

# Evaluation of multiple sections of a single animal science course for consistency of instruction quality

M. J. Anderson, J. L. Leatherwood, S. F. Kelley,  
M. M. Beverly, and K. J. Stutts



# Background

- What are the effects of teaching multiple sections of the same course?
- Am I being fair to each section?
- Did I say that already?

# Objective

- To evaluate GPA, average final course grade, and student evaluations of four sections of a sophomore level animal science course taught by a single instructor.

# Materials and Methods

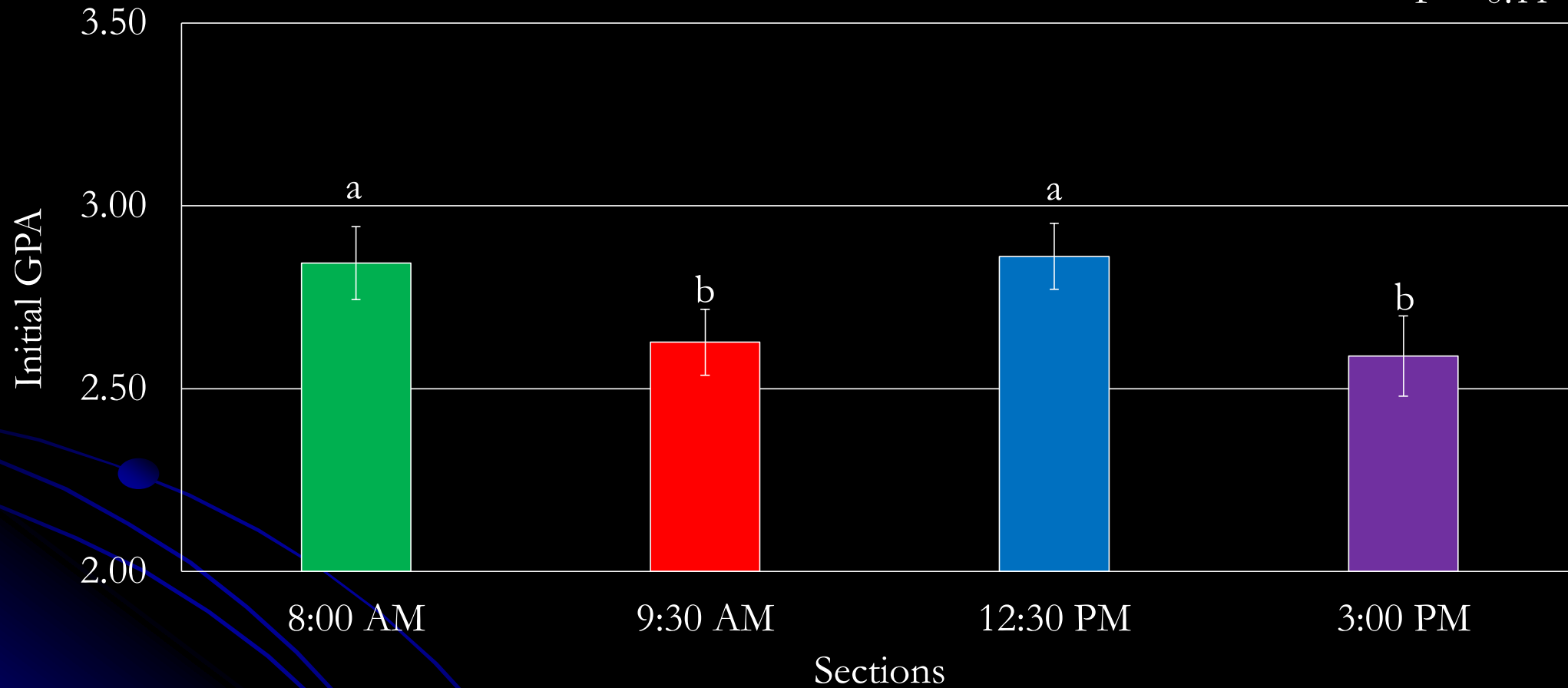
- Four sections of AGRI 2360 (Animals & Society; n=96)
  1. 8 am
  2. 9:30 am
  3. 12:30 pm
  4. 3 pm
- All sections were on Tuesdays and Thursdays
  - 1 hr 20 min.

# Materials and Methods

- For each section data collected included:
  - Initial student GPA
  - Final course grade
  - Student evaluation of instructor quality

# Initial GPA by Section

P = 0.11



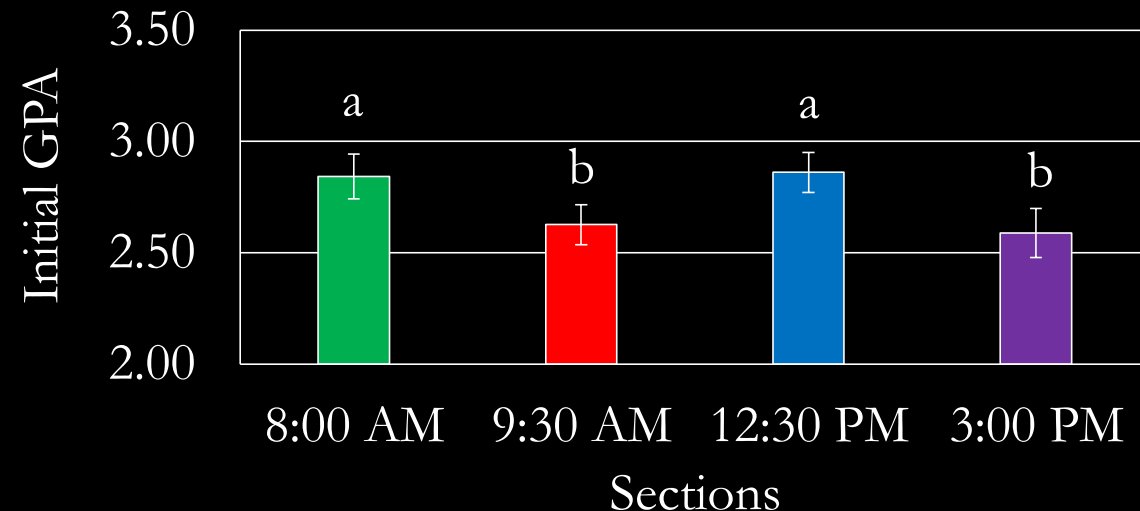
<sup>ab</sup> Sections with different superscripts differ at P = 0.11



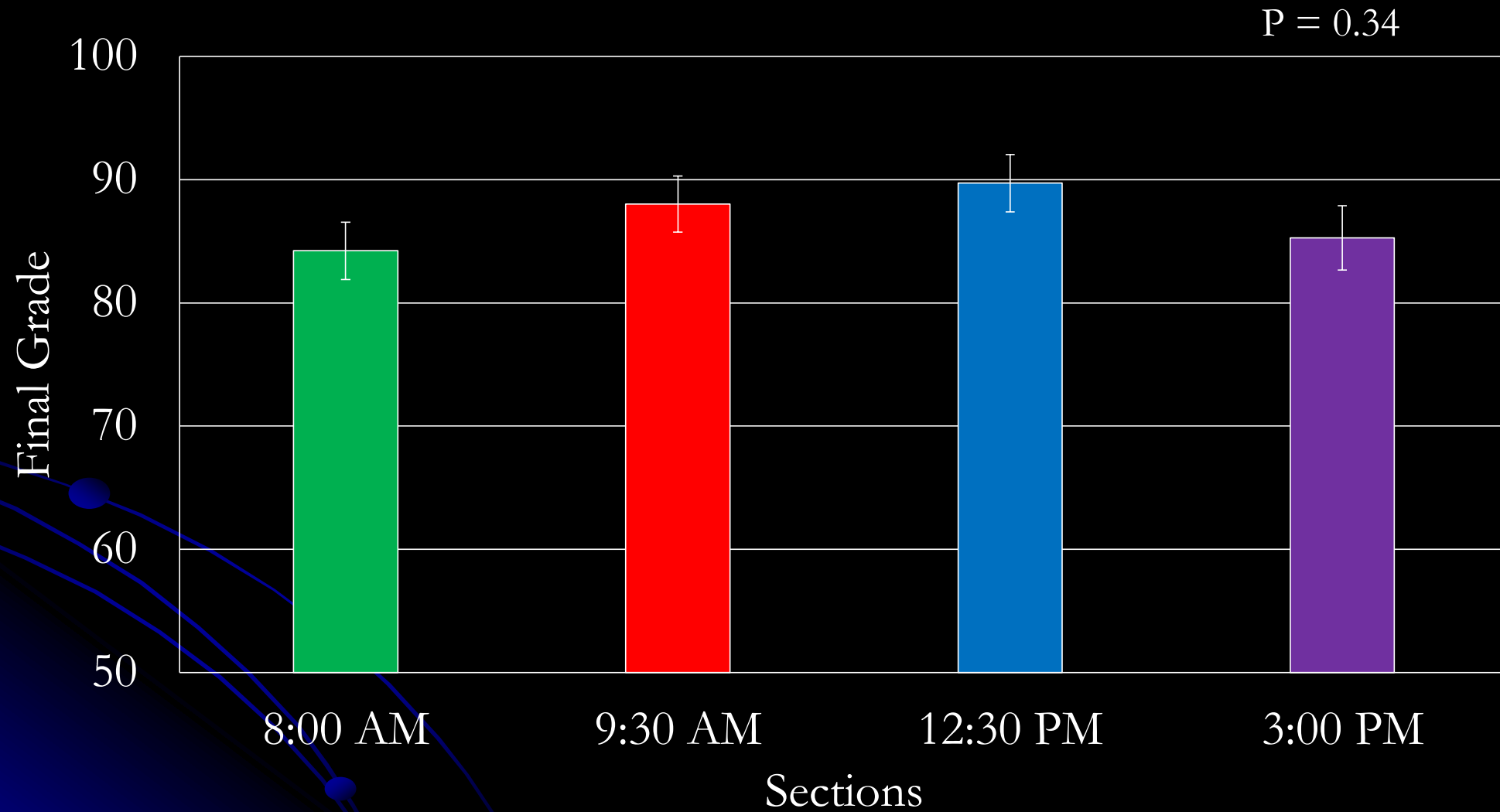
# Initial GPA

- The 8:00 AM and 12:30 PM courses tended to have higher GPAs in comparison to the 9:30 AM and 3:00 PM courses.

- May be driven by:
  - Student motivation
  - Course availability



# Final Grade by Section

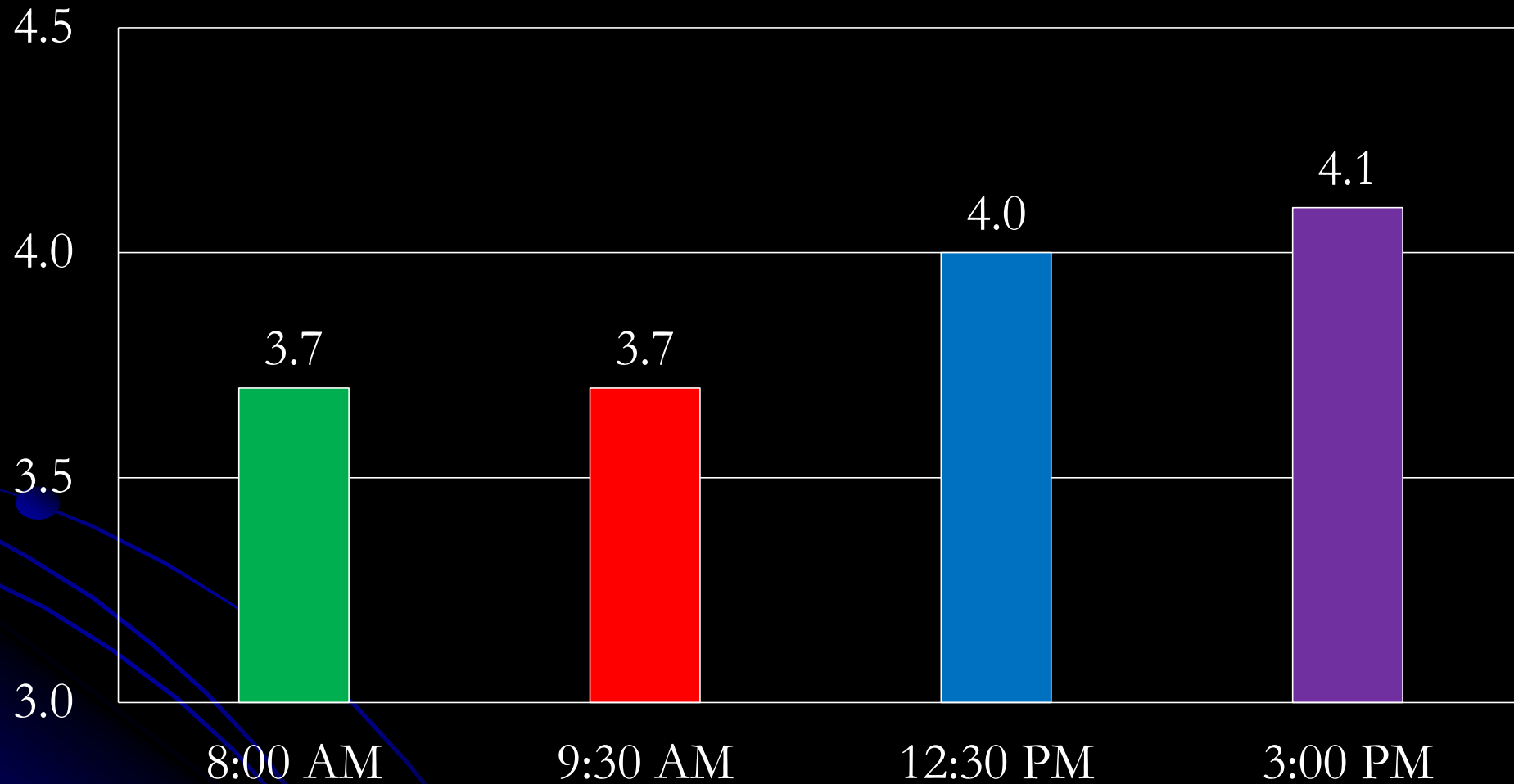




# Final Grade

- No difference was detected between sections in final grade.
- Less than a 5 point difference in grade across all 4 sections.
- Consistency of teaching graded material.
  - What about ungraded material?

# Average Teaching Score by Section



# Student Assigned Teaching Evaluation

- Noted improvement of teacher evaluation scores throughout the day with repetitive teaching.
  - Improved delivery
  - Student perception

# Implications

- High school courses are often repetitive.
  - Expect improvement as the day goes on.
- Not often we see repetitive courses at the university level.
  - Instructors/Lecturers
  - Students have the choice of class time.

# Questions?

