

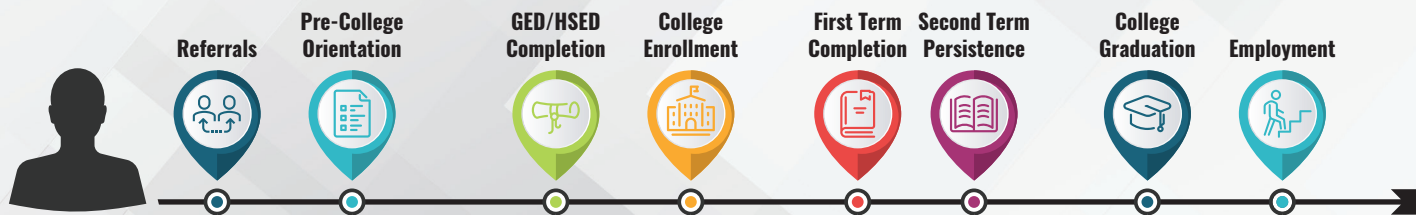
A NEW VISION FOR DEVELOPMENTAL EDUCATION

Every student at Western deserves support in their path to employment. Every day. For that reason, our Learner Support and Transition division has recast ineffective older models of developmental education into meaningful skill-building opportunities that help students make progress on their journey toward their dream job.

This support is available to all students exactly where and when it matters. College students can expect continuous help developing the skills they need to be successful in the classroom and on the job. For those needing extra preparation, we also make it simple to earn a secondary credential, select a career path, and transition into a program.

Our academic support accelerates a student's time to completion. We have removed unnecessary barriers and long sequences of coursework that once stood between a student and their job training. In place of these barriers, we offer adult basic education that aligns directly with the thing students care about most: progress toward their career.

“I think reaching out for help is the first step. And once you get it, and you form a connection with that person, that’s the best thing that could ever happen.” – Danielle, Western Student



Completing a Secondary Degree

We make it easy for anyone to complete a high school degree. In Wisconsin, Western offers an HSED program that takes into consideration coursework completed in high school, so that students aren't asked to repeat any requirements that they've met in the past. This has allowed us to help a diverse body of learners transition into career training, with offerings that support at-risk youth, refugees and immigrants, and persons involved in the justice system.

Employability & Transition

For students transitioning into college, we offer experiential job-exploration and skill-building opportunities. These contribute toward HSED requirements, and also let students try out a career before they enroll in a program. Some of these opportunities even allow students to earn college credit along the way!

Just-in-Time Support

Western has adopted a just-in-time approach to delivering adult basic education. Instead of placing students into long sequences of remedial courses, we have chosen to create a campus environment rich in academic support. On this model, over 25 faculty and 60 tutors are strategically integrated into programs, classes, and learning centers around the college. This means that students enjoy open-ended opportunities to build academic and employment skills in the context of their program – without first navigating a years-long sequence of remedial courses.

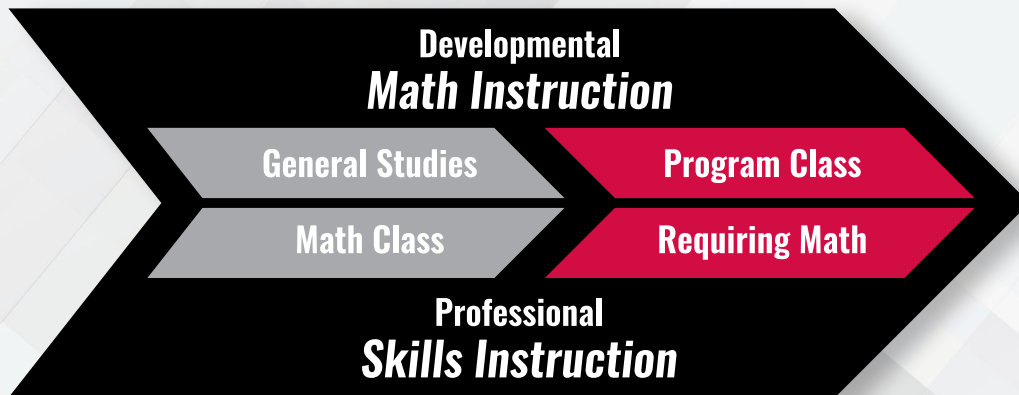


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FROM ENDLESS REMEDIATION TO JUST-IN-TIME SUPPORT

Traditionally, academic support was all preparation, no application. Students used to be tested and placed into sequences of remedial courses that had to be completed before they could enroll in college. That didn't work. These sequences often extended a two-year degree to four or more years, which was unacceptable for students looking to us to help them get a job.

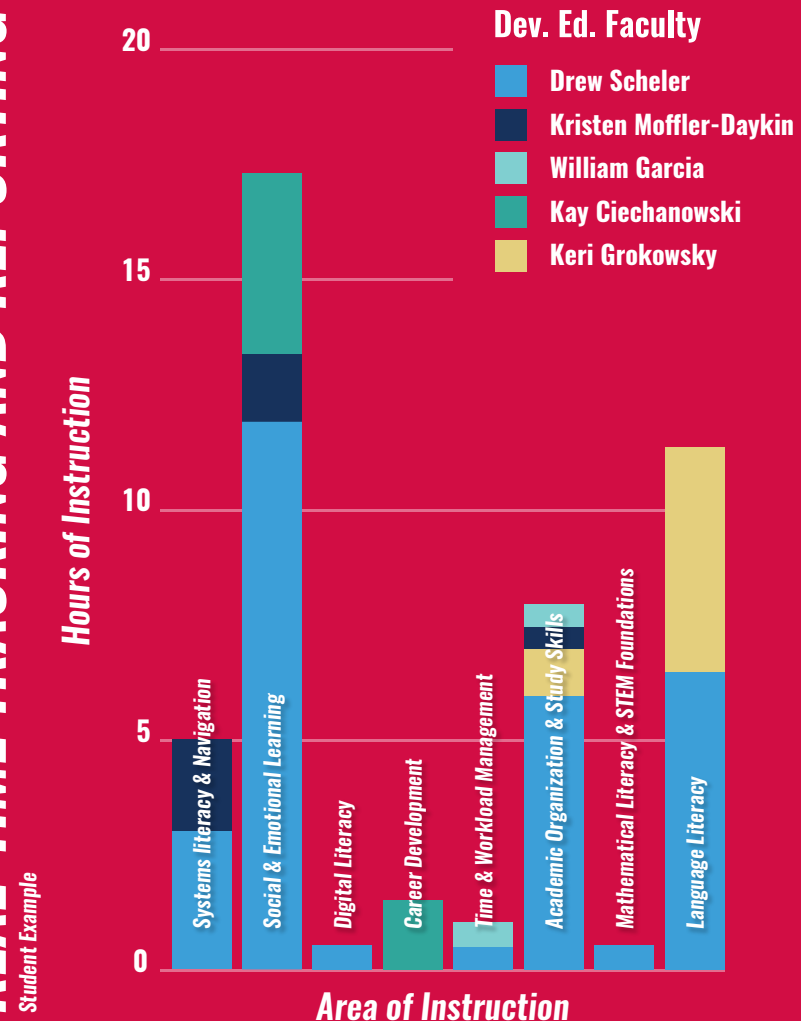
Western replaced that model with a just-in-time strategy for academic support. We now enroll students directly into college-level classes, and create an environment rich with academic support. Our developmental education faculty are now embedded into courses and programs, helping students build the specific skills they need to succeed in their job training. We also staff multiple tutoring programs, offer library services, and coordinate individualized plans for students needing specialized help. This allows all students to get the support they need to succeed, while starting and completing their program in reasonable timeframe.



In the 2021-22 Academic Year,
Learner Support and Transition
PROVIDED:

...**78,236** Hours of Instruction
...to **3,208** Individual Students
...in **80+** Vocational Programs

REAL-TIME TRACKING AND REPORTING



We used to assume we knew what was best for students. We would administer a math placement test, for example, and conclude that students only needed remedial math. Now, however, our developmental education faculty collaborate with students to identify the skills they want to develop. Further, we can now track and report – in real time – each student's unique progress in their skill-building. This reporting makes it easy for faculty to coordinate instruction, and makes student progress transparent across the college.