

**COURSE SELECTION DECISIONS BY BUSINESS STUDENTS ON CAMPUSES
WITH AND WITHOUT PUBLISHED TEACHING EVALUATIONS**

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ABSTRACT

In spite of students' increasingly vocal demands for access to official student evaluations of teaching (SET), little is known about the relative importance of SET in course selection decisions, and whether such evaluations are viewed by students as a valuable source of information about an instructor or course. This study used choice-based conjoint techniques to develop a web survey for two groups of students: those on campuses with published, on-line, official SET and those without such access (overall n=124). We found that although course evaluations play an important role in deciding among instructors, perceptions of the amount of useful knowledge gained in the course and how lenient the instructor is in his/her grading practices are the most important considerations when choosing among courses in the business major. Students on campuses with published SET rated course evaluations as less important in course choice than students on campuses without published evaluations. The findings suggest that improvements to the evaluation instrument and process are needed before students regard SET as a useful information source.