

BREAK FREE FROM WHAT YOU KNOW TO WHAT YOU NEED

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Students often struggle to connect concepts to application. Connect Master 2.0 Student Success's customizable content is built with deliberate instructional alignment which provides students with focused instruction and assessments. Master takes students **beyond rudimentary knowledge to mastery** of foundational concepts through adaptive learning with just-in-time learning resources, paired with **practical assessments**.

Student Success Course Survey 2019 Key Findings 566 Instructors and Administrators Surveyed

COURSE GOALS:

77% of instructors rate their top desired course outcome to be "how to apply critical thinking to college material and life."

71% of instructors rate their top desired course outcome to be "how to apply strategies to success in college and lifelong learning."

64% of instructors rate their top desired course outcome to be "master effective study sklls."

Additionally, this survey ranked the following as their **TOP COURSE CHALLENGES** in Student Success:



Time management



Juggle the many demands of college and life



Write in a clear and concise manner

Most common assignment types to assess course outcomes:

✓ Written assignments
 ✓ Self-assessments

DIGITAL-FIRST COURSEWARE

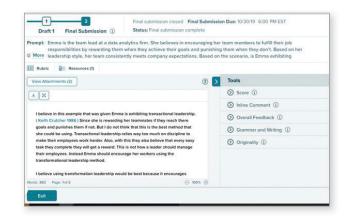
Connect Master 2.0 Student Success content is designed for digital use, rather than a static reading experience. This allows for:

- More immersive concept exploration, boosting engagement and efficiency for students and addressing the often-raised concern that "students don't read."
- Greater ability to reconfigure and customize content is organized and divided at a more granular level. This, combined with the transparent instructional alignment, makes it easier than ever to delete, add, and move content while still preserving the cohesion of the learning experience.
- Regular and seamless updates to the adaptive content give students access to new and current information throughout the semester, without requiring instructors to create new assignments or courses.



"I love the options available for customizing the topics, the flexibility, and the interactive content. My students improved their study skills by 15% in just six weeks during the summer!"

> --MAUREEN SMITH, MOTT COMMUNITY COLLEGE



Contraction of the	Goal Setting				
OBJECTIVE	Students will develop and set SMART, short and long term goals and identify ways to overcome barriers to achievement.				
READING	Introducing Goal Setting Setting Smart Goals Recogniting and Overcoming Barriers to Goal Settings Demonstrating Accountability in Goal Setting Setting and Achieving Academic Goals Setting and Achieving Personal Goals				
ADAPTIVE QUESTIONS	Introducing Goal Setting Setting Small Goals Setting Small Goals Recogniting and Overcoming Barriers to Goal Settings Demonstrating Accountability in Goal Setting Setting and Achieving Academic Goals Setting and Achieving Academic Goals				
ACTIVITIES AND ASSESSMENTS	See instructor Manual Additional activities, worksheets, video links, articles, and possibilities for group work (varies by module)				
PERFORMANCE ASSESSMENTS	Reflect on Your Learning: What factors influence your goals Reflect on Your Learning: Short Term and Long-Term Goals Reflect on Your Learning: Charling Long-Term Goals to Short-Term Goals Apply Your Learning: Creating a SMART Goal Reflect on Your Learning: Self-esteem and Goalsetting Reflect on Your Learning: Telm Importance of Revards				
SELF ASSESSMENT	Goal Setting Approach				

COLLEGE SUCCESS SKILLS GAPS:

Instructors expect their students to develop these top five competencies after completing Student Success courses to assist in workforce readiness:

87 %	Oral and written communication			
86%	Critical thinking / problem solving			
00/0	Chicar anniking / problem solving			
75%	Teamwork / collaboration			
69%	Professionalism / work ethic			
48%	Career management			

Top 3 **COURSE ATTRIBUTES** when selecting course material:



PRACTICAL ASSESSMENTS

Practical assessments, such as applicationbased activities, reflection, application, and self-assessment activities help students gain an understanding of their current abilities and learn to develop the strategies they need to succeed. This approach supports lifelong learning and allows instructors to better assess students' 21st century skills.

APPLY YOUR LEARNING ACTIVITIES

 Similar to a journal, these activities allow students to apply the concepts in the module to their own life or situation.

REFLECT ON YOUR LEARNING ACTIVITIES

 Self-reflection activities helps students build self-awareness and gain a better understanding of their strengths, weaknesses, and driving factors. The student is expected to demonstrate critical thinking, analysis, and synthesis of concepts as evidence of understanding and application.

WRITING ASSIGNMENTS

- Assign a full range of manually-scored writing assignments to students with just-in-time writing feedback.
- Students will automatically receive grammar and high-level writing feedback to improve their writing before they submit their project to you.
- Run Originality Checks and receive feedback on "exact matches" and "possibly altered text" that include guidance about how to properly paraphrase, quote, and cite sources to improve the academic integrity of their writing before they submit their work to you.
- The new writing assignment will also have features for instructors that allow you to assign milestone draft (optional), easily re-use your text and audio comments, build/score with your rubric, and run your own Originality Check of student work.

Apply Your Learning: Three Day Time Log The section handly there if the of part of the singular day larger. There are a the standary par senses takes you The shade handly handly from the section to a bott the section to a bott the standary par senses takes you The section to a section to a bott the section to a bott the section to a bott the standary par senses takes you The section to a bott the section to a b

Reflect on Your Learning

Once you've completed the tracker, answer the following questions to reflect on the time tracker.

 1. What surprised you about how you spent your time?

 2. What do you think you might want to spend more or less time on? Why?

 3. Give examples from your sheet of each type of time usage category (maintenance time, discretionary time, wasted time, committed time

 4. What do you think you will do differently going forward to take better control of your time?



SELF-ASSESSMENTS

 Involve students in evaluating their personal style and apply meaning to the concepts via automated self-assessments.

APPLICATION-BASED ACTIVITIES

 In a virtual peer-to-peer setting, these interactive, application activities allow students to take on the role of helping another student work through a specific real-life challenge. These often involve multiple decision-making paths and are auto-graded.

"I think it would really help get students engaged, interact with the material, and then reflect on their learning." – ERIK CHRISTENSEN,

SOUTH FLORIDA STATE COLLEGE

"I loved the time log! It's great when students can apply what they've learned." – MARIA PARNELL, EASTERN FLORIDA STATE COLLEGE

INSTRUCTIONAL ALIGNMENT

Connect Master 2.0 Student Success content is developed through deliberate and transparent instructional alignment via backward design.

- Learning objectives, assessments, and instructional content are aligned to ensure instruction directly supports what is assessed, and time is not wasted on extraneous content.
- A scaffolded approach helps ensure that students develop the foundational understanding necessary to build their knowledge and receive the practice they need to conquer higher-level assessments.
- This deep instructional alignment also allows a transparent view into how the different aspects of the learning experience connect, making it easier to see the wider implications of changes, and make effective customizations.

ADAPTIVE LEARNING

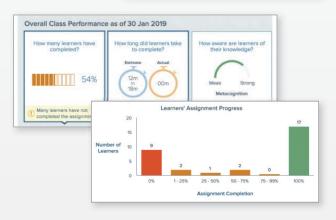
- You can build assignments that cover only the topics or concepts that you want to focus class attention on, resulting in a focused, streamlined learning experience for students.
- Adaptive Learning gives each student a personalized path to learning topics or concepts.
 All adaptive content—including questions and learning resources—is specifically targeted to, and directly aligned with, the individual learning objectives being assessed.
- Reporting tools in Adaptive Learning show where students are struggling to understand specific concepts and where they excel.

Critical Thinking Information Literacy and the Critical-Thinking Process How Do I Make Sense of All This Information in College? Information Literacy and the Critical-Thinking Process Critical Thinking and Information Literacy What to Look for in an Argument Arguments Assumptions and Inferences Bias The Critical-Thinking Problems How Do I Improve My Decision-Making Skills? Improving Your Decisions Skills Decision-Making Skills



Roles of a Time Manager

To properly manage your time, you must take an active role in doing so. Your role as time manager includes the following: • Being organized so you can complete more tasks during the day • Considering how to organize your d • Thinking of the academic and perso day You got some questions wrong. Select a resource to learn more about this concept before continuing.



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"No student is the same nor is their understanding of the material. Adaptive assignments provide opportunity for individualized learning that requires little intervention or set up on the instructor's part." – REBECCA SAMBERG, HOUSATONIC COMMUNITY COLLEGE "Allows students to check their comprehension of the material. If they get multiple questions wrong, I like how they are required to review the resource before moving forward." – PAMELA BILTON-BEARD, HOUSTON COMMUNITY COLLEGE

INTERACTIVE READER

The Connect Master 2.0 Student Success Interactive Reader is built around key learning objectives that streamline the essential conceptual information. Key concepts are enhanced by resources to provide an active learning experience.

These resources include:

WATCH & LEARNS

- Animated or real-world videos explain challenging key concepts, and offer an alternative learning method for the more visual learner.
- All videos include optional video transcript and English subtitles.

CLICK & LEARNS

- Expandable Outlines clarify complex processes in digestible, step-by-step fashion.
- Clickable hotspots reveal additional information in an engaging way.

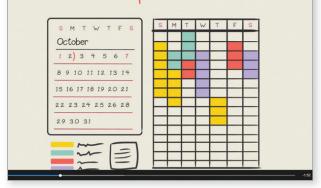
CAREER PATH

- Highlighted boxes to help students make the connection between the concepts discussed in the reading to the workplace; for example, how time management will apply to your career, or how the ability to be proactive will help in your profession.

CORE CONCEPTS NOTEBOOK

- While Connect Master 2.0 Student Success is a fully digital product, we have also developed a Core Concepts Notebook which can be used alongside the digital product for those students who value a print reference. The Core Concepts Notebook contains the essential narrative content (without the interactives) from the Interactive *Reader* and is available as a printable PDF within Connect Master 2.0 Student Success if assigned.

How to Prepare a Calendar



CLICK AND LEARN: Types of Time Usage

get a job in the professional world, you will be expected to complete various tasks an titles. It will be up to you to determine which ones need to be at the top of the list and yed first. Understanding how to prioritize tasks in order of the urgency and importanc mough on those tasks can help you really shine as an employee.



OO Mindset and Factors That Influence Academic Success

Atthough a majority of individuals choose to attend college immediately after high school, you'll find students of all ages at your campus. There are a few traits that help students succeed in college at any e.g...The good news is that these are traits you can cortof, cultivate, and grow over time. Your poten-tial for success is under your control if you por your mind to it. There are many traits that lead to suc-cess, such as self-alscipline, a distinct for life/op learning, and a willingness to als do holp. Among the most important, however, are motivation, effort, self-control, responsibility, resilience, and mindsets.

Two Types of Mindsets

So why do some people succeed and others don't?

Having a positive attitude means approaching life with optimism. This optimism helps to diminish worries and negative thinking. Let's face in —being a college student is challenging and you must belance many reponsibilities. But is also an exciting time with many possibilities and opportunities. If you face a challenge such as a rigoroux course or a less than-attifactory grade on a test, you can choose to (1) focus on the problem or (2) focus on hove to improve yourself or how to face these types of problem. Dividually, the second option is more likely to lead to success.

Two types of mentality are under discussion here

- Complaint/Closed Mindset: People with this mentality often make excuses for problems they have and believe their potential for success is limited. Course of Action/Open Mindset: People with this mentality focus on solutions to problems and identify sources of support. They believe their potential for success is the result of effort, self-control, personal responsibility, and resilience.

"It is a straightforward read and the layout of the information is really good. The videos were pleasant to watch and value added for the student experience."

- RULA MOURARD,

"This section was interactive and included a variety of different learning modalities which should keep students' interest."

> - ERIK CHRISTENSEN, SOUTH FLORIDA STATE COLLEGE

CONNECT MASTER 2.0 STUDENT SUCCESS TAKES STUDENTS HIGHER

As a learning science company, we create content that supports higher-order thinking skills. This chart shows a few of the key assignable activities aligned with Bloom's Taxonomy.

	Connect Master Reader	Connect Master Adaptive Questioning	Performance Assessments— Reflect on Your Learning	Performance Assessments— Apply Your Learning	Self- Assessments	Application- Based Activity
CREATE				\checkmark		
EVALUATE			\checkmark	\checkmark	\checkmark	\checkmark
ANALYZE			\checkmark	\checkmark	\checkmark	\checkmark
APPLY			\checkmark	\checkmark	\checkmark	\checkmark
UNDERSTAND		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
REMEMBER	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark



Meet LaShana

MEET **LASHANA STOKES,** LEAD CONTENT ARCHITECT

"The most important moment in a student's educational journey is found at the crossroad where purpose, passion, and persistence meet – this is the catalyst for college success."

LaShana Stokes, M.Ed. has not only created this quote, but has helped breathe life into it for students through her faculty role in the first-year experience classroom, as well administrator roles in higher education. Ms. Stokes has over 17 years of demonstrated transformational leadership in student affairs, academic affairs and the college classroom at HACC, Central Pennsylvania's Community College, which has a student population of over 25,000 students. Her roles included Dean of Enrollment Management, Interim Dean of Student and Academic Success, Department Chair of Social Sciences and Assistant Professor in Foundational Studies, which offers firstyear experience classes.

LaShana holds a B.S. in Speech Communication: Broadcasting and an M.A. in Education: Curriculum and Instruction and is currently pursuing her doctoral degree in Higher Education Leadership. She is a dynamic motivational speaker leading first-year experience and equity (institutional and classroom commitment) trainings and has presented at several local, regional, national and international conferences on the topics. In 2016, LaShana was nominated for the President's Award and in 2017 received HACC's Scholarship Recognition Award for her research on piloting first year experience classes specifically for underrepresented populations and promoting institutional and classroom equity.

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- Module 9 Critical Thinking
- Module 10 Money Management
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