

Spring 2023 Faculty Academy Evaluation

The Faculty Academy (FA) is a two-semester-long pedagogical training program. To date, seven 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 58 full-time faculty members have participated across the seven cohorts. During their participation, they taught a total of 12,275 students in 31 different disciplines.

Cohort	Faculty Participants	Unduplicated Students
Spring/Fall 2015	11	3,303
Spring/Fall 2016	8	2,287
Spring/Fall 2017	11	2,659
Spring/Fall 2018	8	1,663
Spring/Fall 2020	7	1,662
Spring/Fall 2021	8	1,352
Spring/Fall 2022	5	1,329
Total	58	12,275

*Notes - Some faculty participated in multiple cohorts. The data above only includes their first participation. Unduplicated student count only includes students in instructional classes. Non-instructional faculty participated in FA (i.e. counselors, librarians, athletic director), but due to inconsistent data collection systems, it is not possible to determine how many students these faculty met with in non-instructional sessions. The total unduplicated student count is less than the sum of cohorts because some students were in FA participant classes in multiple years.

Disciplines taught by FA Faculty:

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| <ol style="list-style-type: none"> 1. American Ethnic Studies 2. Anatomy 3. Anthropology 4. Biology 5. Biotechnology 6. Business 7. Child Development 8. Chemistry 9. Chicano Studies 10. Criminal Justice 11. Communication Studies 12. Computer Science 13. Counseling 14. English 15. English as a Second Language 16. Engineering | <ol style="list-style-type: none"> 17. Environmental Science and Resource Management 18. Geography 19. Geology 20. Geographic Information Systems 21. Health Education 22. History 23. Kinesiology 24. Math 25. Microbiology 26. Philosophy 27. Physiology 28. Political Science 29. Psychology 30. Sociology 31. Spanish |
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Course Success Rate Analysis – All Cohorts

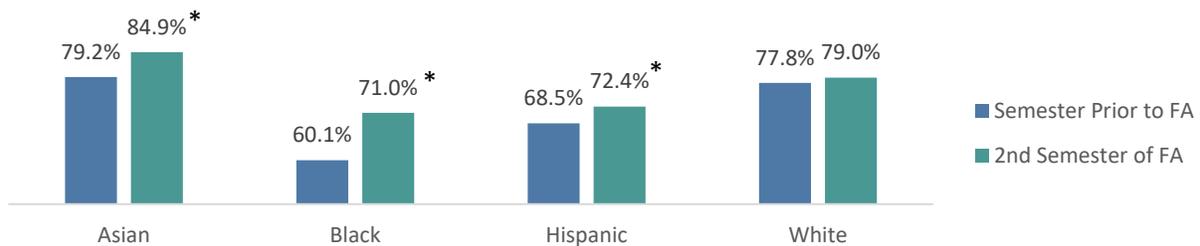
To evaluate the effect of FA participation on course success rates, independent sample *t*-tests were conducted. Analyses were limited to courses that participants taught in both the semester prior to participation, and in the second semester of participation. This ensured that any differences were not 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.

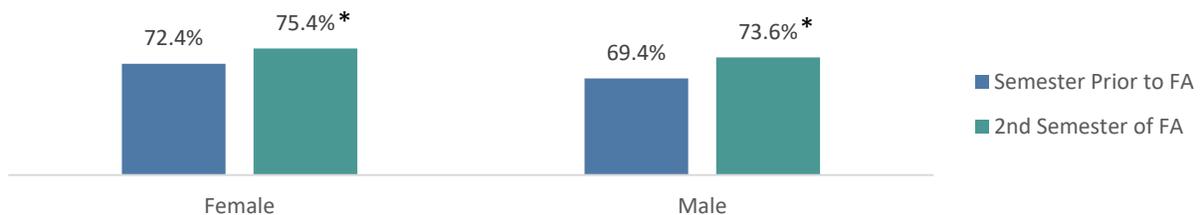
Course Success Rates in Faculty Academy Participants' Classes



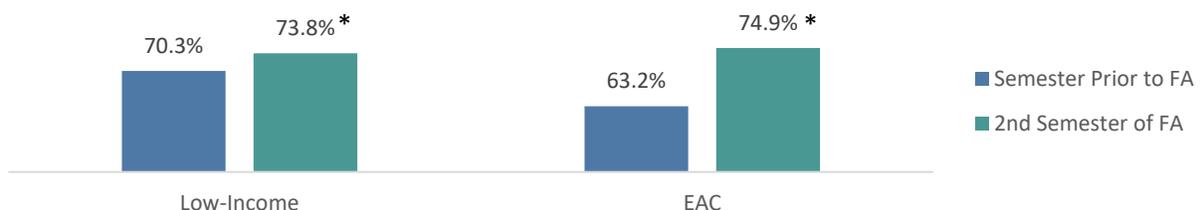
Course Success Rates in FA Participants' Classes by Student Ethnicity



Course Success Rates in FA Participants' Classes by Student Gender



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



*Difference is statistically significant

Course Success Rates in FA Participant Classes

	Semester Prior to Faculty Academy		Second Semester of Faculty Academy	
	N	Course Success Rate	N	Course Success Rate
Asian Students	307	79.2%	284	*84.9%
Black Students	213	60.1%	155	*71.0%
Hispanic Students	4,768	68.5%	4,439	*72.4%
White Students	1,797	77.8%	1,591	79.0%
Female Students	4,319	72.4%	3,960	*75.4%
Male Students	3,141	69.4%	2,773	*73.6%
Low-Income Students	4,950	70.3%	4,436	*73.8%
EAC Students	421	63.2%	382	*74.9%
All Students	7,563	71.3%	6,851	*74.6%

Data Notes and Definitions:

- Course Success Rate = % of A, B, C, and P grades out of all grades assigned (W's are included. EW's are excluded).
- * = 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 – All Cohorts

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 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 overall 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 same statistically significant pattern for nearly all demographic groups.

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	77.2%	79.2%	78.3%	*84.9%
Black Students	65.4%	60.1%	65.3%	71.0%
Hispanic Students	68.2%	68.5%	68.6%	*72.4%
White Students	75.7%	*77.8%	76.7%	*79.0%
Female Students	71.9%	72.4%	73.0%	*75.4%
Male Students	68.8%	69.4%	68.7%	*73.6%
Low-Income Students	70.0%	70.3%	70.3%	*73.8%
EAC Students	67.9%	*63.2%	69.1%	*74.9%
All Students	70.5%	71.3%	71.1%	*74.6%

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 (W's are included. EW's are excluded).
- 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.

Course Success Rate Analysis – Covid-Impacted Cohorts

The effects of Covid-19 on higher education cannot be understated. In spite of the massive disruptions to the lives of faculty and students, the faculty academy continued to meet during the pandemic. However, it was changed from an in-person format to a remote format, and meetings were held less frequently.

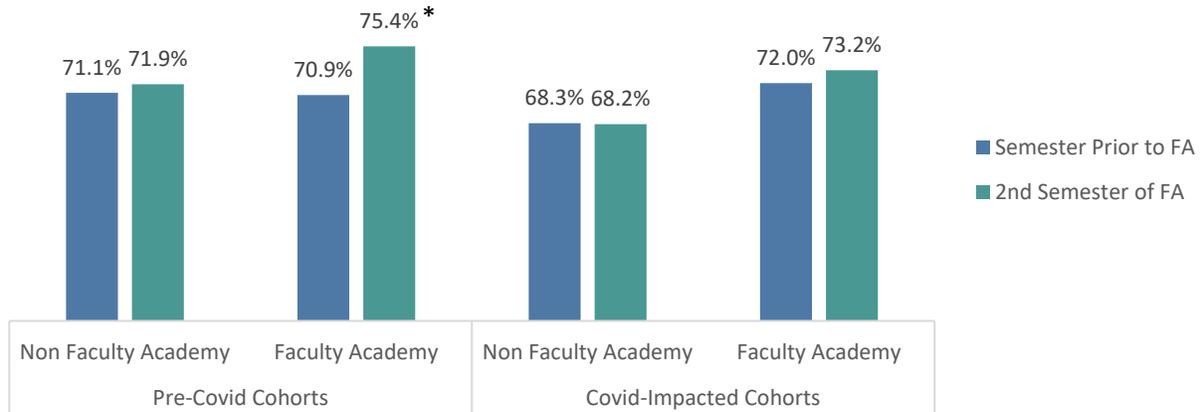
Due to the unprecedented nature of the pandemic, additional analyses were conducted to compare this period of the faculty academy to pre-pandemic cohorts. There were a few key findings of these analyses:

1. The Covid-impacted FA cohorts were markedly smaller than pre-pandemic FA cohorts, both in the number of faculty participating and in the number of students in their classes (see the table on page 1).
2. There was not a statistically significant increase in overall course success rates for FA participants between the semester prior to FA participation and the second semester of FA, as there was in pre-pandemic cohorts.
3. The faculty who participated in FA during the pandemic had higher course success rates prior to their FA participation than non-FA instructors who taught the same courses.
4. FA Participants also had higher course success rates in the second semester of FA than non-FA participants who taught the same classes. To determine if this was due to their higher pre-FA course success rates, or to the impact of FA, regression analyses were conducted (not displayed

below). These analyses found that after controlling for pre-FA course success rates, the effect of FA was not a significant predictor of the second-semester course success rate.

5. In spite of this lack of an overall effect, success rates for some demographic groups (i.e. Black, Asian students) did increase significantly in FA participants' classes during their participation.

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



Course Success Rates in **Pre-Covid** Faculty Academy Cohorts

	Semester Prior to Faculty Academy		Second Semester of Faculty Academy	
	Non-FA Participants	FA Participants	Non-FA Participants	FA Participants
Asian Students	76.7%	79.9%	78.5%	*83.8%
Black Students	67.1%	60.3%	68.4%	71.4%
Hispanic Students	68.8%	67.5%	69.3%	*73.2%
White Students	76.1%	77.1%	77.4%	79.1%
Female Students	72.2%	72.2%	73.7%	*75.5%
Male Students	69.9%	68.9%	69.7%	*75.3%
Low-Income Students	70.7%	69.7%	71.3%	*74.8%
EAC Students	68.0%	*59.2%	68.7%	*74.0%
All Students	71.1%	70.9%	71.9%	*75.4%

Course Success Rates in **Covid-Impacted** Faculty Academy Cohorts

	Semester Prior to Faculty Academy		Second Semester of Faculty Academy	
	Non-FA Participants	FA Participants	Non-FA Participants	FA Participants
Asian Students	79.1%	77.8%	77.4%	*87.1%
Black Students	58.1%	59.7%	53.9%	*70.3%
Hispanic Students	66.3%	*70.3%	66.0%	*70.9%
White Students	74.1%	*79.6%	73.7%	*78.8%
Female Students	70.9%	72.5%	70.6%	*75.2%
Male Students	64.9%	*70.6%	64.7%	*70.1%
Low-Income Students	67.4%	*71.4%	66.3%	*72.0%
EAC Students	67.7%	71.5%	71.8%	76.4%
All Students	68.3%	*72.0%	68.2%	*73.2%

General Conclusions

When the results are examined across all seven cohorts, they 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).

Analyses also indicate that the Faculty Academy was not immune to the devastating impact of Covid-19 on our community. During the pandemic, the Faculty Academy was successful in improving course success rates for some student groups (i.e. Black, Asian students). However, there wasn't the same level of overwhelmingly positive improvements across the board, as had been observed in pre-pandemic cohorts.

Further evaluations will be conducted on future cohorts to see if the effectiveness of the Faculty Academy returns to pre-pandemic levels. Further, we need to identify ways to evaluate its effectiveness for non-instructional faculty. More counselors and librarians have participated in recent cohorts, but we have been unable to measure the effects of the Faculty Academy for these faculty members because of limitations in our data collection mechanisms.