

Learning House

Highland Community College

2011 Semiannual Quality Review Report

Summarizing 2010 Calendar Year Courses

Prepared by The Learning House, Inc.
March 24, 2011

Quality Reviews

Executive Summary

Recent trends in higher education have increased the need for institutions of higher education (IHEs) to demonstrate clear achievements in student learning. Accrediting agencies and post-secondary offices in state government are developing and enforcing standards regarding the measurement of student academic success. Most recently, the U.S. Department of Education revised its definition of a credit hour to include “an amount of work represented in intended learning outcomes and verified by evidence of student achievement” (Electronic Code of Federal Regulations [e-CFR], 2011). The pressure for IHEs to deliver instruction that results in measurable student achievement is growing, and IHEs are increasingly using learning management systems to help IHEs conduct systematic measuring of student performance.

IHEs are using online programs in particular as rich data sources for measuring student achievement. Organizations such as Quality Matters have designed comprehensive course evaluative programs for online courses so IHEs can independently certify the quality of their online instruction. In 2010, The Learning House, Inc. (TLH) implemented its own comprehensive course evaluation and improvement program for the benefit of its partner institutions. Through this program, we provide partner institutions quantitative and qualitative analysis of their online courses. TLH communicates the results semiannually through reports that summarize key findings, insights, and suggestions for the systematic improvement of those courses. Additionally, IHEs can distribute the results to faculty on a per-course basis for immediate improvement of the online courses.

In our review of 414 courses that Highland Community College (HCC) offers online, we found the mean quality score was 57, the median score was 76, and mode score was 69. Additionally, 92% of the courses were duplications (previously developed and offered). Twenty-nine courses were deemed as new developments in 2010, all of which were created in partnership with TLH publishing department personnel in some capacity. This collaboration ranged from editing, proofreading, and formatting faculty content to creating original content based on HCC learning objectives.

From summarizing the data provided by our quality review process, we have concluded that HCC courses offer a solid foundation in online instruction. The courses are generally organized with clear directions for students on how to access material. Upon accessing course content, students should be able to comprehend expectations throughout the course and have multiple outlets to stay actively logged into the course building upon seat time. We recommend developing a systematic approach to updating courses based on the volume of courses offered and the length of time HCC has offered the courses online. We recommend focusing updates on expanding independent learning opportunities by ensuring

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that assessments are tied to measurable objectives and that students have multiple outlets to receive feedback. This feedback should not replace active instructor facilitation of the course, but rather provide increased opportunities for students to remain engaged in the material and actively logged in to the course.

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The Quality Review Process

Introduction

In 2010, The Learning House, Inc. (TLH) implemented a quality review process that supports institutional efforts to continuously improve their online programs. The foundation of the quality review process is the Quality Review Form (QRF) that TLH developed. The form documents 45 standards of quality based on research in online learning and best practices formulated by industry-leading organizations such as Sloan-C and QualityMatters.org. TLH scores courses using the QRF and then tabulates the results according to the percentage of standards met. TLH also groups the percentages into quality levels as a means to quickly identify a course's overall quality.

The Purpose

The quality review process reflects our commitment to helping partner institutions deliver the highest quality online programs to students. The first step in delivering quality is defining it, and our priority is to clearly identify course elements that demonstrate quality. Using the form as part of the course's development plan, we are able to consult and collaborate with instructors to incorporate or develop course elements that meet quality standards. We are also able to provide quantitative assessments of a course's quality based on those standards, which in turn we can use to progressively improve a course until it reaches its target quality level.

We are committed to helping our partner institutions report the results of their online programs to their accrediting agencies. Many accrediting agencies recognize quality as a foundational block to successful programs and therefore require institutions to report on specific actions they have taken to deliver quality instruction. For example, the Higher Learning Commission (HLC), addresses "advancing the quality of higher learning" (p. 5.1-1) in the Handbook of Accreditation and through both the Program to Evaluate and Advance Quality (PEAQ) and Academic Quality Improvement (AQIP) processes.

By recognizing the importance of meeting accreditation requirements, we developed our Quality Review process to help partner institutions address those specific standards related to measuring learning outcomes and improving course quality over time.

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Understanding the Quality Review Form

The quality review is comprised of 45 standards and organized into 5 levels. The levels include progressive standards that build upon standards stated in a previous level. For example, the first three levels specifically address lesson objectives, with each level building upon the last:

- Level 1 standard states: “Each lecture includes lesson objectives.”
- Level 2 standard states: “Each lecture includes measurable lesson objectives.”
- Level 3 standard states: “Each lecture's objectives include various levels of cognitive domain.”

By building upon the previous standard, the form provides a clear path for improvement and offers credit for including components that you can improve upon in the future.

The following table shows the correlation of quality level to percentage of standards met.

Quality Level	% of Standards Met
1	0 - 27%
2	28 - 54%
3	55 - 74%
4	75 - 89%
5	90 - 100%

The complete Quality Review Form can be viewed in the appendix.

The Continual Improvement Cycle

We provide comprehensive course enhancement through the quality review process. Using a modified form of the ADDIE instructional model for course development, we help ensure that our partner schools continuously improve their online courses to meet institutional and curriculum goals.

Analysis

In this phase, we work with your faculty to assess program and course needs. Our Publishing Specialists review course components, syllabi, and other course information and

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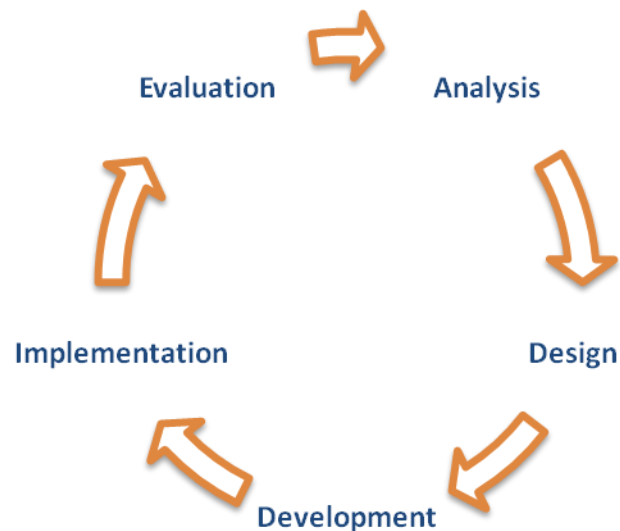
note areas for improvement. A Publishing Specialist then consults with your instructors and works with them to devise a course enhancement plan.

Design

Once a Publishing Specialist assesses the course, we work with instructors to establish “quality goals.” After we identify the quality goal, a Publishing Specialist provides the course writer with consultation and guidance on the development of course materials and overall course design.

Development

During the development phase, a Publishing Specialist works with the instructor to develop course materials. Once the instructor completes the content, the Publishing Specialist reviews the material using our proprietary Quality Review Form. The form consists of 45 standards, grouped into “quality levels.” The quality levels serve as a guide for collaborating on ways to improve new and previously developed courses. After reviewing the course materials, the Publishing Specialist offers final suggestions for improvement, our team of proofreaders reviews the materials, and our Instructional Media Specialists publish the materials into custom-designed course templates.



Implementation

The course launches during the implementation phase. We ensure course quality, and we support the course instructor by providing technical assistance and updating course materials as needed throughout the duration of the course.

Evaluation

After the course ends, we review student and instructor evaluations and reassess the course based on the previously completed Quality Review Form. At the request of the partner institution, we collaborate with the instructor on ways to improve the quality of the course for future terms.

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Results of Quality Reviews Performed

The results of our quality reviews show that Highland Community College’s courses provide a solid foundation for the delivery of online courses in all disciplines offered online. Many of the standards elements we recommend for inclusion in online courses are present in the majority of the courses, including objectives, lectures, reading assignments, and discussion forums.

Key Findings

Our key findings from the quality reviews on HCC courses offered in 2010 are listed as follows:

- Average quality level is 2.8.
- On average, courses met 57% of the QRF standards (approximately 26 of the 45 standards).
- Courses included baseline course components (e.g., objectives, reading assignments, discussion forums).

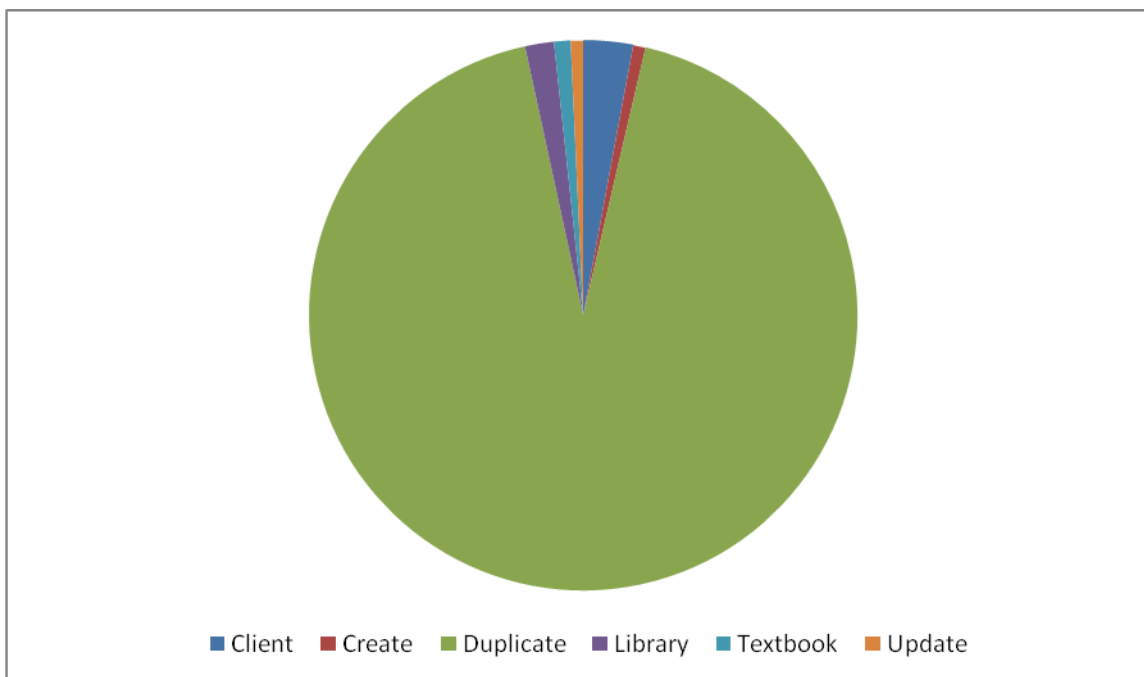
Quality Analysis

The results of our quality reviews indicate that the average quality of the course design was nearly a level 3 and that, on average, the courses met 57% of the standards listed. HCC developed a large number of the current courses offered prior to 2010. However, there was not a significant difference in quality between newer and older courses. This suggests multidisciplinary institutional standardization of course quality at HCC. HCC continually implements basic standards in online course design, and courses do not “drift” away from core standards over the many sections and terms of courses being offered. Courses that had lower quality scores typically began as “textbook” courses and lack a variety of learning resources.

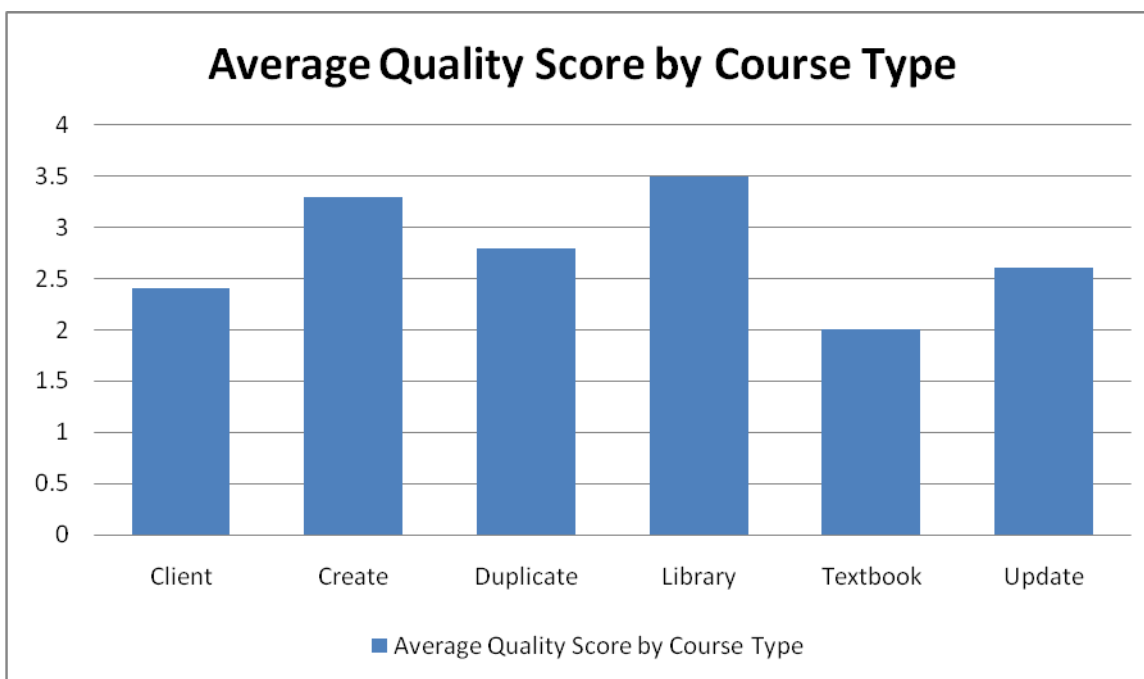


1: This chart shows the number of courses ordered in 2010 listed by quality level.

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2: This chart shows the number of courses ordered and scored in the 2010 calendar year by course type.



3: This chart shows the average quality score by course type for the 2010 calendar year. Note: New development courses are Client, Create, and Update. Previously developed courses include Duplicate and Migrate (migration from alternate learning management system). Courses ordered for development based strictly on the textbook will score a lower quality level since students will use the textbook as the main learning resource.

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Trends

Allied Health Courses (Average Quality Level: 3.2)

Courses include BS, HS, MOA, and NUR courses.

The allied health courses reviewed in 2010 typically included student-centric and measurable objectives for each weekly lesson. The lessons included topical lectures with forum activities and routine student activities to assess understanding of the material.

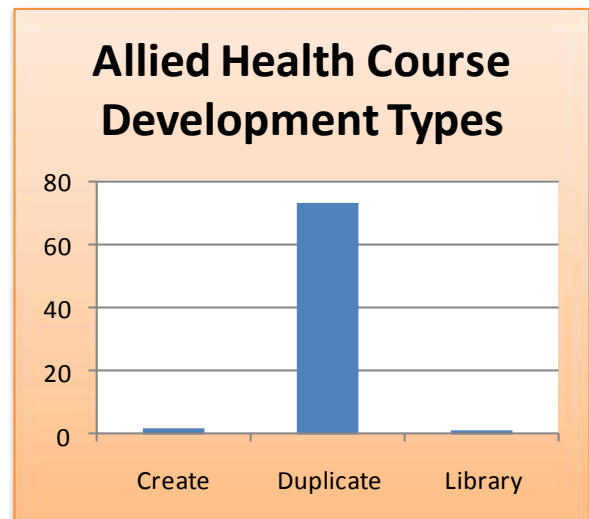
HCC could organize the nursing-specific courses into lessons, weeks, or units, including specific learning objectives for each unit.

Global improvements of courses in this field include adding scoring rubrics to course assignments, adding discussion forums, and developing practice activities for self-assessment and learning. This includes adding a practice quiz with feedback or including feedback in graded quizzes. Faculty can also work with TLH Publishing to develop interactive exercises for particular concepts or objectives.

Top Course: BS 105 – Physiology

- Each lesson lists 5 to 15 objectives stated in measurable, student-centric terms.
- Every lesson includes learning resources. In this case, the main learning resource is an unbiased lecture that includes a minimum of 10 minutes of instructional content. The lectures incorporate visual media that help illustrate key material and are appropriate for the instructional content.
- Each quiz question assesses varied levels of cognitive domain and states where students can review material post-assessment for instant feedback.
- Course includes a long-term assignment that assesses higher-level thinking across the course and builds cumulatively in each lesson.
- *Consider adding a rubric to each assignment so students understand assessment expectations and can self-evaluate their work prior to submitting it to the instructor.*

Business Courses (Average Quality Level: 2.9)

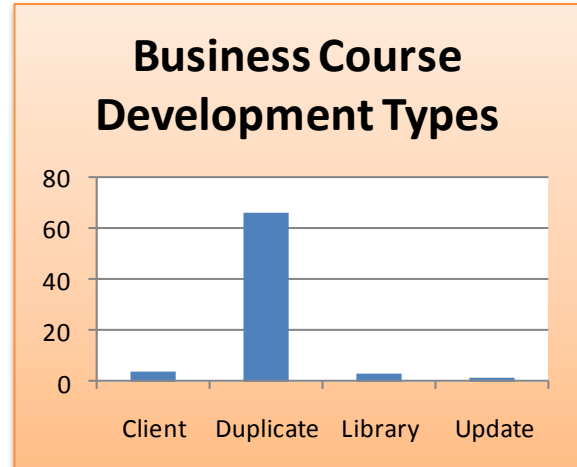


4: HCC developed the majority of these courses prior to 2010, but the courses demonstrated high quality.

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The business courses reviewed in 2010 typically consisted of weekly topical lectures, discussion activities, comprehensive assignments, and periodic graded assignments or quizzes.

Global improvements to these courses include adding weekly graded assignments beyond the discussion forum or a weekly quiz. Particularly focusing on creating a weekly activity that allows students to receive immediate feedback on concepts explored within the lesson can aid in learning and provide another outlet for “seat time” in the online setting. Developing both a practice and graded quiz to supplement the material provides immediate feedback for the students and allows them to routinely check their understanding of the concepts presented.



5: This was one of the few disciplines in which faculty worked on either updating or developing a new course.

Some courses included grading rubrics in the syllabus or an additional rubric document posted with course resources for particular assignments. Consider developing rubrics for discussion forum activities and other routine graded assignments. This provides another outlet for students to become familiar with expectations during their “seat time” while completing asynchronous learning activities.

The courses include learning objectives; however, not all courses include objectives with measureable verb stems or reflect core competencies that students must successfully meet to pass the course. Stating objectives in measureable and student-centric terms will aid in building activities and assessments throughout the courses.

TLH included Computer Application courses such as *Dreamweaver*, *Desktop Publishing*, and *Photoshop* in analyzing trends. These courses had a slightly lower score compared to other business courses due to having minimal lecture content or objectives specific to each weekly lesson. However, these courses were rich in assignments for students to complete due to the material they were studying. Consider expanding directions into introductions or tips for the components the students are studying each week. You could add further learning resources, such as linking to how-to demonstrations. Add a weekly forum where students can reflect on what they learned after completing the assignment or discuss any difficulties or successes in mastering that week’s component of the computer application. The higher scoring lesson *BUS 130 – Microcomputer Applications* includes these elements and could be used as a model.

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Top Course: BUS 102 – Personal Finance

- Every lesson includes a lecture as a learning resource and includes 5 to 10 measureable learning objectives.
- Course includes some interactive media and external links for further study.
- Quizzes include general feedback about what part of the lecture covers the topics.
- Consider revising the existing quizzes so quiz question assess various levels of critical thinking.

Criminal Justice Courses (Average Quality Level: 2.6)

There was some discrepancy in the organization of the courses offered in this discipline. Some courses focused on textbook chapters while others were organized by topic (perhaps due to instructor preferences). We suggest that no matter how instructors outline the course, they should organize topics into concepts and activities that students need to cover in specific timeframes.

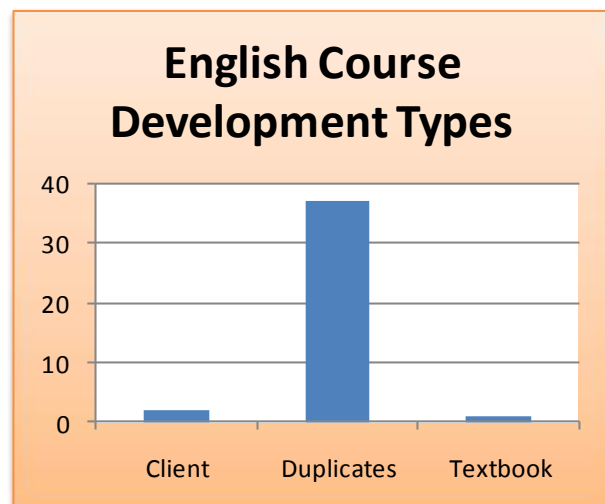
Consider adding specific information on how instructors will evaluate students in the courses by including measureable learning objectives for lessons and rubrics for assignments and activities. Quizzes with feedback will also provide further activities for students and self-assessment on their understanding of concepts.

HCC could also develop customized visual media to address various learning styles and express data in a visual manner.

English Courses (Average Quality Level: 2.7)

The courses reviewed in 2010 demonstrated foundational concepts in course design. Objectives were present, and courses were organized and included various resources to help students expand their writing skills as well as rubrics for major writing assignments.

Several courses in this discipline were developed three to four years ago, and instructors have duplicated the content numerous times. With the goal of updating these courses, consider chunking content by incorporating headings, images, or page breaks. Also consider working with TLH Publishing to develop more visual components



6: Courses with lower quality scores in this discipline had originally developed from a textbook. Adding learning resources and chunking content will enhance the design quality of the courses.

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and custom media to illustrate key concepts. Creating interactive opportunities for students to review writing styles or edit writing can provide further opportunity for students to engage in the content.

Several courses used forums to list reading and writing assignments as opposed to prompting or querying students. Other lesson assignments might state, “Read chapter X, and answer questions # - #.” We suggest posting a paragraph in forums for students to revise and edit or posting a selected reading for students to read and write a brief analysis. Discussion forums also provide opportunities for students to have peers evaluate their writing using a standard rubric and to receive additional instructor guidance.

Top Course: ENG 223 – Creative Writing

- Every lesson includes a lecture as a learning resource and includes 5 to 10 measurable learning objectives.
- Course includes some interactive media and external links for further study.
- Quizzes include general feedback about what part of the lecture covers the topics.
- *Consider revising the existing quizzes so quiz question assesses various levels of critical thinking.*
- *Consider adding a rubric to each assignment so students understand assessment expectations.*

History Courses (Average Quality Level: 3.1)

Some of the courses had extensive lecture components, while others gave only brief introductions before moving on to assignments. There was also inconsistency in listing objectives for each lesson. We suggest adding measurable, student-centric learning objectives for each lesson. After adding specific learning objectives for each lesson, you can then map all activities and assessments to an objective. We also suggest adding a graded assignment to each lesson so students have routine individual assessments as well as a comprehensive assignment that builds in each lesson.

Consider adding visual components and interactive learning opportunities. For example, several courses had timelines posted in the course. Faculty may work with TLH Publishing to develop an interactive timeline of events or include further learning resources on the people and places addressed in the content.

Top Course: HIS 104 – Western Civilization II

- Each lesson lists 5 to 15 objectives stated in measurable, student-centric terms.
- Every lesson includes a variety of learning resources, including a lecture that includes a minimum of 10 minutes of instructional content. The lectures incorporate visual media that help illustrate key material and are appropriate for the instructional content. Other learning resources include biographies, interactive timelines of events, and links to additional resources to study.

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- Each quiz question assesses varied levels of cognitive domain and states where students can review material post-assessment for instant feedback.
- *Consider adding a long-term assignment that assesses higher-level thinking across the course and builds cumulatively in each lesson.*
- *Consider adding a rubric to each assignment so students understand assessment expectations and can self-evaluate their work prior to turning in.*

Math Courses (Average Quality Level: 2.7)

Courses in this field were closely tied to the adopted textbook for the course. These courses exhibit basic blending of publisher and instructor material to develop a collection of learning resources that is ideal in any online course. Consider adding more lecture content and examples of completing equations within the course that complement the textbook. Include further visual components and interactive pieces in the lecture to explain concepts so students receive feedback on their problem solving skills or strategy. As suggested with the computer application and English courses, use the discussion forums as an element of course design in which students practice concepts introduced or reflect on what they are either struggling with or achieving.

Top Course: MAT 103 – Intermediate Algebra

- Each lesson includes a collection of learning resources such as lesson introductions, lecture content, and example strategies for solving equations and graphing solutions.
- Each lesson includes activities with specific directions for students.
- *Consider adding multimedia elements so that students have interactive opportunities to engage with content. Khan Academy materials are good examples of interactive learning resources to supplement the course.*

Philosophy and Religion Courses (Average Quality Level: 2.5)

Courses in this field were organized and included basic components such as lesson objectives, lecture content, and visual components to illustrate the concepts presented in text. We suggest refining objectives into measureable, student-centric terms and including a graded assignment that assesses an objective in each lesson and rubrics for graded assessments.

Top Course: PHI 105 – Religions of the World

- Course is organized with labeled materials that make the course easy to navigate.
- Students are clear on expectations for each lesson, and rubrics are included for discussion forum activities.
- Course contains extensive learning resources in the forms of a lecture, videos, and study resources.
- Instructor-created videos introduce the lesson.

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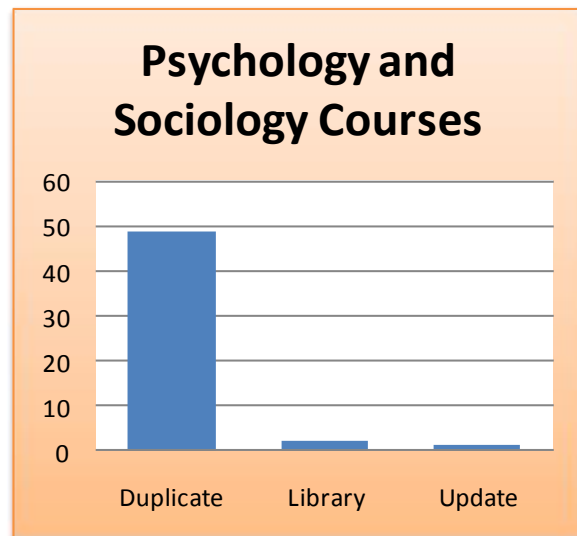
Social Sciences Courses (Average Quality Level: 3.25)

Courses include PSY and SOC.

Courses in this field included basic components such as lesson objectives, lecture content, and varied student activities for each lesson including discussion forums, graded assignments, and quizzes for comprehension. Consider adding alternative formats of presenting concepts and including rubrics so students can see what is expected of them throughout the course.

Top Course: Abnormal Psychology

- Course is clearly organized into lessons with measurable objectives.
- Each lesson includes at least two reputable, scholarly links that promote student learning outside the online classroom.
- *Consider adding more visual components such as charts, images, and tables to further explain content and illustrate key concepts.*
- *Consider adding a rubric to each assignment so students understand assessment expectations.*



7: This is another discipline that reflected higher quality as courses were continually offered, similar to allied health courses.

Quality Reviews

Recommendations

To continue to improve upon the quality of existing HCC online courses, TLH recommends the following for HCC:

1. Identify the QRF standards that all new course developments must meet to provide a baseline of quality expectations. Share these standards as well as departmental standards with TLH so TLH can implement them in HCC course design.
2. Adopt a revision process and create a schedule to revise existing courses so they will meet a baseline of standards; continually improve quality levels; and remain current.
3. Focus on improving the courses currently scored at a quality level 2 by encouraging faculty teaching those courses to add measurable objectives, learning resources, and short quizzes to check for understanding of each lesson. Courses scoring a 3 or higher should focus on gathering learning resources in various formats to present content in alternative formats and to meet diverse learning styles. These courses would also benefit from adding self-correcting assessments throughout the course.

Recommendation 1: Standards

We recommend that HCC requires all newly developed courses to meet all standards listed in levels 1 and 2 of the QRF (see appendix for copy of form).

Recommendation 2: Course Revision Schedule

We recommend that HCC revise online courses on a 2-year cycle starting in the 2011-2012 academic year. Each term, identify two to four courses for revision, order as client-written courses, and then move through our quality improvement process. Using the latest quality review as a base, the instructors would work with a Publishing Specialist to update and improve the courses.

Recommendation 3: Focused Improvements

We recommend for the revision process to focus on updating and improving specific elements such as measurable objectives, interactive self-assessment activities, and developing and posting rubrics. By doing so, we can continue the delivery of consistently designed courses.

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Appendix

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Quality Review Form

Quality Level 1

- Course is clearly organized into weeks, lessons, or units.
- Syllabus states grading criteria.
- Every lesson has a lecture that includes lesson objectives.
- Every lesson has a lecture that includes an introduction explaining the purpose/coverage of the lesson.
- Every lesson has a lecture that meets copyright standards.
- Every lesson includes a discussion activity.
- Every lesson includes a reading activity.
- Every lesson includes a graded assessment outside of a discussion forum, quiz, and chat session.
- Course meets screen reader standards.
- Every lesson has a lecture that is published in standard Web format (e.g., HTML, PDF, SWF).
- Syllabus includes course number, title, and catalog course description on first page.
- Syllabus includes content outline organized into lessons, weeks, or units.

Quality Level 2

- Syllabus lists course objectives (5 to 15 recommended).
- Every lesson has a lecture that includes measurable lesson objectives.
- Every lesson has a lecture that includes material beyond an introduction.
- Every lesson contains a lesson quiz.
- Every lesson includes a discussion activity that measures a lesson objective.
- Every lesson includes a reading assignment that covers a lesson objective.
- Every lesson includes a graded assessment outside of a discussion forum, quiz, and chat session that measures a lesson objective.
- Syllabus is published in standard Web format (e.g., HTML, PDF, SWF).
- Every lesson has a lecture that includes graphics (images, charts, or tables).
- Course includes appropriate labels/headings.
- Course includes resources beyond lecture material (e.g., Web links, handouts).
- Course resources are published in standard Web format (e.g., HTML, PDF, SWF).

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Quality Level 3

- Syllabus states objectives in measurable, student-centered terms.
- Each lecture's objectives include various levels of cognitive domain.
- Every lesson has a lecture that contains a minimum of 10 minutes of instructional content (e.g., 6 single-spaced pages, 10 minutes of video or audio).
- Each quiz contains 10 to 15 questions that measure lesson objectives.
- Every lesson includes at least two (2) reputable, scholarly links that promote student learning outside the online classroom.
- Every lesson has headings, instructional media, or breaks that appropriately divide the lecture.
- Course design incorporates use of consistent and complementary colors and styles.
- Every lesson has a lecture that includes a reference section and lists at least one (1) reference.
- Course includes interactive media or multimedia (e.g., flash cards, PowerPoint with audio).

Quality Level 4

- Every lesson has a lecture that is unbiased.
- Each quiz question states where the student can find the answer.
- Each quiz question assesses varied levels of cognitive domain.
- Every lesson has a lecture that includes visual media that help illustrate key material.
- Use of media in course is appropriate for the instructional content.
- Every lesson includes a section called "Glossary" with at least one (1) term and definition.
- Course includes a long-term assignment (e.g., project, paper) that assesses higher-level thinking across the course, and each lesson mentions it as an assignment.

Quality Level 5

- Syllabus includes all applicable institutional policies (e.g., academic honesty, students with disabilities).
- Every lesson activity includes a rubric.
- Every lesson includes practice activities (e.g., "Check for Understanding" quizzes).
- Course provides equal alternatives to instructional content (e.g., text and audio, video and audio) published in Web standard format.
- Course meets all ADA standards.

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2010 Course Quality Scores

The following table summarizes the results of quality reviews performed on courses that HCC offered in 2010.

Course	Average Quality Level	Average Percentage of Standards Met
A 101 - Art Appreciation	2.8	62
A 206 - Art History	2	31
AB 108 - Principles of Animal Science	2	22
AB 202 - Agricultural Economics	3	49
ANT 112 - Anthropology	3.75	80
BS 101 - College Biology	3.3	69
BS 104 - Human Anatomy	3.6	80
BS 105 - Physiology	4	81
BS 109 - Medical Terminology	3	58
BS 110 - Nutrition	3.4	71
BS 202 - General Botany	2	47
BS 203 - Microbiology	4	79
BUS 101 - Introduction to Business	3.8	72
BUS 102 - Personal Finance	4	84
BUS 103 - Accounting I	3.5	69
BUS 105 - Accounting II	3.2	48
BUS 112 - The Business of Personal Training	3	42
BUS 117 - Computerized Accounting	2	38
BUS 130 - Microcomputer Applications	4	84
BUS 133 - Micro Appli I Spreadsheet	2.6	55
BUS 139 - Micro Appli I Word Processing	3	49
BUS 139 - Micro Appli I Word Processing	3	71
BUS 181 - Word Processing	2.4	43
BUS 182 - Database Management	2.3	37
BUS 183 - Spreadsheet	2	39
BUS 185 - Desktop Publishing	2	33
BUS 200 - Financial Accounting	2	29
BUS 201 - Principles of Management	4	78
BUS 203 - Macroeconomics	3	57
BUS 204 - Microeconomics	3	70
BUS 205 - Business Law	1.3	20
BUS 210 - Marketing	4	73

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BUS 213 - Business Communications	3.5	61
BUS 216 - Managerial Accounting	3	73
BUS 245C - Electronic Communications and E-mail	2.2	45
BUS 246A - Dreamweaver	2	40
CAD 100A - Photoshop	4	78
CAD 101 - Technical Drawing	2	40
CJ 100 - Introduction to Criminal Justice	3	57
CJ 105 - Intro to Corrections	3	59
CJ 110 - Fundamentals of Investigation	3	53
CJ 120 - Juvenile Delinquency	1.6	26
CJ 140 - Police Patrol Procedure	2	38
CJ 201 - Criminal Law	3	67
CJ 211 - Penology and Corrections	3	64
COL 103 - College Success and Orientation	2.2	46
ECH 200 - Program Planning and Development	3	60
ECH 210 - Family Involvement in Education	3	63
ECH 230 - Professional Development and Leadership	2	31
ED 110 - Introduction to Education	1.6	29
ENG 090 - Fundamentals of English	2	44
ENG 101 - College English I	3	60
ENG 102 - College English II	2.6	55
ENG 202 - American Literature I	2	29
ENG 203 - Grammar	2	44
ENG 207 - Narrative Film	2	43
ENG 208 - Introduction to Short Story	2	31
ENG 223 - Creative Writing	4	78
GEO 212 - Geography	2	46
HIS 101 - U.S. History I	3.3	62
HIS 102 - U.S. History II	3.2	64
HIS 103 - History of Western Civilization I	3	60
HIS 104 - Western Civilization II	4	73
HIS 204 - Readings in Western Civilization I	2.5	41
HS 109 - Pharmacology	4	82
LG 101 - Spanish I	1.8	31
LG 102 - Spanish II	1	9
LS 102 - Children's Literature	3	64
M 103 - Music History and Appreciation	2.6	53
MAT 090 - Fundamentals of Math	2	42
MAT 100 - Beginning Algebra	1.8	34
MAT 103 - Intermediate Algebra	3.5	67

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MAT 104 - College Algebra	3	57
MAT 105 - Trigonometry	2	36
MAT 106 - Calculus with Analytical Geometry	2	38
MAT 203 - Basic Statistics	3	66
MOA 123 - Insurance Billing and Coding	4	79
NUR 100 - ServSafe	2	47
NUR 201 - Certified Nurse Aide	2	29
NUR 203 - Medication Aide Certificate Update	1	23
NUR 206 - Social Service Designee	1	9
PE 112 - Personal and Community Health	3	56
PE 139 - Lifetime Fitness	2	38
PE 139A - AAS - Personal Trainer	2	53
PHI 101 - Intro to Philosophy	1.4	23
PHI 102 - Introduction to Ethics	3	56
PHI 105 - Religions of the World	4	78
PHO 107 - History of Photography	4	78
POL 100 - U.S. Government	3	53
PS 104 - Geology	3	71
PS 107 - General Chemistry	2.6	53
PS 108 - Astronomy	4	76
PSY 101 - General Psychology	3.3	67
PSY 202 - Child Psychology	4	85
PSY 205 - Human Growth and Development	2.8	59
SOC 101 - General Sociology	3	58
SOC 102 - Marriage and the Family	3.8	76
SOC 210 - Social Problems	3	55
SP 101 - Oral Communication	3	63
SP 105 - Interpersonal Communications	2	51
TH 108 - History and Appreciation of Theatre	2.3	47

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Updated or Redesigned Learning House Content Assets

Allied Health/Biological Sciences

General Biology

Nutrition

Business

Principles of Accounting

Principles of Accounting II

Macroeconomics

Microeconomics

English

Creative Writing

English Composition II

American Literature I

Humanities

Art Appreciation

American National Government

American History II

Introduction to Ethics

Western Civilization II

Natural Science/Mathematics

College Algebra

Finite Probability and Statistics

Intermediate Algebra

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Statistics

Social Sciences

Basic Psychology

Cultural Anthropology

Introduction to Criminal Justice

Introduction to Corrections

Introduction to Sociology

Marriage and the Family

Social Problems