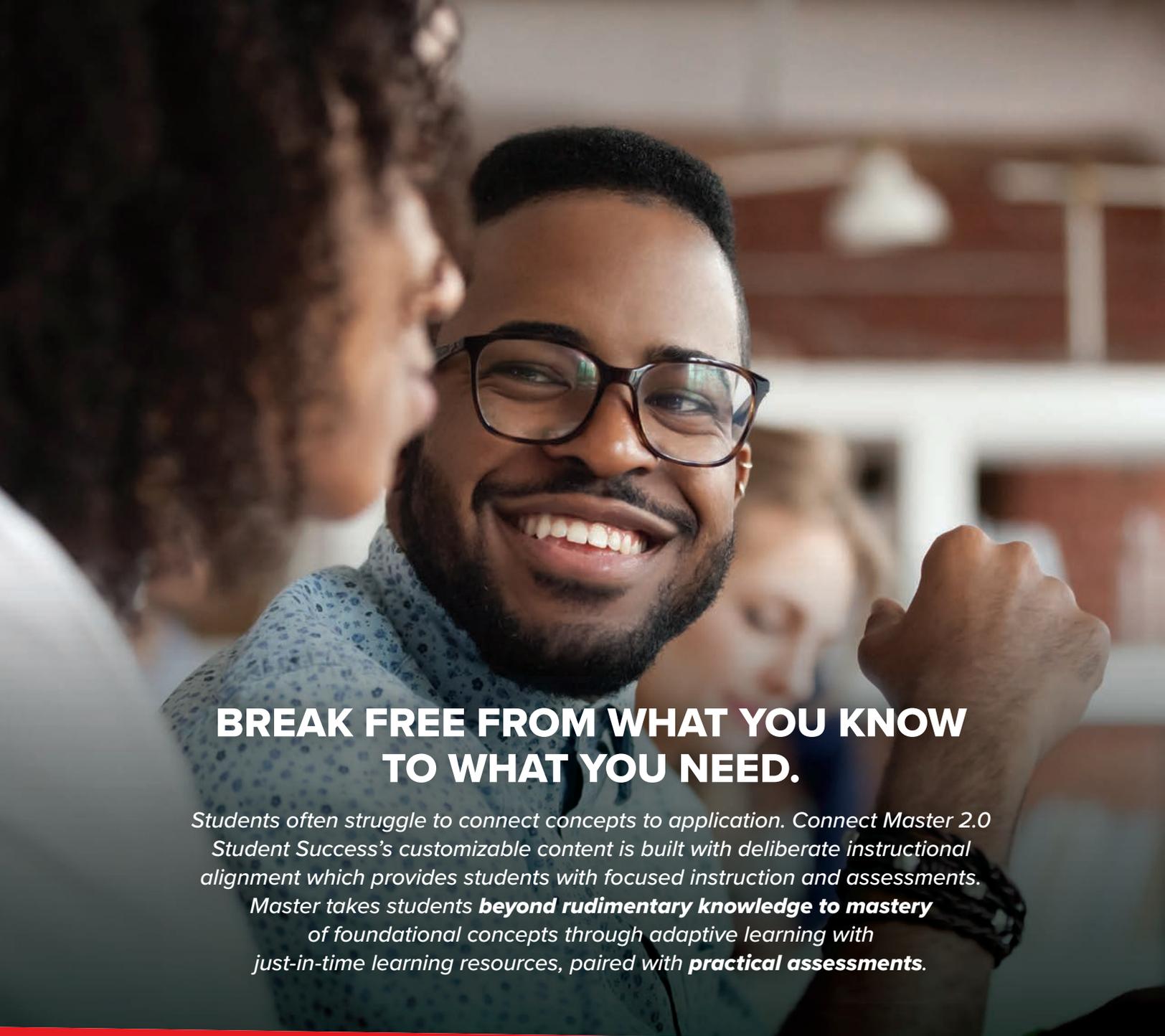# McGraw Hill

connect® MASTER 2.0
Student Success

BREAK FREE FROM WHAT YOU KNOW
TO WHAT YOU NEED

BREAK FREE FROM WHAT YOU KNOW TO WHAT YOU NEED.

*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:

1 *Time management*

2 *Juggle the many demands of college and life*
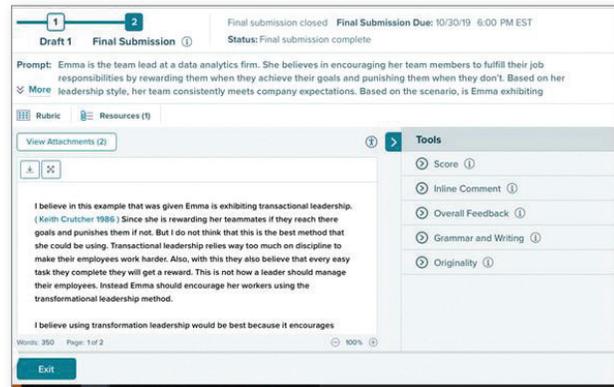
3 *Write in a clear and concise manner*

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

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*

75% *Teamwork / collaboration*

69% *Professionalism / work ethic*

48% *Career management*

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

61% *Price and affordability*

31% *Flexibility of content*

31% *Readability*

PRACTICAL ASSESSMENTS

Practical assessments, such as application-based 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.

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.

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.
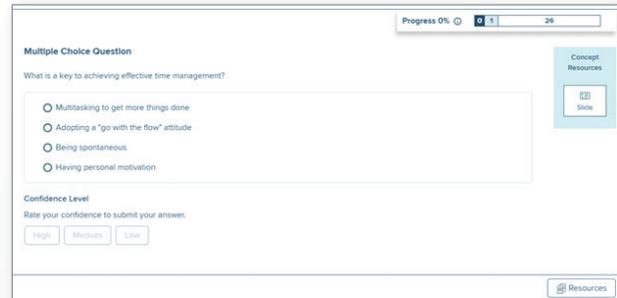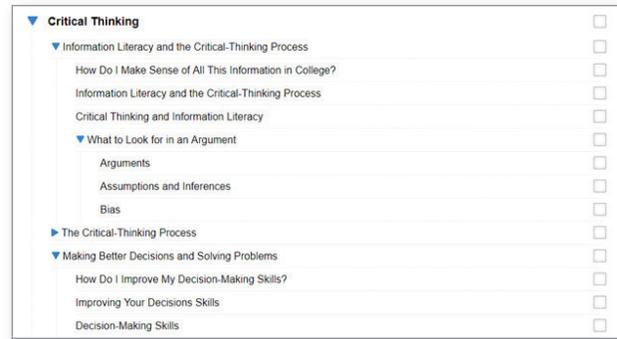
ADAPTIVE LEARNING

– 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.
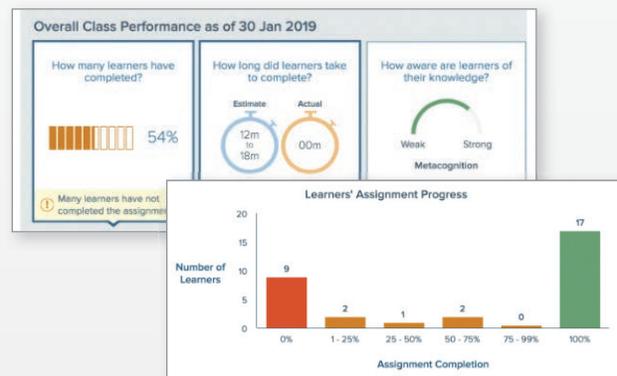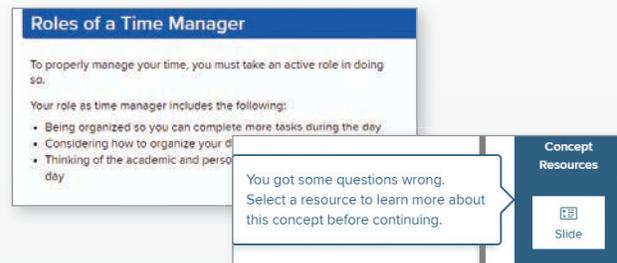
> "No student is the same nor is their understanding of the material. Adaptive assignments provide opportunity for individualized learning that requires little intervention or set up on the instructor's part."
> **– REBECCA SAMBERG,**
> HOUSATONIC COMMUNITY COLLEGE

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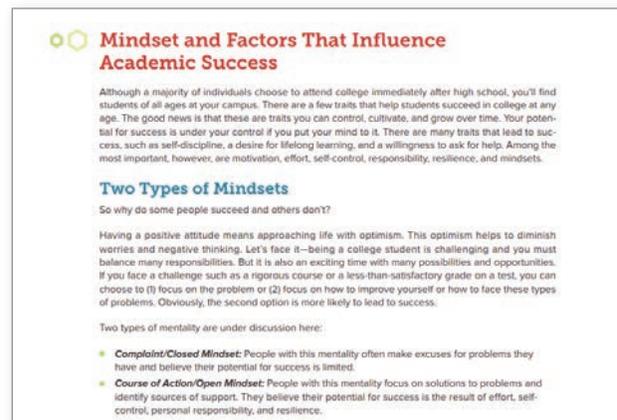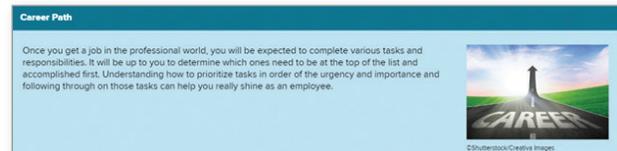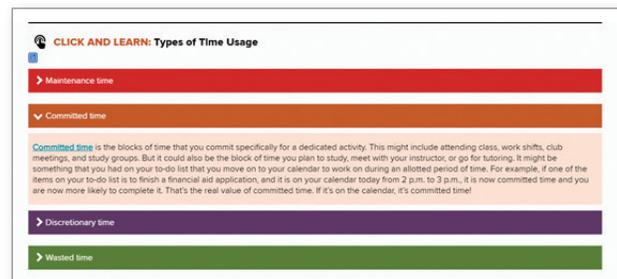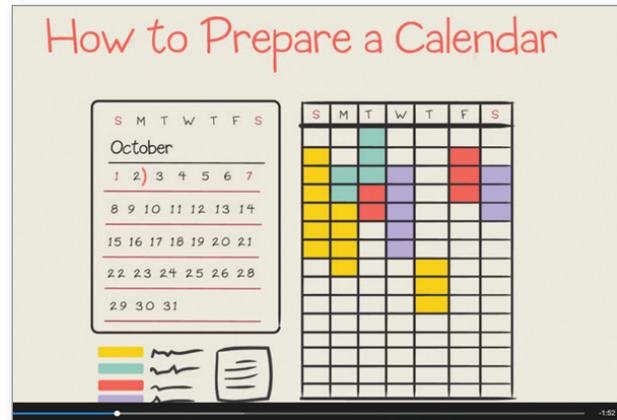
"It is a straightforward read and the layout of the information is really good. The videos were pleasant to watch and value added for the student experience."

– RULA MOURARD,
IVY TECH COMMUNITY COLLEGE, FORT WAYNE

"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				✓		
EVALUATE			✓	✓	✓	✓
ANALYZE			✓	✓	✓	✓
APPLY			✓	✓	✓	✓
UNDERSTAND		✓	✓	✓	✓	✓
REMEMBER	✓	✓	✓	✓	✓	✓

MEET *LASHANA STOKES,* LEAD CONTENT ARCHITECT

Meet LaShana

"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 first-year 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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