

Spring 2019 Faculty Academy Evaluation

The Faculty Academy (FA) is a two-semester-long pedagogical training program. To date, four cohorts of faculty have completed it. Analyses were conducted to evaluate the effect of FA participation on course success rates.

FA Faculty and Students

A total of 35 full-time faculty members have participated in both semesters of the four FA cohorts. During their participation, they taught a total of 8,444 students in 25 different disciplines.

FA Cohort	Faculty Participants	Unduplicated Students*
Spring/Fall 2015	10	3,281
Spring/Fall 2016	7	2,288
Spring/Fall 2017	10	2,597
Spring/Fall 2018	8	1,663
Total	35	8,444

*Total does not equal the sum of FA cohorts because some students enrolled in FA participants' classes in multiple years.

Disciplines taught by FA Faculty:

1. Anatomy
2. Anthropology
3. Biology
4. Biotechnology
5. Child Development
6. Chemistry
7. Criminal Justice
8. Communication Studies
9. Computer Science
10. English
11. Environmental Science and Resource Management
12. Geography
13. Geology
14. Geographic Information Systems
15. Health Education
16. History
17. Kinesiology
18. Math
19. Microbiology
20. Philosophy
21. Physiology
22. Political Science
23. Psychology
24. Sociology
25. Spanish

Course Success Rate Analysis

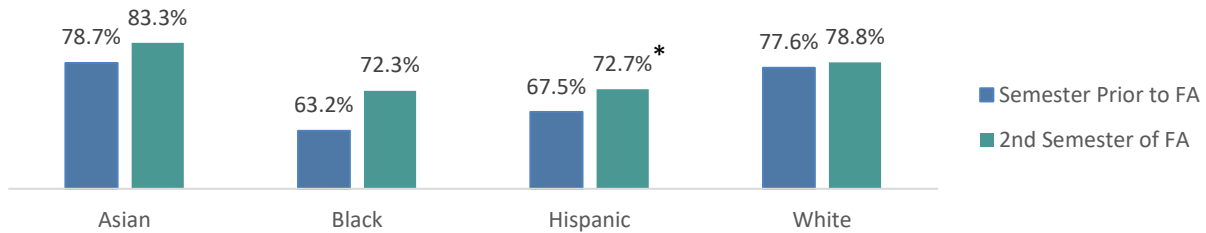
To evaluate the effect of FA participation on course success rates, independent sample *t*-tests were conducted. Analyses were limited to courses that participants taught in both the semester prior to participation, and in the second semester of participation. This ensured that any differences were not due to participants teaching different courses before and after FA participation. Analyses also excluded four FA participants who did not teach in the semester prior to FA participation.

The results 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 significant increases for Hispanic, female, male, low-income, and EAC students.

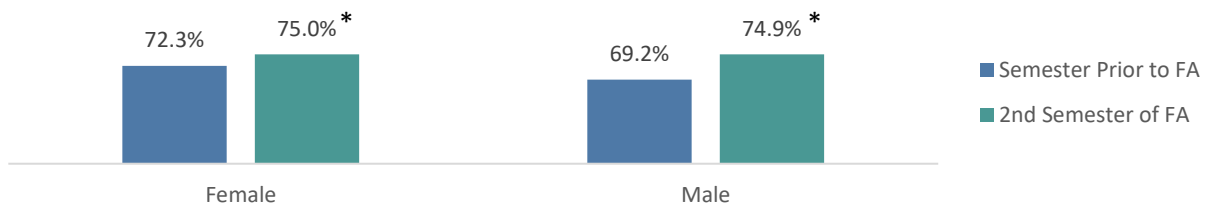
Course Success Rates in Faculty Academy Participants' Classes



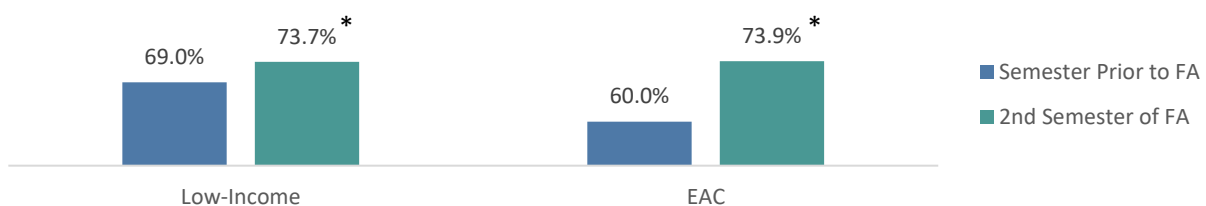
Course Success Rates in FA Participants' Classes by Student Ethnicity



Course Success Rates in FA Participants' Classes by Student Gender



Course Success Rates in FA Participants' Classes - Additional Student Groups



*Difference is statistically significant

Data Table and Notes

	Semester Prior to Faculty Academy		Second Semester of Faculty Academy	
	N	Course Success Rate	N	Course Success Rate
Asian Students	202	78.7%	203	83.3%
Black Students	136	63.2%	94	72.3%
Hispanic Students	2,994	67.5%	2,854	*72.7%
White Students	1,340	77.6%	1,184	78.8%
Female Students	2,643	72.3%	2,528	*75.0%
Male Students	2,201	69.2%	1,969	*74.9%
Low-Income Students	3,262	69.0%	2,940	*73.9%
EAC Students	260	60.0%	218	*73.9%
All Students	4,914	71.0%	4,566	*75.0%

Notes and Definitions:

- Course Success Rate = % of A, B, C, and P grades out of all grades assigned (including W's).
- * = Statistically significant difference in success rate compared to the semester prior to faculty academy.
- N = number of grades assigned. If a single student received a grade in 3 classes, this student would count as N = 3.
- Native Americans, Pacific Islanders, two or more ethnicities, unreported ethnicities, and unreported gender are not displayed due to very small sample sizes.
- Low-income students = students who received a Board of Governors Fee Waiver.
- Data are only included for courses that were taught by FA Participants in both the semester prior to FA and the second semester of FA.

Course Success Rate Comparison between FA and Non-FA Instructors

Additional independent sample *t*-tests were conducted to compare course success rates between FA participants and Non-FA participants who taught the same courses. Analyses excluded four FA participants who did not teach in the semester prior to FA participation.

The results indicated that, in the semester before participation, there was no difference in the success rate between FA and Non-FA participants' classes. However, at the end of the second semester of FA, FA participants had significantly higher course success rates than Non-FA instructors who taught the same courses. Disaggregated analyses found the same statistically significant pattern for Hispanic, male, and low-income students.

Course Success Rates in FA and Non-FA Participants' Courses

	Semester Prior to Faculty Academy		Second Semester of Faculty Academy	
	Non-FA Participants	FA Participants	Non-FA Participants	FA Participants
Asian Students	78.0%	78.7%	79.6%	83.3%
Black Students	65.0%	63.2%	66.8%	72.3%
Hispanic Students	*70.0%	67.5%	70.4%	*72.7%
White Students	77.0%	77.6%	78.0%	78.8%
Female Students	73.0%	72.3%	74.3%	75.0%
Male Students	70.3%	69.2%	70.7%	*74.9%
Low-Income Students	70.6%	69.0%	71.5%	*73.9%
EAC Students	*70.7%	60.0%	69.8%	73.9%
All Students	71.8%	71.0%	72.7%	*75.0%

Notes and Definitions

- * = Statistically significant difference in course success rate between Non-FA Participants and FA Participants.
- Course Success Rate = % of A, B, C, and P grades out of all grades assigned (including W's).
- Native Americans, Pacific Islanders, two or more ethnicities, unreported ethnicities, and unreported gender are not displayed due to very small sample sizes.
- Low-income students = students who received a Board of Governors Fee Waiver.
- Data are limited to courses taught by both FA Participants and Non-FA participants.

General Conclusions

Taken together, the results indicate that Faculty Academy participation has a statistically significant positive effect on course success rates. Disaggregated analyses suggest that this effect is particularly evident in student groups that have been traditionally underserved by higher education (i.e. Hispanic students, male students, low-income students, and EAC students).

It is also worth noting the scale of the Faculty Academy. Given that full-time faculty teach multiple classes each semester, a relatively small number of full-time faculty (i.e. 35) have an impact on a large number of students (i.e. 8,444 students through the first four cohorts). These faculty have also presumably implemented changes to their courses so that the effects will continue to impact additional students in future semesters. Future analyses will be conducted to determine if these positive effects persist beyond the second semester of participation.