

# Online Dual Enrollment: *For All Kinds of Learners*

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**LC ONLINE**  
LANDMARK COLLEGE



# AGENDA

- Audience Activators
- Landmark College Online Learning Overview
- Portrait of a Vermont Graduate
- Best Practices
- Focus on Reducing Cognitive Load
- Landmark Retention Rates
- Q&A

# AUDIENCE QUESTIONS

1

Have you taken  
an online class?

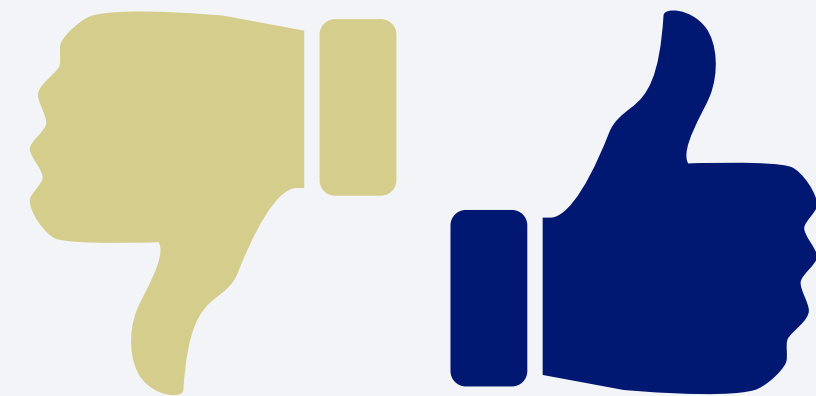
(show of hands)



2

How did it go?

(thumbs up/down)





What assumptions do you have about online learning for students with learning struggles?

THINK

PAIR

SHARE





**LC ONLINE**  
LANDMARK COLLEGE

## ONLINE DUAL ENROLLMENT

**College Courses for High School Students**

Fall 2024  
Enrollment: 156 students  
18 Courses | 23 sections

## GRADUATE-LEVEL CERTIFICATE PROGRAM

Online Courses for Education Professionals  
Professional Certificate in Learning Differences and  
Neurodiversity

## COLLEGE S.T.A.R.T.

**S**uccess • **T**ransition • **A**wareness •  
**R**esiliency • **T**ransformation

A fully online program for students who need key resources and support with academics and social skills, but in an online setting, as they transition to, or even return to college.

## 5-DAY BOOTCAMP

Online summer program for new and continuing college students who learn differently!

Helps prepare recent high school graduates and current college students who struggle in the classroom as they begin or return to college.



# **Online Dual Enrollment at Landmark College:**

- 100% asynchronous**
- Maximum 12 students in each course**
- Student meets 1:1 with faculty at least 3-4 times per semester**
- Student meets weekly with Course Coach**
- Weekly Drop-in office hours offered**
- 15-week semester**
- Students enroll in 1-2 courses per semester**



# Portrait of a Vermont Graduate



Learner Agency

Academic Proficiency

Critical Thinking

Communication

Well-Being





# Best Practices

Personal  
Connection

Accessibility

Structured  
Schedule

Clear  
Navigation

Immediate  
Feedback

Use of Visual  
Support

Micro-Uniting  
Tasks

Interactive  
Tools

Nondirective  
Coaching  
Approach

Metacognitive  
Approach

Flexible  
Assessment

Reduce  
Cognitive  
Load

# Ways to Reduce Cognitive Load:

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Chunk  
Information

Clear Instructions

Visuals

Clear Lesson  
Purposes &  
Outcomes

Eliminate  
Long Blocks of  
Text

Self-Monitoring  
Tools

Previewing

Attention to  
Font & Color

Logical  
Sequencing with  
Clear  
Connections

Minimize  
Distractions

Consistent Layout

Scaffolding  
Provider

# Course Design Considerations for Students with LDs

1. Student and Faculty “Readiness” for Online Learning is available in advance
2. Courses have a Consistent Structure and Intuitive Navigation
3. Objectives & Assessments are aligned (the purpose of the activity is explicit to students)
4. Tips, checklists, templates, and exemplars, are available throughout (Just-in-time Learning)
5. Instructor Presence is apparent and woven in (Videos, feedback loops, 1:1 meetings)
6. Course Content is fully Accessible (Videos, documents, course content, PDFs)
7. Activities are engaging, culturally relevant, and hands-on.
8. Self-monitoring tools such as study schedules, weekly reflections, calendars, and calendars are built-in.

The background of the slide is a light beige color with a repeating pattern of question marks in a slightly darker beige tone. The question marks are scattered across the entire surface, creating a textured, thematic background.

**QUESTIONS?**



# LC ONLINE DUAL ENROLLMENT Retention & Passing Rates

**92%**  
Retention

92% of our students complete our courses

**94%**  
Pass

94% of our students pass our courses with a D- or better

**88%**  
Grade of C or better

88% of our students pass with a C or better