



## Improving College Readiness

**University of Texas–San Antonio**  
**San Antonio, Texas**

**Target Students:** 12th-Graders

**Pilot Duration:** 16 Weeks

**Implementation Model:**  
Independent Study with Guidance

### Executive Summary

University of Texas–San Antonio (UTSA) provided the option to use ACCUPLACER®/MyFoundationsLab® for independent study for 12th-graders preparing for matriculation. Of students choosing to use it, 29.3 % tested into college-level courses at the conclusion of 16 weeks, making up for academic deficits they had compared to their peers who chose not to use ACCUPLACER®/MyFoundationsLab.

### Implementation Details

The University of Texas–San Antonio Office of P–20 Initiatives operates an outreach program known as UTSA Ready that is designed to enhance the college readiness of prospective students from the surrounding school districts of San Antonio, Northside, and Harlandale. The program provides assessment and academic preparation to participants to help reduce or eliminate the need for developmental course work upon matriculation at UTSA. As part of the program in spring of 2013, UTSA Ready piloted the use of ACCUPLACER®/MyFoundationsLab with a cohort of 40 students who used the curriculum via independent study with support and guidance from program coaches.

UTSA Ready initially tested a group of 119 students with ACCUPLACER Diagnostics with a total of 72 receiving intervention services and posttesting at the end of the school year. A cohort of 40 students chose to use MyFoundationsLab as a tool for independent study with guidance from program coaches. At the end of the school year, those students, along with 32 students who did not choose to use MyFoundationsLab, were posttested using the ACCUPLACER Elementary Algebra placement test. When comparing both groups, the

number of students meeting the score required by UTSA for placement at the college level (Elementary Algebra of 85 or higher) was comparable for both groups, despite the difference in pretest scores. Use of MyFoundationsLab was successful in helping students make up academic deficits in just 10 weeks of usage.

	<b>Domains Not Proficient on Pretesting</b>	<b>Average Number of Domains Proficient on Pretesting</b>	<b>Students Placing into Credit Level Math on EA Posttest</b>	<b>Average Post-test Score</b>
Students Using MFL	85.1%	1.5	29.3%	65.9
Students Not Using MFL	58.6%	4.1	48.3%	76.8
Entire Cohort	74.6%	2.5	36.1%	70.4
Students Using MFL	85.1%	1.5	29.3%	65.9

Students choosing to use ACCUPLACER//MyFoundationsLab began with larger academic deficits than students who opted out. By the end of 10 weeks of individual learning through MyFoundationsLab's online content, they were able to build their skills and perform almost as well as their peers on placement testing.

## Lessons Learned

- Use of instructional resources and strategies aligned to the domains measured by ACCUPLACER can produce a significant improvement in student placement.
- Independent study through ACCUPLACER//MyFoundationsLab monitored and guided by a teacher/instructor can make a significant difference to student achievement.

### 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

### Independent Study with Guidance

This instructional model allows students to work on their own in the ACCUPLACER//MyFoundationsLab online intervention curriculum while also receiving some monitoring and guidance from a teacher/instructor. There is no provision for dedicated class time or access to hardware; students must provide their own computer and manage their own learning with minimal support.

## 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.

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