

**DOCTOR of PHARMACY
PROFESSIONAL DEGREE PROGRAM
ACADEMIC SUCCESS Policy**

This policy applies to student pharmacists enrolled in the PharmD professional degree program, entering in Fall 2022 (Class of 2026) and future years.

The Class of 2025 is governed by their previously articulated, respective policies.

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1. Grading Policy: Honors (H) / Satisfactory (S) / Unsatisfactory (U)

Tables 1 and 2 specify the grading scheme that will be used by all courses within the PharmD Program (PHM and PHC).

Table 1. UB SPPS Grading Scheme

The H/S/U letter grades will appear on academic transcripts. These letter grades do not factor into an official UB GPA calculation.

	Class of 2026 and future classes (beginning Fall 2022)
Pre-APPE Didactic Courses	Honors (H) / Satisfactory (S) / Unsatisfactory ^a (U)
IPPE	Honors (H) / Satisfactory (S) / Unsatisfactory ^a (U)
APPE	Honors (H) / Satisfactory (S) / Unsatisfactory ^a (U)

^a U is redefined as U1, U2, U3 given the recent UB / Federal financial aid requirement to document the extent of student participation in the unsatisfactory course.

On the grade roster, faculty will not be able to select a U grade without participation information.

Faculty must select from the following options:

- U1 for a student who participated beyond the 60% point of the class
- U2 for a student who started participating but then stopped participating prior to the 60% point of the class, or
- U3 for a student who did not participate in the class

Table 2: Assessment Approaches for Pre-APPE Didactic Courses

	Traditional, Conventional Assessment Methods ^a Final Course Grade (%)	Practicum, Laboratory Competency / Skills Assessment ^b
H (Honors)	≥90% Instructors may also have additional requirements for “H”; see the course syllabus.	≥90% Instructors may also have additional requirements for “H”; see the course syllabus
S (Satisfactory)	70-89.9%	≥ 70% on all required course assessments
U ^c (Unsatisfactory)	<70%	< 70%

^a Traditional methods include exams, graded in class work (group or individual), participation.

^b Courses may offer either a traditional OR a competency / skills assessment approach; some courses may design a hybrid assessment approach. A competency / skills assessment approach is suggested for

courses that do not rely on traditional or conventional assessment methods.

^c U grades will be recorded as U1, U2, U3 as explained in the Table 1 footnote.

Elective courses taken outside the PharmD program which are applied to the PharmD elective requirement

Student pharmacists who enroll in elective courses offered outside the PharmD program (non-PHC, non-PHM courses) and intending to apply elective credits towards the PharmD elective requirement will need to submit a written request for S/U grading to the course instructor by the resign deadline as specified by the university's [Student Calendar](#). The instructor's decision will be final and will be transmitted to the student in writing. The elective credits will count towards the PharmD elective requirement regardless of the instructor's decision. See <https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>

DUAL DEGREE NOTE: S/U requests do not apply to student pharmacists enrolled in courses required for a dual degree program outside the PharmD program. The course and graduate school grading policies of the dual degree program will apply according to the policies of the dual degree program. Dual degree programs include degrees awarding MS, PhD, MBA, MPH, JD.

2. Grade Transparency Policy

Final Course Grades (Percent)

- Student pharmacists may challenge the final course grade within 7 calendar days following the last day of final exams. Challenges should be emailed to the course coordinator and course managers. Challenges after the 7 day deadline will not be considered.
- The deadline and method for challenges to specific assessments within a course are governed by the course syllabus.

Calculation of an Internal Numerical Metric Based on Final Course Grades

- A Course Average Percent (CAP) is expressed as a percent and calculated for each semester and cumulative overall. The CAP includes final course grades for repeated and re-engaged courses.

The CAP calculation is a straight average of the **required** (non-elective) final PharmD course grade, unweighted by course credits. Letter grades (A-F) from courses outside of the required PharmD curriculum will not be included in the CAP.

- The CAP is a comparator metric used internally within the school to determine academic merit and honors, such as:
 - Dean's List ($\geq 92\%$ CAP)
 - Faculty Academic Merit List (90-91.99% CAP)
 - Rho Chi Honor Society
 - Scholarships
 - Postgraduate training applications
 - Outside scholarships or other requests initiated and authorized by the student (in compliance with FERPA).
 - Class Ranking (Top 5%; top 10%, top 25% only)
- The CAP is not used to determine academic progression in the pharmacy program. Section 3a. Academic Progression Policy describes the criteria for a student to attain good academic standing and advance in the program.

- Student pharmacists may review their CAP (semester and cumulative) and class ranking by request ([Forms Section on the SPPS Student Portal](#)). Student pharmacists are responsible for keeping track of their final course grades in required courses. The school will not disclose individual final course grade data, in compliance with FERPA.
- Student pharmacists may dispute the semester CAP from only the immediate previous semester based on a documentation error. In the case of a discrepancy between the school and the student calculated previous semester CAP, the student must provide their final course grades for comparison against the school records via email to pharm-advise@buffalo.edu. The school will contact the course coordinator / course manager to investigate and resolve any discrepancies. The time limit for a student to file a discrepancy is 15 weeks for the immediate previous semester CAP. Students may not dispute the cumulative CAP.

3. Honors and Recognition Policy

Dean's List and Faculty Academic Merit Letter

The following academic achievement recognitions are awarded to student pharmacists on a semester basis:

- Dean's List: A semester CAP of 92.00% or better based on **required** (non-elective) courses.
- Faculty Academic Merit Letter: A semester CAP of 90.00 - 91.99% based on **required** (non-elective) courses.

Latin Graduation Honors: Summa cum Laude, Magna Cum Laude, Cum Laude

Graduation honors are based on PharmD **required** (non-elective) courses and are calculated as follows:

The cumulative overall CAP will be calculated for only required courses. Candidates for

- Summa Cum Laude must achieve a cumulative overall CAP of 93.7% ($0.937 = 3.75/4.0$)
- Magna Cum Laude must achieve a cumulative overall CAP of 87.5% ($0.875 = 3.5/4.0$)
- Cum Laude must achieve a cumulative overall CAP of 80.0% ($0.80 = 3.2/4.0$)

4. Academic Standing Policies: Progression, Academic Review, Re-Engagement

4a. Academic Progression Policy

The SPPS faculty define good academic standing as a student pharmacist who is making acceptable progress (H or S grades) towards the PharmD degree. Student pharmacists must earn a grade of "S" or higher in all courses counting towards the PharmD degree requirements. A grade of "U" must either be re-engaged (remediated) during a winter or summer semester or repeated during a fall or spring semester.

Student pharmacists are expected to progress through the PharmD program in good academic standing. The PharmD Progression Committee (PPC) reserves the right to readjust a student pharmacist's curriculum plan towards graduation based on unsatisfactory (U) performance in courses. Progression from semester to semester and year to year is determined by satisfactory completion of courses and the number of "U" grades a student earns (Table 3).

Student pharmacists must earn a grade of "S or H" for all courses in the P1-P3 years counting towards the PharmD degree requirements prior to enrolling in P4 APPE courses.

Table 3. Progression In the PharmD Program

Academic actions are dependent on the number of earned “U” grades.

	# U Grades	Academic Action
P1 Year	2 “U”s in the first semester	Student has a choice of continuing in the program with a “2 U-count” or the option to restart the program in the next academic year. Students would need to reapply for admission.
	3 or more “U”s in - the first semester - or P1 year	Student is dismissed from the program with the option to re-apply via the admissions process.
Pre-APPE Didactic (P1-P3 years, including IPPE courses)	1 “U” during an academic year	Academic Intervention ^{b,c}
	2 “U”s during an academic year	Academic Notice ^{b,c}
	3 “U”s accumulated throughout the P1-P3 years	Academic Notice ^{b,c} and Dismissal warning
	4 “U”s accumulated throughout the P1-P3 years	Dismissal from the PharmD program ^d
IPPE Rotations	1 st “U” grade on an IPPE (IPPE2 or IPPE3)	Academic Notice and Dismissal warning ^{b,e}
	2 nd U grade on an IPPE (IPPE2 or IPPE3)	Dismissal from the PharmD program ^d
APPE Rotations	1 st “U” grade on an APPE	Academic Notice and Dismissal warning ^{b,e}

	2 nd “U” grade on an APPE	Dismissal from the PharmD program ^d
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^a For P1 students experiencing significant academic difficulties in their first semester of the program. Students are required to re-apply; however they must notify the SPPS Admissions office of their intention to re-apply and return to school in a timely manner. Upon return the following year, the number of “U” grades from the previous fall semester will be reset to zero.

^b Academic Intervention or Notice occur after course/rotation final grades are submitted. The student is required to meet with one or more designees of the Student Success and Engagement Office. The student may also be required to meet with other designated faculty or staff member(s).

^c Student must re-engage (remediate) or repeat courses. Course re-engagement or repeat does not reduce or nullify the first time course “U” grade count in determining the academic action. All U grades (initial, re-engaged, repeat) will be counted towards academic progression. A student may have up to 3 attempts to successfully pass a course. Three failing attempts in the same course will result in dismissal. Graduation may be delayed.

^d Student has the right to petition to the PharmD Progression Committee (PPC) for readmittance following a dismissal. Should the PPC deny the student’s petition, the student has a right to petition the Dean.

^e Student must repeat rotation; progression/graduation may be delayed.

4b. Academic Performance Review

The PharmD Progression Committee (PPC) reviews student academic performance at the end of each semester and determines academic actions in accordance with the Academic Progression Policy.

Students with a “U” grade will receive notification from the PPC, informing them of eligibility for course re-engagement during the winter / summer semesters or course repeat when the course is offered during the fall / spring semesters. Multiple “U” grades will lead to PPC actions involving academic notice, dismissal warning and/or dismissal, per Table 5.

Following committee review, the PPC member designee sends a letter¹ to the student, specifying the reason(s) for the PPC directed academic action(s) and required student action(s). The letter will specify the criteria and overall student responsibilities to successfully remove the specified academic action.

If a student is put on academic notice, the student is required to complete a reflection essay and meet with a member of the Office of Student Success and Engagement to discuss their reflection and outline a plan for success moving forward. Students must adhere to the terms and conditions specified in their academic letter to regain good academic standing.

If the student is dismissed, the academic dismissal letter will specify the reason(s) for the dismissal and the student’s right to petition to the PPC. If the PPC upholds the dismissal decision upon review of the petition, the student can then petition the Dean of the School of Pharmacy for readmittance. The Dean reserves the right to

¹ This letter details the conditions for the following actions: academic intervention, academic notice, dismissal warning or dismissal.

personally review the petition or appoint one or more designees to review. If the Dean upholds the dismissal decision, the student can petition the UB Graduate School.

4c. Course Re-Engagement / Course Repeat

Definitions: Course failure is defined as unsatisfactory (U: U1, U2, U3 where the 1-3 denotes the extent of student participation. This is a requirement for financial aid purposes.) Re-engagement and reassessment (aka remediation) occurs after completion of a regularly offered course and refers to processes following an unsatisfactory (U) grade.

Course re-engagement is defined as re-enrolling in a failed course (U – unsatisfactory) during a winter or summer semester. A student may *re-engage* in a specified course only once.

Course repeat is defined as re-enrolling in a failed course (U – unsatisfactory) during a fall or spring semester. A student may *repeat* a specified course only once.²

Course re-engagement and/or course repeat are not guaranteed to be available options for the student.

Eligibility: The PPC reviews a student's eligibility for re-engagement. The availability of courses for re-engagement is determined by the Department Chair. Certain didactic courses³ may only be available for re-engagement during a specified semester session (i.e., winter or summer).

The Department Chair will authorize the scheduling of re-engaged courses for the specified semester and designate the faculty member to oversee the course. The specified length of time for the course shall be no less than 1 week per credit hour.

Students are only eligible to re-engage in one (1) course over the winter semester and two (2) over the summer semester.

Class of 2026 – legacy curriculum:

If authorized by PPC and the department chair, a student must re-engage in a failed course in the winter/summer sessions. A student who fails a winter/summer course and is dismissed may petition the PPC with a student petition that presents an individual, comprehensive remedial course covering all course learning objectives and outcomes. The PPC, in consultation with the department chair, will determine whether to accept the petition and create an individualized repeat course for enrollment in the fall/spring semester.

² To clarify: A student may have up to 3 attempts to successfully pass a course. Example: A student enrolls in a specific course (1st attempt) and does poorly. The student re-engages in the specific course during the winter/summer session (2nd attempt) and does poorly. The student can repeat the specified course by re-enrolling in the fall/spring semester (3rd attempt). Three failing attempts in the same course will result in dismissal.

³ Didactic courses offered by the School of Pharmacy and Pharmaceutical Sciences may be available for re-engagement. Certain skills, practicum, laboratory, and experiential courses are excluded from re-engagement.

Students must successfully complete all pre-APPE coursework (didactic and experiential) before starting APPEs.

All U grades (initial, re-engaged, repeat) will be counted towards academic progression. For example, if a student earns a “U” in the initial course offering and a “U” in the re-engaged course, both “U” grades count towards academic progression.

Class of 2027 and future classes – integrated curriculum

If authorized by PPC and the department chair, a student may re-engage in a failed course during the winter/summer sessions. Should the student perform unsatisfactorily in the winter/summer course, the PPC will review the student’s academic performance and determine an appropriate course of action. This means that a student might be enrolled in a course up to three times: Initial enrollment, winter/summer re-engagement enrollment, spring/fall course repeat. A course can only be repeated once.

All U grades (initial, re-engaged, repeat) will be counted towards academic progression. For example, if a student earns a “U” in the initial course offering and a “U” the re-engaged course, both “U” grades count towards academic progression. However, the P1 fall U grades shall not count when a P1 student pharmacist is dismissed and re-admitted the following academic year.

Additional Considerations: Re-engagement / repeating an experiential course is contingent upon rotation site availability. Whether the student remains on track for a timely graduation depends on rotation scheduling.

If not offered during winter / summer, the repeating of a skills based laboratory or practicum course requires re-registration of the same course at the time of the next regularly scheduled course offering (typically in the fall or spring semesters). Since the aforementioned course types are scheduled once a year, a student’s anticipated graduation date may be delayed.

A student may earn H/S/U in a re-engaged / repeated course. However, all required didactic grades, including re-engaged and repeated grades are included in the CAP.

This re-engagement policy does not apply to students who do poorly in a course due to an adjudicated breach of academic integrity and/or professional misconduct.

CAP and Re-engaged / Repeated Courses

Course re-engagement / repeat pertains only to “U” grades. Course re-engagement / repeat is not available for “S” or “H” grades.

Final course grades from all **required** (non-elective) courses, including every re-engaged / repeated course, are included in the CAP calculation. For those re-engaged / repeated courses that rely on an oral examination, the instructor can submit a final course percent grade within the passing grade scheme (70-100%) for a successful exam. In cases where the oral exam is unsatisfactory (U), the final course percent grade shall be no less than 60%.

4c.1 Student Responsibilities: Approved Course Re-Engagement

A student eligible to re-engage in a course due to a “U” grade must follow the requirements as specified by the PPC.

The student must register for the re-engaged course during the specified semester (typically winter or summer).

The course will be listed as a Tutorial (TUT) section with the same title and credits. The re-engaged course shall be no less than 1 week per credit hour.

Re-engaging in a course means the student will incur tuition and fees at the student’s expense. If the specified semester is summer, the student must register for the summer “Session X” semester (nonstandard dates).

4c.2 Student Responsibilities: Re-Engagement involves Student Self Study

Course re-engagement involves self-study under conditions specified by the department chair and designated faculty member. The course coordinator / instructor, as designated by the department chair, will provide a re-engagement plan⁴ prior to the start of the re-engaged course.

This plan will inform the student of available course materials, supplemental resources, days and times the instructor is available for student questions, the method of assessment and the date the assessment will be administered or is due. The method of assessment may involve a unit or final exam, a course paper or project, or some other assessment type.

It is the student’s responsibility to self-study with available course materials and to independently seek out additional materials as needed.

5. Course Intervention Policy

This policy is based on early identification of and follow through with students struggling academically, that is, students on the path to failing one or more required courses while the course(s) are in progress. The aim is to intervene to avoid a course failure, and to assist the student in identifying resources for personal life difficulties and/or improve the student’s disciplinary knowledge required to be a successful pharmacist.

Course Intervention refers to strategies beyond the standard course teaching, learning, and assessment approaches, designed and implemented during the conduct of the course, to address less-than-satisfactory performance and/or missed course work that jeopardizes overall course success.

5a. Course Intervention Actions Available to Course Coordinators / Instructors

Course syllabi must have a statement on course intervention. This statement must specify the conditions when a course intervention is warranted, what specific intervention(s) are applicable, and the intervention impact on the final course grade. The syllabus may specify different course interventions, allowing the course coordinator / instructor to select an appropriate intervention tailored to the class’s educational need.

⁴ A re-engagement template will be used to specify the student’s re-engagement plan. See Appendix A for a template.

The course intervention statement must include information on how follow up / feedback will be provided to the student to “close the loop”.

The course intervention must apply to all qualifying students. For example, interventions can be offered to every student in the class (e.g., an extra credit assignment) or to all students who performed poorly on an assessment (e.g., a make-up assignment or exam).

In the case where no course intervention is offered, the syllabi statement should state as such.

Suggested syllabus statement:

This course offers course intervention opportunities. [Insert additional language specifying the intervention specifications, conditions and follow up.]

OR

This course does not provide for course intervention opportunities. Students who perform poorly on one or more major assessments are advised to meet with the course coordinator / faculty instructor / teaching assistant.

Examples of within course intervention actions include (but are not limited to):

- Mandating attendance at exam review sessions for students scoring <70% on an examination.
- Extra credit for in class or homework (for all students or a subset of students who did less than a passing mark on a major assessment).
- Re-administration of a make-up of a major assessment (for all students or a qualifying subset of students).
- Mandatory homework requirements under certain conditions (e.g., when there are 3 test scores of C- or less).
- Optional comprehensive final exam: The student’s score on the exam can raise their overall grade (e.g., by adding to the final grade or replacing the student’s lowest exam score).
- Exam Re-take: Students who score less than 69% on hourly exams may re-take one exam to improve their grade to 70% (or instructor specified grade).
- This could be writing responses to each missed question on why each answer is incorrect and correct within the context of the particular question.
- Oral/verbal assessment administered by the course coordinator/instructor.

5b. Early Warning Criteria, Identification and Intervention of Students Struggling Academically

Early Warning and Individual Student Intervention actions apply to students who do not meet a minimum academic performance standard while enrolled in a course.

The following parties will identify students with an unsatisfactory (U) academic performance on assessments (hour, midterm, final exams; formative, summative assessments).

Early Warning Criteria and Identification Responsibilities:

Offices of Professional Education (OPE)

Non IPC Courses⁵: OPE will provide a list of students with two or more ExamSoft hour exam assessments after the first round of exams (individual scores < 70% across or within courses) to the Student Success Coach, who will then offer to meet with the student.

Integrated Curriculum: IPC Courses / P2 & P3 years: Prior to the midpoint of the semester, OPE will provide a list of students with two or more ExamSoft assessments (individual scores ≤50% on formative and/or summative assessments within courses or across courses offered concurrently) to the Office of Student Success and Engagement and to the Course Coordinator(s) / Faculty Instructor(s).

School Registrar / Office of Student Success and Engagement (OSSE)

For those courses with mid-term grades: Monitor midterm grade reports and identify all students with a MU or otherwise failing mid-term grade. The Registrar will provide a list of these students to the OPE and OSSE.

Interim and Final Course Grades (Fall and Spring Semesters)

Advisors can view midsemester grades / course grades in EAB for each student (under Class Info) to discuss student academic progress.

Individual Student Intervention: OSSE Follow Up

Non-IPC courses: Once midsemester grades are posted, The Office of Student Success and Engagement (OSSE) will contact those students identified as performing poorly. The OSSE member will request that the student meet with an OSSE faculty/staff designee for an initial meeting. This designee will assess the student's concerns and refer to appropriate help resources. If the student does not meet with the designated OSSE faculty/staff person for an initial meeting, the student will not be offered winter / summer course re-engagement.

Should the concern be primarily academic, the student might be encouraged to engage in self-reflection using the suggested forms in the appendix (Exam Reflection Form and/or Individual Intervention Plan) and discuss the responses with an OSSE designee. Additionally, the student can be referred to the course coordinator, faculty instructor, or Rho Chi student pharmacists for academic assistance.

First IPC course in the IPC series (P2 Fall): After the first two individual assessments, the Office of Student Success and Engagement (OSSE) will provide a general announcement to all P2 students of the availability of resources for student success, regardless of student performance on assessments. This allows students time to adapt to a different learning experience paradigm.

Second and remaining IPC courses (P2 Fall): As described in the Non-IPC course section, the Office of Student Success and Engagement (OSSE) will contact those students identified as performing poorly (≤50% as described in the Early Warning Criteria).

⁵ IPC: Integrated Pharmacy Concepts

Appendix A: Individual Re-Engagement Plan for an Approved Course

Student Name:

Person number:

Student Signature and date:

Repeated Course Title:

Dates of the Specified Semester⁶:

Instructor Name

Instructor Contact Information:

Available Course Materials:

- UBLearns (includes access to all materials and videos / recorded lectures posted on UBLearns)
- (add additional materials)
- Supplemental Resources
Includes Access Pharmacy and clinical resources (<https://research.lib.buffalo.edu/clinical-resources>)
(Add supplemental resources)

Days and Times the Instructor is available for Student Questions

Semester Session	Specify Day and Time: Instructor must be available for a minimum of one hour per week	Specify Method of Instructor Availability: Ex: In Person / Email / Skype / Facetime / Webex / Zoom / Telephone
Week 1		
Week 2		
Week 3		
Additional weeks as needed		

Method of Assessment:

- (Instructor provides details)

Date the Assessment is administered or due (scheduled during the last week of the specified semester)

(Instructor provides details)

⁶ The minimum length of re-engagement shall be determined by the formula: 1 calendar week for each course credit. For example, a 1 credit course would require a minimum of 1 calendar week of student self-study; a 2 credit course would require a minimum of 2 calendar weeks of student self-study, etc.

Appendix B:

Individual Intervention Plan

A student identified through the Early Warning system may be required to complete and submit an Individual Intervention Plan using the required template. The student would discuss the plan with an OSSE designee.

If required, a student who fails to complete, submit, and follow an Individual Intervention Plan may be ineligible for a specified semester re-engagement course registration.

Student Name:

Person number:

Student Signature and date:

Intervention Course(s) Title(s):

Student's SMART goals (written by the student; **SMART** = **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imely):

Specific Goal	Measurable	Achievable	Realistic	Time scale
1.				
2.				
Additional goals as needed				

Appendix C: Student Exam Reflection Form

This activity is to:

- guide your reflection on your exam performance, and
- identify actions you can implement for improvement.

*This activity is designed to give you an opportunity to reflect on your exam performance, and more importantly, to reflect on the effectiveness of your exam preparation. Please answer the questions sincerely. Your responses **will not** be graded. Your responses will inform the course faculty on how we can best support your learning moving forward. Most importantly, you can develop a plan to help yourself improve your strategies for effectively preparing for future exams.*

Name	UB Person Number:
Course & Exam #/Section	Today's date:

INSTRUCTIONS:

1. Complete this form.
2. Meet with the individual designated by the Office of Student Success and Engagement (OSSE)
3. After the meeting both you and the OSSE designee must sign below and turn in the completed form to the Associate Director OSSE.

Certification: I met with a faculty member and discussed this reflection in a face-to-face meeting.

Student Signature	Date of meeting:
Faculty Signature (Print & sign)	

1. How long (in hours) did you study for this exam? _____ (List in hours – ex: 1.0, 2.75 hrs)
2. How many days before the exam did you begin studying? _____ (List in Days)
3. “Chunking” your studying (presented during orientation):
 - How long was your average study period before taking a break (“chunking”)? _____ (list in hours)
 - How long was your ***planned*** average break? _____ (list in hours)
4. During your study session, how many times was your studying
 - interrupted by ***unplanned*** social media interactions? _____ (List number of times)

- interrupted by ***unplanned*** other actions / events? _____ (List number of times)
 - List the types of unplanned interruptions

- Briefly describe how you will minimize unplanned interruptions

5. What percentage of time did you spend studying for the exam? (Percentages must add up to 100%)

- By yourself (alone in a room or in a room with others but not interacting) _____
- With someone (being interactive with the study material) _____

6. What percentage of your exam preparation was spent in the following activities? (Percentages must add up to 100%)

- Reading or re-reading class notes / slides _____
- Reading or re-reading chapter in textbook or assigned readings _____
- Listening or re-listening to podcasts / recorded lectures _____
- Writing out key points in your own words _____
- Completing available practice questions _____
- Creating your own retrieval practices (using flash cards, creating quiz questions, etc) _____
- Verbally quizzing with a partner _____
- Attending recitation / review sessions _____
- Active participation in recitation / review sessions (asking questions, taking notes, doing problems) _____
- Other _____ (Please write it here):

7. Now that you've reviewed your exam performance, estimate the percentage of points lost due to each of the following: (Percentages must add up to 100%)

- Falling into the "Familiarity Trap" _____
 **The Familiarity Trap is a situation where you heard it in class, reviewed your notes and then felt that you knew the material because you were familiar with it.
- Lack of understanding of the key points and concepts _____
- Difficulty in applying key points and concepts _____

- Not knowing how to approach the problem / question _____
- Unclear expectations _____
- Careless mistakes _____
- Other _____ (Please write it here): _____

8. Now that you have reflected upon your exam performance and preparation, please list 2-3 things that you will do differently in preparing for the next exam. Be specific as possible and elaborate on your reasoning in your explanation.

1.

2.

3.

8. Reflect on your mindset (recollect the orientation mindset worksheets). Write 1-2 sentences on how a growth mindset will help you prepare for the next exam.

9. How can we (faculty, course coordinators) help support your learning and preparation for the next exam?