COURSE PEER REVIEW

Using the Rubric for Online Competencies

A Guide for Faculty

VALENCIACOLLEGE

Online Teaching and Learning
Online Learning Excellence

Introduction

This information guide has been designed for faculty members who are participating in Course Peer Review. This guide includes an overview of the Course Peer Review process, Delivery Criteria from the Rubric for Online Competencies and other components to inform faculty members about preparation steps to take before course review.

The Online Learning Excellence team wants to personally welcome you and assure you that we are here to assist you in making your experience a pleasant and successful one. Please don't hesitate to call, email, or see one of us in person if you have any further questions or need any assistance.
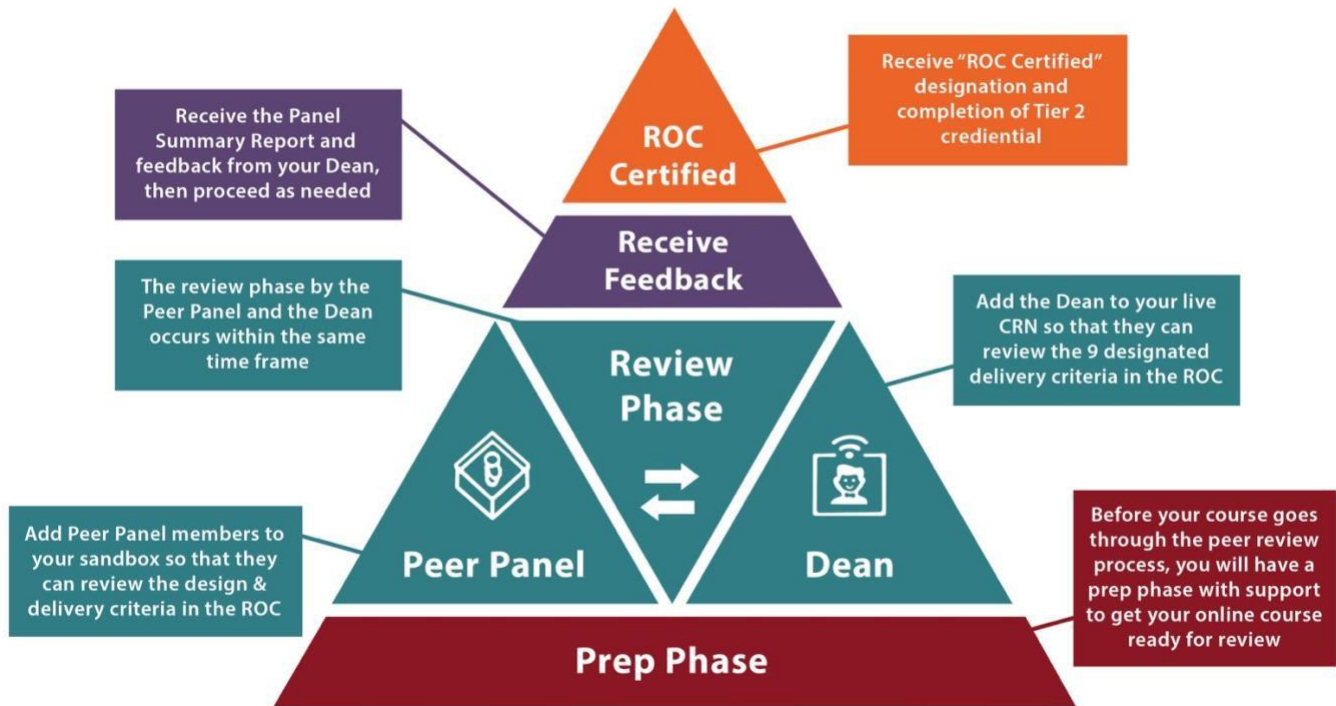
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2020-2021 Version

ROC Course Peer Review Process Overview

Within Tier 2 credentialing, the ROC Course Peer Review process has many pieces working together to ensure your online course gets the most out the review experience. The graphic below highlights key phases of the review process.

Receive the Panel Summary Report and feedback from your Dean, then proceed as needed

Receive "ROC Certified" designation and completion of Tier 2 credential

ROC Certified

The review phase by the Peer Panel and the Dean occurs within the same time frame

Receive Feedback

Add the Dean to your live CRN so that they can review the 9 designated delivery criteria in the ROC

Review Phase

Add Peer Panel members to your sandbox so that they can review the design & delivery criteria in the ROC

Peer Panel

Dean

Before your course goes through the peer review process, you will have a prep phase with support to get your online course ready for review

Prep Phase

Contact Us

For more information or to express your interest in the Course Peer Review process, please contact a member of the Online Learning Excellence team. **http://bit.ly/OLEContact**

Overview of the
Rubric for Online Competencies

The Rubric for Online Competencies (ROC) was primarily created by faculty and deans as a tool for Course Peer Review panel reviewers. The rubric supports faculty as they develop, redesign, and deliver quality online courses with the purpose of continuous improvement of quality online learning. Faculty members may use the ROC to help guide them as they prepare an online course for peer review. The ROC categorizes criteria into five major areas that cover topics in course orientation, accessibility, assessment, technology design, and student engagement.

The intention of the ROC is not as a checklist but as a guide for faculty in designing and delivering high-quality courses that will have the greatest impact on student learning. Ultimately, aligning these criteria into your course in conjunction with feedback from the peer review process will result in your online course being fine-tuned and ready to engage students in learning.
See Appendix A for the ROC Delivery Criteria.
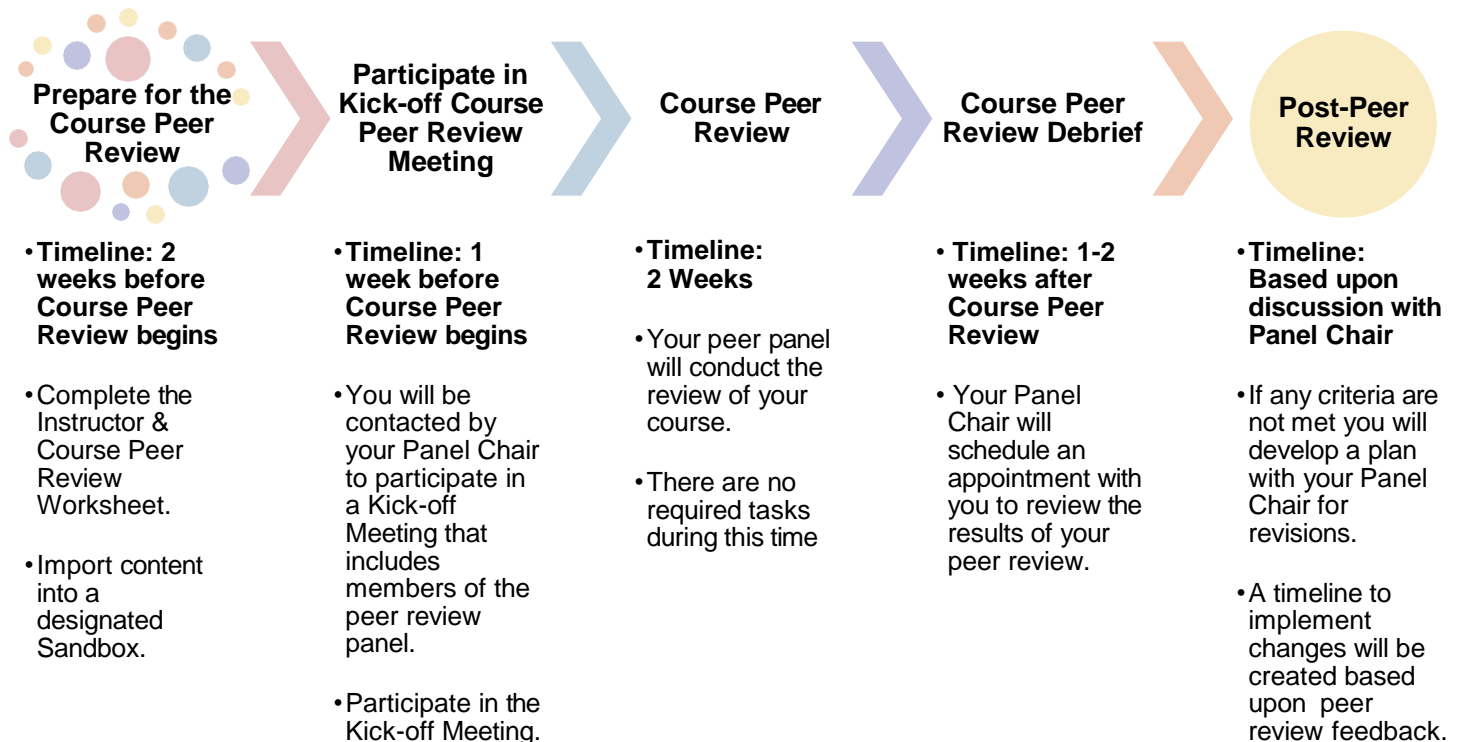
Introduction to Course Peer Review

Through Valencia College's strategic planning we established a new goal of enhancing quality in online environments while creating a professional development program to support consistent quality in teaching, learning, and design. To meet this goal, a Course Peer Review process and a Rubric for Online Competencies (ROC) was created.

A faculty member selected to participate in a Course Peer Review is part of a college-wide cohort of instructors who will serve as peer reviewers and subject matter experts for one another. A peer review panel consists of three members: a peer reviewer, a subject matter expert, and a panel chair.

Prior to the Course Peer Review, a faculty member will have time prepare their online course for review while receiving support from a campus-based Faculty Fellow and a Faculty Developer/Instructional Designer. Faculty can self-enroll in Course Peer Review: Preparation Phase at **bit.ly/rocprep.**

Faculty members receive $150 after finishing the Course Peer Review.

The graphic below depicts a typical overview of the Course Peer Review Process from the faculty member point of view.

Prepare for the Course Peer Review	**Participate in Kick-off Course Peer Review Meeting**	**Course Peer Review**	**Course Peer Review Debrief**	**Post-Peer Review**
• **Timeline: 2 weeks before Course Peer Review begins**	• **Timeline: 1 week before Course Peer Review begins**	• **Timeline: 2 Weeks**	• **Timeline: 1-2 weeks after Course Peer Review**	• **Timeline: Based upon discussion with Panel Chair**
• Complete the Instructor & Course Peer Review Worksheet.	• You will be contacted by your Panel Chair to participate in a Kick-off Meeting that includes members of the peer review panel.	• Your peer panel will conduct the review of your course.	• Your Panel Chair will schedule an appointment with you to review the results of your peer review.	• If any criteria are not met you will develop a plan with your Panel Chair for revisions.
• Import content into a designated Sandbox.	• Participate in the Kick-off Meeting.	• There are no required tasks during this time		• A timeline to implement changes will be created based upon peer review feedback.

Key Information to Getting Started

Do you have Digital Professor Certification?

What are you credentialed to teach?

Have you taught this course *online in Canvas* for at least two terms?

Will you be teaching this online course in the prep term and in the review term?

When would you like your Course Peer Review to begin?

Have you made any major changes to the instructional materials recently, or do you plan on changing the instructional materials in the near future?

Are you aware of how to sign up for these courses in the EDGE and how to view upcoming sessions?
ASMT3326: Introduction to the Rubric for Online Competencies
ASMT3327: ROC Peer Review Training
ASMT3328: ROC Panel Chair Training

Note, as of June 2020, faculty may enroll in ASMT3332 Introduction to Course Peer Review in lieu of completing ASMT3327 and ASMT3328

Publisher Materials

What publisher materials are utilized in the course?

Who is your publisher representative?

What is the contact information?

Meeting the Faculty Fellow &
Faculty Developer/Instructional Designer

Faculty have an Online Learning Excellence (OLE) support team consisting of a Faculty Fellow and Faculty Developer/Instructional Designer (FD/ID) to support them as they progress through the Course Peer Review process.

Once a faculty member is selected to participate in a Course Peer Review cohort, a meeting will be set up for the faculty member to meet with the OLE team, they will meet with their team members. Below are conversation points to consider.

What happens in our face to face first meeting:
- Welcome / Introductions
- Discuss Course Peer Review process
- Make a plan to complete review process (tentative timeline)
- Discuss details of the plan
- Support plan (include plan with Faculty Fellow and Faculty Developer/Instructional Designer)

Clarifying the Course Peer Review process:
- How familiar are you with the ROC and Course Peer Review process?
- What are some areas of concern?
- When do you think your course will be prepared to begin the Course Peer Review process?
- What do you need to be successful?

Timeline of the Process:
- Meet with the Faculty Fellow and Faculty Developer/Instructional Designer
- Make a plan for completion of the process including tentative review dates
- Complete the ASMT3326: Introduction to the ROC
- Complete ASMT 3327: ROC Peer Reviewer Training, ASMT3328: ROC Panel Chair Training
- Take the self-paced ROC Preparation Phase
- Meet with Faculty Developer/Instructional Designer
- Align your online class with the ROC and schedule support as needed

Things that need to happen:
- Make a plan and timeline for completion of Course Peer Review process.

Peer Review Process Timeline

Below is a planning document to help you consider a timeframe for completing the steps throughout the preparation and course peer review phases.

Prep Phase

Date:	Meet with Faculty Developer/Instructional Designer to discuss alignment of course with the ROC
Date:	Complete Faculty Development courses
Date:	Complete Instructor & Course Peer Review Worksheet
Date:	Move course content into Canvas sandbox and add three panel members as Course Reviewer role
Date:	Participate in Course Peer Review Kickoff Meeting with panel
Date:	Add Dean as a "Course Reviewer" to live course

Meetings with Faculty Developer/Instructional Designer

Date:
Date:
Date:
Date:
Date:

Course Peer Review Phase

Date:	Course Peer Review begins
Date:	Participate in face-to-face meeting with Panel Chair when review is complete
Date:	If revisions are needed, consult with your Faculty Fellow and Faculty Developer/Instructional Designer, complete revisions. Notify Panel Chair revisions are complete
Date:	Receive updated ROC Report indicating all criteria have been met

Notes

Faculty Development Courses

A faculty member engaging in the Course Peer Review process will need to have Digital Professor Certification and complete ASMT3326. As of Summer 2020, Faculty who complete LCTS3129 Digital Professor Cohort will receive credit for ASMT 3326. It is also recommended to complete ASMT3332 prior to participating in Course Peer Review. These courses must be taken in sequential order. Every effort has been made to schedule courses in a way that makes it possible to complete them within one full term. Faculty may sign up for these courses in the EDGE.

ASMT3326: Introduction to the Rubric for Online Competencies

This 4 PD hour course will explore the Rubric for Online Competencies (ROC) which contains quality online design and delivery criteria aligned with the Essential Competencies of a Valencia Educator, and will prepare the participant to be part of the Course Peer Review Process. Participants will learn to consistently apply the rubric which supports faculty as they develop, redesign, and deliver quality online courses to improve the student learning experience.

NOTE: This course is required for Digital Professor Certification, and participants must successfully complete this course prior to taking in ASMT3327: ROC Peer Review Training.

This course is required for both:

- Digital Professor Certification
- Participation in Course Peer Review

ASMT3332: Introduction to Course Peer Review

This course is designed to prepare faculty to participate in the Course Peer Review process in three different roles: as Peer Reviewer, Subject Matter Expert, and as a Panel Chair. Through analysis of the overall course peer review process, faculty will explore each of the process phases and its components. Participants will take a deeper dive into the roles and responsibilities of each panel member and examine review tools, documentation, and process communications.

The course requires you to attend a synchronous Zoom session to participate in a mock peer review allowing you to practice applying the Rubric for Online Competencies and prepare feedback as part of a peer review panel. By completing the course, you are eligible to serve on a Course Peer Review panel and receive compensation.

*Participants must successfully complete ASMT3326 and have Digital Professor or Tier 1 Certification prior to enrolling in this course. The course requires you to attend a synchronous Zoom session to participate in a mock peer review allowing you to practice applying the Rubric for Online Competencies and prepare feedback as part of a peer review panel. Successful completion of ASMT3332 is required prior to performing any course peer reviews.

NOTE: Some courses have multiple parts that occur in different modalities (including online and face-to-face). Click on the Session Details link below to view the locations, dates, and times of each course part.

This course is required for:

- Participation in Course Peer Review
- Upon completion of this course, a faculty member becomes eligible to serve as a peer reviewer, subject matter expert, and panel chair. With each completed peer review, a peer reviewer and subject matter expert will receive $150, and the panel chair will receive $250.

Resources

In addition to having your own Faculty Fellow and Faculty Developer/Instructional Designer, listed below are additional resources for support in aligning your online course with ROC criteria.

People

- Faculty Fellow
- Faculty Developer/Instructional Designer
- Multimedia Designer
- Campus CTLI
- Colleagues/other faculty who teach online
- Mentor/experienced peer reviewer
- Dean
- Campus Department meetings/presentations

PD Course Resources

All Digital Professor Certification courses

The following courses are specifically helpful in preparing for the ROC Review process

- ASMT3326: Introduction to the ROC
- ASMT3327: ROC Peer Review Training
- ASMT3328: ROC Panel Chair Training
- INDV3158: Universal Design and Accessibility

Tools

The ROC

- Prep phase: Annotations and resources
- Post review: panel feedback

Canvas

- Canvas Guides/Canvas Community
- Canvas Commons
    - Orientation module template
    - ROC templates
    - Sample ROC certified courses
- Canvas link validator
- Course peer review preparation phase

Circles of Innovation

Your Publisher Materials/Resources

Video/Media Resources

- Kaltura and Personal Capture
- YouTube
    - Transcription/captioning
    - Tutorials
- Royalty free image sites

Accessibility Resources

- UDOIT
- Canvas accessibility checker

Fillable ROC

Innovations Report

Rubric for Online Competencies (ROC)

These delivery criteria can support faculty as they develop, redesign, and deliver quality online courses that improve the online student learning experience. For the full ROC, including design criteria and annotations visit **https://bit.ly/valenciaroc**

1 - Start Right

In the Orientation Module, have you...

1.1   Directed students to a clear course starting point within the orientation module
1.2   Developed a clearly labeled and easily located syllabus consistent with college/department guidelines
1.3   Created an accurate course schedule for the entire term that is easy for students to locate
1.4   Provided a student communication with directions on how to navigate the class environment and the course structure
1.5   Labeled the current course catalog description and course learning outcomes from the Course Information Management (CIM)
1.6   Labeled the required prerequisite knowledge in the discipline and/or any skills/ competencies
1.7   Created a personalized multimedia welcome message with an instructor introduction
1.8   Provided course policies and course expectations for the students and instructor
1.9   Provided course communication protocol and consistently modeled proper usage of netiquette
1.10   Defined grading criteria and communicates policies for the entire term
1.11   Directed students to information regarding technical skills needed for the course
1.12   Directed students to clear information about technology requirements and clearly labeled LMS and active technical support links and/or information
1.13   Directed student to the guidelines regarding online academic integrity and results of misconduct
1.14   Included accurate information for Office for Students with Disabilities (OSD) and how students with disabilities may receive accommodations
1.15   Directed students to links and information on the college's academic support services, student services, and online resources. Explained how students can access services and resources to support course success

In the Orientation Module or first content module, have you...

1.16   Directed students to the required academically-related activity in the orientation module or first content module
1.17   Deployed an activity in the orientation module or first content module that allows each student to introduce him/ herself to the class. Participated with the students in the activity

2 - Accessibility & Usability

In the Course, have you...

1. Provided clear directions about how to progress through the course
2. Utilized clear labels to guide course navigation
3. Verified that course materials use standard universal formats to ensure accessibility
4. Confirmed the accuracy of description for all non-text elements
5. Confirmed content readability, employed correct spelling and grammar throughout the course content, and verified that content is visually and functionally consistent throughout the course
6. Ensured the correct captioning of all videos, as well as accurate transcripts of audio files

3 - Learning Outcomes, Course Activities, & Instructional Materials

In the Course, have you...

3.1 Utilized module learning outcomes that are measurable and aligned with course learning outcomes/competencies
3.2 Included module learning outcomes that are simply phrased, and employed outcomes that are easily identifiable and prominently stated
3.3 Delivered organized course materials that are relevant to and aligned with course learning outcomes
3.4 Utilized and modeled activities, course materials, and/or resources that foster critical thinking. Explained concepts with examples or models aligned with learning outcomes/competencies, and the level of the course
3.5 Provided directions to students on how to use the varied assessments to achieve learning outcomes/competencies
3.6 Explained how instructional activities/ materials relate to the course and module learning outcomes/competencies

4 - Course Technology & Course Support

In the Course, have you...

4.1 Confirmed that technologies are effective and support the learning outcomes/competencies. Confirmed course links are active
4.2 Utilized technologies to promote active learning in course activities and assessments
4.3 Verified that links to privacy policies for technologies used outside of the college LMS are active

5- Engaged Teaching

In the Course, have you...

5.1   Assured presence of clear course communication policy and adhered to said policy. Acknowledged student questions in time frame consistent with your communication policy, and provided answers to questions when feasible in this time frame

5.2   Provided feedback on student performance in a timeframe consistent with your feedback policy

5.3   Keeps online gradebook current; in addition, incorporated constructive feedback to learners during the course. The gradebook is visible to students

5.4   Directed learning activities and assessments where the students receive formative feedback on their learning progress throughout the course

5.5   Directed students to learning module overview, which offers an introduction to the module learning outcomes/competencies, course content, learning activities, and assessments

5.6   Facilitated interactions to support active learning and communication

5.7   Utilized a rubric or grading strategy to explain how participation, conduct, and/or performance is evaluated in alignment with the grading policy

Instructor & Course Peer Review Worksheet
(Must be completed in Qualtrics)

The worksheet provides the peer review panel members with important information about the instructor, course, and instructional materials to help clarify design and delivery components of the online course.

Below is an ***example of the questions*** a faculty member will complete in Qualtrics through a hyperlink that will be sent from a Faculty Fellow.

The Course Peer Review Process is an opportunity for online faculty members to have their online course reviewed by a panel of peers using the Rubric for Online Competencies. To initiate the process, please complete the following information.

You will need the following information to complete this worksheet. Completing this form in Qualtrics may take about 1 hour.

- Name (First, Last)

- Contact Information (preferred phone and email)

- Course Title / Number (*e.g., SPC 1608*)

- Discipline Area (*e.g. Communications)* and Name of Dean

- Have you completed Digital Professor Certification?

- Have you taught this course online for at least two terms? (*e.g., full, H1, H2, TWK, TWJ*).
  Note: 2 terms do not need to be consecutive.

- Is the course stand-alone or part of a sequence with the same structure and technology?

- Is the course based upon the college approved course learning outcomes (as listed in the Course Information Management system)?

- List the module/unit learning outcomes for one course module/unit, and indicate where they are located in the course. The learning outcomes listed here must match those found in the course. (*please identify which module/unit*)
- What is the source(s) of the module-level learning outcomes? (*select all that apply*)

- Explain how these module/unit learning outcomes align with the course learning outcomes.

- Explain how you foster critical thinking in your course.

- Explain opportunities provided in the course that enable learners to track their learning progress (*e.g. , gradebook feedback, formative assessment, etc.*)

- Explain opportunities provided in the course that enable student-to-student and student-to-instructor interaction.

- List the major instructional materials required in the course, along with the copyright dates (*e.g., textbook, etc.*), and identify if the materials are open educational resources, OER.

- List the supplemental materials or course resources used.

- Do any of the instructional materials used in the course require additional access (e.g., login, password, etc.)?

- Provide instructions for reviewers to access these materials.

- Are third-party tools or social media used in this course?

- List the third party tools or social media used in the course.

- Does the course include any real-time, synchronous engagement (e.g., student- to-student, instructor-to-student)?

- List the synchronous activities used in the course.

- Are any course instructions, activities, or instructional materials provided by individual emails or by other tools or platforms outside the primary online classroom?

- Please summarize what they are and how reviewers can access them.

- Describe how you designed this course to optimize student success.

- Identify any particular aspects of this course you would like specific feedback on from the peer review panel.

- Please provide any other information you want to communicate to the peer review panel about your course. (If none, enter N/A)

- Verified that course materials use standard universal formats to ensure accessibility

- Confirmed the accuracy of description for all non-text elements

- Confirmed content readability, employed correct spelling and grammar throughout the course content

- Verified that content is visually and functionally consistent throughout the course

- Confirmed that technologies are effective and support the learning outcomes/competencies

- Confirmed course links are active

- Verified that links to privacy policies for technologies used outside of the college LMS are active

- To complete the Course Peer Review worksheet, please provide the communication that you send to students directing them on how to navigate your class environment and course structure (ROC criteria 1.4)