

**Institution:** Laramie County Community College  
**Chief Executive Officer:** Dr. Joe Schaffer, President  
**Date Submitted:** December 21, 2021

**Action:** Interim Monitoring Report due 12.31.2021. Timeline and process used to ensure the quality of distance (online) courses.

**Core Components:** 3A: The rigor of the institution's academic offerings is appropriate to higher education.

**Areas of Focus (Laramie County Community College Final Report):**

1. The rubric template or other means by which courses are evaluated.
2. The timeline for the evaluation of all distance courses.
3. The findings and recommendations for each course.
4. The improvements planned for each course as a result of the implementation of this process.
5. Training provided to faculty in order to implement improvements.

Spring Semester 2020

Laramie County Community College (LCCC) participated in the AQIP Comprehensive Quality Review (CQR) in October 2019. As a result of the review the CQR team recommended Interim Monitoring associated with improving the quality of distance education courses throughout the College. The Institutional Actions Council (IAC) of the Higher Learning Commission (HLC) acted to support this recommendation in March 2020 (see Timeline, Appendix A). Specifically, in the Interim Monitoring Report LCCC must demonstrate the timeline and process used to ensure the quality of online courses throughout the College.

LCCC's COVID-19 response in March 2020 included the transition of most instructional activities to the virtual environment. This forced a rapid upscaling of faculty development focused on online course design, technology skills, and the pedagogy needed to teach via distance. The College supported the faculty in the transformation of all classes by suspending instruction for one week. During this time LCCC's Center for Excellence in Teaching (CET) delivered small group trainings and individualized faculty support via remote technologies such as Microsoft Teams and Zoom. The College was supported in this effort through the substantial investment of CARES relief funding. LCCC prioritized the provision of faculty and student technology with this relief, enabling continued instruction throughout the pandemic. One example of this prioritization is the purchase of virtual simulation software to support students in the allied health programs when their clinical experiences were suspended. The College also purchased virtual lab subscriptions for our Science courses, expanded video storage for the archiving of recorded lectures, and increased our capacity to offer remote proctoring of required exams as well as other technologies in support of online course delivery.

## Fall Semester 2020

Approximately 60% (420 of 725) of all classes planned by the College for the Fall 2020 semester were completely online. Physical operations on the LCCC campuses were very limited and the majority of the faculty delivered instruction from a remote location. Prior to the Fall 2020 College In-Service the CET developed a robust repository of faculty support materials and centralized this collection in the LMS. To support the faculty needs for remote instruction detailed documentation for the LMS tools, student engagement strategies, and remote communication technologies outside the LMS to support virtual office hours were published. This repository, The Exchange, remains accessible to all employees at the College and houses volumes of professional development resources. Throughout the virtual Fall 2020 In-Service faculty volunteers hosted trainings to assist their peers in preparing for distance delivery in most disciplines.

## Spring Semester 2021

The College sponsored the participation of eleven employees in “Evaluating Online Teaching”, an online course announced in February 2021 (Magna Publications, Magna Online Courses, <https://www.magnapubs.com/>). The cohort (Cohort) of participants included the Associate Vice President Institutional Effectiveness, Interim Vice President, Academic Affairs, four school deans, and five faculty. The course was chosen for its association to the HLC Interim Monitoring expectations and it provided guidance in several areas including evaluation tools appropriate to online teaching, gathering student feedback, measuring behaviors unique to online teaching, and formative and summative learning performance in distance courses. The course also offered resources pertinent to quality course design including how to assess design in the evaluation of instruction. At the conclusion of the course the Cohort began a collaborative evaluation of online course evaluation rubrics for the planned implementation at LCCC.

The Cohort considered three primary instruments all of which were presented in the completed course; Open Suny Course Quality Review Rubric (OSCQR) <https://oscqr.suny.edu/>, Faculty Peer Review of Online Teaching at Penn State [https://facdev.education.psu.edu/sites/default/files/files/PeerReview\\_OnlineCourses\\_PSU\\_Guide\\_5\\_November\\_2020.docx](https://facdev.education.psu.edu/sites/default/files/files/PeerReview_OnlineCourses_PSU_Guide_5_November_2020.docx), and Online Learning Consortium Quality Course Teaching and Instructional Practice Scorecard <https://to.onlinelearningconsortium.org/qs-qctip-overview/>. Cohort members combined criteria from each of these tools to develop the Draft LCCC Rubric (Rubric) for implementation across the College’s online courses.

The HLC Comprehensive Quality Review referenced student feedback pertaining to online instruction in the recommendation for Interim Monitoring. In order to assess students’ perception of the College’s efforts in this regard the Office of Institutional Research collaborated in the development of seven questions to be added to the Student Course Questionnaire (SCQ). These questions were added to the SCQ instrument piloted in online courses in March 2021.

## Summer Semester 2021

The SCQ is administered every semester at LCCC. The College values the continuous quality improvement opportunities the SCQ responses provide to individual faculty members as well as identifying trends throughout Academic Affairs. In June 2021 the revised SCQ, inclusive of the seven questions assessing online instruction, was administered for the first time. This subset of questions is now delivered exclusively to the College's online classes:

1. The expectations of this course were clearly outlined at the beginning of this course.
2. The instructions for accessing resource materials were easy to follow.
3. The instructor was active and engaged with the students.
4. There was adequate opportunity to interact online with the instructor.
5. The online materials and activities for this class helped me learn.
6. The instructor provided opportunities for students to learn from each other.
7. The instructor used the technology effectively to engage the students.

The results of this inaugural administration are provided in Appendix B.

Additional preparation for the pilot evaluation of online instruction was a collaboration between the CET and the Academic Leadership Team. This work resulted in alignment of the terminology presented on the Rubric with that used throughout the Canvas LMS (adopted at LCCC in 2018).

## Fall Semester 2021

The College resumed on-ground operations at pre-pandemic levels in August 2021. During the Fall 2021 College In-Service all faculty were presented the opportunity to participate in a pilot project to assess online instruction. Ultimately 20 faculty committed to this project lead by two school deans. The faculty participants (Participants) came from all academic schools in the College including two from Arts & Humanities, six from Business, Agriculture, & Technical Studies, five from Health Science & Wellness, and seven faculty from Math & Sciences.

### *Piloting Online Course Evaluation at LCCC*

Participants were oriented to the Rubric in September 2021. The Rubric presents four categories for evaluation: Design and Layout, 36%; Content and Activities, 25%; Interaction, 18%; and Assessment and Feedback, 21% (see Appendix C). Each faculty participant identified the online class to which the Rubric would be applied for the pilot. Participants were afforded the assistance of the CET to evaluate their courses and/or to provide support with course corrections that were needed as a result of the evaluation. Faculty submitted the completed rubrics to the supporting deans; the aggregated scores are outlined in the Table 1.

Following the evaluation of their class Participants were asked to identify three findings or omissions in the class. Faculty were asked to reflect on the Rubric score and articulate three opportunities for impactful improvement. The complete findings are provided in Appendix D.

Summarily, 62% of the findings were associated with Rubric traits categorized as Design and Layout, 13% with traits in Content and Activities, 16% with Interaction, and 9% of the findings were categorized in the Assessment and Feedback column. Participants were similarly asked to commit to three actions they will take to improve the evaluated class prior to its launch in the Spring 2022 semester. All recommendations are outlined in Appendix E.

**Table 1**

**Rubric Score, Draft LCCC Rubric Fall 2021**

	Design and Layout 60 points	Content and Activities 42 points	Interaction 30 points	Assessment and Feedback 36 points	Total 168 points	
ACCT 2450	27	15	16	21	79	47%
BADM 3210	28	14	19	22	83	49%
BIOL 1003	15	13	13	14	55	33%
CHEM 1000	26	17	13	15	71	42%
COMM 2010a	34	30	19	33	116	69%
COMM 2010b	28.5	27	24	36	116	69%
ECON 1200	18	12	9	11	50	30%
EDEX 2484	14	9	10	15	48	29%
ENTR 1520	22	14	10	10	56	33%
GEOG 1000	36	26	15	26	103	61%
HCA 3040	18	13	8	14	53	32%
HLTK 1200	20.5	11	15	10	56.5	34%
HMDV 1510	27	8	14	15	64	38%
HOEC 1140	19	10	11.5	13	53.5	32%
MATH 1400	16.5	11	12	10	49.5	29%
MATH 2350	34	13	21	14	82	49%
MEDC 1970	35	30	29	36	130	77%
PSYC 1000	27	21	18	28	94	56%
PSYC 2000	14	19	8	15	56	33%

The continuous improvement nature of the pilot project at LCCC has resulted in planning for the Spring 2022 In-Service.

- The current Rubric and the supporting Course Checklist (see Appendix F) will be presented during the Academic Affairs meeting. Additional faculty Participants will be encouraged.
- In-Service Faculty training opportunities will address the findings from the pilot project. Specifically, training on the dynamic Canvas Syllabus Tool and the Canvas Accessibility Checker will be offered.
- The Participants will continue their service to this work during the Spring 2022 Semester; they will implement the actions they've identified for the improvement of the classes under study.

The school deans leading this project will administer the Rubric and again request findings and actions plans from all participants.

The administration of the Fall 2021 SCQ was not complete at the time of this report. However, the student feedback from the SCQ received as of December 16 is provided in Appendix B. The incomplete nature of the feedback prevents the College from a comparative examination of instructional quality at this time. However, the volume of the feedback received will allow the College to establish the benchmark characteristics of online instruction at the time this work was embedded in faculty expectations, further enabling the understanding of its impact in the future.

## Appendix A

### **Project Timeline:**

#### SPRING 2020 SEMESTER

- March 2020
  - LCCC Reaffirmation Letter received, Interim Monitoring action confirmed
  - LCCC's COVID-19 response including transition to virtual instruction, faculty development, CARES-supported investment in technology resources and instructional tools

#### FALL 2020 SEMESTER

- August 2020
  - Faculty resource repository for online instruction redesigned, 240 faculty and staff enrolled
  - Virtual Fall In-Service includes faculty training opportunities in remote technologies, course design, and instructional delivery

#### SPRING 2021 SEMESTER

- February 2021
  - Cohort of 11 faculty and staff (Cohort) completes virtual course, "Evaluating Online Teaching"
- March 2021
  - Revised SCQ piloted; questions pertinent to online instruction included
  - Evaluation of three online course evaluation rubrics begins with Cohort
- April 2021
  - Cohort drafts LCCC Rubric for Online Course Evaluation (Draft LCCC Rubric)

#### SUMMER 2021 SEMESTER

- June 2021
  - Results from revised SCQ analyzed by LCCC Office of Institutional Research. Instrument finalized for implementation.
- July 2021
  - Draft LCCC Rubric aligned with tools and terminology in the Canvas LMS

#### FALL 2021 SEMESTER

- August 2021
  - Pilot project faculty participants (Participants) determined; 21 faculty identified
  - Participants conduct course self-assessment via Draft LCCC Rubric
- October 2021
  - Participants conduct analysis of course assessment; findings aggregated, Draft LCCC Rubric revised
  - SCQ launch for Fall 2021 courses
- December 2021
  - Participant action plans for course improvement determined
  - Fall 2021 SCQ data analysis begun
  - Spring 2022 In-Service training for all faculty planned

## Appendix B

### Student Course Questionnaire Feedback, Questions Developed for Online Classes

	21 Summer n = 213		*21 Fall n = 976	
	Yes	No	Yes	No
The expectations of this course were clearly outlined at the beginning of this course.	92.0%	8.0%	92.1%	7.9%
The instructions for accessing resource materials were easy to follow.	87.3%	12.7%	90.4%	9.6%
The instructor was active and engaged with the students.	77.5%	22.5%	83.4%	16.6%
There was adequate opportunity to interact online with the instructor.	75.1%	24.9%	84.9%	15.1%
The online materials and activities for this class helped me learn.	83.6%	16.4%	85.5%	14.5%
The instructor provided opportunities for students to learn from each other.	68.5%	31.5%	73.1%	26.9%
The instructor used the technology effectively to engage the students.	81.2%	18.8%	84.8%	15.2%

\* SCQ Responses for 21 Fall were gathered prior to the close of the survey. This dataset is incomplete.

## Appendix C

### Draft LCCC Rubric

CRITERIA	Exemplary, 6 points	Best Practice, 4 points	Foundational, 1 point
<b>DESIGN AND LAYOUT</b>			
<b>Course Overview and Information</b>	Course includes a standing Q&A discussion board available to all students for the duration of the class	A "welcome" or "lets get acquainted" discussion is included and designed to build a sense of community; task due dates are clear in the course overview	Course includes welcome, getting started content, and orientation to navigating the course, navigation is clear and unused items are hidden
<b>Course Syllabus</b>	Video explanation accompanies current syllabi	Current syllabi format is used, Canvas syllabus tool is used with working links to assignments, course information that deconstructs the syllabus in a clear and navigatable way, a printable syllabus is available (pdf.); course modality is clear	Current syllabi format is used and available in a printable format (pdf.)
<b>Course Resources</b>	All course resources are OER	Low cost materials are used; Course materials copyright and licensing status are clearly stated; Links to campus academic policies and learner success resources (technical help, tutoring, writing lab, Advising, DSS, and counseling) are included	Course materials, supplemental textbooks, and reading lists are easy to find; links to institutional resources (library, school website, DSS, Counseling, Dean of Students, etc.)
<b>Course Outcomes and Objectives</b>	Assignment outcomes are linked to courses outcomes transparently via scoring rubrics	Defined outcomes align with learning activities and assessments	Course objectives are clearly defined and match the MCOR
<b>Contact Information</b>	Virtual office hours are available and clearly stated; instructor utilizes software for students to easily book appointments	Contact information for faculty and program are included with clear response time communicated	Includes availability information, communication preferences, response time, and a photo
<b>Course Technology Expectations</b>	<i>No assessment available at this level</i>	Requisite skills for using technology tools (website, software and hardware) are clearly stated and supported with resources	<i>No assessment available at this level</i>
<b>Technical Skills Required for Learner Success</b>	<i>No assessment available at this level</i>	Technical skills required for participation in learning activites are scaffolded in a timely manner (orientation, practice, and application)	Technical skills required for participation are listed in course information



<b>Course Technology Tools</b>	<i>No assessment available at this level</i>	Canvas Accessibility Checker is used and demonstrates no issues within the course	Course technology tools are easily accessed, include links to privacy policies, and meet basic accessibility standards; accommodations statement is present and visibly located (Home Page or Syllabus); learners are informed when a timed response is required, and lead time is adequate to ensure an opportunity to prepare an accommodation
<b>Course Design Standards</b>	MasteryPaths are included; pages use indexing and tabs for navigation	Modules and their contents have descriptive naming conventions (e.g. "Chapter 1: Pandas in the News" vs "Chapter 1"); modules begin with an introduction/overview page and end with a conclusion/summary page to "bookend" each module	Content is "chunked" into manageable pieces by leveraging modules (organized by units, chapters, topic, or weeks); syllabus tool is used; course design is clean and uncluttered, videos range from 7-15 minutes
<b>Canvas Design</b>	Auto-open Inline Preview is used; external tools (e.g. Quizlet, Khan Academy, FlipGrid, Padlet, etc.) are relevant to course content and support active learning techniques	Best practice accessibility standards are used; Canvas Accessibility Checker is used and demonstrates no issues within the course	A course card is included with appropriate visual representation of the subject; copyright law is followed; hyperlink text incorporates the hyperlink destination/purpose and includes words and phrases to provide context for screen-readers (e.g. "Canvas Guide - Hyperlink" rather than "Canvas Guide")
<b>CONTENT AND ACTIVITIES</b>			
<b>Instructions</b>	Instructions are presented in multiple formats such as text and video; writing mechanics are error-free	Module completion requirements and/or prerequisites are utilized to provide course structure, pace, and flow; writing mechanics are error-free	Detailed instructions are clearly written; writing mechanics are error-free
<b>Articulated Time on Task</b>	Time on task for the entirety of the course does not exceed 2.25 hours/week/credit hour (e.g. 3-credit lecture course does not exceed 6.75 hours per week of work)	Time-to-complete information is included on all course assignments including discussions (e.g. "this assignment should take approximately 2 hours")	Course pacing and due dates are clear to students with consistent deadline days and times in MST

<b>Text Formatting</b>	<i>No assessment available at this level</i>	Text headers and indentation are included in modules to guide student navigation; bold horizontal lines, bulleted lists, and headers break up large amounts of text for easier navigation	Color enhances the aesthetic appeal and effectiveness of the course; sufficient contrast between text and background makes information easy to read; consistent styles are used to format text
<b>Presentation Formats</b>	Slide shows include interactive content (quizzes, embedded feedback, etc.) for active learning	Slide show design is consistent from module-to-module and assignment-to-assignment; notes pages are explained and easily accessible	Slide shows are simple, use a predefined layout, and do not have automated transitions between slides
<b>Active Learning</b>	Scaffolding is evident in the way information is presented to demonstrate introduction, reinforcement, and mastery of content	More than 50% of the course includes active learning opportunities for students to develop higher-order thinking and problem-solving skills such as critical reflection and analysis	Less than 50% of the course includes active learning opportunities for students to develop higher-order thinking and problem-solving skills such as critical reflection and analysis
<b>Authentic Opportunity</b>	Some course activities engage partners in industry to provide current feedback and experiences for students	More than 50% of the course provides activities that emulate real world application of the discipline, such as experiential learning, case studies, and problem-based activities	Less than 50% of the course provides activities that emulate real world application of the discipline, such as experiential learning, case studies, and problem-based activities
<b>Assignment Design</b>	Course incorporates multiple types of learning strategies such as project-based learning, differentiated instruction, blended learning, active learning, personalized learning, gamification, etc.	Personalized learning is evident through opportunities for student choice	Creative and innovative assignments that take into account all learners and may include options for credit for prior learning and various assessment tools; images are used to support course content or captions for more complex descriptions
<b>INTERACTION</b>			
<b>Responsiveness and Availability of Instructor</b>	All student inquiries are responded to within 24 hours	Expectations for timely and regular feedback from instructor are clearly stated (questions, emails, assignments, grading); demonstrated opportunities for students to get to know instructor are included	<i>No assessment available at this level</i>

<b>Student Engagement</b>	An engagement rubric is available to students and used when assigning points	Grade weighting, examples and modeling, and expectations for timing and frequency of contribution are clear and demonstrated	Expectations for interaction are clearly stated (netiquette, code of conduct, late and make-up work policies)
<b>Student-to-Student Interaction</b>	Student-to-student learner interaction opportunities are diverse and provide different formats for engagement throughout the course	There are multiple opportunities for student-to-student interaction and collaboration	Course contains multiple activities that build a sense of community, support open communication, and establish trust (ice breakers, bulletin boards, meet your classmates, discussion forums, etc.)
<b>Student-to-Instructor Interaction</b>	Opportunities for course feedback are present and available throughout the course; instructor uses formal and informal feedback to improve subsequent course revisions	Learners have multiple opportunities to provide feedback on course design content, experience, and ease of use of online technology (mid-term course assessment/reflection, final course evaluations)	Teacher is actively engaged in conversations and provides quality feedback; opportunities for students to get to know instructor are demonstrated
<b>Student-to-Content Interaction</b>	The content offered for student engagement is robust, diverse, and provided in various formats (video, games, surveys, reading, presentations, etc.)	Students have multiple opportunities to interact with content throughout the course	Students engage with content and resources; students are provided opportunities for self-assessment
<b>ASSESSMENT AND FEEDBACK</b>			
<b>Grading Policies</b>	Course outcomes are tied to assessments; rubrics include written, audio, and/or video feedback from instructor	Rubrics are used to evaluate assignments and/or discussions; sample assignments are provided to illustrate instructor expectations	Grading policies, including consequences of late submissions and cheating, are clearly stated in the course information and syllabus
<b>Student Learning Assessments</b>	Multiple measures and sources are used in formative and summative assessments to address variations in learning and to gather comprehensive results	Course assessments are specific and include the "why" to connect students to the purpose of feedback and understanding; assessments orient the assignment feedback to progress toward a final goal	Course includes frequent and appropriate methods to assess learner mastery of skills; a variety of assessments are used (discussions, individual and group assignments, and quizzes) to increase learner engagement and promote active learning

<b>Formative assessments</b>	Multiple measures and sources are used in formative assessments to address variations in learning and to gather comprehensive results	Formative assessments are timely and include detailed feedback	Formative assessments occur frequently throughout the course to measure knowledge, skills, and attitudes; they occur before summative assessments
<b>Summative assessments</b>	Multiple measures and sources are used in summative assessments to address variations in learning and to gather comprehensive results	Summative assessments are timely and include detailed feedback	Summative assessments are clearly aligned with stated course competencies, learning objectives, and/or standards
<b>Learner Performance Review</b>	Learners work with instructors to assess the ways they study, read, research, engage in the class, and answer questions to improve learning at every level	Learners are provided the opportunity to assess their own learning at multiple stages throughout the course	Learners have opportunities to review their own learning (pre-tests, self-tests, reflection)
<b>Gradebook</b>	Grading is recorded within 24 hours or immediately following submission	Grading is current within a week of assignment submission due dates	Learners have access to well-designed and up-to-date gradebook; grades include option for instructors to use SpeedGrader to score and provide prompt and high-quality feedback

## Appendix D

### Findings, Faculty Participants Fall 2021

Course	Finding I	Finding II	Finding III
ACCT 2450	Canvas syllabus tool is not used	Course technology expectations are not clearly defined	Canvas design is not checked for accessibility
BADM 3210	Not used course technology accessibility	Improve modular design	Not using the canvas syllabus tool
BIOL 1003	While I do have virtual office hours I am not currently using any software for students to easily book appointments.	Course resources – score 1	While I feel many things are up to LCCC accessibility standards it has been a little while since I have checked and I am not sure all aspects have been fully assessed
CHEM 1000	Course overview and information need to be more robust	Student-to-student interaction opportunities are limited	Course resources to not include links
COMM 2010a	Course competencies not included on assignments	No summary pages for each module	Accessibility concerns on some pages
COMM 2010b	Course Overview lacking information and not aesthetically pleasing	Inconsistent rubrics with assignment goals	Canvas Design inconsistent and missing some ADA compliance
ECON 1200	Accessibility tool is not used	Videos are longer than 15 minutes	Engagement expectations are not always clear on assignments
EDEX 2484	Hyperlinks lack the word “hyperlink” for screen readers	Canvas syllabus tools shows course summary and links to assignment but no other components	Accessibility checker used for announcements but not all other pages
ENTR 1520	Videos are too long	No summary page with takeaways in each module	Announcements need work
GEOG 1000	Need to evaluation course technology tools for accessibility	Time-on-task is not used	Increase learner-to-learner interaction
HCA 3040	Course needs reviewed for accessibility	Time on Task – not provided	Naming Conventions – scored a 1
HLTK 1200	Course resources are incomplete	Course technology expectations are not defined	Course technology tools do not meet LCCC standards for access
HMDV 1510	No link to institutional resources	Videos are longer than 15 minutes	Modules do not have thoughtful names
HOEC 1140	Need summary pages	No Time-on-task information	Discussion guidelines and expectations need clarification
MATH 1400	Canvas syllabus tool is not used	No video for syllabus	Accessibility checker is not used and course needs updated for accessibility

MATH 2350	Grade-weighting, examples and modeling, and timing and frequency of contributions are not clear or demonstrated	Time-to-complete information is not included on all course assignments	Learners do not always work with the instructor to assess the ways they study, read, research, engage in the class, and answer questions to improve learning at every level
MEDC 1970	Course overview and information needs more material	Time-on-task is not used	No learner-to-learner engagement offered
PSYC 1000	Course technology requirements could be more robust	Course outcomes and objectives are not clearly defined	Time on task is not clearly articulated for each assignment
PSYC 2000	Canvas syllabus tool not used	Course technology expectations not listed	Need to increase student-teacher learning activities
SLPA 2535	Canvas accessibility checker isn't correct for all assignments	Course outcomes are not outlined with assignments	Course assignments demonstrate respect for diverse talents and ways of learning – faculty doesn't offer different ways to complete an assignment

## Recommendations, Faculty Participants Fall 2021

Course	Action I	Action II	Action III
ACCT 2450	Use the Canvas syllabus tool and provide a video to explain	Provide a list of requisite skills for using technology and resources for the class	Use the Canvas Accessibility checker
BADM 3210	Learn and use Canvas Accessibility Checker	Rename modules with titles and reduce length of videos	Use the Canvas Syllabus tool
BIOL 1003	I will complete an accessibility inventory of technology tools used in this course. Easily changeable things will be updated prior to spring 2022 semester. Issues requiring more research, planning and design will be outlined and updated over summer 2022.	I will evaluating an OpenStax textbook for potential adoption in Fall 2022.	I will implement a course booking software ().
CHEM 1000	Prepare welcome video to orient students to navigating the course	Include a welcome/get acquainted discussion	Provide links to library, school website, DSS, Counseling, Dean of Students, Technical help, writing lab, advising, etc.
COMM 2010a	Add relevant overview of course competencies to assignments	Fix course pages that have accessibility issues	Add summary page to each module
COMM 2010b	Streamline course landing page; re-record welcome video into two sections – including faculty intro and course navigation	Revise rubrics to be consistent with assignment requirements and goals and to align with course competencies	Develop weekly assignment presentation style including introduction and conclusion pages and ensure they meet ADA standards for accessibility
ECON 1200	Utilize Canvas Accessibility tool to check for potential problems	Produce several short videos to replace longer lecture videos	Provide a statement on late work and other expectations on all assignments
EDEX 2484	Add term “hyperlink” to all links	Provide links and labels for navigating syllabus components and clearly state the modality of the course. Provide a printable pdf.	Check and correct all font for accessibility
ENTR 1520	Shorten videos	Add summary page to modules with key takeaways	Make announcements more bulletin board style with weekly posts about business related content and de-stressing techniques for students (allows them to connect more with each other and the instructor)

GEOG 1000	Apply accessibility tool for Canvas course	Incorporate time-on-task estimates for all assignments and develop a statement that explains the purpose of time-on-task estimates	Test a virtual think-pair-share activity and a recorded zoom call to discuss the topic to increase learner-to-learner interaction
HCA 3040	Will work in provide thoughtful naming conventions beyond Module 1 quiz etc.	Will begin using the accessibility checker in all course aspects that use the Rich Content Editor as I work through classes.	Will research how best to implement this practice to provide time on task for a variety of learners.
HLTK 1200	Attend training on course material copyright and licensing and create a common page for links to campus academic policies and learner success resources	Work with CET to identify current technology expectations are clearly stated and support with resources	Review course for accessibility
HMDV 1510	Create a resource page with links to institutional resources	Break presentations into parts when longer than 15 minutes	Rename assignment
HOEC 1140	Add summary pages/bookends to each module to tie points and lesson purpose together	Estimate time-on-task for each module	Clarify discussion guidelines and expectations and add a rubric to discuss
MATH 1400	Utilize the Canvas syllabus tool and provide a printable pdf.	Create a video to explain the course syllabus	Use accessibility checker and update course to accessible best practice standards
MATH 2350	Via video – discuss and demonstrate grade-weighting in Canvas including the "what if" feature of Canvas Grades	Include estimated times to complete discussions	Include self-regulated learning and study skills readings, discussions and reflections as part of course requirements
MEDC 1970	Include welcome video	Include time-on-task for each assignment	Provide learners the opportunity to review each other's work several times through the semester to increase learner-to-learner engagement
PSYC 1000	Assignments addressing a competency will be clearly identified	Course technology expectations will be clearly outlined	Resources for technology support will be provided
PSYC 2000	Utilize the Canvas syllabus tool	Develop a Canvas module that addresses all technology needs and information	Utilize a mid-semester feedback tool to increase student-teacher interaction
SLPA 2535	Reestablish the course competencies with assignments for one course	Provide alternate ways to complete an assignment	Make sure all of the accessibility standards are met in one course



## Appendix F

### LCCC Online Course Checklist

Complete	Task	Notes
<b>DESIGN AND LAYOUT</b>		
	<b>Course Overview</b> – course welcome (discussion, video, etc.) – designed to build a sense of community	<i>Include type of overview</i>
	<b>Course Information</b> – orientation to navigating the course	<i>Describe orientation</i>
	<b>Course Information</b> – task due dates are clear	<i>Description</i>
	<b>Course Information</b> – Q&A format	<i>Description</i>
	<b>Course Syllabi</b> – *Current Syllabus Format with correct course numbering, modality and information – provided in a printable format	
	<b>Course Syllabus</b> – Canvas tool is used with working links to assignments and course information	
	<b>Course Resources</b> – materials, supplemental textbooks, readings lists are easy to find	
	<b>*Course Resources</b> – links to institutional and learner success resources included	
	<b>Course Resources</b> – low cost or OER materials are used	<i>Explanation</i>
	<b>Course Resources</b> – copyright and licensing are clear	
	<b>*Course Resources</b> – links to campus academic policies	
	<b>Course Objectives</b> – are clearly defined and match the MCOR	
	<b>Contact information</b> – availability information, communication preference, response time, photo, virtual office hours available and clearly stated, and a way for students to easily book appointments	
	<b>Course Technology Expectations</b> – requisite skills for using technology tools (website, software, hardware) are clearly stated and supported with resources	
	<b>Technical Skills</b> – requirements are listed	
	<b>Course technology tools</b> – to be finalized Spring 2022	
	<b>Course Design Standards</b> – to be finalized Spring 2022	
<b>CONTENT AND ACTIVITIES</b>		
	<b>Time on Task</b> – articulated for each assignment	
	<b>Text Formatting</b> – consistent intent in titles, headings, and indentions that guide student navigation	
<b>INTERACTION</b>		
	<b>Student Engagement</b> – includes grade weighting, code of conduct/netiquette; expectations for timing and frequency of contributions; engagement rubric	
<b>ASSESSMENT AND FEEDBACK</b>		
	<b>Grading Polices</b> – clearly stated and applied, includes rubrics	

\*LCCC institutionally provided information