Mt. SAC ACUE (Association of College and University Educators)
Certificate Completions by Faculty and Staff 2019-2022

Year	Certificate Name	Faculty Completions	Staff Completions
2019-2020 Cohort A	Course in Effective Teaching Practices	24	NA
2020-2021 Cohort B	Course in Effective Teaching Practices	28	NA
2021-2022 Cohort C & D	Course in Effective Teaching Practices	35	NA
2022	ITEL (Inclusive Teaching for Equitable Learning)	22	2
Totals		109	2

111 Faculty and Staff Completed an ACUE Certificate.

All cohort summary reports follow in order of the semester completed.

EXAMPLE REFLECTIONS

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 member,
- 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.

" Inspired by this module, I created a weekly overview assignment to incentivize students to complete and submit their work on time. To do this, I created a Canvas assignment that is the first assignment for each new week. This weekly overview assignment requires the student to review the weekly lessons and assignments, estimate how much time each will take, and schedule their workdays and times. **I compared the number of late assignments submitted this semester (so far) with the last two semesters, and there has been a significant reduction in the number of late submissions. This reduction is an excellent outcome. Also, I have noticed that students have fewer questions and problems near the end of the week—probably because fewer are waiting until the last minute.** And the quality of the student's work has increased from the previous two semesters."

LL1: MOTIVATING YOUR STUDENTS

" Before my lab students started working on a lab about [topic], I presented the reasons we are doing that particular lab in order to share the aim and rationale. **One success of "Sharing the Aim and Rationale" was that the students were more engaged in learning how to use the tools we used in that lab since they knew that these tools would be useful to them in the future. This technique was very successful for me.** My main plan for adjusting this practice is really just to do it more often. I plan to include this rationale in all of my labs next semester so that students can have a better insight into why I assign the particular lab that they are working on."

AL3, AL4: ACTIVE LEARNING IN SMALL GROUPS & LARGE CLASSES

" For this module, I chose to focus on implementing calling on both volunteers and non-volunteers. [Because this started mid-term], at the start of our class I gave them a friendly warning that I was going to start calling on all students. I needed to justify why I was suddenly going to make this change and I told them that I cared about them and wanted to ensure they were grasping the information. I expressed that I didn't want to discourage students who normally would volunteer, but that I wasn't solely going to call on them anymore. **A success I would consider was that I saw more students who would have been considered non-volunteer engage in discussions. I feel like my justification encouraged them to participate more than they normally would have.** Also, when I called on non-volunteers, they knew the answers or at least were on the right track."

LE6: CHECKING FOR STUDENT UNDERSTANDING

EXAMPLE REFLECTIONS

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 member,

• 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.

" For the implementation, I used technology to encourage thoughtful participation. Students watched a video clip about the topic. I posed a question and created a poll (using Google forms) for the students to answer after watching the video. I shared the results via an announcement in Canvas. The students could see the results of all students and my reflection on the results and topic. **The poll garnered a lot of responses. The students were able to convey their opinion using simple technology.** Having the poll embedded on the same page as the video made it convenient for the students. The three phases of active learning were achieved by introducing the topic using video material, exploring the topic with a poll question, and applying it to a real-life scenario."

AL3, AL4: ACTIVE LEARNING

" I had students generate concept maps. I chose this technique since it was natural fit for the content of my class. Students can use concept maps to chart out what t hey already know and to track what t hey learn about a topic. The natural fit made me feel more confident when implementing this technique. I think students were positively impacted by this activity, and gave them a tool for brainstorming and forming research topics. **At the end of the class, we go over the research questions that are created, and I think some great research questions came out of it. In the future, I plan to adopt more visual techniques to engage students. I am someone who l earns better visually, so I understand how finding or creating visuals is impactful.**"

LL3: USING CONCEPT MAPS AND OTHER VISUALIZATION TOOLS

" Motivated students will meet the standards you set for them especially when given examples. I always emphasize this "assignment was submit by a student in Spring 2019" and so on. The point I am trying to get across is simple – you can do this as well! **Most individuals will take an opportunity to do better (Feedback) and will be motivated to do well if they know exactly what is expected of them.** The feedback, the clear (although very lengthy) syllabus, and the examples exists to do just that – steer students toward what they need to specifically do to earn an A."

DC4: DEVELOPING FAIR, CONSISTENT, AND TRANSPARENT GRADING PRACTICES

EXAMPLE REFLECTIONS

" I selected "Use a transparent assignment template" because my students had their last project of the semester coming up, and I wanted to make sure that I make the instructions as clear as possible, to give them the best chance of succeeding. On the front page of the project instructions, I explained the purpose of the project and the skills that it would help each student build upon. My students are currently working on their project, which is not due until next Sunday, so I can't assess the full impact that this practice has had yet. **However, I can say that I have received fewer emails than usual asking for clarification on the instructions, so I am hopeful that this has been beneficial! It definitely helped me to be more mindful of the language that I use in my assignments!**"

ITEL5: DESIGNING EQUITY-CENTERED COURSES

" While I have been able to recognize stereotype threats I did not have thecorrect language to label the phenomenon. Now, I have a better understanding and the language to use and as I reflect on what I have learned I believe I have implemented practices to counteract negative stereotypes without knowing that that was what I was doing. **I choose the practice of recognizing stereotype threat and the impact on students because I was not confident in: my understanding of the concept, being able to label what was happening, and how it impacts student's confidence.** The stereotypes threats I hear my students share about themselves are "I'm too old to learn all this young people stuff", "I am just too dumb for this." When I hear students speak this way I try to demystify the stereotype by informing them that each of our brain is different and therefore we all learn differently, and reassure them. I provide positive feedback when they accomplish a task they knew they were "never going to get." **In expanding not just my understanding of stereotype threat I hope to also help my student's recognize it and mitigate the impact of such messages.**"

ITEL3: ADDRESSING IMPOSTER PHENOMENON AND STEREOTYPE THREAT

To complete each module, course-takers:

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

These written reflections:

- Describe what was done by the course-taker,
- 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.