

HIGH SCHOOL/COLLEGE COMPARISON

With excerpts from the research paper *"They Never Told Me What to Expect, so I Didn't Know What to Do": Defining and Clarifying the Role of a Community College Student* by Melinda Karp and Rachel Bork.

The role of college student is a sociological construct that is learned through practice and feedback. Karp/Bork

HS

Faculty and staff view students as CHILDREN.

CO

Faculty and staff view students as ADULTS.

We have to unpack [rules] that are so natural we don't even know we're following them, so other people can learn them. Karp/Bork

HS

Courses are designed to prepare students for college and career readiness. Students are expected to successfully complete standardized tests.

CO

Courses are designed to prepare students for the next step in an instructional sequence or a career. Students are expected to be college-ready.

[Academic] success demands metacognitive self-awareness: students have to learn to practice self-awareness in a scaffolded setting. Karp/Bork

HS

Faculty often focus on presenting information that is immediately relevant to the course's summative assessment.

CO

Faculty expect that students will access information in course material regardless of whether it was addressed in class.

HS

Student grades are tied to multiple assessments of varying complexity.

CO

Student grades are tied to fewer assessments of higher complexity.

Students need to be taught how to show they want to be [in a college classroom] - this involves decoding and learning a new culture. Karp/Bork

HS

Student participation, movement (arrival and departure), and access to technology are limited by the school's security policies.

CO

Student participation, movement (arrival and departure), and access to technology are regulated by the instructor.

In high school... the school is responsible for reaching out to a student to make sure that the student is successful. In college... the student has a menu of ways to get help and it is incumbent on the student to figure out when and how to do that. Karp/Bork

HS

Classroom management is a response to student behavior and attitude about the course.

CO

Classroom management is often a response to student's behavior rather than their attitude.

HS

Instructors are expected to reach out to failing students. Solutions involve negotiating resubmission of incorrect or late assignments and allow retaking quizzes or tests. FERPA empowers parents and guardians to partner in this process.

CO

Instructors expect students who encounter difficulty in the course to self-advocate. FERPA prevents parents and guardians from accessing student records. This results in institutional tolerances that permit student failure.

