

# MID-SEMESTER FOLLOW UP

SUCCESS STRATEGIES PART II



# REQUIRED ITEMS

- Completed progress reports from each of your courses
- Mid-Semester Follow Up Activity Worksheet



# TOPICS COVERED

- CMC Dismissal Policies
- Active Listening
- Getting the Most out of Lectures
- Setting Goals
- Taking Effective Notes
- Reading to Answer Questions



# WHAT ARE THE CMC DISMISSAL POLICIES?

- Dismissal
- Appeal of Dismissal
- Re-Instatement after Dismissal



# WHAT ARE THE CMC DISMISSAL POLICIES?

- Dismissal
  - After **2** consecutive semesters of being on probation, a student is subject to dismissal if...
    - **Academic Dismissal** – if the cumulative GPA in the last 2 consecutive terms is less than 2.0 (“C”)
    - **Progress Dismissal** – if 50% or more of your classes have grades of “W, I, NC, or NP” for the last 2 consecutive terms
  - Any student subject to dismissal may **submit** a written appeal in **Student Services**

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2012 FALL SEMESTER (08/13/2012 to 12/15/2012)
CIS070A    COMPUTER BUSINESS APP/WNDOWS    0.00  W    .....
           WITHDREW ON 11/13/12
AUTO004    PRINCIPLES OF AUTOMOTIVE TECH    0.00  W    .....
           WITHDREW ON 11/13/12
Term  GPA  0.000          Credit  0.00
Cum   GPA  1.286          Credit  3.00

PD - Progress Dismissal for 2012 FALL SEMESTER
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# WHAT ARE THE CMC DISMISSAL POLICIES?

- Dismissal – What are the consequences?
  - You are not allowed to take **classes** at CMC for at least **one** semester.
  - After one semester, you may submit the completed “Reinstatement After Dismissal” form to Admissions.
  - This request must be **approved** and all conditions **met** before you are allowed to take any more classes.
  - This request may be obtained in Student Services



**COPPER MOUNTAIN COLLEGE**  
ADMISSIONS AND RECORDS  
**Petition for Reinstatement after Dismissal**

Progress       Academic

I was dismissed in:     Fall       Spring       Summer      Year \_\_\_\_\_

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email: \_\_\_\_\_

Please provide a brief statement identifying causes leading to dismissal and steps taken to resolve previous problems. Also provide appropriate documentation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I understand that I must, upon reinstatement following dismissal,

1. Achieve a semester grade point average of 2.0 or better in the semester reinstated
2. Complete more units than I receive of “W” (withdrawal), “I” (Incomplete) and “NC” (no credit classes) in the semester reinstated.

**I agree to adhere to the conditions provided. This approval is valid for ONE SEMESTER ONLY.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please note:** the Executive Vice President for Academic and Student Affairs must approve the petition **before** registration may be completed.

**For Office Use Only**

Denied     Approved for the:     Fall     Spring     Summer    Year \_\_\_\_\_ with the following conditions:

- You are required to meet with a counselor prior to registration and:
  - Complete a Student Contract
  - Update your Student Education Plan (SEP)
  - Complete the Success Strategies Workshop
- You are approved for \_\_\_\_\_ semester only
- You are approved to register in a maximum of \_\_\_\_\_ units for \_\_\_\_\_
- You are approved to register only in \_\_\_\_\_ for \_\_\_\_\_
- You are approved to take 1 (one) course, with no more than 4 (four) total units.
- You are limited to repeating courses in which you had less than satisfactory grades to boost your GPA, based on those repeated courses.
- You must show success prior to increasing your credit load.
- You can no longer take \_\_\_\_\_ at CMC. You have exceeded the repeat policy.
- You must continue to meet with your counselor to develop a plan for successful completion.
- You must reapply for reinstatement.
- A hold is maintained on your registration.

Signature of Executive Vice President for Academic and Student Affairs: \_\_\_\_\_

Comments/Conditions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date processed: \_\_\_\_\_ Employee Initials: \_\_\_\_\_ Date student notified: \_\_\_\_\_

REV 08/14

# WHAT ARE THE CMC DISMISSAL POLICIES?

## COPPER MOUNTAIN COLLEGE

ADMISSIONS AND RECORDS

### Petition for Reinstatement after Dismissal

Progress       Academic

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Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

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City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

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\_\_\_\_\_

Date processed: \_\_\_\_\_ Employee Initials: \_\_\_\_\_ Date student notified: \_\_\_\_\_

REV 08/14

**NOTE:** If you are successful this semester but are still dismissed due to cumulative GPA below 2.0 or progress at or below 50%, you should **APPEAL the dismissal** by submitting a *Petition for Reinstatement*. If the appeal is granted, you will be allowed to take classes next semester.



# STOP

Take time to answer questions 1-3  
on the *Activity Worksheet*





# ACTIVE LISTENING



# ACTIVE LISTENING: TOPIC OBJECTIVES

- Define active listening
- Identify three characteristics of an active listener
- Define in-class strategies to aid active listening
- List ten bad habits of listening



# ACTIVE LISTENING VIDEO

THE FOLLOWING PREVIEW HAS BEEN APPROVED FOR  
**FULL SAIL STUDENTS**  
BY THE MOTION PICTURE ASSOCIATION OF AMERICA

[www.IFC.COM](http://www.IFC.COM)

[www.MPAA.ORG](http://www.MPAA.ORG)

# ACTIVE LISTENING

- The goal is listening for understanding
- This takes effort on the part of the listener
- It involves:
  - Taking notes
  - Asking clarifying questions
  - Focusing on the speaker's message

Active listening takes practice!



# THREE CHARACTERISTICS OF THE ACTIVE LISTENER

- Mindfulness
- Preparedness
- Use of active listening strategies



# MINDFULNESS

- Keep your mind focused on the present moment
- Return your mind to the task at hand, should it begin to wander



# PREPAREDNESS

Three stages of preparedness:

- Before class
  - Have a mindset for listening
  - Review previous lecture notes
- During class
  - Engage in classroom discussions
  - Participate in activities
- After class
  - Fill in any gaps in your notes
  - Review your notes



# ACTIVE LISTENING STRATEGIES

1. **L** = Look ahead: Anticipate what is coming in the lecture.
2. **I** = Identify: Why is the information important?
3. **S** = Set up: Create an environment for better listening.
4. **T** = Tune in: Maintain your attention in class.
5. **E** = Examine: Examine the content of the lecture.
6. **N** = Notes: Taking notes helps improve concentration.





# TEN BAD HABITS OF LISTENING

1. Calling the subject dull
2. Criticizing the speaker
3. Getting emotionally charged
4. Listening only for facts
5. Trying to outline everything
6. Faking attention
7. Tolerating distraction
8. Choosing only what is easy
9. Letting emotion-laden words get in the way
10. Wasting time in the speech/thought differential

(Our brains think faster than the instructor speaks)



# STOP

Take time to answer questions 4-6  
on the Activity Worksheet



# GETTING THE MOST OUT OF LECTURES



# GETTING THE MOST OUT OF LECTURES: TOPIC OBJECTIVES

- Explain the value of the course syllabus
- Identify strategies you can use before, during, and after class that will improve your retention
- Generate questions that will help you learn the material and prepare for a test



# THE COURSE SYLLABUS

- Explains what the course is about
- Outlines what the professor expects of you
- Lists key resources to help you in the course
- Lists course topics, requirements, assignments, etc.

Checking the course syllabus regularly can keep you on pace.



# BEFORE CLASS

- Research the topic
- Complete assigned readings
- Review notes from the previous class
- Bring all necessary materials to class
- Sit toward the front of the room
- Fuel up with a healthy meal and water
- Find a study partner



# DURING CLASS

- Listen
- Ask questions
- Use the outline
- Watch for instructor signals
- Take effective notes



# AFTER CLASS

- Complete your notes as soon as possible, while the information is fresh in your mind
- Review and revise your notes with a study buddy
- Date and number each day's lecture notes
- Write a summary statement
- Create mirror questions
  - If the information written in your notes were really answers to questions, what would the question be?
  - Underline key words or phrases that answer your mirror questions
- Use your notes to review





# STOP

Take time to answer questions 7-8  
on the Activity Worksheet



# SETTING GOALS



# SETTING GOALS: TOPIC OBJECTIVES

- Describe the hierarchy of goals
- Breakdown a long-term goal into intermediate and short-term goals or tasks
- Create SMART goals
- Identify the five steps to goal attainment



# THE HIERARCHY OF GOALS



# LONG TERM GOALS

- The final objective, that ultimate thing to be achieved



# INTERMEDIATE GOALS

- Stepping stones toward long term goals
- 5-9 per long term goal



# SHORT TERM GOALS

- Smaller individual tasks
- 5-9 per intermediate goal



# SMART GOALS

- S = Specific  
Specific goals describe what will be accomplished and where, why, and how it will be accomplished
- M = measurable  
To write a measurable goal, ask questions like, "how much; how many; how long?"
- A = action-oriented  
Define your goals in terms that will describe what you will do
- R = realistic  
Don't set goals that you cannot achieve realistically
- T = Timely  
Give your goal a time limit





# FIVE STEPS TO GOAL ATTAINMENT

- Define your goal
  - Create SMART goals
- Generate alternatives
  - Think about the various ways you might achieve your goal
  - Select the one that makes the most sense for your circumstances
- Make implementation plans
  - Breakdown long-term goals into immediate goals and tasks
- Implement your plan
  - Work your plan
- Evaluate your progress
  - Periodically evaluate your progress and adjust along the way



# STOP

Take time to answer questions 9-11  
on the *Activity Worksheet*



# TAKING EFFECTIVE NOTES



# TAKING EFFECTIVE NOTES: TOPIC OBJECTIVES

- List guidelines for taking notes for improved reference and retention
- Describe the Cornell System of note-taking



# NOTE-TAKING GUIDELINES

- Set up the page
- Use an indenting structure
- Avoid trying to transcribe the lecture verbatim
- Separate main ideas from topics
- Write legibly



# CORNELL SYSTEM OF NOTE-TAKING

- Record
  - Use the right side of the page to record highlights of the lecture
  - Use the bottom of the page to write a summary of your notes
- Question
  - Use the left side of your page to write questions pertaining to the notes on that page
  - These questions can be used as a study guide
- Recite
  - See if you can answer the questions you wrote without looking at your notes
- Reflect
  - Make connections between the information in your notes and how they fit with what you already know
- Review
  - Spend at least ten minutes per week reviewing your notes



# STOP

Take time to answer question 12 on  
the Activity Worksheet



# READING TO ANSWER QUESTIONS





# READING TO ANSWER QUESTIONS: TOPIC OBJECTIVES

- List five strategies for successful reading
- Identify best practices for making the most of the textbook
- Apply the SQ3R Method of note-taking



# STRATEGIES FOR SUCCESSFUL READING

- Determine the importance of what you are reading
- Draw inferences to better understand what the material means
- Summarize the information in a short paragraph
- Generate questions as a way to check your understanding
- Monitor comprehension to ensure you are actually learning the material



# MAKE THE MOST OUT OF YOUR TEXTBOOK

- Prepare for lectures by reading assignments in advance
- Active reading involves thinking about the material you read
- Look for a pattern of how and why certain information in the text is bolded or italicized



# SQ3R METHOD

- Survey
  - Survey material to gain a quick overview of how information is organized
- Question
  - Generate questions as you read
- Read
  - Read and mark your text to identify the main ideas and supporting information
- Recite
  - At the end of each segment in your reading, stop and try to recall the information
- Review
  - Summarize information



# STOP

Take time to answer questions 13-14  
on the *Activity Worksheet*

