

## Test Your Assumptions about Student Evaluations

- T F 1. More difficult courses, with a greater workload, receive slightly higher student evaluations than do easier/lower workload courses.
- T F 2. Male instructors generally receive higher evaluations than do female instructors.
- T F 3. In general, age and years of teaching are moderately, significantly, and negatively related to student evaluations.
- T F 4. Research productivity is negatively related to student ratings of teaching.
- T F 5. There is a very small negative relationship between class size and student evaluations.
- T F 6. The academic field or discipline is unrelated to student evaluations.
- T F 7. Generally, there is a small positive correlation between the expected grade in the class and student evaluations.
- T F 8. Signed ratings are more positive than anonymous ratings.
- T F 9. Research has found a slight same-gender preference: male students give higher ratings to male instructors, and female students give higher ratings to female instructors.
- T F 10. Instructors' warmth and enthusiasm are generally unrelated to ratings of teaching competence.
- T F 11. Ratings in lower-level courses tend to be slightly higher than ratings in upper-level courses.
- T F 12. The scores on many specific items provide better data for personnel (summative) decisions than do a couple of global items.
- T F 13. There are high positive correlations between student and alumni ratings of global teacher competence.
- T F 14. Student evaluations are better measures of satisfaction with, and the effectiveness of, the course than the instructor.
- T F 15. There are moderate positive relationships between student achievement and student ratings of several instructor skills.

\* McKinney, Kathleen (1997) What Do Student Ratings Mean? *The National Teaching & Learning Forum* 7(1): 2-4.  
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