

Course Evaluation Questionnaire (CEQ) Guide for Interpreting the Summary Report

This is a guide to interpreting and understanding the results presented in the course summary report of the Memorial Course Evaluation Questionnaire (CEQ). If you require further assistance please contact the Centre for Institutional Analysis and Planning at 864-4016.

PAGE ONE

A. Course Section Information

All course information is listed at the top of the page. The following is a description of each item:

Crse: The unit name, course number, course section and five-digit Course Reference Number (CRN). If a course is cross listed, then the department of record will show first followed by CL (Cross Listed) and a list of the cross listed courses.

Dept: The name of the academic unit for the course.

Crse Enrolment: The end of semester enrolment for the course according to the Banner system.

of Respondents: The number of students who completed the Course Evaluation Questionnaire.

Response Rate: A percentage which shows the number of students who responded to the CEQ divided by the number of people enrolled in the course section. A small number of cases have been noted where the number of completed forms exceeded the end of semester enrolment by one or two students, suggesting a response rate in excess of 100%. This is attributable to late course drops, or to students auditing courses who are not officially enrolled.

Name(s): The name of the instructor or instructors responsible for teaching the course.

Campus: The number or letter indicates campus where course was taught. (1 = St. John's; 4 = Sir Wilfred Grenfell College; 8 = Harlow Campus; S = Institut Frecker; Y = University Cape Breton; O = Other).

Level: The number indicates whether the course is at the undergraduate or graduate level. (01 = undergraduate; 02 = graduate)

Important Notes: Cautionary notes (if any) related to the course section and its CEQ summary report interpretation are indicated here.

B. Results

Columns 1 to 8 of the table shows the **questions** from the CEQ form and the **Percentages of Total Number of Respondents** for questions 1 to 10. Please note that column 8 is only used for question 9.

Labels: The row under "Percentages of Total Number of Respondents" shows the response categories that students could choose from for questions 1 to 7, the response categories for questions 8, 9, and 10, respectively, are indicated in each of these rows.

N or Number of Respondents: The number of students who responded to each question.

Percentages of Total Number of Respondents: The percentage of respondents who selected each response category. These percentages represent the number of students who selected each response option, divided by the total number of students who responded to that question.

Percentages of Total Number of Respondents for Questions 1 to 7. Students indicated how strongly they agreed or disagreed with each statement, using a five point scale with the following labels: 1 = Strongly

disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree. A sixth option, 6 = Don't know, was available for students who did not have an opinion; responses in this category were not included in the data summary. Missing values were also not included in the summary to give a valid percent of those students that had an opinion. The percentages in each row add up to 100%, indicating the full population of those who gave a response.

Percentages of Total Number of Respondents for Question 8. Students were asked to rank the overall quality of instruction on a five-point scale with the following labels: 1 = Poor; 2 = Fair; 3 = Good; 4 = Very good; 5 = Excellent. Missing values are excluded from the summary; the percentages in each row add up to 100%, indicating the full population of those who gave a response.

Percentages of Total Number of Respondents for Question 9. Students were asked how the workload of this course compared to others at the same level. The possible response categories were: 1 = Much lower; 2 = Lower; 3 = About the same; 4 = Higher; 5 = Much higher; 6 = This is the first course I have taken at this level. Missing values are excluded from the summary; the percentages in each row add up to 100%, indicating the full population of those who gave a response.

Percentages of Total Number of Respondents for Question 10. Students were asked whether this course was required for his/her program. The possible response categories were: 1 = Yes; 2 = No; 3 = Don't know. Missing values are excluded from the summary; the percentages in each row add up to 100%, indicating the full population of those who gave a response.

Columns 9 and 10 of the table shows the **Course/Section Average** and the corresponding **Decile** for questions 1 to 8.

Average: The average of all the responses to the question for the particular course. Each response value is added together and divided by the number of respondents (N) for that question.

Decile: Column 10 shows the decile equivalent of the "Course/Section Average" for each item in the distribution of all CEQ-mandated course/section averages in a given semester. A decile is one of the 9 points that divide a distribution of ranked scores into 10 equal parts; these 9 points correspond to the 10th, 20th, ..., 90th percentiles. A percentile is one of the 99 points that divide a distribution of ranked scores into 100 equal parts. Thus, the 70th percentile is a point in the distribution where 70% of the scores are lower and 30% are higher. The deciles reported in column 10 were obtained by rounding the course averages up or down to the nearest decile.

For questions 9 and 10 the responses to these two questions were not made on a numerical scale and therefore calculation of a course/section average and decile is not relevant.

Columns 11 to 13 of the table shows the **Aggregate Averages**, where applicable, for questions 1 to 8.

Aggregate Average: The average of individual course averages that were obtained for questions 1 to 8 from each CEQ-mandated course section. The aggregate averages are broken down into three parts:

1. Departments, applicable to the Faculties of Arts and Science only: The average of all individual course averages within a department (e.g. English) that were obtained for questions 1 to 8 from each CEQ-mandated course section. This value is calculated as follows: the individual summary reports that each instructor receives for his/her courses and course sections includes a course average of the responses that students gave for each question. For every question item (questions 1 to 8), all the averages within a department that were calculated for each course section have been added together, and divided by the total number of courses and course sections within that department that participated in the CEQ. The result is an overall average for each question based on the courses in a specific department that participated in the CEQ.

2. Faculties/Schools/Divisions: The average of all individual course averages within a Faculty (e.g. Arts), School (e.g. Social Work) or Division (e.g. Social Sciences at Sir Wilfred Grenfell College) that were obtained for questions 1 to 8 from each CEQ-mandated course section. This value is calculated as follows: the individual

summary reports that each instructor receives for his/her courses and course sections includes a course average of the responses that students gave for each question. For every question item (questions 1 to 8), all the averages within a Faculty, School or Division that were calculated for each course section have been added together, and divided by the total number of courses and course sections within a Faculty, School or Division that participated in the CEQ. The result is an overall average for each question based on the courses within a specific Faculty, School or Division that participated in the CEQ.

3. Overall University: The average of all individual course averages that were obtained for questions 1 to 8 from each CEQ-mandated course section. This value is calculated as follows: the individual summary reports that each instructor receives for his/her courses and course sections includes a course average of the responses that students gave for each question. For every question item (questions 1 to 8), all the averages that were calculated for each course section have been added together, and divided by the total number of courses and course sections that participated in the CEQ. The result is an overall average for each question based on all the courses that participated in the CEQ.

Notes on Aggregate Averages:

1. Only those courses and course sections which are normally CEQ-mandated are included in the aggregate summary. Team taught courses, Continuing Education courses, non-credit courses, courses with enrolment less than 10, or special circumstance courses are **excluded**.

2. An Aggregate Average column (i.e. Department, Faculty/School/Division and Overall) is only reported when there are 10 or more CEQ-mandated courses that were evaluated using the CEQ. For example, if there were only 9 CEQ-mandated courses who participated in the CEQ for English, there would be no aggregate averages reported under Department.

PAGE TWO

C. Distribution of Course/Section Averages by Deciles

The summary report also contains a second table on Page 2, entitled "Distribution of Course/Section Averages by Deciles". Again, please note that the table is based on the overall University CEQ-mandated course and course sections that were evaluated using the CEQ.

N or Number of Participants: The number of CEQ-mandated courses and course sections that participated in the CEQ.

Deciles: The comparative data in this table shows the "Course/Section Average" for each item that corresponds to each decile point in the distribution of all course/section averages in a given semester. A decile is one of the 9 points that divide a distribution of ranked scores into 10 equal parts; these 9 points correspond to the 10th, 20th,...90th percentiles. A percentile is one of the 99 points that divide a distribution of ranked scores into 100 equal parts. Thus, the 50th percentile is a point in the distribution where 50% of the scores are lower and 50% are higher. From this table, an instructor can compare his/her individual course average for a question with the aggregate values of all other courses/sections at the University.

For questions 9 and 10, the responses to these questions were not made on a numerical scale and therefore calculation of an average and a subsequent ranking of these values is not relevant.

PAGE THREE (only applicable for those instructors who provided extra questions):

Some instructors provided their students with extra questions for questions 11 through 20. The summary report for questions 11 to 20 are provided on this page. The report has the same layout as that of the Page One.