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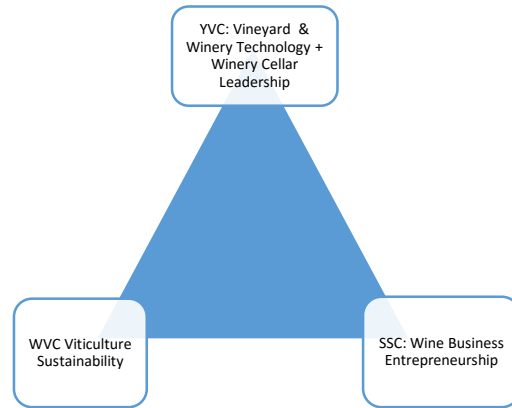
Multiple Institution Curriculum Peer Review

INTRODUCTION

Yakima Valley College (YVC) took the lead to collaborate on a one-of-a-kind opportunity for students across Washington State. The Pacific Northwest Wine Education Collaborative, funded by the National Science Foundation, Advanced Technological Education, partners YVC with South Seattle College (SSC) and Wenatchee Valley College (WVC) to provide new online educational opportunities to meet industry growth in the areas of viticulture, enology, wine marketing and sales.

A Washington needs assessment conducted in 2014 estimated, that through 2018, a shortage of technically-trained employees in the areas of Viticulture (grape growing), Enology (winemaking), and Wine Marketing/Sales. This project formed the basis of a collaboration between three Washington State community colleges (Yakima Valley College, South Seattle College, and Wenatchee Valley College), to jointly develop and implement comprehensive technician level training in Viticulture and Enology, delivered online, statewide. The collaboration addressed the needs of the Washington grape and wine industry without creating duplicative programs at the three colleges.

The process to develop curriculum approved classes, intended for commingled across institution enrollment, required peer review of each certificate and grant covered class, by participants at all three colleges, to include: grant administrators, faculty, adjunct faculty, and deans. The project developed best practices in curriculum design, professional development, technical- and science-based training. The collaborating colleges shared resources and developed new online and hybrid curricula for Associate of Applied Science (AAS) degrees in Vineyard Technology and Winery Technology while maintaining practical hands-on training. The classes from each of the colleges are now accessible to all programs as well as being available to industry professionals to take online.

YVC: Vineyard & Winery Technology + Winery Cellar Leadership

WVC Viticulture Sustainability

SSC: Wine Business Entrepreneurship

PEER REVIEW PROCESS CONSIDERATIONS

Converting existing face-to-face classes and designing new courses for hybrid/online delivery requires training in instructional design principles and student learning styles as well as the development and delivery of courses using eLearning technology. Cooperative agreements between colleges and industry partners developed through this project provided a mechanism and commitment for maintaining the partnerships and sustaining the courses created and modified for this project after the life of the grant. The investment in faculty training and use of the YVC eLearning Faculty Best Practices checklist provided each institution individually as well as the collective group of partners with adequate tools for ongoing curriculum updating and modification.

Peer Review questions were based on YVC eLearning Faculty Best Practices (Appendix I) checklist that is subsequently based on the Quality Matters Rubric model. The original grant narrative stated that we would collectively, "review and evaluate redesigned courses… (and that) Evaluation of redesigned courses will be done using the model YVC developed during its previous NSF ATE grant using the Quality Matters (QM) Rubric." It was decided to not use the QM Rubric because participants at all three institutions were not familiar with that resource and time was of the essence. Refer to Appendix II for the PNWEC Module Peer Review Survey Assessment non-grading survey quiz questions. In addition, Peer Review Discussion Forums allowed course reviewers to record additional comments for instructor feedback.

All three colleges used Canvas Distance Learning online Learning Management System and each host course institution's Information Technology department assisted the peer review process by inviting all participants, from outside of their respective institution, to join each online course as a 'student.' Only the project director and each individual instructor had 'teacher' access. The project director uploaded the Peer Review Survey Assessment and created the Peer Review Discussion Forum for each course. The YVC eLearning Faculty Best Practices checklist provided a sustainable method of course evaluation to maintain course content and quality throughout the process.

NEW CERTIFICATES DEVELOPED

The underlying project mission was to create science-, technology-, and mathematics-rich training opportunities for current employees in the wine grape industry. A 'Developing a Curriculum Meeting' (DACUM) process was used to address workplace competencies for the two new certificates in Entrepreneurship and Sustainability.

SSC specializes in training for the business side of the wine industry. WVC focuses on agri-business side and vineyard sustainability. YVC addresses wine production and created hybrid and online classes from existing classes.

The curricula developed include certificates in Wine Business Entrepreneurship and Viticulture Sustainability that advance employability skills for students and can-be-pursued from a registered student at any of the three colleges within the collaboration. The grant combined the efforts of YVC, WWC, and WVC, to create a comprehensive program that serves the major geography of Washington State, creates a 4-year degree pathway, and prepares students for work in the wine industry.

SSC: Wine Business Entrepreneurship Certificate

"What is the typical work profile of a person in the business operations side of the wine industry who may work in retail, a restaurant environment, wine distribution and/or a manufacturing setting?"

"What is the preferred knowledge, skills and attributes required to do this work?"

Five Online Classes

WIN 133 Intro to Wines of the World

WIN 141 Wine Marketing and Sales

WIN 142 Wine Business – Winery Operations

WIN 143 Wine Business – Distribution and Sales Channels

WIN 145 Wine Business - Entrepreneurship

WVC: Viticulture Sustainability Certificate

"What is the typical work profile of viticulture technician who specializes in sustainable vineyard practices working in the Northwest?"

"What is the preferred knowledge, skills and attributes required to do this work?"

Three Online Classes

AGRI 268 Organic Production

AGRI 269 Organic Plant Nutrition

AGRI 289 Sustainable Agriculture

YVC, SSC, and WVC, now accept credits earned by students toward the attainment of a One-Year Short-Term Certificate in Wine Business Entrepreneurship from SSC; toward the attainment of a One-Year Short-Term Certificate in Viticulture Sustainability from WVC; and non-certificate classes from YVC.

YVC

Four Seated Classes Developed for Hybrid/Online Delivery

AGSCI 202 Winery Operations I

AGSCI 203 Winery Operations II

AGSCI 204 Winery Operations III

AGECN 210 Farm Management

Appendix I

YVC eLearning Faculty Best Practices

I. **Before Class Start:**
   a. Ensure that your course space for the new session has been created in Canvas.
   b. From within the live course, which is initially blank, copy your course content from your master course and ensure that all dates are correct for the new term. Perform a thorough "walk-through" to be sure that everything is functioning properly. If you have any problems please email or call eLearning Support.
   c. Check your Syllabus for accuracy and ensure it has been updated for the current term.
   d. Post an introduction with short bio or personal narrative including a photo.

II. **During Class:**
   a. Communication:
      i. Post or email weekly expectations (clarify class schedule, lesson content, assignments, and technical issues).
      ii. Remind students of upcoming projects and important deadlines.
         Suggestion: During the first 2 weeks, contact students to build relationships and make connections. Socializing helps build trust and a caring environment which facilitates learning.
   b. Attendance:
      i. Closely monitor student participation by checking your class at least twice a week. Student participation may be defined as any of the following:
         1. Posting on a course forum,
         2. Taking a test or quiz,
         3. Submitting an assignment.
      ii. Report non-attending students.
   c. Discussion Forums:
      i. Maintain a weekly presence in any assigned forums.
      ii. Respond to forum questions specifically addressed to the instructor within 48 hours.
         Suggestion: Be sure to guide discussions in a way that helps focus students and interject critical questions to help inspire deeper thinking.
   d. Virtual Office Hours: Let students know the times you will be available. Virtual Office Hours can also be set up by appointment.
   e. E-mail: To the best of your ability, please respond to messages within 48 hours.
         Suggestion: Use email as a tool to encourage students to participate in the discussions and also as a tool to provide substantive, constructive feedback to students regarding assignments, papers, and so on.
   f. Grading:
      i. Assignments and discussion should be graded within one calendar week of the due date given for the assignment. Please notify students if grading will take longer than a week.
      ii. Tests not automatically graded (e.g. fill-in-the-blank or essay) should be graded within one calendar week of submission by your students.

III. **Class End:**
   a. Encourage your students to complete the course evaluation (if applicable.)
   b. Prepare final grades and submit them by the due date.
   c. Encourage students to register for the next session of classes.
   d. Make note of ideas for course improvement, so that they may be implemented for the next term.

Appendix II

PNWEC Module Peer Review Survey Assessment

Quiz Instructions

We will review each module according to the following eLearning Best Practices checklist.

A separate PNWEC Discussion Forum is available for asynchronous conversations and collaboration.

Question 1
A welcome message to the student on the front page of the course with clear instructions describing how to get started.
True
False

Question 2
A course syllabus is available to download and print.
True
False

Question 3
Syllabus details the content of the course, course outcomes & objectives, adaptations, and student rights & responsibilities.

Question 4
Clear instructions concerning how best to contact the instructor(s) is available (such as email).
True
False

Question 5
A statement concerning the maximum time students can expect to wait for a reply when the instructor is contacted is included (two business days or less).
True
False

Question 6
Student can access all course material using no more than 3 clicks from the course homepage.
True
False

Question 7
All course material is accessible to users running Windows, Mac OS X or Linux operating systems and compatible with Internet Explorer, Chrome or Mozilla browsing software to the extent possible.
True
False

Question 8

Any software required of students is made available through the LMS (CANVAS).

True

False

Question 9

Self-introduction by the instructor is available online.

True

False

Question 10

Students are asked to introduce themselves to the class online.

True

False

Question 11

Instructional materials allow students to master required content.

True

False

Question 12

All course instructions are consistent, clear, logical – particularly with regards to assignments, due dates, and grading/assessment policies.

True

False

Question 13

At least one (1) online assessment is required.

True

False

Question 14

A grading policy detailing how long students need to allow for grading and how their grades will be made available to them is included.

True

False

Question 15

An online gradebook, informing students of their current grades is utilized, and updated weekly.

True

False

Question 16

A course calendar/timeline detailing all due dates for assignments is present.

True

False

Question 17

Attendance policy is clearly stated to include Attendance taken at least once weekly.

True

False

Question 18

Rules and grading rubrics concerning Discussion Forums are clearly identified.

True

False

Question 19

Best Netiquette practice concerning forums and correspondence with instructor and classmates is clearly stated in the introduction module.

True

False

Question 20

The course has an original and unified visual design, which is consistent throughout the course.

True

False

Question 21

A complete introduction to the course is available and a description of how best to approach the online learning environment.

True

False

Question 22

The course contains an instructor "bio" which includes a photo, along with contact information and office hours.

True

False

Question 23

The course contains a statement telling the students the amount of time they can expect for an instructor reply is 24 to 48 hours on business days.

True

False

Question 24

The module learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

True

False

Question 25
Learning activities are included in each module that facilitate instructor-student, content-student and when appropriate student-student interaction.
True
False

Question 26
All multimedia enhancements are available in standardized formats (jpeg, mp3, etc.).
True
False

Question 27
At least one (1) multimedia component is included in the instructional materials.
True
False

Question 28
At least one (1) online assessment is included in each module measuring the module learning objectives.
True
False

Question 29
At least two (2) different types of online assessments are included.
True
False

Question 30
The course is designed for students to successfully complete within the LMS.
True
False

Question 31
The course design takes full advantage of available tools and media.
True
False

Question 32
At least one (1) multimedia component is included in each module.
True
False

Question 33
Un-graded self-assessments are available to students in multiple modules of the course feedback is provided either automatically or by the instructor.
True
False

Question 34
At least three (3) different types of online assessments are included.
True
False

Question 35
Online rubrics are used to determine student competency of course material.
True
False

Question 36
A final assessment measuring the student's mastery of the course level outcome(s) is available online.
True
False

Course Name Peer Review Discussion Forum for PNWEC (NSF ATE)

Discussion and comments.

Please begin a thread with your original comments and respond to others.

While you are exploring the content, navigation, assessments, stay in the moment and post your thoughts here.

Please complete the online course rubrics survey by (date).

PNWEC Module Peer Review Survey Assessment