

Broward College Students Report Stronger Instruction Among ACUE-Credentialed Faculty

Students received more useful feedback, experienced classes more welcoming to diverse viewpoints, and found that expectations were clearer

Broward College students enrolled in courses taught by faculty certified in effective college instruction through the Association of College and University Educators (ACUE) reported statistically significant increases in instructors' use of evidence-based teaching practices. Students taught by participating faculty were surveyed in the fall of 2017 and, following faculty members' completion of ACUE's Course in Effective Teaching Practices, in the spring of 2018. Survey results for 15 out of 17 questions indicate stronger implementation of teaching approaches associated with higher levels of student engagement, persistence, and learning. Comparing fall to spring data also indicates that students are more likely to recommend their instructor to a friend and had a better experience in the course taught by an ACUE-credentialed faculty member compared to others they've taken.

Methodology

Broward College faculty members enrolled in ACUE's Course in Effective Teaching Practices during the 2017–2018 academic year surveyed their students through an online questionnaire at the end of the fall 2017 semester (when faculty were halfway through the ACUE course) and at the end of the spring 2018 semester (one week after faculty were expected to have completed all ACUE course requirements). The survey asks questions about faculty members' use of specific teaching practices. ACUE gathered student responses for nine faculty members in the fall and spring. This analysis compared 188 fall survey responses to 270 spring survey responses to assess changes in teaching practice over time.

Key Findings

- In spring 2018, students agreed in stronger numbers that their instructors used evidence-based classroom practices ($\alpha = .972$) when compared to survey results for the same faculty in the fall 2017 semester ($p = .008, d = .25$).
- From fall to spring, student responses improved for teaching practices that promote:
 - **Student motivation and confidence:** "My instructor motivated me to work hard and to believe I can succeed." ($p = .020, d = .22$)
 - **Clarity of course and class expectations:** "I had a clear understanding of what I was supposed to learn in this course and in each class session." ($p = .006, d = .27$)
 - **Feedback for improvement:** "My instructor's feedback helped me to improve my performance in this class." ($p = .003, d = .30$)
 - **Inclusive and welcoming learning environment:** "My instructor created a classroom environment that was welcoming to diverse viewpoints." ($p = .009, d = .25$)
- Students taught by ACUE-credentialed faculty in the spring of 2018 also reported:
 - **A greater likelihood of recommending their instructor to a friend, compared to fall baseline data** ($p = .067, d = .18$).
 - **A more positive course experience than in other courses, compared to fall baseline data** ($p = .067, d = .18$).