

Cerritos College Norwalk, California

COORDINATORS Graciela Vasquez, Director of Adult Education & Diversity Programs and Bryan Reece, Dean, Academic Success & Instructional Efficacy Student Success

COURSE NAME MyFoundationsLab Prep

COURSE FORMAT Lab

PROGRAM MATERIAL ACCUPLACER//MyFoundationsLab; MyFoundationsLab

CONTRIBUTION OF MYFOUNDATIONS LAB TO FINAL GRADE 100%

TYPES OF DATA REPORTED Improved scores on the ACCUPLACER Placement Exam; Accelerated Progress through Developmental Courses

NATIONALLY, NEARLY 60% OF INCOMING FRESHMEN lack some of the skills to qualify as college ready. At Cerritos College, as elsewhere, large numbers of students arriving from high school place into the lowest-level developmental courses, delaying their credit-level college studies and imperiling their retention and persistence toward graduation and career success. Graciela Vasquez and Bryan Reece examined the situation closely and identified three factors for redress at Cerritos:

- High school graduates entering Cerritos are generally unaware that they will be assessed for placement, do not prepare for the assessment exam, and therefore do not achieve a score truly reflective of their abilities.
- Students do not comprehend the ramifications of placing into low-level developmental courses. Students may spend several semesters in non-credit-bearing developmental classes, consuming time and financial aid. Too many students run out of funds and/or motivation before achieving graduation, jeopardizing academic and future career success.
- Some courses do not enforce stated prerequisites for basic skills in English and/or math, enrolling students who lack adequate preparation and unintentionally setting students up to fail.

Vasquez and Reece, both together and separately, are developing a range of programs to assist students and foster their academic progress. In this case study, we examine two new courses designed to prepare students for assessment and to accelerate their progress into credit-level studies using Pearson's ACCUPLACER//MyFoundationsLab and MyFoundationsLab, respectively.

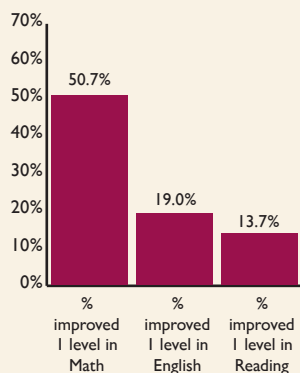
IMPLEMENTING MYFOUNDATIONS LAB

Vasquez explains, "We launched our Assessment Prep with a 10-week pilot in fall 2011 and implemented the course fully in fall 2012 and spring 2013 using the Reading, Writing, and Math portions of ACCUPLACER//MyFoundationsLab on the MyLabs+ platform. The course is voluntary, non-credit, open entry/open exit, and does not appear on students' transcripts. Students take the Pre-Diagnostic and then follow the MyFoundationsLab-generated personalized Learning Path. Students work independently on the modules where they need remediation and are able to move forward once they

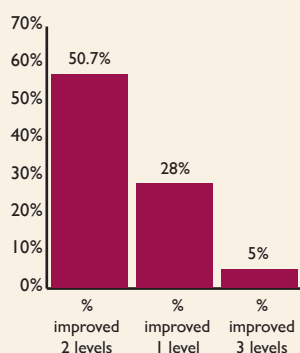
"We set a goal to **accelerate** students out of developmental courses faster. Pearson's MyFoundationsLab gives us the opportunity to **intervene** in a targeted, personalized way that helps prepare students for assessment and thus, do **better overall.**"

—Director Graciela Vasquez

Assessment Prep student results with ACCUPLACER//MyFoundationsLab 2011-2013



Math Prep (lowest-level developmental math) student results with MyFoundationsLab 2012-2013



ANALYSIS

Students achieved significant improvement in math, reading, and writing skills when re-taking the ACCUPLACER exam after Assessment Prep courses with ACCUPLACER//MyFoundationsLab. Additionally, incorporating the lowest-level developmental math course into the MyFoundationsLab Prep model enabled students to dramatically accelerate their progress through developmental math courses and into credit-bearing courses. Fully 90% of students jumped one to three course levels in just a single term with MyFoundationsLab.

achieve 80% mastery in each module. Students are required to spend four hours per week in our Success Center computer lab. There, instructors and tutors review individual students' engagement and offer individualized assistance."

She continues, "Next, we worked with the Math Department to incorporate the lowest-level math course (Math 20, 4 levels below credit courses) into our MyFoundationsLab Prep model with the goal of placing students into higher-level courses more quickly. Again using the Emporium model, we have students work independently in MyFoundationsLab, targeting and strengthening only those skills that need remediation. At the end of the course, students re-take the assessment test with an opportunity to jump forward one or more levels."

RESULTS

In just a short time using MyFoundationsLab, Vasquez and Reece are meeting the goals of improving students' placement scores and fostering rapid progress through developmental studies and into credit-level courses.

"Students actually cried when they achieved results they weren't sure they were capable of," relates Vasquez. "For instance, low math scores may have prevented students from matriculating into nursing school in the past but now students can move forward with their goals. With MyFoundationsLab, students are realizing their academic and career dreams."

REFINING THE MODEL

Vasquez and Reece are adapting the MyFoundationsLab Prep model to address the needs of specific student populations and course areas. Several new courses are underway at Cerritos and generating positive results.

- **AUTOMOTIVE STUDENTS:** MyFoundationsLab Prep enabled 70% of students to meet threshold math requirements to qualify for an internship program with local dealers.
- **6-WEEK ACCELERATED MATH PREP:** An experimental course with a very accelerated 6-week program attracted strong enrollment and retention.
- **HIGH SCHOOL STUDENTS:** MyFoundationsLab Prep offered during the summer term enables these students to jump a level or two prior to enrolling in the fall.
- **TEACHER TRACK STUDENTS WITH STEM FOCUS:** MyFoundationsLab Prep offered in a 10-day accelerated program refreshes students' algebra skills, enabling them to place into higher-level math courses.

CONCLUSION

Dean Reece states, "Designing these courses as non-credit offerings enables us to work with special populations. MyFoundationsLab gives us the flexibility to personalize instructional intervention and skills remediation. The result is that we can offer very specialized help to large numbers of students with particular needs at a low cost. The impact is being felt across the entire campus with improved success and retention rates. College-wide success rates have improved 5.5% in four years and our college-wide retention/completion rate now stands at 84.6%, a 2.8% improvement in four years."

PEARSON

For a product tour or to find out more, please visit www.myfoundationslab.com