



**ACUE**

Student Success  
Through Exceptional  
Teaching

# RUTGERS UNIVERSITY- NEWARK

## Partnership Overview

Spring 2017 - Spring 2023

## 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 up- dates on the latest developments in the scholarship of teaching and learning.

To learn more, visit [acue.org](http://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.

# IMPLEMENTATION TIMELINE

Since spring 2017 Rutgers University-Newark has launched 27 cohorts with ACUE, all of which have concluded. The data in this report come from all faculty across all courses during this time period. Of the 27 courses, 11 are one-course pathways, and 16 are four-course pathways to certification.

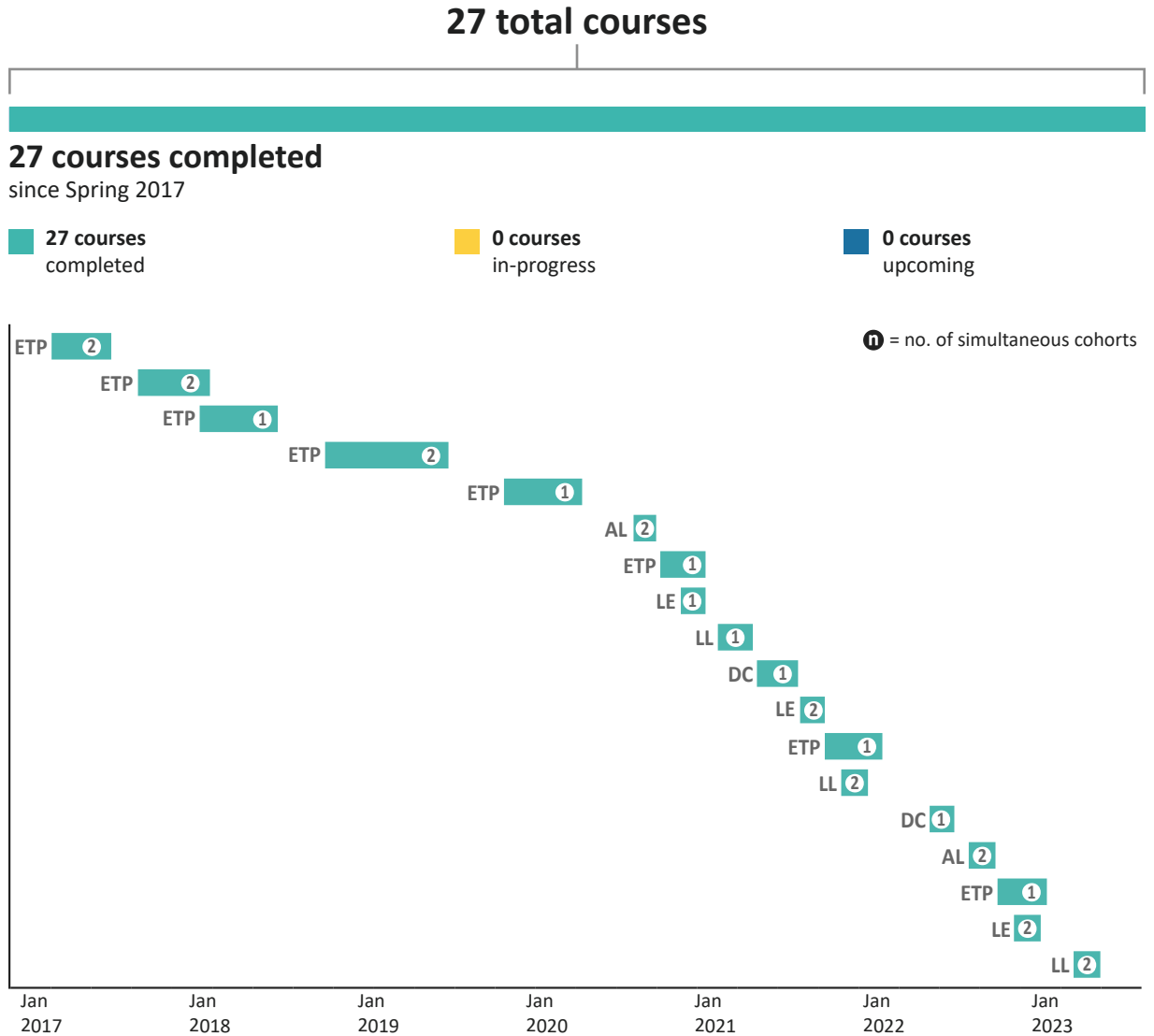
## Courses

### One-course Pathways to Certification

- Effective Teaching Practices (ETP)

### Four-course Pathways to Certification

- Creating an Inclusive and Supportive Learning Environment (LE)
- Creating an Inclusive and Supportive Online Learning Environment (LE-Online)
- Promoting Active Learning (AL)
- Promoting Active Learning Online (AL-Online)
- Inspiring Inquiry and Lifelong Learning in Your Course (LL)
- Inspiring Inquiry and Lifelong Learning in Your Online Course (LL-Online)
- Designing Learner-Centered and Equitable Courses (DC)



# ACHIEVEMENTS AND PROGRESS

**282**

**Unique Users**

Total number of individuals enrolled across all courses

**8**

**Advanced Certificates  
Earned**

Advanced certificate awarded for completing requirements of both ETP and EOTP pathways

**125**

**Full Certificates  
Earned**

Certificate awarded for completing 25 ACUE modules or 3-4 four-course pathway courses

**344** course completions

**75%**

**Completion Rate for Closed Courses**

Percent of course-takers who completed the course

# FACULTY IMPACT

## ENGAGEMENT

Faculty report finding the course **engaging and relevant** to their work.



of responses from faculty indicate they agree or strongly agree that the knowledge and skills presented in the modules are relevant to their work.

## LEARNING

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

Course-takers:

Learned  
**9.2K**  
new practices

All course-takers, on average, learned **3.0** new practices per module.

Learned more about  
**10.5K**  
practices

All course-takers, on average, learned more about **3.4** practices per module.

## IMPLEMENTATION

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

Course-takers:

Implemented  
**1.7K**  
new practices

All course-takers, on average, implemented **0.6** practices per module.

Plan to implement  
**11.6K**  
additional practices

All course-takers, on average, plan to implement **3.7** additional practices per module.

# REFLECTIONS

“ I am in the process of adjusting my teaching approach towards ungrading and similar alternative assessment strategies that are meant to do a few things: 1) minimize the threat of a grade, 2) encourage students to reflect on their relationship with grades and 3) improve the relationship between student and instructor to one of conversation not conflict. I basically made the objectives from what I have students do in the course. I do spend a lot of time thinking about why and what work I ask students to engage in when I redesign something. The hard part was tying in the specificity to the LO. **I can check myself on if I am meeting the LOs and am I designing assessments that will allow students to demonstrate [their learning].**”

**DC1, DC2, DC3: COURSE DESIGN**

“ I selected offer choice of assignment to increase equity. To implement this I would come up with two assignments that meet the same assessment criteria and offer students options. **I selected this practice because I think it's important to give students options in case one student thinks one assignment is better suited for them.** I think this would impact students by making them feel more comfortable with assignments/assessments and make the learning more accessible to them. I [want to] refine this by having more assignments to choose from depending on how hard the concept or assignment is. **I think the harder the assignment/concept is, the more ways there are for students to learn it, and I'd want them to learn in whatever way felt comfortable.**”

**DC2: DESIGNING ALIGNED ASSESSMENTS AND ASSIGNMENTS**

“ This week, I tried guiding students to clarify or correct their responses. This practice really fits into my teaching philosophy, and I feel it helps the students get involved with what we're doing. In my lecture-based classes, I usually use slides. I tried using this to my advantage, focusing the class on examples and asking the students to elaborate or integrate the topic we were talking about with the example I had laid out. They loved it! I got most of them to participate willingly, the all wanted to take a crack at explaining the various examples. **I think that this practice helps the students feel confident with their answers,** there is no negative reinforcement, and that helps them shed anxieties they may have when talking to the class. **I definitely will try to design more of classes with this method in mind. I really liked how it got my students to participate, and I feel that refining my implementation of this tool will only make me a more effective teacher.**”

**LE6: CHECKING FOR STUDENT UNDERSTANDING**

“ The practice I implemented is “Use activities that develop students' questioning skills. I selected this practice because I want to ensure that students are engaged in class and have the tools to ask question that add to their as well as their classmate's comprehension and understanding. **The use of this practice engaged students in higher level thinking; thus, increasing their willingness to participate in class discussions and be confident in their responses.** This impact took place because when students are engaged, heard, and are prepared they are more likely to participate in discussions.”

**LL5: USING ADVANCED QUESTIONING TECHNIQUES**

**APPENDIX:**  
**COURSE-LEVEL DATA, CLOSED COURSES**

## BELIEFS ABOUT TEACHING

After completing the course, faculty report increases in their:

### Use of research to inform practice

**61%** agree before

**98%** agree after

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### Discussion with colleagues about teaching

**63%** agree before

**88%** agree after

## BELIEFS ABOUT STUDENTS

After completing the course, faculty report increased agreement that:

### Instructors can influence how students perceive their intelligence

**77%** agree before

**96%** agree after

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### All students can be successful in their course

**80%** agree before

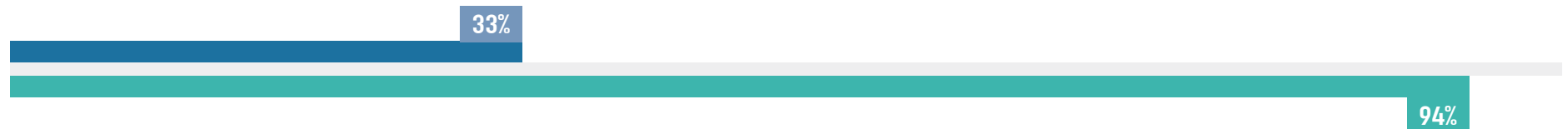
**96%** agree after



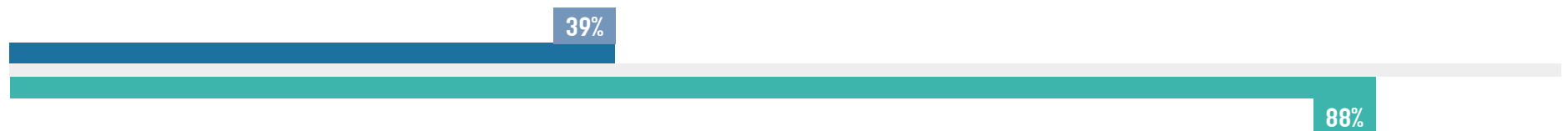
# COURSE COMPETENCIES

After completing the course, faculty report increases in their confidence using evidence-based practices.

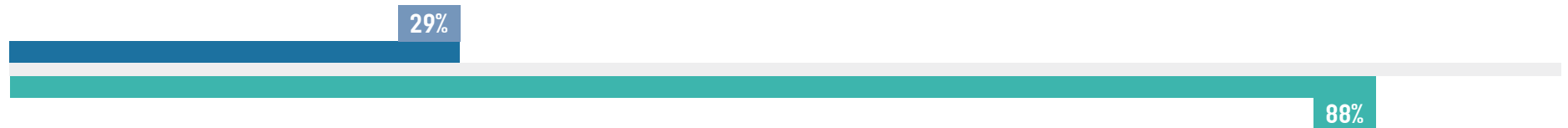
## Unit 1: Designing an Effective Course and Class



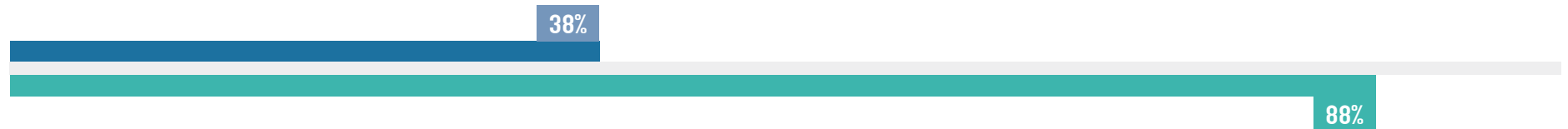
## Unit 2: Establishing a Productive Learning Environment



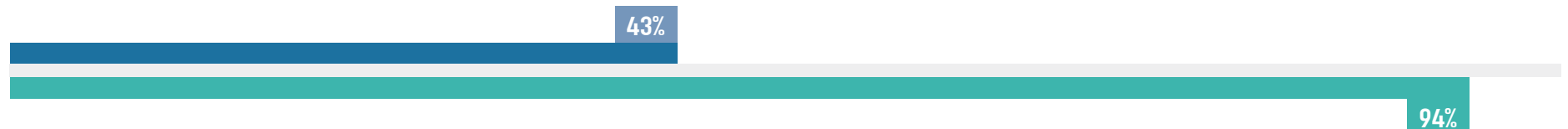
## Unit 3: Using Active Learning Techniques



## Unit 4: Promoting Higher Order Thinking



## Unit 5: Assessing to Inform Instruction and Promote Learning



■ % of participants reporting confidence **before** taking the course

■ % of participants reporting confidence **after** taking the course