



ACUE

# Fostering Teaching Excellence and Student Success: Cincinnati State's Path to College-Wide Impact

Ohio Student Success Leadership Institute

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# WELCOME



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# What Connects Student Success?



# Strengthening Teaching Nationally

**+520**

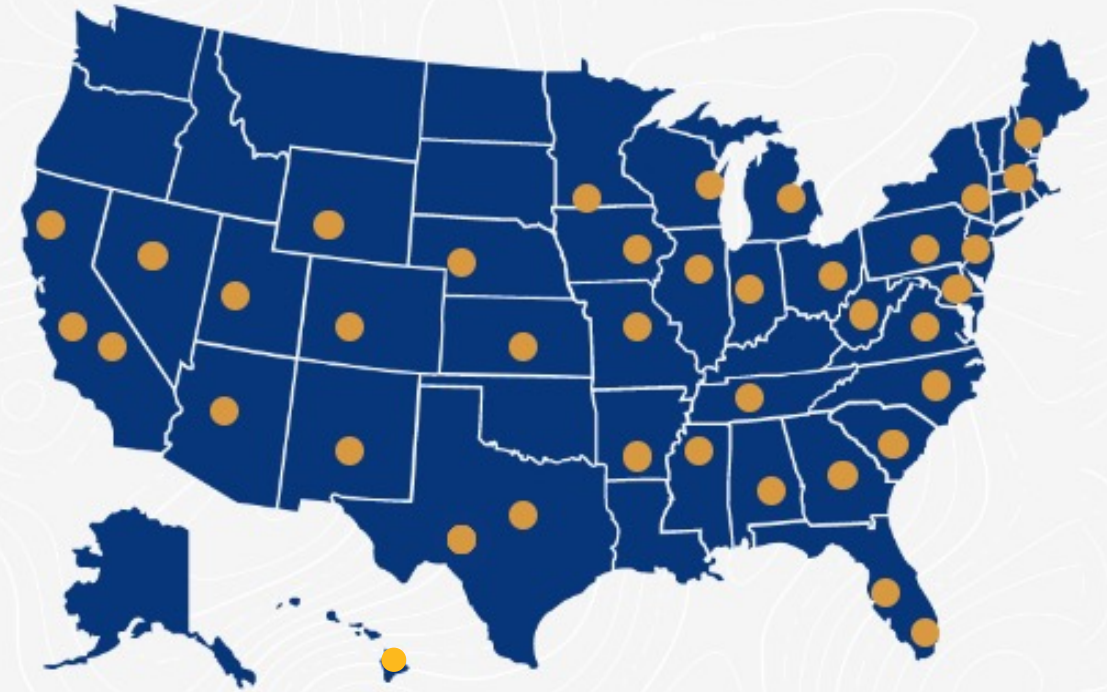
Colleges, universities, and systems

**+33K**

Course-takers

**+3M**

Students reached annually

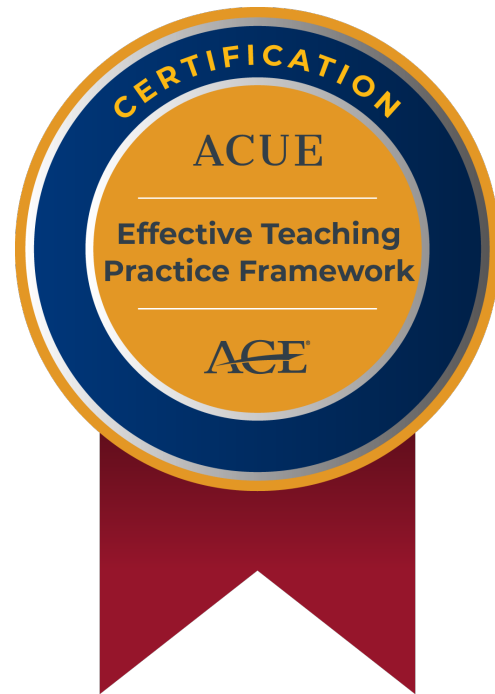


● ACUE institutional and system partners



# ACUE Catalog

## Effective Online Teaching Practices (EOTP)



## EOTP Courses

Certified Upon Completion of All Four Courses



ACUE courses are available in two formats - featuring teaching best-practices in **classroom** or **online** modalities.

## Additional Course Option

For Faculty and Staff





SUCCESS CENTER FOR  
OHIO COMMUNITY COLLEGES



## Ohio's Statewide Community College Cohorts

Over 800 faculty and staff from all 23 public community colleges across Ohio have engaged in an ACUE Course since Fall 2020

- 500 Ohio community college faculty have earned a certificate in ACUE's **Effective Teaching Practice Framework.**
- 232 faculty and staff have earned a certificate in Inclusive Teaching for Equitable Learning (ITEL) or Fostering a Culture of Belonging (FCB.)



# Cincinnati State



- **Early Adopter (Since 2020)**
- **Selected for a special initiative funded by The Bill and Melinda Gates Foundation**
- **68 unique faculty course takers have engaged in ACUE programs, with 48 having earned the Effective Online Teaching Practices designation**
- **Approximately 60% of participants FT faculty and 40% PT**



Biggest Takeaway: It's important to convey to students that getting it wrong is part of learning and to clearly convey the purpose of assignments and activities. Promoting a growth mindset and maintaining transparent course design can be tremendously motivating, and motivation is one of the core challenges of post-pandemic education.

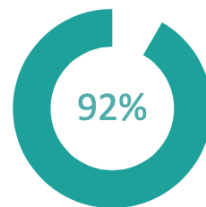


### 1. ENGAGEMENT

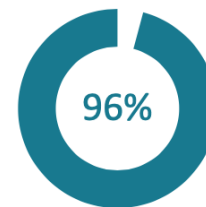
87% of faculty would recommend the ACUE course to a colleague.



92% of faculty report modules were helpful in refining their teaching practice.



96% of faculty found the content relevant to their work.



### 2. LEARNING

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

On average, course-completers:

Learned  
**43**  
new practices

(All course-takers, on average, learned **1.7** new practices per module.)

Learned more about  
**115**  
practices

(All course-takers, on average, learned more about **4.6** practices per module.)

### 3. IMPLEMENTATION

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

On average, course-completers:

Implemented  
**10**  
new practices  
★

(All course-takers, on average, implemented **0.4** practices per module.)

Plan to implement  
**53**  
additional practices

(All course-takers, on average, plan to implement **2.1** practices per module.)

## BELIEFS ABOUT TEACHING

After completing the course,  
faculty report increases in their:

### Use of research to inform practice

**58%** agree  
before

**96%** agree  
after

### Use of student feedback to adjust instruction

**83%** agree  
before

**96%** agree  
after

## BELIEFS ABOUT STUDENTS

After completing the course,  
faculty report increased agreement that:

### Instructors can influence how students perceive their intelligence

**83%** agree  
before

**92%** agree  
after

### Their instructional choices impact student performance

**92%** agree  
before

**96%** agree  
after

## COURSE COMPETENCIES

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

### Designing an Effective Course and Class



### Establishing a Productive Learning Environment



### Using Active Learning Techniques



### Promoting Higher Order Thinking



### Assessing to Inform Instruction and Promote Learning



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

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

# Impact on Departments and Programs



Improved Course Design and Delivery



Seamless Course Sequences



Alignment with Program Goals



The ACUE course is worth the time invested! Although I'm a "seasoned" instructor, I learned about a lot of small actions that can make a difference to student success-- as well as some bigger activities I hope to try in the future.



Education is always changing and taking advantage of programs like ACUE helps us as educators see ways to improve and identify the trends and needs of students in real time. It isn't about changing who we are and what we do, it is about learning new ways to do the work.

# Faculty Perspective and Impact



## Effective Online Teaching Practices (EOTP) is the Motivational Driver

- Student Engagement Initiatives
- Alignment Focus
- Enhanced Assessment Strategies
- Continual Desire to Learn



## Dr. Valencia Moses

Going through the ACUE course provides you with specific strategies to help support the success of students so they can get the most out of the investment and sacrifices they are making to earn their education.



# The Path to College Wide, Systemic Growth



We are only as strong as our collaboration with each other!

- Strengthened Shared Governance
- Data-Driven Decision-Making



ACUE has been an incredible resource to encourage me to keep getting better as an instructor by staying student focused and have a growth mindset. Not everything will apply to your teaching, not everything can be included or accomplished. However, the tools and resources provided have given me a new lens to create better learning opportunities for my students. I highly recommend taking this ACUE course, it has made me a better instructor.

**Questions?**



**Thank You!**