Recent statistics suggest that over 70% of students enrolled in college courses are non-traditional students. Memory differences have been documented between traditional and non-traditional students, and this has implications for higher education. One factor that can increase memory performance is the use of mnemonic strategies. However, no research exists on the actual or perceived effectiveness of different mnemonic strategies among traditional and non-traditional students. Participants were shown 4 word-pair lists with unrelated word pairs (e.g., room-pig). Prior to the start of each list participants were instructed which mnemonic to use (verbal repetition, interactive imagery, creating a short sentence, or taking the first letter of each and thinking of a related word pair) and asked how many word pairs they thought they would be able to remember (i.e., how effective they thought the strategy would be). After a brief distraction participants were given a cued-recall test. It is expected that the mnemonic strategies would be more beneficial to non-traditional compared to traditional students’ performance. It is also predicted that non-traditional students may display overconfidence in the effectiveness of rote rehearsal and perhaps under-confidence in the actual effectiveness of the other mnemonic strategies compared to their more traditional counterparts.