

Redesigning College Readiness

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Mohawk College addresses the challenges of College Readiness by implementing a new program model designed to help students succeed and improve learning. This model is centered around MyFoundationsLab, a complete online mastery-based resource for assessing and remediating college- and career-readiness skills in reading, writing and mathematics.

Addressing Developmental Needs

- Almost half of Canadian adults (48 per cent) have low literacy skills, and more than four in ten Canadian adults cannot read, write, do arithmetic or solve problems at the level required to participate fully in today's economy.
- That means **12 million** people in this country are below the internationally accepted standard for coping in a modern society.
- Projections show that in actual numbers approximately 15 million adult Canadians by 2031 will have low literacy—a 25% increase from 30 years previous (2001).
- Canadian Council on Learning: "*Illiteracy Costs*" (2009), "*The Future of Literacy in Canada's Largest Cities*" (2010)

Remediation in post-secondary communications?

- Why should we include remediation in post-secondary communications?

“It is are ability to change our lives we will choose are own path in life and make are own decisions in life we choose who we hang out with and we can all make are own choices in what schooling we are going to take and what are courses are going to be.”

Real student essay example from April 2012

College-Focused Research

ASSESS

- Diagnose
- Place

TREAT

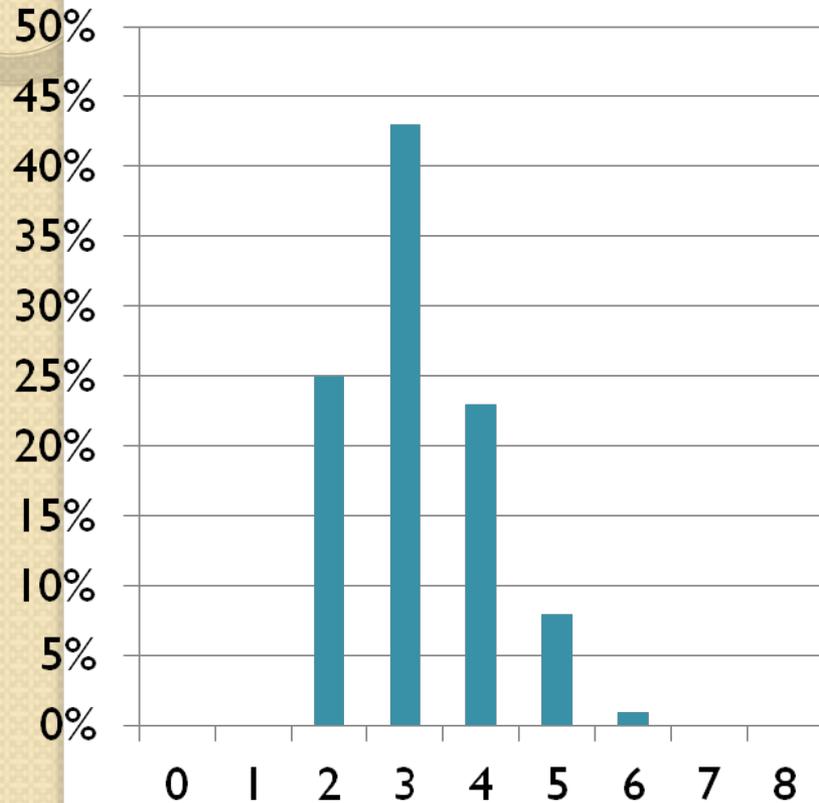
- Remedial Course

ADVANCE

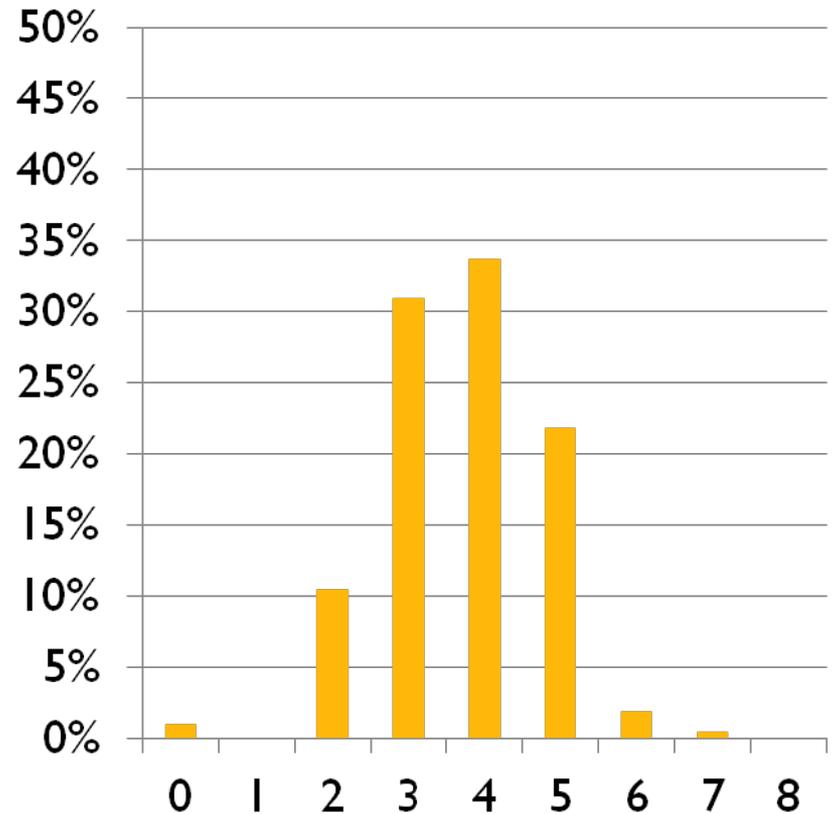
- Promote, succeed and increase retention

Pretest/Post-test comparison

Pretest scores

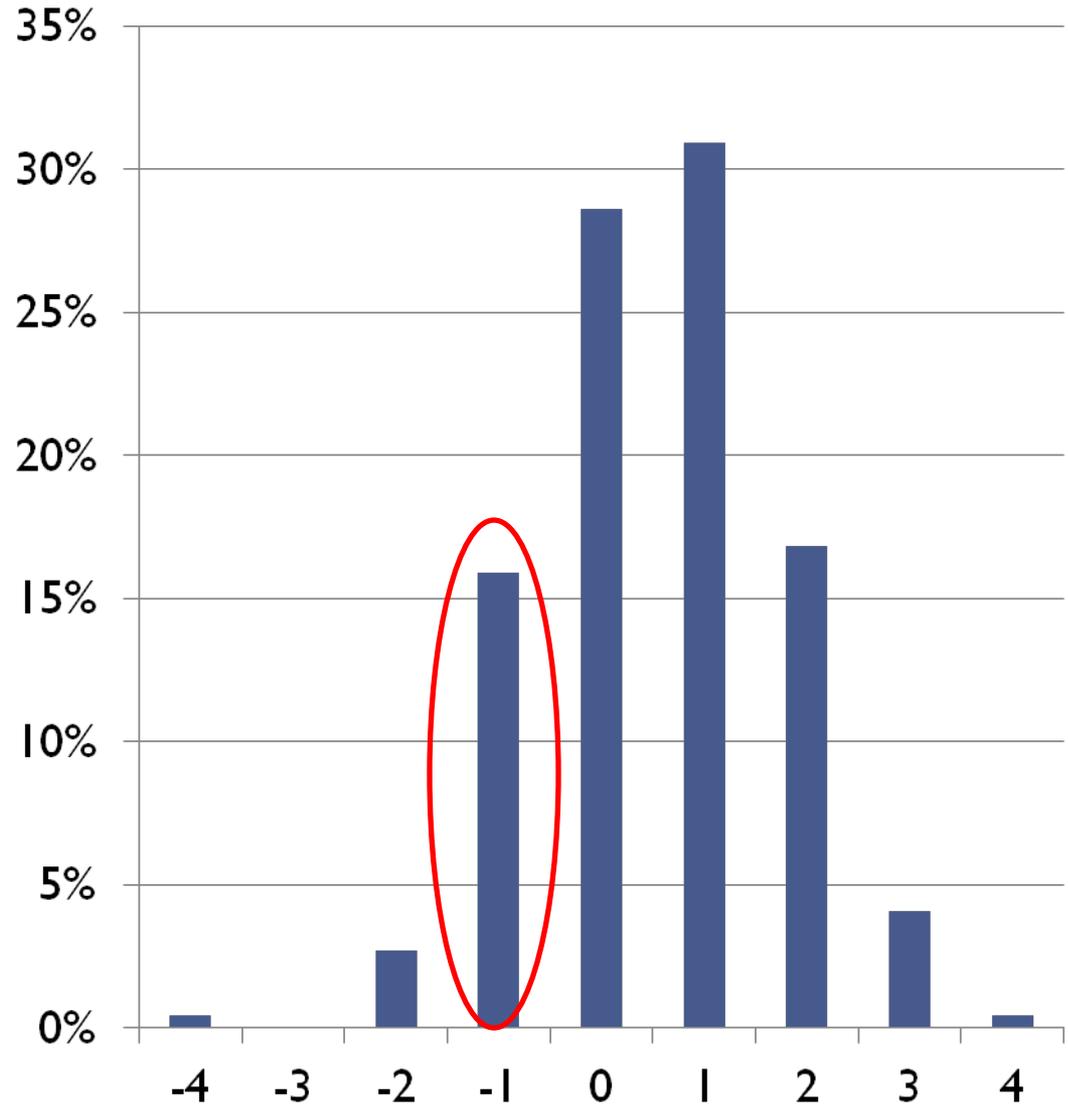


Post-test Scores



Differences between pretest and post-test

- Looking at the difference between pretest and post-test scores:
- 29% of students scored the same
- 52% of students scored at least one point higher on the post-test
- 19% of students scored at least one point lower on the post-test.



MyFoundationsLab

MyFoundationsLab is a complete online mastery-based resource for assessing and remediating college and career-readiness skills in reading, writing and mathematics.

The logo for MyFoundationsLab, with "My" in orange, "Foundations" in grey, and "Lab" in orange.

MyFoundationsLab

Math:

Whole Numbers to Analytic Trigonometry

Reading:

4th to 12 Grade+ Reading Exercises,
Diagnostics

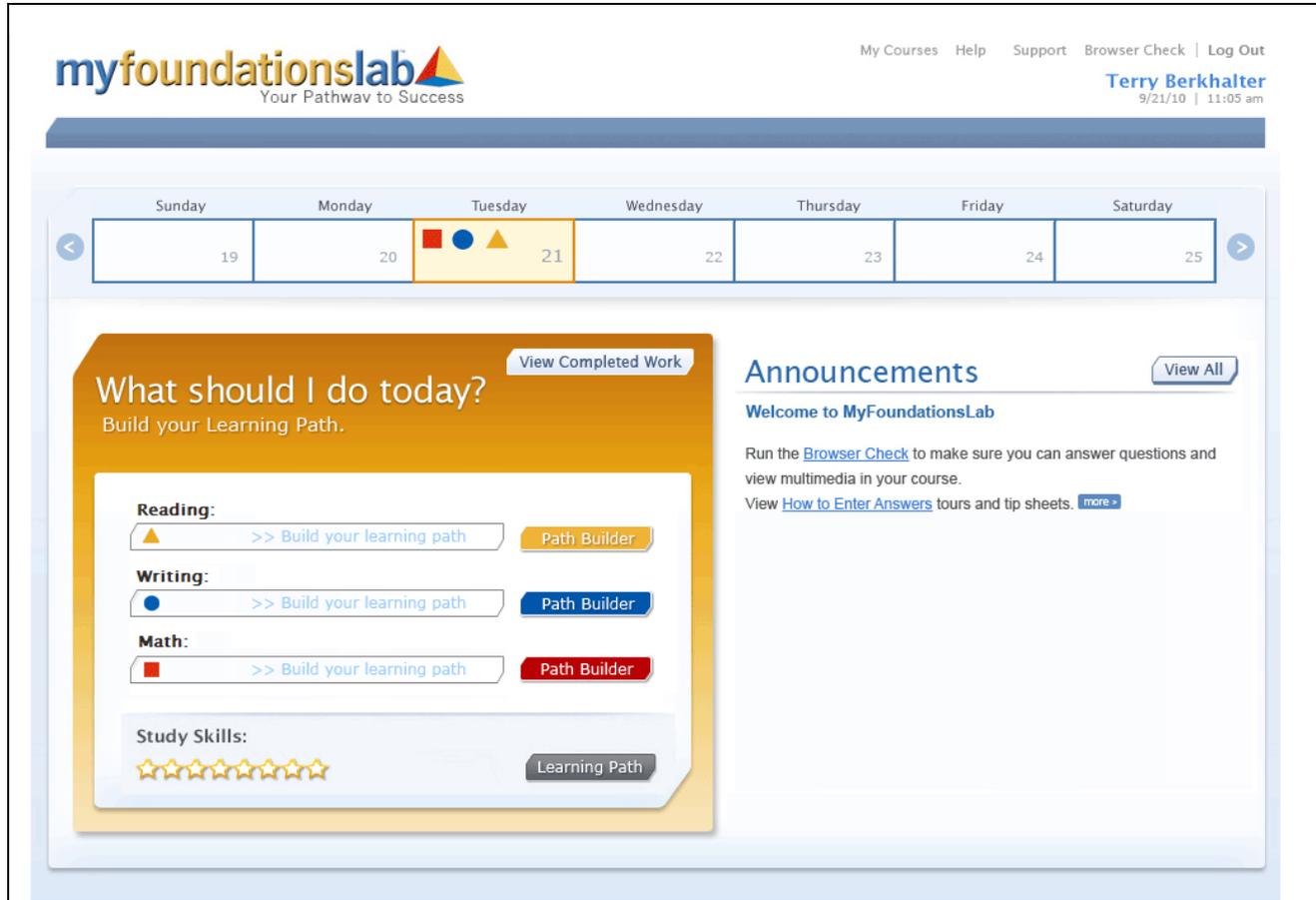
Writing:

Parts of Speech to Thesis Development

MyFoundationsLab

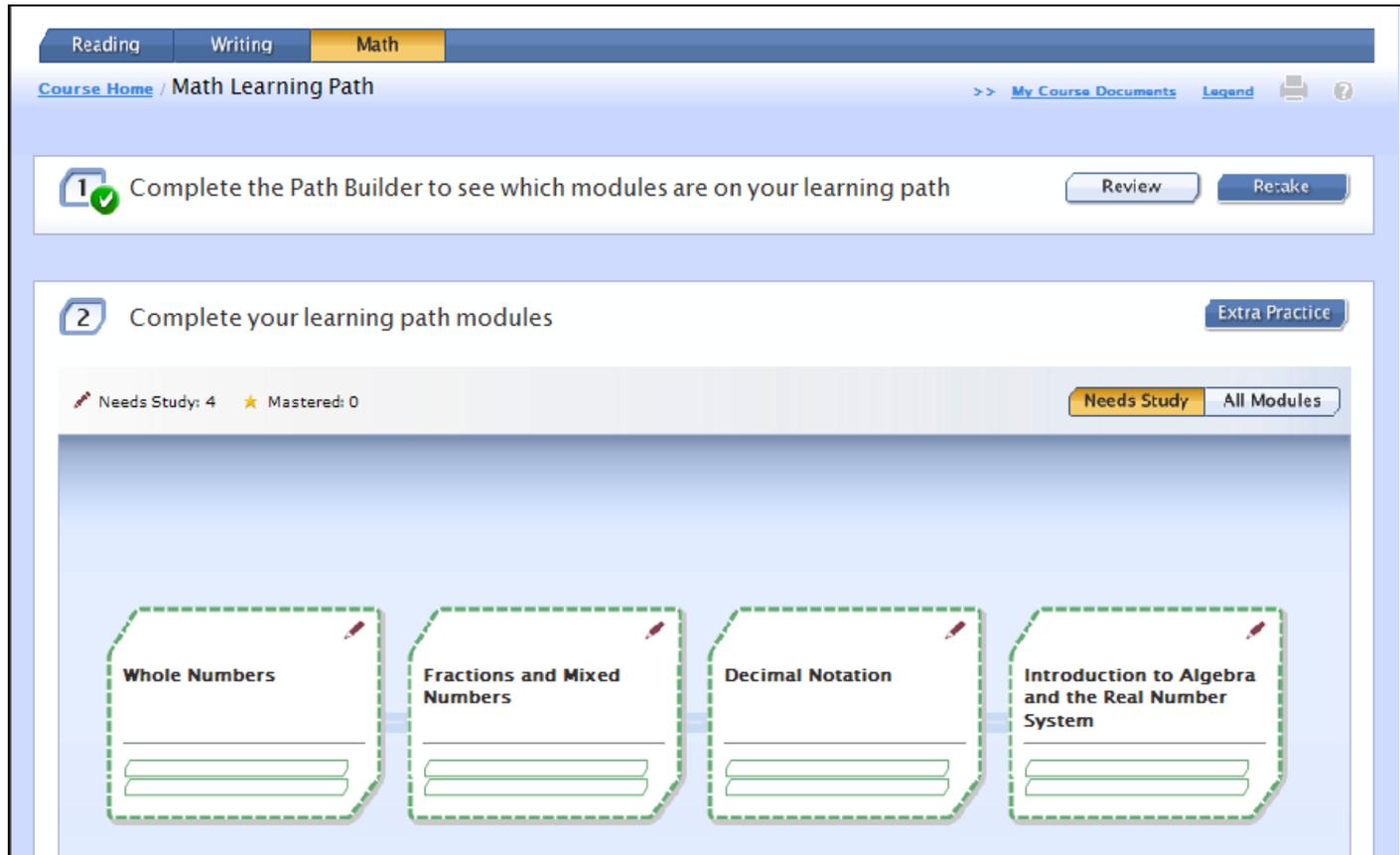
How it works:

- Diagnostic **self-assessments** (Path Builder) identify specific areas of strength and weakness.
- Students receive an **Individualized Learning Path** for each content area.
- Students work through proven tutorials, instruction & practice exercises at their own pace until “**mastery**” is achieved.



The screenshot shows the MyFoundationsLab interface. At the top left is the logo "myfoundationslab" with the tagline "Your Pathway to Success". To the right are navigation links: "My Courses", "Help", "Support", "Browser Check", and "Log Out". The user's name "Terry Berkhalter" and the date/time "9/21/10 | 11:05 am" are displayed. Below this is a calendar navigation bar showing days from Sunday to Saturday, with the 21st of the month highlighted. The main content area is divided into two sections. The left section, titled "What should I do today?", contains a "View Completed Work" button and a list of tasks: "Reading:" with a yellow triangle icon and a "Path Builder" button; "Writing:" with a blue circle icon and a "Path Builder" button; "Math:" with a red square icon and a "Path Builder" button; and "Study Skills:" with a row of ten yellow stars and a "Learning Path" button. The right section, titled "Announcements", has a "View All" button and contains a welcome message: "Welcome to MyFoundationsLab" followed by instructions to run a "Browser Check" and view "How to Enter Answers" tours and tip sheets.

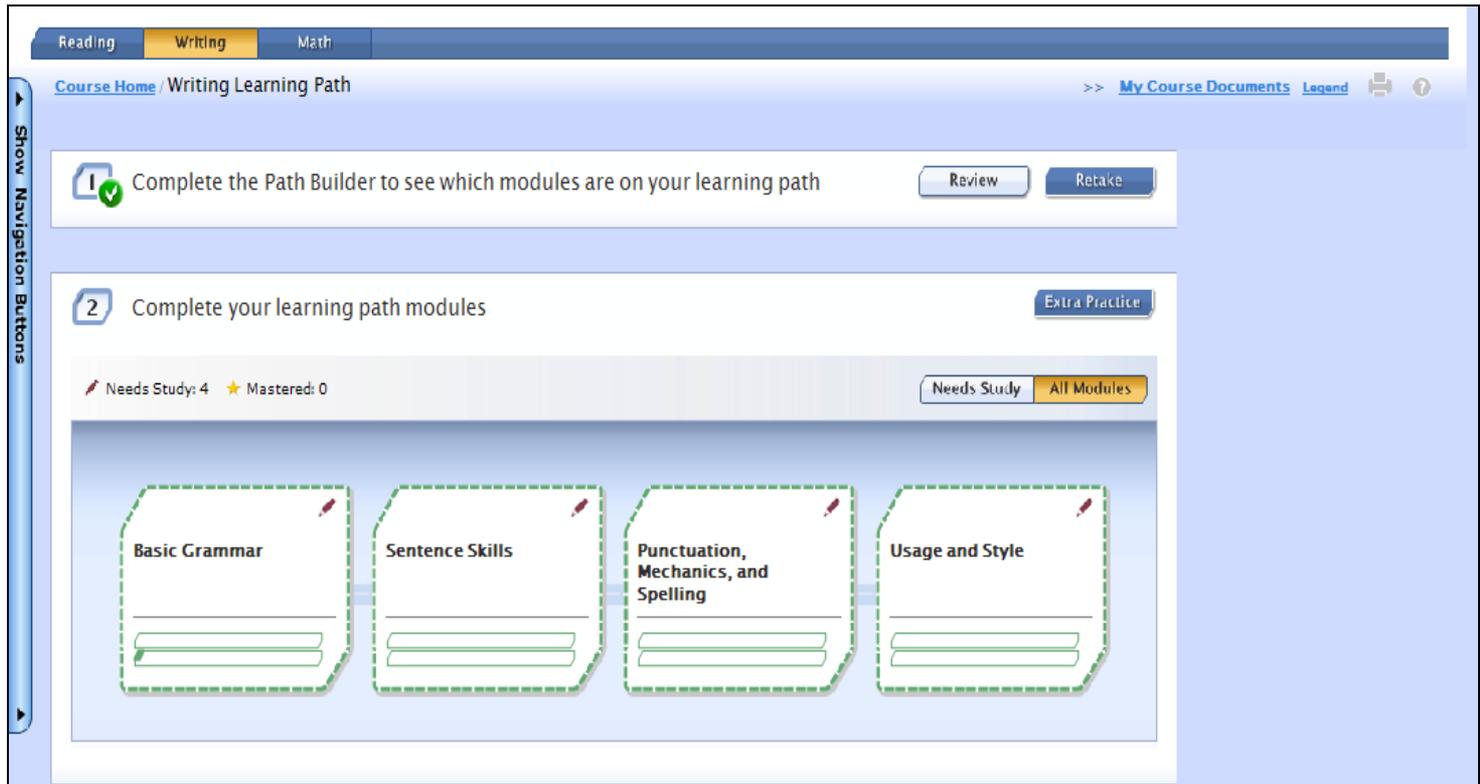
Each student starts in MyFoundationsLab by taking the three Path Builder diagnostic assessment.s



The screenshot shows a web interface for a Math Learning Path. At the top, there are navigation tabs for Reading, Writing, and Math. Below the tabs, the page title is "Course Home / Math Learning Path". There are links for "My Course Documents", "Legend", and a help icon. The main content area is divided into two numbered steps:

- 1** Complete the Path Builder to see which modules are on your learning path. This step includes "Review" and "Retake" buttons.
- 2** Complete your learning path modules. This step includes an "Extra Practice" button and a progress indicator showing "Needs Study: 4" and "Mastered: 0". Below this, there are four module cards: "Whole Numbers", "Fractions and Mixed Numbers", "Decimal Notation", and "Introduction to Algebra and the Real Number System". Each card has a red pencil icon in the top right corner and a progress bar at the bottom.

Once the student has completed each Path Builder assessment, they will see a personalized Learning Path.



The screenshot shows a web interface for a Learning Path. At the top, there are tabs for 'Reading', 'Writing', and 'Math'. The 'Writing' tab is selected. Below the tabs, the breadcrumb 'Course Home / Writing Learning Path' is visible. On the right side, there are links for '>> My Course Documents', 'Legend', and a printer icon. A vertical sidebar on the left contains the text 'Show Navigation Buttons'. The main content area has two numbered steps:

- Step 1: 'Complete the Path Builder to see which modules are on your learning path'. It includes a 'Review' button and a 'Retake' button.
- Step 2: 'Complete your learning path modules'. It includes an 'Extra Practice' button.

Below Step 2, there is a summary bar showing 'Needs Study: 4' (with a red pencil icon) and 'Mastered: 0' (with a yellow star icon). To the right of this bar are buttons for 'Needs Study' and 'All Modules'. Below the summary bar, there are four module cards, each with a red pencil icon in the top right corner, indicating they need extra practice:

- Basic Grammar
- Sentence Skills
- Punctuation, Mechanics, and Spelling
- Usage and Style

The Learning Path shows the modules from reading, writing, and math where the students need extra practice.

Course Home / Writing Learning Path / Basic Grammar

1 Take the Skills Check for Basic Grammar Skills Check

2 Select a topic to study 3 Complete the topic's activities Extra Practice

✍ Needs Study: 11 ★ Mastered: 0 Needs Study All Topics

Topics List	Activities	Due	Attempts	Current Score	Review
Parts of Speech, Phrases and Clauses	W1.3 Overview				
Subjects and Verbs	W1.3 Animation				
Nouns	W1.3 Practice the Skills 1		0 of 4		
Pronouns	W1.3 Practice the Skills 2		0 of 4		
Articles	W1.3 Apply Your Learning		0 of 4		
Verbs	W1.3 Write		0 of 1		
Tense	W1.3 Post-test		0 of 2		
Regular and Irregular Verbs	Take the Post-test to demonstrate topic mastery				
Modifiers					

Within each module are a series of topics that include activities students can work through.

Overview: Pre-Reading [View Content](#)

Preparing for a Trip is Like Preparing to Read

Getting ready for a trip and getting ready to read are very much alike. Both take time to prepare. Imagine we are going to Rocky Mountain National Park. If we just hopped on a plane and flew to Denver, we might not know how to get the rest of the way to the park. We wouldn't know where to stay or what activities are going on in the park. We might not be ready for changing weather or altitude sickness. We might not know where to look for special places like fishing spots or the location of the landmark known as Aluvial Fan! That's why we take time to prepare for the trip.



Like preparing for a trip, preparing to read takes time and effort, but it pays off in the end! When you pre-read or preview the material, you will understand the information more easily, and you will remember it longer. There are skills to help you understand textbooks better. The first skill is to pre-read (also called preview) the material.

Pre-reading or Previewing means:

- Reading the titles and subtitles and thinking about what they mean.
- Thinking about what you already know about the subject. This is also called connecting to prior knowledge.
- Looking at the Table of Contents, index, and glossary.
- Predicting what the information might say.
- Reading the summary and asking yourself questions about the information.
- Carefully looking at and thinking about the photos, illustrations, graphs, charts, and maps.



Pre-Reading

Pre-Reading

Write the digit for the given place value in each whole number.

18,015
ten-thousands
hundreds

7,628,592,183
millions
thousands



00:10/01:28 CC

Prereading - Recall

Test your knowledge with this quick recall quiz before moving on to the practice exercises and tests.

- Prereading helps you to _____ material more easily.
 - A e-mail
 - B comprehend
 - C use
 - D determine
- The first step in prereading is to look at the _____ and _____.
 - A context, details
 - B questions, answers
 - C titles, subtitles
 - D details, definitions

The activities include readings, videos, animations and practice assignments.

Reading Writing Math
Course Home / Writing Learning Path

1 Complete the Path Builder to see which modules are on your learning path Review Retake

2 Complete your learning path modules Extra Practice

Needs Study: 4 Mastered: 1 Needs Study All Modules

Basic Grammar

Sentence Skills

Punctuation, Mechanics, and Spelling

Usage and Style

The Craft of Writing

Course Home / Writing Learning Path / Sentence Skills

1 Take the Skills Check for Sentence Skills Review Retake

2 Select a topic to study Extra Practice 3 Complete the topic's activities Extra Practice

Needs Study: 0 Mastered: 4 Needs Study All Topics

Topics List	Activities	Due	Attempts	Current Score	Review
Adverbs	W2.1 Media				
Misplaced or Dangling Modifiers	W2.1 Homework		0 of 2		
Final Punctuation	W2.1 Quiz with Essay		0 of 3		
Commas	W2.1 Practice Test		0 of 2		
	W2.1 Post-test		0 of 2		

Take the Post-test to demonstrate topic mastery

Reading Writing Math
Course Home / Reading Learning Path

1 Complete the Path Builder to see which modules are on your learning path Review Retake

2 Complete your learning path modules Extra Practice

Needs Study: 1 Mastered: 2 Needs Study All Modules

Reading: Fundamentals

Reading: Introductory

Reading: Intermediate

As students complete each topic, their progress shows on the learning path. After all topics in a module are mastered, the module is considered complete.

MyFoundationsLab

Possible implementation ideas

- GED Prep / Test Prep
- Credit Recovery
- Bridge Programs
- College Readiness
- Accelerated Remediation
- Workforce Development
- Boot Camp
- Tutoring Support
- Student Success Centers
- Certificate Training
- Grants / Initiatives
- Orientation

Challenges and Experiences using MyFoundationsLab

- The challenges that Mohawk faculty and students had were at the entry point. There were challenges with endless login issues and browser compatibility issues for students.
- MFL did not work with Safari and was sometimes quirky with IE; Firefox worked best .
- However, many students didn't buy the books, and, as a result, many students did not have the code to access MFL.
- Those who did buy the code in order to complete the learning paths were overwhelmed by the sheer volume of learning objects in those paths.
- Discussion around possible implementation ideas - brainstorming

MyFoundationsLab in the Classroom

- Student, instructor and the administrator perspective was positive.
- Used in Communication courses both foundational and advanced to support writing and reading skills
- If MFL could be embedded in D2L (Mohawk Learning Management System) and if it were streamlined (i.e. with leaner learning paths), it would be a much better product.
- Students who diligently worked away at their learning paths did seem to benefit, but this is only an empirical observation. I heard much the same from colleagues.

MyFoundationsLab in the Classroom

- MFL is wonderful as a supplement, especially for students who need extra remediation, but it really needs to be combined with an intensive (hands on) writing course for students to see the maximum benefit.
- MFL could also be used to prove a certain level of competency in grammar and writing.

MyFoundationsLab in the Classroom

- Fall of 2012 many professors used MFL in their course with an attached grade of 5% which ended up being a completion grade.
- Learning paths were so long, most professors assessed students based on time on task. Thirty minutes per week, were assigned so students doing that 30 minutes weekly earned full credit (or partial credit for less time) by the end.
- There were some problems assessing the time on task because (although the students had a master screen with a running total) faculty did not. In addition, many students didn't bother with the work at all.
- Pearson Online Tutor feature is a wonderful tool: several students used it and provided positive feedback.

Pilot Project for at-Risk Students

- Foundational level students are identified as at-risk of failing the course by their professors.
- The professor prescribes specific areas needing improvement.
- Students work with a professor on an individual basis using MFL exercises to assist these students with reading and writing
- Some success with students who would have failed the course actually passed.