

Teaching on Our Minds.....

2015 Annual NACTA Conference



Indian River Research and Education
Center—Fort Pierce, FL

University of Georgia—Athens, GA



"Gentle On My Mind" by Glen Campbell

Teaching Factors on Their Minds.....

Influencers of Student Ratings and Participation in the Faculty Course Evaluation Process



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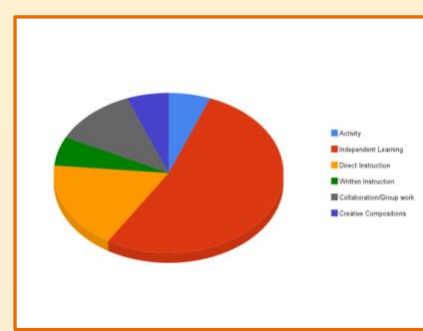
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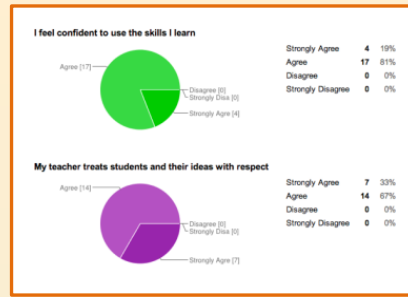
Fort Pierce, FL USA

Teaching Factors on Their Minds..... Faculty Course Evaluation Process



- ❑ Analyzed student participation and course ratings factors:
 - 713 student evaluations
 - Ten (10) year period
 - Upper division undergraduate Agricultural Economics class
 - Multiple majors and minors
 - “Live” and asynchronously online
 - One University of Florida instructor

Teaching Factors on Their Minds..... Faculty Course Evaluation Process



❑ Evaluation Formats:

➤ Fall 2004-Fall 2010:

- Paper evaluations administered in physical classroom

➤ Fall 2011-present:

- Asynchronous online forms via University website

❑ Likert 1-5 Scale Survey:

➤ 15 standard questions

➤ 10-30 questions specific to colleges/departments

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Faculty Course Evaluation Process



Do online evaluations result in lower participation and lower evaluations?



Do only 'axe-to-grind' students complete evaluations?



Overall, are online courses rated lower than 'live' classes?



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Faculty Course Evaluation Process

❑ Importance of course evaluations

- Ascertain factors impacting students' learning
- Instructor enhances positive influencers and eliminates negative impactors

❑ Study Evaluation

- Mean scores for:
 - *“Overall Rating of the Instructor”*
 - *“Overall I Rate This Course As”*



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Faculty Course Evaluation Process

- ❑ Instructor and course substance factors remained constant
- ❑ Evaluation platform for added variables' impact on:
 - Course and instructor evaluations
 - Participation in evaluation process



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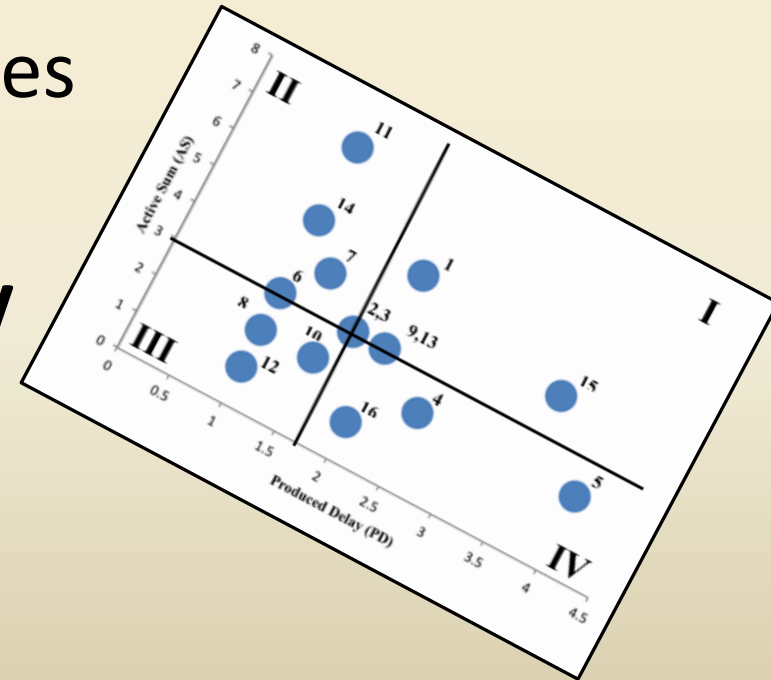
Faculty Course Evaluation Process

❑ Regression Analysis evaluated overlapping variables:

- Length of semester
- Grade distribution of students in the classes
- Class size

❑ Variables' influencers difficult to identify (collectively or separately)

- Omitted from study findings



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Faculty Course Evaluation Process

□ Research Questions:

- Is there a difference in response rates of paper versus online electronic evaluation forms?

- Is there a difference in course and instructor ratings depending upon a classroom ('live') or online course platform?



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Faculty Course Evaluation Process



- ❑ Findings: Is there a difference in response rates of paper versus online electronic evaluation forms?*
 - PAPER consistently higher evaluation response rates over ONLINE
 - Paper Forms:
 - Fall 2004- Summer 2011: **80%-94%** Student Response Rates
 - Mean weighted participation response rates: **87.08%**
 - Online Forms:
 - Summer 2012-Summer 2014: **65.4%-74%** Student Response Rates
 - Mean weighted participation response rates: **68.76%**

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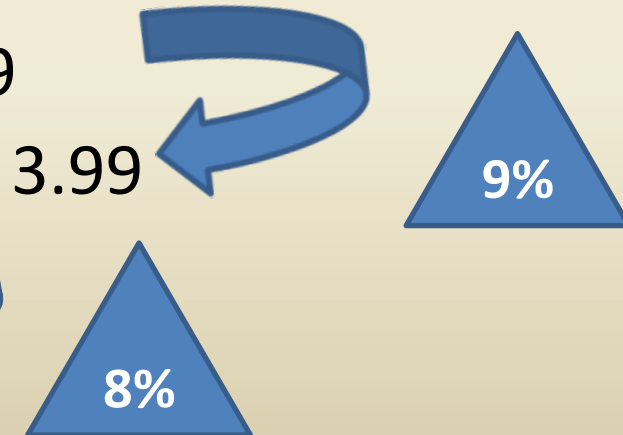
Faculty Course Evaluation Process



Findings: Is there a difference in course and instructor ratings depending upon a classroom ('live') or online course platform?*

➤ Instructor-led, in-classroom courses rated higher on both dimensions versus asynchronous online classes

- Mean Instructor rating--'Live' class = 4.39
- Mean Instructor rating-- Online classes = 3.99
- Mean 'Live' Course rating = 4.13
- Mean Online Course rating = 3.79



*Note: See all percentage response rates in Table 1 Attached

Teaching Factors on Their Minds..... Faculty Course Evaluation Process

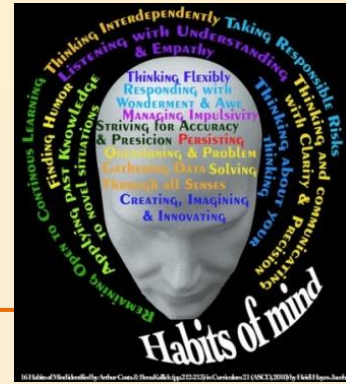


□ Conclusions:

- Instructor's in-classroom presence positively contributes to higher ratings of Instructor and Course
 - Findings supported by Morrison's (2013) literature review
- In-classroom students score Instructor and Course higher than same-course online students
 - Administrators should consider findings in faculty evaluations (Zabaleta, 2007)

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Faculty Course Evaluation Process



□ Final Thoughts

- Findings similar to non-agricultural studies
- Administrators' awareness of instructor and course ratings influenced by multiple variables
- Factor Instructor Ratings in course platform determination?
 - Live? or Online?
- Sans full student participation:
 - Future students lose peers' input-benefit for content enhancement
 - Instructors lose dynamic focus-area improvement

Teaching on Our Minds..... Thank you!



Table 1: Faculty Course Evaluation (FCE) Response Rates and Ratings

Semester Term and Year	Teaching Mode	Evaluation Mode	Student Enrollment	Student Response Rate:	Instructor Rating	Course Rating
Fall 2004	Live	Paper	21	90.48%	3.77	3.79
Summer 2007	Live	Paper	15	93.33%	4.66	4.74
Summer 2008	Live	Paper	15	80.00%	4.50	4.55
Summer 2009	Live	Paper	54	88.89%	4.28	3.85
Summer 2010	Live	Paper	70	94.29%	4.57	4.23
Summer 2011	Blended	Paper	96	80.21%	NA	NA
Weighted Means: Paper Form Response Rate and Live Class Ratings				87.08%	4.39	4.13
Summer 2012	Asynchronous	On-line	124	66.13%	4.13	3.83
Spring 2013	Asynchronous	On-line	171	71.35%	3.53	3.41
Summer 2013	Asynchronous	On-line	58	67.24%	4.03	3.74
Fall 2013	Asynchronous	On-line	127	68.50%	4.05	3.84
Spring 2014	Asynchronous	On-line	133	65.41%	4.15	4.01
Summer 2014	Asynchronous	On-line	73	73.97%	4.43	4.22
Weighted Means: Electronic Form Response Rate and Online Class and Instructor Ratings				68.66%	3.99	3.79

