

Bridging the Gap: A Survey of Student Perception

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Background

- We are not students.
 - Age/Generation
 - Technology
 - Upbringing/Background
 - Expectations of Life



Background

- We have to understand each other
 - Frustration comes from breakdowns in communication
 - Jargon/Slang/Terminology
 - Expectations of Instructors



Objective

- The objective of this survey was to determine how students' viewpoints change during their academic career regarding what they expected of Student/Instructor interaction.



Materials and Methods

- 406 students in animal science courses completed a survey containing:
 - Demographic information
 - 20 questions pertaining to their expectations as students
 - 7 questions focused on their expectations as students including what they expected of their instructors.



Survey Questions

1. How long is a reasonable amount of time for an instructor to wait before receiving your response to an email?
 - a. 1 hour
 - b. 8 hours
 - c. 1 day
 - d. 1 week

2. How long is a reasonable amount of time to wait for an instructor to respond to an email?
 - a. 1 hour
 - b. 8 hours
 - c. 1 day
 - d. 1 week

3. Should an instructor be upset or annoyed if you show up late or leave the classroom early?
 - a. Yes
 - b. No, if it was for work or family matters
 - c. No, not if I am quiet in doing so
 - d. No, never



Survey Questions

4. Should you be required to have an appointment to meet with an instructor outside of their normal/posted office hours?
 - a. Yes
 - b. No

5. Should the instructor remind students when assignments are due after initially assigning the task?
 - a. Yes
 - b. No

6. Should an instructor be upset or annoyed if you respond to a text or leave the classroom to answer a phone call during class?
 - a. Yes
 - b. No, if it was for work or family matters
 - c. No, not if I am quiet in doing so
 - d. No, never

7. Because you as a student paid for the class, should you be able to come a go as you please without penalty?
 - a. Yes
 - b. No



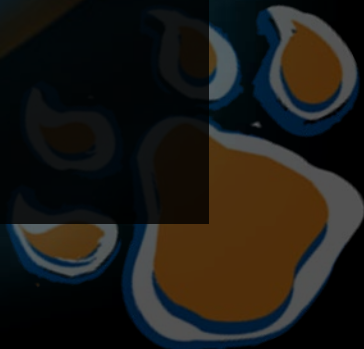
Materials and Methods

- Distributions of responses was compared using a Chi Squared analysis followed by pairwise comparisons to determine differences between student classifications.
- Comparisons were limited to
 - the change during an undergraduate degree (Freshmen to Senior)
 - entering Graduate school (Senior to Grad).

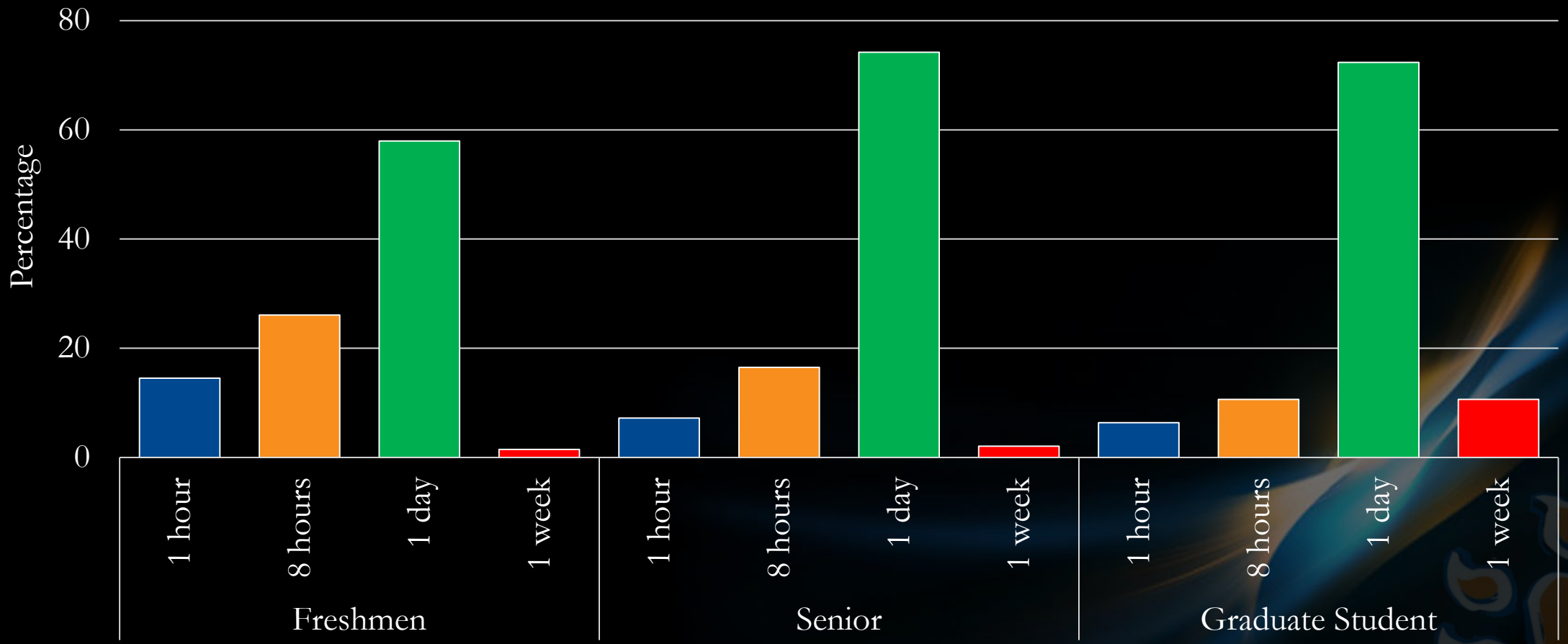


Materials and Methods

- Differences in distributions ($P < 0.05$) during...
 - the change during and undergraduate degree (Freshmen to Senior) indicated by *
 - entering Graduate school (Senior to Grad) indicated by ‡

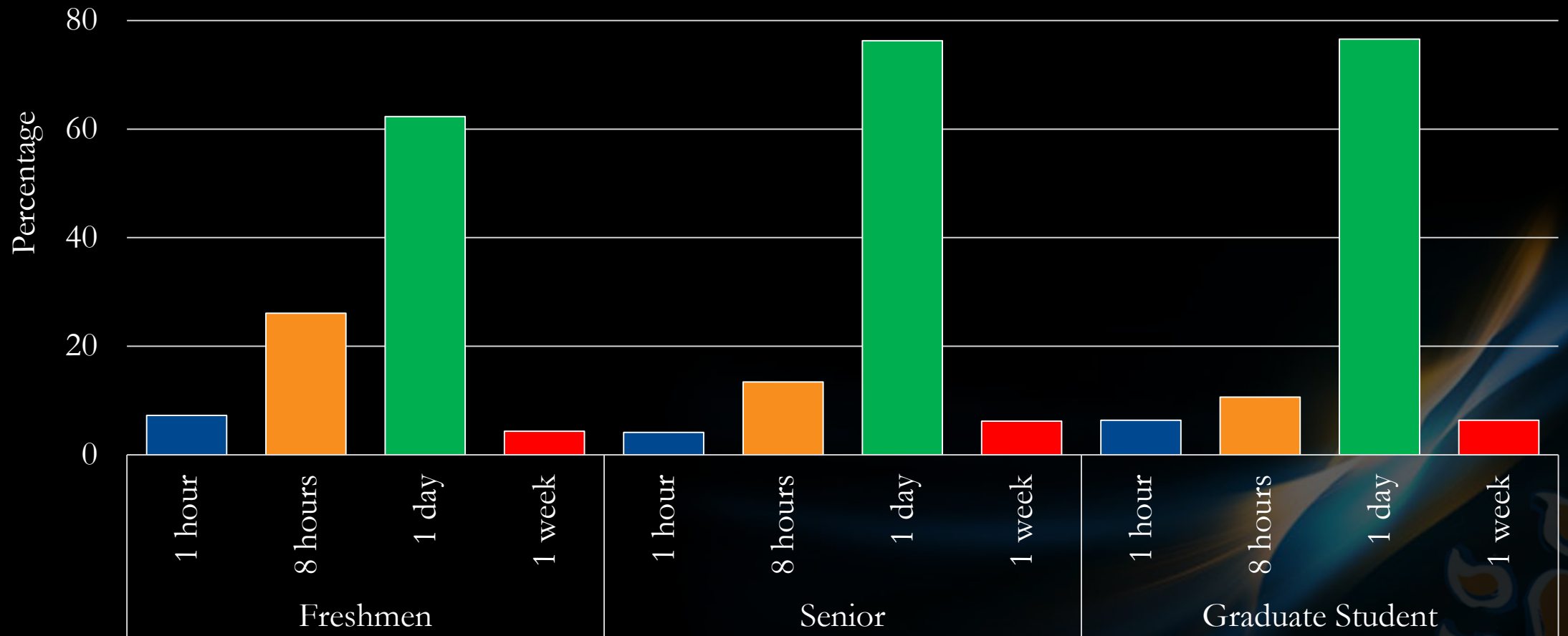


How long is a reasonable amount of time for an instructor to wait before receiving your response to an email?



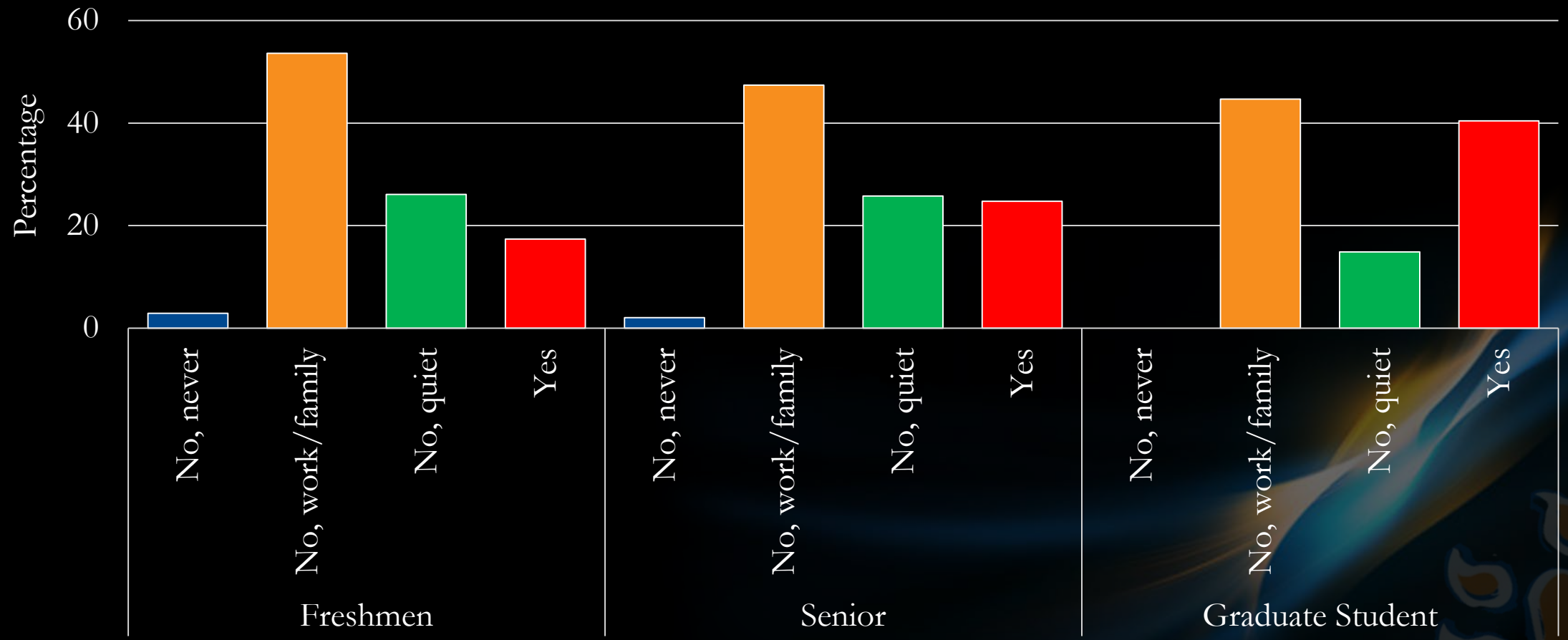
$P < 0.02$ (Difference detected is likely between Freshmen and Graduate students)

How long is a reasonable amount of time to wait for an instructor to respond to an email?



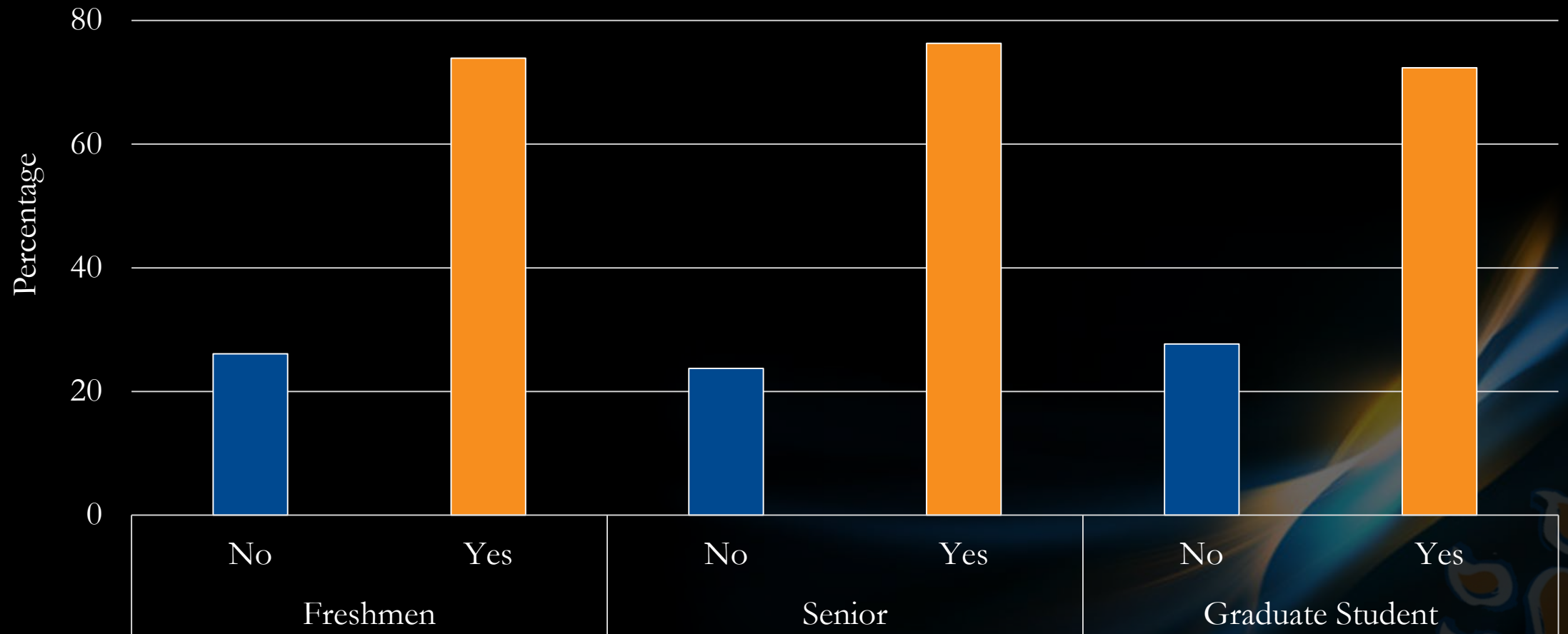
$P = 0.27$

Should an instructor be upset or annoyed if you show up late or leave the classroom early?



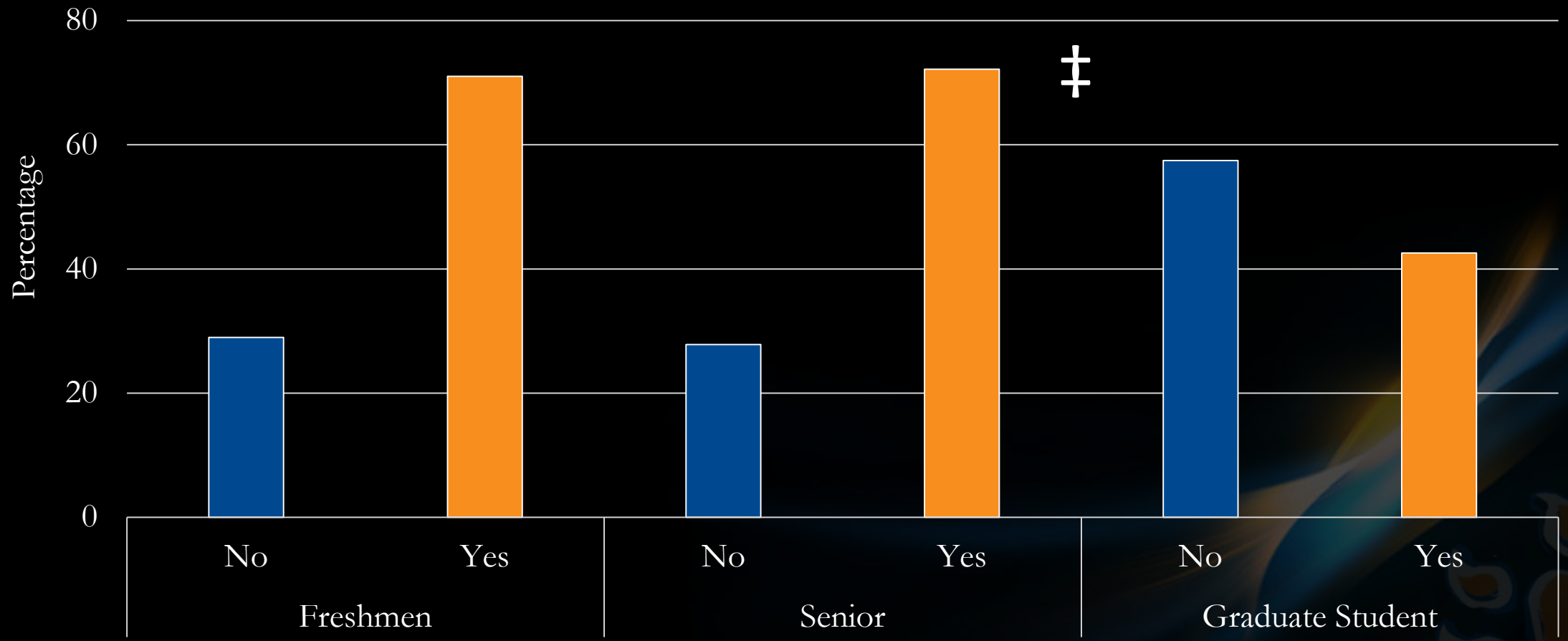
$P = 0.15$

Should you be required to have an appointment to meet with an instructor outside of their normal/posted office hours?



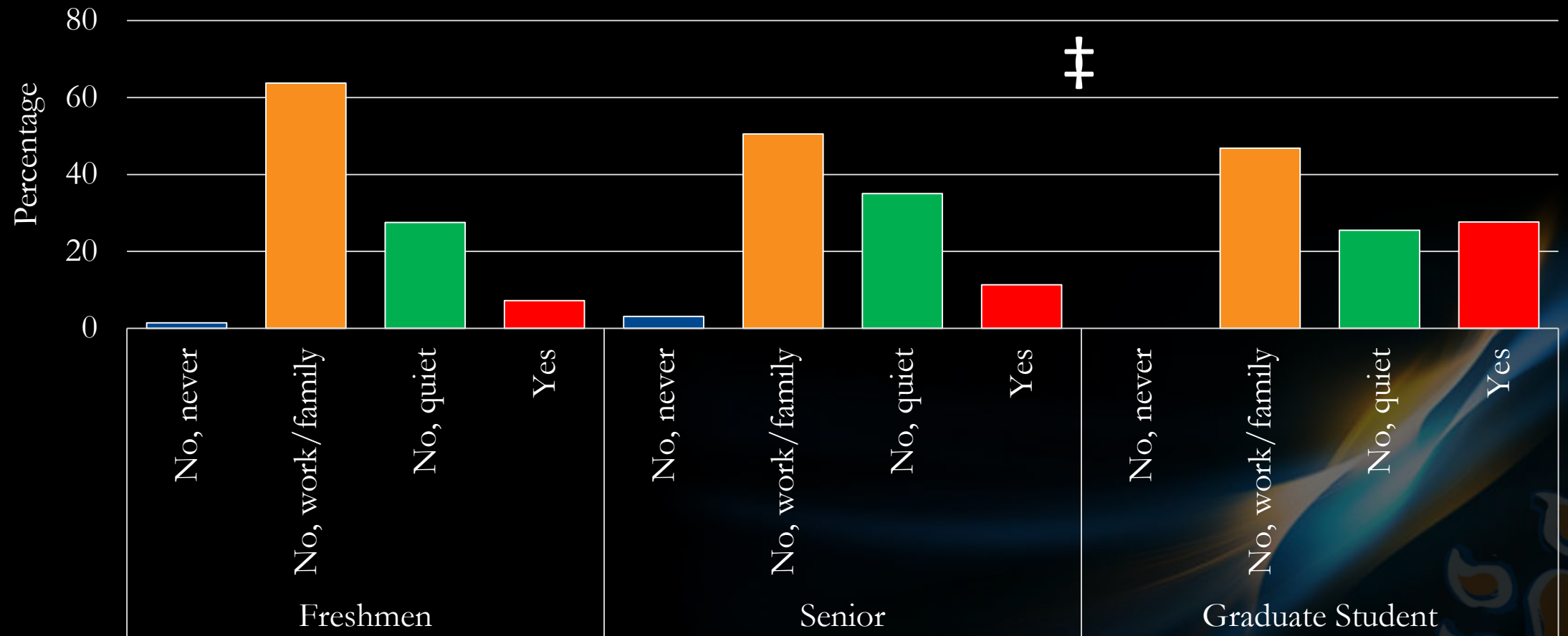
$P = 0.87$

Should the instructor remind students when assignments are due after initially assigning the task?



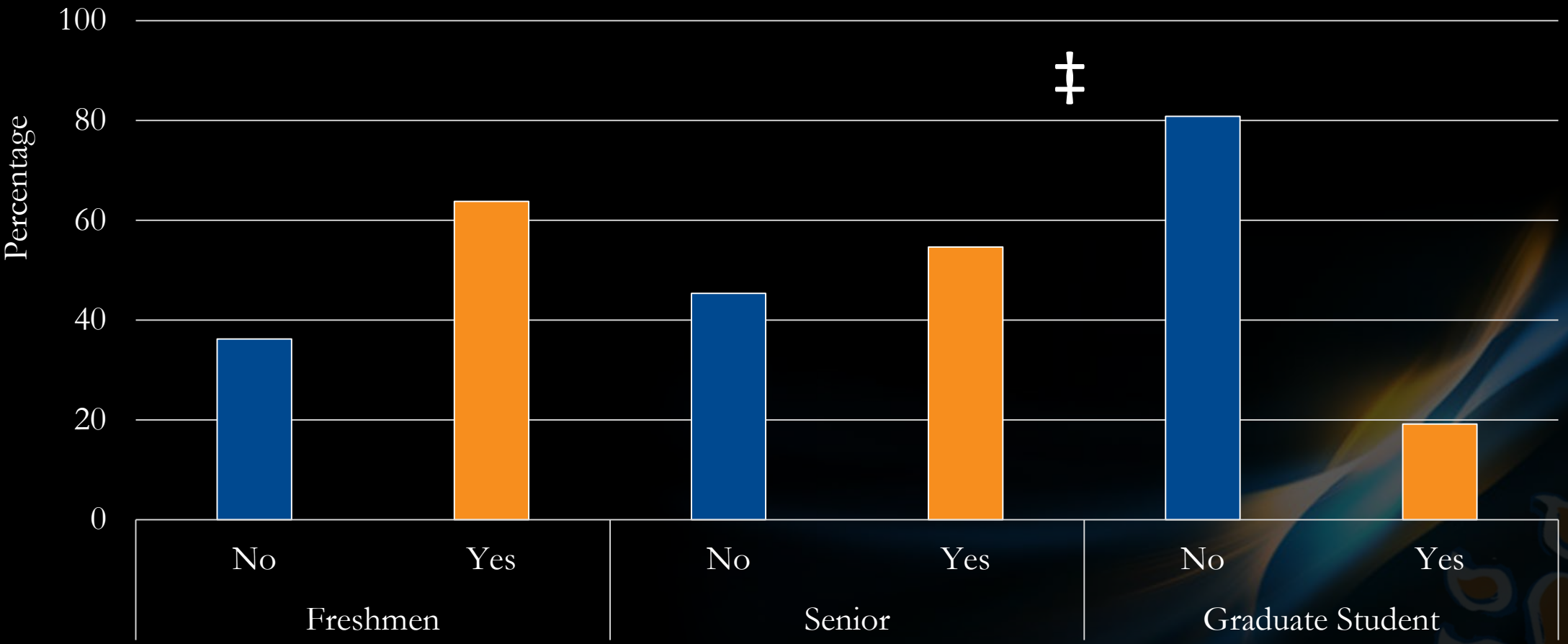
$P < 0.01$

Should an instructor be upset or annoyed if you respond to a text or leave the classroom to answer a phone call during class?



$P = 0.02$

Because you as a student paid for the class, should you be able to come a go as you please without penalty?



$P < 0.01$

Discussion

- The majority of changes detected occurred as students moved from an undergraduate degree to a graduate degree.
- The majority of students, regardless of classification, believe they should be able to come and go as they please.
- Approximately 70% of undergraduates expect you to remind them of what they need to do.



Conclusions

- **External factors initiate many of these changes.**
 - **Graduation**
 - **Teaching/Grading**
 - **Employment**
- **Clear expectations and active communication from both students and instructors can improve how students learn.**
- **It will change again.**



Questions?

