Is obtaining a college education one of your goals?
- Having a goal gives direction and focus to your activities. (If you don’t know where you’re going, you could end up somewhere else.)
- Setting a goal means deciding to do something. Achieving a goal means to do it.
- Long-range goals are made up of a number of short-term goals. Each short term goal met takes you closer to your long-range goal.

**MEMORY FOR COMPREHENSION**
- Memorizing is retrieving what you input. You cannot retrieve what you have not input.
- Inputting strategies: Create links and associations, visualize, over learn by repetition, use different senses (i.e., visual, auditory, tactile), reduce interference and distraction, distribute learning.
- Mnemonic devices: Use words, creative sentences, rhymes, songs, organized systems.

**SPEED READING**
- Speed reading is not recommended for study purposes which require high comprehension and retention.
- Speed reading is helpful for skimming newspapers/magazines and previewing textbook assignments.
- Skimming requires the eye to skip many words and seek out key ideas and vocabulary producing 50% or less comprehension.
- Average reading rate is 250 words per minute.

**LISTENING**
- L = Lead. Anticipate what is going to be said. Read assignments before you go to class. If you read before you go to class, you’ll be more alert to important words, names and ideas. Make up your own questions in your head, then listen for the answers.
- I = Ideas. Find them. Your instructor will introduce a few new ideas and provide explanation and examples. Your job is to identify the main ideas.
- S = Signals. Watch for them. Listen for phrases like “for example,” “there are three reasons why....” “a major development,” and “as a result.”
- A = Active. Be actively and not passively involved. Sit in the front and respond to
what is said (nod, disagree, smile, laugh, cry if you have to!). Ask questions.

- **N** = Notes. Take notes and organize them.

**TAKING NOTES (WHILE LISTENING)**

- **Preview.** Read assignments before class. Relate the material to your own interests.
- **Select.** Listen to everything, but be selective. Don’t try to copy everything. Listen for the important ideas. If it’s on the board, put it in your notes.
- **Organize.** Put your notes in a logical outline form. Organized notes are easier to remember and provide more help when you are studying for exams.
- **Shorten.** Make up your own shorthand. Use symbols and abbreviations.
- **Review.** Reread and revise your notes as soon as possible after you take them.

**TAKING NOTES (WHILE READING)**

- Make sure your notes summarize (not duplicate) the material.
- Summarize in your own words. This will help you understand and remember what you read.
- Be creative! You don’t have to use the standard outline form. Change words into pictures, charts, diagrams, and lists. Use different colored pens to color code your ideas. Vary the size of your words: the more important they are, the bigger.

**TAKING TESTS**

- **S** = Schedule your time. Look over the entire test and make a rough estimate of the time you should spend on each part. Pace yourself.
- **C** = Clue Words. Look for the clue words such as, “some,” “every,” “usually,” “always,” and “never.” They are used to make a statement clearly true or clearly false.
- **O** = Omit the difficult questions. Omit or postpone the difficult questions the first time you go through the test. Do the easy ones first. Mark the others with a check (✓) so you can go back to them later.
- **R** = Read carefully. Read the directions and questions completely.
- **E** = Estimate. If there’s no penalty for incorrect answers, then answer all questions. Guess at those you don’t know.
- **R** = Review. Reread the most difficult questions, then the easier ones. Review all questions if you have time.

**LEARNING FROM PAST EXPERIENCE**

Everybody studies for tests. But you should also study from tests. When you get a test or paper back, don’t just look at the grade and put it away. Reviewing those you answered correctly will reinforce that knowledge. Analyzing the questions you missed will give you an idea of what you have to spend more time on.

**USING SUPPORT SERVICES**

College and universities provide extra services to help you be successful in college.

- Learning Labs. You can find tutors and extra help there.
- Academic and Career Counseling. Lots of students see their advisors only when they’re in trouble. Find out who your advisor and counselor are and stop in to see them. They’ll be happy to assist you with a whole range of topics.
- Special Programs. Many colleges have programs designed especially for particular students (i.e., minorities, students with disabilities, veterans, students needing financial aid). Take advantage of the programs if you are eligible.

**WORKING WELL WITH AN INSTRUCTOR**

One key to success is establishing a good relationship with your instructor. Show that you’re interested in the class and have a good attitude during class. You probably won’t like every instructor you have – that’s life – but try to keep your personal feelings out of class. If a conflict arises with your instructor, try to talk to him/her honestly about it after class or during office hours.