

SECOND EDITION

STUDENT SUCCESS IN COLLEGE

DOING WHAT WORKS!



EXPLORING
THE RESEARCH

- Active Reading
- Critical Thinking
- Information Literacy

CHRISTINE HARRINGTON

Moving beyond advice, *Student Success in College: Doing What Works!* provides effective student success strategies that are based on learning and motivational theories and original research studies. While learning about how to read and use scholarly sources, students build the knowledge, skills, and confidence needed to be successful in college.

Moving Beyond Advice: Student Success Strategies Based in Research

Success strategies are based on research, with citations included.

Exploring the Research in Summary feature provides summaries of student success research studies.



Practicing Process Skills: How to Read and Use Scholarly Sources

Chapter 1 introduces and provides strategies for the process of reading peer-reviewed journal articles.

Exploring the Research in Depth feature in every chapter provides original peer-reviewed journal articles to work through.



Developing High-Level Skills: Reading, Critical Thinking, and Information Literacy Skills

Exploring the Research in Depth feature walks students through the steps to build these skills.

Peer-reviewed journal articles provide an opportunity to practice building reading, critical thinking, and information literacy skills.



Increasing Self-Efficacy and Motivation: Support to Do What Works!

Extensive practice retrieval options via Quick Quizzes and MindTap.

Chapter Summary Note-Taking Models and Exploring the Research with the Author walkthroughs support students' understanding.



Student Success in College

SECOND EDITION

Student Success in College

DOING WHAT WORKS!

CHRISTINE HARRINGTON

Middlesex County College



Tom Peterson



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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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Student Success in College: Doing What Works!
Second Edition

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WCN: 02-200-203

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Library of Congress Control Number: 2014937486

ISBN: 978-1-285-85217-1

Cengage Learning
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Brief Contents

Preface	XV
7 Smart Success Strategies	XXXI
Chapter 1	
College Expectations: Being a Critical Thinker	01
Chapter 2	
Skills You Need: Memory, Note Taking, and Studying Techniques	43
Chapter 3	
Setting Effective Goals and Making the Most of Your Time	75
Chapter 4	
It's Show Time: Papers, Presentations, and Tests	111
Chapter 5	
Motivation, Resilience, and Stress Management: Strategies for When College and Life Get Challenging	149
Chapter 6	
How Are You Doing? Maximizing Learning via Self-Reflection	185
Chapter 7	
Making Good Academic, Career, and Financial Decisions	223
References Index	269
Subject Index	279

Contents

Preface	xv
7 Smart Success Strategies	xxxi

1

College Expectations: Being a Critical Thinker

1

You've Made the Right Decision: Check out These Statistics!	2
Your First-Year Seminar Course: Exploring Research-Based Student Success Strategies	5
Student Success Myths or Facts? Test Your Knowledge!	6

Faculty Expectations 7

The Syllabus	7
Behavior and Communication	9
Academic Integrity	10

Critical Thinking 12

Bloom's Taxonomy	13
The Process of Becoming a Critical Thinker	14
Foundational Condition 1: Knowledge	14
Foundational Condition 2: Self-Efficacy	15
Foundational Condition 3: Desire and Drive	15
Learning Condition 1: Challenging Learning Tasks and Opportunities	16
Learning Condition 2: Learning Strategies and Support	16

Active Reading and Learning: How to Use This Textbook 17

The 3R Reading Method	18
-----------------------	----

Exploring the Research in Summary

McDaniel, M. A., Howard, D. C., and Einstein, G. O. (2009). The Read-Recite-Review Study Strategy: Effective and Portable	19
---	----

The SQ3R Reading Method	20
Highlighting: What's Important?	21
Note Taking while Reading	23
Taking Action: Application Opportunities	23

Peer-Reviewed Journal Articles 24

Research and Critical Thinking	25
Step 1: Engage via Research Prediction	26
Step 2: Read for Key Points	26
Step 3: Critically Think about the Research	26
Step 4: Build Information Literacy Skills	26
What Is a Peer-Reviewed Journal Article?	27
The Parts or Elements of Research Articles	28
Abstract and Introduction	28
Method	28
Results	30
Discussion	32
Reading Journal Articles	33

Exploring the Research in Depth

Howard, H. E., & Jones, W. P. (2000). Effectiveness of a Freshman Seminar in an Urban University: Measurement of Selected Indicators 35

CHAPTER 1 • CHAPTER SUMMARY: NOTE-TAKING MODEL 41
 Cornell Method Model 41

2

Skills You Need: Memory, Note Taking, and Studying Techniques

43

Exploring the Research in Depth

Einstein, G. O. Mullet, H. G., & Harrison, T. L. (2012). The Testing Effect: Illustrating a Fundamental Concept and Changing Study Strategies 44

How Memory Works: Building Foundational Knowledge 49

The Memory Process 49

Encoding 49

Storage 49

Retrieval 51

Memory Strategies 52

Rehearsal 52

Elaboration 52

Chunking 53

Stories and Emotions 53

Mnemonics 54

Retrieval Practice 55

Note Taking: Our Only Hope! 55

Making the Most out of Class Experiences: Preparing and Participating 56

Note-Taking Methods 58

Cornell Method 58

Concept Maps 59

Matrix Notes 59

Traditional Outline 59

Digital Notes 61

Note-Taking Apps 61

Linear Notes 63

Note-Taking Tips 63

Studying Approaches That Work: Establishing an Effective Learning Framework 65

We Are All Multi-Sensory Learners 65

Testing Your Knowledge 66

Organizing: An Amazing Academic Weapon! 68

Exploring the Research in Summary

Dickinson, D. J., & O'Connell, D. Q. (1990). Effect of Quality and Quantity of Study on Student Grades 69

Learning Is Social: Establish Study Groups 70

CHAPTER 2 • CHAPTER SUMMARY: NOTE-TAKING MODEL 73
 Concept Map Model 73

3

Setting Effective Goals and Making the Most of Your Time

75

Exploring the Research in Depth

Sana, F., Weston, T., and Cepeda, N. J. (2013). Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers 76

The Power of Long- and Short-Term Goals 88

Exploring the Research in Summary

Morisano, D., Hirsh, J. B., Peterson, J. B., Pihl, R. O., and Shore, B. M. (2010). Setting, Elaborating, and Reflecting on Personal Goals Improves Academic Performance 88

The ABCS of Setting and Implementing Effective Goals 91

Aim High: Challenging Goals Are Best! 92

Believe in Yourself: Self-Efficacy Is Key! 93

Care and Commit: Motivation Matters! 93

Specify and Self-Reflect: Monitoring Your Progress Is Important! 94

Celebrating Progress and Achievement 95

Time Management 97

Evaluating Your Time 98

Avoiding Time Traps 98

Taking Action and Avoiding Procrastination 99

Balancing Work and School 100

Organizational Tools 102

Creating a To-Do List 102

Calendars and Planners 103

Prioritizing Tasks 104

Avoid Multitasking: Single-Task It! 106

CHAPTER 3 • CHAPTER SUMMARY: NOTE-TAKING MODEL 109

Digital Notes Model 109

4

It's Show Time: Papers, Presentations, and Tests

111

Exploring the Research in Depth

McClain, L. (1983). Behavior During Examinations: A Comparison of "A", "C", and "F" Students 112

Academic Integrity 116

Citing Sources 118

Paraphrasing 119

Papers and Presentations	120
Choosing a Topic and Finding Information	120
Identifying a Topic	120
Identifying and Evaluating Sources	122
The Writing Process	125
Planning and Organization	125
Writing, Revising, and Proofreading	126
Proofreading	128
Presentation Strategies	129
Managing Performance Anxiety	129
Beginning and Ending Strong	130
Audience Engagement	130
Using Multimedia Effectively	132

Exploring the Research in Summary

Issa, N., Schuller, M., Santacaterina, S., Shapiro, M., Wang, E., Mayer, R., & DaRosa, D. (2011). Applying Multimedia Design Principles Enhances Learning in Medical Education 133

Test-Taking Strategies	135
Multiple-Choice Tests	136
Strategies Used by High-Performing Students	137
Short Answer and Essay Exams	138
Planning	139
Writing	139
Proofreading	139
Take-Home and Online Exams	140
Group Projects	142
Establishing Rapport	142
Develop Group Rules	143
Assign Group Roles	143
Get Ready to Work and Support One Another	144
Remember to Evaluate	145
CHAPTER 4 • CHAPTER SUMMARY: NOTE-TAKING MODEL	146
Digital Notes Model	146

5

Motivation, Resilience, and Stress Management: Strategies for When College and Life Get Challenging

149

Exploring the Research in Depth

Fritson, K. K. (2008). Impact of Journaling on Students' Self-Efficacy and Locus of Control 150

Motivation	157
Reward Yourself: Behavioral Motivators	158
Stay Positive and Believe in Yourself: Cognitive Motivators	158
Self-Efficacy	160
Your Needs and Potential: Self-Actualization and Self-Determinism	162
Building Relationships: Social Motivators	164

Getting Involved: Making Campus Connections 166
Beyond Your Comfort Zone: Embracing Diversity and Disabilities 167
Making Professional Connections 168

Resilience 170

The Power of a Positive Mindset 171
Being Optimistic 172
Locus of Control 172
The Importance of Support 173
Your Current Support System 173
Campus Support 175

Stress Management 176

Exploring the Research in Summary

Iglesias, S. L., Azzara, S., Squillace, M., Jeifetz, M., Lores Arnais, M. R., Desimone, M. F., & Diaz, L. E. (2005). A Study on the Effectiveness of a Stress Management Programme for College Students 177

Sleep, Nutrition, and Exercise: Mom Did Know Best! 178
Challenge Negative Thoughts 179
Relaxation Techniques 180
Talking with Others 180
Avoiding Unhealthy Behaviors: Substance Abuse 181

CHAPTER 5 • CHAPTER SUMMARY: NOTE-TAKING MODEL 183

Matrix Model 183

6

How Are You Doing? Maximizing Learning via Self-Reflection

185

Exploring the Research in Depth

Dietz-Uhler, B., and Lanter, J. R. (2009). Using the Four-Questions Technique to Enhance Learning 186

The Academic Self-Regulation Process 190

The Accuracy of Self-Assessments 199

Exploring the Research in Summary

Dunlosky, J., & Rawson, K. A. (2012). Overconfidence Produces Underachievement: Inaccurate Self-Evaluations Undermine Students' Learning and Retention 200

Making Mistakes: The Role of Attribution Theory 202

Self-Reflection Techniques 205

What Is Your Current Grade? 210
Online Support from Textbook Publishers 212
Self-Assessment of Learning Outcomes 213
Homework and Assignments 214
Studying Progress and Post-Exam Reflection 215
Check Progress with Your Instructors 217

CHAPTER 6 • CHAPTER SUMMARY: NOTE-TAKING MODEL 221

Digital Notes Model 221

7

Making Good Academic, Career, and Financial Decisions

223

Exploring the Research in Depth

Coulter-Kern, R. G., Coulter-Kern, P. E., Schenkel, A. A., Walker, D. R., & Fogle, K. L. (2013). Improving Student's Understanding of Career Decision-Making Through Service Learning 224

The Decision-Making Process 229

Six Steps to Effective Decision Making 230

Step 1: Keep Your Goal(s) Visible—Ask, “What Do I Want?” 230

Step 2: Gather Relevant Information 231

Step 3: Creatively Identify and Explore Possible Options 231

Step 4: Evaluate Options—Using Research to Guide You 231

Step 5: Decide and Take Action 231

Step 6: Assess Whether Your Choice Supported Your Goal and Was Effective 232

The Role of Others in Decision Making: Cultural and Ethical Considerations 232

Academic Options 233

Online Courses 235

Studying Abroad 237

Service Learning 238

Exploring the Research in Summary

Celio, C. I., Durlak, J., & Dymnicki, A. (2011). A Meta-Analysis of the Impact of Service-Learning on Students 238

Internships 240

Career Decision Making 241

Self-Assessment 242

Exploring Your Values 242

Exploring Your Abilities 243

Exploring Your Personality 247

Exploring Your Interests: Holland's Person-Environment Fit Theory 248

Learning about Careers 250

Websites 250

Informational Interviews 252

Taking Action 253

Krumboltz's Happenstance Theory 253

Social Media: Creating a Professional Profile 254

Financial Decisions 255

Loans 256

Credit Cards and Your Credit Score 256

Emotions and Money Decisions 258

CHAPTER 7 • CHAPTER SUMMARY: NOTE-TAKING MODEL 260

Matrix Notes Model 260

Answer Key Appendix 265

References Index 269

Subject Index 279

TIME FOR ACTION

1.1	The Value of Freshman Seminar Courses	4
1.2	Student Success Advice	5
1.3	Quick Quizzes	7
1.4	Your Syllabi	9
1.5	Academic Integrity Quiz	11
1.6	Bloom's Taxonomy and Critical Thinking	14
1.7	Supports to Help You with Challenging Tasks	17
1.8	Read-Recite-Review with and without Note Taking	20
1.9	SQ3R	21
1.10	Highlighting	22
1.11	Taking Action while Reading	24
1.12	Finding the Parts of a Research Article	33
2.1	Short-term Memory Capacity	51
2.2	Practice Elaboration	53
2.3	Chunking	54
2.4	Mnemonic Devices	55
2.5	Making the Most of Class Experiences	56
2.6	Note-Taking Apps	62
2.7	What's Important?	63
2.8	Note Taking	65
2.9	Multi-Sensory Learning: Using Images to Learn	66
2.10	Flashcards and Quizzes	68
2.11	Study Groups	72
3.1	Your Short-Term and Long-Term Academic Goals	88
3.2	Long-Term Goals	90
3.3	Identifying Short-term Goals	91
3.4	Re-visiting Your Academic Goals	93
3.5	Caring about and Committing to Your Goals	94
3.6	Making Your Goal Specific	95
3.7	Celebrating Your Achievements	96
3.8	Time Traps	99
3.9	Work and School Balance	101
3.10	Creating a To-Do List	103
3.11	Scheduling Your Academic Tasks	104
3.12	Single-Tasking It	107
4.1	Citing Sources	119
4.2	Academic Integrity and Paraphrasing	120
4.3	Topic Selection	122
4.4	Evaluating Sources	125
4.5	Effective and Ineffective Presentation Styles	131
4.6	Creating Effective Visual Aids	133
4.7	Multiple-Choice Test Strategies	136
4.8	Essay Question Practice	140
4.9	Reflecting on Group Work Experiences	142
4.10	Technology Tools for Groups	144
5.1	Motivation and College	158
5.2	Self-Efficacy Assessment	161

5.3	Research-Based Assessment: Basic Needs Scale	164
5.4	Sports, Clubs, and Other Organizations	166
5.5	Embracing Diversity	168
5.6	Finding a Faculty Mentor	169
5.7	Motivation and College: Part 2	170
5.8	Research-Based Assessment: Hope Scale	171
5.9	Your Relationship Needs and Your Current Support System	174
5.10	Stress Management	178
5.11	Relaxation Technique: Taking Deep Breaths	180
6.1	Research-Based Assessment: A Self-Assessment of Your Self-Regulation	192
6.2	Self-Reflecting on Your Academic Goal	198
6.3	Brief Reflection on Your Current Learning	202
6.4	Interpreting Your Experiences	203
6.5	Learning from Mistakes	205
6.6	Research-Based Assessment: The Self-Efficacy for Learning Form (SELF-A)	206
6.7	Try Out a Grade Calculator App	211
6.8	Your Current Grade: Are You on Track?	212
6.9	Online Support Tools	213
6.10	Self-Reflecting on Learning Outcomes	213
6.11	The Post-Exam Reflection Exercise	217
7.1	Ethically Sound Decisions	233
7.2	Considering Online Courses	237
7.3	Exploring Study Abroad, Service Learning, and Internship Opportunities	241
7.4	Career Values	243
7.5	Research-Based Assessment: Multiple Intelligences	244
7.6	Your Technical and Soft Skills	247
7.7	Research-Based Assessment: Ten-Item Personality Inventory (TIPI)	248
7.8	Interests: Your Holland Career Code	250
7.9	Finding Career Information	252
7.10	Informational Interviews	253
7.11	Your Online Presence: Creating a Professional Profile	255
7.12	Your Credit Score	257

Exploring the Research in Depth

Chapter 1: Howard, H. E., & Jones, W. P. (2000). Effectiveness of a freshmen seminar in an urban university: Measurement of selected indicators. *College Student Journal*, 34, 509–515. 35

Chapter 2: Einstein, G. O., Mullet, H. G., & Harrison, T. L. (2012). The testing effect: Illustrating a fundamental concept and changing study strategies. *Teaching of Psychology*, 38(3), 142–146. 44

Chapter 3: Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers and Education*, 62, 24–31. 76

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Chapter 7: Coulter-Kern, R. G., Coulter-Kern, P. E., Schenkel, A. A., Walker, D. R., & Fogle, K. L. (2013). Improving student's understanding of career decision-making through service learning. *College Student Journal*, 47(2), 306–311. 224

Exploring the Research in Summary

Chapter 1: McDaniel, M., Howard, D., & Einstein, G. (2009). The read-recite-review study strategy: Effective and portable. *Psychological Science*, 20(4), 516–522. 19

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Chapter 3: Morisano, D., Hirsh, J. B., Peterson, J. B., Pihl, R. O., & Shore, B. M. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology*, 95(2), 255–264. 88

Chapter 4: Iglesias, S. L., Azzara, S., Squillace, M., Jeifetz, M., Loes Arnais, M. R., Desimone, M. F., & Diaz, L. E. (2005). A study on the effectiveness of a stress management programme for college students. *Pharmacy Education*, 5(1), 27–31. 133

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Chapter 6: Dunlosky, J., & Rawson, K. A. (2012). Overconfidence produces underachievement: Inaccurate self evaluations undermine students' learning and retention. *Learning & Instruction*, 22(4), 271–280. 200

Chapter 7: Celio, C. I., Durlak, J., & Dymnicki, A. (2011). A meta-analysis of the impact of service-learning on students. *Journal of Experiential Education*, 34(2), 164–181. 224

A More Academically Rigorous Approach to Freshman Seminar Courses

What makes *Student Success in College: Doing What Works!* so unique is the strong emphasis on research-based strategies and the inclusion of actual research studies, giving students a first-hand look at what it takes to be successful. Equipping students with the knowledge, skills, and confidence they need to be successful in college, *Student Success in College* teaches students about effective success strategies rooted in research while they learn how to read, critically think about, explore, and use scholarly sources.

What makes *Student Success in College* more **academically rigorous** than other texts? It...

- Builds **research-based knowledge** about what works (over 300 references, most from original research studies)
- Teaches students how to **engage with scholarly sources**
- Provides opportunities for students to **actively read, critically think, and enhance information literacy** skills
- Supports students to increase their **self-efficacy and motivation**

ABOUT THE AUTHOR

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"Finally someone has written a text that 'talks up' to FYE students and holds them accountable for work at a collegiate level."

Barbara Doyle, Arkansas State University

"With our previous text, it was difficult to get students to buy into the advice that was offered because they felt like it was just common sense. In contrast, the advice in *Student Success in College* is based on peer-reviewed research, so students see it as valid and relevant. Since it has been scientifically proven to work with others, students believe it will work for them also and are more apt to try out the suggested strategies."

Judith Lynch, Kansas State University



Increase Knowledge, Skills, Confidence, and Motivation

FROM THE AUTHOR: *When I first started teaching the Student Success course on my campus, I found the content was not rigorous enough to motivate students or to prepare them for the academic demands of a college setting, with students often stating that they had taken similar courses in high school. I, too, became frustrated with the lack of substantial content, with texts often relying on the advice of professionals or successful students to guide student actions.*

At the same time, I noticed that students were coming into my psychology courses with little to no knowledge about how to read and use scholarly journal articles, a skill needed to perform well on college papers and presentations. I looked for more challenging content within the student success discipline to use in the course and decided to incorporate the use of peer-reviewed research articles on student success topics.

This approach improved the credibility of the course and students responded to the challenge with increased motivation. Students started “Doing What Works” and this led to successful experiences that fueled their self-efficacy. They were now well-equipped to handle the academic rigor of college.

Challenge leads to increased motivation, knowledge, skills, and ultimately success, yet the bar is often not set high enough in freshman seminar courses. *Student Success in College* raises the bar, by providing students with research-based success strategies and inviting them to interact with the original research studies, the evidence behind the strategies. This text moves **beyond advice** and gives students the information and skills needed so they can “Do What Works!” and meet their goals with success.

Explore The Research To Discover What Really Works

Exploring the Research In Depth. Students learn *how to read and use* full-length peer-reviewed journal articles. Students are expected to use scholarly sources in their courses, yet many colleges only show them how to find these sources. Students are often not explicitly taught how to read and extract key findings from these challenging sources. In Chapter 1, students learn how to read peer-reviewed journal articles. The *Exploring the Research In Depth* feature in every chapter allows students to practice active reading, critical thinking, and information literacy skills. Here’s how the **Exploring the Research In Depth** feature works:

- **Active Reading**

- **Engage via Research Prediction.** First, students must guess the results of the study. This prediction increases student engagement and motivation to read the article.
- **Read for Key Points.** Students survey the article to find new vocabulary and then actively read the article, answering key questions about the study.

Exploring the Research in Depth

Step 1: Engage via Research Prediction

In the following article, Einstein, Muller, and Harrison (2012) asked students to read and study a passage from their first four minutes each time (Study-Study) or had students read and study the passage once for four minutes, and then, without looking at the passage, recall everything they remembered about the passage for another four minutes (Study-Test). Which approach do you think resulted in remembering more and performing better on the quiz?

Step 2: Read for Key Points

Use the 3R Method (Read, Recall, Review) to find the answers to the following questions and complete the Exploring the Research in Summary Worksheet. When you come across words you are not familiar with, be sure to look them up in a dictionary so you can better understand the article.

1. What question did the researcher seek to answer? (Introduction)
2. Who participated in the study and what did the participants do? (Methods)
3. What was the answer to the research question? (Results)

Research Study

Einstein, G. O., Muller, H. C., & Harrison, T. L. (2012). *The Testing Effect: Illustrating a Fundamental Concept and Changing Study Strategies*

An important recent finding is that testing improves learning and memory. In this article, the authors describe a demonstration that illustrates this principle and helps students recognize more learning into their learning. The authors asked students to read one text using a Study-Study strategy and one text using a Study-Test strategy. One week later, the authors tested student memory for both texts with their answer questions. The results revealed the expected testing effect and answered the question for a laboratory experiment for required students. As authors also reported the results and a student questionnaire about the testing effect and the experimental design. At the end of the term, students indicated that they were engaging in more learning during their studying.

In recent years, psychologists have accumulated an impressive body of results showing that retrieving testing into one's learning produces powerful benefits for memory—benefits that exceed those produced by comparable amounts of time engaging in additional study (see Roediger & Karpicke, 2006a). Interestingly, the available evidence indicates that college students

are unaware of the numerous benefits of self-testing. Karpicke, Butler, and Roediger (2009) found that only 11% of students reported self-testing as a study strategy and only 1% listed it as their top strategy. By contrast, 84% listed reading as a study strategy and 55% listed it as their top strategy. In this article, we describe a laboratory that illustrates the importance of testing for



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● **Critical Thinking**

- **Critically Think about the Research.** Moving up Bloom’s pyramid, students discover explanations for the findings and think about how the research finding can benefit them. With just seven chapters, there is ample time to deeply explore the research articles and build critical thinking skills.

● **Information Literacy**

- **Build Information Literacy Skills.** Lastly, students go beyond the text to explore additional information and research to help them better understand the topic. This process allows students to discover whether the research findings are consistent across numerous studies and therefore more robust and meaningful.



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Exploring the Research In Summary. Want to expose students to research but don’t have enough class time for the longer research studies? Use the short overviews of research studies in the *Exploring the Research In Summary* feature in each chapter to introduce students to research. Begin by exposing students to research, and as skills increase, move to the longer *Exploring the Research In Depth* feature. Encourage higher-level thinking via critical thinking questions about the research findings or build information literacy skills by asking students to further research the topics.

Exploring the Research in Summary

INTRODUCTION: THE RESEARCH QUESTION
 What question did the researcher seek to answer?
 Which reading strategy (rereading, note taking, or read-recite-review) would work best?

METHOD: THE STUDY
 Who participated in the study? What did the researchers ask the participants to do?
 The researchers conducted two experiments. In both experiments, seventy-two college students were assigned to one of the following three groups:
 • Reread (read the passage twice)
 • Note taking (take notes on the passage while reading, but no notes were allowed at the time of testing)
 • Read-recite-review (RR) (read passage once, recite what you can remember, and review by reading the passage again to see if you accurately captured all of the information)

All of the students had to read several passages and then complete test questions about what they read immediately after the task and then again one week later. Some of the questions were fact-based and others required higher-level cognitive skills such as inference and problem solving.

RESULTS: THE FINDINGS
 What was the answer to the research question?
 Students who used the RR Method performed better on the fact-based recall questions as compared to the note-taking and rereading groups (see Figure 1.8). This finding was true during the immediate test and the testing that occurred one week later. The RR Method and note-taking strategy performed equally well on problem-solving tasks, both performing better than the rereading group. However, the RR Method took less time (averaging 13.4 minutes in experiment 1 and 21.5 minutes in experiment 2) than the note-taking method (27.5 minutes)

FIGURE 1.8
PROPORTION CORRECT ON FREE RECALL

FIGURE 1.9
TIME TO COMPLETE TASK (EXPERIMENT 1)

Research Study Citation
 McDaniel, M. A., Huntter, D. C., and Evans, G. D. (2006). The read-recite-review study strategy: Effective and efficient. *Psychological Science*, 20(6), 518-523.

“ This book truly stands out among other student success books because it is based on current research that elucidates the issues important to student success in college. Unlike many textbooks which are full of random meaningless activities and mere author opinions, the well-organized approach to addressing student issues based on the research is refreshing. It also provides a certain rigor to the course which makes the course more of an academic course rather than an ‘extended orientation’.”

Thomas Cox, University of Central Florida



RAISE THE SUPPORT so Students Can Succeed

FROM THE AUTHOR: *At first, I met some resistance from colleagues who questioned whether first-semester students, especially those in developmental education, could tackle the challenge of research articles, but I insisted first-year students can be successful if supported. In fact, I believe it is our obligation as freshman seminar professors to challenge students to help them learn the college-level skills they need and one important skill is working with scholarly sources. Toward this end, I personally created numerous supportive tools for you to use with your students allowing you to focus your energy on teaching instead of developing resources.*

If you raise the bar, you also have to raise the support. Increased expectations without support often results in failure. While many features within *Student Success in College* are designed to support students, additional resources are available in the Instructor's Manual, allowing you to decide when and how to share the resources with students.

Exploring the Research in Depth

Step 1 Engage via Research Prediction

In the article, Sana, Weston, and Cepeda (2013) investigate whether or not multitasking on a laptop during a lecture negatively impacts student performance. Do you think students who engaged in multitasking had lower grades on a quiz when compared to students who did not multitask during the lecture? Did the multitasking behavior impact the performance of students sitting nearby? If so, were they more, less, or equally affected compared to the multitasking students?

Step 2 Read for Key Points

Use the 3R Method (Read, Recall, Review) to find the answer to the following questions and complete the Exploring the Research in Summary Worksheet. When you come across words you are not familiar with, be sure to look them up in a dictionary so you can better understand the article.

1. What question did the researcher seek to answer? (Introduction)
2. What participated in the study and what did the participants do? (Method)
3. What was the answer to the research question? (Results)

Research Study Sana, F., Weston, T., and Cepeda, N. J. (2013). Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers

Students are commonplace in university classrooms. In light of cognitive psychology theory on cross-task interference with multitasking, we examined the extent to which laptop use on student learning in a lecture classroom. We found that participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in the vicinity of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.

1. Introduction

Multitasking is ingrained in our daily lives. As you read this article, you may also be attending to a text message, tapping coffee, or writing text in a digital to-do list. Such a lifestyle is intended to increase efficiency; however, there are limitations to how well multiple tasks can be carried out concurrently (Ponemon, 1992). Multitasking places considerable demands on cognitive resources,

which, in turn, degrades overall performance, as well as performance on each task in isolation (Broadbent, 1986). The issue of multitasking and its consequences has become a growing concern in education, as students are more commonly found engaged with their laptops or smartphones during class time. The current study investigated the effect of laptop multitasking on both users and nearby peers in a classroom setting.

Teach Students Process Skills

Exploring the Research with the Author. Reading peer-reviewed research is very challenging. To help students understand the structure and main points of research studies, audio explanations of key parts of the articles are available in MindTap. These audio walkthroughs help students digest the complicated content, so encourage students to listen before reading the article on their own.

“**Student Success in College** has been a great tool in my classroom because it is a scripted manual on how to become a successful college student. The students really enjoy reading the chapters because it’s applicable to what they are experiencing daily in their college and work environment. The articles are a direct reflection of why this course is so important to first time students.”

*Anitre Bell, Community College of
Beaver County*

Model What Successful Students Produce

Chapter Summaries with Note-Taking Models. Instead of traditional summaries, a **note-taking model** appears at the end of every chapter. While students are often taught the process of note-taking, they are rarely shown models of how notes look in various formats. Encourage students to take their own notes and compare them to these models.

Highlighting Model. Students hear a lot about how to highlight but are rarely, if ever, shown a model of effective highlighting. Chapter 1 models how to highlight college-level texts, and then students have the opportunity to practice their highlighting skills in future chapters. Interested in having all the chapters highlighted? Contact your Learning Consultant to inquire about custom highlighted options.



Exploring the Research in Summary Worksheets. To engage students in the challenging task of reading peer-reviewed research, have them complete these worksheets to help them summarize what they've read. Or to build prior knowledge and increase the likelihood of learning, share completed Summary Worksheets available from the Instructor Companion Site.

CHAPTER 3 Chapter Summary: Note-Taking Model

Let's summarize what you've learned in this chapter. The digital notes model is used for this chapter. Remember, it is not expected that your notes will look like this right after class or reading. It takes time to organize your notes and synthesize them. It is time well spent, though, because you learn the content better as you organize it and you'll have a likelihood foundation from which to study for your course! There are several ways to use this section:

- **Preview:** Read the model before reading the chapter to familiarize yourself with the content (this is the SQE).
- **Compare:** Compare the notes you took on the chapter to the model provided.
- **Study:** The model along with your notes and other course materials are great resources for studying.

Digital Notes Model

Chapter 3

The Power of Long- and Short-Term Goals

- **Goals are connected to success**—higher GPA, more likely to stay in college, positive feelings, better overall well-being, students often reach the goals they set out to achieve!
- **Learning about goals is worthwhile**—Mossman et al. (2015) found that a two-hour session on goals resulted in higher GPA and lower dropout rates.
- **Long-term goals** focus on the big picture, **short-term goals** help you take the steps needed towards long-term goal (can increase motivation).

The ABCS of Setting and Implementing Effective Goals

A	Aim High	Challenging goals are best! Research shows we are more likely if we don't reach the goal, but we'll achieve more if we set higher goals.
B	Believe in Yourself	Self-efficacy is important. If you believe in your ability, you will be more likely to put forth the effort needed.
C	Care and Commitment	Being motivated involves setting your goal in important and being committed to achieving it leads to more success.
S	Specify and Self-reflect	Having a specific goal is connected to successful outcomes. The ability to assess motivation, satisfaction, important parts of the process.

Celebrating Progress

- **Research works**—positive feelings of achievement and feedback you get from others is motivating.
- **A positive cycle erupts**—success—increased self-efficacy—more challenging goals—more success
- **Create a professional portfolio**—helpful when looking for employment

Give Students the Tools to Self-Reflect

Quick Quizzes and Online Tools. Feedback is one of the most powerful ways to promote learning. After each major heading in each chapter, students practice retrieving what they have learned so far. Research has shown that immediate retrieval like this is one of the most effective ways to learn. Students not only remember content, but become better monitors of their learning progress as they can self-check their answers in the Appendix or in MindTap. Students can also find additional practice quizzes and a flashcard app in MindTap.

QUICK QUIZ 2.1

1. How can you increase the likelihood that you will encode information?
2. How much information can you hold onto in working memory?
3. What was learned from the research conducted by Einstein, Mullet, and Harrison (2012) and Karpicke and Roediger (2006)?

Time for Action. Students who stop and reflect on what they are learning are more likely to retain information. Another effective memory strategy, elaboration, is when students make personal connections to content. The Time for Action features allow students to actively process information and make important personal connections between their own behaviors and successful outcomes.

1.7 TIME FOR ACTION

SUPPORTS TO HELP YOU WITH CHALLENGING TASKS

Review your syllabi again. How can you access support from your professor? Are details about assignments, rubrics, or samples provided? Check out your college's website to find out about other resources such as tutoring or library support that can help you successfully complete your assignments.



SUPPORT for Instructors to Succeed



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Instructor Companion Site

Everything you need for your course in one place! This collection of book-specific lecture and class tools is available online via www.cengage.com/login. Access and download PowerPoint presentations, images, instructor's manual, videos, and more.

- **Instructor's Manual includes:**
 - Learning Outcome Matrixes for every chapter, connecting all activities to course learning outcomes
 - Assignment ideas
 - Learning activities
 - In-person activities
 - Online discussion prompts
- **Testbank includes:**
 - 100 test questions, developed by the author and aligned to chapter learning outcomes, for every chapter
 - 85 multiple-choice questions
 - 15 short answer questions
- **PowerPoint presentation slides that can be modified to fit your needs**
- **Sample syllabi for 1-, 2-, and 3-credit courses**
- **Training tools for faculty**
 - Video Teaching Demonstrations
 - Explaining the Elements of a Research Study
 - Using Prediction to Engage Students with Research

- Using Group Work to Explore Research
- Putting Research into Action: Applying Research Findings
- Using Research to Practice Skills: Note Taking
- One Hour Dynamic Lecturing Video
- Narrated PowerPoint: Using the Approach of Incorporating Research into the Freshman Seminar Course
- E-seminar Recordings
 - Should Students Reach for the Stars? The Role of Expectations and Goals on Student Success
 - Beyond Bloom: Using Learning Taxonomies to Promote Critical Thinking Skills in First Year Courses
 - Raising the Bar (and Raising Support) to Get Desired Academic Outcomes!
 - Talking the Talk and Walking the Walk: The Faculty Role in Promoting Student Wellness and Success

SUPPORT for Students to Succeed



MindTap MindTap

MindTap is a personalized teaching experience with relevant learning activities that guide students to analyze, apply, and improve thinking, allowing you to measure skills and outcomes with ease.

- **Personalized Teaching:** Becomes yours with a Learning Path that is built with key student objectives. Control what students see and when they see it. Use it as-is or match to your syllabus exactly—hide, rearrange, add, and create your own content.
- **Guide Students:** A unique learning path of relevant readings, multimedia, and activities that move students up the learning taxonomy from basic knowledge and comprehension to application and analysis.

To assist students with learning course content:

- Videos of the author introducing and summarizing key chapter content
- “Exploring the Research with the Author” video walkthroughs of the research articles

To assess student learning:

- Interactive versions of the questions that accompany the research articles
 - Interactive versions of the Time for Action features
 - Interactive versions of the Quick Quizzes
 - Additional practice tests
- **Promote Better Outcomes:** Empower instructors and motivate students with analytics and reports that provide a snapshot of class progress, time in course, engagement, and completion rates.

College Success Factors Index

The College Success Factors Index (CSFI) is an online survey that students complete to assess their strengths and weaknesses in ten areas that have been proven by research to affect student outcomes for success in higher education. Accessed online, the CSFI is a useful assessment tool for demonstrating the difference your college success course makes in students’ academic success. At the start of the course, the CSFI helps assess incoming students and allows you to tailor your course topics to meet their needs. As a post-test, it provides an opportunity for you and your students to measure progress. An Early Alert indicator flags students who are most at risk of getting off course in college. This information enables you to intervene at the beginning of the semester to increase students’ likelihood of success—and improve retention rates. For more information about CSFI, visit our website at www.cengage.com/success/csf12.

New to This Edition: Key Updates

More Research with Stronger Connection to Active Reading, Critical Thinking, and Information Literacy Skills

- **More than 125 new references.** Most references are **original research studies** so you can confidently bring research-based success strategies to your students.
- **Revised:** A more unified feature, **Exploring the Research In Depth**, provides a four-step process for reading the research with the following prompts: **Engage via a Research Prediction, Read for Key Points, Critically Think about the Research**, and **Build Information Literacy Skills**. Five new research articles appear with the Exploring the Research In Depth feature.
- **Revised:** Zooming In on the Research is now more closely connected to Exploring the Research In Depth by being renamed Exploring the Research In Summary—an excellent feature for instructors who don’t want to assign a longer article or want to prepare their students for reading the longer articles. This digest version gets students the most important information from research articles.

Critical Thinking, Goals, and Self-Reflection

- More explicit coverage of **critical thinking** including **Bloom's Taxonomy** and the process of becoming a critical thinker.
- New research-based framework for goals, **the ABCS approach to goal setting** (see page 91).
- New chapter on **maximizing learning via self-reflection** focusing on the importance of the self-regulation process in achieving goals.
- **Four new research-based self-assessment tools:** the Hope Scale, Basic Needs Scale, Self-Assessment of Your Self-Regulation, and the Self-Efficacy for Learning Form.
- **New feature: Quick Quiz** reinforces how research shows that immediate retrieval practice is one of the most effective memory strategies. Quick Quizzes appear after each major heading in each chapter so students can practice recalling things they just learned. With answers in the Appendix and within MindTap, students can self-test and more accurately judge their progress.
- **More than 30 additional Time for Actions**, increasing the opportunities to reflect and apply skills learned.

Organization and Supportive Modeling

- Reorganization of chapter order to address **study skills much earlier in the semester**.
- Only Chapter 1 models highlighting, with custom options available for having all chapters highlighted.
- **In addition to visually effective concept maps and Cornell Method notes, matrix and digital notes are also modeled** as part of the Chapter Summary at the end of every chapter.

Chapter Updates

Chapter 1 • College Expectations: Being a Critical Thinker

- **New title:** College Expectations: Being a Critical Thinker.
- **New sections in this chapter:**
 - You've Made the Right Decision: Check Out These Statistics! features statistics about how obtaining a college degree can make for a better future.
 - Your First Year Seminar Course: Exploring Research-Based Student Success Strategies.
 - Student Success Myths or Facts allows students to assess their current knowledge and discover why research-based information is so valuable.
 - Faculty Expectations shows a walkthrough of a syllabus and a more comprehensive discussion about academic integrity with an Academic Integrity Quiz.

- Critical Thinking includes Perry's Intellectual development, Bloom's Taxonomy, and Harrington's Process of Becoming a Critical Thinker, which discusses how foundational conditions (knowledge, self-efficacy, and desire/drive) coupled with learning conditions (challenging learning tasks and opportunities and learning strategies and support) yield critical thinking.
- Active Reading and Learning: How to Use This Textbook also includes SQ3R (topics were previously in Chapter 6).
- **New discussion** of how research relates to critical thinking in Peer-Reviewed Journal Articles section.
- **New four-step process working through the research articles featured in Exploring the Research In Depth is introduced:** Engage via Research Prediction, Read for Key Points, Critically Think about the Research, and Build Information Literacy Skills.
- **New Time for Actions** on topics such as the syllabus, academic integrity, and critical thinking.

Chapter 2 • Memory, Note Taking, and Studying Techniques

- **Moved from Chapter 6** to highlight the important study skills students need at the beginning of the term.
- **New research article** in Exploring the Research in Depth: Einstein (2012) The testing effect: illustrating a fundamental concept and changing study strategies.
- **Memory begins the chapter** and more research is provided on how retrieval is a memory strategy, not just the final step in the memory process.
- **New:** Digital Notes and Note-Taking Apps give suggestions for note taking in the digital realm.
- **New:** We Are All Multi-Sensory Learners discusses research related to how approaching new knowledge through many senses helps us to remember and learn it.
- **New:** Study Groups section discusses benefits of and strategies for implementing a study group, along with suggested roles for study group members.
- **New Time for Actions** on topics such as note-taking apps, multi-sensory learning, and study groups.

Chapter 3 • Setting Effective Goals and Making the Most of Your Time

- **New research article** in Exploring the Research in Depth: Sana, F., Weston, T., and Cepeda, N. J. (2013) Laptop multitasking hinders classroom learning for both users and nearby peers.
- **New** Exploring the Research in Summary article featured: Morisano, D., Hirsh, J. B., Peterson, J. B., Pihl, R. O., and Shore, B. M. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance.

- **New coverage on goal setting includes the following:**
 - The power of long- and short-term goals and the ABCS framework for setting and implementing effective goals: **A**im High, **B**elieve in Yourself, **C**are and **C**ommit, and **S**pecify and **S**elf-reflect.
 - Celebrating progress and achievement.
- **Revised time management coverage now also includes:**
 - Evaluating your time.
 - Balancing work and school (previously in Chapter 4).
- **New Time for Actions** on topics including effective goal characteristics associated with the ABC framework, celebrating progress, and multitasking.

Chapter 4 • It's Show Time: Papers, Presentations, and Tests

- **Previously Chapter 7**, moved earlier in the book so students receive important information about papers, presentations, and tests earlier in the semester.
- **New:** Academic integrity discussion, including more information on paraphrasing.
- **New:** Includes research-based Using Multimedia Effectively section with the following five principles discussed: Multimedia Principle, Coherence Principle, Signaling Principle, Personalization Principle, and Modality Principle (Mayer, 2009).
- **New:** Exploring the Research in Summary article featured: Issa, N., Schuller, M., Santacaterina, S., Shapiro, M., Wang, E., Mayer, R., & DaRosa, D. (2011). Applying multimedia design principles enhances learning in medical education.
- **Revised:** Increased coverage on group projects, including the 5R approach: establish rapport, develop rules, determine roles, get ready to work and support one another, and remember to evaluate.

Chapter 5 • Motivation, Resilience, and Stress Management: Strategies for When College and Life Get Challenging

- **Information previously in Chapter 2** (motivation), 4 (stress management) and 5 (resilience) are brought together for a more cohesive, robust look at affective components to success.
- **New additions in this chapter:**
 - Motivation (previously in Chapter 2) is explored more in depth with additional theory connections.
 - Self-determination theory and Basic Needs Scale.
 - Hope Scale.
 - Discussion of Vygotsky's socio-cultural theory.
 - Stress Management (previously in Chapter 4); sleep, nutrition, and exercise, and challenging negative thoughts (previously in Chapter 7) are covered as part of stress management.
- **New research article** in Exploring the Research in Depth: Fritson, K. K. (2008). Impact of journaling on students' self-efficacy and locus of control.

- **Revised:** Campus support (previously in Chapter 1) now appears as part of the discussion of resilience and the importance of support.
- **New:** Exploring the Research in Summary article featured: Iglesias, S. L., Azzara, S., Squillace, M., Jeifetz, M., Loes Arnais, M. R., Desimone, M. F., & Diaz, L. E. (2005). A study on the effectiveness of a stress management programme for college students.
- **New Time for Actions** on topics such as basic needs, faculty mentors, and the importance of hope.

Chapter 6 • How Are You Doing? Maximizing Learning via Self-reflection

- **New chapter** that focuses on the academic self-reflection process so students can evaluate their progress towards their goals and make adjustments to increase successful outcomes. Topics include:
 - the academic self-regulation process
 - the accuracy of self-assessments
 - making mistakes and attribution theory (previously in Chapter 5)
 - self-reflection techniques
- **New research article** in Exploring the Research in Depth: Dietz-Uhler, B., and Lanter, J. R. (2009). Using the four-questions technique to enhance learning.
- **New** Exploring the Research in Summary article featured: Dunlosky, J., & Rawson, K. A. (2012). Overconfidence produces underachievement: Inaccurate self-evaluations undermine students' learning and retention.
- **New scales:** Self-assessment of Your Self-Regulation Scale and Self-efficacy for Learning Form.

Chapter 7 • Making Good Academic, Career, and Financial Decisions

- **Previously Chapter 4**, and moved later in the book at a time in the semester when students are thinking about next steps after this course.
- **New research article** in Exploring the Research in Depth: Coulter-Kern, R. G., Coulter-Kern, P. E., Schenkel, A. A., Walker, D. R., & Fogle, K. L. (2013). Improving student's understanding of career decision-making through service learning.
- **New:** Focus on academic options such as online courses, studying abroad, service learning, and internships.
- **New:** Exploring the Research in Summary article featured: Celio, C. I., Durlak, J., & Dymnicki, A. (2011). A meta-analysis of the impact of service-learning on students.
- **New:** Ethical decision making, incorporating Kohlberg's moral theory of development into a section on ethical considerations in decision making. New Time for Action on making ethically sound decisions.

- **Revised:** Career decision making features more explanation related to exploring personality (previously in Chapter 2), values, abilities (some information previously in Chapter 2), and interests, as well as more information about how to learn more about careers and social media's impact on one's future career.
- **Revised:** More information on credit cards and credit scores has been included to help students stay in good financial health during school.
- **New Time for Actions** on topics such as exploring studying abroad, service learning and internship options, finding career information, creating a professional online profile, and credit scores.

Acknowledgments

Christine Harrington

I am tremendously grateful for the opportunity to write a second edition of this text. While there are many important people who have made this possible, I am most thankful to my editor, Shani Fisher. Her unwavering support of this project, constant words of encouragement, and expertise significantly contributed to the success of the first edition and will undoubtedly positively impact the success of this new edition.

As a new author, it is difficult to describe the amazing feeling you get when students are walking around campus with your book in their hands. Even more rewarding is when students come up to you and tell you how much this book has contributed to their success. I would like to thank all the faculty, administrators, and student service professionals who saw the value in this text, and for believing that this more rigorous vision of a student success course would lead to the best academic outcomes for students. I'd like to thank all of my early adopters, with special thanks to Emily Lehning and Judy Lynch at Kansas State University, Marsha Foster and Kelly Yacobucci at SUNY Cobleskill, and Delaine Preist and Ginny Botts at University of Central Florida for their support and feedback. Special thanks also to all of those who have shared their expertise as reviewers and the researchers in the field who have graciously agreed to share their work in this text. The positive feedback from students and faculty truly inspires me on a daily basis—thank you for your ongoing support.

As I've been spending so much time thinking about student success, I've reflected back on my own journey. I'd like to take this opportunity to recognize all of the professors who encouraged me to pursue challenging goals. One faculty member in particular stands out. Dr. Betsy Ruddy at The College of New Jersey believed in me and inspired me to pursue a doctoral degree. I am forever grateful to her for challenging and encouraging me—thank you, Betsy (it's still difficult to call you by your first name!).

I am very fortunate to have worked with such an expert team at Cengage Learning. It is an absolute pleasure to work with others who are deeply committed to student success. I'm especially appreciative for the support provided by Marita Sermolins and Beth Rice, skillful editors who guided and navigated me through the process of revising a textbook. Thanks also to Amy Gibbons and Kayla Gagne for their assistance with developing effective support materials for faculty and students. I'd also like to thank the Peer-to-Peer Faculty team for including me in their highly engaging and productive professional development opportunities.

I would also like to thank my colleagues at Middlesex County College and of course the students whom I've had the pleasure of teaching. Elaine Daidone, in particular, has been a solid source of support throughout the entire process. I'm also very appreciative of Tom Peterson, photographer of the many photos in the book, and the following colleagues and students who were willing to be photographed for this purpose: Eugenia Agyemang, Daisy Amador, Tevin Arnold, Steven Barnhart, Gina Bedoya, Shaquille Bynes, Christopher Canas, Jessica Cortese, Dena Heshmati, Paul Lazaro, Brendan Lenahan, Bhavika Mehta, Carly Nastasi Gery Navavro, Margiben Patel, Steven Palivoda, David Pasternak, Adam Prensak, Christine Sutherland, and Marissa Terrere.

Special thanks to my son Ryan Harrington who was the videographer for the MindTap videos. I would also like to thank Ryan Harrington, David Harrington, Joseph Bonacorda, and Aditya Shah for assisting me with the indexing task.

My family has been there for me every step of the way. The ongoing support from my parents has most certainly empowered me to take on challenging tasks. Thanks Mom and Dad—you're the best! My husband and two sons, Ryan and David, are the most important part of my world. I thank them for their endless support and understanding as I've spent countless hours on this project. I love you more than you could possibly imagine. Thanks also to my mother-in-law, Angela Harrington, and my niece, Ashley Smith, for their support and encouragement.

Thanks to all of the following reviewers whose ideas and feedback helped strengthen the text:

Patty Ball Thomas, *Florida A&M University*
 Ken Callis, *Southeast Missouri State University*
 Audra Cooke, *Rock Valley College*
 Gary Corona, *Florida State College at Jacksonville*
 Thomas Cox, *University of Central Florida*
 Bryan Crainer, *Saginaw Valley State University*
 Peter Cronrath, *Professional Business College*
 Carrie Fishner, *SUNY Delhi*
 Mindy Flowers, *Midland College*
 Stella Fox, *Nassau Community College*
 Maria Galyon, *Jefferson Community & Technical College*
 Zola Gordy, *Metropolitan Community College*
 Nicole Graham, *Valparaiso University*
 Sheri Grotrian-Ryan, *Peru State College*
 Brian Hayden, *Community College of Beaver County*
 Scott Haywood, *Northern Oklahoma College*
 Sabra Jacobs, *Big Sandy Community and Technical College*
 Jennifer Johnson, *Vance-Granville Community College*
 Hisaya Kitaoka, *Franklin College*
 Karen Lankisch, *University of Cincinnati*
 Joy Lester, *Forsyth Technical Community College*
 Margaret Liberti, *SUNY Cobleskill*
 Rajone Lyman, *Houston Community College*
 Judith Lynch, *Kansas State University*
 Carole Mackewich, *Clark College*
 Yesenia Madas, *Brookdale Community College*
 Minna Mahlab, *Grinnell College*
 Claudia McDavis, *Mississippi University for Women*
 Sophia Munro, *Palm Beach State College*
 Jeanne Pettit, *Northern Kentucky University*
 Michael Preston, *University of Central Florida*
 Jean Raniseski, *Alvin Community College*
 Darla Rocha, *San Jacinto College*
 Theresa Russo, *SUNY Oneonta*

Sarah Sell, *Wichita State University*
Barbara Sherry, *Northeastern Illinois University*
Rebecca Signore, *Gwynedd-Mercy College*
Kim Smotek, *National College*
Jack Trammell, *Randolph-Macon College*
Amy Vondrak, *Mercer County Community College*
Diane Webber, *Curry College*
Cheryl Wieseler, *Luther College*

From Elaine Daidone

It has been my honor to collaborate with Dr. Christine Harrington on *Student Success in College: Doing What Works!* Contributing to this text has been a rewarding and challenging experience. I am grateful for the opportunity to play a small part in the production of the text, as well as in our Student Success class at Middlesex County College. I believe that Dr. Harrington has taken the field of student success literature to a new level with her contribution of this publication. While there are many choices of texts available, *Student Success in College: Doing What Works!*, is the perfect blend of readability and scholarly research. In fact, the exposure of freshman to the validity and existence of research that supports all recommendations to becoming a successful college student truly sets this text apart from many I have reviewed. Congratulations to Dr. Harrington as she releases this second edition of this important and innovative text!

7

Smart Success Strategies

There's something magical about the number seven. It's not just lucky; it's a number that researchers have found to be most productive in terms of memory. This is why there are seven chapters in this book. Findings from a famous psychological study tell us that seven chunks of information are what work best naturally within our memory systems (Miller, 1956). We've put this research into practice, using it to shape the organization of the book.

There's a lot to learn and do in this course. This introductory section is designed to get you on your way. It provides an overall organizational structure to guide you at the start of the semester and will continue to be a great reference tool throughout the entire semester.



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TIME FOR ACTION

Start engaging in success strategies right at the start of the semester. Textbooks are resources. Before you start reading the first chapter, take a few moments to get familiar with this textbook to see how it can be helpful to you. This brief, powerful activity will familiarize you with the key concepts you need to know as you start out in college. Here's what you can do:

- Flip through the next seven pages that highlight research-supported success strategies.
- Write down three strategies that you are already using. Think about how these strategies will help you in college.
- Next, identify three strategies you would like to learn more about. Go to their corresponding chapter, find the section that describes the strategy, and read that section. Also check out the note-taking model at the end of the chapter that summarizes the important points about the success strategy you identified.
- Choose at least one strategy that you can start using and try it out!

7

Smart Success Strategies



Chapter 1 • College Expectations: Being a Critical Thinker

1

Go beyond advice and explore student success research.

While advice can be valuable, a strategy that worked for a friend may not work for you. Researchers have been exploring the field of student success for years. Information gathered from studying thousands of people is likely to be more accurate and meaningful. Explore the research to find out what really works when it comes to being successful in college.

2

Regularly use your syllabus.

The syllabus provides you with an overview of the course, including information about what is expected from you. Carefully review your syllabus to find out what you will be learning about, the nature of the learning tasks and assignments, and grading information. Refer to this document regularly to be sure you stay on track.

3

Engage in academically honest work.

Familiarize yourself with the academic integrity policy on your campus. Learn about plagiarism and cheating so you can avoid engaging in dishonest behaviors unintentionally. Practice paraphrasing and learn how to cite sources.

4

Learn how to be a critical thinker.

Your professors expect you to engage in high-level cognitive tasks. Discover what actions you can take to think critically. Learn about the importance of developing a strong knowledge base, believing in yourself, and being motivated. Embrace the challenges you'll encounter in college and use available support to help you succeed.

5

Actively read your textbook—try the 3R and SQ3R techniques.

To make the most of your reading time, engage in the 3R (Read-Recite-Review) technique or the SQ3R (Survey-Question-Read-Recite-Review) technique. Both approaches focus on you using your own words to summarize what you've read and have you interact with the text several times. The SQ3R technique adds two additional steps: surveying or previewing the chapter and developing questions to answer before reading. Taking notes during this process further increases learning.

6

Take advantage of textbook resources and more.

Your college textbook is full of information. It was written to help you master the course material. Preview the book and chapters and look for built-in support like Quick Quizzes, Time for Actions, and the Chapter Summary Note-Taking Models. Check out the online resources such as practice quizzes, videos, and Exploring the Research with the Author—narrated walkthroughs of the research articles.

7

Get confident reading and using scholarly sources.

College-level work requires you to use more sophisticated information sources. Professors want you to back your opinion up with data and research. Learn how to access library databases and understand and apply information you find in peer-reviewed journals. With the help of your professor, you will gain skills and confidence in this area by reading and using the research in this book. Through this process, you will benefit from the science of learning and student success.

7

Smart Success Strategies



Chapter 2 • Skills You Need: Memory, Note Taking, and Studying Techniques

1

Learn how memory works.

Knowing how memory works helps you make the most out of your study time. The goal is getting the information you are learning into your long-term memory so it is available when you need it. Elaboration or identifying examples strengthen memories.

2

Be prepared so you can actively participate.

Completing reading and written assignments prior to class gives you the background information you need so you can be an active participant. Being active and engaged in class not only assists you with learning the material but sends the message that you are serious about being successful.

3

Use a note-taking method that works.

Taking notes ensures you will have the information you need when it is time to study. Explore the various note-taking methods, such as the Cornell Method, concept maps, outlines, matrixes, and digital notes. Check out note-taking apps for other ideas. Choose a method that allows you to easily organize the information. Notes are only useful if you review them, so be sure to study your notes often.

4

Zoom in on what is most important.

Focusing on the big ideas and most important concepts make it easier for you to organize your notes and learn the material. When your professor repeats information, gives examples, gets more animated, or uses a visual aid, the information is likely important.

5

Use a multi-sensory approach.

We are all multi-sensory learners, which means that we learn best when we use several senses to take in information. Visuals are particularly powerful, so pay attention to charts, graphs, and images.

6

Test yourself regularly and chunk information when studying.

Research has shown that recalling information helps us learn. Take advantage of practice tests in your texts or on the textbook publisher's website, or you can create your own. Practice like this allows you to learn from your mistakes while not negatively impacting your grade in the course. When studying, find connections between concepts to maximize learning. Research has consistently shown that students who use these strategies perform better than students who mostly focus on reviewing.

7

Join or create a study group.

Learning is a social activity. Students who study with others learn better than students who study alone. Extend social learning beyond the classroom and form or join a study group. Use ground rules and roles to maximize the effectiveness of your study time.



Chapter 3 • Setting Effective Goals and Making the Most of Your Time

1

Establish short- and long-term goals.

Students who set goals are more likely to succeed. Long-term goals are valuable because they help you focus on the big picture, emphasizing your values and priorities. Short-term goals pave the way for success because they make it easier for you to monitor your progress toward your long-term goals.

2

Use the ABCS approach to goal setting.

Aim high—research shows that students who have challenging goals are more likely to succeed. **Believe in yourself**—if you believe you can successfully achieve your goal, you'll be more likely to continue working toward your goal even if you experience setbacks. **Care and commit**—students who care about their goals and are committed to achieving them are more likely to have successful outcomes. **Specify and self-reflect**—having specific goals makes it easier to monitor your progress and the self-reflection process allows you to make adjustments as needed so that you stay on track toward your goals.

3

Celebrate your accomplishments.

Savor the moment and feel proud of your accomplishments. Success can lead to even more success. Research has found that achieving your goal can build your self-efficacy. Individuals with higher self-efficacy set higher goals and individuals with higher goals achieve more. Celebrating your accomplishments can positively influence this cycle.

4

Balance school and work obligations.

Research has shown that working too much while going to school can be one of the biggest obstacles to success. However, working part-time may be associated with positive academic outcomes and can also help you learn new skills including learning how to manage your time.

5

Break tasks down to avoid procrastination.

Most students avoid tasks because they are difficult or not interesting. Breaking tasks down into manageable chunks make it easier for you to start working on larger assignments. You are more likely to meet with success if you avoid procrastination and, instead, engage in spaced practice, working on parts of a project over time.

6

Use to-do lists and planners to manage your time.

The to-do list is a simple but effective tool to help you keep track of the tasks you need to complete. You can use a calendar to schedule blocks of time to accomplish these tasks. Use built-in reminder tools in electronic calendars to help you stay on track.

7

Focus on one task at a time.

The research is clear. Multitasking does not work. When you are trying to complete two different tasks at the same time, it actually takes you longer. Instead "single-task it" and focus on one activity at a time. This allows you to be more productive and less stressed.

7

Smart Success Strategies



Chapter 4 • It's Show Time: Papers, Presentations, and Tests

1

Know when and how to cite sources.

Always cite sources unless you are presenting your own original idea or common knowledge. Learning how to cite appropriately helps you avoid unintentional plagiarism. Get familiar with APA and MLA citation styles. There are online tools that can help you with citing sources.

2

Evaluate sources before you use them.

It is important for you to determine whether the source you found is credible. In other words, does it provide accurate information? When making judgments about sources, consider who provided the information and whether or not the information is consistent across several sources. For a more detailed analysis, check out the CRAAP test (Meriam Library, California State University, 2010) found in this chapter.

3

Plan, write, and then revise.

Before you write a paper, carefully review the assignment and plan by writing an outline. Begin with a clear, strong opening statement that communicates your topic. Address your key points, adding supporting details and examples as needed. Connect all concepts to one another. Summarize your key points at the end, bringing attention to what you want to emphasize. Revise your work after you've had a chance to take a break from it. Start the revision process by looking at the big picture and then considering the details.

4

Engage your audience when presenting.

The more prepared you are, the easier it is to engage your audience. Look at your audience and highlight important points by changing your voice pattern, sharing a related story, or repeating information. Also add brief, active learning opportunities, such as a written reflection or a Turn and Talk.

5

Create effective visual aids.

According to research, images are better than words. Limit the use of words on your slides and draw attention to the most important points. Avoid extras that may distract from your main points. Use simple versus complex language. If you use a lot of words, allow your audience to read them.

6

Use test-taking techniques that work.

Good preparation is an important part of successful test taking. When taking a multiple-choice test, predict the answer before reading the options, read all the options, and eliminate the incorrect responses. Skip difficult questions and change your answer if you have good reason for doing so. When taking an essay exam, address the question directly using a clear organizational structure.

7

Before you begin group work, establish rapport, rules, and roles.

Get to know your group members and work together to establish clear guidelines and expectations. Discuss a timetable for completing tasks and assign roles so everyone contributes. Group members should complete independent work before meeting as a group to increase productivity. Group work helps you develop valuable collaboration skills.

7

Smart Success Strategies



Chapter 5 • Motivation, Resilience, and Stress Management: Strategies for When College and Life Get Challenging

1

Motivate yourself with rewards.

Getting and staying motivated is a critical part of being a successful college student. Behaviorists believe we are motivated by consequences and that rewards keep us going. As a student, you can build rewards into your study plan. After you study for a chunk of time, reinforce this behavior by doing something enjoyable for a short period of time and then return to studying.

2

Believe in yourself.

Your thoughts really matter! Research has found that students with high self-efficacy, which refers to believing in your ability to successfully complete tasks, perform better in college. Build your self-efficacy by setting high goals, mapping out steps to accomplish your goals, seeking help as needed, and remembering that mistakes are learning opportunities.

3

Get all of your needs met so you can achieve to your potential.

We all have needs; they range from basic ones like food, shelter, and safety to more complex ones like autonomy, competence, belonging, and feeling good about ourselves. Addressing your needs as they arise helps you achieve your high level goals and realize your greatest potential.

4

Make new connections on campus.

We are motivated by others. Even if you have a strong support system already, expand it and make campus connections. Being connected to your professors and getting involved in campus activities helps you achieve success. Challenge yourself and reach out to others who are different from you. Having a diverse support group can benefit you in many ways.

5

Adopt an optimistic attitude and focus on what is within your control.

Having an optimistic attitude is one of the most powerful resilient factors. Resilience is the ability to bounce back after negative experiences. Although you are not always able to control the events in your life, you are able to choose whether you will view the event from a positive or negative lens. Challenge yourself to view the situation from a more positive perspective. Focusing on what you can control is also a productive strategy.

6

Surround yourself with people who believe in you.

Having a strong support system is the other most powerful resilient factor. Use your current support system and take advantage of campus supports, like counseling, as needed. Surrounding yourself with the positive energy of your support system undoubtedly contributes to your success and helps you be resilient.

7

Practice good stress management.

Keeping stress at a moderate level is best. There are many effective ways to manage stress. Practice the basics—eating nutritiously, sleeping well, and exercising regularly. Relaxation techniques and positive thinking are also very effective. Avoid unhealthy options, such as drinking alcohol or using other substances.

7

Smart Success Strategies



Chapter 6 • How Are You Doing? Maximizing Learning via Self-Reflection

1

Regularly engage in academic self-regulation.

Academic self-regulation involves three main phases: setting a goal, using learning strategies to work toward the goal, and self-reflecting on whether or not you are making progress toward your goal. Successful students ask themselves “How am I doing?” regularly.

2

Ask yourself self-reflection questions.

To evaluate your learning progress, ask yourself questions such as “Am I spending enough time on studying?”, “What learning strategies are working well?”, and “What new strategies might I need to incorporate into my study routine?” Asking these questions can prompt you to make changes as needed so that you can achieve your goals.

3

Be as accurate as possible with your self-assessments.

Students who are good at accurately assessing their performance do better on academic tasks. Unfortunately, many students are not very accurate when it comes to assessing their performance. Typically students overestimate how well they are performing. This is problematic because it may lead you to stop studying too soon. Increase your accuracy by comparing your predictions with grades or other feedback.

4

Interpret mistakes productively.

We all make mistakes. How you interpret your mistakes can often make a huge difference in whether or not you achieve success. Successful students attribute their mistakes to internal, changeable factors. In other words, focus on factors, such as effort, that are within your control. This leads to more productive outcomes.

5

Use a variety of self-reflection strategies.

You can monitor your progress through many different techniques. For example, taking online quizzes or using flashcards can help you monitor your performance. You can also use models and rubrics when completing assignments. Meeting with your professor or others whom you trust can help you assess your overall progress toward your short- and long-term goals.

6

Monitor your grade book or use a grade calculator app.

Students who regularly check their grades perform better than those who do not. This feedback can provide you with accurate information about your progress so you can make changes if needed. If your professor doesn't use an electronic grade book, there are many apps available for this purpose. These tools help you stay on track with your goals.

7

Continue to engage in self-reflection after completing assignments and exams.

Feedback from your exams and assignments is very important. This outcome feedback can help you become more accurate in your self-assessments and assist you with determining what improvements to your study plan are needed. This improves your future performance on assignments and exams (and also increases your learning).

7

Smart Success Strategies



Chapter 7 • Making Good Academic, Career, and Financial Decisions

1

Know the steps to effective decision making.

Good decisions don't happen by accident. They happen by engaging in a thoughtful process that includes keeping your goals visible, gathering important information, and exploring and evaluating your options. Assessing whether your decision was effective is also important. Remember that others can help us make good decisions and others are affected by our decisions.

2

Explore academic options, such as online courses.

Meet with your academic advisor to learn about your academic options. Consider the advantages and disadvantages of different learning experiences. For example, online classes offer flexibility and convenience, but don't include the traditional learning experience of a classroom setting. Gather relevant information before deciding whether online learning is a good fit for you.

3

Embrace study abroad, service learning, and internship opportunities.

There are many long-lasting benefits, such as increased independence, associated with studying abroad. Service learning can increase your learning while you make societal contributions. Internships not only enhance your skills and experiences, but also give you a great opportunity to network with professionals in the field.

4

Engage in self-assessment activities to make better career decisions.

Reflecting on your values can help you to begin the career exploration process. Consider your general skills that can be beneficial in careers and your specific skills connected to careers of interest. Finally, focus on your personality and interests. Meeting with a career counselor is recommended.

5

Check out career websites and conduct informational interviews.

In addition to learning about yourself, learn about various careers. Informative websites, such as the Occupational Outlook Handbook, give you a good overview of many careers. Informational interviews allow you to get a more personal view of careers. You can also start the networking process.

6

Have a professional media presence.

Employers look at social media sites, so be sure that your online presence is positive and professional in nature. Be careful about what you post online—it may have negative consequences later. Before you look for a new job, delete inappropriate photos or posts and add more professional ones.

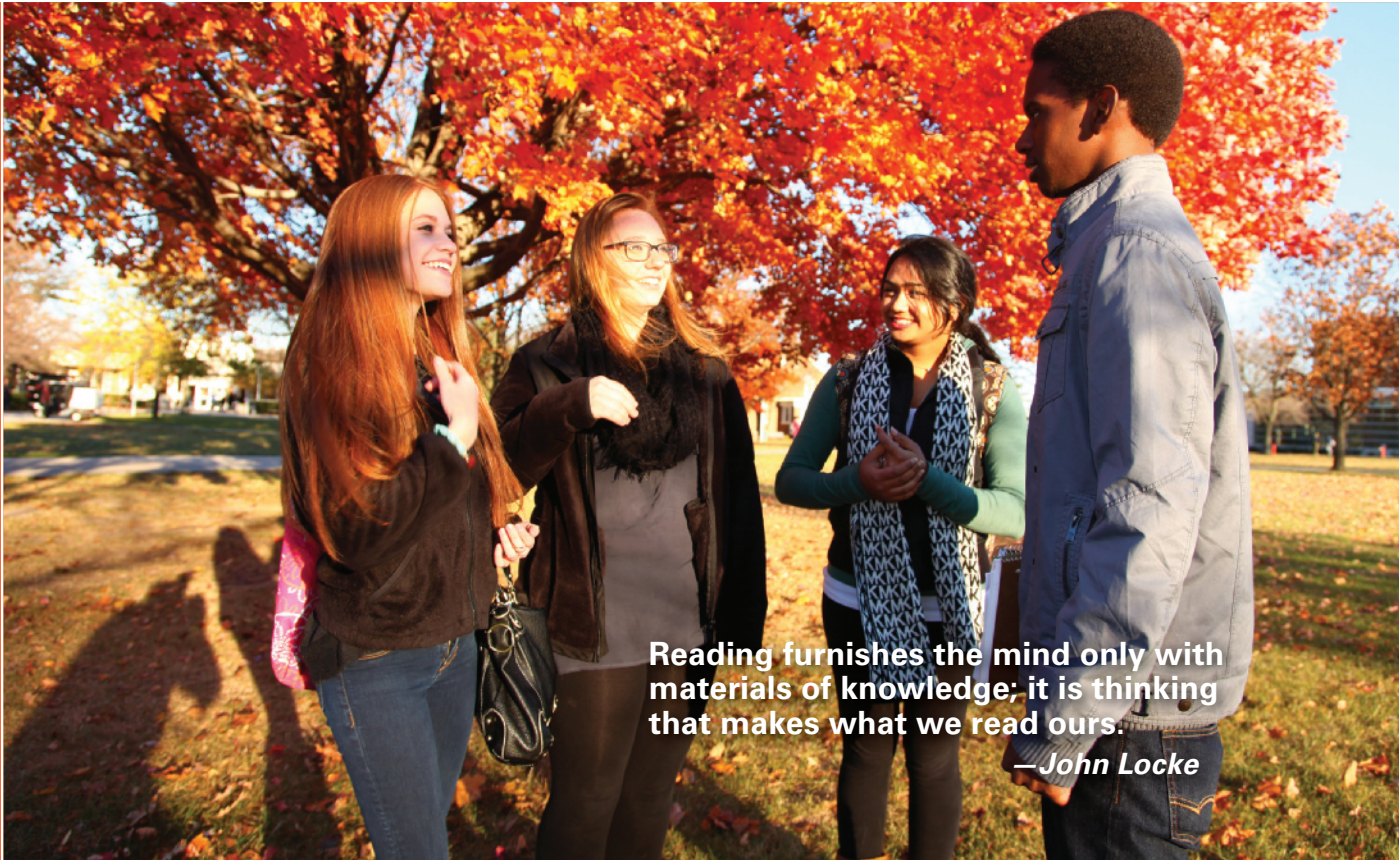
7

Make good financial decisions and establish a good credit score.

Be careful about accumulating too much debt. Think about the financial choices you make each day and the long-term consequences of these decisions. Open one or two credit card accounts, but be sure to make payments on time. Don't charge more than 25% of your credit limit. These actions help you build a good credit score.

1

College Expectations: Being a Critical Thinker



Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.

—John Locke

Tom Peterson

- 1 Why should you explore student success research?
- 2 Why is the syllabus so important?
- 3 What are the definitions of plagiarism and cheating? What strategies will help you avoid engaging in these dishonest actions?
- 4 How can you become a critical thinker?
- 5 What strategies can you use to become an active reader?
- 6 What features and resources are available with this textbook? How can these tools help you succeed?
- 7 What is a peer-reviewed journal? Why will learning about this scholarly source be helpful to you as a student?



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You've Made the Right Decision: Check out These Statistics!

Going to college is probably one of the best decisions you can make! The knowledge, skills, and confidence you gain will not only increase your career opportunities, but will also be beneficial to you in many other ways. Education is connected to your overall mental and physical well-being. There are also many social and financial benefits.

Getting an education can be good for your overall well-being. A study conducted by Yakovlev and Leguizamon (2012) found that individuals with more education were happier than individuals with less education. Likewise, Sironi (2012) found that more education was associated with fewer depressive symptoms (see Figure 1.1). Thus, getting an education is good for your mental health!

Education is also connected to social benefits. Ishitani (2009) found that college graduates gained a lot in terms of social advantages. For example, civic engagement increased. Individuals with high levels of civic engagement use their knowledge and skills in a productive way to benefit their communities. College graduates also have higher participation rates in voting and are more likely to volunteer (Ishitani, 2009). Baum, Ma, and Payea (2010) reported that 43% of adults with a bachelor's degree volunteered, compared to only 19% of adults with only a high school diploma. In addition to more graduates volunteering, it is also important to note that these individuals were more likely to volunteer more hours. Community benefits are hardly the only ones realized through college graduation; getting a degree can also have a positive impact on families. Baum, Ma, and Payea (2012) found that college graduates were more likely to exhibit better parenting behaviors, such as reading to their children and taking their children to community events. So getting an education can help you be a more involved citizen and a better parent in the future.

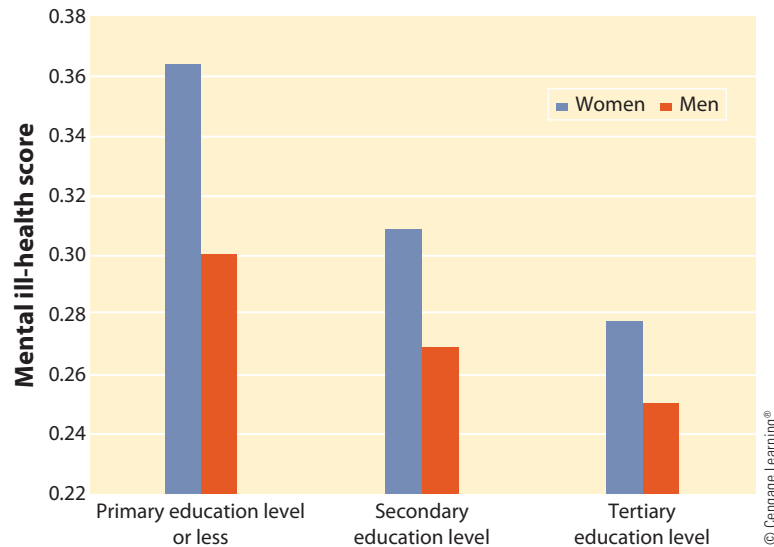


FIGURE 1.1
EDUCATION AND MENTAL HEALTH

Source: International journal of mental health by M.E./SHARPE, INC.. Reproduced with permission of M.E./SHARPE, INC. in the format Republish in a book via Copyright Clearance Center.

Researchers have also found that there are physical benefits associated with being a college graduate. College graduates were less likely to have physical health problems later in life (Zhang, Chen, McCubbin, McCubbin, & Foley, 2011; Goesling, 2007). For example, college graduates were less likely to engage in unhealthy behaviors, such as smoking, and were more likely to engage in healthy behaviors, such as exercising regularly (Baum, Ma, & Payea, 2010). Getting an education helps you make better choices that will help you stay healthy.

As you probably know, earning a degree (or two or three!) will also increase your earning potential. See Table 1.1 for a quick look at average salaries for full-time workers with varying levels of education (Julian & Kominski, 2011). As you can see, earning a bachelor's degree increases the average salary by almost \$23,000 per year. This means individuals with bachelor's degrees make approximately a million more dollars than their peers with only a high school education throughout the course of a lifetime. This turns into approximately 2 million more dollars in your lifetime if you get a doctoral degree. Figure 1.2 visually displays the positive financial consequences of higher education. Baum, Ma, & Payea (2010) also found that college graduates were more likely to be satisfied with their job and to report a sense of accomplishment with their work.

While it's true that your options in the job market and your salary potential will increase with a college education, the sad reality is that many students start but never finish college. These students then do not reap all the benefits of a degree and often are saddled with large amounts of debt. A recent study by Radford, Berkner, Wheelless, and Shepherd (2010) indicated that only 34% of students had a certificate or degree 6 years after starting college (see Figure 1.3).

Ready for some good news? You are already on the right track to success. Research has consistently indicated that freshman seminar courses contribute to student success in college (Boudreau & Kromrey, 1994; Derby & Smith, 2004; Potts & Shultz, 2008). This is why most colleges offer this type of course. In fact, in a national survey, over 87% of the colleges who responded to a survey indicated

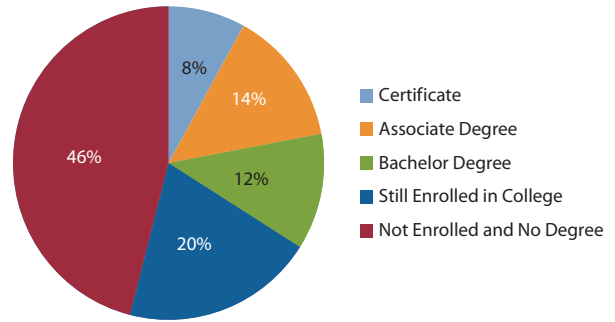
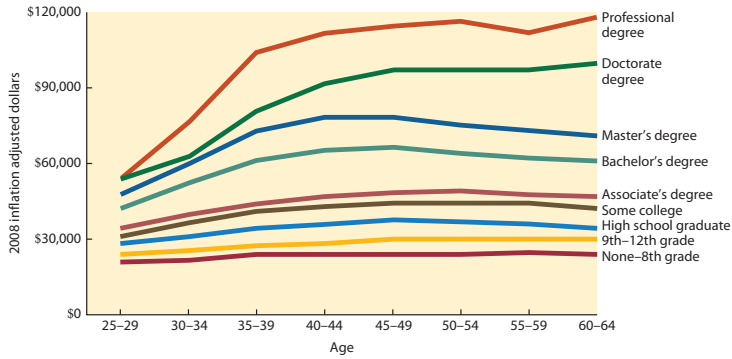


FIGURE 1.2
MEDIAN ANNUAL EARNINGS BY AGE AND EDUCATION ATTAINMENT (FULL-TIME, YEAR-ROUND WORKERS)

FIGURE 1.3
STUDENT GRADUATION STATISTICS: WHERE ARE STUDENTS SIX YEARS AFTER STARTING COLLEGE? (RADFORD ET AL., 2010)

Source: From Julian, T. A. and Kominski, R. A. (2011). Education and synthetic work-life earnings estimates. *American Community Survey Reports, ACS-14*. U.S. Census Bureau, Washington, DC.

Source: From Julian, T. A. and Kominski, R. A. (2011). Education and synthetic work-life earnings estimates. *American Community Survey Reports, ACS-14*. U.S. Census Bureau, Washington, DC.

TABLE 1.1 Average Annual Salaries Based on Education Level	
Education Level	Average Salary*
High School	\$34,197
Associate's Degree	\$44,086
Bachelor's Degree	\$57,026
Master's Degree	\$69,958
Professional or Doctorate Degree	\$88,867-\$103,411

Source: Adapted from: Julian, T. A. and Kominski, R. A. (2011). Education and synthetic work-life earnings estimates. *American Community Survey Reports, ACS-14*. U.S. Census Bureau, Washington, DC.

that they offered a freshman seminar course at their institution (National Resource Center, 2009). Later on in this chapter, you'll have an opportunity to read an original research study by Howard (2000) on the effectiveness of the freshman seminar course. One of the really important findings was that all students who took the course benefited in many ways.

1.1 TIME FOR ACTION

THE VALUE OF FRESHMAN SEMINAR COURSES

If you haven't done so already, scan the Table of Contents and flip through the pages of this

textbook. Take a few minutes now to respond to this question: Why do you think freshman seminar courses are valuable? How will taking this course be helpful to you?

Your First-Year Seminar Course: Exploring Research-Based Student Success Strategies

As you are getting ready to embark on this challenging, yet exciting, journey called college, think about the topic of this book for a moment: student success. You probably already have an opinion about why some students are successful in college while others are not. Others do, too. You could walk up to ten different people on the street and ask them what it takes to be successful in college, and you'll probably get ten different answers. Our views, and personal advice, are often based on individual experiences. Unfortunately, just because a technique worked for someone else doesn't mean it will work for you. Research, on the other hand, is more powerful than advice. Information gathered from thousands of students makes it more likely that the techniques shown to be effective will also work for you. In other words, data from research is typically more accurate and meaningful than advice from one person. This text takes you beyond advice and into the science of success. It is filled with research-based information to help you succeed.

1.2 TIME FOR ACTION

STUDENT SUCCESS ADVICE

Take a moment to think about all the advice you have heard about being successful in college. Make a list of the advice you've received and then decide whether or not you believe the advice you were given was useful. Explain why. Take one of the items

from your list and look for it in this book's Table of Contents. Then, go to that section of the book, skim it, and find out if the advice you were given is backed up by research. As you read through this textbook, continue to look for support for or evidence against all of the advice you have been given by others.

WHY LEARNING ABOUT RESEARCH-BASED SUCCESS STRATEGIES IS IMPORTANT

- Sometimes well-intentioned advice is not accurate and therefore won't support your success.
- Research findings are often based on hundreds or thousands of students, making it more likely that the results will apply to you.
- Because researchers often carefully control and assess for many factors, it is more likely that the results are accurate.
- As you are learning about strategies that work, you are also increasing your skills related to being able to read and use scholarly sources. You will be able to use this new skill set in your papers and presentations for other classes.
- Research-based student success studies will help you build your reading, critical thinking, and information literacy skills.
- Using strategies that really work will help you achieve your academic goals.

Taking this course will give you the skills and confidence you need to reach your goal. Specifically, you will learn that a variety of factors, such as using supports and resources, being motivated, making good decisions, managing time well, setting

goals, thinking positively, and using effective study strategies, have been found to be connected to academic success (DeBerard, Speilmans, & Julka, 2004; Johnson, 1997; Lammers, Onwuegbuzie, & State, 2001; Murray & Wren, 2003). More good news—these factors are within your control. Once you are armed with solid, accurate information about how these factors contribute to success, you will be able to use this information as a college student to achieve your goals. In essence, you will be ready to “Do What Works!” Let’s start by checking your current knowledge about what works.

Student Success Myths or Facts? Test Your Knowledge!

Myth or Fact? Decide whether you believe the following statements are true or false.

1. Because the world is an ever-changing place, memorizing information is not that important.
2. Highlighting is one of the most effective reading strategies.
3. Students who study alone are more productive and learn more than students who study with others.
4. The best way to study is to review and reread your notes.
5. Students who have decided on a career path during their first semester are much better off than students who have not yet decided.
6. Students today are much better at multitasking.
7. It is best to wait until at least your second semester before you join a club or organization on campus, so you can first focus on your academic work.
8. Drinking alcohol socially doesn’t impact decision making.
9. When taking a multiple-choice test, it is always best to “go with your gut” and stick with your first answer.
10. Professors expect you to use a lot of quotations in your research papers.
11. Students are generally pretty accurate when predicting their grades in a course.
12. Being focused on grades will help you learn a lot and achieve at high levels.
13. Students perform better in traditional face-to-face classes than they do in online courses.
14. You don’t have to start paying your student loan back until you have been offered a job upon graduation.

Some of the information you learn from this text and your course will not be new to you—you have after all been a student for a long time. However, you might be surprised to find that you are using strategies that are only minimally effective. In fact, all of the Myth or Fact statements are false. For a sneak peek at strategies that work, look at the seven Smart Success Strategies for each chapter on pages XXXI-XXXVIII. In addition to learning about topics such as time management, goal setting, motivation, and study strategies, you will also learn about how to read and extract key information from scholarly sources such as peer reviewed journal articles. Although this activity is definitely a challenging one for new students, learning this skill early will serve you well in college. College

professors will expect you to be able to read and use scholarly sources in your work, but there is often not much, if any, class time devoted to teaching you how to read research articles and extract the key information. This text will teach you strategies for reading these challenging articles, give you practice at summarizing the key points, and prompt you to think critically about the findings and their value. You will also build your information literacy skills by searching library databases to find additional research on student success topics. After this course, you'll be ready to include information from these sources in your papers and presentations, which will help you create successful academic products for your other classes.

1.3

TIME FOR ACTION

QUICK QUIZZES

It is time for you to do your first Quick Quiz. Answer the Quick Quiz questions. You can then check your

responses in the Appendix. Why are Quick Quizzes included in this text? How will these help you learn the course content?

QUICK QUIZ 1.1

1. On average, how much more does a person with a bachelor's degree earn per year compared to someone with only a high school diploma?
2. Do all students benefit from a freshman seminar?
3. Why is research-based information more valuable than advice?

Faculty Expectations


As you know, college is quite different than high school. For example, the schedule is significantly different, with some courses meeting only once or twice per week. In college, you will be covering more information in less time and may get fewer reminders about due dates for upcoming assignments. In short, you have to take on much more responsibility for your learning in college. To help you with this, we'll explore the value of the syllabus as well as some general college expectations.

The Syllabus

The syllabus is a document that contains important information about the course (see Figure 1.4). It is typically distributed on the first day of class. It provides you with an overview of the course, including a course description, contact information for your professor, resources you'll need, and learning outcomes. Learning outcomes are what your professors expect you to be able to know, think, or do as a result of taking the course. If you look at your course learning outcomes, you'll discover that your professors are going to expect you to do much more than just memorize or spit back information; you will also need to think critically about the information and create a variety of high-level academic products.




Tom Peterson



Welcome to Student Success!

SSD 101-27
Tuesdays and Thursdays 2:00-3:20 p.m. CB 119




Dr. Christine Harrington
charrington@middlesexcc.edu
Office Location: Raritan Hall Room 108
732-548-6000

Please come and visit me!

<u>Drop in Office Hours:</u>	<u>By Appointment Office Hours:</u>
Mondays 9:00–11:00 a.m.	Mondays 3:30–4:30 p.m.
Thursdays 1:00–2:00 p.m.	Thursdays 3:30–4:30 p.m.

Welcome! I am very excited about to have the opportunity to work with you at the start of your college journey. Believing in your ability to perform well, the course requirements will be academically and personally challenging yet accomplishable. It is my expectation that you will grow as a learner this semester via increased knowledge and the ability to think critically, applying and integrating information learned. It is also my hope that you will experience success now and in the future. You can expect this semester to be filled with lively discussions, activities, and challenging assignments. It is important for you to know that support is available to you. To assist you in meeting with success, I am available via office hours, e-mail, and phone—please reach out to me and let me know how your semester is going! Peer tutors (JLC), Counselors (ED 100), and Librarians are also available. Forming in-person and on-line study groups are also wonderful ways to expand your academic support system.

What is this course all about?

 **Learning Outcomes-**

Here's what you will be able to do after successfully completing this course:

1. Discuss and apply study skills and student success research to daily practices as a college student.
2. Identify and critically evaluate information related to success in college.
3. Develop personally meaningful oral, visual, and written summaries of student success concepts.
4. Identify and engage in productive and ethical student behaviors.
5. Demonstrate effective interpersonal skills in groups and connections outside of the classroom.

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FIGURE 1.4
SAMPLE SYLLABUS

The syllabus also contains information about assignments and learning activities. These are the tasks that you will need to complete in order to reach the learning goals for the course. Grading information is also provided in the syllabus. Sometimes this information will be in the form of a rubric. Rubrics are tools used to provide students with specific information about the assignment and how it will be graded. Be sure to take advantage of this information, as it will help you successfully complete the assignments.

Another key feature of the syllabus is the course outline; it will provide you with a calendar of when topics will be addressed and due dates for assignments. As soon as you get all of your syllabi, you should transfer the due date information into a calendar. This will help you keep track of what you need to do each week. Check out Chapter 3 for more tips on time management and the value of using a planner. The importance of the syllabus cannot be overstated—be sure to keep your syllabi in a safe place. You will need to regularly refer to your syllabus to stay on top of course requirements.

THE SYLLABUS: INFORMATION YOU NEED

- Overview of the course—course description, professor contact information, resources needed
- Learning outcomes—what you will learn
- Assignment and grading information
- Course outline and due dates

1.4

TIME FOR ACTION

YOUR SYLLABI

If you haven't done so already, now is a good time to review all of your syllabi. Start by previewing and reading them. Be sure you understand the purpose of the course and what is expected of you. Put all of

the assignment due dates in a calendar (electronic or paper) so you can have a big picture view of what you'll need to do this semester. This can be particularly helpful with planning and time management—we'll be talking about this in Chapter 3.

Behavior and Communication

Your professors will expect you to behave professionally. Most colleges have a code of student conduct that outlines expectations, inappropriate behaviors, and potential consequences for these inappropriate behaviors. You should be able to find the code of student conduct (along with many other important policies) in the college catalog and on the college website.

Behaving professionally goes beyond obvious things such as using professional language and treating others with respect. It also involves doing your part to create an effective learning environment by minimizing distractions. Coming to class late, for example, can be quite disruptive not only to the professor but also to your fellow classmates. You will also want to turn off electronic devices such as cell phones to avoid disturbing the class. Researchers have found that a ringing cell phone results in students missing important information in their notes and subsequently performing poorly on test questions related to that material (End, Worthman, Mathews, & Wetterau, 2010).

Interacting with your professor in a professional manner is also important. Professors will expect you to reach out if you have questions or concerns about the class. However, it is best to first look closely at the syllabus or in your course management system (i.e., Blackboard) to see if the information you are looking for is already available to you. When you do reach out, you will want to make a good impression. As an example, let's take a look at e-mail communication. Although you may be very accustomed to texting friends, professors will not appreciate you using text language such as abbreviations ("u" for "you"). It is best to begin e-mails with a salutation, such as "Dear Professor Harrington." If you are unsure about how to address your professor, look at your syllabus. If your professor listed his or her name as Dr. Harrington, then use this as your salutation. When uncertain, use "Professor." Next, clearly express your thought or question, being sure to check your spelling and grammar before you send it. Also use a closing, such as "Sincerely, Ashley Smith" (see Figure 1.5). You should know that if you send an e-mail from a home or private account instead of your school account, the professor may not read it or respond. Due to privacy laws, colleges often require students to communicate via the college-provided e-mail account only. It is also important to indicate the course and section number (PSY 123-10), as professors have many students in many different courses and this will help them respond appropriately.