



# ENGLISH MYLABS

## Implementation Strategies for High Impact

Educator Case Studies • 2015

---

*English: Implementation Strategies for High Impact*

Edited by Publishing Services

© 2015 Pearson

MyFoundationsLab, MyReadingLab, MySkillsLab, and MyWritingLab are registered trademarks of Pearson.

[www.pearsonmylabandmastering.com](http://www.pearsonmylabandmastering.com)

---

# Table of Contents

Welcome Letter ..... 4  
Efficacy Support—Partnering with Pearson ..... 5

## COMPOSITION *with MyWritingLab*

Hilbert College, NY  
Course format: Co-requisite, hybrid ..... 7  
West Chester University of Pennsylvania, PA  
Course format: Face-to-face ..... 10

## COMPOSITION *with Pearson Writer*

NORCO College, CA  
Course format: Face-to-face, online ..... 10

## INTEGRATED READING AND WRITING *with MySkillsLab*

Cleveland Community College, NC  
Course format: Lab-based, accelerated ..... 16  
West Virginia Northern Community College, WV  
Course format: Hybrid ..... 19

## DEVELOPMENTAL READING *with MyReadingLab*

Harford Community College, MD  
Course format: Lab-based ..... 22  
Hennepin Technical College, MN  
Course format: Hybrid, compressed ..... 25

## DEVELOPMENTAL ENGLISH *with MyWritingLab*

California State University, Bakersfield, CA  
Course format: Multiple course formats ..... 27

## DEVELOPMENTAL ENGLISH AND READING *with MyReadingLab and MyWritingLab*

St. Petersburg College, FL  
Course format: Compressed, lab-based ..... 31

## WRITING ACROSS THE CURRICULUM *with MyWritingLab*

California State University, Bakersfield, CA  
Course format: Face-to-face ..... 27  
Florida International University, FL  
Course format: Face-to-face ..... 33

## NON-CREDIT/COURSE-BASED REMEDIATION *with MyFoundationsLab and MyWritingLab*

Grand Rapids Community College, MI  
Course format: Lab-based FastTrack program ..... 35  
Conclusion and Resources ..... 39  
Ten Steps to Successful Implementation ..... 40  
List of Contributors ..... 41

## Welcome Letter

Dear Educator,

At Pearson, we define **efficacy** as a measurable impact on improving lives through learning. We are embarking on a global education initiative and dedicating ourselves to the pursuit of efficacy and improved learner outcomes.

On the following pages, you'll find data-driven implementation case studies co-developed by educators and our Efficacy Results team. These studies were selected from a range of English reading and writing programs and are accompanied by best practices for getting started with your own digital implementation. Findings from these case studies help us understand and communicate to other users the real challenges and results of individual educators' implementations. We do not offer compensation for contribution or participation in case studies.

Looking for more case studies? Visit our **Results Library**, an online repository of more than 400 case studies documenting the impact that educator best practices have had on student learning using our digital solutions. Filter by discipline, product, institution type, course format, or state/province to find a match.

We invite you to contact us with any questions about this report, as well as to share your ideas, your best practices, or your results using a Pearson digital solution. To learn more about partnering with us on a case study, please reference our new **Efficacy Support—Partnering with Pearson** document. We look forward to hearing from you!

Sincerely,

**Sara Owen**  
Efficacy Results Manager  
Pearson North America  
[sara.owen@pearson.com](mailto:sara.owen@pearson.com)

**John Tweeddale**  
Senior Vice President, Efficacy and Quality  
Pearson North America  
[john.tweeddale@pearson.com](mailto:john.tweeddale@pearson.com)

---

# Efficacy Support—Partnering with Pearson

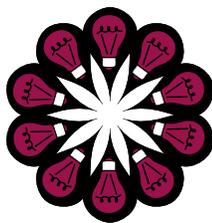
At Pearson, we believe that learning is a life-changing opportunity and that education should have a measurable impact on learners' lives. We only hold ourselves accountable for the products we make, and we work closely with educators to learn from, document, and share their learner experiences and outcomes via implementation and results case studies.

## What Are Implementation and Results Case Studies?

Implementation and results case studies share actual implementation practices and evaluate possible relationships between program implementation and student performance. The findings are not meant to imply causality or generalizability within or beyond these instances. Rather, they can begin to provide informed considerations for implementation and adaptation decisions in other user contexts. For the case studies in this report, mixed-methods designs were applied, and the data collected included qualitative data from interviews, quantitative program usage analytics, and performance data. Open-ended interviews were used to guide data collection.

## Why Is Pearson Interested in Case Studies?

These case studies have helped educators over the past decade understand more about the teaching and learning experience, and use data to inform implementation modifications to improve learner outcomes and determine what is most relevant about their implementation and results. This in turn helps us improve our products and enables us to share blueprints of best practices with other educators seeking new ways to increase student success and continuously improve.



Are you being asked to report on learner outcomes? Implementing a redesign? Wondering what impact your Pearson digital solution is having on program goals? **Pearson wants to partner with you.** Your results—and the best practices you used to achieve them—can be helpful and inspiring to your peers.

### Questions to Consider

- What issues and challenges are you trying to address?
- What quantifiable outcomes are you trying to achieve?
- How will you measure these outcomes?
- How will you implement your chosen Pearson digital product to generate results?

### What Quantitative Results Can Be Measured?

We can help you gauge the impact that your implementation, taken holistically, is having on your students' learning and course success. The results you measure with the full support of our data analysts may include but are not limited to:

- Relationship between homework completion and scores and final exams (or final course grades)
- Comparison of test averages, pass rates, success rates, or retention rates over semesters
- Accelerated completion of remedial courses
- Completion and achievement in subsequent courses

### Don't Forget About Qualitative Observations

- Students coming to class more prepared and more engaged
- Improved class discussions; students asking higher-level questions
- Student ownership of learning, demonstration of agency and purpose in pursuit of academic goals

## The Case Study Process—Partnering with Pearson

Every study project is unique. The process takes time—generally a semester or longer. Instructors interested in conducting studies should expect an interactive and rewarding partnership. To maintain objectivity, Pearson does not offer compensation for participation in case studies.

1. Overview call with Pearson efficacy results manager to discuss goals and research questions, identify measures of success, and agree on next steps.
2. Pearson provides planning guidelines, data collection tools, and sample surveys to share with students and faculty both at the start and end of your course.
3. Submission of quantitative and qualitative results and discussion of outcomes. Your Pearson efficacy results managers and data analysts are ready to assist with data analysis, to document implementation best practices, and to help define next steps.
4. Pearson completes the case study and sends it to the instructor for review and approval.
5. Pearson publishes the case study on its [Results Library](#).

To learn more, contact your Pearson Efficacy Results Manager:

Candace Cooney, [candace.cooney@pearson.com](mailto:candace.cooney@pearson.com)  
*Business, IT, Career, Technology, Nursing*

Lauren Gill, [lauren.gill@pearson.com](mailto:lauren.gill@pearson.com)  
*College and Career Readiness*

Nicole Kunzmann, [nicole.kunzmann@pearson.com](mailto:nicole.kunzmann@pearson.com)  
*Humanities and Social Sciences*

Mary Jo Lawless, [maryjo.lawless@pearson.com](mailto:maryjo.lawless@pearson.com)  
*Developmental Math*

Betsy Nixon, [betsy.nixon@pearson.com](mailto:betsy.nixon@pearson.com)  
*Science and Engineering*

Sara Owen, [sara.owen@pearson.com](mailto:sara.owen@pearson.com)  
*English and World Languages*

Traci Simons, [traci.simons@pearson.com](mailto:traci.simons@pearson.com)  
*Collegiate Math and Statistics*

School Name	Hilbert College, Hamburg, NY
Course Name	College Writing (Composition) with co-requisite lab
Course Format	Co-requisite, hybrid

**Key Results** Students who passed the co-requisite Composition course had an average MyWritingLab score 41 percentage points higher than students who did not pass the course. There is a positive correlation between a student's MyWritingLab score and the average score they receive on writing assignments, suggesting that students who do well on MyWritingLab also do well on their essays.

**Submitted by**  
Emily Ryan-Radder, Writing Coordinator

**Course materials**  
*A Pocket Style Manual*, by Hacker; MyWritingLab

### Setting

Hilbert College is a private, 4-year liberal arts institution located in suburban Hamburg, ten miles south of Buffalo. The College enrolls approximately 1,100 students, half of whom receive Pell Grants. About one-third of entering students need some level of remediation in English.

College Writing is a 16-week, 3-credit course required for all students. By the completion of this course a student should: display college-level control of English usage; apply basic research methods to writing essays; display conscious control of paragraph and paper structure; and actively participate in all stages of the writing process.

### Challenges and Goals

Beginning in fall 2014, students who test at the developmental English level (based on Accuplacer scores) enroll in a College Writing (Composition) section that includes an additional day in the computer lab each week to work on grammar and mechanics skills. The primary goal of this initiative is to help students avoid developmental English classes altogether and give them a chance to succeed at the college-credit level with additional help. In fall 2014, one-third of Composition sections included the co-requisite lab.

These co-requisite sections are identical to the standard Composition course except for the third lab day; students do not earn additional credit hours for the lab day. Because these students would have typically enrolled in a developmental English class, we needed a way to offer sentence- and paragraph-level support along with instructional content. We

chose MyWritingLab to give “just in time” remediation to facilitate success for these students in a college-level course.

### Implementation

Every Friday, students attend a computer lab session for 75 minutes. They start by taking the Path Builder in the “Comprehensive” version of MyWritingLab and are assigned 33 topics in the Writing Skills Learning Path. Students may achieve mastery on topics via the Path Builder and modular-level Skills Checks, lessening their workload. When 70 percent mastery, or higher, is achieved on the topic post-tests, completion credit is earned. Students get two attempts to achieve mastery on each post-test, although I will occasionally reset their scores. I have kept the default topic content but removed the Write Drafting section. I expect students to spend at least one hour on MyWritingLab a week outside of the lab day.

Completion rates of MyWritingLab in our first semester were not optimal. Forty-three percent of students completed 70 percent or more of required MyWritingLab topics. A few critical changes to improve this metric were implemented the following semester:

- I re-weighted MyWritingLab to emphasize topic mastery (20 percent) over lab attendance (5 percent). Previously the value was 15 percent for topic mastery and 10 percent for attendance.
- I made some adjustments to better pace students through the content. Our first semester, students worked at their own pace; as a result, they did not accomplish enough (the average completion rate of 33 topics was 64 percent). To rectify this, I created a calendar, assigning 3–4 topics each week.
- In an attempt to flip the classroom and have students come to class more prepared and engaged, I asked students to work on MyWritingLab before class by reading the

*MyWritingLab helped me become a stronger writer because ...  
 “I learned that there are different ways and steps to revising and editing your paper.” —Student*

overviews and watching the Animations for assigned topics. At the beginning of the lab day, I now spend 10–15 minutes giving a mini-lesson and answering questions students have on the topics. In the future, I would like to require this pre-work.

In the fall 2015 semester, I plan to use prerequisites in the MyLab to ensure that students work through all parts of a topic in a logical order, giving them a better chance of understanding the material and scoring well on the assessment. I also plan to use a coordinator course in MyWritingLab to simplify course set-up, maintenance, and exporting of data.

**Assessments**

30 percent	Essays (3)
25 percent	MyWritingLab (20 percent MyWritingLab completion and mastery of topic post-tests (33) and 5 percent Computer lab attendance)
10 percent	Quizzes (15)
10 percent	Attendance
10 percent	Annotated bibliography
5 percent	Annotated bibliography presentation
5 percent	Homework/in-class assignments
5 percent	Class participation

**Results and Data**

In fall 2014, students who passed the course had an average MyWritingLab mastery completion score of 75 percent (score calculated by number of topics mastered divided by total number of topics assigned). In contrast, students who did not pass the course had an average MyWritingLab score of 34 percent, a difference of 41 percentage points (see Figure 1). From an observational standpoint, I noticed that the students who showed up to the lab day ready to do their MyWritingLab work were the students who did well in the course.

There was a significant positive correlation found,  $r=.70$ ,  $p<.01$ , between a student’s MyWritingLab mastery completion score and the average score they received on three essays and an annotated bibliography. This strong positive relationship suggests that students who do well on MyWritingLab also do well writing their essays. (See Figure 2.)

As mentioned in the Implementation section, it is a departmental goal to see better completion rates of MyWritingLab work moving forward. We hope that tweaking our MyWritingLab implementation will improve mastery completion rates in fall 2015, as this is a departmental goal.

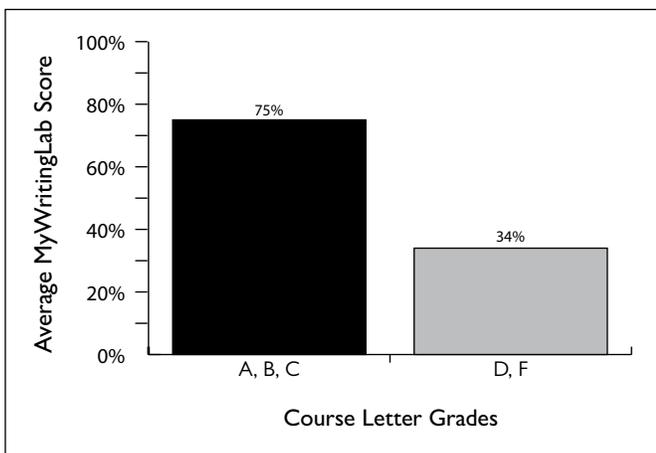


Figure 1. Average MyWritingLab Mastery Completion Scores as Grouped by Letter Grade Received: A, B, C (n=24); D, F (n= 10), Fall 2014

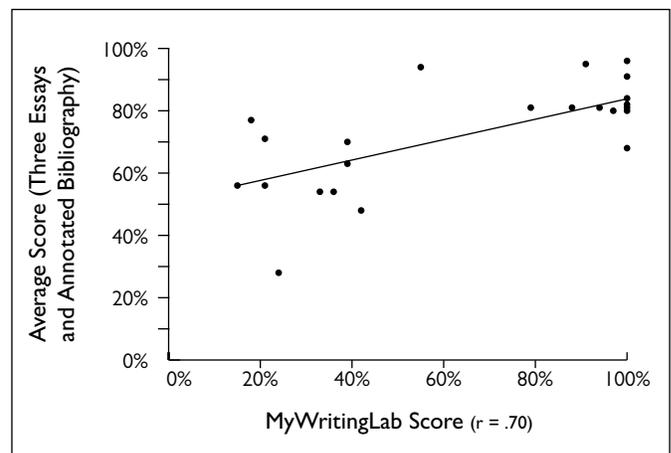


Figure 2. Correlation of MyWritingLab Mastery Completion Score to Average of Three Essays and Annotated Bibliography, Fall 2014 (n = 24)

## The Student Experience

The following student quotes are excerpted from a spring 2015 survey conducted in the co-requisite section of Composition:

If you could give one piece of advice to students taking the course next semester, what would it be?

- “Keep up with your work and see the instructor when you need help.”
- “Take your time and look at the material given to you so (that) you can understand the content.”
- “Make sure you go to the lab because it is very helpful.”
- “Take the Path Builder seriously.”

If there is one thing about the lab you would keep for students next semester, what would it be and why?

- “The flexible pace...”
- “The software because it actually helps a lot.”

Overall, do you believe attending lab enabled you to become a stronger writer this semester?

- “Yes, because I am able to write better papers in the future.”
- “Yes, because I learned so much from the lab.”
- “Yes, I learned that there are different ways and steps to revising and editing your paper.”

## Conclusion

Our department is intentional in its effort to make sure that all our students get the options they need to succeed in Composition. We feel that MyWritingLab is a very good option for most of our students. The positive results we’ve seen are encouraging, and we need to continue to reinforce its importance to students in the co-requisite sections. For the students who are not yet ready to take the co-requisite version of Freshman Composition, we plan to offer a developmental integrated reading and writing course with MySkillsLab in fall 2015.

School Name West Chester University of Pennsylvania, West Chester, PA  
 Course Name Composition I and II  
 Course Format Face-to-face

**Key Results** After working through the MyWritingLab Learning Path modules, students averaged ten percentage points higher on the post-assessment, showing substantial improvement from the Path Builder diagnostic to the Mastery Check.

**Submitted by**  
 Michelle F. Blake, Instructor

**Course materials**  
*Writing Today*, Brief Edition, Johnson-Sheehan and Paine with MyWritingLab (Composition I); Custom course pack with MyWritingLab (Composition II)

### Setting

In Composition I, students learn what it means to be an effective writer, developing the skills to communicate clearly, to respond thoughtfully to issues of diversity, and to think critically and analytically. In Composition II, students use writing to critically analyze, make sense of, and communicate experience, and to construct a more advanced, research-based argument. Both courses prepare students to become competent academic writers, use efficient and effective research techniques, and employ MLA documentation style.

### Challenges and Goals

I adopted MyWritingLab because it solves a number of course challenges. It places students' own writing at the heart of the course, both at home and during class discussions. Also, it affords students multiple opportunities to receive feedback on their writing: from peers, Pearson tutors, and the instructor. Finally, completing the MyWritingLab Learning Path exercises improves students understanding of and ability to use written academic English.

### Implementation

Although MyWritingLab assessments are technically only a small percentage of students' final grades, the program is at the center of how I both teach and manage the courses. I post all assignments in MyWritingLab; students complete and submit all exercises, quizzes, informal writing, peer review, outlines, drafts, and revisions in MyWritingLab. Likewise, I use MyWritingLab to deliver feedback to students on their work

and to respond to their questions. The only hard copies that students submit are the final drafts of their major papers.

In both courses, students first take the Path Builder diagnostic in MyWritingLab. Then, I assign four of eight modules on the Learning Path. Both courses cover Composing Clear and Effective Sentences; Using Punctuation, Mechanics, and Spelling; and Improving Language and Style. In Composition I, I also require Writing and the Writing Process, and I assign the Conducting Research and Documenting Sources module in Composition II. Students are given three chances to score above 80 percent on the post-tests. In both courses, the average of the post-tests counts toward course grades; however, the Mastery Check serves as the final exam. While I do not set hard due dates for MyWritingLab assignments, students must complete the Learning Path by the end of the term, so I provide a pacing guide to help them work through their topics in a timely manner.

In Composition I, students must seek feedback from an outside tutor, either through Pearson Tutor Services or our school's writing center. In Composition II, using a tutor is not required, but students who provide documentation of their work with a tutor receive extra points. A valuable part of MyWritingLab, the Pearson Tutor Services gives students the opportunity to submit three papers for review by qualified writing experts and receive substantive, concrete feedback.

### Assessments

#### Composition I/Effective Writing

62.5 percent	Papers (4)
10 percent	Attendance and participation
7.2 percent	MyWritingLab post-tests (36)
6 percent	Non-paper assignments (12)
5 percent	Grammar quizzes (2)
5 percent	MyWritingLab Mastery Check
4.3 percent	Final portfolio

*“MyWritingLab helps students succeed at both of my goals—strengthening grammar and study skills and also producing clear, effective writing.”*

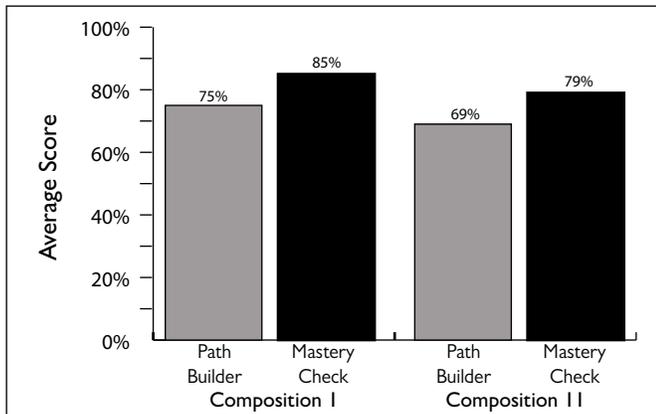


Figure 1. Pre- and Post-Assessment Scores in Composition I, Spring 2014 (n = 49) and Composition II, Spring 2014 (n = 43)

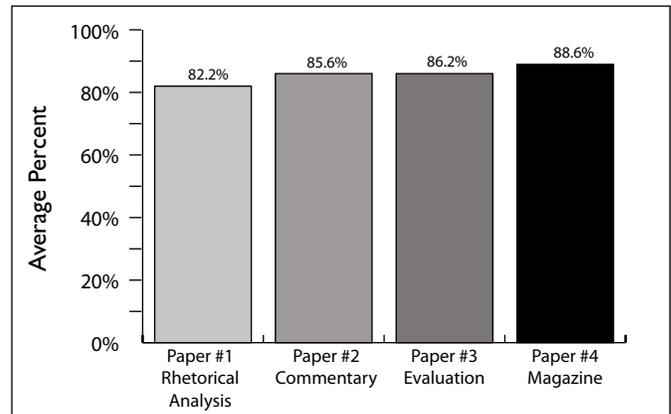


Figure 2. Composition I Writing Assignments, Spring 2014 (n = 49)

### Composition II/Critical Writing and Research

62.5 percent Papers (4)

10 percent Attendance and participation

10 percent Quizzes (2)

5 percent MyWritingLab Mastery Check

4 percent Outlines, rough drafts, peer reviews

3.5 percent MyWritingLab post-tests (34)

3 percent Research proposal, annotated bibliography, notecards

2 percent Final portfolio

### Results and Data

Comparison of student scores in both courses from our most recent semester show clearly that students strengthened their writing and grammar skills, with post-test scores increasing an average of 10 percentage points from the pre-test scores (Figure 1).

These gains from pre-test to post-test indicate that students are improving their foundational writing skills, and they also correlate to a steady rise in students' paper grades over the term (Figure 2).

### Best Practices

Fundamental to MyWritingLab's effectiveness is how it facilitates giving students feedback on their writing. By the time students write a final draft of each paper, they have received considerable feedback—from me on their outline, from peer reviews, and from Pearson Tutor Services. Students come to see how a text can evolve from start to finish.

Since transitioning from MyCompLab to MyWritingLab, I have especially enjoyed using the Item Analysis feature of MyWritingLab's Gradebook, one of my favorite features. By simply clicking the "IA" button next to any assignment, I see a quick overview of how students performed, question by question. I use this Item Analysis right before class to focus the class discussion on wherever students need the most help.

The grammar component in MyWritingLab is exceptionally well done—students master grammar concepts by completing their personalized Learning Path. And while students may not appreciate this at first, the data shows that they are clearly improving their grammar skills from the beginning to the end of the semester.

### The Student Experience

Some students complain that MyWritingLab seems time-consuming or tedious. However, one student clearly gets the reason I assign the MyWritingLab Learning Path: "I thought the post-tests on MyWritingLab were just busywork, but they did help improve my writing."

### Conclusion

My message to instructors considering MyWritingLab is that, in terms of both instructional materials and course management, its real power is allowing students to have consistent, ongoing interaction with their own writing. MyWritingLab helps students succeed at both of my goals—strengthening grammar and study skills and also producing clear, effective writing.

School Name NORCO College, Norco, CA  
Course Name Preparatory Composition; English Composition  
Course Format Face-to-face, hybrid, online

**Key Results** Seventy-four percent of students entering the accelerated Preparatory Composition pathway with Pearson Writer succeeded versus 24.6 percent of students entering the 3-course Developmental Writing sequence. Of students subsequently enrolling in English Composition, 82.7 percent of the Prep Comp students with Pearson Writer succeeded versus just 15 percent of the 3-course Developmental Writing students.

**Submitted by**  
Melissa Bader, Associate Professor, English

**Course materials**  
*Reading Rhetorically* (full-length texts) by Bean, Chappell & Gillam; Pearson Writer

**Setting**  
Norco College is one of three colleges in the Riverside Community College District. Norco College serves 10,000 students annually, offering day, evening, weekend, and online access to academic and career technical programs in industry and the arts. An HSI (Hispanic Serving Institution), Norco College became the 112th and newest California community college when it received accreditation in 2010.

**Challenges and Goals**  
A close evaluation of five years (2002–2007) of results revealed that of 614 students who started in the lowest level of three developmental writing courses, only 92 students (15 percent) persisted to successfully complete all three levels of developmental writing and freshman composition. To alleviate the “leaky pipeline,” Norco’s English Department created Preparatory Composition (English 80), an accelerated pathway to freshman composition.

Preparatory Composition combines three levels of developmental writing into one, 6-unit class. There are no prerequisites, and students may enter the course from any placement prior to Freshman Composition. Students are expected to read full texts, not excerpts, and to write a minimum of 10,000 words. Grades are determined by a point system with weighted categories: Essays and short writing assignments (80%); Quizzes/Tests (10%); and Discussion/participation/labs (10%). The course is focused on helping students to acquire the mind-set and skills of academic readers, writers, and thinkers.

For her sections of both Preparatory Composition and Freshman Composition, Professor Melissa Bader adopted Pearson Writer. Pearson Writer contains an always-available digital handbook as well as a set of tools and resources to help students plan, draft, revise, review, edit, and track their writing assignments.

**Implementation**  
Professor Bader explains, “At the start of the course, we work together in class, using the Notes feature to build a supporting paragraph and then, in reverse, we dissect a paragraph to show its constituent parts. We’ll begin with a quote from one of our required texts. We’ll paraphrase the quote and then develop a commentary. The commentary step is where we work on metacognitive skills. Students learn to ask: Who cares? Why is this important? And in just a few minutes of class work, we have developed a solid paragraph. Then we’ll do the same process in reverse. We’ll begin with a paragraph and together, identify the quote, the paraphrase, the commentary. Then students perform the same exercise in groups. This core exercise becomes the foundation for the creation of outlines (using the Outline tool in Pearson Writer) and for longer essays.”

She continues, “Once students have generated drafts or partial drafts with the Notes feature, they submit their work to Writing Review within Pearson Writer. Writing Review is superb for developing students’ critical thinking skills because it doesn’t answer questions for students. Writing Review helps students perform their own error analysis: What did I miss here? Students submit multiple drafts to Writing Review, each time strengthening both their metacognitive skills and their grasp of grammar and mechanics. My students love the Outline tool in Pearson Writer. Remarkably, most students have never created an outline before—and they don’t know where to begin. Pearson Writer makes it easy for them to see how to generate an outline from their Notes and how the outline structure reflects a writer’s strategy.”

*“I use the Notes feature of Pearson Writer in a building block approach to reveal the structure and logic of academic writing to students. What was once completely mysterious to students becomes transparent and more important, well within their grasp.”*

*—Professor Melissa Bader*

### Using Pearson Writer’s Notes:

Each Note will have the same elements.

1. Choose a quote that you think is essential to your understanding of an idea or claim from the reading.
2. In the Title portion, put down the context or purpose for the quote. This could also be a minor claim statement.
3. Copy the quote from the book into the box for the quote.
4. Paraphrase what the quote says in your own words. Look beyond the obvious and think about the *purpose/intent* of the quote.
5. Comment on the quote. **This is your chance for commentary.** What do you think about the quote? What was the purpose? How does this part of the text reveal something about the author or the claim or the book? Talk about why this is an important part and why your reader should be interested in the quote. **This is the most important part of the assignment.** You want to make sure that “what” you are saying about the quote is linking to the ideas you will argue in your paper. Reread the first week’s paper on the Rhetorical Triangle for a reminder of these parts of the argument.
6. Link the quote to your reading resource. You will only need to add the resource one time; thereafter, it should be in a pull-down menu.
7. *Save your Notes.*
8. When you turn in your Notes, check spelling and punctuation. You should be able to use this same format for your papers and if you are thinking ahead, you will have Notes that help build your papers.
9. Each assignment will have four or five Notes.

## Results and Data

### Results highlights

- Prior to the introduction of the accelerated 3-in-one Preparatory Composition course, only 15 percent (92 of 614) of students who began in the lowest-level Developmental Writing course successfully completed English Composition in 5 years.
- From fall 2012 through fall 2014, 632 students enrolled in the accelerated Preparatory Composition course. The success rate was 61.1 percent (386/632); of the 632 total students enrolled in Prep Comp, 158 students were enrolled in the Prep Comp sections using Pearson Writer—success rate was 74.1 percent (117/158.)
- The success rate of students enrolling in English Composition following successful completion of Preparatory Composition overall 2012–2014 was 81.1 percent (172/212); students who successfully completed Prep Comp with Pearson Writer and enrolled in English Composition had a success rate in English Composition of 82.7 percent (62/75.)
- Prep Comp students succeeded in English Composition at comparable rates whether their initial placement was the lowest-level Developmental Writing course (sentence) (81.2 percent succeeded), Paragraph (84.4 percent succeeded), or Essay (88.9 percent succeeded.)

*“I found Pearson Writer very helpful, especially for research papers. Professor Bader showed us how to use the Notes feature to build our essays, paragraph by paragraph. I use all the resources in Pearson Writer, including Purdue OWL and all the built-in grammar help. I’m excited to use Pearson Writer in my history classes and even in my math classes where we do occasional writing assignments.”*

—Student, Norco College

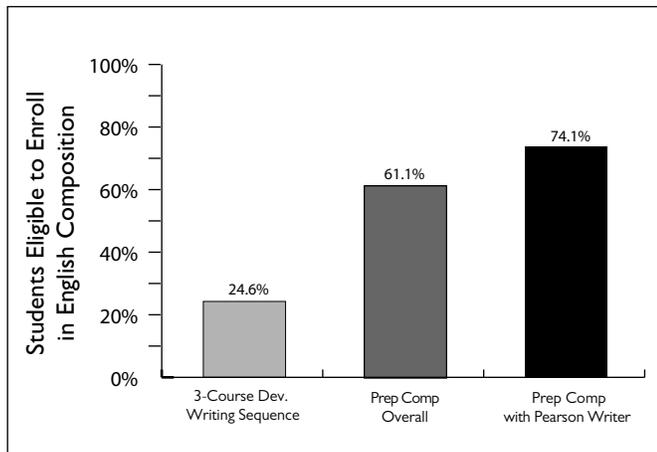


Figure 1. Comparative Success Rates for the 3-Course Developmental Writing Sequence 2002–2007 ( $n = 614$ ), the Accelerated Preparatory Composition Course Overall 2012–2014 ( $n = 632$ ), and the Bader Sections of Preparatory Composition 2012–2014 with Pearson Writer ( $n = 158$ )

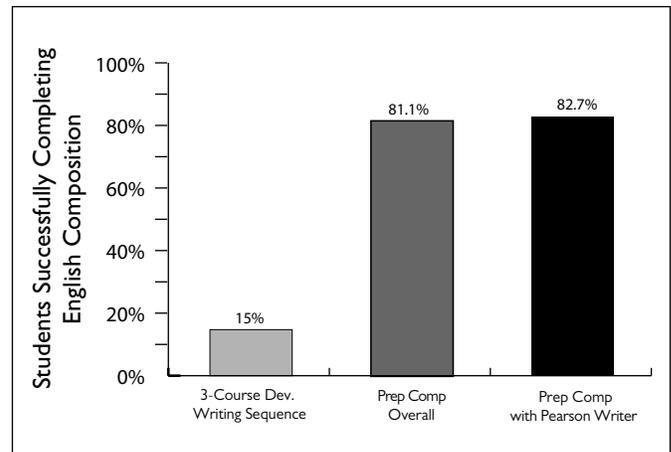


Figure 2. Comparative English Composition Success Rates for Students Who Progressed to English Composition via the 3-Course Developmental Writing Sequence 2002–2007 ( $n = 614$ ), for Students Who Progressed to English Composition via the Accelerated Preparatory Composition Pathway Overall 2012–2014 ( $n = 212$ ), and for Students Who Successfully Completed Prep Comp with Pearson Writer and Enrolled in English Composition 2012–2014 ( $n = 75$ .)

## The Student Experience

Four students who used Pearson Writer in both Prep Comp (on-ground) and English Comp (hybrid or online) agreed to be interviewed about their experiences. These are highlights of their comments:

### J., Norco College student

*Career aspiration: Civil engineer*

“I’m a math guy. English is not my favorite subject. But I got an A in Prep Comp, and I am currently doing very well in English Comp. I found Pearson Writer very helpful, especially for research papers. Find a Source makes it super easy to locate sources, and Citations keeps all of my source citations organized. Professor Bader showed us how to use the Notes

feature to build our essays, paragraph by paragraph. I just select a quote from my reading, paraphrase the quote, and then write a commentary. The commentary is the most important part—it’s where I make the ideas my own. I love Writing Review—it’s so helpful to get immediate feedback on my drafts. I use all the resources in Pearson Writer, including Purdue OWL and all the built-in grammar help.”

“I have friends who are struggling with research papers; they don’t know how to use citations and feel lost. I tell them, “Get Pearson Writer! Don’t use Google. Pearson Writer is way easier.”

“I’m excited to use Pearson Writer in my history classes (lots of papers to write!) and even in my math classes where we do occasional writing assignments.”

*“I loved using Pearson Writer and will continue to use what I learned. In fact, I was so inspired by Professor Bader and gained so much confidence in my writing that I am transferring to a 4-year university to pursue English Education!”*

—Student, Norco College

**L., Norco College student**

*Career aspiration: English teacher*

“I didn’t learn how to do academic writing in high school. I had no idea how to begin or what the structure of my essays ought to be. Professor Bader made the structure of academic writing clear for the first time! She showed us how to construct Notes in Pearson Writer and to turn our Notes into essays.”

“I like all the parts of Pearson Writer and found it simple and easy to navigate. Pearson Writer made the process of writing clear. I would definitely recommend Pearson Writer to a friend.”

“Thanks to Professor Bader and my experience with Pearson Writer, I now want to be an English teacher.”

**S., Norco College student**

*Career aspiration: Veterinary technician*

“I had no confidence in my writing. Professor Bader showed us how to build essays, step by step, using the Notes feature of Pearson Writer. I loved Writing Review—it was great to get anonymous feedback on my earliest drafts. I used the feedback to revise, and when I showed my essays to Professor Bader, I found that I did better than I thought. Prep Comp helped me a lot. Pearson Writer gave me the tools, and Professor Bader helped me to be more confident in my writing.”

**T., Norco College student**

*Career aspiration: English teacher*

“Academic writing was unfamiliar and mysterious to me. Pearson Writer helped me to find reputable sources. The Notes feature helped me to build paragraphs and an outline that I built into essays. I sent my first 1 or 2 drafts to Writing Review and used the feedback to find my errors and revise. I initially tried to find sources in the library, but I didn’t have much success. On the other hand, Find a Source in Pearson Writer was easy and very helpful.”

“In Prep Comp and English Comp, I learned a lot that will carry over to my other courses. I learned how to structure my essays and how to remove fluff so that the important ideas stand out. I loved using Pearson Writer and will continue to use what I learned. In fact, I was so inspired by Professor Bader and gained so much confidence in my writing that I am transferring to a 4-year university to pursue English Education!”

*“Using the Notes feature in Pearson Writer is the most effective means I’ve ever found to teach academic writing and the underlying critical thinking skills.”*

*—Melissa Bader*

**Best practices**

The rigor and pace of the accelerated Preparatory Composition requires a significant degree of motivation and discipline. Following the pilot in 2012-13, faculty and advisers redoubled their efforts to counsel students about course options and requirements in an effort to attract motivated students to enroll in Prep Composition. The percentage of students succeeding in Preparatory Composition rose from 58 percent in 2012-13 to 62.8 percent in 2013-14.

**Conclusion**

Professor Bader states, “Results indicate the accelerated Prep Comp course is a viable pathway for motivated students regardless of their initial placement. We are pleased to see students accelerating their academic progress into credit bearing courses—and even more pleased to note significantly increased numbers of students succeeding in those credit-level courses.”

She continues, “In my own courses, Pearson Writer has transformed my teaching. Results indicate that using Pearson Writer’s Notes feature is effective for students in the accelerated Prep Comp course as well as in English Composition and English Composition Honors and for both on-ground and online classes. Students are turning in very strong essays and exhibiting a confidence in their skills that is most gratifying to witness. Most significant to me are the strong success rates across the board, from the students whose initial placement was at the lowest level of Developmental Writing all the way to Honors-level English Composition students.”

School Name Cleveland Community College, Shelby, NC

Course Names Integrated Reading and Writing

Course Format Lab-based, accelerated

**Key Results** From 2013 to 2015, students who had completed developmental reading and writing subsequently passed Freshman Composition at a rate of 87.5 percent, exceeding the 85 percent benchmark, a testament to their preparedness for college-level work.

**Submitted by**  
Wes Anthony

**Course materials**  
*Cleveland Community College Manual for Integrated Reading and English* (Custom text); MySkillsLab

### Setting

Cleveland Community College (CCC) is a public, two-year, suburban institution located in a rural county. With an annual enrollment of 6,300 students (2013-2014), approximately 50 percent enter immediately following high school graduation while the other 50 percent are nontraditional students returning to school after time spent in the workforce.

Each year, approximately 200 students at Cleveland Community College are determined to need remedial education and are required to complete one or more courses in developmental studies before progressing on to credit-bearing courses. A 2013 *Multiple Measures* policy established new criteria for determining recent high school graduates' readiness for college-level courses based on high school GPA and ACT/SAT scores, and as a result, this is a lower number of remedial students than in the past.

### Challenges and Goals

In fall 2013, CCC was one of five schools to pilot a new three-level, eight-week integrated reading and writing (DRE) sequence developed as part of a state initiative in North Carolina to redesign developmental education curricula at community colleges.

The primary goals of the redesign initiative were to increase the number of students who complete developmental education and enroll in college-level courses and to accelerate this process. The initiative launched statewide in January 2014. The primary course goals of the DRE sequence are for students to:

1. Demonstrate the use of reading and writing processes.
2. Apply critical thinking strategies in reading and writing.
3. Recognize and compose well-developed, coherent, and unified texts.

From 2010–2013, CCC offered two levels of integrated reading and writing courses with MySkillsLab. When the redesign initiative required three levels of instruction, we felt that MySkillsLab could facilitate this change and enable us to reestablish common standards for topic coverage through mastery-based learning. In addition, we believed that MySkillsLab's adaptive learning feature (powered by Knewton) would further personalize each student's experience working through topics.

### Implementation

Fifteen to seventeen sections of integrated reading and writing courses are currently offered each semester with 10–15 students per section. Students meet in a computer lab for two hours and 45 minutes twice a week. In spring 2015, Cleveland Community College began using the MyLabsPlus version of MySkillsLab for ease of batch registration and data collection.

Three master courses were created in MySkillsLab. Each level of integrated reading and writing corresponds to the introductory, intermediate, or advanced level of MySkillsLab. We edited the content coverage of modules and topics in MySkillsLab to match the requirements set for each level by the state of North Carolina. We embed a course schedule in Blackboard, our school's Learning Management System, with due dates and expectations for what students should be working on in each of the 16 class meetings. Students may work ahead if they wish, but they must continue to attend class until all of the course requirements are met.

**Students work primarily in two areas in MySkillsLab:**

**Reading and Writing Skills.** Students begin by taking the diagnostic Path Builder which generates a personalized Learning Path for each student. We also post a list of required topics

*“We edited the content coverage of modules and topics in MySkillsLab to match the requirements set for each level by the state of North Carolina.”*

on our Learning Management System. The level one course covers 41 topics from five modules; level two covers 45 topics from five modules; level three covers 52 topics from six modules.

Prerequisites are set in all MySkillsLab courses so that students can demonstrate topic mastery, and earn credit, on either the Path Builder or Skills Checks for skills in which they are already proficient. Setting prerequisites at the topic level ensures that students work through the material in an organized manner and cannot skip to the post-test without first working through the topic content.

For topics not mastered via the Path Builder or a module-level Skills Check, students must complete one Recall, Apply, and Practice. They have two chances to achieve an 80 percent or higher on each post-test to earn completion credit. Students complete this portion of the course by taking the Mastery Check, again with two chances to achieve 80 percent or higher.

We enable the Adaptive Learning Path (powered by Knewton) in MySkillsLab, which responds in real-time to individual student performance and activity and recommends topics for the student to work next.

**Reading Level (Lexile).** Students must meet certain Lexile benchmarks to pass each level of integrated reading and writing. The level one Lexile benchmark is 960; level two is 1070; level three is 1185. In the past, we required a certain number of readings, but because Reading Level work accounts for 20 percent of the course grade, students are generally motivated to reach or exceed the benchmark scores independently.

We remove some of the lower-level Lexile content to help students get started at a level that will help them reach the appropriate benchmark: In level 2 we remove Lexile levels 400 and 500. In level 3 we remove 400 through 700.

Although not required, about five percent of students also work on topics in the English as a Second Language (ESL) area of MySkillsLab and/or the Study Skills area. We do not currently have students write in MySkillsLab, but rather implement MySkillsLab to help students use higher thinking skills in writing their essays. During the first week of class, we have students write a response to a reading selection from our custom text.

Students write an essay and answer two discussion questions. At the end of the semester, we give students the same reading passage and ask them to write an extended response that counts as the final exam. Using the same rubric gives us an easy way to measure improvement from the beginning to the end of the course.

#### Assessment

Grades for all DRE courses are Pass (P) or Re-enroll (R) for students who do not reach 80 percent mastery on all major assessments.

30 percent	Essays (3)
20 percent	MySkillsLab Lexile work
20 percent	Completion of MySkillsLab topics and Mastery Check post-assessment
20 percent	Writing sample final exam
10 percent	Reading quizzes (4)

#### Results and Data

We measure the success rate of former DRE students taking Freshman Composition with a success rate benchmark of 85 percent. We have exceeded the benchmark in the last two academic years (See Figure 1). These success rates are a testament to the DRE program preparing students to succeed in the subsequent college-level course.

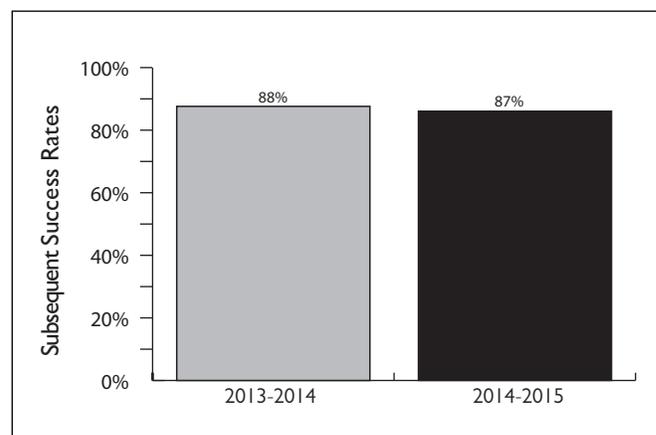


Figure 1. Subsequent Success Rates in Freshman English for Former DRE Students Exceed 85 Percent Benchmark: 2013-2014 ( $n = 66$ ); 2014-2015 ( $n = 77$ )

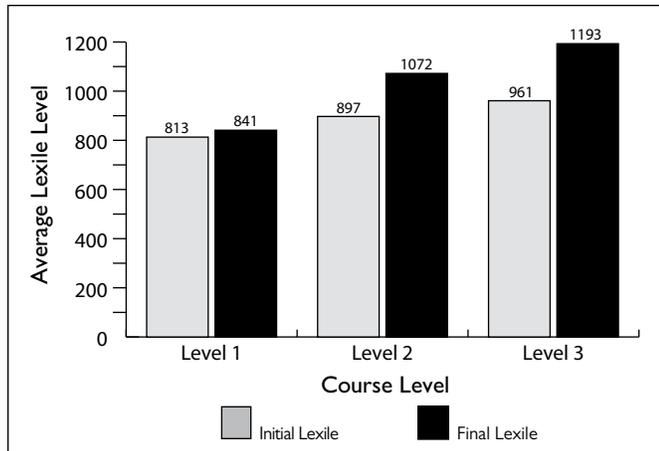


Figure 2. Average Initial and Final Lexile Levels, Spring 2015: DRE Level 1 (n = 19); DRE Level 2 (n = 24); DRE Level 3 (n = 57)

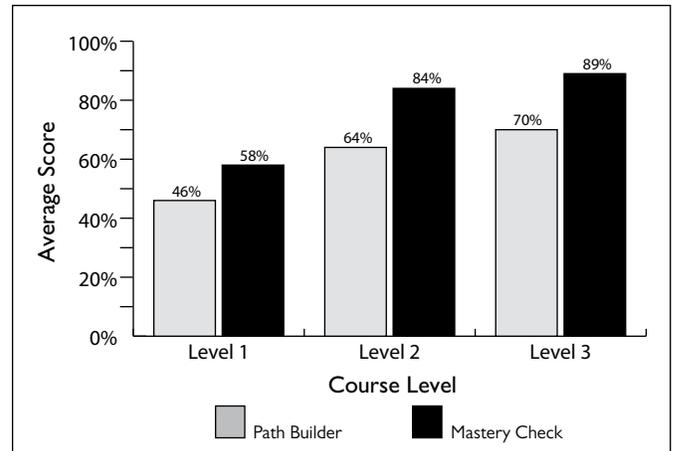


Figure 3. Average Path Builder Scores, Spring 2015: DRE Level 1 (n = 19), DRE Level 2 (n = 24), DRE Level 3 (n = 55); and Average Mastery Check scores: DRE Level 1 (n = 10), DRE Level 2 (n = 17), DRE Level 3 (n = 36)

Student improvement from initial to final Lexile level, as well as improvement from Path Builder to Mastery Check, increases at each level of DRE, indicating a building of skills as they move through the sequence. (See Figures 2 and 3).

We acknowledge that it is a challenge for students to move through the DRE sequence. Our college’s open-enrollment policy brings us students with a wide range of ability levels, and we are continuing to tweak our curriculum to improve success rates. For example, in level 1 we are substituting different readings in our custom text that we think will resonate better with our students’ reading abilities. Course redesign is an ongoing process, and we continue to be open to making changes to help improve learner outcomes.

### The Student Experience

MySkillsLab enables students to work at their own pace and targets specific skills that they need to strengthen. If students are not hitting the established benchmarks, they know that they need to ask for help. Class lectures have become more pertinent because instructors can spend time teaching skills that the majority of students need help with, rather than marching through a lesson on skills that everyone has already mastered.

MySkillsLab fosters accountability and helps students take control of their learning and their success. I have had many Composition instructors tell me that former DRE students are the most prepared students in their classes!

What students are saying:

- “MySkillsLab helped me by giving hints when I missed a question.”
- “MySkillsLab is a great resource for returning students. It provides great learning material, and it’s easy to follow.”
- “MySkillsLab helped me to learn more about the different ways to write essays.”

### Conclusion

We couldn’t teach our DRE courses without MySkillsLab. It acts as a “teaching assistant” in class, allowing students to bolster the skills they need while instructors can concentrate on teaching students critical thinking and reading skills. I believe MySkillsLab offers our students the highest-quality personalized learning resource available.

When we think about the course redesigns sweeping the nation, it is important to remember that we are not reinventing the wheel—we are simply helping it roll in a different way. I believe integrating reading and writing makes sense for our students. It is encouraging to see that students who pass developmental courses are succeeding in Composition at such a high rate.

*“Many Composition instructors tell me that former DRE students are the most prepared students in their classes!”*

School Name West Virginia Northern Community College, Wheeling, WV

Course Name College Literacy (Integrated Reading and Writing)

Course Format Hybrid, blended

**Key Results** From fall 2014 to spring 2015, 91 percent of students who completed the developmental literacy course using MySkillsLab received a passing grade of A, B, or C, and were able to move on to take College Composition.

**Submitted by**  
Dawn Cable

**Course materials**  
*The Effective Reader/Writer* by Henry; MySkillsLab

### Setting

West Virginia Northern Community College (WVNCC) is a public, two-year institution with an annual enrollment of fewer than 5,000 students. Its three campuses serve six counties in the Northern Panhandle of West Virginia. The main campus in Wheeling is semi-urban in an otherwise rural setting. Low-income first-generation college students make up 80 percent of the student population.

### About the Course

As part of a statewide effort to redesign developmental education to increase the number of college degree holders and meet future workforce needs, WVNCC initiated a pilot redesign of its developmental reading and writing sequence in fall 2013. The course was launched officially in fall 2014. To help accelerate students through developmental education, one level of reading (4 credits) and one level of writing (3 credits) were condensed into one 16-week, 5-credit integrated reading and writing (IRW) course entitled College Literacy. Placement in the course is determined by Compass reading and writing exam scores. If a student meets or exceeds the cut score on only one exam, they must still enroll in the course, because literacy skills are incredibly important for success in college.

Of the students enrolled in College Literacy at WVNCC, less than 25 percent are coming directly from high school. Forty percent are ages 20-35, and the remainder are displaced workers of all ages. Our annual course enrollment on all three campuses is about 180. Sections are capped at 20 students to ensure each student has access to a classroom computer.

College Literacy is designed to develop students' critical reading and academic writing skills. The course blends traditional lecture, discussion, and activities with a web-based curriculum to supplement classroom instruction at a 50/50 split. Class meets twice a week for 140 minutes each day. The physical classroom space is designed to match the blended course format. At the back of the room there is a computer for each student; at the front of the room are tables for discussion and lecture. The course is graded as A, B, C, or R (re-take). Students registering for College Literacy must also register for a one-credit "First Year Seminar" course that teaches college success skills.

### Challenges and Goals

Given my experience in successfully redesigning developmental writing courses at Eastern Gateway Community College in Ohio, I was brought in to help redesign the new integrated reading and writing course at WVNCC. It was my goal to create a redesigned course with consistency across sections, mastery learning, and uniformity of assessment, as these elements had not previously been in place. To cater to the hybrid/blended course format, we needed to include a digital solution that would:

- Address accountability for our institution with standardized assessments and learning goals.
- Meet students' varying skills levels.
- Provide students with several opportunities for learning, re-learning, and mastering.
- Enhance learning with a variety of assignments to help blend computer lab time with traditional classroom work.

Based on my previous success redesigning with MyWritingLab, I chose to implement MySkillsLab across all sections to match the West Virginia IRW curriculum.

*“I tell my students: ‘You are in charge of your grade.’ If they don’t get a question correct the first time, they have an opportunity to learn from their initial failures, access help, and try again.”*

### Implementation

We require MySkillsLab in all sections and use a coordinator course for consistent content delivery.

Students complete MySkillsLab exercises to strengthen skills in grammar and mechanics, skills in reading, and skills in online discussions. MySkillsLab work is often started in class but finished outside of class. Students can take advantage of an open computer lab on campus with tutors available. Due dates for MySkillsLab work are listed in the syllabus rather than set in MySkillsLab. There is some flexibility with the completion of topics. However, I do want students to keep up with what is being taught in class, and I constantly work with my students to help them develop good time management skills.

It has been a challenge to teach a condensed curriculum; we now move from sentences to paragraphs to essays in one semester. It has also been a process for us to decide what to assign in MySkillsLab, what to omit, and what to teach in class. MySkillsLab is a valuable tool, but it is important, for both students and instructors, to find a good balance in the amount of content that is assigned.

I currently assign ten topics from the following Handbook modules: Identify and Correct Sentence Errors; Write Effective Sentences, and Use Punctuation Correctly. I have kept everything at the default setting with the exception of removing the Write Drafting exercises. I do set prerequisites in the MyLab, and I require that students achieve a 70 percent on the Apply exercises before they can take the post-test.

Students have two attempts to take each topic post-test. If they need it reset a third time, it is conditional upon a student-teacher conference. For accountability, post-tests are password-protected and unlocked by the instructor in class, or by a tutor or test proctor in the computer lab. The Mastery Check post-diagnostic in MySkillsLab counts as the final exam for the course.

I upload all my PowerPoints and handouts into Document Sharing, and students can easily access and print out material if they wish. Students also complete weekly discussion threads in MySkillsLab as part of their grade.

I add offline items to the gradebook in MySkillsLab to keep track of all assessments for the course. Everything I enter falls into the existing quiz, test, homework, or other categories.

### Assessments

- 40 percent     Essays (3); paragraphs; MySkillsLab topic post-tests (10); MySkillsLab Mastery Check
- 35 percent     In-class assignments and homework; MySkillsLab weekly discussion threads
- 25 percent     Quizzes, Socratic seminars (4), response essays (2)

### Results and Data

In fall 2014, the completion rate of ten topic post-tests in MySkillsLab was 90 percent, and the average score on completed post-tests was 79 percent. It’s fantastic to see students take their MySkillsLab work seriously. I believe that students respond well to the policies I set, including attendance incentives, conditional re-sets, and conferencing.

For those students who don’t withdraw, success rates for the course are phenomenal (Figure 1). In fall 2014 and spring 2015, 91 percent of students who completed the course received a grade of A, B, or C.

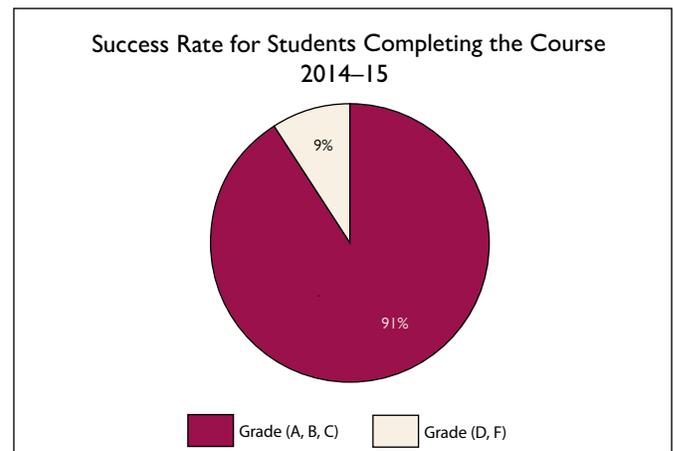


Figure 1. Success Rate for Students Who Completed Professor Cable’s College Literacy Sections, Fall 2014 and Spring 2015. (N=66)

Retention is a challenge with which we are still struggling. Students often just disappear. In the 2014-15 academic year, twenty percent of my initial headcount did not complete the course. I have been keeping track of the reasons students leave and have concluded that it is not due to the curriculum, the MyLab, or the teacher. Our students are frequently dealing with personal, familial, health, and work issues outside of school that lead them to drop, withdraw, or simply not finish the course. This is a nationwide issue that needs to be addressed.

### The Student Experience

The instant grading and feedback provided by MySkillsLab allows me to hold students more accountable for their learning. I often tell my students: “You are in charge of your grade.” If students don’t get a question correct the first time, they have an opportunity to learn from their initial failures, access help, and try again. The program keeps students moving forward. Here are some quotes from students enrolled in College Literacy this semester:

- “I like MySkillsLab. I like that I had an unlimited amount of time to do the work and post-tests. I really feel that helped me to understand.”
- “Working with the MySkillsLab was very helpful because I was able to do the things my instructor taught me. I feel it was a great way to practice what I was taught in class.”
- “The thing I liked the most about MySkillsLab was the help and videos at the beginning of each section. The PowerPoints and handouts gave extra insight into what was being taught. I also liked being able to see what was shown in class on the site. This was an immeasurable tool [teacher-loaded handouts and class materials].”
- “I enjoyed using Pearson’s MySkillsLab this semester in my English class. The positive features I liked on MySkillsLab were the multiple attempts on activities which made it easier to learn and fix my mistakes. I also liked being able to view PowerPoints shared by my teacher.”

### Conclusion

We are now looking at different ways to help students by-pass or accelerate developmental education. We currently offer a free, self-paced “Fast-Track” program for motivated students who want to attempt to test out of developmental reading, writing, or math courses on their own. The majority of students have used this option to test out of developmental math, but we also offer an integrated reading and writing version for students who choose to go this route.

In the fall of 2015, I will pilot a different course using MySkillsLab for students who test at the high end of the cut score on the Compass exams and could potentially do well in Composition with just a little bit of “brush-up.” I plan to front-load grammar work, reading, and study skills in the first five weeks of the semester so that students can re-test on the Compass at the end of five weeks. If they place out of developmental English, we will have a Composition course ready for them to move directly into for the last ten weeks.

School Name	Harford Community College, Bel Air, MD
Course Name	Reading and Understanding College Textbooks (upper-level developmental reading)
Course Format	Lab-based

**Key Results** After fully integrating MyReadingLab into class time in a computer lab, student post-test averages increased from 66 to 74 percent, and completion rates increased from 91 to 98 percent.

#### Submitted by

Gina Williams and Elizabeth Holmes

#### Course materials

*Reading and Understanding College Textbooks*, a custom text; MyReadingLab

#### Setting

Harford Community College is a suburban, two-year institution 35 miles outside of Baltimore that enrolls 10,000 credit students annually (2,000 full-time, 8,000 part-time) and 12,500 non-credit continuing education students. One-fifth of enrollees are first-time students; the median age is 22, and a quarter of students are minorities. Most students have the goal of obtaining an associate's degree; a few enroll with the goal of transferring to a four-year institution. Approximately 50 percent of students have computer access at home.

The Educational and Transitional Studies Division offers two levels each of developmental reading and writing, and an integrated reading and writing course. Annual enrollment in upper-level developmental reading is around 250; lower-level developmental reading enrolls about 200 students annually. Students are required to take developmental reading based on their standardized reading placement test score. Students meet for three hours a week for 15 weeks.

#### About the Course

Reading and Understanding College Textbooks emphasizes improvement of the reading process and study skills necessary for understanding and learning college-level material; it focuses on strengthening reading comprehension and encourages critical reading skills that are necessary for successful completion of college courses. Students learn a variety of strategies to assist them in improving vocabulary, comprehension, test-taking abilities, and flexibility in reading.

#### Challenges and Goals

We chose to implement MyReadingLab beginning in fall 2013 due to a number of challenges we had been facing. Previously, students had to take division exams on an internal web portal in our tutoring and testing center. If students did not receive an 80 percent, they would have to work with a tutor in the computer lab to improve their skills before taking the exam a second time. We experienced high volumes of paperwork and grading errors, and students were not getting what they needed to succeed.

MyReadingLab offers students a flexible, convenient way to remediate wherever and whenever they choose. It provides instructors with all the necessary content in one location and the ability to ensure consistency of topic mastery across sections. It has been a goal of ours to tweak our MyReadingLab implementation each semester to improve student results and completion of designated MyReadingLab topics.

#### Implementation

This course is divided into four modules with a college-level text from four different disciplines: Psychology, Business, Sociology, and Marketing. We have required the completion of eight topics in MyReadingLab: Vocabulary, Stated Main Idea, Implied Main Idea, Supporting Details, Inferences, Nine Patterns of Organization, Graphics, and Critical Thinking. MyReadingLab topics are assigned for each textbook module, and topics are due at the completion of each module.

Before working on a MyReadingLab topic, students take a 24-question Path Builder during class. We modified this assessment to match our topic coverage. Students may master a topic based on their Path Builder results, but for each topic not mastered, they must work through the topic's skills overview, learning activities, and post-test. Students have two chances to take the post-test; we count the highest score. We set pre-

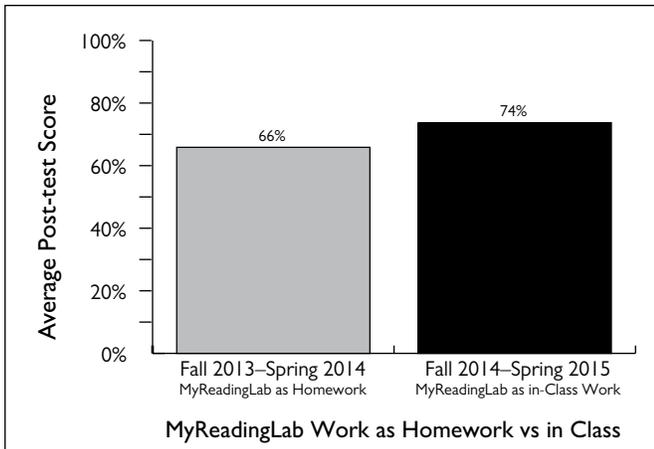


Figure 1. Average of Eight Post-tests Fall 2013–Spring 2014 as Homework (8 sections,  $N=96$ ); Fall 2014–Spring 2015 In Class (10 sections,  $N=104$ ). Please note, students who did not complete a post-test received a zero; any zero was included in their average score.

requisites so that students cannot skip to the post-test without first working through the topic content.

Students take a shortened Mastery Check post-assessment during their final exam session. To calculate a student's MyReadingLab score, we average their topic post-test scores and the Mastery Check.

Starting in fall 2015, we will remove the Vocabulary and Graphics topics because most students master these topics from the Path Builder. Because we will only require six topics in the fall, we have decided that students will complete all six topics and will not be allowed to master a topic from the Path Builder.

A hot topic has been determining how to award fair credit for topic mastery on the Path Builder diagnostic. Previously we awarded students a score of 85 percent for a mastered topic post-test but later discovered that this score could lower a student's final grade. Because we will no longer be allowing mastery via the Path Builder, this is no longer an issue.

Other than requiring the completion of topics in the Reading Skills Learning Path, instructors have the freedom to incorporate more of MyReadingLab if they wish. For example, some instructors use content from the Study Skills section in MyReadingLab with journal activities.

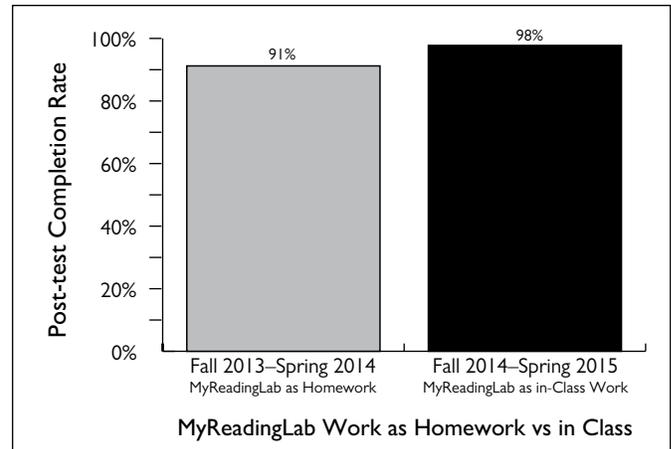


Figure 2. Post-test Completion Rate for Sections Taught by Professor Williams, Fall 2013–Spring 2014 as Homework (8 sections,  $N=96$ ); Fall 2014–Spring 2015 In Class (10 sections,  $N=104$ )

#### Assessments

25 percent	MyReadingLab average of topic post-tests and Mastery Check Assessment
20 percent	Chapter notes for each discipline (4) and note-taking strategies
15 percent	Student journal response writing (4)
15 percent	Classwork and homework
15 percent	Vocabulary assignments (4)
10 percent	Attendance and participation

#### Results and Data

In fall 2013 and spring 2014, students completed MyReadingLab work outside of class for homework. In fall 2014 and spring 2015 students in Professor Williams' class sections were given class time to work on their MyReadingLab topics with the hope that completion rates and post-test averages would improve.

Professor William's students in Fall 2014–Spring 2015 ( $M=74%$ ,  $SD=8%$ ,  $N=104$ )\* performed significantly better on their post-tests than her students in Fall 2013–Spring 2014 ( $M=66%$ ,  $SD=13%$ ,  $N=96$ ),  $t(198)=-5.41, p<.01$  (Figure 1). In addition, the post-test completion rate was also significantly better for students in Fall 2014–Spring 2015 ( $M=98%$ ,  $SD=5%$ ,  $N=104$ ) as compared to students in Fall 2013–Spring 2014 ( $M=91%$ ,  $SD=13%$ ,  $N=96$ ),  $t(198)=-5.48, p<.01$  (Figure 2). All cohorts of students were academically equivalent from 2013–14 to 2014–15.

*“We believe that by fully incorporating MyReadingLab work into class time, we will help students succeed and also relieve a significant burden.”*

Based on this data analysis, starting in fall 2015, all upper-level developmental reading sections will meet in an on-campus computer lab, and students will be able to complete their MyReadingLab topics during class time. We believe that having better access to technology in the classroom will have a positive impact on student achievement.

### The Student Experience

Student survey results from our first semester of use indicated that students appreciate the direct instruction and practice they receive from MyReadingLab—they can see their growth concretely. And, students loved it when we started allowing class time for MyReadingLab work. Most of our students work part- or full-time jobs, and many don't have a personal computer or their own transportation to get to a computer lab. To be able to work on MyReadingLab topics during class time was a big relief for many students. We believe that by fully incorporating MyReadingLab work into class time, we will help students succeed and also relieve a significant burden.

### Conclusion

We have liked using MyReadingLab so much in the upper-level course, and are so pleased with the increase in learner outcomes, we have decided to use the introductory level of MyReadingLab in our lower-level reading course beginning this fall. We are also interested in incorporating Reading Level work from MyReadingLab to help students improve their Lexile level.

Since adopting MyReadingLab in fall 2013, we have been making small changes each semester to improve our implementation. The data analysis has helped us make decisions like moving to a computer lab for all sections. In fall 2015, MyReadingLab will count as 35 percent of the final grade—we truly believe in its value.

School Name Hennepin Technical College, Brooklyn Park and Eden Prairie, MN

Course Names Reading Techniques, Applied Reading Techniques

Course Format Hybrid (part lab, part lecture), compressed

**Key Results** From spring 2014 through summer 2015, students' Lexile scores improved an average of 90 points in lower-level developmental reading and an average of 112 in upper-level developmental reading in 8-week classes using MyReadingLab.

#### Submitted by

Mike Larson, Reading Instructor

#### Course materials

*Bridging the Gap*, Smith and Morris;  
MyReadingLab + custom eText

#### Setting

Hennepin Technical College (HTC) was founded in 1972 to fulfill the community's growing need for a skilled workforce. Today, the need for highly trained employees with hands-on experience has never been greater.

#### About the Course

Students test into developmental reading courses at HTC if they do not meet the required Accuplacer cut score of 78. We currently offer 8-week compressed classes so that students can finish the 2-class sequence in one semester. We serve a varied population of resistant learners, ELL learners, and first-generation students.

#### Challenges and Goals

We chose to use MyReadingLab for a few key reasons. First, MyReadingLab helps identify the different needs of our students. Second, it lets instructors customize activities to meet specific needs, course outcomes, and objectives for each level of developmental reading. Third, MyReadingLab allows students to gain experience navigating technology and reading digital texts. Last, MyReadingLab makes data collection and reporting easy. Our administration wants to see accountability in numbers when it comes to our programs, and having students complete Lexile readings provides valuable data.

#### Implementation

We have two levels of developmental reading with 18–20 sections in the fall and spring semesters and approximately

seven sections during our summer term. In my role as Intermediate Reading Coordinator, I set up the MyReadingLab template, promote its use, and help adjuncts get on board. I have found the best way to use MyReadingLab is to start small—ease into it and then adapt it to best suit your students' needs.

We use both the Reading Skills and Reading Level areas in MyReadingLab. Students take the Reading Skills Path Builder and then work through their Learning Path. Students are required to work through the modules and get two attempts to take the post-tests at 70 percent mastery. In my sections, students work collaboratively on the Learning Path in the computer lab. They are required to engage with MyReadingLab modules and Lexile diagnostics for a minimum of 90 minutes each week in the lab. I introduce students to each topic through viewing the animation. We skim and scan and do some recall and practice activities together, then I ask them to take one topic post-test by the end of class. They can retake the topic post-test on their own at any time during the semester. In fact, I recommend they go back through the modules and refresh their understanding by retaking the post-tests prior to the final exam.

Many students do this because it gives them an opportunity to build some understanding and improve their score on the second attempt.

We have seen a correlation between Accuplacer placement scores and Lexile levels. Students in Reading Techniques come in around 800–900L, and students in Applied Reading Techniques typically start between 900–1000L. Because we want to see the largest increase possible in each students' Lexile level over eight weeks, we encourage them to increase their reading level by awarding more points for higher Lexile increases:

0–39 point increase	6 points toward rubric/final grade
40–60 point increase	8 points toward rubric/final grade
80–100 point increase	10 points toward rubric/final grade

*Tracking Lexile Reading Level scores from the beginning to end of each semester, and over time, allows us to show student improvement in a concrete way.*

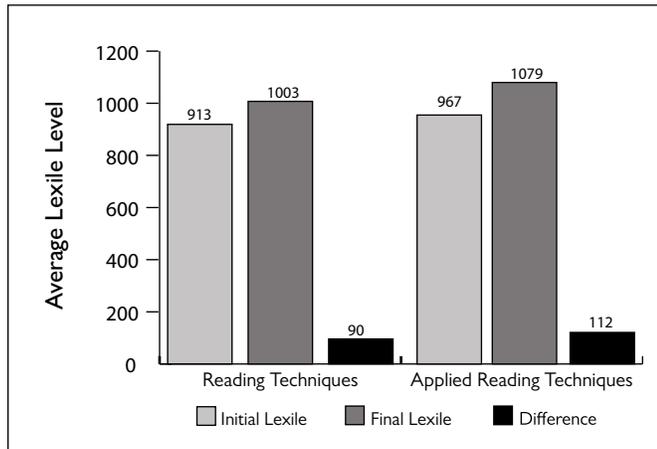


Figure 1. Initial and Final Lexile Levels, Spring 2014–Summer 2015: Reading Techniques, 9 Sections ( $n = 134$ ); Applied Reading Techniques, 12 Sections ( $n = 185$ )

To make sure students are held accountable, I give a quiz at the beginning of class on the assigned textbook reading. These quizzes essentially enlist students in a conversation, with me and with their classmates, about the reading. This classroom technique works to build students' confidence in their ability to collaborate with others and reinforces how well they understand important topics related to college reading.

#### Custom eText

We want students to achieve their academic and career goals, and we don't want them to see a developmental reading course as an obstacle. To offer a greater connection between their readings and other courses offered at HTC (biology, medical assistant training, auto technology, etc.), I have created a custom eText that gives students a look at authentic texts related to their field of study. Comprised of a collection of sample chapters from a variety of different Pearson textbooks, the eText covers a wide range of disciplines and program areas. Students read articles related to their career paths and complete journal entries related to the readings. Students also use these chapters to practice specific reading strategies. I use these chapters as part of my performance assessment to determine if students are able to manage and regulate their reading process. The eText helps students see the value in their efforts to become better readers.

#### Assessments

- 20 percent MyReadingLab (in-class work and homework)
- 20 percent Professionalism (active engagement, attendance, accountability)
- 20 percent In-class quizzes on textbook readings
- 20 percent Portfolio (includes journal entries, note-taking and reading strategies)
- 20 percent Final exam (includes performance assessment)

#### Results and Data

From spring 2014 to summer 2015, students taking Reading Techniques improved their Lexile level an average of 90 points, and students taking Applied Reading Techniques improved their Lexile level an average of 112 points (Figure 1). Tracking Lexile Reading Level scores from the beginning to end of each semester, and over time, allows us to show student improvement in a concrete way.

#### The Student Experience

We want to motivate students to practice reading and make it a fun "game" to see their improvement from the beginning to end of the course. Lexile readings are effective because there are a variety of readings for students to choose from. Students also improve both their cultural literacy and vocabulary through Reading Level work. One student concluded: "What best supported my learning in this course was everything from the working in groups, [the instructor] letting us choose our articles, and MyReadingLab."

#### Conclusion

Technical colleges are different from other schools because students declare their major from the moment they enter, and, at HTC, we are committed to helping them finish their education in 18 months. MyReadingLab is helping us achieve our primary goal of moving students through developmental education in an efficient and relevant way, and improving our students' reading levels and skills in a measurable way. Our custom eText further enhances our developmental reading courses by providing students the opportunity to read authentic materials in their fields of study.

School Name	California State University, Bakersfield, CA
Course Names	Developmental through upper-division English courses, ESL, courses across the curriculum
Course Format	Hybrid; lab-based; online

**Key Results** Since first implementing MyWritingLab in 2006, pass rates in developmental English courses have improved 6.4 percentage points, and subsequent success rates in Composition courses are 12.6 percentage points higher. From 2006 to 2014, MyWritingLab use saved CSUB \$92,000 and 16,991 classroom hours.

#### Submitted by

Randi Brummett and Brooke Hughes

#### Course materials

MyWritingLab with various texts (instructor's choice)

#### Setting

At California State University, Bakersfield (CSUB), the typical student is non-traditional: The average age is 23, most students reside off-campus, and many students are balancing work and family responsibilities with their studies. In an enrollment of nearly 8,700 students, 47.4 percent are Hispanic American and of those 4,133 students, 86.5 percent are ESL, low-income, first-generation college students. Forty percent of all admitted freshmen require English remediation.

#### Challenges and Goals

Students often do not have adequate writing and grammar skills to sustain them in their college courses, and they come to college with varying skill levels and needs. More than a decade ago, it became clear that a viable, cost-effective support system was needed to help improve student learner outcomes. Limited space and instructional resources, however, presented challenges to finding a solution. MyWritingLab was selected because we felt it would provide an efficient, comprehensive resource for a multiplicity of purposes. As a web-based program, students can access it individually and collectively in a variety of circumstances and for a multiplicity of purposes. In addition, the myriad topics of study available, from basic grammar to how to avoid plagiarism, offer instructors the opportunity to tailor its use to their courses.

In conjunction with adopting MyWritingLab, key courses were redesigned to achieve the following goals:

- Help students improve their grammar and writing skills.

- Deliver a consistent and high-quality learning experience for all students.
- Track and measure student learner outcomes through the mastery of topics and gains from pre- to post-assessment.
- Address students' individual learning needs, despite large class sizes.

#### Implementation

Since its initial implementation, use of MyWritingLab at CSUB has exploded with fifty-seven percent of the student body now using it in a course or on their own to improve writing skills.

With MyWritingLab now integrated into much of CSUB's curriculum, we have continued to look for ways to build on its success and grow its use. In 2011, the MyLabsPlus "enterprise" version of MyWritingLab was adopted university-wide which allows us to manage, enroll, and report on student progress across all courses in a central location. Students pay a MyWritingLab fee with their tuition to access the program.

We subsequently rolled out the MyWritingLabPlus Headquarters in 2012 to enhance instructor training and student support. The Headquarters has 21 student computers, a sign-in computer, and a projector for demonstrations and presentations. The Headquarters team (two faculty coordinators and seven student assistants) creates classes in MyWritingLab, trains faculty and tutors, provides support for faculty and students, sends progress updates, and analyzes data quarterly. As of May 2014, almost 30 percent of on-campus faculty had been trained to use MyWritingLab. Because all students have access to MyWritingLab, the Headquarters uses advertising, public relations, and social media to increase awareness and expand usage. The Headquarters even sponsors an annual essay contest where students can win prizes for answering the question, "How has the MyWritingLabPlus program helped you in your academic career?"

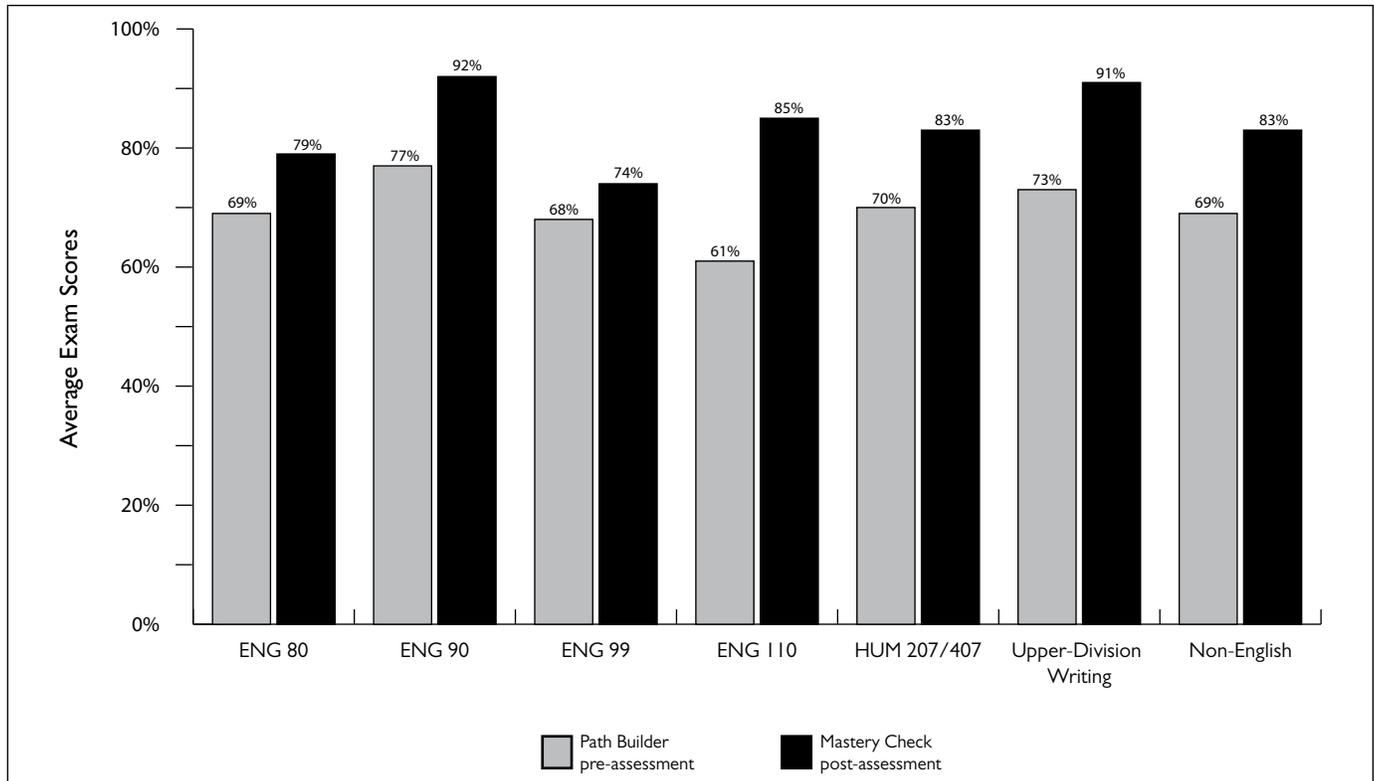


Figure 1. Path Builder (Pre-Assessment) and Mastery Check (Post-Assessment) Averages, 2006–2014: ENG 80 (N=3,264); ENG 90 (N=18); ENG 99 (N=6,008); ENG 110 (N=937); HUM 207/407 (N=2,771); Upper-Division Writing (N=698); Non-English disciplines (N=1,163)

Most importantly, MyWritingLab has served as an essential tool in the redesign of several courses and is now an essential component in the following courses:

**Reading and Writing (ENG 80)** is a developmental course focused on writing development from paragraph to essay. MyWritingLab is used to teach and provide practice in basic and sentence-level grammar. Students take the Path Builder diagnostic test, complete 10 required topics, and take the Mastery Check post-assessment. Students work on their own, outside of class, and their work in MyWritingLab counts as 10 percent of their final course grade. We recommend that students master approximately one topic a week in order to stay on track with the course.

**English as a Second Language (ENG 90)** prepares non-native English speaking undergraduate students for university level coursework and concentrates on the development of English literacy skills. Students combine sentences, summarize and critique academic texts, write several short papers, and write a short academic research paper. The course is a requirement for international students whose English Placement Test score is T141 or below. Students work on MyWritingLab outside of class time. They must complete the Path Builder diagnostic, 10

required topics, and the Mastery Check post-assessment which counts for 10 percent of their final course grade.

**Critical Thinking and Writing (ENG 99)** is a developmental course covering essay writing using rhetorical modes. Students are required to complete the Path Builder, master 15 topics, and take the Mastery Check for 10 percent of their final course grade. To master a topic, students must earn a score of 80 percent or higher on the Recall 1, Recall 2, and Apply sections. We recommend that students complete approximately one and a half topics per week to stay on track. Students complete MyWritingLab work outside of class.

**Writing and Research (ENG 110)** focuses on student practice in expository writing and the completion of a research paper. MyWritingLab use varies by the instructor, but students generally complete 5–10 topics outside of class for no more than 10 percent of their grade. The instructor chooses which topics best supplement the course.

**Humanities 207/407** is an online, 1-credit course completed exclusively in MyWritingLab that focuses on writing and grammar mechanics. Students start the course by taking the Path Builder diagnostic that generates an individualized lesson plan. Students

are then responsible for mastering 20 MyWritingLab topics of their choosing. To master a topic, students must view the Overview, watch the Animation, and complete the Recall 1, Recall 2, and Apply with a score of 80 percent or higher. Students receive 100 percent credit for mastering the 20 topics.

**Free-Range** is not a course but rather an opportunity for students to have self-directed access to MyWritingLab. Work completed in Free Range does not count toward a credit-bearing course using MyWritingLab.

The **English Early Start Program** provides students with the skills they need to have a successful start to their academic career. The program is taught over the summer by CSUB and high school faculty to help students become accustomed to the college environment prior to beginning their freshman year. Students who score below 147 on the English Placement Test are required to enroll. Students must master three topics in MyWritingLab, which count for 10 percent of the program grade. Students take a Qualifying Exam at the end of the session; a good score can help them accelerate through one or two levels of developmental English.

**Non-English Courses.** MyWritingLab is now regularly used in over 22 disciplines, including business, public policy, chemistry, and management. In most courses that incorporate MyWritingLab, students take the Path Builder diagnostic, master a required number of topics, and finish by taking the Mastery Check post-assessment. Students submit their writing to Pearson Tutor Services for feedback and work on MyWritingLab outside of class. MyWritingLab work generally counts for 10 percent of the students' final grade. Other non-English courses may require MyWritingLab on a section-by-section basis.

## Results and Data

- From 2006–2014, students have improved an average of 18 percent from the Path Builder pre-test to the Mastery Check post-test in MyWritingLab. See a breakdown of average learning gains from pre-test to post-test by course in Figure 1.
- In developmental English, pass rates average 6.4 percentage points higher in years with MyWritingLab (2006–2014) compared to the five years prior to implementing MyWritingLab (2001–2005). See Figure 2. Subsequent pass rates in Freshman Composition (ENG 110) are 12.6 percentage points higher for students who were in a redesigned developmental course using MyWritingLab from 2006–2014 compared to students who were in a traditional developmental course from 2001–2005 without MyWritingLab. See Figure 3.
- The cohorts of students from 2001–2014 are comparable, though, unfortunately, in the last few years, we've observed freshmen entering with lower skill levels. Although we can't say MyWritingLab has caused the increase in pass rates and success rates, we believe it has played an important role in helping students be better prepared to succeed in both developmental English and composition.
- Between 2006 and 2014, CSUB saved \$92,000 for teaching hours and 16,991 classroom hours by using MyWritingLab—an annual savings of \$11,500 and 2,124 hours.
- Over the past five academic years (2009-10 to 2013-14), the number of sections with students enrolled in MyWritingLab has grown from 48 to 202.

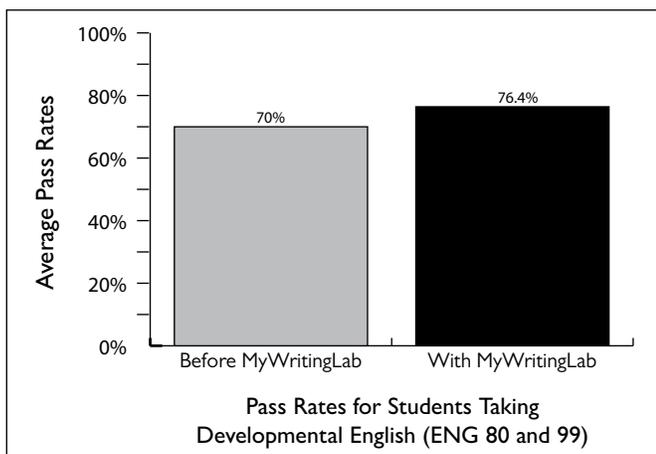


Figure 2. Average Pass Rates for Students Taking Developmental English (ENG 80 and 99) before MyWritingLab, 2001–2005 ( $N = 1,746$ ) and with MyWritingLab, 2006–2014 ( $N = 8615$ )

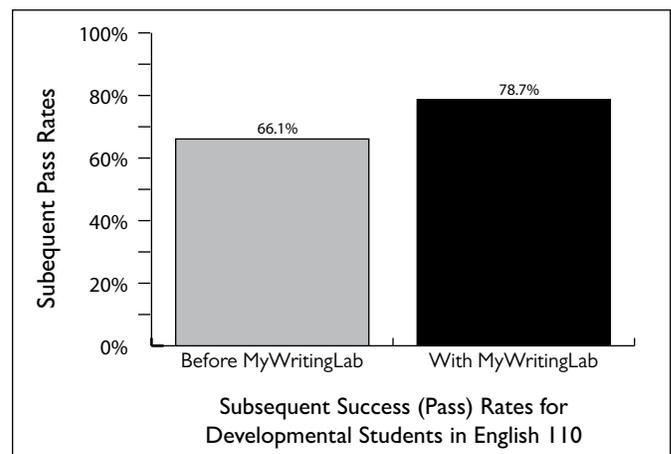


Figure 3. Subsequent Success Rates in Writing and Research (ENG 110) before MyWritingLab, 2001–2005 ( $N = 1,598$ ) and with MyWritingLab, 2006–2014 ( $N = 10,216$ )

- In the past two academic years, (2011-12 to 2013-14) student visits to the MyWritingLabPlus Headquarters have exploded from 1,705 to 8,960 visits, an impressive 425 percent increase.

### The Student Experience

Students using MyWritingLab in a variety of English and non-English classes were surveyed in the fall of 2014 (Figure 4); 74 students responded. Keeping in mind that students in these courses all have different skill levels and needs, overall the results were positive. The following quotes highlight student responses to the question, “How is MyWritingLab helping you succeed in your course?”

- “I initially started using MyWritingLab to aid in the organization of my essays, but after taking the assessment, I realized there were many areas of my writing that needed improvement. Now, I can confidently write my essays and know why I’m writing them the way I am, all thanks to MyWritingLab.”
- “[MyWritingLab] allows me to practice a lot of grammar that I never really fully understood.”
- “MyWritingLab will help me succeed by ensuring my grammar and writing skills are at the college level.”
- “MyWritingLab is helping me succeed in English 110 because of all the topics I could master. I have the option to be able to complete many activities to help me out with grammar. It also helps me make little or no mistakes when it comes to writing papers.”
- “MyWritingLab is very helpful to me because I can always refer back to the topics or modules if I ever need any assistance.”

*“I initially started using MyWritingLab to aid in the organization of my essays, but after taking the assessment, I realized there were many areas of my writing that needed improvement. Now, I can confidently write my essays and know why I’m writing them the way I am, all thanks to MyWritingLab.”*

—Student

### Benefits

Not only do the students enjoy the program, but instructors find it to be successful in teaching grammar and writing skills. The following quotes highlight satisfied faculty members from a variety of disciplines who have found MyWritingLab to be a benefit to their students:

- “All of my students now understand comma splices, and I didn’t have to spend 35 minutes of class time.”  
—English Instructor
- “This is just what my students needed in this course. The combination of MyWritingLab and Pearson Tutor Services is invaluable.”  
—History Instructor
- “Ever since my students enrolled in Humanities with MyWritingLab, their writing has improved, and it takes me less time to mark up their papers.”  
—Geology Instructor
- “It’s been a long time since my students have had an English course. MyWritingLab is a good way for them to get that information quickly and painlessly.”  
—Public Policy & Administration Instructor
- My students frequently would tell me how easy MyWritingLab was to use and how much they learned from it. I could definitely see an improvement in the first three weeks of them working in MyWritingLab.”  
—Business Instructor

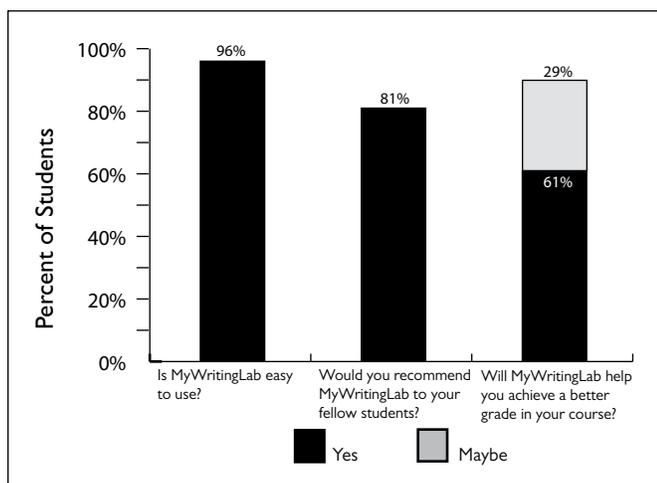


Figure 4. Results from Student Survey, Fall 2014 (N = 74)

### Conclusion

Due to the popularity of the program with faculty and students, our enrollment has increased steadily. Since the university elected to make MyWritingLab available to all students, we’re thrilled to see that in 2015, almost 5,000 students—57 percent of the student body—are using MyWritingLab in either a course or on their own to become better writers. Our goal is to have at least 75 percent of the student body working in the program by 2016.

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 average 13.6 percentage points higher than the traditional course over the past three years and have increased each year. In 2013-14, the redesigned writing course had a 78 percent success rate; the redesigned reading course boasted an 84 percent success rate.

**Submitted by**  
Martha Campbell, Dean of Communications

**Course materials**  
MyWritingLab, MyReadingLab (no text)\*  
*\*Most sections used these products; data reflects all sections*

### Setting

St. Petersburg College is the fifth largest state college in Florida, serving 35,000 students each year. In the recent past, approximately 40 percent of students would place into developmental English and/or reading courses. However, a Florida law passed in 2013 requires many fewer students to take the placement test.

### Challenges and Goals

With so many students in need of developmental education, we were eager to improve students' results and learning experience. Specifically, we felt we needed to find ways to address the following concerns:

- 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.

In 2010, the state of Florida made funding available for course redesign through a developmental education initiative grant. St. Petersburg College launched the first redesigned developmental reading and writing courses in spring 2011 on five campuses with 189 students. These redesigned courses 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 2013-14

academic year, enrollment held strong at 240 students in upper-level developmental writing and grew to 407 students in upper-level developmental reading. We have continued to offer the traditional 16-week courses.

We based the redesign of our courses on NCAT (National Center for Academic Transformation) principles, which allowed our new 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 their work on areas assessed as "deficient," allowing each student to generate a personalized instructional and assessment plan with multiple attempts for post-test mastery (which we define as 80 percent or better). Faculty lectures are supported through our learning management system. All sections have close ties to our Learning Support Commons.

### Benefits

The advantages of MyLab implementation include: diagnostic assessment, consistency of course design, training support for adjunct faculty, and reduced costs for students through access codes.

These features in the redesigned courses enable some students to exit early if they satisfactorily demonstrate they have remedi-

*“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.”*

ated 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. Students who do not complete in 8 weeks have the option of continuing to work with the faculty and Learning Support Commons to complete the course.

**Assessments**

**Redesigned reading course:**

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

**Redesigned writing course:**

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

**Results and Data**

- Success rates in the redesigned writing course have risen 9 percentage points over the last three years and are now at a high of 78 percent (Figure 1).

- Success rates in the redesigned reading course have risen 11 percentage points in the last three years and are now at a high of 84 percent (Figure 2).
- In 2013-14, the redesigned writing course and reading course have success rates 11 percentage points higher than the standard developmental writing and reading courses (Figures 1 and 2).

**Conclusion**

Course redesign offers many new academic pathways for students, and our redesign process will be ongoing. We want to advise students better throughout the process, provide completely online delivery of our 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 mastery that fosters their success in subsequent courses.

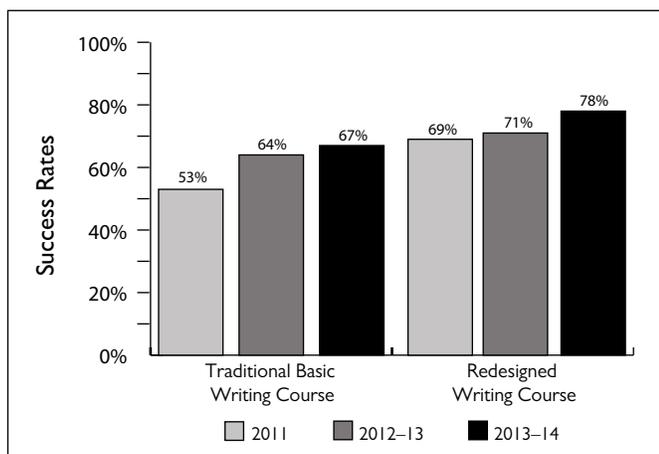


Figure 1. Success Rates (C or Better) in Traditional and Redesigned Writing Courses. Basic Writing II: 2011 (n=774); 2012-13 (n=1084); 2013-14 (n=952) Redesigned Writing: 2011 (n=100); 2012-13 (n=281); 2013-14 (n=240)

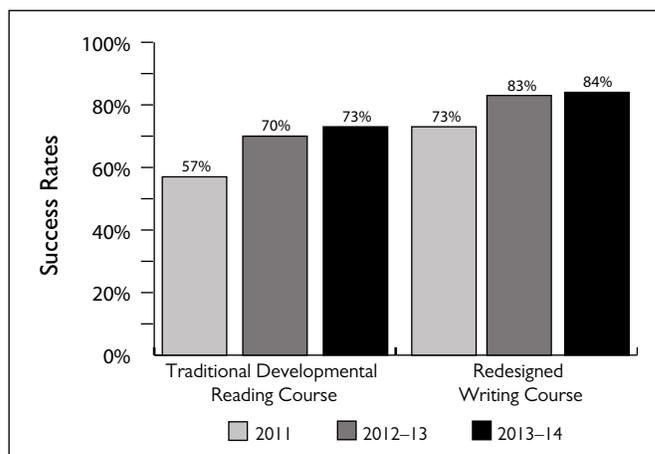


Figure 2. Success Rates (C or Better) in Traditional and Redesigned Reading Courses. Basic Reading II: 2011 (n=744); 2012-13 (n=1270); 2013-14 (n=1191) Redesigned Reading: 2011 (n=89); 2012-13 (n=399); 2013-14 (n=407)

School Name	Florida International University, Miami, FL
Course Name	Criminal Justice and Public Policy
Credit Format	Face-to-face

**Key Results** Students who scored 80–100 percent on MyWritingLab post-tests had an average final essay grade of 84 percent versus 75 percent for students who scored less than 80 percent on MyWritingLab post-tests.

**Submitted by**  
Rosa Chang, Instructor

**Course materials**  
*Last Call*, Okrent; *Making Sense of Criminal Justice*, Mays and Ruddell; MyWritingLab

### Setting

This capstone course introduces senior Criminal Justice students to a range of important crime control policies, integrating material covered throughout the Criminal Justice curriculum. It requires students to thoughtfully and critically assess the consequences of specific criminal justice policies on the system and society. In addition to understanding crime control methods, literature, strategies, analysis, research, and practice, students are also expected to be able to:

- Create logical, evidence-based final essays assessing the effectiveness of policing and prosecution strategies.
- Produce written work that is grammatically correct, well organized, and properly formatted.

### Challenges and Goals

In the past, students had not performed very well on their essays. Because these are senior students and writing is a major component of the course, I decided to assign MyWritingLab to strengthen their critical thinking and writing skills.

### Implementation

I give students three weeks to work on the key MyWritingLab topics they will need to master to satisfactorily complete their required final essay. I assign this work at the very beginning of the semester so that students receive a solid review before they even begin the writing assignment for the course.

Beyond reviewing basic MyWritingLab topics like punctuation, mechanics, and usage, which they have already covered earlier during their college work, they also work on advanced topics, including “Reading Critically and Rhetorically,” “Writing Arguments,” and “Conducting Research and Documenting Sources.” Students can take the Skills Checks to test out of some topics, and I give them three chances to pass the MyWritingLab post-tests for each assigned module.

Students send rough drafts of their essays to Pearson Tutor Services via MyWritingLab, where they receive personalized feedback from experienced writing instructors on content development, organization, and using sources properly. This gives them invaluable advice on their writing while it allows me more time to concentrate on the Criminal Justice concepts I want to present fully. Then, they submit both their reflection sheets and this rough draft feedback to me through Blackboard, our university’s LMS, so I can monitor how they might revise their work and how they are progressing toward final drafts.

### Assessments

31 percent	Exams (2)
24 percent	Final essay
21 percent	Debate presentation
8 percent	Discussions
6 percent	MyWritingLab topics
5 percent	Course policies quiz
5 percent	Reflection sheet with rough draft feedback (draft submitted via Pearson Tutor Services)

*“It is important to me and to my department that students meet both the content and skills objectives for this senior capstone course, and I am pleased to say that MyWritingLab is helping us meet important student learning outcomes related to writing.”*

### Results and Data

- Forty out of 44 students received a passing grade on the final essay, a pass rate of 91 percent.
- Given the limitations of this study, there appears to be a relationship between students’ performance on important MyWritingLab topics and their ability to create better organized essays.
- Students who scored 80–100 percent on MyWritingLab post-tests had an average essay grade of 84 percent versus 75 percent for students who scored less than 80 percent on MyWritingLab post-tests (Figure 1).

### Conclusion

I believe that requiring MyWritingLab helps students improve their general writing skills and develop more coherent and professional final essays. For example, I now see students turning in more polished early drafts of their papers. Further, MyWritingLab modules on key topics like “Context and Purpose” and “Drawing Conclusions” help them master more sophisticated skills to make their final essay arguments compelling. It is important to me and to my department that students meet both the content and skills objectives for this senior capstone course, and I am pleased to say that MyWritingLab is helping us meet important student learning outcomes related to writing.

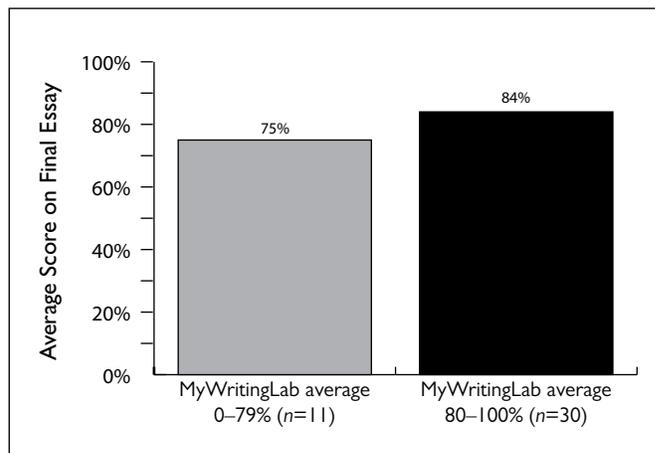


Figure 1. Average Score on Final Essay as Compared to MyWritingLab Performance

*“Students submit their rough drafts to Pearson Tutor Services via MyWritingLab, where they receive personalized feedback from experienced writing instructors on content development, organization, and using sources properly.”*

School Name	Grand Rapids Community College, Grand Rapids, MI
Course Name	FastTrack/OnTrack Program
Course Format	Lab-based; emporium; modular; non-credit-based remediation

**Key Results** 78 percent of referred students have completed the English and Reading FastTrack/OnTrack programs, and 70 percent of those students successfully retested on the Accuplacer and placed out of developmental education, thus saving \$505,800 in tuition and 52,266 contact hours.

#### Submitted by

John Cowles, Dean, Student Success and Retention  
Domingo Hernandez-Gomez, Director College Success Center

#### Course materials

Reading: MyFoundationsLab  
Writing: MyWritingLab

#### Setting

Grand Rapids Community College (GRCC) is an urban, public institution currently enrolling 15,700 undergraduate students annually on one main campus and four satellite locations. In fall 2014, 32.2 percent of students attended school full-time, Hispanic students comprised 9.9 percent of the student body, and African-American students 10.8 percent.<sup>1</sup>

As part of an on-going commitment to student success, GRCC joined the Achieving the Dream initiative in 2010 to identify new strategies to improve student success. Throughout its 100-year history, GRCC has maintained a solid reputation as a premier transfer institution and is nationally recognized for both its liberal arts and occupational programs.

#### Challenges and Goals

In fall 2011, 51 percent of the entering class needed developmental education, and 48 percent of students taking developmental courses were successful in moving on to credit-bearing courses. Improving the success and retention rates for students placing into developmental education has long been a goal at GRCC. In 2012, we created FastTrack with the support of a U.S. Department of Education Title III grant. The FastTrack program is designed to help First-Time In Any College (FTIAC) students bypass developmental education with an emphasis on retention and completion.

The goals of the FastTrack program are to:

- Achieve a FastTrack completion rate of 70 percent or higher.
- Achieve a FastTrack success rate (bypassing developmental course) of 60 percent or higher.
- Reduce the incidence of developmental education from the 2011 rate of 51 percent.
- Increase retention of FastTrack students over non-FastTrack developmental students.
- Increase the college-wide retention rate.
- Increase the success rate for students in any developmental education course over the 2011 rate of 48 percent.

#### Implementation

FastTrack is an intensive three-week, 14-hour per week learning lab in which students remediate English, reading, or math skills through a combination of web-based and tutor-guided activities. Reading FastTrack labs use MyFoundationsLab and English labs use MyWritingLab (as of summer 2015). We selected Pearson MyLabs because of their ability to accelerate skill building and provide personalized, mastery-based learning.

The FastTrack program includes two levels of coursework: FastTrack and OnTrack. FastTrack is for students falling at the high end of the developmental spectrum/placement score. OnTrack is for students who are squarely in the developmental range. Eligible students are referred to the FastTrack program at either the FastTrack or OnTrack level once they have completed the Accuplacer exam. The program is free for new students who have at least one score that falls within the required ranges (Table I).

We offer three different start dates for summer FastTrack courses, and one each in the spring and fall semesters. In the summer, 550–600 students enroll, in fall 100–120, and in spring

<sup>1</sup> [http://www.mlive.com/news/grand-rapids/index.ssf/2014/11/grcc\\_charts.html](http://www.mlive.com/news/grand-rapids/index.ssf/2014/11/grcc_charts.html)

*Across the institution, we have reduced the number of developmental courses by 38 sections, and we calculate that revenue has increased by more than \$300,000 by way of retention.*

40–50. Students may only enroll in one lab at a time. Each FastTrack lab has an enrollment capacity of 22 students. Students attend lab Monday through Thursday for 3-1/2 hours each day for three weeks. Highly-trained professional tutors act as session facilitators. Within the context of the review session, the facilitators play a guiding role, answering clarifying questions about the program and general concepts, rather than providing answers to content-related questions.

**Reading:** The reading review session focuses on reading comprehension, vocabulary skills, and fluency. The content of MyFoundationsLab has been modified to cover thirty-seven topics/course objectives.

**English:** The English session focuses on the following topics: sentence skills, punctuation, mechanics, spelling, usage and style, and the craft of writing. The content of MyWritingLab has been modified to cover twenty-five topics/program objectives.

On the first day of the session, students take the Path Builder diagnostic in the MyLab and begin to master topics based on their Path Builder results. Students must gain mastery (80 percent or higher) in all required topics.

A typical day involves a brief question and answer period, two hours of work in the MyLab, and two 30-minute discussions or activities—led by the facilitator—to help students better understand the material. Students must also demonstrate proper Cornell note-taking skills in the course. During every session, students take notes on the content and turn them in for the facilitator to review.

In addition to working in the MyLab, students are required to:

- Attend a one-on-one conference with the lab facilitator to review work.
- Work with a college success coach (follow-up/monitoring, classroom visits).

- Attend a new student orientation.
- Complete the financial aid application process (if applicable).
- Complete a student success plan with an advisor or counselor.
- Complete the “Roadmap to Success” (a pre-semester checklist).
- Take an affective assessment.

Students complete the course by taking the Mastery Check in the MyLab and are then eligible to retake the Accuplacer exam for that subject. If a student’s score falls into the college-ready range (Table 1), he or she can then move directly into college-level courses. Students do not earn credit for the FastTrack program. The incentive to participate is the opportunity to bypass developmental education, saving a substantial amount of time and money.

### Results and Data

The FastTrack program (including OnTrack) has shown great promise at GRCC. Since 2012, 1016 students have been recruited for the English and Reading programs, and 789 students have finished—a 78 percent completion rate. About 10 percent of students finish the program early (in the second week). Of 789 completers, 552 were successful in their retake of the placement test and were able to avoid one or more developmental education course, a success rate of 70 percent (Table 2).

The FastTrack program specifically targets First-Time In Any College (FTIAC) students. Between 2012–2014, FTIAC students comprised 62 percent of all students needing developmental education (N = 8,164). Of these 5,089 FTIAC students, 20 percent (n = 1,013) were served by the FastTrack program.

While the primary objective of the FastTrack program is to lower the incidence of students needing to take developmental

Subject	Accuplacer Score Range	Developmental Score	College-Ready Scores	Target Scores for FastTrack (FT) / OnTrack (OT)*
Reading	0-120	0-70	71-120	55-70 (FT); 40-52.4 (OT)
English	0-8	0-4	5-8	4 (FT) 3 (OT)

Table 1. Accuplacer Scores for Students Referred to the FastTrack Program

Program	Subject	Students Recruited	Students Completing	Completion Rate	Successful Students*	Success Rate
FastTrack	English	548	418	76%	300	72%
	Reading	292	241	83%	155	64%
OnTrack	English	85	57	67%	54	95%
	Reading	91	73	80%	43	59%
<b>TOTAL</b>		<b>1,016 students</b>	<b>789</b>	<b>78%</b>	<b>552</b>	<b>70%</b>

Table 2. FastTrack and OnTrack Results, 2012–2015 (English/Reading only) *Please note:* The success rate is calculated based on the number of students completing the program who re-tested on the Accuplacer and placed out of developmental education.

education courses, a secondary goal—for students who don't test out after the three-week program—is to increase the eventual success rate of students who do take developmental education courses. We believe the FastTrack and OnTrack programs have played a part in achieving these goals to date (Figure 1). Each year, the percent of students needing developmental education has decreased while the percent of students succeeding in developmental education courses has increased subsequent to participating in the FastTrack program (Figure 2).

Since implementing the program, students have saved 52,266 contact hours and \$505,800 for bypassing placement into developmental education. Additionally, financial aid eligibility has been extended to these students. The program has also benefitted students by giving them experience with the culture and environment of college.

Across the institution, we have reduced the number of developmental courses by 38 sections. We calculate, using the Noel-Levitz Retention Revenue Estimator, that revenue has increased by more than \$300,000 by way of retention.

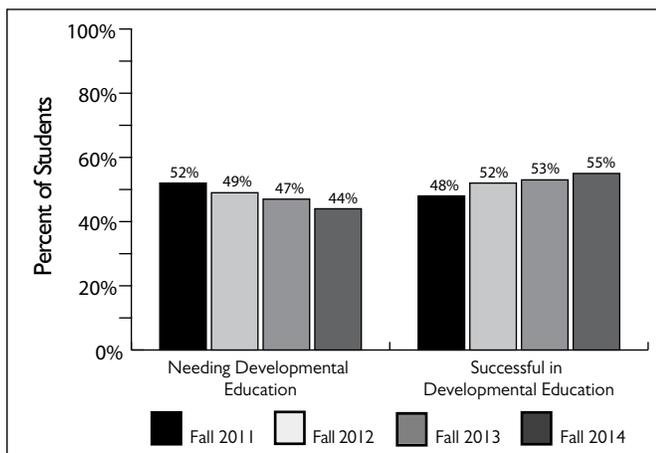


Figure 1. Percent of All Students (Not Just FTIAC) Needing Developmental Education and Percent of Students Successful in Developmental Education (English, Reading, and/or Math): Fall 2011 ( $n = 3,231$ ) Fall 2012 ( $n = 2,813$ ) Fall 2013 ( $n = 2,923$ ) Fall 2014 ( $n = 2,428$ )

## The Student Experience

Though FastTrack has been well received by our students, many continue to face challenges despite access to the FastTrack program, including socioeconomic challenges, test anxiety, and awareness and understanding of the placement test and developmental education program.

Ninety-four percent of students who completed English/Reading FastTrack/OnTrack courses responded to our survey about their experience at the end of the summer 2015 session. Figure 3 highlights summary data from this survey.

The following quotes highlight specific feedback on Pearson MyLabs from the student survey:

- “They [the modules] caught me up on a lot of things I forgot.”
- “The fact that it was easy to get on to from any computer was wonderful. I enjoyed working on the modules at home.”

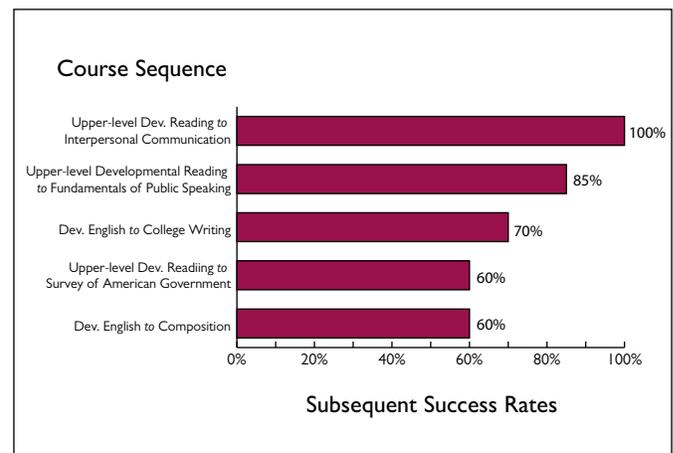


Figure 2. Developmental Course Success Rates for FastTrack Students, 2012–2014. From top to bottom ( $n = 9$ ); ( $n = 13$ ); ( $n = 126$ ); ( $n = 20$ ); ( $n = 55$ )

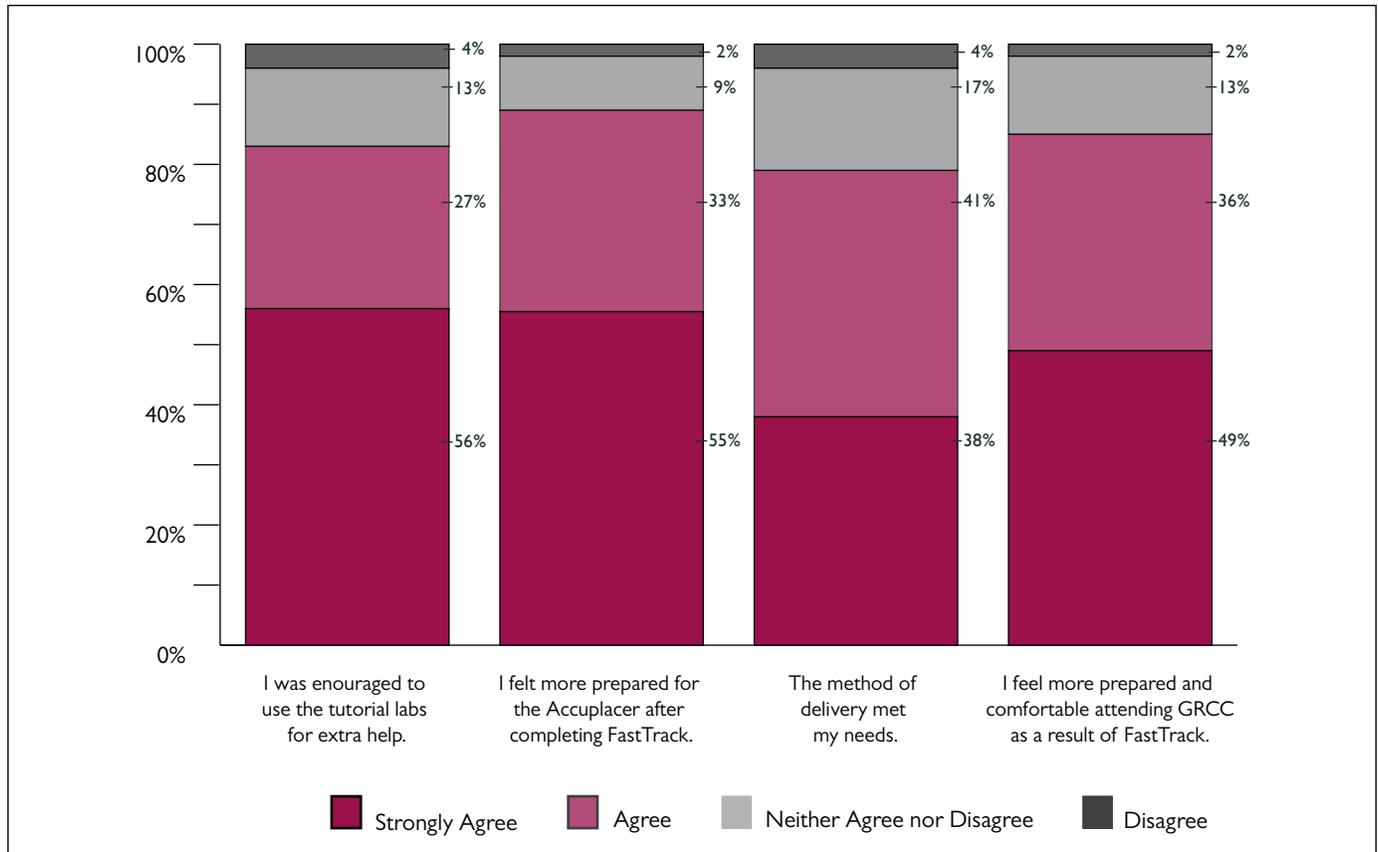


Figure 3. Student Survey Responses for English and Reading FastTrack Programs, Summer 2015 (n = 254)

- “I enjoyed the modules and how I could re-do them if I got something wrong and (then do) it better the next time.”
- “I loved the fact that there were videos to watch and the quizzes along with them.”
- “My favorite part of the FastTrack program was the modules. The modules not only helped me so much in understanding the basics of writing but also helped by breaking down each little thing in an essay. They also helped because I could get them done at the time I wanted.”

### Conclusion

FastTrack could be adapted at other institutions. At GRCC, the per-student cost for a three-week session averages \$104. This cost includes a professional tutor to facilitate the session, a peer tutor to assist, Accuplacer retake cost, software, and materials.

Although our Title III grant expires in September 2016, it is our intent to institutionalize this program. We are already paying for some of the program costs, but we see this as a valuable investment.

**For more information on the FastTrack program, please visit:**

<http://www.grcc.edu/collegesuccesscenter/fasttrackontrackprogram>  
<http://www.grcc.edu/communications/press/grccsfasttrackprogramreceivesnationalaward>

---

## Conclusion and Resources

We sincerely appreciate the instructors who took the time to share their successful implementations and results as case studies in this report. Behind the successful outcomes are students who have become better equipped to pursue their academic goals and achieve their life dreams. On a more practical level, we hope these case studies will serve as models for instructors to plan and measure the impact of their own MyLab implementation.

A successful technology implementation is an ongoing process, and Pearson's Efficacy Results and Implementation team has created new tools to help instructors improve the teaching and learning experience. On the following page, we outline the [10 Steps to a Successful Implementation](#). We hope you will also take some time to explore the resources listed below, and urge you to share them with colleagues:

- The [MyLab Planning Toolkit](#) is designed to help new or current MyLab users plan or revisit their MyLab implementation by providing charts, worksheets, and checklists to facilitate and support the three phases of the implementation process: Plan, Implement, and Evaluate. Working through this toolkit will help instructors create a well-designed plan that will shape an implementation strategy, including how to measure the impact of the MyLab on course outcomes, goals, and student achievement.
- The [English Redesign Toolkit](#) is designed for faculty redesigning writing, skills, and composition programs. The toolkit is a combination of best practices for successful implementations of Pearson digital products and the achievements of redesign objectives developed jointly by the National Center for Academic Transformation (NCAT), Pearson's Faculty Advisor Network, and other industry thought leaders. The content within the toolkit is organized by topic and worksheets are provided to help you and your team to develop a carefully planned and actionable road map of your redesign.
- \* The [Implementation Guide](#) provides just-in-time assistance for setting up your course, best practices and strategies for effective implementation.
- [How Do I? Videos](#) provide a library of short step-by-step tutorials that can be used to get up and running or reference throughout your course.
- [Live Online Training](#) workshops are led by experienced Faculty Advisors who can offer advice and best practices. Workshops are accompanied by Participant Guides to provide space for note taking and outline the post-workshop project to earn Continuing Education Units and Acclaim badges.

## Get Social with Pearson!

### PEDAGOGY & PRACTICE

Created for English instructors at all stages of their careers to share ideas and resources. New content is posted by faculty each week. Subscribe, search for topics, browse the archive, or start a conversation.

### TEACHING & LEARNING BLOG

A space where instructors can join the conversation with Pearson experts and industry leaders on today's ideas, trends, and research that influence learner achievement in higher education.

### PEARSON NORTH AMERICA ON FACEBOOK

# TEN STEPS

TO A SUCCESSFUL IMPLEMENTATION

## PLAN

- 1 Define the goals and outcomes you have for using Pearson technology in your classroom.
- 2 When choosing which features and assets to use, make sure they align with your goals, syllabus, and assessment plan.
- 3 Identify how you will measure your success.

## IMPLEMENT

- 4 Take advantage of Pearson's professional development and training opportunities to improve learner outcomes.
- 5 Customize the course to best meet your goals and outcomes.
- 6 Use your "Getting Started" resources to set your students up for success.

## EVALUATE

- 7 Monitor student performance throughout the term.
- 8 Improve student performance by using communication tools and other intervention methods.
- 9 Be open to making revisions during the term to improve the course's effectiveness.
- 10 Review data to measure success and plan course revisions.

Retrace your steps for another successful term if you're teaching this course again!

---

## List of Contributors

Wes Anthony

*Cleveland Community College, Shelby, NC*

Melissa Bader

*NORCO College, Norco, CA*

Michelle F. Blake

*West Chester University of Pennsylvania, West Chester, PA*

Randi Brummett

*California State University, Bakersfield, CA*

Dawn Cable

*West Virginia Northern Community College, Wheeling, WV*

Martha Campbell

*St. Petersburg College, St. Petersburg, FL*

Rosa Chang

*Florida International University, Miami, FL*

John Cowles

*Grand Rapids Community College, Grand Rapids, MI*

Domingo Hernandez-Gomez

*Grand Rapids Community College, Grand Rapids, MI*

Elizabeth Holmes

*Harford Community College, Bel Air, MD*

Brooke Hughes

*California State University, Bakersfield, CA*

Mike Larson

*Hennepin Technical College, Brooklyn Park and Eden Prairie, MN*

Emily Ryan-Radder

*Hilbert College, Hamburg, NY*

Gina Williams

*Harford Community College, Bel Air, MD*

Pearson is committed to providing products and services in support of effective teaching and learning. We do this by fostering partnerships with all industry stakeholders, including you, our customers. This is your community. In a spirit of sharing best practices among peers, we offer instructors informative reports, present online forums and trainings, and sponsor various on-ground events throughout the year. We encourage you to participate, and we welcome your feedback.

[www.pearsonmylabandmastering.com](http://www.pearsonmylabandmastering.com)