Ohio Literacy Resource Center

GED Scholars Initiative Bridges Program

Imagine the possibilities. Realize your potential.

The GED Scholars Initiative Bridges Program supports GED graduates transitioning to higher education at Kent State University.

The GED Scholars Initiative Bridges Program is funded by the Dominion Foundation.





Bridges Guide Contents

*Indicates University Partners, speakers who collaborate with GEDSI to share their particular job duties, area of expertise or field of study with prospective students. We strongly suggest building these relationships and partnerships.

GED Scholars Initiative & Bridges Program Description	. 3
Inquiry Form	. 4
Invitation Letter	. 5
Measuring College Success Overview	6
Bridges Workshop Schedule	. 8
Bridges Workshop Day 1	. 9
Agenda Topics	
Expectations	
College as an Investment*	
Assessing Barriers to Education	
Goal Setting	
Financial Aid*	
Career Awareness	
Admissions Application*	
Bridges Workshop Day 1 Syllabus	
Bridges Workshop Day 1 Topic Descriptions	
Bridges Workshop Day 1 Handouts	
Bridges Workshop Day 2	19
Agenda Topics	
Academic Advising*	
Scavenger Hunt/Campus Tour	
Note Taking Classroom Observation*	
Bridges Workshop Day 2 Syllabus	20
Bridges Workshop Day 2 Topic Descriptions	
Bridges Workshop Day 2 Handouts	
· · ·	
Bridges Workshop Day 3	33
Money Management	
Time Management	
Learning Styles	
College Writing*	
Test-taking Strategies	
Bridges Workshop Day 3 Syllabus	. 36
Bridges Workshop Day 3 Topic Descriptions	
Bridges Workshop Day 3 Handouts	
Bridges Workshop Day 4	
Agenda Topics	-
Academic Success Center*	
Test Taking	
Ask a Professor*	
Next Steps	
Bridges Workshop Day 4 Syllabus	51
Bridges Workshop Day 4 Topic Descriptions	52
Bridges Workshop Day 4 Handouts	53
Student Success Stories	59
Resources	65

NOTE Topics can be arranged in any order that best fits your situation. We have found that these are very fluid based on availability of speakers, except for Day 1 which is the foundation for the rest of the week. Vocabulary for the syllabus will need to be rearranged accordingly.

Ohio Literacy Resource Center

GED Scholars Initiative Bridges Program

Imagine the possibilities. Realize your potential.

The GED Scholars Initiative Bridges Program supports GED graduates transitioning to higher education at Kent State University.

The GED Scholars Initiative Bridges Program is funded by the Dominion Foundation.





GED Scholars Initiative – Transition to Higher Education

The GED Scholars Initiative (GEDSI), the first of its kind in the nation, was created in 2002 by the Ohio Literacy Resource Center to address the specific needs of students who earn their GED and attend Kent State University. The GEDSI works in collaboration with other programs and offices on campus to provide resources to GED students.

GED graduates who apply and are accepted into higher education institutions commonly arrive with limited knowledge and understanding of the processes and procedures on campus. They may not know about financial aid options, academic status definitions, housing availability, and other available student services. This lack of information may result in lower grades; wasted time; increased stress and frustration; diminished success rates; and, at worst, increased drop-out rates.

Bridges Program

Thanks to the continued generosity of the Dominion Foundation, the GED Scholars Initiative has supported GED graduates throughout their transition to higher education at Kent State University. Since 2005, more than 95 GED holders from Cuyahoga, Geauga, Lorain, Portage, Richland, Stark, Summit, and Wayne counties have participated in the GEDSI Bridges Program.

GEDSI staff and students visit area social service agencies and Adult Basic and Literacy Education (ABLE) programs to motivate students to obtain their GED and to support GED graduates in their quest for higher education. Potential students are identified and given a packet of information about the Initiative including successful GED Scholar student stories and information about the Bridges program. Bridges participants learn about the application process and enrollment; financial aid; housing; maintaining a GPA; study strategies; technology; time management and budgeting. The \$40 application fee for each incoming student is waived, and a flash drive and academic planner are given to each participant. In addition, participants also receive a \$300 book scholarship to help defray costs for their first semester at Kent State University.

Upon completion of the Bridges program, students are assigned to a peer mentor. Mentors are GED Scholars who

Bridges Partners:

- Seeds of Literacy (Cleveland)
- Project Learn of Summit County
- Help Me Grow of Portage County
- Even Start of Windham and Ravenna
- Community Action Council (Portage County)
- Maplewood Career Center ABLE (Ravenna)
- Akron Urban League
- Youth Employment Program (YEP) (Cleveland)
- Haven of Rest (Akron)
- YO! Cleveland
- Kent Social Services
- Catholic Charities
- Housing and Emergency Support Services (HESS)
- Kent Presbyterian Church
- Job and Family Services of Portage County
- Miller House (Kent)

have successfully completed two or more semesters at Kent State University. The GEDSI Peer2Peer mentoring program ensures students receive beneficial, on-going support and guidance by encouraging community building and promoting a positive, successful learning experience.



INQUIRY FORM

Personal Information:			
Last Name:		First Name:	
Address:			
City:	State: Fax:	Zip:	
Phone: ()	Fax:	Date o	of Birth:/
E-mail		ou will be attending: _	
GED Information:			
Where did you take your	GED test?		
Did you attend an ABLE p If yes, where?			
Date of GED: /			
Did you take the practice	test? Yes No D?		
Your Future:			
What are your personal o	or school-related goals?		
What barriers do you face	e in achieving these goals?_		
What resources or service	es do you need to be succes	ssful?	
What is your career path	?		
Extracurricular activities	What would help me	I want more	Obligations
that interest me:	the most?		E. Samilla
☐ GED United Scholars	☐ Finance	☐ Admissions	
☐ Flying Club	☐ Tutoring	☐ GED Scholars	□ Children
☐ Greek Organization	□ Academic Support	Initiative	Ages:
☐ Intramural Sports	□ Career Counseling	☐ Financial Aid	Names:
□ Mass Media	☐ Mentoring	□ Relocating	□ Religious
□ Environmental	□ Computer Training	□ Transportation	□ Volunteer
☐ Music & band☐ Other☐	□ Other		□ Work

Ohio Literacy Resource Center

Research One – 1100 Summit St., Kent State University, P.O. Box 5190, Kent, Ohio 44242 ged@literacy.kent.edu

FAX: 330-672-4841 gedscholars.org

Example of GEDSI Bridges Inquiry Form
Please make adaptations as necessary for your program.

OHIO LITERACY RESOURCE CENTER

GED Scholars Initiative



January 13, 2011

Greetings,

Sincerely,

OA. White

There are many options available to you once you receive your GED. Pursuing higher education at Kent State University might be the next step you want to consider, but you may have many questions about how to begin this process.

The GED Scholars Initiative, located at Kent State University, invites you to attend Bridges. This GED Scholars Initiative program is funded by the Dominion Foundation and will provide you with answers to the questions you may have and help bridge the gap between receiving your GED and attending a higher education institution.

- Mon., February 6, 9 am 4 pm: Introductions, Admissions, Financial Aid, Goal Setting
- Tues., February 7, 9 am 3:30 pm: Advising, Note-taking, Learning Styles
- Wed., February 8, 9 am 4 pm: Campus Tour, Class Observation, Test-taking
- Thurs., February 9, 9 am 3 pm: Time Management, Professor's Perspective, Next Steps

Continental breakfast and lunch will be provided. If you have obtained your GED, you will need to bring a copy of your transcripts. Completion of all four sessions will qualify you for an admissions application fee waiver. Once you have attended all four sessions and have gained acceptance into the university, you will receive a \$300 book scholarship. WE WILL NOT OFFER MAKE-UP DAYS!

To find out more about the college experience and your future enrollment at Kent State University, simply complete the confirmation form below and return it in the enclosed postage paid envelope by **February 1, 2012.** Enclosed are directions to the campus. If you have any questions, please contact the GED Scholars Initiative at 330-672-4649 or email cwhite@literacy.kent.edu. Please visit http://www.partaonline.org/ for bus schedules or call the office if you are unable to access the internet.

Carrie White
Director, GED Scholars Initiative

Limited spots available. Guarantee your spot in the GED Scholars Initiative's Bridges program by filling out the form below or registering online at http://gedscholars.org/bridges.html.

Name
Phone
Email

Career Interests

Date of GED Test
// Date of Birth
// /

Special Accommodations or Dietary Restrictions

Already Applied to KSU? ☐ Yes ☐ No · Already Completed FAFSA? ☐ Yes ☐ No

After obtaining a GED, adult students indicate their interest in continuing their education to the post-secondary level. Potential college students across the United States are increasingly encountering difficulty when transitioning to higher education. Their success depends upon their college-readiness and their level of preparedness for what is expected of them as university students. Success is measured by the completion of a general education course with a proficiency that qualifies them to take the next level course in the subject's sequence.

The model below demonstrates the relationship and mutual dependence of the four dimensions of college-readiness: contextual skills and awareness, academic behaviors, key content knowledge, and key cognitive strategies. By identifying these four dimensions in greater detail, a student's level of college-readiness can be adequately measured.

Figure 1.1 Four dimensions of college readiness



Key Cognitive Strategies

The importance of key cognitive strategies is central to the success of college students. The skills associated with this dimension of college-readiness include the student's ability to think critically and solve complex problems. A student's cognitive abilities can be gauged by how well a student approaches intellectual activities, demonstrates understanding, and retains knowledge.

A college-ready student has a desire to learn and is willing to accept differing perspectives. They are able to use reasoning skills to evaluate, analyze and refute arguments while having the ability to construct an argument of their own with supporting evidence obtained through research.

Key Content

Key content knowledge includes the understanding of key concepts and ideas within these various disciplines:

- English: Students must be able to critically read texts, and develop organized and detailed oral and written work.
- Math: Students with a background of basic algebra are more likely to succeed.
 Students should be able to apply the appropriate mathematical formulas to solve problems and understand why such formulas are used.
- Science: Students should be capable of analyzing empirical data and models representing complex ideas. Students should understand that scientific conclusions are frequently challenged and altered.
- Social Studies: These courses require the student to interpret and evaluate content while grasping major concepts used to simplify an overwhelming amount of information.

Academic Behavior

Key academic behaviors include self-awareness, self-monitoring (or the ability to think how one is thinking) and self-control. A successful college student is able to accurately assess how well they know a subject, and determine where and why they are encountering problems of misunderstanding; evaluate what strategies and methods worked in the completion of academic exercises; confront difficult or ambiguous material with perseverance; and identify and use a range of study strategies.

Specific study skills needed for success include the ability to adequately prepare for and take exams; use campus resources; take organized notes; communicate with teachers and advisers; realize the potential of and participate in study groups and manage stress. Time-management is also a crucial study skill. Students should use calendars and "to-do" lists to keep track of assignment due dates and prioritize study time in relation to social activities or work. A student should be able to determine how much time a task will take and reserve enough time for that task. Students must also be able to locate an area that is conducive to their studying.

Contextual Skills and Awareness

This division of college-readiness encompasses a wide array of skills and knowledge necessary to apply for and attend college with success. Freshmen students who do not understand how the college system operates often become frustrated and feel out-of-place in the college community. Students should understand that the college community consists of values and norms that may differ from their own. First-generation students are at a particular disadvantage when dealing with these issues and often need extra support.

Students must be able to navigate the many facets of the university system and realize that information is both stated and unstated in college applications and documents. They should be able to select a university, understand the college's specific requirements, and successfully apply. A college-ready student should be aware of the many

financial aid options and student loan repayment plans. They should also know how to take advantage of college resources including advising and tutoring services.

Students should possess the social skills needed to interact with a diverse body of professors and peers. A university student is expected to work in teams, communicate informally and formally, and demonstrate leadership abilities in a variety of settings.

Conclusion

Students with an earned GED have already taken the initiative in preparing for college. Understanding the four dimensions of college-readiness will allow instructors to efficiently assist students along this path. Preparing students will allow them to take full advantage of college life. A college-ready student is a student ready for anything.

References

Conley, David T. *Toward a More Comprehensive Conception of College-readiness*. Bill & Melinda Gates
Foundation. (2007). 29 Oct. 2012.
http://www.collegiatedirections.org/2007 Gates Colleg
eReadinessPaper.pdf

Bridges Schedule Spring 2011

	Admissions & Finances	Advising & Classes	College Success Strategies	Academic Success
	Monday, February 7 Lunch OLRC	Tuesday, February 8 Lunch Student Center	Wednesday, February 9 Lunch OLRC	Thursday, February 10 Lunch OLRC
9:00	Welcome & Intro [Carrie]	Advising [Deanna] Protect Your GPA	Money Management [Carrie]	Academic Success Center [Ronnie]
9:30	Expectations Rumors/Myths			
10	Your Investment [Brian]	Scavenger Hunt Tour [All]	Time Management [Dianna]	7 Ideas Test
10:30	Assessing Barriers to Education Survey [Judy]			
11	Goal Setting [Judy]		VARK Learning Styles [Judy]	Ask a Professor [Suzanne]
11:30	Lunch Technology Survey			
12		Lunch	Lunch	
12:30	Financial Aid * [Yvonna]			Lunch FAFSA [Christina]
1		Note Taking Strategies [Judy]	College Writing [Nancy]	
1:30	Trends/Career Decisions [Judy]			Next Steps Application to University
2		2:15 7 Ideas Class Observation [Barrick]		
2:30	Admission Applications FAFSA Pins [Carrie]		Test-Taking Strategies [Judy]	MEET IN 2 WEEKS
3	3:15 Vocabulary Review [Carrie/Judy]		Vocabulary Review [Carrie/Judy]	
3:30		Debrief [Carrie/Judy] Vocabulary Review		

^{*}Mapping Financial Journey homework

NAVIGATING THE KSU SYSTEM

Workshop 1: Expectations/Admissions/Financial Aid/Career Decisions

February 7, 2011 9:00 am – 3:30 pm

Time	Topic	Speaker	Materials
9:00	History of GEDSI	Carrie	Sign-In sheet
(30m)	Introductions		Name plates
	Housekeeping (materials,		Parking passes
	syllabus, vocabulary,		Admissions glossies
	expectations for the week)		KSU promo
	© Expectations: Introduce self and		Planner
	what career you're interested in		GED Folders
	pursuing		Binders
			© Syllabus with vocabulary
9:30	What do you expect from college?	GED Scholar	
(60m)	© Rumors & Myths	Speaker	How is College Different than HS
	Your Investment		T Was Balan
	\$411/credit hour Kent		Tuition Rates
	\$233/credit hour branches		
	© Commitment & responsibility for		
	Success		
10:30	© Take Assessing Barriers to	Judy	ABE assessment
(60m)	Education Survey	,	
	© Goal Setting		SMART Goal sheets
11:30	Lunch		Technology survey
(60m)			,
12:30	Financial Aid *	Financial Aid	pin # to start FAFSA
(60m)		Partner	FAFSA application (paper)
			Mapping Financial Journey
1:30	Career Decisions	Judy	Trends handout
(60m)			SDS Guide to Educational & Career
			Planning
			Guide to Holland Code
2:30	Undergraduate Admissions	Carrie	Admissions application (paper)
(30m)	Complete paper applications		Conference room/Computer lab
3:00	Review Vocabulary	Carrie/Judy	
(30m)			

^{*}handout *Mapping Financial Journey* for homework/record spending for week

After Lunch & Morning Question: What was the most important thing you learned (this morning or yesterday afternoon) or can use as you plan your next steps?

NAVIGATING THE KSU SYSTEM Bridges Program College Terminology

Spring 2011

Phone call is expected if unable to attend **330-672-4649**.

Book Scholarship

Attendance is **REQUIRED!** Completion of the following 4 workshops allows you the opportunity to receive \$300 for your books the semester you attend.

- 1. You will receive \$200 after admission to KSU and attending 2 additional workshops.
- 2. You will receive an additional \$100 book scholarship after your first semester midterms if you have received a 2.0 GPA

Workshop 1: Expectations/Admissions/Financial Aid/Career Decisions

Monday February7, 2011 from 9:00 – 3:30

College Terminology

ADULT STUDENT

CAMPUS

ADMISSIONS OFFICE

APPLICATION FEE

MATRICULATION

PART-TIME STUDENT

FULL-TIME STUDENT

SEMESTER

TUITION

FEES

FINANCIAL AID

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

INDEPENDENT STUDENT (FINANCIAL AID)

GRANT

PELL GRANT

OHIO INSTRUCTIONAL GRANT (OIG)

LOAN

SCHOLARSHIP

WORK-STUDY (FINANCIAL AID)

BURSAR'S OFFICE

FLASHcard (IDENTIFICATION CARD)

Example of GEDSI Bridges Day 1 Syllabus
Please make adaptations as necessary for your program.

ABLE instructors can also download the Eureka lesson plan, <u>College Survival Vocabulary Bingo</u> (http://mercury.educ.kent.edu/database/eureka/detail_lesson.cfm?LessonsID=240), for use in their ABLE transitions classrooms. Students sort college terminology into categories and practice using vocabulary.

Expectations

Expectations Activity Explain to group that expectations are powerful, and that understanding them is key to the success of our workshops this week. Tell the group you would like them to:

- Introduce themselves
- Share their expectations of the week
- · What career they're interested in pursuing and why

Rumors/Myths Discussion Lead with the question *What have you heard about college?* List ideas on the board. This opens the discussion for facilitators to dispel much of the false information students bring with them about the possibility of their entrance into the university.

Share the handout *How is College Different from High School* to compare their past educational experiences with what to expect at the university. Stress the fact that students are now taking responsibility for their learning.

Today's typical college student is no longer an 18-year-old recent high school graduate. Talk about this concept using Yesterday's Nontraditional Student is Today's Traditional Student http://www.clasp.org/admin/site/publications/files/Nontraditional-Students-Facts-2011.pdf. There are several terms students will need to know and can add to their syllabus vocabulary list.

During the first day and throughout the week we invite current GED Scholars to talk with prospective students and answer questions they have about transitioning to higher education. This is a valuable connection point for these students who if they matriculate, will be given a Peer2Peer mentor to help them navigate the university system.

College as an Investment

Students bring many misconceptions about the actual cost of college tuition. Share the current tuition rates with participants. Discuss the idea of credit hours and how tuition is calculated. This may be a good time to discuss the regional cost versus main campus expenses. Also, a good time to introduce room and board and how many students are interested in living on campus.

It is important for students to meet successful GED holders and how they have navigated the university system. We invite a GED Scholar on the first day to share their GED story and discuss the concept of college as an investment into your future.

Assessing Barriers to Education

Students generally don't think about what it takes to begin their postsecondary journey. We discuss how knowing ourselves and realistically evaluating our preparedness for school, will lead to becoming a successful college student. We begin the awareness process by introducing the inventory, *Assessing Barriers to Education* by John J. Liptak which can be purchased from Jist Works http://www.jist.com. This informal assessment identifies academic, financial, educational planning, personal and situational, belief and expectations barriers that students will need to be aware of before beginning their college careers. This inventory validates feelings that the individual may already have about coming to college and better prepares them when they arrive. After the inventory is discussed, participants engage in a goal-setting activity utilizing the information learned in their personal inventories.

Goal Setting

Successful people keep track of their goals and students will want to be able to use their goal-setting skills to manage their academic and personal lives while in college. Setting goals can be as simple as keeping a to-do list

for their day to setting a five-year plan for their lives. Several forms are provided within this guide, but if you have a goal-setting format you prefer, please use that.

ABLE instructors can also download the Eureka lesson plan, <u>Setting Goals for Success</u> (http://mercury.educ.kent.edu/database/eureka/detail_lesson.cfm?LessonsID=91), for use in their ABLE transitions classrooms. Students will develop SMART goals to use in planning their college admission process.

Financial Aid

A high percentage of students' questions center around how they will be able to afford college. Many are first generation students and don't have role models in their lives that have navigated the university system previously. It is important for prospective students to understand what the financial aid process is and how it works at Kent State. On the first day of the workshop, we invite a **Student Financial Aid University Partner** to talk with students about financial aid. The representative provides university financial aid packets, clarifies and dispels any misunderstandings students may have acquired before coming to the university. Many incoming students have heard of the Free Application for Federal Student Aid (FAFSA), but are unsure about how to complete this form. At the end of the first day, participants go online http://www.fafsa.gov to request their FAFSA PIN Number so that they can work with a financial aid counselor on Thursday to complete the application. At this time, Financial Aid talks about the importance of satisfactory academic progress and how academic distress can affect their financial aid.

Career Awareness

To introduce career awareness, we discuss the handout *Four Important Labor Market Trends That Will Affect Your Career* which highlights how education pays, the importance of technology skills, that education/training is ongoing and how career planning is essential. The *Buckeye Top Fifty: 2008-2018*http://ohiolmi.com/proj/projections/ohio/Buckeye50.pdf provides students with jobs that are currently in demand and some possible ideas for future career choices. Kent State's career services office uses the SDS (self-directed search) career assessment booklet by John L. Holland. They have graciously shared these booklets with us to use with prospective students. We discuss how to interpret the code and students conduct a self-directed search finding possible occupations that they match to their interests.

If students want to continue their investigation of careers, they can complete the *Career Planning Moodle* online. This online course includes modules on self-awareness, career exploration, and job search strategies.

Admissions

Bridges was created to inform students on how to navigate the university system and to help students determine if a postsecondary education is right for them. GEDSI staff review college admission requirements with Bridges participants and focus on GED transcripts, ACT/SAT scores and explanation letters. Counseling is provided during the week to help students find the best direction for their future, whether it is at Kent State University or another higher learning institution. If Kent State is the chosen school, participants will fill out the online admissions application and the Bridges program pays for the \$40 fee.

How is College Different from High School?

TESTS IN HIGH SCHOOL CLASSES	EXAMS IN COLLEGE
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them, usually in advance.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
GUIDING PRINCIPLE Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	GUIDING PRINCIPLE Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.
HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work and upcoming deadlines.	Professors may not remind you of incomplete work or due dates.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect <i>you</i> to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attended.
GUIDING PRINCIPLE High school is a teaching environment in which you acquire facts and skills.	GUIDING PRINCIPLE College is a learning environment in which you take responsibility for thinking through and applying what you have learned.

GOING TO HIGH SCHOOL CLASSES	SUCCEEDING IN COLLEGE CLASSES
The school year is 36 weeks long; some classes extend	The academic year is divided into two separate 15-week semesters,
over both semesters and some don't.	plus a week after each semester for exams.
Classes generally have no more than 35 students.	Classes may have 100 students or more.
You may study outside class as little as 0 to 2 hours a	You need to study at least 2 to 3 hours outside of class for each hour
week, and this may be mostly last-minute test	in class each week.
preparation.	Note: If you are taking 12 credit hours, this is 24-36 hours of study
	per week.
You seldom need to read anything more than once,	You need to review class notes and text material regularly, and
and sometimes listening in class is enough.	actively read assignments, sometimes more than once.
You are expected to read short assignments that are	You are assigned substantial amounts of reading and writing which
then discussed, and often re-taught, in class.	may not be directly addressed in class.
GUIDING PRINCIPLE You will usually be told in class	GUIDING PRINCIPLE It's up to you to read and understand the
what you need to learn from assigned readings.	assigned material; lectures and assignments proceed from the
	assumption that you've already done so.
GRADES IN HIGH SCHOOL	GRADES IN COLLEGE
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may raise your	Grades on tests and major papers usually provide most of the course
overall grade when test grades are low.	grade.
Extra credit projects are often available to help you	Extra credit projects cannot, generally speaking, be used to raise a
raise your grade.	grade in a college course.
Initial test grades, especially when they are low, may	Watch out for your first tests. These are usually "wake-up calls" to let
not have an adverse effect on your final grade.	you know what is expected—but they also may account for a
	substantial part of your course grade. You may be shocked when you
	get your grades.
You may graduate as long as you have passed all	You may graduate only if your average in classes meets the
required courses with a grade of D or higher	departmental standard—typically a 2.0 or C, but higher in many
	majors.
GUIDING PRINCIPLE "Effort counts." Courses are	GUIDING PRINCIPLE "Results count." Though "good-faith effort" is
usually structured to reward a "good-faith effort."	important in regard to the professor's willingness to help you
	achieve good results, it will not substitute for results in the grading
	process.
FOLLOWING THE RULES IN HIGH SCHOOL	CHOOSING RESPONSIBLY IN COLLEGE
High school is mandatory and usually free.	College is voluntary and expensive.
Your time is structured by others.	You manage your own time.
You need permission to participate in extracurricular activities.	You must decide whether to participate in co-curricular activities.
You can count on parents and teachers to remind you	You must balance your responsibilities and set priorities. You will
of your responsibilities and to guide you in setting	face moral and ethical decisions you have never faced before.
priorities.	The state of the s
Each day you proceed from one class directly to	You often have hours between classes; class times vary throughout
another, spending 6 hours each day-30 hours a week-	the day and evening and you spend only 12 to 16 hours each week in
in class.	class.
Most of your classes are arranged for you.	You arrange your own schedule in consultation with your advisor.
most or your classes are arranged for you.	Schedules tend to look lighter than they really are.
You are not responsible for knowing what it takes to	Graduation requirements are complex, and differ from year to year.
graduate.	You are expected to know those that apply to you.
GUIDING PRINCIPLE You will usually be told what to	GUIDING PRINCIPLE You are expected to take responsibility for what
do and corrected if your behavior is out of line.	you do and don't do, as well as for the consequences of your
do una corrected in your behavior is out or line.	decisions.

Well-Defined Goals

Instructions Answer the following questions to measure the clarity of your goals.

SPECIFIC

- What is it you are trying to accomplish?
- Are your goals specific, concrete and clear?

MEASURABLE

- Are the goals capable of being measured?
- In what ways can success be measured?

ACTION-ORIENTED

- Are the goals future oriented?
- What results should you be able to see when your goals are accomplished?
- What concrete things will you be able to do as a result of accomplishing the goals identified?

REALISTIC

- Are goals achievable within the availability of your time?
- Are there other resources that need to be available in order to achieve the goals?

TIMELY

- Is the time allocated for accomplishing the learning goals reasonable?
- Has a completion date been set for attaining the goals?

A Work Plan

- Identify the Goal
- Measure of Success is the objectives that describe how to achieve the goals and must be <u>SPECIFIC</u> and MEASURABLE
- Activities are the specific steps that need to be taken and are ACTION-ORIENTED
- List Potential Resources both human and material
- Set a Target Date with REALISTIC and TIMELY deadlines

Learning Goal			
Measure of Success (objectives)	Activities (steps)	Resources	Target Date
			Next steps

Learning Goal			
Measure of Success (objectives)	Activities (steps)	Resources	Target Date
			Next steps
Learning Goal			
Measure of Success (objectives)	Activities (steps)	Resources	Target Date
			Next steps
Learning Goal			
Measure of Success (objectives)	Activities (steps)	Resources	Target Date
			Next steps

Career and Educational Goals

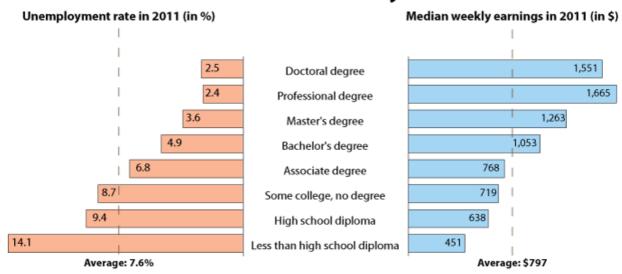
Short-term goal (6 months – 1 year)	
Long-term goal (2-5 years)	
Every long-term goal is made up of many short term goals and steps. As you get cl	oser to your long-term goal
you will set new short term goals.	oser to your long-term goul,
The steps I need to take now to reach my long-term goals:	Date to complete each step:
1.	
2.	
3.	
4.	
Short-term goal (6 months – 1 year)	
Long-term goal (2-5 years)	
zong term gour (z o yeure)	
Every long-term goal is made up of many short term goals and steps. As you get cl you will set new short term goals.	oser to your long-term goal,
The steps I need to take now to reach my long-term goals:	Date to complete each step:
1.	
2.	
3.	
4.	
4.	
Short-term goal (6 months – 1 year)	
Short term goal (o months - 1 year)	
Long-term goal (2-5 years)	
Every long-term goal is made up of many short term goals and steps. As you get cl	oser to your long-term goal,
you will set new short term goals.	T=
The steps I need to take now to reach my long-term goals: 1.	Date to complete each step:
2.	
3.	
4.	

Four Important Labor Market Trends That Will Affect Your Career

© Education Pays

People with higher levels of education and training have higher average earnings.

Education Pays



Source: Bureau of Labor Statistics, Current Population Survey

Last Modified: March 23, 2012. Accessed: http://www.bls.gov/emp/ep_chart_001.htm

Over an adult's working life, high school graduates can expect to earn \$1.2 million; those with bachelor's degrees, \$2.1 million; those with master's degrees, \$2.5 million. The harsh truth is that the college degree holder can expect to earn nearly a \$1,000,000 more than a person with only a high school diploma.

Knowledge of Computer and Other Technologies is Increasingly Important

• Employers tend to hire people who have the computer skills they need for the job, and people without these abilities won't get the best jobs. Upgrade your job-related computer and technology skills – and plan to keep them current.

Ongoing Education and Training are Essential

• Today's jobs often cannot be handled by people who have only the knowledge and skills that were adequate for workers a few years ago. To remain competitive, you will constantly need to upgrade your job-related skills – this is no longer an option.

© Good Career Planning is More Important Than Ever

 Most people spend more time watching TV in a week than they spend on career planning during an entire year. Yet most people will make major career changes five to seven times in their life. Career planning may be the most important decision in a person's life and should be focused on immensely.

Shatkin, Laurence, and Michael Farr. Top 100 Careers Without a Four-Year Degree. 10th edition. JIST Publishing, 2011.

Workshop 2: Academic Advising/Protect Your GPA/Tour/Note Taking/Class Observation February 8, 2011 9:00 am - 4:00 pm

Time	Topic	Speaker	Materials
9:00 (60m)	Academic Advising	Academic	Students adjourn to lab to look at
	What do you expect from your 1 st class?	Advising Partner	interested college and print requirement sheets
	☐ Class? ☐ Roadmaps	rararer	requirement sheets
10:00 (180m)	 Tour Scavenger Hunt Lunch	Carrie	Campus map Scavenger hunt handout Lunch in student center
1:00 (60m)	Note Taking Strategies	Judy	Newton's Bio Activity [3 size notes]
			Why do we need to take notes? Talk through PPT (slides 1-5)
			Think Aloud SQ3R [highlighters] Force Isotropic
			Use Cornell for Text Isotropic Property (ch 12) Newton's Laws (ch 13) Notetaking cue card
			Outline – When Your Instructor Talks Fast
			Study Questions – Chapters 12-13
2:15* (75m)	7 Ideas That Shook the Universe- Newton's Laws	7 Ideas Professor	Notebooks/pens/pencils
	Class Observation		*Leave for class at 2:00
3:30 (30m)	Class Debrief Review Vocabulary	Carrie/Judy	

Workshop 2: Academic Advising/Protect Your GPA/Tour/Note Taking/ Class Observation

Tuesday February 8, 2011 from 9:00 – 4:00

College Terminology

ACADEMIC ADVISING

ADVISER

REGISTRAR'S OFFICE

TRANSCRIPT

REGISTRATION

CATALOG

UNIVERSITY

COLLEGE

DEPARTMENT

PROGRAM

MAJOR

MINOR

UNDERGRADUATE

ASSOCIATE'S DEGREE

BACCALAUREATE DEGREE

CERTIFICATE PROGRAMS

KENT ACADEMIC PROGRESS SYSTEM (KAPS)

CREDIT HOURS

COURSE LOAD

LIBERAL EDUCATION REQUIREMENTS (LER)

SEMESTER HOUR

GPA (GRADE POINT AVERAGE)

ACADEMIC STANDING

PROBATION (ACADEMIC)

COURSE WITHDRAWAL

SYLLABUS

Academic Advising

Our **Academic Advising University Partner** shares with prospective students on the second day about making the important choice of choosing their majors and careers. The advisor discusses this from her perspective as a former student and from her undergraduate exploratory advising position. She stresses the importance of meeting with an academic advisor to make sure that students stay on track with their requirements and deadlines.

This session takes place in the GEDSI computer lab in our offices. The advisor then directs students to the KSU website page Explore Majors and Degrees –Graduation Planning System (GPS)

http://www.kent.edu/gps/index.cfm. Here they can search an area of study they discovered during the career awareness activity. KSU uses roadmaps as a semester-by-semester plan of study for each major, such as the GPS Student Plan and Recommendation Sheet. Students should become familiar with how to understand these forms.

Students receive a free flash drive to save any roadmaps of interest or they can print copies to put in their notebooks. This time is a very individual exploration based on their particular interests, but many questions are answered and general misunderstandings of college requirements are specifically addressed.

Until his recent retirement, the Dean of Arts and Sciences visited Bridges to share his talk *Protect Your GPA*. During this time, he also shared his college journey and stressed the importance of why students must keep their GPA in good standing and many examples of students who weren't able to maintain their GPA and the problems that ensued with persevering at the university.

Campus Tour_

The campus tour is completed as a Scavenger Hunt. There are two approaches we have used, either the *GEDSI Bridges Program Tour & Scavenger Hunt* or the *Student Schedule Scavenger Hunt*. Students are given a campus map and a list of items to be collected from various buildings. GEDSI staff leads the group to the first building on the tour and then dismisses them to work on their own. The Kent State campus is very large and can be intimidating, but after working as a team, participants and potential KSU students are much more confident in finding their way around campus. We have offered prizes if the group was able to complete the tour and find all their artifacts.

Note Taking

We have found that taking notes during a lecture is often a daunting task for students. Many have missed the practice in note taking that they would have experienced in the secondary classroom. We stress the importance of note taking as a study strategy they will need to hone as we talk through the PPT presentation, *The Note Taking Process*. Students receive a packet of handouts that include the PPT, online articles, Cornell Notes pages, a syllabus, chapters and study notes. This is an excellent opportunity to talk about everything from what professors expect of their students as far as classroom behavior to accessing resources online for the class.

Our activities are completed in the context of an actual university course on physics. The first activity focuses on summarizing and then they practice taking notes using the Cornell method on topics that they will need to be familiar with when we visit the classroom. We have learned about the conservation of energy, Newton's laws, the isotropic property of space and forces, kinetic and potential energy – areas in science where students often have little background knowledge. Our content depends on where the professor is in the lecture series, so communication with the professor is important as preparation is necessary to include the correct content for study and test preparation. This contextual simulation includes note taking, study skills, classroom attendance and a quiz over physics content.

Note taking is one of the topics students can learn more about in the *Academic Success Moodle* if they would like to acquire additional approaches to becoming a successful student.

ABLE instructors can also download the Eureka lesson plan, <u>Taking Notes for Class</u> (http://mercury.educ.kent.edu/database/eureka/detail_lesson.cfm?LessonsID=218), for use in their ABLE transitions classrooms. Students find the key ideas in a short biography and practice the note taking strategies of SQ3R, Cornell and outlining.

Classroom Observation

Now that students have some physics background knowledge on the lecture content, we attend a large lecture class at Smith Hall. Our **Classroom Observation University Partner** has written the content for the introductory science course *Seven Ideas that Shook the Universe*. He also posts lecture outlines and other study resources online for students. Students gain a first-hand experience of what classes will be like at the university and often have many questions that we can address in our debrief session after the observation.

Stressing the importance of being prepared, we provide students with notebooks and pencils as well as the background knowledge for the day's class. We discuss classroom behavior and the importance of being "here and now" during the class. Although this is a review for many high school graduates, it is still a class with a high failure rate since only three exams are given for the semester. We stress the importance of joining study groups and using the tutoring opportunities available through the university.

2011-2012 Catalog



Exploratory Advising Center

Lake Hall, Kent, OH, 44242

330-672-3676

GPS STUDENT PLAN AND RECOMMENDATION SHEET

This form is to be used to keep a record of student/advising planning and referrals to various agencies and/or recommendations to students to take specific actions.

Name:				GPA:	Banner ID:
Email:				Cell Phone:	Date:
Totals	Term 1	Term 2	Term 3	University Requirements	University Requirements
Hours Taken:				36-37 credit hours of Kent Core	Declare Major by 45 credit hours
Hours in Progress:				1 Domestic Diversity Course (D)	Upper Division (30000-49000) 39 credits min.
Hours Still Needed:				1 Global Diversity Course (G)	Minimum 121 completed hours to graduate

Subject	Course Number and Title	Cr.	Sem.	Gr.
Developn	nental Courses (* = does not count towards g	radua	tion)	
US	* 10003 Reading Strategies for Col. Success	3		
	* 10006 Study Strategies for Col. Success	3		
ENG	11001 Intro. to College Writing - Stretch	3		
	11002 College Writing I - Stretch	3		
MATH	* 10006 Basic Algebra I and II (Regional)	4		
1	10007 Basic Algebra III and IV (Regional)	4		
	* 10020 Pre-Algebra (Regional)	2		
	* 10021 Basic Algebra I	2		
	* 10022 Basic Algebra II	2		1
	10023 Basic Algebra III	2		
	10024 Basic Algebra IV	2		

	KENT CORE REQUIREMEN	NTS						
Orientati	ion							
US	10097 Destination Kent State: FYE 1							
Composi	tion (6 hours)	- A						
ENG	11011 College Writing I	3						
	21011 College Writing II	3						
HONR	10197 Freshman Honors Colloquium I	4						
	10297 Freshman Honors Colloquium II	4						
Mathema	atics & Critical Reasoning (3 hours)							
CS	10051 Introduction to Computer Science	4						
MATH	11008 Explorations in Modern Mathematics	3						
	11009 Modeling Algebra	4						
	11010 Algebra for Calculus	3						
	11012 Intuitive Calculus	3						
	12002 Analytical Geometry and Calculus I	5						
	12011 Calculus with Precalculus I	3						
	12012 Calculus with Precalculus II	3						
	14001 Basic Mathematical Concepts I	4						
	14002 Basic Mathematical Concepts II	4						
PHIL	21002 Introduction to Formal Logic	3						

Humaniti	es in Arts & Sciences		
CLAS	G 21404 The Greek Achievement	3	
	G 21405 The Roman Achievement	3	
ENG	21054 Introduction to Shakespeare	3	
	22071 Great Books I	3	
	22072 Great Books II	3	
	22073 Major Modern Writers: Brit. and US	3	
HIST	G 11050 History of Civilization I	3	
	G 11051 History of Civilization II	3	
	D 12070 History of the US: Formative Period	3	
	D 12071 History of the US: Modern Period	3	
PAS	G 23001 Black Experience I: Begin. to 1865	3	
	D23002 Black Experience II: 1865 to Present	3	
PHIL	G 11001 Introduction to Philosophy	3	
	G 21001 Introduction to Ethics	3	
	G 21020 Comparative Religious Thought I	3	
	G 21021 Comparative Religious Thought II	3	
Humaniti	es in Communication and Information		
COMM	D 26000 Criticism of Public Discourse	3	
Fine Arts			
ARCH	10001 Understanding Architecture	3	
	10011 Survey of Architectural History I	3	
	10012 Survey of Architectural History II	3	
ARTH	12001 Art as a World Phenomenon	3	
	22006 Art History I: Ancient and Medieval Art	3	
	22007 Art History II: Renaissance to Modern	3	
	G 22020 Art of Africa, Oceania & America	3	
DAN	G 27076 Dance as an Art Form	3	
MUS	22111 The Understanding of Music	3	
	G 22121 Music as a World Phenomenon	3	
THEA	G 11000 The Art of the Theatre	3	

 $V:/\!/FORMS/2011\text{-}2012KentCore033111$

areas.			
ANTH	G 18210 Intro. Cultural Anthropology	3	
	G 18420 Introduction to Archaeology	3	
CACM	D 11001 Intro. to Conflict Manageme	nt 3	
ECON	22060 Principles of Microeconomics	3	
	22061 Principles of Macroeconomics	3	
GEOG	10160 Introduction to Geography	3	
	G 17063 World Geography	3	
	D 17064 Geography of US & Canada	3	
	G 22061 Human Geography	3	
GERO	D 14029 Introduction to Gerontology	3	
ЈМС	D 20001 Media, Power, and Culture	3	
JUS	26704 Issues in Law and Society	3	
POL	G 10004 Comparative Politics	3	
	D 10100 American Politics	3	
	D 10301 Diversity in Am. Pub. Policy	3	
	G 10500 World Politics	3	
PSYC	D 11762 General Psychology	3	
)	D 20651 Child Psychology	3	
	D 21211 Psychology of Adjustment	3	
	D 22221 Multicultural Psychology	3	
SOC	D 12050 Introduction to Sociology	3	
	G 22778 Social Problems	3	
	al Courses (6 hours) May also select no course from any other category	more than	one
сомм	15000 Intro. to Human Communication	n 3	
PHIL	11009 Principles of Thinking	3	
	Resources for Academic Sup Major Exploration	port and	
Academi	ic Success Center 207 Schwartz		nt.edu/asc 672-3190
Career S	Services Center 261 Schwartz		r.kent.edu 672-2360

Writing Commons
4th Floor Main Library www.writingcommons.kent.edu ary (330) 672-1787

GPS Roadmaps http://www.kent.edu/gps/index.cfm

10060 (4),	biological sciences [BSC1 101 10 (4), 10120 (4); 10061 (4), 10062 (1), 10063 (1), 10960 (5), 1096 1 (5), 23102 (5)] may be substituted for courses	51 (5)] ana	physics					
ANTH	ANTH 18630 Human Evolution							
L	18631 Issues in Human Evolution	1						
BSCI	10001 Human Biology	3						
	10002 Life on Planet Earth	3						
L	10003 Lab Experience in Biology	1						
L	20020 Biological Structure and Function	5						
CHEM	10030 Chemistry in Our World	3						
L	10031 Chemistry in Our World Lab	1						
	10050 Fundamentals of Chemistry	3						
	10052 Intro. Organic Chemistry	2						
L	10053 Inorganic and Organic Laboratory	1						
	10054 General & Elemen. Organic Chemistry	5						
GEOG	21062 Physical Geography	3						
L	21063 Physical Geography Laboratory	1						
GEOL	11040 Earth Dynamics	3						
L	11041 Earth Dynamics Laboratory	1						
	11042 Earth History	3						
L	11043 Earth History Laboratory	1						
	21062 Environmental Geology	3						
	21080 Oceanography	3						
NUTR	23511 Science of Human Nutrition	3						
PHY	11030 Seven Ideas that Shook the Universe	3						
	11660 Physical Science	3						
	13001 General College Physics I	4						
L	13021 General College Physics Laboratory I	1						
	13002 General College Physics II	4						
L	13022 General College Physics Lab. II	1						
	13011 College Physics I	2						
	13012 College Physics II	2						
	21040 Physics in Entertainment and the Arts	3						
L	21041 Physics in Entertainment & Arts Lab	1						
	21430 Frontiers in Astronomy	3						
L	24131 Frontiers in Astronomy Lab	1						

	Additional Courses Completed				Additional Courses Completed			
Subject	Course# Course Title	Credit Sem.	Grade	Subject	Course# Course Title	Credit Sem.	Grade	
	· ·	3 5	- -	s 	 -			
4		0 25 W35	15	2 8			ý 	
			173				, , , , , , , , , , , , , , , , , , , ,	
					-			

GEDSI Bridges Program Tour and Scavenger Hunt

Tour start: 10:00 a.m.

Office	Location	Phone Number
Bursar's Office	131 Michael Schwartz Center	(330) 672-2626
Parking Services	123 Michael Schwartz Center	(330) 672-4432
Registrar's Office	108 Michael Schwartz Center	(330) 672-3131
Financial Aid	103 Michael Schwartz Center	(330) 672-2972
Admissions	161 Michael Schwartz Center	(330) 672-2444
Career Services	261 Michael Schwartz Center	(330) 672-2360
Academic Success Center	207 Michael Schwartz Center	(330) 672-3190
Adult Student Center	181 Michael Schwartz Center	(330) 672-7933

Scavenger Hunt start: 10:30 a.m.

Go to:	Location & Phone:	Find:
Main Library	Library Building	Library brochure
	(330) 672-3150	
Writing Commons	4 th Floor, Library	writing tutoring
	(330) 672-1787	brochure
Undergraduate Studies Student Advising	Lake Hall/Olson Hall	advising brochure
Center	(330) 672-3676	
Pan-African Studies Department	Oscar Ritchie Hall	brochure on Pan-
	(330) 672-2300	African Studies major
Counseling & Human Development Center	Room 325, White Hall	brochure for
	(330) 672-2208	counseling services
Women's Resource Center	Alumni Carriage House	brochure on Women's
	(330) 672-9230	Resource Center
		services
May 4 th , 1970 Markers	Taylor Hall Parking Lot	Names of the 4 May 4 th
		shooting victims:
		1.
		2.
		3.
		4.
The Hub	Student Center	The rest of the group!
	(330) 672-2554	

Tour and Scavenger Hunt end: 12:00 p.m. (noon)

Student Schedule Scavenger Hunt

The following schedule is an example of a realistic college student's schedule created on Google Calendar (just one of many organizing/time managing tools available). Visit each location as if it were part of your own schedule. Pay careful attention to the length of each class period and the distance between classes (for example, do you have enough time to make it to the next class, should you take the bus, etc.?). Use your campus map to locate each site. Follow the guide on the next page to complete the scavenger hunt.



- 1. **Cartwright Hall Room 306** Your first class of the day is General Psychology (note: you will be observing this class only). If you are a commuter, you will be parking at the lots in brown on your map. From the parking lot, you can take a bus to Cartwright or you can walk. Which works best for you?
- 2. White Hall Room 325 Your next stop is the Counseling and Human Development Center (CDHC) which is free of charge to students who would like to receive counseling services. Pick up a CHDC brochure. For this exercise, assume you have been referred to Psychological Services (you will visit this location later in the Scavenger Hunt).
- 3. **Oscar Ritchie Hall Room 112** Your second class of the day is Black Experience. It is located across the street from White Hall. Visit the building and take a peek at the classrooms. Take a brochure on the Pan-African Studies major.
- 4. **May 4, 1970 Markers in Taylor Hall Parking Lot** For a class project, you will be writing about the May 4 shootings. The markers are located on the spots where the four victims of the shootings died. Write down the name of each of the four students.
- 5. **Bowman Hall 208** Your next class is First Year Experience, a required course for incoming freshmen. Bowman Hall contains the departments for the humanities (history, political science, philosophy, etc.). Take a Justice Studies brochure on the first floor.
- 6. **Lake Hall/Olson Hall** Before your lunch break, stop at Undergraduate Studies to pick up a laptop. As a GED Scholar you can check out laptops each semester. This is also the advising center for exploratory majors. Pick up an advising brochure.
- 7. **Student Center for Lunch** Your schedule leaves you enough time for a one hour break. Depending on how you schedule your classes, you may get 15 minutes between classes or two hours. If you only have 15 minutes, make sure you can get from one location to the next without being late for your next class. If you have two hours, maybe go to the library or the GEDSI computer lab to study.
- 8. **Main Library** On your way to math class, pick up a library brochure to discover the many research resources available to you for your class project.
- 9. Library Room 210 Your next class is Basic Algebra. Visit the Math Emporium on the second floor of the library.
- 10. **Fourth Floor Library** Next, visit the Writing Commons to get advice for your College Writing paper. The Writing Commons is where you can get help for research and class papers. You can schedule an appointment in person or online.
- 11. **Satterfield Hall 217** Your final class of the day will be College Writing Stretch. Satterfield Hall is home to the Modern and Classical Language Departments (English, Spanish, Latin). Pick up a brochure on the English major from the English Department.
- 12. **Deweese Health Center on Eastway Drive** Your last stop is to visit DeWeese Health Center. The Health Center is a primary care medical center for Kent State students. All Kent Campus students are eligible to receive free care (covered in your tuition package) during each semester you are enrolled. Regional campus students must pay a \$65 fee each time they visit. Pick up a Health Center brochure. Today, you will need to visit Psychological Services located on the second floor of the Health Center. At Kent State's Psychological Services, students are able to receive psychological counseling from degreed professionals free of charge (also part of your tuition). Pick up a Psychological Services brochure.
- 13. Research 1 1100 Summit Street You're done! Return to the GED Scholars Initiative Office.

The Note Taking Process

Observe an event - a statement by a professor, a lab experiment, or a chapter of required reading.

Record your observation of the event or "take notes"

Review what you have recorded.

Observe

- Set the stage
 - Complete outside assignments
 - Bring the right materials
 - Sit front and center
 - Conduct a short pre-class review
 - Clarify your intentions
- Watch for clues
 - Be alert to repetition
 - Listen to introductory, concluding, and transition words and phrases
 - Watch the board or overhead projector
 - Watch the instructor's eyes
 - Highlight the obvious clues
 - Notice the instructor's interest level

Be here and now in class

- Accept your wandering mind
- Notice your writing
- Be with the instructor
- Notice the environment
- Postpone debate
- Let go of judgments about lecture styles
- Participate in class activities
- Relate the class to your goals
- Think critically about what you hear

Record

- General techniques for note taking
 - Use key words
 - Use pictures and diagrams
 - Take notes in bullets!
 - Write legibly
 - Copy material from the board
 - Use a three-ring binder one per class
 - Use only one side of your paper
 - Use 3x5 cards
 - Keep your own thoughts separate
 - Use an "I'm lost" signal
 - Label, number and date all notes
 - Abbreviate familiar words
 - Leave blank space
 - Take notes in different colors
 - Use graphic signals/symbols (+, =)
 - Use recorders effectively

Review

Review		

- Edit notes
- □ Fill in key words in the left-hand column
- ☐ Use your key words as cues to recite
- □ Conduct short weekly review period
- Consider typing up your notes
- Create mind map summaries

Cornell Note Taking

- ☐ Uses a simple three-step process
 - Take class notes: main ideas, supporting details, examples, etc. This may be what you already do, so this element may be familiar to you.
 - 2. Identify and pull out the keywords, key ideas, etc. that are the main focus.
 - 3. After class is over, thoughtfully reflect on the meaning of what you learned, summarize it and take action on the material. Taking action means to see how you can use the new insights.

This method is a step-by-step process that brings results because you are working with the information in several ways, not just writing it down and putting it away.

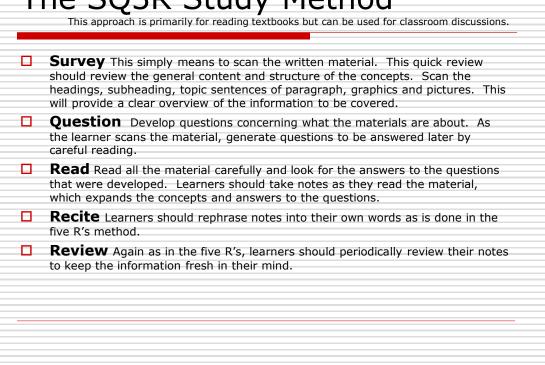
The 5 R's of Note Taking

process.

Recording Writing down key words, phrases, facts, main ideas and key concepts.
 Reducing This step reduces the learner's notes into summary for quick studying and preparation for a test.
 Reciting Learners should review and rephrase their notes as soon as possible after class putting the notes into their own words. This step makes notes easier to understand their own thoughts and meaning.
 Reflecting Something that many learners don't grasp is that notes (concepts, ideas and keywords) should be thought about. It is easy to fall into the trap of reciting notes by rote. The key is to think about the concepts, their meaning and implications. Through this thoughtful process, learners are getting the most out of note taking and classes.
 Reviewing Learners should periodically review to keep the information fresh in your mind. One real secret of successful studying is to know when, how and what to

review. Like an accomplished performer, it is the quality of the review that makes a difference. Reviewing is an intentional, intense and active process, not a passive

The SQ3R Study Method



Seven Ideas that Shook the Universe

JOHN BARRICK OFFICE 106 TOM EMMONS OFFICE 107

Seven Ideas that Shook the Universe (Physics 11030) is an introductory science course designed to meet the general science requirement (Basic Sciences LER) for most students at Kent State University. It is a course which serves as a foundation for other scientific courses because it is the study of the rules which govern our physical universe.

Students attend three 50 minute or two 75 minute lectures each week for 15 weeks. At the end of the first five weeks, Exam I is administered with 33 multiple choice questions. At the end of the 10th week, another 33-question exam is given and the comprehensive final exam at the end of the course has 34 questions. This gives a total of 100 questions. The grade is determined solely by these exams using the following 10% scale:

Total questions correct out of all three exams	Course Grade
90-100	А
80-89	В
70-79	С
60-69	D

Basic Grading Scale for Seven Ideas Course

Based on over 30,000 students, who took this course between 1981 and 2003 the average grade was 74 (C).

In order for students to check their progress, they are strongly encouraged to answer the questions in the Seven Ideas Workbook before answers are given in class. To further help the student, sample exam questions are included at the end of the Supplementary Notes. Answers to the self-evaluation questions in the Workbook are also provided at the web site as are additional interactive sample exams.

The lectures have been recorded on audio cassettes. If a student misses a class and is interested in borrowing one of these cassettes, arrangements can be made with his or her instructor.

Because of the large number of students taking this course, we are able to provide additional help sessions arranged each semester. The schedule for these can be obtained from the instructor. In addition, students with special needs can obtain additional assistance through Student Disability Services.

Example of University Class Syllabus
Please make adaptations as necessary for your program.

Monday, Wednesday, and Friday Classes

S. Notes Chap.	Text Pages	Class Meeting	Idea No.	Lecture
1	2-7	1		Introduction
2	8-22	2		Scientific Method and Space
3	8-22	3		Time, and Matter
4		4		The Earth and the Observer's Sky
5	23-31	5		Celestial Sphere and Copernican Theory
6	31-37	6	# 1	Heliocentric Theory
7	38-41	7		Planetarium
8	42-50	8		The Planets and Kepler's Laws
9	56-60	9		Uniform Motion and Relative Velocity
10	67-69	10		Acceleration
11	61-81	11		Velocity Time Graphs
12	206-215	12		Isotropic Property of Space and Force
13	81-93	13	#2	Newton's Laws
		14		Review for Exam
		Monday Oct.		Exam I 33 questions multiple choice Chapters 1-13
14		16		Math Examples and Newton's Laws
15		17	#3	Circular Motion
16	98-101	18		Work and Energy
17	116-120	19		Kinetic and Potential Energy
18	101-103	20		Heat and Temperature
19	104-116	21	#4	Conservation of Energy

				1
20	121-136	22		Absolute Zero and Entropy
21	136-161	23		Transfer of Heat
22	136-161	24		Phases of Matter
23		25		Pressure
24		26		Nature of Liquids and Gases
		Monday Oct. 30		Exam II 33 questions multiple choice Chapters 14-24
25	175-183	28		Introduction to Waves Part I
25	175-183	29		Introduction to Waves Part II
27	183-185	30		Electromagnetic Waves
28		31		The Electromagnetic Spectrum
29		32		Coherent Light and Laser
30		33		Reflection, Transmission and Absorption
31		34		Phosphoresence, Fluorescence, Doppler Effect
32	229-234	35		Big Band Theory, Refraction
33	237-240	36		Diffraction, Polarization, Interference
34	220-229	37	#6	Photoelectric Effect and Bohr Theory
35	240-257	38		Ultraviolet Catastrophe and Quantum Theory
36	188-206	39		Matter Waves and Uncertainty Principle
37	262-280	40	#5	Michelson Morley Experiment and Relativity
38		41	#7	Nuclear Physics and Conservation Laws
		42		Review for Final

Workshop 3: College Success Strategies/Writing

February 9, 2011 9:00 am- 3:00 pm

Time	Topic	Speaker	Materials
9:00 (60m)	Money Management	Carrie	Wants vs Needs Budgeting sheets (online) Financial planning workbooks
10:00 (60m)	Time Management Organization is the key to success and two things you will want to organize to be a successful college student are your stuff and your time.	OLRC Staff	Organize your stuff ideas – brainstorm with students Organize your time methods Monthly commitment calendar Weekly planning calendar Daily to-do list
11:00 (30-60m)	VARK Learning Styles © For effective communication & learning/study skills	Judy	Top Ten List – Best Study Practices Computer lab with VARKUSB stick to save resultsdiscuss different preferences
12:00 (60m)	Lunch		Pass out post-its for participants to write questions for Suzanne Holt
1:00 (90m)	College Writing	College Writing Instructor	
2:30 (30m)	Test-Taking Strategies Many apply to study strategies as well	Judy	PPT Test Taking S.1 PPT Test Prep S.2-3 talk through PPT How to Take Tests S.4 Using Preparation for Successful Exam Day, pair up, read list, discuss together. Then vote with circles on top 3 from chart paper. PPT 3 Kinds of Tests S.5Guidelines for Test QuestionsCritical Thinking Responses
3:00	Review Vocabulary	Carrie/Judy	

Sy	/llabus					

Workshop 3: College Success Strategies/Writing

Wednesday February 9, 2011 from 9:00 – 3:00

College Terminology

KENT'S HOMEPAGE
FLASHLine
VISTA BLACKBOARD
FLASH DRIVE
STRETCH WRITING
WRITING COMMONS
PLAGIARISM
CITING SOURCES

Money Management

Several GED Scholar students are able to share how they managed financially while attending the university. One student, a single mother, created the GED Scholars Initiative Bridges Program Budgeting Worksheet as an example of how she successfully managed her money each semester. Conversations with students focus on determining their wants versus needs and how to actually create a budget as many students have never kept track of their spending habits and struggle with money management. We ask that students document their spending for the week by providing them with a Daily Spending Diary on the first day. Using what they have learned about their spending patterns, they begin to build a budget based on their own monthly expenses. We also provide the financial planning workbook from the National College Transitions Network Mapping Your Financial Journey: Helping Adults Plan for College http://mappingfinancialjourney.org. Planning for college is often an area where students will need more support and is an excellent topic for mentors to guide new students through the process of setting financial goals.

If students want to continue their investigation of money management, they can complete the *Financial Planning Moodle* online. This online course includes modules on financial aid and money management techniques.

Time Management

We know that self-management skills enable students to cope with the academic demands of college and that their goal attainment is often based on how well they can manage their time. **OLRC Staff** share several time management techniques they use to get and stay organized by organizing your stuff and organizing your time. Complete a quick inventory of your current time commitments by completing the *Time Planning Worksheet* and the monthly calendar. We provide each student with an academic planner to begin writing down important times and dates, such as Bridges and university meetings. If students prefer an online calendar, we share how to use Google Calendar and how it can also help them in planning their semester schedules. We practice developing a weekly and daily to-do list with their current responsibilities, but also provide a model of how their schedule will change once they begin classes.

Time Management is one of the topics students can learn more about in the *Academic Success Moodle* if they would like to acquire additional approaches to becoming a successful student.

ABLE instructors can also download the Eureka lesson plan, <u>Help! I Need Five Minutes to Study</u>
(http://mercury.educ.kent.edu/database/eureka/detail_lesson.cfm?LessonsID=92), for use in their ABLE transitions classrooms. Students will practice ways to better manage their time by keeping track of their current time usage, by prioritizing and scheduling events, and by using a daily planning calendar.

Learning Styles

Students don't want to struggle through the learning process. Finding out about their individual learning style will give them tools to make learning more effective. This activity takes place in the GEDSI computer lab. Depending on workshop size, we also have laptops for students to use so that everyone gets a chance to explore their individual learning style. Students complete the VARK Learning Styles Inventory http://www.vark-learn.com where they learn about visual, aural, read/write and kinesthetic preferences. This inventory is especially helpful for students as it details study strategies on how they take in information, how to study strategically and how to best prepare for a test. Students can copy their results to their flash drives and/or make copies for future reference.

Learning Styles is one of the topics students can learn more about in the *Academic Success Moodle* if they would like to acquire additional approaches to becoming a successful student.

ABLE instructors can also download the Eureka lesson plan, <u>How Do I Learn Best?</u>
(http://mercury.educ.kent.edu/database/eureka/detail_lesson.cfm?LessonsID=77), for use in their ABLE transitions classrooms. Students read about and determine their individual learning style in order to develop learning strategies. A paper copy of the VARK is included in this lesson.

College Writing_

University instructors and GED Scholars turned writing professionals have all conducted this workshop segment. The main purpose of this section is to empower Bridges participants as writers. Leaders give writing prompts to the participants to encourage and complement their writing. Hands-on exercises, read alouds and peer review of their work takes place during this part of the workshop. Potential students are given an article, *Plagiarism Consequences in College*, about the implications of plagiarism and the availability of campus writing resources. Students are given an actual GEDSI scholarship application and asked to answer the writing prompt "Describe the journey you've taken to obtain your GED. What have you done and are willing to do to become a successful college student?" Participants work on this prompt during the writing section and save it to their flash drives. Participants have the opportunity to send their rough drafts to a GEDSI project assistant for review, suggestions and edits.

Students can complete a series of activities on plagiarism in the <u>Plagiarism WebQuest</u> (http://www.zunal.com/webquest.php?w=123809). A knowledge rating scale, an online tutorial and an opportunity to demonstrate their knowledge by citing works for two mock assignments are also part of this WebQuest.

Test-taking Strategies

When we mention that students will be taking a test on the physics content they have been studying, the immediate reaction is test anxiety. Our purpose for this session is to help them sort through those feelings and give them some strategies so they can become successful test-takers. We have them pair up and list their top 10 ways to study for a test. I then share the results from *Top 10 Tips for Successful Students — Best Ways to Study for a Test,* a poll taken by faculty and staff. The *OnCourse* book by Skip Downing provides student success strategies based on eight principles. This text is often used in First-year Experience courses and provides many activities that are available online at

http://www.oncourseworkshop.com/Student%20Success%20Strategies.htm.

Share the *Test Taking PPT* and some ways to be better prepared. Many hints and strategies are found in *Preparation for a Successful Exam Day.* These are listed on chart paper and students are given voting dots to choose the top three strategies they plan to use when they study tonight and actually take the test tomorrow.

Study and Test-taking Strategies are one of the topics students can learn more about in the *Academic Success Moodle* if they would like to acquire additional approaches to becoming a successful student.

ABLE instructors can also download the Eureka lesson plan, <u>How to Study for a Test</u> (http://mercury.educ.kent.edu/database/eureka/detail_lesson.cfm?LessonsID=154), for use in their ABLE transitions classrooms. Students will write about how to study for a test and create a class test-taking manual. They can also choose to write GED-type questions to become more familiar with test questions. Becoming good test-takers is a learned skill. The handouts in this lesson give students an opportunity to practice and provide guidelines to improve their test-taking.

GED Scholars Initiative Bridges Program Budgeting Worksheet

Monthly Income Sources	Amount Per Month	Monthly Expenses	Amount Per Month
After-tax wages	\$	Savings	\$
Federal Pell Grant	\$	Tuition & Fees	\$
Ohio Instructional Grant	\$	Textbooks	\$
Kent State University Grant	\$	Housing (Room, Rent, or Mortgage)	\$
Other Grant	\$	Board (Dining Plan)	\$
Federal Stafford Loan-Subsidized	\$	Electricity	\$
Federal Stafford Loan- Unsubsidized	\$	Gas Heat	\$
Federal Perkins Loan	\$	Water/Sewer/Trash	\$
Other Loan	\$	Cable	\$
Scholarship	\$	Internet	\$
Child Support or Alimony	\$	Telephone	\$
Financial Aid from Relatives	\$	Auto Insurance	\$
Public Assistance	\$	Renter's Insurance	\$
Other	\$	Life Insurance	\$
Total Monthly Income	\$	Medical Insurance	\$
		Child Care	\$
		Groceries	\$
		Personal Needs	\$
		Auto Payment	\$
		Credit Card	\$
		Other	\$
		Total Monthly Expenses	\$
Semester Income	Amount		
Add Monthly Income for 16 week semester (4 months)	\$	Total Monthly Income	\$
Subtract Monthly Expenses for 16 week semester (4 months)	\$	Total Monthly Expenses	\$
Difference	\$	Difference	\$

What is left is your discretionary spending: entertainment, dining out, hobbies, music, movies, clothes, etc.

GED Scholars Initiative Bridges Program Completed Budgeting Worksheet

Monthly Income Sources	Amount Per Month	Monthly Expenses	Amount Per Month
After-tax wages	\$ 290.00	Savings	\$40.00
Federal Pell Grant	\$538.75	Tuition & Fees	\$1055.50
Ohio Instructional Grant	\$177.75	Textbooks	\$100.00
Kent State University Grant	\$125.00	Housing (Room, Rent, or Mortgage)	\$690.00
Other Grant	\$150.00	Board (Dining Plan)	\$0.00
Federal Stafford Loan-Subsidized	\$680.75	Electricity	\$0.00
Federal Stafford Loan- Unsubsidized	\$417.00	Gas Heat	\$0.00
Federal Perkins Loan	\$250.00	Water/Sewer/Trash	\$0.00
Other Loan	\$0.00	Cable	\$0.00
Scholarship	\$375.00	Internet	\$0.00
Child Support or Alimony	\$175.00	Telephone	\$75.00
Financial Aid from Relatives	\$0.00	Auto Insurance	\$40.00
Public Assistance	\$0.00	Renter's Insurance	\$15.00
Other	\$0.00	Life Insurance	\$0.00
Total Monthly Income	\$3179.25	Medical Insurance	\$0.00
		Child Care	\$15.00
		Groceries	\$300.00
		Personal Needs	\$100.00
		Auto Payment	\$186.10
		Credit Card	\$317.00
		Other	\$
		Total Monthly Expenses	\$2933.60
Semester Income	Amount		
Add Monthly Income for 16 week semester (4 months)	\$12717.00	Total Monthly Income	\$3179.25
Subtract Monthly Expenses for 16 week semester (4 months)	\$11734.40	Total Monthly Expenses	\$2933.60
Difference	\$982.60	Difference	\$245.65

TIME PLANNING WORKSHEET

Begin by writing down the amount of time you spend per week on each of the	activities listed belov
1. CLASS TIME: number of hours per week spent in class, labs, etc.	
2. STUDY TIME: number of credit hours taken times 2	
3. WORK: hours worked per week	
4. COMMUTING: hours per week spent driving	
5. ACTIVITIES: average time per week spent on organizations, volunteer work, hobbies, sports, rehearsals, practice, etc.	
6. FAMILY RESPONSIBILITIES: hours per week spent on housework, shopping, child care, and other such family responsibilities	
7. SLEEP: 56 hours per week is recommended	
8. PERSONAL CARE: average time per week spent on eating, dressing, personal care in general	
TOTAL	
Now subtract your total from 168 (number of hours in a week)	
REMAINDER	
Now divide the remainder by 7	

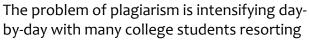
The number you get will be the number of hours in a day that you should have for free-time recreation, watching television, visiting with friends, playing with your dog, and so on.

If your original total number is greater than 168, you are probably overworked and slighting some of your responsibilities. The same thing is probably true if your final number (after dividing by 7) is 2 or lower. If you have fewer than 5 hours of free time per day, you may well experience some difficulty in managing all that you have to do; on the other hand, you may find such intensity stimulating. If you have 7 or more hours of free time a day, consider joining a student organization, doing some volunteer work, or even taking another course.



Plagiarism Consequences in College

The activity of plagiarism which has become a global menace has started spreading its wings in the world of academia. The plagiarism consequences in colleges could range from temporary suspension to expulsion. The different consequences of plagiarism are explained in the following article.





to plagiarism for completing their assignments. Plagiarism not only affects the integrity of the grading system, but also jeopardizes the intellectual property of those who have written the content.

What is Plagiarism?

The activity of quoting a sentence or idea of an author without providing a citation is termed as plagiarism. As per the 'Random House Compact Unabridged Dictionary', plagiarism is defined as the 'use or close imitation of the language and thoughts of another author and the representation of them as one's own original work'. The act of paraphrasing a given sentence is also one of the forms of plagiarism. In the academic world, plagiarism is referred to as 'academic dishonesty' while 'journalistic ethics' are breached by plagiarism in journalism. The stealth of an idea and its presentation without providing citation is a form of plagiarism which is hard to detect. It is necessary to understand the difference between plagiarism and copyright infringement. In case of copyright infringement, the material or content of an author safeguarded by the copyright is used without his permission. Plagiarism, on the other hand, is the activity of claiming authorship of a particular content in an indirect manner. Let us now get into the details of punishments and penalties that result from plagiarism.

Plagiarism Consequences in College

Every college has its own way of dealing with plagiarism. Many colleges take serious note of the instances of plagiarism and deal strictly with the students in question. Plagiarism could either be intentional or unintentional. Unintentional plagiarism is dealt with by taking into account the age of the student, his intention and the seriousness of the mistake committed. For intentional plagiarism, the punishments could be a 'zero' in the subject/paper in question, suspension for few days or expulsion, in worst cases. Students should obtain information about the penalties associated with plagiarism in their respective colleges/institutions.

It is necessary to deal strictly with the menace of plagiarism; such activities dilute the entire purpose of researching and obtaining information in a manner that is ethical and just. Moreover, it affects the research and efforts of those who have worked hard to create the content. Plagiarism doesn't require the students to think and toil hard for their assignments, which in turn, hampers the development of creativity in them. There is no scope for the development of skills like taking notes, verifying the sources properly, providing appropriate quotations, etc. in people who resort to

plagiarism. It is better to prevent the instances of plagiarism by producing an original work instead of living in the constant fear of being accused for copying.

Punishment for Plagiarism

The punishment for plagiarism penalties depend upon the gravity of the act. Since plagiarism indicates dishonesty on the part of the student who is producing the information, it is considered as a serious mistake by universities. In case of unintentional or unwanted plagiarism, the teacher or professor penalizes the student by making him to rewrite the assignment. The most common punishment for students who plagiarize is a 'Fail' grade. For intentional plagiarism, penalties are stiffer and the plagiarism consequence for students in such cases, is failure of the course along with the assignment.

The punishment becomes strict or stiffer in the higher levels. In graduate programs, a failing grade is the most common penalty. Many universities impose a ban on enrolling for a course for the next 5 years. In the case of post graduation students, the punishment could be as severe as the withdrawal of their degree. Junior faculties might lose their jobs if found plagiarizing. In most colleges, suspension for 2-3 days is the common punishment. Behavior of the student is also taken into account while dealing with such issues. Generally, the student is suspended for one day and the remaining days of punishment are served as 'reverse suspension' i.e. during the vacation. The question of punishments and penalties won't arise at all if a student is conducting the research work honestly. A research work that incorporates hard work and honesty on the part of the researcher is always original.

Problems like internet plagiarism add to the complexities of the menace of plagiarism. Hence, the students should be aware of the plagiarism consequences in order to avoid plagiarism and the punishments associated with it. Not only that, controlling plagiarism would also promote the thought process and genuineness of ideas.

By Shashank Nakate Last Updated: 9/9/2011

http://www.buzzle.com/articles/plagiarism-consequences-in-college.html

Transitioning to College: Helping You Succeed

http://www.transitioning2college.org

Emily's Top 10 Tips for Writing Papers

Read these writing tips to take some of the stress out of writing. They worked for me!

- Warm up, loosen up, start early. Read the assignment carefully. Reread it. If you'll need outside information, head off to the library and visit your friendly librarian. Factor in time for waiting your turn in crowded computer labs.
- Jumpstart your brain with some of these brainstorming techniques from the University of North Carolina at Chapel Hill: http://www.unc.edu/depts/wcweb/handouts/brainstorming.html
- Write a quick—and ugly—first draft. Perfection will come with revision.
- "Save early, save often." Save your work on the computer to a jump drive, CD or disk. Avoid the heartbreak of losing all your work when your computer crashes.
- Quality vs. quantity. Make a quick pass through each of your drafts to cut out clutter. Eliminating clutter leaves room for the important stuff—clear thinking and clear writing. Try Richard Lanham's easy "Paramedic Method" http://writing2.richmond.edu/writing/wweb/concise.html
- Things look different in the morning. Allow yourself time to put your paper down overnight or, better yet, for a few days. You'll read it with fresh eyes and be better able to spot gaps in logic and support.
- Think you're finished? Read your final draft aloud to a friend or into a tape recorder. What sounds weird? Reread the assignment. Have you fulfilled it?
- Don't rely too much on your word processing program's grammar- or spell-checking features. They won't catch misuse of sound-alike words such as "there" and "their," or the adverb "visually" mistakenly used as the adjective "visual."
- Most schools have writing centers where you can go for help with your writing.
 Don't be embarrassed to take advantage of these services, which are often offered
 by experienced students. If you're not sure if your school has a writing center,
 check with your English Department.
- 10. Save all your drafts. They can serve as evidence in your favor should you be accused of plagiarism. Not sure what plagiarism is or how to avoid it? See this handout from Purdue University:

http://owl.english.purdue.edu/owl/resource/589/01

Created by A. Fields @ The Ohio State University 2006; rev. 3/02//07 mlj

Top 10 Tips for Successful Students

Survey Says! Faculty and staff were asked which strategies their most successful students use.

Divide into teams, and take four minutes to create our own Top Ten and compare your list to this one. For each match between the lists, each team wins a point, and the team with the most points wins.

Best Study Practices

- 1. Read assigned texts/handouts
- 2. Don't procrastinate
- 3. Pay attention to the organization of the text
- 4. Highlight key points/terms in text as you read
- 5. Review often!
- 6. Study with a study group
- 7. Get help before it's too late
- 8. Do homework assignments
- Make an outline or take notes of your reading
- Set aside a quiet place to study with few distractions

Best Ways to Study for a Test

- 1. Review and reorganize notes
- Review text summaries and highlighted points
- 3. Get together with study partners (choose ones who are serious about succeeding)
- 4. Complete study guides
- 5. Ask questions you are unclear on before the exam/understand what is being tested
- 6. Make practice tests
- 7. Don't procrastinate
- 8. Read assigned texts/handout
- 9. Make note cards
- 10. Eat well and get enough sleep

Best Things to Do in Class to Succeed

- 1. Ask questions and participate
- 2. Take notes that you can understand
- 3. Attend class
- 4. Pay attention (turn off cell phone)
- 5. Come prepared
- 6. Sit where you can see and hear the instructor

- 7. Tell instructor if you are having trouble with the way he/she is teaching
- 8. Get to know the instructor (go to office hours)
- Read applicable text before class so you know what to expect
- 10. Eat well and get enough sleep

Best Resources to Help You Succeed

- 1. Instructor
- 2. Study partner for each subject (choose successful students)
- 3. Tutor
- 4. Library
- 5. Student success center
- 6. Teaching assistants
- 7. Study group
- 8. You be proactive
- 9. Professionals in the subject
- 10. Select internet resources **GEDSI**

Common Mistakes Students Make

- 1. Not attending class
- 2. Not taking responsibility for themselves
- 3. Procrastinating
- 4. Not asking questions when something is unclear
- 5. Not spending enough time studying (for each 1 hr class, study 2-3 hrs outside class)
- 6. Not getting help soon enough
- 7. Not taking notes
- 8. Not answering questions fully on homework and tests
- Not completing assignments and being upto-date on material
- 10. Being passive

Test Taking

Whether the chance of doing poorly is real or exaggerated, worrying about it can become paralyzing. The way to deal with tests is to keep them in perspective.

Keep the railroad track on the ground.

Test Prep

- Attend class regularly read assignments complete homework
- Avoid cramming
 - Research shows people remember material better when they review and rehearse rather than cram for exams
- Organize study area
- Summarize notes
 - Spend study time writing exam questions (file cards, summary sheets, checklists) based on textbook, class notes and reading assignments
 - Take practice tests

Test Prep

- Ask about test format
 - Kinds of questions?
 - How much time?
 - Proportion based on lecture, readings, textbook?
- ☐ Study old tests as permitted
- ☐ Study groups
 - Teach others
 - Over learn

How to Take Tests

- □ Read instructions carefully look over entire exam
- Answer easy questions first builds confidence
- □ Read each question carefully to grasp what is being asked
- ☐ If difficult, move to easier, come back later so not stuck and time runs out

3 Kinds of Tests

- □ Recognize the right answer
 - Multiple choice, true-false, matching
- ☐ *Recall* from memory
 - Fill-in, short answer, long essay (blue book)
- ☐ *Think critically* about material
 - Open book, take-home
 - Bloom's Taxonomy <u>www.adultstudent.com</u>
 - ☐ Able to interpret, analyze, synthesize, evaluate

PREPARATION FOR A SUCCESSFUL EXAM DAY

1. Gathering knowledge of the truth is the best preparation for tests.

- Concentrated hours of effective study to force facts into your memory is the best way to prepare for any test.
- However, teachers often try to test your memory of the material by slightly altering it. In this case, practice and some test-taking skills will help.

2. Maintain a healthy lifestyle.

- Arrive well-rested from a good night's sleep.
- Eat well. Watch your caffeine and junk food intake. Small, frequent high protein meals will energize you.

3. Always arrive early and take a moment to relax and reduce your anxiety.

- This brief time period will boost your confidence
- Use this time to focus your mind and think positive thoughts.

4. Listen attentively to last minute instructions given by the instructor.

- Teachers often make last minute changes.
- Missing instruction causes extreme anxiety.
- Ask which test format will be used for this test.

5. Read the test directions very carefully and watch for details.

- You may find that more than one answer may be possible on multiple choice.
- A key detail may require only three out of the five essay questions.

6. Plan how you will use the allotted time.

- Estimate how many minutes you will need to finish each test section.
- Determine a pace which will ensure completing the whole test on time.
- Start with the easiest section to build your confidence.

7. Maintain a positive attitude.

- Don't let more difficult questions raise your anxiety and steal your valuable time. Move on and find success with other questions.
- If you are not penalized for wrong answers, guess and move on.
- Avoid watching for patterns. Noticing that the last four answers are "c" is not a good reason to stop, go back, and break concentration.

8. Analyze test information

- · Read the information and break it down into parts.
- Look for ideas that are similar and restated throughout the passage.
- Look for information that is compared or contrasted such as "What is the author saying? Why is it important?"
- Sometimes lots of information is presented, but it's not important in answering the question.

9. Rely on your first impressions.

- The answer which comes to mind first is often correct.
- Nervously reviewing questions and changing answers can do more harm than good.

10. Plan to finish early and have time for review.

- Return to difficult questions you marked for review.
- Proofread your essays and pay attention to grammar and spelling.
- Make sure you answered all questions. More than one student has failed to notice questions on the back side of the paper.

11. Consider every test a practice session - analyze your performance.

- Test taking is an art which needs refinement. One cannot refine the art without practice and serious evaluation.
- Go through each test thoroughly and see if your plan worked.
- Look at each section to identify your fault patterns. Do you need to work on true/false, multiple choice, or essay?
- Talk to teachers regarding low scores, especially on essays.

Workshop 4: Academic Success/Ask a Professor/FAFSA/Next Steps

February 10, 2011 9:00 am – 2:00 pm

Time	Topic	Speaker	Materials
9:00 (60m)	Academic Success Center	Academic Success Partner	
10:00 (60m)	7 Ideas Test	Judy	Forces test
11:00 (60)	Ask a Professor	University Professor	post-its collected
12:00 (90m)	Lunch		FAFSA with Christina Napier
1:30 (30m)	Vocabulary Review Application to University Next Steps Challenge	Carrie	Resources Packet Meet in 2 Weeks
	 Day care, job, housing, PARTA, counseling, career planning, SAS (LD) Matched with Mentor complete Mentee Form Complete Evaluation 		Mentee Form Evaluation Form

Workshop 4: Academic Success/Ask a Professor/FAFSA/Next Steps

Thursday February 10, 2011 from 9:00 – 2:00

College Terminology

ACADEMIC SUCCESS CENTER
STUDENT SUPPORT SERVICES (SSS)
SUPPLEMENTAL INSTRUCTION (SI)
ORIENTATION
COMPASS TEST
DESTINATION KENT
DEAN
FACULTY
ACADEMIC YEAR

Academic Success Center

An excellent university resource for incoming GEDSI students would be our **Academic Success Center Partner**. We often begin our campus tour here or return later in the week for a visit to these offices where individual and study groups are offered for multiple core courses. Many opportunities for tutoring (math, writing, science, etc.) are available and we stress that students sign up immediately at the beginning of the semester so they can better hone their study methods.

Ask a Professor

On the day before, we provide students with sticky notes where they can write down one question per note on anything that they may wonder about expectations from their classes or the university experience. We collect these questions on a parking lot for use when our **University Partner Professor** comes to chat with students. This Women's Studies Professor is an excellent resource for students due to her long tenure and spirit of caring for students' successful completion of their academic programs. One of our goals is to have students visit as many places and meet as many people as possible while they are on campus, stressing the importance of building relationships while they are a student at Kent.

Next Steps_

During lunch on the fourth day, we have a representative from the Financial Aid office schedule individual FAFSA meetings with students. As each situation is different, this allows students to ask questions about their financial resources and complete the FAFSA form based on their information. Students received a PIN number on the first day and are ready to begin the financial aid process today.

These Bridges workshops were developed to help transition students make informed decisions about entering postsecondary education. If they are ready to begin the admission process to Kent State, we assist in the application process by paying the university application fee. Sometimes students aren't ready for the main campus, but are better suited to start at one of the regional campuses; we also get them started with this process. Other times, students simply aren't ready for college or decide that they would like assistance finding an apprenticeship or other training program. We provide counseling about what their next choices may be to overcome any challenges they are experiencing.

An *Incoming GED Scholar Checklist* is created for each student, allowing us to individualize their next steps and provide guidance based on individual needs. Students are given a packet of resources because their next steps might include looking for day care, getting a job or housing, finding transportation or any list of goals they have identified throughout the week. Scheduling a meeting with a mentor and working with the GEDSI coordinator begins this process. The *Mentee Personal Information* form is completed and shared with their assigned mentor. Depending on when Bridges is scheduled during the semester, we have found that it is especially important to stay in touch with students as they work through the matriculation process. Often we schedule some additional sessions such as counseling, stress management, writing or whatever areas that may have surfaced during the week as flags or barriers to success. A great way to wrap up the week is to talk through *Ten Tips for College Bound Adult Learners* by Marianne Jackson, a former GEDSI student and now a writing instructor at one of the regional campuses. The group reviews what they have learned this week and students complete an evaluation form.

Day	4	Ha	nd	Ol	uts
-----	---	----	----	----	-----

Name	Semester	

Incoming GED Scholar Checklist

- € Admissions Admissions Office (330-672-2444)
 - GED Transcripts
 - o Other College Transcripts/ Military Credits Transcripts
 - o SAT/ACT Scores (if under the age of 21 or have been out of high school for more than three years)
 - o Completed Special Admission Requirements for Intended Major
 - Application Fee of \$40
 - Matriculation Fee of \$100
 - Letter of Explanation
 - € Financial Aid

Office of Financial Aid (330-672-2972)

- W-2 (other tax information)
- Obtain PIN Number
- KSU School Code #003051
- Fill out FAFSA (www.fafsa.ed.gov)
- € Placement and Advising

Exploratory Advising Center (330-672-3676)

- Compass Placement Test
- Scheduling/Meet with Advisor
- Destination Kent State/Freshmen Orientation
- € Flash Card—KSU ID FLASHcard Office(330-672-2273)
- € Sign Promissory Note/Loans
- € Parking Pass Parking Services (330-672-4432)
- € Student Disability Services

... ... (220 672 2222)

(330-672-3391)

Bursars Office (330-672-2626)

- € Immunizations Health Services (330-672-2322)

 Health Department (330-296-9919)
- € Books
 - University Bookstore, Dubois Bookstore, Campus Book & Supply, Online Retailers
- € Housing
 - o On-Campus Resident Services (330-672-7000)
 - o Off-Campus Commuter & Off-campus Student Organization (330-672-3768)
 - Portage Metropolitan Housing Authority (330-297-1489)
- € Transportation PARTA Bus Service (330-678-7745)
- € Community Needs First Call for Help (330-297-4636)
 - € Child Care Job and Family Services (330-297-3750)
 - € Food/Medical
- € Other

TEN TIPS FOR COLLEGE BOUND ADULT LEARNERS

Marianne Thomas-Jackson GED Scholars Initiative

1. Make the decision to actively pursue higher education

First and foremost for you to understand is if I can achieve higher education so can you. Seek out ABLE teachers to assist you with locating colleges, their application deadlines, financial aid personnel, and a college advisor.

2. Create a support team

It's a nice idea to have people who believe in your dream of higher education. Family is always an excellent choice, but if you don't have a close family support system, you will have to be your own strongest proponent for your academic success. If you look, you will find people within your ABLE group to be on your support team. KEY POINT: Always be willing to pull yourself along the road to academic success; you must believe in yourself even if no one else will.

3. Get organized

Purchase a good date book and also a large home calendar so you don't miss important deadlines and/or family medical and school appointments. Choose either the first thing in the am or the last thing in the pm to check your schedule and calendar. Have a separate folder and tablet for each class. Keep it neat and tidy.

4. Create a space for learning

Look around your home for a space for your learning to take place separate from the rest of the family. It doesn't have to be fancy, just functional with all of your supplies: pens, markers, highlighters, stapler and staples, paper clips, rewritable CDs, computer and shelf for books.

5. Designate the best time for you to study and write

Life happens all the time and it might not be possible for you to study at the same time each day, but try as much as you can to keep the same schedule. The most preferable time is when you have the most undisturbed time, and also when you are the least tired.

6. Take care of your health

I've found that it works best for me if I stock my home with the necessary medical supplies to combat colds, flu, stomach ailments, and such before an event happens. The better planning you do, the less time will be spent running back and forth to the store whenever someone needs medicine. Get as much sleep as you can, drink plenty of fluids, eat fruits and veggies, you've heard it all before.

7. Have back-up for family emergencies

Arrange for a friend or family member to be on call in case your child needs help at school before you can get to him or her, or you have an important exam to take. Have their name and contact information on file at your child's school. Have a copy of your school schedule in plain view at your home for sitters and family.

8. Plan healthy meals & snacks to take with you to school

You will not do your best if you aren't adequately fueled. Also, snacks and drinks at college are very expensive.

9. Get connected

Locate and join an in-school support group for adult learners (non-traditional students). I found that such a group provides a wealth of invaluable information regarding computer training, tutors, workshops, and test taking tips. In addition, a support group allows you to share common interests and do some trouble shooting.

10. Be discouraged... but don't give up

Realistically, you can expect to be discouraged at some point in your journey towards academic success, this is normal. But, in order to achieve, you must not give up. I've discovered on my own journey that for every problem I encountered, there was always someone who either knew the answer or was able to direct me to someone who did know. Look for support in all things and you will find it. It has been my experience that most people will be proud of your pursuit and will be willing to assist you; those who are not..don't matter.

Good luck!

Marianne

GED Scholars Initiative Bridge Program Evaluation Spring 2011

1 **Workshop 1: Admissions & Finances** Not Very Expectations & Goal Setting Beneficial Beneficial Assessing Barriers to Education Survey Admissions Financial Aid **★** Career Decisions Inventory Suggestions for improving this session: **Workshop 2: Academic Advising & Classes** Very Not Academic Advising/Protect Your GPA Beneficial Beneficial **★** Campus Tour/Scavenger Hunt Note Taking Strategies Suggestions for improving this session: **Workshop 3: College Success Skills** Not Very Money Management Beneficial Beneficial **★** Time Management VARK Learning Styles Inventory **★** College Writing Test Taking Strategies Suggestions for improving this session: 2 5 **Workshop 4: Academic Success** Not Very Academic Success Center Beneficial Beneficial Ask a Professor Next Steps Suggestions for improving this session: How did you hear about Bridges? What ABLE program did you attend to take your GED test? What would you like more information about?

----Thank you for completing this evaluation. See you next semester at KSU! ----

OHIO LITERACY RESOURCE CENTER



GED SCHOLARS INITIATIVE

MENTEE PERSONAL INFORMATION

Information provided in this profile is confidential and will be used only to assist us in partnering mentors and mentees. Please complete the information in relation to your current experiences and return to Judy Franks, Mentoring Program Coordinator.

Personal Information (*Please include the information you wish your Mentor to utilize*):

Name			Date				
Phone _			E-mail				
Gender Ethnic Background □ Male □ African American □ Female □ Native American		□ Asian □ Pacific Islander	□ Caucasian □ Multi-racial	□ Hispanic □ Other _			
Date of	Birth//						
Class St	atus □ FR □ SO	□ JR □ SR	Campus L	.ocation □ Kent □ R	egional		
Academ	nic Concentration/Ma	ajor					
1.	How important is		about personal, as well	as academic issues wit	th your mentor? What kinds of		
2.	relationship.	pectations for this mentors			tor develop a good and satisfying		
4.	How frequently ar	nd at what times would you	u be able to meet with y	our mentor?			
		re you prepared to commit o meet once a week with y		yes	hours per month no		
	Do you have other	r obligations; such as emplo	oyment, that should be	considered in schedulii	ng your time?		
5.	How did you find o	out about the GED Scholars	s Initiative?				

7. Do you have any special needs? Thank you for becoming a part of the GED Scholar's Mentoring Program **Ohio Literacy Resource Center** Research 1 – 1100 Summit St., Kent State University, Kent, Ohio 44242 Judy Franks, Mentoring Program Coordinator 330-672-0753 or jfranks@literacy.kent.edu **OFFICE USE ONLY** Begin mentoring on with Mentor

6.

Is there anything else you would like us to know about you?

GED Scholars Initiative

Breaking Barriers • Kancy's Story



her family came to the United States from Ecuador when her husband began studying electrical engineering in Ohio. She could not speak a word of English. She also did not have a high school diploma, or any idea of how to obtain one in her new country. Each time she passed her husband's university, she was reminded of the fact that she was not pursuing her education. In the meantime, however, she did find purpose and pride in raising her five children.

A chance to procure an education came unexpectedly when her son Diego began attending a Head Start program in Akron. She had the opportunity to attend class, as well, by joining an Adult Basic and Literacy Education (ABLE) program. She believed that if she wanted to live in the United States, she needed to learn English. ABLE programs, such as Nancy's, assist adult students of every age and cultural background in basic math, reading and writing skills; GED preparation; English for speakers of other languages; life skills; family literacy; and workplace literacy.

She started to attend class three days a week. Her dedication became apparent when she went to class even when no other students were present. At first, she merely listened to the conversations between

teachers and classmates. After a year, she began to pick up words, then phrases, and, finally, sentences. The optimism offered by her teachers fueled her ambition to learn.

Her teachers continued being supportive by encouraging her take the GED test in 2001. T was very nervous and frightened when I took my test," she said of the experience. But she passed and graduated in 2002. She was asked to give a speech at the graduation ceremony. She spoke from the heart and members from her church who had attended her graduation said she was an inspiration to everyone in the crowd. She was proud of her accomplishment it was one of the best days of her life.

After graduation, Nancy was directed to the GED Scholars Initiative (GEDSI) at Kent State University. The Initiative was created to help GED graduates by offering them support and resources to meet the university's academic standards and reach their potential. Nancy still wasn't sure if college was a viable option for her; her husband reminded her that her schooling would be expensive. and they already had a limited budget raising their five children. She decided to attend a Bridges workshop where she learned about the transition from GED student to college student. The Bridges program

"Obomeone once told me that if you start something, you have to finish it." is a multi-day workshop designed to educate GED graduates on admissions, college acceptance procedures, financial aid, and other university policies and programs in order to give them the same advantages as traditional university students. The staff at the GED Scholars Initiative gave her the confidence to begin her transition to higher education.

To address Nancy's concerns about her English abilities, she was paired with two GEDSI Peer 2 Peer mentors. Her mentors—fellow GED graduates and successful college students—helped ease some of her fears. One mentor offered Nancy his support and guidance, while another took Nancy to one of her classes so she could observe the atmosphere and difficulty of a real college-level classroom.

Though she knew it was going to be challenging, she applied at Kent State's Stark campus and began attending classes. She found her first class, Psychology, to be extremely frustrating. The vocabulary used in class was intense and a bit discouraging.

"Someone once told me that if you start something, you have to finish it," Nancy said.

She took this advice to heart. Despite the language barriers she faced daily, she continued to go to class. In addition to her schoolwork, she was still a full-time morn and had many responsibilities at home with her husband and children. It was tough, but she was determined to keep going.

Today, Nancy is a junior at Kent State and attending classes on both the Kent State Stark campus and the Kent campus, where her son Diego is a freshman in architecture. She continues to excel in class and takes full advantage of the tutors available at the university. She also regularly visits the computer lab located in the GED Scholars Initiative building on the Kent campus. Overall, she says that school is much easier now. In fact, Nancy's GPA has made her eligible for scholarships and book stipends. Nancy is also a Peer 2 Peer mentor where she is providing support where she once received it.

Nancy's current goal is to help others who have faced language barriers like herself. Inspired by her own teachers, she plans to become an English as a Second Language Teacher. She wants to help and excite other adult students with their journeys in education. She also wants to be an encouraging example to her children. She has two more years left until graduation. It's been a long and bumpy road, but Nancy is much happier now than she has ever been.



The GED Scholars Initiative was created by the Ohio Literacy Resource Center and is the first of its kind in the nation. The center works with other programs and offices at Kent State University to meet the needs of GED Scholars. The Initiative addresses the needs of students who earned their GED and attend Kent State University. Through research and development, this initiative provides students with support to meet the university's academic standards, complete programs studies, gain technological expertise and become aware of career opportunities.

www.gedscholars.org

GED Scholars Initiative

Taking the Kext Obtep • Rametris' Obtory

)ametris was the main caregiver in her family by age 10. By age 14 her first child was born. She moved back and forth between Cleveland and Detroit, Mornings came early as she woke her brothers, fed them breakfast and got them ready for school day by day. As a young, single mom, her responsibilities increased. Now she had to juggle work to provide for her family and attend school. By 18 she had her second child.

Lametris asked, "What do I need to do to graduate?" She was frustrated by the lack of communication from the school in telling her clear requirements to graduate. She juggled summer school, work, raising children, and somehow, she was one credit short of graduating. Her focus became a concentration of PTA meetings, soccer games, coaching cheerleading and work.

Life was hard and it took guts to look honestly at what she could do to improve it. Twelve years later, Lametris heard about the Adult Basic and Literacy Education, (ABLE) program through a neighbor. She went into the room and saw students younger than she was and doubted that anyone could help or identify with her. She stuck with the program and on her second attempt, achieved her GED, now a single mom of four. She was thankful for the kind people that helped her learn more. Her determination was her strength, "As a parent, I wanted always to help my kids." Her work ethic continues to serve her well today at age 41.

Armed with her GED, always looking higher, she knew she had to continue to "expand her knowledge base." She applied for an office position, and was given a custodial position even though she had

the skills for office work. When she questioned why, the company told her she needed to get her foot in the door. After eight years of working the same position, she realized she had reached the ceiling with this particular employer. Lametris believed in being proactive and again searched for ways to improve her life. She felt strongly "If I get my education/degree no one will be able to deny me."

"I saw my first GED Scholars Initiative flyer through a friend who thought this would be a perfect program for me, then she brought me to Kent...I got more folders, flyers, packets and brochures on the program and took them back to Cleveland. After reading all of it, I knew that it was something that I wanted to be a part of." She learned the Initiative was a program of the Ohio Literacy Resource Center and was going to propel her to the next level in her education. For inspiration, she placed the magnet of the GED Scholars on her refrigerator where she and her kids were reminded daily of her goal to get a college education. Lametris memorized the

faces on the magnet that represented who she wanted to be. When she was ready to take on her dream, Lametris walked into the GED Scholars Initiative office and found "friendly faces," and felt as if she was "taken under their wing."

Bolstered by the "one-on-one connection," her confidence grew stronger by the new relationships formed. The vision of the GED Scholars Initiative "addresses the needs of students who earned their GED and attend Kent State University. Through research and development, this Initiative provides students with support to meet the university's academic standards, complete program studies, gain technological expertise and become aware of career opportunities."

Lametris attributes the Bridges program funded by the Dominion Foundation and the GED Scholars Initiative as contributing to the "evolution of me." "I am empowering myself and I'll take all of this back



"Sf S get my education/degree no one will be able to deny me"

to my community and help my kids." Her dream is to help the kids in the inner city, to be an advocate for them, to stand in the gap to help them chase their dreams as she is doing now.

As with any dream, hard work is the fuel necessary to cross the finish line. One must go through some times of trial to get the prize at the end. Lametris recalls that first time she walked into the classroom on campus. Assailed with selfdoubt and afraid, she briefly wondered what she had got- from Cleveland to Kent know-

ten herself into but found the courage to keep going. Determination and dedication took over. An important key to any success is the support of family. Lametris credits her grandmother as a constant voice and her son as he wheeled her around campus when she had surgery and drove her to and from campus. She is willing to do "whatever it takes."

Lametris knows the impor-

ing this would "enable her to do more." Knowing she had her settle and Lametris "stopped doubting that this is where I should be." She is aware of the value of putting first things first and was rewarded by being named to the Dean's list the past two offers some closing thoughts, semesters

Her children now range in ages: 19, 20, 22 and 26. Lametris is proud they have tance of focus on success in achieved their dreams in difher studies. She moved away ferent professions. Her 22-year -old son De' Valle is a Psychol-

ogy major at Kent. The ripple effect one woman's passion new support system helped has on her family is beneficial for all to witness because we are changed by it.

> GED Scholar, KSU Junior with a 3.21 GPA, proud mother and grandmother, Lametris "You don't have to be like everyone else but be the best that you can be." She challenges us to think, "What do you want to be, and how can be the best at it? Whatever you want to do in life, do it, and do it well."

• The GED Scholars Initiative was created by the Ohio Literacy Resource Center and is the first of its kind in the nation. The center works with other programs and offices at Kent State University to meet the needs of GED Scholars. The Initiative addresses the needs of students who earned their GED and attend Kent State University. Through research and development, this initiative provides students with support to meet the university's academic standards, complete programs studies, gain technological expertise and become aware of career opportunities.

www.gedscholars.org

GED Scholars Initiative

Full-Circle • Mike's Story



In high school, Mike Smith dreamed of becoming a rock star. Obtaining an education was the furthest goal from his mind. Instead, he devoted his time and attention to his restaurant job and earning enough money to buy music equipment. Neither of his parents had attended college, and Mike didn't feel the need to either. In fact, the idea of applying to higher education was a process that was both discouraging and confusing to Mike.

For ten years, Mike worked various jobs in factories and service industries. During this time, Mike realized that the menial labor did not satisfy him; he felt like he deserved more than an entry-level position. He wanted a challenging and intellectually stimulating career. His wife, who was a college graduate, encouraged him to return to school and obtain the education he was meant for.

"In a strange way, I felt as if I were a failure to the system. The best way that I could think of to overcome my failure was to return to that system and achieve success."

Through the Maplewood Ca-

reer Center, Mike was able to obtain his GED in September of 1994. He began taking a few classes at Cuyahoga Community College in Cleveland in order to familiarize himself with the academic environment. He eventually decided to take a major step by becoming a full-time student at Kent State University in 2003.

Mike was directed to the GED Scholars Initiative, a program that was fairly new at the time of his acceptance into the university. The GED Scholars Initiative is a program created by the Ohio Literacy Resource Center to grant GED graduates the opportunity to successfully transition to college by assisting them with financial and academic concerns. The Initiative provides support to students before they make the decision to enter college and while they are university students by offering them services such as help with overwhelming admissions paperwork or on-site tutoring.

Mike was thrilled to be surrounded by a community that was willing to help him with his educational goals and his desire to become a teacher. He felt lucky to be attending a university with a wonderful education program and a propensity of producing motivated instructors.

"At first, I had a hard time accepting the fact that someone was willing to assist me based on the simple fact that I did not graduate from high school, but I quickly accepted the treasure chest that I had been presented. The GED Scholars Initiative is a community like no other; it has been my guiding force and has helped me on many levels. The friendly and helpful atmosphere creates a strong sense of family among us all. I am proud to be part of this community-it has made me a better person."

During his time at Kent State, Mike worked diligently. He was never absent from class and he listened to every word his professors spoke. He also went to the Academic Success Center on campus and joined study groups; he was not ashamed of actively seeking help when he needed it.

In 2008, Mike graduated from Kent State with a Bachelor's degree in Secondary Education/Integrated Social Studies. He began teaching GED prep classes and English for Speakers of Other Languages classes at both the Maplewood ABLE and the Six District Compact ABLE. Teaching adults was a job that he truly enjoyed; it gave him the feeling of fulfillment and accomplishment.

"As a graduate of the Maplewood ABLE program, I was asked to speak at their graduation ceremony. I had come fullcircle. I went from high school drop-out, to college graduate, and then to instructor."

With budget cuts to the program and the birth of his son Edison, Mike decided to be a stay-at-home dad. He also continues to write and play music while running a net-label that provides soundtrack music to cinematographers. Mike plans to return to Kent State to obtain a Masters degree in Geographic Information Technologies.

"D had came full-circle. D went from high school drap-out, to callege graduate, and then to instructor."



The GED Scholars Initiative was created by the Ohio Literacy Resource Center and is the first of its kind in the nation. The center works with other programs and offices at Kent State University to meet the needs of GED Scholars. The Initiative addresses the needs of students who earned their GED and attend Kent State University. Through research and development, this initiative provides students with support to meet the university's academic standards, complete programs studies, gain technological expertise and become aware of career opportunities.

www.gedscholars.org



GED Scholars Initiative

Cossing Out Rabels • Heidi's Story

arning excellent grades and obtaining honors student status in high school, it would seem that Heidi Bauer had a successful high school career. But because of constant bullying that school administrators could not stop, she was diagnosed with "school phobia" and quit high school at the age of 17.

This is why many GED students talk about dispelling the stigma of having a General Educational Development certificate. So many of us left school for a wide variety of reasons, most having nothing to do with our ability to succeed academically."

Bauer quickly began and completted the process of receiving her GED within four months of leaving high school. By the age of 29, she seemingly had everything a businesswoman would want- a steady career in Louisville, Kentucky as a quality assurance analyst for a large credit card processing company.

'I had a good job, my own home, and a new baby but something was just missing. I wanted more out of life and that motivated me to go to college."

Given this opportunity If I don't take it Got no one to blame but me

Her desires to hone her writing and pursue literature lead her on a journey to Kent State University. With a father who attended Kent State University in the 60s and a mother who lives in the area, choosing Kent State became an option. After discovering that the university had what she needed as an adult student with specific needs, it was an obvious choice.

Throw away that old label for me, "You only got your GED" I am able

"I found KSU to offer the most things that I needed as a nontraditional student like family housing, adult student services, GED services etc."

One of the most important services that Bauer found upon entering Kent State University was the Ohio Literacy Resource Center's GED Scholars Initiative. This program aids students who have received their GED with financial, social and emotional support on their journeys from GED to college graduate.

As a single mother, Bauer found support through the GED Scholars Initiative. She cites the program's most comforting feature as having people to talk to, vent to, and laugh with while feeling an unconditional acceptance and nonjudgmental attitude toward GED holders.

The GED Scholars Initiative understands the challenges that you face and treats you like an actual person and not just another body. I am in their debt for the support structure they provide."

With Bauer's leadership, a student-driven organization was created to champion the needs of students and work with the GED Scholars Initiative.

GUS (GED United Scholars) is a diverse group of students of all ages, cultures, and backgrounds, which meets with one goal in mind: eliminate the negative stigma attached to earning a GED.

We unite together to share our experience and offer social, academic, and professional support to each other through our educational journey."

GUS is just one of many organizations that Bauer is involved with. Though spare time is limited as a college student and single mother, she works parttime at the Kent campus library's Helpdesk, is an editorial intern at the Kent State University Press, serves as web manager for Women's studies, Sigma Tau Delta, Xi Mu chapter, and the English National Honorary Society, and is a mentor for the GED Scholars Initiative Bridges Program.

The Bridges Program, funded by the Dominion Foundation, supports GED graduates planning to attend KSU. Participants are given advice and information about procedures and processes for being accepted into college, as well as resources on financial aid, academic policies, and programs. Prospective students have the opportunity to ask questions and receive information on anything related to transition-

ing into and attending Kent State University.

Through her affiliations with GED Scholars Initiative and GUS, Bauer was asked to become a Bridge mentor. After completing a series of workshops, each mentor invites one or two participants in the Bridge program to accompany him or her in a day in the life of a college student. Through this opportunity, her two students were able to attend classes and ask questions about her experience as a college student at Kent State University.

I enjoyed helping people realize they could attain their goals and dreams even in the face of adversity. I see a couple of my mentees from time to time around campus or at events, and it always makes me smile to see them still persevering.

I'm here to inspire you But you inspire me

Her devotion to her academics and these organizations shows in her success. One of her honors includes being named a top twenty-five finalist and honorable mention winner of the 2006 Iris Chang Memorial Essay Contest. She has also earned scholarships along the way, including GED Scholars, Honors Academic, the Richard Toerne and Mildred Steiskal scholarships.



However, the greatest reinforcement in her life is her son, Keagen. Not only does she have to balance school, but she is first and foremost a full-time mother. Mastering time management and having a supportive family have lent to her success.

"I took full course loads and worked part-time as opposed to the other way around. My mother watches my son on the weekends so I can work on my thesis. She and my sister both help out when I need to go to appointments in the evenings when I don't have a sitter for Keagen."

Bauer finds strength in knowing that earning her degree will better provide for her family. She looks forward to the sense of accomplishment she will feel walking across the stage to receive her college diplomasince she missed that experience after not obtaining her high school diploma.

"It can be difficult. For me, it is just sheer determination in reaching my goals. When I finally made the decision to go after my dreams, I told myself that failure was not possible."

That same philosophy has gotten Bauer to finally reach her destination: graduation. She graduated with honors, earning a bachelor's degree in May 2009. She is currently pursuing a Master's of Arts in Teaching from Kent State.

"Do not let labels define you. Do not let anyone else define who you are. Define yourself. Educate yourself. Respect yourself."

Able

- in position to do something: physically or mentally equipped to do something, especially because of circumstances and timing
- Capable or talented: having the necessary resources or talent to do something
 Good at learning: quick to learn in an educational environment
- 4. Be able to do something: to be able or have the ability to do something

Synonym: See Intelligent

I'm not changing my tune for you I'm marching to my own beat You can not defeat Me I am able to see between the lines and cracks I've made a pact with myself Given this opportunity If I don't take it Got no one to blame but me Close that government study book I am not your statistic I am able And if you were my friend You wouldn't send me on this guilt trip Teasing me because I want to learn To be better equipped To have a good life for myself And my family I am learning I am able to wake up every morning A day filled with endless possibilities This tornado in my brain is taking me to new heights Showing you what I'm made of I'm here to inspire you But you inspire me

Takes a lot of heart Hard as nails but with a soft side Filled an ocean with the tears I've cried But I am precious I am blessed I have been put to the test And I am good enough I am able I am tough Out of society's chains I am set free Life is hard, let there be no doubt But I'm trying a different route Only one I am a slave to is me I am able to read Able to write Forget the sword The pen has more might I'm a product not of where I came from But of where I am going to be I'm starting to see the forest And not just the trees I still have a way yet to go But listen to how able I am I am more than my income, my sex, and the color of my skin I'm speaking out loud And writing with words I will be heard No longer obscured I am choosing and perusing The next course in my life Throw away that old label for me, "You only got your GED" I am able To learn and discern I am able Don't know yet where all I am going But I know where I've been Gonna rise up Take paper and pen And show you just How ABLE I am.

Being smart

—Heidi M. Bauer

The GED Scholars Initiative was created by the Ohio Literacy Resource Center and is the first of its kind in the nation. The center works with other programs and offices at Kent State University to meet the needs of GED Scholars. The Initiative addresses the needs of students who earned their GED and attend Kent State University. Through research and development, this initiative provides students with support to meet the university's academic standards, complete programs studies, gain technological expertise and become aware of career opportunities.

www.gedscholars.org

Resources

Blackett, Karine & Weiss, Patricia. (2005). *College Success Guide: Top 12 Secrets for Student Success*. Indianapolis: Jist Publishing.

Conley, David T. (2007). *Toward a More Comprehensive Conception of College-readiness*. Bill & Melinda Gates Foundation. 29 Oct. 2012.

http://www.collegiatedirections.org/2007_Gates_CollegeReadinessPaper.pdf

Downing, Skip. (2005). *On Course: Strategies for creating success in college and life*. New York: Houghton Mifflin Company.

Ellis, Dave. (2006). Becoming a Master Student. New York: Houghton Mifflin Company.

Holland, John L. (1994). *Self-directed Search Assessment Booklet: A guide to educational and career planning*. Lutz: Psychological Assessment Resources, Inc.

Kruger, Susan Woodcock. (2009). SOAR Study Skills: A simple and efficient system for earning better grades in less time. Grand Blanc: Grand Lighthouse Publishing.

Liptak, John J. (2008). *Assessing Barriers to Education*. Indianapolis: Jist Publishing. Free administrator's guide available at http://www.jist.com/shop/web/assessment-guides.

Marrs, Barbara L. (2008). *Learning & Using Study Skills: A guide for academic success*. Phoenix: Learning Resources.

National College Transitions Network. (2006) *Mapping Your Financial Journey: Helping adults plan for college*. National Endowment for Financial Education. 29 Oct. 2012. http://mappingfinancialjourney.org

Shatkin, Laurence, and Michael Farr. (2011) *Top 100 Careers Without a Four-Year Degree*. Indianapolis: Jist Publishing.

Siebert, Al & Karr, Mary. (2003). *The Adult Student's Guide to Survival & Success*. Portland: Practical Psychology Press.

Zachary, Lois J. (2000). The Mentor's Guide: Facilitating effective learning relationships. Hoboken: Jossey-Bass.

Bridges Contact Information

If you have questions or would like additional information about the GEDSI Bridges program at Kent State University, please contact:

Carrie White GED Scholars Initiative Director cwhite@literacy.kent.edu 330-672-4641

Judy Franks
Bridges Coordinator
jfranks@literacy.kent.edu
330-672-0753

We have found that adult students interested in continuing their postsecondary education after receiving a GED, basically have these questions concerning their next step:

Where do I begin?
Can I afford college?
How do I choose a major?
How can I be a successful student?

Visit our website *GED Scholars Initiative GED 2 College* http://www.gedscholars.org for resources we have collected to answer these questions.