

Average Correlations between “Dimensions of Instruction” and “Student Achievement”	Items on IUB’s spring, 2012 OCQ
- Teacher's Preparation; Organization of the Course <span style="float: right;"><b>Avg. r = .57</b></span>  - Clarity and Understandableness <span style="float: right;">Avg. r = .56</span>	2. How effectively was class time used to help you learn? 3. How effectively did out-of-class work (assignments, readings, practice, rehearsing, etc.) help you learn?
- Teacher Pursued and/or Met Course Objectives - Perceived Outcome or Impact of Instruction <span style="float: right;"><b>Avg. r = .46</b></span>	2. How effectively was class time used to help you learn? 3. How effectively did out-of-class work (assignments, readings, practice, rehearsing, etc.) help you learn?
- Teacher's Stimulation of Interest in the Course and Its Subject Matter - Teacher Motivates Students to Do Their Best; High Standard of Performance Required <span style="float: right;"><b>Avg. r = .38</b></span>  - Teacher's Encouragement of Questions, and Openness of Opinions of Others - Teacher's Availability and Helpfulness <span style="float: right;"><b>Avg. r = .36</b></span>  - Teacher's Elocutionary Skills - Clarity of Course Objectives and Requirements - Teacher's Knowledge of the Subject - Teacher's Sensitivity to, and Concern with, Class Level and Progress <span style="float: right;">Avg. r = .35</span> <span style="float: right;"><b>Avg. r = .35</b></span> <span style="float: right;">Avg. r = .34</span> <span style="float: right;">Avg. r = .30</span>	6. How much did the instructor motivate you to do your best work? 5. How much did the course challenge you to do your best work?  7. How available was your instructor to provide help when needed (in person, by email, etc.)?  1. How clearly were course learning goals and objectives communicated to you?
- Teacher's Enthusiasm (for Subject or for Teaching) - Teacher's Fairness; Impartiality of Evaluation of Students; Quality of Examinations - Classroom Management - Intellectual Challenge and Encouragement of Independent Thought (by the Teacher and the Course) - Personality Characteristics ("Personality") of the Teacher - Teacher's Concern and Respect for Students; Friendliness of the Teacher - Nature, Quality, and Frequency of Feedback from the Teacher to the Students - Pleasantness of Classroom Atmosphere - Nature and Value of the Course (Including Its Usefulness and Relevance) <span style="float: right;">Avg. r = .27</span> <span style="float: right;"><b>Avg. r = .26</b></span> <span style="float: right;">Avg. r = .26</span> <span style="float: right;">Avg. r = .25</span> <span style="float: right;">Avg. r = 24</span> <span style="float: right;">Avg. r = .23</span> <span style="float: right;">Avg. r = .23</span> <span style="float: right;">Avg. r = .23</span> <span style="float: right;">Avg. r = .17</span>	4. How effectively did graded work allow you to demonstrate what you learned?
	Open-ended items: 8. What did you like most about this course? 9. What did you like least about this course?

Information in the left column above is from a table in the chapter “Identifying Exemplary Teachers and Teaching: Evidence from Student Ratings,” by Kenneth Feldman, in the book *The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Approach* [Springer, 2007].

“Avg. r” = Average correlation coefficient from three or more studies (from decades ago) that each involved multi-section courses.

“Student Achievement” is said to usually be based on an end-of-course examination.