

Johns Hopkins Study Finds Increased Satisfaction and Course Engagement Among Miami Dade College Students Taught by ACUE-Credentialed Faculty Members

ACUE's course improved instructors' knowledge of and skill in using effective teaching practices

A new study by the Center for Research and Reform in Education (CRRE) at Johns Hopkins University, in collaboration with the Office of Institutional Effectiveness at Miami Dade College (MDC), of over 6,100 student course evaluations finds that students gave faculty credentialed by the Association of College and University Educators (ACUE) statistically higher marks when compared to college-wide averages. Students perceived stronger instruction across 14 of 15 indicators for both new and experienced faculty prepared in the use of evidence-based teaching approaches. CRRE notes that such changes are typically leading indicators of stronger academic outcomes to follow.

Methodology

CRRE researchers analyzed the impact of ACUE's Course in Effective Teaching Practices among 57 faculty members and their students beginning in September 2016. CRRE surveyed and interviewed instructors and analyzed 6,119 of their student evaluations before, during, and after instructors' completion of ACUE's course. Faculty enrolled into one of two cohorts, with CRRE's analysis repeated for each group.

Key Findings

- **Students were more satisfied with courses taught by ACUE-credentialed faculty.** Course evaluations indicated improvements over time in instructors' teaching. When comparing evaluations administered across three semesters, students gave higher marks to Cohort 1 faculty on all 15 measures and on 14 out of 15 measures for Cohort 2 after completing ACUE's course.
- **Course evaluations among ACUE-credentialed faculty were higher, on average, than college-wide averages, with the difference statistically significant.** Spring 2017 student evaluations in courses taught by ACUE-credentialed faculty were 0.12 points more positive in Cohort 1 and 0.20 points more positive in Cohort 2 when compared to all MDC instructors.
- **Faculty strengthened their use of evidence-based teaching practices.** Ninety-two percent of faculty in Cohort 1 and 100% in Cohort 2 reported increases in their knowledge of and skill in using effective teaching approaches, findings corroborated by student evaluations. Specific areas of improved teaching included faculty members' ability to:
 - provide regular feedback on students' learning and progress;
 - create an atmosphere that encourages learning;
 - present information clearly; and
 - assign relevant coursework, among other practices.
- **Faculty recommend ACUE's course to their peers.** Ninety-six percent of instructors in Cohort 1 and 100% in Cohort 2 would recommend ACUE's course to their colleagues.
- **Faculty's confidence in their use of evidence-based practices increased.** Participants felt more confident planning and designing effective class sessions, making learning more engaging, creating a supportive learning environment, promoting higher order thinking, and stimulating productive class discussions through questioning.
- **Faculty embraced course requirements to implement approaches and reflect on their teaching.** Interviewees commended ACUE's learning design, noting that the requirement to implement evidence-based practices was "the best part of the course." Course requirements to reflect, in writing, on their implementation was also noted as a key strength.

References

Morrison, J. R., Ross, S. M., Morrison, G. R., & Reid, A. J. (2017). *Evaluation study of ACUE's collaboration with Miami Dade College: Cohort Two findings*. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.

Morrison, J. R., Wilson, C. T., Ross, S. M., Wolf, B., & Latham, G. C. (2017). *Evaluation study of ACUE's collaboration with Miami Dade College: Cohort One findings*. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.