

EOPS ORIENTATION GUIDE

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WELCOME TO EOPS

EXTENDED OPPORTUNITIES PROGRAM & SERVICES

EOPS program services students who have been affected by economic, language, social and educational barriers. The mission of the program is to facilitate the successful and timely completion of student goals and objectives. Through specialized support services and instruction, EOPS encourages enrollment, retention, certificate completion, graduation and university transfer. As part of its mission, EOPS is committed to student success by promoting communication, critical thinking, information competency, application of knowledge, and personal responsibility.

EOPS may recommend or provide the following services

Intake Counseling
Academic Counseling
Group Counseling
Improving College Performance Workshops
Preparation of Student Education Plan (SEP)
Book Vouchers and Grants
Preparation of Study List for Each Term of Attendance
Student Progress Monitoring
CARE Program Services
Tutoring
University Transfer Services
Priority Registration
College Orientation Course for Incoming Students (St. Dv 100)
Improving College Performance Course (St. Dv 141)
Emergency Loans

Notes: Services may vary year to year depending upon other services available on campus and budget.

EOPS student responsibility for continued program eligibility

1. Complete at least six units each semester as a new or continuing EOPS student.
2. Meet with an EOPS counselor to establish my educational goal and develop my Student Educational Plan (SEP).
3. Make progress toward my educational goal by closely following my SEP. If placed on probation, follow my EOPS probation contract.
4. Meet with an EOPS counselor or designated EOPS advisor at least three times each semester and one time during each intersession, if registered. Using MyGCC, monitor my counseling contact record and my program standing with EOPS.
5. Meet all the requirements listed in the EOPS Academic Standing Report, under the To Do List.
6. Enroll consecutively every semester until I reach my educational goal. Attendance during the short sessions is not required.
7. Apply for state and/or federal financial aid and provide all the necessary income documentation as required by the financial aid office.
8. Successfully complete the Student Development 100 (St.Dv. 100) within two terms of acceptance into the program. Last term the required St.Dv. 100 course will be accepted is: ()
9. Set up my GCC student email account. Read EOPS emails and website information frequently for updates on program policies and services.
10. Participate in the advising workshops, group counseling, basic skills instruction, transfer services, career and employment services, supplemental instruction (SI) and tutoring as recommended.
11. Notify the EOPS office of any changes in my class schedule, name, address, or telephone number.
12. Authorize the EOPS program to share my book voucher information, including my name, student ID, student email address, and the book voucher amount with the bookstore for the purpose of expediting and monitoring the EOPS book services.
13. Authorize the release of information to EOPS from other programs and services, on and off campus, for the purpose of determining my eligibility for the program, and monitoring my academic progress.

Limitations on Eligibility:

Grant: To be considered for the EOPS Grant, the student must: Be in good standing with EOPS ♦ Have completed three counseling visits and at least six units the previous semester ♦ Be enrolled in at least six units ♦ Have FAFSA Completed and Award Notification with remaining need determined ♦ Have sufficient unmet need as determined by the GCC Financial Aid Office ♦ Not be on Satisfactory Academic Progress Dismissal or Term Dismissal. For details, refer to the [EOPS Grant Policy](#).

Book Service: To be considered for the EOPS Book Service, the student must: Be in good standing with EOPS ♦ Have completed three counseling visits and at least six units in fall for the following spring and summer terms ♦ Have completed three counseling visits and at least six units in spring for the following fall and winter terms ♦ Have sufficient unmet need as determined by the GCC Financial Aid Office. For details, refer to the [Book Service Policy](#). **Units:** Students who do not enroll in a primary semester, or enroll but drop all units by the first census date, will be exited from the program.

Contacts: Students who do not meet with an EOPS counselor at least once during the primary semester will be exited from the program.

Out of Compliance and EOPS Probation Status: Students who do not fulfill all the responsibilities in this contract will be out of compliance with the Program, and be placed on probation status with EOPS. These students will not be considered for the EOPS Grant and EOPS Book Service. Students who are placed on EOPS probation for two consecutive semesters and continue to be out of compliance during the third semester, will be exited from the program.

Six-semester Limit: A continuing student may not exceed six semesters of continuous participation with EOPS and continue to receive EOPS services.

HISTORY OF EOPS

THE HISTORY OF THE CALIFORNIA COMMUNITY COLLEGE EXTENDED OPPORTUNITY PROGRAMS AND SERVICES ESTABLISHED 1969

In 1969, SB 164 (urgency legislation), authored by Senator Alquist, was enacted into law. It expressed intent to encourage California Community Colleges to establish programs and services directed to the identification, recruitment, retention and intellectual and vocational stimulation of students affected by language, social or economic disadvantages. Funding for 1960-70 was \$2,870,000. Legally effective in November, EOPS was partly implemented in the spring of 1970 with 46 institutions participating. A review of important social events and issues of the sixties may facilitate an understanding of the political climate in which SB 164 was born.



A landmark United States Supreme Court decision was handed down in 1954 (Brown vs. Board of Education of Topeka, Kansas). By ruling that separate educational institutions are inherently unequal, integration was given a great thrust. At that time, however, there was not much reaction in California since educational segregation "de jure" (by lawful title) did not exist. Higher education was also smug because public institutions did not appear to discriminate.

With the advent of Civil Rights Act of 1964, both overt and covert discrimination came under the law. This was the most comprehensive attempt to equalize human rights since post-Civil War activities.

In 1965, the Watts riots stunned the State of California. Many people could not believe that Blacks outside the South and Eastern slums would resort to violence and destruction. Insightful decision-makers, however somewhat reluctantly, began seeking root causes. Early conclusions indicated that **EVEN IN CALIFORNIA, THE PUBLIC EDUCATION SYSTEM WAS NOT REALLY OPEN. For many, TRUE EQUALITY OF OPPORTUNITY DID NOT EXIST.**

In 1968, our nation's capital was the scene of the massive, emotional and effective "Poor People March". Poverty in the affluent country was dramatized. More and more citizens became aware of the uneven distribution of wealth. Also, 1968, tens of thousands of Chicano students waked out of their schools, protesting **INFERIOR EDUCATION** in "blowouts" all over the South West. Asute observers began thinking of ways to **EQUALIZE OPPORTUNITIES.**

Beginning in the mid-sixties, there were many student-led disturbances on college campuses. Although UC Berkeley and San Francisco State receive the most notoriety in California, many community colleges experienced unrest as well. Targets were: The Vietnam War, student power, racism and student aid. An effort to meet the responsibility to integrate more people into the dominant culture was indicated.

Some felt EOPS was an attempt to quell student rebellions and reduce campus tensions.

EOPS Book Service



The EOPS book voucher is awarded to eligible EOPS students in Fall, Winter, Spring and Summer terms based on program funding availability, student program eligibility and financial aid eligibility.

To be considered for the EOPS book voucher, students must be in good standing with EOPS and meet all the eligibility criteria listed below.

Students, who do not fulfill their responsibilities listed on the EOPS Mutual Responsibility Contract, will be out of compliance with the program and be placed on a warning status with EOPS. These students will not be considered for the EOPS book voucher.

EOPS BOOK VOUCHER ELIGIBILITY CRITERIA

The students must:

1. Be in good standing with EOPS
2. Have three counseling contacts completed in the previous spring semester*
3. Have at least 6 units completed in the previous spring semester*
4. Have sufficient unmet need as determined by the Financial Aid Office

*First semester EOPS students are exempt

Potential EOPS students: The program does not guarantee a book voucher service. It is contingent upon student eligibility and available funds. It is highly recommended that while in the admission process, students purchase/rent their books and keep their receipts. If they get a book voucher award the first semester, they can be reimbursed up to the maximum amount of the book voucher. All exchanges and returns are done at the bookstore in compliance with the bookstore's return/exchange policy.

EOPS Grant



The EOPS grant is awarded to eligible EOPS students in Fall and Spring semesters based on program funding availability, student program eligibility and financial aid eligibility.

To be considered for the EOPS Grant, students must be in good standing with EOPS and meet all the criteria listed below.

Students, who do not fulfill their responsibilities will be out of compliance with the program and be placed on probation status with EOPS. These students will not be considered for the EOPS Grant.

EOPS Grant Eligibility Criteria

1. Be in good standing with EOPS
2. Have three counseling contacts completed in the previous semester*
3. Have at least 6 units completed in the previous semester*
4. Be currently enrolled in at least 6 units**
5. Have completed FAFSA application, submitted all the required income documentation as required by the Financial Aid Office, and have received their Financial Aid Award Notification with the remaining financial need determined
6. Have sufficient unmet need as determined by the Financial Aid Office
7. Not be on Satisfactory Academic Progress Dismissal or Term Dismissal.

*First semester EOPS students are exempt

**Total units include GCC and non-GCC units approved by the Financial Aid Office through the consortium agreement.

EOPS CARE Program Services



On September 1, 1993 the Chancellor's office approved a Cooperative Agencies Resources for Education (CARE) project allocation for Glendale College, EOPS. The goal of CARE is to reduce long term welfare dependency and support the needs of the single parent for economic self-sufficiency.

CARE program provides special services for EOPS students which may include but are not limited to: emergency loan; special workshops, CARE money grants and meal cards.

Before downloading the CARE Application Screening Form read the legal requirements for participation below.

The following are the legal requirements for participation:

- Student receiving CalWORKS/TANF cash aid for themselves and/or for their child(ren) at the time of application for CARE program at GCC
- Student must be at least 18 years of age
- Single head of household
- EOPS eligible and registered for 12 units during the Fall and Spring semesters
- Must be in a degree, certificate or transfer program

Steps to Complete Care Program Eligibility and Screening Form

1. Download form
2. Complete form
3. Print form
4. Submit form to the EOPS office

EOPS Emergency Loan



EOPS emergency loan is established to assist EOPS students meet unexpected or untimely costs for books, college supplies, and transportation. Loans may not exceed \$300 in a single academic year and must be repaid by a personal check by the set deadline, or withdrawn from the first available Financial Aid check, whichever comes first. The previous loan must be repaid before a new one can be issued. Delinquent loans will be assigned to a collection agency and to the State Franchise Tax Board. FINANCIAL HOLD will be placed on student's record. Students must provide documentation addressing the emergency situation. To apply for EOPS emergency loan, students must meet all the eligibility criteria outlined below:

- Meet all EOPS entrance and continued program eligibility requirements
- Have FAFSA completed and unmet need determined by the financial aid office
- Currently enrolled in 6 or more units/semester
- Have repaid previous loan balances
- Completed all EOPS emergency loan paperwork and provided supporting documentation
- Must have a current GCC student picture ID card

PLEASE NOTE: Once the application for the emergency loan is approved, it may take up to five business days to have the check ready for pick up.

EOPS and CARE financial assistance may be available to EOPS/CARE students who in addition to meeting all EOPS /CARE program eligibility requirements are financially eligible to receive these services. The determination is based on individual student's financial aid award and the remaining financial need as determined by the Financial Aid Office. Students must have completed all financial aid forms and requirements and have received their Financial Aid Award Notification for remaining need to be determined. CARE students must meet additional CARE program eligibility requirements to qualify for CARE financial support. All EOPS and CARE awards are contingent upon EOPS/CARE Program funding availability.

CAREER CENTER

The Career Center offers Glendale Community College Students an opportunity to talk to any of our specialized career counselors about life goals, vocational plans, choices of college majors and career options.

The staff can help students answer all of the following questions and many more, depending on the student's circumstances and needs:

1. Choosing a college major
2. Matching personality to a career/job
3. Working in strength areas instead of weaknesses
4. Finding out about your abilities and talents
5. Exploring specific jobs for future
6. Outlook and trends for the future
7. The link between personal interests and career success
8. How your values relate to career satisfaction
9. Advantages and disadvantages of a technical degree
10. Pros and Cons of being a Liberal Arts major
11. Environments and how they impact workers
12. Starting salaries across the nation and in California
13. Certificate, AA/AS, Transfer: Job implications
14. Getting correct and current information about careers
15. Second careers: starting fresh, or building on experience

SERVICES: COUNSELING APPOINTMENTS

The staff is available to help students with in-depth career needs as well as short answers to specific questions. No two students are alike. Most students need one or two appointments with a career counselor to feel comfortable about how their interests, personality style, values and abilities fit together with a field of study or major.

In planning for their future careers, many students may change their majors as they gather more occupational information. They need to see a counselor a few times before they finally decide on a career goal.

TOOLS: SURVEYS AND INVENTORIES

The Career Center is a place as well as an opportunity to meet with a career counselor, in a relaxed, confidential setting. Career counselors may suggest resources, references, computerized as well as written questions about your interests or personal, likes and dislikes. These "tools" provide the counselor with scientific research information that compares an individual student with people who are happy and successful in the workplace.

CLASSES AND WORKSHOPS

Semester length as well as 4 and 8 week classes are offered in such areas as Occupational Planning, Job Search Strategies, College Major Exploration and other Student Development classes designed to give students occupational study in group format.

CAREER INTEREST SURVEY

Realistic

Social

Artistic

Enterprising

Conventional

Investigative



(Step 1) Circle the number in front of those activities you would like to do. Leave blank those things you would dislike doing or would be indifferent to. (Step 2) Take this survey to the CAREER CENTER for an interpretation by a counselor to help you define and choose a major or field of study.

R

1. Repair machines/engines/equipment.
2. Refinish furniture/make shelves out of wood.
3. Drive heavy equipment/use power tools.
4. Be a computer technician.
5. Install telephone equipment.
6. Be an electrician.
7. Operate a printing press.
8. Use a welding torch.
9. Fix a sewing machine or repair appliances.
10. Be a surveyor, building inspector or Architect.

I

11. Work in a science lab.
12. Read books on space or ocean research.
13. Use a microscope.
14. Research social problems.
15. Apply math formulas to an engineering project.
16. Study the effects of acid rain.
17. Be part of a medical team implanting a heart valve.
18. Work on the development of a new submarine.
19. Be a Biologist.
20. Take a chemistry class.

A

21. Write a play, novel or newspaper article.
22. Be a Photographer or Commercial Artist.
23. Be the Interior Decorator for a large office complex.
24. Perform in a play.
25. Draw designs for a window display.
26. Play a musical instrument.
27. Write an article for a magazine.
28. Dance, act or sing in a movie production.
29. Draw landscapes, people or animals.
30. Be a Cartoonist.

S

31. Be a School Counselor
32. Perform as part of a medical or mental health team.
33. Take classes in Sociology.
34. Teach handicapped children.
35. Instruct new mothers in childcare methods.
36. Direct a sports program.
37. Conduct a group session for drug abusers.
38. Teach people to communicate more effectively.
39. Help others to help themselves.
40. Be an Elementary School Teacher.

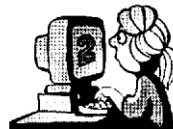
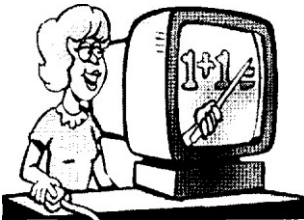
E

41. Be a Buyer in a department store.
42. Study to be a Marketing Executive.
43. Manage a large office complex.
44. Sell stocks and bonds.
45. Take classes in Business Administration.
46. Manage a hotel or restaurant chain.
47. Discuss politics.
48. Run for a school leadership position.
49. Be a Public Relations Director.
50. Own your own business.

C

51. Be a Bookkeeper or Accountant.
52. Keep accurate records and files.
53. Take computer classes or word processing.
54. Be neat, efficient and detail oriented.
55. Process medical records in a hospital.
56. Work in a bank or financial institution.
57. Operate office equipment/learn a new computer system.
58. Follow procedures and rules.
59. Be a Paralegal.
60. Work as a Financial Analyst.

(Remember: Take this survey to the **Career Center** reception desk, second floor of the San Rafael Building. You may also call for an appointment. Bring your scored survey to your appointment with a career counselor. (818) 240-1000 ext. 5407)



Add the number of circled statements for each area. Put your scores on the lines below. (Which area shows your highest number of circled statements? Second and third highest?)

High scores, in specific areas, indicate people who prefer certain tasks and working environments. **Low scores** indicate a dislike for certain tasks or environments. (All scores relate to **interests, not ability or intelligence.**)

_____ **Realistic.** Work with things, objects, machines, tools, materials, processes, technologies, plants or animals. Tasks include practical work to produce a product. People in this area often value physical activities, concrete things. They tend to be down-to-earth, matter-of-fact and are drawn to tasks that may require mechanical ability, physical strength or coordination.

_____ **Investigative.** Performs scientific work using analytical thinking solve problems or create new knowledge. The person often values activities that would include science and math in order to observe, assess, evaluate and theorize in a logical manner. Tasks may require a person to be independent, precise and critical, using a scientific research approach.

_____ **Artistic.** Works in the arts; music, writing, performing, studio and commercial arts, using creative ideas in perceiving or designing. Tasks require a person to work in situations that are relatively unstructured and require originality. A person often values creative talents, being imaginative, nonconforming and expressive in form, color, words, sound or movement.

_____ **Social.** Works with people in activities to instruct, inform, develop, educate, train, counsel and cure them. Tasks require a person to be understanding, communicate ideas and help others. A person often values social and ethical tasks in which they can be of service to society in an enthusiastic, friendly, competent and supportive manner.

_____ **Enterprising.** Works in activities that require persuasive, managerial, supervisory and leadership skills. Task requires being goal directed toward institutional, political/social or economic gain. A person often values status, power and being ambitious. The person often seeks a business setting, where they can be self-confident, sociable, energetic and adventurous.

_____ **Conventional.** Performs activities requiring attention to detail, accuracy in clerical tasks to record, file and organize numerical and written data according to specific instructions or procedures. A person often seeks office settings and may value being responsible, efficient and methodical, practical.

HOLLAND INTEREST ENVIRONMENTS

Doers (Realistic-R) These types like jobs such as automobile mechanic, air traffic controller, surveyor, fanner, electrician. They like to work outdoors and to work with tool. They prefer to deal with things rather than with people. They are described as

<i>conforming</i>	<i>humble</i>	<i>natural</i>	<i>shy</i>
<i>frank</i>	<i>materialistic</i>	<i>persistent</i>	<i>stable</i>
<i>honest</i>	<i>modest</i>	<i>practical</i>	<i>thrifty</i>

Problem Solvers (Investigative-I) These types like jobs such as biologist, chemist, physicist, anthropologist, geologist, medical technologist. They are task oriented and prefer to work alone. They enjoy solving abstract problems and understanding physical world. They are described as:

<i>analytical</i>	<i>curious</i>	<i>introverted</i>	<i>precise</i>
<i>cautious</i>	<i>independent</i>	<i>methodical</i>	<i>rational</i>
<i>critical</i>	<i>intellectual</i>	<i>modest</i>	<i>reserved</i>

Creator (Artistic-A) These types like jobs such as composer, musician, stage director, writer, interior designer, actor/actress. They like to work in artistic settings that offer opportunities for self-expression. They are described as:

<i>complicated</i>	<i>idealistic</i>	<i>impulsive</i>	<i>sociable</i>
<i>emotional</i>	<i>imaginative</i>	<i>independent</i>	<i>original</i>
<i>expressive</i>	<i>impractical</i>	<i>intuitive</i>	<i>unordered</i>

Helpers (Social-S) These types like jobs such as teacher, clergy, counselor, nurse, personnel director, speech therapist. They are sociable, responsible, and concerned with the welfare of others. They have little interest in machinery or physical skills. They are described as:

<i>convincing</i>	<i>generous</i>	<i>insightful</i>	<i>sociable</i>
<i>cooperative</i>	<i>helpful</i>	<i>kind</i>	<i>tactful</i>
<i>friendly</i>	<i>idealistic</i>	<i>responsible</i>	<i>understanding</i>

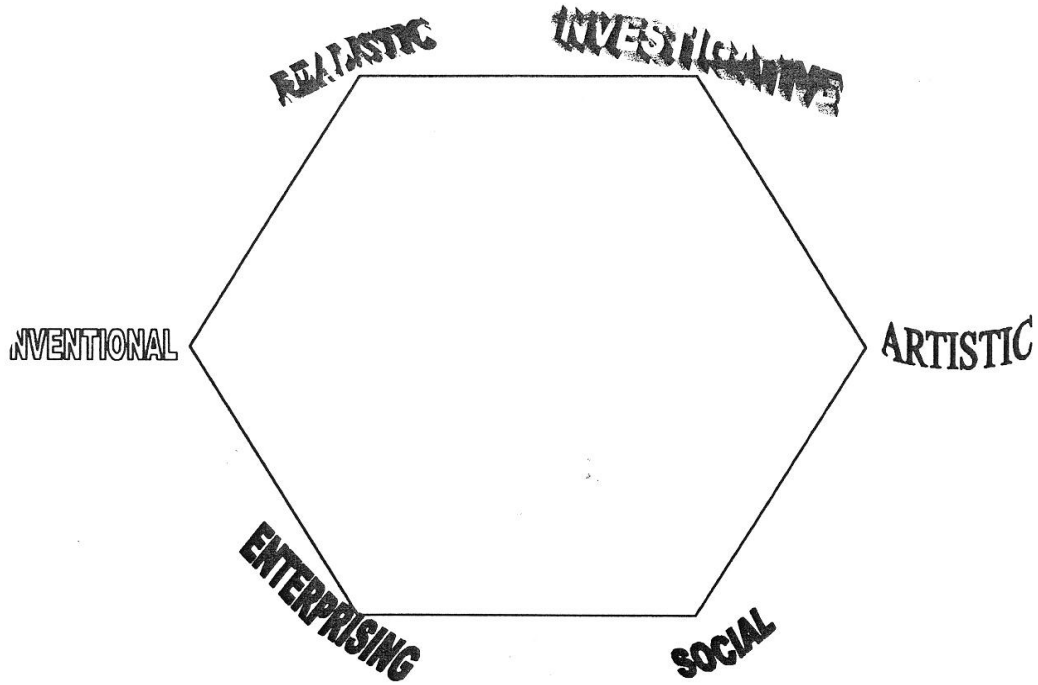
Persuaders (Enterprising-E) These types like jobs such as salesperson, manager, business executive, television producer, sports promoter, buyer. They enjoy leading, speaking, and selling. They are impatient with precise work. They are described as:

<i>adventurous</i>	<i>domineering</i>	<i>optimistic</i>	<i>risk-taking</i>
<i>ambitious</i>	<i>energetic</i>	<i>pleasure-seeking</i>	<i>self-confident</i>
<i>attention-getting</i>	<i>impulsive</i>	<i>popular</i>	<i>sociable</i>

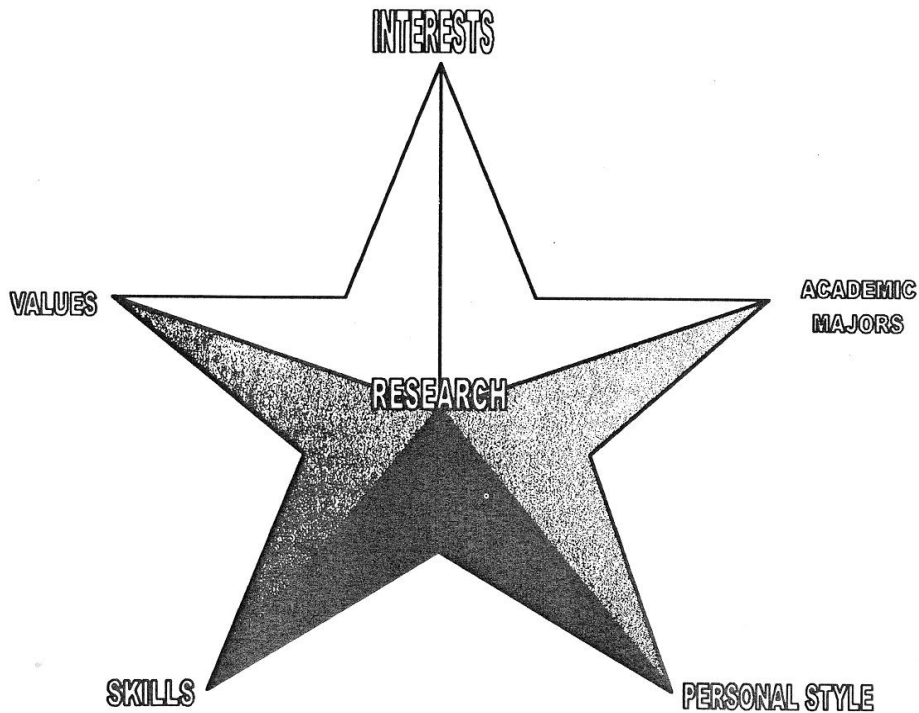
Organizers (Conventional-C) These types like jobs such as bookkeeper, word processing technician, banker, cost estimator, tax expert. They prefer highly ordered activities, both verbal and numerical, that characterize office work. They have little interest in artistic or physical skills. They are described as:

<i>careful</i>	<i>conservative</i>	<i>orderly</i>	<i>reserved</i>
<i>conforming</i>	<i>efficient</i>	<i>persistent</i>	<i>self-controlled</i>
<i>conscientious</i>	<i>obedient</i>	<i>practical</i>	<i>structured</i>

HOLLAND'S HEXAGON



CAREER SEARCH COMPONENTS



NOTES

MINIMUM TRANSFER GUIDELINES

California State University (23 campuses) — Minimum transfer requirements: 60 transferable units, 2.0 GPA, and subject requirements (English 101, Speech 101, Critical Thinking, and Math).

University of California (10 campuses) — Minimum transfer requirements: 60 transferable units, 2.4 GPA, and subject requirements (English, Math, and four transferable college courses in at least two of the following subject areas: arts and humanities, social and behavioral sciences, and physical and biological sciences)

CSU/UC Impaction — "Impacted" means space is limited, therefore, you must apply to CSU/UC during priority filing periods for impacted majors (i.e., business administration, computer science, film and engineering) and campuses (i.e., UCLA, UCB) and higher GPA is usually required. CSU requires at least a 2.5 GPA for impacted majors and, possibly, completion of major preparation. UC requires at least a 2.7 GPA or higher, however major prep courses must be completed prior to transfer. Other requirements may apply. Lastly, do not assume the same majors are impacted at all 4-year schools.

Early transfer — Non-impacted campuses (the majority) will admit students with less than 60 units who were eligible out of high school. Of course, freshman entrance requirements will have to be met, including SAT or ACT scores. A transfer counselor should be consulted as to the pros and cons of early transfer and how this affects the completion of breadth requirements. UCLA and UC Berkeley, however, will consider "eligible" freshmen or sophomore early transfers from community colleges (above stated transfer requirements must be completed for UCLA and UCB).

Admissions filing periods — CSU and UC priority filing period for impacted majors and schools (non-impacted programs accept application beyond these priority filing dates):

For Summer — Priority filing is: CSU February 1 — 28

For Fall — Priority filing is: CSU/UC November 1-31

For Winter Quarter** — Priority filing is: UC July 1 — 31 and CSU June 1 — 30

For Spring — Priority filing is: CSU August 1 — 31 and UC* Spring Quarter, October 1 — 30

*UC Berkeley & other campuses do not accept Spring applications. Please check with each individual campus.

**UCLA does not accept Winter applications. Please check with each individual campus.

PRIVATE/INDEPENDENT 4-YEAR INSTITUTIONS

There are approximately 65 accredited private and independent four-year colleges and universities in California. Consequently, admissions requirements, application filing periods and deadlines will vary. At some schools, particular majors may even have separate deadlines or supplemental requirements. Consult directly with the school you are interested in or check with the Transfer Center. This bulletin provides information for **local** private and independent institutions only.

Loyola Marymount University: 30 transferable units **Mount**

Saint Mary's College: 24 transferable units **Occidental**

College: 30 transferable units

University of Southern California: 30 transferable units

Woodbury University: No unit minimum

UNIVERSITY FINANCIAL AID PRIORITY FILING

For the next academic school year — priority filing period is January 2 to March 2 preceding transfer.

Glendale Community College Transfer Center

STUDYING EFFICIENTLY

1. Get Organized Plan to use your time efficiently. If you have never been organized, a bit of life s style change for the good of your grades and your future is necessary. Keep a time log. Plan ahead for work, study, and play. Good students are organized, no exceptions!!
2. Plan (after the first week) the amount of outside time you will need to study for each class. 2 hours study time/per class hour is recommended, but this varies with each class. Such time commitments may impact your work schedule. Reevaluate your work, study, & recreation time needs. You must balance all three if you are going to be a successful student.
3. Study difficult or boring classes first. Your attention to subject matter is greater at the beginning of your study session.
4. Study in several short sessions rather than one long one. Short study sessions keep concentration at its peak.
5. Know yourself. What is your best time of day to concentrate? Your time needs are different than anyone else's. Don't rely on someone else to estimate how long a task will take you.
6. Use waiting time. Have short activities available while waiting those 5,6,10 minute periods during the day. You will log hours of studying per week by making small amounts of time count.
7. Study in a regular area. Either at home or in the library. Keep track of your weekly time there. Be aware of positive habits!!
8. Don't get too comfortable. Sit up straight. Simulate a classroom code of conduct and dress.
9. Use the library. Quiet, calm surroundings are the best place to get work done.
10. Pay Attention. If your mind wanders, bring it back to the task at hand. Keep a note pad nearby to jot down ideas for later thought
11. Let others know you are studying. They will leave you alone when you are in the place, or during the time you usually study if you condition them to do so. Let them know you are changing your habits.
12. Avoid noise. Overwhelming evidence suggests quiet is the best environment for concentration.
13. Who misuses your time? Tell consistent interrupters to stay away during your study time.
14. Get off the phone Study where there is no phone. Turn off the ringer. Use an answering machine.
15. Learn to say no. To do a better job in school you will have to undergo a few lifestyle changes. Saying no is a great timesaver
16. Post your own "do not disturb" sign. This tells those you live with to leave you alone!!

17. Keep a list. Cross off the tasks you accomplish. That makes you feel good! Keep revising your list. It will be endless, but you will be focused on what you must do.
18. **Be realistic.** It takes time to change habits. At first, select timelines and jobs you can get done. As you become more efficient, you will naturally increase your scope and volume of work. Your habits will change.
19. **Perfection is not necessary.** Do the best you can. To be perfect may take too much time and effort Perfection can be a curse, one that denies you satisfaction in a job well done.
20. **How did I waste time?** Analyze your day. Where could you have added school time? This doesn't mean that you should not have social time Make sure your days are balanced — modify your habits to achieve your goals.
21. **Give yourself a reward.** If you "got it done" do something just for you that you would not normally do. You deserve it.
22. **Are you worth hiring?** If you were going to hire someone to go to school, would you be the one you would hire?
23. **Build concentration.** This is the single most important thing you can do to improve!! Relaxed focus on your task will decrease time spent while increasing retention.
24. **What are your goals?** 10 year, 5 year, university, GCC? How do they fit into your life plan? If you don't have one, why are you here? Translate long range goals into what you need to do this semester. Post those short-range goals, and go for it This is how you become focused
25. **Have some fun.** As you balance work, study and recreation, remember that it's critical to have a goal to journey toward, but in the end both the journey and the goal count.

Reading the Text

1. **Thumb through the entire chapter first, notice length, headings, reading charts and diagrams as you go.**
2. **Deface the book. Underline, highlight, star, and draw arrows!! Buy the used book that already has it done!!**
3. **List essential words as you read, with their definitions.**
4. **After each paragraph, verbally summarize the thought.**
5. **Read out loud. Sometimes it helps to understand.**
6. **Use the teacher. When you get stuck, ask questions.**
7. **Explain it to someone. Use a study buddy.**
8. **Use an alternate text. Find one you understand.**
9. **Stand up. Sing it. Whisper it. Change your routine to break the boredom and help to increase concentration.**
10. **Summarize what was important from the chapter. Was it what the instructor told you to study? If you don't know, ask them what to emphasize.**
11. **Visualize what you read. Store your own mental pictures to be used later!**
12. **You can read too slowly. If you do, you might lose the thought.**