

MyEconLab

School Name [Monroe County Community College, Monroe, MI](#)
Course Name [Principles of Macroeconomics](#)
Course Format [Lecture and online](#)

Key Results In lecture and online sections, data show a highly significant correlation between MyEconLab homework and both quizzes and exams. In addition, students who complete all homework assignments earn higher average quiz, exam, and final course letter grades.

Submitted by

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Course materials

Macroeconomics, Principles, Applications and Tools, O'Sullivan, Sheffrin, and Perez

Challenges

Monroe County Community College is a two-year college serving approximately 4,000 students across two campuses. The school offers a general education program for students seeking either transfer to a four-year university or a career in a vocational education. The Principles of Macroeconomics course is a requirement for business management majors, and is also taken by students in need of economics credits. Students learn about basic economic concepts and institutions, the nature of economic activity, and the functions of economic systems; they also examine markets and prices, unemployment, inflation, the role of money, and the interdependency of global economies.

Repetition via problem solving is a key to success in economics courses. Seeking a way to offer unlimited access to practice, Wendy Wysocki, instructor, implemented MyEconLab in 2007.

Implementation

Both lecture and online sections follow the same suggested format: read the textbook chapter, complete the MyEconLab homework assignment, and then take the MyEconLab quiz prior to exam day. Homework assignments and quizzes are graded as one unit, in sections corresponding to the chapters (usually four) covered on each exam. Students are allowed unlimited attempts and access to all learning aids on homework assignments; they are allowed two attempts for each quiz. Homework and quizzes are due the night before each exam. Use of the Study Plan is encouraged, but is optional and not tracked.

Students in lecture sessions take five, in-class pencil-and-paper exams. They also complete a portfolio project and current

events assignments. Online students are given the same five exams as the in-class students, proctored in an on-campus testing center. They are available for one week and can be taken any time the center is open during the designated time period. In addition, students are required to read discussion board posts and to provide thoughtful responses.

Assessments

Lecture

60 percent Tests (5)
15 percent Commanding Heights portfolio
10 percent MyEconLab quizzes
10 percent MyEconLab homework
5 percent Current events

Online

60 percent Tests (5)
15 percent Commanding Heights portfolio
10 percent MyEconLab quizzes
10 percent MyEconLab homework
5 percent Discussion board posts

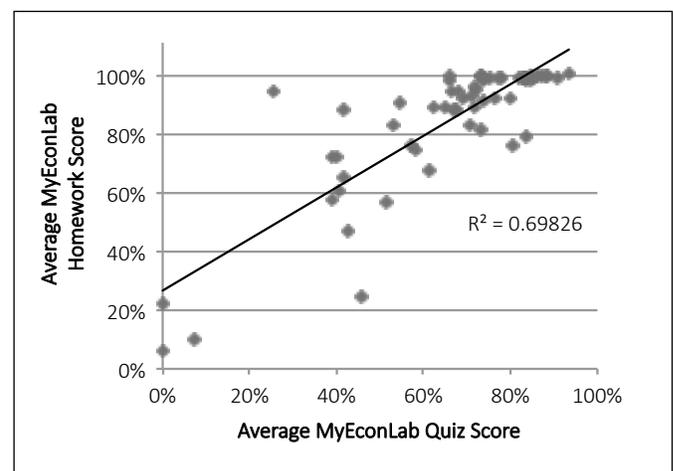


Figure 1. Correlation between MyEconLab Homework and MyEconLab Quiz Scores, Lecture Format, Winter 2014 ($n=60$)

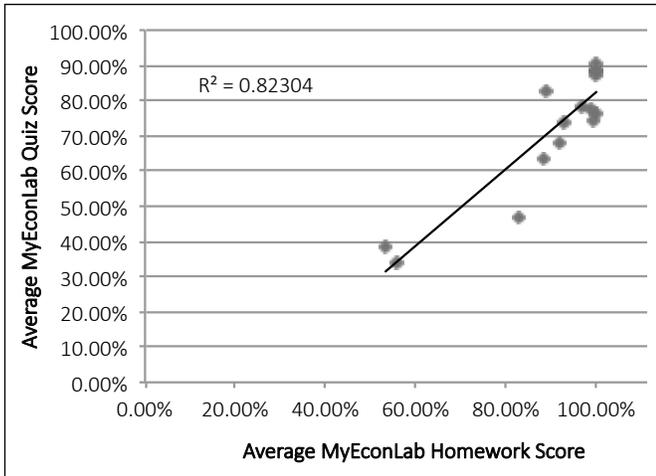


Figure 2. Correlation between Average MyEconLab Homework and MyEconLab Quiz Scores, Online Format, Winter 2014 (n=16)

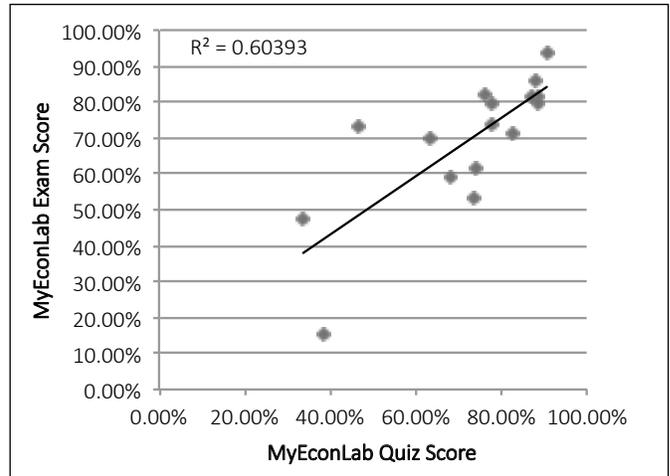


Figure 3. Correlation between MyEconLab Exam and MyEconLab Quiz Scores, Online Format, Winter 2014 (n=16)

Results and Data

Data indicate that in both lecture and online sections there is a very strong correlation between MyEconLab homework scores and MyEconLab quiz scores (figures 1 and 2). Data also indicates that in online sections there is a highly significant correlation between MyEconLab quiz and exam scores (figure 3).

In addition, MyEconLab homework completion rates were analyzed to determine the impact of completion on overall course performance. Results show that a significantly higher percentage of students who attempted all homework assignments earned an A, B or C, compared to students who skipped at least one assignment (figure 4).

- 100 percent of students who earned an A and 94 percent of students who earned a B completed all assignments.
- 100 percent of students who received an F skipped at least one assignment.

A similar analysis of average quiz and exam scores of students who either completed all assignments or skipped at least one assignment showed that quiz and exam averages were substantially higher—58 percent and 18 percent higher respectively—for students who completed all assignments.

The Student Experience

Wysocki’s students have been vocal in their support for MyEconLab. Comments include the following:

- “[MyEconLab’s] study tools are amazing.”
- “To help future students be successful in this class, I’d suggest they do everything MyEconLab has to offer.”

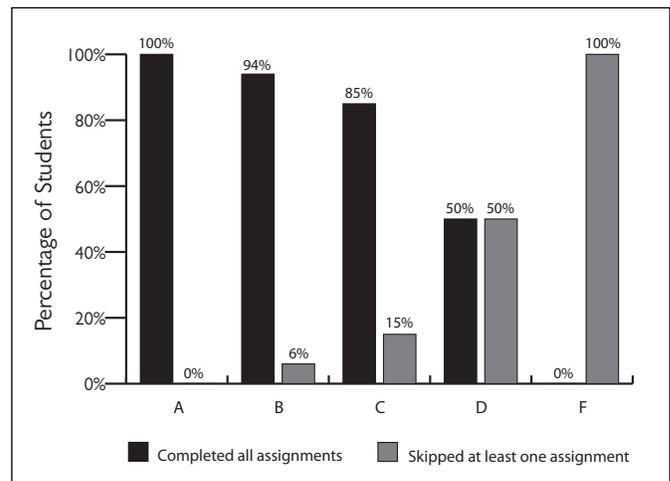


Figure 4. Relationship between Final Course Grades and MyEconLab Homework Completion, Winter 2014 (Completed all assignments, n=60; Skipped at least one assignment, n=14)

Conclusion

Wysocki reports greater student engagement since implementing MyEconLab. She strongly recommends requiring MyEconLab homework for a grade, as she found early on that students will opt out of doing assignments if there is no credit attached. The program proved itself as a valuable learning tool that can be pointed to as a catalyst for improved overall student success.

Future plans include using the MyEconLab Experiments as real-life applications during class lectures and incorporating the Real Time Data Analysis exercises.