

**Spring 2018 Faculty Academy Evaluation – Revised**

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

This updated report includes the following changes from the original report:

1. In the original report, course success rate analyses included data from all courses taught by FA participants. This meant that course-level differences may have had an impact on the results. For example, a participant may have taught intermediate algebra in the semester prior to participation and then calculus in the second semester of FA. An overall comparison of course success rates for this participant would thus be comparing intermediate algebra data to calculus data. In this revised report, comparisons only included cases in which the participant taught the same courses in the semester prior to participation and in the second semester of participation.
2. At the request of the Student Equity Advisory Group, this revised report includes participant-level course success rates for the semester prior to participation and the second semester of participation. Participants were assigned a random identifier and are not identified by name.
3. Additional analyses were conducted to examine the difference in course success rates between FA participants and Non-FA participants within the same course.
4. The data displayed have been limited to the semester prior to FA participation and the second semester of FA participation. The original report also included data from the first semester of FA participation. However, the structure of FA is such that participants learn pedagogical techniques during the first semester and then implement and refine them in the second semester. Thus, the second semester is when changes in course success rates would be expected to occur.

**FA Faculty and Students**

A total of 27 full-time faculty members have participated in the three cohorts of FA. During their FA participation, they taught a total of 7,175 students in 24 different disciplines.

**FA Faculty and Student Counts**

FA Cohort	Faculty Participants	Unduplicated Students*
Spring/Fall 2015	10	3,281
Spring/Fall 2016	7	2,288
Spring/Fall 2017	10	2,597
Total	27	7,175

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

**Disciplines Taught by FA Participants**

Anatomy
Anthropology
Biology
Biotechnology
Chemistry
Child Development
Computer Science
Criminal Justice
English
Environ Sci and Resource Mgmt
Geographic Information Systems
Geography
Geology
Health Education
History
Kinesiology
Math
Microbiology
Philosophy
Physiology
Political Science
Psychology
Sociology
Spanish

**Course Success Rate Analysis**

To evaluate the effect of FA participation on course success rates, independent sample *t*-tests were conducted for all three cohorts of FA. Analyses were limited to courses that participants taught in both the semester prior to participation, and in the second semester of participation. Analyses excluded three 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 (i.e. 70.6% to 75.2%). Disaggregated analyses indicated that there were also statistically significant increases for Hispanic students, male students, female students, low-income students, and EAC students.

**Course Success Rates in Cohort 1-3 FA Participants' Courses**

	Semester Prior to Faculty Academy		Second Semester of Faculty Academy	
	N	Course Success Rate	N	Course Success Rate
Asian Students	174	77.6%	177	81.9%
Black Students	126	61.9%	90	73.3%
Hispanic Students	2,539	67.0%	2,554	*72.7%
White Students	1,167	77.8%	1,080	79.5%
Female Students	2,296	72.0%	2,283	*75.0%
Male Students	1,868	68.7%	1,764	*75.3%
Low-Income Students	2,801	68.7%	2,634	*74.1%
EAC Students	190	57.9%	183	*76.5%
All Students	4,222	70.6%	4,112	*75.2%

\*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.

Course Success Rate = % of A, B, C, and P grades out of all grades assigned (including W's).

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.

**Faculty Academy Course Success Rates by Participant**

At the request of VC's Equity Advisory Group, course success rates for Faculty Academy participants were disaggregated by participant. Participants were assigned a random identifier, and are not identified by name. 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. In addition, the data excludes three instructors who did not teach in the semester prior to participating in Faculty Academy.

The overall analyses found that course success rates for all three cohorts, as a whole, significantly increased from 70.6% in the semester prior to participation to 75.2% in the second semester of participation. The participant-level data below indicates that course success rates increased for 15 of the 24 FA participants between the semester prior to participation, and the second semester of participation.

**Faculty Academy Course Success Rate by Participant**

Participant	Semester Prior to Faculty Academy	Second Semester of Faculty Academy
A	58.1%	70.3%
B	75.7%	78.3%
C	74.8%	77.0%
D	88.1%	86.7%
E	64.9%	54.1%
F	77.4%	64.8%
G	46.7%	71.7%
H	47.7%	58.3%
I	85.2%	69.0%
J	87.2%	63.0%
K	83.1%	83.9%
L	91.7%	88.9%
M	47.7%	73.9%
N	78.4%	77.5%
O	81.6%	82.8%
P	74.7%	78.7%
Q	67.0%	75.6%
R	70.0%	76.2%
S	67.5%	73.2%
T	81.7%	93.0%
U	69.8%	73.6%
V	60.0%	54.9%
W	76.3%	73.3%
X	61.1%	72.7%
<b>Total</b>	<b>70.6%</b>	<b>75.2%</b>

Course Success Rate = % of A, B, C, and P grades out of all grades assigned (including W's).

Data are only included for cases in which the same courses were taught by FA Participants in 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 in FA participants' courses with those in Non-FA participants' courses in both the semester prior to participation and in the second semester. Analyses excluded three FA participants who did not teach in the semester prior to FA participation.

The results indicated that, in the semester before participation, FA participants had significantly lower course success rates than Non-FA instructors who taught the same courses. However, at the end of the second semester, 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 (second semester only), low-income, and EAC 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	77.6%	78.2%	81.9%
Black Students	64.7%	61.9%	67.7%	73.3%
Hispanic Students	70.0%	*67.0%	71.1%	*72.7%
White Students	76.6%	77.8%	78.3%	79.5%
Female Students	73.2%	72.0%	74.6%	75.0%
Male Students	70.7%	68.7%	71.6%	*75.3%
Low-Income Students	70.9%	*68.7%	72.0%	*74.1%
EAC Students	71.3%	*57.9%	71.5%	*76.5%
All Students	72.1%	*70.6%	73.3%	*75.2%

\*Statistically significant difference in course success rate between Non-FA Participants and FA Participants.

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.

Course Success Rate = % of A, B, C, and P grades out of all grades assigned (including W's).

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 positive effect on course success rates. Disaggregated analyses found that this effect extends to student groups that have been traditionally underserved by higher education (i.e. Hispanic students, low-income students, EAC students). Further, the scale of the Faculty Academy has resulted in this effect being observed in multiple disciplines across the campus. Given that full-time faculty teach multiple classes each semester, a relatively small number of full-time faculty (i.e. 27) impact a large number of students (i.e. 7,175 students through the first 3 cohorts). Further, these faculty have presumably implemented changes to their courses so that the effects will continue to impact additional students in future semesters. Once enough data is available, analyses will be conducted to determine if the effects continue beyond the second semester of participation.