

Faculty Demographic Factors Associated with Improved Allied Health Course Evaluations

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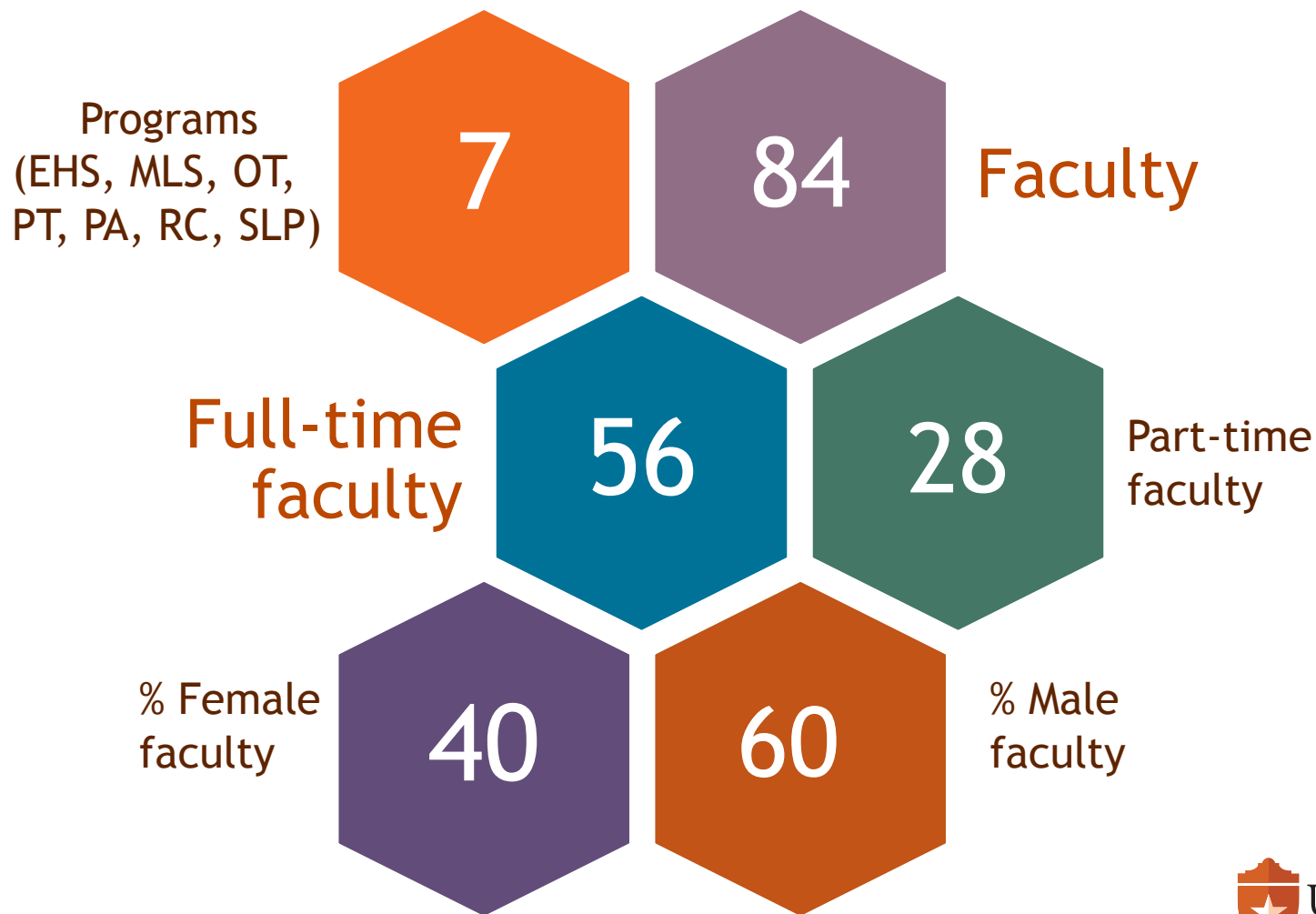
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Background

UT Health San Antonio

School of Health Professions



Faculty Race

School of Health Professions



Question

What faculty demographics are associated with higher course evaluations in allied health?

Previous Research

Gender

Males rated higher on course evaluations^{3,4}

Race

African American and Hispanic/Latino faculty receive lower evaluations than White and Asian faculty¹

Degree Earned

Faculty with a doctoral degree tend to receive lower evaluations²

Years of Experience

Positive relationship between "years teaching course" and evaluations²

Methods

- UT Health San Antonio School of Health Professions

IDEA Course Evaluations

- Distributed to all students electronically through Campus Labs platform
 - 2014-2018 – 11,236 total course evaluations
 - 108 allied health faculty members reviewed
 - 6 allied health programs included in review
 - Learning Essentials (18 items): Students rated progress on relevant learning objectives and overall summative items:
 - ***“Overall, I rate this instructor an excellent teacher”***
 - ***“Overall, I rate this course as excellent”***
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- ANOVA, post-hoc: Scheffé
 - Correlations
 - (faculty age, years of experience, evaluation scores)

Gender Results

	Excellent Course Mean	Excellent Teacher Mean	N
Female	4.22	4.20	6815
Male	4.12	4.15	4276

The mean scores for women were significantly higher than men ($p < .01$) for excellent course and excellent teacher questions

Age Results

Q 17: Overall, I rate this instructor an excellent teacher.

Q 18: Overall, I rate this course as excellent.

Variable (N)	Mean (SD)
Excellent teacher (10468)	4.175 (1.042)
Excellent course (8670)	4.206 (1.023)
Years Since Last Degree	14.718 (10.157)
Age at time of Instruction	49.77 (10.622)

Only resulting correlation was between *Question #17 (Excellent teacher)* and *Age at time of Instruction*

Race Results

Q 17: Overall, I rate this instructor an excellent teacher.

Race	N	Mean	Std. Err.	Significant Differences $p < .001$
Not Specified	1713	4.37	.025	Hispanic/Latino
Hispanic/Latino	1887	3.90	.024	White, Asian
Black/African American	631	4.24	.041	Hispanic/Latino
White	5527	4.15	.014	Not Specified, Asian
2 or more	29	4.69	.191	Hispanic/Latino
Asian	681	4.57	.040	Not Specified, Black/African American

Race Results

Q 18: Overall, I rate this course as excellent.

Race	N	Mean	Std. Err.	Significant Differences $p < .001$
Not Specified	1713	4.37	.025	White
Hispanic/Latino	1887	3.97	.024	Not Specified
Black/African American	631	4.19	.041	Hispanic/Latino
White	5527	4.17	.014	Hispanic/Latino
2 or more	29	4.41	.191	None found
Asian	681	4.38	.040	Hispanic/Latino, White

Race Summary

- For the question, "**Overall, I rate this instructor an excellent teacher**"
- Scheffé post-hoc analysis revealed:
 - Hispanic/Latino means were significant and lower than:
 - All groups: (Not Specified, Black/African American, White, 2 or more, and Asian)
 - Black/AA means were significant and higher than Hispanic/Latino and lower than Asian group
 - Not Specified group means were significant and higher than White and lower than the Asian group
 - White group means were significant and lower than the Asian group

- For the question, "**Overall, I rate this course as excellent**"
- Scheffé post-hoc analysis revealed:
 - Hispanic/Latino means were significant and lower than:
 - Black/African American, White, 2 or more, and Asian groups
 - Black/AA means were significant and lower than the Not Specified group and higher than Asian group
 - Not Specified group means were significant and higher than Hispanic/Latino, Black/AA, White group
 - 2 or more = No significant difference

Degree Earned Results

Q 17: Overall, I rate this instructor an excellent teacher

Degree Type	N	Mean	Std. Err.	Significant differences $p < .001$
Master's	4339	4.15	.016	Professional Doctorate
PhD	2265	4.12	.022	
Professional Doctorate	1927	4.33	.023	PhD
Bachelor's	245	4.20	.066	None found

Degree Earned Results

Q 18: Overall, I rate this course as excellent.

Degree Type	N	Mean	Std. Err.	Significant Differences $p < .001$
Master's	4339	4.16	.016	Professional Doctorate
PhD	2265	4.13	.022	Bachelor's
Professional Doctorate	1927	4.33	.023	PhD
Bachelor's	245	4.37	.066	Master's

Degree Earned Summary

- For the question, "**Overall, I rate this instructor an excellent teacher**"
- Scheffé post-hoc analysis revealed:
 - Professional Doctorate means were significant and higher than the Master's degree and PhD groups

- For the question, "**Overall, I rate this course as excellent**"
- Scheffé post-hoc analysis revealed:
 - Master's means were significant and lower than:
 - Professional Doctorate and Bachelor's groups
 - PhD means were significant and lower than the Professional Doctorate and Bachelor's group

Program Results

Q 17: Overall, I rate this instructor an excellent teacher

Program	N	Mean	Std. Err.	Significant Differences <i>p</i> < .001
RC	890	3.99	.034	PAS
EHS	2998	3.92	.019	PAS
PAS	2464	4.27	.021	MLS
MLS	904	4.51	.034	RC, EHS
OT	1379	4.27	.027	RC, EHS, MLS
PT	1438	4.17	.027	RC, EHS, MLS
CSBL/CSAT	1081	4.46	.031	RC, PAS, OT, PT
SLP	75	4.16	.118	None found

Program Results

Q 18: Overall, I rate this course as excellent.

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RC	890	4.00	.034	MLS
EHS	2998	3.96	.019	PAS, OT
PAS	2464	4.27	.021	MLS, RC
MLS	904	4.45	.034	EHS, PT
OT	1379	4.36	.028	RC, PT
PT	1438	4.19	.027	RC
CSBL/CSAT	1081	4.29	.031	RC, EHS
SLP	75	4.24	.119	None found

Significant differences found by program with MLS means the highest and EHS the lowest for both excellent teacher and excellent course questions.

Discussion/Next Steps

- Faculty holding a professional doctorate held higher scores than those with a Master's degree or PhD (for excellent course and excellent teacher)
- By program, for both excellent teacher and excellent course, MLS means were the highest while EHS means were the lowest
- Regarding gender, women score higher than men
- Only 1 instrument (IDEA Learning Essentials) included
- SLP Program new, not much data

References

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Questions