Third Party Review of Deliverables

Combined Report of:

CBE Courses, Modules, and Programs

Revised CIT 105 course

CIT/MIT Curriculum

Stacked and Latticed Accelerated Career Pathways

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The Enhancing Programs for IT Certification (EPIC) Program, supported by funding from an U.S. Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, is a collaboration among six community and technical colleges committed to creating a highly skilled and resilient workforce in Kentucky that have been devastated by massive layoffs and reverse economic impact, much due to a reduced coal economy. EPIC, led by Hazard Community and Technical College, prepared Trade Adjustment Assistance (TAA)-eligible workers affected by trade as well as other adult learners including veterans, unemployed and underemployed workers, underrepresented workers, low-skilled workers, and similar participants to participate in grant-modified or grant-created degrees and certificates in major information technology (IT) pathways in the computer and medical fields.

The purpose of this report is to summarize the process that EPIC followed to comply with the DOL requirement of a review of deliverables created under the grant by various independent third-party persons before making it available through SkillsCommons, a repository of TAACCCT open educational resources.

The report focuses on the CBE courses, modules, and programs; the revised CIT 105 course; the CIT/MIT Curriculum; and the Stacked and Latticed Accelerated Career Pathways.

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Project/Executive Summary

Project Name: Enhancing Programs for IT Certification (EPIC)

Project Description: Kentucky's Enhancing Programs for IT Certification (EPIC) Consortium expanded the Learn on Demand delivery format, to a personalized competency-based learning system utilizing technology and evidence-based strategies for promoting student success. The revamped model incorporated increased student supports, adaptive learning technologies, enhanced student tracking, and new modules focused on ensuring success in online learning and finding a job. EPIC is an expansion of Learn on Demand to include additional information technology (IT) pathways in computer and medical information latticed and stackable fields that in total will lead to seven degrees and twenty certificates, all of which were developed in concert with regional and national employers. EPIC provided trade-impacted workers and other adult learners with an exceptionally flexible, supportive structure to earn credentials in less time and at a lower cost than conventional semester-length, classroom-based programs of study—thereby strengthening their transitions to high-demand IT career fields.

Consortium Members:

- Big Sandy Community and Technical College, Prestonsburg KY
- Hazard Community and Technical College, Hazard KY (Consortium Lead College)
- Jefferson Community and Technical College, Louisville KY
- Somerset Community College, Somerset KY
- Southeast Kentucky Community and Technical College, Cumberland KY
- West Kentucky Community and Technical College, Paducah KY

Areas Served by Grant
State: Kentucky.
Counties: Ballard, Bell, Breathitt, Bullitt, Calloway, Carlisle, Carroll, Casey, Clinton, Cumberland, Floyd, Fulton, Grayson, Harlan, Hickman, Jefferson, Johnson, Knott, Knox, Laurel, Lee, Leslie, Letcher, Lincoln, Livingston, Lyon, Martin, Magoffin, Marshall, McCracken, McCreary, Perry, Pike, Oldham, Owsley, Pulaski, Rockcastle, Russell, Shelby, Taylor, Trimble, Wolfe, Wayne, and Whitley.
Cities: Hazard, Harlan, Louisville, Paducah, Pikeville, and Somerset.

Employer Partners: Appalachian Regional Healthcare, Baptist Health Paducah, Big Sandy IT Department, Center for Rural Development, Computer Services, Inc., Gearheart Communications, Genesis Health Technology, Harlan County School Board, Hazard Clinic, Highlands Health Systems, Jackson Energy Cooperative, Kentucky River Medical Center, Lake Cumberland Regional, Laurel County School System, Mill Creek Software, Mountain Comprehensive Health Corporation, Peoples Bank and Trust, Stidham Reconstruction and Investigations, Paducah Women's Clinic, and Primary Care Centers.

Public Workforce System Partner(s): Kentucky Department of Workforce Investment (including the State TAA Office), East Kentucky Concentrated Employment Program, Teleworks USA, Kentuckiana Works Greater Louisville Workforce Investment Board, Lake Cumberland Area Development District, and West Kentucky Workforce Investment Board-Pennyrile.

Other Key Partner(s): American Health Information Management Association (AHIMA), Bossier Parrish Community College, Collins College, Kentucky Community and Technical College System (KCTCS), Kentucky Highlands Investment Corporation, Per Scholas, Jobs for the Future, and Sinclair Community College.

The Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program was launched in 2011 by the United States Department of Labor (DOL) in partnership with the United States Department of Education. This report provides a third-party evaluation of the Enhancing Programs for IT Certification (EPIC) Consortium (one in a series of reports), including evaluation of Programs of Study (POS) and strategies designated as critical to the grant. The six colleges are in the Kentucky Community and Technical College. The six KCTCS colleges that were funded to be part of the EPIC Consortium are:

- Hazard Community and Technical College (HCTC), Lead College
- Big Sandy Community and Technical College (BSCTC)
- Jefferson Community and Technical College (JCTC)
- Somerset Community College (SCC)
- Southeast Kentucky Community and Technical College (SKCTC)
- West Kentucky Community and Technical College (WKCTC)

Reflecting the DOL priorities for TAACCCT, the EPIC Consortium committed Kentucky TAA certified workers and other similar populations such as the veterans, unemployed and underemployed workers, underrepresented workers, and low-skilled workers. The Kentucky workforce is largely blue-collar, middle-aged or older, lacking a college degree, and TAA workers are representative of the traditional displaced worker and adult learners who face challenges finding work which are attributed to factors such as current education, skill level, and age; all indicators that acquiring technology skills to engage effectively in online learning environments will likely carry significant barriers. This population traditionally has family responsibilities that force them to re-enter the workforce at an accelerated rate. Among other barriers, their long duration in the traditional workforce may contribute to their lack of financial literacy and career navigational knowledge necessary to enter and successfully complete college. The EPIC Consortium met the needs of Trade Adjustment Assistance (TAA)-eligible workers and other adult learners through the implementation of four strategies:

- **Strategy 1**- Improve access to online competency-based IT credential and degree pathways by enhancing and scaling Kentucky's online program.
- **Strategy 2** - Implement comprehensive intake systems, contextualized, online developmental education, and online success skills training to ensure students are prepared to succeed in academic courses.
- **Strategy 3** - Develop high-demand stacked and latticed credential and degree pathways validated by local and national businesses employing IT professionals and systems to individually track students.
- **Strategy 4** - Create a suite of workforce strategies – virtual internships, work-readiness training, and apprenticeships – to ensure students transition effectively to both traditional and telecommuting jobs.

The purpose of the Enhancing Programs for IT Certification (EPIC) consortium was to incorporate increased student supports, adaptive learning technologies, improved student tracking, and develop/create/update courses in a personalized, competency-based delivery format (called Learn on Demand) to ensure success in online learning and in employment. EPIC took specific steps to ensure that TAA-eligible workers were served by the program through various integrated actions including:

1. the hiring of an outreach and placement specialists who will coordinate recruitment and placement strategies that are broader than workforce entities and will target TAA-eligible workers, work with WIBs, employers, and college personnel;
2. development of a new comprehensive intake system that will ensure workers are appropriately identified; and
3. creation of a start tomorrow portal (called Start IT) that helped identify TAA-eligible workers through online technologies

Introduction

Kentucky's Enhancing Programs for IT Certification (EPIC) program is designed to connect TAA-eligible and dislocated, unemployed, underemployed and low-skilled adult populations to the growing number of high-wage high-demand information technology jobs in computer and medical fields. The EPIC Consortium developed, designed, and developed a set of online training programs in the Learn on Demand delivery format and adult-friendly support systems, that accelerated training and provided stackable and latticed credentials related to career pathways associated with the following high demand occupations: Networking, Programming, Computer Support, Medical Coding, and Medical Records (Electronic Health Records). The EPIC grant is designed to meet the following key deliverables:

This report focuses on the following deliverables (listed by strategy) on the grant due to their similarity with the curriculum, design, course offerings, and career pathways.

Table 1: Strategy and Deliverable

Strategy	Deliverable
Strategy 1- Improve access to online competency-based IT credential and degree pathways by enhancing and scaling Kentucky's online program. (Improve Access to IT Credentials)	• Develop and offer accelerated flexible online CBE courses and programs. (1.1.1)
Strategy 2 - Implement comprehensive intake systems, contextualized, online developmental education, and online success skills training to ensure students are prepared to succeed in academic courses. (Implement comprehensive intake systems)	• Deliver contextualized, co-requisite LoD delivery of development ed. courses w/supplemental instruction in entry level course. • Revised CIT 105 course (2.2.1)

Strategy 3 - Develop high-demand stacked and latticed credential and degree pathways validated by local and national businesses employing IT professionals and systems to individually track students. (Develop stacked and latticed credentials)	• Develop full career pathways through replicable accelerated online, CBE, stacked/latticed credentials utilizing LoD
	  • CIT/MIT Curriculum (3.2.1)
	  • Stacked and latticed accelerated career pathways (3.2.2)

These deliverables focused on the development and offering of courses/programs in computer and medical information technology pathways in the Learn on Demand format/delivery mode; redesign of the introduction to computer class, and career pathways. Across the EPIC Consortium's six colleges, substantive change occurred under the grant to modify and improve programs and to create new programs that increase the capacity of the community colleges to deliver information technology pathways that led to family-living wage employment.

What is Learn on Demand?

Learn on Demand (LoD) is considered a revolution in online education, offering flexible on-demand courses to meet the needs of students. A LoD course is like a regular college course and can last from 6 to 15 weeks. However, the course is personalized adapting to the needs of the students allowing them to spend more or less time, as needed, on topics covered in the course as long as they finish before the class end date. With Learn on Demand, students can start when they are ready with flexible start dates, to

quickly acquire the skills needed to get a job, earn a promotion, a professional certification, or degree. LoD is delivery format offered by several colleges in the Kentucky Community and Technical College System (KCTCS). Only one college offers the LoD course and the course never closes as there are no caps (as perceived by the students), this means the classes are not canceled due to low enrollment; the tuition is affordable and is the same as the other modes of delivery.

All KCTCS colleges, including those offering LoD course, are accredited allowing students to take advantage of scholarships, grants, and loans. A majority of LoD courses offers credit for prior learning (CPL). Some students who take the LoD mode of delivery arrive with substantial education and professional experience. Instead of making students rehash material they already know, LoD make it easy to earn credit for prior learning. The CPL option allows the students to demonstrate their knowledge and skills meeting some or all outcomes and competencies of the course accelerating time to completion in the class and receiving a grade and credit for the class. Students are asked at the beginning of a course or module to take a pre-test to assess knowledge of the material. If a student scores at mastery level, the student has the option to complete a CPL test to allow the student to further demonstrate their knowledge and skills. If a mastery score is achieved, students can choose to accept that score as their final grade and receive full credit for the course or module or they can choose to continue and work through the material.

Deliverables

The third-party evaluation of deliverables that were completed because of the EPIC grant are listed below by strategy. Each deliverable, in most cases, have separate reports and not contained in an all-encompassing report due to the numerous evaluators for each of the deliverables.

EPIC course and programs are delivered exclusively via an online format. Technology is at the core of the EPIC design process and so the Consortium had considerable ambition and commitment to utilizing technology to enhance online learning across KCTCS through the Learn on Demand format (mode of delivery). Building on prior successful experience with advanced technology in LoD, the EPIC Consortium adopted and utilized a set of technologies and tools that where interwoven in the design and development of the course and contributed to intended improved program outcomes. Those include:

Table 2: Technology Course Additions

Technology Additions	Technology Purpose	Intended Improved Program Outcomes
Adaptive Learning Software *(ALS)* *NEW*	• Identified publisher-based ALS products to improve program outcomes (MyITLabs and Cengage Mindtap) • Each product linked to specific course texts used by EPIC colleges; licenses granted on a per-student basis as appropriate	Acceleration, retention, completion
Virtual Labs *NEW*	• Utilize Virtual Labs to increase real-world scenarios	Job placement, job retention
Online course development and support tools (Procurement) *EXPANDED and NEW*	• Invested in technical software programs (Articulate Storyline, Camtasia, GoAnimate*)* to allow custom-develop content • Utilize existing software (Office 365, SoftChalk) to develop course content • Procured self-paced training software and supports (*Atomic Learning, Microsoft Imagine, Quality Matters, and Smarter Measure)* to improve faculty readiness to develop courses/student readiness to take online courses.	Retention, job placement, job retention

Improve Access to IT Credentials

Strategy 1- Improve access to online competency-based IT credential and degree pathways by enhancing and scaling Kentucky's online program. (Improve Access to IT Credentials)

1.1.1.1. Develop and offer accelerated flexible online CBE courses and programs.

Seven Associate in Applied Science Degrees and 20 certificates were developed in the Learn on Demand delivery format. In the process of dividing the courses among the colleges in the consortium, the consortium college's Project Team Lead submitted a course list of courses that each college was willing to develop and design for the EPIC grant. There were 90 number of courses developed or updated in total across the all the credentials.

Credentials

Below is a table that contains the credentials offered through the EPIC Learn on Demand program and the colleges approved to grant the credential.

Colleges*
BSCTC-Big Sandy Community and Technical College
HCTC-Hazard Community and Technical College
JCTC-Jefferson Community and Technical College
SCC-Somerset Community College
SKCTC-Southeast Kentucky Community and Technical College
WKCTC-West Kentucky Community and Technical College

Course Approval Process

Courses created new or modified must go through KCTCS Curriculum Development Processes. Once approved through KCTCS processes, SACSCOC would needed to be notified and a prospectus completed, if necessary. All KCTCS colleges are independently accredited and would submit individual notification letters or prospectus, if required.

Before the course is scheduled for delivery in the Learn on Demand delivery format, the course developer receives training about the requirements of the course structure and design. Course templates are used to assist with consistency across all courses. An Instructional Designer was on the grant and worked with all six colleges to ensure processes are followed.

Instructors are required to complete training before they can be assigned and teach a LoD class. Training is contained in a Blackboard shell and setup with a similar design to Learn on Demand to get instructors acquainted with required LoD design elements.

Courses must be certified before they can be scheduled in the LoD format (mode of delivery). KCTCS has designed a quality assurance process in which a three member team conducts a peer review on LoD courses. To assist with the quality assurance processes for the EPIC project, an EPIC Course Quality Assurance Process was created to compliment the KCTCS QA Process.

Table 3: EPIC Programs of Study offered by EPIC Colleges

Category of Program of Study	Colleges*					
	BSCTC	HCTC	JCTC	SCC	SKCTC	WKCTC
Short-term Credentials (12 credit hours or less-within 1 term)						
• A+ (4 ch)	X	X	X	X	X	X
• Computer Tech Basic (11 ch)	X	X	X	X	X	X
• Net+ (4 ch)	X	X	X	X	X	
• Programming (12 ch)	X	X	X	X	X	X
• Productivity Software Specialist (12 ch)	X	X	X		X	X
• Security+ (4 ch)	X	X	X	X	X	
Short-term Credentials (30 credit hours or less-within 1 year)						
• CISCO Network Associate (16 ch)	X	X	X		X	X
• Cisco Networking Enhanced (24-25 ch)	X	X	X	X	X	X
• Computer Support Technician (16 ch)	X	X	X		X	X
• Computer Technician (14 ch)	X	X	X	X	X	X
• Healthcare Specialist (10-20 ch)		X				
• Medical Coding (22 ch)	X	X		X	X	X
• Medical Receptionist (15 ch)	X	X	X	X	X	X
• Medical Scribe (28 ch)	X	X	X	X	X	
• Microsoft Enterprise Administrator (22 ch)	X	X	X		X	X
• Microsoft Network Administrator (19 ch)	X	X	X	X	X	X
• Mobile Apps Development (18 ch)	X	X	X	X	X	
• Web Programming (24 ch)	X	X	X	X	X	
Long-Term Credentials (1 year or more)						
• Electronic Health Records (28-30 ch)	X	X		X	X	X
• Hospital Admissions (30 ch)	X	X	X	X	X	X
Associate Degrees (60 credit hours or more-more than 1 year)						
• AAS CIT Applications-Computer Support (60 ch)	X	X	X		X	X
• AAS CIT Network Administration–CISCO (60-63 ch)	X	X	X	X	X	X
• AAS CIT Network Administration–Microsoft (60-63 ch)	X	X	X	X	X	X
• AAS CIT Programming-Information Systems (60 ch)	X	X	X	X	X	X
• AAS CIT Programming-Software Development (60 ch)	X	X	X	X	X	X
• AAS MIT Electronic Medical Records Track (64 ch)	X	X		X		X
• AAS MIT Medical Coding Track (64 ch)	X	X		X		X

Source: Bragg, D.D., Giani, M.S., Bishop, C., Bridges, K. Office of Community College Research and Leadership. Cincinnati State Technical and Community College Final Impact Report. September 2015, http://occrl.illinois.edu/docs/librariesprovider4/h2p/impact.pdf.

EPIC Course Quality Assurance Process

Developer Review

Once course design and content development is complete, the Quality Assurance (QA) process begins internally with the developer. The developer enrolls themselves as a test student in the course and reviews all items in the course to ensure functionality and course content is displayed as intended. The developer uses the **Learn on Demand (LoD) Course Checklist** as a guide while conducting their internal review. The LoD Course Checklist provides a detailed list of items (such as announcements, navigation, syllabus, etc.) that all EPIC LoD courses are to include. The developer then makes any necessary revisions identified during this internal review.

Once all revisions have been made to the course, the developer then completes the **KCTCS Online Developer Worksheet**. The KCTCS Online developer worksheet is designed for the self-reporting component of the LoD Quality Assurance process. This worksheet includes information about the course that will assist Peer Reviewers during the review process. Finally, the developer submits the completed KCTCS Online developer worksheet to their LoD Project Team Lead.

Project Team Leader Review

The Project Team Lead will assess the course using the **KCTCS Online Project Team Leader Internal Review Checklist**. This checklist is very similar to the KCTCS Online developer worksheet previously completed by the course developer and enables the Project Team Lead to ensure the course aligns with standards outlined on the **KCTCS Online Learn on Demand QA Rubric** (rubric used during peer review). Any areas identified as lacking or otherwise needing revision should be communicated to the developer. Once all revisions are final and the checklist has been completed the course is ready to proceed to the Instructional Designer of the TAACCCT Grant in Hazard for a final internal review before submission to the System Office. The Project Team Lead then submits the following completed forms to the EPIC Instructional Designer:

- Learn on Demand Course Checklist
- KCTCS Online Developer Worksheet
- KCTCS Online Project Team Leader Internal Review Checklist
- KCTCS Online Peer Review Request

Instructional Designer Review

The Instructional Designer assesses the course using the same standards outlined by KCTCS Learn on Demand as well as the additional Open Educational Resource (OER) requirements stipulated by the EPIC TAACCCT Grant. The Instructional Designer communicated any identified revisions or made suggestions for improvement before submitting all forms listed above, including the KCTCS Online Peer Review Request form, to the Quality Assurance Coordinator at KCTCS System Office for final Peer Review.

KCTCS Peer Review for Official Approval

Upon submission to KCTCS for official quality assurance approval, the Quality Assurance Coordinator also reviewed the courses for design and functionality and communicated any revisions or suggestions for

improvement to the Instructional Designer. Following completion of any revisions, the course was then formally reviewed and approved by a team of peers employed by KCTCS.

The KCTCS QA process and rubric provides a framework intended to assist participating Lead Colleges to achieve the following quality related goals:

- Comply with LoD guidelines, procedures, and policies.
- Meet or exceed minimum standards for student success and customer satisfaction.
- Identify factors, strategies, programs, and facilitators that enhance student success and provide customer satisfaction.
- Regularly assess and monitor teaching, program operation, and educational outcomes.
- Provide ongoing training and support to developers and facilitators in their identified areas of interest and need.

Quality assurance is about design not delivery and is supported by the KCTCS Online Quality Assurance process. The outcome of the QA process is course improvement. KCTCS Learn on Demand Quality Assurance Peer Review Teams are assigned to a course. Each team consists of three members; the members included:

- Peer Review Team Leader (who can also be the subject matter expert)
- Two additional Peer Review Team Members with at least one person outside of the subject area.

Each member of the team must complete the KCTCS Quality Assurance Certification Training (QACT); and before a course can be offered in Learn on Demand, it must be officially approved through the Quality Assurance Peer Review Process (described above). The Peer Review is based on and guided by the Quality Assurance Rubric. The QA Review is not looking for "just good enough," but looking for above average. Although this process is somewhat subjective, the basis for the decision is based in research literature and widely accepted standards about effective distance learning. The Quality Assurance Peer Reviewers are to assume the student's point-of-view during the review. This often reveals aspects of the course that could be improved, make navigation easier, and enhance the learning environment for the students. Peer Reviewers complete and submit a **QA Scoring Rubric** and receive compensation once the peer review process is completed and the course is certified. When the course is certified an email with a certified seal is sent to the developer, project team lead, and instructional designer. Once the course has been officially certified, the course can be scheduled, added to the course schedule, and allowed enrollments. When the course is scheduled, each course is schedule for weekly sessions starting every Monday from week 15 to week 6.

EXAMPLE EMAIL from KCTCS QA Specialist

Congratulations!

XXX Course has been Quality Assurance Certified and can continue to be offered through KCTCS Online Learn on Demand. This is the 3-year review and is currently being offered through XXX College. The next 3-year review for this course will be on XX Date!

Quality Assurance Certification Training (QACT)

All KCTCS Quality Assurance Reviewers must complete training to be a QA Reviewer. Training is contained in a Blackboard shell and setup with a similar design to Learn on Demand to give QA Reviewers acquainted with required LoD design elements.

Components of the Quality Assurance Certification Training (QACT) include:
- Learn on Demand Overview Lesson.
- QA Process Lesson.
- Understanding the QA Role: Team Leader
- Understanding the QA Role: Team Member
- Blackboard Template Lesson.
- Review Quality Assurance files and forms (and understand their use).
- Submission Forms
- Scoring Rubric
- Certification Form
- Complete QA Reviewer Practice Review Assignment

Individual sessions with reviewers to discuss the review are scheduled as needed. Once the potential QA reviewer understands the processes and correctly completes the practice review assignment, they are then certified. Reviewers usually serve as team member reviewers for at least five reviews before they can serve as s team leader reviewers. The team leader organizes and facilitates a review.

Implement Comprehensive Intake Systems

Strategy 2 - Implement comprehensive intake systems, contextualized, online developmental education, and online success skills training to ensure students are prepared to succeed in academic courses. (Implement comprehensive intake systems)
- 2.2.1 Deliver contextualized, co-requisite LoD delivery of development ed. courses w/supplemental instruction in entry level course-Revised CIT 105 course.

The EPIC project has leveraged open educational resources (OER) throughout several courses that were developed. Some courses are 100% such as the CIT 105. Building on prior successful experience with OER from research and literature, the EPIC Consortium adopted and committed to use OER and contextualizing, whether created or used through creative commons licensing, in the design and development of the of the CIT 105 course. Using OER resources reduces costs for students and the college. This includes:

Table 4: Technology Course Additions

Technology Additions	Technology Purpose	Intended Improved Program Outcomes
Full-consortium online introductory contextualized course (Internal Development) *NEW*	• Intro course (CIT 105) utilized for all IT consortium pathways to be taken by all EPIC students • Course developed with Open Educational Resources (OER) content • Course contextualized developmental education components for supplemental instruction meeting pre-requisite	Enrollment, retention, lower cost, scale

As many TAA-eligible workers are new to online learning, EPIC proposes to embed skills assessments and academic and technical supports. Regardless of EPIC pathway, all students will begin with the same entry-level computer literacy course (CIT 105-Introduction to Computers). After that, students can choose a different pathway, including latticed options within between IT pathways, leading to associate's degrees that articulate to additional advanced B.A. degrees or national industry-recognized certification attainment.

CIT 105 – Introduction to Computers

CIT 105, Introduction to Computers, is a three-credit hour course. This course serves as a digital literacy course and most programs have a requirement of a digital literacy course. This course serves are the course for the pathways in the EPIC grant. Below is the description, pre-requisite, and competencies for the course.

Description: Provides an introduction to the computer and the convergence of technology as used in today's global environment. Introduces topics including computer hardware and software, file management, the Internet, e-mail, the social web, green computing, security and computer ethics. Presents basic use of application, programming, systems, and utility software. Basic keyboarding skills are strongly recommended.

Pre-requisite: RDG 020 or Consent of Instructor.

Competencies:
Upon successful completion of this course, the student can:

1. Describe basic computer functions and use correct computer terminology.
2. Utilize computer technology as a tool to locate, access, manage, evaluate, prepare, present and use information.
3. Identify trends in information processing and new emerging technologies.
4. Explain the impact of computers upon society including effects of social technologies, green computing, dangers of excessive use, and disposal of obsolete equipment.
5. Identify and analyze ethical issues such as copyright, privacy, responsible use, and security as related to computing.
6. Explain the difference between application, programming, system, and utility software.
7. Use a graphical user interface-based operating system to manage files, folders and disks.
8. Use application software packages to prepare basic documents, spreadsheets, databases, and presentations.
9. Describe and explain basic data communications and network technologies and functions.
10. Identify and use basic e-mail and Internet communication functions and understand their capabilities.
11. Describe globalization and challenges including technological barriers, electronic payments, and varying cultures.
12. Describe cloud computing and its impact on business and personal systems.
13. Identify how possessing computer skills can improve one's employability and quality of life.

When development began, the competencies were broken down into eighteen topic areas that cover the course competencies. The second step was to identify subject matter experts/developers. SME/developers were chosen due to backgrounds related to the topic areas.

The breakdown is as follows:

Table 5: CIT 105 Redevelopment Topic Areas and Assignments

Topic	Name	SME
1	Basic Computer Concepts	Donna Lamprecht
2	Computer Terminology	Wendy Davidson
3	Software Types (OS, Application, Programming, and Utility)	Melinda Walters
4	Emerging Technologies and Trends	Jon Reidford
5	Ethical Issues (copyright, privacy and personal security)	Donna Lamprecht
6	Course Management System & Academic and IT Resources	Ella Strong
7	Operating Systems Concepts/Functions	Kate Senn
8	File Management	Kate Senn
9	Understanding Updates, Upgrades, and Plug-ins	Jon Reidford
10	Networking and Security	Wendy Davidson
11	Understanding the Internet, Internet Browsers, and Web Searches	Donna Lamprecht
12	Word Processing	Natasha Watts
13	Spreadsheets	Melinda Walters
14	Database Management	Kate Senn
15	Presentation Software	Ella Strong
16	Pre-Course Basics	Jon Reidford
17	Cloud Computing	Natasha Watts
18	Globalization	Natasha Watts

After the topics were developed and designed, a review of how to contextualize developmental education, particularly reading (since it was a pre-requisite to the course) and adjustments to content were created. Several meetings with external entities were held to better understand the processes for contextualizing content into the CIT 105 course. Below is a summary listing of those entities.

Bossier Parish Community College

- Christian Lagarde, Consortium Operational Manager
- Gail S. Baldwin, Ph. D., Project Advisor/Content Knowledge Lead, Gulf Coast IT Consortium
- I-BEST lesson plans, class activities, syllabi, and other related materials were shared.

Kentucky Community and Technical College systems

- Meeting held at KCTCS System in relation to contextualization, meeting with identified leaders in developmental education instructors from across KCTCS. Facilitated by Lara K. Couturier, PhD, Program Director, Jobs for the Future
- Included Evidence on Developmental Education: Research with Facilitated Discussion, Assessment and Placement, Acceleration, Connection to Programs of Study, Supports and Integration, Use of Technology for Developmental Education and Supplemental Instruction, and Facilitated Cross-Team Design Session

Angie Smajstrla, Regional Membership Manager, The NROC Project, Everyone's Learning!

- The NROC Project is a non-profit organization funded in part by The William and Flora Hewlett Foundation, the Bill and Melinda Gates Foundation, and most importantly by supporting members across the country.

Meetings with Experts with Contextualization (See memo summary in Appendix)

- Dr. Katie Hern, Director of the California Acceleration Project
- Elizabeth Barnes, Interim Director, DSC-UCF Writing Center, Daytona State College
- Dr. Dolores Perin, Professor of Psychology and Education, Columbia University; Senior Research Associate, Community College Research Center

Additional Reports and Readings

- http://ccrc.tc.columbia.edu/publications/facilitating-student-learning-contextualization.html
- http://ccrc.tc.columbia.edu/publications/contextualized-intervention-developmental-reading.html
- http://www.educationdive.com/news/dev-ed-remix-emerging-models-in-developmental-education-course-redesign/375944/
- Innovative Educators Session, Shorten the Pipeline: How to teach an integrated, accelerated, Developmental reading & writing course. 4/24/2015 1-2:30 EST
- A Contextualization Toolkit: http://www.jff.org/sites/default/files/publications/materials/BT_toolkit_June7.pdf

Develop CIT/MIT and Stacked and Latticed Credentials

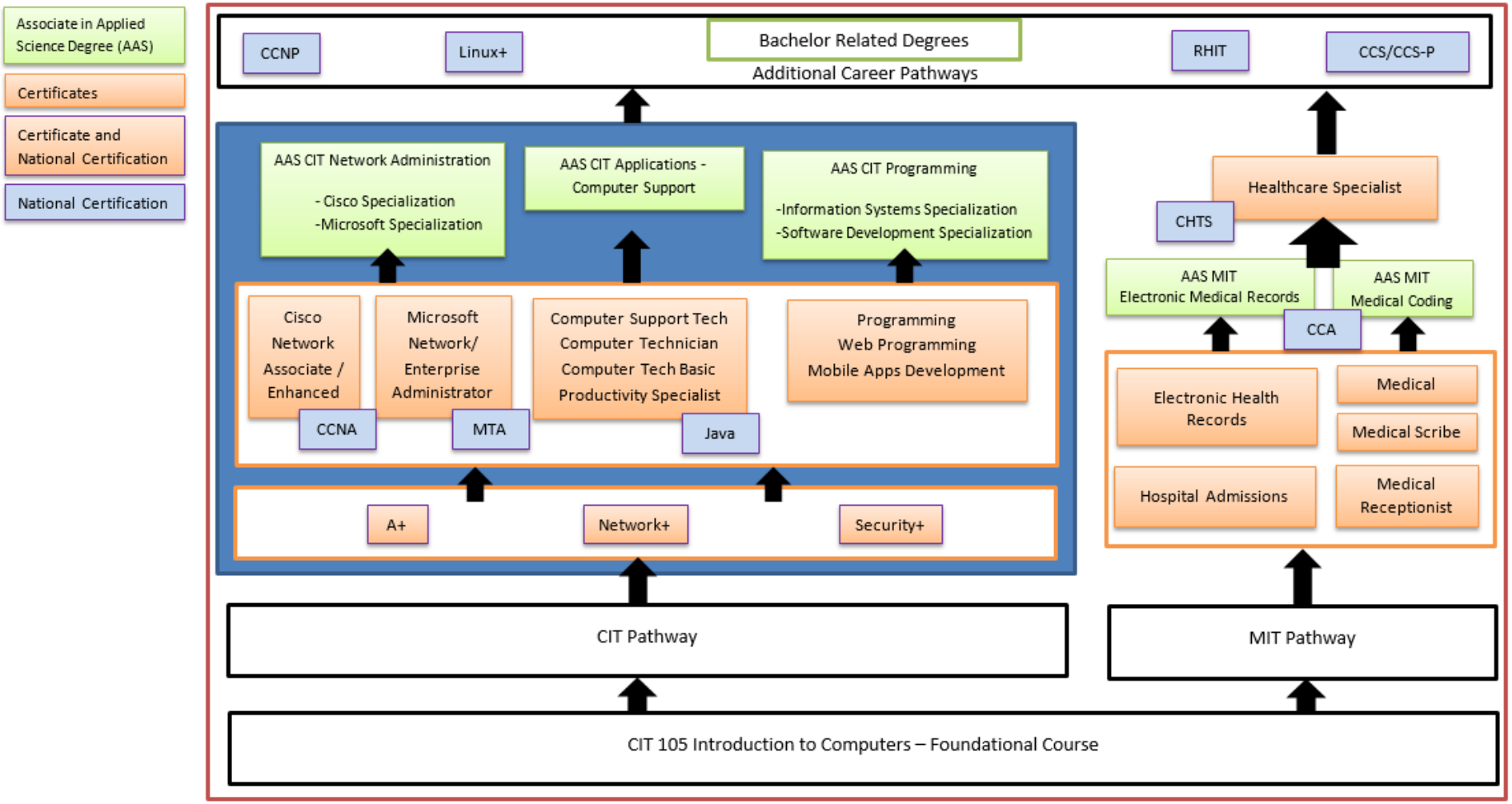
Strategy 3 - Develop high-demand stacked and latticed credential and degree pathways validated by local and national businesses employing IT professionals and systems to individually track students. (Develop stacked and latticed credentials)

3.2.1. Develop full career pathways through replicable accelerated online, CBE, stacked/latticed credentials utilizing LoD-CIT/MIT Curriculum.
3.2.2. Develop full career pathways through replicable accelerated online, CBE, stacked/latticed credentials utilizing LoD-Stacked and latticed accelerated career pathways.

According to KCTCS Senate faculty rules, curriculum and program development must be based on three guiding principles: Multiple entry and exit points; seamlessness; and alignment with employer demand. EPIC programs build a flexible stacked and latticed credential pathway process. This includes a plan for multiple entry and exit points to maximize life-long learning opportunities. Curriculum was developed so students can receive credit for prior learning indicating they meet program competencies. To promote curriculum alignment among KCTCS colleges, occupational profiling provided the basis for curriculum development to assure alignment with validated competencies and workforce needs. Specific EPIC skills competencies and outcomes are outlined and developed through strong employer engagement and use of the Workforce Employer Leadership Council, national LMI data, national certification standards, and local employer input.

The EPIC career pathways consists of five degrees in Computer Information Technology (CIT) (Network Administration – CISCO Specialization, Network Administration – Microsoft Specialization, Computer Support, Computer Programming Information System Specialization, and Computer Programming Software Development Specialization) with certificates and new courses from two degrees in Medical Information Technology (MIT) (Medical Coding and Electronic Medical Records tracks) with certificates and a stand-alone certificate called Health Care Specialist (6 areas). The development of all CIT and MIT courses established a total of 19 CIT credentials (5 degrees and 14 certificates) and 8 MIT credentials (2 degrees and 6 certificates). Figure 1 contains a visual of the stacked and latticed credential and degree pathway

Figure 1: Stackable and Latticed Credentials in CIT/MIT Career Pathways



Appendix A

KCTCS Curriculum Development Processes and Board of Regents Policies related to Curriculum

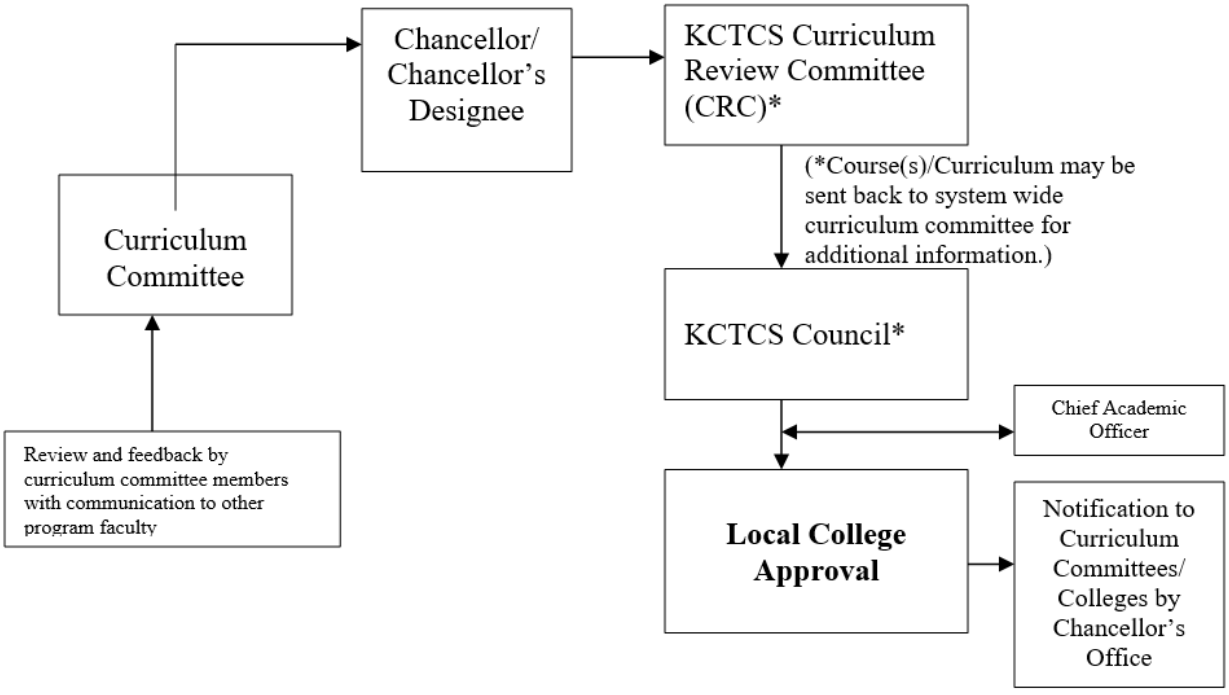
System-Wide Curriculum Committee

A System wide Curriculum Committee is comprised of faculty from each college offering the program. These committees may be technical, e.g., automotive, radiography, business administration systems or general education (quantitative reasoning, biology, oral communications). The approval mechanism for this type of curriculum development is shown in Figure 2.

The curriculum committee is responsible for the development, revision, and alignment of curricula that may be offered by any college in the system. Committee members are charged with several responsibilities. Among them is communication of the committee's activities with other faculty. System curricula must proceed through the KCTCS approval process in order to have final approval. Once approved by the curriculum committee, the curriculum will be forwarded to the Chancellor/Chancellor's designee for peer review by the KCTCS CRC/Council.

After review by the KCTCS Curriculum Review Committee (CRC), the document is forwarded to the KCTCS Council for final review prior to approval by the local colleges who are approved to offer the program. Once courses and curriculum are processed by Council, no further changes/edits can be made by the college during the approval process. If the college determines that changes/edits are needed, the proposal should be resubmitted in the next cycle/cycles. An exception to this practice is if errors are found such as titles, number of credits, etc. that have been put on the form that are incorrect. These corrections will be done administratively by system staff.

Figure 2
System-Wide Originated Proposals

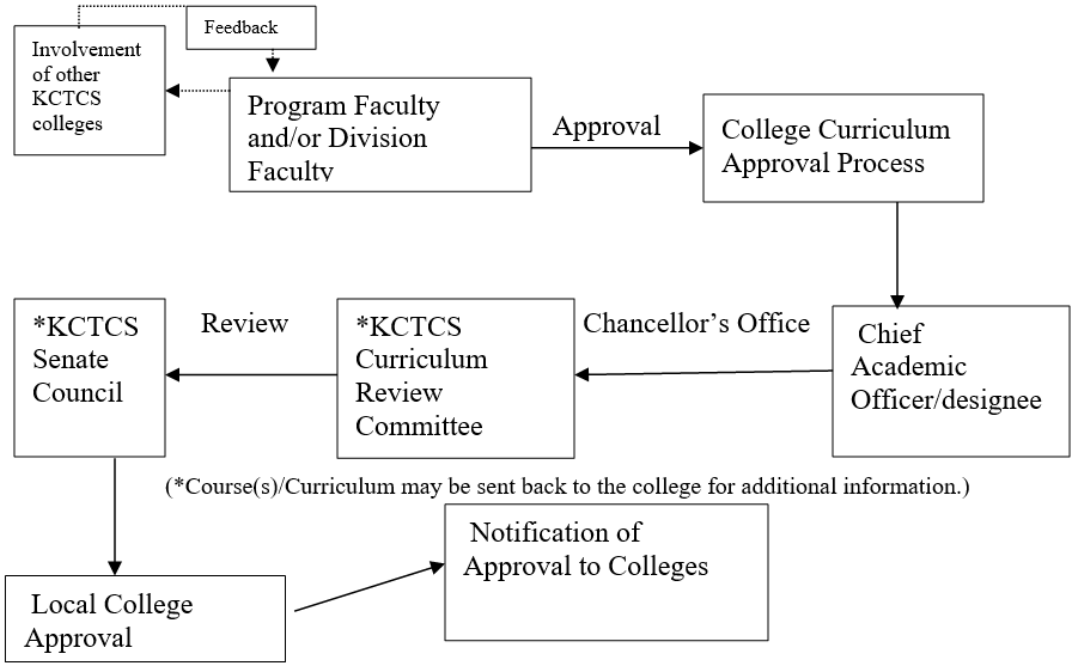


Curriculum Originated At College

The following diagram (Figure 4) illustrates the curriculum development process for a proposal originating at a college. Curriculum documents typically flow from the college to the KCTCS Faculty Council. Proposals for new curricula, curriculum revisions (including new tracks), certificates/diplomas, new courses, course revisions, course deletions and minor course revisions all follow the same approval procedures. Curriculum documents usually originate with the program or division faculty. Program or division faculty should involve other KCTCS college faculty when revising, editing, or developing curricula. These documents are then reviewed via the college curriculum approval process.

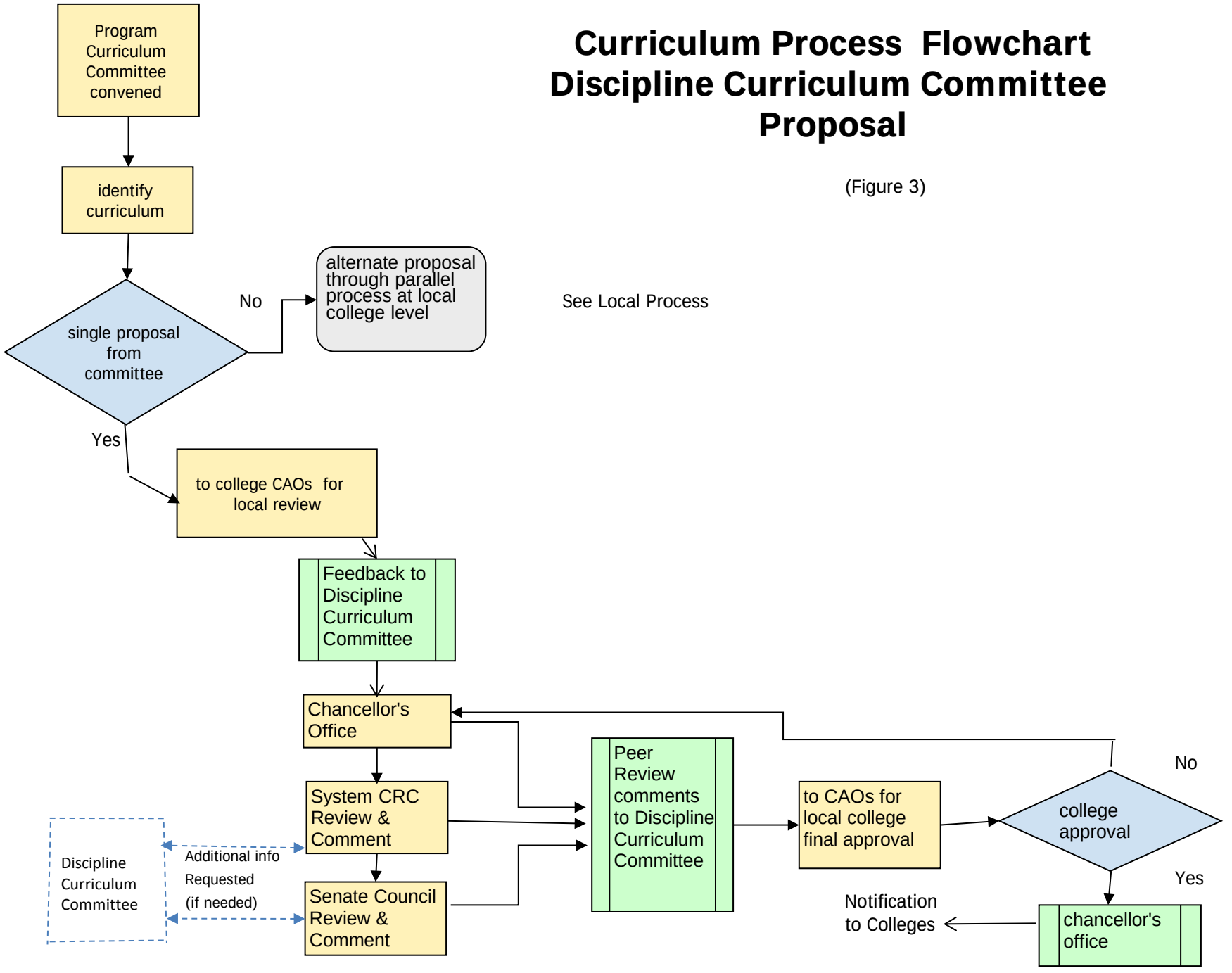
If approved by the college faculty, the proposal is submitted via the Chief Academic Officer/designee to the Chancellor's office for peer review by the KCTCS Curriculum Review Committee (see instructions below). The KCTCS Curriculum Review Committee forwards curriculum to the KCTCS Council for the final review. The curriculum is then forwarded to the local college(s) who is/are approved to offer the program for final approval. Once courses and curriculum are processed by Council, no further changes/edits can be made by the college during the approval process. If the college determines that changes/edits are needed, the proposal should be resubmitted in the next cycle/cycles. An exception to this practice is if errors are found such as titles, number of credits, etc. that have been put on the form that are incorrect. This will be done administratively by system staff. The Chancellor's Office will send approval information to all the colleges.

Figure 4
College-Originated Proposals
(If course/curriculum impacts other colleges, Chancellor's Office initiates program curriculum committee. See System Curriculum Committee Process.)



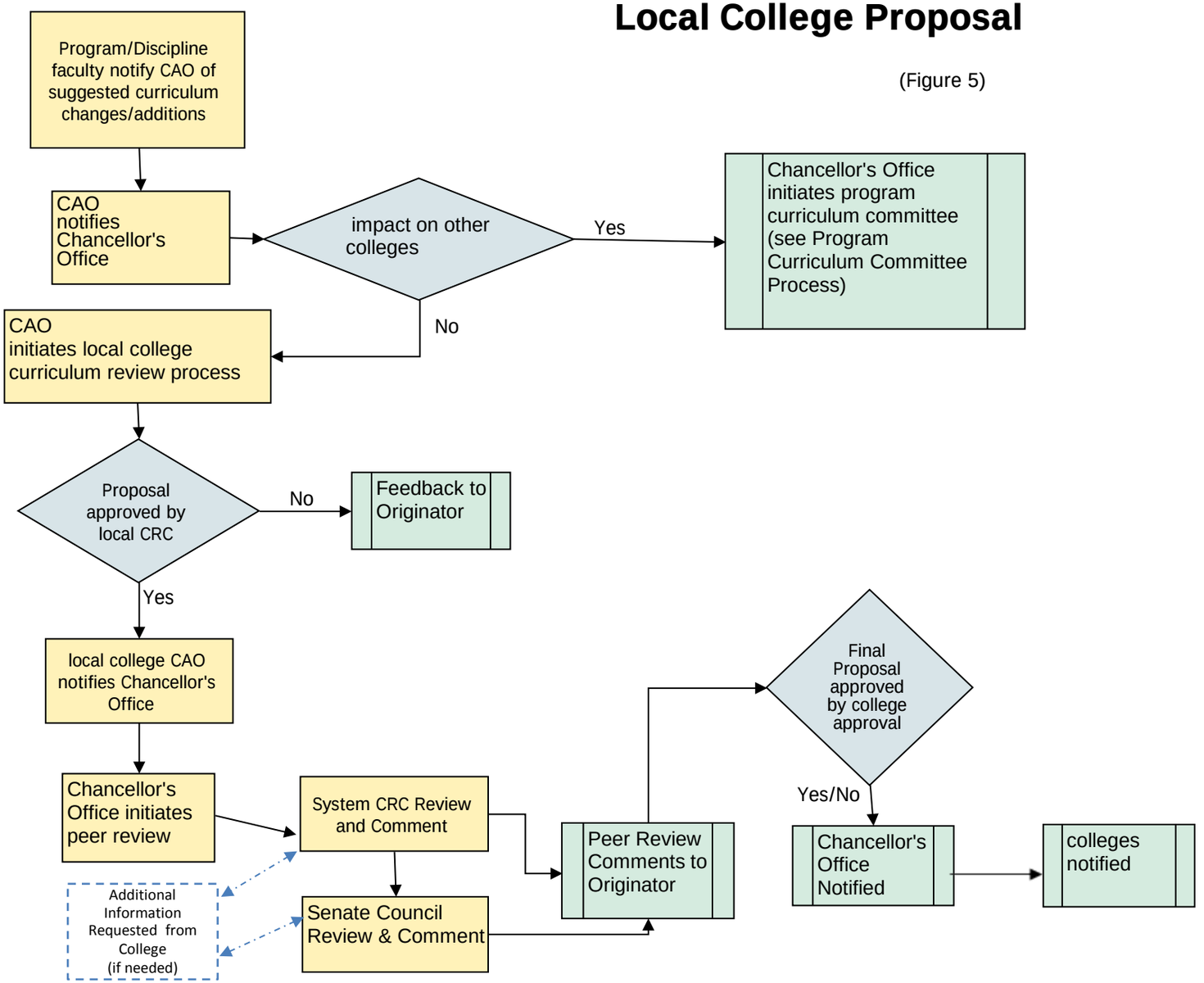
Curriculum Process Flowchart
Discipline Curriculum Committee Proposal

(Figure 3)



Curriculum Process Flowchart
Local College Proposal

(Figure 5)



4.11 Policy on Program Approval

The Board of Regents must approve for KCTCS institutions all new programs that lead to the awarding of an associate in arts degree, associate in fine arts degree, associate in science degree, associate in applied science degree, and a diploma. In order to enhance the System's responsiveness to business and industry pursuant to the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (as amended), the KCTCS President may approve new credit certificate programs upon recommendation by the KCTCS Chancellor. The KCTCS Board of Regents must ratify the approval of certificate programs at its next regularly scheduled meeting following the KCTCS President's approval.

KCTCS institutions submitting new program proposals must meet all equal opportunity employment and affirmative action eligibility criteria. New programs must support the *Kentucky Postsecondary Education Improvement Act* (as amended) goals of being responsive to the needs of students and employers, avoiding unnecessary program duplication, and increasing inter-institutional collaboration. New programs must adhere to all KCTCS program approval policies and procedures, *the KCTCS Policy on Collaborative Program Development*, and all applicable Council on Postsecondary Education policies and procedures.

As the chief executive officer of KCTCS, the KCTCS President is authorized to promulgate administrative procedures to implement this policy.

4-30-99	12-4-09	12-3-04; 12-9-05; 12-4-09
Date Approved by KCTCS Board of Regents	Date of Last Review	Date of Last Revision

(SIGNED)	12-4-09	(SIGNED)	12-4-09
Chair, Board of Regents	Date	President, KCTCS	Date

4.12 Policy on Collaborative Program Development

Kentucky Community and Technical College System (KCTCS) collaborated program development processes shall meet criteria specified by the accrediting bodies of the respective community and technical colleges and any required programmatic standards.

KCTCS program development shall be collaborative, with optimal collaboration the expectation. Program collaboration may consist of fully collaborative programs, joint programs, and articulation/transfer agreements. (See Attachment A)

KCTCS offerings shall include programs that lead to the awarding of: Associate in Science Degrees; Associate in Arts Degrees; Associate in Fine Arts Degrees; Associate in Applied Science Degrees; Certificates; Diplomas; and Continuing Education Units. (See Attachment B)

The high quality, responsive programs resulting from collaborative program development shall meet state, regional and community needs and provide the education and training necessary for developing a workforce with the skills to meet the needs of new and existing industries and improve the quality of life and employability of citizens.

The KCTCS President (or designee) is charged with developing curricula frameworks which shall include (but not be limited to) the consistent use of prefixes, common course numbering, and the elimination of unnecessary duplication in all KCTCS curricula.

The KCTCS President is authorized to develop appropriate procedures and criteria in order to implement the policy delineated above.

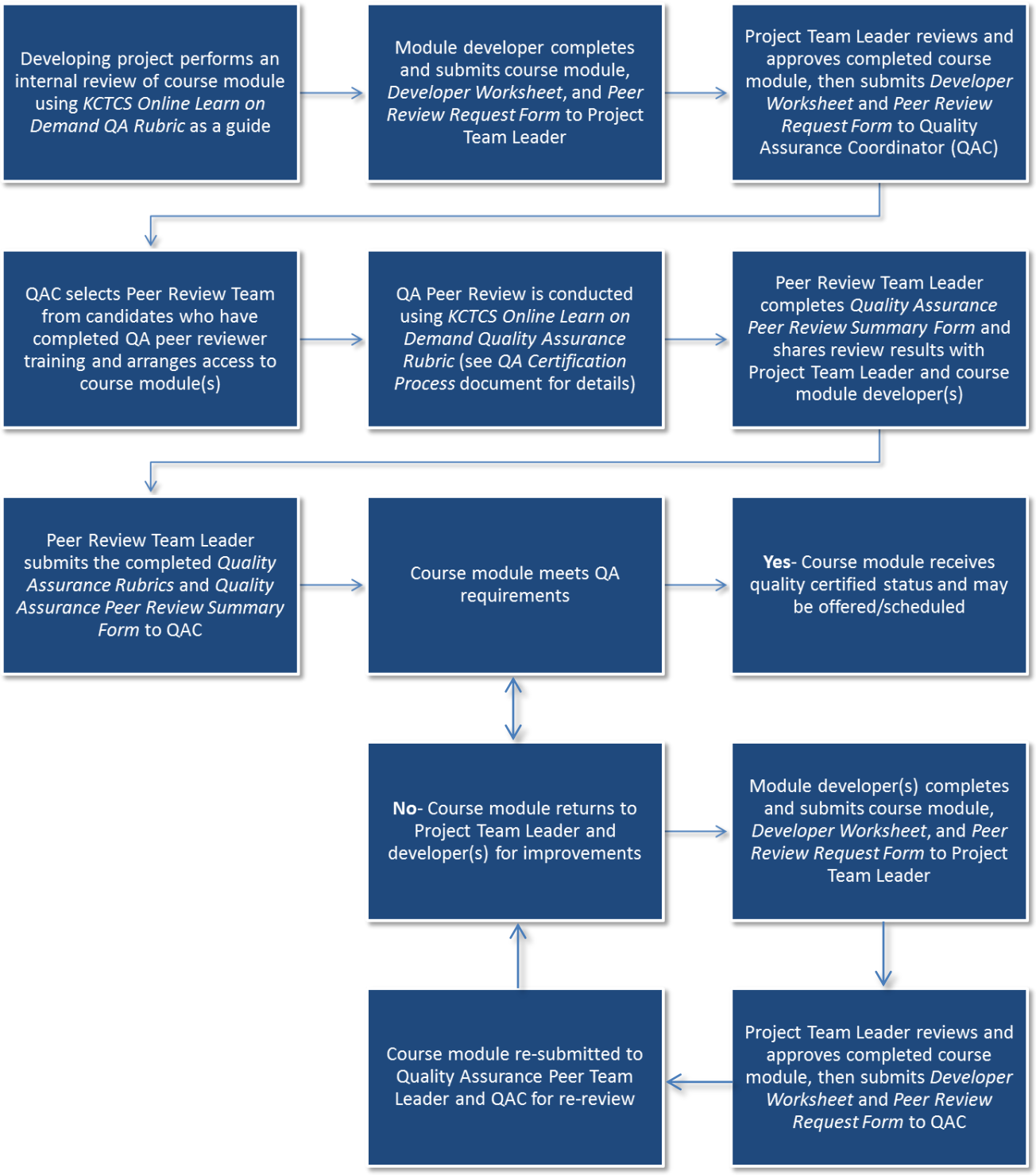
9-16-98	6-15-12	12-5-03; 6-12-09 12-4-09; 6-15-12
Date Approved by KCTCS Board of Regents	Date of Last Review	Date of Last Revision (Include all dates in Chronological order)

(SIGNED) 6-15-12	(SIGNED 6-15-12
Chair, Board of Regents Date	President, KCTCS Date

Appendix B

Quality Assurance Documents

Quality Assurance Peer Reviewer Process Flowchart



Quality Assurance Peer Reviewer Confidentiality Statement

As a KCTCS Online Learn on Demand Quality Assurance Peer Reviewer, I understand that:

I will be provided with access to course module Blackboard shells including documents and content. I will maintain strict confidentiality about all modules accessed during the process (including any student information that may be present in the course module shell).

I will observe copyright laws and respect intellectual property rights of developer(s) who created the materials. I will not share any confidential information with others who are unauthorized to view such data. I will use my access to confidential data for the sole purpose of conducting a peer review for KCTCS Online.

I will not gain unauthorized access to, modify, distribute, delete or reproduce any internal documents or information from course modules assigned for review.

By typing your name in the field below, you are agreeing to the requirements described in the confidentiality statement above.

Peer Reviewer

Name: _____

College: _____

Date: _____

Submit a digital copy of this form to the Quality Assurance Coordinator. **This form only needs to be completed once**. Once it is submitted, it will be kept on file.

KCTCS Online Learn on Demand- Project Team Leader Internal Review Checklist

Before submitting a course module for QA review, the Lead College Project Team Leader should assess the module using the checklist below as well as ensuring the module aligns with the standards outlined on the *KCTCS Online Learn on Demand QA Rubric* . Read the items and the descriptions below, then check **Yes** or **No** for each. Any items checked **No** should be addressed BEFORE the module is submitted for review. If an item is incomplete or non-existent, the Quality Assurance Coordinator will return the module to the developing project for revisions before the official Quality Assurance peer review process will begin.

(REPLACE THIS TEXT WITH COURSE MODULE PREFIX AND NUMBER)

Project Team Leader Name:	Ella Strong
Course Module Developer Name(s):	Tammy Davis
Date:	10/13/2015

ITEM	DESCRIPTION	YES	NO	COMMENTS
Templates and Supporting Documentation				
1) Module Development Template & Instruction Guide approved.	The Module Development Template & Instruction Guide has been submitted and approved through the Chancellor's Office. This support document is included in the Blackboard Master Development course shell as a resource for the instruction facilitator.			
2) Use of KCTCS Online Learn on Demand Blackboard Development Template.	Course module developed using the KCTCS Online Learn on Demand Blackboard Development Template. Standard navigation buttons are present and have not been altered.			
Communication and Support				
1) A Getting Started area provides information for beginning the online learning experience.	Getting Started area contains extensive information about getting started in the online learning environment; including the following elements: instructions on navigating the course, format of the course, where and how to get started within the course, and directions for completing the pre-assessment. Includes a welcome letter which utilizes the welcome letter template and provides detailed information about self-paced, competency-based learning and the course module itself (where to begin and how the course is structured).			
2) Includes links to Technical Support and Help Desk on the Help and Support page.	Help & Support page contains extensive information and support for online learners and includes links to KCTCS Online resources.			
3) Clearly states student communication plan and lists various means of Instructor contact information on the Your Instructor(s) and/or Getting Started pages.	Expectations of student communication and online conduct are clearly described (netiquette). Provides a variety of contact information for instructor and program (e.g. email, phone, website, chat, etc.). Standards for instructor response time and availability are clearly stated (e.g. turn-around time for email, grades, postings, etc.). OR the course shell contains a clear template for the instructor to complete in order to provide the students with this information.			
Course Layout and Design				
1) Required course module materials are easily accessed.	Materials are clearly described and easily located. Needed technical requirements, materials, and skills are thoroughly explained, including any prerequisite knowledge the student should possess. Software required to use course materials is listed with links to where it can be caputred and installed as well as instructions for using the tool. Links are located within the course where learners will use the software (i.e. near the materials requiring its use).			
2) Uses standard syllabus format with set policies.	Uses the standard syllabus format with set policies. Syllabus is thorough and clearly explains what is expected of students.			
3) Aesthetic design and consistency of course module.	Aesthetic design presents and communicates course module information clearly throughout the course module. All pages are visually and functionally consistent.			

4) Acknowledgement of and accommodations for accessibility and ADA requirements.	Accessibility issues are clearly addressed throughout the course. Syllabus includes a disability statement and instructions for how students can contact Disability Services at their home campus. Provides alternative means of access to course information for the vision or hearing impaired students (equivalent textual representations- i.e. captions and/or transcriptions). Design factors such as color, text size and style reflect universal accessibility considerations. Informative images are marked up with clearly representative ALT tags.			
5) Clear and self-describing links.	Links are clear, self-describing, and meaningful. Links are functioning (unbroken). Description provided with link notes how link will open (e.g. in a new window).			
6) Uses Adaptive Release functionality.	Uses Adaptive Release throughout the course module to guide the students through the course content to master the module competencies in a clear and logical manner. Adaptive Release functions as it should.			
7) Grade Center organization (You may need to view the course from your student account to assess this).	Graded items are organized in a logical manner for students to understand their progress and grade to date. Only items that will calculate into the final score are present. Items appear in grade center in the order they appear within the course. Contains no duplicate items. Grading schemas and calculated columns may be used to combine score totals or display multiple views to students such as both percentage and letter grade for a column.			
8) Grammar, mechanics, spelling, and sentence structure (All errors **must** be corrected before a module will be QA certified).	Grammar, mechanics, spelling, and sentence structure are highly polished. (No errors found)			
Instructional Design and Delivery				
1) Learning competencies and outcomes are clear, measurable, and related to the course module.	All competencies and outcomes are written in measurable terms and clearly describe what students will be able to do as a result of the learning experience. Competencies and outcomes guide instructors to accurately assess learner accomplishment. Competencies and outcomes are made available in a variety of areas in the module (within the syllabus and each individual learning unit).			
2) Navigation and organization are straightforward.	Well-organized and easy to navigate. Students can clearly understand all components and structure of the course. All pages are visually and functionally consistent throughout the course.			
3) Fosters student-to-student, student-to-instructor, and student-to-content interaction.	Offers ample opportunities for interaction and communication student-to-student (if appropriate to the course), student-to-instructor, and student-to-content.			
4) Availability and use of resource links.	Offers access to a wide range of resources supporting the course content. Links are unbroken.			
5) Learning activities and presentation methods are diverse, applicable to real-life situations and promote problem solving and critical thinking skills.	Learning activities and course materials are presented in a variety of ways (e.g. print, graphic, experimental, etc.) allowing students to select methods that best suit their abilities and preferences. Applications to real-life situations are presented frequently. Provides multiple activities to help students develop critical thinking and/or problem solving skills.			
6) Utilizes materials supporting a variety of different learning styles (visual, text, kinesthetic, auditory).	Provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.			
Innovative Teaching with Technology				
1) Uses enriched and interactive technologies/multimedia tools that are easy to use, understand, and are current (up-to-date). Examples include (but are not limited to):	Uses five or more different types of enriched and interactive technologies/multimedia tools.			

A) Animations B) Simulations C) Social Networking D) Chat E) Audio F) Video G) Discussion forums H) Email I) Multimedia presentations J) Games K) Blogs L) Wikis M) Websites N) Social Bookmarking (e.g. del.icio.us and linkedin) 0) Content specific software packages				
2) Interactive multimedia tools support the learning competencies and outcomes and promote active learning.	Interactive multimedia tools clearly support the learning competencies and outcomes and are integrated with texts and assignments. Interactive multimedia tools encourage active learning.			
3) Includes alternate modes of access.	Course materials use standard formats to ensure accessibility. If specific software is required that some learners may not have access to, alternative file types are provided. Large files are identified to help learners consider download times and smaller files are provided where appropriate			
Assessment and Evaluation				
1) Uses a pre- and post-measurement tool.	Pre-assessment parallels the post-assessment, align with the course outcomes and reflect multiple levels of Bloom's Taxonomy.			
2) Assessments align with the module learning outcomes and activites.	The types of assessments selected provide a reasonable way to measure the stated learning outcomes. Assessments, learning objectives, and learning activities align in a clear and direct way.			
3) Uses ongoing multiple self-assessment strategies throughout duration of course module.	Ongoing multiple self-assessment strategies are used to measure content knowledge, attitudes, and skills throughout the course module. Self-assessments provide constructive, meaningful feedback			
4) Provides clear and understandable grading policy.	Grading policy is clearly presented to the students. Grading policy is designed to support the mastery learning approach.			
Feedback and Results				
Feedback for students				
1) Course module includes techniques for early alert of students in trouble, ensuring student achievement.	Course module includes numerous techniques for early alert of students who have fallen behind, missed assignments, or are failing the course; including the use of: the Early Warning System (or similar feature), feedback from the facilitator directly, assignments and assessments that have feedback built into them, or classmates.			
2) Includes techniques and functionality for relaying instructional feedback about performance to the students throughout the course module.	Opportunities for consistent and timely feedback about student performance are provided throughout the course module.			
Feedback from students				
1) Includes techniques and functionality for ongoing and continuous monitoring and review of content, activities and assessments as well as summative end of course module survey.	Course module offers multiple opportunities for students to give feedback based on course content, activities and assessments (including the ease of use of online technologies). Request for ongoing student feedback is formally solicited and opportunities for informal, non-solicited feedback are also provided throughout the duration of the module. Includes a link to the official end of course module suvery.			

Remote or Onsite Lab							
(Complete this section ONLY if a lab is required as a part of the course module and not as a separate course module)							
Clearly describes procedures for accessing required remote or onsite labs (if applicable).	Lab procedures, location, and scheduling information (including dates, times, and lab facilitator) are clearly described.						

MODULE APPROVAL

Submit this document along with the *Developer Worksheet* to the Quality Assurance Coordinator in order to intiate the KCTCS Online Quality Assurance Peer Review Process. By typing your name in the field below, you are verifying that this document and the course module have been reviewed and approved by the Project Team Leader.

Project Team Leader	
Name:	
College:	
Date:	

Learn On Demand Course Checklist

Course #	Yes	No	Comments
Announcements (Home Page)			
A welcome announcement specific to the course is present AND is the first page that appears with LOD logo.			
There are no typos or grammatical errors.			
Links functioning and clear.			
If other announcements are present, they are appropriate for the first page and are below the default announcement.			
Navigation Menu	Yes	No	
Clearly Organized into modules; modules organized into lessons or units			
Menu Organized and Labeled			
Start Here Area (Orientation)	Yes	No	
A welcome message or course overview is present (flow of course, expectations, why the course will be awesome)			
Course Tour video is present (5 – 7 minutes in length)			
Links functioning and clear.			
Required Software and Hardware or other tools for success are clearly listed			
There are no typos or grammatical errors.			
Syllabus Area (Course Procedures and Policies)	Yes	No	
Syllabus in accessible and Web standard format (web page, accessible Word doc)			
Syllabus grading policies clear			
Content outline organized by module; students provided with outline or visual			

to help understand the course structure at start of course			
Institutional Policies clearly listed and explained: • Academic Honesty • Disability Accommodations • Drop, Withdrawals • Course Communication (netiquette, instructor timelines for communication)			
Syllabus Quiz includes questions specific to course			
Links functioning and clear.			
There are no typos or grammatical errors.			
Meet My Instructor (Instructor Info)	Yes	No	
General information is included about teachers who typically teach the course			
Links to course communication tools (email, IM, discussion forum) present			
General information on Starfish is included			
Learning Content	Yes	No	
The adaptive release on the pre-assessment is set to 100% on the syllabus quiz.			
Adaptive releases or prerequisites are set appropriately to guide students through the material; guide students to mastery of course competencies			
Modules clearly organized in lessons or units			
Modules include at least one Open Educational Resource (OER) lesson/activity. OER are clearly marked with Creative Commons licenses and proper attribution is given when applicable.			
Modules include at least one Articulate Storyline lesson/activity.			
Each lesson or unit includes goals or objectives.			

Lessons or units include an introduction explaining the purpose/coverage of the lesson.			
Lessons or units include learning resources with visual aids that illustrate key material or supplement course directions (images, diagrams, charts, or tables)			
Lessons or units include diverse instructional methods (interactive media, captioned video clips, flashcards, games, podcasts, links to external resources)			
Assessments match the goals and objectives			
Assessment activities occur frequently in the course.			
Opportunities for self-assessment through automated scoring			
Course evaluation included and required before post-assessment becomes available.			
All links work and multi-media elements play.			
There are no typos or grammatical errors.			
Links are clear and obvious.			
Resources	Yes	No	
Default Online Learner Support Resources are present			
Course -specific supplemental learning resources added and clearly labeled (APA or MLA tips; links to industry publications; glossaries; essentially - other resources to encourage learning beyond required course elements)			
There are no typos or grammatical errors.			
Links functioning and clear.			
View My Grades	Yes	No	
From the student perspective:			
• There are no duplicate entries			
• Items are listed in the order students will complete them			

From the instructor perspective:			
• The gradebook matches the syllabus information			
Brainfuse/Starfish	Yes	No	
Information on these services present in course			
Help and Support	Yes	No	
Blackboard Help and Support present and clearly labeled in course			
If 3rd party tools are used in course (lab kits, Pearson MyLabs, McGraw-Hill, etc) technical support present and clearly labeled in course			
Faculty Start Here	Yes	No	
General facilitator guide (instructor manual) included			

Quality Assurance Developer Worksheet

This worksheet is designed for the self-reporting component of the KCTCS Online Learn on Demand Quality Assurance Peer Review process. It is intended for the Project Team Leader and module developer(s) to provide information about the course module that will assist the Peer Reviewers during the review process. To complete the form, click in the grey fields and type the appropriate information. Save the completed document as: *CourseModulePrefix_QA_DeveloperWorksheet* (e.g. ENG1013_QA_DeveloperWorksheet.doc).

COURSE MODULE PREFIX AND NAME

Project Team Leader Name:

Course Leader Name:

Course Module Developer Name(s):

Current Date:

Last Review Date (if applicable):

GENERAL MODULE INFORMATION

1. Does the course module use a publisher's e-content? ☐ Yes ☐ No

a. If yes, will this content be available for the reviewers to see? ☐ Yes ☐ No

b. Publisher name:

2. Required course module materials:

a. Does the module require an e-book? ☐ Yes ☐ No

b. Does the module require a traditional textbook? ☐ Yes ☐ No

c. Does the module utilize a lab manual, workbook, handbook, or electronic materials? ☐ Yes ☐ No

d. Other: ☐ Yes ☐ No

3. Are there any unresolved copyright issues regarding the materials used in this module? ☐ Yes ☐ No

a. If yes, what steps are being taken for permissions?

Additional Comments:

MODULE DESIGN

4. Does the course module utilize features of Blackboard to support self-paced, competency-based learning? ☐ Yes ☐ No

- ☐ Adaptive Release
- ☐ Early Warning System
- ☐ Other:

5. Are alternative modes of accessing course module materials provided for ADA compliancy (multiple formats for vision or hearing impaired students)? ☐ Yes ☐ No

a. If yes, describe.

6. Are alternative modes of accessing course module content provided for lower bandwidth (dial-up) accessibility? ☐ Yes ☐ No

a. If yes, describe.

7. Does the course module integrate enriched and interactive technologies/multimedia tools that are easy to use, understand, and are current (up-to-date)? ☐ Yes ☐ No

Check all that apply:

- ☐ Animations
- ☐ Social Networking
- ☐ Audio
- ☐ Discussion forums
- ☐ Multimedia presentations
- ☐ Blogs
- ☐ Websites
- ☐ Simulations
- ☐ Chat
- ☐ Video
- ☐ Email
- ☐ Games
- ☐ Wikis
- ☐ Social Bookmarking

☐ Content specific software packages ☐ Other:

Explain:

8. Does the course module provide opportunities for students to receive immediate feedback about progress and success throughout? ☐ Yes ☐ No

a. If yes, describe.

9. Does the course module foster student-to-instructor interaction via tools such as chat, instant messenger, electronic discussion board, email, etc? ☐ Yes ☐ No

a. If yes, describe.

10. Does the course module foster student-to-student interaction via tools such as chat, instant messenger, electronic discussion board, email, etc? ☐ Yes ☐ No

b. If yes, describe.

11. Are pre- and post-assessments utilized within the course module? ☐ Yes ☐ No

12. Briefly describe both formative and summative methods of assessing student learning (e.g., classroom assessment techniques, quizzes, exams, assignments, projects, etc.).

13. What techniques are utilized to allow students to provide feedback about the course module content, activities, and assessments?

14. Is a lab required for completion of the course module? ☐ Yes ☐ No

a. If yes, describe.

Additional Comments:

ADDITIONAL REVIEW INFORMATION

15. Are any special computer skills, technologies, and/or software required in order for the reviewers to access all the content of the course? ☐ Yes ☐ No

a. If yes, explain.

16. Describe any instructional features/materials used outside the module or classroom, and provide links to any publishers' Web sites used. *Please note that you may be*

requested to supply module materials such as textbooks, CD's, etc. to the Peer Review Team Leader.

17. Are there any particular areas and/or issues in this module where you would like feedback from the review team?

☐ Yes ☐ No

a. If yes, describe.

18. Please provide any other information you want to communicate to the Review Team about your course module.

Additional Comments:

See NEXT page for MODULE APPROVAL.

MODULE APPROVAL

By typing your name in the field below, you are verifying that this document and the course module itself have been reviewed by the module developer and the Project Team Leader. The module developer and Project Team Leader should **both** approve and "sign" this form.

Module Developer(s)

Name: _____

College: _____

Date: _____

Project Team Leader

Name: _____

College: _____

Date: _____

The **Project Team Leader** should submit a digital copy of the *KCTCS Online Developer Worksheet* along with a *KCTCS Online Peer Review Request Form* to the Quality Assurance Coordinator. Upon the receipt of these forms, the Quality Assurance Coordinator will arrange access to your course module for the Peer Review Team. You will be contacted by the Quality Assurance Coordinator regarding the review process and timeline.

KCTCS Online Learn on Demand Quality Assurance Rubric

Course Module in Review:

DIRECTIONS: Replace the red text above with the prefix and number for the course module in review. Read each component description and the indicators below for each area; then using a student's point-of-view, review the course module. Determine a score of 1, 2, 3 or 4 for each

Component	Exemplary (4)	Accomplished (3)	Promising (2)	Incomplete (1)	Score	Feedback
Course Design						
Course Design addresses elements of instructional design. This includes such elements as structure of the course, learning competencies and outcomes, organization of content and instructional strategies.						
Competencies & Outcomes	Competencies are easily located within the course; are clearly written at the appropriate level and reflect desired outcomes; are written in measureable terms (students know what they are expected to be able to do), are made available in a variety of areas in the course (within the syllabus and each individual learning unit)	Competencies are located within the course syllabus; competecies are written to reflect desired learning outcomes, although not all are written in measureable terms; students have some understanding of what is expected of them	Competencies are not easily located within the course; are not clearly written in measurable learning outcomes; students may be unsure of what they are expected to be able to do; the level does not match the desired outcomes	Competencies are not easily located within the course; some are missing and others poorly written; the level does not match the desired learning outcomes		
Content Presentation	Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units); navigation is intuitive; content flows in a logical progression; content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material); content is enhanced with visual and auditory elements; supplementary resources are made available (course CDs, ebooks, course manuals, other online resources, etc.)	Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units); navigation is somewhat intuitive, but some "exploring" is required to determine the flow of content; content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material); visual and/or auditory elements occasionally enhance the content; supplementary resources are made available (course CDs, ebooks, course manuals, other online resources, etc.)	Some content segments are overly large (or possibly too small) for the specified competencies; navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined; the design does not support the content presentation tools (content modules, single pages, links); few or no visual and/or auditory elements are used to enhance the content; supplementary resources may be made available (course CDs, ebooks, course manuals, other online resources, etc.)	Content is not "chunked" into manageable segments; navigation is not intuitive and the flow of content is unclear; the design does not support the content presentation tools (content modules, single pages, links); no visual or auditory elements are used to enhance the content; supplementary resources are not made available (course CDs, ebooks, course manuals, other online resources, etc.)		
Learner Engagement	It is clear how the instructional strategies will enable students to demonstrate mastery of course module competencies; course design includes guidance for learners to work with content in meaningful ways; higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models; individualized instruction, remedial activities, or resources for advanced learning activities are provided	Instructional strategies are designed to help students to demonstrate mastery of the course module competencies, although this relationship may not be obvious to learners; guidance is provided, but could be improved with greater detail or depth; higher order thinking is required for some activities but is not well-explained or supported (e.g., by providing examples of "good answers"); differentiated instruction (such as remediation) may be available on a limited basis	It is not clear how the instructional strategies will help learners demonstrate mastery of the course module competencies; guidance in using content materials may only be provided on a limited basis; higher order thinking is not required or encouraged; differentiated instructional opportunities are not provided, although there may be supplementary content resources available	Instructional strategies do not provide students with skills needed to demonstrate course module competencies; content is provided but it is not clear what students are expected to do with it; higher order thinking is not expected from students; no supplementary resources or activities are provided for remediation or advanced study		
Technology Used	Tools available within the CMS (Blackboard) are used to facilitate learning by engaging students with course content (blogs, wikis, discussion boards, etc); CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course); technologies are used creatively in ways that transcend traditional, teacher-centered instruction; a wide variety of delivery media are incorporated into the course (i.e., audio, video, social media and others)	Tools available within the CMS could be utilized more (or more creatively) to engage learners with course content; CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness; technologies within the course are used in many cases merely to replicate traditional face-to-face instruction; there is some variety in the tools used to deliver instruction	Tools available within the CMS are not used to their full extent or not used when it would be appropriate to do so; only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students; technologies within the CMS are used primarily by instructors and not students ("students as recipients of content" model); there is little variety in use of technologies to deliver instruction	Technologies used within the CMS do not engage students with learning; tools that could reduce the labor-intensity of online instruction are not utilized; students are not expected to use technologies available within the CMS; few technologies are utilized to deliver instruction		

Component	Exemplary (4)	Accomplished (3)	Promising (2)	Incomplete (1)	Score	Feedback
Communication and Interaction						
Communication denotes interaction between learners and instructors and amongst learners when applicable, both synchronously or asynchronously. Interaction logistics refers specifically to the guidelines explaining required levels of participation.						
Communication Strategies	There are plentiful opportunities for synchronous and/or asynchronous interaction, as appropriate; asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning competencies; synchronous communication activities benefit from real-time interactions and facilitate "rapid response" communication	Several communication activities are included to reinforce the desired learning outcomes; asynchronous communications sometimes require reflection or other higher order thinking; synchronous interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers	Communication strategies are included, however, they may not consistently reinforce desired learning outcomes; asynchronous communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.); synchronous interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities	Little to no attention has been devoted to communication strategies; interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used		
Interaction Logistics	Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided; expectations regarding the quality of communications (e.g., what constitutes a "good" answer) are clearly defined; a rubric or equivalent grading document is included to explain how participation will be evaluated; opportunities are available for the instructor to actively participate in communications activities, including providing feedback to students; communication tools are available to provide course updates, reminders, special announcements, etc.	Expectations of student participation in communication activities are given, but would benefit from more detail; expectations regarding the quality of communications are included, but may be sketchy and lack detail or illustrative examples; minimal information may be provided regarding grading criteria for communications activities; the instructor has limited opportunity to be involved in communication activities; the course only utlizes some CMS tools to post announcements, reminders, etc.	Instructor expectations of student interactions are not made clear; little information is provided regarding what constitutes a "good" response or posting; students are not given a clear set of criteria for how communications activities will be graded; opportunities for instructor communication activities appears to be largely absent; few CMS tools are utilized to post announcements, reminders, or other updates	Few or no guidelines are provided to students regarding the desired quantity or quality of communications/interactions within the course; no opportunities are provided for the instructor to participate in communications activities with students		
Assessment						
Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.						
Expectations	Assessments match the learning competecnies; learners are directed to the appropriate competencies for each assessment; rubrics or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example); instructions are written clearly and with sufficient detail to ensure understanding	Assessments match the learning competencies; rubrics or descriptive criteria for desired outcomes are included for some assessment activities; instructions are written clearly, with some detail included	Students are assessed on the topics described in the course competencies; there may be some explanation of how assessments will be scored/graded; instructions lack detail that would help students understand how to complete the activities	Assessments bear little resemblance to learning competencies; expectations or grading criteria are not provided; instructions are limited or absent		
Assessment Design	Assessments appear to measure the performance they claim to measure (e.g., activities are explained using appropriate reading level and vocabulary); higher order thinking is required (e.g., analysis, problem-solving, etc.); assessments are designed to mimic authentic environments to facilitate transfer; assessment activites occur frequently throughout the duration of the course; multiple types of assessments are used (research paper, objective test, projects, discussions, etc.)	Assessment activities have "face validity" (i.e., they appear to match the curriculum); some activities involve higher order thinking; assessment activities may focus on tasks similar to real-world application of skills; multiple assessments are included; at least three different types of assessments are used	It is not clear whether the assessment activities actually measure the desired skill; the vast majority of assessments require only low-level thinking (memorization, for example); assessment activities typically do not include tasks that are relevant beyond the scope of this course; multiple assessments are included; two types of assessments are included, at a minimum	Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated outcomes; no higher-order thinking skills are required to complete assessment activities; there is little or no evidence of authenticity built into assessments; assessments are too few and far apart for the course content		
Self-assessment	Many opportunities for self-assessment are provided; self-assessments provide constructive, meaningful feedback	Some self-assessment activities are included; self-assessments provide feedback to learners	There may be self-assessment activities, but they are limited in scope and do not offer useful feedback	A few self-assessments may be included, but they offer little more feedback than flash cards		

Component	Exemplary (4)	Accomplished (3)	Promising (2)	Incomplete (1)	Score	Feedback
Learner Support						
Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services including, but not limited to the following.						
Orientation to Course and CMS	Clearly labeled tutorial materials that explain how to navigate the KCTCS Online Learn on Demand learning environment and the specific course are included; tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course; tutorial materials support multiple learning modalities: audio, visual, and text based	Clearly labeled tutorial materials that explain how to navigate the KCTCS Online Learn on Demand learning environment and the specific course are included; tutorials may not be easily accessed, or require the learner to leave course site without an easy return; tutorial materials support multiple learning modalities: audio, visual, and text based	Tutorial materials that explain how to navigate the KCTCS Online Learn on Demand learning environment and/or the specific course may be evident, but not easily found; materials do not support multiple learning modalities and are text-based only	Tutorial materials explaining how to navigate the KCTCS Online Learn on Demand learning environment or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete; tutorial materials that are included do not support multiple learning modalities		
Supportive Software (Plug-ins)	Clear explanations of optional and/or required software including any additional costs are provided within the course; software required to use course materials is listed with links to where it can be captured and installed; links are located within the course where learners will use the software (i.e., near the materials requiring its use)	Clear explanations of optional and/or required software are provided within the course; software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used	Software required to use course materials is mentioned, but not explained; links to where it can be captured and installed are provided, although they may not be conveniently located	The need for additional software required to use course materials may be mentioned; links to software may be missing or incomplete		
Instructor Role and Information	Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.) OR the course shell includes a clear template for the instructor to add this information; expected response time for e-mail replies is included; instructor's role within the course is explained; the instructor's methods of collecting and returning work are clearly explained	Contact information for the instructor is included but may not be easy to find OR the course shell includes a clear template for the instructor to add this information, but it is difficult to locate; contact information includes more than one type of communication tool; expected response time for e-mail replies may be included; instructor's role within the course not clearly spelled out to students; the instructor's methods of collecting and returning work are clearly explained	Contact information for the instructor is provided but not easy to find OR the course shell includes a clear template for the instructor to add this information, but it is difficult to locate; contact information includes only one way to reach the instructor; no information concerning response time for e-mail replies is not included; little or no information is given regarding the instructor's role in the course; the instructor's methods of collecting and returning work are evident but not clearly explained	Contact information for the instructor is sketchy OR the course shell does not contain a clear template for the instructor to add this information; no information concerning response time for e-mail replies is included; information regarding the instructor's role in the course is not included; Instructor's methods of collecting and returning work are confusing or non-existent		
Course/Institutional Policies and Support	Links to institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are clearly labeled and easy to find; links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion; links to student services are clearly labeled and easy to find	Links to institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are included but may require searching to find; links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion; links to student services may be included but require searching to find	Links to some institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are included but are difficult to find; course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail; a few links to student services may be included but require searching to find	Links to some institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are not included; some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail; links to student services are not included		
Technical Accessibility Issues	Course materials use standard formats to ensure accessibility; if specific software is required to which some learners may not have access, alternative file types are provided; large files are identified to help learners consider download times; alternative (smaller) files are provided where appropriate; video are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling	Course materials use standard formats to ensure accessibility; if specific software is required to which some learners may not have access, alternative file types are sometimes provided; large files are not identified as such; alternative (smaller) files are not provided; video files are streamed in some cases; graphics are not be optimized for web delivery but display without extensive scrolling	Course materials use standard formats to ensure accessibility; if specific software is required to which some learners may not have access, alternative file types are not provided; large files are not identified as such and alternative (smaller) files are not provided; video files are not streamed; graphics are not optimized for web delivery and may require extensive scrolling	Course materials sometimes use standard formats to ensure accessibility; if specific software is required to access course materials, no mention of this is included and alternative file types are not provided; large files are not identified as such and alternative (smaller) files are not provided; video files are not streamed; graphic files are not optimized for web delivery and require extensive scrolling		

Component	Exemplary (4)	Accomplished (3)	Promising (2)	Incomplete (1)	Score	Feedback
Accommodations for Disabilities	Supportive mechanisms allow learners with disabilities to participate fully in the online community; the design and delivery of content integrate alternative resources (e.g., transcripts) or enable assistive processes (e.g., voice recognition) for those needing accommodation; links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find; design factors such as color, text size manipulation, audio and video controls, and alt tags reflect universal accessibility considerations	Supportive mechanisms allow learners with disabilities to participate in the online community for most activities; the design and delivery of content integrate some alternative resources or enable assistive processes for those needing accommodation; links to institutional policies, contacts, and procedures to support learners with disabilities are included but may not be easy to find; design factors such as color, text size manipulation, audio and video controls, and alt tags have been considered in some cases	Supportive mechanisms allow *some* learners with disabilities to participate fully in the online community; the design and delivery of content do not include alternative resources nor enable assistive processes for those needing accommodation; links to institutional policies, contacts, and procedures to support learners with disabilities are not evident; design factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered	Supportive mechanisms allow *some* learners with disabilities to participate in the online community for some activities; the design and delivery of content do not apply alternative resources nor enable assistive processes for those needing accommodations; links to institutional policies, contacts, and procedures to support learners with disabilities are not evident; design factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered		
Feedback	Learners have the opporutnity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion; feedback mechanisms allow students to participate anonymously in course evaluation	Learners have the opportunity to give feedback to the instructor regarding couse design and/or course content, but only after course completion; feedback mechanizmz allow students to participate anonymously in course evaluation	Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion; feedback mechanisms do not guarentee privacy to the student	Learners do not have the opportunity to give feedback to the instructor regarding course design or course content; feedback mechanisms do not guarentee privacy to the student		

Additional Comments and Feedback (Please enter any additional comments in the space provided below)

RUBRIC SCORE TOTAL	**0**

Rubric Score Guide

Exemplary	58-64	90-100%
Accomplished	51-57	80-89%
Promising	45-50	70-79%
Incomplete	38-44	60-69%

Note on Rubric score: A course module must attain an average score of at least 51 out of 64 possible points (Accomplished) in order to meet the quality standards set forth by this rubric. In addition, any components scoring 0 or 1 must be addressed before a course module achieves quality

This rubric is derived from the Blackboard Exemplary Course Rubric with permission. For more information about the Blackboard Exemplary Course Program, visit the following link:

http://www.blackboard.com/Platforms/Learn/Support/Communities/Exemplary-Courses.aspx

Quality Assurance Peer Review Request Form

Complete this form once the course module has finished an internal review at the project level and the Project Team Leader has given approval to initiate the KCTCS Online Learn on Demand Quality Assurance Peer Review process. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as: *CourseModulePrefix_QA_ReviewRequest* (e.g. ENG1013_QA_ReviewRequest.doc).

COURSE PREFIX AND NAME

Blackboard Course ID:

Project Team Leader Name:

Course Leader Name:

Course Module Developer Name(s):

Current Date:

Is this the initial course module review? ☐ Yes ☐ No

Last Review Date (if applicable):

If this is not the initial course review, what is reason for this request?

DEVELOPING PROJECT RESPONSIBILITIES DURING THE PEER REVIEW PROCESS

Module developer(s) will:

- Complete the *KCTCS Online Peer Review Request Form* and the *KCTCS Online Developer Worksheet*.
- Submit the course module, *KCTCS Online Peer Review Request Form* and the *KCTCS Online Developer Worksheet* to the Project Team Leader for review and approval.
- Communicate with the QA Peer Review Team as needed regarding the course module(s) in review.
- Provide supplemental information or materials for the course module(s) to the QA Peer Review Team upon request.
- Maintain strict confidentiality about any course module(s) accessed during any training or the review process, including any student information that may be contained in the course modules. Unauthorized

access to, modification, distribution, deletion or reproduction of any internal documents or information of course modules assigned for review is prohibited.

Project Team Leader will:

- Review the course module, *KCTCS Online Peer Review Request Form*, and the *KCTCS Online Developer Worksheet*, verifying that the course module is ready to begin the Quality Assurance Peer Review Process.
- Submit the signed and approved *KCTCS Online Peer Review Request Form* and the *KCTCS Online Developer Worksheet* to the Quality Assurance Coordinator.
- Communicate with the QA Peer Review Team as needed regarding the course module(s) in review.
- Provide supplemental information or materials for the course module(s) to the QA Peer Review Team upon request.
- Maintain strict confidentiality about any course module(s) accessed during any training or the review process, including any student information that may be contained in the course modules. Unauthorized access to, modification, distribution, deletion or reproduction of any internal documents or information of course modules assigned for review is prohibited.

MODULE APPROVAL

This is an official request to have the above named module begin the KCTCS Online Quality Assurance Peer Review Process. By typing your name in the field below, you are verifying that this document and the course module itself have been reviewed by the module developer and the Project Team Leader. The module developer and Project Team Leader should **both** approve and "sign" this form.

Module Developer(s)

Name: _____

College: _____

Date: _____

Project Team Leader

Name: _____

College: _____

Date: _____

The **Project Team Leader** should submit a digital copy of the *KCTCS Online Developer Worksheet* along with a *KCTCS Online Peer Review Request Form* to the Quality Assurance Coordinator. Upon the receipt of these forms, the Quality Assurance Coordinator will arrange access to your course module for the Peer Review Team. You will be contacted by the Quality Assurance Coordinator regarding the review process and timeline.

Appendix C

Contextualization

JFF Memo Summary

JOBS FOR THE FUTURE

MEMO

To: Ella Strong, KY EPIC

From: Tara Smith and Rachel Crew, JFF

Re: Memo following calls on Developmental Education Strategies

Date: November 20, 2015

During the month of October, we conducted phone calls with three individuals with deep expertise in developmental education. The following information outlines the key points and takeaways along with recommendations going forward.

Experts:
Dr. Katie Hern, Director of the California Acceleration Project
Elizabeth Barnes, Interim Director, DSC-UCF Writing Center, Daytona State College
Dr. Dolores Perin, Professor of Psychology and Education, Columbia University; Senior Research Associate, Community College Research Center

Key Take-Aways

- Online developmental education is a challenge

- Utilize on-ground support that is available at every college in KY and try to build this support online

- Elizabeth Barnes:
  - Dev Ed embedded in "Studio Classes" that are strictly pass or fail (based on attendance; used as a Dev Ed credit)
  - Maintained retention in Studio classes with the change in how they interact w/ Dev Ed students
  - Classes have Embedded Tutors: Tutor is added as a teacher's assistant, available to be emailed, can be more or less intrusive (same w/ teachers)
  - If Dev Ed is not embedded or required, you will have very little students take advantage of it

- Dr. Perin:
  - In Biology courses, there are embedded reading and writing into the curriculum
  - Use guided questions in the text, in order for students to learn how to summarize information in a concise way, paraphrase, and build on vocabulary development
  - Critical thinking skills can be embedded within many courses: arguing points, discuss their own views and opposing views, come to conclusion
  - For online courses: use discussion boards, videos

- Dr. Hern
  - ❖ Design principle (used by the CA Acceleration project): Backwards Design - remediation needs to be tightly tied to the math course that is required for their program of study; each course is stripped of everything except the required math and components related to their program of study.
    - Ivy Tech (Indiana) – Math pathways and Occupational pathways
  - ❖ The use of multiple platforms for Dev Ed correlates to a low retention rate
  - ❖ Don't spend time on embedding skills that aren't highly valued (ex. Comparing and contrasting)
  - ❖ Don't underestimate student's abilities in Dev Ed
  - ❖ Example of how to embed a real world situation with Dev Ed components: "You are in charge of a large insurance corporation. Draft a proposal to upper management on why the company should purchase Macs over PCs."
  - ❖ Allow students to pool resources in a collaborative way; some students may be better at writing (writing the proposal); some students may be better at collecting and analyzing information (reading about Macs and PCs)
  - ❖ Structure online classes into groups and teams within discussion board assignments

Open Questions and Possible Next Steps

- Go back through course and see if there are places where Dev Ed can be embedded into activities
  - ❖ Are activities related to real world applications?
  - ❖ What other courses will have Dev Ed components?

- Are BrainFuse and EdReady easily accessible within the course? Are there ways to fuse platforms so as to eliminate extra steps students must take within the course?
  - ❖ Is the course computer adaptive? [Does it react to a student's individual Dev Ed needs]

- In addition to BrainFuse and EdReady, are there places within the course that students can collaborate on discussion boards and learn from each other?

- Is there a tutor or TA now built into the course? Is this possible?
  - ❖ A student may feel more comfortable asking for help from a tutor or TA rather than a teacher

Appendix D

Completed Summary Forms

EPIC Course Deliverables												
Catalog	**Nbr**	**Course Title**	**Min Cr**	**Developer**	**Delivery College**	**SME Reviewer**	**College**	**Team Reviewer 2**	**College**	**Team Reviewer 3**	**College**	**Date**
ACT	101	Fundamentals of Accounting I	3	Pamela Sykes	Big Sandy CTC	Kimberly Sparks	Maysville CC	Wendy Davidson	Hazard CTC	Sandra Mullins	Bluegrass CTC	12/12/2016
AHS	115	Medical Terminology	3	Lana Medlin	Hazard CTC	Shalena Jarvis	Hazard CTC	Cheryle Beauchamp	Etown CTC	Sandra Mullins	Bluegrass CTC	8/18/2015
BIO	135	Basic Anatomy/Physiology w/Lab	4	Diane Gibson	Hazard CTC	Janelle Green	Hazard CTC	Ryan Sandefur	Southcentral CTC	Angela Fultz	Maysville CC	10/5/2015
CIT	105	Introduction to Computers	3	Ella Strong Wendy Davidson Natasha Watts Megan Jones Jon Reidford Kate Senn	Hazard CTC	Carmen Gaskins	Southcentral CTC	Donna Lamprecht	Hopkinsville CC	Jeff Florea	Madisonville CC	9/1/2015
CIT	111	Computer Hardware and Software	4	Jeremiah Bryant	Hazard CTC	Carmen Gaskins	Southcentral CTC	Donna Lamprecht	Hopkinsville CC	Jeff Florea	Madisonville CC	12/15/2017
CIT	120	Computational Thinking	3	Ella Strong David Frazier	Hazard CTC	Carmen Gaskins	Southcentral CTC	Donna Lamprecht	Hopkinsville CC	Jeff Florea	Madisonville CC	12/15/2017
CIT	130	Productivity Software	3	Wendy Davidson	Hazard CTC	Jon Reidford	Hen CC	Bruce Nicely	Etown CTC	David Frazier	Hazard CTC	12/15/2017
CIT	140	JavaScript I	3	Ella Strong	Hazard CTC	Carmen Gaskins	Southcentral CTC	Cheryle Beauchamp	Etown CTC	Jeff Florea	Madisonville CC	3/19/2017
CIT	141	PHP I	3	Richard Roe	Big Sandy CTC	Jon Reidford	Hen CC	Wendy Davidson	Hazard CTC	David Frazier	Hazard CTC	4/25/2017
CIT	142	C++ I	3	David Frazier	Hazard CTC	Kevin Lambert	SKCTC	Jason Willoughby	Etown CTC	Jennifer Shoemake	Southcentral CTC	12/12/2016
CIT	144	Python I	3	Kate Senn	WKCTC	Kevin Lambert	SKCTC	Sara Brown	Ashland CTC	Angela Fultz	Maysville CC	5/26/2016
CIT	148	Visual Basic I	3	Ella Strong	Hazard CTC	Kevin Lambert	SKCTC	Jason Willoughby	Etown CTC	Jennifer Shoemake	Southcentral CTC	12/12/2016
CIT	149	Java I	3	Dale Pearson	Somerset CC	Kevin Lambert	SKCTC	Angela Fultz	Maysville CC	Kimberly Sparks	Maysville CC	7/28/2016
CIT	150	Internet Technologies	3	Natasha Watts	Hazard CTC	Kevin Lambert	SKCTC	Jason Willoughby	Etown CTC	Jennifer Shoemake	Southcentral CTC	2/2/2016
CIT	151	Social Media I	3	David Dixon	SKCTC	Jon Reidford	Hen CC	Bruce Nicely	Etown CTC	David Frazier	Hazard CTC	5/16/2017
CIT	155	Web Page Development	3	Kathryn Miller	Big Sandy CTC	Wendy Davidson	Hazard CTC	Jason Willoughby	Etown CTC	Sandra Mullins	Bluegrass CTC	7/22/2016
CIT	157	Website Design & Production	3	Kathryn Miller	Big Sandy CTC	Kevin Lambert	SKCTC	Jason Willoughby	Etown CTC	Jennifer Shoemake	Southcentral CTC	12/13/2016
CIT	160	Intro to Networking Concepts	4	Melinda Walters	Hazard CTC	Kevin Lambert	SKCTC	Jason Willoughby	Etown CTC	Jennifer Shoemake	Southcentral CTC	1/15/2018
CIT	161	Network Fundamentals	4	Stephen DiPaola Bruce Jost	Jefferson CTC	Angela Fultz	Maysville CC	Cheryle Beauchamp	Etown CTC	Sandra Cameron	Etown CTC	12/14/2015
CIT	167	Routing & Switching Essentials	4	Stephen DiPaola Bruce Jost	Jefferson CTC	Jeremiah Bryant	Hazard CTC	Sandra Mullins	Bluegrass CTC	Etta Cantrell	Big Sandy CTC	3/30/2016
CIT	170	Database Design Fundamentals	3	David Frazier	Hazard CTC	Jon Reidford	Hen CC	Anna Napier	Hazard CTC	Carmen Gaskins	Southcentral CTC	7/29/2016
CIT	171	SQL I	3	David Frazier	Hazard CTC	Jon Reidford	Hen CC	Anna Napier	Hazard CTC	Carmen Gaskins	Southcentral CTC	8/5/2016
CIT	180	Security Fundamentals	3	Wendy Davidson	Hazard CTC	Kevin Lambert	SKCTC	David Dixon	SKCTC	Carmen Gaskins	Southcentral CTC	1/15/2018
CIT	182	Perimeter Defense	3	Wendy Davidson	Hazard CTC	Carmen Gaskins	Southcentral CTC	Cheryle Beauchamp	Etown CTC	Jeff Florea	Madisonville CC	3/19/2017
CIT	184	Attacks and Exploits	3	Wendy Davidson	Hazard CTC	Kevin Lambert	SKCTC	Kimberly Sparks	Maysville CC	David Dixon	SKCTC	10/23/2017
CIT	209	Scaling Networks	4	Stephen DiPaola Bruce Jost	Jefferson CTC	Kevin Lambert	SKCTC	Jeff Florea	Madisonville CC	Cherly Beauchamp	Etown CTC	6/15/2016
CIT	212	Connecting Networks	4	Stephen DiPaola Bruce Jost	Jefferson CTC	Carmen Gaskins	Southcentral CTC	Jason Taylor	WKCTC	Etta Cantrell	Big Sandy CTC	12/16/2016
CIT	213	Microsoft Client Configuration	3	Michael Epling	Hazard CTC	Jon Reidford	Hen CC	Bruce Nicely	Etown CTC	David Frazier	Hazard CTC	5/22/2017
CIT	214	Microsoft Server Configuration	3	Michael Epling	Hazard CTC	Jon Reidford	Hen CC	Bruce Nicely	Etown CTC	David Frazier	Hazard CTC	1/21/2015
CIT	215	Microsoft Server Admin	3	Michael Epling	Hazard CTC	Kevin Lambert	SKCTC	Jon Reidford	Henderson CC	Wendy Davidson	Hazard CTC	10/6/2015
CIT	216	Microsoft Server Advanced Serv	3	Michael Epling	Hazard CTC	Jon Reidford	Hen CC	Bruce Nicely	Etown CTC	David Frazier	Hazard CTC	3/25/2017
CIT	217	UNIX/Linux Administration	3	David Frazier	Hazard CTC	Kevin Lambert	SKCTC	David Dixon	SKCTC	Carmen Gaskins	Southcentral CTC	2/2/2016
CIT	218	UNIX/Linux Net Infrastructure	3	David Frazier	Hazard CTC	Kevin Lambert	SKCTC	David Dixon	SKCTC	Carmen Gaskins	Southcentral CTC	12/14/2017
CIT	225	GIS Data Analysis	3	Vince Dinoto	Jefferson CTC	Jon Reidford	Hen CC	Jason Taylor	WKCTC	Carmen Gaskins	Southcentral CTC	10/3/2017
CIT	229	Selected Topics in GIS	3	Vince Dinoto	Jefferson CTC	Kevin Lambert	SKCTC	David Dixon	SKCTC	Carmen Gaskins	Southcentral CTC	12/14/2017
CIT	232	Help Desk Operations	3	Kate Senn	WKCTC	Kevin Lambert	SKCTC	Doug Cantrell	Etown CTC	Sandra Mullins	Bluegrass CTC	12/16/2015

EPIC Course Deliverables													
Catalog	**Nbr**	**Course Title**	**Min Cr**	**Developer**	**Delivery College**	**SME Reviewer**	**College**	**Team Reviewer 2**	**College**	**Team Reviewer 3**	**College**	**Date**
CIT	234	Advanced Productivity Software	3	David Dixon	SKCTC	Jason Willoughby	Etown CTC	Etta Cantrell	Big Sandy CTC	Carmen Gaskins	Southcentral CTC	2/2/2016
CIT	236	Advanced Data Organization	3	David Dixon	SKCTC	Jon Reidford	Hen CC	Jeff Florea	Madisonville CC	Lois McWhorter	Somerset CC	1/7/2016
CIT	248	Visual Basic II	3	Ella Strong Chet Cunningham	Hazard CTC	Kevin Lambert	SKCTC	Kimberly Sparks	Maysville CC	David Dixon	SKCTC	10/23/2017
CIT	249	Java II	3	Kevin Lambert	SKCTC	Jon Reidford	Hen CC	Jason Taylor	WKCTC	Carmen Gaskins	Southcentral CTC	10/16/2017
CIT	251	Social Media II	3	David Dixon	SKCTC	David Frazier	Hazard CTC	Jason Taylor	WKCTC	Ella Strong	Hazard CTC	11/13/2017
CIT	253	Data Driven Web Pages	3	Wendy Davidson Melinda Walters	Hazard CTC	Jeff Florea	Madisonville CC	Sandra Cameron	Etown CTC	Ryan Sandefur	Southcentral CTC	4/4/2016
CIT	278	Visual Basic III	3	Chet Cunningham	Hazard CTC	Jon Reidford	Hen CC	David Dixon	SKCTC	Carmen Gaskins	Southcentral CTC	4/11/2018
CIT	284	Computer Forensics	3	Wendy Davidson	Hazard CTC	Kevin Lambert	SKCTC	Kimberly Sparks	Maysville CC	David Dixon	SKCTC	10/27/2017
CIT	288	Network Security	3	Wendy Davidson Melinda Walters	Hazard CTC	Kevin Lambert	SKCTC	Kimberly Sparks	Maysville CC	David Dixon	SKCTC	10/26/2017
CIT	290	Internship	3	Ella Strong	Hazard CTC	Jon Reidford	Hen CC	David Dixon	SKCTC	Carmen Gaskins	Southcentral CTC	4/11/2018
CIT	291	CIT Capstone	3	Ella Strong	Hazard CTC	Jon Reidford	Hen CC	Ramona Barrow	Etown CTC	Cheryle Beauchamp	Etown CTC	8/1/2016
CIT	293	CIT Employability Studies	1	David Frazier	Hazard CTC	Kevin Lambert	SKCTC	Ramona Barrow	Etown CTC	Cheryle Beauchamp	Etown CTC	3/15/2018
CIT	299	Special Topics Geospatial	3	Vince Dinoto	Jefferson CTC	Kevin Lambert	SKCTC	David Dixon	SKCTC	Carmen Gaskins	Southcentral CTC	12/14/2017
HCS	100	Public Healthcare in the US	2	Tammy Davis	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Sandra Mullins	Bluegrass CTC	David Clutts	SKCTC	10/26/2017
HCS	110	Culture of Healthcare	1	Tammy Davis	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Sandra Mullins	Bluegrass CTC	David Clutts	SKCTC	10/26/2017
HCS	125	History in Healthcare	1	Tammy Davis	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Sandra Mullins	Bluegrass CTC	David Clutts	SKCTC	10/26/2017
HCS	145	Health IT Terminology	1	Charmoin Holliday	Hazard CTC	Kimberly Sparks	Maysville CC	Jeff Florea	Madisonville CC	Delanda Byars	KCTCS	12/14/2017
HCS	150	Health IT Analysis & Quality	2	Tammy Davis	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Ramona Barrow	Etown CTC	David Clutts	SKCTC	1/2/2018
HCS	165	Health Management Systems	2	Tammy Davis	Hazard CTC	Arzella Howard	Hazard CTC	Karen LaRosa	Gateway CC	Sandra Cameron	Etown CTC	10/26/2017
HCS	180	Usability and Human Factors	1	Charmoin Holliday	Hazard CTC	Angela Fultz	Maysville CC	Jon Rediford	Hen CC	Wendy Davidson	Hazard CTC	12/11/2017
HCS	200	Health IT Computer Systems	1	Ella Strong	Hazard CTC	Angela Fultz	Maysville CC	Jon Rediford	Hen CC	Wendy Davidson	Hazard CTC	12/12/2017
HCS	210	Implementing Health IT Systems	3	Charmoin Holliday Tammy Davis	Hazard CTC	Angela Fultz	Maysville CC	Jon Rediford	Hen CC	Wendy Davidson	Hazard CTC	12/14/2017
HCS	220	Working with HIT Systems	1	Tammy Davis	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Ramona Barrow	Etown CTC	David Clutts	SKCTC	12/15/2017
HCS	230	Vendor-Specific Systems	2	Tammy Davis	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Ramona Barrow	Etown CTC	David Clutts	SKCTC	1/2/2018
HCS	260	Health IT Instructional Design	1	Melinda Walters	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Ramona Barrow	Etown CTC	David Clutts	SKCTC	1/2/2018
HCS	280	Project Management & Teams	1	Ella Strong	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Ramona Barrow	Etown CTC	David Clutts	SKCTC	1/2/2018
HCS	281	Health IT Customer Service	1	Ella Strong	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Ramona Barrow	Etown CTC	David Clutts	SKCTC	1/2/2018
HCS	290	Leadership for Health IT	1	Tammy Davis	Hazard CTC	Kimberly Sparks	Maysville CC	Jeff Florea	Madisonville CC	Delanda Byars	KCTCS	12/14/2017
HCS	295	Health IT Capstone	1	Chamoin Holliday Tammy Davis	Hazard CTC	Stephanie Vergne	Hazard CTC	Jeff Florea	Madisonville CC	Delanda Byars	KCTCS	1/26/2018
HST	121	Pharmacology	3	Eva Chelf Melissa Douthitt	Jefferson CTC	Jason Arnold	Owensboro CTC	Cheryle Beauchamp	Etown CTC	Jason Willoughby	Etown CTC	9/7/2017
HST	122	Clinical Pathophysiology	3	Eva Chelf Melissa Douthitt	Jefferson CTC	Jason Arnold	Owensboro CTC	Kimberly Sparks	Maysville CC	Ramona Barrow	Etown CTC	2/1/2017
MAT	126	Technical Algebra and Trigonometry	3	David Clutts	SKCTC	Kimberly Sparks	Maysville CC	Ramona Barrow	Etown CTC	Jason Arnold	Hopkinsville CTC	5/8/2017
MIT	103	Medical Office Terminology	3	Jo Ann Knapp Kate Senn	WKCTC	Tammy Davis	Hazard CTC	Sara Brown	Ashland CTC	Jon Reidford	Hen CC	8/20/2015
MIT	104	Medical Insurance	3	Jo Ann Knapp Kate Senn	WKCTC	Tammy Davis	Hazard CTC	Carol Land	Jefferson CTC	Leonard Thomas	Jefferson CTC	1/26/2016

EPIC Course Deliverables												
Catalog	**Nbr**	**Course Title**	**Min Cr**	**Developer**	**Delivery College**	**SME Reviewer**	**College**	**Team Reviewer 2**	**College**	**Team Reviewer 3**	**College**	**Date**
MIT	106	Introduction to Medical Trans	3	Charmoin Holliday	Hazard CTC	Tammy Davis	Hazard CTC	Jeff Florea	Madisonville CC	Delanda Byars	KCTCS	3/25/2018
MIT	204	Medical Coding	3	Tammy Davis Charmoin Holliday	Hazard CTC	Shalena Jarvis	Hazard CTC	Angela Fultz	Maysville CC	Kimberly Sparks	Maysville CC	3/29/2016
MIT	205	Advanced Medical Coding	3	Tammy Davis Charmoin Holliday	Hazard CTC	Shalena Jarvis	Hazard CTC	Jeff Florea	Madisonville CC	Jennifer Shoemake	Southcentral CTC	7/28/2016
MIT	206	Medical Transcription	3	Charmoin Holliday	Hazard CTC	Tammy Davis	Hazard CTC	Jeff Florea	Madisonville CC	Delanda Byars	KCTCS	3/25/2018
MIT	208	Inpatient Coding	3	Judith Fields	SKCTC	Shalena Jarvis	Hazard CTC	Jason Willoughby	Etown CTC	Anna Napier	Hazard CTC	6/8/2016
MIT	212	Medications	3	Judith Fields	SKCTC	Shalena Jarvis	Hazard CTC	Cheryle Beauchamp	Etown CTC	Sandra Cameron	Etown CTC	12/13/2016
MIT	217	Medical Office Procedures	3	Donna Logan	Somerset CC	Tammy Davis	Hazard CTC	Jennifer Shoemake	Southcentral CTC	Carmen Gaskins	Southcentral CTC	5/31/2016
MIT	219	Coding Exam Preparation	3	Judith Fields	SKCTC	Tammy Davis	Hazard CTC	Arzella Howard	Hazard CTC	Sandra Cameron	Etown CTC	10/17/2017
MIT	224	Medical Practice Management	3	Conda Little	Big Sandy CTC	Shalena Jarvis	Hazard CTC	Cheryle Beauchamp	Etown CTC	Sandra Cameron	Etown CTC	12/13/2016
MIT	228	Electronic Medical Records	3	Tammy Davis	Hazard CTC	Shalena Jarvis	Hazard CTC	Jon Reidford	Hen CC	Arzella Howard	Hazard CTC	11/23/2015
MIT	295	MIT Capstone	3	Tammy Davis	Hazard CTC	Shalena Jarvis	Hazard CTC	Cheryle Beauchamp	Etown CTC	Sandra Cameron	Etown CTC	12/13/2016
MIT	230	Medical Information Management	3	Tiffinee Morgan	WKCTC	Tammy Davis	Hazard CTC	Jason Taylor	WKCTC	Carol Land	Jefferson CTC	11/6/2015
OST	110	Doc Formatting & Intro to Word	3	Pamela Larkin	SKCTC	Lois McWhorter	Somerset CC	Doug Cantrell	Etown CTC	Jason Willoughby	Etown CTC	10/5/2015
OST	160	Records and Database Management	3	Marie Hacker	Somerset CC	Sandra Mullins	Bluegrass CTC	Kimberly Sparks	Maysville CC	Wendy Davidson	Hazard CTC	6/14/2016
OST	210	Adv Word Processing Applications	3	Pamela Larkin	SKCTC	Wendy Davidson	Hazard CTC	Jason Taylor	WKCTC	Doug Cantrell	Etown CTC	9/28/2016
OST	215	Office Procedures	3	Margie Childress	Somerset CC	Sandra Mullins	Bluegrass CTC	Kimberly Sparks	Maysville CC	Wendy Davidson	Hazard CTC	12/14/2016
OST	225	Introduction to Desktop Publishing	3	Kevin Bradford	Somerset CC	Lois McWhorter	Somerset CC	Mark Riggs	Ashland CTC	Jennifer Shoemake	Southcentral CTC	2/23/2016
OST	235	Business Communication Technology	3	Pamela Sykes	Big Sandy CTC	Lois McWhorter	Somerset CC	Wendy Davidson	Hazard CTC	Sandra Cameron	Etown CTC	5/26/2016
OST	250	Adv Desktop Publishing	3	Marie Hacker	Somerset CC	Jason Willoughby	Etown CTC	Cheryl Beauchamp	Etown CTC	Jason Arnold	Hopkinsville CTC	11/6/2017

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

ACT 101

Project Team Leader Name:	Christina Lowe
Course Module Developer Name(s):	Pamela Sykes
Current Date:	12-12-2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Wendy Davidson
QA Peer Reviewer Names:	Kim Sparks & Sandra Mullins

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Overall this course meets all aspects of the QA review. The module is well planned and content is presented in manageble sections. The variety of assessments allow students to demonstrate the learning competencies. The design of the course follows the typical design of Learn on Demand courses and is easy to navigate.

b. Discuss the major areas that need improvement along with suggestions for making changes:

This course meets criteria for qualtiy assurance approval and there are no major areas that need improvement. A few suggestions have been made throughout the QA documents but none are required or prevent certification of this course.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Wendy Davidson
College:	HCTC
Date:	12-14-2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

AHS 115

Project Team Leader Name:	Ella Strong
Course Module Developer Name(s):	Lana Medlin
Current Date:	8-18-2015
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Shalena Jarvis
QA Peer Reviewer Names:	Cheryl Beauchamp & Sandra Mullins

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Overall this course meets all aspects of the QA review. The module is well planned and content is presented in manageble sections. The variety of assessments allow students to demonstrate the learning competencies. The design of the course follows the typical design of Learn on Demand courses and is easy to navigate.

b. Discuss the major areas that need improvement along with suggestions for making changes:

This course meets criteria for qualtiy assurance approval and there are no major areas that need improvement. A few suggestions have been made throughout the QA documents but none are required or prevent certification of this course.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Shalena Jarvis
College:	HCTC
Date:	8-18-2015

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

BIO 135

Project Team Leader Name:	Ella Strong
Course Module Developer Name(s):	Diane Gibson
Current Date:	10-5-2015
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Janelle Green
QA Peer Reviewer Names:	Ryan Standafuer & Angela Fultz

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	28/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Overall this course meets all aspects of the QA review. The module is well planned and content is presented in manageble sections. The variety of assessments allow students to demonstrate the learning competencies. The design of the course follows the typical design of Learn on Demand courses and is easy to navigate.

b. Discuss the major areas that need improvement along with suggestions for making changes:

This course meets criteria for qualtiy assurance approval and there are no major areas that need improvement. A few suggestions have been made throughout the QA documents but none are required or prevent certification of this course.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Janelle Green
College:	HCTC
Date:	10-5-2015

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 105

Project Team Leader Name:	Josh Hatfield
Course Module Developer Name(s):	Wendy Davidson, Kate Senn, Natasha Watts, Jon Reidford, Etta Cantrell
Current Date:	September 1, 2015
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	9-1-2015

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Carmen Gaskins
QA Peer Reviewer Names:	Jeff Florea, Donna Lamprecht

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	6.7/8
c.	Assessment:	11.7/12
d.	Learner Support:	26.7/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Course was set up in units. Each module created the same format. Very easy to flow from unit to unit; module to module. Various instructional strategies presented. Quick feedback on assessments provided.

b. Discuss the major areas that need improvement along with suggestions for making changes:

To meet ADA guidelines can always be improved and continued to be worked on; Provide additional Blackboard Tools (Discussion Boards) can be improved

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Carmen Gaskins
College:	Southcentral Kentucky Community and Technical College
Date:	September 1, 2015

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 111

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Jeremiah Bryant
Current Date:	12/15/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	2014

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Donna Lamprecht
QA Peer Reviewer Names:	Jeff Florea, Carmen Gaskins

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each and every chapter is organized the same and students know what to expect when they enter a new chapter.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A plus for LoD classes is that students can work independently and complete the class ahead of the scheduled deadlines that are present in other classes. The LoD review rubric treats LoD classes like regular online or on campus classes in the expectation of constant interaction and immediate feedback. Therefore, when scoring reviews by the rubric, a LoD class appears to have shortcomings that may not be shortcomings at all for the LoD delivery format.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Donna Lamprecht
College:	Hazard Community College
Date:	12/15/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 120

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	David Frazier
Current Date:	12/15/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	2014

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Donna Lamprecht
QA Peer Reviewer Names:	Jeff Florea, Carmen Gaskins

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	28/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each and every chapter is organized the same and students know what to expect when they enter a new chapter.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A plus for LoD classes is that students can work independently and complete the class ahead of the scheduled deadlines that are present in other classes. The LoD review rubric treats LoD classes like regular online or on campus classes in the expectation of constant interaction and immediate feedback. Therefore, when scoring reviews by the rubric, a LoD class appears to have shortcomings that may not be shortcomings at all for the LoD delivery format.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Donna Lamprecht
College:	Hazard Community College
Date:	12/15/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 130

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Wendy Davidson
Current Date:	12/15/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	2014

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon Reidford
QA Peer Reviewer Names:	Bruce Nicely, David Frazier

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each and every chapter is organized the same and students know what to expect when they enter a new chapter.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A plus for LoD classes is that students can work independently and complete the class ahead of the scheduled deadlines that are present in other classes. The LoD review rubric treats LoD classes like regular online or on campus classes in the expectation of constant interaction and immediate feedback. Therefore, when scoring reviews by the rubric, a LoD class appears to have shortcomings that may not be shortcomings at all for the LoD delivery format.

Uses MyITLab

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon Reidford
College:	Henderson CC
Date:	12/15/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 140 JAVA SCRIPT I

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Ella Strong
Current Date:	03/19/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Cheryle Beauchamp
QA Peer Reviewer Names:	Jeff Florea, Carmen Gaskins

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**63/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each and every chapter is organized the same and students know what to expect when they enter a new chapter.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A plus for LoD classes is that students can work independently and complete the class ahead of the scheduled deadlines that are present in other classes. The LoD review rubric treats LoD classes like regular online or on campus classes in the expectation of constant interaction and immediate feedback. Therefore, when scoring reviews by the rubric, a LoD class appears to have shortcomings that may not be shortcomings at all for the LoD delivery format.

With the above in mind, if there were more opportunities for self-assessments and student interaction with other students and the instructor, then the areas of self-assessments and class interaction would score better. One reviewer felt that the course fell short in the area of interaction.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Cheryl Beauchamp
College:	Elizabethtown Community and Technical College
Date:	3/19/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 141

Project Team Leader Name:	Christina Lowe
Course Module Developer Name(s):	Richard Roe
Current Date:	4/25/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	David Frazier
QA Peer Reviewer Names:	Jon Reidford, Wendy Davidson

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	28/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

There are many strenghs pertaining to this course. First, the layout of the course is very neat and clean. The course is very user friendly. The checklist was also a great item for this course. Another strength is the assessments provided throughout the course. There were mutiple assessments and real-life assessments that pertain to the content. Assignment instructions were very detailed for the students.

b. Discuss the major areas that need improvement along with suggestions for making changes:

With the competencies, including measurements how the competency will be measured was suggested during the review. Also, creating rubrics for assignments was suggested to guide the students on how they will be graded. The feedback category received two scores of (2) due to the only feedback item was the end-of-course survey. There were several grammar mistakes found. Please read the individual QA rubric for specifics.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	David Frazier
College:	Hazard CTC
Date:	4/25/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 142 C++ 1

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	David Frazier
Current Date:	12/12/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jason Willoughby
QA Peer Reviewer Names:	Jennifer Shoemake & Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	28/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

There are many strenghs pertaining to this course. First, the layout of the course is very neat and clean. The course is very user friendly. The checklist was also a great item for this course. Another strength is the assessments provided throughout the course. There were mutiple assessments and real-life assessments that pertain to the content. Assignment instructions were very detailed for the students.

b. Discuss the major areas that need improvement along with suggestions for making changes:

With the competencies, including measurements how the competency will be measured was suggested during the review. Also, creating rubrics for assignments was suggested to guide the students on how they will be graded. The feedback category received two scores of (2) due to the only feedback item was the end-of-course survey. There were several grammar mistakes found. Please read the individual QA rubric for specifics.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jason R. Willoughby
College:	Elizabethtown Community College
Date:	12/12/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 144

Project Team Leader Name:	Kate Senn
Course Module Developer Name(s):	DeAnn McMullen and Kate Senn
Current Date:	5/26/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Angela Fultz
QA Peer Reviewer Names:	Angela Fultz, Sara Brown and Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	6/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

Note: One reviwer assigned a 1 in their review rubric in the area of Learner Support regarding feedback. The other two reviewers assigned a higher score which elevated that average in that particular area.

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Very well developed course. Competencies are clear and the developers make good use of the external links and tutorials to provide additional support for the students.

b. Discuss the major areas that need improvement along with suggestions for making changes:

The communciation area might need further development. No incorporation of discussion board and limited opportunity for student interaction beyond e-mail. However, it is recognized that the subject material may limit the usefulness of discussion board. Additional feedback opportunities beyond the end of course assessment would also be helpful.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Angela Fultz
College:	Maysville Community and Technical College
Date:	5/26/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 148 VISUAL BASIC 1

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Ella Strong
Current Date:	12/12/16
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	2012

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jason R. Willoughby
QA Peer Reviewer Names:	Jennifer Shoemake, Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	6/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course layout and being user friendly is a major strength for this course. The detailed instruction and layout was great. The course checklist was noted as a strength. Also, the variety of materials and activties used is a huge strength for this course.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Some items noted were listing how the competencies would be measured and providing students rubrics for chapter assignments. Otherwise, great job team!

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jason R. Willoughby
College:	Elizabethtown Community College
Date:	12/12/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 149

Project Team Leader Name:	Dr. Gary Cunningham
Course Module Developer Name(s):	Dale Pearson
Current Date:	7/28/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Angela Fultz
QA Peer Reviewer Names:	Kim Sparks, Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	13/16
b.	Communication and Interaction:	6/8
c.	Assessment:	10/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**55/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

One reviewer did assign a 1 on Feedback. The average was greater than 1.

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Followed the KCTCS format. The content matched the approved course competencies.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Additional activities or supplemental material outside of the e-book would be beneficial. Additional contact information for the instructor would also be helpful. It should be noted that the reviewers differed significanlty in rubric scores, with one reviewer significantly higher than the other two.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Angela Fultz
College:	Maysville Community and Technical College
Date:	7/28/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 151

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Natasha Watts
Current Date:	2/2/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kevin Lambert
QA Peer Reviewer Names:	Jason Willoughby, Jennifer Shoemake

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each module and chapter contains the same content setup and layout which makes it easy for the student to get acclimated and move along. Content is available in manageable segments and flows nicley. Good compilation of strategies that are included in the course. PDF chapter content, videos, web links, and quizlet activities give a complete and somewhat rigorous overview of the material from different models of instruction. Engages students with course content using Youtube video lectures, and other external resources that are very helpful. Discussion board is available but not required to use.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Could use discussion board to engage student in more critical thinking. Discussion board is available but not required to use. The chapters are out of order and this is something that should be pointed out the the student as 'normal.' There does need to be attention drawn to the fact that the majority of .pdf documents and YouTube videos open in new windows and may be suppressed due to student "pop-up windows" being set at high levels. There was no link for course evaluation. There should be a link for the course evaluation.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kevin Lambert
College:	Southeast Ky CTC
Date:	2/2/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 151

Project Team Leader Name:	Kevin Lambert
Course Module Developer Name(s):	David Dixon
Current Date:	5/16/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon M. Reidford
QA Peer Reviewer Names:	Bruce Nicely, David Frazier

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	13/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each module and chapter contains the same content setup and layout which makes it easy for the student to get acclimated and move along.(JMR) Content is available in manageable segments and flows nicley. Supplementary resources such as Youtube videos and website links are used in addition to the e-text. (BN) All in all, a very good 'roundabout' compilation of strategies that are included in the course. PDF chapter content, videos, web links, and quizlet activities give a complete and somewhat rigorous overview of the material from different models of instruction. Engages students with course content using Youtube video lectures, and other external resources that are very helpful. Discussion board is available but not required to use.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Could use discussion board to engage student in more critical thinking. Discussion board is available but not required to use. The chapters are out of order and this is something that should be pointed out the the student as 'normal.' There does need to be attention drawn to the fact that the majority of .pdf documents and YouTube videos open in new windows and may be suppressed due to student "pop-up windows" being set at high levels. There was no link for course evaluation. There should be a link for the course evaluation.(BN)

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon M. Reidford
College:	Henderson Community College
Date:	5/16/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 155

Project Team Leader Name:	Christina Lowe
Course Module Developer Name(s):	Dr. Kathryn Mille
Current Date:	7/22/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Wendy Davidson
QA Peer Reviewer Names:	Sandra Mullins, Jason Willoughby, Wendy Davidson

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Overall this course meets all aspects of the QA review. The module is well planned and content is presented in manageble sections. The variety of assessments allow students to demonstrate the learning competencies. The design of the course follows the typical design of Learn on Demand courses and is easy to navigate.

b. Discuss the major areas that need improvement along with suggestions for making changes:

This course meets criteria for qualtiy assurance approval and there are no major areas that need improvement. A few suggestions have been made throughout the QA documents but none are required or prevent certification of this course.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Wendy Davidson
College:	HCTC
Date:	7/22/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 157 WEBSITE DESIGN AND PRODUCTION

Project Team Leader Name:	Christina Lowe
Course Module Developer Name(s):	Dr. Kathryn Miller
Current Date:	12/13/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jason R. Willoughby
QA Peer Reviewer Names:	Jennifer Shoemake, Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Providing student level outcomes with the reading assignments was noticed as a strength. The content layout was very user-friendly and easy to follow. The course checklist was noted as a strength for this course. Also, the multiple types of assessments was a great addition to the cousrse.

b. Discuss the major areas that need improvement along with suggestions for making changes:

We did notice the objectives link needs to be correct. When you click on it, it goes to a blank page. Including audio in the cours was noted as an improvement for the course. A rubric to grade chapter assignments would help the students understand how they will be evaluated. Last, clearly defined measurements within the competencies is a suggestion for the course. Overall, great job team!

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jason R. Willoughby
College:	Elizabethtown Community College
Date:	12/13/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 160

Project Team Leader Name:	Becky Thorpe
Course Module Developer Name(s):	Melinda Walters
Current Date:	1/15/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	2015

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kevin Lambert
QA Peer Reviewer Names:	Jason Willoughby, Jennifer Shoemake

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each and every chapter is organized the same and students know what to expect when they enter a new chapter.

b. Discuss the major areas that need improvement along with suggestions for making changes:

LoD classes allow students to work independently and complete the class ahead of the scheduled deadlines that are present in other classes. The LoD review rubric treats LoD classes like regular online or on campus classes in the expectation of constant interaction and immediate feedback. Therefore, when scoring reviews by the rubric, a LoD class appears to have shortcomings that may not be shortcomings at all for the LoD delivery format.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kevin Lambert
College:	Southeast Ky CTC
Date:	1/15/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 161

Project Team Leader Name:	Margot McGowen
Course Module Developer Name(s):	Dr. Bruce Jost and Stephen DiPaola
Current Date:	12/14/15
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	N/A

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Angela Fultz
QA Peer Reviewer Names:	Cheryle Beauchamp and Sandra Cameron

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**58/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Well organized, nice variety of learning assessments

b. Discuss the major areas that need improvement along with suggestions for making changes:

Feedback seems to only be available at the end of the course. This was mentioned by all reviewers.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Angela Fultz
College:	Maysville Community and Technical College
Date:	12/14/15

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 167

Project Team Leader Name:	Margot McGowen
Course Module Developer Name(s):	Dr. Bruce Jost, Stephen DiPaola
Current Date:	March 30, 2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Sandra Mullins
QA Peer Reviewer Names:	Etta Cantrell, Jeremiah Bryant

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	13/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**57/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

Communication strategies received a 1 from one reviewer
Feedback received a 0 from 1 reviewer

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Well developed course few minor changes are needed but overall very good.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Feeback was the weakest area need to make sure that opportunities are explained in detail.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Sandra Mullins
College:	Bluegrass
Date:	3/30/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 170

Project Team Leader Name:	Becky Thorpe
Course Module Developer Name(s):	David Frazier
Current Date:	7/29/2016
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Garmen Gaskins
QA Peer Reviewer Names:	Jon Reidford and Anna Napier

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each and every chapter is organized the same and students know what to expect when they enter a new chapter.

b. Discuss the major areas that need improvement along with suggestions for making changes:

LoD classes allow students to work independently and complete the class ahead of the scheduled deadlines that are present in other classes. The LoD review rubric treats LoD classes like regular online or on campus classes in the expectation of constant interaction and immediate feedback. Therefore, when scoring reviews by the rubric, a LoD class appears to have shortcomings that may not be shortcomings at all for the LoD delivery format.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Carmen Gaskins
College:	Southcentral KY CTC
Date:	7/29/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 171

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	David Frazier
Current Date:	8/5/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Carmen Gaskins
QA Peer Reviewer Names:	Jon Reidford and Anna Napier

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Course layout and navigation very easy to follow. Provided a variety of learning activities for the student.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Double check links and misspellings. Make sure you provide student evaluation opportunities of course and instructor.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Carmen Gaskins
College:	Southcentral Kentucky Community and Technical College
Date:	8/5/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 180

Project Team Leader Name:	Becky Thorpe
Course Module Developer Name(s):	Wendy Davidson
Current Date:	1/15/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	2015

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kevin Lambert
QA Peer Reviewer Names:	David Dixon, Carmen Gaskins

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each and every chapter is organized the same and students know what to expect when they enter a new chapter.

b. Discuss the major areas that need improvement along with suggestions for making changes:

LoD classes allow students to work independently and complete the class ahead of the scheduled deadlines that are present in other classes. The LoD review rubric treats LoD classes like regular online or on campus classes in the expectation of constant interaction and immediate feedback. Therefore, when scoring reviews by the rubric, a LoD class appears to have shortcomings that may not be shortcomings at all for the LoD delivery format.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kevin Lambert
College:	Southeast Ky CTC
Date:	1/15/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 182 PERIMETER DEFENSE

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Wendy Davidson
Current Date:	03/19/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	2012

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Cheryle Beauchamp
QA Peer Reviewer Names:	Jeff Florea, Carmen Gaskins

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	10/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☒Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each and every chapter is organized the same and students know what to expect when they enter a new chapter.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A plus for LoD classes is that students can work independently and complete the class ahead of the scheduled deadlines that are present in other classes. The LoD review rubric treats LoD classes like regular online or on campus classes in the expectation of constant interaction and immediate feedback. Therefore, when scoring reviews by the rubric, a LoD class appears to have shortcomings that may not be shortcomings at all for the LoD delivery format.

In the Learning Activities and Material(s) sections of each chapter there is a heading 'Review the Videos and Website Links' but there are no videos and sometimes no website links.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Cheryle Beauchamp
College:	Elizabethtown Community and Technical College
Date:	3/19/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 184 - ATTACKS AND EXPLOITS

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Wendy Davidson
Current Date:	10/12/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	2012

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kevin Lambert
QA Peer Reviewer Names:	Kim Sparks and David Dixon

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	6/8
c.	Assessment:	11/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**58/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☒Yes ☐No
If yes, please list the component (e.g. Content Presentation):

Regular and Substantitive Faculty Interaction & Feedback on one Reviewers Scorecard

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Lots of activities such as flashcards and crossword puzzles. Lots of great ways for students to learn the material. Module 2 says it has 4 chapters, I only see 3. (chapter 7 may be missing)
"Good use of Cengage! There was a blog located within Cengage but I did not see a discussion board with forums in the course. I noticed that a few links were not operating correctly. Ie: Assignment 4.1 --the red link had an error
For this assignment, you will visit https://www.social-engineer.org/ and navigate to the link called Podcast. ."
Games and puzzles are provdied for students to assess their knowledge of the content.
End of course survey is available. There is the email and Instant Messenger area. That, and the Starfish technology to create a link between student and instructor (for appointments) are good methods of interaction.
There are opportunities for self-assessment provided with each chapter in the form of the journal and lab assignments. There are also flash cards and crossword puzzles to enhance instruction for meanings of key terms.
Students will use reading assignments and videos to become engaged in the learning. Students are given assignments that require them to use higher order level thinking.

b. Discuss the major areas that need improvement along with suggestions for making changes:

I did not see a survey in the course.
"Various ways to learn in the class. I did notice that some of the answers on the test are out of order. Ie: quiz 1, question 6 in this case: What type of laws should a penetration tester or student learning hacking techniques be aware of?
a. state
b. federal
c. all of the above
d. local
I did not see a way other than email, Starfish or the Bb IM for 2 way communication. There is a link to a discussion board but there are no forums created.
There is no evidence of a grading rubric to guide student writing assignments. The assessments match the competnenices.
The only faculty interaction built into the course is grading and emailing the instructor.
There is no evidence of a discussion board in the course. Mainly textbook resources are used. There are also some outside activities. There is evidence of some interactive activities which enhance the course. Relies heavily on textbook activities and materials.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kevin D. Lambert
College:	Southeast Kentucky Community & Technical College
Date:	10/12/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 209 SCALING NETWORKS

Project Team Leader Name:	Ramona Barrow
Course Module Developer Name(s):	Bruce Jost
Current Date:	June 15, 2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Cheryle Beauchamp
QA Peer Reviewer Names:	Jeffrey Florea, Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	6/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course appears to be very well organized and reviewers gave exemplary ratings for most components within 1) course design, 2) assessment, and 3) learner support.
1) Learning units were very distinct with objectives cleaerly stated. 2) The ways to achieve those objectives through Cisco Network Academy (including Packet Tracker assignments), Close Captioned YouTube videos, and games make the class work interesting and fun. Students can monitor and chart their progress through grade availability and the grading rubric in the syllabus. 3) KCTCS guidelines are followed and working links are provided to a myriad of help and tutorial areas and resoureces as well as clear reference to the KCTCS disability statement. The instructor contact info is readily available with assurance to respond promptly.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Changes are not recommended because Communication and interaction is limited in a LoD course due to the learners each progressing at their own pace. Perhaps this area should be modified on the reviewer's rubric.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Cheryl Beauchamp
College:	Elizabethtown Community and Technical College
Date:	June 15, 2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 212 - CONNECTING NETWORKS

Project Team Leader Name:	Margot McGowen
Course Module Developer Name(s):	Dr. Bruce Jost, Stephen Dipaola
Current Date:	12-16-2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Etta Cantrell
QA Peer Reviewer Names:	Carmen Gaskins, Jason Taylor

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

All areas on the QA had some major strengths--outstanding

b. Discuss the major areas that need improvement along with suggestions for making changes:

Under "Learner Support," items number 33 and 34, "Accommodations for Disabilities" and "Feedback," respectively, points were deducted, and suggestions include "adding audio throughout course to accompany text files," in addition to concern about "how accessible simulation softwarer is." Item 34, "Feedback" comments include lack of "opportunity to provide course design feedback."

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Etta Cantrell
College:	BSCTC
Date:	12-16-2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 213

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Michael Epling
Current Date:	4/25/17
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon M. Reidford
QA Peer Reviewer Names:	Bruce Nicely, David Frazier

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each module and chapter contains the same design and layout which makes it easy for the student to get acclimated and move along. Some of the content is through publisher access which opens quickly. Content is available in manageable segments and flows nicley. Engages students with course content using Youtube video lectures, and other external resources that are very helpful. There are learning competencies outlined in the Syllabus and also stated quite clearly at each module and chapter intro also. Assesments match the learning competencies and instructions are written clearly with sufficient detail. Assesment activities occur frequently throughout the course using test and assignments. Video files are streamed whenever possible and graphics are optimized for web delivery.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A required discussion every other week woud benefit the students. There needs to be extra efforts to engage the instructor and the students and between the students so individual students will not have the isolation factor of 'going at it alone.' There are two videos in Module 3, chapter 5 that are not working (Windows 10: Authentication Part 1.
and Windows 10: Authentication Part 2). A very technical course such as this needs to have several open sources of communication between student - student and student - instructor to keep questions and information flowing to each other.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon M. Reidford
College:	Henderson Community College
Date:	5/22/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 214

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Michael Epling
Current Date:	1/25/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	2015

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon M. Reidford
QA Peer Reviewer Names:	Bruce Nicely, David Frazier

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each module and chapter contains the same design and layout which makes it easy for the student to get acclimated and move along. Some of the content is through publisher access which opens quickly. Content is available in manageable segments and flows nicley. Engages students with course content using Youtube video lectures, and other external resources that are very helpful. There are learning competencies outlined in the Syllabus and also stated quite clearly at each module and chapter intro also. Assesments match the learning competencies and instructions are written clearly with sufficient detail. Assesment activities occur frequently throughout the course using test and assignments. Video files are streamed whenever possible and graphics are optimized for web delivery.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A required discussion every other week woud benefit the students. There needs to be extra efforts to engage the instructor and the students and between the students so individual students will not have the isolation factor of 'going at it alone.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon M. Reidford
College:	Henderson Community College
Date:	1/21/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT215: MICROSOFT SERVER ADMINISTRATION

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Michael Epling
Current Date:	10/6/2015
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon Reidford
QA Peer Reviewer Names:	Wendy Davidson, Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The instructor lays out the overview/learning outcomes at the beginning of each section and does an exceptional job in presenting what will be covered and expected from the student. Also, each module/chapter is consistent in design and presentation so that the student will be able to navigate easily throughout the course. Finally, a good assortment of activities for the students are available (readings, crosswords, beat the clock, etc.) to keep them engaged and help retain the content.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Maybe for this kind of course have more student-to-student/student-to-instructor interaction?

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon M. Reidford
College:	Henderson Community College
Date:	10-6-15

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 216

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Michael Epling
Current Date:	3/25/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	2015

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon M. Reidford
QA Peer Reviewer Names:	Bruce Nicely, David Frazier

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Each module and chapter contains the same design and layout which makes it easy for the student to get acclimated and move along. Some of the content is through publisher access which opens quickly. Content is available in manageable segments and flows nicley. Engages students with course content using Youtube video lectures, and other external resources that are very helpful. There are learning competencies outlined in the Syllabus and also stated quite clearly at each module and chapter intro also. Assesments match the learning competencies and instructions are written clearly with sufficient detail. Assesment activities occur frequently throughout the course using test and assignments. Video files are streamed whenever possible and graphics are optimized for web delivery.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A required discussion every other week woud benefit the students. There needs to be extra efforts to engage the instructor and the students and between the students so individual students will not have the isolation factor of 'going at it alone.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon M. Reidford
College:	Henderson Community College
Date:	3/25/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 217 UNIX/LINUX

Project Team Leader Name:	Rebecca Thorpe
Course Module Developer Name(s):	David Frazier
Current Date:	3/25/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	David C. Dixon
QA Peer Reviewer Names:	Carmen Gaskins and Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Dixon - Overall good course. Easy to navigate from one place to another. The course flows great. The final module had some instructor made resources which were great.
Gaskins - Overall great course. Easy to navigate and work through. All links opened for me in a timely manner. Cengage product easy to open, navigate and use in the learning process. Variety of learning activities and graded items available for students.
Lambert – Great textbook choice. I like the fact that the Essays are an alternative method for assessment. Also, having the Rubric to let the student know how they are being graded/assessed is Great!

b. Discuss the major areas that need improvement along with suggestions for making changes:

Dixon – I would recommend adding a "coffee shop" type discussion board for the students to interact with each other if they chose. I know often there may just be one student in the course, but at least there is a discussion board present. The course was heavily made up of textbook resources and very little outside resources present. I would also recommend adding a note that the flashcards take the student to a website outside of Blackboard. Several issues with the Mindtaps links not actually containing items for the student do complete. Please check the links.

Gaskins - On CIT 218 Welcome to Class Letter, the first sentence has CIT 251.
On Software and Plug-In Page, the Software section table rows go over into the orange area making it hard to read; I recommend making the rows smaller. In each module learning activities and materials section, you have "Review Videos and Website Links". I did not locate Videos; only Website links. You may need to change that wording. I do recommend having student-to-student communication.

Lambert – Several issues with Mindtap activities and links.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	David C. Dixon
College:	Southeast Kentucky Community & Technical College
Date:	3/25/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 218 UNIX/LINUX NETWORK INFRASTRUCTURE

Project Team Leader Name:	Rebecca Thorpe
Course Module Developer Name(s):	David Frazier
Current Date:	12/14/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	David C. Dixon
QA Peer Reviewer Names:	Carmen Gaskins and Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Dixon - Overall good course. Easy to navigate from one place to another. The course flows great. The final module had some instructor made resources which were great.
Gaskins - Overall great course. Easy to navigate and work through. All links opened for me in a timely manner. Cengage product easy to open, navigate and use in the learning process. Variety of learning activities and graded items available for students.
Lambert – Great textbook choice. I like the fact that the Essays are an alternative method for assessment. Also, having the Rubric to let the student know how they are being graded/assessed is Great!

b. Discuss the major areas that need improvement along with suggestions for making changes:

Dixon – I would recommend adding a "coffee shop" type discussion board for the students to interact with each other if they chose. I know often there may just be one student in the course, but at least there is a discussion board present. The course was heavily made up of textbook resources and very little outside resources present. I would also recommend adding a note that the flashcards take the student to a website outside of Blackboard. Several issues with the Mindtaps links not actually containing items for the student do complete. Please check the links.

Gaskins - On CIT 218 Welcome to Class Letter, the first sentence has CIT 251.
On Software and Plug-In Page, the Software section table rows go over into the orange area making it hard to read; I recommend making the rows smaller. In each module learning activities and materials section, you have "Review Videos and Website Links". I did not locate Videos; only Website links. You may need to change that wording. I do recommend having student-to-student communication.

Lambert – Several issues with Mindtap activities and links.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	David C. Dixon
College:	Southeast Kentucky Community & Technical College
Date:	12-14-2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 225

Project Team Leader Name:	Kenya Thomas
Course Module Developer Name(s):	Vince Dinoto
Current Date:	10/3/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Reidford
QA Peer Reviewer Names:	Gaskins, Taylor

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	13/16
b.	Communication and Interaction:	8/8
c.	Assessment:	11/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**58/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Competencies are clearly stated in syllabus and within each module. Very easy to locate, clearly written. The pre-test assessment questions are geared to familiarize the student with the content presented. The student is not 'expected' to do well on the pre-tests but will assist the student in recognition and retention of the material. Not being familiare with the material of the course I would expect the questions to parallel with the content of the module. The assessments in this course are the most authentic I have ever reviewed – the case studies are exactly what they need to be to measure the outcomes in this class. The Syllabus and syllabus area outlines expectations very clearly (i.e. outline of the course, netiquette, grading criteria, outline of tasks, etc.). All required links present and work.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Modes of instructor communication and/or feedback need to be displayed more prominently and mentioned throughout the modules frequently. Throughout the chapters there should be reminders about upgrading plugins/Java/etc. instead of just in intro area just to make the student aware again of the need for this software. Student self-assessments could be added by using Blackboard Survey. Feedback is not especially detailed. A highly sophisticated programming course such as this needs to have several open sources of communication between student - student and student - instructor to keep questions and information flowing to each other.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon M. Reidford
College:	Henderson Community College
Date:	10-3-17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 229 – Selected Topics in GIS

Project Team Leader Name:	Kenya Thomas
Course Module Developer Name(s):	Vince A DiNoto Jr
Current Date:	12/14/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	David C. Dixon
QA Peer Reviewer Names:	Carmen Gaskins and Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Dixon - Overall good course. Easy to navigate from one place to another. The course flows great. Great Website with learning activities provided.

Gaskins - Great course overall. Very easy to navigate. Awesome Website with learning activities provided.

Lambert – Developer created Website is well designed and easy to navigate. All links within Blackboard work.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Dixon – Overall good course. Easy to navigate from one place to another. The course flows great. I would recommend adding a "coffee shop" type discussion board for the students to interact with each other if they chose. I know often there may just be one student in the course, but at least there is a discussion board present. The following items would not open for me: Module 2 Case Study Instructions and Module 3 Street Map Storyline Video

Gaskins - The following items would not open for me: Module 2 Case Study Instructions and Module 3 Street Map Storyline Video. I did not locate an evaluation survey.

Lambert - Module Pre Tests…are available for students – However; no Credit for Prior Learning by moving to a Post-Test. I had difficulty with access to quizzes and videos within course (redirected to Developers Website).

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	David C. Dixon
College:	Southeast Kentucky Community & Technical College
Date:	12-14-2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 232

Project Team Leader Name:	Kate Senn
Course Module Developer Name(s):	Kate Senn
Current Date:	12/16/15
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Sandra Mullins
QA Peer Reviewer Names:	Douglas Cantrell, Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	28/28
e.	**TOTAL**:	**63/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Outstanding course. Best one ever reviewed according to all reviewers.

b. Discuss the major areas that need improvement along with suggestions for making changes:

The links in the boxes are confusing on the orientation to online learning page student view.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Sandra K Mullins Ed D
College:	Bluegrass
Date:	12/16/15

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 234

Project Team Leader Name:	David C. Dixon
Course Module Developer Name(s):	David C. Dixon
Current Date:	2/2/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Carmen Gaskins
QA Peer Reviewer Names:	Etta Cantrell, Jason Willoughby

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**63/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Excellent flow from one chapter to the next and module to module. Very easy to follow. It is clear on what to do and how to do it. Excellent use of learner activities that match course competencies. Variety of learning materials and assessments.

b. Discuss the major areas that need improvement along with suggestions for making changes:

English/Writing suggestions on Etta's review. Add course competencies/outcomes to syllabus along with General Education competencies/outcomes.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Carmen Gaskins
College:	Southcentral Kentucky Community and Technical College
Date:	February 2, 2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 236

Project Team Leader Name:	David Dixon/Kevin Lambert
Course Module Developer Name(s):	David Dixon
Current Date:	January 7, 2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	N/A

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Lois McWhorter
QA Peer Reviewer Names:	Jeffrey Florea and Jon Reidford

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	5/8
c.	Assessment:	10/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**55/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Excellent assessments

b. Discuss the major areas that need improvement along with suggestions for making changes:

Perhaps additional forms of communication

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Lois McWhorter
College:	Somerset
Date:	Janaury 7, 2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 248 - VISUAL BASIC II

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Ella Strong
Current Date:	10/12/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	NA

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kevin Lambert
QA Peer Reviewer Names:	Kim Sparks and David Dixon

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

Feedback on one Reviewers Scorecard

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Lots of Help information. The Resources button has computer tutorials, how to set up the MSDN Alliance Software, and other how-to's.
A lot of good information on the Start Here button. Welcome to the class, course tour, Next steps, Starfish and instructor contact info are just some of the areas on the Start here page. Nice way to get started!
Various ways to self-assess your learning.
I like that the quizzes are setup in a pool so students that do not score 70% get a variety of questions.
The class is rich in technology! Lots of videos, journal assignments, glossary, ppt's, etc. Well done!
Lots of activities such as flashcards, matching, ppts useful for note-taking and crossword puzzles. Students will appreciate the journal assignments as well. Lots of great ways for students to learn the material. Class contains a lot of great videos!
I like the way each module is laid out. The Competencies are listed within the folder along with a little information about the module. I like that the chapters are consistent.
End of course survey is available. There is the email and Instant Messenger area. That, and the Starfish technology to create a link between student and instructor (for appointments) are good methods of interaction.
The contact information was easily found. Expectations of the instructor inregards to communications was easily found and laid out. Please remember to have the course instructor insert his or her contact information.
There was a clearly labeled tutorial that explored how to navigate the LoD course. The materials were easy to locate within a few clicks. There was a welcome letter also present in the course with an overview.
There are opportunities for self-assessment provided with each chapter in the form of the journal and lab assignments. There are also flash cards and crossword puzzles to enhance instruction for meanings of key terms.

b. Discuss the major areas that need improvement along with suggestions for making changes:

I did not see a place to provide feedback but perhaps someone else found it.
I didn't see a lot of ways other than the usual email and Bb IM. I did see a discussion board but it had no posts.
Starfish is shown on the nav. Bar however, I did not see a lot of other faculty/student interaction methods.
Technical accessibility informaiton is found in the course; however, I was unable to locate alternate formats.
There is no evidence of a grading rubric to guide student writing assignments. The assessments match the competnenices.
No evidence of explemary work or examples. No rubrics present. CMS tools for announcements are utilized.
The only faculty interaction built into the course is grading and emailing the instructor.
There are no opportunities for synchronous intereaction such as a discussion board for peers to communicate.

There is no evidence of a discussion board in the course. Mainly textbook resources are used. The textbook includes audio and video resources. There is evidence of some interactive activities which enhance the course. Relies heavily on textbook activities and materials.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kevin D. Lambert
College:	Southeast Kentucky Community & Technical College
Date:	10/15/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 249

Project Team Leader Name:	Becky Thorpe
Course Module Developer Name(s):	Kevin Lambert
Current Date:	10/16/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon Reidford
QA Peer Reviewer Names:	Carmen Gaskins, Jason Taylor

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☒Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

(REIDFORD) Competencies and Outcomes are located in the Syllabus and very thoroughly presented throughout the beginning of the module (the individual chapters' competencies are displayed as well). Very detailed information is given! (GASKINS)Competencies identified within each chapter link within each module. (TAYLOR) Easily accessible. (REIDFORD) Assessments consist of the syllabus quiz, chapter quizzes, and module post tests to measure the student's retention of the course content ahead. I am not a content expert for this level of programming but the questions and variety of exam questions seem to fulfill competencies.(GASKINS) Course work seems to match competencies. Grading criteria provided within Pearson product and Blackboard assignments. (TAYLOR) Examples are clear and plentiful.

b. Discuss the major areas that need improvement along with suggestions for making changes:

(GASKINS) Need to work on adding Alt Tags to all links (files and Website Names). (REIDFORD) I would encourage more engagement of the instructor and the students as well as student to student as wellMake sure all Support links open in a new window or tab instead of ontop of Blackboard. (REIDFORD) Not many 'engaging' tools available to facilitate learning and to keep the students active. There is publisher-provided content . An additional interactive exercise and/or videos highlighting the concepts could be a plus. Embedded videos that support/relate to the content being presented could be an asset to the student in this course.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon M. Reidford
College:	Henderson Community College
Date:	10/16/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

Project Team Leader Name:	David C. Dixon
Course Module Developer Name(s):	**David C. Dixon**
Current Date:	**12/11/2017**
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	2014

COURSE MODULE PEER REVIEW SUMMARY	
QA Peer Review Team Leader Name:	Jason Taylor
QA Peer Reviewer Names:	**Ella Strong, David Frazier**

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

- **a.** Course Design: 16/16
- **b.** Communication and Interaction: 8/8
- **c.** Assessment: 11/12
- **d.** Learner Support: 27/28
- **e.** **TOTAL**: **62/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Good alignment of assessments to competencies. Good open-ended assignments to promote higher-order thinking.

b. Discuss the major areas that need improvement along with suggestions for making changes:

The Access the Course Checklist link is broken. There are some duplicate columns in the Gradebook (Syllabus Quiz, Course Pretest, CPL). There is some inconsistent wording in the syllabus (Meet your Instructor, Email your Instructor, Meet/Email your Instructor).

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jason Taylor
College:	West Kentucky Community and Technical College
Date:	12/11/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 253

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Wendy Davidson and Melinda Walters
Current Date:	4/03/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jeff Florea
QA Peer Reviewer Names:	Sandra Cameron and Ryan Sandefur

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	8/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course is well organized and broken into manageable chunks. The course contains a great amont of learning resources.

b. Discuss the major areas that need improvement along with suggestions for making changes:

A minor change that could be made is to incorporate other types of questions in the post-tests and quizzes.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jeff Florea
College:	Madisonville Community College
Date:	4/03/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 278

Project Team Leader Name:	Rebecca Thorpe
Course Module Developer Name(s):	Chester Cunningham
Current Date:	04/11/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	David C. Dixon
QA Peer Reviewer Names:	Carmen Gaskins and Jon Reidford

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Dixon - Overall good course. Easy to navigate from one place to another. The course flows great. Great learning activities provided.

Gaskins - Easy to navigate and flow through modules within course. Seemed to be a very interactive course in the learning process.

Reidford – Thorough and informative for the student! Good balance of information.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Dixon –I would recommend adding a "coffee shop" type discussion board for the students to interact with each other if they chose. I know often there may just be one student in the course, but at least there is a discussion board present.

Gaskins - On the Syllabus page 4, journal entries state 8 but you have eig (9) within Notes area (typo that needs to be fixed)

Reidford - Start Here > LOD Orientation > page 4 > where are the words "Quiz Group" when it says to look for it...? - Install BBD Messenger > video intro didn't work for me - MODULE 2 > Chapter 10 > Chapter Learning Activities: crossword/flash activity not linked correctly - MODULE 2 > Chapter 11 > Chapter Learning Activities: crossword not linked correctly - Resources > Writing Resources: needs a "Return" link - Resources > Online Learner Support Rscs: U.S. News link not working.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	David C. Dixon
College:	Southeast Kentucky Community & Technical College
Date:	04/11/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 284

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Wendy Davidson
Current Date:	10/27/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	2012

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kevin Lambert
QA Peer Reviewer Names:	Kim Sparks and David Dixon

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☒Yes ☐No
If yes, please list the component (e.g. Content Presentation):

Feedback on one Reviewers Scorecard

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course competencies and outcomes are listed in the syllabus. They are also available on each each module. I like the way each module is laid out and the consistency of each module. The Competencies are listed within the folder along with a little information about the module. The reminder to Check Your Grades is a nice touch!

The Real World exercises will be beneficial for students to apply what they are learning.
The class has the textbook, ppt presentations, videos and has a discussion board (there are no forums but it is shown in the class). The assessments seem to measure performance. Feedback for the questions would be a great addition.

b. Discuss the major areas that need improvement along with suggestions for making changes:

An active discussion board would be a great way to interact with students. There is a placeholder for it in the class. Other than that, I did not see a lot of interactive activities.
I did not see a way to evaluate the course/instructor. There is no evidence of a grading rubric to guide student writing assignments. The assessments match the competnenices.
No evidence of explemary work or examples. No rubrics present. CMS tools for announcements are utilized.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kevin D. Lambert
College:	Southeast Kentucky Community & Technical College
Date:	10/27/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 288 - NETWORK SECURITY

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Melinda Waters
Current Date:	10/12/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	2012

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kevin Lambert
QA Peer Reviewer Names:	Kim Sparks and David Dixon

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☒Yes ☐No
If yes, please list the component (e.g. Content Presentation):

Feedback on one Reviewers Scorecard

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course competencies and outcomes are listed in the syllabus. They are also available on each each module.
I like the way each module is laid out and the consistency of each module. The Competencies are listed within the folder along with a little information about the module. The reminder to Check Your Grades is a nice touch!
The Real World exercises will be beneficial for students to apply what they are learning.
The class has the textbook, ppt presentations, videos and has a discussion board (there are no forums but it is shown in the class).
The assessments seem to measure performance. Feedback for the questions would be a great addition.
The Resource tab and Help and Support provides information on software plug-ins. The syllabus also provides a bit of information about software requirements.
End of course survey is available. There is the email and Instant Messenger area. That, and the Starfish technology to create a link between student and instructor (for appointments) are good methods of interaction.
There was a clearly labeled tutorial that explored how to navigate the LoD course. The materials were easy to locate within a few clicks. There was a welcome letter also present in the course with an overview.
There are opportunities for self-assessment provided with each chapter in the form of the learning activities. I would suggest releasing a model once students have uploaded their assignment.
Students will use reading assignments and videos to become engaged in the learning. Students are given assignments that require them to use higher order level thinking.

b. Discuss the major areas that need improvement along with suggestions for making changes:

An active discussion board would be a great way to interact with students. There is a placeholder for it in the class. Other than that, I did not see a lot of interactive activities.
I did not see a way to evaluate the course/instructor.
There is no evidence of a grading rubric to guide student writing assignments. The assessments match the competnenices.
No evidence of explemary work or examples. No rubrics present. CMS tools for announcements are utilized.
The only faculty interaction built into the course is grading, virtual communication, and emailing the instructor.
There are no opportunities for synchronous intereaction such as a discussion board for peers to communicate.
There is no evidence of a discussion board in the course. Mainly textbook resources are used. There are some videos included in the course. The learning activities could be enhanced with technology.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully

obtain “Quality Certified” status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kevin D. Lambert
College:	Southeast Kentucky Community & Technical College
Date:	10/17/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 278

Project Team Leader Name:	Rebecca Thorpe
Course Module Developer Name(s):	Ella Strong
Current Date:	04/11/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	David C. Dixon
QA Peer Reviewer Names:	Carmen Gaskins and Jon Reidford

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	8/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**63/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Dixon - Overall good course. Easy to navigate from one place to another. The course flows great. Great learning activities provided.
Gaskins - Overall good course and easy to follow.
Reidford – Thorough and informative for the student! Good balance of information.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Dixon –I would recommend adding a "coffee shop" type discussion board for the students to interact with each other if they chose. I know often there may just be one student in the course, but at least there is a discussion board present.

Gaskins - When syllabus opens, it has CIT120 on tab; that was confusing. On page 2 of syllabus under REMEMBER, you may want to update grades in ( ) to be P or F not have A, B, C, D, E or W. In Course Overview in Start Here, you state 4 units to complete but there is only 3. Please review Course Tour in Start Here to complete it and make it appropriate for course. Announcement page welcome to CIT 293 not CIT 290. Overall good course and easy to follow. Just a few minor corrections to make.

Reidford - Start Here >Course Tour > incomplete section... - Start Here > Complete pre-course lessons - screenshot windows link not working - Unit 1 > Review Soft Skills Vids > returns to Unit 3 instead of 1 - Resources > Writing Resources: needs a "Return" link - Resources > Online Learner Support Rscs: U.S. News link AND Grovo/Netiquette link not working. Resources > Review Basic Computer Tutorials > MS Outlook/Google-Google Tools/ Typing Tutorials links not working. Syllabus Quiz > Question 3 > the is spelled "teh"

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	David C. Dixon
College:	Southeast Kentucky Community & Technical College
Date:	04/11/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 291 CAPSTONE: DESIGN AND IMPLEMENTATION

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Ella Strong
Current Date:	August 1, 2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Cheryle Beauchamp
QA Peer Reviewer Names:	Ramona Barrow, Jon Reidford

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course appears to be very well organized and reviewers gave exemplary ratings for course presentation and learner engagement within the Course Design area, as well as all sections in the Assessment area and several sections in the Learner Support area.
Some comments include:
Assessment>Assessment Design: The course provides a balance between objective assessment and real world assessments.
Course Design>Learner Engagement: The combination of the content and activities seem to have a direct steering of the student towards accomplishing the learning of the content. The ebooks/slides/glossary are quite sizable but carry direct content and also seem to provide "real world" examples which can help the student in the assignments in which they are provided a real life scenario. Again, crosswords and flash cards give a unique review of the content in a fun way. Being this is a higher level course I expect the content and assignments/assessments to require higher level thinking and they seem to cover that requirement well.

b. Discuss the major areas that need improvement along with suggestions for making changes:

There seems to be some inconsistencies in the area of Competencies & Outcomes. Some of those listed in the syllabus may not be shown in the course modules. Changes are not recommended for Communication and Interaction since this area is limited in a LoD course due to the learners each progressing at their own pace. Perhaps this area should be modified on the reviewer's rubric.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Cheryl Beauchamp
College:	Elizabethtown Community and Technical College
Date:	August 1, 2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 293

Project Team Leader Name:	Becky Thorpe
Course Module Developer Name(s):	Ella Strong
Current Date:	3/15/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Cheryle Beauchamp
QA Peer Reviewer Names:	Ramona Barrow, Jon Reidford

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course appears to be very well organized and reviewers gave exemplary ratings for course presentation and learner engagement within the Course Design area, as well as all sections in the Assessment area and several sections in the Learner Support area.
The ebooks/slides/glossary are quite sizable but carry direct content and also seem to provide "real world" examples which can help the student in the assignments in which they are provided a real life scenario. Being this is a higher level course I expect the content and assignments/assessments to require higher level thinking and they seem to cover that requirement well.

b. Discuss the major areas that need improvement along with suggestions for making changes:

There seems to be some inconsistencies in the area of Competencies & Outcomes. Some of those listed in the syllabus may not be shown in the course modules. Changes are not recommended for Communication and Interaction since this area is limited in a LoD course due to the learners each progressing at their own pace. Perhaps this area should be modified on the reviewer's rubric.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Cheryl Beauchamp
College:	Elizabethtown Community and Technical College
Date:	3/15/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

CIT 299 - Special Topics Geospatial

Project Team Leader Name:	Kenya Thomas
Course Module Developer Name(s):	Vince A DiNoto Jr
Current Date:	12/14/2017
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	David C. Dixon
QA Peer Reviewer Names:	Carmen Gaskins and Kevin Lambert

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Dixon - Overall good course. Easy to navigate from one place to another. The course flows great. Great Website with learning activities provided.

Gaskins - Excellent course overall. Very easy to understand, navigate, and learn material. Provides various learning items. I loved the Website

Lambert – Developer created Website is well designed and easy to navigate. All links within Blackboard work.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Dixon –I would recommend adding a "coffee shop" type discussion board for the students to interact with each other if they chose. I know often there may just be one student in the course, but at least there is a discussion board present. Make sure the website is labeled correctly.

Gaskins - I do recommend to make font on Website darker to be able to read and see better. The website states GIS 255 instead of CIT 299 (I'm not sure if that would be confusing to the student?)

Lambert - Module Pre Tests…are available for students – However; no Credit for Prior Learning by moving to a Post-Test. I had difficulty with access to quizzes and videos within course (redirected to Developers Website).

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	David C. Dixon
College:	Southeast Kentucky Community & Technical College
Date:	12-14-2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

COURSE MODULE PREFIX AND NAME: HCS 100

Project Team Leader Name:	Ella Strong
Course Module Developer Name(s):	Tammy Davis
Current Date:	10/17/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jennifer Shoemake
QA Peer Reviewer Names:	Sandra Mullins and David Clutts

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15.7/16
b.	Communication and Interaction:	9.7/8
c.	Assessment:	10.3/12
d.	Learner Support:	25.3/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

It was extremely organized and easy to navigate. There was a lot of application assignments as well as a variety of activities to promote learner engagement from reading to videos. Mulitple methods of communication. Overall good course!

b. Discuss the major areas that need improvement along with suggestions for making changes:

Could develop rubrics to assist in the subjective assignments. Also the use of Discussion Boards would facilitate student-faculty interaction. In the "Meet Your Instructor" it needs to be reworded. It states "Most grading is completed manually, meaning you should see your grade…Most assignments and/or exams require manual grading" - confusing to student. In the Competencies and Outcomes, either use US or U.S. In the Pretest, there were several grammatical errors as well as multiple repeated questions.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jennifer Shoemake
College:	Southcentral Kentucky Community and Technical College
Date:	10/17/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

COURSE MODULE PREFIX AND NAME: HCS 110

Project Team Leader Name:	Ella Strong
Course Module Developer Name(s):	Tammy Davis
Current Date:	10/18/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jennifer Shoemake
QA Peer Reviewer Names:	Sandra Mullins and David Clutts

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15.3/16
b.	Communication and Interaction:	10/8
c.	Assessment:	11/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**61.3/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

It was extremely organized and easy to navigate. There was a lot of application assignments as well as a variety of activities to promote learner engagement from reading to videos. Mulitple methods of communication. Overall good course!

b. Discuss the major areas that need improvement along with suggestions for making changes:

Could develop rubrics to assist in the subjective assignments. Also the use of Discussion Boards would facilitate student-faculty interaction. In the "Meet Your Instructor" it needs to be reworded. It states "Most grading is completed manually, meaning you should see your grade…Most assignments and/or exams require manual grading" - confusing to student. In the Pretest, there were several grammatical errors as well as multiple repeated questions.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jennifer Shoemake
College:	Southcentral Kentucky Community and Technical College
Date:	10/18/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

COURSE MODULE PREFIX AND NAME: HCS 125

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Tammy Davis
Current Date:	10/18/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jennifer Shoemake
QA Peer Reviewer Names:	Sandra Mullins and David Clutts

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14.7/16
b.	Communication and Interaction:	9.7/8
c.	Assessment:	11/12
d.	Learner Support:	22.3/28
e.	**TOTAL**:	**57.7/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

Learner Support - Instructor Role and Information: There was no instructor information included.

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

It was extremely organized and easy to navigate. There was a lot of application assignments as well as a variety of activities to promote learner engagement from reading to videos. Mulitple methods of communication. Overall good course!

b. Discuss the major areas that need improvement along with suggestions for making changes:

Could develop rubrics to assist in the subjective assignments. Also the use of Discussion Boards would facilitate student-faculty interaction. Instructor information was missing.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jennifer Shoemake
College:	Southcentral Kentucky Community and Technical College
Date:	10/18/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

HSC 145 HEALTH IT TERMINOLOGY

Project Team Leader Name:	Rebecca Thorpe
Course Module Developer Name(s):	Charmoin Holliday
Current Date:	12/14/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jeff Florea
QA Peer Reviewer Names:	Kim Sparks and Delanda Byers

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	13/16
b.	Communication and Interaction:	7/8
c.	Assessment:	9/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**54/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

Content Presentation

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Course is consistent. Students will understand what is required.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Course could be improved with more opportunites for interaction.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jeff Florea
College:	Madisonville Community College
Date:	12/14/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

COURSE MODULE PREFIX AND NAME: HCS 150

Project Team Leader Name:	Rebeccca Thorpe
Course Module Developer Name(s):	Tammy Davis
Current Date:	01/02/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jennifer Shoemake
QA Peer Reviewer Names:	Ramona Barrow and David Clutts

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14.7/16
b.	Communication and Interaction:	9.3/8
c.	Assessment:	10/12
d.	Learner Support:	25.3/28
e.	**TOTAL**:	**59.3/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

It was extremely organized and easy to navigate. There was a lot of application assignments as well as a variety of activities to promote learner engagement from reading to videos. Mulitple methods of communication. Rubrics are helpful for the assignments. Overall good course!

b. Discuss the major areas that need improvement along with suggestions for making changes:

The use of Discussion Boards would facilitate student-faculty interaction. In the "Meet Your Instructor" it needs to be reworded. It states "Most grading is completed manually, meaning you should see your grade…Most assignments and/or exams require manual grading" - confusing to student. It is suggested to place the competencies and outcomes within each unit. Also possibly use some essay questions in the exams.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jennifer Shoemake
College:	Southcentral Kentucky Community and Technical College
Date:	01/02/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

HCS 165: HEALTH MANAGEMENT SYSTEMS

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Tammy A. Davis
Current Date:	10/16/17
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Arzellla Howard
QA Peer Reviewer Names:	Karen H. LaRosa, Sandra W. Cameron, Arzella Howard

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	8/8
c.	Assessment:	10/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

Regular and Substantitive Faculty Interactions; Interaction Logistics; Expectations

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Great Job in learner engagement---many opportunities--matching, hangman, reading and videos,

Course Checklist is excellent. Each Unit is broken down by title and activity. Highly recommended.

Page 6 of the Syllabus does an excellent job of covering requried technology, browsers, basic software, and has a section where instructors can add specific software if it were needed for their course.

Good Job here…Self-assessment is provided through the Pre-test and Post-test. You are not allowed to move to the next module until the Post-test is satisfactorily completed.

Starfish provides an excellent way to handle in the virtual environment. Instructor also provides in-person hours.

Assessments match learning competencies

b. Discuss the major areas that need improvement along with suggestions for making changes:

I would suggest to check the link for the student to click that allows them to check to see if their devices are current and up to date. It would not open for me.

What is missing, is a specific explanation of what this particular course includes and how students will navigate and find everything... as previously mentioned, I had some troulble navigating and finding everything within the Unit. The course checklist indicates what each unit has, but an explanation as to why specific activities and assignments are being used would be helpful to the students. For example: "Each Unit will contain a PowerPoint reading where you find the basic information on this unit. The discussion board activity contains several questions for you to answer and write about, which gives you the practice of actually learning and applying the information that has been presented to you".

Starfish provides an excellent way to handle in the virtual environment. Instructor also provides in-person hours. Access to EPIC resources can assist in this area. I did not see much where students have the opportunity to provide feed back on course design.

While this course has a lot of good going for it (especially the content), I believe the design could be made a lot easier for students to view and follow... too many unnecessary clicks inside the unit for learners. I understand that adaptive release is used; if another instructor teaches this course, it could be difficult for him/her to follow when in the instructor mode. Three other areas that stood out to me: 1.) The course competencies should be connected to the unit(s) where it is being met. 2.) The PowerPoint content looked to be "canned" content and I think more could be done with this-- voicing a brief lecture or explanation to go with each slide, and chunking the lecture into smaller lectures. This will present a much more manageable amount of content for students to digest. 3. Faculty Interaction and Interaction Logistics should be examined and addressed for this type of an online course.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Arzella Howard
College:	Hazard Community and Technical College
Date:	10/17/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

HCS 180

Project Team Leader Name:	Ella Strong
Course Module Developer Name(s):	Charmoin E. Holliday
Current Date:	
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	n/a

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Angela Fultz
QA Peer Reviewer Names:	Wendy Davidson , Jon Reidford

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	8/8
c.	Assessment:	11.3/12
d.	Learner Support:	26.7/28
e.	**TOTAL**:	**62/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Very nice learner activities and assessment design. Course follows the expected LOD template.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Possible use of discussion board

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Angela Fultz
College:	Maysville Community and Technical College
Date:	12/11/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

Project Team Leader Name:	Rebeeca Thorpe/Ella Strong
Course Module Developer Name(s):	Ella Strong
Current Date:	
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	n/a

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Angela Fultz
QA Peer Reviewer Names:	Wendy Davidson , Jon Reidford

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15.7/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27.3/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Good course design and appropriate assessment (multiple modes) of student learning.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Possible use of discussion board and opportunities for student feedback

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Angela Fultz
College:	Maysville Community and Technical College
Date:	12/12/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

HCS 210

Project Team Leader Name:	Ella Strong
Course Module Developer Name(s):	Charmoin Holliday and Tammy Davis
Current Date:	
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	n/a

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Angela Fultz
QA Peer Reviewer Names:	Wendy Davidson , Jon Reidford

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15.7/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11.3/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Very good job using multiple methods of assessment.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Possible integration of discussion boards and increased opportunity for student feedback

Some of the provided links in the LOD orientation module to system sites are not all working.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Angela Fultz
College:	Maysville Community and Technical College
Date:	12/14/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

COURSE MODULE PREFIX AND NAME: HCS 220

Project Team Leader Name:	Ella Strong/Rebeccca Thorpe
Course Module Developer Name(s):	Tammy Davis
Current Date:	12/15/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jennifer Shoemake
QA Peer Reviewer Names:	Ramona Barrow and David Clutts

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	13.7/16
b.	Communication and Interaction:	9.3/8
c.	Assessment:	10.7/12
d.	Learner Support:	24.3/28
e.	**TOTAL**:	**58/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

It was extremely organized and easy to navigate. There was a lot of application assignments as well as a variety of activities to promote learner engagement from reading to videos. Mulitple methods of communication. Ribrics are helpful for the assignments. Overall good course!

b. Discuss the major areas that need improvement along with suggestions for making changes:

The use of Discussion Boards would facilitate student-faculty interaction. In the "Meet Your Instructor" it needs to be reworded. It states "Most grading is completed manually, meaning you should see your grade…Most assignments and/or exams require manual grading" - confusing to student. Some of the PowerPoints were missing Alt text.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jennifer Shoemake
College:	Southcentral Kentucky Community and Technical College
Date:	12/15/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

COURSE MODULE PREFIX AND NAME: HCS 230

Project Team Leader Name:	Ella Strong/Rebeccca Thorpe
Course Module Developer Name(s):	Tammy Davis
Current Date:	01/02/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jennifer Shoemake
QA Peer Reviewer Names:	Ramona Barrow and David Clutts

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14.7/16
b.	Communication and Interaction:	9.3/8
c.	Assessment:	10/12
d.	Learner Support:	25.3/28
e.	**TOTAL**:	**59.3/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

It was extremely organized and easy to navigate. There was a lot of application assignments as well as a variety of activities to promote learner engagement from reading to videos. Mulitple methods of communication. Rubrics are helpful for the assignments. Overall good course!

b. Discuss the major areas that need improvement along with suggestions for making changes:

The use of Discussion Boards would facilitate student-faculty interaction. In the "Meet Your Instructor" it needs to be reworded. It states "Most grading is completed manually, meaning you should see your grade…Most assignments and/or exams require manual grading" - confusing to student. It is suggested to place the competencies and outcomes within each unit. Also possibly use some essay questions in the exams.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jennifer Shoemake
College:	Southcentral Kentucky Community and Technical College
Date:	01/02/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

COURSE MODULE PREFIX AND NAME: HCS 281

Project Team Leader Name:	Ella Strong/Rebeccca Thorpe
Course Module Developer Name(s):	Ella Strong
Current Date:	01/02/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jennifer Shoemake
QA Peer Reviewer Names:	Ramona Barrow and David Clutts

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15.7/16
b.	Communication and Interaction:	8/8
c.	Assessment:	9.7/12
d.	Learner Support:	25.7/28
e.	**TOTAL**:	**61.1/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

It was extremely organized and easy to navigate. There was a lot of application assignments as well as a variety of activities to promote learner engagement from reading to videos. Mulitple methods of communication. Overall good course!

b. Discuss the major areas that need improvement along with suggestions for making changes:

The use of Discussion Boards regarding course topics would facilitate student-faculty interaction. Rubrics would be helpful for the assignments.It is suggested to place the competencies and outcomes within each unit. Also possibly use some essay questions in the exams. Also one of the questions in the syllabus quiz does not have a correct answer - it asks how many points are required to receive an A - the syllabus states 900 but that answer is not available.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jennifer Shoemake
College:	Southcentral Kentucky Community and Technical College
Date:	01/02/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

HCS 290 LEADERSHIP FOR HEALTH IT

Project Team Leader Name:	Ella Strong
Course Module Developer Name(s):	Tammy Davis
Current Date:	12/14/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jeff Florea
QA Peer Reviewer Names:	Kim Sparks and Delanda Byers

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	13/16
b.	Communication and Interaction:	7/8
c.	Assessment:	9/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**55/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

Content Presentation

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course contains sufficient use of technology.

b. Discuss the major areas that need improvement along with suggestions for making changes:

The course would benefit by the addition of better communication strageties and more feedback.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jeff Florea
College:	Madisonville Community College
Date:	12/14/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

Project Team Leader Name:	**Kenya Thomas**
Course Module Developer Name(s):	**Kara Schotter & Melissa Cline Douthitt**
Current Date:	9/7/17
Is this the initial course module review?	☐ Yes ☒ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	**Jason Willoughby**
QA Peer Reviewer Names:	**Jason Arnold & Cheryle Beauchamp**

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	28/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 55 out of the possible 68 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☒Yes ☐No
If yes, please list the component (e.g. Content Presentation):

Communication: Interactive Logistics

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

A major strength for this course was the Soft-Chalk chapter presentations. This item provides the students to learn and understand the chapter information by using the e-book as well as these presentations. Also, providing some higher order thinking assessment activities will help the students utilize self-discovery with the content.

b. Discuss the major areas that need improvement along with suggestions for making changes:

The biggest area of opportunity lies within the lack of a discussion board that would substantiate ongoing communication between the faculty member and the students. There is a link to the discussion board in the course, but nothing has been set up. Another opportunity is to provide links to the chapters instead of the entire e-text. This way it will be easier for the students to have a direct link to the chapter and not have to search for the chapter. This might be a publisher issue, but just an idea from the team.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

Based on the definition, yes. But, a score of a one was given and might need to be addressed.

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jason R. Willoughby
College:	ECTC
Date:	9/7/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

HST 122

Project Team Leader Name:	Margot McGowen
Course Module Developer Name(s):	Eva Chelf, Melissa Douthitt
Current Date:	2/01/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kim Sparks
QA Peer Reviewer Names:	Jason Arnold and Ramona Barrow

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	13/16
b.	Communication and Interaction:	6/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**56/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

Communication was the weakest area in this course. We feel that a discussion board would be a good addition to the course to provide faculty and student interaction.

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

This was a great course full of activities! Easy to navigate and the learning activities and puzzles provide a way for student to assess their learning.

b. Discuss the major areas that need improvement along with suggestions for making changes:

We would suggest additional ways for students to interact with the faculty member. Also the addition of youtube videos to supplement the course material would be nice.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kim Sparks
College:	Maysville Community & Technical College
Date:	2/1/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MAT 126: TECHNICAL ALEGEBRA AND TRIGONOMETRY

Project Team Leader Name:	David Dixon
Course Module Developer Name(s):	David Dixon
Current Date:	5/8/2017
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Kim Sparks
QA Peer Reviewer Names:	Jason Arnold and Ramona Barrow

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	9/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**63/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

This course is very well organized and divided into distinct learning units. Each explains what makes up the unit. This class is also full of lots of great activities and we feel MyLabs is an excellend product and a great addition to the course! Well done!

b. Discuss the major areas that need improvement along with suggestions for making changes:

We did not see any deficits in this course!

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Kim Sparks
College:	Maysville CTC
Date:	5/8/2017

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

COURSE MODULE PREFIX AND NAME

Project Team Leader Name:	Kate Senn
Course Module Developer Name(s):	JoAnn Knapp and Kate Senn
Current Date:	8/19/15
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon Reidford
QA Peer Reviewer Names:	Tammy Davis, Sara Brown

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	5/8
c.	Assessment:	11/12
d.	Learner Support:	22/28
e.	**TOTAL**:	**52/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

Communication Strategies

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

the course is consistent with the layout and the student will be able to familiarize themselves with the course; there are several opportunities for ADA students to access activities and course items easily. (SEE ATTACHED RUBRIC FOR MORE INFORMATION AND STRENGTHS).

b. Discuss the major areas that need improvement along with suggestions for making changes:

The learning outcomes are in more than one location, although several use "master" as the verb. This should be changed to make the outcome more measurable; did not see any activities nor tools available that would promote any activities between students/students or student/instructor besides email or Instant Messenger. Also, need to be more opportunities for feedback for the student by the instructor. (SEE ATTACHED RUBRIC FOR MORE INFORMATION AND IMPROVEMENT AREAS).

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon Reidford
College:	Henderson Community College
Date:	8/19/15

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 104

Project Team Leader Name:	Kate Senn
Course Module Developer Name(s):	Jo Ann Knapp and Kate Senn
Current Date:	1/26/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Carol Land
QA Peer Reviewer Names:	Tammy Davis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	6.5/8
c.	Assessment:	11.5/12
d.	Learner Support:	28/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Content is valid, authentic and representative of the information that students need to learn for proficiency. Very precise and easy to follow. Good use of resources and activities; competencies were easily found and reflect desired outcomes; students will be able to easily know what they are expected to complete;content easy to follow and flows in a logical order; great use of visual and auditory elements; good use of various assessments that occur frequently throughout the course

b. Discuss the major areas that need improvement along with suggestions for making changes:

Suggest adding detailed instructions with the chapters using Connect; recommend adding either voice threads, or blogs to increase the student/teacher interaction; add notes notifying students to contact the instructor if they have issues with activities throughout the chapters; add better detailed Instructions to the chapter assignments in the modules to alert the students of the assignment being required and points available ; guidelines arre clear for interaction on the syllabus (pages 3-5), but would benefit the students to see this explained under each assignment and/or chapter

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Carol Land
College:	JCTC
Date:	1/26/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 106

Project Team Leader Name:	Becky Thorpe
Course Module Developer Name(s):	Charmoin Holliday
Current Date:	3/25/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jeff Florea
QA Peer Reviewer Names:	Tammy Davis, Delanda Byars

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course was well organized and engaging.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Please check all videos to make sure the closed captioning matches what is being said. Consider adding a rubric for the discussion board.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jeff Florea
College:	Madisonville Community College
Date:	3/25/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 204

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Tammy Davis
Current Date:	3/29/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	N/A

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Angela Fultz
QA Peer Reviewer Names:	Kim Sparks, Shalena Jarvis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15.7/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	26.3/28
e.	**TOTAL**:	**60.3/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Assessments were very good as well as the variety of learning activities. Appropraite amont of work. Very well designed course.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Additional opportunities for student feedback before the end of the last module might be beneficial.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Angela FUltz
College:	Maysville Community and Technical College
Date:	3/29/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 205

Project Team Leader Name:	Tammy Davis
Course Module Developer Name(s):	Tammy Davis
Current Date:	7/26/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jeff Florea
QA Peer Reviewer Names:	Jennifer Shoemake Shalena Jarvis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	25/28
e.	**TOTAL**:	**58/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course was well organized and engaging.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Please check all videos to make sure the closed captioning matches what is being said. Consider adding a rubric for the discussion board.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jeff Florea
College:	Madisonville Community College
Date:	7/26/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 206

Project Team Leader Name:	Becky Thorpe
Course Module Developer Name(s):	Charmoin Holliday
Current Date:	3/25/2018
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jeff Florea
QA Peer Reviewer Names:	Tammy Davis, Delanda Byars

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course was well organized and engaging.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Please check all videos to make sure the closed captioning matches what is being said. Consider adding a rubric for the discussion board.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jeff Florea
College:	Madisonville Community College
Date:	3/25/2018

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 208 INPATIENT CODING

Project Team Leader Name:	David Dixon
Course Module Developer Name(s):	Judith Fields
Current Date:	6/8/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jason R. Willoughby PhD Candidate
QA Peer Reviewer Names:	Anna Napier & Shalena Jarvis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	7/8
c.	Assessment:	12/12
d.	Learner Support:	24/28
e.	**TOTAL**:	**57/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

Feedback & Technology Used

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

* The course layout was a strength as components were easily located within the course.
* Rapid response communication items were provided within the course.
* Course assessments matched the curriculum.
* Course navigation was easy to follow in the course.
* Students were given instructions on how to interact directly with the instructor.

b. Discuss the major areas that need improvement along with suggestions for making changes:

* Few technologies are utlized. I only identified power points and websites. Coding is a difficult subject and I would highly recommend that additional technoloogies are added specifically videos; many YouTube videos covering coding is available.

* Instructor contact information does not show in the course when it is viewed as a test student.

*Instructor notes are visible in the instructor information area.

*The next step area needs to be filled out and the order of the chapters in each module can be placed in order compared to starting with chapter 13 first and ending at the bottom with chapter 1.

*The course needs to have an avenue for the privacy of student feedback. We suggest to include an end-of-course survey for students to fill out after course completion.

Based on the information of the Quality Assurance Rubric, it states any components scoring 0 or 1 must be addressed before a course module achieves quality certified status. There are two (1s) given within the peer-review.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☐Yes ☒No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jason R. Willoughby PhD Candidate
College:	Elizabethtown Community College
Date:	6/8/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 212

Project Team Leader Name:	David C. Dixon
Course Module Developer Name(s):	Judy Fields
Current Date:	12/12/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Cheryle Beauchamp
QA Peer Reviewer Names:	Sandra Cameron, Shalena Jarvis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	7/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**58/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

Course Design: Competencies & Outcomes-one reviewer gave a score of 1 and two reviewers stated that the competences in the learning content did not match those in the syllabus.
Assessment: Expectations; Assessment Design-one reviewer gave a score of 1 for each of these areas and stated that the assessments do not match the learning competencies or performance measures.

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The variety of assessments and the informative videos are helpful learning tools. The course is only a one hour course but it is concise and clear to follow.

b. Discuss the major areas that need improvement along with suggestions for making changes:

The competencies in the learning content need to be in agreement with the learning content and to those in the syllabus as well. The instructor info needs to be loaded and in the Meet Your Instructor area an instructor note is visible to students. The name of the class in Blackboard is Medications and inside the course it is Understanding Pharmacology.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Cheryl Beauchamp
College:	Elizabethtown Community and Technical College
Date:	12/12/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 217

Project Team Leader Name:	Dr. Gary Cunningham
Course Module Developer Name(s):	Donna Logan
Current Date:	5/31/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Carmen Gaskins
QA Peer Reviewer Names:	Jennifer Shoemake and Tammy Davis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14.3/16
b.	Communication and Interaction:	7/8
c.	Assessment:	10/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**58/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Easy to navigate and follow from within modules and from module to module.
Variety of student engagement and learning activities provided.
Self-made videos have clear voice quality.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Review and correct misspelled words (these are identified within individual peer review summaries)
Make sure all links open in a new window or tab not within Blackboard.
Add Discussion Boards, journals, blogs, and/or other Bb tools for engagement.
Add student-to-student engagement activities; such as, discussion boards.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Carmen Gaskins
College:	Southcentral Kentucky Community and Technical College
Date:	May 31, 2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 219 INPATIENT CODING

Project Team Leader Name:	David C. Dixon
Course Module Developer Name(s):	Judy Fields
Current Date:	10/16/17
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Arzella Howard
QA Peer Reviewer Names:	Tammy Davis, Sandra W. Cameron, Arzella Howard

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	14/16
b.	Communication and Interaction:	8/8
c.	Assessment:	11/12
d.	Learner Support:	22/28
e.	**TOTAL**:	**55/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☒Yes ☐No
If yes, please list the component (e.g. Content Presentation):

Communication Strategies; Regular and Substantive Faculty Interactions; Interaction Logistics; Expectations; Accomodations for Diabilities; Feedback

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Online Internship is great idea!
Communications is available through email, Starfish, and IM, also tutorial sessions available ---Good Job! The Starfish instruction document is clear.
Learners will have the opportunity to evaluate the course at the end.
Course competencies appear in the Syllabus. They are clear and measureable and appear to be appropriate for this course level.

b. Discuss the major areas that need improvement along with suggestions for making changes:

Content is pretty much identical in every module, only with a different topic. This works well since a specific type of content (Elsevier software program) is being used, however, not much of a variety. I suggest adding a link to the "Online Internship" software in every module or to the navigation menu instead of making students go back to the learning content to find it every time it is needed.

It would also be very helpful if this software program was introduced in the Syllabus. For example: "Students taking this course are going to have an excellent opportunity to learn and practice their coding skills by using the Software Internship program. This software puts you into a hospital where you will be able to access records….etc."
I had no idea that this course was going to have the software until I read the Orientation document. This information lets the student understand how they are going to learn the content for the course and could really add some excitement and interest for them at the very beginning when they read the syllabus.
Email availabilty as well as starfish, however would like to see a name and some info in the instructor tab.

This course received a low scored due to the fact that the entire course is in an online software program (Elsevier's Online Internship) rather than in Blackboard. This specific QA rubric does not lend itself to external programs, and perhaps those should be worked in so scores wouldn't be so low. The lowest scores involved communication and interaction. The other low scores dealt with assessibility-- I could not tell whether the Elsevier program is accessible or not. Most comments stated what was in the course and what wasn't. Nothing was directed at the instructor/designer because most everything was in Elsevier. I believe with the help from an instructional designer in adding more detailed information and some interactive Blackboard material, the course can be improved.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Arzella Howard
College:	Hazard Community and Technical College
Date:	10/17/17

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 224

Project Team Leader Name:	Christina Lowe
Course Module Developer Name(s):	Conda Little
Current Date:	12/12/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Cheryle Beauchamp
QA Peer Reviewer Names:	Sandra Cameron, Shalena Jarvis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	6/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The variety of assessments and the informative website links and PowerPoints are helpful learning tools.

b. Discuss the major areas that need improvement along with suggestions for making changes:

The communication and interaction section scored lower. It is not necessarily because of a deficiency but because the questions must be answered. LoD classes aren't expected to have the same communication and interaction as other classes where students all move at the same pace.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Cheryle Beauchamp
College:	Elizabethtown Community and Technical College
Date:	12/12/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 228

Project Team Leader Name:	Becky Thorpe
Course Module Developer Name(s):	Tammy A. Davis
Current Date:	11/23/15
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Jon M. Reidford
QA Peer Reviewer Names:	Arzella Howard, Shalena Jarvis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	5.5/8
c.	Assessment:	11/12
d.	Learner Support:	25.5/28
e.	**TOTAL**:	**58/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒Yes ☐No

3. Did any areas on the rubric receive a score of 0 or 1? ☐Yes ☒No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Overall this is a great course, job well done. The course has a very good orientation with the "Welcome to the class" information section at the beginning of the course. From the Course Tour and the Next Steps (which explains the IM software, plugins, MyGrades, etc.) the student should not have any issues or questions about where to start or any other basic course information. The Syllabus outlines expectations very clearly (i.e. outline of the course, grading criteria, outline of tasks, etc.) The Gen Ed Competencies/Student Learning Outcomes are outlined are summarized clearly so the student can put the immediate module into focus on what is expected and required of the student. A special "shout out" to the savvy Voice Board exercises and the fun, interactive McGraw Hill exercises also.

b. Discuss the major areas that need improvement along with suggestions for making changes:

I would suggest adding in more communicaton tools with the students such as using discussion boards, wikis, journaling etc… to add these would make the course more engaging-I think- for the students. Would also recommend to check welcome letter for punctuation in the first few sentences and the last word on the document for spelling. the word is : optio Syllabus list MIT 227 as a pre-req to the course. MIT 227 is being elimiated effective spring 2016, therefore this information needs to be updated. The Final Grade calulations table Total Percentage column only lists + signs and the last one is listed in a blank row. Also, Only thing I'd do more elaboration on at the beginning and throughout the course is the login and/or accessing the McGraw Hill content.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Jon M. Reidford
College:	Henderson Community College
Date:	November 23, 2015

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 230-MEDICAL INFORMATION MANAGEMENT

Project Team Leader Name:	Kate Senn
Course Module Developer Name(s):	Tiffinee Morgan
Current Date:	11/6/15
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Carol Land
QA Peer Reviewer Names:	Jason Taylor, Tammy Davis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	6/8
c.	Assessment:	12/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Multiple types of assessments;nice LOD orientation with video;nice links to real-world sites relevant to the material; informative videos;content is solid in this course and very well organized;

b. Discuss the major areas that need improvement along with suggestions for making changes:

Problems with MindTap resources, they were very challenging; did not see any synchronous interactions other than the ability to contact the instructor (no realtime lectures or discussions).

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Carol G. LLand
College:	JCTC
Date:	11/6/15

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

MIT 295

Project Team Leader Name:	Tracie Davis
Course Module Developer Name(s):	Tammy Davis
Current Date:	12/12/16
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Cheryle Beauchamp
QA Peer Reviewer Names:	Sandra Cameron, Shalena Jarvis

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☒ Yes ☐ No
If yes, please list the component (e.g. Content Presentation):

One reviewer gave a score of 1 in the Self-Assessments area of the Assessments category. She stated that she didn't notice any self-assessment activities.

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

A student can now take this as a LoD and move forward sooner. It is a P/F class that incorporates a practicum (real or virtual) and the NOCTI Exam and that is great.

b. Discuss the major areas that need improvement along with suggestions for making changes:

The lack of multiple self assessments make the course seem weaker than others. However, the practicum and NOCTI are items that aren't usually in others. The wording needs to be considered in the Learning Actvities and Materials sections, the return to Unit messages need checking in Module 1, and the textbook link in Module 2 does not work.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Cheryl Beauchamp
College:	Elizabethtown Community and Technical College
Date:	12/12/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

OST 110 DOCUMENT FORMATTING & INTRODUCTION TO WORD PROCESSING

Project Team Leader Name:	Pam Larkin
Course Module Developer Name(s):	Pam Larkin
Current Date:	09-28-15
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Lois McWhorter
QA Peer Reviewer Names:	Doug Cantrel, Jason Willoughby

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15.1/16
b.	Communication and Interaction:	8/8
c.	Assessment:	11.6/12
d.	Learner Support:	24.3/28
e.	**TOTAL**:	**59/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Well designed assessments

b. Discuss the major areas that need improvement along with suggestions for making changes:

Perhaps some more opportunities for feedback. However, the course design provides immediate feedback for grades.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Lois McWhorter
College:	Somerset Community College
Date:	09-28-15

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

OST 160

Project Team Leader Name: Gary Cunningham

Course Module Developer Name(s): Marie Hacker

Current Date: June 14, 2016

Is this the initial course module review? Yes

Last Review Date (if applicable):

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name: Sandra Mullins

QA Peer Reviewer Names: Wendy Davidson , Kim Sparks

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

Course Design:	15/16
Communication and Interaction:	7/8
Assessment: 1	1/12
Learner Support:	24/28
TOTAL:	**57/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)?Yes

3. Did any areas on the rubric receive a score of 0 or 1? Yes
If yes, please list the component (e.g. Content Presentation):
Leaner Support

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?): very well organized over all good class

b. Discuss the major areas that need improvement along with suggestions for making changes:

Doesn't have learner feedback option

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status?Yes

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Sandra Mullins
College:	Bluegrass
Date:	6/14/16

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

OST 210

Project Team Leader Name:	David Dixon
Course Module Developer Name(s):	Pamela Larkin
Current Date:	9/8/2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Doug Cantrell
QA Peer Reviewer Names:	Wendy Davidson; Jayson Taylor

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	15/16
b.	Communication and Interaction:	8/8
c.	Assessment:	11.6/12
d.	Learner Support:	27/28
e.	**TOTAL**:	**61.6/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The course is excellent in all areas. Course competencies are clear and easily found, content is well organized and flows in a logical manner. Material is presented using a variety of different formats; both synchronous and asynchronous interactions are present; course expectations are clear; and numerous and varied opportunities for self-assessment are present.

b. Discuss the major areas that need improvement along with suggestions for making changes:

In general, the course modules are excellent. A couple of error were noted in the syllabus as noted on the rubric form and two links did not work and need to be checked as noted on the QA rubric worksheet. Otherwise, the course is put together well and ready to launch.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Douglas Cantrell
College:	Elizabethtown Community and Technical College
Date:	09/28/2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

OST 215

Project Team Leader Name:	Gary Cunningham
Course Module Developer Name(s):	Margie Childress
Current Date:	12-12-2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Wendy Davidson
QA Peer Reviewer Names:	Kim Saprks & Sandra Mullins

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7/8
c.	Assessment:	11/12
d.	Learner Support:	26/28
e.	**TOTAL**:	**60/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

Overall this course meets all aspects of the QA review. The module is well planned and content is presented in manageble sections. The variety of assessments allow students to demonstrate the learning competencies. The design of the course follows the typical design of Learn on Demand courses and is easy to navigate.

b. Discuss the major areas that need improvement along with suggestions for making changes:

This course meets criteria for qualtiy assurance approval and there are no major areas that need improvement. A few suggestions have been made throughout the QA documents but none are required or prevent certification of this course.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Wendy Davidson
College:	HCTC
Date:	12/14/16

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Quality Assurance Peer Review Summary Form

This form should be completed by the Peer Review Team Leader upon the conclusion of the Quality Assurance peer review. To fill out the form, click in the grey fields and type the appropriate information. Save the completed document as *CourseModulePrefix_QA_ReviewSummary* (e.g. ENG1013_QA_ReviewSummary.doc).

OST 235

Project Team Leader Name:	Christina Lowe
Course Module Developer Name(s):	Pamela Sykes
Current Date:	5-26-2016
Is this the initial course module review?	☒ Yes ☐ No
Last Review Date (if applicable):	

COURSE MODULE PEER REVIEW SUMMARY

QA Peer Review Team Leader Name:	Wendy Davidson
QA Peer Reviewer Names:	Sandra Cameron
	Lois McWhorter

1. Composite score from *Quality Assurance Rubric* (average all Peer Review Team Members scored rubrics):

a.	Course Design:	16/16
b.	Communication and Interaction:	7.6/8
c.	Assessment:	11.3/12
d.	Learner Support:	27.3/28
e.	**TOTAL**:	**62.2/64**

2. Did the course module achieve an average TOTAL score of at least 51 out of the possible 64 points (Accomplished rating)? ☒ Yes ☐ No

3. Did any areas on the rubric receive a score of 0 or 1? ☐ Yes ☒ No
If yes, please list the component (e.g. Content Presentation):

4. Summarize the Quality Assurance Review Team findings:

a. Describe the major strengths of this module (what really stands out?):

The overall course design follows the LoD format and adaptive release is used correctly. The course content provides a varitey of learning technologies and activities. The course provides students with plenty of self assessmetns, quizes and exams. Learner support is clearly available for the learners. This is a well built coures and meets the expections of a quality LoD course.

b. Discuss the major areas that need improvement along with suggestions for making changes:

There was a bit of concern for lack of instructor-student engagemnet within the modules, feedback and discussion. However this is often typical of Learn on Demand Classes and is often left to the individual facilitator to be engaged and provide feedback and discussion. It is recommended that solutions files be available for the facilitator under the Faculty Start Here section.

5. Based on the standards outlined in the *Quality Assurance Rubric* and the findings of the Peer Review Team, does this module successfully obtain "Quality Certified" status? ☒Yes ☐No

By typing your name in the field below, you are verifying that the Quality Assurance Peer Review process has been completed for the above listed course module.

Quality Assurance Peer Review Team Leader

Name:	Wendy Davidson
College:	Hazard CTC
Date:	5-26-2016

The QA Peer Review Team Leader should submit a digital copy of this completed form to the Quality Assurance Coordinator.

Appendix E

Overall Third Party Review

KCTCS ONLINE | EPIC LEARN ON DEMAND

HAZARD COMMUNITY & TECHNICAL COLLEGE

Enhancing Programs for IT Certification
Third Party Report of Deliverables

Deliverable: EPIC programs-CBE Deliverable Report

Reviewer: Candice L. Jenkins

The EPIC (sp.) was awarded $10 million through the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program to offer the EPIC Program, a three-year program aimed at supporting eligible workers affected by trade as well as other adult learners including veterans, unemployed and underemployed workers, underrepresented workers, low-skilled workers, and similar participants to participate in grant-modified or grant-created degrees and certificates in major information technology (IT) pathways in the computer and medical fields.

Deliverable Information/Description:

Evaluation Rating:

Based on your expertise, how would you rate the product's ability to meet standards with your field?			
☒Outstanding	☐Satisfactory	☐Needs Improvement	☐Incomplete

Summary:

Based on the knowledge of the deliverable, please summarize your review of the deliverable below in 2-3 paragraphs.

The EPIC programs-CBE Deliverable Report provides the extensive history of the EPIC grant, target audience purpose and focus of the curriculum and a clear vision from the stakeholders. The descriptions of all components of the deliverable are exceptionally written and specific to the purpose and align with the strategies, curriculum, design, and career pathways.

EPIC programs-CBE Deliverable Report is comprised of an appropriate introduction and definition of what Learn on Demand is and the consortium of colleges that participated in the development of the EPIC programs. The executive summary provided a precise list of areas served, employer partners, public workforce system partners and other key partners.

The deliverable contained the systematic processes for course and program approval through KCTCS, allowing the reader to see exactly what each course and program required and the steps that were taken to ensure quality and success, specifically with the EPIC specific course quality assurance process that was administered prior to the KCTCS online quality assurance process. That extra step made the KCTCS quality assurance process more expedient and effective.

From the roles of each employee to the policies of each process, the deliverable contained detailed information and the statistical results as a summary of how successful the EPIC program was.

EPIC programs-CBE Deliverable Report includes an overview of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program in the six KCTCS colleges that were funded to participate. The deliverable also specified the current state of the Kentucky Workforce reflecting the priorities for the Department of Labor. There is a comprehensive list of technology additions that specified the purpose for the additions and the outcomes that they created.

Overall, the deliverable is an exceptional summary of the hard work put into the EPIC Program that attributed to the success of it as well!

Signature: Candice Jenkins **Date:** 9-7-18

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EPIC

READY SET LEARN

Appendix F

SME Summary List

SME Reviewer		College	Background and Experience
Jason	Arnold	Owensboro CTC	Masters in Science, Agriculture, 2008 Masters in Science, Biology, 1997 Bachelors in Arts, Biology, 1994 KCTCS-Hopkinsville Community College, 1998-present -Professor of Biology
Ramona	Barrow	Etown CTC	Master in Science, Accounting Master in Science , Systems Management, Information Systems Bachelors in Science , Business Administration, Accounting KCTCS, Elizabethtown, 1998-present -Division Chair -Program Coordinator -Associate Professor of Accounting -Adjunct, Computer Information Systems
Jeremiah	Bryant	Hazard CTC	Masters in Arts, Adult & Higher Education, 2000 -18 hours beyond Master in CIS Bachelors in Business Administration, Computer Information Systems, 1993 Associate in Arts, CIS, 1991 KCTCS, Hazard Community and Technical College, 2000-present -Professor of Information Technology
Doug	Cantrell	Etown CTC	Masters in Arts, History, 1985 -30 hours toward Ph.D Bachelors in Art, History and Polticial Science, 1982 KCTCS-Elizabethtown Community and Technical College, 1987-2018 -Professor Adjunct Lecturer, University of Louisville, 1988 Instructor and Graduate Teaching Asistant, University of Kentucky, 1983-1987
Paul	Currie	Hazard CTC	Doctor in Education, expected December 2019 Doctor in Veterinary Medicine, May 2000 Bachelor in Science, Chemistry, May 1995 KCTCS, Hazard CTC, Academic Dean, 2017-present KCTCS, Hazard CTC, Professor Biology/Chemistry, 2003-present Distance Learning Coordinator, 2008-2010 University of Louisville, Part-time Lecturer, Biology, 2010-present
Wendy	Davidson	Hazard CTC	Doctor of Education, Expected May 2019 Master of Science, Information Systems, May 2014 Bachelor of Science, Computer Forensic and Digital Investigation, May 2010 Associate of Applied Science, Management Information Systems, May 1999 KCTCS, Hazard CTC, CIT Instructor, July 2014-present KCTCS, Hazard CTC, Learn on Demand Coordinator, November 2011-June 2014 Cyber Teacher Certification, Computer Science Teachers Association, 2017
Tammy	Davis	Hazard CTC	Bachelor of Science - Health Information Management 2016 AAS, Somerset Community College, 2013 Registered Health Information Administrator (RHIA) Practice Workflow & Information Management Redesign Specialist (CHTS-RW) 1/5/2015 - Instructor 5/16/2016 - VLI 7/1/2018 - Assistant Professor
Jeff	Florea	Madisonville CC	Masters in Science, Economics with emphasis in Finance, 2000 Bachelors in Business Adiminstration, Management, 1995 KCTCS-Madisonville Commuunity College, 2000-present -Professor, 2004-present -Business Industry Field Specialist, 2000-2004
David	Frazier	Hazard CTC	Masters in Arts, Adult & Higher Education, 1995 Masters in Business Administration, 1998 Bachelor of Science, History/Political Science, 1992 KCTCS, Hazard Community and Technical College 1998-present -Professor of IT
Angela	Fultz	Maysville CC	Doctor in Philosphy, 1996 Division Chair of Math, Natural Science and Agriculture KCTCS, Maysville CTC, Professor, Biology
Carmen	Gaskins	Southcentral CTC	Master of Arts in Education, Business Education, Spring 2002 Bachelor of Science, Business Education, Spring 1994 Associate of Arts, Secretarial Administration, Spring 1992 Educational Technology Certificate, Spring 2007 Graduate hours beyond Masters, 9 hours-CIS and 3 hours-Communications iC3 GS5 Certification, November 2017 Microsoft Certified Office Specialist (MOS) in Word 2016, October 2017 Microsoft Certified Office Specialist (MOS) in PowerPoint 2016, October 2017 The Association for Talent Development (ATD) Master Trainer, January 2015 iC3 Authorized Educator Certificate, February 2012 iC3 GS3 Certification, October 2011 Microsoft Certified Office Specialist (MOS) in Word 2010, October 2011 Microsoft Certified Office Specialist (MOS) in PowerPoint 2010, August 2011 Microsoft Certified iCritical Thinking Certification, March 2010 Microsoft Certified Application Specialist in Word 2007, July 2008 Microsoft Certified Application Specialist in PowerPoint 2007, July 2008 KCTCS-Hazard CTC, Online Adjunct Biology Instructor, August 2015-present Region State College, Online Adjunct Instructor, January 2012-present

Janelle	Green	Hazard CTC	Master of Science, General Biology Bachelor of Science, Secondary Biology Education Bachelor of Science, General Science IT Certificate Jamestown High School, Biology Teacher, 2015-present KCTCS, Hazard CTC, Adjunct Online Instructor, Biology, 2015-present KCTCS, Hazard CTC, Biology Instructor, 22014-2015 Region State College, Online Adjunct Instructor, 2012-present
Charmoin	Holliday	Hazard CTC	Associate in Applied Science, Health Information Technology, 2014 Registered Health Information Technician (RHIT), 2017 KCTCS, Hazard Community and Technical College, 2017-present -Instructor 3/1/2017 - VLI
Arzella	Howard	Hazard CTC	Masters in Science, Nursing, 2008 Bachelors in Science, Nursing, 2004 Associate in Science, Nursing, 2002 KCTCS, Hazard Community and Technical College, 2006-present -Professor
Shalena	Jarvis	Hazard CTC	Associate in Science, Associate in Applied Science, Health Information, 2006 Registered Health Information Technologist (RHIT) CCS Certification Health Information Management Administrator KCTCS, Hazard Community and Technical College, 2012-2015 - Assistant Professor Adjunct, 2016 -present
Candice	Jenkins	KCTCS	Associate in Applied Science, Administrative Office Professional - Executive Option May 2006 Associate of Applied Science, Computer & Information Technology - Programming Track, 2018 Project Management Professional Certification (PMP) Kentucky American Association of Women in Community Colleges -Vice President of Records (2015 -2016) -Vice President of Technology (2016-2018) Kentucky Community & Technical College System (KCTCS) -Quality Assurance Specialist / Project Manager (2008 – Present)
Kevin	Lambert	SKCTC	Masters in Science, Agricultural Economics, 1994 -21 Graduate Hours in Computer Information Systems 2005 Ed.D. Education Administration 2012-2018 (ABD) KCTCS-Southeast Kentucky Community and Technical College -Instructor 2002-2005 -Assistant Professor 2005-2008 -Associate Professor w/tenure 2008-2012 -Division Chair 2008-2017 -Professor 2012-2017 -Associate Dean of Academic Affairs/Faculty 2017-Present
Lois	McWhorter	Somerset CC	Masters in Busines Administrationn, 1988
Sandra	Mullins	Bluegrass CTC	Doctor in Education Masters in Education Bachelors in Education KCTCS, Bluegrass CTC, Associate Professor, 1992-present
Jon	Reidford	Hen CC	Master of Science, Public Administration Bachelor of Science, Psychology Microsoft Certified Systems Engineering Sitecore Technology Specialist Certification KCTCS, Henderson CTC, 2008-present -IT Project Manager -Distance Learning Coordinator -Instructional Specialist
Kate	Senn	West Ky CTC	Doctor in Philosphy, expected 2020 Master in Science, Information and Telecommunication Systems, 1995 Master in Science, Library Science, 1989 Bachelors in Art, Mathematics, 1987 University of West Georgia, Distance Education Certified Trainer, 2016 KCTCS, West Ky CTC, 2008-present -EPIC Project LEad -Program Coordinator, Information Technology -Professor, Information Technology
Jennifer	Shoemake	Southcentral CTC	Doctor in Education, May 2017 Master in Nursing Education, May 2005 Bachelors in Nursing, May 2001 Bachelors in Biology, December 1994 Graduate hours beyond Masters, 18 hours-Psychology, 18 hours-Biology Kentucky Board of Nursing – Registered Nurse (expires 10/18) American Heart Association BLS Instructor Trainer (expires 11/19) American Heart Association Healthcare Provider (expires 11/19) National Safety Council Instructor (expires 1/20) American Nurses Association (ANA) Current Member Kentucky Nurses Association (KNA) Current Member National Association of Licensed Practical Nurses (NALPN) Current Member Kentucky Licensed Practical Nurses Organization (KLPNO) Current Member Professor, Nursing, 2003-present

Kimberly	Sparks	Maysville CC	Masters in Business Administration, 2004 Bachelors in Business Administration, 2000 Associate in Applied Science, 1997 KCTCS-Maysville Community and Technical College, 1996-2017, now retired -Distance Learning Coordinator -Coordinator of Academic Programs
Stephanie	Vergne	Hazard CTC	Masters in Arts,-Education, 2001 Bachelors in Business Administration, Business Education, 2004 Certificate in Health Information Administration - Georgia Health Sciences University, 2008 KCTCS, Hazard Community and Technical College, 1998-present -Professor
Melinda	Walters	Hazard CTC	Master in Science, Instructional Design, May 2016 Bachelors in Science, Computer Information Technology, August 2010 Associate in Applied Science, Information Technology, May 2005 KCTCS, Hazard CTC -Instructional Designer, 2015-present -Course Assessment Coordinator, August 2017-present -Learn on Demand Project Team Leader, August 2014-December 2014 -Web Specialist, June 2012-July 2014 -Technology Solutions Specialist, November 2208-May 2012
Jason	Willoughby	Etown CTC	Doctorate of Business Administration– Finance & Management, Expected 2019 Master of Business Administration, 2008 Bachelors of Arts – Business Administration, 2000 KCTCS, Elizabethtown CTC, 2009-Present, Adjunct Instructor of Business Ohio Christian University, Circleville, OH, 2016-Present -Lead Affiliate Faculty, General Education -Coordinator of Prior Learning Assessment

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