

# Success Story

Eastern Iowa Community Colleges

## Why Nutrition?



**Dr. Gretchen Freed**

Professor of Biology  
Scott Community College  
Bettendorf, Iowa

**Challenge**

Dr. Gretchen Freed wanted to improve student learning, increase student engagement, and decrease student frustration.

**Solution**

McGraw Hill Connect Nutrition and Inclusive Access

**Result**

Students' understanding of assigned material has improved; students find the assignments interesting and applicable; and Connect with Inclusive Access sets students up for success.

**The Challenge**

*Professor Seeks Program to Enhance Student Engagement with Course Materials*

Dr. Gretchen Freed wanted to enhance the learning experience for students in her non-major Nutrition course. Recognizing students' challenges with access to course materials, Dr. Freed turned to McGraw Hill's Inclusive Access model and Connect platform. "I deployed Inclusive Access for my non-major Nutrition course because students have access to the eBook and Connect from the moment their Nutrition Canvas course shell opens at the beginning of the semester, and there are no longer any snafus with the bookstore distributing access codes, not stocking enough textbooks, or students simply not purchasing the required course materials," says Dr. Freed. Sourcing real-world examples and adaptive learning assignments to enhance student engagement before Connect Nutrition was challenging. The Adaptive Learning assignments in Connect have allowed Dr. Freed to implement a flipped classroom approach. Students now come to class familiar with the material, leading to increased participation and deeper discussions. "Students find Connect assignments, such as NutritionCalc Plus Assess My Diet, NutritionCalc Cases, and News Flash, engaging and directly applicable to their lives," says Dr. Freed.

## The Solution

### *Connect Nutrition with Inclusive Access Provides Adaptive Learning Tools and Engaging Assignments and Sets Students Up for Success*

With Connect and Inclusive Access, students are equipped with the necessary tools right from day one. “Once students get instruction on accessing the eBook, NutritionCalc Plus reports, and the Adaptive Learning assignments in Connect, they appreciate how McGraw Hill has designed their experience,” says Dr. Freed. The Connect assignment page is designed to set students up for success. “Students have so much going on with family obligations, job responsibilities, and other coursework that if it takes a long time to figure out what is due and then students become frustrated and may become disengaged in the course,” says Dr. Freed.

The analytics provided by Connect have become an indispensable tool for Dr. Freed. They guide her in identifying areas where students may struggle, enabling her to adjust her teaching approach accordingly. “When I look at the student learning outcomes data, I can efficiently evaluate the quality of an assignment intended to measure that outcome, and the analytics also help guide whether to spend more time on a topic that my students continue to struggle to understand,” says Dr. Freed.

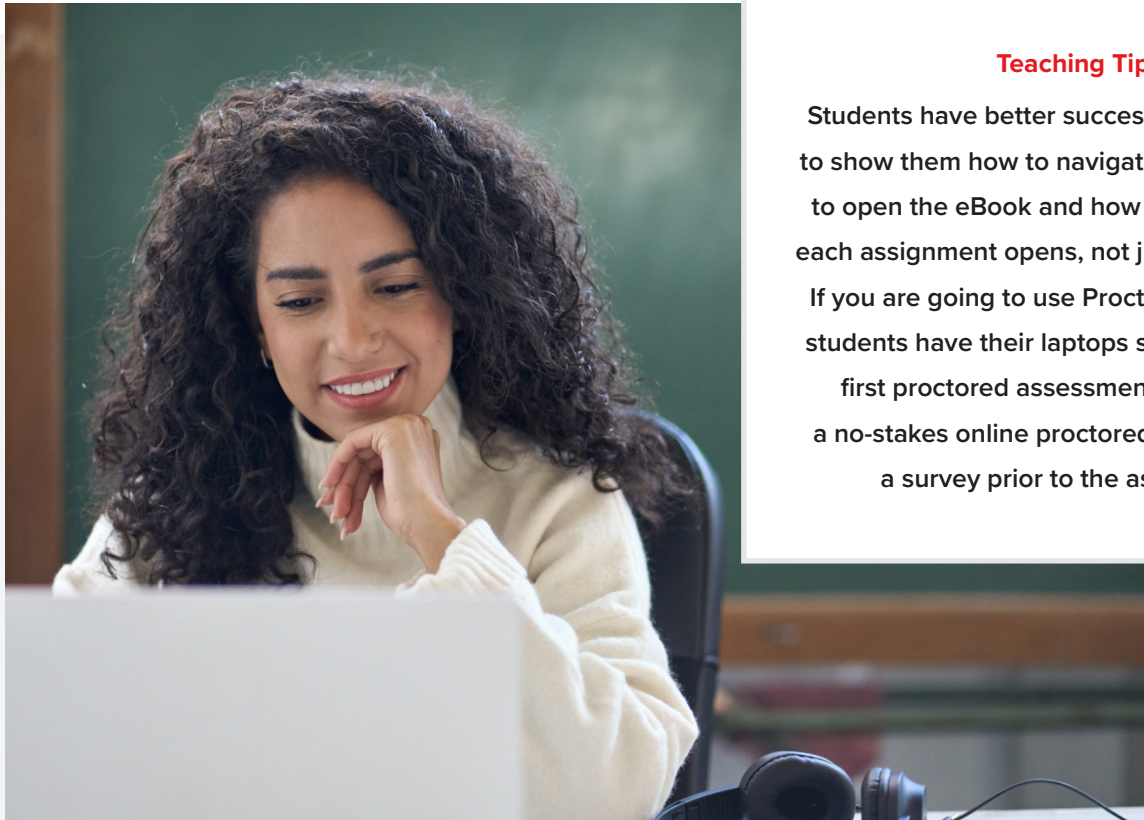
## The Result

### *Connect Nutrition Boosts Student's Confidence, Improves Student's Understanding of Assigned Material, Saves Time for Instructor, and Inclusive Access Closes the Equity Gap*

Implementing Connect Nutrition and Adaptive Learning has significantly improved students' understanding of course material and has improved student confidence. The organization of assignments in Connect has greatly aided students in managing their schedules, resulting in increased engagement and reduced frustration.

Connect has been a time-saver for Dr. Freed in multiple aspects. Grading is more efficient, allowing for a focus on tailored discussions and meaningful engagements in class. Students also value not waiting for their professor to grade their work. They know in real time where they stand in the course.

Dr. Freed's strategic implementation of Connect and Inclusive Access at Eastern Iowa Community Colleges has enhanced the learning experience for her Nutrition course. By leveraging technology and data-driven insights, Gretchen has created an environment where students thrive and engage with course material.

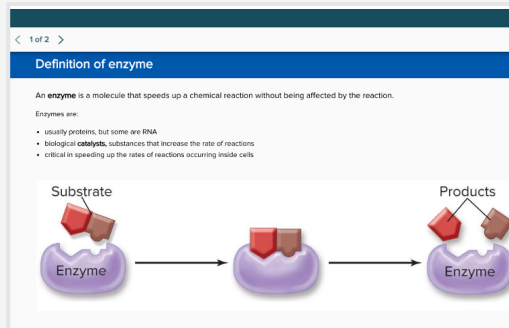


### Teaching Tip:

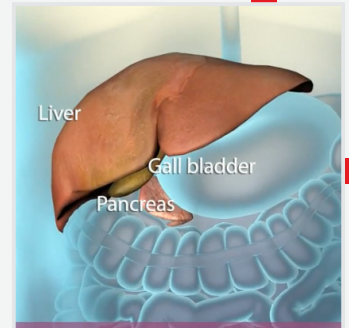
Students have better success if you take time to show them how to navigate Connect: where to open the eBook and how to find out when each assignment opens, not just when it is due. If you are going to use Proctorio Plus, ensure students have their laptops set up prior to the first proctored assessment by assigning a no-stakes online proctored activity such as a survey prior to the assessment.



NutritionCalc Plus



Nutrition Prep



Application Based Activity

## Implementation

### Assignments

Dr. Freed assigns the Adaptive Learning Assignment for a topic module to be completed before the students attend the lecture for a flipped classroom experience. These assignments are due prior to the class activities for conceptual learning before students complete an applied learning activity. “Students routinely use the Recharge to prepare for assessments as the Recharge is adapted to the answers the student provided to the algorithm when completing the Adaptive Learning Assignment,” says Dr. Freed.

NutritionCalc Plus assignments are particularly robust since students assess their personal food intake for each type of macro- and micro-nutrient. “This is valuable information that may bring about real application of course material in their personal lives and perhaps also their professional lives as health care workers,” says Dr. Freed.

Dr. Freed appreciates the quick and easy access to course-wide content in Connect, including the test builder, Diet Analysis Cases, News Flash, and Virtual Lab questions. Dr. Freed also easily incorporates custom assignments, such as designing a worksheet.

### Assessments

For assessments, Dr. Freed creates assignments from the test bank. “I like to incorporate a variety of question types, and I use the filters to balance the types of questions asked, e.g., question type, Bloom's, learning outcomes, and difficulty.

### Grade Breakdown;

- **Connect Quizzes: 50%**
- **Adaptive Learning Assignments: 15%**
- **Connect Class Activities: 15%**
- **NutritionCalc Plus Assess My Diet: 20%**

**Dr. Freed typically assigns three assignments per week.**

### Reports

Dr. Freed finds the Item Analysis, Student Performance, and At-risk reports her most effective tools in Reports. The Item Analysis report allows instructors to see the section's average score on each question within a single question bank assignment or compare multiple sections' scores. “Should many students answer a question wrong, I analyze whether it's the content of the question or perhaps simply the wording of the question that confused students,” says Dr. Freed.

The Student Performance report allows instructors to see an individual student's scores, status of assignments, and time spent on each assignment. The At-Risk report shows which students are at risk of falling behind. “I often pair the Student Performance report with the At-Risk report to evaluate student persistence with any trends in student performance,” says Dr. Freed.