



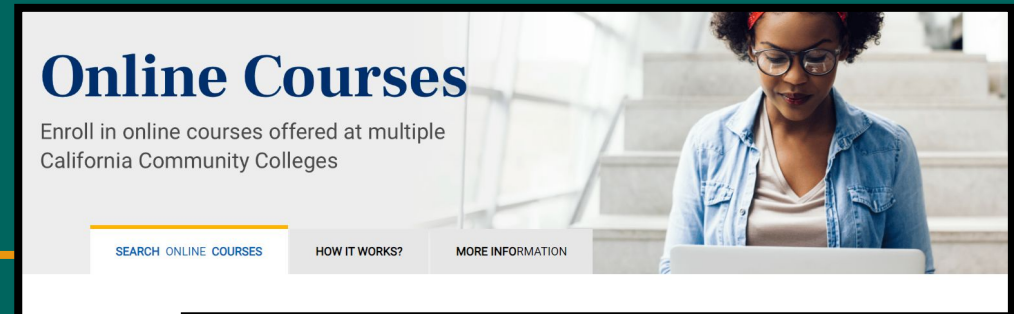
PEER ONLINE COURSE REVIEW

ACADEMIC SENATE: **MAY 6**

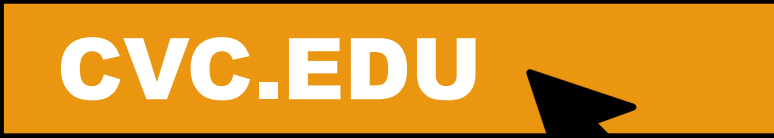


CVC FAQ

- **What does CVC stand for?** California Virtual College.
- **Is it different from Calbright?** OMG, yes.
- **What's the CVC course exchange?** It's a database to help students find CA community college courses needed to complete their degrees.
- **Is it active?** Yes, but classes are only listed during open enrollment.

A screenshot of the Cuyamaca College Courses page, showing a list of English courses with their respective costs and enrollment dates. A black arrow points from the text "Is it different from Calbright?" to this screenshot.

| Course Title | Cost | Enrollment Dates |
|--|------------|------------------|
| ENGL217 - Fantasy and Science Fiction | \$138.00 ⓘ | Aug 19 - Dec 16 |
| <small>Quality Reviewed Zero Textbook Cost</small> | | |
| ENGL122 - Introduction to Literature | \$138.00 ⓘ | Aug 19 - Dec 16 |
| <small>Quality Reviewed Zero Textbook Cost</small> | | |
| ENGL120 - College Composition and Reading | \$138.00 ⓘ | Jun 10 - Jul 18 |
| <small>Quality Reviewed Zero Textbook Cost</small> | | |
| ENGL238 - Black Literature | \$138.00 ⓘ | Jun 10 - Jul 18 |
| <small>Zero Textbook Cost</small> | | |
| ENGL20 - Support for Freshman Composition | \$46.00 ⓘ | Jun 10 - Jul 18 |
| <small>Zero Textbook Cost</small> | | |
| ENGL231 - American Literature I | \$138.00 ⓘ | Aug 19 - Dec 16 |
| <small>Zero Textbook Cost</small> | | |
| ENGL124 - Advanced Composition: Critical Reasoning and Writing | \$138.00 ⓘ | Jun 10 - Jul 18 |
| <small>Zero Textbook Cost</small> | | |
| ENGL236 - Chicana/o Literature | \$138.00 ⓘ | Aug 19 - Dec 16 |





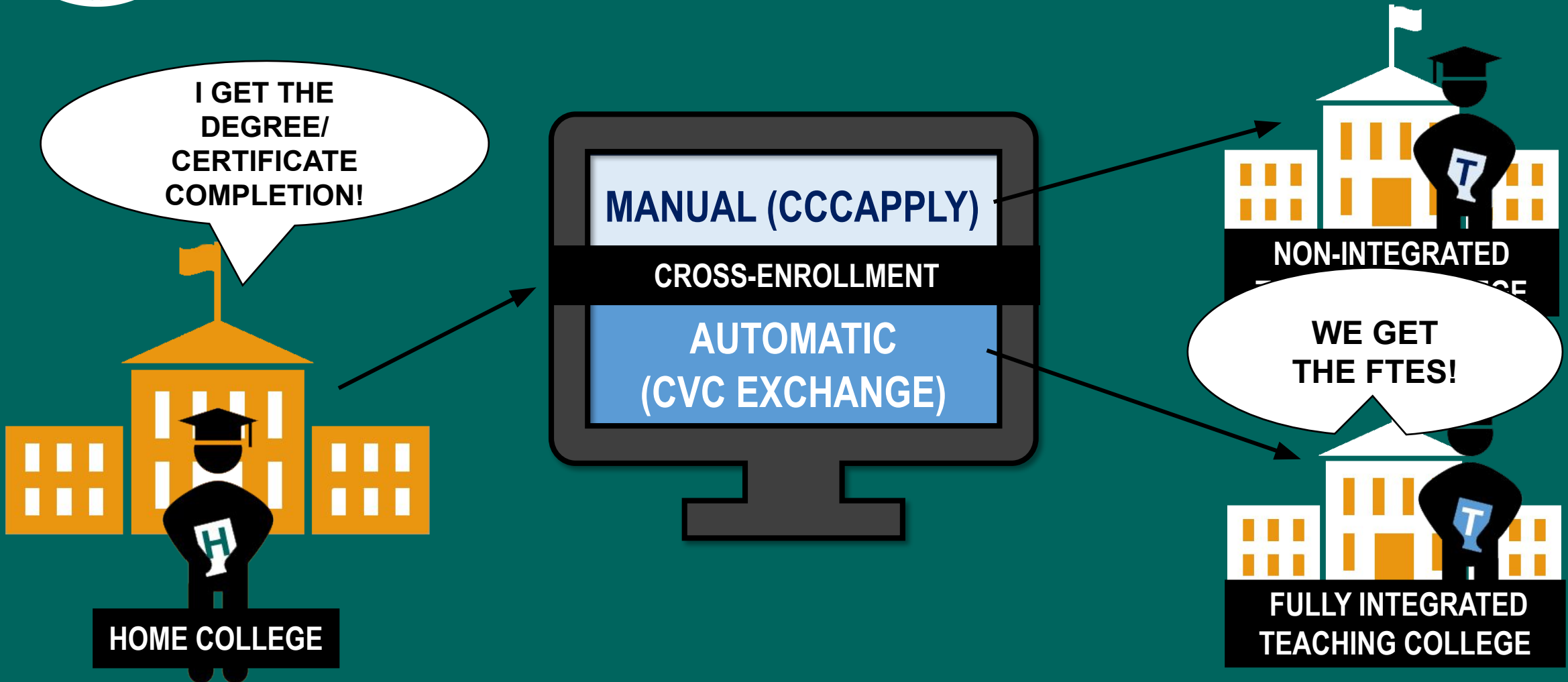
IT'S NOT A COMPETITION...

...but what's up with Cuyamaca's POCR program?

- **How many courses do they have quality-badged?** 25
- **When did they start?** June 2021
- **Why are they so far ahead of us?** They were more organized and asked for funding.
- **Oh man, really?** Yes, we were slower to gain traction and obtain funding. BUT we're grateful that **Grossmont is now all-in** and has given us funding for two more years.
- **Is Cuyamaca a teaching college?** No, but neither are we.



A TEACHING COLLEGE?





WHERE ARE WE?



- **We're a home college.** The college has completed technical steps to allow its students to take cross-enrollable courses at Teaching Colleges on the CVC exchange.
- **But what about the teaching designation?** It's a district thing. Preparation to become a teaching college includes significant changes being made to our various systems (Self-Service, transcripts, financial aid, etc.).
- **Please tell me we're working on it.** Yes! The cohorts have previously been full, but we're estimated to be in the fall cohort to become a teaching college.



PLAYERS BY COLLEGE

CVC Teaching College and POCR Status by College

As of March 2024 there are 59 CVC Teaching Colleges in the CVC with 70 expected to complete Teaching College by the end of the year.

| College | CVC Teaching College Status | POCR Quality Badged Courses |
|-----------|---------------------------------|-----------------------------|
| IVC | Completed June 2023 | |
| SWC | Completed June 2023 | 28 courses, 18 faculty |
| SDCCD | Scheduled to begin May 2024 | |
| Palomar | Began February 2024 | 18 courses, 15 faculty |
| Cuyamaca | Scheduled to begin July 2024 | 25 courses, 17 faculty |
| Grossmont | Scheduled to begin July 2024 | 3 courses, 3 faculty |
| MiraCosta | Scheduled to begin October 2024 | |





STAYING IN THE GAME

Increase of Online Modality



Increase of Statewide Availability



Potential for **Gaining** or **Losing** Enrollment



| | 2021-2022 | 2022-2023 | 2023-2024 (To Date) | 2023-2024 (Projection/Goal) |
|-------------------|-----------|-----------|---------------------|-----------------------------|
| Home Colleges | 73 | 98 | 109 | 115 |
| Teaching Colleges | 16 | 39 | 59 | 76 |
| Course Finder API | 54 | 86 | 103 | 115 |
| Cross-Enrollments | 1,523 | 6,586 | 11,015 | 15,000 |
| FA Agreements | 75 | 111 | 114 | 115 |



HOW ARE WE PREPARING?



We became a **certified local POCR college** in June 2023, which means we can **certify our own courses**.

- **BUY-IN** = Training for POCR
- **BADGING** = Next step to get course on the exchange.





PSA: WE'RE NOT THE SAME



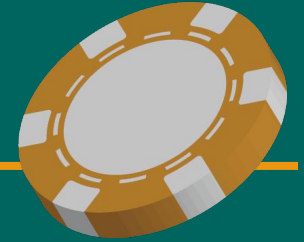
I'M THE PEER COURSE REVIEW PROCESS. I GET YOUR COURSE **BADGED!**



I'M THE TEMPLATE ONE! I GET YOUR COURSE **PREPPED** FOR THE REVIEW.



GAMEPLAY



CONTENT
PRESENTATION



INTERACTION



ASSESSMENT



ACCESSIBILITY

POCR STATS

15 reviewers from an array of disciplines

3 courses already badged

5 courses currently in peer review





OUR REVIEWING TEAM



ELISABETH BURKE



LARA BRAFF



JEANETTE CALO



WENDY CRUZADO



DAVE DILLON



NADINE ELIA



ANGELA FERES



CARL FIELDEN



DAWN HEUFT



FELICIA KALKER



BETH KELLEY



NOHA IREIQAT



ADELLE ROE



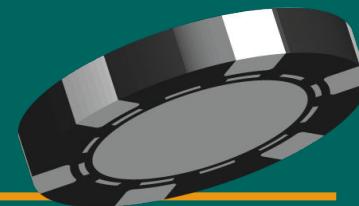
SARAH STELIGA



JUNE YANG



GAMEPLAY



GOAL Systematically apply templates to an existing online course.

Participants get:

- Development course container with pre-loaded templates
- Five guided HyFlex workshops
- Instructional videos in a Canvas course
- One-on-one time and office hours with trainers
- Suggested target dates



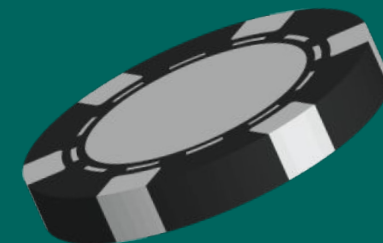
2023-24 BUY-IN

38 **instructors** participated

16 **departments** represented

10 **live workshops** provided

3 **trainers** dedicated



YOU DO YOU



Welcome!

ASL 220 provides an opportunity for you to continue your development of sign language vocabulary, grammar structures, and conversational skills. You will continue to enhance your studies and awareness by focusing on the Deaf community as a culture and issues that arise between the hearing and Deaf cultures.

Please view this quickly the 40-second video where Jamie Shatwell shares a welcome video: [Welcome to ASL Online Course](#)



(Optional: turn on closed caption)



Course Modality & Length

Jamie Gould ▲ | Lara Braff ▼

What is Anthropology?



Overview

This module introduces you to the fascinating discipline of anthropology, which is comprised of four "subfields": cultural anthropology, biological (or physical) anthropology, archaeology, and linguistic anthropology. We will focus on cultural anthropology throughout this course, however all four subfields draw on one another, making anthropology an interdisciplinary field of study.



Objectives

After completing this module, you will be able to:

- Identify the four subfields of anthropology
- Describe the discipline of anthropology
- Understand key concepts and approaches in cultural anthropology
- Navigate the AAA website, a resource we use throughout this course

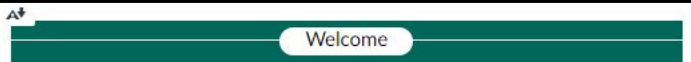


To Do List

To accomplish these objectives, complete the following tasks:

1. View video lectures: Introduction to Anthropology
2. Read Perspectives (chapter 1)

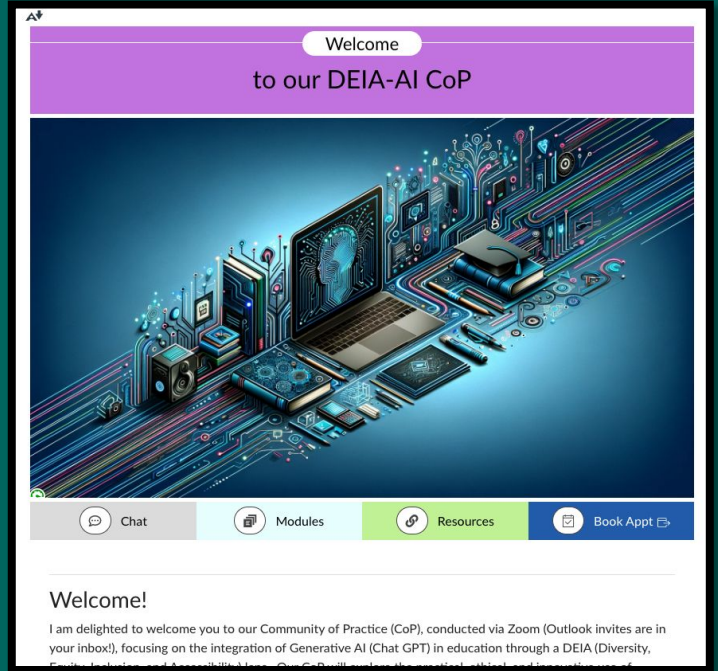
YOU DO YOU



Welcome to the Class



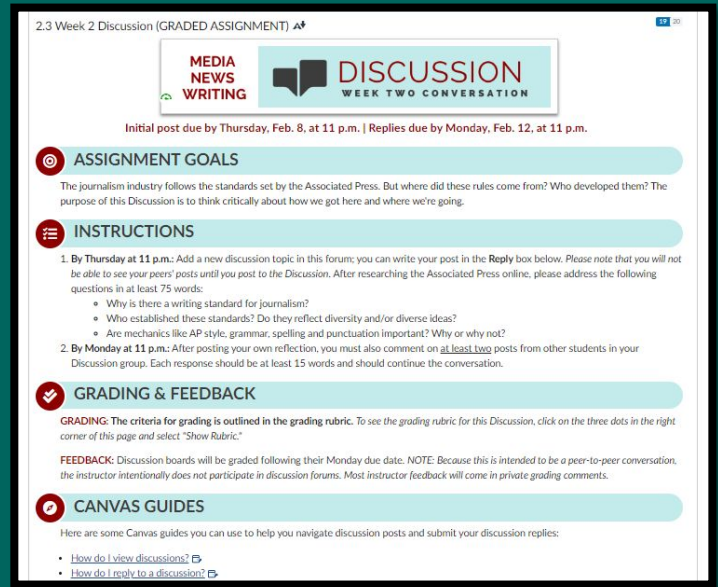
Paul Turounet ▲



Welcome!

I am delighted to welcome you to our Community of Practice (CoP), conducted via Zoom (Outlook invites are in your inbox!), focusing on the integration of Generative AI (Chat GPT) in education through a DEIA (Diversity, Equity, Inclusion and Accessibility) lens. CoP will explore the practical, ethical and innovative uses of

Adelle Roe ▲ | Jeanette Calo ▼



ASSIGNMENT GOALS

The journalism industry follows the standards set by the Associated Press. But where did these rules come from? Who developed them? The purpose of this Discussion is to think critically about how we got here and where we're going.

INSTRUCTIONS

1. **By Thursday at 11 p.m.:** Add a new discussion topic in this forum; you can write your post in the Reply box below. Please note that you will not be able to see your peers' posts until you post to the Discussion. After researching the Associated Press online, please address the following questions in at least 75 words:
 - Why is there a writing standard for journalism?
 - Who established these standards? Do they reflect diversity and/or diverse ideas?
 - Are mechanics like AP style, grammar, spelling and punctuation important? Why or why not?
2. **By Monday at 11 p.m.:** After posting your own reflection, you must also comment on at least two posts from other students in your Discussion group. Each response should be at least 15 words and should continue the conversation.

GRADING & FEEDBACK

GRADING: The criteria for grading is outlined in the grading rubric. To see the grading rubric for this Discussion, click on the three dots in the right corner of this page and select "Show Rubric."

FEEDBACK: Discussion boards will be graded following their Monday due date. NOTE: Because this is intended to be a peer-to-peer conversation, the instructor intentionally does not participate in discussion forums. Most instructor feedback will come in private grading comments.

CANVAS GUIDES

Here are some Canvas guides you can use to help you navigate discussion posts and submit your discussion replies:

- [How do I view discussions?](#)
- [How do I reply to a discussion?](#)



This course has probably been the most organized online course that I have taken thus far. The modules were set up nicely to where I knew what was expected of me each week. The information flowed according to what I needed to read, what I needed to learn, what the learning outcome was supposed to be.

Your clear communication of expectations from the very beginning provided a solid framework for our learning, enabling us to navigate the course with confidence and clarity.

**The course structure was well-organized and easy to follow, which helped me stay focused and motivated... Compared to other online courses I've taken, this one stands out for its emphasis on fostering sense of community and facilitating meaningful interactions among participants.
Overall, I found this course to be both informative and engaging, and it has set a high standard for my expectations of online learning courses.**

I'm doing fine in the course so far and don't need clarification on anything. I like how the course is set up and that I can move at a pace that is convenient to me. All of the concepts have been presented clearly.

I appreciated how seamlessly the content flowed, allowing me to keep up without feeling overwhelmed. Despite the rapid tempo, the course maintained a clear structure that facilitated effective learning.



WANNA BUY-IN? SIGN UP FOR OUR FALL COHORT!



PATH FORWARD



- **INCREASING NUMBER** of courses applying POCR design concepts.
- **TRACKING IMPROVEMENT** each semester.
- **STAYING COMPETITIVE** in CVC exchange as it grows exponentially.
- **INVESTING IN THE PROCESS** to increase student enrollment and retention.





YOUR DEALERS



Jeanette Calo

POCR Lead



Dawn Heuft

Instructional Designer

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