

FACILITATOR'S MANUAL

COLLEGE

SUCCESS

GUIDE


A program of the Indiana Commission for Higher Education





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## INTRODUCTION: **START HERE**

Thank you for your commitment to ensuring that the students in your community are prepared to succeed in college and in their careers.

This Facilitator's Manual was designed as an instructional companion to the Learn More Indiana College Success Guide. Teachers, mentors and other trusted adults who work with high school seniors may use the lesson plans and activities in this manual to reinforce and expand upon the material covered in the College Success Guide.

While it is recommended that these lesson plans be taught in the order they are presented, you can teach each lesson individually in any order you choose.

Each lesson takes 30 to 90 minutes to complete, and specific time estimates are included in each lesson. All lessons incorporate worksheets found in the College Success Guide. Printable copies of those worksheets are included in the lesson plans so that you may provide clean print-outs to students who may be working through the guide on their own. Lessons also include supplemental worksheets, forms and other resources. All of these materials may be copied or printed from [LearnMoreIndiana.org/classroom-materials](https://LearnMoreIndiana.org/classroom-materials) and distributed as needed.

Be sure to read the “Introduction and learning goals” and “Items needed” sections of each lesson before you begin teaching so you will have the appropriate resources on hand. Take time to familiarize yourself with the contents of the College Success Guide to ensure you and your students get the most out of these lessons.

# EXPLORING YOUR COLLEGE SUCCESS GUIDE

## INTRODUCTION & LEARNING GOALS

*The College Success Guide provides information to help high school seniors prepare for college. The following lesson will help students:*

- *Identify what they're looking forward to and what concerns they have about college*
- *Learn how the College Success Guide can help them address questions about college*

## AGENDA

**Timing:** approximately 30–45 minutes (will vary by class size)

1. Warm-up: College anticipations
2. Introductions
3. College Success Guide scavenger hunt

## ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at [LearnMoreIndiana.org/classroom-materials](https://www.learnmoreindiana.org/classroom-materials).
2. (Optional) Chalkboard, dry-erase board or 11 large sheets of paper or poster board. Create 11 columns (or use individual sheets) labeled with the following headings:
  - Committing to college success
  - Tips for completing 30 credit hours each year
  - Budgeting for college
  - Keys to success in the college classroom
  - Hitting the books
  - First-year success and beyond
  - Making good lifestyle choices
  - Getting involved outside the classroom
  - Maximizing your college experience
  - Balancing work and school
  - Getting academic support
3. Worksheets included in this lesson (make a copy for each student in the class):
  - College anticipations
  - College Success Guide scavenger hunt



# Activities

1

## **WARM-UP: COLLEGE ANTICIPATIONS** (5–10 minutes)

**Distribute the worksheet: “College anticipations.”**

Give students several minutes to respond to the two warm-up questions. Then, ask students to pair up with a partner, introduce themselves to each other, tell where they plan to attend college and share their responses to the warm-up prompts. Provide about five minutes for partners to talk and share their responses. Then, bring the group back together for introductions.

2

## **INTRODUCTIONS** (5–10 minutes)

**Ask students to take turns introducing his/her partner to the group.**

**Each student should:**

1. Tell where his/her partner plans to attend college, and
2. Share one thing his/her partner looks forward to about college and one concern his/her partner has about going to college.

3

## **COLLEGE SUCCESS GUIDE SCAVENGER HUNT** (20–25 minutes)

Read the “Dear Student” letter on the first page of the College Success Guide aloud to students, or ask for a volunteer. Reiterate for students the purpose of this guide and point out the table of contents to help them get familiar with the sections.

**Distribute the worksheet: “College Success Guide scavenger hunt.”**

Students will use the worksheet to find information in the College Success Guide that will help them answer common questions about college. Give students about 15–20 minutes to complete the scavenger hunt. They can work independently or in groups of two to three. If time allows when students are finished, review the answers as a group and write them in the categories on the chalkboard, dry-erase board or large sheets of paper.



# Worksheet | COLLEGE ANTICIPATIONS

What are some things you look forward to about going to college?

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What are some concerns you have about going to college?

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# Worksheet | COLLEGE SUCCESS GUIDE SCAVENGER HUNT

Use this worksheet to familiarize yourself with the College Success Guide. Next to each of the questions in the table below, write down the section title and page number(s) of the College Success Guide where you can find information to help answer the question. The section titles include:

- |  |   |
|--|---|
| 1. Committing to college success                 | 7. Making good lifestyle choices          |
| 2. Tips for completing 30 credit hours each year | 8. Getting involved outside the classroom |
| 3. Budgeting for college                         | 9. Maximizing your college experience     |
| 4. Keys to success in the college classroom      | 10. Balancing work and school             |
| 5. Hitting the books                             | 11. Getting academic support              |
| 6. First-year success and beyond                 |   |

<i>Where can I find information about...</i>	<i>Section title</i>	<i>Page number(s)</i>
...reasons to get involved in activities outside the classroom during college?		
...deciding where to live during college?		
...where to go for help filing my FAFSA in college?		
...how an academic advisor can help me during college?		
...how college classes and instructors differ from high school?		
...where to look for on-campus jobs in college?		
...how to make sure I complete enough credit hours each year?		



# Worksheet | COLLEGE SUCCESS GUIDE SCAVENGER HUNT (CONTINUED)

<i>Where can I find information about...</i>	<i>Section title</i>	<i>Page number(s)</i>
...what summer bridge programs are and how I might benefit from participating?		
...weekend events and activities during college?		
...how to begin creating a budget for college?		
...what types of events and services might be available for first-year students at my college?		
...what I could gain by participating in experiential- or service-learning in college?		
...how to develop good study habits in college?		
...different types of clubs and organizations for getting involved during college?		
...what to do if I need help in a class during college?		



# COMMITTING TO COLLEGE SUCCESS

## INTRODUCTION & LEARNING GOALS

*Each student's college experience will be different, but these guiding recommendations are useful no matter his or her circumstances. This lesson will help students identify ways to be successful as a college student.*

## AGENDA

**Timing:** approximately 65–90 minutes (will vary by class size)

1. Warm-up: How to set myself up for college success
2. Make a commitment to college success
3. Wrap-up/Reflection: What I learned about succeeding in college

## ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at [LearnMoreIndiana.org/classroom-materials](http://LearnMoreIndiana.org/classroom-materials). For this lesson, refer to pages 3–4.
2. Chalkboard or dry-erase board.
3. Computers with Internet access.
4. Worksheets included in this lesson (make a copy for each student in the class):
  - My ideas for college success
  - Five steps to succeeding in college



# Activities

1

## **WARM-UP: HOW TO SET MYSELF UP FOR COLLEGE SUCCESS** *(15–20 minutes)*

**Distribute the worksheet: “My ideas for college success.”**

This worksheet provides space for students to jot down their thoughts about how they can be successful in college. Give students about 5–7 minutes to record their ideas.

Ask students to share their ideas with the group, and write them down on the chalkboard or dry-erase board.

2

## **MAKE A COMMITMENT TO COLLEGE SUCCESS** *(35–50 minutes)*

**Distribute the worksheet: “Five steps to succeeding in college.”**

Explain that completing certain steps will help students succeed no matter where they go to college or what they choose to major in. Divide students into five groups and assign each group to one of the following:

1. Enroll in college full time
2. Complete 30 credit hours each year
3. Meet Satisfactory Academic Progress (SAP) standards set by your college
4. Complete and file the FAFSA each year by April 15
5. Remain drug- and crime-free

**Direct students to pages 3–4 of the College Success Guide.**

Give them about 10 minutes to come up with a brief presentation for their assigned tip. In the presentation, each group should explain their tip and provide guidance for where students may find support or resources for help. As the groups are giving presentations, ask students to write down what they learned in the chart on the worksheet.



# Activities

## 3

### **WRAP-UP/REFLECTION: WHAT I LEARNED ABOUT SUCCEEDING IN COLLEGE** *(15–20 minutes)*

Discuss how the ideas they wrote down at the beginning of the lesson compare to what they learned during the presentations. Jot down their comments on the chalkboard or dry-erase board.





# Worksheet | FIVE STEPS TO SUCCEEDING IN COLLEGE

The chart below outlines five steps that can help you succeed no matter where you go to college or what you choose to study. Refer to pages 3–4 of the College Success Guide to fill in the information below.

<i>Steps to success</i>	<i>What should I do and/or what resources might I seek out if...</i>
<b>Enroll in college full time</b>	...I'm considering dropping a class?
	...I have issues or concerns during college about full-time enrollment?
<b>Complete 30 credit hours each year</b>	...I'm struggling with a 15-credit hour course load?
	...I'm interested in earning some credits over the summer?
<b>Meet Satisfactory Academic Progress (SAP) standards set by your college</b>	...I'm experiencing difficulty in one or more of my classes?
	...I want to make sure I stay on top of my academics?



# Worksheet | FIVE STEPS TO SUCCEEDING IN COLLEGE (CONTINUED)

<i>Steps to success</i>	<i>What should I do and/or what resources might I seek out if...</i>
<b>Complete and file a FAFSA each year by March 10</b>	<p>...I need assistance completing and filing my FAFSA during college?</p> <hr/> <p>...I have any questions, concerns or issues regarding my financial aid awards?</p>
<b>Remain drug- and crime-free</b>	<p>...I violate my college's alcohol and/or drug policy?</p> <hr/> <p>...I want to learn how I can get involved in the community in a positive way (volunteering, etc.)?</p>

# BUDGETING FOR COLLEGE

## INTRODUCTION & LEARNING GOALS

*It is important for students to consider the kinds of expenses they may need to be prepared to cover during college. This lesson will help students:*

- *Learn how to plan and budget for the costs associated with college*
- *Explore ways to save for college expenses*

## AGENDA

**Timing:** approximately 55–80 minutes (will vary by class size)

1. Warm-up: What college expenses do I need to plan for?
2. How to create a budget
3. Wrap-up/Reflection: Ways to save for college expenses

## ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at [LearnMoreIndiana.org/classroom-materials](http://LearnMoreIndiana.org/classroom-materials). For this lesson, refer to pages 5–7.
2. Computers with Internet access. Depending on computer availability, students can work in pairs or small groups to conduct online research.
3. A basic calculator for each student (or make sure there's a calculator available on each computer).
4. Dry-erase board, chalkboard or large sheet of paper.
5. Worksheets included in this lesson (make a copy for each student in the class):
  - Planning for college expenses
  - Budgeting for college (also on pages 6–7 in the College Success Guide)



# Activities

1

## WHAT COLLEGE EXPENSES DO I NEED TO PLAN FOR?

*(20–25 minutes)*

**Distribute the worksheet: “Planning for college expenses.”**

Give students about 10 minutes to brainstorm a list of expenses that they may need to cover during college. Have them jot down their ideas on the worksheet.

Then, have students share some of their answers with the group. Briefly discuss what types of financial aid students might be eligible for and the importance of searching for scholarships and other additional sources of funding (loans, savings, income, etc.).

2

## HOW TO CREATE A BUDGET *(25–35 minutes)*

**Distribute the worksheet: “Budgeting for College.”**

This worksheet is also included on pages 6–7 of the College Success Guide. Provide clean copies to students who have already completed the worksheet in their College Success Guide.

Use the worksheet to walk through the following steps for creating a budget:

- a.** Calculate income. Account for any financial aid being paid directly to the student, but not any financial aid being paid to the college. If students aren’t sure what financial aid they may be receiving, tell them to leave it blank. Allow students 5–10 minutes to complete this section of the worksheet.
- b.** Estimate expenses. Allow students to use the computer to research the cost of the college they plan to attend. This information usually lives on the admissions or financial aid page of a college’s website. Students should account only for costs not being covered by grants or scholarships paid directly to the college. Give students 15–20 minutes to research and complete this part of the worksheet.
- c.** Subtract total expenses from total income. Allow students about 5 minutes to calculate their per-semester and per-month totals.





# Activities

## 3

### **WRAP-UP/REFLECTION: WAYS TO SAVE FOR COLLEGE EXPENSES** *(10–20 minutes)*

Ask students to individually complete the last column of the “Budgeting for College” worksheet (page 7 in the College Success Guide). Give them about 10 minutes. Then, invite students to share their answers to the last question — “What are some other ways you plan to save money and cut down on your costs during college?” — with the group and record students’ answers on the dry-erase board, chalkboard or large paper. Encourage students to also jot down the responses that are shared with the class, so they may save these ideas for their own financial planning.



# Worksheet | PLANNING FOR COLLEGE EXPENSES

Use the following worksheet to list what kinds of expenses you think you may need to cover during college, as well as the types of financial aid you expect to receive.

## *College expenses I should prepare to cover*

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## *Financial aid I plan to receive (grants, loans, scholarships)*

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# Worksheet | BUDGETING FOR COLLEGE

You may not yet know exactly what your financial aid package looks like, what wages you will earn or what expenses you will incur during college. But, you can start thinking now about how you will budget your money. Use these worksheets to estimate your budget. Visit your college's website to find out how much it costs to attend their school. You may also need to do some online research to find typical costs for books, supplies, meals and other expenses.

<i>Income</i>	<i>Per semester</i>	<i>Per month</i>
<b>Financial aid paid directly to you</b> (grants, scholarships or student loans)		
<b>Work wages</b> (after taxes)		
<b>Savings</b>		
<b>Other income</b>		
<b>TOTAL INCOME</b>		



# Worksheet | BUDGETING FOR COLLEGE

<i>Expenses</i>	<i>Per semester</i>	<i>Per month</i>
<b>Tuition</b> (\$\$ not covered by grants and/or scholarships)		
<b>Room/housing</b> (rent, plus utilities if living off campus)		
<b>Food</b> (meal plan, groceries, coffee, dining out, etc.)		
<b>Books</b>		
<b>School supplies</b>		
<b>Phone</b>		
<b>Insurance</b>		
<b>Clothes</b>		
<b>Entertainment</b>		
<b>Transportation</b>		
<b>Other</b>		
<b>TOTAL EXPENSES</b>		



# Worksheet | BUDGETING FOR COLLEGE

Use your estimates from the previous pages to determine if your income will be enough to cover your expenses. You may need to consider another source of income or identify what expenses you can possibly cut.

## *Income vs. expenses*

**Subtract your total expenses  
from your total income**  
(per semester)

**Subtract your total expenses  
from your total income**  
(per month)

**Do your expenses total more than your  
income?**

**If so, what expenses might you consider  
cutting?**

**What ideas do you have for additional  
sources of income?**

**What are some other ways you plan to save  
money and cut down on your costs during  
college?**

# SETTING GOALS AND STAYING ON TRACK

## INTRODUCTION & LEARNING GOALS

*Research shows that entering college with clearly defined degree and career goals, plus a commitment to achieving those goals, is a strong predictor of college success.*

*This lesson will help students:*

- *Define degree, career and life goals*
- *Explore requirements for degree programs/majors*
- *Identify specific steps they can take to achieve success*

## AGENDA

**Timing:** approximately 50–65 minutes (will vary by class size)

1. Warm-up: Preparing for your college transition
2. Setting life and career goals
3. Setting college degree goals
4. Creating a degree map
5. Wrap-up/Reflection: Why backwards planning is important

## ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at [LearnMoreIndiana.org/classroom-materials](http://LearnMoreIndiana.org/classroom-materials). For this lesson, refer to pages 9–10.
2. Computers with Internet access.
3. Worksheets included in this lesson (make a copy for each student in the class):
  - Warm-up: Preparing for your college transition
  - Long-term goals: Career path (also on page 9 of the College Success Guide)
  - Short-term goals: College plan (also on page 10 of the College Success Guide)
  - Sample degree map



# Activities

1

## **WARM-UP: PREPARING FOR YOUR COLLEGE TRANSITION** *(5–10 minutes)*

**Distribute the worksheet: “Warm-up: Preparing for your college transition.”**

Give students several minutes to respond to the two warm-up questions, and then invite students to share their responses. Explain that students will be doing “backwards planning”: planning that begins by defining life and career goals so students can then identify the steps they’ll need to take in college to achieve those goals. Then, ask, “When it comes to college, why is backwards planning important? Can you think of other areas of your life where you use backwards planning?” Invite students to share their ideas with the whole group.

2

## **SETTING LIFE AND CAREER GOALS** *(10 minutes)*

**Distribute the worksheet: “Long-term goals: Career path.”**

This worksheet is also included on page 9 of the College Success Guide. Give students about 10 minutes to complete the worksheet. Students will explore how their interests and skills may line up with different careers. They’ll also begin to consider what type of education they’ll need to achieve their career and lifestyle goals.

3

## **SETTING COLLEGE DEGREE GOALS** *(10–15 minutes)*

**Distribute the worksheet: “Short-term goals: College plan.”**

This worksheet is also included on page 10 of the College Success Guide. Students will use the long-term goals established in the previous lesson to help set a degree goal for college.

Give students about 10–15 minutes to complete the questions on the worksheet. Provide access to computers with Internet so they can refer to their college’s website.



# Activities

4

## CREATING A DEGREE MAP *(20–25 minutes)*

### Distribute the worksheet: “Sample degree map.”

Point out that students have already completed the first two steps in backwards planning: defining the end goal and the degree goal that will help them get there. Give students a moment to fill in the “Degree goal” section.

Discuss the importance of developing a detailed degree map and revisiting it every semester during college. Explain that students will meet with an academic advisor before classes begin to plan their course schedule.

To begin research for their sample degree maps, students should go to their college’s website and explore the undergraduate degree programs and majors offered. Give them 20–25 minutes to complete their degree maps.

5

## WRAP-UP/REFLECTION: WHY BACKWARDS PLANNING IS IMPORTANT *(5 minutes)*

Bring the group together and spend a few minutes reflecting on the importance of backwards planning. Reinforce that students should first decide what kind of lifestyle and career they want, and then determine what college degree will help them achieve those goals. From there, they can make a decision about where to attend college.





# Worksheet | PREPARING FOR YOUR COLLEGE TRANSITION

In what ways are you feeling prepared to make the transition to college?

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What are some steps you know you still need to take to be better prepared?

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# Worksheet | LONG-TERM GOALS: CAREER PATH

Thinking about your long-term goals — the type of career and lifestyle you eventually want for yourself — will help you decide what to study in college and what college to attend.

What are your interests?

What are your strengths?

What are your career interests?

What kind of life and career would you like to have?

Where do you see yourself in five years?

Where do you see yourself in 10 years?

What type of education do you think you will need to achieve your life and career goals?

(Examples: one-year workforce certificate, two-year associate degree, four-year bachelor's degree, etc.)



# Worksheet | SHORT-TERM GOALS: COLLEGE PLAN

It's important to start college with clear goals and a plan to graduate on time. Use the questions below to determine your college goals and the steps you'll need to take to achieve the long-term career path you established in the previous lesson.

**Based on your career path,  
what are your goals for college?**

(Example: Graduate in four years with a bachelor's degree in computer science and a professional internship on my résumé.)

**What steps do you need to take to  
complete college and prepare for  
your future career?**

(Example: Visit my college's website to find out how many credit hours I must complete and any other requirements I must meet to earn the degree I'm planning to pursue.)



# Worksheet | SAMPLE DEGREE MAP

Before your college classes begin, you should meet with your academic advisor to develop a degree map, outlining courses you will need to take each term to complete your degree and graduate on time. For now, create a practice degree map using the chart below. Visit your college’s website to explore the undergraduate degree programs and majors that are offered. Choose one that interests you, then list some of the courses you will have to take to complete a degree in this program or major. If you completed the “Short-term goals: College plan” worksheet, you can use those answers to fill in the “Degree goal” section below.

## *Degree goal*

**Institution:**

**Degree program  
and major:**

**Degree  
completion date:**

## *Courses I must take to reach my goal:*

**Term 1**

**Term 2**

**Term 3/Summer**

**1st Year**

**2nd Year**

**3rd Year**

**4th Year**

# KEYS TO SUCCESS IN THE COLLEGE CLASSROOM

## INTRODUCTION & LEARNING GOALS

*College classes require students to think, read and write at a higher level, and to be much more independent. It is up to students to attend class, complete assignments, study and learn course materials. This lesson will help students:*

- *Prepare for academic expectations in college*
- *Learn tips and study strategies to be successful in college*
- *Practice creating a weekly schedule that includes sample courses, a part-time job, a study routine and time for social activities*

## AGENDA

**Timing:** approximately 55–80 minutes (will vary by class size)

1. Warm-up: Changing expectations — high school vs. college classes
2. Start college on the right academic track
3. What should studying in college look like?
4. Create a weekly schedule and study routine
5. Wrap-up/Reflection: Key ideas to remember

## ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at [LearnMoreIndiana.org/classroom-materials](http://LearnMoreIndiana.org/classroom-materials). For this lesson, refer to pages 8 and 11–12.
2. Colored pencils (7–8 colors for each student).
3. Sample course schedule cards A, B and C, and part-time work schedule cards 1, 2 and 3 (found in this lesson), trimmed and separated into two stacks. Each student should receive one card from each category.
4. Worksheets included in this lesson (make a copy for each student in the class):
  - Changing expectations — high school vs. college classes
  - Start college on the right academic track
  - Hitting the books (also on page 12 of the College Success Guide)
  - Weekly schedule and study routine
  - Key ideas to remember



# Activities

1

## **WARM-UP: CHANGING EXPECTATIONS — HIGH SCHOOL VS. COLLEGE CLASSES** (5–10 minutes)

**Distribute the worksheet: “Changing expectations — high school vs. college classes.”**

Give students about five minutes to respond to the warm-up prompts, which ask them to think about how college will differ from high school in a number of key academic areas.

Then, talk through the key points on page 11 of the College Success Guide:

1. Why study?
2. When to study?
3. Where to study?

Briefly discuss how the demands of college studying are different from those of high school.

2

## **START COLLEGE ON THE RIGHT ACADEMIC TRACK**

(15–20 minutes)

Ask students to share some of their responses to the warm-up questions. Emphasize that in college, it is a student’s responsibility to go to class, complete assignments, study, learn course materials and seek help if needed.

**Distribute the worksheet: “Start college on the right academic track.”**

Assign each student or small group of students one of the “tips” listed in bold on page 8 of the College Success Guide. Have each student or small group present on why this tip is important for college students to remember. As students are presenting, ask the class to jot down notes on their worksheets.

3

## **WHAT SHOULD STUDYING IN COLLEGE LOOK LIKE?** (15–20 minutes)

As a group, briefly discuss why studying consistently and daily is so important in college and how much time students should set aside for studying each week. Talk about what good study skills and habits look like for college students. Refer to the “Hitting the books” section on page 11 of the College Success Guide to facilitate this discussion.

**Distribute the worksheet: “Hitting the books.”**

Give students 5–10 minutes to complete the worksheet. This worksheet is also included on page 12 of the College Success Guide. If time allows, have students share what they wrote with a partner or as a whole group so they can learn from one another.



# Activities

# 4

## CREATE A WEEKLY SCHEDULE AND STUDY ROUTINE

*(20–25 minutes)*

**Distribute the worksheet: “Weekly schedule and study routine.”**

In this activity, students will create a weekly schedule using sample courses and a part-time job that will be assigned to them. Distribute a sample college class schedule card and a part-time work schedule card (included in this lesson) to each student. If students are working in pairs for this activity, distribute a set of cards to each pair of students.

Distribute colored pencils. Before students begin filling in their schedules, encourage them to come up with a color code, using a different color for each of the following:

1. Class schedule
2. Work schedule
3. Blocks of study time
4. Meals
5. Extracurricular activities
6. Exercise
7. Free time

Students should first enter their class and work times into their schedules. Next, students should build in meals and plenty of time for studying, and then fill in time for extracurricular activities, exercise and free time. Remind students that a good rule of thumb to follow for studying is to budget two hours of study time for every hour spent in class each week. Students can refer to page 11 of the College Success Guide for an example of a weekly schedule.

# 5

## WRAP-UP/REFLECTION: KEY IDEAS TO REMEMBER

*(5 minutes)*

**Distribute the worksheet: “Key ideas to remember.”**

Bring the group back together. Invite students to reflect on what they learned about the academic expectations of being a college student and the strategies that will help them succeed in the college classroom.



# Worksheet | CHANGING EXPECTATIONS — HIGH SCHOOL VS. COLLEGE CLASSES

*How do you think college will differ from high school in terms of...*

...the amount of time you spend in class?

...the amount of time you spend studying and doing homework?

...managing your time outside of class?

...what “studying” and “homework” look like?

...your instructors?

...what classes are like?

...class attendance policies?





# Worksheet | START COLLEGE ON THE RIGHT ACADEMIC TRACK

Write down notes about why each of the following tips is important to remember as you begin college. Refer to page 8 of the College Success Guide.

<i>Tip</i>	<i>Why is this so important?</i>
Plan your path to graduation.	
Go to class.	
Get to know your instructors.	
Keep tabs on your syllabi.	
Seek help when you need it.	
Manage your time outside of class.	



# Worksheet | HITTING THE BOOKS

During college, you will spend less time in class than you did in high school, but you will spend a lot more time studying on your own. It will be up to you to develop good study habits. Use this worksheet to help you plan your study routine.

How have your study habits been in high school?

At what times of day are you MOST alert and able to concentrate?

At what times of day are you least alert and able to concentrate?

Describe your ideal study environment.

How do you think studying will be different in college?

Your MOST productive studying in college will probably take place...

When:

Where:

Your LEAST productive studying in college will probably take place...

When:

Where:



# Worksheet | WEEKLY SCHEDULE AND STUDY ROUTINE

Before you begin this activity, come up with a color code so that each of the following will be in a different color: 1) class schedule, 2) work schedule, 3) blocks of study time, 4) meals, 5) extracurricular activities, 6) exercise and 7) free time. Then, using the colored pencils and referring to your class and part-time work schedule cards, fill in this worksheet. Fill in class and work times first. Next, build in meals and plenty of time to study before adding extracurricular activities, exercise and free time. You can check page 11 of the College Success Guide for an example of a weekly schedule.

	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
7 a.m.							
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
Noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m.							



# Worksheet | WEEKLY SCHEDULE & STUDY ROUTINE

Use one sample course schedule and one sample work schedule to fill out the weekly schedule and study routine worksheet.

## Sample Course Schedule A

(15 Credit Hrs/Week)

Chemistry I	MWF	9–10 AM
World Civilizations	W	6–8 PM
English Composition I	T/Th	3–4:30 PM
Calculus	T/Th	1–2:30 PM
Intro to Economics	MWF	12–1 PM

## Sample Part-time Work Schedule 1

(10 Hrs/Week)

Office Assistant — Career Services Center	
T/Th	5:30–8:30 PM
Sat	1–5 PM

## Sample Course Schedule B

(15 Credit Hrs/Week)

Biology	MWF	10–11 AM
Public Speaking	MW	12–1:30 PM
Statistics	T/Th	8–9:30 AM
American History Survey	T/Th	3:30–5 PM
Sociology I	MWF	2–3 PM
First-Year Seminar	Th	10–11 AM

## Sample Part-time Work Schedule 2

(10 Hrs/Week)

Student Ambassador/Tour Guide	
T/Th	6–8 PM
Sat	9 AM–12 PM
Sun	9 AM–12 PM

## Sample Course Schedule C

(15 Credit Hrs/Week)

Intro to Political Science	MWF	9–10 AM
English Composition I	MW	12:30–2 PM
Finite Math	MWF	3–4 PM
Spanish Level 1	T/Th	10–11:30 AM
Psychology I	T/Th	12–1:30 PM
First-Year Seminar	F	11–12 AM

## Sample Part-time Work Schedule 3

(10 Hrs/Week)

Lifeguard — Indoor Recreation Pool	
M/F	4:30–7:30 PM
Sun	1–5 PM



# Worksheet | KEY IDEAS TO REMEMBER

What are some ideas you would like to remember from today's activities and discussion?

Lined writing area for notes.

# MAKING GOOD LIFESTYLE CHOICES

## INTRODUCTION & LEARNING GOALS

*Being successful in college is about more than just academics. A student's ability to make good lifestyle choices, such as getting enough sleep, exercising and finding the best living situation, can positively impact his or her college experience. The following lesson will help students:*

- *Learn about developing and maintaining healthy habits*
- *Decide what type of housing option is best for them*
- *Understand the importance of making good lifestyle choices*

## AGENDA

**Timing:** approximately 65–75 minutes (will vary by class size)

1. Warm-up: Inventory of current habits
2. Establishing and maintaining healthy habits
3. Deciding where to live: Pros and cons
4. What types of housing are available at my college?
5. Wrap-up/Reflection: Determining the best housing option

## ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at [LearnMoreIndiana.org/classroom-materials](http://LearnMoreIndiana.org/classroom-materials). For this lesson, refer to pages 15–17.
2. Computers with Internet access.
3. Worksheets included in this lesson (make a copy for each student in the class):
  - Maintaining healthy habits (also on page 16 of the College Success Guide)
  - Deciding where to live (also on page 17 of the College Success Guide)
  - Determining the best housing option



# Activities

1

## **WARM-UP: INVENTORY OF CURRENT HABITS** *(10 minutes)*

**Distribute the worksheet: “Maintaining healthy habits.”**

This worksheet is also available on page 16 of the College Success Guide. Ask them to fill in the first column, describing their current habits when it comes to nutrition; exercise; sleep; and dealing with stress, anxiety and homesickness.

2

## **ESTABLISHING AND MAINTAINING HEALTHY HABITS**

*(15–20 minutes)*

Invite students to read the “Maintain healthy habits” section of page 15 of the College Success Guide, or ask for a volunteer to read to the group. As a group, discuss why making healthy food choices and being physically active are important. Then, ask students to fill in the second column of the “Maintaining healthy habits” worksheet, focusing on how they can improve or maintain their habits during college.

3

## **DECIDING WHERE TO LIVE: PROS AND CONS** *(20 minutes)*

**Distribute the worksheet: “Deciding where to live.”**

Ask students to read “Deciding where to live” on page 15 of the College Success Guide, or ask for volunteers to read to the group. Then, give students about 15 minutes to fill in the worksheet, which is also available on page 17 of the Collete Success Guide. The worksheet will help them weigh the pros and cons of different types of on- and off-campus housing while considering whether each type might be right for them.



# Activities

4

## WHAT KINDS OF HOUSING ARE AVAILABLE AT MY COLLEGE? *(15–20 minutes)*

Students should visit their college’s website and conduct research to learn what kinds of housing will be available to them as freshmen. Ask them to jot down notes about what they learn. They may want to reference page 15 of the College Success Guide for a list of the different types of on-campus housing.

Students who plan to live at home can still research housing options. They may decide to move on campus later in their college careers. Or, if they’re considering renting an apartment near campus, they could begin researching apartment communities close to the college they plan to attend. Students can record their findings on their computer or a blank piece of paper.

5

## WRAP-UP/REFLECTION: DETERMINING THE BEST HOUSING OPTION *(5 minutes)*

**Distribute the worksheet: “Determining the best housing option.”**

Using the notes they jotted down in the previous activity, students should take a few minutes to write down their thoughts on which housing option is the best fit for them during their first year of college.





# Worksheet | MAINTAINING HEALTHY HABITS

Your health is vital to your academic success. You should be sure to take advantage of the different health and wellness services available to you on campus. Make a plan for establishing healthy habits in college for your body and mind.

## *What do your health habits look like now?*

Nutrition

Exercise

Sleep

Dealing with stress and anxiety

Dealing with homesickness

## *How can you improve or maintain your health habits during college?*

Nutrition

Exercise

Sleep

Dealing with stress and anxiety

Dealing with homesickness



# Worksheet | DECIDING WHERE TO LIVE

Choosing where to live is another important step to set yourself up for success for your first year of college and beyond. Depending on the college you attend, you may have different living options available to you. Some colleges require freshmen to live on campus. Think about some of the pros and cons of each of the following on- and off-campus living options. While living on campus can be beneficial due to the proximity to classes and the ability to easily get involved, some circumstances may call for you to live off campus.

<i>On campus</i>	<i>Consider?</i>	<i>Pros (+)</i>	<i>Cons (-)</i>
<b>Residence hall</b> (single, double or suite)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe		
<b>Learning community or special-interest/theme housing</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe		
<b>Apartment or suite</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe		
<b>Cooperative housing</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe		
<i>Off campus</i>	<i>Consider?</i>	<i>Pros (+)</i>	<i>Cons (-)</i>
<b>Living at home with family</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe		
<b>Off-campus apartment</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe		



# Worksheet | DETERMINING THE BEST HOUSING OPTION

What housing option do you think is the best fit for you during your first year of college? Why?

A large area of the page is filled with horizontal dashed lines, providing a space for students to write their answers to the question.





# Activities

1

## **WARM-UP: MAZIMIZING YOUR COLLEGE EXPERIENCE** *(10–15 minutes)*

**Distribute the worksheet: “Making the most of your college experience.”**

Ask students to read page 19 of the College Success Guide, or ask for volunteers to read to the group. Then, instruct students to complete the worksheet, which is also available on page 20 of the College Success Guide. Have them share their responses with a partner or with the class. As a group, discuss the importance and benefits of getting involved during college.

2

## **HOW CAN I GET INVOLVED IN MY FUTURE CAMPUS COMMUNITY?** *(30 minutes)*

**Distribute the worksheet: “How can I get involved in my future campus community?”**

Students will conduct online research to find campus and community involvement opportunities at their college. Point out the tips provided on the worksheet to help guide students' research.

3

## **WRAP-UP/REFLECTION: NARROW IT DOWN** *(10–15 minutes)*

**Distribute the worksheet: “Narrow it down.”**

Students will consider the research they've just conducted and choose which opportunities for involvement interest them the most. They will also record contact information and next steps for getting involved.



# Worksheet | MAXIMIZING YOUR COLLEGE EXPERIENCE

Students who are involved and take advantage of opportunities to engage with their college communities are more likely to graduate on time and have better grades. Answer the following questions to help you determine how you may want to get involved.

*What sort of extracurricular activities were you involved in during high school?*

*What opportunities would you like to get involved in during college?*

Clubs and student organizations

Recreational sports

Study abroad

Community service or volunteering

Experiential-, immersive- and service-learning courses

Other



# Worksheet | HOW CAN I GET INVOLVED IN MY CAMPUS COMMUNITY?

For this activity, you will conduct research online to find out what kinds of opportunities for getting involved are available at your college.

## Getting started

To begin your research, visit your college's website. If you don't yet know which college you will attend, choose the institution you're most interested in.

## Research tips

Browse the college's website for campus and community involvement information. Many institutions provide sections for Students or Current Students, Campus Life or Student Life, or Student Affairs on their websites where you can find this information. If you can't find the information, use the website's search tool, if available.

### *Involvement opportunities*

### *What I learned*

**What types of CLUBS AND ORGANIZATIONS does your college offer?**

**What opportunities does your college offer for students to:**

Participate in recreational sports?

Take part in diversity or multicultural programming?

Study abroad?

Participate in experiential-, immersive-, and/or service-learning courses (may also be called internships)?



# Worksheet | HOW CAN I GET INVOLVED IN MY CAMPUS COMMUNITY? (CONTINUED)

*Involvement opportunities*

*What I learned*

Where can students at your college learn more about **COMMUNITY SERVICE** OR **VOLUNTEER** opportunities?

What are some **SPECIAL EVENTS** that your college offers for students?

What are some **OTHER OPPORTUNITIES** for involvement that your college offers?





# Worksheet | NARROW IT DOWN

Based on your research, what opportunities for involvement interest you most? Write down three campus activities, organizations, events or other opportunities that you would like to learn more about. Next to each, jot down details about the opportunity as well as contact information and instructions for getting involved.

<i>Involvement opportunities that MOST interest me include:</i>	<i>Details</i>	<i>Contact information and/or instructions for getting involved</i>
1		
2		
3		

# BALANCING WORK AND SCHOOL

## INTRODUCTION & LEARNING GOALS

*Many students will need to work during college to help cover their expenses. A part-time job, such as a work-study job, may even be included as part of some financial aid packages.*

*This lesson will help students:*

- *Understand how working part-time and on-campus can make it easier to balance a job and school*
- *Consider how to find work experiences related to academic and career interests*
- *Learn about on-campus job opportunities and job-related resources*

## AGENDA

**Timing:** approximately 45–60 minutes (will vary by class size)

1. Warm-up: Working during college
2. Exploring on-campus and nearby work opportunities
3. Independent research: Connecting to work experiences
4. Wrap-up/Reflection: Key ideas to remember and additional resources

## ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at [LearnMoreIndiana.org/classroom-materials](http://LearnMoreIndiana.org/classroom-materials). For this lesson, refer to pages 21–22.
2. Chalkboard, dry-erase board, or several large sheets of paper or poster board.
3. Computers with Internet access.
4. Worksheets included in this lesson (make a copy for each student in the class):
  - Balancing work and school (also on page 22 of the College Success Guide)
  - Exploring academic- and career-related work opportunities
  - Connecting to work experiences
  - Key ideas to remember
  - Additional resources



# Activities

1

## **WARM-UP: WORKING DURING COLLEGE** (5–10 minutes)

**Distribute the worksheet: “Balancing work and school.”**

Give students a few minutes to complete the worksheet, which is also available on page 22 of the College Success Guide. Then survey the group to find out how many hours per week students currently work and how many hours per week they plan to work during college. Together, discuss some of the expenses students anticipate having to cover with wages from a job during college.

2

## **EXPLORING ON-CAMPUS AND NEARBY WORK OPPORTUNITIES** (15–20 minutes)

Ask students to return to the second column of the “Balancing work and school” worksheet. As a group, discuss the types of on-campus employment opportunities listed in that section. For each type of on-campus opportunity, brainstorm specific jobs that might be available to students and where students might inquire about those jobs.

**Distribute the worksheet: “Exploring academic- and career-related work opportunities.”**

Give students about 5 minutes to complete this worksheet. Invite students to discuss their responses with a partner.

3

## **INDEPENDENT RESEARCH: CONNECTING TO WORK EXPERIENCES THROUGH THE CAMPUS CAREER CENTER**

(20–25 minutes)

**Distribute the worksheet: “Connecting to work experiences.”**

Have students conduct online research to find what resources and services their college’s career center can offer to help students find work.

4

## **WRAP-UP/REFLECTION: KEY IDEAS TO REMEMBER AND ADDITIONAL RESOURCES** (5 minutes)

**Distribute the worksheet: “Key ideas to remember.” Also distribute the “Additional resources” handout.**

Bring the group back together. Invite students to reflect on what they learned about balancing a job as a full-time college student. Encourage them to explore the additional resources provided on the handout for job and career assistance.



# Worksheet | BALANCING WORK AND SCHOOL

Many students must work while in college, and research shows that having a job benefits students academically, as well as financially. Students who work 10–15 hours per week tend to earn higher grades than their non-working peers. However, students who work more than 20 hours each week typically earn lower grades and are less likely to graduate. Schoolwork must be your number one priority.

**How many hours per week do you currently work?**

**How many hours per week do you plan to work while attending college?**

**What are some expenses you anticipate having to cover with wages from a job during college?**

(If you've already completed the budget worksheet on pages 6–7 of the College Success Guide, or if you completed it in Lesson 3, you may want to refer to it now.)

**Among the types of on-campus jobs listed here, what are some that might interest you?**

This list includes common on-campus jobs. Ask your school's student employment office about specific opportunities at your college.

- Tutor/teacher assistant
- Computer/IT services
- Maintenance/custodial
- Research/lab assistant
- Clerical/secretarial
- Residence hall programs
- Food service/wait staff
- Recreational sports
- Retail/sales
- Departmental aide
- Libraries

Off-campus employment is also an option; however, working on campus can help you stay focused on your studies and engage in your school community. If working off campus, be sure your employer understands that you are a student first and an employee second.



# Worksheet | EXPLORING ACADEMIC- AND CAREER-RELATED WORK OPPORTUNITIES

My interests and skills include:

---

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During college, I plan to earn my degree in:

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The career path I plan to pursue is:

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# Worksheet | EXPLORING ACADEMIC- AND CAREER-RELATED WORK OPPORTUNITIES (CONTINUED)

What are some types of on-campus, part-time jobs you might explore that could give you experience related to your academic and career interest areas? Write down at least three ideas.

Dotted lines for writing answers to the first question.

What are some job opportunities and/or internships related to your academic and career interests that you might explore off campus in the surrounding community?

Dotted lines for writing answers to the second question.



# Worksheet | CONNECTING TO WORK EXPERIENCES

Most colleges and universities provide job and career guidance for students through a career center or career services office, or through the specific academic departments or schools. Find out how your college can help you find a part-time job or internship by exploring its website.

## Career center on your campus

Campus address:

Phone number:

## Resources

What resources and services does my campus career center provide for students?  
(Check all that apply.)

- Career counseling/coaching
- Career assessments
- Job and internship search assistance
- Interview preparation
- Resume and cover letter writing assistance
- Job/career fairs
- Other \_\_\_\_\_



# Worksheet | CONNECTING TO WORK EXPERIENCES (CONTINUED)

Most colleges provide an online job portal through which students can apply to job postings. Typically, students must create an account or log in with a username or student ID and a password to gain access.

## *Student employment*

**My college provides the following resources to help students find employment:**

**To find student employment at my college, I will need to follow these steps:**

An internship is a great way to gain work experience during college. Internships may be paid, unpaid and/or give college credit. Don't turn away an internship just because it doesn't pay — look into completing an internship for credit hours instead.

## *Internships*

**My college provides the following internship information and resources:**

**To find and apply for an internship through my college, I will need to follow these steps:**





# Worksheet | KEY IDEAS TO REMEMBER

What are some ideas you would like to remember from today's activities and discussion?

Lined area for writing responses.



## Additional resources

1

### **VISIT INDIANAINTERN.NET TO EXPLORE AND APPLY FOR INTERNSHIPS.**

This free tool, provided by the state of Indiana, connects students with internships statewide.

2

### **LEARN ABOUT THE EARN INDIANA PROGRAM AND APPLY FOR A PAID INTERNSHIP.**

Find out if you are eligible to participate in EARN (Employment Aid Readiness Network) Indiana, a state work-study program that connects students to resume-building, experiential, paid internships that help prepare them for a career. Visit [IndianaINTERN.net/earn\\_info](https://indianaintern.net/earn_info) for more information, a list of employers and directions for how to apply.

3

### **GO TO LEARNMOREINDIANA.ORG.**

Learn More Indiana's website offers information and tips to help you connect to work experience opportunities. Visit [LearnMoreIndiana.org/career](https://LearnMoreIndiana.org/career).

# RESOURCES FOR SUCCESS

## INTRODUCTION & LEARNING GOALS

*Most Indiana colleges offer a wide range of resources, services and programs to help students achieve success during their first year of college and beyond. This lesson will help students:*

- *Understand the role of an academic advisor*
- *Learn about the types of resources, services and programs colleges offer to support students' academic and first-year success*

## AGENDA

**Timing:** approximately 55–70 minutes (will vary by class size)

1. Warm-up: Getting academic support
2. First-year success and beyond
3. Wrap-up/Reflection: Plan ahead for success

## ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at [LearnMoreIndiana.org/classroom-materials](http://LearnMoreIndiana.org/classroom-materials). For this lesson, refer to pages 13–14 and 23–24.
2. Computers with Internet access.
3. Worksheets included in this lesson (make a copy for each student in the class):
  - Getting academic support (also on page 24 of the College Success Guide)
  - First-year success programs at my college
4. Checklist included in this lesson:
  - Setting up for success (also on page 14 of the College Success Guide)



# Activities

1

## **WARM-UP: GETTING ACADEMIC SUPPORT** *(25–30 minutes)*

**Distribute the worksheet: “Getting academic support.”**

As a group, discuss the academic support services on page 23 of the College Success Guide. Explain the role of a college academic advisor. Then, have students complete the worksheet, which is also available on page 24 of the College Success Guide.

Next, instruct students to conduct online research on their college’s website to learn more about what kinds of support will be available to them. (Students who don’t yet know what college they will be attending can choose a school they’re interested in.)

2

## **FIRST-YEAR SUCCESS AND BEYOND** *(25–30 minutes)*

**Distribute the worksheet: “First-year success programs at my college.”**

As a group, review page 13 of the College Success Guide. Discuss the first-year success initiatives and programs commonly available at colleges.

Let students know that they may need to plan ahead to be able to participate in certain first-year success initiatives, such as summer bridge, welcome week or orientation programming.

Have students conduct online research on their college’s website to find information about the first-year success initiatives available on campus. Students should jot down their findings on the worksheet.

3

## **WRAP-UP/REFLECTION: PLAN AHEAD FOR SUCCESS**

*(5–10 minutes)*

**Distribute the checklist: “Setting up for success.”**

Bring the group back together and ask each student to share one example of an academic support service or first-year success initiative that his/her college offers. Then, review the checklist, also on page 14 of the College Success Guide, to help students plan ahead for success during their first year of college.



# Worksheet | GETTING ACADEMIC SUPPORT

There are many helpful resources on campus that you can turn to for support during college. A great place to start is your academic advisor. He or she can help you stay on track to graduate on time and point you to available resources for assistance in and out of the classroom. Use this worksheet to help you identify what resources you may need during college. Search your college's website for information about these services.

## Who is your academic advisor?

Name:

Contact information:

## What services are available on my college's campus? Write down contact information.

Academic (tutoring, study groups,  
writing center, etc.):

Health and wellness:

Career services:

Financial (tuition assistance,  
budgeting, etc.):

Student affairs (counseling,  
housing, etc.):

Faith-based services:



# Worksheet | FIRST-YEAR SUCCESS PROGRAMS AT MY COLLEGE

Visit your college's website to learn what first-year programs might be available to you. If you don't know where you plan to attend college, choose one that most interests you.

<i>Program/initiative</i>	<i>How to get involved</i>	<i>Deadline to register</i>



# Checklist | SETTING UP FOR SUCCESS

The beginning of your college career is right around the corner. Use this checklist to start college on the right track and set yourself up for success!

Summer  
before  
college

- Ask about first-year programs**, including summer bridge programs, orientation programming, first-year seminars, learning communities, career exploration courses and mentoring programs.
- Find out what resources and student support services are available** on your campus.
- Meet with your academic advisor** to help you develop a class schedule and discuss your academic plan and educational goals.
- Learn how to access and navigate your online eStudent account**, so you can stay on top of your state financial aid package.
- Explore campus**. Find out where your classes will be held and the locations of student resources around campus, such as the library, computer labs, dining halls, health center and academic support centers.
- Investigate on-campus job opportunities**. Visit your school's student employment office or website, or ask your college advisor for assistance.

First month  
of classes

- Make a weekly schedule for yourself**. How will you best use your time before, between and after classes? Make sure you set aside at least two hours of study time for each hour you spend in class each week.
- Attend your instructors' office hours** to ask them any questions you might have.
- Visit or contact your school's financial aid office** if you have any questions about the status of your financial aid package.
- Explore all of your textbook options** to make sure you find the best deal on your class books.
- Create a budget for yourself**. Sit down and map out all of your income sources and monthly expenses. Figure out exactly how much money you can spend per week and per month. Then, stick to it!



## Checklist | SETTING UP FOR SUCCESS (CONTINUED)

### First Semester

- Join a club or student organization.** Getting involved will help you meet new people and engage in your campus community.
- Attend special events** such as films, plays, presentations, athletic activities and cultural events. Many of these are free for students!
- Re-evaluate your weekly schedule** and make adjustments as needed.
- Seek out and use your school's academic support services.** Attend free workshops, tutoring and supplemental instruction (SI) sessions.
- Head to the campus career services office** to explore different majors and career opportunities if you are undecided.
- Maintain a healthy balance of work, sleep, exercise, eating right and having fun.** If you're feeling stressed, anxious or homesick, talk to someone at the school's counseling center.
- Go to class!** Missing class means you're missing discussions that may be on exams. Plus, many professors have attendance policies that impact grades.
- Revisit your budget** to see how you are managing your money and where you might be able to reduce some expenses.
- Meet with your academic advisor** to plan your class schedule for the following semester and to make sure you are staying on track to graduate.

### Second Semester

- Stay on track** to reach 30 credit hours by the end of the school year. Talk to your advisor if you're thinking about withdrawing from a course, so you can make a plan to catch up. Consider enrolling in summer classes, if needed.
- Keep up the good work** by staying organized, going to class and sticking to a study routine.
- Schedule a meeting with your academic advisor** to start planning for the next school year.