

ACUE Course Content Highly Relevant to Instructors across KC Scholars Institutions

An analysis by Hanover Research finds no differences in reported relevance across years of experience, employment status, discipline, or institution

The KC Scholars Postsecondary Network (KC Scholars) is collaborating with the Association of College and University Educators (ACUE) to strengthen the quality of education 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. The first cohorts of faculty are on schedule to earn their credential at the conclusion of the spring 2018 semester. This work is supported by the Ewing Marion Kauffman Foundation. 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

ACUE's courses are built on a robust data platform that collects feedback from faculty in real time. ACUE measures impact on six areas of interest:

1. The degree to which faculty find the course relevant to their work as an educator
2. Changes in faculty members' knowledge of evidence-based teaching practices
3. Changes in faculty members' use of evidence-based teaching practices
4. Changes in students' engagement and satisfaction
5. Changes in students' course outcomes (completion rates, GPAs, & other measures of academic outcomes)
6. Changes in students' rates of retention and graduation

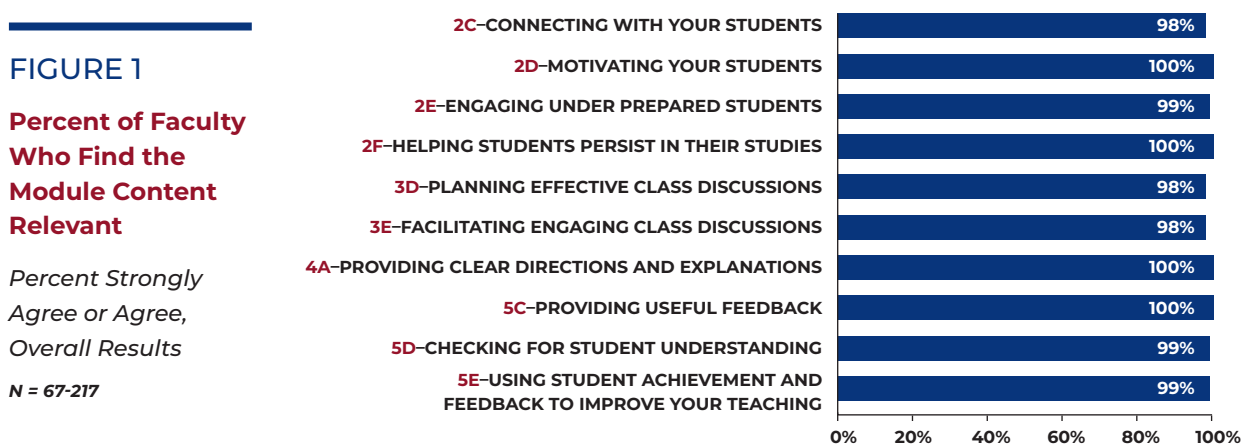
The six sequential levels of change are based on logic models developed in the research literature on professional development and training. To learn more about ACUE's approach to program evaluation, see *Connecting the Dots: A Proposed Accountability Method for Evaluating the Efficacy of Faculty Development and Its Impact on Student Outcomes*, which is available at acue.org/impact.

Program Approach

ACUE's course in the foundations of effective college instruction is organized into 25 online learning modules that address the comprehensive body of evidence-based practices that denote quality teaching. Faculty members are enrolled into cohorts with colleagues from their own institution and receive feedback and support from a campus-based facilitator. Within each module, faculty learn about evidence-based practices; implement a practice of their choosing; write a 300- to 500-word and rubric-aligned reflection on this implementation, citing changes in student behaviors and outcomes; and identify ways to refine their use of these practices going forward. In addition to written reflections, faculty provide data on the relevance of recommended practices, what they learned, and what they implemented at the conclusion of every module through a module survey.

Methodology

Hanover analyzed data from 228 participating faculty members who provided demographic data and completed end-of-module surveys for up to 10 modules about their learning and implementation of evidence-based teaching practices through December 2017. These data were analyzed for each of the modules completed thus far as part of the 25-module course. The full list of the modules included in this evaluation are presented in Figure 1. Six of the seven participating institutions enrolled faculty in the fall of 2017 and are included in this analysis; the University of Missouri first enrolled faculty in the spring of 2018 and is not included. This analysis investigates the first three levels of change—specifically, the degree to which faculty find the course relevant and changes in faculty knowledge and teaching practices.



Key Findings

Hanover finds high degrees of reported relevance, which occur regardless of experience, status, employment, discipline, or institution. In addition, the analysis finds learning and application of techniques by instructors, module by module.

- **Nearly every respondent reported that the content in each module is relevant to their teaching practice.** For each module, 98% to 100% of participants agreed or strongly agreed that the evidence-based instructional strategies included in the first 10 modules are relevant to their teaching (See Figure 1).
- **ACUE course content is relevant to all instructors, regardless of demographics.** Of the 98% to 100% of respondents who agreed or strongly agreed that the course content is relevant, there were no statistically significant differences found across experience, status, employment, discipline, or institution.
- **Respondents were particularly likely to learn about and implement techniques related to Unit 3 (Using Active Learning Techniques) and Unit 5 (Assessing to Inform Instruction and Promote Learning).** For example, most respondents learned about the following techniques and have indicated that ‘I plan to implement this technique’ or ‘I implemented this technique’:
 - Using **Hatful of Quotes** to get discussions started (85% learned about this technique and 90% have implemented or plan to implement this technique)
 - Using **Stop-Start-Continue** for mid-semester feedback (77% learned about this technique and 80% have implemented or plan to implement this technique)
 - Using **Point-of-View Postcards** for mid-semester feedback (70% learned about this technique and 71% have implemented or plan to implement this technique)