

Go West, Go Far

# Enhancing Student Success: Implementing Credit & Noncredit Co- Requisite Models at Adult Schools

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# Presenters

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LA Technology Center

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# Purpose

This workshop will explain how WLAC integrates preparatory and co-requisite Basic Skills courses in math and English with a credit General Education course to help students successfully transition to college as they finish their high school diploma at our adult school partner locations: LA Technology Center and Venice Skills Center

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# Introduction

- Adult Ed students complete noncredit college orientation and readiness classes to learn about post-secondary education opportunities through West LA College's College and Career Preparation division at the adult school
- These students are eligible to take their general education credit course with a mandatory Basic Skills co-requisite to support their success in their credit course
- Our co-requisite model requires faculty collaboration between our credit and noncredit faculty and support from our adult school partners to get students to attend and persist in their paired classes.

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# Presentation Overview

1. College Readiness and Transition to College
2. Co-requisite Model
3. Course Sequence
4. Best Practices
5. Challenges to Address
6. Future Goals
7. Q & A

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# College Readiness & Transition to College

## 1. Orientation class

- Basic Skills 75 - Introduction to Post-Secondary Education
- get everyone successfully registered and oriented to the college

## 2. Transition to College

- Basic Skills 5 - Academic Guidance
- Apply for fee waiver & FAFSA, receive noncredit Student Ed Plan and draft Abbreviated Student Ed Plan (credit)

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# Co-Requisite Model

- Mandatory Basic Skills Co-requisite
  - Basic Skills 23 - College Assessment and Scholastic Preparation
- OR
- Basic Skills 2 - Basic English Skills
- General Education Credit Course
  - Political Science 1

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# Course Sequence

Basic Skills 75

Basic Skills 5

Basic Skills 2 or 23

Political Science

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# Orientation Course (BS 75)

Instruction integrates high-touch student assistance:

- Complete or update college application
- Inform students about the benefits of noncredit
- Provide overview of career opportunities & online career exploration
- Introduce students to college programs, certificates, degree and transfer and education plan
- Explain financial aid process

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# Academic Guidance (BS 5)

Instruction integrates high-touch student assistance:

- Complete noncredit Student Ed Plan with counselor
- Start/complete financial aid and fee waiver applications
- Teach students how to access and use their student portal and email and read the catalog and class schedule
- Conduct group/cohort counseling

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# College Assessment & Scholastic Preparation (BS 23)

- Reviews test-taking, math, reading and writing skills to prepare students for college assessment and pre-collegiate standardized or proficiency tests as well as orient students in note-taking, study, and organizational skills required for college-level courses.
- Provides reading and writing support to students with their Political Science assignments

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# Basic English Skills (BS 2)

- Provide instruction on sentence, paragraph and essay structure.
- Contextualize lessons and instruction on essays and research papers related to their Political Science course

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# Political Science 1 Course

- No pre-requisites
- Meets U.S. government requirement for HS Diploma
- Meets CSU, UC and IGETC transfer requirements

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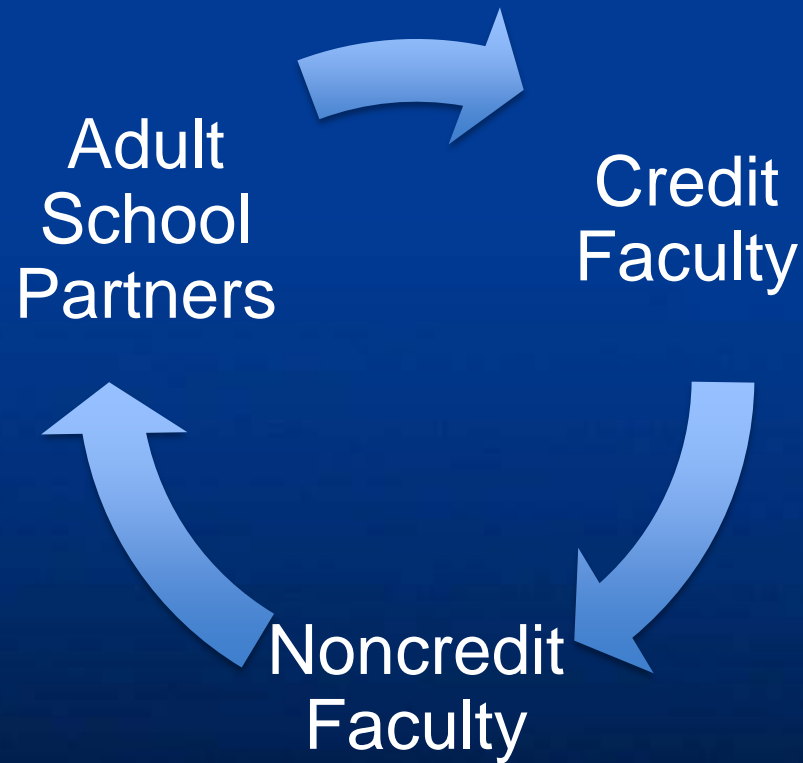
# Foundations: Academic Success II

- Students who pass both Basic Skills 5 and 23 earn this noncredit certificate of competency
- Certificate is approved by the State Chancellor's Office and is transcribed

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# Best Practices

Our co-requisite model requires faculty collaboration between our credit and noncredit faculty and support from our adult school partners to get students to attend and persist in their paired classes.



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# Challenges to Address: LATC perspective

- Students' tight schedules- aiming for minimal impact on their progress towards completing high school program
- Noncredit not felt to be as important because it earns no HS credit (short-vs. longer- term goals)
- Adult school students are used to a relaxed attendance policy and “going at their own pace”
- Open enrollment at adult schools
- Enrollment, fee waiver, and financial aid applications issues have taken more time away from the BS classes than hoped for

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# Future Goals

- Starting BS 75 earlier in the school year, maybe running it twice to bring in new students?
- Being very clear about expectations (mandatory vs semi-mandatory prereq/co-enrollment? OK to leave early? Etc.)
- Potentially explore granting high school elective credit for BS prereq or co-req classes.
- Pull data to compare success rates of PS 1 students who don't take Basic Skills co-requisite

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The End

Thank  
You!

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Questions?

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