



# The University of Oklahoma

## COLLEGE OF ARTS AND SCIENCES

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TO: Chairs, Directors, and Instructors

FROM: Kelly Damphousse  
Associate Dean

DATE: January 15, 2010

RE: Interpretation of the Student Teacher Evaluation Report

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Attached are the results for the Fall 2009 Student Teacher Evaluations (STE). You will receive a PDF of the open-ended comments separately. Please note that this report is created centrally and not by the College of Arts and Sciences. Every college uses this standardized report. I have created a set of notes that should help you interpret the data in the report.

- The heading of the report at the top of the page includes information on the section number and title, the name of the instructor, the number of enrolled students, and the classification of the section. Sections are classified by LEVEL (Lower Division, Upper Division, and Graduate) and SIZE (Xsmall: 6-15 students, Small: 16-25 students, Medium: 26-59 students, Large: 60-150 students, Xlarge: >150 students). This classification system allows for comparison with “similar” sections at the department and college level throughout the report.
- The table consists of 13 columns of data on each of the 12 primary items on the STE for this individual section (INDIV), the department/unit (DEPT), and the college (COLL).
- Some units add up to 14 supplemental questions to the STE. If your unit did not ask supplemental questions, then they will not show up on your report. Since the substance of supplemental questions may vary by unit or by section, great care should be taken when making any comparisons between a given section and other sections in the college.
- Column 1 provides the 12 primary questions that are used to evaluate the instruction in every section that is taught by the college.
- Column 2 provides the mean (or average) score on each item. A score of 5 represents the maximum positive response while a score of 1 represents the maximum negative response. Thus, higher scores represent a more positive evaluation than lower scores. The INDIV value represents the mean item score for this section. The DEPT value represents the mean item score for “similar” sections in the department. The COLL value represents the mean item score for “similar” sections in the college. By “similar,” we mean classes of the same size that are taught at the same level.
- Column 3 provides the median response for each item, along with comparisons to “similar” sections in the department and college. The median is defined as the middle item score in a list of all scores that is ordered from the lowest to the highest.

- Column 4 provides the standard deviation for each item, along with comparisons to “similar” sections in the department and college. The standard deviation represents the amount of variation among the scores for an item. A standard deviation of 0.60, for example, suggests that the scores for an item are more similar than the scores for an item with a standard deviation of 0.90. A standard deviation of zero means that there is no variation – all scores are the same for that item.
- Column 5 shows the number of students who provided responses for each item, along with comparisons to “similar” sections in the department and college. You would do well to consider the response rate for your class. I hope to have this presented automatically on the report eventually, but for now, simply divide this number by the “enrollment count” provided at the top of the page. In previous semesters, the response rate across the college was about 64%. During Fall 2009, the response rate across the college was about 58%. We anticipate these rates increasing as the entire university moves to the online evaluation system in Spring 2010.
- Columns 6-10 show the percent of students who selected answer category 1-5 for each item, along with comparisons to “similar” sections in the department and college.
- The College of Arts and Sciences only uses 5 response items, so please ignore Column 11.
- Column 12 presents the percentile scores for this section on each item compared to other “similar” sections in the department. A score of “84” in the Department Rank, for example, means that 84% of the “similar” sections in the department had mean item scores that were lower than this section. The percentiles are given to two decimal points, but their meaning is not that precise. Differences of less than 10 percentage points are most likely not significant in making comparisons among instructors. I also urge caution when interpreting the department percentile since there may be too few “similar” sections in the department to make this calculation valuable. A comparison to fewer than 5 other classes is not appropriate.
- Column 13 presents the percentile scores for this section on each item compared to other “similar” sections in the college. A score of “64” in the College Rank, for example, means that 64% of other “similar” sections in the college had mean item scores lower than this section. The percentiles are given to two decimal points, but their meaning is not that precise. Differences of less than 10 percentage points are most likely not significant in making comparisons among instructors.
- **NEW THIS SEMESTER:** The number of “similar” sections within the department and within the college is finally listed on the bottom of the page.

I hope that these guidelines will help in the interpretation of the results. If you have any questions about interpreting the form, please let me know via email at [kdamp@ou.edu](mailto:kdamp@ou.edu)