

**YOUR
JOURNEY
ON
ACADEMIC
RECOVERY**

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MODULE #1: Why You?

You have placed yourself on probation by allowing your cumulative GPA to fall below the minimum grade point average for good standing.

What is your SUU cumulative GPA?

What is good standing?

If you are unaware of either of these details, use your university catalogue and Banner Registration System to discover the answers. Record your findings here:

In knowing about these expectations and responsibilities, consider the choices you made that brought you to the Probation Program. Complete the sentence stems with five to ten answers. Work to answer quickly. Do not labor in thought or wonder what the right answer is. Simply respond quickly.

I am on probation because...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Self Awareness and Direction

Now that you have listed the habits that landed you on probation, re-examine the responses.

First

Look at each response and label it as:

- 1) **NC** for **Not in my Control** when a statement blames a person or situation out of your control
- 2) **IC** for **In Control** when a response names something in your control

Second

Look at each response and list habits and choices that you could develop to overcome each ineffective habit:

Third

List three goals that you would like to achieve this semester.

MODULE #2: Being Aware of Expectations

Demonstrate your ability to read and decipher course syllabi. Gather all your syllabi so that you can correlate them into a single document.

At the bottom part of this paper organize in a chart or any other form that suits your organization style the following information:

Each class, professor, professor's office hours and office location, credit value, your entering knowledge level (beginner, developing learner, or master), positive and negative associations with the class, and grade you plan to earn.

MODULE #3: Time Management

Awareness of Time

1. A weekly planner will be handed out in class for you to complete and include the following information.

Write required activities in the grid. Add only unchanging time commitments like classes, work, sports practice or other commitments that do not change.

Now number each of the empty squares between 8am and 5pm. How many open hours do you have? How are you spending those hours now?

Work to treat school as if you are already in the professional work world. Plan a day from 8-5, 10-7, 9-2, or whatever you will commit to.

2. Work to get a glance of the big picture of your term, not the details. Filling out the term planner (handed out in class) will take twenty minutes at the most because you will note only BIG projects like tests, reports, presentations, conferences, papers, important deadlines, etc.

Then gather all course syllabi, work, university or family requirements. This chart allows an opportunity to centralize requirements, expectations, and deadlines from all areas of your life.

Add time commitments first. Then add requirements and large assignments or presentations from all courses, jobs, internships, so you can see ahead of time at a glance when you will be busy and when you'll have free time. Do not add daily assignments, only large ones which require reverse engineering or preplanning.

Use the academic calendar to include the holidays so that you will know when the campus offices are closed. Finally, know that most institutions of higher education change time schedules during final exam week. Be sure to know your exam schedule to be aware of the changing expectations during Final's Week.

This change should be shown in the last week of the form.

Module #4: Lifelong Achievements

Imagine that this continuum represents your life. Add your birth year on the left side and the anticipated year of death on the right. (This activity is not meant to be disrespectful about death. It is about noticing the obvious. We all live, and we all die, pass on, depart, or whatever word you use to say leave this realm).

year

year

Now find the place on the line that would be today on your lifeline. In other words, how much of your life have you lived? Half? A fourth? Write NOW in that spot.

To the left of NOW, use words or images to list accomplishments and turning points to date. On the right, add what you plan to create.

Take time to reflect on your life and how you hope to architect it. After this activity, I realize...

In my obituary, I want people to remember me as...

MODULE #5: PROCRASTINATION

Are you a chronic procrastinator?

Besides the obvious “I always put work off till the last minute” and “I’m always late to wherever I’m going”

___ Do you often avoid decisions?

___ Do you make big plans but then never carry them out?

___ Do you avoid trying something new?

___ Do you tend to get sick when you have a task you don’t want to do?

___ When you don’t get something done, do you blame others for it?

___ Do you tend to make so many fun plans that it leaves you with no time to do your work?

If you habitually put things off and also answered “yes” to two or more of these questions, you may be a chronic procrastinator.

MODULE #6: THE MULTIPLE INTELLIGENCES SURVEY (MIS)

Read each statement carefully and thoroughly. After reading the statement, rate your response using the scale below. There are not right or wrong answers.

3 = Often Applies 2 = Sometimes Applies 1 = Never or Almost Never Applies

1. When someone gives me directions, I have to visualize them in my mind in order to understand them.
2. I enjoy crossword puzzles and word games like Scrabble.
3. I enjoy dancing and can keep up with the beat of music.
4. I have little or no trouble conceptualizing information or facts.
5. I like to repair things that are broken such as toasters, small engines, bicycles, and cars.
6. I enjoy leadership activities on campus and in the community.
7. I have the ability to get others to listen to me.
8. I enjoy working with nature, animals, and plants.
9. I know where everything is in my home such as supplies, gloves, flashlights, camera, and compact discs.
10. I am a good speller.
11. I often sing or hum to myself in the shower or car, or while walking or just sitting.
12. I am a very logical, orderly thinker.
13. I use a lot of gestures when I talk to people.
14. I can recognize and empathize with people's attitudes and emotions.
15. I prefer to study alone.
16. I can name many different things in the environment such as clouds, rocks, and plant types.
17. I like to draw pictures, graphs, or charts to better understand information.
18. I have a good memory for names and dates.
19. When I hear music, I "get into it" by moving, humming, tapping, or even singing.
20. I learn better by asking a lot of questions.
21. I enjoy playing competitive sports.
22. I communicate well with other people.

23. I know what I want and set goals to accomplish it.
24. I have some interest in herbal remedies and natural medicine.
25. I enjoy working puzzles or mazes.
26. I am a good storyteller.
27. I can easily remember the words and melodies of songs.
28. I enjoy solving problems in math and chemistry and working with computer programs.
29. I usually touch people or pat them on the back when I talk to them.
30. I understand my family and friends better than most other people do.
31. I don't always talk about my accomplishments with others.
32. I would rather work outside around nature than inside around people and equipment.
33. I enjoy and learn more when seeing movies, slides, or videos in class.
34. I am a very good listener and I enjoy listening to others' stories.
35. I need to study with music.
36. I enjoy games like Clue, Battleship, chess, and Rubik's Cube.
37. I enjoy physical activities such as bicycling, jogging, dancing, snowboarding, skateboarding, or swimming.
38. I am good at solving people's problems and conflicts.
39. I have to have time alone to think about new information in order to remember it.
40. I enjoy sorting and organizing information, objects, and collectibles.

| Score | | | | | Total Across | Code |
|-------|------|------|------|------|--------------|-------------------|
| 1__ | 9__ | 17__ | 25__ | 33__ | _____ | Visual/Spatial |
| 2__ | 10__ | 18__ | 26__ | 34__ | _____ | Verbal/Linguistic |
| 3__ | 11__ | 19__ | 27__ | 35__ | _____ | Musical/Rhythm |
| 4__ | 12__ | 20__ | 28__ | 36__ | _____ | Logic/Math |
| 5__ | 13__ | 21__ | 29__ | 37__ | _____ | Body/Kinesthetic |
| 6__ | 14__ | 22__ | 30__ | 38__ | _____ | Interpersonal |
| 7__ | 15__ | 23__ | 31__ | 39__ | _____ | Intrapersonal |
| 8__ | 16__ | 24__ | 32__ | 40__ | _____ | Naturalistic |

MODULE #7: Learning with Style

Learning Evaluation and Assessment Directory

Definition: The way in which each learner begins to concentrate on, process, and retain new and difficult information.

There is a difference between a learning style and a learning strategy. A learning strategy is how you might choose to learn or study, such as by using note cards, flip charts, color slides, or cooperative learning groups. Flip charts and slides are strategies. Learning styles are more sensory. They involve seeing, hearing, and touching.

Directions: Read each statement carefully and thoroughly. After reading the statement, rate your response using the scale below. There are not right or wrong answers.

3=often applies 2=sometimes applies 1=never or almost never applies

1. I remember information better if I write it down or draw a picture of it.
2. I remember things better when I hear them instead of just reading or seeing them.
3. When I get something that has to be assembled, I just start doing it. I don't read the directions.
4. If I am taking a test, I can "see" the page of the text or lecture notes where the answer is located.
5. I would rather the professor explain a graph, chart, or diagram than just show it to me.
6. When learning new things, I want to "do it" rather than hear about it.
7. I would rather the instructor write the information on the board or overhead instead of just lecturing.
8. I would rather listen to a book on tape than read it.
9. I enjoy making things, putting things together, and working with my hands.
10. I am able to quickly conceptualize and visualize information.
11. I learn best by hearing words.
12. I have been called hyperactive by my parents, spouse, partner, or professor.

13. I have no trouble reading maps, charts, or diagrams.

14. I can usually pick up on small sounds like bells, crickets, or frogs, or distant sounds like train whistles.

15. I use my hands and gesture a lot when I speak to others.

Refer to your score on each individual question. Place that score beside the appropriate question number below. Then, tally each line at the side.

| <u>SCORE</u> | | | | | <u>Total</u> | <u>CODE</u> |
|--------------|----------|----------|-----------|-----------|--------------|-------------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ | 13. _____ | _____ | Visual |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ | 14. _____ | _____ | Auditory |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ | 15. _____ | _____ | Tactile |

Look at the score on the LEAD. What is your top score?

Top Score _____ Code _____

MODULE #8: Personality Types and Success

Personality Assessment Profile

Directions: Read each statement carefully and thoroughly. After reading the statement, rate your response using the scale below. The PAP is based, in part, on the Myers-Briggs Type Indicator (MBTI) by Katharine Briggs and Isabel Briggs-Myers.

3=Often Applies 2=Sometimes Applies 1=Never or Almost Never Applies

- 1a. I am a very talkative person.
- 1b. I am a more reflective person than a verbal person.
- 2a. I am a very factual and literal person.
- 2b. I look to the future and I can see possibilities.
- 3a. I value truth and justice over tact and emotion.
- 3b. I find it easy to empathize with other people.
- 4a. I am very ordered and efficient.
- 4b. I enjoy having freedom from control.
- 5a. I am a very friendly and social person.
- 5b. I enjoy listening to others more than talking.
- 6a. I enjoy being around and working with people who have a great deal of common sense.
- 6b. I enjoy being around and working with people who are dreamers and have a great deal of imagination.
- 7a. One of my motivating forces is to do well.
- 7b. I like to be recognized for, and I am motivated by, my accomplishments and awards.
- 8a. I like to plan out my day before I go to bed.
- 8b. When I get up on a non-school or non-work day, I just like to let the day “plan itself.”
- 9a. I like to express my feelings and thoughts.
- 9b. I enjoy a great deal of tranquility and quiet time to myself.
- 10a. I am a very pragmatic and realistic person.
- 10b. I like to create new ideas, methods, or ways to do things.

- 11a.I make decisions with my brain.
- 11b.I make decisions with my heart.
- 12a.I am a very disciplined and orderly person.
- 12b.I don't make a lot of plans.
- 13a.I like to work with a group of people.
- 13b.I would rather work independently.
- 14a.I learn best if I can see it, touch it, smell it, taste it, or hear it.
- 14b.I learn best by relying on my gut feelings or intuition.
- 15a. I am quick to criticize others.
- 15b.I compliment others very easily and quickly.
- 16a.My life is systematic and organized.
- 16b.I don't really pay attention to deadlines.
- 17a.I can be myself when I am around others.
- 17b.I can be myself when I am alone.
- 18a.I live in the here and now, in the present.
- 18b.I live in the future, planning and dreaming.
- 19a.I think that if someone breaks the rules, the person should be punished.
- 19b.I think that if someone breaks the rules, we should look at the person who broke the rules, examine the rules, and look at the situation at hand before a decision is made.
- 20a.I do my work, then I play.
- 20b.I play, then do my work.

Refer to your score on each individual question. Place that score beside the appropriate question number below. Then, tally each line at the side.

| SCORE | | | | | TOTAL | CODE |
|---------|---------|----------|----------|----------|-------|------|
| 1a_____ | 5a_____ | 9a_____ | 13a_____ | 17a_____ | _____ | E |
| 1b_____ | 5b_____ | 9b_____ | 13b_____ | 17b_____ | _____ | I |
| 2a_____ | 6a_____ | 10a_____ | 14a_____ | 18a_____ | _____ | S |
| 2b_____ | 6b_____ | 10b_____ | 14b_____ | 18b_____ | _____ | N |
| 3a_____ | 7a_____ | 11a_____ | 15a_____ | 19a_____ | _____ | T |
| 3b_____ | 7b_____ | 11b_____ | 15b_____ | 19b_____ | _____ | F |
| 4a_____ | 8a_____ | 12a_____ | 16a_____ | 20a_____ | _____ | J |
| 4b_____ | 8b_____ | 12b_____ | 16b_____ | 20b_____ | _____ | P |

Look at the scores on your PAP. Is your score higher in the E or I line?

Is your score higher in the S or N line?

Is your score higher in the T or F line?

Is your score higher in the J or P line?

Write the code to the side of each section below.

| | | |
|----------------------|-----------------------------------|-----------|
| Is your higher score | E (extroverted) or I(introverted) | Code_____ |
| Is your higher score | S (sensing) or N (intuitive) | Code_____ |
| Is your higher score | T (thinking) or F (feeling) | Code_____ |
| Is your higher score | J (judging) or P (perceiving) | Code_____ |

The higher your score is in one area, the stronger your personality type is for that area. For instance, if you scored 15 on the E (extroversion) questions, you are a strong extrovert. If you scored 15 on the I (introversion) questions, you are a strong introvert. However, if you scored 7 on the E questions and 8 on the I questions, your score indicates that you possess almost the same amount of extroverted and introverted qualities. The same is true for every category on the PAP.

Module # 9: Listening

Where are you at this moment?

Read each statement carefully and then respond yes or no.

1. When I am listening to someone, I give him/her my full, undivided attention.
2. I know how to listen for key words and phrases during a lecture.
3. When I am listening, I try to relate the new information to something I already know.
4. I know the difference between listening and hearing.
5. I know how to avoid the obstacles of prejudging, talking too much, and being too emotional when listening in conversation or a lecture.
6. I know how to listen in class to take the most effective notes possible.

Obstacle One: Do you prejudge information or its source?

1. I tune out when something is boring.
2. I tune out when I do not agree with the information.
3. I argue mentally with the speaker about information.
4. I do not listen to people I do not like.
5. I make decisions about information before I understand all of its implications or consequences.

Obstacle Two: Are you a talker rather than a listener?

1. I often interrupt the speaker so that I can say what I want.
2. I am thinking of my next statement while others are talking.
3. My mind wanders when others talk.
4. I answer my own questions.
5. I answer questions that are asked of other people.

Obstacle Three: Do you bring emotions to the listening situation?

1. I get angry before I hear the whole story.
2. I look for underlying or hidden messages in information.
3. Sometimes I begin listening on a negative note.
4. I base my opinions of information on what others are saying or doing.
5. I readily accept information as correct from people I like or respect.

Module # 10: Measure Your Test-Taking Style

Do you feel anxious at the very thought of a test, or are you cool and calm in the face of testing situations? Get a sense of your test-taking style by checking off every statement below that applies to you.

1. The closer a test date approaches, the more nervous I get.
2. I am sometimes unable to sleep on the night before a test.
3. I have “frozen up” during a test, finding myself unable to think or respond.
4. I can feel my hands shaking as I pick up my pencil to begin a test.
5. The minute I read a tough test question, all the facts I ever knew about the subject abandon me and I can’t get them back no matter how hard I try.
6. I have become physically ill before or during a test.
7. Nervousness prevents me from studying immediately before a test.
8. I often dream about an upcoming test.
9. Even if I successfully answer a number of questions, my anxiety stays with me throughout the test.
10. I’m reluctant to turn in my test paper for fear that I can do better if I continue to work on it.

If you checked off more than four statements, you have experienced fairly serious test anxiety. If you checked off more than six statements, your anxiety is probably interfering with your test performance. In particular, statements 3, 5, 6, 7, and 10 may indicate serious test anxiety.

Module #11: Memory

What's your dominant memory style? Do you most easily remember sounds, sights, or the way things feel? Read the statements below and circle the response choice that most closely describes your habits.

1. To help recall lectures, I

V. Read the notes I took during class.

A. Close my eyes and try to hear what the instructor said.

K. Try to place myself back in the lecture room and feel what was going on at the time.

2. To remember a complex procedure, I

V. Write down the steps I have to follow.

A. Listen carefully and repeatedly to the instructions.

K. Do it over and over again.

3. To learn sentences in a foreign language, I would do best if I

V. Read them on paper to see how they're written.

A. Hear them in my head until I can say them aloud.

K. See someone speaking them and then practice moving my mouth and hands the way the speaker did.

4. If I have to learn a dance move, I like

V. To see a diagram of the steps before trying it.

A. Someone to coach me through it while I try it.

K. To watch it once and then give it a try.

5. When I recall a happy moment, I tend to

V. Visualize it in my head.

A. Hear the sounds that I heard when experiencing it.

K. Feel with my hands and body what I felt at the time.

6. When I have to remember driving directions, I usually

V. See a map of the route in my mind.

A. Repeat the directions aloud to myself.

K. Feel my hands steering and the car driving along the correct route.

Short-Term Memory Assessment

Theo, Gene, and Suzanne were on their way home from class. As they drove down Highway 415 toward the Greengate subdivision, they saw a 1994 Honda Civic pull out in front of a 1998 Nissan Maxima. There was a crash as the two cars collided. Theo stopped the car. Gene and Suzanne jumped from the car to see if they could help. Suzanne yelled for someone to call 911; Roberta, a bystander, ran to a pay phone at the corner of Mason and Long streets. Within 10 minutes, an ambulance arrived and took Margaret, the driver of the Maxima, to St. Mary's Hospital. Tim, the driver of the Honda, was not badly injured.

Cover this scenario with a piece of paper and answer the following questions.

1. Who was driving the Honda?
2. What highway were they driving on?
3. Who called 911?
4. What hospital was used?
5. What year was the Maxima?

Long-Term Memory Assessment

Without using any reference materials, quickly answer the following questions using your long-term memory.

1. What is your mother's maiden name?
2. Who was the first U.S. president?
3. What is the capital of Nevada?
4. Who wrote *A Christmas Carol*?
5. What shape is a stop sign?
6. What is your Social Security number?
7. Name one of the tallest buildings in America.
8. What is the title of Dr. Martin Luther King's most famous speech?
9. What is the "P" word that is the key to successful time management?
10. What is the 15th letter in our alphabet?

After listening to the short story, answer the following questions about Katherine. Use your visualization and concentration skills to recall the information.

1. What was the name of the biology building?
2. Did she see the shadow before or after she saw the two people behind her?
3. What were the two people behind her doing?
4. What was the name of the arts building?
5. Why did she cross the street?
6. How far ahead of her was the group of students?
7. When she saw the group of students in front of her, how far was she from her residence?
8. What was Katherine's friend's name?

MODULE #12: PROBLEM Solving

What day follows the day before yesterday if 2 days from now will be Sunday?

Juan has three large boxes. Inside each large box is two medium boxes, and inside each medium box is four small boxes. How many boxes does Juan have altogether?

A caterpillar has to climb up the muddy wall of a well that is 12 feet deep. Each day the caterpillar advances 4 feet, but each night as he sleeps, he slips back 2 feet. How many days will it take him to reach the top?

One cold, dark, and rainy night, your car has a flat tire on a deserted stretch of country road that has no cell phone service. After removing the four lug nuts and placing them into the hub cap, you remove the flat tire and take the spare tire out of the trunk. As you move the flat tire into position, your hand slips and you upset the hub cap with the lug nuts, which tumble into the night where you cannot find them. What do you do?

MODULE #13: CRITICAL THINKING

Distinguish Fact from Opinion

College students should get at least 7 hours of sleep every night.

The average college student sleeps less than 7 hours a night.

Nikes offer better styling and comfort than any other brand of shoe.

Two out of five sports figures surveyed preferred Nikes over Converse shoes.

The U.S. government spends too much money on guns and missiles and not enough money on education.

Government figures show spending is much higher for guns and missiles than for education.

In general, U.S. high school students receive less classroom instruction in foreign languages than their counterparts in Europe and Asia.

No student in the United States should graduate without having studied a language other than English for at least 4 years.

Brett Favre is the most outstanding, most exciting, and certainly most successful quarterback who ever played football.

Brett Favre should have stayed retired.

What's the Real Explanation?

Cause and Effect: What might be a plausible explanation?

Ice cream sales and the timing of shark attacks are highly related. Why?

The number of cavities children have and the size of their vocabulary are closely related. Why?

Skirt hemlines tend to rise as stock prices rise. Why?

Module #14: Stress

To determine the level of distress you are currently experiencing in your life, check the items that reflect your behavior at home, work, or school, or in a social setting.

1. Your stomach tightens when you think about your schoolwork and all that you have to do.
2. You are not able to sleep at night.
3. You race from place to place trying to get everything done that is required of you.
4. Small things make you angry.
5. At the end of the day, you are frustrated that you did not accomplish all that you needed to do.
6. You get tired throughout the day.
7. You need some type of drug, alcohol, or tobacco to get through the day.
8. You often find it hard to be around people.
9. You don't take care of yourself physically or mentally.
10. You tend to keep everything inside.
11. You overreact.
12. You fail to find the humor in many situations others see as funny.
13. You do not eat properly.
14. Everything upsets you.
15. You are impatient and get angry when you have to wait for things.
16. You don't trust others.
17. You feel that most people move too slowly for you.
18. You feel guilty when you take time for yourself or your friends.
19. You interrupt people so that you can tell them your side of the story.
20. You experience memory loss.

Total Number of Check Marks _____

0-5 = Low, manageable stress

6-10 = Moderate stress

11+ = High stress, could cause medical or emotional problems

Module #14: Stress

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