



**BREAKTHROUGH**  
To improving results

# MyLab & Mastering Information Technology

Efficacy Report • 2013

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*MyLab & Mastering Information: Technology—Efficacy Report 2013*

Edited by Michelle D. Speckler

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## Welcome Letter

WE ARE HONORED TO PRESENT *MyLab & Mastering: Information Technology*, our most recent compendium of information technology efficacy studies. In the pages that follow, you'll find both quantitative data and qualitative observations from courses across North America—13 comprehensive case studies and profiles 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  
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*Pearson Education*  
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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](mailto:kristen.schmitt@pearson.com) for more information.

Product Name MyITLab  
 Course Name Microcomputing Applications  
 Credit Hours Three

**Key Results** MyITLab facilitates understanding of Microsoft Office applications by simulating the real application experience and promoting hands-on practice. Students who earn at least 80 percent on skill-based assessments are more likely to earn an A, B, or C on the corresponding application exam.

**Text**

*GO! with Microsoft Office 2010 Volume 1*, Shelley Gaskin, Robert Ferrett, Alicia Vargas, and Carolyn McLellan

**Implementation**

Microcomputing Applications is required for many degree programs, including business, nursing, computer programming, and networking. The goal of the course is to provide students with a solid understanding of commercially available software applications, including word processing, spreadsheets, database management, and computer graphics.

We cover three chapters each in Microsoft Word, Excel, PowerPoint, and Access. Students are required to complete two skill-based assessments for each chapter. I offer unlimited attempts on these assessments in order to promote mastery of the material. I also strongly encourage students to take advantage of the skill-based trainings and other learning aids in MyITLab.

Because MyITLab manages the course assessments, it saves me time that I can now spend helping students individually. In addition, the program’s security features help me maintain the integrity of my online courses.

At the outset of each semester, I ensure that my students have a complete understanding of the initial registration process, which reduces the number of technical problems students experience. Having student technical support for MyITLab is very helpful, particularly at the beginning of the semester.

**Assessments**

MyITLab assessments are integral parts of the course and contribute 100 percent to each student’s final course grade.

- 60 percent MyITLab capstone application exams (4)
- 40 percent MyITLab skill-based assessments (24)

**Results and Data**

We found that students who persevered in the skill-based assessments until they earned at least 80 percent were much more likely to earn an A, B, or C on the corresponding application exam (figure 1). In addition, we found a large disparity between the application exam scores of students who achieved at least 70 percent on their skill-based assessments and those who did not (figures 2–5).

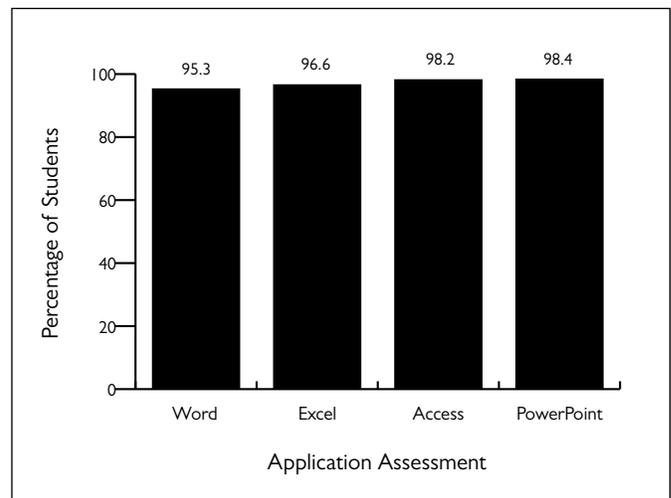


Figure 1. Percentage of Students Scoring at Least 80% on Skill-Based Assessments Who Received an A, B, or C on the Corresponding Application Exams (n=77)

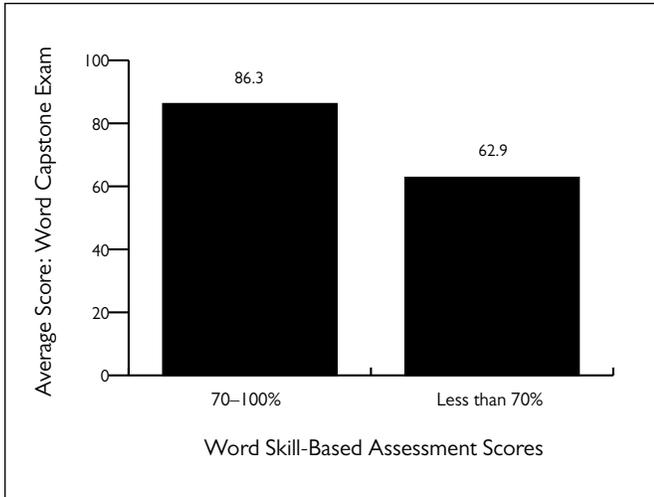


Figure 2. Average Word Capstone Exam Score of Students Scoring 70-100 Percent and Less Than 70 Percent on Skill-Based Assessment ( $n=77$ )

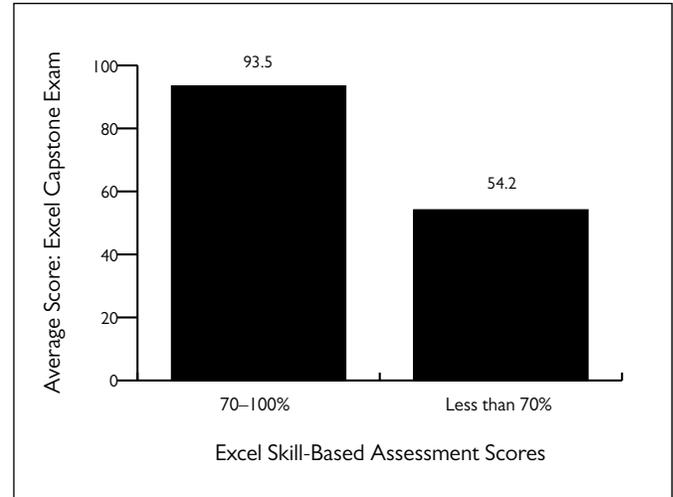


Figure 3. Average Excel Capstone Exam Score of Students Scoring 70-100 Percent and Less Than 70 Percent on Skill-Based Assessment ( $n=75$ )

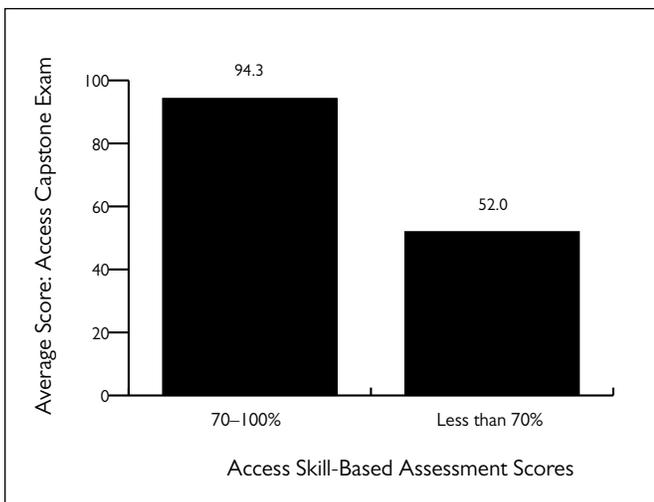


Figure 4. Average Access Capstone Exam Score of Students Scoring 70-100 Percent and Less Than 70 Percent on Skill-Based Assessment ( $n=73$ )

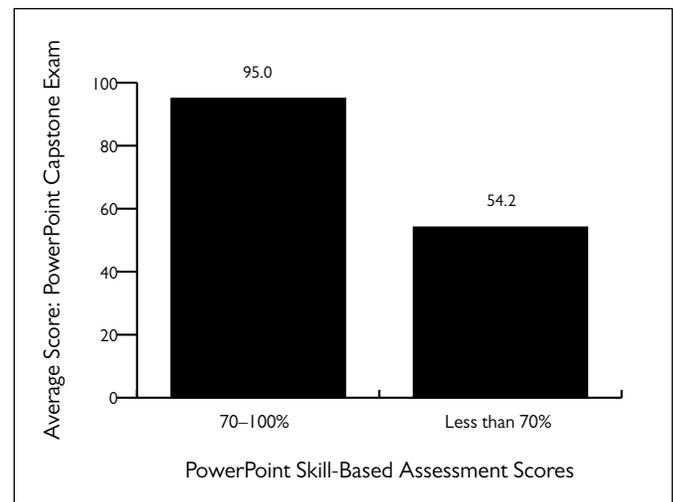


Figure 5. Average PowerPoint Capstone Exam Score of Students Scoring 70-100 Percent and Less Than 70 Percent on Skill-Based Assessment ( $n=76$ )

## The Student Experience

MyITLab's simulations give students hands-on experience in the application environment, thereby offering them an invaluable learning experience and greatly aiding their ability to understand how each application works in the real world. As we move through the semester, the students' understanding and appreciation for the power of MyITLab only increases. Student comments include the following:

- "[MyITLab] is easy to follow and very helpful."
- "If you sufficiently practice with the homework, you'll do just fine on the test."

## Conclusion

MyITLab is a very powerful learning tool. I have been teaching for 33 years and can attest that students today do much better in this course using MyITLab than they did with instructor-generated assignments and exams.

*Submitted by Chuck Kise  
Brevard Community College*

Product Name MyITLab

Course Name Introduction to Computer Information Systems

Credit Hours Three

**Key Results** MyITLab has both increased the percentage of students successfully completing the course and generated significant cost savings.

## Text

*Visualizing Technology, Introductory, 1e, Debra Geoghan*

## Implementation

Introduction to Computer Information Systems is a required course for all students at Fort Hays State University. Students learn computing skills to increase personal productivity in problem solving, critical thinking, and information management via commercially available software packages designed for office applications and telecommunications.

In the past, four to six instructors taught this course each semester, and many of them were adjuncts. Today, I teach all the sections by using a blended teaching model in which students meet with me for one hour each week. Outside of class, students are required to complete assignments and projects. In addition, a team of graduate students, under my supervision, is available 40 hours a week in a dedicated tutorial computer lab for individual tutoring, grading, and answering questions.

Within MyITLab, I assign the training modules for Word, Excel, and PowerPoint, as well as the pre- and posttests for those applications. To promote student's mastery of the material and to maximize their grades on assignments, I allow students an unlimited number of attempts at completion of each training

*“Students are more engaged, more enthusiastic, and more confident after completing my course using MyITLab.”*

simulation. Students who have difficulty with the concepts are encouraged to review the PowerPoint presentations and videos available within MyITLab, which reinforce classroom demonstrations and tutoring.

### Assessments

40 percent	Homework and projects
15 percent	MyITLab training simulations
15 percent	In-class quizzes
13.3 percent	Exams (conceptual material)
10 percent	Papers
6.7 percent	MyITLab posttest

*“Since we adopted MyITLab several semesters ago, final course grades have significantly increased.”*

## Results and Data

Final course grades have significantly increased and sustained at an increased level since we adopted MyITLab in 2008 (figure 1). In addition, instructors in higher-level courses have commented that incoming students have a greater understanding of Excel than before and that they now spend less time reviewing Excel concepts in their courses.

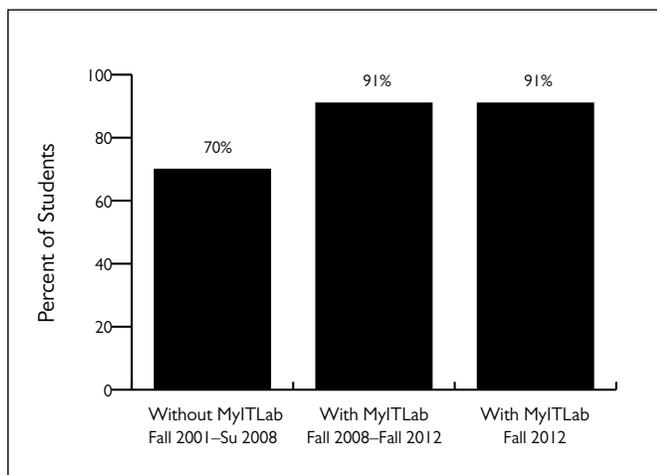


Figure 1. Percent of Students Earning a Final Course Grade of A, B, C, or D before and after MyITLab Adoption, Fall 2001–Fall 2012 (n=4,420)

## The Student Experience

Introduction to Computer Information Systems meets the needs of students from across the spectrum of experience. Incoming students with better-than-average technology skills can progress quickly through the material; those who need additional assistance are also accommodated. Students engage with the course content because they control the delivery of both the conceptual material and the application skills and because they can learn at their own pace.

MyITLab promotes consistency across the sections. Students can be confident that they are receiving the same depth of instruction and assessment as everyone else taking the course. Each assessment offers an accurate reflection of what students are—and are not—learning. In response, I can identify skills that students do not understand and devote extra time to those topics during class.

## Conclusion

From data that I’ve collected and from personal observation, I can attest that students are more engaged, more enthusiastic, and more confident after completing the course using MyITLab.

From a university standpoint, MyITLab enables me to provide substantial cost savings for the university. Because the course is largely self-guided and we meet less frequently, the administration spends much less on instructors and classroom space.

*Submitted by Gladys Swindler  
Fort Hays State University*

Product Name MyITLab  
 Course Name PC Essentials  
 Credit Hours Three

**Key Results** MyITLab helps students develop essential Microsoft Office skills while also developing their self-discipline, ability to manage time, and attention to detail. Students are up and running at the start of the semester, and they appreciate the learning advantage that MyITLab offers.

## Text

*Exploring Microsoft Office 2010*, 1e, Canadian Edition,  
 Robert Grauer, Mary Anne Poatsy, Michelle Hulett,  
 Cynthia Krebs, Keith Mast, Keith Mulbery, Lynn Hogan,  
 Andy Igonor, Randy Jenne

*“The Grader projects in MyITLab  
 are phenomenal.”*

## Implementation

Humber College’s introductory computing courses provide students with the resources and guidance they need to obtain solid skills in Microsoft Office 2010 applications. The courses focus on four key areas—Windows 7, Word, PowerPoint, and Excel—while also promoting student self-discipline, time management, and attention to detail. The introductory courses are required for all business, cosmetic, fashion, and spa management majors. They are delivered entirely online and are self-directed but not self-paced.

Humber College has been using MyITLab to deliver the introductory program courses since 2007; I’ve been the course coordinator since 2009.

Students complete one unit each week, during which time they are required to do MyITLab trainings and take a multiple-choice quiz. After completion of both the trainings and the quiz, students complete a lab assignment (a MyITLab skill-based simulation) followed by a corresponding Grader project. Although the trainings and quiz do not contribute to the final course grade, students who fail to complete them do not receive credit for either the lab assignment or the corresponding Grader project. Late assignments are not accepted—no excuses.

Students are allowed up to six attempts on the lab assignments to obtain a score of at least 70 percent. Likewise, they are allowed six attempts on the Grader projects but must score at least 60 percent. If they do not reach those thresholds, they receive zero credit. Students also take proctored, skill-based simulation exams covering Word, Excel, and PowerPoint.

The Grader projects in MyITLab are phenomenal. One unanticipated benefit we have realized is that they have helped curb academic misconduct. Grader uses student identifiers. If a student submits another student’s file, we’re immediately alerted and are able to intervene. Students now know that in our courses, they can’t submit another student’s assignment without our knowledge—and that’s helping other programs, too. Instructors from other courses have told us that as a result of our student interventions, they have become more aware of academic dishonesty and have been able to reduce it in their courses. In this way, we believe MyITLab is also increasing integrity at our school.

### Assessments

50 percent MyITLab skill-based simulation exams

35 percent MyITLab Grader projects

15 percent MyITLab skill-based simulation assignments

## Results and Data

In 2010, we moved to an automatic registration model. Since then, students have had access to MyITLab from the first day of class instead of having to go purchase the book and code at the bookstore. This means no more financial aid struggles, no more wondering whether the book is in stock at the bookstore, and no more other obstacles that prevent students from getting into MyITLab by the end of the first week of class (figure 1).

*“Pearson has been a great partner. The suggestions we make about MyITLab are addressed and incorporated.”*

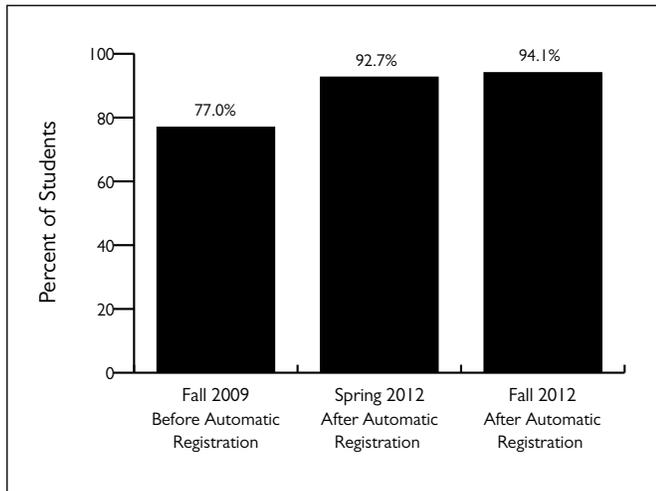


Figure 1. Percent of Students Accessing MyITLab by the End of the First Week of Class before and after Implementation of Automatic Registration

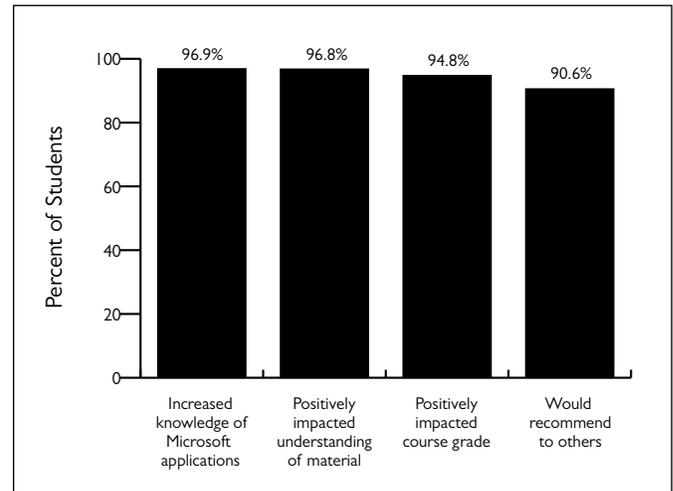


Figure 2. Percent of Students Who Agree with Student Survey Statements about MyITLab, Spring 2013

## The Student Experience

MyITLab enables us to deliver a self-directed course to our students, and that’s a huge benefit. We believe that students who are made responsible for completing their assignments on time are more likely to learn how to plan and manage their time, be more disciplined, and pay attention to detail.

*“I wish more courses were taught this way. It helped me learn more and made it much easier to complete assignments.”*

—Student

Our students appreciate what MyITLab offers them. Results from a spring 2013 survey indicate that an overwhelming majority of students said they believe that MyITLab helped them better understand the course material and that it had a positive impact on their course grade. In addition, more than 90 percent of the students surveyed reported that they would recommend MyITLab to others (figure 2).

*“MyITLab offers a lot of opportunities to attain the highest mark possible.”*

—Student

## Conclusion

Each year, MyITLab enables our two or three instructors to teach approximately 3,000 students with minimal start-up time and without the need for significant classroom space. Most important, the students love it and they benefit from its many assessments.

In fall 2013, we plan to increase the percent value of the Grader project, require that students score at least 80 percent on both the lab assignment and Grader project in order to receive credit, and require that students pass all of the skill-based assessment exams in order to pass the course.

*Submitted by Kelly Archibald  
Humber College*

Product Name MyITLab

Course Name Computer and Information Processing Principles, Micros in Business

Credit Hours Four

**Key Results** Students in Computer and Information Processing Principles who attempted Grader projects until they earned a score of at least 90 percent earned an average of 20 points higher on their capstone application exams.

**Text**

*Exploring Office 2010, 2e*, Robert Grauer, Mary Anne Poatsy, Michelle Hulett, Cynthia Krebs, Keith Mast, Keith Mulbery, Lynn Hogan

**Implementation**

Computer and Information Processing Principles is a required course for all business students. The subsequent course, Micros in Business, is required by some of the information technology programs, and its credit transfers to Walsh College, one of our major partners.

Computer and Information Processing Principles introduces students to the technology concepts and methods that knowledge workers use to organize and manage information resources. Depending on their skill levels, students either develop or enhance basic skills in Microsoft Word, Access, Excel, and PowerPoint. Micros in Business takes their knowledge to the next level, where they develop proficiency in the intermediate and advanced features of Microsoft Office.

In both courses, students are required to complete MyITLab simulation trainings and Grader projects. Students in the more advanced course are required to complete MyITLab’s skill-based assessments and quizzes. In my classes, I encourage students to read the text and complete both the trainings and the quizzes prior to class. They may also take advantage of the PowerPoint presentations and audio clips. As a best practice, I suggest that students work through the trainings as many times as they need to in order to master the content.

During class time, I review the current topics and offer perspective as to why they are important. Students usually complete the skill-based assessments and Grader projects during the rest of class time, while they can use me as a resource. For my online sections, I record a short audio clip to provide direction. For each application, students take a final exam comprising Grader assessments and multiple-choice questions.

The automatic grading in MyITLab has been a lifesaver for me as an instructor. I save about five hours a week in grading time, which lets me spend my time on other important aspects of the course, including prepping, reviewing projects and assignments, answering student questions, and participating in the online discussion. As a course coordinator, by simply viewing the gradebook, I can quickly identify any sections that are not covering all of the content and assessments.

**Assessments**

*Computer and Information Processing Principles:*

- 30 percent Technology in Action chapter tests
- 30 percent Application tests, Windows and PowerPoint project
- 20 percent MyITLab trainings
- 20 percent MyITLab Grader projects

*(Note: Students may earn 5 percent extra credit from critical thinking questions.)*

*Micros in Business*

- 30 percent MyITLab Grader projects
- 30 percent Final exams (MyITLab Grader and multiple choice)
- 19 percent MyITLab skill-based assessments
- 8.5 percent MyITLab quizzes
- 7.5 percent MyITLab trainings
- 5 percent PowerPoint presentation

*“MyITLab is not only a tremendous learning tool; it also saves me time and leads to consistency of content across all course sections regardless of course duration, method of delivery, or instructor.”*

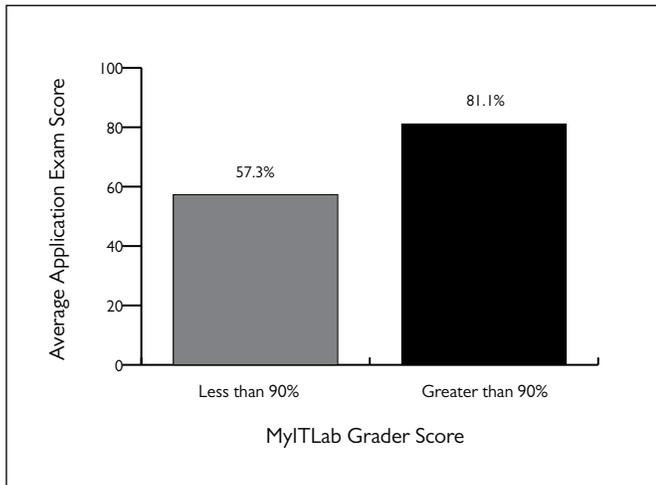


Figure 1. Comparison of Student Application Exam Scores and Grader Project Scores Less Than and Greater Than 90 Percent

## Results and Data

MyITLab’s Grader projects contribute significantly to both the course and the course grades. We allow students to complete their Grader projects as many times as needed to master the project, and we encourage them to continue working until they reach a score of at least 90 percent. We found that students who followed that practice scored more than 20 points higher on their capstone application exams than those who did not (figure 1).

## The Student Experience

Students enter the course with differing skill levels, which this can be challenging for both them and us. MyITLab provides the kind of flexibility we need to meet and teach *all* of our students. They quickly learn how to customize their learning experience and work at a pace that suits them. During any one class time, it’s not uncommon to see one student completing a training exercise while another is working on a Grader project.

Most of the students in my advanced course also used MyITLab in the introductory course. Their prior experience is a real benefit in terms of reducing their start-up time.

*“MyITLab provides the kind of flexibility we need to meet and teach all of our students. They quickly learn how to customize their learning experience and work at a pace that suits them.”*

## Conclusion

MyITLab is not only a tremendous learning tool; it also saves time and leads to consistency of content across all course sections regardless of course duration, method of delivery, or instructor. In addition, Pearson’s Faculty Advisors (faculty power users who help with training and implementation) are available for support and helpful suggestions.

*Submitted by Cheryl Sypniewski  
Macomb Community College*

Product Name **MyITLab**  
 Course Name **Computer Applications**  
 Credit Hours **Three**

**Key Results** After redesign with MyITLab, Niagara College was able to both increase class sizes and offer students more individual attention. End-of-semester data show that students who completed the MyITLab trainings achieved significantly higher exam scores than those who did not.

**Text**

Go! 2e (etext), Shelley Gaskin

**Implementation**

Computer Applications is an introductory computer applications course that is required by most programs at Niagara College. The course teaches foundational skills in Microsoft PowerPoint, Word, and Excel programs. Successful completion of it meets the province of Ontario’s computer competency standards requirement for college graduates.

MyITLab was the cornerstone of the course redesign. We transformed what had once been a traditional, two-semester sequence into a one-semester, self-paced, blended course. In addition, we were able to eliminate our test-out option. We now ensure that all of our students achieve proficiency in the course material. Students have the option of attending class in a computer lab for a two-hour time block each week or completing their work outside the lab. During lecture, the instructor is available for assistance and individual coaching. Exams are taken during class, in MyITLab, and on specified dates.

MyITLab has transformed the course in a variety of ways. Prior to redesign, we had 30 students per class. Today, because MyITLab can provide instruction and automatically grade assessments, we have doubled our class sizes, realizing tremendous cost savings as a result. Instructors are more available to individually engage with students during class time, and they also have the tools to communicate with students outside of class. Additionally, MyITLab gives our faculty greater flexibility and choice in course material, because we can now create assignments and exams from the MyITLab-provided text and assessment options.

*“[MyITLab] engages all of our students in the course material while teaching them to effectively pace their study time.”*

**Assessments**

- 50 percent    Excel Exam (MyITLab)
- 40 percent    Word Exam (MyITLab)
- 10 percent    PowerPoint Exam (MyITLab)

**Results and Data**

We studied the impact of both completion and successful completion of MyITLab trainings on exam scores. We learned that students who complete the trainings tend to earn much higher exam scores (figure 1). In addition, of students who scored 80 percent or higher on the trainings, an average of more than 97 percent passed the corresponding exam (figure 2).

*“MyITLab has enabled us to reduce our costs by 50 percent without any reduction in course enrollment.”*

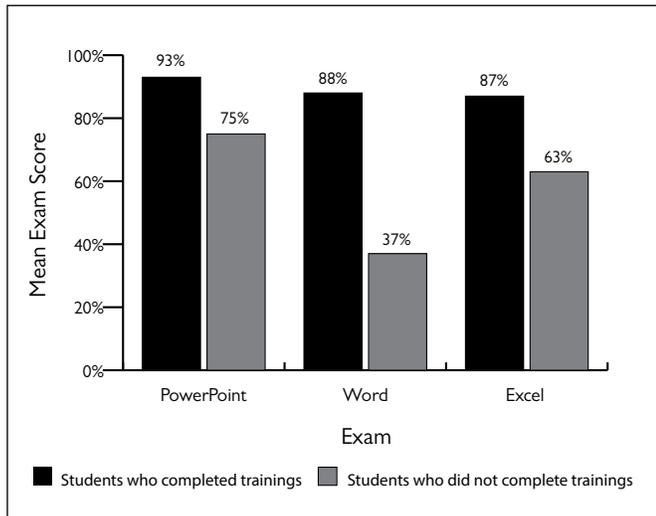


Figure 1. Comparison of Exam Scores of Students Who Did and Did Not Complete Trainings, Fall 2012 (n=1,339)

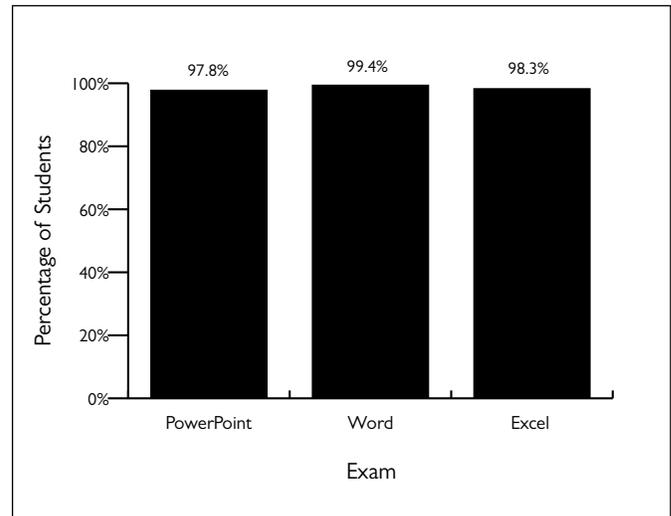


Figure 2. Percentage of Students Earning at Least 80 Percent on MyITLab Trainings Who Passed the Exam, Fall 2012

## The Student Experience

Our redesigned course, as it is structured within MyITLab, teaches students beyond course content. It teaches them how to pace their study time in order to meet deadlines—a particularly helpful skill for those students who are new to college. Students with prior knowledge of the applications can advance more quickly through the material while still gaining proficiency in the more advanced features. Both types of student derive benefits they can apply in future course work and in their professional careers.

Students were unanimous in their approval of MyITLab. Comments about the program include:

- “If you did the training exercises, the tests were very easy.”
- “Being able to work on the practice exercises anytime and anywhere was very convenient.”
- “[MyITLab] is the best way to learn Office.”

## Conclusion

MyITLab has enabled us to reduce our costs by 50 percent without any reduction in course enrollment. In addition, it engages students of all experience levels in the course material and teaches them to effectively pace their study time.

*Submitted by André Roy  
Niagara College*

Product Name MyITLab

Course Name Business Problem Solving with Information Technology

Credit Hours Three

**Key Results** Students who took advantage of practice exam opportunities performed better on course exams. Student survey data indicated that MyITLab helped students understand course content.

### Text

*Exploring Office 2010 Plus*, 1e, Robert Grauer, Mary Anne Poatsy, Michelle Hulett, Cynthia Krebs, Keith Mast, Keith Mulbery, Lynn Hogan; *Visualizing Technology Complete*, 2e, Debra Geoghan

### Implementation

Business Problem Solving with Information Technology is a required course for all business majors; about 900 students a year take it. The course exposes students to the basic concepts and terminologies of computing and information systems. Students gain experience using Microsoft Office applications to facilitate communication, decision support, and process support in typical business settings.

I adopted MyITLab because of the unique way it teaches and assesses students: by physically utilizing the actual applications. MyITLab is the cornerstone of our course, including course management. With each reading assignment, we require students to complete hands-on exercises that apply the concepts. These are graded for completion only. I also use MyITLab for in-class activities (students earn credit for completion), and I assign Grader assignments as homework. Students are allowed two attempts at homework assignments so that they have an opportunity to learn from their mistakes and maximize their score. Lecture demonstration documents are posted in MyITLab for reference. In fall 2012, I began offering an optional practice exam prior to each exam.

### Assessments

50 percent MyITLab exams and quizzes

42 percent MyITLab homework activities and trainings

8 percent Project and presentation

### Results and Data

After implementing the optional practice exams in fall 2012, I considered their impact on the exam scores. On exam 1, students who attempted the practice exam scored higher than those who did not. Interestingly, for the second exam, 101 students took advantage of the practice exam opportunity—a 90 percent increase over the number of students who had taken the first practice exam; and students who took the practice exam again outperformed those who did not (figures 1 and 2).

*“Thanks to MyITLab, my students are better prepared for class and are more confident in their abilities.”*

MyITLab enables me to create a baseline for my students, which makes my job easier because some students enter the course with a background in Microsoft applications and others do not. The Grader is a benefit, too, because I am able to grade each assignment at a more detailed level. In addition, MyITLab's grading capabilities save me a great deal of time. I now use that time to prepare for class, and I no longer need to hire help to grade assignments.

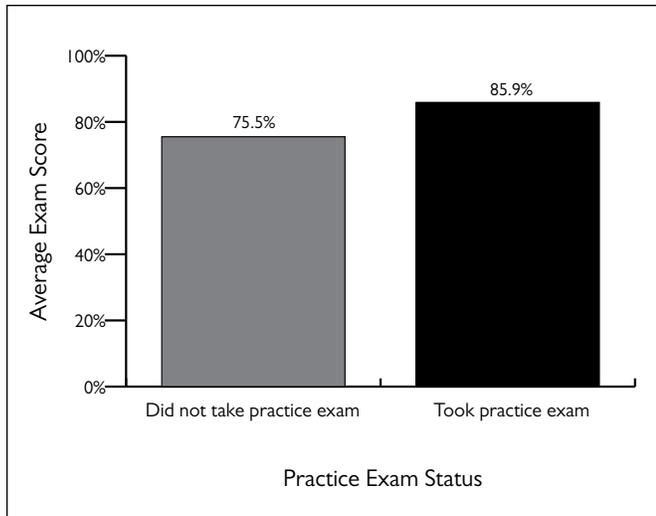


Figure 1. Relationship between Exam 1 Scores and Use of the Practice Exam, Fall 2012

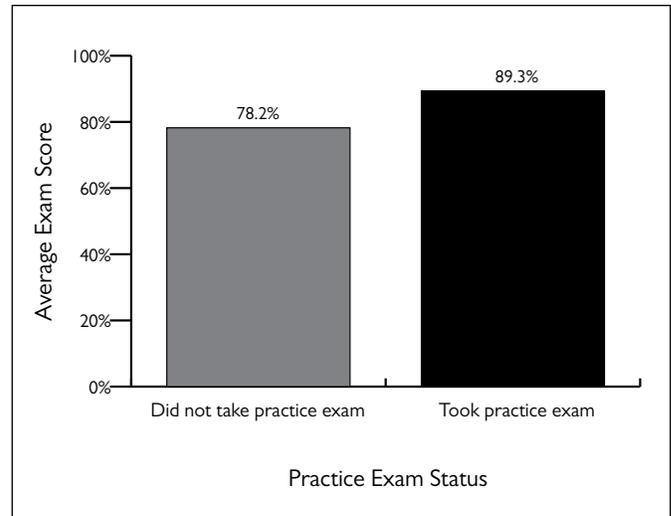


Figure 2. Relationship between Exam 2 Scores and Use of the Practice Exam, Fall 2012

## The Student Experience

MyITLab also benefits my students. Its simulations provide each student with a customized experience: students spend their time focusing on the specific concepts they need to learn. Although most students are resistant to reading, MyITLab helps them overcome that roadblock by engaging them in the material, identifying any gaps in their knowledge, and guiding them to pages they need to read. The Grader helps them become better students because they receive immediate feedback on what they did right and what they did wrong.

At the end of fall 2012, I surveyed students about their MyITLab experience. More than 94 percent of students surveyed indicated that MyITLab had improved their understanding of course content. Nearly 90 percent said that they would recommend MyITLab to future students (figure 3).

Open survey comments reflect that students recognize the value of MyITLab:

- “The greatest benefit of MyITLab is the simulations. They show me step by step how to figure out the problems I don’t understand. They’re very helpful.”
- “The activities are helpful and easy to understand and perform. The repetition made learning the material easy.”

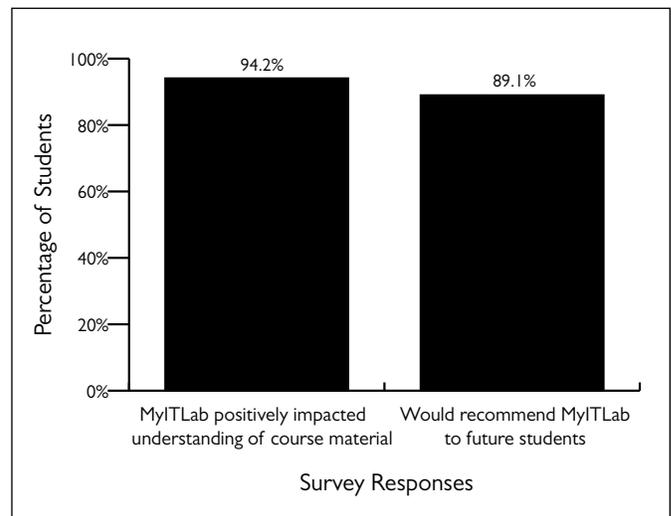


Figure 3. Student Survey Responses, Fall 2012

## Conclusion

Thanks to MyITLab, my students are better prepared for class and are more confident in their abilities. Also, MyITLab enables me to spend less time grading and more time preparing for class.

*Submitted by Amy Rutledge  
Oakland University*

Product Name **MyITLab**  
 Course Name **Computer Concepts with Applications**  
 Credit Hours **Three**

**Key Results** MyITLab’s personalized learning features and promotion of increased time on task help students of all skill levels increase their understanding of course concepts and achieve both higher posttest scores and higher application exam scores.

**Text**

*Go! Office 2010 Introductory*, 2e, Shelley Gaskin; *Technology in Action, Complete*, 8e, Alan Evans, Kendall Martin, Mary Anne Poatsy

**Implementation**

Computer Concepts with Applications offers students an introduction to the computer concepts and applications used in business, including both theory and hands-on computer instruction. Because the course meets the computer literacy requirement for most Oklahoma State University–Oklahoma City degree programs, it draws a diverse population in terms of major and computer experience.

All of my course content resides within MyITLab and I use nearly all of its features. During lab time I use the active help desk and sound bytes from *Technology in Action*—students listen to the assignment and then take a posttest on the content that I loaded into MyITLab. Also during lab time, students work the MyITLab simulation trainings and take pretests (to generate individualized Study Plans) and posttests for each chapter.

For homework, I use MyITLab Grader projects. Prior to each application exam, students take a practice exam, which enables them to check their understanding of course material and ensure that they’re prepared for the exam.

As the lead instructor for this course, I work with 16 adjuncts. MyITLab’s coordinator course feature enables me to create one course for all instructors to use, which helps standardize the course across sections. In total, use of MyITLab contributes 90 percent to each student’s final course grade.

**Assessments**

- 38 percent MyITLab exams (9)
- 30 percent MyITLab lab assignments
- 22 percent MyITLab Grader projects
- 10 percent Attendance

**Results and Data**

A review of Study Plan completion rates (after failure of chapter pretest) shows that students who complete their Study Plan are five times more likely to pass the posttest than are students who do not complete their Study Plan (figure 1).

Similarly, after cross-referencing exam scores and completion of practice exams, we learned that students who completed the practice exams scored higher on the exams for that application (figure 2).

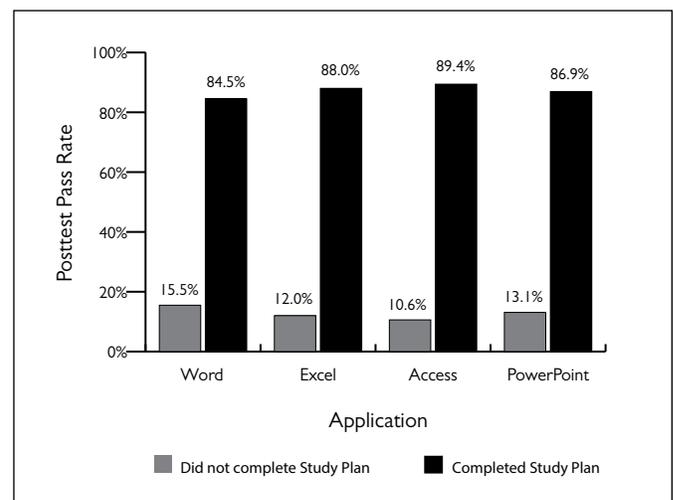


Figure 1. Percentage of Students Who Passed the Chapter Posttest after Failing the Chapter Pretest, Spring 2012

*“MyITLab not only helps students meet the learning outcomes for the course; it also helps them learn the skills they’ll need to succeed in the workplace.”*

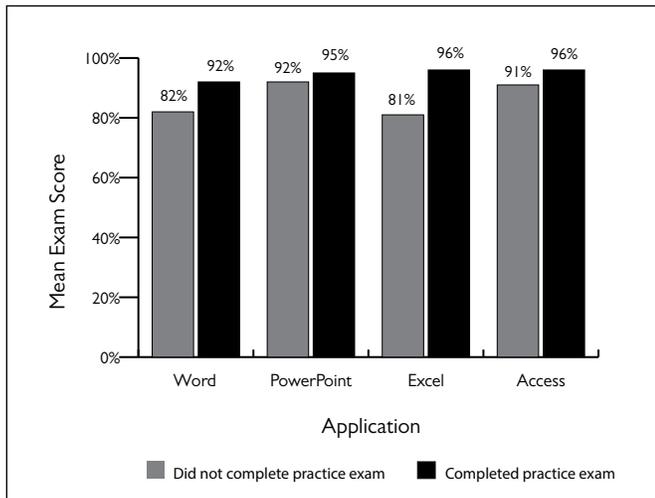


Figure 2. Comparison of Mean Application Exam Scores of Students Who Did and Did Not Complete the Practice Exam, Spring 2012

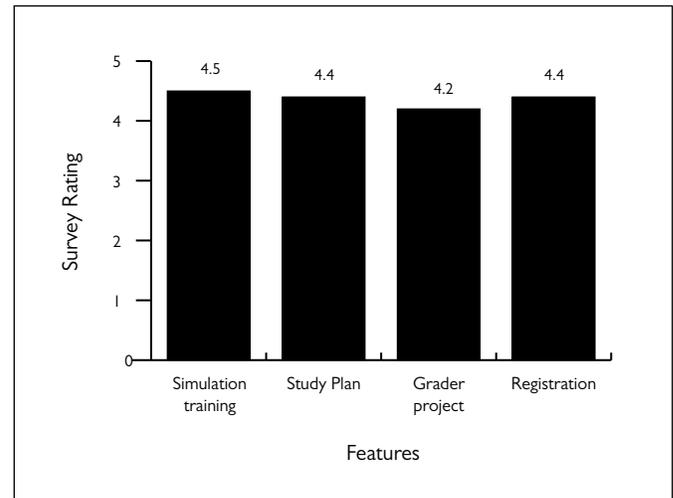


Figure 3. Average Student Rating of MyITLab Features, Spring 2012 (n=120)  
1=Not Effective, 5=Very Effective

## The Student Experience

Students are both more prepared and more engaged since we started using MyITLab. They appreciate that all of the course content is in one place, and more and more of them are showing up for optional lab time.

MyITLab offers something for every learning style: students can see it, hear it, and do it. They have the flexibility to work whenever and wherever they have an Internet connection. Also, if we cancel class due to, say, inclement weather, students can stay current by working online.

I asked the students in my sections to rate the effectiveness of MyITLab assessments as learning tools. Every assessment averaged a rating of more than four on a five-point scale. In addition, 95 percent of the students indicated that “the MyITLab registration process was easy” (figure 3).

*“I learned a lot about the applications, and I really enjoyed doing the assignments.”*

—Student

*“I liked everything about this course. The materials were interesting and kept me engaged.”*

—Student

## Conclusion

MyITLab not only helps students meet the learning outcomes for the course; and it helps them learn the skills they’ll need to succeed in the workplace. From instructors’ standpoint, the platform is very intuitive and easy to master, and its automatic grading feature means we’re no longer burdened by manual grading: our time can be spent helping students learn these applications hands-on.

Submitted by Kemit Grafton, DBA  
Oklahoma State University–Oklahoma City

Product Name MyITLab

Course Name Introduction to Business Computing

Credit Hours Three

**Key Results** MyITLab's interactive features promoted more student time on task and a greater grasp of foundational skills. As a result, retention rates significantly increased in both this course and the subsequent course.

## Text

*Exploring Microsoft Office*, 2e, Robert Grauer, Mary Anne Poatsy, Michelle Hulett, Cynthia Krebs, Keith Mast, Keith Mulbery, Lynn Hogan

## Implementation

Each year, more than 1,200 students take Introduction to Business Computing. Because MyITLab reduces the amount of instructor-graded homework, two colleagues can serve every one of those students without diminishing academic rigor, student service, or student success.

For each chapter, we assign PowerPoint presentations, videos, and the ebook so that students can learn the course material in the most impactful manner. Students then take a skill-based quiz of which they are allowed three attempts, and we record the highest score. To promote greater understanding and better performance, after their first attempt we encourage students to redo the trainings and focus on the questions they missed. To test students' understanding of theory, we assign one conceptual, multiple-choice quiz and at least one Grader project for each chapter. We do not limit the number of attempts in Grader, because we find that repetition is key to learning. Finally, students take a higher-stakes, skill-based exam for each application.

## Assessments

30 percent	Skill-based, MyITLab quizzes
27 percent	MyITLab exams
25 percent	MyITLab Grader projects
18 percent	Multiple-choice, MyITLab quizzes

*“I am extremely confident about the reliability of MyITLab. I know that when students call me with problems, the problems are not with the program. This product works.”*

—Maurie Lockley

## Results and Data

Students who used MyITLab developed stronger foundational skills, which led to improved performance. The retention rate in this course increased from 70 percent to 81 percent (figure 1) and increased in the subsequent course from 50 percent to 80 percent (figure 2).

In addition, since the adoption of MyITLab, we've become able to we're able to cover more academic ground each semester. Students master more skills faster than ever before.

*“In my job interview, I was tested on something that looked just like MyITLab. If I hadn’t worked in MyITLab, there’s no way I could’ve passed the test.”*

—Student

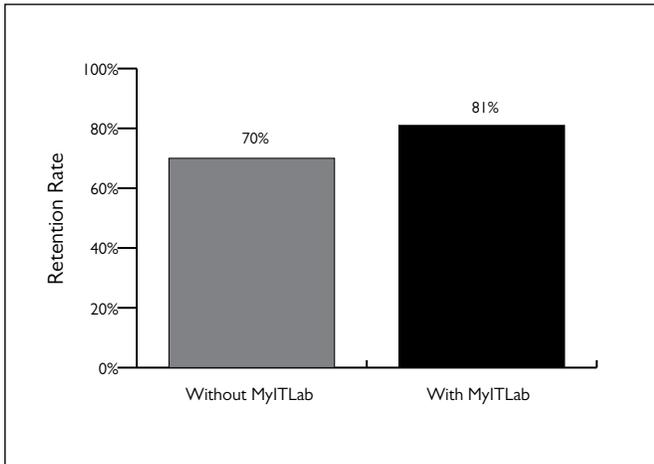


Figure 1. Retention Rates in Introduction to Business Computing with and without the Use of MyITLab

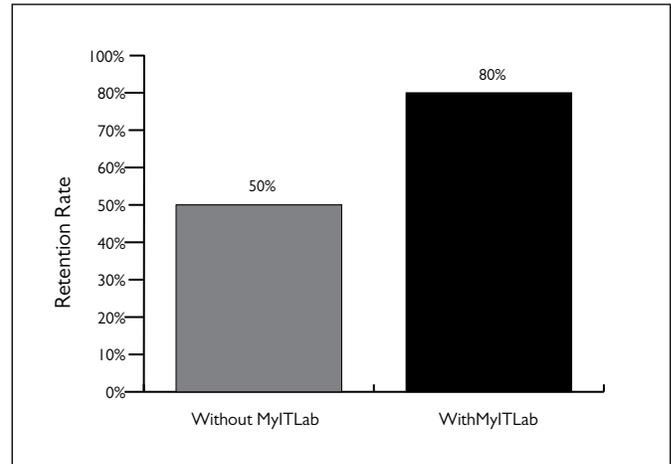


Figure 2. Retention Rates in Subsequent Course with and without the Use of MyITLab

## The Student Experience

Students come to UNCG from around the world; at least 15 percent of each of our classes consists of nonnative speakers of English. The multimedia assets in MyITLab are very helpful to those international students, who frequently bring headphones to class to use MyITLab’s audio capabilities. When we examine the usage logs, we see that they also use the audio-narrated PowerPoint demonstrations. It takes us only 30 seconds to make those narrated PowerPoint demonstrations available—but those are 30 seconds that can tremendously—and positively—impact a student’s life and increase that student’s chances of landing a job.

MyITLab helps us stay connected to our students. Identify Inactive Students is a favorite feature; with just a click, we can see what’s happening with the entire class. Sometimes we reach out to inactive students, and they respond with, “It’s OK. I worked ahead and finished it all.” Other times, they really are in trouble and we’re able to let them know we care and can get them back on track before they fall too far behind.

Students like using MyITLab. For nontraditional students—those returning to school, already working, or otherwise balancing schoolwork and personal obligations—MyITLab offers the means to study whenever and wherever they want. Their favorite feature is probably Save for Later because it enables them to work on assignments around their own schedule—a particularly helpful feature for distance and adult learners.

In addition, since using MyITLab, we’ve noticed that students read and use their books more than before. For the first time in our careers as instructors, we’re seeing books with notes written in the margins.

## Conclusion

MyITLab has enabled us to improve student success while also using fewer resources. Beginning in fall 2014, we plan to move this course to an emporium model, which will free up additional instructor prep and enable us to offer more sections of the advanced course in order to meet higher student demand. We’re confident that with MyITLab, we can make this happen and sustain our level of student success.

*Submitted by Maurie Lockley and Janice Knapp  
University of North Carolina at Greensboro*

## AMARILLO COLLEGE

Amarillo, TX

Product Name MyITLab

Course Name Business Computer Applications / 3 credits

**Key Results**

MyITLab's real-world simulations provide students with the hands-on experience they need to move quickly and easily toward Microsoft certification. In addition, instructors gain start-up training and receive ongoing guidance from Pearson's Faculty Advisor program.

**Text**

*Exploring Microsoft Office 2010*, 9e, Alan Evans, Kendall Martin, Mary Anne Poatsy

**Implementation**

Each year, the Business Computer Applications course provides approximately 1,000 students with a hands-on understanding of Microsoft Word, Excel, Access, and PowerPoint. Although students from a wide variety of majors elect to take the course, it is a requirement for most business majors.

We began using MyITLab when it was initially released in 2007. We use many of its features, including its training simulations, which are required and on which we allow students as many attempts as they need. We use the Grader projects during labs and for most exams, so students can experience working live in the applications. In addition, we assign MyITLab simulations for homework and for the final exam.

Finally, we use Pearson's Faculty Advisor program to train our instructors and offer them a helpful resource. Through the Pearson program, our instructors gain both start-up training and receive ongoing guidance.

**Assessments**

40 percent	Technology in Action chapter tests and exams
20 percent	MyITLab Grader projects
25 percent	MyITLab Grader exams
15 percent	MyITLab final exam (simulation)

*“MyITLab is a great product that just gets better and better. I'd never willingly teach without this awesome software!”*

**MyITLab Benefits**

Thanks to MyITLab, I no longer need to spend hundreds of hours grading.

My students report that MyITLab trainings are very straightforward and very helpful. They especially like the Show Me feature and the hints. Students also appreciate that they can work live in the applications via the Grader assessments and receive good explanations of commonly made errors via Live Notes. One student commented, “MyITLab was scary at first, but I love it now!”

Amarillo College is a Certiport testing center, and after using MyITLab in courses here, students are well on their way to becoming Microsoft certified in the four applications.

**Conclusion**

MyITLab is a great product that just gets better and better. I use it both in this course and in my advanced applications course. I'd never willingly teach without this awesome software!

*Submitted by Beverly Fite  
Amarillo College*

## ELON UNIVERSITY

Elon, NC

Product Name MyITLab

Course Name Management Information Systems / 4 credits

**Key Results** MyITLab's automated Grader and personalized, self-paced trainings enable instructors to have more time for one-on-one teaching—within each course, across courses, and even across institutions.

### Text

*Exploring Microsoft Office 2010, 2e*, Robert Grauer, Mary Anne Poatsy, Michelle Hulett, Cynthia Krebs, Keith Mast, Keith Mulbery, Lynn Hogan

### Implementation

Management Information Systems provides an introduction to the fundamentals of information systems in organizations. It is required for all business majors and serves 60–120 students each semester. Course content explores the roles of computers, databases, networking, and application software in the management of a business organization and examines the integration of those roles with other functions. In addition, ethical, strategic, and global aspects of information systems are explored.

*“To date, 100 percent of the students who both complete my MyITLab-enabled comprehensive courses and review the practice exams have passed the Microsoft certification exam.”*

My classroom lectures on the Microsoft applications correspond directly to the trainings in MyITLab. Students download the actual files and work simultaneously with me while I lecture. Trainings in MyITLab are optional if students want more review after lecture. If they complete the trainings on their own before lecture (which I encourage), they understand the lecture better. I use the MyITLab simulations, Grader homework, and quizzes as homework. I allow two attempts on each homework assignment and compute the average of the attempts. If both attempts are completed before lecture, I record the better of the two grades rather than the average. I also use the Grader assessments as weekly exams.

### Assessments

25 percent	MyITLab homework (including instructor-created MIS assignments)
20 percent	MyITLab Grader exams
20 percent	Website and database projects
10 percent	MIS quizzes (loaded into MyITLab)
10 percent	MyITLab final exam
5 percent	MIS assignments
5 percent	Presentation
5 percent	Website creation

### MyITLab Benefits

Using MyITLab means I no longer have to manually grade assignments, and that saves me a great deal of time. I teach a variety of courses at three separate institutions, which would be an impossible feat without MyITLab.

MyITLab enables students to work at their own pace both in the applications and in the simulations; Grader assignments help students assess their understanding of concepts via real-world case studies. My students do very well on their assignments; some even help students from sections that don't offer MyITLab. In addition, they report that the skills they learn in my class help them throughout school and into summer internships.

To date, 100 percent of students who both complete my MyITLab-enabled comprehensive courses and review the practice exams have passed the Microsoft certification exam.

### Conclusion

MyITLab benefits both professors and students. I highly recommend it!

*Submitted by Maureen Nowak Allen  
Elon University*

Product Name MyITLab

Course Name Introduction to Computing Lab / 3 credits

**Key Results** MyITLab's training videos, presentations, and other multimedia features ensure that all students—no matter what their prior experience—have what they need to master the full range of Microsoft Office applications.

### Text

*Skills for Success with Microsoft Office*, 1e, Kris Townsend

### Implementation

Each semester, more than 200 students take Introduction to Computing Lab. Students come from all majors and all walks of life; some are traditional students, others are nontraditional, and still others are high school students receiving dual credit.

The course provides an overview of computer information systems and explores such systems' integration and application in business and other aspects of society. The fundamentals of computer problem solving with applications are also covered.

I begin the semester by showing students MyITLab and encouraging them to get comfortable with it. I then do a hands-on demonstration using Microsoft Word or one of the other Microsoft applications. Students follow along in MyITLab or watch on the projection system. We then immediately begin using MyITLab—first as a group for the first few concepts, and then students are free to work at their own pace.

*“MyITLab is my first choice for teaching. Everything students need, including support, is in there.”*

The initial demonstration is important because some students have little or no computer proficiency. As we progress through the semester, I recommend that those students review the PowerPoint slides and videos, although I do not assign them for credit. I assign the simulation trainings and corresponding quizzes for credit. Students are allowed unlimited attempts at the trainings and one attempt at each quiz.

### Assessments

50 percent MyITLab trainings

25 percent Projects

25 percent Exams

### MyITLab Benefits

For instructors, MyITLab ensures that each student receives the same course content and high level of simple, straightforward instruction.

*“MyITLab is a great program. I appreciate the hands-on learning.”*

—Student

Students like MyITLab because they can access it anywhere, anytime. The training videos and presentations are particularly helpful to those students who are inexperienced with the Office applications and need additional reinforcement of the concepts. The program's Hint and Show Me features are their favorite resources when an instructor is not available.

Finally, both my students and the faculty receive very good technical support, whether it be by phone or online.

### Conclusion

MyITLab is my first choice for teaching. Students love it, whether they use it online or in a classroom. Everything they need, including support, is in there.

*Submitted by Cathy Prause  
McLennan Community College*

Product Name MyITLab

Course Name Computer Concepts and Applications / 3 credits

**Key Results** High product reliability plus consistent course delivery and assessment help instructors ensure that every student across 26 sections receives the same high-quality learning experience.

### Text

*Skills for Success with Microsoft Office*, 1e, Kris Townsend

### Implementation

Computer Concepts and Applications is required of all computer science majors and is also taken by students in various other majors. The objectives of this course are to teach (1) basic computer terminology and (2) the fundamentals of Microsoft Word, Excel, and PowerPoint.

I adopted MyITLab in 2008 because it facilitates consistent assessment across sections and, as a product, is consistently reliable.

We administer four exams throughout the semester. Exams are given in the same week of the semester regardless of instructor. Homework assignments in the forms of both MyITLab and paper and pencil are pulled from the textbook's end-of-chapter questions. In addition, I recommend that students watch the videos offered in MyITLab and then complete the corresponding trainings.

### Assessments

70 percent MyITLab exams

30 percent Homework

### MyITLab Benefits

MyITLab ensures uniform assessment across 26 sections, thereby standardizing expectations for student learning. Another benefit is the automated grading in MyITLab, which eliminates manual grading—a tremendous time-saver for instructors.

*“The students who complete the trainings are the students who receive As in the course.”*

For students, the MyITLab videos represent an excellent learning resource, and the MyITLab trainings offer increased opportunity for practice. In my experience, students learn the material only when they practice. By completing the trainings, students become better prepared to take the exams. Students who complete the trainings are the ones who typically earn As in the course.

### Conclusion

The resources within MyITLab help students practice and learn the material. The program enables our department to standardize both course material and the assessment, which leads to a uniform, high-quality experience for everyone.

*Submitted by Kurt Kominek  
Northeast State Community College*

## TRI-COUNTY TECHNICAL COLLEGE

Pendleton, SC

Product Name MyITLab

Course Name Microcomputer Applications, Advanced Microcomputer Applications / 3 credits

**Key Results**

Frequent assessment, multimedia features, and a modularized course structure combine to help students fully master Microsoft skills on their own schedule, at their own pace. The program's coordinator course feature ensures uniform assessment across all sections of the course.

**Text**

*GO! with Microsoft Office 2010*, Volume I, 2e, Shelley Gaskin, Robert Ferrett, Alicia Vargas, Carolyn McLellan

**Implementation**

Microcomputer Applications is required for most majors at Tri-County Technical College—approximately 2,500 students a year; Advanced Microcomputer Applications is required for all computer technology majors—approximately 250 students a year. Microcomputer Applications teaches the fundamental skills in Windows, Internet Explorer, Word, Excel, and PowerPoint; Advanced Microcomputer Applications teaches intermediate skills in Word, Excel, and PowerPoint, as well as fundamental skills in Access.

We adopted MyITLab in fall 2007 because we needed a reliable platform to assess our students. All of the students' work and assessment are in MyITLab, with the exception of integrated projects at the end of Advanced Microcomputer Applications. We require that students complete each chapter test; they have unlimited attempts at the chapter tests, but the tests must be completed by a due date. Exams are higher stakes; students are allowed only one attempt—also by a specific due date. Students have access to all of the MyITLab features, including trainings, presentations, videos, and quizzes. We require that students complete the training in the first chapter (Windows) to expose them to this resource. For me, the largest time investment involves setting up the course prior to the beginning of the semester.

**Assessments**

80 percent MyITLab exams (4)

20 percent MyITLab chapter tests

**MyITLab Benefits**

MyITLab enables students to work through the course on their own schedule and at their own pace. Most students take the entire semester, but some complete the course within two weeks.

*“To earn an A in this class, use the resources available in MyITLab and take your time in the assignments. The rest will come easily.”*

—Student

Students appreciate the variety of learning aids and resources that MyITLab offers. They also like the ability to access tests and exams immediately, which specifically accommodates those students who already have knowledge of the material. Students like to use the View Submissions and the corresponding Methods to Complete features after completing chapter tests. The two features serve as road maps for students' learning of concepts they may have missed on the chapter test.

For instructors, MyITLab saves time and makes the class workload more manageable. The program administrator creates the course for all instructors, which ensures uniform assessment across the course's 26 sections.

**Conclusion**

Students enjoy the flexibility of the course and the accommodation of multiple learning styles. Although MyITLab requires some work up front on the part of the program administrator, it pays off tremendously during the semester.

*Submitted by George Fiori  
Tri-County Technical College*

# 8 Best Practices: How to Make the Most of Your MyLab 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.

*Amarillo College uses Pearson's Faculty Advisor program to train its instructors and provide them with a helpful resource. "Through the Pearson program, our instructors gain both start-up training and ongoing guidance," says Beverly Fite. (Amarillo College, page 20)*

## 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](http://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.

*Kelly Archibald's students move through a set series of assignments and assessments. "Students complete one unit each week, during which time they are required to do MyITLab trainings and take a multiple-choice quiz," she says. "After completion of both the*

*trainings and the quiz students complete a MyITLab skill-based simulation, followed by a corresponding Grader project." Neither the trainings nor the quiz contributes to the course grade, but students who fail to complete them don't receive credit for either the lab assignment or the corresponding Grader project. (Humber College, page 8)*

## 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.

*Cheryl Sypniewski requires students to complete MyITLab simulation trainings and Grader projects. Students in the more advanced course also are required to complete MyITLab's skill-based assessments and quizzes. (Macomb Community College, page 10)*

## 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.

*According to André Roy, instructors engage with individual students during class time, and they use MyITLab to communicate with students outside class. (Niagara College, page 12)*

*MyITLab helps Maurie Lockley and Janice Knapp stay connected to their students. "Sometimes we reach out to inactive students, and they respond with, 'It's OK. I worked ahead and finished it all,'" says Lockley. "Other times, they really are in trouble and we're able to let them know we care and get them back on track before they fall too far behind." (University of North Carolina at Greensboro, page 18)*

## 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.

*During lab time, Kemit Grafton's students work MyITLab simulation trainings and take pretests (to generate individualized Study Plans) and posttests for each chapter. "A review of Study Plan completion rates after failure of chapter pretest shows that students who complete their Study Plan are five times more likely to pass the posttest than are students who do not complete their Study Plan," he says. (Oklahoma State University—Oklahoma City, page 16)*

## 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.

*MyITLab assessments form an integral part of Chuck Kise's course and contribute 100 percent to a student's final course grade. Students complete four application exams and 24 skill-based assessments. (Brevard Community College, page 4)*

## 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.

*In fall 2013, Kelly Archibald plans to increase the percent value of the Grader project, require that students score at least 80 percent on both the lab assignment and Grader project in order to receive credit, and require that students pass all of the skill-based assessment exams in order to pass the course. (Humber College, page 8)*

## 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.

*Amy Rutledge tracked the impact of optional practice exams on exam scores. "On exam 1, students who attempted the practice exam scored higher than those who had not," she says. "On the second exam, 101 students took advantage of the practice exam opportunity—a 90 percent increase over the number of students who took the first practice exam—and those students who had taken the practice exam again outperformed those who had not. (Oakland University, page 14)*

*Maurie Lockley and Janice Knapp tracked retention rates and found that students who use MyITLab develop stronger foundational skills, which leads to improved performance. "The retention rate in this course increased from 70 percent to 81 percent, and it increased in the subsequent course from 50 percent to 80 percent," says Lockley. (University of North Carolina at Greensboro, page 18)*

*By comparing pass rate data dating back to 2001, Gladys Swindler identified that final course grades significantly increased and sustained at an increased level since her implementation of MyITLab in 2008. Data from more than 4,000 students showed that without MyITLab, pass rates were 70 percent compared with 91 percent after implementation. (Fort Hays State University, page 6)*

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## 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](mailto:kristen.schmitt@pearson.com).



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