

MyAccountingLab

School Name Sante Fe College, Gainesville, FL

Course Name Accounting for Non-Financial Managers, Survey of Accounting

Course Format Online, hybrid

Key Results Data indicate very strong positive correlations between average Knewton Adaptive Study Plan scores and average MyAccountingLab quiz scores and between Adaptive Study Plan scores and final course grades. In addition, students who mastered course material—earned final course grades of A, B, or C—earned Adaptive Study Plan scores 42 percent higher than those of students who earned Ds or Fs.

Submitted by

Harry Hooper, Professor

Course materials

MyAccountingLab; *Essentials of Accounting*, Breitner; and *Management Accounting: Information for Decision Making and Strategy Execution*, Atkinson, Kaplan, Matsumura, and Young

Setting

Santa Fe College, part of the Florida College System, was once a community college, but in 2008 changed its name to reflect the seven bachelor's degrees it offers. It is now both a two- and a four-year institution. From a suburban campus, the college serves more than 16,000 students. Approximately 83 percent of its students receive financial aid, 32 percent are minorities (Hispanic or Black), 30 percent are over 25 years of age, and approximately 10 percent are first-time-in-college high school graduates.

Accounting for Non-Financial Managers is a one semester, three-credit accounting course that enrolls approximately 125 online and hybrid students per semester. These students are working toward a four-year business degree, generally in applied science or operations management. The course covers accounting information for nonfinancial managers and emphasizes the interpretation of accounting information and the language of accounting. Course outcomes include the ability to prepare, analyze, and interpret financial statements; calculate financial ratios for the analysis of financial performance; use budgets to plan and monitor operating and production costs; demonstrate ethical practices; and develop management-level decision-making skills through critical thinking.

Challenges and Goals

Harry Hooper, professor, was familiar with MyAccountingLab when he was asked to teach the Accounting for Non-Financial Managers course in 2009. Sante Fe College had changed learning management systems several times in the recent past, so Hooper sought a way to provide students with consistency in his online courses. MyAccountingLab's ease of use and quick learning curve made it a good fit for his online students who needed to get up and running quickly.

Implementation

Hooper creates homework assignments for each chapter in MyAccountingLab. Homework comprises 5–10 problems and all learning aids are turned on. Students have unlimited attempts and must earn at least 75 percent in order to progress to first the MyAccountingLab Study Plan and then the chapter quiz. Hooper views homework as the core of a successful learning and practice process, but does not give credit for homework assignments. He does not want his students to get frustrated by their inevitable mistakes; rather, he wants them to continue to practice and learn from their mistakes.

The Knewton Adaptive Study Plan included in MyAccountingLab is a critical component to success in Hooper's online course. It provides a platform for students to review concepts and problems they may have missed in homework, and offers them an opportunity to quiz themselves to learn if they have mastered a topic. The Enhanced Study Plan scoring grades students on the number of sections/learning objectives mastered (Mastery Points), rather than the number of exercises worked correctly. This enables Hooper to easily tie a grade to the Adaptive Study Plan and quickly assess in which content areas students need more practice. Students can see the next sections/learning objectives they should study, are given easy access to practice problems, and are provided with an automatically generated quiz (Quiz Me) that enables them to demonstrate content mastery.

MyAccountingLab's Study Plan is a critical component to success in Hooper's online course.

Students are assigned 13 weekly MyAccountingLab quizzes—the real test of a student's understanding of the weekly material. Students have one attempt at completion once the quiz is opened, but they are not timed. Quizzes have 5–10 problems, depending on complexity, partial credit is given, and learning aids are turned off.

Students take two on-campus exams, one for each half of the course: financial accounting and managerial accounting. Students also submit a final project, a practical test of their understanding of the course material.

Assessments

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| 50 percent | Midterm and final exams (two) |
| 25 percent | MyAccountingLab quizzes (13) |
| 15 percent | Final project |
| 10 percent | Knewton Adaptive Study Plan/participation |

Results and Data

A Knewton Adaptive Study Plan is generated for each student based on achievement of identified Learning Objectives as demonstrated on homework and quizzes. Adaptive Study Plans include direct links to interactive tutorial exercises on those topics on which students need the most help. Data indicate that completion of Adaptive Study Plans before attempting quizzes has a positive impact on both final course grades (Figure 1) and quiz grades (not depicted graphically).

- Students who earned final course grades of A had average Adaptive Study Plan scores of 88 percent.
- Students who earned final course grades of D or F had average Adaptive Study Plan scores of 53 percent.
- Students who showed mastery of course material by earning final course grades of A, B, or C, earned average Adaptive Study Plan scores that were 39 percent higher than those of students who earned final course grades of D or F.

Figure 2 shows the correlation between average Adaptive Study Plan scores and average MyAccountingLab quiz scores. A very strong positive correlation exists between Adaptive Study Plan and quiz scores, where $r = .71$ and $p < .001$. Similarly, a

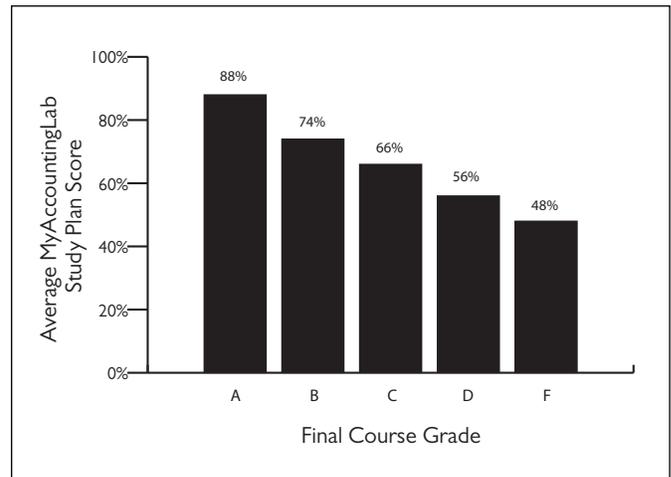


Figure 1. Relationship between Knewton Adaptive Study Plan Scores and Final Course Grades, Online Section, Fall 2014 ($n = 49$)

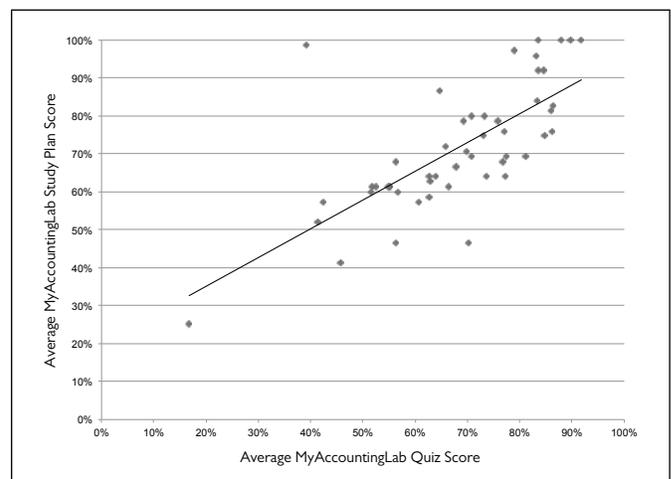


Figure 2. Correlation between Average Knewton Adaptive Study Plan Scores and Average MyAccountingLab Quiz Scores, Online Section, Fall 2014 ($n = 49$)

The Knewton Adaptive Study Plan included in MyAccountingLab is a critical component to success in Hooper's online course.

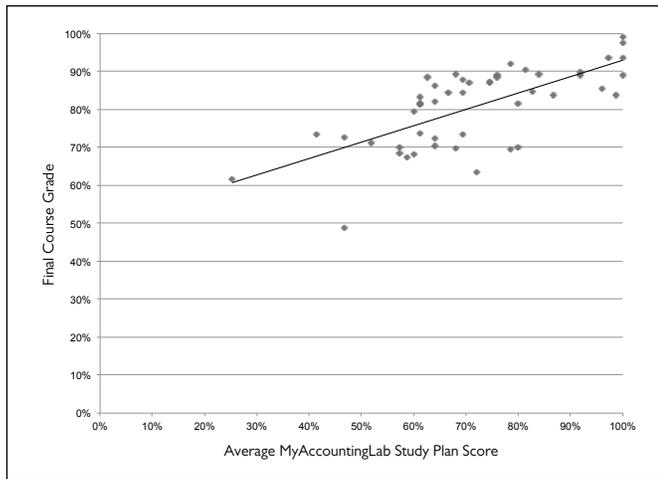


Figure 3. Correlation between Average Knewton Adaptive Study Plan Scores and Final Course Grades, Online Section, Fall 2014 ($n = 49$)

very strong positive correlation exists between the average Adaptive Study Plan score and final course grades where $r = .7$ and $p < .001$ (Figure 3). For students, the Adaptive Study Plan may help them identify where they stand in terms of successfully completing course quizzes and exams. As a best practice, Adaptive Study Plan grades may help instructors identify early on students who are struggling and might be at risk of poor course performance. This analysis includes only students who finished the course with a letter grade ($n = 38$ did not finish the course with a grade).

The Student Experience

Responses from a fall 2014 student survey indicate that the majority of students surveyed recognize the value of MyAccountingLab.

89% Agree or strongly agree that their understanding of the course material increased as a result of using MyAccountingLab.

82% Agree or strongly agree that the use of MyAccountingLab positively impacted their quiz and exam scores.

On the same survey, when asked what they liked best about MyAccountingLab, student answers included the following:

"I liked Help Me Solve This and the Dynamic Study Modules."

"Help Me Solve This was the most useful tool for me. I learn by hands-on—to watch the problem step-by-step helped automate the steps in my mind so I could retain them better."

"It had a lot of interactive problems and gave the questions a real-world feel. This helped me to learn the material."

"It let me redo assignments until I felt comfortable with the material."

"The Study Plan is a great tool!"

Conclusion

In Hooper's hybrid sections, the use of MyAccountingLab enables him to raise the bar on in-class lecture topics. He now spends his time discussing how to use financial statements, instead of how to do them, and assigns practical exercises and case studies to support business decision-making and critical thinking skills. Students apply these concepts to business problems and real work scenarios, and then participate in guided, group discussions.

Hooper reports that students who use MyAccountingLab have fewer how-to questions. As a result, class time can be spent on more-interactive assignments designed to help them understand the practical uses of course material. Finally, Hooper uses the gradebook to help him identify both at-risk students and the most common student homework and Knewton Adaptive Study Plan errors, which he then addresses in lecture before moving to the next topic.