**Chapter 1: The Essentials for College success**

* How You College is Committed to Helping You Succeed p. 7

Each college has two main objectives: to help it’s students graduate and to support them in becoming successful in their future careers. Colleges provide support services such as, academic advisers, financial coaches, tutoring, and career centers, at no additional cost.

* What will You Get Out of Your College Success Course p. 7

Research shows that college success courses, such as this one, will help you and other first year students avoid some of the mistakes, both academic and personal, that many beginning students make, such as not taking advantage of resources, not developing certain college level study skills, and making choice that you would’ve made differently if you had the knowledge you really needed.

* Getting Started with Your Goals p. 9 & 13

Establish personal and career goals for today, this month, this term, this year, and beyond. Students who prefer to go with the flow and let life happen to them are more likely to waste their time and less likely to achieve success in college or in a career.

* Follow the SMART Goal Setting p. 9

Your goals should be Specific, Measurable, Attainable, Relevant, and within an appropriate Time frame.

* Use Self-Assessment to Understand What You Want in a Career p. 12

Self assessment is the process of gathering information about yourself in order to make informed decisions.

* Other Ways to Learn About Self & Career p. 15

You can learn more about yourself and your career options by conducting research on careers that interest you, exploring different professions, building skills, and looking for employment opportunities on and off campus.

* Guide to Degree Program p. 16

Depending on where you begin your college career, you will find different options for degrees or credentials. Some colleges mainly offer associate degrees, which are two year degrees in the arts, science, or applied arts or science, and certificate programs.

* Program of Study p. 17

Even before you have figured out your purpose for attending college, you might be required to select a program of study, sometimes referred to as a major, in an area such as psychology, nursing, education, or engineering. Every program has required courses and electives.

* Transfer Considerations p. 18

If you are planning to, or at least considering, pursuing a bachelor's degree then it makes sense to choose a major as soon as possible that you can later transfer to a four year college as part of a specific degree program.

* Working with an Academic Advisor p. 19

Academic planning is a necessary step in your college career, and it should be an ongoing process that starts early in your first term. An academic plan lists the courses that are required as part of your program of study for you to graduate with a degree.

* Making the Transition p. 21

In college you are probably part of a more diverse student body, not just in terms of race but also in terms of age, religion, political opinions, marital and family status, and life experience.

* Issues for Returning Students p. 22-23

Someone who is not a recent high school graduate and is “returning” to formal education after being out of the education system for a period of time.

* Syllabus & Grades p. 24

A syllabus is a statement of the requirements of a given course and also a contract between the students and the instructor that the college must honor. Letter grades are calculated in different ways(A, B, C, D, F)

**Chapter 2: Cultivating Motivation, Resilience, and Emotional Intelligence**

* Motivation p. 31-32

Your desire to make a particular effort to achieve something that’s important to you.

* Attitude p. 33

Attitude is your way of thinking and feeling about yourself and the events around you.

* Mindset p. 34

Mindset is your attitude about yourself and your most basic qualities, such as your personality, intelligence, or talents.

* Resilience & Grit p. 36-38

Resilience is not giving up or quitting when faced with difficulties and challenges. Grit is a combination of perseverance, passion and resilience.

* Understanding Emotional Intelligence p. 39

EI is the ability to recognize, understand, use, and manage emotions – moods, feelings, and attitudes.

* Priority Management p. 42

Using healthy emotional intelligence to prioritize involves deciding what’s most important to you and then allocating your time and energy according to those priorities.

* Emotional Skills p.43

Intrapersonal, interpersonal, stress management, adaptability, general mood.

**Chapter 3: Managing Time, Energy, and Money**

* Ways to take control of your time p. 51

Using the locus of control – belief of how much control someone has over the events in their life, either internal or external – we make small decisions that culminate in big impact on our success.

* Setting up an academic calendar p. 51-52

Using only your head as your planner or calendar doesn’t work very well; If you try to remember everything you have to do without recording it anywhere, you’re bound to forget something.

* Using your calendar p. 52-54

Use your calendar to record commitments such as; Classes, tests, quizzes, major assignments, homework, study time, work, personal obligations, social activities, and other events.

* Managing large assignments p. 55-57

Break up large assignments through the process of chunking.

* Procrastination p. 62

The habit of delaying something that needs your immediate attention.

* Setting priorities p. 61

Prioritize by putting your tasks, goals, and values in order of importance.

* Value of time p. 61

Skilled time managers often establish priorities by maintaining a to-do list and staying focused on what they value most.

* Ways to manage your energy p. 64

Carry healthy snacks, drink plenty of water, take brief naps.

* Being overextended p. 65

Having too much to do given your available resources, is a primary source of stress for college students.

* Budgeting p. 66-67

A budget is a spending plan that tracks sources of income and expenses during a set period of time.

* Financial Aid p. 69

Sources of money that supports your education.

* Cutting costs p. 66-69

Recognize the difference between your needs and your wants, use low cost transportation, seek out discounted entertainment, buy secondhand goods, avoid unnecessary fees.

* Paying for college p. 68

Student loans, grants, scholarships, work-study, financial aid.

* Credit score p. 71

A numerical representation of your fiscal responsibility.

* Debit cards p. 71 -73

A direct access card to your bank account accompanied by a PIN, personal identification number.

* Identity theft p. 74

A crime that occurs when someone uses another person’s personal identification information.

* Getting organized digitally p. 75

Pick a digital app that suits your needs. Such as Google Calendar, iStudiez Pro, Studious, Trello.

**Chapter 4: Discovering How You Learn**

* Learning Theories p.79-81

Maslow’s Hierarchy of needs, Bandura’s Theory of Social Learning, Knowles Theory of Adult Learning, Schlossberg’s theory of transition.

* VARK Learning Styles p.84

Visual, Aural, Read/Write, Kinesthetic

* VARK Study Strategy p. 87

Visual – Underline or highlight notes, use symbols and charts, create a graphic representation

Aural – Talk with others, record lectures, read your notes aloud

Read/write – Write and rewrite your notes, organize diagrams, write fake exam questions

Kinesthetic – Use all your senses, add real world examples to notes, move and gesture

* MBTI Types p. 88-91

Extravert v. introvert, sensing v. intuitive, thinking v. feeling, judging v. perceiving

* Multiple Intelligences p. 91-93

Verbal, logical, visual, kinesthetic, musical, interpersonal, intrapersonal, naturalistic

* Learning and Teaching Conflicts p. 94

Don’t depend on the instructor or the classroom environment to give you everything you need to make the most of your learning.

* Learning Disability p.96

A legal term that covers a wide range of specific learning challenges resulting from neurological disorders. Most often of which are cognitive disorders and attention disorders.

**Chapter 5: Getting the Most out of Class**

* Active learning – p. 104-107

Work with others, improve your thinking, reading writing, and listening skills, function independently and teach yourself, manage your time, be aware of cultural differences

* Prepare for class p. 107-108

Pay attention to the syllabus, do the assigned reading, link your learning to your knowledge or experience, make use of additional materials provided, warm up for class, get organized, separate and label your materials

* Listen Actively p. 109

Take a seat at the front, be ready for the message, focus on the main ideas, listen for verbal cues, decide on each message’s level of importance, listen for new ideas, repeat information mentally, keep an open mind, get a handle on daydreaming, be alert for gaps in notes

* Speak up in class – p. 111

Focus on the lecture, raise your hand when you don’t understand something, share your thoughts, don’t bluff when answering a question, bring any book that is required reading

* Taking effective notes – p. 112-116

Researchers have determined that students who take notes tend to learn more and perform better on quizzes and exams. Even if your instructor gives a summary of notes, it’s still a good idea to take notes yourself.

* Note Taking formats- 113-116

Cornell – ideas on left and explanation on the right, outline – list of information separated by numbers then letters then roman numerals, paragraph – summary paragraphs, list – definitions, facts, using bullet points

* Note taking techniques for different class subjects and formats- 117-119

Math & Science – equations, formulas, diagrams, etc. ensure precision is maintained

Non-lecture – Be ready to change notes based on situation

Online – Focus on summarizing in your own words

* Forgetting curve – p. 120

Decline of your memory over time

* Reviewing Notes & Homework- p. 120-122

Write down main ideas, repeat ideas aloud, review notes from previous class

**Chapter 6: Reading to Learn from College Textbooks**

* Active Reading p. 129

Involves participating in reading by using strategies, such as highlighting and note taking, that help you stay focused.

* Qualities of different note-taking styles p. 131-2

Mapping, outlining, chunking, listing, flash cards,

* Previewing techniques (Flashcards, mapping, chunking, etc.) p. 129-134

Flash cards – for on the go learning, chunking – breaking up complex information into more simple bits, mapping – drawing a structure to show relationships between ideas

* Marking your textbook p. 134-136

You underline, highlight, or make margin notes or annotations on important information

* Suggestions for Staying Focused p. 136-137

Find a quiet place, mute or power off electric devices, avoid studying near people, read in blocks of time, set goals for the study period, engage in physical activity during breaks, engage in the material, focus on important portions of text, understand the words, use organizers as you read

* Reviewing p. 138

Reviewing means looking through your assigned reading again.

* Strategies for different kinds of textbooks p. 138-142

Math – process slowly, focus on symbols, Science – read glossary, understand conversions and terminology, Social Sciences – opinionated and descriptive, think in your own words

* Comparison of textbook types p. 139-143

Math – Symbols and few words, Science – depends on type of science, many charts, Social Sciences – many terms specific to the field

* How to monitor your reading p. 144

Stop periodically and ensure you understand the material you just read before moving on.

* What to do when you fall behind on your reading p. 145

Add hour of reading time, join study group, ask for help, talk to instructor, don’t give up

* Strategies if English is not your first language p. 146

It will take you longer due to unfamiliar words, but take your time, write down what you find provides clarity, and trust the process

* Characteristics of E-books p. 147

Can hold thousands of books, environmentally conscious, access anywhere, large library, create notes on books endlessly, some come with audio and video, can read anywhere anytime, editable

**Chapter 7: Studying, Understanding & Remembering**

* Concentrating, pp. 155-156

Learning new material takes a lot of effort on your part. You must concentrate on what you hear and read

* How Memory Works (Short-term/ Long-term), pp. 156-157

Short-term – retain information for about 15-30 seconds, Long-term – retain information for hours or years later

* Types of Memory (Episodic, Semantic and Procedural), p. 157

Episodic – particular events, their time, and place. Semantic – facts and meanings. Procedural – deals with how to do something.

* Deep Learning, p. 158

Understanding the why and how behind the details and developing the ability to differentiate between what’s fake and what’s fact.

* Strategies to Remember, pp. 160-164
  + Mind Maps / Review Sheets / Flash Cards / Summaries

Visual review sheets, lists of key terms and ideas, easily portable memory aids, putting main ideas into your own words

* + Mnemonics (Acronym, Acrostic, Rhyme, Visualization)

Words created from the one letter of each word, a verse with one letter from each word representing a word in a message, techniques to remember through song, connect a word or concept with a image in your mind

* Strategies for Studying to Understand, pp. 164-166
  + Avoid Distractions / Overlearn / Keep Routine/ Big Concepts/ Make Connections/ Organized/ Reduce Stress / Collaborate/ Use Tutors
* Cloud Storage, p. 168

Dropbox, google drive, mediafire, Microsoft onedrive, all can be used to store information elsewhere

**Chapter 8: Taking Tests Successfully**

* Preparing for Tests, pp. 174-175
  + Identify Format, Design Exam Plan, Online Quizzing, Study Groups, Talking, Tutors
* Math/Science Tests, p. 176

Do homework regularly, attend every class, build a review guide, learn formulas and definitions

* Physical Preparation, pp. 176-177

Maintain sleep, follow exercise program, eat right

* Emotional Preparation, pp. 177-178

Know the material, practice relaxing, use positive self-talk, be resilient

* Positive Self-talk, p. 178

Tell yourself that you CAN do what is being laid before you, the first part of victory is feeling that you can do and pushing away unhelpful negative thoughts.

* Test-taking Tips, pp. 178-179

Stay calm, make best use of time, jot down idea starters, answer easy questions first, try to answer each question at least partly, if you finish early don’t leave

* Types of Tests, pp. 179-186
  + Problem-solving / Machine-Scored / Computerized / Lab / Open-book / Take-Home / Essay / Multiple-choice / Fill-in-the-blank / True-False/ Matching
* Test Anxiety, pp. 186-188

Stomach butterflies, mild to severe headaches, increased heart rate, hyperventilation, shaking, sweating, cramps, mind going blank

* Cheating & Plagiarism, pp. 190-191

Intentionally inventing information, submitting the same piece of academic work, bribery for better grades, helping another cheat, plagiarism – taking another person’s work or ideas and presenting them as your own

**Chapter 9: Collecting, Evaluating, and Using Information**

* Information Literacy, p. 199

The ability to find, interpret, and use information to meet your needs.

* Research, p. 201

Step-by-step process that involves collecting analyzing information to increase understanding of a topic or an issue

* Choosing and Narrowing a Topic, pp. 201-202

Consider what you already know about the subject, conduct a web search with keywords, go beyond a web search

* Using the Library, pp. 203-204

High quality sources, has books and journal articles, help offered onsite

* Library Resources, p. 205

Scholarly journals, Periodicals, Books,

* Bias, pp. 207-208

Personal beliefs or views that affect the approach of a topic

* Synthesis, p. 209

A process in which you put together parts of ideas to come up with a whole result.

* Steps to Good Writing, p. 209

Prewriting, drafting, revising

* Know Your Audience, p. 212

You should assume that your audience includes instructors and other serious students that will make judgements about your knowledge and abilities based on your writing.

* Citing Your Sources, pp. 213-214

You must cite where you received your information. A citation is a reference that enables a reader to locate a source based on it’s identifying information

* Successful Speaking, pp. 215-216

Clarify your objective, understand your audience, organize your presentation, choose appropriate visual aids, prepare notes, practice your delivery, pay attention to word choice, dress appropriately, request feedback

**Chapter 10: Thinking in College**

* College Level Thinking p. 225-226

In college, the level of thinking that your instructors expect from you probably exceed what you were used to in high school, both in terms of questions asked and expected answers.

* Making Decisions & Solving Problems p. 227-228

Having critical-thinking skills to make decisions and judgements like these will help you become not only a competent and confident individual but also a person who is capable of contributing to the larger society by helping solve community and national problems.

* Multiple Points of View p.228-229

Considering multiple points of view means synthesizing material, which involves collecting and analyzing information from different types of sources that might contradict each other or offer multiple points of view on a topic.

* Making Arguments p. 229-231

A calm, reasoned, evidence-based explanation of a person’s point of view.

* Recognize & Avoid faulty Reasoning p. 231-233

Common missteps referred to as logical fallacies, or flaws in reasoning such as attacking the person, begging, appealing to false authority, jumping on a bandwagon, assuming truth in the absence of discrediting facts, falling victim to false cause, making hasty generalizations, and slippery-slope thinking.

* Bloom’s Taxonomy p. 236-237

Six levels of learning in order from lowest to highest: Remember, understand, apply, analyze, evaluate, create.

**Chapter 11: Maintaining Wellness & Relationships in a Diverse world**

* Stress p. 244-245

**Stress has many sources, but two seem to be most prominent: life events and daily hassles.**

* Health p. 246-247

**There is a clear connection between what you eat and drink, your overall health, and your level of stress: Limit snacks to healthy options, be careful about fad diets, eat plenty of veg and fruits daily, drink plenty of water, watch portion size, eat a healthy breakfast, be skeptical of marketing messages, pack your own food, add variety to your meals.**

* Alcohol p. 249-250

**Excessive drinking is dangerous: Slow down on drinking, eat while you drink, drink water, don’t drink and drive, don’t count on home remedies.**

* Fitness/ Exercise p. 251

**Exercise is an excellent stress-management technique, the best way to stay fit, and an important element in effective weight management.**

* Depression p. 252-253

**Your psychological, or emotional, health is an important component of your overall health.**

* Sexual Assault p. 255-256

**Take steps to help a person: Remain empathetic and nonjudgmental, keep info private, listen, talk with victim on how to proceed, seek advice from a professional, stay in touch.**

* Online Communication p. 259-260

**Students who become involved in at least one campus organization are more likely to complete their first year and remain in college because they are more engaged and involved in campus activities and events, and they get to know and connect with a lot of students, instructors, and other college employees.**

* Social and Cultural Identities p. 260-263

**Diversity is a difference in social and cultural identities among people living together.**

* Religion p. 262

**Religion is a specific fundamental set of beliefs and practices generally agreed on by a number of persons or sects.**

**Chapter 12: Making the Right Career Choice**

* Social Networks p. 272

**P**eople you know both personal and professional

* Future Career p. 273-275

Visit career center, take as many self-assessments as possible, do occupational research, build your strengths and weaknesses, get involved in the community, network, visit worksites, get a job, conduct an audit of your online presence

* Making a Career Choice p.276-278

Service learning/volunteering, internships, student competitions

* On-Campus Employment p. 277

Work study, gain professional experience, earn money for tuition, network, learn more about yourself and others, develop key skills

* Working While Taking Classes p. 277-278

Off campus jobs may pay more and provide more hours for greater earnings that can pay for your classes and homelife better.

* Job Search/Résumé/ Job Interview p. 278-285

Check online postings, attend career fairs, learn the names of major employers, check student newspaper, be aware that some jobs aren’t posted

* Marketing Yourself p. 279-280

Build your brand. Tailor how others see you into the way that would prefer to be seen by the professional world.

* Skills p.285-286

Hard skills/Content Skills and Soft Skills/Transferable Skills

* Doing Industry Research p.288

Visit O\*nline, research your desired role in your chosen industry, identify companies or organizations of interest within a larger industry, do research on individual employer of interest, create an online profile on LinkedIN

* O\*NET OnLine p. 288

Career Cluster – These occupations in the same field of work that require similar skills

Industry – These are broad groups of businesses or organizations with similar activities

Job Zone – These zones group occupations into categories based on required levels

Bright Outlook – New and emerging occupations, which are expected to grow quickly

Green Economy – Environmental focused and sustainable energy

Job Families – Groups of occupations based on skills, education, training, credentials, and work

STEM disciplines – Require Science, Technology, Engineering, and Mathematics education