

ACUE Student Survey Shows No Evidence of Bias

Analysis shows no association between faculty gender or race/ethnicity and student survey ratings

ACUE first included questions about race/ethnicity and gender identity on the faculty enrollment survey in fall 2020. Since that time, ACUE has been committed to testing for potential racial and gender bias on the instructional practices scale of the ACUE student survey and regularly piloting new items to support the continuous improvement of our survey instruments. Analyses from the fall 2021 and spring 2022 semesters of student surveys from full courses do not show any evidence of racial or gender bias. In addition, faculty's implementation of the evidence-based practices in their ACUE course is significantly correlated with their students' rating on the instructional practices scale, further confirming the link between faculty implementation and student engagement as articulated in ACUE's evaluation logic model (MacCormack et al., 2018).

Key Findings

- Controlling for student and faculty background variables, as well as faculty implementation, there was no significant association between student ratings on the instructional practice scale and faculty race/ethnicity or gender, p 's > .050.
- Controlling for student and faculty background variables, there was a significant correlation between the number of practices faculty had implemented and student ratings on the instructional practice scale, $p = .015$.

Methodology

At institutions that participate in evaluations of the impact of ACUE on student engagement, faculty enrolled in ACUE's full courses in Effective Teaching Practices or Effective Online Teaching Practices were asked to send their students a link to complete ACUE's student survey at the end of the spring 2022 semester. The survey includes a 20-item instructional practices scale ($\alpha = .972$) in which students indicate their agreement on a 5-point Likert scale with statements regarding their instructor's use of effective teaching practices from the ACUE courses. Items are specifically phrased such that students can respond based on what they observe in the course, without having to judge what is "effective" and without needing to understand any teaching and learning jargon. The survey also includes questions on students' demographics and background related to the course, such as their reasons for enrolling.

Methodology continued

A total of 3,042 valid survey responses were received that could be connected to faculty data. These responses included ratings of 169 faculty in 50 cohorts across 31 institutional partners. Analyses examined the effect of faculty race/ethnicity, gender, and total practices implemented on student ratings on the instructional practices scale, controlling for background variables on students (whether they were academically affected by COVID-19, class year, enrollment status, age, race, and gender), courses (format, whether it meets requirements for students' major or minor, and whether students expected the course to be easier than other courses), and faculty (discipline, teaching load, employment type, experience, academic responsibilities, and teaching formats). Due to constraints of number of faculty belonging to each racial/ethnic group, faculty race/ethnicity was collapsed to the categories of White only; Black or African American only; Asian only; Hispanic, Latino, Latina, or Latinx only; and all others (American Indian or Alaska Native only; Native Hawaiian or other Pacific Islander only; Middle Eastern or North African only; an option not listed only; or multiracial). For the same reason, faculty gender compared women to men only.

Reference

MacCormack, P., Snow, M., Gyurko, J., & Candio Sekel, J. (2018). *Connecting the dots: A proposed accountability method for evaluating the efficacy of faculty development and its impact on student outcomes*. New York, NY: Association of College and University Educators.