

# **Purposes of Student Course Evaluations**

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## Purposes of Student Course Evaluations and Dimensions to Measure

### Introduction

The Student Learning Assessment Committee is in the process of improving course evaluations at Owens Community College. In order to select the best tool to meet the needs of the College, the committee wanted to know faculty, dean and chair perspectives, about how the tool should be used (purposes) and what we want to learn from the research (dimensions to be measured). To gather that information, they requested that the Office of Institutional Research conduct a survey.

### *Profile of the Population*

1,587 Owens employees were surveyed including 207 full-time faculty, 1,340 adjuncts, 40 members of academic administration (provost, vice provost, deans, and chairs) and members of the Student Learning Assessment Committee who were not part of the aforementioned groups.

### *Profile of Respondents*

There were 262 respondents to the survey, representing 16.5% of the population. These included 83 full-time faculty, 157 adjuncts, and 22 academic administrators.

### Sample

A survey link was sent to all full-time and adjunct faculty, academic administration (provost, vice provost, deans, and chairs) and members of the Student Learning Assessment Committee. A total of 1587 received an invitation to complete the survey with the embedded link. The returns and margin of error for each employee category appears in Table 1. The overall return rate was 16.5% with a margin of error<sup>1</sup> of +/-5.5%. Since the margin of error for all subgroups exceeds 5%, results are presented only for the aggregate population.

**Table 1 – Number Sent and Returned Showing Margin of Error**

	# Sent	# Returned	% Returned	Margin of Error
Full-time Faculty	207	83	40.1%	8.3%
Adjunct Faculty	1340	157	11.7%	7.4%
Academic Administration	40	22	55.0%	14.2%
All Recipients	1587	262	16.5%	5.5%

### Survey Instrument

The survey instrument is a three-page, 7 question survey that begins by providing the reasoning the survey is being conducted. It asks respondents about the importance of potential uses of student course evaluations, the importance of dimensions to be measured, as well as the importance of aspects to be considered in analyses. An open-end question asks the respondent to provide comments and suggestions about how student course evaluations should be used at Owens Community College. The survey concludes with one demographic question for classification purposes. SNAP software was used to create the survey, which was then placed on the Owens website for electronic completion.

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<sup>1</sup> The margin of error is a statistic that reflects the amount of sampling error in a survey's results and is based on the size of the sample (n=262) in relation to the size of the population (N=1587, total number of faculty and academic administration surveyed). It can be used to estimate the percentage of individuals who would respond to a survey question in a particular way if the full population had actually been surveyed. For example, if 50% of respondents say that instructor feedback for teaching improvement is an important use of course evaluations, and the survey has a 5.5% margin of error, then the estimated percentage of individuals in the full population who think instructor feedback is an important use of course evaluations is between 44.5% and 55.5% (50% +/-5.5%). The lower the margin of error, the more confidence one can have that the data are representative of the full population. Ideally, the margin of error should be 5% or less.

A copy of the survey instrument is included in Appendix A of this report.

## Survey Procedure

On February 22, 2011, an invitation was sent to a total of 1587 employees including full-time and adjunct faculty as well as academic administration and members of the Student Learning Assessment Committee. The invitation included a link to the survey instrument. One week later, on March 1, 2011, a reminder was sent out. The survey was closed on March 7<sup>th</sup>. At that time, there were a total of 262 respondents, representing 16.5% of the total outgo.

## Summary of Results

Results presented in this section are based on aggregate responses. A complete list of tables upon which this summary is based is available in Appendix B of this report.

### *Potential Uses of Course Evaluations*

Respondents were asked to indicate the importance of each item on a list of potential uses of course evaluations. One of the dangers of asking individuals to rate items on importance is that they may rate everything as important. So for the present survey, we ask the question two ways. We asked respondents to indicate which items were important (question 1) and also select the purposes that were most important (question 2). The results show a consistent pattern across the two different ways of asking the question. The items that consistently emerged as most important are Instructor Feedback for Teaching Improvement and Course Improvement.

Table 2 shows the number and percent of respondents that indicated “Very Important” to question one, ranked in decreasing order of importance. Table 3 shows the ranking of purposes from highest to lowest.

**Table 2- Potential Purposes of Course Evaluations**

Potential Purpose	Number	Percent	Total Answering Question
Instructor Feedback for Teaching Improvement	199	77.4%	257
Course Improvement	189	73.3%	258
Program Accreditation	133	52.2%	255
Institutional Accreditation	121	47.5%	255
Instructor Performance Appraisals – Adjunct Faculty	121	46.9%	258
Program Review (PREP)	113	44.5%	254
Instructor Performance Appraisals – Full-time Faculty	111	43.4%	256
Indirect Evidence of Student Learning Outcomes	106	41.7%	254
Tenure	55	21.4%	257
Rank Review	54	21.1%	256

The two most important purposes were instructor feedback for teaching improvement (64.5%) and course improvement (64.1%). The next 6 purposes clustered between 32.8% and 19.5%.

**Table 3 –Ranking of Importance or Potential Uses of Course Evaluations**

Potential Purpose	Number	Percent
Instructor Feedback for Teaching Improvement	165	64.5%
Course Improvement	164	64.1%
Instructor Performance Appraisals – Adjunct Faculty	84	32.8%
Program Accreditation	74	28.9%
Institutional Accreditation	68	26.6%
Indirect Evidence of Student Learning Outcomes	62	24.8%
Instructor Performance Appraisals – Full-time Faculty	57	22.3%
Program Review (PREP)	50	19.5%
Rank Review	12	4.7%
Tenure	8	3.1%
Total answering question	256	

***Dimensions to Measure***

Again we asked respondents to indicate which dimensions to be measured were important (question 3) and also to select the dimensions that were most important (question 4). Table 4 shows the number and percent of respondents that indicated “Very Important” ranked in decreasing order of importance. Table 5 shows the ranking of “Dimensions to Measure” from highest to lowest. Like the purposes question, the results among the top three dimensions showed a consistent pattern across the two ways of asking the question. The three dimensions ranked as most important to be measured are diagnostics for course improvement (74.9%), diagnostics for instructor improvement (68.7%), and student learning outcomes achievement (66.4%).

**Table 4- Dimensions to Measure**

Dimension	Number	Percent	Total Answering Question
Diagnostics for Course Improvement	191	73.5%	260
Student Learning Outcomes Achievement	173	66.5%	260
Diagnostics for Instructor Improvement	168	64.9%	259
Student Engagement	139	53.3%	261
Student Satisfaction	121	46.5%	260

**Table 5 – Ranking of Importance for Dimensions to Measure**

Dimension	Number	Percent
Diagnostics for Course Improvement	194	74.9%
Diagnostics for Instructor Improvement	178	68.7%
Student Learning Outcomes Achievement	172	66.4%
Student Engagement	115	44.4%
Student Satisfaction	101	39.0%
Total Answering Question	259	

***Aspects to Consider in Analyzing Course Evaluations***

The fifth question asked respondents to indicate how important each given aspect should be in analyzing course evaluations. Table 6 shows the number and percent of respondents that indicated “Very Important” ranked in decreasing order of importance.

**Table 6 – Ranking of Importance for Aspects to Consider in Analysis**

Aspects to Consider	Number	Percent	Total Answering Question
Comparison over time	122	47.1%	259
Benchmark Comparison Against Peer Group of Community Colleges	99	38.2%	259
Comparison among Sections	98	37.8%	259
Comparison among Instructors	84	32.7%	257
Comparison among Courses	68	26.7%	255
Benchmark Comparison against National Norm	66	25.6%	258
Comparison among Owens Programs	64	24.9%	257

The most important aspect according to respondents was comparison over time, with 47.1% responding “Very Important”. The next two, benchmark comparison against peer group of community colleges (38.2%) and comparison among sections (37.8%), rounded out the top three aspects to consider.

### **Comments Section**

The survey concluded with an invitation to respondents to provide comments or suggestions on how course evaluations should be used at Owens Community College. A total of eighty-five respondents offered such comments, representing 32.4% of the total. A complete list of these comments is provided in Appendix C of this report.

Table 7 provides an overview of the comments. A response could be categorized into more than one comment, so percentages will add to more than 100%.

**Table 7 – Comment Categories**

Comment Category	Number	Percent
Problems with questions/design	33	38.8%
Issues with student responses	23	27.1%
Ineffective way to evaluate instructors	13	15.3%
Effectiveness of written comments	12	14.1%
Good way to assess teaching	9	10.6%
Administration usage of course evaluations	7	8.2%
Timeliness of evaluations	5	5.9%
Use of more than one evaluation per semester	2	2.4%
Total Responses	85	100%

More than a third (38.8%) commented about problems with the design or questions on the current survey. Over a quarter (27.1%) commented about issues with student responses –such as, student’s not taking evaluations seriously and not completing the questionnaire or doing so in a haphazard manner, or the responses of the evaluation being related to the grade the student earned in the course. Respondents wrote about the value that written student comments provide as well as the importance of getting evaluation feedback in a timely manner.

### **Conclusions and Data Limitations**

- The most important purposes of course evaluations as indicated by respondents are Instructor Feedback for Teaching Improvement and Course Improvement with 64.5% and 64.1% respectively answering “Very Important”.

- The most important dimensions to measure in course evaluations are Diagnostics for Course Improvement, Diagnostics for Instructor Improvement, and Student Learning Outcomes Achievement with 74.9%, 68.7% and 66.4% of respondents respectively indicating that these dimensions are “Very Important”.
- The most important aspects to consider during analysis are comparison over time, benchmark comparison against a peer group of community colleges, and comparison among sections with 47.1%, 38.2%, and 37.8% of respondents respectively indicating that these aspects are “Very Important”.
- Comment categories with the highest frequency of responses include comments about problems with the design and questions in the current survey, and various issues with student responses.

Data limitations include the following:

- The margin of error exceeds 5%, so caution should be used in generalizing to the total population.
- Sample sizes are too small to draw conclusions by subgroup.

## Appendix A – Survey Instrument

### Student Course Evaluation Survey

The Student Learning Assessment Committee is in the process of improving course evaluations at Owens Community College (OCC). In order to select the best tool to meet our needs, we must know how the tool will be used and what we want to learn from the research. To answer these questions, we are asking for your opinion. Please take a few minutes to complete the following questions to assist SLAC in the selection or design of a course evaluation tool for OCC.

1. Listed below are potential uses of course evaluations. Please indicate how important each use should be in conducting course evaluations at OCC.

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>
Institutional Accreditation (AQIP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Review (PREP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indirect Evidence of Student Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor Performance Appraisals - Full-time Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor Performance Appraisals - Adjunct Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor Feedback for Teaching Improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rank Review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Of the potential uses of course evaluations listed below, please indicate which three are the most important.

<input type="checkbox"/> Institutional Accreditation (AQIP)	<input type="checkbox"/> Instructor Performance Appraisals - Adjunct Faculty
<input type="checkbox"/> Program Accreditation	<input type="checkbox"/> Instructor Feedback for Teaching Improvement
<input type="checkbox"/> Program Review (PREP)	<input type="checkbox"/> Rank Review
<input type="checkbox"/> Indirect Evidence of Student Learning Outcomes	<input type="checkbox"/> Tenure
<input type="checkbox"/> Instructor Performance Appraisals - Full-time Faculty	<input type="checkbox"/> Course Improvement

3. Listed below are dimensions of what we want to learn from course evaluation research. Please indicate how important each dimension should be in conducting course evaluations at OCC.

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>
Student satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student learning outcomes achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnostics for instructor improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnostics for course improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Of the potential dimensions to measure on course evaluations, please indicate which three are the most important.

<input type="checkbox"/> Student satisfaction	<input type="checkbox"/> Student engagement
<input type="checkbox"/> Student learning outcomes achievement	<input type="checkbox"/> Diagnostics for instructor improvement
	<input type="checkbox"/> Diagnostics for course improvement

5. Listed below are aspects of comparison for course evaluations. Please indicate how important each aspect should be in analyzing course evaluations at OCC.

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>
Benchmark comparison against national norm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benchmark comparison against peer group of community colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparison among Owens programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparison among courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparison among sections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparison among instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparison over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



6. If you have any other comments or suggestions on how student course evaluations should be used at OCC, please include them in the space below.

7. What is your primary position at the College?

- |  |  |
|--|--|
| <input type="radio"/> <i>Dean</i>              | <input type="radio"/> <i>Adjunct Faculty</i> |
| <input type="radio"/> <i>Chair</i>             | <input type="radio"/> <i>Other</i>           |
| <input type="radio"/> <i>Full-time Faculty</i> |  |

**Thank you for your input!**

## Appendix B – Cross-tabulations - Question by Primary Position at the College

Q1 Potential uses of course evaluations  
Q1a Institutional Accreditation (AQIP)

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	13	27	81	61.9%	32.5%	53.6%	121	47.5%
Somewhat Important	5	36	49	23.8%	43.4%	32.5%	90	35.3%
Not Important	3	20	21	14.3%	24.1%	13.9%	44	17.3%
Total answering question	21	83	151	100.0%	100.0%	100.0%	255	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations  
Q1b Program Accreditation

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	14	33	86	66.7%	40.2%	56.6%	133	52.2%
Somewhat Important	4	29	47	19.0%	35.4%	30.9%	80	31.4%
Not Important	3	20	19	14.3%	24.4%	12.5%	42	16.5%
Total answering question	21	82	152	100.0%	100.0%	100.0%	255	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations  
Q1c Program Review (PREP)

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	12	25	76	54.5%	30.5%	50.7%	113	44.5%
Somewhat Important	8	37	64	36.4%	45.1%	42.7%	109	42.9%
Not Important	2	20	10	9.1%	24.4%	6.7%	32	12.6%
Total answering question	22	82	150	100.0%	100.0%	100.0%	254	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations  
Q1d Indirect Evidence of Student Learning Outcomes

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	13	23	70	59.1%	28.0%	46.7%	106	41.7%
Somewhat Important	8	44	68	36.4%	53.7%	45.3%	120	47.2%
Not Important	1	15	12	4.5%	18.3%	8.0%	28	11.0%
Total answering question	22	82	150	100.0%	100.0%	100.0%	254	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations  
 Q1e Instructor Performance Appraisals - Full-time Faculty

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	12	22	77	54.5%	26.5%	51.0%	111	43.4%
Somewhat Important	9	43	62	40.9%	51.8%	41.1%	114	44.5%
Not Important	1	18	12	4.5%	21.7%	7.9%	31	12.1%
Total answering question	22	83	151	100.0%	100.0%	100.0%	256	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations  
 Q1f Instructor Performance Appraisals - Adjunct Faculty

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	13	29	79	59.1%	35.8%	51.0%	121	46.9%
Somewhat Important	9	37	64	40.9%	45.7%	41.3%	110	42.6%
Not Important		15	12	0.0%	18.5%	7.7%	27	10.5%
Total answering question	22	81	155	100.0%	100.0%	100.0%	258	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations  
 Q1g Instructor Feedback for Teaching Improvement

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	19	56	124	86.4%	67.5%	81.6%	199	77.4%
Somewhat Important	3	16	24	13.6%	19.3%	15.8%	43	16.7%
Not Important	-	11	4	-	13.3%	2.6%	15	5.8%
Total answering question	22	83	152	100.0%	100.0%	100.0%	257	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations  
 Q1h Rank Review

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	9	11	34	40.9%	13.3%	22.5%	54	21.1%
Somewhat Important	11	46	87	50.0%	55.4%	57.6%	144	56.3%
Not Important	2	26	30	9.1%	31.3%	19.9%	58	22.7%
Total answering question	22	83	151	100.0%	100.0%	100.0%	256	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations

Q1i Tenure

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	10	9	36	45.5%	10.8%	23.7%	55	21.4%
Somewhat Important	10	43	75	45.5%	51.8%	49.3%	128	49.8%
Not Important	2	31	41	9.1%	37.3%	27.0%	74	28.8%
Total answering question	22	83	152	100.0%	100.0%	100.0%	257	100.0%
Total respondents	22	83	157				262	

Q1 Potential uses of course evaluations

Q1j Course Improvement

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	19	53	117	86.4%	63.9%	76.5%	189	73.3%
Somewhat Important	3	23	31	13.6%	27.7%	20.3%	57	22.1%
Not Important	-	7	5	-	8.4%	3.3%	12	4.7%
Total answering question	22	83	153	100.0%	100.0%	100.0%	258	100.0%
Total respondents	22	83	157				262	

Q2 Of the potential uses of course evaluations listed below, please indicate which three are the most important

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Institutional Accreditation (AQIP)	3	19	46	13.6%	23.8%	29.9%	68	26.6%
Program Accreditation	9	23	42	40.9%	28.8%	27.3%	74	28.9%
Program Review (PREP)	3	15	32	13.6%	18.8%	20.8%	50	19.5%
Indirect Evidence of Student Learning Outcomes	5	24	33	22.7%	30.0%	21.4%	62	24.2%
Instructor Performance Appraisals - Full-time Faculty	7	14	36	31.8%	17.5%	23.4%	57	22.3%
Instructor Performance Appraisals - Adjunct Faculty	8	22	54	36.4%	27.5%	35.1%	84	32.8%
Instructor Feedback for Teaching Improvement	15	48	102	68.2%	60.0%	66.2%	165	64.5%
Rank Review	1	7	4	4.5%	8.8%	2.6%	12	4.7%
Tenure	1	3	4	4.5%	3.8%	2.6%	8	3.1%
Course Improvement	14	52	98	63.6%	65.0%	63.6%	164	64.1%
Total answering question	22	80	154	100.0%	100.0%	100.0%	256	100.0%
Total respondents	22	83	157				262	

Q3 Please indicate how important each dimension should be in conducting course evaluations

Q3a Student satisfaction

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	11	27	83	50.0%	32.5%	53.5%	121	46.5%
Somewhat Important	9	46	64	40.9%	55.4%	41.3%	119	45.8%
Not Important	2	10	8	9.1%	12.0%	5.2%	20	7.7%
Total answering question	22	83	155	100.0%	100.0%	100.0%	260	100.0%
Total respondents	22	83	157				262	

Q3 Please indicate how important each dimension should be in conducting course evaluations

Q3b Student learning outcomes achievement

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	17	45	111	77.3%	54.2%	71.6%	173	66.5%
Somewhat Important	3	25	36	13.6%	30.1%	23.2%	64	24.6%
Not Important	2	13	8	9.1%	15.7%	5.2%	23	8.8%
Total answering question	22	83	155	100.0%	100.0%	100.0%	260	100.0%
Total respondents	22	83	157				262	

Q3 Please indicate how important each dimension should be in conducting course evaluations

Q3c Student engagement

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	11	35	93	50.0%	42.2%	59.6%	139	53.3%
Somewhat Important	10	43	57	45.5%	51.8%	36.5%	110	42.1%
Not Important	1	5	6	4.5%	6.0%	3.8%	12	4.6%
Total answering question	22	83	156	100.0%	100.0%	100.0%	261	100.0%
Total respondents	22	83	157				262	

Q3 Please indicate how important each dimension should be in conducting course evaluations

Q3d Diagnostics for instructor improvement

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	20	42	106	90.9%	50.6%	68.8%	168	64.9%
Somewhat Important	2	30	40	9.1%	36.1%	26.0%	72	27.8%
Not Important	-	11	8	-	13.3%	5.2%	19	7.3%
Total answering question	22	83	154	100.0%	100.0%	100.0%	259	100.0%
Total respondents	22	83	157				262	

Q3 Please indicate how important each dimension should be in conducting course evaluations

Q3e Diagnostics for course improvement

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	20	52	119	90.9%	62.7%	76.8%	191	73.5%
Somewhat Important	2	23	31	9.1%	27.7%	20.0%	56	21.5%
Not Important	-	8	5	-	9.6%	3.2%	13	5.0%
Total answering question	22	83	155	100.0%	100.0%	100.0%	260	100.0%
Total respondents	22	83	157				262	

Q4 Of the potential dimensions to measure on course evaluations, please indicate which three are most important

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Student satisfaction	8	26	67	36.4%	32.1%	42.9%	101	39.0%
Student learning outcomes achievement	15	47	110	68.2%	58.0%	70.5%	172	66.4%
Student engagement	10	44	61	45.5%	54.3%	39.1%	115	44.4%
Diagnostics for instructor improvement	17	55	106	77.3%	67.9%	67.9%	178	68.7%
Diagnostics for course improvement	15	62	117	68.2%	76.5%	75.0%	194	74.9%
Total answering question	22	81	156	100.0%	100.0%	100.0%	259	100.0%
Total respondents	22	83	157				262	

Q5 Please indicate how important each aspect should be in analyzing course evaluations

Q5a Benchmark comparison against national norm

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	1	14	51	4.5%	17.1%	33.1%	66	25.6%
Somewhat Important	14	40	77	63.6%	48.8%	50.0%	131	50.8%
Not Important	7	28	26	31.8%	34.1%	16.9%	61	23.6%
Total answering question	22	82	154	100.0%	100.0%	100.0%	258	100.0%
Total respondents	22	83	157				262	

Q5 Please indicate how important each aspect should be in analyzing course evaluations  
 Q5b Benchmark comparison against peer group of community colleges

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	7	21	71	31.8%	25.3%	46.1%	99	38.2%
Somewhat Important	10	41	65	45.5%	49.4%	42.2%	116	44.8%
Not Important	5	21	18	22.7%	25.3%	11.7%	44	17.0%
Total answering question	22	83	154	100.0%	100.0%	100.0%	259	100.0%
Total respondents	22	83	157				262	

Q5 Please indicate how important each aspect should be in analyzing course evaluations  
 Q5c Comparison among Owens programs

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	6	8	50	28.6%	9.6%	32.7%	64	24.9%
Somewhat Important	11	34	73	52.4%	41.0%	47.7%	118	45.9%
Not Important	4	41	30	19.0%	49.4%	19.6%	75	29.2%
Total answering question	21	83	153	100.0%	100.0%	100.0%	257	100.0%
Total respondents	22	83	157				262	

Q5 Please indicate how important each aspect should be in analyzing course evaluations  
 Q5d Comparison among courses

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	11	10	47	50.0%	12.3%	30.9%	68	26.7%
Somewhat Important	7	41	78	31.8%	50.6%	51.3%	126	49.4%
Not Important	4	30	27	18.2%	37.0%	17.8%	61	23.9%
Total answering question	22	81	152	100.0%	100.0%	100.0%	255	100.0%
Total respondents	22	83	157				262	

Q5 Please indicate how important each aspect should be in analyzing course evaluations  
 Q5e Comparison among sections

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	16	23	59	72.7%	27.7%	38.3%	98	37.8%
Somewhat Important	4	40	75	18.2%	48.2%	48.7%	119	45.9%
Not Important	2	20	20	9.1%	24.1%	13.0%	42	16.2%
Total answering question	22	83	154	100.0%	100.0%	100.0%	259	100.0%
Total respondents	22	83	157				262	

Q5 Please indicate how important each aspect should be in analyzing course evaluations

Q5f Comparison among instructors

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	13	13	58	59.1%	15.9%	37.9%	84	32.7%
Somewhat Important	6	36	72	27.3%	43.9%	47.1%	114	44.4%
Not Important	3	33	23	13.6%	40.2%	15.0%	59	23.0%
Total answering question	22	82	153	100.0%	100.0%	100.0%	257	100.0%
Total respondents	22	83	157				262	

Q5 Please indicate how important each aspect should be in analyzing course evaluations

Q5g Comparison over time

	What is your primary position at the College?						Total	
	# Responses			% Responses			#	%
	Academic Administration	Full-time Faculty	Adjunct Faculty	Academic Administration	Full-time Faculty	Adjunct Faculty		
Very Important	16	28	78	72.7%	34.1%	50.3%	122	47.1%
Somewhat Important	5	42	66	22.7%	51.2%	42.6%	113	43.6%
Not Important	1	12	11	4.5%	14.6%	7.1%	24	9.3%
Total answering question	22	82	155	100.0%	100.0%	100.0%	259	100.0%
Total respondents	22	83	157				262	



## Appendix C – Question 6 Verbatim Comments

If you have any other comments or suggestions on how course evaluations should be used at OCC, please include them in the space below

The Writing responses (as opposed to Lykert scale questions) can provide more useful information if there is a bit of structure. Don't just ask for "other comments". Ask "What helped you learn", "What hindered your learning", and then "other".

I would like to see the semester-end evaluation improved to include more relevant criteria.

Course evaluations should be electronically submitted. The process to allow that must be a positive experience for the student in order to achieve solid feedback. The course evaluations are being sporadically used at this time especially for adjuncts. I believe the Chairs should evaluate all their "people" but the time is not there for them to do so. Again, we need a process.

Whatever the use, it is important that most students respond to the evaluations and that the questions are meaningful. Otherwise, the evaluations are not very helpful.

I would like to suggest that evaluations of labs and clinical sections be tailored to the experiences and the outcomes for those types of classes. A standard course evaluation for on-campus standard courses does not fit for labs or off-campus experiences such as clinicals.

I would like to have a choice of what questions the students will be asked, so I can focus on certain aspects of my teaching. Before you say it can't be done, they do it at Ohio State!

Evaluations of all faculty involved in a course (primary instructor and lab instructors) would be helpful.

I would rather see an emphasis on quality instruction being monitored by faculty peers than student course evaluations. If I have to choose between happy students and employable students, I will choose employable students.

Please fix the likert scale. It is confusing to students. On a typical scale 1-5, 5 would be the highest or most positive. It is the opposite on the current evaluation sheet. For Q2-I think the evaluation should be used for both full time and adjunct faculty members. Why should there be a distinction when it comes to student satisfaction and improving your teaching methods or the course? I also thought that this survey was very limited in its scope and I'm not sure what you are trying to determine with it exactly?

In my time here at Owens evaluations seem to be more of a waste of time than anything. The students that strongly dislike the instructor will say negative things regardless of learning outcomes. Moreover, some of the most disliked tenured faculty on this campus that get negative evaluations are praised for doing a good job. Furthermore, if 99 students say they learned quite a bit and only one student has a complaint it is the one student that gets the attention. Worse yet are the on-line evaluations that students rarely reply to since it is not conducted in class. Rather than improve the evaluation of the instructor and the book by the student, I think we should abolish the evaluation altogether.

Student course evaluations should not be used for any of the above. Students do not have the knowledge or objectivity to evaluate any of these areas. The only person evaluating courses or faculty should be the chair of that department. The only people making comparisons should be the faculty and other academics. Students who fill out these evaluations don't read the questions completely (such as: teacher uses the book or holds class at appointed time and they say no, which is a lie), fill out a single bubble all the way through to save time, use it as a means to "get even" when they disagree with a professor (who is the professional and should not be evaluated by one w/o training), and I've had students disappear for 8-10+ weeks and show up at the end and fill out the eval. Student evaluations should focus on books and their own participation (or lack thereof) in the class and should never focus on the design of the class or the professor.

I believe that evaluations need to be carefully constructed and I am not sure you can get away from students who get better grades give better evaluations of instructors. As long as students get their A's or B's they will give good reviews to bad instructors. There is historical evidence to attest to this.

Eliminate the "normative" evals in the middle of the semester. Do ONE evaluation at the end.

Important as a tool to measure PT and FT quality and course content. 'Was this class worth your time and money' If it could be used for outcome assessment, that would be good. Don't know how to do it, but..

1) The survey should be accompanied by classroom observations. The student attitude toward the subject matter, level of comprehension before entering the subject matter, absence, personal circumstances, instructor methodology of teaching, exposure to diversity, factors are factors influencing the outcome of the survey 2) I think that adjunct instructors should be evaluated through formal observations because most of us do care about the student learning needs and their educational and career goals. I value the education at Owens Community College and its power to change lives and positively impact the community we live in. I care because I once attended OCC and I loved the college as a student and I enjoy teaching as an adjunct faculty.

I don't like the current ranking scale on OCC student evaluations with 1 being "strongly agree" and 5 being "strongly disagree." I think some students do not read the form completely and assume the '5' is the better ranking. I would rather see the quantitative portion of the evaluation have a series of statements that are ranked from 1 to represent "poor" and 5 representing "excellent."

Most of the students would seem to dislike having to even deal with them. As is almost always the result of asking students (people) to evaluate without signing the evaluations....those getting good grades might rate high and even write complimentary things. Those getting poor grades will very often rate low and almost always write derogatory comments. While I have personally usually been on the latter, I have also had the former...thus have trouble seeing positive benefit. I think we found out how dedicated students were to evaluating when they were asked to do so on line. Very few took advantage of the process. I believe there is some worth to evaluating the course of study, use of book, teacher's prompt grading, etc. But all of this is still influenced by good or poor grades in the class and personal likes and dislikes of the instructor.

As is indicated by my responses, it is my opinion that there is something a bit wrong with basing certain things on student course evaluations. Making the student course evaluations super-important can only lead to one thing: emphasizing student approval of instructors. And if instructors begin (even more) attempting to teach with a primary motivation being "student approval," then I think only very bad things ultimately can happen for the quality of instruction and the institution. I'm all for students being happy with courses and instructors, but ask yourself this: what kind of children would we raise if "making them happy" or "gaining their approval" were the primary motivation of parenting? Ultimately, children would be entitled, spoiled, lazy, and incompetent. Teaching, by definition, involves adhering to the good, the true, and the beautiful, and quite often, there will be people (students) not happy about being held accountable and about being challenged in educational pursuits.

Student evaluations should be either directed to the college as a whole for student feedback or to the instructor for better understanding of each class make-up. New students versus ongoing students give much different interpretation of their needs and course management. Student evaluations should not reflect directly on faculty evaluation. Peer evaluation would be much more helpful.

Any study which does look at the correlation between grades and evaluation scores is seriously flawed.

It is important these are not just a complaint forum for students. The questions need to be relevant to the measurement.

Improved delivery time.

If these evaluations are used, they need a requirement on the part of the student prior to sitting for the final to get them completed in a timely manner, if at all.

I have always felt that the course evaluation is my tool to assess how well I am creating a learning environment. I had a lot to learn when I started and these student course evals helped me to make changes and improvements. I feel free to discuss this with my Chair who gives me guidance. I did not consider that the college would want to use them for comparison.

Research shows teacher evaluations correlate with students' expected grades in a course. This should be diminished as much as possible.

Evaluations should focus on the course content (book, content, etc) and should not be used for evaluating the professor. I seriously hesitate linking teacher performance to evaluations. This could be seen as a moment for students to get revenge on a teacher who was tough (or stuck to the rules) and would not be fruitful in providing real professional development to instructors. Observations provide more useful data about instruction than student evaluations. We need to have a better system of looking at our courses at at course content (and finding out if our students feel that their academic needs have been met).

Student course evaluations are an opportunity for direct feedback from students and I believe they must be maintained so that students have a voice in their educational experience. I believe the evaluations, both positive and negative, provide information and feedback to the instructor that must be considered. I, personally, believe in merit pay and would like to see course evaluations as part of a merit pay system for faculty.

I think student impressions of any aspect of a course is a very subjective evaluation at best. Their evaluations may have more to do with how entertaining a course is or how easily the student can achieve his or her goal grade. Evaluations based on these may have absolutely nothing to do with course or instructor effectiveness. In fact, if the truth were known, I believe a student's impression of a course or instructor may vary greatly from other measures of the same. Perhaps a blend of results from various sources including student evaluations would be more appropriate, but I do not believe in using student evaluations as an exclusive guide to instructor, course, program, etc. effectiveness. Therefore, I find it very hard to respond to the comparisons asked for on this survey.

Student course evaluations as they are used today are useless as the MAJORITY of the time they are in direct relationship to a student's grade. If a student is doing well they give a good evaluation; if the student is doing poorly so goes the evaluation.

Since there are a number of variables which the evaluations do not consider which can play a significant role (the student's affinity and aptitude for the subject matter being just one example) the evaluations' scope is inherently limiting.

Evals should be timely so that the instructor can make adjustments for later in the term or for the next course.

In land based classes, I find the paper evaluations useful in helping me improve my course. In my web courses, they are of no help. Often, only an angry student will reply. I may have 60 web students and only 2 respond to the evaluations. Good students that are satisfied with a web course rarely respond.

Our current process is meaningless. Some students voice valid concerns about poor instruction or course design, yet administrators rehire poor instructors and fail to provide proper intervention/mentorship.

The questions should be refreshed to capture the engagement, learning and quality of the course.

Students do not take these seriously; they just rush to get them done and over with. They are just a forum for disgruntled students to "get back at" instructors, and amount to nothing more than a "popularity contest."

Students, for the most part, do not care about these so it isn't an accurate assessment tool.

I would love to see formative evaluations brought back, and in a non-digital format.

Student course evaluations is a good thing- because this evaluations will be used to measure a student's progress toward meeting a specific standard/benchmarks-----checkpoint that monitor progress.

Course evaluations do not accurately address courses. An online course should not be measured by the same criteria as an on-ground course. A technical lab-based class should not be measured by a lecture only class.

While I do think evaluations are important for instructors to get anonymous student feedback and determine necessary course improvements, I also think their administrative use as an overall assessment tool should be measured and is less important than other types of possible assessment. Student satisfaction or lack thereof, does not always correspond with the full achievement of course and curriculum outcomes, and that should always be considered when using student evaluation surveys as a tool.

If a student is failing they may write something awful, and it could very likely have NOTHING to do with the teacher, but everything to do with what they put in to the course. I have always been told to 'not take them too seriously', I don't think the students take them seriously, nor do I think they take much time with them. Students also almost completely ignore the mid semester online evaluation.

ensuring that the student responses are honest

Read what students write

My answers to #2 and #4 above: 'none of the above are important.' Evaluations should be for instructor use only---for their own evaluations. Instructors should decide what questions are on the evaluations. If the college is going to revise the evaluation process it needs to include a comparable evaluation of faculty evaluating administrators at all levels with similar consequences. That is, if faculty are going to be required to adjust their methods based on student evaluations, administrators should be required to adjust based on faculty evaluations. I hope before any changes are made the SLAC does an extensive literature review. There are dozens and dozens of research studies done on the student evaluation process. The committee should also seriously consider whether there should even be a student evaluation process. Much of the research concludes it is of little or no benefit. They are popularity indicators of who is teaching easy course. Research indicates a strong correlation between positive evaluations and grades. Those who give lots of good grades get better evaluations. Unfortunately, many adjuncts deliberately water down their courses and inflate grades because they are worried that if they get poor evaluations they won't be hired back.

Student evaluations are not very accurate. I often have students who have not been to class in weeks turn up the day we do evaluations, yet they are allowed to evaluate my performance when they have not been there to witness much of it. I have also had students flat out lie on evaluations. For example, every day in class I ask several times whether anyone has questions. So, imagine my surprise when I got my evaluations back, and for the question that asks whether the instructor allows time for student questions, my student had written I allowed no time at all. If these evaluations are just a chance for vindictive students to let off steam, or for them to lie about the instructor, I do not think they should carry much weight anywhere. Plus, over the years, students have put in less and less time on the evaluations and written fewer and fewer comments, other than useless ones like "good class" or "lousy teacher" or "great teacher." If I don't get something more specific about what went right or wrong, those comments are totally useless.

Course evaluations should not be totally anonymous, only anonymous to the instructor. If a student has makes an evaluation, for a course that he has taken, he should own it. Additionally, his evaluation should be correlated with his grade and attendance.

The only way it works is with student written evaluations.

Should not "measure" teacher performance, everyone knows appropriately stringent, consistent instructors get poor marks in retaliation, the easiest, least demanding teachers get marks for popularity. It is a course assessment, keep it about content, textbook, etc. not instructor-based.

THE UNIFORM COURSE EVALUATION FOR ALL SUBJECTS AND FOR ALL LEVELS OF SUBJECTS DOES NOT REVEAL MUCH INFORMATION. The questions should be modified according to the subjects and according to the different levels of the subject, ie, introductory versus advanced, traditional classroom versus online section.

I read my student evaluations and look for trends, taking into consideration what I might do to improve the course to make it more engaging and meaningful for my students. As far as using the evaluations to ascertain whether the course is meeting the learning outcomes, I think the questions would have to be specific to each course for any data to be useful. Even then, I would only use the feedback as a general gauge. Subjective and/or qualitative data can be very helpful; but it is not the only data we need to be reviewing - especially if the entire college and state are moving toward objective measures. Those are my thoughts...

Giving students the opportunity to have a voice in the teaching and learning process is an important part of the evaluation loop. Making the items that students are rating meaningful will be a step in the right direction. Also limiting paper/pencil evaluations to once a semester is a good thing. We don't want to go back to the twice a semester model.

The on-line student evaluation of the course or instructor did not work for my classes. The written evaluation at least get a response from those students who do them.

Do use them at all.

Course evaluations should be returned within 4 weeks of the following semester so instructors can evaluate, appreciate positive results, and adjust from constructive feedback. I am still waiting for two online course evaluations from summer, 2010 and all four course evaluations from fall, 2010.

I would hesitate to attach much importance to student evaluations, because it does not seem that students spend much time or thought on them. I ask for written feedback and suggestions and very seldom get much. I find if I give an online survey with course-specific questions (anonymously and for extra credit) I get more thoughtful and helpful feedback/criticism.

Course evaluations currently may reflect individual dissatisfaction and not the outcomes or learning of the course.

The student comment section gave me the best information.

I'm not sure how the statistics work, but some students who have poor attendance and study habits use the evaluations as a means of complaining about the course I think this works against the instructors. If the best score and the worst are discarded, then the assessment might be a good representation of the class.

Allow for more open-ended feedback. Some of the multiple choice questions on the front are of little value.

Be sure results are returned to instructors promptly!

Course evaluations should include measurements of attainment of stated goals (as described in syllabus). Should also address use of critical thinking skills in course.

1. Appraisals of adjunct faculty will work ONLY when OCC pays them proportionate to the salary paid to the full time faculty. Conduct a survey on this point for your enlightenment! 2. Student satisfaction cannot be measured correctly, because students come to OCC to meet various needs they have. A uniform measurement will not work across the board. Not all students come with the same level of competencies or abilities. 3. Where there are no uniform standards and requirements for admissions, this apparatus cannot be used for any meaningful discovery.

Make electronic evaluations mandatory for course completion. The return rate for online courses is too low.

none

The ranking questions are of no overall value because the students do not care about the review. The written comments while better usually just allow the students to vent, not to offer ways for the course/instructor improve.

Given that many students use these evaluations as a means to vent about a teacher they have not liked, I am not sure too much validity can be given to them in any of these areas. I believe it is important to get and receive student feedback, but if students do not really understand the full intent of the evaluation and are educated about how these evaluations are used, this system will not be able to be meaningful in either course evaluation or teacher evaluation.

I appreciate having the opportunity for students to assess my course. I tell my students what the evaluations are for; that I use them to improve my classes and my teaching(I give examples of this) and I summarize them in a document to use as evidence of teaching effectiveness on the job market. I also explain that the evaluations are not a value judgment (i.e. whether they "love" or "hate" the course). I explain that even if they express their opinions as such, I would like to know precisely WHY they feel the way they do; to give me specific examples so that I can work on my course and my teaching style. However, students are not always enthusiastic about the evaluations, and they do not take them as seriously as I do. Unfortunately, students often tell me that their instructors tell them that it's "time for the thing that you have to fill out" at the end of the semester and they never really knew what to write on them. Many of them honestly do not care, as evidenced by the response rate. I don't think a radical overhaul of the evaluations will help if instructors aren't administering them properly and with explanation, and I'm not sure this can be controlled by an instructional designer or an administrator or by using an online evaluation method (students are often too disinterested and instructions fall on deaf ears). Evaluations are frustrating because students often ignore my explanations and I receive comments such as, "The instructor was really nice and deserves a raise". Evaluations could be useful assessment tools, but most students do not understand how to effectively and objectively critique a course. Even though my evaluations are quite positive, I feel that they are more of a measurement of popularity than of teaching effectiveness.

Is there currently feedback given to the students as a result of their evaluations? Some of the students feel their opinion does not matter. Students feel they are just going through the motions by filling out the evaluation forms. Is there a way to give them feedback on their opinions? Maybe not individually but by program or course. Thanks,

I think these are excellent ideas. My only concern is that some students have terrible attendance. For example, a student cashes their financial aid check and may only attend a couple of classes. If a student who rarely shows up to class happens to arrive on an evaluation day, that student is providing input about a class that he or she knows little about. I am not sure how to avoid this problem. Another concern is "student satisfaction." What is the criteria for "student satisfaction." When I give out assignments, some students do not seem "satisfied" having to do work.

N/A

I think that it is important how "student satisfaction" is defined. Is it "I learn a lot" or "I got an easy A with a minimal amount of work."

The evaluation can quite easily be misused by administration, as my 16 years as an adjunct faculty member has indicated that students with poor attendance, and problematic work ethic have tended to 'complain' the most about both text and teaching method. Potentially quite misleading.

When students complete the current evaluation form, I always ask for feedback as to how I or the course could be better. Sometimes I receive good replies, but not always. It doesn't always help when you receive high marks, but no comments. I am always frustrated when a student gives low scores, because I do not know if they are the students that don't come to class prepared, don't study, or don't come to class or sleep during class. We don't ask how much they study or go to class prepared or how they prepare. You can't use a form or assessment for performance appraisals when there is a disconnect between the instructor presentation and the variables involved in students decisions. Students should have some input into instructor evaluations, but not all input. Also, where do students submit suggestions or comments on the college in general. During the summer, it is very hard for students to study when they do not have access to the library Friday - Sunday.

I think the institution should be careful about what they do with these evaluations. What a student thinks makes for a good course and a good teacher may not be what makes for an educationally sound experience. Many of the values of our modern society encourage seeking out the greatest rewards for the least amount of effort.

My biggest concern with course evaluations is a failing student is most likely going to give an instructor a poor evaluation even if that instructor is really good. Most students cannot separate their grade from the quality of the instructor. So if they are not doing well in the course they will give the instructor all low scores on the course eval because "it must be because of the instructor that they are not passing the course". I would much rather receive a critique from my peers who know more about good instructional activities in the classroom than from the students.

mid-term evaluations via e-mail are nearly useless because students do not understand the subject line for the message and therefore delete the survey without even looking at it. or they think filling out one covers all their classes. it is very confusing and yields few responses. time and effort are being wasted on this exercise.

Some students are not serious about passing the course as they can repeat the course without "hurting" their GPA. Failed class grade should be taken into consideration for calculating the final GPA. This way, I think they will be more serious in study. The existing system now is "too easy" for some of the students.

Should ask students to give constructive suggestions. Should not include those trivial, unhelpful rank from "1 to whatever" questions.

The course evaluation should be more used for improving the course materials and teaching than evaluating.

As an adjunct faculty member for 3 years, I have never had discussions of my course evaluations with my supervisor. This would be a great opportunity for me to get some mentoring and for me to underscore students' concerns, such as dissatisfaction with a textbook.

Comparisons made of student performance in that class and sequential classes.

It would be nice if we received more narrative feedback. While I appreciate knowing students felt the course was a "3" in terms of meeting their needs, I can't really do anything with that information to improve my course. Specific, behavioral and measurable feedback would be the best (I know this is hard to get, but you asked for suggestions).

I have been an Owens adjunct since 1997. It would be great if student evaluations were legitimate critiques of my performance. Sadly, with limited exceptions, students who get poor grades turn the evaluations into personal vendettas, (I have seen too many outright lies on some of my student evaluations), and the students who perform well generally give teachers good reviews. I will never forget my very first semester teaching at Owens. Back then student evaluations were also done for lab instructors. In the same class, I was both "the worst teacher" a student ever had, but I was also a "good teacher, who was a tremendous asset to Owens Community College." On that same evaluation form, there was the statement that basically said: "I always read the lab manual before lab and come to lab prepared." Every student always checked the column under "Strongly Agree." However, all the blank stares and inability of students to answer the most fundamental questions about key lab concepts, indicate otherwise. Lastly, there were several questions in this survey that I felt were not applicable, or I did not understand the terminology, (I have no idea what "PREP" means), or both. With all due respect, I found this to be a poorly designed survey.

I think it's very important to encourage students to answer the open questions on the back of the survey. The numerical data can be useful for many of the comparisons noted in this survey. However, as an instructor the most valuable input for course development, and the best evidence of student "satisfaction" or perceived value of the course is their written comments. That said, it's important to read all the responses from a class cohort to evaluate the instructor and/or the course section. I've had generally good evaluations, but there are occasionally one or two students for whom the class experience was not satisfactory. While these students' comments may in some cases be instructive for course improvement, in many cases it's an indicator that the student(s) did not do well in the course because they didn't like the instructor, the course, or just didn't do the work necessary and were disappointed in their grade.

If students are doing course evals, then take time to actually look at them! if there is an instructor where there is consistently a high failure rate in a course, but that is NOT seen in other sections of the SAME course taught by DIFFERENT instructors: then maybe the college needs to look at that particular instructor. read the comments the students make. If a student who fails with that particular instructor with the high failure rate repeats the course with a different instructor teaching it and PASSES - maybe it is a problem with the instructor and maybe the college needs to look at getting rid of that particular instructor.