

STUDENT SUCCESS **SELF HELP GUIDE**



Gies College
of Business



First step, write down everything you need to do this week:

Important Things This Week	
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Next, pull from the above inventory of important things from your week and prioritize in boxes below applying the ABC method. Each task on your to-do can be categorized by priority level.

Week of:	“A” items are HIGH Priority which needs immediate attention. These are very important & critical items that have deadlines.	“B” items are MEDIUM Priority which are important but not as critical. These need time but have a longer timeline.	“C” items are LOW Priority which are not critical and can be left unfinished at this time.
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



First step, plan early. Start by understanding the exam information needed to be prepared.

Course Name	
Exam Date	
Exam Time	
Exam Location	
Material Covered on Exam	

Next, divide course content into manageable study portions. Chunk course material needed for the exam into four equal portions to make it easier to study. The first portion should be the oldest material that the exam will cover, and the last portion should be the most recently covered material.

***Example: If your exam covers Chapter 1-8 of your Textbook, you can divide them as follows: A=Chapters 1-2, B=Chapters 3-4, C=Chapters 5-6, and D=Chapters 7-8. ***

Part A	
Part B	
Part C	
Part D	

Lastly, pick a preparation and review strategy

Preparation Strategies: Identify, organize, & consolidate material	Review Strategies: Self-test & evaluate your learning
<ul style="list-style-type: none">• Make flashcards• Take notes from your course material• Develop study sheets or study guides• Outline and/or summarize material• Organize & summarize class notes• Predict exam questions and their answers• Drawing diagrams or creating concept maps• List practice problems and/or formulas• Compile questions at the end of each chapter	<ul style="list-style-type: none">• Practice using the flashcards• Explain or teach concepts to others• Without your notes – recite key points• Utilize practice problems• Quiz yourself on the expected test questions• Work problems you missed on quizzes, HW, or at the end of the chapter• Outline answers to questions from memory



Day 1	Day 2	Day 3	Day 4	Day 5
Prepare Part A <i>2 hours</i>	Prepare Part B <i>2 hours</i> Review Part A <i>30 minutes</i>	Prepare Part C <i>1.5 hours</i> Review Part B <i>30 minutes</i> Review Part A <i>15 minutes</i>	Prepare Part D <i>1 hour</i> Review Part C <i>30 minutes</i> Review Part B <i>15 minutes</i> Review Part A <i>15 minutes</i>	Review Part D <i>25 minutes</i> Review Part C <i>15 minutes</i> Review Part B <i>10 minutes</i> Review Part A <i>10 minutes</i> Self-test on A, B, C, D <i>1 hour</i>
TOTAL <i>2 hours</i>	TOTAL <i>2.5 hours</i>	TOTAL <i>2 hours, 15 minutes</i>	TOTAL <i>2 hours</i>	TOTAL <i>2 hours</i>
Prepare Strategies:	Prepare Strategies:	Prepare Strategies:	Prepare Strategies:	Prepare Strategies:
Review Strategies:	Review Strategies:	Review Strategies:	Review Strategies:	Review Strategies:



5. Preview: Go over course material before class. Review questions, summaries, and objectives. Have your questions ready for class!

1. Preview

1. Test your learning: Check your knowledge and answer questions about the material.

5. Test

4. Attend Class: You will miss everything taught in class if you aren't there. Be prepared to take notes and ask questions!

2. Attend

2. Study the Material: Schedule dedicated "Study Time" so you can focus.

4. Study

3. Review Material: Read your notes, answer questions, and fill in any gaps of information.

3. Review

Intense Study Sessions

Set a goal

1–2 minutes

Determine what you want to accomplish.

Study with focus

30–50 minutes

Engage with the material!
Re-read, reflect, & summarize.

Reward yourself

10–15 minutes

Take a break & relax!

Review

3–5 minutes

Reflect on what you just studied.



STUDY SKILLS: REVIEW STRATEGIES!



Initial Learning	Review & Self-Test for Exam
Go to class! Take notes on material covered. <i>(Review effective note taking)</i>	Revisit your notes after class & recite concepts each week. Then practice! Summarize or teach the concepts to someone else <i>(in a study group, or 1-on-1)</i> .
Read course material & take notes of main ideas. <i>(Review effective reading)</i>	Practice recapping key concepts aloud or in writing. Describe relationships between the main ideas, names, dates, vocabulary, and other concepts and ideas.
Identify steps needed to solve problems in the course material.	Work through practice problems without looking at the answers, notes, or process. Then review your answers to see if they are correct and where you need to brush up your skills.
Pay attention to the pictures, graphs, & graphics in your textbook or notes.	Review and recreate information from memory, or practice explaining the concept they illustrate.
Create test questions from course material, class notes, & discussions. Think about what you include on the exam.	Answer questions, verify answers, and relearn information if you answer incorrectly. Did you get it right? Would you get full credit?
Create learning tools such as a concept map or comparison chart to map out ideas, information, & concepts.	Practice talking through concepts and their connections to one another without looking.
Fill out study guides or create your own study guide.	Many instructors provide old test and study guides which can be helpful in quizzing yourself. You can do this out loud, in your head, or with a study partner.
Make up a practice exam based on sample problems & ideas from across all course materials & chapters.	Take the practice exam in test-like conditions, the space should be quiet with no distractions. Afterward examine your results and refocus on material you missed.
Make flashcards for key concepts, names, formulas, dates, etc.	Practice your flashcards until you know the information in both directions <i>(Given side A, you can recite side B, and vice versa)</i> .

Focus Each Week on:

- Try finding relationships between the course material you've read and worked through previously and the lectures or discussions you've attended. Are there ideas that intersect or connect?
- Use your time wisely! While the majority of each week should be spent on reviewing new material, spend a little bit of time reexamining previous week's key topics/main ideas and questions that were emphasized in the lesson. By revisiting, this will help you retain the material for exams and later use.
- After you finish each portion, think about what was important, how it might be made into test question, and write it down for review.



How to make your notes more effective!

The ability to take notes effectively is a skill that is essential in the success of college students. You can use them in your courses, for student organizations, and beyond in your career. There is a difference between writing down information on paper during your courses, however, effective note-taking permits you to process and integrate new knowledge and concepts, organize the course material, as well as record the information in your own words. To make your note-taking more beneficial, you should flex your note-taking skills before, during, and after class.

PRE CLASS

- **Review the Text:** Analyze terms, concepts, and information that will most likely be covered in the lecture. This can provide you an idea of how to structure the information.
- **Identify Unfamiliar and/or Difficult Content:** If you find certain terms, concepts, or information confusing, you can focus on them during lecture. You can also be sure to ask specific questions to clarify any information.

DURING CLASS

- **Format Your Notes:** YOU have to find a style of note-taking that works best for YOU and the course. It might be different based on the course, so be flexible.
- **Record Examples & the Most Important Information:** Don't try writing every word the instructor says or you aren't really hearing what's being taught. Instead, focus on the most important information, main point, and examples discussed in class.

POST CLASS

- **Review within 24 Hours:** Minimize forgetting and maximize information retention, review your notes within 24 hours after class.
- **Fill in Gaps:** Because you are only writing down highlights from class, add information to your notes.
- **Summarize the Information:** Wrap your notes up with a short summary or synopsis of what you learned in class. This helps focus on main points of the lecture and can serve as a quick review before your next class.

EXTRA TIPS

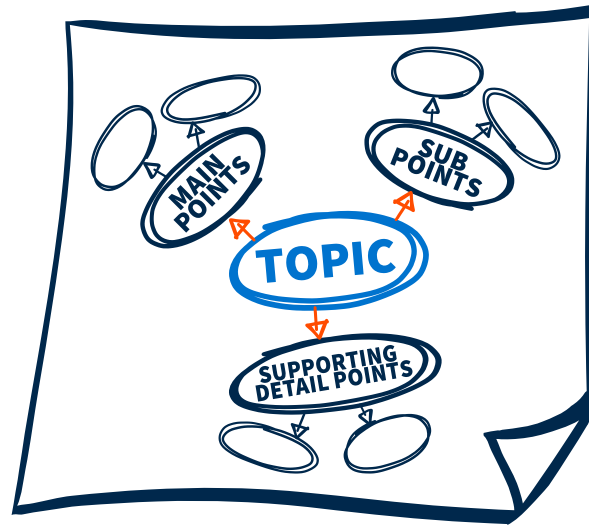


- **Be prepared.** Attend class & always have something to take notes with!
- **Explore different note taking methods.** *(See next page for examples)*
- **Be extra.** Add graphics, charts, & different colors to draw attention to important information.



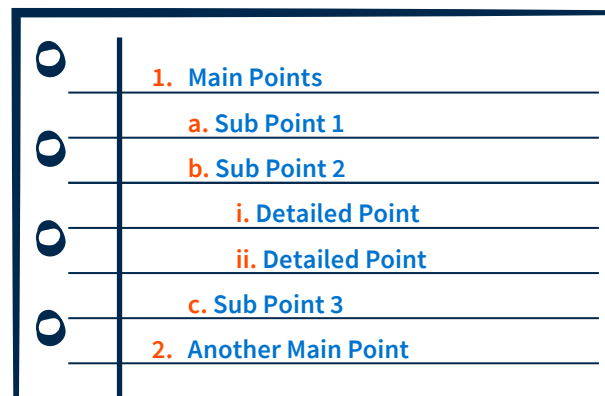
MIND MAPPING METHOD

Using the Mind Mapping Method is great for visual learners. It allows for summarizing when studying. And can break down extremely complicated concepts from the course.



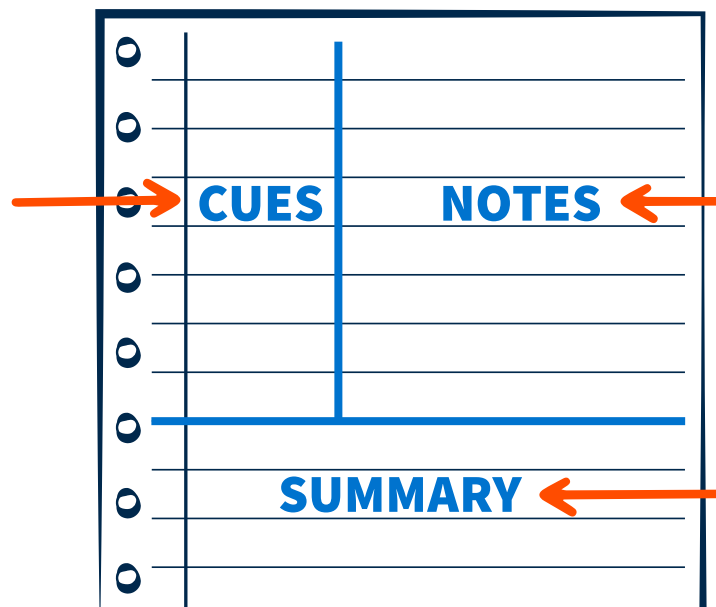
OUTLINING METHOD

Using the Outlining Method is structured by information being learned. It goes from a larger main point and breaks it down into smaller more detailed points.



CORNELL METHOD

Cues are for main points, questions that related to the main points, diagrams, & prompts to help you study. Using cues should happen before class, during class, & after class.



Notes are for highlights during class. Using notes should happen during class.

Summary is for main points & a quick reference guide. Using the summary should happen after class & as a review before your next class.

The SQ3R Method

The Survey, Question, Read, Recite, and Review method, or the SQ3R method, offers a more effective and active approach to reading textbook material. This method was created by Francis P. Robinson, an American education philosopher in his 1946 book *Effective Study*. It's used by college students all over the world, however, it is useful for younger students too. Using this method will allow students to read, remember what they read, and have a better understanding of the material.

Survey

- Review the chapter title, section headings, & graphics.
- Skim the introduction, outline, & objectives.
- Examine the summary, exercises, & concluding questions.

Question

- Change titles & sections into questions to predict important content.
- What is the author trying to convey?
- Write underlying questions to evaluate topics covered.

Read

- Read with your questions in mind, jot notes in the margins, identify new & important vocabulary.
- Write down any new questions determined from the text.
- Connect topics to each other & the course objectives.

Recite

- Repeat aloud in your own words what you have read.
- Identify the author's point of view & reflect on why you agree or disagree.
- Try to answer questions about the text & try to write a summary.

Review

- Review original questions. Consider if they make sense or should be revised.
- Reread sections that did not make sense.
- Organize important information for later review.



The P2R Method

The Preview, Read, Review method, or the P2R method, is constructed to help students divide their textbooks and readings into smaller chunks. The P2R method will also assist students retain and comprehend information easier. Through this strategy, students will not be overwhelmed by what they need to process. Identifying key points and main ideas will also be easier.

Here's a straightforward summary of the P2R reading method to help get the most out of those textbooks:

Preview

- Read the chapter title, section headings, & graphics.
- Skim the introduction, outline, & objectives.
- Familiarize yourself with ideas & concepts that will be discussed.

Read

- Start with small sections or chapters.
- Read & look for the how, what, when where, & why.
- Take notes & highlight important information after you've completed each section.

Review

- Summarize information you just read.
- Quiz yourself on key points & main ideas from each section.
- Create questions that would naturally be asked about the material.



EXAM PLANNING WORKSHEET



Before every exam, there are ways to plan to ensure that you are prepared and can be successful! It can be broken down into 3 steps:

STEP 1: Assess your strategy for studying. Review this list below and check the box for which strategies you will employ to study for this exam:

Study Strategy	Yes/No	Study Strategy	Yes/No
Complete assigned course readings		Review lecture notes frequently	
Take notes from readings		Create study guides with anticipated key areas	
Review notes from readings		Attend study sessions & create study groups	
Go to Lecture, be present, & take notes		Go to office hours (Both Instructor & TAs)	
Create concept maps for review		Review previous homework, quizzes, practice problems	
Create & study flashcards		Other:	

STEP 2: The WHO, WHERE, WHEN, WHAT, and HOW to consider with your study plan:

Who am I going to study with?

Where am I going to study?

When are the best times to study during the day?

What length of time will I study for each time?

How can I balance studying with my other commitments?



EXAM PLANNING WORKSHEET



STEP 3: With every good study plan, there should be an assessment of study materials, resources, and tools need in order to prepare. Use the space below to map out your plan:



EXAM PLANNING WORKSHEET



Post Exam Reflection

What strategies in preparing for this exam were most effective?

What strategies in preparing for this exam were not effective?

How will you adjust when preparing for your next exam?

Post Exam Reflection

For my next exam, to increase my success, I will...



GOAL SETTING: SMART GOALS



A SMART goal allows for a realistic intentional guide on setting goals and can be broken down as:

Specific

- Review the chapter title, section headings, & graphics.
- Skim the introduction, outline, & objectives.
- Examine the summary, exercises, & concluding questions.

Measurable

- Change titles & sections into questions to predict important content.
- What is the author trying to convey?
- Write underlying questions to evaluate topics covered.

Achievable

- Read with your questions in mind, jot notes in the margins, identify new & important vocabulary.
- Write down any new questions determined from the text.
- Connect topics to each other & the course objectives.

Relevant

- Repeat aloud in your own words what you have read.
- Identify the author's point of view & reflect on why you agree or disagree.
- Try to answer questions about the text & try to write a summary.

Timely

- Review original questions. Consider if they make sense or should be revised.
- Reread sections that did not make sense.
- Organize important information for later review.

Sample Goals:

Determine which are SMART goals. Indicate which of the SMART components are part of each goal:

Goal	S	M	A	R	T
1. Study harder.					
2. Earn a 4.0 GPA for this semester.					
3. Become a better student.					
4. Maximize study time each day before social activities.					
5. Improve the next test grade in ECON 102 by a letter grade.					
6. Find a summer internship.					
7. Join a Business Frat/RSO.					
8. Decrease credit card debt.					



GOAL SETTING: SMART GOALS



Now it's your turn to create some SMART Goals for yourself!

Part 1. Write down 4 goals:

1. _____
2. _____
3. _____
4. _____

S.M.A.R.T. GOALS

Specific
Measurable
Achievable
Relevant
Timely

Great job on your goals, but now pick just one that you can evaluate below.

Part 2. Break down the goal you picked into smaller pieces.

Steps to Take	Time Needed	Deadline

Part 3. What, who, where, & when are needed to achieve this goal?



GOAL SETTING: SMART GOALS



What challenges might you face?

How will you overcome these challenges?

Part 4. What will indicate that you've achieved the goal? What will it look like and what will it feel like?



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ACADEMIC WELLNESS CHALLENGE

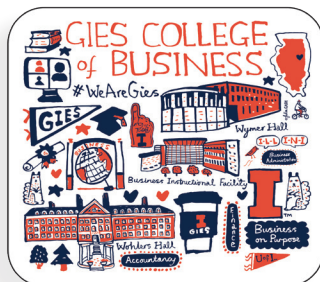
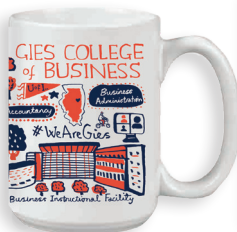


1. Join the challenge

2. During the semester, keep track of qualifying events you attend

- ☐ Wellness Tables
- ☐ Creative Kits
- ☐ Silent Study
- ☐ Fall Festival
- ☐ Lending Library
- ☐ Peer Tutoring
- ☐ Peer Mentoring Study Tables
- ☐ RIO
- ☐ RIO
- ☐ Suicide Prevention Walk
- ☐ Center for Access and Academic Success Hours
- ☐ Spring Semester Planning
- ☐ Major Course Planning
- ☐ Graduation Planning
- ☐ Graduation Express Advising
- ☐ Gies Global Information Session
- ☐ Cultural Event
- ☐ Expressive Arts

3. Email the list of events you attended to successlab@business.illinois.edu by December 6 for the end of the fall semester and by May 2 for the end of the spring semester, and you'll be entered into a drawing to receive Gies merchandise





Group Project Tips

Getting Started

- **Meet:** Establish when your group will meet.
- **Communicate:** Decide on the platform your group will use (Teams, email, group chat, in class, etc.).
- **Update:** Set a schedule for providing updates to ensure everyone is informed.

Communication

- Good communication is crucial when working in a group!
- Over-communication is better than under-communication.
- Practice assertiveness.
- Having difficult conversations is uncomfortable but important.

<https://www.youtube.com/watch?v=EFaXx3pgaxM>

Creating Community in Your Group

- Consider different working styles.
<https://tracom.com/social-style-training/model> <https://www.oregon.gov/das/HR/Documents/paf3.pdf>
- Ensure everyone has space to contribute.
- Be mindful of pre-existing relationships and inclusivity.
- Keep an open mind to diverse ideas and new ways of thinking.

When Things Aren't Going Well

- Reach out for support! Contact information for our various units is listed on the next page.



Gies Resources

Office of Career and Professional Development

The Office of Career & Professional Development partners with you every step of the way on your career development journey, including career and major exploration, resume and cover letter writing, personal branding, job/internship search strategy, interview preparation, and offer negotiation. To access an extensive resource library, visit our website: <https://giesgroups.illinois.edu/bcs/home/>
Stop by during our drop-in advising sessions in 1033 BIF:
Monday – Friday 1:00pm – 4:00 pm

Admissions & Scholarships

First-year and transfer students are automatically considered for scholarships based on their admission application. We strongly recommend that all eligible students complete the Free Application for Federal Student Aid (FAFSA).

Continuing students at Gies Business are also eligible for scholarships. To be evaluated, continuing students should complete the FAFSA, upload their most current resume to Handshake, and ensure that their resume is set to “public.” For questions or guidance, please contact the Scholarships Office at: scholarships@business.illinois.edu or 217-244-3890.

Counseling Center

Jennifer House, LCSW is the embedded counselor from the Counseling Center in Gies College of Business. Her role is to work specifically with Gies students to provide confidential mental health services. In addition, she collaborates with Gies departments and RSOs to provide outreach and prevention



services, such as workshops and presentations tailored to meet the needs of Gies students. Schedule a Let's Talk Consultation

Office of Diversity, Equity, and Inclusion

The Office of Diversity, Equity, and Inclusion (DEI) is actively engaged in fostering an inclusive learning and working environment where all are seen, heard, and valued. We provide leadership to units to implement data-informed strategies that empower future business leaders, faculty, and staff to be culturally aware, actively anti-racist, and equity-minded. Whether attending one of our events, engaging with our student affinity group, or dropping by our office to chat, we offer resources and support to ensure everyone in Gies feels welcomed. For more information, email inclusion@business.illinois.edu.

Campus Resources

The Counseling Center

The University of Illinois Counseling Center strives to offer students the tools they need to be successful. It's common for students to need assistance building skills to cope with the stress and challenges of college life and beyond. As such, we offer several series of “mini-courses” designed to help build academic and stress management skills.

Skill Building Workshops: <https://counselingcenter.illinois.edu/outreach-and-prevention/outreachseries>

Interactive resources: [https://counselingcenter.illinois.edu/outreach-and-prevention/](https://counselingcenter.illinois.edu/outreach-and-prevention/interactive-resources)

Self help brochures: <https://counselingcenter.illinois.edu/brochures>

Counseling Center website: <https://counselingcenter.illinois.edu/>

University of Illinois Wellness Resources: <https://wellness.illinois.edu/>

Helping a Peer in Distress: <https://counselingcenter.illinois.edu/togetherall>

The Michael L. Jeffries, Sr. Center for Access and Academic Success (Jeffries Center) formerly known as the Office of Minority Student Affairs (OMSA)

The Jeffries Center's mission is to provide exceptional support services that enhance the academic achievement, personal development, and graduation rates of first generation, low-income, and historically underrepresented students at Illinois. When our students need to discuss their personal, educational, and academic performance goals they meet with our Student Success Advisors (SSA's) for support.

Academic Specialists will be in the Success Lab (1041 BIF) on Wednesdays from 1:00 – 3:00pm



Getting the Zzzzs You Need

Getting enough sleep should be an important part of your college success plan—especially when things get hectic.

Here are ten tips to help improve your sleep hygiene:



Make sleep a priority.



Invest in earplugs and a sleep mask.



Do your best to stick to a consistent bedtime and wake time.



Cut the caffeine.



Exercise earlier in the day.



Avoid drinking alcohol before bed.



Write down your to-do list.



Have a relaxing pre-bed routine.



Avoid light from electronic devices before bed.



Try meditation and deep breathing techniques.

For more information on sleep hygiene, contact the University of Illinois Urbana-Champaign Counseling Center at counselingcenter.illinois.edu and phone 217-333-3704.



Undergraduate Success Lab
successlab@business.illinois.edu









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