Develop a personal **Action Plan**

Answer important, timely questions

Position yourself for success

• We want you to **graduate**.

• Fill out your Action Plan now, realizing we may make changes later in the workshop.

• Workshop Purpose? Your Academic Success
Past
“What were the reasons for your previous academic struggles?”

Future
“What gives you hope for academic success this semester?”
End of every term: 1 of 3 Results

Return to GOOD STANDING
- Cum GPA is 2.00 or higher
  - Removed from Probation

Continue on PROBATION
- Term GPA is 2.00 or above
  - Cumulative GPA is not yet 2.00

DISMISSED From BCC
- Term GPA less than 2.00
Setting “SMART” Goals

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Timely**

Your goals:
- Avoid dismissal
- Return to good standing
Goal Setting - Long Term

- Life goals
- Academic Goals
  - Shoot for B’s in all classes
  - Hovering around C is dangerous!
  - GPA is important for many reasons . . .
- Career goals
  - Career Center
  - http://www.bergen.edu/transferandcareercenter
  - https://bergen.emsicareercoach.com/
  - Pitkin Education Center, Room A-123
Goal Setting – Semester Goals

• Inside the classroom
  ➢ Withdrawal options
  ➢ Know all dates, check your BCC email for important REMINDERS

• Outside the classroom

• Life beyond BCC

• Utilize academic advisor/counselor

• Internships/Part-time work
Grade Point Values

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0
D- = 0.7
F = 0.0
Calculating Your GPA

Point Values
psych 110 "A" 4 points

Credit Hours
3 Hours

Quality Points
12 Quality Points

12 Quality Points \times 3 Hours = 36 Quality Points

4.00 GPA
Motivation Scale

How motivated am I to make good grades?

0-2: Not motivated at all
   “Is this the right time to be in school?”
3-5: Somewhat motivated
   “I’m in school, but other areas of my life take more time and attention.”
6-8: Motivated
   “I know I need to do better this semester, and I want to.”
9-10: Extremely motivated
   “I will study, manage my time, and focus on school – and I can’t wait!”
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>7:00 AM</td>
<td>T-Recs 7:30-8:30</td>
<td>Math115 8:30-9:45</td>
<td>T-Recs 7:30-8:30</td>
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<td>IST 123 3:30-4:20</td>
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Improving Time Management

Goals
- Specific and Achievable

Time Boundaries
- Every Tuesday, study Math & History from 6-8pm

Social Boundaries
- Saying “No”

ENOUGH Time
- School is a full time job
Coping and Reaching Out for Help

- Academic Resources
  - Tutoring
  - Supplemental Instruction
  - Writing Center
  - Your Academic Counselor
  - Professors

- Life Resources
  - Career Services
  - Counseling Center
  - Health Center
  - Disability Services
Why Meet with an Academic Counselor?

- Academic Policies
  - Withdrawal
  - Repeating courses
  - Academic Second Opportunity
  - Appeals

- Learning Strategies
  - Time management
  - Improving study habits
  - Test preparation
  - Motivation
Academic Planning

- Conversations with an academic counselor
  - What do I want my college experience to include?
  - Running your EVAL report
  - Setting academic goals
  - Am I in the right major?
  - Am I in appropriate courses?
- Earning a “C” average is not enough!
- C’s are not your friend.
- A’s and B’s . . . tougher than it sounds
- Attack your syllabi