

College Success College Success



College Readiness

Understanding the
Difference Between
High School and College

MNADE Publication
Minnesota Association for Developmental Education
www.mnade.org

Prepared for you by:



Student Academic Success Center

11 Hills Beach Road Biddeford Maine 04005
207-602-2443

sasc@une.edu • <http://bit.ly/UNESASC>
www.facebook.com/SASCBiddeford

Classroom Tips

Attend all classes:

Arrive on time.
Do not leave early.

Be prepared:

Read and process text before class – formulate questions to have clarified.
Review previous notes.
Do problems, brainstorming, outlines.

Sit close to the front:

Listen actively.
Take notes.
Ask questions.

Seek assistance:

Visit instructor during office hours with questions/concerns.
Get peer tutoring assistance.
Get a study buddy.
Go to learning centers – reading, writing, or math.

Hand in work on time and do not miss exams:

Have work college-level ready to hand in on due date.
Do not use excuses to rationalize lack of preparation.

Be realistic, use a calendar, and follow course syllabi:

Schedule assignments, tests, projects.
Schedule study time – 2 hours of study for each hour in class.
Honestly account for family, social life, work, class, study, and transportation.
A 15-credit semester load = a full-time job.

Preparation Tips

Take college preparatory, enriched, and honors courses.

Take elective courses that develop background knowledge such as sociology, psychology, geography, anthropology, philosophy, biology, chemistry and physics.

Develop strong communication skills: reading, writing, speaking and listening.

Take college preparatory courses in critical reading and study skills.

Student Responsibility

High School is “Teacher Supported”	College is “Student Directed”
High schools and teachers require attendance.	<i>Successful students attend all classes although attendance may not be required.</i>
Teachers remind students of assignments, tests, & make-up work.	<i>Students complete assignments & take tests on time.</i>
Teachers tell students what to learn.	<i>Successful students determine what to learn and know how to study using their own learning styles.</i>
Teachers will summarize main ideas, outline notes, provide study guides and formulate questions.	<i>Successful students will use reading skills to learn content, take notes and study them regularly, create their own study guides, generate own questions</i>
Teachers guide research and the location of information.	<i>Successful students possess library and internet research skills</i>
Teachers give students supplementary information.	<i>Successful students seek background information or supplementary resources.</i>
Teachers monitor student performance by providing grade sheets.	<i>Successful students monitor their own performance and set improvement goals.</i>
Teachers discipline inappropriate talking in class.	<i>Teachers do not tolerate inappropriate talking in class.</i>
Teachers usually require less outside studying than college.	<i>Successful students study 2-3 hours for each one hour of class time.</i>
Teachers provide in-class study time and students often study with many distractions.	<i>Successful students use study areas on campus and create a study area at home.</i>
Others schedule a student's time for classes, sports, and work.	<i>Successful students must develop personal time management systems for college classes, study time, work, and social life.</i>
Students often choose elective courses based on interest.	<i>Successful students choose courses based on program, degree, or transfer requirements.</i>

Academic Environment

High School “Student Focused”	College “Content Focused”
Teachers give short lectures that often duplicate reading assignments.	<i>Teachers present extended lectures that supplement assigned readings.</i>
High school classes are usually limited to 30 or fewer students.	<i>College classes are usually larger with 40 – 100 plus students</i>
High school classes meet daily.	<i>College classes meet 2-3 times per week.</i>
Teachers provide necessary background knowledge.	<i>Teachers assume students have background knowledge and skills.</i>
Teachers focus student learning with questions.	<i>Teachers expect students to generate questions.</i>
Teachers cover all content in class.	<i>Students are responsible for all material whether or not it is presented in class.</i>
Teachers provide organization.	<i>Students must have systems of organization for assignments, notes, and handouts (notebooks/folders).</i>

Successful college students seriously pursue the understanding of ideas, cultivate a spirit of curiosity, ask questions, and maintain a positive attitude towards learning.

This brochure is a guide for students, parents and teachers to explore potential differences between high school and college.

The conceptual framework for this brochure is based on the work of many outstanding educators in the field of developmental education.

For more information visit www.mnade.org
© 2004 MNADE Executive Committee

Resources & Support

High School “Teacher Structured”	College “Student Structured”
Teachers usually give Structured assignments with explicit directions.	<i>Successful students organize and interpret assignments and conduct research independently.</i>
Teachers often use T/F, multiple-choice, and short answer test formats.	<i>Teachers give complex exam questions requiring analysis, application, and synthesis of ideas and theories using multiple-choice and essay formats.</i>
Teachers give frequent tests and provide make-up tests and retakes.	<i>Teachers give fewer tests (2-3 per semester) and generally do not allow for make-ups or retakes.</i>
Grades are based on quality, completion, and effort given to all assignments.	<i>Grades reflect the quality of the product & adherence to college-level thinking and writing.</i>
Teachers offer extra-credit opportunities to improve grades.	<i>Teachers may not offer extra-credit.</i>

High School “Teacher/Parent Directed”	College “Student Directed”
Students have daily contact with teachers and receive regular feedback.	<i>Successful students have limited contact with teachers and must seek feedback.</i>
Teachers and parents direct academic accommodations and services for students with special needs.	<i>Successful students seek out academic accommodations and special assistance.</i>
Teachers provide extra help.	<i>Successful students seek out peer tutoring and further academic assistance during instructor office hours.</i>
Friends and family support students.	<i>Students may not be in contact with a family support system and need to create a new support system.</i>