

Success Strategies & Resources

Weeks 4-6 of Fall Semester

Description

This lesson will engage students in a reflection on the academic challenges they have experienced in the first half of the semester and 1) connect them with campus resources and 2) help them develop study skills to overcome those academic challenges.

Learning Outcomes

- At the end of this session, students will be able to:
 - Identify key academic success resources on campus in order to use those resources to overcome academic challenges;
 - Develop a 5-day study plan in order to make more effective use of available time and reduce procrastination; and
 - Establish one personal goal for improving academic success in the first year in order to identify applicable use of campus academic success resources and strategies.

Connection to Intended Course Outcomes/Class Objectives

- *Self-efficacy – Your belief in your ability to achieve your goals*
- *Self-awareness – Your understanding of your personal strengths, learning styles, learning habits, and thinking patterns*
- *Sense of purpose – Development or strengthening of long-term goals and understanding of how to get there; ability to make connections between what you’re learning and your future goals.*
- *Actively engaged – active involvement of time and energy invested in your college experience—both inside and outside the classroom.*
- *Socially integrated – formation of personal connections between other members of the Texas A&M community including peers, faculty, staff, and administrators*

Preparation, Materials & Facilitators

- Review introductory content about on campus resources (in the form of [FAQs](#))
 - Academic Success Center
 - Advising (Change of Major) (Transition Academic Programs)
 - Honor Code (Aggie Honor System Office)
 - Math Learning Center
 - University Libraries
 - University Writing Center
- Prepare materials for Icebreaker & Reflection on Academic Barriers activity
 - Materials needed:
 - Markers
 - Post-it notes
 - Whiteboards OR Large Post-It notes
 - Prepare a few Post-Its with common student academic challenges
 - Examples include:
 - Math is hard [Recommended Resource: Math Learning Center]



- My roommate is too noisy and I can't study [Recommended resource: University Libraries]
 - I don't have enough time [Recommended resource: Academic coaching]
 - I'm worried about plagiarism [Recommended resource: Aggie Honor System Office]
 - I am confused about concepts presented in my class [Recommended resource: SI, Tutoring]
 - I'm worried I picked the wrong major [Recommended resource: Academic Advising]
 - Create the following stations on large writing surfaces using whiteboards or large Post-It notes (Please note: These resources are specific to College Station campus, please adjust or modify for your campus):
 - Academic Advising
 - Academic Coaching [Academic Success Center]
 - Aggie Honor System Office
 - Math Learning Center
 - SI/TutorHubs [Academic Success Center]
 - University Libraries,
 - University Writing Center,
 - I don't know where to go for help
- Gather materials for study skills segment
 - Bring up the [Academic Success Lesson Website](#). The videos and 5-Day study plan are both located here.
 - Cue up [Study Skills Video](#) (located on the website [homepage](#))
 - 5-Day Study Plan: Print one [5-Day Study Plan Template](#) per student ahead of class. The 5-Day Study Plan is available on the website for students who would like a copy for future use.
- Cue up [Honor System Office Video](#) (located on the website [homepage](#))
- Prepare minute papers for assessment
 - Instructors of in-person classes should print and cut out a minute paper ([print](#)) for each student.
 - Instructors of online classes should copy the minute paper [form](#).
- Instructors are encouraged to extend the learning from this module using the following resources. The resources targeted toward students are linked on the "[Additional Videos and Resources](#)" portion of the website. Reminders about these FAQs are in the email you will send after class.
 - Time Management
 - Create a [Fixed Commitment Calendar](#) using the principles of time management. *(Updated FCC to be provided)*
 - **We recommend having students complete the Fixed Commitment Calendar in a class session before you present the Academic Success lesson. This gives the students a better idea of the time they have available.**
 - [Video](#) on Ben Franklin's schedule
 - [Video](#) on Elon Musk's time management
 - Study Skills



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2026

- 5 Day Study Plan Video: <https://www.youtube.com/watch?v=ZFD4bniRem0>
- Academic Success Center Video Tips: <https://www.youtube.com/channel/UCF55VU8Tb6Gqepwk-SNAerg>
- Research and Library Skills
 - Schedule a class visit to the library in [College Station](#), [Galveston](#), or [McAllen \(online\)](#).
- Academic Success Workshops
 - Contact [Academic Success Center](#) for workshop options
- Change of Major
 - Contact [Transition Academic Programs](#)
- Academic Integrity Issues
 - Review the [Student Resources](#) from the Aggie Honor System Office
 - The Aggie Honor System Office is happy to present at any of the Instructor's "free" classes

Overview of Time (Total time: 50 minutes)

- Icebreaker & Reflection on Academic Barriers - 15 minutes
- Study Skills Video and Activity – 22 minutes
- Honor System Office Video - 3 minutes
- Minute Paper Reflection/Assessment - 5 minutes

Project Team

- Alex Mitchell, First Year Experience Librarian, University Libraries
- Jillian Eslami, First Year Experience Librarian, University Libraries
- Lyle Slack, Director, Academic Success Center
- Andy Gibson, Explore Program Manager, Transition Academic Programs
- Blair Alvarado, Interim Director, Aggie Honor System Office

Facilitator Instructions

- *To encourage a sense of psychological safety, ensure that students don't have to write names on Post-It notes in the Icebreaker and Reflection on Academic Barriers Activity, and don't ask them to identify who wrote the Post-Its.*
- *Instructors should pass back the minute papers at the end of the semester so students can see what they wrote down*
- Text in regular font are talking points and should be read out loud to students.
- Text in *italics* are notes for the instructor and should NOT be read out loud to students.
- Text in **bold** are questions for debrief or reflection and should be read out loud to students to encourage group discussion or sharing of ideas.



Icebreaker & Reflection on Academic Barriers: 15 minutes	
<p>Talking Points</p> <p>1 minute</p>	<ul style="list-style-type: none"> • We're going to start with an icebreaker activity where you'll reflect on the academic challenges you've experienced in your first semester and identify campus resources available to help you overcome those challenges. • <i>Students tend to gravitate toward social problems. For this particular activity, remind them to focus on academic issues OR that they need to write down at least one academic issue. Common examples are available below.</i>
<p>Activity</p> <p>5 minutes</p> <p>Materials</p> <ul style="list-style-type: none"> • Markers • Post-it Notes • Whiteboards OR Large Post-It notes 	<ul style="list-style-type: none"> • <i>To encourage a sense of psychological safety, ensure that students don't have to write names on Post-It notes for this activity, and don't ask them to identify who wrote the Post-Its.</i> • <i>Ask students to think about how things are going/what academic challenges they've experienced thus far</i> • <i>Students write those challenges on Post-It notes..</i> • <i>While students are writing, the peer mentor can seed the activity with prepared Post-Its to help begin activity. This will provide an example of what students will do once they have finished writing on their own post-it notes.</i> • <i>Instruct students to sort their Post-it notes next to the campus resource that they believe will help them. (e.g. "Math is hard" → Math Learning Center, "I got in trouble for plagiarism" → Aggie Honor System Office).</i> • <i>If your classroom does not allow for easy movement, you can choose a digital option but remind your students to bring a laptop. Options include Padlet, Jamboard (Google), and Mentimeter.</i>
<p>Debrief</p> <p>8 minutes</p>	<ul style="list-style-type: none"> • <i>Peer mentor, with help from instructor, discuss resources with students [Instructors and peer mentors: You can use FAQs provided to help you answer questions about each resource]</i> <ul style="list-style-type: none"> ○ <i>It's ok to have students help each other and discuss. This doesn't have to be a silent activity.</i> ○ <i>Pay particular attention to the "I don't know" category, as these are the problems that students are having a hard time connecting to a resource.</i> ○ <i>It's ok if you don't know the answer. Follow up next class period.</i>



<p>Transition</p> <p>1 minute</p>	<ul style="list-style-type: none"> • A common issue that you all seem to be struggling with is time management. Let's see what some of your fellow Aggies say about this issue.
<p>Study Skills Video and Activity: 22 minutes</p>	
<p>Activity</p> <p>18 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> • Website: choose the 5-Day Study plan tab 	<ul style="list-style-type: none"> • Play study skills video • <i>Introduce the 5-Day Study Plan. Instructors can briefly introduce the study plan and spend most of the time having students practice filling one out alone or in groups.</i> • Discuss 5 Day Study Plan Model for test preparation <ul style="list-style-type: none"> ○ Spacing out learning and preparation over 5 days. ○ Divide material into chunks. ○ Each day, prepare a new chunk of information, and review previous days' material. ○ Use active learning strategies to study the material (see worksheet). ○ Use self-testing techniques to monitor your learning (see worksheet). • Choose one of the provided 5 Day Study Plan examples on the "Examples" tab to review with the class (see 5 Day Study Plan tab on website). • <i>As time permits, have students work alone or in groups to practice filling out one day of the 5-Day Study Plan. Students may choose to plan for an exam that they have coming up, or for an exam that they recently completed.</i>
<p>Debrief</p> <p>3 minutes</p>	<ul style="list-style-type: none"> • <i>Discuss with students the implications of the 5-day study plan activity, including what surprised them and how they may view their study skills differently after the activity. We suggest having your peer mentor share their study tips and tricks.</i> • <i>Suggested Discussion Questions:</i> <ul style="list-style-type: none"> ○ What surprised you about the 5 day study plan? ○ What other types of study plans do you use? ○ Do you use a planner or other scheduler?



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2026

Transition 1 minute	<ul style="list-style-type: none"> Not having a study plan can lead to time management problems, which are a common cause of Honor Code violations.
Aggie Honor System Office Video: 3 minutes	
Activity 3 minutes Materials Video	<ul style="list-style-type: none"> Play Aggie Honor System Office video (Also included on the website homepage)
Debrief 1 minute	<ul style="list-style-type: none"> Using campus academic success resources can help you with time management and other academic challenges and keep you from Honor Code violations.
Transition 1 minute	<ul style="list-style-type: none"> We're going to end by taking a moment to think about how you can use these resources to be academically successful.
Minute Paper Reflection/Assessment: 5 minutes	
Activity 5 minutes Materials Minute papers	<ul style="list-style-type: none"> Students complete minute papers before the end of class. You can also choose to create an assignment in Canvas for students to complete. Instructors should pass back the minute papers at the end of the semester so students can see what they wrote down.



Debrief 1 minute	<ul style="list-style-type: none">• <i>Ask if students have any questions</i>
Transition 1 minute	<ul style="list-style-type: none">• Thanks and Gig 'Em
After Class	<ul style="list-style-type: none">• Send out the website link and a reminder to the class in the week following the lesson via a form email.



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