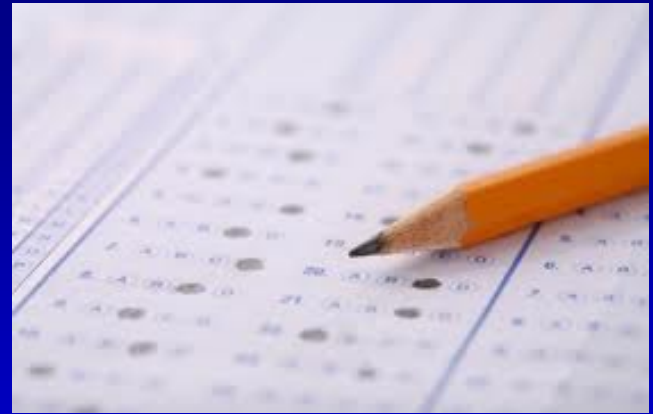
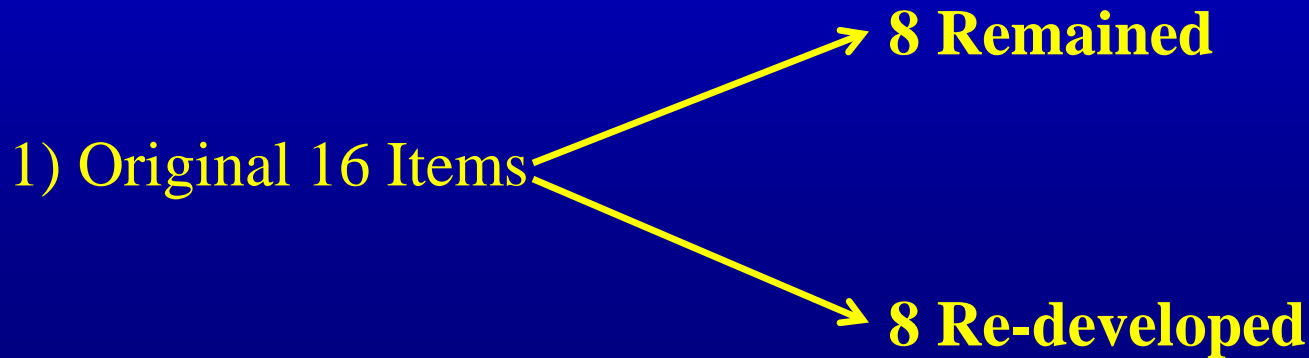

University of Central Florida Faculty Senate SPoI Initiative



Re-tooling of SPoI



2) Rescaled from

1 **2** **3** **4** **5**
Poor **Fair** **Good** **V. Good** **Excellent**

to

1 **2** **3** **4** **5**
Poor **Fair** **Satis.** **Good** **Excellent**



Re-tooling of SPoI

3) Customized Items for:

Face-to-face



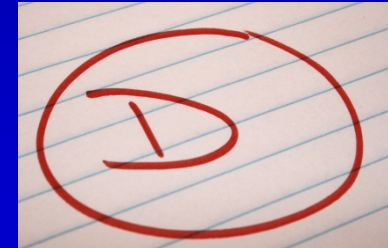
Blended



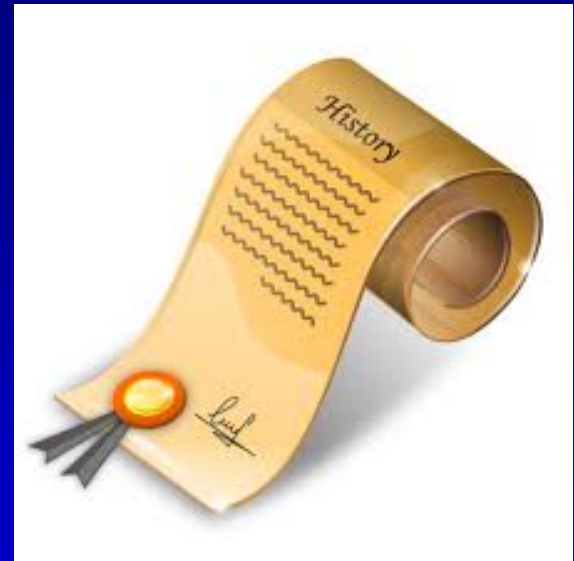
Online



4) Added items such as expected grade and others across all modes



We have a long history



Current Form

A decision rule for the probability of faculty member receiving an overall rating of *Excellent* (n=1,280,890)

If...

	Excellent	Very Good	Good	Fair	Poor
Facilitation of learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of ideas	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect and concern for students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Then...

The probability of an overall rating of *Excellent* = **.97** &

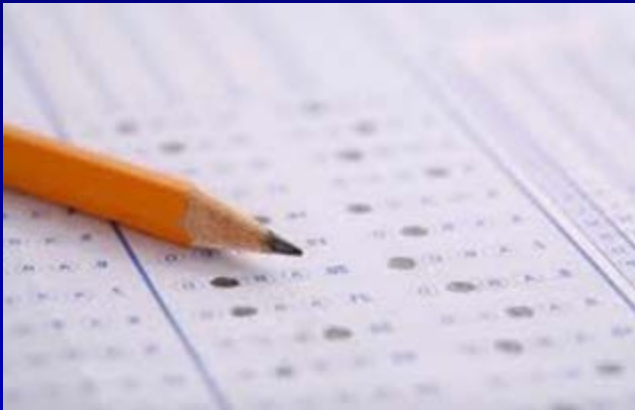
The probability of an overall rating of *Fair* or *Poor* = **.00**

Current Form

A comparison of excellent ratings by course modality--unadjusted and adjusted for instructors satisfying Rule 1 (n=1,171,664)

Course <u>Modality</u>	Overall % Excellent	If Rule 1 % Excellent
Blended	52	97
Online	48	97
Face-to-face	48	97
Blended LC	43	97
Lecture capture	42	97

Proposed Student Rating Form



Proposed Form

A decision rule for the probability of faculty member receiving an overall rating of *Excellent* (n=126,672)

If...

	Excellent	Very Good	Good	Fair	Poor
Effectiveness in facilitation of learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of ideas	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Then...

The probability of an overall rating of Excellent = **.98** &

The probability of an overall rating of Fair or Poor = **.00**

Proposed Form

A comparison of excellent ratings by course modality--unadjusted and adjusted for instructors satisfying Rule 1 (n=126,672)

Course <u>Modality</u>	Overall % Excellent	If Rule 1 % Excellent
Blended	58	98
Online	57	99
Face-to-face	57	98
Blended LC	46	98
Lecture capture	52	96

Percentage of excellent ratings across modes

Modality	Current Form %	Proposed Form %	Diff
Blended	52	58	6
Face-to-face	48	57	9
Online	48	57	9
Lecture capture	43	52	9
Blended LC	42	46	4

Proposed Form

Mean total scores across all modes

Modality	\bar{x}	SD	% of Possible
Blended	69.3	14.6	86
Online	68.9	15.1	86
Face-to-face	68.5	15.2	85
Lecture capture	68.2	14.3	85
Blended LC	65.3	16.2	81

Reliability = .99

Proposed Form

Factor analysis by mode – One factor

Item	M	W	F2F	RV	V
1	90	91	91	94	92
2	92	93	93	94	93
3	93	95	95	95	92
4	94	96	96	95	94
5	89	94	94	92	91
6	92	93	93	95	92
7	90	93	93	93	86
8	92	94	94	94	91

Proposed Form

Factor analysis by mode – One factor

Item	M	W	F2F	RV	V
9	95	96	96	96	94
10	91	93	93	93	88
11	91	93	93	94	90
12	93	94	94	94	90
13	91	93	93	94	90
14	92	94	94	93	90
15	96	96	96	97	94
16	96	97	97	97	96

Comparisons between current and proposed means across student rating forms

Organization of course	Current	Proposed	Difference
Face-to-face	4.04	4.23	0.19
Lecture capture	3.94	4.28	0.34
Blended	4.08	4.23	0.15
Blended LC	4.00	4.08	0.08
Online	4.12	4.29	0.17

Comparisons between current and proposed means across student rating forms

Explanation of course requirements	Current	Proposed	Difference
Face-to-face	4.03	4.24	0.21
Lecture capture	3.93	4.28	0.35
Blended	4.10	4.27	0.17
Blended LC	3.98	4.08	0.10
Online	4.12	4.28	0.16

Comparisons between current and proposed means across student rating forms

Usefulness of instructor feedback	Current	Proposed	Difference
Face-to-face	3.95	4.15	0.20
Lecture capture	3.80	4.06	0.26
Blended	4.05	4.21	0.16
Blended LC	3.91	3.98	0.07
Online	4.01	4.16	0.15

Comparisons between current and proposed means across student rating forms

Overall effectiveness of instruction	Current	Proposed	Difference
Face-to-face	4.12	4.22	0.10
Lecture capture	3.95	4.20	0.25
Blended	4.20	4.28	0.08
Blended LC	4.02	4.03	0.01
Online	4.10	4.23	0.13

Proposed Form

Correlations with overall effectiveness – Blended supplemental items

Item	Correlation
How many times did you miss class?	-.13
What proportion of the online activities did you complete?	.11
What proportion of the time did access problems affect your ability to complete online activities?	.18
Approximately how many times did parking problems make it difficult for you to get to class on time?	.01

Proposed Form

Correlations with overall effectiveness – Online supplemental items

Item	Correlation
What proportion of the online activities did you complete?	.14
What proportion of the time did access problems affect your ability to complete online activities?	-.07

Proposed Form

Correlations with overall effectiveness – Face-to-face supplemental items

Item	Correlation
How many times did you miss class?	-.17
What proportion of the online activities did you complete?	-.02
What proportion of the time did access problems affect your ability to complete online activities?	.05
Approximately how many times did parking problems make it difficult for you to get to class on time?	-.04

Proposed Form

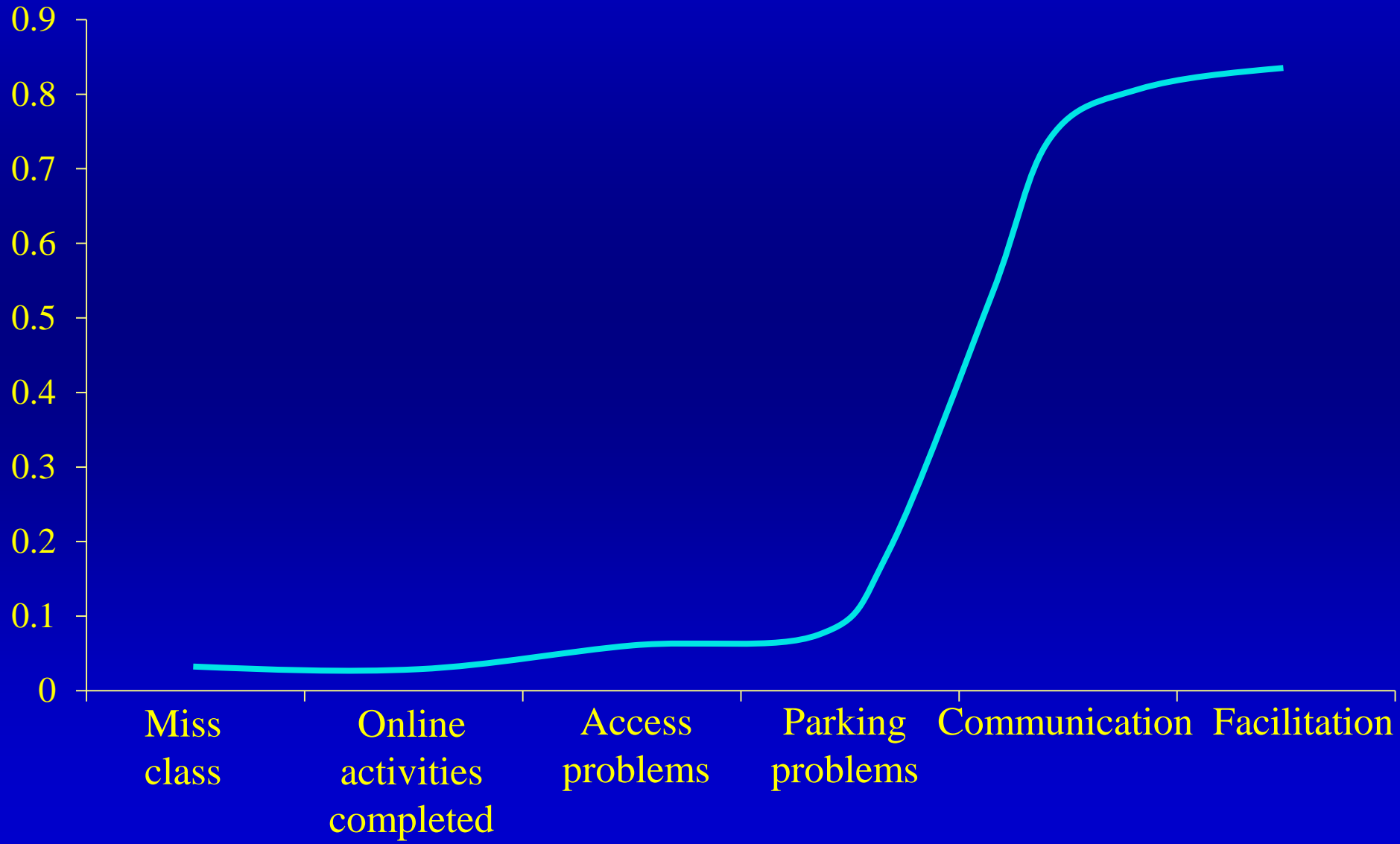
Correlations with overall effectiveness – All modes supplemental items

Item	Correlation
How many hours a week did you spend on this course?	.03
I had a strong desire to take this course.	.32
Final grade	.28

Predicting overall excellence with supplemental blended questions

Variable	R²
Miss class	.04
Proportion of online activities completed	.04
Online access problems	.06
Parking problems	.06
Communication	.76
Facilitation	.83

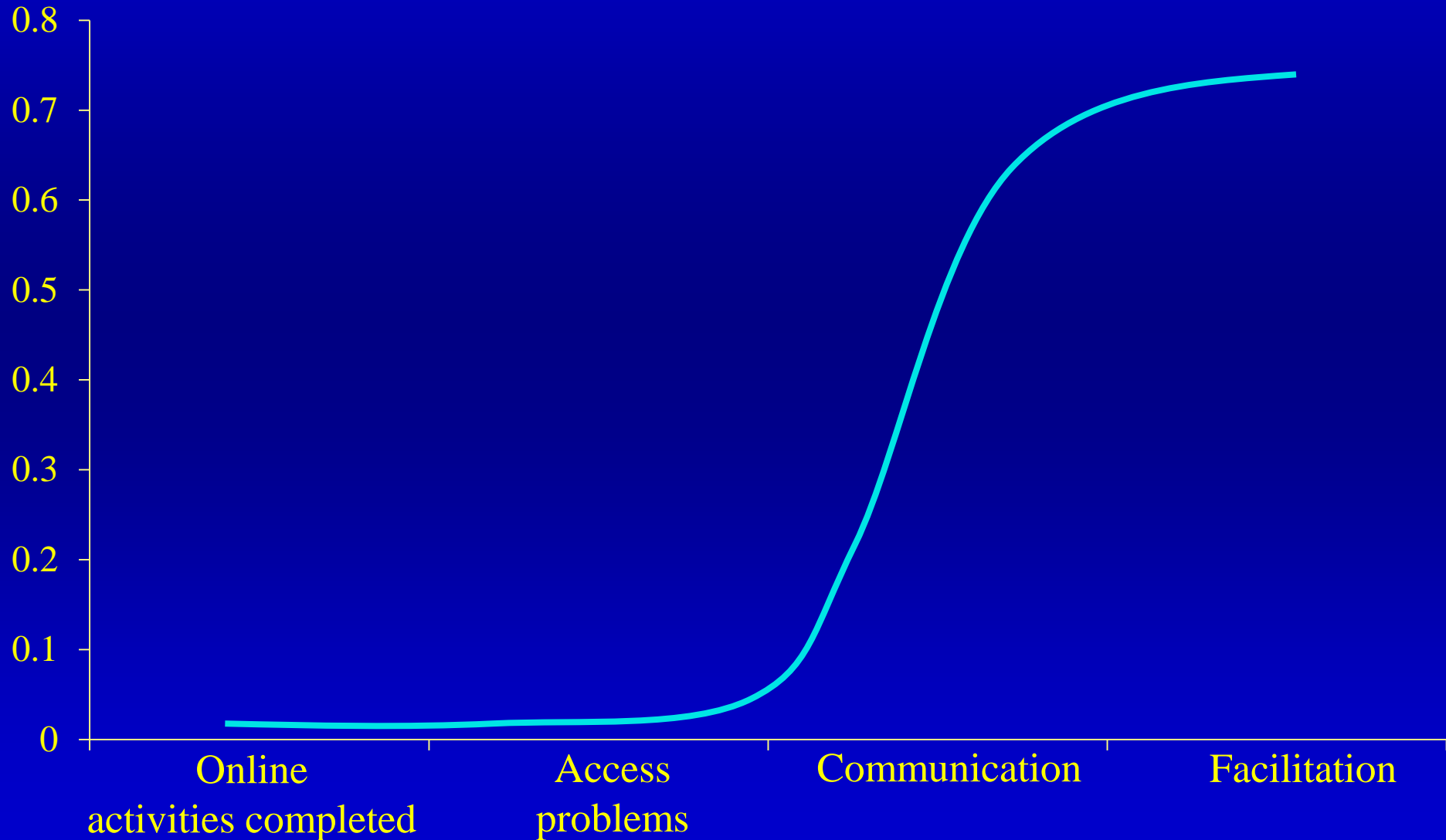
Predicting overall excellence with supplemental blended questions



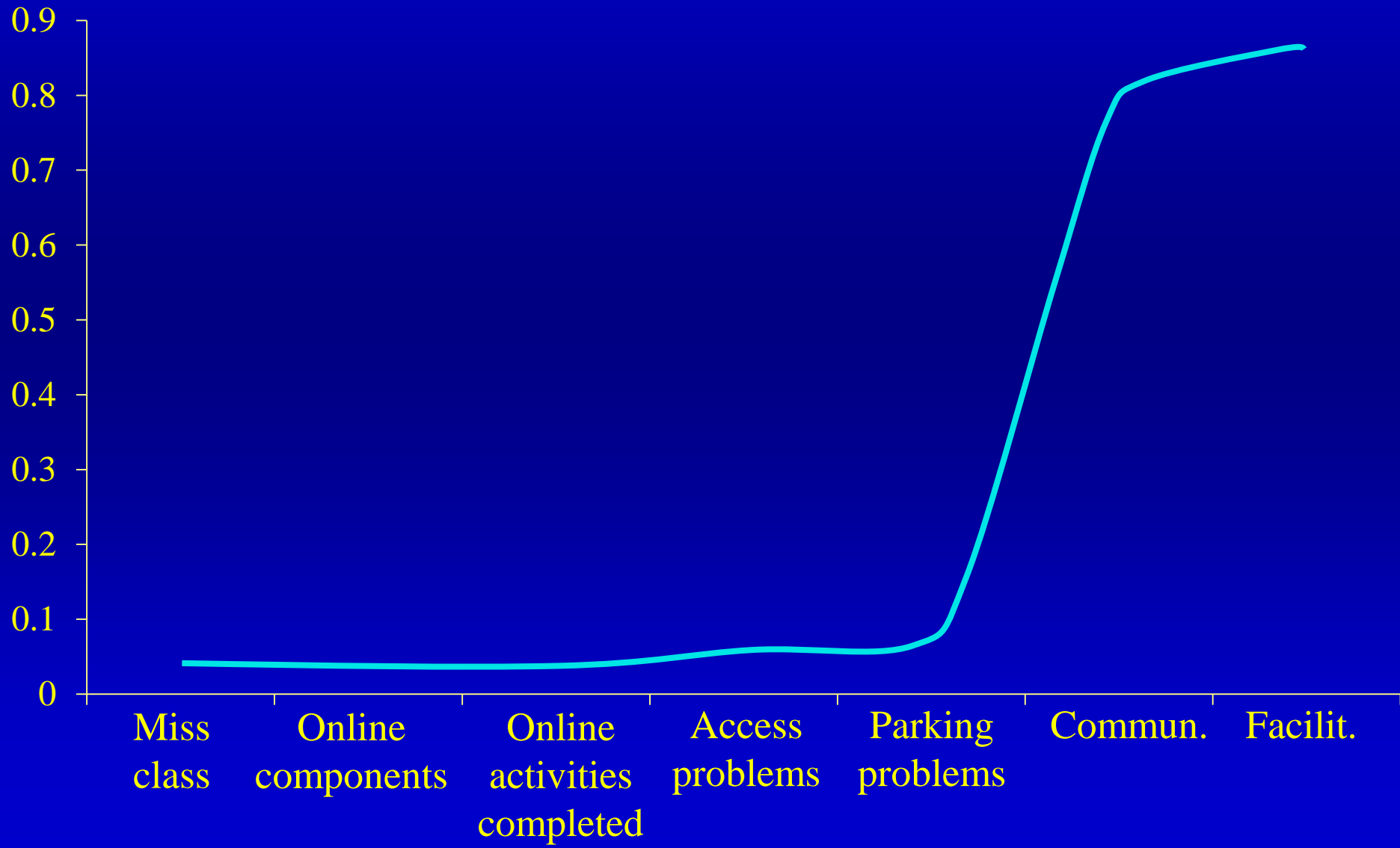
Predicting overall excellence with supplemental online questions

Variable	R²
Proportion of online activities completed	.03
Online access problems	.06
Communication	.75
Facilitation	.83

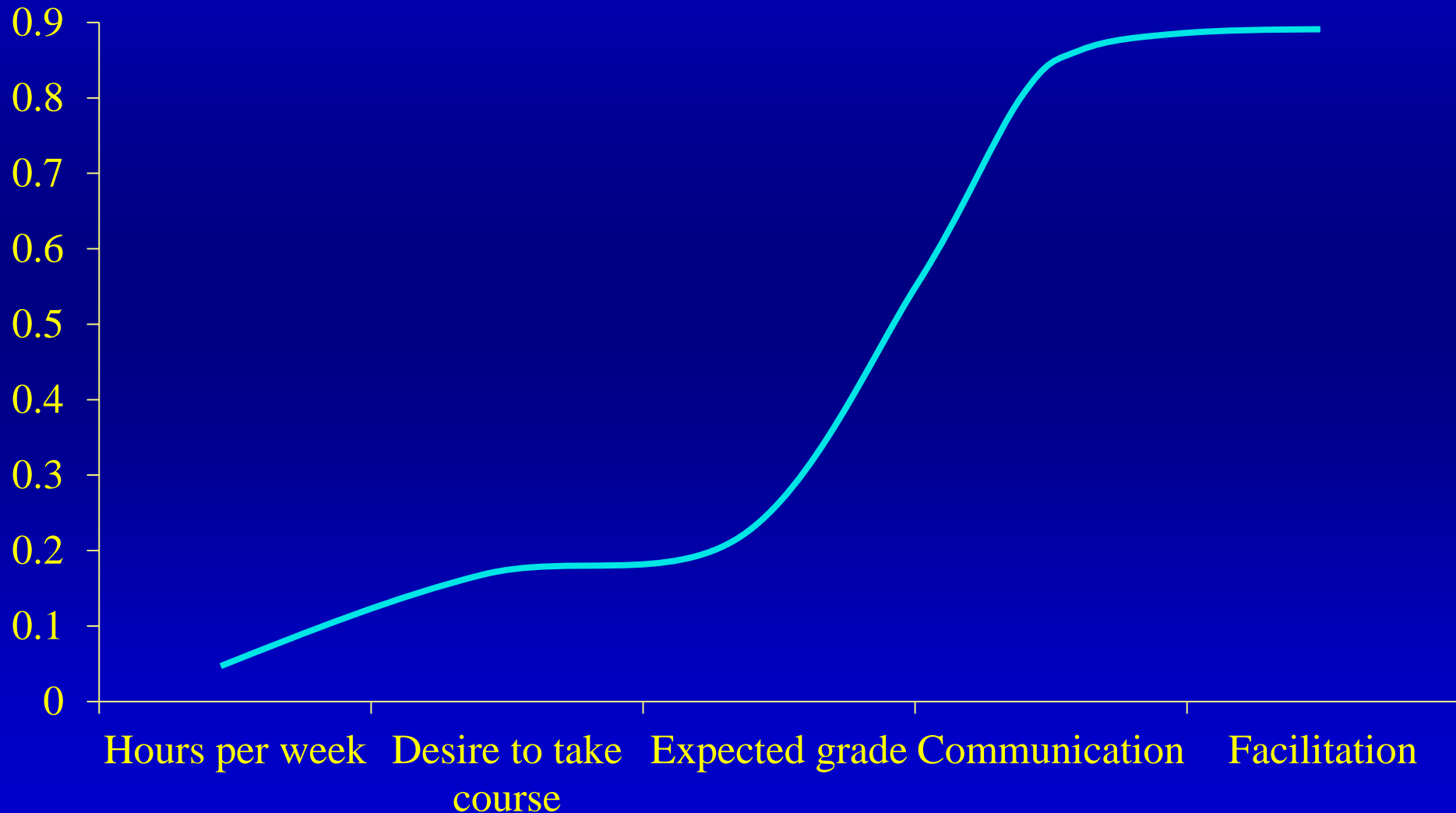
Predicting overall excellence with supplemental online questions



Predicting overall excellence with supplemental face-to-face questions



Predicting overall excellence with supplemental questions (all modes)



The Rules Work



Percentage under Rule 1 for 'expected final grade'

	Overall % Excellent	If Rule 1 % Excellent
F	27	97
D-/D/D+	24	93
C-/C/C+	33	93
B-/B/B+	47	95
A-/A	66	97

Percentage under Rule 1 for 'I had a strong desires to take this course'

	Overall % Excellent	If Rule 1 % Excellent
No opinion	38	95
Strongly disagree	26	92
Disagree	34	95
Agree	48	96
Strongly agree	78	98

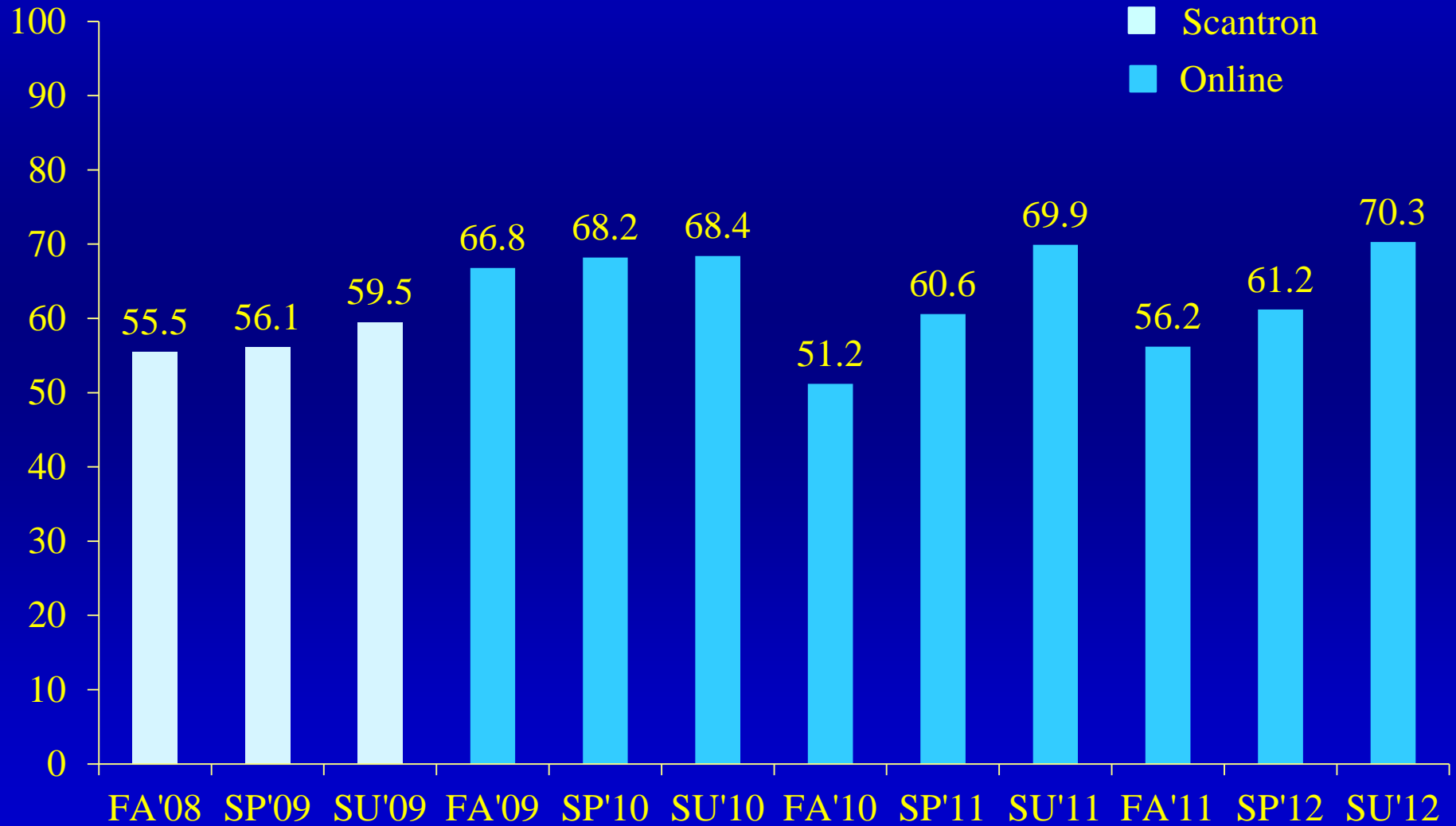
Percentage under Rule 1 for 'hours per week spent working on course'

	Overall % Excellent	If Rule 1 % Excellent
1 or less	57	97
2-4	54	97
5-7	57	97
8-10	57	96
11 or more	61	97

Scantron and Online Response Rates



SPoI Response Rates in Percentage: Fall 2008 to Present



Next Steps

