**Faculty Course Evaluations:**

**What We Can Learn from our Students**

**Joann Fredrickson, Bemidji State University**

**ABSTRACT**

*The primary purpose of this study is to examine how nine measures of teaching effectiveness (Delaney, Johnson, Johnson and Treslan, 2010) can inform faculty efforts to better understand student differences and improve student learning and course satisfaction. While course evaluations can help faculty better understand their own effectiveness from their students’ perspectives, course evaluations can also help faculty better understand their students. Through their research with student interviews, Delaney et al. (2010) identified nine dimensions of teaching effectiveness considered important to students. This current research project utilizes those nine dimensions of teaching effectiveness to develop measures of importance, effectiveness, and gaps (effectiveness minus importance). By applying Astin’s (1993) “Input-Environment-Outcomes” assessment model, this research project seeks to answer two research questions. First, do student perceptions of what is important in faculty performance differ by “Input” characteristics (including gender, degree aspiration, and prior grades) and/or by “Environment” characteristics (including student effort and student engagement.) A second research question seeks to determine the extent to which student “Input” characteristics combine with “Environmental” characteristics (including measures of teaching effectiveness) to predict “Outcomes” of student course satisfaction and course learning.*

*Survey responses and measures of student performance were collected from college students enrolled in six sections of an upper level business course. The results suggest student perception of importance across nine dimensions of teaching effectiveness differ based on incoming or background characteristics. The results also suggest measures of teaching effectiveness are important in predicting levels of student course satisfaction and learning. Based on these results, the author provides suggestions on how faculty might use knowledge of what is important to students to improve student outcomes.*

**SELECT REFERENCES**

Astin, A. Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education (Phoenix, 1993), The Oryx Press.

Carnini, R.M., G.D. Kuh, and S.P. Klein. 2006. “Student Engagement and Student Learning: Testing the Linkages,” *Research in Higher Education* 47*,* 1-32.

Delany, J., A. Johnson, T. Johnson, and D. Treslan. 2010. Students’ Perception of Effective Teaching in Higher Education*.* 26th Annual Conference on Distance Teaching & Learning. University of Wisconsin-Madison, August 3-6. Retrieved from <http://www.uwex.edu/disted/conference/resource_library/handouts/28251_10h.pdf>.

Dixson, M.D. 2010. “Creating Effective Student Engagement in Online Courses: What Do Students Find Engaging?” *Journal of the Scholarship of Teaching and Learning* 10, 1-13.

Feldman, K.A. 1993. “College Students’ Views of Male and Female College Teachers: Part II: Evidence from Students’ Evaluations of Their Classroom Teachers,” *Research in Higher Education* 34 (2), 151–211.

Kuh, G.D., J. Kinzie, J.A. Buckley, B.K. Bridges, and J.C. Hayek. What Matters to Student Success: A Review of the Literature (Washington, DC, 2006), National Postsecondary Education Cooperative.

Noel-Levitz Ruffalo. 2017. Satisfaction and Priorities Surveys Interpretive Guide. Retrieved from https://www.ruffalonl.com/upload/Student\_Retention/SSI/Samples/2017/SPS%20Interpretive%20Guide.pdf.