

Full Course Review Rubric

<p>Course Under Review: _____</p> <p>Course Representative _____</p> <p>Reviewers (3)</p> <p>(*Lead) _____</p> <p>(Peer) _____</p> <p>(Peer) _____</p>	<p>Semester and Year of Review: _ _</p> <p>Division Chair _____</p> <p>Course Access Dates _____</p> <p>Date of Peer Review:</p> <p>Date: _____ Time: _____.</p>
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AREAS TO BE ASSESSED DURING THE FULL COURSE REVIEW:

1. [Course Overview and Information](#)
2. [Course Technology and Tools](#)
3. [Design and Layout](#)
4. [Content and Activities](#)
5. [Interaction](#)
6. [Assessment and Feedback](#)

*ADDITIONAL GUIDANCE OR EXPLANATION FOR VALENCIA CAMPUS PRACTICE

Use the OSCQR online course quality review rubric as authoritative reference for examples and explanation on individual standards. The full rubric is linked here: <https://oscqr.suny.edu/evidence-examples/>.

Federal US Department of Education (DoE) regulatory definitions of distance education *require* that institutions ensure [regular and substantive interaction \(RSI\)](#) between a student and an instructor(s).

If there is no evidence of alignment between course and unit learning objectives and student learning outcomes at the unit or assignment level, please make a note of it in the required changes section. This was addressed during the previous ICR and will impact our evaluation.

For each line of feedback, include the OSCQR Standard # (or the name of the standard) and provide specific evidence from the course under review. When scoring evidence-based responses (e.g. instances of resources/links/examples/assessments), use this scale to delineate.

- Not Found = No apparent evidence
- Not effective = 2 or fewer instances
- Effective = 3 instances
- Excellent = 4 or more instances

[Practice Wise Feedback](#) - this is a way to deliver critical comments that develops trust by clearly communicating that the intent of feedback is to help the individual design the best possible course and alleviating concerns that the evaluation may be the result of negative preceptions.

Feedback should be:

- Constructive: provide possible solutions and not just identify problems.
- Specific: provide examples and evidence found in the course and cite the applicable Standards
- Measurable: suggestions should include what must be done for the Standard to be met.
- Sensitive: Use language that is collegial and positive. Check spelling.
- Balanced: commend Standards that *are* met and identify what the Course Representative has done well.

1. COURSE OVERVIEW AND INFORMATION

<p>1. Course includes Welcome and Getting Started/START HERE content, including contact information for instructor, division chair, and academic dean.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	<p>Reviewer Notes:</p> <p>Excellent = 4 or more ? Effective = 3 Not effective = 2 or fewer N/A rarely applicable.</p>
<p>2. An orientation or overview is provided for the course overall, as well as for each module. Learners know how to navigate and what tasks are due.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>3. A printable syllabus is available to learners (PDF, HTML).</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>4. Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>5. Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>6. Course provides access to online learner success resources (library resources, technical help, support services, orientation, academic honesty, tutoring).</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	

Summative Impression for this section:

Not Found Not Effective Effective Excellent [N/A]

Feedback for this section:

2. COURSE TECHNOLOGY AND TOOLS

<p>1. Requisite skills for using technology tools (websites, software, hardware, textbooks, mobile accessibility) are clearly stated, accessible, supported with resources.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	<p>Reviewer Notes: Excellent = 4 or more Effective = 3 Not effective = 2 or fewer</p>
<hr/>	
<p>2. Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<hr/>	
<p>3. Course includes links to privacy policies for external technology tools used in the class.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<hr/>	
<p>4. Any technology tools meet accessibility standards.</p>	
<p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	

Summative Impression for this section:

Not Found Not Effective Effective Excellent [N/A]

Feedback for this section:

3. DESIGN AND LAYOUT

<p>1. Large blocks of information are divided into manageable sections with ample white space around and between the blocks. There is enough contrast between text and background for the content to be easily viewed and is an accessible font.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	<p>Reviewer Notes:</p> <p>Excellent = 4 or more Effective = 3 Not effective = 2 or fewer</p>
<p>2. Flashing and blinking content are avoided.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>3. When possible, information is displayed in a linear format instead of as a table. Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>4. Instructions are provided and well written.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	

Summative Impression for this section:

Not Found Not Effective Effective Excellent [N/A]

Feedback for this section:

4. CONTENT AND ACTIVITIES

<p>1. Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	<p>Reviewer Notes: Excellent = 4 or more Effective = 3 Not effective = 2 or fewer</p>
<p>2. Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>3. Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>4. Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image. A text equivalent for every non-text or audio element is provided ("alt" tags, captions, transcripts, etc.).</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>5. Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>6. Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	

Summative Impression for this section:

Not Found Not Effective Effective Excellent [N/A]

Feedback for this section:

5. INTERACTION

<p>1. Regular and substantive instructor-to-student expectations, and predictable/scheduled interactions and feedback, are present, appropriate for the course length and structure, and are easy to find.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	<p>Reviewer Notes: Excellent = 4 or more Effective = 3 Not effective = 2 or fewer</p>
<p>2. Expectations for all course interactions are clearly stated and modeled in all course interaction/communication channels.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>3. Course provides opportunities for learner-to-learner interaction and constructive collaboration.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>4. Course provides learners with opportunities in course interactions to share resources and inject knowledge from diverse sources of information with guidance and/or standards from the instructor.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	

Summative Impression for this section:

Not Found Not Effective Effective Excellent [N/A]

Feedback for this section:

6. ASSESSMENT AND FEEDBACK

<p>1. Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus. A link to the gradebook is provided in the course menu.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	<p>Reviewer Notes: Excellent = 4 or more Effective = 3 Not effective = 2 or fewer</p>
<p>2. Course includes frequent and appropriate methods to assess learners' mastery of content. These methods include opportunities for students to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>3. Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>4. Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare accommodation.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	
<p>5. Course includes the opportunity for learners to provide descriptive feedback on their experience in the online course.</p> <p><input type="checkbox"/> Not Found <input type="checkbox"/> Not Effective <input type="checkbox"/> Effective <input type="checkbox"/> Excellent <input type="checkbox"/> [N/A]</p>	

Summative Impression for this section:

Not Found Not Effective Effective Excellent [N/A]

Feedback for this section:

OVERALL COURSE FEEDBACK:

The OSCQR online course quality review rubric is our authoritative reference for each standard. The rubric is linked here: <https://oscqr.suny.edu/evidence-examples/>.

Summative Impression of each section:

- 1. [Course Overview and Information](#)
 Not Found Not Effective Effective Excellent [N/A]
- 2. [Course Technology and Tools](#)
 Not Found Not Effective Effective Excellent [N/A]
- 3. [Design and Layout](#)
 Not Found Not Effective Effective Excellent [N/A]
- 4. [Content and Activities](#)
 Not Found Not Effective Effective Excellent [N/A]
- 5. [Interaction](#)
 Not Found Not Effective Effective Excellent [N/A]
- 6. [Assessment and Feedback](#)
 Not Found Not Effective Effective Excellent [N/A]

Overall Course Impression Not Found Not Effective Effective Excellent [N/A]

Strengths:

Recommendations:

Required Changes:

(these changes should be implemented before the course goes live again. FOTRC will confirm changes were made within academic year of the review):

Signatures

Lead Reviewer _____
 Print Name Signature Date

Peer Reviewer _____
 Print Name Signature Date

Peer Reviewer _____
 Print Name Signature Date

Course Representative _____
 Print Name Signature Date

Division Chair _____
 Print Name Signature Date

FOTRC Chair _____

Print Name

Signature

Date

Copies of the completed report will go to the Course Representative, the Chair of the Division in charge of the reviewed course, and the FOTRC Quality Assurance Coordinator.