McGraw Hill Connect

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YORK TECHNICAL COLLEGE

Rock Hill, South Carolina

Case Study

McGraw Hill Connect® Composition and Inclusive Access Improved Student Success by 7% In English 101 and 4% in English 102

Administrators and instructors at York Technical College were looking for a way to provide students with immediate course access and adaptive learning solutions.

Connect® Composition provides Instructor Hyman with more time for lecture because she spends less time reviewing homework. Hyman says, "I have more time to make substantial comments on writing projects, and my grading time is reduced by removing low-stakes grading."

Administrator Pearsall agrees. "More class time is available for teaching and not conducting tests and graded activities." Pearsall also notes the benefits of more flexible scheduling for classes, especially for hybrid courses.

Digital Product in Use: Connect® Composition with Inclusive Access (IA)

LMS Integration: D2L

Course Name: English 101 College Composition I, and English 102 College Composition II

Course Type: Blended lecture and online

Credit Hours: Three

Program in Use: *Writing to Read, Reading to Write* by Alison Kuehner

Instructor: Stephanie T. Hyman, English Instructor

Administrator: Elizabeth Pearsall, Associate Dean Institute for Teaching Excellence

Enrollment: 20 students per section; 4 sections; over 1,000 / year (university total)

Implementation Study Term: 2018-2019 (without Connect or IA) and 2019-2020 (with Connect and IA)

Implementation

The course grade is determined by the following:

- 60% major assessment (essays)
- 40% low-stakes assessments

Students are assigned one major essay per module, and there are three modules in the course to total 60% of the grade. Low-stakes assignments are 40% of the grade and are chosen from a menu of options in Connect and LearnSmart Achieve assignments that include prewriting and outlining.

Instructor Hyman says, "Connect helps me meet course objectives by providing low-stakes writing assignments and supplemental instruction in grammar, which we do not have much time to cover in an accelerated 8-week term."

Hyman assigns an average of two to three assignments per week and matches those assignments to her lecture content. "I use LearnSmart Achieve weekly and assign it topically to match up with course content in a particular week. For example, in Week 1, I assign Writing Process in Connect because I lecture on Writing Process that week."

She uses LearnSmart Achieve grammar assignments in Connect to help students with the most common types of errors. She says, "LearnSmart Achieve assignments adapt to the students' ability levels and review essential content with practice activities that increase in the level of difficulty and are applicable to their essay writing. I love that students can practice as much as they want with Recharge."

To help Hyman monitor students' progress, she uses Assignment Results and Student Details reports. Pearsall uses Assignment Results, Student Performance, and the At-Risk Report, as well as Progress Review.

"I get fewer e-mails from students with questions about papers, and students have commented that the exercises are helpful. In student reflection assignments, students comment that Connect is useful to help review skills at their own pace," she says.

> "
> With Connect, students get auto-graded assignments, which states their desire to see their grades instantly, and I have more time to prepare for my in-class lessons because Connect content is already created. All I have to do is deploy it, reducing the amount of time needed to prepare for my online lessons."
>
> — Stephanie Toliver Hyman, English instructor

Results Achieved

Prior to York Technical College implementing Connect with IA, 82% of students in English 101 earned a C or higher. In English 101, after implementing Connect with Inclusive Access (IA), 89% of students earned a C or higher – an improvement of 7% (Figure 1).

In English 102, 87% of students earned a C or higher prior to implementing Connect with IA. After using Connect with IA, 91% of students earned a C or higher – an increase of 4% (Figure 1).

**Figure 1:**
Students Who Earned a C or Higher
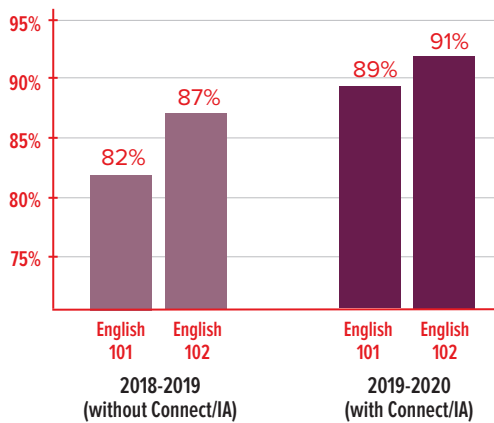
After implementing Connect with Inclusive Access, more students earned higher grades overall.

English 101

In 2018-2019, prior to implementing Connect with IA, 1,190 were enrolled in English 101. Of those students, 23% earned As, 35% earned Bs, 24% earned Cs, 7% earned Ds, and 10% earned Fs. In 2019-2020, after implementing Connect with IA, 1,194 students were enrolled. Of those students, 34% earned As, 35% earned Bs, 20% earned Cs, 4% earned Ds, and 7% earned Fs (Figure 2).

Using Connect/IA increased the percentage of As by 11% and decreased the percentage of Cs by 4%, Ds by 3%, and Fs by 3%. The percentage of Bs stayed the same (Figure 2).

Figure 2:
English 101 – Grade Distribution
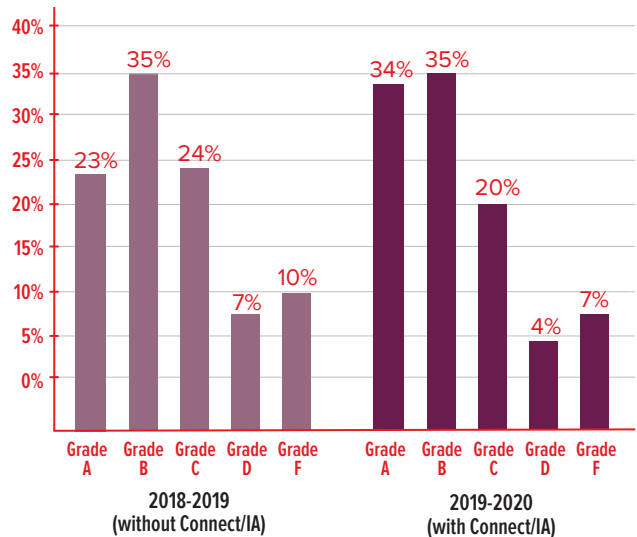
> **"**
> Inclusive Access for York Tech was deployed to increase student success. By having course materials accessible on Day 1 of class and reducing costs, course materials are more easily purchased. The College charges an Inclusive Access fee on each course equal to the price of the Inclusive Access materials. By charging a course fee, some types of financial aid can now be used for payment."
>
> – Elizabeth Pearsall, Associate Dean Institute for Teaching Excellence

English 102

In 2018-2019, prior to implementing Connect with IA, 724 were enrolled in English 101. Of those students, 36% earned As, 35% earned Bs, 16% earned Cs, 5% earned Ds, and 7% earned Fs (Figure 3).

In 2019-2020, after implementing Connect with IA, 793 students were enrolled. Of those students, 47% earned As, 31% earned Bs, 13% earned Cs, 3% earned Ds, and 6% earned Fs (Figure 3).

Using Connect/IA increased the percentage of As by 11% and decreased the percentage of Bs by 4%, Cs by 3%, Ds by 2%, and Fs by 1%.

Figure 3:
English 102 – Grade Distribution
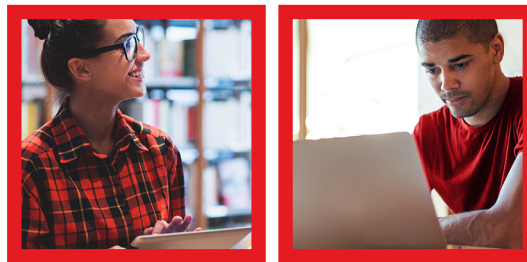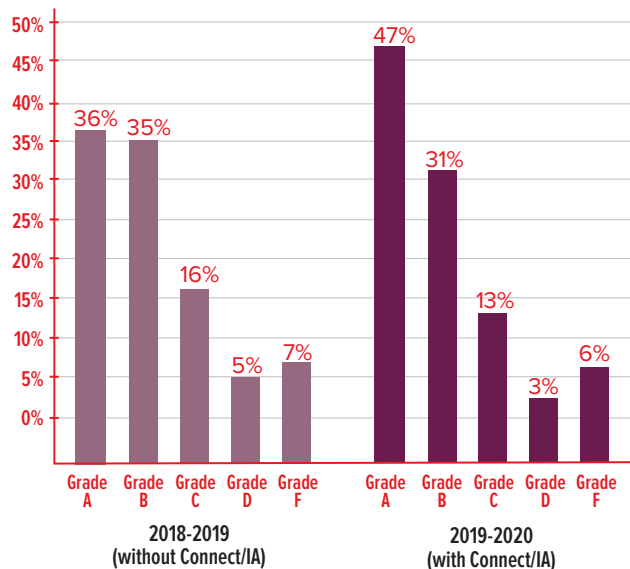
Conclusion

Not only has implementing Connect Composition with Inclusive Access provided students with immediate access to course materials and grades and provided instructors with online course materials, Connect with Inclusive Access has increased the student success rate by 7% in English 101 and 4% in English 102.

In fact, the percentage of students who earned As in both courses increased by 11% while the average of students who earned Ds and Fs fell by approximately 3% overall.

One student writes: "I enjoy the Connect assignments because they provide different lessons depending on what the students need help with. Overall, I have been happy with this semester."

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Instructor Biography:

Stephanie Tolliver Hyman has been teaching college English composition and literature for more than 15 years. She has a Bachelor of Arts degree in English from The University of Virginia's College at Wise and a Master of Arts in English from the University of Richmond. A published essayist and poet, Tolliver Hyman is an Appalachian native who enjoys spending time with her family, friends, and cats. She loves classic rock music, reading a good book, cooking a delicious meal, and writing in her spare time.

Administrator Biography:

Dr. Elizabeth Pearsall earned her PhD in Medicinal Biochemistry from the University of North Carolina at Greensboro and is the Associate Dean for the Institute for Teaching Excellence at York Technical College, a two-year technical college in Rock Hill, South Carolina, whose mission is to build the community through maximizing student success. Under her leadership, the Institute for Teaching Excellence provides guidance and direction related to teaching excellence and innovations in teaching and learning for on-ground, hybrid, and online courses throughout the college. Previously she served as the director of faculty at a large doctoral granting institution overseeing faculty in a fully online and remote environment. In this role, Pearsall was afforded an opportunity to train, coach, and evaluate faculty in online teaching excellence principles across many areas including chemistry, biology, physics, earth science, and aerospace science.

Institution Profile:

York Technical College in Rock Hill, South Carolina, is a public, two-year institution that offers associate degrees and certificates for 5,000 to 7,000 students in a variety of delivery methods and disciplines. Students may pursue an education in the areas of engineering technology, industrial technology, information technology, business, health sciences, and public service. Students may transfer credits to senior colleges and universities and may choose among a selection of corporate and continuing education credits.

Administrator/Instructor Implementation Goals:
- Provide opportunities for Inclusive Access in high impact, high enrollment courses
- Help students save money
- Easy to deploy to students

Issues for Administrator/Instructor Before Using Connect and IA:
- Drive down costs for our students
- Provide first day access to course materials
- Reduce time spent grading quizzes and low-stakes assignments
- Increase time for instructors to provide individualized feedback for students

Benefits to Administrator/Instructor After Using Connect and IA:
- Promote equity for every student to have access to course materials on the first day of class
- Communicate more with students and provide specific feedback on writing and less time spend grading
- Provide individualized learning in LearnSmartAchieve for common grammar errors
- Transfer to all online learning during COVID-19 pandemic easily
- Increase student outcomes during online learning
- Course material available online for all students, including at-risk students
- Grades immediately available to students

Course Description:

English 101: This is a (college transfer) course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented.

English 102: This is a (college transfer) course in which the following topics are presented: development of writing skills through logical organization, effective style, literary analysis and research. An introduction to literary genre is also included.