



Case Study

Enhancing Developmental Education

Mississippi Institutions of Higher Learning Jackson, Mississippi

Target Students: Incoming First-Year
College Students

Pilot Duration: 9 Weeks

Implementation Model:
Academic Support Lab

Executive Summary

Mississippi Institutions of Higher Learning used ACCUPLACER®//MyFoundationsLab® in an academic support lab during nine weeks of their Summer Developmental Program. At the conclusion of the program, posttests indicated that all subjects had increased scores, with Elementary Algebra having an impressive 17.01 point gain.

Implementation Details

As part of their Summer Developmental Program, eight institutions in the Mississippi Institutions of Higher Learning university system implemented ACCUPLACER//MyFoundationsLab during the summer of 2012. Students were identified as potential candidates via multiple measures including ACCUPLACER scores on Elementary Algebra, Reading Comprehension, and Sentence Skills as well ACT scores, high school GPAs, and other data. These students were required to take 12 hours of developmental course work including reading, writing, mathematics, and an academic support lab. After enrollment, students were assessed with ACCUPLACER diagnostics and then began working on learning paths in MyFoundationsLab. At the conclusion of the semester, students were posttested again with ACCUPLACER. A cohort of 300 students completed the entire semester, as well as all the required assessments. Results indicate that in each area students showed gains from pretest to posttest. The largest overall gain of 17.01 points was evident in Elementary Algebra, with seven of the eight campuses showing improved average scores.

Average Score Gains	Pretest	Posttest	Gain
Elementary Algebra	39.82	56.83	17.01
Reading Comprehension	50.68	53.11	2.43
Sentence Skills	64.43	70.19	5.76

Table: Study with ACCUPLACER//MyFoundationsLab produced statistically significant average score gains from pretesting to posttesting with ACCUPLACER placement tests.

“ACCUPLACER//MyFoundationsLab provided the students and staff with an in-depth analysis of the students’ strengths and weaknesses. The program allowed the students to be introduced to different subject topics and provided them with the necessary knowledge to be able to comprehend. After the diagnostic, many students were astounded at their weaknesses and strengths. This microscope allowed some of the teachers to focus on certain areas and not just the overall subject.”

— Comment from anonymous faculty survey

Lessons Learned

- Individualized learning provided by ACCUPLACER//MyFoundationsLab combined with instructor-led, classroom instruction can produce significant gains in student placement scores.

Implementation Model

- Independent Study
- Independent Study with Guidance
- Lab Class
- Blended Instruction

Measure of Success

- Improvement in Scores
- Improvement in Placement Levels
- Improvement in Proficiency Levels
- Performance in Subsequent Courses

Location

- Urban
- Suburban
- Rural
- Online

Implementation Model

Lab Class

This instructional model allows students to work on their own on the ACCUPLACER//MyFoundationsLab online intervention curricula while receiving ongoing guidance and monitoring from a teacher/ instructor. Access to technology is provided on a regular basis as part of a scheduled class or a required lab outside of class.

Measure of Success

Improvement in Scores

Pilot program sites were able to report average score gains for their cohort of students by comparing students' scores from pre- to post-assessment. In addition, they were able to compare score gains in each of the five domains on each diagnostic test.

13b-8539

© 2013 The College Board, ACCUPLACER, and the acorn logo are registered trademarks of the College Board. Visit the College Board on the Web: www.collegeboard.org.

Copyright © 2013 Pearson Education, Inc. or its affiliate(s). All rights reserved.