

ACADEMIC SUCCESS



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HOW TO USE THIS BOOKLET

- Read through the study skills strategies and suggestions.
- Determine your strengths and identify areas for improvement. Be honest with yourself!
- Implement the strategies you think will be most helpful. Challenge yourself to try something new, and stick with it for at least a few weeks. If it isn't working, try another new strategy or adapt the original one so it will work for you (see pages 18-21).
- Make an appointment with a Tutoring Center study skills tutor by calling 360.650.3855 or visiting Wilson Library 280.

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TIME MANAGEMENT

Time management is the foundation of academic success; learning this skill will help you get better grades. Good time managers find productive study environments, use calendars and schedules, and work to overcome procrastination.

STUDY TIME

College class time is usually spent on lecture. You'll need to use out-of-class time for homework, reading, discussion groups, practice exams, and research papers—i.e. studying. "Studying" means learning the material; when people talk about "studying" the day before an exam, they really mean "cramming."

- Plan on studying two hours outside of class for each credit. Some classes won't require the full time; others will need even more.
- When developing your weekly schedule, try not to schedule more than three straight hours of study time. If you have to study in long stretches, schedule breaks too.
- Use breaks between classes as study time; look for other blocks of open time and make the most of them.
- Study at consistent times each day. If you get into the habit of studying at a certain time, it will be easier to sit down and study then. Try to set aside 15 minutes soon after class to review your notes.
- Use calendars to design weekly checklists. Break large tasks into smaller ones, and list these on your checklist.

When Are You Most Efficient?

Identify your most productive times of the day. You will get more accomplished and learn better during those times. Do difficult or important tasks during peak hours when you will be most efficient and accurate.

STUDY ENVIRONMENT

Your study environment affects how much you accomplish during study sessions. Effective study environments minimize distractions, facilitate learning, and allow you to make the best use of your time.

Factors to consider in choosing a study environment:

- Lighting: Ample lighting minimizes eye-strain and can help keep you alert.
- Noise: Quiet or white noise can decrease distractions and help you focus.
- Interruptions: Turn off or silence your phone, put a “do not disturb” sign on the door, and tell your roommate(s) you have work to do.

Possible locations:

- Library—explore to find the best library locations for you.
- Empty classrooms, especially ones you have classes in. Studying where you will be tested can improve your recall.
- The Tutoring Center, or another campus service location.
- Your room or house (but be aware of possible distractions).
- Don’t study in bed. Your body is conditioned to react to specific environments, and in bed the environment is telling you, “it’s time to go to sleep.” This can trigger your brain to release neurotransmitters that cue sleep instead of studying.

CALENDARS

Use a calendar or planner to manage your time. Calendars help us organize, plan, and allow us to identify available free time. Use a quarterly calendar to see the big picture. At the beginning of the quarter, review each syllabus for test, quiz, and assignment due dates. Record this information on your quarterly calendar. This lets you to plan in advance for busy weeks, and avoid unexpected deadlines.

Weekly calendars help you schedule the hours of your day. First record activities for the week that are non-negotiable, such as classes or work. Then add negotiable events, e.g. meetings or extracurricular activities that may be okay to miss sometimes. Be sure to include time for fun, like recreation and socializing. Finally, use the blank hours to schedule time for studying. We suggest setting up your quarterly calendar first, then creating your weekly calendar.

PROCRASTINATION

People procrastinate for a variety of reasons. Identify your reasons for procrastination as a first step in learning to control the behavior.

Possible causes of procrastination include:

- Boredom
- Fear of failure (“If I don’t do it, I can’t do it wrong!”)
- Lack of interest/motivation

Tips for Overcoming Procrastination:

- Identify patterns. Keep track of your activities and thoughts to discover your own procrastination behavior.
- Set priorities. Decide each day what you **want** and **need** to accomplish. Make active decisions regarding how to spend your time. Remember, it’s not always possible to do everything you “should” or want to do.
- Break down large tasks into more manageable, smaller tasks.
- Estimate how long each step will take, and set goals for completion.
- Clear away distractions. Jot down distracting thoughts so you can deal with them later. Concentrate on what you’re doing now.
- Start with the worst. Tackle difficult or boring tasks first, instead of approaching them when your energy is low.
- Form study groups. Study groups are a great way to combat procrastination and an excellent study method. Working with other students keeps you accountable and motivates you to prepare.
- Ask for help. Take advantage of campus resources like professors, TAs, advisors, the Tutoring Center, and the Research Writing Studio.
- Give yourself rewards! Ice cream, movies, extra study breaks, or other small rewards may provide the incentive you need.
- Identify and remind yourself of the consequences of procrastination (“If I don’t finish... I won’t be able to...”).

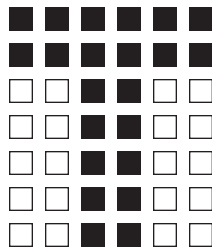
ACTIVE LEARNING

Students learn more effectively and earn better grades when actively involved in their education. Skills like reading, active listening, note taking, and test preparation are all part of an active approach to learning. Developing these skills will enrich your educational experience and improve your academic performance.

BECOMING AN ACTIVE LEARNER: 4 STEPS

- Prepare and be on time
 - + Preview chapters and prepare questions.
 - + Complete assignments and reading before the lecture in which they are assigned. You will be able to identify main points more easily and understand what the professor is talking about.
 - + Have a positive attitude.
 - + Get to class a few minutes early, and have necessary materials with you when you get there.
- Take organized notes
 - + Figure out what style of note taking works best for you. (See page 7)
 - + Listen for main ideas and subtopics.
 - + Pay close attention if your professor mentions something more than once, changes tone, or varies style.
 - + Learn to cope with professors who talk too fast. (See page 10)
- Participate actively in lecture
 - + Attend class regularly. Arrive early and stay late so you won't miss the beginning or end of the lecture.
 - + Start as journal or list identifying the most surprising or confusing ideas from lectures and readings to review later.
 - + Create visual representations of ideas you find complex or confusing

- + Sit in the T-Zone. The T-Zone is made up of the front rows and up the direct middle of the classroom.
- + Pretend you and the professor are having a conversation. Sit up straight and make eye contact, as though the conversation depends on you being a good listener. Nod when you understand and ask a question if you are confused. Paying attention in this way improves your concentration and lets the professor know you are interested in the class.
- + Oxygenate. Sit up straight and take deep breaths to stay alert.
- + Concentrate and avoid daydreaming. If you are worried about something, write it down so you can put it out of your mind and deal with it later. If you catch yourself daydreaming, calmly bring yourself back to attention.



- Review and clarify notes
- Review your notes for at least 15 minutes within 24 hours of taking them to help move the information into your long-term memory. Review weekly as well, spending about 25-30 minutes per class.

Try to connect to the material in a DEEP way.

- + Differentiate—How is this different from other concepts?
- + Elaborate—How does this build on previous knowledge? What might naturally follow?
- + Exemplify—How can this be demonstrated or applied?
- + Personalize—How do you personally connect with this material?

TAKING NOTES

Note taking is a necessary skill for college success. The note-taking process helps you identify important material you'll need to complete assignments and prepare for tests.

First, get organized! Use one notebook or binder to record all of your notes for a given course. Write the date and lecture topic at the top of your notes for each new lecture.

Effective note taking requires an active approach to lectures and class preparation. Skillful note takers listen attentively during lectures, then evaluate the material presented to select what should be recorded. (Don't write everything your professor says!)

Sometimes it's hard to know what to write down. Record it if the professor:

- Says it's important.
- Writes it on the board.
- Repeats it.
- Breaks it into steps.
- Gives contrasts or pros and cons.
- Changes vocal tone or volume. This may indicate excitement; information a professor is excited about often ends up on tests.

Another indicator that a professor is saying something you might want to write down is if they use signal words and phrases, such as:

- Introductory words, giving a basic outline of what the day's lecture will cover: "Today we will discuss...", "After today you'll be able to..."
- Qualifying words, noting exceptions to rules and clarify information: "however...", "nevertheless...", "still..."
- Cause and Effect words, showing relationships between ideas and events: "therefore...", "as a result...", "if...then..."
- Contrast words, also showing relationships between ideas and events: "on the other hand...", "in contrast...", "by comparison..."
- Repeat words, rephrasing and clarifying information: "in other words...", "this simply means...", "in essence..."
- Test clues: "this is important...", "remember this...", "you'll see this again..."
- Summary words: "in a nutshell...", "to sum up...", "in conclusion..."
- Example words, explaining and clarifying information: "to illustrate...", "for example...", "for instance..."

NOTE-TAKING STYLES

There are many different styles of taking notes; it's up to you to choose which works best for you. Here are a few examples—formal outline, informal outline, paragraph style, and Cornell. No matter what your notes look like, the number one technique for retaining information from your notes is to review them on a regular basis.

Sample Formal Outline

I. Statistical Measures

A. Center

- a. Mean: average*
- b. Median: exact middle number*
- c. Mode: most frequent number*

B. Spread

- a. Variance*
- b. Standard Deviation: spread of numbers around average*

C. Correlation

- a. Shows relationship between two variables*
- b. Usually represented as “r”*

II. Methods of Gathering Data

A. Experimental

- a. Usually takes place in laboratory*

Sample Informal Outline

Statistical Measures

Center

- Mean: average*
- Median: exact middle number*
- Mode: most frequent number*

Spread

- Variance*
- Standard Deviation: spread of numbers around average*

Correlation

- Shows relationship between two variables*
- Usually represented as “r”*

Methods of Gathering Data

Experimental

- Usually takes place in laboratory*

Sample Paragraph Outline

3 types of Statistical Measures: center, spread, & correlation

Center measured by mean, median, and mode. Mean (average), median (exact middle num. in data), mode (most frequent num. in data)

Spread measured by standard deviations and variances.

Standard deviation (spread of data around average), variance (spread of data)

Correlation of data shows relationship between two variables.

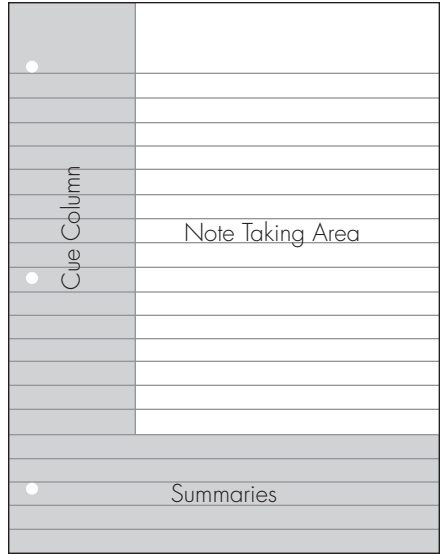
Usually represented as “r”

One method for gathering data: experimental, usually in laboratory and uses experimental group and control group. Method w/ most control, but least realistic

THE CORNELL SYSTEM

This note-taking system uses strategies that researchers and successful students have found to improve understanding and performance:

- Actively processing information (recalling, analyzing, summarizing, and paraphrasing) increases comprehension and retention.
- Predicting and answering possible test questions prepares students to perform better on tests.
- Actively reviewing notes on a regular basis is one of the easiest and most effective study skills strategies a student can use.



How to use the Cornell System:

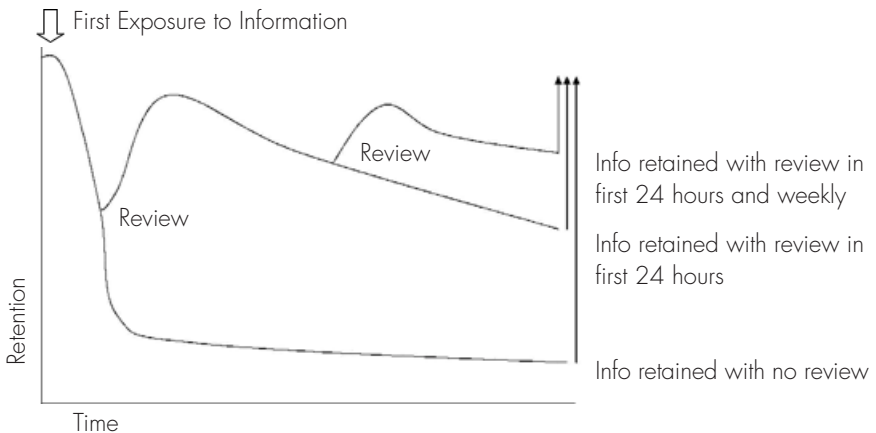
- In class: take all notes to the right of the margin
- After class (within 24 hours):
 - + Review your notes, filling in blanks and making them complete, legible, and accurate.
 - + Identify key ideas and terms.
 - + In the left column, write down these key words or ideas associated with the notes you've taken. You can also write questions or memory cues related to the information on the right side.
 - + Quiz yourself. Cover your notes on the right side and, looking at your key words or questions on the left side, attempt to recall (out loud if possible) the related information from your notes.
 - + Check to see whether you recalled all of the information correctly. If not, make a note to return and repeat until you feel comfortable with the information. Continue until you are completely familiar with the material.

- Weekly, throughout the quarter: set up a time to review all notes for the week, e.g. 30 minutes every Sunday afternoon. By covering your notes and reciting from cues, key words and questions, you will continue to learn the information and prepare yourself for exams.

THE IMPORTANCE OF REVIEW

The most important part of note taking is reviewing your notes after class. **People forget up to 80 percent of the information learned within 24 hours of being exposed to it.**

You can increase retention by reviewing soon and often. While you review your notes, edit them and identify the main ideas. To improve retention even more, do a weekly review. Spend approximately 30 minutes per class to review your notes, and another 30 minutes for notes on reading.



Houghton Mifflin Study Skills Handbook, James F. Shepherd ©1988
Memory: A Contribution to Experimental Psychology, Hermann Ebbinghaus
 © 1885 New York; Teachers College, Columbia University.

WORKING WITH PROFESSORS

Successful students understand how to work comfortably with their professors. Keep in mind that each professor is a unique individual and might have different views from those listed here. The best advice is to get to know the expectations of your professors each quarter. Below are some general guidelines to follow when interacting with professors.

- Ask questions.
- Get involved in class discussions—be positive, combining inquisitiveness with an open mind.
- Do your work thoroughly and on time.
- Stay until the end of class—packing up or leaving early shows disrespect.
- Take advantage of office hours.
- Be prepared when you meet with your professor.
 - + Write out questions and organize your thoughts in advance.
 - + Try to find your own answers in the text and other resource materials before the meeting.
 - + Be ready to tell the professor what you have tried.
- When conversing with professors through email or by phone, identify yourself and ask specific questions, referencing exact page numbers, homework problems, or lecture slides. Be respectful of a professor's time and that of other students who are seeking assistance.

When Professors Talk Too Fast

- Read assignments and review previous notes before class to make the lecture more interesting and easier to follow.
- Share notes with a classmate or form a study group; putting notes together provides a more complete picture.
- Leave space in your notes so you can add information later.
- Develop a “lost” signal for your notes, and fill in the blanks later.
- Talk with your professor after class or during office hours.
- Use a tape recorder (ask your professor first). Listen again later.
- Use abbreviations.

READING FOR MEANING

Often your professor expects you to do more than simply complete your reading assignments—you must comprehend and retain the material you read. The right strategies can help you improve comprehension, retention, and fluency.

IMPROVING READING COMPREHENSION: SQ5R

The SQ5R study method helps students to read, study, and process information more actively, leading to better understanding and retention.

Survey:

- Read the introduction and summary. Skim the chapter, noting headings, pictures, charts, and graphs, to get an idea of general structure and content before you begin reading.

Question:

- Develop who/what/where/when/why/how questions about the material, focusing on main topics.

Read:

- Read section by section, about 20 minutes at a time, looking for key concepts, supporting details, and answers to your questions.
- Study charts, graphs, tables, and pictures to find new information and to connect the key concepts.

Respond:

- Stop to think and answer your questions from step 2 after each section. Be sure to make note of important points.

Record:

- After each section, underline key concepts and note them separately.

Recite:

- Try to recite key information and ideas from memory, putting them into your own words; re-read until you are sure you have mastered the material. Do this after each section.

Review:

- After completing the reading, review the information and identify

main themes and relationships between concepts. Revise your notes so you can understand them later.

INCREASING READING FLUENCY

Speed-reading is usually not appropriate for college reading because textbooks are dense with information; you need time to comprehend and make connections. **Improve fluency and increase your reading speed with these tips:**

- Stop regression. Rereading a passage you have already read interferes with fluent reading. Concentrating the first time through can eliminate regression. Recognize when you're rereading and increase your focus. One way to do this is to use a note-card to cover what you have already read.
- Reduce word-by-word reading. Looking at phrases instead of individual words, will increase your reading speed and make it easier to determine the author's meaning.
- Confront confusion. Misunderstanding key words can interfere with concept comprehension. If you encounter words you don't know, try to gather the meaning from context first, then look them up.

GUIDELINES FOR HIGHLIGHTING & UNDERLINING

- Read a section before you underline or highlight it. Information that seems important when you first read it may turn out to be less important after you have read the entire section.
- Do not underline or highlight too much. Underlining everything is the same as underlining nothing. Aim to underline about 15 percent of the material.

TESTING

Preparing for tests requires regular use of a combination of study skills. Use the tools in this section throughout the quarter, not just before a test.

STUDY TOOLS

Students learn material better when they actively do something with it. Here are some study tools to try:

- Quiz yourself using the Cornell note technique (see page 8) or flash cards. The act of writing flash cards can help you remember, but active/DEEP processing is a more effective use of your time (see page 5.) Try pre-made flashcards or quiz a classmate.
- Summary sheets condense large amounts of information (like a chapter of notes or text) into a page or two. This helps you pick out important points and puts information into an easily accessible format. Be sure to put the concepts into your own words.
- Timelines can be a great way to organize and develop a mental image of the information. They also help you put isolated events in context and see the progression of events or ideas.
- Charts help clarify information with many categories or subtypes.
- Mind maps and detail trees can help you visualize information when taking a test. Making a mind map or a detail tree helps you mentally organize information and can be used to review and recall information.
- Predicting test questions is a quick, easy way to review the main points of a chapter when you are studying for a test. Keep a list of "Possible Test Questions" for each class. Mark key points in your notes. When you review them after class, record these topics on your "Possible Test Questions" list. Consider rules and exceptions to the rules (see key words page 8). Do the same thing when reading a textbook. Include a page number from the book or your notes so you can look up additional information if necessary. When it is time for a test, you have a homemade study guide referencing key points and ideas.

STUDY TIPS

Tips for studying for multiple-choice, true/false and matching tests:

- Know specifics, e.g. key terms and dates.
- Don't just memorize facts and figures. Professors typically write test questions that check your overall understanding of the subject and its concepts. Prepare for "trick-questions." Study the exceptions to the rule!
- Use study tools, above, to review the material.

Tips for studying for essay tests:

- Ask the professor for sample questions; the professor may not give them to you, but it doesn't hurt to ask.
- Make an outline for all sample questions.
- Find out how many questions will be on the test and how much time you will have to answer each question. Practice writing under a similar time constraint.
- Know key concepts well. Outline the most important concepts.
- Know the relationships between concepts. This is a theme that often appears in essay questions.

Tips for studying for problem-solving tests:

- Understand concepts and recognize when to use those concepts to answer questions. Memorization alone is not enough.
- Keep a list of definitions, principles, and rules. Be clear about when each is used, how it's the same or different from the others, and why it works.
- Make a practice exam using problems that appeared in the homework, and take it under actual testing conditions (no notes or other resources, time limit, etc.).
- Practice solving problems every day, not just before an exam.

TEST-TAKING TIPS

General tips for all types of tests:

- As soon as you get your test, write down any information you might forget during the test, e.g. formulas, equations, and key points.

- Mark questions that you are not sure of and come back to them later.
- Always answer. Don't leave a question blank unless guesses are penalized.

Tips for taking multiple-choice test questions:

- Think of an answer before looking at the choices.
- Read all of the options.
- Eliminate incorrect answers to narrow your choices.
- Try each option with the original question and decide if it makes a true or a false statement.
- Whenever "all of the above" is an option, double check to see if there is more than one correct response.
- Watch for negative words in the question, such as "except" or "not."
- Look for information that will help you answer one question within other questions on the test.

Tips for taking true/false test questions:

- Carefully read all of qualifying words such as "most," "some," "usually," "more," and "less."
- Be especially cautious of absolutes like "all," "best," "only," "always," and "never."

Tips for matching test questions:

- Preview lists to be matched to get an idea of all the options.
- As you start to match items, look at one list and think of the answer in your head before you search the other list.
- Guess only at the end. If you guess incorrectly early, correct answers for later matches may be eliminated.

Tips for taking problem-solving tests:

- Before you begin, think about what type of answer you expect to get.
- Ask yourself what you are given and what you need to find.
- If you get stuck, try different ways of solving a problem on scratch paper, using formulas that seem like they might fit.
- Be sure to show your work if the question specifies doing so.
- Verify that answers make sense in the context of the question.

Tips for taking essay tests:

- Write a brief outline of main ideas and supporting points to organize your thoughts; you may get credit for your outline if you run out of time.
- Address all parts of the question. Reread the question to make sure. List the points you need to address and check them off as you go.
- Interpret action words. If the question asks you to define, describe, compare, contrast, explain, or summarize, make sure you are doing so.
- Don't waste too much time deliberating about the question. Start by outlining and then begin writing. If you get stuck, write what you do know.

HANDLING TEST ANXIETY

Anxiety before the test

- Schedule time for a review as exams approach. Don't redo all the assigned problems; do a few problems of each type to refresh your memory.
- Don't cram all your review in the night before the test. Getting a good night's sleep will improve your focus and confidence on exam day.
- If you begin to panic over the amount of review needed, make a list of the types of problems covered. As you do a few problems of each type, cross that type off the list. Breaking the overall task down into smaller tasks allows you to take control.
- Worry is understandable, but it prevents you from focusing on the material. If worrying interferes with studying, remind yourself that relaxing and concentrating is the best way to strengthen your test performance.

Anxiety during the test

- Notice negative things you say to yourself such as "Everyone is writing faster than I am," or "I must be stupid if I can't figure this out." These thoughts distract you from the test and make you more anxious.
- When you identify negative thoughts, refocus your attention to the questions or problems you are able to answer.

- Take a 30 to 60 second break; sit back, breathe, and relax.
- Looking at the clock to see how much time is left will not help you do any problems. Do the problems you can, go back and work on the ones that stumped you, and then look at the clock.
- During a test, it no longer matters whether you studied enough, studied the right material, or even what your grade will be. It only matters that you do the best you can in the time allowed.

Anxiety after the test

At the end of the test, don't dwell on it. You've given it your best shot and now it's done. Use the test as a learning opportunity and to spot trouble areas to work on.

AFTER THE EXAM

When a test is returned, analyze why the wrong answers are wrong (e.g. didn't know the information, misread the question, made a mathematical error). Ask the instructor or a tutor about any questions you don't understand. Think about what you did well and what you could have done better (be honest with yourself).

Ask yourself the following questions after taking your exam:

- In what ways was the exam similar to what I expected?
- In what ways was the exam different from what I expected?
- What part of my preparation helped me most?
- What should I have done but didn't?
- What percentage of the questions was drawn from class notes, the text, or other sources?
- What should I do to better prepare for the next test?

Not sure what you could have done better?

- Make an "Exam Wrapper" appointment with a study skills tutor by calling 360.650.3855 or visiting WL280.
- Meet with your professor for help. See page 10 for tips on working with professors.

METACOGNITIVE LEARNING

Many academic strategies are laid out in this booklet. Hopefully you've already considered incorporating some of them in your studies. Some of these strategies may be more relevant to you than others due to your unique, personal needs. Take some time to go back through this booklet and mark which strategies you'd like to implement in your study plan below. Specifically look for ways in which you can prioritize the demands on your time, create productive study environments, make use of your resources, deepen your connection to concepts, retain information, identify areas for self-improvement, and increase your preparedness and confidence for exams.

Create a study plan and set goals using these strategies. Your study plan and goals can help you articulate your needs and assess your progress. Use the self-regulated learning cycle as a tool to consider ongoing adjustments to your study plan until you find what works for you.

CREATING A STUDY PLAN

Use this space to outline your personal study plan. Consider when and where you plan to study, what resources you will need, and what strategies or study methods you will use. Be honest with yourself about your strengths and weaknesses. Each course is different, so you may need multiple plans.

PRIORITIES & GOALS

Priorities are the things that are most important to you; they differ from person to person. Be aware of your priorities and use your time and resources accordingly. Setting goals can be very useful, even if the results are not what you had intended; goals help you decide what you want and how to get it.

Successful goals are SMART:

- **Specific:** Create goals that are detailed and explicit. Try to answer the questions: Who? What? Where? When? Which? Why? How?
 - + Example: "Complete my M112 reading and assigned problems by 9pm the night before class every week throughout the quarter."
 - **Measurable:** Visibly monitor your progress.
 - + Example: "Review my notes for 15 minutes after every class."
 - + Example: "Read 50 pages of my history text every evening."
 - **Achievable:** Create realistic goals.
 - + Example: "Write my 10-page paper by next week."
 - + Example: "Turn in all my assignments on time this quarter."
- Relevant:** Set goals which coincide with your priorities and passions. They should lead to a personal achievement or long-term plan.
 - + Example: "Get into the major I've always wanted!"
- Timed:** Create deadlines for yourself.
 - + Example: "Visit all of my professors' office hours by week 4."

There are three different types of goals:

- **Short-term:** "Finish my paper by Sunday night."
- **Mid-term:** "Get at least a 3.0 this quarter."
- **Long-term:** "Graduate in four years."

When setting goals, start with a long-term goal and then set mid-term and short-term goals that will act as steps toward your larger goals. Re-evaluate your goals periodically to be sure they are still what you really want.

What **long term goals** do you have?

Set 1-3 **short-term goals** that will help you to reach your long-term goal. Include the strategies from this booklet that you'd like to implement.

Goal 1:

Accomplish by (date):

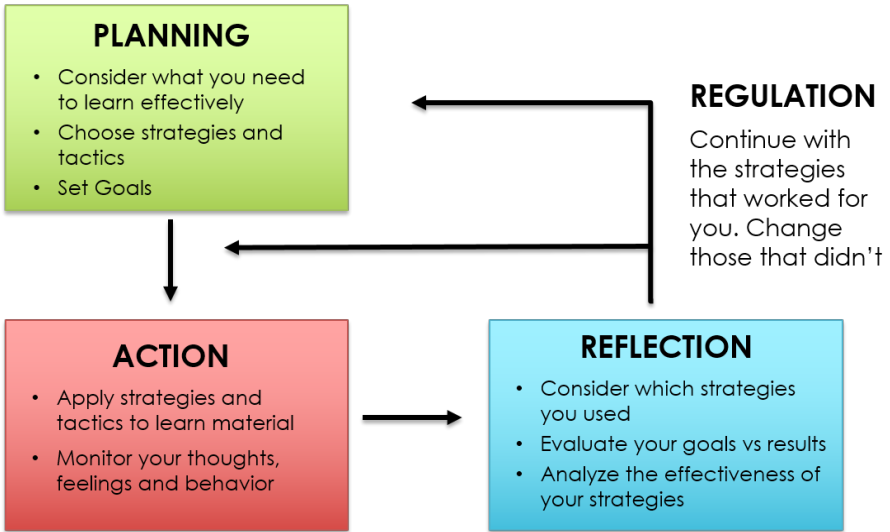
Goal 2:

Accomplish by:

Goal 3:

Accomplish by:

SELF-REGULATED LEARNING CYCLE



Zimmerman, B. J. (2002). *Becoming a Self-Regulated Learner: An Overview*. *Theory into Practice*, 41(2).

Planning

- Do you need to remove yourself from distractions?
- Do you work best in the morning or evening?
- How long can you study before you need a break?

Action

- Have you been doing what you planned?
- How is it working for you?
- How do you hold yourself accountable?
- How do you motivate yourself?

Reflection

- Did you follow through? If not, why?
- Did you encounter challenges that didn't have a strategy?
- What new goals and strategies might you need?
- What resources could you use learn about other strategies?

CAMPUS RESOURCES

Successful college students make effective use of available resources. Western offers many free services. This section provides information about some of those services. If you have further questions, contact the Tutoring Center at 360.650.3855.

Academic Advising Center

OM 380 | 360.650.3850 | www.wvu.edu/advising

- Help with academic planning, including: choosing a major, registration assistance, General University Requirements (GUR) advising, and more.

Accounting Tutorial Center

PH 336 | 360.650.4826 | www.wvubap.org/tutorial-center

- Free accounting tutoring from Beta Alpha Psi volunteers.

Career Services Center

OM 280 | 360.650.3240 | www.wvu.edu/careers

- Major, internship, and job advising; resume checks, workshops, and job fairs.

Computer Science Department Tutoring

CF 164 | 360.650.2300 | wwucs.mentors@gmail.com

- Free drop-in tutoring by computer science mentors.

Counseling Center

OM 540 | 360.650.3164 | www.wvu.edu/counseling

- Assistance with life problems and emotional concerns.

DisAbility Resources Center

OM 120 | 360.650.3083 | www.wvu.edu/drs

- Support to ensure equal access for all students.

Ethnic Student Center

VU 420 | 360.650.7271 | as.wvu.edu/esc

- An inclusive community that supports historically underrepresented ethnic students and allies.

Finance Tutoring Center

PH 109 | 360.650.4202 | www.wvu.edu/fma/tutoring.html

- Volunteer tutoring by senior finance students.

Language Media Center

MH 30 | 360.650.3918 | chss.wvu.edu/mcl/language-media-center

- Volunteer tutoring, and video and audio resources for language learners.

Math Center

BH 211A | 360.650.3813 | www.wvu.edu/mathcenter

- Free peer tutoring in calculus, linear algebra, statistics, and differential equations.

Research-Writing Studio

HH 2 | 360.650.3219 | library.wvu.edu/rws

- Support for academic work in research and writing, formerly Research Consultation and the Writing Center.

SMATE

SL 220 | 360.650.7680 | www.smate.wvu.edu/smate

- Free quarterly graphing calculator check-out (limited availability).

Student Employment Center

OM 285 | 360.650.3158 | www.finaid.wvu.edu/studentjobs

- Off- and on-campus employment assistance.

Student Outreach Services

OM 387 | 360.650.3843 | www.wvu.edu/sos

- Academic tools and support to help multicultural, first-generation, underrepresented, and non-traditional students transition to WWU, meet goals, and achieve academic success.

Student Technology Center

HH 213 | 360.650.4300 | www.wvu.edu/techcenter

- Workshops, peer technology tutoring, and laptop/equipment check-out; Resources include manuals, tutorials, and software.

(continued on next page)

Tutoring Center

WL 280 | 360.650.3855 | www.wvu.edu/tutoring

- Free peer tutoring for many math and science GUR courses. Services include drop-in tutoring, tutor-facilitated study groups, individual academic coaching.

Veterans Services

OM 365 | 360.650.3324 | www.wvu.edu/veteranservices

- Comprehensive services to veterans, service members and their dependents as they pursue their education at WWU.

Western Libraries

360.650.3050 | www.library.wvu.edu

- A wealth of resources and services, including collaborative and quiet study spaces and more than 1.4 million books, journals and other documents in print and online.