

Preface

Welcome! We are thrilled that you will be taking a course in student success and have designed this text to provide you with the knowledge, strategies, skills, and ideas that will support your college experience. If you chose to enroll in this course yourself, congratulations on taking an important first step towards self-advocacy and help-seeking. If your campus enrolled you in this course, we want to share with you that over 74% of 4-year colleges and universities across the U.S. offer similar types of courses to ensure that students like you experience academic success (National Resource Center for The First-Year Experience and Students in Transition 2013). This book is unique in its approach in that we will share with you a model of student success that you can use right now, in this course, in the other courses you are taking this term, and across your entire academic education journey. This model, infused in every chapter, will help you successfully navigate the personal and academic situations you encounter in college by strengthening your ability to be motivated, reflective, strategic, healthy, responsible, connected, and constructive. We can't wait to get started with you!

Unique to This Edition

We are proud to share with you several changes to the third edition of *Learning Strategies for College and Career*. Most importantly, we are extremely excited about the creation of our student success model. This model is built on a foundation of research and effective practices in the literature of educational psychology, psychology, student affairs, and higher education. Unlike like other student success textbooks, our model is used as a framework for the entire book, but the text itself is arranged around traditional clusters of ideas, issues, learning strategies, and processes that are known to facilitate student success. The model, the Seven Qualities of Successful Students (SQSS), helps students be intentional about the way they are being motivated, reflective, strategic, healthy, responsible, connected, and constructive so that both personal and academic outcomes can be gained. Take, for example, a student who is responsible for managing their time and assignments and is able to increase focus and motivation during study. This results not only in the ability to submit quality work on time but also in their increased ability to fit in time for friends and activities.

We are also proud of several other changes to the third edition of *Learning Strategies for College and Career*. In particular:

- Help-seeking, as an important behavior for college success was included in Chapter 4: Help-Seeking Behavior and Campus Resources. By valuing opportunities to get expert assistance, students are positioned to respond to situations which might negatively impact their long-term goals.
- The concept of using feedback, both personal and academic, was included in the chapter on assessment. By using feedback to gauge success, students can become more quickly resilient and responsive in the face of negative course feedback or more reflective and motivated in the face of positive course feedback.
- This edition includes broader coverage of the context of learning in general. We have included foundational information about academic policies, courses, and instructional modes, as well as addressed learning strategies, memory theory, metacognition, and how to study.

- This edition also includes broader coverage of the notion of self-regulation or self-management. Rather than limiting the self-regulation and management to traditional academic issues such as time and studying, we have made connections with a larger set of issues that students need to manage. These include wellness issues such as money, health, sleep, and nutrition, as well as personal issues such as emotions, stress, communication and listening.

The name was changed to *Learning Strategies for College and Career* to more closely align with the differences in definition between skills, more routinized behaviors, and strategies, behaviors that are more purposeful, effortful and facilitative (Alexander, Graham, and Harris 1998).

Pedagogical Features

Like many of your college textbooks, this book is broken down into chapters, each with a consistent format. By understanding, from the start, the format of the book as well as why each of the features is provided for you, you're already on the way to getting the most out of your book purchase and this course. We designed the chapters to provide you with the best possible format for gaining the knowledge and strategies you need to be successful in college. Below is a quick look at what you'll find.

Before the Chapter

At the beginning of each chapter you will find the Learning Goals for that chapter, a Preview of the chapter, and a Self-Assessment. The learning goals and the preview both give you a snapshot of what is in the chapter, what you should gain from the chapter, and the chapter's organization. If you spend a few minutes on those two features, you will create a framework in your memory for placing the information from each chapter. The text is organized around a consistent format of headings and subheadings so you will always know where you are and where you're going next. The preview is simply an outline of the chapter.

Each chapter also begins with a Self-Assessment. Being reflective is one of the qualities of a successful student, so we have included lots of cues that will help you to think about your own learning habits and behaviors. These reflections will help you gain a greater understanding of your strengths as well as your weaknesses (a constructive student will see these as positive opportunities for improvement!).

Within the Chapter

Within each chapter you'll find quotes, reflection questions, pictures, tables, charts and figures, a Student Success Showcase, and of course, the text itself. The quotes, reflection questions, and showcase are there to make the ideas in the text more meaningful to you personally. The pictures, tables, charts, and figures provide a visual representation of the information provided in the text and extend the information with current statistics or additional ideas.

The Student Success Showcase gives you a profile of how one student has used some of the ideas and strategies in the chapter to influence their own success. By reading these profiles, we hope you'll be inspired by their models to see the value of the strategies and try out the strategies yourself.

Each chapter ends with the same three sections: Connect to Campus, Connecting to Your Career, and Closing Comments. Your college has a wealth of resources, programs, and services to assist you in your college journey, and the Connect to Campus section will highlight the services that are specifically connected with the topic of each chapter so that if you need more help, you'll know who to reach out to on your own campus.

The Connecting to Your Career section unpacks how the strategies showcased in the chapter connect to future success in the workplace. This will help you understand the value of your experiences now and visualize the direct connection between current experiences and future successes. Also in this section are notes sharing how we've personally benefited from using these strategies in our own academic or work experiences. We hope you benefit from our stories and feel like you get to know us through those sections.

Finally, the Closing Comments section summarizes the chapter. It's a great strategy to read chapter summaries before the chapter itself as this will also help to create a framework in your memory where you can place the details and information as you read the text.

After the Chapter

At the end of each chapter, there are questions, projects, and a student case study. These are for you to explore on your own or your instructor may assign some of these activities to do as class discussions or as homework. They are intended to help you make personal connections to the information and strategies in the chapter—apply them to your experiences as a student to facilitate your successful college journey.

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—Rebecca Campbell

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—Paul Hettich