Journal of Pre-College Engineering Education Research (J-PEER) Annual Report from January 1, 2021, to December 31, 2021

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This annual report includes the *Journal of Pre-College Engineering Education Research*'s readership metrics and statistics, authorship metrics and trends, and our reflections on 2021. In the last year, the *Journal of Pre-College Engineering Education Research* started to publish special issues and the editorial team has been working to transform pre-college engineering education.

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This annual report includes the *Journal of Pre-College Engineering Education Research*'s readership metrics and statistics, authorship metrics and trends, and our reflections on 2021. In the last year, the *Journal of Pre-College Engineering Education Research* started to publish special issues and the editorial team has been working to transform pre-college engineering education.

Reflections on 2021

Entering 2021 marked the completion of the tenth year of the *Journal of Pre-College Engineering Education Research* (*J-PEER*). This year was significant in two ways. First, the world continues to be impacted by the COVID-19 pandemic with its ups and downs, as the virus morphs into new variants at times and then abates with the dispersal of vaccinations and promises of normalization. *J-PEER*'s special issue, *The impact of COVID-19 on pre-college engineering education*, addresses simply this globally significant topic. The special issue on COVID-19 was launched in 2021 with the leadership of Dr. Meltem Alemdar, Dr. Roxanne Moore, and Dr. Hoda Ehsan as our guest editors. The articles accepted into this issue will be published in 2022 and leave a historical mark on ways that the COVID-19 pandemic impacted education and research in pre-college engineering.

Second, societal awareness of social injustices and structural inequities was magnified in 2021. *J-PEER* published its first special issue on this critical topic of diversity, inclusion, and social justice to recognize related research in pre-college engineering. Led by guest editors Dr. Lee Martin and Dr. Kristen Wendell, the special issue, titled *Asset-based pre-college engineering education to promote equity*, included thirteen papers published in volume 11, issue 1 in 2021. This special issue includes a collection of impactful articles and is a crucial guide for future research and teaching practices. There is no doubt that these special issues, both developed in the midst of a pandemic, will serve as a resource to guide improvements in pre-college engineering education.

J-PEER 2021 Readership Report

As illustrated in Figure 1 and Table 1, *J-PEER*'s readership has been steadily growing over the last decade with a wide global reach.

J-PEER's reach to readers across the globe continues to be strong, as illustrated in Figure 1 and Table 1.

J-PEER 2021 Authorship Report

In 2021, *J-PEER* received 48 new manuscripts. The peak in the distribution of manuscript submissions is attributed to the special issue on the impact of COVID-19, which was due on October 1, 2021 (see Figure 2).

Table 1
The Number of Downloads, Page Hits, Institutions, and Countries between 2011 and 2021.

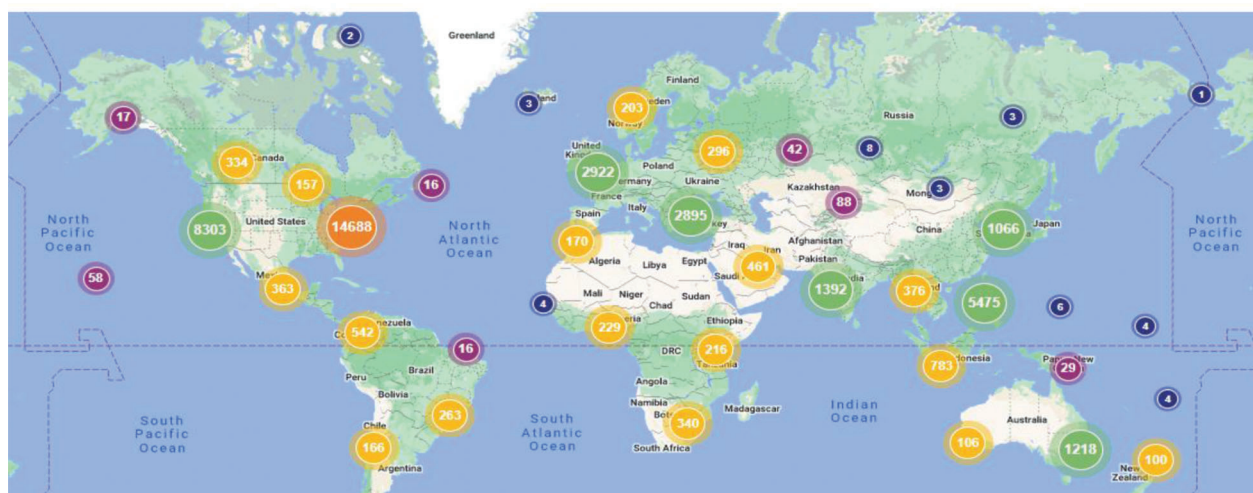| Year	Number of total downloads	Metadata page hits	Number of institutions	Number of countries
2021	44,349	21,802	2,115	176
2020	40,860	20,606	2,084	170
2019	32,937	17,721	2,507	176
2018	27,808	12,218	2,300	157
2017	21,688	10,741	1,985	155
2016	21,332	8,018	2,068	154
2015	12,756	4,722	1,294	126
2014	9,329	2,818	32	35
2013	8,556	2,641	n/a	n/a
2012	4,887	2,734	n/a	n/a
2011	n/a	n/a	n/a	n/a

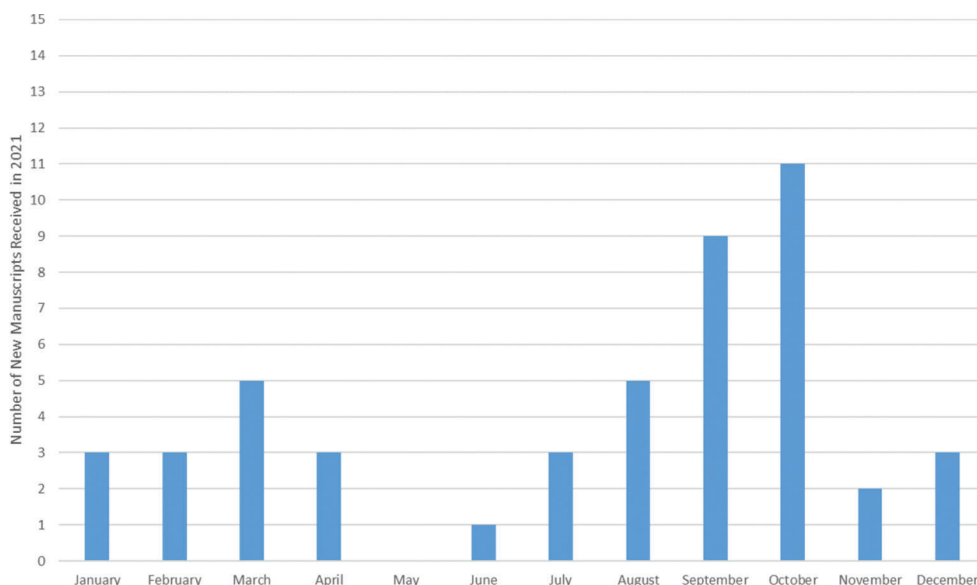*Figure 1.* Number of Downloads in 2021.

Figure 2. Monthly Distribution of Manuscript Submissions in 2021.

Acceptance Rate

The *J-PEER* system registers decisions under four categories: accept, accept with minor revisions, request major revisions, or reject. Figure 3 presents the percent distribution of these decisions. In 2021, we received 86 new and revised manuscripts. The distribution of the status of the 86 manuscripts at the end of 2021 is presented in Figure 3. In 2021, the acceptance rate was 32.39%, with 15 manuscripts still pending by the end of the year.

Average Turnaround Time

Original manuscripts submitted in 2021 were processed with an average turnaround mean of 59 days between the author's submission of a new manuscript and receiving an editorial decision letter. Our target is to keep the average turnaround time below 100 days.

Acknowledgments of Editors, Reviewers, and Staff

J-PEER is an open-access journal with a staff of mostly volunteers. The critical work of *J-PEER* would not be possible without the exceptional work of our associate editors and volunteer reviewers. We are extremely grateful to each and every one of them.

In *J-PEER*'s editorial process, the associate editors play a crucial hands-on role in processing manuscripts promptly, reading the manuscripts in detail, offering their expert insights, and writing detailed summaries of peer reviews. They lead our editorial process and continue to maintain fair and equal standards for all submissions. Many thanks to our associate editors Merredith Portsmore (Tufts University) and Mack Shelley (Iowa State University). We are also grateful for years of service by Gina Svarovsky (University of Notre Dame), who is stepping down from her role as the associate editor. Additionally, we welcome our new associate editors, who joined us in 2021:

- Lee Martin, University of California, Davis
- James Holly Jr., University of Michigan
- Jennifer L. Chui, University of Virginia
- Camilo Vieria, Universidad del Norte, Barranquilla-Colombia

J-PEER is also supported by the School of Engineering Education, Purdue University Press, and Purdue University Libraries and School of Information Studies. We thank them for supporting the open-access model of *J-PEER*.

We are grateful for our authors, who select *J-PEER* to publish research on pre-college engineering education. You can access impact data for your articles through the "Dashboard" within your b-press accounts. We invite you to spread the
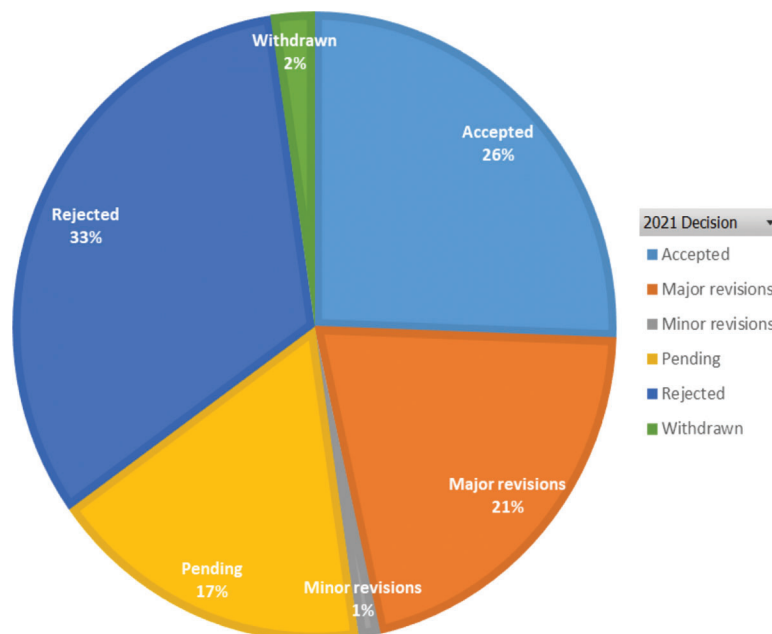

Figure 3. The Percentage of Editorial Decisions.

word by following our Twitter account (@JPEEResearch) and sharing articles with your social circles. The open-access model of *J-PEER* facilitates free access to original research papers worldwide. *J-PEER* is growing steadily and leading the field of pre-college engineering education. We look forward to receiving submissions for empirical, synthesis, and visionary papers.

Author Bios

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