

Chapters:

This Scholarship Manual was created to assist your chapter as it strives for academic excellence. In the Greek Excellence Program, Academic and Scholarship Excellence is worth 25 percent of your total points. Also, in order to participate in any Greek event each chapter must reach the required grade point average requirement. The following manual is available to serve as a reference guide covering a variety of areas to help your chapter reach its intended goals. Included with this manual is a redemption plan to assist those members that did not reach the required GPA for Greek Week, Step Show and other qualifying events. Each member can complete the redemption packet in order to participate in such events. The scholarship packets is intended for the use of the Greek Life Office, but please feel free to take pointers and tips from it or even use it as your individual chapter's scholastic guidelines. It is the intention of the Office of Greek Life, that you will utilize chapter and university resources as you work with your members to reach set goals

Good Luck and if you have any questions or need additional resources, the Greek Advisor is always willing to assist.

Jennifer Ann Jones, M. Ed.
jennifejones@valdosta.edu
229.333.5674

Why Scholarship Is Important

Scholarship is one of the founding principles of all Greek organizations. Since we were founded at academic institutions, the atmosphere surrounding our development has been deeply rooted in academics. The follow are excerpts from several fraternity and sorority creeds and principles:

“promoting friendship for a lifetime, inspiring academic excellence and lifelong learning...”

“an organization of women, which seeks for every member throughout her life bonds of friendship, mutual support, opportunities for self-growth, respect for intellectual development...”

“...but they also created a fraternity steeped in the traditions of the past and dedicated to the Pursuit of Learning.”

The pursuit of brotherhood through scholarship, leadership, service and social experiences.

The intellectual ambition of the Fraternity shall be the attainment of highest scholarship.

Focus the Fraternity on personal character development through leadership, scholarship, community service, and positive social experiences.

We seek the highest ideal of womanhood, and we try to gain this ideal by cultivating not only the power and passion for seeking intellectual development but, also, the spirit of love and charity.

To foster a nurturing environment that provides women the opportunity to achieve their potential through life-long commitment to intellectual growth, individual worth and service to humanity.

We promote the pursuit of knowledge. It is the key to a fuller, richer life. We gain it through education.

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 treasured documents. Since scholarship is one of your chapter's top priorities, it is essential that you elect or appoint one of your top chapter leaders to the position. The following are guidelines you can use for the scholarship chair:

- _____ Responsible for creating an atmosphere of academic achievement and development in the chapter
- _____ Establish GPA goals for the chapter
- _____ Establish GPA goals for individuals
- _____ Be knowledgeable about all policies and procedures regarding scholarship from IFC/CPC/NPHC, Valdosta State University, and chapter scholastic requirements for joining 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 the 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 Valdosta State University personnel who could be contacted when a member needs assistance in changing a course, major field, or tutorial assistance.
- _____ Communicate with the chapter president about any member whose scholastic averages fall below the chapter requirement for good standing.
- _____ Each term keep members aware of your chapter's scholastic ranking among sororities/fraternities on campus as well as the all-sorority/fraternity and all men's/women's averages.
- _____ Develop and maintain chapter scholarship resources to include used course books, test files, class notes, campus resource lists, etc.
- _____ Establish and maintain methods for monitoring the academic progress of ALL chapter members.
- _____ Educate chapter members in setting the example for new members by being a good role model.

Establishing a Scholarship Committee for your chapter

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 include 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.
- Maintaining study hour records and a quiet study area.
- Developing incentive and recognition programs.
- Developing a New Member academic program.
- To keep chapter members informed about upcoming scholastic news/information

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 member's academic status *confidential*.
- Must attend all scholarship committee meetings within the chapter and Greek life office.
- Work with judicial board to enforce academic regulations.

Recruiting a Faculty Advisor for your chapter

Faculty advisors of Greek organizations provide a vital link between the student and faculty, and thus their relationship often bridges the gap between classroom and out-of-classroom activities. Valdosta State University and the Office of Student Life require that all Greek organizations have a faculty advisor. Therefore, to encourage faculty to entertain the idea of becoming a faculty 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 Valdosta State University has of both faculty 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 new members about the importance of academics, how the chapter is meeting this responsibility, your availability for consultation, and your role as the faculty advisor.
- Once a semester, meet confidentially with individual members, who may either seek, or need, guidance on academic issues.
- Provide advice and guidance to chapter offices should they wish to develop a 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.
- The term of Faculty Advisor to Greek organization is for one year and is renewable if both parties choose to do so.

What We Don't Expect

- You do not need to be a member of the chapter you are advising in order to be a Faculty Advisor to that group.
- You do not need to be a member of a Greek organization to be a Faculty Advisor (in fact, some of our best Faculty 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.
- You are not required to be "on call" for chapter problems. Students may call you when they are having academic problems.

Becoming A Faculty Advisor To A Greek Organization

Becoming involved as a Faculty advisor is a straightforward process. The first step is a genuine interest on both parts in having a Faculty 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 rapport with members and who are interested in the well being of the group and its individual members. Faculty is encouraged to be open if approached about the position of Faculty Advisor, and to contact the Office of Student Life if they are interested in advising but have not been approached. The final step in becoming a Faculty 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 A Being A Faculty Advisor

The rewards of being a Faculty Advisor are sometimes intangible. Current Faculty 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 Greek Life is committed to working with Faculty Advisors, thus, all available assistance is provided to help make the Faculty Advisor position fun and worthwhile.

New Member Scholarship

There are several reasons why first year students struggle in 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 or other peers
- ❑ Too much time being forced to do meaningless tasks for active members (i.e. hazing, etc.)
- ❑ Thinking that they are doing enough "to just get by"
- ❑ Too much on their plate (job, school, chapter obligation, and socializing).
- ❑ Insufficient time for studying.

How To Help New Members Avoid Falling Into Traps

- ❑ Have new member class set a GPA goal
- ❑ Have new member set individual goals to be reviewed with the Scholarship Chair and/or Faculty Advisor mid-way through the semester.
- ❑ Require study hours for ALL chapter members, not just new 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 education 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.
- ❑ 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 the chapter, university, IFC/CPC/NPHC, 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 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 cannot make them study, but it is important to stress upon the chapter members that continued poor scholarship could result in their felling 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.

GPA Requirements based on a cumulative average. To participate in the step show or Greek week, grades from midterm will be looked at.: (Below are the requirements that are considered to not be in good standing with the school or Greek life office)

Organization	Overall GPA (semester)	New Member GPA (semester)	For participation in Greek Life Events (semester)
VSU	2.0 or higher		
VSU Organizations	2.5 or higher		
CPC	2.5 or higher	2.5 or higher	2.5 or higher
IFC	2.5 or higher	2.35 or higher	2.2 or higher
NPHC	2.5 or higher	2.5 or higher	2.5 or higher

Individuals in Organization	For participation in Greek Life Events (Cumulative)	Can complete packet if (Cumulative) GPA is within this range
VSU	2.0 or higher	
CPC	2.5 or higher	2.3-2.5
IFC	2.2 or higher	2.0-2.2
NPHC	2.5 or higher	2.3-2.5

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 been going on?*** Even if they just had one bad semester it is important to make sure that it does not 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 be suit the individual chapter member in helping them get back on track.

- ❑ Meet with the member confidentially to discuss their current situation and what led them to this point. The meeting should include the scholarship chair and faculty 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 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.

Some Ideas of Penalties For Not Making Grades: for chapter scholastics

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

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

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 midterms 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 his or 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. Do not 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.

Penalties for Not Making Grades: Must complete in order to participate in Greek Life Events

In order for chapter members to participate and compete in Greek Week or Step Show he or she must have a GPA that is .02 below the required GPA in order to complete the redemption packet. Any person with a GPA below or above the ranges is not allowed to complete a redemption plan. Also remember that each member who chooses to complete a redemption plan only gets one redemption a semester and after they complete the plan their midterm GPA must reach the required GPA for the event. Just because a redemption plan is completed does not mean that the member can participate in the event, their midterm GPA must reach the satisfied requirement.

Individuals in Organization	For participation in Greek Life Events (Cumulative)	Can complete packet if (Cumulative) GPA is within this range
VSU	2.0 or higher	
CPC	2.5 or higher	2.3-2.5
IFC	2.2 or higher	2.0-2.2
NPHC	2.5 or higher	2.3-2.5

- Must complete and turn into Greek Life Office: (For Greek Week and Step Show)
 - Academic Performance Contract (**due Wednesday February 11 by 12:00 noon**)
 - Professor Sign Off sheet with all grades before midterm (**due Friday March 13 by 12:00 noon**) This includes the students GPA with all materials from classes, the calculations and record of the member's GPA is the responsibility of the members not the professor!
 - Must complete 4 study hours each week. (there will be a sign in sheet so make sure each member signs in and out or their hours will not be counted)
 - Study hours must be done up until end of semester (dates will be announced)

Time Management Workshop To Help Chapter Members

Making Your Time Count

Types of Time:

Committed Time: This is time that you have little or 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:

- 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 the day you study best and under what types of circumstances. Write that into your schedule.

Now that you have determined how many hours a day you spend doing different activities, use the time analysis worksheet to help you manage all your activities.

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 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, where it will remain until it is needed.

Transferring Short-Term Memory into Long-Term Memory

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

1. **Intention**
 - a. Focus your attention on material you know you're going to want to remember.
 - b. Be confident in the fact that you will be able to remember.
2. **Understand**
 - a. Be careful; make sure you understand the material you are reading.
 - b. Take time to explain the material to yourself.
 - c. Organize the material into a subject or category.
3. **Associate**
 - a. Relate the facts that you just read with facts that you already know.
 - b. Make sure that you understand the material correctly. You are less likely to remember the material if you cannot understand it.
4. **Repeat**
 - a. Re-read over the material.
 - b. Say the material aloud to yourself.
 - c. Write it down.
 - d. Quiz yourself.
5. **Visualize**
 - a. Create a picture in your mind of what you want to remember.
6. **Review**
 - a. Take time during studying to review over the facts you are trying to remember.
 - b. Review materials from class on a weekly basis. 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 the chapter member 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 achieve 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 semester or academic year.
 - ❑ 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 these 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 you to retain and recall information.
- ❑ Eliminates the need for time consuming textbook review.

Getting Organized:

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

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 a recorder.
4. Have each group brainstorm ways to get the most out of class (time limit – 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)

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 and 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.

Top Ten 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 idea 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 on study skills after discussion is over. Take time to review any items that were not mentioned.
- After the workshop is complete make copies of the ideas and hand out to all members.

Procrastination Discussion

Causes

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

Cures

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

Top Ten Suggestions for Effective Study Habits

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 on one subject. Switch it up, even if it's only for a couple of minutes.
5. Start major projects and papers 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
- Markers

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 question, 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 proof read 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 well-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 question/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 you 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. For example, some, most, all, etc.
- Pay attention to words such as not, none, never, negatively, rarely, worst, universally, always, every, almost, 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.
- If one clause of a statement is false, then the entire statement is false.

Essay Questions

- Read all questions before beginning. Answer the easiest one 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.
- Proof read each answer. Leave space between answers so you can add new ideas or additional thoughts after the final answer.

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.

Who to Invite

- All chapter members
- Chapter advisors
- IFC, CPC, or NPHC officers
- Faculty advisor
- Greek advisor
- Alumni
- Local press or Media

Awards To Be Given

- 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 goals
- 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.
- Members who have been inducted into honor societies.
- Name of members accepted into graduate school.
- Overall chapter GPA progress.
- Programming initiatives, and workshops.

Weekly Recognition For Chapter Members

Each meeting takes 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 and managed to accomplish everything.
- “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.

Chapter should try to recognize individuals on a weekly basis with awards like these, but try not to sacrifice the quality for quantity when deciding who should win the awards.

Developing a Chapter Scholarship Award

Each chapter should try to 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 suggestion.

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 would be given. Ideas include:
 - a. Highest Member GPA in each class.
 - b. Members achieving a 4.0.
 - c. Most improved GPA
 - d. Members coming off academic probation
 - e. Need-based.
 - f. Chapter members exceeding at chapter and campus leadership, scholarship, and service
 - g. Outstanding New Member
3. Develop an application form, or interview process. 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 donation, fund-raisers, parent contributions.)
5. Decide when the scholarship will be given.