

ANNOTATED INSTRUCTOR'S EDITION



FOCUS

ON COLLEGE SUCCESS

Constance Staley
University of Colorado, Colorado Springs



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FOCUS on College Success, First Edition
Annotated Instructor's Edition
Constance Staley

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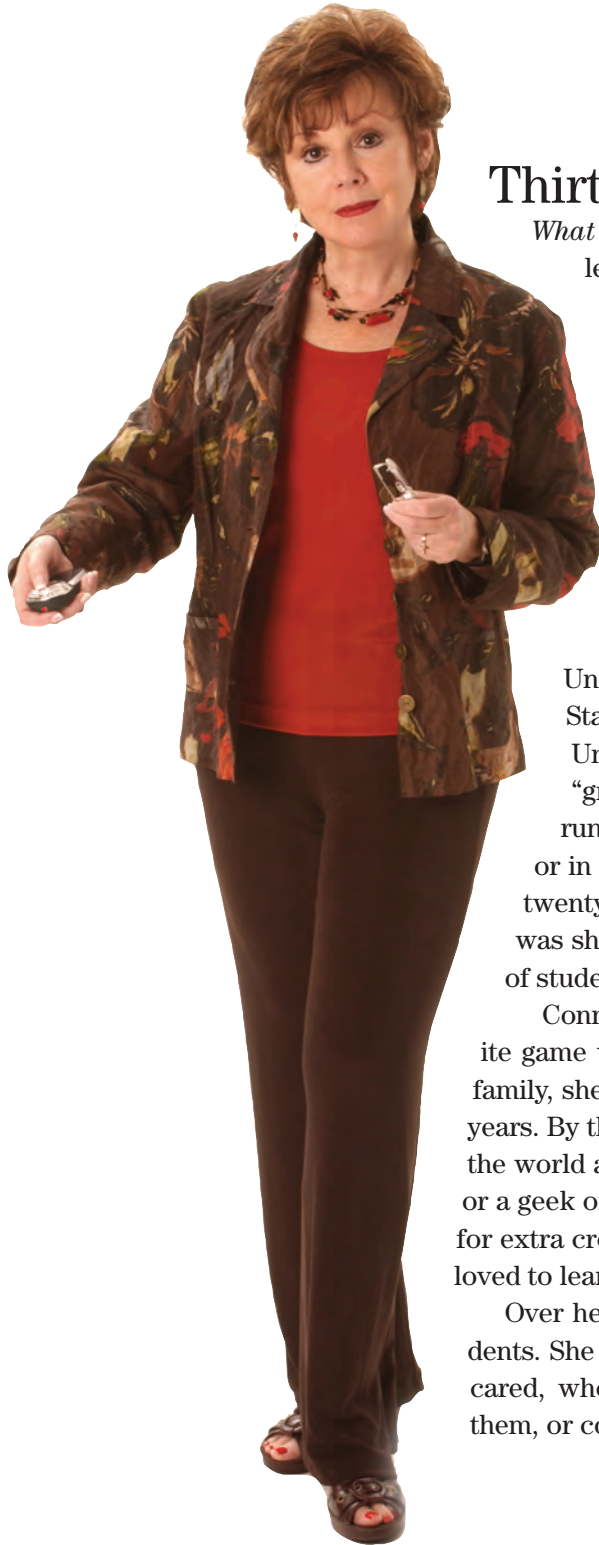
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Constance Staley



Thirty-how-many-years? she thought.

What a long time to work at one job in one place. But she had learned so much over that time, especially about students and about teaching, about learning and about knowing.

When she first began, the campus consisted of a few buildings and a dirt parking lot. Now it was a thriving community with thousands of students and buildings going up everywhere. *Of course, you can enhance your career by moving from one school to another,* she thought to herself, *but you can also learn a lot by sticking with a good thing over a long period of time.* So that's what she'd done. There had been brief excursions, working in private industry and teaching students in the former Soviet Union as a Fulbright Scholar. But for the most part, Constance Staley had spent her entire career as a professor on one campus, University of Colorado, Colorado Springs. As the campus had "grown up," so had she as a teacher. It wasn't unusual for her to run into her students everywhere—in restaurants, at the movies, or in stores. "Remember me?" they'd say. "You were my professor twenty-five years ago." She'd smile politely and nod. But the truth was she couldn't always exactly remember. Her brain was very full of students after all this time.

Connie had always been a student herself. As a kid, her favorite game was "playing school" with friends. Growing up in a military family, she'd gone to plenty of different schools herself—ten in twelve years. By the time she started kindergarten, she'd already seen much of the world and was bilingual. Some people might have called her a nerd or a geek or a teacher's pet, or remarked about how she always worked for extra credit and lingered over her homework. But the truth was, she loved to learn.

Over her years as a professor, she'd worked with thousands of students. She concentrated on being the kind of teacher who listened and cared, who sent encouraging e-mails to students when they needed them, or congratulatory ones when they made brilliant contributions in

class, or sometimes “reality check” e-mails when they needed an academic pep talk because they weren’t doing so well. She loved the give and take, walking up the aisles of her classroom as she worked to engage everyone, trying to be dramatic or funny, convincing students that this class wasn’t about how much *she* knew. It was about how much *they* could learn.

About halfway through her career, Connie decided to focus on first-year students by directing the Freshman Seminar Program on her campus. She saw that many students eased into college as if they were finally in their element. But then there were students like Ethan Cole in this book, who lost his focus and considered dropping out of college, and Gloria Gonzales, who wasn’t sure college would be worth it or whether her first-year seminar class could really teach her anything new. And there were students like Katie Alexander, a kinesthetic learner who found it hard to engage in material that wasn’t naturally interesting to her, or Anthony Lopez, who partied too much and studied too little.

But it was challenges like the ones presented by these students—and all the others in this book—that motivated Constance Staley to write *FOCUS on College Success*. She knew that getting a college degree was their key to a better life, a more fulfilling career, and most importantly, achieving their potential. She knew it was her job to help them through the rough patches and find the motivation within themselves to accomplish something they’d always be proud of. She knew that whether they were 18 or 48, college would introduce them to new worlds where they, too, could “grow up” as students and become learners for life. The Roman poet Manilius said it well centuries ago: “The end depends on the beginning.”

Since her early days of teaching, Constance Staley has seen substantial change. Today’s students are busy, impatient multi-taskers who want *efficient* learning. Nearly one-third of them admit on national studies that they do just enough academic work to get by, despite their desire for fast-track, high-paying careers. They want to learn what *they* see as valuable, *their* way, with *results*. Overwhelmingly, they work at jobs in order to finance college, crowd their days with too many obligations, and don’t slow down long enough to hone their metacognitive skills. They see a college education as a *product*, rather than a *process*. Returning students are stretched, often nearly to the breaking point, in multiple directions. No matter their age, many beginning students today simply don’t have the time, the motivation, or the skills they need to focus. And on top of these formidable challenges, today’s students often come to college with emotional issues that add another layer of complexity for instructors. Simply put, many require considerable support: academically, psychologically, and emotionally.

In her work with institutions across the country, Connie has seen the credibility of first-year seminars challenged by results-oriented administrators, skeptical

faculty, and students who assume they “already know this stuff.” Yet she has witnessed their power to effect change in thousands of students, firsthand, because she has developed engaging teaching strategies that work.

Her goal was to build much of what she has learned into a single tool: a book that would almost teach itself, freeing instructors to do what they need to do with their students, collectively and individually. According to nearly 100 reviewers, some of the strengths of *FOCUS on College Success* are its ability to build rapport with students, engage them, unlock intrinsic motivation, demonstrate that learning is taking place, and help them learn how to focus. The visual display on the following pages will walk you through *FOCUS on College Success*, feature by feature.

It’s been said that teaching is the ultimate act of optimism. When a Gloria Gonzales, an Ethan Cole, or a Kia Washington is engaged and succeeds, we know why we do what we do as instructors. And we continually challenge ourselves to do it better.

FOCUS is for all the first-year students who sit in your classrooms, and for you in your own personal and professional journey as their teacher.

ASK THE AUTHOR: CONSTANCE STALEY

1. Many first-year students today are **NOT AVID READERS**. How have you addressed this instructor challenge in *FOCUS on College Success*?

I call today’s students “Generation Why.” *Why is this course important? Why should I learn how to study when I’ve already been doing it for years? Why? Why? Why?* First-year students need a college success textbook that not only tells them *what* to do, but also *why* doing these things is important. As one scholar noted, the watchword for today’s students is “*convince*,” rather than “*command*.” No matter their age, they are savvy, busy, and pragmatic. They want to learn what *they* see as valuable in their own way. They want a college success text to meet them where they are, understand the complexity of their lives, and give them tools to learn better and faster. That’s the philosophy behind *FOCUS*.

2. How will *FOCUS* help **GET STUDENTS MORE ENGAGED** in a course that they often don’t feel they need to take?

For real learning to take place, students must find personal meaning in what they read. Abstract information is less engaging than practical coaching that gets results. As much as it is about metacognition—thinking about thinking and learning about learning—*FOCUS* is about students. It stars a cast of twelve of my own students (and one colleague), like a stage play. One student “actor” is featured in each chapter’s opening “*FOCUS* Challenge Case.” All thirteen cast members reappear

throughout the book, so that readers feel they’re getting to know the cast as they read. Students are naturally interested in other students (witness the popularity of social networking), and the case studies provide a non-threatening way to discuss problems that readers themselves may be facing. Woven through the entire text is a learning system that makes a distinction between insight and action. While students may know (or think they know) how to use particular academic tools, *knowing* and *doing* are two different things. *FOCUS* emphasizes doing.

3. Many colleges and universities seem to be **STRUGGLING WITH RETENTION** and are trying to understand why many students don’t return after their first year. How can *FOCUS* help with this?

As an introductory activity in *FOCUS*, students complete an Entrance Interview (on paper or online) that will help instructors flag potential risk factors for individual students and profile the class as a whole. Similarly, at the end of the term, students will complete an Exit Interview that will inform them and their instructors about how they’ve progressed. These two tools measure the gap between initial *expectations* and actual *experience*. Instructors can design interventions based on issues that surface, and then measure their degree of success in implementing them. No other textbook employs this type of pre- and post-test tool for instructors to use, but it’s something I’ve done with my students for years. This type of very “early alert” system can make all the difference when it comes to retention.

4. CREDIBILITY seems to be an issue with first-year seminar courses; students and administrators sometimes question the value of the college success course. How will your book help address the credibility issue?

Each chapter of *FOCUS* starts with a “*FOCUS* Challenge Case” to which students respond in a non-threatening way, giving suggestions to resolve the real-life conflict before having read the chapter. Then, throughout each chapter, readers are prompted to identify what they already know about particular topics *before* they read about them with the Challenge → Reaction questions. After they read, they are asked to apply the information to themselves as learners through the Insight → Action questions. The Challenge → Reaction → Insight → Action system in *FOCUS* demonstrates to students that learning is taking place, and the extensive research base (invisible to students) assures faculty readers that *FOCUS* is grounded in the scholarship of teaching and learning. Research indicates that the majority of entering students say they would welcome advice about how to tackle challenging academic tasks, but that advice must be real, relevant, and results-driven in order to be valued by today’s students.

5. Today’s INCOMING STUDENTS HAVE VARIED LEARNING STYLES: many are kinesthetic, some are visual, and few are aural and read/write. How do you ensure that students identify their learning style and gain the skills necessary to improve their learning throughout their college career?

FOCUS informs students about their own learning styles right away so that they can streamline their efforts and translate between the teaching “language” spoken by their instructors and learning “language” they themselves prefer. My suspicion is that many students who drop out of college are kinesthetic learners who don’t know how to navigate an academic world that is predominantly aural and read/write. *FOCUS* encourages students to realize that learning is a *process*, and helps them customize their learning, just as they customize *products* in their lives—everything from MP3 players and cell phones to specialty coffee drinks! We live in a culture with a previously unfathomable amount of choice. Throughout the text, students are encouraged to become responsible learners, apply *FOCUS* material to their toughest course, and tailor their learning to the level of challenge that is right for them. When students become more successful academically and when they build a support network within a community of learners, they are more likely to stay in college and succeed.

6. Because they lack focus, many first-year students become discouraged, find college to be less exciting than they expected, or recognize that they are not well prepared for the sustained investment college requires over time. How will *FOCUS* help solve this PROBLEM OF MOTIVATION?

FOCUS asks students at the beginning of every chapter to assess their level of motivation, interest, and readiness to begin (via Readiness Checks). At the end of every chapter, readers are asked to respond to a similar set of questions retrospectively (by use of Reality Checks). In addition to helping students develop realistic expectations of what it takes to learn, they are reminded that they are central to the learning process and that they must be fully invested. *FOCUS* also uses research on emotional intelligence and intrinsic motivation to get at underlying affective issues that influence college success. Many students today go to college because their par-

ents want them to, because their friends are going, or because it’s the expected “next step.” They don’t realize how much their own motivation to propel themselves toward a degree is at the heart of their success. Adult students with myriad responsibilities often must make day-by-day and minute-by-minute decisions about their priorities. Students may not realize that EQ can be as important as—or even more important than—IQ in achieving their goals. Recent reports indicate that while 95 percent of entering students are strongly motivated at the outset, only half of them will finish what they start. *FOCUS* has these critical non-cognitive concepts interwoven with cognitive applications throughout the text.

7. Most instructors have multiple course preps per semester, and though they want to make the college success course as engaging and interactive as possible, they just don’t have time to write or research a plethora of CLASSROOM ACTIVITIES. How will your book help?

FOCUS is designed as a learning system with built-in motivational tools, built-in activities (many from my resource book, *50 Ways to Leave Your Lectern*), and built-in journal/discussion prompts. My goal was to build much of what I have learned over the years into a single tool: a book that would encourage instructors to stress high expectations, while also providing a high level of support. Teaching a first-year seminar is challenging, and instructors need support, too. Before I began writing, and continuously along the way, I asked myself, “What would I, as an instructor, want in a first-year seminar textbook?” Having worked with so many students over so many years, I know first-hand the range of challenges instructors face and what would give them what they need—conveniently and comprehensively—to do the best job they can. As a first-year seminar course should be, the book has been “*VARKed*,” by including, for example:

- Visual: memorable, unusual photographs with powerful, famous quotations as captions, and bold colors to interest
- Aural: content-rich and compelling chapter summary podcasts with a humorous twist to capture student interest
- Read/Write: research-based, comprehensive chapters on timely topics with new subtopics written for today’s students
- Kinesthetic: real-life students as cast members and provocative, innovative web content, including mock television shows to reinforce chapter points

8. How do you spice up LECTURES AND DISCUSSIONS in your classroom and keep yourself engaged?

Many college success instructors have great passion for what they do. They teach a first-year seminar as an overload or extra duty, they find great fulfillment in witnessing student transformations during the first year of college, and they draw support from other instructors. My advice? Share information with your colleagues. Exchange ideas about what works and what doesn’t. Energize each other! I have found that my work with faculty across the country has been a powerful way for me to learn. *FOCUS* gave me an opportunity to give back what I’ve learned from my students and from other instructors. My goal is to continue that learning process through *FOCUS*.

Now that I've had the opportunity to talk about how *FOCUS* addresses the issues of engagement, credibility, motivation, retention, and varied learning styles, let's address specifically how all those problem areas are tackled in *FOCUS*.

How does *FOCUS* address the issue of ENGAGEMENT?

Voice: *FOCUS* offers a conversational tone that is accessible, non-condescending, and treats readers as adults. It builds rapport with student readers, and works to convince them of key concepts rather than simply telling them.

Picture this: You sit down to work on a challenging homework assignment. After a few minutes, you think, *Man, I'm thirsty*, so you get up and get a soda. Then you sit back down to continue your work. A few minutes later, you decide that some chips would go nicely with your soda and you head to the kitchen. Again, you sit down to face the task before you, as you concentrate more on eating than on working. Ten minutes go by and a nagging thought starts taking over: *Must do laundry*. Up you go again and throw a load of clothes in the washer. Before long you're wondering where all the time went. Since you only have an hour left before your next class, you think, *Why bother getting started now? Doing this project will take much more time than that, so I'll just start it tomorrow*. Despite good intentions at the beginning of your work session, you've just succeeded in accomplishing zip, nadda, nothing.

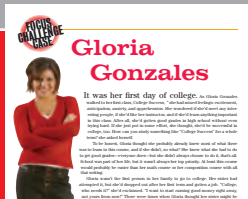
What you told us... "The writing is real; students will know this author is telling them the straight truth of what they need to do to succeed in college and beyond."

— Marty Marty, Missouri State University

"Connie Staley's 'voice' comes through so clearly! Having been to many of her workshops, I can hear her saying these words as she directs this exercise! Like many, many other people who learn from her, I listen to her 'voice'!"

— Sally Firmin, Baylor University

FOCUS Challenge Cases: Readers have the opportunity to read and react to a challenge in each case study and revisit it at the end of the chapter to see if/how their perceptions about the case have changed. These provide an applied, real-life, kinesthetic approach to learning, and allow students a "safe" way to discuss problems they may be facing themselves.



Teaching tip: Use these cases (and the accompanying follow-up questions) to spur discussion in the classroom or as brief writing assignments.

What you told us... "The case studies are fantastic. It is rare to read case studies that don't feel/sound contrived. These case studies are the most realistic that I have come across."

— Peg Adams, Northern Kentucky University

Activities and Self-Assessments: *FOCUS* provides dozens of classroom-ready exercises, so you'll no longer have to locate or create them on your own.

Teaching tip: To get students into the book (and your course), assign the exercises and self-assessments. The Annotated Instructor's Edition provides ideas for using all the activities in the classroom, as well as suggesting additional activities.

Exercise 5.1 And Just Why Is Critical Thinking Important?

Here is a list of reasons why it's important to improve your critical thinking skills. Beside each entry, mark the degree to which you'd like to concentrate your efforts as a college student, soon ready to enter a new career path. On a scale from 1 to 10 with 10 representing the highest degree, would you like to:

1. _____ Become a more successful college student? Most college courses require you to think critically (in answering essay questions, for example). In one study of over 1,100 college students, higher scores on critical thinking skills tests correlated highly with better grades.⁹ There's even evidence that interaction with other students in co-curricular activities can help you develop as a critical thinker.¹⁰ If you participate in a

What you told us... "The chapters are very interactive and require a lot more effort than just reading them. If well taught, the likelihood of engagement seems high."

— David Campagne, University of South Florida

How does *FOCUS* address the issue of CREDIBILITY?

Challenge → Reaction → Insight → Action (CRIA) Learning System: In this learning system,

1. a challenge is presented
2. initial reactions, perceptions, and misperceptions are uncovered
3. content/resources/new knowledge is presented, leading to new insights
4. final thoughts and discoveries lead to action/change.

This system demonstrates that learning is taking place. Students may assume they "know all this stuff" when they actually don't. The CRIA system will also help students realize the value of the College Success course.

CHALLENGE → REACTION

What are your core values? Review the following list and check off the items that you value. Don't spend too much time thinking about each one; just go with your initial gut reaction. For each item, ask yourself "is this something that's important to me?"

- | | | |
|--|---|---|
| <input type="checkbox"/> Health | <input type="checkbox"/> Wealth | <input type="checkbox"/> Financial wealth |
| <input type="checkbox"/> Fitness/Physical strength | <input type="checkbox"/> Independence | <input type="checkbox"/> Commitment |
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Honesty | <input type="checkbox"/> Compassion |
| <input type="checkbox"/> Academic achievement | <input type="checkbox"/> Children | <input type="checkbox"/> Leisure time |
| <input type="checkbox"/> Success | <input type="checkbox"/> Leadership | <input type="checkbox"/> Balance |
| <input type="checkbox"/> Happiness | <input type="checkbox"/> Family | <input type="checkbox"/> Friendship |
| <input type="checkbox"/> Social life | <input type="checkbox"/> Marriage/Partnership | <input type="checkbox"/> Recognition |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Spirituality | <input type="checkbox"/> Status |

Teaching tip: Making use of this system will show students their existing level of understanding and what remains to be learned.

What you told us... "I like these activities a great deal. I think students respond particularly well to scales that they can take and get feedback on that tell them a little about themselves."

— Kimberly Cummings, University of Tampa

Heavily Research-Based: Instructors will appreciate that the text is built on a solid foundation of research and that the advice to students is current and relevant.

Every chapter of *FOCUS* is research rich, although hidden from students via endnotes.

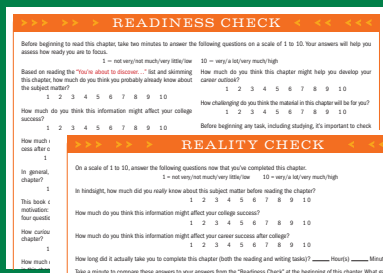
Teaching tip: Knowing that the advice and methods are backed by evidence helps support the credibility of the course as well as give students (if they are interested) proof that these skills lead to success.

What you told us... “The author uses respected research among several disciplines more broadly and more effectively than other current books on this subject matter.”

— Marty Marty, Missouri State University

How does *FOCUS* address the issue of MOTIVATION?

Readiness Checks and Reality Checks: Students learn to *FOCUS* on the material before them and narrow the gap between initial expectations and the reality of what’s required to study successfully. These checks help students develop a more realistic approach to learning.



Teaching tip: Open and close a course topic with these checks to see where students stand before and after learning a topic. Eventually, assessing their readiness to learn may become ingrained and considered as they begin their academic work in any class.

What you told us... “Based on the students I’ve had the pleasure of working with in the past, they would approach this as a game...wanting to “win” by knowing it all at the conclusion of the lesson. This section also helps students to actually prepare for the chapter BEFORE the teacher goes over it (imagine that!).”

— Phebe Simmons, Blinn College

Emotional Intelligence (EI) Coverage: Because they lack *FOCUS*, many first-year students become discouraged, find college to be less exciting than they expected, or recognize that they are not well prepared for the sustained investment college requires over time. Retaining first-year students is a serious concern on many campuses, and many students give up due to EI factors like discouragement or disillusionment.

Emotional Intelligence (EI) Research In 1988, Olympic swimmer Matt Biondi lost his first race only to win the gold in the next five. Martin Seligman, a psychologist from the University of Pennsylvania, had tested Biondi earlier that year and discovered that even when given negative feedback, Biondi went on to perform well. Seligman defines optimism by the way people describe their successes and failures.

Teaching tip: *FOCUS* includes considerable information on emotional intelligence since students’ EQs, can be as important as their IQs to their college success.

What you told us... “I thought that the emotional intelligence section could be particularly useful to students in understanding the ways in which emotions can impact academics.”

— Carrie L. Cokely, Meredith

AIMS (Academic Intrinsic Motivation Scale): Features throughout the book trigger intrinsic motivation (four C-Factors):

1. the level of **challenge** in coursework (Challenge Yourself Online Quizzes)
2. the level of **control** over outcomes (Control Your Learning: Your Toughest Class)
3. the degree of **curiosity** prompted by coursework (Cultivate Your Curiosity)
4. the extent of *FOCUS* on graduation and **careers** (Create a Career Outlook)

The themes of motivation and personal responsibility (self-regulation) are in line with current research on today’s students.

C CULTIVATE Your Curiosity

C CONTROL Your Learning

C CREATE A Career Outlook

C CHALLENGE Yourself Quizzes

Teaching tip: Assign the “Challenge Yourself Online Quizzes” as homework and ask students to hand in their results; use the “Control Your Learning” feature to schedule an office hours visit with each student to talk about applying course content to their toughest class.

What you told us... “The C boxes allow another way for students to engage. I like how they are used to provide deeper insight into the concepts...I really think these C boxes emphasize the value of learning—and help illustrate why this is important!”

— Allison Cumming-McCann, Springfield College

How does *FOCUS* address the issue of RETENTION?

Entrance and Exit Interviews: Data gathering instruments provide administrators and faculty with valuable data, evidence of students' *expectations* of college early in the term and their *experience* of college at the end of the course. No other text contains these tools to be used at the beginning and end of the First-Year Seminar course.

FOCUS ENTRANCE INTERVIEW

Although you may not have experienced life as a new college student for long, we're interested in how you expect to spend your time, what challenges you think you'll face, and your general views of what you think college will be like. Please answer thoughtfully.

INFORMATION ABOUT YOU

Name _____

Student Number _____ Course/Section _____

Instructor _____

Gender _____ Age _____

1. Ethnic Identification:

- Native American/American Indian Hispanic
 Caucasian African American
 Asian or Pacific Islander Prefer not to answer

Teaching tip: Included in the front and back of every book, the data of these surveys can be used for one-on-one interviews at the beginning and end of the course, to identify risk factors for individual students, or shared with the class to foster discussion. Online versions are available from the companion web site.

What you told us... "The Entrance/Exit Interviews I think will be very effective in assisting students to truly evaluate themselves. Additional information gathered...will give instructors a better understanding of their students and their needs."

—Mercy Azeke, Norfolk State University

Career Integration: The "*FOCUS on Careers*" feature shares an interview with a real professional working in a particular field, and it demonstrates how the content of the chapter has practical applications in that particular profession. These role models provide examples of healthy life management choices, which reinforce to students that today's choices create tomorrow's opportunities. Students value the content of their college success course more by seeing its practical use in the workplace.

Teaching tip: Ask students to complete "Create a Career Outlook" questions in each chapter, which will help them *FOCUS* on where their career interests lie and how their own personality type and skills apply to the featured career.

What you told us... "Reading true stories of real people in different careers will be extremely useful as students try to maneuver through their career choices. They will think back to these examples long after this textbook is not in their daily use; they will likely attempt to meet career standards as high as the professionals that they've read about."

—Rebecca Reed, Johnson & Wales University

How does *FOCUS* address the issue of VARIED LEARNING STYLES?

VARK: Following the VARK assessment in Chapter 2, VARK activities at the end of each chapter will *FOCUS* on the four sensory modalities and learning. If students are multimodal, they will be encouraged to select activities from several modalities. Over the course of the term, these activities will provide students with an array of techniques to improve their learning in all their classes.

EXERCISE 2.3 VARK Activity

Complete the recommended activity for your preferred VARK learning modality. If you are multimodal, select more than one activity. Your instructor may ask you to (a) give an oral report on your results in class, (b) send your results to him or her via e-mail, (c) post them online, or (d) contribute to a class chart.

Visual: Think about a particular course or exam you studied for in the past. Create a personal chart that compares the learning strategies for each of the four VARK modalities you used and the degree of success you had using each one.

Aural: Interview another student who is a member of a campus honor society. Which VARK strategies does this student use and why? Determine whether these strategies would work for you.

Read/Write: Write a one-page summary of what you have learned about yourself as a result of reading this chapter.

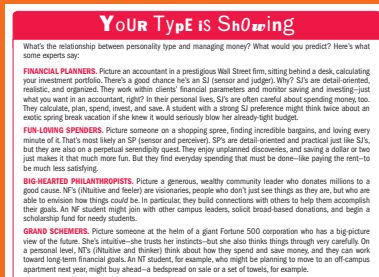
Kinesthetic: If your campus has a Learning Center, visit it to gather additional information about your learning style. Apply what you have learned to create a plan to prepare for your next exam.

Teaching tip: Complete the VARK assessment in Chapter 2 either in the classroom or as a homework assignment to help students assess their learning style(s).

What you told us... "This is an excellent tool for self examination... I have had a number of students be quite surprised at the results of the VARK and how simple strategies (according to the results) enhance their learning."

—Janet Breaker, Milwaukee Area Technical College

SuccessTypes Learning Style Type Indicator (a brief MBTI-based instrument) and “Your Type is Showing,” a regular, short feature throughout the text, provide students with brief opportunities to read MBTI research related to the chapter’s content.



Teaching tip: Encourage students to take the full MBTI.

What you told us... “Helps in helping students realize the type of learning style that works best for them and to utilize it.”

—Miriam Chiza, North Hennepin Community College

Resources & Ancillaries

Annotated Instructor’s Edition

Written by Catherine Andersen of Gallaudet University, the Annotated Instructor’s Edition of *FOCUS* helps instructors at any stage of their teaching careers succeed and provides the guidance needed with any new text. Among other notable strengths, Catherine is particularly recognized for her work in emotional intelligence in higher education. Annotations are categorized into five groups for easy recognition, allowing instructors to pay attention to annotations they are most interested in:

- **Teachable Moments.** These annotations note places where instructors can pause to capitalize on chapter content by making particular points that enrich the learning environment.
- **Sensitive Situations.** These annotations point out places where an in-class discussion could generate potential discomfort in the learning environment. These annotations keep instructors from being caught off guard by these triggers and provide suggestions for how to handle these provocative teaching challenges.
- **Activity Options.** If instructors wish to pursue further active learning strategies in class, these annotations provide other ideas for a variety of ways to do this.
- **Chapter Crossover.** These annotations link material to that found in previous or upcoming chapters so that students tie together related content and understand the connectedness of knowledge.
- **Emotional Intelligence (EI) Research.** Many first-year instructors are interested in learning more about emotional intelligence, but aren’t sure about exactly how it relates to the content of college success courses. These annotations make the connections and provide short summaries of related EI research.

Instructor’s Manual and Test Bank

Also written by Catherine Andersen of Gallaudet University, the Instructor’s Manual serves as a quick guide to every chapter, providing all the frequently asked questions about how to teach the course, from what the main focus of every chapter should be to yet more activity options. The online quizzes allow students to adjust the challenge level of the course by selecting easy, medium, and challenging questions to answer (following Bloom’s taxonomy from simple to more cognitively complex questions).

Power Lecture

Organized around the topics covered in the book, this easy-to-use tool helps you assemble, edit, and present tailored multimedia lectures. You can create a lecture from scratch, customize the provided templates, or use the ready-made PowerPoint® slides as they are.

Resource Center

In addition to rich resources, additional in-class activities, and downloadable podcasts (pithy chapter summaries with a humorous twist), the website will include short “YouTube”-type vignettes, “Inside the *FOCUS* Studio,” a mock television show, featuring the author and *FOCUS* cast members. These “What’s the Big Idea?” streaming videos focus on five chapters and how the chapter content can be made real and memorable to today’s students.

MEET THE CAST



Chapter 1

Gloria Gonzalez / Debbie

Hometown: Saguache, Colorado

Major: Business with a minor in Communication

Expected Graduation Date: 2010

Lessons Learned: Debbie learned through her first-year seminar course that it takes time and effort to establish great relationships. She got involved in intramural sports, which helped her meet new people and make friends. Although she's doing well now, she wishes she'd studied more her first term.

Toughest First-Year Class: Microeconomics because it was an entirely new subject for her.

Advice to New Students: "Get your priorities straight; college is a great place to be, so get a great start by setting good study habits, and I HIGHLY recommend a planner because you will be surprised at how fast your time can become occupied."



Chapter 2

Tammy Ko / Jessica

Hometown: Manitou Springs, Colorado

Major: Marketing

Expected Graduation Date: 2009

Lessons Learned: Juggling a part-time job while in school, Jessica loved living on campus her first term and meeting new people, but she regretted not talking to other students about which professors and courses to take towards her marketing major. In order to succeed, she says, you've "gotta give it all you've got!"

Toughest First-Year Class: Microeconomics because it wasn't like high school courses that just required memorizing a lot of facts.

Advice to New Students: "Talk to other students to learn about the best professors, and make sure you are studying something that you are interested in."



Chapter 3

Jessica Taylor / Tarren

Background: Like her *FOCUS* Challenge Case character, Tarren also graduated from a private high school and found the transition from high school to college a bit overwhelming. Having lived overseas most of her life, Tarren now calls Colorado Springs home.

Major: English

Expected Graduation Date: 2011

Lessons Learned: “Stay on top of your studies and understand how important teachers are in college and how they can positively influence students.”

Toughest First-Year Class: Biology because of heavy reading assignments

Advice to New Students: “Get involved on campus and definitely choose to take a first-year seminar course!”

Free Time: horseback riding, playing tennis, and skiing



Chapter 4

Derek Johnson / Derrick

Hometown: Colorado Springs, Colorado

Major: Communications/Recording Arts

Graduation Date: 2007

Lessons Learned: Even though he’s not married and has no children, Derrick and his case study character have much in common—too much to do and too little time! Derrick felt his biggest mistake his first year was not asking enough questions in class. He knows now he should have asked for clarity on content or assignments he didn’t understand.

Toughest First-Year Class: English because he and his instructor had differing opinions, but he communicated through the tough spots and earned an “A”.

Advice to New Students: “Surround yourself with positive people. As the saying goes, ‘you are the company you keep.’ I’ve seen many of my friends drop out because the people they called friends were holding them back from their full potential. Now that I have graduated, I look back at all the people I hold close and know that I wouldn’t have made it without them.”

Free Time: composing music and producing films



Chapter 5

Annie Miller / Meagan

Hometown: Albuquerque, New Mexico

Major: Nursing

Expected Graduation Date: 2011

Lessons Learned: Megan admits that her biggest mistake her first term was not asking anyone for help with anything. But she enjoyed moving away from home and being more independent, meeting new people, and having a more laid-back academic schedule than her high school schedule had been.

Toughest First-Year Course: Calculus because she was overconfident and didn't study for exams.

Advice to New Students: "Don't give up! College is amazing! Oh, and don't spend all of your money on food."

Free Time: biking, hiking, playing Ultimate Frisbee, and giving campus tours



Chapter 6

Lindsey Collier / Heather

Hometown: Her parents just moved to another state—so where *is* home?

Major: Nursing

Expected Graduation Date: 2010

Lessons Learned: Heather made the mistake of not making academics her first priority, but she learned from her first-year seminar course that she needed to be willing to sacrifice social time for study time.

Advice to New Students: "College isn't like high school—you do actually have to study three times as much for any course. No matter what course it is, study for it. You'll feel much better about receiving high marks than about partying with friends. And get involved on your campus. It's your home away from home, so why not make the most of it?"

Free Time: college Step and Dance Team



Chapter 7

Kevin Baxter / Dave

Hometown: St. Paul, Minnesota

Background: Portraying a student returning to school after fifteen-plus years in the working world, Dave is currently a professor of chemistry at University of Colorado at Colorado Springs.

College Memories: Dave remembers how much he liked the different social environment college provided after graduating from high school.

Toughest First-Year Course: English Composition since writing wasn't exactly his forte.

Advice to New Students: "Study hard, and use your time wisely."

Free Time: woodworking, hiking, and climbing



Chapter 8

Katie Alexander / Christina

Hometown: Colorado Springs, Colorado. Since she went to college in her hometown, Christina really enjoyed the opportunity college provided to meet new people.

Major: Nursing

Expected Graduation Date: 2009

Lessons Learned: Spending her free time with her friends watching movies, going bowling or dancing, and just hanging out, Christina found that like her *FOCUS* Challenge Case character, she, too, would make up excuses to get out of studying and doing her homework. She quickly learned the importance of reading and taking notes. "As weird as it may sound, reading cuts your end study time by more than half. Reading the material ahead of time helps you understand everything so much better."

Advice to New Students: "Stay motivated. College is going to FLY by! If you stay motivated and get good grades, it really will be over before you know it."



Chapter 9

Joe Cloud / Alvin

Hometown: Ganado, Arizona (Navajo Nation)

Major: Business

Expected Graduation Date: 2010

Toughest First-Year Course: Spanish because he came from a place where no other languages are ever spoken.

Lessons Learned: President of the American Indian Science and Engineering Society on campus, Alvin identifies closely with his *FOCUS* Challenge Case character. He, too, is one of a minority of Native Americans in higher education, so a lot of people in his hometown are carefully watching his academic success. Alvin admits his biggest mistake in his first term was not opening up to people—he came to school for class and left without trying to meet new people. But he learned from his mistakes and eventually came to value meeting all sorts of different people through activities on campus.

Advice to New Students: “Learn from *my* mistakes: Be open to try new things, get out of your comfort zone, and be free to be silly—everyone is at some point. You meet a lot of new people that way and it makes your first year the experience of a lifetime.”



Chapter 10

Darnell Williams / Calil

Hometown: Colorado Springs, Colorado

Major: History with a secondary education emphasis

Expected Graduation Date: 2009

Lessons Learned: Calil noticed many similarities between himself and the *FOCUS* Challenge Case character he portrayed, besides playing football and watching movies. Calil, too, had problems with the transition from high school to college. He admits he was a student who “coasted” through his senior year of high school, which made his first year of college more difficult. He didn’t study as hard as he should have as a first-year student.

Toughest First-Year Class: English, like Darnell, because he wasn’t fully aware of the instructor’s expectations.

Advice to New Students: “Determination is the key to success. If you are determined, there is nothing in the world that can stop you.”



Chapter 11

Kia Washington / Charmaine

Hometown: Colorado Springs, Colorado

Major: Psychology and Sociology

Graduation Date: 2006 (Charmaine is now working towards a graduate degree in Student Affairs in Higher Education.)

Toughest First-Year Course: General psychology because there was so much to learn in such a short period of time.

Lessons Learned: In her first-year seminar, Charmaine learned how to manage her time more effectively, as well as the necessity of keeping yourself healthy in mind, body, and spirit, something she felt her *FOCUS* Challenge Case character could have benefited from.

Advice to New Students: “Remember to have fun in everything that you do, both academically and otherwise. Take care of yourself first and don’t feel as though you have to do everything all the time; sometimes the best parts of life come during moments of down time. This is where you are able to truly reflect on what it is you’re doing and remember why you’re doing it in the first place!”



Chapter 12

Ethan Cole / Josh

Hometown: Fort Morgan, Colorado

Major: Sociology

Expected Graduation Date: 2008

Lessons Learned: Like his *FOCUS* Challenge Case character, Josh noticed that he, too, didn’t always push himself to reach his potential. But he learned through his first-year seminar course that he is responsible for himself and that professors aren’t like high school teachers. They will let you fail a class if you don’t do what you need to. It’s up to you.

Advice to New Students: “Not only did getting involved on campus help me have more fun in school, but it has also helped me academically. It has taught me how to manage my time and has made it so much easier for me to participate with confidence in class. Just make sure you get what you need to do done, and you will enjoy your college experience so much more.”

Free Time: “Free time? What’s that?! I’m too busy to have free time!” (But he secretly admits he snowboards, plays guitar, draws, and spends time with friends.)



Chapter 13

Anthony Lopez / Luis

Hometown: Aguascalientes, Mexico

Major: Spanish with an emphasis in secondary education

Expected Graduation Date: 2009

Lessons Learned: Luis is extremely involved on campus and within his community—he is President of the Association of Future Teachers, sings with his church choir, plays intramural soccer, and works for the Air Force on weekends—and as a first-year student, in order to cope with stress on a few occasions, he found himself doing the same things his *FOCUS* case study character did—partying too much. Luis thinks one mistake he made in his first term was that he procrastinated with homework because his new freedom let him think he could have fun first and study later, but he quickly learned he was wrong.

Advice to New Students: “Be smart and be involved, but always do your homework first. If you are involved on campus, you will meet people that will help make your college experience easier and more fun.”



MEET THE AUTHOR

Constance Staley

Hometown: Pittsburgh, Pennsylvania (although she never actually lived there. Instead, she lived all over the world and went to ten schools in twelve years.)

Background: Connie has taught at the University of Colorado at Colorado Springs for more than 30 years after getting a bachelor’s degree in education, a master’s degree in linguistics, and a Ph.D. in communication.

College Memories: Connie remembers loving her public speaking class as a first-year student and having tons of friends, but being extremely homesick for her family.

Advice to New Students: “Earning a college degree is hard work, takes a long time, and requires a substantial investment of your time, energy, and resources. But it’s the best investment you can make in your own future—one you’ll never regret.”

Free Time: Spending time with her husband, her two daughters, and her boy-girl grandtwins; relaxing at her cabin in the mountains; and traveling around the country to speak to other professors who also care about their first-year students and their success.

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This descriptive data gathering instrument can be used at the beginning and similarly at the end of the *FOCUS* experience to compare incoming students' *expectations* of college (Entrance Interview) with their *actual experience* of college (Exit Interview) at the end of the term. It can be filled out online or on paper and tabulated. The Entrance Interview is intended to act as a (very) "early alert" system by providing instructors with information that could take weeks to uncover otherwise. It can help instructors, peer mentors, first-year seminar program directors, and institutions by generating individual/student, class/section, or combined classes/institutional data. It can help instructors decide if specific risk factors warrant intervention. The instrument provides valuable information for working with individual students during the course.

1. Does your campus have an Office of Student Multicultural Affairs (or an office with a similar title)? Students from underrepresented populations can often benefit by connecting with this office and with other students in their particular ethnic group.

2. Do non-native speakers of English have ESL test scores that are sufficient for successful academic achievement? Could they benefit from additional ESL coursework? With ever increasing numbers of international students, these questions could be worth pursuing.

3. Some research indicates that residential students have a higher likelihood of being retained, although this varies by institution, environment, and situation. Living on campus can also be costly, which can lead to students working more hours to pay for room and board. Instructors should also note that students living on their own, perhaps for the first time, may feel isolated and have difficulty integrating into the campus community.

4. Research indicates that first-generation students often experience more challenges, partly because they lack role models who are able to help them transition smoothly.

5. Students who are taking too many credit hours may be at risk, academically. They may have skirted academic advising somehow, or assume they can handle more than they actually can, subjecting themselves to serious stress.

6. Students who are on a second or third try at college may be experiencing academic or non-academic problems that resurface.

FOCUS ENTRANCE INTERVIEW

Although you may not have experienced life as a new college student for long, we're interested in how you expect to spend your time, what challenges you think you'll face, and your general views of what you think college will be like. Please answer thoughtfully.

INFORMATION ABOUT YOU

Name _____

Student Number _____ Course/Section _____

Instructor _____

Gender _____ Age _____

1. Ethnic identification:

- Native American/American Indian Hispanic
 Caucasian African American
 Asian or Pacific Islander Prefer not to answer

2. Is English your first (native) language?

- yes no

3. Where are you living this term?

- in campus housing on my own
 with my immediate family other (please explain)
 with a relative other than my immediate family

4. Did your parents graduate from college?

- yes, both neither
 yes, father only not sure
 yes, mother only

5. How many credit hours are you taking this term?

- 6 or fewer 15-16
 7-11 17 or more
 12-14

6. Did you start college elsewhere before attending this school?

- yes no

7. In addition to going to college, do you expect to work for pay at a job (or jobs) this term?

- yes no

8. If so, how many hours per week do you expect to work?

- 1-10 31-40
 11-20 40+
 21-30

9. Which of the following describes why you are working for pay this term? (Mark all that apply.)

- to pay for college tuition to pay for child care
 to pay for basic expenses that I need (rent, housing, food, etc.) to pay for textbooks
 to pay for extra expenses that I want (clothes, entertainment, etc.) to save money for the future
 to buy a car to see how much I can make
 to support a family other (please explain)

10. How will you pay for your college expenses? (Check all that apply.)

- my own earnings
- my parents' contributions
- my spouse or partner's contributions
- my employer's contributions
- scholarships and grants
- loans
- other (please explain)

11. If you plan to work for pay, where will you work?

- on campus
- off campus
- at more than one job

12. If you are entering college soon after completing high school, on average, how many total hours per week did you spend studying outside of class in high school?

- 0–5
- 6–10
- 11–15
- 16–20
- 21–25
- 26–30
- 31–35
- 36–40
- 40+
- I am a returning student and attended high school some time ago.

13. What was your high school grade point average?

- A+
- A
- A–
- B+
- B
- B–
- C+
- C
- C–
- D or lower
- I don't remember.

7–10. Students who are working more than 35 hours per week at a job for pay may be putting themselves at risk, academically. Although many students work for legitimate reasons relating to college and living expenses, some students work more hours to pay for expensive lifestyle choices. Working can help students learn to manage their time; however, both traditional and nontraditional students must find the right balance between work, school, family, and perhaps other responsibilities.

11. There is some evidence that indicates that working on campus actually increases the likelihood of retention. Naturally, working multiple jobs subtracts hours available for academic work.

12–13. Many students enter college thinking that their high school academic efforts, perhaps ratcheted up a notch or two, will suffice. Some are caught off guard by the more rigorous demands of college classes.

INFORMATION ABOUT YOUR COLLEGE EXPECTATIONS

14. How do you expect to learn best in college? (Check all that apply.)

- by looking at charts, maps, graphs
- by looking at color-coded information
- by looking at symbols and graphics
- by listening to instructors' lectures
- by listening to other students during an in-class discussion
- by talking about course content with friends or roommates
- by reading books
- by writing papers
- by taking notes
- by going on field trips
- by engaging in activities
- by actually doing things

14. This question previews the VARK Learning Styles Questionnaire in Chapter 2.

15. For each of the following pairs of descriptors, which set sounds most like you? (Please choose between the two options on each line and place a checkmark by your choice.)

- Extraverted and outgoing
- Detail-oriented and practical
- Rational and truthful
- Organized and self-disciplined
- or
- Introverted and quiet
- Big-picture and future-oriented
- People-oriented and tactful
- Spontaneous and flexible

15. This question previews the SuccessTypes Learning Styles Type Indicator in Chapter 2.

16. FOCUS is about 13 different aspects of college life. Which are you most interested in? Which may contain information you expect to find most challenging to apply in your own life? (Check all that apply.)

- | Most interested in | Most challenging to apply to myself | Most interested in | Most challenging to apply to myself |
|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Building dreams, setting goals | <input type="checkbox"/> | <input type="checkbox"/> Developing your memory |
| <input type="checkbox"/> | <input type="checkbox"/> Learning to learn | <input type="checkbox"/> | <input type="checkbox"/> Reading and studying |
| <input type="checkbox"/> | <input type="checkbox"/> Using resources: finances, technology, and campus support | <input type="checkbox"/> | <input type="checkbox"/> Taking tests |
| <input type="checkbox"/> | <input type="checkbox"/> Managing time and energy | <input type="checkbox"/> | <input type="checkbox"/> Writing and speaking |
| <input type="checkbox"/> | <input type="checkbox"/> Thinking critically and creatively | <input type="checkbox"/> | <input type="checkbox"/> Building relationships, valuing diversity |
| <input type="checkbox"/> | <input type="checkbox"/> Engaging, listening, and note-taking in class | <input type="checkbox"/> | <input type="checkbox"/> Choosing a major and career |
| | | <input type="checkbox"/> | <input type="checkbox"/> Working toward wellness |

16. This question previews all the topics included in FOCUS and asks students to think about which ones interest them and which ones will be most challenging to apply themselves.

17. Which one of your current classes do you expect to find most challenging this term and why?

Which class? (course title *or* department and course number) _____
 Why? _____
 Do you expect to succeed in this course? yes no
 Perhaps (please explain): _____

17. This question previews the feature, "Control Your Learning: Your Toughest Class," by asking students to identify which of their current classes this is likely to be. Throughout FOCUS, readers are asked to apply content from the text to their most challenging course—a general education or discipline-based course.

18–22. The following questions relate to students' motivation, engagement, and predicted challenges. Note the level of response, and initiate conversations around numbers that are unrealistic or unusual responses.

18. How many total hours per week do you expect to spend outside of class studying for your college courses this term?

- 0–5 26–30
 6–10 31–35
 11–15 36–40
 16–20 40+
 21–25

19. Which of the following on-campus resources do you plan to use once or more this term? (Please check all that apply.)

- library the Counseling Center, if one is available
 campus learning centers (whatever is available on your campus, such as a Writing Center, Math Learning Center, etc.) professors' office hours for individual meetings/conferences/help
 computer labs student clubs or organizations
 the Student Success Center or New Student Center, if one is available none

20. For the following sets of opposite descriptive phrases, put a checkmark on the line between the two that best represent your response.

I expect my first term of college to:

- | | | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| challenge me academically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | be easy |
| be very different from high school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | be a lot like high school |
| be exciting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | be dull |
| be interesting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | be uninteresting |
| motivate me to continue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | discourage me |
| be fun | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | be boring |
| help me feel a part of this campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | make me feel alienated |

21. Please mark your top three areas of concern relating to your first term of college by placing 1, 2, and 3 next to the items you choose.

- | | |
|--|--|
| <input type="checkbox"/> I might not fit in. | <input type="checkbox"/> My studies might interfere with my social life. |
| <input type="checkbox"/> I might have difficulty making friends. | <input type="checkbox"/> My professors might not care about me as an individual. |
| <input type="checkbox"/> I might not be academically successful. | <input type="checkbox"/> I might not finish my degree. |
| <input type="checkbox"/> My performance might disappoint my family. | <input type="checkbox"/> I might miss the company of my friends. |
| <input type="checkbox"/> My personal life might interfere with my studies. | <input type="checkbox"/> I might miss the company of my family. |
| <input type="checkbox"/> My studies might interfere with my personal life. | <input type="checkbox"/> I might not manage my time well. |
| <input type="checkbox"/> I might have financial difficulties. | <input type="checkbox"/> I might be bored in my classes. |
| <input type="checkbox"/> My job might interfere with my studies. | <input type="checkbox"/> I might feel intimidated by my professors. |
| <input type="checkbox"/> My studies might interfere with my job. | <input type="checkbox"/> I might feel overwhelmed by all I have to do. |
| <input type="checkbox"/> My social life might interfere with my studies. | <input type="checkbox"/> other (please explain) |

22. Broadly speaking, which area do you expect to major in?

- Arts & Sciences Nursing/Health Sciences
 Education Business
 Engineering other, please explain

23. How certain are you now of a chosen major? (1 = totally sure, 5 = totally unsure) _____

24. How certain are you now that you will complete your degree? (1 = totally sure, 5 = totally unsure) _____

25. How certain are you now that you will complete your degree at this school? (1 = totally sure, 5 = totally unsure) _____

26. How certain are you now of your intended career choice? (1 = totally sure, 5 = totally unsure) _____

27. How certain are you now about whether you'll obtain an advanced degree after you finish college? (1 = totally sure, 5 = totally unsure) _____

28. What do you expect your grade point average to be at the end of your first term of college?

- A+ B C
 A B– C–
 A– C+ D or lower
 B+

23–28. The next few questions relate to intentions in terms of choice of major and likely persistence both in college and at your institution. Generate a conversation with individual students based on these responses.

29. All college students develop expectations of what college will be like from various sources. How did you develop your expectations of what college might be like? (Mark your top three information sources with 1, 2, and 3.)

- TV and movies
- friends/siblings who have already gone to college
- discussions with teachers/counselors in high school
- information I received from colleges in the mail
- talks with my parents
- talks with my friends who are also now freshmen
- the Internet
- other (please explain)

29. Students develop their expectations of college from a variety sources from relatively accurate to not-so-accurate ones. If the latter, they may have “glamorized,” inflated expectations that are difficult, if not impossible, to realize.

30. How confident are you in yourself in each of the following areas? (1 = very confident, 5 = not at all confident)

- overall academic ability
- mathematical skills
- leadership ability
- reading skills
- public speaking skills
- study skills
- technology skills
- physical well being
- writing skills
- social skills
- emotional well being
- teamwork skills

30. According to one major study, the majority of entering first-year students see themselves as above average or in the top ten percent academically. They are more likely to be successful if their self knowledge is realistic.

31. Why did you take the course for which you are using this textbook? (Mark your top three reasons with 1, 2, and 3.)

- It was required.
- It sounded interesting.
- I thought it would help make my transition to college easier.
- I thought it would help me learn about the campus.
- I thought it would help me make friends.
- I thought it would help me academically.
- My parent(s) or other family member(s) thought it was a good idea.
- My advisor recommended it.
- A high school teacher/counselor recommended it.
- The information I received in campus mailings convinced me.
- The materials I received at freshman orientation convinced me.
- A friend/sibling who'd taken this course recommended it.
- Other (please explain)

31. Even if students are required to enroll in the course for which *FOCUS* is used, it may be helpful for you to know their other motivations.

32. What is the most important reason you decided to attend this school? (Check one)

- Recommendation of friend(s) who attended here
- Reasonable cost
- Reputation of the school
- Location of the school
- Availability of academic programs I'm interested in
- Financial aid I was offered
- Recommendation of high school teachers/counselors
- Campus website
- other (please explain)

32–38. The following questions relate to students' decision to attend college and your institution, specifically.

33. Was this school your first choice among the colleges you considered? yes no

34. Why did you decide to go to college? (Check all that apply)

- because I want to build a better life for myself.
- because I want to build a better life for my family.
- because I want to be very well off financially in the future.
- because I need a college education to achieve my dreams.
- because my friends were going to college.
- because my family encouraged me to go.
- because it was expected of me.
- because I was recruited for athletics.
- because I want to continue learning.
- because the career I am pursuing requires a degree.
- because I was unsure of what I might do instead.
- other (please explain)

35. Looking ahead, how satisfied do you expect to be with your decision to attend this school?

- very satisfied
- somewhat dissatisfied
- satisfied
- very dissatisfied
- not sure

36. What are you most looking forward to in college? _____

37. How would you describe the best outcomes you hope for at the end of this term? Why are they important to you? _____

38. Do you expect to achieve these outcomes? Why or why not? _____