MyFoundationsLab

School Name  Middlesex Community College & Meriden Board of Education, Meriden, CT
Program Name  Intensive College Transition Program – Adult Education Partnership
Program Format  Hybrid

Key Results  Students who completed ICTP needed an average 1.6 fewer developmental courses. Accuplacer and CASAS Pre- and Post-test results indicate consistent learning gains in math and English over six ICTP course starts 2012-2014. Specifically, 81 percent of students improved (and 40 percent tested college-ready) in arithmetic; 17 percent improved (and 18 percent tested college-ready) in algebra; 79 percent improved (and 29 percent tested college-ready) in reading; and 75 percent improved (and 34 percent tested college-ready) in sentence skills.

Program Manager
Fred Silbermann, Program Facilitator for Meriden Adult Education

Course materials
MyFoundationsLab

Setting
A partnership between Middlesex CC’s Meriden Center, Meriden Adult Education, and the Connecticut State Department of Education, Intensive College Transition Program (ICTP) is an intensive evening program for adult learners seeking higher education. ICTP helps students strengthen reading, writing, math, and study skills while offering personalized, wraparound advising services designed to identify and ameliorate students’ risks to persistence and success.

Challenges and goals
In 2011, the State of Connecticut enacted legislation to establish a college transition program 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 program aims to increase students’ readiness for college and to increase their likelihood of success once they get to college.

Fred Silbermann manages the program at Middlesex Community College / Meriden Adult Education and chose MyFoundationsLab as a personalized learning intervention to refresh and remediate students’ skills. In addition to MyFoundationsLab, the Intensive College Transition Program includes a suite of wraparound student services comprising advising, tutoring, mentoring and career preparation.

Program Manager Silbermann states, “Our students enter the ICTP with a wide variety of life and academic experiences. The average age is 33, and 60 percent of students are parents. Many have been away from school for a long time, and most possess significant skills gaps. On average, our adult learners assess at a 10th grade reading level and a 7th grade math level. Half of our students are ELL (English Language Learners.) However, our students are motivated and capable of succeeding in college. Our program is designed to help students transition toward a realization of their academic, career, and life goals.”

Implementation
Students dual-enroll in Meriden Adult Education and Middlesex Community College (MxCC). Faculty from MxCC teach in the program, with counseling provided by Meriden Adult Education staff. Students work in the lab for three-hour sessions two days per week, pursuing personalized math and English Learning Paths in MyFoundationsLab, and all take a 3-credit Freshman Seminar College Success course. Support clinics are offered three nights per week on ESL, Reading skills and math. Additionally, a 2-hour weekly discussion group offers mentoring support and career prep assistance. The support clinics are voluntary; about one-third of students attend the clinics regularly. Each 14-week ICTP session accepts a maximum of twenty students. Students who complete the ICTP and take the Accuplacer post-test are welcome to enroll in a free STEM course, Introduction to Computer Graphics.

MyFoundationsLab enables students to control their learning activity and to progress at the level at which they are most comfortable. Instructors monitor student progress via the MyFoundationsLab Gradebook, offer one-on-one instruction in specific skill areas as needed, and connect with students regularly to provide support and offer motivation.
“The ICTP intervention starts the moment the recruiter shakes the hand of a prospective student. The recruiter advises students about the program requirements and conducts a risk test to identify potential barriers to success. That analysis forms the basis of a personalized set of wraparound services aligned to each student’s individual risks, needs, strengths, weaknesses, and aspirations.”

—Fred Silbermann, Program Manager

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He continues, “Program staff intentionally model agency, persistence, and pro-social behaviors for students. We recognize and take seriously our responsibilities as role models for students. At the same time, we learn from our students every day. We understand that our students are change agents in their own lives and in the lives of their families and our community. It is our honor and our privilege to work with these adult learners.”

Results and data

![Arithmetic Pre-Test and Post-Test Scores](image1)

![Algebra Pre-Test and Post-Test Scores](image2)

![Reading Pre-Test and Post-Test Scores](image3)

![Sentence Skills Pre-Test and Post-Test Scores](image4)
“We understand that our students are change agents in their own lives and in the lives of their families and our community.”

—Fred Silbermann, Program Manager

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<th>Average Pre-Test Grade Equivalent</th>
<th># students w/ both pre- and post-test</th>
<th># students who improved</th>
<th>% students who improved</th>
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<th>Average post-test score</th>
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Table 1. CASAS (Comprehensive Adult Student Assessment Systems) Pre-test and Post-test scores in Math and Reading 2012-2014

- Results over three years and six course starts indicate consistent learning gains as measured by Accuplacer Pre-Tests and Post-Tests (as shown in Figures 1-4) and corroborated by CASAS Pre-Tests and Post-Tests (as shown in Table 1.)
- After completing the ICTP, students need an average of 1.6 fewer developmental classes, saving both time and money.
- Completion rates for the ICTP have increased from an average of 65 percent 2012-13 to an average 84 percent 2013-14.
- Of students who completed the program, 81 percent of students improved in arithmetic, 17 percent in algebra, 79 percent in reading, and 75 percent in sentence skills.
- Of students who completed the program, 40 percent of students tested college-ready in arithmetic, 18 percent in algebra, 29 percent in reading, and 34 percent in sentence skills.

The student experience

ICTP Students were asked, while in class, “How would you describe ICTP in one sentence?” Below are selected, un-edited comments from the spring 2015 class of sixteen students, women and men of various ages, and several foreign-born.

“ICTP staff has been very helpful, extremely knowledgeable, and makes learning fun.”

“ICTP has been extremely helpful, and I like how you can see your progress every class.”

“ICTP is my future.”

“ICTP has been a tremendous experience that has brought me closer to my goals. The English language is still an adventure which brings me every day new, wonderful vocabulary.”

“ICTP has been very helpful. I accomplished a lot, and I keep learning.”

“What I have learned, I love – reading, writing and improving my English.”

“ICTP is an awesome program and it can open many doors if you let it.”
Best practices
Reflecting on feedback received from participating students and instructors and on the results achieved, Program Manager Silbermann identified a number of best practices:

- ICTP uses a whole student approach that pairs academic skills remediation through MyFoundationsLab with intensive advising, tutoring, and mentoring services designed to meet each student’s individual needs.
- MyFoundationsLab enables students to take command of their learning with personalized Learning Paths, abundant feedback, frequent mastery checks, and a variety of resources for assistance when needed.
- Program staff recognize that everything counts in a short-term, intensive program like ICTP. The intervention does not take place solely in a classroom but begins the moment the recruiter greets the student and extends to every interaction with program staff.
- Students are valued as individuals, always addressed by name, and treated with respect and caring.

Silbermann notes, “In a focus group of our students convened by an official with the state of Connecticut evaluating our program, students reported that they perceived themselves as part of a family. That was gratifying for us to hear.”

Conclusion
Over three years, the Meriden/Middlesex ICTP program has delivered instruction and support services that prepare adult learners for success in college. Results achieved over six course starts pave the way for program expansion to enable more students to successfully transition to college.

“MyFoundationsLab: Middlesex Community College & Meriden Board of Education

“ICTP has been a tremendous experience that has brought me closer to my goals.”
—Student, Intensive College Transition Program

Implementation and results case studies share actual implementation practices and evaluate possible relationships between program implementation and student performance. The findings are not meant to imply causality or generalizability within or beyond these instances. Rather, they can begin to provide informed considerations for implementation and adaptation decisions in other user contexts. For this case study, mixed-methods designs were applied, and the data collected included qualitative data from interviews, quantitative program usage analytics, and performance data. Open-ended interviews were used to guide data collection.