

# Successful Transitions to College Academic Upgrading

*Part of the Learner Skill Attainment Field Review Project*

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# Successful Transitions to College Academic Upgrading

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## Introduction

What is it that makes a college LBS 5 student successful when s/he completes LBS 5 and moves to Academic Upgrading (AU/ACE) studies? Is it just academic skills? Are there necessary attitudes that go with those academic skills? What kinds of tasks in LBS 5 are good predictors of success in AU level?

Questions such as these arise from the work of the 2008-09 *Adult Literacy Curriculum (ALC)* project being conducted by the Ontario Ministry of Training, Colleges and Universities. The ALC project builds on the work of the 2007-08 *Learner Skill Attainment (LSA)* initiative, also conducted by MCTU. Part of the LSA initiative involved two studies undertaken by the CSC entitled, *Essential Skills for Success in College Postsecondary and Apprenticeship Programming (2007)*, followed by *Successful Transitions to College Postsecondary and Apprenticeship Programs (2008)*.

These earlier projects provide some of the groundwork for this current CSC report: *Successful Transitions to College Academic Upgrading*, which investigates teachers' and students' perceptions of what is involved in making a successful transition from LBS 5 to Academic Upgrading in a college setting.

In most cases, the transition from LBS 5 to college Academic Upgrading is a fairly seamless one. This is true for a number of reasons, most of which relate directly to the format and structure of how LBS and AU/ACE are delivered in colleges. It's useful to look at not only how the LBS 5 to AU/ACE transition occurs but also to recognize that some of the elements that are built into LBS 3 and 4 in college programs also add to the foundation that supports the transition from LBS 5 to AU/ACE.

## General Observations

As we discuss the elements of successful transition from LBS 5 to AU/ACE, there are four general observations about LBS/AU which provide some context for the elements of transition:

1. Many students begin in college upgrading programs prior to LBS 5 and are very familiar with the program and the overall expectations by the time they move to AU/ACE level.
2. A continuum exists in most college LBS/AU programs so that students can consolidate skills and concepts as they progress through the LBS levels into AU/ACE, thus making the transition to AU/ACE more seamless.
3. Students entering AU/ACE level studies from LBS 5 are very goal-focused because AU/ACE is the summit of their academic preparation for postsecondary or apprenticeship training (and, in some cases, for employment).

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4. In LBS 5, there are specific tasks, skills, and attitudes that are considered by teachers to be important in successful transitions to AU/ACE level studies; many of these skills and attitudes translate into success at the next step of training as well.

Later in this report, we will return to these observations and discuss them in more detail.

### Process

In order to obtain some general feedback from college LBS/AU teachers, an informal survey was conducted by email. Responses were voluntary. The following questions were posed in the survey:

1. Are AU/ACE courses more formally structured than LBS 5? If so, how?
2. Do the assessment processes differ significantly in LBS 5 an AU? If so, how?
3. Do the students typically have different schedules/teachers when they move from LBS 5 to AU?
4. Are there different skills and/or attitudes required/expected of AU students compared to LBS 5?
5. Is there greater status (perceived or real) for students who are in AU?
6. Below is a list of draft competencies that could be considered useful for students transitioning from LBS 5 to AU. On a scale of 1 to 5 (with 5 being very important), please score each one based on how you feel about its importance/relevance. Feel free to comment if you wish.
  - a) Use information for a variety of purposes
  - b) Communicate ideas and information.
  - c) Use mathematical concepts and techniques.
  - d) Apply problem solving strategies.
  - e) Demonstrate self-reflection/self-awareness.
  - f) Use a range of learning strategies and metacognitive skills.
  - g) Use technology resources.
  - h) Work collaboratively with others.

Finally, teachers were asked to comment on the kinds of tasks that they consider relevant for students transitioning from LBS 5 to AU in their college programs.

The feedback from this informal survey is discussed later in this report.

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### General Observations Revisited

As mentioned previously, these four general observations can assist in understanding the elements of successful transition, as outlined below.

#### Observation # 1

*Many students begin in college upgrading programs prior to LBS 5 and are very familiar with the program and the overall expectations by the time they move into AU.*

Some students enter directly into AU/ACE level in college programs, but the majority begins at LBS 4 or 5, and sometimes at LBS 3. This means that by the time students are ready for AU/ACE, most have already spent considerable time in the college LBS/AU setting. This has allowed them to

- acclimatize to their surroundings, i.e. being back in school as an adult;
- gain confidence in their abilities;
- familiarize themselves with the routines and expectations of the program, e.g. attendance, conduct, etc;
- get to know the teachers and staff in the program;
- become aware of supports available in the college, e.g. counseling, health centre;
- become aware of peer supports available from their colleagues;
- get a sense of the continuum of the curriculum through LBS levels and into AU/ACE;
- revise their training plan if necessary;
- observe the success of other students as those peers move through the levels of study
- observe the barriers that some students encounter in their LBS/AU work and how these barriers can be overcome.

All of these elements help LBS students as they build their academic and self-management skills in their efforts to prepare for AU studies.

#### Observation # 2

*A continuum exists in most college LBS/AU programs so that students can consolidate skills and concepts as they progress through the LBS levels into AU/ACE, thus making the transition to AU/ACE more seamless.*

Even in larger colleges, LBS/AU programs are often very integrated in terms of the mix of levels, subjects, schedules and teachers. This observation was supported in the informal survey responses as well. In smaller programs, there is often a combined class or classes containing both LBS and AU/ACE students. Sometimes this is separated by subject area, e.g. math/communications, but sometimes multiple subjects

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as well as multiple levels are conducted in the same classroom, with the same teacher, according to the same schedule.

This kind of delivery really allows students to see the progression of skills, attitudes and academic standards that are required as they move through LBS and into AU. They can observe fellow students and the kinds of assignments they are doing; they can partake in class discussions/presentations as they arise; and they can be motivated by the success of others. Admittedly, they can also be intimidated by what lies ahead, but the hope is that such insecurities can sometimes be mitigated by the students' observations of the supports available and the successes of their colleagues.

### Observation # 3

*Students entering AU/ACE level studies from LBS 5 are very goal-focused because AU/ACE is the summit of their academic preparation for postsecondary or apprenticeship training (and, in some cases, for employment).*

The goal-directed nature of LBS/AU programming is a huge factor in making in a successful transition from LBS to AU level. Many students have put in long months of hard work (sometimes even longer!) to get to AU level. They have had the opportunity to hone many skills, to gain confidence and self-esteem, and clarify or redirect their goal path if necessary.

By the time students enter AU/ACE, they are very focused on the prize: completing the requirements for admission to their next step of training or employment. Most also recognize that the skills and attitudes that are required of them at AU/ACE level truly are relevant, so it isn't just about "getting the piece of paper" that verifies they have completed; it is about making the most of their time in AU/ACE to gain the skills and knowledge they need to move on successfully. In other words, successfully transitioning from LBS 5 to AU/ACE is about motivation and goal directedness as well as about skills and self-management.

### Observation # 4

*In LBS 5, there are specific tasks, skills, and attitudes that are considered by teachers to be important in successful transitions to AU/ACE level studies; many of these skills and attitudes translate into success at the next step of training as well.*

One advantage of the LBS/AU continuum is that it allows adult students to gradually build their self-direction in parallel with increasing academic demands as they move through the levels. In college LBS/AU programs, the curriculum builds on itself rather than containing just segmented activities that are addressed at only one level.

Therefore, the tasks that earmark successful transition from LBS 5 to AU are often ones that have begun much earlier in the LBS levels. One example is essay writing, which typically starts in an introductory format

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in LBS 4; then is addressed more formally in LBS 5; and often culminating with an in-depth research-oriented essay task by AU /ACE level. So, a key task in transitioning from LBS 5 to AU/ACE would be producing, for example, a well-developed five-paragraph essay. Another example is problem solving in math, which again is normally contained in all LBS levels but of course at a more complex level in AU/ACE. Tasks in LBS 5 that require problem solving are good predictors of success in AU/ACE level. Problem solving skills, as an example, pervade more than just math, so this also illustrates that some tasks provide more generic benefits to students outside of just the subject area where those tasks may be required.

### Results of the Informal Survey of College LBS/AU Teachers

Below is the feedback that was elicited through the voluntary survey (via email) of college LBS/AU teachers from a variety of different colleges and subject areas.

#### 1. Are AU/ACE courses more formally structured than LBS 5? If so, how?

- *No, there is very little difference in the structure.*
- *No, they are structured similarly.*
- *Both LBS 5 and AU/ACE are formally structured.*
- *AU/ACE courses are structured somewhat differently but not more formally. I like the structure of LBS 5 and actually find it fairly formal, in that each section is worth 25% of the final grade. At AU/ACE level, the weighting of each individual assignment is provided to the students much as it is in postsecondary courses. This both prepares them for postsecondary and also allows them to really understand that different assignments, or even different parts of assignments, are all part of the larger whole in learning the necessary skills and completing the AU/ACE level.*
- *No, we do not distinguish between LBS 5 and AU/ACE classes in terms of structure.*
- *No, in that both LBS 5 and AU/ACE are structured formally, i.e. with outcomes, assignments, grading, etc. On the other hand, there is also a "yes" component to this question. In LBS 5, each student completes whatever he or she needs to complete and as many times as necessary to get him or her to the expected level. There are only some things that are graded at that level. However, all students at the AU/ACE complete everything one time (with draft feedback). The final version of every assignment is graded.*

“Structure” in this context can be considered within five general parameters: the format in which the material is presented (paper-based, electronically, verbally, etc.); the timelines for completion of

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assignments, the opportunities for editing and/or re-writing assignments and tests, the amount of direction provided by the teacher, and the assessment/grading scheme.

The survey comments indicate that, overall, both LBS and AU/ACE are formally structured and that material is presented in a similar way in both LBS 5 and AU/ACE. The comments don't tell us specifically about the timelines for completion of assignments, though a number of college programs do put more rigorous timelines in place for completion of AU/ACE material. This helps students to acquire the time management skills that are so important to their success, no matter which goal path they are on.

The opportunities for editing, resubmitting, and/or re-writing tests or assignments are typically more limited in AU/ACE than in LBS 5. Again, this is good practice because it assists students in preparing for the "real world" (be it college, apprenticeship, or employment) where there are very few second and third chances to "get it right". The opportunities for "re-writes" and resubmission of assignments also relates to the amount of feedback provided by the teacher. In LBS 5, students often receive more teacher-direction and may have more attempts to improve their work, while in AU/ACE; there is more onus on the students to interpret and carry out the instructions with less teacher-direction and to do this on their first attempt.

In summary, the structure of college LBS 5 and AU/ACE is typically similar. This allows us to conclude that part of the successful transition from LBS 5 to AU/ACE is because of that similarity in structure. By the end of LBS 5, students have become accustomed to the way in which the materials is presented; they have gained confidence in their ability to interpret materials; and they are familiar with the kind of interaction and support they can expect from their teachers. All of these elements support their transition to AU/ACE level.

### 2. Do the assessment processes differ significantly in LBS 5 and AU/ACE? If so, how?

- *No, they are assessed the same.*
- *No, they are similar.*
- *No, they don't differ significantly.*
- *There is a difference between the assessment processes in the two levels, but that does not necessarily mean that one system is better than the other. In AU/ACE level, I think it's important that each assignment is given a grade and that the student knows from the beginning what the value of that assignment is in terms of the overall final percent. I have a rubric or marking scheme for almost every assignment.*
- *No, they don't.*

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- *The processes are similar in terms of grading schemes, rubrics, percentages, etc. However, there are differences in the degree to which things are graded. Besides LBS 5 and AU/ACE having similar types of graded grammar test, LBS 5 has only three other formally graded steps. However, all AU/ACE steps are assigned a grade. Besides that, two of the LBS 5 graded assignments are completed in a controlled testing environment, but none of the AU/ACE writing assignments are completed under that circumstance.*

It is interesting to note that there appears to be little difference in the assessment processes at LBS 5 and AU/ACE level. While there may be more formally graded work at AU/ACE level, that work is assessed in a similar way to the material in LBS 5. In math, for example, the mastery learning model means that there is a set “pass mark” which students must achieve in each module. Typically, that benchmark is the same at each level. In communications, the use of rubrics or marking schemes, for example, provides a consistent part of the assessment process in both LBS 5 and AU/ACE.

As with the similarities in structure that were apparent from the responses to question one, it seems very likely that the similarity in assessment processes in LBS 5 and AU/ACE also contributes to the successful transition that students make between those two levels. Because students understand how they are assessed in LBS 5, they can make a smoother transition to AU/ACE, even though the bar is higher in AU/ACE in terms of the expectations of the teachers and the complexity of the material.

### 3. Do the students typically have different schedules/teachers when they move from LBS 5 to AU/ACE?

- *No, I teach all levels, in the same class setting.*
- *No, each teacher has mixed levels LBS 4 to AU/ACE all in the same class.*
- *No, they don't. There are LBS 4, 5 and AU/ACE students in the same classroom guided by the same teacher.*
- *At our campus, the same schedule is set for all students, and one teacher handles Communications and one handles Math, for all levels.*
- *No, they don't. No matter where a student is in the LBS 3 to AU/ACE continuum, they sit side by side. At the larger locations we are more organized in classes by subject matter rather than by level.*
- *No, not necessarily. We have multi-level classrooms, especially at our smaller locations and usually even at our larger main campus there is a minimum of LBS 4, 5 and AU/ACE students in the same classroom, with the same teacher, at the same time.*

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Clearly, there is a great deal of consistency in the responses to this question. Colleges do not segregate LBS students from AU/ACE students but rather provide a continuum of access to consistent schedules and teachers as students progress through the levels. No doubt this contributes to successful transitions between all levels, not just between LBS 5 and AU/ACE. The “comfort level” which students attain in their early LBS work in terms of their schedule and teachers makes it easier for them to transition successfully when they reach that final step: moving from LBS 5 to AU/ACE.

#### 4. Are there different skills and/or attitudes required/expected of AU students compared to LBS 5?

- *LBS students are tracked more closely than AU/ACE students.*
- *Yes, AU/ACE requires more complex writing skills. Some critical thinking needs to be demonstrated in the writing assignments, especially in the research assignments.*
- *The large majority of students who complete LBS 5 move on to the AU/ACE level, preparing for college entry. They consider the /ACE level as one more thing to complete in order to get the credits they need. They may find the topics covered in ACE math more challenging, though. On another level, when students start the AU/ACE level, they should have already decided what type of college program/career they wish to pursue, which involves a lot of research.*
- *Superficially no, because both require significant commitment and motivation to be successful. Practically speaking, AU/ACE does require more cognitive ability and critical thinking skills as well as the ability to work more independently and truly claim ownership for one’s learning.*
- *While most of our students tend to start at an LBS level, the transition from level to level, including to AU/ACE, happens seamlessly. We de-emphasize levels and look more at skills and skill levels within a subject area.*
- *Yes – LBS 5 students are working on a variety of component skills, trying to get them to a high enough level so that they can then learn new communication structures in AU/ACE and not have to worry so much about some of the basic grammar and style issues. Also, in the AU/ACE level, students are expected to begin to approach every assignment in a professional way so that by the end, they are prepared for the “business” of the next step: to a postsecondary program.*

This question regarding the difference between skills and attitudes required in LBS 5 compared to AU/ACE level is a very significant one. Perhaps the expected answer is “yes”, but because of the way that LBS 5 is delivered in colleges, there is both a “yes” and “no” component to the answer.

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Some of the survey comments above indicate that “no”, students do not require different skills and attitudes for success in AU/ ACE as compared to LBS 5. Why would the answer be “no”? This is largely because of the continuum that colleges provide in delivering LBS 5 and AU/ACE. What makes this continuum helpful to students? It is helpful because it includes many of the elements discussed previously that contribute to student success: exposure to similar delivery methodologies throughout the levels, familiarity with teachers, multi-level classrooms, understanding of assessment processes, and overall awareness of program expectations and policies.

The opportunity to participate in the program and progress through one or more LBS levels prior to starting AU/ACE means that students are developing skills and attitudes in LBS 5 that will directly contribute to their success in AU/ACE. Conversely, if they don’t develop these skills and attitudes, they will be less likely to succeed in AU/ACE and beyond. Some of the necessary skills involve self-management/self-direction such as time management and organizational ability, while others are academic skills such as researching, documenting sources, and mastering specific math and/or science concepts. In either case, the largely seamless transition that colleges provide in their delivery of LBS 5 and AU/ACE means that students are already set up for success in AU/ACE, provided that they have a meaningful and ongoing commitment to the program and to their goal.

While many survey comments reflected the “no” answer, some also indicated that “yes”, students do require some different skills and attitudes in AU/ACE as opposed to LBS 5. Because AU/ACE is the grade 12 equivalent level of study, the material is more complex and more cognitively demanding than in LBS 5. This means that students require more advanced strategies for reading comprehension and for assimilating and applying new concepts. Note taking skills are also more important at this level because there is somewhat less teacher direction coupled with the increased expectation that students will use a variety of resources to supplement their learning and complete their assignments. Strong study skills are also required because the volume of material that students are expected to retain in some areas of AU/ACE is significantly greater than in LBS 5, e.g. longer modules in math with much more material on a unit test. Finally, AU/ACE level also demands that students are thoroughly engaged in their own learning and in their goal path. While this isn’t a skill, it certainly is an attitude, without which success in AU/ACE will definitely be limited.

To summarize, students who successfully complete LBS 5 have acquired a strong academic background, significant familiarity with the structures of the program delivery, and a variety of self-management skills and attitudes, all of which provide a solid beginning when those students transition to AU/ACE. In addition to the skills and attitudes fostered in LBS 5, students who are likely to be successful in AU/ACE must be able to bring together many pieces of knowledge as well as multiple concepts and skills, and apply all of these in new contexts. The ability to “put the pieces together” in a cohesive and productive way represents a significant part of the challenge that students face in AU/ACE.

The ability to draw together and apply previous learning is truly important for success in AU/ACE. What goes hand in hand with this is the self-awareness that the student must possess in order to realize the importance of seeing the “bigger picture” of how knowledge and skills acquired through life, through education, and through experience all play a role in achieving success at the AU/ACE level and beyond. Possessing this kind of self-awareness also implies that the student has a level of maturity and confidence that allows her/him to both seek assistance readily when needed but also to rely increasingly on her/himself to follow instructions, to solve problems, and to locate and use resources. Finally, the successful AU/ACE student must have an attitude that says, “I am committed to achieving my goal and open to learning what I need to get there.”

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### 5. Is there greater status (perceived or real) for students who are in AU?

- *I do not see a difference in status, but students may.*
- *None – no greater status.*
- *Not exactly – it’s just the last step before getting to college. The status seems to arrive along with the acceptance letter from a college of choice.*
- *I don’t believe so and when asked, my students didn’t think so either. Actually, my students mentioned that this is a classroom of adults – ones who cooperate with each other and help each other. I agree with them.*
- *No, there isn’t.*
- *Yes, I think that the students feel like they have finally achieved something worthwhile when they begin the orientation for AU/ACE level. They have heard rumors about and have witnessed other students actually making it and then meeting the challenges at that level. As well, they see (again from observation) that the work is challenging, so that feeds the perception that they are among the “elite” now in terms of what they are accomplishing and how close they are to completing and moving on to their next step, i.e. postsecondary. As an instructor, I probably reinforce this to a small degree.*

Responses are mixed on this question of status related to AU/ACE level studies. Certainly students and teachers alike view it as a great accomplishment to be working at AU/ACE level, particularly for those students who began at a lower LBS level and have proceeded successfully through to the beginning of AU/ACE. The feeling mentioned in the last comment above is a good indicator: *“I think that the students feel like they have finally achieved something really worthwhile when they begin their orientation for AU/ACE level.”*

Perhaps it isn’t so much a feeling of greater status but rather a feeling of greater accomplishment that students experience when they reach AU/ACE level. Students do realize that this is the level, which for most, is going to get them to the next step of their goal path, e.g. admission to postsecondary or registration as an apprentice. In other words, it’s the level of study that “counts”.

For most students, reaching AU/ACE level is the culmination of many months of hard work and perhaps even personal sacrifice along the way. While increased status among their peers may not be evident (or desirable), students and teachers do recognize that working at AU/ACE level is a worthwhile challenge and a notable accomplishment – one that is a major stepping stone to reaching their long term goals. And, for the many AU/ACE students who do not have a high school diploma, reaching AU/ACE level also represents the accomplishment of achieving their grade 12 equivalence. For many, that is enormously satisfying and motivating.

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6. Below is a list of draft competencies that could be considered useful for students transitioning from LBS 5 to AU. On a scale of 1 to 5 (with 5 being very important), please score each one based on how you feel about its importance/relevance. Feel free to comment if you wish.

Competency	Mean Response (1 to 5)
a) Use information for a variety of purposes	4.5
b) Communicate ideas and information.	5.0
c) Use mathematical concepts and techniques.	4.8
d) Apply problem solving strategies.	4.5
e) Demonstrate self-reflection/self-awareness.	4.3
f) Use a range of learning strategies and metacognitive skills.	4.5
g) Use technology resources.	4.5
h) Work collaboratively with others.	3.3

Respondents made very few comments with respect to their ranking of these competencies. The majority of values in the 4 to 5 range indicate strong agreement with relevance and applicability of these competencies as they apply to students transitioning from LBS 5 to AU/ACE level.

The lower value of 3.3 for “*Work collaboratively with others*” resulted from one respondent assigning a very low value to this competency, along with the following explanatory comment:

*“Working collaboratively with others isn’t needed to pass AU/ACE level, but it would be a value of ‘5’ in most jobs. I feel that this is the most glaring omission in our program. We should build in more collaborative activities, possibly at LBS Level 5. All college courses will have some kind of group work as part of their curriculum, and so do high school courses. Interpersonal skills are among those most prized by employers, yet we have made little provision for developing them.”*

Few LBS/AU teachers or managers would disagree with that comment, but the fact remains that building group work into LBS/AU classes is not easily achieved given the continuous intake/exit and the highly individualized nature of the program. However, it is certainly worth noting.

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### Transition Tasks from LBS 5 to AU/ACE

Finally, teachers were asked to comment on the kinds of tasks that they consider relevant for students transitioning from LBS 5 to AU in their college programs. Respondents provided a limited number of suggested tasks, but there was consistency among the kinds of tasks that were listed. Below is a brief summary of the tasks that were mentioned, paraphrased slightly and organized to reflect the general type of activity or material being referenced.

- *Locate and use career-related information from professional publications, e.g. trade magazines.*
- *Locate and use education-related information from college publications, e.g. college calendar or web site.*
- *Produce a well-structured five-paragraph essay (persuasive, process analysis, etc.).*
- *Analyze (in writing) a short essay on a current topic in terms of author's bias, style, structure, content, etc.*
- *Interview a student and/or teacher in a college program of choice to find out detailed information about the program and related careers.*
- *Interview an employee at a place of business related to the student's career of choice.*
- *Use peer-editing to assist a fellow student in producing a piece of writing.*
- *Make a presentation to the class, perhaps on a topic that the student has already investigated through another assignment and/or on something of interest to that student.*
- *Create an information handout about a topic of choice in any subject area, e.g. a grammar concept, a math skill, a chemistry concept, etc.*
- *Produce a short set of math problems and solutions on a particular topic; share it with other students and obtain feedback.*
- *Create a personal budget template and then use it and/or share with other students.*
- *Produce and administer a survey to fellow students regarding one or more aspects of the program; analyze the results.*
- *Produce a brochure to advertise the program or a home-based business, for example.*
- *Prepare a list of self-management skills that are necessary for success as an adult student and illustrate why they are important.*
- *Write a resume and cover letter, taking the position of having graduated from the program of choice.*

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Understandably, these tasks have an academic focus because they are part of an academic preparation program. Students transitioning from LBS 5 to AU/ACE need to have solid academic skills in order to be ready for the challenges of AU/ACE level content and outcomes. However, it's also important to note that many of the tasks are closely related to the students' career and personal goals. This is one way to link the academic with the more practical knowledge that will help students make an effective transition. It is also noteworthy that computer skills are implied in many of these tasks since most will be completed with software of some kind. And finally, some of these tasks require collaboration with peers – small or large group work – just the kind of collaborative opportunities mentioned earlier that are always desirable for LBS/AU students, but which can be limited by the practicalities of the program delivery.

### Summary

When students transition from LBS 5 to AU/ACE, they are typically very familiar with the program expectations, teachers, schedules, resources, structures, and the evaluation methods. These are the underpinnings of what they will meet in AU/ACE and what will give them the confidence, in most cases, to forge ahead and tackle the more complex and challenging material at AU/ACE level.

The brief survey undertaken in this project was intended to elicit feedback directly from teachers in college upgrading programs who have experience working with students who make the transition from LBS 5 to AU/ACE. These teachers have the insights not only into what students need in LBS/AU, but also what they need to be successful in further training and employment. The feedback provided by the respondents was, overall, very consistent in terms of the way they view their program delivery, their assessment processes, and the needs of their adult learners.

Students making the transition from LBS 5 to AU/ACE need to capitalize on the confidence and self-direction that they have acquired in LBS, especially in LBS 5, and apply it with even more conviction to their AU/ACE level studies. They must be ready to be more independent thinkers and workers and, as one teacher aptly commented, *"...to approach every assignment in a professional way."*