

*Academic*  
**P.R.I.D.E.**

**P**ersonal  
**R**esponsibility  
**I**n  
**D**eveloping  
**E**xcellence



ANTELOPE  
VALLEY  
COLLEGE

Counseling & Matriculation

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# PRIDE

Welcome to the Antelope Valley College PRIDE Workshop. This workshop has been designed to assist students who are having academic/progress completion difficulty. The purpose of this workshop is to teach you to understand your academic record, evaluate your academic situation, create SMART goals and develop a Plan of Action.

By the end of this workshop, you will have examined your academic standing and applied critical thinking skills to develop an action plan. As a result, you will be

prepared and feel more confident about your ability to improve your educational experience.

## **SKILLS AND KNOWLEDGE:**

Knowing how to study, seek information, write, read, use technology proficiently, think critically and problem-solve are important skills that will serve you well, not just in college, but in your personal and professional life. Take advantage of the resources on campus such as the Career/Transfer Center, Learning Center, Library, and Counseling. One way you can develop skills and gain knowledge in the area of academic

success is to visit the Learning Center's Academic Development area or to enroll in: HD 101–College and Life Management course or HD 100–Basic Strategy/College.

**CONFIDENCE AND A POSITIVE ATTITUDE:** Believe in yourself and your power to control the events in your life. Even when life circumstances present challenges and obstacles, how you choose to respond can result in either a positive or negative outcome. One way you can begin to develop self-confidence is to explore your expectations, motivation, and goals. Enrolling in HD 101–College and Life Management course or HD 105–Personal Development will help you do just that.

**DESIRE AND MOTIVATION:** Take control of your life. Forge ahead and be responsible in your actions. Dedication and commitment achieve positive results, so surround yourself with others who are motivated and goal-oriented. One way to motivate yourself is to attend a Career Workshop or to enroll in HD 101–College and Life Management course or HD 103–Career Planning where you can develop a plan for achieving career and professional goals. Having such goals gives meaning to the steps necessary to arrive at your destination.

**To achieve SUCCESS,  
you need three things:**

- 1. Skills and knowledge**
- 2. Confidence and a positive attitude**
- 3. Desire and motivation**

# DEFINE YOUR ACADEMIC STANDING

As per state law and Antelope Valley College policy, the Academic Standing is calculated once students have attempted at least 12 semester units of AVC credit. Your academic status is based on all classes you have completed at AVC since the date of your first enrollment. Good Academic Standing is defined as earning a cumulative GPA of 2.0 or above and making successful progress towards completing the units you have attempted. Successful Progress is defined as completing at least 51% of all attempted coursework.

## ACADEMIC/PROGRESS PROBATION:

### Academic/Progress Probation I:

- A student who has attempted at least 12 semester units of AVC credit shall be placed on academic probation when the earned GPA in all units attempted at AVC is less than 2.0.
- A student who has enrolled in at least 12 semester units of AVC credit shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W," "I" and "NP" are recorded reaches or exceeds 51 percent.
- Intervention: Mandatory PRIDE workshop attendance; mandatory counseling appointment with PRIDE counselors; mandatory participation/attendance in at least two campus support services activities

### Academic/Progress Probation II:

- A student who has attempted 12 or more units of AVC credit and has a cumulative GPA of less than 2.0 for two consecutive semesters.
- The number of units for which "W," "I" and "NP" grades have been assigned has warranted probationary status for three consecutive semesters.
- Intervention: Mandatory counseling appointment with PRIDE counselors; mandatory participation/attendance in at least two campus support services activities

### Academic/Progress Dismissal

- The earned GPA in all units attempted at Antelope Valley College is less than 2.0 in each of three consecutive semesters.
- The number of units for which "W," "I" and "NP" grades have been assigned has warranted probationary status for three consecutive semesters.
- Intervention: Mandatory PRIDE workshop attendance; mandatory counseling appointment with PRIDE counselors; mandatory participation/attendance in at least two campus support services activities

If a student believes that a qualifying extenuating circumstance led to their Academic/Progress Dismissal status, they may submit an Academic Dismissal Appeal form to the Counseling department. Upon review, they will be notified once a decision is made regarding the petition.

A student, who after sitting out two or more terms due to their Academic/Progress Dismissal standing, may submit a Reinstatement Petition form to the Counseling department. Upon review, they will be notified once a decision is made regarding the petition.

# STRATEGIES TO CONSIDER FOR IMPROVING GPA

## COURSE REPETITION

Repeating a course and earning a higher grade is a quick way to substantially improve your GPA.

- You may repeat a course in which you earned a “D” or “F” grade. The grade points for the most recent grade will be used for in calculating the GPA.
- Possible Disadvantages: (1) If the repeated grade is a “D,” “F,” “P” or “NP” grade, there is no positive impact on the GPA. (2) An Extenuating Circumstances petition must now be filed with the office of Admissions and Records in order to repeat the course for a third time. (3) Additional units are not earned for repeating a class and therefore, repeating classes can cost you time and money, and (4) not all transfer institutions accept course repetitions in their transcript evaluation process.
- Think strategically about which classes to repeat. Check with a counselor to see which classes would be the best choices to repeat. Keep in mind that “P” and “NP” grades do not impact your GPA either positively or negatively.

## DROPPING A CLASS

- The easiest and most responsible way to protect your GPA is to drop a class you are not going to complete. The drop deadline is usually in the fourth week of a full length semester. Check the Registration Dates—Upcoming terms for the exact date for each term. When you drop a class before the deadline, there is no notation on your transcript.
- Perhaps you thought that the instructor was going to drop you when you do not show up for the first class. Perhaps you thought that you dropped the class but really didn’t. Instructors can, and quite often do; give an “F” to students who are enrolled but do not attend their classes. Always print out a Student Detail Schedule to confirm that you have officially dropped a course.

## CHOOSING TO WITHDRAW FROM A COURSE

### Advantages:

- If you think you are going to receive a “D” or “F” grade, you might prefer to withdraw from the course so your GPA does not suffer.
- If you are already on academic probation or subject to dismissal, dropping or withdrawing from classes saves your GPA from sinking lower.
- An occasional “W” will probably not hurt your transfer and vocational goals and may be preferable to pulling down your GPA. Many students are reluctant to receive a few “W’s” because they incorrectly assume that a withdrawal “looks bad” on their transcript.
- When considering withdrawing from a class, see a counselor to be sure that the withdrawal will not hurt your educational and career goals. Also inquire as to whether you are in danger of being placed on progress probation for excessive “W’s”.
- Financial aid and other programs such as EOPS, CalWorks, athletics, etc., may have stricter standards than those of the college regarding the number of units competed in a term. See those program counselors before you withdraw from a course.

### Disadvantages:

- If you establish a pattern of frequently withdrawing from courses, it can give a very negative picture to Admissions departments/personnel at other academic institutions. If you plan on trying to get into an impacted major, you may not have much of a competitive edge.
- Too many “W’s” (withdrawals) can put you at risk of being placed on progress probation.
- When you withdraw from a class, you lose valuable time invested in the class and you delay your educational goals.
- When you withdraw from a class you will not receive a refund for registration fees.
- Some transfer programs have specific limitations about the number of “W’s” a student may receive before losing their transfer eligibility.

- Some AVC programs and majors have unit requirements for enrollment and place a limit on the number of “W’s” a student may receive. For example, the nursing program requirements.
- Keep in mind that most insurance companies require a minimum of 12 units. Save yourself the hassle and drop the course before the “W” (withdrawal) deadline.

If you decide to withdraw from a class make sure to print out a Student Detail Schedule after the transaction has been completed. You want to confirm that the withdrawal did take place.

## ACADEMIC RENEWAL

- A student may petition for academic renewal only once, and all units up to 30 must have been taken in consecutive semesters of attendance excluding summer sessions and intersessions. Only “D” and “F” grades may be eliminated from the computation of the GPA under the Academic Renewal Policy.
- Work taken in the last semester being petitioned must have been completed at least 24 months prior to the date the academic renewal petition is submitted by the student.
- The student seeking academic renewal must present evidence that the previously recorded work was substandard academic performance and is not reflective of more recently demonstrated academic ability. Evidence of recent academic ability will be determined by one of the following:
  - 12 semester units with at least a 3.0 GPA
  - 18 semester units with at least a 2.5 GPA
  - 24 semester units with at least a 2.0 GPA

### Possible Disadvantages:

- Not all transfer institutions accept Academic Renewal in their transcript evaluation process.

Always check with a counselor to determine if course repetition or academic renewal is the best strategy for your educational goals.

# THE LATE PAPER

**PROFESSOR FREUD** announced in her syllabus for Psychology 101 that final term papers had to be in her hands by noon on December 18. No student, she emphasized, would pass the course without a completed term paper turned in on time. As the semester drew to a close, **KIM** had an “A” average in Professor Freud’s psychology class, and she began researching her term paper with excitement. **ARNOLD**, Kim’s husband, felt threatened that he had only a high school diploma while his wife was getting close to her college degree. Arnold worked at a bakery, and his co-worker **PHILIP** began teasing that Kim would soon dump Arnold for a college guy. That’s when Arnold started accusing Kim of having an affair and demanding she drop out of college. She told Arnold he was being ridiculous. In fact, she said, a young man in her history class had asked her out, but she had refused. Instead of feeling better, Arnold became even angrier. With Philip continuing to provoke him, Arnold became sure Kim was having an affair, and he began telling her every day that she was stupid and would never get a degree. Despite the tension at home, Kim finished her psychology term paper the day before it was due. Since Arnold had hidden the car keys, she decided to take the bus to the college and turn in her psychology paper a day early. While she was waiting for the bus, **CINDY**, one of Kim’s psychology classmates, drove up and invited Kim to join her and some other students for an end-of-semester celebration. Kim told Cindy she was on her way to turn in her term paper, and Cindy promised she’d make sure Kim got it in on time. “I deserve some fun,” Kim decided, and hopped into the car. The celebration went long into the night. Kim kept asking Cindy to take her home, but Cindy kept saying, “Don’t be such a bore. Have another drink.” When Cindy finally took Kim home it was 4:30 in the morning. She sighed with relief when she found that Arnold had already fallen asleep. When Kim woke up, it was 11:30, just 30 minutes until her term paper was due. She could make it to the college in time by car, so she shook Arnold and begged him to drive her. He just snapped, “Oh sure, you stay out all night with your college friends. Then, I’m supposed to get up on my day off and drive you all over town. Forget it.” “At least give me the keys,” she said, but Arnold merely rolled over and went back to sleep. Panicked, Kim called Professor Freud’s office and told **MARY** the secretary that she was having car trouble. “Don’t worry,” Mary assured Kim, “I’m sure Professor Freud won’t care if your paper’s a little late. Just be sure to have it here before she leaves at 1:00.” Relieved, Kim decided not to wake Arnold again; instead, she took the bus. At 12:15, Kim walked into Professor Freud’s office with her term paper. Professor Freud said, “Sorry, Kim, you’re 15 minutes late.” She refused to accept Kim’s term paper and gave Kim an “F” for the course.

Listed below are the characters in this story. Rank them in order of their responsibility for Kim’s failing grade in Psychology 101. Give a different score to each character. Be prepared to explain your choices.

Most responsible < 1 2 3 4 5 6 > Least responsible

\_\_\_\_\_ **Professor Freud**, the teacher

\_\_\_\_\_ **Philip**, Arnold’s co-worker

\_\_\_\_\_ **Kim**, the psychology student

\_\_\_\_\_ **Cindy**, Kim’s classmate

\_\_\_\_\_ **Arnold**, Kim’s husband

\_\_\_\_\_ **Mary**, Prof. Freud’s Secretary

Source: On Course Workshop 2009

# CHOICES OF SUCCESSFUL STUDENTS



## SUCCESSFUL STUDENTS...

1. ...accept **PERSONAL RESPONSIBILITY**, seeing themselves as the primary cause of their outcomes and experiences.
2. ...discover **SELF-MOTIVATION**, creating positive energy in their lives by discovering personally valuable goals and dreams.
3. ...master **SELF-MANAGEMENT**, consistently planning and taking purposeful actions in pursuit of their goals and dreams.
4. ...employ **INTERDEPENDENCE**, building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).
5. ...gain **SELF-AWARENESS**, consciously employing behaviors, beliefs, and attitudes that keep them on course.
6. ...adopt **LIFE-LONG LEARNING**, finding valuable lessons and wisdom in nearly every experience they have.
7. ...develop **EMOTIONAL INTELLIGENCE**, effectively managing their emotions in support of their goals and dreams.
8. ...**BELIEVE IN THEMSELVES**, seeing themselves as capable, lovable and unconditionally worthy human beings.



## STRUGGLING STUDENTS...

1. ...see themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
2. ...have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of purpose in their lives.
3. ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
4. ...are solitary, seldom requesting, even rejecting, offers of assistance from those who could help.
5. ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
6. ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
7. ...live at the mercy of strong emotions such as anger, depression, anxiety, overwhelm or a need for instant gratification.
8. ...doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

# SELF-REFLECTION

**What has made academic success difficult for you in the past? Indicate all that are appropriate.**

Below are several categories of items that may influence your academic and personal success.

Please read each item and consider it carefully. Check ***all the items that apply*** to you.

## **I. FACTORS THAT HAVE A NEGATIVE INFLUENCE ON MY EDUCATIONAL PERFORMANCE AT AVC:**

- |  |  |
|--|--|
| <input type="checkbox"/> I am not sure why I am in college                               | <input type="checkbox"/> Lack of concentration                                 |
| <input type="checkbox"/> Transportation  | <input type="checkbox"/> Low motivation  |
| <input type="checkbox"/> Conflict with professors  | <input type="checkbox"/> Too many classes                                      |
| <input type="checkbox"/> Legal issues  | <input type="checkbox"/> Not prepared for college                              |
| <input type="checkbox"/> I haven't connected with classmates or faculty                  | <input type="checkbox"/> Too much time on the computer                         |
| <input type="checkbox"/> Little interest in subject matter                               | <input type="checkbox"/> I didn't make use of tutorial services                |
| <input type="checkbox"/> I am unsure how college fits my long-term goals                 | <input type="checkbox"/> I am not sure I want to be in college                 |
| <input type="checkbox"/> Anxiety   | <input type="checkbox"/> My reading/writing skills need improvement            |
| <input type="checkbox"/> I am in college only because I was expected to enroll           | <input type="checkbox"/> I quit attending class and never dropped the course   |
| <input type="checkbox"/> Unaware of support services                                     | <input type="checkbox"/> Disability  |
| <input type="checkbox"/> I have too little time to prepare for exams                     | <input type="checkbox"/> Lack of stress control in my life                     |
| <input type="checkbox"/> Driven by external expectations rather than internal motivation | <input type="checkbox"/> The classes I took were just too difficult all around |
|  | <input type="checkbox"/> Other _____   |

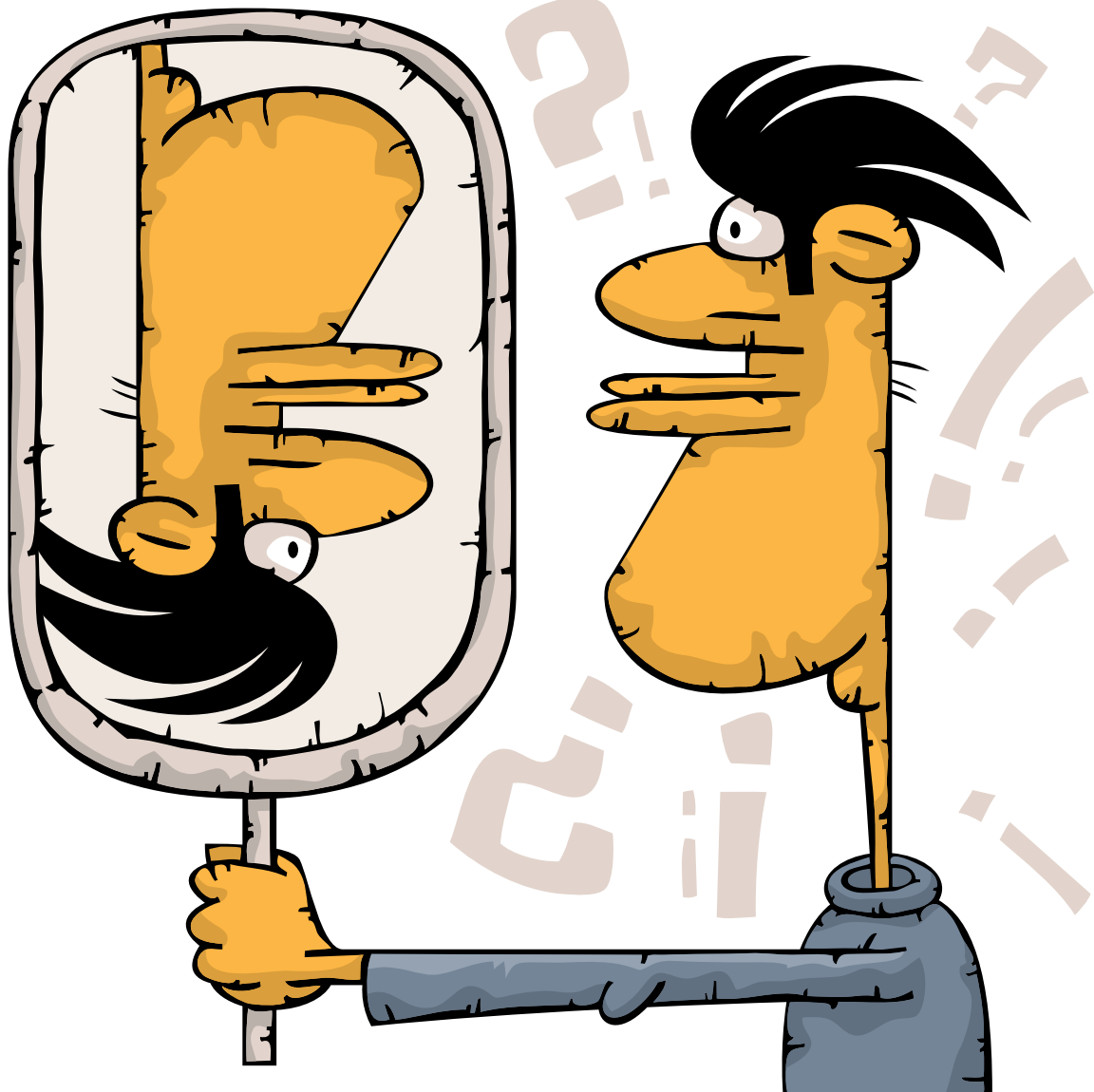
## **II. PERSONAL ISSUES THAT ARE AFFECTING MY ACADEMICS**

- Drug and/or alcohol use
- Family pressures/problems
- Work too many hours
- Poor health (mine...others close to me)
- Financial problems
- Distracted by friends or other outside factors
- Too many commitments (jobs, friends, athletics, family obligations, etc.)
- Relationship issues
- Lack of confidence in my academic abilities
- I have trouble concentrating in class
- Trouble re-prioritizing my commitments to get to studies
- Good intentions but poor follow-through
- Procrastination
- Learning disability
- Other \_\_\_\_\_

## **III. AREAS WHERE I NEED TO IMPROVE TO ACHIEVE SUCCESS**

- Communicate with faculty
- Learn skills for advocating for myself and my academic progress
- Seek assistance when problems arise
- Complete class assignments
- Come to class meetings or online discussions and be prepared
- Take notes that will enhance my studying
- Use planner to organize my time
- Find a quiet place to study
- Think about success instead of failure while learning or test taking
- Other \_\_\_\_\_





**IV. AREAS THAT MAY HELP ME BRING OUT MY BEST PERFORMANCE**

- Lighten my course load
- Set aside regular periods to study
- Learning how to prepare for exams/Learn how to study
- Better time management
- Setting up a quiet study area with all study tools
- Choose courses in which I have needed background
- Reconsider my choice of major/career
- Work with a tutor
- Regular communication with my faculty
- Other \_\_\_\_\_

**V. SERVICES THAT I HAVE USED**

- Office for Students with Disabilities
- Math Lab
- Writing Center
- Tutoring
- Classmates to work with when I need study partners
- My professors whenever I need personalized attention
- A counselor regarding my test-taking or other anxieties
- Library staff for research for a class
- Other \_\_\_\_\_

# CREATING S.M.A.R.T. GOALS

**SPECIFIC**—A specific goal has a much greater chance of being accomplished than a general goal.

To set a specific goal you must answer the six “W” questions:

**Who:** Who is involved?

**What:** What do I want to accomplish?

**Where:** Identify a location.

**When:** Establish a time frame.

**Which:** Identify requirements and constraints.

**Why:** Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and work out 3 days a week.”

**MEASURABLE**—Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as:

**How much? How many? How often? How will I know when it is accomplished?**

**ATTAINABLE**—When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

**REALISTIC**—To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.



**TIMELY**—A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? The "Someday" will not work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

• **The time guidelines that are commonly associated with goals are:**

- Short-term**—goal may be achieved within 18 months time.
- Mid-term**—goal may take between 3 and 5 years to achieve.
- Long-term**—goal may take beyond 5, 10 or even 20 years to achieve.

• **Areas of life that may benefit from goal setting:**

**Personal | Career | Social | Educational | Health | Spiritual**

OR

**TANGIBLE**—A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

**DETERMINE SHORT-TERM GOALS**

This will help make your goals more achievable and realistic. Reflect on the information we discussed and take into consideration the strengths you have.

**Restate your Academic Goal:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1. Who: \_\_\_\_\_
- 2. What: \_\_\_\_\_
- 3. Where: \_\_\_\_\_
- 4. When: \_\_\_\_\_
- 5. Which: \_\_\_\_\_
- 6. Why: \_\_\_\_\_

What obstacles could stall your plan/efforts? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



<p><b>Be Patient with Yourself</b></p> <p>The college expects improvement, not perfection! Work with your counselor and instructors to create gradual improvement in your skills and confidence as a student.</p>	<p><b>DO NOT Give Up! We Are Here To Help.</b></p> <p>By working with a counselor, you can develop a Student Education Plan (SEP) that will outline course requirements for your major.</p>
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# THE PROCRASTINATORS

Two students from Professor Hallengren's English composition class sat in the cafeteria discussing the approaching deadline for their fourth essay.

"There's no way I can get this essay done on time," Tracy said. "I've turned in every essay late and I still owe him a re-write on the second one. Professor Hallengren is going to be furious!"

"You think you're in trouble!" Ricardo said. "I haven't even turned in the last essay. Now I'm going to be two essays behind."

"How come?" Tracy asked. "I would've thought a young guy right out of high school would have all the time in the world."

"Don't ask me where my time goes," Ricardo answered, shrugging. "Deadlines keep sneaking up on me, and before I know it, I'm weeks behind. I live on campus, and I don't even have to commute. But something always comes up. Last weekend I was going to write that other English essay and then study for my sociology test, but I had to go to wedding out of state on Saturday. I was having such a good time, I didn't drive back until Monday morning. Now I'm even further behind."

"So that's why you missed English class on Monday," Tracy said. "Professor Hallengren lectured us because so many students were absent."

"I know I miss too many classes. One time I stayed home because I didn't have my essay. And sometimes I stay up late talking to my girlfriend on the phone or playing video games. Then I can't get up in the morning."

"My situation is different," Tracy said. "I'm in my 30s and am a single mother. I have three kids: five, seven, and eight. I work 20 hours per week and I'm taking four courses. I just can't keep up with it all! Every time I think I'm about to catch up, something goes wrong. Last week one of my kids got sick. Then my refrigerator broke, and I had to work overtime for money to get it fixed. Two weeks ago they changed my schedule at work, and I had to find new day care. All my professor's act like their class is all I have to do. I wish! The only way I could do everything is giving up sleeping, and I'm only getting about 5 hours as it is."

"What are you going to do?" Ricardo asked.

"I don't think I can make it this semester. I'm considering dropping all of my classes."

"Maybe I should drop out, too."

1. Who do you think has the most challenging self-management problem? **Ricardo** or **Tracy**? Be prepared to explain your choice.
2. If this person asked for your advice on how to do better in college, what specific self-management strategies would you recommend that he or she adopt?

Diving deeper:

Which person's situation, **Ricardo** or **Tracy**, is more like yours? Explain the similarities and identify what you do to keep up with all of the things you need to do.



# PLAN TO IMPLEMENT BEST SOLUTIONS

Make sure the goal you are pursuing is something you really want, not just something that other people think sounds good. If you are really going to put time and effort into something, then make sure that you understand the sacrifices required and the benefits you will experience in the long run.

It is important to live a **BALANCED LIFE**. Therefore, consider setting goals in all areas of life and make sure that they are not in conflict with one another.

Make sure that you **AIM HIGH**. Do not settle for less than you are capable of achieving.

Write your goals using **POSITIVE LANGUAGE** and write deadlines to keep you on course.

Review your goals daily. Post them where you can see them and be reminded. This will help you stay focused and motivated.

## WORK THROUGH IT TOGETHER

**Resistance**—For every goal, examine the obstacles ahead that may get in your way:

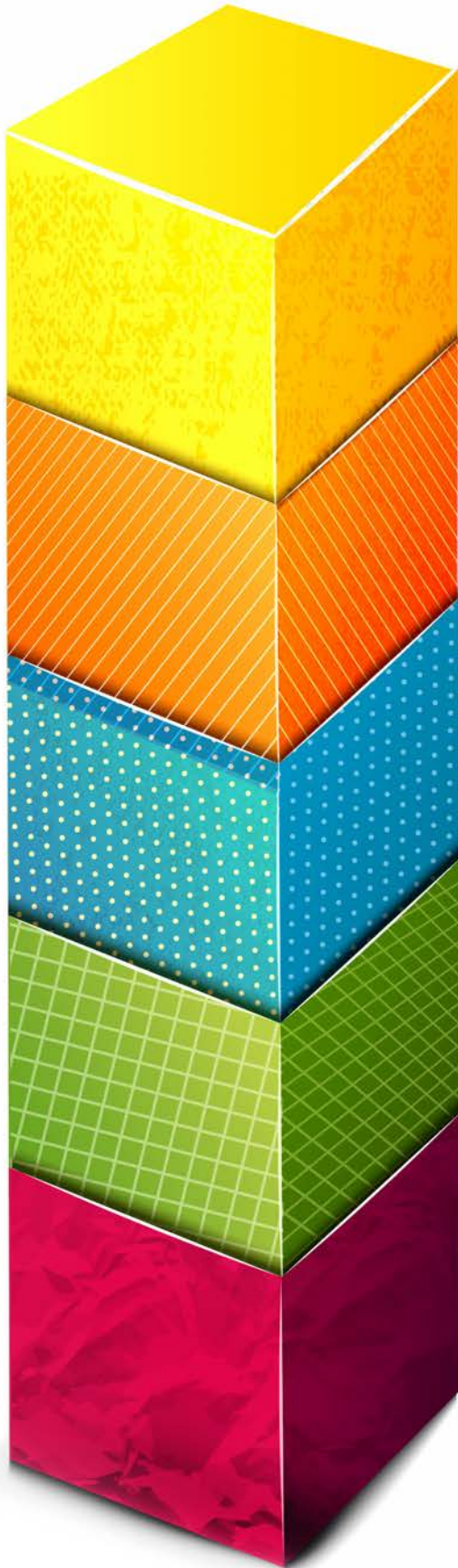
- Are there people who are a bad influence or distract you from your goals?
- Are there people who criticize and discourage you from your goals?
- Do you have personality traits that get in the way like procrastination, laziness, a bad temper, impatience, etc?
- Are there circumstances that will interfere with your journey such as lack of money or a skill?

**Assistance**—For every goal, examine the assistance available to you:

- Examine what skills and knowledge you need to achieve your goal so that you can develop these important tools to help you be successful in your journey.
- Make a list of individual people whom you trust and who are positive and helpful so that you can turn to them in bad times for support and encouragement.
- What organizations, agencies, or clubs can provide you with role models and mentors who can help guide and direct you? Surround yourself with people who are headed the same direction. You can learn from each other and support one another.



# SCENARIO GROUP ACTIVITY



**Scenario 1** — Joe is working full-time in his dad's shop and attends college part-time. Joe makes decent money at work and doesn't need much to live on. He is taking a mix of classes that someone suggested to him. He misses class often to hang out with his friends who are also working. He doesn't like to plan too far ahead and usually ends up cramming for a test the night before.

**Scenario 2** — Amy tested into English 097 and Math 065 but decided to put off those classes so she could enroll with her friends. They are in Chemistry 101 and Political Science 101, classes that require math and composition skills that she hasn't learned yet. Amy is struggling to keep up but she doesn't want anyone to know. She studies with her friends when she can, but they cannot help her.

**Scenario 3** — Brian is attending college because his parents said he has to, but he doesn't know why he is here. He often chooses not to attend as he doesn't see the relevance to his future goal. He is barely passing his classes as a result. His girlfriend thinks he is taking a full schedule of classes so he can transfer to a university when she does.

**Scenario 4**— When Matt walked into the counselor's office he looked ill and disheveled. He just failed his calculus mid-term and wanted to know if he could repeat the class. Matt has a pattern of "F" and "D" grades through the last two semesters but was doing quite well before that. He told the counselor that he was depressed and he thought it was because of the medication he was taking for a chronic condition. Failing the mid-term was the last straw and he didn't know what to do.

**Scenario 5** — Cathy recently went through a bitter divorce. She decided she needed a vocation after being a stay-home mom for several years. She placed in English 099 and Math 065. She needs to decide and prepare for a quick and high-paying job in a short amount of time. She has not passed the biology and math classes she was in and is now in a panic. The divorce settlement only gives her 18 months before she has to go back to work full-time.

**Discuss in your group the following for the scenario that you were assigned.**

- **Identify the Problems**
- **Brainstorm Possible Solution**
- **Develop Action Plan**

# 10 STEPS TO SUCCESS IN THE CLASSROOM

## 1. Understand what is expected of you

- Read the syllabus and the course description. Keep this information handy for reference throughout the semester.
- Create a calendar for your study times as well as for all your assignment due dates.
- Note the class rules—etiquette, late assignments, attendance, etc.

## 2. Come to class prepared

- Read your textbook assignment, review your notes, and finish your homework before class.
- Bring a pen or pencil, notebook paper, your textbook, and a dictionary.
- Be ready to discuss or answer questions about the readings, class assignments, and homework.

## 3. Manage your time well

- Identify the best times and place(s) to study.
- Make a weekly study plan and follow it.
- Set priorities.
- Turn assignments in on time.

## 4. Know your learning style

- (visit the Learning Center to find out!)
- Identify your learning modality preference.
  - Identify your best study environment.
  - Decide whether you study best alone or in a study group.

## 5. Develop good study habits

- (visit the Learning Center for help!)
- Develop a good note taking system.
  - Improve your memory.
  - Create study aids.
  - Use your study time efficiently.

## 6. Improve your reading, writing, and computational skills

- Use Writing Center Services.
- Use Math Lab Services.
- Use Reading Lab services.

## 7. Improve your test taking ability

- Distribute test preparation over time.
- Understand how to prepare for different kinds of tests.
- Reduce test anxiety by practice testing.

## 8. Seek help when you need it

- Use your instructor's office hours.
- Use tutorial services in the Learning Center.
- Visit a faculty learning specialist in the Learning Center.
- See your counselor.

## 9. Identify campus resources

- Tutorial Services (Learning Center)
- Library Services
- Identify instructor office hours and locations.
- Learn how to use the Instructional Multimedia Center (IMC)
- Counseling, Career/Transfer Center
- EOPS, OSD, STAR, CalWORKs

## 10. Take care of yourself physically

- Eat healthy meals before tests and classes.
- Get plenty of sleep to avoid overexertion.
- Exercise regularly.



# MEMORY TECHNIQUES

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**Be Organized**—Information that is organized is easier to find.

- Learn from the general to the specific
- Make it meaningful
- Create associations

**Be Physical**—Learning is an active process. Get all your senses involved.

- Learn it once, actively
- Visualize relationships
- Create action
- Make pictures vivid
- Turn abstract ideas into concrete actions
- Recite and Repeat

**Be Clear**—You can reduce the background noise that your own brain produces and improve your ability to recall.

- Reduce interference
- Over-learn
- Be aware of attitudes

**Be Smart**—Intelligent application of memory techniques can save work. You can work with your memory not against it.

- Distribute learning
- Remember something else
- Combine memory techniques





# TIME MANAGEMENT AND FINANCIAL PLANNING

*Planning will set you free  
(of worry)*

## STRATEGIES FOR USING THE ATTACHED STUDENT WEEKLY SCHEDULE

1. Schedule **fixed blocks of time** first.
  - a. Work
  - b. Other regular activities:
    - i. Club or other meetings
    - ii. Church activities
    - iii. Children's activities
    - iv. Household chores, etc.
2. Include **time for errands**.
3. Schedule **time for fun**: Recreation deserves a place in your priorities.
4. Study 2 hours for every hour in class: **THIS IS A MUST**.
5. Avoid scheduling marathon study sessions.  
**Break your time up** into shorter sessions with breaks.
6. Set both a **start and stop time** for your study activities.
7. Use a **To Do list** to clear smaller tasks as time permits.

## STRATEGIES FOR FINANCIAL PLANNING

1. **Start saving now**, even a small amount each week to get into the habit.
2. Don't spend more than you have; **avoid credit** purchases.
3. **Use cash** to pay bills; use envelopes to manage your monthly bills.
4. **Make a budget** and stick to it; if you don't know how to create a budget, get help!
5. **Do comparison-shopping**: The Internet will save you time and money.
6. **Prioritize** your purchases.
7. **Avoid impulse purchases** by having a shopping list.



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# NOTES:













**ANTELOPE  
VALLEY  
COLLEGE**

Antelope Valley College  
prohibits discrimination  
and harassment based on  
race, religious creed, color,  
national origin, ancestry,  
physical disability, mental  
disability, medical condition,  
marital status, sex, age, or  
sexual orientation.