

FACULTY IMPACT ON BLACK STUDENT SUCCESS

RACIAL JUSTICE TASKFORCE-APRIL 2023

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NORCO
COLLEGE

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CALL TO ACTION-BLACK FACULTY

- During the statewide Call to Action meeting in Spring 2020, an assertion was made:
 - Black students do better when they see someone teaching who looks like them.
 - This assertion had never been explored at Norco College based on data, so an analysis was conducted on Black student success disaggregated by faculty ethnicity.
 - Fall 2017 - Winter 2020
 - Black students
 - 8,605 valid enrollments
 - 2,093 students

RESULTS

- Conducted comparative analysis:
 - Black faculty had highest success rates with Asian, Hispanic, and Pacific Islander students.
- Exploratory analysis found some pockets of success but couldn't tell which variables were influencing Black student success.
- Performed a more sophisticated statistical analysis (regression) that was able to identify which variables had an impact.
 - Takes each variable (faculty ethnicity, Umoja, FT/PT, and science/math) and holds all others constant to determine “weight” → faculty ethnicity did NOT predict Black student success

Appendix 2. Success Rate by Student Ethnicity and Faculty Ethnicity

Student Ethnicity	Faculty Ethnicity														
	Asian		Black		Hispanic		American Indian/ Alaskan Native		Two or More Races		White		Unknown		
	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	
Asian	1359	76.5%	715	81.0%	2350	78.6%	43	79.1%	43	80.8%	9250	80.2%	17	100.0%	
Black	681	57.0%	804	72.9%	1170	63.6%	14	64.3%	215	59.5%	5718	66.1%	3	100.0%	
Hispanic	7824	61.7%	4897	71.9%	14008	69.7%	251	61.4%	1373	63.7%	54234	71.1%	43	76.7%	
Am Indian/ Alaskan	24	50.0%	20	55.0%	63	77.8%	2	50.0%	8	37.5%	245	62.0%	0		
Pac Islander	52	59.6%	46	87.0%	79	78.5%	3	33.3%	9	77.8%	348	78.2%	0		
2 or more	230	62.6%	142	71.1%	336	72.6%	8	37.5%	43	69.8%	1567	74.4%	1	100.0%	
White	2974	65.4%	1772	76.8%	5077	75.6%	102	73.5%	539	75.5%	21754	77.2%	11	72.7%	
Unknown	45	75.6%	49	85.7%	87	81.6%	1	0.0%	3	100.0%	483	81.8%	0		
Total	13198	63.8%	8450	73.9%	23185	71.8%	425	65.4%	2405	67.6%	93654	73.2%	75	82.7%	

YELLOW SHADING INDICATES FOCUS OF CURRENT STUDY; GREEN SHADING SHOWS SUCCESS RATE OF EACH STUDENT ETHNIC GROUP FOR BLACK FACULTY

ADVISORY GROUP

- Presented findings to an advisory group comprised of the following people:
 - Dr. Laura Adams – Associate Professor, Psychology; Faculty Accreditation Liaison
 - Charise Allingham – Administrative Assistant, Institutional Effectiveness
 - Dr. Kevin Fleming – Vice President, Planning & Development
 - Dr. Monica Green – President, Norco College
 - Dr. Dominique Hitchcock – Professor, Spanish & French; Equity Faculty Coordinator (Student Support Council); NC Academic Senate Equity Liaison
 - Dr. Sam Lee – Vice President, Academic Affairs
 - Dr. Kaneesha Tarrant – Vice President, Student Services
 - Caitlin Welch – Institutional Research Specialist

WHAT DO THESE DATA MEAN

- What is the unifying theme?
 - It is specific individuals that are making the difference with Black students, not necessarily faculty ethnicity.
- There are a group of faculty that are consistently having a positive impact on Black Student success
 - Across faculty ethnicity (6% Asian, 11% Black, 6% Hispanic, 77% White)
 - Across departments (AHWL 11%, BEIT 17%, COMM 8%, Math 8%, SBS 33%, Sci/Kin 22%)
 - Across FT/PT (FT 61%, PT 39%)

STEPS TAKEN

- ✓ Created a list of faculty by school with higher-than-average success with Black students (72% or higher)
- ✓ Convened these faculty to share practices that might be impacting Black student success – Spring 2022
- ✓ Create a tool–survey of above best practices sent out to all faculty Fall 2022
- ✓ Connect faculty responses to Black student success to verify which practices are actually having an impact

BLACK STUDENT SUCCESS FACULTY GROUPS-SPRING 2022

- Three Areas
 - Human Side-Experiences that lead to success with Black students
 - Pedagogy- What happened in the classroom?
 - Resources –Class Materials, Documents, Course Website, etc.
- Faculty Impact Survey
 - Created 30-item survey based on BSS Faculty Group discussions
 - Importance of alignment between survey and practice in class

FACULTY IMPACT SURVEY

- First 24 items were rated on a Strongly Agree (5) to Strongly Disagree (0)
 - I think tracking student performance by race/ethnicity is important.
 - It is important that students view me as a kind professor.
 - It is important to create a caring environment in the classroom.
- The last 6 items asked faculty to rate how often they engaged in (Always, Often, Sometimes, Rarely, Never):
 - 1. I use personal stories from my life and students' lives in class.
 - 2. I look for opportunities to let students know I am proud of their accomplishments.
 - 3. I incorporate intentional assignments focusing on sharing students' culture and family history.
 - 4. I incorporate service learning or internship-like experiences in my classes.
 - 5. I use low-cost textbooks and course materials.
 - 6. I play music either before or during class to set a welcoming environment.

FACULTY IMPACT SURVEY

- Survey disbursed in Fall 2022 to faculty using Nor-Faculty email.
 - Responses 59/ 321
 - 18.3% response rate
 - 5,826 valid enrollments, 4,520 students
 - 271 Black/African American valid enrollments, 236 Black/African American students
 - Faculty Respondents
 - Asian – 6% (11%)
 - Black/African American – 6% (8%)
 - Hispanic – 21% (28%)
 - Two or more – 4% (2%)
 - White – 64% (50%)

ANALYSIS OF SURVEY CLUSTERS

- Items clustered into 3 main areas (Factor Analysis):
 - Caring Environment (8 items): Example - It is important to create a caring environment in the classroom; It is important that students view me as a kind professor.
 - Intentional Assignments (10 items): Example - I incorporate intentional assignments focusing on sharing students' culture and family history; I play music either before or during class to set a welcoming environment.
 - Grading (11 items): Example - I think it is ok to drop students' lowest scores in determining their final grade; I think tracking student performance by race/ethnicity is important.

ANALYSIS OF BLACK STUDENT OUTCOMES

- Conducted Two Regression Analyses (Identifies Predictors of Black Student success)
 - Model 1: Faculty Ethnicity, Math/Science, FT/PT Faculty, 3 Factors
 - Model was not significant = when taken as a whole, the variables didn't show significant ability to predict Black Student Success
 - May have to do with the 3 factors – “Heavy” variables that may not be as responsive
 - Model 2: Faculty Ethnicity, Math/Science, FT/PT Faculty, 30 survey items
 - “I set high expectations for all students in my class.” (-)
 - “It is important that students show accountability in my classroom.” (+)

PRELIMINARY FINDINGS

- In general, Black Students do better with Black Faculty but not necessarily due to the faculty ethnicity...why?
- There seems to be three clusters of items from the FIS that may indicate larger areas for further study. The current study didn't find that these areas predicted student success
- Black student success had an inverse relationship with faculty who reported setting high expectations for students in their classes.
- Black student success had a positive relationship with faculty who reported it was important to them that students show accountability in their classroom.

NEXT STEPS

- Interpret findings with faculty input
- Use findings to support faculty, suggestions:
 - Faculty Mentors
 - Best Practices Handout
 - More Survey Data?

THANK YOU!

