Improving Teaching Practices with ACUE

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ACUE Experience Level

HTTPS://FORMS.GLE/EVFBS6CH NKYAEHVC9
Please select the statement that matches your experience with ACUE

- I have earned my Advanced Certificate in Effective College Teaching Practices
- I have earned my Certificate in Effective College Teaching Practices
- I have taken one or more microcredential courses from ACUE
- I haven't taken any courses from ACUE yet
- I've never heard of ACUE until now
Association of College and University Educators

Offers courses that lead to higher education’s only nationally recognized teaching credential, endorsed by the American Council on Education
# ACUE Course Offerings

<table>
<thead>
<tr>
<th>FULL COURSE</th>
<th>MICROCREDENTIAL COURSES</th>
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<tbody>
<tr>
<td>Effective Teaching Practices</td>
<td>Seven “Mini” Courses</td>
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<tr>
<td>Effective Online Teaching Practices</td>
<td>6 – 7 Modules</td>
</tr>
<tr>
<td>25 Modules</td>
<td>Run during single semester (Fall, Spring, or Summer)</td>
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<td>Run over the Academic Year (Fall &amp; Spring)</td>
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Pathway to Certificate in Effective College Instruction

**Effective Teaching Practices**
- Promoting Active Learning
- Creating an Inclusive and Supportive Learning Environment
- Inspiring Inquiry and Preparing Lifelong Learners
- Designing Learner-Centered and Equitable Courses

**Effective Online Teaching Practices**
- Promoting Active Learning Online
- Creating an Inclusive and Supportive Online Learning Environment
- Inspiring Inquiry and Preparing Lifelong Learners in Your Online Course
- Designing Learner-Centered and Equitable Courses

or
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We’re Delivering Stronger, More Equitable Outcomes

4% point Higher Retention
for first-year students taught by ACUE faculty

100% Equity Achieved
in passing rates for Pell-eligible students and in course completion rates for Black students

5.6% point decrease in D and F grades and Withdrawals
Figure 16
Odds Ratios for Likelihood of Passing Courses for Non-Pell-eligible Students of ACUE Faculty in the 2017-2018 Cohorts Compared to Pell-eligible Students of the Same Faculty by Time Point

Baseline

Post-ACUE

At baseline, non-Pell-eligible students of ACUE faculty were 1.10 times more likely to pass courses compared to Pell-eligible students of the same faculty.

0.0 0.2 0.4 0.6 0.8 1.0 1.2 1.4
Odds Ratio

0.0 0.2 0.4 0.6 0.8 1.0 1.2 1.4
Odds Ratio

Note: *p < .10  **p < .05  ***p < .01  ****p < .001

Figure 14
Odds Ratios for Likelihood of Completing Courses During the Post-ACUE Time Period Compared to Baseline Among Students of ACUE Faculty in the 2017-2018 Cohorts by Pell Eligibility

Non-Pell-eligible students

Pell-eligible students

Pell-eligible students of ACUE faculty during the post-ACUE time period were 1.52 times more likely to complete courses compared to Pell-eligible students of the same faculty at baseline

0.0 0.3 0.6 0.9 1.2 1.5 1.8
Odds Ratio

Note: *p < .10  **p < .05  ***p < .01  ****p < .001
ACUE Course Format

Engage
• Introduction
• Learning Objectives

Listen, Watch, & Learn
• Course Demonstration
• Expert Insights
• Implementation Resources

Deepen Thinking
▪ Common Challenges & Misconceptions
▪ Observe & Analyze
Practice & Reflect
• Implementation
• Reflection Assignment
• Reflection Survey

Close Strong
• Note to Future Self
• References
Observe & Analyze

How effective was the peer review exercise at supporting students to use the rubric to understand the assignment expectations?

What strategies have you used to engage students in using rubrics and how effective have they been?
Observe & Analyze

How might the instructor’s policies on late work and redos impact students’ motivation?

What grading policies and practices do you use to motivate students?
Recruitment for courses for the 2023-24 academic year will start soon!

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