

Gaps in Faculty Confidence and Behavior Reduced or Eliminated After Taking the ACUE Course in Effective Teaching

End of course analysis by Hanover Research of the KC Scholars and ACUE collaboration

Background

The KC Scholars Postsecondary Network (KC Scholars) is collaborating with the Association of College and University Educators (ACUE) to strengthen the quality of instruction received by Scholars and their classmates across Kansas and Missouri. To deepen instructional quality at KC Scholars institutions, ACUE is credentialing over 300 faculty members in teaching methods shown to improve student engagement, retention to graduation, and learning.

This collaboration launched in the fall of 2017 and the first cohorts of faculty earned their credential during summer 2018. This work is supported by the Ewing Marion Kauffman Foundation and the seven institutions participating in Phase I are:

- Baker University
- Donnelly College
- Kansas City Kansas Community College
- Kansas State University
- Park University
- University of Central Missouri
- University of Missouri

Key Findings

- A majority of faculty respondents reported implementing, planning to implement, or planning to adjust their use of 90% of the practices presented in the ACUE course.
- Faculty also reported considerable improvements in their confidence in using the evidence-based teaching skills presented in the course, with an average improvement from 48% very or extremely confident to 90% very or extremely confident.
- Furthermore, the significant gaps in confidence levels between less experienced and more experienced faculty were reduced or even eliminated for the majority of teaching skills.
 - There were significant differences between faculty with 0-2 years of experience and more experienced faculty in their reported confidence in teaching skills, such as managing disruptive behavior, before taking the course in the majority of teaching skills measured in this evaluation. The evaluation was done using retrospective self-reports in which faculty reported on the end-of-course survey how confident they were in each teaching skill before they started the course and how confident they were after completing the course.
 - After completing the ACUE course, the confidence differences between faculty with 0-2 years of experience and more experienced faculty were no longer significant for the vast majority of skills measured.

- Similarly, the gap in the extent to which faculty talk to colleagues about teaching was eliminated between faculty who work full-time at one school and all other faculty.
 - In retrospective self-reports, faculty who work full-time at a single school reported significantly higher rates of agreement that they often talked to colleagues about teaching before taking the course compared to faculty who work part-time or work the equivalent of full-time at multiple schools
 - This gap was no longer significant in faculty's report of their agreement that they often talk to colleagues about teaching after taking the course.
- A majority of faculty respondents reported implementing, planning to implement, or planning to adjust their use of:
 - 93% of the practices in the unit on Designing an Effective Course and Class.
 - 80% of the practices in the unit on Establishing a Productive Classroom Environment.
 - 90% of the practices in the unit on Using Active Learning Techniques.
 - 97% of the practices in the unit on Promoting Higher Order Thinking.
 - 95% of the practices in in the unit on Assessing to Inform Instruction and Promote Learning.

Methodology

Hanover Research analyzed data collected through the ACUE course in Effective Teaching Practice from 353 participating faculty teaching in all seven participating institutions. These data include an enrollment survey, end of course survey, end of module surveys, and gradebook data.

These analyses focus on levels two and three of ACUE's evaluation framework, specifically:

- 2) changes in faculty's knowledge of evidence-based teaching practices, and
- 3) changes in faculty's use of evidence-based teaching practices.