

Product Name MyLabsPlus

Course Name Intermediate Algebra

Course Format Hybrid: meets two times per week in lecture and lab + 100 additional minutes per week in lab

Key Results After implementing a MyLabsPlus-supported hybrid format, student success rates increased by 29 percent.

Materials in Use

Beginning and Intermediate Algebra, Martin-Gay

Implementation

Intermediate Algebra is a three-credit-hour course that satisfies the math requirements for conditional freshmen with an appropriate math placement score (60–69) or students who place into it with a Math ACT of 19–21 and need to satisfy the prerequisite for Precalculus Algebra.

The class meets two times per week with split time between lecture and the Math Technology Lab. Students are required to spend an additional 100 minutes per week in the math lab working on homework or taking quizzes and tests.

Homework assignments are completed in MyLabsPlus at home, in class, or in open lab, and can be repeated an infinite number of times before the due date. The last submitted answer is used for grading purposes.

Students must score at least 90 percent on the homework assignments in order to take the associated MyLabsPlus quizzes. They take the quizzes in the lab and must complete them to a minimum of 70 percent by the assigned date. Students may attempt quizzes up to seven times, and the highest score is recorded. They must score at least 70 percent on the quizzes in order to open the associated MyLabsPlus test. Students who do not achieve 70 percent mastery after taking a quiz seven times receive mandatory instructor intervention. Students who do not score at least 90 percent on the homework earn zero percent on the associated quiz.

Assessments

75 percent MyLabsPlus tests (four + a final)
Option A: All tests count 15 percent.
Option B: Drop lowest test score, final counts 30 percent.

10 percent Participation/attendance

8 percent MyLabsPlus quizzes

7 percent MyLabsPlus homework

Use of MyLabsPlus contributes 90 percent to each student's final course grade.

“We want students to be engaged and to know that they have a faculty who truly cares about their success.”

Results and Data

The school has attained its redesign goal of increasing Intermediate Algebra success rates. The success rate has steadily risen from 49 percent in fall 2010, the first semester of the MyLabsPlus implementation, to 63 percent in fall 2013 (figure 1).

In spring 2014, the faculty replaced the cumulative homework with a 25-question pretest that more closely resembles the exam and does not include student learning aids. Test I results showed a positive improvement over previous semesters: 60 percent of students who attempted the test received an A—a 22 percent increase over Test I results in the previous semester (figure 2).

*“I never learned math as quickly as I did with this software.
It took me from being a C student in math to an A+ student.”*

—Student

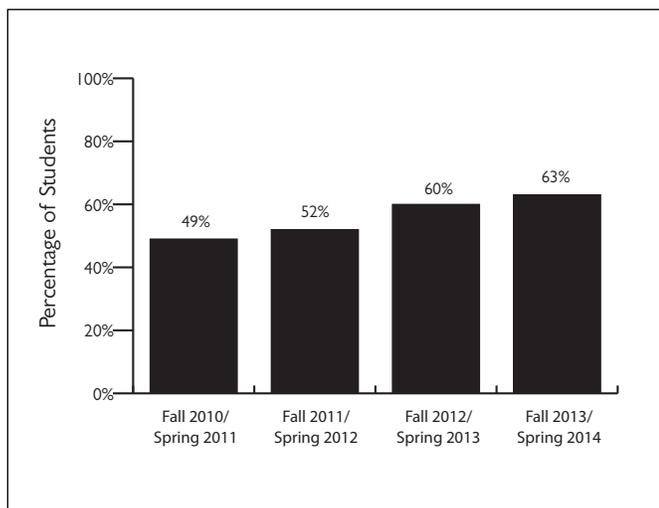


Figure 1. Intermediate Algebra Success Rates, Fall 2010–Spring 2014 (n=2,898)

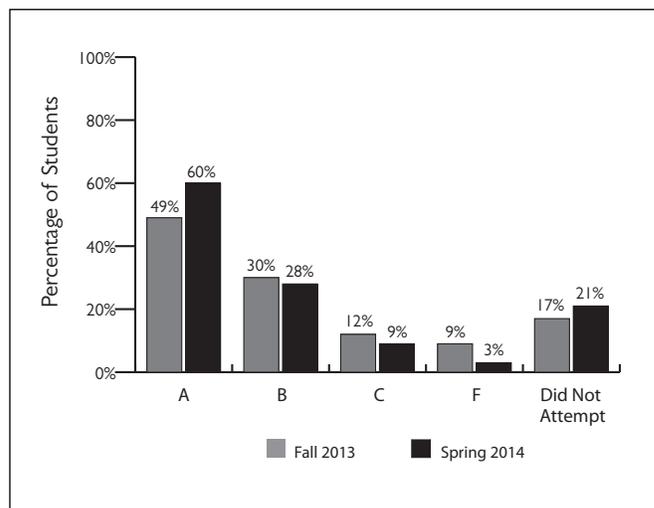


Figure 2. Intermediate Algebra Test I Grade Distribution before and after Practice Test Implementation, Fall 2013–Spring 2014 (n=550)

The Student Experience

The majority of students surveyed about the implementation report having a positive experience with MyLabsPlus. Student surveys indicated that students agreed or strongly agreed with the following statements:

- 92%** MyLabsPlus gave me the opportunity to work extra problems, which helped me understand the material better.
- 65%** Overall the computer software used in the course is good/excellent.
- 63%** MyLabsPlus helped me gain confidence in problem-solving.
- 60%** Because of MyLabPlus, I was able to obtain a higher grade than in a traditional classroom.
- 55%** The video lectures helped me to learn concepts.

Conclusion

University of South Alabama’s redesign taught the school’s faculty the importance of never giving up. In 2010, the math department redesigned from a face-to-face, lecture format to a full emporium model that was completely self-paced with an open lab and no hour requirements. When the results were not satisfactory, the course was adjusted to a full mastery-based model. When the results were still not as desired, the school modified the redesign once again by adding test deadlines and implementing clickers and class activities in lecture. Today the school believes it has “hit the mark,” and its results show that to be true. “We want students to be engaged and to know that they have a faculty who truly cares about their success,” says Leslie Whiston, instructor.

*Submitted by Leslie Whiston, Interim Cochair,
Department of Developmental Studies
University of South Alabama*