

Exploring how course evaluation outcomes are collected, shared, and used

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Abstract

End of course evaluations are a widely used means of assessing student learning experiences and provide opportunities for faculty to refine their teaching and course content. However, the way institutions collect and share those results varies. Using data from the 2013 National Survey of Student Engagement and Faculty Survey of Student Engagement, this presentation examines how different types of institutions collect and disseminate course evaluation results, how much students access course evaluation information, and how much faculty use course evaluation information to improve their courses and teaching. Student use of external evaluation sources (i.e. ratemyprofessors.com) to select courses will also be examined.

Background

Course evaluations are by far the most popular and highly utilized form of teaching assessment at colleges and universities (Chen & Hoshower, 2003; Jones, 2012; Kogan et al, 2010; Mukherji & Rustagi, 2008). While administering end-of-course evaluations is a widely-used practice in higher education, how institutions gather and share those results varies. Higher education institutions use end-of-course evaluations to provide feedback to faculty for improving teaching, course structure and content; as a measure of teaching effectiveness for promotion and tenure or contract renewal; and sometimes as an information source for students (Chen & Hoshower, 2003; Cox et al., 2011; McKeachie, 2007; Vulcano, 2007). Cox, McIntosh, Reason, & Terenzini (2011) suggest institutional characteristics, such as Carnegie classification or selectivity, have greater influence on faculty perceptions and practices of incorporating course evaluation results into curricular changes than do institutional policies.

The literature suggests that organizational culture is reflected in assumptions and shared beliefs of faculty. If an institution espouses a supportive campus environment for students, faculty culture will also support effective teaching practices that will impact student learning experiences (Cox et al., 2011; Paulsen & Feldman, 1995; Tevin, 1997). A supportive campus environment that promotes continuous improvement in instruction and pedagogical approaches involves commitment to and support of teaching and its improvement from academic leaders and senior administrators, shared values about the importance of teaching among administrators and faculty, and creating faculty ownership through the planning and implementation of activities and programs to improve teaching (Chen & Hoshower, 2003; Nasser & Fresko, 2002; Paulsen & Feldman, 1995). If an institution espouses a supportive campus environment for students, faculty culture will also support effective teaching practices that will impact student learning experiences (Cox et al., 2011; Paulsen & Feldman, 1995; Tevin, 1997).

End-of-course evaluations are controversial, however. For example, it has been suggested that students use course evaluations to reward faculty for easy courses and punish them for demanding ones (Babcock & Marks, 2010). It is widely believed that students who expect to receive an unsatisfactory grade submit negative evaluations. Evidence of gender bias has also been reported, wherein students rate female faculty more harshly than male faculty (Sojka, Gupta, and Deeter-Schmelz, 2002; Sperber, 2005; Mukherji & Rustagi, 2008).

RateMyProfessors.com (RMP) is a popular internet resource for students to submit and view reviews about an instructor (Bleske-Recheck and Michaels, 2010), but studies offer conflicting findings regarding the usefulness and validity of the information students post (Otto et al., 2008; Wilkins & Epps, 2011). The information found on RMP and other sites like it often focus heavily on external factors and not necessarily on (1) an instructor's effectiveness, (2) issues relevant to effective teaching methods, or (3) what a student has learned (Bleske-Recheck & Michaels, 2010; Otto et al., 2008; Wilkins & Epps, 2011).

Research Questions

This study was guided by the following research questions:

1. How do different institutions administer end-of-course evaluations?
2. How commonly are results from these evaluations shared with students?
3. How much do faculty use, and how much do students think faculty use, end-of-course evaluation results to improve their courses and teaching? Do these patterns vary by faculty or student characteristics?
4. How much do students use end-of-course evaluation results or results from external evaluation sources (e.g., ratemyprofessors.com) when choosing their courses?
5. What influences students' end-of-course evaluation ratings, and what do faculty think influences students' ratings? How do the two compare?

Data

The data for this study come from the 2013 administrations of the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE). NSSE was designed to measure the time and energy that students invest in activities that relate to student learning and development. More specifically, NSSE asks students how often they engage in various effective educational practices as well as their perceptions of their college environment and perceived learning gains. FSSE was designed to complement NSSE by measuring faculty perceptions and expectations of undergraduate engagement in educationally purposeful activities, the extent to which faculty interact with students and promote learning and development in their courses, and how faculty allocate their time. NSSE 2013 was administered to first-year and senior students at more than 620 four-year colleges and universities in the U.S. and Canada, and FSSE 2013 was administered to faculty at 146 institutions.

Short sets of experimental items about end-of-course evaluations were appended to NSSE and FSSE at 30 U.S. institutions. Nineteen of these institutions were publicly controlled, three were Research Universities (high research activity), two Doctoral/Research Universities, seven Master's-granting institutions (larger programs), one Master's-granting institution (medium program), two Master's-granting institutions (smaller programs), three Baccalaureate Colleges (Arts & Sciences), ten Baccalaureate Colleges (diverse fields), and two special focus or unclassified institutions. Four institutions were very small (fewer than 1,000 full-time equivalent [FTE] enrollment), 12 small (1,000-2,999 FTE), 12 medium (3,000-9,999 FTE), and 2 large (at least 10,000 FTE) institutions.

The questions asked of students explored how often they complete formal (institution-provided) end-of-course evaluations as well as external evaluations such as RMP. Students also indicated how often they use results from these sources when choosing their courses. Several questions probed views about course evaluations among the 87% of first-year and 94% of senior respondents who indicated that they had submitted formal course evaluations for at least some of their courses during the academic year. These students indicated how much they think faculty use results from formal evaluations to improve their courses and to improve their teaching. They were also asked how much various factors influence their overall course ratings (e.g., amount learned, ease or difficulty of exams and assignments, expected grade, various instructor behaviors). In a parallel set of items on the faculty survey, faculty responded to questions about how students submit course evaluation feedback (all online, mostly online, mostly on paper, all on paper), how much they use the results from those evaluations to improve their courses and teaching, and how much they believe the various factors influence student's overall ratings. See Tables 1 and 2 for the full sets of NSSE and FSSE items.

<<TABLE 1>>

<<TABLE 2>>

The student sample for this analysis includes 2,667 (35%) first-year students and 4,856 (65%) seniors. Nearly all students were enrolled full time, about half reported mostly A grades, about half were first-generation college students (neither parent holds a bachelor's degree), and about half of seniors reported having attended another institution. Two-thirds of students were female, nearly all first-years and half of seniors were under age 24, about half were white, and nearly two-thirds of first-years and one-in-ten seniors were living on campus. The faculty sample consists of 2,735 faculty. About half taught upper-division courses and half taught courses that fulfilled general education requirements. Approximately two-thirds were professors, associate professors, or assistant professors; about two in five were tenured, two-thirds had a doctoral degree, about half were female, two in five were 55 years old or older, and around two-thirds were white. See Tables 3 and 4 for additional details about student and faculty characteristics.

<<TABLE 3>>

<<TABLE 4>>

Methods

This study uses a variety of individual items about formal end-of-course evaluations and student and faculty characteristics, as well as institutional characteristics from external sources. Student characteristics examined include gender, race/ethnicity, age, educational expectations, first-generation status, international student status, veteran status, disability status, transfer status, enrollment status, living on campus, taking all courses online, athlete, Greek affiliation, major, grades, and time spent preparing for class. Faculty characteristics include gender, race/ethnicity, age, international status, earned doctorate, years spent teaching, rank, tenure status, discipline, division taught (upper/lower), and teaching a general education requirement. Institutional characteristics include Basic Carnegie classification, institution size, and control.

For all research questions, first-year and senior student data were analyzed separately in recognition of the distinct first-year and senior experiences. To answer the first two research questions, about how different types of institutions collect course evaluation results and whether or not those results are shared, descriptives of faculty reports were examined at different types of institutions. To answer the third research question, *t*-tests, Cohen's *d* effect sizes, and ANOVAs were computed to examine differences in how much faculty use course evaluation results by faculty characteristics. Similar methods were used to examine differences in students' perceptions of how faculty use course evaluation results by various student characteristics. Simple descriptive statistics for student responses were used to answer the fourth research question about how much students use end-of-course evaluation results or results from external evaluation sources when choosing their courses. To answer the final research question, mean scores for student-reported elements influencing their evaluations and faculty perceptions of student influences were rank-ordered to see the top and bottom influences.

Results

1. How do different institutions administer end-of course evaluations?

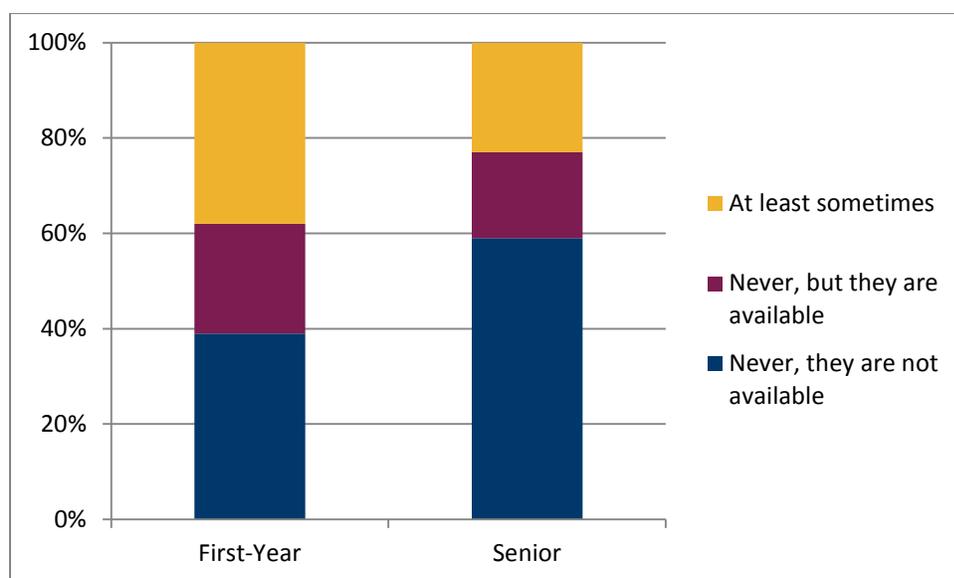
Around half (52%) of faculty reported that students complete formal end-of-course evaluations completely online. About one in ten (11%) reported that students complete these evaluations mostly online, 16% mostly on paper, and 21% entirely on paper. Faculty at bachelor's-granting (A&S) and Master's-granting (larger programs) institutions more often reported that students completed course evaluations on paper compared with faculty at other types of institutions. Those at Small- and Large-sized institutions more often reported that students completed course evaluations on paper compared with faculty at Very Small and Medium-sized institutions. Differences between faculty at public and private institutions were trivial.

2. How commonly are results from these evaluations shared with students?

A minority of faculty (15%) reported that students have access to end-of-course evaluation results, while one in four (24%) said students do not have access to these results, and a majority (61%) did not know whether students have access. Over half of faculty at Master's-granting institutions (medium and larger programs) and at Large-sized institutions reported that students had access to the results of course evaluations compared to less than half of faculty at other types of institutions. Differences between faculty at public and private institutions were trivial.

About two in five (38%) first-years and one-quarter (23%) of seniors at least sometimes used the results from end-of-course evaluations provided by their institution (Figure 1). Students' relatively low usage of formal course evaluation results is likely due to their limited availability. 23% of first-years and 18% of seniors said that they never use such results, but the results are available to them. Two in five (39%) first-years and three in five seniors (59%) report that such results are not available to them. It is unclear how to interpret the large discrepancy between first-year and senior reports on the availability of course evaluation results. One possibility is that seniors are simply better informed about institutional practices, and another is that course evaluation results for lower division courses such as general education are more available than results from upper-division courses.

Figure 1 Use of End-of-Course Evaluation Results When Choosing Courses



3. How much do faculty use, and how much do students think faculty use, end-of-course evaluation results to improve their courses and teaching? Do these patterns vary by faculty or student characteristics?

Results indicate that faculty used course evaluation results “quite a bit,” with comparable averages for improving course content) and teaching, ($\bar{x} = 2.83$ and 2.88 , respectively, where 1 is “Very little”, 2 is “Some”, 3 is “Quite a bit”, and 4 is “Very much”). Significant differences by faculty characteristics were found for faculty use of course-evaluation results to improve their courses or teaching, but many of these were modest effects. The most notable difference was for international status—international faculty used results more often to improve their courses ($p < .001$, $d=.53$) and to improve their teaching ($p < .001$, $d=.56$) (Figure 2). Another noticeable difference was that non-tenured faculty used results more often to improve their courses ($p < .001$, $d=.24$) and to improve their teaching ($p < .001$, $d=.28$) (Figure 3). Assistant Professors and full-time Lecturers/Instructors more often used results to improve their courses and teaching than Associate and Full Professors with the largest differences between Associate Professors and Assistant Professors for improving courses ($p < .001$, $d=.27$) and full-time Lecturers/Instructors and Full Professors for improving of teaching ($p < .001$, $d=.35$).

Figure 2 Use of End-of-Course Evaluation Results by Citizenship

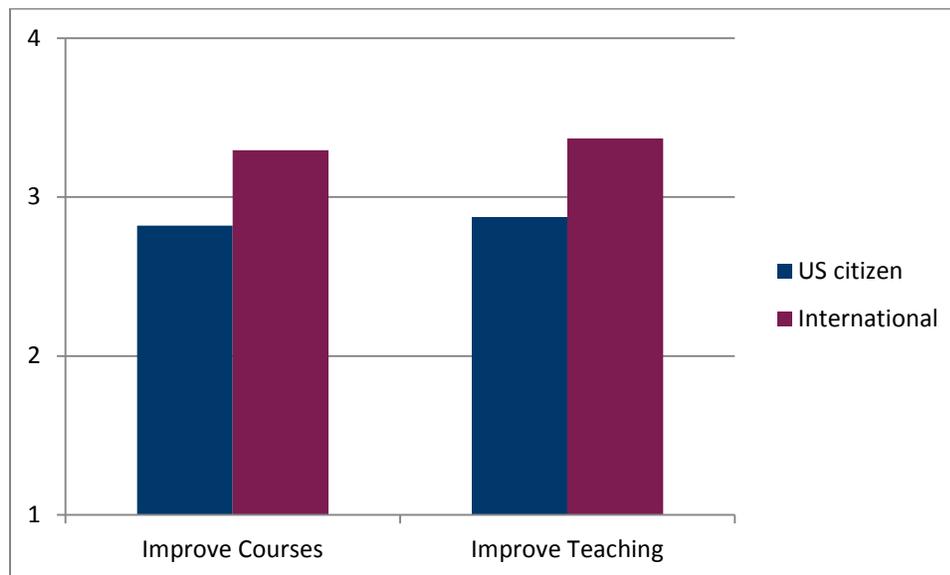
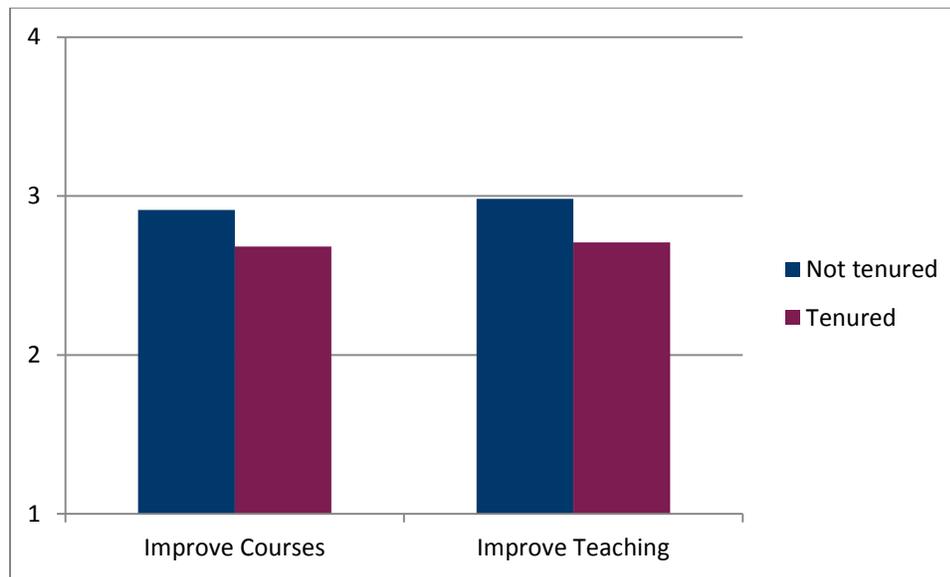
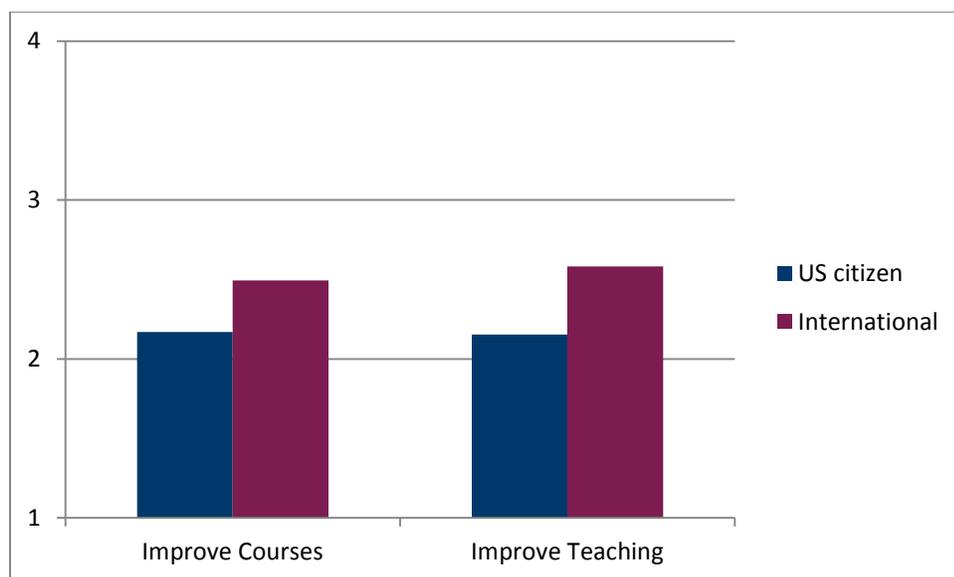


Figure 3 Use of End-of-Course Evaluation Results by Tenure Status

On average, first-year students thought that course evaluation results were used at least somewhat to improve course content ($\bar{x} = 2.37$) and teaching ($\bar{x} = 2.34$). The average was slightly lower for seniors (2.10) for both improving course content and teaching. Several differences by student characteristics were found for perceptions of faculty use of course evaluation results. While statistically significant, many of these differences were small. A notable exception was for international students, who believed more strongly than domestic students that results are used to improve both course content (First-year: $p < .001$, $d = .27$; Senior: $p < .001$, $d = .35$) and teaching (FY: $p < .001$, $d = .42$; SR: $p < .001$, $d = .43$) (Figure 4). Another noticeable difference was that first-generation first-year students believed more strongly than their first-year peers that results are used to improve both course content ($p < .001$, $d = .16$) and teaching ($p < .001$, $d = .20$). Additionally, senior students taking all of their courses online believed more strongly than their senior peers that results are used to improve both course content ($p < .001$, $d = .20$) and teaching ($p < .001$, $d = .23$).

Figure 4 Student Perceptions of End-of-Course Evaluation Results Use by International Student Status

4. How much do students use end-of-course evaluation results or results from external evaluation sources (e.g., ratemyprofessors.com) when choosing their courses?

Although a minority of students submit evaluations to external evaluation sources such as RMP, a larger proportion of students use these results when choosing their courses. One-third (33%) of first-year students and a quarter (28%) of seniors submitted evaluations to such sources, while more than half of first-years (56%) and half of seniors (49%) used the results of such external resources when choosing their courses. Interestingly, students who indicated that they have access to institutionally provided course evaluation results were slightly *more* likely than other students to use RMP.

5. What influences students' end-of-course evaluation ratings, and what do faculty think influences students' ratings? How do the two compare?

The factors that influence students' overall course ratings and faculty perceptions of those influences share both similarities and differences. Students identified their top three influences on course evaluations as instructor knowledge of course content, how clearly the instructor explained difficult material, and how the instructor interacted with students (Table 5). Faculty members' top three perceived student influences were how they interacted with students, the ease or difficulty of understanding them, and how clearly they explained difficult material. Students' lowest reported influences were whether the course was required or an elective, how much assignments interested the students, and the grade they expected to receive. Faculty members' lowest perceived student influences were how much the student learned, whether the course was required or an elective, and other factors beyond the faculty members' control (location, meeting time, etc.)

There was very little variation in the ranking of students' reported influences based on self-reported grades or the amount of time students spend studying. This encouraging finding suggests that the criteria that students use to evaluate their courses are relatively stable across levels of achievement and commitment or dedication to their studies.

Despite these similarities, there are interesting and revealing gaps between students' reported influences and faculty perceptions of those influences. The gaps go in both directions—students rated

some items more highly than did faculty, while the opposite was true for other items. The largest gap in absolute terms was with regard to a student's expected grade, with faculty rating this factor nearly one-half point higher on the 4-point scale than first-year students (3.24 versus 2.79), and nearly three-fourths of a point higher than seniors (3.24 versus 2.51). Put another way, the mean score for expected grade ranked 12th out of 13 possible influences among students, but 5th out of 14 with respect to faculty beliefs about how students assign ratings. A large gap in the opposite direction was for how much a student learned in the course, which students rated about .4 points higher than faculty believe. The mean score for amount learned ranked 6th out of 13 for students, but 12th out of 14 for faculty. Students value faculty members' knowledge of course content more than faculty believe they do, and they attach less value than faculty believe to the ease or difficulty of exams and assignments. These findings suggest that in assessing their courses, students place a higher priority on learning than faculty commonly believe.

<<TABLE 5>>

Discussion and Implications

End-of-course evaluations represent a near-ubiquitous practice in higher education, as evidenced by the fact that about nine out of ten NSSE respondents (87% of first-years and 94% of seniors) said they had completed such evaluations during 2012-13. Indeed, they are the most common mechanism for assessing teaching, used as both formative and summative assessments. As formative assessments, course evaluations inform faculty members interested in improving their courses and teaching. From a summative standpoint, course evaluations typically inform the evaluation of faculty for promotion and tenure, contract renewal, and merit review. In addition, third-party ventures such as RMP seek to provide course evaluation information to inform students as consumers. In all their forms, course evaluations provide a vital, if controversial, source of information about a core function of higher education institutions: teaching.

Despite the widespread and consequential use of end-of-course evaluations, empirical research on the subject is surprisingly sparse. Taking advantage of two widely used surveys of undergraduate students and faculty, the present study investigated a series of questions about both formal (institution-provided) course evaluations and third-party evaluations such as RMP. Limiting the study to institutions where both students and faculty answered questions about course evaluations affords a direct comparison of one party's behaviors related to course evaluations (i.e., faculty use to improve courses or teaching; students' weighting of various factors in arriving at overall ratings) against the other party's beliefs about those behaviors.

Limitations

This study is subject to a number of limitations. Because colleges and universities elect to participate in NSSE and FSSE, the group of institutions where the questions were administered does not represent a nationally representative random sample. While the 30 institutions where the question sets were administered represent a diverse group with regard to size, control, and Carnegie classification, a different group of institutions might have yielded different results.

Survey questions were crafted to be broadly applicable to end-of-course evaluations and thus are insensitive to between- or within-institution variability in the specific nature of those evaluations. Students characterized their rating behavior in the abstract rather than in the context of a specific evaluation instrument. As a result, it is possible that their beliefs about their behavior do not match their actual behavior in completing evaluations.

The survey items examined here were delivered at the end of an online survey in which participation was voluntary. As a result, some respondents broke off before the end of the survey. It is thus possible that respondents to these items differ in some way from those who did not complete the set.

Implications and considerations for further research

Colleges and universities vary in the extent to which they make course evaluation results available to students. While this study does not provide definitive results regarding student access, we found that proportionally more students rely on external sources such as RMP when choosing courses. Colleges and universities control the content of their own evaluations, and they have the advantage of registrarial records for delivering course evaluations to students and encouraging their completion. Because students can and do turn to external sources for information about courses, academic leaders and faculty should carefully weigh the relative advantages and disadvantages of keeping formal course evaluation results behind the curtain.

An intriguing finding deserving of further inquiry concerns international students and faculty. International students demonstrated greater faith than domestic students that faculty use course evaluation results to improve their courses and teaching, and international faculty members reported greater use of the results. This may reflect novelty associated with the practice of course evaluation in the United States, wherein students and faculty for whom it is an unfamiliar practice appreciate its value more than those who are accustomed to it.

Unfortunately, our findings are consistent with criticism of the tenure system: Faculty with tenure are somewhat less likely than their nontenured peers to use course evaluation results to improve their courses and teaching. This finding seems to indicate that once faculty members earn tenure, they invest less effort in improving their teaching. However, this is a cross-sectional comparison and there are other possible interpretations. For example, with more teaching experience under their belts, tenured faculty may feel they have gained what they can from past course evaluations and turn to other sources of evaluation and improvement later in their careers. Another possibility is that tenured faculty earn higher ratings and thus have less need to use the results to improve their courses and teaching. Further research into how and why faculty use course evaluation results is desperately needed.

It is reassuring to find a degree of consistency between the top influences on students' overall ratings (based on average scores) and faculty beliefs about those influences, with each group's top three sharing two influences in common: an instructor's explanation of difficult points, and how an instructor interacts with students. However, students assign notably more importance to subject matter expertise than faculty realize.

Another reassuring finding is that the influences on end-of-course ratings show little relationship to either a student's overall grades or how much she studies. This suggests some fairly universal standards at work in how students evaluate their courses—contrary to the assertions of course evaluation skeptics (Sojka, Gupta, and Deeter-Schmelz, 2002; Jones, 2012; Nasser & Fresko, 2002).

This study also reveals some unfortunate disconnects between students and faculty regarding course evaluations. Students underestimate the extent to which faculty actually use the results to improve courses and teaching. Faculty exaggerate the role of expected grades in shaping students' overall course ratings, and they underestimate the importance to students of both learning and faculty expertise. These sobering findings point to a worrisome degree of cynicism between the two essential parties to the teaching and learning relationship. Academic and student leaders should attach a high priority to

bridging these gaps and building understanding about how seriously students and faculty take teaching and learning.

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Table 1 NSSE 2013 Course Evaluations Experimental Items

1. In the last academic year, for how many of your completed courses at this institution have you submitted an end-of-course evaluation provided by your institution? [All, Most, Some, None]
2. In the last year, for how many of your completed courses at this institution have you submitted evaluations using other evaluation sources (ratemyprofessors.com, professorperformance.com, myedu.com, etc.)? [All, Most, Some, None]
3. When choosing courses, how often do you use results from end-of-course evaluations provided by your institution? [Very often; Often; Sometimes; Never, but they are available; Never, they are not available]
4. When choosing courses, how often do you use results from other evaluation sources (ratemyprofessors.com, professorperformance.com, myedu.com, etc.)? [Response options: Very often, Often, Sometimes, Never]

[Questions 5-8 only for those who answered All, Most, or Some to Question 1. Question 9 is for all respondents.]

Please answer the following questions with regard to end-of-course evaluations provided by your institution.

5. How much do end-of-course evaluations allow you to give feedback that matters to you about a course? [Very much, Quite a bit, Some, Very little]
6. How much do you think end-of-course evaluation results are used to improve course content (subject matter, readings, assignments, etc.)? [Very much, Quite a bit, Some, Very little]
7. How much do you think end-of-course evaluation results are used to improve teaching? [Very much, Quite a bit, Some, Very little]
8. How much do the following influence your overall ratings on end-of-course evaluations? [Very much, Quite a bit, Some, Very little]
 - a. How much you learned
 - b. The total amount of effort required
 - c. The grade you expect to receive
 - d. The ease or difficulty of assignments and exams
 - e. Whether the course was required or an elective
 - f. The feedback you received
 - g. How much course sessions interested you
 - h. How much assignments (readings, homework, labs, etc.) interested you
 - i. The instructor's knowledge of course content
 - j. The ease or difficulty of understanding the instructor
 - k. How effectively the instructor used course time
 - l. How clearly the instructor explained difficult material
 - m. How the instructor interacted with students
9. In your opinion, what matters most to making a course successful? Please be specific. [TEXT]

Table 2 FSSE 2013 Course Evaluations Experimental Items

In the following questions, formal end-of-course evaluations refer to end-of-course evaluations provided to students for evaluation by your institution, school, college, or department.

1. Are students at your institution given the opportunity to complete formal end-of-course evaluations? [Yes, No]
[Respondents who answered 'No' did not receive any of the remaining questions.]
2. How satisfied are you with the formal end-of-course evaluation provided to students? [Very satisfied, Satisfied, Unsatisfied, Very unsatisfied]
3. Are you able to customize the formal end-of-course evaluations provided to students? [Yes, No]
[Only respondents who answered 'Yes' to #3 received question #4]
4. How much **do you** customize the formal end-of-course evaluations provided to students? [Very much, Quite a bit, Some, Very little]
5. In what format do students at your institution complete the formal end-of-course evaluations? [All online, Mostly online, Mostly on paper, All on paper]
6. Do students have access to results of formal end-of-course evaluations? [Yes, No, I do not know]
7. How important are the results of formal end-of-course evaluations for decisions about tenure and promotion? [Very much, Quite a bit, Some, Very little, I do not know]
8. How much do you use the results of formal end-of-course evaluations to improve **your courses** (subject matter, readings, assignments, etc.)? [Very much, Quite a bit, Some, Very little]
9. How much do you use the results of formal end-of-course evaluations to improve **your teaching**? [Very much, Quite a bit, Some, Very little]
10. How much do you think the following influence student responses on formal end-of-course evaluations? [Very much, Quite a bit, Some, Very little]
 - a. How much the student learned
 - b. The total amount of effort required
 - c. The grade the student expects to receive
 - d. The ease or difficulty of assignments and exams
 - e. Whether the course was required or an elective
 - f. The feedback the student received
 - g. How much course sessions interested the student
 - h. How much assignments (readings, homework, labs, etc.) interested the student
 - i. Your knowledge of course content
 - j. The ease or difficulty of understanding you
 - k. How effectively you used course time
 - l. How clearly you explained difficult material
 - m. How you interacted with students
 - n. Other factors beyond your control (course location, course meeting time, etc.)
11. How often do you use other methods for assessing your course (mid-term evaluations, self-created end-of-course evaluations, etc.)? [Very often, Often, Sometimes, Never]
12. In your opinion, what matters most to a successful course? Please be specific. [TEXT]

Table 3 Student Demographics

		First-Year	Senior
Full-time enrolled		95%	78%
Female		64%	66%
Traditional age (>15 and <21 for FY, <25 for SR)		87%	55%
International student		8%	6%
Taking all classes online		2%	11%
First-generation		55%	59%
Started college elsewhere		13%	55%
Veteran		3%	7%
Gay, Lesbian, Bisexual, Questioning		6%	8%
Social fraternity/sorority member		6%	9%
Living on campus		59%	12%
Student-athlete		9%	5%
Number of majors	One	85%	89%
	More than one	15%	11%
First Major	Arts & Humanities	7%	9%
	Biological Sciences, Agriculture, & Natural Resources	12%	8%
	Physical Sciences, Mathematics, & Computer Science	6%	4%
	Social Sciences	10%	11%
	Business	13%	17%
	Communications, Media, & Public Relations	3%	3%
	Education	9%	12%
	Engineering	11%	7%
	Health Professions	18%	15%
	Social Service Professions	6%	6%
All Other	4%	8%	
Grades	Mostly A grades	47%	50%
	Mostly B grades	42%	44%
	Mostly C grades or lower	10%	6%
Educational expectations	Some college/university but less than a bachelor's degree	6%	4%
	Bachelor's degree	27%	26%
	Master's degree	40%	46%
	Doctoral or professional degree	27%	24%
Racial/ethnic background	American Indian or Alaska Native	0%	1%
	Asian	6%	4%
	Black or African American	20%	14%
	Hispanic or Latino	11%	13%
	Native Hawaiian or Other Pacific Islander	1%	1%
	White	49%	54%
	Other	2%	1%
	Multiracial	8%	7%
Diagnosed disability or impairment	I prefer not to respond	3%	5%
	No	89%	87%
	Yes	8%	10%
	I prefer not to respond	3%	4%

Table 4 Faculty Demographics

Tenured		37%
Female		51%
US citizen		97%
Gay, Lesbian, Bisexual, Questioning		4%
Doctorate earned		61%
Academic Rank	Full Professor	21%
	Associate Professor	25%
	Assistant Professor	25%
	Full-time Lecturer/Instructor	14%
	Part-time Lecturer/Instructor	15%
Age	34 or younger	11%
	35-44	21%
	45-54	27%
	55-64	30%
	65 or older	10%
Teaching experience	4 or less	17%
	5-9	20%
	10-19	30%
	20-29	19%
	30 or more	14%
Disciplinary Area	Arts & Humanities	23%
	Biological Sciences, Agriculture, & Natural Resources	6%
	Physical Sciences, Mathematics, & Computer Science	12%
	Social Sciences	10%
	Business	10%
	Communications, Media, & Public Relations	2%
	Education	12%
	Engineering	3%
	Health Professions	13%
	Social Service Professions	3%
	Other disciplines	6%
Racial/ethnic background	American Indian or Alaska Native	1%
	Asian	6%
	Black or African American	10%
	Hispanic or Latino	5%
	Native Hawaiian or Other Pacific Islander	0%
	White	66%
	Other	2%
	Multiracial	2%
	I prefer not to respond	9%
Course division	Lower division	41%
	Upper division	52%
	Other	7%
	Course fulfills general education requirement	49%

Table 5 Mean Student Influences and Faculty Perceptions of Student Influences on End-of-Course Evaluation Ratings

Student Influences	Faculty Perceptions of Student Influences			
	First-Year	Senior		
How much you learned	3.32	3.31	How much the student learned	2.90
The total amount of effort required	3.06	2.93	The total amount of effort required	3.09
The grade you expect to receive	2.79	2.51	The grade the student expects to receive	3.24
The ease or difficulty of assignments and exams	3.00	2.79	The ease or difficulty of assignments and exams	3.23
Whether the course was required or an elective	2.51	2.19	Whether the course was required or an elective	2.60
The feedback you received	2.94	2.88	The feedback the student received	2.95
How much course sessions interested you	2.96	2.79	How much course sessions interested the student	3.28
How much assignments (readings, homework, labs, etc.) interested you	2.89	2.74	How much assignments interested the student	3.12
The instructor's knowledge of course content	3.46	3.53	Your knowledge of course content	3.17
The ease or difficulty of understanding the instructor	3.40	3.46	The ease or difficulty of understanding you	3.33
How effectively the instructor used course time	3.35	3.43	How effectively you used course time	3.07
How clearly the instructor explained difficult material	3.45	3.55	How clearly you explained difficult material	3.32
How the instructor interacted with students	3.42	3.49	How you interacted with students	3.49
			Other factors beyond your control	2.51

1=Very little, 2=Some, 3=Quite a bit, 4=Very much. The three influences with the highest means are shown in boldface.