



## Academic Success Discussion Ideas

### Share Your Academic Story

To start the conversation about academic success and the transition from high school to college, consider sharing your personal story of academic transition to college. What opportunities exist in your story that might highlight campus resources, programs, support people, “life lessons,” etc., that aided in your transition to college? For example . . .

- What obstacles did you encounter, and how did you overcome/manage those obstacles?
- What surprised you most about the undergraduate academic environment when you went to college?
- What campus resources were critical to your first year success?
- Which individuals on campus provided academic support, guidance, or encouragement?
- What was the nature of your initial encounters with professors and advisors?
- How did you develop the study skills necessary to be successful in college?
- Did you struggle with a class? If so, how did you go about getting help?
- How did you balance academic demands and co-curricular involvement?
- What do you know now that you wish you had known then?
- What are some “life lessons” you learned along your academic journey?

After sharing your story, invite students to share their academic perceptions and expectations. This can also be an opportunity to share resources and programs that Butler has to offer.

The following prompts may be helpful in beginning this discussion:

- What are you looking forward to about the academic environment in college?
- What concerns or worries do you have about the academic environment in college?
- How do you think college will differ from high school?
  - High school classes vs. college classes
  - High school teachers’ expectations vs. college professors’ expectations
  - High school grading vs. college grading
  - Utilizing technology (e.g., Moodle, Panopto, email)
  - Studying outside of class
  - Preparing for exams
  - Managing your time

Also, you may want to have your Student Orientation Guides (SOGs) share their short stories about first year experiences in college and/or facilitate a discussion (or Q&A) about campus resources, differences between high school and college, etc.



# Study Smarter, Not Harder

By Dr. Tara Lineweaver and Dr. Mandy Gingerich  
Butler University, Psychology Department

**Pay Attention:** When studying, focus only on studying, minimizing distractions (extraneous noises, telephone calls and texts, email, crowds). You will get your studying and your socializing done much more efficiently if you set aside separate times to tackle each.

**Skim, Listen, Read, Repeat (SLRR):** Skim the assigned readings prior to the class when they will be discussed, listen to lecture, reread the assignment carefully paying special attention to the sections covered in class, and repeat as necessary. You will get more from class if you have skimmed the assignment prior to the lecture, and you will get more from the reading if you return to it after the professor has explained key concepts.

**Don't Rote Memorize:** Try to make sense of the information you are learning. Relate it to everyday life and to personal experiences. Make sure you understand what you are learning and how it all fits together. If you don't understand it, ask your professor to explain it again during class or during office hours.

**Study A Little A Lot:** Study every subject several times a week. Review your notes the evening after each class or the next day rather than waiting until just before a quiz or examination to review what you have learned. Studying for an exam will take much less time if you have reviewed your notes several times in the interim than if you wait and cram. You may want to create a study schedule that sets aside specific times during the week for reviewing your notes from each class.

**Quiz Yourself:** When reviewing your notes, don't just reread them. Be sure to quiz yourself. Flashcards are one method of achieving this, but you can also simply look away from your notes and practice recalling the information on your own. Explain key concepts to your roommate or parents. If you can't do it, you are not yet ready for the exam. Keep quizzing and explaining until you are sure you can recall the information without relying on your book or notes.

**If At First You Don't Succeed, Try Something Else:** If you are not doing as well in a class as you would like, get help. Consult with the professor, use the Learning Resource Center, utilize tutoring that is available, and find other students who are having greater success and ask them for tips. If you keep approaching the class in the same way, you will likely get the same result. Find another approach.

**It Is Never Too Early:** Semesters go fast. Do not fall behind. Keep up with the readings and the written assignments, and, if you are not able to, reprioritize your time. Once you fall behind, your work in all of your classes will start to suffer.

**Take Care of Yourself:** Sleep. Eat. Have fun. Taking care of yourself physically, mentally, and emotionally is even more essential to your success in college as studying is.

# Differences between High School and College

## Expectations

High School	College
<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Voluntary.</li> </ul>
<ul style="list-style-type: none"> <li>Students' time is managed for them.</li> </ul>	<ul style="list-style-type: none"> <li>Students must manage their own time.</li> </ul>
<ul style="list-style-type: none"> <li>Others provide lots of reminders about due dates, responsibilities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students must set priorities and follow through on their own.</li> </ul>
<ul style="list-style-type: none"> <li>Guidance counselors select classes and make sure students are registered for the proper courses.</li> </ul>	<ul style="list-style-type: none"> <li>Advisors and professors may offer advice about classes, but it's up to students to know course requirements and register themselves.</li> </ul>

## Classes

High School	College
<ul style="list-style-type: none"> <li>Classes last for the entire academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Classes last for one 16-week semester.</li> </ul>
<ul style="list-style-type: none"> <li>In class for about 6 hours, five days a week, for a total of about 30 hours per week.</li> </ul>	<ul style="list-style-type: none"> <li>Classes spread throughout the day, with some days "heavier" than others, for a total of 12-18 hours per week.</li> </ul>
<ul style="list-style-type: none"> <li>Little outside work required, sometimes as little as 1-5 hours per week.</li> </ul>	<ul style="list-style-type: none"> <li>Students generally spend 2-3 hours in out-of-class study for every hour spent in class (30-48 hours per week).</li> </ul>
<ul style="list-style-type: none"> <li>Students complete short reading assignments that are covered in-depth in class.</li> </ul>	<ul style="list-style-type: none"> <li>Students are given large reading assignments that may or may not be covered directly in class.</li> </ul>

## Instructors

High School	College
<ul style="list-style-type: none"> <li>Teachers collect and check homework.</li> </ul>	<ul style="list-style-type: none"> <li>Professors may or may not collect homework, but will assume that you are capable of doing assigned work regardless.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers give reminders about upcoming due dates and missing assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Professors may or may not give reminders about due dates and expect assignments to be completed on time. They expect students to refer to their syllabus before asking questions.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers approach you if they feel you are struggling in a class.</li> </ul>	<ul style="list-style-type: none"> <li>Professors are willing to help, but will expect you to initiate assistance.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers lecture about information in the book.</li> </ul>	<ul style="list-style-type: none"> <li>Professors may not directly reference information in the book, but instead lecture on recent developments in the field or provide concrete examples of the information in the book.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers always write important notes on the board and/or repeat important concepts more than once.</li> </ul>	<ul style="list-style-type: none"> <li>Professors expect you to determine what is important enough to notate and may not repeat information more than once unless asked.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers take attendance and reward students simply for showing up.</li> </ul>	<ul style="list-style-type: none"> <li>Professors may or may not take attendance.</li> </ul>



# Differences between High School and College

(continued)

## Tests/Exams

High School	College
<ul style="list-style-type: none"><li>Teachers spend a great deal of time reviewing information in class before an exam. As a result, students often know exactly what they will be tested on.</li></ul>	<ul style="list-style-type: none"><li>Professors may never review material previously covered and expect students to review all materials in order to prepare for exams.</li></ul>
<ul style="list-style-type: none"><li>Testing is frequent and covers small amounts of material.</li></ul>	<ul style="list-style-type: none"><li>A course may only have 2-3 exams and cover half a semester or even a whole semester's material.</li></ul>
<ul style="list-style-type: none"><li>Make-up tests are readily available.</li></ul>	<ul style="list-style-type: none"><li>Make-up tests require advance planning and may not even be available.</li></ul>
<ul style="list-style-type: none"><li>Tests are arranged to avoid conflict with other school events.</li></ul>	<ul style="list-style-type: none"><li>Professors may schedule exams without regard for other school events, requiring the student to make advance arrangements if necessary.</li></ul>
<ul style="list-style-type: none"><li>Teachers almost always hold in-class review sessions.</li></ul>	<ul style="list-style-type: none"><li>Professors may not hold review sessions, or may hold review sessions outside of class time.</li></ul>
<ul style="list-style-type: none"><li>Tests focus on regurgitation of facts and knowledge.</li></ul>	<ul style="list-style-type: none"><li>Tests focus on deep understanding or application of concepts.</li></ul>
<ul style="list-style-type: none"><li>Listening in class is sufficient to do well on tests.</li></ul>	<ul style="list-style-type: none"><li>Students must review class notes and read the text in order to pass tests.</li></ul>

## Grading

High School	College
<ul style="list-style-type: none"><li>Most assignments are graded.</li></ul>	<ul style="list-style-type: none"><li>There may be many ungraded assignments.</li></ul>
<ul style="list-style-type: none"><li>Teachers often give extra credit.</li></ul>	<ul style="list-style-type: none"><li>Professors rarely give extra credit.</li></ul>
<ul style="list-style-type: none"><li>Grades may be based in part on a teacher's perception that a student is "trying."</li></ul>	<ul style="list-style-type: none"><li>Perceived effort will rarely influence grading, with grades determined by demonstration of knowledge or mastery of a skill.</li></ul>
<ul style="list-style-type: none"><li>Homework is often the largest percentage of course grades.</li></ul>	<ul style="list-style-type: none"><li>Large papers, projects or exams are often the largest percentage of course grades.</li></ul>
<ul style="list-style-type: none"><li>Early grades on homework and exams may weigh less heavily than later assignments and exams.</li></ul>	<ul style="list-style-type: none"><li>Early grades on homework and exams will often count just as heavily as later assignments and exams.</li></ul>



## Campus Resources

### **Academic Support - The Learning Resource Center (LRC) (Jordan Hall 144):**

*Coordinates services and resources that promote academic success for Butler students. Academic success resources include LC100 (Strategies for Success course), Academic Success Workshops, and individualized academic coaching sessions. The office also supports students who may be in transition between majors, as well as students who have not yet decided on a particular field of study. For more information about the LRC, call 940-9308, email [learning@butler.edu](mailto:learning@butler.edu), or visit the *Learning Resource Center* webpage.*

### **Tutoring:**

**Departmental Study Tables** are open to all students seeking tutoring assistance. The study tables schedule is available to students from course instructors or the LRC office or webpage.

**Individualized Peer Tutoring** is available *upon professor recommendation*. For additional information about individual tutoring, contact the LRC office at 940-9308, email [learning@butler.edu](mailto:learning@butler.edu), or visit the LRC webpage.

**Speakers Lab (Fairbanks 114, 140, & 244)** assists students with speeches and presentations (both individual and group). The peer tutors can help you or your group with refining your topic, researching your topic, organizing your research, and effectively presenting your speech. For more information or to schedule an appointment, call 940-8354, or visit the *Speakers Lab* webpage.

**Writers' Studio Peer Tutoring Program (Jordan Hall 304)** assists students with any writing task (e.g., generating ideas, forming a thesis, essays, lab reports, applications, resumes, etc.). Students may drop in or call for an appointment. For more information or to schedule an appointment, call 940-9804, email [writers@butler.edu](mailto:writers@butler.edu), or visit the *Writers' Studio* webpage.

### **Center for Faith and Vocation ("Blue House" across from the Schrott Center):**

*Provides students with space to reflect on faith and spirituality during their time at Butler. For additional information, call 940-8253 or visit the *Center for Faith and Vocation* webpage.*

### **Center for Global Education (Jordan Hall 133):**

*Provides information to students about obtaining a global education by studying abroad. For more information, visit the *Center for Global Education* webpage.*

### **Center for High Achievement and Scholarly Engagement (CHASE) (Jordan Hall 109):**

*Houses the Honors Program, and supports students interested in pursuing undergraduate research and students writing an undergraduate thesis. This office also offers graduate and professional school advising. For more information, call 940-9581, email [chase@butler.edu](mailto:chase@butler.edu), or visit the *CHASE* webpage.*

### **Counseling and Consultation Services (Health and Recreation Complex 120):**

*Provides individual, couples, and group counseling for students dealing with issues related to personal, academic, career, and social areas of life. This is an excellent resource for students who have concerns about test anxiety or stress management. For more information or to schedule an appointment, call 940-9385, or visit the *Counseling and Consultation Services* webpage.*

### **Financial Aid (Robertson Hall, Lower Level):**

*Provides information about financial support and information on the cost and value of a Butler education, what to expect throughout the year, and financial aid tips and strategies. For assistance from a financial aid counselor, call 940-8200, email [finaid@butler.edu](mailto:finaid@butler.edu), or visit the *Financial Aid* webpage.*



## Campus Resources

(continued)

**Greek Life (Atherton Union 312):**

For information regarding fraternities and sororities, contact the Director of Greek Life and Orientation at **940-6590** or visit the *Greek Life* webpage.

**Health Services (Health and Recreation Complex 110):**

*Provides enrolled students with outpatient health care services and patient education from a team of RNs and medical doctors.* For information regarding health-related issues, contact the office at **940-9385**, or visit the *Student Health Services* webpage.

**Internship and Career Services/Student Employment (Atherton Union 315):**

*Provides the following services to students: career planning, internship and job search resources, career expo and job fairs, workshops and networking events, and on-campus employment services.* Contact the office at **940-9383**, email [ics@butler.edu](mailto:ics@butler.edu), or visit the *Internship and Career Services* webpage.

**Libraries:**

The Irwin Library and Ruth Lilly Science Library are both available to students. For additional information, call the Irwin Library at **940-9227** or the Science Library at **940-9401**, or visit the *Library* webpage.

**Office of Diversity Programs (Atherton Union 004):**

*Focuses on promoting diversity and multicultural awareness by holding and sponsoring events and programs throughout the year.* For information regarding multicultural and international programming and services, call **940-6570**, email [diversitycenter@butler.edu](mailto:diversitycenter@butler.edu), or visit the *Diversity Programs* webpage.

**Programs for Leadership and Service Education (PuLSE) (Atherton Union 101):**

*Provides students an opportunity to learn about, and get involved with, campus events and organizations and to work on team-building and goal-setting within organizations.* For information, call **940-9262**, email [involvement@butler.edu](mailto:involvement@butler.edu), or visit the *PuLSE* webpage.

**Registration and Records (Jordan Hall 180):**

For information about the academic calendar, registration, grades, transcripts, transfer and AP credit information, call **940-9203**, email [registrar@butler.edu](mailto:registrar@butler.edu), or visit the *Registration and Records* webpage.

**Residence Life (Atherton Union 303):**

For information about residence hall living, room and board agreements, etc., contact the office at **940-9458**, email [reslife@butler.edu](mailto:reslife@butler.edu), or visit the *Residence Life* webpage.

**Student Accounts (Jordan Hall 102):**

*Provides electronic billing statements, payments, and free check-cashing service; administers student paychecks; and issues refund checks.* For questions, call **940-9353**, email [studentaccounts@butler.edu](mailto:studentaccounts@butler.edu), or visit the *Student Accounts* webpage.

**Student Disability Services (SDS) (Jordan Hall 136):**

To report a documented disability, request accommodations, and inquire about services, call the SDS office at **940-9308**, email [sds@butler.edu](mailto:sds@butler.edu), or visit the *Student Disability Services* webpage.