



**Compton College
Local POCR Process**

Fall 2019

INTRODUCTION

In 2019, Compton College signed the master consortium agreement with the California Virtual College Online Education Initiative (CVC-OEI) to become the [57th consortium college](#). One of the many benefits of joining the consortium is that the online courses that Compton College offers can go through a course review process to be included on the statewide [CVC-OEI Finish Faster](#) Course Exchange/Cross Enrollment resulting in increased enrollment of our online courses. Through years of practice, the CVC-OEI has established a method of reviewing courses called the [Course Design Academy](#) and the Peer Online Course Review (POCR) process is a part of this method.

LOCAL POCR PLAN

Rolling out the plan to establish Compton College as a [Local POCR campus](#) in order to evaluate our online courses to send them through the CVC-OEI Course Exchange is a lengthy process. This process involves adopting the [Online Education Initiative \(OEI\) Rubric](#), paying faculty to be trained as POCR's through @ONE, establishing the [Faculty Course Review Committee \(FCRC\)](#), submitting a pilot selection of courses to go through the CVC-OEI Course Design Academy, norming our review process and turning in the application for our college to be a Local POCR Campus. Once this is completed, the FCRC will then be able to evaluate Compton College courses and approve those ready for an accelerated review through the CVC-OEI Course Design Academy.

ADVICE AND FEEDBACK FROM CVC-OEI

After speaking to @ONE staff who assist colleges with becoming Local POCR campuses, it was evident that the best plan of action would be to open a private Compton College @ONE course for Accessibility since this is the last section of the OEI Rubric that faculty need the most training for. This course is a 4-week course and begins November 4th and 30 people have registered for the course. There is already a waitlist for the next Accessibility course in the spring semester.



Secondly, it was evident that the best plan of action would be to train a pilot of the 5 remaining faculty members who had not sent their courses through the Course Design Academy yet. It is worth noting that the newly hired Psychology Professor Dr. Brad Conn, English Professor Nikki Williams and Distance Education Faculty Coordinator Jasmine Phillips are the first Compton College faculty to successfully send their courses through the Course Exchange and be approved. The sentiment is that this is a great achievement and the CVC-OEI reports that colleges that have been in the consortium for years have yet to achieve this daunting task. Needless to say, the CVC-OEI has been very impressed with the motivation and speed of Compton College faculty thus far.

Once our five remaining POCR's on the FCRC attend an information session, self evaluate their courses and send their courses through the Course Design Academy, then all of our POCR's would have experienced the process of aligning their course to the OEI Rubric. This also involves being assigned an Instructional Designer who would work over multiple weeks offering one on one help to faculty to improve their shells. This is not a small task as it can take up to a year at times to align a course to the OEI Rubrics' high standards given all the numerous commitments that faculty have. Therefore, it is expected that the faculty complete this step by the end of the Spring 2020 semester or Summer 2020 at the latest.

ESTABLISHING THE NORMING PROCESS

It is proposed that in Fall 2020, once the POCR's courses have been aligned, then the FCRC will select three courses to send to the CVC-OEI as our standard of alignment with the application to become a Local POCR campus. It is expected that the CVC-OEI will meet with the FCRC to provide feedback and then approve the norming process. Once this is completed, we will be able to evaluate our own online courses and approve them to be sent through the expedited Course Design Academy and onto the Course Exchange. This, of course, would require training our faculty about the rubric and how to improve their online course.

AREAS TO CONSIDER

It goes without saying that a massive amount of education will be necessary for the FCRC to successfully roll out approving our own online courses as the biggest hurdle seems to be the learning curve that faculty need to tediously improve their shells. This will require a frequent training schedule, and we plan to rely heavily on the new Professional Development Manager



to work with the CVC-OEI and @ONE to provide robust training opportunities. Without this, the Local POCR process will be impossible.

These trainings are not free, for example, to open a 30 seat Accessibility course cost \$2,500. In addition to Accessibility, these types of courses would need to be continually offered for subjects such as Introduction to Online Teaching, Introduction to Teaching with Canvas and for aligning your class to the OEI Rubric sections A-D. Faculty usually take one course at a time for \$65 each and submit paperwork through Professional Development to get reimbursed for the coursework.

As we anticipate the number of courses being reviewed to increase, it is expected that as with the need of the FCRC that more POCR's would be trained. This is something that would be voted in the FCRC Committee and sent to DEAC and subsequently sent to Academic Senate for approval. This is to navigate around random faculty members demanding that they be paid for taking the POCR course. The FCRC would only submit the request for more POCR's if there was a valid departmental need.

ESTIMATED TIMELINE

This means that by the end of Spring 2020, the POCR's should have aligned their courses to the OEI Rubric, and by the end of Fall 2020 we would have met the requirements to become a Local POCR campus. Therefore, in Spring 2021, we would be able to start evaluating our own online courses to send them through the accelerated Course Design Academy and onto the CVC-OEI Course Exchange. This is, of course, all an effort to improve the quality of our online course offerings and use Distance Education as a method to increase student enrollment at Compton College.