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SRJC Local Peer Online Course Review (POCR) Pilot Process Proposal

What is POCR?

The Peer Online Course Review (POCR) process is a supportive peer-to-peer experience to improve the design of online courses.

The POCR pilot process is completely separate from official evaluations or tenure review. It is a voluntary and supportive way to receive feedback on your Canvas course design while respecting discipline expertise and instructors' personal styles.

Peer reviewers will be SRJC faculty, associate or contract, who utilize the [CVC@ONE Course Design Rubric](#) to help interested instructors align their course to evidence-based practices in distance education for optimal student learning and experience. Reviewers will be assigned to review courses from outside their department in order to encourage focus on course design and not course content. (See below how to become a Peer Reviewer).

Potential benefits for faculty:

- Gain advice and support on effective, equitable online teaching and course design.
- Meet and collaborate with other colleagues across disciplines.
- Eligible for Flex, PGI, or other forms of compensation.*
- Faculty course earns a "Quality-Reviewed" badge on [California Virtual Campus](#) (CVC) course exchange and appear higher in CVC search results.
- Improve accessibility and course design for student learning.

Pilot Process

Step 1: For the pilot process, our recommendation is that the POCR lead will be the instructional designer because they can liaison easily between the CVC and the College year-round and they are not part of a specific department. The POCR lead will serve as the liaison with the state CVC POCR staff, coordinate and organize the Local POCR program, and serve as a facilitator for situations when Reviewers and/or Reviewees may not agree. The selection of the permanent POCR lead ~~will~~ **may** need to be negotiated by the District and **AFA—the collective bargaining agents**.

Step 2: Identify 6-8 Faculty Reviewers. Ideal to select faculty in a variety of roles and disciplines. The peer review process requires two faculty Reviewers per volunteer course. An appointed faculty lead reviewer could be implemented to work with instructional designer if needed*. A third reviewer could be utilized as needed.

Step 3: *Peer Reviewers complete the @ONE POCR training course which is a free 6-week course that takes approximately 10-hours per week to complete.

Step 4: *Identify 3-4 faculty who will choose to submit courses for review (see eligibility and how to apply below).

Step 5: Selected faculty reviewees (step 3) will go through the Pilot POCR Review Process:

- Once selected and assigned Peer Reviewers from another department, faculty will be provided resources to learn about the rubric and how it will be used. Afterwards they will complete a self-review of their online course and submit it to the two assigned faculty peer reviewers. An optional meeting with the POCR Lead can be scheduled to help answer questions.
- The course will be imported into a "POCR Sandbox" Canvas course shell.
- The faculty member will add the two faculty Peer Reviewers to their "POCR Sandbox" in the teacher role so they can access everything in the course.
- The two faculty peer reviewers will use the [CVC@ONE Course Design Rubric](#) to review the course and submit them to the POCR Lead to review for any inconsistencies between the reviews.
- Upon completion of the peer reviews, the faculty volunteer (Reviewee) will schedule a meeting with their POCR review team to discuss the review, answer questions, and provide feedback.
- Using the feedback, faculty will revise their course to make any improvements before the final review. Faculty are encouraged to meet with Accessibility Specialists and Instructional Designers as needed to help align all elements.
- Final rubric is submitted to the POCR Reviewers for verification and to be signed off.
- Ideally, the process should take no longer than one semester.

Eligibility and How to Apply to Have Your Course Reviewed:

POCR is for instructors who:

- Teach online, ~~hybrid~~, or HyFlex classes (Canvas shells for in-person classes are not eligible).
- Have completed a training course that comprehensively covers how to teach online based on the current [CVC@ONE Course Design Rubric](#) and have stayed up to date on best practices around online teaching (e.g. SRJC's Online Special Expertise (OSE), @ONE's Introduction to Course Design, Online Teaching and Design, or equivalent).
- Have a "student-ready" Canvas shell, that is, complete Canvas course containing all course materials, ready for review.

To apply, complete the [POCR Instructor application form](#) (to be developed)

How to Become a Peer Reviewer:

Academic Senate in conjunction with District Online Committee will put a call out for faculty peer reviewers. Reviewers are required to take the @ONE POCR Reviewer training* and attend norming sessions throughout the year.

*This has to do with workload and compensation, any details are the purview of AFA and district negotiations. Manner of compensation, for example flex, PGI, and other forms of compensation such as stipends, hourly pay per unit, or reassigned time to be developed in consultation with AFA.

Resources on success rates for POCR aligned courses:

[Chaffey College Graphic](#) and [Chaffey College Details](#)

[Mesa College Presentation](#)

[OEI Outcomes 2017](#) (p 12) 4.9% higher success rates in courses aligned with rubric.

POCR Taskforce will report out to Academic Senate after 3-4 courses have been reviewed using the POCR Pilot Process.