

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

This is a guide to interpreting and understanding the results presented in the attached summary report of the Memorial Course Evaluation Questionnaire (CEQ). If you require further assistance please contact the Centre for Institutional Analysis and Planning at 737-4016.

PAGE ONE

The four tables on Page 1 show **Frequency of Responses** for Questions 1 to 10.

Row Labels: The top row of each table shows the response categories that were chosen by students for these questions. If a response category was not selected by any student, it does not appear in the header row of the table.

Example: If no students chose "Strongly Disagree" for any of questions 1 through 7, that label will not appear at all in the header row of the table; only the other four categories will be printed.

Column Labels: The first column of each table displays the wording of each question.

Percentages: The remaining columns show, for each question, 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 gave a response to that question.

Number of Respondents: The number of respondents for each question is shown in the "Descriptive Statistics" table on Page 2. The value 'N' shown in that table is the number of students who responded to each question.

- **The first table shows frequency of responses 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.
- **The second table shows frequency of responses for Question 8.** Students were asked to rank the overall quality of instruction on a five-point scale with the following labels: 1 = poor; 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.
- **The third table shows frequency of responses 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.
- **The fourth table shows frequency of responses 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.

PAGE TWO

The table on Page 2 of the report shows “Descriptive Statistics”.

N: the number of students who responded to the question.

Minimum: the smallest value that was chosen by students for the question.

Maximum: the largest value that was chosen by students for the question.

Example--a minimum value of '2' indicates that no one gave a response lower than '2', while a maximum value of '4' indicates no one gave a response over '4'.

Mean: the average of all the responses to the question. Each response value is added together and divided by the number of respondents (N).

Standard Deviation: a measure of dispersion around the mean (e.g. how widely spread the individual responses are in relation to the average response).

For Questions 9 and 10, the only descriptive shown is “N”, as the responses to these three questions were not made on a numerical scale and therefore calculation of a mean or standard deviation is not relevant.