

Positive Impact of ACUE Certified Faculty on Students' Completion Rates at Waubonsee Community College

Analyses show significant effects on students' likelihood of completing their courses when taught by ACUE Certified faculty.

At Waubonsee Community College, one cohort of faculty completed the ACUE course in Effective Teaching Practices (ETP) during the 2019–2020 academic year. We analyzed the impact that ACUE Certified faculty had on student outcomes during the ACUE course and 1 year after completing the course, in comparison to non-certified faculty. Student outcomes data were analyzed for 5,860 non-unique students taught by 20 ACUE Certified faculty, along with the data of 26,424 non-unique students from sections of similar courses in the same fields taught by non-certified faculty. The analyses found that the ACUE course had a significant effect on students' course completion rates.

Key Findings

Completion

There was a **significant effect of the ACUE course on students' likelihood of completing their courses** in the post period, $p = .007$, $OR = 1.81$, after controlling for faculty and student demographics, course characteristics, and overall changes that occurred at Waubonsee Community College.

Students' likelihood of completing courses increased across the entire sample from the baseline period to the post period, $p < .001$, $OR = 4.95$. This **improvement was significantly larger** for students of ACUE Certified faculty.

The predicted probability of course completion for students of ACUE Certified faculty was 1.5 percentage points higher in the post period than otherwise expected had faculty not earned the ACUE certificate.

▲1.5 %pts
higher likelihood of students
completing their course when
taught by ACUE Certified
faculty

Methodology

Course data were analyzed at the student enrollment level for one cohort of faculty who completed the ACUE course in Effective Teaching Practices (ETP) during the 2019–2020 academic year. The sample included a total of 32,284 non-unique student enrollments from 1,252 sections across 3 academic years: 2018–2019 (baseline period, before any faculty took the ACUE course), 2019–2020 (during period, when faculty were taking the ACUE course), and 2020–2021 (post period, 1 year after faculty completed the ACUE course).

Students were identified as having completed a course if they did not withdraw after the add/drop period, i.e., receive a W as a final mark. Analyses controlled for faculty demographics (gender and tenure), student demographics (age, gender, race/ethnicity, class standing, Pell eligibility, and international student status), course format, and student headcount per section.