

STUDENT EVALUATION OF INSTRUCTION

E=Excellent; VG=Very Good; G=Good; F=Fair; P=Poor; VP=Very Poor

	No. Resp's	PERCENTAGES ¹						MEDIAN	Adjusted Median
		E	VG	G	F	P	VP		
1. The course as a whole was:	9	78	22					4.9	4.4
2. The course content was:	9	100						5.0	4.6
3. The instructor's contribution to the course was:	9	100						5.0	4.6
4. The instructor's effectiveness in teaching the subj. matter was:	9	89	11					4.9	4.5
COMBINED ITEMS 1-4	36	92	8					5.0	4.5

	No. Resp's	E	VG	G	F	P	VP	MEDIAN	Adjusted Median	Relative Rank
5. Opportunity for practicing what was learned was:	9	78	22					4.9		5
6. Sequential development of skills was:	9	56	44					4.6		13
7. Explian. of underlying rationales for new techniques or skills were:	9	89	11					4.9		1
8. Demonstrations of expected skills were:	9	67	33					4.8		14
9. Instructor's confidence in students' ability was:	9	89	11					4.9		7
10. Recognition of student progress by instructor was:	9	89	11					4.9		3
11. Student confidence in instructor's knowledge was:	9	78	22					4.9		18
12. Freedom allowed students to develop own skills and ideas was:	9	89	11					4.9		6
13. Instructor's ability to deal with student difficulties was:	9	78	22					4.9		15
14. Tailoring of instruction to varying student skill levels was:	9	56	44					4.6		16
15. Availability of extra help when needed was:	9	89	11					4.9		10
16. Use of class time was:	9	78	22					4.9		11
17. Instructor's interest in whether students learned was:	9	89	11					4.9		17
18. Amount you learned in the course was:	9	100						5.0		2
19. Relevance and usefulness of course content were:	9	100						5.0		4
20. Evaluative and grading techniques (tests, papers, etc.) were:	9	78	22					4.9		8
21. Reasonableness of assigned work was:	9	78	22					4.9		9
22. Clarity of student responsibilities and requirements was:	9	78	11	11				4.9		12

Relative to other college courses you have taken:	No. Resp's	PERCENTAGES ¹			MEDIAN	
		Much Higher	Average	Much Lower		
23. Do you expect your grade in this course to be:	9	33	22	44	5.8	
24. The intellectual challenge presented was:	9	11	44	44	4.6	
25. The amount of effort you put into this course was:	9	33	11	22	33	5.3
26. The amount of effort to succeed in this course was:	9	22	22	22	33	5.3
27. Your involvement in course (assignments, attendance, etc.) was:	9	22	11	44	22	5.1

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers and any other course related work? (Percentages)	29. From the total average hours above, how many do you consider were valuable in advancing your education? (Percentages)	30. What grade do you expect in this course? (Percentages)	31. In regard to your academic program, is this course best described as: (Percentages)
Under 2	Under 2	A (3.9-4.0) 56	In your major? 56
2-3	2-3 11	A- (3.5-3.8) 22	A distribution requirement?
4-5 33	4-5 44	B+ (3.2-3.4)	An elective? 44
6-7 22	6-7 22	B (2.9-3.1) 11	In your minor?
8-9 22	8-9 11	B- (2.5-2.8)	A program requirement?
10-11 11	10-11	C+ (2.2-2.4)	Other?
12-13	12-13	C (1.9-2.1)	
14-15	14-15	C- (1.5-1.8)	
16-17	16-17	D+ (1.2-1.4)	
18-19	18-19	D (0.9-1.1)	
20-21	20-21	D- (0.7-0.8)	
22 or more 11	22 or more 11	E (0.0)	
No. Resp's 9	No. Resp's 9	Pass 11	Enrollment: 19
Class median 7.0	Class median 5.3	Credit	Returned forms: 9
Hours per credit 2.33	Hours per credit 1.75	No Credit	Form: E
		No. Resp's 9	Chair Copy: No
		Class median 3.9	

1. Percentages are based on the number of students who rated each item.

Interpreting Your Results

The information in this report is based on the scannable evaluation forms that were filled out by your students. The class enrollment and the number of students who completed at least a portion of the rating sheets are found in the bottom right-hand corner of the report.

The body of the report shows the text of the evaluation items and, immediately adjacent, the number of students who responded to each item. Student responses to each item are summarized as the percentage of students who chose various response categories and the median response. The following information, with some elaboration, is found at: <http://www.washington.edu/oea/iasrepts.htm>.

Percentages. Percentages are based on the number of students who answered the respective item.

Medians. Numeric values have been assigned to the various rating scales for the purpose of computing medians. The scale values are as follows:

Excellent = 5	Always / Great / Much Higher = 7	Extensive = 4
Very Good = 4	= 6	Considerable = 3
Good = 3	= 5	Moderate = 2
Fair = 2	About Half / Average = 4	Slight = 1
Poor = 1	= 3	
Very Poor = 0	= 2	
	Never / None / Much Lower = 1	

The median indicates the scale point at which half of the students selected higher scale points, and half selected lower. Medians are computed to one decimal place by interpolation.¹ Higher medians reflect more favorable ratings with the possible exception of items 23 and 28-30. To interpret your ratings, translate the value of each median to the corresponding response scale. For example, for items 1-4, a median of 4.5 means that your average rating is half-way between "Very Good" and "Excellent." For items 28 and 29, the median workload has been divided by credit hours to allow comparisons across classes.

Adjusted Medians. Using multiple regression techniques, your ratings on Items 1 through 4 and their combined median have been statistically adjusted to their expected value if your class were average on 1) Item 23 (relative grade), 2) class size, and 3) the proportion of students taking the class in their major, minor, or as an elective. For more information see:

<http://www.washington.edu/oea/iasadjst.htm>.

Relative Rank. To compute relative rank, your item medians on Items 5 through 22² were standardized by subtracting the overall UW average and dividing by the standard deviation across all courses. The eighteen standardized scores were then ranked from 1 to 18, with 1 being the top rated item by this class and 18 being the lowest rated item, compared only to each other and not to ratings received in other courses. These ratings are intended to serve as a guide to direct your instructional improvement efforts. The top ranked items (1, 2, 3, etc.) may represent areas least in need of improvement, and the bottom ranked items (18, 17, 16, etc.) may be those most in need.

Norms. Your report no longer includes norms. You may compare your results with large numbers of UW classes at: <https://depts.washington.edu/oeasurv/iasnorms/normreq.cgi>. You will be able to choose your norm group on the basis of class size, course level, faculty rank, and college or department.

Optional Items. If you have used optional items, their results will be found on the second page of your report. To interpret the results, you will need to consult your copy of the item text you used.

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.

² Items 5 - 14 for Form J and within each of two sections for Form X.