

INTRO:

- Barriers to academic progress and self-efficacy for first-generation college students have been examined from multiple perspectives, typically examining qualities inherent to each student (Ward, Siegel & Davenport, 2012). While there is significant research examining the effects of the identity of faculty on the persistence of students of color (Hurtado & Carter, 1997; Museus, & Quaye, 2009), there has been little research that has examined the same factors on first-generation students persistence. This study seeks to understand the relation between the racial composition of the faculty of a university, and first-generation students' self-reported academic self-efficacy and academic progress.

METHODS

- A survey was conducted of 1176 students at four institutions located within the United States.
- Data regarding the racial composition of the faculty of each of these institutions was collected from the Integrated Postsecondary Education Data System (IPEDs) and the institutional research offices from each campus. IPEDS categorizes faculty as 'Represented' and 'Underrepresented'. Z scores were created to represent faculty diversity as compared to a national average.
- The survey included items designed to measure academic progress and academic self-efficacy.

RESULTS

- A mediation model tested the indirect effect of first-generation status on stress and academic self-efficacy via faculty racial composition
- 166 first-generation students who took the survey. First generation students were identified as students who did not report either parent who holding a Bachelor's degree. Survey items were generated by a team of counseling psychology researchers.

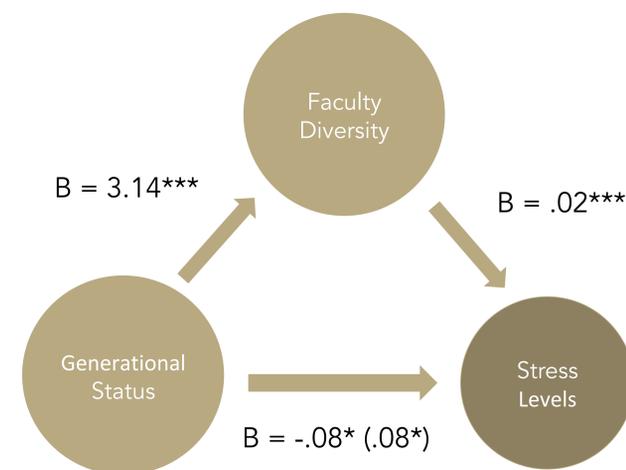
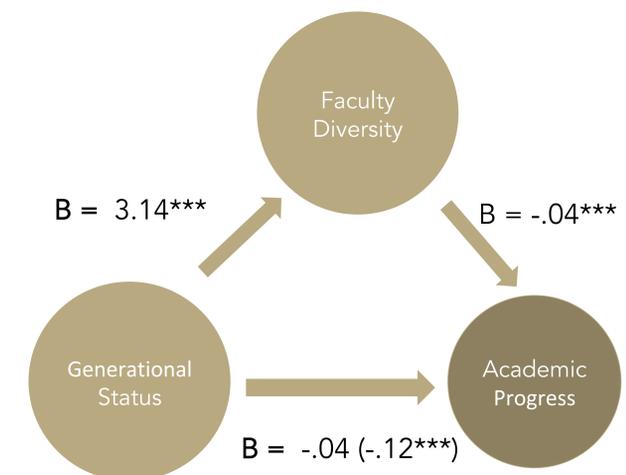
DISCUSSION:

This has major implications for helping support the academic progress and self efficacy of first-generation college students, as well as provide support for hiring a faculty that is more racially and ethnically diverse.

For first generation college students, *the relationship between generation status and academic progress can be explained by faculty diversity.* The more racially diverse a faculty, the more academic progress can be expected.

Faculty Composition and Academic Outcomes for First- Generation College Students

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Z Score Calculation

Institution	Type	Total Faculty	%White Faculty	Z SCORE
Clark State	PWI	2642	76%	0
Hsiao State	MSI	110	75%	1
Gaines City College	MSI	1461	83%	-7
Neuweiler State	MSI	119	89%	-13
National Average			76%	0



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