

Introduction



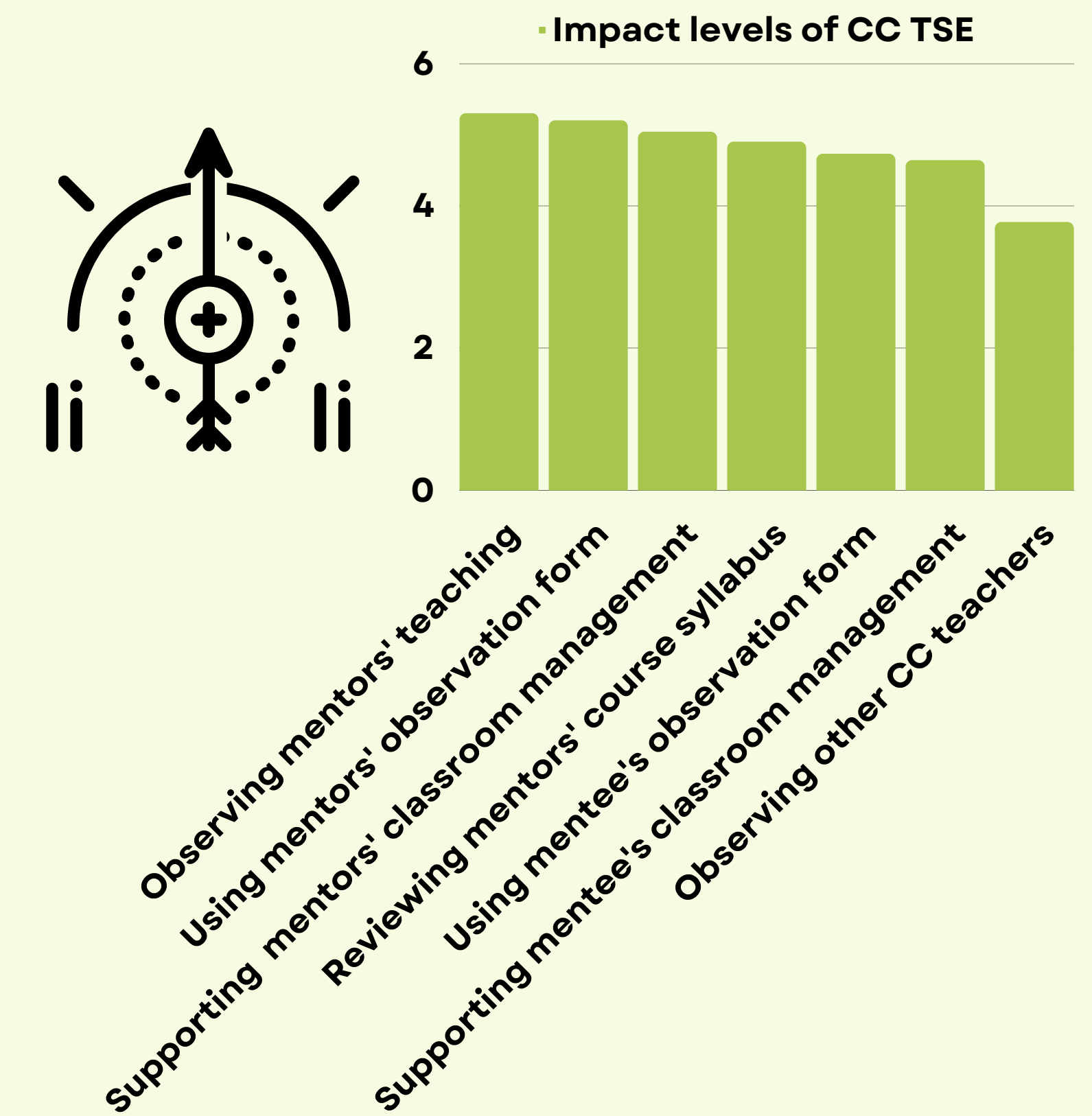
Examining if the NSF INCLUDES Aspire Alliance Teaching Practicum Improved Community College STEM Teaching among Underrepresented Graduate Mentees

- The NSF INCLUDES Aspire Alliance Regional Change Team (RC) works within regional collaborative partnerships (one in Iowa, two in Texas, two in California, and one in Florida, and three new ones in Ohio, Massachusetts, and Wisconsin) to recruit and prepare underrepresented (UR) graduate students for STEM faculty positions through a mentored community college (CC) teaching practicum.
- The goal is to expose and attract more UR graduates to STEM faculty positions.

Authors

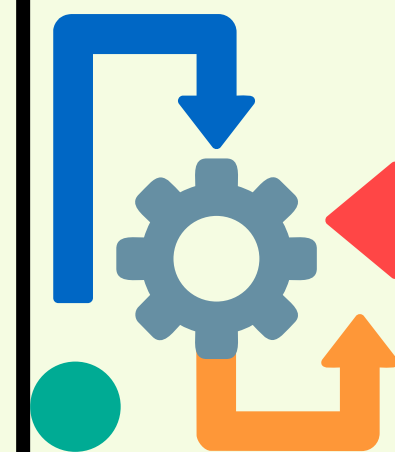
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CC TES



Purpose & Objectives

To evaluate the cumulative impact of the Aspire RC mentored teaching practicum on graduate mentees' CC teaching outcomes by:



- **RO1:** examining the effect of the RC mentored teaching practicum on mentees' career confidence.
- **RO2:** describing the extent to which information sources impacted CC teaching efficacy.
- **RO3:** examining the extent to which UR graduate mentees are willing to apply CC teaching practicum skills in future.

Methodology

- Ex-post facto survey design using an online survey via Qualtrics.
- Career confidence scale - 2 items - 6-point scale (1 = not at all confident to 6 = extremely confident).
- CC teaching efficacy sources (TES) - 7 items - 6-point scale (1 = a little impactful to 6 = extremely impactful).
- Skill use scale- 1 item - 6-point ordinal level scale (1 = not at all, 2 = a little, 3 = somewhat, 4 = moderately, 5 = very, and 6 = extremely confident).

CC Teaching Skills

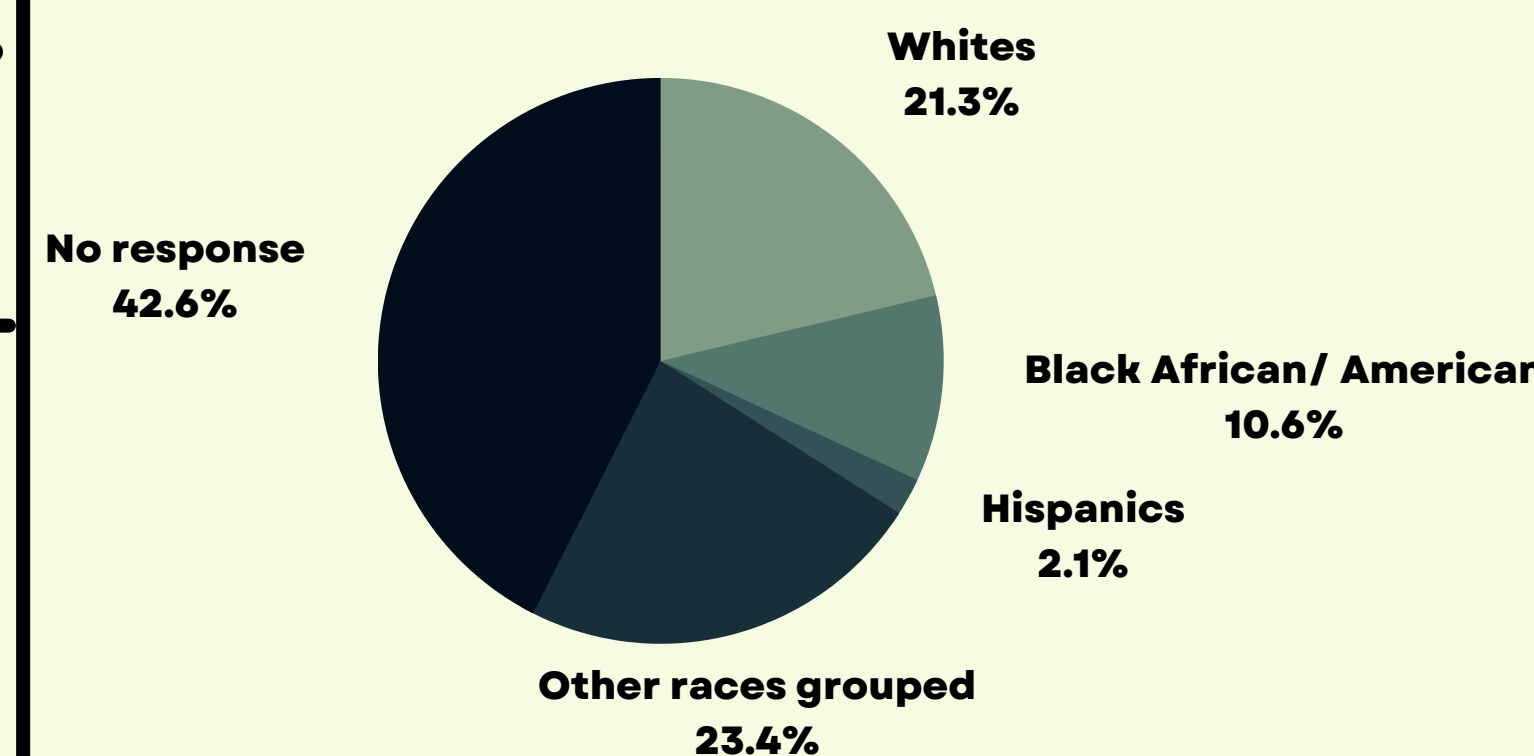
The Chi-square goodness of fit test significantly showed that > 80% of the participants were extremely (n = 54) or very (n = 23) likely to apply the skills in the future.

Analysis & Results

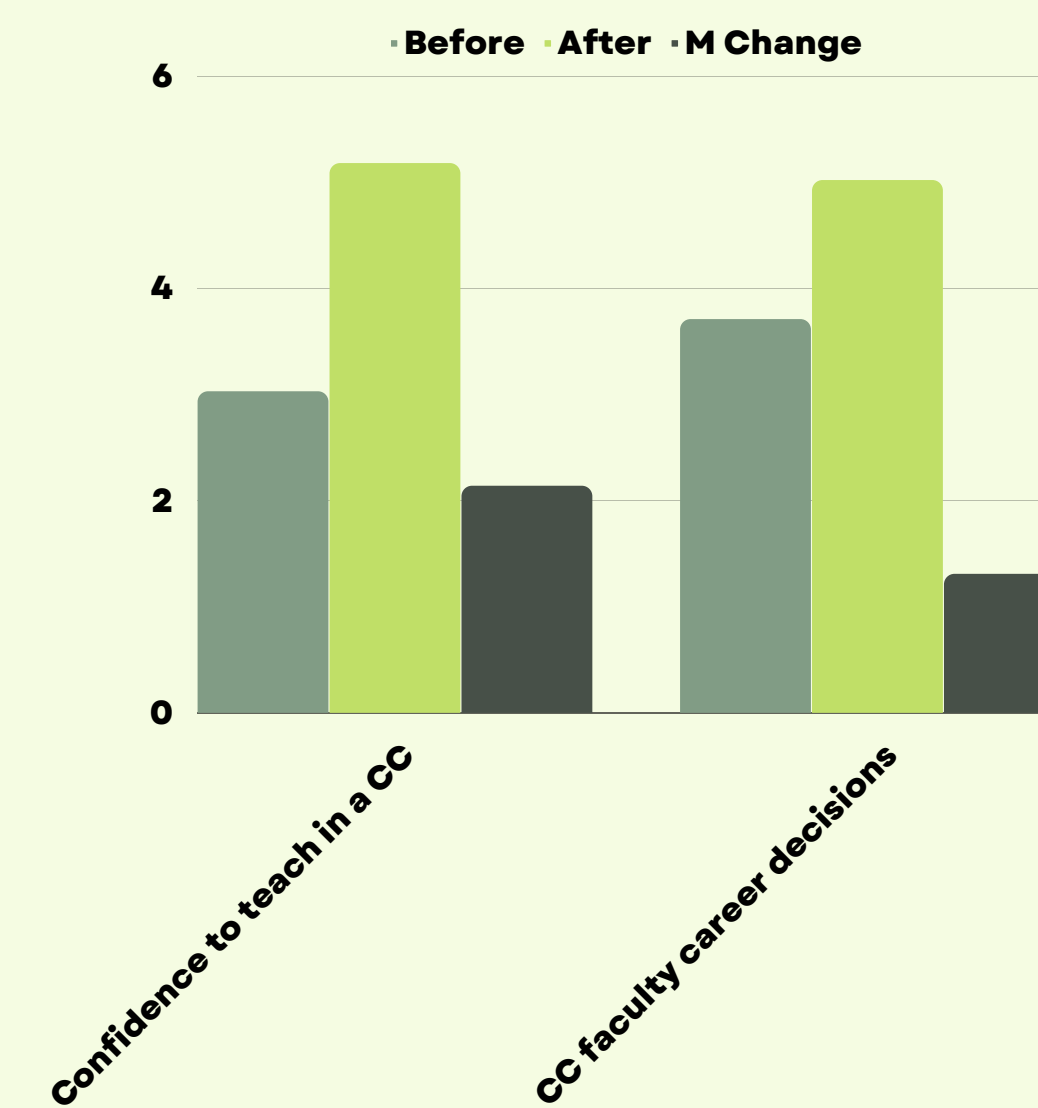


- Paired sample t-Test, means scores, Chi-square goodness of fit, and bar charts were conducted at .05 alpha level set a priori.

% by Race



CC Teaching



Conclusion

- The positive effect of the Aspire teaching practicum on mentees' CC teaching outcomes suggests that a well-planned, mentored teaching practicum in CCs and universities can help increase the diversity of the UR faculty in our agriscience training programs.
- Future impact evaluation should investigate the role of mentor-mentee relationships.