

### Chuck Louviere

Lead Instructor, Information Systems and Technologies Department,  
Oklahoma State University - Oklahoma City (OSU-OKC) campus

## Implementing a Customized SAM Solution Leads to Positive Student Results

Chuck Louviere is a lead instructor in the Information Systems and Technologies department at Oklahoma State University-Oklahoma City (OSU-OKC) campus. He has worked at various colleges, universities, and vocational technology schools in the Oklahoma City area since 1995. In higher education, he has served on a variety of college advisory committees and has been recognized at different schools for teaching excellence. Chuck has taught courses in computer hardware, operating systems, office applications, Internet, HTML scripting, and web page design. His current responsibilities include course design and development for an introductory level general education computer course called Computer Concepts with Applications which services 1200-1300 students yearly.

Chuck's deep experience means he has interacted with virtually all of the major IT digital learning solutions. When he started his position at OSU, the computing department was using Pearson's MyITLab, but Chuck felt that circumstances dictated the department begin searching for a new digital learning solution for the introductory course. This began a yearlong evaluation of digital learning solutions. During this process, Chuck found that both MyITLab and SAM would meet the needs of OSU-OKC's Computer Concepts course. However, Cengage Learning was the only company willing to make adjustments to the product based on OSU's needs. Chuck said, "That willingness to listen to clients and make adjustments were what really attracted me [to SAM]."

In addition to Cengage Learning's willingness to customize the platform to his needs, Chuck felt that SAM is an ideal solution for introductory computing as it is more user friendly than other solutions he has taught with. "One of the key things about SAM that influenced my decision is that it is easier for students to pick up on. Students just log in and it's clear where they need to go from there," said Chuck. Additionally, Chuck found that SAM was easy to implement in a large, multi-section course where students are using a variety of hardware and Internet browsers. "[SAM] works with most [Internet] browsers," said Chuck.

Chuck found that SAM was up to the task of handling a massive course that varies in delivery across sections. "With so many students, so many sections and so many ways the course is offered – for example, in 8 week or 16 week semesters as well as on campus or online – I need a product that is going to work for a lot of students with very little hassle," said Chuck. Chuck has also found the resources SAM provides for students, such as how-to videos, to be extremely valuable.

OSU-OKC made the switch to SAM for the Summer 2014 semester and Chuck has already seen a difference in student pre- and post-test scores. "For the Fall 2014 semester, I have noticed about a 30% increase in student scores using SAM paths [between the pre- and post-test]," said Chuck. Chuck believes the focus SAM places on testing students where they are having the most difficulty has made the biggest difference. He said "In previous platforms, students would have to take the entire post-test regardless of whether they got [the problems] right on the pre-test. SAM gives them training on only the problems they need to practice the most."



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