

(Working title:)

**EFFECTIVE PRACTICES FOR PROMOTING THE TRANSITION OF
HIGH SCHOOL STUDENTS TO COLLEGE**

**A Review of Literature with Implications for
California Community College Practitioners**

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I. Background for the study

II. Why this focus

III. Defining the practices

Six areas:

- **Rigor**: While in high school, students take and complete a rigorous curriculum of college-preparatory courses.
- **Relevance**: High School course content and delivery are made relevant to students' lives, with clear applications for how high school work is connected to postsecondary and career opportunities.
- **Alignment**: High school exit standards and skills align with college-level entry requirements.
- **Realistic expectations**: Accurate and timely information is communicated to students and families regarding expected knowledge, performance standards, attitudes and behaviors that students will need in order to be successful in college.
- **Support for transitions**: Secondary and postsecondary partners create bridge programs and activities that provide both academic and non-academic support during the transition period.
- **Articulated pathways**: Secondary and postsecondary partners collaborate to provide integrated, articulated programs to facilitate student transitions.

IV. Description of findings from the literature

V. Summary

“TOP TEN” student misconceptions about college

Adapted from the findings of the Stanford Bridge Project (Venezia, A., Kirst, M., and Antonio, A. 2003. Betraying the college dream: How disconnected K-12 and postsecondary education systems undermine student aspirations. Stanford, CA: Stanford Institute for Higher Education Research, p. 31)

- I can't afford college (*most students regularly overestimated the actual cost to attend*)
- I have to be a stellar athlete or student to get financial aid (*most students do receive some form of financial aid*)
- Meeting high school graduation requirements will prepare me for college (*adequate preparation generally requires going beyond the minimum high school requirements*)
- Getting in to college is the hardest part (*for most students, completing college is the hardest part*)
- Community colleges don't have academic standards (*students usually must take and pass placement tests to qualify for college-level work*)
- It's better to take easier classes in high school and get better grades (*getting good grades in lower-level courses is not as beneficial as taking a rigorous preparatory core*)
- My senior year in high school doesn't matter (*senior year classes often determine which college classes a student is prepared to enter and succeed in when they arrive at college*)
- I don't have to worry about my grades or the kind of classes I take until my sophomore year (*a well-thought out series of courses needs to be planned and taken beginning with the early semesters in high school*)
- I can't start thinking about financial aid until I know where I'm going to college (*students need to file federal aid forms prior to when most colleges send out acceptance letters*)
- I can take whatever classes I want when I get to college (*courses available may be limited by a student's level of preparation as demonstrated by passing placement tests*)

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