KEY to Your Academic Success

34 Activities to Promote Six Keys

Workbook

Developed by: Counseling Services - Kansas State University
The CLEI (College Learning Effectiveness Inventory) can help
⇒ make a difference in your learning effectiveness,
⇒ increase your academic success, and
⇒ increase your opportunities in college.

Through the first 11 pages you will get an idea about how the workbook can help, answer some FAQs, and give you tips for success. Continuing forward you will be introduced to the six keys and how you can start using the workbook NOW!

Your Name: ________________________________

Today’s Date: ______________________________
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How can the CLEI (College Learning Effectiveness Inventory) help you?

The pie chart in the middle of this page illustrates the three general components that research has shown to influence student academic success. These three components include: ability factors, circumstance factors, and personal factors. All three of these components have an influence on how well you may do academically. The pie chart shows approximately how much influence each component may have if we were to try to predict results. However, even more important for you is to understand how much influence or control you as an individual possess through the choices and actions you take.

**Ability Factors** are assessed by measures of aptitude and achievement. This includes how well you have done with past academic performance (grades), and how well you have tested on aptitude tests (such as college entrance exams). These factors have relatively high predictive power for academic success usually accounting for about 35 to 50 percent of a success formula. We often think of ability as an innate (born with) capability. This is similar to other genetic factors such as height, are you 5 feet tall or 6 feet tall? You are what you are with your genetic disposition, but it is also important to know how to use what you have inherited. How you use and develop ability is very important, however, it is not something that you can completely alter.

**Circumstance Factors** are life situations based upon the context of where you are placed in the world. These can include the family you live with, the economic status of your family, the fact that your parents may or may not have graduated college, or even the town, city or country in which you live. Generally, circumstances may have a modest influence of 10 to 15% on your chances for success. However, again the circumstances of your life are impossible to alter from past history, and may present challenges to overcome by altering your present conditions.
Personal Factors include a large number of variables that can be directly attributed to individual differences that are within the power of the person to influence or enhance in some way. Personal variables may include attitudes (motivation, work ethic), self-perceptions (confidence, self-efficacy), behaviors (organization, time management, study habits), problem solving (critical thinking, decision-making), and values (beliefs, personal preferences). Personal variables may influence your success by 30 to 40 percent.

The CLEI assessment helps you to identify your strengths and limitations on these personal variables. The activities in this workbook will help you to identify and then find ways to improve these qualities, which will increase your chances for success.

WHY FOCUS ON THE CLEI? BECAUSE PERSONAL VARIABLES HAVE A SIGNIFICANT INFLUENCE AND BECAUSE YOU CAN CHANGE AND IMPROVE PERSONAL FACTORS TO A GREATER DEGREE THAN ABILITY OF CIRCUMSTANCES!!
1. Identify your strengths and weakness through accurate assessment.

2. Note the ways in which you can improve, gain resources, and make changes, and what this will mean for you.

3. Develop a plan for what you can do and how you can do it.
4. Put in place the goal and action plan. Include a way for you to monitor your progress and adjust your plan in order to achieve your goal.

5. Measure and evaluate your outcome.
Where should I start?

After you have taken the CLEI, you will immediately receive a profile that outlines your strengths and weaknesses and provides a brief explanation for your interpretation.

Your profile will list each of six scales on a graph, with each scale representing a factor that influences college success. The midpoint on the graph is “50” representing the average score for a comparative group of college students. Generally, scores falling between a T score of 40 and 60 are similar to the middle 68% of students taking the CLEI, scores over 60 are in the top 16%, and below 40 represent the lowest group of scores. It is important for you to compare your high and low scales within your own profile to note where you are most likely to have difficulties and the areas you are most successful.

Can I do this alone or should I use assistance?

The CLEI assessment and the workbook are designed so that you are able to make a self-assessment and gain information and make a plan on your own without need for other assistance. However, it is helpful to be involved in these activities as a class or group activity where you can share ideas and come up with useful suggestions from others. Also, working with an advisor, faculty, or peer helper can be a source for additional information, an objective sounding board, and a check point for progress.
Do I need to go through all of the activities in this workbook from start to finish?

Each of the six areas of the CLEI, described as the SIX KEYS TO SUCCESS, are designed to be a follow-up resource based upon your assessment. You may want to make the decision about which keys are most important to your success and go to those sections and work through the activities that will help you make improvements. When using this workbook as a group it is more likely that the workbook will be followed in order.

How will I know if my plan will work? **

We recommend making a plan for improvement, organize the steps you will take, and set up checkpoints for yourself along the way to monitor your progress. It is also suggested that you note indicators of success rates by using the Goal Attainment Scale (see Program of Change worksheet).

It is also recommended that you retake the CLEI after completing the plan to see in what ways your impressions and actions toward learning have changed.

**Use Program of Change (POC) Worksheet for Planning College Success
1. Be honest as you respond to this workbook and be aware of your thoughts, what is motivating you, your feelings, and your actions. This is a process, not a report card.

2. Use the information as feedback to help make changes, not to criticize yourself or put down your actions. You are learning about yourself, so have fun!

3. Remember that habits are behaviors you have learned through repetition over many years, and if they are not working for you it is always possible to change and form more effective habits.

4. Learning to assess, problem solve, and create better solutions is a process that can be applied as you approach nearly any challenge in life. Taking control and making adaptations is learning to self-regulate. You are in charge!
5. Motivation is the energy that directs your efforts. Typically, internal motivation such as curiosity, interest, and self-satisfaction from your efforts has the greatest impact on your success. It is best to find the things in life that not only bring enjoyment and satisfaction, but are also consistent with what you value.

6. Find and utilize the resources (materials and people) that are available to you on campus, in your community, or on the internet. Libraries, academic support centers, advisors, counselors, instructors, peer mentors, tutors, computer centers, and online resources are available and typically free to help you. Do not hesitate to use resources. Seek out the support office available and find the people who can help you. Start by asking questions of your professors, classmates, and friends.

7. Remember that YOU are the most important aspect of the SUCCESS equation. By putting your time and effort toward improving the personal areas of your life, you have impacted the very areas in which you can make the most improvement.
The college learning effectiveness workbook is designed to carry you through a series of activities that will assist you in establishing or enhancing productive and successful academic potential.

The workbook enhances the assessment by adding to your strengths and building in key areas that are shown to increase academic success.

The six **KEYS** are:

- Academic Self-Efficacy
- Organization and Attention to Study
- Stress and Time Press
- Involvement with College Activity
- Emotional Satisfaction
- Class Communication
1. Academic Self-Efficacy (ASE Scale)

Items on this scale measure expression of confidence in academic ability, awareness of effort toward study, and expectations of success in college. Those who score high expect to succeed and accomplish important goals. Those who score low feel uncertain about possible achievement and what the future may hold.

2. Organization and Attention to Study (OAS Scale)

This scale measures organization of tasks and structuring of time to set goals, plan, and carry out necessary academic activity. Those who score high are likely to use effective organizational planning and time management skills to achieve academic success. Those who score low are more likely to avoid planning strategies and lack focus or self-direction in academic matters.
3. Stress and Time Press (STP Scale)

This scale measures how students handle time pressures, living situations, and academic demands that impact academic study. Those who score high manage the pressures of academics while feeling less overwhelmed, procrastinating less, and avoiding tasks less. Those who score low experience more academically related stress and do not believe they can handle the academic demands they experience.

4. Involvement with College Activity (ICA Scale)

Involvement as defined by this scale measures belongingness to organizations and participation in activities. Those who score high belong to many organizations and often participate in formal or informal campus activities. Those who score low are more socially isolated and are less likely to participate or engage in campus activities.
5. Emotional Satisfaction (ES Scale)

This scale measures emotional response and degree of interest in academic life and the campus educational environment. Those who score high express encouragement, interest, and positive anticipation for academic life and their educational environment. Those who score low are more likely to express discouragement, negative reactions, and feel overwhelmed with academic life and their educational environment.

6. Class Communication (CC Scale)

This scale measures both verbal and non-verbal efforts to engage in class activity. Those who score high are assertive and active with communication in class and with their instructors. Those who score low may experience uncertainty and reluctance in expressing and asserting their ideas in class and with their instructors.
STEP 1:

Reflect on your CLEI profile and the difference between your scores on each key and the normative sample’s scores.

The next step is identifying the key(s) for increasing academic effectiveness and deciding where you want to begin.

KEYS EXPLAINED
STEP 2: Where to begin...

The workbook was developed to give you the ability to:

- Complete each key to enhance existing positive attributes
- AND
- Strengthen attributes that may have room for improvement.

In order to do this you can...

(A) Start at the beginning and work through each key.

NOW WHAT?  Go to page 22

OR

(B) Chose a key that you define as most important for you to improve.

NOW WHAT?  Go to Contents
STEP 3: Identifying the Key

What key(s) do you think could help you the most academically?

________________________________________________________________________

________________________________________________________________________

How or why will improving this key(s) turn a weakness into a strength?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use the keys to unlock your potential.

NOW IMPLEMENT!
“In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities in life.”
- Albert Bandura -
Activities to Strengthen Academic Self-Efficacy (ASE Scale)

You can expect to...

... increase positive thinking and decrease negative thoughts.

... identify your strengths and talents.

... transfer your strengths outside the classroom to usable strengths in college.

... build on your identified strengths and confidence through coaching.

... find new resources to increase positive outcomes.
Academic Self-Efficacy (ASE Scale)

To begin building your ability to succeed academically, you first need to have confidence that you have the ability to achieve the tasks required for your course work.

One way to increase and accomplish positive affirmation is to decrease negative self-talk. Negative self-talk limits your ability to think you can achieve your goals, whatever they may be.

THOUGHT STOPPING allows you to recognize and stop the momentum of negative thoughts by turning them into positive or constructive thoughts.

I don’t have time to do it well. I can start a little earlier than I normally do. It doesn’t have to be perfect.

If I take a little time, I can understand it better. I don’t have to be an expert, but I can still learn a little more.

I’m not good at biology anyway. On the opposite page, write some recurring negative thoughts in the bottom half of the glass. Then, think of the positive ways you can counter these, and write them in the upper half of the glass.
Practice stopping your negative thoughts and replacing them with positive ones.

The more you practice, the easier it will become.
In this activity you will identify your strengths. These can be anything positive about yourself. One way to look at this activity is to think about how you would define yourself.

**NOTE:** Your strengths are not limited to academic strengths and will likely overlap or be used in multiple contexts.

To begin, identify words that describe you and your strengths. Below is a word box. Circle words you feel describe your strengths and add words you think would better describe you.

---

**Add other words below:**

________________________  ____________________  ____________________

________________________  ____________________  ____________________

________________________  ____________________  ____________________

---
Another way to identify your strengths is through **I am** statements...

I am **physically fit**.

I am **creative**.

Fill in your **I am** statements...

I am ____________________________________________

I am ____________________________________________

I am ____________________________________________

I am ____________________________________________

I am ____________________________________________

Once you have defined a few words that describe you and your strengths, you can then think about how you know this is a strength.

To know your strengths and own your abilities is the first **KEY** to success.
Take the words that describe your strengths and place them in I am statements keeping in mind the goal is to be able to list one or two ways you know you have acquired these strengths.
Once you have filled in your talent tree you can begin to see how all your strengths are connected. Recognizing your strengths and talents is important in knowing what resources you can use to improve and how you see yourself succeeding.
Below you will build a resumé that incorporates the many positive aspects of yourself. Write a few sentences under each aspect considering the different areas or arenas you have strengths.

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<th>Educational: (math, english, science, languages, etc.)</th>
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<th>Organizations: (involvement in: clubs, employment, volunteer activity, community service, etc.)</th>
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<th>Accomplishments: (awards, personal, recognition, etc.)</th>
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<th>Social/Personal Relationships: (mentors, friends, family, sociability, etc.)</th>
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<th>Other: (visual, artistic, manual dexterity, etc.)</th>
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Use your strengths to your advantage by finding ways to use them to overcome a general barrier to your academic goals. Think and then write ways you can use your strengths resumé to help get around or overcome an obstacle.

**Goal:** Recognize you can translate talents into academic and professional strengths.

How can your past education work for you?

How could your involvement help?

What could you do again to continue your success?

How can you get friends or mentors involved?

What are some fun ways you can use your strengths to improve your outlook overall?
A goal should be...

C—Concrete  ...clear and specific.

R—Reasonable  ...not too far out of reach.

E—Executable  ...of importance and desirable for change.

A—Achievable  ...something you can count or measure.

T—Timely  ...something you have time for.

E—Enjoyable  ...something you can appreciate.

Think of a specific area for personal improvement that you would like to work on. Write this down as a goal, keeping the six letters of CREATE in mind.
What internal resources (skills and abilities within you) and external resources (outside sources of help and information) do you have to help you achieve your goal?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What could hinder progress toward your goal?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How can achieving your goal help you develop a new strength?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

External resources
Agencies & Resources

ON CAMPUS

Academic Assistance Program
  Tutoring Services
  Learning Disability and Support Services Center

Adult Student Resource
  Counseling Services

Fitness and Wellness Center

Academic Advising Center

Student Government

Educational Opportunities Center

Testing Programs and Services
BEYOND THE CAMPUS

Identify sources of assistance in the community...

Private learning centers

Non-profit volunteer agencies

Government offices

On-line Resources

People You Know
“Don’t agonize, organize.”
—Florynce Kennedy —
Key #2

Activities to Enhance Organization & Attention to Study (OAS Scale)

You can expect to...

... figure out WHO ARE YOU with respect to how you learn and work.

... make your environmental ins and outs work to your personal style.

... distinguish priorities.

... create a working schedule.

... funnel your attention.
To understand this question in the context of organization and attention to study, you first need to identify:

**How you learn?**

Using
Your Eyes, Ears, Words, Actions, or Emotions:

*What are your strengths and how do you use and develop modes of learning?*

Communication follows a personal preference for a primary sensory mode. In other words, you can use your senses (hearing, seeing, touching, smelling, tasting) to explore and understand the world around you. Most of us are able to use all of our senses at least part of the time. However, there are indications that a person develops a primary or preferred representation system. This is similar to having a preference to be right or left handed; we can use either hand but over time one becomes more dominant.

For example, a person will frequently, with little consciousness, provide indication of their preference through the way they communicate. When they say “I see what you mean” this indicates a visual preference, while “I sense the importance” may be more of a kinesthetic or felt experience. And, a statement such as, “I hear your point of the argument” describes a hearing or aural mode. When different modalities are used to experience a situation, it is much like being ambidextrous (using both hands equally) and is described as being multi-modal.

**How is this information useful to improving aspects of study?**
Bat to your strength

A primary preference gets used more frequently with the result that the individual is more adept at using that preference.

- If you recognize that hearing is your best asset then listening to a lecture, taping your notes and playing them back, or interacting verbally with a study partner would be useful study tools.
- Similarly, a visual person may want to draw diagrams or utilize pictures such as slides or videos to see their subjects.
- Those who experience by doing (kinesthetic) want to be involved in action ways where laboratory and walk through demonstrations work best.
- Finally, those that like to read and write find the written word such as texts, articles, or essays to be their best resource.

How to find your preference

By looking at the types of classes and the way you have learned best in the past can usually be accomplished by simple reflection from your experience. However, if you want to more systematically analyze your style you might take an inventory such as the VARK. [1]

Finding ways to develop new modalities

Go back to the handedness analogy to note how new learning may occur. For example, if you break your predominant hand you are then forced to use the opposite hand to write, use tools, etc. While awkward and difficult at first, being forced to try a different strategy will result in gaining skill and competency with the non-dominant hand. In other words, if you are having difficulty in a class that demands considerable reading, and you do not believe you are a good reader, there are strategies that can improve your reading skill and comprehension...but, you must practice and be willing to make those adaptations.
Make your learning style work for you by focusing first on where you learn—your study space. This area should be setup in a way that is conducive to how you learn.

**WORK TO LEARN**

*Ins*—You take information in at your study space and your immediate environment will impact how well you learn. Consider distractions

- Noise
- People
- Lighting
- Space
- Temperature

Work more efficiently by reducing distractions and optimizing access to a positive study environment.

**LEARN TO WORK**

*Outs*—external resources you can use to improve productivity and learning. Consider resources

- Tutors
- Study groups
- Asking questions in a different way and/or to different people.
- Counseling/advising

Make use of available resources that suit your needs.
What's Next?
Look for Importance

What items do you have that you could incorporate with your style of learning? Refer back to page 38.

Where can you go to get...
...academic information?
...practice?

Key #2
Activity 8. Your Learning Space
Making sure all your personal, professional, and academic tasks are completed well and on time can be daunting.

This tool will help you weigh the priority of the task based on its urgency (how soon it needs to be completed) and importance (the size and significance of the task to your course requirements, to your understanding of the subject, or to your life). Keep in mind a time frame. For example, think of all tasks that need to be completed in the next day, week, or month.

Write a specific, concrete task for each square. Next, rate on a scale of 1 (low) to 5 (high) the importance and then the urgency of each task.

**EXAMPLE TASK:** I have a paper due in two days.

**Task a:**

**Task b:**
Distingishing your Priorities

**Task c:**

- **IMPORTANCE:** LOW
  - 1
  - 2
  - 3
  - 4
  - 5

- **URGENCY:** HIGH

**Task d:**

- **IMPORTANCE:** LOW
  - 1
  - 2
  - 3
  - 4

- **URGENCY:** HIGH

**Task e:**

- **IMPORTANCE:** LOW
  - 1
  - 2
  - 3
  - 4

- **URGENCY:** HIGH

**Task f:**

- **IMPORTANCE:** LOW
  - 1
  - 2
  - 3
  - 4

- **URGENCY:** HIGH

**SUM IT UP:** Add the two numbers for each task together and record in the circles next to the task.

Next, you will see a continuum:

**Distinguishing your Priorities**
Distinction is the **key** to mapping your priorities. First, map your tasks from Activity 9:

1. Identify each task from pages 42 and 43 by its letter (Task a, Task b, etc.) and place it on the chart to the right based upon the summed score (urgent + important) that will vary from 2 to 10.

2. If you have multiples of one number, place another circle above for each occurrence.

3. Look at where the majority of your priority balls fall and find the corresponding color arrow:
   - Static 2-4
   - Controlled 5-7
   - Spinning 8-10

   **Static**

---

**If you find your balls here, your tasks are generally NOT important or urgent, but you can:**
- think of motivators to get things going.
- consider how your task can fit with your academic goals
- find a way to like what you are doing!

---

**If you find your balls here, meaning that you have many important, urgent tasks, think about:**
- knowing your limits and asking for help.
- reconsidering the importance and urgency of your tasks: are you letting yourself be too much of a perfectionist?
- deciding to say no to “doing just one more thing”.
- have I been procrastinating and letting everything get to this point?
If you find your ball here your tasks are generally EQUALLY important and urgent and you may find:
- yourself feeling you are getting more things done.
- organization is improving.
- you are moving in the right direction.
- your tasks are focused.
- you have more flexibility and control.

**How fast are your priorities moving?**

**Which way does your priority ball tend to roll?**

**How could your distribution be better?**

**Spinning too fast**

**Controlled Acceleration**
How to create a working schedule with priorities you have outlined.
In the last exercise you had a time frame in mind; use that to build your schedule for time management.
Choose the best type of planner, given what you know now about how you work and learn, and the information on “Function, Benefits and Tips” on the next page.

Daily Planners—
Are good if:
your schedule changes or fluctuates frequently.
you have multiple tasks or places to be.
you like to be more detailed.

THINK ABOUT
Keeping the big picture in mind.
Functions (Is it...?)

- A planner that fits your personal space, considering what you normally carry with you?
- Portable, reliable, easy to use?
- A planner I can use for school, work and play?

Note: A planner may be a printed calendar handbook, or an electronic device.

Benefits

- Allows you to stay on top of deadlines & responsibilities
- Gives you the freedom to run your schedule instead of your schedule running you.
- You can know what to expect.
- Allows you to manage your time and activities.

Monthly Planners—

Are good if: your schedule is fairly constant. you like to manage long term tasks.

THINK ABOUT
Keeping it simple.

Weekly Planners—

Are good if: your schedule is fairly constant for given times of day. you like to manage daily to-do lists.

THINK ABOUT
Looking ahead one week at a time.
When there is a large task at hand, breaking it down can be effective as long as you key into:

- **Orienting** yourself to the task
- Taking **action** and
- Allowing yourself **feedback**.

Funneling supports breaking down tasks at those three levels (horizontally) and then further (vertically) by asking yourself the When, What and How questions.
Using the funnel below, write down the goal or task you feel needs to be broken down in order to be accomplished. You then have the option of working through the funnel starting at “Orient” moving left to right and then down to the next level “Action.”

...OR you can funnel your attention by moving vertically until you reach a level you need to work through.

**Key #2**

**Activity 12. Combining Priorities**
“Adopting the right attitude can convert a negative stress into a positive one.”

- Hans Selye -
Activities to Reduce Stress and Time Pressure (STP Scale)

You can expect to...

... learn pivotal balance.

... control the stress thermometer.

... understand or K.N.O.W. procrastination.

... manage procrastination N.O.W.

... tackle test anxiety.

... use stress management.
Balance in our everyday pursuits is pivotal. There exists both internal and external balances for each individual. What you are searching for here is a pivotal balance, or the ability to recognize and move with your demands to satisfy all three needs: work, play, and self care. You are the ball or self. The balance beam is holding up you and your needs. The pivot is the triangle upon which you and your needs sit. The triangle is pivotal in that it moves based on your demands and attempts to balance the combination. Write the ways you work, play and care for yourself and think about ways to better move your pivot to balance.

**WORK**

As work demand increases you need to focus or move the pivot left to carry a heavier load

**EXTERNAL BALANCE**

Know your work limits?
What could be an obstacle?
THINK ABOUT—Asking for help
Do not be afraid to say no.
INTERNAL BALANCE—
How do you take care of yourself?
What do you need to feel good?
THINK ABOUT—
Habits (sleep, food, etc.)
Having some time for you

Internal Balance

What do you do to help you?

Self Care

As free time increases you have to move the pivot to the right and take advantage of a lighter work demand.

Your pivot is balanced when ...
- you understand your demands,
- your pivot moves back and forth,
- and you care for yourself along the way.
If you find yourself under more stress and need to **decrease** the temperature of your stress try some of the ideas below and then write in other possibilities you find helpful or would like to try.

- Identify and use physical cues to tell you when to slow down.
- Schedule relaxation.
- Don't skip doing what is essential for yourself like eating, sleep, etc.

There is not a right or set temperature. It is fluid and will vary.
On the other hand if you need to increase your stress to get you back up to where you perform best try the ideas below and write down some motivating factors that can help you get to where you want to go. The actions should be controlled, or ones that will help you gradually.

- Get up and move around. Exercising or more movement increases the amount of oxygen you are getting as well as your energy level.

- Find application in what you are doing. How does this help you personally, professionally or socially?

- Reward your effort.

- Reflect on overcoming why this is lower than you would like.

Procrastination can lower your ability to handle stress and pressure. KNOW procrastination!!

Key #3

Activity 14. Understanding Stress
Procrastination is the condition of deferring actions or tasks until the last possible moment in time.

Procrastination is something everyone encounters at some time or another. How often you experience the negative effects of procrastination indicates how much of a problem it is in your life.

Check below if procrastination frequently makes you feel...

- You are not in control of your work outcomes.
- You are paralyzed, cannot act.
- You have let others down, disappointed.
- You cannot achieve your goal, thwarted.
- You are suffering academically and socially.
- You are not performing as well as you could.
- You are so stressed, feeling sick or uneasy.
- You are in conflict and upset with others.
- You are losing confidence or self-esteem.

If you find you have marked more than three, procrastination is likely interfering significantly in your life.\(^3\)

Know your enemy &rarr; K.N.O.W. Procrastination \(^4\)
**Kind of interference**

Where is procrastination interfering the most in your life?

**Negative thoughts**

Statements or phrases like:

*I can’t...I don’t know how...this is too much...*

fuel procrastination. Keep in mind if you think you can’t or won’t, then that is what will likely happen.

**Often: how often does procrastination occur**

How often do you experience procrastination and what particular areas are more prone? Try to identify how many times a day, week, or month you procrastinate in the following areas:

- Personal
- School
- Work

**Why: identify why and move on**

Why we procrastinate is associated with how we think of ourselves, for example: lazy, careless, or too busy. In addition, extreme, all-or-nothing attitudes are also reasons we procrastinate, ranging from expecting perfection to being afraid of failure. If you can isolate exactly why you don’t want to do something, you can address the real issue head-on.

manage procrastination N.O.W.
Manage Procrastination NOW

Navigate

In order to navigate you need a compass to determine direction and keep you on course. This compass points the way to focus and enables you to make progress toward task accomplishment. The direction is the time frame and keeping yourself focused on the course. Use the compass below as a guide on where you can begin.

Identify what you want to work on:

[Compass diagram with arrows labeled: Identify what is needed, Plan, Organize, Brainstorm, Write it, Rethink, Ask for help, Seek guidance, Record resources]

Tell yourself: Stop avoiding!

What time and how much time can you give?

What do you like about what you are working on?

If you do not know where to begin, just start doing and do not get caught up in the details.... Yet!

Are there people you can work with?

58
Optimize

Your success by beginning under good circumstances.

- Have a good place to work and think.
- Set aside time just to address the area/task and keep the time consistent.
- Think positively

Work

1. Set goals—keep them small and frequent

   I can...

   I know how to...

2. Reward yourself—When you find what works each goal can build on each other.

   Effort = Knowledge = Reward
Tackling Test Anxiety

What is test anxiety?
When you are getting ready to take a test, do you start to feel...

___ very nervous?
___ thoughts like “I'm going to fail,” come into your head?
___ your heart pounding?
___ shortness of breath?
___ sweaty palms?
___ upset stomach?
___ your mind going blank, and forgetting what you studied?

If so, you may have test anxiety.

These feelings can make you start to feel panicky, but the following tips can be very effective at restoring a sense of calm.

Positive Affirmations
Take a moment to close your eyes and picture what you feel when going into a test. Once you have done this, brainstorm some things you can tell yourself in this situation to calm yourself down. (Ex. “I studied well for this.”)
Make a Plan

Before the test...
Decide how you want to spend the time right before the test. Cramming during the five minutes before will increase your stress, and probably won’t do you much good anyway. Instead, make a plan to bring your iPod and listen to music, get in a few pages of that book you’re reading, or do anything else that you know will put you in a good state of mind before the test.

Brainstorm some ideas for yourself here.

When you get the test...
Skim over the whole test and decide how much time you will spend on each question or each section, based on how many points each is worth. Make sure you read ALL the directions carefully, so as to avoid any silly mistakes. Start at the beginning and answer all the questions. If you need to, mark questions that you would like to skip and come back to.

After the test...
Don’t spend a lot of time worrying about how you did. Instead, find relaxing or enjoyable activities to help you unwind and take your mind off the test.

What are some things you can plan to do after the test to relax?

* Materials on Tackling Test Anxiety were contributed by Sarah Martin.
MINI-QUICKIE RELAXATION STRATEGIES

The following relaxation techniques only take a few seconds. Because these are quick strategies, they can decrease your stress without upsetting your daily routine.

DIAPHRAGMATIC BREATHING

Place one hand on your belly, just below the navel (belly button). When you breathe in your hand should move away from your body, when you breathe out it should move toward the body. Focus your attention on the movement of your hand. You can do this standing, sitting or lying down.

RELAXATION RESPONSE

Pick a word or phrase that has either a positive or neutral connotations for you. (For example: “I am relaxed,” “Easy,” “Sparkle.”)

Sit quietly in a comfortable position and begin breathing slowly and naturally. On the exhale, say to yourself your focus word or phrase. If your mind starts to wander, that’s okay, just come back to your breathing and to repeating your focus word or phrase.

RIGHT HERE, RIGHT NOW

Most of us worry about events that never actually happen or things that have already happened. Reality consists of one time and one time only, the present.

Repeat to yourself as often as needed each day:
THE FOUR S’s
First, **smile** and make your eyes sparkle. Yes, you can do it. Smile and make your eyes sparkle. Then, take a deep breath. As you let it out, just let your jaw hang **slack**, shoulders **sag**, and forehead **smooth** out. Go ahead, do it again. Smile with sparkling eyes, take a deep breath, let it out and feel your jaw go slack, shoulders sag, forehead smooth out.

Four S’s = smile, slack, sag, smooth.

RELEASING TENSION
Emphasize the differences between holding tension in your body and letting it go. Try to bend your toes up as if to touch your shins. Hold them there while you tighten your thighs, buttocks, and fists. Take a deep breath and hold it while you clench your jaw and close your eyes. Hold all that tension for five seconds. Then, let it go all at once—don’t ease off—feel the tension draining from your body as you exhale.

COOL AIR IN, WARM AIR OUT
With your eyes closed, shift your attention to the tip of your nose. As you breathe in, become aware of the air coming into your nostrils. As you breathe out, be aware of the sensation of the air passing back out. Perhaps you notice that the air coming in tends to be cooler and the air breathed out tends to be warmer. Just be aware of cool air in . . . and warm air out. Focusing on a physiological activity (air in and out) can help calm your mind and relax your body.
HEAVY FEET
Just image that your feet and legs are getting heavier and heavier with each breath out. It’s almost as if you are wearing lead boots. My feet are heavy. Just imagine this for a few seconds. Or, perhaps imaging heaviness in some other part of your body (e.g., arms, shoulders, or jaw) works for you.

WARM HANDS
Visualize your hands as warm and relaxed. You might imagine them in a bucket of warm water, near a fire, or in a warm pair of fleece gloves. Perhaps you can even begin to feel the warm blood flowing down into your hands down to your fingertips. Your hands are warm and relaxed.

EQUALIZING BREATHING
Breathe in to the count of four and out to a count of four (thousand one, thousand two, thousand three, thousand four). Do that four or five times.

With tenseness, our breathing can become irregular. Slowing down and equalizing our inhalations and exhalations is calming.
YOUR RELAXATION PLACE
Begin with a few relaxation breaths. Then with your eyes closed, take a moment to create in your mind’s eye an ideal spot to relax. You can make it any place you’d like, such as the mountains, beach, lake, prairie, or park. It can be either a real or an imagined place. See yourself enjoying this place. Now, once you have created it, go use it for 15 seconds or so whenever you feel the need to relax.

SHOULDER SHRUGS
Raise your shoulders as if trying to touch your ears with them. Breath in while doing this. Feel the muscles in your neck and shoulders tense. Then, all at once, let your shoulders drop while breathing out. Feel the tension leaving the muscles of your neck and shoulders. Repeat the shrug a few times, inhaling on the shrug and exhaling on the release. Keep your jaw relaxed as you do these.

MOANS, GROANS, SIGHS, & YAWNS
These are all breathing activities that a person does without awareness or intentionality. Let the results of each of these behaviors increase oxygen intake (yawns), or let off some pressure (sighs). Moans and groans produce a resonating effect much like using a meditative mantra. Taking a few seconds to intentionally use these brief activities can provide a way to counteract stress build-up.
“The great aim of education is not knowledge but action.”

- Herbert Spencer -
Key #4

Involvement with College Activity (ICA Scale)

You can expect to...

... understand involvement.
(What is it and why do I need it?)

... list your involvement and level of participation.

... discern distracting vs. useful activities.

... set goals for improving involvement
Campus Life is ideally tailored to the interests of the students through a variety of organizations, activities, programs, events, workshops, and services. There is truly something for everyone.

Involvement on a college campus is the active participation in extracurricular opportunities with a student’s willingness, need, desire to participate in and, at the same time, be successful in their academic endeavors.

Note. Taking classes as a commuter or online student will alter opportunity for extracurricular activities. Yet, you will also note that the form of engagement within your own community may complement or detract from academic interest.
Your overall goal and the goal or mission of the college is similar. The two rely on each other or have a symbiosis about them which facilitates success for both the student and administration. The environment of a college is set up to encourage involvement.

**Success for you**
- Finishing and completing your degree program.

**Success for the college**
- Retention—keeping students in school and the ability to show future students they can finish and be successful.

The student and the college can be seen as being on the same boat. The two are striving to reach the same destination—that is, to provide continued learning & success.

---

**How do I know involvement is working for me?**

**Outcome**

Outcome is measurable differences seen in your involvement such as: *your behavior*, increasing productive actions towards your education and/or experiences, *your attitude*, the better your outlook the more likely you are to be successful, and *how well you think* and work through obstacles impeding academic success.
Engagement is integral to involvement and can further define your level of involvement as:

**Active**—You are active in campus life and have some responsibility and leadership in your experiences. (Ex. You participate in an organization or an event on campus, or hold a leadership position in an organization which requires a level of responsibility to the group.)

**Cameo**—You go to functions and events, but are more of “going through the motion” of membership. (Ex. You have a limited role or position within an organization. You enter a group mostly to add a line to your resume.)

**Passive**—You may know of events but do not regularly attend or get involved in them. In some cases you may not know what is available that could enrich your campus life.

---

**What can you do?**

- Pay attention to ads for on-campus events
- Seek out activities that interest you
- Make it a point to attend activities
- Invite friends to go with you, or go to their activities
- Try many things!

---

**What success comes from involvement?**

- Life experience
- Networking
- Increased knowledge
- Linking academic work to application in the workforce
- Increased opportunities and information
- Academic success
**Answer** the questions below and find what sparks your interests in your academic studies.

On the left hand page you will find examples for what you could do and the benefits to you for participating in engagement on campus.

- What are you looking for in an extracurricular activity—i.e. strengthening your resume, being physically active, or just having some fun?

- What activities or organizations would provide this involvement?

- What actions do you take to engage in this activity or organization?
What keeps you college grounded?

Take some time and think about your current level of involvement. For each root try and fill in what keeps you active, engaged and involved on campus. Then expand on those by listing how you are involved underneath or how you are branching roots.

Examples:
* Having support from other students who have the same interests or hobbies that I enjoy—joining sky diving club
* Staying physically fit—participating in intramurals

1. 

2. 

3. 


THINK ABOUT

Integrating your academic pursuits and your interests.

The goal of involvement is to keep college in the forefront and make positive connections.

4. 

5. 

6. 

7. 

More Roots = More Connections
More Connections = Academic Investments
Am I happy with where I have committed my free time?

For each activity and experience you choose to participate in, you also have to assess its value. Are you using your time and energy effectively and efficiently? Keep in mind you are a student first and while your activities should give you a break from studying, they shouldn’t prevent it either.

Consider your life to be a swing. When you apply yourself to school and work, think of this as the forward motion you take. Think of what you do to unwind, such as joining fun on-campus organizations, as the backward motion, not because this is negative but because it allows you to move forward as well. On a swing, you have to go both backwards and forwards; it’s not possible to only move forward. In life, you cannot only work but you cannot only play either—it is simply not sustainable.

Helpful questions to ask yourself about your activities:

1. Do you enjoy it?
2. Is there a connection to your academic and personal interests?
3. Is the time commitment reasonable?
Your activities should better your well-being and provide the personal satisfaction needed to fulfill your responsibilities elsewhere.

However, if you answer “no” to the questions on the previous page, your participation in activities is like when your feet drag on the ground while you swing: all it does is slow you down, and you don’t get anywhere.

If this is the case, consider dropping the dead weight in favor of more fulfilling activities.
As a student, you reach for a goal, your education, and therefore your success. Intervention is needed when you want to find:
what you want to do next?
how you are going to make it happen?
and see how it finally has come together.

Involvement can mean a lot of different things.

As a good first question: How does what I am doing now relate to what I want to do in the future?
Intervention

How can I start to see my goal or progress come together?

What do you like about what you are doing?

How can I reach my involvement goal?

What are some steps I can take to get there?

Where can I go to get more information?
The **Involvement Cycle** can be a feeding mechanism for academic and personal goals.

- List some of the benefits you have seen or want to see as a result of achieving your goal.

---

The benefits of getting involved and becoming engaged in campus life can continue to help you grow; personally, professionally and socially.

What new roots have you grown since trying to increase or engage more in the activities you are already a part of?
What new ideas do you have?

Think of what sparks you to move towards your goals.

The cycle continues with the connections and experiences extending into new ideas, and new goals. It will strengthen your resolve to reach for more.

For example: Wanting to learn more about a career in business leads to an interview with a local business owner. Next you join the Business Management club, then a summer internship, and finally preparing yourself for applying for a permanent career.
“Opportunities to increase or decrease our happiness levels (comes) through what we *do* in our daily lives and how we think.”

- Sonia Lyubomirsky -
Key #5

Emotional Satisfaction (ES Scale)

You can expect to...

... increase happiness!

... curb what brings you down.

... find outlets, and use them.

... examine your self-determination.

... increase persistence.

... identify what to stay away from.
Increase Happiness!

Happiness is a good feeling that surrounds you and encompasses your environment. It affects how you react to situations and how you feel about yourself, your work and in general permeates your well-being. But how do you Get Happy? [6]

Think about what it is that excites you and brings you happiness. What could you add to life at the time that would help you feel good?

How do you bump up your mood? Brainstorm activities that you have enjoyed and felt really good doing in the past.
However, sometimes a quick fix is not quite enough to **Get Happy**.

Often times you need a better understanding about how to think about your happiness.

Individually we become accustomed to our surroundings, the people we see everyday, and even the attitude we have. In truth, our happiness can flat line, in the sense we become complacent or resigned to the everyday. In knowing this you can take that knowledge and use it to your advantage by **Thinking Small**

*Thinking Small: Examine what has made you happy or unhappy throughout each part of your day.*

What went right? Right here, right now?

________________________
this morning?

________________________
during the day?

________________________
When you were around others?

What small “stuff” in your everyday can increase your happiness?

________________________
________________________
________________________
________________________
________________________
Mornings can be a difficult time to get excited. Bad mornings often mean bad days, so here are some tips to get around the early morning drag. You’ll be amazed at the long-term difference just by changing your morning routine!

**GET OUT OF BED** at about the same time every morning (even weekends). You might not feel like it, but **Get Up**. This helps your body function so you’re more likely to feel normal.

**LIGHTS:** turn on a lot of lights as soon as you arise. Open curtains to get more sunlight. Go outdoors into the sunshine.

**MOVE** and be active right away. That can be as simple getting up and walking around for five or 10 minutes, or as involved as working out before class. Exercise gets the blood flowing and transports more oxygen throughout your body and brain, helping you feel mentally alert and alive.

**MUSIC:** play some energetic, happy music as you dress and have your breakfast—something to set the tone of the day.

**BREAKFAST:** Eating nutritious foods will get your body going, because your body converts food (especially protein) into long-lasting energy. Make this an important meal.
Throughout the day:
Talk to someone and interact with others.
Specifically, find someone you like to talk to and talk about things you enjoy.

Routine is a reflection of how you think. When your routine drags, so will you. Think about ways to change up how you do things every day.

How can you curb your routine?

Break the routine

Choose a different way to get to where you are going.
When it comes to emotional satisfaction everyone needs to plug into something rewarding. We all have outlets for “letting go”, its important to identify and use them when necessary.

**NOW** is the time to use them.

Use your outlets when you first recognize you are feeling dissatisfied, down, or overwhelmed. Sometimes a friend or family member can help you see these changes.

Your next thought should be:

**Take Charge**

to recharge yourself.

Find something funny.

Watch a movie.

Read a book.

List other fun things and seek them out when you need an outlet.
Sometimes you need to let out what’s been going on with you. Try writing it down in a journal or make a list of those you can call on in this situation.

### People I can call

<table>
<thead>
<tr>
<th>Names</th>
<th>Phone Numbers or email addresses</th>
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### Community & University Resources

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<th>Names</th>
<th>Phone Numbers or email addresses</th>
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<tbody>
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<td>Counseling Services</td>
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<tr>
<td>Student Affairs</td>
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<td>Health Center</td>
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</table>
Self-Determination

Self-determination means that you make decisions to be in charge of your life. Your intentions and motivations direct you toward goals that fulfill you. In order to be satisfied academically you need a certain degree of self-determination and your natural core of internal motivation. Getting back to your natural state of internal motivation and then boosting it enhances or increases your satisfaction and overall happiness because it facilitates you getting to your goal/destination.

What goes into self-determination?

Energy – Will you put forth energy and effort?

Destination – Do you have an idea about where you want to be? (academically, emotionally, socially, etc.)

Persistence – Despite roadblocks can you make yourself continue? Are you able to “bounce back” from the roadblocks?

Direction – It’s not enough to know where you are going but can you also see what potential paths exist to get there?
Is there a class, assignment, task, etc., you can identify where you are getting stuck or derailed?

When you encounter an instance where you get stuck or derailed, look back to your core and answer

What goes into my self-determination...
Where am I having an issue?
Seeing when, where and how you get stuck and derailed is important to understanding how you are going to move through or around your obstacle, over a pothole, or solve any dilemma you must face.

Looking from a different perspective is helpful and a time to reflect on what worked and did not work based on what goes into your self-determination.

What goes into self-determination?

Energy
(what worked)-

(did not work)-

Direction
(what worked) -

(did not work)-

Persistence
(what worked)-

(did not work)-
Give it Perspective

Destination—
(I got there!)

(I got there, but) -

Sometimes you will find yourself in a place where you feel social pressure to do something you do not want to do... or, you are being asked to do something which seems difficult and out of your comfort zone, making it hard to get motivated. At these times you must resolve the question of your personal value and/or commitment to pursue this task. You must also determine how much personal resolve, sacrifice and responsibility you will take to overcome a new challenge. Self-determination can be the internal energy to resolve a dilemma and lead toward your success.

Shaping self-determination is not so different from gaining perspective. There are just different questions.

Ask yourself.

—What 'energizes' me to act?
—How do I use passion for productive action?
—How strong do I use resolve to "pick myself up"?

Use the S.A.M.E. key

Continued
The S.A.M.E. key is our natural state of curiosity and desire to seek out what we will. It is a tool you can use when your self-determination is not working at its best.

Identify an example of a task you are not very determined to do and record below:
(Ex. washing the dishes or writing a 15 page paper)

S.A.M.E. is a tool we attain at a very young age and is shaped by our experiences. It shapes what we think we can and cannot do, whether we feel we have a choice or freedom in the experience, and how we see ourselves.

Spontaneous interest:
What catches your attention and therefore your direction?

Assimilation:
How is what you are doing fit with who you are and how you identify yourself?

Mastery:
Do you own your strengths by knowing what you do well?

Exploration:
Do not be afraid to try or continue to find alternate routes to your goal or destination.
Spontaneous Interest
(I will do the dishes when I want to. The paper has pieces I am interested in writing first and this is a good way to get started.)

Assimilation (I see myself as able to do anything even the dishes. The paper can fit me because I can find a way to make it relevant to me and my experiences.)

Mastery (I know I can do the dishes in under ten minutes. If I can write a five page paper well then I can write three five-page papers just as well, and link them to make them cohesive.)

Exploration (I can try different tools or detergents to get the dishes done. I can use resources like the instructor, professor, a writing center or tutoring center to get where I want to be on the paper.)
Booster are good ways to maintain or regain the integrity of your S.A.M.E. key and therefore your Self-Determination. (see Activity #26)

**Your Choice**

At the end of the day you choose what you do or do not do. Knowing it’s your choice, seeing it through to an outcome allows you to tell yourself, “I did it myself.” Ownership is powerful, and personal ownership is your choice.

**You Can**

Think back to what you have done well and give credit where credit is due by not forgetting to credit yourself. You can because you are competent.

**You Know Yourself**

In knowing yourself you give yourself the opportunity for self-direction. To know yourself is to understand how what you are doing, saying and hearing relates to you. How does it fit with you? How do you view yourself? Where do you see yourself going?

The more boosters you have, the more determined you will become.

When push comes to shove, fortify your determination with persistence.
Persistence

If there is a lock, there is a key, and if there is a key, there is a lock. Pairing them up is what gets you in or out of where you want to be.

PAIRING

a desirable with an undesirable

Problem: You are having difficulty taking responsibility to complete a task. It could be boring or difficult or seem unimportant to you. However, if you do not do this task, your progress will be blocked from fulfilling a more important goal. What can you do?

Solution: Increase your motivation and determination by pairing a very desirable activity with the one you are blocked on.

Example: I need to provide an outline for a required essay by the next class (difficult), however, I like to have a good latte coffee in the morning (desirable). Set aside one hour in the morning to take your essay plan with you to the coffee shop, reward yourself with a latte after starting the outline in the first 15 minutes, then top it off with a celebratory bagel when the first draft is completed.

I am not desiring to ____________________________________________
________________________________________________________________

but I do want to _____________________________________________
________________________________________________________________

So I will do the undesirable by relating it to my desirable.

WHAT ARE MY BARRIERS?
There are many doors and opportunities. There are positive thoughts to be embraced. There are emotional doors to avoid. Some of the doors to keep away from you may have already opened, but you can begin to close these doors knowing they are leading or contributing to your unhappiness. Know that you do not have to open these doors and know that you can chose to close them.

**Door #1**

**Overthinking**

Thinking is good, however, rumination and over thinking leads to needless worry, wondering: why it happened, the reasons behind it and the negative outcomes that come about. When you are already down, sad or distraught, over thinking turns into negative biases, both big and small.

*Overcome overthinking with thought stopping (see pg 21)*

**Door #2**

**Social Comparisons**

Observing other people is an action we perform everyday, and depending on how we are looking at them, we can feel inferior, guilty, superior, or inadequate. The more we compare ourselves to others the more likely we will see negative consequences. Instead of comparing yourself with others, set your own standards and compare your results to a reasonable, capable you.

*Who needs social comparisons when I know my own strengths!* If you need help identifying these strengths, go back to *Talent Tree and Strengths Resume* (see pg 26-29).
Door #3

Your critical self looks in the mirror and does not like what you are doing, how you are doing it and so on. Passing judgment on yourself is not a form of self-improvement. “Critical self” versus “evaluating self” are important distinctions. The first is too harsh; the second gives you perspective to evaluate, self correct, and learn from your mistakes.

Why criticize when you can evaluate and learn from correction. Learn to love yourself and the improvements or changes you want to see will follow.

Door #4

There are habits you have which are a part of your routine that become boring, non-insightful, and lose the ability to increase your happiness. Habits are repeated actions and if the action is not provoking happiness, it is an “unhappy habit.”

Provoke Happy Habits: energize yourself, your routine, your thoughts and actions. Make those your new habits, Happy Habits.

Door #5

It is possible to learn anything, even unhappiness. You learn unhappiness by self-sabotage, self-defeat and self-fulfilling prophecies. Your belief of good or bad will confirm your confidence and lead to the outcome of your action to do something or no action at all.

Relearn Happiness, turn the I CANNOT to I CAN by acting differently, forgiving mistakes, and looking on the brighter side.
“Education is what survives when what has been learned has been forgotten.”

- B. F. Skinner -
You can expect to...

... see communication as a process.

... find your F.L.O.W.

... know your preferences and be active within your own preferences.

... identify universals in the classroom.

... know how “fit” within the classroom dynamic.

... discover how to get connected.
There is no question that communication is important to our ability to function and interact with others.

**Classroom communication** includes your motivation, preparation, and ability to communicate effectively with students and instructors in the classroom environment. Communication may also take place when using on-line methods of class activity.

**Communication**, at its core, encompasses verbal and non-verbal components that range from how we exchange ideas, emotions, concepts and questions to how we present ourselves with body language, attitude and action. It involves connecting directly (in-class conversation) or through media (email, phone, etc.).

The goal of **Key #6** is to give you the ability to identify and understand how our preferences influence:
* who we are,
* how we act, and
* how we interact within the group or within a classroom.

As mentioned above, the ability to communicate effectively is important, but how do you know your communication is effective?

**Identify the way you communicate in a class “effectively.”**

________________________________________________________________________
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as a Process

To communicate we must:
1. first have a message we want to communicate,
2. have a medium to express it, and then
3. take action to convey the message,

but there is more than just how it comes out. We also have to look at:
4. who is receiving the message,
5. adjust for the person,
6. Situation, and
7. context.

Communication is complete when you have received feedback that the other person received the same message you sent and visa versa.

Good Communication Tools

1. **Listening Tools**—In order to complete communication both parties have to listen, understand and ask questions courteously.
2. **Assertion Tools**—defend your rights, allow your needs to be satisfied and feel respect for yourself and allow others the same respect.
3. **Conflict Resolution Tools**—know emotions can be involved in conflict and its resolution. Keep in mind the end result is to strengthen the relationship or foster a closer one while respecting each other’s viewpoints, emotions, and needs.
4. **Problem Solving Tools**—The way to resolve the conflict is to find a mutually beneficial option, one that works for everyone and stands the test of time. Ask yourself: what are some ways we can meet the needs of both parties?

Know when to use each tool and KEEP COOL!
In classroom communication you receive a lot of messages, and the classroom as a whole is systemic in the sense there is often more going on than an instructor or professor conveying a message. One such aspect to classroom communication is the flow. The flow affects learning and overall communication within the classroom.

Finding your flow is the same as finding your zone. You have found your flow or zone when you are able to focus positive energy, thoughts, and attitudes towards the task you are working on.

It is also characterized by a feeling of working at your best or highest capacity and this is a great feeling! There is a sense of focus, an awareness of the ability to make it happen and a general good feeling about doing it.

Your flow and zone are inhibited when you are down emotionally or have an outlook on your work which conflicts with your perceived ability and desire. If you do not feel like you can or want to act, then your flow is disrupted by anxiety, boredom, and sometimes fear.

What are you doing when you feel in the flow or in the zone?
Recognize your flow, find it and use it to facilitate effective communication and effective learning.

**How do you find your flow?**

**F** - Focus of flow includes a feeling of being absorbed and interested in the action, subject or thought process behind what you are doing.

*What helps you focus? (interest in the subject, a challenge, ease, motivation, etc.)*

**L** - Lose preoccupations both small and big. There are no distractions. In most respects you are engrossed in your work, your thoughts and even the process of learning, uncovering or creating.

*What feelings or thoughts precipitate your losing preoccupation with outside distractors?*

**O** - Optimism. Enjoying what you are doing is essential to getting into the flow or zone. Having an upbeat attitude, outlook, and desire will help you get to that where you are working or performing at your best and feel good doing so.

*What are you doing when your optimism is strongest?*

**W** - Work. When your work is productive, you derive a sense of achievement, pleasure from engagement. You could even say the work no longer feels like work.
Preferences are your personal tendencies, the ways in which you lean in one direction or another as you interact with the world around you. They are not to be confused with what is right and what is wrong, because there are no right or wrong preferences. Preferences are simply where you are most likely to focus your energy, whether your energy is on a given task, thought, action, or person. Look at your preferences in terms of energy there is:
inward (introversion) or
outward or (extraversion).

**Introverts tend to:**
→ Reflect, then act
→ Need privacy and quiet to concentrate
→ Act more reserved

**Extroverts tend to:**
→ Act, then reflect
→ Need stimulation from others/prefer to be around others
→ Be more transparent; it is easy to know their opinion
Preferences are not a case of either/or because there is also overlap, since as individuals we can shift between introversion and extroversion. We naturally move between the two given a situation and people. Also, keep in mind you are interacting with others who may or may not share your preference(s).

Which type do you see yourself?
How do you focus your energy?

Start on the next page to find your preference or tendencies. Once you are done, you can begin to see where your energy is focused.
Preferences as established refer to your personal tendencies. It is not either or, but overall where you will find yourself leaning to one side or the other. One side will often require less effort, is more natural, and better fits how you individually work, learn, communicate, work in teams and lead groups.

Check all the boxes below that fit your overall actions, thoughts, and behaviors to know: (a) your individual learning preferences, (b) preferences when working in teams, and (c) preferences when leading groups [10, 11, 12]. These may overlap.

**Extraversion vs. Introversion**

### Know Your Individual Preference

**E**

1. Focuses on the external environment
2. Values action first
3. High in verbal and interpersonal skills

**I**

1. Focuses on the inner thoughts & feelings
2. Values reading, reflection time
3. Needs quiet for concentration
**Know Your Team Work Preference**

**E**
1. Offers a variety of experiences
2. Looks for help from outside sources
3. Wants defined goals and outcomes

**I**
1. Stays focused on internal objectives
2. Offers deeper experiences
3. Relies on self or a select few for guidance.

**Know Your Preference When Leading**

**E**
1. Is business-like and assertive
2. Develops plans within discussions and others
3. Action oriented—begins first

**I**
1. Leads by example
2. Thinks and reflects internally before leading
3. Seeks small group interaction
get involved

How are you active?

How do you see yourself as an extravert in the classroom?
Remember to consider the instructor's or professor's preference. Knowing how others are acting within their preference will only enhance your ability to interact better with them and the classroom environment.
Behaviors & Attitudes Necessary for Positive Classroom Participation

1. Need for critical thinking
2. Attendance and participation
3. Display of positive attitude
4. Devotion to continued learning
5. Communication of ideas, problems, and uncertainties

There are three components to each of these:
Actions, Attitudes, and Emotions

**Actions:** refer to the process of doing something, typically to achieve some goal. Applied to classroom learning, actions are behaviors that are directed toward learning within the classroom environment.

**Attitudes:** refers to a way of thinking about someone or something. Within the classroom, students may have different thoughts and opinions regarding the class content and/or structure.

**Emotions:** refer to any particular feeling that characterizes a person's state of mind. Students may experience many emotions within the classroom. Often times, learning is associated with positive emotions like excitement, happiness, anticipation, etc.

On the next page is a list of attitudes, thoughts, and behaviors that support student learning within the classroom. Caution! While useful: Each of these components can be taken to extremes and can hinder student success in the classroom.
Appreciation: Appreciation refers to many classroom behaviors and attitudes. Generally, a student should have an appreciation for teaching and learning in the college classroom. A student who displays too little appreciation may see college as jumping ‘through hoops’ vs. a process of continued learning.

Dedication: Dedication refers to one’s commitment to the process of learning within the classroom. Generally, a student who displays too little dedication may not try or give much effort within the classroom, while a student who displays too much dedication within the classroom may overpower classroom discussion.

Need for Achievement: Need for achievement is a personality characteristic, a person who is always striving for success. Those who are extremely high in need for achievement may never believe their work or effort is good enough. Those who are low in need for achievement may strive too little, and only attempt to reach minimal standards of classroom expectations.

Humor: Humor refers to one’s reactions, mood, or inclination toward events. Those who display too much humor in the classroom may be interpreted by others as not taking learning seriously. Those who display too little humor may convey a rigid approach to learning and an inability to be flexible.

Determination: Determination refers to a students’ ability to persevere through challenging college experiences. Students who display high levels of determination within the classroom tend to not give up when topics are challenging and/or difficult. Students who display too little determination may feel overwhelmed when classroom situations and/or topics become too challenging.

Confidence: Confidence refers to the feelings or beliefs of self-assurance. Within the classroom environment, a student who possesses too little confidence may question their abilities and intelligence within the classroom. Students who possess too much confidence may overestimate the “easiness” of a class and consequently perform poorly.
How do you fit into the classroom dynamic?

How's your...

Appreciation:


Dedication:


Need for Achievement:


Humor:


Determination:


Confidence:


How can you heighten your...

Appreciation:

Dedication:

Need for Achievement:

Humor:

Determination:

Confidence:
When it comes to **Classroom Communication:**

it is important to know how to get your foot in the door. Find a way to connect with classmates, and your instructor or professor.

Fill in the lines below to get it together, get organized, know where you are going, and utilize the schedule you have created.

Get organized...know what you need:  
*Syllabus, Campus directory, Campus map, Deadlines*

Have a place for things... where can you find them?

Have all your class materials on you, utilize them, refer to them, and open the book. How can you incorporate these things?
Know the instructor/professor’s preferred method of contact...email, message boards, telephone, office hours

### Professor/Instructor

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### Contacts

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References


5. Information on the “Mini-Quicki Relaxation Strategies” was compiled by Newton, D.W., Fulmer, R., & Unterberger, T. at Counseling Services, Kansas State University.


Notes
The KEY is... CLEI
KEY to Your Academic Success

Program of Change (POC) SUPPLEMENT

Worksheets for Planning College Success

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Steps for Completing the POC

This activity is designed to carry you through a series of steps that will permit you to consider the best method to accomplish change. Change is the process one goes about to solve a problem and achieve a desired goal. The process of change will help you determine specific activities you may undertake to achieve the goal you identify. Follow each step in order.

STEP 1: Identify Needs

Use information you have received from (1) CLEI profile results, (2) summary of your personal learning experiences. These include awareness of your motivation, interest, past accomplishments, and future aspirations, and (3) understand your personal style and your study habits!

The following are activities to help you discover more about yourself:

- Strengths and weakness in class from last semester
- CLEI peaks and valleys
- Learning style preference (visual, experience, oral, written)
- Personal history (defining moments, key people, future decisions)
- Time utilization
Based upon what you have identified about yourself, using the assessments above, complete the following sentences to describe yourself:

**My personal history shows that I**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**My personality style can be described as**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**My learning style is**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**My personal motivation**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**My use of time and activity**

________________________________________________________________________
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STEP 2: Describe Problems

The next step is to identify and describe a problem situation and the goal or outcome you wish to accomplish. Here are some guidelines for selecting the problem area and goal outcome:

Is it something you really care about?

- Select an area you want to work on rather than a big, abstract issue that everyone may be interested in.

Examples of goals that are too big and general are: getting good grades, lifestyle and health behavior, enjoyment of your academic and career goals.

Examples of goals that are clear and more specific are: achieving greater self-confidence through increased positive thinking, improving memory by using a fact recall system for classes, being able to plan and organize your assignment in advance.

Is it something in which you are personally involved?

- Be sure the problem and goal areas are intimately yours and not an agenda that someone else wants for you. Are you more influenced by others (parents, teachers, friends) than what you prefer yourself?
Do you have the possibility to influence the situation you are concerned about?

- For example: Wanting to take courses where the instructor provides notes online, or having a roommate tutor you for a test. These goals are relying on “someone” else or factors over which you have little control.

Is this goal something that makes you stretch beyond your present level, but is not out of your reach?

For example: You may now study only one hour per night but would like to increase that to 3 hours, at the same time you work a part-time job and want to maintain overall wellness by assuring sufficient sleep, good meals, and physical activity without depriving yourself and fatiguing your “brain.”

Now, describe the problem area and goal as you identify it.
**STEP 3:**
**Make a Goal Statement**

Most situations/problems/goals can be rephrased so that they can describe two things:

a. The situation as it is now
b. The situation as you would like it to be (the ideal)

Restate your problem situations briefly, indicating the direction of change you desire.

**Poor:** I want to improve the way I study.
**Better:** Implement a system to better plan and organize my study time.

**Poor:** I go along with friends ideas too much, I want to stand up for myself.
**Better:** Increase my assertiveness when interacting with friends.

**Restate your situation to indicate the positive direction of change:**

- 
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(Continued)
**STEP 4:**
**Complete a Force Field Analysis***

Most problem situations can be understood in terms of the forces, which push toward improvement and the forces, which resist improvement and keep the situation a problem. For example, some forces will improve alertness and physical/mental fitness such as regular cardiovascular exercise, good nutrition, regular sleep.

Other factors will tend to deter your fitness: excessive alcohol consumption, too many sweets, watching television on the couch, etc. These are called restraining forces. Identify as many of these forces driving you toward your goal or doing the reverse, keeping (restraining) you from your goal.

**Write out these DRIVING AND RESTRAINING FORCES:**

What are the driving and restraining forces affecting the situation you want to improve? Use this as brainstorming, coming up with as many ideas as possible. Consider personality factors, physical resources, social pressures, other responsibilities, feelings, or other conditions. Again, list everything that comes to mind without being selective. You may weed out irrelevant items later.

* Note: Force Field Analysis is a process that has evolved from the work of Kurt Lewin (1951) in the book *Field Theory in Social Sciences, NY: Harper Collins.*

**List Driving Forces (POSITIVE INFLUENCES):**

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

**List Restraining Forces (INHIBITORS):**

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
STEP 5:
Prioritize: What are the Most Important Factors that Promote or Restrict Your Goal Achievement?

Now review the two lists you wrote out in Step 4 and underline those forces which seem to be the most important right now, and which you might be able to affect constructively. Identify the two or three most important driving and restraining forces from your list by underlining these.
Force Field Analysis

Driving Forces help you reach your goal.

Restraining forces prevent you from reaching your goal.

Goal Attainment:
STEP 6:  
Action Steps—Restraining Forces

Now, for each restraining force you have identified, list some possible action steps you can plan and carry out to reduce the effect of the force or eliminate it completely. For example: If a restraining force from morning study is a tendency to sleep through your alarm, you might get a louder alarm, go to bed earlier, have someone come in to make sure you wake up, etc. Again brainstorm, listing as many possibilities as you can.

List below the RESTRAINING FORCES you have identified and brainstorm action steps:

Restraining Force 1: ________________________________

Action Steps:

a  ________________________________

b  ________________________________

c  ________________________________

Restraining Force 2: ________________________________

Action Steps:

a  ________________________________

b  ________________________________

c  ________________________________
Restraining Force 3: __________________________

Action Steps:

a  __________________________________________

b  __________________________________________

c  __________________________________________

**STEP 7:**
Action Steps—Driving Forces

Now, do the same thing for each of the driving forces you have identified. For example, if your friends encourage you in the attainment of your goal, you might suggest: writing an agreement with a friend and sharing the celebration of your achievement; asking them to check with you by calling once a week; or you could let several friends know what you are trying to do and ask for their support.

List below (and on the next page) the DRIVING FORCES you have identified and brainstorm action steps:

Driving Force 1: __________________________

Action Steps:

a  __________________________________________

b  __________________________________________

c  __________________________________________
Driving Force 2: ________________________________

Action Steps:

a  ____________________________________

b  ____________________________________

c  ____________________________________

Driving Force 3: ________________________________

Action Steps:

a  ____________________________________

b  ____________________________________

c  ____________________________________

STEP 8:
Goal Attainment Scale*
(A Way to Measure Progress)

Steps to Define Goal Attainment

Goal Attainment Scaling \cite{13} is a systematic way to record your changes by utilizing an individual measuring rod of where you are and where you would like to be. For example, if the goal of a student was to increase the quantity of study time so as to increase preparedness for class, these four perspectives could be written as follows:

**Level 1**: A description of behavior if you were to fall back or do worse.  
*Example: I would study an average of less than two hours per day.*

**Level 2**: An accurate description of the present behavior.  
*Example: I now study an average of two hours each day during the week, and three hours on weekend days.*

**Level 3**: A description of behavior that is an improvement within easy reach.  
*Example: I would study an additional half hour a day, and an extra hour on weekends.*

**Level 4**: A description of behavior that would stretch beyond your immediate reach.  
*Example: I would double my study time each day and include an extra three hours on weekends.*
Goal Attainment Scaling

Identify one immediate goal you have in your life at the present time. Choose a very specific area, such as increase your exercise, meet and make new friends, improve note-taking skills, or reduce time watching television. Remember, if using a problem such as watching television, change the negative into a positive goal by stating it in a manner such as, “I desire to increase the productivity of my free time.” After stating the goal, describe your present level, and then note a level below (backsliding), and two improved levels (immediate reach and extended reach).

**Level 1** (below present level): ________________________________

__________________________

__________________________

**Level 2** (present level): ________________________________

__________________________

__________________________

**Level 3** (immediate reach): ________________________________

__________________________

__________________________

**Level 4** (beyond immediate reach): ________________________________

__________________________

__________________________

Setting goals allows a person to take control of life. Goals provide direction and meaning to each day. Goals promote an individual’s sense of self-direction and accountability, and also allow the individual to determine if the behaviors being exhibited on a day-to-day basis are congruent with the desired destination.
**STEP 9:**
Monitoring Progress

Use a weekly or monthly calendar to plot your activity each day, and monitor the level of progress. You should then evaluate your goal attainment at the end of the week.

### Example week at-a-glance or month at-a-glance

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Example Student Academic Performance Agreement Contract

In addition to the specific goals described for the CLEI group lab it is suggested to include in this contract additional basic expectations as a part of an overall academic improvement program. These would be developed and adapted based upon College or Department inputs but might include the following as guidelines:

1. I will enroll in no more than 4 courses/12 credit hours for the semester.

2. I will attend all scheduled classes without being tardy unless I can provide a valid reason for my absences or tardiness with a University Excused Absence.

3. I will read and follow the rules and regulations in the Kansas State student handbook.

4. I will attend individual conferences as scheduled with an academic counselor or academic advisor to monitor my academic progress and success.

5. I will submit a completed Academic Progress Report listing estimated mid-semester grades, which will be signed by each faculty/professor.

6. I will not have any Incomplete grades or Withdrawals from any courses.

7. I will make use of campus resources including tutoring, the Math/Writing Center, and the Career Center.

8. I will earn and maintain a grade point average of 2.0 or above on a 4.0 scale by the end of the current semester.

**Student Goals**: (state specific goals and attach to this document the program of change that outlines the activities)

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The KEY is... CLE!

In Reaching Your Destination