

# The history of higher education education essay

[Education](#)



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## **Introduction**

Admission to higher education ruins a challenge for many students who face obstacles to college entry. Low-income students and students who are possibly the first in their family to join college have lower college registration rates than other students, though educational research explanations for some of these changes, the inequalities in college going rates continue for these collections of students even when adjusting for academic preparation. College entrée consequences have important economic and social penalties: college graduates earn more than those by a high school degree also are further vigorous in their communities. (Cheese, 2013)An original search for this kind of research performed within the . United States in the past 20 years (1988–2008) produced more than 500 studies. Of these, 99 studies examined college entrée courses or narrated practices for high school students and were qualified for additional review because the study design included an evaluation group. These studies were reviewed by the WWC to regulate whether they were reliable with WWC values. Of the 99 studies, 16 studies met WWC standards with or without hesitations. These 16 studies of 10 different college entrance programs represent the strongest signal of the efficiency of college access programs. A substantial number of recent public <https://assignbuster.com/the-history-of-higher-education-education-essay/>

high school graduates feel that gaps exist between their high school education and the skills, abilities, and work habits that are expected of them today. Whether graduates are in college or the work force, they are equally likely to feel prepared for everything they will face. A 61% majority of current college students feel that they generally were prepared to do the college work that is expected of them, but nearly two in five (39%) say that there are gaps in how high school prepared them for the expectations of college. Students at two-year colleges are only slightly more likely to say that they have gaps in their preparation (41%) than are students at four-year colleges (37%), whereas a majority of self-identified part-time students (53%) have gaps in preparation for the skills and abilities expected of them. A similar proportion (60%) of high school graduates who have gone into the work force without getting a college degree say that they are prepared for what is expected of them in their current job, but 39% say that there are gaps in their preparation for what is expected of them in their current job. On even larger proportion (46%) say that there are gaps in preparation for the skills and abilities that they believe they would need for the jobs they hope to get in the future. Among those high school graduates who are not in college and not currently employed, nearly half (49%) say that they have gaps in preparation for the skills and abilities necessary for the types of job that they hope to get. (Hart, 2005) Knowing what they know now about the expectations of college and the work force, the majority of high school graduates would have applied themselves more in high school and chosen to take more difficult classes. Yet, fewer than one-quarter of high school graduates feel that they were significantly challenged and faced high expectations in order to graduate from high school. Those graduates who did

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face high expectations are much more likely to feel adequately prepared for college or the work force. High school graduates welcome raised standards of achievement. An overwhelming majority of graduates say that they would have worked harder if their high school demanded more of them and set higher academic standards.

## **Body**

The most vital object is, pursue your heart. Following high school, one can join up into a university plus Major in Mathematics or Accounting along slight with something dynamic. For now, you can too draw during your free time. After finishing your sketches, you can also deliver those to posting companies and generate income. As you get ready for finishing secondary university, you formerly figure out whether you should join into higher education, or take a season off. In many views, there are many adverse impacts if you decide to take a season off of university, instead of participating after finishing secondary university. The conventional idea is to join into higher education after getting out of secondary university, for many reason's it will be valuable to following in advancing your academic activities, rather than dropping time taking a season off instead of going into higher education. College teaching is frequently the matter headed for the citizens who get-off a term. With academic costs increasing every season, getting higher education done immediately when likely is enhanced than giving dual while participating in higher education a season later. College programs are offered information of your personal and academic information. Having a strong program will cause you to the right direction, implementing into higher education with the help and knowledge from

secondary university is a great source, rather than based on yourself to create an incredible higher education program, you are not sluggish to apply yourself to this process, because you are pressed to do so. Not while participating higher education, and not implementing yourself to your programs, might harm your prospect in obtaining keen on the higher education you wish. The season off will cause you to not concentrating happening what you desire to do, and get you off the procedure of determining to be present at higher education or stay out. School is the beginning of formalized education. For students on the autism spectrum, their education is planned very carefully to meet the goals and objectives that parents and teachers create as the school journey begins. Most parents want to ensure their child has as much access to as many academic courses as possible. As parents and teachers focus on the annual goals and objectives, the bigger picture of the future can become lost. (Kim Davis, 2011) While predicting the future is difficult, it is important to begin to prepare the child for the future early on. There is a saying, " you can't prepare the road for the child; but you can prepare the child for the road" and this is true for students. They may need more support to participate in life after high school with all of its opportunities as well as the challenges.

## **Conclusion**

There are many students who join colleges after completing their high schools and also those students who prefer jobs etc. after their high schools. So basically this totally depends on the student's choice and somehow on their parents as well, that weather they want to let their children work or study further by enrolling in the colleges. In both the cases there is nothing

that a student has to lose except time, if a student works after completing their high school so it will consume time for him or her but if he or she directly takes admission in any college so that will be more preferable as in that case the time will not be wasted. Many times there is little concentration on what happens once high school is completed. When is there time to talk about the future? The sad fact is the future arrives too soon and any preparation that the student needs in order to be successful in life may happen too late, if it happens at all. It is a delicate balance between academics and functional life skills and one that can be challenging to achieve. When possible their strengths, interests, and preferences should always be infused into this balance and their daily plan. If students are to be truly prepared for life after high school, that balance is vital. As one parent put it, " He learned Shakespeare and passed Algebra, but now what?" There must be a plan for each aspect of the future, so the student, your child with autism can be better prepared to live a full life. This is a way for the individual to be involved in planning their life with the support of those around him/her. It is an excellent way to structure conversations about life after high school.