

## Worksheet topics for Commit to Study (C2S)

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**Anxiety** addresses the degree to which students worry about school and their academic performance. High levels of anxiety can help direct attention away from completing academic tasks (for example: Worrying about doing poorly interferes with my concentration on tests). Students with high anxiety may need to develop techniques for coping with anxiety and reducing worry so that attention can be focused on the task at hand.

**Attitude** addresses students' attitudes and interest in college and academic success. It examines how facilitative or debilitating their approach to college and academics is for helping them get their work done and succeeding in college (for example: Do I feel confused and undecided as to what my educational goals should be). Students struggling with attitude may not believe college is relevant or important to them and may need to develop a better understanding of how college and their academic performance relates to their future life goals.

**Concentration** addresses students' ability to direct and maintain attention on academic tasks (for example: I find that during lectures I think of other things and don't really listen to what is being said). Students who struggle with concentration may need to learn to monitor their level of concentration and develop techniques to redirect attention and eliminate interfering thoughts or feelings so that they can be more effective and efficient learners.

**Information Processing** addresses how well students' can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help build bridges between what they already know and what they are trying to learn and remember, i.e., knowledge acquisition, retention and future application (for example: I translate what I am studying into my own words). Students who struggle with information processing may have difficulty making information meaningful and storing it in memory in a way that will help them recall it in the future.

**Motivation** addresses students' diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements (for example: When work is difficult I either give up or study only the easy parts). Students who struggle with motivation need to accept more responsibility for their academic outcomes and learn how to set and use goals to help accomplish specific tasks.

**Selecting Main Ideas** addresses students' skill at identifying important information for further study from among less important information and supporting details (for example: Often when studying I seem to get lost in details and can't see the forest for the trees). Students who are not able to select main ideas may need to develop their skill at separating out critical information on which to focus their attention. Tasks such as reading a textbook can be overwhelming if students focus on every detail presented.

**Self-Testing** addresses students' use of reviewing and comprehension monitoring techniques to determine their level of understanding of the information to be learned (for example: I stop periodically while reading and mentally go over or review what was said). Students who struggle with self-testing may need to develop an appreciation for the importance of self-testing, and learn effective techniques for reviewing information and monitoring their level of understanding or ability to apply what they are learning.

**Test Strategies** addresses students' use of test preparation and test taking strategies (for example: In taking tests, writing themes, etc., I find I have misunderstood what is wanted and lose points because of it). Students who haven't developed strong test strategies may need to learn more effective techniques for preparing for and taking tests so that they are able to effectively demonstrate their knowledge of the subject matter.

**Time Management** addresses students' application of time management principles to academic situations (for example: I only study when there is the pressure of a test). Students who struggle with time management may need to develop effective scheduling and monitoring techniques in order to assure timely completion of academic tasks and to avoid procrastination while realistically including non-academic activities in their schedule.

**Using Academic Resources** addresses students' willingness to use different academic resources such as writing centers, tutoring centers and learning or academic support centers, when they encounter problems with their coursework or performance (for example: I am not comfortable asking for help from instructors in my courses). Students who are not using academic resources may need help identifying and effectively using resources as the need for learning assistance becomes apparent.