ACUE's mission:
Ensure student success and equity through quality instruction

Student Success Strategies

ACUE

Scholarships/
Financial Aid

High-Impact
Practices

Predictive
Analytics

Guided
Pathways

Instruction?

Authentic
Assessment

Course and
Program Redesign

Advising and
Career Guidance

Supplemental
Instruction/Tutoring

ACUE

x100
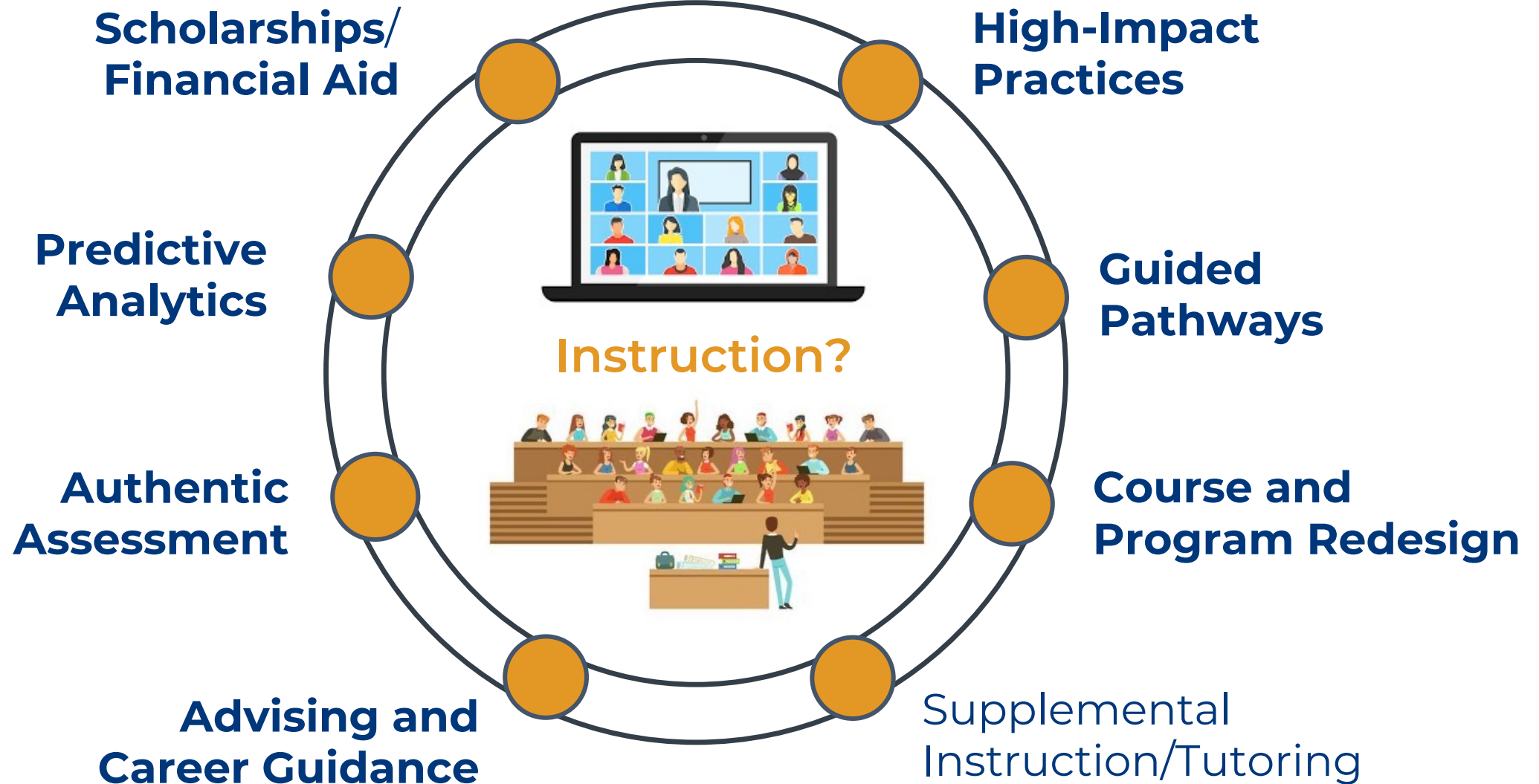
Faculty impact over **100** students every year

200:1

Students spend more hours with faculty than anyone else

Four in five graduates look to a **professor as a mentor**

When taught well, graduates are **1.9x** more likely to be **engaged at work and lead fulfilling lives**

Stronger—more equitable—student outcomes

Miami Dade College

Grades & Engagement Up

GPAs improved 0.19 points to above 3.0 across 100 classes enrolling 6,100 students; Johns Hopkins research found stronger engagement.

CITY COLLEGE OF SAN FRANCISCO

Grades Up in Courses with Achievement Gaps

Students learned more, earning better grades across 150 classes enrolling 4,500 students. Students earned more As and fewer Fs.

BROWARD COLLEGE

Gaps in Completion & Passing Rates Eliminated or Narrowed

Gaps in course completion closed for Black students, and gap in passing rates closed for Pell-eligible students. Completion and grades up for all students.
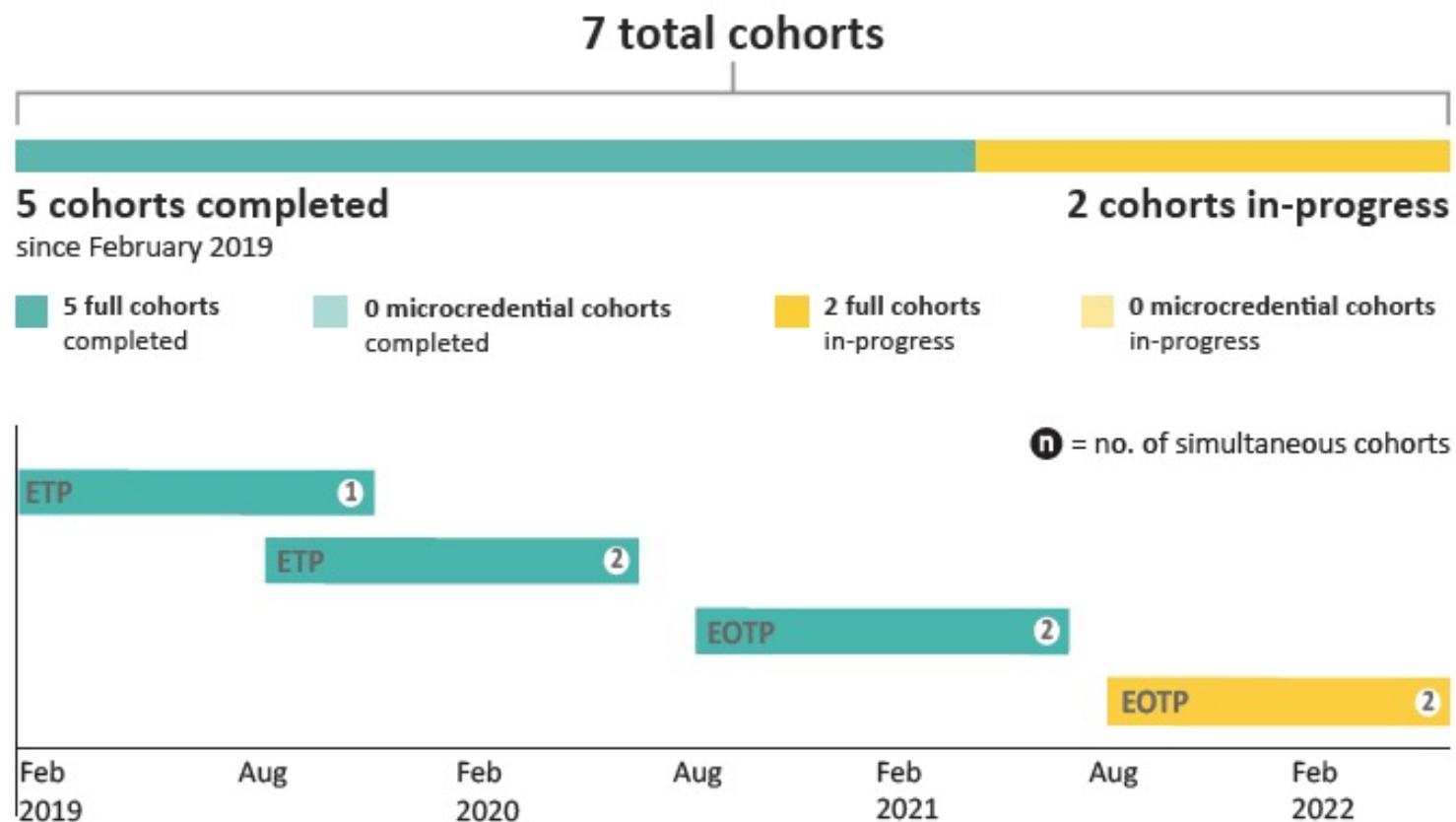
Implementation Timeline

Since winter 2019 Los Rios Community College District has launched 7 cohorts with ACUE, 2 of which are currently active. The data in this report come from all faculty across all courses during this time period. Of the 7 courses, 3 courses are Effective Teaching Practices, and 4 are Effective Online Teaching Practices, including the two active cohorts.

Courses

Full-credential Courses

- Effective Teaching Practices (ETP)
- Effective Online Teaching Practices (EOTP)

7 total cohorts

5 cohorts completed
since February 2019

2 cohorts in-progress

- 5 full cohorts completed
- 0 microcredential cohorts completed
- 2 full cohorts in-progress
- 0 microcredential cohorts in-progress

n = no. of simultaneous cohorts

ETP ①
ETP ②
EOTP ②
EOTP ②

Feb 2019 — Aug — Feb 2020 — Aug — Feb 2021 — Aug — Feb 2022

Faculty Impact

ACUE

ENGAGEMENT

Faculty report finding the course **engaging and relevant** to their work.

99%

of responses from faculty indicate they agree or strongly agree that the knowledge and skills presented in the modules are relevant to their work.

LEARNING

Faculty report improved **knowledge** of evidence-based teaching practices.

Course-takers:

Learned

5.7K

new practices

All course-takers, on average, learned **2.1** new practices per module.

Learned more about

9.5K

practices

All course-takers, on average, learned more about 3.6 practices per module.

IMPLEMENTATION

Faculty report **implementing** evidence-based teaching practices.

Course-takers:

Implemented

2.7K

new practices

All course-takers, on average, implemented **1.0** practices per module.

Plan to implement

5.9K

additional practices

All course-takers, on average, plan to implement 2.2 additional practices per module.

All statistics are based on **2,652** responses from **131** respondents.

Beliefs About Teaching

After completing the course, faculty report increases in their:

Use of research to inform practice

65% agree before

99% agree after

Perception that students are receptive to their teaching methods

83% agree before

98% agree after

Beliefs About Students

After completing the course, faculty report increased agreement that:

Instructors can influence how students perceive their intelligence

81% agree before

98% agree after

Helping students become better learners is part of their role as instructors
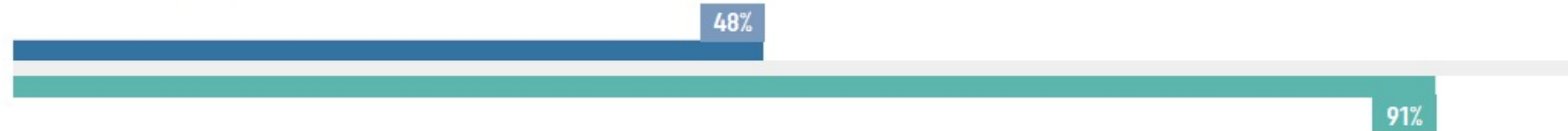
86% agree before

99% agree after

ACUE

Course Competencies

After completing the course, faculty report increases in their confidence using evidence-based practices.

Unit 1: Designing an Effective Course and Class

48%

91%

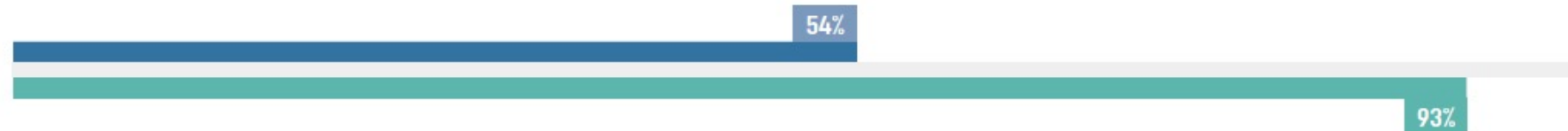**Unit 2: Establishing a Productive Learning Environment**

45%

82%

Unit 3: Using Active Learning Techniques

45%

84%

Unit 4: Promoting Higher Order Thinking

43%

85%

Unit 5: Assessing to Inform Instruction and Promote Learning

54%

93%

Full- and Microcredential courses

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Creating an Inclusive and Supportive Learning Environment

Creating an Inclusive and Supportive Online Learning Environment

Promoting Active Learning

Promoting Active Learning Online

Designing Student-Centered Courses

Designing Student-Centered Courses (online)

Inspiring Inquiry and Preparing Lifelong Learners

Inspiring Inquiry and Lifelong Learning in Your Online Course

Inclusive Teaching for Equitable Learning

ACUE

As educators, we can work to develop a deeper understanding of implicit bias, microaggressions, stereotype threat and imposter phenomenon in an effort to continuously improve our ability to create the inclusive and equitable learning environments that ensure every student has the opportunities necessary to succeed.

The five-module microcredential includes:

- Managing the Impact of Biases
- Reducing Microaggressions in Learning Environments
- Addressing Imposter Phenomenon and Stereotype Threat
- Creating Inclusive Learning Environments
- Designing Equity-Centered Courses

Here's what faculty are saying about the new microcredential course

Inclusive Teaching for Equitable Learning

"The videos by students and faculty were **very enlightening**."

"The discussion of bias **opened my eyes**."

"In reflecting on this module's content, I can see that the invisibility of my privilege has made me not think critically about whether documents I share and pre-recorded videos/lectures are accessible. I still need to add alt text to any and all images I use in PPT slides, but **that is certainly my next step**."

"**I learned SO much in a useful way.** This is the first time I've been taught about microaggressions in a way that didn't offend me – thank you!!"

"I absolutely **love the use of research** to support the concepts in this module! Thank you."

"In the past I simply taught and never considered the issues of how my background and race may affect my teaching, and how students of different backgrounds may perceive me . . . By recognizing my own bias in this area, **I have been better able to treat all my students more equitably in class**."

"I hate it when we are told to do something with our students but no one gives us any examples. This module **had specific examples and ideas of how to handle them**. I downloaded everything!"