Moorpark College POCR Review Process

Week 1

• The Course Reviewers will have access to the Course Instructor's blueprint shell at the start of week 1.

• The Course Reviewers and Course Instructor will be introduced to each other via email by the Campus POCR Lead.

• Primary contact information and best meeting times/modes will be discussed amongst themselves.

Course Reviewers: Reach out to course instructor, introduce yourself, and communicate availability/preferred modality to meet. Review Sections A-C. Prepare the feedback according to the CVC-OEI best practices. Each reviewer will save their individual review in the following format:

Course number, instructor, first review

Example: CD 14, Macias, First Review

Course Instructor: Responds to Course Reviewers' introductions and requests for availability/preferred modality. Awaits feedback from Course Reviewers.

Week 1 - Week 2

Course Reviewers: Go through a "norming" session in which they compare feedback; they consolidate their feedback/revise as necessary and send the feedback as one PDF Course Review document to the course instructor

During the norming session reviewers should:
1. Compare their findings
2. If there is variation in findings, support the rationale for each finding
3. Reach a consensus
4. Revise feedback
5. Move onto the next section.

The completed full review will be labeled using the following method:

Course number, full review

Example: CD 14 Full review

Course Instructor: Receives feedback from Course Reviewers as one PDF Course Review document.

Week 3 - Week 4

Course Reviewers: Provide support to the course instructor as needed (emails, Zoom meetings, phone calls, include your hours of availability for the course instructor in case they need assistance).

Course Instructor: Revise the course per the feedback received. Revised course would be due by the end of the week.

Go through this process of communicating feedback and providing assistance as many times as needed.

Week 5 - Week 6

Course Reviewers: Review the course for a final time (Sections A-C); Accessibility Specialists review Section D (may take place earlier in the review process)

Course Instructor: Revises the course per the additional feedback from course reviewers and Accessibility Specialist.

All second reviews completed by each individual reviewer will be labeled using the following method:

Course number, instructor, second review

Example: CD 14 Macias Second Review

End of Week 6

Course Reviewers: Go through a "norming" session in which a final rubric is created which consolidates both reviews into one review. They submit the rubric to the Local Campus POCR Lead (Anasheh) and the course instructor (indicating course completion) and the review is signed off.

The completed full review will be labeled using the following method:

Course number, final full review

Example: CD 14 Final Full review

**Please send all documents/PDFs to the local POCR Lead, Anasheh Gharabighi
Final email should contain the following documents:**

1. First individual review by Reviewer 1
2. First individual review by Review 2
3. First completed rubric (Norming Session #1)
4. Second individual review by Reviewer 1
5. Second individual review by Reviewer 2
6. Accessibility report completed by Accessibility reviewer
7. Final completed rubric (Norming Session #2)

We're here to help you!

For any questions or assistance please contact:

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Feedback Guidelines/Tips

As you may have seen from the rubric, section A-C have three scoring options:

Incomplete: In this stage, courses need more work to capture the essence of the specific subsection. Courses may demonstrate they are moving toward aligned because there are one or two examples where the subsection criterion has been met, but in general the course does not meet the standard across the board.

Aligned: The course meets the subsection criterion in both letter and spirit.

Exemplary: The course meets the subsection criterion for being aligned, and in addition the course has other elements in this subsection that demonstrate exemplary accomplishment.

Remember: When writing the feedback, the CVC-OEI recommends that you follow this basic formula:

> 1. An initial complement that acknowledges effort and intent
> 2. Presentation of evidence that indicates/provides rationale for alignment or deficiencies.
> 3. Suggestions for improvement (incomplete → aligned)

An example is below:

Criteria A9-A10 Comments

> A9: Incomplete. *compliment*: Students will appreciate the clear instructions for using each module's Study Guide. *examination of the evidence:* Similar instructions would be useful for PDFs and videos as well. These are often presented with a uniform instruction sentence: "Read and/or watch the following." *suggestion to improve or remedy:* To help students get the most out of these important materials, introducing each one with an explanation of purpose and recommended ways to work with it would help this course align with A9.

> A10: Aligned. *compliment*: Students will appreciate each module's "Additional Learning Opportunities" page, especially considering the high quality of resources you provide. *examination of the evidence:* The variety of topics and formats on these pages--especially in Module 2 and Module 6--really entice students to invest time in further exploration. *suggestion to improve or remedy:* One suggestion is to introduce each resource in enough detail so that students know if it is for review or extended learning.

Finally, when you provide the feedback, the CVC-OEI encourages that you "strike a tone of collegiality" meaning that we are encouraged to implement the following:

1. Praise the instructor
2. Critique the course, not the instructor
3. Use "We" in order to stimulate a collaborative effort: The CVC-OEI provides this example