



BREAKTHROUGH
To improving results

MyLab™ & Mastering™ Humanities and Social Sciences

Efficacy implementation and results
2014

MyLab & Mastering Humanities and Social Sciences: Efficacy implementation and results

Edited by Paul A. Smith

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Pearson's Efficacy Program: Welcome Letter

Dear Educator,

Pearson is putting the pursuit of efficacy and improved student learning outcomes at the center of its global education initiative (read more about this at efficacy.pearson.com). With this focus in mind, we are pleased to present the following MyLab and CourseConnect evidence and results-based studies selected from across the social sciences and humanities. Additional case studies along with videos and webinars focused on course redesign and results can be found on Pearson's Results Library at pearsonmylabandmastering.com/results.

The studies highlighted in this report describe multisection courses administered by large committees as well as smaller courses taught by individual educators. They provide concrete examples of how educators and institutions are partnering with Pearson to measure and improve student learning.

Each case study provides insights into the experiences of educators and their students. You'll learn how these educators implemented Pearson's MyLab solutions to address many of today's most common academic challenges, including the need to report on and improve student learning outcomes; the need to maintain course quality in an era of scarce resources; and the desire to hold students accountable not only for mastering basic course content but also for critical thinking and application. Each study clearly defines what goals the schools were trying to achieve, how success has been measured, using both qualitative and quantitative data, and what the results were for both students and educators.

We invite you to contact us if you are interested in learning more about partnering with Pearson on an efficacy study at your school.

Sincerely,

John Tweeddale

Senior Vice President, Efficacy and Quality

Pearson North America

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Pearson's 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 verify 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 products.

Pearson's Efficacy Research Team

Our research team includes Ph.D.-level statisticians who provide practical advice about tracking and analyzing student data when redesigning a course to incorporate technology. Our research team also includes experts in psychometrics, educational statistics, and journal publications. These individuals support educators who want to run an efficacy study, provide our editorial staff with detailed reports on the quality of our online content, and advise our software engineers of new methodologies for collecting and processing student learning data within MyLab products.

How Pearson and Instructors Work Together

Every research project is unique. The process takes time—generally a semester or longer. Educators interested in conducting a study 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. In order to maintain objectivity, Pearson does not offer compensation for data or participation in efficacy studies.

Research Standards

Pearson adheres to the Software & Information Industry Association (SIIA) guidelines for evaluating 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 your Pearson representative for more information.

Missouri Statewide Course Redesign Initiative

Improved Learning Outcomes and Reduced Costs Using Pearson's MyLab & Mastering

From 2010 to 2013, the Governor of Missouri and Missouri's public, four-year institutions established a major course redesign initiative in partnership with the National Center for Academic Transformation (NCAT) and built on the successful models and lessons learned from NCAT's course redesign programs. The goal was to achieve improvements in learning outcomes as well as reductions in instructional costs by redesigning large-enrollment courses using technology-supported active learning strategies. A full 100% of the redesigns that leveraged Pearson learning technology improved results.

For details on Missouri State University's use of MyPsychLab, see page 5.

Of eleven redesigned courses, six used a Pearson solution. Those six were the only courses that showed improved learning and all reported reduced institutional costs.



School	Course	Technology	Student Learning	Instructional Costs
Missouri State University	Introductory Psychology	Pearson's MyPsychLab	Improved	↓ 10%
Lincoln University	Basic English	Pearson's MySkillsLab	Improved	↓ 32%
Missouri University of Science & Technology	General Chemistry	Pearson's MasteringChemistry	Improved	↓ 32%
University of Central Missouri	Intermediate Algebra	Pearson's MyMathLab	Improved	↓ 13%
University of Missouri - Kansas City	College Algebra	Pearson's MyMathlab	Improved	↓ 35%
University of Missouri - St. Louis	Computers and Information Systems	Pearson Custom Media	Improved	↓ 28%
Missouri Western State University	Introduction to Business	McGraw-Hill's Connect	Unchanged	↓ 33%
Truman State University	Lifetime Health and Fitness	McGraw-Hill's Connect	Unchanged	↑ 34%
University of Central Missouri	Human Anatomy and Physiology I & II	McGraw-Hill's Learnsmart	Unchanged	↓ 55%
Missouri Southern State Univeristy	Oral Communications	Speech Class: Poll Everywhere	Decreased	↓ 81%
Northwest Missouri State University	Principles of Management	Cengage Media	Decreased	↓ 49%

Course redesign is the process of rethinking or restructuring an entire course (or sequence of courses) to achieve better learning outcomes, while maintaining or lowering costs, by taking advantage of the capabilities of technology. For a summary of project outcomes from the Missouri Initiative, visit theNCAT.org. To learn more about Pearson's MyLab & Mastering solutions, visit pearsonmylabandmastering.com.

School Name Missouri State University, Springfield, MO

Course Name Introductory Psychology

Course Format Flipped/Hybrid

Key Results With MyPsychLab, student learning gains increased from 30 percent to an average of 79 percent, as measured by a comparison of pre- and posttest scores. In addition, the university's per-student costs were reduced by 10 percent.

Submitted by

Danae L. Drab-Hudson, Ph.D., Brooke L. Whisenhunt, Ph.D., Carol F. Shoptaugh, Ph.D., Ann D. Rost, Ph.D., and Rachel N. Fondren-Happel, M.S., all of Missouri State University

Course materials

Psychology by Ciccarelli and White with MyPsychLab

Course Redesign Goals

From 2010 to 2013, the governor of Missouri and Missouri's public four-year institutions established a major course redesign initiative. The institutions partnered with the National Center for Academic Transformation (NCAT), utilizing the successful models and lessons learned from NCAT's course redesign programs. Our Introductory Psychology course, which serves over 2,500 students each year, was selected as Missouri State University's representative in this initiative and was one of the first to go through this redesign process.

Despite being a popular course, Introductory Psychology had delivered less-than-satisfactory learning outcomes for many students. The course, before redesign, was lecture-based and typically taught by approximately 65% full-time faculty and 35% adjunct instructors. While there were common general education goals across all sections, each instructor was responsible for the choice of content and delivery of course material. This produced significant variability in what material was covered from section to section and led to "course drift" and inconsistent outcomes.

The goals we identified included improving student learning, reducing course drift, incorporating best practices teaching strategies, increasing course-completion rates, and reducing institutional costs. Five full-time faculty members worked as a team throughout the planning, pilot, and implementation of the course redesign. All sections were redesigned using the same syllabus, textbook, online course materials, and staffing plan.

"After two years, and through the use of a number of quantifiable measures, we have clear evidence of the efficacy of our redesigned course."

Implementation

The redesign included significant changes to the staffing structure. The traditional course had one instructor per section. The redesigned course utilizes seven staff members per section including one full-time faculty instructor, one Senior Learning Assistant (a graduate assistant or adjunct instructor), and five Undergraduate Learning Assistants. So, although the redesigned course seats 300 students per section compared to 153 in the traditional course, the ratio of staff to students decreased from 1 staff member for every 153 students to 1 staff member for every 43 students.

To improve learning outcomes we transformed the traditional course into a blended or hybrid course with a flipped classroom model. In this model, students read the textbook or eText and complete the MyPsychLab chapter study plan and media assignments prior to attending class.

Assessments

48 percent	Unit exams (four)
18 percent	MyPsychLab chapter study plan and media assignments
16 percent	Comprehensive final exam
7.5 percent	Participation
6 percent	Study session attendance
3 percent	Research participation
1.5 percent	Introduction letter + Week 1 online training and quiz

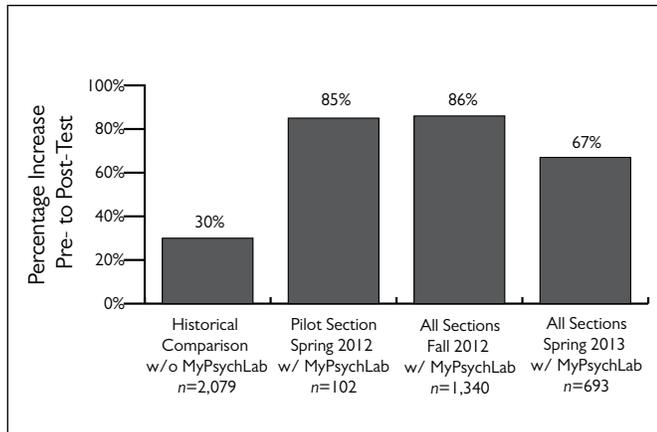


Figure 1. Comparison of Traditional and Redesigned Sections on a 30-Item Comprehensive Pre- and Post-Test Exam

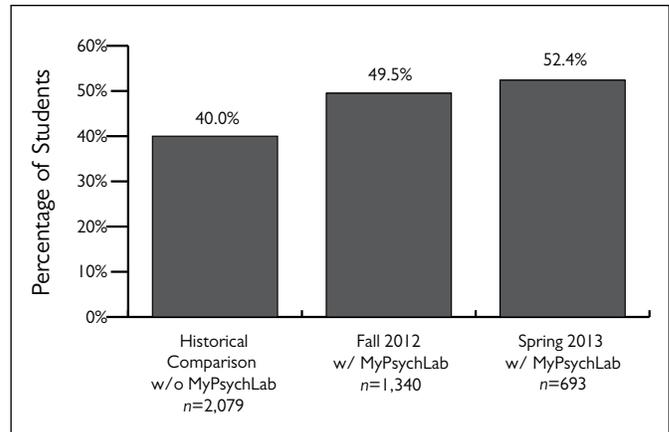


Figure 2. Overall Course Grade of A or B

Results and Data

Student learning gains have more than doubled, as measured by increases in a comprehensive pre- to posttest before redesign versus after redesign with MyPsychLab (figure 1). Further, we have seen a 31% increase in the number of students achieving overall course grades of A or B (figure 2), indicating that many more students are demonstrating mastery of the material. In addition, despite having a relatively inexpensive traditional course at \$73/student, the combination of increasing section size and more efficiently assigning instructors and learning assistants brought the cost down to \$66/student—a 10% reduction in instructional costs.

The Student Experience

One of the challenges we faced before the redesign was the inability to identify and proactively reach out to struggling students early in the semester. In the redesigned course, early intervention teaching strategies, resulting in improved learning over the course of the semester, were introduced. The combination of frequent online assignments in MyPsychLab, used formatively to identify students' areas of weakness, and a staffing structure that allowed for more frequent and personalized monitoring of student progress resulted in clear gains in learning.

“Because students are reading the textbook and actively engaging with the material in MyPsychLab outside of class, they’ve started coming to class better prepared and more willing to participate in class discussions.”

Because students are reading the textbook and actively engaging with the material in MyPsychLab outside of class, they’ve started coming to class better prepared and more willing to participate in class discussions. As a result, we can now focus on more difficult concepts (based on students’ performance on MyPsychLab assignments) and incorporate more active learning strategies (e.g., use of clickers, classroom demonstrations, online activities) into the seated class period. The students report they find these methods more engaging, and data indicates they are achieving greater mastery of the course content.

Conclusion

After two years, and via a number of quantifiable measures, we have clear evidence of the efficacy of our redesigned course. Further, we’ve accomplished the majority of the goals identified at the beginning of the redesign. Reducing the D/F/W rate proved to be the most challenging goal; however, our most recent data suggests a significant reduction in the overall rate is now occurring. Overall, we believe we have created an innovative class utilizing many “best practices” in teaching. We developed a course that reduced course drift, was implemented at a lower cost than the course’s traditional counterpart, and, most important, resulted in greater student learning.

References

- Danae L. Drab-Hudson, Brooke L. Whisenhunt, Carol F. Shoptaugh, Mary C. Newman, Ann Rost, Rachel N. Fondren-Happel (2012) Transforming Introductory Psychology: A systematic approach to course redesign, *Psychology Learning & Teaching*, 11(2), 146-157. <http://dx.doi.org/10.2304/plat.2012.11.2.146>
- Danae L. Drab-Hudson, Brooke L. Whisenhunt, Carol F. Shoptaugh, Mary C. Newman, Ann Rost, Rachel N. Fondren-Happel (2013) Course Redesign in Introductory Psychology: Efficacy After Two Years. (Submitted manuscript)

School Name Louisiana State University, Baton Rouge, LA

Course Name Introduction to Psychology

Course Format Traditional

Key Results After implementing MyPsychLab, student success rates increased and D/F/W rates decreased.

Submitted by

Emily Elliott, Ph.D., Louisiana State University

Course materials

Psychology by Ciccarelli and White with MyPsychLab

The Introduction to Psychology course serves as a social science requirement for Louisiana State University's general education curriculum. Approximately 1,300 students from a wide range of majors take the course each semester. As part of this general education requirement, students must demonstrate an understanding of factors associated with global interdependence including economic, political, psychological, cultural, and linguistic forces. In addition, students gain an understanding of psychological theory and research while learning to think critically and apply this material in their daily lives.

Implementation

MyPsychLab was initially implemented as a way to give students more opportunities to practice writing. Writing assignments, due before each exam, are automatically graded based on both content and mechanics. Students receive instant feedback within the program to help identify weaknesses and tools to help improve their writing skills. While all students benefit from this writing practice, the development of critical thinking skills necessary for success in more advanced courses is especially helpful for psychology majors.

This semester we decided to integrate MyPsychlab quizzes as a way to help students master basic course content and prepare for lectures. Students are now assigned quizzes in MyPsychLab before the chapter is covered in class and have the ability to refer to their textbook for help.

Assessments*

45 percent	Exams (three)
20 percent	Final exam
10 percent	MyPsychLab writing assignments
10 percent	MyPsychLab quizzes
10 percent	Class participation
5 percent	Research learning requirement

**For the fall 2013 semester only. MyPsychLab quizzes were not assigned during previous semesters.*

The Student Experience

Students feel the newly added MyPsychLab quizzes are helpful.

“MyPsychLab helps me study in advance for exams. I get to learn and understand each chapter before we talk about it in class.”

“Success rates have increased with more students now receiving overall course grades of A, B, or C compared to previous semesters.”

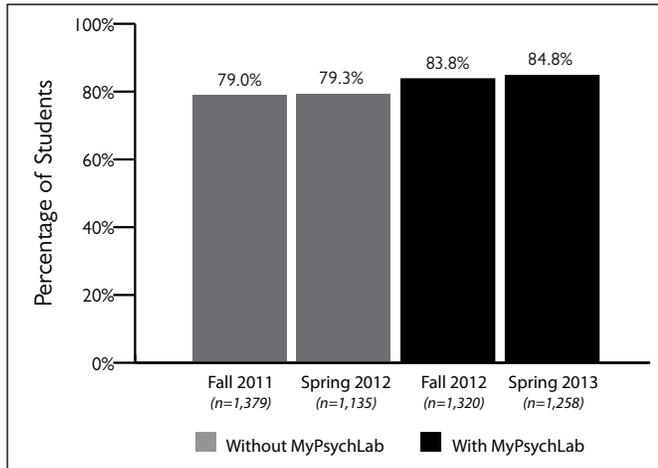


Figure 1. Student Success Rates, Fall 2011–Spring 2013

(Success rate=The percentage of students receiving a grade of A, B, or C in the course.)

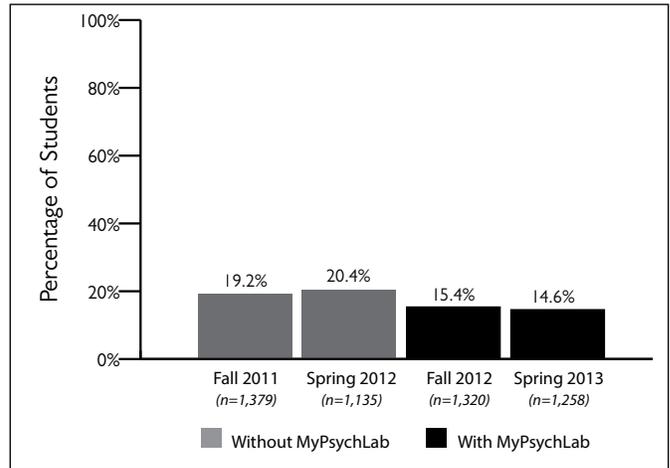


Figure 2. Student D/F/W Rates, Fall 2011–Spring 2013

(D/F/W rate=the number of students who receive an overall course grade of D or F, plus the number of students who withdraw from the course.)

Results and Data

To determine MyPsychLab’s impact on student learning we compared grade distributions and withdrawal rates from four semesters: two with MyPsychLab and two without MyPsychLab.

The results indicate that MyPsychLab is having a measurable impact on our students’ learning. Success rates have increased with more students now receiving overall course grades of A, B, or C compared to previous semesters without MyPsychLab (figure 1). In addition, fewer students are receiving overall course grades of D or F, and fewer students are withdrawing from the course (figure 2).

These increases in success rates may also be the result of more students reading their required textbook. Although we do not have a direct measure of time spent using the textbook in current or previous semesters, we did see an increase in the number of textbooks purchased bundled with MyPsychLab. Requiring MyPsychLab with the textbook enabled us to hold students accountable for purchasing their required course material.

Note: The data presented above do not reflect a recent change to increase MyPsychLab from 10 percent to 20 percent of students’ overall grade. Starting this semester students are required to complete MyPsychLab quizzes before class. We will collect and analyze the data at the end of this semester to identify any changes in students’ overall results in the course.

Conclusion

We plan to redesign the entire Introduction to Psychology course with the goal of measuring and improving student learning outcomes while also enabling a more active classroom learning experience. Next semester I will run a pilot section in which each week students will spend one hour in lecture and three hours in a computer lab using MyPsychLab. The results of this pilot section will inform our plans for a full rollout of the redesign.

School Name **Buffalo State College, Buffalo, NY**
 Course Name **Child Development**
 Course Format **Traditional**

Key Results Students who used MyVirtualChild were more engaged and performed better on exams than students who did not use MyVirtualChild.

Submitted by

Pamela Schuetze, Ph.D., Buffalo State College

Course materials

The World of Children by Cook and Cook with MyVirtualChild

Implementation

MyVirtualChild is an online simulation designed to represent the normative development of children. The program is based on theory and research in developmental psychology. Raising a virtual child is a semester-long process. Course grades are based on four writing assignments and participation in two “parent forums.”

Research Goal

This study was designed to explore whether MyVirtualChild was more effective than a more traditional approach to learning about child development.

Participants and class structure

Participants included 83 students in two child development sections of the same course taught by the same instructor. Students were primarily juniors and seniors and ranged in age from 18 to 41. Students in both sections of the course experienced the same lectures, discussions, and exams. Students in one section completed assignments from the MyVirtualChild program; students in the other section completed writing and discussion assignments designed to be equivalent in class time and work intensity.

Method

Evaluation of Student Engagement: Student engagement was assessed using attendance rates, rates of course completion, and answers to selected questions from an anonymous, end-of-semester course evaluation.

Knowledge of Child Development: Knowledge of child development was assessed using unit exams and cumulative final exams. Exams included factual and applied multiple-choice questions and short-answer questions that could be answered in one paragraph or less. To enable cross-semester comparisons, students in both sections took the same exams.

Student Perceptions of MyVirtualChild: Students who completed MyVirtualChild assignments were asked to answer 16 Likert-type questions using a scale from 1 (strongly disagree) to 5 (strongly agree), plus answer five open-ended questions. Questions were designed to assess self-efficacy and satisfaction with the program. Self-efficacy questions evaluated student perceptions of their understanding of themes in child development as a result of completing the MyVirtualChild simulation. Satisfaction questions asked about their enjoyment of the assignment and whether or not they preferred MyVirtualChild over other types of assignments.

Assessments

MyVirtualChild Section

58.8 percent Three exams (300 total points)
 19.6 percent Final exam (100 points)
 19.6 percent MyVirtualChild (100 points)
 2.0 percent Oral presentation (10 points)

Section without MyVirtualChild

53.6 percent Three exams (300 total points)
 17.9 percent Final exam (100 points)
 17.9 percent Paper (100 points)
 8.9 percent Participation (50 points)
 1.8 percent Oral presentation (10 points)

	Without MyVirtualChild		With MyVirtualChild		Frequency
	Mean	Standard Deviation	Mean	Standard Deviation	
Professor's teaching effectiveness	1.51	.51	1.45	.57	.22
Overall evaluation of the professor	1.42	.50	1.42	.56	.00
Recommend this course to other students? (1=definitely not, 5=definitely yes)	1.71	.78	1.36	.55	4.26
Attendance (number of days out of 22)	15.46	5.14	19.46	9.47	5.50

Table 1. Differences in Standardized Course Evaluation Responses

Results and Data

Group Differences in Student Engagement: Results from a one-way analysis of variance (ANOVA) with students who completed the course indicated the following (table 1):

- Students who used MyVirtualChild attended class for a significantly higher number of days than students who did not use MyVirtualChild.
- Students who used MyVirtualChild were significantly more likely to complete the course (94 percent) than students who did not use MyVirtualChild (78 percent).
- Students who used MyVirtualChild were more likely to indicate that they would recommend the course to other students.
- There were no group differences in students' ratings of the course in general, the professor's teaching effectiveness, or their overall evaluation of the professor.

Knowledge of Child Development: Results from a one-way ANOVA indicated the following (figure 1):

- Students in the MyVirtualChild section scored significantly higher on the Unit III (Early Childhood) and Unit IV (Middle Childhood) exams and received a marginally higher final course grade.
- There were no significant differences on the Unit I and Unit II exams or on the final exam.

Note that students did not begin using MyVirtualChild until the second unit. Also, the parenting forums occurred during the third and fourth units of the course.

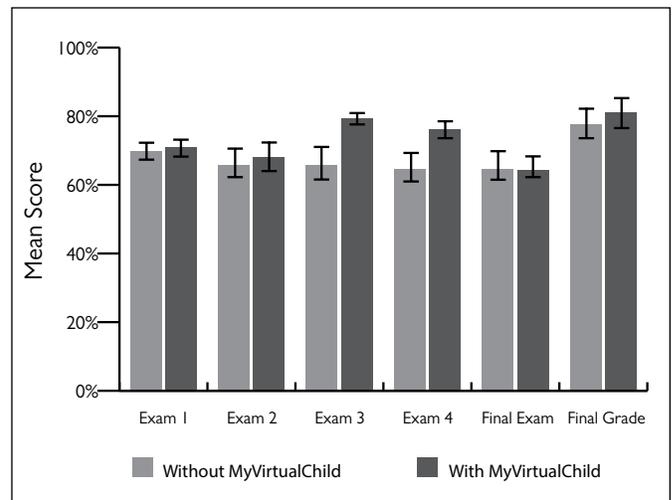


Figure 1. Academic Performance Measures with and without MyVirtualChild (without MyVirtualChild n=47, with MyVirtualChild n=46)

“Results indicate that students in the MyVirtual Child section were more engaged and performed better on exams covering course content addressed in the MyVirtualChild program than students in the non-MyVirtualChild section.”

Question	Mean	SD
1. MyVirtualChild reinforced my understanding of how the physical, cognitive and social aspects of development interact.	4.19	.65
2. MyVirtualChild reinforced my understanding of how parenting styles affect a child's development.	4.26	.68
3. MyVirtualChild reinforced my understanding of how a child's physical environment is related to cognitive development.	4.07	.85
4. MyVirtualChild reinforced my understanding of how nature and nurture interact to influence development.	4.23	.56
5. MyVirtualChild reinforced my understanding of how parenting decisions have a significant impact on child development.	4.45	.51
6. MyVirtualChild reinforced my understanding of how experiences during infancy and early childhood are related to later development.	4.32	.60
7. MyVirtualChild reinforced my understanding that children play an active role in their development.	4.10	.75
8. I would rather do a traditional research paper than the MyVirtualChild project.	1.18	.50
9. I would rather do a longer oral presentation than the MyVirtualChild project.	1.48	.72
10. I would rather do a group project than the MyVirtualChild project.	1.74	.93
11. I would rather do an observation project with real children than the MyVirtualChild project.	2.71	1.24
12. The MyVirtualChild project was fun.	4.45	.68
13. The MyVirtualChild program was easy to use.	4.6	.59
14. I'm proud of how my MyVirtualChild turned out.	4.48	.68
15. I liked the MyVirtualChild project more than I thought I would.	4.25	.81
16. Would you recommend MyVirtualChild to other students learning about child development? (1=definitely not, 5=definitely yes)	4.63	.71

Table 2. Mean Student Evaluation of MyVirtualChild (unless otherwise noted 1=strongly disagree, 5=strongly agree)

Student Perceptions of MyVirtualChild: Student evaluations of MyVirtualChild were overwhelmingly positive (table 2).

- Average scores for the perception of how MyVirtualChild reinforced understanding of key developmental themes were all in the “agree” to “strongly agree” range.
- Students consistently indicated that they enjoyed using MyVirtualChild, found it easy to use, and would recommend it to other students taking a child development course.
- Students indicated that they preferred MyVirtualChild to other types of assignments, including term papers, oral presentations, and group projects.
- One notable exception was that students were mixed on whether or not they would prefer MyVirtualChild over live observation of real children, although several students indicated that both live observation and MyVirtualChild would be a great option.

The Student Experience

In addition to the student survey results, student evaluations included the following positive comments about MyVirtualChild:

- “It was fun—an interesting way to see development first-hand without having to raise a real child.”
- “I learned a lot about parenting and decision-making. It asked me questions that I'd never thought of before and that I think will really help me in real life.”

Conclusion

Results indicate that students in the MyVirtualChild section were more engaged and performed better on exams covering course content addressed in the MyVirtualChild program than students in the non-MyVirtualChild section.

I am encouraged by this initial study. My goal is to strengthen the evidence for the effectiveness of MyVirtualChild by refining my methodology and collecting and analyzing data in subsequent semesters.

School Name Eastern Gateway Community College, Steubenville, OH
Course Name Integrated Reading and Writing I and II
Course Format Traditional

Key Results Redesigning the developmental course sequence with MyWritingLab resulted in a 19 percent increase in success rates.

Submitted by

Dawn Cable, Eastern Gateway Community College

Course materials

Mosaics: Reading and Writing: Paragraphs, Mosaics: Reading and Writing Essays both by Flachman with MyWritingLab

Students entering Eastern Gateway Community College (EGCC) are approximately 40% nontraditional or returning students and 60% traditional students beginning college after high school graduation. Of the traditional students, many enter EGCC from a vocational program, and a significant number are single parents. Eighty percent of students do not test into English Composition 101 and must take at least one course in developmental reading and/or writing.

Dissatisfied with poor student performance results, Instructor Dawn Cable and her colleagues in the Developmental Studies Department redesigned their developmental reading and writing sequence. Their goals were to:

- Improve student performance
- Provide a consistent, engaging curriculum and learning experience across all sections
- Accelerate students' progress toward credit-bearing courses and toward their ultimate academic goals

Implementation

My colleagues and I opted to combine the previously separate reading and writing courses into an integrated reading and writing sequence, enabling students to complete the entire sequence in eight credit hours instead of twelve. Likewise, students who begin at the upper-level course can now finish in four rather than seven credit hours. The Developmental Studies

instructors consulted with the English Department instructors to insure that the new course sequence would prepare students for a smooth transition to English Composition 101. They created a common syllabus and adopted MyWritingLab to give students a unified, consistent learning environment with personalized study assistance.

In the new course sequence, I teach the reading process and reading strategies together with writing. We read and write together in class so that I can model the strategies—like note taking—that good readers and writers use. For example, I might ask students to read an essay for homework and take notes in MyWritingLab. The next day, we'll discuss the essay together and then, using their notes, students will write on the topic of the essay. Students often discover that their notes are inadequate as a foundation for writing and, in this way, grasp the integral connection between good reading skills and good writing. We build on this discovery process throughout the course.

I use a cooperative learning model in my classes; MyWritingLab was the missing link that finally enabled the model to work well for students. Typically, students blindly plow through college textbooks with no idea if they've learned anything until they've failed a test. When we do cooperative learning work in class with MyWritingLab, the students have interventions at all times—from peers and from me. In this way, MyWritingLab helps transform the learning experience from teacher-led to one that places students' thoughts and understanding at the center.

With MyWritingLab, my teaching is improved. The time I used to spend creating and grading quizzes is now spent actively teaching, performing demonstrations, planning, and addressing individual students' needs one-on-one.

“My favorite aspect of MyWritingLab is that everything is packaged in one place—the eText, assignments, and Gradebook.”

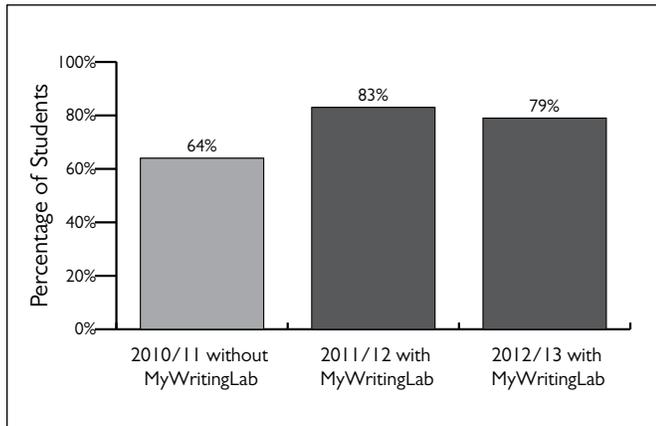


Figure 1. Student Success Rates, Fall 2010–Spring 2012 (For both 2010/11 and 2011/12, $n=67$; for 2012/13, $n=52$. Success rate=the percentage of students receiving a grade of A, B, or C in the course.)

Benefits

- Increased student success rates
- Students are better prepared for their for-credit English courses
- More consistent, student-focused instruction across sections

Results and Data

Student performance improved dramatically in the redesigned course sequence where we saw a 19% increase in success rates (figure 1) after implementing MyWritingLab in 2011/12 and a 15% increase in 2012/13.

The Student Experience

Because of the eText, videos, and assessments in MyWritingLab, my students now spend more time truly learning and connecting information prior to completing assignments. My favorite aspect of MyWritingLab is that everything is packaged in one place—the eText, assignments, and Gradebook.

MyWritingLab’s individualized study plan enables students to pace themselves and to work only on the specific things they need to master. MyWritingLab gives students multiple chances to master the material and provides immediate feedback, all without making more work for the instructor. There is no risk of failing, because MyWritingLab provides ample chances for a motivated student to succeed. Students can even complete the course ahead of schedule.

Conclusion

As a result of our course redesign with MyWritingLab we are sending students on to credit courses so much better prepared than before. The Developmental Studies instructors recently met with our colleagues in the English Department to assess results of the redesigned course sequence with MyWritingLab and the English instructors unanimously said “Don’t change a thing; we love it.” An English Composition 101 instructor commented to me that now, when he tells a student to edit for fragments, the student knows exactly how to proceed. These results are very satisfying to us and completely validate our choice of MyWritingLab.

School Name	St. Petersburg College, St. Petersburg, FL
Course Name	Upper-level Developmental Reading, Upper-level Developmental Writing
Course Format	Modularized, Compressed, Accelerated, Lab-based

Key Results Success rates in the redesigned courses are an average of 13 percent higher than the traditional course format over the past two years. In 2012/13, the redesigned writing course had a 71 percent success rate; the redesigned reading course boasted an 83 percent success rate.

Submitted by

Martha Campbell, Ph.D., Dean of Communications,
St. Petersburg College

Course materials

MyWritingLab, MyReadingLab (no text)

St. Petersburg is the fifth largest state college in Florida serving 35,000 students a year. Approximately 40% of students place into developmental writing and/or reading courses. With so many students in need of developmental education, we were eager to find ways to improve students' results and learning experiences. Specifically, we needed to address the following:

- Dissatisfaction with pass rates in developmental courses
- Need to improve retention of developmental students
- Need to accelerate students' advancement into college-level courses
- Desire to improve students' preparation for success in Composition I

The state of Florida made funding available for course redesign through a developmental education initiative grant. My math counterpart and I submitted a grant proposal to help us revamp our developmental curriculum. We were awarded funds to carry out this plan in spring 2010, and we launched our first redesigned courses in spring 2011 on five campuses with 189 students (15 students maximum per section). Our developmental reading and writing courses both transitioned from 16-week, 4-credit hour courses with 22 students per section in online, hybrid, and traditional formats to accelerated 8-week, 2-credit hour courses meeting in computer labs twice a week with no more than 15 students per section. For the 2012/13 academic year, enrollment grew to 281 students in upper-level developmental writing (37 sections) and 399 students in upper-level developmental reading (34 sections). We also continued to offer the traditional, 16-week courses.

We based our redesign on National Center for Academic Transformation principles. This enables our courses to include:

- Diagnostic standards for placement into specific instructional modules
- Individualized pedagogy grounded in best practices
- The opportunity to exit developmental coursework into college-level courses in the same semester
- Personalized, accelerated learning instruction to assess and address students' individual weaknesses

Implementation

We adopted MyWritingLab and MyReadingLab for these new developmental courses and had students complete the MyLabs' diagnostic Path Builders, which we then correlated to Florida's standard core competencies. The Path Builders prescribe an individualized Learning Path for students so they focus on areas assessed as "deficient," allowing each student to generate a personalized instructional and assessment plan with multiple attempts for post-test mastery (80% or better). Lectures are supported through our learning management system. Sections have close ties to our school's Learning Support Commons.

Benefits

Advantages of MyLab implementation include: diagnostic assessment, consistency of course design, training support for adjunct faculty, and reduced costs for students. These features enable students to exit early if they satisfactorily demonstrate they have remediated their deficiencies. Some students finish in four weeks and go into a 12-week Composition I course, although most go into 8-week Composition I. If a student does not complete the redesigned 2-credit course during the first eight weeks, they sign up for the second eight weeks for another two credits. This option gives peace of mind to the student, since the traditional 16-week course equally counts for four credits.

“The redesigned courses with MyReadingLab and MyWritingLab are addressing students’ remediation needs quickly and effectively, enabling more students to advance out of developmental studies and into credit-level courses swiftly, cost-effectively, and with a level of mastery that fosters their success in subsequent courses.”

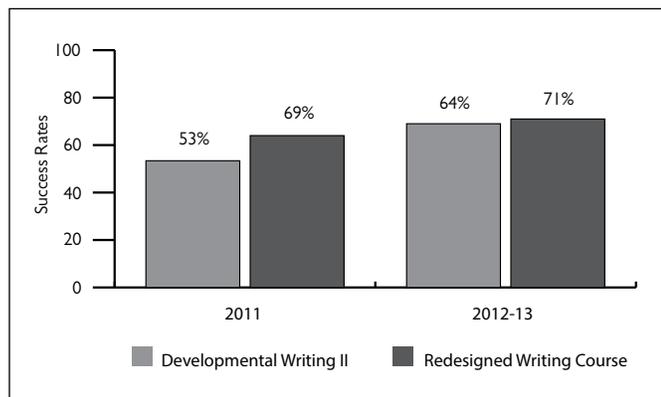


Figure 1. Success rates (A, B, or C) in Traditional and Redesigned Writing Courses: Developmental Writing II (2011 $n=774$, 2012/13 $n=1084$), Redesigned Writing Course (2011 $n=100$, 2012/13 $n=281$)

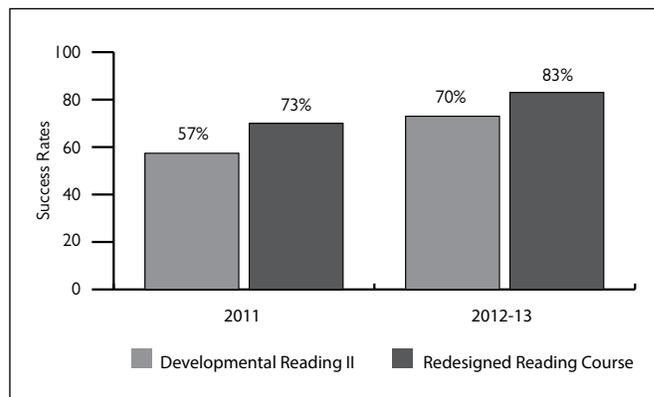


Figure 2. Success rates (A, B, or C) in Traditional and Redesigned Reading Courses: Developmental Reading II (2011 $n=744$, 2012/13 $n=1270$), Redesigned Reading Course (2011 $n=89$, 2012/13 $n=399$)

Assessments

Redesigned reading course

- 40 percent MyReadingLab assignments (set at 80% mastery)
- 20 percent In-class assignments/quizzes count
- 20 percent Midterm exam
- 20 percent Final exam

Redesigned writing course

- 40 percent MyWritingLab tests and essays (set at 80% mastery)
- 20 percent Midterm exam (grammar exam)
- 20 percent Research portfolio/persuasive essay
- 20 percent Final persuasive essay

Results and Data

- Success rates in the redesigned writing course were 16% higher in 2011 and 7% higher in 2012/13 than the traditional course, at a high of 71% overall.
- Success rates in the redesigned reading course were 16% higher in 2011 and 13% higher in 2012/13 than the traditional course, at a high of 83% overall.
- The success rate for the redesigned courses continues to improve, which has led to more students opting for the new format over the old. The new writing course now

enrolls 2.8 times the old; and the new reading course enrolls 4.5 times its counterpart.

- Our persistence data is impressive. Tracking students in the redesigned writing course from spring 2011 to spring 2012, 72% passed the course on first or second attempt and 63% completed and passed Composition I by spring 2012. This is a significant improvement.

Conclusion

Sometimes you need to move forward with a change even though you know there will be challenges ahead. Course redesign offers many promising new academic pathways for students, but our redesign process will be ongoing. We want to advise students better throughout the process, provide completely online delivery options of these redesigned courses, and further support the professional development of our faculty as they gain expertise with the redesign model. Nevertheless, in examining the student performance results of the old and new courses side-by-side, we see clearly that we are meeting our goals. The redesigned courses with MyReadingLab and MyWritingLab are addressing students’ remediation needs quickly and effectively, enabling more students to advance out of developmental studies and into credit-level courses swiftly, cost-effectively, and with a level of mastery that fosters their success for them in subsequent courses.

School Name	Cleveland Community College, Shelby, NC
Course Name	Reading & Writing Foundations, Reading & Composition Strategies
Course Format	Hybrid

Key Results MySkillsLab enabled us to redesign our developmental reading and writing course sequence, thereby providing students with a more rapid path to for-credit courses. Now, the subsequent success rate of developmental students who progressed to Expository Writing is 80.6 percent.

Submitted by

Wes Anthony, Western Regional Chair of the North Carolina Association for Developmental Education

Course materials

Writing for Life: Sentences and Paragraphs, *Writing for Life: Paragraphs and Essays* both by Henry with MySkillsLab

At Cleveland Community College, based on placement exam results, approximately 500 students per year are required to complete one or more courses in developmental studies before progressing on to credit-bearing courses in their desired degree programs. Students at Cleveland Community College range in age from 18 to 50+ and are approximately 60% traditional students entering after high school graduation and 40% non-traditional students returning for additional education.

I coordinate the developmental reading and writing sequence and its ten instructors. Three years ago, my colleagues and I took a critical look at the developmental reading and writing course sequence and our students' performance. Concluding that students needed a more rapid path to credit courses and that student success rates could and should improve, we reorganized the developmental courses by combining reading and writing instruction and reduced the number of courses students could be required to take from a maximum of four to a maximum of two. We adopted MySkillsLab to help with the implementation of our new hybrid (lecture/lab) format.

We strongly felt that we could offer students a better outcome by restructuring the developmental course sequence. We took a very deliberate approach to creating common course modules that integrate reading and writing process and strategies. We knew that the pedagogical foundation was sound, but at the same time, we recognized that we could not cut the effective contact hours in half without adding an additional instructional component. We adopted MySkillsLab because we believed it offered our students the highest-quality personalized learning resource available.

Implementation

Students begin with the MySkillsLab diagnostic Path Builder. From the results, MySkillsLab generates a personalized Learning Path, or study plan, for each student. For any skills on which they do not achieve mastery, students perform the "Recall, Apply, and Write" exercises.

MySkillsLab enables students to work at their own pace and on precisely the skills they need to strengthen. We allow students to work ahead if they wish, but they must continue to attend class until all of the course requirements are met.

MySkillsLab is like having a teaching assistant with you in the class. Because it targets each student's learning needs with a personalized study plan, we are able to use class time more efficiently—working through issues that all or most of the students are having, rather than marching through a lecture on skills that students have already mastered.

With MySkillsLab, all work must be passed with a grade of 80 percent or higher to gain credit for the course. Grades are given on each assignment and exercise, and students are expected to work each assignment until a satisfactory score has been made.

Benefits

- Provides students with a more rapid path to credit courses
- Shows measurable increases in Lexile scores from the beginning to the end of the course
- Allows for the creation of hybrid courses with a lecture/lab format
- Allows for more efficient use of class time
- Allows us to establish common standards for topic coverage
- Allows us to implement mastery-based learning in which all students must pass with a grade of 80 or higher to gain credit for the course.

“Our streamlined course sequence with MySkillsLab has students succeeding in greater numbers and progressing to credit courses faster. And there is clear evidence that the gains our students make with MySkillsLab are translating to success in their subsequent credit courses.”

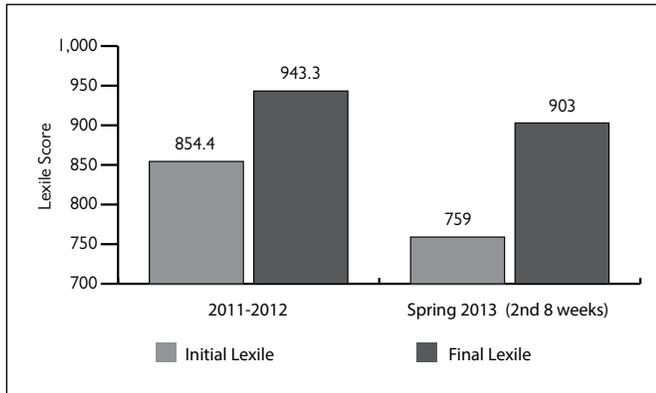


Figure 1. Students using MySkillsLab demonstrated significant, measurable increases in Lexile scores in the Reading & Writing Foundation course. (Spring 2013 n=44)

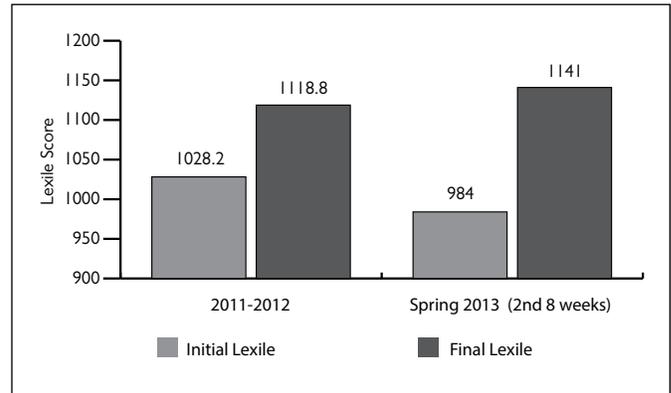


Figure 2. Students using MySkillsLab demonstrated significant, measurable increases in Lexile scores in the Reading & Composition Strategies course. (Spring 2013 n=78)

Assessments

100 percent MySkillsLab

Results and Data

We can show demonstrated significant, measurable increases in Lexile scores¹ after completion of a developmental English course.

- In the Reading & Writing Foundation course (figure 1), Lexile scores increased by 88.9 points in 2011/12 and by 144 points in spring 2013.
- In Reading & Composition Strategies (figure 2), Lexile scores increased by 90.6 points in 2011/12 and by 157 points in spring 2013.
- Our success rate has now risen to 70%, a clear indicator that we are heading in the right direction.
- The success rate for former developmental writing and reading students who took the subsequent Expository Writing course in fall 2013 was 80.6%, a significant increase.

The Student Experience

Students are very positive about MySkillsLab. They love the pacing guides that show them where they are and where they need to be. If students are not hitting the benchmarks we've established, they know that they need to ask for help.

MySkillsLab fosters accountability and helps students take control of their learning and their success. What I appreciate about MySkillsLab is that the program communicates to students in a way they understand. If students are struggling with, for example, comma splices, they've struggled with comma splices for years, never quite getting it. With MySkillsLab, students can make as many attempts as they need to master each concept. Students become highly motivated to succeed when they master the skills that have bedeviled them their entire academic lives.

Conclusion

We've learned a great deal through our experience, and we continue to integrate more MySkillsLab features into our courses. Our streamlined course sequence with MySkillsLab has students succeeding in greater numbers and progressing to credit courses faster. And there is clear evidence that the gains our students make with MySkillsLab are translating to success in their subsequent credit courses. Colleagues teaching the credit courses tell me that students' writing skills have tremendously improved since we introduced MySkillsLab.

¹ The Lexile framework is a scientific approach to reading measurement that matches readers to text. Both reader ability and text difficulty are quantified on the same Lexile scale. The Lexile scale is both an assessment tool for measuring increasing reading comprehension and a motivational index to encourage students' progress.

School Name **Grand View University, Des Moines, IA**

Course Name **United States History Survey**

Course Format **Flipped/Traditional**

Key Results After redesigning the U.S. History survey course with MyHistoryLab, D/F/W* rates decreased by nearly a half. In addition, students became more engaged in the material—both online and in class.

Submitted by

Kevin M. Gannon, Ph.D., Grand View University

Course materials

Out of Many by Faragher with MyHistoryLab

Inspired by the “flipped classroom” model, I redesigned my U.S. History survey course with the measurable goal of decreasing D/F/W rates. Because students were not reading the text, they were not coming to class prepared to participate. Also, I wanted to get away from the “content dump” lecture approach. With the redesign, my goal was to balance active learning and historical literacy—and make it fun! I wanted to minimize lecture and maximize student engagement, making the class more of a workshop than a traditional lecture.

Implementation

MyHistoryLab models historical thinking by providing rich scaffolding—through discussion questions, assessments, the eText, and primary source documents—to help my students become active consumers of information. In order to achieve my redesign goals, I fully integrated MyHistoryLab into the course as a way to get students to read and interact with course content before coming to class. Now, before we cover a topic in class, students must first read the assigned material, work through MyHistoryLab’s discussion prompts, respond to their classmates’ discussion posts, and complete the MyHistoryLab chapter exam. Assigning weekly discussion board postings initiates focused conversations about the material so we can hit the ground running when we come together in class.

The required chapter quizzes measure student understanding of the assigned reading and prepare students to actively participate in class discussions. In class I now purposely limit my lecture time to 10-15 minutes, and I then use the remainder of class to facilitate in-class discussion, work on writing, and do group work which deepens their understanding of the material,

increases their critical thinking skills, and helps them get more out of the course. Because students now complete the assigned work in MyHistoryLab before coming to class, they arrive with a more thorough and thoughtful grounding in the material.

A significant portion of students’ course grades comes from their overall engagement with the course. In my definition, “engagement” consists of more than simply speaking up in class a certain number of times. Attendance, participation (verbal and nonverbal), collaboration with classmates, discussion board postings, and other means of active learning are all measurable components of student engagement—and my students have improved in all of these areas. They are doing better work, getting better grades, and enjoying U.S. History much more.

Benefits

Measures of success with MyHistoryLab include:

- Improvements in student performance: students are learning more as measured by decreased D/F/W rates and increased success rates
- Increased student engagement—both online and in class
- Increased critical thinking/historical literacy
- Improved teaching evaluations

Assessments

- 46.3 percent MyHistoryLab (chapter exams and discussion board postings)
- 16.5 percent Essays (two)
- 16.5 percent Exams (two)
- 12.4 percent Final exam
- 8.3 percent Engagement

“I’ve noticed improvements in the overall quality of my students’ work. We all have fun, we are engaged with one another, and grades indicate they get much more out of the course.”

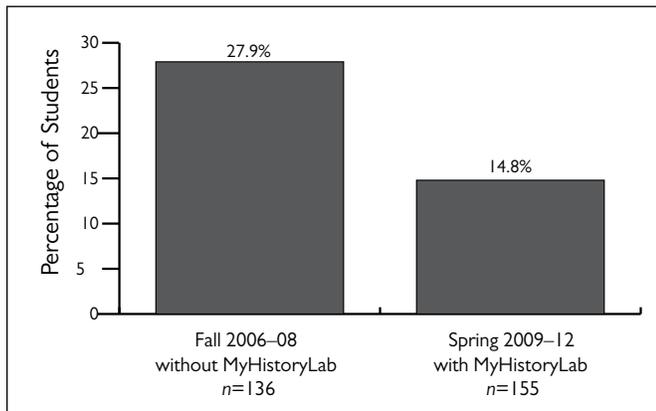


Figure 1. Student D/F/W Rates, Fall 2006–Spring 2012 (D/F/W rate=the percentage of students who withdraw from the course or receive an overall course grade of D or F)

Results and Data

After redesigning my U.S. History survey course with MyHistoryLab, I saw a 47% decrease in D/F/W rates. In addition, I saw an 18.2% increase in student success rates (figures 1 and 2).

In addition to these encouraging quantitative results, I’ve also seen my course transform into a more active learning environment. Students are more engaged — both online and in class—and they ALL come to class more prepared, not just the best students who are likely to participate no matter what the format.

The Student Experience

I’ve noticed improvements in the overall quality of my students’ work. We all have fun, we are engaged with one another, and grades indicate they get much more out of the course. In addition, my teaching evaluations have increased. Before MyHistoryLab my survey evaluations for “Excellent Course” and “Excellent Teacher” ranged from 4 to 4.2 (out of 5) every semester. Since using MyHistoryLab, my scores have been 4.5 or above every semester.

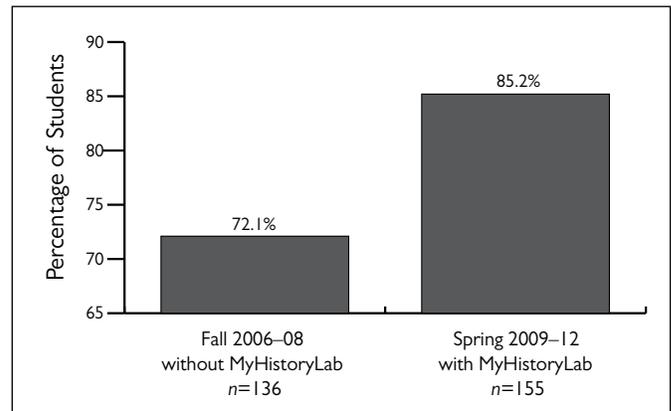


Figure 2. Student Success Rates, Fall 2006–Spring 2012 (Success rate=the percentage of students who receive an overall course grade of A, B, or C)

Conclusion

MyHistoryLab enabled me to completely revamp my survey course, allowing me to accomplish my course objectives while improving D/F/W rates. The changes involved effort, but the results are more than worth it. I used to hate teaching the survey course; now it’s my favorite class.

*D/F/W rate=the percentage of students who withdraw from the course or receive an overall course grade of D or F.

School Name Johnston Community College, Smithfield, NC

Course Name Music Appreciation

Course Format Traditional/Hybrid/Online

Key Results Data shows that students who successfully complete the assigned MyMusicLab assessments do better in the course.

Submitted by

Dennis de Jong, Music Program Coordinator,
Johnston Community College

Course materials

Listen to This by Bonds with MyMusicLab

Music Appreciation is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and a sound understanding of the art of music. Studying for this course requires equal parts listening to selected musical works and reading about the elements of music to master terminology, genre classifications, and stylistic trends. Many students have little familiarity with music and struggle with independent self-study. Consequently, many students were not preparing or engaging adequately with the material between classes, and I was spending the majority of class time focusing only on the basics of the course. I was looking for a way to help them achieve greater mastery of the material and make our class time more productive and interesting.

Implementation

Three years ago, I began using MyMusicLab, requiring students to read and listen to the assigned material and complete chapter post-tests. In the first semester of using MyMusicLab students demonstrated increased fluency with musical language and incorporated specific musical terminology in conversation more readily and more easily.

Over time my use of MyMusicLab evolved. I've customized my course, focusing on topics that I feel are most important. For each chapter that I assign, I now create customized post-tests in MyMusicLab, consisting of questions automatically and randomly pulled from the standard MyLab study plan post-tests and media assignments. To ensure consistency in my

assessments I've also customized my unit exams to correspond closely to the content covered in the customized MyMusicLab chapter post-tests. Now, since students work on basic concepts as homework in MyMusicLab, we have time for more engaging classroom discussions and learning activities. Also, while I teach this course in both online and classroom-based formats, with MyMusicLab I'm able to use the same syllabus and assignments for each format, which guarantees a consistent curriculum for all students and streamlines my preparation.

Benefits

- Holds students accountable for course content
- Engages students outside of class so they come to class prepared to participate
- Enables students to identify what they know and what they don't know
- Aids evaluation of key concept mastery throughout the semester

Assessments

35 percent	MyMusicLab (customized chapter post-tests)
30 percent	Unit exams (six)
20 percent	Discussion board forums (five)
10 percent	Concert review
5 percent	Listening guide project

“Students who perform well in MyMusicLab were very likely to perform well on their unit exams and to succeed in the course, with a majority of students scoring in the 80–100% range on both measures.”

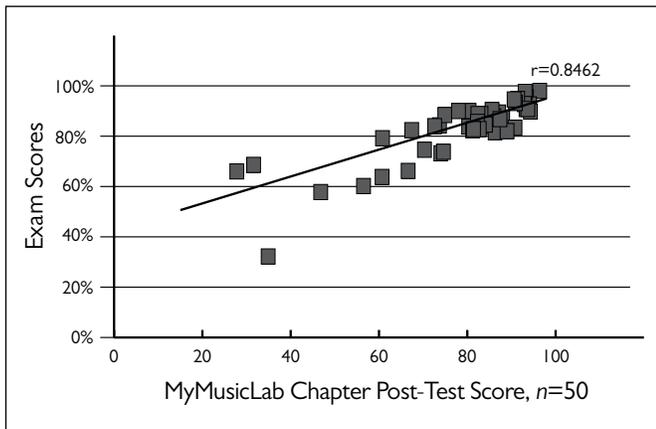


Figure 1. Correlation between MyMusicLab Customized Chapter Posttest Scores and Average In-Class Exam Scores (Fall 2013)

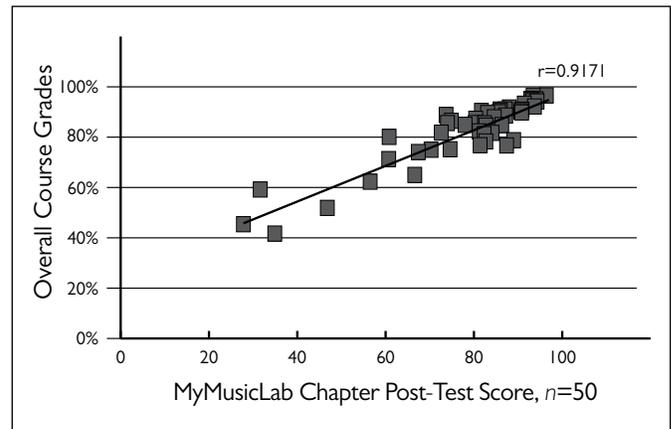


Figure 2. Correlation between MyMusicLab Customized Chapter Posttest Scores and Overall Course Grades (Fall 2013)

Results and Data

To measure the impact of MyMusicLab on student learning, I correlated unit exam scores to scores on chapter post-tests, customized quizzes I derived from the standard MyMusicLab study plan post-tests, and media assignments.

Figures 1 and 2 show that students who perform well in MyMusicLab were very likely to perform well on their unit exams and to succeed in the course, with a majority of students scoring in the 80–100% range on both measures.

“MyMusicLab helps my students master the course concepts while also teaching and improving their basic study skills.”

The Student Experience

A number of students taking the Music Appreciation class are also taking remedial English courses and have poor study skills. I've found that, by requiring students to work in MyMusicLab before coming to class, they are held accountable for mastering basic course content on their own, which they are able to do. MyMusicLab helps my students master the course concepts while also teaching and improving their basic study skills.

Conclusion

Making a significant portion of students' grades dependent upon completing activities and assessments in MyMusicLab before coming to class makes the actual classes more interesting and more productive and better grounds them in the vocabulary and conceptual knowledge needed to do well in the course.

School Name	New Mexico State University, Las Cruces, NM
Course Name	Elementary Spanish I and II, Intermediate Spanish I and II
Course Format	Hybrid/Online

Key Results With MySpanishLab, we are serving more students more flexibly and at reduced cost. Student performance is improved, and our retention rates have increased.

Submitted by

Jeff Longwell, Coordinator, Lower Division Spanish,
New Mexico State University

Course materials

¡Anda! Elemental and *¡Anda! Intermedio* by Heining-Boynton and Cowell with MySpanishLab

New Mexico State University serves a large and diverse student population. Many students commute to campus and combine work with academics. In an effort to assess and improve the educational experience for students, the Department of Languages and Linguistics conducted a student survey in spring 2009. The survey results revealed a large demand for Spanish courses. However, many students, juggling work obligations and other coursework, found it difficult to schedule a course that required four on-campus class meetings per week. The survey responses generated a thoroughgoing effort to redesign NMSU's lower-division Spanish courses.

Our goals for improving the student learning experience were to:

- Ease students' scheduling burden by incorporating online learning
- Serve more students with existing faculty
- Maximize limited physical classroom space
- Improve student learning outcomes

Implementation

In careful consideration of all of these goals, we chose to adopt MySpanishLab for our elementary and intermediate Spanish courses. We revised our syllabus to reflect our learning objectives as set out in the national standards. Our syllabus clearly reflects our five-skills emphasis: communicate in Spanish;

gain knowledge and understanding of other cultures; connect with other disciplines; compare new knowledge with concepts learned previously; and actively participate in Spanish-speaking communities.

These objectives are explicitly connected to activities in MySpanishLab and in class. Many activities, like quizzes, in-class and online participation, oral presentations, and chapter exams in MySpanishLab, are required. However, alongside the required activities, we offer a variety of elective activities in the areas of Communities, Culture, Connections, and Comparisons. These elective activities enable students to earn points toward their final grade and allow students to shape their learning experience around their interests.

Our course redesign has been a multistep process of improvement. In the first phase, we adopted a hybrid course format and required that students complete homework assignments and tests in MySpanishLab. At the end of the first term, we were encouraged to see that student learning outcomes had kept pace despite a fairly dramatic change in the course structure. However, we felt that students' speaking and writing skills needed to be strengthened. With fewer contact hours per week, we rely on MySpanishLab to make our online days more meaningful and increase students' contact time with the language. One way we address this is that we require students to visit the language lab weekly. There, students work independently in MySpanishLab but instructors are available to assist them one-on-one or to engage them in conversational practice. Our instructors, who are chiefly graduate assistants, feel much more engaged offering one-on-one instructional support to students in the language lab, rather than holding office hours that only a few students attend. Further, since in the second phase we have moved to an exclusively online course format, this personal attention in the language lab nicely complements the online instruction.

“Through our course redesign, and with MySpanishLab, we have achieved a paradigm shift from instructor-centered to student-centered learning.”

Benefits

With MySpanishLab, we are:

- Accommodating more students with our existing faculty
- Making the best use of limited classroom and lab space
- Guaranteeing consistent instruction for each student in all sections
- Improving the classroom experience for students and instructors
- Enabling students to pursue language learning on a schedule that suits them
- Recording very satisfactory student learning outcomes
- Offering student-centered learning in our elementary and intermediate Spanish courses
- Increasing student engagement and participation

Our instructors conduct a learning plan interview with each student once the course is underway. Ideally, students frame their responses in Spanish. Since we adopted MySpanishLab, students who do their assigned work in MySpanishLab are able to conduct the entire interview in Spanish, even in the elementary Spanish course.

Assessments

Hybrid Spanish courses: 62% of grade is directly related to MySpanishLab*

38 percent	Instructor’s choice
23 percent	MySpanishLab activities/homework
15.5 percent	MySpanishLab chapter exams
15.5 percent	Final exam (taken in MySpanishLab)
8 percent	Online participation

Online Spanish courses: 90% of grade is directly related to MySpanishLab*

23 percent	MySpanishLab activities/homework
23 percent	Online participation
15.5 percent	MySpanishLab chapter exams
15.5 percent	Final exam (taken in MySpanishLab)
10 percent	Instructor’s choice
7 percent	Oral exams
6 percent	Diarios

* Students can earn up to 15% extra credit by completing cultural activities in MySpanishLab

Results and Data

Since redesigning our course with MySpanishLab:

- Enrollments are up an average of 10%
- Costs are down (\$3,000 savings per year on paper/copying)
- Test scores are level or improved compared to traditional course structure
- Retention rates have improved; DFW rate is 8% less after redesign

Conclusion

With MySpanishLab, we are serving more students, more flexibly, at reduced cost. Student performance is improved, and our retention rates have increased. Through our course redesign, and with MySpanishLab, we have achieved a paradigm shift from instructor-centered to student-centered learning. For all these reasons, I recommend MySpanishLab as a powerful resource.

School Name **University of South Alabama, Mobile, AL**
 Course Name **Introductory Spanish I and II**
 Course Format **Traditional**

Key Results Redesigning our Introductory Spanish I and II sequence with MySpanishLab has enabled us to achieve measurable improvements on a number of key challenges, including high failure rates, limited lab space, and inconsistencies across numerous class sections.

Submitted by

Kristy Britt, M.A., University of South Alabama

Course materials

¡Anda! by Heining-Boynton and Cowell with MySpanishLab

More than 1,000 students take the two-semester sequence in Introductory Spanish each semester at the University of South Alabama. The goal of this course sequence is for all students to achieve basic proficiency in understanding, speaking, reading, and writing Spanish and to acquire basic knowledge of the cultures of the Hispanic world. Our student population is diverse with traditional-age students studying alongside older or returning students; many are juggling work and family responsibilities and have limited financial resources.

I initially asked my Pearson rep if she could help us deal with the issue of having limited lab space. When she demonstrated MySpanishLab, I saw right away that it could help us meet many of our challenges. I piloted *¡Anda!* with MySpanishLab for one year and liked how the book integrated MySpanishLab seamlessly. Encouraged by this initial pilot, we made the decision to redesign the entire course sequence with MySpanishLab to address a number of issues, including:

- Limited lab space (enrollments are increasing while resources are limited)
- High failure rates
- The large number of sections (average of 36 per semester with approximately 30 students per section) made it difficult to provide effective, timely feedback to many students.
- The large number of instructors lead to inconsistencies across sections

Implementation

MySpanishLab is a “one stop shop” for students. I like the dashboard which includes a calendar that makes it easy for students to see and access all assigned activities. There is no question about what is due and when.

Because of MySpanishLab’s automatic grading, students don’t wait until the next class meeting to see their grades or receive my feedback. Students get immediate feedback letting them know whether they’ve mastered the material. If not, MySpanishLab refers them back to the relevant section of the eText for review, and they can attempt the exercise again. I closely monitor my students’ work in MySpanishLab, and I can see that they are frequently making multiple attempts on activities and spending quality time on specific tasks. Our students may be busy working or attending to family responsibilities during the hours that the University’s language lab is open or during instructors’ office hours. With MySpanishLab this is no longer a concern. Students now have 24/7 access to the full range of instructional materials and can study, read and review the eText, and complete assignments anytime, anywhere they have Internet access.

Benefits

- Improved student performance and a decrease in the number of Fs
- Increased student resources available
- Increased student flexibility in doing coursework
- Cost reductions (students saved 35%, and they now have more learning tools to use)
- Increased continuity and uniformity across sections
- Improved instructor morale and quality of life

“We saw a 40% decrease in failure rates after our first semester with MySpanishLab. We are no longer on the Dean’s list of top ten courses with the highest failure rates—a huge success!”

Assessments

Introductory Spanish I

50 percent	Exams (five)
20 percent	MySpanishLab
20 percent	Final exam
10 percent	Participation

Introductory Spanish II

50 percent	Exams (five)
15 percent	MySpanishLab
15 percent	Final exam
10 percent	Oral exam
10 percent	Participation

Results and Data

We saw a 40% decrease in failure rates after our first semester with MySpanishLab (figure 1). We are no longer on the Dean’s list of top ten courses with the highest failure rates—a huge success! In addition, since redesigning with MySpanishLab, students come to class far more prepared than before. Because they now are spending more time practicing outside of class, I am able to spend our in-class time on communicative activities—something I’ve always wanted to do but found impossible when students came to class less well-prepared.

Another sign of our success is that upper-level course instructors comment on how much more ready students are for advanced courses now than before we adopted MySpanishLab.

The Student Experience

During the first couple of years, we experienced some student resistance. Students were comparing what they were now doing in class with what their friends had done in class the previous semester. However, we’ve now cycled through enough semesters with MySpanishLab that students have never heard of the “old” way before the course redesign and, therefore, students today expect to have an online component in this course. Further, they are extremely positive about the flexibility and effectiveness of MySpanishLab.

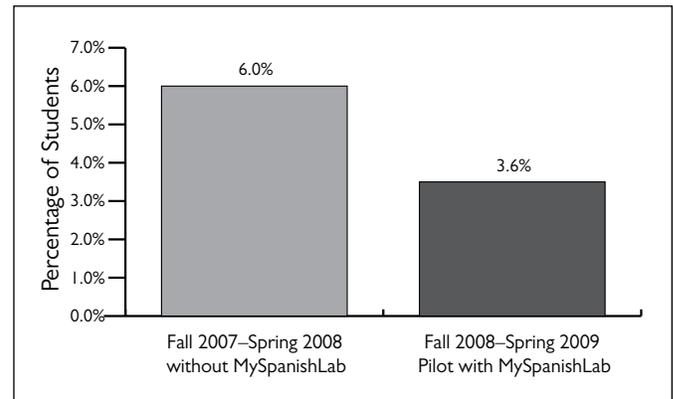


Figure 1. Failure Rates with and without MySpanishLab, Fall 2007–Spring 2009

Conclusion

I’m thrilled with the results we’ve seen with MySpanishLab. We are providing our students with a consistent, high-quality educational experience at a reduced cost. Instructors can easily monitor students’ progress and offer support and assistance when needed. Beyond that, with MySpanishLab students can now be truly accountable for their own success.

One thing to keep in mind when redesigning a large-enrollment, multisection course is that it takes time and there’s a learning curve. You learn and improve from one semester to the next. That said, anyone can use and benefit from technology, and the results are absolutely worth the effort. Looking back, one piece of advice I’d give is to resist the urge to assign everything in MySpanishLab right away. Start small and add on as you go. Also, effective staff training in using MySpanishLab and regular communication with all instructors are essential for success.

Looking towards the future we are thinking about possibly implementing a modified emporium model, something often seen in math departments. We are also considering moving office hours to the lab instead of the instructors’ office.

Since we implemented MySpanishLab, other language instructors have taken note of my happiness. As a result, our Department of Foreign Languages and Literatures now also uses MyItalianLab, MyFrenchLab, MyChineseLab, and MyGermanLab.

School Name Colorado State University, Fort Collins, CO

Course Name Criminology

Course Format On-ground/Online

Key Results After implementation of CourseConnect, the percentage of students earning a final course grade of A or B significantly increased: from 77 percent without CourseConnect to 86 percent with it. In addition, the percentage of students who earned an A increased from 42 percent to 70 percent.

Submitted by

Lieutenant Staci Shaffer, CJM, MCJ
Deputy Sheriff, Larimer County Sheriff's Office
Adjunct Instructor, Colorado State University

Course materials

Criminology Today by Schmalleger with CourseConnect:
Criminology

Colorado State University's OnlinePlus program offers a wide range of online courses and degree programs designed to improve access and flexibility for students pursuing academic goals alongside career, family, or military responsibilities. Lieutenant Staci Shaffer, Deputy Sheriff in the Larimer County Sheriff's Office, was tapped by CSU's Sociology Department to develop an online Criminology course to be offered beginning in spring 2013. A first-time instructor, Lt. Shaffer carefully reviewed available course materials with the goal of developing a high-quality learning experience within a short amount of time. She chose to adopt CourseConnect: Criminology.

“CourseConnect enabled me to prepare my course—including customization with my own videos, test questions, and discussion topics—in less than five hours.”

“I am employed full-time as a Sheriff's Deputy, so completeness and ease of use are essential,” says Shaffer. “CourseConnect enabled me to prepare my course—including customization with my own videos, test questions, and discussion topics—in less than five hours, a savings of at least thirty hours. I can't imagine how I would have managed to put together a course of this quality without CourseConnect.”

Implementation

“I use CourseConnect for both online and on-ground course formats. Most of my energy as an instructor is in moderating discussions, both face-to-face for the on-ground class and via discussion forums for the online students. I have found, interestingly, that my online students are more intellectually engaged in the discussions. Both classes complete weekly assignments in CourseConnect and take weekly quizzes with questions drawn from both CourseConnect and the textbook's test bank. There is a midterm exam and a comprehensive final.”

Benefits

“CourseConnect is organized by learning objectives with dynamic lesson presentations followed by engaging activities that require students to think critically about course material. Many of the resources students use in CourseConnect are the same as the resources I use on the job in the sheriff's office. CourseConnect engages students academically while also building competencies that are relevant to their career goals.”

Assessments

36 percent	CourseConnect assignments
30 percent	Two exams
24 percent	Weekly quizzes
10 percent	Participation

“Students who engaged with the CourseConnect material found earning an A for the course entirely manageable.”

Results and Data

Final course grades from multiple instructors were analyzed from fall 2012 through summer 2013: four sections (152 students total) in fall 2012 and spring 2013 did not use CourseConnect; three sections (64 students total) in spring and summer 2013 used CourseConnect. Students using CourseConnect in both on-ground and online classes performed significantly better than students who did not use CourseConnect.

- 86 percent of students who used CourseConnect passed with an A or B compared to 77 percent of students who did not use CourseConnect.
- After the implementation of CourseConnect, the percentage of students earning an A increased from 42 percent to 70 percent.

Competency fosters workplace success

“Some of my former CourseConnect students now serve as interns in the sheriff’s office where they work on a range of projects including:

- *Prescreening services for an in-house jail therapy program.* One of the lessons in the criminology course explores psychological theories of crime. Understanding these theories prepares students to readily identify inmates suited for the therapeutic interventions.
- *Cataloging data measuring the rate of recidivism for inmates who attend a week-long intervention program.* The students engage with the raw data and identify short-view trends. Students are able to look beyond the tedium of data entry because they understand the theoretical basis for and importance of this research.

One former student and intern is now a part-time employee while she completes her degree. For her senior honors thesis, she is creating a comfort corner to soothe and entertain the children of inmates who come to visit a parent.

These student interns prove their competence every day. And I have the satisfaction of knowing that, thanks to CourseConnect, my students are entering the workforce fully prepared.”

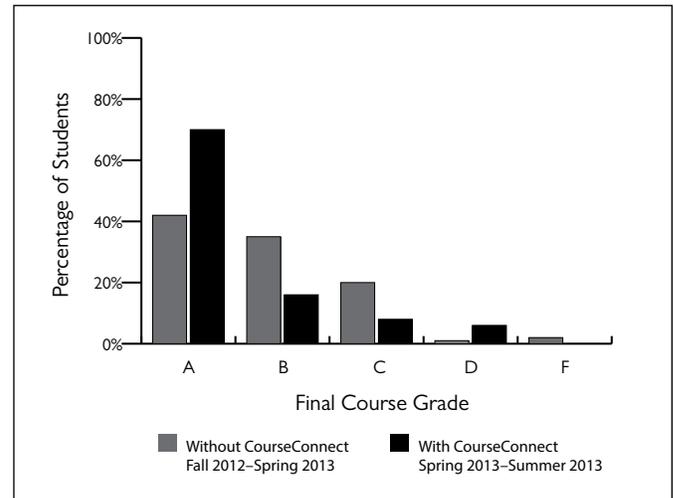


Figure 1. Criminology Grade Distribution with and without CourseConnect, Fall 2012–Summer 2013 (without n=152, with n=64)

The Student Experience

“Students who engaged with the CourseConnect material found earning an A for the course entirely manageable. The Study Guide deserves special mention as an enormously helpful and effective tool for students. The interface is completely intuitive, showing students green for the concepts they’ve mastered and orange or red for the areas they need to review or study more thoroughly.”

Conclusion

“Above all, I want to ensure that my students receive a first-class learning experience. Students are motivated to spend time on task because the CourseConnect materials are so current, so thought-provoking, and of such high quality. I am confident that, with CourseConnect, my course materials and delivery are academically sound and would pass any test for quality. I am grateful to Pearson for thinking of absolutely everything in CourseConnect, and I will continue using it in my courses.”

Best Practices: 10 Steps to Success with your MyLab Implementation

The institutions included in this report did more than simply add a new learning technology to their curricula. How they implemented Pearson's MyLab solutions significantly contributed to their positive results. Below you'll find ten recommended best practices that will help you and your students get the most out of your MyLab implementation.

1. Identify the problems you want to solve. In examining the most successful MyLab implementations, one common thread emerges: those schools that achieve success know precisely what they want to accomplish. They establish clear educational goals at the outset and then specifically design their implementations to achieve them.

2. Choose the learning technology, text, and method of delivery that best fit your goals. Assign the specific MyLab features that will help you achieve your stated goals.

3. Build an assessment plan. How will you measure success? What are the quantifiable goals you want to achieve? Pertinent metrics might include comparisons of homework grades, exam scores, final course grades, or retention rates with those of previous semesters; correlations between MyLab assessment scores and exam scores; or student success rates in subsequent courses they take.

4. Get everyone—and keep everyone—on the same page. Communicate your goals clearly to colleagues, students, and administrators. Train all full-time instructors, part-time instructors, adjuncts, tutors, and other key players—and make available opportunities for continuous training. Pearson provides product and implementation training to help ensure that your implementation is in alignment with your goals.

5. Start small. Slowly integrate the MyLab into your course. Start with requiring homework (for example, chapter exams, study plans, or writing assignments). When you're ready, add more assignments and activities.

6. Position students for success. Students tend to skip "optional" assignments. Experienced MyLab users recommend that you require the MyLab for at least 10% of students' overall course grade. Provide structure: clearly communicate course and workload expectations to students and set firm and consistent deadlines. Finally, conduct a "Getting Started" orientation on the first day of class to show students how to access the MyLab materials and assignments they'll be responsible for. Visit www.pearsonmylabandmastering.com/educators/support for details.

7. Connect and engage with students. Educators implementing MyLab products in their classes are unanimous about the importance of individually connecting with students inside and outside class. Some educators recommend not waiting for students to ask questions about their work. Rather, they suggest circulating in the classroom proactively to assess what students need, thereby avoiding student embarrassment. Outside class, consider 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.

8. Employ personalized learning. The most successful learning solutions include personalization and immediate feedback that engage students in active learning and enhance and inform assessment. Students using MyLab products can complete assessments at their own speed and, via diagnostics performed as they progress, can follow a personalized learning path that both targets the exact content/skills they need to work on and delivers the right material they need to master the requisite skills.

9. Conduct frequent assessments. Educators have long recognized the necessity of assessment as both a measurement of how well students are learning and a tool for critical feedback. MyLab implementations enable educators to exponentially increase the power of assessment by increasing the number of assessments, thereby offering students a firsthand account of what they know and what they do not know and providing educators more opportunities to intervene before a student falls too far behind.

10. Track learning gains. What you don't track you can't measure. And what you haven't measured you can't prove has actually happened in your class. Educators who consistently track and measure learning gains are able to make informed decisions about course transformations, redesigns, or programmatic shifts and can increase their ability to prove institutional effectiveness, meet accreditation standards, track quality-enhancement plans, and fulfill grant requirements.

Getting Started: Planning your Implementation

1. What are the main issues you are trying to address?

2. What are the quantifiable goals you want to achieve?

Example: Increase student retention rates by 10% over the course of a semester; increase student success rates by 15% over the course of a semester.

3. When do you want to start integrating a MyLab solution into your course? Will you start with a pilot course? If so, at what point do you foresee moving into a full implementation?

4. What course materials are you using? Do they align with your intended outcome?

5. Have you pursued grants or initiatives? If yes, what are they?

Note: Check with your Pearson partner or visit Pearson's Grant Help Center at www.pearsonhighered.com/granhelp/ to learn more.

6. Do you plan to hold organizational or professional development meetings for faculty, lab staff, IT administrators, or others?

7. What are (at least) three ways to educate the culture of your colleagues involved in the project?

Example: Invite guests from institutions that have successfully implemented or redesigned with a Pearson MyLab solution.

8. Who is on your implementation or redesign team (faculty, staff, lab directors, senior administrators)? Who will be responsible for managing the actual implementation or redesign?

9. How will you measure success?

Example: Retention rates, final exam scores, final course grades, and subsequent success.

10. Will you use historical data to support the efficacy of your MyLab solution? Will you administer common exams and assessments?

11. What percentage will your MyLab solution contribute to a student's final course grade?

12. Do you have—or have to seek—approval from your Institutional Review Board?

13. What is your main concern about implementing a Pearson MyLab solution?

14. At the end of the course, would you like assistance in analyzing your data? If so, contact your local Pearson representative.

Conclusion

Close to 90 percent of instructors surveyed across a wide range of Humanities and Social Science disciplines indicate that improving educational results matters now more than ever. Instructors and administrators everywhere are having deep conversations about how to measure and improve student learning outcomes. These conversations can begin because of schoolwide or statewide initiatives. They can also start in response to new state legislation or accreditation requirements. Often, they happen when individuals or groups of instructors decide to seek improved retention rates and success rates in their courses. Many educators are turning to Pearson's MyLab solutions to address these concerns—and for good reason. As the case studies in this report demonstrate, Pearson MyLab solutions improve student learning outcomes.

Additional case studies along with videos and webinars focused on course redesign and results can be found on Pearson's Results Library at pearsonmylabandmastering.com/results.

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