

High School to College Transition

Think about the difference between high school and college being like the difference between playing checkers and chess. The two games look similar in that the game board is the same, but the rules and the strategies used to win are very different. Checkers, like high school, is a very straight forward game with simple rules, making it easier to win. Chess on the other hand, like college, is a nuanced game with complicated rules and complex strategies. It's not so easy to win! But if you remember that there is a major shift in **Responsibility, Independence, Support and Expectations**, you can **RISE** to the occasion and succeed!

Responsibility

1. There is a major shift in responsibility for learning from the teacher to the student. This is reflected in part in how much class time students have per course in college (about 45 hours) versus high school (about 145 hours). This means that in college, students are responsible for spending about 100 hours per course reading and preparing on their own!
2. Students are responsible for knowing when assignments are due and how to complete them.
3. Many students experience increased financial responsibilities.
4. There are more choices and decisions to make of programs and courses.
5. Individual student's progress is usually not monitored closely by an instructor. Students are responsible for knowing how to keep track of their grades and how to check Blackboard for their grades.
6. Instructors assume that you have read the assigned material before they lecture on it. It is the student's responsibility to determine how much to read the text. The instructor may not follow the text but remember –they have read several texts on the subject, you have not!

Independence

1. Students may be living on their own for the first time.
2. Students choose their own schedules, often having time between classes to manage effectively.
3. Students need to develop strategies for effective text reading, note taking, and test preparation.
4. Independent monitoring of progress in learning is needed. Federal laws protect college students' privacy – even from their parents, so students need to monitor their own learning progress.
5. Students may need to seek additional sources of information (e.g. use of library).

Support

1. Relationships with family and friends may change. There may be less family involvement; jealousy is possible.
2. Instructors tend to provide less individual feedback. To establish a good working relationship with your instructor early in the semester, introduce yourself either in an email or during office hours. Become more than just a name on the class roster!
3. Consider building a network of support at school. Forming or joining a study group is a good idea.
4. Use free resources that are provided by LLCC, like the Center for Academic Success.

Expectations

1. Material is covered at a faster pace with little repetition of content. Pay Attention!
2. Instruction is often lecture-based, leaving students the job of identifying the most important points.
3. Assignments are often less structured. More work, critical thinking, and application may be required.
4. Many semester grades are based largely on a few test scores, which cover large amounts of material, and often require students to apply what they have learned.
5. Instructors will rarely suggest ways to learn material or remind you of incomplete work.
6. Instructors may not take attendance, but still expect that students attend every class.
7. Instructors expect students to read, understand, and follow the syllabus.
8. Instructors will help you, but they expect that you will ask for it if you need it.