

HONORS PERFORMANCE RECOVERY

Self-Assessment and Goal Setting Exercises

PART I: COURSE CHECK

GPA recovery often begins with re-taking courses from previous semesters. Consult your unofficial transcript on CougarNet and list courses where you received grades of D, F, WF, or F. **Please note that for the repeat to count in your GPA, it must be re-taken at SIUE.**

Also list any classes where you received a grade of I (incomplete). Incomplete grades do NOT require re-enrollment in the course. You should consult directly with the professor who gave you the incomplete, to ensure timely completion of the class. If you do not complete the class within one year, the I converts to an F.

Previous course	Earned grade	Plan for re-taking (when?)

PART II: CURRENT SEMESTER PERFORMANCE

List your current courses, what the pre-requisite requirements are for those courses, and a realistic grade goal for those courses. You can find course pre-requisites on CougarNet or on the online catalog. Ensure that you still meet the requirements for your current courses.

Previous course	Earned grade	Plan for re-taking (when?)

Once you have set grade goals, compute an anticipated term (semester) GPA and a cumulative GPA. [Use the resources found here to understand the difference in the GPAs, and to find a helpful worksheet for computing your GPA.](#)

PART III: CHALLENGES AND OBSTACLES

Thinking about your performance, what obstacles impacted your ability to perform the way you wanted?

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|--------------------------|---|--------------------------|--------------------------------------|
| <input type="checkbox"/> | Ineffective studying | <input type="checkbox"/> | Financial difficulties |
| <input type="checkbox"/> | Poor time management | <input type="checkbox"/> | Physical health issues |
| <input type="checkbox"/> | Under-prepared by high school classes | <input type="checkbox"/> | Mental health issues |
| <input type="checkbox"/> | Adjustment to professor teaching style | <input type="checkbox"/> | Substance use or addiction |
| <input type="checkbox"/> | Difficult classes | <input type="checkbox"/> | Stress, anxiety, pressures |
| <input type="checkbox"/> | Heavy loadToo many classes | <input type="checkbox"/> | Over-involved with activities |
| <input type="checkbox"/> | Poor attendance in class (skipped) | <input type="checkbox"/> | Lack of motivation |
| <input type="checkbox"/> | Unsure about major/interests | <input type="checkbox"/> | Roommate issues |
| <input type="checkbox"/> | Unsure about if college is right for me | <input type="checkbox"/> | Relationship issues |
| <input type="checkbox"/> | Adjustment to college learning | <input type="checkbox"/> | Family issues, concerns, obligations |
| <input type="checkbox"/> | Adjustment on online learning | <input type="checkbox"/> | Adjustment to college social life |
| | | <input type="checkbox"/> | Work/employment |

Of the things you marked, which three are the most impactful on your ability to achieve your grades?

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PART IV: PLANNING FOR SUCCESS

You have probably heard about goal-setting before. But now you have a situation where setting realistic, meaningful goals has a real-world application. If you don't set out some kind of academic goals, you are increasing the chance that you'll continue to be less successful than you want. Think about making goals in a S.M.A.R.T. way:

S	Specific	State exactly what you want to accomplish. Include steps to an overall goal.
M	Measurable	How will you know if you've met the goal? What can you point to and say "I've done that"?
A	Achievable	This is not the place to be too conservative OR too ambitious. What is an outcome that won't be easy, but that will make you work?
R	Relevant	How is the goal (and its steps) related to your desired outcome?
T	Time-Bound	Some goals can be long-term. Right now, you should focus on ones that can be achieved THIS semester, or with some additional time in the very near future. Deadlines help.

The Best Goals:

- Address the most important and urgent issues first.
- Contribute to using time wisely.
- Provide tools to measure performance.
- Help overcome distractions and procrastination.
- Increase productivity.
- Provide motivation and positive feedback as the goals are achieved.
- Are key to maintaining enthusiasm and continued progress.

An example: everyone wants to return to good standing, but that may not always be achievable in just one semester. A S.M.A.R.T. goal would instead say "I want to achieve a B in my honors course this semester." You can see this meets the standards for a "good goal:" it has an achievable end (a B grade) and it is a step in the right direction. It also has a designated end point – when the semester is over!

Here's how it might look:

GOAL	ACTION ITEM/STEPS	DEADLINE	POTENTIAL RESOURCES
Achieve a B in my honors course this semester	Begin each writing assignment at least two weeks in advance of the due date	On-going. Review syllabus and place on calendar.	Time management seminar and calendar.
	Write rough draft and review with professor	One week before assignment is due	Professor's office hours
	Participate in class discussions at least once per session	Each class.	Prepare in advance and have questions ready. Use friends in class for accountability.

Thinking about the challenges you identified above, on the following pages, list three goals for this semester. For each, you should also develop steps/action items that will help you move toward the goal. You should also include the time frame, and any resources that might help you.

GOAL 1	ACTION ITEM/STEPS	DEADLINE	POTENTIAL RESOURCES

GOAL 2	ACTION ITEM/STEPS	DEADLINE	POTENTIAL RESOURCES

GOAL 3	ACTION ITEM/STEPS	DEADLINE	POTENTIAL RESOURCES