



**FOOTHILL**  
COLLEGE

# Peer Online Course Review (POCR)

## Student Success and Enrollment Demographics

### Summer '20 – Summer '22

12345 El Monte Road  
Los Altos Hills, CA 94022

**foothill.edu**

Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022 | [foothill.edu](http://foothill.edu)

D. Finkelstein Foothill IRP 3/6/24

# POCR

- For online or hybrid courses
- Uses the CVC-OEI Course Design Rubric, Foothill's Equity Affirmation, and interaction with colleagues
- Approx. 2-3 hours per week over a quarter; faculty receive a stipend of \$1500 after successfully aligning their course



## **Question:**

Did POCR increase student success?

# Data set construction

- POCR training held between Summer '20 and Summer '22
- Sections taught within two years of POCR (training / final alignment)
- Created a before-POCR vs. after-POCR data set matched on:
  - Modality
  - Instructor
  - Course
  - Special section designation (Umoja, etc.)
- For student success, also matched students on:
  - Student ethnicity
  - Student gender
  - Student low income status
  - Student first gen status



# Final matched data set:

- 16 subject areas
  - 21 courses
  - 24 instructors
  - 270 sections
  - 8740 enrollments
- 
- All online async
  - Some Umoja sections; no other special sections

# Student success

There was no effect of POOCR on student success. POOCR did not decrease equity gaps.

	<b>Before POOCR</b>	<b>After POOCR</b>
<b>White or Asian</b>	86%	86%
<b>Not White or Asian</b>	72%	71%
<b>First gen</b>	74%	73%
<b>Overall</b>	80%	80%

# Is student success the best metric for assessing POCR?

- CVC-OEI Course Design Rubric addresses the **format** and **structure** of an online course, for example:
  - Navigation
  - Layout
  - Accessibility
- NOT addressed:
  - Course content
  - Pedagogy



**POCR might affect the student experience without affecting student success.**

**Question:**

Did POCR change student enrollment demographics?



# Student enrollment demographics

After POCR, sections had:

- Higher percentage of historically marginalized students (not White or Asian)
- Higher percentage of first gen students

	Before POCR	After POCR
Not White or Asian	36%	42%
First gen	24%	27%

# Follow-up questions

- What might explain the higher percentage of historically marginalized students in these courses after POOCR?
- Is student success an important metric for POOCR? If so, what changes might POOCR consider making to the program?
- What other metrics besides student success might be useful for evaluating POOCR?

**Other questions / thoughts / comments?**