IWU is committed to helping you be successful in achieving your academic goals this semester. Your current academic status of probation or warning has identified you as a student who may need assistance with your study skills and academic planning.

We have created the following guide to help you get yourself back on track as a successful student. It includes valuable tools to assist you in assessing what went wrong in the past semester, tips and resources for the new semester, time management aids, and other important information aimed at supporting you toward your academic goals. Your best introduction to the guide will be as you meet with one of our academic advisors. Please arrange for this meeting early in the semester to make certain that your new semester has a strong beginning.

We hope you will see this guide, along with the many resources available to you, as a great opportunity to rededicate yourself to those goals that brought you to IWU and to move forward toward achievement. Good luck to you and we hope to see you soon!

Sincerely,

Daniel Turner, Director
Academic Advising Center
Holmes Hall
Illinois Wesleyan University

GET ON TRACK TO ACADEMIC SUCCESS

This guide includes the following tools to help you get back on track toward success at IWU:

Academic Success Assessment

A checklist of factors that may have affected your ability to succeed. This will help you clarify issues and move forward with necessary changes.

Ten Suggestions for Academic Success

Important tips and resources

What is academic progress and standing? Computing/predicting your GPA and important semester deadlines

Learn what it means to be on academic probation.

Learn how to compute your GPA.

Read about important academic deadlines for the semester.

Time and Academic Demands Schedule

Do you have time management issues? This worksheet will help you see where all your time goes!

Time management schedule grid

Map out your time commitments on a weekly schedule sheet.

Course Academic Tracking Sheet (CATS)

Use this sheet to track your progress toward semester goals by listing assignments, quizzes, exams, due dates and grades received.

Checklist for Academic Success

Make sure you are on the right track by successfully checking off these items.

REMEMBER, AN IMPORTANT RESOURCE FOR GETTING ON TRACK IS YOUR ACADEMIC ADVISOR. CONTACT US AT **(309) 556-3231**. WE ARE LOCATED IN HOLMES HALL.

ACADEMIC SUCCESS ASSESSMENT

If you are currently on Academic Probation or Academic Warning, you must schedule an appointment with an advisor in the Academic Advising Center. Before scheduling the appointment, please take the time to assess a number of factors that may have affected your academic success at Illinois Wesleyan University. Every student has a unique situation. Be honest with yourself when answering these questions and thoughtful in your responses to draw appropriate conclusions. Use the “comments” section to expand on any of these issues. Provide specific details or information, if you think it will be helpful.

PERSONAL ISSUES

Mark \surd if an item has been a problem for and $\surd\surd$ if it has interfered with your academic success on a regular basis.

- | | | |
|---|---|--|
| <input type="checkbox"/> Health | <input type="checkbox"/> Addictions(alcohol/internet/other) | <input type="checkbox"/> Sleep |
| <input type="checkbox"/> Family situation | <input type="checkbox"/> Relationships | <input type="checkbox"/> Employment/Work |
| <input type="checkbox"/> Finances | <input type="checkbox"/> Self-confidence | <input type="checkbox"/> Personal goals |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Reasons for being in school | <input type="checkbox"/> Social distractions |
| <input type="checkbox"/> Expectations of self | <input type="checkbox"/> Adjustment to IWU | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Other _____ | | |

Comments:

ACADEMIC ISSUES

Mark \surd if an item has been a problem for you and $\surd\surd$ if it has interfered with your academic success on a regular basis.

- | | | |
|--|---|--|
| <input type="checkbox"/> Going to class | <input type="checkbox"/> Taking notes during class | <input type="checkbox"/> Reading assignments |
| <input type="checkbox"/> Writing assignments/papers | <input type="checkbox"/> Preparing for & taking tests | <input type="checkbox"/> Finding time to study |
| <input type="checkbox"/> Concentrating | <input type="checkbox"/> Background in subject(s) | <input type="checkbox"/> Interest in subject(s) |
| <input type="checkbox"/> Class Sizes | <input type="checkbox"/> No career goals or plans | <input type="checkbox"/> Uncertain major |
| <input type="checkbox"/> Teaching skill of instructor | <input type="checkbox"/> Coursework load | <input type="checkbox"/> Instructor availability |
| <input type="checkbox"/> Change in academic/career goals | <input type="checkbox"/> Other _____ | |

Comments:

INSTITUTIONAL ISSUES

Mark \surd if an item has been a problem for you and $\surd\surd$ if it has interfered with your academic success on a regular basis.

- | | | |
|---|--|--|
| <input type="checkbox"/> Quality of advising | <input type="checkbox"/> Opportunity for involvement | <input type="checkbox"/> Computer availability |
| <input type="checkbox"/> Availability of tutors | <input type="checkbox"/> Hours of operation/class time | <input type="checkbox"/> Facilities for studying |
| <input type="checkbox"/> Library resources | <input type="checkbox"/> Housing | <input type="checkbox"/> Campus environment |
| <input type="checkbox"/> Other _____ | | |

Comments:

Review your responses to the above issues to complete these statements:

Learning in college is difficult for me when...

The factors that have affected my academic success the most are...

I could achieve a higher level of educational success if...

I wish someone had told me...

Now it is your turn to ask some questions. What do you want to know about how to achieve academic success at IWU? What kind of assistance are you hoping to find from the Academic Advising Center and your academic advisor?

1.

2.

TEN SUGGESTIONS FOR ACADEMIC SUCCESS

1. **GO TO CLASS!**
 - Attend all classes and take advantage of study or review sessions that are provided. See the professor or a tutor when you need help.
2. **STUDY GROUPS**
 - If you feel isolated when you study alone, study with others who are taking your classes. Quiz each other over lecture information. Drill each other over textbook information.
3. **STUDY EVERY DAY**
 - If you take 4 credits, you will probably need to study at least 32 hours per week to learn it all. For difficult courses, allow yourself enough time to read in depth and understand the material.
4. **USE A PLANNER**
 - Keep an appointment book or calendar so you can list *in advance* all the exams/papers/speeches you are responsible for all semester. This helps you avoid the panic of discovering you have three exams in one day.
5. **SIT UP FRONT**
 - Sit up front in lecture classes. If seats are assigned, ask the instructor to seat you near the front because it helps you take better lecture notes.
6. **REVIEW, REVIEW, REVIEW**
 - Review lecture notes the same day you take them—within two hours of the lecture, if possible:
 - i. Correct and clean up notes where necessary
 - ii. Underline key ideas.
 - iii. Write at least one question for each of these key ideas, in the margin or on the back of the facing page.
 - iv. Quiz yourself to make sure you know the answers.
7. **BE PREPARED!**
 - Go to lectures prepared and ready to be an “active listener.” How can you prepare?
 - i. Quiz yourself over the previous classes’ notes.
 - ii. Look over the syllabus to discover the topic for the day’s lecture.
 - iii. If the instructor will be discussing a reading assignment, read the assignment before class. Resolve never to go to class without having at least skimmed the reading assignment.
8. **BE AN ACTIVE READER**
 - To keep your mind from wandering as you read assignments in standard, expository textbooks, turn each heading into a question and read to find the answer. Then mark that answer, or jot it in the margin. Quiz yourself every few minutes to see if you remember the answers to the questions implied by the headings in the chapter section you just finished.

9. **DRILL THE VOCABULARY**

- Find key concepts/vocabulary for each reading assignment. These important terms are usually in italics or boldface print—and they may even be found at the end of the chapter in a section titled “key terms.”
 - i. Write each work on an index card (3 x 5).
 - ii. On the back of the card, write the definition **IN YOUR OWN WORDS IF POSSIBLE**, the significance or context of this term, and an example or application.
 - iii. Quiz yourself daily. Shuffle the deck often. Learn the cards backward as well as forward, especially for a fill-in-the-blank test: look at the back of the card and see if, from the information, you can remember the key term.

10. **LEARN FROM YOUR MISTAKES**

- After taking an exam, make an appointment with your instructor to review the test so that you can learn what mistakes you made.
 - i. Did I miss the question because I *misread* the item?
 - ii. Did I miss the question because I did not examine carefully all the choices?
 - iii. Did I miss the question because I did not know the information?
 - a. Did the information come from the reading(s)?
 - b. Did the information come from the lectures?

Ask your instructor for help with any patterns of error you find.

Need more free advice??

The following resources are free to all IWU students:

The IWU Writing Center welcomes all IWU students who would like help with their writing. They help student writers help themselves by acting as sympathetic readers, by asking questions, by helping students evaluate their ideas, argument, content, and style, by teaching writers invention, argumentation, drafting, and copyediting strategies they can use on their own. The Writing Center helps students with all the stages of the writing process, from those first rough ideas through prewriting, collecting supporting material, drafting, and final editing and proofreading. The IWU Writing Center is located on the first floor of Buck Memorial Library.

IWU Writing Center

www.iwu.edu/writingcenter/

Writing Center Student Resources

www.iwu.edu/writingcenter/sturesources/

The Language Resource Center at Illinois Wesleyan University provides students with facilities for foreign language computer-based activities as well as traditional language laboratory work. In addition to its use as a computer lab, the LRC also functions as a tutoring center serving the Departments of Hispanic Studies, and Modern and Classical Languages and Literatures.

Language Resource Center

www.iwu.edu/lrc/

Peer Tutoring Services

Several departments and programs offer peer tutoring services that first year students may find helpful.

Department/Program	Courses	Time and Location
Biology	Bio 101 Bio 102 Most upper-levels	By arrangement, contact Biology Department for a list of tutors (309) 556-3056
Business Administration	Bus 112 Bus 212	Varies each semester, contact Business Admin Department for details (309) 556- 3171
Chemistry	Chem 201 and 202 Chem 311 and 312 Other courses can be arranged	Tues/Wed 7:00-9:00 pm CNS E102
Computer Science	CS 126, 127, 128, 135, 256	Varies each semester. Hours are posted in CNS E210.
Economics	Econ 100 Econ 227	Varies each semester. Times and locations are posted on the department website and announced in class.
English	All courses	Writing Center, Buck Building check the center for complete schedule
French and Francophone Studies	All courses	Language Resource Center, Buck Building, check the LRC for complete schedule
German	All courses	Language Resource Center, Buck Building, check the LRC for complete schedule
Mathematics	Math 105, 106, 110, 135, 161, 162, 165, 166, 263, 264, 267	By arrangement; contact the course instructor
Music	Music Theory I (103) Music Theory II (104) Music Theory III (203) Music Theory IV (204)	Varies each semester. Times and locations are posted in Presser Hall and announced in Theory classes.
Nursing	Bio 107 and 108 Chem 110	Varies each semester, contact Nursing department for details (309) 556-3051
Philosophy	All courses	Posted at the beginning of the semester and distributed in philosophy classes
Physics	All courses	MTWTh 7:00 - 9:00 pm CNS E105
Spanish	All courses	Language Resource Center, Buck Building, check the LRC for complete schedule

ACADEMIC PROGRESS AND STANDING

GOOD STANDING – A student is classified “in good standing” if the cumulative grade average is 2.00 or higher.

ACADEMIC PROBATION – When a student’s cumulative grade average is below 2.00, the student is classified “on academic probation.”

ACADEMIC DISQUALIFICATION – Students whose cumulative grade averages fall below the following standard shall be disqualified from attendance at the University (unless allowed to continue under the specific written prescriptions of the Associate Provost):

- GPA at the end of one full year of college study must be 1.5 or higher.
- GPA at the end of two full years of college study must be 1.8 or higher.
- GPA at the end of three full years of college study must be 2.0 or higher.
- Beyond three years of college study the student must maintain at least a 2.0 cumulative average through graduation.
- All GPA calculations for probation and disqualification are exclusive of military science courses. Students who have been academically disqualified may gain readmission to the University only through the Admission Office and the regular application process.

COMPUTING YOUR GPA

A student’s cumulative grade average (GPA) is based on grades and credits earned at Illinois Wesleyan University. It is determined by dividing the total number of earned quality points by the total number of graded units of credit for which he or she has been enrolled at IWU, including off-campus and affiliated study abroad programs.

A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D	1.0
B-	2.7		

REPEATED COURSES: Only courses graded below a “C-“ may be repeated. All grades for any courses taken, whether repeated or not, and whether taken at IWU or not, remain permanently on the IWU transcript; however, only the grade and credit recorded the last time the course was taken may be used in the calculation of the GPA and credits earned. Only grades earned at IWU, including off-campus and affiliated study abroad programs, are used to calculate the GPA. Therefore, repeating a course elsewhere may remove an IWU grade and credit from the GPA calculation, but transferred-in grades and credits will not be included in the calculation.

Time and Academic Demands Schedule

- **Available Time**—per week
 - In a seven-day period you have 168 hours
 - Subtracting 7 hours/day for sleeping, 2 hours/day for eating, and 1 hour/day personal grooming and maintenance (10/day x 7 days) -70 hours

TOTAL AVAILABLE TIME 98 hours

- **Necessities**—per week
 - Working _____ hours
 - Travel to and from work _____ hours
 - Travel to and from school _____ hours
 - Housekeeping chores _____ hours
 - Family Obligations _____ hours
 - Other Demands and Obligations _____ hours

TOTAL TIME FOR NECESSITIES = _____ hours

- Available time before necessities 98 hours
- Subtracting time for necessities - _____ hours
- **TOTAL AVAILABLE TIME FOR ACADEMIC DEMANDS AND EXTRACURRICULAR ACTIVITIES** = _____ (*)

● **ACADEMIC DEMANDS**

Time per week for

1. Attending class (lecture & disc.) _____ hours
2. Reading assignments _____ hours
3. Written assignments _____ hours
4. Problems _____ hours
5. Laboratory work _____ hours
6. Meeting with Professors or TA's _____ hours
7. Library research _____ hours
8. Review lecture notes _____ hours
9. Test preparation _____ hours
10. General study & reflection _____ hours
11. Study with other students _____ hours
12. Use of tutoring and other support services _____ hours

TOTAL TIME NEEDED TO MEET ACADEMIC DEMANDS _____ (**)

Enter time available after necessities (*) _____
 Subtract time for academic demands (**) _____

Remaining time for Extracurricular Activities _____

From *The Essential Handbook for Academic Success Skills* (UCLA).

List two tangible signs that you need to manage your time better:

1.

2.

Describe at least two things you already do to manage your time well:

1.

2.

What changes would you like to see in your life related to managing your time?

1.

2.

Schedule Planning Sheet

1. In pencil write in your classes.
2. If you have a job, write in your work schedule.
3. Write in realistic amounts of time for study. A good rule of thumb is to allow two hours of study time for each hour spent in class.
4. If possible, try to balance your class schedule throughout the week rather than try to get everything in on only two or three days.
5. Now, examine your schedule. Do you have enough time for personal activities such as meals, exercise, and fun? Do you have enough time between activities to arrive on time?
6. Don't be discouraged if you stray from your planned schedule occasionally. Forgive yourself and return to your routine.
7. Finally, make sure you are getting enough sleep.

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

CHECKLIST FOR ACADEMIC SUCCESS

- _____ I know how to calculate and predict the GPA necessary for good standing.
- _____ I understand the meaning of my academic probation/warning status.
- _____ I have reviewed my schedule with my advisor, along with goals for each class.
- _____ I am aware of important deadlines for the semester, including the last date to withdraw from a full semester class.
- _____ I have discussed important time management strategies necessary for academic success with my advisor.
- _____ I have discussed important study strategies for academic success with my advisor such as when, where and how to study.
- _____ I am aware of my responsibility to consult with the Student Financial Aid Office regarding “satisfactory academic progress.”
- _____ I am aware of various tutoring resources on campus including the tutoring centers located in the residence halls, the “All Campus Tutoring Resource Guide”, and “Coaching for Academic Success” through the Counseling & Student Development Center.
- _____ I have completed and discussed the *Academic Success Assessment* with my advisor.
- _____ I will complete any homework assigned to me by my advisor, including the *Course Academic Tracking Sheet (CATS)*, and schedule a follow-up meeting with my advisor as needed.
- _____ I have discussed my role in the major exploration process and understand the various resources available to me.
- _____ I will use the opportunity to meet with my instructors during their published office hours.