ACUE
Association of College and University Educators

451
MICROCREDENTIALS

3,222
BADGES AWARDED

ACE ® American Council on Education®

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Microcredential Course in Creating an Inclusive and Supportive Online Learning Environment

Summary Report, Impact Levels 1-3

Cohorts A - R

ABOUT ACUE

The Association of College and University Educators (ACUE) believes that all college students deserve an extraordinary education and that faculty members play a critical role in their success. In partnership with institutions of higher education nationwide, ACUE supports and credentials faculty members in the use of evidence-based teaching practices that drive student engagement, retention, and learning. Faculty members who complete ACUE courses earn certificates in effective college instruction endorsed by the American Council on Education. ACUE's Community of Professional Practice connects college educators from across the country through member forums, podcasts, and updates on the latest developments in the scholarship of teaching and learning. To learn more, visit acue.org.

METHODOLOGY

ACUE's six-level evaluation approach is grounded in the industry training model of Kirkpatrick and Kirkpatrick (2007) and informed by Guskey's (2000) and Hines's (2011) application to educational settings. The six levels are (1) faculty engagement, (2) faculty learning, (3) faculty implementation, (4) student engagement, (5) course-level student outcomes, and (6) institutional outcomes.

Included in this report are metrics for the first three levels: faculty engagement, faculty learning, and faculty implementation of evidence-based practices. Within ACUE's courses, participating faculty members are surveyed, in real time, about the usefulness and relevance of course content and which of the recommended techniques they learned or learned more about. In addition, faculty taking one of ACUE's courses report the teaching practices used via survey and submit a written reflection detailing the technique that was implemented.
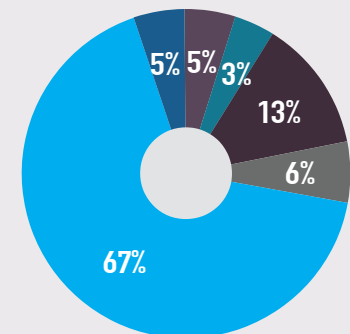
End of course survey data based on 436 respondents.

PARTICIPATION

Of 476 active microcredential course-takers:

1% 4%

95%
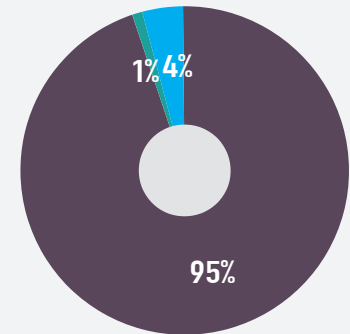
● Completed 7 modules   **95%**
● Completed 4-6 modules   **1%**
● Completed 0-3 modules   **4%**

DEMOGRAPHICS

5% 5% 3%

13%

6%

67%
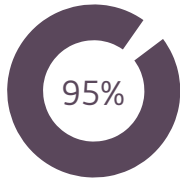
● Tenured   **5%**
● On a tenure track   **3%**
● Non-tenure track   **13%**
● Non-teaching staff   **6%**
● No tenure system   **67%**
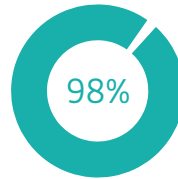● Other   **5%**

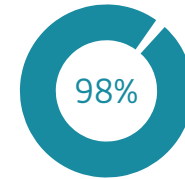**Based on 476 microcredential course-takers**

1. ENGAGEMENT

95% of faculty would recommend this ACUE microcredential to a colleague.

95%

98% of faculty report modules were helpful in refining their teaching practice.

98%

98% of faculty found the content relevant to their work.

98%

2. LEARNING

Faculty report **improved knowledge** of evidence-based teaching practices.

On average, microcredential earners:

Learned

14

new practices

(All microcredential course-takers, on average, learned **2.0** new practices per module.)

Learned more about

30

practices

(All microcredential course-takers, on average. learned more about **4.3** practices per module.)

3. IMPLEMENTATION

Faculty report **implementing** evidence-based teaching practices.

On average, microcredential earners:

Implemented

4

new practices

★

(All microcredential course-takers, on average, implemented **0.5** practices per module.)

Plan to implement

19

additional practices

(All microcredential course-takers, on average, plan to implement **2.7** additional practices per module.)

BELIEFS ABOUT TEACHING

After completing this ACUE microcredential,
faculty report increases in their:

Use of research to inform practice

76% agree before

97% agree after

Discussion with colleagues about teaching

82% agree before

94% agree after

BELIEFS ABOUT STUDENTS

After completing this ACUE microcredential,
faculty report increased agreement that:

Instructors can influence how students perceive their intelligence

82% agree before

98% agree after

All students can be successful in their course

81% agree before

96% agree after

EXAMPLE REFLECTIONS

❝ I implemented the peer building exercise. I immediately implemented a peer building group exercise with my current class. I had each student prepare their resume and had a panel of their peers conduct an interview. **It was a great experience for the students and I feel they really enjoyed it. I also found that the students were more receptive to their peer advice and criticisms**. They were not as nervous during the process. I will continue to utilize the peer panel interview in future classes."

LE1: WELCOMING STUDENTS TO ONLINE LEARNING

❝ I implemented **normalize academic struggles and mistakes** and **send messages that recognize student progress**. I talked to all of my classes (one online and the rest seated this week) about how I know life can get in the way and make school seem less important, and we talked about a way forward and perseverance. I was honest about some of my academic struggles and how I made changes and am the person who is their instructor today. **I think the students see me as more approachable, which improves engagement**. I think it will be important to normalize academic struggles sooner in the semester. I also think I need to continue it as well as reaching out to individuals regarding their successes throughout the semester."

LE4: HELPING STUDENTS PERSIST IN ONLINE LEARNING

To complete each module, faculty:

- Select a technique from the module,
- Implement the technique in their classroom, and
- Write a reflection on the experience of implementing.

These written reflections:

- Describe what was done by the faculty,
- Include the successes and challenges encountered, student reactions, as well as next steps for continuous improvement, and
- Are scored against a rubric by an ACUE national reader.

EVIDENCE BASED PRACTICES

After completing this ACUE microcredential, faculty report increases in their confidence using evidence-based practices.

Leading a successful first day (or first week for an online course) that builds community and helps students understand course expectations
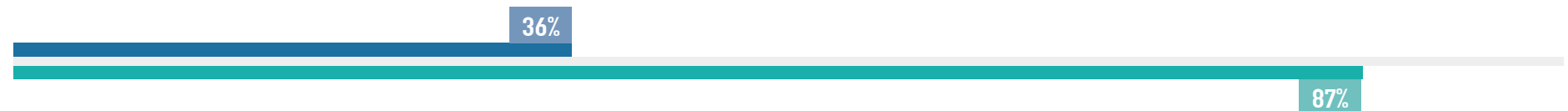
52%

97%
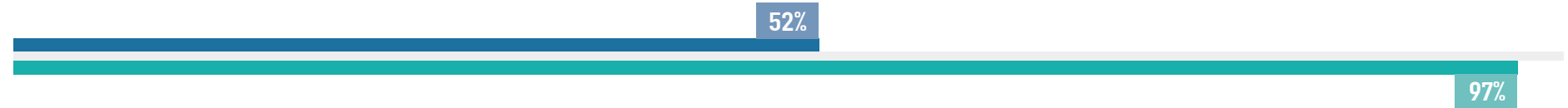
Managing disruptive behavior in my class or online course environment
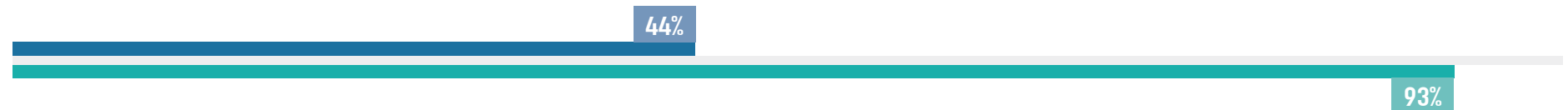
45%

89%
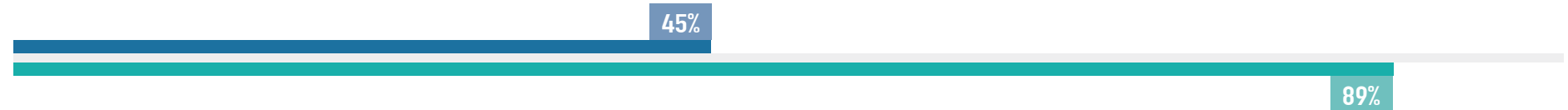
Impacting students' beliefs about their ability to do well on course assignments and assessments

61%

97%

Avoiding and effectively addressing microaggressions and stereotype threats

36%

87%

Ensuring students use my feedback to improve their performance

44%

93%

Checking for students' understanding and making appropriate adjustments to instruction

59%

97%

■ % of participants reporting confidence **before** taking the microcredential   ■ % of participants reporting confidence **after** taking the microcredential