AVC POCR Feedback Narratives

Team or Individual Review Template

Date:	
Course Instructor:	
College Course ID:	
Reviewer/s Name:	

NOTE to Reviewers:

- Make a copy of the file and rename: POCR_Course#_InstructorLastName_ReviewersLastNames
- For any Incomplete elements on the rubric, justify why your team thinks the element is incomplete and provide a clear explanation of what changes would need to be made by the instructor to move the rubric element to aligned.
- For any aligned or exemplary elements just jot down a few things your team saw in the course that make it aligned or exemplary.

NOTE to Instructor:

- Incomplete elements that need to be fixed or suggestions will be in the first column
- If any corrections need to be made, please indicate in the third column which corrections you made.

Section A

Rubric Element	Feedback and recommendations on Incomplete Elements (to be sent to Instructor)	Comments on Aligned Elements (to keep track during team reviews)	This column is reserved for the Instructor's Comments on fixed incomplete elements
A1 - Placement of Unit-level Objectives	**Incomplete** *Unit objectives are not included in individual learning units.*	**Aligned** *Unit objectives are included in the individual learning units.*	**Add'l Exemplary Elements** *Unit objectives are consistently placed and easy to locate in each unit.*

Rubric Element	Feedback and recommendations on Incomplete Elements (to be sent to Instructor)	Comments on Aligned Elements (to keep track during team reviews)	This column is reserved for the Instructor's Comments on fixed incomplete elements
A1 →	EXAMPLE: **A1 incomplete:** Nice work so far but we were unable to find unit objectives in some learning units. Please add individual learning objectives in all learning units. [Erase this before you start your review]	EXAMPIE: **A1 Aligned** *Looked on the overview page of each module and found appropriate unit level objectives.* [Erase this before you start your review]	
A2 Clarity of Unit-level Objectives	**Incomplete** *Unit objectives do not include demonstrable learning outcomes.*	**Aligned** *Unit objectives consistently include demonstrable learning outcomes.*	**Add'l Exemplary Elements** *Unit objectives are written in language that is student-centered.*
A2 →			
A3 Alignment of Unit-level Objectives	**Incomplete** *Learning unit content is not aligned with or sufficient to meet unit objectives.*	**Aligned** *Content is clearly aligned with and sufficient to meet the learning unit objectives.*	**Add'l Exemplary Elements** *The connections between content and learning unit objectives are made explicitly clear to students.*
A3 →			
A4 Course Navigation	**Incomplete** *Navigation and content flow are not easily determined.*	**Aligned** *Navigation and content flow are easily determined by the user.*	**Add'l Exemplary Elements** *Clearly labeled tutorial materials explaining how to navigate the specific course are included.*
A4 →			
A5 Unit-Level Chunking	**Incomplete** *Content is not presented in distinct learning units or modules.*	**Aligned** *Content is meaningfully segmented into distinct units or modules to aid learning.*	**Add'l Exemplary Elements** *Learning units or modules are consistently structured and sequenced to reduce cognitive load.*
A5 →			
A6 Page-level	**Incomplete** *Page content is not chunked in manageable*	**Aligned** *Page content is chunked in manageable*	**Add'l Exemplary Elements** *Page content uses descriptive headings and*

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Chunking	*segments using heading styles, making online reading difficult.*	*segments using heading styles that facilitate online reading.*	*subheadings that enhance student understanding of the material.*
A6 →		hdsfhskdh	
A7 Effective Use of CMS Tools	**Incomplete** *CMS tools that could reduce the labor intensity of learning are not used effectively.*	**Aligned** *CMS tools are used to reduce the labor intensity of learning and streamline access to materials and activities for students.*	**Add'l Exemplary Elements** *CMS tools are used to provide integrated and innovative learning materials and activities for students.*
A7 →			
A8 Effective Use of Multimedia	**Incomplete** *Content is presented primarily using one medium.*	**Aligned** *A variety of media, such as text, audio, video, images, and/or graphics are used throughout.*	**Add'l Exemplary Elements** *Multimedia is used creatively throughout the course to facilitate student-centered learning.*
A8 →			
A9 Instructions	**Incomplete** *Instructions for working with course content are missing or incomplete (e.g., links to articles or videos are provided without any guidance for how the student should work with the material.)*	**Aligned** *Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, or explaining what to look for in an article, etc.)*	**Add'l Exemplary Elements** *Instructions are directly embedded with the content.*
A9 →			
A10 Learning Support	**Incomplete** *There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.*	**Aligned** *Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.*	**Add'l Exemplary Elements** *Frequent individualized learning opportunities are provided throughout the course.*
A10 →			
A11 Learner Feedback	**Incomplete** *Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.*	**Aligned** *Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.*	**Add'l Exemplary Elements** *There are opportunities to give anonymous feedback both during course delivery and after course completion.*

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A11 →			
A12 Course Policies	**Incomplete** *Institutional/instructor policies relevant for learner success are not included or are difficult to find.*	**Aligned** *Policies relevant for learner success (such as academic honesty, course drop/withdrawal, late work) are included and easy to find.*	**Add'l Exemplary Elements** *Institutional/instructor policies are provided in units or activities where they are most relevant.*
A12 →			
A13 Student Services	**Incomplete** *Links to institutional services are not included, thus requiring students to exit the course to find support resources.*	**Aligned** *Links to institutional services (such as disability services, online counseling, online tutoring, online readiness, the library) are included and clearly labeled.*	**Add'l Exemplary Elements** *Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.*
A13 →			
A14 Technology Support	**Incomplete** *Information about and links to technology support are not included or easily found.*	**Aligned** *Technology support is explained to students, and relevant contact information and/or links are easily found.*	**Add'l Exemplary Elements** *Links to technology support and troubleshooting tips are provided where they may be needed throughout the course.*
A14 →			

Section B

Rubric Element	Feedback and recommendations on Incomplete Elements (to be sent to Instructor)	Comments on Aligned Elements (to keep track during team reviews)	This column is reserved for the Instructor's Comments on fixed incomplete elements
B1 Pre-Course Contact	**Incomplete** *Instructor does not initiate contact prior to ro at the beginning of the course.*	**Aligned** *Instructor initiates contact prior to or at the beginning of the course.*	**Add'l Exemplary Elements** *Instructor provides multiple resources to help students successfully start the course.*
B1 →			

Rubric Element	Feedback and recommendations on Incomplete Elements (to be sent to Instructor)	Comments on Aligned Elements (to keep track during team reviews)	This column is reserved for the Instructor's Comments on fixed incomplete elements
B2 Regular Effective Contact	**Incomplete** *The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.*	**Aligned** *The course design includes regular instructor-initiated contact with students using CMS communication tools and a clear explanation for students of when and how communication will happen.*	**Add'l Exemplary Elements** *The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.*
B2 →			
B3 Student-Initiated Contact w/ Instructor	**Incomplete** *Instructor contact information, including expected response times, is missing or not easy to find.*	**Aligned** *Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.*	**Add'l Exemplary Elements** *Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.*
B3 →			
B4 Student-Initiated Contact w/ Other Students	**Incomplete** *Students are not given opportunities to initiate unstructured interaction with other students in the course.*	**Aligned** *Opportunities for unstructured student-initiated interaction with other students are available and encouraged.*	**Add'l Exemplary Elements** *The course makes a variety of tools and methods available for unstructured student-initiated interaction to accommodate a variety of communication styles.*
B4 →			
B5 Regular Effective Contact Among Students	**Incomplete** *Students have limited or no opportunities to interact with other students about course content.*	**Aligned** *Regular effective contact among students is designed to facilitate interaction with and about course content.*	**Add'l Exemplary Elements** *The design and facilitation of student interaction is responsive to the variety of cultures and communication styles in the learning community.*
B5 →			
B6 Participation Levels	**Incomplete** *Guidelines explaining required levels of student participation are not provided.*	**Aligned** *Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.*	**Add'l Exemplary Elements** *A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.*
B6 →			

Section C

Rubric Element	Feedback and recommendations on Incomplete Elements (to be sent to Instructor)	Comments on Aligned Elements (to keep track during team reviews)	**This column is reserved for the Instructor's Comments on fixed incomplete elements**
C1 Authenticity	**Incomplete** *There is little or no evidence of authenticity built into assessments.*	**Aligned** *Assessment activities lead to the demonstration of learning outcomes.*	**Add'l Exemplary Elements** *Assessments are designed to mimic authentic environments to facilitate transfer of learning.*
C1 →			
C2 Validity	**Incomplete** *Students are evaluated on performance unrelated to the stated course objectives.*	**Aligned** *Assessments appear to align with the course objectives.*	**Add'l Exemplary Elements** *Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.*
C2 →			
C3 Variety	**Incomplete** *Assessments are limited primarily to one type of assessment (either formative or summative).*	**Aligned** *Both formative and summative assessments are used throughout the course.*	**Add'l Exemplary Elements** *Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.)*
C3 →			
C4 Frequency	**Incomplete** *Assessments are few and infrequent.*	**Aligned** *Multiple assessments are administered during the duration of the course.*	**Add'l Exemplary Elements** *Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.*
C4 →			
C5 Rubrics/Scoring Guide	**Incomplete** *Rubrics or descriptive criteria for desired outcomes are not included for most activities.*	**Aligned** *Rubrics or descriptive criteria for desired outcomes are included for most or all assessment activities.*	**Add'l Exemplary Elements** *Rubrics and/or descriptive criteria for desired outcomes include models of "good work."*
C5 →			

Rubric Element	Feedback and recommendations on Incomplete Elements (to be sent to Instructor)	Comments on Aligned Elements (to keep track during team reviews)	This column is reserved for the Instructor's Comments on fixed incomplete elements
C6 Assessment Instructions	**Incomplete** *Assessments include few or no instructions.*	**Aligned** *Instructions clearly explain to students how to successfully complete the assessments.*	**Add'l Exemplary Elements** *Instructions are written clearly and with exemplary detail to ensure understanding.*
C6 →			
C7 Feedback	**Incomplete** *There is little to no evidence of meaningful feedback on student assessments.*	**Aligned** *The course includes a clear description of how meaningful, timely feedback on assessments will be provided.*	**Add'l Exemplary Elements** *Students are given clear instructions on accessing feedback in the CMS guidance on applying feedback to improve learning and performance.*
C7 →		Aligned.	
C8 Self-Assessment Activities	**Incomplete** *There is little to no evidence that students are provided opportunities for self-assessment.*	**Aligned** *Several opportunities for student self-assessment with feedback are present.*	**Add'l Exemplary Elements** *There are regular opportunities throughout the course for student self-assessment that encourage students to seek timely additional help.*
C8 →			
Link Validator			

Section D: Accessibility

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an ongoing effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed. For other web and information technology accessibility needs, please visit the <u>CCC Accessibility Center</u>.

Content reviewed:

❏ Home page

❏ Syllabus

❏ Orientation/Getting Started module

❏ Mod #_

❑ Mod #_   ❑ Mod #_

Files reviewed:

File Title	Location (module and page title OR URL)	Accessible? Y/N

Captions

Please check ALL videos in use in the course to determine if they have accurate captions (auto-generated is not sufficient). List below any that are not accurately captioned.

Video Title	Location / URL (include module/page title OR URL)	Captioned or removed?
EXAMPLE: "UDL at a Glance"	EXAMPLE: https://ccconlineed.instructure.com/courses/1883/pages/accessibility-and-universal-design-for-learning?module_item_id=104524	EXAMPLE: Found alternative with accurate captions

Rubric Item	Reviewer Feedback Please include rating along with evidence to support rating and where it was located.	CVC Guide Feedback This is feedback from your CVC Guide intended to support norming of reviews.	Comments for Instructor Notes on recommendations for alignment to be shared with instructor.
D1-D7 (Canvas) Headings Lists Links Tables Color Images			.
D1-8 (Word, includes reading order)			
D1-8 (PDF, includes reading order and tags)			
D9 Slides/Digital Presentations			
D10 Spreadsheets			
D11 Accessibility Checkers			
D12 Video			
D13 Audio			
THIS SECTION BELOW IS INCLUDED FOR YOUR INFORMATION.			

Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. **It's important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards**.

LTI/Apps	***External apps and LTIs are part of the course. The instructor/college should verify the accessibility of the tool or provide an alternative accommodation.*** *No external apps and LTIs were noted as part of the course. If the use of LTIs or apps is integrated at a later time, the instructor/college should verify the accessibility of the tool.*
Media Players	***Media players are part of the course. The instructor/college should verify the accessibility of the tool.*** *The media players currently used in the course appear to conform with accessibility standards.*
Websites	***Students are directed to 3rd party websites. The instructor/college should verify the accessibility of any websites that are a required part of the course content or provide an alternative resource.*** *Students do not appear to be directed to any 3rd party websites. If external websites are added as course content later, the instructor/college should verify the accessibility of any websites that are a required part of the course content.*
Publisher Content / Inherently Inaccessible Materials	***Students are asked to interact with a publisher website. The instructor/college should verify the accessibility of content used there.*** ***There is inherently inaccessible content present in the course for students with _____ impairment. The instructor/college should find a comparable alternative.*** *Students are not asked to use a publisher website. If a publisher website is integrated as course content at a later date, the instructor/college should verify the accessibility of content used there.* *Students do not appear to be asked to interact with any inherently inaccessible materials. If such an activity is discovered or added, the instructor will need to provide an alternative (and comparable) assignment/activity.*