



Association of College and  
University Educators

# UNIVERSITY OF MONTANA – WESTERN

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## Cohort Progress Report

IN COLLABORATION WITH



*Leadership and Advocacy*

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GENERATION DATE:  
**November 30, 2017**

COHORT CODE:  
**UMW-A\_SumFa17**

## ENROLLMENT

11

# course-takers invited

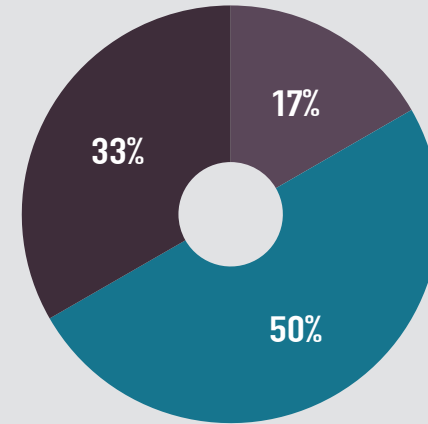
10

# course-takers post-add/drop period (21 days)

10

# course-takers currently enrolled

## DEMOGRAPHICS

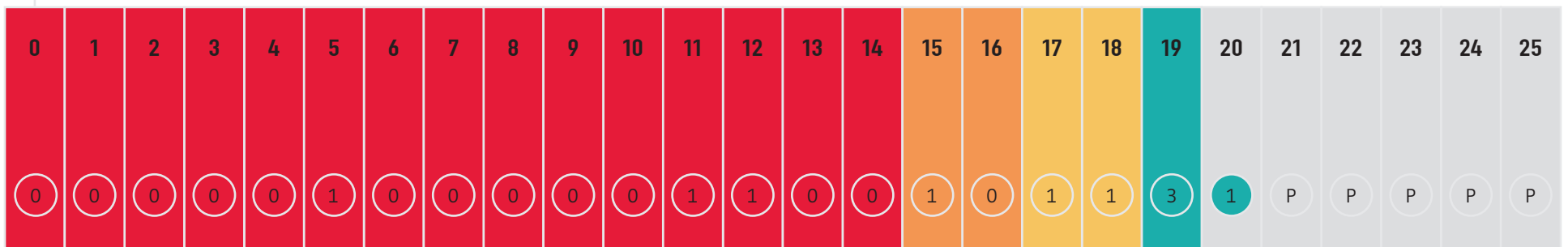


- Tenured 17%
- On a tenure track 50%
- Non-tenure track 33%

Based on 6 responses

## MODULE COMPLETION DISTRIBUTION

# Modules Complete



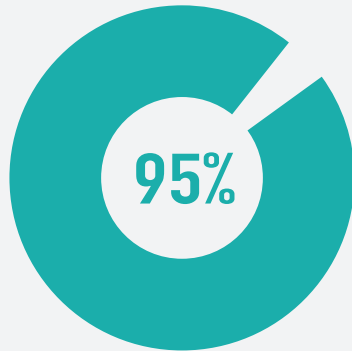
# Participants

■ = On Track ■ = 1-2 modules behind ■ = 3-4 modules behind ■ = >4 modules behind ■ P = Pending

## ENGAGEMENT

Participants find the course and its presentation of evidence based teaching practices engaging and relevant to their work.

After completing 19 modules:



**94.9% of responses from faculty members** indicate they agree or strongly agree that the knowledge and skills presented in the modules are relevant to their work. (10 respondents; 160 responses)

## LEARNING

Course takers improved their knowledge of evidence based teaching practices.

After completing 19 modules, faculty indicate they:

**Learned 31 new techniques**

(avg. 1.6 techniques per person, per module)

**Learned more about 54 techniques**

(avg. 2.8 techniques per person, per module)

## IMPLEMENTATION

Faculty are implementing evidence based teaching practices.

After completing 19 modules, faculty indicate they:

**Implemented 15 new techniques**

(avg. 0.8 techniques per person, per module)

**Plan to implement 43 additional techniques**

(avg. 2.3 techniques per person, per module)

## EXAMPLE REFLECTIONS

To complete each module, faculty write a reflection on the experience of implementing a new technique in their class or on-line environment. These written reflections are shared with their cohort colleagues and include the successes and challenges encountered as well as next steps for continuous improvement. The reflections are scored by ACUE using a rubric; incomplete reflections are returned to course-takers with specific feedback for revision.

“ I decided to use excel spreadsheets and graphs to help students visualize the relationships between different [concepts] in my [class]. What worked well was students gained a deeper understanding of the material by actually constructing their own graphs. Once they made the graph, they were more vested in understanding the relationships between the [concepts] because they had made the visual aid. I know this worked because students told me and because of the types of questions that they asked. They tended to ask concept questions about larger relationships (sometimes at a level deeper than we needed to go).”

### FROM USING CONCEPT MAPS AND OTHER VISUALIZATION TOOLS

“ I chose to develop a better rubric. After handing out the rubric, I provided examples of previous course [assignments]. I showed the students a very high quality and a low quality [assignment]. I highlighted what I thought was outstanding and what needed improvement by specifically asking students their impressions. When we came to the same conclusions, I think it helped the students grasp the difference in quality using the old [assignments] as visual aids. I also incorporated a small survey at the end of class. The majority of the students did highlight that the [assignment] examples helped them to better understand what was necessary to include as well as the difference in quality.”

### FROM PROVIDING CLEAR DIRECTIONS AND EXPLANATIONS

“ One new technique I implemented is providing an overview for the day. I usually have a plan for the day but sometimes I do not share it with students. This time, I wrote out the agenda for the day on the board and checked off each item as we completed it. Initially, it gave students an idea that today in class was going to [be] a busy day and they were able to get it set right away that they were going to be working the entire time. It forced the class to think of themselves as actively participating in the day's agenda. After we finished all the items, the students felt accomplished and it also gave them a sense of time management.”

### FROM DELIVERING AN EFFECTIVE LECTURE