

Peer Online Course Review (POCR) Workgroup

Online Teaching & Learning Team

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Overview



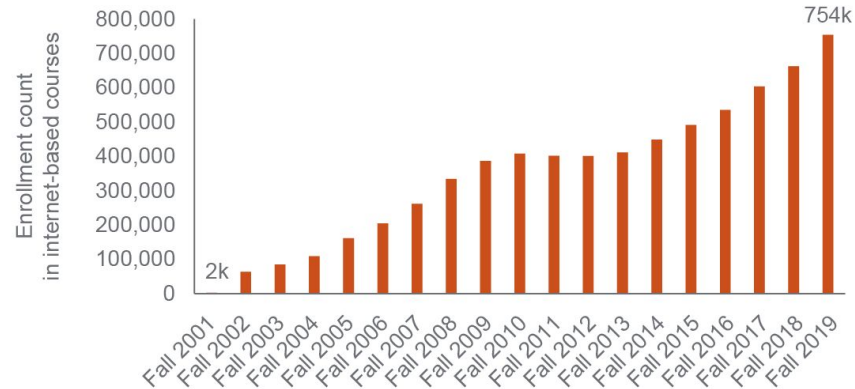
POCR Workgroup Members

1. **Online Teaching & Learning Team (OTL)**
 2. **POCR-certified Cañada Faculty**
 - Reviewers
 - Lead reviewers
 3. **Accessibility expert**
(eventually replaced by Instructional Designer)
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The Need for Peer Review

Community college enrollment in online courses rose sharply even before the pandemic



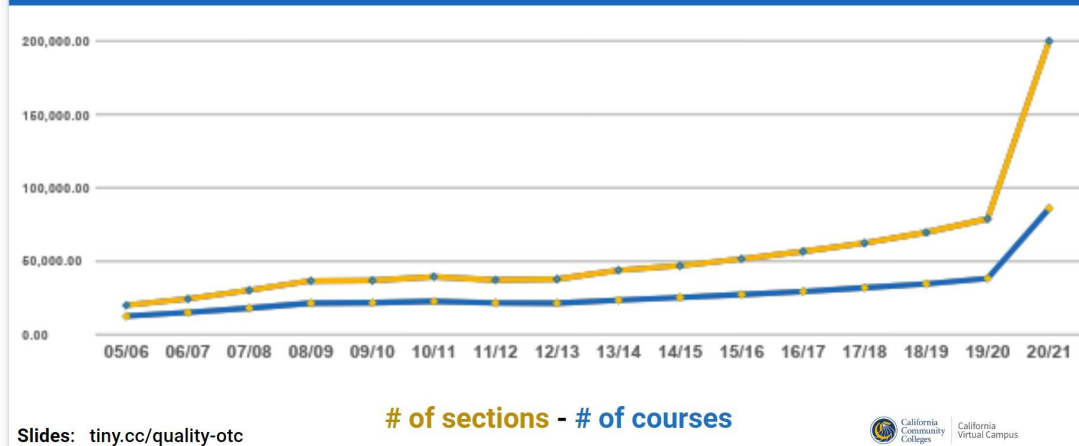
SOURCE: CCCCO Datamart, restricted to enrollment in credit courses flagged as distance education instruction methods (internet-based delayed interaction and internet-based simultaneous interaction).

FROM: PPIC Blog, August 2022.



The Need for Peer Review

Framework for Scaling Student Equity & Success in DE: The “Why”





The Need for Peer Review

Persistent Equity Gaps in Online Course Success

Success						
Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Asian	2021-2022	1,659	82.0%	71.6%	10.4%	3.0%
Black - Non-Hispanic	2021-2022	315	55.2%	71.6%	-16.4%	5.5%
Filipino	2021-2022	726	72.0%	71.6%	0.4%	3.6%
Hispanic	2021-2022	5,167	66.3%	71.6%	-5.3%	3.0%
Multiraces	2021-2022	768	78.9%	71.6%	7.3%	3.5%
Pacific Islander	2021-2022	184	70.7%	71.6%	-1.0%	7.2%
Unknown	2021-2022	508	70.1%	71.6%	-1.5%	4.3%
White Non-Hispanic	2021-2022	2,664	75.5%	71.6%	3.8%	3.0%

Develop POCR team and process

Review and align 3 courses

Submit 3 courses for verification

Celebrate Local POCR Certification status!



All courses verified fully aligned?

YES

Apply CVC feedback to align courses

NO



Submit 2-3 additional locally reviewed courses

Prepare and train faculty

Submit Local POCR application

Steps to Local POCR Certification





Benefits of Peer Review

Before Certification

- Improved quality & accessibility of online courses = Student Success!
 - Promoting cross-disciplinary collaboration
(content experts, instructional designers, support teams)
 - In-depth understanding of the OEI Rubric that contains detailed course review criteria (focus is on successful teaching approaches)
 - Continuous college-wide course improvement
 - Potential for district-wide effort and resource sharing
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Benefits of Peer Review

After Certification

- College can self-award Quality Reviewed (QR) badge for every aligned course!
 - QR Courses move to the top of the list in the CVC Course Exchange
 - QR Courses become visible and easily accessible to statewide enrollment
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Real-time Data

Local POCR in Numbers (as of June 2022)

- 38,328 courses offered in CCCs
 - 28 colleges Local POCR-certified, with 25 in-process
 - 946 courses aligned and QR-badged (2.5%)
 - Peer Online Course Review process has already impacted student success in aligned courses - success rates 4.9% rates higher than the statewide average for online courses!
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POCR Workgroup: Current Work



Accomplishments

Past

- POCR certification of 14 faculty members (certified reviewers)
- Funding secured
- Collaborations established with colleges further along this path, some already certified
- We met with CVC representatives to review requirements for the POCR Process

Current

- Invitation of Cañada POCR-certified faculty to participate
 - Regular OTL team meetings to lay out the local POCR Process
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POCR Workgroup: Future Timeline

Cañada Academic Senate Meeting

- Request for approval to begin the proposed work
- Establish reporting line

POCR Workgroup

- Completes reviews of 3 selected courses
- Submits to CVC for verification

- Wrap-up event
- Workgroup sharing and reflection



Initial meeting for members to:

- Finalize POCR Workgroup
- Select 3 courses
- Lay out the POCR Process

- If Local POCR certification granted: Begin reviewing other courses for QR badging **OR**
- If not granted yet: Review/submit 3 additional courses to CVC



Draft Criteria for Course Selection

(Fall 2022)

3 selected online courses

- Already meet many/most OEI Rubric criteria
 - Cover various disciplines (CTE, ST, HSS/BDW)
 - Include under-enrolled course(s)
 - Initially exclude harder-to-convert courses (accessibility)
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Proposed POCR Process (Fall 2022)

1. Instructor (course contributor) is given tools to **maximize course alignment** to the OEI Rubric *before* the review.
 2. POCR Workgroup assigns reviewer for the **initial course review**.
 3. **Meeting #1: Instructor + Reviewer**
 - Reviewer points to any changes still needed
 - Instructor makes required changes to the course
 4. **Meeting #2: Instructor + Lead Reviewer**
 - All required changes to the course were made
 - Final checkpoint: accessibility criteria are fulfilled
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Relevant publications

Donnelli-Salle, E. & Autry, D. (2015). Supporting online teaching effectiveness at scale: Achieving efficiency and effectiveness through peer review. *Journal of Educators Online*, 12(2), 24-46.

Gibson, P. & Dunning, P. (2012). Creating quality course design through a peer-reviewed assessment. *Journal of Public Affairs Education*, 18 (1), 209-228.

Jones, M. & Gallen, A. (2016). Peer observation, feedback and reflection for development of practice in synchronous online teaching. *Innovation in Education and Teaching International*, 53(6), 616-626.

LaPrade, K., Gilpatrick, M., & Perkins, D. (2014). Impact of reflective practice on online teaching performance in higher education. *Journal of Online Teaching and Learning*, 10(4), 625-639.

Roberts, T. & Shambrook, J. (2012). Academic excellence: A commentary and reflections on the inherent value of peer review. *Journal of Research Administration*, 43(1), 33-38.



Links

- POCR Course Learning Outcomes: <https://onlinenetworkofeducators.org/course-cards/pocr/>
 - Local POCR Resource Center: <https://sites.google.com/cvc.edu/localpocrresourcecenter/home>
 - PPIC Blog:
<https://www.ppic.org/blog/after-covid-community-colleges-must-focus-on-improving-online-courses/>
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