MODULE 01
Adjusting to College
Title
Adjusting to College

Description
This module is based on a chapter from College Success: A Concise Practical Guide, by Strickland and Strickland.

For many first-time college students, college is like a magical land filled with new wonders and experiences. Most students are experiencing greater autonomy and independence than they ever have before. Surely some adjustment will be necessary. Most students realize that this is true of their social lives—but they may not immediately realize how much college differs from high school academically.

This module—and similar modules in this series—is designed to help students successfully transition from high school to college. It covers principles, attitudes, and behaviors that will help students maximize their college experience, reach learning outcomes, stay in their academic programs, and graduate. This module begins by describing some of the ways in which college is different from high school, academically.

Learning Objectives
After completing this module students should be able to do the following:

1. Describe the ways in which high school and college are different.
2. Anticipate many of the challenges associated with attending college.
3. Define success in college in terms of both certification and qualification.

Module Parameters
- 1 hour of class time
- Small-group class with critical thinking activities, reading comprehension questions, and a variety of assignments
- Instructors choice of assessment tools

Includes:
Chapter 1: Adjusting to College

Underlying Educational Goals
This module is designed to help students:
- Develop the habit of preparing well for class
- Become comfortable with sharing and interacting in a small group-setting
- Develop critical thinking skills
- Answer questions requiring knowledge, literal comprehension, inferential comprehension, and analysis
- Learn to develop study materials that relate lesson content to learning objectives in preparation for assessment

Instructor Ancillaries
The following ancillaries are available this module—Adjusting to College:
- 17 lecture slides
- Extra, blank copies of all worksheets (Each student edition comes with one copy of each worksheet.)

Assessment Tools
The following assessment tools are available for this module—Adjusting to College:
- Test bank
  32 exam questions
  32 quiz questions
  32 practice questions
  4 essay questions
  6 short answer questions

Suggested Activities for Instructors
Please feel free to use the following Step-by-Step List of Suggested Activities to prepare for teaching your class.
Preparation for College Classes

This is a Path to Success module. Throughout the module, students will complete five steps that will lead them along a Path to Success on the topic of preparing for college classes. The steps are as follows:

Step 1. Before-Class Critical Thinking Exercise
Before reading the module, students will be asked to identify where they are with respect to preparing for college classes. There will be five critical-thinking questions on the topic.

Step 2. Before-Class S.W.O.T. Analysis
After reading the module chapter and completing any before-class exercises, students will each perform a S.W.O.T. analysis to identify their strengths, weaknesses, opportunities and threats on this topic. They will use this analysis to develop a rough draft of an action plan designed to apply what they have just learned to their everyday life. (This action plan becomes the experiential exercise in Step 4.)

Step 3. During-Class Collaboration
Students (ideally split into small groups) will spend 15 to 30 minutes comparing and perfecting their individual action plans. The plans should include concrete tasks they will perform out of class to implement what they have learned. They will also finalize their lists of Things to Do and Things to Record lists.

Step 4. After-Class Experiential Exercise
During the days (or weeks) between classes, students will implement their action plans and record their results and observations. This exercise employs holistic learning principles to anchor what they have learned to their everyday lives.

Step 5. Analysis, Reporting, and Discussion
During a future class session, students will report to the class (or small groups) how their action plans played out, what worked and didn't work, and what adjustments they may have made. They will also be asked to contemplate how to incorporate this new behavior into their future lives in college and beyond. This should take 15 to 20 minutes and may require students to turn in their result sheets.
Module To-Do List

Before Class
1. Read and review the module, noting the study guide pages and the reading comprehension questions, which students should have completed before class.
2. Review the learning objectives and keep these in mind as you prepare any in-class activities or discussion topics, and as you review the quiz questions.
3. Review the assessment tools for this module.

During Class
1. Discuss your own experiences (both as a student and an instructor) that relate to transitioning from high school to college.
2. Lead the students through a discussion of their BVT Branding (was Critical Thinking Activities), reading comprehension answers, and/or SWOT analyses (found in Critical Analysis: Student Success Action Plan).
3. Ask students to share and compare their Creating Your Study Guide, Part 1-3 questions and answers.
4. Invite students to share what they found online using the eLearning links (possible extra credit).
5. Lead students through the during class activity(ies).
6. Before class ends, have the students complete the Student Module Assessment at the end of the module and discuss the results with them. Address any areas that need attention.
7. Draw attention to the next module, identifying the preparation students will need to do for the next class.
8. Assign after class assignments and answer any questions about them.
9. Remind students of the available study resources (flashcards, practice quizzes, etc.) for this module.

After Class
1. Assist students as needed during office hours.
2. Monitor results of student quizzes.
Goal Planning

Introduction

It is important that students approach this course with the right attitude in order to achieve the desired learning and behavior outcomes. You will be using the critical thinking activity below to help students identify personal goals for this module.

Goal

The goal of this activity is to help students see the value of this course and, beginning with the very first assignment, to extract as much learning benefit from the course as they can.

Materials

Worksheet: My Personal College Success Goals for This Semester, found in the During Class section of the module

Procedure

1. Guide students through the following critical thinking activity: Have each student take out a blank piece of paper. Then ask them to write their answer to the question “What is success in college?” Give students 3–5 minutes to complete this task.

2. Ask a volunteer student to come to the board to serve as the recorder. Then ask 1 student (one at a time) to stand, introduce themselves, and read their answers. While they are speaking, the recorder will write phrases on the board that summarize their answers. After everyone has spoken, the board will be filled with phrases. You can then summarize these responses, drawing attention to the concept that success in college means not only making good grades and graduating but also experiencing the best quality learning possible.

3. Refer students to Section 3 of the chapter, titled The Road to Success (where definitions of success are discussed in more depth).

4. Ask students to turn to the My Personal College Success Goals for This Semester worksheet, which instructs them to make a list of their personal goals for this semester.

(You may wish to make extra, blank copies before class.)

This is a personal exercise, so there are no wrong answers. Following are some examples of the types of goals students might propose:

**Macro Level**

1. My goal is to learn as much as possible from each course that I am taking.
2. My goal is to become qualified as well as certified.
3. My goal is to earn good grades.
4. My goal is to maintain a high GPA.

**Micro Level**

5. My goal is to practice behaviors that will result in success. (The student may list specific things such as attend all classes, complete homework in a timely manner, study hard, and so on.)

Immediate Follow-Up

Remind students that “experiencing the best quality learning that you can” applies to all of their courses—including this one.

Subsequent Follow-Up

You could use this exercise as a nongraded formative assessment. Collect students’ papers and review them. Tabulate how many students (percentage) seem to understand the point of the exercise. Return the papers to the students. Repeat this exercise at the end of the semester to see if improvement has occurred for the class as a whole.

Also make a note of how many students seem to have a limited or vague understanding of their personal goals. For example, if a student writes, “My goal is to study hard,” then he or she may not have a clear idea of the task that lies ahead because “study hard” is vague. A better goal would be more specific, like “study an hour each day” or “set aside a specific time to study for each course.” If you note that students have an incomplete understanding of their goals, you can make a point to address this topic in class throughout the semester.
Step-by-Step Checklist

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<tr>
<th>Target date</th>
<th>Completed</th>
<th>Activity</th>
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**Before Class**

___/___/___  □  1. Begin your **Path to Success** by reading the module background section and completing Step 1.

___/___/___  □  2. Complete the questions column of *Creating Your Study Guide, Part 1*.


___/___/___  □  5. Read *Chapter 1: Adjusting to College*. Answer the reading comprehension questions as you come to them in the chapter.

___/___/___  □  6. Compare your reading comprehension question answers to the answer key at the end of the chapter. If any answer was not correct, then review the passages preceding the question to see why you missed the question.

___/___/___  □  7. Complete the answers column of *Creating Your Study Guide, Part 1*.


___/___/___  □  11. Complete Step 2 of your **Path to Success**

**During Class**

___/___/___  □  1. Be prepared to discuss Steps 1 and 2 from your **Path to Success** and complete Step 3.

___/___/___  □  2. Be prepared to discuss your reading comprehension answers, as well as your study guide questions and answers.

___/___/___  □  3. Your instructor may choose to lead you through the During Class Activity. You will find the necessary worksheet in the During Class section of this module.

___/___/___  □  4. Before class ends, complete the Student Module Assessment and discuss the results with your instructor.

**After Class**

___/___/___  □  1. Complete the after-class assignments.

___/___/___  □  2. Complete Step 4 of your **Path to Success**, recording your results in detail.

___/___/___  □  3. Use your study guide questions and answers to direct your study. Review the module content as required. Consider using this module's study resources to help you prepare for the quiz.

___/___/___  □  4. Complete the review questions.

___/___/___  □  5. Complete the module quiz before the deadline.

___/___/___  □  6. Complete Step 5 of your **Path to Success**. Be prepared to discuss your results in the following class (or whenever your instructor indicated).
Module 01

Adjusting to College

Includes
Chapter 1: Adjusting to College

Module Description
This module is based on a chapter from *College Success: A Concise Practical Guide*, by Strickland and Strickland. In this module you will learn about some of the ways in which college is different from high school, and you will gain a better understanding of what will be expected of you. This module also describes how this course is designed to help you do your best in college and ultimately reach your goal of earning a college education and a degree.

Learning Objectives
After completing this module you should be able to do the following:
1. Describe the ways in which high school and college are different.
2. Anticipate many of the challenges associated with attending college.
3. Define success in college in terms of both certification and qualification.

Underlying Educational Goals
This module is designed to help you develop the habit of preparing well for class; become comfortable with sharing and interacting in a small-group setting; develop critical thinking skills; answer questions requiring knowledge, literal comprehension, inferential comprehension, and analysis; and learn to develop your own study materials that relate lesson content to learning objectives in preparation for assessment.

Study Resources
The following study resources are available for this module—Adjusting to College: 4 flashcards for key terms and concepts and 32 practice questions.

Module Quiz
After completing this module, you may be required to take a quiz. Your instructor will provide you with details and the deadline for completion of that quiz.

Module Timeline
Before Class
1 to 2 hours:
Read the chapter, answer the reading comprehension questions, fill out the study guide, and complete Steps 1 and 2 of your Path to Success.

During Class
1 hour:
Take notes and participate in any in-class discussions and activities, including discussing your Path to Success.

After Class
1 hour:
Complete all module assignments
30 minutes to 1 hour:
Review the chapter, and use the module’s study resources to prepare for quizzes.
15 minutes:
Complete the quiz

Don’t forget to complete Step 4 of your Path to Success!
Path to Success

Where Are You Now?

Preparing for College Classes

This is a Path to Success module. Throughout the module, you will complete five steps that will lead you along a Path to Success on the topic of preparing for college classes.

Module Background

In high school, most learning occurs in the classroom. Students may study outside of class as little as one to two hours a week, and this may be mostly last-minute test preparation. When it comes to reading, high school students seldom need to read anything more than once, and sometimes just listening in class is enough. In college, the situation is quite different. Throughout this module you will learn some of the differences between high school and college—including differences in the amount and type of preparation necessary before attending class.

Step 1. Before-Class Critical Thinking Exercise

Before you read this module (and without doing any research or Internet searches), identify where you are in your life with respect to preparing for college classes. Answer the following questions with as much depth and insight as you can. You will look back at this when you have completed the module to see where your journey has taken you.

Question 1. In high school, did your teachers ever tell you to do something at home (like read ahead in the textbook) to prepare for the next class? If so, what types of preparation did they ask you to do? How often?

Question 2. Do you think that the class preparation habits you formed in high school will be sufficient for you to succeed in college? Why or why not?

Question 3. Consider the following scenario: You have just attended your first college class. Your instructor did not specifically tell you to do anything to prepare for the following class. Would you assume that you don’t need to do any preparation, or would you read ahead in the book to prepare for class anyway? Be honest.

Question 4. In college, how many hours per week do you think most students should spend preparing for all of their classes?

Question 5. Preparing well for class can have many benefits. List as many as you can.
Creating Your Study Guide, Part 1

Convert Learning Objective 1 into questions that you can answer as you read the chapter. You will use these study guide notes to prepare for your quiz and exam. Be prepared to discuss these in class and correct or modify them as needed.

Learning Objective 1
After this module, you should be able to describe the ways in which high school and college are different.

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Creating Your Study Guide, Part 2

Convert Learning Objective 2 into questions that you can answer as you read the chapter. You will use these study guide notes to prepare for your quiz and exam. Be prepared to discuss these in class and correct or modify them as needed.

**Learning Objective 2:**
*After this module, you should be able to anticipate many of the challenges associated with attending college.*

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Creating Your Study Guide, Part 3

Convert Learning Objective 3 into questions that you can answer as you read the chapter. You will use these study guide notes to prepare for your quiz and exam. Be prepared to discuss these in class and correct or modify them as needed.

**Learning Objective 3:**

*After this module, you should be able to define success in college in terms of both certification and qualification.*

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For many first-time college students, college is like a magical land filled with new wonders and experiences. Perhaps you, like most students, are experiencing greater autonomy and independence than you ever have before. Surely some adjustment will be necessary to keep your balance. Most students realize that this is true of their social lives—but they may not immediately realize how much college differs from high school academically.

This course will help you successfully transition from high school to college. It covers principles, attitudes, and behaviors that will help you maximize your college experience, reach learning outcomes, stay in your academic program, and graduate. This module begins by describing some of the ways in which college is different from high school academically.

1.1 High School Is Not College

High school and college are different in many ways. This is not to say that high school is inferior but rather to help students identify and address the challenges unique to college. There is a misconception that college is like “Grade 13”; but students who believe that college is like high school do not perform as well as students who have more accurate expectations. High school may have prepared you academically for college, but the norms (the way things are done) in college are often very different from what you have experienced in high school. What, specifically, are the differences? Table 1 presents some of the most important ones.
<table>
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<tr>
<th>Characteristic</th>
<th>High School Model</th>
<th>College Model</th>
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<tbody>
<tr>
<td>Venue for Learning</td>
<td>Most learning occurs in class. Students may study outside class as little as one to two hours a week, and this may be mostly last-minute test preparation.</td>
<td>Most learning occurs outside of class. On average, Students will need to study about two hours outside of class for each hour spent in class.</td>
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<tr>
<td>Schedule</td>
<td>The student attends classes back-to-back for about six hours each day (thirty to thirty-five hours per week).</td>
<td>The student must create his or her own schedule. Most classes do not meet every day. There may be many unscheduled hours between classes. Class times vary throughout the day and evening. The student spends only twelve to seventeen hours each week in class.</td>
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<tr>
<td>Role of the Instructor</td>
<td>Teachers are directive and nurturing.</td>
<td>Professors expect the student to be independent and to take personal responsibility for learning.</td>
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<tr>
<td>Office Hours</td>
<td>Teachers do not keep office hours. Instead, they answer questions and offer help to students in class.</td>
<td>Professors schedule regular office hours in order to meet with students individually. Scheduled office hours are usually posted in the syllabus, on the professor’s website, and on the office door. (The syllabus is a document that contains lots of important information about the expectations of the course.) You are not interrupting or bothering professors when you meet with them during their office hours. That time has been set aside especially for you. You could just drop by the office; however, if you have a serious question, you should make an appointment so that the time slot will be reserved for you.</td>
</tr>
<tr>
<td>Reading Requirements</td>
<td>The student seldom needs to read anything more than once, and sometimes listening in class is enough.</td>
<td>The amount of reading assigned by professors may be large. The student must review class notes and text material regularly. Preparation for exams typically requires multiple reviews of all course materials.</td>
</tr>
<tr>
<td>Presentation of Material</td>
<td>Teachers present the material at a slower pace, and the presentation is designed to support the textbook.</td>
<td>Professors present the material at a more rapid pace, and their presentation is designed to supplement the text. Professors often expect you to study the book on your own—and then they will add to or explain it.</td>
</tr>
<tr>
<td>Frequency of Testing</td>
<td>There is frequent testing. Therefore, the student is required to master only a small amount of the total course material for any single exam.</td>
<td>Testing is less frequent (often limited to a midterm and final). Therefore, the student must be prepared to demonstrate mastery of a much larger amount of material for a single exam.</td>
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Table 1: High School versus College  Continued

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<th>Characteristic</th>
<th>High School Model</th>
<th>College Model</th>
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<tr>
<td>Extra Credit</td>
<td>High school grades may be derived not only from exams but also from other assignments. Consistently good homework grades or extra credit assignments might be used to compensate for poor performance on exams and raise your course grade</td>
<td>College grades are usually derived from exams and major papers. Typically, there is limited opportunity (or none) to earn additional points toward the semester grade. It is important that you determine how each of your courses will be graded. This information is provided in the syllabus.</td>
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Montgomery College’s The First-Year Experience Program website offers the following five guiding principles based on the differences between high school and college:

1. As a high school student, you were probably told what to do and were corrected if you did not do it, but in college “you are expected to take responsibility for what you do and don’t do, as well as for the consequences of your decisions.”
2. In high school you were probably told what you needed to learn from the reading assignment in class, but in college it is “up to you to read and understand the assigned material [because the] lectures and assignments proceed from the assumption that you’ve already done so.”
3. High school was primarily about learning facts and skills, but “college is a learning environment in which you take responsibility for thinking through and applying what you have learned.”
4. High school focused on “the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.” In college, however, “mastery is often seen as the ability to apply what you’ve learned to new situations or to solve new kinds of problems.”
5. In high school you may have been rewarded for a “good-faith effort,” but in college “results count … good-faith effort will not substitute for results in the grading process.”

You have probably begun to formulate a pretty good picture of how the college experience will be different from the high school experience after reading Table 1. Consider the practical implications of some of those differences. What are the implications of increased freedom and responsibility? What changes will you have to make to the way you study and prepare for exams or other assessments? How will your reading load be different? What will professors expect of you?
CHECKPOINT

Reading Comprehension Question 1.1 (Knowledge)
Which of the following are ways in which college is different from high school?

a. In high school, teachers are directive and nurturing.
b. In college, the amount of reading assigned by professors can be very large.
c. In college, professors expect you to study the text on your own.
d. All of the above

1.2 College Involves Freedom and Responsibility

It is great to be an adult in college with the independence and freedom to make your own decisions about how you spend your time. The downside is that you are now the only person responsible for those decisions.

When you were younger, your parents may have taken responsibility for making sure you woke up and made it to school on time. Some of your teachers may have distributed study guides and prescribed exactly what you should do for homework. In order to be successful, you simply did as you were told.

In contrast, now that you are an adult in college you will have to take charge of managing your time and planning your homework. You have to set your alarm, take care of all of your personal needs, get to class on time, and be ready to learn. No one will make you do it, and no one will check to see what you do or don’t do. If you don’t get it right—if you don’t make learning a personal priority—then you are likely to earn some failing grades.

Rarely do you hear college students use the term “homework.” Instead you might hear them use the term “study,” as in “I have to study this weekend for a history test on Tuesday.” This is probably because college professors almost never assign homework. Generally speaking homework is a set of practice exercises assigned by a teacher; usually, it contributes to students’ grades for the class. Unlike high school teachers, college professors leave it to students to decide for themselves how to go about learning the required information. So if college professors don’t assign homework, does that mean you don’t have to do work at home? No. It means that you will have to create your own reading, learning, and practice exercises, and assign them to yourself. That is the definition of studying.

Professors may not assign homework, but they definitely expect you to invest a lot of time and effort in studying. Students who practice good, regular study habits find it much easier to learn and earn high marks in college. Developing an effective study plan is one of the things that you will explore in this course.

In College, Studying Happens Outside of Class.

Another important thing that you need to know about college is that most studying—and therefore most learning—will happen outside of class. Typically, the bulk of learning in school prior to college occurs in the classroom. In college, you will have to do a lot of reading and studying before you even go to class in order to be successful at learning. The figures vary from course to course, but as a general rule, about two-thirds of the learning in college takes place outside of class.

Figure 1 illustrates the phenomenon that the higher you go in college, the more studying and learning will take place outside of class.

The College Board website offers the following sage advice: “All first-year college students contend with this bend in the learning curve, so don’t think having to struggle to keep up is somehow a failing on your part. Give yourself an opportunity to adjust gradually to the new academic demands. Choose a course load that includes some challenging classes and others that will be less intense.”

It is not the case that every college course requires two hours of study outside of class for every hour of class time. Each course that you take in college will be somewhat different. Some will require
you to spend a lot of time studying outside of class, and others not so much. Taken together, however, the average is about two hours outside of class for every hour spent in class. In order to be successful, you will need to determine how much time you will need to spend studying for each of your classes, and plan that study time as a part of your daily routine. One thing that every college course has in common is a document called the **syllabus**.

**Figure 1  Venues for Studying and Learning at Various Academic Levels**

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>Undergraduate College</th>
<th>Graduate College</th>
<th>Doctoral Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study and Learning in Class</td>
<td>About one-third of your time</td>
<td>About two-thirds of your time</td>
<td>Study and Learning Outside in Class</td>
<td></td>
</tr>
<tr>
<td>Study and Learning Outside in Class</td>
<td>35%</td>
<td>50%</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

The Syllabus Is Your Best Friend.

In college, the syllabus will be your best friend. The syllabus is the main way in which professors assist you in planning your study regimen. The syllabus is a document that is distributed, or otherwise made available (sometimes online), on the first day of classes. It contains lots of important and useful information about the expectations of the course and often includes descriptions of assignments, along with the deadlines for them, and the dates and content of exams. You need to know this information to be successful in the course. Make reading the syllabus a top priority, and ask your professor to clarify any part of the syllabus that you do not understand.

Apart from providing the syllabus, professors typically do not give homework or tell you how to study for their classes. You now have to decide for yourself when to study, how long to study, what to do when you study, and what information is important to study. You have to make up your own homework. This skill takes practice and time to learn. This course will help you get it right. If you have already begun your other classes, you should not wait to read all your syllabi—you should read them carefully as soon as you have access to them. One of the things you should do right away is find out how you will be graded in each course, so that you can start keeping a record.
of your progress. The successful student never has to ask the professor, “How many days have I been absent?” or “What is my grade in this class so far?” A successful student will keep a personal record of absences and grades on exams or other assignments.

The assignment that accompanies this module (After-Class Assignment 1) will help you get started with the process of keeping a record of your grades. After-Class Assignment 1 provides you with a single page on which to record your progress. You will need a separate page for each course, so make copies as needed. As soon as you get a syllabus for each course, immediately use the After-Class Assignment 1 form to list the exams or other assignments that will be required. Later, when you receive grades on the exams or assignments, you can record them in the space provided. Any time you are absent from a class session, you should record the date of the absence in the space provided on the form. In this way you will always know where you stand in the course; and if some of your early grades are poor, you can take steps early in the semester to improve. Constant monitoring of your progress and early intervention are keys to success in college.

**eLearning**

*High School Versus College Life: A Freshman Year Guide to Different Student Academic Expectations, by Naomi Rockler-Gladen (Highly Recommended)*  
[http://bvtlab.com/pUe77](http://bvtlab.com/pUe77)

*How Is College Different from High School? First-Year Experience Program website, Montgomery College*  
[http://bvtlab.com/772A7](http://bvtlab.com/772A7)

Montgomery College's The First-Year Experience Program website offers the following advice on transitioning to college.

- Take control of your own education: think of yourself as a scholar.
- Get to know your professors; they are your single greatest resource.
- Be assertive. Create your own support systems, and seek help when you realize you may need it.
- Take advantage of academic and student support services on campus.
- Take control of your time. Plan ahead to satisfy academic obligations first, and then make room for everything else.
- Stretch yourself: Enroll in at least one course that really challenges you.
- Make thoughtful decisions: Don't take a course just to satisfy a requirement, and don't drop any course too quickly.
- Think beyond the moment: Set goals for each semester [or quarter], the year, and your college career.

Making a smooth transition into college is the first step on the road to success in college.

**CHECKPOINT**

*Reading Comprehension Question 1.2 (Literal Comprehension)*

Which of the following is one of the major differences between college and highschool?

- a. In college, two-thirds of learning takes place outside of class.
- b. In college, professors are nurturing and directive.
- c. In college, professors have all the answers.
- d. In high school, teachers are not as highly directive as college professors.
1.3 The Road to Success

What Is Student Success?

This student success course is designed to orient the new college student to the unique challenges associated with college life. The overarching goals of the course are to enable the student to avoid the pitfalls that often result in failure and to seize the opportunities that lead to success. This course will help you to problem solve as you go through your first year of college.

What is success? You may find a plethora of statements defining success in books and on the Internet. For example, consider these somewhat humorous success statements from the online Quote Garden (http://bvtlab.com/78P76):

“I couldn’t wait for success … so I went ahead without it.” Jonathan Winters

“Success is simply a matter of luck. Ask any failure.” Earl Wilson

“Some people dream of success while others wake up and work hard at it.” Winston Churchill

“It’s not that I’m so smart; it’s just that I stay with problems longer.” Albert Einstein

“Don’t be afraid to give your best to what seemingly are small jobs. Every time you conquer one, it makes you that much stronger. If you do the little jobs well, the big ones will tend to take care of themselves.” Dale Carnegie

Some of these statements about success are funny and even insightful, but they only address the topic of success in a general sense. How do you define success specifically with regard to your experience in college? What does success in college mean? Success in college ultimately means graduating (i.e., earning a degree); it also includes all of the quality milestones along the way, such as learning as much as you can and maintaining a high grade point average (GPA). Success in college means not only becoming better certified but also better qualified.

**CHECKPOINT**

**Reading Comprehension Question 1.3 (Inferential Comprehension)**

What is the main reason for this college success guide?

a. To enable the student to avoid the pitfalls that often result in failure and to seize the opportunities that lead to success

b. To keep track of new students in the system

c. To provide the students with an easy course for their first semester

d. None of the above.

So—What Is Success in College?

There is no question that one of the main purposes of attending college is to acquire a credential. The college diploma is meant to signify that the student has met certain academic and other requirements that have prepared them for any number of careers, generally, as well as careers associated with their discipline, specifically. The credential is supposed to represent a certain level of learning and mastery. Usually, the way that mastery is determined is through grades. If a student makes high marks or grades, it is assumed that they have learned what they need to know to master the discipline. However, it is important to distinguish between grades and learning—as they are not always the same.

In and of itself, a grade does not represent learning. For example, when students cram for an exam the night before a test and are able to score high enough on the test to pass the course—but literally forget 80 to 90 percent of what they studied within a short time thereafter—then those students will
have acquired a passing grade but might not have really learned what they need to know. If too many of the grades they receive were acquired in this manner, then their diplomas are a misrepresentation of their actual learning. If passing without truly learning becomes ubiquitous at a particular college or university, then the status of a degree from that institution loses much of its value in the job market. In an extreme case, the diploma loses its meaning and is nothing but a piece of paper. Therefore, it’s very important that as you are progressing through your academic program, you strive to make high grades through learning. If you truly learn the material, you will automatically make higher grades—and you will be prepared for the career of your choice. While you must take care to always make good grades, never lose your focus on learning. The real reason you are in college is to learn and change and grow—and to become a person worthy of your credentials.

Success Means Becoming Qualified.
If you focus on learning rather than grades, you will become qualified. If you focus on grades to the exclusion of learning, you may become certified, but you won’t be qualified. You will be a fraud. No student enters college planning to be a fraud. Sadly, the structure of our educational system—with its focus on grades and credentials—pushes students in that direction. The wise student will not succumb to the path of least resistance—he or she will not focus on grades alone to the exclusion of learning. Instead, the wise student will design study plans that give him or her time to actually learn the material, to grow and to change and in the process to attain high marks and a credential. In this way, the wise student will become both certified and highly qualified. The personal benefits of becoming both certified and qualified remain with you for years to come because you have been changed.

So the primary purpose of taking a course is not to simply pass the exam or get the credit—instead, the primary purpose is to learn something important. Every course that you take should change you in some way. Even though your beliefs, values, and personal goals may not change, your knowledge of the world, your ability to think critically, your ability to reason, and your ability to apply the sum of your knowledge to new challenges—all should be improved. Therefore, it is safe to say that a liberal arts education should change you. It should make you a better person. That is success.

 проверка

Чтение и понимание вопроса 1.4 (Анализ)

Почему важно, чтобы студент знал, что происходит в его первый год обучения?

а. Тогда студент может подготовиться к классам.

б. Тогда студент может достичь намеченной выгоды от университета.

в. Тогда студент будет ясен о том, что требуется для университета.

г. Все вышеперечисленное.

Что такое неудача в колледже?

Неудача в колледже может проявляться как неудача на экзамене, уход или потерянная возможность. Неудача на экзамене происходит, когда студенты накапливают слишком много неудачных оценок и находят это почти невозможно, чтобы поднять свой средний балл к уровню, необходимому для получения диплома. Уход происходит по многим причинам. Иногда студенты уходят из-за факторов, которые они не контролируют, но слишком многие студенты уходят для академических причин. Потерянная возможность происходит, когда студент матрикулируется без того, чтобы быть вызовенными, без того, чтобы измениться на лучшее, и без того, чтобы подготовиться к тому, что ждет. Эта курс помогает вам избегать всех этих типов неудач.

Flunking out

Accumulating too many failing grades and finding it nearly impossible to raise GPA to the level required for graduation.
1.4 Attitudes and Resources for Success

This course is designed to help students connect to the various resources, and to develop attitudes and habits, that will support their success. Table 2 illustrates these goals by listing some of the resources and attitudes that the course will address. As illustrated in the table, attitudes involve both perspectives (How do you view the task at hand?) and practices (How do you approach the task at hand?). Resources include knowledge (What things do you need to know to be successful?), tools (What tools will help you achieve success?), and helpers (Who is here to help me be successful?). Each of these items is very important.

Table 2: Examples of Attitudes and Resources for Success

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives</td>
<td>Practices</td>
</tr>
<tr>
<td>Focus on learning</td>
<td>Maintain a study calendar</td>
</tr>
<tr>
<td>Embrace responsibility</td>
<td>Develop a study plan for each class</td>
</tr>
<tr>
<td>View academics as a top priority</td>
<td>Develop and maintain a long-term graduation plan</td>
</tr>
<tr>
<td>Hold realistic expectations for college</td>
<td>Attend cultural events that enhance learning</td>
</tr>
<tr>
<td>Commit time and effort to college success</td>
<td>Participate in student organizations</td>
</tr>
<tr>
<td>Eliminate hindrances to success</td>
<td>Develop a fitness plan</td>
</tr>
<tr>
<td></td>
<td>Develop positive relationships with helpers</td>
</tr>
<tr>
<td></td>
<td>Assess yourself</td>
</tr>
<tr>
<td></td>
<td>Get help early</td>
</tr>
</tbody>
</table>

1.5 Wrapping Up

This chapter discussed the transition to college and contrasted the expectations and experiences of students in college compared to high school. You were challenged to create your own definition of success in college and were informed that college success involves the acquisition of both a credential (earning the degree) and a quality education (becoming a changed person through learning). There was also a brief discussion about attitudes and resources that will help you to be successful.
1.6 References


1.7 **Answer Key: Reading Comprehension Questions**

After you have completed all of the comprehension questions, fill in your answers below and review the module if you have any errors.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Question</th>
<th>Answer</th>
<th>Your Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Knowledge</td>
<td>Which of the following are ways in which college is different from high school?</td>
<td>d.</td>
<td>_____</td>
</tr>
<tr>
<td>1.2 Literal Comprehension</td>
<td>Which of the following is one of the major differences between college and high school?</td>
<td>a.</td>
<td>_____</td>
</tr>
<tr>
<td>1.3 Inferential Comprehension</td>
<td>What is the main reason for this college success guide?</td>
<td>a.</td>
<td>_____</td>
</tr>
<tr>
<td>1.4 Analysis</td>
<td>Why is it important for the student to know what happens in his or her first year of college?</td>
<td>d.</td>
<td>_____</td>
</tr>
</tbody>
</table>
Study Guide Notes: Further Insights

Preparing for Class Discussion

Use this page to write down any questions, insights, or comments that you have as you read so that you can bring them up in class.
**Path to Success**

Planning Your Route

**Step 2. Before-Class S.W.O.T. Analysis**

A S.W.O.T. analysis (strengths, weaknesses, opportunities and threats) is a great tool for examining any given situation with a critical eye. Strengths and opportunities are your positive factors—strengths come from within you, opportunities exist in the world around you. Similarly, weaknesses and threats are negative factors that come from within you (weaknesses) and from the world around you (threats).

Now that you have read the chapter and completed all of the before-class assignments, complete the S.W.O.T. analysis and develop an action plan for moving forward on your **Path to Success**. Be prepared to discuss this in class.

**S.W.O.T. Analysis**

In the S.W.O.T Analysis table on the next page, list as many strengths, weaknesses, opportunities, and threats as you can with regard to your class preparation habits.

**Action Plan Questions**

Look over your S.W.O.T. analysis and answer the following questions.

1. How can you make the most of your strengths?

2. How can you work on your weaknesses?

3. How can you best take advantage of the available opportunities?

4. What can you do to manage the likely threats?
## Path to Success

### Planning Your Route

**S.W.O.T Analysis Table**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planning Your Route

Action Plan Rough Draft

Based on the answers you provided to your action plan questions, come up with an action plan that you can implement over the next few days (or weeks). The purpose of this journey is to incorporate what you learn into your daily life. Now that you are nearing the end of this module, it is time to prepare for the most important step: making a real change. Your plan should include a list of things you can record so that you can analyze and measure the results.

Things to Do (rough draft):

1. 
2. 
3. 
4. 

Things to Record (rough draft):

1. 
2. 
3. 
4.
During Class Activity

My Personal College Success Goals for This Semester

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Step 3. During-Class Collaboration

Under your instructor’s direction, team up with other students who are working on this Path to Success. Share S.W.O.T. analyses and action plans with each other, and work to come up with the best action plan to suit your strengths and weaknesses. Write your final action plan below.

**Things to Do (final plan):**

1. 
2. 
3. 
4. 

**Things to Record (final plan):**

1. 
2. 
3. 
4.
Student Module Assessment

Please complete the following assessment of how well this module helped you meet the learning objectives. Characterize the quality of your learning experience using the following scale.

Discuss these results with your instructor if you selected “Not Helpful” or “Not Very Helpful” for any of the items above.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>How helpful was this module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When it came to learning how to describe the ways in which high school and college are different, this module was:</td>
<td>□ Not Helpful □ Not Very Helpful □ Undecided □ Somewhat Helpful □ Very Helpful</td>
</tr>
<tr>
<td>2. When it came to learning how to anticipate many of the challenges associated with attending college, this module was:</td>
<td>□ Not Helpful □ Not Very Helpful □ Undecided □ Somewhat Helpful □ Very Helpful</td>
</tr>
<tr>
<td>3. When it came to learning how to define success in college in terms of both certification and qualification, this module was:</td>
<td>□ Not Helpful □ Not Very Helpful □ Undecided □ Somewhat Helpful □ Very Helpful</td>
</tr>
</tbody>
</table>
Path to Success

Your Journey

Step 4. After-Class Experiential Exercise

Now it’s time to put your plan from Step 2 into action. Perform all of your tasks to the best of your ability, and record all of the information necessary to determine if the plan will ultimately help you on your Path to Success.

Summarize your observations, thoughts, and things to record below (attach extra sheets as needed).
Maintain a Record of Your Progress

Instructions: The purpose of this activity is to constantly monitor your grades for each course so that you will be able to remedy failing grades early in the semester. Keep a record of your grades for each course and use the record to evaluate your progress on a regular basis.

You’ll never have to ask the professor, “How many days have I been absent?” or “What is my grade in this class so far?” because you will keep your own record of absences and grades on exams or other assignments. To do so, you can use the Record of Grades and Attendance form provided on the next page. You will need a separate copy of the form for each of your courses, so make photocopies of the form before you write on it.

Step 1: Consult the syllabus for each of your courses to determine how the semester grade will be calculated for that particular course. Use the Record of Grades and Attendance form to list all of the factors that contribute to the semester grade (i.e., exam scores, attendance, grades on essays, grades for discussions, and so on).

Step 2: Keep a record of the grades earned or points earned for each of these factors. Update the form every time you receive a new grade or assignment feedback. If your grade is low or the feedback on other assignments suggests that you could do better, then think about ways that you can improve before the next graded assignment is due.

Recording your grades in one place will make it easier for you to monitor your progress throughout the semester. You will need to complete a separate record of grades for each of your courses. Recording your grades in one place will make it easier for you to monitor your progress throughout the semester.
Record of Grades & Attendance

Name: ________________________________________________ Course: ___________________________

What is the semester grade formula for this course? ______________________________________________

<table>
<thead>
<tr>
<th>Exam or Assessment</th>
<th>Date Submitted</th>
<th>Grade/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________________</td>
<td>/ / /</td>
<td>__________</td>
</tr>
<tr>
<td>2. ___________________</td>
<td>/ / /</td>
<td>__________</td>
</tr>
<tr>
<td>3. ___________________</td>
<td>/ / /</td>
<td>__________</td>
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<tr>
<td>4. ___________________</td>
<td>/ / /</td>
<td>__________</td>
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<tr>
<td>5. ___________________</td>
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<td>__________</td>
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<tr>
<td>6. ___________________</td>
<td>/ / /</td>
<td>__________</td>
</tr>
<tr>
<td>9. ___________________</td>
<td>/ / /</td>
<td>__________</td>
</tr>
<tr>
<td>10 ___________________</td>
<td>/ / /</td>
<td>__________</td>
</tr>
</tbody>
</table>

Totals

What is the attendance policy for this class?

___________________________________________________________

___________________________________________________________

___________________________________________________________

Attendance Record

You should attend every class. However, if you are ever absent from this class, record the date of the absence below so that you can keep track of them and calculate how they affect your grade.

1. ___________________ | / / / |
| 2. ___________________ | / / / |
| 3. ___________________ | / / / |
| 4. ___________________ | / / / |
| 5. ___________________ | / / / |
Review Questions

Following are five true-false statements. Try to answer them without looking at the answer key below and check your how well you did.

1. Tests are given more frequently in college than in high school.
   True or False: Write your rationale

2. College is very similar to high school except that you live away from home and you have to study a little more.
   True or False: Write your rationale

3. If you ask your professor to help you with time management, he or she will call you every morning to wake you up for class.
   True or False: Write your rationale

4. Class meetings are very important in college because most learning occurs in class.
   True or False: Write your rationale

5. The road to success involves your attitude toward learning, as well as your use of campus resources.
   True or False: Write your rationale
Path to Success

Your Destination

Step 5. Analysis, Reporting, and Discussion

Look Back and Compare

Read over your before-class critical thinking exercise (Step 1 of your Path to Success) and think about how your answers might be different now.

Regarding Question 1: How have your class preparation attitudes changed since high school?

Regarding Question 2: Would you answer this question differently now, after having completed this module?

Regarding Question 3: Has your attitude changed with regard to taking your own initiative?

Regarding Question 4: Have you found that you need more or less time to actually prepare for your classes than you initially predicted?

Regarding Question 5: Did you become aware of any additional benefits derived from preparing well for class?

Looking Forward

Hopefully, this was a small journey along a new path—one that will help you on a lifelong Path to Success. What permanent changes can you make to your life to help you succeed in the future?