



BREAKTHROUGH

To improving results

College & Career Readiness

Efficacy implementation and results
2014

Pearson's Efficacy Program: Welcome Letter

Dear Colleague:

Learners need stronger pathways from high school to college and from higher education to careers. The educators and institutions in this 2014 College & Career Readiness Efficacy Results white paper are taking bold steps to create those pathways. We are exceptionally proud to partner with them and to measure and document their successful interventions to increase college readiness, achievement, persistence, and employability.

The data-driven case studies featured in these pages highlight applications of our MyLab, Smarthinking, and CourseConnect solutions and services in a range of course models including accelerated courses, boot camps, emporia, and flipped classrooms. Each case study offers a unique blueprint to address widely-experienced academic challenges, including the need to report on and improve learning outcomes; the need to maintain course quality in an era of scarce resources; and the imperative to help learners achieve mastery in academic, life, and career skills. Additional case studies along with videos and webinars may be found on our Results Library at pearsonmylabandmastering.com/results.

At Pearson, we define efficacy as a measurable impact on improving someone's life through learning. We are embarking on a global education initiative and dedicating ourselves to the pursuit of efficacy and improved learner outcomes. (Please read more at efficacy.pearson.com.) We are committed to leading a transformation of education, offering personalized learning solutions that meet the pressing need for improved access, affordability, and achievement for all learners.

We ask you to join with us. Share your ideas, your best practices, your results. Partner with us to make measurable impacts on lives through learning.

With very best regards,

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Pearson Standards for Efficacy Research

What Pearson means by efficacy and effectiveness

- Efficacy describes whether a product or intervention has a positive effect on learning, such as reducing wrong answers, increasing retention rates, or raising final exam scores.
- Effectiveness measures the size of the educational improvement from a product or educational intervention.

Why Pearson is interested in efficacy studies

To deliver the best educational experience for students, we need to understand how Pearson's content is performing and verify learning gains associated with the use of our products. Toward that goal, we actively seek out educators who wish to explore educational research questions and investigate the efficacy of our products.

Pearson's efficacy research team

Our research team includes Ph.D.-level statisticians who provide practical advice about tracking and analyzing student data when redesigning a course to incorporate technology. Our research team also includes experts in psychometrics, educational statistics, and journal publications. These individuals support educators who want to run an efficacy study, provide our editorial staff with detailed reports on the quality of our online content, and advise our software engineers of new methodologies for collecting and processing student learning data within our products.

How Pearson and educators work together

Every research project is unique. The process takes time—generally a semester or longer. Educators interested in conducting a study should expect an interactive and rewarding partnership.

How Pearson can help educators get started

Pearson can provide templates, guidelines, checklists, and samples on course redesign, efficacy studies, data collection, and more. In order to maintain objectivity, Pearson does not offer compensation for data or participation in efficacy studies.

Research standards

Pearson adheres to the Software & Information Industry Association (SIIA) guidelines for evaluating educational technology products. The key guidelines are:

- Ask the right question
- Support the implementation of the product or service
- Plan a study of sufficient size and duration to demonstrate an effect
- Plan for plausible causal claims
- Avoid (the appearance of) conflicts of interest
- Provide a comprehensive and detailed research report
- Make the research findings widely available
- Accurately translate research for customers

Contact your Pearson representative for more information.

School Name Cerritos College, Norwalk, CA

Course Name MyFoundationsLab Prep

Course Format Computer Lab

Key Results Fully 90% of students jumped one to three course levels in just a single term with MyFoundationsLab.

Submitted by

Graciela Vasquez, Director of Adult Education & Diversity Programs

Course materials

ACCUPLACER//MyFoundationsLab; MyFoundationsLab

Nationally, nearly 60 percent 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. My colleagues and I examined the situation closely and identified three issues 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.

We are developing a range of programs to assist students and foster their academic progress. For example, we designed new courses to prepare students for assessment and to accelerate their progress into credit-level studies using Pearson's ACCUPLACER//MyFoundationsLab and MyFoundationsLab, respectively.

Implementation

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 achieve 80 percent 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.

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 retake the assessment test with an opportunity to jump forward one or more levels.

Results and data

Students achieved significant improvement in math, reading, and writing skills when retaking the ACCUPLACER exam after Assessment Prep courses with ACCUPLACER//MyFoundationsLab (figure 1.) 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 (figure 2.) Fully 90 percent of students jumped one to three course levels in just a single term with MyFoundationsLab.

“We set a goal to accelerate students out of developmental courses faster. Aware that our incoming students were scoring dismally on placement exams, we began with assessment preparation. We decided there must be more we can do, there simply must be a solution. 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.”

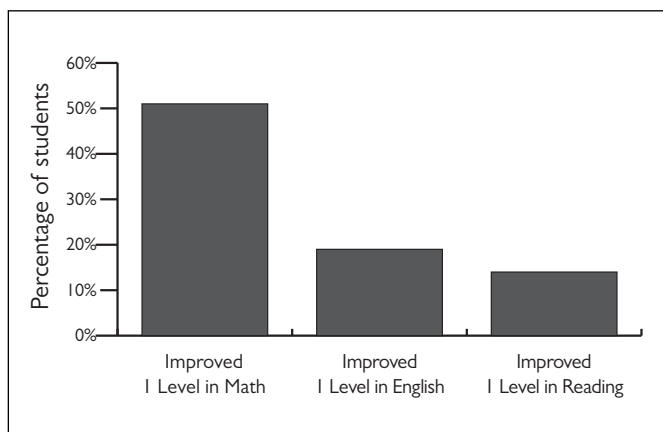


Figure 1. Assessment Prep student results with ACCUPLACER// MyFoundationsLab 2011-2013

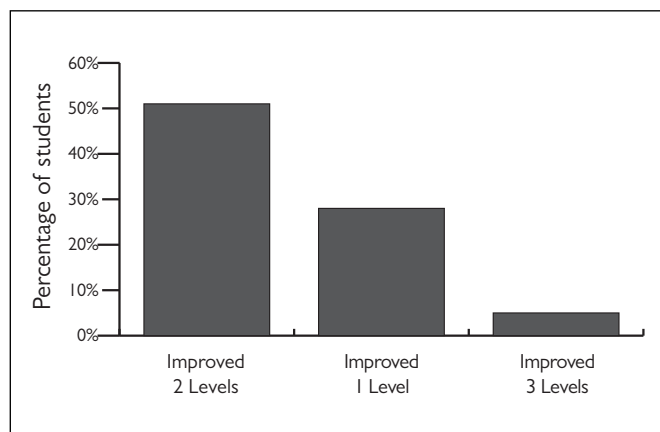


Figure 2. Math Prep (lowest-level developmental math) student results with MyFoundationsLab 2011-2013

Students actually cried when they achieved results they had doubted they were capable of. 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

We 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 percent 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 an accelerated 6-week program attracted strong enrollment and demonstrated high 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.
- English developmental: Using the Math 20 model, the lowest-level English course is currently being offered as a non-credit course using MyFoundationsLab—results to come.

Conclusion

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 percent in four years and our college-wide retention/completion rate now stands at 84.6 percent, a 2.8 percent improvement in four years.

School Name	Essex Agricultural and Technical High School, Danvers, MA, North Shore Technical High School, Middleton, MA, Revere High School, Revere, MA
Course Name	ACCUPLACER Preparation
Course Format	On-ground

Key Results ACCUPLACER Preparation with ACCUPLACER//MyFoundationsLab in three Massachusetts high schools leads to improved placement scores for 72 percent of students, eliminating the need for 190 remedial classes, and creating tuition savings of over \$100,000.

Submitted by

Gary Kaplan, Executive Director, JFYNetworks

Course materials

ACCUPLACER//MyFoundationsLab

Three Massachusetts high schools contracted with JFYNetworks, a non-profit blended learning company, to better prepare students for The College Board's ACCUPLACER test. ACCUPLACER//MyFoundationsLab directly embeds rigorous preparation for the ACCUPLACER in the high schools' curricula. The goal of the program is to enable students to score high enough on the ACCUPLACER test to begin their college programs taking for-credit courses instead of spending valuable time and money on developmental courses that carry no credit and slow down students' progress.

Implementation

The ACCUPLACER Preparation program was piloted during the 2011-12 and 2012-13 academic years. Each school chose a cadre of seniors to participate. They all took the ACCUPLACER test to see whether their scores indicated they were college-ready. At all three schools, ACCUPLACER//MyFoundationsLab was then integrated into the regular curriculum each week, using students' time on task and average mastery quiz scores as part of their course grade. Essex and North Shore designate a specific day of the week when students work one hour in the math or English classes on their Learning Path in ACCUPLACER//MyFoundationsLab. Revere offers ACCUPLACER//MyFoundationsLab as an after-school program two days per week for two hours each day. Students at all schools work by themselves on their own personalized study plans, and they consult with teachers when questions arise. At the end of the program, students retake the ACCUPLACER.

Results and data

- Of 525 retested students, 72 percent improved their ACCUPLACER scores, averaging a 19-point increase.
- Students' improved ACCUPLACER scores obviated the need for 190 remedial classes, resulting in an estimated tuition and fee savings of \$104,500 (using the metric of \$500 per developmental course at the typical Massachusetts community college.)

"I honestly found this program very helpful. I really struggled with Algebra specifically, and I got the help I needed to pass it. I think it is a great opportunity because...every student was given the amount of attention and help they needed to succeed. I feel the program will definitely have an impact on all of our futures."

—Student

The student experience

Students' effort and overall progress are closely tied to their motivation to do well on ACCUPLACER, even for those students not planning to go to college at the time they begin the ACCUPLACER Preparation program. Offering this course early in their senior or even junior year actually helps many students focus their attention on college earlier. This program allows students to take responsibility for their own progress and to regularly see improvement. Also, requiring ACCUPLACER//MyFoundationsLab as a part of the class grade increases student motivation.

“Students’ improved ACCUPLACER scores obviated the need for 190 remedial classes, resulting in an estimated tuition and fee savings of \$104,500.”

Benefits and best practices

The success of ACCUPLACER Preparation with ACCUPLACER//MyFoundationsLab program depends on focused time on task for students and on-going instructional support from teachers. Unequivocal administrative support is also a necessary condition of success. Teachers and mid-level administrators have to know that the principal and superintendent are committed to the program and will hold them accountable for the execution of the program plan. Onsite management, through JFYNetwork’s instructional technology consultants, was also helpful for effective execution of the program. The consultants spend time monitoring how ACCUPLACER//MyFoundationsLab is being used and assisting students and teachers with any questions.

Last, we found it is vital to generate reports on a regular basis that measure such elements as diagnostic tests completed, time on task, number of topics assigned for work, number of topics mastered, and average mastery grade. These reports are valuable to both administrators and teachers in identifying classes and individual students not making adequate progress and indicating interventions needed to keep classes on track.

Conclusion

The results of this pilot show high levels of student participation and progress. ACCUPLACER Preparation with ACCUPLACER//MyFoundationsLab prepares students for the actual skill demands of college and saves them (and their parents) money. It gives teachers effective, ready-to-use instructional resources to apply directly to assessed learning needs. And it gives administrators a tangible outcome that benefits students and parents and adds to the value proposition of their school.

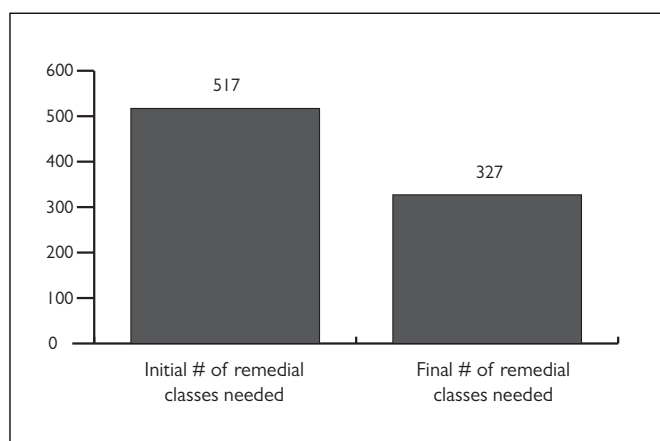


Figure 1. Remedial Classes Needed Before and After ACCUPLACER//MyFoundationsLab Pilot

“ACCUPLACER Preparation with ACCUPLACER//MyFoundationsLab prepares students for the actual skill demands of college and saves them (and their parents) money. It gives teachers effective, ready-to-use instructional resources to apply directly to assessed learning needs. And it gives administrators a tangible outcome that benefits students and parents and adds to the value proposition of their school.”

School Name Florida State College at Jacksonville, Jacksonville, FL
Course Name P.E.R.T. (Postsecondary Education Readiness Test) Diagnostic, Remediation, and Retest Pilot
Course Format Online

Key Results More than 50 percent of students retest as college-ready on the PERT after a low-cost, self-directed remediation course using MyFoundationsLab.

Submitted by

Rich Turner, Assessment and Certification Center Manager,
Kent Campus

Course materials

MyFoundationsLab; Smarthinking

Studies show that students who start college fully college-ready are more likely to persist term-to-term and to degree or certificate completion. With this in mind, in summer 2012 Florida State College at Jacksonville (FSCJ) ran a PERT Diagnostic, Remediation, and Retest pilot at Kent Campus using developmental skills software from a non-Pearson vendor. The goal of the pilot was to accelerate student progress from developmental courses to college credit-bearing courses for the fall semester. Students who tested into two or fewer upper-level developmental courses (based on their PERT scores) were selected to participate. In this 2012 pilot, 34.7 percent of students passed their PERT math, reading, or writing retests. We determined that the non-Pearson software program did not meet school expectations and lacked adequate tutorial support.

In addition to evaluating our course materials, we also looked at how our students' success correlated to where they scored on the PERT assessment. PERT data from fall 2012 indicated that the test's cut score ranges are a predictor for likelihood

of success. Students who scored in the upper half of the PERT placement score range had a 75.8 percent average likelihood of success in the course compared to 54.2 percent of students with PERT scores in the lower half of the range. Further analysis in upper-level developmental math, reading, and writing courses comparing course success to PERT placement score ranges divided into quartiles showed a high correlation between students who had math PERT scores in the upper two quartiles of the placement range and likelihood of success in the course.

We used this data in planning our summer 2013 pilot, targeting this group of students. We also reassessed our materials and decided to use Pearson's MyFoundationsLab and Smarthinking math tutors in the revised course. The goal of the program is to provide a zero-cost way to accelerate a specific group of students into college credit-bearing courses. The program is run out of each campus's Assessment and Certification Center and is funded by the \$22 PERT retest fees. A total of 250 students from FSCJ's five major campuses completed this pilot.

Implementation

Students take the PERT in their Campus Assessment Center. If a student's PERT scores fall within the required range, the assessment manager calls the student and explains the program, emphasizing that, after working in MyFoundationsLab for a short amount of time, the student may retest. If their scores improve sufficiently, they may then accelerate into college credit-bearing courses for the fall. We let all students know why they are candidates for the program, and we are completely transparent with the data, showing them that, if they put in the effort in MyFoundationsLab, they are likely to succeed.

Each student takes the MyFoundationsLab Path Builder. Assessment managers review the scores and personalized Learning Paths with each student, explaining which areas are mastered, which still need mastery, and how to progress through the MyFoundationsLab Learning Path. Assessment

"We let all students know why they are candidates for the program, and we are completely transparent with the data, showing them that, if they put in the effort in MyFoundationsLab, they are likely to succeed."

“The goal of the program is to provide a zero-cost way to accelerate a specific group of students into college credit-bearing courses.”

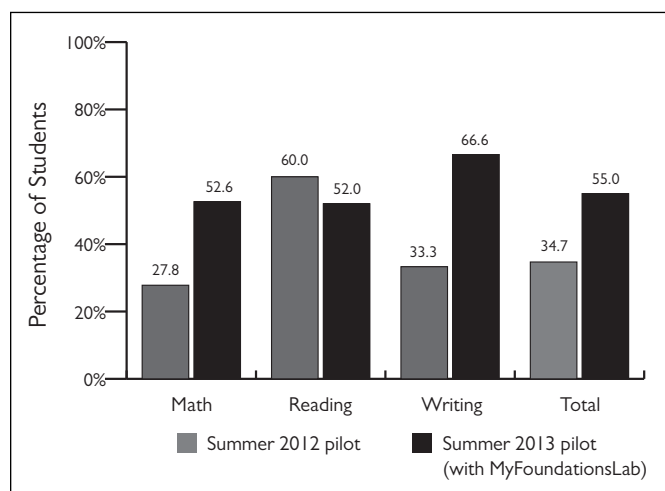


Figure 1. Percentage of Students Who Retested College-Ready on the PERT (2012 Pilot: $n=72$ students / Math $n=54$, Reading $n=15$, Writing $n=3$; 2013 Pilot: $n=127$ / Math $n=78$; Reading $n=25$; Writing $n=24$)

managers also demonstrate how to use Smarthinking online tutoring. PERT retests are scheduled a minimum of two weeks out. Students who need to retest in more than one area are given at least four weeks before retesting. When students take this retest, they know it is a big deal: they definitely do not want to have to take developmental courses.

Benefits and best practices

We customized the Path Builder to harness the robust math portion of MyFoundationsLab, to facilitate navigation of the technology by students who can easily become overwhelmed, and to align the assignments with the learning outcomes of Elementary and Intermediate Algebra. Some students choose not to retest and instead start the fall term in upper-level developmental courses, recognizing that they aren't ready for college credit-bearing courses. This in itself is a success story: because students can see how well they are doing on the MyFoundationsLab modules, they learn to evaluate their own academic needs and take responsibility for their progress.

Results and data

- Student success rates on the PERT retest jumped from 27.8 percent to 52.6 percent in Math, and from 33.3 percent to 66.6 percent in Writing. Reading rates slightly dropped.
- On average, 55 percent of the students who retested placed into college credit-bearing courses.
- Students who spent more than 40 hours in the math portion of MyFoundationsLab showed the most success when retested.

The student experience

Students were completely self-directed and self-motivated to succeed. Instead of spending 16 weeks and hundreds of dollars on developmental course that do not carry course credit, they can start their college education earning credit toward their degree right away.

Conclusion

We attribute the increased PERT retest rates to the following factors:

- MyFoundationsLab is more effective and more fully aligned to our program than the software used in the 2012 pilot.
- The 2013 pilot targets students who are more likely to be successful in the program based on their PERT placement scores.
- The Assessment Center managers take a proactive approach in interacting with and encouraging students.

Data analysis tracking the short- and long-term results of students who have completed the pilot program with MyFoundationsLab has already begun. We are examining whether the MyFoundationsLab students are more academically successful than their on-campus counterparts who take traditional developmental courses and if they are more likely to persist to degree or certificate completion. In the future, I see MyFoundationsLab being used for all developmental education students, as a low-cost, boot camp remediation with faculty oversight, as a gateway course, or in a modularized course.

School Name **Harrisburg Area Community College, Gettysburg, PA**
 Course Name **Developmental Math Boot Camp**
 Course Format **Lab-based**

Key Results 80 percent of students who completed a one-week Boot Camp with MyFoundationsLab advanced at least one or more levels of developmental math.

Submitted by
 Jason Rosenberry, Associate Professor of Mathematics

Course materials
 ACCUPLACER//MyFoundationsLab

Harrisburg Area Community College (HACC) serves close to 22,000 degree-seeking students each term on five campuses, as well as one virtual campus. The college offers four levels of developmental math: Building Confidence and Skills in Math (covering arithmetic, whole numbers, decimals, and fractions), Pre-algebra, Beginning Algebra, and Intermediate Algebra. In 2011, HACC was given a strategic planning grant from our president to accelerate students through developmental math. The Developmental Math Boot Camp was a direct result of this grant funding.

Implementation

We target students who are within five points of the College Board's ACCUPLACER cut score for testing into Pre-algebra or Beginning Algebra. After completing the online ACCUPLACER placement test, eligible students receive a message that reads, "You are eligible for a free, one-week Boot Camp program. Please see an advisor." Other students already working through our developmental sequence hear about the program from their Pre-algebra or Beginning Algebra instructors.

We offered the Boot Camp in 2012 and 2013 using ACCUPLACER//MyFoundationsLab as our primary course material. I have been using Pearson's sibling product, MyMathLab, for more than five years in many developmental courses so ACCUPLACER//MyFoundationsLab's content and features are very familiar to me. We also met as a department to determine the skills a student needs to place into those courses and tailored the program to match our goals. Also, we collaborate with our Pearson Learning Technology Specialist to select the specific content areas we want to focus on in MyFoundationsLab for the two levels of Boot Camp.

Students attend three hours of class for five days. Each day includes both instructor lecture and time to work through the ACCUPLACER//MyFoundationsLab Learning Path modules. On the fifth day, students review their work and retake the ACCUPLACER test.

Benefits

The flexibility of MyFoundationsLab enables us to modify the learning modules to do exactly what we want them to do. Students are challenged to work independently, so our face-to-face time maximizes the week's effectiveness. It is clear that the Boot Camps' success stems from the potent combination of targeted face-to-face instruction with required, customized ACCUPLACER//MyFoundationsLab work.

Results and data

- Arithmetic scores on the ACCUPLACER jumped 16.4 points in fall 2012 and 13 points in summer 2013 (figure 1).
- Elementary Algebra scores on the ACCUPLACER increased 4.9 points in fall 2012 and 7.8 points in summer 2013 (figure 2).
- When retested on the ACCUPLACER after Boot Camp, 80 percent of the students advanced one or two levels of developmental math in fall 2012; 79 percent of students advanced one or two levels of developmental math in summer 2013 (figure 3).
- A number of students took the Boot Camp preparing them for Pre-algebra but ended up placing into Intermediate Algebra, thereby skipping over Beginning Algebra entirely.
- Because the program is so short, 100 percent attendance was vital to student success. Students who missed class one or more days of Boot Camp did not score high enough to advance.

“When retested on the ACCUPLACER after Boot Camp, 80 percent of the students advanced one or two levels of developmental math.”

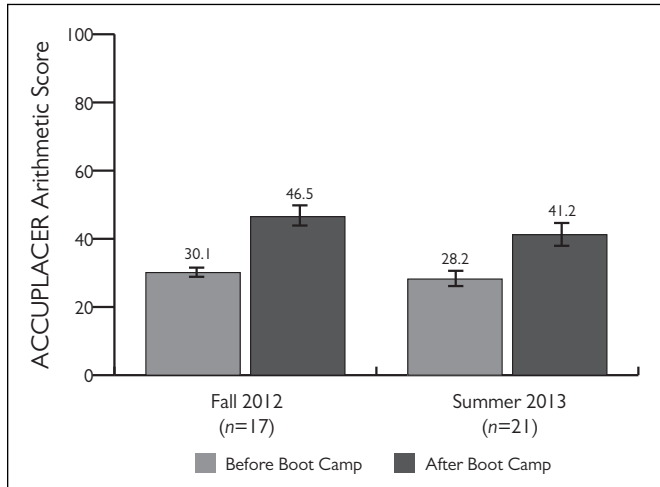


Figure 1. Figure 1. Average ACCUPLACER Arithmetic Scores Before and After Boot Camp, Fall 2012–Summer 2013

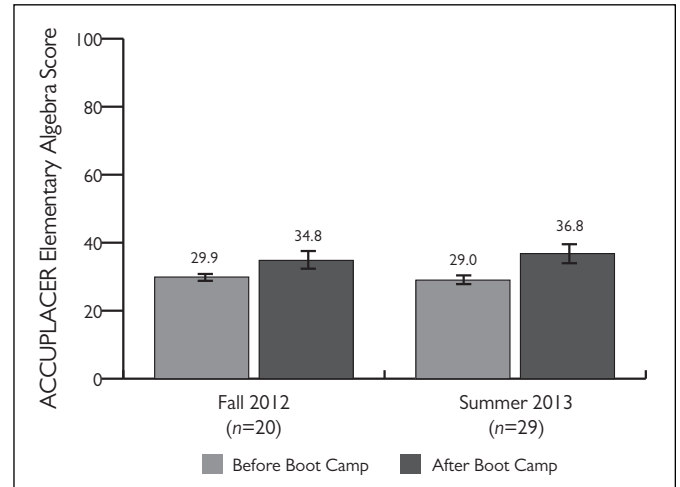


Figure 2. Figure 2. Average ACCUPLACER Elementary Algebra Scores Before and After Boot Camp, Fall 2012 Summer 2013

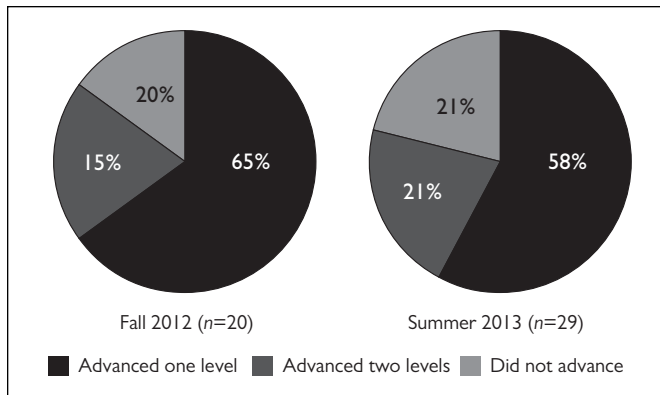


Figure 3. ACCUPLACER Retest Placement Results, Fall 2012 and Summer 2013

“The administration is so pleased with our Boot Camp results that the college is considering making it a one-credit course. This would provide a real incentive for more students to enroll in Boot Camp, allow the college to charge a standard fee for the earned credit hour, and, in turn, make our program self-funding.”

Conclusion

ACCUPLACER//MyFoundationsLab helps students refresh their existing skills quickly, move on to focus on weak areas, and then, with the aid of the instructor, demonstrate mastery. Also, by using ACCUPLACER//MyFoundationsLab’s valuable array of learning aids, students learn to help themselves. They seem to be less frustrated using this technology since they can proceed at their own pace. Frankly, we were pleasantly surprised to see just how many of our students make real progress toward

credit-bearing courses. Given this success, we plan to expand the program to serve more students. The administration is so pleased with our Boot Camp results that the college is considering making it a one-credit course. This would provide a real incentive for more students to enroll in Boot Camp, allow the college to charge a standard fee for the earned credit hour, and, in turn, make our program self-funding.

School Name **Houston Community College, Houston, TX**

Course Name **PREP for the College Entrance Exam Math; PREP Reading/Writing**

Course Format **Computer Lab**

Key Results Students significantly raised their COMPASS scores after working in MyFoundationsLab for only a short time, with 31 percent of students placing into a higher math course and 66 percent of students placing into a higher-level English course.

Submitted by

Susan Fife, Kimberly Koledoye, Juan Carlos Reina

Course materials MyFoundationsLab

In response to the Houston Pathways Initiative, which aims to dramatically increase the participation and success of Texas students in higher education, we designed a brief, preparatory course to help students improve their scores on the COMPASS placement exam and begin college-level studies at the highest level appropriate for them. Implemented for the first time in summer 2012, the PREP course uses MyFoundationsLab to assess and remedy students' individual skills gaps in math, reading, and writing.

Implementation

We especially sought to identify the many students on the “bubble”—those students who were within 3-10 points of placing into the next level course and who, with intensive, targeted instruction, could ameliorate their discrete skill weaknesses in test-taking, math, or reading and writing. We felt that those students, with the right intervention, could place into a higher developmental course or out of the developmental sequence altogether, thereby accelerating their progress and increasing their chances to graduate. We selected MyFoundationsLab for our curriculum and began collecting student data to assess results.

Features of the PREP Math and PREP Reading/Writing course based on MyFoundationsLab:

- common syllabus
- all instructors trained in MyFoundationsLab
- students required to meet in an instructor-led class for total of 16-32 hours
- conducted in a computer lab

- two instructors in each class: one math, one reading/writing
- students follow personalized Learning Path in MyFoundationsLab
- completion entitles students to retake COMPASS placement exam

Our goal is to respect students' strengths and offer them instruction that specifically targets their areas of need. We don't want students languishing in developmental courses for multiple terms to address limited skills weaknesses. We want to tailor our assessment and instruction to students' individual needs and expedite each student's academic progress. MyFoundationsLab is ideal for our purposes.

Results and data

MyFoundationsLab helped students raise COMPASS scores and place into higher courses for both math and English. Students overwhelmingly raised their COMPASS scores after working in MyFoundationsLab for only a short time, with 31 percent of students placing into a higher math course (figure 2) and 66 percent of students placing into a higher-level English course (figure 3). The Wilcoxon Signed Rank Test, used to test for a difference between two samples, confirms the result: PREP with MyFoundationsLab enabled students to achieve statistically significant higher placement scores (figure 4).

Results show clearly that PREP with MyFoundationsLab works, especially for students who previously would have tested into the lowest level of developmental math. Many students who completed PREP were able to advance through two levels of developmental math. One student, whose initial COMPASS scores placed her in the lowest level of developmental math, completed PREP, retook the COMPASS exam, and placed out of developmental math and into College Algebra—which she passed. She completed in one semester what would have taken two years under the previous system.

“With students participating in the PREP course on several campuses, we tried to engineer a consistent instructional experience by implementing a common syllabus and relying on MyFoundationsLab to assess each student’s individual skills portfolio and to deliver a personalized Learning Path that helps students quickly and effectively strengthen their weak skills.”

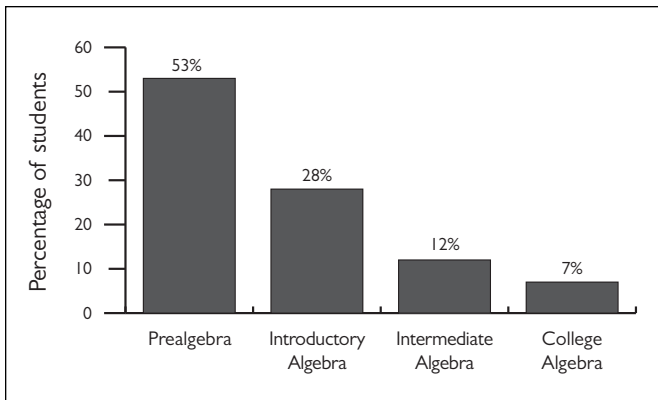


Figure 1. Placement results for students (n=3665) taking COMPASS without preparation summer 2012

Our goal, in alignment with the Houston Pathways Initiative, is to provide academic preparation to enable more high school students to enter college and to offer targeted instruction that helps those students progress rapidly into credit-bearing courses and toward graduation. MyFoundationsLab’s unique personalized assessment and instruction is helping us to achieve our goal.

Conclusion

We continue to refine our model. We now offer an instructor-led training to help prepare students for a successful retake of the COMPASS exam. For students placing into the lowest level of developmental math, we are now co-enrolling them in the subsequent course for the same semester. We make the assumption that they will pass, and we use MyFoundationsLab to make that assumption a reality.

“One student, whose initial COMPASS scores placed her in the lowest level of developmental math, completed PREP, re-took the COMPASS exam, and placed out of developmental math and into College Algebra—which she passed. She completed in one semester what would have taken two years under the previous system.”

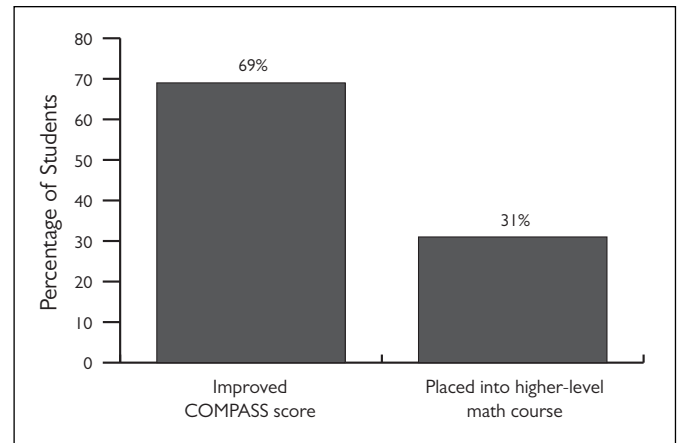


Figure 2. Placement results for students (n=230) retaking COMPASS after completing PREP Math with MyFoundationsLab fall 2012-spring 2013

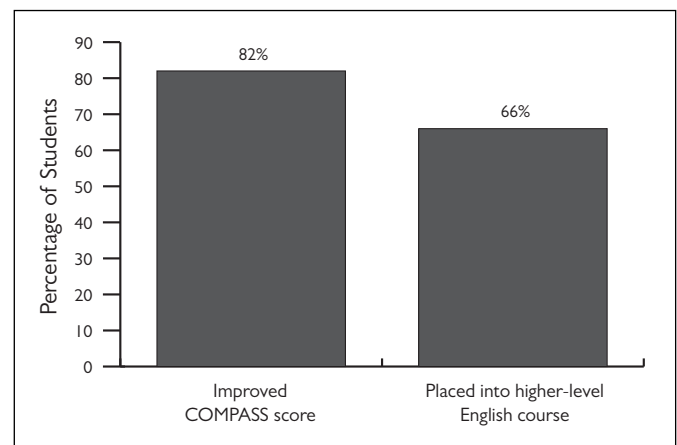


Figure 3. Placement results for students (n=131) retaking COMPASS after completing PREP Reading/Writing with MyFoundationsLab

N	Pre-Test Placement		Post-Test Placement		Z	P
	Mean	SD	Mean	SD		
78	1.47	0.68	1.82	0.86	6.59	<.001

Figure 4. The Wilcoxon Signed Rank Test comparing placement scores before and after PREP with MyFoundationsLab

School Name Middlesex Community College, Middletown, CT and Meriden Board of Education, Meriden, CT
Course Name Intensive College Transition Pilot – Adult Education Partnership
Course Format Lab-based

Key Results On average, 65 percent of enrolled students completed the program using ACCUPLACER//MyFoundationsLab. Of those completers, 54 percent improved and 30 percent retested college-ready on the ACCUPLACER assessment test.

Submitted by
 Fred Silbermann, Program Facilitator for Meriden Adult Education

Course materials
 ACCUPLACER//MyFoundationsLab

In 2011, the State of Connecticut enacted legislation to establish a college transition pilot program, partnering adult education programs with local community colleges in three communities. The program aims to offer high-quality, cost-effective, and accessible pathways to post-secondary education for adults who have a high school degree but do not meet the criteria for entry into community college courses, as measured by the ACCUPLACER assessment. The goal is to increase students' readiness for college so that they can take credit-bearing classes as soon as they start and persist to achieve their educational and career goals. Counseling, mentoring, and support services are included as part of the program.

Three pilots began in spring 2012 at Gateway Community College/New Haven Adult Education; Manchester Community College/Manchester Adult Education; and Middlesex Community College/Meriden Adult Education. Each pilot tested a different approach to college transition. The Meriden program specifically chose ACCUPLACER//MyFoundationsLab as its primary learning intervention to drive student success.

Implementation

Students dual-enroll in Meriden Adult Education and Middlesex Community College (MxCC). For the first semester of the pilot, the program was offered as two 7-week sessions held four days a week, four hours each evening, at Meriden Adult Education. Faculty from MxCC taught in the program, with counseling provided by Meriden Adult Education staff. Based on ACCUPLACER scores, students completed math and/or English modules in ACCUPLACER//MyFoundationsLab, and all took a 3-credit Freshman Seminar college success course. Students could also participate in a Saturday lab at MxCC, with child care provided for a nominal fee. The average student age was 33, and nearly 60 percent were parents.

In 2013, Meriden moved to a less intensive model. Students met three days a week, 10 hours weekly, over the course of one 14-week session. The Freshman Seminar course was offered at the Meriden campus of MxCC and the program introduced several evening events, such as guest speakers sharing their educational and work/career experiences.

Benefits

ACCUPLACER//MyFoundationsLab enables students to control their learning activity and progress at the level at which they are most comfortable. More practice opportunity is available if needed in a certain sub-skill area. Instructors can monitor student progress via the ACCUPLACER//MyFoundationsLab Gradebook, intervene as necessary, and offer support and motivation to students.

Results and data

- Scores improved an average of 16.4 points on the ACCUPLACER retest.
- After completing the program, students need an average of 1.5 fewer developmental classes.
- On average, 65 percent of students completed the program, and of those students, 54 percent showed improvement and 30 percent tested as college-ready after re-taking the ACCUPLACER assessment test.
- Among students who completed the program, 79 percent improved in arithmetic, 12 percent in algebra, 65 percent in reading, and 62 percent in sentence skills.
- 35 percent of students who completed the program tested college-ready in arithmetic, 18 percent in algebra, 26 percent in reading, and 41 percent in sentence skills.

“Among students who completed the program, 79 percent improved in arithmetic, 12 percent in algebra, 65 percent in reading, and 62 percent in sentence skills.”

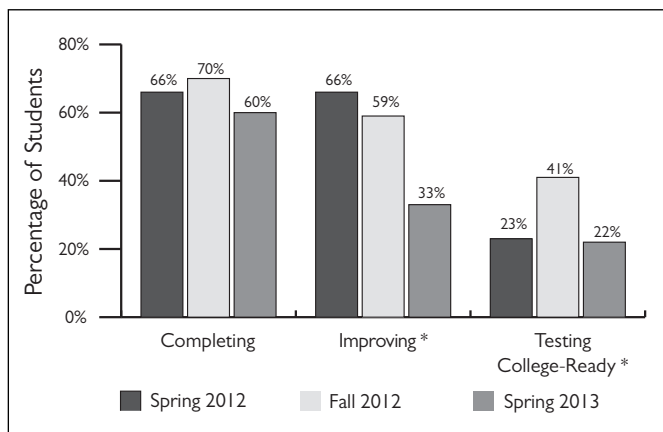


Figure 1. Percentage of Students Completing, Improving, and Testing College-Ready (Spring 2012 n=17; Fall 2012 n=20; Spring 2013 n=15; *Improving and Testing College-Ready percentages based on Students with Pre- and Post-test scores: Spring 2012 n=11; Fall 2012 n=14; Spring 2013 n=9)

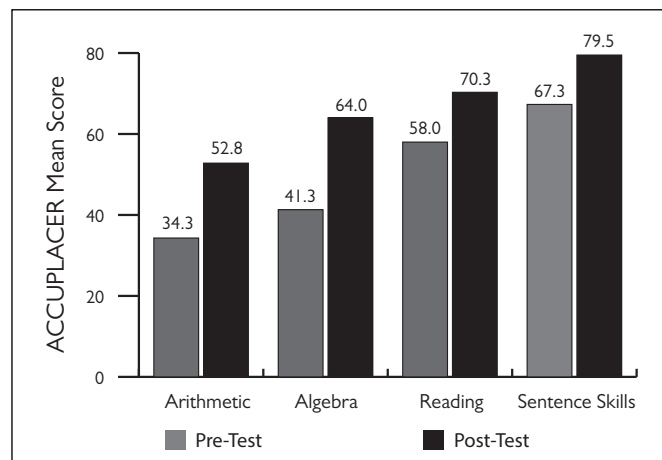


Figure 3. Mean ACCUPLACER Pre-Test and Post-Test Scores (Spring 2012-2013 n=34)

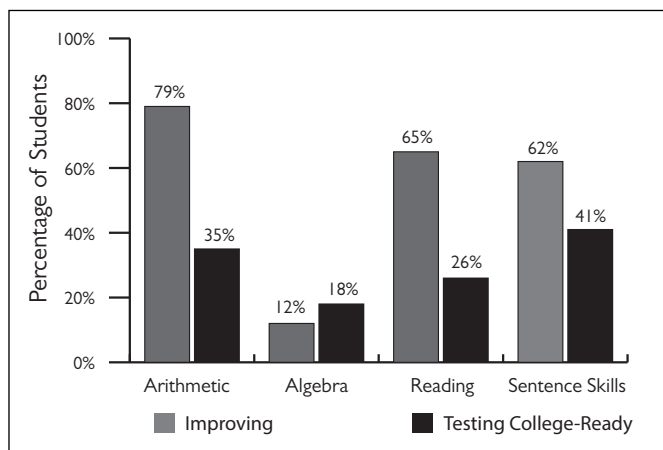


Figure 2. Percentage of Students Improving and Testing College-Ready by Subject Area (Spring 2012-2013 n=34; n reflects number of students with Pre- and Post-Test scores)

Conclusion

Despite start-up challenges, the Meriden/Middlesex program successfully delivers instruction and support services that prepare students to enter and succeed in college. We hope to improve and expand the program so that more adults can successfully prepare for and transition to college. Moving forward, we hope to recruit more students and specifically target students who fit our program. Meriden's model likely works best for independent-minded students who are comfortable using technology and may only need a refresher on specific topics to prepare for college.

Long-term college success may require more than college transition or bridge programs. We will be tracking program outcomes using the *Milestone Model* (developed by the Community College Research Center). This model tracks the completion of “gateway” math courses correlated with completion of associate's degrees. We also intend to track the correlation between improved ACCUPLACER scores and community college course results.

The student experience

Participating students volunteer that they are motivated to attend and succeed in college, and are aware of the amount of time and effort needed. One working mother describes her day: “I work from 7:30 am to 3:30 pm [and then come to the program]. The program is my reward. I'm doing this for myself. My mind is occupied in a different way here. I get out of my routine.”

School Name **Miami Dade College, Miami, FL**

Course Name **Reading and Writing Basic Skills Test Prep Boot Camp**

Course Format **One-Week Intensive On-ground**

Key Results After taking a one-week reading or writing Boot Camp with MyFoundationsLab, 50 percent of students moved up one developmental course level and 25 percent placed out of developmental courses altogether.

Submitted by
Jacqueline Peña, College Prep Chairperson

Course material
MyFoundationsLab

In 2012, after a rigorous planning and design process by a college-wide team of continuing education and department faculty, lab faculty, and administrators, Miami Dade College launched “Boot Camps” designed to increase success for first time in college students who are required to take college prep reading and/or writing courses.

We have two goals for our Boot Camps: we want to reduce the time students spend in developmental education courses by improving placement levels for students not yet college-ready, and we want to enhance academic success for students in their first semester and beyond.

Implementation

The Boot Camps are intended to offer effective and efficient “just in time” remediation of students’ individual skills gaps. We selected MyFoundationsLab because it delivers precisely the model we want: diagnostic skills-testing that can be aligned with results from Florida’s Postsecondary Education Readiness Test (PERT) and the College Board’s ACCUPLACER; personalized skills remediation accessible to students 24/7; and web-based Post-Tests to assess skills mastery.

We focused initially on approximately 5,000 First-Time-in-College Direct Entry students placing from one to three levels below college-ready. The Boot Camp is an intensive 15-hour course in one specific subject area (reading, writing, or math) using MyFoundationsLab and followed by readministration of placement testing. Students attend class for three hours each day for five consecutive days, in sections of 15-20 students.

The faculty we select to teach the Boot Camps engage in mandatory trainings covering how to use MyFoundationsLab, how to teach modularized courses, and the basic logistics of teaching Boot Camps. Each campus has both an academic and a

Continuing Education liaison to provide content, pedagogy, and logistic support.

In class, our instructors orchestrate a mix of group, individualized, and computer-based instruction. Instructors also offer students motivational support and test-taking strategies.

Once students register and log in to MyFoundationsLab, they see the course homepage and access their personalized Learning Path. Students then work through the required modules for Reading (Intermediate and Advanced) or Writing (Sentence Skills and Essay Development); each module has a Skills Check. At the end of the one-week intensive course, students retake the PERT placement exam.

Results and data

During Summer 2012, 197 students attended the Writing Basic Skills Camps. Only students with both pre-and post-test scores on the PERT were used in the analyses, for a total of 83 students—42 percent of all those attending the Writing Basic Skills Camps.

252 students attended the Reading Basic Skills Camps. Only students with both pre-and post-test scores on the PERT were used in the analyses, for a total of 122 students, or 48 percent of all those attending the Reading Basic Skills Camps.

- Among students who used MyFoundationsLab, 48 percent (Reading) and 57 percent (Writing) moved up one developmental course level.
- 25 percent of Boot Camp students placed out of developmental courses altogether.
- Boot Camp students improved an average of 9.2 points on the PERT retest.
- Students who spent more than five hours on MyFoundationsLab had greater post-test score increases in both Reading and Writing than those who spent less time and those who did not use MyFoundationsLab.

“Students who spent more than five hours on MyFoundationsLab had greater Post-Test score increases in both Reading and Writing than those who spent less time and those who did not use MyFoundationsLab.”

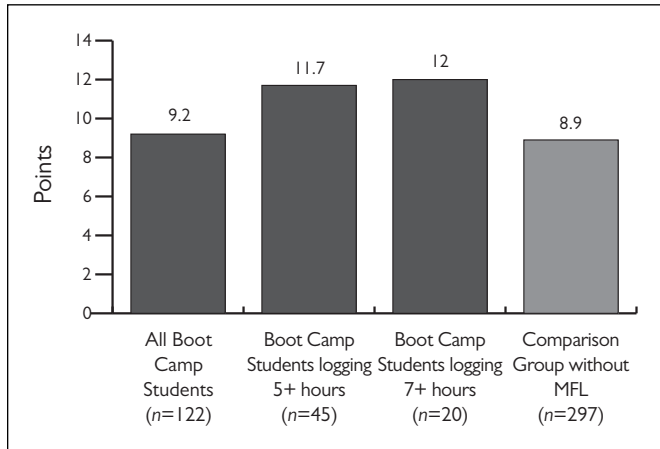


Figure 1. Average Point Increases on PERT Reading Post-test with and without the Use of MyFoundationsLab (Summer 2012)

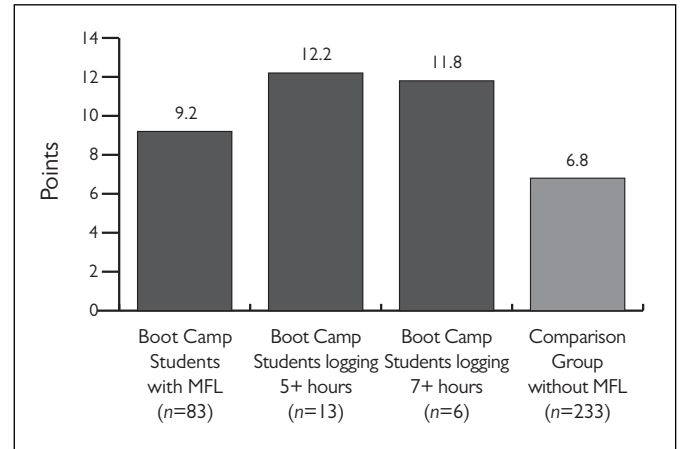


Figure 2. Average Point Increases on PERT Writing Post-test with and without the Use of MyFoundationsLab (Summer 2012)

The student experience

Students responding “Strongly agree” or “Agree” to questions about MyFoundationsLab and the Boot Camp course:

- The MyFoundationsLab registration process was easy: 96 percent
- The online course was easy to navigate: 98 percent
- I had adequate time to complete my work/tests in class: 96 percent
- I liked choosing the skills to work on each day: 98 percent
- It was easy to access MyFoundationsLab outside of class: 90 percent
- I was able to learn most of the skills presented: 99 percent
- The online course activities were very helpful: 99 percent
- The program helped me prepare for college-level courses: 98 percent
- This course helped me prepare for the PERT: 100 percent
- I would recommend this course to a friend: 99 percent

Conclusion

Boot Camps with MyFoundationsLab are addressing a critical need for incoming students. MyFoundationsLab offers effective “just in time” skills remediation that enables students to begin their college studies at a level commensurate with their true academic potential, placing students on a fast track to achieving their education goals.

Redesign is ongoing. From the outset, we understood that we would design the very best Boot Camps possible, implement the courses, then analyze the data and refine our model based on those results. For Boot Camp 2.0, we are registering only those students with PERT placement exam scores, monitoring time on task to emphasize in-class use of MyFoundationsLab for at least 10 hours per week, and grading students (Y=successful; N=course must be repeated.) We will continue to develop and refine our best practices based on student performance.

School Name North Dakota Center for Distance Education, Fargo, ND
Course Name College Entrance Exam Preparation
Course Format Online

Key Results MyFoundationsLab helps 12th grade students achieve average 4-point across-the-board increases in ACT scores, qualify as college-ready, and advance directly into credit-bearing course sequences, bypassing remedial studies.

Submitted by
Tammy Fitting, Instructor

Course materials
MyFoundationsLab

With a mission to “ensure that all North Dakota middle and high school students regardless of location have access to educational opportunities that meet or exceed expectations,” the North Dakota Center for Distance Education seeks to bolster student learning outcomes. The NDCDE is one of many academic partners who advised Pearson during development of the new MyFoundationsLab. Upon the launch of MyFoundationsLab, the NDCDE identified a student population and conducted a pilot to assess the efficacy of MyFoundationsLab to improve actual student learning outcomes.

For its MyFoundationsLab pilot, the NDCDE identified 12th grade students who had taken the ACT College Entrance Exam as high school juniors. The NDCDE sought to determine “the extent to which an online course originally intended to remediate college freshmen in content areas that paralleled the ACT test sections and subsections could be used to assist students to prepare for and improve their performance (as determined by test scores) relative to an ACT test retake.”

In its letter to prospective participants (high schools and students), the NDCDE said, “Unlike most test prep programs, this program is much more than a few practice tests and a testing acclimation tool. MyFoundationsLab is a program that makes use of the latest in online technology, including front end diagnostic testing, multiple types of formative testing, several types of interactivity, help with pacing, ACT practice tests, and access to and guidance provided by a NDCDE teacher.”

Students were motivated to improve their individual ACT scores but may not have been aware of further implications of improved test scores, i.e. admission to certain universities, access to scholarships, placement out of remedial courses and directly into credit sequences, etc.

Features of the College Entrance Exam Preparation pilot course with MyFoundationsLab:

- fully online
- self-paced, with tutoring support from NDCDE teachers
- 10 weeks in duration
- conducted prior to the 12/11/2012 ACT exam retake

Implementation

Students begin working in MyFoundationsLab by completing the Path Builder diagnostic Pre-Test for each section: Reading, Writing, Mathematics, and Study Skills. Based on the results of the assessment, MyFoundationsLab provides a personalized Learning Path for each student. Students then work independently in MyFoundationsLab, pursuing their personalized Learning Path with highly interactive learning activities designed to build mastery of the required skills. When ready, students can attempt the Post-Test for each section. Instructors may set mastery at any level; in this case, students were required to score 70 percent or higher on the Post-Test to achieve mastery.

“The results of the pilot indicate to NDCDE that the MyFoundationsLab course should be offered to all students who are seeking to increase their performance on the ACT exam.”

“Unlike most test prep programs, MyFoundationsLab is much more than a few practice tests and a testing acclimation tool.”

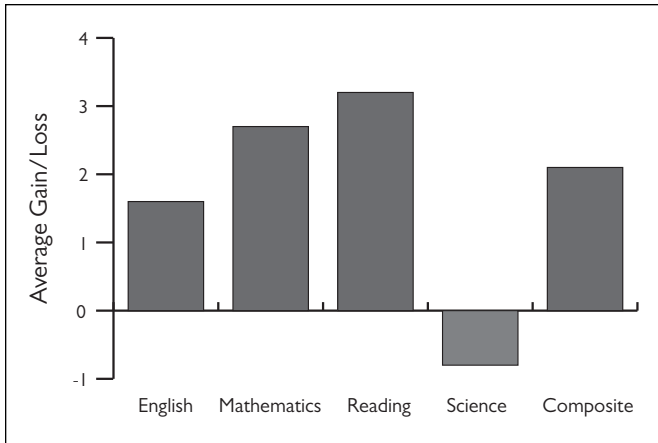


Figure 1. Dec 2011 ACT Exam Retake Results After MyFoundationsLab Pilot

Results and data

Students who completed the MyFoundationsLab pilot and retook the ACT exam achieved consistent gains in three of four sections of the ACT exam: English, Mathematics, and Reading. The fourth section of the ACT exam, Science, is not covered in MyFoundationsLab. Students were given access to ACT practice tests to prepare for the Science section.

Conclusion

The NDCDE concluded that “MyFoundationsLab has a positive impact on the performance of a student retaking the ACT exam. That conclusion is derived from the overall gains attained by the students in the pilot and is confirmed by their performance in the one test section, Science, not specifically addressed in the MyFoundationsLab course.”

Based on these positive results, the NDCDE summed up, “The results of the pilot indicate to NDCDE that the MyFoundationsLab course should be offered to all students who are seeking to increase their performance on the ACT exam. It can be marketed in particular to those students who wish to qualify for the ND scholarship which has as one of its requirements a 24 composite on the ACT exam and/or to those students who have not achieved a college admission score of 22. The pilot indicates that those two motivating factors appear to produce the highest gains.”

“Deploying MyFoundationsLab to help 12th grade students become more college-ready is an innovation based on the NDCDE’s understanding that raising students’ ACT scores can increase students’ options for admission to certain universities, improve students’ chances to win scholarships, and propel students directly into credit-bearing course sequences, bypassing remedial studies. MyFoundationsLab is a modest intervention with potentially enormous benefits for students.”

School Name Owensboro Community and Technical College, Owensboro, KY
Course Names Compass Boot Camp; College Connections Summer Bridge Program
Course Format Hybrid

Key Results On average, 92 percent of students retesting on the Compass advanced one or more developmental course levels; 80 percent retested college-ready.

Submitted by
Donna Butler, Coordinator of College Readiness

Course materials
MyFoundationsLab, Compass practice packet, online tutoring

All Kentucky high schools are required to provide academic intervention for high school seniors whose ACT scores indicate they are not yet college-ready. This intervention may take the form of a credit-bearing class or a defined bridge program, and formats vary. Owensboro Community and Technical College (OCTC) partners with 14 area high schools to offer college- and career-readiness courses designed to provide educational opportunities leading to college matriculation and future employment in high skill, high wage, and high-demand fields.

OCTC developed two programs that use MyFoundationsLab to provide needed instruction in reading, writing, or math: the one-week Compass Boot Camp and the two-week College Connections Bridge Program. Based on their scores on the Compass test, all students receive individualized instruction and practice in their specific areas of need. At the end of the week in the Boot Camp, they retake the Compass test. If they meet or exceed the required Compass score, they are allowed to dual-enroll in courses within their program of choice.

“On average, 80 percent of students retesting on the Compass test scored college-ready in reading, writing, or math.”

In the College Connections Bridge Program, students who need intervention in more than one area receive intensive, customized instruction in those targeted areas, and they also earn one credit hour for our Introduction to College course while shoring up their skills.

Implementation

We chose MyFoundationsLab for its breadth of coverage and its customizability. In both courses, we create individualized study plans to fit students' personal requirements. Students can focus their work on a single segment of MyFoundationsLab or complete the entire program depending on how much refreshment they need in any skills area. In addition to the mandatory lab time, students perform independent work in MyFoundationsLab outside of class. At the end of both courses, students retake the Compass test. Those who pass are allowed to enroll in credit-bearing courses right away, and those who pass the College Connections course also receive a credit hour for our first-year experience course.

Results and data

- On average, 92 percent of students retesting on the Compass test advanced one or more developmental course levels.
- On average, 80 percent of students retesting on the Compass scored as college-ready in reading, writing, or math.
- A full 100 percent of students working on reading and writing skills advanced one or more developmental course levels.

“We were very pleased with the high percentage of students making significant gains in our programs; especially notable was the fact that every single student who took the reading and writing modules advanced at least one developmental level.”

The student experience

Student feedback included the following:

“With MyFoundationsLab I improved my scores in reading, math, and English, something I didn’t think I would be able to do.”

Conclusion

We are very pleased with the high percentage of students making significant gains in our programs; especially notable is the fact that every single student who took the reading and writing modules advanced at least one developmental level. Students focus on exactly the content and instruction they need to make the requisite academic progress to begin their college programs. My dream is to create a mandatory open lab for all remedial students where they work through their MyFoundationsLab Learning Path on their own and at their own pace before the start of the semester. This would give them an opportunity to quickly improve their skills, retake the Compass test, and meet the required benchmarks to enroll in credit-bearing courses.

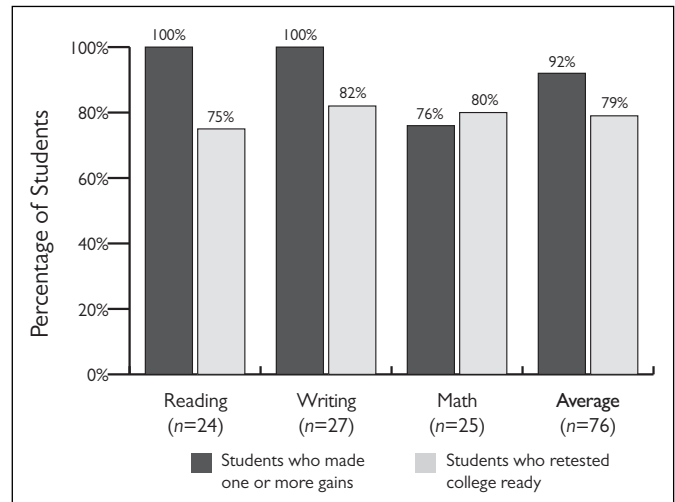


Figure 1. Boot Camps and College Connections Bridge Program Mean Results, Summer 2011-13 and Spring 2012

School Name College of Western Idaho, Nampa, ID

Course Name College Study Methods

Course Format Online, On-ground

Key Results Completion rates increased by 9 percent with the implementation of MyStudentSuccessLab.

Submitted by
Kae Jensen, Chair, Education Department

Course materials
Study Skills by Piscitelli with MyStudentSuccessLab

College of Western Idaho uses Pearson's MyLabs successfully across a variety of disciplines, so when I looked for an effective online learning tool for our College Study Methods course in 2012, I was confident that MyStudentSuccessLab would prove valuable. We have two goals for this study skills class: first, we want students to acquire general skills and abilities to help them be successful in life; second, we want them to know about specific materials, programs, policies, and resources they will need at our particular institution. We offer 7 on-ground and 7 online sections of College Study Skills per semester with a cap of 25 students per section.

Implementation

The first semester we implemented MyStudentSuccessLab, I started out using one or two modules in areas where I needed supplemental material. I provided my students with an early introduction to MyStudentSuccessLab to make sure they were comfortable using the technology. Because of the breadth of valuable content in MyStudentSuccessLab, I increased the amount of required work, beginning in Summer 2013. I now assign 15 of the 21 available modules, one module per week. Students complete the Pre-Tests, the Overviews, and the Practice Activities in each module. Then, they may take the module Post-Tests up to three times, with the highest score counting toward their final grade. I like the Practice Activities in MyStudentSuccessLab because they are interactive with immediate instructional feedback, which helps students understand that learning is truly a process.

My first required assignment is the Pre-Course Assessment, and the Post-Course Assessment serves as the students' final exam, customized from 68 questions down to 50 questions to correspond to our specific course objectives. Also, toward the end of the semester, I make all 21 of the MyStudentSuccessLab modules available so students who are interested in learning about other topics can do so.

Assessments

Required	MyStudentSuccessLab Pre-Course Assessment
12.5 percent	Mid-term exam
19 percent	MyStudentSuccessLab Learning Path Module Post-Tests (15)
37.5 percent	Assignments/discussion boards
10 percent	Reflective journals
2.5 percent	Participation
6 percent	Multimedia presentation/final project
12.5 percent	MyStudentSuccessLab Post-Course Assessment/final exam

“MyStudentSuccessLab allows me to create a more dynamic, technology-driven environment for my students—both in person and online—and allows me to focus on the students’ areas of need.”

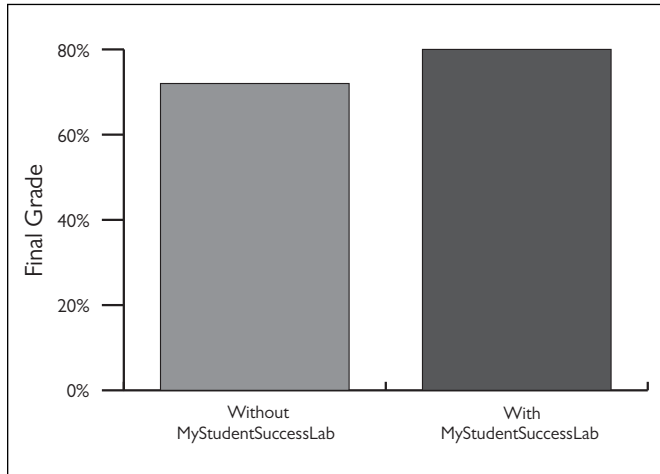


Figure 1. Completion rates with (fall 2012, $n = 233$) and without MyStudentSuccessLab (fall 2013, $n = 187$)

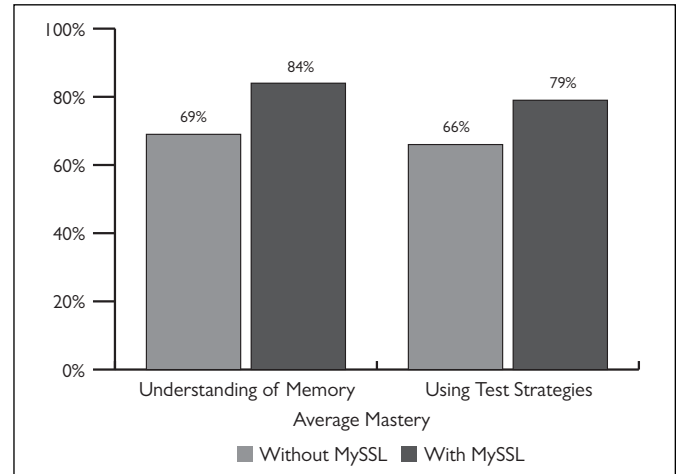


Figure 2. Average course objective mastery without (fall 2012, $n = 233$) and with MyStudentSuccessLab (fall 2013, $n = 187$)

Results and data

- Average completion rates increased from 71 percent in my Fall 2012 sections without MyStudentSuccessLab to 80 percent in my Fall 2013 sections with MyStudentSuccessLab.
- The data analysis tools in MyStudentSuccessLab allow me to easily gather student data to measure learning outcomes and improvement. For example, I was pleased to see students’ increased success in mastering key course topics like Memory (from 69 to 84 percent successful outcomes) and Using Test Strategies (66 to 79 percent successful outcomes.)
- MyStudentSuccessLab indirectly helped my students’ average scores in essay writing jump significantly from 44 to 68 percent. I attribute this to having more in-class time to cover the components of essay writing because MyStudentSuccessLab allows students to master basic study concepts on their own. This allows me more time to offer direct support in students’ particular areas of need.

Conclusion

I was motivated to implement MyStudentSuccessLab after seeing a presentation by instructors who redesigned their course with MyStudentSuccessLab and documented positive results. MyStudentSuccessLab allows me to create a more dynamic, technology-driven environment for my students both in person and online—and allows me to focus on the students’ areas of need.

To continue improving learning outcomes, I realize that faculty training is very important, so I offered two 3-hour staff-training sessions this past summer to show colleagues what MyStudentSuccessLab has to offer and how the program works. About half of the instructors teaching College Study Methods have taken my lead and now fully integrate MyStudentSuccessLab into their course sections.

Next term, I plan to build a master course and require additional elements from the MyLab. I also intend to analyze my Pre-and Post-Course Assessment data to make some data-driven decisions about expanded use of MyStudentSuccessLab.

School Name Pulaski Technical College, North Little Rock, AR

Course Name College Seminar

Course Format On-ground

Key Results When students did not show significant improvement on questions tied to specific learning objectives in the post-course assessment, two modules in MyStudentSuccessLab were assigned in full: Goal Setting and Learning Preferences. Post-Test scores on these two modules have increased as a result.

Submitted by
Amy Baldwin, Chair of College Studies, and Ann Fellingner,
Instructor of College Studies

Course materials
The First-Generation College Experience by Baldwin with
MyStudentSuccessLab

College Seminar is required for all first-time-entering, degree-seeking students. Pulaski Technical College students comprise a diverse population:

- 78 percent of students at Pulaski Technical College are first-generation college students.
- 80 percent are required to enroll in developmental math courses.
- The average student is 28 years of age.
- 70 percent of our students eventually transfer to universities.

Because of this diverse audience, we need to ensure a consistent curriculum across 60 sections and 20 instructors. We must also ensure that students make steady progress toward the key course objectives. In the past, each section was taught differently, and assessment data could not be effectively gathered to inform instruction.

We adopted MyStudentSuccessLab because it offers rich content modules that correspond to key topics in our course. Also, we hoped to use its Item Analysis function within the Gradebook to help us regularly evaluate students' progress and to modify our teaching accordingly.

Implementation

In the first semester we implemented MyStudentSuccessLab, we ambitiously assigned all of its modules and components. At the end of that semester, we found that students weren't showing significant improvement on the post-course assessment. Our initial implementation lacked a clear correlation of assigned

MyStudentSuccessLab material to our key course objectives, so we crafted a plan to use MyStudentSuccessLab in a more personalized and focused way.

The content, learning modules, and assets in MyStudentSuccessLab are easily customized to create exactly the course desired. Therefore, we modified our pre-course assessment, adjusting it to a length and reading level appropriate to our students. We determined that two of our course's most important topics were Goal-Setting and Learning Preferences, so we made the MyStudentSuccessLab modules on those topics a required part of our syllabus. We standardized the syllabus across all sections and agreed that MyStudentSuccessLab's assessments would be required and count toward students' grades. Last, we made a concerted effort to thoroughly train faculty to teach with MyStudentSuccessLab.

Every instructor now requires the students to complete the pre-course assessment, the assigned module Pre- and Post-Tests, and everyone uses the post-course assessment as the final exam. From there, instructors have the academic freedom to teach other topics based on the needs of their individual classes. This approach creates a consistent instructional baseline but still allows flexibility across sections.

“With proper training and more experience in assigning MyStudentSuccessLab, instructors are more comfortable using the technology and have gained a greater understanding of how to use assessment data to inform and adapt instruction so we better serve every student's needs.”

“We use the Gradebook’s Item Analysis function on a weekly basis to make data-driven instructional decisions.”

Assessment

2.5 percent	MyStudentSuccessLab pre-course assessment
20 percent	MyStudentSuccessLab Post-Tests (top 10)
10 percent	MyStudentSuccessLab module activities (top 10)
7.5 percent	Mission statement and goal setting assignment
15 percent	In-class activities, quizzes, tests, and homework (15)
2.5 percent	Information literacy library assignment
2.5 percent	Financial aid assignment
10 percent	Degree plan/schedule assignment
10 percent	KUDER assessments and profile assignment
10 percent	Scholarship essay and application assignment
10 percent	MyStudentSuccessLab post-course assessment/final exam

Benefits

We use the Gradebook’s Item Analysis function on a weekly basis to make data-driven instructional decisions. The pre- and post-course assessments give us a broad snapshot of students’ strengths and weaknesses, and the module Pre-Test data shows what students do and do not do well on, both individually and as a whole class. We share this information with students to target classroom instruction and to involve them in making steady progress toward our course objectives. Item Analysis helps us tailor instruction to students’ needs and, as a result, we have seen a significant improvement in students’ Post-Test scores.

Results and data

After looking at several semesters of assessment data, we noticed that students weren’t showing adequate improvement from the pre- to post-course assessment in goal setting and learning preferences, two critically important course objectives. As an experiment, we decided to assign the entire two modules tied to these objectives to see if we could move the needle on student learning. We are thrilled to see that by assigning the complete modules, student scores are improving on the module post-tests.

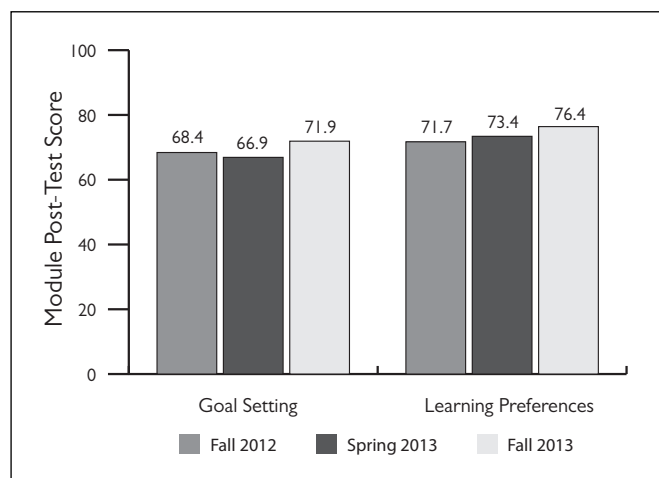


Figure 1. Goal Setting and Learning Preferences Module Post-Test Mean Scores Fall 2012-Fall 2013 (Fall 2012 n=660; Spring 2013 n=295; Fall 2013 n=672)

The student experience

Students have three chances to take each module post-test, and many students use this opportunity to improve their score. They get excited about mastering the modules and showing evidence that they are learning.

Conclusion

The 2012/2013 academic year has seen a better integration of MyStudentSuccessLab. With proper training and more experience in assigning MyStudentSuccessLab, instructors are more comfortable using the technology and have gained a greater understanding of how to use assessment data to inform and adapt instruction so we better serve every student’s needs. Every semester, we pull assessment data from MyStudentSuccessLab to redesign the course so it will lead to an even more effective learning experience. Since we have been using MyStudentSuccessLab for two years, we now have a consistent baseline of data that can be used to detect common areas of need and patterns of improvement. MyStudentSuccessLab is definitely helping us meet our learning objectives for the College Seminar course.

School Name Mesa Community College, Phoenix, AZ
Course Name U. S. History to 1865
Format Online

Key Results CourseConnect delivers a consistent learning experience for all online students. Student engagement, concept mastery, critical thinking, and persuasive communications—measured by the quality of students’ discussion posts—increased with CourseConnect.

Submitted by
Steven Lurenz, Associate Professor

Course materials
CourseConnect American History I

We have a diverse student population at Mesa: 18 year-old high school graduates, single parents returning to finish their degrees, full-time workers preparing for career changes. Online education enables us to meet the needs of all of these learners. The flexibility of online learning allows students to fit classes into their busy schedules—to simultaneously work, raise their families, and meet their educational goals and aspirations.

“CourseConnect supports diverse learning styles—the Study Guide deserves a special mention for its ease of use and effectiveness.”

The history department at Mesa Community College adopted CourseConnect to bring consistency and quality to our online course offerings. With CourseConnect delivering a uniform curriculum and award-winning learning experience to all online students, individual instructors are free to customize their courses according to their preferences and areas of specialization. Beginning in fall 2013, we are taking our CourseConnect integration to the next level with the offering of 100-percent-online degrees.

“In an online class, I strive to foster a learning community. The CourseConnect discussion forum is where we come together with a common goal and sense of belonging; we’re there to learn together.”

Implementation

CourseConnect supports diverse learning styles. Its lesson presentations are vivid and dynamic, drawing students in immediately and keeping them engaged. The extensive and authoritative media assets make it easy for students to pursue the required research. CourseConnect’s Study Guide deserves a special mention for its ease of use and effectiveness. The Study Guide assesses students’ understanding of a given chapter and then offers a personalized, color-coded study plan; students don’t waste time reviewing concepts they’ve already mastered.

In addition, the discussion posts and other written assignments give students opportunities to wrestle with the historical evidence and demonstrate critical thinking in persuasive essays. Submitting all written work through CourseConnect makes it simple for students and easy for me, too.

“The competencies demonstrated in the following two discussion post excerpts are more reflective of success in my course than an A on an exam. These students grappled with historical evidence and thought deeply about what the evidence shows. They are personally experiencing what it means to ‘do history.’”

Results and data

In an online class, I strive to foster a learning community. The CourseConnect discussion forum is where we come together with a common goal and sense of belonging; we're there to learn together. Students are required to perform research and to demonstrate critical thinking in weekly discussion posts. With CourseConnect, I see my students diving into the research, pushing to embrace complex ideas, and stretching to persuasively express new thoughts. The competencies demonstrated in the following two discussion post excerpts are more reflective of success in my course than an A on an exam. These students grappled with historical evidence and thought deeply about what the evidence shows. They are personally experiencing what it means to “do history.”

Student discussion post excerpts on the topic “Causes of the U.S. Civil War”:

Student 1 discussion post:

Beginning in the early 1850s the animosity concerning slavery increased substantially. The country was expanding; we had acquired land by means of the Louisiana Purchase and with the determination of Manifest Destiny were preparing to settle the land from coast to coast. Conflicts over whether to allow slavery into the new territories were growing. The Compromise of 1850 and the subsequent Fugitive Slave Act intensified the hostility between the north and south. By not allowing slavery into the newly established states, the south feared a partisan majority in Congress would emerge and representatives from the Free states along with abolitionists in the north would vote to abolish slavery altogether. The election of slavery foe Abraham Lincoln and the knowledge that he would not work to protect slavery and the southern way was the final act; the south could no longer stand by and allow their states' rights, standard of living, and economic future to erode.

Student 2 discussion post:

There may have been a double reason for the abolition movement in the north; I don't doubt that it was in part for humanitarian reasons, but racial equality was not a factor. The north had to know the crippling effect the removal of slaves would have on the southern economy. I think that since so few in the south owned slaves, the issue of states' rights was a very strong factor. Again, the south didn't want politicians in the north telling them what they could or couldn't do. Expansion in the country only served to heighten these

fears. The country was changing, and the south was working hard to hold on to their genteel southern ways. Abolition was tricky; it was a very violent movement and didn't have full support of everyone in the north. As Prof. Lurenz points out, there was no plan for what would become of all the freed slaves. The north viewed them with the same emotions as it did the Native Americans: not equal and not welcome. The north was then showing discrimination against the Catholic Irish immigrants and would probably not have embraced an influx of freed slaves into their cities and towns. I wonder if, given a chance, Lincoln would have been able to reach a compromise with the south. He was not a supporter of slavery, but he also didn't feel Congress had the power to override the issue. If new states had been allowed to make decisions on whether or not to allow slavery, a balance may have occurred. But the south was not willing to take this chance; they had more confidence in maintaining their way of life by secession than in following the new President-elect Lincoln.

The student experience

Student responses to end-of-semester survey questions:

100% Yes “Would you take another CourseConnect course?”

100% Yes “Would you recommend CourseConnect to a fellow student?”

Conclusion

I define student success as the ability to examine historical evidence critically and to then evaluate a specific period of history. With Course Connect, I see students developing strong critical thinking skills in our group discussion and coming to understand why events happened rather than just recalling a textbook definition of what that specific event was.

As an instructor, I measure the quality of online learning when I see my students successfully come together as a learning community and experience thinking like a historian. CourseConnect provides a rich, personalized, and connected learning experience. Even though we don't see each other face-to-face, we have a single shared purpose: to understand the events and flow of history.

School Name Hero's Academy, Benton, IL
Course Name Emergency Medical Technician
Format Blended

Key Results Since 2010, 100 percent of students using CourseConnect: EMS passed the Illinois State Emergency Medical Technician Licensing Exam on the first attempt, compared to the nationwide average pass rate of 68 percent.

Submitted by
Tom Stoudt, Paramedic and Instructor, Hero's Academy

Course materials
CourseConnect Virtual EMS Academy: EMT

An emergency medical professional with twenty years of experience, Tom Stoudt created Hero's Academy to help meet the growing need for qualified emergency medical technicians. Hero's Academy exists to provide emergency medicine students an education that is flexible, personalized, and affordable. Concluding that a traditional, on-ground, lecture-based approach could not offer the outcomes-based mastery essential for emergency medicine students, Stoudt created the first and only Illinois Department of Public Health approved online EMT-B training course using CourseConnect: EMS.

Stoudt's online EMT training course prepares students to:

- Pass the Illinois State Emergency Medical Technician (EMT) Licensing Exam the first time
- Pass the National Registry EMT Exam (NREMT)
- Respond capably to real life situations encountered as an EMT
- Succeed in an emergency medicine career

"Working in the field with new EMTs, I saw that the traditional classroom lecture method of teaching did not meet students' needs. Students simply were not acquiring the skills needed to perform the critical functions of emergency medicine. Many EMS students are transitioning from existing careers; they need a course that is flexible, personalized, and that exploits all of the technologies EMTs will use on the job. CourseConnect enables me to deliver an education to students where and when they are able to learn. Students work at their own pace and fit their studies around job and family responsibilities."

"My course is learner-centered and outcome-based. CourseConnect provides an ideal foundation because every element is designed to empower students to achieve mastery. Students are able to learn at their own pace, on their own schedule, and in the style that works most effectively for them. We are not constrained by the artificial limits of a specific classroom or a limited calendar. Students take charge of their learning and of their career goals."

"CourseConnect enables students to work at their own pace and to fit their studies around a full-time job and family responsibilities."

Implementation

"CourseConnect is the entire foundation of my course. The CourseConnect approach is ideal for self-paced learning. For each lesson, students read the textbook chapter, view the online Lesson Presentation, participate in the Discussion Forums, complete the Assignments, test their understanding with the Quizzes, review the chapter PowerPoints, and then complete the Chapter Test. At every point in the lesson sequence, students receive feedback about their progress. When students participate fully, they develop a rock-solid mastery of the concepts and techniques they need to succeed."

“Since adopting CourseConnect, 100 percent of my students have passed the state EMT licensing exam. By contrast, the nationwide average pass rate is just 68 percent.”

Benefits

“The CourseConnect videos help students acquire skills so effectively. A textbook can show photos in a sequence. But until you’ve seen, for example, an airway placed in a patient, it’s very hard to explain the skill. With CourseConnect, students can watch the video as many times as they need until they feel comfortable with the procedure. When students come to class after seeing the video, they are already familiar with the procedure. I find that I only need to demonstrate the skill once. Students have done the essential learning with CourseConnect and are ready to demonstrate mastery. I can test students on that particular skill and then move on in the curriculum.”

“My course is learner-centered and outcome-based. CourseConnect provides an ideal foundation because every element is designed to empower students to achieve mastery.”

Results and data

Students using CourseConnect in Tom Stoudt’s blended (on-ground and online) classes performed significantly better than students in Illinois and nationwide who did not use CourseConnect. Among students using CourseConnect, 100 percent passed the Illinois statewide EMT licensing exam compared with a nationwide average 68 percent.

“Students typically score significantly lower on my tests than they do on the state exam. I construct my tests to rigorously probe students’ understanding. I want my students to have the skills and knowledge to face any situation capably and calmly. As an EMT for more than twenty years, I feel there is no such thing as overpreparing in emergency medicine.”

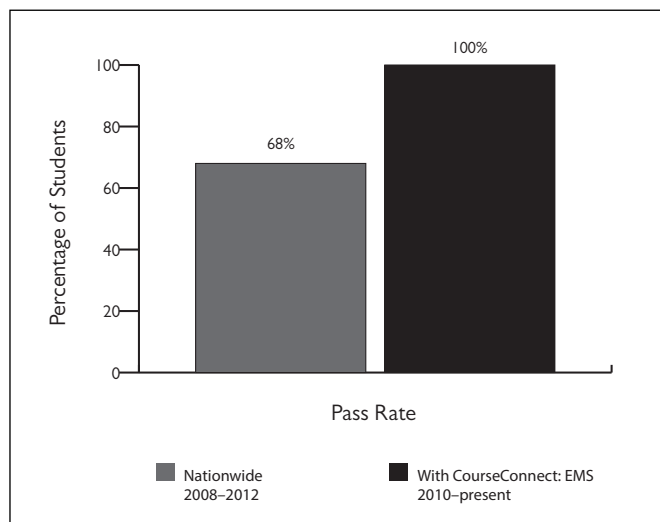


Figure 1. EMT Licensing Exam Pass Rates: Nationwide and Hero's Academy Using CourseConnect: EMS, 2008-Present

Conclusion

“CourseConnect has proven to be the ideal learning solution for my students and instructors. As a leader in the emergency medicine field, I’m proud to deliver highly competent, trained EMTs to meet the growing need for such professionals. CourseConnect is definitely the foundation of that success.”

School Name Tallahassee Community College, Tallahassee, FL

Course Name Freshman Composition

Course Format Online, On-ground

Key Results Success rates in courses across the curriculum jumped from 61 percent to 83 percent for students who used Smarthinking 2 or more times.

Submitted by

Sally Search, Vice President for Student Affairs

Barbara Sloan, Provost and Vice President for Academic Affairs

Course materials

Smarthinking

In 2002, Tallahassee Community College received a grant from the prestigious Pew Program in Course Redesign to use technology to reduce course cost and enhance quality. The College elected to redesign College Composition, a required course for all degree-seeking students with pass rates of less than 60 percent annually. At the same time, we recognized a gap between demand for tutoring services and our capacity to deliver those services in both online and on-ground courses. We chose Smarthinking's Online Writing Lab to help us address both of these challenges.

Implementation

We made Smarthinking a required component of our Freshman Composition course to take advantage of two of its significant components: Writing Practice, which offers immediate, automatic feedback on student essays; and The Writing Center, which provides 24/7 interpersonal assistance on writing tasks like the presentation of ideas, organization, and grammar from trained online tutors.

Benefits

Smarthinking allows our students to get immediate, computer-based feedback from the Knowledge Analysis Technologies-powered Writing Practice or personal help on a specific piece of writing from an expert writing tutor. Both of these services provide timely help on drafting and revision, and the Smarthinking intervention motivates students to take ownership for improving their writing.

Results and data

As we hoped, Smarthinking helped us meet our goals to reduce course costs while increasing writing fluency and pass rates. The pilot's success enabled us to secure funding to expand the use of Smarthinking, which is now required in many of our writing courses, from Developmental English to Argument and Persuasion. Smarthinking is also a vital component of Tallahassee Community College's Learning Commons, a face-to-face and on-line tutoring center. Smarthinking benefits students in courses across the curriculum, including science courses like Health Education, Chemistry, and General Psychology, where faculty are less often available to provide feedback and coaching on student writing.

Our data clearly show that students who elect two or more Smarthinking sessions experience a much higher level of success in a broad variety of courses. In fact, in eight courses across the curriculum (Health Education, Chemistry, American Experience, Argument & Persuasion, Humanities, Freshman Composition, Developmental English, and General Psychology), students' average passing rate increased from 61 percent with zero Smarthinking sessions to 83 percent for two or more Smarthinking sessions.

"In eight courses across the curriculum (Health Education, Chemistry, American Experience, Argument & Persuasion, Humanities, Freshman Composition, Developmental English, and General Psychology), students' average passing rate increased from 61 percent with zero Smarthinking sessions to 83 percent for two or more Smarthinking sessions."

“Smarthinking offers students first quality online feedback and support. It complements our campus resources and extends our ability to support student learning from developmental studies through college-level courses. Students get help at the moment they need it—not just when the Learning Commons is open to provide it.”

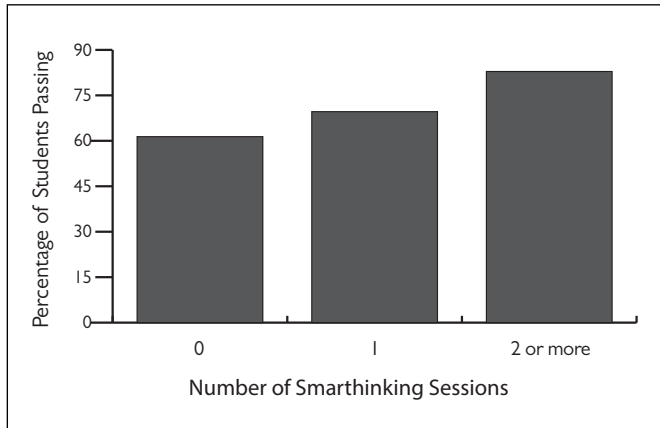


Figure 1. Average pass rate by number of Smarthinking sessions in eight courses across the curriculum spring 2011

Conclusion

Smarthinking offers students high-quality online feedback and support. It complements our campus resources and extends our ability to support student learning from developmental studies through college-level courses. Students get help at the moment they need it—not just when the Learning Commons is open to provide it.

School Name Volunteer State Community College, Gallatin, TN

Course Name Writing-intensive courses

Course Format Online, On-ground

Key Results Students using Smarthinking's Online Writing Lab were 8 times more likely to successfully complete their courses.

Submitted by

Jim Hiatt, Vice President for Academic Affairs, Emeritus

Course Materials

Smarthinking

Volunteer State Community College is one of the 13 community colleges in the State of Tennessee. Serving over 12,350 students, our college has a diverse student population, with a significant number of first-generation college students. Over 50 percent of our incoming students test into Learning Support courses in math, writing, and reading. With new state rules basing funding on student outcomes, we recognized that we need more rapid improvement in student success. After researching a number of student support services, we entered into a partnership with Smarthinking to help improve course completion and student achievement.

Implementation

In Spring 2010, Volunteer State Community College began a pilot program, offering Smarthinking to students in selected courses. Control groups were also selected to help measure the impact of Smarthinking's online tutoring. Faculty decided to continue the pilot in Fall 2010, but we narrowed the study to only those courses with a writing component. Students were required to submit specific writing assignments to Smarthinking's Online Writing Lab. Control sections were again used for comparison.

“Results of the Fall 2010 pilot showed that Smarthinking users were 8 times more likely to successfully complete their courses than nonusers.”

“Smarthinking has proven to be a valuable addition to our student support services. The documented increase in course success by students using the Online Writing Lab demonstrates that this program makes a positive impact on student achievement and is a valuable investment of resources.”

Results and data

Results of the Fall 2010 pilot showed that Smarthinking users were 8 times more likely to successfully complete their courses than nonusers. Further, user surveys showed that faculty and students valued Smarthinking and found it helpful. Our research into Smarthinking continued into the Spring 2011 semester with Smarthinking now available 24/7 to all students.

In a survey measuring students' satisfaction with Smarthinking:

- 94 percent said Smarthinking's Online Writing Lab was very easy or easy to use
- 88 percent said Smarthinking was helpful

Conclusion

Volunteer State Community College will continue to offer Smarthinking to all students. It has proven to be a valuable addition to our student support services. The documented increase in course success by students using the Online Writing Lab demonstrates that this program makes a positive impact on student achievement and is a valuable investment of resources. Smarthinking clearly increases students' academic success.

Best Practices: 10 steps to success with your learning technology implementation

The institutions included in this report did more than simply add a new learning technology to their curricula. How they integrated Pearson's MyLab and other digital solutions significantly contributed to their positive results. Below you'll find ten recommended best practices that will help you achieve your goals.

1. Identify the problems you want to solve. In examining the most successful learning technology implementations, one common thread emerges: those schools that achieve success know precisely what they want to accomplish. They establish clear educational goals at the outset and then specifically design their implementations to achieve them.

2. Choose the learning technology, text, and method of delivery that best fit your goals. Assign the specific features that will help you achieve your intended outcomes.

3. Determine how you will measure success. What are the quantifiable goals you want to achieve? Pertinent metrics might include increased placement exam scores, accelerated progress through developmental courses, readiness for credit-level courses, improved retention rates, success in subsequent courses, successful transfer or graduation.

4. Get everyone—and keep everyone—on the same page. Communicate your goals clearly to colleagues, students, and administrators. Train all full-time instructors, part-time instructors, adjuncts, tutors, and other key players—and create opportunities for ongoing training. Pearson offers on-demand, interactive product and implementation training.

5. Start small. Integrate a new learning technology at a pace that feels comfortable. Start with requiring homework (for example, chapter exams, study plans, or writing assignments). When you're ready, add more assignments and activities.

6. Position students for success. Students tend to skip optional assignments. Experienced learning technology users recommend that you require the technology as a significant part of students' overall course grade. Clearly communicate course expectations to students. Finally, conduct a "Getting Started" orientation on the first day of class to show students how to access course content and assignments.

7. Connect and engage with students. Educators implementing MyLabs and other digital solutions are unanimous about the importance of engaging proactively with students inside and outside class—even before students ask questions. Consider sending weekly emails communicating kudos for those doing well and offering support and intervention to those who need assistance.

8. Employ personalized learning. The most successful learning solutions include personalization and immediate feedback that engage students in active learning and enhance and inform assessment. Students using Pearson learning technologies complete assessments at their own speed and, via diagnostics performed as they progress, follow a personalized learning path that both targets the exact skills they need to work on and delivers the right material they need to master the requisite skills.

9. Conduct frequent assessments. Assessments measure student learning and provide timely feedback. MyLabs and other digital solutions enable you to exponentially increase the power of assessment by increasing the number of assessments, thereby offering students an immediate measure of their mastery and providing you with earlier, more frequent opportunities to intervene before a student falls too far behind.

10. Track learning gains. What you don't track you can't measure. And what you haven't measured you can't prove has actually happened in your course. Educators who consistently track and measure learning gains are able to make informed decisions about course transformations, redesigns, or programmatic shifts and can offer evidence of institutional effectiveness, meet accreditation standards, track quality-enhancement plans, and fulfill grant requirements.

Conclusion

College and career readiness is the central issue in education today. The institutions profiled in this report offer diverse models for transformation. We salute these partners for embracing change and driving measurable improvement around college readiness, achievement, completion, and readiness for gainful work and career. We are gathering and sharing many more of these blueprints for success at pearsonmylabandmastering.com/results.

We want to continue the conversation. Together, we can implement robust college and career readiness solutions that promote access, affordability, and achievement for learners everywhere.

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MyFoundationsLab for Integrated Reading and Writing

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MyFoundationsLab for Student Success

Designed for orientation and student success programs that seek to identify and fill students' academic gaps and build critical personal and professional soft skills for ongoing postsecondary success

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