COLLEGE OF THE CANYONS

STUDENT SUCCESS
VERSION 3

COUNS

150

STUDENT SUCCESS

Written by Graciela Martinez, Anh Nguyen, & Liz Shaker

College of the Canyons 2018

Version 3

Acknowledgements

College of the Canyons would like to extend appreciation to the following people and organizations for allowing this textbook to be created:

Beginning Messages

This course is dedicated to all the students embarking on their journey to discover and pursue their passions, dreams and goals. Life will challenge you and create opportunity for growth. Live life! - Graciela Martinez

Congratulations on enrolling in this course and thus making a commitment to college success! This course is about YOU - your values, passions, and goals. College is an exciting time full of opportunities and challenges. Embrace them all. Success is what YOU define it to be. YOU deserve to be successful, so don't be afraid to uncover who YOU are to discover who YOU want to become. Good luck in your future endeavors and thank you for allowing us to be a part of your life journey. - Anh Nguyen

College is a place where you will learn more about yourself and work towards your full potential. This is your time to carry out your personal, academic and career goals! You will meet new people and establish relationships that will last a lifetime. Be open to new opportunities, embrace challenges and don't be afraid to make mistakes. Feed yourself with knowledge, make good choices, stay true to yourself, stay centered around your values and follow your passions. Seek support when necessary and know you are not alone on this journey.

We are so excited for you and hope you find this book to be of great value. Enjoy your college experience and have fun! - Liz Shaker

Table of Contents

UNIT 1: SELF-AWARENESS

In Unit One, you will have the opportunity to identify your self-talk habits and how it impacts your everyday life and college success. You will learn about growth and fixed mindset as it relates to learning. We often think we are open to learning yet, we can create our own mental blocks. We will review emotional intelligence and the importance of navigating your responses to unexpected outcomes. We will highlight the information processing system and learn how the brain has to decide if it should keep new information or discard it. We will then transition to the learning process where you will identify the four stages of the learning process and preferred learning styles.

As a college student you will be challenged with academic expectations by the institution and college professors. We would like to highlight academic study skills to help you overcome challenges in your academic life.

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1.1 COLLEGE CULTURE

Now that you have transitioned into college, you will have new responsibilities. Research has shown that students who get involved in career-planning activities stay in college longer, graduate on time, improve their academic performance, tend to be more goal focused and motivated, and have a more satisfying and fulfilling college experience. This is why an important first step in college is examining your personal identity and values. By examining your values first, you begin the process of defining your educational goals and ultimately planning your career.

Secondary to the critical nature of assessing your values is the importance of committing to your responsibilities as a student. What are your new student responsibilities? Are they financial? Course specific? Social? Health related? Ethical? What exactly is expected of you?

Expectations for student behavior vary from campus to campus. A internet search for "college student responsibilities" reveals the breadth of expectations deemed important at any given institution. Broadly, though, students are expected to at least act consistently with the values of the institution and to obey local, state, and federal laws. It may also be expected that you actively participate in your career decision-making process, respond to advising, and plan to graduate.

Consult your college handbook or website for details about your rights and responsibilities as a student (see the College of the Canyons catalog list). Overall, you demonstrate that you are a responsible student when you do the following:

- Uphold the values of honesty and academic integrity.
- Arrive on time and prepared for all classes, meetings, academic activities, and special events.
- Give attention to quality and excellence in completing assignments.
- Allot sufficient time to fulfill responsibilities outside of class.
- Observe etiquette in all communications, giving respect to instructors, fellow students, staff and the larger college community.
- Take full advantage of college resources available to you.
- Respect diversity in people, ideas, and opinions.
- Achieve educational goals in an organized, committed, and proactive manner.
- Take full responsibility for personal behavior.
- Comply with all college policies.

By allowing these overarching principles to guide you, you embrace responsibility and make choices that lead to college success.

Image by sean Kong on Unsplash

COLLEGE VS. HIGH SCHOOL

If you know others who attend or have attended college, then you have a head start on knowing what to expect during this odyssey. Still, the transition from high school to college is striking. College life differs in many ways. The following video clip is a brief, informal student discussion about the challenges you may face as a student and provides examples of issues students face in transitioning from high school to college. Click on the "cc" box underneath the video to activate the closed captioning.

The two main problems identified in the video are time management and working in groups. Multiple strategies and solutions are shared by the students which will be important skills to utilize in college.

For more information about high school vs. college, refer to this detailed set of comparisons from Southern Methodist University: "How Is College Different from High School." The site provides an extensive list of contrasts, such as the following:

- Following the rules in high school vs. choosing responsibly in college
- Going to high school classes vs. succeeding in college classes
- Understanding high school teachers vs. college professors
- Preparing for tests in high school vs. tests in college
- Interpreting grades in high school vs. grades in college

The site also provides recommendations for successfully transitioning from high school to college.

WORDS OF WISDOM

Part One: Your Solid Foundation
These Are the Best Years of Your Life by Sara Vacin

These are the best years of your life. I hope you've been told this a ridiculous amount of times and hope that you are finding this to be true! College provides an amazing opportunity to expand your mind, meet unique people you can deeply connect with, and discover new aspects of yourself. Being aware of this energy and taking full advantage of these opportunities can be life changing.

You learn a lot about yourself when living on your own for the first time or studying topics that are completely taboo at your home's kitchen table. When I transferred to a four-year institution, I found the strength to come out. Realizing I was gay led me to question where I belonged in the religion I was raised in and an enlightening journey ensued of exploring Buddhism, Native American beliefs, and even New Age mysticism.

This process of questioning what I believed helped me to create a spiritual foundation that makes sense to me. I kept the best of what I was raised in and upgraded the rest!

I also discovered that the college I attended had amazing tools to help me be as healthy as possible. I used the free gym and knew the counseling center was there if anything became too tough. I also chose incredible electives (including Mountaineering and Modern Dance) that stretched my physical capabilities. Additionally, I made deep connections with my professors, many of whom remain friends. These smart, caring people validated my journey and were my safety net as I grew out of my old, comfortable self.

Another incredible lesson learned was the importance of balance. I couldn't party every night and neglect my schoolwork without consequences. I figured out the hard way that I really did need sleep and I couldn't nourish my body on coffee and pizza alone. In a moment of brilliance, I also figured out that if I used time with my friends as a reward for finishing my work, I would study and complete assignments more efficiently. Fun can be a great motivator—try this; it works!

In college, the emphasis is often on the mind. Do yourself a favor and remember to also nourish your spirit

1.2 ACADEMIC INTEGRITY

The college expects students to adhere to the highest standards of good citizenship, honesty, and integrity in their academic work and in their personal conduct. It is your responsibility as a student to behave honestly and professionally at all times. It is important to familiarize yourself with **College of the Canyons Statement on Academic Integrity and Plagiarism** (http://www.canyons.edu/Offices/AcademicAffairs/Pages/CollegeCatalog.aspx). Take a moment to read COC's policy below:

> **COLLEGE OF THE CANYONS STATEMENT ON**
> **ACADEMIC INTEGRITY AND PLAGIARISM**
> *Approved by Academic Senate in May, 2010*
> Students are expected to do their own work as assigned.
>
> At College of the Canyons, we believe that academic integrity and honesty are some of the most important qualities college students need to develop and maintain.
>
> To facilitate a culture of academic integrity, College of the Canyons has defined plagiarism and academic dishonesty. Due process procedures have been established when plagiarism or academic dishonesty is suspected.
>
> At College of the Canyons, we define plagiarism as follows: Plagiarism is the submission of someone else's work or ideas as one's own, without adequate attribution.
>
> When a student submits work for a class assignment that includes the words, ideas or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. This may include dual submissions of a similar work for credit for more than one class, without the current instructor's knowledge and approval.
>
> To be specific, below are some of the situations that will be considered plagiarism at College of the Canyons:
> - Use information from any source, online or in print, in one's own writing without acknowledging the source in the content and in the reference page of the assignment;
> - Simply list the sources in the reference page, without parenthetical citations in the body of the essay;
> - Take more than one printed line of words consecutively from the source without putting quotation marks around them, even though the student has put the author's name in the parentheses or in the reference page;
> - Turn in work done for other classes, regardless how big or small the assignment may be, without the current instructor's approval—this is considered "self-plagiarism," which is a form of academic dishonesty; Or,
> - Turn in work by another student, even by accident.

In addition, College of the Canyons has strict rules against using electronic devices during exams without the instructor's approval. To be specific, absolutely no cell phones or any electronic devices can be on the desk or in sight during test or exam without the instructor's approval. The presence of electronic devices in sight during exams may be considered as intention to cheat and will be processed as a form of academic dishonesty.

Cases of alleged academic dishonesty, such as plagiarism or cheating, will be referred to the Dean of Student Services for investigation. See your syllabus for course specific policies, rules, and guidelines on plagiarism and academic dishonesty.

EXAMPLES OF ACADEMIC DISHONESTY

Academic dishonesty can take many forms, and you should be careful to avoid them. The following list is a sample of what most institutions will consider unacceptable academic behavior:

1. **Cheating:** using unauthorized notes, study aids, or information on an examination; altering a graded assignment after it has been returned and submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

2. **Plagiarism:** submitting material that in part or whole is not entirely one's own work without properly citing the source.

3. **Fabrication:** falsifying or inventing any information, data or citation; presenting data that was not gathered appropriately and failing to include an accurate account of the method by which the data was gathered or collected.

4. **Obtaining an Unfair Advantage:** (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaboration on an academic assignment; (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work; or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

5. **Aiding and Abetting Academic Dishonesty:** (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.

6. **Falsification of Records and Official Documents:** altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other

official academic record.

7. **Unauthorized Access to Computerized Academic or Administrative Records or Systems:** viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

The attitude of some students that grades are the end-all in academics has led many students to resort to academic dishonesty to try to get the best possible grades or handle the pressure of an academic deadline. Although some students may say, "*Everybody does it,*" or "*It's no big deal,*" you should be mindful of the consequences of cheating:

- **Failing the course or being expelled from school.** The exact details of what is allowed or not allowed vary somewhat among different colleges and universities and instructors. Read your course syllabus to understand your instructor's guidelines. Ignorance of the rules is never a valid defense.
- **Wasting your money and time.** Getting a college education is a big investment of your money and time. If you fail a course due to academic dishonesty, you will have to spend more money and time to repeat that course.
- **Cheating causes stress.** Fear of getting caught will cause you stress and anxiety.
- **Jeopardizing your integrity.** Once you jeopardize your integrity by cheating, it is very difficult to regain the trust of others in order to establish a respectable reputation. This can negatively impact your transfer and future career opportunities.
- **Cheating lowers your self-esteem.** If you cheat, you are telling yourself that you are simply not capable of learning. It also robs you of the feeling of satisfaction from genuine success.
- **You don't learn as much.** Cheating will hinder your ability to learn knowledge that you can apply in the real world or foundational knowledge necessary for understanding more advanced material. When you cheat, you cheat yourself out of opportunities.

Image by Glenn Carstens-Peters on Unsplash

Technology has made it easier to cheat, but it has also created ways for instructors to easily detect these forms of academic dishonesty. Most colleges and universities make these tools available to their instructors.

If you feel uneasy about doing something in your work, trust your instincts. Confirm with the instructor that your intended form of research or use of material is acceptable. Cheating just doesn't pay.

<table>
<tr><td>KEY TAKEAWAYS</td></tr>
<tr><td>

- Being dishonest can have major consequences that can affect not only your college career but also your life overall.
- When you cheat, you are primarily cheating yourself.
- Cheating is not worth the risk!

</td></tr>
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1.3 THE POWER OF POSITIVE SELF-TALK

Is your inner voice positive or negative? What thoughts dominate your mind when you sit down to study?

Positive self-talk is very important when it comes to your success in college. If you are always telling yourself that you won't do well, eventually, you will start to believe that.

It may seem simplistic, but make sure you are thinking positive about what you are studying. Make sure you have confidence that you can get the good grades you want to achieve in your studies. But do not ever get down on yourself if you get a bad grade. A bad grade (or a good grade) should not define you. Perhaps a not so great grade is sending you a message that you need to try to study a little bit harder.

Getting an undesirable grade could also mean that instead of continuing with the way you studied, maybe you need to make some changes in your *study habit*s so that you are better able to grasp the material. Never get discouraged though, keep trying, keep making adjustments if needed, and your hard work will pay off.

INSTRUCTIONS

Please explore "Are You a Positive or Negative Thinker?" at:
https://www.mindtools.com/pages/article/newTCS_89.htm read the entire web page to learn how positive and negative thinking can become self-fulfilling prophesies. Positive thinkers are more optimistic, happier, and healthier than negative thinkers and are, therefore, associated with more positive actions and outcomes. This site offers a quiz to determine whether you are a positive or negative thinker. The article gives us examples of how pessimistic thinkers frame a situation so that outcomes are self-defeating, whereas optimists see the same event as an opportunity for gain or change!

Image by Mark Adriane on Unsplash

When in doubt, keep telling yourself you CAN do well, even if it is in a subject that you think you are not that great at. The table below shows some examples of positive affirmations you can use to develop a positive attitude towards learning and the good habit of positive self-talk.

Please take time to develop positive affirmations in areas of your life you would like to improve. We highly encourage you to develop a couple of positive affirmations for your continued success in academics.

It is important to become aware of our learning habits, our self-awareness of how we view ourselves and understand how we adopted our thinking. There has been research conducted to identify how we react to failure. Moreover, to identify how we can acquire a new way of thinking to manage our success.

Research confirms how powerful your thoughts can be. Take a look at this short video to better understand this idea: https://www.youtube.com/watch?v=-v-IMSKOtoE&amp=&feature=youtu.be (The Scientific Power of thought – This video gives an overview of brain process of thinking and neuroscience. It shows examples of how the neural pathways affect thinking.)

What Can I Say To Myself?	
Instead of…	Try thinking…
• I'm not good at this.	• What am I missing?
• I'm awesome at this.	• I'm on the right track!
• I give up.	• I'll use some of the strategies we learned.
• This is too hard.	• This may take some time and effort.
• I can't make this any better.	• I can always improve, so I'll keep trying.
• I just can't do math.	• I'm going to train my brain in Math.
• I made a mistake	• Mistakes help me to learn better.
• She's so smart. I will never be that smart.	• I'm going to figure out how she does it so I can try it!
• It's good enough.	• Is it really my best work?
• Plan A didn't work.	• Good thing the alphabet has 25 more letters!

1.4 FIXED AND GROWTH MINDSET

According to Carol Dweck,[4] individuals can be placed on a continuum according to their implicit views of "where ability comes from." Dweck states that there are two categories (**growth mindset** vs **fixed mindset**) that can group individuals based on their behaviour, specifically their reaction to failure. Those with a "fixed mindset" believe that abilities are mostly innate and interpret failure as the lack of necessary basic abilities, while those with a "growth mindset" believe that they can acquire any given ability provided they invest effort or study. Dweck argues that the growth mindset "will allow a person to live a less stressful and more successful life."

In a 2012 interview, Dweck defined both fixed and growth mindsets:

> *"In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."*[5]

A large part of Dweck's research on mindsets has been done in the field of education, and how these mindsets affect a student's performance in the classroom. The growth mindset is clearly the more desirable of the two for students. According to Dweck, individuals with a "growth" theory are more likely to continue working hard despite setbacks. Individuals' theories of intelligence can be affected by subtle environmental cues. For example, children given praise such as "good job, you're very smart" are much more likely to develop a fixed mindset, whereas if given compliments like "good job, you worked very hard" they are likely to develop a growth mindset.

While elements of our personality – such as sensitivity to mistakes and setbacks – can make us predisposed towards holding a certain mindset, we are able to develop and reshape our mindset through our interactions.[7] In multiple studies, Carol Dweck and her colleagues noted that alterations in mindset could be achieved through "praising the process through which success was achieved",[8] "having [college aged students] read compelling scientific articles that support one view or the other",[7] or teaching junior high school students "that every time they try hard and learn something new, their brain forms new connections that, over time, make them smarter".[9] These studies all demonstrate how framing and discussing students' work and effort play a considerable role in the type of mindset students develop and students' conceptions of their own ability.

Image by Alexis Brown on Unsplash

Carol Dweck and Jo Boaler have done extensive research on the topics of fixed and growth mindset. However, studies on mindset depict results that show that there is a disparity in the fixed and growth mindsets of females and males. In Boaler's Ability and Mathematics: The Mindset Revolution that is Reshaping Education, she notes that fixed mindset beliefs lead to inequalities in education and are a main reason for low achievement and participation amongst minorities and female students.[10] Boaler's research shows that many women feel as

though they are not smart enough nor capable enough to continue in certain subjects, such as STEM areas of academia. Boaler uses Carol Dweck's research showing that, "gender differences in mathematics performance only existed among fixed mindset students" (Boaler, 2013).

Dweck's research and theory of growth and fixed mindsets has been useful in intervention strategies with at risk students, dispelling negative stereotypes in education held by teachers and students, understanding the impacts of self-theories on resilience, and understanding how process praise can foster a growth mindset and positively impact students' motivation levels.[11]

Table 1.2 Fixed Mindset Vs Growth Mindset		
Mindset	**Fixed Mindset - Intelligence is static**	**Growth Mindset - Intelligence can be developed**
Path	Leads to a desire to look smart and therefore a tendency to:	Leads to a desire to learn and therefore a tendency to:
Challenges	Avoid challenges	Embrace challenges
Obstacles	Give up easily	Persist in the face of setbacks
Effort	See effort as fruitless or worse	See effort as a path to mastery
Criticism	Ignore useful negative feedback	Learn from criticism
Success of others	Feel threatened by the success of others	Find lessons and inspiration in the success of others
Outcome	As a result, they may plateau early and achieve less than their full potential. All this confirms a deterministic view of the world.	As a result, they reach ever-higher levels of achievement. All this gives them a greater sense of free will.

When you enter a mindset, you enter a new world. In one world — the world of fixed traits — success is about proving you are smart or talented. Validating yourself. In the other — the world of changing qualities — it is about stretching yourself to learn something new. Developing yourself.

Please take time to reflect on a situation where you exercised a fixed mindset. Really evaluate how it impacted you. Now if you had the opportunity to go back in time, how would you apply a growth mindset? I can remember back when I was enrolled in my first semester of college and I was so excited and scared. I feared they would find out I was an average student. I exercised a fixed mindset by continuing my same learning behavior as a college student. I soon found I was not passing my classes. If I could go back in time, I would have a growth mindset and develop my learning habits by asking for support. I would go to tutoring, talk to my professor's ask follow up questions and ask my peers what their understanding of the lesson. I would take responsibility to learn

what I did not know and not pretend I knew the information.
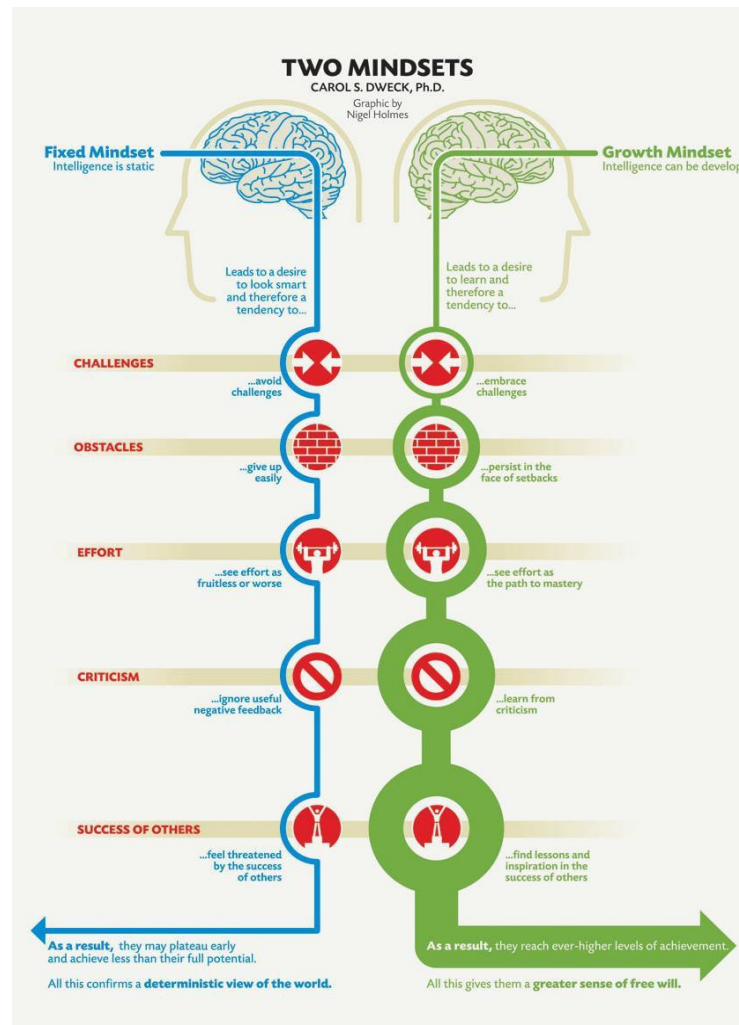
Image 1.3

I encourage you to practice a growth mindset, review the Fixed Mindset vs. Growth Mindset chart 1.2 and develop an understanding of how you can apply a growth mindset. As I mentioned earlier, I had a fixed mindset in college; I wanted to look "smart" and avoided challenges, especially in math and science courses. I allowed the obstacles to seem impossible and never pushed myself to overcome them. I felt defeated and decided any effort I could put into my academic success was "worthless" because I was not worthy of being a college student. In addition, I was not able to really understand positive criticism. I did not know how to receive it and translate it as a resource to help me become a better learner. My experience with criticism was always negative and it was not intended for my best interest. Honestly, other peoples' success intimidated me and really highlighted how much I doubted my learning abilities.

The biggest mistake I made during my college years was to develop a script in my mind where I focused on a "fixed" deficit mindset. I was really hard on myself and I created mental barriers and convinced myself of not having the abilities to learn. Once I was on academic probation I evaluated my situation.

If I continued on this path I needed to make a commitment to my education. I valued my opportunity to become the first in my family to earn a college degree. I took a leap of faith and was honest with myself. I identified and created a support system on campus. I made counseling appointments, used the tutoring lab, went to instructor office hours and attended class every day. I acquired new learning habits, time management, strategies for taking notes, keeping to my study time, asking questions and learned from my mistakes.

Today, I continue to learn from my mistakes. I allow myself to learn new concepts and take positive risks. I focus on the learning process and set short and long term goals. I encourage you to give yourself the opportunity to find your personal success.

We will continue to develop your self-awareness. Along with self-awareness it is important to learn about emotional intelligence and how you apply it to your everyday life. The video will highlight how emotions affect our thinking and emotional response.

Video: https://www.youtube.com/watch?v=xNY0AAUtH3g&feature=youtu.be (The video highlights strong feelings as the driving force behind our behavior. It shows how chemicals impact our emotions)

1.5 EMOTIONAL INTELLIGENCE

Emotional intelligence focuses on knowing and managing your own emotions, as well as recognizing and understanding others' emotions and managing relationships. It is an additional aspect of general intelligence and is seen to be equally as important as traditional measures of intelligence (IQ) for effective performance in many areas of everyday life.

In his book *Working with Emotional Intelligence,* Daniel Goleman defines emotional intelligence as a cluster of traits:

- **Self-Awareness -** recognizing your full range of emotions and knowing your strengths and limitations
- **Self-regulation -** responding skillfully to strong emotions, practicing honesty and integrity, and staying open to new ideas
- **Motivation -** persisting to achieve goals and meet standards of excellence
- **Empathy -** sensing other people's emotions and taking an active interest in their concerns
- **Skills in relationships -** listening fully, speaking persuasively, resolving conflict, and leading people through times of change

If you are emotionally intelligent, you are probably described as someone with good "people skills." You are aware of your feelings. You act in thoughtful ways, show concern for others, resolve conflict, and make responsible decisions.

Your emotional intelligence skills will service you in school and in the workplace, especially when you collaborate on project teams.

Emotional intelligence can be developed, and is therefore an effective way of highlighting areas of focus for individuals to become more successful. There are many measures of emotional intelligence but one of the most credible is the Bar-On Emotional Intelligence Scale.

"Emotional intelligence is an organizing framework for categorizing abilities relating to understanding, managing and using feelings" (P SALOVEY & J MAYER 1994)

"Emotional Intelligence: long neglected core component of mental ability or faddish and confused idea massively commercialized" (A. FURNHAM 2001)

It has been suggested that there are now well over 10,000 scholarly books, chapters and papers on emotional intelligence (EI). This is remarkable given that it has only been 21 years since the topic first appeared under that name in the psychological literature. If you search Amazon you will find around 20 books with Emotional Intelligence in the title and three to five times that number dealing with the concept in one form or another.

In 1920 the concept of "Social Intelligence" was first introduced; in 1990 the first published scientific paper on the topic using this term; in 1995 Goleman wrote the bestseller "Emotional Intelligence"; in 1997 the first popular self-report questionnaire was developed; in 2003 the first ability measure devised. There is now a comprehensive Wikipedia entry on the topic and various very serious handbooks and reviews.

Image by rawpixel on Unsplash

A few authors are very well known. One very well-known model is that of Bar-On (1988). According to the Bar-On model, emotional intelligence consists of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures. The emotional and social competencies, skills and facilitators included in this broad definition of the construct are based on the 5 meta-factors: intrapersonal EQ, interpersonal EQ, Stress management EQ, Adaptability EQ and General Mood EQ. Other models, notably that of

Petrides and Furnham (2000 ab, 2003) is given below.

Since first coined by Thorndike (1920) and echoed later by Guilford (1967) psychologists have been interested in the "social intelligences." These are nearly always put in "inverted commas" because, strictly speaking, they are not intelligences but conceived of as social skills, even dispositions/traits that have both multiple causes and multiple consequences.

The question is what is social intelligence? Eysenck (1985) conceived of a useful model that differentiated three types of intelligence – biological, psychometric and social – and what factors influenced it. As we shall see there remains debate and discussion as to whether EI is a real intelligence or rather a social intelligence.

Mackintosh (1998) argues that social intelligence was social competence and success in social interaction that is adaptive and can be seen in other animal species. It allows individuals to understand others' hopes, fears, beliefs and wishes. He noted that it is not difficult to define social intelligence (mainly in terms of social skills) nor devise tests to measure it. He doubted two things: first, if these many social and interpersonal skills exist on a single dimension and, second, whether they are uncorrelated with, and therefore related to, standard IQ measures of cognitive ability.
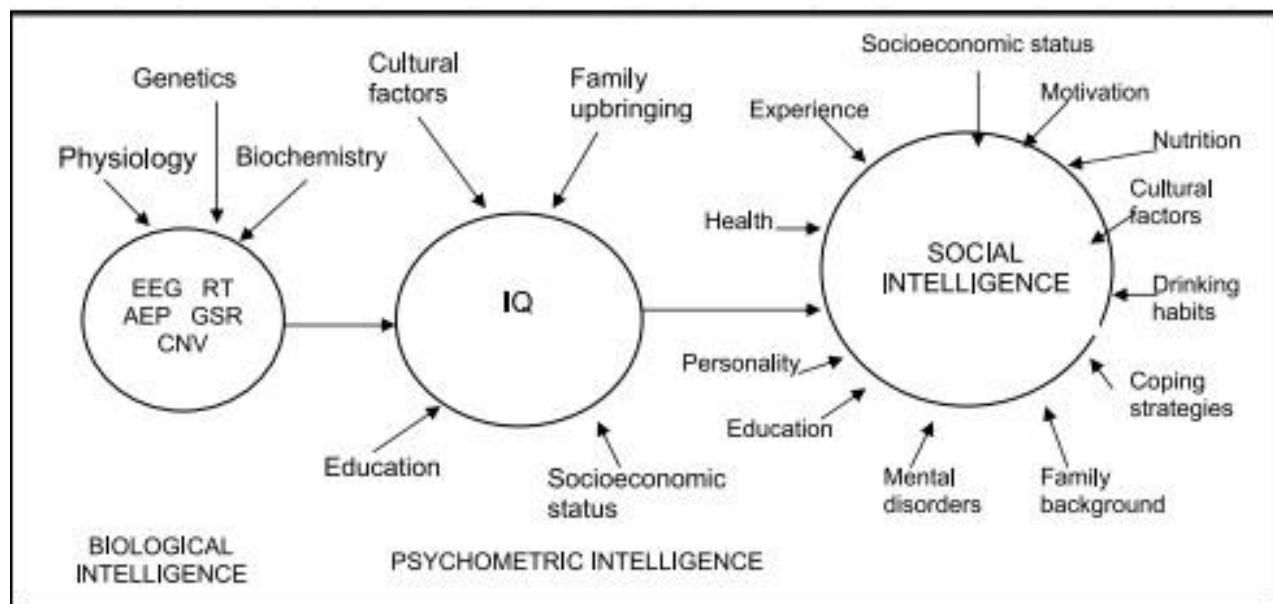
Figure 1 Eysenck's representation of three different conceptions of intelligence. In this model many things, like cognitive ability, predict social intelligence.

Various researchers have reviewed the concept of social intelligence, including its discriminant validity, relationship to personality and classic cognitive ability, its role in "life tasks" and how it develops over time. They believe it is multifactorial, relating to such issues as social sensitivity, social insight and social communication. In other words, it is much more of a social or personality variable than a cognitive variable, which is more about information processing and accumulation (Petrides & Furnham, 2001, 2003, 2006). Others like Landy (2006) are much more circumspect about the concept. This is nicely described in the title of his chapter heading: "The long, frustrating and fruitless search for social intelligence."

MULTIPLE INTELLIGENCES

Over the past decade or so there has been an explosion in the number of "multiple intelligences" discovered. Hardly a year goes by before another is discovered. The following table shows 14 different intelligences.

Multiple Intelligence	Author	Year
1. Analytical	Sternberg	1997
2. Bodily-kinesthetic	Gardner	1999
3. Creative	Sternberg	1997
4. Emotional	Salovey and Mayer	1990
5. Interpersonal	Gardner	1999
6. Intrapersonal	Gardner	1999
7. Mathematical	Gardner	1999
8. Musical	Gardner	1999
9. Naturalistic	Gardner	1999
10. Practical	Sternberg	1997
11. Sexual	Conrad and Milburn	2001
12. Spatial	Gardner	1999
13. Spiritual	Emmons	2000
14. Verbal	Gardner	1999

Table 1. The many identified multiple intelligences

Among academic researchers social intelligences are not usually considered part of cognitive ability and "intelligences" is always put in inverted commas. There are two reasons for this: first, there is very little good, empirical evidence supporting the idea that these are separate, distinguishable factors from each other; second, they seem unrelated to traditional measures of intelligence. More interesting, in a variety of studies, Furnham (2001) has shown lay people believe many of the multiple intelligences (i.e. musical, bodily- kinesthetic, emotions) are not linked to traditional ideas of intelligence.

The two figures most powerfully involved with the multiple intelligence world are Sternberg (1997) and Gardner (1983, 1999). Gardner (1983) defined intelligence as "the ability to solve problems or to create products that are valued within one or more cultural setting" (p.11) and specified seven intelligences. He argued that linguistic/verbal and logical/mathematical intelligences are those typically valued in educational settings. Linguistic intelligence involves sensitivity to the spoken and written language and the ability to learn languages. Logical-mathematical intelligence involves the capacity to analyze problems logically, solve math problems, and investigate issues scientifically. These two types of intelligence dominate intelligence tests.

Three other multiple intelligences are arts based: musical intelligence, which refers to skill in the performance, composition and appreciation of musical patterns; bodily kinesthetic intelligence which is based on the use of the whole or parts of the body to solve problems or to fashion products; and spatial intelligence which is the ability to recognize and manipulate patterns in space. There are also two personal intelligences: interpersonal intelligence which is the capacity to understand the intentions, motivations, and desires of other people and to work effectively with them; and intrapersonal intelligence, which is the capacity to understand oneself and to use this information effectively in regulating one's life. It is these latter two intelligences that combine to make up emotional intelligences.

However, in his later book Gardner (1999) defines intelligence as a "bio psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (p.33-34). In it, he introduces three possible new intelligences, although he notes: "The strength of the evidence for these varies, and whether or not to declare a certain human capacity another type of intelligence is certainly a judgement call" (p.47). However, he only added one new intelligence, namely naturalistic intelligence, which is "expertise in the recognition and classification of the numerous species – the flora and fauna – of his or her environment" (p.43). It is the capacity to taxonomize: to recognize members of a group, to distinguish among members of a species and to chart out the relations, formally or informally, among several species. The other two were spiritual and existential intelligences. Spiritual intelligence is the ability to master a set of diffuse and abstract concepts about being, but also mastering the craft of altering one's consciousness in attaining a certain state of being. This has recently become an issue of considerable debate (Emmons, 2000). Existential intelligence is yet more difficult to define: "the capacity to locate oneself with respect to the furthest reaches of the cosmos – the infinite and infinitesimal –and the related capacity to locate oneself with respect to such existential features of the human condition as the significance of life, the meaning of death, the ultimate fate of the physical and the psychological worlds and such profound experiences as love of another person or total immersion in a work of art" (p.61).

DEFINING EMOTIONAL INTELLIGENCE

Despite its popularity, and the fact that most people claim to have heard of it, very few can accurately define emotional intelligence. Skeptics claim that "charm and influence" became "social and interpersonal skills" which has become "emotional intelligence." The new term and concept chimed with the zeitgeist and became very popular. It spawned a huge industry particularly with those interested in success at work. Many books make dramatic claims. One such claim suggests that cognitive ability or traditional academic intelligence contributes to only about 20% of general life success (academic, personal and work) while the remaining 80% is directly

attributable to EI.

Below is a simple 2x2 way of conceiving on EI: self vs other; emotional awareness vs management.

Self Awareness
- Emotional Self-Awareness
- Self Confidence
- Accurate Self-Assessment

Social Awareness
- Empathy
- Organisational Awareness
- Service Orientation

Self Management
- Emotional Self-Control
- Adaptability
- Achievement Orientation
- Optimism
- Initiative
- Transparency

Relationship Management
- Influence
- Conflict Management
- Ins. Leadership
- Change Catalyst
- Developing Others
- Teamwork and Collaboration

Goleman's (1995) book told a simple and interesting story about emotional intelligence that helped explain its appeal. Goleman prefaces the story by pointing out that technical training in any career is easier than teaching an employee IQ skills. That is, as an adult it is comparatively more straightforward to teach a person the technical aspects of the job than the soft skills. The idea is that there is a critical period to acquire the basis of EI, which is probably during early to late adolescence. Goleman tells the story of a young person who may experience social anxiety, discomfort and rejection while attempting to interact with and influence others . Hence, the young person may over time find solace in computers and other activities with a high skills/low contact basis. Thus, in early adulthood, the person appears to be technically competent in certain areas (IT or engineering, for example) but still rather undeveloped in people skills and, more specifically, emotional awareness and regulation. They may even be phobic about emotional issues and resistant to social skills training. It is also assumed that people are less able to pick up EI skills and also less willing to try. To acquire technical skills often requires considerable dedication so opportunities to acquire social skills (EQ) are, therefore, reduced. Then the low EQ person chooses technology rather than people for fun, comfort, and a source of ideas because they do not understand emotions.

EMOTIONAL COMPETENCIES
Some adults are rigid, have poor self-control and poor social skills, and struggle to build bonds. Understanding and using emotions/feelings are at the heart of business and, indeed, being human. Often business people prefer to talk about emotional competencies (rather than traits or abilities) which are essentially learned

capabilities. Emotional competencies include: emotional self-awareness, emotional self-regulation, social-emotional awareness, regulating emotions in others: understanding emotions, etc. If one is to include older, related concepts, like social skills or interpersonal competencies, it is possible to find literature dating back thirty years showing these skills predict occupational effectiveness and success. Further, there is convincing empirical evidence suggesting these skills can be improved and learned.

Others divide up EI into factors like self-awareness, self-regulation, self-motivation, empathy, and social skills. Another popular conception has 15 components (Petrides & Furnham, 2003)

These fifteen scales can be combined into four related but independent factors, labelled well-being, self-control skills, emotional skills and social skills.

INTRAPERSONAL (SELF-AWARENESS AND SELF-EXPRESSION)
- **Self-Regard**: To accurately perceive, understand and accept oneself
- **Emotional Self-Awareness:** To be aware of and understand one's emotions
- **Assertiveness:** To effectively and constructively express one's emotions and oneself
- **Independence**: To be self-reliant and free of emotional dependency on others
- **Self-Actualization**: To strive to achieve personal goals and actualize one's potential

INTERPERSONAL (SOCIAL AWARENESS AND INTERPERSONAL RELATIONSHIP)
- **Empathy:** To be aware of and understand how others feel
- **Social Responsibility**: To identify with one's social group and cooperate with others
- **Interpersonal Relationship**: To establish mutually satisfying relationships and relate well to others

STRESS MANAGEMENT (EMOTIONAL MANAGEMENT AND REGULATION)
- **Stress Tolerance**: To effectively and constructively manage emotions
- **Impulse Control**: To effectively and constructively control emotions

ADAPTABILITY (CHANGE MANAGEMENT)
- **Reality-Testing**: To objectively validate one's feelings and thinking with external reality
- **Flexibility**: To adapt and adjust one's feelings and thinking to new situations
- **Problem-Solving**: To effectively solve problems of a personal and interpersonal nature

GENERAL MOOD (SELF-MOTIVATION)
- **Optimism:** To be positive and look at the brighter side of life
- **Happiness:** To feel content with oneself, others and life in general

PERSONAL COMPETENCE

Self-Awareness: Knowing One's Internal States, Preferences, Resources And Intuitions
- Emotional Awareness: recognizing emotions and their effects
- Accurate self-assessment: knowing own strengths and limits
- Self-confidence: strong sense of self-worth and capabilities

Self-Regulation: Managing One's Internal States, Impulses And Resources
- Self-Control: keeping disruptive emotions and impulses in check
- Trustworthiness: maintaining standards of honesty and integrity
- Conscientiousness: taking responsibility for personal performance
- Adaptability: flexibility in handling change
- Innovation: being comfortable with novel ideas, approaches and new information

Motivation: Emotional Tendencies That Guide Or Facilitate Reaching Goals
- Achievement drive: striving to improve or meet a standard of excellence
- Commitment: aligning with the goals of the group or organization
- Initiative: readiness to act on opportunities
- Optimism: persistence in pursuing goals despite obstacles or setbacks

Empathy: Awareness Of Others' Feelings, Needs And Concerns
- Understanding others: sensing others' feelings and perspectives and taking an active interest in their concerns.
- Developing others: sensing others' development needs and bolstering their abilities
- Service orientation: anticipating, recognizing and meeting customer needs
- Leveraging diversity: cultivating opportunities through different kinds of people
- Political awareness: reading a group's emotional currents and power relationships

Social Skills: Adeptness At Inducing Desirable Responses In Others
- Influence: wielding effective tactics for persuasion
- Communication: listening openly and sending convincing messages
- Conflict management: negotiating and resolving disagreements
- Leadership: inspiring and guiding individuals and groups
- Change catalyst: initiating or managing change
- Building bonds: nurturing instrumental relationships
- Collaboration and co-operation: working with others toward shared goals
- Team capabilities: creating group synergy in pursuing collective goals selected, in order.

Now that you have a better understanding of emotional intelligence and you have identified opportunities for development. We will continue to learn more about ourselves and how we process information. Our emotions contribute to our response to new information. In addition, fixed and growth mindset will affect how we proceed with new information.

Watch the following videos:

- [Alfred & Shadow - A short story about emotions (education psychology health animation)](#) by [Anne Hilde](#) [Vassbø Hagen](#)
  - *Description of video: "Alfred is in love. He is also angry, shameful, scared, sad and lonely. His good friend Joy supports him in his constant fight against Shadow. Join the fight! And maybe you will discover something new about your own emotions along the way."*

- [Emotional Intelligence](#) by Robert Tearle
  - Description of video: "Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. In this animation we explain the fundamentals of emotional intelligence and their implications."

1.6 THE INFORMATION PROCESSING SYSTEM

Whenever we are exposed to new information we have two options: disregard the information or keep it. If the brain decides to keep it, the information will be encoded and placed into the short-term memory (STM). After it arrives to the STM it must be transformed and manipulated if we want to keep it in the long-term memory (LTM).

Once in the LTM, we should be able to retrieve it when necessary. This is, in a nutshell, what educational psychologists call "the information processing system". The following graphic (from the book *Learning and Motivation Strategies: Your Guide to Success* by Tuckman, Abry and Smith) is a representation of the IPS:

Learning and Motivation Strategies: Your Guide to Success (2ⁿᵈ Ed.) by Tuckman, Abry and Smith, 2008.
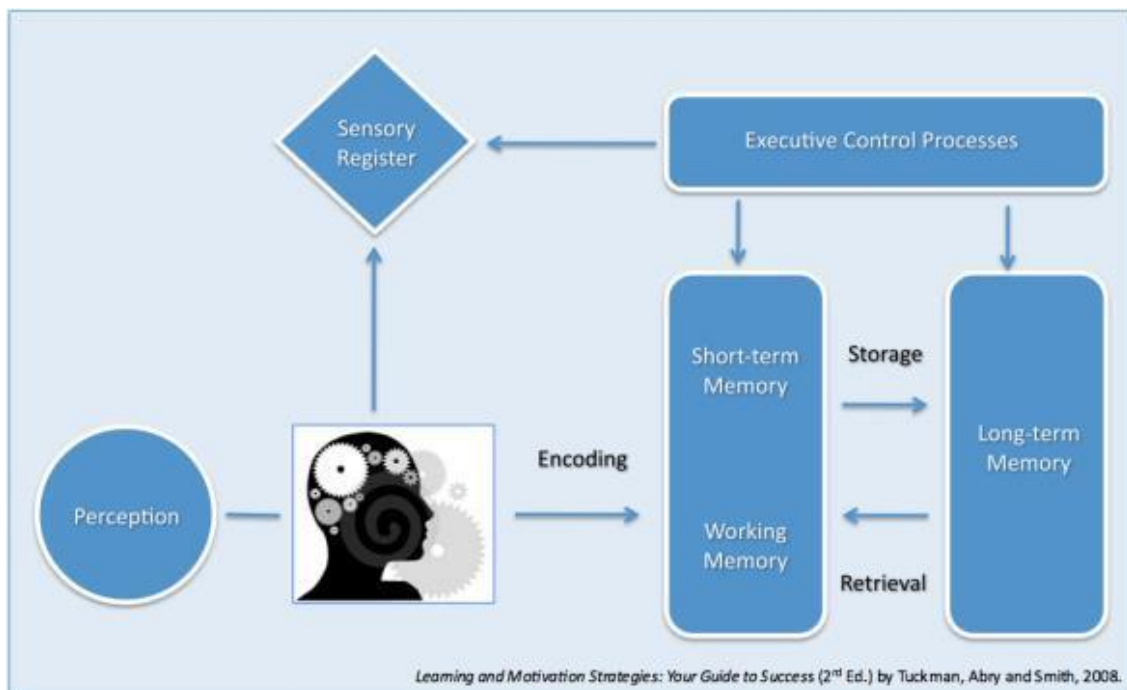
If this process of storage and retrieval feels so simple, why do college students have such a hard time

remembering things during exams? What does learning really mean? How and when do you know that you have actually learned something?

There are no simple answers to those questions since multiple factors affect learning. But let's just say that inadequate study strategies, in most cases, could be one of the main reasons behind your difficulties recalling information during exams. In my experience students spend a lot of time in activities that reinforce storage but not quick retrieval. In the Active Learning section we discuss effective learning strategies that help with both storage and retrieval. In this article we just wanted to briefly explain how the brain processes information. However, since one of our goals is to help you think with a critical mind, you could start by answering the following questions:

1. How could I manipulate and transform the information I'm receiving in order to make it permanent knowledge?
2. What current strategies I'm using to help me retrieve information and how often do I practice them?

1.7 THE LEARNING PROCESS
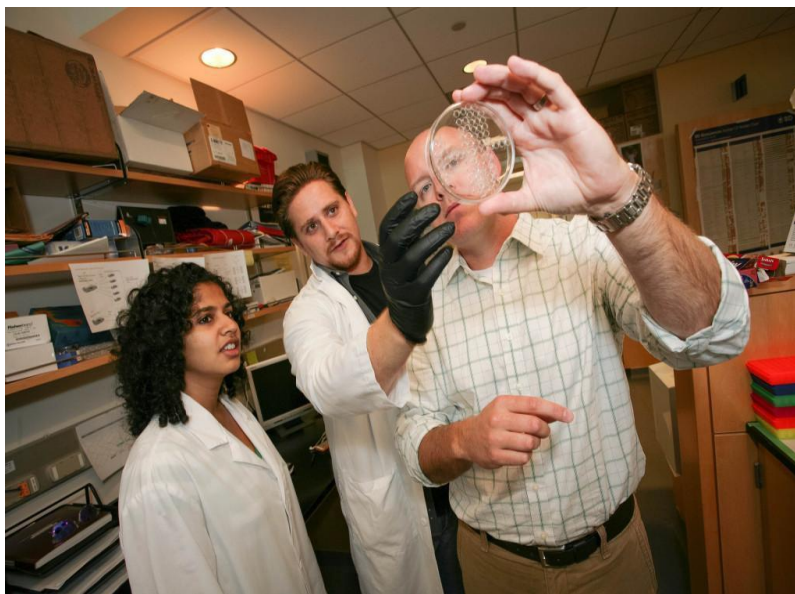
The learning process is something you can incite, literally incite, like a riot.
—Audre Lorde, writer and civil rights activist

SECTION 1.6 LEARNING OBJECTIVES

1. Identify the stages of the learning process
2. Define learning styles, and identify your preferred learning style(s)
3. Define multimodal learning
4. Describe how you might apply your preferred learning strategies to classroom scenarios

STAGES OF THE LEARNING PROCESS

Consider experiences you have had with learning something new, such as learning to tie your shoes or drive a car. You probably began by showing interest in the process and after some struggling it became second nature. These experiences were all part of the learning process, which can be described in four stages:

Stage 1. **Unconscious incompetence**: Remove assumptions you do not know what you don't know yet. During this stage, a learner mainly shows interest in something or prepares for learning. For example, if you wanted to learn how to dance, you might watch a video, talk to an instructor, or sign up for class.

Stage 2. **Conscious incompetence**: You begin to register how much you need to learn—you know what you do not know. Think about the saying, "It's easier said than done." In Stage 1 the learner only has to discuss or show interest in a new experience, but in Stage 2, he or she begins to apply new skills that contribute to reaching the learning goal. In the dance example above, you would now be learning basic dance steps. Successful completion of this stage relies on practice.

Stage 3. **Conscious competence**: You are beginning to master some parts of the learning goal and building on prior knowledge about what you do know. For example, you might now be able to complete basic dance steps with few mistakes and without your instructor reminding you how to do them. Stage 3 requires skill repetition.

Stage 4. **Unconscious competence**: This is the final stage in which learners have successfully practiced and repeated the process they learned so many times, they can do it almost without thinking. At this point in your dancing, you might be able to apply your dance skills to a freestyle dance routine you create yourself. However, to feel you are a "master" of a particular skill by the time you reach Stage 4, you still need to practice constantly and reevaluate which stage you are in so you can keep learning. For example, if you now felt confident in basic dance skills and could perform your own dance routine, perhaps you would want to explore other kinds of dance, such as tango or swing. That would return you to Stage 1 or 2, but you might progress through the stages more quickly this time on account of the dance skills you acquired earlier.[1]

Take a moment to watch the following video by Kristos called *The Process of Learning*. As you watch, consider how painful it can be—literally!—to learn something new, but also how much joy can be experienced after it is learned. *Note that the video has no audio.*

Kyle was excited to take a beginning Spanish class to prepare for a semester abroad in Spain. Before his first vocabulary quiz, he reviewed his notes many times. Kyle took the quiz, but when he got the results, he was surprised to see he had earned a B-, despite having studied so much.

Kyle's professor suggested he experiment with different ways of studying. For example, in addition to studying his written notes, he might listen to a cd/audio recording application of the vocabulary words, as well.

IDENTIFYING LEARNING STYLES

Many of us, like Kyle, are accustomed to very traditional learning styles as a result of our experience as K–12 students. For instance, we can all remember listening to a teacher talk, and copying notes off the whiteboard and PowerPoints. However, when it comes to learning, one size does not fit all. People have different learning styles and preferences, and these can vary from subject to subject. From the previous example, while Kyle might prefer listening to recordings to help him learn Spanish, he might prefer hands-on activities like labs to master the concepts in his biology course. What are learning styles, and where does the idea come from?

Learning styles are also called *learning modalities*. Walter Burke Barbe and his colleagues proposed the following three learning modalities (often identified by the acronym VAK):
1. Visual
2. Auditory
3. Kinesthetic

Examples of these modalities are shown in the table, below.

Visual	Kinesthetic	Auditory
Picture	Gestures	Listening
Shape	Body Movements	Rhythms
Sculpture	Object Manipulation	Tone
Paintings	Positioning	Chants

Table 3

Neil Fleming's VARK model expanded on the three modalities described above and added "Read/Write Learning" as a fourth.

The four sensory modalities in Fleming's Vark model are:
1. Visual learning
2. Auditory learning
3. Read/write learning
4. Kinesthetic learning

Fleming claimed that visual learners have a preference for seeing (visual aids that represent ideas using methods other than words, such as graphs, charts, diagrams, symbols, etc.). Auditory learners best learn through listening (lectures, discussions, cd's/audio recordings, etc.). Read/write learners have a preference for written words (readings, dictionaries, reference works, research, etc.) Tactile/kinesthetic learners prefer to learn through experience—moving, touching, and doing (active exploration of the world, science projects, experiments, etc.).

The VAK/VARK models can be a helpful way of thinking about different learning styles and preferences, but they are certainly not the last word on how people learn or prefer to learn. Many educators consider the distinctions useful, finding that students benefit from having access to a blend of learning approaches. Others find the idea of three or four "styles" to be distracting or limiting.

In the college setting, you will probably discover instructors teach their course materials according to the method they think will be most effective for all students. Thus, regardless of your individual learning preference, you will probably be asked to engage in all types of learning formats. For instance, even though you may consider yourself to be a "visual learner," you will still probably have to write papers in some of your classes. Research suggests that it is good for the brain to learn in new ways and that learning in different modalities can help learners become more well-rounded. Consider the following statistics on how much content students absorb through different learning methods:

- 10 percent of content they *read*
- 20 percent of content they *hear*
- 30 percent of content they *visualize*
- 50 percent of what they both *visualize and hear*
- 70 percent of what they *say*
- 90 percent of what they *say and do*

The range of these results underscores the importance of mixing up the ways in which you study and engage with learning materials.

EXERCISE - IDENTIFYING PREFERRED LEARNING STYLES

Objective

- Define learning styles, and recognize your preferred learning style(s)

Directions

- Now it's time to consider your preferred learning style(s). Take the VARK Questionnaire here.
- Review the types of learning preferences.
- Identify three different classes and describe what types of activities you typically do in these classes. Which learning style(s) do these activities relate to?
- Describe what you think your preferred learning style(s) is/are. How do you know?
- Explain how you could apply your preferred learning style(s) to studying.
- What might your preferred learning style(s) tell you about your interests? Consider which subjects and eventual careers you might like

DEFINING MULTIMODAL LEARNING

While completing the learning-styles activity, you might have discovered you prefer more than one learning style. Applying more than one learning style is known as multimodal learning. This strategy is useful not only for students who prefer to combine learning styles but also for those who may not know which learning style works best for them. It is also a good way to mix things up and keep learning fun. Consider how you might combine visual, auditory, and kinesthetic learning styles to a biology class. For visual learning, you could create flash cards containing images of individual animals and the species name. For auditory learning, you could have a friend quiz you on the flash cards. For kinesthetic learning, you could move the flash cards around on a board to show a food web (food chain).

The following video will help you review the types of learning styles and see how they might relate to your study habits: https://www.youtube.com/watch?v=dvMex7KXLvM

The next assignment can help you extend and apply what you've learned about multimodal learning to current classes and studying.

EXERCISE - APPLYING LEARNING STYLES TO CLASS

Objectives

- Define multimodal learning
- Apply your preferred learning styles to classroom scenarios

Directions

- Review the three main learning styles and the definition of multimodal learning.
- Identify a class you are currently taking that requires studying.
- Describe how you could study for this class using visual, auditory, and kinesthetic/tactile learning skills.
- Follow your instructor's guidelines for submitting your activity.

Unit 1 Sources

- *Emotional Intelligence* by Adrian Furnham is licensed under CC BY 3.0

- *Fixed Mindset vs Growth Mindset* is licensed under CC BY 3.0

- *Foundations of Academic Success: Words of Wisdom* by Thomas C. Priester is licensed under CC BY-NC-SA

- *Diversity and Difference in Communication* by the Open University is licensed under CC BY-NC-SA 4.0

- *The Information Processing System* by My Learning Network is licensed under CC BY 3.0

UNIT 2: COLLEGE OVERVIEW & CULTURAL DIVERSITY

UNIT 3 LEARNING OBJECTIVES

1. Differentiate surface diversity from deep diversity,
2. Define race and ethnicity to describe various aspects of your own identity,
3. Identify the negative consequences of ethnocentrism and discrimination,
4. Define culture and its basis of shared meaning and practices,
5. Describe the college culture and expectations for success,
6. Practice effective communication strategies to develop beneficial relationships with peers and professors.
7. Compare and contrast the different classroom environments and expectations
8. Analyze how the Forgetting Curve Theory affects your learning
9. Assess your study habits and develop essential study skills to support your learning
10. Examine effective reading, note-taking, test-taking and time management strategies to enhance learning and retention
11. Recognized the importance of thinking critically and creatively in college
12. Illustrate examples of good student conduct and academic integrity

Cultural diversity is found everywhere in college, and it should be respected, appreciated, and celebrated. To be successful as a college student, it is critical that you understand and can describe your own diverse background. Being self-aware allows you to identify what makes you who you are while recognizing the differences that exist between you, other students, your professors, and all the members of a campus community. This section will discuss the factors that make up a person's culture and how one can effectively communicate and work with people who may be different. You will also learn about aspects of a college culture in order to successfully navigate this new world.

Successful students understand their strengths as students and constantly seek and use behaviors to improve their learning skills. A large part of college success is developing strong study habits. This unit also focuses on study skills and strategies to help you maximize your reading, note-taking, test-taking and time management skills.

2.1 ACTIVE READING STRATEGIES

Successful students approach reading with a strategy that helps them get the most out of their reading. These students read actively. They look for the main idea of the material, themes, and for words they do not understand. The opposite of reading actively is reading passively. Passive readers simply skip over things they do not understand and have difficulty understanding the material as a result. In this unit, we are going to practice active reading. You will find that active reading is more enjoyable, lets you understand more of what you have read, and leads to better test scores.

ACTIVE VS PASSIVE READING

The first part of active reading is to read through the material once while making notes about anything you find interesting or important. It is okay to not understand everything the first time through. Make a note next to any words you may need to look up later. When you finish, stop for a few minutes and think about what you just read. What is your first impression? Did you enjoy it? Why or why not? What was the most memorable part of the reading? Did something in it surprise you? Take a few minutes to add these thoughts to the notes you took while reading.

Image by Chris Benson on Unsplash

Now, take a break and go do something else. Go for a walk, run an errand, or take care of some chores. Allow yourself to absorb what you read without thinking too much about it or worrying about what you did not understand. When you come back, use a dictionary to look up the definitions of the words you marked earlier because you were not sure what they meant. Look at any sections you did not understand the first time through and see if they make more sense now. If something is still unclear, review your notes and briefly read the material a second time. Any confusing parts will likely be much clearer now! If the material is still unclear, it is time to go to your instructor's office hours, ask a peer or seek tutoring support through The Learning Center (TLC).

Watch the twelve-minute video titled "**Active Reading**" that walks you through different active reading strategies to improve your ability to understand and recall the material that you read.
- As you watch the video, make brief notes of key ideas, as well as any words or concepts you don't understand well.
- Next, take a few moments to reflect on the video. Consider questions like: *What was the most memorable part of the video? What is one new piece of information you learned? What questions do you have about the video?*
- Review your notes. If you do not understand all of the main points, watch the video a second time. You don't have to watch the whole thing again--it's okay to just review sections that address the

specific questions you have.

- Finally, add to or revise your initial notes. Were you able to answer your unresolved questions? Can you list the most important "take-aways" from the video? In other words, what are 2-3 things from this video that you want to remember?
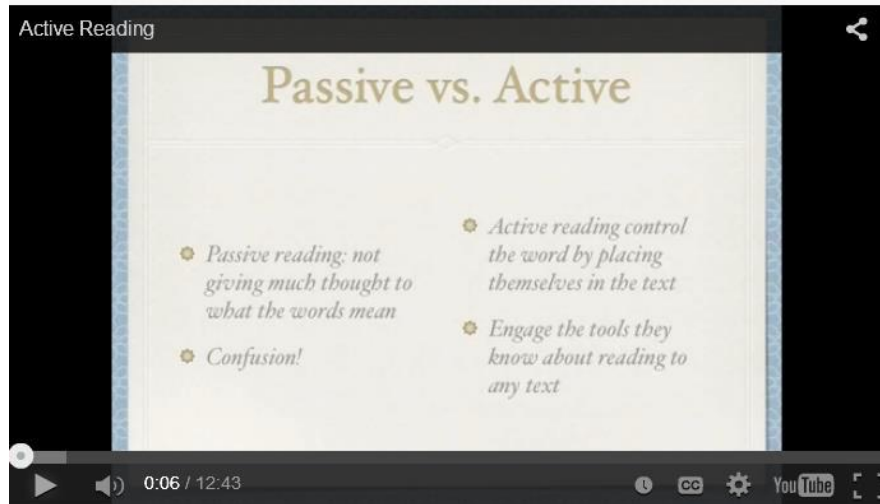
Youtube video "Active Reader" https://www.youtube.com/watch?v=Oj6TF4We0UM#t=12

SQ3R

Active reading strategies can significantly increase learning new information. **SQ3R** is one of the most popular active reading strategies designed to help retain information into long term memory.
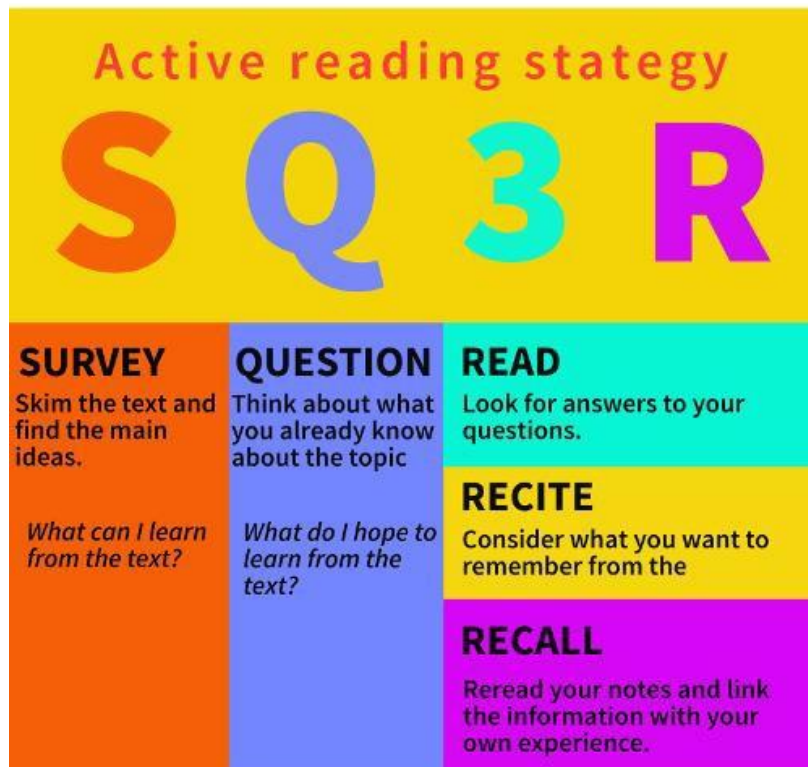
The five-steps involved in the **SQ3R** include:

STEP 1. SURVEY – WHAT CAN I LEARN FROM THE TEXT?
Before reading, skim the material:
- Skim the table of contents and find 3-5 main ideas that will be presented in the text.
- Pay attention to names, headings and subheadings.
- Look at the captions under images, tables, diagrams and maps.
- Pay particular attention to the introductory and final paragraphs, which often contain a summary of the text.

STEP 2. QUESTION – WHAT DO I HOPE TO LEARN FROM THE TEXT?
Before reading a section, formulate questions and do the following:
- Rephrase headings into questions.
- Look whether the author has formulated questions at the beginning or end of the section.
- Recall what you already know about the topic and what you still want to learn about it.
- Ask yourself:
  - *"What did my instructor say about this chapter or subject when it was assigned?"*
  - *"What do I already know about this subject?"*

You may find it helpful to write out these questions for consideration. These questions could very well serve as potential test questions for upcoming quizzes, midterms, and/or the final.

STEP 3. READ – WHAT ARE THE ANSWERS TO YOUR QUESTIONS?
- Read captions under images and diagrams, and look for highlighted information.
- Be open-minded by paying attention to new ideas and differing opinions.
- Stop and reread difficult and unclear parts.
- Answer the questions you created in Step 2.
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases.
- Study tables, charts, and graphs.
- Stop and reread parts which are not clear.
- Read only a section at a time and recite after each section.

STEP 4. RECITE – WHAT DO YOU WANT TO REMEMBER FROM THE INFORMATION OBTAINED?
- Think about what you've read and summarize the main ideas expressed in the text.
- If you don't understand something, reread that section.
- Take notes, expressing ideas in your own words.
- Reciting:
  - The more senses you use, the more likely you are to remember what you read.
  - To triple strength learning apply: seeing, saying and hearing.

o   To quadruple strength learning apply: seeing, saying, hearing, and writing.

STEP 5. RECALL – HOW CAN YOU LINK THE INFORMATION TO YOUR OWN EXPERIENCE?

- After reading the whole text, reread your own notes and pay attention to the main ideas and connections between the ideas.
- Connect what you have learned to your own experience and other sources of information.
- This step is an ongoing process.
- For example:

Day One
o   After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.
o   If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.

Day Two
o   Page through the text and/or your notebook to re-acquaint yourself with the important points.
o   Cover the right hand column of your text/note-book and orally ask yourself the questions in the left hand margins.
o   Orally recite or write the answers from memory.
o   Develop mnemonic devices for material which need to be memorized.
o   Make flash cards for those questions which give you difficulty.

Days Three, Four and Five
o   Alternate between your flashcards and notes and test yourself (orally or in writing) on the questions you formulated.
o   Make additional flash cards if necessary.

Weekend
o   Using the text and notebook, make a Table of Contents - list all the topics and subtopics you need to know from the chapter.
o   From the Table of Contents, make a Study Sheet.
o   Recite the information orally and in your own words as you put the Study Sheet together.
o   As you have consolidated all the information you need for this chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

ONLINE READING STRATEGIES

If you choose to take online courses, be prepared for more reading! The online learning environment differs from the traditional face-to-face format. The California Community Colleges Chancellor's Office Online Education Initiative focuses on providing online students with the support and resources necessary for success. Take time to explore the site: http://ccconlineed.org/student-success-resources/ if you choose to pursue online courses.

For now, we will focus on the Online Student Readiness Tutorial titled "Online Reading Strategies" to help you:

- Understand some of the differences between reading print versus reading online,
- Learn strategies for staying focused when reading online,
- Discover ways to maximize your reading speed and comprehension.

In an online educational environment, you're probably going to do more reading than listening. You may do some of your reading in printed form—say, an assigned novel or textbook—but some of it might also be online in the form of a webpage. Reading online isn't the same as reading in print, so you should practice some strategies that will improve your online reading comprehension and speed. Some of the strategies you learn about here will help you with any kind of reading you might do, not just online content.

Image by Annie Spratt on Unsplash

PRINT VS. ONLINE

What do we mean when we say that reading print is different from reading online?

- First, when you read something that's been printed by a reputable publishing house, you can assume that the work is authoritative. The author had to be vetted by a publishing house and multiple editors. When you read something online, however, it can be written or posted by anybody. This means that you have to closely scrutinize the source of the information. Pay attention to who was writing what you're reading. Can you identify the author? What are his or her credentials?

- Second, in the print world, texts may include pictures, graphics, or other visual elements to supplement the author's writing. In the digital realm, however, this supplementary material might also include hyperlinks, audio, and video. This will fundamentally change the reading experience for you because online reading can be interactive in a way that a print book can't. An online environment allows you to engage with content rather than passively reading it.

- Finally, when you read in print, you generally read sequentially from the first word to the last. Maybe you'll flip to an index or refer to a footnote, but otherwise the way you read is fairly consistent and

straightforward. Online, however, you can be led quickly into an entirely new area of reading by clicking on links or related content.

WHY, WHAT, HOW?

Now that you've heard about how reading online differs from reading print, you should know that this has some really practical implications for reading comprehension. Improving your online reading comprehension will save you time and frustration when you work on your assignments. You'll be able to understand your course subject matter better, and your performance on your quizzes and exams will improve.

Consider the "**Why, What, and How**" of reading comprehension:

1. **Why? –** *Why am I being asked to read this passage?* In other words, what are the instructions my professor has given me?
2. **What? –** *What am I supposed to get out of this passage?* That is, what are the main concerns, questions, and points of the text? *What do you need to remember for class?*
3. **How? –** *How will I remember what I just read?* In most cases, this means taking notes and defining key terms.

When you keep the "**Why, What, and How**" of reading comprehension in the forefront of your mind while reading, your understanding of the material will improve drastically. It will only take a few minutes. Doing so will not only help you remember what you've read, but also structure any notes that you might want to take.

Image by iam Se7en on Unsplash

For additional practice using your reading comprehension skills, your professor may have you complete a Reading Strategies Guided Learning Activity (GLA) through The Learning Center (TLC) at COC (http://www.canyons.edu/Offices/TLC/Pages/default.aspx).

Let's wrap up with some questions about online reading from students just like you.

Student Q&A's	Question	Answer
1.	*I'm so used to reading printed texts and I actually prefer it because I don't get distracted as easily as I do when I'm online. How can I keep myself from getting distracted when reading online?*	When you read online, the hyperlinks, images, audio, and video interactivity embedded in the text can be a really tempting distraction. Try reading a passage straight through at least once without clicking on any of the hyperlinks or participating in any of the interactive opportunities. First, get a basic "feel" for the passage, then read it with the interactive components to augment your reading.
2.	*I once had a professor who didn't want us to use our phones to read our assigned texts. Why does this matter?*	Your professor is right. It is not a good idea to read your assignments from the small screen of a smart phone. It's too easy to miss words and meanings when the reading process itself is already challenging.
3.	*You've talked a lot today about comprehension, but I'd really like to know how I can improve my online reading speed. Can you share some tips?*	To read more quickly and efficiently online, try to avoid distractions like ads, pop-ups, or hyperlinks that will lead you away from your assignment. Another strategy you can try is to scan the page before actually reading, focusing on keywords and phrases rather than every single word. It will not only help you to read faster, but also give you a sense of the main ideas.

2.2 CULTURAL DIFFERENCES

Diversity: the art of thinking independently together.
—Malcolm Forbes, entrepreneur, founder of Forbes magazine

WHAT IS DIVERSITY?

There are few words in the English language that have more diverse interpretations than *diversity*. What does *diversity* mean? Better yet—what does diversity mean to *you*? And what does it mean to your best friend, your teacher, your parents, your religious leader, or the person standing behind you in a grocery store?

For each of us, diversity has unique meaning. Below are a few of the many definitions offered by college students at a 2010 conference on the topic of diversity. Which of these definitions rings out to you as most

accurate and thoughtful? Which definitions could use some embellishment or clarification, in your opinion?

Image by Ryoji Iwata on Unsplash

Diversity is a group of people who are different in the same place.

Diversity to me is the ability for differences to coexist together, with some type of mutual understanding or acceptance present. Acceptance of different viewpoints is key.

Tolerance of thought, ideas, people with differing viewpoints, backgrounds, and life experiences. Anything that sets one individual apart from another.

People with different opinions, backgrounds (degrees and social experience), religious beliefs, political beliefs, sexual orientations, heritage, and life experience.

Dissimilar

Having a multitude of people from different backgrounds and cultures together in the same environment working for the same goals.
Difference in students' background, especially race and gender.

Differences in characteristics of humans.

Diversity is a satisfying mix of ideas, cultures, races, genders, economic statuses and other characteristics necessary for promoting growth and learning among a group.

Diversity is the immersion and comprehensive integration of various cultures, experiences, and people. Heterogeneity brings about opportunities to share, learn and grow from the journeys of others. Without it, limitations arise and knowledge is gained in the absence of understanding.

Diversity is not tolerance for difference but inclusion of those who are not the majority. It should not be measured as a count or a fraction—that is somehow demeaning. Success at maintaining diversity would be when we no longer ask if we are diverse enough, because it has become the norm, not remarkable.[1]

Diversity means different things to people, and it can be understood differently in different environments. In the context of your college experience, diversity generally refers to people around you who differ by race, culture, ethnicity, religion, socioeconomic status, sexual orientation, abilities, opinions, political views, and in other ways. When it comes to diversity on the college campus, we also think about how groups interact with one another, given their differences (even if they are just perceived differences.) How do diverse populations experience and explore their relationships?

"More and more organizations define diversity really broadly," says Eric Peterson, who works on diversity issues for the Society for Human Resource Management (SHRM). "Really, it's any way any group of people can differ significantly from another group of people—appearance, sexual orientation, veteran status, your level in the organization. It has moved far beyond the legally protected categories that we've always looked at."[2]

In the following video, students from Juniata College describe what diversity means to them and explain why it's an important aspect of their college experience. (link: https://www.youtube.com/watch?time_continue=5&v=D6ft8w0wHRo)

2.3 SURFACE DIVERSITY AND DEEP DIVERSITY

Surface diversity and deep diversity are categories of personal attributes—or differences in attributes— that people perceive to exist between people or groups of people.

- **Surface-level diversity** refers to differences you can generally observe in others, like ethnicity, race, gender, age, culture, language, disability, etc. You can quickly and easily observe these features in a person. And people often do just that, making subtle judgments at the same time, which can lead to bias or discrimination. For example, if a teacher believes that older students perform better than younger students, she may give slightly higher grades to the older students than the younger students. This bias is based on perception of the attribute of age, which is surface-level diversity.

- **Deep-level diversity**, on the other hand, reflects differences that are less visible, like personality, attitude, beliefs, and values. These attributes are generally communicated verbally and nonverbally, so they are not easily noticeable or measurable. You may not detect deep-level diversity in a classmate, for example, until you get to know him or her, at which point you may find that you are either comfortable with these deeper character levels, or perhaps not. But once you gain this deeper level of awareness, you may focus less on surface diversity. For example: At the beginning of a term, a classmate belonging to a minority ethnic group, whose native language is not English (surface diversity), may be treated

differently by fellow classmates in another ethnic group. But as the term gets under way, classmates begin discovering the person's values and beliefs (deep-level diversity), which they find they are comfortable with. The surface-level attributes of language and perhaps skin color become more "transparent" (less noticeable) as comfort is gained with deep-level attributes.

The following video is a quick summary of the differences between surface-level and deep-level diversity. (link: https://youtu.be/4QsF8_IwmXs)

POSITIVE EFFECTS OF DIVERSITY IN AN EDUCATIONAL SETTING

Why does diversity matter in college? It matters because when you are exposed to new ideas, viewpoints, customs, and perspectives—which invariably happens when you come in contact with diverse groups of people—you expand your frame of reference for understanding the world. Your thinking becomes more open and global. You become comfortable working and interacting with people of all nationalities. You gain a new knowledge base as you learn from people who are different from yourself. You think "harder" and more creatively. You perceive in new ways, seeing issues and problems from new angles. You can absorb and consider a wider range of options, and your values may be enriched. In short, it contributes to your education.

Image by Samantha Gades on Unsplash

Consider the following facts about diversity in the United States:
- More than half of all U.S. babies today are people of color, and by 2050 the U.S. will have no clear racial or ethnic majority. As communities of color are tomorrow's leaders, college campuses play a major role in helping prepare these leaders.
- But in 2009, while 28 percent of Americans older than 25 years of age had a four-year college degree, only 17 percent of African Americans and 13 percent of Hispanics had a four-year degree. More must be done to adequately educate the population and help prepare students to enter the workforce.
- Today, people of color make up about 36 percent of the workforce (roughly one in three workers). But by 2050, half the workforce (one in two workers) will be a person of color. Again, college

campuses can help navigate these changes. [3]

All in all, diversity brings richness to relationships on campus and off campus, and it further prepares college students to thrive and work in a multicultural world.

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ACTIVITY: CULTURAL SENSITIVITY AND INCLUSIVITY IN PRACTICE

Objective

- Identify ways in which you can make diversity more personal

Instructions

This activity will help you examine ways in which you can develop your awareness of and commitment to diversity on campus. Answer the following questions to the best of your ability:

- What are my plans for expanding myself personally and intellectually in college?
- What kind of community will help me expand most fully, with diversity as a factor in my expansion?
- What are my comfort zones, and how might I expand them to connect more diversely?
- Do I want to be challenged by new viewpoints, or will I feel more comfortable connecting with people who are like me?
- What are my biggest questions about diversity?
- Write several paragraphs reflecting on the questions above.
- Submit this assignment according to directions from your instructor.

Consider the following strategies to help you answer the questions:

- Examine extracurricular activities. Can you get involved with clubs or organizations that promote and expand diversity?
- Review your college's curriculum. In what ways does it reflect diversity? Does it have departments and courses on historically underrepresented, e.g., cultural and ethnic studies, and gender and sexuality studies. Look for study-abroad programs, as well.
- Read your college's mission statement (College of the Canyons Mission Statement). Read the mission statement of other colleges. How do they match up with your values and beliefs? How do they align with the value of diversity?
- Inquire with friends, faculty, colleagues, family. Be open about diversity. What does it mean to others? What positive effects has it had on them? Ask people about diversity.
- Research can help. You might consult college literature, Web sites, resource centers and organizations on campus, etc.

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ACCESSIBILITY AND DIVERSITY ON CAMPUS

The idea of "accessibility" is an important force of change on college campuses today. *Accessibility* is about making education accessible to all, and it's particularly focused on providing educational support to a diverse group of students, faculty, and staff with disabilities.

College of the Canyons provides services for students with disabilities in compliance with the American

Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Please see [Disabled Students Programs & Services](#) for more information.

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WORDS OF WISDOM

Why So Many Questions?

The following essay about experiences of diversity in college is by Fatima Rodriguez Johnson (State University of New York).

Even though at first the writer felt like an ethnic outsider at college, she grew in understanding the importance of diversity of campus and of speaking openly and honestly about connecting with diverse cultures.

I chose to attend a small liberal arts college. The campus was predominately white and was nestled in a wealthy suburb among beautiful trees and landscaped lawns. My stepfather and I pulled into the parking lot and followed the path to my residence hall. The looks we received from most of the families made me feel like everyone knew we didn't belong. But, he and I greeted all we encountered, smiling and saying, "Hello." Once I was unpacked and settled into my residence hall, he gave me a hug and said, "Good luck." I wasn't sure if he meant good luck with classes or good luck with meeting new friends, but I heard a weight in his voice. He was worried. Had he and my mother prepared me for what was ahead?

With excitement, I greeted my roommate who I had already met through the summer Higher Educational Opportunity Program (HEOP). She and I were very happy to see each other. After decorating and organizing our room, we set out to meet new people. We went to every room introducing ourselves. We were pretty sure no one would forget us; it would be hard to miss the only Black and Latina girls whose room was next to the pay phone (yes, in my day each floor shared one pay phone).

Everyone on our floor was nice and we often hung out in each other's rooms. And like some of you, we answered some of those annoying questions:

- *Why does your perm make your hair straight when ours makes our hair curly?*
- *How did your hair grow so long (whenever we had weave braids)?*
- *Why don't you wash your hair everyday (the most intriguing question of all)?*

We were also asked questions that made us angry:

- *Did you grow up with your father?*
- *Aren't you scared to take public transportation?*
- *Have you ever seen anyone get shot (because we both lived in the inner city)?*

It was those questions that, depending on the day and what kind of mood we were in, made a fellow student either walk away with a better understanding of who we were as Black and Latina women or made a fellow student walk away red and confused. I guess that's why my stepfather said, "Good luck." He knew that I was living in a community where I would stand out—where I would have to explain who I was. Some days I was really good at answering those questions and some days I was not. I learned the questions were not the

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problem; it was not asking that was troubling.

My roommate and I put forth a lot of effort to fit in with the community—we spent time hanging out with our peers, we ate together almost every evening in the dining hall, and we participated in student organizations. We were invited to join the German Club, and were the only students of color there. In doing all these things we made ourselves approachable. Our peers became comfortable around us and trusted us.

Although my peers and I all had similar college stresses (tests, papers, projects, etc.) my roommate and I also had become a student resource for diversity. Not because we wanted to, but because we had too. There were very few students of color on campus, and I think students really wanted to learn about people different from themselves. It was a responsibility that we had accepted. The director of HEOP would often remind us that for many students, college was the first opportunity they had to ask these types of questions. He said we would learn to discern when people were really interested in learning about our differences or insulting us. If someone was interested in insulting us, there was no need to respond at all.

Although I transferred to another college at the end of my sophomore year, during those two years I learned a great deal about having honest conversations. Taking part in honest conversations challenged my notions of the world and how I viewed people from all walks of life (race, class, sexual orientation, ability, etc.). Those late nights studying or walks to the student center were when many of us listened to each other's stories.

My advice is to take time to examine your attitudes and perceptions of people different from yourself, put yourself in situations that will challenge your assumptions, and lastly, when you make a mistake do not get discouraged. Keep trying. It's easy to stay where we are comfortable. College is such a wonderful experience. Take it all in, and I am sure you will enjoy it!

—Fatima Rodriguez Johnson, Foundations of Academic Success: Words of Wisdom

2.4 RACE AND ETHNICITY

"RACE"

The word 'race' has largely been discredited in academic and policy discussions. You will notice that in this course, as elsewhere in the course, we have adopted the now common practice of putting the term 'race' in inverted commas, or 'scare quotes' as they are sometimes tellingly known. This is to indicate that, in current thinking, the idea of there being distinct 'races' and that human beings can be divided up on 'racial' grounds has been discredited. Racial thinking was at its height in the 19th and early 20th centuries and was associated with the ideologies of empire and colonialism. Ideas about distinct racial groups with distinct characteristics were developed to support the notion that some 'races' (those of white, European origin) were innately superior to others (usually 'non-white races' of African or Asian origin).

Many writers in this field argue that 'race' is socially constructed, as part of a process in which individuals are assigned to particular 'racial' categories (Banton, 1977; UNESCO, 1980; Miles, 1982, 1989). Certain physical characteristics, such as skin colour, become markers of social difference, as part of a process of 'racialisation' in

which the concept of 'race' is given specific social meaning. People assigned to a particular 'racialised' group are perceived to have specific characteristics: for example, black people may be deemed to be better at some sports than white people, but also not as intelligent.
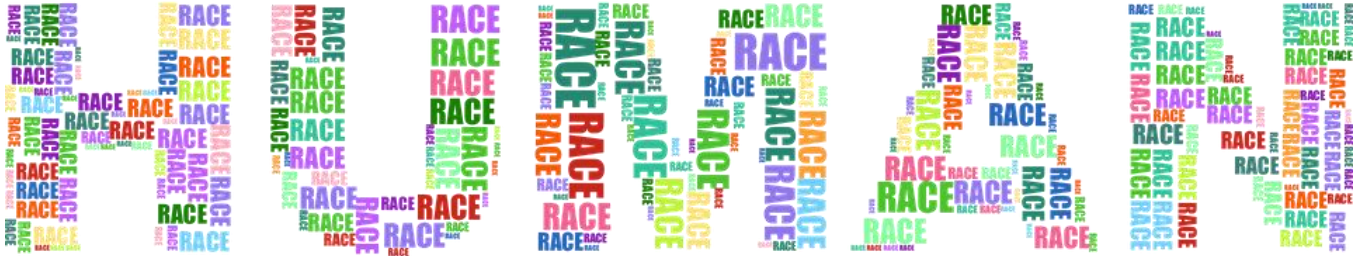
In fact a great deal of early scientific research on 'race' focused on trying to determine intelligence by examining the size of the brain in different 'racialised' groups (Huxley and Haddon, 1935; Jensen, 1969; Eysenck, 1971; Banton, 1977; Barkan, 1992). This research was inconclusive and no 'racial' differences were found. However, there are some genetic differences between groups of people which seem to have a geographical origin. For example, some inherited disorders are more prevalent in certain areas of the world and in communities that have migrated (Weatherall, 2001). Thalassaemia is more prevalent in Greek-Cypriot communities, whereas cystic fibrosis is more prevalent in North European communities (Ward, 2001). Some writers (for example Jensen, 1969; Eysenck, 1971) argue that this demonstrates the reality of 'racial differences'. However, others have argued that such 'differences' are largely insignificant, and that in fact there are more genetic differences within 'racial groups' than between them (Woodward, 1997). According to the sociologist and psychodynamic writer Michael Rustin:

> 'Race' is both an empty category and one of the most destructive and powerful forms of social categorization … differences of biological race are largely lacking in substance. Racial differences go no further, in their essence, than superficial variations in bodily appearance and shape – modal tallness of different groups, colour of skin, facial shape, hair, etc. Given the variations that occur within so-called racial groups … it is hard to find any significance in these differences except those which are quite arbitrarily assigned to them … Racial differences depend on the definition given to them by the other – that is to say, on the definition of the other- and the most powerful definitions of these kinds are those which are negative – definitions that we can call racist. (Rustin, 2000, pp. 183, 184)

More significant than any minor genetic differences is the way in which supposed 'racial' differences have been used to explain people's behavior and to place them in a hierarchy in society. To quote social policy writer Esther Saraga:

> From a social constructionist perspective what is important is the ways in which these terms link together to produce a social relation, which organizes how people are placed in society. From this viewpoint, to construct groups of people into 'races' involves a threefold process:
>
> 1. Human populations are divided into discrete categories on the basis of variations in physical features.
> 2. Meaning is ascribed to this physical variation and it is then said to be possible to know the

potentialities, behaviors, needs and abilities of a person on the basis of their 'racial' belonging.

3. *This social process of categorization and classification is then said to be a product of nature – that is, racial division is said to be natural.*
(Saraga, 1998, pp. 99–100)

ETHNICITY

By contrast with 'race', 'ethnicity' is still widely used to describe differences between groups, although like 'race' it is a contested term. The terms 'ethnic' and 'ethnicity' are commonly used to denote groups of people who share common national or geographical origins, values and beliefs, and customs andtraditions. Unlike the notion of 'race', ethnicity does not imply innate biological differences but rather similarities derived from belonging to, or being brought up as part of, a specific group (Nazroo, 1997).

Image by Andrew Butler on Unsplash

As with all terms in this area, there is a need to be wary about how 'ethnicity' is used. Sometimes the word 'ethnic' is misused to denote 'otherness' from the (white British) norm, as in the terms 'ethnic dress', 'ethnic food' and 'ethnic music'. This assumes that white people do not have an ethnicity, and constructs ethnicity as pertaining only to minority groups. Often the category 'white' is used in the UK context to obscure differences

between people from a wide range of 'ethnic' groups, such as Irish or Italian. Moreover, the idea of 'ethnicity' assumes that everyone can be categorised as belonging to one, fixed grouping, which can then be used to explain their behaviour and needs. But some people are of dual or mixed heritage and do not fit neatly into the categories offered, thus calling into question the whole process. How should you define your ethnicity if one of your parents is African–Caribbean and the other white, for example, or if (like the British former Labour MP Oona King) you are both black and Jewish?

In **Activity 3** you reflected on your own identity. How easy or difficult was it to define your ethnicity? How important was your ethnicity to you? The next activity is an opportunity to focus specifically on your ethnic identity.

ACTIVITY 5 – DESCRIBING YOUR ETHNICITY

The list of 'ethnic' groups below is taken from the U.S. Census Bureau, 2010, data for California. Read through the list and then decide which term best describes you.

Subject	Number	Percent
SEX AND AGE		
Total population	37,253,956	100.0
Male population	18,517,830	49.7
Female population	18,736,126	50.3
RACE		
Total population	37,253,956	100.0
One Race	35,438,572	95.1
White	21,453,934	57.6
Black or African American	2,299,072	6.2
American Indian and Alaska Native	362,801	1.0
Asian	4,861,007	13.0
Asian Indian	528,176	1.4
Chinese	1,253,102	3.4
Filipino	1,195,580	3.2
Japanese	272,528	0.7
Korean	451,892	1.2
Vietnamese	581,946	1.6
Other Asian [1]	577,783	1.6
Native Hawaiian and Other Pacific Islander	144,386	0.4
Native Hawaiian	21,423	0.1
Guamanian or Chamorro	24,299	0.1
Samoan	40,900	0.1
Other Pacific Islander [2]	57,764	0.2
Some Other Race	6,317,372	17.0
Two or More Races	1,815,384	4.9
White; American Indian and Alaska Native [3]	208,833	0.6
White; Asian [3]	446,563	1.2

Subject	Number	Percent
White; Black or African American [3]	180,920	0.5
White; Some Other Race [3]	494,321	1.3
Race alone or in combination with one or more other races: [4]		
White	22,953,374	61.6
Black or African American	2,683,914	7.2
American Indian and Alaska Native	723,225	1.9
Asian	5,556,592	14.9
Native Hawaiian and Other Pacific Islander	286,145	0.8
Some Other Race	7,023,538	18.9
HISPANIC OR LATINO		
Total population	37,253,956	100.0
Hispanic or Latino (of any race)	14,013,719	37.6
Mexican	11,423,146	30.7
Puerto Rican	189,945	0.5
Cuban	88,607	0.2
Other Hispanic or Latino [5]	2,312,021	6.2
Not Hispanic or Latino	23,240,237	62.4
HISPANIC OR LATINO AND RACE		
Total population	37,253,956	100.0
Hispanic or Latino	14,013,719	37.6
White alone	6,497,681	17.4
Black or African American alone	135,268	0.4
American Indian and Alaska Native alone	200,551	0.5
Asian alone	85,937	0.2
Native Hawaiian and Other Pacific Islander alone	15,809	0.0
Some Other Race alone	6,231,785	16.7
Two or More Races	846,688	2.3
Not Hispanic or Latino	23,240,237	62.4
White alone	14,956,253	40.1
Black or African American alone	2,163,804	5.8
American Indian and Alaska Native alone	162,250	0.4
Asian alone	4,775,070	12.8
Native Hawaiian and Other Pacific Islander alone	128,577	0.3
Some Other Race alone	85,587	0.2
Two or More Races	968,696	2.6

1. Other Asian alone, or two or more Asian categories.
2. Other Pacific Islander alone, or two or more Native Hawaiian and Other Pacific Islander categories.
3. One of the four most commonly reported multiple-race combinations nationwide in Census 2000.
4. In combination with one or more of the other races listed. The six numbers may add to more than the total population, and the six percentages may add to more than 100 percent because individuals may report

more than one race.
5. This category is composed of people whose origins are from the Dominican Republic, Spain, and Spanish-speaking Central or South American countries. It also includes general origin responses such as "Latino" or "Hispanic."

2.5 DIFFERENCES AND IDENTITY

If differences on the basis of gender, ethnicity and disability are socially constructed, how should people view their identities, for example as men, or disabled people, or people of African–Caribbean origin? Where do such identities come from, and how useful are they in explaining people's experience of communication?

Foucault's ideas about changing discourses, and the ways in which they construct people's view of the world, can be applied to issues of ethnicity and gender. The dynamic and fluid nature of ethnic and gender categories is apparent even in the language and terminology used to describe people. Think, for example, about the different labels that have been used to describe black people of Caribbean heritage living in the UK over the past 50 years, and about the different meanings attached to those labels. Terms such as 'Negro', 'colored', 'West Indian', 'black' and 'African–Caribbean' have different connotations.

Firstly, each term has included and excluded different sets of people. 'West Indian' implicitly excluded people from Caribbean countries that had not been British colonies, for example, while 'colored' and 'black' were also applied at various times to people of African and Asian origin. Some terms referred to skin color, others to national or geographical origin. Some terms had strongly negative connotations, or their connotations changed over time. Moreover, the terms had different meanings for different people. Avtar Brah describes how the term 'black', which was originally pejorative, was taken up and used as a source of pride and as a political identity. It was also assumed for political reasons for a time by people of Asian, Turkish and Arab origin resident in the UK (Brah, 1992). More recently, and as a result of complex political and cultural processes, religion has played a greater part in the ways in which both society classifies people and people identify themselves. So in some contexts the term 'Muslim' now assumes greater importance than other 'ethnic' classifications, such as Asian, Arab or North African, with which it intersects.

Image by Eye for Ebony on Unsplash

These examples point to the contextual nature of identities. Another example of this is how different identities become important for people in different settings, as you will see when issues of ethnicity are explored later. Stuart Hall, a leading writer on issues of culture and identity, suggests that the word 'identifications' is preferable to the term 'identities', reflecting a view that identity is a process rather than something fixed and unchanging (Hall, 2000). Furthermore, assuming an identity takes place in a social context. As Hall makes clear, the identities that people take on always come with a history and are to some extent 'given' by society, although people may attribute different meanings to them.

The next activity is an opportunity to reflect on your own social identities, and the meanings they have for you.

ACTIVITY 3 - REFLECTING ON IDENTITY

How would you describe your identity or identities? What kind of words would you use to describe yourself in terms of:

- gender
- ethnicity
- age
- class

You may also want to describe other aspects of your identity that are important to you, such as nationality or regional identity, sexuality, religious or political beliefs, occupation or voluntary roles, family roles, interests and abilities, and so on. Use as many or as few terms as you like.

When you have made some notes in answer to this question, think about the following questions.

- Which of these identities (one or more) is / are the most important to you at this point in your life – and has this changed overtime?
- Would you have described your identity / identities differently 10 or 20 years ago? In what way?

ASPECTS OF IDENTITY

Identities are plural

- Every person has a range of identities, according to how they see themselves (and how others see them) in terms of gender, ethnicity, sexuality, age, and so on. This means that seeing an individual in terms of one aspect of their identity – as a black person, for example, rather than as (say) a black working-class woman who is also a social worker, a mother and a school governor – is inevitably reductive and misleading.

Identities are dynamic

- The identities people assume, and the relative importance they attach to them, change over time because of both personal change in their lives and change in the external world (for example, as a result of changing ideas about disability). Consequently, identity should not be seen as something 'fixed' within people.

Identities have different and changing meanings

- Aspects of identity may have different meanings at different times in people's lives, and the meanings that they attribute to aspects of their identity (for example, ethnicity) may be different from the meaning it has for others (for example, being black may be a source of pride for you, but the basis of someone else's negative stereotyping).

Identities are contextual and interactional

- Different identities assume greater or less importance, and play different roles, in different contexts and settings, and in interactions with different people. Different aspects of people's identity may come to the fore in the workplace and in the home, for example, while people might emphasize different aspects of themselves to different people (and different people may see different identities when they meet them).

Identities are negotiated

- In constructing their identities, people can only draw on terms that are available in society at that time, which have meanings and associations attached. However, people may attribute different meanings and importance to those labels. This means people always negotiate their identities, in the context of the different meanings attached to them.

Taking this view of identity, as a social process that people engage in, rather than as a fixed essence inside them, is not to deny that particular identities are extremely important for certain groups and individuals. Being a Sikh, or a woman, or gay, may feel like the most important and 'deepest' part of you. However, a more dynamic and social model of identity is useful because it makes it difficult to reduce people to any one aspect of their identity, or to use social identity as a way of explaining every aspect of their behavior and needs, including their communication needs and behavior.

KEY TAKEAWAYS

Social identities, whether based on ethnicity, gender, disability or other factors, should be seen as:
- plural
- dynamic
- contextual
- negotiated
- produced in social and interactional contexts.

"DIFFERENCE," POWER, AND DISCRIMINATION

These first few sections have emphasized the point that differences are always produced in a social context, and that a key part of that context is power relationships. As pointed out earlier, a key element of Foucault's social constructionist approach is that the way in which people are categorized in society (for example, by gender, ethnicity or age) involves an exercise of power that reflects the ideas and interests of dominant groups. One of the key arguments against essentialist views of difference is that they reflect, and at the same time help to perpetuate, inequalities of power and status.

Section 3 noted that the ways in which the terms used to describe people from certain ethnic, geographical or

national backgrounds have changed significantly over time. In addition in the British context, the labels attached to people seen as 'minorities' have always been defined by the white majority that is by those with power. Labelling a group of people as 'different' in some way can itself be seen as an exercise of power, a way of putting people 'in their place' and fixing them there. Defining an individual primarily in terms of their apparent ethnic identity – for example as black, or African– Caribbean, or Asian – is a way of defining them as 'different' from a supposed white 'norm', and of playing down any similarities with others. The same can be said of attaching labels to people on the basis of a supposed disability, or sexual preference, or age.

The construction of people in terms of their supposed 'differences' from an imagined 'norm' or 'majority' tends to involve making sweeping generalizations about people on the basis of categories such as their ethnicity or gender. Individual differences, as well as similarities across groups, are lost as people are seen primarily as disabled, or 'elderly', or gay, for example. Decisions about individual needs, such as those relating to health and social care services, are then based on widely shared assumptions about people belonging to that group.

Often, these generalizations about groups – or stereotypes – are negative, since they reflect the differential power between those in the 'majority' and those categorized as 'minorities' or 'different'. So, for example, women may be defined as less rational than men, or black people as less intelligent than white people: in these instances, men and white people respectively are characterized as the 'norm'. These negative stereotypes both reflect existing inequalities – patterns of sexism and racism in society – and at the same time help to perpetuate them, for example by denying women and black people access to jobs that require a 'cool head' or complex intellectual skills. In other words, stereotyping people as 'different' can lead to discrimination.

So attributing fixed 'differences' to people is not a neutral process but one that both reflects and reproduces inequalities of power and status. The next activity is an opportunity to reflect on your own experience of prejudice and discrimination.

EXPERIENCING PREJUDICE AND DISCRIMINATION

ACTIVITY 4

Look again at your answer to Activity 3. Now think of an experience when an aspect of your identity (for example, in terms of ethnicity, gender, disability, class, sexuality or age) resulted in you:
- being discriminated against or badly treated by comparison with others
- being treated more advantageously than others in a similar position
- being placed in a position of power over others.

Individual examples of prejudice and discrimination should not be seen as isolated or free-floating. Within organizations, stereotypes and prejudice are often dismissed as the attitudes of a small minority, and instances of discrimination as 'isolated incidents'. However, a social model of difference would view them as reflecting wider institutional patterns and structures. Stereotypical views held by individuals do not materialize out of thin air. They often reflect deeply rooted social attitudes, which are themselves grounded in processes of oppression and exclusion going back hundreds of years. For example, stereotypes about African, Caribbean and Asian people can be seen as deriving ultimately from Britain's long involvement in slavery and colonial exploitation (Fryer, 1984). Similarly, feminists argue that negative images of women have their origins in patriarchal

structures and practices going back millennia (Abbott, 2000).

Processes of racism and sexism play a part in producing and perpetuating supposed 'differences' between people based on their ethnicity and gender. Moreover, as you saw in the case study in **Activity 1**, these processes of prejudice and discrimination can lead directly to people's diverse needs not being met appropriately. Adopting this approach does not mean denying the existence of difference, but acknowledging that responding to difference also means challenging and changing practices and structures that exclude and disadvantage people on the basis of supposed 'differences' from the norm.

This discussion is developed further in the next three sections with specific reference to issues of ethnicity, gender and disability.

KEY TAKEAWAYS

1. Attributing fixed 'differences' to particular groups of people can be seen as part of a process that reflects and reproduces inequalities of power.
2. Stereotypes of people based on their social identities tend to be negative and to define them in relation to their difference from an imaginary 'norm'.
3. Stereotypes can lead to prejudice and discrimination, which themselves reflect and perpetuate wider processes of oppression, such as sexism and racism.

CURRENT TOPICS IN CULTURAL PSYCHOLOGY DISCUSSIONS

Reading: San Francisco State University: David Matsumoto's "Cross-Cultural Psychology in the 21st Century" (HTML)

Instructions: Please read the entire document in order to gain insight regarding the current research and practice issues in the field of cultural psychology, as well as the anticipated future directions of the field.

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FOOD & CULTURE

Food Preference - Reading: Marriage and Family Encyclopedia's "Food and Culture" Link: Marriage and Family Encyclopedia's "Food and Culture" (HTML)

Instructions: Please read this article to learn the role that food plays in culture—often an indicator of differences in accessibility of various food options. Food also plays a role in shared meaning within a culture, and rituals around food may be transmitted through generations. Consider your own cultural food practices while reading through this document.

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WORKING WITH DIFFERENCE

Lena Robinson is a psychologist and social work educator who has written extensively on issues of cross- cultural

communication for people in the caring professions. The next activity involves reading a chapter that was adapted by its author for this course.

Click to read: Beliefs, Values and Intercultural Communication

ACTIVITY 9: BELIEFS, VALUES AND INTERCULTURAL COMMUNICATION

Read the extract 'Beliefs, values and intercultural communication', by Lena Robinson.

As you read, make a note of what the author says about:
- the reasons for a lack of trust between service users and health and social care practitioners
- the steps practitioners can take to address this.

You may have noted that Lena Robinson starts by stating explicitly that she is writing from a psychological perspective. Section 2 noted that there is a link between psychological perspectives and essentialist ideas of difference, although the point was made that not all psychologists can be described as essentialists. Where does Robinson's approach fit into this debate? Does she tend to see differences as intrinsic to individuals and groups and working 'from the inside out', or does she treat them as the product of social processes that reflect differences of power?

Robinson is not afraid to make general statements about people's communicative behaviour, based on their ethnicity. For example, she states: 'Africans and African Caribbeans tend to be emotionally expressive, while white people have a more emotionally self-restrained style and often attempt to understate, avoid, ignore, or defuse intense or unpleasant situations', and she quotes without comment Segal's description of Indians as 'reserved and reluctant to discuss their problems outside the family'.

Writers such as Avtar Brah or Waqar Ahmad might take issue with this kind of statement, on the grounds that it generalizes about very diverse groups. At the same time, though, Robinson does not ignore the importance of racism and discrimination in framing black people's experience of communication. One of her repeated points is that white practitioners may fail to communicate effectively with black people precisely because they do not share their experience of racism. However, Robinson's overall view is that discrimination results from white people's failure to take account of what she would regard as significant differences in styles of communication.

2.6 COLLEGE OVERVIEW

One's philosophy is not best expressed in words; it is expressed in the choices one makes . . . and the choices we make are ultimately our responsibility. –Eleanor Roosevelt, politician and activist

UNDERSTANDING THE DIFFERENT CLASSROOM ENVIRONMENTS & EXPECTATIONS

As a college student you have so many options in regards to how you take your classes. You may elect to take your classes in an on ground, online or hybrid format.

- The on ground format is the traditional face-to-face environment where you will go to class 1-3 times a week for instruction during a scheduled time.

- The online format takes place 100% online through the Canvas Course Management System. Although class takes place online, your instructor may require that you take tests or other assessments at an approved institution such as a college or library near your hometown.

- The hybrid format is a combination of online and face-to-face. Much of the coursework is done in an online format using the Canvas Course Management System and classes meet occasionally face- to- face in a classroom at a scheduled time.

Before taking an online course, take time to determine if the online learning environment is for you. Online learning works great for some folks, yet it is not for everyone.

IS ONLINE LEARNING FOR YOU?

Take a moment and view the Youtube video titled "Introduction to Online Learning" to help you gain a stronger understanding of the online learning community and see if it matches your learning preferences or not.

Introduction to Online Learning Video: https://www.youtube.com/watch?v=flU7chIYKFc#t=60

The text script of the "Introduction to Online Learning" video is provided here.

ONLINE VS. CLASSROOM

If you're watching this module, you've decided to investigate online learning as an alternative to a traditional classroom. But what will this really mean for you as a student? Here we will introduce you to the world of online learning: we will show you how it works, debunk a few common misconceptions about online learning environments, and explore some differences you will encounter when taking courses online rather than in a traditional classroom.

HOW DOES IT WORK?

In an online course, your instruction is delivered over the internet rather than in-person, in a traditional classroom. Seems obvious enough, right? In fact, think of the course management system (or CMS) as a virtual classroom. The CMS is where your instructor will:

- post all of the course materials,
- conduct online discussions and perhaps other activities, and
- receive your assignments.

Additionally, it is where your instructor will expect you to:

- read all of the course materials posted there,
- participate in the activities created, and
- use the CMS to submit your assignments.

Accessing the CMS is easy--you can log in using any internet-capable device: a computer, tablet, even your smart phone! This means that you will be able to "go to class" whenever and wherever you'd like, as long as you have an internet connection.

DEBUNKING MYTHS

Online learning is not new, but it is quickly evolving to become a more and more powerful tool for teaching and learning. That's why we think it's important to start our discussion by debunking some of the more common myths about online learning. These misconceptions might already sound familiar, or they may surprise you. But they have gotten in the way of some students who then found it difficult or impossible to complete their online courses successfully. We don't want you to be one of these students. This is why we've made this introductory module: we want to give you a clear idea of what you can expect from online learning and provide you with some tips that will help you not only to succeed, but to excel, in your online course.

COMMON MYTHS

Let's start by addressing the seven most common myths about online learning:

MYTH #1: EASIER

"I've heard that the online course is way easier than taking the same course on campus. You don't have to go to class, you just have to hand in assignments and you're done."

THE FACTS: the workload for any particular course is the same regardless of the way it's delivered. And if you really think about it, there is more reading in online classes because you have to read all of your teacher's instructions rather than hearing them in class. In an online environment, you need to be more self-disciplined and motivated because you won't be facing the instructor every session.

The _good news_ is that online classes will give you the flexibility to learn when you are ready to learn and at times that work with your schedule. This can be a real plus for students with busy lives. In an online class you are not limited by "class times," so you don't have to worry about conflicts with other classes you want to take, your work schedule, or other time constraints!

Whether you decide to take your classes in a traditional or an online setting is up to you; one option really isn't easier than the other. It's all about finding the best fit for your life, your time, and your habits.

MYTH #2: SELF-PACED

"If I'm taking an online class, I can turn in assignments whenever I want, right? I'll just get all of the assignments from the instructor and blast through it in two weeks rather than wasting a whole semester."

THE FACTS: regardless of what you think you may be able to accomplish at your own speed, most online courses are NOT self-paced. Some instructors reveal all assignments ahead of time and others may roll out course topics and assignments incrementally. The most successful students will concentrate on their work at the pace that the teacher has laid out. Give yourself time to really focus on the course material and put your best effort into assignments - don't try to rush through the course just to "get it done". The online learning world is not much different from traditional campus courses: the more you put into it, the more you will get out of it.

The _good news_ is: Students who successfully complete online courses have found that the organizational skills they learned and used to complete their online courses made them better students in traditional courses they took later on.

MYTH #3: CHEAPER
"Online courses are always cheaper than taking classes on campus. Unless you're taking classes online, you're really just wasting your time and money."

THE FACTS: Tuition fees for online courses are typically the same as your traditional on campus classes. But there some "hidden" costs in taking a class on campus that you may have not considered.

MYTH #4: PARTICIPATION
"Professors randomly call on students for answers in a lecture, but in an online class I can fly under the radar."

THE FACTS: don't be fooled by the illusion of anonymity in your virtual classroom. Even though you and your instructor may not be able to see one another, he or she can access reports on the quantity and quality of your course participation, and believe us, they will. They want to know how you're doing, and how they're doing, and participation will definitely be a key component of any of your classes. In fact, sometimes faculty know more about their online students than their on-campus students.

The _good news_ is: online learning can provide you with the opportunity to develop meaningful relationships with your professors and with other students taking the same course. Conversing online can seem strange or artificial at first, but once they get used to it, most people really enjoy online discussions. In an online course everyone has a chance to provide their input, and you have time to craft your thoughts before "speak." You're not bounded by the end of a class period or a limited discussion time. But you'll also need to commit to participating effectively and you'll need specific strategies to make this happen.

MYTH #5: TECH SKILLS
(Myth #5 actually comes in two parts, but both center on your technical IQ.)
MYTH #5A:
"I spend a lot of time on social media and I text my friends more than I talk to them. I don't need to learn any technical skills in order to take a class online."

MYTH #5B:
"I don't really know my way around a computer, but clearly my instructor does. I'll just rely on him or her to help me figure it out during the course of the semester. My online class will teach me any of the technical skills I need to figure it out, right?"

THE FACTS: Online learning generally does not require extensive technical knowledge, but you have to understand the basics about your computer, the internet, and how to use your school's course management system (CMS). Watch the "Getting Tech-Ready" tutorial for an overview of the technology you'll be using, then

be sure to seek out information or tutorials provided by your school about their CMS before starting your course. Take the time to really understand your online environment before you get too far into the semester: you won't want to wait until minutes before an assignment is due to learn which buttons you need to push in order to submit it.

MYTH #6: COMMUNICATION SKILLS

"Email is basically instant, and I know my teacher checks her email all of the time. So if I don't understand something or have a last-minute question about an assignment, I can email her and she should respond right away. She's definitely up at 10 PM, and it would only take her 2 minutes to write back with the answer."

THE FACTS: this is a misconception that we're sure all instructors would like to be cleared up from the outset. Most of your instructors provide a maximum email turnaround time, typically between 24-48 hours. As a student, you need to plan ahead as much as possible, and be sure to have an alternate solution if you don't hear back from your instructor before an assignment is due (remember, your assignments are your responsibility, not theirs). Some instructors include a "Questions About the Course" discussion thread where they encourage students to answer one another's questions. This could be immensely helpful for you, and might be a way for you to help other students in turn. (Remember what we said about building classroom relationships?) Another approach would be to reach out to another member of the class and exchange private emails to support each other throughout the semester. Because you're not meeting with each other once or more times every week, it's easy to feel isolated in an online course. Try some of these tactics so you can connect with others - you will get a lot more out of your classes if you do.

Building supportive online relationships and friendships requires skill and practice. The *good news* is, students who develop good communication skills, learn to be assertive, and are able to cooperate and collaborate well in a virtual environment will find these skills highly transferrable (and valued) in their personal and professional lives long after their course is over.

MYTH #7: EXCUSES

"If I didn't finish an assignment on time, I used to tell my instructor that I accidentally brought the wrong notebook to class or that my printer ran out of ink. Now I can just say that my computer crashed, that I accidentally deleted my finished assignment, or that I just sent in the wrong attachment."

THE FACTS: probably none of these excuses will work. Remember, your instructors have not only heard every excuse in the book (probably more than once), but they are also pretty tech savvy themselves— they are, after all, teaching a college-level online course. Make sure you fully understand your instructor's expectations and that you comply with them in a timely manner, and keep an open channel of communication with them if you need help or have questions. Detailed information about your instructor's policies and expectations should be included on their course syllabus. Some instructors also provide checklists for all deadlines. If your instructor does not, it might be helpful to create your own assignment checklist. The organizational and study skills you develop for your first online course will put you on the road to success for all your future learning experiences, whether they are online or in a traditional learning environment.

If you decide to take online courses, be sure to spend some time to view the interactive tutorials developed by California Community Colleges Chancellor's Office. The California Community Colleges Online Education Initiative (OEI) has developed Online Student Readiness Tutorials designed to promote online success. These tutorials may be accessed here: http://apps.3cmediasolutions.org/oei/

Whether you take your classes on ground, online or in a hybrid format, it is necessary for you to develop strong study habits. Before we focus on the different study skills, let's take stock of your current study habits!

COURSE DELIVERY FORMATS

Choices. And more choices. If college success is about anything, it is about the choices you need to make in order to succeed. What do you want to learn? How do you want to learn it? Who do you want to learn it with and where? When do you learn best?

As part of the many choices you will make in college, you will often be able to select the format in which your college classes are offered. The list below illustrates some of the main formats you may choose.
Some formats lend themselves more readily to certain subjects. Others are based on how instructors believe the content can most effectively be delivered. Knowing a bit about your options can help you select your best environments for learning.

LECTURE

Lecture-style courses are likely the most common course format, at least historically. In lecture courses, the professor's main goal is to share a large amount of information, ideas, principles, and/or resources. Lecture-style courses often include discussions and other interaction with your fellow students.

> **Tip:** Students can best succeed in this environment with dedicated study habits, time-management skills, note-taking skills, reading skills, and active-listening skills. If you have questions, be sure to ask them during class. Meet with your instructor during office hours to get help on what you don't understand, and ensure that you're prepared for exams or other graded projects.

LABORATORY

Lab courses take place in a controlled environment with specialized equipment, typically in a special facility. Students participating in labs can expect to engage fully with the material—to learn by doing. In a lab you get first-hand experience in developing, practicing, translating, testing, and applying principles.

> **Tip:** To best succeed as a student in a lab course, be sure to find out in advance what the course goals are, and make sure they fit with your needs as a student. Expect to practice and master precise technical skills, like using a microscope or measuring a chemical reaction. Be comfortable with working as part of a team of fellow students. Enjoy the personal touches that are inherent in lab-format courses.

SEMINAR

Seminar-style courses are geared toward a small group of students who have achieved an advanced level of knowledge or skill in a certain area or subject. In a seminar, you will likely do a good deal of reading, writing, and discussing. You might also conduct original research. You will invariably explore a topic in great depth. The course may involve a final project such as a presentation, term paper, or demonstration.

Tip: To best succeed in a seminar-style course, you must be prepared to participate actively, which includes listening actively. You will need to be well prepared, too. As a seminar class size is ordinarily small, it will be important to feel comfortable in relating to fellow students; mutual respect is key. Initiative and responsiveness are also vital.

STUDIO

Studio-style courses, similar to seminars, are also very active, but emphasis is placed mainly on developing concrete skills, such as fine arts or theater arts. Studio courses generally require you to use specific materials, instruments, equipment, and/or tools. Your course may culminate in a public display or performance.

Tip: To succeed in a studio-style course, you need good time-management skills, because you will likely put in more time than in a standard class. Coming to class is critical, as is being well prepared. You can expect your instructors to help you start on projects and to provide you with resources, but much of your work will be self-paced. Your fellow students will be additional learning resources.

WORKSHOP

Workshop-style courses are generally short in length but intensive in scope and interaction. Workshops generally have a lower student-to-teacher ratio than other courses. Often the goal of a workshop is the acquisition of information and/or skills that you can immediately apply.

Tip: To succeed as a learner in a workshop, you will need to apply yourself and participate fully for a limited time. A workshop may last a shorter amount of time than a full term.

INDEPENDENT STUDY

Independent-study courses may be less common than other course formats. They allow you to pursue special interests not met in your formal curriculum and often involve working closely with a particular faculty person or adviser. Independent studies usually involve significant reading and writing and often end in a research project or paper. Your special, perhaps unique area of interest will be studied thoroughly.

Tip: To succeed in an independent-study course, be prepared to work independently but cooperatively with an adviser or faculty member. Adopt high standards for your work, as you can plan for the possibility that your project or culminating research will be of interest to a prospective employer. Assume full responsibility for your learning outcomes, and be sure to pick a topic that deeply interests you.

STUDY ABROAD

Study-abroad courses and programs give students opportunities to learn certain subjects in a country other than

their own. For most U.S. students, a typical time frame for studying abroad is one or two academic terms. For many students, study-abroad experiences are life changing.

> **Tip:** To succeed in studying abroad, it may be most important to communicate openly before, during, and after your experience. Learn as much about the culture in advance as possible. Keep up with studies, but take advantage of opportunities to socialize. Use social networking to connect with others who have traveled where you plan to go.

The following video is [one student's account of why and how traveling abroad changed his life](#). You can download a transcript of the video [here](#).

TECHNOLOGY-ENHANCED FORMATS

Most, if not all, college course formats can be delivered with technology enhancements. For example, lecture-style courses are often delivered fully online, and lab courses often have Web enhancements. Online teaching and learning is commonplace at most colleges and universities. In fact, the data about the number of students taking online courses shows that roughly one out of every three U.S. college students takes at least one online course.

Technology-enhanced delivery methods may be **synchronous** (meaning in real time, through some kind of live-interaction tool) as well as **asynchronous** (meaning in delayed time; they may include online discussion boards that students visit at different times within a certain time frame).

The following table describes the attributes of four main "modes" of delivery relative to the technology enhancements involved.

CONTENT DELIVERED ONLINE	FORMAT	DESCRIPTION
0%	Face-to- Face / Traditional	A face-to-face course is delivered fully on-site with real-time, face-to-face interaction between the instructor and student. A face-to-face course may make use of computers, the Internet, or other electronic media in the classroom, but it does not use the institution's learning management system for instruction. A learning management system, like Blackboard, Moodle, Canvas, or others, is an online teaching and learning environment that allows students and teachers to engage with one another and with course content.
1% to 29%	Web Enhanced	A Web-enhanced course takes place primarily in a traditional, face-to-face classroom, with some course materials being accessible online (generally in the learning management system), like digital readings to support learning objectives. All web-enhanced classes regularly meet face-to-face.

30% to 79%	Hybrid/ Blended	Hybrid courses (also called blended courses) strategically blend online and face-to-face delivery. "Flipped classrooms" are an example of hybrid delivery. In a flipped classroom, your instructor reverses the traditional order of in-class and out-of- class activity, such that you may be asked to view lectures at home before coming to class. You may then be asked to use class time for activities that enable you to engage dynamically with your instructor and fellow students. Blended courses have fewer in- person sessions than face-to-face or Web-enhanced courses.
80+%	Online	An online course is delivered almost entirely through the institution's learning management system or other online means, such as synchronous conferencing. Generally, very few or no on-site face-to-face class meetings are required.

DIRECTIONS

In the section on Technology Skills, we explore online learning and technology-enhanced learning in greater depth. Get a head start on this topic by viewing the following video, Introduction to Online Learning, from California Community Colleges.

- When you are finished watching the video, take this Online Learning Quiz.

TYPES OF CLASSES IN YOUR DEGREE PLAN

Just as you have choices about the delivery format of your courses, you also have choices about where specific courses fit academically into your chosen degree program. For example, you can choose to take various combinations of required courses and elective courses in a given term. Typical college degree programs include both required and elective courses.

- A **core course** is a course required by your institution and every student must take it in order to obtain a degree. Such as English and math, sometimes also called a general education course. Collectively, core courses are part of a core curriculum. Core courses are always essential to an academic degree, but they are not necessarily foundational to your major.
- A **course required in your major**, on the other hand, is essential to your specific field of study. For example, as an accounting student you would probably have to take classes like financial accounting and microeconomics. Your college counselor can help you learn which courses within your major are required.
- An **elective course**, in contrast to both core courses and required courses in your major, maybe variable component of your degree. You choose your electives from a number of optional subjects. Elective courses tend to be more specialized than required courses.
  (Some degrees may require additional electives to be completed while other degrees may not require elective courses)

Most educational programs prefer that students to take a combination of general education, major preparation and elective courses during the same term. This is a good way to meet the demands of your program and take interesting courses outside your focus area at the same time. Since your major courses will be clearly specified, you may not have many options about which ones to take or when to take them.

It is important to track and plan your major and general education courses from the outset. Follow up with a counselor to help you make sure you are on the best route to graduation and help plan out your courses to balance out your schedule.

COURSE POLICIES AND COLLEGE POLICIES

Think of your college campus as a small town—maybe even a little city! In the same way that towns and cities need laws to regulate citizen activities, colleges and universities need codes and policies to define appropriate operations, behaviors, events, activities, and much more.

COMMON POLICIES

Each institution has its own unique set of codes and policies, but many commonalities can be found between the codes and policies of different institutions. You can expect to find policy and code specifications about academic standards, admissions, enrollment, tuition and fees, student classifications, degree types, degree requirements, transfer agreements, advising, course scheduling, majors, minors, credits, syllabi, exams, grade-point averages, academic warnings, scholarships, faculty affairs, research, rights and responsibilities, and honors and distinctions.

Here are several sets of policies and rules that you may be interested in looking over:
- Public college: http://www.calstate.edu/app/policies/ and https://policy.ucop.edu/
- Private college: https://policy.usc.edu/
- Two-year college: http://www.tri-c.edu/policies-and-procedures/
- For-profit college: tps://www.capella.edu/university-policies/

WHERE TO ACCESS POLICIES

Take time to find the policies and procedures for College of the Canyons. You can find them online, in the print version of the college catalog, in the admissions office and through your college counselor.

COURSE-SPECIFIC POLICIES

Be aware that your individual instructors will provide you with information about their course-specific policies and procedures through their syllabus. These may include policies about grading, absences, and academic integrity. You will also find expectations for submitting work, for communicating with your teacher, and much more. Course-specific policies can affect your grades on individual assignments as well as your final grade. If you think of your college as a small town as mentioned above, then these policies are your road map to your academic success.

MAJOR COLLEGE RESOURCES AND HOW TO USE THEM

College resources to help you reach your educational and career goals are plentiful on most campuses. Here are several campus resources to know about and find early in your college tenure. You may not need them right away; some you may not need at all. But you will at least find several to be vital. Be familiar with your options. Know where to find the services. Have contact information. Be prepared to visit for help. (College of the Canyons Campus Resources and Support Services)

COUNSELING AND ADVISING

College of the Canyons has both counseling faculty and academic advisors to assist students. Counseling faculty provides academic, career and personal counseling at both the Valencia and Canyon Country campuses. Academic advisors provide new students a one semester plan and explain educational pathways. (College of the Canyons Counseling)

TUTORING AND WRITING CENTERS

Tutoring and writing centers are established for all students seeking help from them is expected and to your advantage. Such services are covered by your tuition fees, and can richly enhance performance in any area of your studies. Know where to find these centers and how to schedule appointments. College of the Canyons offers tutoring and writing assistance and workshops through The Learning Center. (College of the Canyons TLC)

STUDENT SUPPORT SERVICES

College of the Canyons offers academic support in various other forms: such as, computer labs with trained assistants, tutors, mentors, peer advisers, and more. Including MESA, EOPS/Care/CalWORKs, Honors, and Athletics. You can research what kinds of special support are available and be ready to take advantage of them. (College of the Canyons Student Support Services)

LIBRARY REFERENCE DESK

College of the Canyons library is staffed with librarians and staff whose main function is to assist you and the college in finding needed resources. Do not hesitate to find the reference desk and get to know the reference

librarians. Invariably you will learn about valuable resources—many of them online—that you didn't know existed. Reference librarians are also educators, and they are there to help you. (College of the Canyons Library)

HEALTH AND WELLNESS CENTER

In the event that you need any health services whatsoever, the health and wellness center can be your first destination. Stop in and learn about the services offered, the hours of operation, emergency provisions, and routine health services available. (College of the Canyons' Student Health and Wellness Center)

MENTAL HEALTH COUNSELING

Counseling is an essential service that colleges and universities invariably provide. Services can range from life stressors, such as deaths and divorces in the family, issues with friends, substance abuse, and suicide are just a few of the many issues that college students may experience or witness others struggling with. Do not feel like you have to do it all on your own. Get help! The mental health counseling can help and support you in gaining solid footing during difficult times. Do not hesitate to take full advantage of the services and help they offer. Mental Health counseling is conveniently located in the Health and Wellness Center. (College of the Canyons' Counseling and Student Health and Wellness)

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CAREER SERVICES

One of the most important purposes of college is to prepare students for a career. All colleges and universities have a career office that can assist you with many critical aspects of finding a suitable career. It may also help you find a campus job or review options for your major, help you get an internship, draft your résumé, and practice interview skills. Visiting the career office is a must for every student, and it is worth going early and often (rather than waiting until you are about to graduate). (See College of the Canyons' Job & Career Center)

SPIRITUAL LIFE

Most college campus have interfaith facilities to meet the spiritual-life needs of the entire college community. You may find these facilities to be a refuge in special moments of need or resources for your ongoing involvement. A healthy spiritual life can bring greater balance to your student life. (College of the Canyons [Student Development](#))

Additional support centers that students may wish to visit include offices for financial aid, students with disabilities, diversity, student organizations, athletics, continuing education, international students, child care, and many others. Refer to [College of the Canyons website](#) or other [college directory](#) for information about the many services that can be part of your college experience.

2.7 DIFFERENCE TYPES OF STUDENTS

A journey of a thousand steps begins with a single step. —Lao Tzu, philosopher

WHO ARE YOU AS A STUDENT?

Imagine for a moment you live in the ancient city of Athens, Greece. You are a student at Plato's University of Athens, considered in modern times to be the first institution of higher learning in the Western world. The campus sits just outside Athens' city walls, a mile from your home. You walk to class and take your seat in the gymnasium, where all classes are held. Gatherings are small, just a handful of fellow students, most of whom are males born and raised in Athens. When your class is finished, you walk back to the city. Your daily work awaits you—hurry.

Now return to the present time. How does your college environment compare to the university in ancient Athens? Where do you live now, relative to campus? Do you go to work before or after class? Who are your fellow students, and where do they live in relationship to you and campus? What city or country are they from?

If you indulge these imaginative comparisons, you may find many similarities in the past and the present. You may find many differences, too. Perhaps the most striking difference will be the makeup of each student body. Consider the following facts:

- In Fall 2015, 20.2 million students attended American colleges and universities. That was almost 5 million more students than enrolled in Fall 2000.
- Of the 20.2 million U.S. college students, about 17.3 million are undergraduates; about 3 million are in graduate programs.[1]
- Almost half of all undergraduates (46 percent) are community college students.[2]
- During the 2015–16 school year, colleges and universities are expected to award 952,000 associate's degrees; 1.8 million bachelor's degrees; 802,000 master's degrees and 179,000 doctor's degrees.[3]
- Females are expected to account for the majority of college students: about 11.5 million females attended in Fall 2015, compared with 8.7 million males.
- More students attend full time than part time (an estimated 12.6 million, compared with about 7.6 million)[4]

- Nearly 4 out of 5 college students work part-time while studying for their degrees, averaging 19 hours a week.[5]
- International students now make up about 4 percent of all university students in the U.S., which hosts more of the world's 4.5 million international students than any other country.[6]

These brief statistics point to the scope of university life in America and the diversity of the student body. Clearly there is no "one size fits all" description of a college student. However, each student bears a responsibility to understand the diverse terrain of his or her peers. Who are the students you may share class with? How have they come to share the college experience with you?

Let's look at several main categories of students and some of the needs of students in those categories. We also take a brief look at how all students, regardless of background, can make a plan to be successful in college.

TRADITIONAL STUDENTS

Traditional undergraduate students typically enroll in college immediately after graduating from high school, and they attend classes on a continuous full-time basis at least during the fall and spring semesters (or fall, winter, and spring quarters). They complete a bachelor's degree program in four or five years by the age of twenty-two or twenty-three. Traditional students are also typically financially dependent on others (such as their parents), do not have children, and consider their college career to be their primary responsibility. They may be employed only on a part-time basis, if at all, during the academic year.

NONTRADITIONAL STUDENTS

Nontraditional students do not enter college in the same calendar year that they finish high school. They typically attend classes part-time due to full-time work obligations. They are more likely to be financially independent, to have children, and/or to be caregivers of sick or elderly family members. Some nontraditional students may not have a high school diploma, or they may have received a general educational development degree (GED).

The following video features several nontraditional students from the College of William and Mary in Williamsburg, Virginia. Students discuss their status as nontraditional students (NTS) and how they feel about it. Note that the differences are not just with age but also experience. Click on the "cc" box underneath the video to activate the closed captioning. In an article by Bethania Diaz-Chaviano she states that the "size of the NTS population is not definitely known [but] it can be safely described as 40 to 70 percent of the current college/ university student population."

INTERNATIONAL STUDENTS AND/OR NONNATIVE SPEAKERS OF ENGLISH

International students are those who travel to a country different from their own for the purpose of studying in college. English is likely their second language. Nonnative speakers of English, like international students, come from a different culture, too. For both of these groups, college may pose special challenges. For example, classes may at first, pose hardships due to cultural and language barriers.

FIRST-GENERATION COLLEGE STUDENTS

First-generation students do not have a parent who graduated from college with a baccalaureate degree. College

life may be less familiar to them, and the preparation for entering college may not have been stressed as a priority at home. Some time and support may be needed to become accustomed to the college environment. These students may experience a culture shift between school life and home life.

STUDENTS WITH DISABILITIES

Students with disabilities include those who have attention-deficit/hyperactivity disorders, blindness or low vision, brain injuries, deafness/hard-of-hearing, learning disabilities, medical disabilities, physical disabilities, psychiatric disabilities, and speech and language disabilities. Students with disabilities are legally accorded reasonable accommodations that give them an equal opportunity to attain the same level of performance as students without a disability. Even with these accommodations, however, physical and electronic campus facilities and practices can pose special challenges. Time, energy, and added resources may be needed.

WORKING STUDENTS

Many students are employed in either a part-time or full-time capacity. Balancing college life with work life may be a challenge. Time management skills and good organization can help. These students typically have two jobs—being a student and an employee. It can be a lot to balance.

COMMUTER STUDENTS

While there are many advantages to living on campus, many students choose to live off campus and commute to class. This may be convenient or necessary for students who have a full set of responsibilities in off-campus jobs. It may also suit students who have the option to live at home with parents to avoid room and board fees. Many returning students are commuter students, too, and may come on campus only for classes. At some colleges, like urban and rural schools, commuting to campus may be the only option.

ACTIVITY: STUDENT SIMILARITIES AND DIFFERENCES

Objective
- Identify similarities and differences among different types of students compared to yourself

Directions
- Think about your favorite class this term and about your fellow students in that class. Make a list of all the similarities with them that you sense, feel, or notice.
- Then make a list of all the differences between you that you sense, feel, or notice.
- What do these similarities and differences mean to you?

TAKING STOCK – UNDERSTANDING MY PERSONAL STUDY HABITS

A large part of college success is being able to take responsibility for your own learning and regulate behaviors that lead to college success. Successful students understand their strengths as students and constantly seek and use behaviors to improve their learning skills. They take control of their own learning. The checklists below are adapted from Constructing a Framework for Success: A Holistic Approach to Basic Skills, a Handbook of the California Basic Skills Initiative Consortium.

Take a moment to complete the study skills checklist below. Put a checkmark next to those statements you identify with.

SURVIVAL LEVEL SKILLS

_____I review the class syllabus for each one of my classes daily.

_____I complete the homework and submit it on time.

_____I meet all assignment deadlines.

_____I pay attention in class.

_____I take notes when the instructor lectures.

_____I read the textbook before class and take notes from it.

_____I look up the definition of words in the textbook that I do not understand.

_____I actively participate in class discussions.

_____I actively participate in group work.

_____I ask the instructors questions.

_____I answer questions posed by the instructors.

_____I review the tests and assignments returned to me.

_____I know what assignments I have finished and what assignments I still owe.

_____I know my overall grade in class.

SUCCESSFUL SCHOLARLY LEVEL SKILLS

_____I listen to the instructor and simultaneously take notes.

_____I review my text and lecture notes to synthesize the key points.

_____To study I put my class notes and textbook notes in a form that will help me review and learn (flash cards, mind maps, flowcharts, charts, tables)

_____I form study groups with other students that meet outside of class.

_____I try to explain information I learn in class, in my own words, to other classmates, friends, and family.

_____I recognize that college level writing exceeds the kind of writing I use for text messaging and e-mail and my class work.

_____I know how to use and cite research appropriately to support my writing.

_____I recognize that when a paper is due, I must collect my thoughts, organize them, write a draft, edit my draft, ask for peer review or tutor review before submitting the paper to the instructor for a grade.

_____I know my learning style and effective ways to studying specific to that style.

_____I know the learning pyramid and use all the behaviors listed on the pyramid to retain information.

_____I know how the brain works in relation to learning so I use study strategies to move information from short-term to long-term memory for deep learning.

_____I know that in college I come into contact with people of differing opinions and I listen and keep an open mind when listening to others.

_____I don't just rely on the textbook and the instructors' lectures; I research the topic and do supplemental reading on the subject.

_____I understand what plagiarism is and I do not take credit for others' thoughts or work.

_____I understand and appreciate varying opinions, values, and points of view.

_____I understand my learning style and how the brain works for deep learning and use behaviors that enhance my success as a student.

Review your responses to the checklist. All actions on the checklist contribute to student success. Those listed as "*Survival Level Skills*" are definitely important to student success yet, those listed as *"Successful Scholarly Level Skills*" demand more proactive learning and requires students to go the extra mile to actively engage themselves in the learning process. The more engaged you become with the material, the more likely you will retain the information.

Assess your results. Review the statements you checked off and those you left blank. Ask yourself, which of these are difficult for you. Keep your results in mind as we introduce study skills and strategies in the next section of this unit and ask yourself how you can work on the areas you need to develop.

2.8 EFFECTIVE COMMUNICATION STRATEGIES

It is not hard for me to remember when I was in college. I loved many things about college life: I loved learning. I loved the camaraderie. And I loved football.
—Joseph B. Wirthlin, businessman and religious leader

INTERDEPENDENCE

When we explore relationships between people and groups of people, *interdependence* may well be one of the most meaningful words in the English language. It's meaningful because it speaks to the importance of connecting with others and maintaining viable relationships. *Interdependence* is defined as the mutual reliance, or mutual dependence, between two or more people or groups. "In an interdependent relationship, participants may be emotionally, economically, ecologically, and/or morally reliant on and responsible to each other."[1]

An interdependent relationship is different from dependent and codependent relationships, though. In dependent relationships, some members are dependent while some are not (dependent people believe that they may not be able to achieve goals on their own). In codependent relationships, there is a sense that one must help others achieve their goals before pursuing one's own. Contrast these relationships with interdependent relationships, in which the dependency, support, and gain is shared for the enrichment of all.

INTERDEPENDENCE IN COLLEGE

Interdependence is valuable in college because it contributes to your success as a student. When you feel comfortable with interdependence, for example, you may be more likely to ask a friend to help you with a class project. You may also be more likely to offer that same help to someone else. You may be more inclined to visit a faculty member during office hours. You may be more likely to attend the tutoring center for help with a difficult subject. Perhaps you would visit the career center.

Overall, when you have a sense of interdependence, you cultivate support networks for yourself, and you help others, too. Interdependence is a win-win relationship.

The following table illustrates how interdependence can play a role in college life.

Interdependence Struggle Mode	Interdependence Success Mode
Students in struggle mode maintain a stance of dependence, co-dependence, or perhaps dogged independence, but not interdependence	Students in success mode develop relationships that support themselves and support other people, too
Students in struggle mode may avoid cooperating with others in situations where the common good could be achieved	Students in success mode develop networks of friends, family members, professionals, and others as a support team
Students in struggle mode may be reluctant to listen compassionately and attempt to understand the perspective of another person	Students in success mode actively and compassionately listen to others as an action of support; they demonstrate care and concern

2.9 SOCIALIZING WITH FRIENDS

If you were to ask fellow students what they think are the greatest benefits of social interaction in college, you would probably get a wide and colorful range of responses. How would you answer?

Gaining good friends to "talk shop" with? Easing loneliness during difficult times? Having a group to join for Friday night fun? Indeed, there are many, many benefits personal to each of us. But you may find, too, that there are certain benefits that are recognizable to all. These are highlighted below.

FORM DEEP AND LASTING RELATIONSHIPS

When you socialize regularly in college, you tend to develop deep and lasting relationships. Even if some of the connections are shorter term, they can support you in different ways. Maybe a college friend in your same major is interested in starting a business with you. Or, maybe a roommate helps you find a job. With a foundation of

caring and concern, you are bound to find that your interdependent relationships fulfill you and others. It is unlikely that students without interdependent relationships will experience these kinds of benefits.

DEVELOP GOOD STUDY HABITS

Study habits vary from student to student, but you can usually tell when studying and social life are at odds. Creative, organized students can combine studying and socializing for maximum advantage. You might join a peer study group for a subject that you find difficult or even for a subject that you excel in. Either way, you and others gain from this relationship. There is mutual support not only for studying but for building social connections.

MINIMIZE STRESS

When you feel stressed, what are your "go-to" behaviors? It can be hard to reach out to others during times of stress, but socializing can be a great stress reliever. When you connect with others, you may find that life is a little easier and burdens can be shared and lightened. Helping is mutual. The key is to balance social activities with responsibilities.

SHARE INTERESTS

In college, there are opportunities not only to explore a wide spectrum of interests but also to share them. In the process of exploring and developing your personal interests, you may join a club or perhaps work in a campus location that fits your interests. By connecting with others in a context of shared interests, everyone stands to gain because you expand knowledge and experience through social interaction.

Image is in the public domain

DEVELOP SOCIAL SKILLS

As you engage in social activities in college, you have the opportunity to observe how other people act in these situations. You may see behaviors you want to emulate or behaviors you wish to avoid. Throughout these observations and experiences, you can learn new ways to handle yourself in social situations. These skills will benefit you as you pursue a career and engage with people who interest and inspire you.

COMMUNICATION STRATEGIES FOR EFFECTIVE INTERACTIONS

Socializing is generally considered a leisurely, enjoyable activity. But, depending on your personality and attitude, it can also feel like work or provoke anxiety. Whatever your natural inclinations are, you can learn how to communicate more effectively with others and foster supportive interactions. The "doors" of change to more effective interactions are threefold:

1. Examine your reservations
2. Engage with others
3. Expand your social circle

1. EXAMINE YOUR RESERVATIONS

Everybody feels shy or insecure from time to time, but if you feel inhibited by your shyness, it may be because you have developed certain habits of thought that do not serve your best interests anymore. Below are some strategies to help you examine reservations you may have about engaging in social activities.

- **Change ideas and thoughts**: In our busy, high-octane lives, it is not always easy to be aware of our thoughts, especially habitual thoughts that sometimes lurk behind the others. But, if we make a point to listen to our thoughts, we may discover some we would like to change. Once you begin to recognize thoughts you would like to change, you can train yourself in new directions. To start, you can close your eyes and visualize the negative thought. Let it slowly dissolve until it disappears completely.

- **Turn a negative thought into a constructive thought**: If you find yourself thinking that you are not suited to joining a group that interests you, turn this thought into a positive one by saying, *"I am an interesting person and I have a lot to offer and share*." This affirmation is true! You might want to come up with three or more replacement thoughts.

- **Acknowledge that everyone is unique**: Everybody experiences high and low points in life. But even if we cannot change external circumstances, we can change our perceptions and attitudes. A happy attitude will always serve you well.

"Most people are about as happy as they make up their minds to be." —Abraham Lincoln

2. ENGAGE WITH OTHERS

- **Smile**: One of the easiest ways to compel yourself into socializing is to smile. Smiling can instantly make you feel more positive. It also draws other people to you.

- **Use welcoming body language**: If you are at a social gathering, be aware of your body language. Does it signal that you are approachable? Make eye contact with people, give them a small wave or a nod, and look in front of you instead of at your feet or at the floor. When you look happy and ready to talk, people are more likely to come up to you.

- **Put your phone away**: If you look busy, people will not want to interrupt you. Your body language could reflect you are open to a conversation.

- **Be genuine**: Whether you are talking to an old friend or somebody you have just met, show genuine

interest in the conversation. Being fully engaged shows that you are compassionate and makes for more stimulating and fulfilling interactions with others.

- **Keep conversations balanced**: Ask people questions about themselves. Show that you care by asking others to share.
- **Be open-minded**: The old adage "Don't judge a book by its cover" is relevant here. Someone you're ambivalent about could end up being your best friend. Give yourself a chance to get to know others. What interests might you share?

3. EXPAND YOUR SOCIAL CIRCLE
- **Offer invitations**: As you reach out to others, they will be more likely to reciprocate and reach out to you. Call old friends that you have not seen in awhile and set up a time to get together. Invite a friend to the movies, a baseball game, a concert, or other activity. Consider having a party and telling your friends to bring guests.
- **Accept more invitations**: Granted, there are only so many hours in the day for socializing. But if you are in the habit of turning down invitations, try to make a point to accept some—even if the invitation is to attend something out of your comfort zone. You might even want to make a habit of arbitrarily saying yes three times for every one time you say no.
- **Join a club or group with like-minded people**: Making new friends and expanding one's social network can be accomplished by joining a club or group. You may even want to consider joining a group focused on something different from what you are used to.
- **Meet mutual friends**: Meeting friends of friends is one of the easiest ways to meet new people. Try to view every person you meet in your life as a doorway into a new social circle.
- **Look for unique opportunities to be social**: This can be as simple as starting a conversation with a checkout clerk—"Hey, how's your day going?"—instead of remaining quiet.

All in all, make your social life one of your top priorities. Everyone needs some alone time, too, but it is important to stay connected. Keeping those connections alive contributes to healthy interdependence and personal success.

Objective
- Identify personal traits that give you self-confidence and use them as a springboard to social interaction

Directions:
- Make a list of your positive qualities. Acknowledge your accomplishments, talents, and good nature. Ask yourself the following questions to get you started:
  - What have I done in the past year that I am proud of?
  - What is my proudest accomplishment of all time?
  - What unique talents do I have?
  - What do people tend to compliment me for?
  - What positive impact have I had on other people's lives?
- Draft your responses as a journal entry, or a diary entry, or even a poem or a brief essay.
- Submit your writing to a friend, a family member, or a social network. Reach out. Be social.

SOCIAL CONFLICT SITUATIONS AND RESOLUTION STRATEGIES

Now that you know more about communication strategies for interacting in college, you may find it helpful to identify common situations that can evoke anxiety or social problems and conflict.

CAMPUS PARTIES AND HOOKUPS

Many college students report that they have social limits not shared by their some of their friends. For example, you may join a group of friends to attend a party off-campus where a lot of drinking is taking place, along with other activities you are not comfortable with. If this kind of situation clashes with your personal, cultural, or religious values, you may feel best leaving the event and seeking out other social settings in the future. Angle your social interests toward people and situations that are compatible with your values and preferences.

ACADEMIC PROBLEMS

When you're in college, it's not unusual hit a rough patch and find yourself struggling academically, and such challenges can have an impact on your social life. If you may find yourself in this situation—and especially if it includes other stressors, such as employment difficulties, responsibilities for family member, of financial problems—you may benefit from slowing down and getting help. Your college or university has support systems in place to help you. Take advantage of resources such as the tutoring center, counseling center, and academic advisers to help you restore your social life to a balanced state.

HOMESICKNESS

Homesickness is a common among college freshman, but it can persist in later college years, too. During this time, one may not feel up to being fully sociable or outgoing, especially if depression is involved. In fact, depression and social isolation tend to go together. As unappealing as it may feel, one of the best antidotes to homesickness (and depression, too,) is try to make new social connections. Try to appreciate your new environment and know that you are not alone in feeling a bit out of place and alone. Many potential new friends may be sharing the same feeling and hoping to connect with someone just like you. Give yourself time to acclimate, but reach out as soon as possible and take an active role in building your new college life.

TOO MUCH SOCIAL NETWORKING

It's pretty obvious that social media is an integral part of the social landscape in college. From tweeting about a football game, to posting an album on Facebook about your spring break, to beefing up your LinkedIn profile before a job hunt, to Instagramming picture of party hijinks, social networking is everywhere in college, and it's likely to say. The following video gives an insider look at why college students use social media. Despite the many benefits, as you know, social networking can be a major distraction. If social networking is getting in the way of any part of your college success—whether it's social or academic success—take a break and disconnect for a while.

Here are ten reasons why you may wish to step away from social media, at least temporarily: When it's Time to Unplug—10 Reasons Why Too Much Social Media Is Bad for You

WITH A LITTLE HELP FROM MY FRIENDS

In a 2014 research study by the University of California-Los Angeles (the American Freshman Survey), 153,000 full-time, first-year students at more than 200 four-year public and private institutions were surveyed. Only 18 percent of those surveyed said they spend more than 16 hours weekly with friends. Compare this data point with a similar survey conducted in 1987: in that year, two-thirds of surveyed students said they spent more than 16 hours each week socializing.

What accounts for this change? Are academic pursuits now taking a larger percentage of students' time? Is socializing being replaced by part-time jobs? And what is the impact of less socializing? You can read about the survey results to find out more: College Freshmen Socialize Less, Feel Depressed More.

For now, keep in mind the many benefits of socializing in college. It's possible to have a healthy social life that's balanced with other responsibilities.

The following essay, "With a Little Help from My Friends," is an essay about the importance of friends and friendships in college.

WORDS OF WISDOM
With a Little Help From My Friends   We often hear about the importance of relationships: a necessary aspect of integration in society. Unfortunately, we rarely follow that advice. Perhaps we live an excessively busy life or we already have a close group of friends and do not feel compelled to meet new people. I have come to learn through my time in college that neglecting to cultivate new relationships is detrimental to living a happy and successful life. I would like to offer this piece of advice: no matter how difficult it seems at first, always try to make new friends. College is not always easy. However, having friends makes it much easier. Friends are a vital part of your life that can expose you to new subjects, cultures, and experiences while giving you the opportunity to do the same for them.

At my college, there was a small space that the students called "the bat cave." It was by no means a first-class lounge, but it was a place where friends could help others better understand their course material. We gave it this peculiar nickname because it was our place to get together and conquer villains one after another. These were not your everyday super villains, however. Sometimes they were complicated homework assignments and other times they were difficult exams. No matter the challenge, someone was always willing to help. I went to the bat cave several times and every visit I learned something new. Professors and teaching assistants could not relate to us like our friends could. That made a difference, because nothing was better than being taught by a friend.

Friends are not only an essential support for your time in school, but also can be integral in helping realize post-college aspirations. During a visit to New York City, I visited the offices of the company Spotify. After touring their facilities I had the opportunity to talk to some of the employees. One man I talked with was a senior employee who worked at Microsoft prior to joining Spotify's team. Our conversation stuck in my head because he gave a very striking piece of advice: make friends. It never truly occurred to me that the friends you make in college could impact your future in the workforce. They could be partners in potential business ventures or help you land your dream job. In any case, having strong connections with friends can undoubtedly make a major difference in your career.

The best part of making new friends, however, is trading life experiences, skills, and interests with them. For a year and a half before my final semester of college, I studied abroad in the United States. My family was concerned because typically, students search for first jobs prior to graduation. I, on the other hand, had no trepidations about going because I knew that I would have countless, exciting learning experiences. I can say today, without a doubt, that my trip was a great decision. I met incredible people, and through knowing them, I grew and changed. I also know that I was a positive feature in the lives of my new friends. The greatest thing that I learned was that meeting different people with different backgrounds, histories, perspectives, or even different musical tastes, inevitably changes you and lets you see the world in an entirely different way. You no longer see the world as simply a big, blue sphere with freezing winters or sizzling summers (although that certainly seems to be the case up North!), but as a place in which people like you live, learn, and love.

Going to college may seem hard, but it does not need to be. I have learned that the way I perceive my life as a student completely relies upon my relationships with my friends. They are not only the people that I like to spend time with, but also are essential in my growth and development as a human being. The pages in this book include insights from others just like you and me. They want to help you get through the common struggles of college with confidence and perseverance. Consider them your most recent new friends. I truly hope that this inspires you in your quest for a great future.

—Paulo Fernandes (State University of New York), *Foundations of Academic Success: Words of Wisdom*

2.10 COMMUNICATING WITH PROFESSORS

So far we've been looking at class participation and general interaction with both instructors and other students in class. In addition to this, students gain very specific benefits from communicating directly with their instructors. Learn best practices for communicating with your instructors during office hours and through e-mail.

ADDITIONAL BENEFITS OF TALKING WITH YOUR INSTRUCTORS

College students are sometimes surprised to discover that instructors like students and enjoy getting to know them. After all, they want to feel they're doing something more meaningful than talking to an empty room. The human dimension of college really matters, and as a student you are an important part of your instructor's world. Most instructors are happy to see you during their office hours or to talk a few minutes after class.

This chapter has repeatedly emphasized how active participation in learning is a key to student success. In addition, talking with your instructors often leads to benefits beyond simply doing well in that class.

- Talking with instructors helps you feel more comfortable in college and more connected to the campus. Students who talk to their instructors are less likely to become disillusioned and drop out.
- Talking with instructors is a valuable way to learn about an academic field or a career. Don't know for sure what you want to major in, or what people with a degree in your chosen major actually *do* after college? Most instructors will share information and insights with you.
- You may need a reference or letter of recommendation for a job or internship application. Getting to know some of your instructors puts you in an ideal position to ask for a letter of recommendation or a reference in the future when you need one.
- Because instructors are often well connected within their field, they may know of a job, internship, or research possibility you otherwise may not learn about. An instructor who knows you is a valuable part of your network. Networking is very important for future job searches and other opportunities. In fact, most jobs are found through networking, not through classified ads or online job postings.
- Think about what it truly means to be "educated": how one thinks, understands society and the world, and responds to problems and new situations. Much of this learning occurs outside theclassroom. Talking with your highly educated instructors can be among your most meaningful

experiences in college.

GUIDELINES FOR COMMUNICATING WITH INSTRUCTORS

Getting along with instructors and communicating well begins with attitude. As experts in their field, they deserve your respect. Remember that a college education is a collaborative process that works best when students and instructors communicate freely in an exchange of ideas, information, and perspectives. So while you should respect your instructors, you shouldn't fear them. As you get to know them better, you'll learn their personalities and find appropriate ways to communicate. Here are some guidelines for getting along with and communicating with your instructors:

- **Prepare before going to the instructor's office.** Go over your notes on readings and lectures and write down your specific questions. You'll feel more comfortable, and the instructor will appreciate your being organized.
- **Don't forget to introduce yourself.** Especially near the beginning of the term, don't assume your instructor has learned everyone's names yet and don't make him or her have to ask you. Unless the instructor has already asked you to address him or her as "Dr._____," "Ms._____" or Mr._____," or something similar, it's appropriate to say "Professor_____."
- **Respect the instructor's time.** In addition to teaching, college instructors sit on committees, do research and other professional work, and have personal lives. Don't show up two minutes before the end of an office hour and expect the instructor to stay late to talk with you.
- **Realize that the instructor will recognize you from class—even in a large lecture hall.** If you spent a lecture class joking around with friends in the back row, don't think you can show up during office hours to find out what you missed while you weren't paying attention.
- **Don't try to fool an instructor.** Insincere praise or making excuses for not doing an assignment won't make it in college. Nor is it a good idea to show you're "too cool" to take all this seriously—another attitude sure to turn off an instructor. To earn your instructor's respect, come to class prepared, do the work, participate genuinely in class, and show respect—and the instructor will be happy to see

you when you come to office hours or need some extra help.

- **Try to see things from the instructor's point of view.** Imagine that you spent a couple hours making PowerPoint slides and preparing a class lecture on something you find very stimulating and exciting. Standing in front of a full room, you are gratified to see faces smiling and heads nodding as people understand what you're saying—they really get it! And then a student after class asks, "Is this going to be on the test?" How would *you* feel?

- **Be professional when talking to an instructor.** You can be cordial and friendly, but keep it professional and on an adult level. Come to office hours prepared with your questions—not just to chat or joke around. (Don't wear sunglasses or earphones in the office or check your cell phone for messages.) Be prepared to accept criticism in a professional way, without taking it personally or complaining.

- **Use your best communication skills.** In Chapter 9 "The Social World of University", you'll learn the difference between assertive communication and passive or aggressive communication.

PART-TIME AND RETURNING STUDENTS

Students who are working and who have their own families and other responsibilities may have special issues interacting with instructors. Sometimes an older student feels a little out of place and may even feel "the system" is designed for younger students; this attitude can lead to a hesitation to participate in class or see an instructor during office hours.

But participation and communication with instructors is very important for all students—and may be even more important for "nontraditional" students. Getting to know your instructors is particularly crucial for feeling at home in college. Instructors enjoy talking with older and other nontraditional students—even when, as sometimes happens, a student is older than the instructor. Nontraditional students are often highly motivated and eager to learn. If you can't make the instructor's office hours because of your work schedule, ask for an appointment at a different time—your needs will be respected.

Part-time students, who may be taking evening courses, often have greater difficulty meeting with instructors. In addition, many part-time students taking evening and weekend classes are taught by part- time faculty who, like them, may be on campus only small amounts of time. Yet it is just as critical for part-time students to engage in the learning process and have a sense of belonging on campus. With effort, you can usually find a way to talk with your instructors. Don't hesitate to ask for an appointment at another time or to meet with your instructor over a cup of coffee after class before driving home.

Assert yourself: You are in college for reasons just as good as those of other students, and you have the same rights. Avoid the temptation to give up or feel defeated; talk with your instructor to arrange a time to meet, and make the most of your time interacting together. Use e-mail to communicate when you need to and contact your instructor when you have any question you can't raise in person.

E-MAIL BEST PRACTICES

Just as e-mail has become a primary form of communication in business and society, e-mail has a growing role in education and has become an important and valuable means of communicating with instructors. Virtually all

younger college students have grown up using e-mail and have a computer or computer access in college, although some have developed poor habits from using e-mail principally with friends in the past. Some older college students may not yet understand the importance of e-mail and other computer skills in college; if you are not now using e-mail, it's time to learn how (see "Getting Started with E-mail"). Especially when it is difficult to see an instructor in person during office hours, e-mail can be an effective form of communication and interaction with instructors. E-mail is also an increasingly effective way to collaborate with other students on group projects or while studying with other students.

GETTING STARTED WITH E-MAIL

- If you don't have your own computer, find out where on-campus computers are available for student use, such as at the library or your local .
- Many students have a gmail or hotmail account they use for personal communications. As a college student you will be provided with an email account hosted by the college. This is the email you should use to communicate with your faculty. Other email accounts may be blocked as SPAM. You can go in and personalize your email account and forward items yo other accounts.
- If you don't have enough computer experience to know how to do this, ask a friend for help getting started or check at your library or student services office for a publication explaining how e-mail works.
- Once you have your account set up, give your e-mail address to instructors who request it and to other students with whom you study or maintain contact. E-mail is a good way to contact another student if you miss a class.
- Once you begin using e-mail, remember to check it regularly for messages. Most people view e-mail like a telephone message and expect you to respond fairly soon.
- Be sure to use good e-mail etiquette when writing to instructors.

If your instructor gives you his or her e-mail addresses, use e-mail rather than the telephone for nonurgent matters. Using e-mail respects other people's time, allowing them to answer at a time of their choosing, rather than being interrupted by a telephone call.

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But e-mail is a written form of communication that is different from telephone voice messages and text messages. Students who text with friends have often adopted shortcuts, such as not spelling out full words, ignoring capitalization and punctuation, and not bothering with grammar or full sentence constructions. This is inappropriate in an e-mail message to an instructor, who expects a more professional quality of writing. Most instructors expect your communications to be in full sentences with correctly spelled words and reasonable grammar. Follow these guidelines:

- Use a professional e-mail name. If you have a funny name you use with friends, create a different account with a professional name you use with instructors, work supervisors, and others.
- Use the subject line to label your message effectively at a glance. "May I make an appointment?" says something; "In your office?" doesn't.
- Address e-mail messages as you do a letter, beginning "Dear Professor__." Include your full name if it's not easily recognizable in your e-mail account.
- Get to your point quickly and concisely. Don't make the reader scroll down a long e-mail to see what it is you want to say.
- Because e-mail is a written communication, it does not express emotion the way a voice message does. Don't attempt to be funny, ironic, or sarcastic, Write as you would in a paper for class. In a large lecture class or an online course, your e-mail voice may be the primary way your instructor knows you, and emotionally charged messages can be confusing or give a poor impression.
- Don't use capital letters to emphasize. All caps look like SHOUTING.
- Avoid abbreviations, nonstandard spelling, slang, and emoticons like smiley faces. These do not convey a professional tone.
- Don't make demands or state expectations such as "I'll expect to hear from you soon" or "If I haven't heard by 4 p.m., I'll assume you'll accept my paper late."
- When you reply to a message, leave the original message within yours. Your reader may need to recall what he or she said in the original message.
- Be polite. End the message with a "Thank you" or something similar.
- Proofread your message before sending it.
- With any important message to a work supervisor or instructor, it's a good idea to wait and review the message later before sending it. You may have expressed an emotion or thought that you will think better about later. Many problems have resulted when people sent messages too quickly without thinking.

RESOLVING A PROBLEM WITH AN INSTRUCTOR

The most common issue students feel with an instructor involves receiving a grade lower than they think they deserve—especially new students not yet used to the higher standards of college. It's depressing to get a low grade, but it's not the end of the world. Don't be too hard on yourself—or on the instructor. Take a good look at what happened on the test or paper and make sure you know what to do better next time. Review the earlier chapters on studying habits, time management, and taking tests.

If you genuinely believe you deserved a higher grade, you can talk with your instructor. *How* you communicate in that conversation, however, is very important. Instructors are used to hearing students complain about grades and patiently explaining their standards for grading. Most instructors seldom change grades. Yet it can still be

worthwhile to talk with the instructor because of what you will learn from the experience.

Follow these guidelines to talk about a grade or resolve any other problem or disagreement with an instructor:

- First go over the requirements for the paper or test and the instructor's comments. Be sure you actually have a reason for discussing the grade—not just that you didn't do well. Be prepared with specific points you want to go over.
- Make an appointment with your instructor during office hours or another time. Don't try to talk about this before or after class or with e-mail or the telephone.
- Begin by politely explaining that you thought you did better on the assignment or test (not simply that you think you deserve a better grade) and that you'd like to go over it to better understand the result.
- Allow the instructor to explain his or her comments on the assignment or grading of the test. Don't complain or whine; instead, show your appreciation for the explanation. Raise any specific questions or make comments at this time. For example, you might say, "I really thought I was being clear here when I wrote…."
- Use good listening skills. Whatever you do, don't argue!
- Ask what you can do to improve your grade, if possible. Can you rewrite the paper or do any extra-credit work to help make up for a test score? While you are showing that you would like to earn a higher grade in the course, also make it clear that you're willing to put in the effort and that you want to *learn more*, not just get the higher grade.
- If there is no opportunity to improve on this specific project, ask the instructor for advice on what you might do on the next assignment or when preparing for the next test. You may be offered some individual help or receive good study advice, and your instructor will respect your willingness to make the effort as long as it's clear that you're more interested in learning than simply getting the grade.

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TIPS FOR SUCCESS: TALKING WITH INSTRUCTORS
- When you have a question, ask it sooner rather than later.
- Be prepared and plan your questions and comments in advance.

- Be respectful but personable and communicate professionally.
- Be open minded and ready to learn. Avoid whining and complaining.
- There is no such thing as a "stupid question."

CONTROLLING ANGER OVER GRADES

If you're going to talk with an instructor about your grade or any other problem, control any anger you may be feeling. Here are a few tips to help you control your anger before you do or say something that you might later regret:

- Being upset about a grade is good because it shows you care and that you have passion about your education. But anger prevents clear thinking, so rein it in first.
- Since anger involves bodily reactions, physical actions can help you control anger: try some deep breathing first.
- Try putting yourself in your instructor's shoes and seeing the situation from their point of view. Try to understand how grading is not a personal issue of "liking" you—that they are really doing something for your educational benefit.
- It's not your life that's being graded. Things outside your control can result in not doing well on a test or assignment, but the instructor can grade only on what you actually did on that test or assignment—not what you could have done or are capable of doing. Understanding this can help you accept what happened and not take a grade personally.

2.11 FINDING A MENTOR

A mentor is someone who is usually older and more experienced than you who becomes your trusted guide, advisor, and role model. A mentor is someone you may want to be like in your future career or profession—someone you look up to and whose advice and guidance you respect. Some universities have formal systems to help you find an appropriate mentor. Ask at our student services office to see if there is a program available to you.

Finding a mentor can be one of the most fulfilling aspects of college. As a student, you think about many things and make many decisions, large and small, almost daily: What do you want to do in the future? How can you best balance your studies with your job? What should you major in? Should you take this course or that one? What should you do if you feel like you're failing a course? Where should you put your priorities as you prepare for a future career? How can you be a better student? The questions go on and on. We talk about things like this with our friends and often family members, but often they don't have the same experience or background to help us as a mentor can.

Most important, a mentor is someone who is willing to help you, to talk with you about decisions you face, to support you when things become difficult, and to guide you when you're feeling lost. A mentor can become a valuable part of your future network but also can help you in the here and now.

Many different people can become mentors: other students, family members, people you know through work, your boss. As a college student, however, your best mentor likely is someone involved in education: your

advisor, a more experienced student, or an instructor. Finding a mentor is another reason to develop good relationships with your instructors, starting with class participation and communication outside of class.

A mentor is not like a good friend, exactly—you're not going to invite your instructor to a movie—but it does involve a form of friendship. Nor is a mentor a formal relationship: you don't ask an instructor to become your mentor. The mentor relationship is more informal and develops slowly, often without actively looking for a mentor. Here's an example of how one student "found" a mentor:

As a freshman taking several classes, Miguel particularly liked and admired one of his instructors, Professor Canton. Miguel spoke up more in Canton's class and talked with him sometimes during office hours. When it was time to register for the next term, Miguel saw that Canton was teaching another course he was interested in, so he asked him about that course one day during office hours. Miguel was pleased when Professor Canton said he'd like to have him in his class next term.

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By the end of his first year of college, Miguel seemed to know Canton better than any of his other instructors and felt very comfortable talking with him outside of class. One day after talking about a reading assignment, Miguel said he was enjoying this class so much that he was thinking about majoring in this subject and asked Professor Canton what he thought about it. Canton suggested that he take a few more classes before making a decision, and he invited Miguel to sit in on a seminar of upper-level students he was holding.

In his second year, Miguel's interests turned in another direction as he began to think about his future job possibilities, but by then he felt comfortable enough talking with Canton that he occasionally he stopped by the professor's office even though he was not taking a class with him. Sometimes he was surprised how much Professor Canton knew about other departments and other faculty, and Canton often shared insights about other courses he might be interested in that his advisor had not directed him to. When Miguel learned about a summer internship in his field and was considering applying, Canton not only volunteered to write him a letter of recommendation but even offered to help Miguel with the essay part of the application if he wanted.

Some universities have more formal mentoring programs, and you should become involved in one if you have

this opportunity, but often a mentoring relationship occurs informally as you get to know an instructor or another person over time. In your first year, you don't go searching frantically for a mentor, but you should begin interacting with your instructors and other students in ways that may lead, over time, to developing that kind of relationship.

Similarly, your academic advisor or a college counselor might become a mentor for you if you share interests and you look up to that person as a role model and trusted guide. Your advisor is so important for your college success that if you feel you are not getting along well, you should ask the advising department to switch you to a different advisor. Take the time to build a good relationship with your advisor, the same as with instructors— following the same guidelines in this chapter for communication and interaction.

RELATING TO AN INSTRUCTOR OF AN ONLINE COURSE

Online courses have grown tremendously in recent years, and most universities now have at least some online courses. While online learning once focused on students at a distance from campus, now many students enrolled in regular classes also take some courses online. Online courses have a number of practical benefits but also pose special issues, primarily related to how students interact with other students and the instructor.

Some online courses do involve "face time" or live audio connections with the instructor and other students, via Webcasts or Webinars, but many are self- paced and asynchronous, meaning that you experience the course on your own time and communicate with others via messages back and forth rather than communicating in real time. All online courses include opportunities for interacting with the instructor, typically through e-mail or a bulletin board where you may see comments and questions from other students as well.

Image by Wes Hicks on Unsplash

Many educators argue that online courses can involve *more* interaction between students and the instructor than in a large lecture class, not less. But two important differences affect how that interaction occurs and how successful it is for engaging students in learning. Most communication is written, with no or limited opportunity to ask questions face to face or during office hours, and students must take the initiative to interact beyond the requirements of online assignments.

Many students enjoy online courses, in part for the practical benefit of scheduling your own time. Some students who are reluctant to speak in class communicate more easily in writing. But other students may have less confidence in their writing skills or may never initiate interaction at all and end up feeling lost. Depending on your learning style, an online course may feel natural to you (if you learn well independently and through language skills) or more difficult (if you are a more visual or kinesthetic learner). Online courses have higher drop-out and failure rates due to some students feeling isolated and unmotivated.

Image by Marvin Meyer on Unsplash

Success in an online course requires commitment and motivation. Follow these guidelines:

- **Make sure you have the technology.** If you're not comfortable reading and writing on a computer, don't rush into an online course. If you have limited access to a computer or high- speed Internet connection, or have to arrange your schedule to use a computer elsewhere, you may have difficulty with the course.
- **Accept that you'll have to motivate yourself and take responsibility for your learning.** It's actually harder for some people to sit down at the computer on their own than to show up at a set time. Be sure you have enough time in your week for all course activities and try to schedule regular times online and for assignments. Evaluate the course requirements carefully before signing up.
- **Work on your writing skills.** If you are not comfortable writing, you may want to defer taking online courses until you have had more experience with college-level writing. When communicating with the instructor of an online course, follow the guidelines for effective e-mail outlined earlier.
- **Use critical thinking skills.** Most online courses involve assignments requiring problem solving and critical thinking. It's not as simple as watching video lectures and taking multiple-choice tests. You need to actively engage with the course material.
- **Take the initiative to ask questions and seek help.** Remember, your instructor can't see you to know if you're confused or feeling frustrated understanding a lecture or reading. You must take the first step to communicate your questions.
- **Be patient.** When you ask a question or seek help with an assignment, you have to wait for a reply from your instructor. You may need to continue with a reading or writing assignment before you receive a reply. If the instructor is online at scheduled times for direct contact, take advantage of those times for immediate feedback and answers.

- **Use any opportunity to interact with other students in the course.** If you can interact with other students online, do it. Ask questions of other students and monitor their communications. If you know another person taking the same course, try to synchronize your schedules so that you can study together and talk over assignments. Students who feel they are part of a learning community always do better than those who feel isolated and on their own.

KEY TAKEAWAYS

- Additional benefits of getting to know and networking with instructors include receiving references and academic advice.
- Interacting with college instructors contributes to the growth and intellectual maturity that are part of what it means to be "educated."
- Prepare in advance before meeting with an instructor and communicate respectfully, honestly, and sincerely. Your efforts will be repaid.
- It is especially important for part-time and nontraditional students to make the effort to interact with instructors.
- Follow accepted guidelines for professional use of e-mail with instructors.
- It is worthwhile speaking with an instructor when you disagree about a grade because of what you will learn in this interaction.
- Finding a mentor can be one of the most fulfilling experiences in college. Getting to know your instructors may be the first step toward find a mentor.
- Online courses involve special issues for effective learning, but you must make the effort to interact with the instructor and other students in a way that encourages your success.

CHECKPOINT EXERCISES

1. Name three benefits you might gain from talking with an instructor weeks or months after the course has ended.

   _____
   _____
   _____

2. What should you do before going to see your instructor during office hours?

   _____
   _____

3. For each of the following statements, circle T for true or F for false:

T	F	The instructor of a large lecture course will recognize you even if you sit in the back and try not to be noticed.
T	F	Instructors appreciate it when you talk to them in the kind of language you use with your best friends.
T	F	Whining and complaining is the best way to convince an instructor to change your grade.

Unit 2 Sources

- *Active Reading (Sq3r - 5 Steps Strategy)* by Toms Urdze is licensed under CC BY-SA 4.0
- *Saylor's Cultural Psychology* by Nick Affrunti, Dr. Bender, and Krystle Hays-Hurd is licensed under CC BY 3.0
- Diversity and Difference in Communication by the Open University is licensed under CC BY-NC-SA 4.0
- *Foundations of Academic Success: Words of Wisdom* by Thomas C. Priester is licensed under CC BY-NC-SA
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UNIT 3 SELF-RESPONSIBILITY

MAKING RATIONAL DECISIONS

In psychology, **decision-making** is regarded as the cognitive process "***Cognition*** *is "the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses."*[1] *It encompasses processes such as* knowledge, attention, memory *and* working memory, judgment *and* evaluation, reasoning *and* "computation", problem solving *and* decision making, comprehension *and production of* language. *Human cognition is conscious and unconscious, concrete or abstract, as well as intuitive (like knowledge of a language) and conceptual (like a model of a language). Cognitive processes use existing knowledge and generate new knowledge*" resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision-making process produces a final choice, which may or may not prompt action. Decision-making is the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker.

Decision-making can be regarded as a problem-solving activity terminated by a solution deemed to be optimal, or at least satisfactory. It is therefore a process which can be more or less rational or irrational and can be based on explicit or tacit knowledge and beliefs.

Human performance has been the subject of active research from several perspectives:
- Psychological: examining individual decisions in the context of a set of needs, preferences and values the individual has or seeks.
- Cognitive: the decision-making process regarded as a continuous process integrated in the interaction with the environment.
- Normative: the analysis of individual decisions concerned with the logic of decision-making, or communicative rationality, and the invariant choice it leads to.[1]

A major part of decision-making involves the analysis of a finite set of alternatives described in terms of evaluative criteria. Then the task might be to rank these alternatives in terms of how attractive they are to the decision-maker(s) when all the criteria are considered simultaneously. Another task might be to find the best alternative or to determine the relative total priority of each alternative (for instance, if alternatives represent projects competing for funds) when all the criteria are considered simultaneously. Logical decision-making is an important part of all science-based professions, where specialists apply their knowledge in a given area to make informed decisions. For example, medical decision-making often involves a diagnosis and the selection of appropriate treatment. But naturalistic decision-making research shows that in situations with higher time pressure, higher stakes, or increased ambiguities, experts may use intuitive decision-making rather than structured approaches. They may follow a recognition primed decision that fits their experience and arrive at a course of action without weighing alternatives.

The decision-maker's environment can play a part in the decision-making process. For example, environmental complexity is a factor that influences cognitive function.[3] A complex environment is an environment with a large number of different possible states which come and go over time.[4] Studies done at the University of Colorado have shown that more complex environments correlate with higher cognitive function, which means

that a decision can be influenced by the location. One experiment measured complexity in a room by the number of small objects and appliances present; a simple room had less of those things. Cognitive function was greatly affected by the higher measure of environmental complexity making it easier to think about the situation and make a better decision.[3]

It is important to differentiate between problem analysis and decision-making. Traditionally, it is argued that problem analysis must be done first, so that the information gathered in that process may be used towards decision-making.[6][

Characteristics of problem analysis
- Problems are merely deviations from performance standards
- Problems must be precisely identified and described
- Problems are caused by a change from a distinctive feature
- Something can always be used to distinguish between what has and hasn't been affected by a cause
- Causes of problems can be deduced from relevant changes found in analyzing the problem
- Most likely cause of a problem is the one that exactly explains all the facts, while having the fewest (or weakest) assumptions (Occam's razor).

Characteristics of decision-making
- Objectives must first be established
- Objectives must be classified and placed in order of importance
- Alternative actions must be developed
- The alternatives must be evaluated against all the objectives
- The alternative that is able to achieve all the objectives is the tentative decision
- The tentative decision is evaluated for more possible consequences
- The decisive actions are taken, and additional actions are taken to prevent any adverse consequences from becoming problems and starting both systems (problem analysis and decision-making) all over again
- There are steps that are generally followed that result in a decision model that can be used to determine an optimal production plan[7]
- In a situation featuring conflict, role-playing may be helpful for predicting decisions to be made by involved parties[8]

ANALYSIS PARALYSIS
Main article: Analysis paralysis

Analysis paralysis is the state of over-analyzing (or over-thinking) a situation so that a decision or action is never taken, in effect paralyzing the outcome.

INFORMATION OVERLOAD
Main article: Information overload

Information overload is "a gap between the volume of information and the tools we have to assimilate" it.[9] Excessive information affects problem processing and tasking, which affects decision-making.[10] Crystal C. Hall

and colleagues described an "illusion of knowledge", which means that as individuals encounter too much knowledge it can interfere with their ability to make rational decisions.[11]

POST-DECISION ANALYSIS

Evaluation and analysis of past decisions is complementary to decision-making current solutions. They are the ones who invent solution C when everyone else is still arguing between A and B. Creative thinking skills involve using strategies to clear the mind so that our thoughts and ideas can transcend the current limitations of a problem and allow us to see beyond barriers that prevent new solutions from being found.

Brainstorming is the simplest example of intentional creative thinking that most people have tried at least once. With the quick generation of many ideas at once we can block-out our brain's natural tendency to limit our solution-generating abilities so we can access and combine many possible solutions/thoughts and invent new ones. It is sort of like sprinting through a race's finish line only to find there is new track on the other side and we can keep going, if we choose. As with critical thinking, higher education both demands creative thinking from us and is the perfect place to practice and develop the skill. Everything from word problems in a math class, to opinion or persuasive speeches and papers, call upon our creative thinking skills to generate new solutions and perspectives in response to our professor's demands. Creative thinking skills ask questions such as—What if? Why not? What else is out there? Can I combine perspectives/solutions? What is something no one else has brought-up? What is being forgotten/ignored? What about_____? It is the opening of doors and options that follows problem-identification.

Consider an assignment that required you to compare two different authors on the topic of education and select and defend one as better. Now add to this scenario that your professor clearly prefers one author over the other. While critical thinking can get you as far as identifying the similarities and differences between these authors and evaluating their merits, it is creative thinking that you must use if you wish to challenge your professor's opinion and invent new perspectives on the authors that have not previously been considered.

So, what can we do to develop our critical and creative thinking skills? Although many students may dislike it, group work is an excellent way to develop our thinking skills. Many times I have heard from students their disdain for working in groups based on scheduling, varied levels of commitment to the group or project, and personality conflicts too, of course. True—it's not always easy, but that is why it is so effective. When we work collaboratively on a project or problem we bring many brains to bear on a subject. These different brains will naturally develop varied ways of solving or explaining problems and examining information. To the observant individual we see that this places us in a constant state of back and forth critical/creative thinking modes.

For example, in group work we are simultaneously analyzing information and generating solutions on our own, while challenging other's analyses/ideas and responding to challenges to our own analyses/ideas. This is part of why students tend to avoid group work—it challenges us as thinkers and forces us to analyze others while defending ourselves, which is not something we are used to or comfortable with as most of our educational experiences involve solo work. Your professors know this— that's why we assign it—to help you grow as students, learners, and thinkers!

Not only is critical and creative thinking important in the academic world, it is crucial in the world of work.

Employers generally rank these skills necessary in the labor market. Practice your critical and creative thinking skills with every assignment and activity you come across. The more you practice, the better prepared you'll be when enter your career field.

3.1 TIME MANAGEMENT SKILLS

Time management is critical to student success. When you know what you want to do, why not just sit down and get it done? People who complain frequently about "not having enough time" would love it if it were that simple! Time management isn't actually difficult, but you do need to learn how to do it well.

TIME AND YOUR PERSONALITY

People's attitudes toward time vary. Some people are always rushing while others are unconcerned about time. Since there are so many different "time personalities," it's important to realize how you approach time. Start by trying to figure out how you spend your time during a typical week, using Activity 2.

ACTIVITY 2: WHERE DOES THE TIME GO?

See if you can account for a week's worth of time. For each of the activity categories listed, make your best estimate of how many hours you spend in a week. (For categories that are about the same every day, just estimate for one day and multiply by seven for that line.)

Category of activity	Number of hours per week
Sleeping	
Eating (including preparing food)	
Personal hygiene (i.e., bathing, etc.)	
Working (employment)	
Volunteer service or internship	
Chores, cleaning, errands, shopping, etc.	
Attending class	
Studying, reading, and researching (outside of class)	
Transportation to work or school	
Getting to classes (walking, biking, etc.)	
Organized group activities (clubs, church services, etc.)	
Time with friends (include television, video games, etc.)	
Attending events (movies, parties, etc.)	

ACTIVITY 2: WHERE DOES THE TIME GO?

Time alone (include television, video games, surfing the Web, etc.)	
Exercise or sports activities	
Reading for fun or other interests done alone	
Talking on phone, e-mail, Facebook, etc.	
Other—specify: _____	
Other—specify: _____	

Now use your calculator to total your estimated hours. Is your number larger or smaller than 168, the total number of hours in a week? If your estimate is higher, go back through your list and adjust numbers to be more realistic. But if your estimated hours total fewer than 168, don't just go back and add more time in certain categories. Instead, ponder this question: *Where does the time go?* We'll come back to this question.

Think about your time analysis in Activity 2 - *Where Does the Time Go?* People who estimate too high often feel they don't have enough time. They may experience anxiety and often feel frustrated. People at the other extreme, who often can't account for how they use all their time, may have a more relaxed attitude. They may not actually have any free time, but they may be wasting more time on less important things than they realize.

People also differ in how they respond to schedule changes. Some go with the flow and accept changes easily, while others function well only when following a planned schedule and may become upset if things change. If you dislike unexpected disruptions in your day, schedule some free time into your calendar to account for the unexpected. This is all part of understanding your time personality.
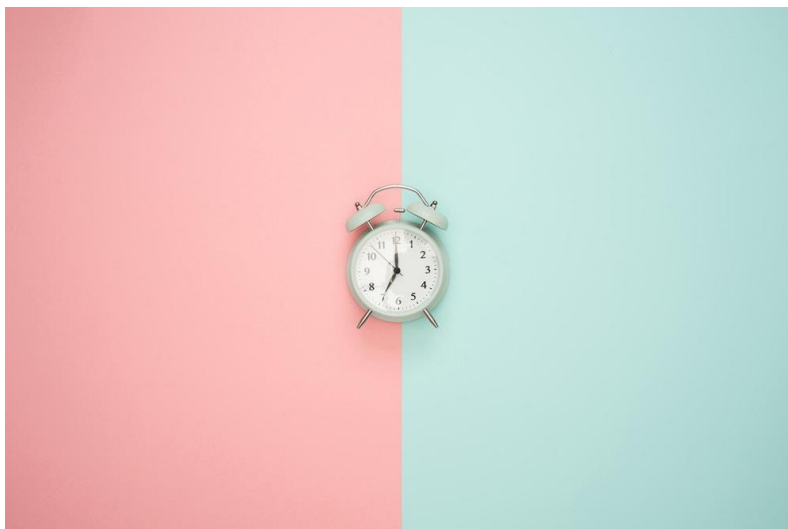
Image by Icons8 team on Unsplash

Another aspect of your time personality involves time of day. Are you more alert and focused in the morning, afternoon, or evening? Do you concentrate best when you look forward to a relaxing activity later on, or do you study better when you've finished all other activities? Do you function well if you get up early—or stay up late—to accomplish a task? How does that affect the rest of your day or the next day? Understanding this will help you better plan your study periods.

While you may not be able to change your "time personality," you can learn to manage your time more effectively. The key is to be realistic. How accurate is the number of hours you wrote down in Activity 2? The best way to know how you spend your time is to record what you do all day in a time log, every day for a week, and then add that up.

Make copies of the time log in Figure 2.7a "Daily Time Log" below and carry it with you. Fill in what you have been doing. Do this for a week before adding up the time. Then, enter the total hours in the categories in Activity 2.7a. You may be spending a lot more time than you thought hanging out with friends, browsing the internet, updating your social media accounts, or any of the many other distractions. You might find that you study well early in the morning, even though you thought you were a night person, or vice versa. You might learn how long you can continue at a specific task before needing a break.

AM		PM	
5:00	_____	5:00	_____
5:15	_____	5:15	_____
5:30	_____	5:30	_____
5:45	_____	5:45	_____
6:00	_____	6:00	_____
6:15	_____	6:15	_____
6:30	_____	6:30	_____
6:45	_____	6:45	_____
7:00	_____	7:00	_____
7:15	_____	7:15	_____
7:30	_____	7:30	_____
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11:30	_____	11:30	_____
11:45	_____	11:45	_____

PM		AM	
12:00	_____	12:00	_____
12:15	_____	12:15	_____
12:30	_____	12:30	_____
12:45	_____	12:45	_____
1:00	_____	1:00	_____
1:15	_____	1:15	_____
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3:15	_____	3:15	_____
3:30	_____	3:30	_____
3:45	_____	3:45	_____
4:00	_____	4:00	_____
4:15	_____	4:15	_____
4:30	_____	4:30	_____
4:45	_____	4:45	_____

Figure 2.7a Daily Time Log

If you have work and family responsibilities, you may already know where many of your hours go. Although we all wish we had more time, the important thing is what we do with the time we have. Time management

strategies can help us better use the time we do have by creating a schedule that works for our own time personality.

YOUR USE OF TIME

Time management for successful college students involves these factors:

- Determining how much time you need to spend studying
- Knowing how much time you actually have for studying and increasing that time if needed
- Being aware of the times of day you are at your best and most focused
- Using effective long- and short-term study strategies
- Scheduling study activities in realistic segments
- Using a system to plan ahead and set priorities
- Staying motivated to follow your plan and avoid procrastination

STUDY FORMULA

For every hour in the classroom, college students are expected to spend, on average, two hours outside of class dedicated to studying for each hour in class. Studying includes: reviewing lecture notes, reading assigned materials, creating flashcards, writing papers, doing homework, and so on.

If you are a full-time student registered in fifteen units, this means you are in class about fifteen hours a week. Applying the study formula mentioned above, you should dedicate thirty (15 x 2 = 30) hours a week for studying. A fifteen unit course load translates into a forty-five hour a week commitment, which is about the same as a typical full-time job. If you hold a part time or full time job, then time management skills are even more essential to succeed in college.

Image by Sonja Langford on Unsplash

Look back at the number of hours you wrote in Activity 2.7a for a week of studying. Did you account for two hours of study time for every hour in class? Many students begin college not knowing the study formula. Remember this is just an average amount of study time—you may need more or less for your own courses. To be safe, and to help ensure your success, add another five to ten hours a week for studying. Doing this will ensure true learning throughout the semester and will help you avoid cramming before exams.

To reserve this study time, you may need to adjust how much time you spend in other activities. Activity 2.7b will help you figure out what your typical week should look like.

ACTIVITY 3: WHERE SHOULD YOUR TIME GO?

Plan for the ideal use of a week's worth of time. Fill in your hours in this order:

1. Hours attending class
2. Study hours (2 times the number of class hours plus 5 or more hours extra)
3. Work, internships, and fixed volunteer time
4. Fixed life activities (sleeping, eating, hygiene, chores, transportation, etc.)
5. Now subtotal your hours so far and subtract that number from 168. How many hours are left? _____ Then portion out the remaining hours for "discretionary activities" (things you don't have to do for school, work, or a healthy life).
6. Discretionary activities

Category of activity	Number of hours per week
Attending class	
Studying, reading, and researching (outside of class)	
Working (employment)	
Volunteer service or internship	
Sleeping	
Eating (including preparing food)	
Personal hygiene (i.e., bathing, etc.)	
Chores, cleaning, errands, shopping, etc.	
Transportation to work or school	
Getting to classes (walking, biking, etc.)	
Subtotal:	
Discretionary activities:	
Organized group activities (clubs, church services, etc.)	
Time with friends (include television, video games, etc.)	
Attending events (movies, parties, etc.)	
Time alone (include television, video games, surfing the Web, etc.)	

ACTIVITY 3: WHERE SHOULD YOUR TIME GO?		
Exercise or sports activities		
Reading for fun or other interests done alone		
Talking on phone, e-mail, Facebook, etc.		
Other—specify: _____		
Other—specify: _____		

Note: If you find you have almost no time left for discretionary activities, you may be overestimating how much time you need for eating, errands, and the like. Use the time log in Figure 2.4 "Daily Time Log" to determine if you really have to spend that much time on those things.

Activity 3 – *Where Should Your Time Go?* shows most college students that they do actually have plenty of time for their studies without losing sleep or giving up their social life. But you may have less time for discretionary activities than in the past. *Something, somewhere has to give.* That's part of time management—and why it's important to keep focused on your goals and priorities. The other part is to learn how to use the time you do have as effectively as possible, especially your study time. If you're a new college student who plans to study for three hours each evening but procrastinates and intentionally (often habitually) puts things off until another day or time, and gets caught up in a conversation, loses time to social media, e-mail and text messages, listens to loud music while reading a textbook, then maybe you actually spent four hours "studying" in total, however only two of those hours were dedicated to productive work. In this scenario, you end up behind and feeling like you're still studying way too much. The goal of time management is to actually get three hours of studying done in three hours and have time for your life as well.

SPECIAL NOTE FOR STUDENTS WHO WORK.

You may have almost *no* discretionary time at all left in Activity 2.7b after all your "must-do" activities. If so, you may have overextended yourself—a situation that inevitably will lead to problems. You can't sleep two hours less every night for the whole school year, for example, without becoming ill or unable to concentrate well on work and school. It is better to recognize this situation now rather than set yourself up for a very difficult term and possible failure. If you cannot cut the number of hours for work or other obligations, see your counselor right away. It is better to take fewer classes and succeed than to take more classes than you have time for and risk failure and jeopardizing your wellbeing.

TIME MANAGEMENT STRATEGIES FOR SUCCESS

The following are some strategies you can begin using immediately to make the most of your time:
- **Prepare to be successful.** When planning ahead for studying, think yourself into the right mood. Focus on the positive. "When I get these chapters read tonight, I'll be ahead in studying for the next test, and I'll also have plenty of time tomorrow to do X." *Visualize* yourself studying well!
- **Use your best—and most appropriate—time of day.** Different tasks require different mental skills. For some kinds of studying, you may be able to start first thing in the morning as you wake, while others may need your most alert moments at another time.

- **Break up large projects into small pieces.** Whether it's writing a paper for class, studying for a final exam, or reading a long assignment or full book, students often feel daunted at the beginning of a large project. It's easier to get going if you break it up into stages that you schedule at separate times—and then begin with the first section that requires only an hour or two.
- **Do the most important studying first.** When two or more things require your attention, do the more crucial one first. If something happens and you can't complete everything, you'll be less stressed knowing the more crucial task is complete.
- **If you have trouble getting started, do an easier task first.** Like large tasks, complex or difficult ones can be daunting. If you can't get going, switch to an easier task you can accomplish quickly. This will give you momentum, and often you feel more confident tackling the difficult task after being successful in the first one.
- **If you're feeling overwhelmed and stressed because you have too much to do, revisit your planner.** Sometimes it's hard to get started if you keep thinking about other things you need to get done. Review your schedule for the next few days and make sure everything important is scheduled, then relax and concentrate on the task at hand.
- **If you're really floundering, talk to someone.** Maybe you just don't understand what you should be doing. Talk with your professor or another student to clarify the assignment and help get back on track.
- **Take a break.** We all need breaks to help us concentrate without becoming fatigued and burned out. As a general rule, a short break every hour or so is effective in helping recharge your study energy. Get up and move around to get your blood flowing, clear your thoughts, and work off stress.
- **Use unscheduled times to work ahead.** You've scheduled that hundred pages of reading for later today, but you have the textbook with you as you're waiting for the bus. Start reading now, or flip through the chapter to get a sense of what you'll be reading later. Either way, you'll save time later. You may be amazed how much studying you can get done during downtimes throughout the day.
- **Keep your momentum.** Prevent distractions, such as multitasking, that will only slow you down. Check for messages, for example, only at scheduled break times.
- **Reward yourself.** It's not easy to sit still for hours of studying. When you successfully complete the task, you should feel good and deserve a small reward. A healthy snack, a quick video game session, or social activity can help you feel even better about your successful use of time.
- **Just say no.** Always tell others nearby when you're studying, to reduce the chances of being interrupted. Still, interruptions happen, and if you are in a situation where you are frequently interrupted by a family member, spouse, roommate, or friend, it helps to have your "no" prepared in advance: "No, I *really* have to be ready for this test" or "That's a great idea, but let's do it tomorrow—I *just can't* today." You shouldn't feel bad about saying no—especially if you told that person in advance that you needed to study.
- **Make time for yourself.** Never schedule your day or week so full of work and study that you have no time at all for yourself, your family and friends, and your larger life.
- **Use a calendar planner and daily to-do list.** We'll look at these time management tools in the next section.

TIME MANAGEMENT TIPS FOR STUDENTS WHO WORK

If you're working and taking classes, you may not have large blocks of free time. Avoid temptations to stay up

very late studying, for losing sleep can lead to a downward spiral in performance at both work and school. Instead, try to follow these guidelines:

- If possible, adjust your work or sleep hours so that you don't spend your most productive times at work. If your job offers flexible scheduling, arrange your schedule to be free to study at times when you perform best.
- Try to arrange your class and work schedules to minimize commuting time. If you are a part- time student taking two classes, taking classes back-to-back two or three days a week uses less time than spreading them out over four or five days. Working four 10-hour days rather than five 8-hour days reduces time lost to travel, getting ready for work, and so on.
- If your employer does not offer flexibility with scheduling, consider online courses that allow you to do most of the work on your own time.
- Use your daily and weekly planner conscientiously. Any time you have 30 minutes or more free, schedule a study activity.
- Consider your "body clock" when you schedule activities. Plan easier tasks for those times when you're often fatigued and reserve alert times for more demanding tasks.
- Look for any "hidden" time potentials. For example, you may prefer the 30-minute drive to work over a 45-minute train ride. However, being on the train gives you time to read during your commute. That's 150 minutes of reading every week. An hour a day can make a huge difference in your studies.
- Can you do quick study tasks during your break at work? Take your class notes with you and review during your free time.
- Remember your long-term goals. You need to work, but you also want to finish your college program. If you have the opportunity to volunteer for some overtime, consider whether it's really worth it. Sure, the extra money would help, but could the extra time put you at risk for not doing well in your classes?
- Be as organized on the job as you are academically. Use your planner and to-do list for work matters, too. The better organized you are at work, the less stress you'll feel and the more successful you'll be as a student also.

Image by Brooke Cagle on Unsplash

If you have a family as well as a job, your time is even more limited. In addition to the previous tips, try some of the strategies that follow.

TIME MANAGEMENT TIPS FOR STUDENTS WITH FAMILY

Living with family members leads to additional demands on your time. You may have family obligations that require careful time management. Use all the strategies described earlier, adding family time in your daily plans the same way you would plan hours spent at work. Don't assume that you'll be "free" every hour you're home because family events or a family member's need for your assistance may occur at unexpected times. Schedule your important academic work well ahead and in blocks of time you can control. You may need to use the library or another space to ensure you are not interrupted or distracted during important study times.

Image by Sebastián León Prado on Unsplash

Students with their own families are likely to feel time pressures. After all, you can't just tell your partner or kids that you'll see them in a couple years when you're not so busy with your job and college! In addition to all the planning and study strategies discussed so far, you also need to manage your family relationships and time spent with family. There's no magical solution for making more hours in the day. But, here are some ways to balance your life well:

- Talk to your family members to garner their support. Share with your family members the changes that can occur with you going to school. Don't shock them with sudden household changes. Keep communication lines open so that your partner and children feel they're together with you in this new adventure.
- Enjoy family time and appreciate every moment you are together, whatever you're doing. You may not have as much time together as before, but cherish the time you do have—even if it's washing dishes together or cleaning house. If you've been studying for two hours and need a break, spend the next ten minutes with family instead of checking e-mail or watching television. Ultimately, the important thing is *being together*.

- Combine activities to get the most out of your time. Don't let your children watch television or play video games by themselves while you're cooking dinner. Instead, bring the family together in the kitchen and give everyone something to do. You can have a lot of fun together and share daily chores. This will help you to not feel so guilty when you have to go off and study by yourself.
- Share the load. Even children who are very young can help with household chores to give you more time. Attitude is everything. Try to make it fun for the whole family to work together, not something they "have" to do and may resent just because Mom or Dad went back to school. (Remember, your kids will reach college age someday, and you want them to have a good attitude about college.) As they get older, they can do their own laundry, cook meals, and get themselves off to school. Older teens can run errands and do the grocery shopping. They will gain in the process by becoming more responsible and independent.
- Schedule your study time based on family activities. If you face interruptions from young children in the early evening, use that time for something simple like reviewing class notes. When you need more quiet time for concentrated reading, wait until they've gone to bed.
- Be creative with child care. Usually options are available, possibly involving extended family members, sitters, older siblings, cooperative child care with other adult students, as well as child-care centers. You might also be able take your child along to campus when you attend an evening course, if there is somewhere the child can quietly read. Make sure to ask your professor At home, let your child have a friend over to play with. Network with other older students and learn what has worked for them. Explore all possibilities to ensure you have time to meet your college goals. And don't feel guilty: "daycare babies" grow up just as healthy psychologically as those raised in the home full time.

TIME MANAGEMENT TIPS FOR STUDENT ATHLETES

Student athletes often face unique time pressures because of the amount of time required for training, practice, and competition. During some parts of the year, athletics may involve as many hours as a full- time job. The athletic schedule can be grueling, involving weekend travel and intensive blocks of time. You may be exhausted after workouts or competitions, affecting how well you can concentrate on studies thereafter. Students on athletic scholarships often feel their sport is their most important reason for being in college, and this priority can affect their attitudes toward studying. For all of these reasons, student athletes face special time management challenges. Here are some tips for succeeding in both your sport and academics:

- Realize that even if your sport is more important to you, you risk everything if you don't also succeed in your academics. Failing one class in your first year will require you to make up that class and you'll end up spending more time on the subject than if you'd studied more to pass it the first time.
- It's critical to plan ahead. If you have a big test or a paper due the Monday after a big weekend game, start early. Use your weekly planner to plan well in advance. For example, make it a goal to have the paper done by Friday instead of thinking you can magically get it done Sunday night after victory celebrations. Working ahead will also free your mind to focus better on your sport.
- Accept that you have two priorities (your sport and classes) and that both come before your social life. That's just how it is for a college athlete. If it helps, think of your classes as your job. You have to "study" just like others have to go to work.
- Use your planner to take advantage of any downtime you have during the day between classes and at lunch. Other students may seem to have the luxury of studying during much of the afternoon when you're at practice. While they can get away with hanging out between classes, you don't have that

time available, especially during the season. You need to use all the time you can find to keep up with your studying.

- Stay on top of your courses and don't fall behind. Once you are behind, you'll lose momentum and find it more difficult to understand what's going on in the class. The stress will also affect your athletic performance.
- Get help when you need it. Many athletic departments offer tutoring services or referrals for extra help. Don't wait until you're at risk for failing a class before seeking help. A tutor won't take your test or write your paper for you. They can only help you focus on using your time productively in your studies. You have to want to succeed.

CALENDAR PLANNERS

Calendar planners and to-do lists are effective ways to organize your time. Many types of academic planners are commercially available (check your college bookstore), or you can make your own. Some people like a page for each day, and some like a week at a time. Some use computer calendars and planners. Any system will work well if you use it consistently.

Some college students think they don't need to actually write down their schedule and daily to-do lists. But, it is easy to forget when you have lots going on.

Calendars and planners help you look ahead and write in important dates and deadlines so you don't forget. But it's just as important to use the planner to schedule *your own time,* not just deadlines. For example, you'll learn that the most effective way to study for an exam is to study in several short periods over several days. You can easily do this by choosing time slots in your weekly planner over several days that you will commit to studying for this test. You don't need to fill every time slot, or to schedule every single thing that you do. But, the more carefully and consistently you use your planner, the more successfully you will manage your time.

But a planner cannot contain every single thing that may occur in a day. We'd go crazy if we tried to schedule every telephone call, every e-mail, every bill to pay, every trip to the grocery store. For these items, we use a to-do list, which may be kept on a separate page in the planner.

Here is a sample weekly planner in Figure 2.7g "Weekly Planner". You can copy this page and begin using it. Fill in this planner for next week.
1. Write in all your class meeting times; your work or volunteer schedule; and your usual hours for sleep, family activities, and any other activities at fixed times. Don't forget time needed for transportation, meals, and so on. Your first goal is to find all the blocks of "free time" that are left over. Remember that this is an **academic planner**. Don't try to schedule in everything in your life—this is to plan ahead to use your study time most effectively.
2. Check the syllabus for each of your courses and write important dates in the planner. If your planner has pages for the whole term, write in all exams and deadlines. Use red ink or a highlighter for these key dates. Write them in the hour slot for the class when the test occurs or when the paper is due. (If you don't yet have a planner large enough for the whole term, use Figure 2.7g "Weekly Planner" and write any deadlines for your second week in the margin to the right. You need to know what's coming *next* week to help schedule how you're studying *this* week.)

HOURS	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
6–7 AM							
7–8							
8–9							
9–10							
10–11							
11–12 PM							
12–1							
1–2							
2–3							
3–4							
4–5							
5–6							
6–7							
7–8							
8–9							
9–10							
10–11							
11–12 AM							
12–1							
1–2							
2–3							
3–4							
4–5							
5–6							

Figure 2.7g Weekly Planner

Remember that for every hour spent in class, plan an average of 2 to 3 hours of studying outside of class. These are the time periods you now want to schedule in your planner. These times change from week to week, with one course requiring more time in one week because of a paper due at the end of the week and a different course requiring more the next week because of a major exam. Make sure you block out enough hours in the week to accomplish what you need to do. As you choose your study times, consider what times of day you are at your best and what times you prefer to use for social or other activities. Don't try to micromanage your schedule. Don't try to estimate exactly how many minutes you'll need two weeks from today to read a given chapter in a given textbook. Instead, just choose the blocks of time you will use for your studies. Don't yet write in the exact study activity—just reserve the block.

Next, look at the major deadlines for projects and exams that you wrote in earlier. Estimate how much time you

may need for each and work backward on the schedule from the due date. For example, you have a short paper due on Friday. You determine that you'll spend 10 hours total on it, from initial brainstorming and planning to drafting and revising. Since you have other things also going on that week, you should start early. You might choose to block an hour a week ahead on Saturday morning to brainstorm your topic and jot down some preliminary notes. Monday evening is a good time to spend 2 hours on the next step or prewriting activities. Since you have a lot of time open Tuesday afternoon, you decide that's the best time to reserve to write the first draft. You block out 3 to 4 hours. You make a note on the schedule to leave time open that afternoon to see your instructor during office hours in case you have any questions on the paper. If not, you'll finish the draft or start revising. On Thursday, you schedule a last block of time to revise and polish the final draft that is due Friday.

If you're surprised by this amount of planning, you may be the kind of student who used to think, "*The paper's due Friday. I have enough time Thursday afternoon, so I'll write it then.*" What's wrong with that? First, college work is more demanding than many first-year students realize, and the instructor expects higher-quality work than you can churn out quickly without revising. Second, if you are tired on Thursday because you didn't sleep well Wednesday night, you may be much less productive than you hoped. Without a time buffer, you're forced to turn in a paper that is not your best work.

Figure 2.7g2 "Example of a Student's Weekly Planner Page with Class Times and Important Study Sessions" shows what one student's schedule looks like for a week. This is intended only to show you one way to block out time. You'll quickly find a way that works best for you.
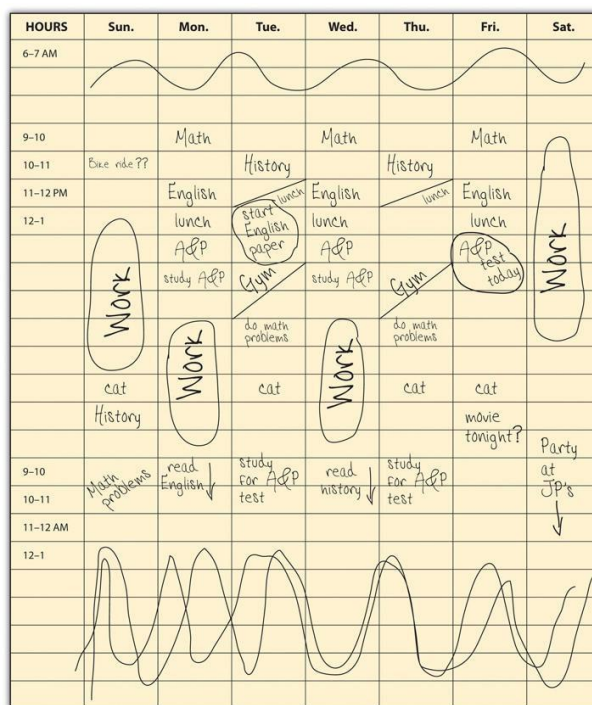

Figure 2.7: Example of a Student's Weekly Planner Page with Class Times and Important Study Sessions

The California Community Colleges Chancellor's Office has developed an Interactive Study Schedule. You may

use this tool to create a printable class/study schedule to help you plan your time during the week. To access the interactive study schedule go to: http://apps.3cmediasolutions.org/oei/tools/study-schedule.html.

1. Add your courses and study times to the first column.
2. Select the appropriate days of the week.
3. Enter start and end times and select a color to color-code items in your chart.
4. As you fill out each row, your schedule will populate. Add additional rows as you need them. **The first row is used as an example and will not be added to your schedule.**
5. Once you have entered all of your information click "Print Schedule" to produce a hard copy for reference.

See sample below:

Here are some more tips for successful schedule planning:

- Studying is often most effective immediately after a class meeting. If your schedule allows, block out appropriate study time after class periods.
- Be realistic about time when you make your schedule. If your class runs to 4 p.m. and it takes you 20 minutes to wrap things up and reach your study location, don't figure you'll have a full hour of study between 4 p.m. and 5 p.m.
- Don't overdo it. Few people can study 4 to 5 hours nonstop. Scheduling extended time periods like that may just set you up for failure.
- Schedule social events that occur at set times, but just leave holes in the schedule for other activities. Enjoy those open times and recharge yourself!
- Try to schedule some time for exercise at least three days a week.
- Plan to use your time between classes wisely. If three days a week you have the same hour free between two classes, what should you do with those three hours?
- Use it to review your notes from the previous class or for the next class. Read a short assignment. Over the whole term, that hour three times a week adds up to a lot of study time.
- If a study activity is taking longer than you had scheduled, look ahead and adjust your weekly planner to prevent the stress of falling behind schedule.

- If you maintain your schedule on your computer or smartphone, it's still a good idea to print and carry it with you. Don't risk losing valuable study time if you're away from the device.
- If you're not paying close attention to everything in your planner, use a colored highlighter to mark the times blocked out for really important things.
- When following your schedule, pay attention to start and stop times. If you planned to start your test review at 4 p.m. after an hour of reading for a different class, don't let the reading run long and take time away from studying for the test.

TO-DO LISTS

People use to-do lists in different ways, and you should find what works best for you. As with your planner, consistent use of your to-do list will make it an effective habit. Some people prefer not to carry their planner everywhere, but instead copy the key information for the day onto a to-do list. Using this approach, your daily to-do list starts out with your key scheduled activities and then adds other things you hope to do today. Some people use their to-do list only for things not on their planner, such as short errands, phone calls or e-mail. This still includes important things, but they're not scheduled out for specific times.

Although we call it a daily list, the to-do list can also include things you may not get to today but don't want to forget about. Keeping these things on the list, even if they're a low priority, helps ensure that eventually you'll get to it.

Start every day with a fresh to-do list written in a special small notebook or on a clean page in your planner. Check your planner for key activities for the day and check yesterday's list for items remaining. Some items won't require much time, but other activities such as assignments will. Include a time estimate for these so that later you can do them when you have enough free time. If you finish lunch and have 25 minutes left before your next class, think of things on the list you can do now and check them off.
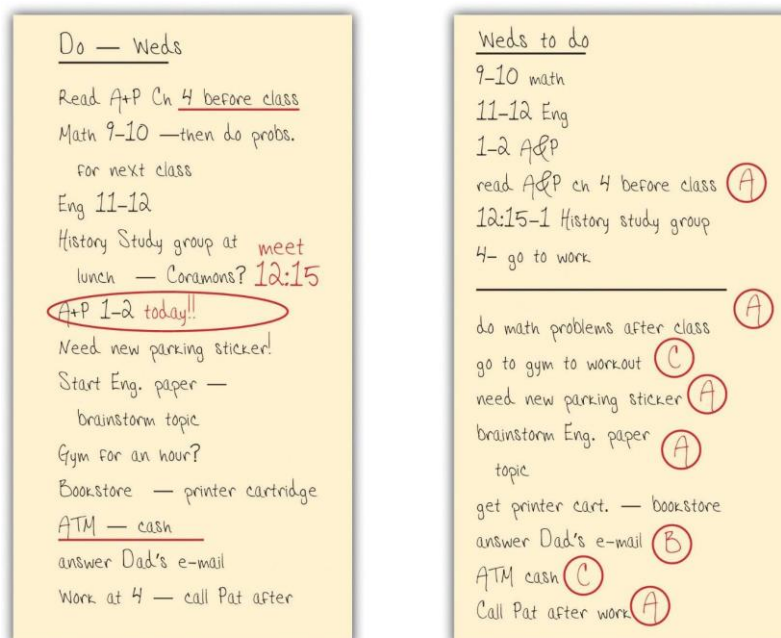
Figure 2.7h Examples of Two Different Students' To-Do Lists

Finally, use some system to prioritize things on your list. Some students use a 1, 2, 3 or A, B, C rating system for importance. Others simply highlight or circle items that are critical to get done today. Figure 2.7h "Examples of Two Different Students' To-Do Lists" shows two different to-do lists. Each are very different but equally effective.

Use whatever format works best for you to prioritize or highlight the most important activities. Here are some more tips for effectively using your daily to-do list:

- Be specific: "*Read history chapter 2 (30 pages)*"—not "*History homework.*"
- Put important things high on your list where you'll see them every time you check the list.
- Make your list at the same time every day so that it becomes a habit.
- Don't make your list overwhelming. If you added *everything* you eventually need to do, you could end up with so many things on the list that you'd never read through them all. If you worry you might forget something, write it in the margin of your planner's page a week or two away.
- Use your list. Lists often include little things that may take only a few minutes to do, so check your list any time during the day you have free time.
- Cross out or check off things after you've done them. Doing this becomes rewarding.
- Don't use your to-do list to procrastinate. Don't pull it out to find something else you just "have" to do instead of studying!

CHECKPOINT EXERCISE

1. What time(s) of day are you at your most alert?

   _____

2. What time(s) of day are you at your least alert?

   _____

3. What category of *discretionary* activity (not sleeping, working, studying, etc.) represents your largest use of time?

   _____

4. Can you reduce the time you spend in that activity if you need more time for your coursework?

   _____

5. For each of the following statements about time management, circle T for true or F for false:

T	F	Think yourself into a positive mood before starting to study.
T	F	Always study just before going to sleep so that you'll dream about the topic.
T	F	Break up larger projects into smaller parts and stages.

CHECKPOINT EXERCISE

T	F	Get everything done on your to-do list before studying so that you're not distracted.
T	F	When feeling stressed by a project, put it off until tomorrow.
T	F	Talk with your instructor or another student if you're having difficulty.
T	F	Try to study at least three hours at a time before taking a break.
T	F	Reward yourself for successfully completing a task.
T	F	Avoid studying at times not written in on your weekly planner; these are all free times just for fun.
T	F	Whenever interrupted by a friend, use that opportunity to take a break for up to thirty minutes.
T	F	Turn off all electronic devices when reading an assignment except for your laptop if you use it to take notes.
T	F	Since people procrastinate when they're distracted by other things that need doing, it's best to delay studying until you've done everything else first.
T	F	Studying with a friend is a sure way to waste time and develop poor study habits.
T	F	Use a study journal to observe how you use your time and determine what things are keeping you from getting your work done.
T	F	There's no reason to keep a weekly calendar if all your instructors have provided you with a syllabus that gives the dates for all assignments and tests.
T	F	Studying for a particular class is most effective immediately after that class meets.

1. Without looking at your planner, to-do list, or anything else in writing, quickly write a list of everything you need to do in the next few days. Then look through your planner, to-do list, and any other class notes for anything you missed. What might you have forgotten or delayed if you weren't keeping a planner and to-do list?

2. Without looking at your weekly or daily schedule, think about your typical week and the times you have free when not in class, working, studying, eating, and socializing, and so on. List at least three "downtimes" when you don't usually study that you can use for coursework when necessary.

_____

_____

_____

_____

BATTLING PROCRASTINATION

Blogger Tim Urban has a very unique way of explaining procrastination. On this TedTalk Urban describes, in a very fun way, the struggles of the rational decision-maker inside all of us. He considers himself "a lifelong procrastinator who thinks about this topic all the time." But he doesn't lecture from the perspective of a psychologist. He talks from the point of view of an everyday procrastinator. Watch the video, and once you are done take a look at Tim's advice on How to Beat Procrastination.

https://www.youtube.com/watch?v=arj7oStGLkU&feature=youtu.be
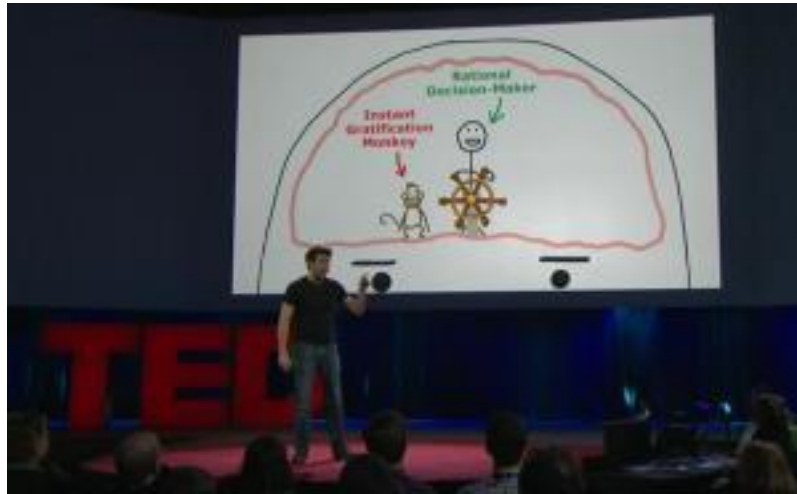
Procrastination is a way of thinking that lets one put off doing something that should be done now. This can happen to anyone at any time. It's like a voice inside your head keeps coming up with these brilliant ideas for things to do right now other than studying: "*I really ought to get this room cleaned up before I study*" or "*I can study anytime, but tonight's the only chance I have to do X*." That voice is also very good at rationalizing: "*I really don't need to read that chapter now; I'll have plenty of time tomorrow at lunch….*"

Procrastination is very powerful. Some people battle it daily, others only occasionally. Most college students procrastinate often, and about half say they need help avoiding procrastination. Procrastination can threaten one's ability to do well on an assignment or test.

People procrastinate for different reasons. Some people are too relaxed in their priorities, seldom worry, and easily put off responsibilities. Others worry constantly, and that stress keeps them from focusing on the task at hand. Some procrastinate because they fear failure; others procrastinate because they fear success or are such perfectionists that they don't want to let themselves down. Some are dreamers. Many different factors are involved, and there are different styles of procrastinating.

Just as there are different causes, there are different possible solutions for procrastination. Different strategies work for different people. The time management strategies described earlier can help you avoid procrastination. Because this is a psychological issue, some additional psychological strategies can also help:

- Since procrastination is usually a habit, accept that and work on breaking it as you would any other bad habit: one day at a time. Know that every time you overcome feelings of procrastination, the habit becomes weaker. Eventually, you'll have a new habit of being able to start studying right away.

- Schedule times for studying using a daily or weekly planner. Carry it with you and look at it often. Just being aware of the time and what you need to do today can help you get organized and stay on track.
- If you keep thinking of something else you might forget to do later (making you feel like you "must" do it now), write yourself a note about it for later and get it out of your mind.
- Counter a negative with a positive. If you're procrastinating because you're not looking forward to a certain task, try to think of the positive future result of doing the work.
- Counter a negative with a worse negative. If thinking about the positive results of completing the task doesn't motivate you to get started, think about what could happen if you keep procrastinating. You'll have to study tomorrow instead of doing something fun you had planned. Or you could fail the test. Some people can jolt themselves right out of procrastination.
- On the other hand, fear causes procrastination in some people. Don't dwell on the thought of failing. If you're studying for a test and you're so afraid of failing it, you won't be able to focus on studying and will start procrastinating. Instead, try to put things in perspective. Even if it's your most difficult class and you don't understand *everything* about the topic, that doesn't mean you'll fail.
- Study with a motivated friend. Form a study group with other students who are motivated and won't procrastinate along with you. You'll learn good habits from them while getting the work done now.
- Keep a study journal. At least once a day write an entry about how you have used your time and whether you succeeded with your schedule for the day. If not, identify what factors kept you from doing your work. This journal will help you see your own habits and distractions so that you can avoid things that lead to procrastination.
- Get help. If you really can't stay on track with your study schedule or if you're always putting things off until the last minute, see a college counselor. They have lots of experience with this common student problem and can help you find ways to overcome this habit.

Read the article below Titled "*Conquering Procrastination Like a Boss*" *by* Chelsea Hinshaw Source: http://mylearningnetwork.com/?p=642 . While reading this article ask yourself - how you can apply this information to your personal life to help you "Conquer Procrastination like a Boss."

After an hour of studying, the idea of continuing to study is dreadful, UNBEARABLE! Your brain stops retaining new information. Your mind can't stop wondering to other topics. You're almost willing to actually go do your laundry than sit there and study any longer. Why is that, you ask?

In today's world, social media can become a huge distraction when you're trying to study. Your brain is not wired for constant stimuli. (Photo by DigitalRalph)

In a study by Alejandro Lleras, a professor at the University of Illinois, it was discovered that your brain really isn't built for constant stimulation.

Studying for an hour or more is considered a constant stimulation, which gradually causes your brain to stop registering your sight, sound, and even feelings. Eventually your brain will just categorize everything as unimportant since the stimulus is unchanging. In Lleras' experiment, students who were productive were distracted for a short period of time during their task compared to those who just powered through. His experiment proved that your brain is built to detect changes and respond to those changes rather than focusing on a topic for a stretched out period of time.

Francesco Cirillo's Pomodoro Technique from the late 1980's puts Lleras' theory into action. The Pomodoro technique consists of 5 steps to managing your time.

Step 1: *Identity the tasks you want completed*. Once you have a realistic list of tasks to accomplish for the day, break the tasks up into 25-minute long tasks, or a ***pomodoro***. If your tasks are to write a 4-page paper for English and read a chapter for Biology, you know that it'll take you about an hour to actively read your chapter. Therefore, break that task into 2-3 pomodoros (25 minute sessions). Break your paper into bite-sized pieces like an outline and writing just a couple paragraphs per pomodoro. Just remember to keep your list of pomodoros realistic and write them down. Physically seeing what it is that you need to do will help your state of mind.

Step 2: *Set a timer for 25 minutes, or 1Pomodoro*. These 25 minutes are meant for you to buckle down and work, work, work. Why only 25 minutes? It's because 25 minutes is a non- threatening time frame, unlike the time frame of an hour or more to just do homework. Use an egg timer or even a phone app, anything to keep track of the time so that you don't have to. If you are staring at a clock to keep track of time, you'll be too distracted to really get anything done.

Step 3: *Put a checkmark next to your accomplished task when the timer goes off*. Once the timer goes off, you have finished a task so check it off your list with pride! Checking off the task on a list is important because it will give you a sense of accomplishment, which will boost your self-esteem.

Step 4: *Set a timer for 5 minutes*. These 5 minutes are meant for you to take a break. Facebook and playing a game on your phone do NOT count as a break activity. During break time, you want to get up and move. Moving will circulate your blood and rejuvenate your body so that you are mentally and physically ready to return to your pomodoros.

Step 5: *Repeat*. Repeat these steps until you have accomplished all of your tasks for the day. If you exceed 4 pomodoros, give yourself a longer break, 15-20 minutes.

NOTE: You can exchange the 25 minutes of studying for 30 minutes if you are up for it. When studying for 30 minutes, give yourself 10-minute breaks after each pomodoro.

Are you procrastinating too?

Try the Pomodoro Technique

What is the Pomodoro Technique?	What do you have to do?	Why is this useful to you?
- It is a time management technique	1) Make a list of tasks to be done	- It breaks up your studying time into bite-sized pieces
- Developed by Francesco Cirillo in the 1980's	2) Set a timer to 25 minutes	- The 5-min break allows your brain to refocus (it gets tired just like you)
- *Pomodoro* is Italian for tomato	3) Work until the timer goes off and check-off finished task	- Checking off a list will give you a sense of accomplishment, even if you've only done 1/2 of it
	4) Set a timer to 5 minutes	
	5) Take a break until the timer goes off	
	6) Start over	

3.2 DECISION-MAKING PROCESS

Much of your college and professional life will be spent solving problems; some will be complex, such as deciding on a career, and require time and effort to come up with a solution. Others will be small, such as deciding what to eat for lunch, and will allow you to make a quick decision based entirely on your own experience. But, in either case, when coming up with the solution or deciding what to do, follow the same basic steps.

- **Define the problem**. Use your analytical skills. What is the real issue? Why is it a problem? What are the root causes? What kinds of outcomes or actions do you expect to generate to solve the problem? What are some of the key characteristics that will make a good choice: Timing? Resources? Availability of tools and materials? For more complex problems, it helps to actually write out the problem and the answers to these questions. Can you clarify your understanding of the problem by using metaphors to illustrate the issue?
- **Narrow the problem.** Many problems are made up of a series of smaller problems, each

requiring its own solution. Can you break the problem into different facets? What aspects of the current issue are "noise" that should not be considered in the problem solution? (Use critical thinking to separate facts from opinion in this step.)

- **Generate possible solutions.** List all your options. Use your creative thinking skills in this phase. Did you come up with the second "right" answer, and the third or the fourth? Can any of these answers be combined into a stronger solution? What past or existing solutions can be adapted or combined to solve this problem?
- **Choose the best solution**. Use your critical thinking skills to select the most likely choices. List the pros and cons for each of your selections. How do these lists compare with the requirements you identified when you defined the problem? If you still can't decide between options, you may want to seek further input from your brainstorming team.

Video: TED-Ed – "Working Backward to Solve Problems" (length 5:56)
https://www.youtube.com/watch?v=v34NqCbAA1c

GROUP THINK: EFFECTIVE BRAINSTORMING
Brainstorming is a process of generating ideas for solutions in a group. This method is very effective because ideas from one person will trigger additional ideas from another. The following guidelines make for an effective brainstorming session:

- Decide who should moderate the session. That person may participate, but his main role is to keep the discussion flowing.
- Define the problem to be discussed and the time you will allow to consider it.
- Write all ideas down on a board or flip chart for all participants to see.
- Encourage everyone to speak.
- Do not allow criticism of ideas. All ideas are good during a brainstorm. Suspend disbelief until after the session. Remember a wildly impossible idea may trigger a creative and feasible solution to a problem.

Decisions, Decisions You will be called on to make many decisions in your life. Some will be personal, like what to major in, or whether or not to get married. Other times you will be making decisions on behalf of others at work or for a volunteer organization. Occasionally you will be asked for your opinion or experience for decisions others are making. To be effective in all of these circumstances, it is helpful to understand some principles about decision making.

First, define who is responsible for solving the problem or making the decision. In an organization, this may be someone above or below you on the organization chart but is usually the person who will be responsible for implementing the solution. Deciding on an academic major should be your decision, because you will have to follow the course of study. Deciding on the boundaries of a sales territory would most likely be the sales manager who supervises the territories, because he or she will be responsible for producing the results with the combined territories. Once you define who is responsible for making the decision, everyone else will fall into one of two roles: giving input, or in rare cases, approving the decision.

Understanding the role of input is very important for good decisions. Input is sought or given due to experience or expertise, but it is up to the decision maker to weigh the input and decide whether and how to use it. Input should be fact based, or if offering an opinion, it should be clearly stated as such. Finally, once input is given, the person giving the input must support the other's decision, whether or not the input is actually used.

Consider a team working on a project for a science course. The team assigns you the responsibility of analyzing and presenting a large set of complex data. Others on the team will setup the experiment to demonstrate the hypothesis, prepare the class presentation, and write the paper summarizing the results. As you face the data, you go to the team to seek input about the level of detail on the data you should consider for your analysis. The person doing the experiment setup thinks you should be very detailed, because then it will be easy to compare experiment results with the data. However, the person preparing the class presentation wants only high-level data to be considered because that will make for a clearer presentation. If there is not a clear understanding of the decision-making process, each of you may think the decision is yours to make because it influences the output of your work; there will be conflict and frustration on the team. If the decision maker is clearly defined upfront, however, and the input is thoughtfully given and considered, a good decision can be made (perhaps a creative compromise?) and the team can get behind the decision and work together to complete the project.

Finally, there is the approval role in decisions. This is very common in business decisions but often occurs in college work as well (the professor needs to approve the theme of the team project, for example). Approval decisions are usually based on availability of resources, legality, history, or policy.

KEY TAKEAWAYS

- Effective problem solving involves critical and creative thinking.
- The four steps to effective problem solving are the following:
  - Define the problem
  - Narrow the problem
  - Generate solutions
  - Choose the solution
- Brainstorming is a good method for generating creative solutions.
- Understanding the difference between the roles of deciding and providing input makes for better decisions.

CHECKPOINT EXERCISES

1. Gather a group of three or four friends and conduct three short brainstorming sessions (ten minutes each) to generate ideas for alternate uses for peanut butter, paper clips, and pen caps. Compare the results of the group with your own ideas. Be sure to follow the brainstorming guidelines. Did you generate more ideas in the group? Did the quality of the ideas improve? Were the group ideas more innovative? Which was more fun? Write your conclusions here.

   _____

   _____

   _____

   _____

   _____

_____

2. Using the steps outlined earlier for problem solving, write a plan for the following problem: You are in your second year of studies in computer animation at College of the Canyons. You and your wife both work, and you would like to start a family in the next year or two. You want to become a videogame designer and can benefit from more advanced work in programming. Should you go on to complete a four-year degree?

_____
_____
_____
_____
_____
_____
_____

3. Define the problem: What is the core issue? What are the related issues? Are there any requirements to a successful solution? Can you come up with a metaphor to describe the issue?

_____
_____
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_____

4. Narrow the problem: Can you break down the problem into smaller manageable pieces? What would they be?

_____
_____
_____
_____
_____
_____
_____

5. Generate solutions: What are at least two "right" answers to each of the problem pieces?

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_____
_____
_____
_____
_____
_____

6. Choose the right approach: What do you already know about each solution? What do you still need to know? How can you get the information you need? Make a list of pros and cons for each solution.

_____

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KEY TAKEAWAYS

- Your ability to think critically and creatively is a key to your success in college and in life. You should develop and practice these skills.
- Bloom's taxonomy provides a framework to describe the many kinds of thinking we need to do. Up to this point, you probably have practiced most of the lower-level thinking skills but have not had much experience with the higher-level skills (critical thinking and creative thinking).
- Critical thinking involves evaluating the strength of ideas or concepts by asking questions about them. Critical thinking will also allow you to identify and weed out logical fallacies that weaken the value of an idea.
- Creative thinking is the process of generating new ideas, concepts, or solutions. This often involves adapting existing ideas or combining them in new ways to create a new solution.
- Problem solving is effectively achieved by applying both critical thinking and creative thinking to generate viable solutions and decisions.

CHAPTER REVIEW

1. List the six levels of thinking described in Bloom's taxonomy.

_____

_____

_____

_____

_____

_____

2. Which thinking skill is most important for short answer quizzes? Why?

_____

_____

_____

_____

_____
_____

3. List five verbs that describe the application level of thought.

_____
_____
_____
_____
_____

4. What thinking skills are you using if you are blogging? How do you use each one?

_____
_____
_____
_____
_____
_____

5. What is critical thinking?

_____
_____
_____
_____
_____
_____

6. Why is it important to pose some questions about the source of the material you read? What kinds of questions should you ask?

_____
_____
_____
_____
_____
_____

7. What is a logical fallacy? Give an example of two types.

_____
_____
_____
_____
_____

8. List six words that signal a broad generalization and a recommended alternative that would resolve that problem of each.

_____
_____
_____

9. What are some ways in which you can feed your curiosity?

_____
_____
_____
_____

10. Why is brainstorming more effective at generating new ideas than individual work?

_____
_____
_____
_____

11. List the four steps of problem solving.

_____
_____
_____
_____

12. How do you use critical thinking and creative thinking in solving problems?

_____
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_____

3.3 SETTING AND REACHING GOALS

Some people are goal oriented and seem to easily make decisions that lead to achieving their goals, while others seem just to "go with the flow" and accept what life gives them. While the latter may sound pleasantly relaxed, moving through life without goals may not lead anywhere at all. The fact that you're in college now shows you already have the major goal to complete your college program. A goal is a result we intend to reach mostly

through our own actions. Things we do may move us closer to or farther away from that result. Studying moves us closer to success in a difficult course, while sleeping through the final examination may completely prevent reaching that goal. That may be an extreme case, yet still a lot of college students don't reach their goal of graduating. The problem may be a lack of commitment to the goal, but often students have conflicting goals. One way to prevent problems is to think about all your goals and priorities and to learn ways to manage your time, your studies, and your social life to best reach your goals. Consider these four students:

A. To help his widowed mother, Yuxi went to work full time after high school. Now, a few years later, he's dissatisfied with the kinds of jobs he has been able to get and has begun taking computer programming courses in the evening. He's often tired after work, however, and his mother would like him to spend more time at home. Sometimes he cuts class to stay home and spend time with her.

B. In her senior year of college, Becky has just been elected president of her student union and is excited about planning a major community service project. She knows she should be spending more time on her senior thesis, but she feels her community project may gain her contacts that can help her find a better job after graduation. Besides, the project is a lot more fun, and she's enjoying the esteem of her position. Even if she doesn't do well on her thesis, she's sure she'll pass.

C. After an easy time in high school, James is surprised his college classes are so hard. He's got enough time to study for his first-year courses, but he also has a lot of friends and fun things to do. Sometimes he's surprised to look up from his computer to see it's midnight already, and he hasn't started reading that chapter yet. Where does the time go? When he's stressed, however, he can't study well, so he tells himself he'll get up early and read the chapter before class, and then he turns back to his computer to see who's online.

D. Sachito was successful in cutting back her hours at work to give her more time for her engineering classes, but it's difficult for her to get much studying done at home. Her husband has been wonderful about taking care of their young daughter, but he can't do everything, and lately he's been hinting more about asking her sister to babysit so that the two of them can go out in the evening the way they used to. Lately, when she's had to study on a weekend, he leaves with his friends, and Sachito ends up spending the day with her daughter—and not getting much studying done.

What do these very different students have in common? Each has goals that conflict in one or more ways. Each needs to develop strategies to meet their other goals without threatening their academic success. And all of them have time management issues to work through: three because they feel they don't have enough time to do everything they want or need to do and one because even though he has enough time, he needs to learn how to manage it more effectively. For all four of them, motivation and attitude will be important as they develop strategies to achieve their goals.

It all begins with setting goals and thinking about priorities.

As you think about your own goals, think about more than just being a student. You're also a person with

individual needs and desires, hopes and dreams, plans and schemes. Your long-term goals likely include graduation and a career but may also involve social relationships with others, a romantic relationship, family, hobbies or other activities, where and how you live, and so on. While you are a student you may not be actively pursuing all your goals with the same fervor, but they remain goals and are still important in your life.

Goals also vary in terms of time. Short-term goals focus on today, the next few days and perhaps the next few weeks. Mid-term goals involve plans for this school year and the time you plan to remain in college. Long-term goals may begin with graduating college and everything you want to happen thereafter. Often your long-term goals (e.g., the kind of career you want) guide your midterm goals (getting the right education for that career), and your short-term goals (such as doing well on an exam) become steps for reaching those larger goals. Thinking about your goals in this way helps you realize how even the little things you do every day can keep you moving toward your most important long-term goals.

Write out your goals in Activity 1. You should literally *write* them down, because the act of finding the best words to describe your goals helps you think more clearly about them. Follow these guidelines:

- **Goals should be realistic.** It's good to dream and to challenge yourself, but your goals should relate to your personal strengths and abilities.
- **Goals should be specific.** Don't write, "I will become a great musician"; instead, write, "I will finish my music degree and be employed in a symphony orchestra."
- **Goals should have a time frame.** You won't feel very motivated if your goal is vaguely "to finish college someday." If you're realistic and specific in your goals, you should also be able to project a time frame for reaching the goal.
- **You should really want to reach the goal.** We're willing to work hard to reach goals we really care about, but we're likely to give up when we encounter obstacles if we don't feel strongly about a goal. If you're doing something only because your parents or someone else wants you to, then it's not your own personal goal—and you may have some more thinking to do about your life.

Image by Glenn Carstens-Peters on Unsplash

PRIORITIES

Thinking about your goals gets you started, but it's also important to think about priorities. We often use the word "priorities" to refer to how important something is to us. We might think, *This* is a really important goal, and *that* is less important. Try this experiment: go back to the goals you wrote in Activity 1 and see if you can rank each goal as a 1 (top priority), 2 (middle priority), or 3 (lowest priority). It sounds easy, but do you actually feel comfortable doing that? Maybe you gave a priority 1 to passing your courses and a priority 3 to playing your guitar. So what does that mean—that you never play guitar again, or at least not while in college? Whenever you have an hour free between class and work, you have to study because that's the higher priority? What about all your other goals—do you have to ignore everything that's not a priority 1? And what happens when you have to choose among different goals that are both number 1 priorities?

In reality, priorities don't work quite that way. It doesn't make a lot of sense to try to rank goals as *always* more

or less important. The question of priority is really a question of what is more important *at a specific time.* It is important to do well in your classes, but it's also important to have a social life and enjoy your time off from studying. You shouldn't have to choose between the two—except *at any given time*. Priorities always involve time: what is most important to do *right now*. As we'll see later, time management is mostly a way to juggle priorities so you can meet all your goals. When you manage your time well, you don't have to ignore some goals completely in order to meet other goals. In other words, you don't have to give up your life when you register for college—but you may need to work on managing your life more effectively.

But time management works only when you're committed to your goals. Attitude and motivation are very important. If you haven't yet developed an attitude for success, all the time management skills in the world won't keep you focused and motivated to succeed.

AN ATTITUDE FOR SUCCESS

What's your attitude *right now*—what started running through your mind as you saw the "An Attitude for Success" heading? Were you groaning to yourself, thinking, "No, not the attitude thing again!" Or, at the other extreme, maybe you were thinking, "This is great! Now I'm about to learn everything I need to get through college without a problem!" Those are two attitude extremes, one negative and skeptical, the other positive and hopeful. Most students are somewhere in between—but *everyone* has an attitude of one sort or another.

Image is in the public domain (modified by COC OER)

Everything people do and how they do it starts with attitude. One student gets up with the alarm clock and cheerfully prepares for the day, planning to study for a couple hours between classes, go jogging later, and see a friend at dinner. Another student oversleeps after partying too late last night, decides to skip his first class, somehow gets through later classes fueled by fast food and energy drinks while dreading tomorrow's exam, and immediately accepts a friend's suggestion to go out tonight instead of studying. Both students could have identical situations, classes, finances, and academic preparation. There could be just one significant difference—

but it's the one that matters.

Here are some characteristics associated with a positive attitude:
- Enthusiasm for and enjoyment of daily activities
- Acceptance of responsibility for one's actions and feeling good about success
- Generally upbeat mood and positive emotions, cheerfulness with others, and satisfaction with oneself
- Motivation to get the job done
- Flexibility to make changes when needed
- Ability to make productive, effective use of time

And here are some characteristics associated with a negative attitude:
- Frequent complaining
- Blaming others for anything that goes wrong
- Often experiencing negative emotions: anger, depression, resentment
- Lack of motivation for work or studies
- Hesitant to change or seek improvement
- Unproductive use of time, procrastination

Video: Procrastination – (length: 1:21) https://www.youtube.com/watch?v=4P785j15Tzk

We started this chapter talking about goals, because people's goals and priorities have a huge effect on their attitude. Someone who really wants to succeed in college is better motivated and can develop a more positive attitude to succeed. But what if you are committed to succeeding in college but still feel kind of doubtful or worried or even down on yourself—what can you do then? Can people really change their attitude? Aren't people just "naturally" positive or negative or whatever? While attitude is influenced by one's personality, upbringing, and past experiences, there is no "attitude gene" that makes you one way or another. It's not as simple as taking a pill, but attitude can be changed. If you're committed to your goals, you can learn to adjust your attitude. The following are some things you can start doing.

BE MORE UPBEAT WITH YOURSELF
We all have conversations with ourselves. I might do badly on a test, and I start thinking things like, "I'm just not smart enough" or "That teacher is so hard no one could pass that test." The problem when we talk to ourselves this way is that we listen—and we start believing what we're hearing. Think about what you've been saying to yourself since your first day at college. Have you been negative or making excuses, maybe because you're afraid of not succeeding? You *are* smart enough or you wouldn't be here. Even if you did poorly on a test, you can turn that around into a more positive attitude by taking responsibility. "OK, I goofed off too much when I should have been studying. I learned my lesson—now it's time to buckle down and study for the next test. I'm going to ace this one!" Hear yourself saying that enough and guess what—you soon find out you *can* succeed even in your hardest classes.

CHOOSE WHOM YOU SPEND TIME WITH
We all know negative and positive people. Sometimes it's fun to hang out with someone with a negative

attitude, especially if their sarcasm is funny. And if we've just failed a test, we might enjoy being with someone else who also blames the instructor or "the system" for whatever goes wrong. As they say, misery loves company. But often being with negative people is one of the surest ways to stay negative yourself. You not only hear your own self-talk making excuses and blaming others and putting yourself down, but you hear other people saying it, too. After a while you're convinced it's true. You've developed a negative attitude that sets you up for failure.

College offers a great opportunity to make new friends. Friendships and other social relationships are important to all humans—and maybe to college students most of all, because of the stresses of college and the changes you're likely experiencing. Later chapters in this book have some tips for making new friends and getting actively involved in campus life, if you're not already there. Most important, try to choose friends with a positive attitude. It's simply more fun to be with people who are upbeat and enjoying life, people whom you respect— and who, like you, are committed to their studies and are motivated. A positive attitude can really be contagious.

OVERCOME RESISTANCE TO CHANGE

While it's true that most people are more comfortable when their situation is not always changing, many kinds of change are good and should be welcomed. College is a big change from high school or being employed. Accepting that reality helps you be more positive about the differences. Sure, you have to study more, and the classes are harder. You may be working more and have less time for your personal life. But dwelling on those differences only reinforces a negative attitude. Look instead at the positive changes: the exciting and interesting people you're meeting, the education you're getting that will lead to a bright future, and the mental challenges and stimulation you're feeling every day. The first step may be simply to see yourself succeeding in your new life. Visualize yourself as a student taking control, enjoying classes, studying effectively, getting good grades. This book will help you do that in many ways. It all begins with the right attitude.

OVERCOME FEARS

One of the most common fears of college students is a fear of failure—of not being able to make the grade. We all know that life is not all roses and that we're not going to succeed at everything we try.
Everyone experiences some sort of failure at some time—and everyone has fears. The question is what you do about it.

Again, think about your goals. You've enrolled in college for good reasons, and you've already shown your commitment by coming this far. If you still have any fear of failure, turn it around and use it in a positive way. If you're afraid you may not do well on an upcoming exam, don't mope around—sit down and schedule times to start studying well ahead of time. It's mostly a matter of attitude adjustment.

STAY FOCUSED AND MOTIVATED

Okay, you've got a positive attitude. But you've got a lot of reading for classes to do tonight, a test tomorrow, and a paper due the next day. Maybe you're a little bored with one of your reading assignments. Maybe you'd rather play a computer game. Uh oh—now what? Attitude can change at almost any moment. One minute you're enthusiastically starting a class project, and then maybe a friend drops by and suddenly all you want to do

is close the books and relax a while, hang out with friends.

One of the characteristics of successful people is accepting that life is full of interruptions and change— and planning for it. Staying focused does not mean you become a boring person who does nothing but go to class and study all the time. You just need to make a plan.

Planning ahead is the single best way to stay focused and motivated to reach your goals. Don't wait until the night before an exam. If you know you have a major exam in five days, start by reviewing the material and deciding how many hours of study you need. Then schedule those hours spread out over the next few days—at times when you are most alert and least likely to be distracted. Allow time for other activities, too, to reward yourself for successful studying. Then when the exam comes, you're relaxed, you know the material, you're in a good mood and confident, and you do well.

Image by rawpixel on Unsplash

Planning is mostly a matter of managing your time well, as we'll see later. Here are some other tips for staying focused and motivated:

- If you're not feeling motivated, think about the results of your goals, not just the goals themselves. If just thinking about finishing college doesn't sound all that exciting, then think instead about the great, high-paying career that comes afterward and the things you can do with that income.
- Say it aloud—to yourself or a friend with a positive attitude: "I'm going to study now for another hour before I take a break—and I'm getting an A on that test tomorrow!" It's amazing how saying something aloud puts commitment in it and affirms that it can be true.
- Remember your successes, even small successes. As you begin a project or approach studying for a test, think about your past success on a different project or test. Remember how good it feels to succeed. Know you can succeed again.
- Focus on the here and now. For some people, looking ahead to goals, or to anything else, may lead to

daydreaming that keeps them from focusing on what they need to do right now. Don't worry about what you're doing tomorrow or next week or month. If your mind keeps drifting off, however, you may need to reward or even trick yourself to focus on the here and now. For example, if you can't stop thinking about the snack you're going to have when you finish studying in a couple hours, change the plan. Tell yourself you'll take a break in twenty minutes if you really need it—but only if you really work well first.

- If you just can't focus in on what you should be doing because the task seems too big and daunting, break the task into smaller, manageable pieces. Don't start out thinking, "I need to study the next four hours," but think, "I'll spend the next thirty minutes going through my class notes from the last three weeks and figure out what topics I need to spend more time on." It's a lot easier to stay focused when you're sitting down for thirty minutes at a time.
- Never, ever multitask while studying! You may think that you can monitor your e-mails and send text messages while studying, but in reality, these other activities lower the quality of your studying.
- Imitate successful people. Does a friend always seem better able to stick with studying or work until they get it done? What are they doing that you're not? We all learn from observing others, and we can speed up that process by deliberately using the same strategies we see working with others. *Visualize yourself* studying in the same way and getting that same high grade on the test or paper.
- Separate yourself from unsuccessful people. This is the flip side of imitating successful people. If a roommate or a friend is always putting off things until the last minute or is distracted with other interests and activities, tell yourself how different you are. When you hear other students complaining about how hard a class is or bragging about not studying or attending class, visualize yourself as not being like them at all.
- Reward yourself when you complete a significant task—but only when you are done. Some people seem able to stay focused only when there's a reward waiting.
- While some people work harder for the reward, others are motivated more by the price of failing. While some people are almost paralyzed by anxiety, others are moved by their fear to achieve their best.
- Get the important things done first. We'll talk about managing your academic planner and to-do lists later in the chapter, but for now, to stay focused and motivated, concentrate on the things that matter most. You're about to sit down to read a chapter in a book you're not much enjoying, and you suddenly notice some clothing piled up on a chair. "I really should clean up this place," you think. "And I'd better get my laundry done before I run out of things to wear." Don't try to fool yourself into feeling you're accomplishing something by doing laundry rather than studying. Stay focused!

NETWORK FOR SUCCESS

Making friends with people with positive attitudes not only helps you maintain a positive attitude yourself, but it gets you started networking with other students in ways that will help you succeed.

Did you study alone or with friends in high school? Because college classes are typically much more challenging, many college students discover they do better, and find it much more enjoyable, if they study with other students taking same course. This might mean organizing a study group or just getting together with a friend to review material before a test. It's good to start thinking right away about networking with other students in your classes.

If you consider yourself an independent person and prefer studying and doing projects on your own rather than with others, think for a minute about how most people function in their careers and professions, what the business world is like. Most work today is done by teams or individuals working together in a collaborative way. Very few jobs involve a person always being and working alone. The more you learn to study and work with other students now, the more skills you are mastering for a successful career.

Studying with other students has immediate benefits. You can quiz each other to help ensure that everyone understands the course material; if you're not clear about something, someone else can help teach it to you. You can read and respond to each other's writing and other work. You can divide up the work in group projects. And through it all, you can often have more fun than if you were doing it on your own.

Studying together is also a great way to start networking—a topic we'll discuss more in coming chapters. Networking has many potential benefits for your future. College students who feel they are part of a network on campus are more motivated and more successful in college.

TIPS FOR SUCCESS: STAYING MOTIVATED

- Keep your eye on your long-term goals while working toward immediate goals.
- Keep your priorities straight—but also save some time for fun.
- Work on keeping your attitude positive.
- Keep the company of positive people; imitate successful people.
- Don't let past habits drag you down.
- Plan ahead to avoid last-minute pressures.
- Focus on your successes.
- Break large projects down into smaller tasks or stages.
- Reward yourself for completing significant tasks.
- Avoid multitasking.
- Network with other students; form a study group.

PROBLEM SOLVING: WHEN SETBACKS HAPPEN

Even when you have clear goals and are motivated and focused to achieve them, problems sometimes happen. Accept that they *will* happen, since inevitably they do for everyone. The difference between those who succeed by solving the problem and moving on and those who get frustrated and give up is partly attitude and partly experience—and knowing how to cope when a problem occurs.

Lots of different kinds of setbacks may happen while you're in college—just as to everyone in life. Here are a few examples:

- A financial crisis
- An illness or injury
- A crisis involving family members or loved ones
- Stress related to frequently feeling you don't have enough time
- Stress related to relationship problems

Some things happen that we cannot prevent—such as some kinds of illness, losing one's job because of a business slowdown, or crises involving family members. But many other kinds of problems can be prevented or made less likely to occur. You can take steps to stay healthy, as you'll learn in Taking Control of Your Health. You can take control of your finances and avoid most financial problems common among college students, as you'll learn in Taking Control of Your Finances. You can learn how to build successful social relationships and get along better with your instructors, with other students, and in personal relationships. You can learn time management techniques to ensure you use your time effectively for studying. Most of the chapters in this book also provide study tips and guidelines to help you do well in your classes with effective reading, note-taking, test-taking, and writing skills for classes. Preventing the problems that typically keep college students from succeeding is much of what this book is all about.

Not all problems can be avoided. Illness or a financial problem can significantly set one back—especially when you're on a tight schedule and budget. Other problems, such as a social or relationship issue or an academic problem in a certain class, may be more complex and not easily prevented. What then? First, work to resolve the immediate problem:

1. Stay motivated and focused. Don't let frustration, anxiety, or other negative emotions make the problem worse than it already is.
2. Analyze the problem to consider all possible solutions. An unexpected financial setback doesn't automatically mean you have to drop out of school—not when alternatives such as student loans, less expensive living arrangements, or other possible solutions may be available. Failing a midterm exam doesn't automatically mean you're going to fail the course—not when you make the effort to determine what went wrong, work with your instructor and others on an improved study plan, and use better strategies to prepare for the next test.
3. Seek help when you need to. None of us gets through life alone, and it's not a sign of weakness to see your academic advisor or a college counselor if you have a problem.
4. When you've developed a plan for resolving the problem, work to follow through. If it will take a while before the problem is completely solved, track your progress in smaller steps so that you can see you really are succeeding. Every day will move you one step closer to putting it behind you.

Video: How President Obama Solves Problems – https://www.youtube.com/watch?v=D7AUqGBr074 (length: 2:12)

After you've solved a problem, be sure to avoid it again in the future:

1. Be honest with yourself: how did you contribute to the problem? Sometimes it's obvious: a student who drank heavily at a party the night before a big test failed the exam because he was so hung over he couldn't think straight. Sometimes the source of the problem is not as obvious but may become clearer the more you think about it. Another student did a lot of partying during the term but studied all day before the big test and was well rested and clear-headed at test time but still did poorly; he may not yet have learned good study skills. Another student has frequent colds and other mild illnesses that keep him from doing his best: how much better would he feel if he ate well, got plenty of exercise, and slept enough every night? If you don't honestly explore the factors that led to the problem, it's more likely to happen again.
2. Take responsibility for your life and your role in what happens to you. Earlier we talked about people with

negative attitudes, who are always blaming others, fate, or "the system" for their problems. It's no coincidence that they keep on having problems. Unless you *want* to keep having problems, don't keep blaming others.

3. Taking responsibility doesn't mean being down on yourself. Failing at something doesn't mean *you* are a failure. We all fail at something, sometime. Adjust your attitude so you're ready to get back on track and feel happy that you'll never make that mistake again!

4. Make a plan. You might still have a problem on that next big test if you don't make an effective study plan and stick to it. You may need to change your behavior in some way, such as learning time management strategies. (Read on!)

KEY TAKEAWAYS

- Goals should be realistic, specific, and time oriented, and you must be committed to them.
- Setting priorities helps keep you focused on your goals but doesn't determine how you use your time at all times.
- Attitude is an important reason students succeed or fail in college. Everyone can work on developing a more positive, motivating attitude.
- Planning, the essence of time management, is necessary to stay focused and continue moving toward your goals.
- Networking with other students helps you stay motivated as well as making studying more effective.
- Since problems and setbacks are inevitable, knowing how to solve problems is important for reaching goals. With a good attitude, most common student problems can be prevented.

CHECKPOINT EXERCISES

1. Which of the following goal statements is written in a way that shows the person has carefully considered what he or she wants to achieve?

2. I will do better in my math course.

3. I will earn at least a B on my next English paper.

4. I will study more this term.

5. List ways in which a negative attitude can prevent students from being successful in college.

   _____

   _____

   _____

   _____

6. Think about your friends in college or other students you have observed in one of your classes. Choose one who usually seems positive and upbeat and one who sometimes or frequently shows a negative attitude about college. Visualize both their faces—side by

side—as if you are talking to both of them. Now imagine yourself sitting down to study with one of them for a final exam. Describe how you would imagine that study session going.

_____

_____

_____

7. Look back at the four students described at the beginning of the chapter. Each of them is experiencing some sort of problem that could interrupt their progress toward their goals. Think about each student and write down a solution for each problem that you would try to work out, if you were that person.

8. For Yuxi:

_____

_____

9. For Becky:

_____

_____

10. For James:

_____

_____

11. For Sachito:

_____

_____

12. List a few things you can do if you're having trouble getting motivated to sit down to study.

_____

_____

_____

_____

DEFINING GOALS

"If you don't know where you are going, you might wind up someplace else."
—Yogi Berra, baseball player and coach

TIME MANAGEMENT AND GOAL SETTING

There is no doubt that doing well in college is a sizable challenge, especially for first-year students, who run the greatest risk of dropping out. You are faced with new physical surroundings, new social environments, new daily

tasks and responsibilities, and most likely new financial obligations. Overall, you are swamped with new challenges! Do you feel confident that you can attend to all of them in a balanced, committed way? What will be your secret of success?

SUCCESS BEGINS WITH GOALS

Goals! A *goal* is a desired result that you envision and then plan and commit to achieve. Goals can relate to family, education, career, wellness, spirituality, and many other areas of your life. Generally, goals are associated with finite time expectations, even deadlines.

As a college student, many of your goals are defined for you. For example, you must take certain courses, you must comply with certain terms and schedules, and you must turn in assignments at specified times. These goals are mostly set for you by someone else.

But there are plenty of goals for you to define yourself. For example, you decide what you'd like to major in. You decide how long you are going to be in college or what terms you want to enroll in. You largely plan how you'd like your studies to relate to employment and your career.

Goals can also be sidetracked. Consider the following scenario in which a student makes a discovery that challenges her to reexamine her goals, priorities, and timetables:

> *Janine had thought she would be an accountant, even though she knew little about what an accounting job might entail. Her math and organizational skills were strong, and she enjoyed taking economics courses and well as other courses in her accounting program. But when one of her courses required her to spend time in an accounting office working with taxes, she decided that accounting was not the right fit for her, due to the higher-stress environment and the late hours.*

> *At first she was concerned that she invested time and money in a career path that did not match her disposition. She feared that changing her major would add to her graduation time. Nevertheless, she did decide to change her major and her career focus.*

> *Janine is now a statistician with a regional healthcare system. She is very happy with her work. Changing her major from accounting to statistics was the right decision for her.*

This scenario represents some of the many opportunities we have, on an ongoing basis, to assess our relationship to our goals, reevaluate priorities, and adjust. Opportunities exist every day—every moment, really! Below is a set of questions we can ask ourselves at any turn to help focus on personal goals:
1. What are my top-priority goals?
2. Which of my skills and interests make my goals realistic for me?
3. What makes my goals believable and possible?
4. Are my goals measurable? How long will it take me to reach them? How will I know if I have achieved them?
5. Are my goals flexible? What will I do if I experience a setback?
6. Are my goal controllable? Can I achieve them on my own?

7. Are my goals in sync with my values?

As you move through your college career, make a point to ask these questions regularly.

AIDS TO SUCCESSFUL GOAL SETTING

SMART is an acronym to help guide you with goal setting. It helps you develop goals which are clear and reachable. Each letter represents a step in the process:

- (S) specific –simple, significant, sensible
- (M) measurable-meaningful, motivating
- (A) achievable –agreed, attainable
- (R) relevant-reasonable, realistic, resourced and results based
- (T) time bound-time based, time limited, time/cost limited, timely, time sensitive

Image by Dungdm93 is licensed under CC BY-SA 4.0

The following video examines five aids to help ensure that your goal setting will be effective and will "take hold" and serve you in the short and long term. This video will help with understanding and learning the process of creating SMART goals. Smart Goals Video: https://youtu.be/aVstw9HYl-o

1. Set Motivating Goals
2. Set SMART GOALS
3. Put your Goals into Writing
4. Make and Action Plan
5. Stick WITH IT!!!

ACTIVITY: IDENTIFYING YOUR OVERALL ACADEMIC GOALS

In order to achieve long-term goals (from college on), you'll need to first achieve a series of shorter goals. Medium-term goals (this year and while in college) and short-term goals (today, this week, and this month)

ACTIVITY: IDENTIFYING YOUR OVERALL ACADEMIC GOALS

may take several days, weeks, months, or even a few years to complete, depending on your ultimate long-term goals. Identify what you will need to do in order to achieve your all goals.

Gain a full view of your trajectory.

Objectives

1. Identify and prioritize 3–5 long-term academic goals.
2. Identify three related medium-term and short-term academic goals.
3. Identify what you are doing toward achieving these identified goals (for example, how you are managing time).

Directions

4. Review the worksheet below, and fill in the blank sections to the best of your ability.

Guidelines

5. Phrase goals as positive statements: Affirm your excitement and enthusiasm about attaining a goal by using positive language and expectations.
6. Be exacting: Set a precise goal that includes dates, times, and amounts, so that you have a basis for measuring how closely you achieve your goals.
7. Prioritize: Select your top goals, and put them in order of importance. This helps you understand the degree to which you value each of them. It will also help you better manage related tasks and not feel overwhelmed.
8. Assume you are the captain of your ship: Identify goals that are linked to your own performance, not dependent on the actions of other people or situations beyond your control.
9. Be realistic but optimistic and ambitious: The goals you set should be achievable, but sometimes it pays to reach a little higher than what you may think is possible. Certainly don't set your goals too low.
10. Be hopeful, excited, and committed: Your enthusiasm and perseverance can open many doors!

Examples of Long-Term Academic Goals

11. I plan to graduate with a Bachelor of Fine Arts degree. My major will be Radio-Television-Film, and my minor will be Spanish.
12. I plan to graduate with a Bachelor of Science in Foreign Service degree with a major in international history.
13. I plan to attain an associate's degree in nursing (ADN).

Examples of Medium-Term or Short-Term Academic Goals:

14. I would like to study abroad in Spain before I graduate.
15. I want to get involved in a service-learning project in my community, as part of my preparation for eventual service work.
16. I plan to join the student government organization so that I can gain some experience at the community college where I take classes part-time.

ACTIVITY: IDENTIFYING YOUR OVERALL ACADEMIC GOALS

Additional immediate goals might be applying for financial aid, getting a part-time job, taking a short leave of absence, speaking with a counselor, etc.

GOAL PRIORITIES	MY PRECISE GOALS	WHAT I AM DOING NOW TO ACHIEVE THESE GOALS
Example: Long-term goal #1	I plan to graduate with a Bachelor of Fine Arts degree. My major will be Radio-Television-Film, and my minor will be Spanish	I am attending the college of my choice and getting good grades in my major.
Example: Related medium-term goal	I would like to study abroad in Spain before I graduate.	I need to get busy with this! I will inquire this week about what I need to do next.
Example: Related short-term goal	I will need to get financial aid for at least a portion of my studies.	I have filled out the forms for financial aid. Last week I applied for a part-time job.
Long-term goal #1		
Related medium-term goal		
Related short-term goal		
Long-term goal #2		
Related medium-term goal		
Related short-term goal		
Long-term goal #3		

GOAL PRIORITIES	MY PRECISE GOALS	WHAT I AM DOING NOW TO ACHIEVE THESE GOALS
Related medium-term goal		
Related short-term goal		
Long-term goal #4		
Related medium-term goal		
Related short-term goal		
Long-term goal #5		
Related medium-term goal		
Related short-term goal		

MOTIVATIONAL STRATEGIES TO SUPPORT YOU

Every day we make choices. Some are as simple as what clothes we decide to wear, what we'll eat for lunch, or how long to study for a test. But what about life-altering choices—the ones that leave us at a crossroads? How much thought do you give to taking Path A versus Path B? Do you like to plan and schedule your choices, by making a list of pros and cons, for instance? Or do you prefer to make decisions spontaneously and just play the cards that life deals you as they come?

The videos that follow are about choices for success. Watch them with a keen eye and ear. Take notes, too. You might pick up some some good ideas for strategies that can help you reach your goals.

Haroon F. Mirza is the director of business development at Intel Corp. Mirza talks about defining moments, how life is all about choices and how we can create defining moments that can change the trajectory of our lives:

Video: https://youtu.be/vwYATDjoK3k

Dr. Nido R. Qubein is the president of High Point University. In this video he discusses his book *Seven Choices for Success and Significance: How to Live Life from the Inside Out:*
Video: https://www.youtube.com/watch?v=3c24nkadvwI&feature=youtu.be

Stephen Covey, author of *7 Habits of Highly Effective People*, talks about the role choice has in managing change and accomplishing what we want:
Video: https://youtu.be/vwYATDjoK3k

L'il Wayne is an American rapper from New Orleans, Louisiana. In this video he talks about his strategies for success:
Video: https://youtu.be/9_eozHLOsX4

SOCIAL ASPECTS OF ACHIEVING YOUR GOALS

Setting goals can be a challenge, but working toward them, once you've set them, can be an even greater challenge—often because it implies that you will be making changes in your life. You might be creating new directions of thought or establishing new patterns of behavior, discarding old habits or starting new ones. Change will always be the lifeblood of achieving your goals.

You may find that as you navigate this path of change, one of your best resources is your social network. Your family, friends, roommates, coworkers, and others can help you maintain a steady focus on your goals. They can encourage and cheer you on, offer guidance when needed, share knowledge and wisdom they've gained, and possibly partner with you in working toward shared goals and ambitions. Your social network is a gold mine of support.

Here are some easy ways you can tap into goal-supporting "people power":
- Make new friends
- Study with friends
- Actively engage with the college community
- Volunteer to help others
- Join student organizations
- Get an internship
- Work for a company related to your curriculum
- Stay connected via social media (but use it judiciously)*
- Keep a positive attitude
- Congratulate yourself on all you've done to get where you are

*A note about social media: More than 98 percent of college-age students use social media, says Experian Simmons. Twenty-seven percent of those students spent more than six hours a week on social media (UCLA, 2014). The University of Missouri, though, indicates in a 2015 study that this level of use may be problematic. It can lead to symptoms of envy, anxiety, and depression. Still, disconnecting from social media may have a negative impact, too, and further affect a student's anxiety level.

Is there a healthy balance? If you feel overly attached to social media, you may find immediate and tangible benefit in cutting back. By tapering your use, your can devote more time to achieving your goals. You can also gain a sense of freedom and more excitement about working toward your goals.

DEALING WITH SETBACKS AND OBSTACLES

At times, unexpected events and challenges can get in the way of best-laid plans. For example, you might get sick or injured or need to deal with a family issue or a financial crisis. Earlier in this section we considered a scenario in which a student realized she needed to change her major and her career plans. Such upsets, whether minor or major, may trigger a need to take some time off from school—perhaps a term or a year. Your priorities may shift. You may need to reevaluate goals.

PROBLEM-SOLVING STRATEGIES

Below is a simple list of four problem-solving strategies. They can be applied to any aspect of your life.

1. What is the problem? Define it in detail. How is it affecting me and other people?
2. How are other people dealing with this problem? Are they adjusting their time management skills? Can they still complete responsibilities, and on time?
3. What is my range of possible solutions? Are solutions realistic? How might these solutions help me reach my goal/s?
4. What do I need to do to implement solutions?

You may wish to also review the earlier set of questions about focusing with intention on goals.
Be confident that you can return to your intended path in time. Acknowledge the ways in which you need to regroup. Read inspiring words from people who have faced adversity and gained. Line up your resources, be resolved, and proceed with certainty toward your goals.

If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.
–Henry David Thoreau, author

SUMMARY

Success with goals (any goals—education, family, career, finances, etc.) is essentially a three-part process:

1. Identify your long-term, medium-term and short-term goals.
2. Set priorities to accomplish these goals.
3. Manage your time according to the priorities you've set.

By following these three straightforward steps, you can more readily achieve goals because you clearly organize the process and follow through with commitment. Focus your sights on what you want to acquire, attain, or achieve. Prioritize the steps you need to take to get there. And organize your tasks into manageable chunks and blocks of time. These are the roadways to accomplishment and fulfillment. In the following passage from *Foundations of Academic Success: Words of Wisdom*, former political- science student Patricia Munsch—now a college counselor—reflects on how a structured, conscientious approach to decision-making and goal setting in college can lead to fulfillment and achievement.

WORDS OF WISDOM

What Do You Enjoy Studying?

There is a tremendous amount of stress placed on college students regarding their choice of major. Every day, I meet with students regarding their concern about choosing right major; the path that will lead to a fantastic, high-paying position in a growth industry. There is a hope that one decision, your college major, will have a huge impact on the rest of your life.

Students shy away from subject areas they enjoy due to fear that such coursework will not lead to a job. I am disappointed in this approach. As a counselor I always ask—what do you enjoy studying? Based on this answer it is generally easy to choose a major or a family of majors. I recognize the incredible pressure to secure employment after graduation, but forcing yourself to choose a major that you may not have any actual interest in because a book or website mentioned the area of growth may not lead to the happiness you predict.

Working in a college setting I have the opportunity to work with students through all walks of life, and I do believe based on my experience, that choosing a major because it is listed as a growth area alone is not a good idea. Use your time in college to explore all areas of interest and utilize your campus resources to help you make connections between your joy in a subject matter and the potential career paths. Realize that for most people, in most careers, the undergraduate major does not lead to a linear career path.

As an undergraduate student I majored in Political Science, an area that I had an interest in, but I added minors in Sociology and Women's Studies as my educational pursuits broadened. Today, as a counselor, I look back on my coursework with happy memories of exploring new ideas, critically analyzing my own assumptions, and developing an appreciation of social and behavioral sciences. So to impart my wisdom in regards to a student's college major, I will always ask, what do you enjoy studying?

Once you have determined what you enjoy studying, the real work begins. Students need to seek out academic advisement. Academic advisement means many different things; it can include course selection, course completion for graduation, mapping coursework to graduation, developing opportunities within your major and mentorship.

As a student I utilized a faculty member in my department for semester course selection, and I also went to the department chairperson to organize two different internships to explore different career paths. In addition, I sought mentorship from club advisors as I questioned my career path and future goals. In my mind I had a team of people providing me support and guidance, and as a result I had a great college experience and an easy transition from school to work.

I recommend to all students that I meet with to create their own team. As a counselor I can certainly be a part of their team, but I should not be the only resource. Connect with faculty in your department or in your favorite subject. Seek out internships as you think about the transition from college to workplace. Find

mentors through faculty, club advisors, or college staff. We all want to see you succeed and are happy to be a part of your journey.

As a counselor I am always shocked when students do not understand what courses they need to take, what grade point average they need to maintain, and what requirements they must fulfill in order to reach their goal—graduation! Understand that as a college student it is your responsibility to read your college catalog and meet all of the requirements for graduation from your college. I always suggest that students, starting in their first semester, outline or map out all of the courses they need to take in order to graduate. Of course you may change your mind along the way, but by setting out your plan to graduation you are forcing yourself to learn what is required of you.

I do this exercise in my classes and it is by far the most frustrating for students. They want to live in the now and they don't want to worry about next semester or next year. However, for many students that I see, the consequence of this decision is a second semester senior year filled with courses that the student avoided during all the previous semesters. If you purposefully outline each semester and the coursework for each, you can balance your schedule, understand your curriculum and feel confident that you will reach your goal.

—Dr. Patricia Munsch, *Foundations of Academic Success: Words of Wisdom*

3.4 HEALTH

Where Are You Now?
Assess your present knowledge and attitudes.

	Yes	Unsure	No
1. I usually eat well and maintain my weight at an appropriate level.			
2. I get enough regular exercise to consider myself healthy.			
3. I get enough restful sleep and feel alert throughout the day.			
4. My attitudes and habits involving smoking, alcohol, and drugs are beneficial to my health.			
5. I am coping in a healthy way with the everyday stresses of being a student.			
6. I am generally a happy person.			
7. I am comfortable with my sexual values and my knowledge of safe sex practices.			

8. I understand how all of these different health factors interrelate and affect my academic success as a student.			

Where Do You Want to Go?

Think about how you answered the questions above. Be honest with yourself. On a scale of 1 to 10, how would you rate your level of personal health at this time?

Not very healthy									Very healthy
1	2	3	4	5	6	7	8	9	10

In the following list, circle the three most important areas of health in which you think you can improve:

- Nutrition
- Weight control
- Exercise
- Sleep
- Smoking
- Alcohol use
- Drug use
- Stress reduction
- Emotional health
- Romantic relationships
- Sexual health

Are there other areas in which you can improve your physical, emotional, and mental health and become happier? Write down other things you feel you need to work on.

_____
_____
_____

INTRODUCTION

Health and wellness are important for everyone—students included. Not only will you do better in school when your health is good, but you'll be happier as a person. And the habits you develop now will likely persist for years to come. That means that what you're doing now in terms of personal health will have a huge influence on your health throughout life and can help you avoid many serious diseases.

Wellness is more than just avoiding disease. Wellness involves feeling good in every respect, in mind and spirit as well as in body. Good health habits also offer these benefits for your college career:

- More energy
- Better ability to focus on your studies
- Less stress, feeling more resilient and able to handle day-to-day stress
- Less time lost to colds, flu, infections, and other illnesses
- More restful sleep

Everyone knows about stress, but not everyone knows how to control it. Stress is the great enemy of college success. But once you've learned how to reduce it where you can and cope with unavoidable stress, you'll be well on the road to becoming the best student you can be.

AN EPIDEMIC OF OVERWEIGHT AND OBESITY

The prevalence of overweight and obesity in the United States is dramatically higher now than it was a few decades ago. This is true for all age groups, including children, adolescents, and adults. One of the largest changes has been an increase in the number of Americans in the obese category. As shown in the maps below, the prevalence of obesity has doubled and in some cases tripled between the 1990s and 2011.
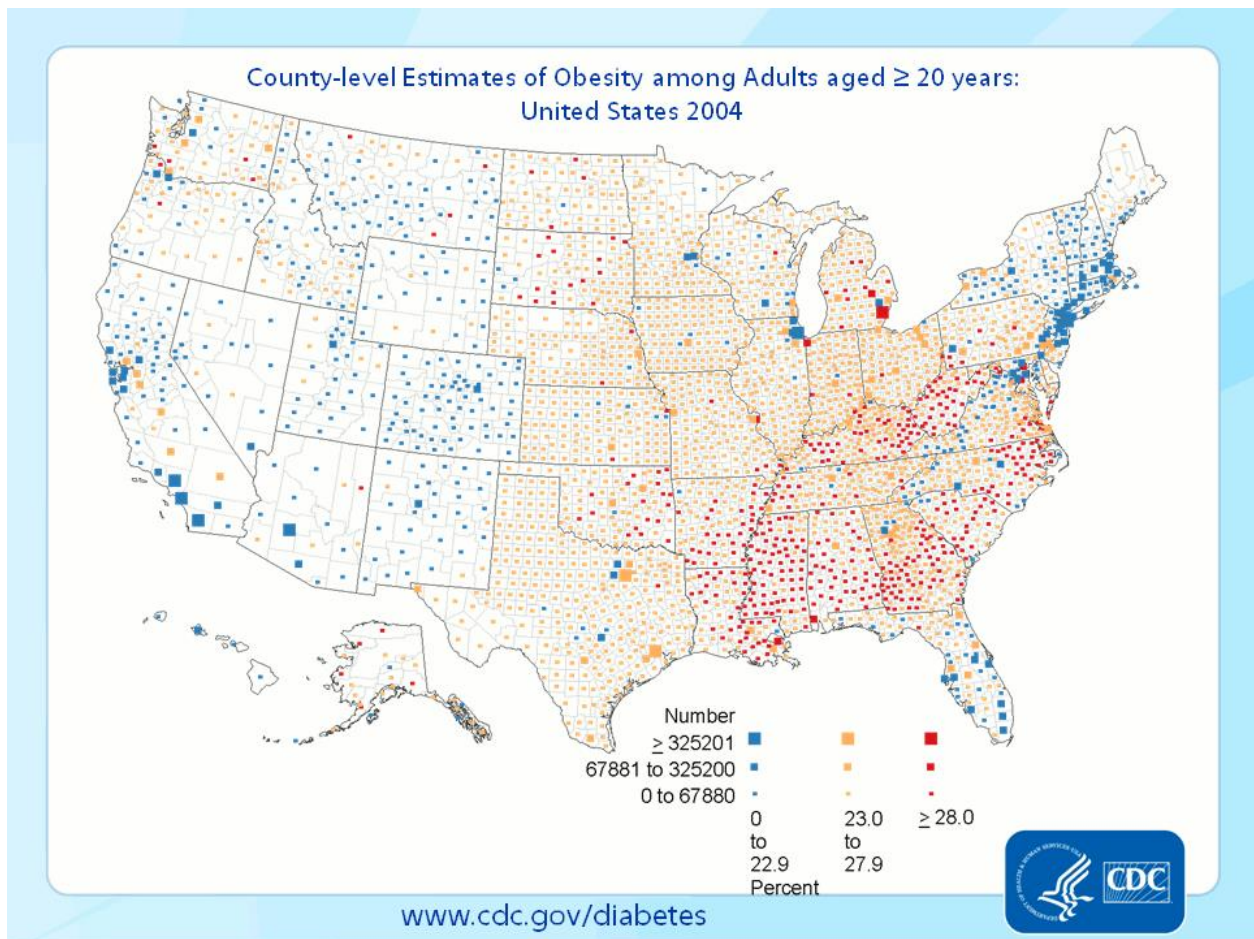
The high prevalence of overweight and obesity across the population is of concern because individuals who are overweight obese, compared to those with a normal or healthy weight, are at increased risk for many serious diseases and health conditions, including the following:

- All-causes of death (mortality)
- High blood pressure (Hypertension)
- High LDL cholesterol, low HDL cholesterol, or high levels of triglycerides (Dyslipidemia)
- Type 2 diabetes
- Coronary heart disease

- Stroke
- Gallbladder disease
- Osteoarthritis (a breakdown of cartilage and bone within a joint)
- Sleep apnea and breathing problems
- Some cancers (endometrial, breast, colon, kidney, gallbladder, and liver)
- Low quality of life
- Mental illness such as clinical depression, anxiety, and other mental disorders
- Body pain and difficulty with physical functioning

Ultimately, obesity can increase the risk of premature death. These increased health risks are not limited to adults. Weight-associated diseases and conditions that were once diagnosed primarily in adults are now observed in children and adolescents with excess body fat. For example, cardiovascular disease risk factors, such as high blood cholesterol and hypertension, and type 2 diabetes are now increasing in children and adolescents. The adverse effects also tend to persist through the lifespan, as children and adolescents who are overweight and obese are at substantially increased risk of being overweight and obese as adults and developing weight-related chronic diseases later in life. Primary prevention of obesity, especially in childhood, is an important strategy for combating and reversing the obesity epidemic.

But it's not just about body weight. Good nutrition is still important even if you don't have a health problem. What you eat affects how you feel and how well you function mentally and physically. Food affects how well you study and how you do on tests. Doughnuts for breakfast can lower your grades!

WHY DO STUDENTS FIND IT SO TOUGH TO EAT HEALTHILY?

It seems like food is everywhere, and students are always snacking between classes. Fast food restaurants abound. There may not be time to get back to your dorm or apartment for lunch, and it's just so easy to grab a quick pastry at the coffee spot as you pass by between classes.

Image by Dan Gold on Unsplash

It's the eating by habit, or mindlessly, that usually gets us in trouble. If we're mindful instead, however, it's easy to develop better habits. Take the Nutrition Self-Assessment to evaluate your present eating habits.

NUTRITION SELF-ASSESSMENT

Check the appropriate boxes.

	Usually	Sometimes	Seldom
1. I take the time to eat breakfast before starting my day.			
2. I eat lunch rather than snack throughout the day.			
3. When I'm hungry between meals, I eat fruit rather than chips or cookies.			
4. I consciously try to include fruit and vegetables with lunch and dinner.			
5. There is food left on my plate at the end of a meal.			
6. I try to avoid overeating snacks at night and while studying.			
7. Over the last year, my eating habits have kept me at an appropriate weight.			
8. Overall, my eating habits are healthy.			

EATING WELL: IT'S NOT SO DIFFICULT

The key to a good diet is to eat a varied diet with lots of vegetables, fruits, and whole grains and to minimize fats, sugar, and salt. The exact amounts depend on your calorie requirements and activity levels, but you don't have to count calories or measure and weigh your food to eat well.

ChooseMyPlate.gov provides extensive online resources for planning a healthy diet and lifestyle including offering weight management tips and recommendations for physical activity. It also includes the SuperTracker, a web-based application to help analyze one's diet and physical activity.

IF YOU NEED TO LOSE WEIGHT

If you need to lose weight, don't try to starve yourself. Gradual steady weight loss is healthier and easier. Try these guidelines:

1. Check your body mass index (BMI) to see the normal weight range for your height (see "Additional Resources" below for more information).
2. Set your goals and make a plan you can live with. Start by avoiding snacks and fast foods. Try to choose foods that meet the guidelines listed above.
3. Stay active and try to exercise frequently.
4. Keep a daily food journal and write down what you eat. Simply writing it down helps people be more aware of their habits, as well as motivated to eat better.
5. Remember, no single plan works for everyone. Visit the online resources listed later for a variety of approaches for weight loss.

AVOIDING THE FRESHMAN FIFTEEN

The "freshman fifteen" refers to the weight gain many students experience in their first year of college. Even those whose weight was at an appropriate level often gained unwanted pounds because of changes in their eating habits.

Image by Lisa Fotios on Unsplash

Start by looking back at the boxes you checked in the Nutrition Self-Assessment. Be honest with yourself. If your first choice for a snack is cookies, ice cream, or chips, think about that. If your first choice for lunch is a burger and fries, have you considered other choices?

EATING DISORDERS

The most common eating disorders are anorexia, bulimia, and binge eating. Please visit the National Eating Disorder Information Centre for more detailed clinical definitions of the following eating disorders.

Anorexia is characterized by excessive weight loss and self-starvation. The individual usually feels "fat" regardless of how thin she or he becomes and may continue to eat less and less. If your BMI is lower than the bottom of the normal range, you may be developing anorexia.

Bulimia is characterized by frequent binge eating followed by an attempt to compensate for or "undo" the overeating with a behavior such as self-induced vomiting or laxative abuse.

Binge eating disorder is characterized by frequent binge eating without compensatory behavior to "undo" the overeating. Binge eating usually leads to weight gain and eventual obesity. It is estimated that between 600,000 to 990,000 individuals suffer from an eating disorder in Canada[5].

The causes are complex, and the individual usually needs help to overcome their obsession. Eating disorders hurt one's health in a variety of ways and can become life threatening. The signs of a possible eating disorder include the following:

- Eating secretly when others can't see
- Having a strong fear of being overweight or gaining weight
- Only eating a limited number of foods
- Exercising obsessively
- Lacking a monthly menstrual period

GETTING HELP FOR EATING DISORDERS

Don't feel ashamed if you obsess over food or your weight. If your eating habits are affecting your life, it's time to seek help. As with any other health problem, professionals can provide help and treatment. Talk to your doctor or visit your campus student health center.

Additional Resources

- **BMI calculator.** Find out how your weight compares with normal ranges at http://www.cdc.gov/healthyweight/assessing/bmi.
- **Meal planning.** Visit https://www.choosemyplate.gov/ for more information on how to make healthy choices when choosing meals.
- **Calorie counter, nutritional database, and personal diet log.** If you're really serious about losing weight and want to keep a daily log of your progress, try this online tool: http://www.caloriecount.com/.
- **Eating disorders.** For information about causes and treatment of eating disorders, as well as additional resources, visit the National Eating Disorder Information Centre.

KEY TAKEAWAYS

- Good nutrition and an appropriate body weight are important for health and wellness. You're also be more successful academically.
- Eating well does not require counting calories or obsessing over everything you eat. Focus on whole grains, lots of fruits and vegetables, and low-fat meats and dairy products. Minimize processed snacks and foods high in saturated fats, trans fats, sodium, and sugar.
- If you need to control your weight, a variety of healthful plans are available to help you eat foods you like and still lose weight without suffering unduly.

CHECKPOINT EXERCISES

What health problems may result from obesity?

_____

List three or more snacks that are healthier than cookies, chips, ice cream, and doughnuts.

_____

How many cups of fruit and vegetables should you eat every day?

1. Statistics Canada. (2015). *Overweight and Obese Adults (self-reported) 2014*. Retrieved from: http://www.statcan.gc.ca/pub/82-625-x/2015001/article/14185-eng.htm ↵
2. Tjepkema, M. (2006). *Adult Obesity*. Statistics Canada Health Reports. Retrieved from: http://www.statcan.gc.ca/pub/82-003-x/2005003/article/9276-eng.pdf ↵
3. Canadian Diabetes Association. (2015). *Diabetes Statistics in Canada*. Retrieved from: http://www.diabetes.ca/how-you-can-help/advocate/why-federal-leadership-is- essential/diabetes-statistics-in-canada#_ftn1 ↵
4. Health Canada. (2011). *Canada's Food Guide*. Retrieved from: http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf ↵

5. Government of Canada. (2014). *Eating Disorders Among Girls and Women in Canada*. Retrieved from: http://www.parl.gc.ca/content/hoc/Committee/412/FEWO/Reports/RP6772133/feworp04/feworp04-e.pdf
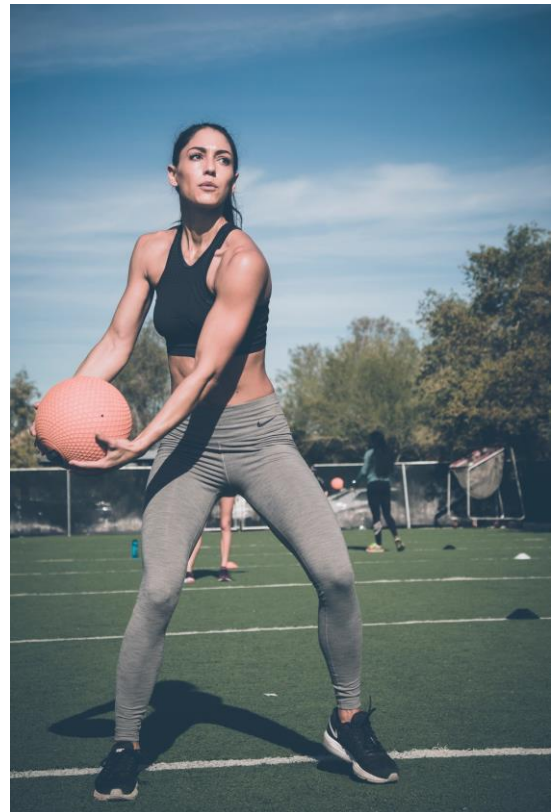
DOES EXERCISE REALLY MATTER?

Exercise is good for both your body and mind. Indeed, physical activity is almost essential for good health and college success. The physical benefits of regular exercise include the following[1]:

- Improved fitness for the whole body
- Greater cardiovascular fitness and reduced disease risk
- Increased physical endurance
- Stronger immune system, providing more resistance to disease
- Lower cholesterol levels, reducing the risks of cardiovascular disease
- Lowered risk of developing diabetes
- Weight maintenance or loss

Image by Victor Freitas on Unsplash   Image by Justyn Warner on Unsplash

Perhaps more important to students are the mental and psychological benefits[2]:

- Stress reduction
- Improved mood, with less anxiety and depression
- Improved ability to focus mentally
- Better sleep

- Feeling better about oneself

For all of these reasons, it's important for college students to regularly exercise or engage in physical activity. Like good nutrition and getting enough sleep, exercise is a key habit that contributes to overall wellness that promotes college success. First, use the Exercise and Activity Self-Assessment to consider your current habits and attitudes.

EXERCISE AND ACTIVITY SELF-ASSESSMENT

Check the appropriate boxes.

	Usually	Sometimes	Seldom
1. I enjoy physical activity.			
2. Exercise is a regular part of my life.			
3. I get my heart rate up for twenty to thirty minutes several times a week.			
4. I enjoy exercising or engaging in physical activities or sports with others.			

Write your answers.

1. What physical activities do you enjoy?

   _____

   _____

2. How often each week do you engage in a physical activity?

   _____

   _____

3. If you feel you're not getting much exercise, what stands in your way?

   _____

   _____

4. Overall, do you think you get enough exercise to be healthy?

   _____

   _____

5. Do you feel a lot of stress in your life?

   _____

   _____

6. Do you frequently have trouble getting to sleep?

   _____

ENJOY IT!

Most important, find a type of exercise or activity that you enjoy—or else you won't stick with it. This can be as simple and easy as a brisk walk or slow jog through a park or across campus. Swimming is excellent exercise, but so is dancing. Think about what you like to do and explore activities that provide exercise while you're having fun.

Do whatever you need to make your chosen activity enjoyable. Many people listen to music and some even read when using workout equipment. Try different activities to prevent boredom. You also gain by taking the stairs instead of elevators, walking farther across campus instead of parking as close to your destination as you can get, and so on.

Exercising with a friend can be more enjoyable, including jogging or biking together. Some campuses have installed equipment for students to play Dance Dance Revolution. Many Nintendo Wii games can also get your heart rate up!
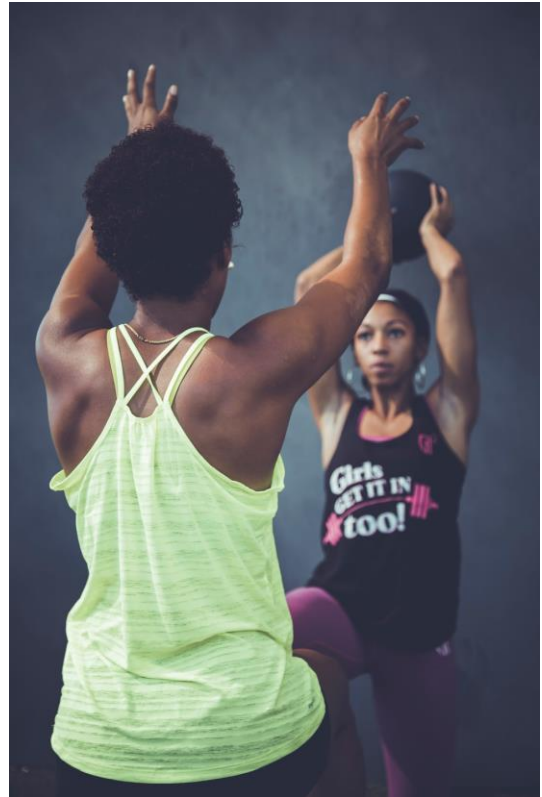
Image by Justyn Warner on Unsplash

You can also learn to stay motivated using exercise equipment. 'fitbit', and other wearable activity trackers are increasingly a popular way to track your progress to help stay active throughout the week.

Often the biggest obstacle to getting enough exercise, many students would likely agree, is a lack of time. Actually, we all have the time, if we manage it well. Build exercise into your weekly schedule on selected days. Eventually you'll find that regular exercise actually saves you time because you're sleeping better and concentrating better. Time you used to fritter away is now used for activity that provides many benefits.

ADDITIONAL RESOURCES

Exercise guidelines. See http://www.csep.ca/CMFIles/Guidelines/CSEP_PAGuidelines_adults_en.pdf

Target heart rate calculator. Find your target heart rate to experience the benefits of aerobic exercise (based on age only) at http://www.mayoclinic.org/healthy-living/fitness/in-depth/exercise-intensity/art- 20046887?pg=2.

Target heart rate calculator based on age and current fitness level. See

http://exercise.about.com/cs/fitnesstools/l/bl_THR.htm.

CHECKPOINT EXERCISES

Checkpoint Exercises It is recommended that college students get_____minutes of aerobic exercise in a week. List at least two ways to make exercise more fun.

1. Public Health Agency of Canada. (n.d.). *Canada's Physical Activity Guide*. Retrieved from: http://www.physicalactivityplan.org/resources/CPAG.pdf ↵
2. Canadian Mental Health Association. (n.d.). *Benefits of Good Mental Health*. Retrieved from: http://toronto.cmha.ca/mental_health/benefits-of-good-mental-health/ ↵
3. Canadian Society for Exercise Physiology. (n.d.). *Canadian Physical Activity Guidelines*. Retrieved from: http://csep.ca/CMFiles/Guidelines/CSEP_PAGuidelines_adults_en.pdf

SLEEP

Like good nutrition and exercise, adequate sleep is crucial for wellness and success. Sleep is particularly important for students because there seem to be so many time pressures—to attend class, study, maintain a social life, and perhaps work—that most college students have difficulty getting enough. Yet sleep is critical in order to focus effectively at school. First, use the Sleep Self-Assessment to consider your current habits and attitudes.

SLEEP SELF-ASSESSMENT

Check the appropriate boxes.			
	Usually	**Sometimes**	**Seldom**
1. I usually get enough sleep.			
2. I feel drowsy or unfocused during the day.			
3. I take a nap when I need more sleep.			
4. I have fallen asleep in class or had trouble			

staying awake.			
5. I have fallen asleep while studying.			
6. I have pulled an "all-nighter" when studying for a test or writing a class paper.			

Write your answers.

1. How many hours of sleep do you usually get on weeknights?
   _____
   _____

2. How many hours of sleep do you usually get on weekends?
   _____
   _____

3. How would you rank the importance of sleep in relation to studying, working, spending time with friends, and other activities?
   _____
   _____

4. How many hours of sleep do you think you ideally need?
   _____
   _____

5. Generally, do you believe you are getting as much sleep as you think you need?
   _____
   _____

THE IMPORTANCE OF A GOOD NIGHT'S SLEEP

You may not realize the benefits of sleep, or the problems associated with being sleep deprived, because most likely you've had the same sleep habits for a long time. Or maybe you know you're getting less sleep now, but with all the changes in your life, how can you tell if some of your stress or problems studying are related to not enough sleep?

On the positive side, a healthy amount of sleep has the following benefits[1]:

- Improves your mood during the day
- Improves your memory and learning abilities
- Gives you more energy
- Strengthens your immune system

In contrast, not getting enough sleep over time can lead to a wide range of health issues and student problems. Sleep deprivation can have the following consequences:

- Affects mental health and contributes to stress and feelings of anxiety, depression, and general unhappiness
- Causes sleepiness, difficulty paying attention in class, and ineffective studying
- Weakens the immune system, making it more likely to catch colds and other infections
- Increases the risk of accidents (such as while driving)
- Contributes to weight gain

HOW MUCH SLEEP IS ENOUGH?

Most adults need around eight hours of sleep per night[2]. Some say they need much less than that, but often their behavior during the day shows they are actually sleep deprived. Some genuinely need only about six hours a night. New research indicates there may be a "sleep gene" that determines how much sleep a person needs [3]. So how much sleep do *you* actually need?

Image by Lauren Kay on Unsplash

There is no simple answer, in part because the quality of sleep is just as important as the number of hours a person sleeps. Sleeping fitfully for nine hours and waking during the night is usually worse than seven or eight hours of good sleep, so you can't simply count the hours. Do you usually feel rested and alert all day long? Do you rise from bed easily in the morning without struggling with the alarm clock? Do you have no trouble paying attention to your instructors and never feel sleepy in a lecture class? Are you not continually driven to drink more coffee or caffeine-heavy "power drinks" to stay attentive? Are you able to get through work without feeling exhausted? If you answered yes to all of these, you likely are in that 10 percent to 15 percent of college students who consistently get enough sleep.

HOW TO GET MORE AND BETTER SLEEP

You have to allow yourself enough time for a good night's sleep. Using the time management strategies discussed in Chapter 2 "Staying Motivated, Organized, and On Track", schedule at least eight hours for sleeping every night. If you still don't feel alert and energetic during the day, try increasing this to nine hours. Keep a sleep journal, and within a couple weeks you'll know how much sleep you need and will be on the road to making new habits to ensure you get it.

MYTHS ABOUT SLEEP

- Having a drink or two helps me get to sleep better. False: Although you may seem to fall asleep more quickly, alcohol makes sleep less restful, and you're more likely to awake in the night.
- Exercise before bedtime is good for sleeping. False: Exercise wakes up your body, and it may be some time before you unwind and relax. Exercise earlier in the day, however, is beneficial for sleep.
- It helps to fall asleep after watching television or surfing the Web in bed. False: Rather than helping you unwind, these activities can engage your mind and make it more difficult to get to sleep.

TIPS FOR SUCCESS: SLEEP

- Avoid nicotine, which can keep you awake—yet another reason to stop smoking.
- Avoid caffeine for six to eight hours before bed. Caffeine remains in the body for three to five hours on the average, much longer for some people. Remember that many soft drinks contain caffeine.
- Don't eat in the two to three hours before bed. Avoid alcohol before bedtime.
- Don't nap during the day. Napping is the least productive form of rest and often makes you less alert. It may also prevent you from getting a good night's sleep.
- Exercise earlier in the day (at least several hours before bedtime).
- Try to get to bed and wake about the same time every day—your body likes a routine.
- Make sure the environment is conducive to sleep: dark, quiet, comfortable, and cool.
- Use your bed only for sleeping, not for studying, watching television, or other activities. Going to bed will become associated with going to sleep.
- Establish a presleep winding-down routine, such as taking a hot bath, listening to soothing music, or reading (not a textbook). Try one of the relaxation techniques described in Chapter 10 "Taking Control of Your Health", Section 10.5 "Stress".

If you can't fall asleep after ten to fifteen minutes in bed, it's better to get up and do something else rather than lie there fitfully for hours. Do something you find restful (or boring). Read, or listen to a recorded book. Go back to bed when you're sleepy.

If you frequently cannot get to sleep or are often awake for a long time during the night, you may be suffering from insomnia, a medical condition. Resist the temptation to try over-the-counter sleep aids. If you have tried the tips listed here and still cannot sleep, talk with your health-care provider or visit the student health clinic. Many remedies are available for those with a true sleep problem.

- Getting enough sleep is very important for wellness and success in college. It's easy to determine if you're getting enough sleep.
- Don't fall for popular myths about sleep. It's worthwhile to get enough sleep, which gives you an improved ability to focus and apply yourself more efficiently in your studies and work.

CHECKPOINT EXERCISES

List at least three things you should not do before going to bed in order to get a good night's sleep.

_____

_____

_____

Identify one or two things you can do as a regular pre-sleep routine to help you relax and wind down.

_____

_____

1. National Heart, Lung and Blood Institute. (2012). *Why is Sleep Important?* Retrieved from: http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why ↵
2. University of Saskatchewan Student Health Services. (2016). *Sleep*. Retrieved from: https://students.usask.ca/articles/sleep.php ↵
3. Weise, E. (n.d.). Gene found that lets people get by on 6 hours of sleep. *USA Today*. Retrieved from: http://abcnews.go.com/Technology/story?id=8322077&page=1 ↵

SUBSTANCE USE AND ABUSE

Substance is the word health professionals use for most things you might take into your body besides food. When people talk about substances, they often mean drugs—but alcohol and nicotine are also drugs and are considered substances. Substances—any kind of drug—have effects on the body and mind. People use these substances for their effects. But many substances have negative effects, including being physically or psychologically addictive. What is important with any substance is to be aware of its effects on your health and on your life as a student, and to make smart choices. Use of any substance to the extent that it has negative effects is generally considered abuse.

First, consider your own habits and attitudes with the Substance Use Self-Assessment.

SUBSTANCE USE SELF-ASSESSMENT

Check the appropriate boxes.

	Daily	Sometimes	Never
1. I smoke cigarettes or use smokeless tobacco.			
2. I drink beer or other alcohol.			
3. I have missed a class because I was hung over from drinking the night before.			
4. I have taken a medication that was not prescribed for me.			
5. I have used an illegal drug.			

Write your answers.

6. If you smoke cigarettes, how many a day do you usually smoke?
   _____
   _____

7. If you drink alcohol (including beer), on how many days in a typical week do you have at least one drink?
   _____
   _____

8. If you drink at parties or when out with friends, how many drinks (or beers) do you typically have at one time?
   _____
   _____

9. If you use a pharmaceutical or illegal drug, how often do you take it?
   _____
   _____

10. Are your habits of smoking, drinking, or using other drugs affecting your studies or grades?
    _____
    _____

SMOKING AND TOBACCO: WHY START, AND WHY IS IT SO HARD TO STOP?

Everyone knows smoking is harmful to one's health, and that smoking causes cancer and lung and heart disease. Most adult smokers continue smoking not because they really think it won't harm them but because it's very difficult to stop.

If you have never smoked or used smokeless tobacco, feel good about your choices. But read this section anyway because you may have friends now or in the future who smoke, and it's important to understand this

behavior. If you do smoke, even only rarely as a "social smoker," be honest with yourself—wouldn't you like to stop if you thought you could without suffering? Simply by being in college now, you've shown that you care about your future and your life. You likely care about your health, too.

Many young smokers think there is plenty of time to quit later. Social smokers, who may have a cigarette only occasionally with a friend, usually think they won't develop a habit. But smokers are fooling themselves. Nicotine is a very addictive drug. Admitting this to yourself is the first step toward becoming smoke free.

First, the good news. Stopping smoking brings immediate health benefits, and the benefits get better over time. Just twenty minutes after quitting, your heart rate drops. After two weeks to three months, your heart attack risk begins to drop and your lung function begins to improve. After one year, your added risk of coronary heart disease is half that of a smoker's. And every year your health continues to improve[1].

TIPS FOR STOPPING SMOKING

Stopping isn't easy. Many ex-smokers say it was the hardest thing they ever did. However, you know it's worth the effort. And it's easier if you think it through and make a good plan. There's lots of help available. Before you quit, the National Cancer Institute suggests you START with these five important steps[2]:

1. **S** = Set a quit date.
2. **T** = Tell family, friends, and coworkers that you plan to quit.
3. **A** = Anticipate and plan for the challenges you'll face while quitting.
4. **R** = Remove cigarettes and other tobacco products from your home, car, and work.
5. **T** = Talk to your doctor about getting help to quit.

To get ready, download this booklet to help you quit smoking; "On the road to Quitting", published by Health Canada.

> ## WHEN YOU REALLY CRAVE A CIGARETTE
> Remember that the urge to smoke will come and go. Try to wait it out. Use these tips:
>
> - Keep other things around instead of cigarettes. Try carrots, pickles, sunflower seeds, apples, celery, raisins, or sugar-free gum.
> - Wash your hands or the dishes when you want a cigarette very badly. Or take a shower.
> - Learn to relax quickly by taking deep breaths.
>   - Take ten slow, deep breaths and hold the last one.
>   - Then breathe out slowly.
>   - Relax all of your muscles.
>   - Picture a soothing, pleasant scene.
>   - Just get away from it all for a moment.
>   - Think only about that peaceful image and nothing else.
> - Light incense or a candle instead of a cigarette.

GET HELP TO STOP SMOKING

A lot of people are not able to stop smoking by themselves, so don't feel bad if you aren't successful the first try. Ask your doctor about other ways to stop. Maybe nicotine-replacement therapy is what you need. Maybe you need prescription medication. Stop by the Student Health and Wellness Center at College of the Canyons. Your doctor and other health professionals at your school have a lot of experience helping people—they can help you find what works for *you.*

WHAT'S THE BIG DEAL ABOUT ALCOHOL?

Of all the issues that can affect a student's health and success in college, drinking causes more problems than anything else. Everyone knows what happens when you drink too much. Your judgment is impaired and you may behave in risky ways. Your health and studies are likely to be affected.

Most college students report drinking at least some alcohol at some point in time—and even those who do not drink are often affected by others who do. Here are a few facts about alcohol use among college students[3].

- **Assault.** 10% of surveyed undergraduate students indicated that had experienced alcohol-related violence.
- **Sexual abuse.** Over 14% of those surveyed indicated that they had unplanned sexual relations due to alcohol.
- **Alcohol abuse and dependence.** 32% of undergraduates aged 18-24, reported drinking at a dangerous level in the past year.
- **Academic problems.** Negative consequences were reported by the students who drank: 31.6% reported being unable to perform daily activities, 18.8% reported missing class, and 32.9% reported study interruptions.

So why is drinking so popular if it causes so many problems? You probably already know the answer to that: most college students would say they have more fun when drinking. It is unlikely that they're going to stop drinking just because someone lectures them about it.

Like everything else that affects your health and happiness—eating, exercise, use of other substances— drinking is a matter of personal choice. Like most decisions we all face, there are trade-offs. The most that anyone can reasonably ask of you is to be smart in your decisions. That means understanding the effects of alcohol and deciding to take control.

Video – [Understanding Addiction as a Disease](#) (length 3:40)

HOW MUCH ALCOHOL IS TOO MUCH?

There's no magic number for how many drinks a person can have and how often. If you're of legal drinking age, you may not experience any problems if you have one or two drinks from time to time. According to Health Canada, 'heavy drinking' occurs when a male consumes 5 or more drinks (4 for females) per occasion, at least once a month during the past year[5].

As with most things that can affect your health and your well-being as a student, what's important is being honest with yourself. You're likely drinking too much or too often if

- you have missed classes or work because you were hung over or overslept after drinking;
- your friends or family members have hinted that you drink too much, or you've hidden your drinking from others;
- your drinking is causing trouble in a relationship;
- you can't remember what you did or said while drinking;
- you need to drink to have a good time at a party or with friends;
- you've driven a car when you know you shouldn't have after drinking;
- you binge drink (consume five or more drinks at a time).

PRESSURES TO PARTY

Most of us can remember times when we were influenced by our friends and others around us to behave in some way we might not have otherwise. Say, for example, I have a big test tomorrow, and I've been studying for hours, and just when I knock off to relax for a while, a friend stops by with a six-pack of beer. I'd planned to get to bed early, but my friend pops open a beer and sticks it in my hand, saying it will help me relax. So I tell myself just one, or maybe two—after all, that's not really drinking. And let's say I stop after two (or three) and get to bed. Maybe I don't sleep quite as well, but I still pass the test in the morning. So—was that peer pressure or my decision?

There are no easy answers! What matters is that you think about your own habits and choices and how to take control of your own life.

Read this case study about a student who joins a college club and feels pressured to drink. You may be very different from him—maybe you're older and work full time and are taking night courses—but you still should be able to relate to his issues. As you answer the questions about his situation, think about how the same questions might also apply to someone in your own situation.

CASE STUDY

Pressured to Drink

When John decided to stay at the college residences', he knew there would likely be drinking in his hall. He had had a few beers at parties through high school but had never binged and felt there was nothing wrong with that as long as he kept it under control. But he was surprised how much alcohol flowed through the residence, and not just at parties—and the house advisor just seemed to look the other way. He wanted to fit in, so he usually had a few whenever his roommate or others called him away from studying. One night he definitely drank too much. He slept late, missed his first two classes, and felt rotten most of the day. He told himself he'd drink only on weekends and only in moderation. Being underage didn't bother him, but his grades hadn't been all that great in high school, and he didn't want to screw up his first year in college. But it was only one day before some of the older students from his residence interrupted his studying again and stuck a beer in his hand. He didn't know what to do.

1. Is John at risk for developing any problems if he tries to fit in with the drinkers while promising himself he would drink only moderately? Why or why not?
   _____
   _____

2. If John decides to hold firm and drink only on weekends when he didn't have to study, is he still at any risk for developing a problem? Why or why not, depending on what circumstances?
   _____
   _____

3. If John decides to tell his friends he does not want to drink, what should he say or do if they continue to pressure him?
   _____
   _____

WHAT TO DO

If you think you may be drinking too much, then you probably are. Can you stop—or drink moderately if you are of age—and still have fun with your friends? Of course. Here are some tips for enjoying yourself in social situations when others are drinking:

- Drink only moderately (if above legal age) and slowly. Your body processes alcohol at a rate of about one drink an hour—drinking faster than that leads to problems. Sip slowly. Set yourself a limit and stick to it.
- Drink a mixer without the alcohol. It tastes just as good or better. Alternate alcoholic drinks with nonalcoholic ones to slow down the pace.

- Rather than just standing around with others who are drinking, stay active: move about and mingle with different people, dance, and so on.
- If someone tries to make you uncomfortable for not drinking, go talk to someone else.

Because drinking is a serious issue in many places, it's a good idea to know what to do if you find yourself with a friend who has had too much to drink:

- Stay with the person if there is any risk of him hurting himself (driving, biking) or passing out. Take away his keys if necessary.
- If he passes out after drinking a great deal of alcohol fast and cannot be awakened, get medical help.
- An intoxicated person who falls asleep or passes out on his back is at risk of choking on vomit— roll him on his side or face down.
- Do not try to give him food or other substances in an effort to sober him up.
- Don't put him in a cold shower, which could cause unconsciousness.

IF YOU FEEL YOU NEED HELP

Visit Student Health Services or talk with your college counselor. They understand how you feel and have a lot of experience with students feeling the same way. They can help.

PRESCRIPTION AND ILLEGAL DRUGS

People use drugs for the same reasons people use alcohol. They say they enjoy getting high. They may say a drug helps them relax or unwind, have fun, enjoy the company of others, or escape the pressures of being a student. While alcohol is a legal drug for those above the drinking age, most other drugs— including the use of many prescription drugs not prescribed for the person taking them—are illegal. They usually involve more serious legal consequences if the user is caught. Some people may feel there's safety in numbers: if a lot of people are using a drug, or drinking, then how can it be too bad? But other drugs carry the same risks as alcohol for health problems, a risk of death or injury, and a serious impact on your ability to do well as a student.

As with alcohol, the choice is yours. What's important is to understand what you're doing and make smart choices. What's the gain, and what are the risks and costs?

While society may seem to condone drinking, and the laws regarding underage drinking or being drunk in public may not seem too harsh, the legal reality of being caught with an illegal drug can impact the rest of your life. Arrest and conviction may result in being expelled from college—even with a first offense. A conviction is a permanent legal record that can keep you from getting the job you may be going to college for.

Although the effects of different drugs vary widely, a single use of a drug can have serious effects and consequences. Even if you're told that a pill is a prescription medication whose effects are mild or safe, can you really be sure of the exact ingredients and strength of that pill? Do you fully understand how it can affect you with repeated use? Can it be addictive? Could it show up on an unexpected random drug test at work?

Table 10.1 "Common Prescription and Illegal Drugs on Campuses" lists some of the possible effects of drugs used by college students. Good decisions also involve being honest with oneself. Why do I use (or am thinking about

using) this drug? Am I trying to escape some aspect of my life (stress, a bad job, a boring class)? Could the effects of using this drug be worse than what I'm trying to escape?

Table 10.1 Common Prescription and Illegal Drugs on Campuses[6]

Drug and Common Names	Intended Effects	Adverse Effects	Common Overdose Effects
Anabolic Steroids	Muscle development	Liver cancer, sterility, masculine traits in women and feminine traits in men, aggression, depression, mood swings	—
Barbiturates	Reduced anxiety, feelings of well-being, lowered inhibitions	Addiction; slowed pulse and breathing; lowered blood pressure; poor concentration; fatigue; confusion; impaired coordination, memory, and judgment	Coma, respiratory arrest, death
Prescription Opioids: OxyContin, Vicodin, Demerol	Pain relief, euphoria	Addiction, nausea, constipation, confusion, sedation, respiratory depression	Respiratory arrest, unconsciousness, coma, death
Heroin	Pain relief, anxiety reduction	Addiction, slurred speech, impaired vision, respiratory depression	Respiratory failure, coma, death
Morphine	Pain relief, euphoria	Addiction, drowsiness, nausea, constipation, confusion, sedation, respiratory depression	Respiratory arrest, unconsciousness, coma, death
Ritalin	Stimulant: mood elevation, increased feelings of energy	Fever, severe headaches, paranoia, excessive repetition of movements and meaningless tasks, tremors, muscle twitching	Confusion, seizures, aggressiveness, hallucinations
Amphetamines: Dexedrine, Benzedrine, methamphetamine	Stimulant: mood elevation, increased feelings of energy	Addiction, irritability, anxiety, increased blood pressure, paranoia, psychosis, depression, aggression, convulsions, dizziness, sleeplessness	Convulsions, death
Cocaine, Crack	Stimulant: mood elevation, increased feelings of energy	Addiction, paranoia, hallucinations, aggression, insomnia, and depression, elevated blood pressure and heart rate, increased respiratory rate, insomnia, anxiety, restlessness, irritability	Seizures, heart attack, death
Ecstasy	Stimulant: mood elevation	Panic, anxiety, depression, paranoia, nausea, blurred vision, increased heart rate, hallucinations, fainting, chills, sleep	Seizures, vomiting, heart attack, death

Drug and Common Names	Intended Effects	Adverse Effects	Common Overdose Effects
		problems	
Marijuana, Hash	Euphoria	Impaired or reduced comprehension, altered sense of time; reduced ability to perform tasks requiring concentration and coordination; paranoia; intense anxiety attacks; impairments in learning, memory, perception, and judgment; difficulty speaking, listening effectively, thinking, retaining knowledge, problem solving	—
LSD	Hallucinogen: altered states of perception and feeling	Elevated blood pressure, sleeplessness, tremors, chronic recurring hallucinations (flashbacks)	—

RESOURCES FOR HELP

If you have questions or concerns related to drug use, your doctor or the College of the Canyons Student Health and Wellness Center can help. Check these Web sites for additional information:

- Drug Information Online: http://www.drugs.com/drug_information.html
- Canadian Centre on Substance Abuse: http://www.ccsa.ca/Eng/Pages/default.aspx
- Drug and Alcohol Helpline: 1-800-565-8603
- SAMHSA Substance Abuse and Mental Health Services Administration: https://www.samhsa.gov/

KEY TAKEAWAYS

- Excessive drinking or substance abuse is a common—but unhealthy—response to the stresses of college life. While the decisions are yours, it's important to understand the effects of tobacco, alcohol, and drugs and how they impact your life.

- Quitting smoking is hard, but it's clearly worth it—and lots of help is available. If you're a smoker, make this the year you become proud of yourself for quitting.

- If you like to drink, be honest with yourself. How much does drinking enrich your life, and how much do the effects of drinking interfere with your life? Make smart decisions so that you live your life to its fullest without regrets about losing control.

- Avoiding drugs can be a complicated issue, certainly not as simple as simply deciding to say no. But you've already made the decision to attend college, and that's a smart decision. Make smart choices in other areas of your life as well.

CHECKPOINT EXERCISES

1. "Social smoking"—having a cigarette just every now and then with a friend—may not have significant health effects, but why is this still a problem?

   _____

2. For each of the following statements about drinking, circle T for true or F for false:

T	F	After a few drinks, you can sober up more quickly by eating or drinking coffee.
T	F	A fourth of college students experience academic consequences from their drinking.
T	F	A 12-ounce beer has about half the alcohol of a standard shot of 80-proof liquor.
T	F	Moderate drinking is defined as no more than four drinks a day for men or two drinks a day for women.
T	F	A night of heavy drinking affects your thinking ability for up to two weeks afterward.

3. If smoking marijuana relaxes you, can it minimize the stress you may feel over time in your life? Why or why not?

   _____

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STRESS

We all live with occasional stress. Since college students often feel even more stress than most people, it's important to understand it and learn ways to deal with it so that it doesn't disrupt your life.

Stress is a natural response of the body and mind to a demand or challenge. The thing that causes stress, called a stressor[1], captures our attention and causes a physical and emotional reaction. Stressors include physical threats, such as a car we suddenly see coming at us too fast, and the stress reaction likely includes jumping out of the way—with our heart beating fast and other physical changes. Most of our stressors are not physical threats but situations or events like an upcoming test or an emotional break-up. Stressors also include long-lasting emotional and mental concerns such as worries about money or finding a job. Take the Stress Self-Assessment.

STRESS SELF-ASSESSMENT

Check the appropriate boxes.

	Daily	Sometimes	Never
4. I feel mild stress that does not disrupt my everyday life.			
5. I am sometimes so stressed out that I have trouble with my routine activities.			
6. I find myself eating or drinking just because I'm feeling stressed.			
7. I have lain awake at night unable to sleep because I was feeling stressed.			
8. Stress has affected my relationships with other people.			

Write your answers.

9. What is the number one cause of stress in your life?
   _____
   _____

10. What else causes you stress?
    _____
    _____

11. What effect does stress have on your studies and academic performance?
    _____
    _____

12. Regardless of the sources of your own stress, what do you think you can do to better cope with the stress you can't avoid?
    _____
    _____

WHAT CAUSES STRESS?

Not all stressors are bad things. Exciting, positive things also cause a type of stress, called eustress[2]. Falling in love, getting an unexpected sum of money, acing an exam you'd worried about—all of these are positive things that affect the body and mind in ways similar to negative stress: you can't help thinking about it, you may lose your appetite and lie awake at night, and your routine life may be momentarily disrupted.

But the kind of stress that causes most trouble results from negative stressors. Life events that usually cause significant stress include the following:

- Serious illness or injury
- Serious illness, injury, or death of a family member or loved one
- Losing a job or sudden financial catastrophe
- Unwanted pregnancy
- Divorce or ending a long-term relationship (including parents' divorce)
- Being arrested or convicted of a crime
- Being put on academic probation or suspended

Life events like these usually cause a lot of stress that may begin suddenly and disrupt one's life in many ways. Fortunately, these stressors do not occur every day and eventually end—though they can be very severe and disruptive when experienced. Some major life stresses, such as having a parent or family member with a serious illness, can last a long time and may require professional help to cope with them.

Everyday kinds of stressors are far more common but can add up and produce as much stress as a major life event:

- Anxiety about not having enough time for classes, job, studies, and social life
- Worries about grades, an upcoming test, or an assignment
- Money concerns
- Conflict with a roommate, someone at work, or family member
- Anxiety or doubts about one's future or difficulty choosing a major or career
- Frequent colds, allergy attacks, other continuing health issues
- Concerns about one's appearance, weight, eating habits, and so on.
- Relationship tensions, poor social life, loneliness
- Time-consuming hassles such as a broken-down car or the need to find a new apartment
- _____
- _____
- _____

Take a moment and reflect on the list above. How many of these stressors have you experienced in the last month? The last year? Circle all the ones that you have experienced. Now go back to your Stress Self-Assessment and look at what you wrote there for causes of your stress. Write any additional things that cause you stress on the blank lines above.

How many stressors have you circled and written in? There is no magic number of stressors that an "average" or "normal" college student experiences—because everyone is unique. In addition, stressors come and go: the stress caused by a midterm exam tomorrow morning may be gone by noon, replaced by feeling good about how you did. Still, most college students are likely to circle about half the items on this list.

But it's not the number of stressors that counts. You might have circled only one item on that list—but it could produce so much stress for you that you're just as stressed out as someone else who circled all of them. The point of this exercise is to start by understanding what causes your own stress as a base for learning what to do about it.

WHAT'S WRONG WITH STRESS?

Physically, stress prepares us for action: the classic "fight-or-flight" reaction when confronted with a danger. Our heart is pumping fast, and we're breathing faster to supply the muscles with energy to fight or flee. Many physical effects in the body prepare us for whatever actions we may need to take to survive a threat.

But what about nonphysical stressors, like worrying about grades? Are there any positive effects there? Imagine what life would feel like if you never had worries, never felt any stress at all. If you never worried about grades or doing well on a test, how much studying would you do for it? If you never thought at all about money, would you make any effort to save it or make it? Obviously, stress can be a good thing when it motivates us to do something, whether it's study, work, resolving a conflict with another, and so on. So it's not stress itself that's negative—it's *unresolved or persistent stress* that starts to have unhealthy effects. Chronic (long-term) stress is associated with many physical changes and illnesses, including the following[3]:

- Weakened immune system, making you more likely to catch a cold and to suffer from any illness longer
- More frequent digestive system problems, including constipation or diarrhea, ulcers, and indigestion
- Elevated blood pressure
- Increased risk of diabetes
- Muscle and back pain
- More frequent headaches, fatigue, and insomnia
- Greater risk of heart attack and other cardiovascular problems over the long term

Chronic or acute (intense short-term) stress also affects our minds and emotions in many ways[4]:

- Difficulty thinking clearly or concentrating
- More frequent negative emotions such as anxiety, depression, frustration, powerlessness, resentment, or nervousness—and a general negative outlook on life
- Greater difficulty dealing with others because of irritability, anger, or avoidance

No wonder we view stress as such a negative thing! As much as we'd like to eliminate all stressors, however, it just can't happen. Too many things in the real world cause stress and always will.

UNHEALTHY RESPONSES TO STRESS

Since many stressors are unavoidable, the question is what to do about the resulting stress. A person can try to ignore or deny stress for a while, but then it keeps building and starts causing all those problems. So we have to do something.

Consider first what you have typically done in the past when you felt most stressed; use the Past Stress-Reduction Habits Self-Assessment.

PAST STRESS-REDUCTION HABITS SELF-ASSESSMENT

On a scale of 1 to 5, rate each of the following behaviors for how often you have experienced it because of high stress levels.

Stress Response	Never	Seldom	Sometimes	Often	Usually	Always
1. Drinking alcohol	0	1	2	3	4	5
2. Drinking lots of coffee	0	1	2	3	4	5
3. Sleeping a lot	0	1	2	3	4	5
4. Eating too much	0	1	2	3	4	5
5. Eating too little	0	1	2	3	4	5
6. Smoking or drugs	0	1	2	3	4	5
7. Having arguments	0	1	2	3	4	5
8. Sitting around depressed	0	1	2	3	4	5
9. Watching television or surfing the Web	0	1	2	3	4	5
10. Complaining to friends	0	1	2	3	4	5
11. Exercising, jogging, biking	0	1	2	3	4	5
12. Practicing yoga or tai chi	0	1	2	3	4	5
13. Meditating	0	1	2	3	4	5
14. Using relaxation techniques	0	1	2	3	4	5

15. Talking with an instructor or counselor	0	1	2	3	4	5

Total your scores for questions 1–10: _____

Total your scores for questions 11–15: _____

Subtract the second number from the first: _____

Interpretation: If the subtraction of the score for questions 11 to 15 from the first score is a positive number, then your past coping methods for dealing with stress have not been as healthy and productive as they could be. Items 1 to 10 are generally not effective ways of dealing with stress, while items 11 to 15 usually are. If you final score is over 20, you're probably like most beginning college students—feeling a lot of stress and not yet sure how best to deal with it.

What's wrong with those stress-reduction behaviors listed first? Why not watch television or get a lot of sleep when you're feeling stressed, if that makes you feel better? While it may feel better temporarily to escape feelings of stress in those ways, ultimately they may cause more stress themselves. If you're worried about grades and being too busy to study as much as you need to, then letting an hour or two slip by watching television will make you even more worried later because then you have even less time. Eating too much may make you sluggish and less able to focus, and if you're trying to lose weight, you'll now feel just that much more stressed by what you've done. Alcohol, caffeine, smoking, and drugs all
generally increase one's stress over time. Complaining to friends? Over time, your friends will tire of hearing it or tire of arguing with you because a complaining person isn't much fun to be around. So eventually you may find yourself even more alone and stressed.

Yet there is a bright side: there are lots of very positive ways to cope with stress that will also improve your health, make it easier to concentrate on your studies, and make you a happier person overall.

COPING WITH STRESS

Look back at your list of stressors that you circled earlier. For each, consider whether it is external (like bad job hours or not having enough money) or internal, originating in your attitudes and thoughts. Mark each item with an E (external) or an I (internal).

You may be able to eliminate many external stressors. Talk to your boss about changing your work hours. If you have money problems, work on a budget you can live with (see Chapter 11 "Taking Control of Your Finances"), look for a new job, or reduce your expenses by finding a cheaper apartment, selling your car, and using public transportation.

What about other external stressors? Taking so many classes that you don't have the time to study for all of them? Keep working on your time management skills (Chapter 2 "Staying Motivated, Organized, and On Track"). Schedule your days carefully and stick to the schedule. Take fewer classes next term if necessary. What else can you do to eliminate external stressors? Change apartments, get a new roommate, find better child care—

consider all your options. And don't hesitate to talk things over with a college counselor, who may offer other solutions.

Internal stressors, however, are often not easily resolved. We can't make all stressors go away, but we can learn how to cope so that we don't feel so stressed out most of the time. We can take control of our lives. We can find healthy coping strategies.

All the topics in this chapter involve stress one way or another. Many of the healthy habits that contribute to our wellness and happiness also reduce stress and minimize its effects.

GET SOME EXERCISE
Exercise, especially aerobic exercise, is a great way to help reduce stress. Exercise increases the production of certain hormones, which leads to a better mood and helps counter depression and anxiety. Exercise helps you feel more energetic and focused so that you are more productive in your work and studies and thus less likely to feel stressed. Regular exercise also helps you sleep better, which further reduces stress.

GET MORE SLEEP
When sleep deprived, you feel more stress and are less able to concentrate on your work or studies. Many people drink more coffee or other caffeinated beverages when feeling sleepy, and caffeine contributes further to stress related emotions such as anxiety and nervousness.

MANAGE YOUR MONEY
Worrying about money is one of the leading causes of stress.

ADJUST YOUR ATTITUDE
You know the saying about the optimist who sees the glass as half full and the pessimist who sees the same glass as half empty. Guess which one feels more stress?

Much of the stress you feel may be rooted in your attitudes toward school, your work—your whole life. If you don't feel good about these things, how do you change? To begin with, you really need to think about yourself. What makes you happy? Are you expecting your college career to be perfect and always exciting, with never a dull class or reading assignment? Or can you be happy that you are in fact succeeding in college and foresee a great life and career ahead?

Maybe you just need to take a fun elective course to balance that "serious" course that you're not enjoying so much. Maybe you just need to play an intramural sport to feel as good as you did playing in high school. Maybe you just need to take a brisk walk every morning to feel more alert and stimulated. Maybe listening to some great music on the way to work will brighten your day. Maybe calling up a friend to study together for that big test will make studying more fun.

No one answer works for everyone—you have to look at your life, be honest with yourself about what affects

your daily attitude, and then look for ways to make changes. The good news is that although old negative habits can be hard to break, once you've turned positive changes into new habits, they will last into a brighter future.

Video: Obama Reveals What Helps Him Manage the Stress of His Job (length 3:14)

LEARN A RELAXATION TECHNIQUE

Different relaxation techniques can be used to help minimize stress. Following are a few tried-and- tested ways to relax when stress seems overwhelming. You can learn most of these through books, online exercises, CDs or MP3s, and DVDs available at your public or college library. Practicing one of them can have dramatic effects.

- **Deep breathing**. Sit in a comfortable position with your back straight. Breathe in slowly and deeply through your nose, filling your lungs completely. Exhale slowly and smoothly through your mouth. Concentrate on your breathing and feel your chest expanding and relaxing. After five to ten minutes, you will feel more relaxed and focused.
- **Progressive muscle relaxation**. With this technique, you slowly tense and then relax the body's major muscle groups. The sensations and mental concentration produce a calming state.
- **Meditation**. Taking many forms, meditation may involve focusing on your breathing, a specific visual image, or a certain thought, while clearing the mind of negative energy. Many podcasts are available to help you find a form of meditation that works best for you.
- **Yoga or tai chi**. Yoga, tai chi, and other exercises that focus on body position and slow, gradual movements are popular techniques for relaxation and stress reduction. You can learn these techniques through a class or from a DVD.
- **Music and relaxation**. Many different relaxation techniques have been developed for audio training. Simply play the recording and relax as you are guided through the techniques.
- **Massage**. Regular massages are a way to relax both body and mind. If you can't afford a weekly massage but enjoy its effects, a local massage therapy school may offer more affordable massage from students and beginning practitioners.
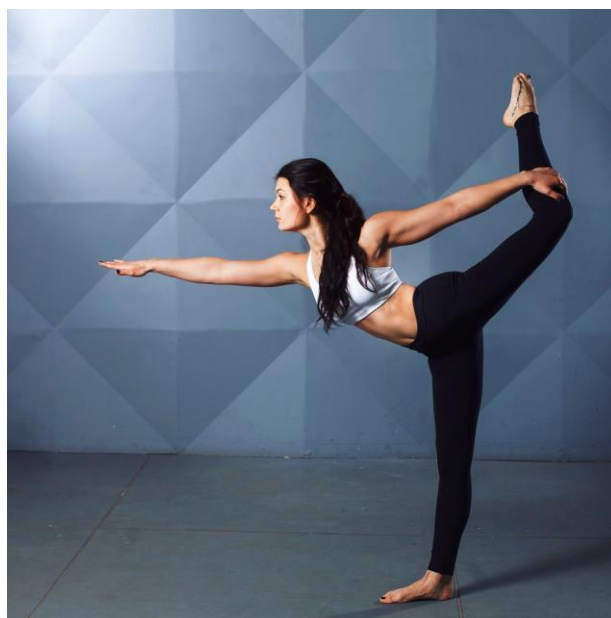

Image by Emily Sea on Unsplash

GET COUNSELING

If stress is seriously disrupting your studies or your life regardless of what you do to try to reduce it, you may need help. There's no shame in admitting that you need help, and college counselors and health professionals are there to help. The Student Health and Wellness Center is a great resource for help.

TIPS FOR SUCCESS: STRESS

- Pay attention to, rather than ignore, things that cause you stress and change what you can.
- Accept what you can't change and resolve to make new habits that will help you cope.
- Get regular exercise and enough sleep.
- Evaluate your priorities, work on managing your time, and schedule restful activities in your daily life. Students who feel in control of their lives report feeling much less stress than those who feel that circumstances control them.
- Slow down and focus on one thing at a time—don't check for e-mail or text messages every few minutes! Know when to say no to distractions.
- Break old habits involving caffeine, alcohol, and other substances.
- Remember your long-range goals and don't obsess over short-term difficulties. Make time to enjoy being with friends.
- Explore new activities and hobbies that you enjoy.
- Find a relaxation technique that works for you and practice regularly.
- Get help if you're having a hard time coping with emotional stress.

JOURNAL ENTRY

All college students feel some stress. The amount of stress you feel depends on many factors, including your sleeping habits, your exercise and activity levels, your use of substances, your time management and study skills, your attitude, and other factors. As you look at your present life and how much stress you may be feeling, what short-term changes can you start making in the next week or two to feel less stressed and more in control? By the end of the semester or term, how would you ideally like your life to be different—and how can you best accomplish that? Write your thoughts here.

_____

KEY TAKEAWAYS

- Everyone feels stress, and many of the things that cause stress won't go away regardless of what we do. But we can examine our lives, figure out what causes most of our stress, and learn to do something about it.
- Stress leads to a lot of different unhealthy responses that actually increase our stress over the long term. But once we understand how stress affects us, we can begin to take steps to cope in healthier ways.

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EMOTIONAL HEALTH AND HAPPINESS

Your emotional health is just as important as your physical health—and maybe more so. If you're unhappy much of the time, you will not do as well as in college—or life—as you can if you're happy. You will feel more stress, and your health will suffer.

Still, most of us are neither happy nor unhappy all the time. Life is constantly changing, and our emotions change with it. But sometimes we experience more negative emotions than normally, and our emotional health may suffer. Use the Emotional Self-Assessment to evaluate your emotional health.
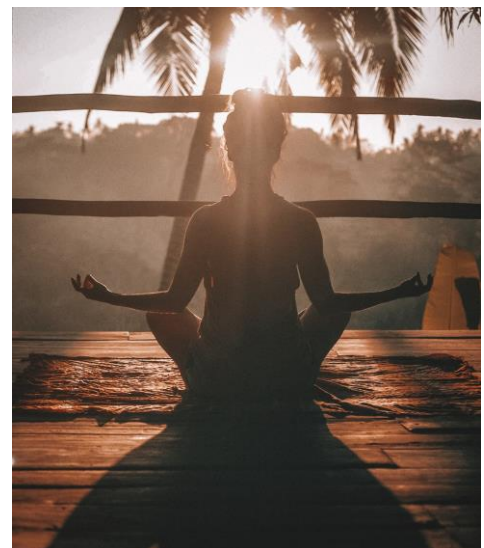
Image by Jared Rice on Unsplash

Emotional Self-Assessment

*C*heck the appropriate boxes.

	Daily	Sometimes	Never
1. I sometimes feel anxious or depressed—without disruption of my everyday life.			
2. I sometimes feel so anxious or depressed that I have trouble with routine activities.			
3. I sometimes feel lonely.			
4. I sometimes feel that I have little control over my life.			
5. I have sometimes just wanted to give up.			
6. Negative emotions have sometimes kept me from studying or getting my work done.			
7. Negative emotions have affected my relationships with others.			

Write your answers.

1. Describe your emotional mood on most days.

   _____

   _____

2. Describe what you'd ideally like to feel like all the time.

   _____

   _____

3. What specific things are keeping you from feeling what you'd ideally like to feel like most of the time?

_____

_____

4. Are you happy with your relationships with others?

_____

_____

5. What do you think you can do to be a happier person?

_____
_____

PROBLEMATIC EMOTIONS

When is an emotion problematic? Is it bad to feel anxious about a big test coming up or to feel sad after breaking up a romantic relationship?

It is normal to experience negative emotions. College students face so many demands and stressful situations that many naturally report often feeling anxious, depressed, or lonely. These emotions become problematic only when they persist and begin to affect your life in negative ways. That's when it's time to work on your emotional health—just as you'd work on your physical health when illness strikes.

ANXIETY

Anxiety is one of the most common emotions college students experience, often as a result of the demands of college, work, and family and friends. It's difficult to juggle everything, and you may end up feeling not in control, stressed, and anxious.

Anxiety typically results from stress. Some anxiety is often a good thing if it leads to studying for a test, focusing on a problem that needs to be resolved, better management your time and money, and so on. But if anxiety disrupts your focus and makes you freeze up rather than take action, then it may become problematic. Using stress-reduction techniques often helps reduce anxiety to a manageable level.

Anxiety is easier to deal with when you know its cause. Then you can take steps to gain control over the part of your life causing the anxiety. But anxiety can become excessive and lead to a dread of everyday situations. There are five types of more serious anxiety[1] [2]:
   1. **Generalized anxiety disorder** is characterized by chronic anxiety, exaggerated worry and

tension, even when there is little or nothing to provoke it. The person may have physical symptoms, especially fatigue, headaches, muscle tension, muscle aches, difficulty swallowing, trembling, twitching, irritability, sweating, and hot flashes.

2. **Obsessive-compulsive disorder (OCD)** is characterized by recurrent, unwanted thoughts (obsessions), repetitive behaviors (compulsions), or both. Repetitive behaviors such as hand washing, counting, checking, or cleaning are often performed with the hope of preventing obsessive thoughts or making them go away.

3. **Panic disorder** is characterized by unexpected and repeated episodes of intense fear accompanied by physical symptoms that may include chest pain, heart palpitations, shortness of breath, dizziness, or abdominal distress.

4. **Posttraumatic stress disorder (PTSD)** can develop after exposure to a terrifying event or ordeal in which grave physical harm occurred or was threatened. Traumatic events that may trigger PTSD include violent personal assaults, natural or human-caused disasters, accidents, or military combat.

5. **Social phobia (or social anxiety disorder)** is a persistent, intense, and chronic fear of being watched and judged by others and being embarrassed or humiliated by one's own actions. Their fear may be so severe that it interferes with work or school, and other ordinary activities. Physical symptoms often accompany the intense anxiety of social phobia and include blushing, profuse sweating, trembling, nausea, and difficulty talking.

These five types of anxiety go beyond the normal anxiety everyone feels at some times. If you feel your anxiety is like any of these, see your health-care provider. Effective treatments are available to help you regain control.

LONELINESS

Loneliness is a normal feeling that most people experience at some time. College students away from home for the first time are likely to feel lonely at first. Older students may also feel lonely if they no longer see their old friends. Loneliness involves not feeling connected with others. One person may need only one friend to not feel lonely; others need to feel more connected with a group. There's no set pattern for feeling lonely.

- If you are feeling lonely, there are many things you can do to meet others and feel connected. Don't sit alone in your room bemoaning the absence of friends. That will only cause more stress and emotional distress. You will likely start making new friends through going to classes, working, studying, and living in the community. But you can jump-start that process by taking active steps such as these:

- Realize you don't have to be physically with friends in order to stay connected. Many students use social Web sites to stay connected with friends at other universities or in other locations. Telephone calls, instant messaging, and e-mail work for many.

- Understand that you're not alone in feeling lonely. Many others like you are just waiting for the opportunity to connect, and you will meet them and form new friendships fast once you start reaching out.

- Become involved in campus opportunities to meet others. Every college has a wide range of clubs for students with different interests. If you're not the "joiner" type, look for individuals in your classes with whom you think you may have something in common and ask them if they'd like to study for a test together or work together on a class project.

- Remember that loneliness is a temporary thing—it's only a matter of time until you make new friends.

If your loneliness persists and you seem unable to make friends, then it's a good idea to talk with your counselor or someone at the student health center. They can help.

DEPRESSION

Depression, like anxiety and loneliness, is commonly experienced by college students. It may be a mild sadness resulting from specific circumstances or be intense feelings of hopelessness and helplessness. Many people feel depressed from time to time because of common situations:
- Feeling overwhelmed by pressures to study, work, and meet other obligations
- Not having enough time (or money) to do the things you want to do
- Experiencing problems in a relationship, friendship, or work situation
- Feeling overweight, unhealthy, or not in control of oneself
- Feeling that your new life as a student lacks some of the positive dimensions of your former life
- Not having enough excitement in your life

Depression, like stress, can lead to unhealthy consequences such as poor sleep, overeating or loss of appetite, substance abuse, relationship problems, or withdrawal from activities that formerly brought joy. For most people, depression is a temporary state. But severe depression can have crippling effects. Not everyone experiences the same symptoms, but the following are most common[3]:
- Persistent sad, anxious, or "empty" feelings
- Feelings of hopelessness or pessimism
- Feelings of guilt, worthlessness, or helplessness
- Irritability or restlessness
- Loss of interest in activities or hobbies once pleasurable, including sex
- Fatigue and decreased energy
- Difficulty concentrating, remembering details, and making decisions
- Insomnia, early morning wakefulness, or excessive sleeping
- Overeating or appetite loss
- Thoughts of suicide or suicide attempts
- Persistent aches or pains, headaches, cramps, or digestive problems

If you have feelings like this that last for weeks at a time and affect your daily life, your depression is more severe than "normal," temporary depression. It's time to see your health-care provider and get treatment as you would for any other illness.

SUICIDAL FEELINGS

Severe depression often makes a person feel there is no hope—and therefore many people with depression do not seek help. In reality, depression can be successfully treated, but only if the person seeks help.

Suicidal feelings, which can result from severe depression, are more common in college students than in the past. In most cases, the person had severe depression and was not receiving treatment.

Recognizing severe depression and seeking treatment is crucial.

Depression can strike almost anyone at any age at any kind of college. It is a myth that high-pressure universities have higher suicide rates or that students who feel compelled to excel because of college pressures are more likely to commit suicide. In reality, anyone can be ill with severe depression and, if not treated, become suicidal.

Following are a few of the known risk factors for suicide. For a full list, visit the [Centers for Disease](#) [Control and Prevention](#).

- Depression and other mental disorders or a substance-abuse disorder (more than 90 percent of people who die by suicide have these risk factors)
- Prior suicide attempt
- Family history of mental disorder, substance abuse, or suicide
- Family violence, including physical or sexual abuse
- Exposure to the suicidal behavior of others, such as family members, peers, or media figures

WARNING SIGNS FOR SUICIDE

- Being depressed or sad most of the time Having feelings of worthlessness, shame, or hopelessness about the future
- Withdrawing from friends and family members
- Talking about suicide or death
- Being unable to get over a recent loss (broken relationship, loss of job, etc.)
- Experiencing changes in behavior, sleep patterns, or eating habits

If you or a friend is in a crisis and needs help at any time, call the National Suicide Prevention Lifeline: 1-800-273-TALK (8255). Call for yourself or for someone you care about. All calls are confidential.

If you think someone is suicidal, do not leave him or her alone. Try to get the person to seek immediate help by calling the hotline number. Many campuses also have twenty-four-hour resources. In an emergency, call 911. Try to ensure that the person does not have access to a firearm or other potential tool for suicide, including medications.

ACHIEVING EMOTIONAL BALANCE

Emotional balance is an essential element of wellness—and for succeeding in college. Emotional balance doesn't mean that you never experience a negative emotion, because these emotions are usually natural and normal. Emotional balance means we balance the negative with the positive, that we can be generally happy even if we're saddened by some things.

Emotional balance starts with being aware of our emotions and understanding them. If you're feeling angry, stop and think about the real cause of your anger. Are you really angry because your friend said something about one of your bad habits, or are you angry because you haven't been able to break that habit? Are you feeling anxiety because you're worried you might not be cut out for college, or are you just anxious about that test tomorrow?

See the "Tips for Success" for other ways you can achieve and maintain a healthy emotional balance.

TIPS FOR SUCCESS: EMOTIONAL HEALTH
- Accept that most emotions can't be directly controlled. But the things you do—such as getting exercise, using a relaxation technique, trying the various stress-reduction methods discussed in this chapter—do improve your emotional state.   - Connect with others. Your emotional state is less likely to change when you keep to yourself and "stew over" the feeling.   - Develop your empathy for others. Empathy involves recognizing the emotions that others are feeling. You'll find yourself in better emotional balance as a result, and your relationships will improve.   - Be honest in your relationships. If you try to hide your feelings, the other person will know something is wrong and may react the wrong way.   - Understand that negative emotions are temporary. You may be feeling bad now, but it will pass in time. But if a negative feeling does last a long time, recognize that you likely need help resolving it—and that help is available.   - If you've just become a college student, know that the first term is usually the hardest. Hang in there. Once you've developed effective study habits and time management skills, each term will be easier and happier than the one before.

RELATIONSHIPS

Romantic relationships are often as much a part of a rich emotional life for college students as for anyone else. But the added challenges of college, especially while also working and maintaining a family life, often stress these relationships. You may have to give extra attention to a relationship to keep it healthy and avoid conflicts that lead to unhappiness and other problems.

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Image by K B on Unsplash

BUILDING RELATIONSHIPS

Ideally, a healthy relationship should have these characteristics:

- Both partners should respect each other as individuals with unique interests and personality traits. Don't expect your partner to be just like you; embrace rather than reject differences. Both partners should be supportive of each other.
- Both partners should trust each other and be honest with each other. You must feel that you can open up emotionally to the other without fear of rejection. Starting out with deceptions is certain to cause eventual problems.
- Both partners should be understanding and have empathy for each other. Good communication is essential. Many relationship problems are rooted in misunderstandings, such as when one partner doesn't make the effort to understand what the other wants or needs.

These positive characteristics of a good relationship don't happen overnight. The relationship may begin with romantic attraction and only slowly develop into a trusting, mutually supportive friendship as well. The following signs may indicate that a dating relationship is not developing well:

- Your partner is pressuring you for sex when you're not ready
- Your partner seems angry or abusive when you disagree about something
- Your partner seems possessive when others want to spend time with you Your partner treats you unequally in any way
- Your partner is emotionally or physically abusive (whether it happens once or many times)

If you recognize that any of these things are happening with someone you're dating, it may be time to reconsider, even if you still feel attraction towards them. Any relationship that begins this way is not likely to end well.

RESOLVING CONFLICTS

In any friendship or relationship, conflict will eventually happen. This is just natural because people are different. If a conflict is ignored, or the partners just argue without resolving it, it may simmer and continue to cause tension, eventually weakening the relationship. It's better to take steps to resolve it.

Conflict resolution is a process of understanding what's really going on and then finding a solution. The same general steps of conflict resolution can work to solve a relationship conflict or a conflict between any people or groups because of a disagreement about anything. Following are the general principles of conflict resolution:

1. **Allow things to cool off.** It's difficult to resolve a conflict while either party is still emotional. Wait a few minutes or agree to talk about it later.
2. **Using "I statements" rather than "you statements," each party explains what bothers him or her about the cause of the conflict.** For example, don't say, "You're always playing loud music when I'm trying to study." Instead, say, "I have difficulty studying when you play loud music, and that makes me frustrated and irritable." "You statements" put the other person on the defensive and evoke emotions that make resolution more difficult.
3. **Listen carefully to what the other person says.** Then restate the message in your own words to give the other a chance to clarify their thoughts and feelings. Each party should listen to the other and restate the

other's message to ensure the real issue is out on the table for discussion.

4. **Accept responsibility for your role in the conflict, instead of blaming the other.** A good example of accepting responsibility is to say, "I know I'm always studying and need the quiet. I guess that makes it hard for you to listen to your music."

5. **Brainstorm together to find a solution that satisfies both of you.** Some compromise is usually needed, but that is usually not difficult to reach when you're calm and are working together on a solution. In this example, you might compromise by going elsewhere to study at selected times when the other has friends over and wants to listen to music, and the other may compromise by agreeing to use headphones at other times and never to play music aloud after 10 p.m.

6. **Apologize, thank, and forgive.** After reaching a resolution, emotional closure is needed to restore your relationship and end on a positive, affirming note. When appropriate, apologize for your past anger or arguing. Thank the other for being willing to compromise to resolve the conflict. In your mind, forgive the person for past misunderstandings and actions so that you do not carry any grudge into the future.

ONLINE AND LONG-DISTANCE RELATIONSHIPS

Can your relationship survive if you and your partner are living at a distance? This is a common issue for young people going off to college at different schools—and for older college students, too, who may move because of work or school. Sometimes the relationship survives, and sometimes it doesn't. It's important, if you're making an effort to stay together, for both partners to accept that being apart will add new pressures on the relationship. Accept also that both of you will be changing in many ways. You may naturally grow apart and decide to break up.

Yet often long-distance relationships do survive successfully. If you do decide to work to keep your relationship alive and vibrant, there are things you can do:
- Acknowledge that you are both changing, and accept and celebrate your new lives.
- Don't feel guilty about being excited by your new life, and don't try to pretend to your partner that you're always miserable because you're separated.
- Don't be upset or jealous when your partner tells you about new friends and activities—be happy that he or she seems happy. Talk about these changes and be happy for each other.
- If your relationship is solid, it is already based on trust and mutual support, which should continue to give you strength when apart.

KEY TAKEAWAYS
- Emotional health is just as important as physical health. We can take steps to reduce the negative emotions that plague us from time to time and gain control over our emotional health.
- Emotional balance results from a variety of things in our lives. We need to connect with others, to be honest and empathetic in our relationships, and to resolve conflicts that can cause bad feelings and threaten our daily happiness. We can learn skills in these areas just as in other areas of our lives.

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CHAPTER ACTIVITIES

CHAPTER TAKEAWAYS

- Good health helps you be more successful in college.
- For good nutrition, eat a varied diet with lots of vegetables, fruits, and whole grains and minimize fats, sugar, and salt.
- Regular exercise is not only important for good health but is a great way to reduce stress in your life.
- Sleep is one of the first areas where college students cut back when they find themselves too busy with classes, work, and other activities. Taking the time to get enough sleep, however, makes you so much more efficient when studying that it can actually save you time.
- Substance use and abuse not only takes its toll on the body but also contributes to problems in college, at work, and in the future. You may need to make a smart decision between short-term pleasures and long-term success.
- Since many stressors are unavoidable in life, we all need to find good ways to minimize their effects. The best stress-reducers over time become good habits that will increase our wellness and help us succeed in college and careers.
- If you are having an emotional or relationship problem that persists and affects your life, don't hesitate to seek help. Most universities have counselors and health professionals trained to help you get through any crisis.
- Sexual health is your own business—except that sexuality usually affects and is affected by others. Smart choices focus on protecting yourself from potential problems, regardless of your choices about sexual activity.

1. Whose fault is it if I'm overweight now? _____

2. Whose fault is it if I'm overweight two years from now? _____

3. Whom can I talk to if I want to find a weight loss program that will work best for me?

    _____

4. Complete these sentences:

    What I think most needs change in my diet is

    _____

    The main reason I don't get enough exercise is

    _____

    When I feel stressed, I often _____ (How healthy is that?)
    Should you choose healthier activities instead?)

    The first step in resolving a conflict you are having with someone else is to

    _____

5. How do you know if you're drinking too much or too often?

    _____

    _____

6. As a university student, why should you care about how much stress you feel and what you do about it?

    _____

    _____

7. If you have a friend who has seemed very depressed lately, what signs should you look for that might indicate he or she is becoming suicidal?

    _____

    _____

8. If you do see signs of suicide in your friend, what should you do?

    _____

    _____

9. If you are sexually active, can you be certain you are at zero risk for acquiring HIV? If so, when? If not, why not?

    _____

    _____

OUTSIDE THE BOOK

1. Choose a friend you enjoy spending time with and see if he or she will help you with an "experiment." Together, make a list of fun things to do together in the next week that will help minimize your stress. Choose activities that are different from your usual habits. Following are some ideas, but be creative and try to include your own healthy ideas:

2. Cook a healthy meal together (if you have a kitchen) or shop together for snacks you can carry with you for when you're hungry between classes.

3. Go for a jog, bike ride, or long walk at least three times during the week.

4. Study together early in the evening, with snacks and drinks that won't slow you down or keep you up, and then get to bed on time.

5. At the end of the week, talk about the experiment and how you felt during and afterward. Did you have fun? Did you get some ideas for other or better things to do? Plan to keep doing some of these activities.

6. Spend twenty to thirty minutes online getting more ideas about healthy ways to minimize the stress you feel as a student. Start by typing the phrase "stress reduction" into your search engine. Look for specific ideas and activities not already covered in this chapter. Write them down here to share with other students and your instructor.

_____

_____

_____

_____

_____

MAKE AN ACTION LIST

Nutrition

My worst eating habits are

_____

_____

My action plan to eat better includes the following:

_____

_____

Exercise

I don't get enough exercise because

_____

_____

MAKE AN ACTION LIST

I'll try to do these things to become more active:

_____

_____

Sleep

I sometimes/often don't get enough sleep because

_____

_____

I can better manage my time to get enough sleep in the following ways:

_____

_____

Substances

I tend to overuse or abuse these substances:

_____

_____

My action plan to avoid substance problems includes the following:

_____

_____

Stress

These things cause me the most stress:

_____

_____

I will take these steps to better cope with these stresses:

_____

_____

Emotional Health

I am happiest when I

_____

_____

I'll be happier if I make these changes:

_____

3.5 FINANCE

SECTION 4.4 LEARNING OBJECTIVES

1. Set your financial goals to match your realities.
2. Establish financial priorities appropriate for your college years.
3. Make choices between spending less and making more.
4. Understand the value of different kinds of jobs while you're in college.
5. List questions to consider when considering a particular job possibility.
6. Be able to perform an effective job search.
7. Identify how you are spending your money and what optional expenditures you can cut back on.

SECTION 4.4 LEARNING OBJECTIVES

8. Develop a positive attitude for spending less while still enjoying a full college experience.
9. Create and manage a workable budget by tracking expenditures to reach your financial goals.
10. Recognize if you are getting in financial trouble and know what to do about it.
11. List the benefits of saving money even while in college.
12. Identify the benefits of having a credit card and choosing one wisely.
13. Set personal limits for your credit card use to minimize your debt. Describe steps to take to avoid overusing a credit card.
14. Understand the importance of a good credit history and how to obtain and review your credit report.
15. Understand the importance of researching and applying for financial aid every year even if you don't think you qualify for assistance.
16. Identify key differences among scholarships and grants, student loans, and work study programs.
17. Avoid excessive student loans and setting yourself up for future financial difficulties.

CHECKPOINT EXERCISES

Where Are You Now?

Assess your present knowledge and attitudes.

	Yes	Unsure	No
1. I am confident I will make it through university without any financial hardships.			
2. I realize that while in university I won't have as much money to spend on things as in the past.			
3. I plan to avoid debt as much as possible while in university so I don't have large loans to pay back after university.			
4. I am willing to make sacrifices and spend less on some things while in university.			
5. I keep track of all my expenditures and maintain a budget so that I know when I am spending too much.			
6. I believe I can have a happy and fulfilling life while a student without having a lot of money.			
7. I know the best kinds of jobs to seek while in university.			
8. I always pay off the full balance on my credit cards when the statement arrives.			
9. I have applied for every possible form of financial aid to help pay for university.			

CHECKPOINT EXERCISES

Where Do You Want to Go?

Think about how you answered the questions above. Be honest with yourself. On a scale of 1 to 10, how would you rate your financial health at this time?

In financial trouble									Very financially secure
1	2	3	4	5	6	7	8	9	10

In the following list, circle the three most important financial areas in which you think you may need to improve:

- Making more money

- Finding the best job

- Spending less money

- Living more cheaply

- Paying bills on time

- Avoiding overdraft and late-payment fees

- Making a budget

- Sticking to a budget

- Controlling credit card spending

- Getting help with personal finances

- Saving money

- Keeping good financial records

- Building a good credit history

- Applying for financial aid

Are there other areas in which you can improve your financial well-being and avoid potential money problems while in university? Write down other things you feel you need to work on.

_____

_____

_____

How to Get There

Here's what we'll work on in this chapter:

- Setting realistic financial goals for your university years

- Choosing between making more money and spending less money

INTRODUCTION

What is a chapter on personal finances doing in a book on student success? If you're a new student you may not yet have money problems or issues—but most students soon do. It doesn't matter whether you're a "traditional" college student enrolled in just after high school or a "nontraditional" student returning to school.

Younger students are likely to confront money issues for several reasons:

- If you are living away from home for the first time, you may have less experience setting and sticking to a budget and handling money in general.
- Because you need more time for studying and other aspects of college life, you may have less time to work and make money.
- Even if you receive financial support from your family, your funds are not unlimited, and you'll need to learn to live within a budget.
- You will have many new expenses including tuition and fees, room and board or housing and food bills, books and supplies, and so on.

Nontraditional students who have worked or started a family before attending college may have already learned to manage their money well but usually still confront some financial issues:

- Because you need more time for studying and college, you likely have less time to work and make money.
- You will have many new expenses including tuition and fees, books and supplies, and so on.
- You are more likely to have to juggle a budget that may include a family, mortgage, and other established expenses.

Almost everyone eventually has money issues at college, and they can impact your academic success. Money problems are stressful and can keep you from concentrating on your studies. Spending too much may lead you to work more hours than you might otherwise, giving you less time to study. Or you might take fewer classes and thus spend more years in college than needed. Worse yet, money problems cause many students to drop out of college entirely.

But it doesn't have to be this hard. Like other skills, financial skills can be learned, and they have lifelong value.

This chapter will help you
- set financial goals,
- consider jobs and making money,
- learn how to spend less and manage a budget, avoid credit card debt,
- determine how best to finance your college expenses.

WHAT ARE YOUR FINANCIAL GOALS?

Whatever it is you plan to do in your future, whether work or other activities, your financial goals in the present should be realistic to enable you to fulfill your plan. Consider these scenarios:

Keri entered college planning to eventually major in business. Her family was not able to give her much financial support, but she chose to attend college because she thought it would help her get into a good graduate business school. She had to take large loans to pay her tuition, but she wasn't concerned about a budget because she assumed she'd make a lot later on and be able to easily pay off the loans. Yet when she graduated and had to begin making payments on her private bank loans, she discovered she couldn't afford to go straight to graduate business school after all. She put her dream on hold for a few years and took a job she didn't much like.

John had worked a few years after high school but finally decided that he needed a college degree to get the kind of job he wanted. He was happy with his life otherwise and kept his nice apartment and car and enrolled in a couple night classes while continuing to work full time during the day. He was surprised how much he had to study, however, and after a couple months he felt he was struggling. He just didn't have enough time to do it all—so he dropped first one class and then, a couple weeks later, the other. He told himself that he'd try it again in a year or two, but part of him wondered how anyone could ever get through college while working.

What Keri and John have in common is a conflict between their financial goals and realities. Both were motivated to succeed in college, and both had a vision for their future. But both were unsuccessful in finding ways to make their dreams come true—because of money issues.

Could they have done things differently? Maybe Keri could have avoided such heavy student loans by working summers and part time during the school year. Maybe John could have reduced his living expenses and cut back his work hours to ensure he could balance school and work better. Maybe both were spending thousands of dollars a year on things they could have done without if only they'd thought through their goals and learned to live within a budget.

Taking control of your personal finances begins with thinking about your goals and deciding what really matters to you. Here are some things to think about:
- Is it important for you to graduate from college without debt? Is it acceptable to you, or necessary, to take some student loans?
- What are your priorities for summers and other "free time"? Working to earn money? Taking nonpaying internships or volunteering to gain experience in your field? Enjoying social activities and time with friends?

- How important is it to take a full load of classes so that your college education does not take longer than necessary?
- How important is it to you to live in a nice place, or drive a nice car, or wear nice clothes, or eat in nice restaurants? How important in comparison to your educational goals?

There are no easy answers to such questions. Most people would like enough money to have and do what they want, low enough expenses that they don't have to work too much to stay on budget, and enough financial freedom to choose activities without being swayed by financial concerns. Few college students live in that world, however. Since you will have to make choices, it's important first to think about what really matters to you—and what you're willing to sacrifice for a while in order to reach your goals.

1. Millar, E. (November 30, 2007). More students go to post-secondary, but one in seven drop out. *Macleans.* Retrieved from: http://www.macleans.ca/education/uniandcollege/more-students-go-to-post-secondary-but-one-in-seven-drop-out/

A JOB CAN HELP OR HURT

In addition to helping pay the bills, a job or internship while in school has other benefits:
- Experience for your résumé
- Contacts for your later job search network
- Employment references for your résumé

Image by Ali Yahya on Unsplash

Work or internship experience related to your future career has significant value. Not all students can find such opportunities in their community, however. But even a job or volunteering outside your field can have value and say something about you to future employers. Your job may demonstrate that you have initiative, are responsible, are a team player or can work independently, and can take on financial responsibility.
Potential future employers will check your work references. Having an employer from your college years say you did a good job, were always on time to work, and were honest and responsible in doing your job definitely gives you an advantage over students who graduate without having worked at all.

At the same time, some jobs contribute more to your overall college experience. Remember, you're in college for an education and to gain a wide range of skills—not just for the degree. The best student jobs help you engage more deeply in the college experience, while the wrong kind of job gets in the way of that experience. Here are some factors to consider as you look for a job:

- **What kinds of people will you be interacting with?** Other students, instructors, researchers? Interacting with others in the world of college can broaden your college experience, help motivate you to study, and help you feel part of a shared experience. You may work with or meet people who in the future can refer you to employers in your field. On the other hand, working in a business far from campus, for example, may offer a steady paycheck but can separate you from the academic community and detract from a positive college experience.
- **Is the job flexible enough to meet a college student's needs?** Will you be able to change your work hours during final exam week or when a special project is due? A rigid work schedule may cause difficulty at times when you really need to focus on your classes.
- **What will you be able to say about your work in your future résumé?** Does it involve any skills—including people skills or financial or managerial responsibilities—that your employer can someday praise you for? Will working this job help you get a different, better job next year?

These factors can make a job ideal for college students, but in the real world many students will have to work less than-ideal jobs. Working at a fast food restaurant or overnight shipping company may not seem very glamorous or offer the benefits described previously, but it may be the only job available at present. Don't despair—things can always change. Make the money you need to get by in college but don't become complacent and stop looking for more meaningful work. Keep your eyes and ears open for other possibilities. Visit the campus student employment office frequently (or check online) for new postings. Talk to other students.

At the same time, even with a dull job, do your best and keep a good attitude. Remember that your boss or supervisor may someday be a work reference who can help (or hurt) your chances of getting a job you really want.

STUDENT JOBS

The number of hours college students work per week varies considerably, from five to ten hours a week to full time and everywhere in between. Before deciding how much you need to work, first make a detailed budget as described later. Your goal should be to make as much as you need, and hopefully a little more to save, but first you need to know your true need. Remember your goals in college and stay focused on your education. Cut back on your optional spending so that you don't have to work so many hours that your studies are impacted.

WHERE TO FIND A JOB

Start at your campus financial aid office or student employment office. If they don't have anything right for you at first, check back frequently for new job postings. For off-campus jobs, check the classified ads in your local newspaper. Many jobs are never advertised, however, so ask friends, family members, and other students. Visit appropriate companies in your area and ask if they have openings. Many government agencies also have summer jobs or internships for college students. This work may be an ideal way to gain experience related to

your chosen field. (See "Additional Resources" below for more information.)

GO TO WORK FOR YOURSELF

If you have energy and initiative, you can create your own work. While it may take some time to get started, flexibility and being your own boss can make up for this drawback. Students often make money in ways like these:

- Tutor classmates in a subject you are good in.
- Sell your technical skills to help others set up new computer hardware, teach software skills such as PowerPoint or Excel, or design Web sites. Sell things you no longer need (video games, DVDs, textbooks) on eBay.
- Earn a commission by helping others sell their stuff online.
- Provide services to faculty members and residents in the nearby community: lawn mowing, snow shoveling, housecleaning, babysitting, pet sitting, dog walking, and so on.

BALANCING THE JOB YOU HAVE WITH YOUR IDEAL JOB

A growing percentage of students are working full time when they return to school, and many continue in the same jobs. If you're in this situation, you know that balancing work and college is one of the most difficult things you've ever done. You're used to working—but not used to finding time for class and studying at the same time. You likely feel harried and frustrated at times, and you may even start to wonder if you're cut out for college. The time may come when you start thinking about dropping classes or leaving college altogether. It may be hard to stay motivated.

If you start feeling this way, focus on your big goals and don't let the day-to-day time stresses get you down. As difficult as it may be, try to keep your priorities, and remember that while you face temporary difficulties now, a college degree is forever.

- Acknowledge that sacrifice and compromise may be needed.
- Reduce your expenses, if you can, so you can cut back on the number of hours you work. This may mean temporarily giving up some things you enjoy in order to reach your goals.
- ⃞ If you cannot cut your expenses and work hours and simply do not have the time to do well in your classes, you may have to cut back on how many classes you take per term. Try everything else first, but know that it's better to succeed a little at a time than to push too hard and risk not succeeding. If you do have to cut back, keep a positive attitude: you're still working toward your future ideal.

If you ever feel the temptation to quit, see your college counselor to explore all your options. Resources may be available that you don't know about.

CHECKPOINT EXERCISES

What are the primary benefits of a student job on campus? (List as many as you can.)

_____

_____

_____

Considering your abilities and interests, what would be your ideal job while a college student?

_____

SPENDING LESS

Where Does the Money Go?

Most people aren't really sure where a lot of their money goes. Take this survey to see how much you remember about how you have spent money recently.

Do your best to remember how much you have spent in the last thirty days in each of the following categories:

Category	Amount in Dollars (Per Month)
Coffee, soft drinks, bottled water	
Newspapers, magazines	
Movies, music concerts, sports events, night life	
Fast food lunches, snacks, gum, candy, cookies, and so on	
Social dining out with friends (lunch, dinner)	
Music, DVDs, other personal entertainment	
Ringtones and mobile phone applications	
Bank account fees, ATM withdrawal fees	
Credit card finance charges	
Lottery tickets	
Cigarettes, smokeless tobacco	

Category	Amount in Dollars (Per Month)
Beer, wine, liquor purchased in stores	
Beer, wine, liquor purchased in restaurants and bars	
Gadgets, video or computer games, and so on	
Gifts	
Hobbies	
Travel, day trips	
Total:	

Now be honest with yourself: is this *really* all you spent on these items? Most of us forget small, daily kinds of purchases or underestimate how much we spend on them—especially when we pay with cash. You'll notice also that this list does not include essential spending for things like room and board or an apartment and groceries, utilities, college tuition and books, and so on. The greatest potential for cutting back on spending is in the area of optional things.

SPENDING ON ESSENTIALS, SPENDING ON OPTIONALS

More people get into financial trouble because they're spending too much, rather than that they're making too little. While spending may seem a simple matter—"I need to buy this, I'd like to buy that"— it's actually very complex. Canada is a consumer society, and we're deluged by advertisements promising that we'll be happier, more successful, better liked by more people, sexier, and everything else if only we buy this. Companies have spent billions of dollars researching how to manipulate our buying behavior. No wonder it's so tough to resist these pressures!

Why does a person feel compelled to buy fast food for lunch, or a new CD with a song they just heard on the radio, or a new video game a friend says is so good, or a new article of clothing? We owe it to ourselves to try to understand our own attitudes about money and spending. Here's a good place to start:

- **Having money or not having money doesn't define who you are.** Your real friends will think no less of you if you make your own lunch and eat it between classes or take the bus to campus rather than drive a new car. You are valued more by others for who you are as a person, not for what things you have.
- **You don't have to spend as much as your friends to be one of the group.** Some people always have more money than others and spend more. Resist any feeling that your friends who are big spenders are the norm. Don't feel you have to go along with whatever expensive activities they propose just so you fit in.
- **A positive attitude leads to success.** Learn to relax and not get stressed out about money. If you need to make changes in how you spend money, view this as an exciting accomplishment, not a depressing fact. Feel good about staying on a budget and being smart about how you spend your money.

- **Be realistic about what you can accomplish.** Most students have financial problems, and they don't just go away by waving a magic wand of good intentions. If your budget reveals you don't have enough money even while working and carefully controlling your spending, you may still need a student loan or larger changes in your lifestyle to get by. That's OK—there are ways to deal with that. But if you unrealistically set your sights so high about spending less and saving a lot, you may become depressed or discouraged if you don't meet your goals.

Before you can make an effective budget, you need to look at what you're spending money on now and consider what's essential and what's optional. Essential costs are the big things:

- Room and board or rent/mortgage, utilities, and groceries
- College tuition, fees, textbooks, supplies
- Transportation Insurance (health insurance, car insurance, etc.)
- Dependent care if needed
- Essential personal items (some clothing, hygiene items, etc.)

These things are sometimes called fixed costs, but that term can be misleading. If you have the option to move to a less expensive apartment that is smaller or a few blocks farther away, you can partly control that cost, so it's not really "fixed." Still, for most people, the real savings come from spending less on optional things.

Image by rawpixel on Unsplash

Look back at the amounts you wrote in the earlier exercise "Where Does the Money Go?" These things are "optional" expenses—you can spend more or less on them as you choose. Most people spend by habit, not really thinking about where their money goes or how quickly their spending adds up. If you knew you were spending more than a thousand dollars a year on coffee you buy every day between classes, would that make you think twice? Or another thousand on fast food lunches rather than taking a couple minutes in the morning to make your lunch? When people actually start paying attention to where their money goes, most are shocked to see how the totals grow. If you can save a few thousand dollars a year by cutting back on just the little things, how far would that go to making you feel much better about your finances?

Following are some general principles for learning to spend less. The "Tips for Success" then lists specific ways you can try to follow these principles in your daily life. **Remember, spending money doesn't define who you are!**

- **Be aware of what you're spending.** Carry a small notebook and write down everything— everything—you spend for a month. You'll see your habits and be able to make a better budget to take control.
- **Look for alternatives.** If you buy a lot of bottled water, for example, you may feel healthier than people who drink soft drinks or coffee, but you may be spending hundreds of dollars a year on something that is virtually free! Carry your own refillable water bottle and save the money.
- **Plan ahead to avoid impulse spending.** If you have a healthy snack in your backpack, it's much easier to not put a dollar in a vending machine when you're hungry on the way to class. Make a list before going grocery shopping and stick to it. Shopping without a list usually results in buying all sorts of unneeded (and expensive) things that catch your eye in the store.
- **Be smart.** Shop around, compare prices, and buy in bulk. Stopping to think a minute before spending is often all it takes.

TIPS FOR SUCCESS: SPENDING LESS

- Make your own lunches and snacks.
- Read newspapers and magazines online or in the library.
- Cancel cable television and watch programs online for free.
- Use free campus and local Wi-Fi spots and cancel your home high-speed Internet connection.
- Buy generic products instead of name brands.
- Shop at thrift stores and yard sales.
- Pay with cash instead of a credit card.
- Cancel your health club membership and use a free facility on campus.
- Compare prices online.
- Avoid ATM fees by finding a machine on your card's network (or change banks); avoid checking account monthly fees by finding a bank with free checking.
- Get cash from an ATM in small amounts so you never feel "rich."
- With larger purchases, postpone buying for a couple days (you may find you don't "need" it after all).
- Look for free fun instead of movies and concerts—most universities have frequent free events. If you pay your own utility bills, make it a habit to conserve: don't leave lights burning or your computer on all night.
- Use good study skills to avoid failing a class—paying to retake a course is one of the quickest ways to get in financial trouble!

MANAGING A BUDGET

Budgeting involves analyzing your income and expenses so you can see where your money is going and making adjustments when needed to avoid debt. At first budgeting can seem complex or time consuming, but once you've gone through the basics, you'll find it easy and a very valuable tool for controlling your personal finances.

Why create and manage a budget? Going to college changes your financial situation. There are many new expenses, and you likely don't know yet how your spending needs and habits will work out over the long term. Without a budget, it's just human nature to spend more than you have coming in, as evidenced by the fact that most Canadians today are in debt. Debt is a major reason many students drop out of college. So it's worth it to go to the trouble to create and manage a budget.

Managing a budget involves three steps:

1. Listing all your sources of income on a monthly basis.
2. Calculating all your expenditures on a monthly basis.
3. Making adjustments in your budget (and lifestyle if needed) to ensure the money isn't going out faster than it's coming in.

TRACKING INCOME

Many college students receive money or financial assistance from a number of sources. To track income in a monthly budget, consider all your sources of funds and convert them to a monthly number. For example, you may receive a student loan once during the year or you may work more in the summer and save up money then. To calculate your monthly projected income, add up your income sources and divide that number by the number of months you will be using the income. For example, if you have saved $4,800 that you can spend over two years of college, divide the $4,800 by twenty-four months to arrive at a monthly income of $200 from those savings. Do the same with scholarship grants, student loans, monetary gifts, and so on.

If some of your college costs are being paid directly by parents or others, do not include that money in your budget as either income or an expense. Base your monthly budget on just those funds and expenses that involve you directly.

Use Table 11.1 "Monthly Income and Funds" to record and total all your income on a monthly basis. If you must estimate some sources, estimate low rather than high; it's a bad trap to assume you'll have more money coming in than you actually do—that's a real budget buster.

Table 11.1 Monthly Income and Funds

Source of Income/Funds	Amount in Dollars
Job income/salary (take-home amount)	
Funds from parents/family/others	
Monthly draw from savings	
Monthly draw from financial aid	
Monthly draw from student/other loans	
Other income source: _____	
Other income source: _____	
Other income source: _____	
Total Monthly Incoming:	

TRACKING EXPENSES

Tracking expenditures is more difficult than tracking income. Some fixed expenses (tuition, rent, etc.) you should already know, but until you've actually written down everything you spend in a typical month, it's hard to estimate how much you're really spending on cups of coffee or smoothies between class, groceries, entertainment, and the like. The best way to itemize this side of your budget is to write down everything you spend—everything, every bottle of water and cookie, coins into parking meters, and so forth—for a full month. Then you can total up the different categories of expenses more realistically. We urge you to immediately start writing everything down in a small notebook you carry with you. You may be astonished how small purchases add up.

While you're writing this down for a month, go ahead and work through the expenditure half of your budget, using Table 11.2 "Monthly Expenditures". Set aside an hour or two to look through your past financial records, checkbook register and debit card transactions, past utility bills, credit card statements, and so on to get the numbers to put in your expenses budget. Make estimates when you have to, but be honest with yourself and don't underestimate your usual spending. There will be plenty of time down the road to adjust your budget—but don't start out with an unrealistic plan. Write "est" (for estimated") next to numbers in your budget that you're guessing at.

Once you have listed your routine expenditures using Table 11.2 "Monthly Expenditures", write out your own budget categories that fit how *you* actually spend money. Everyone is unique, and you want your budget to be easy to use for your own life and habits.

As noted previously with income, if some of your expenses are paid directly by others, do not include them here.

Base your monthly budget on just those funds and expenses that involve you directly.

Table 11.2 Monthly Expenditures

Expenditures	Amount in Dollars
Tuition and fees (1/12 of annual)	
Textbooks and supplies (1/12 of annual)	
Housing: monthly mortgage, rent, or room and board	
Home repairs	
Renter's insurance	
Property tax	
Average monthly utilities (electricity, water, gas, oil)	
Optional utilities (cell phone, Internet service, cable television)	
Dependent care, babysitting	
Child support, alimony	
Groceries	
Meals and snacks out (including coffee, water, etc.)	
Personal expenses (toiletries, cosmetics, haircuts, etc.)	
Auto expenses (payments, gas, tolls) plus 1/12 of annual insurance premium—or public transportation costs	
Loan repayments, credit card pay-off payments	
Health insurance (1/12 of annual)	
Prescriptions, medical expenses	
Entertainment (movies, concerts, nightlife, sporting events, purchases of CDs, DVDs, video games, etc.)	
Bank account fees, ATM withdrawal fees, credit card finance charges	
Newspapers, magazines, subscriptions	
Travel, day trips	
Cigarettes, smokeless tobacco	

Expenditures	Amount in Dollars
Beer, wine, liquor	
Gifts	
Hobbies	
Major purchases (computer, home furnishings) (1/12 of annual)	
Clothing, dry cleaning	
Memberships (health clubs, etc.)	
Pet food, veterinary bills, and so on	
Other expenditure:	
Other expenditure:	
Other expenditure:	
Other expenditure:	
Other expenditure:	
Total Monthly Outgoing:	

BALANCING YOUR BUDGET

Now comes the moment of truth: compare your total monthly incoming with your total monthly outgoing. How balanced is your budget at this point? Remember that you estimated some of your expenditures. You can't know for sure until you actually track your expenses for at least a month and have real numbers to work with.

What if your spending total is higher than your income total? The first step is to make your budget work on paper. Go back through your expenditure list and see where you can cut. Remember, college students shouldn't try to live like working professionals. Maybe you are used to a nice haircut every month or two—but maybe you can go to a cheaper place or cut it yourself. There are dozens of ways to spend less, as suggested earlier. **The essential first step is to make your budget balance on paper.**

Then your job is to live within the budget. It's normal to have to make adjustments at first. Just be sure to keep the overall budget balanced as you make adjustments. For example, if you find you must spend more for textbooks, you may decide you can spend less on eating out—and subtract the amount from that category that you add to the textbook category. Get in the habit of thinking this way instead of reaching for a credit card when you don't have enough in your budget for something you want or need.

Don't be surprised if it takes several months to make the budget process work. Be flexible, but stay committed to the process and don't give up because it feels like to too much work to keep track of your money. Without a

budget, you may have difficulty reaching your larger goal: taking control of your life while in college.

BUDGETING ON YOUR COMPUTER

TIPS FOR SUCCESS: SPENDING LESS

If you are good at Excel or another spreadsheet program, you can create your own budget in a spreadsheet that allows you to monitor your income and expenditures month to month, with the calculations done for you. Other budget calculators can be found online. Figure 11.3 "Simple Online Budget Calculator" shows a simple online budget calculator. The categories are general, but you can add up your numbers from Table 11.2 "Monthly Expenditures" in these categories and enter them in the online budget form, which then does the calculations for you.

Figure 11.4 – Simple Online Budget Calculator

Budget Calculator

Expenses	Resources/Incomes
Education: $ 0.00	Family Contribution: $ 0.00
Housing: $ 0.00	Financial Assistance: $ 0.00
Food: $ 0.00	Non-Taxable Income: $ 0.00
Transportation: $ 0.00	Financial Aid Grants: $ 0.00
Health: $ 0.00	Federal Direct Loans: $ 0.00
Personal/Misc.: $ 0.00	Loans: $ 0.00
Entertainment: $ 0.00	Scholarships: $ 0.00
In-School Interest: $ 0.00	Employment: $ 0.00
Dependent Care: $ 0.00	Other Inc./Resources: $ 0.00
Emergencies: $ 0.00	
Other Expenses: $ 0.00	
Total Expenses: $	Total Income: $

Calculate   Reset

Your balance (income - expense) is: $

Most university students can do well with a simple budget that helps you track monthly income and

WHAT IF YOUR BUDGET DOESN'T WORK?

Your budget may be unbalanced by a small amount that you can correct by reducing spending, or it may have a serious imbalance. If your best efforts fail to cut your expenditures to match your income, you may have a more serious problem, unless you plan in advance to manage this with student loans or other funds.
First, think about how this situation occurred. When you decided to go to college, how did you plan to finance it? Were you off in your calculations of what it would cost, or did you just hope for the best? Are you still committed to finding a way to continue in college?

If you are motivated to reach your college goal, good! Now look closely at your budget to determine what's needed. If you can't solve the budget shortfall by cutting back on "optional" expenses, then you need more dramatic changes. Are you paying a high rent because your apartment is spacious or near campus? Can you move a little farther away and get by temporarily in a smaller place, if the difference in rent makes a big difference in your overall finances? If you're spending a lot on your car, can you sell it and get by with public transportation for a year or two? Play with the numbers for such items in your budget and see how you can cut expenses to stay in college without getting deeply in debt. If you worry you won't be as happy if you change your lifestyle, remember that money problems are a key source of stress for many college students and that stress affects your happiness as well as how well you do in college. It's worth the effort to work on your budget and prevent this stress.

If all else fails, see a financial aid counselor at your college. Don't wait until you're in real financial trouble before talking to someone who may be able to offer help.

WHY PEOPLE SPEND TOO MUCH, EVEN ON A BUDGET

- Old habits die hard. Keep monitoring your spending habits and watch for things you're spending money on without really thinking about it.
- Credit cards. Never use them if at all possible. They make it easy to spend too much or not see how much you're spending. Save them for emergencies.
- Easy access to cash. Just put your card in an ATM and get some cash! It's so easy to do, and an automatic habit for so many, that it's easy to bust your budget with small amounts daily.
- Temptations are everywhere. Even when we're careful, we're often easily influenced by friends to go out or spend in other ways. Remember why you made your budget in the first place and keep your priorities in mind. The guilt you'll feel tomorrow about spending a whole week's food budget on one expensive dinner out probably isn't worth the pleasure of it!
- We buy things to feel good. If that's been a longtime habit for you, it will be hard to break. Often it's better to find small things that make you feel good rather than trying to go without everything. Rewarding yourself with an ice cream treat for a week's budgeting success won't break your budget.

WHAT IF YOU GET IN FINANCIAL TROUBLE?

People often don't admit to themselves that they have a problem until it becomes unmanageable. We human beings are very good at rationalizing and making excuses to ourselves! Here are some warning signs of sliding into financial trouble:

- For two or three months in a row, your budget is unbalanced because you're spending more than you are bringing in.
- You've begun using your savings for routine expenses you should be able to handle with your regular budget.
- You've missed a deadline for a bill or are taking credit card cash advances or overdrawing your checking account.
- You have a big balance on your credit card and have paid only the required minimum payment for the last two months.
- You have nothing in the bank in case of an emergency need.
- You don't even know how much total debt you have.
- You're trying to cut expenses by eliminating something important, such as dropping health insurance or not buying required textbooks.

If you are experiencing any of these warning signs, first acknowledge the problem. It's not going to solve itself— you need to take active steps before it gets worse and affects your college career.

Second, if you just cannot budget your balance, admit that you need help. There's no shame in that. Start with your college counselor or the financial aid office; if they can't help you directly, they can refer you to someone who can. Take your budget and other financial records with you so that they can see what's really involved. Remember that they're there to help—their goal is to ensure you succeed in college.

BALANCE YOUR CHECKBOOK!

Lots of people don't balance their checkbook every month, thinking it's just too much trouble. But it's important to keep your checkbook balanced for several reasons:

- Banks sometimes make errors, and you can't catch one without checking your record against your monthly bank statement.
- If you make a math error or forget to record a check or ATM withdrawal, you may have to pay overdraft fees.
- If you balance your checkbook only every few months, it can take many hours to examine records and find a problem.

If you're not sure how exactly to balance your checkbook, ask a teller at your bank or get instructions online. This takes only a few minutes each month and is well worth it to avoid the stress and lost hours caused by an inevitable problem.

SAVING FOR THE FUTURE

If you're having problems just getting by on your budget, it may seem pointless to even think about saving for the future. Still, if you can possibly put aside some money every month into a savings plan, it's worth the effort:

- An emergency or unexpected situation may occur suddenly. Having the savings to cope with it is much less stressful than having to find a loan or run up your credit cards.

- Saving is a good habit to develop. Saving for the future will prepare you well for the increasing financial complexities of life after graduation.
- You may need your savings to help launch your career after graduation. If you're broke when you graduate, you may feel you have to take the first job that comes along, but with some savings you may have time to find the job that's perfect for you.
- You may change your mind about future plans. Maybe you now think that you'll go to work at a good job right after graduation, so you're not concerned about saving—but maybe in a couple years you'll decide to go to graduate school, law school, or business school—or to start your own business, or to join a volunteer program. Your savings may allow you to pursue a new goal.

Start by saving in a savings account at your bank or credit union. You can have a certain amount transferred from your checking account every month into a savings account—that makes it easier and more routine. A savings account allows withdrawal anytime but pays lower interest than other accounts. Ask at your bank about money market accounts and certificates of deposit (CDs), which generally pay higher interest but have restrictions on minimum balances and withdrawals. Savings bonds are another option. All of these options are federally insured, so your money stays safe. Risky investments like the stock market are generally not appropriate for college students on a budget.

KEY TAKEAWAYS

- Financial success while in college depends on understanding and controlling your expenditures.
- There are many ways you can spend less on optional expenses, and even essentials, and still have a full life and enjoy your college experience.
- A detailed monthly budget that lists all income sources and expenditures makes it easier to track expenses and avoid sliding into financial trouble.
- Spending too much can quickly lead to financial problems. If you see the signs that you're starting to have money problems, take steps quickly to prevent trouble before it snowballs out of control.
- While it may seem difficult just to make ends meet, make it a goal also to attempt to save something for future needs.

CHECKPOINT EXERCISES

1. List the top three optional expenditures you usually make every week.

   _____

   _____

   _____

2. List three tips for spending less that you feel you will be able to use routinely to avoid running out of money while in university.

   _____

   _____

   _____

3. For each of the following statements, circle T for true or F for false:

T	F	It's OK to miss a deadline for paying your phone bill as long as you pay on time at least half of the time.
T	F	There's really nothing wrong with not having any money in the bank as long as you have a credit card for emergencies and major purchases.
T	F	You should balance your checkbook every month when you receive your bank statement.
T	F	A good way to save money is to try to get by without buying expensive textbooks.
T	F	You only need to write up a budget if you've gotten deeply into debt and need to see a financial advisor to get out of debt.

If you're not sure how exactly to balance your checkbook, ask a teller at your bank or get instructions online. This takes only a few minutes each month and is well worth it to avoid the stress and lost hours caused by an inevitable problem.

CREDIT CARDS

Credit cards are such a big issue because they are easy to get, easy to use—and for many people, addictive.

Credit cards do have legitimate purposes:

- In an emergency, you may need funds you cannot obtain otherwise.
- You generally need a credit card for travel, for hotels, and other needs.
- Often it's less expensive to make significant purchases online, and to do that you usually need a credit card. (Many ATM debit cards also function like a credit card for online purchases.)
- If you are young, responsible use of a credit card is a good way to start building a credit rating—but only if you use the credit card responsibly and always make sufficient payments on time.

Even though federal regulations require banks to disclose all fees and make it more difficult to increase fees or rates without warning credit card holders in advance, many people overuse credit cards and pay high interest rates and fees for making late payments. Currently, 46% of Canadian credit card holders are carrying credit card debt[1]. The proportion is almost certainly higher among college students with credit cards.

Your first goal with a credit card is to understand what you're getting into and how you are charged. Read the fine print on your monthly statements. You should understand about rate increases and know what happens if you miss a payment, pay less than the minimum, or pay late. It also pays to shop around.

SETTING LIMITS

All credit cards come with a limit, the maximum total amount you can charge, but this is not the same as the limit you should set for how you use the card based on your budget. If you bought something that cost $400, for example, would your monthly budget let you pay it off when the bill comes? If it will take you two or three

months to have that much available in your budget, are you also including the interest you'll be paying? What if an unexpected need then arises and you need to charge more?

Set your personal use limit by calculating how much your budget allows you to charge. If you are using the card just for convenience, such as to pay for meals or regular purchases, be sure you have enough in those categories in your budget left at the end of the month to make the payment. If tempted to buy a significant item with your credit card, do the calculations in advance.

You avoid slipping into credit card debt.

CREDIT HISTORY AND REPORTS

Many younger college students are just beginning to develop a credit history. Older students likely have had credit cards for years, as well as automobile and other types of loans, possibly a mortgage, and other financial transactions that add up to a credit history. But everyone needs to understand what a credit history is and how your monetary habits now can affect your future financial well-being and your future options. For example, frequent overdrafts on a debit card can prevent you from being approved for a credit card, or late credit card payments can prevent you in the future from obtaining a car loan.

- Credit bureaus collect financial data on everyone. The credit report they issue is a detailed history of many years of your financial habits. It includes the following:
- Current and past credit accounts (credit cards and store charge cards)
- History of balances and credit payments
- History of late or missed payments
- Inquiries into your credit status (e.g., if you've applied for a number of credit cards, this is recorded even if you did not receive the cards)
- Bankruptcy or mortgage foreclosure proceedings

All this information remains in your credit report for up to seven to ten years. What you do today can really come back to haunt you!

YOUR FICO CREDIT SCORE

To sum up your creditworthiness, credit bureaus analyze all your data to come up with a single number, called your credit score or FICO score. (FICO is short for the Fair Isaac Credit Organization, which created this method of analyzing data.) The calculations of each credit bureau differ somewhat. The score may be anywhere between 250 and 336 (poor credit risk) and 843 and 900 (excellent credit risk). The score is based on the following:

- The length of your credit history
- The total amount you owe
- Your payment history
- The types of credit you have

Credit bureaus are not required to tell you the FICO score that they report to a lender who inquires about your credit history. Check with any of the individual credit bureaus listed earlier, if you need to know your score. Or

you may be able to get this information from a lender with whom you have a loan. Most students have no need to know their credit score, except to understand how banks and other lenders make their decisions if you are applying for any type of loan.

PROTECTING YOUR FINANCIAL IDENTITY

Identity theft is a serious and growing problem. Identity theft is someone else's use of your personal information—usually financial information—to make an illegal gain. A criminal who has your credit card number or bank account information may be able to make purchases or transfer funds from your accounts. Someone with the right information about you, such as your social security number along with birth date and other data, can even pretend to be you and open new credit accounts that you don't know about—until the bank or collection agency tries to recover amounts from you. Although innocent, you would spend a lot of time and effort dealing with the problem.

CASE STUDY

Maria's Financial Dilemma

When Maria decided to attend university after working full time a few years, she was confident she could afford it. She had saved enough money to pay tuition for two years, and she cut back to part-time work that paid enough, she calculated, to live on. With great enthusiasm she registered for the fall term.

Her money problems began in November when her car broke down on the way to her job. The mechanic said her transmission had to be rebuilt and her car also really needed new rear shocks The bill was well over a thousand dollars. She paid with her Visa card. At the end of the month, she didn't have enough in her checking account to pay the credit card bill in full. She almost decided just to pay the minimum, but then she checked her statement and saw the 18 percent interest rate and decided to pay the full balance from her savings. She wouldn't need that money for tuition until next year anyway, and that gave her a long time to save it up.

The first week in December, she slipped on an icy sidewalk and sprained her ankle. Unfortunately, she couldn't do her job on crutches and had no sick time built up, so she lost two weeks' pay.

Still, "that's life," she thought, although she was so worried about money now that she almost decided to register for just two courses the next term. But university was her priority, so she took a full load and increased her work hours for a couple months to help her get caught up financially. But then as midterm exams grew closer, she felt unprepared because she hadn't had enough time for studying. Because of the stress she wasn't sleeping well, and one day she fell asleep in class. Always rushing around, she was eating more junk food than ever and feeling too guilty to even get on the scale to see if she was gaining weight, too. She found herself daydreaming about the coming summer and being free of classes. To feel better, she took long drives in her car on the weekends.

She did pass her midterms, though she did not do as well as she'd hoped. She still hadn't been able to

save enough for next year's tuition but felt that she had the summer to work full time and make up for it.

In April, her boss told her that business was too slow to be able to increase her hours to full time for the summer. He was very sorry, but she could keep working part time if she wanted.

Now Maria really doubted if she'd be able to make it. Her family could spare no money to help her out. She had enough for rent, food, and her car, but that was about it. If she didn't figure something out, she couldn't afford tuition in the fall. Even with an installment plan to break up tuition payments, she just wasn't making enough to cover it. She didn't know what to do.

What is the first step Maria should take to start sorting out her financial situation and learn about her options?

_____

Maria's financial planning was based on making enough to cover what she spends and using her savings for tuition. If she were to make a monthly budget and analyze every expenditure, might she be able to cut back and save more for unexpected expenses that come up? List areas in which she would likely be able to spend less if she used a budget.

_____
_____
_____

Maria's attitude toward her credit card is a healthy indicator that she wants to avoid debt. If this proved to be the only solution, however, should she consider a student loan to cover the tuition for her second year? Why or why not?

_____
_____

If Maria was considering not attending university the second year but instead looking for a new full-time job that would allow her to save up tuition money again, what advice might you give her?

_____
_____

CHECKPOINT EXERCISES

1. What is the best number of credit cards to have and carry with you?

   _____

2. For each of the following statements, circle T for true or F for false:

T	F	The more credit cards you have, and the larger the balances you keep, the better is your credit rating as long as you make the minimum payments every month on time.
T	F	Most credit cards charge the same interest rate.
T	F	An overdraft on an ATM cash advance won't cost you anything as long as you pay it off at the end of the month.
T	F	Your credit history begins only after graduation from university, so it doesn't matter much how you manage money while still in school.
T	F	Identity theft happens only to senior citizens.

3. How often can one obtain a free credit report?

   _____

---

1. BMO Financial Group. (2015). BMO Poll: Nearly Half of Canadian Credit Card Holders Currently Hold Credit Card Debt. Retrieved from: https://newsroom.bmo.com/press- releases/bmo-poll-nearly-half-of-canadian-credit-card-hold-tsx-bmo-201502100991483001

APPLYING FOR FINANCIAL AID

Follow these general rules to ensure you receive any aid for which you are qualified:

1. Apply to your college for financial aid every year, even if you do not qualify in your first year or term. Your situation may change, and you want to remain eligible depending the awards or loans that may become available.
2. Talk to the financial office immediately if you (or your family) have any change in your

circumstances.

3. Complete applications accurately, fully, and honestly. Financial records are required to verify your data. Pay attention to the deadlines for all applications.
4. Research possible outside financial aid based on other criteria. Many private scholarships or grants are available, for example, for the dependents of employees of certain companies, students pursuing a degree in a certain field, or students of a certain ethnic status or from a certain religious or geographical background, and the like.
5. Do not pay for financial aid resource information. Some online companies try to profit from the anxieties of students about financial aid by promising to find financial aid for you for a fee. Legitimate sources of financial aid information are free.

SCHOLARSHIPS AND GRANTS

Scholarships and grants are "free" money—you do not have to pay them back, unlike student loans. A scholarship is generally based on merit rather than demonstrated financial need—based on past grades,test scores, achievements, or experiences, including personal qualifications such as athletic ability, skills in the arts, community or volunteer experiences, and so on. Don't make the mistake of thinking scholarships go only to students with high grades. Many scholarships, for example, honor those with past leadership or community experience or the promise of future activities. Even the grades and test scores needed for academic scholarships are relative: a grade that does not qualify for a scholarship at one college may earn a scholarship at another. Never assume that you're not qualified for any kind of scholarship or grant.

A grant also does not need to be paid back. Most grants are based on demonstrated financial need. A grant may be offered by the college, a federal or provincial program, or a private organization or civic group. Often times, grants are provided with student loans to those with demonstrable financial needs.

STUDENT LOANS

Because many universities do not have sufficient funds to offer full grants to students with financial need, financial aid packages often include a combination of grant and loan money. Ideally, one would like to graduate without having loan balances to repay later on. However, many full-time college students will need student loans to pay for college.

Unfortunately this is a necessary reality for many students. For most, graduating from college owing some money is preferable to not going to college at all. With smart choices about the type of loan and a structured repayment program for your working years after graduation, there's no reason to fear a loan. Just remember that the money eventually has to be repaid—it's not "free" money even though it may feel that way while you're in school.

Student loans provided through the government do not begin accruing interest until after graduation. If you borrowed $20,000 over four years and interest accrued during this time, you could owe as much as $25,000 upon graduation, so this can be a substantial saving over the course of your degree.

CO-OPERATIVE EDUCATION PROGRAMS

Co-operative education programs are the third type of financial aid. They are administered by universities and are becoming increasingly common in the areas of business, economics and engineering. They allow students to earn money while gaining valuable work experience prior to graduation. Because they are run by college staff, students receive recognition of program completion on their transcripts and they have access to additional support and preparatory services prior to, during and after their co-op placements.

Additional Resources:
- College of the Canyons Scholarships
- Financial Aid Resources
- **Salary Wizard.** To estimate future earning potential, use this tool available at http://www.salary.com/category/salary/

KEY TAKEAWAYS

- Many forms of financial aid are available for college students. Apply every year and notify the college financial aid office if you have a significant change in circumstances.
- Consider all forms of financial aid—not just the aid managed by your college. Look into private scholarships and grants.
- Carefully consider how much to borrow in student loans.

CHAPTER ACTIVITIES

CHAPTER TAKEAWAYS

- Controlling your finances while in college is important both for your future well-being and for eliminating stress that can impede your academic success.
- Meeting your financial goals while in college may require some financial sacrifice but need not result in hardship.
- The best student jobs offer benefits beyond just the money.
- There are many ways to reduce expenditures while in college. Tracking your spending with an effective budget is the first step toward taking control of your finances.
- Understanding your own spending habits and practicing a few simple principles for spending less help prevent unnecessary debt. Make and use a budget to take control of your financial life.
- Credit card spending can lead to out-of-control debt. Use credit cards minimally and wisely.
- Protect your financial identity by maintaining good records and preventing criminals from obtaining your personal or financial information.
- Look into all forms of financial aid and apply for all aid for which you may be qualified. Do not take more in student loans than you really need.

OUTSIDE THE BOOK

1. Although you may not need a résumé until you seek full-time employment after graduation, go online to learn what kinds of experience are typically listed in a résumé. Make a list of your experiences, qualifications, and references that you will put on your future résumé. What areas seem weak to you? What kind of job, internship, or other experience could you potentially have now in your college years that will strengthen your résumé?

2. Choose a friend you enjoy spending time with and see if he or she will help you with an "experiment." Together, make a list of fun free things to do over the next two weeks. For example, look for free concerts and other campus activities. Make it your goal to spend as little as possible for two weeks, cooking meals together if practical, taking lunches and snacks to classes, and finding new ways to enjoy your free time inexpensively. At the end of this experiment, compare what you spent with your past habits. How successful were you? Think about how you can continue saving in the future.

3. Make a budget as described in this chapter, based on realistic estimates of your daily and monthly expenditures. Choose two or three categories of expenses and pay special attention to these for a month. For every $10 less that you spend in these categories during the month, put $3 in a new category to reward yourself. Then at the end of the month, use this new fund to celebrate your success with something special.

4. It's never too early to think about summer jobs. Go online to check out summer jobs and internships you might find interesting. Check out the application process and deadlines and write these on your calendar for the winter or spring to remind yourself to apply early.

MAKE AN ACTION LIST

Spending

1. I spend too much money every week on

_____

_____

2. My action plan to spend less includes the following:

_____

_____

Lifestyle

3. The area of my lifestyle where I know I spend more than most other university students is

_____

_____

4. I can make these adjustments in my lifestyle to reduce this expenditure:

_____

_____

MAKE AN ACTION LIST

Job in University

5. Ideally, I'd like to work no more than _____ hours a week.

6. What I'd most enjoy doing is

_____

_____

7. I can learn more about possible jobs close to my ideal by

_____

_____

Saving Money

8. I believe I can realistically save this amount of money a month if I watch my spending:

_____

_____

9. This is where I will put my savings:

_____

_____

10. I will allow myself to spend this money only for something major like:

_____

_____

Budgeting and Tracking Spending

11. Here's how I have kept track of what I spent in the past:

_____

_____

12. So that I can maintain a budget now and in the future, I know I need to record every expenditure. I will do this by

_____

_____

Credit Card Use

13. In the past, I usually used my credit card to buy things like

_____

_____

MAKE AN ACTION LIST

14. If you have not always been able to pay off your balance every month: I will try to avoid using my credit card as much by taking these steps:

_____

_____

Unit 3 Sources

- *Choices and Personal Responsibilities for Success* by Ronda Dorsey Neugebauer and Zack Varpness is licensed under CC BY 4.0
- *Defining Goals* by Linda Bruce is licensed under CC BY 4.0
- *Foundations of Academic Success: Words of Wisdom* by Thomas C. Priester is licensed under CC BY-NC-SA
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- *Five Rules of Goal Setting: How to set SMART, Motivating Personal Goals* by MindToolsVideos
- *TEDxYouth@Toronto 2011 - Haroon Mirza - The Power of One Moment* by TEDxYouthToronto
- *Seven Choices for Success and Significance* by High Point University.
- *Stephen Covey Video on Choosing Success* by Leadership Skills
- *Lil Wayne I Try Not To Sleep* by Mycomeup

UNIT 4: SELF-EMPOWERMENT

Self-empowerment involves celebrating your strengths and improving upon your weaknesses in order to increase your self-confidence. You will inevitably experience challenges while in college, but don't be afraid. You have the power within you to overcome these obstacles. You can empower yourself with the belief that you can and will achieve greatness. This section will help you to define what success in college means to you. Success means different things for different people. By discovering what your personal values are, you will identify what keeps you motivated. Are they intrinsic or extrinsic types of motivation? You will also be introduced to different types of goals (mastery, performance, and performance-avoidance goals). When you take advantage of your self-empowerment abilities, you will be able to increase your self-efficacy and achieve your greatest success in college and in life.

4.1 NOTE-TAKING STRATEGIES

Taking effective notes while reading a text or listening to a lecture is an important part of active reading. One strategy for effective note taking is called the **Cornell Note-taking System**. After you have read through this section once, try reading it again and practice your active reading by implementing the **Cornell Note-taking System**.

The **Cornell Note-taking System** was devised in the 1950's by Walter Pauk, an education professor at Cornell University. The **Cornell Note-taking System** is used in universities all over the world. Click here to download the Cornell Notetaking template.docx

It has **Five Steps** which begin with R:

1. **Record**
2. **Reduce**
3. **Recite**
4. **Reflect**
5. **Review**

THE CORNELL NOTE-TAKING SYSTEM

1. Use 8 1/2 by 11 paper to create note sheet. Down the left side, draw a vertical line 2 1/2 inches from the

edge of the paper. End this line 2-inches above the bottom of the paper. Draw a horizontal line across the bottom of the paper, 2-inches above the paper's edge.

2. In the narrow (2 1/2") column on the left, you will write cue words or questions. In the wide (6") column on the right, you will write lecture notes.

3. In the space at the bottom of the sheet, you will summarize your notes.

QUESTIONS & KEYWORDS	NOTES
SUMMARY	

REVIEWING

1. Immediate review
2. Ongoing review

1. Record	2. Reduce	3. Recite	4. Reflect	5. Review

Step 1: RECORD NOTES

During a lecture, stay focused, listen attentively to the lecture, and take notes. Do not just listen! Try to write down as many meaningful ideas and facts as possible on the right hand side of the page. If you miss a word, just insert a_and keep writing. After class when you review your notes, you can check the textbook or other resources and check with other students in the class to fill in the blanks. If something the instructor says is confusing, put an * next to it so you know to ask for clarification about the point later. Taking notes keeps the mind focused so the information is received by the brain and registers in short-term memory instead of just passing through. Avoid all interruptions such as music, text messages, and daydreaming.

Step 2: REDUCE NOTES TO QUESTIONS AND KEYWORDS
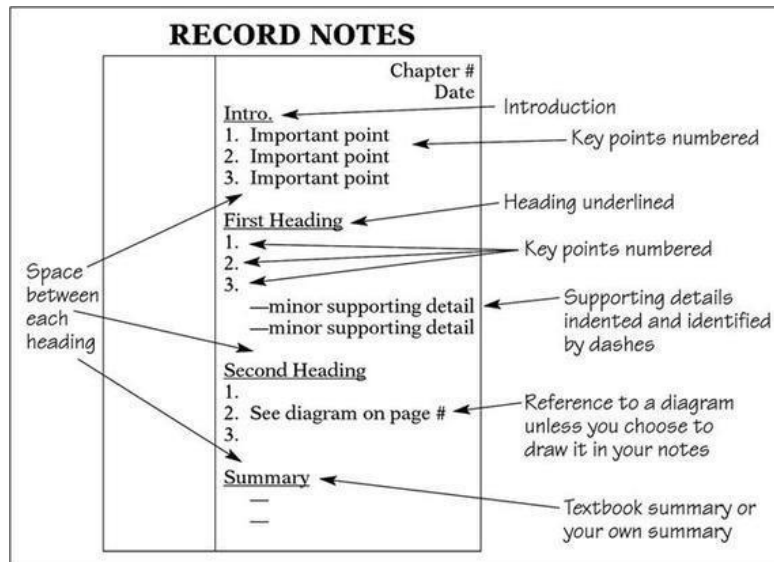
After class, write questions in the left hand column that go along with the notes on the right. Think of What, Who, Where, When, How, and Why, questions. When it's time to study your notes, cover up the note section of the page and quiz yourself using the questions you wrote in the left column. You may also write key words for important concepts on the left hand side of the page. This rehearsal strategy helps you work with the information in your short-term working memory.
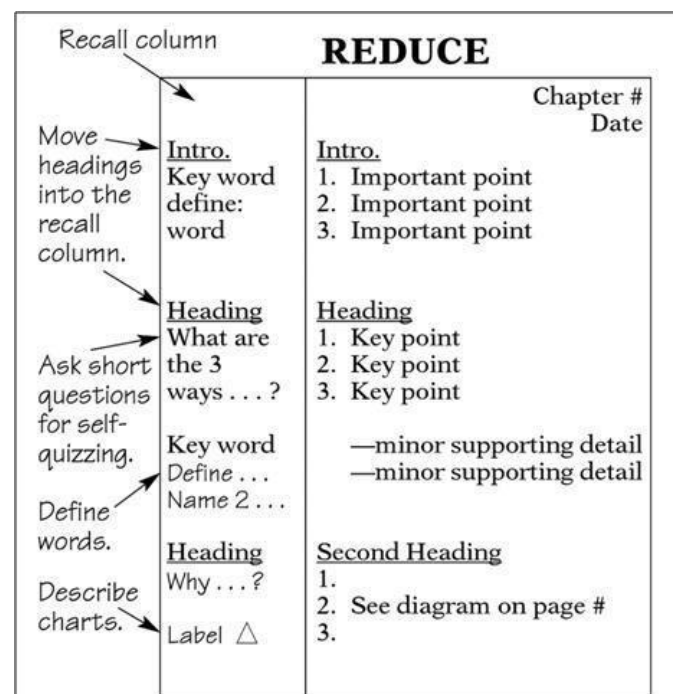
Step 3: RECITE

Now cover the notes, and use the keywords and questions as cues to help you recall the different points in the notes. Recite the answers to the questions and explain the key words. Then uncover your notes to check if the information you recalled is correct. This strategy is a rehearsal strategy that helps you work with the information in your short-term working memory. The longer and more frequently you work with the information by answering the questions and recalling the notes, the longer the information stays in working memory.

Step 4: REFLECT AND SUMMARIZE

At the bottom of the page, write 3 to 7 sentences summarizing in your own words what the notes on the page say. Explain the main point or points as if you had to teach someone else. Use key words, be concise, and clarify. Assign meaning to the information by stating how it is of value to you, why you need to know this, and if this information reminds you of any prior learning. These elaboration strategies help to transfer information in the brain from short-term to long-term memory.

Step 5: REVIEW

Review your Cornell notes frequently to help you work with the information and retain it. The more frequently you work with information the longer the information will remain in store so you can retrieve it on the day of a test.

In addition to using Cornell Notes for lecture, you may also apply this style of notetaking while reading text materials for each of your classes.

MORE ABOUT NOTE-TAKING…

To store information long-term in the brain, you can use additional elaboration strategies that make you **THINK** about the information. You can expand your knowledge and understanding of the material presented in a lecture or in a textbook by asking and answering further critical thinking questions:

Describe_____

What is the relation between_____and_____?

How does_____impact_____?

What is the effect of_____?

What if_____?

What is the importance of_____?

Compare_____and_____.

Contrast_____and_____.

Thinking about information will help you store information in long-term memory so that you can retrieve it not just on the day of a test but at the end of the semester or for the next level of the course.

4.2 DEFINING SUCCESS

Action is the foundational key to all success.
—Pablo Picasso, artist

PERSONAL RESPONSIBILITY FOR SUCCESS
A college education is aligned with greater success in many areas of life. While enrolled in college, most students are closely focused on making it through the next class or passing the next test. It can be easy to lose sight of the overall role that education plays in life. But sometimes it helps to recall what a truly great step forward you are taking!

It's also important to recognize, though, that some students do not succeed in college and drop out within the first year. Sometimes this is due to financial problems or a personal or family crisis. But most of the time students drop out because they're having trouble passing their courses.

In this section, we examine the elements of college success. Are there patterns of success you strive for but aren't yet reaching? Where might you shore up your support? What strategies can you use to achieve success in your college endeavors?

Success in college is the theme of this book—and you'll be learning more about everything involved in success in the following chapters. Let's first define what success really means so that you can get started, right now, on the right foot.

Understand first that no book can "make" you be successful—it can only offer the tools for you to use if you want. What are you thinking right now as you read these words? Are you reading this right now only because you *have* to, because it is assigned reading in a course you have to take—and your mind keeps drifting to other things because you're feeling bored? Or are you interested because you've decided you *want* to succeed in college?

We hope it's the latter, that you're feeling motivated—and excited, too—to do a great job in college. But even if you aren't much concerned at present about these issues, we hope you'll keep reading and do some thinking about why you're in college and how to get motivated to do well.

"SUCCESS" AND "FAILURE"
So what does "success" actually mean in college? Good grades? That's what many students would say— at least toward the beginning of their time in college.

When you ask people about their college experience a few years later, grades are seldom one of the first things mentioned. College graduates reflecting back typically emphasize the following:

- The complete college experience (often described as "the best years of my life")
- Exploring many different subjects and discovering one's own interests
- Meeting a lot of interesting people, learning about different ways to live
- Learning how to make decisions and solve problems that are now related to a career
- Gaining the skills needed to get the job—and life—one desires

When you are achieving what you want in life and when you are happy and challenged and feel you are living life to its fullest and contributing to the world, then you likely feel successful. When you reach this point, your grades in college are about the last thing you'll think of.

This is not to say that grades don't matter—just that getting good grades is not the ultimate goal of college or the best way to define personal success while in college. Five or ten years from now, no one is going to care much about what grade you got in freshman English or Biology 101. A successful college experience does include acceptable grades, of course, but in the end—in your long-range goals—grades are only one component of a larger picture.

Image by Debby Hudson on Unsplash

HOW MUCH DO GRADES MATTER?

As you begin your college experience, it's good to think about your attitude toward grades, since grades often motivate students to study and do well on assignments.

Valuing grades too highly, or not highly enough, can cause problems. A student who is determined to get only the highest grades can easily be frustrated by difficult college classes. Expectations that are too high may lead to disappointment—possibly depression or anxiety—and may become counterproductive. At the other extreme, a student who is too relaxed about grades, who is content simply with passing courses, may not be motivated to study enough even to pass—and may be at risk for failing courses. What is a good attitude to have toward grades? The answer to that depends in part on how grades do matter generally—and specifically in your own situation. Here are some ways grades clearly do matter:

- At most colleges, all students must maintain a certain grade point average (GPA) to be allowed to continue taking courses and to graduate.
- Financial aid and scholarship recipients must maintain a certain grade in all courses, or a minimum GPA overall, to continue receiving their financial award.
- In some programs, the grade in certain courses must be higher than simply passing in order to count toward the program or major.

After graduation, it may be enough in some careers just to have completed the program or degree. But in most situations, how well one did in college may still affect one's life. Employers often ask how well you did in college (new graduates at least—this becomes less important after one has gained more job experience). Students who are proud of their grades usually include their GPA on their résumés. Students with a low GPA may avoid including it on their resume, but employers may ask on the company's application form or in an interview (and being caught in a lie can lead to being fired). An employer who asks for a college transcript will see all your grades, not just the overall GPA.

In addition to the importance for jobs, grades matter if you plan to continue to graduate school, professional school, or other educational programs—all of which require your transcript.

Certainly grades are not the only way people are judged, but along with all forms of experience (work, volunteer, internship, hobbies) and personal qualities and the recommendations of others, they are an important consideration. After all, an employer may think, if this person goofed off so much in college that he got low grades, how can I expect him not to goof off on the job?

HOW TO CALCULATE YOUR GPA

Because of various requirements for maintaining a GPA at a certain level, you may need to know how to calculate your GPA before grades come out at the end of the term. The math is not difficult, but you need to consider both the grade in every course and the number of credit hours for that course in order to calculate the overall GPA. Here is how you would do the calculation in the traditional four-point scale. First, translate each letter grade to a numerical score:

A = 4

B = 3

C = 2

D = 1

Then multiply each grade's numerical score by the number of units or hours for that course:

B in Math 101 × 5 hours = 3 × 5 = 15B in English 4 × 3 hours = 3 × 3 = 9C in Humanities 1 × 5 hours = 2 × 5 = 10A in College Success × 3 hours = 4 × 3 = 12

HOW TO CALCULATE YOUR GPA

Then add together those numbers for each course:

15 + 9 + 10 + 12 = 46.

Then divide that total by the total number of credit hours:

46 / 16 = 2.87 = GPA of 2.87.

Consult your college's policies regarding the numeric weighting of + and − grades.

The best attitude to take toward grades in college is simply to do the best you can do. Almost everything in this book—from time management to study skills to social skills and staying healthy—will contribute to your overall success and, yes, to getting better grades.

If you have special concerns about grades, such as feeling unprepared in certain classes and at risk of failing, talk with your academic advisor. If a class requires more preparation than you have from past courses and experience, you might be urged to drop that class and take another—or to seek extra help. Your advisor can help you work through any individual issues related to doing well and getting the best grade you can.

CAN YOU CHALLENGE A GRADE?

Yes and no. College instructors are very careful about how they assign grades, which are based on clear-cut standards often stated in the course syllabus. The likelihood of an instructor changing your grade if you challenge it is very low. On the other hand, we're all human—mistakes can occur, and if you truly feel a test or other score was miscalculated, you can ask your instructor to review the grade. Just be sure to be polite and respectful.

Most situations in which students want to challenge a grade, however, result from a misunderstanding regarding the expectations of the grading scale or standards used. Students may simply feel they deserve a higher grade because they think they understand the material well or spent a lot of time studying or doing the assignment. The instructor's grade, however, is based on your actual responses on a test, a paper or other assignment. The instructor is grading not what he or she thinks is in your head, but what you actually wrote down.

If you are concerned that your grade does not accurately reflect your understanding or effort, you should still talk with your instructor—but your goal should be not to argue for a grade change but to gain a better understanding of the course's expectations so that you'll do better next time.
Instructors do respect students who want to improve. Visit the instructor during office hours or ask for an appointment and prepare questions ahead of time to help you better understand how your performance can improve and better indicate how well you understand the material.

A major aspect of college for some students is learning how to accept criticism. Your college instructors hold you to high standards and expect you to have the maturity to understand that a lower grade is not a personal attack on you and not a statement that you're not smart enough to do the work. Since none of us is perfect, we all can improve in almost everything we do—and the first step in that direction is accepting evaluation of our work. If you receive a grade lower than you think you have earned, take the responsibility to learn what you need to do to earn a higher grade next time.

SUCCEEDING IN YOUR FIRST YEAR

The first year of college is almost every student's most crucial time. Statistics show a much higher drop- out rate in the first year than thereafter. Why? Because for many students, adjusting to college is not easy. Students wrestle with managing their time, their freedom, and their other commitments to family, friends, and work. It's important to recognize that it may not be easy for you.

On the other hand, when you do succeed in your first year, the odds are very good that you'll continue to succeed and will complete your program or degree.

Are you ready? Remember that everything in this book will help you succeed in your first year. Motivation and a positive attitude are the keys to getting off to a running start. The next section lists some things you can do to start right now, today, to ensure your success.

GETTING STARTED ON THE RIGHT FOOT RIGHT NOW

- Make an appointment to talk with your academic advisor if you have any doubt about the courses you have already enrolled in or about the direction you're taking. Start examining how you spend your time and ensure you make enough time to keep up with your courses.
- Check for tutoring assistance if you feel you may need it and make an appointment or schedule time to visit tutoring centers on your college campus to see what help you can get if needed.
- Like yourself. You've come a long way to reach this point, you have succeeded in taking this first step toward meeting your college goal, and you are fully capable of succeeding the rest of the way. Avoid the trap of feeling down on yourself if you're struggling with any classes.
- Pay attention to your learning style and your instructors' teaching styles. Begin immediately applying the guidelines discussed earlier for situations in which you do not feel you are learning effectively.
- Plan ahead. Check your syllabus for each class and highlight the dates of major assignments and tests. Write on your calendar the important dates coming up.
- Look around your classroom and plan to introduce yourself right away to one or two other students. Talking with other students is the first step in forming study groups that will help you succeed.
- Introduce yourself to your instructors, if you haven't already. In a large lecture, go up to the instructor after class and ask a question about anything in the lecture or about an upcoming assignment.
- Participate in your classes. If you're normally a quiet person who prefers to observe others asking questions or joining class discussions, you need to take the first step toward becoming a participating student—another characteristic of the successful student. Find something of particular interest to you and write down a question for the instructor. Then raise your hand at the right time and ask. You'll find it a lot easier than you may think!

- Vow to pay more attention to how you spend your money. Some students have to drop out because they get into debt.
- Take good care of your body. Good health makes you a better student. Vow to avoid junk food, to get enough sleep, and to move around more. When you're done reading this chapter, take a walk!

Excellent! Start doing these few things, and already you'll be a step or two ahead—and on your way to a successful first year!

KEY TAKEAWAYS

- While success in college involves many benefits and experiences, grades remain one important measure of success.
- Acceptable grades are important for continuing your college program and financial aid, for graduate school or other future educational opportunities, and for obtaining a good job in most careers.
- Succeeding is especially important in one's first year of college because this is the most critical period to avoid the factors that lead to many students dropping out.
- You can launch yourself on a path of success immediately by taking the first steps for help with studies, developing a positive attitude, taking advantage of your personal learning style, starting to practice time management, meeting your instructors and other students, participating actively in your classes, and taking control of your personal health and finances.

CHECKPOINT EXERCISES

1. In your college or your specific program, do you need to maintain a minimum GPA in order to continue in the program? (If you don't know, check your college catalog or website.) What is that minimum GPA?

   _____

   _____

2. What was your cumulative GPA in high school?

   _____

3. Because college classes are usually more difficult than high school classes, figure—purely as a starting point—that with the same effort, your college GPA could be a full point (or more) lower than your high school GPA. Does that give you any cause for concern? If so, what do you think you should work on most to ensure you succeed in college?

   _____

   _____

4. For each of the following statements, circle T for true or F for false:

T	F	5. See your academic advisor only when it's time to register for courses or when the college requires you to.
T	F	6. The best way to get help with a class is to pick whoever looks like the smartest student in class and offer to pay that person for tutoring.

T	F	7. A positive attitude about yourself as a college student helps you stay motivated to work on succeeding in your classes.
T	F	8. Understanding one's own learning style makes it easier to understand how to apply one's strengths when studying and to overcome obstacles to learning by adapting in other ways.
T	F	9. Meeting other students in your classes is important early on because you can skip classes once you arrange to borrow other people's notes.
T	F	10. Participating in class is a key to being successful in that class.

CHARACTERISTICS OF SUCCESSFUL STUDENTS

What does it take to be a truly successful college student? Do you believe you already are or will be successful? What things do you need to embrace to ensure your success?

Below is a list of some important characteristics that impact student success. By answering the questions on a scale of "I usually do" to "I seldom do," you'll gain insight into the characteristics you've got going for you already and where you might need to build some new habits. Remember, these characteristics aren't things you're born with—you have to develop and practice them.

CHARCTERISTICS OF SUCCESSFUL STUDENTS			
DO I . . .	**USUALLY**	**SOMETIMES**	**SELDOM**
Plan my course load realistically based on my non-college responsibilities?			
Know how to get in touch with my adviser?			
Schedule my classes at times when I learn best?			
Calculate the amount of study time needed per course and schedule it?			
Ensure that any computer hardware and software I need for classes is updated and working smoothly?			
Know all my passwords for email, courses, financial aid, etc.?			

CHARCTERISTICS OF SUCCESSFUL STUDENTS			
DO I . . .	USUALLY	SOMETIMES	SELDOM
Review my class locations before the first day of class by printing and marking them on a map?			
Know how to find the library, testing center, computing center, and writing center before classes begin?			
Understand my learning styles and plan to work with them, not against them?			
Read and understand the academic honesty policy of the college and any consequences for plagiarism?			
Enlist friends and family to support my academic goals and plans, to help keep me on track?			
Show up to class?			
Participate in class?			
Take notes in class?			
Review my notes after class, organize them, and add details after I reflect on what I learned?			
Stay caught up on class work, and not get behind?			
Read the required material before the class?			
Start assignments a couple days before they're due?			
Complete assignments?			
Complete assignments fully, and answer all parts of the questions?			
Turn assignments in on time?			

CHARCTERISTICS OF SUCCESSFUL STUDENTS			
DO I . . .	USUALLY	SOMETIMES	SELDOM
Understand the main ideas, and not just memorize the details?			
Get phone numbers from a few students in the class, so I can contact them with questions?			
Ask other students for clarification?			
Ask other students who have taken the course from my instructor about their teaching style and expectations?			
See my instructor during office hours, when needed?			
Ask my instructor about the materials taught and assignments when I have questions?			
Start reviewing materials and studying for exams, well before the exam date?			
Review my old exams, problem sets, and quizzes before the final?			
Show my work on homework and exam problems?			
Find a study group to work through difficult assignments and study for tests?			
Keep all my exams, and review the materials and types of questions?			
Get involved in a campus organization?			
Find the balance between academics and life outside of class?			

CHARCTERISTICS OF SUCCESSFUL STUDENTS			
DO I . . .	USUALLY	SOMETIMES	SELDOM
Make my education a priority?			
Eat nutritious meals?			
Get adequate sleep?			
Exercise?			
Make certain that I'm physically and mentally healthy?			
Make certain leisure activities don't interfere with studying and class?			

VISUALIZING SUCCESS

"Almost every successful person begins with two beliefs: the future can be better than the present, and I have the power to make it so."
—David Brooks, columnist and political commentator

Throughout this course we have focused on multiple factors that contribute to college success. We discussed the power of motivation and positive talk and you developed your own personal definition of success earlier in the semester. You took a deep look at your values and goals and now it's time to visualize your success!

Let's revisit your personal definition of success.

Visualization is a technique commonly used where one creates a mental image of what one desires. In this case visualize yourself achieving your personal definition of success. Create a mental image and focus on the details of what your success looks like, what it feels like and who may be involved with you. Picture the details in your mind and think of your personal, academic and career success. Where do you see yourself in the next 2, 5, 7, 10 years? Where are you and who are you with? What are you doing and what is a typical day like for you? What are you wearing and how do you feel? Create as many details as possible in your mental image so you can see your future clearly. You see it so clearly you can feel it. This feeling is something that is so strong it motivates you to work harder and harder each day until you make this vision a reality. Repeat this visualization exercise daily, maybe once or twice a day. Take anywhere from 3 - 5 minutes a day to practice visualizing your success.

In addition to visualization techniques, think of a symbol that represents success to you. As you move more deeply into your college journey, consider selecting a symbol of your commitment to success.
Consider your own personal definition of "success." What would a physical representation of that success look like? Many people consider graduation caps or diplomas to be symbols of college success. If those are meaningful to you, consider choosing one. Alternatively, yours can become more personal— an item that speaks to you as a sign of what you're working toward and how you'll know you've "made it."

Some ideas from previous students include:

- a stethoscope, for an aspiring medical student
- a set of professional salon scissors, for an aspiring beautician
- an office door nameplate, for an aspiring law student
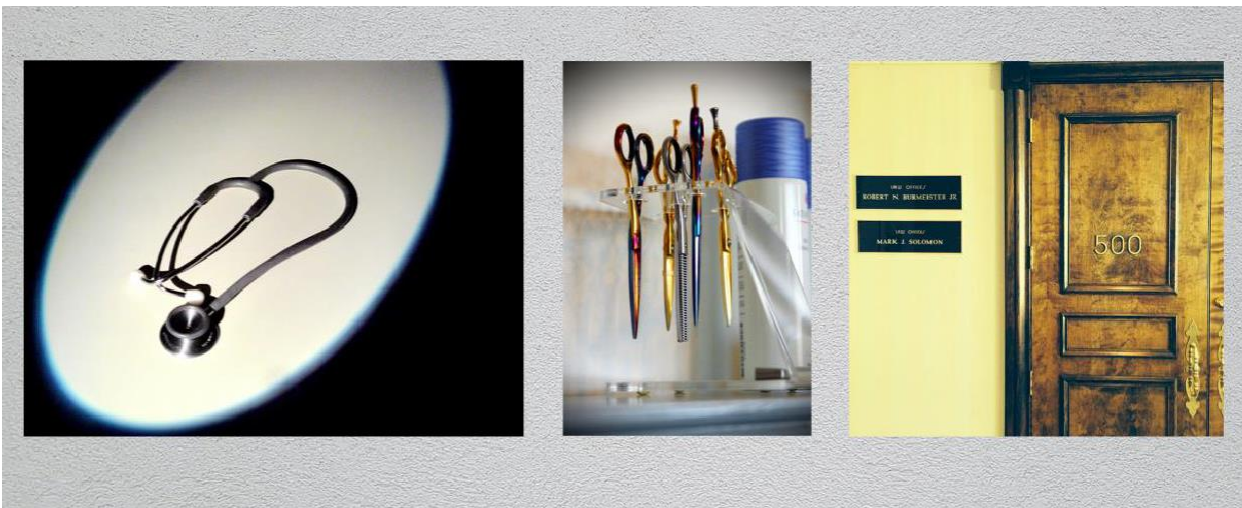
Once you find a meaningful symbol—perhaps an object or an image or even an idea—keep it in a place where you can easily access it. In moments when you need a boost, you can remind yourself that college success begins and ends with your commitment to learning well.

The symbol of success you decide on along with your mental image of personal success can serve as strong motivators that serve to reinforce your efforts throughout your college journey and beyond.

DEFINING SUCCESS IN COLLEGE

Click here to view the Instructional Support presentation from California Community Colleges. It includes an audio overview of success in college.

How do you define college success? The definition really depends on you. You might think that "success" is earning an associate's degree or attending classes in a four-year college. Maybe success is a bachelor's or master's degree or a PhD. Maybe success means receiving a certificate of completion or finishing skill- based training.

You might be thinking of other measures of college success, too—like grades. For instance, you might be unhappy with anything less than an A in a course, although maybe this depends on the difficulty of the subject. As long as you pass with a C, you might be perfectly content. But no matter how you define success personally, you probably wouldn't think it means earning a D or lower grade in a class.

So, if most students believe that passing a class is the minimum requirement for "success," and if most students

want to be successful in their courses, why aren't more college students consistently successful in the classroom?

Perhaps some common misconceptions are at play. For example, we often hear students say, "I just can't do it!" or "I'm not good at math," or "I guess college isn't for me . . . ," or "I'm not smart enough." But these explanations for success or failure aren't necessarily accurate. Considerable research into college success reveals that having difficulty in or failing in college courses usually has nothing to do with intellect. More often success depends on how fully a student embraces and masters the following seven strategies:

1. Learn how to take effective notes in class.
2. Review the text and your reading notes prior to class.
3. Participate in class discussion and maybe even join a study group.
4. Go to office hours and ask your instructor questions.
5. Give yourself enough time to research, write, and edit your essays in manageable stages.
6. Take advantage of online or on-campus academic support resources.
7. Spend sufficient time studying.

So if you feel you are not smart enough for college, ask yourself if you can implement some of these skills. Can you make more time for learning? One approach is to create a regular study schedule and make sure you allot ample time. Most college success experts agree that students should study two hours outside of class for every hour in class. Only break away from your committed schedule if an extreme situation prevents you from sticking to it.

Another strategy to consider implementing is group study. For example, rather than relying just on your own knowledge, notes, and skills, try studying with other students in your difficult classes. Studying in a group gives every group member a chance to ask questions and talk about concepts.

You can also add a tutor to your study group. You will really be able to notice a positive difference. Tutoring is generally free in college, and the strategies and knowledge you gain will be invaluable. Usually tutors have taken the class you are currently enrolled in, and they are trained to get the best out of you.

Overall, students struggle in college not because of natural intellect or smarts, but because of time management, organization, and lack of quality study time. The good news is that there are ways to combat this, specifically by doing things like creating a regular study schedule, studying in groups, and taking advantage of your school's academic resources, like a tutoring center, instructor office hours, and any available online help.

HOW GRADES PLAY A ROLE IN SHAPING SUCCESS

In a recent online discussion at a student-support Web site, a college freshman posted the following concern about how serious he should be about getting good grades:

As a first semester freshman, I really have taken my education seriously. I've studied and done my homework nightly and have read all of the assignments. So far, I have all A's in my classes, including calculus and programming. Now, with a month left to go in the semester, I feel myself slipping a bit on my studies. I blow

off readings and homework more to go out at night during the week and I've even skipped a few classes to attend major sporting events. I also travel most weekends with a sports team that I joined. Still, I've gotten A's on the exams even with these less extensive study habits, although not as high as before. So, my question really is this. Should I just be content with low A's and B's and enjoy myself during college, or should I strive to achieve all A's?

How would you answer this student's question, given what what you know and sense about college life? Grades do matter to your success, right? Or . . . do they? The answer depends on who you ask and what your college and career goals are.

To help you answer, take this quick self-assessment about your college goals and beyond. Put a checkmark in the Yes or No column next to items in the "I Want to Be Able to . . ." column.

I Want to Be Able to . . .	YES	NO
Change my major during my college years		
Have good relationships with my professors		
Be eligible for financial aid		
Be eligible for scholarships		
Get awards		
Be a resident assistant (RA) in my dorm		
Get reductions on my car insurance		
Prove to my employer that I can work hard		
Keep my parents happy		
Get a free master's degree		

You may be surprised to learn that each reason on this list directly relates to your grades—even changing your major. For example, colleges typically have a minimum GPA requirement to switch majors. Consider these additional factors:

- Undergraduate grades have been shown to have a positive impact on getting full-time employment in your career in a position appropriate to your degree.
- Grades also have been shown to have a positive net impact on your occupational status and earnings.

- Getting good grades, particularly in the first year of college, is important to your academic success throughout your college years.
- Grades are probably the best predictors of your persistence, your ability to graduate, and your prospects for enrolling in graduate school.

You stand to gain immeasurably when you get good grades.

Image by Lonely Plant on Unsplash

YOUR GRADE-POINT AVERAGE (GPA)

Grades may not be the be-all and end-all in college life. But to the degree that you believe they can help you achieve your greatest goals, you will pay close attention to them and to your GPA.

Your GPA is a calculated average of the letter grades you earn correlated on a 0 to 4.0 or 5.0 scale. Each semester you receive a GPA based on the grades you earned in all of your classes during that semester. You also maintain a cumulative GPA—an ongoing average of all your semester grades beginning with freshman year.

Many institutions provide students with an online GPA calculator. Use the calculator to keep track of where you stand. Your college may also publish data on the average GPA of your fellow students.
Sometimes it's nice to know where you stand relative to your peers.

It is important to know that college success is a responsibility shared with your institution. Above all, your college must provide you with stimulating classroom experiences that encourage you to devote more time and effort to your learning. Additional institutional factors in your success include the following:

- High standards and expectations for your performance
- Assessment and timely feedback
- Peer support
- Encouragement and support for you to explore human differences
- Emphasis on your first college year
- Respect for diverse ways of knowing
- Integrating prior learning and experience
- Academic support programs tailored to your needs
- Ongoing application of learned skills
- Active learning
- Out-of-class contact with faculty[1]

Ideally, you and your college collaborate to create success in every way possible. The cooperative nature of college life is echoed in the following practical advice from a college graduate, recounted in *Foundations of Academic Success: Words of Wisdom*:

> *Professors do care about how you are doing in their class; they genuinely want you to succeed, but they will give you the grade you earn. There are people and resources on campus for you to utilize so you can earn the grade you want. Your professors are one of those resources, and are perhaps the most important. Go see them during office hours, ask them questions about the material and get extra help if you need it . . . Another resource to utilize can be found in the campus learning center . . . The first time I took a paper there, I recall standing outside the door for about ten minutes thinking of an excuse not to go in. Thankfully I saw a classmate walk in and I followed suit . . . Thanks to that first visit, I received an A- on the paper!*

ENSURING SUCCESS IN YOUR FIRST YEAR

Why is the first year of college so important? So much happens that year! Shouldn't there be a grace period for the newest students to get acclimated to college before the pressure sets in?

The fact is that the first year of college is the most crucial time in your college life. So much is happening, but it serves to establish your trajectory to success. Consider the following typical first-year experiences, all of which strategically support students during this critical make-or-break period.

ORIENTATION

Most first-year students attend an orientation program, which typically leads to the following results:

- Students participate in more educationally enriching activities

- Students perceive the campus environment to be more supportive

- Students have greater developmental gains during their first year of college

- Students are more satisfied with their overall college experience

FIRST-YEAR SEMINARS

First-year seminars may be of the "orientation to college" variety; others may be based on your curriculum. Students who participate in these seminars tend to

- Be more challenged academically

- Be more active and collaborative in learning activities

- Interact more frequently with faculty

- Think of the campus environment as being more supportive

- Gain more from their first year of college

- Make greater use of campus services

ADVISING

The quality of academic advising is the single most powerful predictor of your satisfaction with the campus environment. First-year students who rate their advising as good or excellent

- Are more likely to interact with faculty in various ways

- Perceive the institution's environment to be more supportive

- Are more satisfied with their overall college experience

- Gain more from college in most areas

EARLY WARNING SYSTEMS

Early warning systems are especially important for students who start college with risk factors or who may be struggling academically. Midterm progress reports, course tests and other assessments, and early alert systems are most effective at helping students cope with difficulties in the first year.

LEARNING COMMUNITIES

Learning communities are programs that enroll groups of students in a common set of courses. The effects of learning communities are greatest for first-year students. Students report gains in personal and social development, competence, and satisfaction with the undergraduate college experience.

STUDENT SUCCESS INITIATIVES

Student success courses typically address issues like how to use campus support resources, manage time, study well, develop careers and skills, set goals, take tests, and take notes. The College Success course you are in right now is such an initiative.

REMEDIATION

About one-third of first-year students take developmental courses to bring their academic skills up to a level that will enable them to perform well in college. Developmental courses can make the difference in a student's decision to stay in college or drop out.

GRADES AND YOUR FIRST-YEAR SUCCESS

- Your freshman year accounts for a significant portion of grades that can be used in getting an internship.
- Your freshman year can account for a significant portion of grades that matter to starting your career.
- Top companies can have early recruitment programs that begin identifying prospective students and looking at grades as early as your sophomore year.
- Many top clubs and major-specific honoraries on campus look at your grades in the screening process.
- When you get good grades as a freshman, you tend to keep getting good grades as a sophomore, junior, and senior.
- Instructors tend to give the benefit of the doubt to students who get good grades.

The best advice is to commit to making your freshman year count. Make it the absolute best. The earlier you can establish good habits during this time, the easier your future years will be—not just in college, but in your work environment, at home, and beyond.

TIPS FOR FIRST-YEAR STUDENTS EMBARKING ON ACADEMIC SUCCESS

The following is a list of tips from a college educator for college students embarking on their journey to academic success:

- Early is on time, on time is late, and late is unacceptable!
- Get the book(s) and read the book(s).
- Take notes in class and when reading for class.
- Know your professors (email, office location, office hours, etc.) and be familiar with what is in the course syllabus.
- Put away your phone during class.
- Emails need a salutation, a body, and a close.
- Don't write the way you might text—using abbreviations and clipped sentences.
- Never academically advise yourself!
- Apply for scholarships—all of them!
- Speak it into existence and keep your eyes on the prize.
- Enjoy the ride! Cheers!

ACTIVITY: DEVELOP YOUR PERSONAL DEFINITION OF SUCCESS

For this activity, create your own definition of success. Dictionary.com **defines success** as "the favorable outcome of something attempted." For many students in college, success means passing a class, earning an A, or learning something new. Beyond college, some people define success in terms of financial wealth; others measure it by the quality of their relationships with family and friends.

Here is an example of a brief, philosophical definition of success:

To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded. –Ralph Waldo Emerson

Ultimately, before we can know if we are successful, we must first define what success means for ourselves.

DIRECTIONS

- Develop a 750-word essay defining what success means to you in college and beyond. To help you develop this essay, you might want to consider the following:
- Find a quote (or make one up) that best summarizes your definition of success (be sure to cite the author and the source, such as the URL).
- Why does this quote best represent your personal definition success?
- What people do you consider to be successful and why?
- What is your definition of success?
- What will you do to achieve success?
- What is the biggest change you need to make in order to be successful in college?
- How will you know you've achieved success?

SUCCESS AND PRIDE

Almost every successful person begins with two beliefs: the future can be better than the present, and I have the power to make it so.
–David Brooks, columnist and political commentator

If the prospect of committing to the path of higher education still feels daunting, you might find inspiration in thinking about the many potential gains you can experience. Talk with friends, family members, and others who have been to college and to people who have succeeded—in whatever ways they define success. Listen for clues about what they feel worked and what didn't and what they would change. Do you hear threads of topics broached so far in this course?

College success is an attainable goal, so be encouraged that you are on a path of great potential. Below is the success story of a college graduate. Might your story be similar to this one someday?

Something Was Different

I have earned both a bachelor's and a master's degree and I have nearly twenty years of teaching experience. Would you ever guess that I contemplated not going to college at all? I originally thought about going to beauty school and becoming a cosmetologist. It was to me, honestly the easy way out since I was sick of all the drama after high school. The thought of college seemed overwhelming. Why did I really need to have a college degree when all I ever wanted was to get married and be a stay-at- home mom? My friends weren't going to college either, so I often wondered if going would complicate our friendship.

I decided to go anyway, and it did separate us a bit. While I was writing a ten-page paper for my summer class in Genetics and Heredity, my friends were swimming in my pool. They also had the chance to buy new cars and new clothes and to go on vacations. I just went to school, driving my used Nissan Sentra, without much more than gas money and a few extra bucks. Again, why was I doing this? It would have been easier to just do what my friends were doing.

Little by little, semesters went by and I graduated with my bachelor's degree in Education. I started substitute teaching immediately and within six months I was offered a full-time job. Just like that, I had more money and all kinds of new opportunities and I could now consider a new car or going on vacation just like my friends. At that point, I decided to continue my education and get my master's degree. Yes, it was a lot of hard work again, and yes, my friends wondered why I wanted to go back again, but I knew then that this was the best choice for me. The challenge wasn't knowing where I wanted my career to go, but rather overcoming the pull to settle into a lifestyle or career because it was easy, not because it was what I wanted.

By the time I graduated with my master's degree I realized that something was different. For all the years that I felt behind or unable to keep up with what my friends had, I was suddenly leaps and bounds ahead of them career-wise. I now had two degrees, a full-time teaching job, and a plan to keep my career moving forward. I was able to do all of the things that they had done all those years and more. None of them had careers, just jobs. None of them had long-term plans. None of them were as satisfied with their choices any longer and a few of them even mentioned that they were jealous of my opportunity to attend college.

Don't be fooled. Being a college student is a lot of work and, like me, most students have questioned what they are doing and why they are doing it. However, the rewards certainly outweigh all of the obstacles. I used to hear, "Attending college will make you a well-rounded person" or "It sets you apart from those that do not attend," yet it never felt true at the time. Eventually though, you will come to a point where you realize those quotes are true and you will be on your way to earning that degree!"
    —Jacqueline Tiermini, *Foundations of Academic Success: Words of Wisdom*

WHAT MATTERS TO YOU?

The word *values* refers to "important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable"[1]. What makes you feel good? What things would you be doing if you had all the time, money, and opportunities in the world? Questions like these help us define our

own values.

Thinking about your own values can help you know what you want from life and from college. Take a moment and consider the list of things in Activity 2 that are valued by some people. For each value, rate how important that thing is to you.

ACTIVITY 2: YOUR VALUES

Following is a list of things that different people say they value. For each item on this list, indicate how important it is to you yourself by ranking it as very important (5), not important (0), or somewhere in between.

Value	Not important					Very important
Making a good income	0	1	2	3	4	5
Having good friends	0	1	2	3	4	5
Learning new things about your interests	0	1	2	3	4	5
Having a nice car	0	1	2	3	4	5
Having intelligent conversations	0	1	2	3	4	5
Staying current with the news	0	1	2	3	4	5
Playing sports	0	1	2	3	4	5
Hanging out with friends	0	1	2	3	4	5
Playing computer or video games	0	1	2	3	4	5
Cooking	0	1	2	3	4	5
Online social networking	0	1	2	3	4	5
Sleeping	0	1	2	3	4	5
Reading a good book	0	1	2	3	4	5
Traveling to new places	0	1	2	3	4	5
Shopping	0	1	2	3	4	5
Being liked by others	0	1	2	3	4	5
Studying and reading textbooks	0	1	2	3	4	5
Having nice clothing	0	1	2	3	4	5

ACTIVITY 2: YOUR VALUES

Watching television	0	1	2	3	4	5
Enjoying time alone	0	1	2	3	4	5
Getting out in nature	0	1	2	3	4	5
Working your job	0	1	2	3	4	5
Looking good, personal hygiene	0	1	2	3	4	5
Meeting new people	0	1	2	3	4	5
Going to movies or entertainments	0	1	2	3	4	5
Eating nice meals out	0	1	2	3	4	5
Exercising, being physically active	0	1	2	3	4	5
Being your own boss	0	1	2	3	4	5
Having a positive romantic relationship	0	1	2	3	4	5
Engaging in your hobbies	0	1	2	3	4	5
Setting your own schedule	0	1	2	3	4	5
Volunteering your time for a good cause	0	1	2	3	4	5
Cleaning house	0	1	2	3	4	5
Attending classes	0	1	2	3	4	5
Going to religious services	0	1	2	3	4	5
Talking on the telephone, texting, e-mail	0	1	2	3	4	5
Going to parties	0	1	2	3	4	5
Participating in clubs, organized activities	0	1	2	3	4	5
Other: _____	0	1	2	3	4	5
Other: _____	0	1	2	3	4	5

Look back at the values and activities you rated highly (4 or 5) in Activity 2, which probably gave a good indication of how you enjoy spending your time. But now look at these things you value in a different way. Think about how each relates to how you think you need to manage your time effectively while in college. Most college students feel they don't have enough time for everything they like to do. Do some of the activities you value most contribute to your college experience, or will they distract you from being a good student?

Students who enter college with their eyes open and who think about their own values and motivations will be more successful. If you have a good idea of what you want from life, the rest of it can be learned.

4.3 PERSONAL VALUES AND EXPECTANCY VALUE THEORY

Man's main task in life is to give birth to himself, to become what he potentially is. The most important product of his effort is his own personality.
—Erich Fromm, psychologist

ASSESSING YOUR VALUES

The journey of achieving success in college begins with a single step: identifying your personal values. Your personal values are your core beliefs and guiding principles. They shape the roles you play in daily life. They color your interests and passions, and frame your thoughts and words. In essence, your values are a compass that help you make decisions and choices.

What are your values, then? Which are most important to you, and which are least important? How do your values fit into your educational goals? How do your educational goals relate to your future career?

Image by Ian Schneider on Unsplash

To help you answer these questions, you can use a "self-assessment" survey. These surveys can help you evaluate your personal identity—your thoughts, actions, attitudes, beliefs, values, and behaviors—in relationship to the task at hand, like going to college and preparing for a career.

Many different self-assessment surveys are available from college career centers and online sites. Some are

designed as personality tests, like the Keirsey Temperament Sorter, or as inventories, like the Myers- Briggs Type Indicator (MTBI®), the most widely used personality inventory in history. You may also come across instruments designed as scales, or measures, games, surveys, and more. These descriptors are often interchangeably used, although most often they refer to questionnaires. The distinctions are not as important as whether or not the instrument meets your self-assessment needs.

In the following activity, you will sample several self-assessment surveys to gain insights about your personal identity, values, educational goals, and career goals. By better understanding the interconnections, you are in a better position to make solid college and career choices.

ACTIVITY: ASSESS YOUR PERSONAL IDENTITY AND VALUES

Objectives

- Examine several surveys that help you self-assess personal identity, values, and interests.

- Explore educational goals and/or career paths that match your personal identity, values, and interests, using a self-assessment survey.

- Analyze survey results and draw personal conclusions in the context of your educational goals.

Directions

- Spend a few moments thinking about questions or feelings you may have about your personal identity, your values, and your educational goals.

- Review the self-assessment survey instruments listed below, and select one that represents your interests in examining your values.

- Complete the survey you've selected, maintaining an objective, honest, and open stance. Listen to your inner voice and to what is uniquely important to you.

- When you complete the survey, reflect on the parallels you see between educational goals and career goals.

- Write a few paragraphs about what you discover. What surprises you the most? What excites you the most? Are your educational goals in sync with your personal identity and values?

	INSTRUMENT	DESCRIPTION
1	ISEEK Career Cluster Interest Survey ISEEK Careers / Minnesota Colleges and Universities	This online survey lets you rate activities you enjoy, your personal qualities, and school subjects you like. Then you can see which career clusters are a match for your interests.

2	Life Values Assessment Career Test for the Soul	This online survey provides a master list of twenty typical life values, which you arrange in order of importance. You may add values of your own definition. You interpret your results based on provided reflection questions.
3	Values Clarification Questionnaire InSite / Electric Eggplant	This online survey, in two parts, looks at the specific values of ambition, appearance, family, friendship, independence, wealth, education, freedom, happiness, privacy, security, honesty. A scorecard and interpretation are generated.
4	Career Interest Survey CheckOutACollege.com / Community and Technical Colleges of Washington State	This online survey allows you to select activities you like to do, personality traits that describe you, and subjects that interest you. Auto results suggest one or more of sixteen career clusters that match your selections.

STAGES OF LIFE

Keep in mind that your personal values and interests can and do change as you get older. This is evidenced in research conducted by a number of contemporary social scientists, like Erik Erikson and Daniel Levinson. Their studies show how our values affect our choices and how our choices can characterize the stage of life we're in.

For example, college students, ages 18–26, tend to make choices that are tentative (more short- range) and support a desire for autonomy. Later, during ages 27– 31, young adults may rethink decisions and lean toward more permanent choices. In ages 32–42, adults tend to have a greater sense of commitment and stability, as shown by their choices. In essence, our personal identity and values change over time, but they continue to affect our choices and can illuminate the stage of life we're in [1].

Keeping in mind that there are many phases of life, you can expect to see changes in your values and choices as you get older. You may experience a significant change in perspective while you are in college! To better understand your relationship with your values, you can continually reassess what is important to you. Make a commitment to examining your thinking, actions, and choices, and keep taking self-assessment tests. This will put you in a stronger position to manage changes in your educational goals, your career, living situation, hobbies, friends, and other aspects of your life. Changes are part of normal life transitions.

EXPECTANCY X VALUE: EFFECTS ON STUDENTS' MOTIVATION

As we have explained in this chapter, motivation is affected by several factors, including reinforcement for behavior, but especially also students' goals, interests, and sense of self-efficacy and self-determination. The factors combine to create two general sources of motivation: students' expectation of success and the value that students place on a goal. Viewing motivation in this way is often called the expectancy-value model of motivation (Wigfield & Eccles, 2002; Wigfield, Tonk, & Eccles, 2004), and sometimes written with a multiplicative formula: expectancy x value = motivation. The relationship between expectation and value is "multiplicative" rather than additive because in order to be motivated, it is necessary for a person to have at least a modest expectation of success and to assign a task at least some positive value. If you have high expectations of success but do not value a task at all (mentally assign it a "0" value), then you will not feel motivated at all. Likewise, if you value a task highly but have no expectation of success about completing it (assign it a "0" expectancy), then you also will not feel motivated at all.

Expectancies are the result of various factors, but particularly the goals held by a student, and the student's self-efficacy, which we discussed earlier in this chapter. A student with mastery goals and strong self-efficacy for a task, for example, is likely to hold high expectations for success—almost by definition. Values are also the result of various factors, but especially students' interests and feelings of self-determination. A student who has a lasting personal interest in a task or topic and is allowed to choose it freely is especially likely to value the task— and therefore to feel motivated.

Ideally both expectancies and values are high in students on any key learning task. The reality, however, is that students sometimes do not expect success, nor do they necessarily value it when success is possible. How can a teacher respond to low expectations and low valuing? We have offered a number of suggestions to meet this challenge throughout this chapter. In brief, raising low expectations depends on adjusting task difficulty so that success becomes a reasonable prospect: a teacher must make tasks neither too hard nor too easy. Reaching this general goal depends in turn on thoughtful, appropriate planning—selecting reasonable objectives, adjusting them on the basis of experience, finding supportive materials, and providing students with help when needed.

Raising the value of academic tasks is equally important, but the general strategies for doing so are different than for raising expectations. Increasing value requires linking the task to students' personal interests and prior knowledge, showing the utility of the task to students' future goals, and showing that the task is valuable to other people whom students' respect.

ABRAHAM MASLOW: A HIERARCHY OF MOTIVES AND NEEDS

Abraham Maslow's theory frames personal needs or motives as a hierarchy, meaning that basic or "lower-level"

needs have to be satisfied before higher-level needs become important or motivating
(1976, 1987). Compared to the stage models of Piaget and Erikson, Maslow's hierarchy is only loosely "developmental," in that Maslow was not concerned with tracking universal, irreversible changes across the lifespan. Maslow's stages are universal, but they are not irreversible; earlier stages sometimes reappear later in life, in which case they must be satisfied again before later stages can redevelop. Like the theories of Piaget and Erikson, Maslow's is a rather broad "story," one that has less to say about the effects of a person's culture, language, or economic level, than about what we all have in common.

In its original version, Maslow's theory distinguishes two types of needs, called **deficit needs** and **being needs** (or sometimes **deficiency needs** and **growth needs**). Table 2 summarizes the two levels and their sublevels. Deficit needs are prior to being needs, not in the sense of happening earlier in life, but in that deficit needs must be satisfied before being needs can be addressed. As pointed out, deficit needs can reappear at any age, depending on circumstances. If that happens, they must be satisfied again before a person's attention can shift back to "higher" needs. Among students, in fact, deficit needs are likely to return chronically to those whose families lack economic or social resources or who live with the stresses associated with poverty (Payne, 2005).
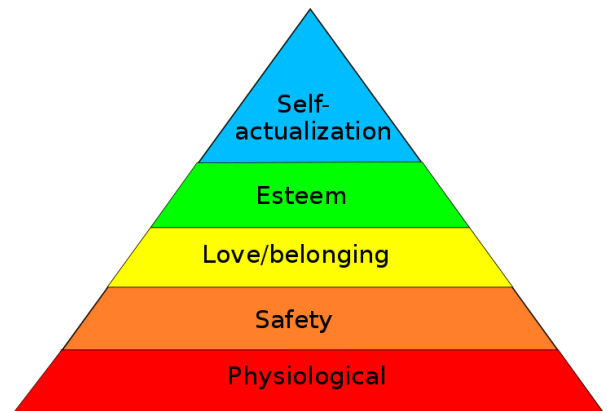

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Table 2: Maslow's hierarchy of motives and needs

Deficit needs	Being Needs
Physiological needs	Cognitive needs
Safety and security needs	Aesthetic needs
Love and belonging needs	Self-actualization needs

DEFICIT NEEDS: GETTING THE BASIC NECESSITIES OF LIFE

Deficit needs are the basic requirements of physical and emotional well-being. First are **physiological needs**—food, sleep, clothing, and the like. Without these, nothing else matters, and especially nothing very "elevated" or self-fulfilling. A student who is not getting enough to eat is not going to feel much interest in learning! Once physiological needs are met, however, **safety and security needs** become important. The person looks for

stability and protection, and welcomes a bit of structure and limits if they provide these conditions. A child from an abusive family, for example, may be getting enough to eat, but may worry chronically about personal safety. In school, the student may appreciate a well- organized classroom with rules that insures personal safety and predictability, whether or not the classroom provides much in the way of real learning.

After physiological and safety needs are met, **love and belonging needs** emerge. The person turns attention to making friends, being a friend, and cultivating positive personal relationships in general. In the classroom, a student motivated at this level may make approval from peers or teachers into a top priority. He or she may be provided for materially and find the classroom and family life safe enough, but still miss a key ingredient in life— love. If such a student (or anyone else) eventually does find love and belonging, however, then his or her motivation shifts again, this time to **esteem needs**. Now the concern is with gaining recognition and respect— and even more importantly, gaining self-respect. A student at this level may be unusually concerned with achievement, for example, though only if the achievement is visible or public enough to earn public recognition.

BEING NEEDS: BECOMING THE BEST THAT YOU CAN BE

Being needs are desires to become fulfilled as a person, or to be the best person that you can possibly be. They include **cognitive needs** (a desire for knowledge and understanding), **aesthetic needs** (an appreciation of beauty and order), and most importantly, **self-actualization needs** (a desire for fulfillment of one's potential). Being needs emerge only after all of a person's deficit needs have been largely met. Unlike deficit needs, being needs beget more being needs; they do not disappear once they are met, but create a desire for even more satisfaction of the same type. A thirst for knowledge, for example, leads to further thirst for knowledge, and aesthetic appreciation leads to more aesthetic appreciation. Partly because being needs are lasting and permanent once they appear, Maslow sometimes treated them as less hierarchical than deficit needs, and instead grouped cognitive, aesthetic, and self-actualization needs into the single category **self-actualization needs**.

People who are motivated by self-actualization have a variety of positive qualities, which Maslow went to some lengths to identify and describe (Maslow, 1976). Self-actualizing individuals, he argued, value deep personal relationships with others, but also value solitude; they have a sense of humor, but do not use it against others; they accept themselves as well as others; they are spontaneous, humble, creative, and ethical. In short, the self-actualizing person has just about every good quality imaginable! Not surprisingly, therefore, Maslow felt that true self-actualization is rare. It is especially unusual among young people, who have not yet lived long enough to satisfy earlier, deficit-based needs.

4.4 MOTIVATION

MOTIVATION AND BEHAVIOR

Human motivation has long been considered the result of evolutionary processes. In other words, we tend to be motivated by things that help us survive (food, sex, water) and things that are associated with these essentials (money that can be used to buy food, and so on). However, motivation is not quite so simple. We now have a number of theories that attempt to accurately describe why certain states may motivate some people but not others. This idea can be extrapolated at the level of culture and society as well. For example, the state of hunger might cause us to be highly motivated by food. However, hunger itself may be under strict cultural control. In

fact, most aspects of our eating habits are linked in some way to culture. As such, motivators are also, in some way, linked to our culture. This unit touches on the universal theories of motivation and examines how certain approaches to culture can better determine what will be a motivating factor versus what will not.

THEORIES OF MOTIVATION

Theories of Motivation 5.1.1 Social Darwinism and Natural Selection - Reading: Loyola Marymount University: Department of Psychology: L. C. Bernard, M. E. Mills, L. Swenson, and R. P. Walsh's "An Evolutionary Theory of Human Motivation" Link: Loyola Marymount University: Department of Psychology: L. C. Bernard, M. E. Mills, L. Swenson, and R. P. Walsh's "An Evolutionary Theory of Human Motivation" (PDF)

Bernard, L. C., Mills, M. E., Swenson, L., & Walsh, R. P. (2005). An evolutionary theory of human motivation. Genetic, Social, and General Psychology Monographs, 131, 129-184.

Instructions: Please click on the provided link. Scroll down to the "Recent publications" category of "Evolutionary Psychology" and select the corresponding title as noted above in order to retrieve the article. Please read the article in its entirety to review the theory of evolution as it is linked to human motivation.

Terms of Use: Please respect the copyright and terms of use displayed on the webpage above.

5.1.8 Humanistic: Maslow's Hierarchy of Needs - Web Media: YouTube: Psychetruth Target Public Media's "Expanded Maslow's Hierarchy of Needs, Human Needs, Self-Actualization, Humanistic Psychology" Link: YouTube: Psychetruth Target Public Media's "Expanded Maslow's Hierarchy of Needs, Human Needs, Self-Actualization, Humanistic Psychology" (YouTube)

Instructions: Please watch the corresponding video to learn about Maslow's initial hierarchy theory and its most recently expanded elements.

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MOTIVATION AS SELF-DETERMINATION

Common sense suggests that human motivations originate from some sort of inner "need." We all think of ourselves as having various "needs," a need for food, for example, or a need for companionship—that influences our choices and activities. This same idea also forms part of some theoretical accounts of motivation, though the theories differ in the needs that they emphasize or recognize. For example, Maslow's hierarchy of needs as an example of motivations that function like needs that influence long- term personal development. According to Maslow, individuals must satisfy physical survival needs before they seek to satisfy needs of belonging, they satisfy belonging needs before esteem needs, and so on. In theory, too, people have both deficit needs and growth needs, and the deficit needs must be satisfied before growth needs can influence behavior (Maslow, 1970). In Maslow's theory, as in others that use the concept, a need is a relatively lasting condition or feeling that requires relief or satisfaction and that tends to influence action over the long term. Some needs may decrease when satisfied (like hunger), but others may not (like curiosity). Either way, needs differ from the self-efficacy beliefs discussed earlier, which are relatively specific and cognitive, and affect particular tasks and

behaviors fairly directly.

A recent theory of motivation based on the idea of needs is self-determination theory, proposed by the psychologists Edward Deci and Richard Ryan (2000), among others. The theory proposes that understanding motivation requires taking into account three basic human needs:
- autonomy—the need to feel free of external constraints on behavior
- competence—the need to feel capable or skilled
- relatedness—the need to feel connected or involved with others

Note that these needs are all psychological, not physical; hunger and sex, for example, are not on the list. They are also about personal growth or development, not about deficits that a person tries to reduce or eliminate. Unlike food (in behaviorism) or safety (in Maslow's hierarchy), you can never get enough of autonomy, competence, or relatedness. You (and your students) will seek to enhance these continually throughout life.

The key idea of self-determination theory is that when persons (such as you or one of your students) feel that these basic needs are reasonably well met, they tend to perceive their actions and choices to be intrinsically motivated or "self-determined." In that case they can turn their attention to a variety of activities that they find attractive or important, but that do not relate directly to their basic needs.

Among your students, for example, some individuals might read books that you have suggested, and others might listen attentively when you explain key concepts from the unit that you happen to be teaching. If one or more basic needs are not met well, however, people will tend to feel coerced by outside pressures or external incentives. They may become preoccupied, in fact, with satisfying whatever need has not been met and thus exclude or avoid activities that might otherwise be interesting, educational, or important. If the persons are students, their learning will suffer.

SELF-DETERMINATION AND INTRINSIC MOTIVATION

In proposing the importance of needs, then, self-determination theory is asserting the importance of intrinsic motivation. The self-determination version of intrinsic motivation, however, emphasizes a person's perception of freedom, rather than the presence or absence of "real" constraints on action.

Self-determination means a person feels free, even if the person is also operating within certain external constraints. In principle, a student can experience self-determination even if the student must, for example, live within externally imposed rules of appropriate classroom behavior. To achieve a feeling of self-determination, however, the student's basic needs must be met—needs for autonomy, competence, and relatedness.

Self-determination theory recognizes this reality by suggesting that the "intrinsic-ness" of motivation is really a matter of degree, extending from highly *ex*trinsic, through various mixtures of intrinsic and extrinsic, to highly *in*trinsic (Koestner & Losier, 2004). At the extrinsic end of the scale is learning that is regulated primarily by external rewards and constraints, whereas at the intrinsic end is learning regulated primarily by learners themselves. Table 1 summarizes and gives examples of the various levels and their effects on motivation. By assuming that motivation is often a mix of the intrinsic and extrinsic, the job is not to expect purely intrinsic motivation from students all the time, but simply to arrange and encourage motivations that are as intrinsic as possible.

Table 1: Combinations of intrinsic and extrinsic motivation

Source of regulation of action	Description	Example
"Pure" extrinsic motivation	Person lacks the intention to take any action, regardless of pressures or incentives	Student completes *no* work even when pressured or when incentives are offered
Very external to person	Actions regulated only by outside pressures and incentives, and controls	Student completes assignment *only* if reminded explicitly of the incentive of grades and/or negative consequences of failing
Somewhat external	Specific actions regulated internally, but without reflection or connection to personal needs	Student completes assignment independently, but only because of fear of shaming self or because of guilt about consequences of not completing assignment
Somewhat internal	Actions recognized by individual as important or as valuable as a means to a more valued goal	Student generally completes school work independently, but only because of its value in gaining admission to college
Very internal	Actions adopted by individual as integral to self-concept and to person's major personal values	Student generally completes school work independently, because being well educated is part of the student's concept of himself
"Pure" intrinsic regulation	Actions practiced solely because they are enjoyable and valued for their own sake	Student enjoys every topic, concept, and assignment that every teacher ever assigns, and completes school work solely because of his enjoyment

KEEPING SELF-DETERMINATION IN PERSPECTIVE

In certain ways self-determination theory provides a sensible way to think about students' intrinsic motivation and therefore to think about how to get them to manage their own learning. A particular strength of the theory is that it recognizes *degrees* of self-determination and bases many ideas on this reality. Most people recognize combinations of intrinsic and extrinsic motivation guiding particular activities in their own lives. To its credit, self-determination theory also relies on a list of basic human needs—autonomy, competence, and relatedness—that relate comfortably with some of the larger purposes of education.

MOTIVES AS GOALS

One way motives vary is by the kind of goals that students set for themselves, and by how the goals support students' academic achievement. As you might suspect, some goals encourage academic achievement more than others, but even motives that do not concern academics explicitly tend to affect learning indirectly.

GOALS THAT CONTRIBUTE TO ACHIEVEMENT

What kinds of achievement goals do students hold? Imagine three individuals, Maria, Sara, and Lindsay, who are taking algebra together. Maria's main concern is to learn the material as well as possible because she finds it interesting and because she believes it will be useful to her in later courses, perhaps at college. Hers is a mastery goal because she wants primarily to learn or master the material. Sara, however, is concerned less about algebra than about getting top marks on the exams and in the course. Hers is a performance goal because she is focused primarily on looking successful; learning algebra is merely a vehicle for performing well in the eyes of peers and teachers. Lindsay, for her part, is primarily concerned about avoiding a poor or failing mark. Hers is a performance-avoidance goal or failure- avoidance goal because she is not really as concerned about learning algebra, as Maria is, or about competitive success, as Sara is; she is simply intending to avoid failure.

As you might imagine, mastery, performance, and performance-avoidance goals often are not experienced in pure form, but in combinations. If you play the clarinet in the school band, you might want to improve your technique simply because you enjoy playing as well as possible—essentially a mastery orientation. But you might also want to look talented in the eyes of classmates—a performance orientation. Another part of what you may wish, at least privately, is to avoid looking like a complete failure at playing the clarinet. One of these motives may predominate over the others, but they all may be present.

Mastery goals tend to be associated with enjoyment of learning the material at hand, and in this sense represent

an outcome that teachers often seek for students. By definition therefore they are a form of *intrinsic motivation*. As such mastery goals have been found to be better than performance goals at sustaining students' interest in a subject. In one review of research about learning goals, for example, students with primarily mastery orientations toward a course they were taking not only tended to express greater interest in the course, but also continued to express interest well beyond the official end of the course, and to enroll in further courses in the same subject (Harackiewicz, et al., 2002; Wolters, 2004).

Performance goals, on the other hand, imply extrinsic motivation, and tend to show the mixed effects of this orientation. A positive effect is that students with a performance orientation do tend to get higher grades than those who express primarily a mastery orientation. The advantage in grades occurs both in the short term (with individual assignments) and in the long term (with overall grade point average when graduating). But there is evidence that performance oriented students do not actually learn material as deeply or permanently as students who are more mastery oriented (Midgley, Kaplan, & Middleton, 2001). A possible reason is that measures of performance—such as test scores—often reward relatively shallow memorization of information and therefore guide performance-oriented students away from processing the information thoughtfully or deeply. Another possible reason is that a performance orientation, by focusing on gaining recognition as the best among peers, encourages competition among peers. Giving and receiving help from classmates is thus not in the self-interest of a performance-oriented student, and the resulting isolation limits the student's learning.

4.5 SELF-EFFICACY

In addition to being influenced by their goals, interests, and attributions, students' motives are affected by *specific* beliefs about the student's personal capacities. In self-efficacy theory the beliefs become a primary, explicit explanation for motivation (Bandura, 1977, 1986, 1997). Self-efficacyis the belief that you are capable of carrying out a specific task or of reaching a specific goal. Note that the belief and the action or goal are *specific*. Self-efficacy is a belief that you can write an acceptable term paper, for example, or repair an automobile, or make friends with the new student in class. These are relatively specific beliefs and tasks. Self-efficacy is not about whether you believe that you are intelligent in general, whether you always like working with mechanical things, or think that you are generally a likeable person. These more general judgments are better regarded as various mixtures of *self-concepts* (beliefs about general personal identity) or of *self-esteem* (evaluations of identity). They are important in their own right, and sometimes influence motivation, but only indirectly (Bong & Skaalvik, 2004). Self- efficacy beliefs, furthermore, are not the same as "true" or documented skill or ability. They are *self-* constructed, meaning that they are personally developed perceptions. There can sometimes therefore be discrepancies between a person's self-efficacy beliefs and the person's abilities. You can believe that you can write a good term paper, for example, without actually being able to do so, and vice versa: you can believe yourself *in*capable of writing a paper, but discover that you *are* in fact able to do so. In this way self-efficacy is like the everyday idea of *confidence*, except that it is defined more precisely. And as with confidence, it is possible to have either too much or too little self-efficacy. The optimum level seems to be either at or slightly above true capacity (Bandura, 1997). As we indicate below, large discrepancies between self-efficacy and ability can create motivational problems for the individual.

EFFECTS OF SELF-EFFICACY ON STUDENTS' BEHAVIOR

Self-efficacy may sound like a uniformly desirable quality, but research as well as teachers' experience suggests that its effects are a bit more complicated than they first appear. Self-efficacy has three main effects, each of which has both a "dark" or undesirable side and a positive or desirable side.

CHOICE OF TASKS

The first effect is that self-efficacy makes students more willing to choose tasks where they already feel confident of succeeding. This effect is almost inevitable, given the definition of the concept of self- efficacy, it has also been supported by research on self-efficacy beliefs (Pajares & Schunk, 2001). For teachers, the effect on choice can be either welcome or not, depending on circumstances. If a student believes that he or she can solve mathematical problems, then the student is more likely to attempt the mathematics homework that the teacher assigns. Unfortunately the converse is also true. If a student believes that he or she is *in*capable of math, then the student is less likely to attempt the math homework (perhaps telling himself, "What's the use of trying?"), regardless of the student's actual ability in math.

Since self-efficacy is self-constructed, furthermore, it is also possible for students to miscalculate or misperceive their true skill, and the misperceptions themselves can have complex effects on students' motivations. From a teacher's point of view, all is well even if students overestimate their capacity but actually do succeed at a relevant task anyway, or if they underestimate their capacity, yet discover that they *can* succeed and raise their self-efficacy beliefs as a result. All may not be well, though, if students do not believe that they can succeed and therefore do not even try, or if students overestimate their capacity by a wide margin, but are disappointed unexpectedly by failure and lower their self-efficacy beliefs.

PERSISTENCE AT TASKS

A second effect of high self-efficacy is to increase a persistence at relevant tasks. If you believe that you can solve crossword puzzles, but encounter one that takes longer than usual, then you are more likely to work longer at the puzzle until you (hopefully) really do solve it. This is probably a desirable behavior in many situations, unless the persistence happens to interfere with other, more important tasks (what if you should be doing homework instead of working on crossword puzzles?). If you happen to have low self-efficacy for crosswords, on the other hand, then you are more likely to give up early on a difficult puzzle. Giving up early may often be undesirable because it deprives you of a chance to improve your skill by persisting. Then again (on the third hand?), the consequent lack of success because of giving up may provide a useful incentive to improve your crossword skills. And again, misperceptions of capacity make a difference. Overestimating your capacity by a lot (excessively high self-efficacy) might lead you not to prepare for or focus on a task properly, and thereby impair your performance. So as with choosing tasks, the effects of self-efficacy vary from one individual to another and one situation to another. The teacher's task is therefore twofold: first, to discern the variations, and second, to encourage the positive self-efficacy beliefs. Table 1 offers some additional advice about how to do this.

Strategy	Example of what the teacher might say
Set goals with students, and get a commitment from them to reach the goals.	"By the end of the month, I want you to know all of the times table up to 25 × 25. Can I count on you to do that?"
Encourage students to compare their performance with their own previous performance, not with other students.	"Compare that drawing against the one that you made last semester. I think you'll find improvements!"
Point out links between effort and improvement.	"I saw you studying for this test more this week. No wonder you did better this time!"
In giving feedback about performance, focus on information, not evaluative judgments.	"Part 1 of the lab write-up was very detailed, just as the assignment asked. Part 2 has a lot of good ideas in it, but it needs to be more detailed and stated more explicitly."
Point out that increases in knowledge or skill happen gradually by sustained effort, not because of inborn ability.	"Every time I read another one of your essays, I see more good ideas than the last time. They are so much more complete than when you started the year."

RESPONSE TO FAILURE

High self-efficacy for a task not only increases a person's persistence at the task, but also improves their ability to cope with stressful conditions and to recover their motivation following outright failures.

Suppose that you have two assignments—an essay and a science lab report—due on the same day, and this circumstance promises to make your life hectic as you approach the deadline. You will cope better with the stress of multiple assignments if you already believe yourself capable of doing both of the tasks, than if you believe yourself capable of doing just one of them or (especially) of doing neither. You will also recover better in the unfortunate event that you end up with a poor grade on one or even both of the tasks.

That is the good news. The bad news, at least from a teacher's point of view, is that the same resilience can sometimes also serve non-academic and non-school purposes. How so? Suppose, instead of two school assignments due on the same day, a student has only one school assignment due, but also holds a part-time evening job as a server in a local restaurant. Suppose, further, that the student has high self- efficacy for both of these tasks; he believes, in other words, that he is capable of completing the assignment as well as continuing to work at the job. The result of such resilient beliefs can easily be a student who devotes *less* attention to school work than ideal, and who even ends up with a *lower* grade on the assignment than he or she is capable of.

LEARNED HELPLESSNESS AND SELF-EFFICACY

If a person's sense of self-efficacy is very low, he or she can develop learned helplessness, a perception of

complete *lack* of control in mastering a task. The attitude is similar to depression, a pervasive feeling of apathy and a belief that effort makes no difference and does not lead to success. Learned helplessness was originally studied from the behaviorist perspective of classical and operant conditioning by the psychologist Martin Seligman (1995). The studies used a somewhat "gloomy" experimental procedure in which an animal, such as a rat or a dog, was repeatedly shocked in a cage in a way that prevented the animal from escaping the shocks. In a later phase of the procedure, conditions were changed so that the animal could avoid the shocks by merely moving from one side of the cage to the other. Yet frequently they did not bother to do so! Seligman called this behavior *learned helplessness*.

In people, learned helplessness leads to characteristic ways of dealing with problems. They tend to attribute the source of a problem to themselves, to generalize the problem to many aspects of life, and to see the problem as lasting or permanent. More optimistic individuals, in contrast, are more likely to attribute a problem to outside sources, to see it as specific to a particular situation or activity, and to see it as temporary or time-limited. Consider, for example, two students who each fail a test. The one with a lot of learned helplessness is more likely to explain the failure by saying something like: "I'm stupid; I never perform well on any schoolwork, and I never will perform well at it." The other, more optimistic student is more likely to say something like: "The teacher made the test too hard this time, so the test doesn't prove anything about how I will do next time or in other subjects."

What is noteworthy about these differences in perception is how much the more optimistic of these perspectives resembles high self-efficacy and how much learned helplessness seems to contradict or differ from it. As already noted, high self-efficacy is a strong belief in one's capacity to carry out a specific task successfully. By definition therefore self-efficacy focuses attention on a temporary or time- limited activity (the task), even though the cause of successful completion (oneself) is "internal." Teachers can minimize learned helplessness in students, therefore, by encouraging their self-efficacy beliefs. There are several ways of doing this, as we explain next.

SOURCES OF SELF-EFFICACY BELIEFS

Psychologists who study self-efficacy have identified four major sources of self-efficacy beliefs (Pajares & Schunk, 2001, 2002). In order of importance they are (1) prior experiences of mastering tasks, (2) watching others' mastering tasks, (3) messages or "persuasion" from others, and (4) emotions related to stress and discomfort. Fortunately the first three can be influenced by teachers directly, and even the fourth can sometimes be influenced indirectly by appropriate interpretive comments from the teacher or others.

PRIOR EXPERIENCES OF MASTERY

Not surprisingly, past successes at a task increase students' beliefs that they will succeed again in the future. The implication of this basic fact means that teachers need to help students build a history of successes. Whether they are math problems, reading assignments, or athletic activities, tasks have to end with success more often than with failure. Note, though, that the successes have to represent mastery that is genuine or competence that is truly authentic. Success at tasks that are trivial or irrelevant do not improve self-efficacy beliefs, nor does praise for successes that a student has not really had (Erikson, 1968/1994).

As a practical matter, creating a genuine history of success is most convincing if teachers also work to broaden a

student's vision of "the past." Younger students (elementary-age) in particular have relatively short or limited ideas of what counts as "past experience"; they may go back only a few occasions when forming impressions of whether they can succeed again in the future (Eccles, et al., 1998). Older students (secondary school) gradually develop longer views of their personal "pasts," both because of improvements in memory and because of accumulating a personal history that is truly longer. The challenge for working with any age, however, is to insure that students base self-efficacy beliefs on *all* relevant experiences from their pasts, not just on selected or recent experiences.

WATCHING OTHERS' EXPERIENCES OF MASTERY

A second source of efficacy beliefs comes from *vicarious experience of mastery*, or observing others' successes (Schunk & Zimmerman, 1997). Simply seeing someone else succeed at a task, in other words, can contribute to believing that you, too, can succeed. The effect is stronger when the observer lacks experience with the task and therefore may be unsure of his or her own ability. It is also stronger when the model is someone respected by the observer, such as a student's teacher, or a peer with generally comparable ability. Even under these conditions, though, vicarious experience is not as influential as direct experience. The reasons are not hard to imagine. Suppose, for example, you witness both your teacher and a respected friend succeed at singing a favorite tune, but you are unsure whether you personally can sing. In that case you may feel encouraged about your own potential, but are likely still to feel somewhat uncertain of your own efficacy. If on the other hand you do *not* witness others' singing, but you have a history of singing well yourself, it is a different story. In that case you are likely to believe in your efficacy, regardless of how others perform.

All of which suggests that to a modest extent, teachers may be able to enhance students' self-efficacy by modeling success at a task or by pointing out classmates who are successful. These strategies can work because they not only show how to do a task, but also communicate a more fundamental message, the fact that the task *can* in fact be done. If students are learning a difficult arithmetic procedure, for example, you can help by demonstrating the procedure, or by pointing out classmates who are doing it. Note, though, that vicarious mastery is helpful only if backed up with real successes performed by the students themselves. It is also helpful only if the "model classmates" are perceived as truly comparable in ability. Overuse of vicarious models, especially in the absence of real success by learners, can cause learners to disqualify a model's success; students may simply decide that the model is "out of their league" in skills and is therefore irrelevant to judging their own potential.

SOCIAL MESSAGES AND PERSUASION

A third source of efficacy beliefs are encouragements, both implied and stated, that persuade a person of his or her capacity to do a task. Persuasion does not create high efficacy by itself, but it often increases or supports it when coupled with either direct or vicarious experience, especially when the persuasion comes from more than one person (Goddard, Hoy, & Hoy, 2004).

For teachers, this suggests two things. The first, of course, is that encouragement can motivate students, especially when it is focused on achievable, specific tasks. It can be motivating to say things like: "I think you can do it" or "I've seen you do this before, so I know that you can do it again." But the second implication is that teachers should arrange wherever possible to support their encouragement by designing tasks at hand that are

in fact achievable by the student. Striking a balance of encouragement and task difficulty may seem straightforward, but sometimes it can be challenging because students can sometimes perceive teachers' comments and tasks quite differently from how teachers intend. Giving excessive amounts of detailed help, for example, may be intended as support for a student, but be taken as a lack of confidence in the student's ability to do the task independently.

EMOTIONS RELATED TO SUCCESS, STRESS OR DISCOMFORT

The previous three sources of efficacy beliefs are all rather cognitive or "thinking oriented," but emotions also influence expectations of success or failure. Feeling nervous or anxious just before speaking to a large group (sometimes even just a class full of students!) can function like a message that says "I'm not going to succeed at doing this," even if there is in fact good reason to expect success. But positive feelings can also raise beliefs about efficacy. When recalling the excitement of succeeding at a previous, unrelated task, people may overestimate their chances of success at a new task with which they have no previous experience, and are therefore in no position to predict their efficacy.

For teachers, the most important implication is that students' motivation can be affected when they generalize from past experience which they believe, rightly or wrongly, to be relevant. By simply announcing a test, for example, a teacher can make some students anxious even before the students find out anything about the test— whether it is easy or difficult, or even comparable in any way to other experiences called "tests" in their pasts. Conversely, it can be misleading to encourage students on the basis of their success at past academic tasks if the earlier tasks were not really relevant to requirements of the new tasks at hand. Suppose, for example, that a middle-years student has previously written only brief opinion-based papers, and never written a research-based paper. In that case boosting the student's confidence by telling him that "it is just like the papers you wrote before" may not be helpful or even honest.

Unit 4 Sources

- *Defining Goals* by Linda Bruce is licensed under CC BY 4.0
- *Foundations of Academic Success: Words of Wisdom* by Thomas C. Priester is licensed under CC BY-NC-SA
- *Notes and Note Taking* is licensed under CC BY-SA 4.0
- *Saylor's Cultural Psychology* by Nick Affrunti, Dr. Bender, and Krystle Hays-Hurd is licensed under CC BY 3.0
- *The 5 R's of Note-Taking* by the College of the Canyons Counseling Department

All Rights Reserved Sources
- Expanded Maslow's Hierarchy of Needs, Human Needs, Self-Actualization, Humanistic Psychology
- An Evolutionary Theory of Human Motivation

UNIT 5: PERSONAL PLAN OF ACTION

Throughout this book, we have covered many different factors that contribute to your college success. At the start of the book we spent time on self-awareness and the power of positive thinking. From there we discussed study skills, cultural diversity, self-responsibility and self-empowerment. This last unit challenges you to really think about the *why.* Why did you decide to attend college? Why is it important to you?

We all have life goals or objectives—some are clearer than others, but they are there. You may think of your objectives in terms of finances (to hold a job that allows you to be financially independent, for example), or perhaps your goals are more personal (to be married and have a family). They might be specific (pay off my student loans within three years of leaving college) or very general (to do good). Regardless of what they may be, they are all important because they influence the decisions you are making today about your future.

Understanding what motivates your goals and aspirations is essential because you are then better able to prioritize your thoughts about the future and identify new options that you may not have thought of before that will bring you fulfillment. Beware of accepting dreams others may have for you as your own ("I want to finish college to make my parents proud" or "I want to complete my associate's degree because my boyfriend says I can get a better job"). These are not necessarily bad dreams to pursue, but they will lead to genuine fulfillment only if they are *your* dreams. Be sure to focus on your own dreams as you complete the exercise below.

Image by Dyaa Eldin on Unsplash

In the table that follows, list the four or five most important dreams you have for your future. Include your personal, professional, and economic goals. Now take some time to think about *why* these dreams are important to *you*. Revisit your answers frequently over the next week or two and fine- tune them. What do they tell you about what is important to you? How are they linked to each other?

My dreams for the future	Why they are important to me

Since you were a child and first definitively stated, "When I grow up I want to be a_____," you have been making decisions in order to fulfill your dreams. Most likely you are in college today as a step toward fulfilling a lifetime goal. But very few of us are still passionate about our childhood dream. As we grew up, we discovered new options; were influenced by people we met; or perhaps even learned that being a fireman, nurse, circus clown, pro baseball player, or princess is not all we thought it might be. Your evolving life dreams may continue even today and should be embraced. But for most people, the motivators behind the dreams—the answers to "Why they are important to me" in Exercise 1— change very little over time. If as a child you wanted to be a princess so your kingdom would have a kind ruler, today you may want to be a teacher to help children learn— and both of these dreams, at their core, are motivated by the desire to help others.

Take a close look at your "importance" statements in Exercise 1. What do they tell you about the direction you want to take in your life? What are your priorities? Will some dreams need to be put on the back burner while you pursue others? Using your dream statements as a guide, write a two- or three-sentence mission for yourself. You don't need to share it with anyone, but you should refer to it a few times a year and ask yourself, "Am I living up to my mission?" and "Am I taking the right steps toward this mission?" You may also want to fine-tune it as you progress.

5.1 TEST-TAKING STRATEGIES

Testing is a part of life. Have you ever participated in an athletic event? Taken a driver's license test? Taken a Math or English placement test? All of these common life situations are forms of tests because they measure how much we know about a specific subject at a single point in time. They alone do measure your intelligence or potential. Rather, they only show how much you know or can do at that moment. We can learn from how we have performed, and we can think about how to apply what we have learned to do even better next time.

Many of our daily activities are measurements of progress toward mastery of skills or knowledge. We welcome these opportunities as both work and fun. Academic tests are similar to real-life tests in the following ways:

- They help us measure our progress toward mastery of a particular skill.
- They are not a representation of how smart, talented, or skilled we are but rather are a measurement only of what we know about a specific subject at a specific point in time.
- They are extraordinary learning opportunities.

Academic tests in college are different from those you took in high school. College professors expect to see much more of you in an exam: your opinions, interpretations, thought processes, and conclusions. High school teachers usually look for your ability to repeat precisely what you read in your text or heard in your class. Success on high school tests relies much more on memorization than on understanding the material. This is why you need to modify your study habits and your strategies for taking exams in college.

TYPES OF TESTS

All tests are designed to determine how much you know about a particular subject at a particular point in time. But you should be aware of differences in types of tests because this will help you prepare.

Tests can be grouped into various categories based on how they are delivered. Depending upon the type of test you have, your strategies will vary. For example:

- **Paper tests** require students to write answers on the test pages or in a separate test booklet. They are typically used for in-class tests. Neatness and good grammar count, even if it's not an English exam. Remember that the instructor will be reading dozens of test papers so make sure you write neatly.
- **Open-book tests** allow students to use their notes, textbook, or both while taking the exam. College professors often give this type of test when they are more interested in seeing your thoughts and critical thinking than your memory power. Be prepared to defend your own viewpoints. When preparing, know where key material is present in your book and notes, create an index for your notes and use sticky notes to flag key pages of your textbook before the exam. Be careful when copying information or formulas to your test answers.
- **Take-home tests** are like open-book tests except you have the luxury of time on your side. The

professor will likely expect more detail and more complete work because you are not under a strict time limit and because you have access to reference materials. Be clear about when the test is due. Make sure you submit the exam on time. Also, find out if the professor allows or expects you to collaborate with classmates. Be sure to type your exam and don't forget to spell-check!

- **Online tests** are becoming more common. Since these tests are computer-graded, be aware that the professor's judgment is not involved in the grading. Your answers will be either right or wrong; there is no room for partially-correct responses. With online tests, be sure you understand the testing format. Are there practice questions? If so, make sure you use them. Find out if you will be allowed to move freely between test sections to go back and check your work or to complete questions you might have skipped. Some online tests do not allow you to return to sections once they are "submitted." Unless your exam needs to be taken at a specific time, don't wait until the last minute to take the test. Should you have technical problems, you want to have time to resolve the issues. To minimize problems during the test, close all other applications before beginning the test.

- **Presentations and oral tests** are highly interactive. The professor can (and likely will) probe you on certain points, question your assumptions, or ask you to defend your point of view. Make sure you practice your presentation many times with and without an audience (your study group is good for this). Have a clear and concise point of view and keep to the allotted time. You don't want to miss some key points if your professor cuts you off because you have run out of time.

PRE, MID AND POST TEST-TAKING STRATEGIES

PRE-TEST STRATEGIES
Q: *When should you start preparing for the first test?* (Select one.)
1. The night before.
2. The week prior.
3. The first day of classes.

If you answered "The first day of classes," you are correct. If you selected all three, you are also correct. Preparing to pass tests is something that begins when learning begins and continues all the way through to the final exam.

Many students, however, don't start thinking about test taking, whether weekly exams, mid-terms, or finals, until the day before when they engage in an all-nighter, or cramming. Additionally, a lot of students are unaware of the many strategies available to help with the test-taking experience before, during, and after. Let's take a look at what has helped you so far.

CHECKPOINT EXERCISE

Pre-Test Taking Strategies

PART A

Put a checkmark next to the pre-test strategies you already employ.

_____Organize your notebook and other class materials the first week of class.

_____Keep your materials organized throughout the term.

_____Take notes on key points from lectures and other materials.

_____Make sure you understand the information as you go along.

_____Ask for your professor's or a study group member's help if needed.

_____Organize a study group.

_____Create study tools, such as flash cards and graphic organizers.

_____Complete all homework assignments on time.

_____Review possible test items several times beforehand.

_____Ask your instructor what items are likely to be covered on the test.

_____Ask your instructor if she or he can provide a study guide or practice questions.

_____Ask your instructor if he/she gives partial credit for test items.

_____Maintain an active learner attitude.

_____Schedule extra study time prior to the test.

_____Gather all notes, handouts, and other materials needed before studying.

_____Review all notes, handouts, and other materials.

_____Organize your study area for maximum concentration and efficiency.

_____Create and use mnemonic devices to help master the material.

_____Put key terms and formulas on a single study sheet that can be quickly reviewed.

_____Schedule study times short enough (1-2 hours) so you do not get burnt out.

_____Get plenty of sleep the night before.

_____Set a back-up alarm in case the first alarm doesn't sound or you sleep through it.

_____Have a good breakfast with complex carbs and protein to help you through the day.

_____Show up 10 minutes early to get completely settled before the test begins.

_____Use the restroom beforehand to minimize distractions.

PART B

By reviewing the pre-test strategies above, you have likely discovered new ideas to add to what you already use. Make a list of them.

PART C

Read the steps below on How to Create a Study Schedule to Prepare for Final Exams. Next, design a plan you know will work well for you when it comes to studying for any test – final, mid-term, State Boards, etc.

HOW TO CREATE A STUDY SCHEDULE TO PREPARE FOR FINAL EXAMS

Studying for exams at any point in the semester can be stressful, but studying for finals for can be extra stressful. Collecting all of the materials you need to create a schedule and assessing how much time you have to study

before your finals start can help you create a study schedule. Carefully considering the restrictions on your time and sticking to your study schedule can help you create a useful schedule and be more productive when you study.

PART 1: ASSESSING YOUR STUDY NEEDS

1. **Pick a calendar** for keeping track of your schedule. Before you can actually create a study schedule for finals week, you need to decide what exactly you'll use for scheduling. You might prefer paper calendars or planners, or you might want to use the calendar app on your phone, and download an actual study app. It doesn't matter which type you prefer, as long as you have something.[1]

2. **Exam schedule.** Before you even begin crafting a schedule, make sure you have all of your exam dates in front of you. This will make creating your schedule a lot easier because you won't have to stop and search for information or, even worse, have to start over because you forgot about an exam.

3. **Print out your school break schedule.** If you have breaks between when you start drawing up your study schedule and finals week, you can use them to devote more time to studying since you won't have to attend class.
   - Depending on how long your classes usually are per day, consider adding extra study sessions for those courses during their regularly scheduled meeting times. This gives you some extra time to study without really disrupting your normal schedule.

4. **Calculate how much time you have.** How much time you have to study for finals will depend on when in the semester you start drawing up your schedule. Once you're ready to set your study schedule, calculate how many days you have between now and when your exams are. This will obviously be a different number for every exam.
   - When you're calculating how much time you have, keep in mind that you probably won't be able to study every single day before finals. Subtract days that you have a lot going on and won't be able to study. This gives you a more realistic total number of days you have.[3]

5. **Prioritize your exams.** Once you know how much time you have to study for each exam, prioritize them. List your exams in order, starting with the one you have to take the soonest, and ending with your last exam.
   - You might also want to consider prioritizing by how hard the exam is likely to be. Say, for example, you have a final for math after you have a final in English, but you know math is harder for you. You might want to move math up above English on your list so you know you have enough time to study for it.[4]

PART 2: CREATING YOUR SCHEDULE

6. **Limit your study time per session.** Research shows that after about two hours, we are less able

to focus on a specific topic or task, and our concentration and ability to retain information declines. Scheduling your study time in two-hour blocks not only prevents you from setting unrealistic goals, it also helps you make the most productive schedule.

- This doesn't mean that you can only schedule one two-hour session per day. Depending on how much other time you have available to study, you can schedule one or two two-hour sessions in the morning and one or two two-hour sessions later in the day.
- If you're going to schedule multiple sessions per day, try to schedule them for the time when you work best. If you work better in the morning, try scheduling to sessions before noon - with a good break in between. If you work better in the evening, schedule one session before dinner and one after.[8]

Image from PEXELS

7. **Focus on one topic at a time.** In each study session, studying one subject at a time can help you focus on the material better and therefore retain more.[9]
    - Splitting your time between multiple subjects per study session doesn't give you enough time to get deep enough in the material to really retain anything.
    - Some change is good when you're studying. Studying one topic for one study session and then switching to something totally different for your next session can keep things fresh and keep up your efficiency and energy.[10]

8. **Build a time for review**. When you're setting up your times to study, make sure you build in ten or fifteen minutes to quickly review what you studied the day before. It keeps things fresh in your mind and will remind you of the connections between what you're doing and what you already did.[11]

9. **Build in breaks.** While you're scheduling time to study, it's also important to build breaks into your schedule. Research suggests that you should take a break for 10 – 15 minutes every hour.
    - You should also schedule larger breaks – like time to exercise or see friends or watch TV. Giving your brain and your body a chance to relax will make you more productive in the long run.[12]

10. **Color code your schedule.** As you're scheduling your existing appointments and obligations and your study time, color code each type of activity. This gives you a better visual representation of what your week will look like and can often help you see how much time you really need to spend studying.

11. **Stay consistent.** Try to study at the same time (and possibly the same place) every day. This can make studying become almost automatic.[13]

MID-TEST STRATEGIES

Here is a list of the most common–and useful–strategies to apply during an exam.
- Scan the test, first, to get the big picture of how many test items there are, what types there are (multiple choice, matching, essay, etc.), and the point values of each item or group of items.
- Determine which way you want to approach the test:
    - Some students start with the easy questions first, that is, the ones they immediately know the answers to, saving the difficult ones for later, knowing they can spend the remaining time on them.
    - Some students begin with the biggest-point items first, to make sure they get the most points.
- Determine a schedule that takes into consideration how long you have to test, and the types of questions on the test. Essay questions, for example, will require more time than multiple choice, or matching questions.
- Keep your eye on the clock.
- If you can mark on the test, put a checkmark next to items you are not sure of just yet.
    - It is easy to go back and find them to answer later on.
    - You might just find some help in some other test items covering similar information.
- Sit where you are most comfortable. That said, sitting near the front has a couple of advantages:
    - You may be less distracted by other students.
    - If a classmate comes up with a question for the instructor and there is an important clarification given, you will be better able to hear it and apply it, if needed.
- Wear earplugs, if noise distracts you.
- You do NOT have to start with #1! It you are unsure of it, mark it to come back to later on.
- Bring water…this helps calm the nerves, for one, and water is also needed for optimum brain function.
- If permitted, get up and stretch (or stretch in your chair) from time to time to relieve tension and assist the blood to the brain!

- Remember to employ strategies to reduce test-taking anxiety (covered in the next lesson)
- If despite all of your best efforts to prepare for a test you just cannot remember the answer to a given item for multiple choice, matching, and/or true/false questions, employ one or more of the following educated guessing (also known as "educated selection") techniques. By using these techniques, you have a *better* chance of selecting the correct answer.
  - It is usually best to avoid selecting an extreme or all-inclusive answer (also known as 100% modifiers) such as "always," and "never". Choose, instead, words such as "usually," "sometimes," etc. (also known as in-between modifiers).
  - Although there is some dispute about this, it is still safe to say that choosing "C" is often correct.
  - If the answers are numbers, choose one of the middle numbers.
  - If you have options such as "all of the above," or "both A and B," make sure each item is true before selecting those options.
  - Choose the longest, or most inclusive, answer.
  - Make sure to match the grammar of question and answer. For example, if the question indicates a plural answer, look for the plural answer.
  - Regarding matching tests: count both sides to be matched. If there are more questions than answers, ask if you can use an answer more than once.
  - Pay close attention to items that ask you to choose the "best" answer. This means one answer is better or more inclusive than a similar answer.
  - Read all of the response options.

STRATEGIES FOR BETTER TEST-TAKING PERFORMANCE[6]

There are many skills and strategies you can employ to help you be a better test taker. One of them, widely used, is **LAB B2OWL**—an acronym to help you remember critical aspects of successful test-taking strategies. Watch the following video, which describes the strategies in detail. Then review the main concepts in the table,[7] below.

View Youtube Exam Strategies: Test Skills https://www.youtube.com/watch?v=QfxIuGf1f50

LAB B2OWL	
LAB B2OWL	**DESCRIPTION**
L	LOOK: Look over the entire exam before you start. Take care to read the directions, underline test words, and circle questions you don't fully understand.
A	ASK: If you have any questions at all, ask. For example, if the exam doesn't indicate total point allocation, be sure to ask your instructor.
B	BUDGET: Budget your time based on the point allocation for each question. For instance, let's say your exam has one essay question worth 50 percent, and 5 identifications worth 10 percent each. If you have two hours to take the test, this gives you one hour to complete the essay, and 10 minutes for each of the five short-answer questions. You will have 10 minutes in reserve to review your work before turning it in.
B2	BEGIN X 2: Begin with an easy question in order to build your confidence and get warmed up for the rest of the exam. Begin each answer with a thesis topic sentence. Restate the question in a single sentence to help you focus your answer.
O	OUTLINE: Be careful to write a quick outline for your essay on a separate page before you begin. This will help you organize your facts and focus your ideas. It might also serve to show your professor where you were going if you don't have time to finish.
W	WATCH: Watch for key testing words like *analyze*, *define*, *evaluate,* and *illustrate*. These help you understand what your professor will be looking for in an answer.
L	LOOK: Finally, look over your exam before turning it in to make sure you haven't missed anything important.

The infographic, below, depicts key strategies you can use to improve your performance on tests. If you carefully examine the illustrations in the infographic and connect them with the text, you will likely remember these techniques in the future when you most need them.

POST-TEST STRATEGIES
In addition to sighing that big sigh of relief, here are a few suggestions to help with future tests.
- If you don't understand why you did not get an item right, ask the instructor. This is especially useful for quizzes that contain information that may be incorporated into more inclusive exams such as midterms and finals.
- Analyze your results to help you in the future; for example,
  - See if most of your incorrect answers were small things such as failing to include the last step in a math item, or neglecting to double-check for simple errors in a short- answer or essay item.
  - See where in the test you made the most errors: beginning, middle, or end. This will help you pay closer attention to those sections in the future.

STRATEGIES FOR MATH AND SCIENCE EXAMS

Math tests require some special strategies because they are often problem based rather than question based.

DO THE FOLLOWING BEFORE THE TEST:

- Attend all classes and complete all assignments. Pay special attention to working on all assigned problems. After reviewing problems in class, take careful notes about what you did incorrectly. Repeat the problem and do a similar one as soon as possible. It is important that the last solution to a problem in your mind is a correct solution.
- Think about how each problem solution can be applied in a real-world situation. This helps make even the most complex solutions relevant and easier to learn.
- In your study group, take turns presenting solutions to problems, observing, and correcting everyone's work.
- If you are having difficulty with a concept, get help right away. Remember that math especially builds new material on previous material. If you are having trouble with a concept now, you are likely to have trouble going forward. Make an appointment with your instructor, your teaching assistant, or a classmate.

Don't be shy about asking for a tutor—tutoring is not just for students needing remedial help; many successful students seek them out, too. As a student at College of the Canyons, you have access to free tutoring support through The Learning Center (TLC). Both the Canyon Country Campus and Valencia Campus have a TLC. For more information, visit their website: http://www.canyons.edu/Offices/TLC/Pages/default.aspx#

Image by Helloquence on Unsplash

If you are a Math, Engineering, or Science major you should look into the Math, Engineering, and Science Achievement (MESA) program! At College of the Canyons, MESA serves to enrich the experience of students majoring in math, science and engineering. The program supports financially disadvantaged and/or historically underrepresented students by providing a variety of services including academic advisement, discipline specific enrichment and community building opportunities. Their primary goal is to equip MESA students with the skills and attitudes necessary for their successful transfer to college. For more information about MESA and how to apply visit their website at: http://www.canyons.edu/Offices/MESA/Pages/default.aspx

DO THE FOLLOWING DURING THE TEST:

- Review the entire test before you start and work the problems you feel most confident with first.
- Approach each problem following three steps:

1. Read the problem through twice: the first time to get the full concept of the question, and the second time to draw out pertinent information. After you read through the problem the first time, ask yourself, "*What is this problem about*?" and "*What is the answer likely to look like?*" The second time through, consider these questions: "*What facts do I have available?*" "*What do I know*?" "*What measurable units must the answer be in*?" Think about the operations and formulas you will need to use. Try to estimate a ballpark answer.

2. Compute your answer. First, eliminate as many unknowns as possible. You may need to use a separate formula for each unknown. Use algebraic formulas as far as you can before plugging in actual numbers; that will make it easier to cancel and combine factors. Remember that you may need two or more tries before you come up with the answer.

3. Check your work. Start by comparing your actual answer to the estimate you made when you first read the problem. Does your final answer sound likely? Check your arithmetic by opposite operations: use multiplication to check division and addition to check subtraction, and so on.

You should consider using these three steps whenever you are working with any math problems, not just when you get problems on tests.

Science tests also are often problem based, but they also generally use the scientific method. This is why science tests may require some specific strategies.

- Before the test, review your lab notes as well as your class notes and assignments. Many exam questions build upon lab experience, so pay close attention to your notes, assignments, and labs. Practice describing the experimental process.
- Read the question carefully. What does the instructor expect you to do - prove a hypothesis, describe an experiment, summarize research? Underline the words that state the objective of the question.
- Look carefully at all the diagrams given with the question. What do they illustrate? Why are they included with the question? Are there elements on the diagram you are expected to label?
- Many science questions are based on the scientific method and experimental model. When you read the test question, identify the hypothesis the problem is proposing; be prepared to describe an experimental structure to prove a hypothesis. When you check your work, make

sure the hypothesis, experimental steps, and a summary of results (or expected results) are clear. Some of these elements may be part of the question, while others you may need to provide in your answer.

UNDERSTANDING DIFFERENT TYPES OF EXAM QUESTIONS

You can gain even more confidence in your test-taking abilities by understanding the different kinds of questions an instructor may ask and applying the following proven strategies for answering them. Most instructors will likely use various conventional types of questions. Here are some tips for handling the most common types.

MULTIPLE-CHOICE QUESTIONS

- Read the instructions carefully to determine if there may be more than one right answer. If there are multiple right answers, does the instructor expect you to choose just one, or do you need to mark all correct options?
- Read each question carefully and try to answer it in your head *before* reading the answer options. Then consider *all* the options. Eliminate first the options that are clearly incorrect. Compare the remaining answers with your own answer before choosing one and marking your paper.
- Look for clue words that hint that certain option answers might be correct or incorrect. Absolute words like "never," "always," "every," or "none" are rarely found in a correct option. Less absolute words like "usually," "often," or "rarely" are regularly found in correct options.
- Be on the lookout for the word "not" in the stem phrase and in the answer choice options; it is an easy word to miss if you are reading too quickly, but it completely changes the meaning of the possible statements.

TRUE-OR-FALSE QUESTIONS

- Most of the tips for multiple-choice questions apply here as well. Be particularly aware of the words "never," "always," "every," "none," and "not" because they can determine the correct answer.
- Answer the questions that are obvious to you first. Then go back to statements that require more thought.
- If the question is stated in the positive, restate it to yourself in the negative by adding the word "not" or "never." Does the new statement sound truer or more false?
- If you still are unsure whether a statement is true or false and must guess, choose "true" because most tests include more true statements than false (but don't guess if a wrong answer penalizes you more than one left blank).

MATCHING COLUMNS

- Start by looking at the two columns to be matched. Is there an equal number of items in both columns? If they are not equal, do you have to match some items in the shorter column to two or more items in the longer column, or can you leave some items unmatched? Read the directions to be sure.
- If one column has a series of single words to be matched to phrases in the other column, read all the phrases first, then all the single words before trying to make any matches. Now go back and read each

phrase and find the word that best suits the phrase.

- If both columns have single words to be matched, look to cut down the number of potential matches by grouping them by parts of speech (nouns with nouns, verbs with verbs, etc.).
- As always, start by making the matches that are obvious to you, and then work on the ones that require more thought. Mark off all items you have already used so you can easily see which words or phrases still remain to be matched.

SHORT ANSWER QUESTIONS

- Short answer questions are designed for you to recall and provide some very *specific* information (unlike essay questions, which also ask you to apply critical thinking to that information). When you read the question, ask yourself what exactly the instructor wants to know. Keep your answers short and *specific*.

ESSAY QUESTIONS

- Essay questions are used by instructors to evaluate your thinking and reasoning applied to the material covered in a course. Good essay answers are based on *your* thoughts, supported by examples from classes and reading assignments.
- Careful planning is critical to answering essay questions effectively. Note how many essay questions you have to answer and how difficult each question seems. Then allocate your time accordingly.
- Read the question carefully and underline or circle keywords. Watch for words that describe the instructor's expectations for your response (see Table 2.6d "Words to Watch for in Essay Questions").
- If time allows, organize your thoughts by creating a quick outline for your essay. This helps ensure that you don't leave out key points, and if you run out of time, it may pick up a few points for your grade. Jot down specific information you might want to use, such as names, dates, and places.
- Introduce your essay answer, but get right to the point. Remember that the instructor will be grading dozens of papers and avoid "filler" text that does not add value to your answer. For example, rather than writing, "In our study of the Civil War, it is helpful to consider the many facets that lead to conflict, especially the economic factors that help explain this important turning point in our nation's history," write a more direct and concise statement like this: "Economic factors help explain the start of the Civil War."
- Write neatly and watch your grammar and spelling. Allow time to proofread your essay. You want your instructor to want to read your essay, not dread it. Remember that grading essays is largely subjective, and a favorable impression can lead to more favorable grading.
- Be sure to answer all parts of the question. Essay questions often have more than one part. Remember, too, that essay questions often have multiple acceptable answers.

Table 2.6d Words to Watch for in Essay Questions

Word	What It Means	What the Instructor Is Looking For
Analyze	Break concept into key parts	Don't just list the parts; show how they work together and illustrate any patterns.
Compare	Show similarities (and sometimes differences) between two or more concepts or ideas	Define the similarities and clearly describe how the items or ideas are similar. Do these similarities lead to similar results or effects? Note that this word is often combined with "contrast." If so, make sure you do both.
Contrast	Show differences between two or more concepts or ideas	Define the differences and clearly describe how the items or ideas are different. How do these differences result in different outcomes? Note that this word is often combined with "compare." If so, make sure you do both.
Critique	Judge and analyze	Explain what is wrong—and right—about a concept. Include your own judgments, supported by evidence and quotes from experts that support your point of view.
Define	Describe the meaning of a word, phrase, or concept	Define the concept or idea as your instructor did in class—but use your own words. If your definition differs from what the instructor presented, support your difference with evidence. Keep this essay short. Examples can help illustrate a definition, but remember that examples alone are *not* a definition.
Discuss	Explain or review	Define the key questions around the issue to be discussed and then answer them. Another approach is to define pros and cons on the issue and compare and contrast them. In either case, explore all relevant data and information.
Explain	Clarify, give reasons for something	Clarity is key for these questions. Outline your thoughts carefully. Proofread, edit, proofread, and proofread again! Good explanations are often lost in too many words.
Illustrate	Offer examples	Use examples from class material or reading assignments. Compare and contrast them to other examples you might come up with from additional reading or real life.

Word	What It Means	What the Instructor Is Looking For
Prove	Provide evidence and arguments that something is true	Instructors who include this prompt in an exam question have often proven the hypothesis or other concepts in their class lectures. Think about the kind of evidence the instructor used and apply similar types of processes and data.
Summarize	Give a brief, precise description of an idea or concept	Keep it short, but cover all key points. This is one essay prompt where examples should not be included unless the instructions specifically ask for them. (For example, "Summarize the steps of the learning cycle and give examples of the main strategies you should apply in each one.")

TEST ANXIETY AND HOW TO CONTROL IT

For some test takers, preparing for and taking a test can cause worry and anxiety. Most students report that they are more stressed by tests and schoolwork than by anything else in their lives, according to the American Test Anxiety Association.[2]

- Roughly 16–20 percent of students have high test anxiety.
- Another 18 percent have moderately high test anxiety.
- Test anxiety is the most common academic impairment in grade school, high school, and college.

Test anxiety is "the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation" (Zeidner, 1998). In other words, test anxiety is a combination of stress, tension, worry, dread, fear of failure, and thinking of worst case scenarios before or during test situations.

Below are some effects of moderate anxiety:[3]

- Being distracted during a test
- Having difficulty comprehending relatively simple instructions
- Having trouble organizing or recalling relevant information
- Crying
- Illness
- Eating disturbance
- High blood pressure
- Acting out
- Toileting accidents
- Sleep disturbance
- Cheating
- Negative attitudes towards self, school, and subjects

Below are some effects of extreme test anxiety:[4]

- Severe anxiety
- Fear of being in the classroom or around others
- Thoughts of Suicide

Poor test performance is also a significant outcome of test anxiety. Test-anxious students tend to have lower study skills and lower test-taking skills. Research also suggests that high levels of emotional distress correlate with reduced academic performance overall. Highly test-anxious students score about 12 percentile points below their low-anxiety peers. Students with test anxiety also have higher overall dropout rates. Test anxiety can negatively affect a student's social, emotional, and behavioral development, as well feelings about themselves and school.

Why does test anxiety occur? Inferior performance arises not because of intellectual problems or poor academic preparation. It occurs because testing situations create a sense of threat for those who experience test anxiety. The sense of threat then disrupts the learner's attention and memory.[5]

Other factors can influence test anxiety too. Students with disabilities and students in gifted education classes tend to experience high rates of test anxiety.

Experiencing test anxiety doesn't mean that there's something wrong with you or that you aren't capable of performing well in college. In fact, some stress—a manageable amount of stress—can actually be motivating. The trick is to keep stress and anxiety at a level where it can help you do your best rather than get in your way.

STRATEGIES FOR PREVENTING AND CONTROLLING TEST ANXIETY

The following video, from the University of British Columbia, provides strategies for coping with any stress and anxiety you may have about an upcoming test or exam. It also provides strategies, such as the following, for acing an exam:

1. Ask about the exam (materials covered, format, points, level of detail, etc.)
2. Take inventory of your notes
3. Set a study schedule
4. Keep your diet consistent
5. Don't stop exercising
6. Get regular sleep
7. Make a five-day study plan for each exam

Health and wellness cannot be overstated as factors in test anxiety. Studying and preparing for exams will be easier when you take care of your mental and physical health. The following are a few tips for better health, better focus, and better grades:

1. Try a mini meditation to reduce stress and improve focus. Breathe in deeply, count to five, and exhale slowly. Watch your lower abdomen expand and deflate. Repeat five times. Learn more about how to proactively manage stress.

    Take a moment and view the YouTube Titled: Calm Test Anxiety, Relaxation Breathing Technique by AOMA Graduate School Austin and practice this breathing technique to help you reduce anxiety.

2. Know when to stop. Although some students may stay up until 4 a.m. studying, it's not a healthy habit. Your mind is more efficient when you get enough quality sleep, so make sure to schedule enough time for rest.

3. Don't try to be perfect. You'll alleviate a lot of anxiety by learning that just "doing your best" is something to be proud of. You don't have to be perfect.

4. Reach out for help. If you feel you need assistance with your mental or physical health, talk to a counselor or visit a doctor.

If you experience test anxiety, connect with the Student Health and Wellness Center on campus and schedule an appointment to meet with a personal counselor. This service is absolutely free to you as a student and is covered by the student health fee you paid at registration. A counselor can help you gain tools to reduce your anxiety and make test taking more manageable. The Student Health and Wellness Center is located at both the Valencia (Student Center 122) and Canyon Country Campus (Building 1B). View their website for hours of operation and to schedule an appointment: http://www.canyons.edu/Offices/Health/Pages/default.aspx.

View the YouTube Video Titled *"Student Health and Wellness Center Promotional Video 1"* to learn about resources and services https://www.youtube.com/watch?v=AGu7I- A5OlA&feature=youtu.be

Student Health and Wellness Center Promotional Video 1

ADDITIONAL STRATEGIES TO REDUCING TEST TAKING ANXIETY

- Being well prepared for the test is the best way to reduce test taking anxiety.
- Space out your studying over a few days or weeks, and continually review class material, don't wait until the night before and try to learn everything the night before.
- Try to maintain a positive attitude while preparing for the test and during the test.
- Exercising for a few days before the test will help reduce stress.
- Get a good night's sleep before the test.
- Show up to class early so you won't have to worry about being late.
- Stay relaxed. If you begin to get nervous, take a few deep breaths slowly to relax yourself and then get back to work.
- Read the directions slowly and carefully.
- If you don't understand the directions on the test, ask the professor to explain it to you.
- Skim through the test so that you have a good idea how to pace yourself.
- Write down important formulas, facts, definitions and/or keywords in the margin first so you won't worry about forgetting them.
- Do the simple questions first to help build up your confidence for the harder questions.
- Don't worry about how fast other people finish their test; just concentrate on your own test.
- If you don't know a question, skip it for the time being (come back to it later if you have time). Remember that you don't have to always get every question right to do well on the test.
- Focus on the question at hand. Don't let your mind wander on other things.
- Complete a Guided Learning Activity (GLA) on test taking at the Learning Center (TLC).
- If you still are experiencing extreme test anxiety after following these tips, seek help from your counselor.

EXERCISE - TEST ANXIETY CASE STUDY

Instructions

Read the following case study, and respond to the questions below.

Monica has a Biology mid-term exam on Thursday. On the night before the exam, Monica has a hard time falling asleep and when she does, she has various nightmares about taking tests. The day of the exam, Monica decides not to eat anything, as she is afraid it will make her stomach upset. By the time she arrives to class, Monica is irritable and negative about the exam. The slightest noise seems to bother her.

Monica notices that her palms are sweaty and she is feeling nauseous, even though she hasn't eaten anything. She has to take the exam in order to pass the class so she begins to take the exam. Although she studied for the exam the previous week and spent the night before cramming, she can't seem to recall any of the information. Monica is suddenly drawing a complete blank. The ticking of the clock, other students shifting in their chairs is becoming distracting; and Monica's frustration level is quickly rising. Monica says to herself, "If you can't pass this exam, you might as well drop the course because you are no good at biology".

Monica continues with the test, checking the clock constantly as she fears she is going to run out of time because she arrived to class late. Other students are finishing their exams; she is the only student left.

- What strategies would you suggest for Monica to deal with her test anxiety?
- What study strategies could she try to help her better prepare for her exams?
- Can you relate to any of the symptoms that Monica is experiencing? If so, how do you combat test anxiety?
- How do you usually prepare for your exams?
- Thinking about errors you've made on exams in the past, what strategies in this unit might you now consider trying; and how do they relate to your learning style?

Be good to yourself and give yourself enough time to study in advance for your quizzes, tests and exams. The more studying you do ahead of time, the less stressed you'll feel before the exam.

5.2 CAREER EXPLORATION

A job: yes, it's something you would like to have, especially if you want to pay your bills. A job lets you enjoy a minimal level of financial security. A job requires you to show up and do what is required of you; in exchange, you get paid. A career involves holding jobs, but it is more a means of achieving personal fulfillment. In a career, your jobs follow a sequence that leads to increasing mastery, professional development, and personal and financial satisfaction. A career requires planning, knowledge, and skills. If it is to be a fulfilling career, it requires that you bring into play your full set of analytical, critical, and creative thinking skills to make informed decisions that will affect your life in both the short term and the long term.

YOUR WORK LIFE

Over the course of your life, you're probably going to spend a lot of time at work. According to the Bureau of

Labor Statistics, the average work day is about 8.7 hours long. And that means if you work 5 days a week 50 weeks a year for 35 years, you'll spend a total of 76,125 hours of your life at work. If you weren't already convinced, that number should persuade you that it's pretty important to enjoy your career.

THINK ABOUT THIS

If you pursue a career, you'll constantly make decisions about it. Is this the right job for me? Am I feeling fulfilled and challenged? Does this job enable me to have the lifestyle I want? We want to set you up for success by asking you to consider these kinds of questions now, whether you're just graduating from high school or college, or returning to school after working for a while.

The US Department of Labor and Bureau of Labor Statistics defines over 800 occupations in its Standard Occupational Classification system—and new occupations are being created at an ever-faster rate. Just ten years ago, would anyone have imagined the job of a social media marketing specialist? How about the concept of a competitive chef? As new careers develop and old careers morph into almost unrecognizable versions of their original, it's OK if you aren't able to pinpoint exactly what occupation or career will be your lifetime passion. However, it is important to define as best you can what field you will want to develop your career in, because that will help dictate your major and your course selections.

The process of career exploration can be a lot of fun, as it allows you to discover a world of possibilities. Even those students who have a pretty clear idea of what they want to do should go through this process because they will discover new options as backups and occasionally a new direction even more attractive than their original choice. The career exploration process involves four steps. These steps are outlined below:

STEP 1: WHO AM I?

Getting to know who you are—who you *really* are—is the first step.

Get to know yourself and the things you're truly passionate about.

- Gather information about your career related interests and values
- Think about what skills and abilities come naturally to you and which ones you want to develop
- Consider your personality type and how it you want it to play out in your role at work

As in Exercise 1, be careful to base your self-discovery on what you think, not what Auntie Ethel always said about you or the hopes that Dad had for you to join in the family business. This is all about *you*. You are a unique individual with a distinct combination of likes, dislikes, personality traits, and skills. But you are not so different that you can't be identified with certain personality types, and those types may help you narrow your career choices. Visit the COC Job and Career Center on campus for guidance in this phase. You may schedule an appointment to meet with a career counselor to complete a series of different career assessments to help you gain a better understanding of your values, interests, skills, abilities, and personality preferences and how they tie into the world of work. Many of the career assessments are based on the career theory developed by Dr. John Holland. Holland defined six categories of people based on personality, interests, and skills[2]:

1. **Realistic.** These people describe themselves as honest, loyal, and practical. They are doers more than thinkers. They have strong mechanical, motor, and athletic abilities; like the outdoors; and prefer working with machines, tools, plants, and animals.

2. **Investigative.** These people love problem solving and analytical skills. They are intellectually stimulated and often mathematically or scientifically inclined; like to observe, learn, and evaluate; prefer working alone; and are reserved.

3. **Artistic.** These people are the "free spirits." They are creative, emotional, intuitive, and idealistic; have a flair for communicating ideas; dislike structure and prefer working independently; and like to sing, write, act, paint, and think creatively. They are similar to the investigative type but are interested in the artistic and aesthetic aspects of things more than the scientific.

4. **Social.** These are "people" people. They are friendly and outgoing; love to help others, make a difference, or both; have strong verbal and personal skills and teaching abilities; and are less likely to engage in intellectual or physical activity.

5. **Enterprising.** These people are confident, assertive risk takers. They are sociable; enjoy speaking and leadership; like to persuade rather than guide; like to use their influence; have strong interpersonal skills; and are status conscious.

6. **Conventional.** These people are dependable, detail oriented, disciplined, precise, persistent, and practical; value order; and are good at clerical and numerical tasks. They work well with people and data, so they are good organizers, schedulers, and project managers.

EXERCISE 2: WHAT'S MY TYPE?

Using the descriptions above, choose the three types that most closely describe you and list them in order in the following table. Most people are combinations of two or sometimes three types. Then list the specific words or attributes that made you think you fit in that type description.

	Occupational type	Words and attributes that closely describe me
Primary type (the one I identify with *most closely*)		
Secondary type		
Tertiary type		

*Note: Your Holland occupational code is made up of the initials of the three personality types you selected, in order.

STEP 2: WHAT'S OUT THERE?

Once you have determined your occupational type, you can begin to explore what types of careers might be best suited to you. Exercise 2 is a rough beginning to find your occupational type, but you should still seek out more detailed results through the COC Job and Career Center.

Many of the career guidance tests are based on Holland's work. Holland studied people who were successful and happy in many occupations and matched their occupations to their occupational type, creating a description of the types of occupations that are best suited to each personality type. Just as many individuals are more than one personality type, many jobs show a strong correlation to more than one occupational type.

Table 6.1 Occupational Options by Type

Ideal Environments	Sample Occupations	
Realistic	- Structured - Clear lines of authority - Work with **things** and **tools** - Casual dress - Focus on tangible results or well-thought-out goals	- Contractor - Emergency medical technician (EMT) - Mechanic - Military career - Packaging engineer
Investigative	- Nonstructured - Research oriented - Intellectual - Work with **ideas** and **data**	- Pharmacist - Lab technician - Nanotechnologist - Geologist - University professor
Artistic	- Nonstructured - Creative - Rewards unconventional and aesthetic approaches - Creation of products and **ideas**	- Advertising career - Architect - Animator - Musician - Journalist
Social	- Collaborative - Collegial - Work with **people** and on people-related problems/issues - Work as a team or community	- Teacher - Geriatric counselor - Correctional officer - Coach - Nurse
Enterprising	- Typical business environment - Results oriented - Driven - Work with **people** and **data** - Entrepreneurial - Power focused	- Sales manager - Banker - Lawyer - Business owner - Restaurant manager

Ideal Environments	Sample Occupations	
Conventional	• Orderly • Clear rules and policies • Consistent **processes** • Work with systems to manipulate and organize **data** • Control and handling of money	• Auditor • Insurance underwriter • Bank teller • Office manager • Database manager

Use the occupational code you defined in Exercise 2 to identify careers you might want to consider. Your career guidance or placement office should be a good resource for this activity, or you can check out Gottfredson and Holland's *Dictionary of Holland Occupational Codes* in the reference section of your library.

STEP 3: WHAT FACTORS MIGHT AFFECT MY CHOICE?

You may now have a list of careers you want to explore. But there are other factors you will need to take into consideration as well. It is important to use your creative thinking skills to come up with alternative "right" answers to factors that may present an obstacle to pursuing the right career.

- **Timing.** How much time must I invest before I actually start making money in this career? Will I need to spend additional time in school? Is there a certification process that requires a specific amount of experience? If so, can I afford to wait?
- **Finances.** Will this career provide me with the kind of income I need in the short term and the security I'll want in the longer term? What investment will I need to make to be successful in this field (education, tools, franchise fees, etc.)?
- **Location.** Does this career require me to relocate? Is the ideal location for this career somewhere I would like to live? Is it somewhere my family would like to live?
- **Family/personal.** How will this career affect my personal and family life? Do friends and family members who know me well feel strongly (for or against) about this career choice? How important is their input?

STEP 4: WHERE DO I GO FROM HERE?

It may seem odd to be thinking about life after school if you are just getting started. But you will soon be making decisions about your future, and regardless of the direction you may choose, there is a lot you can do while still in college. You will need to focus your studies by choosing a major. You should find opportunities to explore the careers that interest you. You can ensure that you are building the right kind of experience on which to base a successful career. These steps will make your dreams come to life and make them achievable.

Now that you have an idea of who you are and where you might find a satisfying career, how do you start taking action toward achieving those goals? Some people talk to family, friends, or instructors in their chosen disciplines. Others have mentors in their lives with whom to process this decision. At College of the Canyons we have general counselors, career counselors, academic advisors and career advisors who can help you with both career decision-making and the educational planning process.

Start by developing a relationship with the counselors in the Job and Career Center on campus. All too often students engage these counselors only near the end of their college days, when the pressure is just on getting a job—any job—after having completed a degree. But these counselors can be of great help in matching your interests to a career and in ensuring you are gathering the right kind of experience to put you at the top of the recruiting heap.

Keep in mind that deciding on and pursuing a career is an ongoing process. The more you learn about yourself and the career options that best suit you, the more you will need to fine-tune your career plan. Don't be afraid to consider new ideas, but don't make changes without careful consideration. Career planning is exciting: learning about yourself and about career opportunities, and considering the factors that can affect your decision, should be a core part of your thoughts while in college. You'll benefit from exploring the online career exploration tools listed below:

Get started by using the Career Café http://www.cacareercafe.com/ - This is a virtual career center designed for California Community College students. This site has a wealth of information and allows you to explore each step of the career exploration process we have addressed above.

Take time to also become familiar with the California Career Zone https://www.cacareerzone.org/ to help you learn more about yourself and your career options!

Now it's time to take concrete steps toward achieving your educational and career goals. This may be as simple as creating a preliminary educational plan for next semester or a comprehensive educational plan that maps out your Associate's degree. You may also want to look for internships, part time work, or volunteer opportunities that help you test and confirm you preliminary career choice. Your community college counselor can help you with this step as well.

Barbara Sher once wrote, "Find a career that you love and you will never work another day in your life." The Career Exploration steps highlighted above will help you find the career you love!

To help you engage in steps 1 - 4 above, let's explore Kuder Journey!

Kuder Journey is a program the college has purchased designed to help students with career exploration and planning. The program consists of three career assessments:
- Personal interests - this assessment allows you to connect your top interests with career clusters.
- Skills confidence - this assessment allows you to assess what you believe you are good at doing.
- Work values - this assessment helps you learn what's most important to you in your work environment.

Your instructor will provide you with instructions on how to access the Kuder Journey program. You will take these assessments to help you gain a better understanding of your interests, skills confidence and work values and how they link to the world of work.

After completing the assessments, you will get a chance to research occupations that may be a good fit for you based on your preferences. From there you will then be able to explore the different majors that can prepare you for the career path you'd like to pursue. The more time and effort you invest in researching your options, the more informed decisions you'll be able to make!

It is important to understand that career exploration and planning is a process and does not take place over night. Be patient with yourself throughout this process and don't get discouraged! You'll find your goals so much more tangible once you've set a preliminary career plan. Remember, you are not alone in this process. College of the Canyons provides many opportunities for you to engage in career exploration and planning! If you feel like you want more support in this area, be sure to connect with the resources below:

JOB & CAREER CENTER
The Job & Career Center is here to support students with career exploration and planning. The center provides workshops, job fairs, and one-on-one appointments for students to meet with a career advisor, career counselor and/or job developer. Below is an overview of who does what in the career center:

Career Counselor	Career Advisor	Job Developer
• Indecisive Major Exploration • Student Education Plans • Career Assessments: • Kuder Journey • Myers Briggs Type Indicator • Strong Interest Inventory	• Undecided Major Orientation • Kuder Journey • O*Net (Holland's Code) • CA Career Cafe • Major2Career • Internship Search • Labor Market Information	• Resume Assistance • Job Application Help • Internship Search • Interview Skills • Cover Letter Assistance • LinkedIn • 21st Century Skills • Job Search Activities

Career Counselor	Career Advisor	Job Developer
• Major Planning • MyMajor Workshops	• Candid Career	• MyJobs • Job & Career Fair • Resume Rally

For more information on the Job & Career Center, visit their website:
http://www.canyons.edu/Offices/CareerServices

COUNSELING DEPARTMENT

The Counseling Department is here to provide educational, career, and personal counseling and program advisement. Their mission is to empower students by providing COC program information and by counseling students to establish goals, evaluate options, develop an educational plan, and learn to study effectively so they may reach their educational and career goals. For more information on counseling services view their website at http://www.canyons.edu/Offices/Counseling

Internship Program/Cooperative Work Experience Education

Internships are short-term opportunities that allow students to gain valuable work experience in a particular career. Internships allow you to "test drive" your career of choice. The more you know and the more you experience, the more confident you will be with deciding on your career choice.

College of the Canyons offers internships through the Cooperative Work Experience Education program (CWEE). The goal of CWEE is to prepare students for the real world of work. College graduates are realizing that it takes more than a degree or certificate to get a good paying job. It takes work experience too. Engaging in an internship will help you gain experience. To learn more about Internships visit their site http://www.canyons.edu/Offices/CWEE

Enroll in a Career and Life Planning class: Counseling 110:

Career Life-Planning (CSU transferable - CSU GE Area E)
This course introduces self-assessment tools to identify college majors and careers by clarifying interests, skills, values, and personality type. Students also examine the decision-making process, self-management, life roles and goal-setting. It includes a review of labor market trends, career research, interviewing skills, resume and cover letter writing, and job search strategies.

Connect with Your College Faculty

Your instructors serve as valuable resources when it comes to career exploration. Talk to your instructors about your career goals and share your interests with them. They can serve as great mentors and can help you learn more about different occupations and industry requirements within particular fields. Oftentimes they are directly connected to the industry and can help you get connected too!

Your work experiences and life circumstances will undoubtedly change throughout the course of your professional life, so you may need to go back and reassess where you are on this path in the future. But no

matter if you feel like you **were born knowing** what you want to do professionally, or you feel totally unsure about what the future may hold for you, remember that with careful consideration, resolve, and strategic thought, you can find a career that feels rewarding.

5.3 CHOOSING YOUR MAJOR

Choosing your college major can feel overwhelming and some students are concerned they will limit their options by committing to a major too soon. If you are uncertain about your major, it is best to focus on your general education (GE) classes. One of the benefits of starting with your GE courses is this allows you to explore various disciplines which may end up grabbing your attention and leading to your major. If not, no problem, you have satisfied one of your GE requirements! If you are considering a particular major but aren't certain, you are strongly advised to take an introductory course in that discipline. For example, if you think you may like the idea of majoring in business, consider taking Business 100- Introduction to Business. Exploring this course sooner than later can help you make a decision sooner than later and some courses required for the major, may also double dip and satisfy a GE requirement.

In unit 6.1 we addressed the 4 steps involved in career exploration. All 4 of those steps directly relate to choosing a major and you will greatly benefit from meeting with a career counselor and/or enrolling in a career planning course such as Counseling 110 if you are undeclared and uncertain about where to start with selecting a major. The more time and effort you spend researching your options, the easier it will be for you to declare a major you feel is a good fit for you.

Students sometimes start at COC and want to focus on all their general education classes first then focus on selecting a major. However, the sooner you take time to explore your major the better you can plan your classes. Some of your major classes will have pre-requisites and you don't want to leave them all for your final semester at COC or else you won't be able to finish them in that final term. And you may benefit from knowing your major sooner than later because some of your major classes may also double dip and satisfy a GE or two and this will save you time and money.

Take time to explore the different majors offered at College of the Canyons. All majors are described in detail in the [college catalog](http://www.canyons.edu/Offices/AcademicAffairs/Pages/CollegeCatalog.aspx) which is accessible online at: http://www.canyons.edu/Offices/AcademicAffairs/Pages/CollegeCatalog.aspx. You may also view a list of all COC majors off the Counseling Website. Each major link is hyperlinked to the course requirements for that particular major. Take time to explore the different majors at COC to help you better understand your options: http://www.canyons.edu/Offices/Counseling/Pages/Majors.aspx

Although the selection of a major is important try not to get too anxious about choosing a major or program of study. Working with a career counselor can help you select your studies to be as flexible as possible. Consider the following:

- Your choice of major or program will be important only for your first job after college; most people change careers (not just jobs, but careers) several times throughout their lifetime, so there is no possible major that will cover that level of flexibility.

- Many majors and programs share foundation courses with other majors, so you can usually change your major without having wasted your time in courses that will be unrelated to your new major. Chances are that if you change your major, it will be to something similar, especially if you have completed career assessments as recommended earlier in this unit.
- If a change in major does cause a delay in completing your degree, it may be a good investment of time to follow a career path you are truly happy with.
- Take time to engage in activities on campus to help you further explore your major. For example:
  - MAjor Quest - This event is hosted every fall semester and is put on through the Student Development Center. This event is where all college departments showcase their programs. Faculty are available to answer questions about the different majors within their department and career paths they may lead to.
  - MyMajors Workshops - provide in-depth information on a variety of College of the Canyons majors. Visit the Job and Career Center website to view the MyMajors workshop schedule this semester. http://www.canyons.edu/Offices/CareerServices/Pages/default.aspx
  - Enroll in Counseling 110 - Career and Life Planning
  - Meet with a career counselor to further discuss your major options

While these thoughts might remove some of the stress of making the choice, there is no doubt that it is not always easy to make your choice. The following tips may make it a little easier…and perhaps fun!
- Follow your dreams. Your first instinct in choosing a field of study is probably based on your dreams and life experience. Make sure you base your choice on your own dreams and interests and not those of a parent, spouse, or friend.
- Make it fun. What do you like to do for fun? What kinds of magazines do you read? What Web sites are bookmarked on your computer? What kinds of volunteer work have you done? What do the answers to these questions tell you about the kind of career you would enjoy?
- Build on your skills. A good choice of a program of study is not based exclusively on your likes; it should also consider your skills. What courses did you "ace" in high school? Consider also courses that you found challenging in which you learned a lot (it's hard to keep a level of determination to tackle a tough subject if you don't enjoy it). What do these courses tell you about what you are skilled at studying?
- Ask around. Find people who are following the courses of studies you are considering. Ask them what they like and dislike about their majors. If you can find recent graduates with that major, ask them about the value of their major.
- Two is better than one. Talk to your counselor about a double major; that is an effective way of preparing yourself for the uncertainties and options of future employment. Think about declaring a minor if your college allows it.
- What makes you unique? If you have a major that you'd like to pursue that is not offered at your college, find out if you can plan your own major. This option is especially attractive if you want to combine two seemingly different disciplines into a major (Dance and athletics? Sociology and film? Women's studies and economics?).

- Be open to change. Once you have selected a major, don't panic if it turns out to be the wrong choice; consider it a step toward finding the right program for *you*. Repeat the major selection process, but carefully consider what you learned from your original major choice. Why was it not the right major? (Did it not match your interests? Was the workload too heavy? Were the courses too tough?) What do you know now that you didn't know when you made your first selection that you should consider in making a new choice?

The more time you take to explore your major and career options the sooner you'll be able to make a well informed decision. Keep the following points in mind and enjoy the process and experience involved in choosing a college major.

- ✓ There is no need to panic over the choice of a major or program of studies.
- ✓ Most students will change their major during their college years.
- ✓ Many people work and have successful careers in disciplines they did not major in.

5.4 ACADEMIC PLANNING

EDUCATIONAL PLANNING

Now that you have explored possible career options and majors, it is time to look at the specific educational training required to help you pursue your career goal. The career you are considering may require specialized industry certification or licensing, an associate degree, bachelor's degree or a more advanced degree. College of the Canyons offers certificates, associate degree and transfer programs.

CERTIFICATES

Certificates are short term training programs that are industry specific. These programs are typically designed to prepare students for employment, job enhancement and/or job advancement. Certificate programs vary in length and generally require less than two years of fulltime study. The required coursework allows students to gain specialized entry level skills and training to prepare for industry certification and licensing.

For example, to become an Emergency Medical Technician (EMT), one must become certified by passing an exam offered through the National Registry. Completing the EMT Certificate of specialization at COC prepares students to take the exam to become certified and gain employment as an EMT. For a list of certificates offered through COC view the counseling site: http://www.canyons.edu/Offices/Counseling/Pages/Career-Certifcates.aspx

ASSOCIATE DEGREE PROGRAMS (AA/AS)

The associate degree is a program that requires 60 units. These units are comprised of general education courses and major courses. The AA/AS degree is designed to help students gain employment and or job advancement. For a comprehensive list of associate degrees offered through COC view the counseling site: http://www.canyons.edu/Offices/Counseling/Pages/Majors.aspx

ASSOCIATE DEGREE FOR TRANSFER (AA-T/AS-T)

The AA-T/AS-T degrees are designed to help facilitate the transfer process for California Community College

Students to the CSU System. It is a 60-unit program comprised of 18 units in a specific major and either the CSU GE breadth or the IGETC-CSU GE pattern. The benefit of an AA-T/AS-T is that students are guaranteed admission to one of the CSU schools (a non-impacted CSU) and are guaranteed to have 60 units remaining towards their bachelor's degree after transfer. For more information go to:
http://www.canyons.edu/Offices/Counseling/Pages/AA-T-AS-T.aspx

TRANSFER PROGRAMS

COC has transfer agreements with four year institutions that allow students to complete their freshman and sophomore general education courses and major preparation work at COC and transfers as a junior. The transfer agreements may be found on the counseling website at: http://www.canyons.edu/offices/Counseling

For specific transfer articulation agreements between COC and a UC/CSU school go to: www.assist.org

While at COC you may work on multiple goals. You may earn a certificate, associate degree and/or transfer program.

If you are considering transferring to a four year university or college, be sure to follow these steps:

- Learn more about the transfer process. COC has different transfer agreements with the UC/CSU and some private and out-of-state institutions. Understanding the transfer requirements will make for a smooth transition. Transfer agreements may be found on the counseling website at: http://www.canyons.edu/Offices/Counseling

- If you are considering transfer to a CSU school, you may wish to consider the AA-T/AS-T programs offered through COC. These degrees are designed to help facilitate the transfer process for California Community College students to the CSU System. For more information about AAT/AST offered at COC go to: http://www.canyons.edu/Offices/Counseling/Pages/AA-T-AS-T.aspx and to learn more go here: http://adegreewithaguarantee.com/ .To see if COC offers an AA-T or AS-T in your major check the counseling website at: http://www.canyons.edu/Offices/Counseling/Pages/Majors.aspx

- If you are considering transfer to a CSU or UC school, learn more about the CSU GE breadth and IGETC. The CSU GE breadth is the GE pattern all CSU schools will accept as satisfying the lower division GE coursework. The CSU GE can be found on the counseling website at: http://www.canyons.edu/Offices/Counseling/Documents/CSU%20GE%202016-2017.pdf

- 4.   The IGETC is the GE pattern accepted by all UC and CSU schools as satisfying   the lower division GE requirements. The IGETC GE can be found on the counseling website at: http://www.canyons.edu/Offices/Counseling/Documents/IGETC%202016-2017.pdf

- NOTE: The CSU GE and IGETC GE patterns are generally safe for most majors except liberal studies students and those with heavy major preparation work. Read the notes on the CSU GE

and IGETC regarding which majors and schools do not honor CSU GE or IGETC.

- Explore www.assist.org to learn about specific major courses necessary for transfer. This site houses all the transfer agreements between all California Community Colleges, CSU and UC institutions.

- Meet with a counselor to learn more about the transfer process and create an educational plan based on your major and transfer institution.

- Consider enrolling in Counseling 120 - University Transfer Planning to learn more about the transfer process. This is a one-unit course offered every term. This course provides students with information and resources to facilitate a smooth transfer to 4 year colleges and universities. Topics include UC/CSU applications, major and general education requirements, financial aid/scholarships, personalized student education plans, and analysis of factors involved in the selection of transfer schools.

- Visit the Transfer Center to learn about transfer related events and workshops. Oftentimes University Representatives come to campus to meet 1:1 with prospective transfer students. Each fall the Transfer Center hosts "Transfer Day" where many college and university representatives are present to answer transfer admission questions. View the transfer center site for details about upcoming events and activities that may support your transfer goals:
- http://www.canyons.edu/offices/transfercenter

Regardless of your goal at College of the Canyons, you will benefit from developing your MAP! My Academic Plan (MAP)

Once you determine the goal you wish to pursue at COC, you are ready to declare your program of study and develop your educational plan. You may develop your **MAP**- My Academic Plan – Online Academic Planning tool through your *MyCanyons* student portal. To do so, log-in to *MyCanyons* and go to the Academic Planning section. For step-by- step guidelines on developing your **MAP** go to: http://www.canyons.edu/Offices/admissions/Pages/Online-Education-Plan.aspx and view the "Building Your MAP" pdf document and online tutorial to help you get started. http://www.onlineorientation.net/canyons-oep/oep/-/pub/Welcome

Your **MAP** will allow you to track your progress and map out classes necessary to meet your goal. You are encouraged to discuss this plan with a counselor to ensure you have accounted for all necessary requirements!

If you are not yet certain about your major that's ok! Consider what program may best suite you, certificate, associate degree or transfer. If you have a general idea of what program you wish to pursue you can start focusing on your general education courses and consider taking some exploratory classes next semester to allow you to explore areas of interest.

Take a moment and review the "Counseling Roadmap" illustration below.

COUNSELING ROADMAP
"Life is a journey and only you hold the map!"

Where do you see yourself on this roadmap? Are you at the start? Are you midway through your journey? Are you at the end of your journey? Your **MAP** - My Academic Plan will help you determine how far along you are on your journey and how much further you have to go. Consider connecting with resources and services on campus as recommended below based on where you are in your journey.

If you are at the **START** you will want to:

- Turn in transcripts from previous colleges/universities
- Declare your major
- Apply for financial aid
- Take your math and English assessments if you have not yet done so

If you have **Up to 15 units** you will want to:

- Meet with an academic advisor to develop a one-semester plan
- Familiarize yourself with the Library, the Learning Center (TLC) and the Student Center (including the COC Bookstore, Student Health & Wellness Center and the Student Development Office)
- Consider joining a student club or organization

If you have **15 Units or more** you will want to:

- Meet with a counselor to discuss academic major and goals leading to the development of a comprehensive educational plan
- Continue to network on campus and build relationships with faculty, staff and peers

If you have **45 units or more** you will want to:

- Review transcripts with a counselor or advisor
- Connect with the Career Center
- Participate in an internship
- Petition for graduation

If you are at the **FINISH LINE** you will want to:

- Receive and associate degree and/or certificate
- Enter the workforce or transfer to a four-year institution

There is a lot of support on campus to help you each step of the way. Take advantage of the resources available to you and ask for help when necessary. For a comprehensive list of campus resources and services go to http://www.canyons.edu/Offices/Counseling/Documents/COC%20Campus%20Resources%20and%20Se rvices%20april%202016.pdf.

Remember, you are not alone on this journey. There are many folks on campus here to support your efforts. Do you part and get to know them!

5.5 UNIT SUMMARY

In unit 5 we focused on career planning, choosing a major, academic planning and visualizing your success. This involved taking time to engage in career exploration through assessing your interests, skills competence and work values. You've researched majors and developed your personalized comprehensive student educational plan and created a mental image of your future success!

Continue to exercise visualization of your success. You have accomplished great things thus far and we are confident you will continue to do so throughout the remainder of your journey.

Congratulations, you've completed an important first step toward college success through completing this course. May the new skills and strategies you've gained serve you well not only in college but at work and in any other settings in which college skills become life skills.

You now have the foundational skills and resources necessary to successfully navigate your academic and career goals at College of the Canyons and beyond! Throughout this course you have engaged in activities that allowed

you to: explore self-awareness, enhance your study skills, understand cultural diversity, engage in self-responsibility, self-empowerment, and academic and career planning. The tools illustrated throughout the course are only tools until you put them to use for yourself. Be good to yourself and set yourself up for success. Seek support when necessary and don't be afraid to make mistakes. With each mistake made, lessons are learned and personal growth and development take place. Continue to practice a positive mental attitude and nurture your mental, physical, intellectual and spiritual self. Only you can make your dreams come true. Stay focused and thirsty for knowledge. Make every effort to learn and grow from each experience life shares with you.

It is now up to you to apply everything you have gained in this class to your own personal journey. Along your journey, remember to:

- Apply your growth mindset and embrace challenges as new learning opportunities.
- Recognize your achievements and reward your hard work.
- Be flexible, expect setbacks and revise your plan as needed.
- Use your resources and ask for support and guidance along the way.
- Continue to network and build relationships.
- Have fun along the journey. This is your story!

Unit 5 Sources

- *California Community Colleges Career Planning* by the Chancellor's Office, California Community Colleges is licensed under CC BY 4.0
- *Defining Goals* by Linda Bruce is licensed under CC BY 4.0
- *Foundations of Academic Success: Words of Wisdom* by Thomas C. Priester is licensed under CC BY-NC-SA
- *How to Learn Like a Pro!* by Phyllis Nissila is licensed under CC-BY 4.0
- *Lumen's College Success* by Linda Bruce is licensed under CC BY 4.0
- *University Success* by the University of Saskatchewan is licensed under CC BY-NC-SA 4.0

We hope you enjoyed this course and have found this book to be of great value. We wish you continued success as you pursue your personal, academic and career goals at College of the Canyons and beyond.