

Blueprint for Success in College and Career

Blueprint for Success in College and Career

Oregon Edition

DAVE DILLON

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OPEN OREGON EDUCATIONAL RESOURCES



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This textbook is a “remix” of five previous open sourced textbooks. Effort was placed into maintaining consistency throughout while striving to strike a balance with preserving original content. You will see multiple authors use “I”. See the licensing and attribution information at the end of each chapter if you are interested in identifying the chapter author.

The *Foundation of Success: Words of Wisdom* essays are all included in their original form and have been distributed throughout the text with the title of each chapter beginning with “Words of Wisdom”. The authors of these essays are identified at the top of each chapter.

Although Alise Lamoreaux, Phyllis Nissila, the Lumen Learning authors, the Foundations of Academic Success: Words of Wisdom authors and I (Dave Dillon) have different voices, I believe in this case that as Aristotle said, “the whole is greater than the sum of its parts”. The “Author’s Stories” found throughout the text are personal stories from Dave Dillon.

Videos are embedded within the text. Students with internet access and a device capable of playing videos will be able to watch the videos as they are reading. Students reading offline, with a .pdf download, or on a device that does not play video will see a link to the video in the text. All of the videos and multimedia are also listed in the Appendix for future viewing and reference.

You will find learning objectives at the beginning of each unit.

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Publisher's Statement

Open Oregon Educational Resources promotes textbook affordability for community college and university students, and facilitates widespread adoption of open, low-cost, high-quality materials. Our vision is that high quality, low-cost learning materials will be thoughtfully integrated into teaching and learning in Oregon's higher ed. One way we support this vision is by providing tools and resources to make equity, diversity, and inclusion primary considerations when faculty adopt course materials; therefore we are actively committed to increasing the accessibility and usability of the textbooks we produce.

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Peer Review

This book is a derivative of *Blueprint for Success in College and Career* by Dave Dillon. During Summer 2021, Linnea Spitzer, Portland State University, led a process of peer review for Oregon faculty and Spanish-English bilingual students to provide feedback on the relevance and cultural appropriateness of the materials.

Thank you reviewers:

- Norma Cárdenas, Portland State University
- Marisol De La Torre, Oregon State University
- Steven Dickson, Southern Oregon University
- Vanessa Hernandez, Portland Community College
- Rachel Knighten, Lane Community College
- Jessica Lopez, Oregon State University
- Jean Mittelstaedt, Chemeketa Community College
- Monica Olvera, Oregon State University
- Kim Puttman, Oregon Coast Community College
- Edgar Rosas Alquicira, Lane Community College
- Grecia Salinas-Molina, Portland State University
- August Stockton, Portland Community College
- Denise Tischler, Mt. Hood Community College

Accessibility Features

This book was created with a good faith effort to ensure that it will meet accessibility standards wherever possible, and to highlight areas where we know there is work to do. It is our hope that by being transparent in this way, we can begin the process of making sure accessibility is top of mind for all authors, adopters, students and contributors of all kinds on open textbook projects.

Below is a short assessment of eight key areas in this book that have been assessed by the Rebus Community. The checklist has been drawn from the BCcampus Accessibility Toolkit. While a checklist such as this is just one part of a holistic approach to accessibility, it is one way to begin our work on embedded good accessibility practices in the books we support.

Wherever possible, we have identified ways in which anyone may contribute their expertise to improve the accessibility of this text.

Webbook Checklist

Area of focus	Requirements	Pass?
Organizing Content	Contents is organized under headings and subheadings	Yes
	Headings and subheadings are used sequentially (e.g. Heading 1, heading 2, etc.) as well as logically (if the title is Heading 1 then there should be no other heading 1 styles as the title is the uppermost level)	Yes
Images	Images that convey information include Alternative Text (alt-text) descriptions of the image's content or function	Yes
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	Images that are purely decorative contain empty alternative text descriptions. (Descriptive text is unnecessary if the image doesn't convey contextual content information)	Yes
Tables	Tables include row and column headers	No
	Table includes title or caption	No
	Table does not have merged or split cells	Yes
	Table has adequate cell padding	Yes
Weblinks	The weblink is meaningful in context, does not use generic text such as "click here" or "read more"	Yes
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	If weblink must open in a new window, a textual reference is included in the link information	n/a
Embedded Multimedia	A transcript has been made available for a multimedia resource that includes audio narration or instruction*	n/a
	Captions of all speech content and relevant non-speech content are included in the multimedia resource that includes audio synchronized with a video presentation	n/a
	Audio descriptions of contextual visuals (graphs, charts, etc) are included in the multimedia resource	n/a
Formulas	Formulas have been created using MathML	n/a
	Formulas are images with alternative text descriptions, if MathML is not an option	n/a
Font Size	Font size is 12 point (12pt=1em in this book) or higher for body text	Yes
	Font size is 9 point (9pt=0.75em in this book) for footnotes or endnotes	Yes
	Font size can be zoomed to 200%	Yes

*Transcript includes:

- Speaker's name
- All speech content
- Relevant descriptions of speech
- Descriptions of relevant non-speech audio
- Headings and subheadings

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In addition to the web version, this book is available in a number of file formats including PDF, EPUB (for eReaders), MOBI (for Kindles), and various editable files. Look for the “Download this book” drop-down menu on the book’s home page to select the file type you want.

This book links to a number of external websites. For those using a print copy of this resource, the link text is underlined, and you can find the web addresses for all links in the back matter of the book.

Last Update

This book was last updated on February 28, 2022. This Oregon version has a number of exciting changes, including a new chapter focused on college writing, updated resources for Oregon-based student support, and equity-focused revisions designed to support Oregon students from all backgrounds.

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DAVE DILLON; LINDA BRUCE HILL; ALISE LAMOREAUX; PHYLLIS NISSILA; THOMAS PRIESTER; NORMA CÁRDENAS; AND LINNEA SPITZER

Dave Dillon, Curator, Co-Author, and Editor of *Blueprint for Success in College and Career*

Dave Dillon earned a bachelor's degree in sociology from the University of California at Santa Cruz and a master's degree in counseling from the University of San Diego. His first career and passion was coaching basketball which he did for seven years at the University of California at San Diego. Following a year of substitute teaching (K-12), four years working in the entertainment department for the San Diego Padres major league baseball organization, and a year as a product analyst in the video game industry, Dave continued to pursue his passion of counseling and teaching at the community college level.

As a tenured professor and counseling faculty at Grossmont College, Dave enjoys connecting with students. He does his best to keep up with the next generation and their use of technology in and out of the classroom. His passion has not ceased from his UCSC commencement speech to presenting at local and national conferences. Dave resides in Carlsbad, California, with his wife, two daughters, and yellow labrador, Lucy.

This OER (Open Educational Resources) project has taken full advantage of the “5 R’s” or permissions of OER, the ability to Retain, Reuse, Revise, Remix, and Redistribute content for educational purposes. It is with great gratitude that I introduce the authors of the OER texts whose content was retained, reused, revised, and/or remixed in some way and contributed to this final product. In a few instances, I have also included the rationale for their OER text. Links to each of the original OER texts, their licenses, and peer reviews can be found in Appendix A.

Linda (Bruce) Hill, contributing author to *College Success*

Linda (Bruce) Hill is the director of distance learning at Goucher College in Baltimore, Maryland, where she works with graduate students and faculty to help them thrive in a global learning environment. Her career in education spans decades of technology growth and change, but is centered on a love of teaching and learning and on the rewards of continuing education. A lifelong learner herself, Linda earned a bachelor's degree in radio,

television and film at the University of Maryland College Park, and a master's in education and human development at the George Washington University in a distance learning program that set standards for higher education offerings. Outside of her full-time work at Goucher, Linda freelances as a writer and instructional designer —pursuits that aligned her with Lumen Learning on the production of their College Success course, built heartily with open education resources and original writing. A favorite quote exemplifying her professional philosophy is from Arthur C. Clarke: “*Before you become too entranced with gorgeous gadgets and mesmerizing video displays, let me remind you that information is not knowledge, knowledge is not wisdom, and wisdom is not foresight. Each grows out of the other, and we need them all.*”

Alise Lamoreaux, author of *A Different Road To College: A Guide for Transitioning Non-traditional Students*

Alise Lamoreaux has a long history of teaching non-traditional students who are preparing for the GED and transitioning to college. She teaches a class called, “Everything You Want to Know About College, Before You Start” along with Hybrid GED courses at Lane Community College, in Eugene, Oregon. Alise is known for her willingness to learn and use new technologies in the classroom, such as digital storytelling, learning management systems, and other online resources. She is an advocate of student success. Throughout the years, she has demonstrated her willingness to teach other professionals how they might also implement innovative technologies in the classroom. This year, she took on the challenge of writing an open source textbook, through a grant she received from openoregon.org, titled, *A Different Road To College: A Guide for Transitioning Non-traditional Students*. This free resource is designed to engage students in seeing themselves as college students and understanding the complexity of what that means to their lives, as well as helping to unlock the contextual complexities of the culture of college.

Phyllis Nissila, author of *How to Learn Like a Pro!*

Phyllis Nissila has taught Effective Learning and Study Skills classes in high schools and community colleges for over twenty years. She also teaches writing and college preparatory classes at Lane. Nissila has been a freelance and contracted writer for over thirty years, with

credits including newspaper reportage, feature articles, and human interest/inspirational magazine articles and devotionals. She is an award-winning former humor (newspaper) columnist. She is the author of *Sentence CPR*, *Breathing Life Into Sentences That Might As Well Be Pushing Up Daisies!* (Prufrock Press/Cottonwood Press, grades 7-adult) and sells humor-based language arts lessons and worksheets through TeachersPayTeachers.com.

Thomas C. Priester, editor of *Foundations of Academic Success: Words of Wisdom*

A hope-inspired educator dedicated to helping others interact with the future, Thomas C. Priester holds a Doctor of Education degree in Executive Leadership from St. John Fisher College, a Master of Science degree in Student Personnel Administration from SUNY Buffalo State, and a Bachelor of Arts degree in Secondary English Education from Fredonia (where he is also a member of the Alumni Board of Directors). Having worked previously in the areas of academic success, student life, student leadership development, orientation, academic advising, and residence life, Dr. Priester currently serves as the Director of Transitional Studies/Assistant Professor at SUNY Genesee Community College in Batavia, NY where he is also an advisor to the campus chapter of the Phi Theta Kappa Honor Society, the chairperson of both the Academic Assessment and the Transitional Studies Committees, and a member of both the Institutional Effectiveness and the Academic Senate Curriculum Committees. Additionally, Dr. Priester is a faculty member in the Higher Education Student Affairs Administration graduate program at SUNY Buffalo State in Buffalo, NY, has taught conversational English at Fatec Americana in Americana, São Paulo, Brazil, and Academic Success at the Attica Correctional Facility in Attica, NY. Dr. Priester has served as a contributing chapter author for the books: *Assessing Student Learning in the Community and Two-Year College* (Stylus, 2013) and *Examining the Impact of Community Colleges on the Global Workforce* (IGI Global, 2015) and has most recently published the open access textbook: *Foundations of Academic Success: Words of Wisdom* (Open SUNY Textbooks, 2015).

Norma Cárdenas, Contributing Editor of *Blueprint for Success in College and Career: Oregon Edition*

Norma Cárdenas received her bachelor's degree in Political Science from Amherst College and her master's in Bicultural Studies and doctorate in Culture, Literacy, and Language from the University of Texas at San Antonio. She is an Assistant Professor of Practice in the Child, Youth, and Family Studies Program at Portland State University. She specializes in social justice education, race and ethnicity, and popular culture. Before joining PSU, she taught at Oregon State and Eastern Washington. As first-generation faculty, she helps students navigate new challenges, identify research opportunities to expand their skillset, and prepare for graduate school, internships, or jobs. She is the author of chapters and articles on identity, family, culture, and belonging. She has started to work in children's literature, particularly picture book biography and historical fiction.

Linnea Spitzer, Contributing Editor of *Blueprint for Success in College and Career: Oregon Edition*

Linnea Spitzer is a long-time educator and student. She earned her a bachelor's degree in Eastern European studies from the University of Washington in Seattle in 2000, a master's degree in TESOL (Teaching English to Speakers of Other Languages) from Portland State University in 2008, and a doctorate in education from Portland State University in 2021 (it's been a long journey!).

In addition to teaching courses in the College of Education and the Department of Applied Linguistics at Portland State University, Linnea has spent much of her career teaching English and college readiness to international and multilingual students, focusing on supporting student access to and success in college degree programs.

ALISE LAMOREAUX; THOMAS PRIESTER; AND DAVE DILLON

Why I Wrote This Book [*A Different Road to College: A Guide for Transitioning Non-traditional Students*] – Alise Lamoreaux

Most textbooks available on the topic of college transition/success today focus on the traditional 18-year old student, and the needs of someone living away from home for the first time. The desire to create this textbook comes from years of experience helping GED and other non-traditional students transition to community college and beyond. For over a decade, I have taught a class designed to specifically help non-traditional students build the contextual knowledge of college systems to help them be able to advocate for themselves and navigate the world of college. I have witnessed the struggle and confusion on the part of students trying to understand the contextual aspects of college and develop the confidence needed to take the transitional step. The content of this textbook will not focus on the needs young adults living away from home for the first time. There will be no shopping list for dorm supplies.

The goal of the book is to help students understand how to select the right college for them and then become acquainted with the inner workings and language of college. The content will be infused with stories about students who have successfully made the transition to college and their advice.

Today's classrooms are increasingly becoming more diverse by age, race, ethnicity, and life experience. While their preparation and pathway to college may have been non-traditional, they are all “students” once they have enrolled in college.

Preface to *Foundations of Academic Success: Words of Wisdom* – Thomas C. Priester

“Success doesn’t come to you...you go to it.” This quote by Dr. Marva Collins sets the stage for the journey you are about to take. Your success, however you choose to define it, is waiting for you, and *Foundations of Academic Success: Words of Wisdom* (FAS: WoW) is your guide to your success. Some may believe that success looks like a straight and narrow line that connects the dots between where you are and where you are going, but the truth is that

success looks more like a hot mess of twists and turns, curves and bumps, and hurdles and alternate pathways.

Putting this textbook together was challenging because there is so much to tell you as you embark on your college journey. I have worked with college students on academic success at a number of college campuses, and have hunted for the most effective and most affordable college student academic success textbook but could never find everything I wanted to teach in one book. So, I figured the answer was to write my own textbook!

Like any good research project, the outcome was not exactly what I expected. In addition to a host of true-to-life stories written by real people who have successfully navigated the journey through college, the first draft of the textbook included everything (and more) that the other similarly themed textbooks about college student academic success do.

Once the first draft was finished, I decided to test-drive my new textbook with the students in my First Year Experience class to see what they thought. I figured, who better to give me feedback on the textbook than actual students who would use the textbook in class, right? I gave the first draft of the textbook (facts and figures and all) to my students to read, review, and reflect upon. It turned out that the pieces that my students learned the most from were the true-to-life stories. They either didn't read or barely glanced over the facts and figures, but provided very positive feedback (and even remembered) the words of wisdom from real people who have successfully navigated the journey through college.

I guess it makes sense; students love when real-life stories are infused into the activities and lessons. Plus, as a number of students told me, the facts and figures on topics such as note-taking and how many hours to study per week can be found by searching online and can vary by person. What really mattered to students were the real-life words of wisdom that you can't find online. Thus, *Foundations of Academic Success: Words of Wisdom* (FAS: WoW as I lovingly call it) emerged.

I share this story because my intended outcome (to be the author of the world's best open access college student academic success textbook) was not exactly what I expected it to be. The same is true of your journey through college, and you'll read more about that in the stories right here in FAS: WoW. You'll find that this is not your typical college textbook full of concrete facts and figures, nor does it tell you how to succeed. No textbook can truly do that —success is defined differently for everyone. The stories in FAS: WoW are relevant, relational, and reflective. The authors welcome you into their lives and offer ideas that ignite helpful discussions that will help you succeed.

FAS: WoW introduces you to the various aspects of student and academic life on campus and prepares you to thrive as a *successful* college student (since there is a difference between a college student and a *successful* college student). Each section of FAS: WoW is framed by self-authored, true-to-life short stories from actual State University of New York

(SUNY) students, employees, and alumni. You may even know some of the authors! The advice they share includes a variety of techniques to help you cope with the demands of college. The lessons learned are meant to enlarge your awareness of self with respect to your academic and personal goals and assist you to gain the necessary skills to succeed in college.

In the text, the authors tell stories about their own academic, personal, and life-career successes. When reading *FAS: WoW*, consider the following guiding questions:

- How do you demonstrate college readiness through the use of effective study skills and campus resources?
- How do you apply basic technological and information management skills for academic and lifelong career development?
- How do you demonstrate the use of critical and creative thinking skills to solve problems and draw conclusions?
- How do you demonstrate basic awareness of self in connection with academic and personal goals?
- How do you identify and demonstrate knowledge of the implications of choices related to wellness?
- How do you demonstrate basic knowledge of cultural diversity?

After you read each story, take the time to reflect on the lessons learned from your reading and answer the guiding questions as they will help you to connect the dots between being a college student and being a *successful* college student. Note your areas of strength and your areas of weakness, and develop a plan to turn your weaknesses into strengths.

I could go on and on (and on) about college student academic success, but what fun is the journey if I tell you everything now? You need to learn some stuff on your own, right? So, I will leave you to read and enjoy *FAS: WoW* with a list of tips that I share with college students as they embark 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, preferred gender pronouns, etc.) and be familiar with what is in the course syllabus.
- Put your phone away in 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,

TOM

Dr. Thomas C. Priester, tcpriester@genesee.edu

Dave Dillon, Curator, co-author, and editor of *Blueprint for Success in College and Career*

As an adjunct counselor and instructor between 2004 and 2007, I began teaching counseling and personal development courses at multiple community colleges. Some campuses assigned textbooks for some courses and others gave the freedom to choose from a variety of texts. As my materials grew, the actual textbooks, an assortment of copies of assignments, handouts, class activities and exams for many different courses became challenging to transport and keep organized for preparation and teaching. I distinctly remember frantically sifting through a rolling suitcase bag (which my colleagues teased me about) trying to find the handout I wanted to use for the third campus I was at on that particular day. I told myself that when and if I became a full-time counselor, I would write my own textbook so that all of the material would be in one place.

Hired as a full-time counselor and instructor at Grossmont College in 2007, I decided to start writing my own textbook for a Study Skills and Time Management course instead of continuing to carry around so many different materials. I began writing in 2009 and some of the ideas from that first effort helped shaped this project.

This book was also written because there is a need for it. Many students do not learn how to study effectively and efficiently or how to manage their time. Others aren't certain what to choose for their major or their career. And some are lost trying to navigate through the maze and culture of college, often balancing their school workload while working and taking care of family responsibilities. Students are sometimes unsuccessful when they begin college—not for lack of motivation or hard work, but because they did not acquire the skills or information necessary to allow them to succeed.

According to the National Center for Education Statistics, “the overall 6-year graduation rate for first-time, full-time undergraduate students who began seeking a bachelor’s degree at 4-year degree-granting institutions in fall 2012 was 62 percent. That is, by 2018, 62

percent of first-time, full-time students who had began seeking a bachelor's degree at 4-year institution in fall 2012 completed the degree at that institution within 6 years.”¹

There are multiple reasons for these statistics, but there is clearly great opportunity for improvement, and I believe learning and utilizing better study skills and time management skills will yield higher graduation and retention rates for students. Research has proven students who complete a study skills course remain in higher education longer with higher grade point averages and more success than students who did not complete the course.²

Despite my interest in keeping the cost of the original textbook low, I found that the cost was still prohibitive for many students and as I began to research textbook affordability solutions, I found OER (Open Educational Resources). I made a decision to publish this book as an OER, as well as the second edition of *Blueprint for Success: Indispensable Study Skills and Time Management Strategies*, and the first edition of *Blueprint for Success: Career Decision Making*. As one of my colleagues said, “You have gone all in with OER.” There are many reasons for why this book is an Open Educational Resource, including but not limited to textbook affordability, access, empathy, openness, inclusion, diversity, and equity. I want students to be able to have access to the textbook on day one and after the course ends, not have to choose between buying food and purchasing the text, and not have to worry about a lost, stolen, or expired digital access code. This Santa Ana College student panel from the Open Education Conference 2017 exemplifies why this text is an OER:

Video: *Santa Ana College OER Student Panel OpenEd 2017*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=22#oembed-1>

I also found a wonderful community of supporters of Open Education and Open Educational Resources along with existing high quality, peer reviewed College Success OER. I researched and identified content from multiple sources, chose what information best fit my project, and then “reused, revised, remixed, and redistributed” with a Creative Commons by

1. <https://nces.ed.gov/fastfacts/display.asp?id=40>

2. Trent Petrie and Chris Buntrock, *A Longitudinal Investigation of a Semester Long Study Skills Course*, paper presented at the annual conference of the American Psychological Association, Toronto, Canada, 1996.

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It has been my desire to deliver an easy-to-read, simple-to-understand instruction manual for study skills, time management, and career exploration, full of real-life examples.

This textbook is not designed to preach to you what you should or shouldn't do with your life, your time, or your study skills. It is not meant to judge you. It is, however, designed to allow you the opportunity to examine and explore how you do certain things, and offer suggestions along the way that have helped other students.

My general philosophy is that if you are doing something that works well for you, then continue doing it. But if your results are less than optimal, or if you want to try something new, this book gives you suggestions. Experiment. Try some of them out. Keep what works best. Toss out what doesn't work. See what fits best for you. We are all works in progress.

This is a book that I wish I had when I was a college student. Through trial and error, I found some strategies that suited me, and many that did not. I improved my time management, but it was a long process marked by learning from failure rather than following a recipe for success. The same could be said for selecting my major.

The first edition of the *Blueprint for Success: Indispensable Study Skills and Time Management Strategies* text elicited this response from one of my students: "The book really helped me. It was supportive of the assignments and was extremely easy to understand and follow. It truly served as a blueprint. It was almost like a map or instruction manual for being successful in your course. The best part was it can be used and applied to any college level class." Since that publication, I have further developed theories and strategies specifically designed to help college students be successful, and I am excited about sharing them, and combining them with the expertise and content from other open licensed works.

It is my sincere hope that this book will help guide you to success in college and beyond.

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Version History: Updated statistics and minor cultural responsive edits: July, 2021.

THOMAS PRIESTER; PHYLLIS NISSILA; AND DAVE DILLON

Acknowledgments from *Foundations of Success: Words of Wisdom* and bios from the authors of the essays (written by Thomas Priester).

First, I'd like to acknowledge the students enrolled in my First-Year Experience 100 course at SUNY Genesee Community College during the 2014-2015 academic school year. Your feedback truly helped to revolutionize academic success for generations of college students to come.

Much appreciation to both Kate Pitcher and Allison Brown at Geneseo for their patience and support as I worked through the Open SUNY Textbooks publication process.

Thank you to Lindsey Dotson (SUNY Buffalo State, 2016) and Jeffrey Parfitt (SUNY Genesee Community College, 2015) for their assistance in making FAS: WoW a reality.

Props to Nicki Lerczak for giving the final draft the “hairy librarian eyeball.” Her words, not mine!

Finally, many thanks goes to the following State University of New York (SUNY) students, employees, and alumni for sharing their words of wisdom that frames the text:

Dr. Andrew Robert Baker
Director of Community Standards
Finger Lakes Community College
Graduate of University at Buffalo, University at Albany, and SUNY Oneonta

Amie Bernstein
Graduate of Suffolk County Community College

Vicki L. Brown
Director of Student Activities
Herkimer College
Graduate of SUNY Potsdam

Dr. Kristine Duffy
President
SUNY Adirondack
Graduate of the College at Brockport

Jamie Edwards
Career Services Specialist

SUNY Genesee Community College
Graduate of University at Buffalo

Paulo Fernandes
Student at Stony Brook University

Christopher L. Hockey
Assistant Director of Student Mobility
SUNY System Administration
Graduate of SUNY Oswego

Fatima Rodriguez Johnson
Assistant Dean of Students, Multicultural Programs & Services
SUNY Geneseo
Graduate of SUNY Fredonia

Kristen Mruk
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Graduate of University at Buffalo

Dr. Patricia Munsch
Counselor
Suffolk County Community College
Graduate of SUNY Geneseo

Yuki Sasao
Student at SUNY Oswego
Graduate of SUNY Genesee Community College

Jacqueline Tiermini
Faculty
Finger Lakes Community College
Graduate of SUNY Buffalo State

Sara Vacin
Human Services Adjunct Faculty
SUNY Niagara County Community College
Jackie Vetrano
Graduate of SUNY Geneseo

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Acknowledgements from *How to Learn Like a Pro!* by Phyllis Nissila

My thanks to Amy Hofer, Coordinator of Oregon's Statewide Open Education Library Services, for keeping me on track on this OER learning curve. Thanks also to my Effective Learning and Study Skills students, past and present, who have helped me shape relevant and helpful classes. In particular, I wish to thank Raya, Lynette, Pam, and Angie, who beta tested the lessons with me in Summer term 2016 and provided valuable insights and responses. Lastly, several lessons feature the work of Dan Hodges, a Lane colleague whose series of Study Tips articles continue to be a gold mine of information for Effective Learning instructors at Lane. He has generously given permission to cite his work, here, as an Open Education Resource.

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Acknowledgements from Dave Dillon, curator, co-author, and editor of *Blueprint for Success in College and Career*

This project could not have been completed alone and I am grateful for the assistance of some amazing people around me who helped it reach fruition.

Thank you to Zoe Wake Hyde for always having my back, for your patience, time, expertise, and responsiveness.

Thanks to Apurva Ashok for all of your assistance and support.

Thanks to Hugh McGuire for creating the platform and community around it to make this possible.

Thanks to Linda (Bruce) Hill, the team at Lumen Learning, Alise Lamoreaux, Phyllis Nissila, Thomas Priester for creating high quality college success content and openly licensing it.

Special thanks to the Peer Reviewers:

Andrea Devitt, Cuesta College
Alicia Frangos, College of San Mateo
Denica Kelly, DeAnza College
Will Pines, Grossmont College
Rita Saultanian, Saddleback College
Belen Torres-Gil, Rio Hondo College
Shemya Vaughn, College of the Redwoods
Constance Walsh, Fullerton College
Suzanne Wakim, Butte College

Thanks to Jeanne Hoover (Scholarly Communication Librarian at East Carolina University) for providing the Glossary.

Thanks to Sally Ades (English faculty at Grossmont College) for providing consistency with proper footnotes (Chicago, 17th edition) when the original sources had used different footnote styles.

Thanks to Deavon Cleamon (student at Clover Park Technical College) for assistance with identification and graphic design of images, image accessibility compliance, artwork, and design of the printed version back cover.

Thank you to my wife, Lindsay, and my daughters, Brooklyn and Molly, for their support, and especially for allowing me to work on the project during times when it was not most convenient to do so. And thanks for putting up with multiple piles of this project in various rooms of our house for many months.

Thank you to my parents, Carole and Joe Dillon, for inspiring me in education, teaching the value of hard work, and for nurturing my enthusiasm, patience, and persistence to be able to finish the project.

Thanks to the small group I affectionately call my “think tank”, Una Daly, Nicole Finkbeiner, James Glapa-Grosslag, and Amy Hofer. Your continued support and answers to my questions have been invaluable.

Thanks to Alexis Clifton for support and assistance with licensing.

Thanks to T Ford for unconditional support, encouragement, wisdom, and advice.

Thank you to the Academic Senate for the California Community Colleges’ OER Task Force for your enthusiasm, creativity, and ideas.

Thanks to Laura Close. Your editorial talent, patience, willingness to assist, and professionalism are all appreciated more than I can express.

Thank you to Kim Mazyck and her team at Montezuma Publishing. You helped bring this from an idea to a reality and I am indebted for your assistance.

Thank you to the Textbook and Academic Author Association. Your resources and expertise have contributed to the quality of this textbook in many ways.

Thank you to the Global Studies Division and (EPIC) Education Partnership for Internationalizing Curriculum Program at Stanford University.

A big thank you to Colleen Lewcock, Nils Michals, and Sarah Moore who assisted with editing.

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Introduction

NORMA CÁRDENAS

The stereotype of the “traditional” college student is a young white person, age 18-to-24, who lives on campus, by the majority of popular films and college brochures. This stereotype has had negative effects on historically underrepresented college students, making it less likely that they will perceive college as something that can be done. The image of community college is a setting of comedy and it is not “real” college. Community college is looked down as unsuitable for high-wage and white-collar work. Similarly, community college students are perceived as second-rate students, which influences students’ decision to attend community college. Through your enrollment, you will find that postsecondary education, community colleges specifically, creates opportunities and offers a quality education to the community.

Nontraditional college students have debunked the myth that college is only for white, young, middle-class people. For a long time, the admissions criteria at selective colleges and universities was a gatekeeping system where elite students could apply, get into, and afford those colleges. The college cheating and bribing scandal in 2019 revealed the misconceptions about wealth and merit in elite colleges and universities. The unfair system should give us pause to think about access, wealth, and success. Historically underrepresented minority students have been denied access to elite institutions of higher education, despite being worthy and capable. Less than one-half of 1 percent of children from the poorest fifth of American families attend elite colleges and universities. In contrast, enrollment at the 3,250 lowest-funded community colleges and four-year universities is 43 percent Black and Hispanic (The Washington Post: There’s a lot of talk about changing college admissions after the Varsity Blues scandal – don’t hold your breath)

As the college student profile shifts at area colleges and universities, young adults with few responsibilities other than college are becoming a shrinking demographic on many college campuses. Today’s college campuses are increasingly becoming infused with nontraditional students, those 25 and older, with responsibilities beyond the classroom walls. These are not students who transition directly from high school to postsecondary education. Many are first-generation college students whose parents did not attend college and are not providing the student with first-hand information about the inner workings of college. Besides the basic foundational information surrounding college, nontraditional college students need help understanding aspects of college systems and navigating the youth centric culture.

Nontraditional college students are more diverse with work and family obligations. Women students, students of color, student parents, working students, first-generation college students, undocumented/DACAmented students or mixed-status immigration families, queer students, students with a disability, STEM majors, returning students, veteran students, students with intersectional social identities show students do not share a universal experience. While the lived experiences and perspectives of nontraditional college students can be perceived as assets, colleges have not caught up with the changing demographics of their students.

Graduating high school seniors receive support to prepare for college admission. From visiting colleges, attending college-going workshops, test preparation, and coaching for the college application process, college choice, and transition process, these students are primed for college success. For some students, there is a gap between high school graduation requirements and college-readiness standards and career education and training. Undervalued and underserved, students do not have access to college-going guidance and resources at their high schools. For nontraditional students, the complicated language, confusing policies, maze of offices and programs, and cultural isolation make college feel like it is anything other than earned. As nontraditional college students struggle through the confusion, the college experience highlights the differences and skepticism of their place in college.

What Makes A Student Non-Traditional?

The term 'college student' is no longer exclusive to the traditional 18-to 24-year-old. The term 'nontraditional' is a misnomer since most college students diverge from the traditional path. Nontraditional college students can be broadly defined as having one or more of the following characteristics:

- is 24 years old or older;
- delayed entry to college at least one year following high school;
- has dependents (elder parents, siblings, or other members of the family);
- is a single parent;
- is employed full-time;
- is financially independent;
- is a veteran or member of the armed forces;
- is homeless or at risk of homelessness;
- is an orphan, in foster care, or a dependent or ward of the court since age 13;

- is an emancipated minor;
- is a commuter student;
- is enrolled in non-degree occupational program;
- is attending college part-time;
- has adult learning needs;
- is a GED recipient or Certificate of Completion;
- is a first-generation college student;
- is first-generation in the United States;
- is an English Language Learner; or
- is a dislocated worker

Nontraditional college students do not start at the same place. Nontraditional college students face critical issues surrounding participation in college and ultimately, college success. The critical issues are amenable to change or intervention at various stages in a student's college life. These critical issues include, but are not limited to, the following:

- Strategies for managing competing time demands;
- Difficulty navigating confusing institutional environments;
- Understanding the culture of college;
- Transitional services for “nontraditional” students;
- Knowledgeable support systems;
- Personal barriers;
- Unpredictable constraints on their schedules;
- Employee enrolled in school priorities;
- Paying for college;
- Membership in professional organizations, practicum placements, or professional licenses; or
- Underprepared foundation skills and remedial education.

It's okay to feel ambivalent about higher education, its many requirements, and being out of place. Taking your assets and experiences and shaping them into goals and ambitions is necessary. Turning doubt and challenges into opportunities will help to demystify the norms and processes for being a “successful” college student.

Does A Non-Traditional Student Select The Same College Environment As Traditional Student?

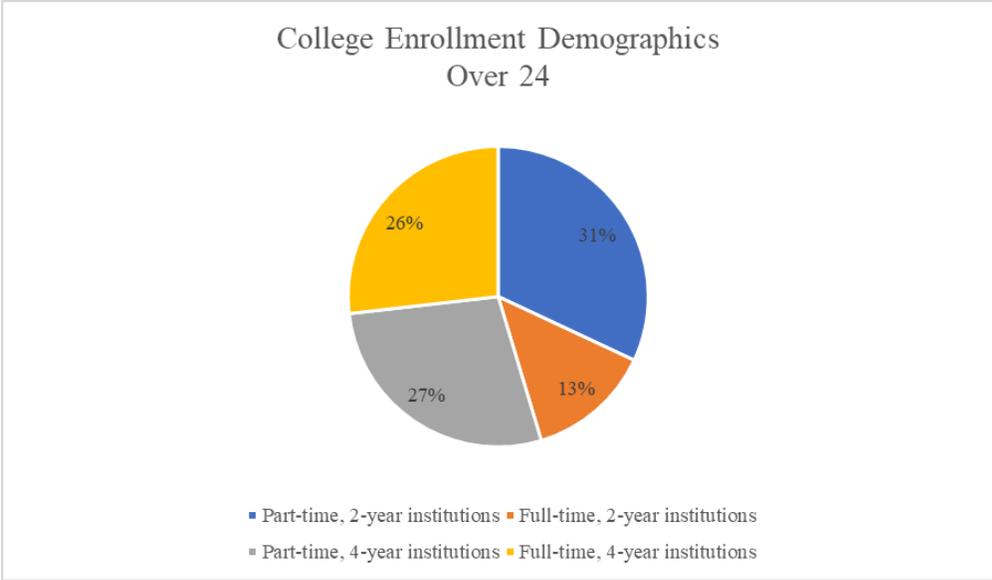


Figure 1: College Enrollment Demographics for Students over 24

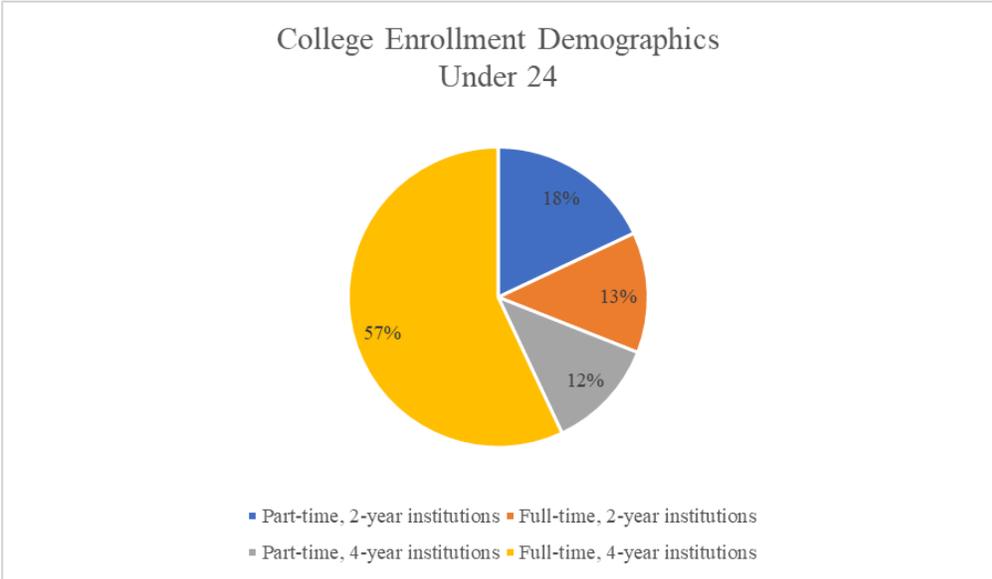


Figure 2: College Enrollment Demographics for Students under 24

Data from the National Center for Educational Statistics (NCES), the primary federal entity

for collecting and analyzing data related to education, reported that over 30% of undergraduates are nontraditional students and 58% attended college part-time during the 2019-2020 academic year. According to the Center for Postsecondary and Economic Success (CLASP), 51% of undergraduate students are classified as independent students. You can only qualify as an independent student for federal financial aid (FAFSA) if you are at least 24 years of age (fafsa.ed.gov). Financial independence combined with the growing cost of attending college are leading to a growing number of part-time students enrolled in colleges. Paying for college can be a combination of federal, state or institutional financial aid. Federal Pell Grants are available for up to six years. The GI Bill provides 36 months of education once you begin college.

A 2018 Briefing Paper titled *Understanding the New College Majority*, from the Institute for Women's Policy Research (IWPR), revealed that 66% of college students qualified as low income and would have to work to cover direct and indirect college expenses. The data shows that almost half of college students work 20 hours/week or more while balancing their course loads, homework, and meeting family responsibilities. A little more than half of non-traditional students are parents, 60% of single parents are women, and women of color are especially likely to be student parents. As with student mothers, student fathers also struggle with finances and child care.

Research prepared for the National Center for Education Statistics in 2018, *Working Before, During, and After Beginning at a Public 2-Year Institution*, showed financial independence influences attendance patterns and suggests a trend in college selection by nontraditional students. In the brief, 28% percent of the students employed while attending 2-year college thought of themselves as an "employee enrolled in school" compared with 12% of students at public 4-year institutions. A significant difference between "employee enrolled in school" and "student working to meet expenses" is how they blend work and college attendance. Not surprisingly, "employee enrolled in school" work full-time and attend college part-time; students who work attend college full-time and work part-time.

Analyzing the data from NCES on college attendance patterns in the fall of 2019, 4-year colleges, both public and private had over 85% of their full-time student enrollment composed of young adults (under the age of 25). This trend was not true for private for-profit colleges, where young adults represented about 34% of the student population. Students over 24 years old tend to select 4-year private for-profit colleges. At 2-year colleges, the same trend could be seen. Approximately 80% of students attending 2-year public colleges and 51% of students attending 2-year private colleges were young adults and 20% were over the age of 24. Once again, private for-profit colleges were composed of more non-traditional students. Students over 24 years old made up over 50% of their student population.

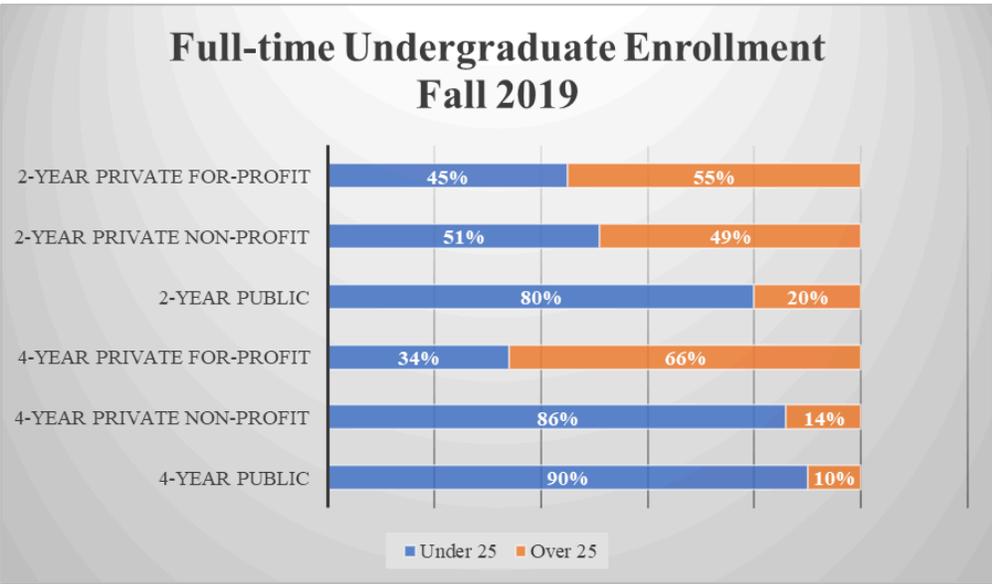


Figure 3: Full-time Undergraduate Enrollment Trends for Different Types of Institutions

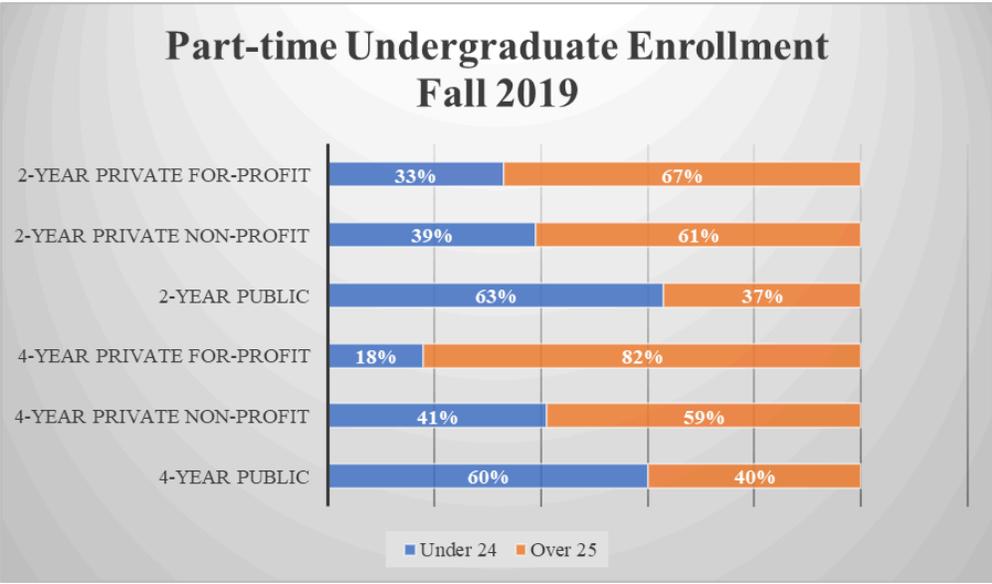


Figure 4: Part-time Undergraduate Enrollment Trends for Different Types of Institutions

According to NCES data, students over the age of 24 accounted for 40% of the part-time students at public 4-year institutions; nearly 60% of part-time enrollment at private non-profit institutions; and over 80% of part-time students enrolled at 4-year for profit

institutions. At 2-year colleges, 37% at public colleges were over 24 years of age. At two-year private colleges, 61% were over 24 years old. At private for-profit 2-year colleges, 67% of part-time students were over the age of 24. Nontraditional college students are concentrated at 2-year public institutions.

Yesterday's nontraditional students are becoming today's students and bringing with them a different set of experiences and expectations. Employees-who-study report being interested in gaining skills to enhance their positions or improve future work opportunities as reasons for attending post-secondary education. In the Work First Study Second report, 80% of the employees who work reported enrolling in post-secondary education to gain a degree or credential.

Based on the research, nontraditional students are more likely to display the following preferences/behaviors than traditional students:

- Attend community colleges;
- Work towards an associate degree and vocational certificates;
- Major in occupational fields such as computer science, business, vocational/technical fields; and
- Take fewer courses in behavioral sciences and general education

The nontraditional student population is rapidly becoming the new majority. There is an ever-growing presence of Black and Latinx students, along with those who receive Pell grants at community colleges because of affordability and flexibility. Community colleges are access points with “student-ready” supports and services. However, nontraditional college students do not complete their degrees within six years as well as traditional students. It is highly critical that students receive support from the start of a student's enrollment in college.

Bridges Not Gates to Completing College

Analysis reveals that the majority of students do not follow the traditional path taking 2 years for an associate degree or 4 years for a bachelor's degree. Average times to degree are longer because students are starting late, enrolling part-time, changing institutions, or taking stop-outs, often in response to family and work obligations. The Signature Report from the National Student Clearinghouse Research Center College reports on completion rates. Nearly one in four college graduates complete at a different institution. Part-time

students over the age of 24 showed a higher completion rate than did the part-time students in either of the two younger age groups.

The pathways to success are different for every person and affect the time to degree for students at two-year public and four-year public institutions. Redefining success as you navigate higher education is critical. College students attend multiple institutions. Reverse transfers, a student who starts at a 4-year institution then transfers to a two-year, have become more normal. Only one-third of independent students earn a degree or certificate within six years. Independent students are nearly 70% less likely to graduate with a degree or certificate within 6 years of enrolling in college (33 percent versus 56 percent) (IWPR, 2018). Outreach programs and support services such as the federal TRIO program increase college entrance, persistence, completion rates among low-income, first-generation, and students with disabilities. The Beginning Postsecondary Study (BPS) found 9 percent will have attained a bachelor's degree and 38 percent will have obtained some form of a degree or certificate by 6-years after first enrolling. Another 13 percent will still be enrolled, and 49 percent will not be enrolled and will not have obtained any degree or certificate.

The pathways for students who started at college and stopped out before completing a degree or certificate (Some College, No Credential, SCNC) has grown. Black, Latinx, and Native American learners were over-represented in the SCNC population. While Latinx students are more likely to be enrolled 6 years after enrollment than other groups, Latinx students' completion rate was 47% compared to 63% for white and Asian students, according to *Excelencia in Education (The Condition of Latinos in Education: 2015 Factbook)*. This does not imply that degree attainment is the only way that students can profit from postsecondary education. Nontraditional students combined work experience and postsecondary course taking to improve their marketability in ways not yet possible for their traditional counterparts who have not begun a career.

Since the pandemic, undergraduate enrollment declined across all institution sectors and for every age group. Public two-year colleges remain the hardest hit sector. Adult students (age 24 and older) saw the sharpest relative enrollment decline this fall. White, Black, and Native American undergraduates declined more than other racial and ethnic U.S. student groups, each falling between 4.4% and 5.1%. Latinx and Asian students fell at about half those rates (-2.4% and -2.2%, respectively).

The pandemic also amplified transfer, financial, scheduling, advising, grading, and pedagogical barriers. The grief and loss of the pandemic took a mental health toll causing students to withdraw or take a mental health leave from college. A few positive outcomes of the pandemic were the increase in online classes for stopped-out students, colleges dropped or made testing optional to address systemic racism within the admission process, and spurred activism on social justice issues.

Why Do The Demographics Matter?

If you talk to people who have gone to college 10, 15, 20, or even 40 years ago, you will hear similar stories about what their college experiences were like. College systems and structural foundations have not changed much from the past. The change that is happening is in the student demographics and their needs/expectations. It is important for students to realize every college has quality programs, culturally responsive services and supports, and its own culture. Finding a comfortable match between student expectations and college expectations is essential for student success. Looking at demographics can help students think about what type of student needs would impact college selection and how that relates to their individual needs. For example, working students may need more flexible course offerings that are online or convenient class times. Students may have work experience or credit transfers to satisfy credentials and finish their degrees. For commuter students, it may be a logistical question of affordable, reliable transportation. In addition, looking at college selection demographics can help prospective students understand there are many roads to college. Employers may offer assistance for tuition, fees, and books. Ultimately, college is a dynamic equation. Recognizing expectations from the student's needs (financial, admissions, and cultural) and the college's ability to provide for those needs is a major factor in the student's college success.

A pathway to college and career success to further Latinx student success is the Hispanic Serving Institution (HSI) federal designation, for colleges with a minimum of 25% Latinx student population. According to Excelencia in Education, a Latina-founded and led non-profit organization, HSIs accelerate Latinx student success by addressing students' intersectional needs, experiences, and identities. Currently in Oregon, three institutions, Portland State University, Western Oregon University, and the University of Oregon, are designated "emerging Hispanic-Serving Institution" (eHSI), where Hispanic students make up between 15 and 24 percent. Another milestone in increasing college graduation is the HB 2871, passed in 2019 by the Oregon legislature, to improve the affordability of course materials and to positively impact student success.

Barriers to College Success

Financial barriers in higher education include tuition and fees, room and board. Navigating the stereotypes, internal fear, self-doubt, and assumptions is part of surviving and a way of life. "Am I supposed to be here?" or "Am I smart enough?"

For students, it may seem like straddling two worlds and feel pressure to assimilate to the middle-class and bridge the gap between college and family. against the cultural values of humility and hard work. Feeling the pull of family responsibility and the push of your studies is difficult to balance. Family and social class plays a role in the academic areas of study the student chooses. For students working part- or full-time, course offerings and sequencing may prevent staying on track. Being overextended limits engagement in group work, co-curricular activities. and study habits. Students face racism and microaggressions and the disconnect between their cultural identities and Western higher education institutions.

With campus navigators, students can access services and talk about workforce needs and educational options. mental-health crisis on campus and the pressure from yourself, family, the cost of higher education (money), and need to finish quickly (time). Finding professors, peers, and mentors who understand and can help create a sense of community is helpful. Through personal connections and networks, knowing how to apply for testing accommodations, picking courses in which you are likely to succeed, are ways to be successful.

Textbook Outline

Our goal in this book is to provide tools and strategies to support college access and success for students. It takes an educational equity perspective and an asset-based framework. The equity framework provides for college access and inclusion and addresses the academic needs of students and the barriers they face. Colleges and universities were not designed with the changing college student population. They shape inequalities students experience. Rather than focus on the assumptions and generalizations that blame students for failing and ignore the circumstances and barriers, an asset-based approach values the strengths of students and focuses on meeting students as capable and deserving of college success and opportunity. Another perspective is a collectivist approach rather than an individualized view of perseverance. No one succeeds alone. To successfully complete college, individual determination is not enough. You will need institutional bridges such as mentors and advisors to navigate the college experience and create a sense of belonging.

The structure of the book follows a life course approach that covers matriculation to graduation: pre-enrollment, matriculation, advising, stress points (first set of finals), orientation, transition (graduation), academic support, advising, campus navigation, time management/study skills, financial aid, and career exploration. We intentionally invite students to look at their own histories, stories, own legacies, and community cultural wealth

to prepare you for a college education. Tara Yosso's (2005) community cultural wealth model focuses on the array of assets nontraditional students possess such as aspirational, familial, linguistic, navigational, resistant, and social capital. Students bring their talents and strengths such as resilience, ambition, and a track record of beating the odds with them to their college environment and then build upon it. The goal of using inclusive language is to affirm race and ethnicity, immigration status, gender and sexual orientation, and ability. We used insights from the authors combined with scholarly sources about word choice.

We hope this blueprint for care contributes to your college success.

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(included in above video): Chem 60 Welcome Video Featuring a Special Guest. Authored by Dr. Benny Ng. Located at: <https://www.youtube.com/watch?v=0JnBTvVkfZc>. License: All Rights Reserved. License Terms: Standard YouTube license.

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Adaptions: Curator video removed, reformatted, image removed, "Why I Wrote This Book" relocated to Preface.

“Ganas. That’s all you need. The desire to learn.”

– Jaime Escalante

Having a strong background in mathematics alone does not account for success. It is the desire and motivation to learn. Think about what you are passionate about. It might be family, friends, a significant other, a pet, an upcoming vacation, or what you might have for dinner. Different people are passionate about different things. Ask yourself: Why are you passionate about those things? What makes you passionate about them? Now ask yourself if you are passionate about learning, knowledge, hobbies, and interests.

Author’s Story

I can think of many things I would rather do than sit in a classroom listening to a lecture. I’d rather be relaxing at the beach, traveling to a new place, or playing Mario Kart with my family and friends. But when I was in college, my education was extremely important to me. I had a tremendous amount of passion, which allowed me to succeed. I had the attitude that nothing was going to stand in the way of getting my degree. In my first year in college I took an Introduction to Sociology class that genuinely interested me. It was easy to be passionate about it because I really liked the subject matter, my professor, and the textbook. I also took Microeconomics. And while I understood its value and importance, I was not as interested in attending and completing the assignments. However, I always knew I needed to find passion in the course if I wanted to be successful and accomplish my goals. One strategy that worked for me was to test where I could apply concepts in those less interesting classes to my personal life. For instance, if the lecture and textbook were explaining a Microeconomics concept like total and marginal utility, I would try to apply this to something I could easily relate to. If utility is the satisfaction of the consumption of a product for a consumer, I would think of an example involving Arby’s roast beef sandwiches, and blue raspberry slurpees. Making the material meaningful to me allowed me to be passionate about learning something I otherwise would not have been. Later, as a counselor, I have supported many students who were in college but for many reasons may not have been as motivated as I was at a given point in time. It is OK for students not to know their major. It is OK for students to prioritize aspects of life other than college. Sometimes students do not have a choice and have to prioritize other things. Some students may not necessarily want a four year degree or even to be in college. That is OK too. Many students are in college as a means to find a better job. Having passion for college and genuine curiosity for learning and knowledge can be helpful as it was for me. But

many students are in college for different reasons and with differing levels of interest and passion. I encourage students to identify their own path – the one that is the best fit for them.

It is important to acknowledge my privilege as a cisgender, straight, white male in a system that was created by and for people like me. Hard work and passion is not the only way to success. In a meritocratic world, the hardest working people would win and be successful.

“Brick walls are there for a reason: they let us prove how badly we want things.”

– Randy Pausch

It is common to have other things you would like to do more than studying for a class, sitting in class, watching a recorded online session, doing homework, or preparing for exams. But you still must have passion for learning and for the class in order to be successful.

My favorite definition of success is from Michael Jordan: “I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

Why Are You Here?

Please note: It is OK to not know what your goal is when you start college. In fact, it is extremely common for students not to know what their goal is or what their major is when they begin college, but there is value in identifying your goal(s) as soon as possible.

More questions to ask yourself: Why are you in college, and why are you taking the courses you’re taking? If you can answer these questions with solid logic and understand their purpose and how they fit into what’s important in your life, you are off to a great start. However, if you are taking classes at someone else’s suggestion and you are not genuinely interested in them, you may want to reconsider. I do not wish it to be misconstrued that I recommend you drop out of college: rather I want you to have a plan and passion to be able to achieve your goals. For many people, higher education is a necessary part of their goals.

Balancing personal obligations can be difficult. Students may have pressing family, work, social and other responsibilities in addition to college. Developing a strategy to balance

personal responsibilities and college life may prove successful in supporting students' passion. Some of these ideas will be covered throughout this unit.

For college success, it is helpful to attend when it's "the right time" for you. How do you know if it's the right time? You need to acknowledge that there is no such thing as "the right time" and there is only right now. Ask yourself if it's the right time or only right now for the following students to go to college:

- Monica's goal is to go to a university. She was accepted but couldn't afford it. She enrolls at a community college. She is passionate about attending community college and then transferring to earn a bachelor's degree.
- Christina is a high school graduate. She would like to take a year off of school to work and travel. Her parents gave her an ultimatum, saying that if she wanted to continue to live at home, she had to go to college full-time.
- David completed one year of college then got married in his early 20s. He and his partner raised four children and he has been working for 20 years in an uninteresting, low-paying job. He always wanted to finish college and now finally has the time to go back to school.
- Andy is interested in partying and little else. He knows his college education is important but it is a low priority at this point.

Intrinsic vs. Extrinsic Passion

Sometimes we are motivated by a specific desired outcome of performing a task. Some people play a game because they want to win. In education, some students work hard because they want to receive a good grade or transfer to a prestigious university. Parents of younger children may give a monetary reward for each "A" their student earns. This is extrinsic motivation.

Interest, desire to learn, and enjoyment of a subject are characteristics of intrinsic motivation, which can lead to passion. It is helpful if your passion for your education comes from within yourself. If your educational goals (passing a college course, acquiring new skills or attaining a degree) are important to you, your motivation can become intrinsic, allowing you to develop passion, which will help you reach your goals. Without passion, you

may find yourself struggling, withdrawing from courses, earning poor grades, or dropping out. External rewards of ascending to a certain academic level or acquiring wealth lose some of their appeal if students do not find the work to get there personally rewarding. These students, who truly embrace their work, are intrinsically motivated – passionate while those who are focused mainly on rewards for high achievement and punishment for poor performance are extrinsically motivated. Trophies, medals, money, new clothes or a new car are examples of extrinsic motivators. One could argue, “the end justifies the means”—that it doesn’t matter if a students’ passion comes internally or externally, as long as they accomplish their goals. However, when the reward is learning itself, the student is on the road to long-term success!

“Only passions, great passions, can elevate the soul to great things.”

– Denis Diderot

The Choice Is Yours

I believe one of the best decisions you can make is to attend college if you are passionate about it and are able to dedicate time to this pursuit. On the other hand it may be better to postpone attending college if you are not passionate about it, have support for one’s passion, or may wish to explore other options, such as vocational programs, internships, apprenticeships, or certificates. Sometimes students have other commitments, obligations, or life circumstances that do not allow the opportunity for them to pursue college at a certain time. Passion can predict success or failure such as the time spent on an activity, which can ignite a change in students to improve outcomes. There are some suggestions in this book that can assist a passionate student to succeed. But all of the suggestions in the world will not help a student lacking passion. In the end, I want you to be successful and I want you to enjoy college, but I believe these are nearly impossible without passion.

“Nothing great in the world has ever been accomplished without passion.”

– Georg Wilhelm Friedrich Hegel

There is a scene from the movie *Serendipity* (2001) where Dean's character says, "You know the Greeks didn't write obituaries. They only asked one question after a man died: 'Did he have passion?'" I will leave it up to you to decide if this is true or if it is Hollywood taking a liberty, but either way that quote has stayed with me. You can be successful in college. This textbook is a journey in figuring out how you are going to get there.

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Version History: Minor edits and updates for more inclusiveness, alignment, and cultural responsiveness, July, 2021 and October 2021.

“Learning is a treasure that will follow its owner everywhere.”

— Chinese Proverb

What’s college for? That’s a little question with a big answer! A college education comes in many shapes and sizes. In 2020, according to the National Center for Education Statistics, there were 3,982 degree-granting postsecondary institutions in the United States¹

Associate degrees may be obtained at community colleges or technical schools and usually require approximately 60 credits. Bachelor’s degrees are most often offered by four-year colleges or universities, although some community colleges may offer bachelor’s degrees. Most bachelor’s degrees will require the completion of approximately 120 credits. Some students may begin at a community college and transfer to a four-year college or university to pursue a bachelor’s degree while others may start and finish at a four-year college or university. Students who start out at a community college usually save money on tuition. Both associate degrees and bachelor’s degrees usually require general education courses and courses focusing on a specific major. Articulation agreements allow students to transfer courses or degrees directly to the university. A master’s degree is an advanced graduate degree that shows a high level of mastery concentrated in a specific subject area. Many master’s degree programs require completion of 30 and 60 credits. One distinction between colleges and universities is that colleges usually do not offer graduate degree programs while universities offer both undergraduate (bachelor’s) and graduate degree (master’s and doctorate) programs. A doctorate degree is the highest degree available to earn in many fields. Also called a “terminal degree,” this signals achieving the highest level of academic mastery in some disciplines.

Colleges and universities may be public, private, religious, small, large, for-profit, community colleges, junior colleges, regional universities, research universities, or international universities. In addition to a degree and an “education,” students often pursue college for options, opportunities, knowledge, curiosity, and guidance.

1. <https://www.usnews.com/education/best-colleges/articles/how-many-universities-are-in-the-us-and-why-that-number-is-changing>

How do you view college? What will define college success for you?

People go to college for a variety of reasons. The type of college you select will help set parameters and expectations for your experiences. Before jumping into the details of going to college, it's important to stop and think about the purpose college has in your life. Traditionally, college was a place young adults went after high school to explore courses and majors before settling into a job path. According to a 2019 University of California at Los Angeles survey, most people currently go to college for one or more of 7 main reasons:² In the past, learning about things that interested them was listed as the top reason to attend

2. <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2019.pdf/>Ellen Bara Stolzenberg et al., *The American Freshman: National Norms Fall 2019* (Los Angeles: Higher Education Research Institute, UCLA, 2019). The study includes students at four-year colleges and universities, therefore does not include underrepresented minority students who disproportionately attend community colleges.

- 1) To be able to get a better job
- 2) To gain a general education and appreciation of ideas
- 3) To become a more cultured person
- 4) To be able to make more money
- 5) To learn more about things that interest me
- 6) To get training for a specific career
- 7) To prepare for graduate or professional school

Video: *Don't Just Follow Your Passion: A Talk for Generation Y*, Eunice Hii at TEDxTerryTalks 2012



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=31#oembed-1>

What impression does this TED Talk leave you with? Which generation are you?

A Forbes article from 2019 says that the most commonly cited reason for why Americans value higher education is to get a good job.[footnote]<https://www.forbes.com/sites/brandonbusteed/2019/04/10/whats-the-purpose-of-college/?sh=73adee94354e>

college. When did the change in priority occur? Dan Berrett says the change in priority can be linked to Ronald Reagan, when he was Governor of California.³

In 1967, California Governor Ronald Reagan stated, "We do believe that there are certain intellectual luxuries that perhaps we could do without." Taxpayers should not be "subsidizing intellectual curiosity," he said. By the time Reagan won the presidency, in 1980, practical degrees had become the popular choice. In the 1930s, around the time Reagan went to college, about 8% of students majored in "business and commerce." When he was elected Governor, that share was 12%. By the time he moved into the White House, more students majored in business than anything else. Business, as a major, has held that top spot ever since.

Nothing has changed. The federal government has not kept up with rising costs of higher education, thus putting college out of reach for disadvantaged students. The recent College Admissions Scandal in 2019 pushed elite schools to make changes in admissions and financial aid. Regardless of the prestige of the college, the difference in success, long-term happiness, or life satisfaction is passion.

What frames your value of education?

What kind of return on your investment do you expect from college?

From an economic perspective, deciding to go to college has an "opportunity cost" based on logical reasoning. An opportunity cost is based on the economic principle that there are limited resources available and choices must be made. Examples of resources would be things like time and money. If you are spending time doing something, you must give up doing something else you want to do. That is the opportunity cost of your choice assuming you cannot do both. On average, college graduates made \$20,000 a year more than high school graduates who did not finish college. Going to college will have an opportunity cost in your life. An important question to ask in the beginning of your college venture is: what are you willing to trade off for going to college?

How you define success in relationship to your college experience impacts how you see the concept of return on investment. Opportunity costs are tied to the idea of return on investment. Once you make an investment of your time and money in college, what investment are you hoping to get in return? Some ways to gauge return on investment

3. <https://www.wpr.org/reagans-1967-speech-changed-purpose-college-forever-says-journalist>

include job opportunities after college, immediate financial benefit to earned wages, social network/connections made while attending college, development of communication and other "soft skills," personal enrichment and/or happiness, and the ability to improve socio-economic circumstances for students' family and community.

Short-term rewards compared to long-term rewards are another way to look at return on investment. For example, it takes much longer to become a CEO (Chief Executive Officer) of a company than it does to get a well-paid job at the same company. Different skills would be required from the CEO and it may require more investment to acquire those skills. Frances Bronet, the Dean of the School of Architecture at the University of Oregon, conducted a survey of former engineering graduates when she taught at Rensselaer Polytechnic Institute. She asked former graduates what they felt they had missed in their education. The results were very different depending on how recent their graduation was. Students who had graduated 1 year ago felt that they needed more technical skills. People who had graduated 5 years ago felt that they needed more management skills, and people who had graduated 10-20 years ago felt that they needed more cultural literacy because their work now involved more working with other cultures.

Deciding to go to college is a big decision and choosing a course of study can seem overwhelming to many students. Considering the changing world we live in, knowing what direction to go is not easy.

College, however, is a public good. In the most watched TED talk of all time, educationalist Sir Ken Robinson claimed that "schools kill creativity," arguing that we grow out of creativity rather than growing into it. Robinson also argues that "creativity is as important as literacy and we should afford it the same status."

Video: *Do Schools Kill Creativity?* Ken Robinson at TED 2006



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What do you think the purpose of college is? Do you think schools "kill" creativity?

Asking yourself the questions below may help you add more depth to your foundation for the purpose for you for college. It is OK if you don't have answers for some of the questions.

You may want to discuss some the questions, your answers, and your goals with a counselor or advisor.

Personal Inventory Questions:

1. Why are you here?
2. Why college? Why now?
3. How do you define college?
4. What do you imagine college life to be like?
5. How do you know when you are ready for college?
6. What have you done to prepare for college?
7. What do you think college expects from students?
8. What does going to college mean for your future?
9. Using the list of 7 reasons students attend college provided in this chapter, rank your reasons for going to college.
10. In your opinion, is it a good idea for academic counselors to steer high school kids towards either a 4-year degree or vocational training?
11. Should students be steered toward a career that is right for them?
12. Opportunity Cost Analysis: Create a pie chart identifying how you currently spend your time (daily/weekly).

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Lamoreaux, Alise. *A Different Road To College: A Guide For Transitioning To College For Non-traditional Students*. Open Oregon Educational Resources, 2018.

<https://openoregon.pressbooks.pub/collegetransition/chapter/chapter-1/> License: CC BY: Attribution.

Adaptions: Reformatted. Added learning objectives. Modified reasons for going to college. Updated sources.

Robinson, Ken. "Do Schools Kill Creativity?" TED, TED Conferences LLC, Feb. 2006.
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Hii, Eunice. "Don't Just Follow Your Passion: A Talk for Generation Y." TEDxTerryTalks. University of British Columbia, November 3rd, 2012, Vancouver, BC, Canada. <https://youtu.be/sgbzbdxTm4E>.

License: All Rights Reserved. License Terms: Standard YouTube license.

Version History: Minor edits and updates for more currency, cohesiveness, inclusiveness, alignment, and cultural responsiveness, July, 2021.

“Education is the most powerful weapon which you can use to change the world.”

– Nelson Mandela

Before you enroll in college, it is important to understand your educational goal. Knowing your goal will help you decide the type of college you will need to select to reach that goal.

Video: *How to find work you love*, Scott Dinsmore at TEDx Golden Gate Park 2012



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Before getting too far into the topic of choosing to attend college, stop for a moment and think about the following questions:

- 1) What is your educational goal?
- 2) What are the top 5 criteria you would use in selecting a college?
- 3) What kind of degree or certificate will you need to achieve your educational goal?
- 4) Do you want to be full-time or part-time student?
- 5) Will you need to work while you are going to college? How much?
- 6) What are your priorities from a college?
- 7) What do you expect from your teachers?
- 8) What kind of support services do you need from a college?
- 9) What class size would make you feel comfortable?
- 10) Do you need support in improving your basic skills in Reading, Writing, Math or Speaking English?
- 11) What are you willing to pay for your college education?
- 12) How do you plan to finance your college education?

It is important for potential students to realize that every college has its own culture. Finding a comfortable match between student expectations and college expectations is essential for student success. Ultimately, college is a dynamic experience and the student is half the equation. The culture of a college plays a key role in finding a good match. It is important to take the time you need to make the decision about the college that is right for you. Rushing the process can lead to an unsuccessful match-up. Following a friend or family member to the same college they selected may also lead to cost-savings or a mismatched situation.

If possible, try to visit the college in person to get a feel for the campus and the setting. Are you looking for an urban, suburban, or online setting? The distance you travel to attend college will impact many aspects of your college participation. Location is an important aspect of the overall college selection process. The process of finding the right college for you will depend on your educational goal and your expectation for services from a college.

10 Factors to Consider in Finding the Right College Match for You

1. **Cost:** How important is the tuition cost to your decision? If you are undocumented, you qualify for in-state tuition if you attended elementary or secondary school in the U.S. for at least 5 years, attended and graduated from an Oregon high school for at least 3 years, and have plans to become a U.S. citizen or official permanent resident (HB 2787, tuition equity), enrollment status does not matter. You must complete the Oregon Student Aid Application (ORSAA) to be eligible for state financial aid and reduced community college tuition such as the Oregon Opportunity Grant and the Oregon Promise Grant. Veterans and active-duty members of the military are eligible for educational benefits from the U.S. Department of Veterans Affairs. Some colleges offer tuition waivers or discounts for students over 60. Students in the foster system are eligible for financial services. There are also resources available to first-generation students. Formerly and currently incarcerated can qualify for benefits. LGBTQ+ students can find scholarships or grants from organizations.
2. **Flexible Pacing For Completing A Program:** How convenient and flexible are the class times and locations? Are there evening and weekend offerings? Online or Hybrid courses? Does the class have a short term?
3. **Your Work Schedule:** How will your employment affect your ability to attend classes?
4. **Open Access:** What are the enrollment requirements of the college? If you went to high school or college in another country, you can have previous work experience or

education credentials, except for professional licenses or state certifications, recognized in the U.S.

5. **Teaching Quality:** Who will teach the classes you take and is the college accredited?
6. **College Size:** How big a campus are you comfortable with and what size classes do you expect?
7. **Support Services:** Will you need on-campus child care, computer labs, health services, parking, tutoring, financial aid, scholarships, or other services? Many scholarships do not require any proof of residency or citizenship.
8. **Academic Reputation:** What do you know about the academic quality of the college?
9. **Variety of Certificate/Degree Options:** Are you interested in career pathway options or transferring credits to another school? Are you planning to use the college you select to attend as a stepping-stone to another college or program?
10. **Opportunity to play sports or participate in club activities:** How important is it to you to have activities to participate in outside of your course work?

Where can a student find out information about the factors to consider when evaluating a specific college? Many students would suggest Google or another online search engine, Instagram, Facebook, Twitter, and other social media, which may be helpful, but the place to learn the specific details of college is in their college catalog.

The Most Important Book on Campus: The *College Catalog*

A college catalog is the place a college puts all the information regarding the specific details and rules of the school. The purpose is to have all that information in one easy place for prospective students and current students. A school's catalog contains all the information you need to know about living and learning at the school of your choice, so it can help streamline your college or degree research process. College catalogs are a long-standing tradition that pre-dates the internet and websites. Many colleges are trying to find a way to make the information more available to students on websites and social media.

The information in college catalogs changes as degree programs, policies and procedures, and student expectations change. These changes make the catalog just as useful to current students as it is to new students. Catalogs are published every year so make sure you're using the most current version. Students are required to follow all the degree requirements in order to graduate for the catalog year students entered the university. Requests to change catalog year should be made before a student files an intent to graduate. Catalogs expire every 7 years. Specific topics covered include:

- Overview of the college's history
- Availability of financial aid and specific financial aid programs
- Academic expectations
- Degree programs and course descriptions
- Tuition, housing, and meals costs/estimates
- Campus life information
- Mission statement/statement of faith for religious affiliations
- School policies and student services offered

Finding College Catalogs

Most colleges give students access to the catalog on the school website. In addition, you may be able to pick up a printed copy on campus. Some colleges do a better job of making the transition to online information delivery and accessibility better than others. Finding easy-to-use online college catalogs may be frustrating to new college students. For this reason, some students prefer printed catalogs as they get acquainted with the framework of college systems.

What is the Difference Between a Certificate, Associate Degree, and a Bachelor's Degree?

The main differences between certificates, associate degrees, and bachelor's degrees boil down to these 5 factors:

1. **Time:** How long does it take to earn the credential?
2. **Tuition:** How many courses/units/credits will it take to obtain the credential and how much will that cost? This factor may vary a LOT from school to school and state to state. It also depends on whether you will have in-state or out of state tuition (for more information, see Unit 10). Here are the approximate range of costs per year for different kinds of institutions:
 Community colleges: \$4,100 to \$9,500
 Public University: \$4,500 to \$40,000
 Four-year private schools: around \$38,000+

3. **Admissions Requirements:** This is what the college expects your skill level to be prior to starting coursework. If you are not a native English speaker, a minimum score of 500 on the Test of English as a Foreign Language (TOEFL) exam or an equivalent test is required.
4. **Level of Study/Amount of Coursework:** Will you study something very specific or something more general?
5. **Career Opportunities:** A certificate usually means you have completed a specialized form of training. It may demonstrate technical knowledge in a field and generally it is faster to complete than a degree. Sometimes a certificate can be a benchmark that applies toward a degree.

Associate degrees are commonly referred to as “two-year” degrees. If you can fix something or fix people, an associate degree may be what you are looking for. For example, health professionals, Information Technology, many high tech jobs, and culinary arts are examples of careers that do well with associate degrees. Associate degrees may be used as a stepping stone and credits from an associate degree can often be transferred to meet some required classes for bachelor’s degrees.

Bachelor’s degrees are commonly referred to as “four-year” degrees. A bachelor’s degree extends learning and usually requires around 120 credits (about 40 courses) or more to complete, which is approximately twice as long as an associate degree takes to earn. These numbers vary based on whether the college operates on a semester or quarter schedule. If you want to pursue a career in teaching, engineering, architecture, business, or finance, a bachelor’s degree may be required.

Where Can You Find Out What Educational Level is Needed for a Career?

The table below lists several types of careers. Evaluate each career and determine what kind of educational background a person would need for the jobs listed. Some careers may be suited to multiple levels of education and you may select more than one choice if applicable.

Try using a college catalog, Occupational Outlook Handbook (released by the Bureau of Labor Statistics) <https://www.bls.gov/ooh/> or O*NET (Occupational Information Network) <https://www.onetonline.org/> to find the information needed to fill in the table below. Some answers will vary based on state regulations for the career.

	Vocational	Certificate	Associate Degree	Bachelor's Degree	No Specific Educational Requirement
Truck Driver					
Massage Therapist					
Energy Management Technician					
Environmental Engineering					
Early Childhood Education					
Fitness Specialist					
Dance Teacher					
Computer Information Specialist					
Computer Game Designer					
Dental Assisting					
Food Service Management					

You may have noticed that the answers to the educational requirements for the careers listed in Table 1 may vary and some careers have multiple layers to their skill requirements and degree requirements. Early Childhood Education, for example, has a career pathway option. Students can earn a certificate and then go on to earn an associate degree and even transfer to earn a bachelor's degree depending on the job aspiration of the student.

What are the advantages and disadvantages of each of these educational outcomes? Fill in the table below based on your opinion.

Advantages

Disadvantages

Vocational Training

Certificate

Associate Degree (2-yrs)

Bachelor's Degree (4-yrs)

Based on what you know so far about certificates and degrees, what will you be seeking as your educational credential?

Now that you have thought about what kind of certificate or degree you might need, where could you go to get that credential? Colleges can come in several forms. Some things to consider about the design of the college:

- Profit or non-profit
- Private or public
- 2-year degrees or 4-year degrees
- Accredited or non-accredited
- Transferable credits or non-transferable credits

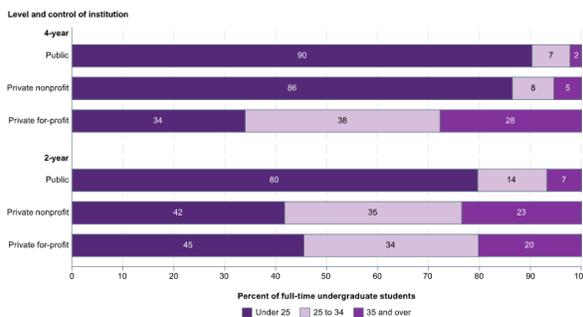
Where Are You Most Likely to Attend College? Let’s Look at the Statistics!

Statistics show demographic differences in student populations between public and private; and for-profit and non-profit colleges. The culture of the colleges may vary greatly based on these qualities.

Examine the following two charts. Based on your age and whether you plan to attend college on a full-time or part-time basis, what kind of college are you most likely to attend? Do you agree or disagree with the statistical prediction about the college you will attend.

“Full-time undergraduate enrollment patterns, Fall 2019” by National Center for Education Statistics is in the Public Domain

Figure 2. Percentage distribution of full-time undergraduate enrollment in degree-granting postsecondary institutions, by level and control of institution and student age: Fall 2019

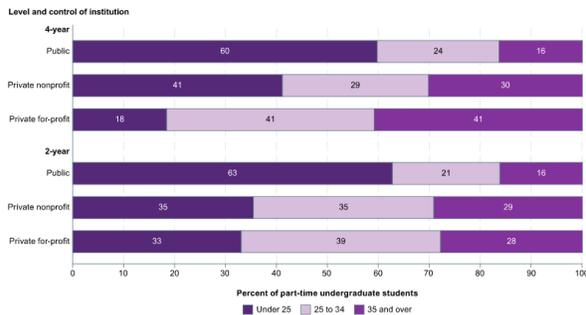


NOTE: Data in this table represent the 50 states and the District of Columbia. Percentage distributions exclude students whose age is unknown. Enrollment includes both U.S. resident students and nonresident alien students. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2020, Fall Enrollment component. See Digest of Education Statistics 2020, table 303.50.

http://www.nces.ed.gov/ipeds/data/ipeds_datacenter/ipeds_datacenter.asp "Part-time undergraduate enrollment patterns, Fall 2019" by National Center for Education Statistics is in the Public Domain

Figure 3. Percentage distribution of part-time undergraduate enrollment in degree-granting postsecondary institutions, by level and control of institution and student age: Fall 2019



NOTE: Data in this table represent the 50 states and the District of Columbia. Percentage distributions exclude students whose age is unknown. Enrollment includes both U.S. resident students and nonresident alien students. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2020, Fall Enrollment component. See Digest of Education Statistics 2020, table 303.00.

Suggested Activity

Using College Navigator – National Center for Education Statistics, you can find out how many colleges are located in your area. You can also search for schools by the type of credential, location, cost, and student body size.. You may also want to take a look at the 2022 Best Colleges | College Rankings and Data | US News Education for content and rankings on colleges. The College Search – BigFuture | College Board includes diversity, sports and activities, and transfer credits in your search. Finally, College Scorecard allows you to search graduation rates and average annual cost of schools across the country, along with median salaries of graduates in different majors. The Campus Pride Index provides a rating out of five stars for LGBTQ+-inclusive policies and programs. It also provides a Trans Policy Clearinghouse where you can view schools’ specific policies for transgender students.

Making the Choice

Ultimately, as a student, you will have to select a college that feels “right” to you. Complete the table below based on what is important to you as a college student.

Want Don't Want

Cost

Financial Aid

Flexible Pacing

Interaction with Teachers

Support and Advising Services

Size of Institution

Academic Reputation

Certificate/Degree Options

Access to Technology

Convenience/Flexibility

Geographic Location

Setting/Commute Time

Community/Social Interaction

Student Clubs/Sports

Video: Karen Hernandez “On Being an Undocumented Student, Formerly Incarcerated, and a Mom”

How does the video relate to your life and to your decision to go to college?



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Adaptions: Reformatted. Added Learning Objectives. Removed some information specific to Lane Community College.

Dinsmore, Scott. “How to Find Work You Love.” TED, TED Conferences LLC, Oct. 2012. Located at: https://www.ted.com/talks/scott_dinsmore_how_to_find_work_you_love

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Hernandez, Karen. “On Being an Undocumented Student, Formerly Incarcerated, and a Mom.” Located at: <https://youtu.be/36m1o-tM05g>

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“The doors we open and close each day decide the lives we live.”

-Flora Whittemore

Questions

This chapter contains questions that are designed for you to think critically about your experience in college. It introduces terminology and concepts that will be helpful for you to understand. The questions are meant to be answered as a process of learning about how to become a successful college student – what that might look like and feel like. It may feel as though you are expected to know policies and procedures in college from the beginning. But you are not alone, if you do not know what some concepts mean, where to find what you need, or who to ask for support. In fact, many college students learn about what they need to know AFTER they start college. It is OK if you do not know the answers to these questions.

When you envision yourself as a college student, what do you see?

What will your daily life in college be like?

Video: *Gaming Can Make A Better World*, Jane McGonigal at TED

2010



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After watching the Jane McGonigal’s TED Talk, think about the following questions:

- What are gamers good at?

- What is the importance of “10,000” hours?
- Are gamers goal oriented?
- How do gamers feel about tests and being measured?
- What happens when a gamer makes a mistake?
- How do gamers handle frustration?
- How do gamers feel about change?
- Can the skills of a gamer be applicable to the skills a college student will need?

College is a place of constant change. Not just in terms of studying and learning new material, but also in terms of how it is structured. A student’s classes, instructors, and the hours a student needs to be on campus change each term. Many students and instructors felt a lot of change during the pandemic with greater online offerings and less in person presence. Quarters, trimesters, and semesters divide an academic year into thirds or halves and may have short intensive sessions, or minimesters, short and intensive classes between semesters. Some students will take classes in the summer . People sometimes use the words quarters and semesters as if they are synonyms because both divide up a school year, but they represent different units of time.

Dividing up the academic year provides an opportunity for varied learning and developing specialties, but it also means new faces in classes, unknown expectations from new instructors, and juggling a new schedule. It means you may have new routes to travel on campus as you make your way to a different building if your college has a large campus. If a student is working along with going to college, it may mean negotiating new work hours with a boss and coworkers. All of these changes can feel like chaos that comes in like a tidal wave. Every term can feel like starting over, especially for students who are not in a specific program yet. The beginning of a college experience can seem blurry to a new student trying to navigate the system.

“There’s no blinking light to say, hey, look over here, this changed!”

– Amber McCoy, Lane Community College Student

Many students come to college with at least some high school experience and expect college to be similar. After all, many classes have similar names: Biology, Algebra, Writing, Chemistry, and so on. However, the expectations that accompany those titles may be drastically different. College classes tend to cover course material at a faster pace and expect students

to carry more of the burden of learning the material on their own outside of classroom activities.

Compared to college, high school has a straightforward curriculum. High school is segmented and chronological. Students generally go to school at the same time each morning and finish at a similar time in the afternoon. Students are assigned counselors to guide them. High school students usually don't have to buy textbooks for their classes. There are clear deadlines and the teacher monitors progress and potentially shares progress with parents. The academic benchmarks of quizzes, tests, and projects are concrete indicators of progress. Teachers may monitor students' use of smartphones in class and help students maintain focus on classroom materials. The high school a student attends is picked for him or her, either by geographic location or their parents' choice.

Students can make informed choices about college with better information. For marginalized students, the knowledge gap may limit choices. Initially, the choice is where to go to school. The student has to find a college that fits their own preferences and figure out the process of college admission. There are forms to fill out, submit, and process. Students may have to learn the steps for admission and enrollment for more than one college and the process can vary from school to school. Students are expected to be able to complete the application process on their own. Students must determine if college placement tests are required and if so, when they must be taken.

The next choice for the student as part of the enrollment process is what to study in terms of declaring a major. The major a student declares may impact financial aid awards. If a student is unsure of what to study and doesn't choose a major, financial aid may not be given to the student.

A student can choose to attend classes part-time or full-time. College class times try to accommodate a variety of student needs and may occur during the day, evening, online, or a combination of classroom and online (hybrid). While part-time tuition is lower, the student fees will be the same as a full-time student. Certain financial aid only applies to first-time college students who are enrolled full time. Government grants require at least half-time enrollment, however many grants are only awarded for a certain number of years.

Monitoring of time and its use will be student driven. Understanding the workload associated with a college schedule can be a surprise to the new college student. The first year of college can have a steep learning curve of time management and self-responsibility. For the first-time college student, starting college can feel like pushing a big rock up a steep hill all alone.

How much time do you have in your life for school?

What is Considered Half-time or Full-time Status?

The answer to these questions may vary from person to person and from college to college. For example, Lane Community College's website uses the following definitions:

- **Full-Time Status:** 12 or more credits per term (limit of 18 per term)
- **3/4 Time Status:** 9-11 credits per term
- **Half-Time Status:** 6-8 credits per term

An average student full-time credit load is between 15-18 credits. This means that a student will be in the classroom 1 hour per credit. Based on the 15-credit schedule, a student would be in the classroom 15 hours/week. Students mistakenly think that is all there is to it. A schedule requiring a student to be in class 15 hours/week sounds much easier than high school where students typically attend 6-7 hours a day or 30-35 hours/week. College has hidden expectations for students in terms of outside of class "homework." What does that mean? College classes expect 2-3 hours of homework, and sometimes more, per credit. That means for 1 hour in class, a student can expect to spend 2-3 hours on homework or more. A 15-credit load expects a student to put in 30-45 hours outside of class each week on homework. Additionally, many colleges are using hybrid, remote, flipped, or "hy-flex" classes that include online components where a student might be watching pre-recorded lectures on the learning management system, like Canvas, Moodle, or Blackboard. That time is included in this 'seat-time' calculation.

What does this mean in terms of your life?

Activity	Hours Required/Week	168 hours in a week
Full-time attendance	15 in class	-15
Homework	30 plus hours	-30 (minimum)
Sleeping	6hrs/ day x 7 days	-42
Eating	1.5hrs /day x 7	-10.5
Work	20hrs/week	-20
Subtotal	117.5 hrs	168-117.5 = 50.5hrs
Fill in the blanks with what else you would need to do each week	How many hours will each item take to complete?	Add the hours into the spaces below
Total hours		50.5- ----- = -----

Many students enter college without being knowing about the unspoken expectations and unwritten rules, the hidden curriculum. First-generation college students are at a disadvantage and may not have family members who can help them understand the context of college, what to expect as a college student, and what college life is like. As a result, first-generation college students may be less prepared to handle the challenges they encounter. Students tend to have unrealistic expectations of college. Pre-college characteristics and experiences play a role in shaping expectations.

Video: *Going Back To School As An Adult Student (Non Traditional)*, Tee Jay



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Things to think about:

- How prepared are you to go back to school?
- How much time can you devote to college?
- How would you rate your time management skills?
- How do you feel about reading/homework?
- How are your technology skills?
- What kind of support do you have for going to college?
- Who is your support system?
- Make of a list of the resources you have to support your college lifestyle.
- What strengths do you bring with you that will help you succeed in college?
- What skills will you need to improve?
- What tips did you gain from watching the video?

How do you know if you are academically ready for college?

If you are accepted into college, does that mean you are ready?

College readiness is not clearly defined. Traditionally, completing high school was viewed as academic preparation for college, but course completion in high school does not guarantee college readiness. For example, English classes in high school may focus more on literature whereas entry-level college courses may stress expository reading and writing skills.

An alternative of a U.S. high school diploma is a graduate equivalency degree or general educational diploma (GED) which may be attained by passing four subject tests. All governmental bodies, many employers, and most institutions of higher education accept the GED. Many entry level jobs and eligibility for college often require a high school diploma or a GED.

Scoring for the four general education development subject tests in math, literacy, science, and social studies is shown below.

100 – 144 GED Below Passing Score

145 – 164 GED High School Equivalency Score

165 – 174: GED College-Ready Score

175 – 200: GED College-Ready Plus College Credit Score

If you have gone the route of getting your GED, did you work to dig deeper into the subjects and develop your skills, or just try to pass the tests as soon as possible? How did you handle attending classes and actively participating in classroom activities?

Another measure of college readiness has been standardized test scores. However, standardized tests like the SAT and ACT have been proven to be poor indicators of college

readiness, while also maintaining classist barriers to college access for diverse student populations. These tests have been scrutinized for being biased against low-income students, students with disabilities, and Black and Latinx students. Many colleges and universities have stopped requiring the SAT and ACT for admission during Covid.

One problem with using a standardized test to determine readiness is its inability to measure the soft skills college courses require. A soft skill is a personal skill that is usually interpersonal, non-specialized, and difficult to quantify, such as creativity, leadership or problem-solving.

Expertise commonly known as transferable skill or sometimes functional skill (and sometimes mistakenly called soft skill) include qualities like accepting feedback, adaptability, dealing with difficult situations, critical thinking, effective communication, meeting deadlines, patience, persistence, self-direction, and trouble-shooting. Meeting deadlines, for example, is a key to college success. The skills and behaviors needed to thrive in college may be different from those it takes to be admitted. Being accepted into college does not necessarily mean you are ready to face the challenges and frustrations that might lie between you and your goal.

Video: *Strengthening Soft Skills*, Andy Wible at TEDx



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Answering the question about being academically prepared for college is tough. Test scores and grades are indicators of readiness, but don't guarantee success in college courses. Functional skills are important to college success, but without basic academic skills, functional skills alone won't be enough. Also important is emotional readiness to handle the stress and anxiety of adjusting to college life.

Most colleges use some type of placement test to try to place students into courses that will be appropriate for their skill levels. Usually, colleges have minimum placement test scores in reading, math, and writing, requiring students to demonstrate they are able to handle the minimal expectations of college courses in terms of basic content areas. The degree or certificate associated with the student's goal also influences the academic

readiness required for success. Recognizing the importance of balancing the academic and soft skills and how that relates to student goals is essential for college success and beyond.

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Adaptions: Reformatted, some content edited for goal of reaching broader audience.

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Version History: Minor edits and updates for more currency, cohesiveness, inclusiveness, alignment, and cultural responsiveness, July, 2021.

“Language is the dress of thought”

– Samuel Johnson

Getting started in college can seem like an uphill battle. One of the first challenges a student can encounter is navigating a college website. In the attempt to get as much information as possible into the hands of current and future students, college websites are crammed full of information and language that may be new to the first-time college student. Trying to figure out how to get started can be confusing, even when the website says, “Steps To Enroll.” Registration, admission, enrollment... are they all the same thing? If you are registered, are you admitted and enrolled? Is enrollment in the college the same thing as enrollment in classes? And that’s just the beginning of the potential for confusion! How can a student know the answers to these questions?

Learning the “language of college” can be like having to learn yet another language and culture, one that everyone else already seems to know. Even though it can feel a little overwhelming at times, learning college terminology is helpful because it can help you understand how the procedures, policies, and hierarchies of higher education are organized.

Because of the time and expense of attending college, it is important to get the most out of your college experiences. To make progress on your degree or certificate, you may need to take some classes before others, with the consideration that some classes are only offered at some times of the year. Similarly, some classes require you to get a certain grade (GPA) in order to take the next class in the series. Understanding vocabulary like pre-requisites, co-requisites, and GPA, can help you plan and track your progress through your time in college.

Learning to speak the language of the college is part of learning the school’s culture. Most words are used in the same way, but it is important to pay attention to the context in which they are used and ask your professor or academic advisor if anything is unclear!

Commonly Used Academic Vocabulary

Below is a list of commonly used terminology. Without using the Internet or college catalog, see how many words you know the meaning of.

1. Discuss the meaning of each word with a partner.
2. Which words have you encountered before?
3. Are there any words you don't know?
4. Are there any important words that are not on this list? Why are they important?

Words about enrollment:

Admission

Student (ID) Number
Academic Year
Term
Quarter
Semester
Registration
Enrollment
Credit Hour/Unit
Course Number (CRN)

Words about grades

GPA
Grade Options
Pass/No pass
Graded option
Probation
Appeal

Words about finances

Tuition
Fee
Financial Aid
FAFSA
Stafford Loan
Scholarship
Grant
Federal Work Study
Student worker

Words about degree requirements

General Education/Gen Ed
Elective
Degree
Certificate
Career pathway
Transcript
Cohort
Learning Community
Major
Minor

Words about classes

Words about people in higher education

Instructor
Professor
Doctor
Academic advisor
Career advisor
Tutor
Dean
Provost

Words related to services

Disability resource center
Learning center
Career center
Registrar's office

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“The great majority of men are bundles of beginnings.”

-Ralph Waldo Emerson

Planning your class schedule is an opportunity for you to make progress on your degree and arrange your schedule in a way that fits into your day-to-day obligations. The amount of freedom to choose classes can be exciting and frightening all at the same time!

1. Before beginning, there are some key factors to consider: Have you met with an academic advisor or counselor?
2. Will you be going to school full-time or part-time?
3. Have you taken college placement tests?
4. Are there specific courses you are required to take?
5. How many days a week do you want to be on campus? Will you be taking in-person, hybrid, or online classes? How does your learning style fit with each of these class types?
6. Do any of the classes you want to take have prerequisites or co-requisites?
7. Do any of the classes have additional requirements such as labs or other components?
8. How much time will you have to devote to school-related activities during the term?
9. Are you a morning person or a night person?
10. Have you balanced required classes with less intensive electives?
11. Do you need any special accommodations for the classes you have selected?
12. Do you have alternative courses in mind in case the classes you want are not available?

Balancing College, Work, and Life

Attending classes, studying, working, and finding time for family, friends, and yourself can be a challenging schedule for college students to balance. How a student organizes their class load can affect their overall success when starting college. Class names may remind students of high school classes and how classes were scheduled in those years. College classes may

only meet once a week or as many as 5 times a week. Not all classes are worth the same amount of credit or have the same attendance requirements. Some classes like Biology or Spanish will probably have additional lab requirements, which means a student will need to spend additional time on campus for those labs. Writing classes will require time outside of class preparing, editing, and revising papers. Some teachers will contact students before the classes even start with homework assignments to complete before the first day! Many teachers require electronic submission of papers/projects. For classes with a lot of reading and writing, you may need to build in extra time for meeting submission deadlines.

As a new college student, it is a good idea to take fewer classes in the beginning as you learn what college classes will mean to your daily life. Students who work full-time might want to start with 1 or 2 classes. You may find that you can handle more as you learn to manage your class time and work time. A counselor or advisor can help you with this decision. Be sure to include classes that interest you as well as required classes.

Here is something to think about: The table below illustrates the recommended number of hours a student should study per week based on the number of units they are taking.

Hourly Recommendations (per week)

Work	Units	Study Time	Total
40	6	12	58
30	9	18	57
20	12	24	56

Where is class information located?

The college *catalog* will have descriptions of specific classes and the college *schedule* for each term will be the place to find what modality (in person, hybrid, or online), days, times, and locations for classes. Not all classes are offered every term and some must be taken in sequence. Many departments have developed programs for which classes to take in which order. It is always a good idea to check in with your academic advisor to see if your certificate or degree has a plan for the classes you need to take. This will help you map out your studies and make sure you are taking the right classes in the right order.

How to read the course numbering system

Courses are identified by a subject and a number. To search for courses when planning your class schedule, you will generally use the subject and section number to identify the course rather than the course title.

WR	115	Introduction to College Writing
↑	↑	↑
Subject	Number	Course Title

Many colleges utilize section numbers that identify specific sections of the class being offered. These are called Course Reference Numbers (CRNs). CRNs are often used by students to register for their classes.

If you have selected a specific program of study, consult the college catalog for directions on the sequence of courses to take and/or look up the courses required for your program of study to see if they have prerequisites or co-requisites.

Know key dates and deadlines!

Organization is an important part of being a successful college student. One important aspect of organization is knowing the important dates for your classes and the college in general. Academic deadlines matter! Deadlines in college may **not** be flexible. They can have consequences for financial aid and grading that cannot be undone. A student needs to be aware of key dates throughout the term. The responsibility for knowing important dates lies with the student. The course syllabus that you get for each class you take will have important dates for that specific class. The college will put important dates to know on an academic calendar for the school.

Examples of key dates to know for a college:

- When does the term/semester start and end?
- Are there holidays or campus closures during the term?
- When is the last day to drop a class with a complete refund?
- When is the last day to make changes to your schedule?
- When is the last day to drop a class?
- When is the last day to change grading options?

- When is finals week and what is the schedule like during that week?

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Adaptions: Reformatted. Replaced hours per week table. Minor additions and deletions for accuracy and cultural relevancy.

“A journey of a thousand sites begins with a single click.”

– Author Unknown

A college website can be full of great information and ideas, but it can sometimes feel like a maze. Where do you start? Looking at the pictures? Scrolling down through the information? How do you find the information you need? Is the information you need even there?

The role of a college website has changed substantially over the past few years. Student expectations for easy, accessible information drives colleges to get as much information online as possible. It also can lead to a battle for what information makes it onto the home page and how many clicks it will take to find what the student is looking for.

Student services are increasingly utilizing the college website to communicate with students and expecting that students will be proficient in navigating the college website. Students expect to easily locate information; this is helped when the college uses logical organization to the information architecture and design of the website. College websites can be very frustrating to new users, especially if the new user is a first-time college student and is unfamiliar with the underlying structure of the college system. The people creating the college web site may be very familiar with the way their system works and not see the structure as confusing.

Adding to potential confusion can be the lack of ability to view the entire home page of the college depending on the size of monitor or mobile device the student is accessing the website from. Students are increasingly using smart phones and tablets as their primary viewing device for the Internet. Sometimes key information a student needs may be just out of view on the screen. The experienced user knows to make adjustments, but new users may not. Knowing where and how to get started may not be as easy as the “start here” button.

Logical arrangement of information for the college’s needs may not be a logical progression of information for the student’s needs. From the college perspective, students come in different groups/classifications. Here are some examples:

- New
- Returning

- Transferring
- Students needing accommodations
- Local residents
- Veterans
- International
- Student-athletes
- Non-credit/Community Education
- Adult Basic Education

Each of these groups can have variations on what their first steps should be. Students aren't necessarily used to thinking of themselves in terms of these classifications/groups. It can be difficult for first time students, who may fit into more than one of these groups, to decide which one is the place to start.

Most college websites have a "Getting Started" type button on the home page. After clicking that button, a student begins to make a decision about what category of student he or she is. To an experienced user, this is not an obstacle, but to the first-time college student it may be a barrier. For example, what if a student falls into more than one group or classification? Where does the person fit? The answer may vary from college to college.

In addition, some college websites may not be mobile friendly so that students who are trying to use smartphones or tablets may face additional obstacles. Despite the potential difficulties, today's college students need to become savvy users of the college website and recognize the role it will play in the communication process.

Website challenge:

Look at the website of the college you are currently attending or a college you want to attend in the future. Try to find the following information on the website.

1. How do you enroll in the college?
2. How do you sign up for courses?
3. Where do you find the academic calendar?
4. What information can you find about the faculty who are teaching the courses in your department?
5. What information can you find about advising?
6. What information can you find about financial aid?
7. Is there a health center on campus? What kinds of information is on their page?

8. Is there a learning center on campus? How can you sign up for appointments?
9. Is there a disability resource center (DRC) on campus? How can you get tested for DRC services?
10. Can you find any information about student groups? What student groups would you be interested in joining?
11. Are there any other student services? For example, is there a food pantry, childcare services, a women's resource center, a veteran's center, or cultural centers?

Website Challenge Reflection

1. How comfortable were you navigating this college website?
2. Did the websites' organization make sense to you?
3. What was your strategy for finding the information you were looking for?
4. What information would you consider most important to you as a student?

The information a college prioritizes on their website can help you see what is prioritized by this college. .

1. Who seems to be the target audience for this college?
2. Who do you see represented in the pictures?
3. Who do you feel the information is targeted towards?
4. Does the information on the website make you feel welcome at this college? Why or why not?
5. What do you think this college could add to their website to make it feel more welcoming or more inclusive?

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Website challenge activity revised.

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“Great ideas need landing gear as well as wings.”

– C.D. Jackson

Congratulations! You are accepted into college. Now what? Before you can begin signing up for classes, most colleges will require you to take placement tests.

Some Things to Think About:

1. What are the purpose of the placement tests?
2. Can a student fail the placement tests?
3. Where are the placement tests given?
4. What does a student need to do to sign up to take the placement tests?
5. How much does it cost to take the placement tests?
6. Can a student re-take the placement tests if they are not happy with the score?
7. How long are the placement test scores valid?
8. Can a student study for the placement tests?

Community colleges tend to rely on placement testing because students entering these colleges have a variety of backgrounds and skill levels. The test results may mean a student can skip introductory level classes or that students need to refresh or build skills in a specific area. However, if students get a low score on the tests, they may need to take extra classes to be able to register for a certain class in a specific program.

Across the college campus, in many different classes, a student will be asked to read and write on a daily basis as part of the class activities. Even a speech class will require writing! As a result, many classes have a prerequisite requirement for writing.

Many students have not taken a math class recently, or been using more than basic math in their daily lives, and may need to refresh or build their skills to be able to handle the course requirements of college. Also, certain programs emphasize specific math skills in order for students to be successful in those programs of study. Culinary arts students must

be proficient with the math skills needed for menu planning and food cost analysis. Those are different skills than a nursing student. A nurse needs to be proficient in math related to dosage and other measurements. The purpose of the placement tests is to help students identify their abilities. It is important for students to take the placement tests seriously since the test scores will influence course selection. Scoring well on placement tests can save a student time and money.

Which Student in the Video Reflects Your Attitude About College Placement Tests?

Video: *College Placement Test Video*, Golden West College.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=45#oembed-1>

Can a Student Study for College Placement Tests?

Students often wonder if they should study for assessment tests. Studying and becoming familiar with the type of test you will be taking is a good idea. Many college assessment websites include sample questions. If a student is unhappy with their assessment score, retesting options sometimes exist, but vary from college to college. Check the policy of the college you are choosing to attend before you take the test! Poor performance on a placement tests may end up costing you extra time and money. If the you haveto take extra classes to build the skills needed for college that may change the timeline for your goal and target completion.

If you do poorly on a placement test, you might end up placed in a remedial math or English class. These classes are designed to help students learn the basic skills necessary for more complex classes, but they rarely count towards a degree. Spending time and money to take these classes can be frustrating, especially at the beginning of your college experience. Fortunately, community colleges often have free or low-cost options for improving a

student’s skill level for college courses. If you are at a university, check to see if you can take these classes at a local community college instead. If you are a community college student, check to see if there are free or low-cost options for taking these classes. These classes, called Adult Basic Education (ABE) classes can be very helpful for getting ready for the rigors of college expectations. Along with improving academic skills, a student can also become familiar with the culture of the college before becoming a full-time student.

It is possible to study for placement tests and to become familiar with the format of the tests. Some college websites may have study resources listed to help students prepare for the placement tests. Check with the college you select to see if resources are suggested.

Some placement tests use an “adaptive” model. It gives students one question at a time. You must answer every question it presents. When you get a question correct, the computer adapts by giving a harder question worth more points for the next question. A wrong answer gives you an easier question worth fewer points for the next question.

Many colleges also use “multiple measures” to determine a students’ placement level. Sometimes high school grades for English and math are used along with other indicators a college has approved. If you have difficulty reading, writing, or listening, or if you have a documented disability, you may be eligible for special accommodations or exceptions on placement tests. Check with your academic advisor or the testing center at your college to make sure that you have the appropriate support and preparation when you take your placement tests.

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Adaptions: Reformatted, chapter title changed back to Placement Testing, changed references back to College Testing Placement from Assessment Test, some content edited for broader audience, Kelly McGonigal: How to Make Stress Your Friend TED Talk relocated to Health unit.

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“You can have it all. Just not all at once.”

– Oprah Winfrey

Time is a popular philosophical concept. It is both easy to track, with clocks, timers, planners, and calendar, and difficult to manage, with so many competing demands and expectations. You may have heard some of the following sayings:

- Time flies when you are having fun
- That is a waste of time
- Time is money
- We have all the time in the world
- That was an untimely death
- The time is right
- I'm having the time of my life
- Time heals all wounds
- We have some time to kill

Take a minute to consider these questions about time:

1. What do the sayings mean to you?
2. What are some of your favorite sayings about time?
3. What is your relationship with time? Are you usually early, right on time or late?
4. Do you find yourself often saying, “I wish I had more time?” Are you satisfied with your relationship with time or would you like to change it?
5. What are your cultural and family values related to time?

How Do I Allocate My Time?

Most of us know there are 24 hours in a day, but when I ask students how many hours are in

a week, many do not know the answer. There are 168 hours in a week (24 hours multiplied by seven days). I don't believe that it is imperative that students know how many hours are in a week, but it helps when we start to look at how much time we have in a week, how we want to spend our time and how we actually spend our time.

One challenge for many students is the transition from the structure of high school to the structure of college. In high school, students spend a large portion of their time in class (approximately 30 hours in class per week), while full-time college students may spend only one-third of that time in class (approximately 12 hours in class per week). Further, college students are assigned much more homework than high school students. Think about how many times one of your high school teachers gave you something to read during class. In college, students are given more material to read with the expectation that it is done outside of class.

This can create challenges for students who are trying to balance multiple competing responsibilities. How do you set time aside for your "invisible tasks" like homework, reading, and studying for exams?

Hourly Recommendations (per Week)

Work	Credits	Study Time	Total
40	6	12	58
30	9	18	57
20	12	24	56

I use this table frequently in counseling appointments, classes and orientations. It's a guide for students that provides an idea of how much time students spend with work and school, and what experts recommend for a specific amount of work hours that correlates with a specific number of credits. I like to ask students how they spend their week. Students always know their work hours and their class times. These are easy to place in a schedule or on a calendar because they are predetermined. But study time is the one area that consistently is left out of a student's schedule. It takes initiative to include it in a student's busy week and self-discipline to stick to it. Here's a tip: Write your study time into your schedule or calendar. Find a place on campus where you will do that studying (for example, the library or student center). That way, you have a time and a place dedicated to completing your work outside of class. It's important to create a routine around studying because it's easy to skip a study session or say to yourself, "I'll do it later." While there would likely be an immediate consequence if you do not show up for work, there is not one if you fail to study on Tuesday from 3pm-4pm. That consequence may take place later, if the studying is not made up.

It is widely suggested that students need to study approximately two hours for every hour

that they spend in class in order to be successful.¹ Thus, if I am taking a class that meets on Mondays and Wednesdays from 4pm-5:30pm (three hours per week), I would want to study outside of class six hours per week. This is designed as a guide and is not an exact science. You might need to spend more time than what is recommended if you are taking a subject you find challenging, have fallen behind in or if you are taking short-term classes. This would certainly be true if I were to take a physics class. Since I find learning physics difficult, I might have to spend three or four hours of study time for each hour of class instruction. You also might need to study more than what is recommended if you are looking to achieve better grades. Conversely, you might need to spend less time if the subject comes easy to you (such as sociology does for me) or if there is not a lot of assigned homework.

Keep in mind that 20 hours of work per week is the maximum recommended for full-time students taking 12 semester credits in a term. For students working full-time (40 hours a week), no more than six credits is recommended. The total is also a very important category. Students often start to see difficulty when their total number of hours between work and school exceeds 60 per week. The amount of sleep decreases, stress increases, grades suffer, job performance decreases and students are often unhappy.

How do you spend your 168 hours in a week?

- Child Care
- Class
- Community Service / Volunteer
- Commuting / Transportation
- Eating / Food Preparation
- Exercise
- Family
- Friends
- Household / Child Care Duties
- Internet / Social Media / Phone / Texting
- Party
- Recreation / Leisure
- Relationship
- Sleeping
- Spirituality / Prayer / Meditation
- Study

1. Jeffery Young, "Homework? What Homework?," Chronicle of High Education, 2002, A35-A37, <https://www.chronicle.com/article/Homework-What-Homework-/2496>.

- Video Games
- Watching TV or Movies, Netflix, Youtube
- Work / Career

There is also the time it takes for college students to adjust to college culture, college terminology, and college policies. Students may need to learn or relearn how to learn and some students may need to learn what they need to know. Also, the information that you'll need to learn is more than what is taught in classes, so it is important to keep some brain space for these learning experiences. For example, first term students may be learning where classrooms are, building hours and locations for college resources, and expectations of college students. Students in their last semester may be learning about applying for their degree, how to confirm they have all of their requirements completed for their goal, and commencement information. Whatever it is students may need to learn, it takes time.

Fixed Time vs. Free Time

Sometimes it helps to take a look at your time and divide it into two areas: fixed time and free time. Fixed time is time that you have committed to a certain area. It might be school, work, religion, recreation or family. There is no right or wrong to fixed time and everyone's is different. Some people will naturally have more fixed time than others. Free time is just that—it is free. It can be used however you want to use it; it's time you have available for activities you enjoy. Someone might work 9am-2pm, then have class 3pm-4:30pm, then have dinner with family 5pm-6pm, study 6pm-7pm and then have free time from 7pm-9pm.

Take a look at a typical week for yourself.

- How much fixed time do you have?
- How much free time?
- How much fixed and free time would you like to have?

Identifying, Organizing and Prioritizing Goals

The universal challenge of time is that there are more things that we want to do and not enough time to do them. Watch this video and think about how you want to prioritize your time in college.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=51#oembed-1>

I talk to students frequently who have aspirations, dreams, goals and things they want to accomplish. Similarly, I ask students to list their interests at the beginning of each of my classes and there is never a shortage of items. But I often talk to students who are discouraged by the length of time it is taking them to complete a goal (completing their education, reaching their career goal, buying a home, getting married, etc.). And every semester there are students that drop classes because they have taken on too much or they are unable to keep up with their class work because they have other commitments and interests. There is nothing wrong with other commitments or interests. On the contrary, they may bring joy and fulfillment, but do they get in the way of your educational goal(s)? For instance, if you were to drop a class because you required surgery, needed to take care of a sick family member or your boss increased your work hours, those may be important and valid reasons to do so. If you were to drop a class because you wanted to binge watch a Netflix series, or spend more time on TikTok, Facebook, Twitter, or Instagram, you may have more difficulty justifying that decision, but it is still your decision to make. Sometimes students do not realize the power they have over the decisions they make and how those decisions can affect their ability to accomplish the goals they set for themselves.

I am no exception. I have a long list of things that I want to accomplish today, tomorrow, next week, next month, next year and in my lifetime. I have many more things on my list to complete than the time that I will be alive.

Educational Planning

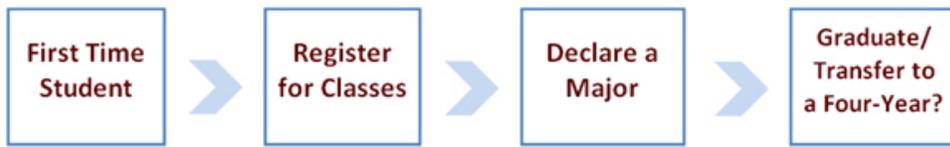
Focusing on your educational plan can help you set priorities in how you balance your college, work, and family life.

Education plans developed with an advisor help students determine and explore a program of study and have proven to facilitate student success.²

2. "Advancing Student Success in the California Community Colleges," California Community Colleges (California Community Colleges Chancellor's Office: Recommendations of the California Community Colleges Student Success Task Force, 2012),

Students can follow educational plans like a road map so they can see how to complete required classes in the most efficient and logical order based on their educational goals.

Educational planning may appear to be easy: identifying the program of study and then figuring out which courses are required to complete it.



Graphics courtesy of Greg Stoup, Rob Johnstone, and Priyadarshini Chaplot of The RP Group

However, educational planning can often be extremely complex. Many students have multiple goals, or some goals might be better defined than others. One student might be interested in more than one of these goals: earn multiple degrees, transfer to a four-year college or university, prepare for graduate school, start a minor, or complete requirements for several transfer schools.

Students also have different strengths. Some might be strong in English. Some students excel in math. Others might be strong in science, arts and humanities, or social sciences. Educational planning takes these strengths (and weaknesses) into consideration. Students are encouraged to take English and math early³, as statistics show that those students will be more successful. But the order of courses taken for students with different strengths could vary even if the students have the same goal. Transcript evaluations (if students have attended previous colleges or universities), assessment of appropriate English or math levels and prerequisite clearance procedures may also contribute to the challenge of efficient educational planning.

Educational planning may be further complicated by availability of courses a college or university offers, the process in which a student may be able to register for those courses and which sections fit into students' schedules. When you choose classes, try to choose them in "blocks" so you can have longer chunks of time to work and study. For example, try to schedule all your classes on Tuesdays and Thursdays so you can have full days free to go to your job, to write a paper, or to study for an exam. You should also try to mix classes that

http://www.californiacommunitycolleges.cccco.edu/portals/0/executive/studentssuccesstaskforce/ssstf_final_report_1-17-12_print.pdf.

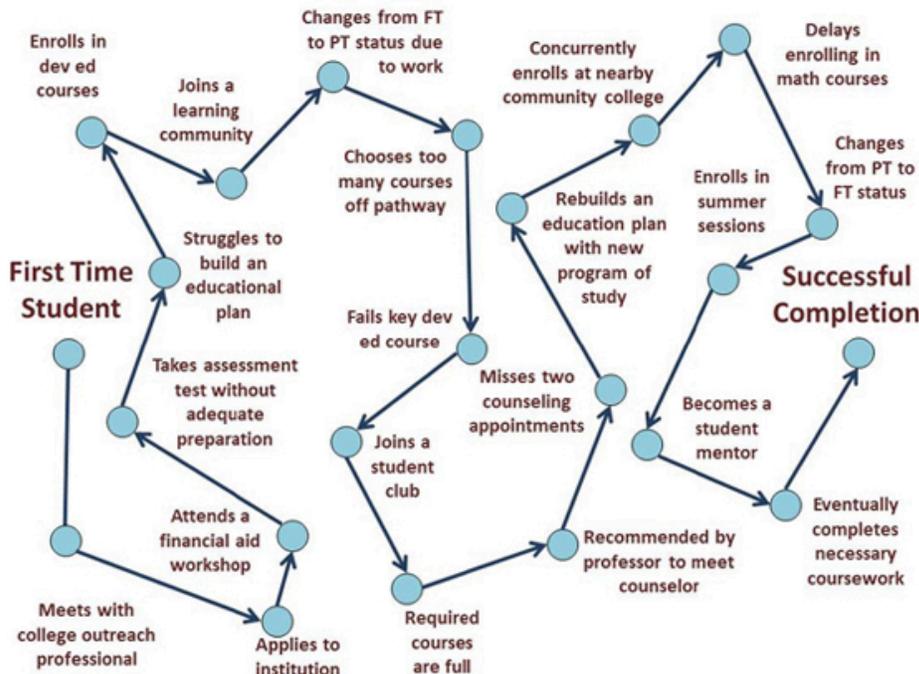
3. J. Weissman, C. Bulakowski, and M.K. Jumisko, "Using Research to Evaluate Developmental Education Programs and Policies," in *Implementing Effective Policies for Remedial and Developmental Education: New Directions for Community Colleges*, ed. J. M. Ignash (San Francisco: Jossey-Bass, 1997), 100, 73-80.

require a lot of work with less intensive classes. Ask your advisor or classmates about which classes or professors they recommend. Balancing easier and harder courses can be helpful in keeping a strong grade point average, which can help you requirements for your degree, transfer or specific programs are also considered in educational planning⁴

Finally, students have different priorities. Some students want to complete their goals in a certain amount of time. Other students may have to work full-time and take fewer credits each semester. Educational planning might also consider student interests, skills, values, personality, or student support referrals.

It is OK to not know what major you want to pursue when you start college, but I suggest careful research to look into options and narrow them down to a short list of two or three. Talking with an advisor, visiting your college’s Career Center, or taking a college success class may help with your decisions.

The student road map often ends up looking like this:



Graphics courtesy of Greg Stoup, Rob Johnstone, and Priyadarshini Chaplot of The RP Group

Due to the complicated nature of educational planning, an advisor can provide great value

4. Beth Smith et al., “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges,” (California: The Academic Senate for California Community Colleges).

for students with assistance in creating an educational plan, specifically for each individual student. If you have not done so already, I highly recommend you meet with an advisor and continue to do so on a frequent basis (once per semester if possible).

In summary, as you begin to consider your academic plan, think about these considerations:

- What are your short-term and long-term college goals?
- What classes do you need to take in order to reach these goals?
- How can you be strategic about your college schedule?
 - What days and times are your classes?
 - Are your classes on the same campus or different ones?
 - Do you have a good mix of easier and harder classes?
 - Are you mixing required and fun or exploratory classes?
- Have you built in time for other life requirements besides school?

How To Start Reaching Your Goals

How To Start Reaching Your Goals

Without goals, we aren't sure what we are trying to accomplish, and there is little way of knowing if we are accomplishing anything. If you already have a goal-setting plan that works well for you, keep it. If you don't have goals, or have difficulty working towards them, I encourage you to try this.

Step 1: Make a list of all the things you want to accomplish tomorrow. Here is a sample to do list:

- Go to grocery store
- Go to class
- Pay bills
- Exercise
- Social media
- Study
- Eat lunch with friend
- Work
- Watch TV
- Text friends

Your list may be similar to this one or it may be completely different. It is yours, so you can make it however you want. Do not be concerned about the length of your list or the number of items on it. You now have the framework for what you want to accomplish tomorrow. Hang on to that list. We will use it again.

Step 2: Now take a look at the upcoming week, the next month and the next year. Make a list of what you would like to accomplish in each of those time frames. If you want to go jet skiing, travel to Europe, or get a bachelor's degree, write it down. Pay attention to detail. The more detail within your goals the better. Ask yourself this question: what is necessary to complete your goals?

Step 3: With those lists completed, take into consideration how the best goals are created. A strategy called setting "SMART" goals can help you apply criteria to your goals. SMART is an acronym for Specific, Measurable, Attainable, Realistic and Timely. Watch this video:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=51#oembed-2>

After watching the video, look back at your list. Are your goals SMART goals? For example, a general goal would be, "Achieve an 'A' in my anatomy class." But a more specific, measurable, and timely goal would say, "I will schedule and study for one hour each day at the library from 2pm-3pm for my anatomy class in order to achieve an 'A' and help me gain admission to nursing school." Whether goals are attainable or realistic may vary from person to person.

Step 4: Now revise your lists for the things you want to accomplish in the next week, month and year by applying the SMART goal techniques. The best goals are usually created over time and through the process of more than one attempt, so spend some time completing this. Do not expect to have "perfect" goals on your first attempt. Also, keep in mind that your goals do not have to be set in stone. They can change. And since over time things will change around you, your goals should also change.

Organizing Goals

Place all of your goals, plans, projects and ideas in one place. Why? It prevents confusion. We often have more than one thing going on at a time and it may be easy to become distracted and lose sight of one or more of our goals if we cannot easily access them. Create a goal

notebook, goal poster, goal computer file—organize it any way you want—just make sure it is organized and that your goals stay in one place.

Author's Story

I learned this lesson the hard way. Some years ago, I used sticky notes all the time. I think they are a great invention and believe they help me stay organized. But one day when I was looking for a phone number I realized that I had sticky notes at work, sticky notes at home and sticky notes in my car. I had so many sticky notes in multiple places that I couldn't easily find the information I needed. Everyone has a preference of how clean or messy his or her work area is, but if you're spending time looking for things, it is not the best use of your time. I now keep all of my sticky notes in one place. Further, I always use one and only one point of entry for anything that goes on my calendar. I have also found many advances in technology to assist with organization of information. But I still use physical sticky notes.

Use Technology to your Advantage

Software and apps are now available to help with organization and productivity. Check out Evernote, One Note, or Stickies. Google calendar and tasks can also be helpful.

Sometimes using a new technology tool can be helpful, but sometimes it can be quite distracting to set up and learn. You may find that using an old fashioned paper planner or sticky notes on your computer is the most effective way for you. When considering new technology to help yourself get organized, think about what tools you use already. Do you already have a calendar on your phone or associated with your Gmail account?

Break Goals into Small Steps

I ask this question of students in my classes: If we decided today that our goal was to run a marathon and then went out tomorrow and tried to run one, what would happen? Students respond with: (jokingly) "I would die," or "I couldn't do it." How come? Because we might need training, running shoes, support, knowledge, experience and confidence—often this cannot be done overnight.

An academic goal might be obtaining an A grade on a mid-term essay for a writing class. Small steps might include outlining main ideas or arguments, researching your topic, writing

two paragraphs, expanding these two paragraphs, visiting a writing support service, having a friend proofread, revising. Instead of giving up and thinking it's impossible because the task is too big, it's important to develop smaller steps or tasks that can be started and worked on immediately. Once all of the small steps are completed, you'll be on your way to accomplishing your big goals.

What steps would you need to complete the following big goals?

- Buying a house
- Finding a long term partner
- Attaining a bachelor's degree
- Destroying the Death Star

Prioritizing Goals

Why is it important to prioritize? Let's look back at the sample list. If I spent all my time completing the first seven things on the list, but the last three were the most important, then I would not have prioritized very well.

It would have been better to prioritize the list after creating it and then work on the items that are most important first. You might be surprised at how many students fail to prioritize

After prioritizing, the sample list now looks like this

- Go to class
- Work
- Study
- Pay bills
- Exercise
- Eat lunch with friend
- Go to grocery store
- Text friends
- Social media
- Watch TV

One way to prioritize is to give each task a value. A = Task related to goals; B = Important—Have to do; C = Could postpone. Then, map out your day so that with the time available to you, work on your A goals first. You'll now see below our list has the ABC labels. You will also notice a few items have changed positions based on their label. Keep in mind

that different people will label things different ways because we all have different goals and different things that are important to us. There is no right or wrong here, but it is paramount to know what is important to you, and to know how you will spend the majority of your time with the things that are the most important to you.

A Go to class

A Study

A Exercise

B Work

B Pay bills

B Go to grocery store

C Eat lunch with friend

C Text friends

C Social media

C Watch TV

Do the Most Important Things First

You do not have to be a scientist to realize that spending your time on “C” tasks instead of “A” tasks won’t allow you to complete your goals. The easiest things to do and the ones that take the least amount of time are often what people do first. Checking Facebook or texting might only take a few minutes but doing it prior to studying means we’re spending time with a “C” activity before an “A” activity.

People like to check things off that they have done. It feels good. But don’t confuse productivity with accomplishment of tasks that aren’t important. You could have a long list of things that you completed, but if they aren’t important to you, it probably wasn’t the best use of your time.

Many people use a version of a “Time Management Matrix.” This tool was said to have been developed by U.S. President, Dwight Eisenhower, but it was popularized in a book called “7 Habits of Highly Effective People” by Steven Covey. Take a look at the matrix and quadrants and identify which quadrant your activities would fall into.

Quadrant I (The quadrant of necessity): Important and Urgent

Only crisis activities should be here. If you have included exams and papers here, you are probably not allowing yourself enough time to fully prepare. If you continue at this pace you could burn out!

Quadrant II (The quadrant of quality and personal leadership): Important and Not Urgent

This is where you define your priorities. What's important in your life? What will keep you balanced? For example, you may know that good nutrition, sleep, recreation and maintaining healthy social relationships are important but do you consciously make time for them in your daily or weekly routine? This may be where school fits. Where would time for class, homework, study time, required reading, preparing for exams fit in your overall priorities? Quadrant II includes your "A" goals. Managing your life and the lifestyle will help you manage your time.

Quadrant III (The quadrant of deception): Not Important and Urgent

While you may feel that activities, such as texting, need your attention right away, too much time spent on Quadrant III activities can seriously reduce valuable study time. This may leave you feeling pulled in too many directions at once.

Quadrant IV (The quadrant of waste): Not Important and Not Urgent

Quadrants three and four include your "C" goals. If you're spending many hours on Quadrant IV activities, you're either having a great deal of fun or spending a lot of time procrastinating! Remember, the objective is balance. You may notice I placed social media and texting into this category. You could make a case that social media, texting, Netflix, and Youtube are important, but how often are they urgent? Ultimately, it is up to you to decide what is important and urgent for yourself, but for the context of this textbook, your classes, assignments, preparation, and studying should almost universally be more urgent and important than social media and texting.

Here is an adapted version of the matrix, with an emphasis on quadrant II.

	Urgent	Not Urgent
Important	Crying baby Kitchen fire Some calls 1	Exercise Vocation Planning 2
Not Important	3 Interruptions Distractions Other calls	4 Trivia Busy work Time wasters

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Conclusion

Managing time well comes down to two things. One is identifying (and then prioritizing) goals and the other is having the discipline to be able to work towards accomplishing them. We all have the same amount of time in a day, week, month and year, yet some people are able to accomplish more than others. Why is this? Often, it is because they are able to set goals, prioritize them and then work on them relentlessly and effectively until they are complete.

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“Some people want it to happen, some wish it would happen, others make it happen.”

– Michael Jordan

There is a difference between a goal and a wish. A goal is something that requires action to complete. A wish is something we hope will happen without doing anything to achieve it. Students often confuse goals with wishes due to the expected probability of the outcome. For example, a student might say that owning a Ferrari or becoming a movie star were wishes, not goals, because the chance of them happening is slim. We could debate about realistic goals for a long time, but for the purpose of this lesson, the probability of a goal is irrelevant. Think of it like this: the chances of winning the lottery may in fact be slim, but we have no chance to win the lottery if we do not purchase a ticket. Purchasing a ticket requires action, and that distinguishes a difference between a goal and a wish.

When we apply this to education, there are many areas that require action in order to be successful. If I wish for good grades, but spend my time at parties instead of studying, I may not get my wish. But if my goal is to attain good grades, and I take action to achieve them by studying, reviewing, being prepared, etc., then I am much more likely to accomplish my goal.

One of the challenges many students face is being over committed. Some are working full-time, going to school full-time, and have other responsibilities as well. Students may additionally be taking care of children, siblings, parents or have other commitments. It can be difficult to take action to complete goals when there are so many areas competing for our time. And sometimes we cannot “do it all.” Sometimes we need to prioritize, let something go, adjust and reevaluate what the most important things are to us. Building a weekly schedule that includes school, work, and self-care can be a useful strategy to analyze if time-related challenges are due to over commitment, procrastination or other reasons.

Many students struggle because college does not have as much structure as what they may have been used to in high school. Why should I start a homework assignment now when I don’t have anything I have to do for the next three days? This mindset usually leads to the student waiting until the last minute to start the assignment and as a result, the quality of work is not as high as it could otherwise have been.

Procrastination

“Do or do not – there is no try.”

– Yoda

Procrastination is the act of putting something off. It's doing something that's a low priority instead of doing something that is a high priority. We all procrastinate sometimes. But when we procrastinate on an assignment or studying for an exam until there is little or no time left, our grades suffer and it can be stressful. Learning about why we procrastinate can help us overcome.

Reasons We Procrastinate

There are many reasons for procrastination of schoolwork or other things. Reasons may range from having commitments of greater urgency and importance to task averseness, perfectionism, fear of success, and fear of failure.

- **Task averseness.** “I don't feel like it. I would rather play a video game, watch TV, hang out with friends, sleep, etc. than start my assignment.” (The problem is – you might never feel like starting it.)
- **Perfectionism.** “I want to do it perfectly and there is not enough time to do it perfectly so I am not going to do it at all.”
- **Fear of success.** “If I study my tail off and I earn an A on an exam, people will start to expect that I will get A's all of the time.”
- **Fear of failure.** “I can't do the assignment well, no matter how much time or effort I put into it.”

These reasons for procrastination do not come out of nowhere. Having a diagnosed or undiagnosed disability can make students feel as though the task is too hard, or that even with a lot of work, it still won't meet their professor's expectations. Also, completing tasks in English if you don't feel confident in your grammar or phrasing might make writing an essay or preparing a presentation seem too hard to manage. Finally, in predominantly

white institutions, students of color are often made to feel like their ideas don't fit or aren't welcome. It can be hard to motivate if you feel like your professors won't understand or care about your experiences or your way of expressing yourself.

- These reasons often keep some students from completing assignments and studying for exams. Do you procrastinate? Why

Whatever the reason may be, procrastination is not a good idea. It often leads to stress. It can be stressful in trying to complete something if we have left it to the last minute. It can be stressful to know that we didn't submit work that was our best. And stress can take a toll on the health of our bodies.

Despite these negative effects, almost everyone procrastinates! In fact, there are many examples of how American society understands and makes space for procrastination. FedEx and Amazon are built on the fact that people need something immediately and in many cases, they have procrastinated past when regular mail would have gotten it there on time. Post offices stay open later on Tax Day because they know people procrastinated getting their taxes done. Stores offer sales days before Christmas because they know people have procrastinated their Christmas shopping. During finals week, many university libraries are open 24/7, to provide space for students doing last minute studying for their exams, and writing centers offer expanded drop-in services for students looking for last-minute help on their final essays

Tim Urban's Ted Talk shines a light on procrastination. He argues that we are all procrastinators to some extent. Do you agree with him? Why or why not?

Video: *Inside the Mind of a Master Procrastinator*, Tim Urban TED Talk



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So how do we avoid procrastination?

You might have the best success avoiding procrastination by trying to understand what is making you procrastinate in that moment. Does the task feel too hard or too big? Or, is it an assignment or a topic you're not interested in, that you don't relate to? Have you had previous negative experiences with a similar assignment, class, or professor? Do you have too much going on outside of school that is distracting you mentally or emotionally? All these reasons might result in procrastination. Ultimately, you will have to pick and choose the strategies that will work best for you and your unique situation. Here are a few tools to use:

1. **Get Started.** It is the hardest part to do and will have the biggest effect on defeating procrastination. The way you start can be simple: skim the chapter you have to read, think of a title for your paper or schedule an hour for when you will study. Tell yourself, "I will spend 15 minutes working on this project right now, before I do anything else. The rest of it will be easier once you get started.
2. **Break up the assignment into smaller parts.** Choose one little thing to work on at a time. It can be as small as reading a paragraph, writing two sentences, or doing one math problem. Take a short break to reward yourself after each accomplishment, and then set a new goal.
3. **Break your time into smaller parts.** One method, called the Pomodoro method, suggests breaking the time you spend focusing on your tasks into small, manageable chunks. For example, 25 minutes uninterrupted work time, 5 minute break. You repeat this pattern four times and then take a longer break (and reward yourself!). If I'm having a hard time starting something, I always tell myself, "I can do anything for just 25 minutes!" Before I realize it, the 25 minutes have gone by and I've made some progress on the task.

Here's a video illustrating how the Pomodoro method can help with many of the causes of procrastination:



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4. **Make a schedule.** Figure out what works best for you. Take some time to make a plan, list, or outline that allows you to see what you will do and when to complete your

assignment or goal. It might be setting aside time early in the morning or waiting to watch a movie until after you've finished an assignment. Set your priorities and stick to them.

5. **Make appointments.** Make an appointment with your professor, the TA, learning center, or writing center before the project is due. Have a goal for how much you want to finish by this time. Having an external deadline can help with accountability and can get you help before the last minute.
6. **Evaluate your support network.** Do you have the support you need? If studying seems way too hard for you, it is possible you have an undiagnosed disability. Visiting the Disability Resource Center at your college can get you accommodations in your classes or special kinds of support that might help you with reading, writing, note-taking, or studying. Support can also be friends. Look around you, and ask yourself: Who is your study group? Do you hold each other accountable? How do you motivate each other to complete tasks on time? If you don't have a study group, are there people in your classes who you might be able to connect with?
7. **Recall SMART Goals.** Specific, measurable, attainable, realistic, and timely. Setting SMART goals can help prevent procrastination and help you keep yourself accountable.

Estimating Task Time

One of the biggest challenges I see college students have is accurately estimating how much time it will take to complete a task. We might think we're going to be able to read an assigned chapter in an hour. But what if it takes three hours to read and understand the chapter? Having the skill to know how long a homework assignment will take is something that can be developed. But until we can anticipate it accurately, it is best to leave some time in our schedule in case it takes longer than we had anticipated.

We have a limited amount of time. Most of us cannot complete everything we wish to complete—either in a day or in a lifetime. We hear people say, “I wish there was more time” or “If there was more time, I would have done this.” We have enough time to do many of the things we wish to do. People run into difficulty when they spend time on things that are not the most important things for them.

When you are planning out your schedule for the day or the week, take a minute to ask yourself:

- What am I doing that doesn't need to be done?
- What can I do more efficiently?

- What am I procrastinating? Can I do one thing to move that task forward?

Have you ever felt compelled to take a little bit of everything at a buffet or a family gathering, then all of a sudden felt fuller than you expected? In situations like this many people claim, “my eyes were bigger than my stomach.” This is also true with planning and goal setting. It may be that your plan is bigger than the day. Experiment with what you want to accomplish and what is realistic. The better you can accurately predict what you can and will accomplish and how long it will take, the better you can plan, and the more successful you will be.

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Urban, Tim. “Inside the Mind of a Master Procrastinator.” TEDTalks, February 2016. Located at: https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator
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Adaptions: Reformatted. Minor additions and deletions for accuracy and cultural relevancy.
Deleted Laura Vikram video, added How to ADHD video.

Of course, learning is strengthened and solidified when it occurs in a safe, secure and normal environment.

– Jean-Bertrand Aristide

Having a safe, supportive environment where you can learn is just as important as the learning itself. It is important to remember that your study environment does not consist of just one thing. Look around you and think about the friends, family members, coworkers, and/or community that have helped you in different times of your life. It is the same with your educational journey. It's important to develop a network of people around you that you can use as academic, emotional, and social support as you continue down this path.

Some support that you can find is formal, which means that it comes from a program or an office on campus. Other support is informal, and can come from classmates, your professors, or other connections that you establish.

Exercise 17-1: Assessing your support network.

Where do you draw support from? Read through this list and assess your support network. Where is your network strong? Where do you have gaps?

Academic support: Where do you go if you need help with...

- editing a writing project or presentation?
- finding sources or information for a project?
- Understanding difficult assignments or readings?
- studying for a test or high-stakes exams?
- focusing on your academic work?

Career planning and support: Where do you go if you need help with...

- Planning your academic schedule?
- Deciding on a major?
- Finding a job that's within your professional interests?
- Practicing interviewing or getting your resume polished?
- Finding internships?

Emotional support: Where do you go if you feel...

- lonely?
- stressed?
- like everyone else knows what's going on except for you?

Who can you add to your network? How do you find them?

Institutional Resources for Support

There are many resources that students can tap into for support. These resources are common at most colleges and universities, and they are always free for students. Look at the list below. Does your college or university have something similar?

- **Disability Resource Center (DRC):** DRCs work to make college accessible for students with disabilities. They can work with professors to ensure that students have the necessary accommodations so their learning can be supported. If you are unsure about whether you have a disability, DRCs can provide testing for Attention-Deficit Disorder, learning disabilities, mental health diagnoses, or chronic medical conditions.
- **Learning Centers:** Learning Centers often offer tutoring and study support for students. They can help with specific classes, as well as things like creating a study schedule, studying for exams, and reading effectively. Learning Centers sometimes hire peer tutors, so if you are strong in some subjects, you may want to consider working in a Learning Center to help other students as well!
- **Writing Centers:** Writing Centers support student writing. They can help with any stage of writing, from understanding an assignment to brainstorming for a paper to polishing a final draft. Remember that writing is not just “essays.” You can also get writing help with lab reports, business memos, cover letters, or CVs. Writing Center tutors are also often peer tutors, so you may work with people who have experience with the same kinds of writing assignments that you are working on!
- **Reference Librarians:** Reference librarians or Subject librarians are librarians who specialize in a particular discipline or field of study. They can be a great help in finding sources for a research paper or understanding the citation conventions of your field.
- **Advisors:** There are so many kinds of advisors. You can connect with academic advisors, financial advisors, or departmental advisors, just to name a few. The main job

of an advisor is, well, to advise you! It's a good idea to visit with an advisor at least once per term, even if you do not have a problem. Financial advisors can help you stay on top of your finances and may be able to advise you in how to pay for your studies more effectively.

- **Special programs for migrant, low-income, or first generation students:** These programs are generally federally run, but they have branches at many campuses. Check with your college or university to see if these programs are available. They can offer financial help, mentoring, tutoring, and many other kinds of support:
 - **TRIO Program:** The TRIO Student Support Services (SSS) Program “provides services to low-income students, first generation college students, and disabled students enrolled in post-secondary education programs. Eligible students may receive (among other services) personal and academic career counseling, career guidance, instruction, mentoring, and tutoring. The goal of SSS program is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next” (from <https://www.benefits.gov/benefit/411>). Here is an example of the TRIO program at Portland State University: <https://www.pdx.edu/trio-student-support-services/>
 - **College Assistance Migrant Program (CAMP):** The CAMP program “is a federally-funded program designed to support students from migrant and seasonal farm worker backgrounds during their first year in college. The program provides students with both financial assistance and support services, with the goal of preparing them to continue their education at a four-year college or university” (from <https://www.pcc.edu/camp/>). Here is the federal website: <https://oese.ed.gov/offices/office-of-migrant-education/college-assistance-migrant-program>
 - **Educational Opportunities Program (EOP):** The EOP program “supports the academic, personal, and professional development of students who have traditionally been denied equal access to higher education” (from <https://eop.oregonstate.edu/>)

Informal Support Opportunities

- **Research Opportunities:** Are you interested in research? Do you really like a particular subject and want to go deeper into it? Very often college campuses will have student

research groups that are open to undergraduates and graduates. You should start by looking on your departmental or college website for student groups associated with your discipline. Find out how you can join and start attending meetings! You could also check in with the professor of a class you like. Let them know that you are interested in research and would be open to opportunities if they come up.

- **Study Groups:** Having a study group can be a real life saver! Start by connecting to people in your classes. Talk to the people you are sitting next to. If there are people you feel comfortable with, suggest meeting before class to go over the homework or the readings. Study groups can also meet online, via Zoom. It can also be useful to just have a group chat set up with other people in your major. Some departments have Slack Channels, Facebook groups, or other ways to connect. It's a good idea to join these groups, even if you are not a regular participant.

Creating a Supportive Study Environment

All of the suggestions above can help create an environment that will support you in your learning. The last thing to consider is *where* you study! For some students, home is busy and distracting—it can sometimes be difficult to focus, even if it's the place you feel most comfortable.

If this is the case for you, find a place on campus or close to campus where you can go. If you get in the habit of going there to study, you'll begin to associate this place with learning, and it will become an even more supportive environment for you. Here are a few recommendations for places:

- **Library:** Libraries are often seen as places where you have to be quiet and where you can't eat or drink. This is changing on college campuses. While there are still many libraries that have quiet floors and strict eating/drinking policies, there are also now often study floors where students can chat, work together, and sit in comfortable locations. Libraries also often have study rooms that you can book for some privacy with yourself and your books or with your study group.
- **Student centers:** If the library doesn't work for you, try a student center! There is often a building that is for students to hang out. These buildings will also often host a cafeteria and meeting rooms. Multicultural centers can also be fruitful places to study, especially for students who want to connect with others from their same culture. If you are studying at a Predominantly White Institution (PWI), multicultural centers can be a welcome break from White American culture.

- **Favorite cafes or parks:** Some students feel too intimidated or tired to study at school when they are done with their classes. For these students, a nearby cafe or park can be a neutral place away from the pressures of school and home life.

As you build your supportive study environment, always think about what *you* need and what will work for your specific situation. Make sure you are getting the support that you need and that is available to you, and identify a place where you can go to work that will nurture you in your studies.

“If you study to remember, you will forget, but, if you study to understand, you will remember.”

– Unknown

What does it mean to earn an A versus a C or a D in a class? For many students, this letter grade signifies the difference between success and failure. However, grades are dependent on many factors. The difficulty of material and whether or not a topic is new for you might influence how well you are able to remember the information and recall it on an assessment. The types of assessment that are given in a class (tests, quizzes, papers, ungraded homework) might also play a role in how you are able to demonstrate proficiency in your subject. Also, (and unfortunately), final grades can be determined by professor beliefs in how hard a class should be or what kind of student should earn an A.

Many of these factors are out of your hands. However, it is possible to take some control over your experience in a class and the resulting grade that you will receive. This chapter provides a few tips on how to make the most out of every class and how to increase your chances of getting the grade you want.

Be Prepared for Each Class

Complete your assigned reading ahead of the deadline. Follow the syllabus so that you'll have familiarity with what the instructor is speaking about. Bring your course syllabus, textbook, notebook and any handouts or other important information for each particular class along with a pen and a positive attitude. Become interested in what the instructor has to say. Be eager to learn. Sleep adequately the night before class and ensure you do not arrive to class on an empty stomach. Many courses, both in person and online, use digital platforms called Learning Management Systems (LMS). Examples of these are Canvas, Blackboard, and Moodle. It is important for students to check their email regularly as well as Announcements or notifications from their instructor through the LMS. Learn how to navigate the tabs to find assignments and activities.

Attend Every Class

Attending each and every class requires self-discipline and motivation. Doing so will help you remain engaged and involved in course topics, ensure you don't miss important information or deadlines, allow you to submit work and receive your graded assignments, and give you the opportunity to take quizzes or exams that cannot be made up.

Missing class is a major factor in students dropping courses or receiving poor grades. If you have to miss class, you should notify the professor before class to let them know. You are responsible for making up any missed or late work and getting notes from a peer. In addition, students attempting to make up the work from missing class often find it overwhelming. It's challenging to catch up if we get behind.

Sit Front and Center

Author's Story

Full disclosure: I loved to sit in the back of the classroom when I was in college. I felt more comfortable back there. I didn't want to make eye contact with my instructor. I didn't want to be called on. But I learned that if I wanted to give myself the best opportunity to see, hear, understand and learn, then I needed to sit in the front and center. And in order to make sure I sat in the front and center, I needed to arrive to my classes early.

I instruct my students to “Sit wherever you want — sit where you are most comfortable.” But I also ask them that if they were to attend a concert for their favorite artist, where would they like to be? It's always right in front of the stage, because the best experience is closest to the band. That's why front-and-center tickets are the most expensive. There are some reasons sitting in the back works for some students. But you run the risk of sitting behind someone you cannot see over. And if you're sitting in the back so that you can send text messages without being seen, work on something else or so that you can disengage (not pay attention without the instructor noticing), then you're sitting in the back for the wrong reasons. Rather than hiding, you want to create the best learning environment, from seeing and hearing perspectives.

Take Notes in Class

German psychologist Hermann Ebbinghaus scientifically studied how people forget in the late 1800s. He is known for his experiments using himself as a subject where he tested his memory learning nonsense syllables. One of his famous results, known as the forgetting curve, shows how much information is forgotten quickly after it is learned. Without reviewing, we will forget. Since we forget 42% of the information we take in after only 20 minutes (without review), it is imperative to take notes to remember. To challenge the forgetting curve, make learning engaging, apply the information, review the information, and get enough sleep and reduce stress.

Take Notes When You Are Reading

For the same reason as above, it is helpful to take notes by hand or use a device while you are reading to retain information. Sometimes called Active Reading, the goal is to stay focused on the material and to be able to refer back to notes made while reading to improve retention and study efficiency. Don't make the mistake of expecting to remember everything you are reading. Taking notes when reading requires effort and energy. Be willing to do it and you'll reap the benefits later when studying for a test or writing a paper.

Know What the Campus Resources Are and Where They Are, and Use Them

There are many campus resources at your college or university and it's likely that they are underutilized because students don't know they exist, where they are or that most of them are free. Find out what is available to you by checking your school's website for campus resources or student services, or talk to a counselor about what resources may be helpful for you. Check to see where your campus has resources for Counseling, Tutoring, Writing assistance, Library, Admissions and Records (or Registrar's), Financial Aid, Health Center, Career Center, Disability Support Services, Technology, Recreation, Multicultural Student Affairs, Legal Services, and other support services. Seeking academic help is not an admission that you are not "smart" or that you cannot succeed on your own.

Read and Retain Your Syllabus

A living, working document, the syllabus is also often the source of information for faculty contact information, textbook information, grade policy, attendance policy, and course schedule. Some students make the mistake of stuffing the syllabus in their backpack when they receive it on the first day of class and never look at it again. Those who closely read it, keep it for reference and review it frequently find themselves more prepared for class. If there is something in the syllabus you don't understand, ask your instructor about it before class, after class or during their office hours.

Place Your Assignments on Your Master Calendar and Create Plans for Completing Them Before They Are Due

Remember the story about the sticky notes? Place all of your assignments for all of your classes with their due dates in your calendar, planner, smartphone or whatever you use for organization. Students can block off all classes, studying, commute time, work hours, sleeping, eating, caretaking, and socializing. Using a weekly and monthly schedule, you can schedule when to start those assignments, break an assignment into smaller steps, and have an idea of how long it will take to complete them. During times of crisis, it often takes students longer to finish their tasks. Many tasks end up taking 2 or 3 times as long as your original, magical thinking.

Complete All of Your Assignments

Students who earn good grades have the motivation and discipline to complete all of their assignments. Try not to spend too much time away from studying that you forget what you were doing before.

Follow the professors' instructions on turning in assignments and classroom norms. Some professors give guidelines rather than specifics when it comes to assignments. The assignment rubric can be a great help.

Have Someone Read Your Papers Before You Submit Them

You might be surprised to learn how many students turn in papers with spelling, grammar, and punctuation errors that could have been easily corrected by using a spell checker program or having someone read your paper. Campus writing centers or tutors will read your paper and give feedback, make suggestions, and help shape ideas. Take advantage of these services if they are offered. Another strategy is to read your paper aloud to yourself. You may catch errors when you read aloud that you might not catch when reading your writing. Remember that it is always the students' responsibility to have papers proofread, not someone else's. Writing early drafts gives you time to edit.

Ask Questions

Many students feel like they are the only one that has a question or the only one that doesn't understand something in class. I encourage you to ask questions during class, especially if your instructor encourages them. If not, make the effort to ask your questions before or after class or during your instructors' office hours.

If you take a class offered online, I suggest asking questions via the preferred method your instructor recommends. Since the delivery method is different to what most students are used to, I believe it is natural for students in online courses to have more questions. Online students may ask questions to understand the material and to be able to successfully navigate through the course content.

Pro tip: I expect students to ask questions for both in person and online courses to improve learning.

Complete All Assigned Reading at The Time It Is Assigned

College courses have much more assigned reading than what most high school students are accustomed to and it can take a while to become comfortable with the workload. Some students fall behind early in keeping up with the reading requirements and others fail to read it at all. You will be most prepared for your class and for remembering the information if you complete the reading assigned before your class. Planning will help you stay ahead,

keep up or catch up with the syllabus and class calendar and be aware of exam and paper deadlines.

Study Groups

My advice is to study in the environment that works best for you. If you are struggling, find someone to help you or if you have a strong understanding, offer to help other students. Study groups can allow for shared resources, new perspectives, answers for questions, faster learning, increased confidence, and increased motivation.

EXERCISE 20-1

PART A: Study Area–Help Tran

Create a plan for Tran, on how to organize a study area in her busy home where she lives with six members of her family.

Tran is a first year college student from Vietnam. She has been in the U.S. with her family for three years and recently passed the English Language Learner classes at the topmost level, so now she looks forward to pursuing her degree in Business Management.

She lives with six other family members, her mother, father, grandmother, and three younger siblings aged 14, 12, and 9. Their home is located right next door to the family restaurant. This makes it convenient for Tran and her parents to work their regular shifts and to fill in if one or the other is ill. Tran is also responsible at times to help her younger siblings with their homework and/or take them to school and other activities if her parents are busy. This usually occurs at peak times for customers in the restaurant. Her grandmother helps out when she can but arthritis flare-ups prevent her from working as much as she would like.

Tran does have a small bedroom to herself, but it also sometimes serves as a storage room for restaurant supplies, mostly paper goods, so it can get crowded.

She is anticipating setting up an effective homework/study area for what she knows will soon become more of an intensive course load.

EXERCISE 20-2

PART B: Study Group–Help The Athletes

Jeb, Andrew, and Nelson are first year students at the university on sports scholarships: Jeb for basketball, Andrew for tennis, and Nelson for track and field. They share an apartment near the college sports complex. They are all taking Math 95 this term and realize that forming a study group as their instructor encouraged everyone to do would really help them, too.

One of the problems in getting a group going is that they are all big fans of ESPN and each one favors a different sport, so the television tends to be on long—and loud.

They also enjoy trying out all the restaurants in this southern city which is famous for having the best barbecue joints in the nation. They have calculated that there are at least seven restaurants nearby they want to get to know.

And then there are those campus parties on Friday and Saturday nights...

Although the men are highly motivated to eventually finish their degrees in business, culinary arts, and economics, they could use some advice on how to form a useful study group—and how to stick with it, particularly before their sports programs kick into high gear.

Studying for Exams

Preparation for an exam should begin on the first day of class, not when the exam is announced nor the night before an exam. The most effective practice is to work a short time on each class every day. Review your notes frequently to keep material fresh in your head. Exams may be closed-book without the use of notes, not open-book. Create a study guide, make flashcards, or formulate practice problems by topic with questions and problems and answers.

Schedule Time for Studying

It's easy to put off studying if it's not something we schedule. Block specific times and days for studying. Put the times on your calendar. Stick to the schedule.

Study In a Location and At a Time That Is Best for You

Some students study best in the morning and some at night. Some excel at a coffee shop, and others at the library. The place and time in which students often study is usually the most convenient for them. Students often find convenient places and times may also be full

of distractions and thus are not good choices for them to study. Find several places to study and change up your space if you find that it is no longer a working space for you.

It's worth the effort to study at the time and place that will be most productive for you. For most students, it is best to turn off the cell phone and TV and to keep off the Internet (and social media) unless it directly relates to your work. For some, some background noise helps to concentrate.

Tips for Effective, Individual Study Spaces

Most students more or less take what they can get when it comes to study areas. Schools usually offer a variety of nooks and crannies for students to hunker down and get their assignments done. The school library is a good (and quiet) place. Many common areas elsewhere on campus have tables, chairs, couches, and lounges to accommodate learners. But most students end up doing the majority of their out-of-class work at home.

Home environments may be limited in terms of providing all of the recommended aspects of a good study space, but many of the recommendations can be either implemented or adapted from what a student has on hand or can be improvised no matter what environment they are living in. Elements conducive to a more effective study/homework experience include such things as good lighting, ample supplies, comfortable seating, adequate space, and personalizing the study area to add a touch of inspiration and motivation.



"Cluttered desk" by
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EXERCISE 20-3

PART A

Describe your current study area at home—the good, the bad, the ugly. Be thorough.

PART B

List as many ways you think you can realistically improve, change, (or start over...) your study area.

Remember, you might not have the advantage of a whole room, or even a corner of a room, but there are still some changes you can make to create a more effective study environment.

Author's Story

I did most of my studying in college in my dorm room, at my house, outside if it was a nice day or at a coffee shop. However, if there was something I knew I absolutely had to get done – read a chapter, finish a paper or complete my preparation for an exam, I would head to one place: McHenry library. It was what I call my go-to place. I was able to concentrate at a higher level there. I was able to block out all other distractions and just focus on the task at hand. You may be thinking: why didn't he study there all the time? Sometimes it wasn't convenient. And sometimes it wasn't necessary. I was able to become an expert on how well I needed to know something, and how much I could get done if I was at McHenry for a couple of hours. Note that I didn't procrastinate and then try to cram everything in at McHenry. Rather I would place the finishing touches on what had already been studied or worked on.

Don't Do Anything Academically With Minimal Effort

Think of it this way: You've made the decision to come to college. You're investing time, energy and money into your commitment. Why would you want to do something and not be successful at it? Students who miss class, turn in work late or wait until the last minute are not committed. If you want to succeed, make college a priority and do your best in all of your college work and preparation.

Apply these basic principles and you will be giving yourself the best opportunity to achieve success. This applies to all aspects, not just academics!

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Adaptions: Exercises for Study Groups and Tips for Effective, Individual Study Areas added from Lesson 2.5 Study Areas and Study Groups.

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“Reading is the gateway skill that makes all other learning possible”
Barack Obama

College classes are notorious for assigning lots of reading. It can be hard to know where to start and how to manage the heavy reading load. Also, academic texts can be especially difficult. There is often very dense language and discipline-specific vocabulary, so you may find yourself reading the same sentence over and over without really understanding the meaning. The most important thing to remember is, it's OK to feel overwhelmed by college-level reading. Most people do! This chapter will give you some strategies to manage your reading load and get the most out of every assignment.

Some key terms in this chapter:

- Skim: Read quickly for the main idea. Run your eyes over the page, and try to get a feel for the general point that the text is making.
- Scan: Read quickly, but look for specific information, like bolded or italicized words. If you have a question in mind, you can scan for the answer to that question by looking for words and phrases that match the words and phrases in the question.
- Margin notes: These are notes that you take in the white space on the side of the text. They can be questions, reminders to yourself, or other types of notes. We'll cover margin notes in more detail later in this chapter.

Why are you reading?

This is an important question because the reason why you read will determine how you read. For example, are you reading for general information, to participate in a class discussion in-person or on a discussion board? Are you reading to study for a test? Are you reading to write a paper?

If you are reading for general information, your main purpose should be to understand the context and the arguments of a text. If you have a lot of time, you can read through the text leisurely, making notes where you see interesting points.

If you don't have a lot of time, you can read the introduction and conclusion carefully, then skim the headings of each section, and spend some time looking at the images or tables. You can also look for words in bold or in italics, which will be the key terms in the text. If you are reading a textbook, look at the comprehension or discussion questions at the end of the chapter and then scan the rest of the chapter for the answers to these questions.

If you are reading to study for a test, your main purpose will be to memorize or retain the information you read. In this case, you'll need to set some time aside to read more carefully. You may want to try a specific study technique like SQ3R. SQ3R stands for Survey, Question, Read, Recite, Review.

- **Survey:** Scan the text
- **Question:** Think up questions you want to ask the text, or (better yet!) find the questions at the end of a chapter or unit and use these to help you review.
- **Read:** Read the text, focusing on identifying answers to your questions
- **Recite:** Repeat the information in the text to yourself (via notes) or to a study buddy, through explaining it to each other. Don't use exactly the same words or phrasing. Try to make it more simple, like you were teaching each other the basics.
- **Review:** Give the information some time (a day, an hour) and then go back to it. Review it again at least a couple more times before the test. You can also practice reciting, or telling the information in order to help it stick.

If you are reading to write a paper, you will likely need to read a text several times. First, read it for general information. Then, after you have made an outline for your paper, read the text(s) again and highlight ideas that support your arguments in your paper. You may want to use different color highlighters for each point you want to make. Make use of the writing prompt by breaking it down into parts such as questions and key terms.

What are you reading?

Reading fiction, a journal article, a textbook, or a news article will require very different kinds of reading. You will likely read a lot of textbooks, but you may also read different types of texts in your other classes. Some are easier than others!

Difficult to read: Journal articles, historic texts and documents, philosophical texts or essays

Texts that are difficult to read are often not written for students. They are written for other experts in the field, or they may be old documents, which express ideas in ways that may be hard to understand. For these texts, you may feel very frustrated when you first pick them up. I would recommend trying to find the main idea in the introduction, conclusion, or headings. In most cases, more difficult texts will also be discussed in class.

- Try to think of a couple questions that would help you understand the main meaning of the text you have been assigned.
- Use these questions in small groups or class discussions. If you are too nervous or embarrassed to ask them, you can ask them one-on-one during your professor's office hours.

Easier to read: News articles, magazine articles, textbooks

News and magazine articles may not have been written for students, but they are written for the general public, which means that they should be easier to read. Textbooks are written for students, so while the content may be challenging at times, they are often broken up into smaller sections, with illustrations, exercises, and comprehension questions. Focusing on these study tools can help you better understand the material.

How are you reading?

When you are reading, it is important to be an active participant in the material. You can do this by taking notes in the margins (margin notes), and by engaging with material in different ways.

- **Margin notes:** Writing notes to yourself in the margins is a good way to “have a conversation with” the text that you are reading. Studies have found that making notes is a better way of remembering information than just highlighting a text. Highlighting can be useful, too, but sometimes it is easy to just highlight and forget why you did so. Try to make notes about why you thought a particular passage was important or interesting.
- **Dictionaries:** When you are reading, don't feel too bad about stopping to look up a word in a dictionary (it can be handy to have a physical dictionary or dictionary website handy that you really like). Often, library websites have links to very good

dictionaries. These are sometimes easier to use because they don't have distracting ads and are free to all students.

- YouTube: If you are totally confused about something, look it up on YouTube or a similar platform. The internet is full of videos that explain just about every concept and every difficult reading ever assigned to students.
- Read together: Read with a group! When you have finished a chapter, summarize it together. Ask each other questions, and try to identify what the most important points or arguments are.
- Read aloud: Speak or whisper while you are reading to help you focus. This takes extra time, but can work to improve concentration if you are feeling distracted. You can also listen to your texts using a text to speech app like Natural Readers (<https://www.naturalreaders.com/>) or Voice Dream Reader (<https://www.voicedream.com/>)

Reading Textbooks: Front and Back Matter

Before diving into every line of text in a textbook reading assignment, it is helpful—and saves time—to find out, first, what resources the entire book has to offer you. Then, as those chapter readings are assigned, it helps to first skim read them for the big picture meaning. This information can often be found in what textbook authors call “front and back matter.” These are the sections of the textbook at the beginning and end that are not the text, itself. Front matter can include things like a Table of Contents, Introduction, and notes to the teacher or student; back matter can include glossaries, answer keys, and different types of additional content.

The first exercise in this chapter will help you find all the resources in your textbook—and some textbooks have a lot more help in the front matter and back matter of the text than you may realize. I always think of one student who, when given this exercise to use on any textbook he had with him, picked his math book. He was at that time re-taking that math class because he had failed it the term before. As he did the exercise, he realized the back matter of the book included an answer key for half of the problems for every exercise. “Had I known this last term,” he said, “I would have passed!” See if you, too, find something useful in your textbook that perhaps you didn’t know was there, either.

The exercises in this chapter cover strategies for skim reading specific chapters and a strategy for getting the most out of graphics included in textbooks.

EXERCISE 14-1

Here is a list of several kinds of resources typically in the front of a textbook, known as “front matter,” and a list of typical “back matter” resources. For one of your textbooks, put a check mark next to the front and back matter features it includes, then answer the two questions, below.

Textbook title _____

FRONT MATTER

___ Table of Contents

___ Preface

___ Introduction

___ To the Teacher

___ To the Student

___ Other (list, here): _____

BACK MATTER

___ Glossary of Terms

___ Index of subjects

___ Answer Keys

___ Additional Exercises

___ Additional Readings

___ Tables, graphs, charts

___ Maps

___ Other (list, here): _____

Answer the following questions:

1. Were there any surprises for you?
2. How can you use the front and back matter in your text to help you with your studies? (3 or 4 sentences)

Skim Reading Textbook Chapters

Before doing a detailed reading of a textbook chapter, get the big picture by following these steps:

- Similar to reading the Table of Contents for the entire book, read the Introduction or Chapter Overview, whichever the textbook features, for the main ideas and how they are divided.
- Read the headings and sub-headings.
- Note the graphics (charts, tables, illustrations, etc.).
- Read the first one or two sentences in the paragraphs (the paragraph topic is sometimes covered in more than one sentence).
- Read the last sentence in each paragraph which might be a paragraph summary.

- Read the summary of the entire chapter, if given.
- Read any sentence with boldface or italicized words or word groups in it (usually key ideas or technical terms).
- Stop when needed if you come across a complicated idea or topic and take a little more time to skim it until you understand it.
- Skim the study questions, too. They will help you focus on key points.

EXERCISE 14-2

Using the recommendations on how to skim through textbook chapters, do so with a textbook chapter of your choice. When you are finished, close the book and write about the following: write down as many of the main ideas of this chapter as you can remember by skim reading it. Try not to look back. When finished, check your work to make sure you have transcribed the information correctly.

Reading Graphics

Listed below are various types of data found on most graphics, whether a pie chart, bar graph, line chart, or other type.

The key to comprehending graphics and using them to get more meaning from a textbook chapter or an article, or to answer study questions, is to pay close attention to the typical elements of the graphic. Not every graphic includes all of the elements listed.

1. Title
2. Captions
3. Legend
4. Axis information (vertical information, or “Y” data, and horizontal information, or “X” data)
5. Publication date (important for the most current information)
6. Publisher (important for credibility)
7. Labels
8. Color (used to differentiate and compare data)
9. Size (also used to represent comparisons)
10. Spatial positions (helps for comparing and contrasting)
11. Patterns represented by the content, itself, and

12. Trends that appear more evident when viewing the visual representation of the data.

It is easy to overlook all of the information present in a graphic, so give yourself enough time to note all the elements and their meanings before answering questions about them. This exercise offers some practice.

EXERCISE 14-3

Look through the same textbook you looked at for exercise 14-1 and 14-2. Can you find any graphics?

1. Write down the title of the graphic you choose, and list all of the elements of the graphic from the list, above. Not all may be present on the specific type of graphic you choose.
2. Summarize three things you learned about the information presented in this graphic form.

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Adaptions: Changed formatting, changed the focus of exercise 23-3

“I learned to read at age 3 and soon discovered there was a whole world to conquer that went beyond our farm in Mississippi.”

– Oprah Winfrey

Practice

If you want to be a better swimmer, you practice. If you want to be a better magician, you practice. If you want to be a better reader, you practice. I encourage you to read everyday. Read widely and across topics. Read newspapers. Read magazines. Read books. Use your library card (get one if you don't have one). Read blogs. Read tweets. Read Wikipedia articles. Read about history, politics, world leaders, current events, sports, art, music—whatever interests you. Why? Because the more you read, the better reader you become. And because the more you read, the more knowledge you will have. (If you hate to read, learn to hate it less.) That is an important piece in learning and understanding. When we are learning new information, it's easier to learn if we have some kind of background knowledge about it.

Background Knowledge

In their book, *Content Area Reading: Literacy and Learning Across the Curriculum*, Vacca and Vacca postulate that a student's prior knowledge is “the single most important resource in learning with texts.”¹

Reading and learning are processes that work together. Students draw on prior knowledge and experiences to make sense of new information. “Research shows that if learners have advanced knowledge of how the information they're about to learn is organized – if they

1. Vacca, R., Vacca, J.A., & Mraz, M.E. (2011). *Content area reading: literacy and learning across the curriculum* (10th ed.). Pearson.

see how the parts relate to the whole before they attempt to start learning the specifics – they’re better able to comprehend and retain the material.”²

For example, you are studying astronomy and the lecture is about Mars. Students with knowledge of what Mars looks like, or how it compares in size to other planets or any information about Mars will help students digest new information and connect it to prior knowledge. The more you read, the more background knowledge you have, and the better you will be able to connect information and learn. “Content overlap between text and knowledge appears to be a necessary condition for learning from text.”³

There are recent advances in technology that have made information more accessible to us. Use the resources! If you are going to read a chemistry textbook, experiment with listening to an audiobook or podcast or watching a YouTube video on the subject you are studying. Ask your instructor if they recommend specific websites for further understanding.

“The greatest gift is a passion for reading. It is cheap, it consoles, it distracts, it excites, it gives you the knowledge of the world and experience of a wide kind. It is a moral illumination.”

– Elizabeth Hardwick

The Seven Reading Principles

Read the assigned material. I know this sounds like a no-brainer, but you might be surprised to learn how many students don’t read the assigned material. Often, it takes longer to read the material than had been anticipated. Sometimes it is not interesting material to us and we procrastinate reading it. Sometimes we’re busy and it is just not a priority. It makes it difficult to learn the information your instructor wants you to learn if you do not read about it before coming to class.

Read it when assigned. This is almost as big of a problem for students as the first principle. You will benefit exponentially from reading assignments when they are assigned (which means reading them before the instructor lectures on them). If there is a date for a reading on your syllabus, finish reading it before that date. The background knowledge you

2. ibid

3. ibid

will attain from reading the information will help you learn and connect information when your instructor lectures on it, and it will leave you better prepared for class discussions. Further, if your instructor assigns you 70 pages to read by next week, don't wait until the night before to read it all. Break it down into chunks. Try scheduling time each day to read 10 or so pages. It takes discipline and self-control, but doing it this way will make understanding and remembering what you read much easier.

Take notes when you read. Recall Hermann Ebbinghaus' research from a previous chapter. He determined that 42% of information we take in is lost after only 20 minutes without review. For the same reasons that it's important to take notes during lectures, it's important to take notes when you are reading. Your notes will help you concentrate, remember, and review.

Relate the information to you. We remember information that we deem is important. The strategy then is to make what you are studying important to you. Find a way to directly relate what you are studying to something in your life. Sometimes it is easy and sometimes it is not. But if your attitude is "I will never use this information" and "it's not important" chances are good that you will not remember it.

Read with a dictionary or use an online dictionary. If a word comes up frequently, you should search for the meaning of the word. Especially with information that is new to us, we may not always recognize all the words in a textbook or their meanings. If you read without a dictionary and you don't know what a word means, you probably still won't know what it means when you finish reading. Students who read with a dictionary (or who look the word up online) expand their vocabulary and have a better understanding of the text. Take the time to look up words you do not know. Another strategy is to try to determine definitions of unknown words by context, thus eliminating the interruption to look up words.

Ask a classmate or instructor when you have questions or if there are concepts you do not understand. Bring your questions or if there are concepts you do not understand to class. Visiting an instructor's office hours is one of the most underutilized college resources. I think some students are shy about going, and I understand that, but ultimately, it's your experience, and it's up to you if you want to make the most of it. If you go, you will get answers to your questions; at the same time, you'll demonstrate to your instructor that their course is important to you. Find out when your professor's office hours are (they are listed in the syllabus), ask before or after class or email your professor to schedule an appointment. Be polite and respectful. Knock on their office door!

Read it again. Some students will benefit from reading the material a second or third time as it allows them to better understand the material. The students who understand the material the best usually score the highest on exams. It may be especially helpful to reread the chapter just after the instructor has lectured on it.

Strategies To Think About When You Open Your Textbook

Preview. Look at what you are reading and how it is connected with other areas of the class. How does it connect with the lecture? How does it connect with the learning outcomes? How does it connect with the syllabus or with a specific assignment? What piece of the puzzle are you looking at and how does it fit into the whole picture? If your textbook has a chapter summary, reading questions, and glossary, reading those first may help you preview and understand what you are going to be reading.

Headings and designated words. Pay close attention to section headings and subheadings and boldface, underlined or italicized words and sentences and pull quotes. There is a reason why these are different from regular text. The author feels they are more important and so should you.

Highlighting. Highlighting is not recommended because there is no evidence supporting it helps students with reading comprehension or higher test scores. Writing a short summary in the margin is more effective because it forces you to put it in your own words.

Pace. To schedule time for reading, multiply the number of pages by 5 minutes. In many cases, it's important to break the information up in chunks rather than to try and read it all at once. One strategy that works is to break the information up equally per day and adjust accordingly if it takes longer than you had thought. Skimming the text is reading for purpose. When you skim, you read the first sentence of every paragraph and skip the paragraph if it isn't useful.

Review. Try to summarize the main points of the text in a paragraph and single sentence. This will help to process the most vital information.

“Drink Deeply from Good Books”

– John Wooden

It's Not All Equal

Keep in mind that the best students develop reading skills that are different for different subjects. The main question you want to ask yourself is: Who are you reading for? And what are the questions that drive the discipline? We read different things for different purposes.

Reading texts, blogs, leisure books, and textbooks are all different experiences and we read them with different mindsets and different strategies. The same is true for textbooks in different areas. Reading a mathematics textbook is going to be different from reading a history textbook, a psychology textbook, a Spanish textbook or a criminal justice textbook. Further, students may be assigned to read scientific journals or academic articles often housed in college libraries' online databases. Scholarly articles require a different kind of reading and librarians are a resource for how to find and read this kind of information. Applying the principles in this chapter will help with your reading comprehension, but it's important to remember that you will need to develop specific reading skills most helpful to the particular subject you are studying.

Evaluate the Source. Read from a critical perspective. What position is the writer claiming? What is the context of the writer of the text?

Audience. Becoming a good and flexible reader is a good skill. Not everyone comes to a text with the same references and background. You can fill in your knowledge gap and answer questions. What you believe is true may (or may not) be a reflection of your identity and experiences. By keeping an attitude of openness, a willingness to be vulnerable, and a constantly engaged critical consciousness, you can understand why certain questions get asked and answered, and examine how values shape interpretation.

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Context Clues

Besides clues to help you determine the pattern or genre of a reading selection, there are clues to help you figure out the meaning of specific words that are unfamiliar to you. Here are the five (or six) most common:

1. **Definition/Explanation Clues:** sometimes the meaning of a word or phrase is given right after its use.
Example: Taxidermy, the art of preparing, stuffing, and mounting the skins of animals (especially vertebrates) for display or for other sources of study, is popular among museum curators.
2. **Restatement/Synonym Clues:** sometimes a word is presented in a simpler way.
Example: Stuffing dead animals has been a dream of Stedman Nimblebody, author of *Taxidermy Through the Ages*, ever since his pet snake died when Steddie was six years old. He still misses Mr. Scaly Face.
3. **Contrast/Antonym Clues:** sometimes the meaning of a word is clarified by presenting a word or phrase opposite of its meaning.
Example: Little Steddie wanted to visit the Taxidermy Museum but the rest of the family preferred a trip to the Zoo to see live animals.
4. **Inference/General Context Clues:** sometimes the meaning of a word or phrase is in the surrounding sentences, or must be inferred or implied by the general meaning of a selection.
Example: When Steddie finally got the chance to visit the Taxidermy Museum, he was very excited. He even found a stuffed snake that looked exactly like Mr. Scaly Face! "Just think," he exclaimed to his parents, "If Mr. Scaly Face was stuffed, I could still tease the cat and the dog with him!"
5. **Punctuation:** the correct use of punctuation helps a reader get the meaning of a term, phrase, or thought. Likewise, incorrectly placed or missing punctuation sometimes gives an entirely different and incorrect meaning across.
Example:
Missing punctuation: Is it time to eat Grandma?
Corrected: Is it time to eat, Grandma?
6. **Figurative Language:** sometimes the meaning of a word or phrase is given beyond

their literal definitions (simile, metaphor, personification, hyperbole, and idiom).
Example: Steddie learned how to clean, skin, position, and mount his dead pet snake to look lifelike, he has also tried to shape and understand his own past, even if it, too, is dead

EXERCISE 25-1

There are many examples online of punctuation errors in signs that change the meaning. Create a chart such as the one below for 5 of the signs that you really like.

WHAT THE SIGN SAYS

WHAT THE SIGN REALLY MEANS

- 1.
- 2.
- 3.
- 4.
- 5.

Close Reading



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In addition to using reading comprehension skills such as predicting, visualizing, "talking to the text," skimming a textbook before reading, and noting context clues, another strategy called "close reading" is helpful. This is popular with literature professors, however the skills involved in close reading are applicable to any complex reading assignment.

Since this kind of comprehension starts with knowing nothing about the elements of a story, novel, poem, or essay, I stand with my arms spread wide. The metaphor of the arms spread wide demonstrates a broad, general inquiry into the topic. The mind, at this stage, is open, like the arms.

I then discuss, briefly, each element of a work starting with the title as a place to begin comprehension. As the details of the story become more clear and more specific, I slowly

moving my arms toward one another, a few inches per element. This indicates a narrowing of inquiry, a closer, more specific look at different parts of a text.

Titles, for starters, particularly of non-fiction works, usually tell you precisely what the main idea, or thesis, is. For example, a book about “The History of the Roman Empire” usually gives you just that—the history of the Roman Empire.

This is not usually true, however, for works of fiction, for which inference is the key to comprehension. For example, “Story of an Hour,” by Kate Chopin, while it might seem to be something about time, also suggests it is about something other than a clock ticking away seconds and minutes, and indeed it is.

I next add the author, as this might aid comprehension. For example, most students are familiar with Stephen King, who writes in the horror genre. Knowing this element brings the arms in a bit closer as the reader will know to anticipate (and predict) a horror story with a lot of plot twists and turns in some horrible ways. Prediction has begun.

Next, I briefly discuss how knowing about the remaining elements – plot, characters, and setting – help the reader close in on meaning enough to be able to discuss the theme or themes of the work with reasonable evidence to support one’s conclusion.

This visual of the arms getting closer together can continue through a discussion of close reading of small passages, individual sentences, and even specific words. Indeed, you could envision holding a word or a passage between your fingers here. Each level of careful attention and thought helps a reader “read between the lines” when meaning is not overtly stated, when themes are inferred rather than explained outright.

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Nissila, Phyllis. *How to Learn Like a Pro!* Open Oregon Educational Resources, 2016. Located at: <https://openoregon.pressbooks.pub/collegereading/chapter/lesson-3-3-patterns-and-context-clues/> and <https://openoregon.pressbooks.pub/collegereading/chapter/lesson-3-4-close-reading-for-literature/> License: CC-BY Attribution.

Adaptions: Changed formatting, Changed title of chapter to Context Clues and Close Reading for Literature, combined chapter with content from Close Reading for Literature, removed Patterns content and exercise.

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Learning Objectives

1. Understand the expectations for reading and writing assignments in college courses.
2. Recognize specific types of writing assignments frequently included in college courses.
3. Understand and apply general strategies for managing college-level writing assignments.
4. Determine specific reading and writing strategies that work best for you individually.

As you begin this chapter, you may be wondering why you need an introduction. After all, you have been writing and reading since elementary school. You completed numerous assessments of your reading and writing skills in high school and as part of your application process for college. You may write on the job, too. Why is a college writing course even necessary?

As you begin this chapter, you may be wondering why you need an introduction. After all, you have been writing and reading since elementary school. You completed numerous assessments of your reading and writing skills in high school and as part of your application process for college. You may write on the job, too. Why is a college writing course even necessary?

When you are eager to get started on the coursework in your major that will prepare you for your career, getting excited about an introductory college writing course can be difficult. However, regardless of your field of study, honing your writing skills—and your reading and critical-thinking skills—gives you a more solid academic foundation.

In college, academic expectations change from what you may have experienced in high school. The quantity of work you are expected to do is increased. When instructors expect you to read pages upon pages or study hours and hours for one particular course, managing your work load can be challenging. This chapter includes strategies for studying efficiently and managing your time.

The quality of the work you do also changes. It is not enough to understand course material and summarize it on an exam. You will also be expected to seriously engage with new ideas by reflecting on them, analyzing them, critiquing them, making connections, drawing conclusions, or finding new ways of thinking about a given subject. Educationally, you are moving into deeper waters. A good introductory writing course will help you swim.

Table 1.1 “High School versus College Assignments” summarizes some of the other major differences between high school and college assignments.

Table 1.1 High School versus College Assignments

High School	College
Reading assignments are moderately long. Teachers may set aside some class time for reading and reviewing the material in depth.	Some reading assignments may be very long. You will be expected to come to class with a basic understanding of the material.
Teachers often provide study guides and other aids to help you prepare for exams.	Reviewing for exams is primarily your responsibility.
Your grade is determined by your performance on a wide variety of assessments, including minor and major assignments. Not all assessments are writing based.	Your grade may depend on just a few major assessments. Most assessments are writing based.
Writing assignments include personal writing and creative writing in addition to expository writing.	Outside of creative writing courses, most writing assignments are expository.
The structure and format of writing assignments is generally stable over a four-year period.	Depending on the course, you may be asked to master new forms of writing and follow standards within a particular professional field.
Teachers often go out of their way to identify and try to help students who are performing poorly on exams, missing classes, not turning in assignments, or just struggling with the course. Often teachers will give students many “second chances.”	Although teachers want their students to succeed, they may not always realize when students are struggling. They also expect you to be proactive and take steps to help yourself. “Second chances” are less common.

This chapter covers the types of writing assignments you will encounter as a college student. You will also learn a variety of strategies for mastering these new challenges—and becoming a more confident student and writer.

Exercise 1

Review Table 1.1 “High School versus College Assignments” and think about how you have found your college experience to be different from high school so far. Respond to the following questions:

1. In what ways do you think college will be more rewarding for you as a learner?
2. What aspects of college do you expect to find most challenging?
3. What changes do you think you might have to make in your life to ensure your success in college?

Tip

Students are often reluctant to seek help. They feel like doing so marks them as slow, weak, or demanding. The truth is, every learner occasionally struggles. If you are sincerely trying to keep up with the course reading but feel like you are in over your head, seek out help. Speak up in class, schedule a meeting with your instructor, or visit your university learning center for assistance.

Deal with the problem as early in the semester as you can. Instructors respect students who are proactive about their own learning. Most instructors will work hard to help students who make the effort to help themselves.

Common Writing Assignments

College writing assignments serve a different purpose than the typical writing assignments you completed in high school. In high school, teachers generally focus on teaching you to write in a variety of modes and formats, including personal writing, expository writing, research papers, creative writing, and writing short answers and essays for exams. Over time, these assignments help you build a foundation of writing skills.

In college, many instructors will expect you to already have that foundation.

Your college composition courses will focus on writing for its own sake, helping you make the transition to college-level writing assignments. However, in most other college courses, writing assignments serve a different purpose. In those courses, you may use writing as one tool among many for learning how to think about a particular academic discipline.

Additionally, certain assignments teach you how to meet the expectations for professional writing in a given field. Depending on the class, you might be asked to write a lab report, a case study, a literary analysis, a business plan, or an account of a personal interview. You will need to learn and follow the standard conventions for those types of written products.

Finally, personal and creative writing assignments are less common in college than in high school. College courses emphasize expository writing, writing that explains or informs. Often expository writing assignments will incorporate outside research, too. Some classes

will also require persuasive writing assignments in which you state and support your position on an issue. College instructors will hold you to a higher standard when it comes to supporting your ideas with reasons and evidence.

Table 1.2 “Common Types of College Writing Assignments” lists some of the most common types of college writing assignments. It includes minor, less formal assignments as well as major ones. Which specific assignments you encounter will depend on the courses you take and the learning objectives developed by your instructors.

Table 1.2 Common Types of College Writing Assignments

Assignment Type	Description	Example
Personal Response Paper	Expresses and explains your response to a reading assignment, a provocative quote, or a specific issue; may be very brief (sometimes a page or less) or more in-depth	For an environmental science course, students watch and write about President Obama's June 15, 2010, speech about the BP oil spill in the Gulf of Mexico.
Summary	Restates the main points of a longer passage objectively and in your own words	For a psychology course, students write a one-page summary of an article about a man suffering from short-term memory loss.
Position Paper	States and defends your position on an issue (often a controversial issue)	For a medical ethics course, students state and support their position on using stem cell research in medicine.
Problem-Solution Paper	Presents a problem, explains its causes, and proposes and explains a solution	For a business administration course, a student presents a plan for implementing an office recycling program without increasing operating costs.
Literary Analysis	States a thesis about a particular literary work (or works) and develops the thesis with evidence from the work and, sometimes, from additional sources	For a literature course, a student compares two novels by the twentieth-century African American writer Richard Wright.
Research Review or Survey	Sums up available research findings on a particular topic	For a course in media studies, a student reviews the past twenty years of research on whether violence in television and movies is correlated with violent behavior.
Case Study or Case Analysis	Investigates a particular person, group, or event in depth for the purpose of drawing a larger conclusion from the analysis	For an education course, a student writes a case study of a developmentally disabled child whose academic performance improved because of a behavioral-modification program.
Laboratory Report	Presents a laboratory experiment, including the hypothesis, methods of data collection, results, and conclusions	For a psychology course, a group of students presents the results of an experiment in which they explored whether sleep deprivation produced memory deficits in lab rats.
Research Journal	Records a student's ideas and findings during the course of a long-term research project	For an education course, a student maintains a journal throughout a semester-long research project at a local elementary school.
Research Paper	Presents a thesis and supports it with original research and/or other researchers' findings on the topic; can take several different formats depending on the subject area	For examples of typical research projects, see Chapter 12 "Writing a Research Paper" in the open textbook, "Writing for Success"

Writing at Work

Part of managing your education is communicating well with others at your university. For instance, you might need to e-mail your instructor to request an office appointment or explain why you will need to miss a class. You might need to contact administrators with questions about your tuition or financial aid. Later, you might ask instructors to write recommendations on your behalf.

Treat these documents as professional communications. Address the recipient politely; state your question, problem, or request clearly; and use a formal, respectful tone. Doing so helps you make a positive impression and get a quicker response.

Key Takeaways

- College-level reading and writing assignments differ from high school assignments not only in quantity but also in quality.
- Managing college reading assignments successfully requires you to plan and manage your time, set a purpose for reading, practice effective comprehension strategies, and use active reading strategies to deepen your understanding of the text.
- College writing assignments place greater emphasis on learning to think critically about a particular discipline and less emphasis on personal and creative writing.

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This adaptation has reformatted the original text, and replaced some images and figures to make the resulting whole more shareable. This adaptation has not significantly altered or updated the original 2011 text. This work is made available under the terms of a Creative Commons Attribution-NonCommercial-ShareAlike license.

Adaptions: Removed information about reading.

Learning Objectives

1. Identify strategies for successful writing.
2. Demonstrate comprehensive writing skills.
3. Identify writing strategies for use in future classes.

In the preceding sections, you learned what you can expect from college and identified strategies you can use to manage your work. These strategies will help you succeed in any college course. This section covers more about how to handle the demands college places upon you as a writer. The general techniques you will learn will help ensure your success on any writing task, whether you complete a bluebook exam in an hour or an in-depth research project over several weeks.

Putting It All Together: Strategies for Success

Writing well is difficult. Even people who write for a living sometimes struggle to get their thoughts on the page. Even people who generally enjoy writing have days when they would rather do anything else. For people who do not like writing or do not think of themselves as good writers, writing assignments can be stressful or even intimidating. And of course, you cannot get through college without having to write—sometimes a lot, and often at a higher level than you are used to.

No magic formula will make writing quick and easy. However, you can use strategies and resources to manage writing assignments more easily. This section presents a broad overview of these strategies and resources. The remaining chapters of this book provide more detailed, comprehensive instruction to help you succeed at a variety of assignments. College will challenge you as a writer, but it is also a unique opportunity to grow.

Using the Writing Process

To complete a writing project successfully, good writers use some variation of the following process.

The Writing Process

- **Prewriting.** In this step, the writer generates ideas to write about and begins developing these ideas.
- **Outlining a structure of ideas.** In this step, the writer determines the overall organizational structure of the writing and creates an outline to organize ideas. Usually this step involves some additional fleshing out of the ideas generated in the first step.
- **Writing a rough draft.** In this step, the writer uses the work completed in prewriting to develop a first draft. The draft covers the ideas the writer brainstormed and follows the organizational plan that was laid out in the first step.
- **Revising.** In this step, the writer revisits the draft to review and, if necessary, reshape its content. This stage involves moderate and sometimes major changes: adding or deleting a paragraph, phrasing the main point differently, expanding on an important idea, reorganizing content, and so forth.
- **Editing.** In this step, the writer reviews the draft to make additional changes. Editing involves making changes to improve style and adherence to standard writing conventions—for instance, replacing a vague word with a more precise one or fixing errors in grammar and spelling. Once this stage is complete, the work is a finished piece and ready to share with others.

Chances are, you have already used this process as a writer. You may also have used it for other types of creative projects, such as developing a sketch into a finished painting or composing a song. The steps listed above apply broadly to any project that involves creative thinking. You come up with ideas (often vague at first), you work to give them some structure, you make a first attempt, you figure out what needs improving, and then you refine it until you are satisfied.

Most people have used this creative process in one way or another, but many people have misconceptions about how to use it to write. Here are a few of the most common misconceptions students have about the writing process:

- **“I do not have to waste time on prewriting if I understand the assignment.”** Even if the task is straightforward and you feel ready to start writing, take some time to develop ideas before you plunge into your draft. Freewriting—writing about the topic

without stopping for a set period of time—is one prewriting technique you might try in that situation.

- **“It is important to complete a formal, numbered outline for every writing assignment.”** For some assignments, such as lengthy research papers, proceeding without a formal outline can be very difficult. However, for other assignments, a structured set of notes or a detailed graphic organizer may suffice. The important thing is that you have a solid plan for organizing ideas and details.
- **“My draft will be better if I write it when I am feeling inspired.”** By all means, take advantage of those moments of inspiration. However, understand that sometimes you will have to write when you are not in the mood. Sit down and start your draft even if you do not feel like it. If necessary, force yourself to write for just one hour. By the end of the hour, you may be far more engaged and motivated to continue. If not, at least you will have accomplished part of the task.
- **“My instructor will tell me everything I need to revise.”** If your instructor chooses to review drafts, the feedback can help you improve. However, it is still your job, not your instructor’s, to transform the draft to a final, polished piece. That task will be much easier if you give your best effort to the draft before submitting it. During revision, do not just go through and implement your instructor’s corrections. Take time to determine what you can change to make the work the best it can be.
- **“I am a good writer, so I do not need to revise or edit.”** Even talented writers still need to revise and edit their work. At the very least, doing so will help you catch an embarrassing typo or two. Revising and editing are the steps that make good writers into great writers.

Tip

The writing process also applies to timed writing tasks, such as essay exams. Before you begin writing, read the question thoroughly and think about the main points to include in your response. Use

scrap paper to sketch out a very brief outline. Keep an eye on the clock as you write your response so you will have time to review it and make any needed changes before turning in your exam.

Managing Your Time

When your instructor gives you a writing assignment, write the due date on your calendar. Then work backward from the due date to set aside blocks of time when you will work on the assignment. Always plan at least two sessions of writing time per assignment, so that you are not trying to move from step 1 to step 5 in one evening. Trying to work that fast is stressful, and it does not yield great results. You will plan better, think better, and write better if you space out the steps.

Ideally, you should set aside at least three separate blocks of time to work on a writing assignment: one for prewriting and outlining, one for drafting, and one for revising and editing. Sometimes those steps may be compressed into just a few days. If you have a couple of weeks to work on a paper, space out the five steps over multiple sessions. Long-term projects, such as research papers, require more time for each step.

Tip

In certain situations you may not be able to allow time between the different steps of the writing process. For instance, you may be asked to write in class or complete a brief response paper overnight. If the time available is very limited, apply a modified version of the writing process (as you would do for an essay exam). It is still important to give the assignment thought and effort. However, these types of assignments are less formal, and instructors may not expect them to be as polished as formal papers. When in doubt, ask the instructor about expectations, resources that will be available during the writing exam, and if they have any tips to prepare you to effectively demonstrate your writing skills.

Each Monday in Maria's *Foundations of Education* class, the instructor distributed copies of a current news article on education and assigned students to write a one-and-one-half- to two-page response that was due the following Monday. Together, these weekly assignments counted for 20 percent of the course grade. Although each response took just a few hours to complete, Maria found that she learned more from the reading and got better grades on her writing if she spread the work out in the following way:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Article response assigned.		Read article, prewrite, and outline response paper.		Draft response.		Revise and edit response.

Setting Goals

One key to succeeding as a student and as a writer is setting both short- and long-term goals for yourself. You have already glimpsed the kind of short-term goals a student might set. Maria wanted to do well in her *Foundations of Education* course, and she realized that she could control how she handled her weekly writing assignments. At 20 percent of her course grade, she reasoned, those assignments might mean the difference between a C and a B or between a B and an A.

By planning carefully and following through on her daily and weekly goals, Maria was able to fulfill one of her goals for the semester. Although her exam scores were not as high as she had hoped, her consistently strong performance on writing assignments tipped her grade from a B+ to an A-. She was pleased to have earned a high grade in one of the required courses for her major. She was also glad to have gotten the most out of an introductory course that would help her become an effective teacher.

How does Maria's experience relate to your own college experience?

To do well in college, it is important to stay focused on how your day-to-day actions determine your long-term success. You may not have defined your career goals or chosen a major yet. Even so, you surely have some overarching goals for what you want out of college: to expand your career options, to increase your earning power, or just to learn something

new. In time, you will define your long-term goals more explicitly. Doing solid, steady work, day by day and week by week, will help you meet those goals.

Exercise 1

In this exercise, make connections between short- and long-term goals.

1. For this step, identify one long-term goal you would like to have achieved by the time you complete your degree. For instance, you might want a particular job in your field or hope to graduate with honors.
2. Next, identify one semester goal that will help you fulfill the goal you set in step one. For instance, you may want to do well in a particular course or establish a connection with a professional in your field.
3. Review the goal you determined in step two. Brainstorm a list of stepping stones that will help you meet that goal, such as “doing well on my midterm and final exams” or “talking to Professor Gibson about doing an internship.” Write down everything you can think of that would help you meet that semester goal.
4. Review your list. Choose two to three items, and for each item identify at least one concrete action you can take to accomplish it. These actions may be recurring (meeting with a study group each week) or one time only (calling the professor in charge of internships).
5. Identify one action from step four that you can do today. Then do it.

Using College Resources

One reason students sometimes find college overwhelming is that they do not know about, or are reluctant to use, the resources available to them. Some aspects of college will be challenging. However, if you try to handle every challenge alone, you may become frustrated and overwhelmed.

Universities have resources in place to help students cope with challenges. Your student fees help pay for resources such as a health center or tutoring, so use these resources if you need them. The following are some of the resources you might use if you find you need help:

- **Your instructor.** If you are making an honest effort but still struggling with a particular course, set up a time to meet with your instructor and discuss what you can do to improve. He or she may be able to shed light on a confusing concept or give you strategies to catch up.

- **Your academic counselor.** Many universities assign students an academic counselor who can help you choose courses and ensure that you fulfill degree and major requirements.
- **The academic resource center.** These centers offer a variety of services, which may range from general coaching in study skills to tutoring for specific courses. Find out what is offered at your school and use the services that you need.
- **The writing center.** These centers employ tutors to help you manage college-level writing assignments. They will not write or edit your paper for you, but they can help you through the stages of the writing process. (In some schools, the writing center is part of the academic resource center.)
- **The career resource center.** Visit the career resource center for guidance in choosing a career path, developing a résumé, and finding and applying for jobs.
- **Counseling services.** Many universities offer psychological counseling for free or for a low fee. Use these services if you need help coping with a difficult personal situation or managing depression, anxiety, or other problems.

Students sometimes neglect to use available resources due to limited time, unwillingness to admit there is a problem, or embarrassment about needing to ask for help. Unfortunately, ignoring a problem usually makes it harder to cope with later on. Waiting until the end of the semester may also mean fewer resources are available, since many other students are also seeking last-minute help.

Exercise 2

Identify at least one college resource that you think could be helpful to you and you would like to investigate further. Schedule a time to visit this resource within the next week or two so you can use it throughout the semester.

Overview: College Writing Skills

You now have a solid foundation of skills and strategies you can use to succeed in college. The remainder of this book will provide you with guidance on specific aspects of writing, ranging from grammar and style conventions to how to write a research paper.

For any college writing assignment, use these strategies:

- Plan ahead. Divide the work into smaller, manageable tasks, and set aside time to accomplish each task in turn.
- Make sure you understand the assignment requirements, and if necessary, clarify them with your instructor. Think carefully about the purpose of the writing, the intended audience, the topics you will need to address, and any specific requirements of the writing form.
- Complete each step of the writing process. With practice, using this process will come automatically to you.
- Use the resources available to you. Remember that most colleges have specific services to help students with their writing.

Key Takeaways

- Following the steps of the writing process helps students complete any writing assignment more successfully.
- To manage writing assignments, it is best to work backward from the due date, allotting appropriate time to complete each step of the writing process.
- Setting concrete long- and short-term goals helps students stay focused and motivated.
- A variety of university resources are available to help students with writing and with other aspects of college life.

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Intercultural Communication

To identify what is the most important or less clear information in the lecture or reading, you will need to identify strategies to improve listening and learning. We bring assumptions and judgments into the classroom that can interfere with communication. While there are commonalities and differences in dialogue and interaction, focusing on content can help to overcome barriers. In other words, how does your identity influence your learning?

Dominant U.S. Cultural Norms

Culture impacts instructor-student communication. Communication modes include emotion, cultural practices, and cultural differences, to name a few. Instructors use rhetorical practices that carry values, beliefs, knowledge, and behaviors. For example, in some cultures, people wait until others have spoken before they share. In the U.S., the style of speaking is instrumental meaning it is the responsibility of the instructor to communicate the material. Eye contact is a sign of respect in the U.S. while it's the exact opposite in others. Listening widely and deeply, for neurodivergent thinkers, peripheral vision is preferred to direct contact. As students, you will need to observe, analyze, interpret, and evaluate, or apply critical thinking skills.

Verbal Communication

Imperative statements-Instructors tell students what to do when they need to understand ideas. The instructor may use signposts such as “Here is the important point” or use a visual aid such as color changes or highlighting.

Appeals-Instructors appeal to student awareness and reflection, problem-solving, cultural sensitivity, and putting knowledge into action.

Narratives-Instructors use explanations that may not have the same understanding or

shared knowledge. You can ask for different examples that relate to your prior knowledge or common experience to seek clarity.

Metaphors-Instructors may use metaphors to further understanding of a concept or idea. If you are not aware of the metaphor, the meaning may be misunderstood or misinterpreted. You can ask the instructor to explain the reference and be aware to make learning possible.

Non-Verbal Communication

When we think about listening we think about, well, hearing sounds via the ears. However, when it comes to listening in order to pick up key points for note-taking, it takes more than just hearing. In this case, it takes a “critical ear,” that is, absorbing key points by noticing not only the words spoken, but also by noting tones, volume, and even the body language that goes along. Additionally, being an active listener increases a note-taker’s chances of getting the information needed. Exercise 1 illustrates common non-verbal communication.

EXERCISE 19-1

PART A

List as many non-verbal, emotional cues as you can by studying the faces in the pictures below.



"Universal Emotions" by Icerko Lydia is licensed under CC BY 3.0

PART B

The image below illustrates non-verbal body language. Describe a few poses or body movements one or more of your teachers now, or from the past, takes or has taken that communicates: pay closer attention. It might be from these examples, or something quite different. For example, an instructor might move close to the front row and fold his/her arms to indicate that what he or she will be saying is of a more serious nature. For another example, if he or she moves toward the white board to write something, it's probably key information.



"Men Silhouette" by geralt is in the Public Domain, CC0

Active Listening

In previous units, we covered ways that students can actively engage in the learning process in order to get the most out of their education. There are ways to actively listen as well, in order to get the most out of lectures and, more importantly, take all of the notes that might be required. The video in the next exercise covers several active listening strategies along with why we sometimes have difficulty listening.

EXERCISE 19-2

PART A

Watch the TED talk below and answer the following questions:

Video: *5 Ways to Listen Better*, Julian Treasure at TED Global 2011



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=78#oembed-2>

1. What 3 types of listening does the speaker discuss?
2. How and why have we been “losing our ability to listen,” as the speaker suggests? He cites 5 ways.
3. What are the 5 tools we can use to listen better?

PART B

Taking into consideration all of the activities in the exercises above, write a one-page (250-300 words) reflection on how you can use the information on non-verbal and listening skills to enhance both your ability to pay attention to lectures and to take better notes on them.

Perhaps the most useful learning tools of all are notes taken from both lectures and course materials. By annotating for key information, then condensing it, students create personalized summaries helpful for studying.

Often, students are unsure about what constitutes “key information.” Here is a list of items to highlight or annotate for in textbooks and a list of items to listen for in lectures.

Key Information in Textbooks

The following elements of a textbook chapter are especially important in helping you discern key information:

- Introductions

- Summaries
- Study questions
- Topic sentences (as the speaker in the video on “Skim Reading,” exercise 3.2, also in Lesson 3.2 notes: sometimes the reader has to read the first two or even three sentences of a paragraph or section to get the entire main topic).
- Anything that is bolded, or in some other way set off from the default print size and style. Sub-topic titles are good examples of this.
- “Side bars” are boxes of related information. These might include statistics, brief biographies of authors or persons of note related to the chapter content, price points on brochures for businesses, charts, graphs, photographs, and/or illustrations. They are typically a different color or in some other way set off for attention but not as the focal point of the text. Pay attention to the captions or legends that might accompany graphics. In this e-text, the exercises are set apart in side bars.
- Glossary terms that may be incorporated in the margins or otherwise set apart.
- Some textbooks include outlines of each chapter’s main points in the introductory section.

Key Information in Lectures

As the lecturer, live or video, presents the material, there are two types of key information cues to be aware of.

NONVERBAL CUES

A speaker will often have unique facial and body nonverbal cues that alert you to several things, as you learn to “read” your professor:

- Stances or movements that alert you to when he/she will shift to a different topic or subtopic.
- Other cues that alert you to when the information is of special significance (including verbal cues, below).

VERBAL CUES

- Pay attention to when the speaker uses any of the transition cues used in reading comprehension.
- Many speakers also announce when they are adding information or changing topics in various other ways.

Plain Language for Cognitive Accessibility

Plain language is explaining facts and ideas in ways people can quickly, easily, and completely understand. Instructions and ideas written in shorter sentences with most commonly used words ensures effective communication. Making the text more accessible can require more writing, not less. Academic concepts are not simplified, only the expression of it. Paragraphs with clear topic sentences, technical terms are defined at first use, then used sparingly. and easy-to-read fonts are a few suggestions. Astrophysicist Neil deGrasse Tyson is known for communicating objective truths in clear, exciting, and engaging ways. The Plain Language Act, which is a law requiring clear and concise writing in federal governmental documents, has resources on its website.

Hearing Impairment and Assistive Technology

Assistive technology increases communication and active participation of deaf and hard of hearing students. It may involve interpreters, captioning, assistive listening devices, and other classroom and curriculum modifications.

Watch the video below and answer the following questions:

Video: *The Cost of Code Switching*, Chandra Arthur | TEDxOrlando



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=78#oembed-1>

1. How does codeswitching relate to doing or being different from the norm?
2. What is the cost of codeswitching?
3. What cultural capital do students from diverse linguistic and cultural backgrounds bring to intercultural communication?
4. How can universities promote and foster linguistic and cultural diversity?

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Nissila, Phyllis. *How to Learn Like a Pro!* Open Oregon Educational Resources, 2016. Located at: <https://openoregon.pressbooks.pub/collegereading/chapter/lesson-1/> and

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Adaptions: Changed formatting, removed emoticon image, embedded Ted Talk video, slight edits for consistency, combined Lessons 4.1 and 4.2, retitled chapter.

Treasure, Julian. "5 Ways to Listen Better." TEDTalks, July 29, 2011. Located at:
https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?language=en#t-440931
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Chandra Arthur: The Cost of Code Switching. August 22, 2017. Located at
<https://www.youtube.com/watch?v=Bo3hRq2RnNI&t=641s>.

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“To study is not to consume ideas, but to create and re-create them.”

– Paulo Freire

Paolo Freire’s banking model metaphor for the model of education refers to students as empty receptacles to be filled with knowledge. In place of the banking model, you should find opportunities to practice active learning such as organizing knowledge or asking questions. Being engaged beyond the traditional lecture and critically interpreting new information will help in your own learning. If you come to class prepared to discuss what you know and what you need to learn, you will engage in active learning and connect in long-term learning about a topic beyond seeking information. Participating in class requires practice.

Take Notes To Remember

If for no other reason, you should take notes during class so that you do not forget valuable and important information. There are proven benefits of taking notes. “Note-taking facilitates both recall of factual material and the synthesis and application of new knowledge, particularly when notes are reviewed prior to exams.”¹

As you may recall from The Basics of Study Skills chapter, Hermann Ebbinghaus studied the rate of forgetting and formulated his “forgetting curve” theory. The curve shows that after one month, only 20 percent of information is retained after initial memorization. Without review, 47 percent of learned information is lost after only 20 minutes. After one day, 62 percent of learned information is lost without review.

In order to try to retain information long term, we must move it from our short-term memory to our long-term memory. One of the best ways to do that is through retrieval practice, which is a strategy to recall information learned previously. The format can be free-recall, quizzes with -key terms, -definitions,-matching, -fill-in-the-blanks, -short

1. Deborah DeZure, Matthew Kaplan, and Martha A. Deerman, “Research on Student Notetaking: Implications for Faculty and Graduate Student Instructors,” 2001, http://www.math.lsa.umich.edu/~krasny/math156_crlt.pdf.

answers, -multiple choice questions, and -concept maps. This works better for long-term learning than re-reading. The more we review information, and the sooner we review once we initially learn it, the more reinforced that information is in our long-term memory.

The first step in being able to review is to take notes when you are originally learning the information. Students who do not take notes in class in the first place will not be able to recall all of the information covered in order to best review.

Taking notes during lectures is a skill, just like riding a bike. If you have never taken notes while someone else is speaking before, it's important to know that you will not be an expert at it right away. It is challenging to listen to someone speak and then make a note about what they said, while at the same time continuing to listen to their next thought. Taking notes longhand while processing information and rewording has advantages over laptops and verbatim notes.

When learning to ride a bike, everyone is going to fall. With practice and concentration, we gain confidence and improve our skill. The more we practice, the better we get. In his book *Outliers*, Malcolm Gladwell refers to the “10,000-hour rule.” Based on research by Anders Ericsson, the rule states that 10,000 hours of dedicated practice in your particular field will allow for the greatest potential of mastery. I do not expect you to practice taking notes for 10,000 hours, but the point is that practice, just like many things, is necessary to become more skilled².

Some instructors will give you cues to let you know something is important. If you hear or see one of these cues, it's something you should write down. This might include an instructor saying, “this is important” or “this will be covered on the exam.” If you notice an instructor giving multiple examples, repeating information or spending a lot of time with one idea, these may be cues. Writing on the board or presenting a handout or visual information may also be a cue.

There are many different ways to take notes during lectures and I encourage you to find the way that works best for you. Different systems work best for different people. Experiment in different ways to find the most success.

Tips for Taking Notes During the Lecture

Arrive early and find a good seat. Seats in the front and center are best for being able to see

2. Anders Ericsson et al., “The Role of Deliberate Practice in the Acquisition of Expert Performance,” *Psychological Review*, (Washington, D.C.: American Psychological Association, 1993), 393-394.

and hear information. A seat at the 50-yard line for a soccer game is more expensive for a reason: it gives the spectator the greatest experience.

Do not try to write down everything the instructor talks about. It's impossible and inefficient. Instead, try to listen intently for signposts for significant moments such as "I will discuss three main ways in which" or "I will move on to another topic." This is also a skill that students can improve upon. You may wish to ask your instructor during office hours or section if you have identified the main topics in your notes or compare and share your notes with your classmates. If using digital tools such as Google Docs, class notes are editable, searchable, shareable, and accessible and can facilitate collaborative note-taking.

Use shorthand and/or abbreviations. So long as you will be able to decipher what you are writing, the least amount of pen or pencil strokes, the better. Try to do so during pauses. It will free you up so you can pay more attention to the lecture and help you be able to determine what is most important.

Write down what your instructor writes. Anything typed on a slideshow, handwritten on a dry erase board, chalkboard, or overhead projector, and graphics are cues for important information.

Leave space to add information to your notes. You can use this space during or after lectures to elaborate on ideas, ask questions, show connections, and make predictions.

Do not write in complete sentences. Do not worry about spelling or punctuation. Getting the important information, concepts and main ideas is much more important. You can always revise your notes later and correct spelling.

Often, the most important information is delivered at the beginning and/or the end of a lecture. Many students arrive late or pack up their belongings and mentally check out a few minutes before the lecture ends. They are missing out on the opportunity to write down valuable information. Keep taking notes until the lecture is complete. Keep notes in one place so as not to lose them. Pro tip: Add the lecture date, title, and page numbers to your notes.

Taking Notes in Online Classes

Even when the lectures are recorded, taking notes improves information retention. Try to handwrite notes to avoid clicking between your class and your notes. You can type them later. Transcripts and close captioning of the recording may be available to follow along at the same time. Even if you do not speak in class, you can participate by actively listening. Try not to mute yourself or turn your camera off.

Taking Notes in Asynchronous Classes (Recording)

If you have access to lecture slides or notes, you can use them to guide your listening and take notes during the lecture. Try to watch recorded lectures all the way through the first time without interruption. Watch at the regular speed. You can take notes as you normally would. You can note the timestamp for important topics to replay.

The Cornell System

One way of taking notes in class is using the Cornell System. Created in the 1950s by Walter Pauk at Cornell University, the Cornell System is still widely used today. Done by hand, the Cornell Method involves drawing a line down the edge of your paper and devoting one side to taking notes, the other to include questions, and a summary

The note-taking area is for you to use to record notes during lectures.

Students use the column on the left to create questions after the lecture has ended. The questions are based on the material covered. Think of it as a way to quiz yourself. The notes you took should answer the questions you create.

Tips for after the lecture

Consolidate notes as soon as possible after the lecture has ended. Identify the main ideas and underline or highlight them.

Test yourself by looking only at the questions on the left. If you can provide most of the information on the notes side without looking at it, you're in good shape. If you cannot, keep studying until you improve your retention. Review periodically as needed to keep the information fresh in your mind.

Students use the bottom area for summarizing information. Practice summarizing information – it's a great study skill. It allows you to determine how information fits together. It should be written in your own words (don't use the chapter summary in the textbook to write your summary, but check the chapter summary after you write yours for accuracy).

The Outline Method

The Outline Method involves writing down information using bullet points, numbers, letters, or arrows to indicate a new idea. You write bullet points for each idea and organize them with major headings and related subpoints. Outlines can help students separate main ideas from supporting details and show how one topic connects to another.

Mind Maps

Visual learners may want to experiment with mind maps (also called clustering). Invented by Tony Buzan in the 1960s, it's another way of organizing information during lectures. Start with a central idea in the center of the paper (landscape is recommended). Using branches (like a tree), supporting ideas can supplement the main idea. Recall everything you can as the lecture is happening. Reorganization can be done later. Perform a web search for mind maps for note-taking.

Review

Metacognition is important to assess your own learning and sources of information. The most important aspect of reviewing your notes, questions, and summaries is when your review takes place in relation to when your notes were taken. For maximum efficiency and retention of memory, it's best to review notes within 10 minutes, 24 hours, and 7 days of learning it. It is important to have adequate review time and to give your brain a break. Reviewing shortly after the lecture will allow you to best highlight or underline main points as well as fill in any missing portions of your notes. Reviewing notes, questions, and summaries for 2-4 minutes during days 7-30 will retain 90-100%. Students who take lecture notes on a Monday and then review them for the first time a week later often have challenges recalling information that help make the notes coherent.

If you wish to go “above and beyond,” you may consider discussing your notes in a study group with your classmates, which can give you a different perspective on main points and deepen your understanding of the material. You may also want to make flashcards for yourself with vocabulary terms, formulas, important dates, people, places, etc. Online flash

cards are another option. Students can make them for free and test themselves online or on their phone.

The Big Picture

Keep in mind that students who know what their instructor is going to lecture on before the lecture are at an advantage. Why? Because the more they understand about what the instructor will be talking about, the easier it is to take notes. How? Take a look at the syllabus before the lecture. It won't take much time but it can make a world of difference. You will also be more prepared and be able to see important connections if you read your assigned reading before the lecture. It's not easy to do, but students that do it will be rewarded. If I have read information assigned before the lecture and know what the lecture will be about, I have best prepared myself for taking notes during the lecture and given myself the greatest potential for understanding relationships between the reading material and the lecture.

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Paolo Freire. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

Pre-Test Strategies

Q: When should you start preparing for the first test? Circle...

1. The night before.
2. The week prior.
3. The first day of classes.



“Anxiety” by HAMZA BUTT is licensed under CC BY 2.0

If you answered “3. The first day of classes,” you are correct. If you circled 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.

However, it can be difficult to find the time to prepare for a test when it still seems like a distant ship on the horizon. Because of this, many students find themselves cramming for weekly exams, mid-terms, or finals, the day before they have to take them. It’s important to remember that the brain can only process an average of 5-7 new pieces of information at a time. Additionally, unless memory devices are used to aid memory and to cement information into long term memory (or at least until the test is over tomorrow!) chances are slim that students who cram will effectively learn and remember the information.

Additionally, a lot of students are unaware of the many strategies available to help with the test-taking experience before, during, and after. For starters, look at the list below and mark the types of strategies that have helped you so far.

EXERCISE 30-1

Pre-Test Taking Strategies

PART A:

Put a check mark next to the pre-test strategies you already employ.

_____ Organize your notebook and other class materials the first week of classes.

_____ Maintain your organized materials throughout the term.

- _____ Take notes on key points from lectures and other materials.
- _____ Make sure you understand the information as you go along.
- _____ Access your instructor's help and the help of a study group, as needed.
- _____ Organize a study group, if desired.
- _____ Create study tools such as flashcards, graphic organizers, etc. as study aids.
- _____ Complete all homework assignments on time.
- _____ Review likely 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 test.
- _____ Ask your instructor if they give partial credit for test items such as essays.
- _____ Maintain an active learner attitude. For example, when reading your notes or study materials, do you highlight key words and think of possible text questions?
- _____ Schedule extra study time in the days just 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*, like images, codes, or key words, to aid memory.
- _____ Put key terms, formulas, etc., on a single study sheet that can be quickly reviewed.
- _____ Schedule study times short enough (1-2 hours) so you do not get burned 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 see you through.
- _____ Show up 5-10 minutes early to get completely settled before the test begins.
- _____ Use the restroom beforehand to minimize distractions.
- _____ Access resources from the Disability Resource Center to make sure that you have the necessary accommodations (for example, help with reading, writing, or extra time) for your test.

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.

Mid-Test Strategies

Here is a list of the most common—and useful—strategies to succeed on your college exams.

How to make the most of your time:

- Scan the test, first, to get the big picture of how many test items there are, what types there are (multiple choice, short answer, true or false, matching, essay), and the point values of each item or group of items. If you are taking an online test, scan to see where the timer is, whether the test lets you go forward and backward through the pages, and how many pages there are. If you can skip ahead, it might be a good idea to check out the whole test before you begin.
- 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 or timer.

How to deal with difficult questions:

- If you can mark on the test, put a check mark 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 help in other test questions covering similar information. If you are taking a test online, check the settings to make sure you can go back to earlier questions. Some online platforms also allow you to mark questions so you know which ones you need to come back to.
- You do NOT have to start with #1! If you are unsure of it, mark it to come back to later on.
- 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).

- 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.
- For 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.

Minimizing stress and other distractions:

- If you have a documented disability, make sure your instructor is aware of this, and check in with them to make sure they have remembered your accommodations if they relate to test-taking. If your accommodations are not being met, it’s important to let the folks at the DRC know so they can advocate for you.
- 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.
- If you are taking a test at home, make sure you are in a quiet, comfortable place. If your home is not so quiet, you could book a study room at the library during the time of the test. You could also go to your college’s computer lab. The computers are usually faster, and they often have headphones that you can use. If you take your test in a public space, sit in a corner or in a location where you won’t be distracted by people moving around or talking.
- Wear ear plugs, if noise distracts you.
- 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.
- Bring something sweet and chewy like gum or candies. Chewing can help alleviate anxiety and sugar stimulates the brain.
- Remember to employ strategies to reduce test-taking anxiety (covered in the next lesson)

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, go to your instructor's office hours to ask them about it. You could also email your questions. The important thing is to ask! Asking shows initiative and can be especially useful for quizzes that contain information that may be incorporated into more inclusive exams such as mid-terms 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 basic errors in a short-answer or essay item.
 - See where in the test you made the most errors: beginning, middle, or end.
 - Also analyze which type of questions, true/false, multiple choice, essay, etc.
 - Also pay attention to which topics you missed. This will help you pay closer attention to those sections in the future.
 - Evaluate your study strategy. Was it helpful? Is there anything you could improve?

EXERCISE 30-2

Part 1: Look through the recommendations in this chapter. Make a two-sided list:

- On one side, write which strategies you already use for pre-, mid-, and post-tests.
- On the other side, write which strategies you could start using.

Part 2: Look through the syllabi for your classes. Choose one exam and write a study plan for it.

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Adaptions: Changed formatting, removed one exercise. October 2021: Changed Exercise 30-2. Added language for inclusiveness and cultural appropriacy.

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“One of the most important keys to success is having the discipline to do what you know you should do, even when you don’t feel like doing it.”

– Unknown

Preparation for an exam can be challenging. Getting started with preparation can take focus, a willingness to be uncomfortable, and the patience to work through this discomfort. Think of it like this: if the most important event of your life was coming up and you wanted to perform to the best of your ability in that event, you would likely spend some time preparing for it, rehearsing for it, practicing it, etc. A student may argue that an exam they will be taking would not be the most important event of their life, but if you’re already spending the time, effort, energy and money to attend college, why not do it to the best of your ability?

It would be beneficial to spread this preparation and practice out over time and prepare periodically rather than to wait until the last minute and binge study or cram. Your preparation would not be the same and this may affect your test score. Binge studying and cramming also are not healthy. Staying up late puts stress on our brain and body, and not getting adequate sleep places our bodies at risk for getting sick.

Everyone wants to be successful. When the exam is passed out, everyone wants to perform well. But what often separates successful students and less successful students is the preparation time put in.

Studying the right thing is a process and a skill. As you gain more experience, you will learn how to become better at knowing what to study. It can be very frustrating to spend a lot of time preparing and studying and then finding out that what you studied was not on the exam. You will see a lot of variance with exams due to different instructors, classes and types of tests. The better you become at predicting what will be on the exam and study accordingly, the better you will perform on your exams. Try placing yourself in your instructor’s shoes and design questions you think your instructor would ask. It’s often an eye-opening experience for students and a great study strategy.

Preparation for Exam Strategies

Find out as much about the exam in advance as you can.

Some professors will tell you how many questions there will be, what format the exam will be in, how much time you will have, etc., and others will not. I encourage students to ask questions about the exam if there is not information given. I also encourage students to ask those questions before class, after class, in professors' office hours or via e-mail rather than during class.

Know the test

If you know how many questions, what the format is, and/or how much time you will have, you can start to mentally prepare for the exam much more so than if you are coming in with no information. There are two more important aspects that you may or may not know: a) what will be covered or asked on the exam; b) how the exam will be scored. Obviously, the more you know about what will be covered, the easier it is for you to be able to prepare for the exam. Most exam scoring is standardized, but not always.

Look for opportunities where some areas of the exam are worth more points than others. For example: An exam consists of 21 questions, with 10 being True/False, 10 being multiple choice, and one essay question. The T/F questions are worth 1 point each (10 points), the multiple-choice questions are worth 2 points each (20 points), and the essay question is worth 30 points. We know that the essay question is the most valuable (it is worth half of the value of the exam). And we should allocate our time for it accordingly. I would advise starting with the essay question. Do a quick analysis of time to be able to spend your time on the exam wisely. You want to spend some time with the exam question since it is so valuable, without sacrificing adequate time to ensure the T/F and multiple-choice questions are answered.

Often, the order of the exam in this scenario will be: T/F first, multiple choice second and essay third. Most students will go in the chronological order of the exam, but a savvy student would start with the essay. If an exam were to last for 30 minutes with this format of questions, I might recommend a student spent 15 minutes on the essay question, ten minutes on the multiple choice, three minutes on the T/F and two minutes reviewing their answers.

Also, look for situations where exams penalize students for incorrectly answering a question. This does not occur very often, but is the case with some exams. Points are not awarded nor subtracted for leaving a question blank. Thus, the strategy for a multiple-choice question is: if you can narrow down the potentially correct answer to two rather than four or five, it is statistically advantageous to answer the question and guess between the two answers; however, if a student had no idea if any of the answers were correct or incorrect, it would be best to leave the answer blank. Remember, this is rare, and your professor should warn you, if this is the case, but it is important to understand the strategy when you take these exams.

In conclusion, the more information you have about the exam, the better you can prepare for content, allocation of time spent on aspects of the exam, and the more confident you will be in knowing how and when to attempt to answer questions.

Take care of your body

Before the exam, it is important to prepare your brain and body for optimal performance for your exam. Do not cram the night before. Try to go to bed early so you can get a good night's sleep. Make sure you eat (nutritiously) before the exam. I recommend exercising the day before and if possible a few hours before the exam. This can be a range of things, depending on what is best for your body. For example, you could take a walk, stretch, or even do some simple breathing exercises.

Strategies for Specific Exam Formats

True or False Questions

Look for qualifiers. A qualifier shows the “absoluteness” of the word or phrase that follows. They come in two forms: absolute and hedging. Some examples of absolute qualifiers are: all, never, no, always, none, every, only, entirely. They are often seen in false statements. This is because it is more difficult to create a true statement using a qualifier like never, no, always, etc. For example, “All cats chase mice.” Cats may be known for chasing mice, but not all of them do so. The answer here is false and the qualifier “all” gave us a tip. Other qualifiers are often known as “hedging” qualifiers, such as: sometimes, many, some, most, often, usually.

These are commonly found in true statements. For example: “Most cats chase mice.” This is true and the qualifier “most” gave us a tip.

Make sure to read the entire statement. All parts of a sentence must be true if the whole statement is to be true. If one part of it is false, the whole sentence is false. Long sentences are often false for this reason.

Students should guess on True or False questions they do not know the answer to unless there is a penalty for an incorrect answer. (Hey! You’ve got a 50% chance of getting it right.)

Multiple Choice Questions

Think of multiple choice questions as four (or five) true or false statements in one. One of the statements is true (the correct answer) and the others will be false. Apply the same strategy toward qualifiers. If you see an absolute qualifier in one of the answer choices, it is probably false and not the correct answer. Try to identify the true statement. If you can do this, you have the answer as there is only one. If you cannot do this at first, try eliminating answers you know to be false.

If there is no penalty for incorrect answers, my suggestion is to guess if you are not certain of the answer. If there is a penalty for incorrect answers, common logic is to guess if you can eliminate two of the answers as incorrect (pending what the penalty is). If there’s a penalty and you cannot narrow down the answers, it’s best to leave it blank. You may wish to ask your instructor for clarification.

Think of multiple choice questions as four (or five) true or false statements in one. One of the statements is true (the correct answer) and the others will be false. Apply the same strategy toward qualifiers. If you see an absolute qualifier in one of the answer choices, it is probably false and not the correct answer. Try to identify the true statement. If you can do this, you have the answer as there is only one. If you cannot do this at first, try eliminating answers you know to be false.

If there is no penalty for incorrect answers, my suggestion is to guess if you are not certain of the answer. If there is a penalty for incorrect answers, common logic is to guess if you can eliminate two of the answers as incorrect (pending what the penalty is). If there’s a penalty and you cannot narrow down the answers, it’s best to leave it blank. You may wish to ask your instructor for clarification. “People writing isolated four-choice questions hide

the correct answer in the two middle positions about 70% of the time.”¹ This is 20 percent more correct answers found in B or C than a standardized exam with equal correct answers for each letter.

Matching Questions

Although less common than the other types of exams, you will likely see some matching exams during your time in college. First, read the instructions and take a look at both lists to determine what the items are and their relationship. It is especially important to determine if both lists have the same number of items and if all items are to be used, and used only once.

Matching exams become much more difficult if one list has more items than the other or if items either might not be used or could be used more than once. If your exam instructions do not specify this, you may wish to ask your instructor for further clarification. I advise students to take a look at the whole list before selecting an answer because a more correct answer may be found further into the list. Mark items when you are sure you have a match (pending the number of items in the list this may eliminate answers for the future). Guessing (if needed) should take place once you have selected answers you are certain about.

Short-Answer Questions

Read all of the instructions first. Budget your time and then read all of the questions. Answer the ones you know best or feel the most confident with. Then go back to the other ones. If you do not know the answer and there is no penalty for incorrect answers, guess. Use common sense. Sometimes instructors will award partial credit for a logical answer that is related even if it is not the correct answer.

Essay Questions

Keep in mind that knowing the format of the exam can help you determine how to study.

1. Yigal Attali and Maya Bar-Hillel, “Guess Where: The Position of Correct Answers in Multiple-Choice Test Items as a Psychometric Variable,” *Journal of Educational Measurement* 40 no. 2 (2003):109-128.

If I know that I am taking a True-False exam, I know that I will need to discern whether a statement is True or False. I will need to know subject content for the course. But if I am studying for short answer and especially for essay questions, I must know a lot more. For essay questions, I must have much greater content knowledge and be able to make a coherent argument that answers the question using information from textbooks, lectures or other course materials. I have to place a lot more time and thought into studying for an essay exam than for True-False or Multiple-Choice exams.

Read the essay question(s) and the instructions first. Plan your time wisely and organize your answer before you start to write. Address the answer to the question in your first or second sentence. It may help to restate the original question. Write clearly and legibly. Instructors have difficulty grading essays that they cannot read. Save some time for review when you have finished writing to check spelling, grammar and coherent thought in your answer. Make sure you have addressed all parts of the essay question.

During the Exam:

- Always read the directions first. Read them thoroughly.
- Preview the exam to help you allocate proper time for each area.
- Skip questions if you do not know the answer but make a mark somewhere to ensure you are able to go back to those questions (you may need to reallocate your prepared time for this depending on how many there are).
- Allocate some time to review your answers before submitting your exam or the exam time expiring.

After the Exam:

One of the biggest mistakes that students make after they take an exam in a course is that they do not use the exam for the future. The exam contains a lot of information that can be helpful in studying for future exams. Students that perform well on an exam often put it away thinking they do not need it anymore. Students who do poorly on an exam often put it away, not wanting to think about it any further.

In both cases, students are missing out on the value of reviewing their exams. It is wise to review exams for three reasons:

1. students should review the answers that were correct because they may see those questions on future exams and it is important to reinforce learning;
2. students should review the answers that were incorrect in order to learn what the correct answer was and why. These questions also may appear on a future exam. In addition, occasionally an answer is marked incorrect, when it should have been marked correct. The student would never know this if they didn't review their exam; and
3. there is value in reviewing the exam to try to predict what questions or what format will be used by a professor for a future exam in the same course.

“I’m just a poor test taker.”

What does it mean to be a “poor test taker?” Think about that. Does it mean that the student has put effort into studying but has difficulty under pressure? Does it mean that a student studies the wrong material? Is the student prepared but does not execute well? Could the student have a learning disability? Are they missing key strategies for taking tests? It could mean any of those things. And while I believe that it may be true that a student may be a “poor test taker,” it does not by any means mean it is permanent. Students willing to work hard and learn can improve their test taking skills and raise their confidence.

If you consider yourself a “poor test taker” what does that mean for you?

- Do you get so nervous on tests that you forget all the information you studied?
- Do you always seem to study the wrong things?
- Do you have difficulty completing within the allotted time?
- Is it hard to focus when you sit down to study?
- Is there something else that you experience when you sit down to take a test?

These experiences are real and can be debilitating for any student, no matter how well they do in non-test situations.

- If you have a lot of anxiety or stress during a test, you might benefit from seeing a counselor or learning coach who specializes in test anxiety. This is a very common experience for many students and not something to be ashamed of. An expert can help you work through this anxiety with a series of exercises and strategies.
- If you always seem to study the wrong things, you may benefit from studying with a tutor or a group. Getting input from other people about what is important to study can help you learn how to identify what professors will care about on a test.

- If time is an issue for you, pay attention to where you get stuck and where you spend the most time. It could be that you are getting stuck overthinking more basic questions. It could also be that you have a learning difference that means you need more time on a test. Consider getting tested at the Disability Resource Center and get accommodations if you need them.
- If you are having a hard time focusing, take a look at your study environment. Is it quiet or distracting? How often does your phone go off? Can you divide your study time into short, uninterrupted intervals through the Pomodoro method or other techniques?

There are many other things that can interfere with being a “good” test-taker. When you take a test, you want to feel a little pressure. This keeps you on your toes and gives you motivation to stay focused. However, it is very easy for this pressure to build up until it is actually harmful. This pressure can come from lots of places, from previous test experiences to beliefs in your own ability. There is even research showing that common stereotypes can lead to students doing better or worse on an exam, depending on how that exam might confirm stereotypes about their race, gender, or ability.

Watch this video about the Stereotype Threat.

While you are watching the video, think about these questions:

1. How might the Stereotype Threat influence exam performance for different minoritized groups?
2. Why do you think learning about the Stereotype Threat is effective in minimizing its influence?
3. Do you think your exam performance has ever been influenced by the Stereotype Threat? If so, in which situations?

Talk to your classmates and your professor if you are having a hard time doing well on exams. Ask your classmates how they study, ask your professor to help you understand the questions you missed. Talking and connecting with people about your subject can not only help you do better on tests, it can also help you interact more actively with the material!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=86#oembed-1>

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Levy, Daniele. "The Stereotype Threat" YouTube, uploaded by Daniele Levy, 21 Jan. 2012. Located at: <https://youtu.be/W2bAlUKtvMkYbw> License: All Rights Reserved. License Terms: Standard YouTube license.

“Stay focused, go after your dreams, and keep moving toward your goals.”

– LL Cool J

College and Career: Key Connections

Think back to the time when you first began to contemplate college. Do you remember specific thoughts? Were you excited about the idea? What began to draw you into the web of college life? What compels you to be here now?

In this topic on career and college readiness, we examine key connections between your motivations to be in college and your ultimate success in achieving your goals. We also examine how your college experience prepares you for a specific career, as well as for attaining general skills that you can apply to multiple pursuits.

Exercise 21-1: Motivations for Attending College

Objectives

- Review some of the many motivations students have for entering college.
- Identify your personal motivations as pathways to achieving goals.

Directions

- Review the table below, which lists various motivations cited by other students.
- Identify your main motivations, and rank your top five.
- Reflect on your selections in terms of how they connect with short-term and long-term plans

for the future.

Understanding your motivations is essential to helping you not only prioritize your plans for the future but also gain inspiration about directions you may not have yet charted. Ultimately, your motivations for being in college align you with roadways to fulfilling your goals and ambitions.

MY TOP FIVE

MOTIVATIONS FOR ATTENDING COLLEGE

Gain more qualifications in my field
Increase my earning potential; make more money
Challenge myself
Show others that I can succeed
Start an independent life
Satisfy my curiosity
Have fun
Change my career
Do what my parents were not able to do
Find a better lifestyle
Build my confidence
Expand my social contacts; bond with new friends
Improve my network of business associates
Gain exposure to a wide array of topics
Attend campus events
Make my family happy
Fulfill my dreams
Take classes at home or work or anywhere
Take advantage of campus resources like the library and gym
Join a sports team
Join campus organizations
Spend my time during retirement
Have continued support via alumni programs
Learn to study and work on my own
Gain access to professors
Link up with people who already excel in the ways I aspire to
Get sports spirit
Gain more access to entertainment like theater and bands
Be more productive in life
Explore myself
Become well versed in many subjects
Dig deeper into learning than I did in high school
Expand my knowledge of the world
Learn a trade
Others?

Am I College and Career Ready?

What does it mean to be ready for college and a career? In general, college- and career-readiness is defined as having gained the necessary knowledge, skills, and professional behaviors to achieve at least one of the following:

- Earn a certificate or degree in college
- Participate in career training
- Enter the workplace and succeed

For instance, you are college-ready if you have the reading, writing, mathematics, social, and thinking skills to qualify for and succeed in the academic certificate or degree program of your choice.

Similarly, you are a career-ready student if you have the necessary knowledge and technical skills needed to be employed in your desired field. For example, if you are ready to be a nurse, you possess the knowledge and skills needed to secure an entry-level nursing position (probably from the classes and training you have taken), and you also possess required licensing.

“Ultimately, college and career readiness demands students know more than just content, but demonstrate that they know how to learn and build upon that content to solve problems.

They must develop versatile communication skills, work collaboratively and work competitively in a school or work environment. Ensuring that you possess both the academic and technical know-how necessary for a career beyond the classroom is a great step toward succeeding on whatever path you choose.”

– Washington, DC Office of the State Superintendent of Education¹

1. “What Does College and Career Readiness Mean?,” Office of the State Superintendent of Education, accessed April 26, 2018, <https://osse.dc.gov/service/what-does-college-and-career-readiness-mean>.

College and Career Readiness in Your State

So where are you on the readiness scale? You can find out how your state measures your readiness. Visit the Interactive State Map at the College and Career Readiness and Success Center of the American Institutes for Research Web site. The map leads you to definitions of college and career readiness for your state. It also provides metrics to measure readiness. And it provides information about programs and structures to help you and educators. You can compare states across one or more categories.

The Marriage of College and Career

Is “public employment” preparation still the goal of higher education institutions today? Indeed, it is certainly one of the many goals! College is also an opportunity for students to grow personally and intellectually. In fact, in a 2011 Pew Research Center survey, Americans were split on their perceptions of the main purpose of a college education:

- 47 percent of those surveyed said the purpose of college is to teach work-related skills.
- 39 percent said it is to help a student grow personally and intellectually.
- 12 percent said the time spent at college should be dedicated to both pursuits—teaching work-related skills and helping students grow personally and intellectually.

These statistics are understandable in light of the great reach and scope of higher education institutions. Today, there are some 5,300 colleges and universities in the United States, offering every manner of education and training to students.

Exercise 21-2: Survey your Classmates

The statistics above are over 10 years old. Do you think these opinions have changed? Survey your classmates to learn what they think the main purpose of higher education is.

What do employers think about the value of a college education? What skills do employers seek in their workforce? A 2021 report from the Association of American Colleges and Universities revealed that the majority of employers believe college education is important and valuable in new employees. However, many said that new graduates often do not have enough field-specific knowledge that would prepare them for success in their careers. Many employers want students to have practical training, in addition to their college degrees, in the form of internships, practicums, or other kinds of field-specific work.

Employers also said that when they hire, they place the greatest value on skills and knowledge that cut across all majors. The learning outcomes they rate as most important include written and oral communication skills, teamwork skills, ethical decision-making, critical thinking, and the ability to apply knowledge in real-world settings.²

Employment Rates and Salaries

Consider, too, the following statistics on employment rates and salaries for college graduates. College does make a big difference!

- The average person with a bachelor's degree earns \$20,000 per year more than someone who has only finished high school.³
- In 2019, young adults ages 25 to 34 with a bachelor's degree or higher had a higher employment rate (87 percent) than young adults with just some college (74 percent). (NCES)
- The employment rate for young adults with just some college (80 percent) was higher than the rate for those who had completed high school. (NCES)
- The employment rate for those who completed high school (74percent) was higher than the employment rate for young adults who had not finished high school. (NCES)
- Getting a degree is especially important for women, who show the most difference of employment between those having a bachelor's degree (83 percent) and those who had not completed high school (39 percent).⁴

2. "How college contributes to workforce success," Association of American Colleges & Universities, 2021, <https://www.aacu.org/sites/default/files/files/research/AACUEmployerReport2021.pdf>.

3. "Median annual earnings of full-time year-round workers 25 to 34 years old and full-time year-round workers as a percentage of the labor force, by sex, race/ethnicity, and educational attainment: Selected years, 1995 through 2018." National Center for Education Statistics. https://nces.ed.gov/programs/digest/d19/tables/dt19_502.30.asp

4. "Employment Rates of College Graduates." National Center for Education Statistics. <https://nces.ed.gov/fastfacts/display.asp?id=561>

You can see this data visualized here: <https://www.census.gov/library/visualizations/2020/comm/labor-force-by-education.html>

It is important to note that higher earnings very often come with higher debt, especially if you take out loans to pay for your college education. In the Unit 10, we will cover important information on college finances. Being aware of how you are paying for college now will help ensure that the benefits of a college education will not be offset by the burden of gigantic student loans. However, despite the cost, college does impart a wide and deep range of benefits. The short video *Why College*, below, shows that with a college degree you are more likely to:

- Have a higher salary
- Have and keep a job
- Get a pension plan
- Be satisfied with your job
- Feel your job is important
- Have health insurance

Video: *Why College?*



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Summary

Success in college can be measured in many ways: through your own sense of what is important to you; through your family's sense of what is important; through your institution's standards of excellence; through the standards established by your state and country; through your employer's perceptions about what is needed in the workplace;

training for and becoming an entrepreneur, small business owner, or your own boss; and in many respects through your own unfolding goals, dreams, and ambitions.

How are you striving to achieve your goals? And how will you measure your success along the way?

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Adaptions: Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work), relocated learning objectives, removed Earnings and unemployment rates by educational attainment graph, updated footnote references, modified footnote formatting. Removed job fair image. October 2021: Updated statistics and footnotes to reflect current economic trends.

“I started my campaign out of a Trader Joe’s bag with a bunch of printed palm cards and an idea.”

– Alexandria Ocasio-Cortez

Pursuing Your Professional Interests

One name that almost every household in America has heard of is Alexandria Ocasio-Cortez. Even if you don’t live in the 14th district of New York, the area she represents, you have probably heard of her because of her outspoken politics and unlikely success story. Ocasio-Cortez’s website (<https://ocasio-cortez.house.gov/about/biography>) describes her journey to politics in this way:

“Throughout her childhood, Representative Ocasio-Cortez split her time between the Bronx and Yorktown. While visiting her extended family in the Bronx, she saw a stark contrast in opportunities based on their respective zip codes.

After high school, Alexandria attended Boston University and graduated with degrees in Economics and International Relations. During this period she also had the opportunity to work in the office of the late Senator Ted Kennedy. Her role in Senator Kennedy’s office provided a firsthand view of the heartbreak families endured after being separated by ICE. These experiences led the Congresswoman to organize Latinx youth in the Bronx and across the United States, eventually, she began work as an Educational Director with the National Hispanic Institute, a role in which she helped Americans, DREAMers and undocumented youth in community leadership and college readiness.

Following the financial crisis of 2008, tragedy struck when her father, Sergio Ocasio-Roman, passed away, forcing her family to sell their Westchester home. Alexandria pulled extra shifts to work as a waitress and bartender to support her family during this time, deepening her commitment to issues impacting working-class people.

During the 2016 presidential election, she worked as a volunteer organizer for Bernie Sanders in the South Bronx, expanding her skills in electoral organizing and activism that has taken her across the country and to Standing Rock, South Dakota to stand with

indigenous communities, then back to New York’s 14th Congressional District to launch her people-funded, grassroots campaign for Congress.”

In this section, we explore strategies that can help you chart your professional path and also attain ample reward. We begin by comparing and contrasting jobs and careers. We then look at how to match up your personal characteristics with a specific field or fields. We conclude by detailing a process for actually choosing your career. Throughout, you will find resources for learning more about this vast topic of planning for employment.

Job vs. Career

What is the difference between a job and a career? Do you plan to use college to help you seek one or the other?

There is no right or wrong answer, because motivations for being in college are so varied and different for each student, but you can take maximum advantage of your time in college if you develop a clear plan for what you want to accomplish. The table below shows some differences between a job and a career.

	JOB	CAREER
Definitions	A job refers to the work a person performs for a living. It can also refer to a specific task done as part of the routine of one's occupation. A person can begin a job by becoming an employee, or by volunteering, for example, by starting a business or becoming a parent.	A career is an occupation (or series of jobs) that you undertake for a significant period of time in your life—perhaps five or ten years, or more. A career typically provides you with opportunities to advance your skills and positions.
Requirements	A job you accept with an employer does not necessarily require special education or training. Sometimes you can get needed learning “on the job.”	A career usually requires special learning—perhaps certification or a specific degree.
Risk-Taking	A job may be considered a safe and stable means to get income, but jobs can also quickly change; security can come and go.	A career can also have risk. In today's world, employees need to continually learn new skills and to adapt to changes in order to stay employed. Starting your own business can have risks. Many people thrive on risk-taking, though, and may achieve higher gains. It all depends on your definition of success.
Duration	The duration of a job may range from an hour (in the case of odd jobs, for example,) to a lifetime. Generally a “job” is shorter-term.	A career is typically a long-term pursuit.
Income	Jobs that are not career oriented may not pay as well as career-oriented positions. Jobs often pay an hourly wage.	Career-oriented jobs generally offer an annual salary versus a wage. Career-oriented jobs may also offer appealing benefits, like health insurance and retirement.
Satisfaction and contributing to society	Many jobs are important to society, but some may not bring high levels of personal satisfaction.	Careers allow you to invest time and energy in honing your crafts and experiencing personal satisfaction. Career pursuits may include making contributions to society.

In summary, a job lets you enjoy at least a minimal level of financial security, and it requires you to show up and do what is required of you. In exchange, you get paid.

A career, on the other hand, is more of a means of achieving personal fulfillment through the jobs you hold. In a career, your jobs tend to follow a sequence that leads to increasing mastery, professional development, and personal and financial satisfaction. A career requires planning, knowledge, and skills, too. 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. You will be called upon in a career to make informed decisions that will affect your life in both the short term and the long term. A career also lets you express your unique personality traits, skills, values, and interests.

Whether you pursue individual jobs or an extended career or both, your time with your

employers will always be comprised of your individual journey. May your journey be as enjoyable and fulfilling as possible.

Video: *Your Career*



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The Five-Step Process for Choosing Your Career

As your thoughts about career expand, keep in mind that over the course of your life, you will probably spend a lot of time at work—thousands of hours, in fact. According to the Bureau of Labor Statistics, the average workday is about 8.7 hours long, and this means that if you work 5 days a week, 50 weeks a year, for 35 years, you will spend a total of 76,125 hours of your life at work. These numbers should convince you that it's pretty important to enjoy your career.

If you do pursue a career, you'll find yourself making many decisions about it. Is this the right career for me? Am I feeling fulfilled and challenged? Does this career enable me to have the lifestyle I desire? It's important to consider these questions now, whether you're just graduating from high school or college, or you're returning to school after working for a while.

Choosing a career—any career—is a unique process for everyone, and for many people the task is daunting. There are so many different occupations to choose from. How do you navigate this complex world of work?

The California Community Colleges Chancellor's Office has identified a five-step decision process that will make your career path a little easier to find. Below are the steps:

1. Get to know yourself
2. Get to know your field
3. Prioritize your “deal makers” and rule out your “deal breakers”
4. Make a preliminary career decision and create a plan of action

5. Go out and achieve your career goal

Step 1: Get to Know Yourself

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 you want it to reflect in your work

Before moving on to Step 2, you may wish to review the online surveys in the Personal Identity module, especially the Student Interest Survey for Career Clusters, which is available in both English and Spanish. The career center at your college or university might also offer tests that match your personality with possible careers. Make an appointment at your career center to see if they offer these services! All these kinds of tests can help you align career interests with personal qualities, traits, life values, skills, activities, and ambitions.

Ultimately, your knowledge of yourself is the root of all good decision-making and will guide you in productive directions.

Step 2: Get to Know Your Field

Get to know your field. You'll want to investigate the career paths available to you. You should also see what services your college Career Center offers to help you find a good career. You could also start conducting informational interviews to find out more about your field.

Watch this video on informational interviewing to learn more about how this strategy:



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Step 3: Prioritize Your Deal Makers

Whether you pursue individual jobs or an extended career or both, your time with your employers will always be comprised of your individual journey. May your journey be as enjoyable and fulfilling as possible.

Prioritize your deal makers and rule out your deal breakers. Educational requirements aren't the only criteria that you will want to consider. Do you want to work outside or in an office? In the country or a city? In a big or small organization? For a public organization or a private company? What type of industry is interesting to you? What role do you see yourself playing in the organization? Do you want to be your own boss?

Step 4: Make a Preliminary Career Decision

Make a preliminary (or first) career decision and create a plan of action. It is not set in stone and you may have multiple careers in your lifetime, but everything starts with that preliminary career decision and plan of action. As a student matures and gains experience, more career opportunities will present themselves.

Now that you have an idea of who you are and where you might find a satisfying career, how do you start taking action to get there? Some people talk to family, friends, or instructors in their chosen disciplines. Others have mentors in their lives with whom to discuss this decision. Your college has career counselors and academic advisers who can help you with both career decision-making and the educational planning process. Nevertheless, be advised: You'll get the most from sessions with your counselor if you have done some work on your own.

“Find a career that you love and you will never work another day in your life.”

– Barbara Sher

Step 5: Go out and Achieve Your Career Goal

Go out and achieve your (initial) career goal! 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 the degree you are currently working toward. You may also want to look for internships, part-time work, or volunteer opportunities that help you test and confirm your preliminary career choice. Your college counselor can help you with this step, as well.

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. However, 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 holds for you, remember that with careful consideration, resolve, and strategic thought, you can find a career that feels rewarding.

This isn't necessarily an easy process, but you'll find that your goals are more tangible once you've set a preliminary career goal. Don't forget: There is always support for you. Ask for help from family, friends, co-workers, mentors, and available support services at your university. Very often, college career centers offer free counseling for alumni, even years after students have graduated. .

The Bureau of Labor Statistics indicates that the average worker currently holds 12 different jobs before their mid-50s¹ [1] This number is projected to grow. While many people changed jobs most frequently before they were 24, they still averaged 2 job changes between their 40s-50s [1]. What jobs are in store for you? Will your work be part of a fulfilling career? What exciting prospects are on your horizon?

What jobs are in store for you? Will your work be part of a fulfilling career? What exciting prospects are on your horizon?

1. "NUMBER OF JOBS, LABOR MARKET EXPERIENCE, MARITAL STATUS, AND HEALTH: RESULTS FROM A NATIONAL LONGITUDINAL SURVEY." 2021. <https://www.bls.gov/news.release/pdf/nlsoy.pdf>

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Adaptions: Relocated learning objectives. Removed image of outdoor information fair. October 2021: Removed three videos. Added two different videos. Removed story about Steve Jobs and replaced it with story about Alexandria Ocasio-Cortez

“Whatever you decide to do, make sure it makes you happy”.

Paulo Coelho

Your Major

In the United States and Canada, your academic major—simply called “your major”—is the academic discipline you commit to as an undergraduate student. It’s an area you specialize in, such as accounting, chemistry, criminology, archeology, digital arts, or dance. In United States colleges and universities, roughly 2,000 majors are offered. And within each major is a host of core courses and electives. When you successfully complete the required courses in your major, you qualify for a degree.

Where did the term major come from? In 1877, it first appeared in a Johns Hopkins University catalogue. That major required only two years of study. Later, in 1910, Abbott Lawrence Lowell introduced the academic major system to Harvard University during his time as president there. This major required students to complete courses in a specialized discipline and also in other subjects. Variations of this system are now the norm in higher education institutions in the U.S. and Canada.

Why is your major important? It’s important because it’s a defining and organizing feature of your undergraduate degree. Ultimately, your major should provide you with the knowledge, skills, attitudes, and/or behaviors you need to fulfill your college goals and objectives.

In this section we look at how to select your major and how your college major may correlate with a career. Does your major matter to your career? What happens if you change your major? Does changing your major mean you must change your career? Read on to find out!

How to Select Your College Major

Selecting your major is one of the most exciting tasks (and, to some students, perhaps one of the most nerve-wracking tasks) you are asked to perform in college. So many decisions are tied to it. But if you have good guidance, patience, and enthusiasm, the process is easier. Sixty percent of students change their majors, so remember that your major isn't going to define your life. But choosing one that interests you will make your college experience much more rewarding.

Here are five tips about choosing a major:

1. Narrow your choices by deciding what you do and don't like to do.
2. Explore careers that might interest you. Ask questions from industry professionals through informational interviews.
3. Use your school's resources, like the career center and academic advising.
4. Ask your teacher, counselor, and family about your strengths.
5. Take new classes and discover your interests.

Here is a video that offers a few more tips on choosing a major.

Video: *How to choose a major*



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Does Your College Major Matter to Your Career?

There are few topics about college that create more controversy than “Does your major really matter to your career?” Many people think it does; others think it's not so important. Who is right? And who gets to weigh in? Also, how do you measure whether something “matters”—by salary, happiness, personal satisfaction?

It may be difficult to say for sure whether your major truly matters to your career. One's college major and ultimate career are not necessarily correlated. Consider the following facts:

- Fifty to seventy percent of college students change their major at least once during their time in college.
- Most majors lead to a wide variety of opportunities rather than to one specific career, although some majors do indeed lead to specific careers.
- Many students say that the skills they gain in college will be useful on the job no matter what they major in.
- Only half of graduating seniors accept a job directly related to their major.
- Career planning for most undergraduates focuses on developing general, transferrable skills like speaking, writing, critical thinking, computer literacy, problem-solving, and team building, because these are skills that employers want.
- College graduates often cite the following four factors as being critical to their job and career choices: personal satisfaction, enjoyment, opportunity to use skills and abilities, and personal development.
- Within ten years of graduation, most people work in careers that aren't directly related to their majors.
- Many or most jobs that exist today will be very different five years from now.

It's also important to talk about financial considerations in choosing a major. After watching the following video, do you think college is worth it? Which majors pay for themselves the fastest?

Video: *What College Majors are Worth the Money?*



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The best guidance on choosing a major and connecting it with a career may be to get good academic and career advice and select a major that reflects your greatest interests. If you don't like law or medicine but you major in it because of a certain salary expectation, you may later find yourself in an unrelated job that brings you greater satisfaction—even if the

salary is lower. If this is the case, will it make more sense, looking back, to spend your time and tuition dollars studying a subject you especially enjoy?

Resources

“Success doesn’t come to you . . . you go to it.”

– Dr. Marva Collins

This quote really sets the stage for the journey you’re on. Your journey may be a straight line that connects the dots between today and your future, or it may resemble a twisted road with curves, bumps, hurdles, and alternate routes.

To help you navigate your pathway to career success, take advantage of all the resources available to you. Your college, your community, and the wider body of higher-education institutions and organizations have many tools to help you with career development. Be sure to take advantage of the following resources:

- **College course catalog:** Course catalogs are typically rich with information that can spark ideas and inspiration for your major and your career.
- **Faculty and academic advisers at your college:** Many college professors are also practitioners in their fields, and can share insights with you about related professions. They can also help students make sure that the classes they are taking at their community colleges will transfer to their four-year degrees.
- **Fellow students and graduating seniors:** Many of your classmates, especially those who share your major, may have had experiences that can inform and enlighten you—for instance, an internship with an employer or a job interview with someone who could be contacted for more information.
- **Students who have graduated:** Most colleges and universities have active alumni programs with networking resources that can help you make important decisions.
- **Your family and social communities:** Contact friends and family members who can weigh in with their thoughts and experience.
- **A career center:** Professionals in career centers have a wealth of information to share with you—they’re also very good at listening and can act as a sounding board for you to

try out your ideas.

Many organizations have free materials that can provide guidance, such as the ones in the table, below:

WEB SITE	DESCRIPTION
1 List of College Majors (MyMajors)	A list of more than 1,800 college majors—major pages include description, courses, careers, salary, related majors and colleges offering major
2 Take the College Major Profile Quiz (About.com)	Quiz is designed to help students think about college majors, personality traits, and how they may fit within different areas of study
3 Choosing a College Major Worksheet (Quint Careers)	A six-step process to finding a college major
4 Explore Careers (BigFuture/The College Board)	Explore careers by selecting “Show me majors that match my interests,” “Show me new career ideas,” and “Show me how others made their choices”
4 The College Major: What It Is and How To Choose One (BigFuture/The College Board)	When to choose a major, how to choose a major, “you can change your mind,” majors and graduate school, and majors and professions

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Adaptions: Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work). Relocated learning objectives. Removed image of DNA origami. October 2021 Replaced videos, adapted language for cultural relevancy, and updated links, statistics.

“Every artist was first an amateur.”

– Ralph Waldo Emerson

If you were living and working 200 years ago, what skills would you need to be gainfully employed? What kind of person would your employer want you to be? And how different would your skills and aptitudes be then, compared to today?

Many industries that developed during the 1600s–1700s, such as health care, publishing, manufacturing, construction, finance, and farming, are still with us today. And the professional abilities, aptitudes, and values required in those industries are many of the same ones employers seek today.

For example, in the health care field then, just like today, employers looked for professionals with scientific acumen, active listening skills, a service orientation, oral comprehension abilities, and teamwork skills. And in the financial field then, just like today, employers looked for economics and accounting skills, mathematical reasoning skills, clerical and administrative skills, and deductive reasoning. Why is it that with the passage of time and all the changes in the work world, some skills remain unchanged (or little changed)?

The answer might lie in the fact there are two main types of skills that employers look for: hard skills and soft skills.

- **Hard skills** are concrete or objective abilities that you learn and perhaps have mastered. They are skills you can easily quantify, like using a computer, speaking a foreign language, or operating a machine. You might earn a certificate, a college degree, or other credentials that attest to your hard-skill competencies. Obviously, because of changes in technology, the hard skills required by industries today are vastly different from those required centuries ago.
- **Soft skills**, on the other hand, are subjective skills that have changed very little over time. Such skills might pertain to the way you relate to people, or the way you think, or the ways in which you behave—for example, listening attentively, working well in groups, and speaking clearly. Soft skills are sometimes also called “transferable skills” because you can easily transfer them from job to job or profession to profession

without much training. Indeed, if you had a time machine, you could probably transfer your soft skills from one time period to another!

What Employers Want in an Employee

Employers want individuals who have the necessary hard and soft skills to do the job well and adapt to changes in the workplace. Soft skills may be especially in demand today because employers are generally equipped to train new employees in a hard skill—by training them to use new computer software, for instance—but it’s much more difficult to teach an employee a soft skill such as developing rapport with coworkers or knowing how to manage conflict. An employer might rather hire an inexperienced worker who can pay close attention to details than an experienced worker who might cause problems on a work team.

In this section, we look at ways of identifying and building particular hard and soft skills that will be necessary for your career path. We also explain how to use your time and resources wisely to acquire critical skills for your career goals.

Specific Skills Necessary for Your Career Path

A skill is something you can do, say, or think right now. It’s what an employer expects you to bring to the workplace to improve the overall operations of the organization.

The table below lists three resources to help you determine which concrete skills are needed for all kinds of professions. You can even discover where you might gain some of the skills and which courses you might take.

Spend some time reviewing each resource. You will find many interesting and exciting options. When you’re finished, you may decide that there are so many interesting professions in the world that it’s difficult to choose just one. This is a good problem to have!

RESOURCE	DESCRIPTION
1 Career Aptitude Test (Rasmussen College)	This test helps you match your skills to a particular career that's right for you. Use a sliding scale to indicate your level of skill in the following skill areas: artistic, interpersonal, communication, managerial, mathematics, mechanical, and science. Press the Update Results button and receive a customized list of career suggestions tailored to you, based on data from the U.S. Bureau of Labor Statistics. You can filter by salary, expected growth, and education.
2 Skills Profiler Career OneStop (En español)	Use the Skills Profiler to create a list of your skills, and match your skills to job types that use those skills. Plan to spend about 20 minutes completing your profile. You can start with a job type to find skills you need for a current or future job. Or if you are not sure what kind of job is right for you, start by rating your own skills to find a job type match. When your skills profile is complete, you can print it or save it.
3 O*Net OnLine	This U.S. government website helps job seekers answer two of their toughest questions: "What jobs can I get with my skills and training?" and "What skills and training do I need to get this job?" Browse groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more. Focus on occupations that use a specific tool or software. Explore occupations that need your skills. Connect to a wealth of O*NET data. Enter a code or title from another classification to find the related O*NET-SOC occupation.

Transferable Skills for Any Career Path

Transferable (soft) skills may be used in multiple professions. They include, but are by no means limited to, skills listed below:

- Dependable and punctual (showing up on time, ready to work, not being a liability)
- Self-motivated
- Enthusiastic
- Committed
- Willing to learn (lifelong learner)
- Able to accept constructive criticism
- A good problem solver
- Strong in customer service skills
- Adaptable (willing to change and take on new challenges)
- A team player
- Positive attitude
- Strong communication skills
- Good in essential work skills (following instructions, possessing critical thinking skills, knowing limits)
- Ethical

- Safety conscious
- Honest
- Strong in time management

These skills are transferable because they are positive attributes that are invaluable in practically any kind of work. They also do not require much training from an employer—you have them already and take them with you wherever you go. Soft skills are a big part of your “total me” package. You can probably identify many transferable skills you already have!

Video: *How to identify your transferable skills*



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Start by identify the soft skills that show you off the best, and identify the ones that prospective employers are looking for. By comparing both sets, you can more directly gear your job search to your strongest professional qualities.

10 Top Skills You Need to Get a Job When You Graduate

The following video summarizes the ten top skills that the Target corporation believes will get you a job when you graduate.

Video: *10 top skills that will get you a job when you graduate*



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Acquiring Necessary Skills (both in and out of class) for Your Career Goals

“Lifelong learning” is a buzz phrase in the twentieth-first century because we are awash in new technology and information all the time, and those who know how to learn, continuously, are in the best position to keep up and take advantage of these changes. Think of all the information resources around you: colleges and universities, libraries, the Internet, videos, games, books, films—the list goes on.

With these resources at your disposal, how can you best position yourself for lifelong learning and a strong, viable career? Which hard and soft skills are most important? What are employers really looking for?

The following list was inspired by the remarks of Mark Atwood, director of open-source engagement at Hewlett-Packard Enterprise. It contains excellent practical advice.

- Learn how to write clearly. After you’ve written something, have people edit it. Then rewrite it, taking into account the feedback you received. Write all the time.
- Learn how to speak. Speak clearly on the phone and at a table. For public speaking, try Toastmasters. “Meet and speak. Speak and write.”
- Be reachable. Publish your email so that people can contact you. Don’t worry about spam.
- Learn about computers and computing, even if you aren’t gearing for a career in information technology. Learn something entirely new every six to twelve months.
- Build relationships within your community. Use tools like Meetup.com and search for clubs at local schools, libraries, and centers. Then, seek out remote people around the country and world. Learn about them and their projects first by searching the Internet.
- Attend conferences and events. This is a great way to network with people and meet them face-to-face.
- Find a project and get involved. Start reading questions and answers, then start answering questions.
- Collaborate with people all over the world.
- Keep your LinkedIn profile and social media profiles up-to-date. Be findable.
- Keep learning. Skills will often beat smarts. Be sure to schedule time for learning and having fun!

Just Get Involved

“Just get involved. There are so many opportunities and open doors for you.”

After you’ve networked with enough people and built up your reputation, your peers can connect you with job openings that may be a good fit for your skills. The video, below gives you 7 key tips for building networks:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=95#oembed-3>

1. Connect with your professors and classmates
2. Get involved on campus
3. Take a trip to your campus career center
4. Develop your online presence
5. Be open to new connections
6. Don’t be afraid to make the first move
7. Maintain your network

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Foundations of Academic Success: Words of Wisdom essay removed.

Relocated Learning Objectives. Removed image of woman holding test strip.

October 2021: Videos replaced. Activity removed.

Career Development

See if you can remember a time in your childhood when you noticed people doing work that interested you. Maybe in your own family. Maybe in your neighborhood. Maybe in your city. Each day in your life you could have seen a hundred people in various jobs and roles (parent, scientist, caregiver, etc.). Surely some of the experiences drew your interest and appealed to your imagination.

If you can recall any such times, those are moments from the beginning stage of your career development.

What exactly is career development? It's a lifelong process in which we become aware of, interested in, knowledgeable about, and skilled in a career. It's a key part of human development as our identity forms, self-awareness of our skills, and our life unfolds.

Stages of Career Development

There is a five-stage model of career development called the self-concept theory developed by Donald Super in the 1950s. It is one of the foundational theories in the career counseling profession. The model was based on self-concept and reflected the changes in career adaptability which may or may not correspond with age. Each stage correlates with abilities, interests, and values we all cycle through during career transitions. As we progress through each stage and reach the milestones identified, we prepare to move on to the next one.

Think about each stage. Which stage of career development do you feel you are in currently? What challenges are you facing now? What situational factors influence your decisions?

#	STAGE	DESCRIPTION
1	GROWING	This is a time in early years (4–13 years old) when you begin to have a sense about the future. You begin to realize that your participation in the world is related to being able to do certain tasks and accomplish certain goals.
2	EXPLORING	This period begins when you are a teenager, extends into your mid-twenties, and may extend later. In this stage you find that you have specific interests and aptitudes. You are aware of your inclinations to perform and learn about some subjects more than others. You may try out jobs in your community or at your school. You may begin to explore a specific career. At this stage, you have some detailed “data points” about careers, which will guide you in certain directions.
3	ESTABLISHING	This period covers your mid-twenties through mid-forties. By now you are selecting or entering a field you consider suitable, and you are exploring job opportunities that will be stable. You are also looking for upward growth, so you may be thinking about an advanced degree.
4	MAINTAINING	This stage is typical for people in their mid-forties to mid-sixties. You may be in an upward pattern of learning new skills and staying engaged. But you might also be merely “coasting and cruising” or even feeling stagnant. You may be taking stock of what you’ve accomplished and where you still want to go.
5	REINVENTING	In your mid-sixties, you are likely transitioning into retirement. But retirement in our technologically advanced world can be just the beginning of a new career or pursuit—a time when you can reinvent yourself. There are many new interests to pursue, including teaching others what you’ve learned, volunteering, starting online businesses, consulting, etc.

Keep in mind that your career pathway is personal to you and you may not fit neatly into the categories described above. People can cycle through each of these stages as they go through career transitions. The reality is that there are generational differences. Perhaps your work values change. Perhaps your socioeconomic background changes how you fit into the schema. Perhaps your physical and mental abilities challenge the idea of a “successful career.” Race and gender expectations are different. And, there are opportunities that aren’t available to everyone. You are unique and your career path can only be developed by you.

Career Development Resources in Your College, Community, and Beyond

Career experts say that people will change careers (not to mention jobs) five to seven times in a lifetime. So your career will likely not be a straight and narrow path. Be sure to set goals and assess your interests, skills and values often. Seek opportunities for career growth and

enrichment. And take advantage of the rich set of resources available to you. Below are just a few resources.

Career Center on Campus

Whether you are a student, a graduate, or even an employer, you can obtain invaluable and freely available career development assistance at your college or university. Campus career centers can support, guide, and empower you in every step of the career development process, from initial planning to achieving lifelong career satisfaction.

Books on Career Development

Going to college is one of the best steps you can take to prepare for a career. But soon-to-be or recently graduated students are not necessarily guaranteed jobs. Staying informed about strategies for developing your career and finding new jobs will help you manage ongoing transitions. The book *Getting from College to Career (Revised Edition): Your Essential Guide to Succeeding in the Real World*, by Lindsey Pollak, was written specifically to guide recent graduates increase their chances of finding a job right after college. It speaks to students in all majors and provides tips and tactics to attract the attention of an employer and successfully compete with other candidates to get the job you want.

The following video provides an introduction to the book here. You can download a list of 90-tips for success here.

Video: Lindsey Pollak – Career Advice at LVC



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The book *The Memo: What Women of Color Need to Know to Secure a Seat at the Table* by Minda Harts includes topics such as networking, self-advocacy, and navigating barriers. The following video provides career advice on the unique challenges that women of color face.

Video: Minda Harts – Working Together, LinkedIn News



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Career Roadmap

You can use the Career Roadmap, from DePaul University, to evaluate where you are and where you want to be in your career. It can help you decide if you want to change career paths and can guide you in searching for a new job. The road map identifies the following four cyclical steps:

1. Know yourself
2. Explore and choose options
3. Gain knowledge and experience
4. Put it all together: the job search process

Plan, Do, Check, Act

PDCA (plan-do-check-act) is a four-step strategy for carrying out change. You can use it to evaluate where you are in the career development process and to identify your next steps. The strategy is typically used in the business arena as a framework for improving processes and services. But you can think of your career as a personal product you are offering or selling.

1. **PLAN:** What are your goals and objectives? What process will you use to get to your targets? You might want to plan smaller to begin with and test out possible effects. For instance, if you are thinking of getting into a certain career, you might plan to try it out first as an intern or volunteer or on a part-time basis. When you start on a small scale, you can test possible outcomes.
2. **DO:** Implement your plan. Sell your product—which is YOU and your skills, talents, energy, and enthusiasm. Collect data as you go along; you will need it for charting and analyzing in the Check and Act steps ahead.
3. **CHECK:** Look at your results so far. Are you happy with your job or wherever you are in

the career development process? How is your actual accomplishment measuring up next to your intentions and wishes? Look for where you may have deviated in your intended steps. For example, did you take a job in another city when your initial plans were for working closer to friends and family? What are the pros and cons? If you like, create a chart that shows you all the factors. With a chart, it will be easier to see trends over several PDCA cycles.

4. **ACT:** How should you act going forward? What changes in planning, doing, and checking do you want to take? The PDCA framework is an ongoing process. Keep planning, doing, checking, and acting. The goal is continuous improvement.

Internet Sites for Career Planning

Visit the Internet Sites for Career Planning Web site at the National Career Development Association's site. You will find extensive, definitive, and frequently updated information on the following topics:

- Online Employment
- Self-Assessment
- Career Development Process
- Occupational Information
- Employment Trends
- Salary Information
- Educational Information
- Financial Aid Information
- Apprenticeships and Other Alternative Training Opportunities
- Job Search Instruction and Advice
- Job Banks
- Career Search Engines
- Resources for Diverse Audiences
- Resources and Services for Ex-Offenders
- Resources and Services for Youth, Teen and Young Adults
- Resources and Services the Older Client
- Industry and Occupation Specific Information
- Researching Employers
- Social Networking Sites
- Disabilities

- Military

Activity: Campus to Career

Objective

- Examine two critical questions about developing your career while still in college: How do I prepare myself for a career while I'm in college? How do I position myself to get ahead?

Instructions

- Review the Campus to Career Web site called “Top College Career Tips from Freshman to Senior Year.”
- Visit the section for each year of college: Freshman Year, Sophomore Year, Junior Year, and Senior Year. You may need to return to the main page of the site to access the sophomore, junior, and senior year pages of content.

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Adaptions: slight formatting changes, removed image of people in lab, removed image of plan-do-check-act, removed quote. Relocated Learning Objectives.

“Communication—the human connection—is the key to personal and career success.”

– Paul J. Meyer

In the context of career development, networking is the process by which people build relationships with one another for the purpose of helping one another achieve professional goals. Within your social networks, you can access their social capital to relay job related information, provide references, and advocate to employers.

The following video emphasizes the “network gap” and how to expand “social capital” stock to enhance access to new peer, mentor, and professional networks to blaze career pathways.

Video: *Advancing Adult Careers: How the power of networking can help underresourced communities*



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When you “network,” you exchange information.

- You may share business cards, résumés, cover letters, job-seeking strategies, leads about open jobs, information about companies and organizations, and information about a specific field.
- You might also share information about meet-up groups, conferences, special events, technology tools, and social media.
- You might also solicit job “headhunters,” career counselors, career centers, career coaches, an alumni association, family members, friends, acquaintances, and vendors.

Networking can occur anywhere and at any time. In fact, your network expands with each

new relationship you establish. And the networking strategies you can employ are nearly limitless. With imagination and ingenuity, your networking can be highly successful.



A series of stick figures connected by dotted lines.

Strategies for Networking

We live in a social world. Almost everywhere you go and anything you do professionally involves connecting with people. It stands to reason that finding a new job and advancing your career entails building relationships with people. Truly, the most effective way to find a new job is to network, network, and network some more.

Once you acknowledge the value of networking, the challenge is figuring out how to do it. What is your first step? Whom do you contact? What do you say? How long will it take? Where do you concentrate efforts? How do you know if your investments will pay off?

For every question you may ask, a range of strategies can be used. Begin exploring your possibilities by viewing the following energizing video, *Networking Tips for College Students and Young People*, by Hank Blank. He recommends the following modern and no-nonsense strategies:

1. Hope is not a plan. You need a plan of action to achieve your networking goals.
2. Keenly focus your activities on getting a job. Use all tools available to you.

3. You need business cards. No ifs, ands, or buts.
4. Attend networking events. Most of them offer student rates.
5. Master LinkedIn because that is what human resource departments use. Post updates.
6. Think of your parents' friends as databases. Leverage their knowledge and their willingness to help you.
7. Create the world you want to live in in the future by creating it today through your networking activity. These are the times to live in a world of “this is how I can help.”

Video: *Networking Tips for College Students and Young People, Hank Blank*



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Networking for Introverts

Cultivating networks can be a challenge for introverts, which can feel transactional and uncomfortable. For introverts, “one genuine new relationship is worth a fistful of business cards” (Susan Cain, *Manifesto for Introverts*). If you think of it as helping others, then it’s easier to receive or ask for help later.

Video: *Susan Cain Shares 5 Secrets to Building a Career & Networking as an Introvert*



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International Student Series: Finding Work Using Your Networks

If you are an international student, or perhaps if English is not your native language, this video may especially appeal to you. It focuses on the importance of networking when looking for jobs and keeping an open mind. Starting with just talking to people can help you move from casual work to full-time employment.

Video: International Student Series: Finding Work Using Your Networks



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... And More Strategies

Know What You Need

It is important to know what you need, what help is available, and be willing to ask for it. What resources are offered through your college/university? Does the campus career center offer advising and support to students?

Strategies at College

- **Get to know your professors:** Communicating with instructors is a valuable way to learn about a career and also get letters of reference if and when needed for a job. Professors can also give you leads on job openings, internships, and research possibilities. Most instructors will readily share information and insights with you such as the unwritten roles and rules of a particular profession or industry and how to proceed in a job search. Find a team of mentors because one person can not do all the things that students need.

- **Check with your college’s alumni office:** You may find that some alumni are affiliated with your field of interest and can give you the “inside scoop.” Alumni working in careers are helpful for exploring career paths and choices.
- **Check with classmates:** Classmates may or may not share your major, but any of them may have leads that could help you. Peer mentoring networks can benefit from experiences, knowledge, and emotional connections. Sharing information around career searches expands on the expertise. You could be just one conversation away from a good lead.

Strategies at Work

- **Join professional organizations:** You can meet many influential people at local and national meetings and events of professional and volunteer organizations. Learn about these organizations. See if they have membership discounts for students or student chapters. Once you are a member, you may have access to membership lists, which can give you prospective access to many new people to network with.
- **Volunteer:** Volunteering is an excellent way to meet new people who can help you develop your career, even if the organization you are volunteering with is not in your field. Just by working alongside others and working toward common goals, you build relationships that may later serve you in unforeseen and helpful ways.
- **Get an internship:** Many organizations offer internship positions to college students. Some of these positions are paid, but often they are not. Paid or not, you gain experience relevant to your career, and you potentially make many new contacts. Check CollegeRecruiter.com and internships.com for key resources.
- **Get a part-time job:** Working full-time may be your ultimate goal, but you may want to fill in some cracks or crevices by working in a part-time job. Invariably you will meet people who can feasibly help with your networking goals. And you can gain good experience along the way, which can also be noted on your résumé. Check your college career center website. Many have online job boards for full and part-time employment.
- **Join a job club:** Your career interests may be shared by many others who have organized a club, which can be online or in person. If you don’t find an existing club, consider starting one.
- **Attend networking events:** There are innumerable professional networking events taking place around the world and also online. Find them listed in magazines, community calendars, newspapers, journals, and at the websites of companies, organizations, and associations.

- **Conduct informational interviews:** You may initiate contact with people in your chosen field who can tell you about their experiences of entering the field and thriving in it. Many websites have guidance on how to plan and conduct these interviews.

Strategies at Home and Beyond

- **Use social media:** Build your online network. Pick a social media platform (LinkedIn, Twitter, Facebook, Instagram) that is popular in your industry and works with your schedule. Follow companies and people who work at those companies, recruiters, industry leaders, and career coaches. Find relevant hashtags to track job openings and internships. Do research on trends, news, and successes. Keep your communication ultra-professional at these sites. Realize that social media is public and inappropriate posts, sharing, and commenting could cost you an opportunity and damage your career.
- **Ask family members and friends, coworkers, and acquaintances for referrals:** Do they know others who might help you? You can start with the question “Who else should I be talking to?”
- **Use business cards or networking cards:** A printed business card can be an essential tool to help your contacts remember you. Creativity can help in this regard, too. Students often design cards themselves using free online templates and either hand print them or print them on a home printer.

Activity: Networking for Career Development

Objectives

- Examine five strategies for obtaining and engaging with networking contacts
- Develop relationships with new contacts to enhance your career

Instructions

- Find information about five companies or people in your field of interest and follow

them on Twitter.

- Research which social media platform is popular in the field of interest you are currently interested in and find leaders and experts in that field who are good models for how to interact with the audience of that platform. Be thoughtful about creating an account. Remember that these accounts will be highly searchable for a long time. What, how, and when you post matters, which may enhance (or hurt) your career.
- Find names of three people who interest you (peruse magazine articles, online sites, or other resources), and write an email to them explaining your interests and any requests for information. Avoid asking questions about information that can be found online. Ask questions that show your diligence and interest in the organization and build on information already gathered.
- Sign up for newsletters from two professional organizations in a field you want to know more about.
- Find and attend one in-person or online event within a month.
- Now write about this experience on one of your social media sites.
- Keep your communication on social media positive. It's poor form to attack or bully someone that may have regretful consequences. If you disagree with someone, do so respectfully.

For additional ideas and inspiration about networking for career development, watch the following video, *Hustle 101: Networking For College Students and Recent Grads*. The speaker, Emily Miethner, is a recent college graduate and the founder and president of NYCreative Interns, “dedicated to helping young creatives discover and then follow their dream careers.”

Video: *Hustle 101: Networking for College Students and Recent Grads*,
Emily Miethner



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Sources for Developing Professional Networks

The bottom line with developing professional networks is to cull information from as many sources as possible and use that information in creative ways to advance your career opportunities. The strategies listed in the section above provide you with a comprehensive set of suggestions. Below is a summary of sources you can use to network your way to career success:

- Meet-up groups
- Conferences
- Special events
- Technology tools
- Social media
- Career centers
- Alumni associations
- Professional organizations
- Volunteer organizations
- Internships
- Part-time job
- Job club
- Networking events
- Magazine articles
- Websites
- Career coaches
- Headhunters
- Career counselors
- Family members
- Friends
- Coworkers
- Vendors
- College professors
- Advisers
- Classmates
- Administrators
- Coaches
- Guest speakers

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Adaptions: Relocated learning objectives. Removed career fair image.

“The most important tool you have on a résumé is language.”

– Jay Samit

A résumé is a written “selfie” for business purposes. It is a formal document of who you are and your skills, education, and experience—it’s a personal marketing tool, a selling tool, and a promotion of you as an ideal candidate for any job you may be interested in. It is the crucial first step of the job screening process.

The word résumé comes from the French word *résumé*, which means “a summary.” Leonardo da Vinci is credited with writing one of the first known résumés, although it was more of a letter that outlined his credentials for a potential employer, Ludovico Sforza. The résumé got da Vinci the job, though, and Sforza became a longtime patron of da Vinci and later commissioned him to paint *The Last Supper*. Résumés have taken on a more professional look during the digital age. With social media, resumes are posted online such as LinkedIn.

Résumés and cover letters work together to represent you in the most positive light to prospective employers. With a well-composed résumé and cover letter, you stand out—which may get you an interview and then a good shot at landing a job.

In this section, we discuss résumés and cover letters as key components of your career development toolkit. We explore some of the many ways you can create and design them for the greatest impact in your job search.

Your Résumé: Purpose and Contents

Your résumé is an inventory of your education, work experience, job-related skills, accomplishments, volunteer history, internships, residencies, professional affiliations, and more. It’s a professional autobiography in outline form to give the person who reads it a quick, general idea of who you are and what skills, abilities, and experiences you have to

offer. With a better idea of who you are, prospective employers can see how well you might contribute to their workplace.

As a college student or recent graduate, though, you may be unsure about what to put on your résumé, especially if you don't have much employment history. Still, employers don't expect recent grads to have significant work experience. And even with little work experience, you may still have a host of worthy accomplishments to include. It's all in how you present yourself.

The following video is an animated look at why résumés are so important. Read a transcript of the video.

Video: *Why Do I Need a Resume?*



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Elements of Your Successful Résumé

Perhaps the hardest part of writing a résumé is figuring out what format to use to organize and present your information in the most effective way. There is no correct format, per se, but most résumés follow one of the four formats with pros and cons of each. Which format do you think will best represent your qualifications?

1. **Reverse chronological résumé:** A reverse chronological résumé (sometimes also simply called a chronological résumé) lists your job experiences in reverse chronological order—that is, starting with the most recent job and working backward toward your first job. It includes start and end dates, both the month and year. It emphasizes work accomplishments while describing work duties relevant in your field in concise active language. The reverse chronological résumé may be the most common and perhaps the most conservative résumé format. It is best for demonstrating a solid work history and growth and development in your skills. It may not be the best if you are light on skills in the area you are applying to, if you've changed employers frequently, or if you are looking for your first job. Reverse Chronological Résumé Examples
2. **Functional résumé:** A functional résumé is organized around your talents, skills, and

abilities (more than work duties and job titles, as with the reverse chronological résumé). It emphasizes specific professional capabilities, like what you have done or what you can do. Specific dates may be included but are not as important. So if you are a new graduate entering your field with little or no actual work experience, the functional résumé may be a good format for you. It can also be useful when you are seeking work in a field that differs from what you have done in the past. It's also well suited for people in unconventional careers. Functional Résumé Examples

3. **Hybrid résumé:** The hybrid résumé is a format reflecting both the functional and chronological approaches. It's also called a combination résumé. It highlights relevant skills, but it still provides information about your work experience. With a hybrid résumé, you may list your job skills as most prominent and then follow with a chronological (or reverse chronological) list of employers. This résumé format is most effective when your specific skills and job experience need to be emphasized. Hybrid Résumé Examples
4. **Video, infographic, and website résumé:** Other formats you may wish to consider are the video résumé, the infographic résumé, or even a website résumé. These formats may be most suitable for people in multimedia and creative careers. Certainly with the expansive use of technology today, a job seeker might at least try to create a media-enhanced résumé. But the paper-based, traditional résumé is by far the most commonly used—in fact, résumé file type is as important as résumé format.. Video Resume Examples; Infographic Résumé Examples; Website Résumé Examples

An important note about formatting is that, initially, employers may spend only six-seconds reviewing each résumé—especially if there is little time to read them, they seem long and cluttered, or using a screening algorithm. That's why it's important to choose your format carefully so it will stand out and lead to an interview.

Résumé Contents and Structure

For many people, the process of writing a résumé is daunting. After all, you are taking a lot of information and condensing it into a concise form that needs to be both eye-catching and easy to read. Don't be scared off! Writing a good résumé can be fun, rewarding, and easier than you think if you follow a few basic guidelines. In the following video, a résumé-writing expert describes some keys to success.

Video: Resume Tutorial



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Contents and Components To Include

1. **Your contact information:** name (include any relevant degrees and certifications), address (name the city, state, and zip code), phone number, professional email address.
2. **A summary of your skills:** 5–10 skills, hard skills (technical skills and training) you have gained and soft skills (personal habits and traits) that shape how you work.
3. **Work experience:** depending on the résumé format you choose, you may list your most recent job first; include the title of the position, employer’s name, location, employment dates (start, end, both the month and year); Working for a family business is valid work experience and should definitely be on a resume.
4. **Volunteer experience:** can be listed in terms of hours completed or months/years involved. Use the same format as that used to list work experience.
5. **Education and training:** formal and informal experiences matter; include academic degrees, professional development, certificates, internships, etc.
6. **Other sections:** use bolded, eye-catching section headings that may include a job objective, a brief profile, a branding statement, a summary statement, additional accomplishments, and any other related experiences.

Caution

Résumés resemble fingerprints in as much as no two are alike. Although you can benefit from giving yours a stamp of individuality, you will do well to steer clear of personal details that might elicit a negative response. It is advisable to omit any confidential information or details that could make you vulnerable to bias and discrimination. Your résumé will likely be viewed by a number of employees in an organization, including human resource personnel, managers, administrative staff, etc. To be considered the best fit for a job, you need to optimize your résumés.

- Do not mention your age, gender, height/weight, marital status, sexual orientation, pregnancy, citizenship status, or disabilities.
- Do not include your social security number.
- Do not mention religious beliefs or political affiliations, unless they are relevant to the position.
- Do not include a photograph of yourself or a physical description.
- Do not mention health issues.
- Do not use first-person references (Use first person, but leave out pronouns I, me, my, we, our).
- Do not include wage/salary expectations.
- Do not use abbreviations or acronyms (unless common in industry, see job postings).
- Proofread carefully—absolutely no spelling mistakes are acceptable.

Top Ten Tips for a Successful Résumé

1. Aim to make a résumé that's 1–2 pages long on letter-size paper.
2. Make it visually appealing. Use bullet points. Avoid images, charts, and graphics. Use a Word file format.
3. Use action verbs and specific keywords.
4. Proofread carefully to eliminate any spelling, grammar, punctuation, and typographical errors.
5. Include highlights of your qualifications or skills to attract an employer's attention. Include numbers to quantify scope, impact, and complexity of your work.
6. Craft your résumé as a pitch to people in the profession you plan to work in.
7. Stand out as different, courageous.
8. Be positive and reflect only the truth.
9. Be excited and optimistic about your job prospects!
10. Keep refining and reworking your résumé; it's an ongoing project.

Remember that your résumé is your professional profile. It will hold you in the most professional and positive light, and it's designed to be a quick and easy way for a prospective employer to evaluate what you might bring to a job. When written and formatted attractively, creatively, and legibly, your résumé is what will get your foot in the door. You can be proud of your accomplishments, even if they don't seem numerous. Let your résumé reflect your personal pride and professionalism. A resume is also a “living document” and will change as your experiences and skills change.

In the following video, *Résumé Tips for College Students From Employers*, several college graduate recruiters summarize the most important points about crafting your résumé. Download a transcript of the video.

Video: *Résumé Tips for College Students From Employers*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=102#oembed-3>

Résumé Writing Resources

WEBSITE	DESCRIPTION
1 The Online Resume Builder (from My Perfect resume)	The online résumé builder is easy to use. Choose your résumé design from the library of professional designs, insert prewritten examples, then download and print your new résumé.
2 Résumé Builder (from Live Career)	This site offers examples and samples, templates, tips, videos, and services for résumés, cover letters, interviews, and jobs.
3 Résumé Samples for College Students and Graduates (from About Careers)	This site offers a plethora of sample résumés for college students and graduates. Listings are by type of student and by type of job. Résumé templates are also provided.
4 Job Search Minute Videos (from College Grad)	This site offers multiple to-the-point one-minute videos on topics such as print résumés, video résumés, cover letters, interviewing, tough interview questions, references, job fairs, and Internet job searching.
5 42 Résumé Dos and Don'ts Every Job Seeker Should Know (from The Muse)	A comprehensive list of résumé dos and don'ts, which includes traditional rules as well as new rules to polish your résumé.

Activity: Create Your Résumé

Objectives:

- Compile data reflecting your professional and educational skills and accomplishments.
- Assess the main résumé formats and select one that meets your needs.
- Create a first draft of your professional résumé.

Directions:

1. Compile all needed information for your résumé, including your contact information, a summary of your skills, your work experience and volunteer experience, education and training (including your intended degree, professional development activities, certificates, internships, etc.). Optionally, you may wish to include job objective, a brief profile, a branding statement, additional accomplishments, and any other related experiences.
2. Select one of the résumé builder tools listed above in the Résumé Writing Resources table.
3. Create your résumé following instructions at your selected site.
4. Save your document as a Word or PDF file.
5. Ask a peer to review it.
6. Follow instructions from your instructor on how to submit your work.

Your Cover Letter

A cover letter is a letter of introduction, usually 3–4 paragraphs in length that you attach to your résumé. It's a way of introducing yourself to a potential employer, elaborating on relevant qualifications and skills in your resume, and explaining why you are suited for a position. As a writing sample, employers look for individualized and thoughtfully written cover letters as an initial method of screening out applicants who may lack necessary basic skills or who may not be sufficiently interested in the position. You may want to reference a network connection in your cover letter. Your cover letter can also explain aspects of your career situation such as time away from the workforce.

Often an employer will request or require that a cover letter be included in the

Cover Letter Examples

materials an applicant submits. There are also occasions when you might submit a cover letter uninvited (also called a letter of interest). For example, if you are initiating an inquiry about possible work or asking someone to send you information or provide other assistance.

With each résumé you send out, always include a cover letter specifically addressing your purpose.

Characteristics of an Effective Cover Letter

Cover letters should accomplish the following:

- Get the attention of the prospective employer
- Set you apart from any possible competition
- Identify the position you are interested in
- Specify how you learned about the position or company
- Highlight your relevant skills and accomplishments
- Reflect your genuine interest in the position and company
- End with an ask for a meeting and thank you

Cover Letter Resources

WEBSITE	DESCRIPTION
1 Student Cover Letter Samples (from About Careers)	This site contains sample student/recent graduate cover letters (especially for high school students and college students and graduates seeking employment) as well as cover letter templates, writing tips, formats and templates, email cover letter examples, and examples by type of applicant.
2 How to Write Cover Letters (from CollegeGrad)	This site contains resources about the reality of cover letters, using a cover letter, the worst use of the cover letter, the testimonial cover letter technique, and a cover letter checklist.
3 Cover Letters (from the Yale Office of Career Strategy)	This site includes specifications for the cover letter framework (introductory paragraph, middle paragraph, concluding paragraph), as well as format and style.
4 Cover Letters (from Resume Genius)	This site includes 100+ cover letter examples (introductory paragraph, middle paragraph, concluding paragraph), by type and industry.

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Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work).

Adaptions: Relocated learning objectives. Image of helping write a resume removed. Image of piles of paper on a table removed.

“One important key to success is self-confidence. An important key to self-confidence is preparation.”

– Arthur Ashe

If your résumé and cover letter have served their purposes well, you will be invited to participate in an interview with the company or organization you’re interested in. Congratulations! It means you did something right in the preparation process and your prospects for employment are strong.

In this section, we look at how to get ready for an interview, what types of interviews you might need to engage in, and what kinds of questions you might be asked.

Preparing Effectively for a Job Interview

Review the Job Description

Your first step will be to carefully read and reread the job posting or job description to be a better-prepared candidate. This will help you develop a clearer idea of how you meet the skills and qualifications the company seeks. You may want to explain what elements of the job description made you want to apply for the position.

Research the Company or Organization

Researching the company and interviewers will give you a wider view of what the company

is looking for and how well you might “fit” in. It is a challenge to measure or define “fit” and can introduce bias. By shifting to “cultural contribution” or what you add and “values fit,” you can show your principles, offer feedback, and be your authentic self. You can show what you know about the company. Make note of its history, culture, and successes. Being prepared to answer this question shows that you took time and effort to prepare for the interview and that you have a genuine interest in the organization. It shows good care and good planning—soft skills you will surely need on the job.

Practice Answering Common Questions

Most interviewees find that practicing for the interview in advance with a family member, a friend, or a colleague eases possible nerves during the actual interview. Check with career services if they provide mock interviews to refine your answers. You can have a dress rehearsal to feel like a real job interview and make sure your clothes are ready to go. Preparing for an interview will help you feel more confident and relaxed when you walk through the interview door. In the “Interview Questions” section below, you’ll learn more about specific questions you will likely be asked and corresponding strategies for answering them.

Prepare Questions to Ask

To help you stand out among other applicants, you can ask what you can do to excel in the position. Asking about the current company challenges shows willingness to solve problems. Asking about their current goals shows you can be an asset to the team.

Plan to Dress Appropriately

Interviewees are generally dressed for an interview in business attire, with the goal of looking highly professional for the industry and the job. Check out the company website and look at images of workers. Gender-neutral attire is clothing that is professional, properly fit, and polished. Confidence is key so wear clothing that is comfortable and allows you to be yourself. You may choose to complement your professional look with your own personality

and thoughtful accessories, but do not overwhelm with jewelry, makeup, and hair. Look for organizations that provide support to women with interview attire.

Come Prepared

Plan to bring copies of your résumé, cover letter, questions for your interviewer, and a list of references to the interview. You may also want to bring a portfolio of representative work. Leave behind coffee, chewing gum, and any other items that could be distractions.

Be Confident

Above all, interviewees should be confident and “courageous.” By doing so you make a strong first impression. As the saying goes, “You never get a second chance to make a first impression.”

Be Courteous

Arrive early and set your phone on silent mode. Be polite and courteous to everyone you meet. Smile and have a confident handshake. Follow up with a thank you email within 24 hours personalized by name that shows your appreciation, reinforces your interest in the position, and two-three highlights from the interview.

Job Interview Types and Techniques

Every interview you participate in will be unique. The people you meet with, the interview setting, and the questions you’ll be asked will all be different from interview to interview.

The various factors that characterize any given interview can contribute to the sense of adventure and excitement you feel. It’s also normal to feel nervous about what lies ahead. With so many unknowns, how can you plan to “nail the interview” no matter what comes up? You are also figuring out if you want this job, at this company, with this manager, and these co-workers.

A good strategy for planning is to anticipate the type of interview you may find yourself in. There are common formats for job interviews described in detail below. With proper preparation and knowing a bit more about each type and techniques that work for each, you can plan to be on your game no matter what form your interview takes.

Screening Interviews

The first interview is a screening interview, which might best be characterized as “weeding-out” interviews. They ordinarily take place over the phone or in another low-stakes environment in which the interviewer has maximum control over the amount of time the interview takes. Screening interviews are generally short because they glean only basic information about you. If you are scheduled to participate in a screening interview, you might safely assume that you have some competition for the job and that the company is using this strategy to whittle down the applicant pool. With this kind of interview, your goal is to win a face-to-face interview. For this first shot, though, prepare well and challenge yourself to shine. This may mean dressing for the interview and having a resume in front of you so that it can be referred to. Another suggestion is to use a landline phone if possible or cell phone is fully charged, make sure your video camera is set up, and the location is free of distractions.

Phone or Web Conference Interviews

If you are geographically separated from your prospective employer, you may be invited to participate in a phone interview or online interview, instead of meeting face-to-face. Technology, of course, is a good way to bridge distances. The fact that you’re not there in person doesn’t make it any less important to be fully prepared. In fact, you may wish to be all the more “on your toes” to compensate for the distance barrier. Make sure you test your equipment (phone, computer, internet connection, platform, etc.) is working and if screen sharing, minimize window and close extra windows. If you’re at home for the interview, make sure the environment is quiet and distraction-free with good natural lighting. If the meeting is online, make sure you’re sitting at a comfortable distance and looking straight ahead at the camera and your background is neutral. You can mute your microphone until the interviewer is done speaking. You can explain long pauses to write notes or formulate your answer and assure it is not a technical glitch. Above all, treat the interview as a conversation to build rapport and to make a connection.

One-on-One Interviews

The majority of job interviews are conducted in this format—just you and a single interviewer—likely with the manager you would report to and work with. The one-on-one format gives you both a chance to see how well you connect and how well your talents, skills, and personalities mesh. You can expect to be asked questions like “Why would you be good for this job?” and “Tell me about yourself.” Many interviewees prefer the one-on-one format because it allows them to spend in-depth time with the interviewer. Rapport can be built. Have handy a portfolio of your best work.

Panel Interviews

An efficient format for meeting a candidate is a panel interview, in which perhaps four to five coworkers meet at the same time with a single interviewee. The coworkers comprise the “search committee” or “search panel,” which may consist of different company representatives such as human resources, management, and staff. One advantage of this format for the committee is that meeting together gives them a common experience to reflect on afterward. In a panel interview, listen carefully to questions from each panelist, and try to connect fully with each questioner. You may be invited to give a presentation to display your knowledge and interest in the position.

Serial Interviews

Serial interviews are a combination of one-on-one meetings with a group of interviewers, typically conducted as a series of meetings staggered throughout the day. Ordinarily this type of interview is for higher-level jobs, when it’s important to meet at length with major stakeholders. If your interview process is designed this way, you will need to be ultra prepared, as you will be answering many in-depth questions and it will be tiring.

Lunch Interviews

In some higher-level positions, candidates are taken to lunch or dinner, especially if this is a second interview (a “call back” interview). If this is you, count yourself lucky and be

professional because even if the lunch meeting is unstructured and informal, it's still an official interview. Order something easy to eat while talking and at an appropriate price range. Do not order an alcoholic beverage and use your best table manners.

Group Interviews

Group interviews are comprised of several interviewees and perhaps only one or two interviewers who may make a presentation to the assembled group. This format allows an organization to quickly prescreen candidates. It also gives candidates a chance to quickly learn about the company. As with all interview formats, you are being observed. How do you behave with your group? Do you assume a leadership role? Are you quiet but attentive? What kind of personality is the company looking for? A group interview may reveal this.

For a summary of the interview formats we've just covered (and a few additional ones), take a look at the following video, *Job Interview Guide—10 Different Types of Interviews in Today's Modern World*.

Video: Job Interview Guide – 10 Different Types of Interviews in Today's Modern World



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=104#oembed-1>

Activity: What Makes You the Best Person for the Job?

Objectives:

- Define your ideal job.

- Identify the top three reasons why you are a great fit for this ideal job.

Directions:

- Write a paragraph describing your ideal job. Imagine that you are already in this job. What is your job title and what are you responsible for executing? What is the name of the company or organization? What is its function?
- Now identify the top three reasons why you are a great fit for this ideal job. What sets you apart from the competition? List the qualities, skills and values you have that match the job requirements. Provide examples to support your answers. Connect your values to the company's values.
- Summarize your answer.
- Submit this assignment according to directions provided by your instructor.

Interview Questions

For most job candidates, the burning question is “What will I be asked?” There’s no way to anticipate every single question that may arise during an interview. It’s possible that, no matter how well prepared you are, you may get a question you didn’t expect. That is okay. Do as much preparation as you can—it will build your confidence in your answers and you will be ready for unexpected questions.

To help you reach that point of sureness and confidence, take time to review common interview questions. Think about your answers. Make notes, if that helps. Then conduct a practice interview with a friend, a family member, or a colleague. Speak your answers out loud. Below is a list of resources that contain common interview questions and good explanations/answers you might want to adopt.

	WEBSITE	DESCRIPTION
1	100 top job interview questions—be prepared for the interview (from Monster.com)	This site provides a comprehensive set of interview questions you might expect to be asked, categorized as basic interview questions, behavioral questions, salary questions, career development questions, and other kinds. Some of the listed questions provide comprehensive answers, too.
2	Interview Questions and Answers (from BigInterview)	This site provides text and video answers to the following questions: Tell me about yourself, describe your current position, why are you looking for a new job, what are your strengths, what is your greatest weakness, why do you want to work here, where do you see yourself in five years, why should we hire you, and do you have any questions for me?
3	Ten Tough Interview Questions and Ten Great Answers (from CollegeGrad)	This site explores some of the most difficult questions you will face in job interviews. The more open-ended the question, the greater the variation among answers. Once you have become practiced in your interviewing skills, you will find that you can use almost any question as a launching pad for a particular topic or compelling story.

Why Should We Hire You

From the Ohio State University Fisher College of Business Career Management Office, here is a video featuring representatives from recruiting companies offering advice for answering the question “Why should we hire you?” As you watch, make mental notes about how you would answer the question in an interview for a job you really want.

Video: *Why Should We Hire You?*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=104#oembed-2>

Interview Fatigue

Job interviews (and the job search process) can be emotionally stressful and exhausting.

Do everything to showcase yourself in a positive light. Stay focused on your ideal job. Look for feedback trends and evaluate your skillset. Contact friends and family for advice and support. Prepare how you will work through the rejection in advance. Celebrate your successes. It can take a few months to find the right job for you. Remember, the job market works in cycles for recruitment and hiring so be ready to apply at any time.

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Adaptions: Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work), relocated learning objectives. Image of two men during interview removed.

Although many colleges and universities promote values of diversity, equity, and inclusion, actually attending classes may not feel very diverse, equitable, or inclusive. This is because colleges and universities in the United States were established primarily in order to educate White upper class men and still maintain many values inherent in dominant White culture. These values influence everything from the ways classes are taught (few hours in class, lots of individual work) to the ways the quarter or semester system is organized (for example, why does everything shut down for spring break?) (Anthony Jack). They also include expectations of ways of being, like the prioritization of independence and individualism over interdependence and collectivism (Vox).

If you are not an upper class White man, attending a predominantly White institution (PWI) can feel confusing and isolating. However, it doesn't mean that you don't belong there. The question is what makes these institutions so inhospitable for people from non-dominant racial, ethnic, economic, or linguistic groups?

Video: Anthony Jack “On Diversity: Access Ain’t Inclusion”

In this TED Talk, Anthony Jack explains how PWIs often overlook the needs and experiences of students from less privileged backgrounds.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=107#oembed-1>

The Hidden Curriculum

One of the major challenges faced by students from non-dominant groups who are attending PWIs is navigating the “hidden curriculum” (also discussed in Chapter 6: Evolution To College: Becoming A College Student). The Glossary of Education Reform defines the hidden curriculum as “the unwritten, unofficial, and often unintended lessons, values, and perspectives” that are part of an educational experience. The hidden curriculum “consists

of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school” (<https://www.edglossary.org/hidden-curriculum/>). The problem is that these messages are rarely explained because a shared cultural understanding is generally assumed by professors, advisors, and administrators.¹

Navigating the Hidden Curriculum

It is certainly challenging to navigate the hidden curriculum, but this doesn't mean it can't be done. You deserve to understand the material and the expectations in your classes. Here are some ways to make sure that you have the support you need to figure out all the implicit expectations of college life:

1. **Ask your professors lots of questions.** Make note of anything that is unclear, then stay after class or go to office hours. As mentioned in many chapters of this textbook, professors expect students to visit their office hours and are often happy to clarify their expectations.
2. **Get to know Juniors and Seniors.** You can meet students in later years of their programs at social events held by your department or by cultural affinity groups. Relationships with students who have already “been through it” can be invaluable. They can tell you about classes to take and classes to avoid, about scholarships, clubs, internships, or other ways to get involved with university life.
3. **Identify potential mentors.** As you are meeting people (students, faculty, advisors), notice who in your circle 1) seems to “get it” or understand what’s going on, and 2) is someone you trust to give you good advice. Work on building relationships with these people, so they can support you in your studies. Building these kinds of trusting relationships may take time, so start by identifying people you think you might be able to work with, and then cultivate relationships with them. Reach out to them at least once per term to meet up and chat informally.

1. The Glossary of Education Reform by Great Schools Partnership is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Microaggressions

In addition to needing to navigate the hidden curriculum, many students also commonly encounter microaggressions from other students, faculty, advisors and university staff. The idea of microaggressions was first defined by Chester M. Pierce² and was further developed by Derald Wing Sue, who writes that racial microaggressions are, “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color. Perpetrators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities.”³

Video: Derald Wing Sue explains microaggressions



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=107#oembed-2>

According to Sue, there are three primary types of microaggressions: microassaults, microinsults, and microinvalidations. Microassaults are the most overt and direct of the three, and can involve name-calling, threats, or very obvious acts of discrimination. Microinsults are comments or behaviors that “convey rudeness and insensitivity and demean a person’s racial heritage or identity”⁴. They might include a white person asking a person of color “how did you get your job,” implying that the person of color was not qualified, or may be an “undeserving” recipient of an affirmative action program. The third type of microaggressions is “microinvalidations,” which are comments that invalidate the experience of being a member of a minoritized community. They might include a white person saying that they “don’t see color” or asking a non-white person “where are you from?” implying that the target of this question does not belong in the US. These microinvalidations can actually be more harmful than overt acts of discrimination because

2. <https://www.vox.com/2015/2/16/8031073/what-are-microaggressions>

3. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American psychologist*, 62(4), 271.

4. *ibid*

they are hard to prove, and because the perpetrators often think they are acting with good intentions.⁵

According to the University of Washington, people who are the target of microaggressions often react in three ways:

- **Cognitive** – internal dialogue about whether to respond
- **Behavioral** – careful attention to word choice, tone, posture, and body language
- **Emotional** – exhausted, angry, anxious⁶

Video: How students have experienced and responded to microaggressions



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=107#oembed-3>

Activity: What have you learned about microaggressions?

1. Watch the video above about student experiences with microaggressions.
2. What types of microaggressions (microassaults, microinsults, microinvalidations) do the students report experiencing?
3. How did they respond to these microaggressions?
4. How would you have responded if you had been one of these students?

5. ibid

6. <https://teaching.washington.edu/topics/inclusive-teaching/addressing-microaggressions-in-the-classroom/>

How to address microaggressions

Whether a microaggression is targeted at you or at someone you know, it is important to have strategies to deal with it. Whether or not you deal with a microaggression head on will depend on how safe, supported, and emotionally resilient you feel in the moment. It may also depend on the relationship you have with the person committing the microaggression. The following section provides some tips on how to handle microaggressions you experience or witness.

1. Report bias, harassment, or discrimination

Everyone has the right to feel safe and validated in their college experience. No one should make you or anyone else feel uncomfortable or unsafe. If comments or behaviors that someone has made make you feel uncomfortable or unsafe, it is very important to report them. Most universities and colleges have confidential or anonymous reporting hotlines for biased behaviors, including harassment and discrimination. For example, Portland State University has a Bias Incident Report Form and a process for filing a complaint of discrimination by a faculty or staff of the university. You will not get in trouble for filing such forms, and the team in the Office of Diversity and Inclusion will work with you to determine the best course of action.

2. Call out microaggressions

If you feel like you can do so safely, it is important to call out incidents of microaggressions. Doing so can not only help the perpetrator understand why such comments or actions are harmful, but also provide resolution for the recipient of a microaggression. If you experience a microaggression directly, or if you witness a microaggression, Ganote, Cheung and Souza suggest responding with a technique like Open The Front Door to Communication (OTFD). These steps include:

- **Observe:** Concrete, factual, and observable (not evaluative)
- **Think:** Thoughts based on observation (yours and/or theirs)
- **Feel:** How this makes you feel in the moment
- **Desire:** Specific request or inquiries about desired outcome

Example OTFD:

*I noticed (**Observe**) that you asked me where I was from. I think (**Think**) that you are assuming I was not born in the US. This comment makes me feel (**Feel**) like I don't belong here. Can you tell me (**Desire**) what your intention was with that question?*

3. **Identify who you can rely on for support and validation**

Studying at a PWI can be exhausting. Many students have to contend with daily microaggressions and other forms of discrimination, both overt and subtle. As mentioned in previous chapters and later in this unit, having a community that you can rely on will help you process these feelings and build reserves for another day. Maintain regular connections with your family and friends, and try to build new connections with people at your university.

4. **Talk about your experience**

If you have experienced microaggressions or have witnessed them, it's important to talk about this experience and how it made you feel. Diversity, equity, and inclusion expert, April Allen, argues that that sharing experiences helps build empathy, which can help people relate to each other better. She says that empathy makes people ask themselves:

1. How would I feel if this happened to me if I were in a similar situation?
2. How would I want to be treated if I were them?
3. Have I ever experienced a similar emotion that can help me better show support through my actions?⁷

Another way to share your experience is through Racial Climate Surveys, which are often conducted by universities to learn more about how students are experiencing race and racism on campus. It is important to complete these surveys, if you receive them in your email. Your experience is important and can help the university understand how best to support all students on campus.

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7. <https://www.opensesame.com/site/blog/the-power-of-empathy-in-dei/>

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As much as it is an academic experience, college is also a social experience where you can explore your identity and challenge your understanding of yourself in relation to others. It is an opportunity to engage in discussions around topics, to connect with others, and to grow and learn to be members of society. Having a sense of community is important, for both online and in person classrooms, for the student experience and learning outcomes. If you value interdependence, the expectation of independent thinking of the college environment may be jarring and will need to be overcome.

Interdependence

When exploring relationships within 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 reciprocal and empowering human relationships. By accepting help, you are responsible for helping others.

Interdependence is defined as the mutual reliance, or mutual dependence, between two or more people or groups. It differs from individualism or independence, which fosters competitiveness.

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 in college is valuable 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 or a difficult task. 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 counseling center. The vital importance of mentors and community is central to success.

Overall, when you have a sense of interdependence, you cultivate support networks for yourself, and you help others, too. Interdependence is a reciprocal relationship. Above all, learning happens through interaction and dialogue. For many cultural groups, survival and wellbeing relies on interdependence. In the spirit of ubuntu (Swahili: I am because you are) or lak ech (Mayan: you are my other me), a support network is empowering to everyone.

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

Benefits of Social Interaction in College

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. For example, 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's 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. For example, you might join a peer study group for a subject that you find difficult or even for a subject that you excel in. 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.

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 adjust and communicate more effectively with others and foster supportive interactions. The “doors” of change to more effective socialization interactions are threefold:

1. Examine your reservations
2. Engage with others
3. Expand your social circle and/or build a few meaningful friendships.

Examine Your Reservations

Feeling uncomfortable and choosing to be silent in class is normal. There is a lack of trust and vulnerability in sharing your perspective and being your authentic self. The pattern is that students in the dominant group will speak first and most often. (Feelings of inadequacy and not belonging is called imposter syndrome. Stereotype threat is feeling fear that you are the stereotype of the undereducated lower-class and you start seeing yourself at the mercy of that expectation. Microaggressions are everyday verbal, behavioral, and environmental comments or insults that are hostile, derogatory, or negative toward a marginalized person or group.) The cultural disconnect on campus environment and culture may be a factor in feeling alienated, which doesn't nurture your success. Low-income and first-generation students feel like they don't belong or fit in among white and middle class students and instructors, particularly in historically white institutions (HWIs). The tendency is to blame

themselves for their struggles so asking for help feels like failure. Below are some strategies to help you build your confidence, practice engagement, and build a supportive community.

- **Change ideas and thoughts:** In our busy, fast-paced lives, it's 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 that we'd like to change. Once you begin to recognize thoughts you'd like to change, you can train yourself in new directions. For example, you can start by closing your eyes and visualizing 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're 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:** Everyone has their own unique mind, body, personality, interests, beliefs, and values.

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 won't want to interrupt you. Your body language should say that you are ready to interact.
- **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?

- **Engage in intergroup dialogue:** Promote conversations on racial understanding that lead to greater inclusivity and equity. Consider policies for handling racial discrimination and hostile language toward groups on campus.
- **Participate in co-curricular activities:** Interact with people outside your limited social circle to learn about the racial and cultural wealth in the campus community.

Expand Your Social Circle

- **Offer invitations:** As you reach out to others, others will be more likely to reciprocate and reach out to you. Call old friends that you haven't seen in a while 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're 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 dissimilar 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're 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's important to stay connected. Keeping those connections alive contributes to healthy interdependence and personal success.

Activity: Reflections on Self-Confidence

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.

Bullying/Cyberbullying

The definition of bullying according to the NCAB (National Center Against Bullying) is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Often receiving

more attention at the K-12 level, bullying also occurs in college. For more information, please see these two websites:

<https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying/>
<https://www.stopbullying.gov/>

Campus Parties and Dating

Many college students report that they have social limits not shared by some of their friends. For example, you may join a group of friends to attend a party off-campus where 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. Be aware of your environment and your company and think about your health and safety.

Academic Problems

When you're in college, it's not unusual to hit a rough patch and find yourself struggling academically, and such challenges can have an impact on your social life. If you find yourself in this situation, you may benefit from slowing down and getting help. This is especially true if you are experiencing additional stressors, such as employment difficulties, responsibilities for a family member, or financial problems.

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 common among first-year students in college, but it can persist in later college years, too. Cultural adjustments can feel socially isolating. During this time, one may not feel up to being sociable or outgoing, especially if depression is involved. One of the best antidotes to homesickness is to try to make new social connections. Try to appreciate your new environment and know that you are not alone in feeling 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.

Depression

Depression is beyond homesickness and loneliness. Anxiety and pressure of college life are why mental health issues surface. If you are struggling with depression or anxiety, reach out for professional assistance before there might be a significant mental health crisis. Negative emotions, irregular sleeping or eating habits, disinterest in extracurricular activities, unexplainable guilt and persistent pain are warning signs.

Affinity Groups

Student affinity groups share a common identity (race, gender, sexual orientation, age, veteran status, ability status, etc.) or interest that hold space for support. The group receives support and recognition from the university to fulfill its purpose. There are many benefits to belonging to peer affinity groups such as providing affirmation, encouragement, and support (like family), drawing on cultural values to mitigate isolation, and exploring career paths.

LGBTQAI+ Students

People are still coming to terms with their identities and are at different levels of outness. QTBIPOC have unique experiences that make college integration more difficult and need to feel seen and safe. The LGBTQ Center can provide resources on how to navigate questioning your gender identity or sexual orientation, or community spaces for questioning folks to interact with each other and feel less alone. Students can find calm and relaxed spaces in which they can interact with other queer students of color and feel like their identities are protected. Similarly, students equate going to the LGBTQ Center feel “outed,” and some people don’t feel comfortable going to the LGBTQ Center if they’re not out. Organizing online programming and social media events, using gender-neutral language, sharing our

own preferred pronouns, and asking for the preferred pronouns of others and using them consistently are ways to create a safe space.

Undocumented and DACAmented Students

Undocumented and DACAmented students may find it difficult to socialize with U.S-born peers. The Deferred Action for Childhood Arrivals (DACA) program allows young immigrants who were brought here as children to remain in the U.S., work, obtain a driver's license, and study. Students face mistreatment by faculty, staff, and students and struggle with feelings of isolation and coping with stress and anxiety. To access college resources (i.e., scholarships, internship), college students negotiate the fear of disclosing their legal status to college administrators. This can hinder their willingness to place themselves in situations, to contemplate the risks involved, and limit choices when socializing.

Too Much Social Networking

How you choose to spend your time is a delicate balance. 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 posting a reel of party hijinks on Instagram, social networking is everywhere in college, and it's likely to stay. Remember to be thoughtful about what you post and maintain digital boundaries. Content you post may be seen by future employers. Some things online will never go away (even after you delete them).

The following video gives an insider look at why college students use social media.

Video: The True Reasons College Students Use Social Media



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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 its 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.

Campus Police

College students, particularly Black and brown students, may experience negative interactions with campus police officers. This can shape the sense of belonging on campus and presumed to be intruders. Providing a school ID proves the right and access to campus spaces and facilities (library, food spaces, computer lab).

Healthy Boundaries

Setting boundaries, which are guidelines for expectations, responsibilities, and limits for yourself and other people, are helpful for success. The benefits for setting boundaries is better time management, stronger personal connections, and less guilt. They are helpful and

remind you to support and/or adjust the boundaries you want and your goals. To decline invitations, use the “Yes... and...” strategy. For example, “Yes, that sounds really important, and I have other commitments that day.” For more suggestions on setting boundaries that promote self-care and balance autonomy and interdependence, reach out to the Counseling and Services and Health Services on campus.

Portland State University master’s student Belinda produced this YouTube video emphasizing self-care for busy students:

Video: 4 Self-Care Tips for Busy Students



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Adaptions: Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work), removed quote, relocated learning objectives. Added Bullying section.

“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

– Audre Lorde

What Is Diversity?

There are few words in the English language that have more varied interpretations than diversity. It’s become a catchall term. What does diversity mean? Better yet—what does diversity mean to you? And what does it mean to your best friend, your instructor, your parents, your religious leader, or the person standing behind you in a grocery store?

Since the late 1960s, diversity assumed a unique meaning when students of color pushed for campus diversity. The term has evolved, but new terms are needed to address specific lived experiences and relationships. 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 stands out to you as most accurate and meaningful? Which definitions could use some embellishment or clarification, in your opinion? You will find that the definition draws from your own personal experience and story.

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

In the context of your college experience, diversity generally refers to people around you who differ by race. The definition of diversity has broadened to include ethnicity, class, gender, religion, sexual orientation, abilities, politics, and in other ways. When it comes to diversity on the college campus, we also think about how groups interact with one another across differences. How do diverse populations experience and explore their differences?

Under the umbrella of diversity, diversity accounts for representation, inclusivity, and equity. Colleges and universities may “look diverse” without “being diverse,” if it doesn't truly support non-white communities and change policies and practices. So-called “diversity” is actually tokenization that falls short of fostering inclusion. To learn more, student organizations offer diversity and inclusion workshops. The following videos explore aspects of diversity. They highlight the passion and excitement about diversity and the many ways in which diverse groups can support one another.

The following videos explore aspects of diversity. They highlight the passion and excitement about diversity and the many ways in which diverse groups can support one another.

1. “How Would You Define Diversity?,” Open Ended Student Survey on How to Define Diversity, April 28, 2010, https://sph.unc.edu/files/2013/07/define_diversity.pdf.

Video: The Danger of a Single Story, Chimamanda Ngozi Adichie TED Talk



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Video: *Color blind or color brave?* Mellody Hobson TED Talk



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Video: *When To Take a Stand and When To Let it Go*, Ash Beckham TED Talk



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Video: *How to overcome our biases? Walk boldly toward them*, Vernā Myers TED Talk



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Video: ‘Ask Me’: What LGBTQ Students Want Their Professors to Know

(View this video by clicking the subheading above or at [Chronicle.com](https://www.chronicle.com))

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 external differences you can generally observe in others, like ethnicity, race, gender, age, culture, language, disability, body size, etc. They are also aspects you cannot change about yourself or have any control over. You can quickly and easily observe these features in a person. And people often do just that, making assumptions and 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. Traits that are invisible include immigration status, neurodiversity, and disabilities. 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 them, 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 minoritized ethnic group, whose native language is not English (surface diversity), may be treated

differently by fellow classmates in another ethnic group. The surface-level diversity leads to stereotyping and “othering”. But over time, classmates begin interacting with the person and learn about their values and beliefs (deep-level diversity) and multiple aspects of their identities or intersectionality. When the surface-level attributes of language and perhaps skin color become more “transparent” (less important), a recognition of deep-level diversity will challenge your thinking and preconceptions.

Positive Effects of Diversity in an Educational Setting

Why does diversity matter in college? How might diversity differentially impact Black and white students? 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 different people. 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.

In other words, diversity of perspective for white students is a commodity. Black students favor diversity because it ensures they belong, they are included, and they have an equitable experience. Attention to equity and inclusion ensures that support and resources are provided to increase graduation rates of Black students.

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.

With in-depth consideration, increased diversity can help overcome the structural and cultural obstacles so all students reap the benefits.

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 personal and intellectual goals 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? How might I expand them to connect more diversely?
- How can I be challenged by new viewpoints? How can I resist 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 co-curricular activities. How 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 unrepresented peoples, e.g., cultural and ethnic studies, and gender and sexuality studies. Look for study abroad programs as well.
- Read your college's 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, and family. Ask people about diversity. What does it mean to others? What positive effects has it had on them?
- Research can help. You might consult college literature, websites, resource centers and organizations on campus, etc.

Accessibility and Diversity on Campus

The idea of “accessibility” is an important force of change on college campuses today. Progress on “accessibility,” both visible disabilities and hidden ones, in spaces on college campuses has been limited. *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. According to the American with Disabilities Act, you can be considered disabled if you meet one of the following criteria:

- You have a physical or mental impairment that substantially limits one or more major life activities, such as seeing, hearing, walking, learning, and others.
- You have a history of such impairment.
- Others perceive that you have such impairment.

If you meet one of these criteria, you have legal rights to certain accommodations on your campus. These accommodations may include, but are not limited to, the following:

- Academic accommodations, like alternate format for print materials, classroom captioning, arranging for priority registration, reducing a course load, substituting one course for another, providing note takers, recording devices, sign language interpreters, a TTY in your dorm room, and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware.
- Exam accommodations, like extended time on exams
- Financial support and assistance
- Priority access to housing
- Transportation and access, like Wheelchair-accessible community shuttles

Disability as an identity is about the whole college experience, including intersection with other identities, and goes beyond minimum compliance with the law.

Intellectual disability

Students with cognitive disabilities, low reading literacy, and people who are encountering an unknown topic or language need content that is meaningful and understandable to them. For example, plain language is clear, simple communication for audiences with a range of fluency in English, and even learning or cognitive skills. The video below provides the Free Application for Federal Student Aid (FAFSA) example, which is 100-questions, and 80-pages of instruction.

Video: Demand to Understand: How Plain Language Makes Life Simpler, Deborah Bosley TED Talk



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Assistive technologies and Web-accessibility accommodations are critical in today's technology-driven economy and society. The following are some examples of assistive technologies:

- Software like Dragon Naturally Speaking, Kurzweil, Zoom Text, CCTV Magnifier, Inspiration Software
- Computer input devices, like keyboards, electronic pointing devices, sip-and-puff systems, wands and sticks, joysticks, trackballs, and touch screens
- Other Web-accessibility aids, like screen readers, screen enlargers, and screen magnifiers, speech recognition or voice recognition programs, and Text-to-Speech (TTS) or speech synthesizers

Students in the following video share some of their experiences with the Web-accessibility.

Video: *Experiences of Students with Disabilities*



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For more information about Web-accessibility, visit <http://webaim.org/>.

For further information about race and ethnicity, visit Chapter 11 (Race and Ethnicity) of the OpenStax Sociology 2E OER textbook: <https://cnx.org/contents/AgQDEnLI@12.3:H023hgwT@7/Introduction-to-Race-and-Ethnicity>.

For further information about gender, sex, and sexuality, visit Chapter 12 (Gender, Sex, and Sexuality) of the OpenStax Sociology 2E OER textbook: https://cnx.org/contents/AgQDEnLI@12.3:T_-LTWXd@7/Introduction-to-Gender-Sex-and-Sexuality.

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Adaptions: Relocated learning objectives, added videos, removed Foundations of Academic

Success: Words of Wisdom video as it appears elsewhere in the text. Added link to OpenStax Sociology 2E Chapter 11: Race and Ethnicity.

OpenStax, Introduction to Sociology 2e. OpenStax CNX. Feb 19, 2019 <http://cnx.org/contents/02040312-72c8-441e-a685-20e9333f3e1d@12.3>

Added link to OpenStax Sociology 2E Chapter 12: Gender, Sex, and Sexuality.

OpenStax, Introduction to Sociology 2e. OpenStax CNX. Feb 19, 2019 <http://cnx.org/contents/02040312-72c8-441e-a685-20e9333f3e1d@12.3>

Student Life

Whether your campus is small or large, you are probably amazed by the array of institutionally supported student activities available for your enrichment and enjoyment. Perhaps your biggest challenge is deciding how much extra time you have after studying and which added activities yield the greatest reward.

Regardless of where your institution fits on the spectrum of size, or how many activities, clubs, and organizations your institution offers, it's very important for you to be able to explore co-curricular interests—for learning, enjoyment, and personal satisfaction. Student life should always be satisfying and rewarding to students, as well as to alumni, faculty, staff, and community members. Together, these groups are an institution's lifeblood.

Organized Groups on Campus

Student Organizations

Colleges have an abundance of student organizations. Some examples you may be familiar with are the Hillel Student Organization for enriching the lives of Jewish students, the Chess Club, and Model United Nations. Larger institutions may have hundreds of such organizations. Here is a lengthy and exciting list of student organizations at Portland State University: <https://pdx.campuslabs.com/engage/>.

Generally, an organization is created and run by current students, and it's sponsored by a faculty advisor, executive officer, dean, or director of a major academic or operational unit. An organization must also have a mission that's consistent with the mission of the college and sponsor. It might also collect dues from members, but in many cases, membership is free.

To link up with a student organization, you may not need to do much more than take stock of your interests. What do you love to do? In a later section, you'll find a list of ways to learn about student organizations at your institution. If you find that your college doesn't have an organization that speaks to your particular interests, you might consider starting one.

Fraternities and Sororities

Fraternities and sororities are social organizations at colleges and universities. The terms “Greek letter organization” (“GLO”) and “Greek life” are often used to describe fraternities and sororities. Generally, you obtain membership while you are an undergraduate, but your membership continues for life. Most Greek organizations have five shared elements: secrecy, single-sex membership, rushing and pledging to select new members, occupancy in a shared residence, and identification with Greek letters. Fraternities and sororities also engage in philanthropic activities, and they often host parties and other events that may be popular across campus.

Cultural Resource Centers

Cultural resource centers celebrate the many different cultures that make up the student body. These resource centers often host cultural programming, outreach, and education. They also provide opportunities for student leadership within a group that you might closely identify with, or one that you are interested in learning more about. Cultural resource centers are safe spaces for many people who are trying to find their way in Predominantly White Institutions and often have lounges, computer labs, and reading rooms for students to just hang out connect with other students. For example, here is a list of cultural resource centers at Oregon State University: <https://dce.oregonstate.edu/cultural-resource-centers>.

Civic Engagement and Leadership

Most colleges have many opportunities for you to learn about and prepare for civic engagement and leadership on campus and in the wider community. What is civic engagement? It’s your involvement in protecting and promoting a diverse and democratic society—and clearly, leadership is an important part of this. Student organizations and activities related to these pursuits may be student government associations, leadership courses and retreats, social change projects, service opportunities, social innovation initiatives, and many others.

Service and Volunteerism

If you are like many new college students, you probably already have experience volunteering. It may have been part of your high school requirements. Or perhaps you engaged in volunteering as part of a faith organization or as part of a community fundraising effort. Any of your volunteering can continue in college, too, as your institution will have many special and meaningful ways to stay involved, work on social problems, and contribute to a better world. Service and volunteer efforts may include philanthropy, activism, social entrepreneurship, advocacy, and direct service. Besides being a great way of supporting a cause or community you care about, volunteering also looks good on a resume and can be a useful way to build connections for future professional work.

Student Activities

On many college campuses, satellite centers, or virtual spaces, students may be involved in activities around the clock on any given day. These activities may include student organization activities as well as special presentations, meetings, performing arts events, sporting events, intramural sports, recreational activities, local community activities, holiday events, commemorative events, and so on.

You are heartily encouraged to pursue any interests that enhance your education and enrich your student experience. Your participation can expand your horizons, deepen your interests, and connect you with new people.

Resources for Learning About Campus Organizations

It can seem overwhelming to learn about all the activities, events, clubs, organizations, athletics, performing arts, etc. on campus. Sometimes you may need to dig a little, too. The following resources are a good place to start:

- **Your institution's website:** Try a keywords search at your college's website, using any of the following: student life, college life, student organizations, clubs, student activities office, student services, special events, events calendar, performing arts calendar, athletics calendar, etc.
- **Email:** Keep alert to the many email messages you receive from campus offices and

organizations. They publicize all kinds of activities and opportunities for you to engage with campus and student life.

- **Other technology-based support services:** Take advantage of other technology-based student support services if they are available. For example, some colleges use an online platform that connects student organizations and allows them to reach out to prospective new members. With this service, you could access a list of student organizations to see which ones you might like to join and see what events are ahead. You can also search for organizations based on categories or interests.
- **Social media:** Most institutions keep up-to-date information on Facebook, Twitter, Instagram, and more. Individual groups on campus may also have separate social media presences that you can locate through the institution's offerings.
- **Bulletin boards:** Take a look at bulletin boards as you pass through hallways in academic buildings, dining halls, sports facilities, dormitories, even local service centers, and retail stores. You can often find fliers with event details and contact information. Many groups also post updates on their shared calendars about events and opportunities.
- **Friends:** Pay attention to what others are doing in their spare time. This is also a good way to make new friends and align yourself with others who have similar interests.
- **Campus offices for social functions:** Make a point to visit the student activities office or the student affairs office. Both often have physical spaces for student organizations.
- **Campus offices for academic functions:** Inquire with your academic adviser. They will likely be knowledgeable about campus organizations related to your interests and may know about local, regional and national organizations, too.

Activity: Campus and Community Activities

This project involves attending two campus and/or community culture activities (not athletic events), collecting mementos from each event, and talking about your experience in class.

Objectives

- Attend campus activities/events to heighten a sense of connection with your institution
- Explain your experience for classmates

Directions

- Choose two activities to attend (athletic events not included).
- Collect mementos (such as a ticket stub, a program, take pictures and/or video).
- Digitally archive them (for example, take a digital picture of the ticket stub).
- Prepare to give an informal “show and tell” presentation about your two activities. For each activity, include the following:
 - what, when, and where the activity occurred
 - why you chose the activity
 - uploads of the related mementos
 - what you learned from the experience

Benefits of Participating in Student Life

How is it that becoming fully involved in student life can have such a positive impact on student satisfaction and academic success?

The National Survey of Student Engagement—a survey measuring student involvement in academic and co-curricular activities—shows that student success is directly linked to student involvement in the institution. In fact, survey results show that the higher the level of student involvement is, the higher student grades are and the more likely students are to re-enroll the next semester. All of this seems to translate to satisfaction. The following lists some of the many benefits and rewards that result from active participation in campus and student life.

- **Personal interests are tapped:** Co-curricular programs and activities encourage students to explore personal interests and passions. As students pursue these interests, they learn more about their strengths and possible career paths. These discoveries can be lasting and life-changing.
- **A portfolio of experience develops:** Experience with just about any aspect of college life may be relevant to a prospective employer. Is freshman year too soon to be thinking about résumés? Definitely not! If you gain leadership experience in a club, for example, be sure to document what you did so you can refer back to it (you might want to keep track of your activities and experiences in a journal, for instance).

- **Fun leads to good feelings:** Students typically pursue co-curricular activities because the activities are enjoyable and personally rewarding. Having fun is also a good way to balance the stress of meeting academic deadlines and studying intensely.
- **Social connections grow:** When students are involved in co-curricular activities, they usually interact with others, which means meeting new people, developing social skills, and being a part of a community. It's always good to have friends who share your interests and to develop these relationships over time.
- **Awareness of diversity expands:** The multicultural nature of American society is increasingly reflected and celebrated on college campuses today. You will see this not only in the classroom but also in the co-curricular activities, clubs, organizations, and events. For example, your college might have a Black Student Union, an Asian Pacific Student Union, a Japanese Student Association, a Chinese Student Association, and many others. Having access to these resources gives students the opportunity to explore different cultures and prepare to live, work, and thrive in a vibrantly diverse world.
- **Self-esteem grows:** When students pursue their special interests through co-curricular activities, it can be a real boost to self-esteem. Academic achievement can certainly be a source of affirmation and satisfaction, but it's nice to have additional activities that validate your special contributions in other ways.

All in all, being involved in the campus community is vital to every student, and it's vital to the college, too. It's a symbiotic relationship that serves everyone well.

The key to getting the most out of college is to take advantage of as many facets of student life as possible while still keeping up with your academic commitments. Although academics are certainly important elements of your college experience, it is also important to be involved in your campus community by taking part in leadership, cultural, or social opportunities. You never know where these connections will lead, or how they will support you in your academics!

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Adaptions: Removed videos, images. Relocated learning objectives. November 2021: Revised material for cultural appropriacy and relevance.

[Curator’s note: This chapter was created as a project for an Stanford University EPIC (Education Partnership for Internationalizing Curriculum) Global Studies Fellowship project and was revised as part of the Spanish Language Revision project]

The words “culture” and “humility” are common, and most people would be able to define these two words separately. Culture is usually defined as shared ways of being, including beliefs, food, language, and traditions, as well as many other things. Take a moment and think to yourself, what is my culture? How would I define it? What kinds of examples could I give to demonstrate the uniqueness of my culture?

Humility can be typically thought of as not putting yourself above others, considering carefully the worth and value of others around you. But what does it mean to have “cultural humility”? People who study intercultural communication say that learning to respect and interact with people from other cultures is a life-long endeavor.

Cultural Humility vs. Cultural Competency

Cultural competence is the social awareness that everyone is unique, that different cultures and backgrounds affect how people think and behave, and that this awareness allows people to behave appropriately and perform effectively in culturally diverse environments. Cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to function effectively.

The idea of cultural competency has been popular as a way of helping people interact with those who are culturally different from them. However, a 1998 article by Drs. Melanie Tervalon and Jann Murray-Garcia, titled “Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes multicultural education” suggested that approaches emphasizing humility, rather than competency might be better at helping people avoid stereotyping or generalizing other groups. Although Tervalon and Murray-Garcia focused mostly on healthcare workers, their findings have been also used in training for social workers and educators.

The following video shows how cultural competency is a goal, whereas cultural humility is a mindset. How might this be a more helpful way to approaching interactions with different cultures?

Video: What is Cultural Humility?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=115#oembed-1>

As a college student, you are likely to find yourself in diverse classrooms, organizations, and – eventually – workplaces. It is important to prepare yourself to be able to adapt to diverse environments.

Cultural humility can help you learn to be aware of your own cultural practices, values, and experiences, and to be able to read, interpret, and respond to those of others. Such awareness will help you successfully navigate the cultural differences you will encounter in diverse environments. Cultural humility is critical to working and building relationships with people from different cultures; it is so critical, in fact, that the ability to interact with other cultures is now one of the most highly desired skills in the modern workforce.²

To learn more about cultural humility, visit this training page from Boston University and download their PowerPoint and Curriculum: <https://ciswh.org/chw-curriculum/cultural-humility>

Cultural Quotient (CQ)

Cultural Quotient (CQ) helps us understand and communicate with people from other cultures effectively. It is one's ability to recognize cultural differences through knowledge and mindfulness, and behave appropriately when facing people from other cultures. **Mindful** is defined as being conscious or aware of something. The cultural intelligence approach goes beyond this emphasis on knowledge because it also emphasizes the importance of developing an overall repertoire of understanding, motivation, and skills that enables one to move in and out of lots of different cultural contexts¹.

Due to the globalization of our world, people of different cultures today live together in communities across our many nations. This presents more opportunities to interact with diverse individuals in many facets and thus, today's workforce would need to know the customs and worldviews of other cultures. Therefore, people with a higher CQ can better interact with people from other cultures easily and more effectively.

Intersectionality

In considering culture and cultural awareness, it is important to recognize that no person

1. Ang, S., & Van Dyne, L. (Eds.) (2008). Handbook on cultural intelligence: Theory, measurement and applications. Armonk, NY: M.E. Sharpe.

is just one culture. Instead, scholars like Kimberlé Crenshaw and Patricia Hill Collins argued that people are made up of multiple, intersecting identities and cultures. Crenshaw called this frame “intersectionality.” Intersectionality is the idea that your identity might be influenced by any number of these factors:

- Gender
- Race
- Linguistic background
- Sexual orientation
- (Dis)ability
- Religion

All of these factors not only influence how you see yourself, but also how others might see you. Very often, race and gender are at the top of this list because they are the most visible to people who don’t know you. However, your personal and cultural identity is likely influenced by a mix of these factors, rather than just one or two.

Take a minute to think about these questions:

- What do you think people assume about you when they see you?
 - What are these assumptions based on?
 - What would you add or change to correct these assumptions?
- Have you ever assumed something about someone else’s culture that was later proven wrong or incomplete?
 - What did you assume?
 - What background did you have that led you to that assumption?
 - How was this assumption corrected?

Example Scenarios:

Minh’s case:

Minh grew up in Vietnam where the classroom environment is quite different from that of the US. He was taught that looking someone in the eye (especially a superior, like a teacher), is rude and that

students should be quiet and take notes in class. Students in his high school classes did not engage in class discussions or ask the teacher questions, especially during class. He was taught only to offer an answer if he was called upon.

The American classroom experience was completely disorienting for Minh. He is frustrated with how much the students talk and how little the professor actually “teaches.” It seems like the professor is just letting students dominate the class with discussion, even when they don’t know what they are talking about. He struggles to break into group discussions, even though he is fluent in English. It just seems like everyone is talking over each other.

Around midterm, Minh checks his grade on the learning management system and sees that he has a 30% for participation. What cultural assumptions have the professor and other students made about the classroom learning environment? What would you do if you were Minh? How could the professor and other students in the class create a more inclusive environment for students like Minh?

Asma’s case

Asma is from a Muslim family. She grew up in Beaverton, Oregon, and attended an all girls high school in Portland. In Asma’s culture, it is considered inappropriate for men and women to have physical contact, if they are not related or married. This extends to shaking hands.

Asma is really interested in studying Spanish and traveling in the Spanish speaking world, so she signs up for Spanish classes and begins attending events put on by La Casa Latina, the cultural resource center for Spanish-speaking students. She wants to fit in and meet people, but many people she talks to find her stand-offish and not friendly. How might cultural norms around physical contact affect Asma’s ability to make friends in this new community?

Cultural humility is a skill that you can learn and improve upon over time and with practice. What actions can you take to build your cultural humility skills?

- **Acknowledge the many aspects of your culture that are both unique and shared.** Beyond language, religion, and food, you may have a wealth of other cultural identities that will help you connect with other people. Think about your work, your major, your goals, or your hobbies, or think about other aspects of your identity, like your race, gender, or ability. How do these aspects of your identity intersect with the identities of others around you? How do they make you unique? Understanding that you and others around you are unique, complex individuals can help you both find common ground and build an understanding of the value of difference.
- **Consider your own (possibly unconscious) biases.** Biases and stereotypes are fixed, simplistic views of what people in a certain group are like. These beliefs are often the basis for prejudice and discrimination: behaving differently toward someone because you stereotype them in some way. Biases are generally learned and emerge in the dominant culture’s attitudes toward those from outside that dominant group, but they

can also be shared by non-dominant groups in ways that uphold the power of the dominant elite. A stereotype may be explicitly racist and destructive, and it may also be a simplistic generalization applied to any group of people, even if intended to be flattering rather than negative. As you have read this chapter so far, did you find yourself thinking about any group of people, based on any kind of difference, and perhaps thinking in terms of stereotypes? If you walked into a party and saw many different kinds of people standing about, would you naturally avoid some and move toward others? We develop biases from many sources, including media, the influence of family, and/or peers. Thinking about and identifying your biases are the first steps in breaking out of these ingrained thought patterns.

- **Do not try to ignore differences among people.** Some people try so hard to avoid biases that they go to the other extreme and try to avoid seeing any differences at all among people. But as we have seen throughout this chapter, people are different in many ways, and we should accept that if we are to experience the benefits of diversity.
- **Don't apply any group generalizations to individuals.** This can be challenging, especially because biases are often unconscious and can come out in many subtle ways. When you meet people for the first time, try to think of them as individuals first, members of a group second; remember that any given generalization simply may not apply to an individual. Be open-minded and treat everyone with respect as an individual with their own ideas, attitudes, and preferences.
- **Develop cultural sensitivity for communication.** Realize that your words and body language may not mean quite the same thing in different cultural contexts or to individuals from different backgrounds. This is particularly true of slang words, which you should generally avoid until you are sure the other person will know what you mean. Similarly, since body language often varies among different cultures, pay attention to the body language of the people you are communicating with. Pay special attention to whether or not people want to have physical contact (shaking hands, hugging) or how easily people are willing to make eye contact. Noting the responses and behaviors of people around you will help ensure that they will not misinterpret the messages sent by your body language.
- **Take advantage of campus opportunities to increase your cultural awareness.** Your college likely has multiculturalism courses or workshops you can sign up for. Special events, cultural fairs and celebrations, concerts, and other programs are held frequently on most campuses. There may also be opportunities to participate in group travel to other countries or regions of cultural diversity.
- **Take the initiative in social interactions.** Many students just naturally hang out with other students they are most like—that almost seems to be part of human nature. Even

when we're open-minded and want to learn about others different from ourselves, it often seems easier and more comfortable to interact with others of the same age, cultural group, and so on. If you are attending a Predominantly White Institution, it may feel safer, emotionally and physically, to stay close to people you identify with. However, there are many opportunities to build connections with others in your classes who are not like you. Next time you're looking around the classroom or dorm for someone to ask about a class you missed or to study together for a test or group project, choose someone different from you in some way. Making friends with others of different backgrounds is often one of the most fulfilling experiences of college students.

- **Give others the benefit of the doubt.** Many college students have not had the opportunity to interact with people who are different from them in some way. Because of this, initial interactions may be a little awkward, and microaggressions may be made in both directions. Be honest with your classmates if they have said something inappropriate. Likewise, be open if someone gives you similar feedback.

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Adaptions: Modified content to fit consistency with existing chapters, eliminate overlap/duplication of information, with consideration to consistency among multiple original sources. November 2021: Changed focus of the chapter from cultural competency to cultural humility, changed video, added references to intersectionality.

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“It is a powerful lie to equate thinness with self-worth.”

– Roxane Gay

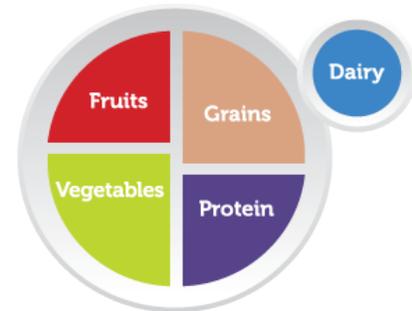
Eating well affects our physical and mental health as well as our well-being and mood. It is helpful to distinguish between a healthy diet and diet culture. Having a healthy diet is eating food without feeling stress, stigma, or shame. It means nourishing yourself using your body’s inner wisdom to achieve health at any size (HAES). Diet culture equates thinness to virtue and obsessing over weight and the impossible “ideal”. This way of thinking is bound up with ideas about appearance, weight, and activity levels.

Developing healthy eating habits doesn’t require you to sign up for a health-food diet or lifestyle: you don’t have to become vegan, gluten-free, “paleo,” or go on regular juice fasts. The way to create a healthy eating style is by learning to make food choices that you can enjoy, one small step at a time. See the ChooseMyPlate website for more guidelines. Additionally, the current United States Department of Agriculture (USDA) Dietary Guidelines for Americans “MyPlate” graphic replaced the old “food pyramid” and allows for different dietary patterns and cultural cuisines. These guides influence the Standard American Diet (SAD), which promotes health and prevents chronic diseases. In the ninth edition of the Dietary Guidelines for Americans, 2020-2025, there are special considerations for life stage, including persons who are lactating or pregnant and older adults.

USDA Healthy Eating Guidelines

Make half your plate fruits and vegetables: Focus on whole fruits and vary your veggies

- Choose whole fruits—fresh, frozen, dried, or canned in 100% juice.
- Enjoy fruit with meals, as snacks, or for a dessert.
- Try adding fresh, frozen, or canned vegetables to salads, side dishes, and recipes.
- Choose a variety of colorful veggies prepared in healthful ways: steamed, sautéed, roasted, or raw.



Make half your grains whole grains

- Look for whole grains listed first or second on the ingredients list—try oatmeal, popcorn, whole-grain bread, and brown rice.
- Look for enriched refined grain choices.
- Limit refined grain desserts and snacks such as cakes, cookies, and pastries.

Vary your protein routine

- Mix up your protein foods to include a variety—seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry.
- Try main dishes made with beans and seafood, like tuna salad or bean chili.
- Limit red and processed meats.

Move to low-fat or fat-free milk or yogurt

- Choose fat-free milk, yogurt, and soy beverages (soy milk) to cut back on your saturated fat.
- Replace sour cream, cream, and regular cheese in recipes and dishes with low-fat yogurt, milk, and cheese.

Drink and eat less sodium, saturated fat, and added sugars

- Eating fewer calories from foods high in saturated fat and added sugars can help you manage your calories and prevent obesity. Most of us eat too many foods that are high in saturated fat and added sugar.
- Eating foods with less sodium can reduce your risk of high blood pressure.
- Use the Nutrition Facts label and ingredients list to compare foods and drinks. Limit items high in sodium, saturated fat, and added sugars.
- Use vegetable oils instead of butter and choose oil-based sauces and dips instead of those with butter, cream, or cheese.
- Drink water instead of sugary drinks, including energy and sports drinks.
- Reduce alcoholic beverages.

Eat the right amount

- Eat the right amount of calories for you based on your age, sex, height, weight, and physical activity level. Visit the USDA SuperTracker, which can help you plan, analyze, and track your diet and physical activity.
- Building a healthier eating style can help you reduce your risk of diseases such as heart disease, diabetes, and cancer.

Cornell University found that the average adult eats 92% of whatever they put on their plate. One of the challenges is that portion sizes have drastically increased over the last 50 years.[1] Another reason for poor health is the rise of ultra-processed foods that are associated with gaining weight, chronic disease, and higher mortality.

Following the dietary guidelines requires personal responsibility as well as societal changes. Dietary misinformation, lack of nutrition education, food and nutrition insecurity, food apartheid, targeted marketing of unhealthy foods and beverages, and sustainability are important health considerations. For example, the FDA's definitions of "healthy" and "natural" need clarity.

Alternative Diets

The prevalence of food allergies and sensitivities are on the rise. When you have allergies, intolerances, or other dietary restrictions, you need to adjust meals for alternative diets. This includes mild to severe allergies, intolerances, celiac diseases, and/or dietary restrictions motivated by religion, health, or ethics.

College Food Insecurity

There is a rise of food insecurity among college students trying to eat balanced meals. The *Hungry to Learn* (2019) documentary shows that a staggering 45% of college students are struggling with hunger. Hunger impacts academic performance, sleep quality, and college success. Beyond accessibility, availability, and affordability, the insufficient financial aid, high

college costs, and budget cuts has increased the rate of food insecurity among college students. College students may be eligible for food assistance programs such as Supplemental Nutrition Assistance Program (SNAP), Women, Infants, and Children (WIC), campus food pantry, emergency assistance funds, garden program, and farmers market-based food boxes. Leanne Brown published a cookbook, *Good and Cheap* (2017), for people with limited income, particularly on a \$4/day food stamps budget. The PDF is free. Also, *Bueno y Barato* (2017) is available in Spanish.

Eating Disorders

Eating disorders can develop, return, or worsen during the college years. There is a continuum of eating disorders from anorexia, bulimia, and binge eating disorder to disordered eating. They are a serious mental illness that can affect all people, but treatable. When there is a pattern or preoccupation with missing meals, saving calories, and using appetite suppressants, speak to a counselor about your relationship to food.

Body Positivity

Body positivity rejects that weight, body size or body mass index is a proxy for health. Weight and size are prescribed by beauty standards, which can lead to fat-shaming and stigma. Social media such as Instagram, manipulated with filters, play a role in influencing body image. Finding body acceptance means focusing on your health, not your looks.

Healthy Eating in College

College offers many temptations for students trying to create or maintain healthy eating habits. You may be on your own for the first time, and you're free to eat whatever you want, whenever you want. Cafeterias, all-you-can-eat dining facilities, vending machines, and easy access to food twenty-four hours a day make it tempting to overeat or choose foods loaded with calories, saturated fat, sugar, and salt. You may not be in the habit of shopping or cooking for yourself yet, and, when you find yourself short on time or money, it may seem easier to fuel yourself on sugary, caffeinated drinks and meals at the nearest fast-food place. Also, maybe you played basketball or volleyball in high school, but now you don't seem to be getting much exercise.

On top of that, it's common for people to overeat (or not eat enough) when they feel anxious, lonely, sad, stressed, or bored, and college students are no exception. It's incredibly important, though, to develop healthy ways of coping and relaxing that don't involve reaching for food, drink, or other substances. It's also important to eat regular healthy meals to keep up your energy.

Activity: Assess Your Snacking Habits

Objective

- Recognize the challenges to eat well in a college setting

Directions

- Keep a daily snack journal for one week: Write down the types and amounts of snack foods and beverages you consume between meals each day. Record the time of day and note *where* you eat/drink each item.
- At the end of the week, review your journal. What snacks or drinks did you have? Are there any patterns? Are there times of the day when you're especially prone to choosing snacks/drinks? What affect did you notice on your alertness, reaction time, memory, concentration, mood, energy, and overall well-being? Are there particular places where you tend to reach for junk food? What were the best healthy snacks and how did you prepare them?
- In a short, reflective essay (1-2 pages long), describe what you observed about your snacking habits during the week ("you can't eat just one"). Identify any habits you'd like to change and explain why. Describe several strategies you could use to break bad habits and replace them with healthier snacks as well as be more active. Explain why you think these strategies will be effective.
- Follow your instructor's instructions for submitting assignments.

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“When it comes to health and well-being, regular exercise is about as close to a magic potion as you can get.”

– Thich Nhat Hanh

Regular Exercise: Health for Life

The importance of getting regular exercise is probably nothing new to you. The health benefits are well known and established. Regular physical activity can produce long-term health benefits by reducing your risk of many health problems, such as heart disease, cancer, and diabetes. It can also increase your chances of living longer, help you control your weight, and even help you sleep better.

As a busy college student, you may be thinking, I know this, but I don’t have time! I have classes and work and a full life! What you may not know is that—precisely because you have such a demanding, possibly stressful schedule—now is the perfect time to make exercise a regular part of your life. Getting into an effective exercise routine now will not only make it easier to build healthy habits that you can take with you into your life after college, but it can actually help you be a more successful student, too. As you’ll see in the section on brain health below, exercise is a powerful tool for improving one’s mental health and memory—both of which are especially important when you’re in school.

The good news is that most people can improve their health and quality of life through a modest increase in daily activity. You don’t have to join a gym, spend a lot of money, or even do the same activity every time. The following video describes how much activity you need.

Video: *Physical Activity Guidelines – Introduction*

<https://youtu.be/IEutFrar1dI>

Fight, Flight, or Freeze

Our bodies have an automatic “fight, flight, or freeze” reaction when we perceive a threat. Fighting or running is physical exercise and the result is metabolizing our excessive stress hormones and bringing our bodies and minds back to a more relaxed state. Even though we do not suffer from the same threats incurred many years ago, we still perceive threats and we still suffer from stress. Exercise has many physical and mental benefits in addition to lowering stress.

Regular physical activity is one of the best things you can do to be healthy. According to the Centers for Disease Control and Prevention, its benefits include controlling weight, reducing risk of cardiovascular disease, reducing risk for type two diabetes, reducing risk of cancer, strengthening bones and muscles, improving mental health and mood, and increasing chances of living longer[1]. One assignment I give my students is to record all food and drinks consumed in one week, along with keeping records of how much exercise and how many hours of sleep they get. Some students know exactly what they are putting into their body and how they are treating it. Most are surprised at how much a little of one or more of these important aspects count. Try it. Think of it as an opportunity to see what you actually put into your body, and how much exercise and rest you give it.

After a class, I was speaking with a student about diet and nutrition and our conversation led to a discussion on the contrast of what some student parents give their children to eat versus what they eat themselves. It reminded me of the 5-2-1-0 graphic my children recognize at their pediatrician visits. It stands for 5 or more fruits or vegetables, 2 hours or less recreational screen time, 1 hour or more of physical activity, 0 sugary drinks (each day). Of course, it is designed for kids. But many students would do well for themselves to keep the 5-2-1-0 recommendation in mind[2].

Our bodies are more prone to getting sick if we do not take care of them. Getting sick in the middle of an academic term can have devastating effects on academic performance.

Since college can be a sedentary time and physical activity is sacrificed in a busy life, a much better way to go is to make a schedule, stick to it, prepare and review periodically, get adequate sleep, eat well, and be on an exercise plan.

For optimal concentration levels, work performance, and test scores, proper nutrition and adequate sleep have a large effect. Exercise helps clear the mind, boost energy and concentration, improve memory, and lift your mood, which helps to deal with the overwhelming demand of college work.

Physical Fitness and Types of Exercise

Physical fitness is a state of well-being that gives you sufficient energy to perform daily activities without getting overly tired or winded. It also means being in good enough shape to handle unexpected emergencies involving physical demands.

There are many forms of exercise—dancing, rock climbing, walking, jogging, yoga, bike riding—that can help you become physically fit. The major types are described below.

Aerobic Exercise

Aerobic exercise increases your heart rate, works your muscles, and raises your breathing rate. For most people, it's best to aim for a total of about thirty minutes a day, four or five days a week. If you haven't been active recently, you can start out with five or ten minutes a day and work up to more time each week. Or, split up your activity for the day: try a brisk ten-minute walk after each meal. If you are trying to lose weight, you may want to exercise more than thirty minutes a day. The following are some examples of aerobic exercise:

- A brisk walk (outside or inside on a treadmill)
- Dancing
- A low-impact aerobics class
- Swimming or water aerobic exercises
- Ice-skating or roller-skating
- Playing tennis
- Riding a stationary bicycle indoors

Strength Training

Strength training, done several times a week, helps build strong bones and muscles and makes everyday chores like carrying heavy backpacks (grocery bags or a baby) easier. When you have more muscle mass, you burn more calories, even at rest. Here are some ways to do it:

- Join a class to do strength training with weights, elastic bands, or plastic tubes (if your college has a gym, take advantage of it!)

- Lift light weights at home

Flexibility Exercises

Flexibility exercises, also called stretching, help keep your joints flexible and reduce your risk of injury during other activities. Gentle stretching for five to ten minutes helps your body warm up and get ready for aerobic activities such as walking or swimming. Check to see if your college offers yoga, stretching, and/or pilates classes, and give one a try.

Being Active Throughout the Day

In addition to formal exercise, there are many opportunities to be active throughout the day. Being active helps burn calories. The more you move around, the more energy you will have. The following strategies can help you increase your activity level:

- Walk instead of drive whenever possible
- Take the stairs instead of the elevator
- Work in the garden, rake leaves, or do some housecleaning every day
- Park at the far end of the campus lot and walk to class
- Track your step count on your smartphone app
- Listen to course material or a podcast while on the treadmill or on a stroll

Benefits of Exercise and Physical Fitness

Longevity

Exercise, as we age, can add healthy, active years to one's life. Studies continue to show that it's never too late to start exercising and that even small improvements in physical fitness can significantly lower the risk of death. Simply walking regularly can prolong your life.

Moderately fit people—even if they smoke or have high blood pressure—have a lower mortality rate than the least fit. Resistance training is important because it's the only form of exercise that can slow and even reverse the decline of muscle mass, bone density, and

strength. Adding workouts that focus on speed and agility can be especially protective for older people. Flexibility exercises help reduce the stiffness and loss of balance that accompanies aging.

Diabetes

Diabetes, particularly type 2, is reaching epidemic proportions throughout the world as more and more cultures adopt Western-style diets (which tend to be high in sugar and fat). Aerobic exercise is proving to have significant and particular benefits for people with both type 1 and type 2 diabetes; it increases sensitivity to insulin, lowers blood pressure, improves cholesterol levels, and decreases body fat. In fact, studies show that people who engage in regular, moderate aerobic exercise (e.g., brisk walking, biking) lower their risk for diabetes even if they do not lose weight. Anyone on insulin or who has complications from diabetes should get advice from a physician before embarking on a workout program.

Brain: Mood, Memory, Creativity

In addition to keeping your heart healthy, helping with physical activity, and helping you live longer, regular exercise can also improve your mood and help keep depression and anxiety at bay. Exercise also helps you fall asleep more quickly and improves sleep quality. The following video explains why and challenges you to give it a try:

Video: Exercise and the Brain



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=121#oembed-1>

If you still aren't persuaded, check out this slightly longer but excellent TEDx Talk, which describes how aerobic exercise can improve your cognitive functioning, memory, and creativity:

Video: *Exercise and the Brain*, Wendy Suzuki, TEDx Orlando 2001



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=121#oembed-2>

Campus Recreation Center

Students should take advantage of the campus recreation center (stationary bike or treadmill, indoor track, pool); fitness classes (cardio, strength training, cycling, yoga, dance, Pilates and Zumba) that can be taken for credit; intramural sports and club sports (soccer, basketball, lacrosse, ultimate Frisbee); health and nutrition centers and programs; outdoor programs (equipment loans or rentals, everything from tents and backpacks to kayaks and snowshoes); and organized trips and lessons.

Safety in the Gym

Women and genderqueer people experience discomfort or uneasiness in the campus recreation center, which is a male-dominated atmosphere, especially the free weights section. Bullying, intimidation, harassment, or discrimination is common. To feel safe, women and others alter their behavior, clothes, workout program, or participation. Creating an empowering safe space for those who would otherwise not enter college gyms for cultural or religious reasons, for fear of harassment, or for weight-related stigma is important.

Accessible Fitness and Sporting Events

The Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act have a provision for “auxiliary aids”, which means it is the university’s responsibility to provide auxiliary aids such as specialized gym equipment. Is the location accessible? Is there an accessible changing room? Does the college facility offer adaptive fitness classes? Are instructors trained to modify based on varying abilities? Does the college offer adaptive sports programs?

Activity: Develop an Exercise Program

Objective

- Plan a regular exercise program that works for you.

Directions

- Sometimes getting started is the hardest part of being physically active. The important thing is to find activities you like to do, so you'll stick with them. Watch the following video, which can help you understand how much activity you need to do on a regular basis and how you can get going on a sensible routine. The video includes personal stories from people—even busy people like you—who have discovered what works for them.
- List 3 physical activities that you enjoy doing or would like to try doing on a regular basis.
- Identify any special requirements or equipment you need before doing them (for example, gym membership, running shoes, etc.).
- Set a realistic, weekly exercise time goal for yourself (150 minutes or more per week is ideal, but start with what you can really do).
- Using a digital or printed calendar, plan and label the days of the week, times, and places that you plan to exercise. Specify the activity or activities that you intend to do. (For example: Monday, 6–7 a.m., 30 min on stationary bike, college gym; Wednesday, 2–3 p.m., 60 min speed-walking with Maya, Riverside Park; Saturday, 1–2 p.m., lift weights, college gym.)
- Track your progress for one week, recording the amount of time you actually exercised. If you engaged in any unplanned physical activities (say you ended up riding your bike to school instead of taking the bus), include those, too.
- Write about your experience in a short journal entry (1–2 pages) and reflect on what you learned:
 - What kinds of exercise did you engage in, and which did you enjoy the most?
 - What was your weekly time goal? Did you meet it?
 - What worked or didn't work?
 - What might you need to change in order to make exercise a regular habit?
- Follow your instructor's instructions for submitting assignments.

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“Rest is *productive*.”

– Tricia Hersey

The Benefits of Slumber

We have so many demands on our time—school, jobs, family, errands, not to mention finding time to relax. To fit everything in, we often sacrifice sleep. But sleep affects both mental and physical health. Like exercise and a healthy diet, it’s vital to our well-being. A full night of sleep is a right, it is not laziness.

Of course, sleep helps you feel rested each day. But while you’re sleeping, your brain and body don’t just shut down. Internal organs and processes are hard at work at healing and detoxifying during sleep. Sleep can help you “lock in” everything you’re studying and trying to remember.

Body

“Sleep services all aspects of our body in one way or another: molecular, energy balance, as well as intellectual function, alertness and mood,” says Dr. Merrill Mitler, a sleep expert and neuroscientist at the National Institute of Health (NIH).

When you’re tired, you can’t function at your best. Sleep helps you think more clearly, have quicker reflexes, and focus better. “The fact is, when we look at well-rested people, they’re operating at a different level than people trying to get by on one or two hours less nightly sleep,” says Mitler.

Memory

“Loss of sleep impairs your higher levels of reasoning, problem-solving, and attention to detail,” Mitler explains. Tired people tend to be less productive at work and school. They’re at a much higher risk for traffic accidents. Lack of sleep also influences your mood, which can affect how you interact with others. A sleep deficit over time can even put you at greater risk for developing depression.

But sleep isn’t just essential for the brain. “Sleep affects almost every tissue in our bodies,”

says Dr. Michael Twery, a sleep expert at NIH. “It affects growth and stress hormones, our immune system, appetite, breathing, blood pressure and cardiovascular health.”

Research shows that lack of sleep increases the risk of obesity, heart disease, and infections. Throughout the night, your heart rate, breathing rate and blood pressure rise and fall, a process that may be important for cardiovascular health. Your body releases hormones during sleep that help repair cells and control the body’s use of energy. These hormone changes can affect your body weight.

“Ongoing research shows a lack of sleep can produce diabetic-like conditions in otherwise healthy people,” says Mitler.

Immune System

Recent studies also reveal that sleep can affect the efficiency of vaccinations. Twery described research showing that well-rested people who received the flu vaccine developed stronger protection against the illness. The link of lack of sleep and cancer has been discovered.

A good night’s sleep consists of four to five sleep cycles. Each cycle includes periods of deep sleep and rapid eye movement (REM) sleep, when we dream. “As the night goes on, the portion of that cycle that is in REM sleep increases. It turns out that this pattern of cycling and progression is critical to the biology of sleep,” Twery says.

Sleep can be disrupted by many things. Stimulants such as caffeine or certain medications can keep you up. Distractions such as electronics—especially the light from TVs, cell phones, tablets and e-readers—can prevent you from falling asleep.

Fatigue

In 1989, 11 million gallons of oil were spilled when the Exxon Valdez ran aground. “The National Transportation Safety Board investigation attributed the accident to the fact that [Third Mate Gregory] Cousins, [filling in for the captain], had been awake for 18 hours prior to taking the helm of the Valdez, failed to ‘properly maneuver the vessel because of the fatigue and excessive workload.’ Given what science can tell us about the deleterious effects of sleep deprivation on decision-making, alertness and coordination, a case can be made that had Cousins simply lain down for a brief sleep, one of the greatest environmental catastrophes in recent memory – and \$2.5 billion cost for cleanup – might’ve been averted.”[1]

“Fatigue has been cited as at least a contributing factor in many of the worst disasters in

recent history – the Union Carbide chemical explosion that killed thousands of people in Bhopal, India, and the nuclear catastrophe at Chernobyl, to name just two.”[2]

Dr. Sara Mednick, a sleep researcher at UC Riverside gave a TED Talk entitled, “Give it Up for the Down State – Sleep”. Mednick is a good resource for more information.

Video: *Give it up for the down state – sleep*, Sara Mednick, TEDxUCR Salon



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It’s difficult to do anything well when we’re tired. Studying is difficult, concentration is difficult, writing is difficult, and taking an exam is difficult. It’s much more efficient to get adequate rest and to study, write, think and perform when we are rested. There is evidence that napping after learning something can help improve memory of the material.

This is a link to an article of a National Public Radio interview with Charles Czeisler, the director of the Division of Sleep Medicine at Harvard Medical School. This article, an interview with Czeisler and Scott Huettel, associate professor of psychology and neuroscience at Duke University links media with sleep interruption. These articles chronicle the benefits of getting adequate sleep and consequences of not getting adequate sleep along with questions and answers from the sleep specialists. It’s easy for me to say that you will perform better in your studies if you are getting enough sleep, but here is scientific proof from experts on the value of sleep.

How Much Sleep Do We Need?

The amount of sleep each person needs depends on many factors, including age, and getting a full night of quality sleep is important. Infants generally require about sixteen hours a day, while teenagers need about nine hours on average. For most adults, seven to eight hours a night appears to be the best amount of sleep. The amount of sleep a person needs also increases if they have been deprived of sleep in previous days. Getting too little sleep creates

a “sleep debt,” sleep cannot be overdrawn and paid back like at a bank. Eventually, your body will demand that the debt be repaid. We don’t seem to adapt to getting less sleep than we need; while we may get used to a sleep-depriving schedule, our judgment, reaction time, and other functions are still impaired. If you’re a student, that means that sleep-deprivation may prevent you from studying, learning, and performing as well as you can.

People tend to sleep more lightly and for shorter time spans as they get older, although they generally need about the same amount of sleep as they needed in early adulthood. Experts say that if you feel drowsy during the day, even during boring activities, you haven’t had enough sleep. If you routinely fall asleep within five minutes of lying down, you probably have severe sleep deprivation, possibly even a sleep disorder. “Microsleeps,” or very brief episodes of sleep in an otherwise awake person, are another mark of sleep deprivation. In many cases, people are not aware that they are experiencing microsleeps. The “burnout culture” in Western industrialized societies has created so much sleep deprivation that what is really abnormal sleepiness is now almost the norm. In a 2015 study, Black participants were 5 times more likely to sleep less than 6 hours a night compared to white participants.

Many studies make it clear that sleep deprivation is dangerous. Sleep-deprived people who are tested by using a driving simulator or by performing a hand-eye coordination task perform as badly as or worse than those who are intoxicated. Sleep deprivation also magnifies alcohol’s effects on the body so a fatigued person who drinks will become much more impaired than someone who is well rested. Driver fatigue is responsible for an estimated 100,000 motor vehicle accidents and 1,500 deaths each year, according to the National Highway Traffic Safety Administration. Since drowsiness is the brain’s last step before falling asleep, driving while drowsy can—and often does—lead to disaster. Caffeine and other stimulants cannot overcome the effects of severe sleep deprivation. The National Sleep Foundation says that if you have trouble keeping your eyes focused, if you can’t stop yawning, or if you can’t remember driving the last few miles, you are probably too drowsy to drive safely.

Activity: Assess Your Sleep Habits

Objective

- Examine your current sleep habits.

Directions

- Take a few minutes to review and assess your own sleep habits. Are you getting enough?

Check the appropriate boxes:	Usually	Sometimes	Never
I get 7–8 hours of sleep at night.			
I feel sleepy or have trouble focusing during the day.			
I take a nap when I feel drowsy or need more sleep.			
I fall asleep or have trouble staying awake in class.			
I fall asleep while studying.			
I stay up all night to study for exams or write papers.			

- Track how much sleep you get each night during a one-week period.
- At the end of the week, write a short journal entry (1–2 pages) in which you reflect on your current sleep habits: How many hours of sleep do you think you need every night to function at your best? How can you tell? On an average, how many hours of sleep did you get on weeknights? On average, how many hours of sleep did you get on weekend nights?
- How would you rank the importance of sleep compared with studying, working, spending time with friends/family, and other activities? What things get in the way of your consistently getting enough sleep?
- What changes can you make to your schedule and/or routines that might improve your sleep habits? How can you get adequate sleep before an exam or during finals week?
- Follow your instructor’s guidelines for submitting assignments.

Falling Asleep and Getting a Good Night’s Rest

Many people, especially those who feel stressed, anxious, or overworked, have a hard time falling asleep and/or staying asleep, and this can shorten the amount of time and the quality of sleep when it actually comes. The following tips can help you get to sleep, stay asleep, and wake up feeling well rested:

- **Set a schedule:** Go to bed at a set time each night and get up at the same time each morning. Disrupting this schedule may lead to insomnia. “Sleeping in” on weekends also makes it harder to wake up early on Monday morning because it resets your sleep cycles for a later awakening.

- **Exercise:** Try to exercise 20 to 30 minutes a day. Daily exercise often helps people sleep, although a workout soon before bedtime may interfere with sleep. For maximum benefit, try to exercise at least 3 hours before going to bed.
- **Avoid caffeine, nicotine, and alcohol before bed:** Avoid drinks that contain caffeine, which acts as a stimulant and keeps people awake. Sources of caffeine include coffee, chocolate, soft drinks, non-herbal teas, diet drugs, and some pain relievers. Smokers tend to sleep very lightly and often wake up in the early morning due to nicotine withdrawal. Alcohol robs people of deep sleep and REM sleep and keeps them in the lighter stages of sleep.
- **Relax before bed:** A warm bath, reading, or another relaxing routine can make it easier to fall asleep. It's also a good idea to put away books, homework, and screens (computer and phone) at least 30 minutes before bed. You can train yourself to associate certain restful activities with sleep and make them part of your bedtime ritual.
- **Sleep until sunlight:** If possible, wake up with the sun or use bright lights in the morning. Sunlight helps the body's internal biological clock reset itself each day. Sleep experts recommend exposure to an hour of morning sunlight for people having problems falling asleep.
- **Don't lie in bed awake:** If you can't get to sleep, don't just lie in bed. Do something else like reading or listening to music until you feel tired. (Avoid digital screens, watching TV, and being on the computer or a smartphone are too stimulating and will actually make you more awake.) The anxiety of being unable to fall asleep can actually contribute to insomnia
- **Control your room temperature:** Maintain a comfortable temperature in the bedroom. Extreme temperatures may disrupt sleep or prevent you from falling asleep.
- **Screen out noise and light:** Sleep with earplugs and use an eye pillow to drown out any bright lights and noise of loud roommates, etc.
- **Maintain a consistent rest practice:** Take a 30- 45 minute nap before 3 p.m. today or tomorrow based on exhaustion, then you may feel rested to work for three months. Every surface where you feel safe is the best place to nap. Tricia Hersey, founder of The Nap Ministry, recommends slowing down, taking baths, finding softness, detoxing from social media and phones, experimenting with a rest ritual, and keeping a rest meditation journal.
- **Stay out of bed:** Don't study, read, or watch TV in bed.
- **See a doctor if your sleeping problem continues:** If you have trouble falling asleep night after night, or if you always feel tired the next day, then you may have a sleep disorder and should see a physician. Your primary care physician may be able to help

you; if not, you can probably find a sleep specialist at a major hospital near you. Most sleep disorders can be treated effectively, so you can finally get that good night's sleep you need.

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“An overindulgence of anything, even something as pure as water, can intoxicate.”

– Criss Jami

Introduction

The college environment produces anxiety for students. Stress, course load, peer pressure, and curiosity are factors that contribute to using or abusing substances (drugs and alcohol). Then there is the drinking culture, where alcohol is available at sporting events, parties, and student get-togethers. There may also be a family history of substance abuse. Excessive drinking can lead to poor academic performance, assault, injury, arrest, or death. If students do not ask for help and support around drug use, there may be serious negative consequences. Enjoying campus events and setting realistic expectations can reduce the risk of substance and alcohol abuse.

A drug is a chemical substance that can change how your body and mind work. Drugs of abuse are substances that people use to get high and change how they feel. They may be illegal drugs like marijuana, cocaine, or heroin. Or they may be legal for adults only like alcohol and tobacco. Assigning “good” and “bad” categories to criminalize drugs because of their association with racist attitudes like Chinese opium or Black crack cocaine and opioids and stimulants with white people hurts everyone.

Medicines that treat illness such as stimulants or painkillers can also become drugs of abuse when people take them to get high. People can even abuse cough or cold medicines from the store if they ignore the directions and take too much at one time.

The stigma around drug use can cause students to feel shame and avoid discussing the problem. Thinking that addiction is a “disease” make it an individual problem and is reduced to biology and ignores social determinants such as meaningful work and stable housing. Most people do think it is a problem that with treatment and an action plan with coping skills can help. During the opioid overdose crisis, some people with addiction struggle with access and treatment more than privileged people who receive compassionate treatment.

People abuse drugs for many reasons:

- **They want to feel good.** Taking a drug can feel good for a short time. That's why people keep taking them—to have those good feelings again and again. Even though someone may take more and more of a drug, the good feelings don't last. Soon the person is taking the drug just to keep from feeling bad.
- **They want to stop feeling bad.** Some people who feel worried, afraid, or sad abuse drugs to try to stop feeling so awful. This doesn't really help their problems and can lead to addiction, which can make them feel much worse.
- **They want to do well in school or at work.** Some people who want to get good grades, get a better job, or earn more money might think drugs will give them more energy, keep them awake, or make them think faster. It doesn't usually work, may put their health at risk, and may lead to addiction.

Cigarettes and Tobacco

It might surprise you to learn that cigarettes and other forms of tobacco are drugs. It is legal to use tobacco once you are 21 years old in all states. It is not healthy for you at any age.

Tobacco contains nicotine, a substance that excites the parts of the brain that make you feel good. You can get addicted to nicotine just like other drugs.

When you use tobacco, the nicotine quickly gives you a mild rush of pleasure and energy. It soon wears off, which makes you want to use it some more. Sometimes, the rush of energy that comes with nicotine can make you nervous and edgy.

Electronic cigarettes: E-cigarettes deliver nicotine to the lungs in vapor form. Originally marketed to quit smoking, JUULS typically have higher amounts of nicotine and may be more addictive. With flavorings such as fruit and candy, they appeal to young people. Read NIDA's DrugFacts: Electronic Cigarettes (e-Cigarettes) for information about electronic cigarettes (sometimes called "vaping"), including how safe they are compared to tobacco cigarettes.

Effects of Cigarettes and Tobacco on the

Body and Brain

These are just some of the problems cigarettes and tobacco can cause:

Lung diseases: Cigarette smoke causes lung cancer and painful breathing diseases like emphysema. These diseases can happen to people who smoke or to others around them who breathe in their smoke.

Bad breath, stained teeth (nails and skin), loose skin, uneven tone, and deeper wrinkles (around the mouth), mouth cancer: Cigarettes and other kinds of tobacco stain teeth and cause bad breath. Chewing tobacco can make teeth fall out and lead to cancer of the mouth.

Heart and blood problems: If you smoke, you are more likely to have a heart attack or stroke (sometimes called a “brain attack”).

Hurts babies: If a pregnant person uses tobacco, there is a chance of miscarriage, premature birth, or low-weight birth. This can cause health problems for the baby. Early menopause is another problem.

More diseases: Using cigarettes or other kinds of tobacco can lead to heart disease and many kinds of cancer.

Addiction: The nicotine in tobacco is what makes you addicted. The younger you were when you started to smoke, the more likely you are to become addicted. When you smoke, the effects wear off quickly. This makes you want to keep using tobacco again and again throughout the day. The more you do this, the more your body and brain get addicted to nicotine. Fortunately, there are medicines, other treatments, and hotlines that can help people quit tobacco.

Alcohol

Drinks like beer, malt liquor, wine, and hard liquor contain alcohol. Alcohol is the ingredient that gets you drunk.

Hard liquor—such as whiskey, rum, or gin—has more alcohol in it than beer, malt liquor, or wine.

The following drink sizes contain about the same amount of alcohol:

- 1 ½ ounces of hard liquor (35 to 45 % alcohol content)
- 5 ounces of wine (12 % alcohol content)

- 8 ounces of malt liquor (6 to 9 % alcohol content)
- 12 ounces of beer (5 % alcohol content)

Being drunk can make a person feel silly, angry, or sad for no reason. It can make it hard to walk in a straight line, talk clearly, or drive.

Effects of Alcohol on the Body and Brain

Drinking too much—on a single occasion or over time—can take a serious toll on your health (alcohol overdose or poisoning). The effects of alcohol are not limited to the day of consumption, but the morning after with hangover symptoms like headache, dizziness, and nausea. To avoid Driving Under the Influence (DUI) conviction and/or arrest, use a designated driver (DD) or use the campus shuttle system or “safe ride” program. Here is how alcohol can affect your body and brain:

- **Brain:** Alcohol interferes with the brain’s communication pathways and can affect learning and memory. These disruptions can change mood and behavior and make it harder to think clearly and move with coordination. Binge drinking can result in a blackout and can impair memory while intoxicated. Passing out is a temporary loss of consciousness, which affects breathing, heart rate, and temperature control. If someone who has been drinking excessively is not responding, you need to call 911 right away.
- **Stomach:** Drinking too much can irritate the stomach and cause vomiting. One-off and regular drinking can cause gastritis (the inflammation of the stomach lining). This triggers stomach pain, vomiting, diarrhea and, in heavy drinkers, even bleeding.
- **Heart:** Drinking a lot over a long time or too much on a single occasion can damage the heart, causing problems such as stroke, high blood pressure, and arrhythmia.
- **Liver:** Heavy drinking takes a toll on the liver and can lead to a variety of problems such as alcoholic hepatitis, fibrosis, and cirrhosis
- **Pancreas:** Alcohol causes the pancreas to produce toxic substances that can eventually lead to pancreatitis, a dangerous inflammation and swelling of the blood vessels in the

pancreas that prevents proper digestion.

- **Cancer:** Drinking too much alcohol can increase your risk of developing certain cancers including cancers of the mouth, esophagus, throat, liver, and breast.
- **Immune system:** Drinking too much can weaken your immune system, making your body a much easier target for disease. Chronic drinkers are more liable to contract diseases like pneumonia and tuberculosis than people who do not drink too much. Drinking a lot on a single occasion slows your body's ability to ward off infections—even up to twenty-hour hours after getting drunk. Drinking alcohol while taking antibiotics can increase side effects or result in severe reactions or delay your recovery. It is best to avoid alcohol until you finish the antibiotics.

How much is “drinking too much?” The following guidelines are from the National Institute on Alcohol Abuse and Alcoholism (NIAAA):

Drinking Levels Defined

- **Moderate alcohol consumption:** According to the Dietary Guidelines for Americans, moderate drinking is up to 1 drink per day for women and up to 2 drinks per day for men.
- **Binge drinking:** Binge drinking is a pattern of drinking that brings blood alcohol concentration (BAC) levels to 0.08 g/dL. This typically occurs after 4 drinks for women and 5 drinks for men—in about 2 hours. Binge drinking has become a major health and safety issue on college campuses.
- **Heavy drinking:** Heavy drinking is defined as drinking 5 or more drinks on the same occasion on each of 5 or more days in the past 30 days.
- **Low risk for developing an alcohol use disorder:** For women, low-risk drinking is no more than 3 drinks on any single day and no more than 7 drinks per week. For men, it's defined as no more than 4 drinks on any single day and no more than 14 drinks per week. NIAAA research shows that only about 2 in 100 people who drink within these limits have an alcohol use disorder. Even within these limits, you can have problems if you drink too quickly or have other health issues.

Certain people should avoid alcohol completely, including those who

- Plan to drive a vehicle or operate machinery
- Take medications that interact with alcohol
- Have a medical condition that alcohol can aggravate
- Are pregnant or trying to become pregnant

Underage drinking

Underage college students drink less often, but drink more when they drink. Drinking can be harmful as the brain is still undergoing development. Brain changes due to underage drinking include information processing and learning, lower attention span, poor memory and worse short-term verbal memory, and lower performance on executive functioning tasks. It can also increase the risk of alcohol use disorders (AUD) later in life.

In most states, the Medical Amnesty Policy protects underage drinkers from being charged with a “Minor in Possession” (MIP) violation when they seek medical attention for themselves or others who might be suffering from alcohol poisoning.

Marijuana

Marijuana is a green, brown, or gray mix of dried, crumbled leaves from the marijuana plant. It can be rolled up and smoked like a cigarette (called a joint) or a cigar (called a blunt). Marijuana can also be smoked in a pipe, soda can, tin foil, etc. Sometimes people mix it in food and eat it or drink it. The risk perception of marijuana has decreased while the potency has increased. Co-using marijuana and alcohol has increased among college students.

Marijuana can make you feel silly, relaxed, sleepy, and happy—or nervous and scared. It may change your senses of sight, hearing, and touch. It can also make it hard to think clearly.

Effects of Marijuana on the Body and

Brain

These are just some of the problems marijuana can cause:

- **Memory problems:** Marijuana makes it hard to remember things that just happened a few minutes ago. That makes it hard to learn in school or to pay attention to your job. A recent study showed that if you begin regular marijuana use as a teen, you can lose an average of 8 IQ points, and do not get them back, even if you stop using the drug.
- **Heart problems:** Using marijuana makes the heart beat fast and raises your risk of having a heart attack.
- **Coughing and breathing problems:** Marijuana smokers can get some of the same coughing and breathing problems as cigarette smokers. Marijuana smoke can hurt your lungs.
- **Drugged driving:** Driving when you're high on marijuana is dangerous, just like driving drunk. Your reactions to traffic signs and sounds are slow. It's hard to pay attention to the road. It's even worse when you're high on marijuana and alcohol at the same time.
- **You stop caring:** Over time, marijuana users can get "burnt out." They don't think about much or do much. They can't concentrate. They don't seem to care about anything.
- **Addiction:** Although some people don't know it, you can get addicted to marijuana after using it for a while. This is more likely to happen to people who use marijuana every day, or who started using it when they were teenagers.

Regardless of state law, students are barred from using marijuana in college or university because it receives federal funding.

Cocaine (Coke, Crack)

Cocaine is a white powder. It can be snorted up the nose or mixed with water and injected with a needle. Cocaine can also be made into small white rocks, called crack. It's called crack

because when the rocks are heated, they make a cracking sound. Crack is smoked in a small glass pipe.

Cocaine can make a person feel full of energy, but also restless, scared, or angry.

Effects of Cocaine on the Body and Brain

These are just some of the problems cocaine can cause:

- **You feel sick:** Cocaine can cause stomach pain and headaches. It can make you shake, throw up, or pass out.
- **No appetite:** Cocaine can make you not want to eat. Over time, you might lose a lot of weight and get sick.
- **Heart attack and stroke:** Cocaine raises your blood pressure and makes your heart beat faster. This can hurt your heart. It can give you a heart attack or stroke (brain injury from a blood clot). Some people die because of it.
- **HIV/AIDS, hepatitis:** People who inject (shoot up) cocaine can get HIV/AIDS and hepatitis (a liver disease) if they share used needles and syringes. People also get these diseases by having unsafe sex. They may forget to use condoms because they're high on the drug.
- **Addiction:** It is easy to lose control over cocaine use and become addicted. Then, even if you get treatment, it can be hard to stay off the drug. People who stopped using cocaine can still feel strong cravings for the drug, sometimes even years later.

Heroin

Heroin is a white or brown powder or a black, sticky goo. It can be mixed with water and injected with a needle. Heroin can also be smoked or snorted up the nose.

Heroin causes a rush of good feelings just after it's taken. But some people throw up or itch after taking it. For the next several hours you want to sleep, and your heart rate and breathing slow down. Then the drug wears off and you may feel a strong urge to take more.

Effects of Heroin on the Body and Brain

These are just some of the problems heroin can cause:

- **Sick and itchy:** Heroin can make you throw up and feel very itchy.
- **You stop breathing:** Heroin can slow or stop your breathing. It can kill you.
- **HIV/AIDS, Hepatitis:** Sharing used needles to inject (shoot up) heroin can give you HIV/AIDS and hepatitis (a liver disease).
- **Overdose:** People overdose on heroin because they can't tell how strong it is until they take it. Signs of a heroin overdose are slow breathing, blue lips and fingernails, cold clammy skin, and shaking. You can die from a heroin overdose. People who might be overdosing should be taken to the emergency room immediately. Naloxone, a drug that prevents opioid overdoses, is available on campus and can be administered by trained Campus Public Safety Officers.
- **Coma:** Heroin can put you in a coma. That's when nothing can wake you up, and you may die.
- **Addiction:** It is very easy to become addicted to heroin. Then, even if you get treatment, it's hard to stay away from the drug. People who stopped using heroin can still feel strong cravings for the drug, sometimes years later. Fortunately, there are medicines that can help someone recover from heroin addiction.

Meth (Crank, Ice)

Methamphetamine—meth for short—is a white, bitter powder. Sometimes it's made into a white pill or a clear or white shiny rock (called a crystal).

Meth powder can be eaten or snorted up the nose. It can also be mixed with liquid and injected into your body with a needle. Crystal meth is smoked in a small glass pipe.

Meth at first causes a rush of good feelings, but then users feel edgy, overly excited, angry, or afraid. Their thoughts and actions go really fast. They might feel too hot.

Effects of Meth on the Body and Brain

These are just some of the problems meth can cause:

- **You overheat:** Meth can make your body temperature so hot that you pass out. Sometimes this can kill you.
- **Crank bugs:** Meth can make you feel like bugs are crawling on or under your skin. It makes you scratch a lot. Scratching causes sores on your face and arms.
- **Meth mouth:** Meth users' teeth become broken, stained, and rotten. Meth users often drink lots of sweet things, grind their teeth, and have dry mouth. This is called "meth mouth."
- **You look old:** People who use meth start looking old. Meth users burn a lot of energy and don't eat well. This can make them lose weight and look sick. Their hands or body might shake. Their skin looks dull and has sores and pimples that don't heal. Their mouth looks sunken as the teeth go bad.
- **HIV/AIDS, Hepatitis:** People who inject (shoot up) meth can get HIV/AIDS or hepatitis (a liver disease) if they share used needles. People also get these diseases by having unsafe sex. They often forget to use condoms because they're high on the drug.
- **Addiction:** Meth use can quickly lead to addiction and hurt different parts of your brain. It can cause thinking and emotional problems that don't go away or that come back again even after you quit using the drug. For instance, you might feel, hear, or see things that aren't there. You might think that people are out to get you, or start believing strange ideas that can't really be true.

Prescription Pain Medicine (OxyContin, Vicodin, Fentanyl)

Pain medicines relieve pain from surgery or injuries. You need a prescription from a doctor to buy some strong kinds of these medicines. Prescription pain medicines are legal and helpful to use when a doctor orders them to treat your medical problem.

Sometimes people take these without a doctor's prescription to get high or to try to treat themselves or their friends. Drug dealers sell these pills just like they sell heroin or cocaine. Some people borrow or steal these pills from other people.

Some people think that prescription pain medicines are safer to abuse than “street” drugs because they are medicines. Prescription pain medicine abuse can be as dangerous as heroin or cocaine abuse.

Oxycodone is one pain medicine that people often abuse. Sometimes it goes by the brand names OxyContin[®] or Percocet[®]. Another one that is often abused is hydrocodone. One of its brand names is Vicodin[®].

Pain medicines are usually white, round, or oval pills. They can be taken whole, smoked, or crushed into a powder that is snorted or injected.

Like heroin, pain pills can cause a rush of good feeling when they're first taken, but they can also make you want to throw up. They can make you very sleepy, and you can get addicted to them.

Effects of Pain Medicine Abuse on the Body and Brain

These are just some of the problems pain medicine abuse can cause:

- **You stop breathing:** Pain medicine abuse can slow down or even stop your breathing.
- **Coma:** Pain medicine abuse can put you in a coma. That's when nothing can wake you up.
- **Addiction:** Prescription pain medicines can be as addictive as heroin—especially if they are smoked or injected. Then, even if you get treatment, it's hard to stay away from the drug. Fortunately, there are medicines that can help someone recover from prescription pain medicine addiction.
- **Overdose:** Signs of a pain medicine overdose are cold and sweaty skin, confusion, shaking, extreme sleepiness, trouble breathing, and coma.
- **Death:** Many people die from pain medicine overdoses. In fact, more people overdose

from pain medicines every year than from heroin and cocaine combined.

Other Drugs of Abuse

There are many other drugs of abuse, including:

Adderall (Addys) is a prescription pill that is ingested or crushed up and snorted. It makes people feel confident, euphoric, increases concentration, and suppresses appetite with effects similar to meth. People take it to study, stay awake, lose weight, and athletic performance.

Ecstasy (X, E, XTC, Molly) is a pill that is often taken at parties and clubs. It is sometimes called the “love drug” because it makes people feel very friendly and touchy. It also raises body temperature, heart rate, and blood pressure, and can make you feel sad for days after its effects wear off. [Click here for more information about ecstasy.](#)

K2 or Spice (fake weed, Skunk) is a drug made from shredded dried plant materials and chemicals. It is usually smoked. The “high” feels about the same as the “high” from marijuana. Spice users sometimes end up in the emergency room with rapid heart rates, vomiting and other uncomfortable side effects. K2/Spice is illegal. [Click here for more information about K2/Spice.](#)

LSD (acid) comes in pills or on small pieces of paper that have been soaked in liquid LSD. It makes you see, hear, and feel things that aren't there. You might see bright colors, pretty pictures, or things that scare you. [Click here for more information about LSD.](#)

PCP (angel dust) is a pill or powder that can be eaten, smoked, or snorted up the nose. It makes people feel far away from the world around them. PCP often makes people feel angry and violent, not happy and dreamy. [Click here for more information about PCP.](#)

Inhalants are dangerous chemicals that make you feel high when you breathe them into your lungs (also called huffing or sniffing). These chemicals are found in household cleaners, spray cans, glue, and even permanent markers. Inhalants can make you pass out, stop your heart and your breathing, and kill you. [Click here for more information about inhalants.](#)

Club Drugs

Some drugs are called “club drugs” because they are sometimes passed around at nightclubs and parties:

- **Xanax** is a pill used to treat anxiety and panic disorder. It has become a popular party drug used to intensify the effects of alcohol. It is a drug commonly slipped into people's drinks without their knowledge, presumably in an effort to induce sedation and impair decision-making.
- **GHB** is a liquid or powder that can make you pass out. It's called a "date rape" drug because someone can secretly put it in your drink. This means that you can't fight back or defend yourself. Then they will have sex with you without your permission.
- **Rohypnol** (roofies) is a date rape pill and can also be put in a drink.
- **Ketamine** (K, Special K) makes you feel far away from what's going on around you and can feel scary and unpleasant. It is usually taken by mouth, snorted up the nose, or injected with a needle.
- Click here for more information about these drugs.

Bath salts are drugs made with chemicals like the "upper" found in the Khat plant. They are only sold with the name "bath salts" to make them look harmless. These drugs can make you "high" but they can also make you shaky, afraid, and violent. They look like a white or brown shiny powder and are sold in small packages labeled "not for human consumption." They can be taken by mouth, by inhaling into the lungs, or with a needle. Some people end up in the emergency room or even die after taking bath salts. Click here for more information about bath salts.

When and Where to Get Help

Here is a way to think about substance use and abuse: knowing the cause of the condition can enable you to manage it. If your use of drugs or alcohol is interfering with your life—negatively affecting your health, work, school, relationships, or finances—it's time to quit or seek help. People who are addicted to a substance continue to abuse it even though they know it can harm their physical or mental health, lead to accidents, or put others in danger. The following video dispels some myths about who is at risk of addiction:

Video: *Anyone Can Become Addicted to Drugs*

<https://youtu.be/SY2luGTX7Dk>

Know that first six weeks of the first semester is an especially critical and vulnerable

time for most first-year students. Because lots of students get into the habit of drinking heavily and partying during these early days of college, there's a risk that excessive alcohol consumption will interfere with successful adaptation to campus life. The transition to college is often difficult, and about one-third of first-year students fail to enroll for their second year.

If you are concerned about your drug or alcohol use, or you need help quitting, visit the Student Health and Counseling or talk with your college counselor. These folks are there to help you—it's their job to provide information and support.

If you need additional resources or help, the following are good places to check:

- Drug Information Online
- Prevention Hub
- Drug and Alcohol Treatment Hotline: 1-800-662-HELP

Activity: When and Where to Get Help for Substance Abuse

Objectives

- Explain what substance use and abuse is and identify the warning signs that help may be needed
- Identify resources for further information and guidance about substance abuse

Directions

- Pick a topic: Choose alcohol or one of the drugs discussed in this section on substance abuse.
- Consider the following scenario: You suspect that one of your college friends may be abusing this drug. Your goal is to educate yourself about the signs of abuse and collect resources that you can share with them.
- Visit one of the following Web sites to get initial relevant information on your topic. You can research other sites, if you chose a topic that's not listed here.
 - Cigarettes/Tobacco
 - Alcohol
 - Marijuana
 - Cocaine
 - Heroin

- Meth
- Prescription Pain Medicines
- Research additional sites to identify local resources where someone like your friend might go, or places to call, for help.
- Creative writing assignment: Write a 2-page letter to the fictional friend in which you share your concerns about his/her behavior and offer to help. Be sure to touch on the following:
 - The type of substance
 - The behavior(s) you've noticed your friend engaging in that worry you and cause you to suspect a substance abuse problem
 - The source of your information, which you're sharing with your friend. For example: "I learned about the signs of heroin abuse from this Web site: . . ."
 - Why you think your friend should quit using or cut down
 - Your suggestions for what your friend should do and where to seek help. Give the names and contact information for at least 3 resources/organizations you found.
- Follow your instructor's guidelines for submitting assignments.

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Adaptions: Removed images, relocated learning objectives.

“It is only in sorrow bad weather masters us; in joy we face the storm and defy it.”

– Amelia Barr

Mental Health Basics

Knowing how to take care of your mental health when you’re in college is just as important as maintaining your physical health. In fact, there’s a strong link between the two: doctors are finding that positive mental health can actually improve your physical health.

So, what is “mental health?” Mental health can be defined as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”^[/footnote] Having good mental health doesn’t necessarily mean being happy or successful all the time. Most people feel depressed, lonely, or anxious now and then, but for people who have strong mental health, these feelings ebb and flow, based on life, work, and social circumstances. When such feelings or moods persist and interfere with a person’s ability to function normally, though, it may be a sign of a more serious mental health problem and time to seek help.

The term *mental illness* refers to mental disorders or health conditions characterized by “alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.”¹ The National Institute of Mental Health estimates that 7.8% of all American adults had a “major depressive episode” in 2019, which they define as “A period of at least two weeks when a person experienced a depressed mood or loss of

1. “Mental Health Basics.”

interest or pleasure in daily activities, and had a majority of specified symptoms, such as problems with sleep, eating, energy, concentration, or self-worth.” This number was even higher for women (9.6%) and adults between 18-25 years old (15.2%).²

Mental illness or mental disorders can be difficult to talk about. Many cultures have taboos around talking about mental health, and many people are encouraged by their families and communities to just “get over it.” However, mental illness is a real thing that can be treated effectively if properly diagnosed. It is important to take mental health seriously, since it can also have an impact on your physical health. Evidence has shown that mental disorders, especially depressive disorders, are strongly linked to the occurrence and course of many chronic diseases—including diabetes, cancer, cardiovascular disease, asthma, and obesity and many risk behaviors for chronic disease, such as physical inactivity, smoking, excessive drinking, and insufficient sleep. In other words, if your mental health is poor, you may be at greater risk for disease and poor physical health.

Mental Health Indicators

In the public health arena, more emphasis and resources have been devoted to screening, diagnosis, and treatment of mental illness than mental health. Little has been done to protect the mental health of those who are free from mental illness. There are some known indicators of mental health, including the following:

- Emotional well-being: life satisfaction, happiness, cheerfulness, peacefulness.
- Psychological well-being: self-acceptance, personal growth including openness to new experiences, optimism, hopefulness, purpose in life, control of one’s environment, spirituality, self-direction, and positive relationships.
- Social well-being: social acceptance, belief in the potential of people and society as a whole, personal self-worth and usefulness to society, and a sense of community.

There are also some basic strategies that you can try to support and improve your emotional, psychological, and social health:

- Eat a balanced diet
- Get enough sleep

2. <https://www.nimh.nih.gov/health/statistics/major-depression>

- Get regular physical activity
- Stay socially connected with friends and family
- Make smart choices about alcohol and drugs
- Get help if you are anxious or depressed

Depression

Depression is a common but serious mood disorder that's more than just a feeling of "being down in the dumps" or "blue" for a few days. It causes severe symptoms that affect how you feel, think, and handle daily activities, such as sleeping, eating, or working. To be diagnosed with depression, the symptoms must be present for at least two weeks.

If you have been experiencing some of the following signs and symptoms most of the day, nearly every day, for at least two weeks, you may be suffering from depression:

- Persistent sad, anxious, or "empty" mood
- Feelings of hopelessness, or pessimism
- Irritability
- Feelings of guilt, worthlessness, or helplessness
- Loss of interest or pleasure in hobbies and activities
- Decreased energy or fatigue
- Moving or talking more slowly
- Feeling restless or having trouble sitting still
- Difficulty concentrating, remembering, or making decisions
- Difficulty sleeping, early-morning awakening, or oversleeping
- Appetite and/or weight changes
- Thoughts of death or suicide, or suicide attempts
- Aches or pains, headaches, cramps, or digestive problems without a clear physical cause and/or that do not ease even with treatment

Depression is one of the most common mental disorders in the United States. Current research suggests that depression is caused by a combination of genetic, biological, environmental, and psychological factors. It usually starts between the ages of fifteen and thirty, and is much more common in women. Women can also get postpartum depression after the birth of a baby. Some people get seasonal affective disorder in the winter, when there is less natural sunlight. Depression is also one part of bipolar disorder.

Depression, even the most severe cases, can be treated. The earlier that treatment can

begin, the more effective it is. Depression is usually treated with medications, psychotherapy, or a combination of the two.

There are days that you will feel down, especially when the demands of college get to you. These feelings are normal and will go away. If you are feeling low, try to take a break from the pressures of college and do something you enjoy. Spend time with friends, exercise, read a good book, listen to music, watch a movie, call a friend, talk to your family, or anything else that makes you feel good. If you feel depressed for two weeks, or the feeling keeps coming back, you should talk to a counselor in the health services/center. They see lots of students who are anxious, stressed, or depressed at college and have a wide range of ways to help, from suggesting changes in your routine or diet to counseling or medication.

Eating Disorders

According to the National Eating Disorders Association, “eating disorders are serious but treatable mental and physical illnesses that can affect people of all genders, ages, races, religions, ethnicities, sexual orientations, body shapes, and weights. National surveys estimate that 20 million women and 10 million men in America will have an eating disorder at some point in their lives.”³ The most common eating disorders are anorexia nervosa, bulimia nervosa, and binge eating disorder. Eating disorders can have life-threatening consequences.

Anorexia nervosa is characterized by self-starvation and extreme weight loss either through restriction or through binge-purging. This may frequently be a result of body dysmorphic disorder (a condition in which someone feels that their body looks differently than it actually does) or a result of other psychiatric complications such as OCD or depression. Starvation can cause harm to vital organs such as the heart and brain, can cause nails, hair, and bones to become brittle, and can make the skin dry and sometimes yellow or covered with soft hair. Menstrual periods can become irregular or stop completely.

People with **bulimia nervosa** eat large amounts of food (also called bingeing) at least two times a week and then vomit (also called purging) or exercise compulsively. Purging can also include the use of laxatives, or a combination of behaviors. Because many people who “binge and purge” maintain their body weight, they may keep their problem a secret for years. Vomiting can cause loss of important minerals, life-threatening heart arrhythmia (irregular

3. <https://www.nationaleatingdisorders.org/what-are-eating-disorders>

heartbeat), damage to the teeth, and swelling of the throat. Bulimia can also cause irregular menstrual periods.

People who binge without purging also have a disorder called **binge eating disorder**. This is frequently associated with feelings of loss of control and shame surrounding eating. People who are diagnosed with this disorder tend to gain weight, and many will have all of the consequences of being overweight, including high blood pressure and other cardiac symptoms, diabetes, and musculoskeletal complaints.

If you think you might have an eating disorder, you should go to the student health center or counseling center and get help. Talk with your family and close friends. Going for help and talking to others about your feelings and illness can be very difficult, but it's the only way that you're going to get better. There can be a lot of trauma and shame tied up in eating disorders, so it is normal if you do not feel comfortable talking with family and friends about this issue. There are also many organizations that can help. Many colleges have medical, psychological, and group treatment programs for these conditions and trained counselors who can relate to people with an eating disorder.

There are also lots of online resources, including ones that specifically support communities of color, like Nalgona (<https://www.nalgonapositivitypride.com/>) and The Body is Not an Apology (<https://thebodyisnotanapology.com/>).

Anxiety Disorders

People with anxiety disorders respond to certain objects or situations with fear and dread. They have physical reactions to those objects, such as a rapid heartbeat and sweating. An anxiety disorder is diagnosed if a person:

- Has an inappropriate response to a situation
- Cannot control the response
- Has an altered way of life due to the anxiety

Anxiety disorders include the following:

Obsessive-compulsive disorder (OCD) is a type of anxiety disorder. If you have OCD, you have repeated, upsetting thoughts called obsessions. You do the same thing over and over again to try to make the thoughts go away. Those repeated actions are called compulsions. Examples of obsessions are a fear of germs or a fear of being hurt. Compulsions include washing your hands, counting, checking on things or cleaning. Untreated, OCD can take over your life. Researchers think brain circuits may not work properly in people who have

OCD. It tends to run in families. The symptoms often begin in children or teens. Treatments that combine medicines and therapy are often effective.

Panic disorder is a kind of anxiety disorder that causes panic attacks. Panic attacks are sudden feelings of terror for no reason. You may also feel physical symptoms, such as

- Fast heartbeat
- Chest pain
- Breathing difficulty
- Dizziness

Panic attacks can happen anytime, anywhere and without warning. You may live in fear of another attack and may avoid places where you have had an attack. For some people, fear takes over their lives and they cannot leave their homes.

Panic disorder is more common in women than men. It usually starts when people are young adults. Sometimes it starts when a person is under a lot of stress. Most people get better with treatment. Therapy can show you how to recognize and change your thinking patterns before they lead to panic. Medicines can also help.

A **phobia** is a strong, irrational fear of something that poses little or no actual danger. There are many specific phobias. Acrophobia is a fear of heights. You may be able to ski the world's tallest mountains but be unable to go above the fifth floor of an office building. Agoraphobia is a fear of public places, and claustrophobia is a fear of closed-in places. If you become anxious and extremely self-conscious in everyday social situations, you could have a social phobia. Other common phobias involve tunnels, highway driving, water, flying, animals, and blood. People with phobias try to avoid what they are afraid of. If they cannot, they may experience:

- Panic and fear
- Rapid heartbeat
- Shortness of breath
- Trembling
- A strong desire to get away

Treatment helps most people with phobias. Options include medicines, therapy or both.

Post-traumatic stress disorder (PTSD) is a real illness. You can get PTSD after living through or witnessing a traumatic event, such as war, a hurricane, rape, physical abuse, or a bad accident. PTSD makes you feel stressed and afraid after the danger is over. It affects your life and the people around you. PTSD can cause problems like

- Flashbacks, or feeling like the event is happening again
- Trouble sleeping or nightmares
- Feeling alone
- Angry outbursts
- Feeling worried, guilty, or sad

PTSD starts at different times for different people. Signs of PTSD may start soon after a frightening event and then continue. Other people develop new or more severe signs months or even years later. PTSD can happen to anyone, even children.

Medicines can help you feel less afraid and tense. It might take a few weeks for them to work. Talking to a specially trained doctor or counselor also helps many people with PTSD. This is called talk therapy.

Suicidal Behavior

Suicide causes immeasurable pain, suffering, and loss to individuals, families, and communities nationwide. On average, 112 Americans die by suicide each day. Suicide is the second leading cause of death among 15–24-year-olds, and more than 9.4 million adults in the United States had serious thoughts of suicide within the past twelve months. But suicide is preventable, so it's important to know what to do.

Warning Signs of Suicide

If someone you know is showing one or more of the following behaviors, they may be thinking about suicide. Don't ignore these warning signs. Get help immediately.

- Talking about wanting to die or to kill oneself
- Looking for a way to kill oneself
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much

- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings

Get Help

If you or someone you know needs help, call the National Suicide Prevention Lifeline at 1.800.273.TALK (8255). Trained crisis workers are available to talk 24 hours a day, 7 days a week. Here are a few other resources for people who are struggling with suicidal thoughts:

- #bethere: <https://bethere.org/Home>
- National Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org/>
- Online Lifeline Crisis Chat: <https://suicidepreventionlifeline.org/chat/>
- Crisis Text Line: <https://www.crisistextline.org/>

If you think someone is in immediate danger, do not leave them alone—stay there and call 911.

Other Resources

OK2TALK is a community for young adults struggling with mental health problems. It offers a safe place to talk.

Activity

Objectives

- Identify the difference between occasional negative emotions and more serious mental health issues, such as anxiety disorder or depression
- Explore practices for ensuring mental health and emotional balance in your life
- Identify resources for further information and guidance about mental health issues

Directions

- Watch the following Tedx Talk, featuring college student Jack Park. In this talk, Jack shares his story of living with a mental disorder and revisits some of the ways he found help and hope. He makes the case for seeing mental illness in a new light, so that people can begin to address some of the issues associated with suicide, depression, and other preventable mental disorders.

Video: Shedding Light on Student Depression, Jack Park TEDx Penn



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=127#oembed-1>

Answer these questions with a partner:

- What do you think of Jack's practice of changing his "to-do" lists into "want-to-do" lists? What does he hope to gain from this shift?
- Which coping mechanisms does Jack observe his fellow students using to deal with stress and mental health challenges?
- What does Jack think is the deeper problem?
- Why, in Jack's view, is it hard for people to get help for mental health problems in the same way they might seek help for dental problems?
- What are some additional obstacles you think students may face in getting help for mental health issues?

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Adaptions: Removed images, relocated learning objectives.

Causes of Stress

As a student, you're probably plenty familiar with the experience of stress—a condition characterized by symptoms of physical or emotional tension. What you may not know is that it's a natural response of the mind and body to a situation in which a person feels threatened or anxious. Stress can be positive (e.g., preparing for a wedding) or negative (e.g., dealing with a natural disaster).

Stress can hit you when you least expect it—before a test, after losing a job, or during conflict in a relationship. If you're a college student, it may feel like stress is a persistent fact of life. While everyone experiences stress at times, a prolonged bout of it can affect your health and ability to cope with life. That's why social support and self-care are important. They can help you see your problems in perspective... and the stressful feelings ease up.

Sometimes stress can be good. For instance, it can help you develop skills needed to manage potentially challenging or threatening situations in life. However, stress can be harmful when it is severe enough to make you feel overwhelmed and out of control.

Strong emotions like fear, sadness, or other symptoms of depression are normal, as long as they are temporary and don't interfere with daily activities. If these emotions last too long or cause other problems, it's a different story.

Signs and Effects of Stress

Physical or emotional tension are often signs of stress. They can be reactions to a situation that causes you to feel threatened or anxious. The following are all common symptoms of stress:

- Disbelief and shock
- Tension and irritability
- Fear and anxiety about the future
- Difficulty making decisions
- Being numb to one's feelings
- Loss of interest in normal activities

- Loss of appetite (or increased appetite)
- Nightmares and recurring thoughts about the event
- Anger
- Increased use of alcohol and drugs
- Sadness and other symptoms of depression
- Feeling powerless
- Crying
- Sleep problems
- Headaches, back pains, and stomach problems
- Trouble concentrating

It's not only unpleasant to live with the tension and symptoms of ongoing stress; it's actually harmful to your body, too. Chronic stress can impair your immune system and disrupt almost all of your body's processes, leading to increased risk of numerous health problems, including the following:¹

- Anxiety
- Depression
- Digestive problems
- Heart disease
- Sleep problems
- Weight gain
- Memory and concentration impairment

That's why it's so important to learn healthy ways of coping with the stressors in your life.

Ways of Managing Stress

The best strategy for managing stress is by taking care of yourself in the following ways:

- **Avoid drugs and alcohol.** They may seem to be a temporary fix to feel better, but in the long run they can create more problems and add to your stress—instead of taking it away.

1. "Chronic Stress Puts Your Health at Risk," Mayo Clinic, 2016, accessed April 27, 2018, <http://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress/art-20046037>.

- **Consider how you are balancing life, work, school, and family.** Depending on where you are in your life, one of these may need to take priority. For example, when you have a major deadline, you might not be able to see your family and friends for a few days. When you are done with this school commitment, you can re-balance and let friends and family take priority for a couple days.
- **Prioritize and schedule your commitments.** These may change week by week, but having a schedule and knowing where your weekly priorities are will help you feel in better control of your life, which, in turn, will mean less stress.
- **Find support.** Seek help from a friend, family member, partner, counselor, doctor, or clergy person. Having a sympathetic listening ear and talking about your problems and stress really can lighten the burden. Teachers, professors, and advisors can also help you manage your school schedule if you are feeling overwhelmed with coursework.
- **Connect socially.** When you feel stressed, it's easy to isolate yourself. Try to resist this impulse and stay connected. Make time to enjoy being with classmates, friends, and family; try to schedule study breaks that you can take with other people.
- **Slow down and cut out distractions for a while.** Take a break from your phone, email, and social media.
- **Take care of your health as best as you can.** Here are some things that can help protect your health:
 - Eat a healthy, well-balanced diet
 - Exercise stretch, or do breathing exercises regularly
 - Get plenty of sleep
 - Try a relaxation technique, such as meditation or yoga. Does your campus have a “mind spa”? Here's one at Portland State University: <https://www.pdx.edu/health-counseling/mind-spa>. If your campus has something like this, check out what relaxation support they offer.
 - Maintain a normal routine

Finally, practice self-compassion. You don't have to be perfect all the time. You don't have to get everything done all the time. This video offers some suggestions for how to practice self-compassion. If the self-care techniques listed above aren't enough and stress is seriously interfering with your studies or life, don't be afraid to get help. The student health center and college counselors are both good resources to help you manage stress in difficult times.

Video: *Self-Compassion*



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Activity: Reduce Your Stress Level

Objective

- List healthy ways of managing stress that fit your current lifestyle.

Directions

- Identify at least three things you currently do to cope with stress that aren't working or aren't good for you.
- Identify healthy replacements for each of them, and write yourself a "stress-relief prescription" that you plan to follow for one week. Try to include one stress management technique to use every day. At the end of the week, reflect on following prompts:
 - Which ineffective or unhealthy coping strategies did you set out to change and why?
 - Which stress-relief techniques did you try during the week? Were any of them new for you? Which ones were most effective?
 - How much do you think stress affects you in your current life at college?
 - Do you feel like you have it under control or not? If not, what else might you do to reduce your stress level?

This TedxTalk by Shawn Achor covers happiness related to good health and better work. An important aspect he includes is how our brain performs when under stress.

Video: *The Happy Secret to Better Work*, Shawn Achor TED Talk



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- Shawn Achor: The Happy Secret to Better Work. Authored by TED.com. Located at: https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en

Adaptions: Removed quote and images, relocated learning objectives. Added Shawn Achor Ted Talk. December 2021: Removed meditation video, added video on Self-compassion. Revised content for cultural appropriateness.

LUMEN LEARNING

Sexuality is a big part of being human. Love, affection, and sexual intimacy all play a role in healthy relationships. They also contribute to your sense of well-being. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence.

Your sexuality is your own private business, of course, but whether you abstain from sexual intercourse or decide to become or continue being sexually active, the decisions you make can affect the health and safety of your sexual partner(s)—just as their decisions can affect yours. Therefore, it's important to get the facts about what you can do to protect yourself (and your partners) from sexually transmitted disease, unwanted pregnancy, and sexual violence.

Sexually Transmitted Infections (STIs)

STIs are diseases that are passed from one person to another through sexual contact. These include chlamydia, gonorrhea, genital herpes, human papillomavirus (HPV), syphilis, and HIV. Many of these STIs do not show symptoms for a long time, but they can still be harmful and passed on during sex.

You can get an STI by having sex (vaginal, anal, or oral) with someone who has an STI. Anyone who is sexually active can get an STI. You don't even have to "go all the way" (have anal or vaginal sex) to get an STI, since some STIs, like herpes and HPV, are spread by skin-to-skin contact.

STIs are common, especially among young people. There are about twenty million new cases of STIs each year in the United States, and about half of these are in people between the ages of fifteen and twenty-four.

Types of STDS

Chlamydia

Chlamydia is a common STI that can infect people of all genders. It can cause serious, permanent damage to the female reproductive system, making it difficult or impossible to get pregnant later on. Chlamydia can also cause a potentially fatal ectopic pregnancy (pregnancy that occurs outside the womb).

You can get chlamydia by having vaginal, anal, or oral sex with someone who has chlamydia. If your sex partner is male you can still get chlamydia even if he does not ejaculate (cum). If you've had chlamydia and were treated in the past, you can still get infected again if you have unprotected sex with someone who has chlamydia. If you are pregnant, you can give chlamydia to your baby during childbirth.

Most people who have chlamydia have no symptoms. However, symptoms can include a burning sensation when urinating and/or discharge from the penis or vagina. If you do have symptoms, they may not appear until several weeks after you have sex with an infected partner. Even when chlamydia causes no symptoms, it can damage your reproductive system.

Chlamydia can be cured with the right treatment. When the medication is taken properly, it will stop the infection and could decrease your chances of having complications later on. Repeat infection with chlamydia is common. You should be tested again about three months after you are treated, even if your sex partner(s) was/were treated.

Genital Herpes

Genital herpes is an STI caused by two types of viruses. The viruses are called herpes simplex type 1 and herpes simplex type 2.

You can get herpes by having vaginal, anal, or oral sex with someone who has the disease. Fluids found in a herpes sore carry the virus, and contact with those fluids can cause infection. You can also get herpes from an infected sex partner who does not have a visible sore or who may not know they are infected because the virus can be released through your skin and spread the infection to your sex partner(s).

Most people who have herpes have no or very mild symptoms and, as a result, don't know they have it. You may not notice mild symptoms or you may mistake them for another skin condition—like a pimple or ingrown hair.

Genital herpes sores usually appear as one or more blisters on or around the genitals,

rectum, or mouth. The blisters break and leave painful sores that may take weeks to heal. These symptoms are sometimes called “having an outbreak.” The first time someone has an outbreak they may also have flu-like symptoms such as fever, body aches, or swollen glands.

Repeat outbreaks of genital herpes are common, especially during the first year after infection. Repeat outbreaks are usually shorter and less severe than the first outbreak. Although the infection can stay in the body for the rest of your life, the number of outbreaks tends to decrease over a period of years.

You should be examined by your doctor if you notice any of these symptoms or if your partner has an STI or symptoms of an STI, such as an unusual sore, a smelly discharge, or burning when urinating.

There is no cure for herpes. However, there are medicines that can prevent or shorten outbreaks. One of these herpes medicines can be taken daily and makes it less likely that you will pass the infection on to your sex partner(s).

Gonorrhea

Gonorrhea is an STI that can infect both men and women. It can cause infections in the genitals, rectum, and throat. It’s a very common infection, especially among young people ages 15–24 years.

Gonorrhea often doesn’t have recognizable symptoms—or they may be mistaken for bladder or vaginal infections. Symptoms include a burning sensation when urinating, abnormal discharge from the penis or vagina, and bleeding between periods. Rectal infection symptoms include itching, burning, and bleeding.

You should be examined by your doctor if you notice any of these symptoms or if your partner has an STI or symptoms of an STI, such as an unusual sore, a smelly discharge, burning when urinating, or bleeding between periods.

Gonorrhea can be cured with the right treatment. Although medication will stop the infection, it will not undo any permanent damage caused by the disease.

It’s becoming harder to treat some gonorrhea, as drug-resistant strains of gonorrhea are increasing. If your symptoms continue for more than a few days after receiving treatment, you should return to a health care provider to be checked again.

HIV/AIDS

HIV stands for *human immunodeficiency virus*. It kills or damages the body’s immune system

cells. AIDS stands for *acquired immunodeficiency syndrome*. It is the most advanced stage of infection with HIV.

HIV most often spreads through unprotected sex with an infected person. It may also spread by sharing drug needles or through contact with the blood of an infected person. Women can give it to their babies during pregnancy or childbirth.

The first signs of HIV infection may be swollen glands and flu-like symptoms. These may come and go a month or two after infection. Severe symptoms may not appear until months or years later.

A blood test can tell if you have HIV infection. Your health care provider can perform the test, or call the national referral hotline at 1-800-CDC-INFO (24 hours a day, 1-800-232-4636 in English and en español; 1-888-232-6348 – TTY).

There is no cure, but there are many medicines to fight both HIV infection and the infections and cancers that come with it. People can live with the disease for many years, especially if they are diagnosed and treated early. Early diagnosis is also important to reduce the risk of transmitting HIV to others.

Human Papillomavirus (HPV)

HPV is the most common STI. HPV is different from the viruses that cause HIV and HSV (herpes). HPV is so common that nearly all sexually active men and women get it at some point in their lives. There are many different types of HPV. Some types can cause health problems including genital warts and cancers. But there are vaccines that can stop these health problems from happening.

You can get HPV by having vaginal, anal, or oral sex with someone who has the virus. It is most commonly spread during vaginal or anal sex. HPV can be passed even when an infected person has no signs or symptoms. You can develop symptoms years after you have sex with someone who is infected, making it hard to know when you first became infected.

There is no test to find out a person's "HPV status." Also, there is no approved HPV test to find HPV in the mouth or throat.

However, there are HPV tests that can be used to screen for cervical cancer. These tests are recommended for screening only in women aged 30 years and older. They are not recommended to screen men, adolescents, or women under the age of 30 years.

Most people with HPV do not know they are infected and never develop symptoms or health problems from it. Some people find out that they have HPV when they get genital warts. Women may find out they have HPV when they get an abnormal Pap test result

(during cervical cancer screening). Others may only find out once they've developed more serious problems from HPV, such as cancers.

There is no treatment for the virus itself. However, there are treatments for the health problems that HPV can cause:

- Genital warts can be treated by you or your physician. If left untreated, genital warts may go away, stay the same, or grow in size or number.
- Cervical precancer can be treated. Women who get routine Pap tests and follow up as needed can identify problems *before* cancer develops. Prevention is always better than treatment.
- Other HPV-related cancers are also more treatable when diagnosed and treated early.

Syphilis

Syphilis is an STI that can cause long-term complications if not treated correctly. Symptoms in adults are divided into stages. These stages are primary, secondary, latent, and late syphilis.

You can get syphilis by direct contact with a syphilis sore during vaginal, anal, or oral sex. Sores can be found on the penis, vagina, anus, in the rectum, or on the lips and in the mouth. Syphilis can also be spread from an infected mother to her unborn baby.

Syphilis has been called “the great imitator” because it has so many possible symptoms, many of which look like symptoms from other diseases. The painless syphilis sore that you get after you are first infected can be mistaken for an ingrown hair, zipper cut, or other seemingly harmless bump. The non-itchy body rash that develops during the second stage of syphilis can show up on the palms of your hands and soles of your feet, all over your body, or in just a few places. Syphilis can also affect the eye and can lead to permanent blindness. This is called ocular syphilis. You could also be infected with syphilis and have very mild symptoms or none at all.

Syphilis can be cured with the right antibiotics from your health care provider. However, treatment will not undo any damage that the infection has already caused.

How You Can Protect Yourself Against STIs

1. **Practice abstinence:** The surest way to protect yourself against STIs is to not have sex (practice “abstinence”). That means not having any vaginal, anal, or oral sex. There are

many things to consider before having sex, and it's okay to say no if you don't want to have sex.

2. **Practice mutual monogamy.** Mutual monogamy means that you and your partner both agree to only have sexual contact with each other. This can help protect against STIs, as long as you've both been tested and know you're STI-free.
3. **Get tested:** If you do decide to have sex, you and your partner should get tested beforehand and make sure that you and your partner use a condom or other barrier—every time you have oral, anal, or vaginal sex, from start to finish. Know where to get protection and how to use it correctly. It's not safe to stop using protection unless you've both been tested, know your status, and are in a mutually monogamous relationship.

Many STDs don't cause any symptoms that you would notice, so the only way to know for sure if you have an STI is to get tested. You can get an STI from having sex with someone who has no symptoms. Just like you, that person might not even know that they have an STI. There are places that offer confidential and free STI tests. This means that no one has to find out you've been tested. Visit [GetTested](#) to find an STI testing location near you. If you find out that you have an STI, it's important to seek treatment—since some STI can be fatal if left untreated. Although certain STIs (like herpes and HIV) aren't curable, a doctor can prescribe medicine to treat the symptoms.

4. **Know your healthcare options:** Make sure you get the health care you need. Ask a doctor or nurse about STI testing and about vaccines against HPV and hepatitis B. You can get health care from your student health services on campus or from organizations like Planned Parenthood, which offers free or reduced-cost sexual health services and reproductive planning. People with female reproductive organs, should talk to their doctors or nurses about regular cervical cancer screening and chlamydia testing.
5. **Avoid excessive use of alcohol and drugs.** If you use alcohol and drugs, you are more likely to take risks—like not using a condom or having sex with someone you normally wouldn't have sex with.

Before you have sex, talk with your partner about how you will prevent STIs and pregnancy. If you think you're ready to have sex, you need to be ready to protect your body and your future. You should also talk to your partner ahead of time about what you will and will not do sexually. Your partner should always respect your right to say no to anything that doesn't feel right. If you are living with an STI, it's important to tell your partner(s) before you have sex. Although it may be uncomfortable to talk about your STI, open and honest conversation can help your partner(s) make informed decisions to protect their health.

Unplanned Pregnancy

Seven in ten pregnancies among single women between the ages of eighteen and twenty-nine are unplanned.[1] As with STIs, the surest way to avoid unintended pregnancy is abstinence, since no birth control method is 100 percent reliable (even though a combination of methods, like intrauterine devices (IUD) and condoms have a very high rate of effectiveness). However, if you are sexually active, it's important to protect yourself and your partner(s) from pregnancy and HIV and other STIs. Birth control (such as the pill, patch, ring, implant, shot, or an IUD) provides highly effective pregnancy prevention, but it doesn't protect you from HIV and other STIs. Protection, like condoms, can reduce the risk to both of you for pregnancy and most STIs, including HIV. Even if you or your partner is using another type of birth control, agree to use a condom every time you have sex.

Condom + hormonal birth control or IUD = DOUBLE PROTECTION.

If a condom breaks or you have unprotected sexual intercourse, it's possible to take an emergency contraceptive pill (ECP)—sometimes called a “morning-after pill”—which may prevent a pregnancy from occurring. ECPs generally contain a higher dose of the same hormones found in regular oral contraceptive pills, and they are most effective when used shortly after intercourse (not the next morning, as the name suggests). It's important to note that ECPs are *not* abortion pills, and they do nothing to either prevent or cure STDs.

Visit your campus health center, Planned Parenthood, or your doctor to get more information about birth control, condoms, and other reproductive and sexual health issues.

Sexual Assault

Sexual assault is any type of sexual activity that a person doesn't agree to. It can include touching that is not okay: putting something into the vagina, sexual intercourse, rape, and attempted rape. Sexual assault happens on college campuses as well as in communities. It can happen between people in a range of relationships, as well. Even if you are in a long-term, monogamous relationship, you can still be the perpetrator or the victim of sexual assault by your partner. However, sexual assault is especially common in college environments. One in five women has been sexually assaulted while in college and 80 percent of female rape victims experience their first rape before the age of twenty-five. The

following statistics show that sexual assaults usually aren't random acts of violence carried out by strangers:¹

- Approximately 4 out of 5 rapes are committed by someone known to the victim.
- 82 percent of sexual assaults are perpetrated by a non-stranger.
- 47 percent of rapists are a friend or an acquaintance.
- 25 percent are an intimate partner.
- 5 percent are a relative.

Consent is a very important part of a healthy sexual relationship. Watch the following video and think about how consent should be as normal as asking someone whether they want a cup of tea.

Video: Tea Consent



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=131#oembed-1>

Drug-Facilitated Sexual Assault

One of the great things about being in college is having the chance to meet and get to know so many new people. Protecting yourself against sexual assaults doesn't mean you have to sacrifice exciting social opportunities. It just means being informed about risks and taking common-sense steps to protect yourself.

One very real risk on college campuses—and elsewhere—is the use of drugs to assist sexual assaults. These are powerful and dangerous drugs that can be slipped into a drink when someone is not looking. The drugs often have no color, smell, or taste, so the victim can't tell if they are being drugged. The drugs can make a person become weak and confused—or even pass out—so that they are unable to refuse sex or defend themselves. If

1. "The Offenders," RAINN | Rape, Abuse and Incest National Network, March 11, 2016.

a person is drugged, they might not remember what happened while they were drugged. These drugs are used on and by people of all genders.

The three most common drugs used to facilitate sexual assault are Rohypnol, GHB, and Ketamine:

- Rohypnol (Roofies/La Rocha) comes as a pill that dissolves in liquids. Some are small, round, and white. Newer pills are oval and green-gray in color. When slipped into a drink, a dye in these new pills makes clear liquids turn bright blue and dark drinks turn cloudy. But this color change might be hard to see in a dark drink, like cola or dark beer, or in a dark room. Also, the pills with no dye are still available. The pills may be ground up into a powder. The effects of Rohypnol begin around 30 minutes after consumption and can last up to 8 hours.
- GHB has a few forms: a liquid with no odor or color, white powder, and pill. It might give your drink a slightly salty taste. Mixing it with a sweet drink, such as fruit juice, can mask the salty taste. The effects of GHB occur 10-20 minutes after ingestion and can last up to 4 hours.
- Ketamine (Special K) comes as a liquid and a white powder. It can also be added to cigarettes or joints. The effects of Ketamine can begin as soon as one minute after consumption and typically last up to one hour.

Alcohol and Other Drugs

Alcohol is also a drug that's commonly used to help commit sexual assault. Be aware of the risks you take by drinking alcohol at parties or in other social situations. When a person drinks too much alcohol,

- It's harder to think clearly.
- It's harder to set limits and make good choices.
- It's harder to tell when a situation could be dangerous.
- It's harder to say "no" to sexual advances.
- It's harder to fight back if a sexual assault occurs.
- It's possible to black out and to have memory loss.

The club drug "ecstasy" (MDMA) has been used to commit sexual assault. It can be slipped into someone's drink without the person's knowledge. Also, a person who willingly takes ecstasy is at greater risk of sexual assault. Ecstasy can make a person feel "love-dovey"

toward others. As with alcohol, it also can lower a person's ability to give reasoned consent. Once under the drug's influence, a person is less able to sense danger or to resist a sexual assault.

Even if a victim of sexual assault drank alcohol or willingly took drugs, the victim is **not** at fault for being assaulted. You cannot “ask for it” or cause it to happen. Still, it's important to be vigilant and take common-sense steps to avoid putting yourself at risk. Take the following steps to protect yourself from becoming a victim:

- Don't accept drinks from other people.
- Open containers yourself.
- Keep your drink with you at all times, even when you go to the bathroom.
- Don't share drinks.
- Don't drink from punch bowls or other common, open containers. They may already have drugs in them.
- If someone offers to get you a drink from a bar or at a party, go with the person to order your drink. Watch the drink being poured and carry it yourself.
- Don't drink anything that tastes or smells strange. Remember, GHB sometimes tastes salty.
- Have a non-drinking friend with you to make sure nothing happens.
- If you realize you left your drink unattended, pour it out.
- If you feel drunk and haven't drunk any alcohol—or, if you feel like the effects of drinking alcohol are stronger than usual—get help right away. Tell a friend you think you may have been drugged and ask them to call 911.

How and Where to Get Help

Take the following steps if you or someone you know has been raped, or you think you might have been drugged and raped:

- Get medical care right away. Call 911 or have a trusted friend take you to a hospital emergency room. Don't urinate, douche, bathe, brush your teeth, wash your hands, change clothes, or eat or drink before you go. These things may give evidence of the rape. The hospital will use a “rape kit” to collect evidence.
- Call the police from the hospital. Tell the police exactly what you remember. Be honest about all your activities. Remember, nothing you did—including drinking alcohol or doing drugs—can justify rape.

- Ask the hospital to take a urine (pee) sample that can be used to test for date rape drugs. The drugs leave your system quickly. Rohypnol stays in the body for several hours and can be detected in the urine up to 72 hours after taking it. GHB leaves the body in 12 hours. Don't urinate before going to the hospital.
- Don't pick up or clean up where you think the assault might have occurred. There could be evidence left behind—such as on a drinking glass or bed sheets.
- Get counseling and treatment. Feelings of shame, guilt, fear, and shock are normal. A counselor can help you work through these emotions and begin the healing process. Calling a crisis center or a hotline is a good place to start. One national hotline is the **National Sexual Assault Hotline at 800-656-HOPE.**

The Hunting Ground documentary film is another source of information to learn more about sexual assault on college campuses.

Activity: Sexual Assault on College Campuses

Objective

- Identify risks of sexual assault, including date rape, and where to get help

Directions

- Watch the following video, in which Emma Sulkowicz, a student at Columbia College, describes the experience and aftermath of being raped by a fellow student—who remains on campus.

Video: My Rapist Is Still On Campus: Sexual Assault In the Ivy League



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=131#oembed-2>

- Click on the following link, and read the followup article, which describes Emma's response to the way the university handled her case: "Students Bring out Mattresses in Huge 'Carry That

Weight’ Protest Against Sexual Assault.”

- Write a short essay (2–3 pages) in which you respond to the following questions: What were the results of Emma’s “Carry That Weight” protest? Do you think it was an effective strategy for dealing with the problem of sexual assault at Columbia and other colleges? Why or why not? Who has the responsibility for addressing this problem? (College administrators? The police? All students? Female or male students? Someone else?) Which approach do you think would have the greatest impact? (Education? Activism? Policy change? Something else?)
- Follow your instructor’s guidelines for submitting assignments.

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Adaptions: Removed image, quote. Relocated learning objectives. Added Title IX information and reference to The Hunting Ground documentary. December 2021: Changed references from STDs to STIs. Revised for more inclusive gender language. Added “Tea Consent” video.

Safety Consciousness on Campus and in College

College and university campuses tend to have a special feel—so special that when you are on campus you may feel you are fully apart from the wider world around you. But the reality is that any campus is subject to the same influences—indeed, crimes—as the towns and cities that flank the campus. And so it is important to be aware of your surroundings, the people near you, and the goings on in your physical spaces and in your virtual spaces at all times.

In this topic, we explore college safety concerns, and share tips and resources to help ensure that you are always safe, protected, and no more than a phone call away from help if you need it.

Safety Consciousness

Safety consciousness is a term describing your awareness of hazards, and your alertness to potential danger. In order to have safety consciousness, you must value safety no matter where you are or what time of day it is.

Your college or university must also be safety conscious—not only by choice, but also by law. In 1990, Congress enacted the Crime Awareness and Campus Security Act, which required all schools that receive federal student aid to share information about crime on and around their campuses. The act is now generally just referred to as the Clery Act, in memory of Jeanne Clery, a student killed in her dorm room in 1986.

What does the Clery Act require your college to do? If your college is receiving federal student aid, here are the major legal requirements it must comply with:

- Have emergency notification and evacuation procedures for alerting the campus community about significant emergencies or dangerous situations. Disclose your policies and procedures in the annual security report.
- Issue timely warnings to alert the campus community about crimes that pose a serious or continuing threat to safety. Disclose your policy in the annual security report.
- Keep a crime log that records, by date reported, all crimes reported to the campus police or security department.
- Keep a fire log that records by date reported, all fires in on-campus student housing

facilities.

- Collect crime reports from campus security authorities within the institution.
- Request crime statistics from local law enforcement in the jurisdiction where the institution is located.
- Submit crime and fire statistics to the Department of Education via a Web-based data collection.
- Have missing-student notification procedures to aid in determining if a student is missing, and in notifying law enforcement personnel. Disclose your policy and procedures in the annual security report.
- Publish an annual security report containing campus security policy disclosures and crime statistics for the previous three years.
- Publish an annual fire-safety report containing policy disclosures and fire statistics for on-campus student housing facilities for the previous three years.

This valuable set of requirements is important for every student to be aware of. It is readily available to you and your family. You don't need to be a student to access this information about any school.

Strategies for Staying Safe on Campus and Beyond

One of the best strategies for staying safe on campus and beyond is to ask questions. Take the initiative to learn more about your college surroundings, the community culture, and safety precautions you'd be well advised to implement.¹ Below are some questions you can ask to open up important conversations about campus and community safety.

1. Ruth Jones, "College Crimes & Sexual Assault," Affordable Colleges Online, 2016, accessed February 22, 2016.

QUESTIONS	CONCERNS ²
1 How is the college creating a safe environment for all faculty, staff, and students?	Your concern about a safe environment on campus and in the surrounding communities is a consumer concern as much as a learner concern. As you and your college make safety a shared priority, awareness builds and safety measures expand, which creates a safer space for you to learn in. Measures can be extensive. Ask for specifics.
2 What communication procedures are in place for emergencies?	Many colleges and universities send emergency phone messages, email messages and text messages to all students, staff, faculty, administrators, board of trustees members, etc. Institutions may have sirens and alarms. Signage on campus may be used for alerts, along with other measures.
3 Can you tell me about campus public safety officers and security personnel, and how they coordinate with local police?	Your campus should have a full contingent of campus public safety officers (CPSO) and security personnel who coordinate closely with local police as and when needed. Some CPSOs are armed, but many are not. Many are sworn police officers.
4 How are sexual assaults on campus handled?	Does the college handle investigations or do local authorities handle investigations? Who should you complain to if you have a problem? What confidentiality are in place?
5 How do students learn about safety on campus?	Many institutions provide students with classes that help them learn how to intervene as bystanders in altercations. Some courses give students advice about other safety measures. You can encourage your institution to offer workshops or other learning opportunities if it doesn't already offer them.
6 What measures are in place for protecting students who live off-campus?	Some schools help students find safe housing off campus. Your school might have an off-campus housing department.
7 To what degree do alcohol and drug abuse pose issues on campus? How are violations handled?	One of the best sources of information about drugs and alcohol on campus is fellow students. You can find information about violations in the annual security report.

Tips for Staying Safe

Walking, driving, traveling:

- Travel with a buddy.
- Use the campus escort service at night, especially if you are alone.

2. Briana Boyington, "10 Questions Every Parent, Student Should Ask About Campus Safety," *U.S. News and World Report Education*, September 9, 2014, accessed February 22, 2016.

- If you live off-campus, call someone when you get home.
- Keep moving; don't linger (especially at night).
- Carry pepper spray or pepper gel.
- Keep a personal alarm (for example, on a keychain).
- If you have a car, lock it.

At home:

- Keep your windows and doors locked.
- Keep the main door to your home, hall or apartment building locked at all times.
- Don't let anyone into your dwelling that you don't know.

On campus:

- Keep a close eye on your belongings when you're in a library.
- Get a locking device for your laptop.
- Participate in a college safety program.
- Be cautious, not paranoid.

Anywhere:

- Make sure your phone is charged.
- Know the phone number for Campus Safety.
- Put emergency numbers in your cell phone.
- Carry emergency cash.
- Speak up if you notice something going on.

For a truly comprehensive list of tips for staying safe on and off campus, visit [Campus Crime Prevention Personal Safety Tips from Fort Hayes State University](#).

Also, don't hesitate to take advantage of campus and community resources, which may include any of the following:

- Web sites, offices, organizations, and individuals with safety information
- Campus police and campus security
- Local police
- Sexual assault and relationship-violence services
- Shuttle services
- Escort services

- Counseling programs
- Mental health programs
- Substance abuse programs
- Local health care centers
- Campus abuse hotlines

Safety Apps

One of the very best safety measures you can take at any time is to keep emergency numbers handy, either on your phone or in your wallet or backpack or a place where you can easily access them. You may also find it helpful to have a safety app on your mobile device. Consider downloading any of the following free apps.

MOBILE DEVICE SAFETY APPLICATIONS



bSafe is a personal safety app designed to keep you and your friends safer 24/7. It has features for everyday safety and real emergencies. You can set up your own personal social safety network.



Circle of 6 U is built specifically for colleges and schools, connecting students to each other and to critical resources on specific campuses. The tool lets you choose up to 6 trusted friends to add to your circle, so that if you get into an uncomfortable or risky situation, with two taps you send your circle a pre-programmed SMS alert message indicating your exact location.



OnWatchOnCampus: With just 2 taps, your friends and emergency first responders are alerted to your GPS location and that you need help.



React Mobile: Users can quickly send out a widespread emergency alert without having to access and unlock their phone. You choose which contacts you would like to share your location with. Then your contact list can be sent an email and a text message with a link to your GPS location. You can also send an "SOS Help Me" message to an unlimited number of buddies.



Watch Over Me: This tool turns your mobile device into emergency tool with just a shake, even if your phone is locked. The shake turns on your phone's alarm and video camera, and sends an alert to your emergency contacts.

Resources for Learning About Safety in College

Your personal safety both on- and off-campus, and the safety of your family and friends, is a treasure. The more you know about safety, perhaps the more safe you can be and the more safe you can help others be. Here are many resources to help you learn more about safety.

- The Campus Safety and Security Data Analysis Cutting Tool (click on Get data for one

institution/campus)

- Frequently asked questions about the Best Colleges rankings and crime reports
- The Handbook for Campus Safety and Security Reporting and HandbookQuestions@ed.gov
- Suggested Resources regarding campus sexual assault training and prevention efforts
- Emergency Management for Higher Education (EMHE) grant program
- College Drinking Prevention

Sexual Assaults

- How to research and discuss sexual assault on college campuses
- National Coalition of Anti-Violence Programs working to prevent and respond to violence against members of the LGBTQ community
- RAINN (Rape, Abuse & Incest National Network)
- 1in6 for men who have been victims of sexual abuse and assault
- Clery Center Help for Victims
- Referrals for Sexual Assault and Rape by State
- Culture of Respect immediate help and legal aid for students, friends and family members who have been victims of on-campus sexual assault
- Joyful Heart Foundation helping sexual violence survivors reclaim their lives
- Male Survivor
- National Alliance to End Sexual Violence
- National Center for Victims of Crime
- National Sexual Violence Resource Center
- Stalking Resource Center
- VRLC (Victim Rights Law Center)

Activity: Personal Security

Objective

- Describe strategies for staying safe on campus and elsewhere

Directions

- Make a list of 3–5 campus safety issues you’re personally concerned about. This might include anything from worrying about parking lot security and car break-ins to date rape or hate crime.
- Visit your college Web site, and search for safety and security information that’s relevant to your concerns. Record the name and contact information for each resource you find and any procedures you learn about. For example, if you’re worried about your backpack or computer getting stolen while you’re at school, find out what should you do if it happens. Who should you call, and what might you need to provide? If you come across useful prevention measures (e.g., “record the serial number of your computer somewhere else, so you’ll have it for the theft report”), write those down, too.
- For the assignment, use the information you found to create your own Safety Directory, as below.

Safety Issue	Resource	Phone Number	Address/Web Site	Important Information
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- *Make sure the information is also stored somewhere in your computer and phone so you can find and use it later. (Add it to your contacts, for instance.)*

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Adaptions: Relocated learning objectives. Some videos removed. December 2021: Updated Links in Resources

Although a college or university degree is not free, there are lots of ways that you can get help paying for your degree. It is important to both understand the expenses behind your education and the many places you can turn to for financial help.

Expenses you may encounter:

- How much is the degree or certificate you want to earn going to cost?
- What factors go into the cost of the college?
- What costs are included in tuition?
- What costs are not included in tuition?
- What is college worth to you?
- How much money can you afford to spend on college?
- Where can you get financing for college if you need help paying for it?
- How much money do you think you could afford on a monthly basis to pay back a loan related to financing college?
- What is the current interest rate on student loans?
- Are interest rates all the same?
- What do you think your life will be like after college?

Paying for college is an undeniable component of the educational process. While there are political discussions underway about making college free, at this point in time, students must pay for college themselves or with the help of others. Understanding the factors that combine to create the overall cost of a college education can help a student make decisions about the college that is right for him or her.

Today's colleges are in a competitive market for students. Thinking about the services you as a student need or want from a college environment can help define what is personally important and what you are willing to pay for.

College costs typically include these 7 main categories:

1. **Tuition:** The price you pay for taking college classes is based on a number of factors. Some academic programs, like business degrees, are more expensive than others. Knowing whether a major charges a differential tuition rate might help you decide how or whether to pursue it. Tuition is also affected by how many credits you take every term and whether or not you have selected a school in the state where you live: out-of-state tuition can cost a lot more than in-state tuition. Also, whether the school is public, private, for-profit, or non-profit has a big impact on tuition. Some private schools' tuition is more than double that of public institutions.
2. **Fees:** Academic programs may have additional fees beyond tuition costs. For example, a student majoring in culinary arts will need specialized tools to participate in that program. Services the college provides to students can have associated fees. For example, a student health center may have a basic fee that all students must pay whether they use the service or not. Some colleges have dining fees that give students food cards to use on campus. Student fees are not fees students can opt out of. It is important for students to examine a college's fee structure and maximize the services that are being paid for by fees.
3. **Books and supplies:** The cost of books and the supplies students will need to complete a program can vary greatly. Books and supplies can add \$1000 or more to the annual tuition cost. This is an important factor that is easily overlooked by students. Finding classes that offer low cost book option, open educational resources (OER), or zero textbook cost (ZTC) sections can help reduce the overall cost of college. Students can also check online or with their bookstore for used books or rental options, and/or use reserve books in the library, if available. Sometimes finding a required textbook from Amazon or Chegg or other online sources will be less expensive than purchasing a new textbook from the college bookstore. Often, students will end up financing the cost of books and supplies with financial aid. It is important to remember that an additional \$1000 financed with aid or credit cards can quickly add up to an unanticipated cost of college.
4. **Transportation:** Getting to and from college costs vary significantly based on how close a student lives to the college campus and the transportation method selected. Some colleges may have a transportation fee as part of the student fees that might provide mass transit (trains or buses) options for getting to school, however some colleges have free shuttles between different campuses. Colleges may also have parking fees for those students who drive to the campus. Most universities have deals with the local transportation service, allowing students access to discounted bus or

transit passes. As a student estimating the cost of college, remember to think about the entire school year.

5. **Living Expenses:** Where will you be living while attending college and with whom? The answer to this question determines a major factor in the overall cost of attending college. Living with family may be less expensive for some, but many times is not an option for students. Answers to the question of where you will live and how much it will cost vary greatly. One thing to think about is how much did it cost you to live last year? Will going to school change that and if so, how? Will you have to eat or spend money on groceries/meals differently than in the past? If the college you choose has a dining fee built into your tuition costs, don't overlook using it. Also, check to see if your college or university has a food pantry, a free food market, or discounts on food dining fees for low income students.
6. **Personal Expenses:** Another wide open category of cost, but don't forget you will still need basic health care and hygiene. And you will still have social events and family commitments. Students tend to underestimate how much money will be needed for personal expenses. For example, many students today cannot survive without smart phones, computers, and data plans.
7. **Opportunity Cost:** Choosing to spend time and money going to college has an opportunity cost. If you are spending time and money on your education, you will not be spending that same time and money somewhere else. One example of this relationship is employment. Attending classes and doing homework may mean you can't work at a job as much as you want to. This means that, at least in the short-term, you may not be able to make much money. However, you may be able to make more money with your degree or certificate once you have earned it.

Financial Aid Basics

Most students will need some form of financial aid to help pay for college. Before accepting an offer of assistance, it is important for a student to understand what each possible offer means and what the student's responsibility will be after accepting the offer.

FAFSA

The Office of US Department of Education offers financial assistance to students in the forms of grants, loans, and work-study programs.

The Office of US Department of Education offers financial assistance to students in the forms of grants, loans, and work-study programs. The application for these programs is done through the FAFSA (Federal Student Aid) application. Filling out the FAFSA application is the first step towards receiving financial aid for college. The FAFSA application can only be filled out once per year, and it opens quite early. For example, the FAFSA application for the 2022-2023 academic year opened on October 1st, 2021 and is due at the beginning of 2022. This means that you should begin your application process for the FAFSA early! Even if you are continuing in college, you'll need to complete your FAFSA application each year to make sure you are getting your financial aid. Make regular appointments with the financial aid office at your institution to make sure you are getting help filling out the application so you can get the most benefit possible.

It is a good idea to fill out the FAFSA even if you are not sure you want to take out loans. Filling out the application gives you access to more than just loans. You might also get offered federal grants and will be eligible for work study based on your FAFSA status.

If you don't qualify for the FAFSA or you feel uncomfortable disclosing your parents' tax status or documents to the federal government, there are often other, local programs that can help. For example, Oregon offers financial aid for undocumented or DACA students through the ORSAA program (<https://oregonstudentaid.gov/finaid-undocumented.aspx>). There are also often grants through worksource programs for trainings and certificates (<https://worksourceoregon.org/es/jobseekers>), if you are going into a professional career. Check to see if your state offers similar programs.

Grants vs. Loans vs. Scholarships

In looking for money to support your study, it is important to understand the difference between grants and loans. The most important difference is that you have to pay back loans, usually with interest. Also, loans are limited. If you spend too much of your loan money while at a 2-year college and then transfer to a 4-year college, you may not be able to take out more money. Grants and scholarships, on the other hand, usually do not have to be repaid and while the individual award amounts are limited, there is no limit to how many grants you can get while at school. One challenge is that grants are often for very specific things, like textbooks or a professional certificate. They are often smaller and more competitive than

loans, which have fewer requirements and offer more money. Scholarships are also often quite competitive, but they can be larger and generally cover tuition expenses.

You can apply for grants and scholarships at any time during your program of study, depending on when the deadlines are. For these types of awards, there is often an application process where you have to provide evidence for your need (financial hardship grants and scholarships) or your ability (scholastic achievement grants and scholarships). It is a good idea to research these awards through your college's financial aid website. Look for grants and scholarships you qualify for and start preparing your application early. Identify people who can provide you with strong letters of recommendation and get help from your college's writing center on your application essay. If you are not selected for the award, don't give up! Apply again the next time the award is posted.

Visit the US Department of Education Youtube page to get answers to your questions about loans, grants, and scholarships (all videos have subtitles in Spanish): <https://www.youtube.com/channel/UCEnu3BHoR9IYgBnCkqQdgmA>

Understanding Student Loans

Taking out student loans can be risky. Many students find themselves deep in debt after their education. If you can avoid taking out a loan, that might be best. However, if it is necessary to take out a loan, it is essential to understand how interest rates impact the amount of money you will need to repay. It is also essential that students understand the difference between a subsidized and unsubsidized loan. Both types of loans may be offered to a student in an award letter for financial aid. Subsidized loans do not add interest while a student is attending college, whereas unsubsidized loans begin charging interest as soon as you take out the loan, like a car loan would. Many of the horror stories about the burden of college debt on students when they graduate from college could be avoided if students better understood options for financing their college education and examined their college selection process in greater detail.

Example #1

Community College Annual In-State tuition is approximately \$4,000 for each year of college

*Stafford **unsubsidized** loan rate for 2021-2022 is 3.73%

First Year of College	Second Year of College
$A = 4,000(1 + .0373)^2$	$A = 4,000(1 + .0373)^1$
A=4,303.97	A= 4149.20

Total cost for loan over 2-year period:

$\$4,303.97 + \$4149.20 = \$8,453.17$ (money borrowed first will accrue interest the longest)

The interest accrued on the loan in a 2-year period is \$453.17

Example #2

College offering Bachelor's Degree In-State Tuition at approximately \$10,000 each year

*Stafford **unsubsidized** loan rate for 2021-2022 is 3.73%

First Year	Second Year
$A = 10,000(1 + .0373)^4$	$A = 10,000(1 + .0373)^3$
A= 11,577.57	A=11,161.26

Third Year of College	Fourth Year of College
$A = 10,000(1 + .0373)^2$	$A = 10,000(1 + .0373)^1$
A=10,759.91	A=10,373.00

Total cost for loan over 4-year period:

$\$11,577.57 + \$11,161.26 + \$10,759.91 + 10373.00 = \$43,871.74$

The interest accrued on the loan in a 4-year period is \$3,871.74

The key difference between unsubsidized and subsidized loans is the amount of debt a student will leave college owing. Unsubsidized loans charge students interest while they are attending college, so the interest is growing on the loan during that time. A student might think they are borrowing \$4,000.00 or \$10,000.00, but unsubsidized loans add interest to the amount borrowed that adds up over time. Subsidized loans do not add interest while the student is attending college, so \$4000.00 really is \$4,000.00, no extras added.

Another important thing to remember when borrowing money for college is that if you add the cost of books and supplies or other needs onto the loan you have taken on for tuition, and you have unsubsidized loans, that extra money also grows over time with interest. While the tuition may have been \$4000.00/year, the amount financed was more than that. Example 3 demonstrates this scenario.

Example 3

Year 1	Year 2
Community College tuition = \$4,000.00	Community College tuition = \$4,000.00
Books and supplies = \$1000.00	Books and supplies = \$1500.00
New computer = \$1000.00	Other fees = \$350
Total Loan amount = \$6000.00	Total Loan amount = \$5850.00
$A = 6,000(1 + .0373)^2$	$A = 5850.00(1 + .0373)^1$
A = 6455.95	A = \$6,068.21

Instead of owing \$8,453.17 like in Example #1, total cost for loan over 2-year period:

$\$6455.95 + \$6,068.21 = \$12,524.16$ which is \$4070.99 more for the same time period and degree. Be watchful when adding even small amounts of money to your loan balances. It can add up quickly!

Loan Calculator

Students need to remember that they are consumers when it comes to taking on loans for college. Not thinking about what the debt means after college only compounds the issues. It is important to think about how much could you afford to pay monthly on a student loan once you have completed college. It's easy to do the math on loan costs. *The Smart Student's Guide to Financial Aid* has a free loan calculator that will do the work for you. All you have to do is plug in the numbers. The loan calculator will also give you an estimate of what your annual salary will need to be to be able to repay the loan. Of course, the loan calculator will not know your other financial commitments or your income after you graduate, so be sure to look at the monthly payment and decide if you afford that additional expense. College debt is considered a partial economic hardship if it requires you to use more than 15% of your discretionary income.

Here are 2 examples using the same colleges costs as the previous examples:

Loan Balance:	\$10,000.00
Adjusted Loan Balance:	\$10,000.00
Loan Interest Rate:	3.73%
Loan Fees:	0.00%
Loan Term:	10 years
Minimum Payment:	\$50.00
Monthly Loan Payment:	\$99.97
Number of Payments:	120
Cumulative Payments:	\$11,995.95
Total Interest Paid:	\$1,995.95

Note: The minimum monthly payment must be at least \$50.00. Also, there isn't a prepayment penalty for repaying loans early. If you pay as little as \$25 more each month on the loan you can shorten the duration of the loan by almost 3 years.

It is also important to realize that even if you don't finish college, you will have to repay a loan taken out for college. According to an article titled *The Feds Don't Care If You Dropped Out of College. They Want Their Money*, students who dropped out of college and ultimately didn't obtain a degree or certificate, generally don't earn higher wages after leaving school. Statistics show that students who start college but don't finish struggle with student debt.

The US government backs loans that are taken out through FAFSA/Federal Student Aid. Repayment is expected. The government has the authority to garnish wages and withhold tax returns as part of repayment of loans that are not paid. Government-backed debt cannot be forgiven in bankruptcy, except under rare circumstances.

The cost of going to college seems to be constantly increasing. Understanding the opportunity cost both now and in the future needs to be an important part of a student's decision process when selecting a college and a major. Do the math! There are plenty of resources to help you. Follow your dreams, but be informed.

Financial aid vocabulary is a specialized language that students participating in the process must understand. Below are a few key vocabulary words that can help you better understand financial aid.

Common Financial Aid Vocabulary Definitions

Terminology	Definition
Award package	The way colleges and universities deliver their news about student eligibility for financial aid or grants. The most common packages include Pell Grants, Stafford Loans, and Work Study.
Borrower	A person or group that obtains funds from a lender for a particular period of time. A borrower signs a “promissory note” as evidence of indebtedness.
Campus-Based Financial Aid Programs	The three major aid programs are funded by the federal government, but the disposition of the funds is handled by colleges’ financial aid offices. The aid programs are: the Federal Supplemental Educational Opportunity Grant, the Federal Perkins Loan, and Federal Work-Study (FWS).
Cost of education	This includes tuition and fees, room and board, books and supplies, transportation, and miscellaneous expenses. A student’s financial aid eligibility is the difference between the cost of education and the Expected Family Contribution as computed by the federal government using the FAFSA.
Default	A failure to meet a financial obligation, especially a failure to make a payment on a loan. Defaults are recorded on permanent credit records and may result in prosecution and/or loss of future borrowing possibilities.
Dependent Student	A student claimed as a dependent member of household for federal income tax purposes.
Expected Family Contribution (EFC)	The amount of financial support a family is expected to contribute toward a child’s college education. This amount is part of the formula used by the federal government to determine financial aid eligibility using the FAFSA form.
Federal Direct Loan	A group of federal loan programs for which the lender is the federal government. Included in these programs are government-subsidized loans for students and unsubsidized loans for both students and parents.
Federal Pell Grant Program	This is a federally sponsored and administered program that provides grants based on need to undergraduate students. Congress annually sets the appropriation; amounts range from approximately \$400 to \$3,000 annually. This is “free” money because it does not need to be repaid.
Federal PLUS Loan	A nonsubsidized loan program for parents of undergraduate students under the Federal Education Loan Program umbrella
Federal Perkins Loan Program	A federally run program based on need and administered by a college’s financial aid office. This program offers low-interest loans for undergraduate study. Repayment does not begin until a student graduates.
Federal Stafford Loan	A federal program based on need that allows a student to borrow money for educational expenses directly from banks and other lending institutions (sometimes from the colleges themselves). These loans may be either subsidized or unsubsidized. Repayment begins six months after a student’s course load drops to less than halftime. Currently the interest rate is 0 percent while in school and then is variable up to 8.25 percent. The loan is typically repaid within ten years. Be sure to know the interest rate at the time of borrowing.
Federal Work-Study Program (FSW)	A federally financed program that arranges for students to combine employment and college study; the employment may be an integral part of the academic program (as in cooperative education or internships) or simply a means of paying for college.

Financial Aid Award Letter	Written notification to an applicant from a college that details how much and which types of financial aid are being offered if the applicant enrolls.
Financial Aid Package	The total amount of financial aid a student receives for a year of study.
Free Application for Federal Student Aid (FAFSA)	This is the federal government's instrument for calculating need-based aid. It is available from high school guidance departments, college financial aid offices, and the Internet (www.fafsa.ed.gov). The form should be completed and mailed as soon after January 2 as possible.
Gap	The difference between the amount of a financial aid package and the cost of attending a college or university. The student and his/her family are expected to fill the gap.
Gift Aid	Grant and scholarship money given as financial aid that does not have to be repaid.
Grants/scholarships	These are financial awards that are usually dispensed by the financial aid offices of colleges and universities. The awards may be need- or merit-based. Most are need-based. Merit-based awards may be awarded on the basis of excellence in academics, leadership, volunteerism, athletic ability, or special talent.
Lender	One who provides money on the condition that the money be returned, usually with an interest charge.
Merit awards, merit-based scholarships	More "free" money, these awards are based on excellence in academics, leadership, volunteerism, athletic ability, and other areas determined by the granting organization, which can be a college or university, an organization, or an individual. They are not based on financial need.
PIN	Personal identification number.
Student Aid Report (SAR)	Report of the government's review of a student's FAFSA. The SAR is sent to the student and released electronically to the schools that the student listed. The SAR does not supply a real money figure for aid but indicates whether the student is eligible.
Subsidized Student Loan	The government is paying the interest on the loan while the student is in college at least part-time (six credits).
Tuition	Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.
Unsubsidized Student Loan	The interest is accruing while the student is in college. The government is not paying the interest on the loan.

Making It Personal:

1. What is the tuition cost for the college/program you want to enroll in?
2. What additional fees can you expect to pay along with tuition?
3. What kinds of services will you get from the additional fees you pay?

4. Can you estimate the cost of books and supplies for your chosen program?
5. Are you more likely to be a full-time student or a part-time student?
6. What is your plan for paying for college?
7. If you were to take out loans, how much money do you think you would need to borrow?
8. Who is ultimately responsible for your college expenses?
9. Have you filled out the FAFSA application?
10. What do you feel like you need more help with in relation to financing college?

Video: *Why Financial Aid Is Broken And A Simple Solution to Fix It*, Susan Dynarski (TED Talk)



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Susan Dynarski. Why financial aid is broken and a simple solution to fix it. Tedx Talks Indianapolis. Located at https://youtu.be/UEvdL_FodYU

Thinking about applying for scholarships can seem like an overwhelming prospect, and students have many excuses for not applying. There are so many scholarships available for college that knowing where to start is the first obstacle to the process. Remember, scholarships are the gift of money for college. A gift does not have to be paid back like a loan does.

Scholarships are offered to students who meet a specific requirement established by the sponsor, who may be an individual or an organization. Scholarships can be offered through local, state, or national sponsors. Each scholarship will have its own requirements based on the purpose of the scholarship. Scholarships are a good way to help pay for college without increasing student debt. Students may also apply for multiple scholarships. Receiving a scholarship may affect the student's overall financial aid award if all the student aid added together cannot be more than the cost of attending college. In some cases, though, it is possible to get a refund on your student financial aid if you get a scholarship. This will decrease the overall amount you owe at the end of your program of study. Regardless, it is important to remember that scholarships do not have to be repaid, so trying to include a scholarship in your overall financial aid package is a good idea.

Common reasons why students do not apply for scholarships

- Scholarships are only for people with good grades or athletic skills.
- There aren't scholarships for someone like me.
- You have to be documented to get a scholarship.
- You have to be a good essay writer to win a scholarship.
- There is too much competition to even try.
- Finding scholarships to apply for is hard and takes too much time
- Scholarship awards are for small amounts of money, so it's not worth it.
- Scholarships are only for high school graduates.
- GED graduates can't get scholarships.
- I applied for a scholarship once and didn't get it.

The most important thing to remember is that there are scholarships for everyone. There are specific scholarships for first-generation students, veterans, LGBTQ+, undocumented

students, low-income students, it's just a matter of finding one that fits your needs. Finding these scholarships requires research and effort on the part of the student, but the effort can have a financially rewarding outcome. Visit your campus financial aid office, multicultural, LGBTQ+ groups, women's centers, or veteran's centers and ask about scholarships that you might be eligible for.

The Internet has also changed the search process. In today's scholarship search process, a student can use several websites to help find the treasure. *Never* pay for help to search for scholarships. Websites that charge fees to find scholarships may be scams. The Scholarship Fraud Prevention Act of 2000 was passed to help increase the penalties for people convicted of scholarship fraud.

Free help can be found through the college you have selected to attend as well as through several great websites. If you are in Oregon, start by visiting the Office of Student Access and Completion (<https://oregonstudentaid.gov/scholarships.aspx>). This website has one application that will get you access to a number of local scholarships. If you are not in Oregon, check with student support services (like the financial aid office) at your college to see what scholarships are offered. *Scholarship Junkies*, *Unigo*, *Fastweb*, and *Fin Aid* are examples of online resources for finding scholarships to apply for. *Unigo* even has a section for scholarships that don't require an essay.

Many colleges and universities have even have specific websites with links to financial resources for DACA and undocumented students. For example, Oregon State University has this website with a number of resources: <https://undocumented.oregonstate.edu/undergraduate-resources>

Mistakes to avoid when applying for college scholarships

Scholarship committees want to give their money away to deserving students. It's your job to properly sell yourself so they know why you are the right choice. Build a profile that can't be ignored, one that showcases your originality, your character and your drive to be successful. Avoid these common mistakes students make. Get your application done right!

Deadlines

One of the major reasons student fail to earn scholarships is due to missing the application deadline. Deadlines matter and once they pass, the opportunity for that scholarship has

ended for that year or that term. Many scholarship applications are due at the beginning of the year (January or February) for the upcoming academic year. Some smaller ones have different due dates each term. It is also important to pay attention to the time zone the deadline occurs in. The scholarship website may be located in a different time zone than you are. If the deadline says 11:30 pm EST (Eastern Standard Time) that is 8:30 pm PST (Pacific Standard Time). If the scholarship says it's due by March 15th, it means it. On March 16th you will not be able to submit the application. The lesson here is to start working on your application early and be prepared to submit it at least a couple days before the deadline, if possible.

Fill Out The Application Correctly

The directions on a scholarship application are not suggestions. These are the basic requirements that you need to fulfill in order to be considered for a scholarship. If there are several essay questions, answer all of them, paying special attention to what the questions are asking for and the word limit that they have given. Also, make sure you submit the application in the correct manner. If you email your application when you are supposed to mail it or don't format your application correctly, you may not get the scholarship.

Fill Out The Application Completely

Scholarship committees request specific information because they need it. If the scholarship committee does not receive all of that information from you, the scholarship committee will likely look at your application, see that it is incomplete, and move it to the disqualified pile. If your application is submitted online and the information is incomplete, the application will not make it past the computer screening.

Make sure you are eligible for the scholarship

Read the requirements of the scholarship carefully. If there is a specific aspect of the scholarship that you do not meet, find a different scholarship to apply for. If you do match the scholarship eligibility requirements, make sure you highlight your eligibility in the application materials. One common mistake of students applying for financial need

scholarships is to not go into detail about the extent of their financial needs. Even if it feels embarrassing (for example, like talking about lack of financial resources), it is important to specifically address how you fit with the eligibility requirements of a scholarship.

Familiarize yourself with the sponsor of the scholarship

Use the Internet to find out as much as possible about the sponsor of the scholarship. If it is a company or organization, find out what their mission is and what they care about. If the sponsor is a person or in memory of a person, what was the person's passion? If you're able to include some key words from the mission of the scholarship in your personal essay, this will make you seem like a better fit.

Proofread Your Application

Always have someone proofread your application before you send it in. This will help reduce any spelling or grammar errors or other mistakes that may be in your application before you send it. It's also a good idea to have someone else read through your essay. Ask a friend to look through it or bring your application to your college writing center or career center. The tutors working at these centers have lots of experience with reading scholarship essays and applications. They'll be able to not only proofread, but perhaps also provide some useful suggestions for improvement. If you want to earn some money, you'll want your application to be as polished as possible!

Scholarship Essay Mistakes

Word count is probably the most common scholarship essay mistake. If the application asks for a word range, hit the range. If it asks for a specific word count, hit the word count as closely as possible. This shows you're capable of paying attention and satisfying specific requirements. Another common mistake is falling off topic. You want your essay to stand out from all the others. It needs to be unique, but it needs to address the topic given. Remember to bring your essay to a writing center or career center to get advice. Some colleges even have classes or workshops for how to write scholarship essays. Take advantage of these resources!

Email Address

While a cute or risqué email address can seem clever among your group of friends, it can send the wrong message to a scholarship committee, or the professors at your college. When applying for scholarships, avoid email addresses that use nicknames or profanity, that are offensive, or that have sexual connotations. Instead, create a professional email address to use for scholarship applications and professional correspondence. Keep it simple and straight forward by using variations of your first, middle, and last name.

Personal Statements & Essays

A scholarship is a financial investment in someone's potential to succeed. It's based on past experiences, the possibility of making a difference, and the embodiment of the core values of the organization or person sponsoring the scholarship. As a student applying for scholarships, think about what can you do to demonstrate that you are a worthy investment. What story can you tell that will make someone want to invest in you?

OSAC (Office of Student Access and Completion) uses four topics in their application. At Lane Community College, the Foundation (the source of scholarships specific to Lane) uses the same four topics in their applications. A student may use the same answers for both OSAC and Lane Community College's applications. Check the college you plan to attend and see if you can find their essay questions. Chances are good, if it's an Oregon school, it will use the same questions as OSAC.

OSAC's application limits the number of *characters* you can use in a response. This is different from a word limit. Be sure to find out if the application you are completing uses words or characters in the directions for space limitations of answers.

- Explain your career aspirations and your educational plan to meet these goals. Be specific.
- Explain how you have helped your family or made your community a better place to live. Provide specific examples.
- Describe a personal accomplishment and the strengths and skills you used to achieve it.
- Describe a significant change or experience that has occurred in your life. How did you respond and what did you learn about yourself?

Sometimes students worry that they don't have a good answer to the questions posed by the scholarship application. Your answer doesn't need to be a world-saving event. It needs to show your personality and qualities that will be worth investing in. Finding small stories to tell will make better statements when you only have limited characters to use.

The personal statements and essays in a scholarship application are the place a student can set him or herself apart from the other applicants. Sitting down and writing an inspiring essay in 1000 characters or 150 words can seem like an impossible task. One way to get started is to write something less structured. Start with writing a story about a challenge or obstacle you've overcome. Stories like this are good for showing your unique experiences and demonstrating that you have what it takes to be a successful student. This can be a fun way to start thinking about yourself and your experiences in order to find topics to use for personal statements and essays. It's your story – you can't get it wrong. In the examples below, you can see a few different types of responses to one of the OSAC questions.

Describe a personal accomplishment and the strength and skills you used to achieve it. (Use no more than 150 words)

Last year I volunteered with the Art Support Services. Art support is a part of Burning Man's infrastructure that facilitates everything involving massive art installations. Being my second year I went from being a simple volunteer to a volunteer trusted with the duties and responsibilities of a radio. My job entailed communicating with the artists, figure out where they were in the building process then decide what heavy machinery they needed. Next I would radio Heavy Equipment to inform them of the artist's needs. The most important skill I gained was appropriate radio communication. I learned how to change channels and proper radio etiquette. On the radio I used terms like "ten-nine", "copy that", or "affirmative" a personal favorite. Having a radio was a huge feeling of accomplishment, because I got to play a part in coordinating all the pieces that made the art come together.

~ Student #1

- What kind of person would you say Student #1 is?
- Does the person seem dependable?
- Would this person follow through on a task he or she was given?
- What qualities stand out for you about this person when you read this personal statement?
- Would you invest in this person's future?

Coming back to school after twenty-five years is an accomplishment I'm very proud of. I didn't graduate from high school when I was supposed to, so the first strength I used was faith that I could come back and do it now. I definitely needed a little courage, going from a forty year old server in a restaurant to a first time college student was a big change. In order to figure out what I wanted to study I researched online, bounced ideas off of friends and even talked to strangers on the street. I tried to keep an open mind and think creatively about my options, and then used my experience and perspective to narrow down the long list of potential interests. Once I decided on a career path and school, I quit my job and moved to a new city, relying heavily on discipline, humor and hope. I can't tell you how many times I thought about staying in Portland and working at my old job forever, but now that I'm in school, I'm really grateful that I didn't.

~Student #2

- What kind of person would you say Student #2 is?
- Does the person seem dependable?
- Would this person follow through on a task he or she was given?
- What qualities stand out for you about this person when you read this personal statement?
- Would you invest in this person's future?

A few years ago I gathered together a group of children from my neighborhood and together we wrote an adaptation of "The Frog Prince." We then built a stage in the back yard and spent weeks painting sets and creating costumes. When we had finished all the preparations, we pulled couches and chairs into the backyard and invited our whole neighborhood over to watch our play. It was amazing to help guide and motivate the children as they performed their creation; it took an enormous amount of organization and delegation skills to make our production go smoothly. It was incredible to be able to help our community come together and watch neighbors that had lived next to each other for years finally forging connections and becoming friends. It was wonderful to be able to see the children growing in their confidence and sharing their creation with our community.

~Student #3

- What kind of person would you say Student #3 is?
- Does the person seem dependable?
- Would this person follow through on a task he or she was given?
- What qualities stand out for you about this person when you read this personal

statement?

- Would you invest in this person's future?

After sorting through several scholarship applications, the scholarship committee have selected three finalists for their scholarship. The scholarship committee must pick only one student to give a scholarship to. As a member of the scholarship committee, you must make a choice as to who wins the scholarship. Which student would you select and why? What criteria would you use to make your selection?

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Adaptions: Reformatted, removed some videos, and some information specific to Oregon.

ALISE LAMOREAUX

Many students don't think they have the right or opportunity to go to college. Maybe they didn't know about standardized tests and financial aid. Maybe as high school students there wasn't a college counselor to discuss their college options. Maybe a good paying job came along and the person went straight into the workforce. Maybe a health problem kept them out of school. Perhaps family responsibilities limited the person's options. But now, the gates have opened and college is in the future. Disruptions in educational experiences and insufficient high school preparation result in skills gaps needed to be successful in college will show up. Knowing and using the resources available to bridge those gaps will be important to college persistence.

Imagine life as a college student. You have signed up for a required class in the program you have selected. The professor of the class requires a graphing calculator along with textbooks for the course. You show up to class with your required materials and the calculator. The professor starts class by having students get out their calculators. You look down at the device and have no idea how to use it. The professor says that you are expected to know how to use the calculator since it is commonly used in high school, so reviewing its use won't be part of the class. Now what do you do? You may experience self-doubt and wait to act.

- What would your first reaction to this situation be?
- How would you solve this problem?
- What resources can you think of to help you?
- What obstacles for college success might you encounter?
- How do you feel about asking for help when you need it?

As a gateway, colleges have an entire system of resources accessible to support students in a variety of ways free of charge. Students may feel pressure to succeed on their own because of the independent nature of many college related decisions. As a student, educating yourself about all the resources available at the college you have selected to attend can help you feel part of a community that wants to see you succeed. Asking for help from appropriate resources is not a sign of failure or lack of independence. Many college students hesitate to ask for help and end up in situations that could have been prevented by talking to the right person and knowing important deadlines. Talk to someone early in the term; do not wait too long to ask for help. Learning to network and navigate is a valuable skill to develop

while in college. Knowing what services are available before you are in crisis or panic mode will help you.

Colleges are concerned about providing students with support services. College students are frequently commuter students who spend less time on campus than students who are in residency. They are likely to be working and have family obligations. Almost 30% of community college students are parents, according to the Institute for Women's Policy. Unstable child-care arrangements, for example, can impact a student's persistence in college.

All of these challenges put students at risk of stopping their educational plan due to life events. Colleges try to develop comprehensive student support systems to help students overcome the obstacles of life and persist in college. As students, being aware of the support systems and how to gain access to the services available is a constant challenge. Students often struggle to match their problem to the right support service, are hesitant to ask for help, and/or wait until the problem is too big to handle. Student persistence and success is the goal for both the students and the college.

- What kind of support services do you need from a college?
- What is the best method for you to access support services?
- Have you evaluated the support services available at your college?
- How would you rate your digital and technology skills?

Several different models for delivering student support services exist to meet students where they are academically and developmentally. Many college students have multiple competing priorities (family, work, school) for their time. Student service models offering an integrated approach to delivering services make it easier for a busy student to access the services they might need. When selecting a college, how student services are delivered and how easily you could access them should be considered.

Tools and technology have introduced more options for connecting and networking with other students and faculty/staff. Social media, networking, email, text messaging, scheduling, chatbots, and the college website all help students communicate with peers and faculty/staff. Digital messaging about student holds, FAFSA application deadlines, early alerts and notifications, and college events communicate timely and personalized information and resources. Online learning tools, video conferencing platforms such as Zoom, the student portal, and social media are tools used to access information, stay engaged, and ensure success.

25 Key College Resources to know about

- Academic Advising
- Counseling/Coaching
- Financial Aid & Scholarship Assistance
- Tutoring
- Library & Librarians
- Student Health Center
- Career & Employment Services
- Accessibility/Disability Resource Center
- Multicultural Center
- Veterans Resource Center
- LGBTQ+ Resource Center
- Student Organizations
- TRIO Programs
- Cultural Resource Centers
- Information Technology Services (Hotspot and Device)
- Faculty Office Hours
- Child Care
- Parent Resources
- Recreation Center
- Writing Center
- Student Activities and Leadership
- Student Homelessness
- Food Insecurity
- Dream Success Center
- Community Engagement Center
- International Students
- Campus Bookstore

The academic jargon of college can complicate a student's ability to ask for help and utilize student support services. It can be hard to figure out from the name of a service exactly what kind of help would be provided by that service. For example, what's the difference between an advisor and a counselor? Don't they both give advice? If counselors aren't advisors what are they? Dean? Department Chair?

Past experiences may inhibit students from accessing support services. Asking for help can feel embarrassing. In high school, students primarily use tutors when they are not doing

well in a subject. Students bring that perspective to college with them. In college, tutors can be a key part of a student success plan. In college settings, free tutors staff a variety of centers designed for student success. Writing and math are typical subjects where students need extra support to learn class materials and complete assignments. Students new to college may not realize the top students in their classes are likely to be using tutoring services. Tutors are like teaching assistants. Sometimes it is hard for students new to college to understand the role of tutors and let go of past notions about who uses a tutor and why. Some colleges offer tutoring and career services online as well as on campus. The college webpages are the place to find out about the offering related to tutors for the college.

Students with limited time to spend on the college campus may look for tutoring help online via videos to watch. Several excellent websites can be found. Also, there are a variety of apps for smartphones and tablets designed to help students. Support for student success can come in many forms.

Website Challenge:

Pick two different colleges and examine their websites. Try to find the following information on each of the websites.

1. Do the two colleges you selected have the same definition of advisor and counselor?
2. Do both colleges offer the 25 key resources listed above? If not, what couldn't you find?
3. How comfortable were you navigating the college webpages to find student services?
4. What are three student support services you might use and how do they benefit you?
5. Did the webpages make sense to you? Is it searchable?
6. What was your strategy for finding the information you were looking for?
7. What information do you consider most important to you as a student?
8. What suggestions do you have for making the website and/or social media easier to use?

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Authored by: Alise Lamoreaux. Located at: <https://openoregon.pressbooks.pub/collegetransition/>

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Adaptions: Reformatted, removed quote, removed video.

“Success is a journey, not a destination.”

– Ralph Arbitelle

Thank you for reading this OER textbook. I hope you had a positive experience. Your thoughts, ideas, suggestions, and criticisms are valuable for future revisions and improvements. I encourage you to let me know if you are finding success, accomplishing your goals, or if you are struggling. I enjoy learning from students who share their experiences and hearing they are graduating. It is a source of inspiration to me. If you have the passion discussed in the first chapter, you can find a way to do it. And when all the hard work, time, energy and effort pays off, it should be a proud accomplishment. Previous students have contributed to this textbook by sharing design and content ideas. If you have comments, suggestions, questions, criticisms, or reflections about this textbook, I would appreciate hearing from you: blueprintforsuccessincollege@gmail.com.

Bring Your Whole Self

Your unique perspective and experiences are valuable. Do not be afraid to share your perspective. It is important for trust and growth. If you do not understand something, do not pretend that you do. Show up authentically and honestly with humility. You will be more satisfied, engaged, and successful.

Balance

There is a struggle with college and family life. Finding balance is not easy to accomplish. You will find a balance that works for them. There is no right or wrong way. If students are not balanced, it makes academic success challenging. It may take time to achieve

better balance, but it's worth the investment. Get involved in academic clubs or student government, but only as much as you can handle.

Family and friends may not understand college life and responsibilities. Explaining to family what and why you are doing it will let them into your college life.

Persistence

Thomas Edison is well known for inventing the electric light bulb. But many people are not aware of how many times he failed in trying to do so. Edison made a note of what he had done and what components he used each time he made an attempt. He would make an adjustment and try again. When the adjustment didn't work, he would make a note of that, readjust and try again. Edison learned from every experiment. He learned all the ways that it would not work. After approximately 10,000 failed experiments, Edison then successfully invented the electric light bulb. However, inventions rarely spring from the single mind of an inventor. It is a myth that Edison was the hero of invention, but rather the collective approach between Edison and Nikola Tesla that led to inventive work. Of course, the financial support of investors played a significant role.

"I have not failed. I've just found 10,000 ways that won't work."

– Thomas Edison

British inventor Sir James Dyson, well known for creating the bagless vacuum cleaner took 15 years and 5,127 prototypes to "get it right." British theoretical physicist Stephen Hawking discovered black holes, among many things. While he was disabled with Amyotrophic Lateral Sclerosis (ALS), he focused on what he could do well and not on what he couldn't do. The Theory of Everything (2014) film is an account of his life's work amidst disabling structures.

"However difficult life may seem, there is always something you can do and succeed at."

– Stephen Hawking

Be persistent. You will encounter situations where you will want to give up. You can overcome the obstacles and challenges, if you are persistent. The motivation for success may come from external pressure and responsibility.

Mentorship

Personal connections are critical to persistence. Find a mentor, a professor or academic adviser, to navigate college such as selecting courses and deciding on a major, and plan for your career. They will serve as role models, share expectations, and encourage you to pursue your goals. You can encounter mentors through formal mentorship programs, peer mentorship programs, career mentorship programs, in class or through club organizations, volunteering, or alumni.

Teamwork

My friend Sherine Ebadi played on a UC San Diego volleyball team that won a National Championship (1997). She gave a speech at the award banquet that remains one of the most inspirational speeches I have heard and one that still gives me chills when I reread. She described teamwork as “a complete denial of self-interest, individual statistics and personal glory, all in exchange for making your teammate look good, even when they don’t, and be successful even when they’re not. It’s making sure she knows that she’s never fighting alone, that she’s not merely an individual member of a team but rather an essential component to a unified whole working toward a common goal.”

You will not be able to accomplish some of your biggest goals by yourself. You will need a support system and the selection of your support team is important. Surround yourself with people who encourage and motivate you. Being a good teammate means supporting your friends’ and family members’ goals as well. It means making demands on someone else and not relying solely on yourself. There is no shame in leaning on one another and insisting on the necessity of community.

More Advice

Make good decisions. Choose a major that you will be proud of. You may feel pressure to choose a career that your family wants. More important than making good decisions though is learning from decisions that are made and the positive and negative results and consequences of those decisions.

Embrace a growth mindset. Do you view challenges as impossible obstacles or as opportunities to grow? This may not help you with studying, but it will give you life satisfaction. There will be times where your attitude and outlook will reflect on you and may create opportunities for yourself.

Give yourself grace and compassion. Understand that you are not perfect and your self-worth is not based on mistakes of your past. The road to success will be bumpy with long, late nights studying or doing homework. Do not compare yourself to other students in college.

You belong here. It is normal to question your belonging in college. Remember that belonging is a process, improving even if never complete. Your diverse identities are sources of motivation and success. Focus on your progress and use the feedback to meet high standards.

Closing

It is my sincere hope that you will have found information in this textbook helpful. I wish you academic success and an enjoyable journey to reach your goals.

– Dave Dillon, 2018

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Foundations of Success: Words of Wisdom Conclusion

In the textbook, you will have related to the ideas and concepts to your own academic, personal, and life-career successes. While reading the textbook, you explored the following guiding questions:

- How do you demonstrate college readiness through the use of effective study skills and campus resources?
- How do you apply basic technological and information management skills for academic and lifelong career development?
- How do you demonstrate the use of critical and creative thinking skills to solve problems and draw conclusions?
- How do you demonstrate basic awareness of self in connection with academic and personal goals?
- How do you identify and demonstrate knowledge of the implications of choices related to wellness?
- How do you demonstrate basic knowledge of cultural diversity?

It's time to pay it forward by composing your own Words of Wisdom story to share with college students of the future. Reflect on the lessons learned during your own college experience this term and use the guiding questions to develop a true-to-life story that can help other college students connect the dots between being a college student and being a successful college student. Submit your story to be considered in the next edition of Foundations of Academic Success: Words of Wisdom by emailing your name, institution, and a draft of your short story to opensunyfas@gmail.com. Submissions will be reviewed as they are received and you will be contacted directly if your submission is reviewed and selected for publication.

The options for textbooks focusing on college student success in college are overwhelming; many textbooks exist at varying levels of rigor and cost (some well over \$100). The FAS: WoW series of textbooks provides college students open access textbooks that are student-centered and readable (dare I even say enjoyable). FAS: WoW supports the open access textbook philosophy to help students reduce the cost of attending colleges and universities.

– Thomas Priester

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<https://openoregon.pressbooks.pub/collegereading/>

Peer Review:

<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=413>

Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies by Dave Dillon: The second edition (v 2.1), CC-BY is located here: <https://press.rebus.community/blueprint1/>

Commencement is one of my most favorite events as I genuinely enjoy seeing students accomplish their goals. Included here are three of my favorite Commencement speeches. I hope you will take away as much inspiration from them as I have.

Caleb Martinez, former student of Grossmont College and UC Berkeley gave this Commencement Address at Grossmont College in 2015:

[Caleb begins by reading The Rose That Grew From Concrete by Tupac Shakur. The text of that poem is not included here as it is under copyright].

These words by Tupac Shakur have always resonated with me

In all honesty I shouldn't be in front of you today! I grew up in poverty with no father. My own teachers used to tell me I would up dead or in jail. I spent more time on probation and behind jail cells then I spent in freedom. when I was 15 my brother was shot down in the streets . at the age of 17 I became a single father when my daughter was abandoned by her mother . I came into college at the age of 24 I had no job, I had no money, I had no educational foundation. – This was my concrete and these are my damaged petals.

Governing Board Members, Chancellor Miles, Interim President Flood, members of the faculty and staff of Grossmont College graduates, honored guests, and to my mother daughter family and friends. I stand before you today a EOPS club president, EOPS student worker, Club Member of the year, Student of Note, Latino Alliance member, honor graduate, commencement speaker who was accepted to UC San Diego, UC Santa Barbara, UCLA, and UC Berkeley. I have been offered and have accepted a full ride scholarship to UC Berkeley, the number one public institution in the world. Because I have tenacity and a desire not to die as a seed of a potential like so many others before me but to realize my dreams with hope and a will to reach the sun! None of us make it alone and I would not be here today without the love of my mother and daughter and support of my family and friends.

But today is not all about me

We are a generation of underdogs. Our millennial generation is often labeled by “experts” as the generation of entitlement. They say that this generation feels that they deserve everything without having to put forth any effort. I challenge this misconception and say we are the generation this world has been patiently waiting for. For the first time there has been an awakening and unlike others before we are more tolerant of each other's, ideas, beliefs, religions, and cultures. We have taken notice to the disparity that exists in this world and recognize that not only the elite deserve things such as prosperity, health, and education,

but we as children of the earth are entitled to it! We understand that if people are merely granted the opportunity to be successful that they will not only achieve success they will thrive and become a beacon of hope guiding the lost out of the darkness and despair of poverty.

As graduates of Grossmont College, we are testimony to what people can accomplish if just given the opportunity to do so. Community Colleges give birth to second chances and give wings to dreams that were never thought possible. I look in the crowd today and I see people cut from the same cloth. We are underdogs. I see immigrants, veterans, refugees, single parents, re-entry students, former foster youth, high school dropouts, First generation college students and so many other who have been invalidated or unappreciated. Somewhere down the line we have all been counted out, we have all been written off. But against all odds we stayed tenacious in the face of adversity and have overcome regardless of our conditions. We are proof that true beauty can come from a dismal environment. We can be that rose in the concrete.

Today I want to celebrate your tenacity and your will to reach the sun. But I also want to challenge you! To return to this place and other places where the concrete has made it difficult for roses to grow. Become the voice for the voiceless. After all we are unlike any generation that has come before and we will usher in a era of peace and opportunity for all and transform this world into a rose garden of prosperity. Which is not only what the world has been waiting for but it is what we are entitled to.

Thank You and Congratulations Grossmont Class of 2015!

Dr. Pearl Lopez, Extended Opportunity Programs and Services Counselor gave this Commencement Address at Grossmont College in 2015:

Hello Class of 2015!

When President Tim Flood asked me to be the commencement speaker, the first thing I said was, “why me?” Sylvia was in my office and she immediately said, “why not you”. You are a success story and a product of EOPS and Grossmont College. I then proceeded to freak out at the idea of standing before you all! So, all you students who frowned at me when I told you that you should take Public Speaking, this is why you need that class! You just never know!

I grew up in the projects on the East side of El Centro, CA. This used to be the segregated part of town so it was predominantly Latino and African American. My parents had 7 children and my father worked like a horse. When we woke up in the morning, he was already gone to work. When we went to bed at night, he wasn't home yet. We only saw him on Sundays occasionally. My mother ran the entire household by herself week after week. I was inspired by their strong work ethic. My father first crossed the border illegally when he

was only 12 years old because he wanted to help his family in Mexico. He crossed numerous times until an employer sponsored him and he became a legal resident. He only achieved a 3rd grade education and my mother achieved a 6th grade education.

My role models were my parents and following the example of their strong work ethic is what has gotten me this far. The challenge I faced was the fact that although I had role models for working hard, I did not have role models who had attained a higher education. So, after I barely graduated high school with a 2.0 gpa, I went to work at Denny's. I was happy. I thought I was done. A few months later I took a chance and moved to Riverside with some friends. I was working different odd jobs and at one point, I was working the graveyard shift at a book binding company. My good work ethic kicked in and I did a great job. After about a week, I asked the supervisor for a permanent position. She was a middle-aged White woman. Very stern. She looked me up and down and said, "You need to go to college". I told her I didn't want to. I was good at my job and I wanted to stay there permanently. She said, "Pearl, you see all these employees around me? (They were mostly Latinos). I said "yes". She said, "They have to help me read the job orders because I can't read." I remember being completely dumbfounded. I enrolled in college the following week.

I never excelled in college. School didn't come "easy" for me. I struggled. When you are a first generation college student, how are you supposed to know what it means be a professional college student? I didn't know. So I learned by trial and error. It took me 10 years to get my Bachelor's degree.

You have achieved an amazing milestone today and you should celebrate it. This journey is one many students begin but never finish. I hope many of you are continuing on with your education. According to Excelencia in Education, in 2013 only 3% of Latinos earned a Master's Degrees and less than 1% obtained a doctoral degree.

So today, as you move on to the next chapter of your lives, I'd like to share with you a few rules about life that will hopefully help you achieve your greatest potential. After all, it's how this Latina from the projects made it this far.

First of all, interdependence, community. Learn to take advantage of the support around you. If somebody offers to help, don't say no! Use the heck out of them! And with that, learn to ask for help. I was always so proud as a student. I thought smart people didn't go to tutoring. So I would just flunk a class. Doesn't make sense does it? I can guarantee you that I wouldn't have made it this far if it hadn't been for the support around me – (as a student, my EOPS counselors Sylvia and Janice Johnson), and throughout my journey, husband, my family, my friends, my co-workers and the Latino role models I met on this campus.

Second, don't be a victim, be a creator. Sometimes life throws a curve at you. You decide

whether you're going to lay down and take it, or be a creator and overcome it. Nobody is going to do it for you.

Third, take responsibility for your life. If you go through life blaming everybody else, you'll never achieve your goals. You'll be waiting forever for somebody else to achieve them for you.

Finally, if you're not uncomfortable or afraid, you're not growing. Be willing to take risks in life. I had no idea that I would ever be able to get a Bachelor's degree, let alone a Doctorate. How do you know what your potential is if you don't try? So what if you're afraid? So what if you fail? You learn, You grow and You move on.

My father passed away in 2006. I know he is looking down from heaven right now and is so proud of me. My mother is here today and she is always telling how proud she is of me. It is my honor to pay them both back for what they did for me. That has and always will be my inspiration and motivation.

Thank You! CONGRATULATIONS CLASS OF 2015!

Steve Jobs, entrepreneur, inventor, and co-founder of Apple gave this Commencement Address at Stanford University in 2005.

Video: *Steve Jobs' 2005 Stanford Commencement Address:*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/oregonblueprint/?p=152#oembed-1>

Transcript of Steve Jobs 2005 Stanford Commencement Address:
<https://news.stanford.edu/news/2005/june15/jobs-061505.html>

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Steve Jobs' 2005 Stanford Commencement Address. Authored by: Stanford University. Located at:
https://www.youtube.com/watch?time_continue=10&v=UF8uR6Z6KLc. License: All Rights Reserved.
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The University of Houston-Clear Lake has an assessment questionnaire for Study Skills and Time Management that students in my classes use to gauge their abilities. You may take those assessments here: <https://www.uhcl.edu/counseling-services/resources/documents/handouts/study-skills-assessment-questionnaire.pdf>

Recommended Reading:

Allison Hosier et al., “The Information Literacy Users Guide,” SUNY OER, 2014, <https://textbooks.opensuny.org/the-information-literacy-users-guide-an-open-online-textbook/>

Richard N. Bolles, *What Color Is Your Parachute?* (Berkeley, CA: Ten Speed Press, 2014).

Stephen R. Covey, *First Things First* (New York: Simon & Schuster, 1996).

Charles Czeisler and Mary Louise Kelly, “Most Night Shift Workers Don’t Adapt to the Hours,” NPR, 2011.

Charles Czeisler, Scott Huettel, and Joe Palca, “TV and Smart Phones May Hamper a Good Night’s Sleep,” NPR, 2011.

Malcolm Gladwell, *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (New York: Little, Brown and Company, 2013).

Malcolm Gladwell, *Outliers* (New York: Little, Brown and Company, 2008).

Spencer Johnson, *Who Moved My Cheese?: An Amazing Way to Deal with Change in Work and in Your Life* (New York: G.P. Putnam’s Sons, 1998).

Jean M. Twenge and W. Keith Campbell, *The Narcissism Epidemic: Living in the Age of Entitlement* (New York: Atria Paperback, 2009).

Jean M. Twenge, *Generation Me: Why Today’s Young Americans Are More Confident, Assertive, Entitled—and More Miserable than Ever Before* (New York: Free Press, 2006).

Frosty Westering, *Make the Big Time Where You Are* (Big Five Productions, 2001).

Recommended Films:

Richard Linklater, “Fast Food Nation,” Fox Searchlight, 2006.

Morgan Spurlock, “Supersize Me.” Documentary, 2004.

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JEANNE HOOVER AND DAVE DILLON

Term	Definition	Chapter in the Blueprint / Source
Academic Major	The academic discipline you commit to as an undergraduate student.	Chapter 25
Academic Year	The annual period during which a student attends school, college or university.	Chapter 24; https://en.wiktionary.org/wiki/academic_year
Accessibility	In an educational setting, it refers to educational services or support offered to students, faculty, and staff with disabilities.	Chapter 33
Accredited College	Higher education institutions that have been reviewed for quality of programs by accrediting bodies. The US Department of Education will only award financial aid to students at accredited schools.	https://www2.ed.gov/admins/finaid/accred/accreditation.html#Overview
Accuplacer Test	A type of placement test that asks students one question at a time. Correct answers result in harder questions that have higher points and incorrect answers result in easier questions with less point values.	https://accuplacer.collegeboard.org/
Active Listening	“The process of attending carefully to what a speaker is saying, involving such techniques as accurately paraphrasing the speaker’s remarks.”	Chapter 19; https://en.wiktionary.org/wiki/active_listening
Active Reading	A note-taking skill to help a student focus on the material and be able to refer back to notes made while reading.	Chapter 12

Admission	Refers to student acceptance into college. May also refer to acceptance into a specific academic program or to the college's department that handles applications.	Chapter 3
Alliteration	The repetition of consonants at the beginning of two or more words immediately succeeding each other, or at short intervals.	https://en.wiktionary.org/wiki/alliteration
Anorexia Nervosa	An eating disorder that results in self-starvation and extreme weight loss either through restriction or through binge-purging.	Chapter 36
Answer Keys	A list of answers to test questions listed throughout the book chapters.	
Anxiety Disorders	Mental disorders that cause people to respond to certain objects or situations with fear and dread.	Chapter 40
Placement Tests	Entrance exams required by the college as part of the admissions and matriculation process. Tests cover reading, writing, and math skills.	Chapter 8
Associate's Degree	An academic degree awarded after the equivalent of approximately two years of college education, usually by community colleges.	Chapter 2; https://en.wiktionary.org/wiki/associate%27s_degree#English
Audit	A course that a student attends, but does not receive a grade. It can be used to explore a new subject or major.	

Award package	The way colleges and universities deliver their news about student eligibility for financial aid or grants. The most common packages include Pell Grants, Stafford Loans, and Work Study.	Chapter 44
Axis information	Vertical and horizontal information on a graph. It also refers to the 'X' and 'Y' data.	Chapter 14
Bachelor's Degree	A degree that typically requires 120 credits for completion. It is often referred to as a "4-year" degree.	Chapter 2
Back Matter	Similar to front matter, this is the last section of the book which may include an epilogue, appendix, glossary, bibliography, answer keys or index.	Chapter 14; https://en.wikipedia.org/wiki/Book_design
Binge Drinking	Binge drinking is a pattern of drinking that brings blood alcohol concentration (BAC) levels to 0.08 g/dL. This typically occurs after 4 drinks for women and 5 drinks for men—in about 2 hours.	Chapter 39
Binge Eating Disorder	Recurrent binge eating, or eating large amounts of food in a short time, but without the purging associated with bulimia nervosa.	Chapter 40; https://en.wiktionary.org/wiki/binge_eating_disorder ; https://en.wiktionary.org/wiki/binge_eating#English
Birth Control	A technique or procedure used to prevent pregnancy. May also be known as contraception.	Chapter 43

Borrower	A person or group that obtains funds from a lender for a particular period of time. A borrower signs a “promissory note” as evidence of indebtedness.	Chapter 44
Bulimia Nervosa	An eating disorder that results in eating large amounts of food at least two times a week and vomiting or exercising compulsively.	Chapter 40
Campus-Based Financial Aid Programs	The three major aid programs are funded by the federal government, but the disposition of the funds is handled by colleges’ financial aid offices. The aid programs are: the Federal Supplemental Educational Opportunity Grant, the Federal Perkins Loan, and Federal Work-Study (FWS).	Chapter 44
Career	An occupation (or series of jobs) that you undertake for a significant period of time in your life	Chapter 27
Career Counselor	A counselor who focuses on helping others identify career paths that suits their experience, education, and interest.	Chapter 24
Career Development	“The lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future.”	Chapter 25; https://en.wikipedia.org/wiki/Career_development

Certificate	Specialized training in a specific field that requires fewer credits than degrees. It can be acquired in addition to a degree.	Chapter 3
Chlamydia	Chlamydia is a common, treatable STD that can infect both men and women. It can cause serious, permanent damage to a woman's reproductive system.	Chapter 43
Civic Engagement	An individual's involvement in protecting and promoting a diverse and democratic society.	Chapter 34
Close Reading	"The careful, sustained interpretation of a brief passage of a text. A close reading emphasizes the single and the particular over the general, affected by close attention to individual words, the syntax, and the order in which the sentences unfold ideas, as the reader scans the line of text."	Chapter 16; https://en.wikipedia.org/wiki/Close_reading
Co-requisite	Courses that are required to be taken at the same time.	Chapters 5 & 6
Cognitive Development	Construction of one's thought process.	
College and Career Readiness	A point when a student has gained the necessary knowledge, skills, and professional behaviors to achieve a college degree or certificate, career training, or obtain a professional job.	Chapter 23

College Catalog	An online or print catalog that contains information on degree programs and school rules at the college	Chapter 3
College Level Course	The different course number designations as a whole. For example, 100-level or 1000-level courses.	
College Readiness	Students who are prepared for the workload and demands of college. Readiness may be determined by standardized test scores, soft skills and completion of high school.	Chapter 4
College Schedule	A student's schedule of classes per term that includes days, times, locations, and modality (in person, hybrid, or online)	Chapter 6
Compass Test	A series of exams that based on reading, writing, math, and English as a Second Language. Colleges dictate which tests to complete. This style of exam is being phased out.	https://www.compassprep.com/practice-tests/
Contrast	A reading strategy where the word is clarified by presenting a word or phrase opposite of its meaning.	Chapter 16

Cost of education	This includes tuition and fees, room and board, books and supplies, transportation, and miscellaneous expenses. A student's financial aid eligibility is the difference between the cost of education and the Expected Family Contribution as computed by the federal government using the FAFSA.	Chapter 44
Course Number	The number assigned to courses to identify the specific course and level of course.	Chapter 6
Cover Letter	A letter or written communication that serves to introduce an accompanying document; especially, a letter that introduces a résumé or curriculum vitae.	Chapter 29; https://en.wiktionary.org/wiki/cover_letter
Creative Thinking	A set of skills used to find new solutions to problems. Brainstorming is an example of a creative thinking activity.	Chapter 18
Credit Hour/Unit	The unit of measurement for college credit. It often relates to the number of course hours and it contributes to total credit hours required by a degree program.	Chapter 6
Critical Thinking	A set of skills used to analyze a situation and evaluate the accuracy of the information.	
Date Rape Drugs	Drugs that cause confusion or weakness to that you are unable to refuse sex or defend yourself. They often have no color, smell, or taste.	Chapter 34

Deep Sleep	Part of the sleep cycle that gives you the “deepest and most restorative sleep.”	Chapter 38; https://www.nichd.nih.gov/health/topics/sleep/conditioninfo/what-happens
Deep-level Diversity	Differences that are less visible, like personality, attitude, beliefs, and values.	Chapter 33
Default	A failure to meet a financial obligation, especially a failure to make a payment on a loan. Defaults are recorded on permanent credit records and may result in prosecution and/or loss of future borrowing possibilities.	Chapter 44
Degree	“A stage of proficiency or qualification in a course of study, now especially an award bestowed by a university or, in some countries, a college, as a certification of academic achievement.”	Chapter 2; https://en.wiktionary.org/wiki/degree
Dependent Student	A student claimed as a dependent member of a household for federal income tax purposes.	Chapter 44
Diversity	People with different opinions, backgrounds (degrees and social experience), religious beliefs, political beliefs, sexual orientations, heritage, and life experience.	Chapter 33
Elective	A course that provides credit hours towards a degree. It is not part of a core degree program, but it may be related to a major.	Chapter 6

Emergency Contraceptive Pill (ECP)	Medicine that contains a high dose of hormones that may prevent a pregnancy from occurring. Also called a “morning-after pill”	Chapter 34
Enrollment	The number of students attending a university or college. May also refer to class sections and degree programs.	Chapter 3
Expected Family Contribution (EFC)	The amount of financial support a family is expected to contribute toward a child’s college education. This amount is part of the formula used by the federal government to determine financial aid eligibility using the FAFSA form.	Chapter 44
Extrinsic Passion	Drive to action that (as opposed to intrinsic motivation) springs from outside influences instead of from one’s own feelings.	Chapter 1; http://www.businessdictionary.com/definition/extrinsic-motivation.html
FAFSA	Refers to an application form used to apply for federal financial aid for education expenses.	Chapter 44
Federal Direct Loan	A group of federal loan programs for which the lender is the federal government. Included in these programs are government-subsidized loans for students and unsubsidized loans for both students and parents.	Chapter 44
Federal Pell Grant Program	This is a federally sponsored and administered program that provides grants based on need to undergraduate students.	Chapter 44

Federal Perkins Loan Program	A federally run program based on need and administered by a college's financial aid office. This program offers low-interest loans for undergraduate study. Repayment does not begin until a student graduates.	Chapter 44
Federal PLUS Loan	A nonsubsidized loan program for parents of undergraduate students under the Federal Education Loan Program umbrella	Chapter 44
Federal Work Study	"A student aid program that provides part-time employment at a university or college to assist with education expenses."	https://studentaid.ed.gov/sa/glossary#letter_w
Financial Aid	Grants, loans, or scholarships given to a student to pay for tuition. Aid may or may not need to be repaid.	Chapter 44
Financial Aid Award Letter	Written notification to an applicant from a college that details how much and which types of financial aid are being offered if the applicant enrolls.	Chapter 44
Financial Aid Package	The total amount of financial aid a student receives for a year of study.	Chapter 44
First-generation Students	Students whose parents have not completed a college degree program or have not completed any higher education coursework.	
First-Year Experience	Students in their first year of college	
For-profit Institutions	Educational institutions that are private, profit-seeking businesses.	https://en.wikipedia.org/wiki/For-profit_higher_education_in_the_United_States

Front Matter	The first pages of a book that includes bibliographic information like title, author, publication date. It may also include the table of contents, dedication, or introduction.	Chapter 14; https://en.wikipedia.org/wiki/Book_design
Full-time status	Credit load averages 12-18 credits per term	Chapter 3
Functional Résumé	A resume that lists overall skills and abilities before work history.	Chapter 29
Gap	The difference between the amount of a financial aid package and the cost of attending a college or university. The student and his/her family are expected to fill the gap.	Chapter 44
General Education/ Gen Ed	In some degree programs, students are required to take a certain amount of courses in specific areas like science, humanities, and social sciences, in order to graduate. Courses that count towards this requirement are marked as General Education courses.	Chapter 2
Genital Herpes	An incurable STD caused by two types of viruses. The viruses are called herpes simplex type 1 and herpes simplex type 2. It usually appears as one or more blisters on or around the genitals, rectum, or mouth.	Chapter 34
Genre	A kind; a stylistic category or sort, especially of literature or other artworks.	Chapter 16; https://en.wiktionary.org/wiki/genre

GHB	A date rape drug that comes as a pill, liquid, or powder. It may have a slight salty taste.	Chapter 34
Gift Aid	Grant and scholarship money given as financial aid that does not have to be repaid.	Chapter 44
Glossary of Terms	“A set of definitions of words of importance to the work.”	Chapter 14; https://en.wikipedia.org/wiki/Book_design
Grade Options	The grading system used at an institution that usually includes letter grades, pass/fail options and more.	Chapter 5
Grant	Funds given to a student that can be used for education or other expenses. These funds may or may not be required to be repaid.	Chapter 44
Group Interview	An interview where a hiring manager interviews a group of applicants at the same time.	Chapter 30
Half-time Status	Credit load averages 6-8 credits per term	Chapter 4
Hard Skills	Concrete or objective abilities that you learn and are easily quantifiable, like using a computer or speaking a foreign language.	Chapter 26
Heading	The title or topic of a document, article, chapter, or of a section thereof.	Chapter 13; https://en.wiktionary.org/wiki/heading#English
Heavy Drinking	Heavy drinking is defined as drinking 5 or more drinks on the same occasion on each of 5 or more days in the past 30 days.	Chapter 39

HIV/AIDS	An incurable STD. HIV stands for human immunodeficiency virus. It kills or damages the body's immune system cells. AIDS stands for acquired immunodeficiency syndrome. It is the most advanced stage of infection with HIV.	Chapter 34
Human Papillomavirus (HPV)	The most common STD that includes different types. Some types may cause genital warts or cancer.	Chapter 34
Hybrid Courses	College classes that are taught in-person and in the online environment	Chapter 3
Hybrid Résumé	A resume that combines features from a reverse chronological résumé and a functional resume.	Chapter 29
Idiom	An expression peculiar to or characteristic of a particular language, especially when the meaning is illogical or separate from the meaning of its component words.	Chapter 16; https://en.wiktionary.org/wiki/idiom
Index/Index of Subjects	An alphabetical listing of items and their location OR A list of terms or subjects used in the text and their corresponding page numbers.	Chapter 14; https://en.wikipedia.org/wiki/Book_design https://en.wiktionary.org/wiki/index
Inference	A definition of a word that can be found in surrounding sentences or implied by the general meaning of the selection.	Chapter 16

Interdependence	The mutual reliance, or mutual dependence, between two or more people or groups.	Chapter 32
Intrauterine Device (IUD)	A small, often T-shaped birth control device that is inserted into a woman's uterus to prevent pregnancy	Chapter 42; https://en.wikipedia.org/wiki/Intrauterine_device
Intrinsic Passion	Stimulation that drives an individual to adopt or change a behavior for his or her own internal satisfaction or fulfillment. Intrinsic motivation is usually self-applied and springs from a direct relationship between the individual and the situation.	Chapter 1; http://www.businessdictionary.com/definition/intrinsic-motivation.html
Introduction	"A beginning section which states the proposed and goals of the following writing:"	Chapter 14; https://en.wikipedia.org/wiki/Book_design
Job	Refers to the work a person performs for a living.	Chapter 24
Job Headhunters	A professional who is hired by companies to identify candidates for a job opening. This is often used for higher level jobs like executive positions.	Chapter 28
Ketamine	A date rape drug that comes as a liquid or a white powder.	Chapter 42
Learning Community	A group of people who share common academic goals and attitudes, who meet semi-regularly to collaborate on classwork. Such communities have become the template for a cohort-based, interdisciplinary approach to higher education.	https://en.wikipedia.org/wiki/Learning_community

Lender	One who provides money on the condition that the money be returned, usually with an interest charge.	Chapter 44
Lifelong Learner	“An ongoing pursuit of knowledge for personal or professional reasons.”	Chapter 26; https://en.wikipedia.org/wiki/Lifelong_learning
Long-Term Memory	One of three stages of memory proposed by Richard Atkinson and Richard Shiffrin. It “is the continuous storage of information.”	Chapter 20; https://cnx.org/contents/Sr8Ev5Og@5.46:-RwqQWzt@6/How-Memory-Functions
Long-term Rewards	Rewards that take a long period of time	Chapter 2
Lower Division Course	Courses geared towards students who are completing their freshman or sophomore year at a college or university. Courses are typically introductory.	Chapter 6
Lunch Interview	An interview conducted over lunch.	Chapter 30
Major	The main area of study of a student working toward a degree at a college or university.	Chapter 25; https://en.wiktionary.org/wiki/major
Mental Illness	Mental disorders or health conditions characterized by changes in mood or behavior.	Chapter 40
Merit awards, merit-based scholarships	More “free” money, these awards are based on excellence in academics, leadership, volunteerism, athletic ability, and other areas determined by the granting organization, which can be a college or university, an organization, or an individual. They are not based on financial need.	Chapter 44

Metacognitive	Pertains to metacognition, or the act of thinking about thinking	Chapter 14; https://en.wiktionary.org/wiki/metacognition ; https://en.wiktionary.org/wiki/metacognitive
Metaphor	The use of a word or phrase to refer to something that it is not, invoking a direct similarity between the word or phrase used and the thing described (but in the case of English without the words like or as, which would imply a simile	Chapter 16; https://en.wiktionary.org/wiki/metaphor
Mind Maps	A strategy of organizing information that involves adding a central idea to the center of the paper and adding branches of supporting ideas.	Chapter 20
Mission Statement	A formal declaration of the overall goal or purpose of an organization	Chapter 3; https://en.wiktionary.org/wiki/mission_statement
Morpheme	The smallest linguistic unit within a word that can carry a meaning, such as “un-“, “break“, and “-able” in the word “unbreakable”.	Chapter 14; https://en.wiktionary.org/wiki/morpheme#English
Morpheme Analysis	A vocabulary strategy on using prefixes, suffixes, and roots, or morphemes, within words, to learn their meaning.	Chapter 14; https://www.languagehumanities.org/what-is-morphological-analysis.htm
Multiculturalism	The characteristics of a society, city etc. which has many different ethnic or national cultures mingling freely; political or social policies which support or encourage such coexistence	Chapter 35; https://en.wiktionary.org/wiki/multiculturalism
Networking	The process of meeting new people in a business or social context.	Chapter 28; https://en.wiktionary.org/wiki/networking

Non-accredited College	Higher education institutions that do not meet requirements to be accredited. Financial aid from the US Department of Education may not be used at these colleges.	Chapter 3; https://www2.ed.gov/admins/finaid/accred/accreditation.html#Overview
Non-Credit/Continuing Education	Educational training, workshops, or courses that are completed, but may not provide credit towards a degree. May also refer to coursework completed to maintain a professional license.	Chapter 17
Non-profit Institutions	Educational institutions that are non-profit	Chapter 3
Non-traditional Students	Students over the age of 24 who have responsibilities outside of the college such as being a single parent or veteran	Chapter 2
Non-transferable Credits	Credits for college coursework that cannot be transferred between academic institutions	Chapter 3
Obsessive-Compulsive Disorder	A form of anxiety characterized by an obsessive compulsion to repeatedly perform trivial or meaningless actions.	Chapter 40; https://en.wiktionary.org/wiki/obsessive-compulsive_disorder#English
One-on-One Interview	An individual interview between an applicant and a hiring manager.	Chapter 30

Opportunity Cost	<p>A choice based on the economic principle that there are limited resources available such as time or money</p> <p>OR</p> <p>The cost of an opportunity forgone (and the loss of the benefits that could be received from that opportunity); the most valuable forgone alternative.</p>	Chapter 44; https://en.wiktionary.org/wiki/opportunity_cost
Panel Interview	<p>An interview between an applicant and a group of employees that will make the hiring decision.</p>	Chapter 30
Panic Disorder	<p>An anxiety disorder that causes panic attacks.</p>	Chapter 40
Perfectionism	<p>The need to complete something perfectly.</p>	Chapter 10
Phobia	<p>A phobia is a type of anxiety disorder. It is a strong, irrational fear of something that poses little or no real danger.</p>	Chapter 40; https://medlineplus.gov/phobias.html
Phone Interview	<p>An interview that takes place over the phone.</p>	Chapter 30
Phonology	<p>The study of the way sounds function in languages, including phonemes, syllable structure, stress, accent, intonation, and which sounds are distinctive units within a language.</p>	Chapter 14; https://en.wiktionary.org/wiki/phonology
PIN	<p>Personal identification number</p>	Chapter 44
Post-Traumatic Stress Disorder (PTSD)	<p>Any condition that develops following some stressful situation or event; such as sleep disturbance, recurrent dreams, withdrawal or lack of concentration.</p>	Chapter 40; https://en.wiktionary.org/wiki/post-traumatic_stress_disorder#English

Pragmatics	The study of the use of language in a social context.	https://en.wiktionary.org/wiki/pragmatics
Pre-College Level Course	Courses that are completed prior to college.	Chapter 6
Preface	A short section that covers how the book was developed or conceived. This section may not be included in all books.	Chapter 14; https://en.wikipedia.org/wiki/Book_design
Prefix	A morpheme added to the beginning of a word to modify its meaning, for example as, pre- in prefix, con- in conjure, re- in reheat.	https://en.wiktionary.org/wiki/prefix
Prerequisite	In education, a course or topic that must be completed before another course or topic can be started.	Chapter 6; https://en.wiktionary.org/wiki/prerequisite
Probation	Students who are not in good academic standing may be placed on probation which will require them to fulfill certain requirements, like a minimum GPA, to stay enrolled at the university.	Chapter 5
Procrastination	The act of putting something off.	Chapter 10
Qualifiers	A word that is absolute such as all, never, sometimes, some or often.	Chapter 22
Rapid Eye Movement (REM)	Part of the sleep cycle where your eyes move back and forth quickly and you may dream. This stage is short when you start sleeping and gets longer as the night progresses.	Chapter 38; https://www.nichd.nih.gov/health/topics/sleep/conditioninfo/what-happens

Reading Comprehension	The level of understanding of a text/message that is dependent upon four language skills: phonology, syntax, semantics, and pragmatics.	Chapter 15
Reciprocal Teaching	A teaching method that requires students to predict, summarize, clarify, and ask requests for sections of a text.	Chapter 15
Registration	To enroll or sign up for a college class or classes	Chapter 5
Résumé	A summary of an individual's educational and employment history. It may also include professional certifications or skills. It may be in chronological order.	Chapter 29
Reverse Chronological Résumé	A resume that focuses on employment history and lists the most recent or current position first.	Chapter 29
Rohypnol	A common date rape drug that comes as a pill, but dissolves in liquids.	Chapter 34
Roots	A word from which another word or words are derived.	Chapter 14; https://en.wiktionary.org/wiki/root#English
Safety Consciousness	Describes your awareness of hazards and your alertness to potential danger.	Chapter 43

Saturated fat	A fat or oil, from either animal or vegetable sources, containing a high proportion of saturated fatty acids; a diet high in saturated rather than unsaturated fats is thought to contribute to higher levels of cholesterol in the blood.	Chapter 36; https://en.wiktionary.org/wiki/saturated_fat
Scholarship	Funds given to a student that is based on academic, sport, or other achievements. These funds may not be required to be repaid.	Chapter 45; https://studentaid.ed.gov/sa/glossary#letter_f
Scientific Acumen	Wisdom or quickness related to science.	Chapter 26
Self-Efficacy	One's sense of being able to achieve goals.	
Self-Regulation	The regulation (by a person or an organization) of their own behavior without external control or monitoring.	https://en.wiktionary.org/wiki/self-regulation
Semantics	The individual meanings of words, as opposed to the overall meaning of a passage.	Chapter 14; https://en.wiktionary.org/wiki/semantics
Sensory Memory	One of three stages of memory proposed by Richard Atkinson and Richard Shiffrin. It is the "storage of brief sensory events, such as sights, sounds, and tastes."	https://cnx.org/contents/Sr8Ev5Og@5.46:-RwqQWzt@6/How-Memory-Functions
Serial Interview	An intensive and lengthy interview process where the applicant has a series of interviews with different representatives in a company.	Chapter 30
Sexual Assault	Any type of sexual activity that a person doesn't agree to.	Chapter 34

Sexually Transmitted Diseases	Diseases that are passed from one person to another through sexual contact.	Chapter 34
Short-Term Memory	One of three stages of memory proposed by Richard Atkinson and Richard Shiffrin. It “is a temporary storage system that processes incoming sensory memory.”	Chapter 20; https://cnx.org/contents/Sr8Ev5Og@5.46:-RwqQWzt@6/How-Memory-Functions
Short-term Rewards	Rewards that can be available in a short amount of time	Chapter 2
Side Bars	Boxes found in textbooks that provide related information.	Chapter 19
Simile	A figure of speech in which one thing is compared to another, in the case of English generally using like or as.	https://en.wiktionary.org/wiki/simile#English
Sleep-Deprivation	The condition of being kept awake and not getting enough sleep (perhaps forcibly by someone else, or by a sleep disorder), to the point of noticeably lower alertness.	Chapter 38; https://en.wiktionary.org/wiki/sleep_deprivation
SMART Goals	Goals that are specific, measurable, achievable, relevant, and time-bound. This may apply to personal or institutional goals.	Chapter 9; https://en.wikipedia.org/wiki/SMART_criteria
Soft Skills	A personal skill that is usually interpersonal, non-specialized, and difficult to quantify, such as leadership or responsibility.	Chapter 4; https://en.wiktionary.org/wiki/soft_skill
Stafford Loan	A type of federal loan that can be used to pay for educational expenses. These funds will need to be repaid.	Chapter 5

Strategic Plan	An organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy	https://en.wikipedia.org/wiki/Strategic_planning
Student Aid Report (SAR)	Report of the government's review of a student's FAFSA. The SAR is sent to the student and released electronically to the schools that the student listed. The SAR does not supply a real money figure for aid but indicates whether the student is eligible.	Chapter 44
Student Conduct Code	A collection of university policies that apply to appropriate student conduct and behavior. Consequences of not complying with the code may include suspension or expulsion from the university.	
Student Number	A identification number that is unique to each student.	
Study Abroad	A program of study which is located in a different country than one's home or resident country.	Chapter 33; https://en.wiktionary.org/wiki/study_abroad
Subsidized Loan	"A loan based on financial need for which the federal government generally pays the interest that accrues while the borrower is in an in-school, grace, or deferment status, and during certain periods of repayment under certain income-driven repayment plans."	Chapter 44; https://studentaid.ed.gov/sa/glossary#letter_s

Surface-level Diversity	Differences you can generally observe in others, like ethnicity, race, gender, age, culture, language, or disability.	Chapter 33
Syllabus	A contract between the instructor and student and a source of information for faculty contact information, textbook information, classroom behavior expectations, attendance policy and course objectives.	Chapter 6
Syphilis	An STD that can cause long-term complications if not treated correctly. Symptoms in adults are divided into stages. These stages are primary, secondary, latent, and late syphilis.	Chapter 42
Table of Contents	A list of chapters and subchapters with their corresponding page numbers.	Chapter 15
Teamwork Skills	The ability to work collaboratively, effectively, and efficiently with a team.	Chapter 26
Term	A portion of the academic year such as fall, spring, or summer. It is also known as a semester and college classes usually last one term or semester.	Chapter 6
Transcript	A list of courses completed and grades earned.	https://en.wiktionary.org/wiki/transcript
Transferable Credits	Credits for college coursework that can be transferred between academic institutions.	Chapter 3
Transferable Skills	A different way of describing soft skills.	Chapter 26

Tuition	Amount of money charged to students for instructional services such as college courses. Tuition may be charged per term, per course, or per credit.	Chapter 44; https://en.wiktionary.org/wiki/tuition
Unsubsidized Loan	A loan for which the borrower is fully responsible for paying the interest regardless of the loan status. Interest on unsubsidized loans accrues from the date of disbursement and continues throughout the life of the loan.	Chapter 44; https://studentaid.ed.gov/sa/glossary#letter_u
Upper Division Course	Courses geared towards students who are completing their junior or senior year at a college or university. Courses may require prerequisites.	Chapter 5
Vocational Training	Education that prepares people to work in various jobs, such as a trade, a craft, or as a technician.	Chapter 3; https://en.wikipedia.org/wiki/Vocational_education
Web Conference Interview	An interview that takes place online using web conferencing software.	Chapter 30
Work	An occupation or position. It may also be effort expended on a particular task.	Chapter 30; https://en.wiktionary.org/wiki/work
