

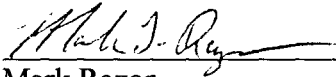
OPTIONS: Providing Online Support for At-risk Students

JoEllen Bush

**Submitted to the Graduate Faculty
In partial fulfillment of the requirements
Of the degree
Master of Arts
in Liberal Studies
University of Southern Indiana**

April, 2006

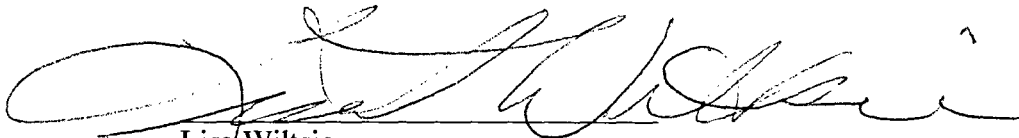
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Project Proposal

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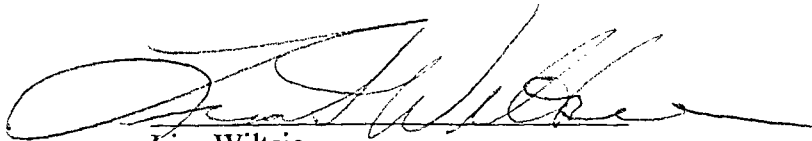
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Introduction

Students begin college with disparate levels of preparedness. Though many begin college ready to meet the academic challenges of higher education, others are ill-prepared for this task. These underprepared students often require developmental courses and/or remediation in study skills to prepare them for college level coursework. It has been estimated that about one-fourth of college students in the United States fall into the latter category and, according to Levine and Cureton (1998), nearly one-third of undergraduate students require at least one developmental course to prepare them for the rigors of college (Ender & Wilkie, 2000).

Historically, the college student's lack of preparedness has been an issue of concern for institutions of higher education. In the earliest days of higher education when only the most privileged sons of society received a higher education, students worked mostly one-on-one with tutors who helped students master an almost universally-accepted curriculum, the trivium. Students did the most work in whichever area of the trivium they needed the most development. Later, in the United States, higher education became more accessible to more members of society, and the faculty-to-student ratio required classroom instruction rather than tutoring. The first developmental courses, meant to get all students to the same level of preparedness for university-level courses, were offered at Wellesly College in 1894 (Ender & Wilkie, 2000).

Current literature suggests that the population of students needing developmental courses is increasing (Jones & Becker, 2002). Today, nearly 70 percent of four-year colleges and 90 percent of two-year schools offer developmental coursework (Boylan, Bonham, Bliss & Claxton, 1992). While some might argue that colleges should not have

to offer such courses and that students who require them should not be in college; that has become an out-dated opinion. In general, society treats access to higher education as almost equal to the right to primary and secondary education. Furthermore, colleges and universities are under pressure to grow, and the chief way to do that is to serve new markets and to reach out to new populations of students, such as underprepared students. If these students continue to be enrolled; then, the colleges and universities that admit them must commit to serving them. Academic advisors at institutions that accept underprepared students must learn to educate, guide, and serve such students not only for the sake of the student, but also for the sake of the institutions and the larger community (Jones & Becker, 2002). At the University of Southern Indiana the OPTIONS Program was developed to address this at-risk population. The current proposal is based on this program, and both the program and the proposal will be discussed later in the paper.

The Role of the Academic Advisor

Student advising began as a prescriptive process in which colleges and universities dictated to students and provided them very few academic alternatives. It evolved from colonial times, when students had no curriculum choices and learned by recitation, to today, where students are bombarded with course choices and a variety of teaching styles (Frost, 2000).

In the early days of higher education in the United States, the advisor/advisee relationship became distant and impersonal. In the early 1900s, this division was acknowledged and measures were taken to improve the relationship between faculty and students, as evidenced by Harvard president, Lawrence Lowell's advocacy for a return to holism (Crowley, 1938). Students were given choices, and it was acknowledged that

education could be individualized. Faculty began to mentor and guide students (Frost, 2000).

After this first step toward creating what we now know as academic advising, the field remained largely undeveloped until the mid 1900s. With an increase in funding for higher education and enrollment, advising became more formalized (Frost, 2000). It grew from solely a prescriptive process to one that encourages a student's development on many levels, from course choice and scheduling to exploration of life and vocational goals (O'Banion, 1994). The advisor continues to evolve as a resource, an individual who helps students learn to recognize and adapt to personal changes (Crookston, 1994).

Today, the demand for higher education continues to grow, necessitating the continued development and examination of academic advising. A wide range of theories have fueled this development and have helped set the parameters of academic advising, including student development theories and career development theories (Creamer, 2000). Student development theories include Identity, Making Meaning, and Typology theories. Career development theories include Trait and Factor, Developmental Career, Decision-Making, Social Learning, and Minority Career Development theories.

Student Development Theories

Identity Theories. The idea that a person changes as he or she resolves developmental tasks through chronological stages during his or her life provides the foundation for psychosocial theories (Creamer, 1994). Erik Erikson's (1968) eight stages of development are the basis on which most psychosocial theories are constructed. His proposed stages of development include basic trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus

identity confusion, intimacy versus isolation, generativity versus stagnation, and integrity versus despair. The two stages that most relate to the advisor/advisee relationship in the OPTIONS Program are industry versus inferiority and identity versus identity confusion. The former generally corresponds with pre-adolescent children; however, many students in the OPTIONS Program have yet to master this stage. They have not developed competency in basic academic skills. Students in the OPTIONS Program often struggle, as do students in the general population, with establishing their identities, with determining who they are and who they want to be; therefore, Erikson's identity versus identity confusion stage is also pertinent.

Chickering (1969) suggested that identity was the central component of his seven vectors of development. These seven vectors are developing competence, managing emotions, moving toward interdependence, developing interpersonal relationships, establishing identity, developing purpose, and developing integrity (Chickering and Reisser, 1993). Chickering's theory addresses many of the concerns experienced by college students. The OPTIONS population often struggles with many of these vectors, whether it be developing competence or establishing supportive interpersonal relationships; knowledge of the vectors could enhance advising delivery.

Identity development is very complex and may depend on numerous factors. Consequently, other developmental theories address the development of specific populations. Josselson (1987), for example, addresses female specific problems. Stages in this theory include foreclosures, identity achievements, moratoriums, and identity diffusions. Creamer (2000) also noted that models such as Cross's Model of Psychological Nigrescence, Helms's Model of White Identity, and Phinney's Model of

Ethnic Identity address racial considerations in identity development. In addition, psychosocial theories concerning sexual orientation are being examined (Creamer, 2000). As universities become increasingly diverse, so must identity development theory.

Making Meaning Theories. Cognitive developmental theories are concerned with the way individuals think and assign meaning to information. According to Creamer and Creamer (1994), these theories define development as a progression of hierarchical stages that determine how an individual perceives his or her experiences and how he or she performs. An individual's cognitive structure, then, functions as a sort of filter for reality. Much of the theory in this area is based on the work of Jean Piaget. The premise behind these theories lies in changing the way an individual thinks so as to enable him or her to learn to incorporate new experiences (Creamer, 2000). One of the most widely used of these theories is Perry's (1968) theory of intellectual and ethical development, which describes a student's progress through duality, multiplicity, relativism, and commitment (Creamer, 2000). Students in the OPTIONS Program often struggle with learning from their experiences. Quite often they barely graduated from high school, doing just enough to get by. These students typically fail to make a connection between their experiences and their behaviors. It is imperative that OPTIONS advisors help students learn to adequately assign meaning to information, to bridge the gap between their perceptions and reality, and to learn to assimilate new experiences.

Other cognitive theories, as described by Creamer (2000), include Belenky, Clinchy, Goldberger, and Tarule's *Women's Ways of Knowing*; King and Kitchener's *Reflective Judgment Model*; Kohlberg's *Theory of Moral Reasoning*; and Gilligan's *Theory on an Ethic of Care in Making Moral Judgments* (Creamer, 2000). While some theorists claim

that cognitive changes are universal, more recent theories suggest differences in cognitive changes due to other factors (i.e., gender).

Typology Theories. Typology theories refer to the contribution of personality type to learning. These theories are not developmental; however, they provide insight into a student's ability to adjust to the various teaching styles he or she will find in the college setting. Though these theories can't explain development, they can prove a useful tool in the advisor/advisee relationship (Creamer, 2000). For example, OPTIONS students are frequently visual learners. Therefore, these students are often highly frustrated when they struggle with material presented in lectures. OPTIONS advisors must assist these students in understanding their proclivities and adjusting as necessary.

Career Development Theories

OPTIONS students often have a disconnect between their career choices and their personal preferences or aptitudes. For example, many OPTIONS students voice their desires to major in engineering, yet they are quick to point out that they hate math and science. Others have expressed a desire to teach despite the fact that they hate school and they hate to read. The advisor's role often involves helping students realize their strengths and plan their futures accordingly. Knowledge of career development theories helps advisors adequately serve students. The following descriptions briefly outline the types of career development theories that may be helpful in serving OPTIONS students.

Trait and Factor Theories. Trait and Factor Theories match individual traits with requirements in various work environments to describe how an individual might fit in particular working environments. Parsons (1909) and Holland (1973) have developed enduring theories that incorporate the congruence of personal preferences with work

requirements. Holland's personality styles include realistic, investigative, artistic, social, enterprising, and conventional. From these styles, possible vocational choices are suggested. Advisors can use these "personality styles" as tools to help guide students toward their strengths.

Developmental Career Theories. Developmental Career Theories suggest that individuals move through a series of stages as they prepare for their careers. Ginzberg, Ginsburg, Axelrad and Herma (1951) suggested that career development begins around age 11 and progresses through stages the researchers termed fantasy, tentative and realistic. Super (1990) suggested that career development occurs in stages throughout an individual's life and termed these stages crystallization, specification, implementation, stabilization, and consolidation. Being aware of such stages can help advisors provide students with information relevant to their individual progress through the stages.

Decision-Making Theories. Miller-Tiedeman and Tiedeman's (1990) "Lifecareer" theory perhaps best represents Decision-Making Theory. This theory stresses the importance of self-awareness and suggests that individuals must search within themselves to find career guidance. Advisors must stress to individual students the importance of determining individual interests as undecided and underprepared students tend to be passive in their exploration and may not know how to increase their self-awareness.

Social Learning Theory. Social Learning Theory, exemplified by the works of Krumboltz, Mitchell, and Gelatt (1975) and Mitchell and Krumboltz (1990), suggests that an individual's distinctive life experiences guide his or her career choices. Factors that impact these choices include genetic endowment and special abilities, environmental conditions and events, learning experiences, and task approach skills. As indicated in the

previous section, advisors must encourage at-risk students to actively engage in the decisions made as their past experiences may not have fostered active participation in their education.

Minority Career Development Theories. As suggested in identity theories, various groups differ in their development of identity (Creamer, 2000). It would follow, then, that career development for these groups would also differ. Christensen (1989), for example, developed a model of career development based on the following five stages: unawareness, beginning awareness, conscious awareness, consolidated awareness, and transcendent awareness.

Understanding the Underprepared Student

To better serve underprepared or at-risk students, advisors must first understand the kinds of students who fall into these categories. Maxwell (1997) provided a general definition of the developmental education student as one whose “skills, knowledge, motivation, and/or academic ability are significantly below those of the ‘typical’ student in the college or curriculum in which they are enrolled” (p. 2). Underprepared students may be traditionally or non-traditionally aged. They may be athletes, international students, or disabled students (C. Nutt, personal communication, March 30, 2005). They may be transfer students, minority students, students from economically disadvantaged or wealthy or middle income backgrounds (Jones & Becker, 2002). There is as much diversity within this population as there is in the university population in general; however, despite the diversity within the underprepared population, these students often share common characteristics as well. Underprepared students, for example, often have a low academic self-concept, unrealistic grade or career expectations, extrinsic motivation,

external locus of control, low self-efficacy, inadequate study skills, and/or a history of passivity (Ender & Wilkie, 2000). They often struggle with basic language, writing, computational, and study skills (C. Nutt, personal communication, March 30, 2005). Underprepared students often lack an appropriate concept about higher education and may have an insufficient support system due to the fact that they are frequently first generation college students (Ender & Wilkie, 2000).

Types of underprepared students. Hardin (1998) categorized underprepared students into seven types: poor choosers, adult learners, ignored students, English as a Second Language (ESL) students, disabled students, users, and extreme cases. Perhaps the most common underprepared student, according to Hardin, is the poor chooser. Poor choosers include those students who either failed to complete high school or failed to follow a college preparatory curriculum and are thus at a disadvantage. The OPTIONS Program focuses on traditionally-aged college students, and large proportions of the students served by the program are poor choosers.

Hardin further suggested that both the ignored and disabled underprepared students need to learn to interact and learn in the college classroom. The ignored student must discard his or her tendency toward passiveness and learn to actively seek his or her education. The disabled student, whether he or she lost skills due to injury or whether his or her previous learning experiences were limited to one-on-one relationships, often faces self-confidence issues that are fueled by feelings of helplessness and frustration (Hardin, 1998). Many OPTIONS students also fall into these categories.

The user, according to Hardin's typology, may include students who attend school either to avoid having to get a job or to enjoy the college scene, with learning taking a

back seat. These students, though often quite capable, earn borderline grades and are resistant and critical about academic requirements. Colleges, however, are seeing an increase in students described as extreme cases. These individuals, as their classification suggests are hindered by multiple problems. They may struggle with psychological, personal, substance abuse, mental illness, or academic problems that so permeate their lives that they cannot function in an academic setting until the issues are addressed (Hardin, 1998). It is often the OPTIONS advisor's task to guide such students to appropriate services.

Serving the Underprepared Student

As the descriptions of underprepared students above suggest, advisors must take an active role in helping these students transition to and succeed in college. Advisors must help students assess their academic competence, determine appropriate levels of involvement, and establish or confirm their life purposes (Ender & Wilkie, 2000).

Chickering and Gamson (1987) indicated that the most important factor in student involvement and motivation is regular faculty-student contact, that is the facilitation of a one-on-one relationship that helps students feel important and cared for by the institution. Nutt (2000) further noted that the one-on-one relationship, such as that provided in the advisor-advisee relationship, is especially important as it provides the student with a much needed link to the institution. Services provided during advising sessions with underprepared students, then, should be designed to address the special concerns of these students (Walsh, 2003). OPTIONS mentors, through regular contact, develop such a relationship with their advisees, which allow them to encourage student involvement while also monitoring the students' academic progress.

According to Jones and Becker (2002), underprepared students should participate in programs that develop decision making skills, encourage self-advocacy, and offer support during the student's first year of college. Programs that would benefit these students might include services such as peer advising, comprehensive orientation programs, freshman seminar courses, mentoring programs, early warning systems to identify students who may have difficulty, courses to develop critical thinking as well as realistic goals, and intrusive advising (Walsh, 2003). Through the OPTIONS Program, students participate in a wide range of services such as a College Success and Life Skills course, tutoring through Academic Skills, and mentoring from an OPTIONS Advisor.

Nutt suggested implementing intrusive advising with underprepared students, an approach that stresses collaboration with other university resources and encourages advisors to develop relationships with students that help the students feel more connected (C. Nutt, personal communication, March 1, 2005). Intrusive advising combines prescriptive, developmental, and integrated advising models. Intrusive advising is "intensive advising intervention with an at-risk student that is designed to (a) facilitate informed, responsible decision-making, (b) increase student motivation toward activities in his/her social/academic community, and (c) ensure the probability of the student's academic success" (Heisserer, 2002, p. 27). Earl (1988) described intrusive advising as "deliberate intervention...to enhance student motivation." Initial advising within the OPTIONS Program is intrusive, but progresses to less invasive advising as students gain the knowledge and skills necessary to be successful and take more responsibility for their academic growth.

Statement of the Problem

As the literature suggests, colleges and universities are faced with the difficult problem of serving students who are not prepared for the rigors of higher education, and the University of Southern Indiana (USI) is no exception. Prior to intervention, virtually all students who enrolled at the university with high school grade point averages below 2.0 were unsuccessful in the college setting. They quickly found themselves in academic difficulty with their financial aid eligibility seriously compromised. Consequently, the university developed intervention strategies to assist underprepared students.

Currently, students who apply to the university and have recalculated grade point averages (i.e., only factoring in academic courses in Math, English, History, Social Sciences, and Science) of 1.29 and below are generally not accepted to the university. Those with recalculated grade point averages between 1.7 and 1.9 are admitted, but must complete a Freshman Seminar class and are limited to 12 credit hours per semester for one year as conditions of their admittance. Students applying to USI who have recalculated grade point averages between 1.3 and 1.6 are admitted to the university through the OPTIONS Program, a collaborative program between USI and Ivy Tech Community College, which will be further discussed later. USI enrolls an average of 220 underprepared students each year, approximately 60 of whom are admitted through the OPTIONS Program, and it is this population which this project will address.

As the university grows and offers students more choices, serving students who fall into the OPTIONS population becomes more difficult. Upon entering college, students in the OPTIONS Program are often overwhelmed and confused by a plethora of new information and experiences for which they have little framework. Though it can be

argued that the information is already available to all students through university resources, underprepared students, due in part to their passivity and lack of knowledge and exposure to available technology, are not adept at using the available vehicles; therefore, it is imperative that OPTIONS students be given a centralized point of reference where they can find the information necessary to help them transition from high school to college, a structure that can be provided through online support services and reinforced in the advisor-advisee relationship.

The OPTIONS Program

USI, in partnership with Ivy Tech Community College of Indiana (ITCCI, formerly Ivy Tech State College), developed an intrusive intervention program for underprepared students admitted to USI – the OPTIONS Program. Students accepted conditionally to the university through the OPTIONS Program generally have low SAT/ACT scores and, as stated previously, a recalculated grade point average between 1.3 and 1.6 on a 4.0 scale. Students accepted into this program must participate in extensive intrusive advising with an academic advisor and must complete academic tutoring or tutoring alternatives weekly. Students must complete a program-specific study skills class and developmental coursework as determined by their high school grades, SAT/ACT scores, and university placement testing.

Mission Statements. A mission statement helps to clarify an organization's purpose for both its workers and its consumers. Mission statements not only help to ensure that an organization runs effectively and efficiently, they also help to explain the organization to outside constituents. And in this increasingly litigious society, it is imperative that universities clearly communicate what it is they hope to accomplish – their mission, their

goals, their objectives. Students are the consumers that universities propose to serve, and as such must understand what services to expect. The university mission statement provides students with a framework to begin this understanding. The mission statements of various departments, within the university, clarify the goals of specific departments and help students fill in the framework. Below are the mission statements for USI (University Mission Statement), University Division (Departmental Mission Statement), and the OPTIONS Program (Advising Unit Mission Statement).

University Mission Statement

American education assumes a link between the truth of an idea and the good it promotes for individuals and society. An educated person can be expected not only to be knowledgeable and more financially secure, but also a better citizen, among whose virtues are tolerance, judgment, and belief in freedom for self and others. These values develop in an atmosphere of open inquiry and pursuit of truth. Therefore, as the University of Southern Indiana seeks to support education, social and economic growth, and civic and cultural awareness in southwestern Indiana, it will be devoted primarily to preparing students to live wisely.

The University of Southern Indiana is a broad-based institution offering instruction, research, and service. A liberal arts and science curriculum serves as the foundation of knowledge for all programs and complements undergraduate programs leading to careers in business, engineering, government, health professions, education, and related fields. Selected master's degrees serve persons in professional and technical studies. As a public institution, the University of Southern Indiana counsels and assists business and industry and social, educational, governmental, and health agencies to higher levels of efficiency and improved services.

The University was established in 1965 as a branch campus of Indiana State University with a regional mission, in response to a need for public higher education in southwestern Indiana. In 1985, the legislature created the University of Southern Indiana as a separate statewide public university. This change in structure and mission was best delineated by then-Governor Robert D. Orr in his charge to the Board of Trustees at its first meeting:

“You have a statutory mission that is laid out in the bill passed by the legislature, and it is going to take a lot of effort on the part of everyone to

live up to those requirements as they have been spelled out by the Indiana General Assembly. This is now a statewide institution, and it is important that this point be emphasized. Heretofore, this has been a branch campus of Indiana State University, and it has been understood to be regional in nature. It was created to accomplish a regional mission...just as other branch campuses around the state. Now this is a state institution in the fullest sense of the word.”

Community leaders have supported the University in providing a solid base for its present success and future growth. The University is expected to grow moderately in the years ahead as it seeks to positively affect postsecondary attainment levels in Indiana. To this end, the University emphasizes programs and services for traditional college-age students as well as for part-time, commuting, and older students. It has developed partnerships with high schools and has expanded opportunities for individuals in the workplace. The University is an institution which students choose for the strength of its academic programs and the quality of its student life.

A board of nine trustees, appointed by the Governor, governs the University. This board must include one alumnus of the University, one current student, and one resident of Vanderburgh County. Trustee terms are four years, except the student term, which is two years. The board has powers and duties common to other public postsecondary institutions in the State of Indiana.

The 1989 Indiana General Assembly authorized the trustees of the University to construct, acquire, operate, and manage student housing facilities and to issue revenue obligations for this purpose. The Commission for Higher Education approved the transfer of ownership of student housing from a nonprofit foundation to the University of Southern Indiana in February 1994. The addition of housing facilities enables students to take full advantage of the educational, cultural, and recreational benefits that a residential campus offers.

Excellence in teaching will continue to be the most important criterion in faculty recruitment. At the same time, the ability to do research, to engage in continuous scholarly and creative work, and to provide service, primarily to the region and the state, will be important additional qualifications.

A major emphasis of the University of Southern Indiana is the delivery of credit programs. The primary curricular offerings include liberal arts, pre-professional, professional, technical, and occupational programs at the associate, baccalaureate, and master’s levels. The University provides comprehensive outreach and public service programs of short duration –

including workshops, conferences, seminars, and instructional courses. These programs will increase as the University continues to address economic, social, and cultural needs in Region 13 as well as in the state. The University's location in Evansville, the center of a predominantly rural region dotted with smaller population centers, gives it opportunities to increase educational access by both traditional means as well as through innovative instructional delivery systems, including active participation in the Indiana Higher Education Telecommunications Systems networks and other technology-based instruction.

The University welcomes appropriate partnerships for providing services to its constituency and cooperates with public and private universities, hospitals, and libraries to achieve this objective. The University participates with area business, industry, social and governmental agencies for research and development related to the problems and concerns of business development, labor-management relations, tourism and recreation, health-care delivery, gerontology, energy development, and environmental-quality analysis. Community groups often use campus facilities for the purpose of meetings, programs, services, and instruction.

The University works in cooperation with the Indiana Department of Natural Resources to manage historic properties and tourism programs in New Harmony, Indiana, a community with a rich intellectual and cultural inheritance. The community provides opportunities for research and laboratory learning experiences which benefit both the town and the University.

The University provides a comprehensive range of support services for students. These include academic skills development, child care, counseling, financial aid, placement, housing, health services, student activities, and both recreational and intercollegiate athletics. The University of Southern Indiana participates in Division II intercollegiate athletics and is a member of the Great Lakes Valley Conference.

The University admits graduates of commissioned high schools in the state of Indiana who successfully complete college preparatory courses in English, mathematics, science, and social studies with at least a C average. Other students will be considered for admission to the University based on past academic performance and promise for future success.

The University is accredited at the baccalaureate and master's levels by the North Central Association of Colleges and Schools. Programs in business, education, engineering technology, social work, and the health professions are accredited by the appropriate professional organizations and state agencies (www.usi.edu).

University Division Mission Statement (Draft)

University Division serves the University as a whole by providing academic support for USI students through professional academic advising, tutoring assistance and academic skills development as the students strive to build a strong foundation and become successful graduates and citizens (S. Hammington, personal communication, 12/14/05).

OPTIONS Mission Statement (Draft)

The mission of the OPTIONS program, a collaborative program between the University of Southern Indiana and Ivy Tech Community College of Indiana, is to provide support to a sub-population of conditionally admitted students to assist them in successfully transitioning from high school to college. Through developmental coursework, intensive academic advising, and mandatory tutoring, students will build a strong educational foundation that will prepare them for college and life success. Program mentors strive to build supportive advisor/advisee relationships, and facilitate learning experiences that foster student growth and self-awareness.

Mentors will assist students in making well-informed decisions concerning course selection, areas of study, and life choices. Mentors will assist students in developing effective study techniques, obtaining accurate information, exploring career options and degree programs, developing habits that promote success, and accessing relevant campus and community resources.

Learning Outcomes for the OPTIONS Program. Learning, according to Maki (2004), is “a process of constructing meaning, framing issues, drawing on strategies and abilities honed over time, reconceptualizing, understanding, repositioning oneself in relation to a problem or issue, and connecting thinking and knowing to action” (p. 2). Clearly, based on this definition of learning, academic advising is an important component of an institution’s educational program, as students learn specific skills that help them maneuver through their educational experiences in the advising setting (Nutt, 2004).

Student learning outcomes may vary because of the complexity of advising delivery. Learning outcomes should be based on the mission statement of the specific program

being assessed, which should draw from the institutional mission statement (Nutt, 2004).

Learning outcomes within a particular institution may vary between different advising units, as these units have different goals and serve different populations. The learning outcomes for a program that serves underprepared students, for example, may differ slightly from one that serves honor students. Learning outcomes for the OPTIONS

Program include the following:

1. students will be able to use the degree audit system;
2. students will learn to navigate systems within the university (e.g., financial aid, housing, etc.)
3. students will explore various careers and/or majors;
4. students will develop an appropriate educational plan for completing their degrees;
5. students will demonstrate an understanding of the university core curriculum;
6. students will develop and use appropriate study skills;
7. students will demonstrate proficiency with on-line services (i.e., on-line registration, Blackboard, etc.);
8. students will demonstrate effective decision-making skills;
9. students will be able to use campus resources;
10. students will develop a working relationship with their advisors/mentors;
11. students will demonstrate their ability to use tutoring services;
12. students will understand how to get involved in campus organizations;
13. students will demonstrate critical thinking skills;
14. students will develop an appreciation for higher education; and
15. students will develop appropriate self-monitoring skills.

Determining how these outcomes will be met can be complicated. Mapping the experiences, or determining what is necessary to achieve the outcomes, will demonstrate that the experiences are spread out over the course of the students' academic careers, creating a continuous learning process. This process reinforces the message that the advising relationship has a long-term, positive influence on student learning (Nutt, 2004).

Measuring Student Learning Outcomes for Advising. According to Banta, Black, and Jackson (2002), it is important to employ many measures of learning outcomes to assess advising with reliability and validity. While some information can be gathered through

surveys, it is important, according to Charlie Nutt, that institutions not rely solely on this method of data collection (Nutt, 2004). Dr. Nutt suggested using other techniques such as advisee portfolios, freshman and senior seminar courses, required advisee assignments in advising sessions, and careful tracking of students' use of campus resources (Nutt, 2004). Blackboard provides a secure way to not only disseminate advisee assignments, but also track student usage of the resource. Peggy Maki (2002) further suggested using course-embedded assignments, capstone projects, observations of students' behaviors, internally or externally juried reviews of student projects/performances, externally reviewed internships, and blindly scored essays. Michael Lynch (2002) suggested using interviews, focus groups, and document analysis. Whether direct (e.g., course-embedded assignments), indirect (e.g., retention studies), or supplemental indicators (e.g., course taking patterns), utilizing multiple measures of student learning, though more difficult, is important as it demonstrates that academic advising assessment goes beyond measuring student satisfaction (Maki, 2002; Nutt, 2004). Through triangulation, or pulling together information from multiple sources, institutions can build a better picture of the effectiveness of services provided (Maki 2002).

The list of student learning outcomes mentioned previously is rather lengthy. Employing any one method to address the list would prove impossible. Rather the learning outcomes must be measured and addressed in a variety of ways. Students in the OPTIONS Program are required to take a College Success and Life Skills course that addresses, through embedded assignments, many of the learning outcomes (i.e., 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14 and 15). Students in the OPTIONS program meet weekly with a mentor/advisor, who addresses the above learning outcomes as well as items 10 and 11.

Mentors, through interviewing, observing students' behaviors, assigning alternative exercises, tracking of campus resource usage, tracking of student grade point averages, monitoring of course completion, requiring written interaction regarding learning experiences, surveying, and monitoring use of a planner, gather a great deal of data concerning students in this program. Still, it might be useful to give pre- and post-tests to students to further measure program effectiveness. In addition, it would be beneficial to measure student perceived learning needs and program effectiveness; however, the program lacks the necessary tools to fully implement such growth.

Proposal to Meet Current Need

As suggested, addressing all of student learning outcomes has proven problematic; as a result, there is a need to provide structured support to reinforce and assist in meeting the learning outcomes of the OPTIONS Program. Consequently, I propose to develop a Blackboard website, accessible to both OPTIONS students and advisors, which will provide a centralized point of reference, academic support, and current information for students in the OPTIONS Program.

Procedure and Time Action Plan

Planning sessions will be conducted with current OPTIONS Advisors to determine areas which need to be addressed on the website. A survey will be conducted to ascertain students' perceived needs as well. A model of the website has been developed and is being used on a limited basis; however, once the above steps are completed, the website will be further developed and expanded. Development of the website will take approximately 10 weeks. Upon completion of the website development, committee

members will be provided access to the website for review. A description of the website will also be provided.

Conclusion

Integral to developmental advising is an environment in which both the advisor and the student share responsibility, where the focus is on potential, in which growth is central, in which advisor and student, based on mutual trust and respect, jointly solve problems as they arise (Ender, 1997). An ongoing advisor-advisee relationship that includes multiple contacts focused on academic competence, personal involvement, and life purpose development is essential. This intentional, goal-oriented relationship should be challenging and supportive for students, maximize the use of available resources, and based in sound theory (Frost, 2000). Development of an online support center for students enrolled in the OPTIONS Program at the University of Southern Indiana will enhance student learning, help in building strong advisee/advisor relationships, and increase student competence in using available resources.

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Abstract

Bush, JoEllen. M.A., University of Southern Indiana, April, 2006. OPTIONS: Providing On-line Support for At-Risk Students. Major Professor: Mark Razor.

Abstract

This project is a printed version of a Blackboard site. The website is designed to serve students admitted to the University of Southern Indiana through the OPTIONS Program, an intrusive intervention program that targets at-risk or underprepared students. The site provides structured support to assist students in meeting the learning outcomes of the OPTIONS Program. It will serve as a centralized point of reference, academic support, and current information for students in the OPTIONS Program.

Web Page Content

Announcements

ORGANIZATIONS > OPTIONS PROGRAM > ANNOUNCEMENTS

VIEW TODAY VIEW LAST 7 DAYS VIEW LAST 30 DAYS VIEW ALL

View Today

Tue, Apr 11, 2006

No announcements found.



Blackboard

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Blackboard Learning System™, Blackboard Community System™
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Accessibility information can be found at <http://access.blackboard.com>.

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ORGANIZATIONS > OPTIONS PROGRAM > CONTROL PANEL > ANNOUNCEMENTS

Announcements

Add Announcement

VIEW TODAY VIEW LAST 7 DAYS VIEW LAST 30 DAYS VIEW ALL

Tue, Sep 06, 2005 -- Permanent -- Tutoring
Item is not available.
 Hi folks! I am trusting that your semester has started well, and that classes, mentoring and tutoring are falling into place.

Just a reminder about tutoring: the Academic Skills Arena is for subject-based tutoring (for which you complete at least 1 full hour) or completion of the Learning Modules (which you will turn in to your mentor). If you need to check your e-mail or Blackboard assignments please use one of the computer labs. There are many located around campus. You can find a list of available labs and their hours of operation on the last page of the first section (Course Information) of your planner. DO NOT go to Academic Skills and use computers unless you have been instructed to do so by an instructor or by a study skills tutor. If you have questions, see your mentor.

Fri, Dec 08, 2006 -- FINALS WEEK!
Item is not available.
 Good luck on your finals. If you have questions or concerns about the times or days of your finals, check with your instructors or with your mentor.

Fri, Dec 01, 2006 -- Schedule Revision / Withdrawal from the Semester Period Ends

Posted by JOELLEN BUSH

Remove Modify

Remove Modify

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Address: http://blackboard.usi.edu/webapps/portal/frameset.jsp?tab=community&url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_11276_1

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Fri, Sep 08, 2006 -- End of 50% Refund Period
Item is not available.
 Friday, September 15, 2006 marks the end of the 50% Refund Period. Modify Remove
 Posted by JOELLEN BUSH

Fri, Sep 01, 2006 -- End of 75% Refund Period
Item is not available.
 Friday, September the 8th marks the end of the 75% Refund Period. Modify Remove
 Posted by JOELLEN BUSH

Mon, Aug 28, 2006 -- End of 100% Refund Period
Item is not available.
 Friday, September the 1st is the end of the 100% Refund Period. Modify Remove
 Posted by JOELLEN BUSH

Fri, Aug 25, 2006 -- Labor Day
Item is not available.
 The University will be closed on Monday, September 4, 2006 for Labor Day. There will be no classes, mentoring, or tutoring. Modify Remove
 Posted by JOELLEN BUSH

Fri, Aug 25, 2006 -- Welcome to USI and the OPTIONS Program!
Item is not available.
 I hope your semester is getting off to a good start. The OPTIONS staff will visit you in your College Success and Life Skills class. At that time you will choose your mentor and your appointment time. If you have questions before then, come see us in University Division (ED1142). Modify Remove
 Posted by JOELLEN BUSH

Sat, Apr 01, 2006 -- Reservations for Breakfast with the President
Item is not available.
 If you would like to attend Breakfast with President Ray Hoops (See Tutoring Alternatives for Week #15), reservations must be made by noon on 4/18/06. Modify Remove
 Posted by JOELLEN BUSH

Wed, Mar 01, 2006 -- Hawaiian Glo Bowl Lunch Sign-up Deadline
Item is not available. Modify Remove
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Mon, Sep 19, 2005 -- Bills

For those of you who have questions about your bill or have not made payment arrangements with the Bursar, please do so as soon as possible. The Bursar can be reached at 464-1842 and is located in the lower level of the Orr Center. If you need help, address the issue with your mentor as soon as possible.

Modify Remove
Posted by JOELLEN BUSH

Mon, Apr 18, 2005 -- Ms. Bush
Item is not available.

Ms. Bush will be out for a few days during Week 14 (April 18-22) for a personal matter. Mentees are to come to UD to fill out mentoring forms at appropriate appointment times. If you have an emergency and/or need to speak with a mentor, please tell the person at the front desk, and they will get you in to see another OPTIONS person. Don't forget to go to tutoring also. You only have this week and next week to get your requirements completed!

Modify Remove
Posted by Lisa Wiltris

Mon, Jan 10, 2005 -- THEY ARE HERE! THEY ARE HERE!
Item is not available.

The planners are here. The planners are here. Stop by University Division to pick up your very own copy.

Modify Remove
Posted by JOELLEN BUSH

Mon, Jan 10, 2005 -- WELCOME BACK!
Item is not available.

We hope you had a great winter break that has left you recharged for this semester. The tutoring alternative for the week is posted; however, the planners aren't here yet. You will receive an e-mail notification as soon as they are available. Also, watch your e-mail for notification of your mentoring time.

Modify Remove
Posted by JOELLEN BUSH

Fri, Oct 15, 2004 -- Assessment Day
Item is not available.

Please check your mailboxes and your e-mail accounts to see if you have been assigned to a testing session for assessment day. Notify your mentor if you have not received notification.

Modify Remove
Posted by JOELLEN BUSH

Fri, Aug 20, 2004 -- Welcome!

Internet


javascript:do_action('_37395_1','REMOVE');

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Use this page to manage your mentoring time. You will receive an e-mail notification as soon as they are available. You will also receive an e-mail notification when your mentoring time is available.


Fri, Oct 15, 2004 -- Assessment Day
Item is not available.
 Please check your mailboxes and your e-mail accounts to see if you have been assigned to a testing session for assessment day. Notify your mentor if you have not received notification.

Posted by JOELLEN BUSH


Fri, Aug 20, 2004 -- Welcome!
 Welcome to USI and to the OPTIONS Program. We're glad you're here and can't wait to get to know you.

Posted by JOELLEN BUSH


Tue, Mar 02, 2004 -- Registrar's office email
Item is not available.
 Students,
 Please check your holds as instructed by the email you received from the Registrar's office. Look for things like cashier's holds, financial aid holds, immunization holds, etc. Most of you will have two (2) holds: Freshman and OPT. These two holds will be removed by your mentor at Registration; however, ANY OTHER HOLDS must be taken care of BY YOU prior to registering. See your mentor if you have additional questions.

Posted by Lisa Wittble




OK

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Mentors

ORGANIZATIONS > OPTIONS PROGRAM > INSTRUCTOR

	OPTIONS Advisor JoEllen Bush Email jbush@usi.edu Work Phone (812) 465-1606 Office Location ED1039
	OPTIONS Advisor Joe Loge Email jloge@usi.edu Work Phone (812) 465-1606 Office Location ED1136
	OPTIONS Coordinator Mark Razor Email mrazor@usi.edu Work Phone (812) 465-1606 Office Location ED1134
	OPTIONS Advisor Camilla Swain Email csswain@usi.edu Work Phone (812) 465-1606 Office Location ED1138
	OPTIONS Advisor Lisa Wiltzie Email lwiltzie@usi.edu Work Phone (812) 465-1606 Office Location ED1137

Alternatives

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ORGANIZATIONS > OPTIONS PROGRAM > ALTERNATIVES > ONGOING TUTORING ALTERNATIVES

Ongoing Tutoring Alternatives

Student Success Series Workshops

Student Success Series Workshops

Visit the Academic Skills Success Series Folder and choose a workshop to attend. Write a summary of the presentation and reflect on what you learned from the experience and how the information will help you be a successful student. You may not complete the same workshop more than once. If you did not learn anything from your experience, choose another way to complete your tutoring requirement for the week. Your summary must be turned in by the mentoring appointment in the week following that which you attended the workshop in order for it to be counted as a tutoring alternative.

Developing Your Vocabulary

Over the semester, work to improve your vocabulary skills by first completing a vocabulary placement test and then working through the tutorials based on your placement test score. You may use this multiple times as an alternative, but must show that you are progressing through the tutorials and that you are working at the appropriate level. Refer to the appropriate file in this section for further instructions.

DISCOVER

DISCOVER, a computer-based career-planning program, can help you learn more about you interests, values, and abilities as well as occupations that may suit you. It will allow you to explore college majors, schools, training institutions, financial aid/scholarships and military options. The program can also help you prepare for the job search process. You may choose one of the activities in this folder to complete as a tutoring alternative. Make sure you read the directions carefully and consult your mentor if you have questions.

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Developing Your Vocabulary

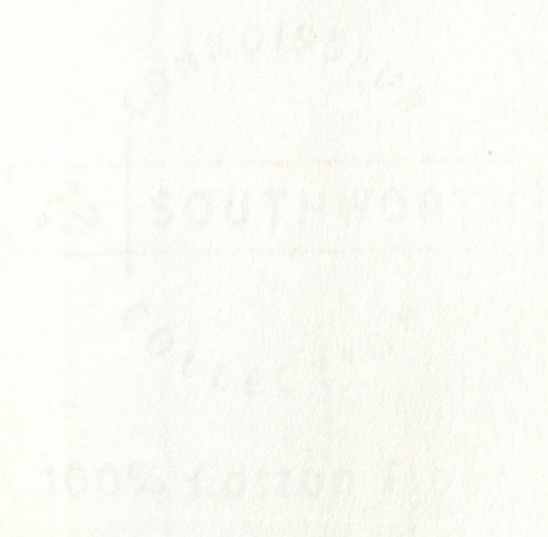
Over the semester, work to improve your vocabulary skills by first completing a vocabulary placement test and then working through the tutorials based on your placement test score. You may use this multiple times as an alternative, but must show that you are progressing through the tutorials and that you are working at the appropriate level. Refer to the appropriate file in this section for further instructions.

DISCOVER

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DISCOVER is available 24/7 on any computer with internet access; however, before you can use the program, you must obtain a User ID from your mentor. Once you have that, you can access the site through <http://www.act.org/discover/login>. It will ask for you User ID and a password - simply type in the User ID provided by your mentor and ignore the password field. You will be able to personalize your password after your initial use of the program. When you are done with the session and want to exit, click the "Finish" button in the upper right corner of the page and complete the exit evaluation.

Student Success Series Workshops



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ORGANIZATIONS > OPTIONS PROGRAM > ALTERNATIVES > ONGOING TUTORING ALTERNATIVES > STUDENT SUCCESS SERIES WORKSHOPS

Student Success Series Workshops

April / May Success Series Workshop

April and May Success Series Workshops

All workshops will be held in The Writers' Room, ED 1102

Exploring Majors and Careers in the Sciences: Are you undecided about a major? Not sure about your career plans? This interactive workshop will provide insight into majors and careers in the sciences. National data indicate an ever increasing need for science, technology, engineering, and mathematics graduates to fill positions in business, industry, and education. Within Indiana alone, over 50,000 high paying jobs are expected in these areas. Plan to attend if you are interested in being a part of the new revolution!

Presented by Dr. Scott Gordon, Dean, Pott College of Science and Engineering

Wednesday, April 5th from 3:00 to 3:30 p.m.

Countdown to Finals: Feeling unprepared about finals? Not sure how to get organized? Come to this presentation to learn how to prepare a 5-day study plan by doing backward planning. Develop an individualized study plan by bringing your syllabus and related materials.

Presented by Lori Saxby, Study Skills Specialist, Academic Skills and Jennifer Singleton, Advisor, University Division Advising

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Address: http://blackboard.usi.edu/webapps/portal/frameset.jsp?tab=community&url=-%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_11276_1

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Wednesday, April 19th or Thursday, April 20th from 3:00 to 3:30 p.m.

Spirit Soothers and Mind Enhancers: We know that students who are relaxed remember more and do better on exams. Take the pressure off with this 30 minute session designed especially for students. Participants will be nourished with music, meditation, and relaxation with this lighten up and learn program during finals week. Come and bring a towel or blanket. Attend one or all of the sessions.

Presented by Joan DeVillez, Advisor, University Division Advising

Monday through Thursday, May 1st through 4th from 11:30 a.m. to Noon

March Success Series Workshops

March Success Series Workshops

All workshops will be held in The Writers' Room, ED 1102, from 3:00 to 3:30 p.m.

M.U.R.D.E.R. Your Midterms: Murder your midterms, or any test, with this six-step study-strategy.

Presented by Mark Razor, University Division Advisor, University Division Advising Wednesday, March 1st

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Yes, You Can Beat the Odds! Did you know there are test taking strategies that can help you on your exams? Improve your test taking performance by learning tips for objective tests, essays and more!

Presented by Dr. Nils Johansen, P.E., University Division Advisor, University Division Advising
 Wednesday, March 15th

Plagiarism: What it is and how to avoid it

What is plagiarism and why is it a campus issue? When do you have to use quotes? What is paraphrasing? How do you cite sources properly? What about paper mills? What can happen if you're caught plagiarizing? These questions will be discussed, and strategies for avoiding plagiarism will be presented.

Presented by Susan Metcalf, Instructional Services Librarian, Rice Library Tuesday, March 21st

Exploring Careers:

Are you in a major and not sure what career you want when you graduate? Are you questioning if the major you are in is the right one for you? Have you not chosen a major yet and need help? This workshop will show you how to start exploring your interests, abilities and work values. You will also obtain information on how to learn about various careers. Attendees will receive their own personal password to access an on-line career exploration program.

DISCOVER.

Presented by Stephanie Hamington, Director, University Division Wednesday, March 22nd

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February Success Series Workshops

All workshops will be held in The Writers' Room, ED 1102, from 3:00 to 3:30 p.m.

February 1	Taking Notes the Cornell Way
February 8	Library Lotto
February 9	Managing Life's Choices
February 14	Yes You Can Beat the Odds!
February 15	Making the Most of College
February 16	Exploring Careers
February 21	Finding Your Way Through Your GPA

For a description of each workshop, visit the following site: <http://www.usi.edu/acad/skill/successseries.asp>

January Student Success Series Workshops

January Success Series Workshops (in order of appearance):

All workshops will be held in The Writers' Room, ED 1102, from 3:00 to 3:30 p.m.

Time Management: Get your semester off to a good start by knowing the time and location of time

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Address http://blackboard.usi.edu/webapps/portal/frameset.jsp?tab=community&url=-%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_11276_1

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January Success Series Workshops (in order of appearance):

All workshops will be held in The Writers' Room, ED 1102, from 3:00 to 3:30 p.m.

Time Management: Get your semester off to a great start by learning the tips and techniques of time management that successful students and teachers already know. Learn the value of assessing needs by self-monitoring, delaying gratification and self-rewarding. Do yourself a favor and attend this workshop!

Presented by Patty Beagle, Instructor, Academic Skills
 Tuesday, January 17th or Wednesday, January 18th

Top Ten Tips for Studying in College: Are you overwhelmed with the demands of college? Take control over your learning. Come to this workshop and learn specific study strategies for college success.

Presented by Jann Hickey, Learning Specialist, Academic Skills
 Thursday, January 19th

Don't Delay! Anti-Procrastination Techniques: Do you put things off? Do you review your iTunes playlist rather than reviewing your lecture notes? When you have a test to study for, does your refrigerator suddenly need cleaning out? If you procrastinate, this session will give you techniques for prioritizing and completing your academic workload.

Presented by Deanna Odnev, Writing Specialist, Academic Skills

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Tuesday, January 24th

What's Up With Your Image? Has someone made a lasting impression on you? Are you just a fly on the wall? Bet not! Discover how impressive you are and gain insight on how to develop your lasting impression!

Presented by Pat Flake, Supplemental Instruction Specialist, Academic Skills

Wednesday, January 25th

Taking Notes the Cornell Way: Do you want to learn an effective system for organizing your notes into a valuable study guide? Interested in increasing your comprehension of class material? The Cornell method, which promotes active learning and critical thinking, is presented and practiced in this workshop.

Presented by Lori Saxby, Study Skills Specialist, Academic Skills

Thursday, January 26th or Wednesday, February 1st

Kiss the Test Anxiety Away: A little bit of test anxiety can be a good thing. It's when the anxiety is excessive that it becomes a problem. Learn how to minimize your anxiety by preparing well beforehand and eating the right foods.

Presented by Nancy Myers, Math Specialist, Academic Skills

Tuesday, January 31st

OK

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Developing Vocabulary

Developing Your Vocabulary

Vocabulary Placement Test

Go to Academic Skills and ask the Study Skills tutor about completing a vocabulary placement test. Once you have completed the test, show the Study Skills tutor your score and ask them to give you a form to give to your mentor. Provide your mentor with the form at your next scheduled mentoring appointment. You can begin working on the computer tutorial at your placement level as soon as you'd like.

Vocabulary Basics

[vocabulary_basics.bmp](#) (643.416 kb)
 Print the above document and keep track of your progress through the vocabulary tutorials. Be sure to note your scores for each section on the form. You must complete at least 1 section at 80% or better or you may use this resource to complete your full hour of tutoring. Using summary margin paper, make a list of the words from each section. Record the word in the left hand column and the definition in the right. This will be similar to the Cornell method of notetaking. At the bottom of each page, where the summary would normally be, make a list of all words on that page. If you have questions, talk to your mentor.

Groundwork for a Better Vocabulary

[groundwork_for_a_better_vocabulary.bmp](#) (663.178 kb)
 Print the above document and keep track of your progress through the vocabulary tutorials. Be sure to note your scores for each section on the form. You must complete at least 1 section at 80% or better or you may use this resource to complete your full hour of tutoring. Using summary margin paper, make a list of the words from each section. Record the word in the left hand column and the definition in the right. This will be similar to the Cornell method of notetaking. At the bottom of each page, where the summary would normally be, make a list of all words on that page. If you have questions, talk to your mentor.

Building Vocabulary Skills

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 Print the above document and keep track of your progress through the vocabulary tutorials. Be sure to note your

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Improving Vocabulary Skills
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 Print the above document and keep track of your progress through the vocabulary tutorials. Be sure to note your scores for each section on the form. You must complete at least 1 section at 80% or better or you may use this resource to complete your full hour of tutoring. Using summary margin paper, make a list of the words from each section. Record the word in the left hand column and the definition in the right. This will be similar to the Cornell method of notetaking. At the bottom of each page, where the summary would normally be, make a list of all words on that page. If you have questions, talk to your mentor.

Improving Vocabulary Skills, Short Version
 Improving_Vocabulary_Skills_Short_Version.bmp (650.663 kb)
 Print the above document and keep track of your progress through the vocabulary tutorials. Be sure to note your scores for each section on the form. You must complete at least 1 section at 80% or better or you may use this resource to complete your full hour of tutoring. Using summary margin paper, make a list of the words from each section. Record the word in the left hand column and the definition in the right. This will be similar to the Cornell method of notetaking. At the bottom of each page, where the summary would normally be, make a list of all words on that page. If you have questions, talk to your mentor.

Advancing Vocabulary Skills
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Advancing Vocabulary Skills, Short Version
 advancing_vocabulary_short_version.bmp (647.189 kb)
 Print the above document and keep track of your progress through the vocabulary tutorials. Be sure to note your scores for each section on the form. You must complete at least 1 section at 80% or better or you may use this resource to complete your full hour of tutoring. Using summary margin paper, make a list of the words from each section. Record the word in the left hand column and the definition in the right. This will be similar to the Cornell method of notetaking. At the bottom of each page, where the summary would normally be, make a list of all words on that page. If you have questions, talk to your mentor.

Advanced Word Power
 Advanced_Word_Power.bmp (646.943 kb)
 Print the above document and keep track of your progress through the vocabulary tutorials. Be sure to note your scores for each section on the form. You must complete at least 1 section at 80% or better or you may use this resource to complete your full hour of tutoring. Using summary margin paper, make a list of the words from each section. Record the word in the left hand column and the definition in the right. This will be similar to the Cornell method of notetaking. At the bottom of each page, where the summary would normally be, make a list of all words on that page. If you have questions, talk to your mentor.

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DISCOVER

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First DISCOVER Assignment
 DISCOVER - Initial Assignment.doc (27.5 kb)
 Print the above document, complete all questions, return it to your mentor, and discuss your results with your mentor.

Second DISCOVER Assignment
 Select a career.doc (20 kb)
 Print the above document, complete all steps, give it to your mentor, and be prepared to discuss your findings.

OK

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Weekly Tutoring Alternatives

Week #1

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Week #1

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Explore the Learning Modules

Visit Academic Skills and talk with a study skills tutor about how the new Academic Skills Learning Modules work. Write a summary about what the Learning Modules are and how they can help you become a better student and e-mail this summary to your mentor.

Learn about Blackboard BLACKBOARD TRAINING

Visit the student help section on the Blackboard site by going to <http://Blackboard.usi.edu>, choosing the "Course Catalog" button, choosing the "A Welcome to USI Blackboard & quo" link, and choosing the "Student Blackboard Help" link. Visit each category listed in the menu on the left of the screen (e.g., "Blackboard News," "Getting Started," etc...). Write a summary of what you learned and e-mail it to your mentor from the **OPTIONS Blackboard site**. If you didn't learn anything, choose another Tutoring Alternative, complete a Learning Module, or attend subject-based tutoring.

USI Web Site Scavenger Hunt
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Week #2

When	Date	1/21/2006
	Time begins	1:00 PM
	Time ends	4:00 PM
Where	Location	Carter Hall
Event details	Joe Martin will be presenting a workshop entitled "Give & Grow Rich: Success Strategies for Leaders". The workshop is open to all USI students. Pre-registration is required. Students may sign up by visiting http://www.usi.edu/leadership/leadershipUSI.asp	
Event fee	This is a no-cost event.	
Sponsored by	Student Development	
Event contact	Name	Office of Student Development
	E-mail	connect@usi.edu
	Phone	(812) 465-7167
Event info.	http://www.usi.edu/leadership	

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http://www.usi.edu/readership/leadership/USI.asp

Event fee	This is a no-cost event.						
Sponsored by	Student Development						
Event contact	<table border="1"> <tr> <td><i>Name</i></td> <td>Office of Student Development</td> </tr> <tr> <td><i>E-mail</i></td> <td>connect@usi.edu</td> </tr> <tr> <td><i>Phone</i></td> <td>(812) 465-7167</td> </tr> </table>	<i>Name</i>	Office of Student Development	<i>E-mail</i>	connect@usi.edu	<i>Phone</i>	(812) 465-7167
<i>Name</i>	Office of Student Development						
<i>E-mail</i>	connect@usi.edu						
<i>Phone</i>	(812) 465-7167						
Event info.	http://www.usi.edu/leadership						

Attend the above event and provide your mentor with a summary that includes what you learned from the experience. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

Learn how to get involved on campus

Student Involvement Fair

The Office of Student Development Programs is sponsoring the Student Involvement Fair next Wednesday, September 7th from 11 a.m. to 2 p.m. Registered student organizations, campus departments, and Evansville community groups wishing to increase visibility, share information, and find new members will have tables set up at the fair. You may attend the fair, write a summary of what was available to students, what you learned about the campus and becoming involved, and explain how this might help you to be a more successful student.

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Week #3

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Week #3

Katie Koestner

On January 24, 2006, the University of Southern Indiana will welcome Katie Koestner of Campus Outreach Services. She will give a presentation entitled "No-Yes?" in which she will tell her story of date rape. We know that sexual assault and date rape are important issues for our students, both male and female. Katie's speech is not just for women, but men as well. She will discuss responsibility with alcohol, gender communication, and respect for self and others. Her presentation will be held in Carter Hall at 7:00 p.m. Provide your mentor with a summary of your experience that includes what you learned. If you didn't learn anything from the experience, choose another way to complete your tutoring requirement for the week.

Friday Night Live

Attend the Friday Night Live Event where students will compete to find out who is funniest. Write a summary of your experience, including what you learned from the event. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

What: FNL
When: 1/27/06 at 8:00 pm
Where: Carter Hall

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Week #4

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Week #4

Andy Vastola
Attend the FNL event featuring comedian Andy Vastola on January 31 @ 9pm in Carter Hall. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

The Changing Dynamics of Children's Rights in Family Court
Attend the following lecture and provide your mentor a summary that includes what you learned from the event. If you didn't learn anything from the event, choose another way to complete your tutoring requirement for the week.

Sydney Berger Lecture: The Changing Dynamics of Children's Rights in Family Court	
When	Date 2/2/2006 Time begins 7:00 PM Time ends No specific end time.
Where	Location Health Professions Center Room number Mitchell Auditorium
Event details	Judge Patricia Walker FitzGerald of the Jefferson Circuit Court Family Division in Louisville, Kentucky, will deliver the 2006 Sydney Berger lecture. She has helped to effect systemic changes in family courts nationwide to safeguard children's

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Time Begins 7:00 PM

Where	Time ends	No specific end time.
	Location	Health Professions Center
	Room number	Mitchell Auditorium
Event details	Judge Patricia Walker Fitzgerald of the Jefferson Circuit Court Family Division in Louisville, Kentucky, will deliver the 2006 Sydney Berger lecture. She has helped to effect systemic changes in family courts nationwide to safeguard children's rights to grow up in a safe and protected environment. She has helped make the Jefferson Family Court a nationally recognized model for best practices in cases involving child abuse and neglect. Sponsored by Charles L. and Leslie A. Berger.	
Event fee	This is a no-cost event.	
Sponsored by	College of Liberal Arts	
Event contact	Name	Leslie Roberts
	E-mail	lroberts@usi.edu
	Phone	465-7027

Jason LeVassuer
Attend the FNL Event featuring Jason LeVassuer (Singer/Comedian) on February 3, 2006 at 8pm in Carter Hall. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

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Week #5

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Week #6

Meet the Homecoming Candidates

Attend the Meet the Candidates event and provide your mentor with a summary of your experience that includes what you learned from the event. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

Homecoming- Meet and Greet with Candidates	
When	<i>Date</i> 2/6/2006
	<i>Time begins</i> 11:00 AM
	<i>Time ends</i> 1:00 PM
Where	<i>Location</i> Carter Hall
Event details	This is a chance for students and staff to meet the 2006 Homecoming Court. Campus organizations will have the opportunity to decorate a 1950s-theme table and promote their individual organizations.
Event fee	This is a no-cost event.
Sponsored by	Activities Programming Board

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The Price is Right

Attend the Price is Right and provide your mentor with a summary of your experience that includes what you learned from the event. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

Homcoming- The Price is Right	
When	Date 2/7/2006
	Time begins 9:00 PM
	Time ends No specific end time.
Where	Location Carter Hall
Event details	Come play the popular television show, The Price is Right, with the opportunity to win some great prizes!
Event fee	This is a no-cost event.
Sponsored by	Activities Programming Board
Event contact	Name Lea Wasson

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Hypnotist Dale K

Attend Hypnotist Dale K's performance and write a summary of your experience that includes what you learned from the event. If you didn't learn anything, choose another way to complete your tutoring requirement.

Homecoming- Hypnotist Dale K	
When	Date: 2/8/2006 Time begins: 9:00 PM Time ends: No specific end time.
Where	Location: Mitchell Auditorium
Event details	Come be "wowed" by Hypnotist Dale K! See your friends, or yourself, hypnotized!
Event fee	This is a no-cost event.
Sponsored by	Activities Programming Board
Event contact	Name: Lea Wasson E-mail: apb@usi.edu Phone: 464-1872

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Tailgate Party

Attend the Tailgate Party and provide your mentor a summary of your experience that includes what you learned. If you didn't learn anything from the experience, choose another way to complete your tutoring requirement for the week.

Homecoming- Tailgate Party	
When	Date 2/9/2006
	Time begins 4:30 PM
	Time ends 6:30 PM
Where	Location University Center
	Room number Eagles Nest
Event details	Free food, games, and a t-shirt! Come and get pumped for the Homecoming game on Saturday!
Event fee	This is a no-cost event.
Sponsored by	Activities Programming Board
Event contact	Name Kristina Pelly
	E-mail Kpelly@usieagles.org
	Phone

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Study Abroad Information Session

Attend the Study Abroad Information Session and provide your mentor a summary that includes what you learned from the experience. If you didn't learn anything from the experience, choose another way to complete your tutoring requirement for the week.

Study Abroad Information Session	
When	<i>Date</i> 2/9/2006
	<i>Time begins</i> 12:00 PM
	<i>Time ends</i> 1:00 PM
Where	<i>Location</i> University Center
	<i>Room number</i> 206
Event details	Come learn about the many exciting study abroad possibilities through USI!
Event fee	This is a no-cost event.
Sponsored by	International Services
Event contact	<i>Name</i> Kristine E. Meier

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Where	Location	University Center
	Room number	206
Event details	Come learn about the many exciting study abroad possibilities through USI!	
Event fee	This is a no-cost event.	
Sponsored by	International Services	
Event contact	Name	Kristine E. Meier
	E-mail	kmeier@usi.edu
	Phone	465-7183

Black History Month Event
Wednesday, February 8 at 12:00 p.m. in UC 201-202
?Blacks in Politics? a roundtable ?Lunch and Learn? will feature several local African Americans who hold public offices, including Karen Ragland, Evansville-Vanderburgh County School Board, and Royce Sutton, Vanderburgh County Council. Attend this event provide your mentor with a summary of what you learned. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

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Week #6

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Week #6

Big Money
Attend Big Money, an interactive game show about debt/money, where students can win cash. The event will be on 2/15/06 at 8pm in Carter Hall. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

Jason Lissow
Attend the FNL Event featuring Comedian Lason Lissow on 2/17/06 at 9pm in Carter Hall. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

The Exonerated
Attend the following and provide your mentor with a summary that includes what you learned from the event. If you didn't learn anything from the experience, choose another way to complete your tutoring requirement for the week. Please note you may attend any performance and submit your summary for the week in which the performance occurred.

The Exonerated	
When	
Date	2/15, 2/16, 2/21, 2/22, 2/23
Time begins	7:00 PM
Time ends	No specific end time.

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Where	Location
Event details	USI Theatre production
Event fee	\$4 for USI Students, \$8 for Seniors and Non-USI students, \$10 all others
Sponsored by	Art, Music, & Theatre
Event contact	Theatre management Office
	Name
	E-mail
	Phone
Event info.	http://www.usi.edu/libarts/Arts/Theatre/USItheatre/
Fee info.	http://www.usi.edu/libarts/Arts/Theatre/USItheatre/

Black History Month Event

Wednesday, February 15 at 12:00 p.m. in UC 201-202

Blacks in Business? a roundtable ?Lunch and Learn?, will feature several local African American business leaders, including Carolyn Boone Walters, president of C. C. Boone & Co. Inc.; Mike Malone of Malone & Associates, Inc. industrial and marine supplier, and Sondra Matthews, publisher of *Our Times*. Attend this event provide your mentor with a summary of what you learned. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

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Week #7

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Week #7

Party Time with Randy Haveson

Attend the following and provide your mentor with a summary of your experience that includes what you learned. If you didn't learn anything from the event, choose another way to complete your tutoring requirement for the week.

Party Time! with Randy Haveson	
When	Date: 2/21/2006
	Time begins: 7:00 PM
	Time ends: No specific end time.
Where	Location: Carter Hall
Event details	Randy will speak about drinking responsibly.
Event fee	This is a no-cost event.
Sponsored by...	Recreation, Fitness and Wellness

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Voices of Africa

Attend "Voices of Africa" on Wednesday, Feb. 22nd, sponsored by IPS, MCC, APB, Student Development, RFW, and VP for Student Affairs, where a group of 5-6 women from Philadelphia will be singing, performing percussion, and dancing West African and Caribbean numbers in celebration of Intl. Week and African American history month. Submit a typed summary of your experience to your mentor. Be sure to include what you learned from the experience. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

International Food Exp

Attend the International Food Expo on Friday, 2/24/06 in Carter Hall. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

Black History Month Events

Attend one of the following events and provide your mentor with a summary of what you learned. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

Monday, February 20
It's Not Where You are From: It's Where You are Going, presented by James Harris, category development manager for Bristol Meyers, 7 p.m., Klaymeyer Hall, Liberal Arts Center. Sponsored by the Black Student Union.

Saturday, February 25
An Evening of Jazz with Soul Factor, 8 to 10 p.m., Pub Banquet Hall, 1348 Division Street. To purchase advance tickets of \$10 each, call the Alumni Office at 812/464-1924. Tickets are \$12 at the door. Proceeds from the event benefit the USI Black Alumni Society Scholarship Fund. For more information, contact Grace Smith-Moredock, president of the USI Black Alumni Society, at 812/422-6104.

Week #8

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Week #8

Time Management Evaluation

Visit the following link and read the information on Time Management. Click on the link "Time Management Self Evaluation and Spacial Reviews." Complete both the Reflective and Quantitative Surveys. Take the summary/results to your next mentoring session and discuss them with your mentor. Be ready to point out your strengths and weaknesses with regards to time management, as well as to brainstorm ways to personally improve your time management skills.

<http://www.muskingum.edu/~cal/database/general/time.html>

Black History Month Event

Tuesday, February 28
?Running Man: The Art of Raymond Johnson, ? 7 p.m., Liberal Arts Center Room 2022. The artist will discuss and show his work. Sponsored by the Multicultural Center and the Art Department.

Submit a typed summary of your experience to your mentor. Be sure to include what you learned from the experience. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

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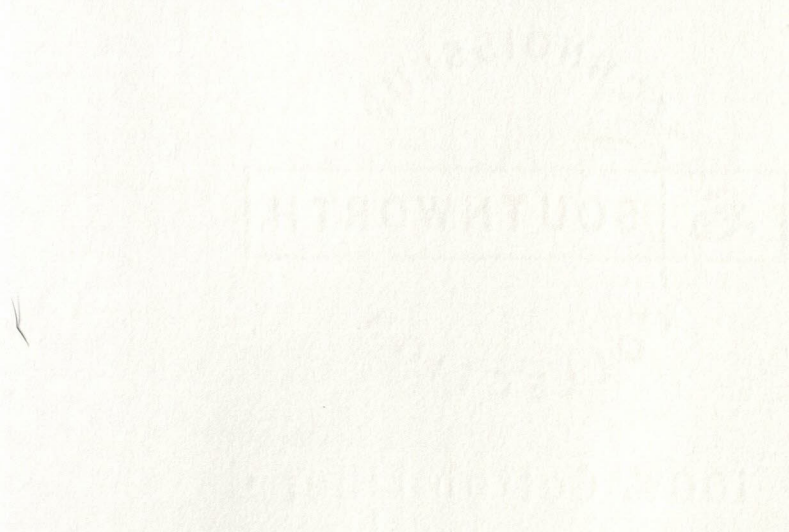
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Week #9

Organization

Click on the following link and read the information about Organization. Choose one of the methods of information organization presented and organize either the information presented on the site (i.e. the information on organization) or the information from a content class you are currently taking (i.e., History, Psychology, Sociology). Upon completion of this alternative, you should have a mind map, a flow chart, or some other tool presented on the site in which you have organized information from the web site or from one of your current classes. Present this organization tool to your mentor at your next mentoring appointment.

<http://www.muskingum.edu/~cal/database/general/organization.html>

Tutoring Alternative - Week #9

Using the University Core Curriculum sheet (Section 3, front of last page), choose which classes you would like to take to complete the University Core Curriculum. Provide your advisor with a summary that includes how long it should take you to complete the OPTIONS requirements, how long it should take you to complete the UCC, and special considerations you had to make based on the major you are considering.

E-mail the summary to your advisor as an attachment by March 12, 2005. Discuss the UCC sheet with your advisor at your next mentoring appointment.

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Week #10

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Week #10

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Open Mic Night
 Attend the FNL's Open Mic Night on 3/17/06 in Carter Hall at 8pm. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

Nancy Tuana Lectures
The Women's Health Movement and Epistemologies of Ignorance
 Presenter: Nancy Tuana, Ph.D.
 Date: March 16, 2006
 Time: 7:00 p.m.
 Place: Carter Hall in the USI University Center
 and/or
Consuming Male Bodies: Advertising and the Sexual Self
 Presenter: Nancy Tuana, Ph.D.
 Date: March 17, 2006
 Time: 10:00 a.m.
 Place: Couch Renner Lecture Hall, ED 1101

Provide your mentor with a summary of your experience, including what you learned from the experience. If you didn't learn anything, choose another way to complete your weekly tutoring requirement.

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Week #11

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Week #11

4-Year Plan

Choosing the major you intend to pursue, or the one toward which you are leaning, plan out how you will complete your degree. Use the pages provided in your planner and make sure that you complete **all degree requirements**, including the University Core Curriculum. Discuss this with your mentor at your next session.

Take Back the Night

Recreation, Fitness & Wellness is co-sponsoring the Take Back the Night (a march to protest rape) event with Albion Fellows Bacon Center this year. The event will take place Wednesday March 29, 2006 and is free and open to the public.

Gordon Braxton, a Prevention Specialist in the Office of Sexual Assault Prevention and Response at Harvard University, will discuss his journey towards understanding the importance of anti-violence work as a man, challenges/pitfalls, contemporary trends in youth culture from an anti-violence standpoint, and he will challenge others to get involved. His presentation will be in Carter Hall at 5:00 p.m. As a side note- there is a group that is trying to organize a men's peer group on campus and there will be sign up materials available.

Immediately following Gordon's presentation (approximately 6:00 p.m.) Albion Fellows Bacon Center will lead a march across campus, through student housing and loop back to the UC bridge for a candlelight ceremony. A local survivor will speak about the impact of rape on her life. After her speech, audience members are invited to step up and speak about rape.

If you choose to attend this event and wish to use it as your tutoring alternative for the week, please complete a summary of your experience and give it your mentor.

Week #12

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Week #12

Comedian Spanky

Attend Comedian Spanky's performance on 3/30/06 at 9pm in Carter Hall. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

Alfred and Seymour

Attend the comedy/hip hop performance of Alfred and Seymour on 3/31/06 at 8pm in the Eagles Nest. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

Hawaiian Glo Bowl Luau

Attend the following function and provide your mentor with a summary of your experience, including what you learned from the event. If you didn't learn anything, choose another way to complete your tutoring requirement for the week.

Hawaiian Glo Bowl Luau	
When	Date
	3/29/2006
	Time
	ALL DAY
Where	Location
	Recreation and Fitness Center

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Where	Time	ALL DAY
Event details	Location	Recreation and Fitness Center
	The sign up deadline for this event is March 24.	
	After returning from Spring Break, feel like you're still at the beach enjoying the warm weather during the cold month of March and go bowling at Franklin Lanes. Enjoy bowling and the Hawaiian contests, including a grass skirt contest, a tank top contest, hula hoop contest, and limbo contest, a Hawaiian shirt contest, and Hawaiian Aloha surprises. Door prizes, coupons, food, and fun, with an island feel.	
Event fee	Playing Dates: March 29 at Franklin Lanes Bowling Alley	
Sponsored by	\$2.50 per person	
Event contact	Name	Recreation, Fitness and Wellness
	E-mail	Ruth Waller
	Phone	rwaller@usi.edu
		812-464-1942

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Week #13

Tutoring Alternative - Week #13
Summer Plans

Write a summary of your summer educational plans. Do you plan to take summer classes? What classes are you considering? Where do you plan to take these classes? Have you applied to the school where you plan to enroll in summer classes? What must you do to enroll in summer classes? When do the classes begin? When do they meet? How will you have to adapt your study habits to accommodate the different pace of summer classes?...

Be very specific in your summary. It will be necessary for you to visit the web page and/or the school where you plan to take summer classes. Remember, if you plan to enroll at an ITSC campus, Denise Johnson Kincaid at the Evansville campus can help you (812-429-1435). The more information you gather now, the easier it will be later....

Visual Impact
Attend Visual Impact, an art lecture/performance on 4/4/06 at 8pm in Carter Hall. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

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Week #14

Michael Dean Ester

Attend Comedian Michael Dean Ester's performance on 4/10/06 at 9pm in Carter Hall. Provide your mentor with a summary of the event that includes what you learned from the event. If you didn't learn anything choose another way to complete your tutoring requirement.

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Week #15

Breakfast with President Hoops

Have breakfast with the President and provide your mentor with a summary of your experience that includes what you learned. If you didn't learn anything from attending this event, choose another way to complete your tutoring requirement for the week.

When	Date
	4/20/2006
Where	Time begins
	7:45 AM
	Time ends
	8:45 AM
	Location
	University Conference Center

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Event details

This annual event features a buffet breakfast with Dr. H. Ray Hoops, USI president. The breakfast includes scrambled eggs, French toast, sausage links, orange juice, coffee, water, and mini muffins. A panel of student organization representatives will ask Dr. Hoops questions addressing their campus concerns.

The event is free to students, who may reserve a ticket at the Student Development Office in the lower level of the University Center. Students must show a valid ID to receive a ticket.

Faculty and staff may reserve tickets, \$5.50 each, by calling Alumni and Volunteer Services, 454-1924.

Reservations are required. The reservation deadline is noon, Monday, April 18.

Event fee	Students free, others \$5.50	
Sponsored by	Alumni & Volunteer Services	
Event contact	Name	Nancy Johnson
	E-mail	njohnson@usi.edu

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Week #16

Goals

Visit the following link and read the information about Goal Setting. Complete both a "Goal Setting Worksheet" and a Goal Setting Checklist." In addition, write a paragraph that outlines your plans/goals for the summer. Discuss these with your mentor at your next session.

<http://www.muskingum.edu/~cal/database/general/monitoring3.html>

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Tips for Success

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Tips for Success

[Time Management](#)

[Study Tips](#)

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http://blackboard.usi.edu/webapps/blackboard/content/listContent.jsp?course_id=_11276_1&content_id=_472387_1 Internet

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Time Management

Benefits of Time Management
Time_Management_1.ppt (181.6 kb)

Making a Master Study Schedule
Making_a_Master_Study_Schedule.doc (22 kb)

Master Study Schedule Form
Weekly_Monitor.doc (82.6 kb)
Click on the link above to print a blank *Master Study Schedule* document.

Goal Setting
Goal_Setting_1.ppt (44.6 kb)
Click on the above document to learn about setting S.M.A.R.T. goals.

An Anti-Procrastination Plan
Click on the following link to learn why we procrastinate and how we can avoid it.
<http://www.muskingum.edu/~cal/database/general/timemeb.html>

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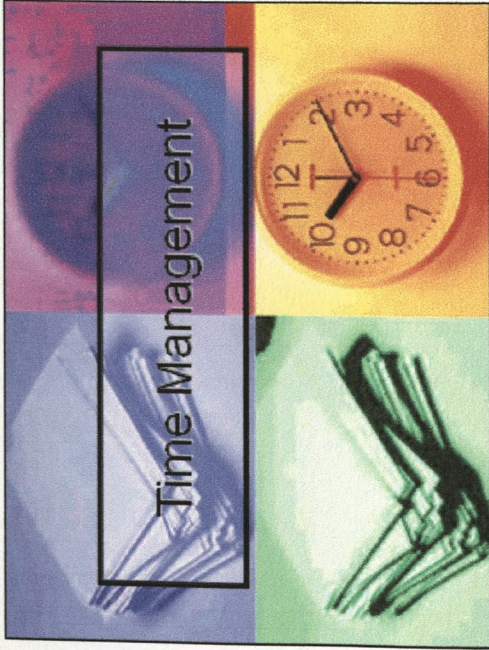
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Benefits of Time Management



What is Time Management?

- Time Management is one of the most important skills you will learn in college.
- Time Management involves arranging the tasks you must complete so that you may efficiently meet your goals.

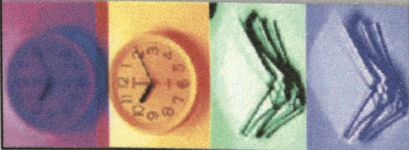
Why is Time Management so important in college?

College is much different than High School. While High School was structured so that study time was often built into your day, college is a much less structured environment in which you are responsible for arranging your own study time.

Benefits of Time Management

Time Management:

- Helps you become organized
- Makes your study time more productive
- Promotes personal balance
- Provides a better view of the big picture
- Allows for more control over your life



6 Principles of Time Management

- Organize
- Schedule
- Prioritize
- Maximize
- Maintain Flexibility
- Balance



Organize: Know what is expected

It may be difficult to keep track of what needs to be done, but it is very important that you know what you need to accomplish. Using a planner will help you keep things straight.



Schedule: Estimate the time you'll need to complete tasks

Everyone has the same 168 hours per week to get things done. Only you can choose how much time to allocate for various tasks. Establish a schedule that factors in fixed times (i.e., class, church, study groups). Then determine how you'll spend your discretionary hours.



Prioritize: Decide what things are most important to you

Setting priorities involves deciding which things are most important to you and planning how you will accomplish these things. Creating a to-do list and then determining which items are most important sometimes helps. Don't forget to factor in variables, such as time constraints, when determining an items order of importance.




Maximize: Make the most of your time

We all have little blocks of time during the day that are just wasted. Over the course of a week, this time really adds up. So, make the most of your time. Carry flashcards to flip through while your waiting for an appointment. Multi-task when the situation allows.



Maintain Flexibility: Expect the unexpected

You may have heard of Murphy's Law. Remember this when scheduling your time. Make sure to allow enough flexibility in your schedule to adapt as the situation requires. For example, if it takes you 15 minutes to get to campus and 5 minutes to walk to class, don't leave your house just 20 minutes before your class starts because you know you aren't going to find a parking place that fast.



Balance: Include time for things important to you

Academics are great, but don't schedule time only for academic endeavors. Include time for family, recreation, friends, and you. You will be much more successful (not to mention happy) if you strive for balance in your life.



Reference

Godfrey, Terri A. & Watson, Terri L. (2000). Succeeding in College and Beyond. Kendall/Hunt Publishing Company: Dubuque, IA, pp. 55-58.

Making a Master Study Schedule

Making a Master Study Schedule

It is important to make a master study schedule that represents an "average week" in your semester as this will help you keep track of how you spend your time (or at least how you should spend your time).

The following are a few general guidelines to follow when preparing your study schedule:

- Study before recitation-type classes
- Study after lecture-type classes
- Know your sleep patterns and allow adequate time for sleep
- Understand the best time of day for you to read/study
- Avoid too much detail
- Discover how long to study
- Plan blocks of time, but schedule in breaks too
- Make sure to leave time to eat, exercise, etc.
- List your commitments according to your personal priorities
- Avoid packing your schedule too tightly
- Study about 2 hours outside of class for every hour you spend in class

Steps for creating your master schedule:

1. Print the master schedule from the web site
2. Write in all your routine, non-flexible commitments (e.g., class time, work hours, meetings, commute time, etc.)
3. Fill in other necessary items (e.g., sleeping, eating, housekeeping, etc.)
4. Then, fill in adequate study time, social time, recreation time, etc.

Note: Remember that a master schedule is flexible and can be changed when necessary; however, creating it won't help you if you don't use it. Try to stick to your schedule. When you can't, make sure you make the appropriate adjustments (e.g., if you choose to go to the movies with your friends instead of reading your history chapter, make sure you make time to read that chapter later).

Master Study Schedule Form

Weekly Monitor



	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							

Goal Setting

Goal Setting

A S.M.A.R.T.
Technique

What do you want to do with your life?

- I know, it sounds like a hokey question, but can you answer it?
- What are your goals?
- Do you have a plan to achieve your goals or are you just hoping random events eventually lead you to the right place?

Establishing Goals

By using the S.M.A.R.T. Technique you can set goals that are achievable. S.M.A.R.T. is an acronym that stands for goals that are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**rackable

Specific

- Goals should be detailed, particular, and focused.
- Your goal should not allow for alternatives. You can always change it, but if you give yourself an out, you'll take it.

Measurable

- Your goal should be quantifiable and should be stated in terms of time and quantity.
- If your goal is measurable, you will be able to determine whether or not you have met it.

Achievable

- Your goal should be practical and achievable.
- You should be able to meet your goal with your strengths and abilities.

Relevant

- Your goals should make a positive difference in your life.
- Don't set destructive goals.

Trackable

- Your goals should be regulated by time deadlines.
- You should be able to tell if you have completed your goal after a given amount of time.

Now, let's evaluate a couple of goals to determine if they are S.M.A.R.T.

Goal: I will earn an A in my Psychology class this semester by studying at least 6 hours per week.

Goal: I will win this Wednesday's Powerball drawing with the numbers 5 - 9 - 15 - 19 - 38 - 41.

I will earn an A in Psychology by studying 6 hours every week.

- **Specific:** My goal is specific because it defines exactly what I hope to achieve - an A.
- **Measurable:** I will be able to determine whether I'm progressing toward my goal by monitoring my grades and by monitoring my study time.
- **Achievable:** I have 6 hours a week to dedicate to this course and I have the organizational skills to be able to break the necessary work down into smaller tasks. I can utilize Academic Skills as necessary.
- **Relevant:** An A would help my gpa and PSY 201 is a UCC course. This goal would affect me positively.
- **Trackable:** At the end of this semester, I will be able to determine whether or not I met my goal by checking my grades through MyUS.

I will win this Wednesday's Powerball drawing with the numbers 5 - 9 - 15 - 19 - 38 - 41.

- **Specific:** My goal is specific because I state the day of the drawing and the numbers I'll use.
- **Measurable:** My goal is stated in terms of quantity (the jackpot) and time (Wednesday's drawing).
- **Achievable:** Here's where we go astray. My goal is not really very practical or achievable. While somebody has to win, my actions have absolutely no affect on the outcome.
- **Relevant:** Oh, this goal would definitely have a positive impact on my life, let me count the ways...
- **Trackable:** I would be able to tell if I met my goal as soon as they drew the numbers for Wednesday's lottery.

Evaluation of our Goals

So, the first goal was a S.M.A.R.T. goal because it was specific, measurable, achievable, relevant, and trackable.

The second goal, while it was specific, measurable, relevant, and trackable, was not really achievable; therefore, the second goal isn't a S.M.A.R.T. goal.

Reference

Godfrey, Terri A. & Watson, Terri L. (2000).
Succeeding in College and Beyond.
Kendall/Hunt Publishing Company.
Dubuque, IA, pp. 64-65.

Anti-Procrastination Plan

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Learning Strategies Database

Procrastination

Michael is a first-year student at the local college. During the first few weeks of class he is asked to participate in a variety of activities, each of which takes away from his study time. When given the choice between going to the movies and reading a chapter of economics, Michael almost always picks the movies. He tells himself "I'll catch up later." He doesn't realize that each time he makes such a choice, he will suffer from the consequences in due time. As the term continues, the consequences begin to appear. He pulls an all-nighter to cram for an Art History test. He completes a Philosophy paper an hour before class, but can't get it printed in time. The consequences become more and more serious. As the term comes to a close, Michael is rushing to start research papers, to complete assigned readings, and to prepare for final exams. He has trouble sleeping. He feels overwhelmed by the amount of work he needs to complete. Tension causes him to eat poorly. He blanks out on his Chemistry final. Michael's grades for the term are lower than he had anticipated when he started the term, and they are much lower than his high school grades. A similar chain of events occurs the next term. Thinking he can't handle college, Michael becomes depressed and considers leaving school.

Is Michael stupid? Incompetent? Not cut out for college?

No. Michael's hypothetical situation is a classic case of procrastination. Procrastination is putting things off until later. A pattern of procrastination may emerge when one has poor time management skills, inappropriate priorities, and unrealistic perceptions of cause and effect relationships.

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Unfortunately, this fictitious scenario is all too common in schools across the country. And procrastination affects students and other people outside the academic setting as well. People often put off tasks they dislike, such as paying bills, washing dishes, doing laundry, repairing things, and writing letters.

There are several reasons why one should avoid procrastination. First, procrastinators who do poorly on an assignment may attribute the failure to lack of ability rather than poor time management. Once one loses confidence in one's abilities, it is difficult to get it back. Second, putting off tasks until the last minute often results in stress and anxiety, which affect one's performance and even one's health. Third, procrastination often leads to feelings of guilt as one thinks about all the things one should be doing. Fourth, procrastinators are particularly susceptible to Murphy's Law, "if something can go wrong, it will," because they don't leave enough time to complete a task let alone make allowances for unforeseen difficulties. Finally, habitual procrastination negatively impacts the way one is viewed by others.

There are varying degrees of procrastination. One way to "measure" procrastination is the frequency with which an individual puts off tasks. Some people only procrastinate occasionally and sporadically, or they may put off certain tasks but are able to complete other tasks on time. Serious procrastinators, on the other hand, habitually put off all kinds of tasks; their behavior may become so predictable that they labeled as habitual procrastinators. Another way to measure procrastination is to consider the consequences of such behavior. If one is satisfied with one's achievements and performance on assignments, and if one can complete late assignments without getting "stressed out," then procrastination may not be too serious a problem. Only minor behavioral changes may be necessary to avoid procrastinating in the future. However, if grades suffer and stress results from putting things off, then procrastination is a serious problem. In this case major behavioral modification is probably necessary.

So how can one avoid falling into the downward spiral brought on by procrastination? The guidelines below may provide procrastinators with the strategies needed to break out of that behavioral cycle.

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A Non-Procrastination Plan

Make a Schedule

Allocate specific times to complete tasks using semester, monthly, weekly, or daily planners.

Get Motivated

It does no good to make a schedule unless it will be followed. Work with a friend to motivate each other. Consider how long-term and short-term goals will be fulfilled by getting things done on time. Visualize how it felt to get tasks done on time in the past, and remember how stressful it was to put off work.

Reevaluate Your Priorities

How do you prioritize success in school, social life, work, and other activities in your life? If school is your first priority, that work must come before any other activities. If you decide success in school is not your first priority, then don't expect high grades.

Take Responsibility

Don't make excuses to yourself for procrastinating, and don't blame others when distracted. Saying "I'm so busy I never get to..." is just an excuse and form of procrastination. Staying on track is a personal responsibility. It's in your hands.

Cause and Effect Relationships

Step back and critically examine cause and effect relationships in your life. How do you explain failures? To what factors do you attribute them? Be honest. Did you receive a poor grade on a

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project because you started it late or didn't put in enough time? Avoid rationalizations like "The prof hates me" or "I didn't understand the assignment." Thoughtfully examine the consequences of your behavior.

Working "Under Pressure"

Some people describe themselves as "working better under pressure." If you feel this way, honestly and critically the validity of this statement. When you work under pressure, are you really turning in your best work? If not, procrastination is having a negative impact on you. If you really think you are doing your best, make sure the pressure comes from you and not someone else.

Variety is the Spice of Life

Make two activity lists: "Things I like to do" and "Things I have to do." Mix up activities from both lists and work on each activity for a short period of time. Alternating between fun and distasteful tasks helps to maintain motivation and interest.

Think Small

Because it is easier to put off overwhelming tasks than small ones, divide major assignments into smaller parts and work on one part at a time.

Be Realistic

Some people procrastinate because they have too much to do. They have every intention of doing things in a timely manner, but they run out of time. There are only 24 hours in a day. Thoughtfully examine your obligations and responsibilities. Is your schedule realistic? Are you involved in too many activities? Don't "spread yourself too thinly" because none of your projects will get the full attention they deserve.

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Some people procrastinate because they have too much to do. They have every intention of doing things in a timely manner, but they run out of time. There are only 24 hours in a day. Thoughtfully examine your obligations and responsibilities. Is your schedule realistic? Are you involved in too many activities? Don't "spread yourself too thinly" because none of your projects will get the full attention they deserve.

Focus on Assets

Some people are good at summarizing major ideas. Others write exceptionally well. Some people work well with others. Find out what your assets are. Then work them into everything you do. This will improve your confidence and motivation for tackling a distasteful job.

Rewards

Reward yourself lavishly when tasks are completed on time. Make the reward appropriate for the difficulty and boredom of the task.

Summary: A Seven Day Non-Procrastination Plan

- Monday: Make tasks meaningful
- Tuesday: Divide large assignments into smaller parts
- Wednesday: Write an intention statement
- Thursday: Tell everyone about your schedules and plans
- Friday: Find a reward for doing things on time
- Saturday: Settle any problems now
- Sunday: SAY NO!

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Study Tips



Pay Attention
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Get Organized
Get_Organizedl.ppt (73 Kb)



Notetaking
Click on the following link and explore the various types of notetaking.
<http://www.muskingum.edu/~cal/database/general/notetaking.html>



SQ3R: An Active Reading Strategy
SQ3R.ppt (60 Kb)
Click on the above document to learn the SQ3R strategy for active reading.

OK

Pay Attention

Pay Attention!

How to eliminate internal distractors, eliminate external distractors, stay alert in class, and stay alert while reading.

Internal Distractors

Internal distractors are distractions that come from within an individual, such as:

- lack of interest
- lack of motivation
- low self-esteem

Combating Disinterest

- Do your own homework. Gather information about the subject from a variety of sources (i.e., lectures, texts, other students).
- Tie the new information to knowledge you already have or apply it to everyday life.
- Actively interact with the new information by asking questions, talking about it, or writing about it.
- Relate the new information to other classes.
- Talk to your classmates. Form study groups. This will help you maintain interest.

Staying Motivated

- Identify your goals and focus on how a particular class will help you reach that goal.
- Focus on your instructor's strengths and the positive aspects of the class; don't dwell on the parts you dislike.
- Visualize yourself as successful.
- Own the information. Make the information personally relevant.
- Use and apply the knowledge in new and creative ways.

Maintaining Positive Self-Esteem

- Avoid negative self-talk, such as “I’ll never pass this test.”
- Make sure your self-talk positively influences how you feel about yourself with statement such as, “I am prepared for this test.”

Note. *Efficient learners most often engage in positive self-talk.*

External Distractors

External distractions are those that come from outside a student and may include the following

- Environmental factors in the study environment, and
- Environmental factors in the classroom

Note. *For more management suggestions, study skills, and personal problem-solving ideas, look at external distractors, but will not be addressed in this document*

Minimizing Environmental Distractions

When studying,

- minimize the noise and movement of people,
- adjust the lighting so it is not too dark or bright,
- adjust the temperature to a comfortable level (or dress appropriately),
- avoid sitting on the bed or couch as you might get a little too comfortable

Minimizing Environmental Distractions, continued

In the classroom,

- Select a seat away from windows, doors, friends, wall maps, and clocks,
- Sit towards the front of the room and avoid the end of the aisles,
- Sit near other “active” students,
- Dress accordingly so you can easily adapt to the temperature in the room

Staying Alert in Class

- Make sure you are prepared and organized for class.
- Get motivated to study the topic.
- Make sure you are well-rested.
- Choose to sit where the teacher is.
- Contact with your instructor.
- Interact with the information (i.e., why is this important how will this help me).
- Determine the instructor's purpose (what is his or her goal).
- Listen for themes and make connections.
- Take notes!
- Actively participate in class.
- Summarize your information within 6 hours after class.
- Take deep breaths to increase your oxygen flow.
- Take off your shoes (the temperature difference can help keep you alert).

Staying Alert while Reading

- Arrange your study area so that you can effectively study (See Eliminating Environmental Distractions)
- Get motivated!
- Be well rested.
- Try different reading strategies (e.g., SQ3R)
- Work for short time periods and take breaks.
- Mix it up (i.e., switch between subjects)
- Reward yourself.

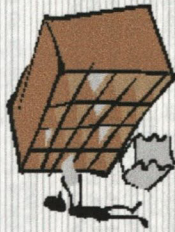
Reference

Learning Strategies Database. Retrieved on January 25, 2006 from <http://www.muskingum.edu/~cal/database/general/attention2.html>.

Get Organized

Get Organized

Get Organized!



Does that mean my room needs to be neat and clean (i.e., have you been talking to my parents)?

- NO! You can be a slob and still be organized. Organization is not a black and white concept – rather, there are varying states of organization. It is a personal thing. You have to develop organizational strategies that work for **YOU**.
- That does not mean that you cannot learn from others' suggestions. You have to try new strategies to know if they will work for you.

What exactly is "organized"?

Being organized simply means that everything has a predictable place and that things are arranged in an orderly, structured manner. It can refer to the way your personal space is arranged (*spatial organization*) or the way you structure information (*information organization*).

Why is organization so important?

Being organized has many benefits, including:

- It saves time;
- It decreases frustration and stress;
- It helps to eliminate factors that lead to procrastination;
- It reduces distractions;
- It increases your ability to focus;
- It helps with information processing and recall;
- It allows for excellent review of material; and
- It positively impacts student performance.

What is spatial organization and how can I become "spatially organized"?

- To become spatially organized, you must have a designated place for your things so that you can locate them easily.
- For example, to organize your room, you should have a place for your food, for your toiletries, for your clothes, and for your school supplies. This will eliminate catastrophes, such as the greasy pizza box being set on your English essay. You made need to reorganize periodically as your needs change.

How can I organize my study area so that I study more effectively?

- Set aside a special place in your room just for studying (preferably with a desk). It should:
 - Be a quiet and distraction free zone.
 - Allow for easy access to study materials, and Be comfortable (but not too comfortable).
- Arrange your books and notebooks on shelves.
- Purchase some type of filing system for your papers (filing cabinet w/ labeled folders, paper bins).
- Display time management planners and schedules.
- Organize your school supplies on your desk.

What is information organization and why is it important?

Information organization refers to ways you can arrange the information that you learn in school. It helps to improve memory, notetaking, test preparation, test taking, and writing. Students should use a variety of techniques to organize information, based on the nature of the information.

What are some examples of information organization strategies?

- Comparison-Contrast
- Color Coding
- Herringbone Maps
- Three-ring Binders
- Spider Webs/Maps
- Hierarchical Organizers
- Flow Charts
- Concept Maps
- Outlines
- Opinion Charts
- Continuum Charts
- Frayer Model
- Matrices/Tables
- Flash Cards

How can I see some examples of
Information Organization Strategies?

To see examples of completed
information organization techniques
as well as to obtain blank information
organization forms for you to try, visit

<http://www.muskingum.edu/~cal/database/general/organization.html>

References

Learning Strategies Database:
Organization. Retrieved on January
26, 2006 from
<http://www.muskingum.edu/~cal/database/general/organization.html>.

Notetaking

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Notetaking

One of the most fundamental skills to learn and master in school is taking notes. Notetaking skills also are useful on the job for recording meetings or seminars.

Notetaking involves making a permanent written record of main points and supporting details to which one may refer later. Although notetaking most commonly is used to record oral presentations, notetaking strategies may also be used to record notes from written courses.



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notetaking strategies may also be used to record notes from written sources.

The skill of taking notes is probably most challenging for auditory learners and kinesthetic learners because of the manner in which they receive and process information (see the **Modality Strength** section of the Monitoring page). However, all students, regardless of learning style, may benefit from the learning strategies discussed in this page.

Many of the notetaking strategies covered here require some amount of instruction. To be most effective, they should be introduced to the individual and illustrated with concrete examples by an instructor or facilitator.

Purposes of Notetaking Strategies

Notes are not just collections of information. The information must be recorded correctly and in an organized manner in order to be of use at a later time. Notetaking strategies, then, are designed to improve one's ability to take more accurate, more complete, and more organized notes.

Notetaking strategies are not just for students. Some of the strategies outlined in this page may be used by instructors for the purposes of improving lecture structure and enhancing student understanding of material. The strategies may also be applied in the workplace.

Advantages of Notetaking Strategies

Improving one's notetaking skills by using the strategies described in this page is advantageous for a number of reasons. Notetaking skills help one to pay better attention to an oral presentation or written document because they keep the individual active. In school, good notetaking skills aid in understanding of material, effective preparation for exams, and completion of assignments. They also improve reading comprehension.

Notetaking strategies are broadly applicable to a variety of tasks and subjects. Once they are

Internet

SQ3R

SQ3R

AN ACTIVE READING STRATEGY

What is Active Reading?

Active reading is essential in college courses. Gone are the days when you can just read the words. And no, highlighting your text doesn't constitute active reading. To actively read, you must interact with what you are reading. You must actively do something with the information. This document will outline but one of many techniques you can use, so, if this one doesn't work for you, talk to a study skills tutor in Academic Skills.

What is SQ3R?

SQ3R stands for

- Survey
- Question
- Read
- Recite
- Review



SURVEY

Create a mental map of the selected reading by

- looking over the text to determine how information is organized.
- noting textual markers (e.g., table of contents, chapter titles, headings, subheadings, etc).
- noting paragraph breaks or clue phrases (e.g., "most important," "in summary," etc) and use these to create your own headings in the margins.
- noting your previous knowledge about the topic.

Question

Predicting questions that the selected reading will answer allows you to elaborate on the mental map you developed during the Survey phase. This allows you to actively engage your attention and curiosity and provides you with a framework to guide you through the reading. To develop questions you can:

- turn headings/subheadings into questions, or
- you can include questions that came up during the survey phase.

READ

Next, read the assignment one section at a time. During this phase you should:

- Search for relationships between the main ideas and supporting details.
- Jot down notes in the margins (annotate) or write down the number of the question the particular piece of information answered (from the Question phase).
- **DO NOT HIGHLIGHT DURING THIS PHASE!** Highlighting while you are reading only serves to distract you.

RECITE

Paraphrasing what you read helps you better understand the information. Without recitation, about half of what you read will be lost after only 1 day. Recitation should be done without consulting the book unless absolutely necessary and can involve:

- Reciting main ideas aloud,
- Writing main ideas down (using various methods to organize your ideas is helpful),
- Going over predicted questions and their answers, and
- Summarizing each section.

REVIEW

Once you have read the information and recited it section by section, review the information as a whole to see how things fit together.

This will allow you to check your understanding of the information, organize it appropriately, and reinforce the information in your memory. During this phase, you should:

- Refer to your headings/subheadings,
- Refer to your predicted questions,
- Refer to your notes and study tools,
- Refer to annotations in the text, and
- Summarize the purpose/main idea of the reading.

Note: Repeating the review process every week is essential and will cut down on the time necessary for test preparation.

Reference

Learning Strategies Database: Reading Comprehension. Retrieved March 8, 2006 from <http://www.misingum.edu/~cal/database/geometal/reading.html#EQ3R>.

Test Taking

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- 
Test Preparation
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- 
Test Tips for Multiple Choice, Matching, Short Answer, and Essay Tests
 Multiple choice - matching - short answer - essay test tips_1.doc (25 Kb)
 Review the document for tips on taking multiple choice, matching, short answer, and essay tests.
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Understanding Test Words for Essays
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How to Take True-or-False Exams
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 The above document can help you better answer true or false questions.
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Studying for Math Tests
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- 
A Practice True or False Exam
 This test will allow you to practice the techniques you learned from the "How to Take a True or False Exam" document.
- 
A Practice Multiple Choice Test
 This is a "nonsense" test that will help you see that , even if you don't know the material, you can use "clues" from the multiple choice test to help you discover the right answers.

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Test Preparation

TAKING TESTS

Many factors affect how well you perform on tests. These include:

- Time management
- Physical well being
- Psychological well being
- Reading skills
- Note-taking skills
- Test-taking skills
- Learning skills
- Memory
- Writing skills

Tips for Test Preparation

Daily Preparation

- Gather all tools necessary for the course
- Realistically plan your reading and study schedule
- Read and study **ACTIVELY**
- Organize your course material in a notebook
- Create and keep a vocabulary list of terms used in the course
- Annotate your notes and your text
- Number and organize all handouts
- Save all returned assignments, quizzes and tests
- Read your text before you go to class

Five Day Intensive Review Before Test Date

- Listen carefully to you instructor for clues as to what will be on the test
- Prioritize your study material
- Reorganize your material (divide the content)
- Learn strategies that will help you learn material based on the test format
- Predict and write your own test questions
- Study with a friend/classmate
- Make sure you sleep well for two days prior to the exam

The Day of the Test

- **Lightly review the material**
- **Arrive early**
- **Engage in positive self-talk, stay calm and accept the exam as a challenge**
- **DO NOT CDAM**
- **Read the directions on the exam carefully**
- **Skim the test before you begin**
- **Budget your time based on the difficulty and the assigned value of the questions**
- **Take a watch to help you keep track of time**
- **Answer easier questions first**
- **Write down important formulas before you begin**
- **Read all questions carefully and make sure you answer all parts of the questions**
- **Take notes of essay guiding words when organizing your essay**
- **Briefly outline your answer for essay questions**
- **With essay test, leave blank space at the end in case you want to add more later**
- **Write legibly**
- **Check your answers before turning the exam in**

After the Test

- **Review the test questions and determine from where the instructor pulled the questions**
- **Figure out why you missed questions**
- **Adjust your study techniques to better prepare for future exams**

Test Tips for Multiple Choice,
Matching, Short Answer, and
Essay Tests

Nothing takes the place of studying and making sure you are prepared for exams; however the following tips can give even a prepared test taker an extra edge.

Multiple Choice Tests

- Read all questions carefully and pay attention to qualifiers in the question
- Remember that more than one answer could be true, but choose the BEST answer
- Cross out incorrect, obviously wrong, or silly answers
- If two answers are close, one of them is probably right
- Don't choose answers that are grammatically incorrect
- "All of the above" answers are often right
- Longer, more inclusive answers are often correct
- Pay attention to your time and don't spend too much time on difficult questions, mark them and come back to them later
- Pay attention to words such as "not," "except," and "but"
- If you don't know an answer, GUESS
- If two answers are the same, they must both be wrong
- If two answers are opposite, one is likely correct and the other wrong
- Watch for clues from other questions as the answer to one may be found in the stem of another
- If you have absolutely no idea what answer is correct, choose the middle option
- If the answer involves a quantity, middle answers are often correct

Matching

- Read all items on each list before beginning
- As you use items, check them off the list on the right

Short Answer

- Be organized
- Answer the questions simply and directly
- Answer questions of which you are sure first, skip those you are unsure of and return to them later
- Pay attention to grammatical clues

Essay

- **Brainstorm before writing**
- **Outlining can be very helpful**
- **Note cues in the question when organizing your answer**
- **Understand that, in college, reasoning ability, factual accuracy, relevance, organization, completeness and clarity are VERY important**
(See Understanding Test Words Document)

Understanding Test Words for Essays

Understanding Test Words

Learn the meanings of these testing words because they are usually not interchangeable! You must know what the instructor is asking you to do before you can do it!

1. **COMPARE** - bring out points of similarity AND points of differences
2. **CONTRAST** - show differences when placed side by side
3. **CRITICIZE** - give YOUR judgment of; approve OR disapprove; give good *and* bad points
4. **DEFINE** - give the meaning of, explain the nature of
5. **DESCRIBE** - tell about, give a word picture which characterizes; do not just name or label
6. **DIAGRAM** - made a drawing, char, or graph, and usually add labels; possibly add a brief explanation
7. **DISCUSS** - examine, analyze carefully, and give reasons pro and con; be complete and give details
8. **ENUMERATE** - give a numbered list; name over one by one
9. **EVALUATE** - cite both advantages and disadvantages; include appraisal of authorities and your own appraisal
10. **EXPLAIN** - make clear, interpret, make plain
11. **IDENTIFY** - name, label, classify, or characterize
12. **ILLUSTRATE** - make clear by stories, examples, or diagrams
13. **INTERPRET** - translate, give examples, give your judgment
14. **JUSTIFY** - prove your point, give your argument; discuss bad and good points and conclude with the good
15. **LIST** - write a numbered list
16. **OUTLINE** - give the main ideas in organized arrangement; use headings and subheadings to give a well ordered list
17. **PROVE** - establish that something is true by citing facts or giving logical reasons
18. **RELATE** - stress associations or connections between ideas
19. **REVIEW** - analyze a subject critically
20. **STATE** - present the main points briefly
21. **SUMMARIZE** - give the main points briefly
22. **TRACE** - give a description of progress in a definite order; follow the trail of

How to Take True-or-False Exams

True-or-False Exams

Because true-or-false exams only require one of two given responses, they often appear to be a simple kind of exam. Don't be fooled. The wording of items can make them confusing or difficult. When responding to true-or-false exam items, pay very close attention to the language used. Analyze items for the following kinds of words.

- Small words that change an item's meaning. For example,
 - Hard work is the way to achieve success.
 - Hard work is *a* way to achieve success.

These two sentences do not mean the same thing; "the way" means that hard work is the only way, whereas "a way" means that hard work is only one of a number of ways.

- All-encompassing terms that do not allow for any exceptions. These terms generally make an item false. However, be careful not to respond automatically to all-encompassing terms in exam items. You could have an item like "Every person dies," which is true despite the absolute "every" included in it. Instead, let all-encompassing terms such as the following alert you to analyze an item carefully:

always	everybody	every
never	nobody	none
everyone	all	invariably
no one	only	certainly

- Qualifying terms that make true-or-false items true. Again, be careful not to respond automatically to exam items with qualifying terms such as the following. Rather, be alert, recognize them, and analyze the item carefully. These terms may indicate that an exam item is true:

sometimes	most
usually	generally
may	probably

Studying for Math Tests

Studying for Math Tests

To adequately study math in college, you must be actively involved in the learning process. You must study math differently than many of your other subjects. College math is different from high school math in that you meet less often, the pace of the course is much faster, tests are spaced farther apart, and homework may not even factor into your grade. And, even though the rule suggests 2 hours of study time for every hour you're enrolled, be aware that you may need even more study time for math classes.

So, how do you prepare for math tests? The most important rule that you should remember when studying for math tests is that you **MUST** study **EVERYDAY!** That means:

- Do the homework when it is assigned. It is the only way to get the practice you'll need to perform well on exams.
- Ask questions when you don't understand - **DON'T WAIT!**

TIPS FOR STUDYING FOR A MATH TEST

Step #1: To begin

- Start studying early, you can't cram for a math test
- Go over each section
- Review your notes
- Practice doing problems from each section

Step #2: Don't quit yet!

- Ask yourself what types of problems and what techniques for solving them you've learned.
- Explain aloud in your own words how to solve the different types of problems.
- Give yourself a practice test (review sections or chapter tests are good for this).
- Get plenty of sleep the night before the test.

Taking a Math Test

- Look over the entire test to get an idea of its length and difficulty.
- Do the problems in whatever order works best for you. By doing ones you know first, you'll build your confidence which will help you get through the more difficult problems.
- Be aware of your time and work quickly and continuously – budget your time.
- Show all your work.
- Don't waste time erasing, draw a line through what you want ignored and move on.
- It may help if you outline the steps of a multiple step problem before working the problem out.
- Read the questions carefully and answer all of the parts in the right format.
- Don't give up on a several part question if you don't know how to do the first part – take a stab at it and at least explain how you would do it.
- Make sure your answers make sense.
- Check all problems if you have time.

A Practice True-or-False Exam

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Add Calculated Formula Creation Settings

Name A Practice True or False Exam
Description This test will allow you to practice what you have learned about taking true or false exams.
Instructions After reading the document about how to take a true or false exam, analyze the following true or false questions and answer them to the best of your ability.

◀ Add Question Here

Question 1 1 points
Question Someday, most people will probably know how to operate computers.
Answer True False

Correct Feedback Yes, because of the many qualifiers in this sentence, the statement is true.
Incorrect Feedback No, because of the many qualifiers in this sentence, the statement is true.

Question 2 1 points
Question Sometimes an American family may move several times during a relatively short period of time.
Answer True False

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Correct Feedback
 Incorrect Feedback

Excellent. Because of the many qualifiers, this question is true. Without qualifiers such as "sometimes" and "may" the question would have been false.
 If you read the question again, you'll notice many qualifiers in the sentence that make the statement true. Surely there is an American family out there somewhere who may move several times in a relatively short period of time. Without such qualifiers as "sometimes" and "may" the statement would have been false.

Question 3 True/False 1 points

Question Politicians never speak out against members of their own party.
 Answer True
 False

Correct Feedback Correct. Because of the word "never" this statement is false.
 Incorrect Feedback If you read the question carefully, you'll notice the word "never." Because of this, the statement is false.

Question 4 True/False 1 points

Question Very ill elderly people always spend some time in a hospital.
 Answer True
 False

Correct Feedback Correct. The word "always" in this statement makes it false. If the sentence read "Very ill elderly people sometimes spend some time in a hospital, it would be true."
 Incorrect Feedback No, because of the word "always," this statement is false. If the statement read "Very ill elderly people sometimes spend some time in a hospital," it would be true.

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Question 5

True/False

1 points

Modify Remove

Question Every high school graduate should plan to attend the college of his or her own choice.

Answer
 True
 False

Correct Feedback Correct, because of the word "Every" this statement is false.
Incorrect Feedback No, because of the word "Every" this statement is false. Not every person who graduates from high school can plan to attend the college of his or her choice. There are many factors that play into this decision. If the statement read "Some" instead of "Every" it would be true.

◀ Add Question Here

Question 6

True/False

1 points

Modify Remove

Question

All high school graduates should attend college.

Answer
 True
 False

Correct Feedback Correct, the qualifier "all" makes this statement false.
Incorrect Feedback No, because of the word "all," this statement is false.

◀ Add Question Here

Question 7

True/False

1 points

Modify Remove

Question If you are wearing socks, always put them on before your shoes.

Answer
 True
 False

Answer
 True
 False

Correct Feedback
 Yes, while it would seem prudent to put your socks on before your shoes, there might be an occasion on which you might don your socks over your shoes.

Incorrect Feedback
 No, because of the word "always" this statement is false. If you try really hard, I bet you can imagine an instance in which you'd don your socks over your shoes.

◀ Add Question Here

Question 8 True/False 1 points

Question No one goes swimming at the seashore in January.

Answer
 True
 False

Correct Feedback
 Yes, does the polar bear club ring a bell? Somewhere, someone is goofy enough to jump in the water even if it is freezing.

Incorrect Feedback
 Does the Polar Bear Club ring a bell? Somewhere, someone is goofy enough to jump in the water even if it is freezing, and because the statement says "no one," it is false.

◀ Add Question Here

Question 9 True/False 1 points

Question Everyone has his or her pet charity.

Answer
 True
 False

Correct Feedback
 Yes, because of the word "everyone" the statement is false.

Incorrect Feedback
 No, because of the word "everyone" the statement is false.

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Correct Feedback Yes, does the polar bear club ring a bell? Somewhere, someone is goofy enough to jump in the water even if it is freezing.

Incorrect Feedback Does the Polar Bear Club ring a bell? Somewhere, someone is goofy enough to jump in the water even if it is freezing, and because the statement says "no one," it is false.

Question 9 True/False **1 points** [Add Question Here](#) [Modify](#) [Remove](#)

Question Everyone has his or her pet charity.

Answer True
 False

Correct Feedback Yes, because of the word "everyone" the statement is false.

Incorrect Feedback No, because of the word "everyone" the statement is false.

Question 10 True/False **1 points** [Add Question Here](#) [Modify](#) [Remove](#)

Question According to our concept of time, every day has 24 hours.

Answer True
 False

Correct Feedback Correct. Because of the qualifying statement "According to our concept of time," the statement is true. Without it, it would be false as I'm sure there is a concept out there that would suggest otherwise.

Incorrect Feedback No, because of the qualifying phrase "according to our concept of time," the statement is true.

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A Practice Multiple Choice Test

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Test Canvas

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Add Calculated Formula [v] GO Creation Settings

Name A Practice Multiple Choice Test

Description This is a "nonsense" test that will help you see that, even if you don't know the material, you can use "clues" from the multiple choice test to help you discover the right answers. (Origin Unknown)

Instructions Read each question carefully and choose the best answer.

◀ Add Question Here [Modify]

Question 1 [v] **Multiple Choice** 10 points

Question Trassig normally occurs when:

Answer

- a. Drissels frull
- b. Lups chasses the vom
- c. Belgo lisks easily
- ✓ d. Viskal flans, if the viskai is zortil

Correct Feedback Correct, the answer is D because the question uses the word "normally" and this is the only answer containing a qualifying phrase ("if" phrase).

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Correct Feedback Correct, the answer is D because the question uses the word "normally" and this is the only answer containing a qualifying phrase ("if" phrase).
Incorrect Feedback Incorrect, the answer is D because the question uses the word "normally" and this is the only answer containing a qualifying phrase ("if" phrase).

Question 2 Multiple Choice 10 points
Add Question Here Modify Remove

Question The fribbled brag will snicker best with an:

- Answer**
- a. Mors
 - b. lgnu
 - c. Derst
 - d. Sortat

Correct Feedback Correct, the answer is B because it is the only answer that begins with a vowel, and the queasion uses the word "an."
Incorrect Feedback Incorrect, the correct answer is B because it is the only answer that begins with a vowel, and the question uses the word "an."

Question 3 Multiple Choice 10 points
Add Question Here Modify Remove

Question What probable causes are indicated when trisl doss occurs in a comports?

Answer a.

- The sabs foped and the doths tinzed.
- b. The krdges roted with the rots.
- c. Rakogs were not accepted in the sluth.
- d. Polats were thonced in the sluth.

Correct Feedback Correct, the answer is A because the question asked for causes and this is the only answer that has the word "and."

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Incorrect Feedback Incorrect, the answer is A because the question asked for causes and this is the only answer that has the word "and." [Add Question Here](#)

Question 4 Multiple Choice 10 points

Question The primary purpose of the cluss in frumpaling is to

Answer ✓ a.

- remove the cluss-pangs
- b. patch the tremalls
- c. loosen the cloughs
- d. repair the plummets

Correct Feedback Correct, the answer is A because it contains the word "cluss" from the question

Incorrect Feedback Incorrect, the answer is A because it contains the word "cluss" from the question

[Add Question Here](#)

Question 5 Multiple Choice 10 points

Question Why does the sigla frequently overfesk the trelsum?

Answer

- a. All siglas are mellious.
- b. Siglas are always votal.
- ✓ c. The trelsum is usually tarious.
- d. No tresla are directly feskable.

Correct Feedback Correct, the answer is C because the question asks about "frequently" and the answer uses the word "usually"; whereas, all of the other answers are absolutes.

Incorrect Feedback Incorrect, the answer is C because the question asks about "frequently" and the answer uses the word "usually"; whereas, all of the other answers are absolutes.

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Awareness of Transition Issues

High School	College
<ul style="list-style-type: none"> • Highly structured • Dependence • Courses less demanding (requires less time and energy) • Student is a child and parents are held responsible • Grades given to parents who have access to records • Student remains in classes one year • Four marking periods • Grades might reflect effort, quizzes, attendance, conduct, homework, and teacher's opinion • Teacher calls parents for conference • Teacher seeks out to assist • Student has daily interaction with teachers and parents • Counselor meets with student and parents • Daily lectures/classroom activities • Tests given weekly/biweekly • Collaborative work not encouraged • Cost of education – free • Student does not apply for financial aid • School creates social, cultural activities to enhance students' education • Student can remain in school despite poor academic performance • Student can be suspended for disobeying rules and regulations 	<ul style="list-style-type: none"> • More flexibility • Independence • Courses more demanding (requires more time and energy) • Student is considered an adult and held responsible for actions • Grades are accessed only by the student • Student remains in classes for one term • One grade reflects entire semester • Grades reflect performance on exams and projects • Professor has no interaction with parents • Student must seek professors for assistance • Student has little or no interaction with teachers and parents • Counselor meets with student • Lecture held two to three times a week • Tests given approximately every five weeks • Collaborative work necessary • Tuition and book costs paid directly by students and parents or by taxpayers • Student must apply for financial aid to be considered for scholarships, grants, loans • Students must find organizations and activities of interest • Student can be dropped from college after one semester for poor academic performance • Student can be dismissed from college permanently for disregarding rules and regulations

University Core Curriculum

University Core Curriculum

“What is University Core Curriculum and why is it important?”

University Core Curriculum, abbreviated as UCC, refers to a core group of classes that all students pursuing a bachelor's degree at the University of Southern Indiana must complete in order to graduate. So, if your goal is to graduate with your bachelor's degree from USI, you need to take time to make sure you understand how the UCC applies to you.

UCC – An Overview

- A. The Mind: Enhancement of Cognitive Abilities (12-13 hours)**
 - A1. Composition/Communication Studies (Speech) 5 hours
 - A2. Mathematics 3-4 hours
- B. The Self: Enhancement of Individual Development (8 hours)**
 - B1. Ethics 3 hours
 - B2. The Arts 3 hours
 - B3. Health/Fitness 2 hours
- C. The World: Enhancement of Cultural and Natural Awareness (26-27 hours)**
 - C1. History 3 hours
 - C2. Individual Development/Social Behavior 6 hours
 - C3. Science 8-9 hours (including at least one laboratory course)
 - C4. Western Culture 6 hours (Humanities) (Foreign Language)
 - C5. Global Communities 3 hours
- D. The Synthesis: Integration and Application of Knowledge (3 hours)**
 - D. Synthesis 3 hours

TOTAL MINIMUM REQUIRED HOURS: 50

“Why do I have to take classes that have nothing to do with my major?”

▶ Through the University Core Curriculum, USI seeks to encourage in all students the desire and ability to achieve personal growth and contribute meaningfully to society. The University Core program involves non-specialized, non-vocational learning that views students first as human beings, equipping them to harness their full intellectual, aesthetic, emotional, and physical resources to improve their lives and the lives of those around them. The program is based on the premise that students must know themselves and their world before they can become responsive and responsible leaders. It assumes that students need to think clearly, speak and write well, live according to consistent ideals, understand public issues, and use knowledge wisely.

“Why...”

“To fulfill these needs, the University Core Curriculum exposes students to various ways of knowing and invites them to analyze the great ideas and achievements of humanity. Students can acquire an appreciation of their place in the continuum of life by studying not only their own world, but also that of the past, of other cultures, and of nature. They can escape from narrow perspectives and values, and actively participate in shaping their lives, society, and environment.

A student’s major area of specialized study and the University Core Curriculum complement each other. The former provides knowledge that distinguishes us from one another in our diverse walks of life; the latter provides knowledge and abilities that all educated people share. By joining the two, the University can accomplish its primary mission of preparing students to live wisely.”

UCC Goals

“Since the University Core Curriculum has a diversity of aims, no single course addresses all of them. The program as a whole seeks to achieve the objectives presented below. But among the overall goals for the program are these two: **critical thinking** and **information processing**.”

UCC Goals, continued

Critical thinking is defined as “the ability to analyze and critically evaluate information.” Students who complete the University Core should learn to analyze information presented in numerical, written, spoken, and visual formats. They should develop higher-order cognitive skills such as interpreting, synthesizing, applying, illustrating, inferring, comparing-contrasting, distinguishing the central from the peripheral, and predicting. They should learn to differentiate opinion, theory, and fact, and should be able to define problems and identify solutions.

Information processing is defined as “the ability to locate, gather, and process information.” Students who complete the Core should also know how to perform basic research tasks involving primary and secondary sources, including laboratory and field experiences. They should learn to retrieve and organize information stored in diverse formats, and use the computer to extend their ability to process information.”

Goals of the specific categories

A. The Mind: Enhancement of Cognitive Abilities

A1. The ability to communicate effectively

“Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.”

A2. The ability to think in mathematical terms

“Students should achieve proficiency in algebraic skills and learn to apply mathematical techniques to solve problems. They should be able to interpret information and data presented in numerical, graphical, or statistical form, and convey this knowledge to others.”

Goals of the specific categories

B. The Self: Enhancement of Individual Development

B1. The ability to make informed, intelligent ethical judgments

"Students should enhance their understanding of their ethical obligations to others and their responsibility to contribute to the common good. They should be able to articulate important ethical issues and to identify alternative positions on those issues (including the grounds of those positions). They should also develop or refine their own ethical viewpoints and be able to defend them."

B2. The ability to respond thoughtfully to the arts

"Students should enhance their understanding of the fine, performing, or literary arts. They should begin to develop means of interpreting works of art and understanding ways in which such works express ideas and evoke feelings."

B3. The ability to adopt a healthy, well-regulated lifestyle

"Students should engage in physical activities that lead to healthier lives and personal fulfillment. They should also understand how to develop and sustain emotional and physical well-being."

Goals of the specific categories

C. The World: Enhancement of Cultural and Natural Awareness

C1. An understanding of the uses of history

"Students should become familiar with history as a method and a means of viewing human experience. By studying the significance of continuity and change, students should learn to relate events, ideas, and achievements to the contexts of their times, and assess the roles of individuals, institutions, and social processes."

C2. An understanding of individual development and social behavior

"Students should know how individuals develop, interact, and organize themselves in political, religious, social, and economic spheres. They should understand the significance and vitality of social organizations ranging from groups to institutions, and the role of the individual within social environments."

Goals of the specific categories

C. The World: Enhancement of Cultural and Natural Awareness, (continued)

C3. An understanding of science and scientific thinking

"Students should experience the unique methods of science by which we have acquired knowledge of the natural world. They should understand the roles and limitations of hypothesis, observation, and experimentation in distinguishing truth from misconception. Students should also acquire broad based knowledge about the natural world and of the laws and patterns that govern it; such knowledge should enable them to understand personal and public issues relating to science."

C4. An understanding of the major thought and creative work of western culture

"Students should understand and contemplate the major ideas presented in the great works of philosophy, literature, and fine and performing arts of western Europe and the Americas. They should recognize and respond to the strengths and shortcomings of this tradition, and appreciate the diverse voices that have shaped it."

Goals of the specific categories

C. The World: Enhancement of Cultural and Natural Awareness, (continued)

C5. An understanding of Earth as a global community consisting of interrelated and interdependent cultures

"...been and are linked together in the contemporary world. They should learn about variations in culture among and within countries and about how people belonging to different cultures view and respond to global issues differently. Students should also know about changing patterns in the ways countries interact and their impacts on people located in different parts of the world. In studying these linkages, significant attention will be paid to cultures outside the United States."

D. The Synthesis: Integration and Application of Knowledge

"Students should be able to draw on their educational experiences to develop interdisciplinary responses to problems and issues of contemporary life. They should explore the factors that influence these problems and issues, suggest alternative solutions, and identify ways in which they might contribute toward their resolution."

“Does everyone have to take the same classes?”

There are groups of classes that fulfill the UCC; therefore, students have some choice as to which classes they will take to fulfill the requirements.

It is important to note, however, that some majors require students to take specific classes to fulfill the core curriculum. So, it is important, if you have an idea what major you will pursue, to review the requirements for that particular major and plan accordingly.

Approved Courses

The Mind: Enhancement of Cognitive Development

A1. Composition Communication Studies 9 hours

Eng 101: Rhet & Comp I AND
Eng 201: Rhet & Comp II AND
Cmst 101: Intro to Public
Speaking OR
Cmst 107: Interpersonal
Communications

A2. Mathematics 3-4 hours

Proficiency exam administered
by Math Department or
Math 108: Surv. of Math
Math 111: College Algebra
Math 115: Pre-Calc Math
Math 118: College Algebra &
Trigonometry
Math 122: Anal Geom
Math 202: Math Concepts for Early
Elem Teachers
Math 204: Basic Elem Math II
Math 206: Math Concepts for Elem.
Junior Hg. & Middle School
Teachers
Math 215: Surv of Calc
Math 230: Calc I

Approved Courses

The Self: Enhancement of Individual Development

B1. Ethics 3 hours

Eng 222: Concepts of Evil in Lit
HP 456: Ethics & Health Care in a
Plural. Soc
Phil 200: Intro to Philosophy
Phil 201: Intro to Ethics
Phil 363: Bioethics

B2. The Arts 3 hours

Art 201: Intro to Visual Arts
Art 353: 19th Century Art
Art 354: 20th Century Art
Cmst 203: Intro to Oral Interp
Eng 105: Intro to Lit
Eng 255: Introduction to British
Literary History
Eng 265: Introduction to Amer
Literary History

B2. The Arts, continued

Eng 286: Classical Myth
Eng 302: Creative Writing
Eng 330: Ethnic Lit in Amer
Eng 382: Lit of Bible I
Eng 383: Lit of Bible II
Mus 202: Intro to Music
Thtr 101: Intro to Theatre

B3. Health/Fitness 2 hours

Ped 186: Wellness/Fitness OR
Ped 281: Pet Health Sci OR
Biol 176: Nutrition OR
Nutr 376: Pmn/App in Nutrition OR
CI 310: App Pathophys I AND
One Ped Activities Course (100
level) OR
Ped 295: Phys Ed for Class Tch

Approved Courses

The World: Enhancement of Cultural and Natural Awareness

C1. History 3 hours

Hist 101: U.S. to 1865
Hist 102: U.S. Since 1865
Hist 111: World Civ I
Hist 112: World Civ II
Hist 130: Issues Amer Hist
Hist 140: Issues World Hist

C2. Individual Development /

Social Behavior

Genr 111: Introduction to Gender
Studies
Pols 101: Intro to Political Sci
Pols 102: Intro to American Politics
Psy 201: Intro to Psychology
Soc 121: Principles of Sociology
Soc 221: Computer Applications in
Sociology

C2. Individual Development /

Social Behavior 6 hours

Anth 101: Intro to Anthropology
Anth 261: Intro to Archeology
Econ 175: Fundamentals of Econ
Econ 208: Microeconomics
Econ 209: Macroeconomics
Educ 302: Multicultural Education
Eng 330: Ethnic Lit in Am

Soc 225: Criminology
Soc 231: Social Problems I
Soc 335: Juv Delinq
Soc 251: Social Psych
Soc 261: Marriage & Family

Approved Courses

The World: Enhancement of Cultural and Natural Awareness

C3. Science (L = lab course) 8-9 hours (at least one lab)

Astr 201(L): Astronomy
 Biol 105(L): Biol Human Concern
 Biol 111: Ethnobotany OR
 Biol 112(L): Ethnobotany
 Biol 114(L): Understanding Evolution
 Biol 121: Human Anat. & Phys. I AND
 Biol 122(L): Human Anat. & Phys. II
 Biol 141(L): Principles of Biology
 Biol 151(L): Botany & Cellular
 Biol 152(L): Zoology
 Biol 176: Nutrition
 Biol 208(L): Wildlife Biol

Biol 251: Environ Conserv

Biol 282: Heredity & Society

Biol 285: Animal Behavior

Chem 103: Molecules, Matter, and Me

OR

Chem 107(L): Elements in Everyday

Chemistry

Chem 141(L): Principles of Chemistry

Chem 175 (L): Survey of Chem

Concepts

Chem 261(L): Gen Chem I

Chem 262(L): Gen Chem II

Geog 112: Earth System Science

Geog 215: Climatology

Approved Courses

The World: Enhancement of Cultural and Natural Awareness

C3. Science (L = lab course), continued

Geol 101: Prehistoric Life
 Geol 115: Landscapes/Geol No Amer
 Geol 131: Geology, Envir. & Soc
 Geol 132: Volcanoes and Eruptions
 Geol 161(L): Physical Geology
 Geol 162(L): Historical Geology
 Geol 234: The Oceans: Past, Present, and Future
 Met 321: Engines in Everyday Life
 Phys 101: Intro to Physical Sci
 Phys 175(L): General Physics I
 Phys 176(L): General Physics II
 Phys 205(L): Intermediate Phys I
 Phys 206(L): Intermediate Phys II
 Phys 207: Intermediate Phys I
 Phys 208: Intermediate Phys II

C4. Western Culture 6 hours

One Humanities course from each of the following sets (i.e., one even numbered course and one odd):

Hum 211: Hum I
 Hum 221: Art Hist I
 Hum 231: Philosophy I
 Hum 241: Literature I
 -AND-
 Hum 212: Hum II
 Hum 222: Art Hist II
 Hum 232: Philosophy II
 Hum 242: Literature II
 -OR-
 Fren/Germ/Lam/Spain203: I
 -AND-
 Fren/Germ/Lam/Spain204

Approved Courses

The World: Enhancement of Cultural and Natural Awareness

C5. Global Communities 3 hours

Anth 251: Peop. of Latin Amer
 Anth 255: Cultures of Asia
 Anth 262: Arch of No Amer
 Art 253: Ancient Mexico
 Biol 251: Environmental Conservation
 Consl 317: Intercultural Communication
 Econ 241: Global Economics
 Eng 231: African American Literature
 Eng 386: World Myth
 Foreign Language 102: Elementary II
 Geog 330: World Geog
 Hist 365: Crusades
 HP 435: Eastern Medicine
 HP 492: Trans-cultural Health Care
 Inst 213: Magic in Arts/Humanities
 PolS 271: Internat. Politics

Approved Courses

The Synthesis: Integration and Application of

Knowledge

D. Synthesis 3 hours

Biol 481: Organic Evolution
 Chem: Seminar/Research Sequence
 Cs 483: Senior Software Development/Project
 Dthy 401: Clinical Management I
 Educ 433: Capstone Seminar in Early Childhood Education
 Educ 438: Capstone Seminar in Special Education
 Educ 448: Prob Secondary Teaching
 Educ 458: Prob Elementary Teaching
 GenS 498: Personal and Professional Development
 Geol 481: Adv Environmental Geology
 HP 498: Current Concepts in Health Prof
 Libs 497: Capstone Studies
 Mngt 452: Policy Formulation & Administration
 Math 492: Hist of Math
 Nurs 467: Nurs & Hlth Care Issues
 OT 480: Occ Therapy Research
 Ped 492: Contemp Issues in Sport & Exercise
 Socw 402: Social Work Practice I
 Tech 471: Senior Project OR Engr 491: Senior Design

Further Investigation

This information was adapted from the University Core Curriculum page on the university web site. Please refer to this page for further information. From this page, you can obtain a class description for the courses that fulfill UCC requirements. If you have questions, discuss them with your mentor.

Reference

University Core Curriculum. Retrieved on January 26, 2006 from <http://www.usi.edu/libarts/uccore/index.asp>

Are You Ready?

Are you ready?

A true or false quiz to help you determine if you're ready for college

Question #1

The most important aspect of your first week on campus is how good your room/apartment looks as you won't have much homework anyway.

Question #2

How fantastic you look should be your main priority as first impressions are very important.

Question #3

In college, you have to stay up most of the night and sleep most of the day because that's what college students always do.

Question #4

Pizza, ramen noodles, and Kraft macaroni and cheese give you complete nutrition and resistance to colds and flu, which begin to run rampant on campus starting sometime in October.

Question #5

College students don't NEED exercise beyond the strenuous workout that results from hurrying to class.*

** Trick question. SMART college students don't usually have to hurry to class. They PLAY their time.*

Question #6

It will be okay if you don't study. Intro classes are easy and you'll get by.

Question #7

It will be okay if you study just a little. You'll get by.

Question #8

If there's nothing to turn in for a class, then you have no work to do for the class.

Question #9

As long as you pay your tuition, you may stay at USI even if you have low grades.

Question 10

The study techniques you used in high school will probably work just fine in college.

Question #11

Making a D is okay . it means you passed and can go on.

Question #12

In college you have a really short, easy school day as compared with high school, so that means you have a whole lot more free time.

Quiz Answers

1. FALSE!
2. FALSE!
3. FALSE!
4. FALSE!
5. FALSE!
6. FALSE!
7. FALSE!
8. FALSE!
9. FALSE!
10. FALSE!
11. FALSE!
12. FALSE!

BELIEVE IT!
They are all **FALSE!**

Read them again. These questions contain misconceptions, myths as silly as Santa Claus and the Tooth Fairy and the magic learning zapper wand.

The TRUTH

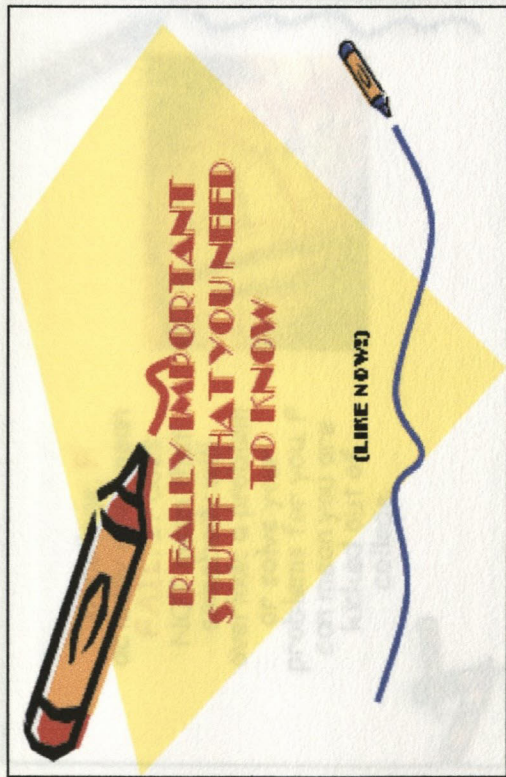
College is a lot of work. Yes, work. That is not a bad thing. You are capable of organizing yourself and your time so that you are successful, but college is a full-time job that requires time, attention, dedication. and again, **WORK**. Only you can decide if you will **DO** the work and succeed.

Reference

Floyd, J. Starting College Right: The Official Manual. Retrieved on February 8, 2006 from:
http://www.usi.edu/uni_div/startcol.asp.

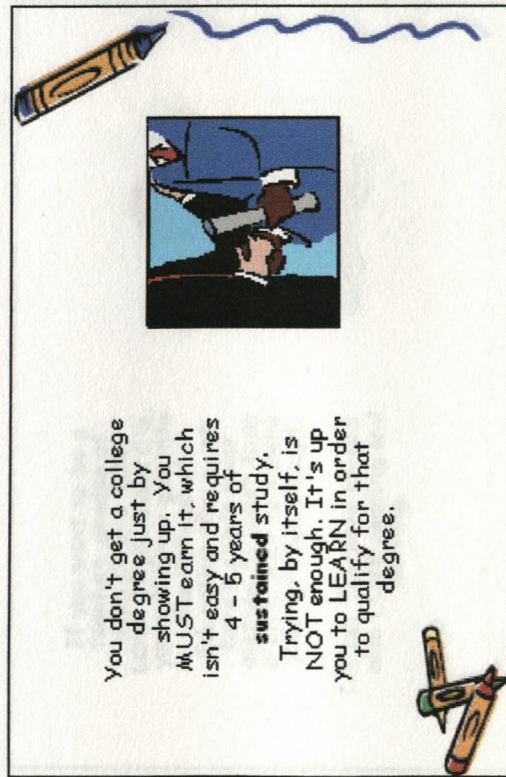
Words of Wisdom

Words of Wisdom



ACADEMIC REALITIES

You may have just started college, but there are some things that you absolutely must understand, immediately!




You don't get a college degree just by showing up. You **MUST** earn it, which isn't easy and requires 4 - 5 years of **sustained** study. Trying, by itself, is **NOT** enough. It's up to **LEARN** in order to qualify for that degree.





You must start working from **DAY ONE**, and though that may seem too soon, don't be fooled. Start studying **immediately**. Make regular study time a habit, and don't let up.


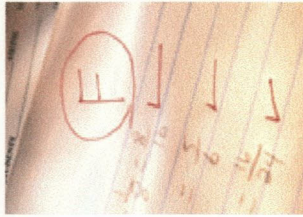





In college, **F** actually does mean **FAIL**. It does NOT mean that somebody will overlook a problem or solve your problems for you. **F** can mean you are kicked out of college.


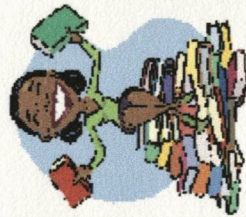



In college, **D** means **FAIL**. In high school, it meant **OKAY**, but not any more. On a 4-point scale, a **D** is a 1.0. **TO** earn a degree, you must have a bare minimum of a 2.0, or a **C** average. Do you want to be the bare minimum?




If you want to be a teacher, grades of even **C+** are **TOO LOW**. If you make **C's**, you will never get into the College of Education. You must have a grade point average no lower than a 2.75. A **C+** is a mere 2.5, not high enough.

Note: Teachers should also **LOVE** reading and learning.



If you want to enter a health profession, you need grades of mostly **As** or **Bs**. Health professions programs only accept a limited number of students, and there are plenty with grade point averages of **B** or higher to fill the programs. Those with lower grades are simply not admitted.






You really **CAN'T** watch TV and study. You really do have to study **DAILY** and study **EFFECTIVELY**.








If you want to major in business, you must have a C+ average, and again, that's the bare minimum. There are many bright, ambitious students with B averages and higher who enter the very competitive business fields. Also, to be successful in earning a business degree, you **MUST** be comfortable with mathematics. **MUCH** math is involved, and you have to be good at it.



If you aspire to engineering, it should be because you have a true interest in and ability to do math, primarily calculus, and an interest in and aptitude for math based sciences.




If your goal is to pursue medicine or dentistry, remember that you essentially major in science; therefore, you must be good at very difficult chemistry and biology courses.













You must become familiar with the Core Curriculum requirements and you should begin exploring various majors as some majors have particular classes they want you to take to fulfill UCC. Read about program requirements in your *University Bulletin* or peruse the *university web page*.




Once you earn 62 credit hours, you may not be advised in University Division. So, what does that mean? By the time you earn 62 credit hours, you must be eligible to declare a major – that is, you must have at least a 2.0 G.P.A.!



Your advisor is a great resource and can help. Keep in contact with your advisor always! **KNOW** what's going on.



You have been blessed with secret knowledge from the wise ones, use it well.



Reference

Floyd, J. Starting College Right: The Official Manual. Retrieved on February 8, 2006 from:

http://www.usi.edu/uni_div/startcol.asp.



Understanding GPA

Understanding GPA

What is GPA?

GPA stands for Grade Point Average and is a weighted average of all the course credits you have completed and grades you have earned.

Why does my transcript have 2 GPAs?

There are 2 types of GPAs: **semester** and **cumulative**. Your **semester** GPA is the weighted average of your grades for a particular semester. Your **cumulative** GPA is the weighted average of your grades in all of the credit level classes you have taken (i.e., all semesters combined).

How do I figure my GPA?

Your cumulative GPA is calculated by dividing your total quality points by your total quality hours. You can use the following equation:

$$\text{GPA} = \text{Quality Points} / \text{Quality Hours}$$

WHAT!!!!!!?

Okay, don't panic, it isn't that bad. You just need to understand the language.

Every grade you earn has a point value associated with it — with more points given for high grades and less (or no) points given for lower grades. USI uses the following point system:

A	=	4	points
B+	=	3.5	points
B	=	3	points
C+	=	2.5	points
C	=	2	points
D+	=	1.5	points
D	=	1	point
F	=	0	points

Then, what are quality hours?

Quality hours refers to the total number of credit hours you have taken. So, if you are figuring your semester GPA, you would add up the number of credit hours you took for the semester you are considering. For your cumulative GPA, you would add up the total number of credit hours you have taken in all semesters.

Note: Even though you don't earn points for Fs, you still add in the credit hours for those classes in which you earned an F.

But, what are quality points?

You get quality points by multiplying the number associated with the grade you receive by the number of credit hours the course is worth (a course's credit hours can be found in the *USI Bulletin, Schedule of Classes, or web site*).

So, if you get a B (3 points) in CHEM107, which is worth 4 credit hours, you will earn 12 quality points. If you earn an A (4 points) in CMST101, which is worth 3 credit hours, you'll earn 12 quality points.

Let's try an example.

Figure the GPA for this student based on the following information:

MATH100	3	credit hours	C
ENG 101	3	credit hours	B
CMST101	3	credit hours	A
HIST101	3	credit hours	C

- First, multiply the point value associated with the grade by the number of credit hours associated with the class.

MATH	C	$2 \times 3 = 6$
ENG	B	$3 \times 3 = 9$
CMST	A	$4 \times 3 = 12$
HIST	C	$2 \times 3 = 6$

Note: If you are taking non-credit classes (e.g., College Success, Writing I or II, Reading I or II, Mathematics, or Basic Algebra), they will not factor into your GPA.

- Then, add up the total number of credit hours taken to determine the quality hours (four 3 credit hour classes add up to 12 quality hours).
- Next, add up the quality points from each class to determine the quality points earned ($6+9+12+6=33$).
- Finally, divide the quality points by the quality hours to determine GPA ($33/12=2.75$).

Okay, lets try again.

- Figure the GPA based on the following information:

MATH111	4 credit hours	F
ENG 285	3 credit hours	D+
CHEM107	4 credit hours	D
PSY 201	3 credit hours	F

- First, figure the semester quality hours ($4+3+4+3=14$).

- Next, figure the semester quality points ($0+1.5+1+0=2.5$).

- Then, divide the semester quality points by the semester quality hours ($2.5/14=.179$)

But, how do I figure the cumulative GPA?

- You can figure the cumulative GPA by adding the quality points from each of the semesters together and dividing that total by the total quality hours.
- So, if the student earned 12 quality hours the first semester and 14 the second, his total quality hours would be 26.
- If the student earned 33 quality points the first semester and 25 quality points the second, his total quality points would be 58.
- To figure the student's cumulative GPA, you would simply divide the total quality points (58) by the total quality hours (26), to get a cumulative GPA of 2.23.

So, why is this important?

Your cumulative GPA determines your academic standing and your academic standing determines whether or not you can remain at the university. If your GPA places you on probation, you must raise your GPA back into good standing within one semester or you will be **ACADEMICALLY DISMISSED** from the university!

What is good standing?

To graduate from the university you must have at least a 2.0 GPA. Many majors require even higher GPAs, however the GPA required to remain in good standing varies based on the number of hours you have attempted. The requirements are as follows:

0-31 Hours	1.6 or greater
32-62 Hours	1.8 or greater
63+ Hours	2.0 or greater

If your GPA falls below the minimum standard, you'll be placed on Academic Probation.

What can I do if I'm placed on Academic Probation?

The fastest way to get off of Academic Probation is to repeat those courses in which you earned Ds or Fs. The new grade will replace the old one, regardless of the grade.*

It is also really important to repeat any Ds or Fs you earn at USI at USI, because if you take it at another school and transfer it in, the credit transfers, but the grade doesn't. You'll be stuck with the original D or F factored into your GPA.

*That's right, the last grade you earn counts, even if it is later or earlier than the first. So, if you get a D the first time and an F the second, the F counts AND you lose the credits you had earned with the D. So, don't do that!

What if I don't raise my GPA within one semester?

If you don't raise your GPA to an acceptable level within one semester, you will be **Academically Dismissed** from the university. That means, you may not return to USI for at least one semester.

What happens if I'm Academically Dismissed from the University?

If you are dismissed from the University, you must sit out for at least one semester.

When you return to the university, you will be required to sign a Provisional Readmission Contract. You will probably not be allowed to enroll full time, you must repeat courses in which you earned Ds or Fs, and you will be required to meet regularly with an academic advisor.

So, this GPA thing is really important. What you do now will greatly impact your academic progress. Don't goof off and dig yourself into an academic hole from which you can't get out. If you have questions about how to calculate GPA, talk to your mentor.

OPTIONS Information

Blackboard Academic Suite - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Search Favorites Search

Address http://blackboard.usi.edu/webapps/portal/frameset.jsp?tab=community&url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_11276_1

Go Weather Quotes Shopping Maps Yellow Pages AOL.com Search

Home Help Logout

UNIVERSITY OF SOUTHERN INDIANA

My USI Blackboard Courses Distance Education Organizations USI Rice Library Bb Help What's New

Announcements Mentors Alternatives Tips for Success Useful Information Successes Online Resources Assessment Communication Blackboard Tools

Tools
 Communication Organization Tools Organization Map
 Control Panel Refresh

ORGANIZATIONS > OPTIONS PROGRAM > USEFUL INFORMATION > OPTIONS INFORMATION

OPTIONS Information

OPTIONS Information
[OPTIONS_Program.ppt \(213 kb\)](#)

OPTIONS Program Description
[Information Sheet_2006-2007_1.doc \(40 kb\)](#)

OPTIONS Progress / UCC Guide
[University_Core_Curriculum.doc \(65 kb\)](#)

OPTIONS Contract
[OPTIONS_Contract.doc \(33 kb\)](#)

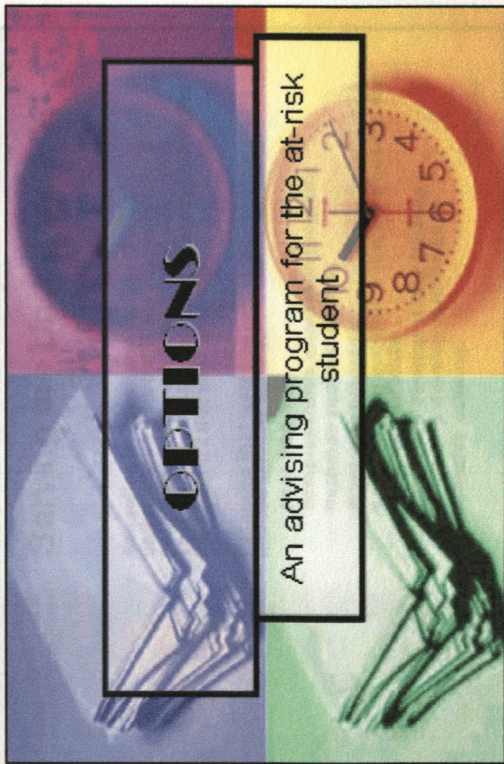
OPTIONS FAQ
[OPTIONS_Frequently_Asked_Questions.doc \(21.5 kb\)](#)

OK

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OPTIONS Information



OPTIONS

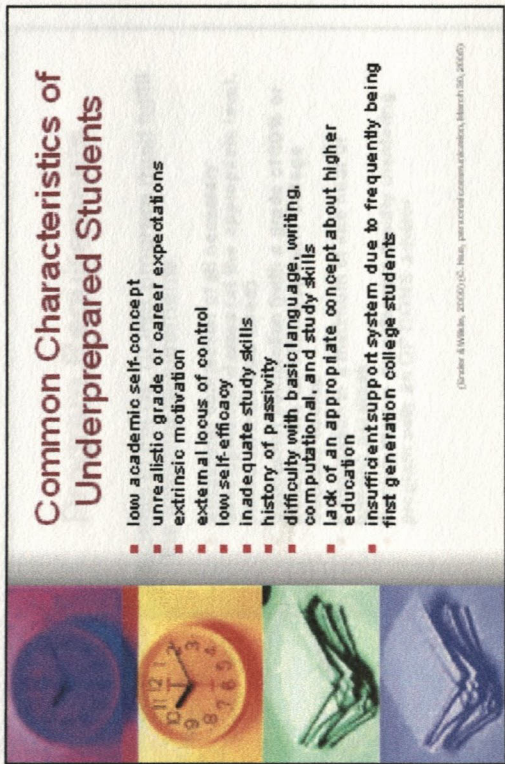
An advising program for the at-risk student



Serving the Underprepared Student

To serve underprepared students, advisors must take an active role in helping these students transition to and succeed in college. They must help students assess their academic competence, determine appropriate levels of involvement, and establish or confirm their life purposes.

(Coker & Wilkins, 2000)



Common Characteristics of Underprepared Students

- low academic self-concept
- unrealistic grade or career expectations
- extrinsic motivation
- external locus of control
- low self-efficacy
- inadequate study skills
- history of passivity
- difficulty with basic language, writing, computational, and study skills
- lack of an appropriate concept about higher education
- insufficient support system due to frequently being first generation college students

(Coker & Wilkins, 2000) (C. Hays, personal communication, March 15, 2007)



Serving the Underprepared Student

- Chickering and Gamson (1987) indicated that the most important factor in student involvement and motivation is regular faculty-student contact, that is the facilitation of a one-on-one relationship that helps students feel important and cared for by the institution
- Nutt (2000) further noted that the one-on-one relationship, such as that provided in the advisor-advisee relationship, is especially important as it provides the student with a much needed link to the institution

(Chickering, 1987)



Serving the Underprepared Student

- According to Jones and Becker (2002), underprepared students should participate in programs that develop decision-making skills, encourage self-advocacy, and offer support during the student's first year of college.
- Programs that would benefit these students might include services such as:
 - peer advising
 - comprehensive orientation programs
 - freshman seminar courses
 - mentoring programs
 - early warning systems to identify students who may have difficulty
 - courses to develop critical thinking
 - courses to develop realistic goals
 - intrusive advising.

(Jones, 2002)

Program Description

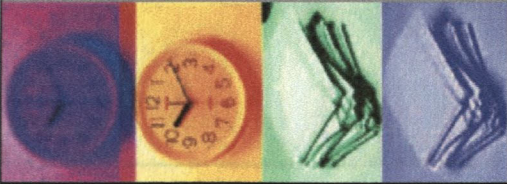
The University of Southern Indiana (USI), in partnership with Ivy Tech Community College of Indiana - Evansville (ITCCE), has created a program for students who are academically underprepared for college. Students are evaluated for admission to the OPTIONS program on an individual basis. In general, the decision is based upon a student's seventh semester calculated high school GPA (that is, calculating only grades in mathematics, science, social science, and English) as well as high school curriculum and standardized test scores. This program includes support for the academic success of this high-risk group of students through the following program elements:

Developmental classes at the level of each student's need as determined by placement testing, review of high school grades and curriculum and standardized testing scores (SAT or ACT). All developmental classes will be provided by ITCCE on the USI campus.

Regularly scheduled meetings with a member of the student's advising team.

An OPTIONS-specific section of a college success skills course designed to facilitate the necessary shift from passive to active learning.

First tutoring in USI's Academic Skills area



Program Requirements

Students in the OPTIONS program must fulfill the following requirements:

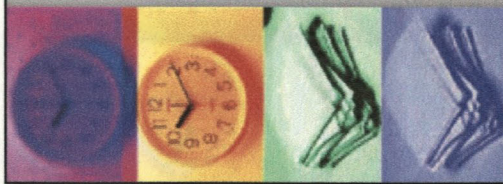
- Successful completion of all necessary developmental classes (at the appropriate level, based on individual need)
- Successful completion (with a grade of 80% or better) of the OPTIONS-specific College Success course
- Participation in a minimum of one hour of tutoring per week
- Participation in an extensive faculty mentoring program with an OPTIONS advisor

Developing a Mission Statement

An advising mission statement builds on that of its university and provides a foundation from which advisors operate. White indicated that "the primary purpose of any advising program is to assist students in the development and implementation of their educational plans."

Advising mission statements should clearly outline expectations for both advisors and advisees, as failure to communicate these expectations often leads to confusion and may hinder the development of the advisor/advisee relationship as well as the student's progress.

(White, 2005)



The University's advising specialists are committed to providing the highest quality advising services to the community and collaborating with faculty and providing information, resources, and support to achieve their objectives. The University's participation with a business partner, the University of Southern Indiana, is a key component of the University's commitment to the health and well-being of its students. The University's advising specialists are committed to the health and well-being of its students and are committed to the health and well-being of its students.

The University provides a variety of advising services for students, including: academic advising, career advising, and personal advising. The University's advising specialists are committed to the health and well-being of its students and are committed to the health and well-being of its students.

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<http://www.usi.edu/academic/advising>



Departmental Mission Statement

University Division serves the University as a whole by providing academic support for USI students through professional academic advising, tutoring assistance and academic skills development as the students strive to build a strong foundation and become successful graduates and citizens.

(C. Hanning Inn, personal communication, 12/1/05).



Advising Unit Mission Statement

The mission of the OPTIONS program, a collaborative program between the University of Southern Indiana and Tech Community College of Indiana, is to provide support to a sub-population of conditionally admitted students to assist them in successfully transitioning from high school to college. Through developmental coursework, intensive academic advising, and mandatory tutoring, students will build a strong educational foundation that will prepare them for college and life success. Program mentors strive to build supportive advisor/advisee relationships, and facilitate learning experiences that foster student growth and self-awareness.

Mentors will assist students in making well-informed decisions concerning course selection, areas of study, and life choices. Mentors will assist students in developing effective study techniques, obtaining accurate information, exploring career options and degree programs, developing habits that promote success, and accessing relevant campus and community resources.



Student Learning Outcomes

- Students will learn to navigate systems within the university (e.g., financial aid, housing, etc.).
- Students will demonstrate proficiency with on-line services (i.e., on-line registration, Blackboard, etc.).
- Students will be able to use campus resources.
- Students will demonstrate their ability to use tutoring services.
- Students will understand how to get involved in campus organizations.

OPTIONS Program Description



THE OPTIONS PROGRAM 2006-2007

The University of Southern Indiana (USI), in partnership with Ivy Tech Community College of Indiana–Evansville (ITCCI-E), has created a program for students who are academically under-prepared for college. Students are evaluated for admission to the OPTIONS program on an individual basis. In general, the decision is based upon a student's seventh semester recalculated high school GPA (that is, calculating only grades in mathematics, science, social science and English) as well as high school curriculum and scores on SAT or ACT. This program seeks to support the academic success of this high-risk group of students through the following program elements:

- Developmental classes at the level of each student's need, as determined by placement testing, review of high school grades and curriculum, and standardized testing scores (SAT or ACT). All developmental classes will be provided by ITCCI-E on the USI campus.
- Regularly scheduled meetings with a member of the student's advising team.
- An OPTIONS-specific section of a college success skills course, designed to facilitate the necessary shift from passive to active learning
- Free tutoring in USI's Academic Skills area

Students in the OPTIONS program must fulfill the following requirements:

- Successful completion of all necessary developmental classes (at the appropriate level, based on individual need)
- Successful completion (with a grade of "B" or better) of the OPTIONS-specific College Success course
- Participation in a minimum of one hour of tutoring per week
- Participation in an extensive faculty mentoring program with an OPTIONS advisor

The OPTIONS orientation sessions will include an introduction to the program, a time for parents and students to ask questions about the program, and an introduction to the designated OPTIONS advisors who will help with the choice of appropriate classes for the first year at USI. The OPTIONS coordinator (or an appropriate designate) will attend all OPTIONS orientation sessions to answer questions from parents and students.

Other features of the OPTIONS program include the following:

- Dual enrollment at USI and ITCCI –E. All courses are taught on the USI campus.
- Student financial assistance will be provided through USI.
- Students may live on the USI campus, if they choose.
- Students will be required to take all appropriate developmental courses and other classes appropriate for their individual course of study, as determined through discussion with the student's OPTIONS advisor.

Students will have the opportunity to explore programs and services at both USI and ITCCI-E.

OPTIONS Progress / UCC Guide

University Core Curriculum

Fall 1995 and after

Developmental Courses			C. The World: 26-27Hours			OPTIONS Requirement:	
<i>(Not Core Curriculum)</i>			C1. History (3)			Course	Completed
						College Succ.	
<i>Course</i>	<i>Grade</i>	<i>Semester</i>	<i>Course</i>	<i>Grade</i>	<i>Semester</i>	<i>College Succ.</i>	
<i>WI</i>						Writing I	
<i>WII</i>			C2. Indiv Dev/Social Bh (3)			<i>Writing II</i>	
<i>RI</i>						<i>Reading I</i>	
<i>RII</i>			<i>Course</i>	<i>Grade</i>	<i>Semester</i>	<i>Reading II</i>	
<i>MI</i>						<i>Math 044</i>	
<i>MII</i>						<i>Math 050</i>	
<i>CS</i>			C3. Science (8-9)			<i>ENG 101</i>	
						<i>CMST101 OR 107</i>	
A. The Mind: 12-19 Hours			<i>Course</i>	<i>Grade</i>	<i>Semester</i>	<i>MATH100+</i>	
A1. Composition/Speech (9)						<i>Lecture Course</i>	
						<i>Core or Elective</i>	
<i>Course</i>	<i>Grade</i>	<i>Semester</i>				Program Completed	
<i>ENG 101</i>			C4. Western Culture (6)			<i>Possible Majors:</i>	
<i>ENG 201</i>							
<i>ENG 301</i>			<i>Course</i>	<i>Grade</i>	<i>Semester</i>		
<i>HONS201</i>							
<i>CMST101</i>							
<i>CMST107</i>			C5. Global Communities (3)				
A2. Mathematics						<i>Course</i>	<i>Grade</i>
<i>Course</i>	<i>Grade</i>	<i>Semester</i>				<i>Notes:</i>	
D. Synthesis: 3 Hours			<i>(As directed by the School Of Major)</i>				
B. The Self: 8 Hours							
B1. Ethics (3)			<i>Elective Courses</i>				
<i>Course</i>	<i>Grade</i>	<i>Semester</i>	<i>Course</i>	<i>Grade</i>	<i>Semester</i>		
B2. The Arts (3)							
<i>Course</i>	<i>Grade</i>	<i>Semester</i>					
B3. Health/Fitness (2)							
<i>Course</i>	<i>Grade</i>	<i>Semester</i>					

OPTIONS Contract



OPTIONS Contract

Date: _____ Semester: _____

NAME OF STUDENT: _____

SOCIAL SECURITY NUMBER/ID #: _____-_____-_____

You have accepted conditional admission to the University of Southern Indiana through the OPTIONS Program, a joint program with Ivy Tech Community College-Evansville. The requirements of the OPTIONS Program, and therefore the conditions of your admission to USI are as follows:

1. Attendance of at least 75% (10) of the regularly scheduled mentoring sessions with your OPTIONS advisor. Generally, these meetings will occur every week throughout the semester, depending on individual student progress. Make-ups may be arranged at the mentor's discretion.
2. Regular participation in tutoring through Academic Skills or through Supplemental Instruction (SI) sessions offered for specific courses. The minimum requirement for tutoring is for one (1) hour per week for each of ten (10) weeks during the semester. See section 2 of your planner for tutoring alternatives.
3. Study a minimum of two (2) hours for every one (1) hour in which you are registered, as documented in your planner.

If you do not comply with these terms, you will be administratively withdrawn from the University at the end of the semester. By signing this form, you are agreeing to all of the terms stated above.

Furthermore, by signing, you agree to the following conditions for graduation from the Options Program.

4. Successful completion (with a grade of 80% or better) of the College and Life Skills course.
5. Successful completion (with a grade of 80% or better) of all developmental courses, as indicated by placement testing and other relevant information.
6. Successful completion of 15 hours applicable to a USI degree, including ENG 101, CMST 101 or 107, MATH 100 or higher, and a lecture course.
7. Students must be able to declare a major (usually this means having at least a 2.0 GPA) in order to graduate from the OPTIONS Program.

Signature of Advisor: _____

Date: _____

Signature of Student: _____

Date: _____

OPTIONS FAQ

OPTIONS Frequently Asked Questions

1. Will other people (professors, students) know that I am an OPTIONS student?

Absolutely not. The only people who will know that you are an OPTIONS student are your advisor, your ITCCCI instructors, and you. We make every effort to ensure that your participation in this program is kept private and confidential.

2. Do I have to participate in this program?

You were accepted into USI under the conditions that you enter through the OPTIONS program. You are required to participate in the program.

3. How long do I have to be in OPTIONS?

The length of time you spend in the OPTIONS program is dependent on two things; one, your placement tests results and two, how successful you are at completing these courses. A minimum of two semesters is required. Some students are finished with the OPTIONS program in two semesters; some will take longer.

4. Can I take regular USI courses?

Yes, in fact we like for all OPTIONS students to take at least one USI course their first semester.

5. If I know what I want to major in, can I change my major?

No, not until you have been released from the OPTIONS program.

6. What do I have to do in order to get out of the OPTIONS program?

You must earn 15 credit hours towards a USI degree.

Within those 15 hours we have 4 specific courses that you must take and pass in order to get out of the OPTIONS program:

English 101

Speech 101

Math 100 or higher

Any lecture course (i.e. Psychology, Sociology, Economics, History, Political Science, any Science course)

Once you have taken these 4 courses successfully (you must repeat failed classes) then you will be released from the program. What does this mean? It means that you will be able to choose a major if you are ready and it means that you can now register without any restrictions being placed on you. Realize, though, that until you declare a major you are still a part of University Division and your OPTIONS advisor will be more than happy to continue to work with and advise you.

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[Took summer classes successfully at ITCC](#)
[Class Attendance](#)
[Tutoring in Academic Skills](#)
[Persistence](#)
[Strong relationship with advisor](#)
[Multiple Honor's Lists at USI / Saw USI as a new beginning](#)
[Taking ownership of education](#)

http://blackboard.usi.edu/webapps/blackboard/content/listContent.jsp?course_id=11276_1&content_id=478624_1 Internet

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Campus Resources

Major and Career Exploration

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ORGANIZATIONS > ONLINE RESOURCES > CAMPUS RESOURCES

Campus Resources

Blackboard Support

Click on the link below to access the Blackboard support web page.
<http://instructech.usi.edu/learning/blackboardsupport/>

Academic Skills

Visit the Academic Skills site to learn what the department has to offer, including Student Success Series topics and tutoring hours.
<http://www.usi.edu/acadskill/>

Campus Virtual Tour

Visit the following link to learn about the USI campus. The site can also be accessed through the USI home page.
<http://www.usi.edu/virtualtour/overview.asp>

Clubs and Organizations

Visit this site to learn about the various clubs and organizations on campus.
<http://www.usi.edu/studentorganizations/>

Counseling Center

USI's counseling center can provide information about individual and group counseling, testing, academic support.
<http://www.usi.edu/studentorganizations/>

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Campus Virtual Tour
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<http://www.usi.edu/virtualtour/overview.asp>

Clubs and Organizations
 Visit this site to learn about the various clubs and organizations on campus.
<http://www.usi.edu/studentorganizations/>

Counseling Center
 USI's counseling center can provide information about individual and group counseling, testing, academic support, educational workshops and programs, Veterans Administration tutoring, disability resources, life direction counseling, crisis intervention, substance abuse services, and consultation.
 Click on the following link to visit USI's Counseling Center website.
<http://www.usi.edu/cou/index.asp>

USI's Career Services
 Career Services and Placement (CSP) offers career and job-related services which meet the needs of current students, alumni, employers, and other University personnel. Examples include resume referrals of candidates to employers, Career Fairs for students, alumni and employers, part-time job listings, internships, and co-ops.
<http://www.usi.edu/careersw/index.asp>

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Major and Career Exploration

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ORGANIZATIONS > OPTIONS PROGRAM > ONLINE RESOURCES > MAJOR AND CAREER EXPLORATION

Major and Career Exploration

Major Exploration
 The following site will allow you to explore various majors and related jobs.
<http://www.uncwil.edu/stuaff/career/Majors>

Career Research
 Visit the following site to research various careers.
<http://www.icpac.indiana.edu>

Occupational Outlook Handbook
 The following site will allow you to research various occupations.
<http://www.bls.gov/oco/home.htm>

Majors at USI
 The following link will allow you to explore various majors offered at USI. <http://www.usi.edu/academic.asp>

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Suggested Sites for Reference

Search Engines
www.google.com
www.northernlight.com

Dictionaries, Thesaurus, Reference Books, and Manuals
www.refdesk.com
<http://www.dianahacker.com/resdoc/>

School Sites
www.usi.edu
www.ivytech.edu

Financial Aid Information
www.fafsa.ed.us
<http://www.usi.edu/finaid/index.asp>

Career Information

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Financial Aid Information
www.usi.edu
www.ixytech.edu
www.faisa.ed.us
<http://www.usi.edu/finaid/index.asp>

Career Information
www.monster.com
www.icpac.ind.edu

Evansville Information
www.evansville.net

Maps and Driving Directions
www.mapquest.com

Formulas to Convert Measurements
www.onlineconversion.com

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Assessment

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ORGANIZATIONS > OPTIONS PROGRAM > ASSESSMENT

Assessment

Pre-Test
This test will allow us to establish a baseline measure of your knowledge of USI.

Post-Test
This test will be compared to the baseline measure you completed when you first arrived at USI.

The OPTIONS Program - Year End Evaluation
This evaluation will help determine the quality of the advising and guidance provided through the OPTIONS Program.

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Name Pre-Test
Description This test will allow us to establish a baseline measure of your knowledge of USI.
Instructions Please choose the best answer to each question.

- Question 1** True/False **1 points** [Add Question Here](#) [Modify](#) [Remove](#)
- Question** USI's Darwin program shows my progress toward a bachelor's degree.
Answer True False
- Question 2** Multiple Answer **1 points** [Add Question Here](#) [Modify](#) [Remove](#)
- Question** Students who have questions about their bills should contact:
Answer a. Bursar b. Student Financial Assistance c. Registrar d. Admissions
- Question 3** True/False **1 points** [Add Question Here](#) [Modify](#) [Remove](#)
- Question** As long as a student is in good standing, he or she can declare any major at USI.
Answer True False

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Question 4 True/False 1 points

Question I have worked out an academic plan that maps out when I should complete my goal.

Answer True False

[Add Question Here](#) [Remove](#)

Question 5 True/False 1 points

Question Students must complete 50 hours of University Core Curriculum to earn a bachelor's degree at USI.

Answer True False

[Add Question Here](#) [Remove](#)

Question 6 True/False 1 points

Question The overall goals of the University Core Curriculum are to help students develop critical thinking and information processing skills.

Answer True False

[Add Question Here](#) [Remove](#)

Question 7 True/False 1 points

Question A student's learning style is not important in determining study strategies.

Answer True False

[Add Question Here](#) [Remove](#)

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Question 8 Multiple Answer **1 points** [Modify](#) [Remove](#)

Question To register for classes, I must be logged into which of the following sites:

Answer

- a. MyUSI
- b. Blackboard
- c. USI homepage
- d. The Registrar's web page

[Add Question Here](#)

Question 9 True/False **1 points** [Modify](#) [Remove](#)

Question I plan on perfect class attendance even if it means I have to buy an extra alarm clock because class attendance is an extremely important aspect of college success.

Answer

- True
- False

[Add Question Here](#)

Question 10 True/False **1 points** [Modify](#) [Remove](#)

Question Class attendance is not mandatory in college; therefore, if I need to schedule appointments when I'm scheduled to be in class, it won't affect my status in the missed class.

Answer

- True
- False

[Add Question Here](#)

Question 11 Multiple Answer **1 points** [Modify](#) [Remove](#)

Question When on campus can you go for assistance in finding a job on or off campus?

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Question 11 Multiple Answer 1 points

Question Where on campus can you go for assistance in finding a job on or off campus?

Answer

- a. Career Counseling
- b. Career Services
- c. Admissions
- d. The Business Office

Question 12 Fill in the Blank 1 points

Question My mentor is

Answer Joe
JoEllen
Mark
Lisa
Camilla
Joe Loge
JoEllen Bush
Mark Razor
Lisa Wiltsie
Camilla Swain
Mr. Loge
Ms. Bush
Mr. Razor
Ms. Wiltsie
Ms. Swain

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Post-Test

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Name Post-Test

Description This test will be compared to the baseline measure you completed when you first arrived at USI.

Instructions Please choose the best answer to each question.

Question 1 **1 points**
Question USI's DARWIN Program shows my progress toward a bachelor's degree.
Answer True False

Question 2 **1 points**
Question Students who have questions about their bill should contact:
Answer a. Bursar b. Student Financial Assistance c. Admissions d. Registrar

Question 3 **1 points**
Question As long as a student is in good standing, he or she can declare any major at USI.
Answer True False

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Question 4 **1 points**

Question

I have worked out an academic plan that maps out when I should complete my goal.

Answer True False

Question 5 **1 points**

Question Students must complete 60 hours of University Core Curriculum to earn a bachelor's degree at USI.

Answer True False

Question 6 **1 points**

Question The overall goals of the University Core Curriculum are to help students develop critical thinking and information processing skills.

Answer True False

Question 7 **1 points**

Question A student's learning style is not important in determining study strategies.

Answer True False

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Question 8 Multiple Answer 1 points

Question To register for classes, I must be logged into which of the following sites:

Answer

- a. Blackboard
- b. The USI homepage
- c. The Registrar's web page
- d. MyUSI

✓

Add Question Here

Question 9 True/False 1 points

Question I plan on perfect class attendance even if it means I have to buy an extra alarm clock because class attendance is an extremely important part of college success.

Answer

- ✓ True
- False

Add Question Here

Question 10 True/False 1 points

Question If I need to schedule appointments during class time, it won't affect my status in the class because attendance is not mandatory in college.

Answer

- True
- ✓ False

Add Question Here

Question 11 Multiple Choice 1 points

Question Where on campus can students go for assistance in finding an on or off campus job?

Answer

- ✓ a. Career Services

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Question 11 Multiple Choice 1 points

Question Where on campus can students go for assistance in finding an on or off campus job?

Answer

- a. Career Services
- b. Career Counseling
- c. The Business Office
- d. Admissions

Modify Remove

Question 12 Fill in the Blank 1 points

Question My mentor is

Answer

- Joe
- JoEllen
- Mark
- Lisa
- Camilla
- Joe Loge
- JoEllen Bush
- Mark Razor
- Lisa Wiltsie
- Camilla Swain
- Mr. Loge
- Ms. Bush
- Mr. Razor
- Ms. Wiltsie
- Ms. Swain

Modify Remove

Add Question Here

Add Question Here

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Question 13 Multiple Answer 1 points

Question Where on campus can students go for help with math homework?

Answer

- a. Counseling Center
- b. Academic Advisor
- c. Library
- d. Academic Skills

◀ Add Question Here Modify Remove

Question 14 True/False 1 points

Question I cannot attend club meetings without first making arrangements to join the club.

Answer

True
 False

◀ Add Question Here Modify Remove

Question 15 True/False 1 points

Question Reading is necessary during college, but when I'm done with my degree, I don't plan to read unless absolutely necessary.

Answer

True
 False

◀ Add Question Here Modify Remove

Question 16 True/False 1 points

Question It is not important for students to keep track of all their grades in college because their instructors will let them know if they are in grade trouble.

Answer

True

◀ Add Question Here Modify Remove

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Student Satisfaction Survey

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Opinion Scale/Likert

Question 3

Question Through the OPTIONS Program I have learned to use online services such as registration and Blackboard.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

Modify Remove

Opinion Scale/Likert

Question 4

Question My mentor has discussed my progress toward my educational goals.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

Modify Remove

Opinion Scale/Likert

Question 5

Question My mentor is aware of my academic situation and has advised me appropriately.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

Modify Remove

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Question 5 **Opinion Scale/Likert** [Add Question Here](#) [Modify](#) [Remove](#)

Question My mentor is aware of my academic situation and has advised me appropriately.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

Question 6 **Opinion Scale/Likert** [Add Question Here](#) [Modify](#) [Remove](#)

Question My mentor listens carefully to my concerns.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

Question 7 **Opinion Scale/Likert** [Add Question Here](#) [Modify](#) [Remove](#)

Question My mentor has referred me to USI support services (e.g., Counseling Center, Academic Skills, etc.) when necessary.

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Question 7 Opinion Scale/Likert

Question My mentor has referred me to USI support services (e.g., Counseling Center, Academic Skills, etc.) when necessary.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

◀ Add Question Here Modify Remove

Question 8 Opinion Scale/Likert

Question My mentor has helped me with educational decisions.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

◀ Add Question Here Modify Remove

Question 9 Opinion Scale/Likert

Question My mentor demonstrates genuine concern about my academic success.

Answer

1. Strongly Agree
2. Agree

◀ Add Question Here Modify Remove

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Question 10 Opinion Scale/Likert

Question

I feel I've developed a positive relationship with my mentor, who I see as a source of continuing support.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

Modify Remove Add Question Here

Question 11 Opinion Scale/Likert

Question

Overall, I feel participating in the OPTIONS Program has helped me be a better student.

Answer

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree
6. Not Applicable

Modify Remove Add Question Here

Question 12 Essay

Question Comments:

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Communication

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ORGANIZATIONS > OPTIONS PROGRAM > TOOLS > GLOSSARY

Options Program Glossary

The Options Program Glossary contains 20 terms.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0 1 2 3 4 5 6 7 8 9

A

Academically Dismissed If you are placed on academic probation and fail to bring your GPA back to acceptable standards, you will be academically dismissed from the university for at least one semester.

Academic Skills A part of University Division which provides tutoring in a wide range of subjects.

C

Classification Classification refers to the identification of a student as a freshman, sophomore, junior, or senior; however, please note that these classifications are based on number of hours earned rather than number of years attended.

D

Developmental course A developmental course is one that helps students gain the necessary skills to succeed in college level courses. Oftentimes, these courses will not count toward graduation; however, they do count for enrollment purposes.

Dismissed If you fail to meet the conditions of your OPTIONS contract, you will be ineligible to return to USI the following semester - you will be dismissed from the university.

E

ERA / Early Registration Advising The process of meeting with your advisor/mentor to determine appropriate course choices.

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ERA / Early Registration Advising The process of meeting with your advisor/mentor to determine appropriate course choices.

GPA / Grade Point Average GPA refers to the weighted average of the grades you have earned in your classes. See the "Understanding Your GPA" document under the "Useful Information" button for more information.

Learning Module A learning module is a specific type tutoring alternative and can be accessed through the study skills tutors in Academic Skills.

Mentoring Mentoring refers to 30 minute advising sessions. In the OPTIONS Program, students are scheduled to meet with their mentors for 30 minutes each week

OPTIONS The OPTIONS Program is a joint program between the University of Southern Indiana and Ivy Tech which offers support to conditionally admitted students. For detailed information refer to the "OPTIONS Program" document under the "Useful Information" folder under the "OPTIONS Information" folder.

Planner A Planner is a time management tool that is required as part of the OPTIONS Program. Students will be provided with a planner when they attend orientation.

Probation If your GPA drops below satisfactory levels, you will be placed on academic probation for one semester. During that semester you must raise your GPA to a satisfactory level. See the "Understanding your GPA" document under the "Useful Information" button for more information.

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R
 Registration Registration involves enrolling in courses for the next semester through MyUSI.

S
 Syllabus A syllabus is a course outline usually given to students the first day of class.

T
 Transcript A transcript is a document that includes student name, social security number, date of birth, permanent address, secondary school attended, all officially enrolled and dropped courses, grades received, academic standing, majors, minors, degrees awarded, graduation honors earned, attainment of honors list, transfer institutions, number of transfer hours accepted, cumulative and semester statistics, attempted hours, quality hours, quality points, earned hours, and GPA.
 Tutoring Students may receive academic assistance in a variety of subjects through Academic Skills. Though this service is available to all USI students, OPTIONS students must complete an hour of tutoring per week as part of the conditions of their admittance to the University.
 Tutoring Alternative Tutoring Alternatives are substitute assignments which students can complete in place of one hour of tutoring. These alternatives can be found under the "Alternatives" button on the main menu of the OPTIONS Blackboard site.

U
 UCC / University Core Curriculum The University Core Curriculum refers to 50 credit hours chosen from a selection of college courses that are required of all degree-seeking students. See the "University Core Curriculum" document under the "Useful Information" button for more information.
 University Division University Division is comprised a University Division Advising and Academic Skills. The Division coordinates a variety of academic programs and services such as academic support services and academic advising for students without a declared major.
 USI Bulletin The USI Bulletin is a book that contains information important for USI students, including course descriptions and university policies.

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Reflections

From this vantage point, I can see the interconnectedness of my coursework and life-learning from which I built in a cohesive belief about how to best do my job, parent my children, and continue my personal growth. Although some more so than others, all of my roles, learning, and experience contributed to the development of my final project for the Master of Liberal Arts degree.

The cohesive whole of my education appears to me almost as a woven piece of art – each unique and independent color and fabric blended together to create a whole that is indeed greater than the sum of its parts. As I re-trace the individual colors and fabrics of each graduate course to see their impact upon my life and project, I am aware...

- *Interdisciplinary Perspectives on Humor* taught me the importance of incorporating humor into daily life to maintain a healthy lifestyle. I can see the influence of that lesson learned in various documents throughout the website.
- *Parents and Children* helped me better understand and appreciate the strength and significance of the parent-child relationship. The course helped me to better understand the potential impact of a student's family life upon their academic life and which is evident in the many of links and resources I selected for inclusion on the website. Additionally, I included paperwork that allows students the option of signing a legal release so that mentors can communicate freely with parents and family members with the purpose of including a student's entire support system in assuring his or her academic success.
- *Mass Media in Society* showed me the importance of critically evaluating information. This underlies every aspect of the website – both in my ability to evaluate information to be included and in reaching toward the goal of helping our students learn to think critically.
- *The Emotional Health of Children in Sports* helped reinforce and make into a cohesive whole my understanding of the kind of support needed for those who have been, or are currently, involved in athletics.

- *Art and Diversity in the 20th Century* helped me to develop a more informed appreciation of a variety of art forms created by diverse peoples. It enhanced my understanding of diverse populations which, in turn, enhanced my ability to reach out to the many types of students the web site will serve.
- *Nature/Nature* challenged me to examine new possibilities to old questions and ask questions I did not realize needed to be asked. I developed critical thinking skills through the many studies and theories we examined, and arrived at a balanced view of what we can hope to impact in a student's academic life and what is outside the reasonable scope of expectations. This course showed me that no matter your level of education, continuing to learn to think in different ways is essential in becoming a life long learner, a concept I hope to communicate to my students through personal interaction and also through the diversity of information available on the web site.
- *Contemporary Readings in Science and Mathematics* provided me with a new appreciation for subjects I previously had little or no interest in and that were considerably outside of my academic comfort zone. I learned to relate to and see the relevance of math and science courses to the Liberal Arts student/thinker. This shows up directly in my increased respect for students that approach academics with a different area of interest and skill set than my own, as well as in my attempt to assist students in tackling subjects outside their comfort zones.
- *Contemporary Issues in Rhetoric* strengthened my appreciation of incorporating a variety of sources to balance and "rescue" one another. The course also gave me an increased appreciation for the uses of language, the value of rhetorical theories, and further developed my critical thinking skills.
- *Foundations in Academic Advising*, an online course, provided a framework for organizing the theoretical concepts of the Liberal Arts program and translating them into a practical application for the benefit of my students in the form of this project most specifically.
- *The Capstone Project* has been a learning and growing experience in and of itself. Through the process of applying my education, my learning has been multiplied and solidified. After the project is turned in and graded, and after I am granted my degree, this project will continue. The web site

will grow and evolve, and it will provide another avenue along which I can do the same.

Every shade, texture, and pattern is unique and has a beauty of its own...together, they make the tapestry a treasure.