Cuyahoga Community College Case Study

Connect Master, Adaptive Learning Assignment, and Inclusive Access

Student Engagement and Course Grades Improve with Connect Master, Adaptive Learning Assignment, and Inclusive Access

The Study

Dr. Michele Hampton wanted an engaging and easy-to-navigate digital solution. "Having the course content presented through videos rather than a traditional textbook was a big selling point for me," says Hampton. Hampton's goals were to increase student engagement, provide students with rich digital media content, provide seamless integration with Blackboard, and have student access to materials on day one.



Study Specifics

School Name
Cuyahoga Community College

Educator
Michele Hampton, PhD

Course Name
Principles of Microeconomics

Delivery
Online with Inclusive Access

Program
Connect Master Economics with *Principles of Economics* by Carlos Asarta and Roger Butters

LMS Integration
Blackboard

Implementation

Breakdown of Course Grade

- Course Intro Assignments - 1%
- Connect Master Videos - 16%
- Adaptive Learning Assignment Homework - 16%
- Application-Based Activities - 30%
- Exams - 37%

Hampton implemented the course under the Inclusive Access Model at Cuyahoga Community College. "My experience with Inclusive Access has positively impacted my students' learning experience. Students have the course materials and are "ready to go" on the first day of class so there is a lot less course start-up confusion," says Hampton.

The course implementation includes, on average, three to four assignments per week and incorporates a digital-first approach using author-narrated media-rich videos to introduce students to each topic. These videos are available in English and Spanish and captioned for accessibility. Students can access a print companion that includes vocabulary and worked examples to reinforce concepts if needed.Hampton advised students to watch the videos before moving on to Adaptive Learning Assignment.

Adaptive Learning Assignment is the engine behind adaptive homework assignments that "chunk" topics into groups of 3-5 concepts and uses metacognitive student ratings of their confidence. "Adaptive Learning Assignment uses information from the homework to design review assignments and provides me with data on which concepts may need more reinforcement," explains Hampton.

After students complete the Adaptive Learning Assignment questions that reinforce the concepts, Hampton assigns Application-Based Activities, which are simulation-based scenarios where students can practically apply the concepts they are learning.

Hampton administers exams after each major unit and pools the exam questions. Exams consist of 50 questions, one attempt, timed and proctored using Proctorio within Connect. "The videos, adaptive homework, Application-Based Activities, review assignments, and exam questions are robust," says Hampton.

Seamless integration with Blackboard using deep link integration allows Hampton to design a "one-stop shopping" learning environment where students do not have to search in two separate systems to access their assignments and resources.



I wanted to provide students with course materials that were available in both digital and hard copy format, that were affordable and also engaging. I also liked the idea that students no longer had to worry about access codes and that their course materials were available on the first day of class."

Results

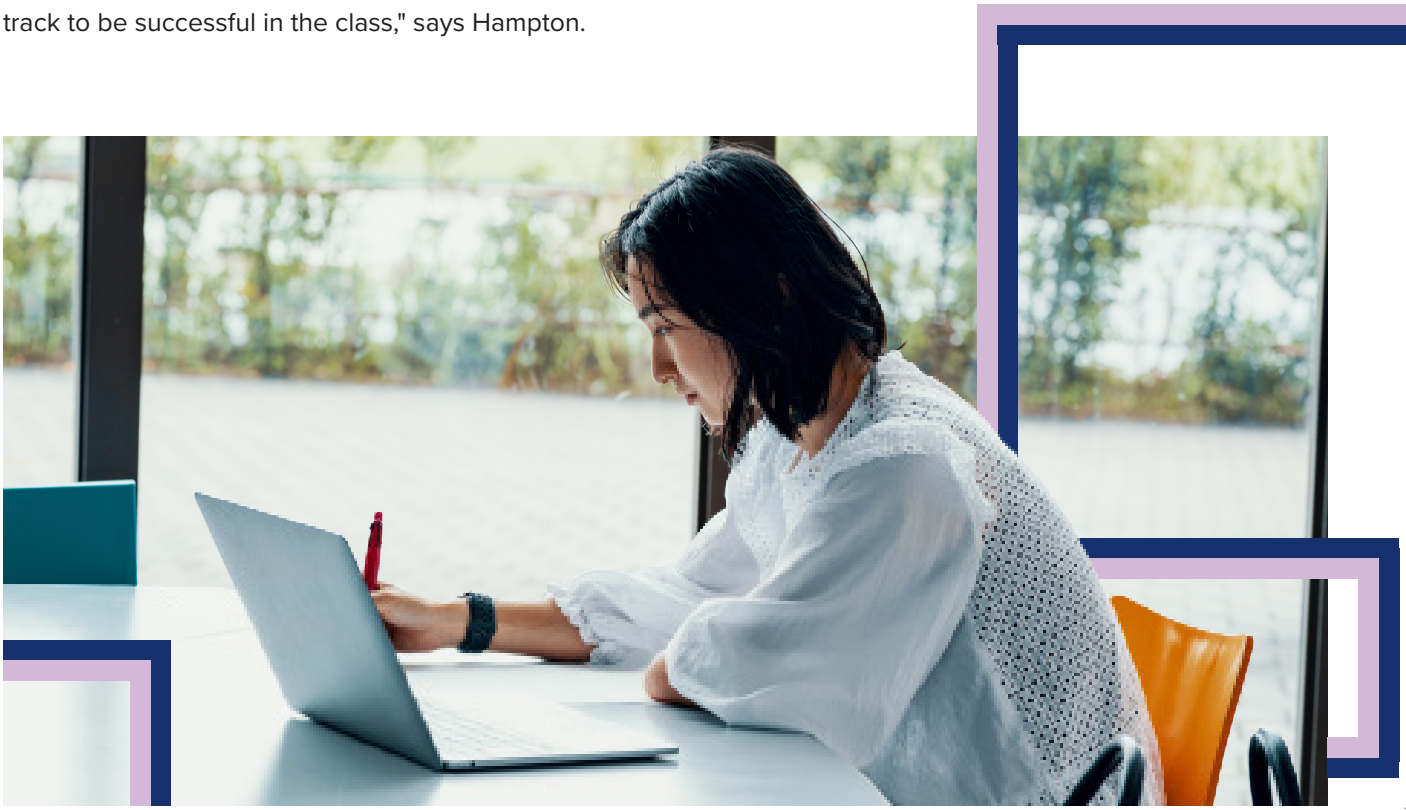
Student engagement with their content and learning resources has improved with Connect Master and Adaptive Learning Assignment. "Students report that they rather watch the content videos rather than read a traditional textbook and that they like the Application-Based Activities assignments because they are practical and give them a chance to put their knowledge into practice," says Hampton.

Connect's performance tracking allows Hampton to pinpoint students' knowledge gaps, dig deeper into how the class is doing, and track students' learning experiences. "Assignment reports allow me to quickly see an overview of how students performed on an assignment, and the Item Analysis shows if there were questions/ concepts that students had trouble with that may need additional reinforcement," says Hampton. Connect has also freed up the time that Hampton previously spent on grading. "The time I spent grading has decreased, which frees me up to spend more time to check in with my students individually and to make sure that they stay on track to be successful in the class," says Hampton.

Increased student engagement and more time spent teaching have impacted course grades. Average course grades have improved from 2.55 in Fall 2018 to 2.79 in Fall 2022.

Conclusion

Connect Master and Adaptive Learning Assignment allowed Hampton to design an engaging and relevant course. Students report that they prefer the digital delivery of their content much more than reading assigned pages in a traditional textbook. "This serves to help keep students engaged, so they are more likely to draw connections that help them retain the concepts and ideas being presented," says Hampton. Inclusive Access has positively impacted the student's learning experience, and student textbook cost has decreased Hampton encourages instructors to make student engagement with each other, with their instructor, and with the content the center of their course design.



Study Setting

Cuyahoga Community College (Tri-C) is Ohio's first community college and remains Ohio's oldest and largest public community college. Each semester Tri-C offers more than 1,000 credit courses in more than 200 career and technical programs and liberal arts curricula. The College serves more than 25,000 students annually across four campuses, of which 38% identify as minority.

Course Description

This course uses the basic tools of microeconomics to study the economic decisions of households and business firms in a market based economic system with some government involvement.





Instructor Bio

Dr. Michele Hampton has been a Professor at Cuyahoga Community College in Cleveland, OH, for over 20 years, where she teaches in the Business Administration department. Dr. Hampton's interests include adaptive learning, instructional design, student immediacy, and social presence. She enjoys teaching blended and online courses and is active in curriculum development. Hampton was named 'Teacher of the Year' by the Ohio Association of Two Year Colleges (OATYC), was an American Association of Community Colleges Faculty Innovator award finalist, and received the ‘Teaching Excellence’ award at Cuyahoga Community College. She is a former manufacturing engineer, management consultant, business owner, and Information Technology faculty member.

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