



BREAK THROUGH
To improving results

MyLab & Mastering Business

Efficacy Report • 2013

MyLab & Mastering: Business—Efficacy Report 2013

Edited by Michelle D. Speckler

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Welcome Letter

WE ARE HONORED TO PRESENT *MyLab & Mastering: Business*, our most recent compendium of business efficacy studies. In the pages that follow, you'll find both quantitative data and qualitative observations from courses across the United States, throughout Canada, and beyond—25 comprehensive case studies that share how instructors are using a MyLab to enhance their teaching and improve learning outcomes.

Each successful case study takes you behind the scenes to witness firsthand the experiences of instructors and their students. You'll learn how those instructors addressed today's most common academic challenges, including low pass and retention rates, the need to maintain course quality with fewer resources, the need for more-frequent assessment, and academic dishonesty. And you'll discover how students responded—via the specific actions they're taking to achieve success—and their levels of satisfaction as they pursue their academic goals and take steps toward fulfilling their dreams.

We extend our deepest gratitude to all of the contributing instructors. Every case study was submitted voluntarily and without compensation; instructors submitted their stories and then graciously remained available for questions about their results and best practices. Their efforts are invaluable.

We invite you to contact us with any questions about the studies in this report as well as to inquire about how you can get involved in our next edition. Pearson is happy to provide both consultation and data collection tools to help you measure the impact of a MyLab & Mastering product in your course.

We look forward to hearing from you!

Kristen Lindley Schmitt
Senior Efficacy Manager
Pearson Education
kristen.schmitt@pearson.com

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Pearson Standards for Efficacy Research

What Pearson Means by *Efficacy* and *Effectiveness*

- *Efficacy* describes whether a product or intervention has a positive effect on learning, such as reducing wrong answers, increasing retention rates, or raising final exam scores.
- *Effectiveness* measures the size of the educational improvement from a product or educational intervention.

Why Pearson Is Interested in Efficacy Studies

To deliver the best educational experience for students, we need to understand how Pearson's content is performing and to verify the learning gains associated with the use of our products. Toward that goal, we actively seek out educators who wish to explore educational research questions and investigate the efficacy of MyLab / Mastering products.

Pearson's Efficacy Research Team

Our research team includes PhD-level statisticians who provide practical advice about tracking and analyzing student data after the redesign of a course to incorporate technology. Our research team also includes experts in psychometrics, educational statistics, and journal publications. These individuals support instructors who want to (1) conduct efficacy studies, (2) provide our editorial staff with detailed reports on the quality of our online content, and (3) advise our software engineers of new methodologies for collecting and processing student learning data within MyLab / Mastering products.

How Pearson and Instructors Work Together

Every research project is unique. The process takes time—generally a semester or longer. Instructors interested in conducting studies should expect an interactive and rewarding partnership.

How Pearson Can Help Instructors Get Started

Pearson can provide templates, guidelines, checklists, and samples on course redesign, efficacy studies, data collection, and more. To maintain objectivity, Pearson does not offer compensation for participation in efficacy studies.

Research Standards

Pearson adheres to Software & Information Industry Association guidelines for evaluation of educational technology products. The key guidelines are:

- Ask the right question
- Support the implementation of the product or service
- Plan a study of sufficient size and duration to demonstrate an effect
- Plan for plausible causal claims
- Avoid (the appearance of) conflicts of interest
- Provide a comprehensive and detailed research report
- Make the research findings widely available
- Accurately translate research for customers

Contact kristen.schmitt@pearson.com for more information.

Product Name **MyAccountingLab**

Course Name **Principles of Accounting I**

Credit Hours **Three**

Key Results After the course was redesigned so that MyAccountingLab homework contributed 20 percent to the course grade, average homework completion rates skyrocketed from 20 percent to 95 percent, and student gains—A/B rates, retention, and test grades—all increased.

Text

Accounting, 9e, Charles Horngren, Tom Harrison, and Suzanne Oliver

Implementation

In order to master accounting, its skills must be practiced. For this reason, I want my students to do a lot of homework, but the majority of them won't do the work unless it's collected and graded. Unfortunately, the time it takes to grade the amount of homework necessary to make a difference is prohibitive. When I tried assigning homework but not collecting it, the result was a lot of low exam grades and a high dropout rate.

In 2008, the grade point average for accounting courses was 2.3 (out of 4.0), compared with a departmental average of 2.7 and a college average of 2.8. Furthermore, students were not progressing through the Principles of Accounting course sequence: close to 35 percent of students dropped or failed Principles of Accounting. I knew we had a problem, and I started actively looking for a solution. While attending a conference, I saw a MyAccountingLab demonstration. When I saw the tutorials, the level of support, and the immediate feedback, a whole world opened up. I piloted the program in summer 2008 and was convinced enough to implement it immediately.

With MyAccountingLab, instructors can quickly mine homework data to learn where students are having problems and to customize instruction. Instead of looking out at a room of students who have no idea what we're talking about, my instructors now see a room of students with the lightbulb on in their heads.

The program particularly has made a difference in our online sections. Our classes used to be solely one-dimensional: read the book, do the problems. Now we have DemoDocs, videos, and a host of other interactive and multimedia content. In addition, multimedia resources can be used during class or outside of class for a quick review of the concepts.

Assessments

75 percent	Tests
20 percent	MyAccountingLab homework
5 percent	Participation

Results and Data

Within the first year, it became clear that the MyAccountingLab course redesign was effective. The A/B rate increased from 37 percent to 49 percent, and the drop/fail rate decreased from 34 percent to 23 percent (figure 1).

Test grades improved after adoption of MyAccountingLab. However, most of the improvement was on the problem section of the tests, with a much smaller improvement on the multiple-choice portion. To address the disparity, I added multiple-choice questions to the homework. After this change, I saw a significant increase in performance on the multiple-choice portion of the exams, with performance increasing from the first test through to the last (figure 2).

I used to have about 20 percent of my students doing homework. Now I have 95 percent. Those students who don't do well in the class simply aren't using the program.

“With MyAccountingLab, I can complete homework anywhere I have Internet access. Although I still consult my text frequently, I can learn just about everything in the text by using MyAccountingLab and its resources.”

—Student

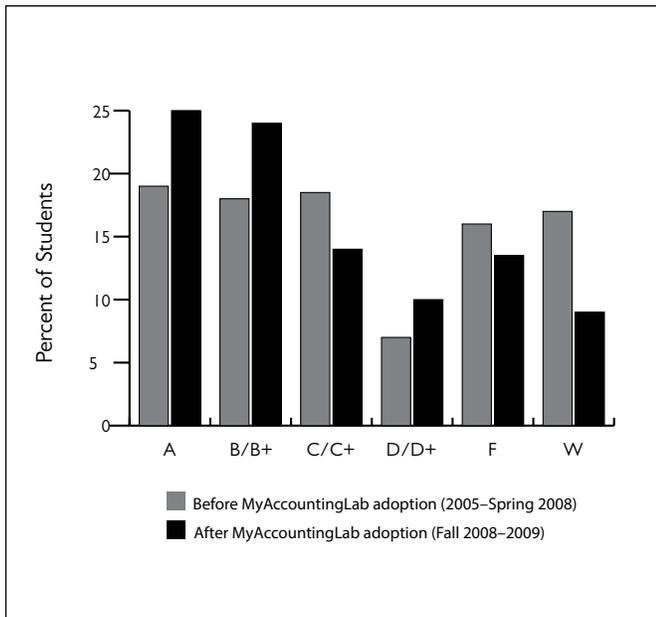


Figure 1. Principles of Accounting I Grade Distribution before and after MyAccountingLab Adoption, 2005–2009

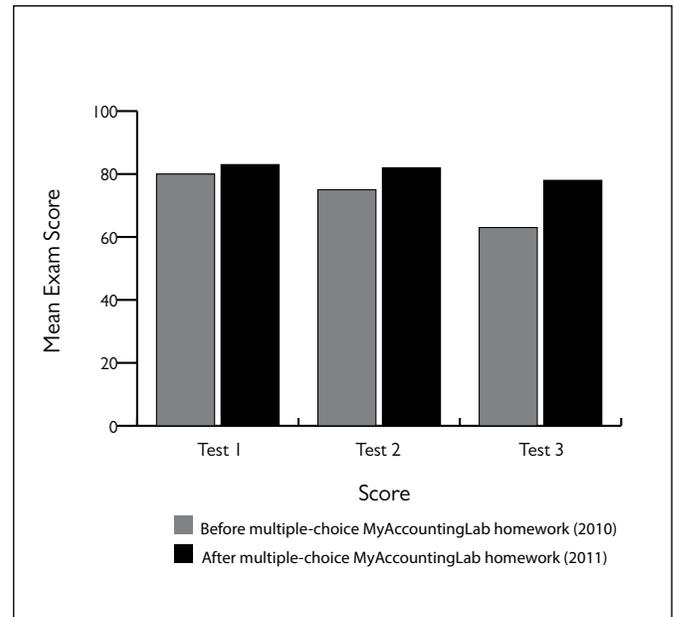


Figure 2. Average Principles of Accounting I Scores on Multiple-choice Test Questions before and after Addition of Multiple-choice Homework Questions, 2010–2011

“At the end of every semester, student survey responses unanimously indicate that students believe that the program is absolutely worth it and that they would spend the money again.”

The Student Experience

At the end of every semester, student survey responses unanimously indicate that students believe the program is absolutely worth it and that they would spend the money again.

MyAccountingLab provides students with enough practice that they understand the bigger picture and can build a solid foundation on which to build more and more knowledge. The interactive nature of the program keeps students engaged by making learning exciting for them: students think it’s more fun to work online than it is with paper and pencil, and they perceive

that MyAccountingLab and the skills they learn from the program are more relevant to how they’d work in a real-world work environment.

Conclusion

With MyAccountingLab, students are much more successful in Principles of Accounting, as well as in other accounting courses. In addition, instruction has become much more interactive and learner centered.

Based on the successful redesign of the Principles sequence, MyAccountingLab is now also in use in the school’s cost accounting, auditing, and tax classes.

*Submitted by Kate Demarest
Carroll Community College*

Product Name **MyAccountingLab**

Course Name **Principles of Managerial Accounting**

Credit Hours **Four**

Key Results Unlimited attempts at homework and quizzes provide students with the practice they need to master course material. A review of assessment data indicates a significant correlation between MyAccountingLab quiz scores and final exam scores.

Text

Financial and Managerial Accounting, 3e, Charles Horngren, Walter Harrison Jr., and Suzanne Oliver

Implementation

Principles of Managerial Accounting is a required course for all accounting majors. It is also taken by business students planning to transfer into a four-year business program. The course teaches students managerial and cost accounting, with an emphasis on managerial accounting concepts for external and internal analysis, reporting, and decision making. Upon completion, students should be able to analyze and interpret transactions related to managerial concepts, including product-costing systems.

My department adopted MyAccountingLab in 2007. At the time, I was teaching in the math department but was approached about teaching accounting because I have a degree in accounting. I opted to first take an accounting course as a student. As a result, I have a unique perspective: I've used MyAccountingLab as both a student and an instructor.

At the beginning of each semester, I give students a course calendar outlining the due dates for all assessments. I assign homework and quizzes within MyAccountingLab. Students are

allowed an unlimited number of attempts on the assessments, but they must adhere to the strict due dates: I do not accept assignments late—not for any reason. In conjunction with the midterm and final exams, I hold what I call a “closeout sale” whereby I reopen selected homework and quizzes so that students have a chance to improve their scores. The underlying purpose is to help students prepare for the exams, which are administered in MyAccountingLab during a specified exam period.

MyAccountingLab is a tremendous time-saver: it saves me at least three hours per week per course. As an adjunct instructor, I teach several different accounting courses. And if it weren't for MyAccountingLab, I wouldn't be able to assign and grade homework. In addition, MyAccountingLab helps me keep my course organized; I use it to make course announcements, email students, and house my gradebook.

Assessments

65 percent MyAccountingLab exams (six)

21 percent MyAccountingLab homework

14 percent MyAccountingLab quizzes

“MyAccountingLab is a tremendous time-saver: it saves me at least three hours per week per course.”

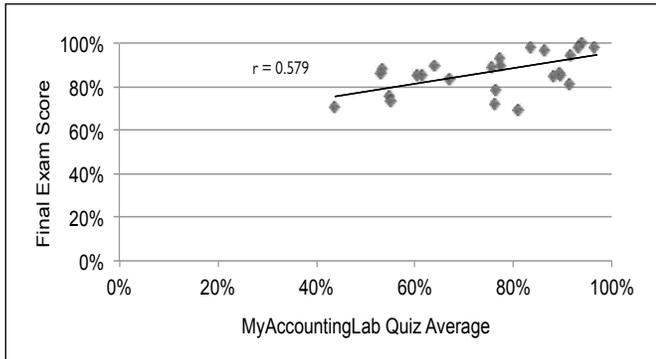


Figure 1. Correlation between MyAccountingLab Quiz and Final Exam Scores

Results and Data

Offering my students unlimited attempts on their assessments, particularly their quizzes, helps them perform better on exams: in examining quiz and exam data, I found a significant correlation between quiz scores and final exam scores (figure 1).

Also, those students who are struggling benefit tremendously by my closeout sales. One hundred percent of students who did not pass their midterm exam took advantage of this opportunity, and every one of them then passed the final exam.

The Student Experience

MyAccountingLab provides students with the opportunity to practice, practice, practice. For students who want to earn only As and Bs, the unlimited practice enables them to rework the homework problems (with different numbers) until they master the concepts and achieve their desired grades. The Study Plan is a very useful resource. I recommend it to those students who are struggling. Finally, students like that everything they need for the course is housed in one place: they can easily access due dates, see course announcements, and view their course grades to date.

“I really love MyAccountingLab. I don’t ever see moving back to paper-and-pencil assessments.”

Conclusion

I really love MyAccountingLab. I don’t ever see moving back to paper-and-pencil assessments.

*Submitted by Stephanie Williamson
Coastal Carolina Community College*

Product Name **MyAccountingLab**

Course Name **Financial Accounting**

Credit Hours **Four**

Key Results MyAccountingLab's comprehensive interactive teaching and learning features save the instructor time and facilitate more productive and effective class time.

Text

Financial Accounting, 8e, Walter Harrison

Implementation

Financial Accounting teaches approximately 100 students each year how to prepare and interpret financial accounting information. Topics include the application of generally accepted accounting principles and International Financial Reporting Standards to value assets, liabilities, and equity; accounting systems and internal controls; the use of software applications to prepare and analyze accounting information; and the use of accounting information by decision makers.

I began using MyAccountingLab in 2008. Prior to that, one of my colleagues had been using it for her online sections, and she highly recommended it. She did not, however, convince me to adopt it. It was the students who convinced me. The students who had used MyAccountingLab in the previous course requested to use it in mine. In response, I created an optional course and gave extra credit to students who used MyAccountingLab.

Over the next two years, the role that MyAccountingLab played in my course evolved from one of optional add-on to one representing 100 percent of course homework and assessment. Today all assessment, with the exception of certain extra credit, occurs in MyAccountingLab.

For each chapter, students are required to complete one homework and one quiz. Homework assignments may be completed until the start time of the exam covering the corresponding chapter; late completion of homework results in a 20 percent penalty. Quizzes may not be completed late. Three exams are delivered through MyAccountingLab and are weighted 14, 21, and 35 percent, respectively.

I recommend that my students access the PowerPoint presentations, videos, and other interactive MyAccountingLab resources and that they specifically select those resources that will most aid in their understanding of the material.

MyAccountingLab enables me to move much of the course assessment and assignment review to outside of class time. Previously, I would administer quizzes and review homework and quiz solutions during class, which took approximately 50 minutes each week. I now save nearly 12 hours of class time over the course of a semester, which I fill with additional lecture and in-class activities. Similarly, the automated homework and quiz grading in the program save me an additional hour outside of class each week.

MyAccountingLab also helps ensure that I administer fair exams, and it minimizes the risk of students' cheating. Through the homework and extra-credit assignments, students gain access to all of the end-of-chapter material from the text, and exams are pulled randomly from this same question pool: all exam questions are of the same type and level as the homework problems. Furthermore, each student receives an individualized version of the exam, which eliminates the possibility of copying.

Assessments

70 percent MyAccountingLab exams

15 percent MyAccountingLab quizzes

15 percent MyAccountingLab homework

Additionally, students may complete up to four extra-credit assignments per chapter in MyAccountingLab.

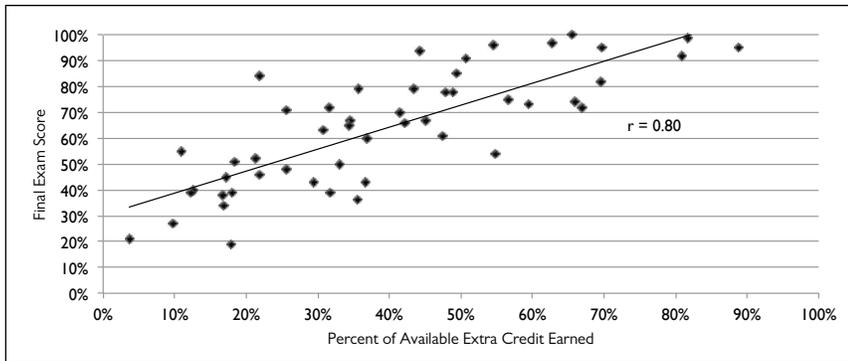


Figure 1. Correlation between MyAccountingLab Extra Credit Earned and Final Exam Scores, Fall 2011 ($n=50$)

“My students love MyAccountingLab and are learning more because of it. A significant portion of them complete every problem made available to them.”

Results and Data

Extra credit is a key component of my course. In my experience, it takes a great deal of problem solving for students to truly understand the principles behind the problems. Some students have indicated that it takes working a particular type of problem five times to fully understand it.

To promote more time on task, I provide multiple extra-credit assignments for each chapter, as well as extra-credit exam review assignments. Students may earn up to 10 percent extra credit toward their final course grade.

At the end of fall 2011, I reviewed the number of extra-credit assignments completed compared with final exam grades and found a very strong, positive correlation (figure 1).

“Over the course of a semester, I save nearly 12 hours of class time.”

The Student Experience

My students appreciate having access to so many problems and being able to redo problems with different numbers—even after submitting a correct answer. A significant portion of them complete every problem made available to them. They also appreciate MyAccountingLab’s instant feedback and variety of learning aids, particularly the DemoDocs and Help Me Solve This features.

My students also appreciate that assignment due dates need not be—and often are not—tied to class meetings. I post all of the assignments at the beginning of the semester, and students complete them at their own pace while receiving immediate, in-context help and assessment along the way.

MyAccountingLab offers my students another powerful benefit. Although fully committed to the course, sometimes a student must miss classes due to illness or a family emergency. Prior to MyAccountingLab, that student would have had to drop the class. With MyAccountingLab, a student in such a circumstance can easily remain current with the course curriculum. And upon returning to class, the student can be up-to-date on the course material as well as all assignments.

Conclusion

I’ve had a fantastic experience with MyAccountingLab. It has totally changed the way I teach. Most important, my students love MyAccountingLab and are learning more because of it. They tell me that given a choice between taking a class with a professor who uses MyAccountingLab and one who does not, they would pick the professor who uses MyAccountingLab.

I’ve reviewed nearly every online learning system available. In the past, the adoption decision was driven by the quality of the textbook. Now it is driven by the quality of the online learning system. MyAccountingLab is clearly the best product on the market and has made the best enhancements over time.

*Submitted by Bruce Maule
College of San Mateo*

Product Name **MyAccountingLab**

Course Name **Introduction to Financial Accounting**

Credit Hours **Three**

Key Results MyAccountingLab offers students increased practice, immediate feedback, and individualized diagnostics, which enable them to both understand course content and demonstrate that understanding on the final exam.

Text

Accounting, 9e, Charles Horngren, Tom Harrison, and Suzanne Oliver

Implementation

Students begin each chapter by taking a MyAccountingLab retest that is graded for completion only. The pretest generates an individualized Study Plan for the chapter, which the students work until they feel comfortable with the concepts. I award points for time spent in the Study Plan, as well as for problems completed. Students take a chapter posttest after completing the Study Plan. I allow students an unlimited number of attempts on the posttest, up until the due date. I recommend that students return to the Study Plan if they don't score well on their first posttest attempt, because the Study Plan is updated based on their performance on that assessment.

At the beginning of each semester, I clearly communicate the value of MyAccounting Lab to my students and let them know that it is a significant part of their grade. Throughout the semester, I provide them with feedback on their performance in MyAccountingLab to let them know I review the work and to reinforce its importance in the course.

Thanks to MyAccountingLab's automatic grading feature, I no longer spend time grading homework. Instead, I spend it identifying (via the gradebook) those concepts that are challenging the majority of the students, as well as those students who are most in need of intervention.

Assessments

25 percent	MyAccountingLab posttests
25 percent	Group discussion/assignment
20 percent	Exams
20 percent	MyAccountingLab Study Plan
5 percent	MyAccountingLab chapter pretests
5 percent	Classroom participation

“Students ask better questions in class and show a deeper understanding of the concepts after doing MyAccountingLab homework.”

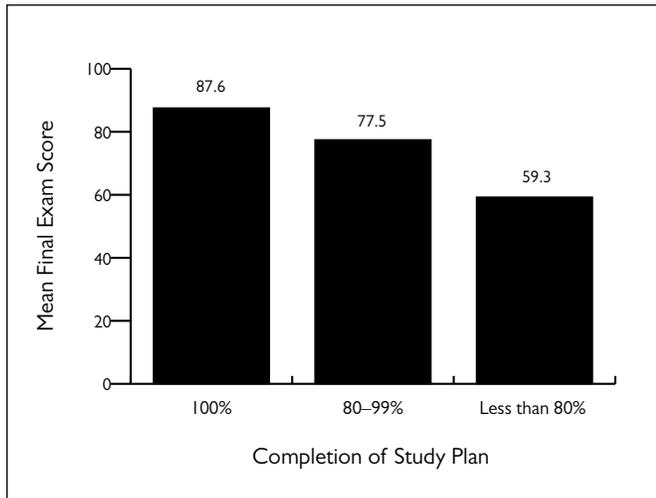


Figure 1. Relationship between Percentage of Study Plan Completion and Final Exam Scores, Fall 2012 ($n=76$)

Results and Data

I studied the relationship between completion of the individualized Study Plan and the final exam grade. Data indicate that those students who complete a larger percentage of their Study Plan tend to score higher on the final exam (figure 1).

The Student Experience

Students today have more opportunities to practice than students did in the traditional paper/pencil format, and they benefit from the immediate feedback and valuable exposure to course concepts prior to lecture via the pretest.

In addition, the student learning experience is supported by 24/7 access to MyAccountingLab’s Help Me Solve This and DemoDocs features. Students are allowed to attempt problems as many times as needed to understand the concepts, and may email me for help when they need it.

“MyAccountingLab was a great tool; it helped me learn the concepts.”

—Student

Conclusion

Use of MyAccountingLab—its immediate feedback and the personalized-learning aspects of its Study Plans and homework assignments—enables my students to gain a deeper understanding of course concepts and to better apply those concepts on the final exam.

*Submitted by Anita Morgan, D.B.A.
Indiana University East*

Product Name **MyAccountingLab**

Course Name **Managerial Accounting**

Credit Hours **Three**

Key Results MyAccountingLab saves time previously spent on grading and leaves more time for developing and implementing learning activities and assisting individual students. As a result, students become more engaged in the course content and score higher on the exams.

Text

Managerial Accounting, 2e, Karen Braun, Wendy Tietz, and Walter Harrison Jr.

Implementation

Managerial Accounting is required of all business majors at Salt Lake Community College—approximately 600 students a year. The goal of the course is to introduce students to managerial accounting and begin providing them with the skills they will need to evaluate manufacturing costs within a company. Topics include job, activity-based, and process costing; fixed- and variable-costing tools; break-even analysis; budgeting; balancing scorecards; and the time value of money.

I adopted MyAccountingLab in fall 2009 mostly because of the program's immediate feedback on homework problems. I was also very impressed with the Study Plan and its ability to build student understanding of concepts with which they have the most difficulty.

I assign required homework for 20 percent of the final course grade, as well as media assignments and recommended homework assignments that do not contribute to the course grade. I also strongly recommend that students use the Study Plan, through which they can earn extra credit. In my opinion, the Study Plan is a magical tool that gives students the additional practice they need to master the concepts.

With the time I save grading homework, I develop learning activities for my students and give them more individualized attention. In addition, when students email me with problems in a particular homework assignment, I can see exactly where they are running into difficulty. This helps me respond more appropriately to each student. What's more, makeup exams are now easier to administer.

Assessments

- 60 percent MyAccountingLab exams (seven)
- 20 percent Final exam (proctored in testing center)
- 20 percent MyAccountingLab homework

Students may earn up to 25 extra-credit points (approximately 2 percent of the course grade) based on their percentage completion of the Study Plan.

Results and Data

It's very clear to me that MyAccountingLab is an effective learning resource that measurably impacts our students' success.

- We give a standardized Managerial Accounting final exam. Initially, we used MyAccountingLab in some sections but not all. When we compared final exam scores in the sections in which MyAccountingLab was fully deployed with sections in which it was not, the final exam scores were 3 to 10 percent higher in sections using MyAccountingLab.

“It’s very clear to me that MyAccountingLab is an effective learning resource that measurably impacts our students’ success.”

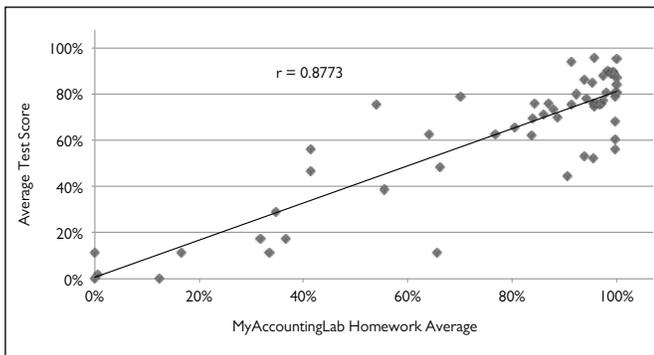


Figure 1. Correlation of Average Test Scores and Average MyAccountingLab Homework Scores, Summer 2012 (n=59)

- A review of student performance from the summer 2012 Managerial Accounting sections showed a strong correlation between average MyAccountingLab homework scores and average exam grades (figure 1).

Since we performed these analyses and reported the results, all instructors have been requiring MyAccountingLab for their sections.

The Student Experience

Students benefit from MyAccountingLab’s interactive features. The program enables them to listen to a lecture for a second time if they need reinforcement, and they can receive immediate, in-context help with homework problems—through the Help Me Solve This feature, from the textbook page, or by using Ask My Instructor, which provides an email link to the problem.

The students who embrace MyAccountingLab also use its features to preview chapter materials prior to the lecture, which engages them in the topic from the first moment of class. In one situation, a student reported working in the program from 8pm until 2am. When asked why he worked so late, he replied, “I just got so involved that I didn’t want to stop!”

“I just got so involved [in MyAccountingLab] that I didn’t want to stop!”

—Student

Conclusion

Student engagement in any course is vital to student success. MyAccountingLab is a valuable tool to get students engaged in the accounting course content: it provides immediate feedback for students when they are doing homework, and it offers interactive exercises and videos that a student can access 24/7 for explanations of difficult concepts.

*Submitted by Bob Burdette
Salt Lake Community College*

CAPE FEAR COMMUNITY COLLEGE

Wilmington, NC

Product Name [MyAccountingLab](#)Course Name [Principles of Financial Accounting / 3 credits](#)**Key Results**

Students are more motivated to complete homework in MyAccountingLab than they are by using pencil and paper. It's the only program that shows students, step by step, how to work a problem, and it holds them accountable for their learning.

Text

Financial Accounting, 9e, Charles Horngren, Tom Harrison, and Suzanne Oliver

Implementation

Principles of Financial Accounting is required for all business, computer information systems, and medical office majors. It is taken by students who are pursuing a two-year degree and by those who are planning to transfer into a four-year program.

The course introduces students to business decision-making accounting information systems, with an emphasis on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision making, and address ethical considerations.

Students meet in a classroom setting twice a week; we usually cover one chapter over a two-week period. During those two weeks, I spend the first two classes lecturing on the chapter content, the third class reviewing concepts and problems, and the fourth class giving the chapter test. For each chapter, I create a homework assignment in MyAccountingLab and make it available as soon as my first lecture is over. The assignment is left open for one week, and students have an unlimited number of attempts to complete it. I deliberately close the homework right before the start of the review class to ensure that the students work the problems in advance and to accommodate those students who want to get help immediately before class.

Assessments

60 percent	Chapter tests
25 percent	MyAccountingLab homework
15 percent	Final exam

MyLab Benefits

When I began teaching at Cape Fear in 2007, the department was already using MyAccountingLab. I've also taught in departments that use other programs or no technology at all.

MyAccountingLab saves me approximately five hours a week because I do not need to grade pencil-and-paper homework. My favorite feature is the Ask the Instructor function because with every student question, I receive a screen shot of the very problem the student is working, and I can see exactly where they are having difficulty and help them accordingly.

“MyAccountingLab is, hands down, the best online homework system.”

MyAccountingLab is the only online homework program that shows students *how* to work a problem (via Help Me Solve This). The program holds students accountable for their learning, which encourages them to spend more time on task and results in a better understanding of course material. Plus, students enjoy it. My students are much more motivated to complete homework in MyAccountingLab than they are when using pencil and paper. For students with no prior experience with online learning, MyAccountingLab's Getting Started information walks them through everything they need to do to get up and running.

Conclusion

MyAccountingLab is, hands down, the best online homework system. It keeps students engaged in their homework, and it saves instructors a great deal of time.

*Submitted by Jackie Casey
Cape Fear Community College*

DOUGLAS COLLEGE

New Westminster, BC, Canada

Product Name MyAccountingLab

Course Name Principles of Accounting I / 3 credits

Key Results MyAccountingLab facilitates both the teaching and the learning experience. Instructors can use the gradebook to quickly and easily identify and intervene with students who are falling behind, and students can turn to its interactive features for help whenever and wherever they need it.

Text

Accounting, Volumes 1 and 2 (Custom Version), Canadian 8e, Charles Horngren, Tom Harrison, Suzanne Oliver, Peter Norwood, and Jo-Ann Johnston

Implementation

Principles of Accounting I is required of all business administration majors. The main goal of the course is to introduce students to the theory and practice of recording and reporting financial events for service and merchandising enterprises. With these fundamental concepts in hand, both business students and accounting majors are equipped to proceed in their studies.

We began using MyAccountingLab in 2007, primarily because of its pedagogical value to students and its ability to automatically grade homework. Currently, I use MyAccountingLab for all homework assignments, which focus on the previous week's chapter and also contain a few questions from earlier chapters to reinforce student retention of previously covered concepts.

Assessments

35 percent Final exam

35 percent Midterm exam

20 percent Exams

10 percent MyAccountingLab homework

MyLab Benefits

MyAccountingLab saves me a tremendous amount of time in building homework assignments because I can easily select and include problems from both the current chapter and previous chapters. Because students learn through repetition, this is

critical to how I create homework assignments. In addition, MyAccountingLab enables me to identify and intervene with those students who are behind on their homework. This is particularly important during the first few weeks of class—if students fall behind at this point, they are not likely to catch up, putting them at risk of dropping the course.

“The value of MyAccountingLab goes beyond online grading; the program is pedagogically superior to other programs in the ways that it facilitates the teaching and learning experience.”

Most important, my students like MyAccountingLab. They greatly appreciate the interactive features, such as Help Me Solve This and its easy access to step-by-step help whenever and wherever they need it. Students also report that the video lectures and DemoDocs are very useful.

Last winter, the school temporarily closed due to inclement weather. We were on chapter 2, which is foundational material. I was able to use MyAccountingLab to create chapter lessons so that my students learned debits and credits—and we never fell behind schedule. Everything was right there at my students' fingertips.

Conclusion

The value of MyAccountingLab goes beyond online grading—the program is pedagogically superior to other programs in the ways that it facilitates the teaching and learning experience.

*Submitted by Glen Stanger
Douglas College*

GEORGE BROWN COLLEGE

Toronto, ON, Canada

Product Name MyAccountingLab

Course Name Accounting for Small Business Entrepreneurs: Introduction to Financial Accounting / 3 credits

Key Results MyAccountingLab's personalized learning enables students to focus on the most-difficult concepts and to better master the course material.

Text

Managerial Accounting, Canadian edition with MyAccountingLab
 Ie, Karen Wilken Braun, Wendy Tietz, Walter Harrison Jr., and Rhonda Pyper

Implementation

Accounting for Small Business Entrepreneurs introduces entrepreneurs and small-business managers to the fundamentals of accounting via a computerized accounting system. The practical, hands-on course walks students from the initial setup of a full set of books, through financial statements according to generally accepted accounting principles, and to analysis and forecasting for future planning.

I use MyAccountingLab for homework, quizzes, and proctored exams. In addition, I strongly encourage use of the Study Plan—on the first day of class, I show my students a chart illustrating the correlation between time spent in the Study Plan and course grades.

Assessments

50 percent	MyAccountingLab exams
30 percent	MyAccountingLab QuickBook homework
10 percent	MyAccountingLab quizzes
10 percent	MyAccountingLab homework

MyLab Benefits

MyAccountingLab provides the comprehensive, hands-on practice students need to master course concepts. Embedded study aids facilitate creative approaches to course material and enable each student to learn in the manner that best suits him or her. In addition, the program's personalized-learning approach helps each student focus specifically on those areas in which that student needs the most support—and spend less time on concepts already understood.

“I had a student enroll in Financial Accounting who had already failed the course three times. After using MyAccountingLab in my course, the student passed with a score of 86 percent.”

MyAccountingLab also benefits instructors. Grading is easy and flexible; I can easily create multiple versions of exams—all with the same level of difficulty—to eliminate academic dishonesty. In addition, because the Ask My Instructor feature helps students ask specific questions, I'm able to easily identify the difficulty they are having and can give them meaningful, customized feedback.

Conclusion

MyAccountingLab is an excellent program that supports personalized student learning and improved, customized instruction. It's a great time-saver and a valuable tool.

Submitted by Deirdre Fitzpatrick
 George Brown College

GREENVILLE TECHNICAL COLLEGE

Greenville, SC

Product Name **MyAccountingLab**Course Name **Principles of Accounting I and II / 3 credits****Key Results**

Implementing MyAccountingLab enabled instructors to incorporate more active learning into the course sequence and thereby increase student engagement in course material. As a result, exam scores improved by 25 percent; failure/withdrawal rates decreased by 28 percent.

Text

Financial and Managerial Accounting, 3e, Charles T. Horngren

Implementation

Principles of Accounting I and II are required courses for business and culinary majors. The first semester of the two-course sequence introduces basic accounting procedures for analyzing, recording, and summarizing financial transactions; adjusting and closing the financial records at the end of the accounting cycle; and preparing financial statements. The second semester emphasizes managerial accounting theory and practice in basic accounting and procedures for cost accounting, budgeting, cost-volume analysis, and financial statement analysis.

I redesigned the Principles of Accounting sequence in 2010. Prior to the redesign, the courses followed separate calendars, testing was inconsistent, and instructors had no basis by which to measure student learning outcomes or to identify areas of improvement. By implementing MyAccountingLab, we gained consistent assessments and a means to measure results.

We devote two lectures to each chapter: one a lecture/discussion and one in which we work through an assignment in MyAccountingLab as a class (this assignment does not contribute to the course grade). Also for each chapter, we assign a pretest, a posttest, and a quiz. Students are allowed unlimited attempts on the pretest and posttest, with 30 minutes for completion each time. They must complete the pretest and posttest in order to open the chapter quiz, for which they are allowed two attempts and 45 minutes to complete. We also deliver our unit exams through MyAccountingLab.

Assessments

30 percent MyAccountingLab comprehensive final exam
 15 percent Comprehensive accounting problem
 15 percent MyAccountingLab exams

15 percent Ethical essay
 10 percent MyAccountingLab quizzes
 10 percent MyAccountingLab pretests/posttests
 5 percent Class participation/business acumen

MyLab Benefits

MyAccountingLab has enabled us to standardize our assessments and our course calendar, thereby ensuring consistency in course delivery. The only variable is the presentation style of the instructor. In addition, we are able to create assignments that mirror our desired student-learning outcomes. Assignments are graded automatically, which gives instructors time to provide student feedback; and data are instantaneously collected, enabling us to collectively measure improvements or areas for improvement across all sections. Now, instead of lecturing on fundamental concepts, most class time is spent discussing concepts and practicing problems.

Redesigning with MyAccountingLab has changed our class environment for the better. Its active learning tools engage both online and traditional students, and because students work in MyAccountingLab outside of class, they come to class better prepared, ready to participate, and having completed more of their assignments. Exam scores have improved by 25 percent; failure/withdrawal rates have decreased by 28 percent.

Conclusion

Implementing MyAccountingLab enabled us to incorporate active learning into the course and to better engage students in course content while also providing a consistent and cost-effective means of assessment. Final exam scores and success rates have improved as a direct result of our course redesign.

*Submitted by Kim Silver
 Greenville Technical College*

MIDDLE GEORGIA STATE COLLEGE

Cochran, GA

Product Name MyAccountingLab

Course Name Principles of Accounting I and II / 3 credits (each)

Key Results

When used in online courses, MyAccountingLab helps ensure academic rigor and alleviate academic dishonesty by enabling instructors to scramble questions and create time limits on exams.

Text

Financial and Managerial Accounting, 3e, Charles Horngren

Implementation

Principles of Accounting I and II are required for all business administration majors and many aviation majors. The course sequence provides nonaccounting majors with a basic understanding of accounting concepts, from the management of personal finances to stock market basics.

I use MyAccountingLab for all homework and testing in both my traditional and online courses. I find that the amount of time a student spends on homework has a strong correlation to the grade the student earns on the exam. I also make the Study Plan available.

Assessments

100 percent MyAccountingLab homework + five exams

MyLab Benefits

MyAccountingLab is an extremely efficient and comprehensive program that helps my students learn accounting via its managed system of homework and exercises. It's the total package.

Implementing MyAccountingLab has freed up class time (in my face-to-face courses) so I can cover more material. I no longer have to spend so much time grading paper exams, and I save paper and toner. The gradebook helps me clearly see what each student is doing over the course of the term.

For students, MyAccountingLab offers many benefits. Exam feedback is immediate. Students can test in an environment that is comfortable, and as a result, they perform better. Also, the Help Me Solve This function gives immediate feedback. Students are constantly engaged. It's like having a personal accounting tutor.

“I’m so glad I listened to my Pearson representative and tried the program. Instructors who aren’t using MyAccountingLab are missing out on a technology that has revolutionized the way accounting is taught.”

MyAccountingLab helps ensure academic rigor in my online courses. Academic dishonesty is always a concern in online courses, but MyAccountingLab does an excellent job of alleviating it by enabling me to scramble questions, create time limits on exams, and so on.

Conclusion

MyAccountingLab has made a positive impact on my teaching. I'm so glad I listened to my Pearson representative and tried the program. Instructors who aren't using MyAccountingLab are missing out on a technology that has revolutionized the way accounting is taught. It is a comprehensive approach to support student learning. I wish I had had MyAccountingLab when I was an accounting student!

*Submitted by Troy V. Sullivan
Middle Georgia State College*

SPOKANE COMMUNITY COLLEGE

Spokane, WA

Product Name MyAccountingLab

Course Name Principles of Accounting I and II / 5 credits each

Key Results

By combining a variety of assessments, the opportunity to work problems multiple times, and immediate feedback on their work, MyAccountingLab provides students with the support they need to master concepts before moving on.

Text

Financial Accounting, 2e, Jeffrey Waybright and Robert Kemp

Implementation

Principles of Accounting I and II are required of all business majors. The course sequence provides an introduction to the fundamentals of accounting, primarily as they apply to corporations.

I began using MyAccountingLab in 2006. I use it for all assessments, with the exception of writing assignments. I assign two types of homework for each chapter: a low-stakes version (homework 1) that offers students an opportunity to practice and a high-stakes version (homework 2) with fewer problems, which students may work only once. For those students who earn 80 percent or better on homework 1, I add 5 percent to their quiz grade for that chapter. I encourage students to use the Study Plan, and I use Study Plan questions when I create quizzes.

Assessments

27 percent	MyAccountingLab homework
22 percent	MyAccountingLab final exam
18 percent	MyAccountingLab midterm exam
25 percent	MyAccountingLab quizzes
8 percent	Writing assignments

MyLab Benefits

MyAccountingLab benefits our program a great deal. It creates standardization of assessment across all sections that is both more equitable for students and easier for new adjuncts to use. In addition, the automatically graded problems save instructors a lot of time. As a result, I'm able to spend class time more productively, and I have more time to cover important concepts. Finally, when students have trouble with problems

in MyAccountingLab, I can see exactly what they've done and where they've gone astray, and I can provide meaningful feedback.

Students appreciate the opportunity to work problems multiple times and receive immediate feedback, which enables them to master concepts before moving on. The Help Me Solve This feature is especially helpful to students—it provides needed assistance when an instructor isn't present.

“If I had to choose between teaching without MyAccountingLab and not teaching at all, I'd not teach at all.”

Overall, students love it. One student told me, “The structure and format of MyAccountingLab quizzes really help me absorb the information.” Another said simply, “MyAccountingLab is fabulous!”

Conclusion

For those considering MyAccountingLab, I say, take the plunge. You'll have a learning curve, but you'll save so much time in the long run. If I had to choose between teaching without MyAccountingLab and not teaching at all, I'd not teach at all.

*Submitted by Jeffrey Waybright
Spokane Community College*

Product Name **MyEconLab**

Course Name **Economic Way of Thinking**

Credit Hours **Three**

Key Results Required MyEconLab homework and frequent MyEconLab assessments provide students with the hands-on practice they need to master course material and increase their exam scores.

Text

Essential Foundations of Economics, 5e, Robin Bade and Michael Parkin

Implementation

Economic Way of Thinking provides an introduction to economic theories, policies, and practices. The course is taken primarily by preprofessional majors in order to satisfy the school's social science requirements.

I adopted MyEconLab when it was initially released in 2007 as a way to improve student assessment scores while also increasing student exposure to online learning and self-assessment technology. In addition to completing homework and quizzes in MyEconLab, students participate in MyEconLab group experiments designed to foster teamwork.

My use of MyEconLab has evolved over time. In spring 2012, the MyEconLab assessments contributed 20 percent to each student's final course grade—students used it for required homework assignments and quizzes and were allowed one attempt at each assessment. In fall 2012, I conducted an experiment to test MyEconLab's impact on student learning: I made homework and quizzes within MyEconLab available to my students, but did not require them to use the program. In spring 2013 I resumed required usage, but this time I allowed unlimited attempts at homework and two attempts at each quiz. I also started incorporating questions from MyEconLab's Study Plan into homework and quizzes.

Assessments

70 percent	Exams (three)
12 percent	MyEconLab homework (six)
12 percent	MyEconLab quizzes (six)
6 percent	MyEconLab group experiments (two)

Results and Data

My experiment with optional usage in fall 2012 resulted in a significant drop in exam scores. The average scores were 3 to 18 points lower than those in spring 2012, when MyEconLab had been required. I also noticed a significant drop in the amount of time students spent in the program—particularly in the Study Plan.

“I attribute the sharp difference between the results from fall 2012 and those from spring 2013 to MyEconLab.”

In spring 2013, I once again required MyEconLab and allowed students an unlimited number of attempts on homework. The exam scores improved even more significantly: Exam 1 scores increased an average of 17 points, Exam 2 scores increased an average of 22 points, and Exam 3 scores increased an average of 21 points over fall 2012 (figure 1).

I also observed a strong correlation between MyEconLab quiz grades and exam scores. I believe that the required homework prepared students for both the quizzes and the exams (figure 2).

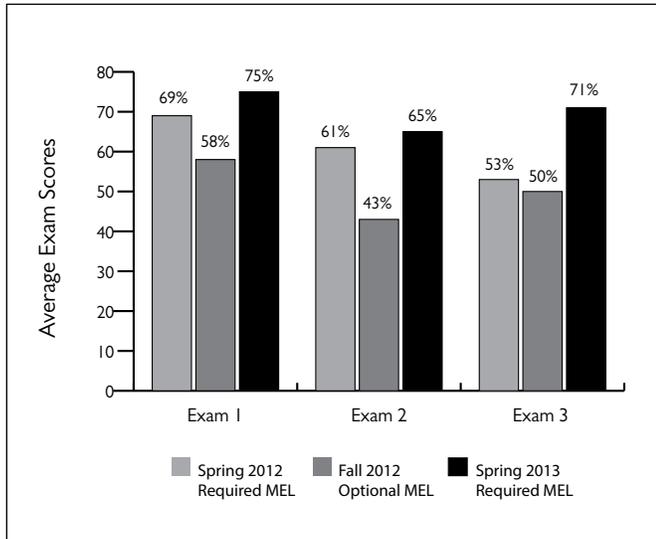


Figure 1. Average Exam Scores with and without Required MyEconLab Assessments, Spring 2012–Spring 2013 (Spring 2013 also included unlimited attempts at homework.)

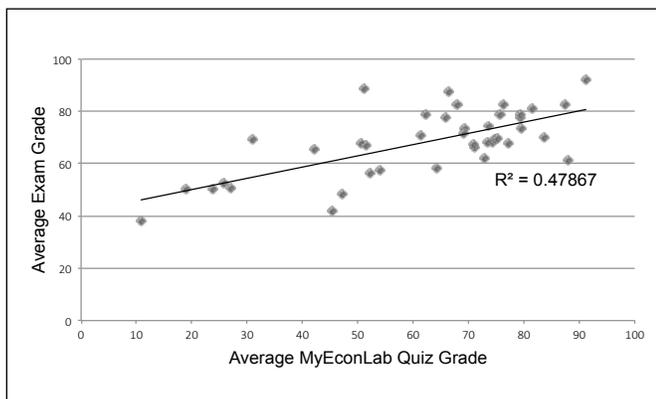


Figure 2. Correlation between Average MyEconLab Quiz Scores and Average Exam Scores, Spring 2013

The Student Experience

MyEconLab enables students to practice solving problems until they truly master the material. This kind of additional practice better prepares students for exams and reduces their anxiety around test taking.

In addition, students appreciate the real-time feedback within MyEconLab assessments as well as how both the temporary access offered at the beginning of the semester and the ebook options accommodate financial challenges.

As an added benefit, more-frequent assessments via MyEconLab enable me to monitor student performance and identify students in need of individual attention or tutoring support. Also, I am able to identify concepts deemed difficult by a majority of students, and then cover those concepts in greater depth during lecture. Because they're more prepared and more informed my students now ask more-specific questions. In turn, I'm able to utilize office hours more effectively and more efficiently.

“MyEconLab enables me to prepare end-of-semester grades and assess learning outcomes in a more timely manner.”

Conclusion

After I provided students with frequent, lower-stakes assessments in MyEconLab, exam scores significantly increased and students achieved greater mastery of course material.

*Submitted by Shahriar Mostashari
Campbell University*

Product Name **MyEconLab**

Course Name **Principles of Microeconomics**

Credit Hours **Three**

Key Results

Students who spend more time in the Study Plan perform better on both quizzes and exams and ultimately earn higher grades in the course. Increased engagement with the program and course content has also resulted in higher homework scores and increased pass rates.

Text

Microeconomics, 4e, Glenn Hubbard and Anthony O'Brien

Implementation

Principles of Microeconomics is a required course for business, economics, and social work majors. It is also taken by some secondary education students majoring in social studies. The course provides an introduction to microeconomics, the price system, resource allocation, problems of monopoly, and the role of government in regulating and supplementing the price system.

I began using MyEconLab in 2007 in order to increase the levels of active learning, student accountability, and assessment in my course. Class sizes had grown from 50 students to 200 students or more, which in turn increased the magnitude of such issues as student motivation, course management, and measurement of student performance. Initially, I created 10 or 12 weekly homework assignments and two in-class quizzes. Based on both the results and my observations from 2007 to 2009, I made a second round of changes in 2010: I began preloading the lecture, meaning that students were expected to do the reading and complete a weekly quiz *prior* to the corresponding lecture. Students were allowed multiple attempts at the quiz but had to achieve at least 70 percent in order to open the homework.

In 2011, I wanted to increase the number of assessments without losing lecture time. So I switched the order of the homework and quizzes and moved two of my three midterm exams to MyEconLab. Although homework assignments do not contribute toward the course grade, students must achieve at least 80 percent on the homework to access the corresponding quiz. Quizzes and exams in MyEconLab are taken between Friday morning and Sunday evening each week. Students are allowed two attempts at both assessments, with the better score counting as their grade. In addition to using MyEconLab in Principles of Microeconomics, I use it in two other courses.

MyEconLab is also a great tool in structuring my lectures. I use it as a motivational tool—using live RSS news feeds, current news articles, and the like.

Assessments

57 percent Exams (two of four in MyEconLab)

43 percent MyEconLab quizzes

Results and Data

Since implementing MyEconLab—through every phase of my redesign—student pass rates have improved (figure 1).

I also have noticed a relationship between Study Plan usage and final course grades: those students who spend more time in the Study Plan perform better on the quizzes and exams and ultimately earn higher grades in the course (figure 2).

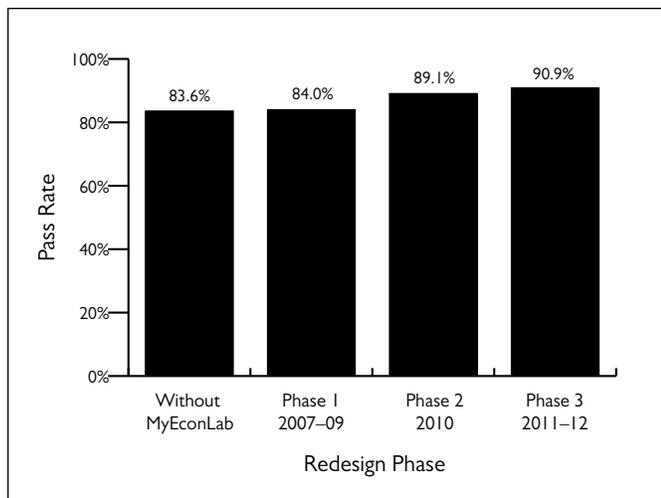


Figure 1. Average Pass Rates before MyEconLab Implementation and throughout the Redesign, 2006-12

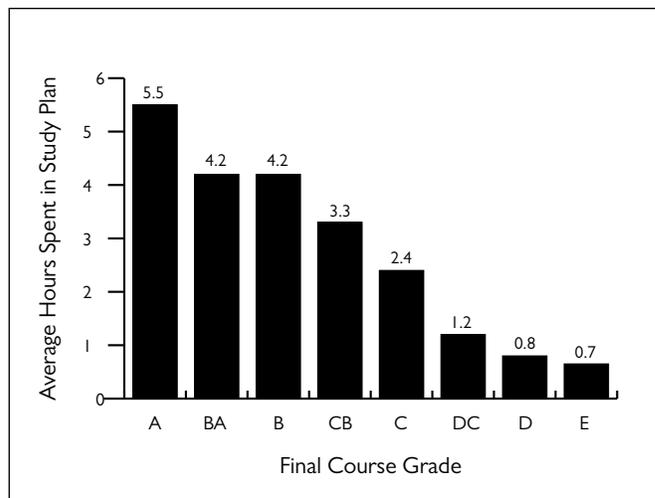


Figure 2. Relationship between Hours Spent in the Study Plan and Final Course Grade

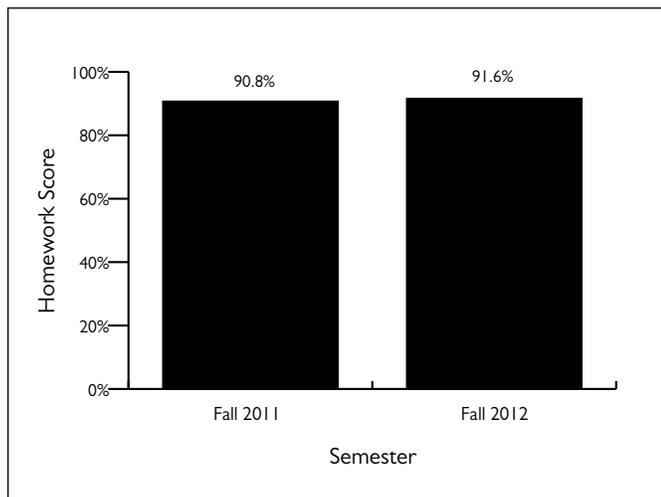


Figure 3. Average Homework Scores, Fall 2011 and 2012

The Student Experience

Students find MyEconLab to be an effective tool. In class, I tell my students about the relationship between working in the Study Plan and performance in the course. That information then spreads by word of mouth, and overall usage of the program has increased over time.

My students are very engaged in MyEconLab. Although they must achieve only at least 80 percent to open the quizzes, they don't stop at 80 percent mastery; their homework scores are much higher (figure 3).

The item analysis in MyEconLab helps me identify which homework and quiz problems are troublesome for students, so that I can adjust my lectures accordingly. For those students who need help, I can see everything they have and have not done in MyEconLab, and the guidance I provide becomes both more targeted and more specific.

Conclusion

MyEconLab is the cornerstone of my course. It provides the flexibility I need to make the kinds of changes that lead to better student engagement and measurable improvement in my courses.

*Submitted by Michael Ryan
Western Michigan University*

JACKSONVILLE UNIVERSITY

Jacksonville, FL

Product Name MyEconLab

Course Name Principles of Macroeconomics / 3 credits

Key Results

Increasing the value of homework from 5 percent of the final course grade to 25 percent successfully motivated students to complete their homework, thereby giving them valuable practice and opportunities at content mastery before exam time.

Text

Foundations of Macroeconomics, 6e, Robin Bade and Michael Parkin

Implementation

Principles of Macroeconomics is a required course for all students in all majors. The goals of the course are to identify economics as a science and to convey an understanding of basic economic concepts, including supply and demand, macro measures and markets, and both the normative and positive views of various macroeconomic policies.

“In addition to being easy to use, MyEconLab keeps my students engaged both inside the classroom and outside of it. As a result, I’m seeing better exam grades and higher retention rates.”

I started using MyEconLab in fall 2006 because it was available with my textbook, and I was pleased to find that the program was as good as the textbook. I initially weighted MyEconLab homework as 5 percent of the course grade, but it wasn’t enough to motivate all students to complete the homework. I now weight homework as 25 percent of the grade. I also am consistent with the homework due date each week in order to promote the development of my students’ time management and organizational skills.

Assessments

50 percent Exams
25 percent MyEconLab quizzes
25 percent MyEconLab homework

MyLab Benefits

MyEconLab makes it easy to design course content and oversee a course. I can see where and why individual students are having difficulty in the homework, which enables me to provide targeted help. In addition, the Ask My Instructor button and the ability to link a specific question to this feature are very helpful.

For students, MyEconLab offers opportunities to practice with both low- and high-stakes assignments. Because such practice includes math and graphing with step-by-step help, students become more active in their own learning. Fifty percent of the course grade is based on their work in MyEconLab, and they can achieve 100 percent on the homework if they continue to make attempts until each problem is correct. They like it that their grade is based not only on in-class exams but also on their online work. It doesn’t take long for them to realize that more time spent in MyEconLab leads to better understanding.

Conclusion

In addition to being easy to use, MyEconLab keeps my students engaged—both inside and outside the classroom. As a result, I’m seeing better exam grades and higher retention rates.

*Submitted by Carol Dole
Jacksonville University*

MARSHALL UNIVERSITY

Huntington, WV

Product Name MyEconLab

Course Name Principles of Macroeconomics / 3 credits

Key Results

The time saved by MyEconLab's automated grading translates into time to develop lessons that are relevant and fun. Students see the connection between course content and real life and are more likely to engage in class discussions and internalize course concepts.

Text

Macroeconomics, 4e, Glenn Hubbard and Anthony O'Brien

Implementation

Principles of Macroeconomics is a required course for all business and economics majors. Of the students who enroll in the course, about half are from these two majors; the other half are majors from across the spectrum. The course covers primarily those macroeconomic models that explain the behavior of output, employment, and price level in both open and closed economies. Other topics include monetary policy, fiscal policy, and economic growth.

I began using MyEconLab in 2006. Initially, I used it only for homework assignments. I now use MyEconLab for all course assessment. Ten homework assignments are completed during the course of a semester. These assignments have the same due date each week to establish routine and set clear expectations. I introduce topics and assign homework on those topics before we discuss them in class. I also deliver three midterm exams and a final exam during the semester and give students three attempts to complete each exam (five for the final exam). I want my students to have an opportunity to demonstrate mastery of the material without the pressure to perform. I use the pooling feature of MyEconLab to deliver multiple versions of each exam and to prevent cheating. After each assessment, I use the gradebook to isolate common misconceptions so that I can adjust lectures accordingly.

Assessments

50 percent	MyEconLab midterm exams
30 percent	MyEconLab homework
20 percent	MyEconLab final exam

MyLab Benefits

MyEconLab makes me look brilliant. First, the automated grading saves me a tremendous amount of time. I now have more time to develop lessons that apply economics to real life. I've brought fun back into my lectures, so the students are having fun with economics, too. Second, with MyEconLab, I have more control over the content and timing of homework assignments. I no longer deal with late assignments or excuses—all assignments are due at 5 p.m. on Fridays, without exception.

“MyEconLab has helped me become a better teacher. Now I have time to bring the enjoyment of economics into my lectures and more time to devote to students' needs.”

My students benefit, too. The 24/7 access to their assignments and learning aids enables them to work when it is convenient for them. They have control of their schedule, and they use this to their advantage. They come to class prepared and having completed problems, which engages them in the class discussion and helps them internalize the concepts. Economics is a subject that affects our daily lives, and because I now have time to discuss these ideas on a deeper level, my students can see that.

Conclusion

MyEconLab has helped me become a better teacher. Now I have time to bring the enjoyment of economics into my lectures and more time to devote to students' needs. Using MyEconLab, I now have more fun teaching than ever before.

*Submitted by Robin McCutcheon
Marshall University*

MONROE COUNTY COMMUNITY COLLEGE

Monroe, MI

Product Name MyEconLab

Course Name Principles of Macroeconomics / 3 credits

Key Results Students are more likely to complete homework assigned in MyEconLab than traditional homework assigned in class. The increased practice has helped improve the overall course success rate.

Text

Macroeconomics: Principles, Applications and Tools, 7e,
Arthur O'Sullivan, Steven Sheffrin, and Stephen Perez

Implementation

Principles of Macroeconomics is required of all business management majors and is also taken by students who need one semester of economics. The course provides an overview of basic economic concepts and institutions, the nature of economic activity, and the functions of economic systems. It includes an examination of macroeconomic issues, such as markets and prices, unemployment, inflation, cyclical business fluctuations, economic growth, the role of money, theories of interest rates, monetary and fiscal stabilization policies, foreign exchange rates, the interdependency of global economies, and comparative economic advantages among nations.

I adopted MyEconLab when it was released in 2007, because I wanted to provide students with an opportunity for additional practice with problems. Since that time, I've used it in every fall, spring, and summer semester. I use the program to create and assign graded homework and quizzes for each chapter. I found out early that it is important to assign homework for a grade, because students tend not to use tools if the tools aren't assigned for credit.

Assessments

60 percent	Exams <i>Online sections take all exams in MyEconLab.</i>
15 percent	MyEconLab quizzes
15 percent	Papers
10 percent	MyEconLab homework

MyLab Benefits

MyEconLab offers students a wonderful way to practice problems and become more familiar with the concepts and vocabulary of economics. The automatic grading provides students with immediate feedback. Students like MyEconLab because it enables them to work at their own pace. I appreciate that MyEconLab enables me to monitor students' progress on a regular basis.

“My students are more likely to complete homework that is assigned in MyEconLab than traditional homework that is assigned in class.”

My students are more likely to complete homework that is assigned in MyEconLab than traditional homework that is assigned in class, and I believe that doing more homework with MyEconLab has improved their level of success in the course.

Students often tell me that they like using MyEconLab. One student said, “To help future students be successful in this class, I'd suggest they do everything MyEconLab has to offer. Its study tools are great.” Another said, “MyEconLab was amazing. It really helped me learn the material.”

Conclusion

MyEconLab is a valuable learning tool for students and a practical teaching tool for instructors. In addition to continuing to use MyEconLab, I look forward to integrating some of the features that I haven't used yet.

*Submitted by Wendy Wysocki
Monroe County Community College*

MORAIN VALLEY COMMUNITY COLLEGE

Palos Hills, IL

Product Name MyEconLab

Course Name Principles of Macroeconomics, Principles of Microeconomics / 3 credits (each)

Key Results MyEconLab's immediate feedback and interactive features help online students keep connected, organized, and on task while working according to their own schedule.

Text

Economics, 16e, Roger LeRoy Miller

Implementation

For the most part, students take Principles of Macroeconomics and Principles of Microeconomics to fulfill the college's social science requirements. In addition, the courses are required by some health science programs, and many business majors take them. The goal of these courses is to provide students with a basic understanding of the economy at both the national level (macroeconomics) and the individual level (microeconomics).

When Moraine Valley first began offering online courses, I was expected to develop my courses within Blackboard. I found Pearson's Course Compass, adopted it, and encouraged my faculty to adopt Pearson online technologies. I began using MyEconLab when it was initially released in 2007. Each year, I implement more and more of its features into my courses, which have become better through the years as a result.

I give my students a great deal of direction and specific deadlines, because I've found that this keeps them organized and on task. In addition, I created five extra-credit question sets to provide students with a chance to improve their grade.

Assessments

30 percent	Final exam
30 percent	Midterm exam
30 percent	MyEconLab homework
10 percent	Special project
3 percent	Extra credit for completing additional exercises in MyEconLab

MyLab Benefits

MyEconLab helps me compensate for the face-to-face interaction that is lost in an online course. Its interactive graphs and tutorials are very good, and its flexibility enables students to complete their work according to their own schedules.

“Students who are experienced with online courses indicate that MyEconLab is a much better technology than the technology used in other online courses.”

Students who are experienced with online courses indicate that MyEconLab is a much better technology than the technology used in other online courses. They greatly appreciate the reliability of MyEconLab and that any downtime is planned and communicated well in advance.

Conclusion

Online learning has come a long way since its inception. With more and more students taking online courses each year, I'm fortunate to have MyEconLab to help me make these courses the best that they can be.

*Submitted by Doug Gehrke
Moraine Valley Community College*

PURDUE UNIVERSITY

West Lafayette, IN

Product Name MyEconLab

Course Name Microeconomics / 3 credits

Key Results MyEconLab's automatic grading and personalized learning features facilitate teaching courses of 1,400 students without jeopardizing course integrity or the opportunity for hands-on teaching.

Text

Microeconomics, 10e, Michael Parkin

Implementation

Microeconomics is a required course for management and engineering majors and an option to fulfill requirements for certain other programs of study. The course introduces students to microeconomic theory and its applications in everyday life. Topics include how individual consumers and producers together determine the prices and quantities of goods available in the marketplace, the underlying incentives of consumers to buy goods and of firms to produce products that satisfy consumer demand, and the impact of government regulation on market efficiency.

“The tremendous benefit of MyEconLab is that I can grade the homework of 1,400 students with ease. I couldn't assign homework without it.”

For each chapter, I create a homework assignment of approximately 15 questions. I open the homework assignment after each week's lectures, and it is generally due on Monday night prior to Tuesday's lecture. I allow unlimited attempts so students can work on problems until they achieve 100 percent mastery. I do not allow students to make up missed homework assignments, but I do drop the two lowest homework grades. Finally, I encourage students to use the Study Plan and practice exams, although neither contributes to the course grade.

Assessments

53.3 percent Midterm exams (two)

33.3 percent Comprehensive final exam

13.3 percent MyEconLab homework

MyLab Benefits

The tremendous benefit of MyEconLab is that I can grade the homework of 1,400 students with ease. I couldn't assign homework without it. I also appreciate the Ask My Instructor link, which provides a direct link to the problem a student is completing and also shows the student's work. It's a very efficient way for me to communicate with students who are having difficulty. In addition, the item analysis shows me which questions were most commonly missed, and which took the most time. With this information I can identify topics and concepts that need additional coverage during lecture.

Students seem to do better on test questions once they've worked through problems in MyEconLab. Most of my students report that the concepts seem simple in lecture, but that it is much harder to connect the dots when working a problem on their own. MyEconLab homework offers them the practice they need to improve their exam performance. For those students who feel as though they do not thoroughly understand a problem they completed, I assign MyEconLab's Study Plan. Because the Study Plan is organized topically, I can easily direct students to additional practice problems.

Conclusion

MyEconLab makes teaching 1,400 students much easier. My students appreciate the program's homework features both as a way to improve their understanding of the material and as an additional assessment contributing to their course grade.

*Submitted by Kelly Blanchard
Purdue University*

SLIPPERY ROCK UNIVERSITY

Slippery Rock, PA

Product Name MyEconLab

Course Name Principles of Microeconomics, Principles of Macroeconomics / 3 credits (each)

Key Results Required, *prelecture* assignments in MyEconLab + more-frequent assessments have resulted in students who are more prepared, are more engaged during class, and are earning dramatically higher final exam grades.

Text

Microeconomics, 4e, Glenn Hubbard and Anthony O'Brien,
Macroeconomics, 4e, Glenn Hubbard and Anthony O'Brien

Implementation

Principles of Microeconomics and Principles of Macroeconomics are introductory courses that survey the fundamental concepts of economics. They are prerequisites for economics majors and are taken primarily by freshmen and sophomores. Class size is limited to 45 students, and classes meet three times per week each for 50 minutes.

Before using MyEconLab, I taught my courses by using content from various textbooks. In general, most of my class time was spent reciting material that my students were supposed to have already read. As a result, there was little time for class discussion; I had to cover the basic concepts to ensure that students received exposure to the material. When my classes started to have less and less time for conceptual application, I knew it was time to redesign the courses.

Students take three automatically graded MyEconLab exams, which gives me a sense of how they are retaining and comprehending the information in a broad context. The exams are also good indicators of how students will perform on the final exam. Students receive the practice and recitation component of the class via 10 homework assignments.

Assessments

45 percent	MyEconLab exams (3)
30 percent	Final exam
15 percent	MyEconLab homework assignments (10)
10 percent	Class participation

MyLab Benefits

Thanks to redesigning my courses with MyEconLab, the quality of education and learning in my classes has increased in a variety of ways. First, because students are required to master content *before* they come to lectures, they are more prepared and more engaged when they come to class. Second, students are more disciplined because there are no exceptions to the deadlines that are set in the program. Since I set the due dates early in the semester, students know when they must complete the work—no excuses. Redesign also enabled me to increase the number of assessments and opportunities to intervene if a student falls behind. Most important, final exam grades have increased dramatically—about 10 percent—since before I started using MyEconLab, and I rarely have students drop the course.

“MyEconLab has transformed my class. Today, students are more excited to complete their work, and success rates throughout the economics department are increasing.”

Conclusion

MyEconLab has transformed my class and enabled my students to realize greater academic gains. Because of the noticeable learning gains in my introductory classes, other professors from the department also have started using the program. Today, students are more excited to complete their work, and success rates throughout the economics department are increasing.

*Submitted by Füsün F. Gönül
Slippery Rock University*

Product Name **MyFinanceLab**
 Course Name **Managerial Finance**
 Credit Hours **Three**

Key Results After a course redesign that included required MyFinanceLab homework, withdrawal rates decreased and both exam and course success rates significantly increased.

Text

Principles of Managerial Finance, 13e, Lawrence J. Gitman and Chad J. Zutter

Implementation

Managerial Finance is a required course for all business majors. The course provides students with an understanding of the corporate finance function and the responsibilities of a financial manager. Students learn concepts and tools for use in effective financial decision making, as well as problem-solving skills. Topics covered include ratio analysis, funds, flow, forecasting, current assets management, budgeting, credit services, formation and cost of capital, and the impacts of operating and financial leverages.

I redesigned our course in 2006 in order to improve the level of student preparation for class. My hope was to improve our success and retention rates while also bringing some sections of the course online. I now require students to complete homework and quizzes in MyFinanceLab. Homework assignments are due before each lecture, at the same time each week. I repeatedly reinforce the importance of MyFinanceLab and occasionally complete a problem using MyFinanceLab during lecture. I also use the gradebook and item analysis from MyFinanceLab to inform my lectures.

Assessments

30 percent	Final exam (comprehensive)
20 percent	Midterm exam
20 percent	Cases/spreadsheet projects
13 percent	MyFinanceLab quizzes
12 percent	MyFinanceLab homework
5 percent	Participation

Results and Data

Since using MyFinanceLab, I have tracked the grade distributions in my course in order to measure both student success and withdrawal rates. I also consider the percentage of students scoring a C or better on the final exam. Course data indicate that the withdrawal rate has continued to decline, and I have seen significant, sustained improvement in both student exam scores and successful course completion rates (figures 1–3).

Now that I use MyFinanceLab, I no longer spend class time collecting homework and administering quizzes. I estimate that this saves me five hours of class time for each section that I teach. Additionally, because I no longer need to grade homework and quizzes, I probably save an additional 25 hours outside of class for each section.

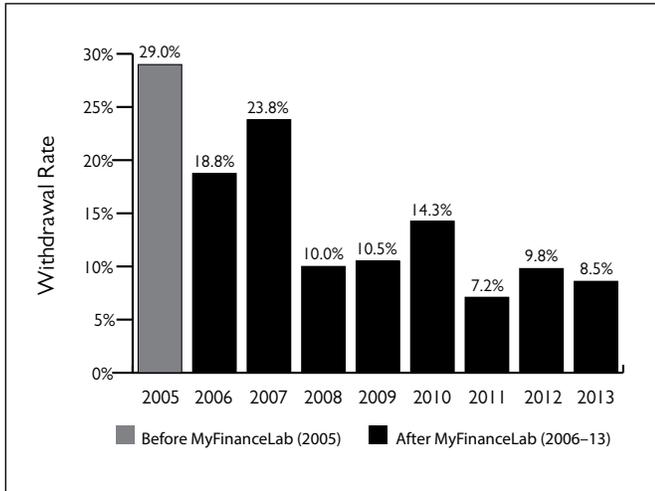


Figure 1. Student Withdrawal Rates before and after MyFinanceLab Implementation (2005–13)

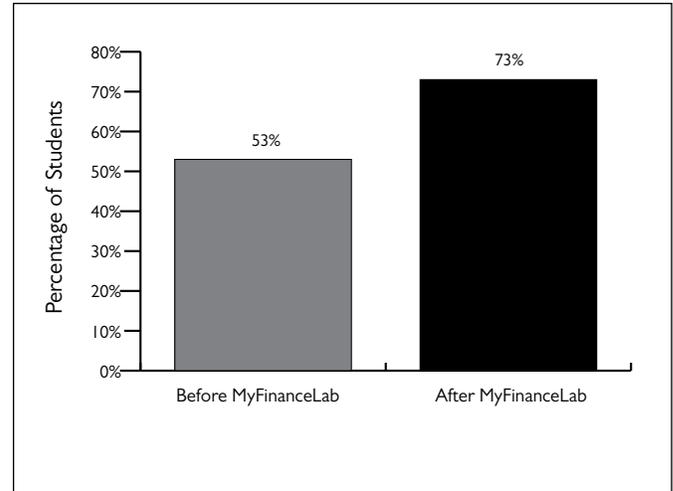


Figure 2. Percentage of Students Earning an A, B or C on the Final Exam before and after MyFinanceLab Implementation

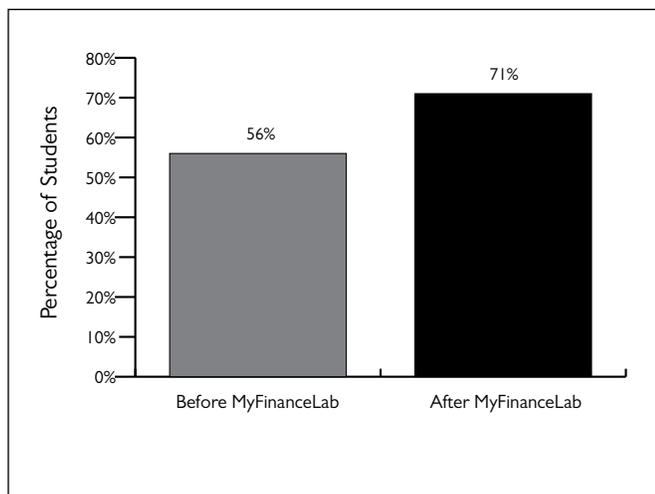


Figure 3. Comparison of Course Success Rates (a Grade of A, B, or C) before and after MyFinanceLab Implementation

“I’m glad Professor Donovan requires us to complete assignments in MyFinanceLab. It helps me understand and remember how to complete the material. I especially like the instant feedback on my progress.”

—Student

The Student Experience

Because students complete their homework before class and are already engaged in the material, I’m able to devote more class time to answering specific questions, doing interesting projects, and facilitating discussions of concepts and current events. In addition, I’m able to review student performance on individual homework problems to identify areas where I need to spend more time in class. I do this for each homework assignment and quiz.

Students appreciate the instant feedback that MyFinanceLab provides. They also find value in the ability to view examples and get help solving problems.

Conclusion

Using MyFinanceLab improves the level of my students’ preparedness, which in turn translates into better course success and retention rates. In addition, it saves me a great deal of time.

Because of my successful experience with MyFinanceLab in Managerial Finance, we now use the program for three additional finance courses.

*Submitted by Shannon Donovan
Bridgewater State University*

Product Name **MyFinanceLab**

Course Name **Financial Management**

Credit Hours **Three**

Key Results

MyFinanceLab facilitates greater student engagement in course material. Students are more prepared for lectures and participate more during class. As a result, failure/withdrawal rates decreased more than five percentage points.

Text

Financial Management: Principles & Applications, 11e,
Sheridan Titman, John D. Martin, and Arthur J. Keown

Implementation

Financial Management is a required course for all business majors. It covers basic financial management skills and presents a survey of basic financial markets and institutions, thereby offering students an understanding of the role of finance in their potential careers and their lives.

In fall 2011, after previously using a different online program, I adopted MyFinanceLab. What impressed me most was its user-friendly interface and server reliability.

MyFinanceLab provides me with an administratively simple means to regularly assign homework in a class with more than 500 students. It also enables me to identify gaps in student outcomes so I can determine exactly which concepts need additional coverage during lecture.

I use MyFinanceLab to create chapter quizzes—questions are pulled from both MyFinanceLab and the test bank. Students are allowed two attempts at each quiz, and their higher score is recorded. They may drop one quiz grade each semester. In addition, I encourage students to use the Study Plan to identify their levels of content mastery.

Assessments

80 percent Exams (four)

20 percent MyFinanceLab quizzes

Results and Data

Since implementation of MyFinanceLab, my failure/withdrawal rate has decreased more than five percentage points (figure 1). In addition, after reviewing data from spring 2013, I found a statistically significant correlation between students' performance on MyFinanceLab quizzes and their exam grades (figure 2).

*Since implementation of MyFinanceLab,
my failure/withdrawal rate has decreased
more than five percentage points.*

*MyFinanceLab facilitates student engagement in course material.
As a result, students are more prepared for and engaged in my lectures.*

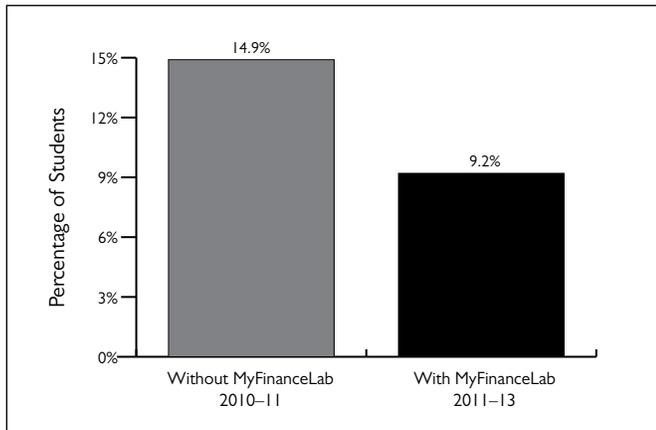


Figure 1. Failure/Withdrawal Rates before and after MyFinanceLab Implementation, 2010-13

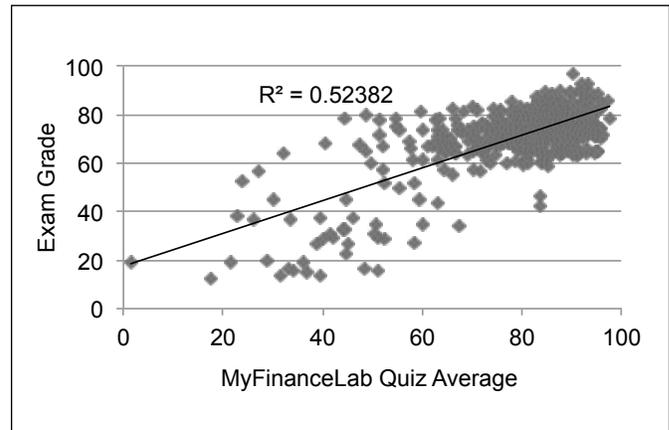


Figure 2. Correlation between Quiz Scores and Exam Grades, Spring 2013

The Student Experience

MyFinanceLab facilitates student engagement in course material. As a result, students are more prepared for and engaged in my lectures. They also appreciate receiving timely feedback on homework and gaining exposure to exam-based questions.

MyFinanceLab is particularly helpful to marketing, management, and international business majors, who frequently find this course to be difficult. In fall 2012, one of my students (a marketing major) was in a national marketing competition sponsored by a major beverage company. As a result of what he learned through MyFinanceLab, he was able to include a financial analysis in his presentation. He won the competition and secured a position with the company after graduation.

Today, MyFinanceLab is an accepted part of the business-major culture. Students know what is expected and are better prepared to start their journey through finance.

Conclusion

Incorporating MyFinanceLab into my mass lecture class has been beneficial; student outcomes have improved. Today, MyFinanceLab is an expected part of the business-major culture. Students know what is expected and are better prepared to start their journey through finance.

*Submitted by Mark Moore
Texas Tech University*

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

Kuala Lumpur, Malaysia

Product Name MyFinanceLab

Course Name Financial Management I and II / 3 credits (each)

Key Results

MyFinanceLab's automatic grading enables instructors to assign more homework, yet still have time to seek and create targeted and engaging course content. As a result students are more prepared for class, and class discussions are both relevant and enthusiastic.

Text

Principles of Managerial Finance, 13e, Lawrence J. Gitman and Chad J. Zutter

Implementation

Financial Management I and II are offered every semester, including the short semester. Financial Management I covers basic financial topics, including financial environment, time value of money, risk and return, stock valuation, bond valuation, and the basics of cost of capital and capital budgeting. Financial Management II covers more-advanced topics, including cost of capital, capital budgeting and cash flow estimation, leasing, dividend policy, capital structure, leverage, working capital, and an introduction to hybrid securities. We offer multiple sections of each course every semester, including one section in the short semester

The students who take these courses come from the departments of business administration, economics, and finance. Although most do not have a background in finance, they are quite strong in mathematics. For them to excel at financial calculations, a clear understanding of financial concepts and a solid command of English are essential. Students are required to read the assigned topics before lectures so that they can ask any questions during class and can actively engage in class discussions.

Before I adopted MyFinanceLab, I spent a lot of time manually grading student assignments. As I went through the assignments, I got a feel for where students' weaknesses were. I then reviewed those topics in class. This process left me with little time to seek engaging materials to show students the practical applications of finance.

About three years ago, I started using MyFinanceLab for online assignments. An assignment is created for each topic. We use the prerequisite function in MyFinanceLab whereby a student must complete each assignment in order to move on to the

next topic's assignment. Students must complete all of the assignments on time—noncompletions and late submissions result in marks being deducted. Recently, I also began requiring that students complete select topic assignments before lectures on those topics.

Assessments

50 percent	Final exam (paper and pencil)
20 percent	Midterm exam (paper and-pencil)
15 percent	Pop quizzes (newspaper readings) and tests
15 percent	MyFinanceLab assignments

MyLab Benefits

The benefits of using MyFinanceLab cannot be dismissed. In addition to reducing my workload considerably, the analytics offered by the online gradebook provide me with a detailed analysis of student results. This helps me easily identify student weaknesses, and I can then commit more time to addressing those areas in class. I'm also able to set more assignments for students to practice. Because students sometimes have difficulty interpreting the questions, doing more assignments also helps build their comprehension of English. In addition, when students are required to complete their assignments before lectures, they read the assigned chapters beforehand and are more prepared for class. They ask better questions and are more enthusiastic during class discussions.

Conclusion

MyFinanceLab has made it much easier to push students forward and for students to be consistent in their learning. Many of my students ask for MyFinanceLab when they are in other instructors' classes.

*Submitted by Asrul bin Dahari
International Islamic University Malaysia*

SAN FRANCISCO STATE UNIVERSITY

San Francisco, CA

Product Name MyOMLab

Course Name Operations Management / 3 credits

Key Results MyITLab's automated grading enables instructors to assign homework to even the largest class sizes. Students get more practice, and the program's immediate feedback provides them with added direction and guidance on what they understand versus what they still need to master.

Text

Operations Management, 10e, Jay Heizer and Barry Render

Implementation

Operations Management is a required course for all business majors. It provides an introduction to production and service system design and management, as well as an overview of the tools used to make key business decisions.

I nearly jumped out of my seat when I initially learned about MyOMLab. I teach large classes without the benefit of teaching assistants and immediately knew that MyOMLab would enable me to assign homework without having to do all of the grading.

For each chapter covered in class, I create a 5- to 10-question homework assignment in MyOMLab. Students are allowed three attempts on the homework and may work on it until the date of the corresponding exam. I deliver six MyOMLab quizzes per semester. Quizzes are delivered on the Monday after we've completed a chapter. Students have a 24-hour window in which to complete the quizzes. Once they open a quiz, they have one attempt and 45 minutes to complete it.

Assessments

70 percent	Exams
10 percent	MyOMLab quizzes
10 percent	MyOMLab homework
10 percent	Projects

MyLab Benefits

Using MyOMLab helps me feel less overworked and more relaxed about my teaching responsibilities. I'm now able to assign and grade homework, and I no longer have to hand-grade quizzes. In the past, it would take me a half day to grade each quiz, so this saves me at least three days of time over the course of the semester.

MyOMLab enables me to be much more targeted in helping students. I can look at a student's homework or quiz and see exactly where the student is struggling. I also love the program's pooling feature for quizzes; students have only 45 minutes to complete each 10-question quiz, which is pulled from a bank of 20 questions. It helps minimize academic dishonesty.

My students are happy to have an assessment tool that provides them with immediate feedback and that helps them with their metacognition skills.

“[MyOMLab] saves me at least three days of time over the course of the semester.”

There are three groups of students in my course: the over-achievers, those who want to do well but are not overachievers, and those who try to just slide by. For the middle group—about 70 percent of the student population—MyOMLab is the most beneficial. Homework assignments provide them with both the direction and guidance they need. In addition, MyOMLab's automatic feedback and learning aids reach students who need help but don't feel comfortable coming to office hours.

Conclusion

MyOMLab makes everyone's life easier; students receive the guidance and feedback they need, and it saves me a ton of time.

*Submitted by Ozgur Ozluk
San Francisco State University*

Product Name **MyOMLab**
 Course Name **Operations Management**
 Credit Hours **Three**

Key Results Students appreciate the interactivity and cross-program functionality of MyOMLab. As a result, their satisfaction with both the program and the instructor is consistently high, as indicated by end-of-semester student surveys.

Text

Operations Management, 10e, Jay Heizer and Barry Render

Implementation

Operations Management is a required course for all business majors. It provides an examination of the activities necessary for the provision of an organization’s products or services, including planning and scheduling of operations; allocation of resources, including staffing requirements and equipment decisions; inventory control and production planning; waiting-line problems; and quality.

I create required homework assignments in MyOMLab that are due at the same time each week. In order to complete these assignments, students also use either POM for Windows or Excel OM (Excel add-in) for problem solving. Homework assignments are submitted in MyOMLab. I also use the program to deliver both of my exams and to create practice exams.

I love MyOMLab’s flexibility in setting parameters for homework and exams. With exams, I like that each student receives different data sets in the problems and that I can enter my own exam questions. I also appreciate that I no longer need to spend time grading exams. In addition, because the problems are randomized and there are no paper copies, I’m able to use the same exam each semester. This enables me to track data and compare results longitudinally. I can also use MyOMLab to conduct an item analysis on both homework and exam data. The item analysis identifies exam questions that are frequently missed, so I can spend more time covering the concept in future semesters or reconsider the exam question, if needed.

Assessments

- 70 percent MyOMLab exams (two)
- 10 percent MyOMLab homework
- 10 percent Quizzes (traditional courses)
Online discussion (online courses)
- 10 percent Presentation

“Because the problems are randomized and there are no paper copies, I’m able to use the same exam each semester. This enables me to track data and compare results longitudinally.”

Results and Data

When I survey students at the end of each semester, one of the things I ask is whether I should continue using MyOMLab. In fall 2012, of the 36 students surveyed, 100 percent responded that I should continue to use MyOMLab, with 94 percent recommending using it for exams and homework and 6 percent suggesting using it for homework only. Those results are consistent with survey results from previous semesters.

Also, my teaching evaluations have improved. Since implementing MyOMLab in 2009, I have seen steady increases in the value of students’ responses to “The instructor taught the course well” and “I learned a great deal in this course” (figures 1 and 2).

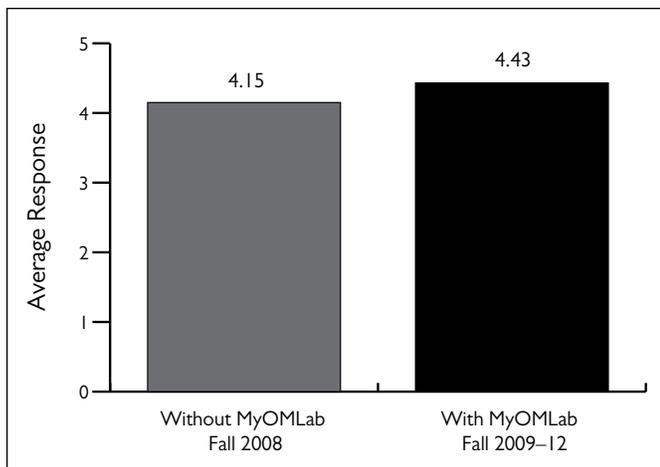


Figure 1. Average Student Survey Responses to the Statement, "The instructor taught this course well," Fall Semesters 2008–12 ($n=250$)

1=Strongly Disagree, 5=Strongly Agree

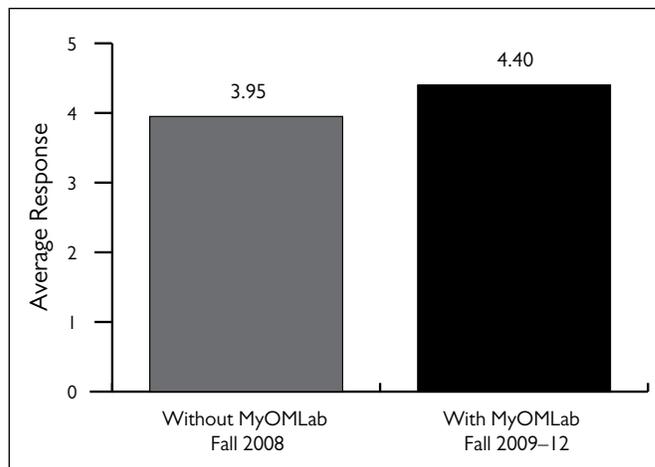


Figure 2. Average Student Survey Responses to the Statement, "I learned a great deal in this course," Fall Semesters 2008–12 ($n=250$)

1=Strongly Disagree, 5=Strongly Agree

The Student Experience

When students enter my course, at least 50 percent of them have already used a MyLab in another course. Those students are comfortable in the MyLab environment and understand the benefits of the program.

All of my students appreciate MyOMLab's interactive features, including Help Me Solve This, which breaks down a problem into a clear, step-by-step process. They also like to use the Ask the Instructor button when they are stuck; I appreciate that the feature includes a link to the student's problem in the email.

Students can copy data from MyOMLab into POM for Windows, Excel OM, and Excel. This means they can spend their time obtaining and interpreting results rather than performing data entry. In addition, it eliminates data-entry errors that may cause a student to arrive at an incorrect answer.

My students also appreciate taking exams in MyOMLab. They specifically appreciate the immediate feedback of the automated grading and the consistency between homework questions and exam questions.

"On teaching evaluations, each and every student indicates that I should continue to use MyOMLab."

Conclusion

On teaching evaluations, each and every student indicates that I should continue to use MyOMLab. My teaching evaluations continue to show positive responses, and students feel that they learn a great deal in my course.

*Submitted by Howard Weiss
Temple University*

Product Name **MyMarketingLab**

Course Name **Principles of Marketing**

Credit Hours **Three**

Key Results MyMarketingLab facilitates repeated exposure to course content via reading, videos, online discussions, and assessments. There is a positive correlation between MyMarketingLab quiz scores and final project grades.

Text

Marketing: Real People, Real Choices, 7e, Michael R. Solomon, Greg W. Marshall, and Elnora W. Stuart

Implementation

Principles of Marketing follows the distribution of goods and services from the producer to the customer. Course topics include the significance of marketing in our economic system, the roles of business/consumer/and government, the markets for consumer and industrial goods, the wholesaling and retailing of consumer and industrial goods, and the marketing policies and practices of business firms. It is a requirement for business and graphic design majors.

My initial reasons for adopting MyMarketingLab were to supplement my lecture and to ensure that my students have sufficient exposure to all of the course content. I've since discovered how much more it offers.

For each chapter, students complete a reading assignment, watch videos, engage in discussions, and then take a chapter quiz—each is done using MyMarketingLab. Discussion topics are pulled from both the textbook and outside sources, and I post three questions on the discussion board to get things started. Students are required to answer one question and to respond to one student's answer to a different question. Grades are based on the quality of the responses. Chapter quizzes are timed, and students are allowed one attempt at each quiz. I also make the Study Plan available and encourage students who are struggling to use it before they attempt the chapter quiz.

“I’ve gained peace of mind in lecture. I no longer worry if a class discussion goes off topic or longer than anticipated. All of the course content is reinforced and easy to find in MyMarketingLab.”

Because I administer quizzes via MyMarketingLab, I save more than six hours of class time over the course of the semester. With those extra hours, I am able to incorporate a comprehensive group project on the STP (segmentation, targeting, and positioning) process and product creation—and allow the groups to meet during class time. In addition, I've gained peace of mind. I no longer worry if a class discussion goes off topic or longer than anticipated. All of the course content is reinforced and easy to find in MyMarketingLab. Finally, MyMarketingLab's coordinator course feature enables course consistency across all course sections.

Assessments

48 percent	MyMarketingLab chapter quizzes (16)
32 percent	MyMarketingLab discussions (16)
20 percent	Capstone marketing plan/research paper

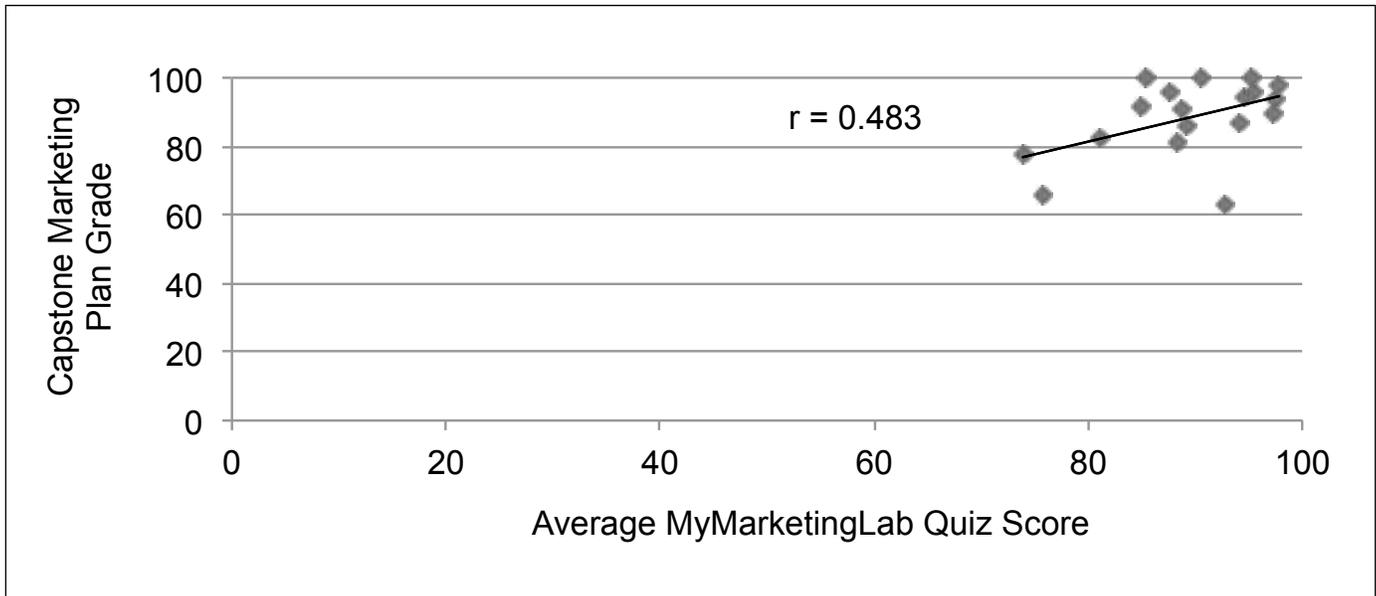


Figure 1. Correlation of Average MyMarketingLab Quiz Score and Capstone Marketing Plan Grade

Results and Data

When I reviewed the relationship between MyMarketingLab quiz performance and the quality of the capstone marketing plan (the final assessment for the course), I found that students who performed well on the quizzes also submitted a higher-caliber marketing plan (figure 1).

“Students are more engaged and ask better questions than they did before I adopted MyMarketingLab.”

The Student Experience

MyMarketingLab benefits my students. I make all of the course content available on the program at the beginning of the semester so that students have the resources to work ahead if they so choose. In addition, they appreciate the structure that MyMarketingLab provides. Students know exactly what to expect, and some have commented that they enroll in my courses because of that.

Specifically in my online courses, students are more engaged and ask better questions than they did before I adopted MyMarketingLab. And they like it! One student offered the following positive feedback: “I am genuinely disappointed you are not offering any other courses necessary for my degree.”

Conclusion

MyMarketingLab provides a comprehensive presentation of course material and assessment. It enables students to engage multiple times in the course content and thereby gain a stronger understanding of course concepts.

*Submitted by Pamela Weldon
Lehigh Carbon Community College*

8 Best Practices: How to Make the Most of Your MyLab & Mastering Implementation

Since Pearson began collecting data on higher education redesigns, we've noticed that the addition of proven best practices to a MyLab & Mastering implementation results in repeatable, improved learning gains, as well as gains that continue to improve over time and throughout the course sequence. After cross-referencing the successful aspects of the studies included herein, we identified the following eight best practices. Each best practice was used by the majority of schools and is a significant contributor to an implementation's success and ultimate sustainability.

1. Train adjuncts, tutors, and other key players—and keep training them.

Consistency is vital to the success of a MyLab & Mastering implementation. Pearson provides product and implementation training to ensure that your implementation is in alignment with your goals. Once your implementation is up and running, weekly meetings and the mentoring of part-time faculty, adjuncts, and tutors can help keep all players connected and on board.

2. Position your students for success.

When it comes to positioning students for success, no one has more experience than Pearson Faculty Advisors. When those advisors were asked about their own experiences and those of faculty at schools they've helped, two themes rang out loud and clear:

- **Conduct a first-day-of-class orientation.** Pearson's customized getting-started materials, presentations, handouts, and email templates help students understand the value of course materials and the connection between learning the course objectives and successful completion of the course. Visit firstdayofclass.com for more information.
- **Provide structure.** The more structure you build into your implementation, the more success students will have. This includes the presentation of clear expectations and the setting of firm and consistent deadlines.

At the beginning of each semester, Stephanie Williamson gives her students a course calendar outlining the due dates for all assessments. "Students are allowed an unlimited number of attempts on [MyAccountingLab homework and quizzes]," she says, "but they must adhere to the strict due dates; I do not accept assignments late—not for any reason." (Coastal Carolina Community College, page 6)

Bruce Maule's students are required to complete one homework assignment and one quiz for each chapter. Homework assignments may be completed until the start time of the exam covering the corresponding chapter; late completion of homework results in a 20 percent penalty. Quizzes may not be completed late. (College of San Mateo, page 8)

Robin McCutcheon assigns 10 required homework assignments during the course of a semester. "These assignments have the same due date each week to establish routine and set clear expectations," she says. (Marshall University, page 25)

3. Require completion of assignments for credit.

Required completion of assignments for credit is critical to the success of both your implementation and your students. Students don't do optional.

Wendy Wysocki uses MyEconLab to create and assign graded homework and quizzes for each chapter. "I found out early that it is important to assign homework for a grade," she says, "because students tend not to use tools if the tools aren't assigned for credit." (Monroe County Community College, page 26)

Carol Dole initially weighted MyEconLab homework as 5 percent of the course grade, but it wasn't enough to motivate all students to complete the homework. "I now weight homework as 25 percent of the grade," she says. (Jacksonville University, page 24)

Shahriar Mostashari reported that required MyEconLab homework and quizzes prepared his students to earn higher exam scores than they earned when use of MyEconLab was optional. "My experiment with optional [MyEconLab usage] in fall 2012 resulted in a significant drop in exam scores," he says. "In spring 2013, I once again required MyEconLab and allowed students an unlimited number of attempts on homework. The exam scores improved even more significantly." (Campbell University, page 20)

4. Connect and engage with students.

Most faculty are unanimous about the importance of individually connecting with students both in class and outside class. Some faculty recommend not waiting for students to ask questions. Rather, they suggest circulating in the classroom to avoid student embarrassment. Outside class, think about sending weekly emails containing kudos for those doing well and offering support and intervention to those who are having trouble or not completing their work.

MyAccountingLab enables Glen Stanger to identify and intervene with students who fall behind. “This is particularly important during the first few weeks of class,” he says. “If students fall behind at this point, they are not likely to catch up, putting them at risk of dropping the course.” (Douglas College, page 15)

5. Employ personalized learning.

The most successful solutions include personalization and immediate feedback that engage students in active learning and that enhance and inform assessment. Students who use MyLab & Mastering products are able to complete assessments at their own speed and, via diagnostics performed along the way, can follow a personalized learning path that both targets the exact skills they need to work on and delivers the right material they need to master those skills.

“[MyAccountingLab’s] personalized learning approach helps each student focus specifically on those areas in which the student needs the most support—and spend less time on the concepts already understood,” says Deirdre Fitzpatrick (George Brown College, page 16)

Anita Morgan studied the relationship between completion of the individualized Study Plan and the final exam grade. “Data indicate that those students who complete a larger percentage of their Study Plan tend to score higher on the final exam,” she says. (Indiana University East, page 10)

6. Conduct frequent assessments.

Instructors have long recognized the necessity of assessment as both a measurement of how well students are learning and a tool for critical feedback. A successful MyLab & Mastering implementation increases the power of assessment by increasing the number of assessments, thereby offering students a firsthand account of what they know and what they don’t, and by providing instructors more opportunities to intervene before a student falls too far behind.

By assigning more-frequent assessments in MyEconLab, Shahriar Mostashari is able to monitor student performance and identify students in need of individual attention or tutoring support. “Also,

I am able to identify concepts deemed difficult by a majority of students and then cover those concepts in greater depth during lecture,” he says. “Because they’re more prepared and more informed, my students now ask more-specific questions. In turn, I’m able to utilize office hours more effectively and more efficiently.” (Campbell University, page 20)

7. Require mastery learning.

Students who advance without full competence in skills are doomed to struggle—if not fail. Mastery learning ensures that skills are solidly understood and that they build one upon another, thereby reinforcing previous knowledge and increasing confidence throughout the course sequence. In addition, implementations that employ mastery learning invariably find that students both complete more work and learn more than do students in traditional formats.

Michael Ryan found that after employing mastery learning, his students not only rose to meet the bar he established; they surpassed it. “Although they must achieve at least 80 percent to open the quizzes,” he says, “they don’t stop at 80 percent mastery; their homework scores are much higher.” (Western Michigan University, page 22)

8. Track learning gains.

What you don’t track you can’t measure. And what you haven’t measured you can’t prove has happened. School faculty who consistently track and measure learning gains become able to make informed decisions about programmatic shifts and can increase their abilities to prove institutional effectiveness, meet accreditation standards, track quality-enhancement plans, and fulfill grant requirements.

Pertinent metrics might include comparisons of homework grades, exam scores, and final grades with those of past semesters; correlation between time spent and final grades; subsequent success rates; retention rates; and the effectiveness of using the text in tandem with the online product.

Kate Demarest tracks a variety of learning metrics, including A/B rates, drop/fail rates, test grades, and homework completion. (Carroll Community College, page 4)

Bob Burdette compared final exam scores in sections with and without MyAccountingLab and correlated homework scores and final exam grades. “Since we performed these analyses and reported the results, all instructors have been requiring MyAccountingLab for their sections,” he says. (Salt Lake Community College, page 12)

Conclusion

More than simply successful implementations, the courses described on the previous pages are victories. Behind the successful outcomes—in the forms of improved final exam grades, increased persistence, success in subsequent courses, and other learning gains—are students who have become better equipped to pursue their academic goals and achieve their life dreams.

An Ongoing Process

We applaud the institutions included herein for their efforts and determination. But those efforts are not over: a successful technology implementation is an ongoing process, ever evolving with the emergence of new and improved pedagogy, the entry of each unique cohort of students, and the increased amounts of information gleaned via the long-term tracking and measuring of student data.

Pearson's Faculty Advisor Network (FAN) is available to help you improve the teaching and learning experience in your courses. Visit the FAN site to meet and engage with a community of educators who are eager to share advice, tips, and best practices related to MyLab & Mastering products. Join the network by visiting the site at <http://community.pearson.com/fan>.

The Pearson Family of Solutions

Pearson offers solutions for all kinds of educational needs, for all types of courses, and for all of the ways those courses are taught and delivered. Combined with one of the many proven-successful best practices, the possible configurations of an effective MyLab & Mastering implementation are limitless. Let us help you:

- **Increase achievement.** Instant access to reliable data can help in the development of personalized learning, assessment, and instruction and can provide a blueprint for faculty and institutional effectiveness.
- **Expand access.** From digital course materials and real-time assessments to fully online courses, MyLab & Mastering learning solutions are more flexible, more powerful, and more accessible than ever before.
- **Enable affordability.** Innovative technology offers the best opportunity to deliver personalized, scalable, and engaging solutions that drive results up and drive costs down.

We look forward to hearing about your achievements and to including your experience in the next MyLab & Mastering report. To tell us about your success, contact Kristen Schmitt, senior efficacy manager, at kristen.schmitt@pearson.com.

List of Contributors

Kelly Blanchard

Purdue University

Bob Burdette

Salt Lake Community College

Jackie Casey

Cape Fear Community College

Asrul bin Dahari

International Islamic University Malaysia

Kate Demarest

Carroll Community College

Carol Dole

Jacksonville University

Shannon Donovan

Bridgewater State University

Deirdre Fitzpatrick

George Brown College

Doug Gehrke

Moraine Valley Community College

Fusun F. Gönül

Slippery Rock University

Bruce Maule

College of San Mateo

Robin McCutcheon

Marshall University

Mark Moore

Texas Tech University

Anita Morgan

Indiana University East

Shahriar Mostashari

Campbell University

Ozgur Ozluk

San Francisco State University

Michael Ryan

Western Michigan University

Kim Silver

Greenville Technical College

Glen Stanger

Douglas College

Troy V. Sullivan

Middle Georgia State College

Jeffrey Waybright

Spokane Community College

Howard Weiss

Temple University

Pamela Weldon

Lehigh Carbon Community College

Stephanie Williamson

Coastal Carolina Community College

Wendy Wysocki

Monroe County Community College

MyAccountingLab[®]

MyBCommLab[®]

MyBusinessLab[™]

MyBusLawLab[™]

MyEconLab[®]

MyFinanceLab[™]

MyIBLab[™]

MyManagementLab

MyMarketingLab[™]

MyOBLab[™]

MyOMLab[™]

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