Student Success Guide for Accelerated Online Courses

This guide provides templates, checklists, worksheets, and strategies instructors can use to help their online students succeed in their accelerated course and persist throughout their program.

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Before the Course Begins

Use the weeks before your course begins as an opportunity to review and plan. This time is well spent reviewing the content and usability of the course and preparing to welcome your students. Prepare by opening your Student Success Worksheet alongside this guide to complete activities that improve student persistence both before and during course delivery.

Master or Template Course Review

Some universities may use master or template courses. Master or template courses house course content that has not be modified for a specific instructor and may not contain information like due dates. Master or template courses need to be copied into your live course prior to the course start date. Before this copy is completed, you'll want to review the following in your master or template course:

☐ Resources, links, and videos are current and working properly.

☐ Pre-written announcements are correct and up to date.

Once your master or template course is reviewed, copy, import, or transfer all the content to your live course.

Live Course Review

Your live course will be the course you will teach from over the course of the semester. The live course will contain students and their data and will be where you post all communications. Regardless of the number of times you have taught this course, you should review the course for the following elements prior to student access:

☐ The semester's syllabus is current and accessible.

☐ Your contact information and response times to questions are available in both the course and the syllabus.

☐ Dates for assignments, assessments, modules, and other activities are current.

☐ Gradebook settings are accurate and identical to the syllabus.

☐ Pre-written announcements and their send dates are finalized

If announcements have not been pre-written for the master or template course, begin crafting announcements and prescheduling them as necessary.

Prepare Your Presence Plan

Taking a moment to consider the ways in which you will be present for your students during the online course prepares you to take a proactive, not reactive approach to facilitating your course. Accounting for strategies and pre-scheduling presence takes your students' needs into consideration before they enter your classroom. The Example Weekly Presence Plan and Weekly Presence Plan Templates available in the Student Success Worksheet asks you to schedule presence strategies focused on content milestones such as discussions or giving assignment feedback.

In addition to these course-wide strategies, you should also consider how and when you will track student persistence and success using analytics in your LMS. For example, you might track how often a student logs in to your course each week and contact individuals who do not meet a certain threshold you set for success.

Prescheduling these presence strategies will give you a customized to-do list for each week of your course and will help your students be more successful!

Color-Code Your Gradebook

Your LMS may provide you with color-coding capabilities to quickly view a variety of set parameters. Color-coding can be especially helpful if you are using your gradebook to track late or missing assignments. With this feature, a single glance can tell you which students need additional 1-1 outreach and support!

- Blackboard Learn Color-Coding
- Canvas Color-Coding

- D2L Brightspace Color-Coding
- Moodle Color-Coding

Please note that color-coding functionality for the gradebook does not yet exist for Blackboard Ultra.

Publishing Your Course

Once your live course has been reviewed and ready to go, publish it for students a few days before the course launches. You can limit what is available, but it is recommended to make at least the course syllabus and your contact information available in the LMS prior to beginning the course.

Kick-off Email

Prior to the course start date, it is recommended that you send an email to students welcoming them to the course. Typically, student emails are made available to instructors in the LMS prior to the first day of the course if you have trouble locating them. This email should contain a variety of elements including:

☐ Instructions on how to log into LMS and access the course.

☐ Directions on where to find your introduction and contact information.

☐ Directions and due dates for participating in the course introduction activity.

☐ Information on required textbooks or materials and how to access them.

☐ Links to technical assistance at your institution.

☐ Communication about your excitement and a request for student questions.

If you would like to see a Kick-Off Email Example or utilize the Kick-Off Email Template, you may find these items in the Appendices of this guide.

Week 1

Kick-Off Announcement

On the first day of the course, you should plan to send an announcement to all students using your LMS announcement function. The announcement can reiterate some of the information sent in the kick-off email, but it should also include additional course details:

☐ A clear statement about how to get started in the course.

☐ Directions to the course syllabus.

☐ A description of that week's activities and deliverables.

☐ Links to relevant campus support offices that will be key to student success.

☐ Information on an "open-door" communication policy & your turnaround time policy.

While the announcement can be formal, don't be afraid to let your personality shine! You want your students to know that they can approach you with thoughts, questions, and concerns throughout the semester. If you would like to see a Kick-Off Announcement Example or utilize the Kick-Off Announcement Template, you may find these items in the Appendices of this guide.

Introductions & the "Meaningful Why"

Your students come to your online course with a wealth of unique experiences and motivations. Learning more about what motivates them as learners can help you better understand the support they need if things get tough. During the first week of your course, take the time to introduce yourself individually to each student and learn more about their "meaningful why." If you feel comfortable, you may also consider requesting student contact information outside of their email like their mobile number. Some students may prefer to be contacted via text and learning about their preferences can help keep them engaged throughout the semester.

If you use a discussion or interactive introduction activity in your course already, consider modifying to ask students about what brought them to your university, program, and course. Ask what motivates them to be successful in your classroom and what makes them unique! Track their responses in the Your Students tab of the Student Success Worksheet.

If you do not use a discussion or interactive introduction activity in your course, consider reaching out to each student individually via LMS message or email to learn more about them. Kicking off this individual dialogue with each student not only allows you to get to know your students better. It also lets them know that you are invested in their journey and success!

Starting 1-on-1 Outreach

Engagement during the first week of the course is critical to your students' success, especially in an accelerated program. Track students' logins and completion of assignments carefully this first week. If they do not meet your expectations try reaching out to them 1-on-1 to ask if you can be of assistance. Perhaps they are struggling to login to the LMS or are confused about expectations—no matter the circumstance, engaging the students early can help them better understand the expectations for success in your course. If you need a starting point or inspiration for 1-on-1 outreach, utilize the templates included in the Appendices of this guide.

If there are students at the end of week 1 that have not yet logged into the course or responded to your outreach, engage their academic advisor for support.

Weeks 2-7

Monitor Progress Using Course Analytics

While you won't know which students may be at risk the first day of the course, progress monitoring will help you identify at-risk students early and monitor the progress of other students. Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to your instruction and facilitation.

Learning Management System analytics can help you monitor each student's individual progress in the course. Most LMS systems provide multiple avenues for data management and tracking. This information can help inform you about who in your course needs 1-on-1 student outreach.

- Canvas provides its own tutorial pages on Analytics and Reporting. What are Analytics? describes all that available data and How do I view Analytics walks you through using the analytics.
- Blackboard Learn provides a page on Tracking Performance that details the reports you have access to, including Course Reports, Student Activities, and the Performance Dashboard.
- Blackboard Ultra provides a page on Analytics for Learning that details the reports you have access to, including Course Activity related to Grades and Discussion Performance and Analytics.
- Moodle has a variety of reports on their Analytics and Report page, including engagement analytics, logs, forum graphs to measure interactions, and event statistics. There are also several plugins available for Moodle.
- D2L provides users with two extensive pages on the Reports available and a User Guide for reporting.

Share Student Support Contacts

Familiarize yourself with your institution's support services and prepare and maintain a list of services your students may need. It's useful to categorize these according to how you might need them or what your students need instead of directing them to the page and letting them search. For example, breaking them down into assignments, soft skills, career ready services, accommodations, and mental health may help you easily drill down into the best resource for your students!

Keep track of these resources in the Student Support Services tab of the Student Success Worksheet. Sometimes, students may reach out with unique requests that require additional support outside the university. You may also consider the national hotlines provided below:

- Alcoholics Anonymous

- CDC National HIV and AIDS Hotline | (800) 232-4636
- Childhelp National Child Abuse Hotline | (800) 422-4453
- Crisis Text Line | Text HOME to 741741
- Disaster Distress Helpline Online Peer Support Communities
- Disaster Distress Helpline Videophone for American Sign Language Users (PDF, 180KB)
- Gamblers Anonymous
- LGBT National Hotline | 1-888-843-4564
- Nacional de Prevención del Suicidio | (888) 628-9454
- Narcotics Anonymous
- National Domestic Violence Hotline | (800) 799-7233 or text "LOVEIS" to 22522
- National Grad Crisis Line | (877) 472-3457
- National Sexual Assault Hotline | (800) 656-4673
- National Suicide and Crisis Lifeline | 988 Chat online
- National Suicide Prevention Lifeline (Options for Deaf and Hard of Hearing) | For TTY Users: Use your preferred relay service or dial 711 then 988 Chat online
- Substance Abuse and Mental Health Services Administration National Helpline | (800) 662-4357 or Text "TalkWithUs" to 66746
- Veterans Crisis Line | 988, then press 1 Text 838255 Chat online

Ongoing 1-on-1 Outreach

Reaching out to individual students who need additional support can be a great way to help them persist during challenging times in their lives or in your course. Personalizing these messages is a key component to show students you are attentive to their needs; however, writing these messages can be time consuming and challenging. Utilize your Presence Plan to keep yourself on-track week over week.

To begin writing 1-on-1 outreach messages, review the 1-on-1 Student Outreach Templates available in the Appendices of this document. Identify which template will work best for you and your student. Feel free to customize the template as needed. Once you have customized the template, modify the content to personalize it for your student audience!

Timely Feedback

Feedback is one of the most powerful influences on learning and achievement, but this influence can be either positive or negative depending on the timing and delivery. The most effective instructors use assessment and feedback tools that enhance learning by providing students with timely information about their performance on assignments and activities as well as their progress toward achieving course goals.

It's important that feedback is honest and sincere. Many learners, especially adult learners, appreciate direct, concise and clear ideas on how to "do better" or "get better". Feedback does not have to be consistently positive, nor should it be consistently negative. We should aim to students what they are doing well but push them to move towards their next goal. For example, maybe a student has good scholarly writing but does not seem to be able to grasp steps in a process or understand a formula. Good feedback can praise what the student is doing well as long as the praise is sincere. At the same time, the feedback should identify what the student is not doing well and provide immediate steps and resources to improve their performance for the next assignment or assessment.

Providing regularly and substantive feedback to students can feel like a daunting task, especially as your course sizes begin to grow. Utilize your Feedback Library in the Student Success Worksheet to begin recording detailed feedback statements you can share with students. Those feedback statements can then later inform Feedback Templates.

Your course syllabus should provide a feedback turnaround time statement that explains to students how long they will need to wait for regular and substantive feedback on their assignments and assessments. For example, a feedback turnaround time statement may look something like,

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"Students can expect written feedback in the form of in-line document comments and completed rubrics within 48 hours of their submissions. Quizzes will be automatically and immediately graded, and incorrect responses will indicated with additional

feedback. Discussions will be graded in the form of a completed rubric and audio/video summary comment on performance within 48 hours of the due date."

Feedback response times are up to the discretion of the instructor, but your institution may have draft statements that you can utilize in your syllabus. Check with your program leadership for more information.

Using Rubrics & Feedback Templates

Rubrics a great tool for providing performance expectations to students for an assignment or assessment. In order for rubrics to accurately communicate expectations, they should contain three components: criteria, level of performance, and descriptors.

- Criterions identify traits, features, or dimensions that will be measured. Typically, there are multiple criteria within a rubric. Each criterion should also contain a definition to clarify the meaning of the trait being assessed. For example, a term paper rubric might contain multiple criteria including introduction, thesis, analysis, grammar and punctuation, citations, and references.

- Levels of performance are the degree to which a student has met a criterion. These levels tell a student what they are expected to do to achieve a certain point or percentage within a given criteria. Most often, these levels are labeled as adjectives like superior, moderate, poor, or above or below average.

- Descriptors are the explicit description of performance. These tell students what is expected at each level of performance for each criterion. These are found at the intersection of criterion and level of performance. These are the most detailed and valuable area of a rubric for both grading and feedback.

Rubrics should be customized for each assignment or assessment depending on the course and module objectives, the goals of the assignment, and the expectations of the instructor. Because of their high level of customization, rubrics can take many shapes and forms. To analyze the success of your own rubric, utilize the Rubric for Rubrics found in the Appendices of this document.

Detailed descriptors in a rubric can also help you formulate Feedback Templates. Your rubric descriptors can contain constructive recommendations on the what, the why, and the how of improvement for students. However, you may wish to further individualize feedback for students. Feedback Templates allow for individualization for each student while still providing pre-written descriptor content, speeding up the grading process. Review the Feedback Template in the Appendices of this document for an example of this practice.

Multimedia Feedback

Multimedia can be a great way to engage students in the feedback process while simultaneously speeding up your grading time. This type of feedback is best suited for low-stakes assignments or for feedback that could be improved with screensharing. Most LMS systems have opportunities for multimedia feedback built into their grading systems, and you can speak to your AP or institutional Instructional Designer for more information or possibilities when it comes to multimedia feedback.

- Canvas: Audio/Video Feedback on Canvas and Submitting Audio / Video Feedback to a Student
- Blackboard Learn: Recording Feedback
- Blackboard Ultra: Recording feedback
- D2L: Recording Feedback
- Moodle (Plugins): Poodll Recording Feedback and Medial Recording Feedback

After the Course Ends

Once your course has ended and your Student Success Worksheet has been completed, you are now armed with a wealth of information and data that will help inform future iterations of your course. The checklist below will help make edits to your future courses comprehensive and swift.

- ☐ Is any important information missing from the Kick-Off Email or Announcement? Was something missing? Address anything that resulted in multiple emails and/or questions from students.
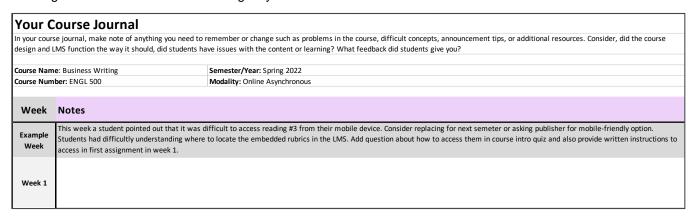
☐ Did students run into any technical or support issues that could've been addressed in the course design? Include this information in key areas of the course (Syllabus, Introduction, Kick-Off Messages, etc.).

☐ Review your [Student Success Worksheet](#) and go through the Your Students tab. Did your students have a common preferred method of contact? What similarities did you see in their "Meaningful Why?" How could you incorporate these preferences into your current course design?

☐ Review your Content Milestones. Did this schedule work for you? Make any changes to the plan and review the customization notes. Update the Master shell as needed or prepare a new version for an upcoming semester.

☐ Following this, review your Persistence Tracking. Did your included targets support the students in need? Were there times you could've checked in earlier? Modify this plan as necessary.

☐ Review the Course Journal tab in the [Student Success Worksheet](#). Review your notes for each week and implement design changes to resolve outstanding issues. Focus specifically on how to anticipate student questions and provide support in your course design.

☐ Add any support services you've collected from students in the Student Support Services tab.

Appendices

Course Journal

Utilize the Course Journal tab in the Student Success Worksheet to make note of anything you need to remember or change such as problems in the course, difficult concepts, announcement tips, or additional resources. Consider, did the course design and LMS function the way it should? Did students have issues with the content or learning? What feedback did students give you?

Your Course Journal

In your course journal, make note of anything you need to remember or change such as problems in the course, difficult concepts, announcement tips, or additional resources. Consider, did the course design and LMS function the way it should, did students have issues with the content or learning? What feedback did students give you?

Course Name: Business Writing	**Semester/Year:** Spring 2022
Course Number: ENGL 500	**Modality:** Online Asynchronous

Week	Notes
Example Week	This week a student pointed out that it was difficult to access reading #3 from their mobile device. Consider replacing for next semester or asking publisher for mobile-friendly option. Students had difficultly understanding where to locate the embedded rubrics in the LMS. Add question about how to access them in course intro quiz and also provide written instructions to access in first assignment in week 1.
Week 1	

Student Tracker

Utilize the Your Students tab in the Student Success Worksheet to keep track of your students' contact information as well as personal note on their "meaningful why" or what keeps them motivated as a student and learner. Tracking this information can help you help your students to prioritize your course and keep them persisting in the program. Track 1-on-1 outreach dates so that you can easily identify students who may need a nudge or may require week-over-week support.

Your Students

Utilize the Your Students tab in the Course Journal to keep track of your students' contact information as well as personal note on their "meaningful why" or what keeps them motivated as a student and learner. Tracking this information can help you help you keep them persisting in the program. Track 1-on-1 outreach dates so that you can easily identify students who may need a nudge or may require week-over-week support.

Course Name: Business Writing	**Semester/Year:** Spring 2022
Course Number: ENGL 500	**Modality:** Online Asynchronous

First Name	Nickname	Last Name	Preferred Pronouns	Email	Phone Number	"Meaningful Why"	1-1 Outreach Date	1-1 Outreach Date	1-1 Outreach Date	Notes
Janet	Jan	Doe	She/Her	janet.doe@university.edu	(555) 555-5555	Janet is a mother of two boys. She wants to further education to provide for her children and also to learn the skills to grow her small business.	4-Sep-25	11-Nov-25		Needed an extension on an assignment in September--son is ill. Missed assignment in early November. Said she's struggling to keep up with group project. Sent her additional resources and put her on a project plan. She will check in weekend before finals.

Weekly Presence Plan Example

Review the Example Weekly Presence Plan tab in the Student Success Worksheet to view a demonstration of how a faculty member can plan for content and presence planning for their online asynchronous students. Content Milestones and Persistence Tracking categories are examples and can be modified by the instructor to best fit the needs of their course and of their students.

- Content Milestones: Indicate that students will need extra support. Instructors should consider the following:
- Do they have a big project and reminder is needed?
- Is there group work?
- Are there any busy weeks where extra motivation may help?
- What concepts will be difficult? Could they use extra resources?
- If this is a course you've taught before, are there weeks you get a lot of emails? If so, can you address common concerns at the beginning or middle of a week?
- Persistence Tracking: These are separate milestones that are tracked weekly that focus on quickly identifying at-risk students. These milestones are easily informed by course analytics in your LMS and can help you better understand students' participation and persistence risk in your course. The students that fall into the persistence tracking categories week-over-week will require 1-1 outreach in the form of an LMS message, email, text, or phone call. Data-informed early interventions can be a great tool for you to better understand your students' needs and provide them support.

Example Weekly Presence Plan

This exemplar presence plan demonstrates how a faculty member can plan for content and persistence presence planning for their online asynchronous students. Content Milestones and Persistence Tracking categories are examples and can be modified by the instru and of their students.

Course Name: Business Writing **Semester/Year:** Spring 2022
Course Number: ENGL 500 **Modality:** Online Asynchronous

Week	Course Announcement?	Virtual Office Hours?	Discussion?	Assignment Feedback?	Optional Synchronous Session?	1-1 Consultations?	<4 Course Logins	<75% Course Grade	<100% Assignment Submission Rate	1-1 Outreach?	Notes
Week 1	Monday	Wednesday					X			Saturday	Kick-Off Email prior to class + course announcement on Monday. Check in with log-ins later in the week.
Week 2	Monday	Wednesday	Friday	Saturday		Tuesday	X		X		Announcement to kick off week. Consultations w/ at-risk students on Tuesday as scheduling permits. Reach out to others on Wednesday during office hours. Discussion & Assignment Feedback according to schedule.
Week 3	Monday			Saturday	Wednesday		X	X	X	Saturday	Announcement to kick off week. Reach out to students with less than four course log-ins in Week 2. Grading & 1-1 outreach to students with missing assignments. Encourage office hour visits!
Week 4	Monday	Wednesday		Saturday							Announcement to kick off week. At-rick 1-1 reach out on Wednesday during office hours. Grading on Saturday.
Week 5	Monday	Wednesday		Tuesday		Tuesday	X	X	X	Saturday	Announcement to kick off week. Feedback, consultations, and reach-out Tuesday. Invite students to office hours on Wednesday for discussion/progress planning. Missing assignment reach out to students during weekend.
Week 6	Monday		Friday	Friday	Wednesday		X	X	X	Monday	Announcement to kick off week & at-risk check-ins for students with login, grade, and/or missing assignment issues-- final push before week 7! Remind about upcoming synch session. Feedback & Discussion participation on Friday.
Week 7	Monday	Wednesday		Sunday		Tuesday	X	X	X	Monday	Announcement to kick off week & at-risk check-ins for students with login, grade, and/or missing assignment issues. Remind about opportunity for 1-1 consultaitons (T) and Office Hours (W). Final grading/feedback on Sunday for final

Weekly Presence Plan Template

Utilize the Your Weekly Presence Plan tab in the [Student Success Worksheet](#) to plan for content and persistence Presence in your online asynchronous course. Content Milestones and Persistence Tracking categories are examples and can be modified by the instructor to best fit the needs of their course and of their students. As you customize your plan, make additional notes to yourself for future changes to the course.

Your Weekly Presence Plan

Your presence plan outlines when you can plan for content and persistence presence in your online asynchronous course. Content Milestones and Persistence Tracking categories are examples and can be modified by the instructor to best fit the needs of their co your plan, make additional notes to yourself for future changes to the course.

Course Name: **Semester/Year:**
Course Number: **Modality:**

Week	Course Announcement?	Virtual Office Hours?	Discussion?	Assignment Feedback?	Optional Synchronous Session?	1-1 Consultations?	<4 Course Logins	<75% Course Grade	<100% Assignment Submission Rate	1-1 Outreach?	Notes
Week 1											
Week 2											
Week 3											
Week 4											
Week 5											
Week 6											
Week 7											

Kick-Off Email Example

Hello ENGL 500 Students!

Welcome to our course ENGL 500: Business Writing! I'm so excited for our upcoming, 7-week Fall semester. Our course kicks off on September 1 at 8:00 am Central Time.

Before the course begins, you should test your access to our University's Learning Management System, Canvas. Please bookmark the LMS login page to your favorite browser for easy access throughout the semester. To login, you'll need to use your university email address and the password you use to access all our online university technologies.

Once you've logged in to the LMS, you will click on our course name in the center of the screen to access the course and its content. Once inside the course, you can select the **Start Here** link on the course homepage to view the course introduction video and review my contact information.

If you'd like to begin preparing yourself for upcoming assignments, click on the **Syllabus** link in the left-hand course menu. This page contains purchase and access information on our required textbook and due dates for all our upcoming assignments. Please note that only the Start Here and Syllabus sections of the course will be available prior to the course start date.

If you have trouble logging into the LMS or accessing the Start Here or Syllabus areas of the course, please contact the Technology Support Help Desk. You can contact them 24/7 through their website chat, call them on their helpline at (555) 555-5555, or send them an email at techsupport@university.edu.

I'm so excited to get to know you in the coming weeks and explore Business Writing together! If you have any questions, the best way to contact me is through LMS message or through email. I respond to both within 24 hours! I'd love to help you get started and get settled, so please do not hesitate to reach out.

Looking forward to our time together,

Example Instructor

Kick-Off Email Template

Hello <Course Name> Students!

Welcome to our course <Course Name>! I'm so excited for our upcoming, <Course Length> <Semester>. Our course kicks off on <Date, Time, and Time zone>.

Before the course begins, you should test your access to our University's Learning Management System, <University LMS>. Please bookmark the LMS login page to your favorite browser for easy access throughout the semester. To login, you'll need to use <login details>.

Once you've logged in to the LMS, you will click on <course access instructions> to access the course and its content. Once inside the course, you can <information on getting started and viewing instructor contact information>.

If you'd like to begin preparing yourself for upcoming assignments, click on <syllabus access instructions>. This page contains <textbook and assignment due date details>.

If you have trouble logging into the LMS or accessing our course, please contact the <technology support>. You can contact them <contact information for technology support>.

I'm so excited to get to know you in the coming weeks and explore <Course Name> together! If you have any questions, the best way to contact me is through <contact preferences>l. I respond to both within <communication turnaround time>! I'd love to help you get started and get settled, so please do not hesitate to reach out.

Looking forward to our time together,

<Your Name>

Kick-Off Announcement Example

Hello ENGL 500 Students,

Welcome to ENGL 500 Business Writing! I'm so excited to get to know you! Today is the first day of our 7-week, Fall semester course. This course will move quickly, so it's important to get familiar with our course and one another as soon as possible.

To get started, login to our university LMS, Canvas. As a reminder, our LMS login URL is www.universitylms.com/login. Please bookmark this page to your favorite browser as soon as possible. You will then need to enter your email and password to access your courses. If you have trouble accessing the LMS or our course, please contact the Technology Support Help Desk as soon as possible (techsupport@university.edu).

Once you have accessed the course, please visit both the **Start Here** and **Syllabus** pages. Each of these are linked in the Course Homepage. The Start Here area of the course will give you a checklist for success and the course syllabus will provide information on course policies, assignments, and due dates.

This week, we'll spend some time getting to know one another and beginning our journey into Business Writing. Please note the following activities and due dates. All dates and times are Central Time:

- Login to the course by 11:59 pm today.
- Review the Start Here & Syllabus areas of the course 11:59 pm today.
- Complete the Course Introduction Activity by 11:59 pm Tuesday.
- Complete the Introduce Yourself activity by 11:59 pm Wednesday.
- Complete the Module 1 Comprehension Quiz by 11:59 pm Friday.
- Respond to peers in the Introduce Yourself activity by 11:59 pm Friday.
- Complete the Module 1 Assignment by 11:59 pm Sunday.
- Respond to peers (2nd round) in the Introduce Yourself Activity by 11:59 pm Sunday.

If you have questions about the activities or due dates this week, please do not hesitate to reach out to me. I'm available by LMS Message, email, or phone call and will respond to student questions within 24 hours. You can find my contact information in your course syllabus, or you can respond to this announcement directly. You are also welcome to visit me during my office hours (Wednesday from 2-6 pm in Zoom).

There are also support offices available to you this week to help you start off on the right foot:
- Office of Disability Services: If you require an accommodation in this course, please reach out to this office as soon as possible. (Website | (555) 555-5555 | disabilityservices@university.edu)
- Academic Advising: Are you worried that you may have enrolled in the wrong course, or do you have more questions about upcoming semesters? Reach out to your advisor (Website | (555) 555-5555 | advising@university.edu).
- Writing Lab: This course will ask you to complete quite a bit of writing. The Writing Lab is available to you at any time to help you improve upon your work. For additional support, you can reach out to them as soon as possible (Website | (555) 555-5555 | writinglab@university.edu).

If you run into any questions or issues during our first week together, please let me know. I'm here to support you and help you be successful in this course. If I don't have the answer, I will help you find someone on campus who does.

Best of luck this semester!

Talk soon,

Example Instructor

Kick-Off Announcement Template

Hello <Course Name> Students,

Welcome to <Course Name>! I'm so excited to get to know you! Today is the first day of our <course length>, <semester> course. This course will move quickly, so it's important to get familiar with our course and one another as soon as possible.

To get started, login to our university LMS, <university LMS>. As a reminder, our LMS login URL is <LMS login URL>. Please bookmark this page to your favorite browser as soon as possible. You will then need to <login instructions>. If you have trouble accessing the LMS or our course, please contact the <technology support office> as soon as possible (<technology support contact information>).

Once you have accessed the course, please visit <where to get started>. <Description of these course items and information on why they are important>.

This week, we'll spend some time getting to know one another and begin our course work, activities, and assignments. Please note the following activities and due dates. All dates and times are <time zone>:

- \<Activity, Due Date, Time\>
- \<Activity, Due Date, Time\>
- \<Activity, Due Date, Time\>

If you have questions about the activities or due dates this week, please do not hesitate to reach out to me. I'm available by \<contact method\> and will respond to student questions within \<communication turnaround time\>. You are also welcome to visit me during my office hours (\<office hour details\>).

There are also support offices available to you this week to help you start off on the right foot:
- \<Support Office Name, Description, Contact Information\>

If you run into any questions or issues during our first week together, please let me know. I'm here to support you and help you be successful in this course. If I don't have the answer, I will help you find someone on campus who does. Best of luck this semester!

Talk soon,

\<Your Name\>

Student Support Services

Utilize the Student Support Services tab in the [Student Success Worksheet](#) to prepare and maintain a list of student services available at your institution. Note key contacts and/or how this resource can be utilized for your students. In addition, adding a category such as assignments, soft skills, career ready services, accommodations, or mental health may help you easily drill down into the best resource for your students.

Student Support Services

Prepare and maintain a list of student services avaialable at your institution. Note key contacts and/or how this resource can be utilized for your students. In addition, adding a cateogry such as assignments, soft skills, career ready services, accommodations, and mental health may help you easily drill down into the best resource for your students.

Course Name: Business Writing | **Semester/Year**: Spring 2022
Course Number: ENGL 500 | **Modality:** Online Asynchronous

Name	Category	Key Contact	Website	Phone	Notes
Writing Lab	Assignment Support	Betsy Write	www.university.edu/writing-lab	(555) 555-5555	Shared in the course syllabus. Linked in mid-term and final description. Shared with students in week 3 announcement. Will invite Betsy for a guest lecture in week 6.

1-on-1 Outreach Templates

Get to Know Your Student Template
Dear \<Student Name\>,

I wanted to welcome you to \<course name\>! I'm really looking forward to getting to know you better and what motivated you to join the program.

As we get started, I want to remind you about \<state the main topics you want them to note\>. If at any time you feel you need further support, please reach out to me so we can create a individualized plan for your success. Before our course really starts to take off, you may want to consider the following resources other students have found helpful in this course:

- \<Resource/support office/item to note/etc.\>
- \<Resource/support office/item to note/etc.\>
- \<Resource/support office/item to note/etc.\>

Additionally, there are \<assignments/content/workload that may impact student's time management\> in this course. I wanted to bring this to your attention because \<impact to student\>.

If you have any questions or concerns, do not hesitate to contact me. I'm eager to understand what motivates you and how I can support your success. My office hours are <office hour times> and the best way to get in touch with me is <contact method>. I will respond within <time frame>.

Sincerely,

<Your Name>

Low or No LMS Logins Template

Dear <Student Name>,

I have noticed that you have not been logging in to our course regularly and I wanted to check in with you. Class attendance is a key component to academic success, and poor attendance can negatively impact your course grade.

I know these courses move fast and most students have competing responsibilities in life, which may make juggling coursework challenging. If something is affecting your ability to login regularly, I encourage you to contact me so I can understand how to support you best. My office hours are <office hour times> and the best way to get in touch with me is <contact method>. I will respond within <time frame>.

The <Center for Student Success or similar office> also has great resources on time management, workload, and student success. I can help find resources if you'd like.

I would love to connect with you and ensure you have everything you need to get started on your academic success and how I can support you best. What day and time work best for you for a video chat or phone call?

Sincerely,

<Your Name>

Late or Missing Assignments Template

Dear <Student Name>,

I have noticed that you have not completed <assignment names> which is <percentage of final grade> of your final grade, and I don't want you to fall behind. Assignments are a key component to your final grade and academic success in this course!

Just as a reminder, here are some of the support services available. These may be useful when completing <assignment names>:

- <Resource/support office/item to note/etc.>
- <Resource/support office/item to note/etc.>
- <Resource/support office/item to note/etc.>

I know students often have competing responsibilities, which may make juggling assignments and due dates challenging. I would love to talk with you to determine what some of your barriers have been during this course. Then we can create a short-term plan and a long-term plan to help you be successful in this course. What day and time work best for you for a video chat or phone call?

Sincerely,

<Your Name>

Low or No Interactions Template

Dear <Student Name>,

I have noticed that you have not been viewing the course lectures or reviewing the course materials regularly, and I am concerned about you. The course content is designed specifically to help you achieve the course objectives and not spending enough time on the content can negatively impact your course grade.

Just as a reminder, you are expected to regularly login to the course to complete learning activities.

I know students often have competing responsibilities, which may make juggling coursework challenging. I would love to talk with you to discuss a personalized timeline and discuss how to make this workload manageable with your schedule. What day and time work best for you for a video chat or phone call?

Sincerely,

<Your Name>

Follow-Up Outreach Email Template

Dear <Student Name>,

I recently sent an email to you about <main concern>; however, I have not heard back from you. I am worried about you and would like to help you successfully complete this course.

When possible, I would like to set up a meeting with you. Let's discuss why <main concern> is happening and how we can overcome this together. I want to reassure you as well, you are not alone and I am here to support you. When would you be available for a video chat or phone call? How does <suggested day/time> work for you? We can meet on <synchronous tool like Zoom>, text, or have a phone call.

Sincerely,

<Your Name>

Accommodations Template

Dear <Student Name>,

At <institution name>, we take the support and success of our students seriously. As part of my commitment to you as your instructor, I wanted to share several resources we have available to meet our student's needs. Below are links to resources you may want to explore.

- <test accommodations>
- <interpreter services>
- <in-class accommodations>
- <other>

If you have a need that's not addressed by any of the resources above, please let me know. I am eager to support your success and I want to ensure you have everything you need.

Sincerely,

<Your Name>

Rubric for Rubrics

Utilize this rubric to assess the quality and use of educational rubrics. After calculating the total number of points for a rubric, utilize the scoring chart to understand it's overall score.

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of Criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate, and distinct	Each criterion is distinct, clearly delineated and fully appropriate for the assignment(s)/course
Distinction Between Levels	Little/no distinction can be made	Some distinction between levels is	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order

	between levels of achievement	evident, but remain unclear		
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric *(e.g. differs by less than 5-10% or less than ½ level)*	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of Expectations/ Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/ expectations	Rubric is used to explicitly introduce an assignment and guide learners	Rubric serves as primary reference point for discussion and guidance for course/assignment(s) as well as evaluation of assignment(s)
Support of Metacognition (Awareness of Learning)	Learners do not see/know of the rubric	Rubric is shared but no further reference is made to it in the course/ assignment(s)	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s)
Engagement of Learners in Rubric Development/ Use *	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self-assessment	Learners discuss and offer feedback/input into the design of the rubric, and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

*Considered optional by some educators and a critical component by others

Scoring:

- 0-10: Needs Improvement
- 11-15: Workable
- 16-20: Average
- 21-24: Exemplary

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Feedback Template

Hello [Student Name],

Great work on [Assignment Title]. I wanted to identify a few areas of success and provide some strategies and resources for improvement. [Individualized information on previous communications.]

For this assignment, I was especially impressed by [highlight moments of success, good quotations, and/or well-executed areas].

There are some areas of this assignment that could use some additional improvements. As I indicated in your rubric, you should consider the following: [Rubric descriptors that provide students with pre-written but constructive feedback that describes their performance against specific and measurable criteria].
- [Rubric descriptors that provide students with pre-written but constructive feedback that describes their performance against specific and measurable criteria].

For more information on how your assignment score was calculated based on the descriptors above, please review your rubric carefully. I also wanted to provide these additional resources that you might consider as you improve:
- [Course or University Resource]

If you have any questions about my feedback, the rubric, or your grade, I'd love to meet with you to discuss further. Please reach out to me through [preferred contact method] to schedule a time or visit me during my upcoming office hours [office hour details.]

Keep up the good work,

[Your Name]

Feedback Library

Utilize the Feedback Library tab in the [Student Success Worksheet](#) to prepare and store a list of commonly used feedback for your assignments. Feedback in the library should provide examples and resources for students to reflect on and review and should be free from individual student information. Content in the library can and should still be customized for individual students.

Feedback Library

Utilize the Feedback Library tab in the Course Journal to prepare and store a list of commonly used feedback for your assignments. Feedback in the library should provide examples and resources for students to reflect on and review and should be free from individual student information. Content in the library can and should still be customized for individual students.

| Course Name: | | Semester/Year: | |
| Course Number: | | Modality: | |

Assignment	Rubric Criteria	Level of Performance	Feedback Comment for Students
Example Writing Assignment 1	APA Formatting	Needs Improvement	This paper does a very nice job capturing the requirements of APA formatting. All pages are set up properly and required components are present. However, there is still opportunity to improve on citations. There are multiple citations (noted in in-line comments) that are missing key information such as publication date, journal title, and the name of the author. To improve your score on grammar/mechanics on the next assignment, please review the Module 2 lecture titled "APA Format Requirements." There, I discuss how you can locate the required information for a complete citation. You should also download and save the "APA Checklist" also found in Module 2. Please review this carefully and use it as an editing checklist before submitting your next assignment. If you have any questions about either of these documents or the feedback, please respond using the LMS messenger or attend my upcoming office hours! I'd love to chat through this with you in more detail.