Strategies for Ensuring Your Academic Success
BEFORE...

Where do I go if...

1. I need additional help with understanding concepts from my Math class?
2. I live off campus and I need somewhere to study in between classes?
3. I have, or suspect I have, a disability and I need various types of academic support?
4. I want to find out about more helpful study strategies (like note taking, test anxiety etc) in order to become a more effective learner?
Enhancing your metacognitive skills: A quick exercise!
Dollar Bill  
Dice  
Tricycle  
Four Leaf Clover  
Hand  
Six-Pack  
Seven-Up  
Octopus  

Cat Lives  
Bowling Pins  
Football Team  
Dozen Eggs  
Unlucky Friday  
Valentine’s Day  
Quarter Hour
Are you READY?

Assessing your college level skills

Your first SU
Transitioning into college life!

How is college different from high school?

• Independence and student responsibility
• Academic environment
  • Higher expectations
  • Relationship with professors
• Resources and support
• Residential living or commuting
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**Learning Assistance Programs**  2nd floor Lemieux Library & McGoldrick Learning Commons
Open 9:00 - 5:00  M - F   206.398.4450

* Learning Strategy Workshop series  [www.seattle.edu/learning-assistance](http://www.seattle.edu/learning-assistance)
Academic honesty and integrity

Clear guidelines for standards of conduct regarding:

• Plagiarism
• Cheating on exams or other assignments
• Academic fraud such as:
  • Submitting false data
  • Submitting work for multiple purposes
  • Falsifying academic documentation

» Be sure to complete the tutorial online or via Canvas
Finding a balance
Case Study

Morgan is a student who finds that they are spending almost all of their time studying. In the first few weeks of the quarter, they took detailed notes from each book, but they soon got too far behind in the reading, so they gave that up. They noticed that they read substantially slower than most of their classmates and peers. They are now several chapters behind the class and are losing interest in lectures even though they usually learn well from listening. They habitually stay up until 2 a.m. since their floor gets quiet about midnight and do their reading then. They suspect they may have a learning disability. They sometimes wonder if they should change their major from pre-med because of a D on their first Chemistry exam, but they don’t know who to talk to about this.

What would be some steps that Morgan could take to help their situation?
Support Resources

• Advisors/Professors – Pharos 360
• Academic Support Offices e.g.:
  ◊ Learning Assistance Programs  ◊ Writing Center
  ◊ Research Services                 ◊ Math Lab
  ◊ Bellarmine Advising Center       ◊ Disabilities Services
• Residence Life staff/Collegia staff
• Campus Ministry
• Counseling and Psychological Services (CAPS)
• Office of Multicultural Affairs (OMA)
• Career Engagement Office
• International Student Center (ISC)
• Redhawk Resource Hub Desk/Outreach Center
• Gender Justice Center
Ensuring your success: Your role

- Be aware of your learning needs
- Adopt a growth mindset
- Get to know your professors
- Connect with a classmate(s)
- Utilize campus resources
- Find a balance between academics, social life and your various other roles
AFTER...

Where do I go if...

1. I need additional help with understanding concepts from my Math class?
2. I live off campus and I need somewhere to study in between classes?
3. I have, or suspect I have, a disability and I need various types of academic support?
4. I want to find out about more helpful study strategies (like note taking, test anxiety etc) in order to become a more effective learner?
Reflection and synthesis

Consolidate the information and note your next steps in preparation for your return in the Fall

• What areas do you plan to focus on building your skills in preparation for college?
• What are some resources you can access to support you in building these skills?
• What would be your next steps to start this work?

List 3 action items:
Follow up Contact Information

Learning Assistance Programs
Lemieux Library & McGoldrick Learning Commons
2nd Floor 206-398-4450
www.seattleu.edu/learning-assistance

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Melissa Pico – Learning Specialist
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* Disabilities Services Loyola 100
ds@seattleu.edu 206-296-5740