



connect[®]

|CHEMISTRY

Training Guide

This training guide, developed in partnership with subject-matter experts and Connect users, will walk you through the fundamental and most critical steps to getting started with Connect. Upon mastery of this content, you will be ideally suited to set up, modify, and deliver a course that drives the outcomes you and your students desire.

For additional training resources, please visit
[www.**ConnectSuccessAcademy**.com](http://www.ConnectSuccessAcademy.com)



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Section 1: Getting Started

Before you walk through the Training Guide, consider the questions below to help you get the most out of your training experience.

- **What are your goals for product use? With which product features do these align?**
Think about what you are looking for in the product and the outcomes you chose for you and your students. This will help you identify specific features that most suit your needs.
- **What percentage of your overall course grade will be comprised of the digital product?**
Requiring use of the technology for a percentage of the grade leads to the greatest impact on student outcomes. The typical percentage range for instructors new to technology is 10-25 percent. See what other instructors are doing at the *Required = Results* blog: <http://create.mheducation.com/wordpress-mu/connectblog/2013/08/14/requiredequals-results-series/#.UOWtnPldW00>
- **What are your current assignment mix and course policies? Will that change with the new product?**
Consider applying your current course management approach to your new course delivery with technology (mix and weight of homework, quizzes, tests, etc.). This will provide for a smooth transition to teaching with technology.

After you've walked through the steps in the guide, review these basic, yet critical elements to ensure you are ready for class.

- **Account created.**
- **Syllabus refers to the technology and purchase options.**
- **Course created, with special attention to...**
 - » Desired mix of assignments.
 - » Policy settings that meet your needs.
 - » Due dates.
 - » Sharing and/or copying (if applicable).

Review the questions and topics above throughout your training experience. If you would like to see how other instructors in your course area approach these topics, please contact your McGraw-Hill representative.

Section 2: Course and Section Creation

Creating a New Course with Sections

Before you create your new course, there are a few things to understand about the relationship between courses and sections:

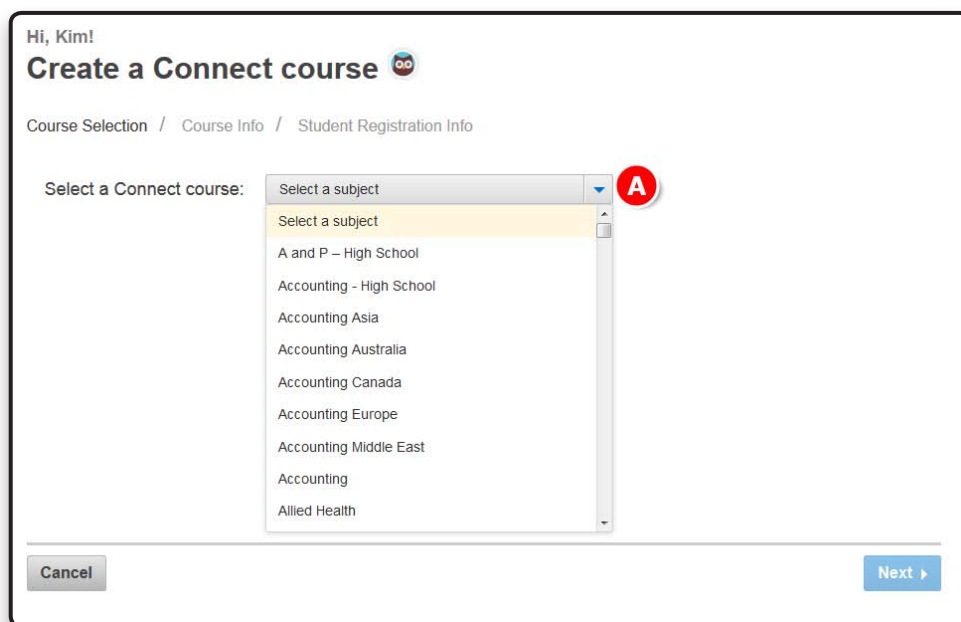
- A Connect course can be made up of one or more sections that correspond with the actual sections you are teaching at your institution. Each section maintains its own roster and student results.
- Use additional sections under one course for each section that you are teaching in a given semester.
- Assignments can be shared across sections under the same course. Assignments *cannot* be shared across sections in separate courses.

First, log into Connect at connect.mheducation.com. After logging into Connect, you will be taken to your **My Courses** page where you can create new courses or view/manage courses you have already created.

- A** Click **add course** to start creating a course.



- A** Select your subject from the menu.




- A** Select the title you will use for your course. Scroll to the right to see more textbook options.
- B** After choosing a textbook, select the bundle you want to use.
- C** Click **Next**.


Hi, Kim!

Create a Connect course

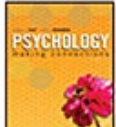
Course Selection / Course Info / Student Registration Info

Select a Connect course: Psychology - Introductory 


1 - 6 of 19




Understanding...
FELDMAN, 9t...
ISBN: 0077326717




Psychology:
Making Con...
Feist, 1st ed.
ISBN: 007732651x




Psychology:
Perspectiv...
Feist, 2nd ed.
ISBN: 0077422074



Essentials of
Understa...
Feldman, 10...
ISBN: 0077412184



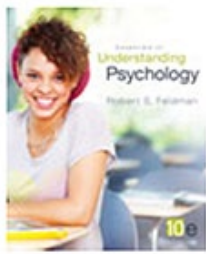
Essentials of
Understa...
Feldman, 8t...
ISBN: 0077326660



Essentials of
Understa...
Feldman, 9t...
ISBN: 0077381467

A


Add:



Essentials of Understanding Psychology
Feldman, 10th ed.
ISBN: 0077412184

* Contact your sales representative for more information.

B **Connect • LearnSmart**
Feldman: Essentials of Understanding Psychology, 10/e_Connect

C **Next** 

Cancel




User Tip: Make sure to exactly match the title and bundle with what you are ordering for your students.

- A** Enter your **course name**.
- B** Change the **time zone** and set student **registration dates**.
- C** Enter the **section name**. If you have used Connect before, you can choose to copy assignments here from a previous course or section.
- D** Click **Create Course**—this will launch a summary of the newly created course and section.

Hi, Kim!

Create a Connect course

Course Selection / Course Info / Student Registration Info



Essentials of Understanding Psychology
Feldman, 10th ed.
ISBN: 0077412184
Connect • LearnSmart
[Change textbook](#)

Tell us about your course:

Course name: **A**

Time zone: **B**

Registration dates: (optional) Set registration dates to control when students can sign up for your course and to manage who's listed in your roster and reports.
Start **End**

Name your first section:

Section name: **C**

Copy assignments from: (optional) Assignments created with specific components can only be copied if your new course contains those components.

D





User Tip: Use the school's course designation and term in the **Course name** field (e.g., ACCT 201). When naming sections, create names that distinguish one section from another (e.g., Fall 2014 M, W, F 10-11am).

- A** At the bottom of the summary, find the **section web address**. Provide this URL to students for registration. Each section will have a unique URL.
- B** Click **Continue to section home**.

Course Selection / Course Info / Student Registration Info

SUCCESS Your course has been created!

Your students need this information to register for this course. To distribute the registration instructions, print and hand out copies, or download a PDF version to email to your students. You can access this information from your Section Home page at any time.

 print  download pdf

student registration information

course

training course with LearnSmart

instructor


Kim Freund

section

training course

online registration instructions

Go to the following web address and click the **"register now"** button.

section web address  [edit this address](#)

A

Web addresses cannot contain spaces. Use lowercase letters, numbers or special characters ("~" and ".") only.

If you have trouble with registration, please contact Customer Support at <http://bit.ly/StudentRegistration>.

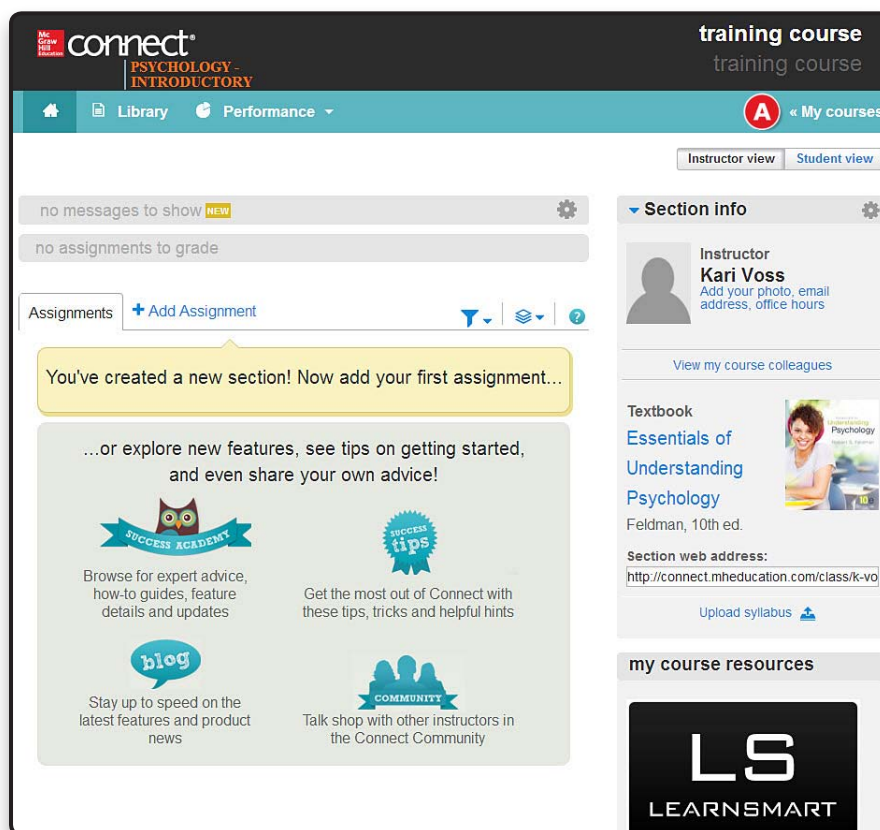
B [Continue to section home](#)



User Tip: Copy the section URL to your syllabus at this time with the student registration instructions.

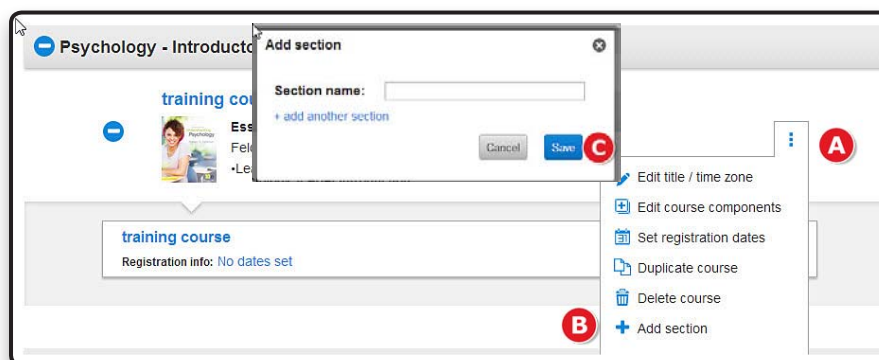
This is your section home page. When you add assignments, they will be listed here.

- A** Click **My courses** to return to a list of all your courses and sections.



If you need to add an additional section...

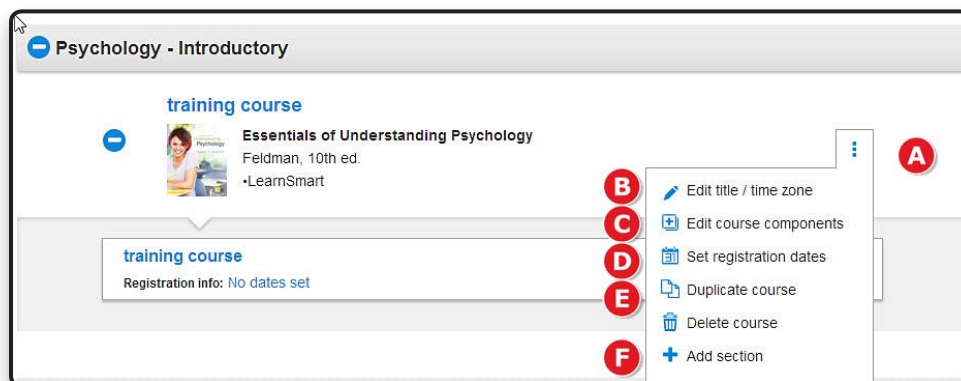
- A** Click on the **drop-down** menu.
B Select **+ Add section**.
C Enter the **section name** and click **Save**.



User Tip: If you only teach one section per term, it is recommended to duplicate a new section for each term. If you teach several sections each term, it is recommended to duplicate your course.

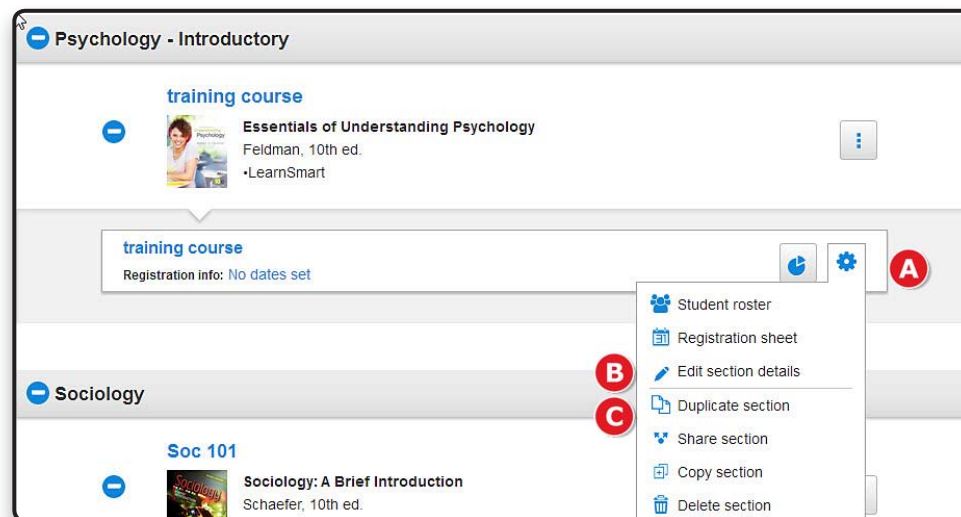
Editing Course Details

- A** Click on the **course options** menu.
- B** Edit a **course name** or **time zone** once a course has been created.
- C** Select **Edit course components** to add components needed.
- D** Set **Registration dates**.
- E** Select **Duplicate course** to copy an exact replica.
- F** Add a section.



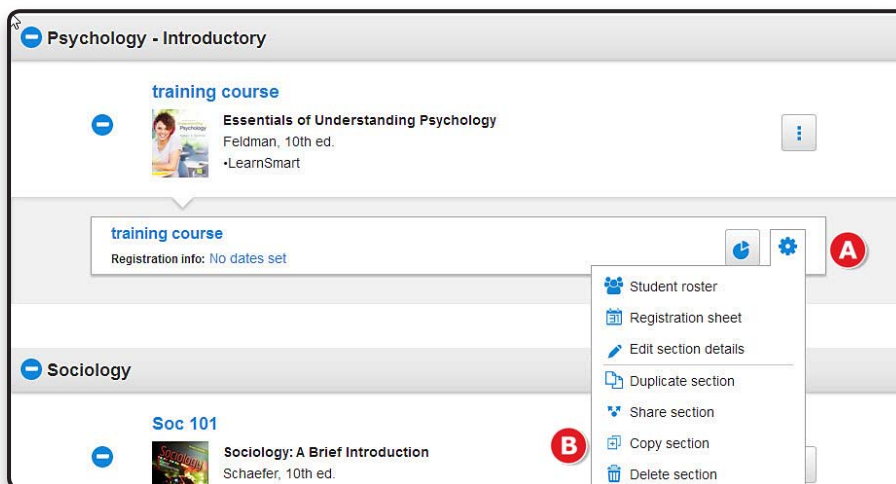
Editing Section Details

- A** Click on **section settings** for the course you wish to change.
- B** Click **Edit section details** to edit the section name and section web address.
- C** Click **Duplicate section** to create an exact copy of the section.

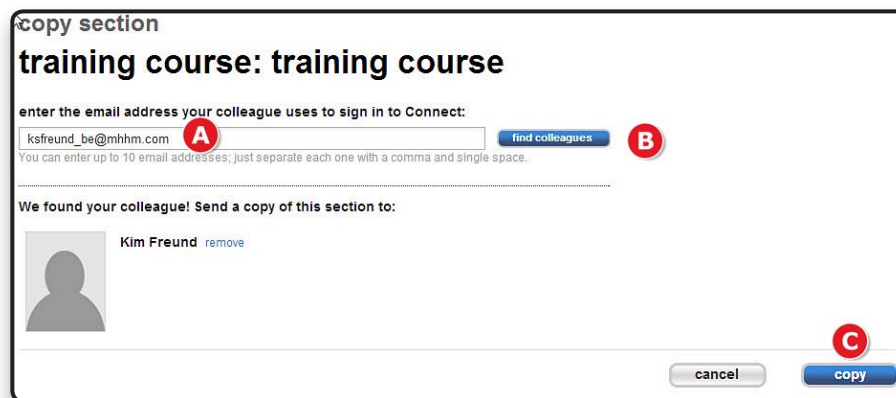


Copying a Section with Colleague

- A** To copy an exact replica of your section into a colleague's Connect account, click on the **section settings** menu.
- B** Choose **Copy section**.



- A** On the copy section screen: Enter in the e-mail address(es) used by your colleague(s).
- B** Select **find colleagues**.
- C** Select **copy** when you've found the correct colleague.



■ What does it mean to "copy"?

Copying a section provides your colleague with a duplicate of your section. Your colleague will not receive any edits you make to assignments or new assignments you create after copying.

■ What exactly is copied with my section?

When you copy a section, you copy all course features and assignments in your section at that time, including assignment dates, policies, attached files, questions, and content and e-book annotations. For LearnSmart modules, it copies the topics, dates, coverage amount, and points.

■ What can my colleague edit?

Your colleague can edit anything within the copied section—assignment dates and policies, content, learning outcomes, gradebook categories, and e-book annotations.



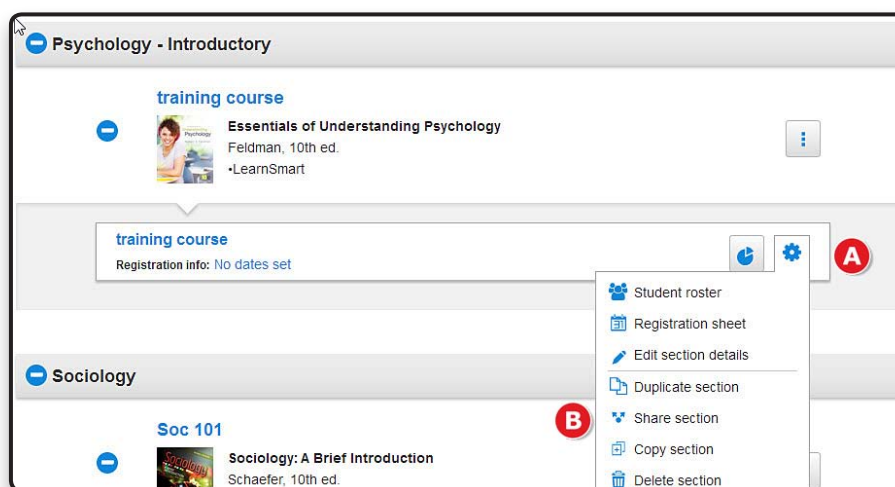
User Tip: We recommend copying a course or section if you:

- Teach independently from your colleague.
- Do not need to monitor your colleague's students' scores or reports.

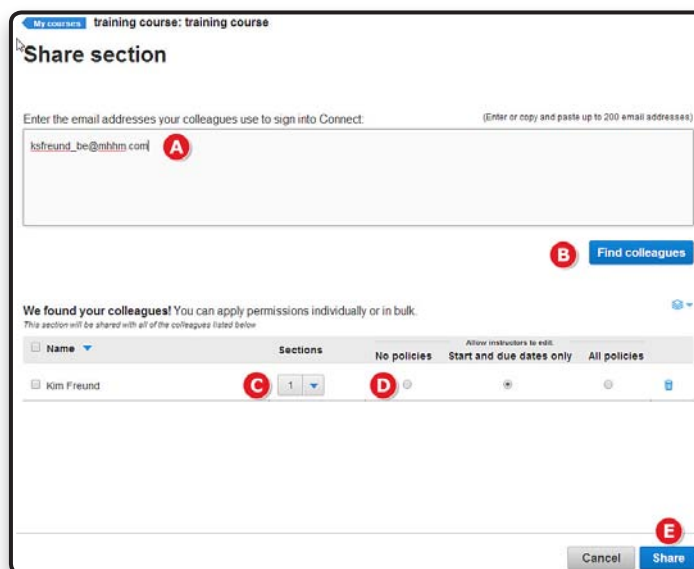
Sharing a Section

To share an exact replica of your section with a colleague's Connect account:

- Click on the **section options** menu.
- Select **share section** with colleague.



- On the share section screen: Enter the e-mail address(es) used by your colleague(s).
- Select **find colleagues**.
- Select the number of sections that need to be created in your colleague's account.
- Select the edits that your colleague will be able to make in his or her sections.
- Click **share** for the sections to be created in your colleague's account.



■ What does it mean to “share”?

Sharing a section means sharing all assignments and course features set up in that section.

■ What assets are shared?

In addition to assignments, shared course features include:

- E-book annotations.
- Chemistry gradebook categories.

■ What can my colleague edit?

Your colleague is not able to edit these shared course features, but he or she may add to your e-book annotations.

■ What can I control in the shared section?

Sharing a section with a colleague allows you to control the assignments your colleague will use. As sharing instructor, you control what your colleague can edit. You can permit your colleague to edit all assignment policies, to edit only assignment start and due dates, or to edit nothing at all. Your colleague is never able to edit assignment categories (homework, practice, quiz, or exam), content (questions), or submission preferences (whether an assignment is set to automatically submit on the due date).

■ How is reporting affected in the shared section?

Sharing a section also allows you to see scores and reports from your colleague's students. Your colleague, however, cannot see your section's scores or reports. Your section roster is never shared.

The permissions you set will apply to every assignment in your section. Regardless of the permissions you set, your colleague will also receive all edits you make to assignment names, questions, content, policies, and start and due dates.

When you share a section with a colleague, you share all course features and current assignments, including every assignment's questions, policies, attached files, and dates. As you create new assignments in this “master” section, you will have the option to share those as well.

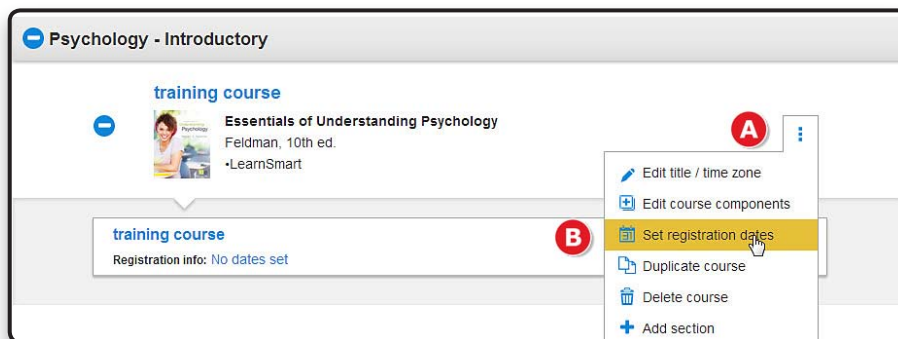


User Tip: A typical user of sharing is a course coordinator, who might share a section with a group of colleagues, adjunct professors, or graduate teaching assistants to ensure consistency across a department. Sharing allows the course coordinator to control the content of the assignments and also to see the scores and reports for students in other sections, helping the coordinator monitor the effectiveness of the assignments included in the shared section.

Setting and Editing Registration Dates

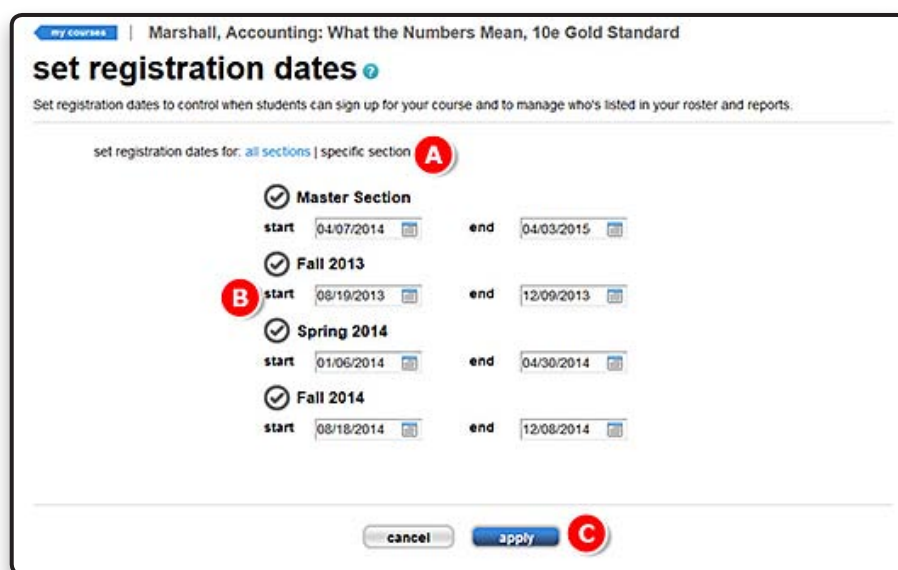
You can change the registration dates for one or more sections so that students can only register between specified dates. This feature helps you control the roster and prevent unwanted registration. You can set registration dates during course creation or from the **My Courses** page.

- A** Click on the **Course options** drop-down menu.
- B** Click **Set registration dates** to change.



On the **set registration dates** page you have two options:

- A** Change registration dates for **all sections**. This option allows you to set the same registration dates for all sections within the same course.
- B** You can change registration dates for **specific sections**. This option allows you to specify different registration dates for different sections within the same course. Click specific sections to view start and end dates for each section in your course. Enter the start and end dates.
- C** Click **apply** to save the changes.



Your registration dates will be listed under your section title.



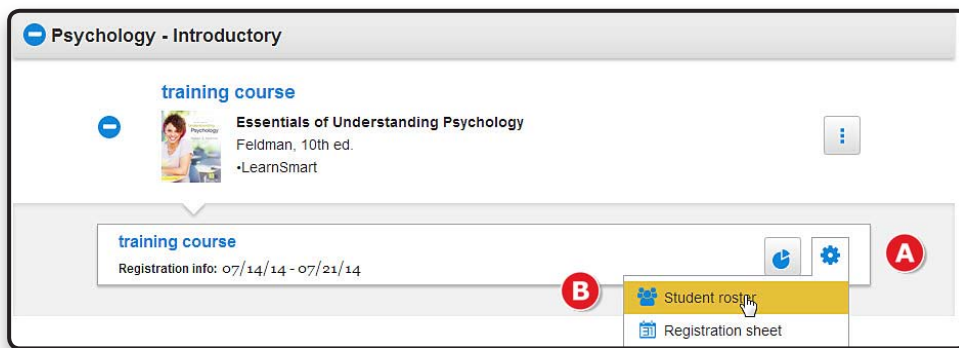
User Tip: Open registration shortly before the term and close registration based on your course drop date. Put this information in your syllabus.

Locating the Student Roster

Your section roster displays each student's name, e-mail address, and account status. You will also see the number of active students in that section. "Active" means students have purchased registration for the course or are using the courtesy access option.

A Click on the **section options**.

B Select **Student roster**.



There are four possible account statuses:

1. **Licensed:** The student has registered and paid for the course.
2. **Courtesy Access:** The student has signed up for courtesy access of the course, which will expire on the date listed.
3. **License expired:** The student's access has expired. The student must upgrade to paid access before assignments may be taken.
4. **Inactive:** You have changed the student's status from active to inactive.

- A** Click a student's name to make changes.

my courses | Español 1010: Sección 987 - Aparico (Fall 2012)

roster

Click **customize columns** to add, delete and reorder columns in your roster. Select a student's name to edit that student's account status for this section.

show: Sección 987 - Aparico (Fall 2012) [delete students](#) [customize columns](#)

11 active students

student	email	account status	extensions
Brown, Judy A	jbrown@email.com	License expired	manage 🌟
demo Student, Kimw	kimw@demostudent.com	Licensed	manage
Finch, Mamie	mjfinch83@gmail.com	Licensed	manage
Freund, John	jfreund@email.com	License expired	manage
Freund, Kim	ksfreund@email.com	Licensed	manage
Garvin, Kayla	kayla_garvin@student.com	Licensed	manage
Nielsen, Keith	dbqaysocoach@gmail.com	Licensed	manage 🌟
Schroeder, Kim	kim_schroeder@student.com	License expired	manage
Schroeder, Terrence	tschroeder@email.com	License expired	manage
Tucker, Courtney	courtney_tucker@student.com	Licensed	manage
Voss, Kari	kari_voss@student.com	Licensed	manage

- A** Toggle the options to change the status of a student to inactive if the student doesn't belong in the course. You are always able to change the status back to active.
- B** Deleting a student will *permanently* remove that student and *all* scores they have received on assignments in your section.

my courses | Español 1010: Sección 987 - Aparico (Fall 2012)

roster:

brown, judy

Edit or delete this student's information.

edit information

email: [jbrown@email.com](#)

account status: License expired

status:

☒ active **A**

☐ inactive

Caution: inactive students can't take your assignments -- they can only view their grade reports.

[cancel](#) [save](#)

want to delete this student?

This student will be removed from your roster and reports, and blocked from accessing this section's assignments, reports and eBook (if applicable).

If you want to save any of this student's scores, make sure to export them from reports before you delete.

Caution: deleting a student can't be undone!

B [delete this student](#)

Section 3: Student Registration

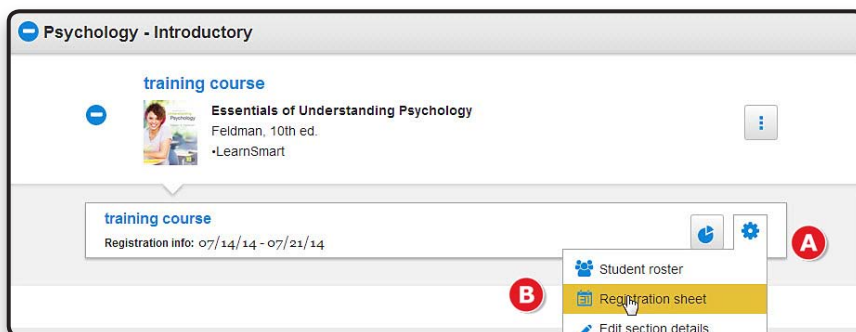
NEW! For more than 250 titles, Connect features an enhanced student experience, including a continually adaptive reading experience, integrated learning resources, a visual analytics dashboard, and anywhere/anytime mobile access. To see if your title is included, please go to www.youcanlearnwithoutlimits.com.

The Importance of the Section-Specific URL

The section web address ensures that students register for the correct course/section. You must provide the correct section web address to students for them to be able to find your course. Each section created in Connect will have its own section web address.

Student Access and Registration

- A** Click on the **Section options** drop-down menu.
- B** Select **Registration sheet**.

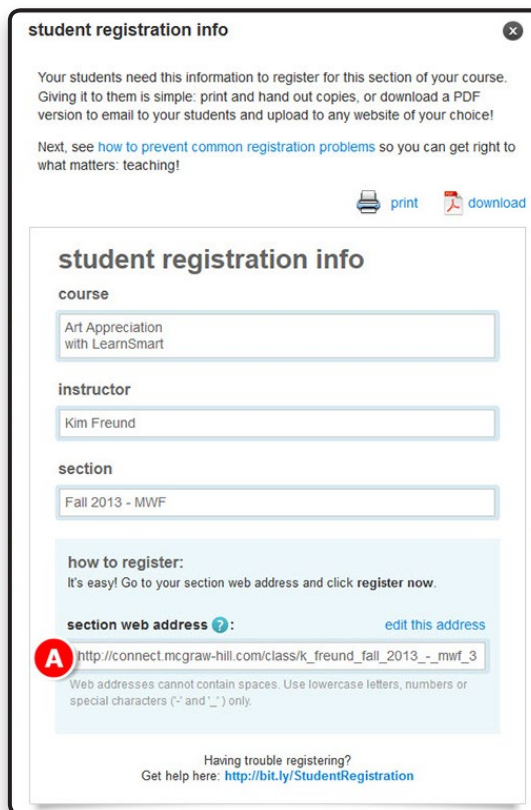


- A** This will open customized student registration instructions with the section-specific web address.

You may want to print a handout for your students or copy and paste your section-specific web address into your syllabus or learning management system for your students. Repeat the above process for each section.

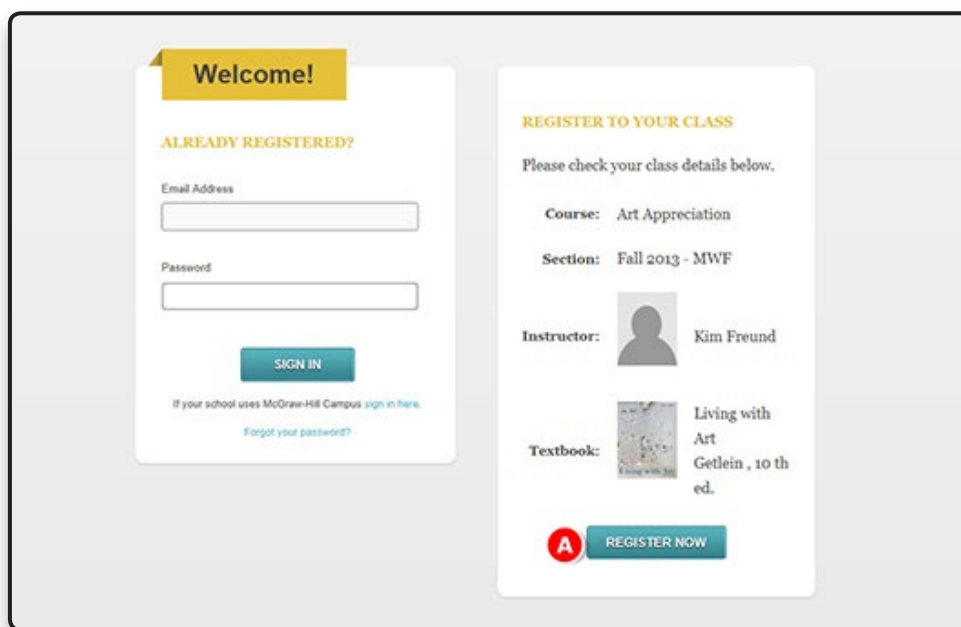


User Tip: Remember, each unique section will have a unique section web address. If students change sections during the term, simply provide them with the web address of the new section they need to be transferred into, have them click **Register Now**, and follow the prompts. Connect will recognize their accounts and allow the students to easily register in the new section.



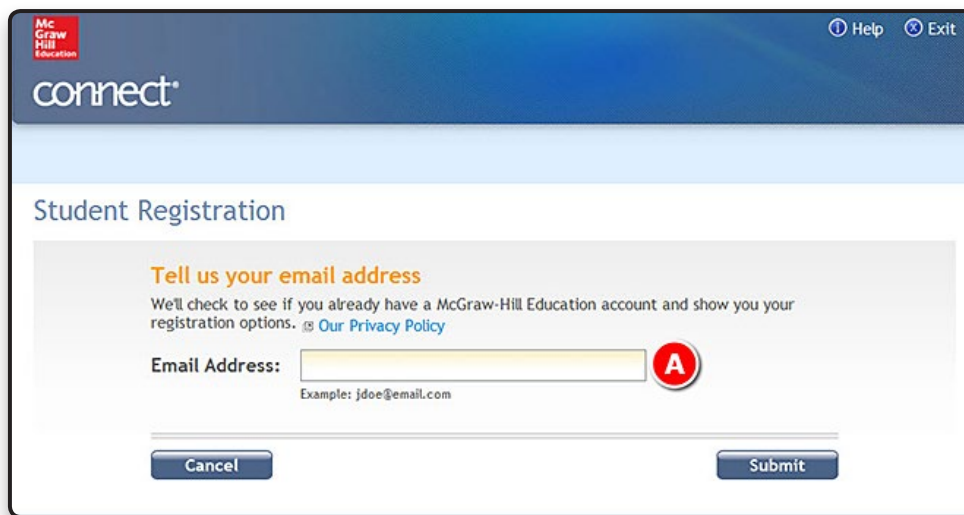
When students visit your section-specific web address, they come to a similar-looking landing page.

- A** Once they verify the course and section information, they click **Register Now** to get started.



The screenshot shows a landing page with two main sections. The left section, titled "Welcome!", has a yellow header. Below it, under "ALREADY REGISTERED?", are input fields for "Email Address" and "Password", a "SIGN IN" button, and a link for "Forgot your password?". The right section, titled "REGISTER TO YOUR CLASS", has a yellow header and asks the user to "Please check your class details below." It displays course information: "Course: Art Appreciation", "Section: Fall 2013 - MWF", "Instructor: Kim Freund" (with a profile icon), and "Textbook: Living with Art Getlein, 10th ed." (with a textbook cover icon). At the bottom of this section is a red circle with a white 'A' next to a "REGISTER NOW" button.

- A** Each student will enter his or her e-mail address to create an account.



The screenshot shows the "Student Registration" page on the McGraw-Hill Connect platform. The header includes the McGraw-Hill Education logo and "connect" branding, along with "Help" and "Exit" links. The main heading is "Student Registration". Below it, a section titled "Tell us your email address" explains that the system will check for an existing account and show registration options, with a link to "Our Privacy Policy". There is an "Email Address:" label followed by a text input field. Below the field is an example: "Example: jdoe@email.com". A red circle with a white 'A' is positioned to the right of the input field. At the bottom are "Cancel" and "Submit" buttons.

- A** Next the student will enter a **registration code** from the bookstore package.
- B** If a student has not purchased a code yet, he or she can select **Buy Online**
- C** or **Start Courtesy Access**.

McGraw-Hill Education

Help Exit

McConnell: ECONOMICSÁ, 17e
by Campbell McConnell Stanley Brue

Student Registration

Have a registration code?

Enter your registration code below. You'll find your code on a card that either came with your textbook or that you purchased separately.

A Registration Code:

Example: GRPU-BYHA-4NY3-PGAK-PYXA

Submit

[How to register with a registration code](#) | [View sample registration card](#)

Don't have a code?

Buy access online

No registration code, no problem. You can buy access to ECONOMICSÁ right now. All you need is a credit card.

B Buy Online

C Start courtesy access

Try before buying

Get instant access to your instructor's course work and materials with courtesy access. Your work will always be saved during your courtesy period and you'll receive a reminder before it expires.

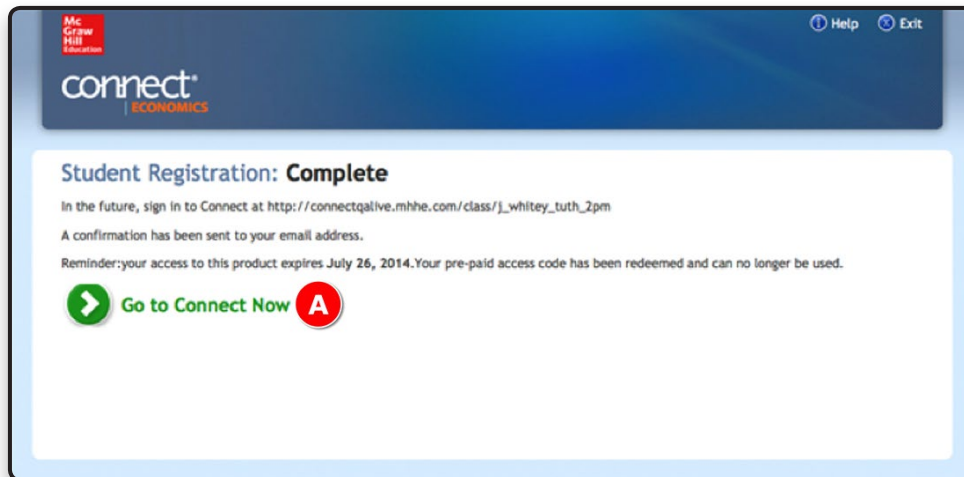
Need help? Visit our [customer support site](#).
© 2014 McGraw-Hill Global Education Holdings, LLC. All rights reserved. [Terms of use](#) | [Privacy Policy](#)



User Tip: Prompt your students to purchase access up front if they are going to stay in your class. If they don't, you'll have to make sure that each of them converts to paid access a few weeks into the semester.

- **What are the Student purchasing options?**
 - » **Courtesy Access** enables students to register for Connect and receive full access (typically for 14 days) without entering or purchasing an access code. This option is convenient for students awaiting financial aid, as well as for students who may drop or change sections. All students will be able to register and get started with assignments at the start of your course regardless of whether they purchased, used a code, or signed up for courtesy access.
 - » Students may purchase Connect via the Buy Online option during registration.

- A** Students complete the registration by clicking **Go to Connect Now**, at which point they will populate your section's roster.

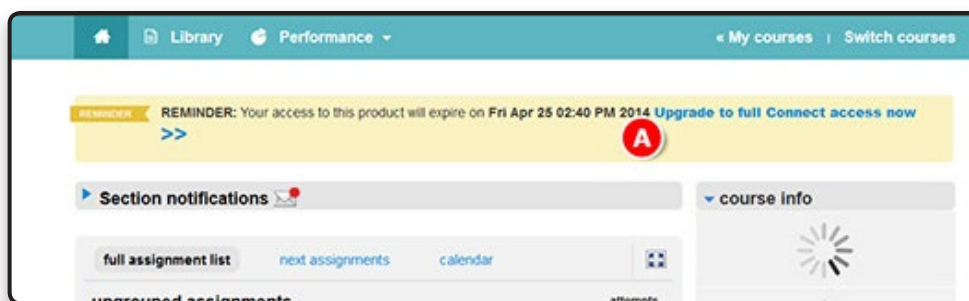


User Tip: If students are registering on a computer on which they've used Connect before or a public computer, they should clear the Internet browser's cache before trying to enter the new section URL (this will prevent them from being taken to a wrong web address that may be stored in the browser's history).

Upgrading from Courtesy Access

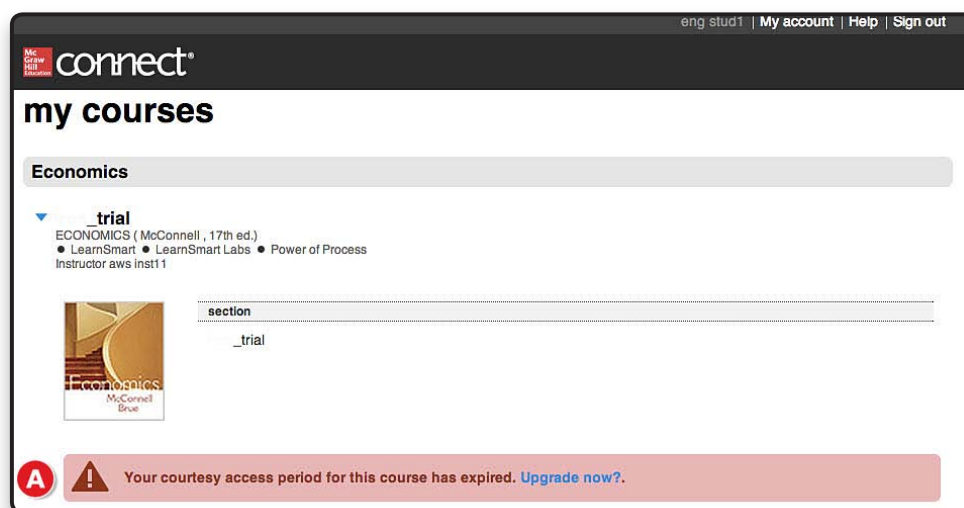
Upgrading before the Courtesy Access Has Expired

- A** On the student's section home page during the courtesy access period, there will be a link to upgrade to full Connect access.



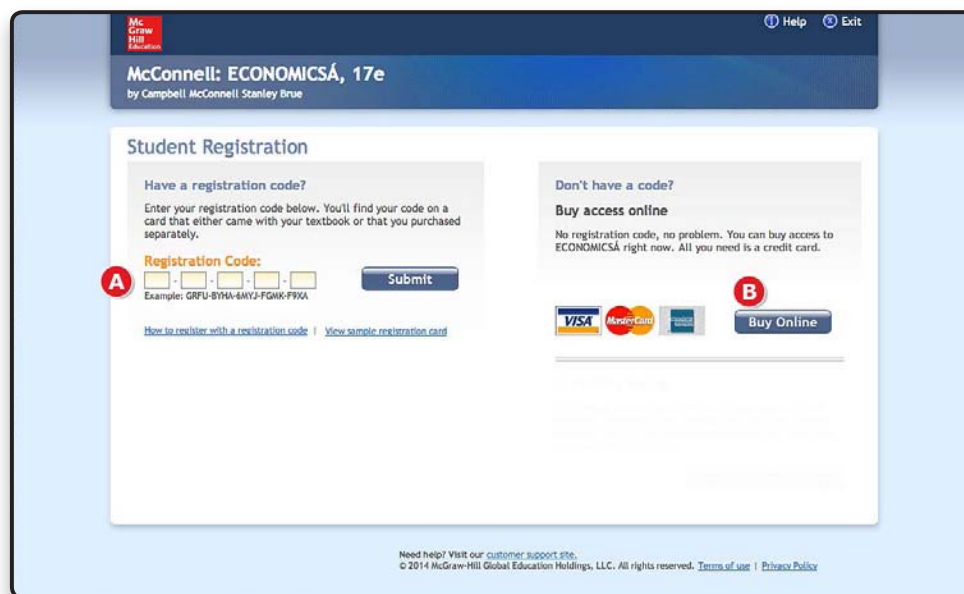
Upgrading after the Courtesy Access Has Expired

- A** Under any course on the student's **My Courses** page with an expired courtesy access, there will be a link to upgrade to full Connect access.



After the student clicks the link, he or she must register using one of the following:

- A** A registration code.
- B** Access purchased online.

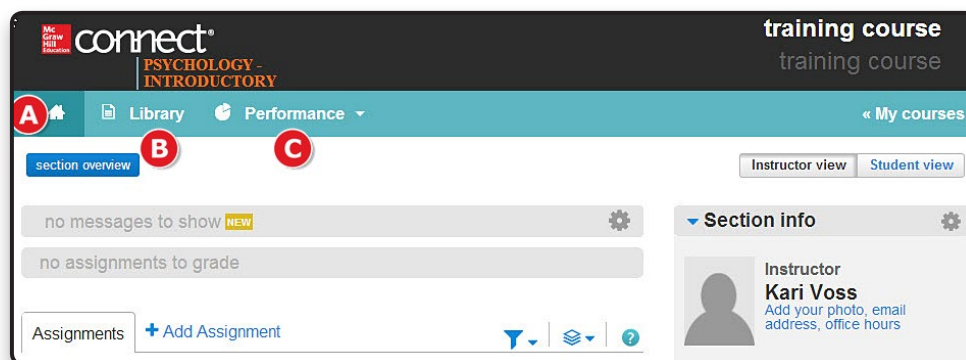


Section 4: Section Home Page

Three Tabs on the Section Home Page

The Connect section home page has three tabs:

- A** Home page.
- B** **Library:** additional course resources (links for the e-book, question bank, lectures, instructor resources, media resources [audio/video], and more). See Section 7 for more details.
- C** **Performance:** view student results and run reports. See Section 8 for more details.



■ What's on the section home page?

The section home page opens when you click a section of one of your Connect courses. Here, you can add and edit assignments and view your course.

- A** Your assignments are listed here. Assignments that have not yet been assigned to students appear highlighted in yellow.
- B** Use these boxes to select assignments for action.
- C** These links allow you to **share**, **copy manage date**, **Show/Hide**, **group** or **delete**. You can choose to group assignments into categories by clicking the **group** icon and also assign selected ones as **prerequisites**.
- D** To create a new assignment, click **Add assignment**.

- E** If you have new messages, an **envelope** icon will appear here. Click anywhere in the line to expand the list of messages.
- F** In this **Section info** box, you will see your information, the title used for the course, and other identifying section information. By clicking on the gear to the right of **Section info**, you will see a menu of select actions to take to edit the section info.
- G** At the bottom of this box is the **section web address** and a place to **upload your syllabus**.
- H** Under **my course resources** there will be a link to LearnSmart, the adaptive learning program as available.

The screenshot displays the 'connect' training course interface for 'PSYCHOLOGY - INTRODUCTORY'. The 'section overview' tab is active, showing a table of assignments. The table has columns for Title, Shared, Info, Start due, and Show/hide. The first row is 'LS Chapter 1. Introduction to Psychology' with a due date of 'none-06/30/16'. The second row is 'Assignment 1' with a due date of '06/30/14-none'. The 'Section info' box on the right shows the instructor 'Kari Voss' and the section web address 'http://connect.mheducation.com/class/k-v'. The 'my course resources' section at the bottom features the LearnSmart logo.

This close-up view focuses on the 'Assignments' section. It shows the 'Add Assignment' button and the table of assignments. The table lists 'LS Chapter 1. Introduction to Psychology' and 'Assignment 1'. The 'Add Assignment' button is highlighted with a red 'C'.

This is the bottom half of your section home page:

- A** **Section performance** shows the average scores of students.
- B** You can also search for a specific student by name to get only his or her average.
- C** Click on **go to lectures** to record, view, and manage lectures for this course.
- D** **Bookmarks** allow you to add links to websites for your students.
- E** You can add RSS **news feeds** for your students here to help keep your course page current.

Chapter 3: Cell

Share Copy Manage dates Show/hide Move Delete

section performance

A 50.00%* Section average for 1 assignment(s)

score(%)

assignments

*As of 05/14/2014 8:56 PM CDT

Look up a student in this section:

B Enter student's name here

C your recorded lectures

Record, view and manage all of your lectures for this section at any time.

[go to lectures](#)

D bookmarks

You have not yet added any bookmarks. Click the icon to add bookmarks for your students to see.

E news feeds

You have not yet added any news feeds. Click the icon to add news feeds for your

Student View

You are able to toggle to the **Student View** to see what students will see once they log into their course.

connect AP_Anatomy & Physiology AP Anatomy Course MWF

Library Performance

My courses Switch sections

section overview

Instructor view **Student view**

Messages no assignments to grade

Section info Instructor

Tegrity® Access and Information

The **your recorded lectures** widget provides access to the Tegrity lecture capture service. You can easily record, manage, and allow your students to view your lectures online. Students access Tegrity free with Connect.

A Click **find out more** to access Tegrity.

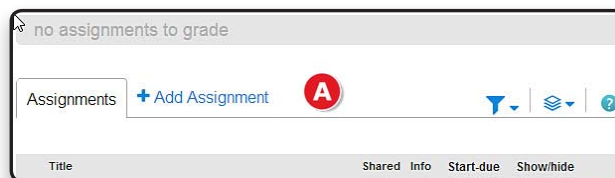
With Tegrity, students can participate during class instead of trying to write down everything you say. After class, they can review your lecture through Tegrity on a web browser, iPhone, or other mobile device. Tegrity can also be used for remote proctoring.

For more information on using Tegrity in your class, visit the Tegrity website at <http://www.tegrity.com>.

Section 5: Assignments

Adding Assignments

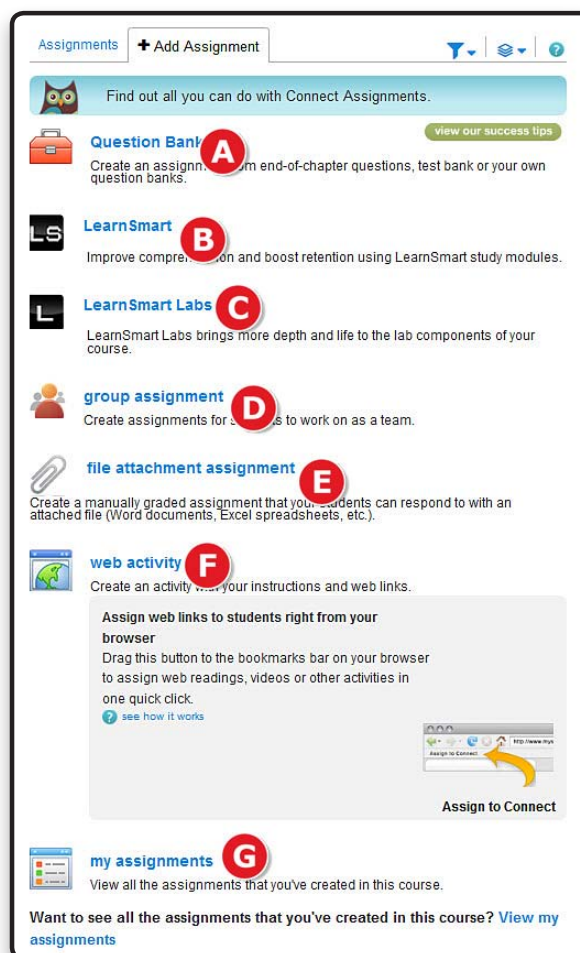
- A** Click **Add assignment** on your section home page to access the assignment options.



Available Assignment Options

The next section will walk you through creating LearnSmart and Question Bank assignments. The full list of assignment options available for you are:

- A** **Create new from question bank:** Build and customize assignments by adding provided questions and exercises. This question bank includes questions from the text and some conceptual questions. Test banks will also be available for select titles.
- B** **LearnSmart:** Adaptive assignments available for the title that you are using. LearnSmart will guide students through the fundamental concepts in each chapter of the text by giving them a series of questions that adapt to each student's individual performance. This allows students to focus time on the areas that are most important for them to work and improve upon.
- C** **LearnSmart Labs:** Provides students with an adaptive, interactive lab experience before they set foot in a physical lab. It allows students to practice methods and think critically about their findings and prepares them to be engaged in high-level scientific thinking and make the most of valuable lab time.
- D** **Group assignment:** Set up assignments for students to work on as teams.
- E** **File attachment assignment:** Create manually graded assignments that have the students respond with an attached file (Word document, Excel sheet, etc.).
- F** **Web activity:** Create an ungraded assignment directing students to a web activity online.
- G** **My assignments:** A shortcut to assignments you've already created.





User Tip: The ChemDraw videos for Drawing Bonds & Atoms, Lone Pairs, and Multiple Bonds and Rings should be assigned to students prior to using the tool.

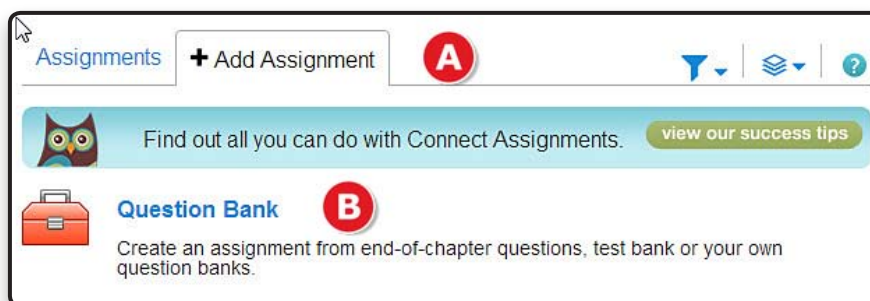
User Tip: Assign the videos, enter chemical equations and formulae, enter isotopes, and edit entries for the Chemistry Answer Palette prior to students using the tool.

User Tip: Leave the due date blank so that students can access the videos at any time.

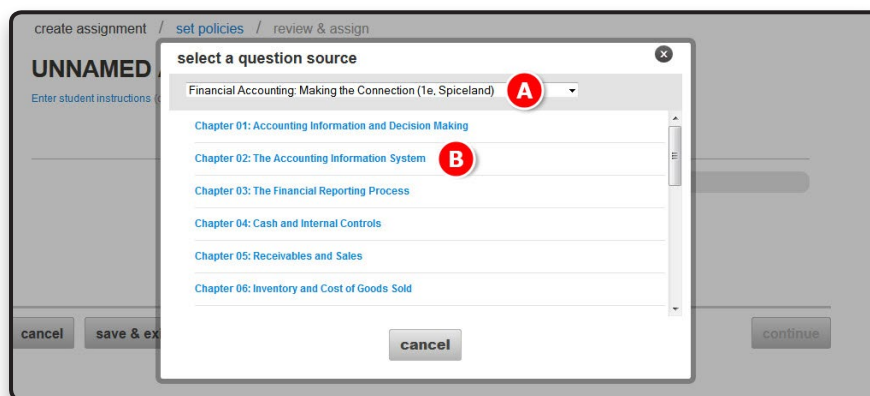
User Tip: Be sure to use the arrows on the keyboard while utilizing the Answer Palette tool.

Creating a New Assignment from the Question Bank

- A** Click **Add assignment** from your section home page.
- B** Select **create new from question bank**.



- A** Select a question source from the list.
- B** Next, select which questions/exercises you would like to view. This will typically divide the options by chapter.



- A** You can access content from another source by choosing the drop-down box.
- B** Selecting the **Parent** level will provide all the material available within your discipline.

- A** Next you may be asked to select the bank of questions you would like to view to make your question/exercise selections. These options are typically divided by type of activity or source.



User Tip: There are two question banks within each chapter. One contains algorithmic questions and the other contains conceptual questions; select titles will also have test banks available. There are different policy settings that relate to each of these types of content, and policies can work differently with each type of content. It is highly recommended that the two content types are not mixed within a single assignment, as students will get confused because of the different look, feel, and behavior of these types of questions.

A Click **rename** and enter an assignment name.

B Enter any **student instructions**.

Before you select questions to assign, there are several things to know about this page:

C To change the question source, click **select a different question source**.

D To create your own questions, click **create a question**.

E To narrow the question pool, use the filters along the left side of the page.

F To add questions randomly to the assignment, select **add random selection**.

This question bank includes questions from the text and some conceptual questions. Select textbooks will also have test banks available.

The screenshot shows the 'create assignment' page. At the top, there are links for 'create assignment', 'set policies', and 'review & assign'. The main heading is 'UNNAMED ASSIGNMENT' with a red circle 'A' over the 'rename' link. Below this is a field for 'Enter student instructions (optional)' with a red circle 'B'. To the right, it shows '0 question assigned' and '0.00 point'. There are buttons for 'add questions' and 'organize assignment'. A 'view' dropdown is set to 'list'. Below this, the breadcrumb path is 'Financial Accounting: Making the Connection (Spiceland, 1e) > Chapter 03: The Financial Reporting Process > Chapter 03 Brief Exercises - Static (IRT)'. To the right of this path is a button 'select a different question source' with a red circle 'C' and a link 'or create a question' with a red circle 'D'. On the left, there is a 'filter results' section with a red circle 'E'. It includes a 'question type' filter (set to 'select all') and a 'Topic' filter (set to 'select all'). The 'Topic' filter lists various accounting topics. In the center, it shows 'results: 36' with a red circle 'F' over the 'add random selection...' button. Below this is a table of questions with columns for 'questions' and 'question type'. The table lists several brief exercises related to Chapter 3, including determining revenues, expenses, net income, and recording adjusting entries. Each row has a checkbox in the 'question type' column.



User Tip: Use a consistent naming convention to ensure easy navigation for your students. For example “Week 1–Quiz” and “Week 1–Homework”. This aids in identifying items in the reports that are displayed in alphabetical order. Abbreviate where possible (e.g., CH for chapter) to allow for cleaner reports and gradebook viewing.

- A** Once you've found a question to add, select the checkboxes next to the question.
- B** Click **add checked questions** and choose to **add as individual questions**.

The screenshot displays the 'add questions' interface. At the top, there are tabs for 'add questions' and 'organize assignment', and a 'view' dropdown set to 'list'. The breadcrumb trail indicates the current location: 'Financial Accounting: Making the Connection (Spiceland, 1e) > Chapter 03: The Financial Reporting Process > Chapter 03 Brief Exercises - Static (RT)'. Below this, there's a section for 'filter results' with various filters: 'question type' (with 'select all' and 'Brief Exercise' options), 'AACSB', 'AICPA', 'Bloom's', 'Difficulty' (with 'select all', 'Easy', and 'Medium' options), and 'Est Time' (with 'select all' option). The main area shows 'results: 5' and a table of questions. The table has columns for 'questions' and 'question type'. The questions listed are 'Brief Exercise 3-14 Assign accounts to financial statements [LO5]', 'Brief Exercise 3-15 Understand the purpose of financial statements [LO5]', 'Brief Exercise 3-16 Prepare an income statement [LO5]', 'Brief Exercise 3-17 Prepare a statement of stockholders' equity [LO5]', and 'Brief Exercise 3-18 Prepare a classified balance sheet [LO5]'. All are of type 'Brief Exercise'. A red circle 'A' highlights the checkbox next to 'Brief Exercise 3-15'. Above the table, there are buttons for 'add random selection...' and 'add (1) checked question'. A red circle 'B' highlights the 'add (1) checked question' button. Below the table, there's a note: 'already added (note: any question can be added multiple times)' and another set of 'add random selection...' and 'add (1) checked question' buttons.



User Tip: Assignments are most effective with fewer than 50 items. Some question types (e.g., true/false and multiple-choice) take less time for the student to answer, while others (e.g., interactive questions) take more time.

Editing Question Point Values and Renaming Assignments

- A** Once you have finished adding questions, adjust the point value for each question or the assignment by clicking on the **organize assignment** tab.
- B** Adjust all point values at once by clicking on **set all point values**.
- C** Adjust point values on an individual basis by selecting them one at a time.
- D** After you have completed your adjustments, click **continue**.

create assignment / set policies / review & assign

Chapter 2. Review

rename ?

Enter student instructions (optional)

7 / 7 questions assigned 70.00 points

add questions

organize assignment **A** view: list individually

edit pools **B** set all point values... 100

question	question type	points
The Neuron	Labeling	10.00 C
The Synapse	Labeling	10.00
Central and Peripheral Nervous Systems	Labeling	10.00
Sympathetic and Parasympathetic Nervous System	Labeling	10.00
Structures of the Human Brain	Labeling	10.00
Functions of the Human Brain	Labeling	10.00
Cerebral Cortex Lobes and Association Areas	Labeling	10.00

cancel save & exit **D** continue



User Tip: Changes to the assignment cannot be made once students have begun working on the assignment.

Overview of Policy-Setting Categories

- A** Set the assignment **start** and **due** dates. Select whether to make the assignment available once it's assigned or on a specific date. Selecting **once it's assigned** will allow students to begin work on the assignment as soon as it is assigned. Selecting **on this date** allows you to set a specific date in the future when students can begin work on the assignment. Then select the assignment **due date** and **time**.



User Tip: Use the “Auto-submit as is” feature, which collects unsubmitted student attempts of an assignment on the due date. This prevents students from forgetting to submit an assignment that they saved prior to the due date.

- B** Next select the assignment category.
- C** After selecting the assignment category, click **expand advanced settings** to see the expanded policy options for this assignment.
- D** Choose between **partial credit scoring** and **all or nothing scoring** to decide how student answers are graded for each multi-answer question (labeling, sequencing, check-all-that-apply, etc.).

The screenshot shows the 'set the start and due dates' section with callout A pointing to the 'start' and 'due' labels. Below this is a section to 'select the assignment category' with callout B pointing to the 'homework' button. To the right are buttons for 'practice', 'quiz', and 'exam'. Callout C points to the 'expand advanced settings' link. Below the category selection is the 'review assignment settings' section. Callout D points to the 'These settings apply to this assignment only' header. Within this section, callout E points to the 'Chem., Engineering & Physics' category. The settings include 'Check All That Apply Scoring' (with 'as authored' selected), 'Question Attempts' (set to 3), and 'Try Another' (set to 10).

- E** Adjusting the **Question Attempts** and **Try Another** options will adjust how many times students can use the check my work option and how many times students can regenerate an algorithmic question with new values.



User Tip: When question attempt is higher than one, **check my work** must be enabled in Resources.

User Tip: For true-false/multiple-choice/check-all-that-apply questions, the number of question attempts a student gets is equal to the number of possible answers minus one. For example, a multiple-choice question with four possible answers would allow for three question attempts. This happens even if the number of question attempts is set to be fewer than the number possible from this method.

User Tip: When students use all of the question attempts (check my work) by answering the question multiple times or view the solution or guided solution, they can then click **Try Another** to regenerate the problem with new numbers. This must be enabled by a setting of more than zero, and it only applies to algorithmic problems. This allows students to attempt multiple versions of the question after they have used up their attempts or viewed a solution.

There are five basic policy-setting categories:

- A Basic policies:** Indicate whether there is a time limit on the assignment, whether students can print the assignment, and other basic settings.
- B Attempts:** Set how many times a student can complete and submit an assignment, whether they build off of previous attempts or start fresh each time, and to enable student attempt after the due date.



User Tip: If you allow students multiple attempts where they will build off of their previous attempt, it is recommended that you check the box allowing students to revise their previous attempts, even if manual graded questions are not yet graded.

- C Tolerances:** This allows for the answer tolerance to be adjusted for questions with significant figures. The answer tolerance percentage is added and subtracted from the proper answer, allowing for any answer within that range, no matter the number of significant figures, to be counted as correct.
- D Resources:** Turn various resources on/off for the students as they work on the assignment. For example, control whether students can see hints.



User Tip: Check my work allows students to check their answers to see if they are correct or incorrect. This must be enabled when there are multiple question attempts. Each click of check my work removes one available question attempt.

User Tip: The show solutions and answer button allows students to see the worked-out solutions and the final answer. When the students use this feature they lose all points and question attempts for this question. They can regenerate if the problem is algorithmic and is enabled, or they can try again through another assignment attempt.

User Tip: The show guided solutions and answers button allows students to have an interactive, guided (worked-out) solution and get the final answer. Students interact with these by answering questions about the steps of the solution, and as a result become more engaged and have a better chance of determining which step they are struggling with and not understanding.

- E Feedback:** Set the level of feedback that students receive when they complete an assignment with automatically graded questions. Options include varying levels of feedback, from no feedback to detailed feedback including solutions.

select the assignment category:

homework practice quiz exam

Homework default settings: [edit all settings](#)

Category	Settings
Basic A	<ul style="list-style-type: none">No time limitPrinting is allowedQuestions are orderedNot password protectedCredit is given for accuracy
Attempts B	<ul style="list-style-type: none">Unlimited attempts are allowedOn each new attempt, students start overThere is no score deduction for taking new attempts
Tolerances C	<ul style="list-style-type: none">global tolerance: 2 %
Resources D	<ul style="list-style-type: none">reference type:<ul style="list-style-type: none">Question titles are not shownQuestion point values are shownReferences are shownNet calculator is allowedAccess to external links is allowedassistance type:<ul style="list-style-type: none">Access to the eBook and resources is allowed<ul style="list-style-type: none">0% is deducted from all question scoresAccess to hints is allowed<ul style="list-style-type: none">0% is deducted from each question that uses hints
Feedback E	<ul style="list-style-type: none">after the first attempt, show:<ul style="list-style-type: none">Detailed feedbackafter additional attempt, show:<ul style="list-style-type: none">Detailed feedbackafter scoring 100%, show:<ul style="list-style-type: none">Detailed feedback




User Tip: It is best to keep your policy settings consistent throughout your course to prevent confusion among students. Once you have set your preferred policies, you will want to click on **save as default settings** to save these new policy settings as the defaults going forward.

User Tip: Finalize your policy settings before making the assignment available to students as it is not possible to change some policy settings once students have begun work on the assignment.

Assigning


- A** On the **review and assign** page, you can select multiple sections within the same course.
- B** Click **Assign** when you are ready to finalize the assignment.
- C** If you're not ready to assign, use the **Save & Exit** button on the bottom to come back later.
- D** If you don't want to keep the assignment, use the **Delete Assignment** button.


[edit assignment](#) / [set policies](#) / review & assign

Guided Viewing Art - Chpt. 3 [rename](#) 

[Enter student instructions](#) (optional)

review and assign

my sections [preview assignment - student view](#) 




Kim Freund
Art Appreciation

☐ apply policy edits to all my previously checked sections

A

☒ Fall 2013 - MWF (current section)


☐ Fall 2013 - TTH

my colleagues 

[add colleagues](#) / [select all](#) / [clear all](#)

☐ apply policy edits to all checked colleague sections that share this assignment

Uncheck a section only when you no longer want the assignment to appear in that section.

[attach files](#) 

[review policies](#) [edit](#)

Your questions were saved. They are not available yet. Please try again later. If you continue to see this message, please contact [customer support](#). You can still publish the assignment, but questions may not be available immediately to your students.

C

Save & Exit

Delete Assignment

D

B

Assign

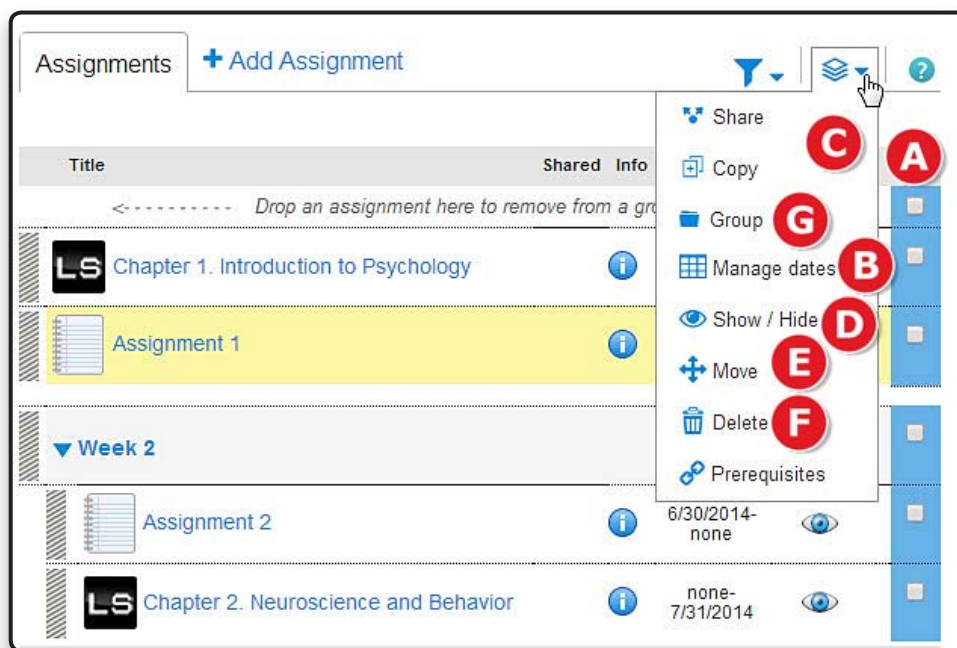


User Tip: If teaching multiple sections with the same assignments, but different due dates, it is recommended to create the first section and all assignments. Once completed, duplicate your section to create additional sections and adjust due dates as necessary.

Editing, Managing, and Organizing Assignments

Some basic assignment edits/management can be done from the assignment list on the section home page.

- A** Check off the assignments you want to manage and select the action you want to take (B–G).
- B** To change the start and due dates for the assignments, click **Manage dates**.
- C** To copy or share an assignment to another section in your course or to a colleague's course, select **Share** or **Copy**.
- D** To show or hide the assignments on the student side, select **Show/hide**.
- E** To move several assignments into a group you have created, click **Move**.
- F** To delete selected assignments, click **Delete**.
- G** New assignment groups (folders) can be created by clicking **Add Groups** after clicking on the folder icon.

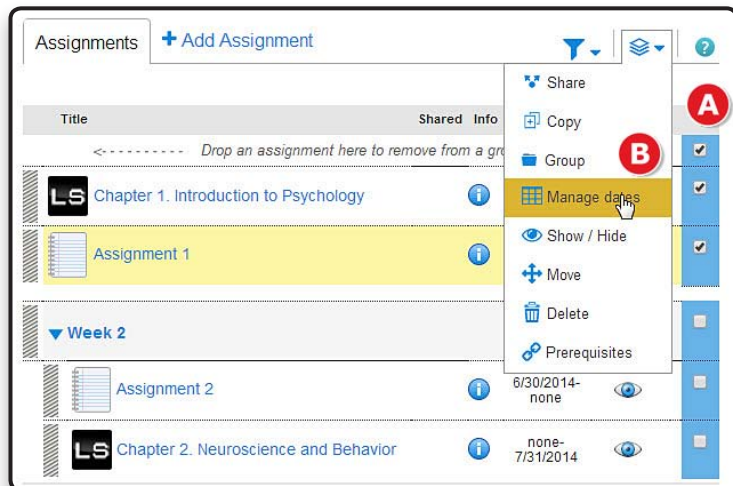


User Tip:

Align groups with syllabus weeks/language and, if possible, try to create groups prior to creating the full semester of assignments.

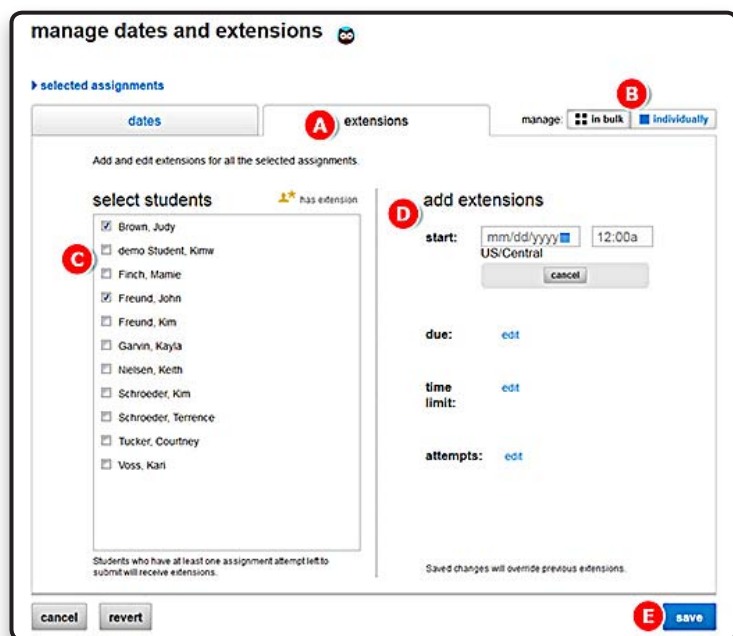
Extensions and Adjusting Point Values

- A** From your section home page, check the box next to the assignments for which you want to add extensions.
- B** Click **Manage dates**.



- A** Click the **extensions** tab.
- B** The **in bulk** option is automatically selected.
- C** Select the students whose extensions you want to add or edit.
- D** Click **edit** next to each category and enter the new information.
- E** Click **save**.

Note: If you set the student extension due date beyond a previously set date of delayed feedback for the assignment, you will be prompted to confirm or change that feedback date. This will prevent the student with the extension from receiving answers from other students to whom feedback has already been revealed.



User Tip: Students need to have at least one attempt remaining in order to complete their extension.

- A** Edit extensions for assignments separately by selecting the **individually** tab.
- B** Select **add** under the extensions column for each assignment you want to edit and fill in the appropriate details.

manage dates and extensions

Add, view, and edit extensions for individual assignments.

manage: ☒ in bulk ☐ individually

ACTIVE assignments	start	due	policies	extensions
Sentence Structure	05/14/13 @ 01:27p	05/29/2013 US/Eastern 11:59p	time limit: none attempts: ∞ delayed feedback: n/a	+ add

INACTIVE assignments	start	due	policies	extensions
Practice Vocabulary	05/22/2013 US/Eastern 12:00a	06/02/2013 US/Eastern 12:59a	time limit: none attempts: ∞ delayed feedback: n/a	+ add

cancel revert save

Adjusting Points for All Students

- A** From your section home page, click the assignment for which you would like to adjust credit.

Assignments + Add Assignment

Title	Shared	Info	Start-date	Show/hide
----- Drop an assignment here to remove from a group -----				
LS Chapter 1. Introduction to Psychology		i	none-06/30/16	eye
Assignment 1		i	06/30/14-none	eye

Week 2

- A** Click the **preview** tab of your active assignment.
- B** Click **Adjust credit** in the question that you want to adjust.

(5 questions, 50.00 points)

student activity **preview** policies message history assignment options

edit questions

Question #1 (of 5)

1. 10.00 points **Adjust credit** for all students.

Place each of the labels in the proper category in order to indicate whether they relate to anatomy or physiology:

The major muscle located at the back of the upper arm has three heads or origins	The brain is composed of two hemispheres	The human heart is comprised of four chambers	Study of form	The long-term acid-base balance of the body is controlled by the kidneys	Heart cells are capable of contracting on their own due to a property called autorhythmicity
Glucose (a form of simple carbohydrate) is the necessary fuel for the brain	Mitochondria are cellular organelles more numerous in active cells	Each kidney contains approximately 6-10 pyramids	Cellular energy requires the body's production of ATP	The brachial artery gives rise to the ulnar and radial arteries	Study of function

In the **adjust credit** screen, you can award full credit, drop the question and its points, or flag the question for manual grading.

- A** Click **adjust** to apply your changes.

These changes will apply to all students for all attempts, including those in shared or copied assignments and courses, and cannot be undone. Dropping the question will change the assignment's total point value, even if you have locked the points.

adjust credit

award full credit

drop question and its points

flag for manual grading

cancel **adjust**

This cannot be undone! Details

report a content issue

Adjusting Points for Individual Students

To edit a particular student's assignment grade, access the student performance report for a particular assignment.

- A** Enter the name of the student whose assignment grade you need to change.
- B** Click the score link under the assignment you want to edit and the student performance assignment detail page opens.

Look up a student to view performance reports:

Freund, Kim **A**

☐ Look in all sections of this course (including those shared with colleagues)

Freund, Kim

Submitted assignments results *Assignments in progress*

Show: All assignments Export to Excel

Assignments	Score	Started	Submitted	Time spent (h:mm)	Date scored
WBLM Chapter 2 Total Value (Points): 140.00, Average Score: 30.00 (21.43%)					
Attempt B	30.00(21.43%)	10/15/12 09:37AM CDT	10/15/12 09:39AM CDT	0:00	02/10/14 11:13AM CST
WBLM Chapter 4 Total Value (Points): 150.00, Average Score: 11.30 (7.53%)					
Attempt 1	11.30(7.53%)*	10/15/12 09:39AM CDT	09/09/13 01:38PM CDT	0:00	09/26/13 05:13PM CDT
Question Types Demo Total Value (Points): 130.00, Average Score: 27.90 (21.46%)					
Attempt 1	27.90(21.46%)	09/04/12 02:05PM CDT	09/04/12 02:10PM CDT	0:00	
Ch 04. De compras: Gramática Total Value (Points): 10.00, Average Score: 3.12 (31.20%)					
Attempt 1	3.12(31.25%)	12/21/12 05:45AM CST	11/03/13 10:47AM CST	0:02	11/03/13 10:47AM CST

* Submitted past due date * Extension * Not yet graded

From the student performance assignment detail page, you can edit the score for each individual question.

- A** Click **Award** to apply the new score.

Attempt 1 (of 1)

0:00 time spent on this attempt (hh:mm)

Score: 30 out of 140 points (21.43%)

Submission Info Performance

Questions #10-11 (of 15)

Conversación A. Intercambios: Sus actividades
Respuestas breves
Conversación A. Intercambios: Sus actividades

about 3 resources Grammar Tutorial Asking Yes/No Questions

Instructions Conversación A. Intercambios: Sus actividades

10. award 0 out of 10.00 points **A** 0 points or adjust credit for all students.

Conversación A. Intercambios: Sus actividades. Paso 1
Respuestas breves

Paso 1. Use the following cues as a guide to form questions that you will ask a classmate. You may ask other questions as well. ¡QUIZ! Use the **to** form of the verbs, but do not use the subject pronoun (tú) in your questions.

Section 6: LearnSmart and SmartBook

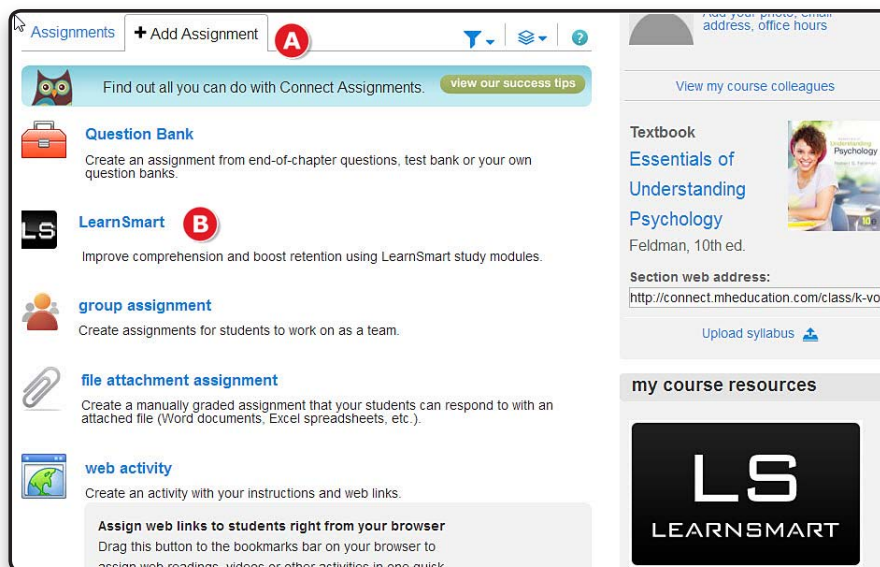
The LearnSmart Advantage: What Makes a High-Impact Minute?

LearnSmart uses revolutionary adaptive technology to build a learning experience unique to each student's individual needs. It starts by identifying which topics a student knows and does not know. As the student progresses, LearnSmart adapts and adjusts the content based on his or her individual strengths, weaknesses, and level of confidence, ensuring that every minute spent studying with LearnSmart is the most efficient and productive study time possible. Every minute spent in LearnSmart is a high-impact minute.

LearnSmart also takes into account that everyone will forget a certain amount of material. LearnSmart pinpoints areas that a student is most likely to forget and encourages periodic review to ensure that the knowledge is truly learned and retained. In this way, LearnSmart goes beyond simply getting students to memorize material—it helps them truly retain the material in their long term memory. Students who use LearnSmart are 35 percent more likely to complete their class; 13 percent more likely to pass their class; and have been proven to improve their performance by a full letter grade.

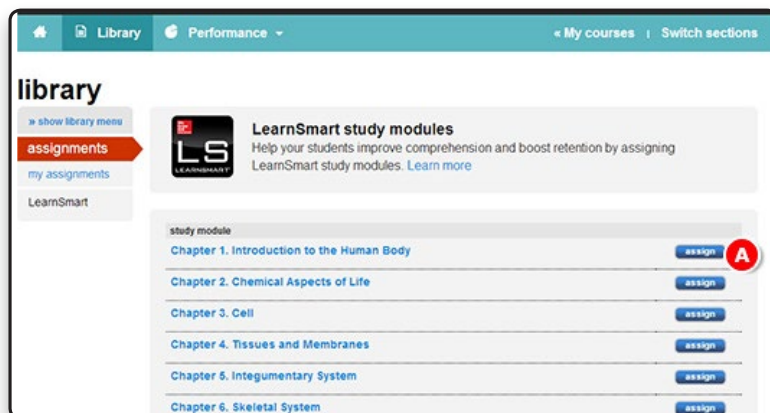
Assigning LearnSmart

- A** Access study modules through the **Add assignment** tab.
- B** Select the **LearnSmart** assignment type.



From the list of LearnSmart study modules, find the module you want to assign.

A Click **assign**.



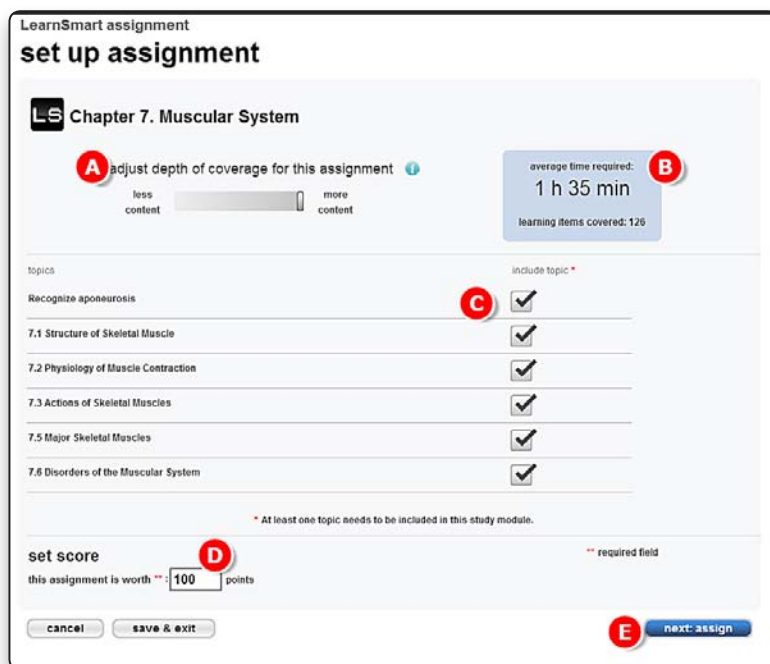
A Slide the bar to adjust the module's depth of coverage.

B As you adjust, you'll see the average time it takes to complete the module and how many items are covered.

C Select and deselect the topics you want to include.

D Enter how many points the assignment is worth.

E Click **next: assign**.



User Tip: Align LearnSmart assignment start and end dates with your syllabus and lectures to expose students to the foundational terminology, concepts, and principles within your course at formative times. Share your plans to use LearnSmart with students by including your expectations for their use of LearnSmart in the syllabus and by discussing LearnSmart with them during the first week of class.


- A** To share this assignment with colleagues, click **add colleagues**. After you find and add your colleagues, choose the assignment policies your colleagues will be able to change.
- B** Set the **available** and **due** dates.
- C** Click **assign**.

LearnSmart Assignment
assign to students

LS Chapter 7. Muscular System [rename](#)

share assignment with:

my sections



Jennifer Wand
Gunstream: A&P 5e Gold Standard Course
☒ Copy of Gold Standard (current section)
☐ April 2014

You can share assignments with any Connect instructor who uses *Anatomy & Physiology with Integrated Study Guide*, 5th edition (Gunstream). You can only share product-specific assignments with instructors whose courses contain those products.

my colleagues **A** [add colleagues](#) [select all](#) [clear all](#)

B **availability** * required

available: : CST

due: : CST

← previous: **set up assignment** **save & exit** **C** **assign**



User Tip: Encourage students to return to previous LearnSmart assignments to practice challenging topics, refresh their knowledge, and increase their retention of course concepts. The Assignment Results report area in Connect will record your students' highest level of mastery for each LearnSmart assignment by the due date you have set. The LearnSmart Results report will record dates in real time should students continue to use the modules for self-study after the due date.

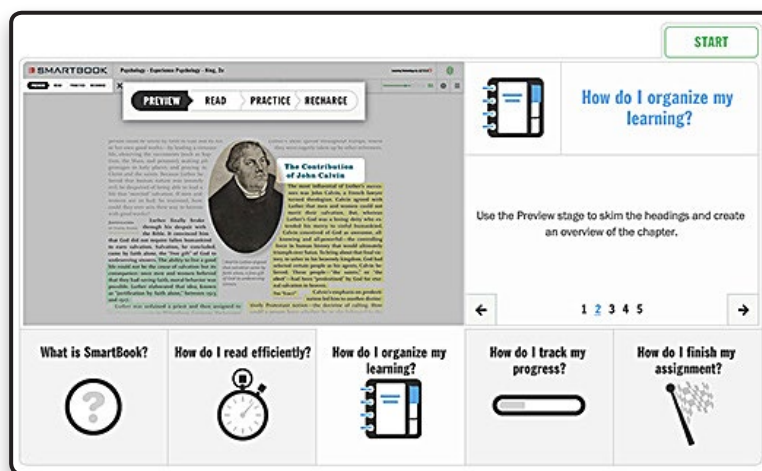
SmartBook

Powered by LearnSmart, SmartBook is the first and only adaptive reading experience designed to change the way students read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. As a student engages, the reading experience continuously adapts by highlighting content based on what the student does and does not know. This ensures that the focus is on the content he or she needs to learn, while simultaneously promoting long-term retention of material.

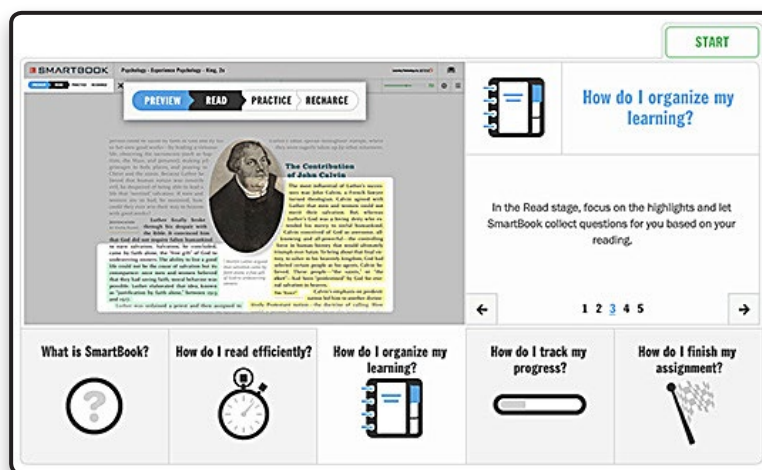
The Four Phases of SmartBook

There are four phases in SmartBook that guide the user experience. Each of them provides a different value to the student.

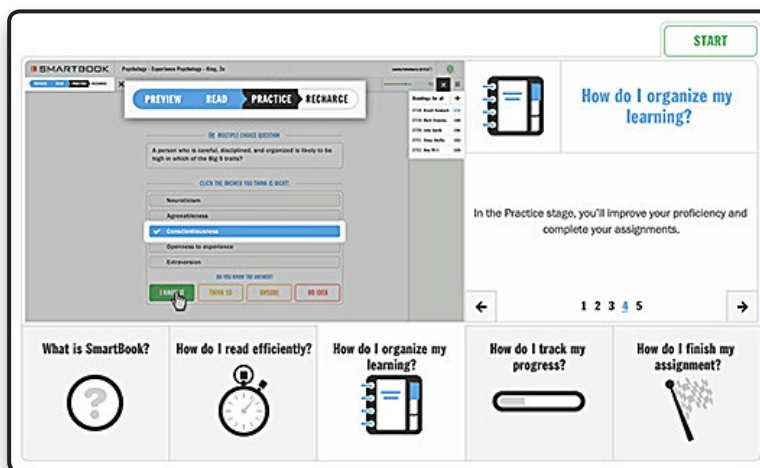
Preview Phase: Students start with a preview of each chapter and the corresponding key learning objectives. This preview establishes a framework of the material in a student's mind to help retain knowledge over time.



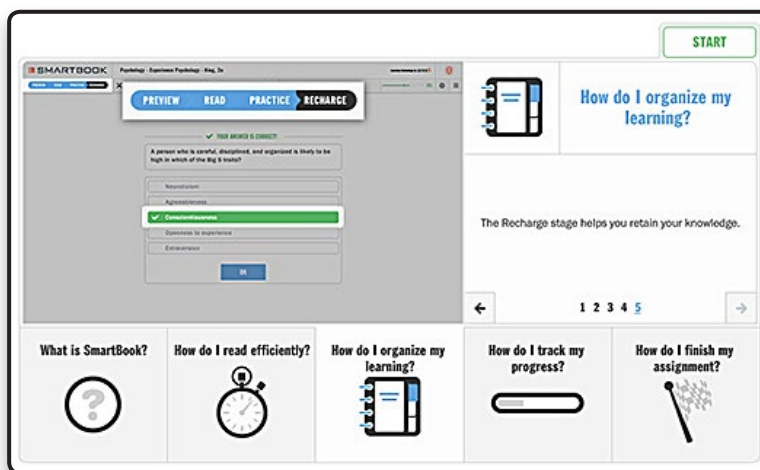
Read Phase: While students read the material, they are guided to the core topics where they should spend the most time studying.



Practice Phase: As students read the material, SmartBook presents them with questions to help identify what content they know and don't know.



Recharge Phase: To ensure concept mastery and retention, students complete the Read and Practice steps until SmartBook directs them to Recharge the important material they are most likely to forget.

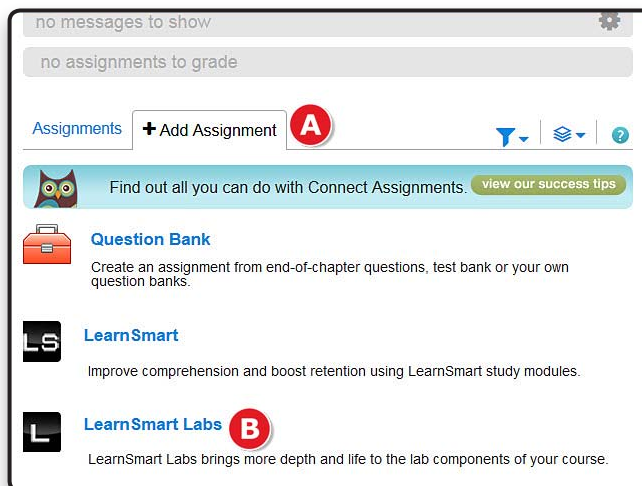


Section 7: LearnSmart Labs

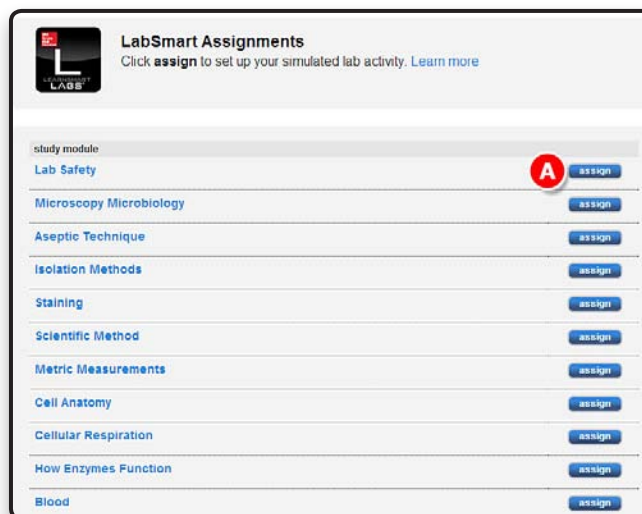
Customizing and Assigning LearnSmart Labs

If LearnSmart Labs is available for your course, you can access study modules.

- A** Click on either the **Add assignment** or **Library** tab.
- B** Then select **LearnSmart Labs**.



- A** From the list of LearnSmart Labs, find the lab you want to assign and click **assign**.



- A** Select and deselect the topics you want to include.
- B** As you adjust the topics, you will see the average time it takes to complete the module and the number of learning objectives covered.
- C** Then enter how many points the assignment is worth.
- D** Click **next: assign**.

LearnSmart Labs Assignment

set up assignment

L Lab Safety

Average time required: **1 h 47 min**

Learning objectives covered: 75
Probes included: 71

topics	include topic*
Core Concepts	A <input checked="" type="checkbox"/>
Hand Washing Procedure	<input checked="" type="checkbox"/>
Personal Safety	<input checked="" type="checkbox"/>
Proper Disposal of Materials	<input checked="" type="checkbox"/>
Final Summary Questions	<input checked="" type="checkbox"/>

*At least one topic needs to be included in this study module.

set score

this assignment is worth**:

points

**required field

cancel save & exit **D** next: assign

- A** To share this assignment with colleagues, click **add colleagues**. After you find and add your colleagues, choose the assignment policies your colleagues will be able to change.
- B** Set your start and due dates.
- C** Then click **assign**.

my colleagues **A** add colleagues select all clear all

availability **B**

* required

available: mm/dd/yyyy hh : mm am CST

due: * mm/dd/yyyy hh : mm am CST

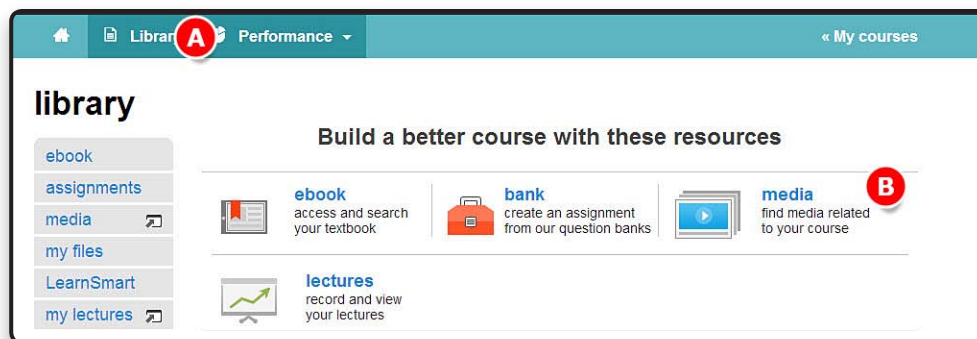
previous: set up assignment save & exit **C** assign

Section 8: Library Resources

Media Resources

The Media Bank gives you access to media (such as video/audio) related to your course.

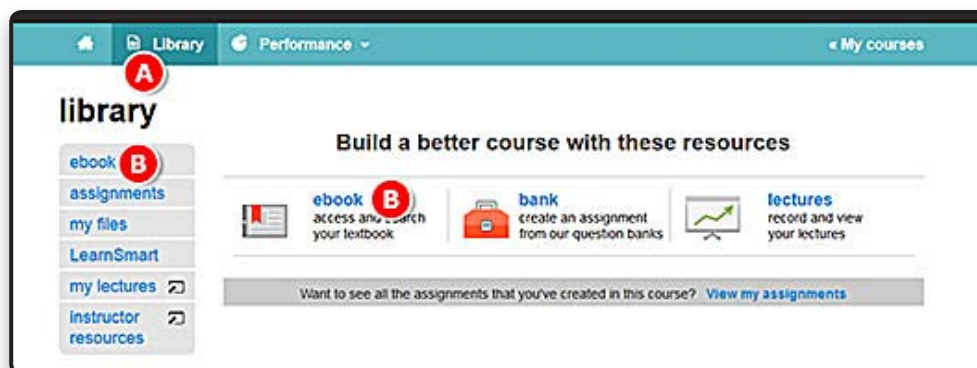
- A** To access the Media Bank, click on the **Library** tab.
- B** Then click on **media**.



E-book Access

The interactive e-book allows students and instructors to quickly access different parts of the textbook, take notes, highlight important terms, and more.

- A** To access the e-book, click **Library**.
- B** Click **ebook** in the navigation bar or on the left menu.

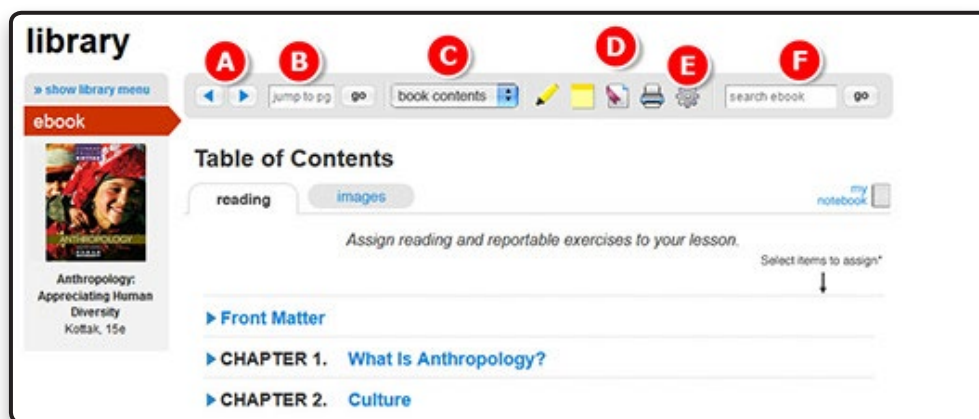


E-book Highlight and Note Functions

- A** Switch sections within a chapter by clicking the **blue arrows**.
- B** Go to a specific page by entering a page number.
- C** Navigate the entire book contents with the **drop-down** menu.
- D** Highlight text, add your own notes, add a bookmark, or print the content on the current page.
- E** Click the **gear** icon to adjust font size.
- F** Search the book content by using keywords in the search bar.



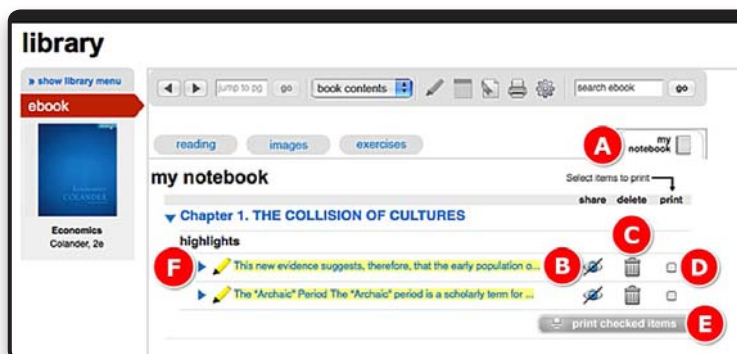
User Tip: Assign e-book exercises directly through the e-book. As students go through the text, assignments will appear along the way.



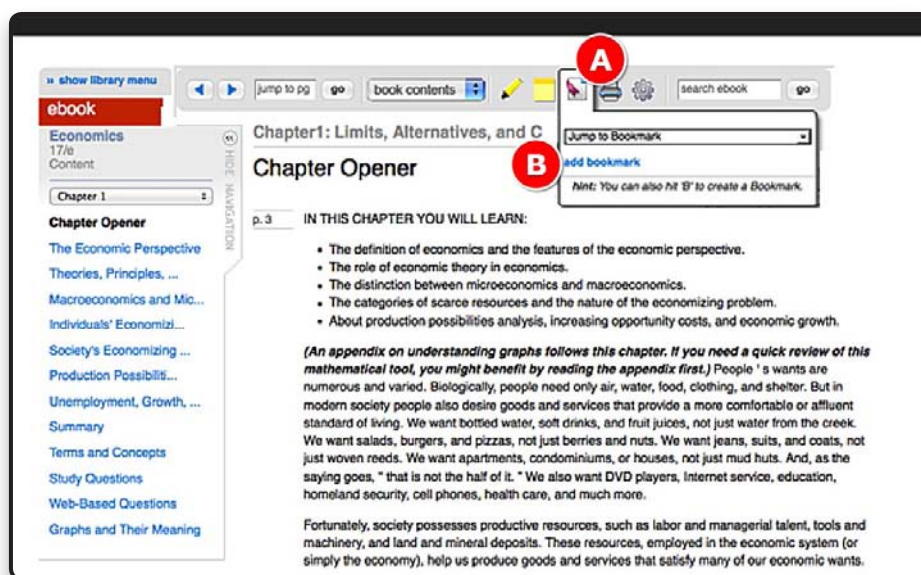
- A** Any highlights and notes made in the e-book can be found in **my notebook**.
- B** To share your highlights or notes with students, click the **eye** icon. Sharing notes and highlights can be helpful to guide students to the most important parts of the book.
- C** To delete a highlight or note, click the **trash can** icon.
- D** Print highlights or notes by checking the box next to what you want to print
- E** and clicking **print checked items**.

You can print any section of the e-book by going to the section you want to print and clicking the **print** icon.

- F** Clicking on a note or highlight will take you directly to that section of the e-book.

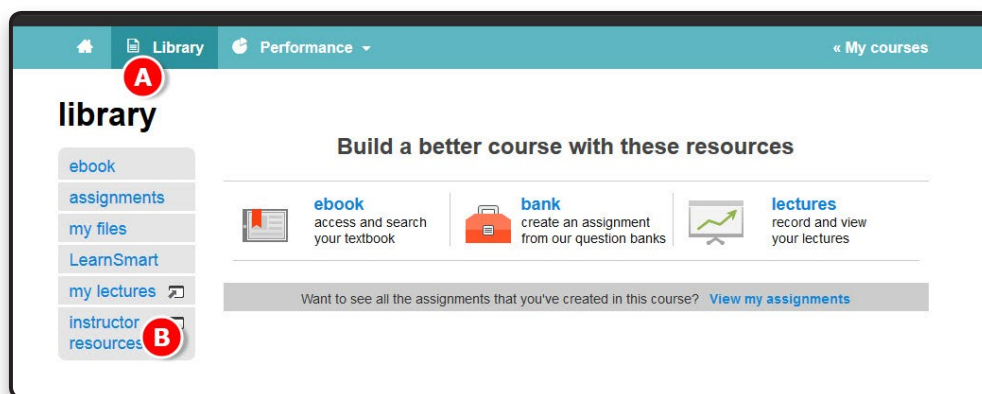


- A** To add a bookmark from a page within the e-book, click the **bookmark** icon.
- B** Click **add bookmark** to create a bookmark. All bookmarks will be listed here and can be accessed from anywhere in the e-book.



Accessing Instructor Resources

- A** To access instructor resources such as the instructor manual, PowerPoints, printable test bank, and more, click on the **Library** tab.
- B** Then click on **instructor resources** in the menu.



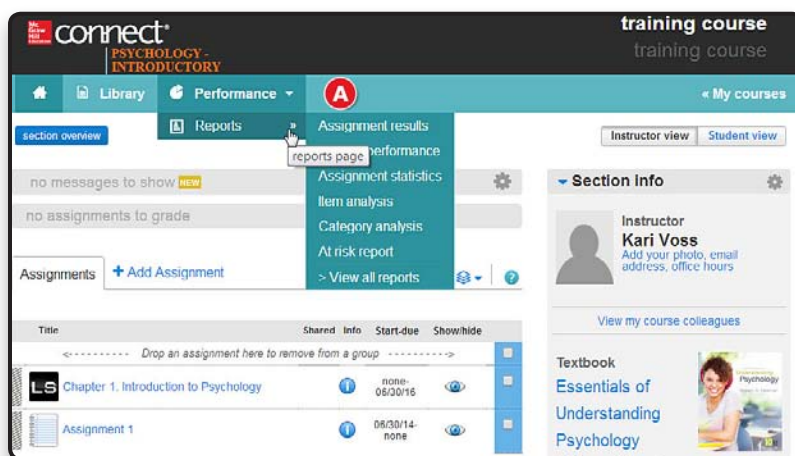
Section 9: Reports

NEW! The first and only analytics tool of its kind, Connect Insight™ is a series of visual data displays to provide at-a-glance information regarding how your class is doing. For more information, go to www.connectsuccessacademy.com and enter key word: Connect Insight.

Locating Reports

The variety of reports, described below, will help you to assess student performance in your class.

- A** From the section home page, click on the **Performance** tab and hover over **Reports**. Click on the report you wish to view or click on **View all reports** to go to the reports home page.



Connect Reports

Assignment Results

- The Assignment Results report shows your entire class's performance across all of your assignments. Each student attempt is listed along with the score, organized by columns, for each assignment. You can look more closely at a particular student's work by selecting the student's name and choosing an individual assignment attempt.

Assignment Statistics

- Assignment Statistics reports will give you quick data on each assignment including the mean score, high score, and low score, as well as the number of times it was submitted.

Student Performance

- Tailor your lectures—and office hours. The Student Performance report helps you search for a specific student in your class and focus on that student's progress across your assignments. You can view assignments that have been submitted and any assignments the student currently has in progress, so you are able to provide guidance or feedback during or after an assignment.

Item Analysis

- The Item Analysis report is the best way to get a bird's-eye view of a single assignment. You will be able to tell if students are improving or if the concepts are something you want to spend additional time on in class. When you want to see what your class is struggling with on a particular assignment or quiz, this report will help by providing you with the average score for each individual question across all students' attempts, the average of best scores, and the average of the most recent attempts on the question.

Category Analysis

- The Category Analysis report is the place to go to find out how your students are performing relative to specific learning objectives and goals. Run customized reports on the content in your assignments to determine performance across aspects like learning objective, difficulty level, Bloom's taxonomy categories, and even your own criteria if you have taken the time to edit questions in your assignments with individual learning objectives for your course.

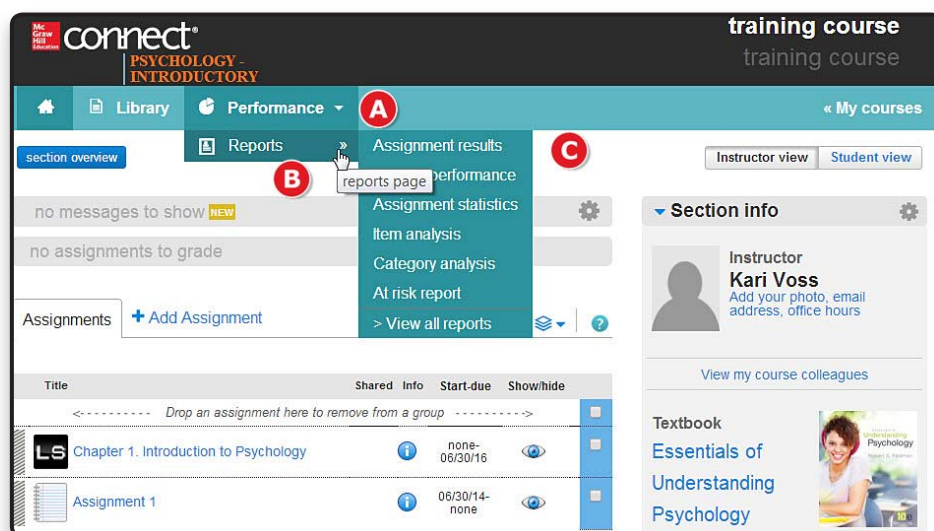
At Risk

- The At Risk report provides instructors with one-click access to a dashboard that identifies students who are at risk of dropping out of a course due to low engagement levels. Connect looks for patterns of online student activity to determine the engagement level of the student, including such events as the frequency of logins and assignment submission. Other factors that may affect prediction include special events or manual grading.

Running and Exporting Connect Reports

Creating Assignment Results Reports

- Select the **Performance** tab.
- Hover over **Reports**.
- Click **Assignment results**.



- A** Select **section(s)** of your courses to be on the report. Choose from the current section, sections within the same course, and secondary instructors' shared sections (if applicable).
 - B** Select **assignment(s)** to be on the report. You can filter the assignments by clicking **Filter by** and then using the checkboxes next to each type of assignment you want to appear in the **select assignment(s)** list box.
 - C** Select and deselect assignments by using the Ctrl key while clicking assignment names in the list box. Use the **select all** and **clear all** buttons available at the bottom of the list box.
 - D** Select **attempt** to specify how the student assignment score is calculated and displayed when your students are allowed multiple attempts for an assignment.
 - a. **Best** displays the best score of all submitted attempts.
 - b. **Last** displays the score of the most recently submitted attempt.
 - c. **All** displays scores from all submitted assignment attempts.
 - d. **Average** displays the average score of all submitted assignment attempts.
- Exclude attempts submitted after the due date:** Checking this option removes any scores from assignments that were submitted after the due date.
- Drop assignments with the lowest scores:** Checking this option allows you to remove assignments with the lowest scores from the report. This option is not available if you selected **Best** attempt.
- E** Specify report date range for the report. Select a **From** and **To** date using the calendar icon.
- F** Select your **score style** allows you to choose how your scores will be displayed: either points, percents, or both.
- Click **Customize Report Information**, to further customize the report.
- G** Click **View report** to generate the report.

Additional detail can be found by clicking the help link at the top of the screen.

The Assignment Results report will display with a list of your students in the first column and a subsequent column for each assignment with corresponding student scores.

- A** Customize or turn off optional grade range highlights in the **highlight ranges** menu.
- B** To export the report, click **Export**, select the format, and then click **Export** again to download.
- C** You can also **Print** the report.

Assignment Results

Show: Assignment Results

Use the options below to view assignment scores.

[Show options](#)

Section: Section 1 (Allen, Jordan)

Report date range: -

Score style: Points

Assignment type: ☒ Homework ☒ Quiz ☒ Exam ☒ Practice ☒ PsychInteractive ☒ LearnSmart ☒ file attachment ☒ speech assignments ☒ writing assignments ☒ blog ☒ discussion board

Report created: 07/07/2014 09:22:47 AM CDT

Attempt: Best

A Highlight ranges **B** Export **C** Print

[Learn how to export these results into Blackboard or Blackboard Vista](#)

Select the checkboxes on columns you want to export or print.

<input checked="" type="checkbox"/> Student	Total 500 pts	<input checked="" type="checkbox"/> Chapter 1 Pre-Test 100 pts	<input checked="" type="checkbox"/> Chapter 2 Pre-Test 100 pts	<input checked="" type="checkbox"/> Chapter 3 Pre-Test 100 pts	<input checked="" type="checkbox"/> Chapter 4 Pre-Test 100 pts
Allen, JJ	500.00	100.00	100.00	100.00	100.00
Allen, John	190.00	40.00	30.00	40.00	40.00
Allen, Jordan	350.00	50.00	70.00	70.00	70.00

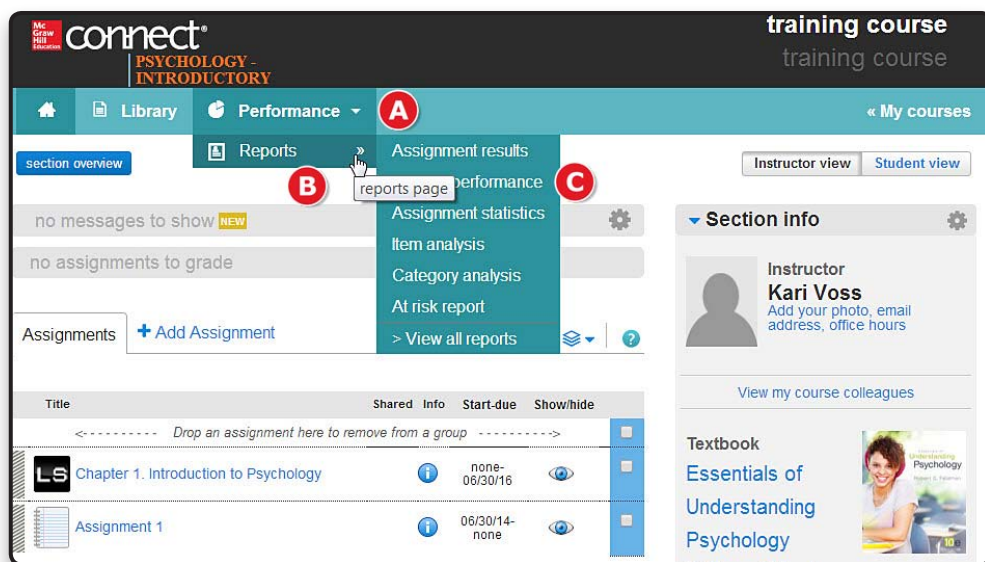
* submitted past due date + extension m requires manual grading

Note: If you have a Blackboard integration and the option to export to Blackboard is not appearing, you have not yet inserted your students' Blackboard IDs into the student roster. The total score will be located in the last column in the report. You may need to use the scrollbar to reach it.

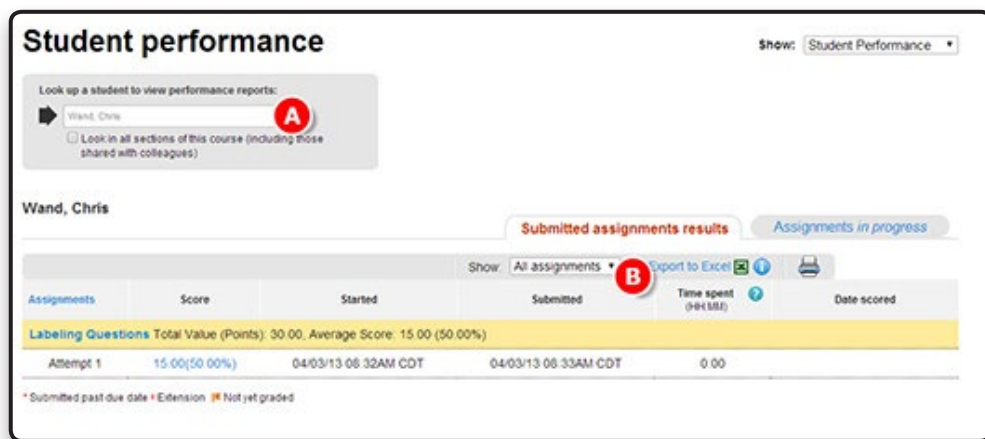
Creating Student Performance Reports

The Student Performance report displays individual student performance across all assignments. To view a report for a specific student, type the student's name in the search text box on the page. You will see the matching student names in the current section by default.

- A** Select the **Performance** tab.
- B** Hover over **Reports**.
- C** Click **Student performance**.

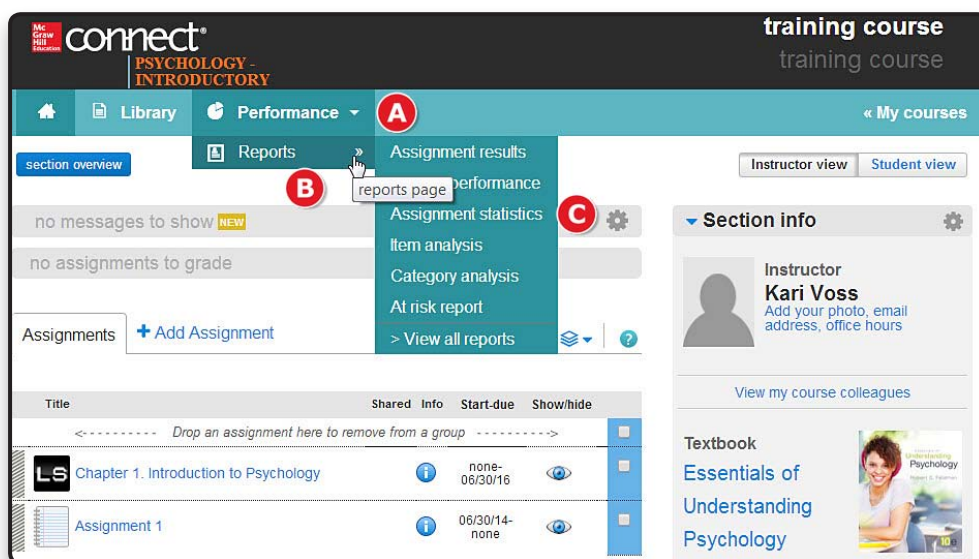


- A** To view a report for a specific student, type the student's name in the **search text box** in the page.
- B** Customize the list of assignments by choosing the **assignment category** you want to view.



Creating Assignment Statistics Reports

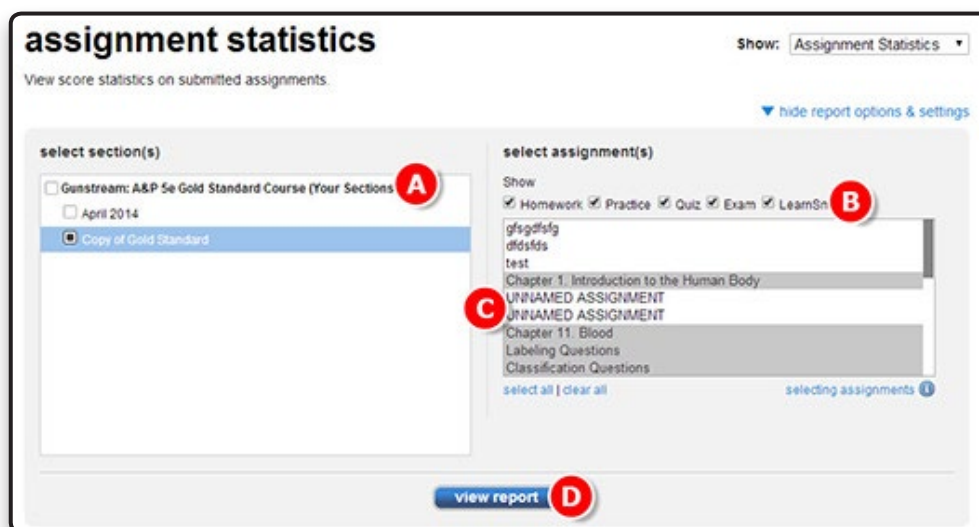
- A** Select the **Performance** tab.
- B** Hover over **Reports**.
- C** Click **Assignment statistics**.



- A** Select which sections will be on the report.
- B** Select which assignments will be on the report.
- C** You can filter assignments by type using the checkboxes next to each type of assignment you want to appear in the **select assignment(s)** list box.

Select and deselect assignments by using the Ctrl key while clicking assignment names in the list box. Use the **select all** and **clear all** buttons available at the bottom of the list box.

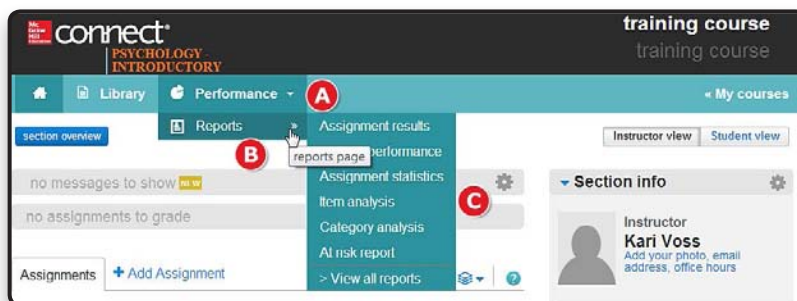
- D** Click **view report** to generate the report.



Creating Item Analysis Reports

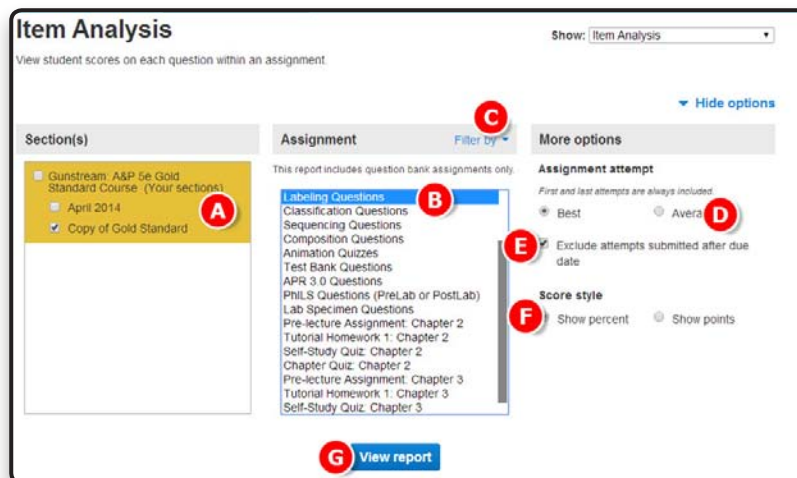
The Item Analysis report provides statistics on each question within a single assignment.

- A** Select the **Performance** tab.
- B** Hover over **Reports**.
- C** Select the **Item analysis** drop-down menu.



Available report options:

- A** **Select section(s)**—Select which section(s) will be on the report. Choose from the current section, linked sections within the same course, and secondary instructors' linked sections.
- B** **Select one assignment**—Select one assignment to be displayed in the report. Your choice of sections determines the assignments listed here. Note that only question bank assignments can be used for this report.
- C** Click **Filter by** to filter specific assignment types (homework, quiz, etc.).
- D** **Select an assignment attempt**—First and last assignment attempt scores are always included, but you can select whether you also want to see the best or average assignment attempt score.
- E** You can also check the box to exclude attempts submitted after the due date.
- F** Last, select if you want to show scores in percentages or points.
- G** Click **View report**.



User Tip

Only questions from the question bank can be used for the Item Analysis report.

- A** Here you will see your selections from the previous screen and the report below.
- B** Click a question to preview it.
- C** Click the **plus sign** to view individual student scores.
- D** Next to each question/student name you will see the first, last, and best or average assignment attempt score.
- E** You can export
- F** or print the report.
- G** Edit your report options at any time by clicking **Show options**.

Item Analysis Show: Item Analysis

View student scores on each question within an assignment.

G Show options

Item Analysis

Section: Copy of Gold Standard (Wand, Jennifer)
Report created: 04/14/2014 1:41 PM CDT
Assignment: **Labeling Questions** **A**
Students submitted: **1**

☒ Show first, last and best assignment attempts ☒ Exclude attempts submitted after due date
☒ Show percentages

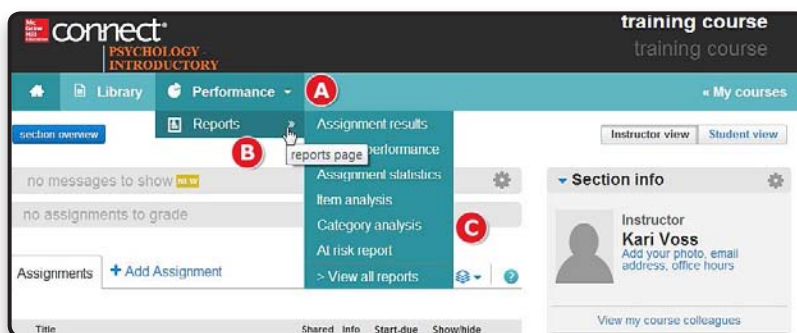
E **F**

Click a question to preview it. Expand a question to view student scores.

Questions	D First assignment attempt	Last assignment attempt	Best assignment attempt
C ➤ B Directional terms	25.00%	25.00%	25.00%
Wand, Chris	25.00%	25.00%	25.00%
➤ Body planes & sections	25.00%	25.00%	25.00%
➤ Abdominal quadrants	100.00%	100.00%	100.00%

Creating Category Analysis Reports

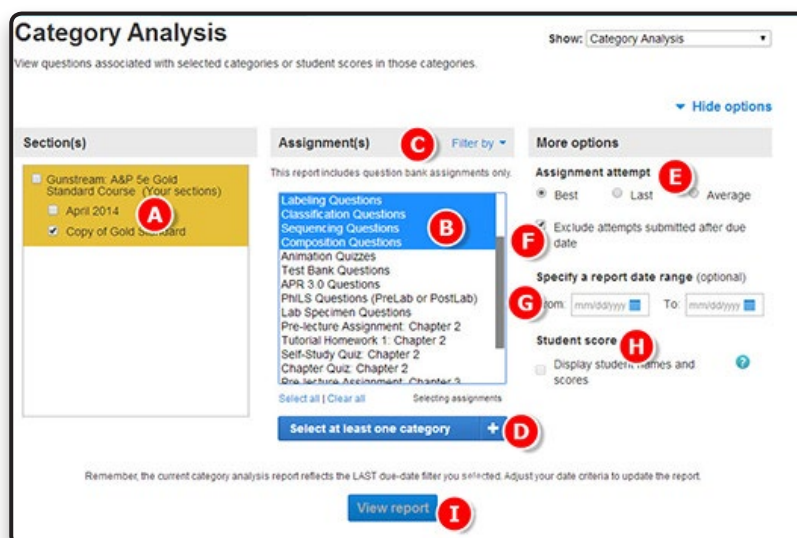
- A** Select the **Performance** tab.
- B** Hover over **Reports**.
- C** Click **Category analysis**.



- A** Select the section(s) to include.
- B** Select the assignments to be analyzed. Select more than one assignment by using the Ctrl key while clicking assignment names.
- C** Click **Filter by** to filter specific assignment types (homework, quiz, etc.).
- D** You have to select at least one category to use to evaluate students' performance.

You can also further customize the report by selecting:

- E** Which assignment attempt you want to show.
- F** Whether or not you want attempts submitted after the due date excluded.
- G** A report date range.
- H** Whether or not you want to see individual student names and scores.
- I** Click **View report**.



User Tip:

These categories vary based on what section and assignments you choose. A category or category group is only available when a selected assignment contains a question with content related to this category or group.

- A** At the top you will see a summary of the settings you selected in the last screen.
- B** Click the **blue arrow** next to the title to see the assignment details.
- C** Listed next to each category you can find the number of questions assigned that relate to the topic, the number of students who have submitted answers out of the total number of students, and the average percent of how students are doing in that category.
- D** You can also export
- E** Or print the report.
- F** Edit report options at any time by clicking **Show options**.

The screenshot shows the 'Category Analysis' report interface. At the top, there's a title 'Category Analysis' and a dropdown menu set to 'Category Analysis'. Below the title is a subtitle 'View questions associated with selected categories or student scores in those categories.' On the right, there's a 'Show options' link with a blue arrow icon. The main content area has a header 'Category Analysis' and a summary section. The summary section includes 'Section: Copy of Gold Standard (Ward, Jennifer)', 'Report created: 04/15/2014 3:20 PM GMT', 'Report date range: -', and 'Assignment: Lab Specimen Questions'. Below the summary, there's a table with columns 'Questions', 'Students submitted', and 'Category score (Best assignment attempt)'. The table has a section for 'Bloom's' with a sub-section '1. Remember'. Under '1. Remember', there are three rows: 'Thick and Thin Skin', 'Thoracic Cavity Anterior view: Heart and lungs removed', and another row. The table shows 2 questions, 0/2 students submitted, and 0.00% category score for the '1. Remember' section. Callouts A-F are placed on the interface: A points to the 'Assignment' field, B points to the blue arrow next to '1. Remember', C points to the '2' in the 'Questions' column, D points to the 'Export' icon, E points to the 'Print' icon, and F points to the 'Show options' link.

Category Analysis Show: Category Analysis

View questions associated with selected categories or student scores in those categories.

Category Analysis

Section: Copy of Gold Standard (Ward, Jennifer) Report created: 04/15/2014 3:20 PM GMT

Report date range: -

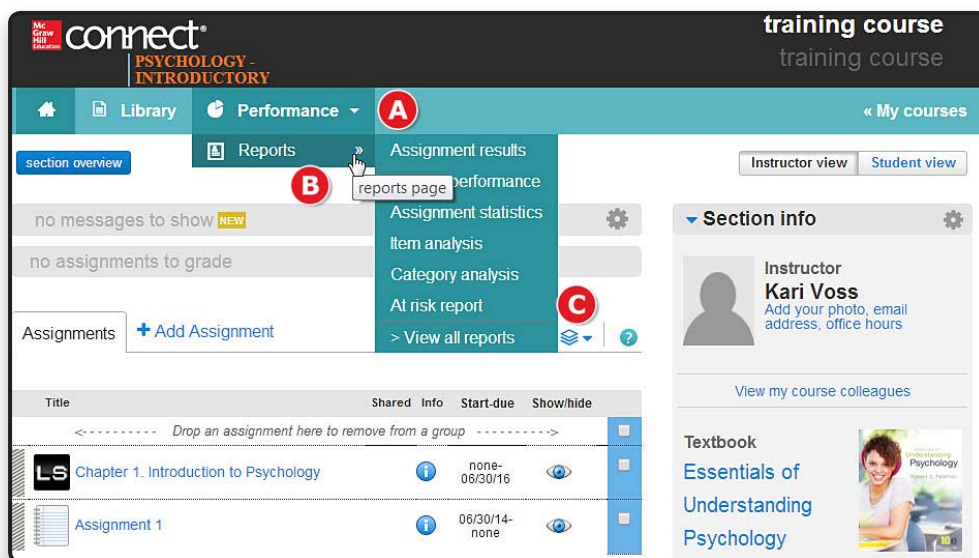
Assignment: Lab Specimen Questions

Expand each category to see scores.

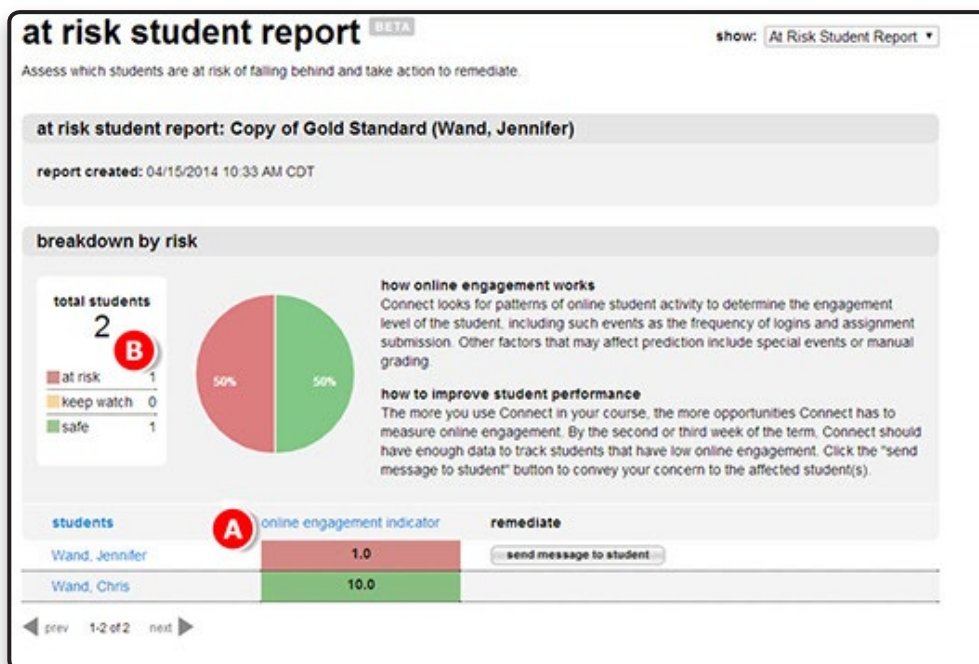
	Questions	Students submitted	Category score (Best assignment attempt)
Bloom's			
1. Remember	2	0/2	0.00%
Thick and Thin Skin		0/2	0.00%
Thoracic Cavity Anterior view: Heart and lungs removed		0/2	0.00%

Creating At Risk Reports

- A** Select the **Performance** tab.
- B** Hover over **Reports**.
- C** Select **At risk report**.

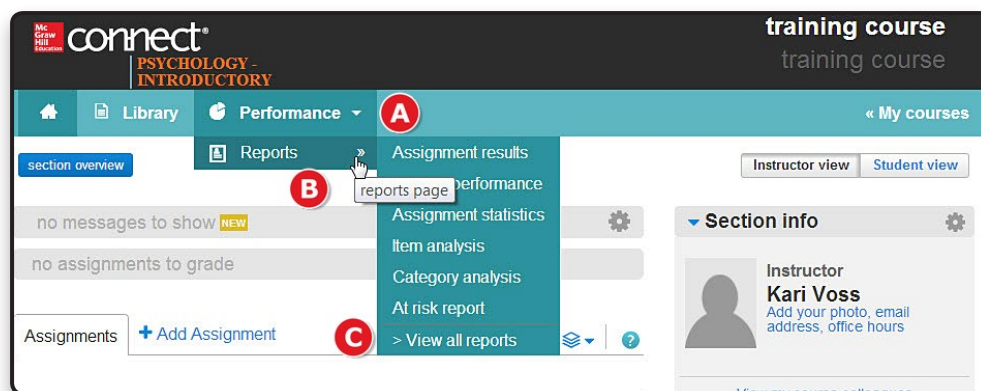


- A** You will be able to see the online engagement indicator score that shows which students are at risk and allows you to e-mail those students directly.
- B** You can see your entire class and how many students fall into each category.



Creating LearnSmart Reports

- A** Select the **Performance** tab.
- B** Hover over **Reports**.
- C** Click **View all reports**.



- A** Select **LearnSmart** under Adaptive Assignment Reports.

report types

Find out all you can do with Connect Reports. [view our success tips](#)

Assignment results
See assignment scores listed by student and color-coded into high, medium, and low score ranges, and customize results.

Student performance
See an individual student's scores, status of assignments, and time spent on each assignment.

Assignment statistics
See this section's highest, lowest, and average scores on each assignment attempt, or compare multiple sections' scores.

Item analysis
See this section's average score on each question within a single question bank assignment, or compare multiple sections' scores.

Category analysis
See category results for a single question bank assignment, or compare multiple assignments' results. Categories are determined by criteria, such as learning objectives, that are tagged to questions within the assignment(s) you select.

At-risk report
Assess which students are at risk of falling behind and take action to remediate.

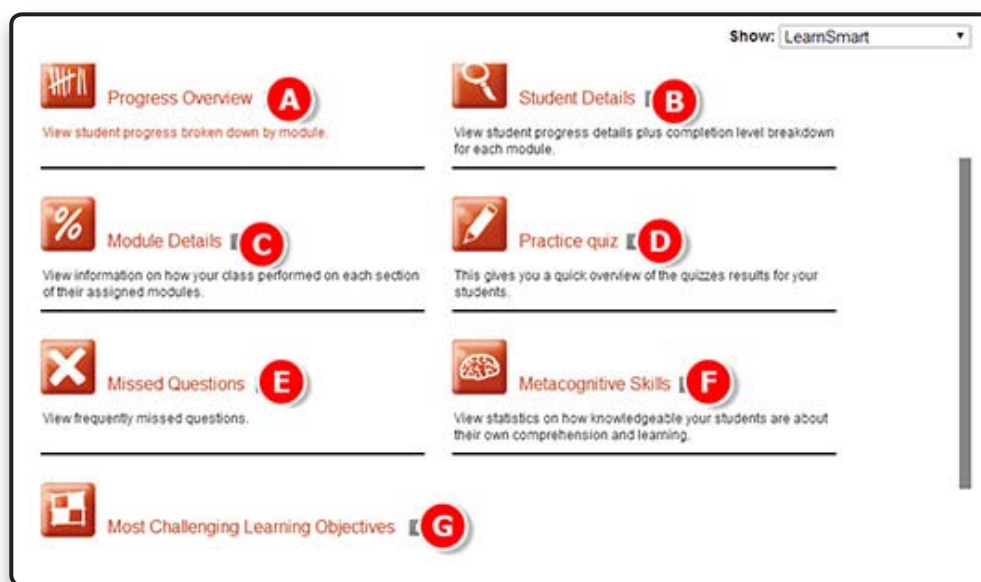
Adaptive Assignment Reports

LearnSmart **A**
Review detailed reports to better measure student progress, comprehension and retention.

LearnSmart & SmartBook Reports

Each distinct LearnSmart report provides real-time data so that instructors can focus on the units or topics for which students need the most help.

- A** **Progress Overview** shows how much the students studied in each chapter.
- B** **Student Details** provides data specific to individual students organized by chapter and includes assignment level versus self-study.
- C** Look at the **Module Details** report to find out how your class is performing as a whole on assigned modules.
- D** The **Practice quiz** report will show you practice quiz results for your students.
- E** View the **Missed Questions** report to view the most frequently missed questions for each module.
- F** The **Metacognitive Skills** reports compile data based on your student's awareness of their own knowledge base.
- G** The **Most Challenging Learning Objectives** offers the top five most challenging objectives for each module for your class.



User Tip: Progress overview completion can be larger than what is seen in a student's assignment completion if the student studied after an assignment's due date or forgot to update results by opening the assignment. It can also, in rare cases, be larger if the student studied this material in a previous course.

Section 10: Support

What If I Have Questions?

Sales Representative	Digital Success Academy	Digital Success Consultants	Customer Experience Team (Tech Support)
<ul style="list-style-type: none"> ■ Class test request ■ Purchasing issue ■ Product questions ■ Product demo 	<ul style="list-style-type: none"> ■ Easy access to videos, tips/tricks, how-to's and frequently asked questions <p>http://www.connectsuccessacademy.com/</p>	<ul style="list-style-type: none"> ■ One-on-one training via WebEx ■ Product walkthrough ■ "How do I" contact 	<ul style="list-style-type: none"> ■ Technical support ■ Student support (access codes and registration questions) ■ Password resetting ■ Learning Management System (LMS) support ■ Blackboard pairing issues <p>Direct phone: 800-331-5094 http://mpss.mhhe.com/products.php</p>

Self-Service Resources (Success Academy)

Digital Success Academy: <http://www.connectsuccessacademy.com/>

Topics to Cover on the First Day of Class

<http://www.connectsuccessacademy.com/fdoc-first-day-of-class/>

Tech Support Contact Information

- Phone Support: 800-331-5094
 - » Monday – Thurs 8 am – 11 pm CST
 - » Friday 8 am – 6 pm CST
 - » Saturday 10 am – 4 pm CST
 - » Sunday 12 pm – 6 pm CST
- Chat Support: <http://mpss.mhhe.com/>
- E-mail Support: <http://mpss.mhhe.com/contact.php>