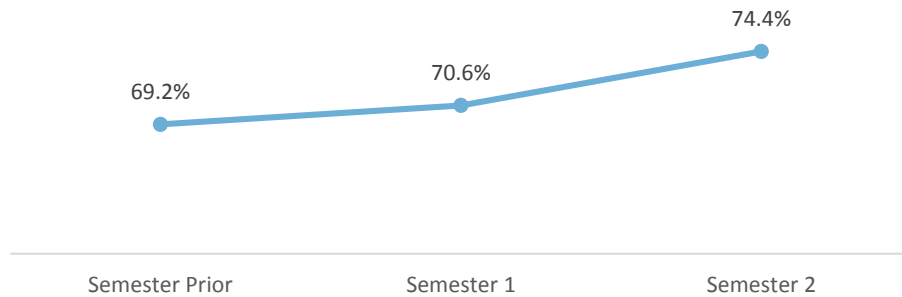


Faculty Academy Evaluation

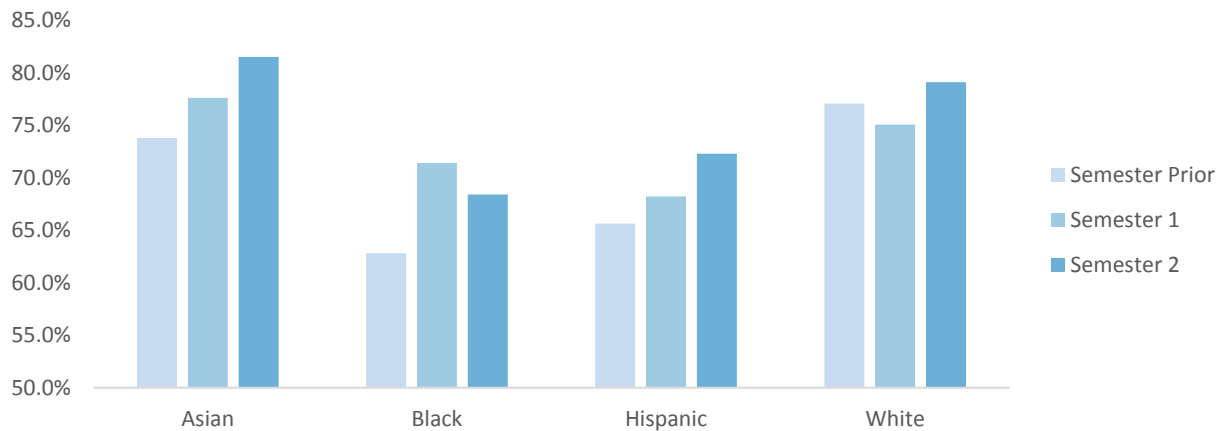
Course Success Rate Analysis

The Faculty Academy (FA) is a two-semester-long pedagogical training program. To date, two cohorts of faculty have completed the FA (spring 2015 and spring 2016). To evaluate its effectiveness, analyses were conducted on the student course success rate in classes taught by these faculty. Independent sample *t*-tests indicated that there was a statistically significant increase in the course success rate between the semester prior to FA participation and the second semester of FA. Disaggregated analyses indicated that there were also statistically significant increases for both Hispanic and male students.

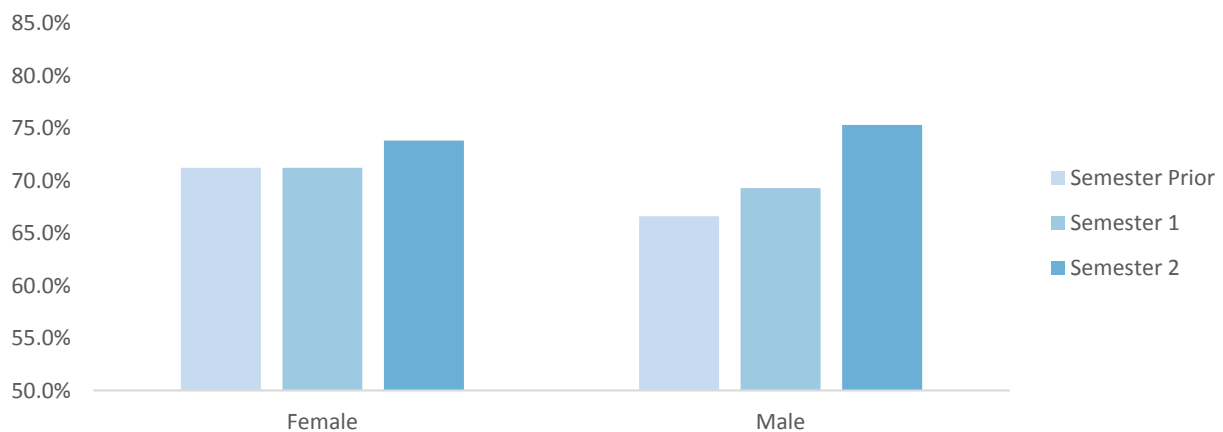
Course Success Rate by FA Semester



Course Success Rate by FA Semester and Student Ethnicity



Course Success Rate by FA Semester and Student Gender



Course Success Rates for Students Enrolled in Faculty Academy Participants' Courses

	Semester Prior to Faculty Academy		First Semester of Faculty Academy		Second Semester of Faculty Academy	
	N	Course Success Rate	N	Course Success Rate	N	Course Success Rate
All Students	3,342	69.2%	3,261	70.6%	2,999	*74.4%
Asian Students	126	73.8%	152	77.6%	119	81.5%
Black Students	102	62.8%	91	71.4%	57	68.4%
Hispanic Students	2,048	65.6%	2,023	68.2%	1,891	*72.3%
White Students	907	77.1%	826	75.1%	785	79.1%
Female Students	1,841	71.2%	1,858	71.2%	1,747	73.8%
Male Students	1,455	66.6%	1,367	69.3%	1,222	*75.3%

*Statistically significant difference in success rate compared to the semester prior to faculty academy.

Course Success Rate = % of A, B, C, and P grades out of all grades.

Native Americans, Pacific Islanders, two or more ethnicities, and unreported ethnicities are not displayed due to very small sample sizes.

Faculty Academy Participant Survey

To better understand which components of Faculty Academy were most effective, a survey was distributed to participants. 13 Faculty Academy participants completed the survey.

How much did the following elements contribute to your professional growth?

	Not at All	A Little	Somewhat	Quite a Bit	Very Much
Theory on pedagogy/student learning	0.0%	0.0%	0.0%	7.7%	92.3%
Readings and discussion on readings	0.0%	0.0%	0.0%	23.1%	76.9%
Interactions with your faculty cohort	0.0%	0.0%	0.0%	7.7%	92.3%
Having a mix of seasoned faculty in your cohort	0.0%	0.0%	0.0%	0.0%	100.0%
Having a mix of disciplines in your cohort	0.0%	0.0%	7.7%	0.0%	92.3%
Discussions on equity in the classroom	0.0%	0.0%	0.0%	15.4%	84.6%
Bringing class experiences to cohort for analysis	0.0%	0.0%	7.7%	7.7%	84.6%

How much growth in the following areas have you experienced because of Faculty Academy?

	None	A Little	Some	Quite a Bit	A Lot
Instructing students	0.0%	0.0%	7.7%	23.1%	69.2%
Engaging students	0.0%	0.0%	0.0%	7.7%	92.3%
Implementing multiple teaching methods	0.0%	0.0%	0.0%	7.7%	92.3%
Feeling connected to other faculty	0.0%	0.0%	0.0%	7.7%	92.3%

Faculty Academy met:

Too frequently	0.0%
About the right frequency	100.0%
Not frequently enough	0.0%

What percentage of Faculty Academy meetings did you attend?

90-100% of meetings	91%
75-90% of meetings	9%
50-75% of meetings	0%
Less than 50% of meetings	0%

Survey Comments (unedited)

- Cynthia is the back bone of F.A. I learn the most from her and then assess the implementation of ideas and techniques in the off weeks. The success of F.A is because of her and the way she gets us thinking. Do not blow the sources of F.A. by not bringing her back.
- Faculty Academy should be facilitated every other week by someone who specialized in pedagogy.
- We need an expert to guide our sessions with solid theoretical knowledge and pedagogical research to share with us so our practices improving in the classroom. Cynthia McDermott is the only person who can fill this position in the capacity that we've experienced at Faculty Academy.
- Having regular input/guidance from the pedagogy expert who met with us served to enhance our discussions on reaching all of my student better.
- The weekly meeting were great for momentum. Having a pedagogic expert every other week was brilliant! We were regularly stimulated. Cynthia is great-so someone like her or her. Because most of our colleagues do not get training in pedagogic techniques and practice. This type of educational "boot camp" is invaluable.
- I think it is crucial to keep Cynthia on for Faculty Academy. The success of the data is due to her expertise in the field of pedagogy.
- I highly recommend that you keep Cynthia on her current role. She brings outside expertise that is essential for Faculty Academy.
- The Faculty participating in the Academy have had a very rich experience. We are thrilled that the administration see the value and have decided to offer it on an on-going basis. The Academy has been enhanced by having an expert on pedagogy-Cynthia bringing in materials and techniques bi-monthly that we utilize and discuss, tweak and try again. The end result is increasing in engaging student and retaining them.