

Skills for Success Curriculum Resource Cover Page

Organization

College Sector Committee for Adult Upgrading (CSC)

Resource Title and Description (for Supporting Underrepresented Groups theme)

Who Are You as an Adult Learner?

This resource can be used by any adult learner returning to education who has a desire to pursue postsecondary studies. This resource will benefit those who are college bound and those who have a neurodivergence, mental health or physical need that they may need to consider in preparation for postsecondary.

OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	3
Competency A -Find and Use Information	A2. Interpret documents	2
Competency B - Communicate Ideas and Information	B2. Write continuous text	2
Competency B - Communicate Ideas and Information	B3. Complete and create documents	2
Competency D - Use Digital Technology	N/A	2
Competency E - Manage Learning	N/A	3

Goal Paths (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Employment | <input checked="" type="checkbox"/> Postsecondary |
| <input checked="" type="checkbox"/> Apprenticeship | <input type="checkbox"/> Independence |
| <input checked="" type="checkbox"/> Secondary School Credit | |

Embedded Skills for Success (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Adaptability | <input type="checkbox"/> Numeracy |
| <input checked="" type="checkbox"/> Collaboration | <input type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> Creativity and innovation | <input checked="" type="checkbox"/> Writing |
| <input type="checkbox"/> Digital | |

Notes:

Recommended Milestones to accompany this resource are: Milestone 57a to accompany the Where to Start Reflection and Milestone 58 to accompany the Summary Reflection.

The opinions expressed in this document are the opinions of the College Sector Committee for Adult Upgrading. The Government of Ontario and its agencies are in no way bound by any recommendations contained in this document.

Who Are You as an Adult Learner?

Why Identity Matters in a College Environment: Reflections for All Learners and Additional Support for Those With Learning, Mental or Physical Needs



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A note on featured institutions:

This resource was created along with two other resources that are directed at individuals transitioning out of the Military. With that initial focus in mind, we selected examples from colleges that are located near Ontario Military Bases. Therefore, within this resource, those colleges were often the ones drawn upon for examples. Priority was also given to college webpages that easily displayed a visual of the learning we were trying to display when choosing screenshots. Given the short timeline of creation, Algonquin College resources are prominently featured based on writers' familiarity. No college was intentionally given privileged featuring, nor was any compensation involved in any college being included.

Who Are You as an Adult Learner?

Why Identity Matters in a College Environment: Reflections for All Learners and Additional Support for Those With Learning, Mental or Physical Needs

Identity

Who are you, and why does it matter for college?

You are thinking about attending college and you are making decisions about programs, when to start and if you are even ready! You are probably doing a lot of research, asking a lot of questions, and making comparisons between your options—all of that is great! However, knowing yourself is a huge part of picking the school, program and ultimately career that fits!

Many people returning to school may feel unsure what to expect, especially if they have been out of school for a while. In reality, you likely know much more about what to expect than you realize, specifically by knowing yourself as a learner. This module will help you reflect on your strengths and challenges in your learning journey and explore support options to really put your best foot forward!

Take time to journey through all the sections of this module. The more you dig in, the more you will get from it. There will be lots of experiences, quizzes, self-reflection, guidance offered, and concepts to think about. This module will help you discover new ways to describe yourself as a learner and to help you thrive in your postsecondary journey.



Figure 1 The Learner's Journey: Identity

Where to Start

Before we jump in, let's take a pulse of your learning, organization, and goal setting skills. Answering the questions below will provide a sense of where your study skills are currently at, and we will check in again at the end.



Try It!

Make sure you complete the quiz or activity any time you see the Try It! icon.

I feel ready to be a college level learner:

Yes Somewhat No

I feel confident in the steps I need to prepare for college:

Yes Somewhat No

I feel confident in setting the goals I need to prepare for college:

Yes Somewhat No

All in a Word

This module introduces you to a variety of new and familiar terms related to who you are as a person and how you may relate to others in new environments.

Each section below has search term examples you can try, to find support, friends, and places in your new postsecondary location.

To start your connection journey:

1. **Open an internet browser and go to Google.**
2. **Type in your keywords.** Make sure if you are using compound words, like your college's name, that you surround them with quotation marks, as this keeps your search terms together to help ensure that your search returns with results for your college not just any college.
3. **To search for related content, you can include the word "AND" to get more relevant results.** For example, if you are looking to see if your potential college has

a sports team to join, you can type in “College Name” AND “sports team” and see what comes up.

Refer to the table below (and on the next page) for a starting point on search terms you can try, and then think of your own!

Terms	Support Words to Search	Finding Friends	Finding Places
Athlete	Sport name AND College Sport name AND Scholarships AND Ontario	Student Association, Recreational Teams, Sport name AND “College name” AND Registration dates	“College name” AND Gym facilities “College name” AND Athletics and recreation City/Town name AND Gym/Fitness Centre
Bookworm	“College name” AND Book club Reading club AND College AND Library City/Town name AND Book club	Reading groups, Book clubs, Student associations, Library clubs	City/Town name AND Library City/Town name AND Bookstore
Indigenous	Indigenous initiatives, Aboriginal student association, Student group, Indigenous resource	“College name” AND indigenous hub City/Town name AND Friendship centre	City/Town name AND Indigenous resources City/Town name AND Indigenous wellness
Learning Style	College Learning Strategist; College AND Learning strategies; Study skills/learning skills/learning strategy	“College name” AND Study group; College name AND Library; College name AND Skills advisor	“College name” AND tutoring; College name AND Learning strategies workshops

Terms	Support Words to Search	Finding Friends	Finding Places
LGBTQ2S+	“College name” AND LGBTQ2s+, City/Town Pride	Parents, Friends of Lesbians and Gays (PFLAG), Queer student alliance	City/Town AND Pride
Military Connected	City/Town AND MFRC (Military Family Resource Centre); City/Town AND Veterans affairs	“College name” AND Military student club; City/Town AND ANAR (Army Navy and Airforce) Veterans Club	City/Town AND Legion, City/Town AND Hobby shop, City/Town AND Outdoor club/Sports Club
Neurodivergent	“College name” AND Learning strategist/strategi es; “College name” AND support	“College name” AND mentoring	“College name” AND Transition Centre; College name AND Accessible education
Newcomer	“College Name” AND International student	International student services, Student groups, Student clubs, Student centre	City/Town AND Settlement services, “College Name” AND International Education centre, International centre, International department
Social Activist	Movement name AND Scholarships	“College name” AND Student associations	City/Town AND Climate change action group

Here are two examples of searches provided so that you can have a visual reference.

Search Example 1: Connecting with an Indigenous student community

Step 1: Open your internet browser and navigate to Google.

Step 2: Type 'Indigenous' AND 'student group' AND "Loyalist College" and see what comes up in your search.

Step 3: Click on a link with a description that matches what you are looking for.

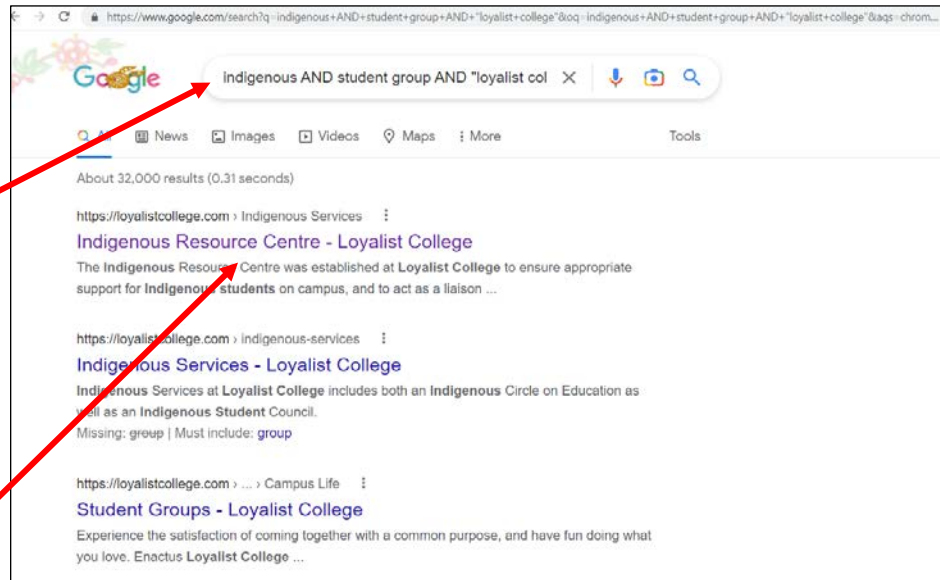


Figure 2 Web search for Indigenous student group (Google, 2023a)

Note: In this instance, the very first search result is exactly what we are looking for.



Figure 3 Indigenous resource centre webpage (Loyalist College, 2023)

Let's try a second example of a different search and a different college.

Search Example 2: Connecting with student activities

Step 1: Open your internet browser and navigate to Google.

Step 2: Type in 'student book club' AND "Fleming College" and see what comes up in your search.

Step 3: Click on a link with a description that matches what you are looking for.

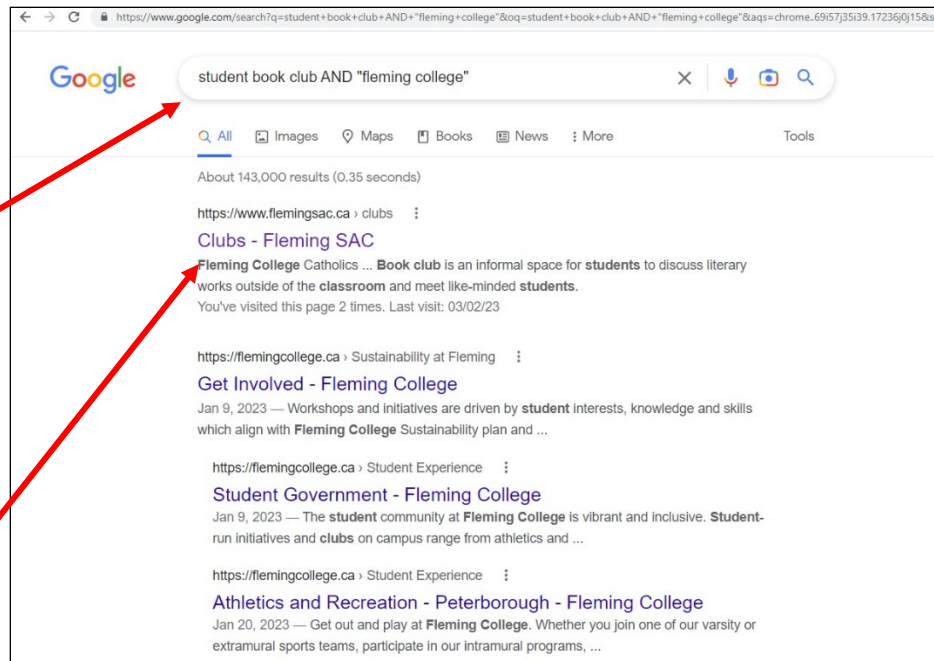


Figure 4 Web search for student book clubs (Google, 2023b)

Note: In the example, the first search result brought us to a whole list of student clubs where "Book Club" is listed. This goes to show that you might have to do some digging from time to time!

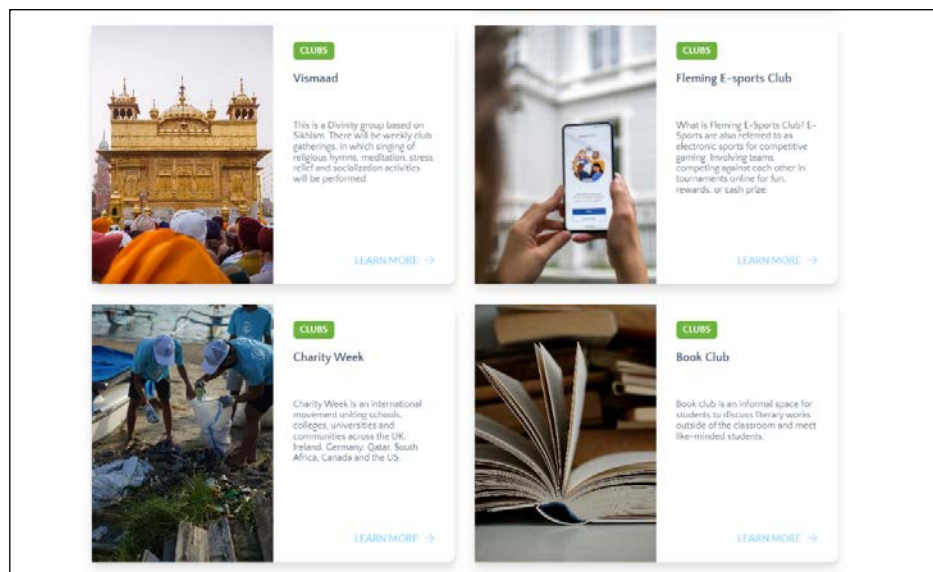


Figure 5 List of student clubs (Fleming College, 2023)



Try It!

Using the ideas above, choose 3 searches to try for yourself and note what you find!

Search Tried	Resources Found

Learning Styles

Your **learning style** is the way that your brain best takes in new information or enjoys learning. Most people have a main style and often have a secondary style as well. An important component of knowing yourself as a learner is to discover your learning style.



Most college institutions employ a Learning Strategist or Learning Skills Advisor, who can help you understand what your learning needs are, and which strategies will work best with your unique style of learning! Take the quiz below to get started and find out what your primary learning style is.

When taking this self-reflection quiz, you can choose more than one answer per question—just know that you are then more likely to get a mixed result. If you are having trouble deciding between options, try to think about different situations such as work, school, or hobbies as learning can take place anywhere.



Try It!

Learning Styles Self-Assessment

Instructions: Read through each statement and select the one option that best reflects you.

1. When learning something new, you
 - a. Like to have the aid of diagrams, posters, or a demonstration.
 - b. Like to have verbal instructions.
 - c. Just go for it and try it out!

2. When you are reading, do you
 - a. Visualize in your mind the descriptive passages?
 - b. Enjoy the characters' dialogue?
 - c. Sometimes read action stories, but would prefer not to read?

3. When you are spelling, do you
 - a. Try to "see" the word in your head or visualize what the word looks like?
 - b. Sound the word out before or as you spell it?
 - c. Write the word down to find out if it looks or "feels" right?

4. When concentrating on something, you
 - a. Are distracted by movement and untidiness around you.
 - b. Are distracted by noises in the area you're working in.
 - c. Have difficulty sitting still for even short periods of time.

5. When problem solving, you
 - a. Write the problem down or draw diagrams to visualize it.
 - b. Talk to someone (or yourself) about it.
 - c. Try to use concrete objects to find a solution.

6. If you are putting something together, you
 - a. Follow the instructions and look at the pictures.
 - b. Wish there was a video or tape explaining what to do.
 - c. Ignore the instructions and figure it out as you go!

7. When trying to recall names, do you remember
 - a. The person's face but not their name?
 - b. The person's name but not their face?
 - c. Clearly the situation in which you met them?

8. When giving directions to someone, you
 - a. Visualize the route first or draw a map.
 - b. Give clear, concise instructions.
 - c. Move your body and gesture as you give them.

9. If you need help with a particular computer application, would you
 - a. Look for pictures or diagrams to explain the solution?
 - b. Ask someone for help or call a help desk?
 - c. Persevere and try to figure it out yourself?

10. You can remember a list of items best if you
 - a. Write them down.
 - b. Recite the list to yourself.
 - c. Use your fingers to count the items off.

Scoring:

Add the total number of responses for each letter (a, b, c) and record each total.

a) _____ b) _____ c) _____

Many people may have more than one learning style, so you may find you have some responses in each category. The category with the greater number of responses is likely your main learning style.

- If the majority of your responses were for **a**, then you are a **visual learner**.
- If the majority of your responses were for **b**, then you are an **auditory learner**.
- If the majority of your responses were for **c**, then you are a **kinesthetic** or **tactile learner**.

To learn more about your learning style and how to make it work for you, watch the video, and read the description and tips for your learning style below.

Adapted from: *Learning Styles Self-Assessment* (Algonquin College Academic Upgrading, 2020).

Learning Style Types

The Discover Your Learning Style video below will provide you with some more information on the concept of learning styles with an introduction into the three main learning styles.

Discover Your Learning Style (Click [here](#) or the image to play | Video length: 3 minutes)



(GCFLearnFree, 2019)

Here are the three main learning styles that are likely to apply to you:

1. Auditory Learning



If you are an auditory learner, you learn best by hearing and listening. You can understand and remember things better if you can hear them and you also have an easier time understanding spoken instructions than written ones. You often learn by reading out loud because you must hear it or speak it, in order to know it.

As an auditory learner, you might hum or talk to yourself or others while you work. People may think you are not paying attention, but you are hearing everything being said.

Here are some things that auditory learners like you can do to learn better:

- Sit where you can hear.
- Have your hearing checked on a regular basis.
- Use flashcards to learn new words; read them out loud.
- Read stories, assignments, or directions out loud.
- Have test questions read to you out loud.
- Study new material by reading it out loud.
- Work in a study group and discuss material with others.
- Find out if you can record lectures so you can listen to them later.
- Utilize the electronic versions of textbooks because they usually have a text-to-speech feature so you can listen to the textbook instead of reading it. If not, you can explore text-to-speech software by connecting with your school's accessibility office.

Remember that you need to **hear** things, not just see things, in order to learn well.

2. Tactile (Kinesthetic) Learning



If you are a tactile learner, you learn by touching and doing. You understand and remember things better through physical movement. You are a "hands-on" learner who prefers to touch, move, build, or draw what you learn, and you are able to retain information better when some type of physical activity is involved. You need to be active and take frequent breaks and you may have difficulty sitting still.

As a tactile learner, you like to take things apart and put things together. You also tend to find reasons to fidget or move around when you become bored—which others interpret as being distracted. You can easily remember things that were done, but may have difficulty remembering what you saw or heard in the process.

Here are some things that tactile learners like you can do to learn better:

- Participate in activities that involve touching, building, moving, or drawing.
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- Highlight key terms and definitions.
- Hand-write your notes during class and transfer your notes afterwards by typing them.
- Chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Take frequent breaks during reading or studying periods (frequent, but brief).
- Use a computer to reinforce learning through the sense of touch.

Remember that you learn best by **doing**, not just by reading, seeing, or hearing.

3. Visual Learning



If you are a visual learner, you are likely to learn by reading or seeing pictures. You understand and remember things that you see. You can picture what you are learning in your head, and you learn best by using methods that are primarily visual—like graphs, pictures, or demonstrations.

As a visual learner, you also tend to be neat and clean—too much visual chaos can cause you to feel anxiety. You often close your eyes to visualize or remember something, and you will find something to watch if you become bored. You may have difficulty with spoken directions and may be easily distracted by sounds.

Here are some things that visual learners like you can do to learn better:

- Sit near the front of the classroom.
- Have your eyesight checked on a regular basis.
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Colour code things.

Remember that you need to **see** things, not just hear things, to learn well.

Adapted from: “What’s Your Learning Style? The Learning Styles” (Education Planner, 2022).



Reflect!

Make sure you take time to reflect on your learning any time you see the **Reflect!** icon.

It is common for your Learning Style to be a combination of two styles or to closely point towards two or all three different styles. This simply means that you pull strongly from both (or more) styles. Reflect on your Learning Style by writing down your main Learning Style and listing three ideas you would like to implement.

My main Learning Style is:

Based on my main learning style, three ideas I am going to try to see if it helps with my learning are:

1. _____

2. _____

3. _____

4. _____

5. _____

Goals for College and Work: A Check In

At this point, it is totally fine if you are not sure exactly what you want in the way of a postsecondary education.

This section will ask to reflect on your current goals for college and work from a broad perspective.

To start, fill in the table below with your initial thoughts for school or long-term employment. Through the rest of this workbook, you will build on your ideas and narrow them down, so return to this page to add as you go. At the end, you will have a formal goal chart you can fill in to summarize your progress.



Figure 6 The Learner's Journey: Goals



Try It!

Use this table to help you brainstorm what types of college programs and careers you are interested in, your preferred learning environment and time commitment, as well as potential ways to pay for your education.

Goal	Ideas	Initial Goal	More Ideas
Type of College Program	<i>Health, Sciences, Business, Technology, Social Services, Education</i>		
Type of Job After College	<i>Interior Designer, Health Care Job, A job that helps people, work in an office setting</i>		
Learning Environment	<i>In person, online, some of both</i>		
Time Commitment	<i>Full Time Studies (5 - 7 courses) or Part Time Studies (1 - 4 courses)</i>		
Payment Plan	<i>Savings, Ontario Student Assistant Program (OSAP), Earned money, Bank Loan, Family contribution, Scholarships, Other</i>		

Simply considering what you want helps to narrow down your ideas, even if all you know is what you do NOT want! The next section will help you further explore what you do want from college and your career.

Exploration: Finding Your Fit

With a deeper sense of yourself, and knowing more about your learning style, it is time to explore options and opportunities to help you feel more confident about your college, program, and career choice. In this section, you will learn about ways to test your ideas through Career Counselling, courses, and short-term programs.



Figure 7 The Learner's Journey: Exploration

Career Exploration

This section will focus on your overall career exploration because knowing your long-term goal can help you work backward to find where to begin! There are several different ways to investigate your interests, aptitudes, and skills when deciding on what college programs to consider. In combination with career assessments, your own general interests, and some exploration, you may discover some programs you never considered before!

Career Assessments: How They Can Help

Career Assessments and Aptitude Tests can offer objective insight regarding occupations best suited to your traits, skills, values, and personality. They can be extremely valuable in choosing a career path that aligns with your interests, showcases your skills, and matches your personality. They can help you understand yourself and the people around you. Below are three common career assessments that are available through Employment Ontario to consider.

1. **Strong Interest Inventory (SII)**

This tool provides robust insight into potential career interests. It matches your interests with educational, career and leisure activities. This inventory measures interest in a broad range of occupations, work activities, leisure activities and academic subjects all under six areas: realistic, artistic, investigative, social, enterprising, and conventional. Watch the video below to learn more (The Myers-Briggs Company, n.d.a).

How to Choose a Career Based on Interests | The Strong Interest Inventory Assessment (Click [here](#) or the image to play | Video length: 2 minutes)



(The Myers-Briggs Company, 2020a)

2. Myers-Briggs Type Indicator Assessment (MBTI)

This inventory identifies a 4-letter personality type out of 16 options, each letter corresponding to a personality preference or tendency. There are four pairs of opposite personality types: Extraversion-Introversion, Intuition-Sensing, Thinking-Feeling, and Judging-Perceiving.

MBTI test results can be used to optimize methods of communication, find appropriate schooling pathways, explore career options, resolve conflict, work in teams, gain leadership skills, and manage personal development. Watch the video below to learn more (The Myers-Briggs Company, n.d.b).

What is the Myers Briggs Type Indicator (MBTI) Personality Assessment?

(Click [here](#) or the image to play | Video length: 2 minutes)



(The Myers-Briggs Company, 2020b)

Understanding your personality type can help you to determine what career is best for you. Research has shown that people in careers that align with their personality type are more productive, happier, and make more money.

3. Motivational Appraisal Personal Potential (MAPP)

This tool helps you discover your true career motivations along with your top ten vocational areas. There are 71 questions that ask you to rank your most preferred and least preferred out of three statements. The results provide Interest

in Job Contents, Temperament for the Job, and Aptitude for the Job, as well as your capacity to relate to people, things, data, reasoning, mathematics, and language. (Assessment, n.d.)

Booking a Career Assessment

You can access these assessments and many more through your local **Employment Ontario Office**. Employment Ontario offers a range of resources, supports, and services to both job seekers and employers. These offices are located across the province and there is no cost to access services. They offer employment counsellors who can help with developing career goals, administering career and aptitude assessments and providing one-on-one career counselling. They can also help you to understand your local labour market, help to create application documents like cover letters and resumes or prepare for interviews.

You can request an appointment online at your closest **Employment Ontario** location by clicking [here](#).

After entering basic personal information, the system will reveal the service providers closest to the address you entered. When you choose your desired service provider, a request will be sent to that office, and they will contact you directly within one business day.

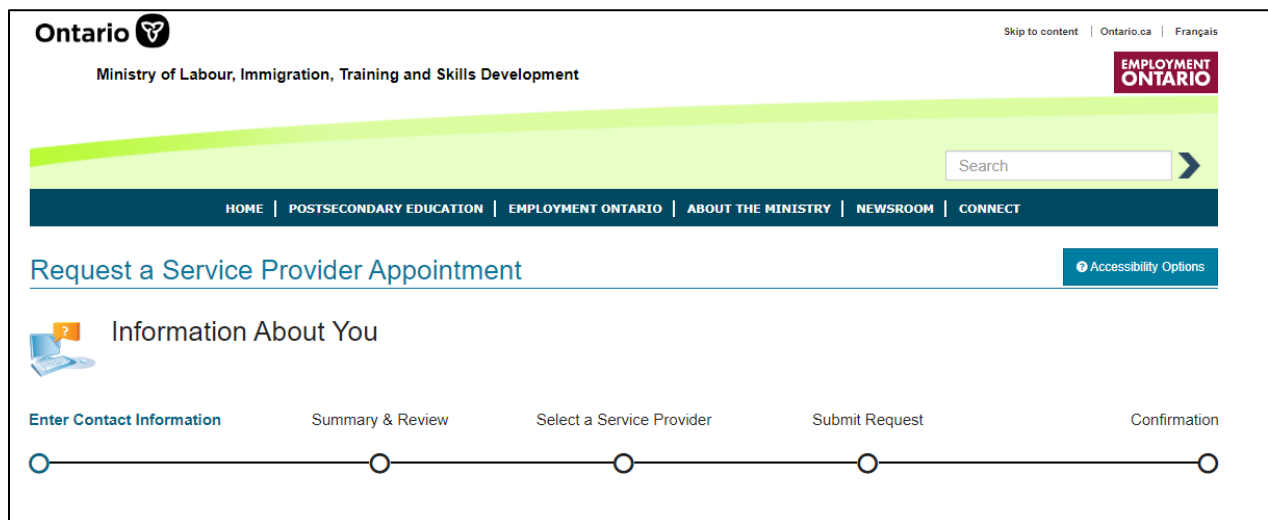


Figure 8 Request a Service Provider Appointment screenshot (Ministry of Labour, 2022).

Informational Interview

An informational interview is an opportunity to “interview” someone with experience in the field you are interested in pursuing. Rather than an interview to apply for a position, it is a valuable way to gain exposure to your field. Informational interviews are more of a detail gathering meeting where you have a chance to ask questions about the industry, current issues, and trends, so you can understand the day-to-day activities included in the role.

These opportunities are primarily established via networking, and you may be surprised by how expansive your network already is. Consider your sports teams, service clubs, religious or spiritual connections, or special interest groups. Some suggestions to increase your network can include joining professional organizations, attending career fairs and open houses, and being visible and engaged on social media sites like LinkedIn.

If you have a role you want to learn more about, look in your network for someone who you could do an informational interview with. Alternatively, you can reach out to a business and ask if someone who works in the role you are interested in would mind answering a few questions about their job.

The Ontario Labour Market

Labour market information and statistics can help you plan your career. Ontario’s labour market is split into five regions across the province: Greater Toronto, Central, Northern, Eastern, and Southwest. The Ontario government provides data about the most frequent employment opportunity by region, as well as careers that are forecasted to remain in demand for the next five years. [Explore Ontario’s labour market by region.](#)

There are also 26 [Workforce Planning Ontario](#) groups across the province. These local boards gather intelligence about the supply of labour and the demand side of the local labour market by conducting localized research and actively engaging organizations and community partners!



Try It!

Click the link [Explore Ontario's labour market by region](#) and fill in the sections below:



My region is: _____



Name one job that is in demand in your region that is of interest to you: _____



Name one job that is forecasted to be in future demand for this region that is of interest to you: _____

Click the link [Workforce Planning Ontario](#). Scroll down the page, looking on the right side of the page under the heading '*Workforce Planning Board Areas*' and find your local board.

My Workforce Board is: _____

My Workforce Board Website is: _____

What is one thing you learned or found interesting from your Workforce Board Website:

Want to keep exploring? Check out this page full of more exploration opportunities provided by the Algonquin College Student Support Services Library:

[Choosing a Program and Planning Your Career](#)

School Exploration

There are many ways to try out a school environment before committing to a full program. There are also opportunities to do programs that help you explore while gaining credits. This section explores both options: exploration-based programs, and short-term experiences.

1. Audit Classes/Student for a Day

What is auditing a class? Auditing a college class means to participate in lectures and assignments without receiving credit towards a degree program. Depending on college policy, you may or may not get marked feedback on assignments you submit and may be required to provide course feedback at the end.

What is a student for a day? A student for a day opportunity allows you to sit in on a class in a program you are interested in. Although not all colleges advertise this opportunity, you can always reach out to a program coordinator to see if they are open to the idea. In this case, you generally would not submit any assignments or have access to text material, but it can give you an idea of content for a program and what the learning environment is like.

What does this mean for you? It means you get to:

- Explore a program, professor, or college before committing to it.
- Get an idea of the workload involved in a program.
- Meet students currently enrolled who can answer questions or make recommendations.

It is also important to note that each institution may have their own policies about when they offer auditing opportunities, whether they allow audited courses to count as courses on transcripts, and whether they consider audited courses as part of the normal course load for a student's term, or for assessing eligibility for Financial Assistance (Humber Admission Requirements and Academic Regulations, 2023). Please contact your college of interest to learn how to audit courses or try being a student for a day at their location.

2. Dual Credit Program

What is a dual credit program? A dual credit program that allows students to register for a college or apprenticeship credit course that can also be counted towards high school graduation. High school students* taking dual credit courses benefit from the supervision and support of their college instructor and the dual credit teacher at their school. Students also have access to a variety of college supports and services (Education and Training, 2022).



What does this mean for you? It means that if you register for a dual credit you can:

- Complete a course toward your Ontario Secondary School Diploma.
- Reduce your course load in a college or apprenticeship program.
- Increase your awareness of the various college and apprenticeship pathways available to you.
- Gain greater insight into education and career planning decisions.
- Try a course from a program of interest to see if you enjoy it.

*This includes students attending adult high schools. Adult students are sometimes more suited for dual credit courses because they can have a more flexible schedule.

To find a dual credit program, you can search for dual credit programs at your local college or speak with your high school guidance counsellor to see what courses are offered. You can also search to see which colleges offer ministry-approved dual credits on the **School-College-Work Initiative (SCWI)** website here: <http://www.gotocollege.ca/gtc-courses.php>

Please refer to the **Ontario Education and Training** website for more information on eligibility criteria: <https://www.ontario.ca/page/dual-credit-programs>

3. Continuing Education

What is continuing education? Continuing Education is an option for students to complete individual courses that are part of a program for credit. There is no obligation to complete the entire program, rather you can take one or two courses at a time depending on your availability and capacity. Courses may be offered in-person or online and to suit your schedule.

What does this mean for you? It means that you can:

- Sample certain course(s) from a program before committing to the entire program.
- Take courses for general interest and complete some skills upgrading.
- Take courses individually or a few at a time, provided you have the appropriate prerequisites.

Be sure to review the course descriptions for continuing education course regrading information on prerequisites (Mohawk College, n.d.).

4. General Arts and Science Programs

What is a General Arts and Science (GAS) Program? A GAS program is designed to allow exploration of your aptitudes and skills before committing to a specific field of study. These programs are often offered full-time or part-time and can be delivered in-person on campus, online, or a combination of both.

What does this mean for you? It means that you can:

- Explore a broad range of courses to choose from to allow you to explore your interests, such as business, communication, social science, and technology.
- Begin your studies, stay connected to school, and increase your academic confidence level.
- Build skills including interpersonal, communication, critical thinking, and research.
- Graduate with an Ontario College Certificate.
- Show future employers, colleges, and universities you can learn at the college level.
- Transfer credit options may be possible for future studies.

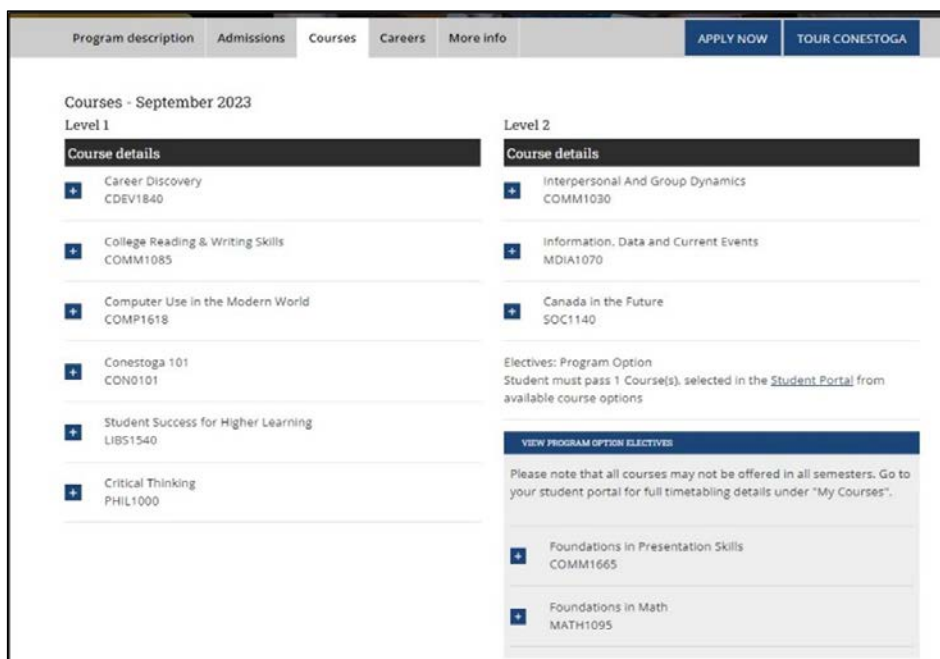


Figure 9 Arts and Science plan of study from Conestoga College (Conestoga College, 2023)

The screenshot above is an example of the General Arts and Science Diploma program option from Conestoga College. The courses listed below in the plan of study provide some insight into the types of courses you could take in a General Arts and Science program.

To find a General Arts and Science program at a college in your area visit **Ontario Colleges:** <https://www.ontariocolleges.ca/en/programs/career-and-preparation/general-arts-and-science>

5. Pathway Programs

What is a Program Pathway? A Program Pathway is a defined transfer route from one postsecondary program (college or university) to another. Pathways are essentially agreements created by postsecondary institutions to allow students to move credits between schools into a related program or field of study (e.g., Accounting Program into Business Administration Program or Pre-Health Sciences Pathway Program into Practical Nursing). Pathways may include multiple participating institutions and have specific admission and/or program requirements.



What does this mean for you? You can:

- Save time by moving into a second program with credits completed.
- Benefit from a reduced courseload in your second program which is often more complex than the pathway program.
- More choices—stay in a similar program or switch to a new area of study.
- Break up your studies between two different schools, allowing you more time at home or away depending on your preference.

When planning a pathway program transfer, refer to the following three steps:

Step 1: Search through the online Ontario Transfer & Pathway Guide for your college. Click [here](#) to start your search.

Step 2: Review transfer requirements

Search for your transfer institution of choice, review admission and transfer requirements, policies, costs, etc., on the [Institution Profiles](#).

Step 3: Apply

Apply through the postsecondary institution application portal for the transfer.

Ontario Postsecondary Institutions	Application Portal
Colleges	https://www.ontariocolleges.ca/en
Universities	https://www.ouac.on.ca
Indigenous Institutes	https://iicontario.ca

Adapted from: *Ontario's Transfer and Pathway Guide* (ONTransfer, 2023).

6. Advanced Standing

What is advanced standing? If you have taken previous postsecondary college or university courses, you may be able to enter your new program with an Advanced Standing status.

What does this mean for you? You can receive credit for completed courses upon admission to your new program or you may be admitted direct into a second or higher semester of a program (George Brown College, 2023).

To apply for Advanced Standing, you typically must:

- Complete and submit an application form at ontariocolleges.ca.
- Provide official transcripts of your secondary and postsecondary education.
- Submit course outlines of the courses taken (detailed course syllabus required).

Please refer to your specific college for their process. The admissions or registrar department of any college will be able to assist you.

Recognizing Hurdles and Available Supports

Within a college environment, there is a lot of support available and often you just have to ask! Below you will be introduced to the different types of support people typically found in a college.

College Supports

Academic Supports

Academic resources and supports go well beyond just your professor—there are whole teams of people who work to make the student experience more enjoyable and to round out your learning.

Look at the example below of the *Academic Circle of Care* from Algonquin College to read about each person and their role in your support bubble. Keep in mind, there may be slightly different titles for these roles in a different college, but the support should be similar. Although you may not interact with all these people all the time, they are there when you need them.



Figure 11 The Learner's Journey: Tackling Hurdles

Academic Circle of Care

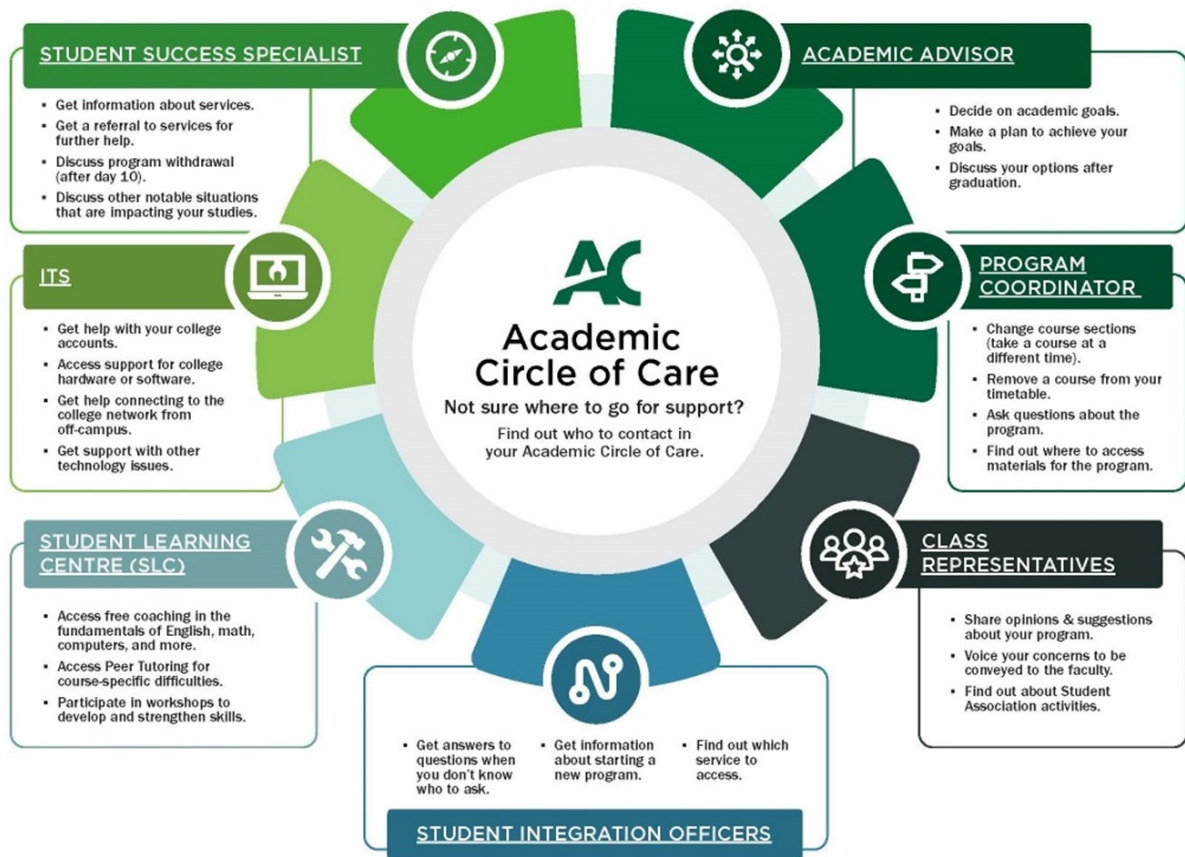


Figure 12 Academic Circle of Care (Algonquin College, 2023)

Accessibility Services

Accessibility Services are offered at most postsecondary institutions across the province, but each institution has a unique name for those services, including Centre for Accessible Learning (CAL), Student Accessibility Services (SAS), Student Success Services, Accessible Learning Services or even the Accessibility Centre. Everyone has a unique set of strengths and weaknesses. At most postsecondary institutions, there is support available for students who face physical, emotional, medical, sensory, mental health or learning barriers to education. The most important thing to remember about these services is that you must self-identify!

A Disability Counsellor could also be called an Accessibility Advisor or Accessibility Coach.

It is your responsibility to contact these support services as soon as possible once you have accepted an offer to attend a postsecondary institution.

These departments offer a variety of support to students with visible, non-visible, permanent, and temporary disabilities.

Academic Accommodations could include:

- Extra time for tests.
- Note taking support.
- Assistive technology (screen reader, reduce movement mouse).
- Alternative format course materials (braille, digital, print).

These accommodations are meant to reduce and/or eliminate educational-related barriers and are developed in partnership with the student and the Disabilities Counsellor. The Disability Counsellor works in partnership with students, staff, and faculty to ensure all academic accommodation needs are met, which encourages self-advocacy while providing individualized services and accommodations.

Academic accommodations are an educational practice, system, or support service designed to provide an equitable opportunity for a person with a disability or an exceptional need.

Most services also include access to Learning Strategists, who can help you to understand your individual learning style and how to be a more efficient learner, and Adaptive or Assistive Technologists, who can help you find and learn how to use the right technology to help you succeed!

Documentation for Accommodations

You will require any formal documentation you have obtained from a registered health care professional. Details of any former accommodations you have previously acquired will be helpful as well. This may include an Individualized Education Plan (IEP) or an Identification, Placement & Review Committee Report (IPRC) from an elementary or secondary school, documented employment disability accommodations or exceptions, or any formal assessment results, including psycho-educational assessments. If you have worked with any special education services or participated in any disability service programs, like The Workplace Safety

A formal document is created during this process, referred to as a Letter of Accommodation (LOA), Accommodation Letter, Individualized Access Plan, or a Student Success Profile (SSP).

and Insurance Board (WSIB), that documentation can be helpful as well. If you are exiting the Military and have Medical Employment Limitations (MELs) formalized, that is also an option to provide.

For a detailed list of recommended documentation, The Centre for Accessible Learning at Algonquin College Ottawa Campus provides a breakdown on this webpage: <https://www.algonquincollege.com/cal/register/documentation-requirements/> You can use this as a starting point and/or look for a similar list from the school you are applying to.

Why Should I Consider Support?

These support services, by any name, provide opportunities for students to fully participate in postsecondary life while fostering an inclusive and accessible campus for all. Students with visible and non-visible disabilities are supported by these services and they are widely available across all Ontario public colleges.

First, hear why from students at Algonquin College:

In Their Own Words: Student Perspectives on the Centre for Accessible Learning
(Click [here](#) or the image to play | Video Length: 3 minutes)



(Algonquin College Student Services, 2021)

Second, accommodation is your human right!

“The Ontario Human Rights Commission (OHRC) policy recognizes the importance of creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person can contribute fully to the development and well-being of the community and the province. The Code guarantees the right to equal treatment in education without discrimination on the ground of disability, as part of the protection for equal treatment in services. This protection applies to elementary and secondary schools, and colleges and universities, both public and private.”

— Ontario Human Rights Commission, Policy on accessible education, March 2018.

Recognizing Hurdles

Part of understanding yourself as a learner is knowing your own difficulties in relation to learning. Sometimes this can be tricky, as there are life circumstances that can affect our ability to learn. However, if something is making it harder for you to put forward your best work, it is important to get support. Sometimes there are very simple changes you can make for free to see if it helps you improve academic performance, and that benefit expands from your schoolwork to home and work life as well!



Try It!

Read through each chart on the following page, and reflect on the statements that apply to you. Below each chart is a spot to reflect on how that statement may affect your learning and what steps you may need to take to be more school ready.

Life circumstances to consider in relation to school:

Life Circumstance to Consider	Resources that Can Support Me
Family with busy schedule	<p>Phone reminders, calendar, planner</p> <p>Friends who can babysit</p> <p>Speaking with a Learning Strategist about time management</p>
Housing situation is not ideal (i.e., need to move or find more stable housing)	<p>Student housing options: https://www.places4students.com/Shared/PartnerSchool</p> <p>Affordable housing options: https://www.ontario.ca/page/find-your-local-service-manager</p> <p>Connect with family and friends for options to co-living or ideas of places to move</p>
Anxiety, depression, or other mental health impacts	<p>Connect with a counsellor: https://blog.opencounseling.com/hotlines-ca/</p> <p>Connect with the counsellor for the school for local resources</p> <p>Consider taking school part-time</p> <p>Connect with the Accessibility counselor on campus for accommodation options</p>
Drug or alcohol dependency	<p>Connect with a counsellor or group: https://blog.opencounseling.com/hotlines-ca/</p> <p>Connect with the counsellor for the school for local resources</p>
High stress in personal life	<p>Connect with a counsellor: https://blog.opencounseling.com/hotlines-ca/</p> <p>Connect with the counsellor for the school for local resources</p> <p>Consider taking schooling part-time</p>

Adapted from: “Learning Challenges Assessment Tool for Adult Literacy Learners” (Adult Basic Education Association [ABLA], 2018a).

Using the list above as a starting point, are there any life circumstances that may impact your learning, and if so, what steps can you take to reduce any negative impact?

Physical circumstances to consider in relation to school:

Physical Circumstances to Consider	Resources that Can Support
<p>I have noticed new or declining vision difficulties or need to update my current corrective lenses.</p>	<p>An eye assessment by an optometrist or an updated pair of lenses from a vision centre.</p> <p>Long-term support from an Assistive Technologist to provide low-vision tools for learning.</p>
<p>I have noticed new or declining hearing difficulties or need to update my current hearing aids.</p>	<p>A hearing assessment by an audiologist or an updated hearing aid model.</p> <p>Long-term support from an Assistive Technologist to provide in-class tools to hear your professor and peers well.</p> <p>Support from an Accessibility Counsellor to put in accommodations such as copies of notes, or an FM Transmission System which casts from teacher microphone to your hearing aid directly.</p>
<p>I have or need to be assessed for a serious health issue that may affect my learning.</p>	<p>Review your health needs with a doctor to discuss options for health management within a learning setting.</p> <p>Discussion with an Accessibility Counsellor to set-up accommodations such as reduced workload, flexibility in assignment submission or the like.</p> <p>Consider discussing with the campus nurse, your professors or program coordinator based on the type of needs you may have.</p>

Physical Circumstances to Consider	Resources that Can Support
I take medication that may affect my learning.	<p>Review your medication, lifestyle and interactions with a doctor, pharmacist, or psychologist to check if you are on the best balance for you.</p> <p>Discussion with an Accessibility Counsellor to set-up accommodations such as reduced workload, flexibility in assignment submission or the like.</p>

Adapted from: “Learning Challenges Assessment Tool for Adult Literacy Learners” (ABLA, 2018b).

Using the list above as a starting point, are there any physical circumstances that may impact your learning, and if so, what steps can you take to reduce any negative impact?

Learning needs to consider in relation to school:

Learning Needs to Consider	
I have great difficulty learning new skills in specific areas (i.e., reading/writing).	I have repeated classes or grades or worked with a reduced timetable in school to better manage learning.
I received extra help in school (i.e., resource class, resource teacher, special education class and/or an Individualized Education Plan).	I work hard in school or work, but I still struggle to understand expectations or to do well.
<p>In all cases above, options for support include:</p> <ul style="list-style-type: none"> • Targeted courses or learning such as reading comprehension, organizational strategies, test and learning strategies etc. • Connecting with an accessibility office to request or explore accommodation options. • Considering reducing outside of school commitments or getting support for routine tasks such as childcare, cleaning or food prep. 	

- Doctor to discuss a diagnosis, medication, or alternative options.
- Psychologist to assess a diagnosis and provide recommendations for learning environments.

Adapted from: “Learning Challenges Assessment Tool for Adult Literacy Learners” (ABLA, 2018c).

Using the list above as a starting point, are there any learning needs that may impact your learning, and if so, what steps can you take to reduce any negative impact?

If you would like to consider more deeply your readiness for college, this short questionnaire on the Centre for Accessible Learning webpage on the Algonquin College Ottawa campus website is a way you can reflect:

<https://www.algonquincollege.com/cal/accessible-learning-services/college-readiness-self-assessment/#Ready>

Prepare and Practice

Timelines

Timing plays a role when considering a college application. If you have a program in mind, you can go onto the college website to check what start dates that program is offered. For most college webpages, click the word 'programs' and then choose the program you are interested in. On the program page, it will have 'start date' or 'Academic Year' that will tell you when the program starts. Keep an eye on a few details such as the campus location (some schools have multiple sites in different cities) and length of program (if it is compressed you may have summer term courses or be out of the 'normal' September/January cycle).

Look at an example below of the steps to take to search for a program of interest—in this case Practical Nursing program—at two different colleges (Canadore and St. Lawrence) so you can review and compare how these steps might look different for different colleges.



Figure 13 The Learner's Journey: Practice & Prepare

Example 1: Searching for Practical Nursing at Canadore

Step 1: Starting from [Canadore College's](#) homepage, click on the heading **Programs/Courses**.

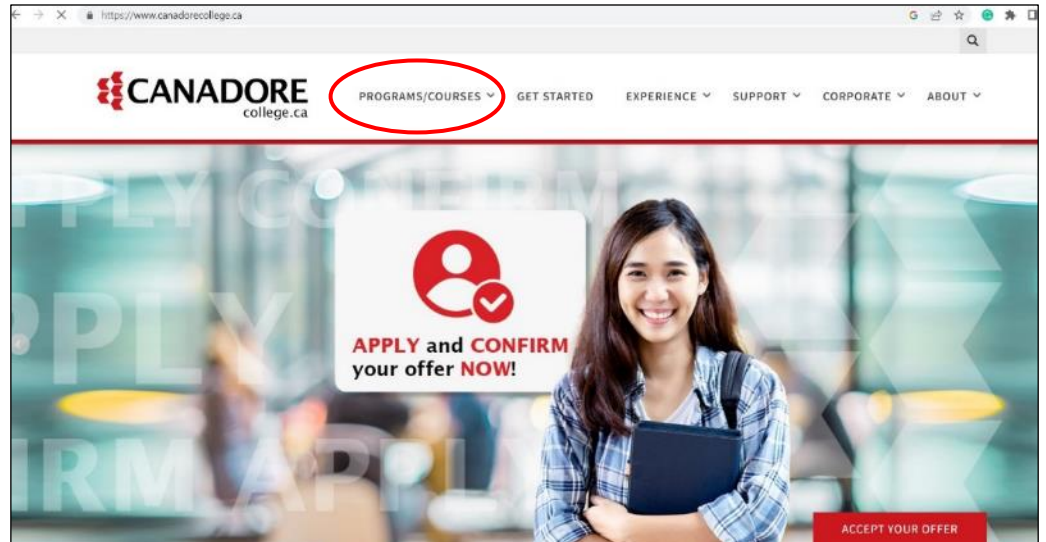


Figure 14 Canadore College's homepage (Canadore College, 2023a)

Step 2: You can type the name of your course of interest into the search bar or you can click **view all programs**.

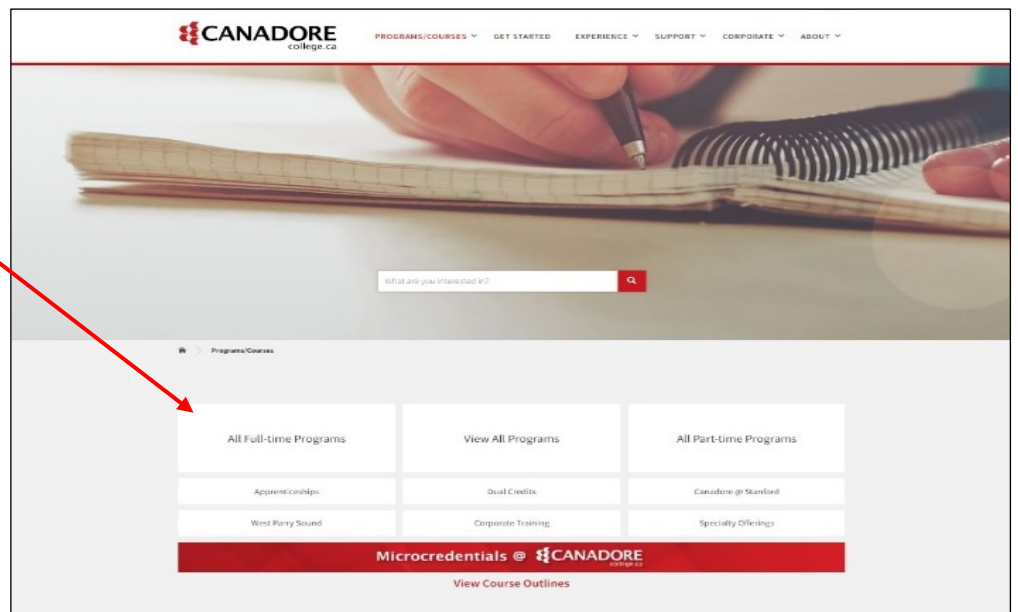


Figure 15 Canadore College's program/courses webpage (Canadore College, 2023b)

Step 3: You can search through the full course catalogue. You will be able to see all of the programs and courses offered at the college and if they are offered full- or part-time.

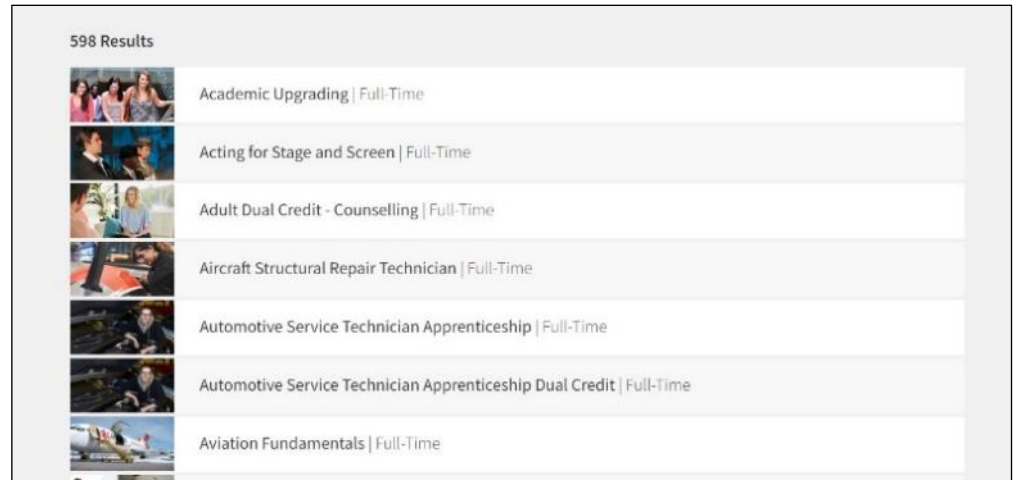


Figure 16 Canadore College's program list (Canadore College, 2023c)

Step 4: If you already have an idea of what you would like to take, you can type that into the search. In this example we typed in 'nursing.'

Take a look at all the programs related to nursing that came up in the search.

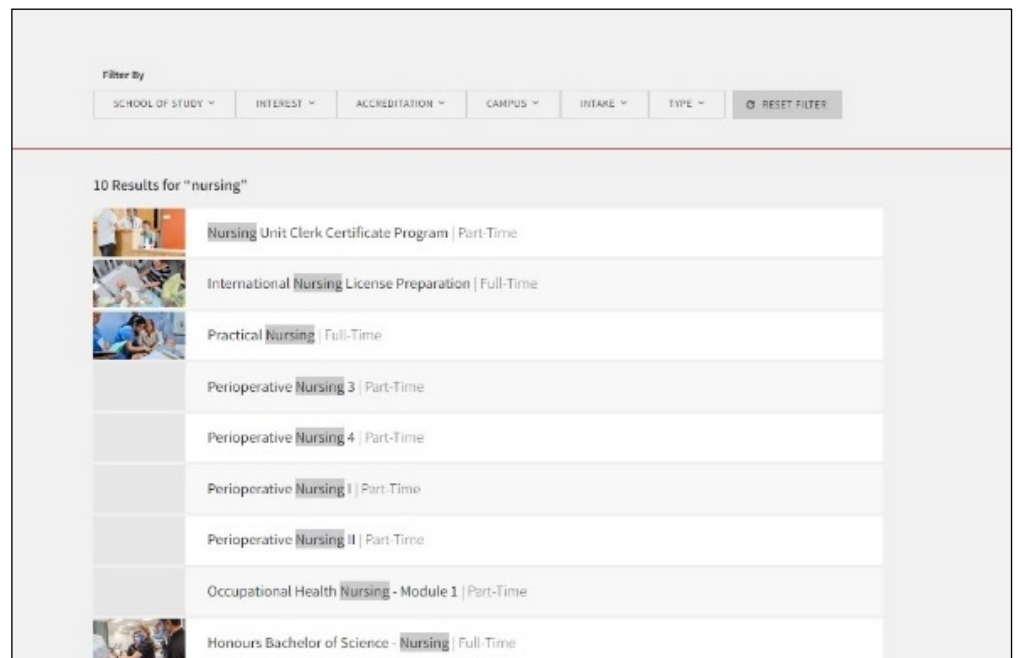


Figure 17 Nursing program search (Canadore College, 2023d)

Step 5: Select a program and start learning!

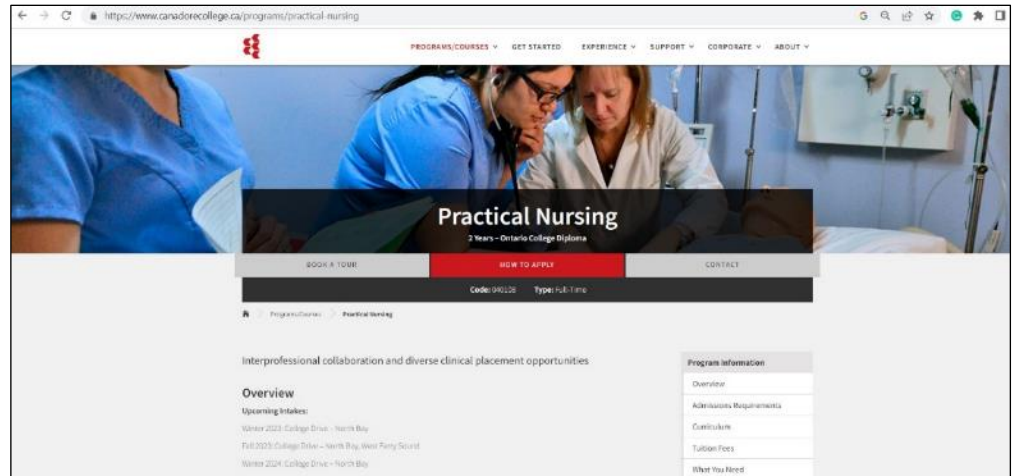


Figure 18 Practical nursing program course overview (Canadore College, 2023e)

Let's consider another example so that you can see how searching for programs on different college websites may look.

Example 2: Searching for Practical Nursing at St. Lawrence

Step 1: Starting from [St. Lawrence's](#) homepage click on **Learn**.

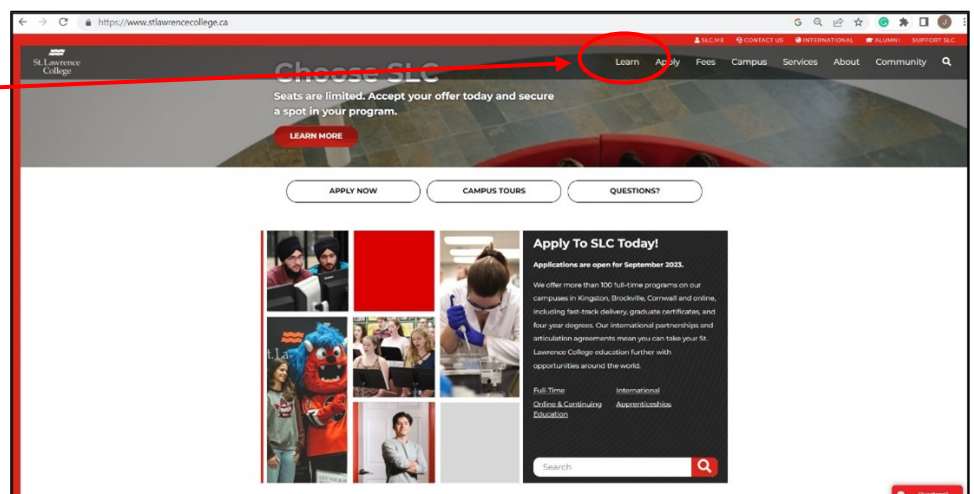


Figure 19 St. Lawrence College's homepage (St. Lawrence College, 2023a)

Step 2: From the drop menu click on **Program List**.

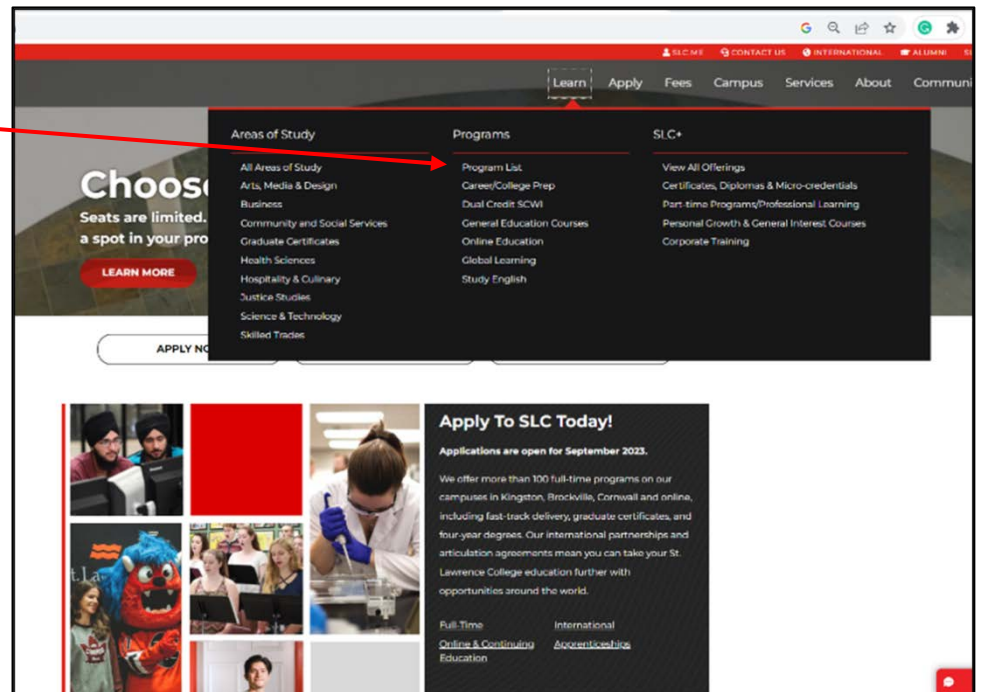


Figure 20 St. Lawrence College's program tab (St. Lawrence College, 2023b)

Step 3: You can search through the full course catalogue. You can see all the programs and courses offered at the college and if they are offered full- or part-time, online or in-person.

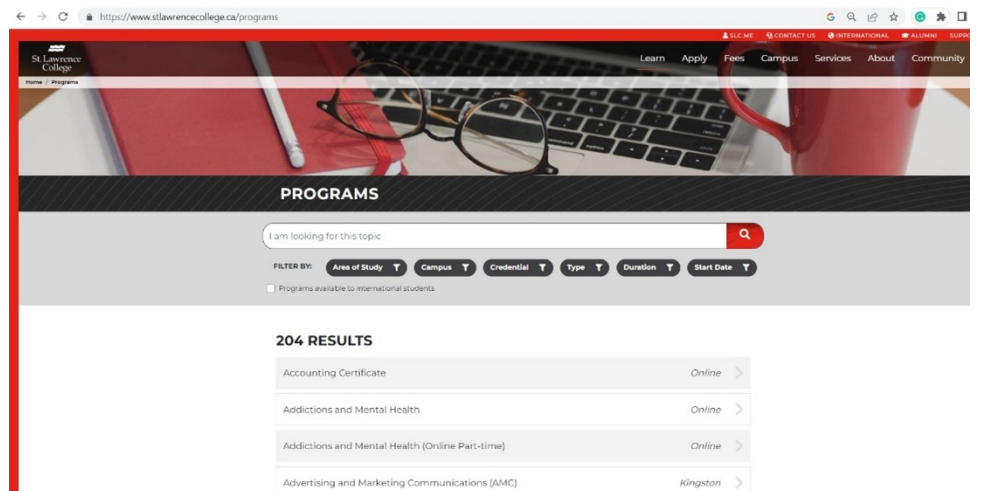


Figure 21 St. Lawrence's program list (St. Lawrence College, 2023c)

Step 4: If you already have an idea of what you would like to take, you can type that into the search. In this example we typed in “nursing,” take a look at all the programs related to nursing that came up in the search.

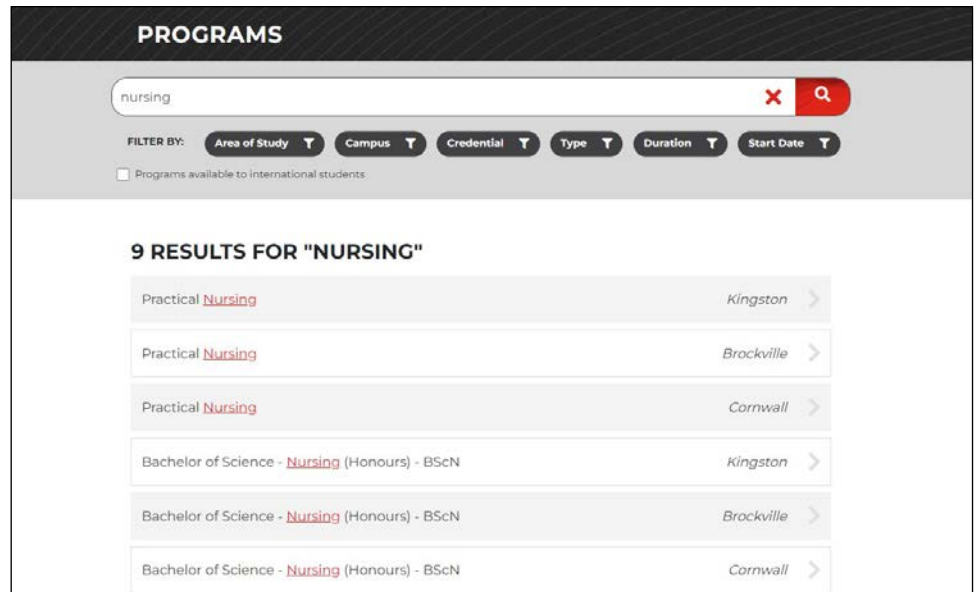


Figure 22 Nursing program search (St. Lawrence College, 2023d)

Step 5: Clicking on any of the courses will give you a brief description and clicking on the “view program” button will allow you to view all the program details.

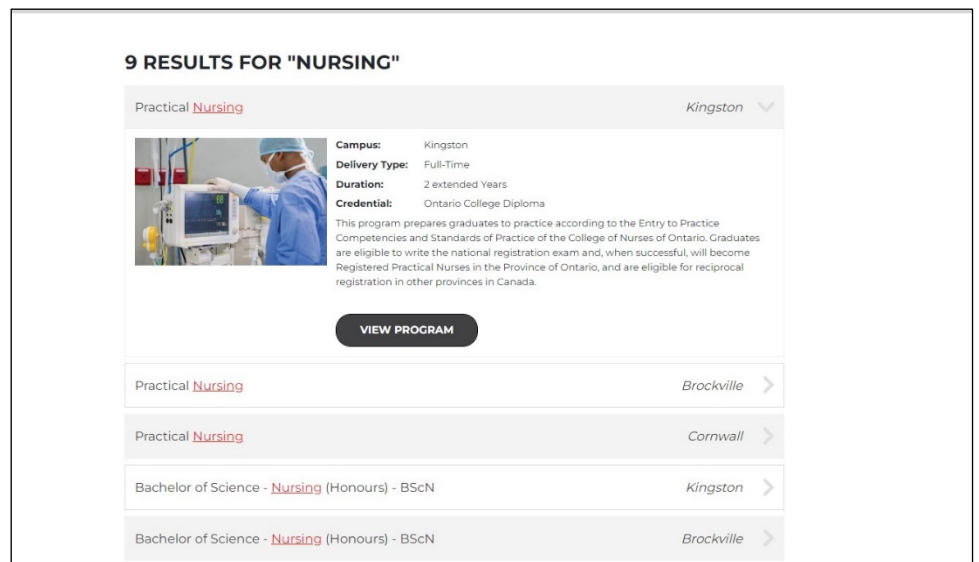


Figure 23 Nursing program search results (St. Lawrence College, 2023e)

Step 5: select a program and start learning!

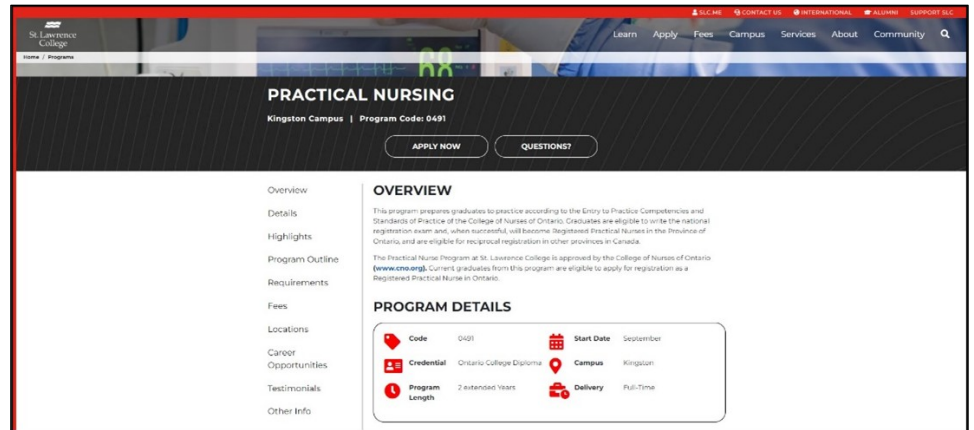


Figure 24 Practical nursing plan of study (St. Lawrence College, 2023f)

Application Deadlines

Most college programs start in the fall and run for one or two years. With this example, we will be talking about the ‘typical’ cycle with the September start date—but if your program of interest has a different start date you can still follow along! Generally, if your program starts in September, you can begin submitting your application as early as mid-October the year before. Below are a few things you will need to consider.

Equal Consideration Date

This is the date that all applications are assessed. If the program is [competitive](#), applications get ranked based on what the college has outlined as requirements for that program. These requirements could include a minimum grade average or a specific course like English, as well as having all your pre-requisite courses completed by a specific timeframe.

If the program is not competitive, students who have met the requirements will be offered a spot based on available space. Those who are working towards pre-requisites will usually be offered a conditional offer. This means they have a seat in the program if they finish the requirements by a certain date.

Competitive Programs

If the program you are applying to is competitive, there may be some parts of the process that are different. Here are some things to consider about competitive programs:

- You may have a different date you have to apply by, or by which you will hear back about getting into your program.
- You are more likely to be put on a waitlist, especially if you did not complete the pre-requisites ahead of applying.
- You will often need higher marks or a higher average. The program page will list what the required average is.

The screenshot below is the admission requirements for the Business–Accounting program at Algonquin College.

The screenshot displays the 'Business - Accounting' program page. On the left is a navigation menu with options: Program Summary, Availability, Overview, Admissions Requirements (highlighted), Courses, Learning Outcomes, Careers & Pathways, Tuition & Fees, Additional Information, and Contact. The main content area is titled 'Admissions Requirements' and includes a dropdown for 'Select the Academic Year' set to 'Sept 2023 - Aug 2024'. Below this are sections for 'College Eligibility' and 'Program Eligibility'. The 'College Eligibility' section lists requirements such as an OSSD or equivalent, ACE or GED certificates, or mature student status. The 'Program Eligibility' section lists language requirements in English and mathematics. At the bottom, there is a link to 'Academic Upgrading' and a note about selection based on proficiency.

Figure 25 Algonquin College Business–Accounting admission requirements (Algonquin College, 2023).

Applying While Preparing

✘ *Myth: I must have all my pre-requisites completed before applying to a program.*

✔ **Fact:** You can apply to most college programs without all your pre-requisites if you can show a clear plan of how you plan to complete them.

**Important to note: It is ALWAYS better to have your application in before the Equal Consideration Date when you can, even if you do not have all your requirements complete, but many programs still have room after this date. It will also be more important to have your pre-requisites completed if you are applying to a competitive program, but it never hurts to apply.*

If you are in Academic Upgrading or an Adult High School environment, you can request a Letter of Enrollment that confirms the courses you are enrolled in and those you plan to take in that program. When you submit this letter to admissions, it allows them to move your application along in the system, often allowing you to have a conditional offer of acceptance. A conditional offer means your seat will be held for you if you complete the pre-requisites by a set date determined by the school. Additional documents, such as proof of registration in a course like First Aid may be needed depending on your program's additional requirements.

Costs

The college you are interested in attending will have lots of support for you if you have questions about paying for college. There are options like the Ontario Student Assistance Program (OSAP) which is a combination of government loans and grants. You can consider a loan from the bank, working to save up for school, contributions from family and scholarships—even all the above!



Why Your Identity May Lead to More Financial Support

Financial support is available in the form of scholarships, grants and bursaries from educational institutions, the government, private companies, and community organizations. The eligibility for these opportunities varies across demographics, including categories for partners and children of serving and retired military members, gender, language, heritage, nationality, or race, community involvement, disability status and members of the 2SLGBTQ+ community.

For example:

- The [Canadian Company Scholarship Program](#) offers a scholarship for bereaved military children of \$4,000 per year for up to 4 years.
- The [Jean Lumb Foundation](#) offers eight annual awards of \$1,000 to students of Chinese heritage.

- The [LOUD Foundation](#) offers over twenty annual scholarships in the amount of \$2,500 available to the future leaders of the Canadian 2SLGBTQ+ community.
- The annual Silver Spring Farm Scholarship Award by the [Ottawa Carleton Association for Persons with Developmental Disabilities](#) is \$2,500 for a student with a developmental or learning disability.
- The Sherrylyn Sarazin Scholarship is offered by the [Canadian Federation University Women-Ottawa Chapter](#) to an Indigenous female student.
- [Export Development Canada](#) also offers \$5,000 scholarships annually to the following marginalized groups: Black Community Leader, Indigenous Community Leader, 2SLGBTQ+ Community Leader, DiversABILITY Community Leader, Latin+ Community Leader, Ukrainian Empowerment Scholarship.

To find scholarships that align with who you are and your background, use the search term styles we learned in the [All in a Word](#) section. Include a word related to your background AND scholarships. You can use these search terms within popular scholarship websites such as [Scholarship Canada](#) and [Yconic](#). Remember to also search the school you will be attending and scholarships or financial aid to see the opportunities that are school specific.



Reflect!

Put a checkmark beside the types of financial support you think will be part of your plan for paying for school:

- Personal savings
- Parent/Family contributions
- Ontario Student Assistance Program (OSAP)
- Scholarships
- Bank loan
- Working while studying
- Workplace Safety Insurance Board, Veterans Affairs, Better Jobs Ontario, local band office or Indigenous Services Canada

Study Skills

Developing a healthy set of study skills will do more than just help you ace tests—they are an important set of transferable life skills! Here are some tips to help you start developing efficient study skills.

1. **Start early on homework and assignments.** Write down all the due dates for your upcoming assignments. This will give you enough time to prepare. Depending on the size of the assignment you may need to give yourself a couple of days, or even a couple of weeks to prepare so that you can get clarification if necessary and not feel rushed or stressed.
2. **Be selective with what you study.** You will only have a finite amount of time to study, and sometimes life circumstances will impact your already limited study time. So, it's important to be strategic! When studying, start with what you know the least. Study the concepts you don't know first so that you will have enough time to learn them.



3. **Ace your exam.** During an exam, start with what you know. Answer the questions you are confident about, then try the harder stuff. This gives you a sense of how many marks you already have on the test with the content you are confident in before you get to the difficult parts.
4. **Take care of yourself.** School becomes much harder if you are ill. You may have to miss classes, meaning you will miss out on important information and discussion. You might also fall behind in your homework which will just add to your stress, and further weaken your immune system. Therefore, make staying healthy a priority: eat, sleep, and exercise.

Adapted from: *Studying Smart* (Student Survival Guide, 2023).

Learning How to Learn

We all have different learning style preferences, and it is important to recognize that we all absorb information differently. Part of learning how to learn is figuring out how YOU best absorb information. Should you take your notes on paper by hand? Type them? Use dictation software? How do you synthesize information? How do things fit together for you? Please refer to the [Learning Style](#) section to see what your personal learning style is.

Tip #1: Adopt a Growth Mindset

Some things to consider if you have not been a student for a while is that a growth mindset is more important than a “need to get things perfect mindset” and that it is okay to fail—especially if it is your first time trying something new. A lot of people will put off trying anything new because they are afraid of failing or looking bad. Don’t let this stop you from exploring a new and rewarding academic career (Watanabe, 2022). Review the video below about adopting a growth mindset.

Growth Mindset vs. Fixed Mindset (Click [here](#) or the image (on the next page) to play | Video Length: 5 minutes)



(Sprouts Academy, 2016)

Tip #2: Find Your Capacity

Once you figure out a routine, make sure you block off time for classes and studying, and create a to do list for what you hope to accomplish in that study time. Make sure you have a realistic repeatable pattern of what you can accomplish; otherwise, you will lose motivation or burn out. Make sure you take advantage of goal setting. Here is a guide to help you with short-term, long-term, and stretch goals: <https://algonquincollege.libguides.com/studyskills/setting-goals>

Tip #3: Track Your Progress

It is important to track academic goals because the more often you monitor your progress, the more likely you will succeed. Consider establishing a set schedule for yourself to check-in on your progress. For example, if you do not feel ready for approaching tests, you might need to adjust your study schedule. Similarly, you may do a mid-semester check-in and realize your grade average is lower than hoped, so you schedule an appointment with your professor, program coordinator or academic advisor to request extra support. It's easier to catch things early and correct them, instead of waiting too long. Tracking your progress will ensure you are staying on top of your goals.



Tips on How to Manage Transition

Entering higher education represents a major change in your life. You may be transitioning from a place of focusing on work, parenting or personal growth. Here are some tips to make this transition process easier for you and help you be successful.

Plug into resources: These include people, campus clubs and organizations, and school and community services. Of all resources available to you, people are the most important. You can isolate yourself, study hard, and get a good education; however, when you establish relationships with teachers, staff members, fellow students, and employers, you can get a great education. Build a network of people who will personally support your success in school. These networks will often continue to support you after you graduate as well. We recognize that developing relationships with others may be difficult for some people, but having even just one close relationship can make your academic journey that much better!



Meet with your academic advisor: Your academic advisor can help you access resources that will ease your transition. Meet with this person regularly. Advisors know about course requirements, options for declaring majors, and the resources available to you. Peer advisors might also be available.

Show up for class: Showing up for class occurs on two levels. The most visible level is being physically present in the classroom. Showing up mentally is equally important, and involves taking detailed notes, asking questions, and contributing to discussions.

Make connections between concepts: During class lectures and discussions, your brain will find connections to the assigned reading, previous class meetings, and your own life experiences. These connections serve as the foundation of learning. Refer to your [learning style](#) to understand how to make these connections easier for you.

Benefit from the professor's experience: Your professors will share examples, stories, and real-life applications of concepts that are intended to make information easier to understand and remember. Pay attention and ask questions so you can further benefit.

Learn from your peers: In-class discussion allows you to hear different perspectives and different ways of understanding concepts. (Your peers will also benefit from your in-class contributions!) Some of your classes will have active group work facilitated by your faculty or group work assignments, which are opportunities to test your understanding and teach concepts to others.



Anticipate exam questions: Concepts or ideas emphasized by your professor during class can indicate the importance of certain facts, concepts, or processes. On occasion, your professor may even say during class, “This is something you really need to know for the exam, which means that you should write that point down.

Gain clarity on course assignments: While your course syllabus outlines major assignments, professors often provide new information or clarification about upcoming assignments during class, typically in response to students’ questions. It’s always a good idea to write that information down.

Admit your feelings—whatever they are: Simply admitting the truth about how you feel—to yourself and to someone else—can help you cope with tough emotions. No matter how you feel, you can almost always do something constructive. If negative feelings make it hard for you to carry out the tasks of daily life, talk with a professional, such as a counselor in student services. The act of seeking help can make a difference and will help to reaffirm why you are in school in the first place!



Adapted from: *The Essential Guide to Becoming a Master Student* (Toft et. al., 2015).

Here is your last check in. Take this quiz again and compare your results with the first time you took it and see if you are feeling more confident and better prepared to begin your college journey.



I feel ready to be a college level learner:

Yes Somewhat No

I feel confident in the steps I need to prepare for college:

Yes Somewhat No

I feel confident in setting the goals I need to prepare for college:

Yes Somewhat No

Summary Reflection

The chart below prompts you to review what you have learned and put all your learning into one place. On the left, you will see a question to reflect on. The “Refer Back to” section reminds you what section to refer to if you need ideas. These questions are meant to help you firm up your ideas.

Identity	Stuck? Refer Back to...	Your Answer
What new words apply to who you are as a person, learner, and employee?	<u>All in a Word</u>	
Based on your Learning Style, what is one way you will approach working or learning differently?	<u>Learning Style Overview</u>	
In what way will your identity help you with your decision about school or with finding your fit once you arrive at school?	<u>All in a Word</u>	
Goals		
Type of College program, or name of program	<u>Goals for College and Work: A Check-In</u>	
Type of Job or Job Title	<u>Goals for College and Work: A Check-In</u>	

Exploration		
What Career Exploration tool was most helpful or one that you would go back to again?	Career Assessments Informational Interview Ontario Labour Market	
What School Exploration program or experience do you think you would benefit from trying?	General Arts and Science Pathway Programs Advanced Standing Dual Credits Audit Classes Continuing Education	
Recognizing Hurdles		
What supports or services do you plan to connect with to ensure higher academic success?	Academic Supports Accessibility Services	
What life circumstances, physical circumstances or learning needs do you need to connect to support for to improve your schooling experience?	Recognizing Barriers	

Practice & Prepare		
Which study skill or learning recommendation do you plan to use going forward?	Study Skills Learning How to Learn Managing Transitions	
Consider your timeline, what step do you need to take next?	Timelines Application Deadlines Applying While Preparing	
What steps to line up funds for schooling do you need to take next?	Costs	

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