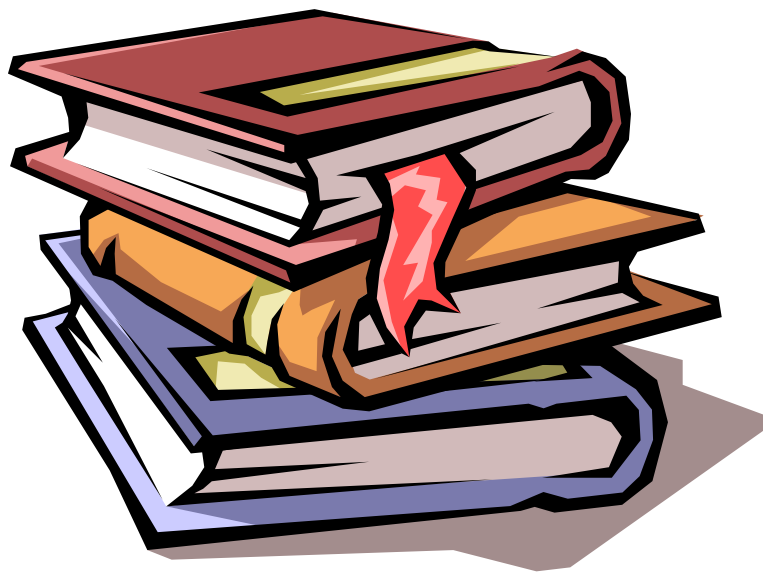


Western Illinois University



Fraternity / Sorority Scholarship Manual



April 2006

**Fraternity / Sorority Scholarship Manual
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Getting Started



A Few Words from our National Organizations...

To fulfill this mission, Pi Kappa Alpha will: Value academic achievement and practice academic integrity. – From the national website of Pi Kappa Alpha Fraternity

To strive for high standards of achievement-scholastically, socially, and spiritually – From the Sigma Kappa Sorority Purpose.

AGR never loses sight of why you're in college in the first place...to graduate and get a job. And to graduate, you need to do well academically. This is where belonging to a fraternity that is both social and professional helps most. – From the national website of Alpha Gamma Rho

Sigma Chi's core values are friendship, justice and learning. – From the national website of Sigma Chi

The purpose of this sorority shall be...to stimulate one another in the pursuit of knowledge – From The Delta Zeta Sorority Purpose

Academic excellence, new experiences, friendship -- these are what Alpha Sigma Tau promotes. - From the national website of Alpha Sigma Tau.

Formal training in how to read retentively, how to take notes, how to achieve on objective and essay exams, time management, and the use of tutorial assistance are all basic ingredients of the fundamental study skill course used by all successful chapters. – From orientation for new members of Delta Upsilon.

The women of Phi Sigma Sigma share a commitment to lifelong learning. We teach each other and learn from each other. We make academic achievement a priority, fostering an environment that encourages our membership to reach their highest potential. – From the national website of Phi Sigma Sigma

Scholarship Chair Responsibilities

Scholarship should be one of the highest priorities of your chapter. Many of our founders and national organizations have outlined the importance of intellectual development in mission statements, creeds, and other important documents. If scholarship is to be one of your chapter's top priorities, it is essential you elect or appoint one of your top chapter leaders to the position. Duties and responsibilities of the scholarship chair are:

- _____ Responsible for creating an atmosphere of academic achievement and development in the chapter.
- _____ Establish GPA goals for chapter
- _____ Establish GPA goals for individuals
- _____ Be knowledgeable about all policies and procedures regarding scholarship from IFC/PHC, Western Illinois University, and chapter scholastic requirements for pledging and holding office.
- _____ Develop and implement a chapter academic program.
- _____ Work with the Recruitment Chair on the criteria and conversation ideas for scholarship.
- _____ Work with New Member Educator on developing and implementing an academic program for new members.
- _____ Recruit members for a scholarship committee and conduct committee meetings.
- _____ Work closely with members not in good standing to assist them in their efforts to improve their GPA.
- _____ Develop a resource list of Western Illinois University personnel to be contacted when a member needs assistance in changing a course, major field, or tutorial assistance.
- _____ Communicate to the president/advisor of any member whose scholastic average falls below the chapter requirement for good standing.
- _____ Each term keep members aware of your chapter's scholastic ranking among sororities on campus as well as the all-sorority and all-men's/women's averages.
- _____ Send a letter to the parents of new members outlining the chapter's scholarship program and academic goals.
- _____ Establish and maintain methods for monitoring the academic progress of ALL chapter members.
- _____ Establish and enforce quiet hours in the chapter house, or where applicable, and insure that adequate study areas are available for use by the chapter in the chapter house
- _____ Educate chapter members in setting the example for new members by being a good role model.

Establish a Scholarship Committee

Committees are essential in order to provide a chapter with effective scholarship programming. The committee should work closely with the Scholarship Chair to provide chapter members with an academic atmosphere. The committee should be composed of chapter members from several classes, and an advisor.

Purpose of the Scholarship Committee:

- Evaluate chapter programming for each academic term.
- Set goals for each academic term.
- Execute the duties assigned by the Scholarship Chair, (i.e. keeping records, setting up a library, executing programs).
- Work with members not in good standing.
- Maintain study hours records and a quiet study area.
- Developing incentive and recognition programs.
- Developing a New Member academic program.

Committee Members:

- Selected by the Scholarship Chair.
- Must be in good academic standing with chapter.
- Should be knowledgeable about all policies and procedures regarding scholarship.
- Must keep all information regarding each member's academic status confidential.
- Must attend all scholarship committee meetings.
- Work with judicial board to enforce academic regulations.



Recruiting a Scholarship Advisor

Western Illinois University

Office of Student Activities

1 University Circle

University Union

Macomb, IL 61455

309/298-3232

Scholarship advisors of Greek organizations provide a vital link between the students and faculty, and thus their relationship often bridges the gap between classroom and out-of-classroom activities. Western Illinois University and the Office of Student Activities require all student organizations have a faculty/ staff advisor. It is further recommended all Greek organizations have a scholarship advisor that concentrates on scholarship. Therefore, to encourage faculty to entertain the idea of becoming a scholarship advisor to a Greek organization and/ or to help them respond to an invitation to become an advisor, the following guidelines are provided. This outline is intended to explain the basic expectations that Western Illinois University has of both scholarship advisors and Greek organizations. It should be stressed that this relationship is entirely open and does not require that the faculty member be of the same gender, be a member of that particular Greek chapter, and/ or have ever been a member of a Greek society in order to serve.

WHAT WE EXPECT

- ◆ Meet at least once a semester with the scholarship chair or president to talk about scholarship-related issues.
- ◆ Attend one of the first chapter meetings of the semester to talk to members and pledges about the importance of academics, how the chapter is meeting this responsibility, your availability for consultation, and your role as the scholarship advisor.
- ◆ Once a semester, meet confidentially with individual members who may either seek, or need, guidance on academic issues. One way to do this is to select a time (preferably not a chapter meeting night) and post available appointment times on the chapter bulletin board, or pass around an appointment sheet.
- ◆ Provide advice and guidance to chapter offices should they wish to develop to speaker series featuring faculty, to discuss ways of meeting more faculty on an informal basis (such as a faculty reception or dinner), or to seek ways of changing the faculty's perception of them as a student organization.
- ◆ Review the scholastic achievement of the chapter and know whether it meets the expectations of the national organization. Be prepared to offer strategies or suggestions for improvement if the chapter is not meeting those basic requirements.
- ◆ You are encouraged to attend lunches or dinners with the members as a way to become more familiar with the group (for those groups with houses, dinner usually precedes chapter meetings). Scholarship advisors find this a helpful way to get to know students. Some Scholarship advisors also invite the new members to breakfast, lunch, or dinner as a way to get to know them better. If the new member group is large, you might want to deal with several smaller groups to facilitate discussion.

WHAT WE DON'T EXPECT

- ◆ You do not need to be a member of the chapter you are advising in order to be a Scholarship advisor to that group. Of course, you could not attend ritual meetings, but that would not prevent you from serving as a valuable resource.
- ◆ You do not need to be a member of a Greek organization to be a Scholarship advisor (in fact, some of our best Scholarship advisors are not Greek). You do not even need to be the same sex as the chapter you would like to advise. All you need is a willingness to work with students
- ◆ You are not expected to be the chapter advisor (who deals with the chapter on non-academic chapter activities). It is, however, helpful for you to know these other advisors, such as house corporation officers (for those groups with houses), the financial advisors, etc. These people can help you advise the chapter.
- ◆ You are not required to be a member of the alumni house corporation, or attend their meetings, but you may do so if you wish.
- ◆ You are not required to be "on call" for chapter or housing problems (this is the role of the chapter advisor). Students may call you when they are having academic problems, or when barriers occur to their achieving academically.

BECOMING A SCHOLARSHIP ADVISOR TO A GREEK ORGANIZATION

Becoming involved as a Scholarship advisor is a straightforward process. The first step is a genuine interest on both parts in having a Scholarship advisor to help the group and the individual members academically. Second is a willingness to meet the above minimum expectations. Chapters are encouraged to identify faculty who have a rapport with members and who are interested in the well being of the group and its individual members. Faculty are encouraged to be open if approached about the position of Scholarship advisor, and to contact the Office of Student Activities if they are interested in advising but have not been approached. The final step in becoming a Scholarship advisor is twofold: chapters, after consultation with their members, extend a written invitation to the faculty member, and the faculty member agrees to serve. This relationship may continue for more than the minimum time of one year, but such a decision must be a mutual one.

REWARDS OF BEING A SCHOLARSHIP ADVISOR

The rewards of being a Scholarship advisor are sometimes intangible. Current chapter advisors cite the deep satisfactions of working with college students outside the classroom, of having meaningful relationships with students, and of knowing that they have made a difference in some students' lives. The Office of Student Activities is committed to working with all advisors. Thus, all available assistance is provided to help make the Scholarship advisor position fun and worthwhile.

Maintaining Records and Resources

Chapter Academic Files

An effective scholarship program requires that certain types of records and resource information be maintained. These include grade point average data, individual academic profiles of members, and course and instructor evaluations.

Grade Point Average Data

The Scholarship Chair needs to keep on file the chapter's grade point average for the previous semester, along with the ranking of all other chapters on campus. In addition, the grade point averages of each individual member and pledge/associate member needs to be kept on file. These will be released to the chapter after each semester. Each chapter also receives a mid semester report showing the mid term grades of each member and new member.

Academic Profiles

A more comprehensive scholarship program will require that more specific academic profiles be established on each member. To established academic profiles, request each member to voluntarily submit a copy of his/her transcript (an unofficial copy is sufficient). Once established the profiles can be updated each semester by requesting members to turn in a photocopy of their grade reports. If possible, the academic profiles should be computerized, utilizing file management software. Fields to be entered are: member's name, telephone number, major/minor, semester grade point average, cumulative grade point average, course number, units, instructor, and grade. Once entered, it is easy to sort the information and prepare various reports. Ideally, the chapter will own or otherwise have access to a personal computer, so that the academic profiles can easily be updated by successive Scholarship Committees.

Confidentiality of Individual Academic Records

Important: Individualized academic information must be kept confidential. The chapter should be informed of which members have not met the required academic standards of the fraternity, however, specific grade point averages should not be disclosed. An acceptable exception is announcing the grade point averages of academic award winners. The records and/or computer disks should be kept in a secure, locked file, with access restricted to designated members of the Scholarship Committee, the President, the Chapter Advisor and the Faculty Advisor. The release of a student's academic records to others, without his/her prior consent, or the use of the information for any other purpose than that specifically intended is prohibited by federal law.

Course and Instructor Files

Most colleges and universities require faculty members to prepare a syllabus for each course. Standard information one might find in syllabi include a description of the course content and scope, prerequisites, required text(s) and materials, reading assignments, grading methods (percent of

grade determined by homework assignments, class participation, reports and term papers, lab work, tests, quizzes, mid-term examinations, final examination, etc.), grading policies, attendance requirements, schedule of assignments and tests, the instructor's office hours, and other information. Typically, syllabi are distributed to students on the first day of class.

Because they are more complete than the brief course description contained in the general catalog, syllabi can be very useful to students in selecting courses and instructors to take during the next semester. For that reason, it is advisable for the Scholarship Committee to keep a file of course syllabi available to members. The best way is to keep them in three-ring binders, in order by course name/number. This way they can be easily updated. Request that your members submit copies of the syllabi from their courses. The easiest system is to ask each member to get two copies of each syllabus on the first day of class -- one for himself/herself and one for the file. Some department offices may also have copies of syllabi available.

Another useful service the Scholarship Committee can provide is a file of course and instructor evaluations completed by members. These can be valuable in assisting members in selecting classes. The Scholarship Committee should stress that the purpose of the file is not for members to choose the easiest classes, but to identify the most beneficial courses and the instructors with the best teaching abilities. The Course and Instructor Evaluation Forms (see Exhibit 4B) should be completed late in the semester, but early enough for them to be collected and filed before class registration begins for the next semester. These forms should also be kept in three-ring binders, in order by course name/number. It is also helpful to have a cross reference by instructor's last name.

Test and Term Paper Files

The maintenance of chapter test and term paper files poses several ethical and educational problems. The use of such files tends to promote academic dishonesty. The following definitions of *cheating* and *plagiarism* are those recognized by Western Illinois University, and while not meant to be exhaustive, provide an overview of what may constitute a violation of Student Academic Integrity Policy

Plagiarism

Plagiarism is intentionally or knowingly presenting the work of another as one's own. Plagiarism occurs whenever:

1. One quotes another person's actual words or replicates all or part of another's product without acknowledgment. This includes all information gleaned from any source, including the Internet.
2. One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words without acknowledgment.
3. One uses facts, statistics, or other illustrative materials without acknowledgment.
4. One fails to acknowledge with a citation any close and/or extended paraphrasing of another.
5. One fails to use quotation marks when quoting directly from another, whether it is a few words, a sentence, or a paragraph.

Typical examples: Submitting, as one's own, the work of another writer or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one's own

work, any research paper or other writing assignment; submitting, as one's own, work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.

In addition to oral or written work, plagiarism may also involve using, without permission and/or acknowledgment, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another.

Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation.

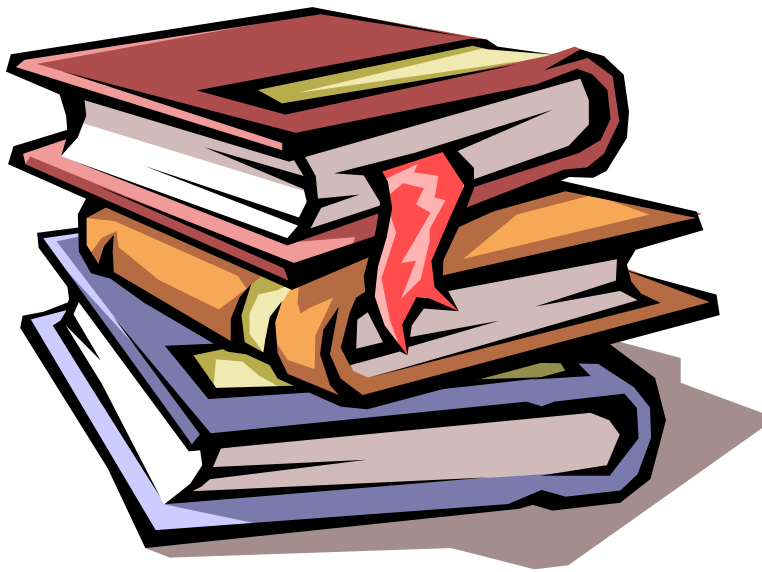
Cheating

Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids, solution manuals, or other devices in any academic exercise, test, or quiz. This includes unauthorized communication of information during an exercise. Cheating includes:

1. Possessing unauthorized notes, crib sheets, additional sources of information, or other materials during an examination.
2. Preparing a written answer to an exam question outside of class and submitting that answer as part of an in-class exam.
3. Possessing term papers, examinations, lab reports, or other assignments which were supposed to be returned to the instructor.
4. Altering test answers and then claiming the instructor improperly graded the test or examination.
5. Giving or receiving answers by use of any signals or technology during a test.

Typical Examples: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes, or other devices (e.g., calculators) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer programs or files and the like with other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

Scholastic Areas



Recruitment

Scholarship programming should begin before new members are even selected!

Chapter members when recruiting new members overlook the importance scholarship has on the future of the chapter. A membership built on a solid academic foundation is the key to a successful chapter. Careful membership selection is the foundation of a successful chapter program. Developing and enforcing minimum GPA standards is the quickest and easiest way to improve a chapter's scholastic performance. However, in attracting members to join you should look for those who exhibit strong academic potential.

How to attract strong scholastic students:

- Plan a scholarship dinner and invite potential members to participate.
- Utilize a committee to select one new member deserving of a chapter scholarship.
- Talk with potential members about the importance scholarship plays in your chapter.
- Identify the academic goals of a potential member through conversation and introduce them to current chapter members with similar goals and interests.
- Take out an ad in the Western Courier congratulating your chapter members who obtained high marks the previous semester.
- Develop a scholarship bulletin board in the chapter recognizing members involvement in honor societies, i.e. Order of Omega, Golden Key, Mortar Board.
- Invite classmates who are not members of a chapter to study sessions at the chapter or designated study areas.

New Member Scholarship

There are several reasons why first year students fail at college. The new membership period is an exciting and challenging time for everyone. Joining a fraternity or sorority should not be a factor in a new member's academic decline. It is the job of the scholarship chair and their committee to help the new members manage their time both before and after initiation.

Reasons why New Members fail:

- Ineffective study methods
- Bad advice/influence from upperclassmen.
- Thinking that they are doing enough "to just get by".
- Too much on their plate (job, school, chapter obligations, and socializing).
- Insufficient time for study.

How to help new members avoid falling into traps:

- Have new member class set a realistic GPA goal
- Have new members set individual goals to be reviewed with the Scholarship Chair mid-way through the semester.
- Require reasonable study hours for all chapter members.
- Make available to new members chapter resources, and encourage them to utilize those resources.
- Pair new members with upperclassmen as study buddies who will help hold each other accountable to their personal goals.
- Put on educational programs for new members about time management, study skills, etc.
- Include new members in chapter programming and scholarship events.
- Have new member educator plan programming around busy academic times.
- Limit chapter's expectation for new member's time.
- Assess and address individual needs of each new member.
- Create an atmosphere that encourages personal achievement. Show new members respect and reward their accomplishments publicly.
- Educate new members on chapter, university, IFC/NPHC/ PHC, and national policies and procedures involving scholarship.
- Design and have each new member complete an individual assessment form.

Members Not in Good Academic Standing

Every chapter has them, members who are not pulling their weight academically. Often it is these members who prevent good chapters from receiving the awards and credit that they deserve. How can a chapter effectively help a member who is not exceeding at scholarship? By committing all members to academic excellence and holding them to these expectations chapters can see their numbers in this area begin to dwindle. Remember you can't make them study, but it is important to stress upon the chapter member that continued poor scholarship could result in their flunking out of school or having to withdraw from the chapter.

What does not in good standing mean?

First, your chapter must define what it means not to be in good standing academically with the chapter. As a scholarship committee you need to work with the chapter, and the executive council to set that limit. Once chapter members find themselves at this limit or below they need to be placed on a form of academic probation with the chapter. Since the member has not lived up to their academic obligations to the chapter the chapter must do all that it can to insure that they start to live up to those obligations.

How do we help members who are not in good standing?

To help members not in good standing there are a number of things to evaluate.

- **How long has this trend be going on?** Even if they just had one bad semester it is important to make sure that it doesn't become two bad semesters.
- **Is the member taking advantage of chapter/campus resources?** Do you see them in the designated study area? Are they utilizing tutor lists? Do they miss a lot of class? What is their relationship with their professors like?
- **Do they have too much on their plate?** Sometimes tough decisions about giving up chapter offices have to be made in order to help the individual.

Once these areas have been evaluated it is important to develop a plan that will best suit the individual chapter member in helping them to get back on track.

- Meet with the member confidentially to discuss their current situation and how they got there. The meeting should include the scholarship chair and the advisor.
- Work with the chapter member to develop a structured study schedule and plan. This plan can include supervised study hours, tutors/mentors, appointments at various campus offices, reduction in social privileges, etc.
- Require the member to seek out the assistance of an academic counselor on campus.
- Meet weekly with the member to discuss and evaluate their academic progress.
- Have them sign an Academic Performance Contract. (See resource section).

Penalties for Not Making Grades

Although disciplining a chapter member is often an uncomfortable situation it is important to remember that academics is the reason why they are at Western Illinois University in the first place. In addition to developing an effective study program for the chapter member, discipline should be apart of the package too. Some of types of discipline can include:

- Loss of office
- Loss of voice or vote
- Loss of social privileges
- Loss of intramural participation
- Loss of points
- Loss of parking space privileges

Taking privileges away from chapter members does not have to last the entire semester. Something can be taken away initially, but after monitored improvement in mid-term grades, completed study hours, or accomplishing other provisions can result in the earned right to attend the next social function, or play in the next intramural game. However, careful monitoring must continue to make sure that the chapter member keeps on track with her academic goals for the semester. If they begin to slip, their earned rights should be revoked.

It is important to follow through on enforcing the penalties that you have set down for members who are not in good academic standing with the chapter. Don't wait to enforce these penalties after the fact. Approach them at the time and discuss the matter in a private setting. Always bring along a member of the scholarship committee, or an advisor with you to help mediate the situation.

Campus Resources and Links

Campus Resources:

Student Development and Orientation – The office of student development and orientation (SDO) offers a wide range of free services to students such as individualized assistance to address questions regarding academic standing, GPA, and grade appeals. This office also serves as a liaison between students, family, and faculty in emergency situations. Student Development and Orientation can be found at 301 Seal Hall.

Student Assistance and Parent Service Center - The Student Assistance and Parent Service Center provides students with a single location to obtain information regarding financial aid, registration, housing and dining, public safety, cultural centers, health and counseling, disability support, childcare, scholarships, and community resources. Students may check on university bills, obtain telephone codes or photo IDs, and activate WIU e-mail accounts at the Center. This office is located in the University Union and can be reached at 309/298-2092.

University Writing Center - The University Writing Center provides professional assistance to students who wish to develop and improve effective writing skills. Resources are also available to help students prepare for the University Writing Exam (to be taken during the junior year). This can be located on the top floor of Simpkins Hall.

Websites:

WIU Greek Life Website – The WIU Greek Life Website provides up-to-date information and history on the academic standing of the community. It also provides links to other helpful resources. <http://www.student.services.wiu.edu/osa/greeklife/welcome.asp>

North-American Interfraternity Conference – provides helpful links and resource materials. <http://www.nicindy.org>

National Panhellenic Conference – provides helpful links and resource materials for NPC chapters. <http://www.npcwomen.org>

National Pan-Hellenic Council - provides resource materials for NPHC chapters: <http://www.nphchq.org>

Mentoring

Mentoring can be an effective method in helping members on academic probation. However, mentoring must be done right in order for it to benefit the chapter member in a positive way. In pairing up chapter members it is important to look at many different aspects of the relationship. It is equally important that the mentor meet frequently with the scholarship committee to make sure that they are keeping in line with the goals of the committee. Here are some helpful hints in developing the mentor/mentee relationship:

A **mentor** is an older peer who has similar interests, academic major, and/or career goals. The mentor should be in good academic standing with the chapter, and should be someone who has the time available to effectively work with the mentee.

A **mentee** is a chapter member who is looking to expand their academic experience. They do not necessarily have to be on academic probation to take part in the program. However, they should be assigned to work with someone who has similar goals. The mentee needs to be willing to fully utilize the mentor as a resource, and be open-minded to their suggestions.

Getting your Mentor/Mentee Program Started

In getting your mentor/mentee program started the scholarship committee should complete the following steps:

1. Pair up chapter members with someone who has a similar interest, majors, or career choice. Make sure you keep in mind the chapter member's year in school when assigning pairs.
2. In order to insure that the program is purposeful it is important to establish clear, written expectations for the program.
3. Plan an event when all mentors and mentees will have the chance to meet as a group. Allow them to get to know the individual they are working with, as well as other chapter members who are in similar situations.
4. When designing the mentor/mentee program for each pair make sure that it will benefit the pair you are designing it for.
5. Encourage the pair to meet often. A minimum of every two weeks should be set ahead of time. Make sure that they both check in with the scholarship committee regularly as well. Members involved with the mentor/mentee program as a result of academic probation should meet with the committee more often than chapter members who are in good standing.
6. Evaluate the program at the end of each term.

Awards and Recognition

Planning a Scholarship Awards Night

The scholarship committee should take the time to have a scholarship celebration each semester to recognize the accomplishments of chapter members. This activity can be a dinner, a dessert and coffee event, or a simple program. All members should be present for the event, and don't forget to invite a few others:

- Council Officers
- Vice President of Student Services
- Office of Student Activities Staff
- Greek Life Staff
- Alumni
- Faculty Members
- President
- Local Press or Media

Awards to be given at the scholarship event might include:

- 4.0's for the semester
- Dean's List Members
- Highest GPA in chapter
- Most Improved GPA in Chapter
- Highest Big Sis/Little Sis or Big Brother/Little Brother GPA
- Highest New Member GPA
- Those reaching their previously set GPA goal
- Class with the highest GPA
- Faculty Member of the Semester/Year Award
- Chapter Scholarship Recipient
- Outstanding Mentor

Other items to mention:

- Other campus academic awards the chapter has won over the past year.
- Outstanding donors to the academic resources of the chapter.
- National academic awards won over the past year.
- Names of members accepted into professional schools.
- Names of members accepted into campus honorariums.
- Overall chapter GPA progress.
- Programming initiatives, and workshops.

Weekly Recognition for Chapter Members

Each meeting take the time to recognize members who have done well academically during the past week. Develop ways to monitor chapter members accomplishments during the week, and then prior to meeting print up academic achievement certificates and prizes to be given to members.

- “Super Studier” - Most study hours completed in a week.
- “Survivor” – Member who had the most homework, projects, etc. for the past week.
- “Smart Cookie” – Member who has received several good marks for their classes over the past week.
- “Mighty Mouse” – Member who has accomplished a lot on their own during the week academically, but still took time to help other chapter members with their academics.

Chapters should try to recognize individuals weekly with awards like these or others, but don't sacrifice the quality for quantity when deciding who should win the awards.

Developing a Chapter Scholarship Award

Each chapter should set aside money to be given away as a scholarship to chapter members who exceed academic expectations each semester. A scholarship can also be set up to use as a recruiting tool for the chapter as well. In developing a chapter scholarship fund there are different ways to be successful. Here is one way that works.

1. Develop a committee to manage the chapter scholarship fund. Members should at least include the Chapter President, Scholarship Chair, New Member Educator, and Treasurer.
2. The committee should decide what type of scholarship will be given. Ideas include:
 - Highest Member GPA in each class.
 - Members achieving a 4.0
 - Most improved GPA
 - Members coming off academic probation
 - Need-based
 - Chapter Members exceeding at chapter and campus leadership, scholarship, and service
 - Outstanding New Member
3. Develop an application form, or interview process if necessary. Ask faculty members, or alumni to judge applications and sit in on interviews.
4. Decide how the scholarship fund will be continuously funded.
 - Chapter funds allocated.
 - Alumni Donations
 - Fund-raisers
 - Parent Contributions
5. Decide when the scholarship will be given (preferably at an awards night).

Programming

Programming is one of the most important components of any successful chapter. Good scholarship programming is the key to building a chapter firmly rooted in academic excellence. Programming can include everything from the basics, to awards and recognition, or innovative ways to keep members interested in pursuing good scholarship. It is the responsibility of the scholarship chair and their committee to identify the needs of the chapter and implement effective programming to meet those needs.

The Basics:

- * Grade Requirement - Every chapter should have grade requirements for all members. These requirements should be practiced both during recruitment and after recruitment. ALL chapter members should be held accountable to the same standards.
 - * Set a grade standard for affiliation.
 - * Require a minimum GPA to vote in meetings.
 - * Allot parking spaces based on GPA.
 - * Require a probationary status for members under .

- * Study Hours – Study hours should be maintained by **ALL** chapter members throughout the semester. Set up times in the chapter house that study hours can be observed by all members. Even if they are not studying they should be respectful of someone who is.
 - * establish quiet/study hours in an area of the chapter house at least four days a week.
 - * establish rules for the chapter to observe during these study hours (i.e. how loud music can be played, etc.).
 - * when scheduling chapter activities take into account study hours and plan accordingly.
 - * make sure all members are required to do study hours, even ones with 4.0's.

- * Penalties for Bad Scholarship – Once you've set up grade requirements for chapter members you must also develop a form of discipline for those who do not follow through on the minimum standard.
 - * loss of vote in meetings
 - * loss of right to hold a major chapter office
 - * loss of social privileges
 - * loss of intramural participation
 - * loss of parking privileges

- * Physical Facilities – take the time to designate an area of the chapter house for study purposes only. Set up hours, and take the time to make sure that the area provides members with the following:
 - * adequate lighting
 - * tables and comfortable chairs
 - * resources and reference materials are accessible.

- * Enforce the study atmosphere.
 - * Computer access to those who are studying vs. those wanting to check email, etc.
 - * Develop a chapter library through alumni/chapter contributions.
- * Scholarship Wall/Bulletin Board – designate an area of the chapter that will be used strictly for scholarship. Make sure that the area is visible to all members and visitors to the chapter, update it regularly, and make sure it includes some of the following:
- * List members who are achieving academic excellence.
 - * List members who are on academic probation/discipline.
 - * Set up tutor lists and campus resource lists and display.
 - * List helpful study hints.
 - * Post study hours and rules.
 - * Advertise chapter and campus academic programming.

Innovative Programming

Looking for new ideas to spark academic excellence in chapter members? Here are a few ideas you might want to try out:

Brag Board – Take a section of the bulletin board that you have designed and set it up to look like Mom’s refrigerator. Every time a chapter member does well on an exam, paper, or gets into a professional program/ honor society recognize them on this wall. Just set out a decorated jar or shoebox with slips of paper next to it. Have chapter members write the accomplishments on the paper and slip it inside. Then simply take a sheet of paper, write their name and accomplishment and place it on the wall. Remember to update it frequently so it doesn’t get too cluttered!

Exam Week Treats Whether it’s for mid-terms or finals, set out treats in the study area of the chapter house for members who are in the midst of cram sessions. Make sure to provide both healthy and sugary treats for members who are hitting the books really hard during this time.

Vocabulary Word or Deep Thought of the Week Providing chapter members with an inspirational thought or a new word can really change the focus of each week. Take the time to announce the thought/word at a chapter meeting and then put it up in the designated study area for all to see. Remember to keep the focus on motivating chapter members to obtain excellence at Western Illinois University.

Notes of Encouragement Know of a chapter member who has a big test or paper coming up soon? Or has someone just had a really hectic week with school, activities, and personal stuff. Utilize your scholarship committee to drop that person a note during the week to encourage the heart and show support.

Book Bazaar Instead of taking your books back to the bookstore at the end of the semester coordinate a book trade within the chapter or with another chapter on campus. Set up a time when chapter members can bring their books in and exchange or sell their books for a fair price. It’s a great way to save money and get something in return!

Parent Letters Let parents know what you’re doing! Send letters to parents acknowledging the positive achievements their son/daughter is making in the chapter. Let them know about the programming your chapter is providing for them during the year, as well as notify them of scholarships and awards your chapter is winning. Also take advantage of the opportunity to solicit them to help with exam week treats, chapter house libraries, and educational programming. This is a very simple way to generate some positive PR!

Collecting Cash for Missed Class This can work! You simply have to implement it the right way. Set up teams of chapter members that will be responsible for holding each other accountable for skipping classes. Place a jar in the designated study area and challenge chapter members weekly to hold each other accountable. When someone on the opposite team misses a class, go with them and make them drop in a nickel or dime for each class missed. At the end of the

semester count up the money, deposit it in a scholarship fund, and announce to the chapter the total collected. Then challenge them to lower the amount collected each semester.

The “A” Team Pass around a box during chapter meetings having each member who achieved an “A” on an assignment, test, paper, etc. drop their name in the box for each “A”. At the end of each month hold a drawing at chapter meeting and give the winner a prize for becoming a part of the “A” Team.

Pizza and Ice Cream Food can be a powerful motivator for chapter members. Take a day each semester and hold a pizza party or a make your own sundae party for those members who were on the Dean’s List, or achieved 50% of their personal academic goals for the semester.

Tutor Lists Tutor lists can be a powerful tool in achieving academic excellence within the chapter. Ask chapter members to volunteer their “expertise” in different areas of study (i.e. math, chemistry, English, etc.). Give each chapter member a copy of the list and encourage him or her to use the list as needed. If you have a member on academic probation for the semester inquire if a chapter member is willing to meet with them regularly to help them in an area they are struggling in.

Smarty-Pants Set up a clothesline in a visible area of the chapter house. On this clothesline design a T-shirt or pair of pants with a member’s name on the front. Then each week at meeting have them submit a list of academic achievements that they are proud for the past week. For each quality item listed provide the chapter members with a small sticker that they can later place on their laundry. At the end of the semester recognize the top 10% with a prize.

Competitions Nothing is better than some friendly competition to get people motivated. Set up teams within the chapter that include members from all different areas (i.e. chapter officers, new members, academic probation, 4.0’s, etc.). Set weekly or monthly goals for the teams to achieve. The group that achieves the goal first or the best wins a prize. Keep fresh ideas, and inspire chapter members to work hard to accomplish the goals set by the committee.

Candy Jar Want to keep the seniors motivated and involved? Pass around a list at the start of every chapter meeting asking members to sign up if they had perfect attendance in class that week. The member class with the highest percentage of perfect attendance gets a take a piece of candy out of the jar.

Educational Programming

It is often difficult to plan programming for the entire chapter. Finding educational programming for scholarship can be equally difficult if you're looking for topics that can apply to all chapter members. In this manual ideas for different workshops, and their materials are provided. However, in order to insure that your chapter members receive a quality program do not be afraid to utilize other campus resources like the University Advising and Academic Support Center (UAASC), the Beu Health Center, Office of Student Activities, the Greek Life Staff, and members of the WIU Faculty. Here are some suggested topics:

Time Management College can be hectic between chapter activities, social events, campus organizations, and classes. Educating chapter members on how to manage their time so that they can get the most out of their college experience is something that every member can benefit from. Resources for this workshop can be found in the back of this manual.

Study Skills How we study can often be more important than how often we study. To insure that chapter members are getting the most out of the time they sit down to study, they need to have solid study skills. Resources for a brief, but beneficial educational program on how to develop good study skills can be found under the resource section of this manual. Don't forget to consult other campus resources as well, like the University Advising and Academic Support Center or a WIU Faculty member.

Effective Test Taking Tests often make up the majority of the grade you receive in a class. The stress of test taking can be overwhelming to college students. This workshop will provide chapter members with keys to effective test taking, as well as insight on how to navigate through the madness of true/false, multiple choice, and essay questions. Resources for this workshop can be found in the back of the manual.

Resume Writing Whether you are starting your job search, or just looking for a valuable summer internship your resume is the key to getting your foot in the door. This educational program is one that the entire chapter can benefit from considering that the resume for a business major is not going to be exactly the same as the resume of an education major. Consulting with the UAASC is strongly recommended when you begin to plan this program.

Interviewing Once that resume gets you in the door you need to be prepared to dazzle the interviewer with your personality. Interviews often consist of more than just knowing all the right answers. Knowing what to expect from an interview, as well as what you should bring to the interview are important skills to acquire. The University Advising and Academic Support Center (UAASC) can be a great resource for your chapter in acquiring those skills for your future.

Finding your Future It doesn't matter if you came to college with no real idea what you want to do. It doesn't matter if you came to college knowing what you wanted to pursue, but now you're not too sure. Most college students come to a point in their academic growth and wonder why am I doing this? What type of career is right for me? A workshop to help point members in new

directions is a valuable experience. A combined effort of campus resources and the ones listed at the end of this section can help apply the experience to everyone.

Effective Note Taking Making sure that you get the most out of your time spent in the classroom can be a tricky thing. This fun workshop will give chapter members new insight on how to get the most out of classroom lectures and their assigned readings. Resources for this workshop can be found in the back, but don't be afraid to consult a faculty member to help you with your presentation.

Goal Setting When we set goals in our chapters it is usually for the chapter as a whole. While every chapter should have smart goals set for the whole group, individual academic goals are really the key to making sure that the bigger picture is achieved. A workshop on setting achievable goals for the group, as well as the individual can be found in the back of this manual. However, working closely with the Greek Life Staff can make this workshop even more beneficial to your chapter.

Memory Skills Have you ever read the same passage in a book 3 times only to wonder what it said 5 minutes later? Learning to read, hear, and commit things to memory can be a difficult skill to master but always useful. This workshop will help chapter members learn to commit the important facts to memory, while letting the rest of it slide away. Resources for this activity can be found in the back of this manual.

Time Management Workshop

Making your Time Count

Types of Time:

Committed Time: This is time that you have little to no control over.

- Eating
- Sleeping
- Classes
- Meetings
- Working
- Traveling to and from appointments

Managing Committed Time:

- Make a list of all committed activities each day.
- Figure out how much time each activity will take.
- Add it up. How much time do you spend each day on committed activities?

Personal Time: This is your free time, how do you utilize your free time?

- Studying
- Working out
- Hanging out with friends
- Hobbies
- Entertainment (shopping, watching TV, reading, etc.)

Managing Personal Time: If you don't make time for yourself now, take the opportunity to make time for yourself.

- Make a calendar and include committed time activities.
- Look for holes in that time and figure out when the best times are for you to go for a walk, watch a little TV, catch up with friends, etc.
- Set a time limit for these activities, but try to get it in once a day.
- Where does studying fit in? Determine what times of day you study the best, and under what circumstances. Write that into your schedule.

Now that you've determined how many hours a day we spend doing different activities develop your own worksheet.

Time Analysis Worksheet:

Begin by filling in your committed times into the worksheet. Then start to fill in your personal time spaces in order of importance. Use this information to help you develop a realistic schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							
11:00 PM							

Memory Skills

Types of Memory:

Short Term: This type of memory allows a person to hold in information that is immediately available. Most people can only hold in 5 to 9 different things in their short-term memory.

Long Term: Long-term memory works like a warehouse full of rows and rows of files. In your long-term memory you will find memories, and information about how our thought processes work. Short-term memory items can be transferred to long-term memory. There it will remain until it is needed.

How do we take those short-term memory items and transfer them into long-term memory items?

There are 6 crucial steps in the process of retaining and recalling information from long term memory.

1. **Intention:**

- Focus your attention on material you know you're going to want to remember.
- Be confident in the fact that you will be able to remember.

2. **Understand:**

- Be careful; make sure you understand the material you are reading.
- Take the time to explain the material to yourself.
- Organize the material into a subject or category.

3. **Associate:**

- Relate the facts that you just read with facts that you already know.
- Make sure that you are understanding the material correctly. You are less likely to remember the material if you cannot understand it.

4. **Repeat:**

- Re-read over the material.
- Say the material aloud to yourself.
- Write it down.
- Quiz yourself.

5. **Visualize:**

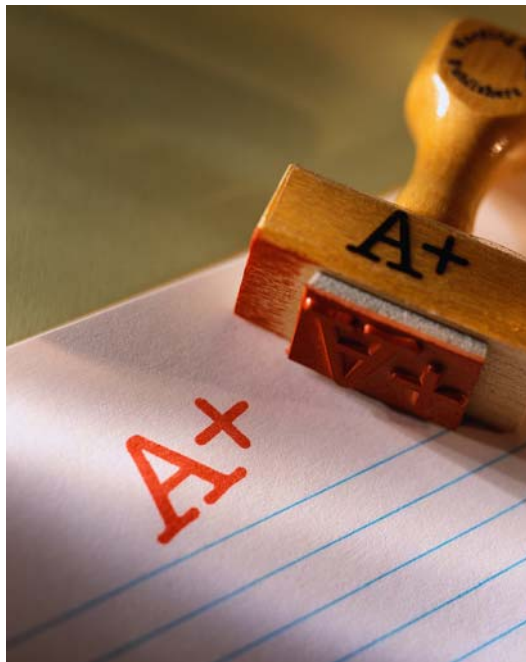
- Create a picture in your mind of what you want to remember.

6. **Review:**

- Take time during studying to review over the facts you are trying to remember
- Review materials from class weekly, the more often material is recalled the easier it is to remember when it is most needed.

Using Mnemonics

Mnemonics is a method that allows a person to remember by association. Memorizing using mnemonics is most useful when having to remember lists. Try to make up a word composed of the first letter of each item to aid in recall. For example, to remember the directions north, east, south, west, you might try, never eat soggy waffles.



Academic Goal Setting

Before the workshop make copies of the Goal Setting exercise for each member.

The Workshop

1. Divide chapter members into groups by major and distribute the Goal Setting exercise.
2. Have members go around their group and share a goal that they have set for themselves in the past and what they did to make sure that they achieved it.
 - Have older members identify their earlier goals. What goals did they have that got them through the past couple of years?
 - What were some struggles that they confronted along the way?
3. Explain to all chapter members how to make a goal statement.
 - A broad statement of what the individual would like to accomplish over the next year or semester.
 - The goal must include a way for it to be evaluated as to whether it has been accomplished or not.
 - Is the goal realistic? Is the goal challenging?
 - Does it reflect the overall objective the individual is trying to accomplish?
4. Talk about obstacles to accomplishing goals.
 - What are some common obstacles that we all encounter?
 - What are some ways we can support our members in avoiding these obstacles?
 - What are some ways that we can support our members when confronting obstacles?
5. Have group members complete the Goal Setting exercise worksheet.
 - Step One – Brainstorming Ideas
Ask members to share some ideas with the larger group
 - Step Two – Writing Goals and Objectives
 - Step Three – Fill out individual sheets for each goal
6. Decide what you would like members to do with those goals. How will members make sure that they continue to strive for these goals over the next year or semester?

Effective Note Taking

Pre-Workshop Activities:

On a flip chart write out the following information:

Quality Notes:

- Help you to organize and understand information.
- Reinforce the learning process by incorporating lecture material into one's own words.
- Help retain and recall information.
- Eliminate need for time consuming textbook review.

Getting Organized:

- 3-ring loose-leaf notebook with lined paper.
- Dividers and Pockets
- Syllabus for each class.
- Pen

The Workshop:

1. Begin by asking chapter members why effective note taking is important. Make sure to write down their response on a flip chart, or large sheet of paper. When chapter members are finished, compare their list with the "Quality Notes" list you previously wrote out.
2. Ask chapter members for five effective techniques for note taking that they consider useful. Again, write answers on flip chart or large piece of paper. When finished introduce chapter members to the "Getting Organized" sheet.
3. Divide chapter members into groups of four. Each group should select someone to write.
4. Have each group brainstorm ways to get the most out of class (5 minutes).
5. Have each group report to the entire chapter on what they came up with; write each tip on a flip chart or large piece of paper. (Take this list and type it up for every chapter member to use and hand it out at the next meeting).

Ideas for Effective Note Taking:

- Review notes from the previous lecture before class starts.
- Do assigned readings ahead of time.
- Go to class, and be on time. Don't leave early.
- Sit near the front and make eye contact with the professor.
- Write down all assignments and their due dates.

Tips for Developing an Outline from a Textbook or Handout

- Finish the reading before taking notes or marking up the text. This allows for better comprehension.
- Write down only the most important points.
- Be brief, use phrases or words that will trigger your memory. However, don't be too brief. Make sure that you will still be able to get the general idea of what you are trying to take from the text.
- Look for clues such as bold words, italics, or numbered lists. Incorporate these into your text, they are important.
- Utilize note cards. This will help you when you are trying to memorize terms or concepts. Categorize the note cards for easy reference and memorization.
- When reviewing, develop questions that support the main ideas you are covering. Use your notes to develop the questions.

The Top 10 Ways to Use Your Notes

1. Review and edit your notes within 24 hours of class.
2. Review notes weekly
3. Develop questions from the main ideas of the text and notes.
4. Cross-reference the ideas with different chapters in your text.
5. Utilize a 3-ring binder to help you organize your notes.
6. Form study groups.
7. Take down examples used in class or text to help you remember the main idea in your notes.
8. Highlight the main points used in both lectures and text.
9. Relate the themes of movies to lectures and notes.
10. Use note cards!

Study Skills

Getting Started:

- Have everyone break up into groups of 7-10 people.
- Have a flipchart or 2 pieces of large paper.
- Have markers for each small group.

The Workshop:

- Each group will need a recorder and a spokesperson. Have the recorder write ideas on the paper.
- Give each group a discussion topic and 15 minutes to discuss their topic.
 - **Group #1:** Discuss environments that are most conducive to concentrated study.
 - **Group #2:** Discuss ways to schedule time for study.
 - **Group #3:** Discuss procrastination and ways to overcome and prevent it.
 - **Group #4:** Discuss ways to reward yourself for completing assignments.
 - **Group #5:** Discuss strategies for dealing with an especially difficult course or professor.
 - **Group #6:** Discuss ways to reduce mental and physical stress that may affect the ability to study effectively.
- Have groups share their ideas after 15 minutes.
- Hand out worksheets after discussion is over. Take the time to review any items that were not mentioned.
- After the workshop is complete make copies of the ideas and hand out or post for all members to use.

Procrastination Discussion:

Causes: Here are lists of things that can happen when you procrastinate.

- Confusion about subject or assignment
- Inability to prioritize.
- Anxiety as a result of other classes and personal situations.
- External pressure from friends, parents, and employers, etc.
- Overwhelmed by personal and academic demands.

Cures:

- Simplify large and difficult tasks by breaking them into smaller pieces.
- Set priorities ahead of time to help determine what should be done first.
- Find a work area that will help you study effectively.
- Establish your own reward system to aid in getting things done.
- Concentrate on your projects until they're complete.
- Have another person hold you accountable to getting your work completed.
- Look to friends and other chapter members for encouragement and support.
- Remember to take time for break to revitalize yourself.



Top 10 Suggestions for Studying Effectively

1. Go to class. Come to class prepared, having done the readings ahead of time.
2. Take time to look through notes immediately after class and highlight points stressed by your professor.
3. Studying earlier in the day leads to greater understanding of the material. Late night studying should only be used for short-term retention.
4. Select a good location that you will use only to study.
5. Try to set yourself on a schedule, same time every day.
6. Reduce distractions.
7. Make “to do” lists to help manage your time more effectively.
8. Eat right and allow yourself enough rest.
9. Schedule breaks into your study schedule.
10. Reward yourself for a job well done.

Tips for Setting Up an Effective Study Schedule

1. Only tackle difficult subjects when you are most alert.
2. Schedule your study time first, and then add meetings, socials, etc.
3. Develop a routine. Divide up your subjects and assign each of them a certain amount of time.
4. Don't spend more than an hour, hour and a half on one subject. Switch it up, even if it's only for a couple of minutes.
5. Start major projects and paper long before the due date.
6. Prioritize activities. Leave some room in your schedule for unexpected assignments or activities.
7. Eat well-balanced meals.
8. Make sure you allow for exercise and recreational activities.
9. Get enough sleep so that you may function at your highest level.
10. Stick to your established study schedule.

Test Taking

Getting Started:

- Flip chart or 2 large pieces of paper will be needed.
- Have markers available for each group.

The Workshop:

- Begin with having each member take the Test-Taking Skills Assessment.
- Once chapter members have completed the assessment begin a discussion with them about their answers.
- Break chapter members down into groups of 7-10 people. Have them discuss strategies that they personally use when preparing for different types of exams.
- When groups are finished have each group share ideas with the rest of the chapter members and write answers down on the flipchart.
- Hand out and go over the Test-Taking Strategies handout.

Test-Taking Assessment

Please place a check for all of the questions listed below that apply to you. Be totally honest with yourself.

- _____ I begin studying for a test at least five days in advance.
- _____ I make a list of the questions I think the professor may ask.
- _____ I find out the format of the test in advance.
- _____ I make written notes as I read material in the textbook.
- _____ I talk with the professor about material I may not completely understand.
- _____ I answer easier questions first, then go back and complete more difficult ones.
- _____ I read each question at least twice before answering.
- _____ If I don't know the exact date when answering a questions, I write down a reasonable time frame.
- _____ I jot down pertinent facts before I begin formulating my answer to an essay question.
- _____ I always read the directions to the test carefully and make sure to follow them.
- _____ I proofread my answers before turning in the test.
- _____ I underline key words in the question so I will be sure to follow the instructions.
- _____ I get plenty of rest and eat a balanced meal before a test.
- _____ I try to arrive early for a test.
- _____ I use all of the allotted time for a test and pace myself using extra time to review my answers.

Test-Taking Strategies

Before Test Day:

- Attend every class.
- Find out the format of the test in advance.
- Start studying 5-7 days prior to the exam by reviewing notes and material.
- Make a list of questions the professor might ask.

On the Day of the Test:

- Read every questions/problem first, and then tackle the more difficult ones.
- Ask for interpretation if you do not understand a question.
- Pace yourself, use all of the allotted time.
- Review your exam before submitting.

True/False Questions:

- True/False questions are usually based on patterns of “describing relationships”. Both parts are usually true, but the statement is made false by over and underestimating the modifiers.
 - Example: “some”, “most”, “all”, etc.
- Pay attention to words such as not, none, never, negatively, rarely, worst, universally, always, every, all most, many, some, sometimes, little, more, equal, less, often, usually, few, seldom, good, and bad. These words change the meaning of statements and are often ignored.
- There is a tendency for extremely positive or negative statements to be false and well qualifies statements to be true.
- If one clause of a statement is false, then the entire statement is false.

Essay Questions:

- Read all questions before beginning. Answer the easiest ones first.
- Follow directions: compare/contrast, explain, list, describe, discuss, etc.
- Budget your time.
- After reading the question outline the points you want to make in the margin.
- Divide the answer into three parts: short introduction, main body, and conclusion.
- Use examples and facts to support your main point or position.
- Use correct grammar and spelling and write legibly.

- Proofread each answer. Leave space between answers so you can add new ideas or additional thoughts after the final answer.

Scholarship Performance Contract

Name:

Date:

Scholarship Goals:

Action Plan:

How can the chapter help you achieve these goals?

What resources can I use to achieve these goals?

Chapter Member Signature _____

Scholarship Chair Signature _____

Remember to consider the following before making this contract:

1. What is your current GPA?
2. What courses are you taking? How many hours do you have?
3. What might keep you from achieving these goals?
4. What can you do about it?
5. Where would you like to be in a semester?
6. What effect will this next semester have on your cumulative GPA?
7. What affect could this semester have on your future?