

## Description of the ESCI Report for a Course

The ESCI report has been designed to provide a clear and concise summary of student ratings data for an individual course in a given quarter. The layout is also designed to provide comparative information between the current course in the current quarter and the academic department in the current quarter, the academic department over time (the most recent five years), and the campus over time. Below are described key concepts underlying the report, followed by a sample report of the results for one question, with explanations of what is reported in each portion of the report. If you have any questions about the format of the report, please contact Instructional Consultation staff at x-2972. An explanation of how best to interpret ESCI results is provided in the handout “Interpreting ESCI Results”.

### NORMS

It can be challenging to interpret the results of ratings on items that use response categories that are “relative,” as opposed to categories having some kind of “absolute” meaning. For example, a question about the number of hours spent on homework in the average week lends itself to a fairly unambiguous interpretation; but a question like campus item A using response categories of “Excellent” through “Poor” can be interpreted more richly if results from one course can be compared to results from other courses.

In order to make possible this kind of relative comparison, ESCI calculates and reports “norms” for EVERY (fixed-response) item on EVERY ESCI survey. Without going into technical detail, the term “norms” refers to a presentation of results for an item that reflect what ratings were made in some comparison group of courses -- in other words, what would “normally” or “typically” be expected. Using this information, one can better see whether a particular set of results reflect truly outstanding ratings, problematic ratings, or ratings in the normal, to-be-expected range.

Norms are calculated for the entire set of users within the instructor’s department both for the current quarter and over time, meaning the most recent five year period. Norms are also calculated for the entire campus over time, again meaning the most recent five year period. Norms are calculated separately for faculty, associates, and teaching assistants. Thus, for a particular item, an instructor would have information not only on the performance of her own class but also average current and long-term departmental results, as well as overall long-term campus-wide results.

### For campus questions A and B, norms are reported in two ways.

**Student-Weighted Norms** In brief, student-weighted norms are what you are used to seeing in surveys: each student’s “vote” counts the same, whether s/he is in a 200 student course or a 15 student course. This is equitable from many standpoints, but it does have the implication that when data are aggregated for an entire department (either for the current quarter or over time), the results for the large course will “swamp” the results for a smaller course. The larger courses will tend to set the norms, because of their larger enrollments.

**Course-Weighted Norms** The course-weighted norms, on the other hand, aggregate data so as to “weight” each course equally. The results for a small course will count the same as the results for a large course. The raw counts for each course are converted to percentages, and these percentages are aggregated for the entire department. By aggregating percentages instead of raw counts, the results for a small course will count the same as the results for a large course. This allows another view of the response distribution from the perspective of “How would the results look if class size were factored out?”.

# Sample ESCI Report for One Question

Sample report for one question (Campus Item A) used in an undergraduate course taught by a faculty member in the "DEPARTMENT OF ZZZZZ."

Survey Number:

06/30/2006

Dept: ZZZZZ Instructor: Smith  
Dept. = DEPARTMENT OF ZZZZZ

Rank: Faculty

Course: XXXX 150 0100  
Course Enrollment: 10

Type: Lecture

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NOTICE: Please examine these evaluations upon receipt, and immediately report any suspected errors to: ESCI Coordinator, Instructional Consultation, 1130 Kerr Hall (x4278)  
For more information on ESCI please visit the web homepage of Instructional Consultation at <http://www.id.ucsb.edu/ic/>, and select ESCI under the "Programs and Services" heading.

**These two questions have been determined by the Academic Senate Committee on Academic Personnel and the Committee on Effective Teaching and Instructional Support to be appropriate for all student end-of-course surveys.**

**A.** In rating a course, you should consider the instructor's teaching apart from the course material or content.  
Please rate the overall quality of the instructor's teaching.

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median
	(a)	(b)	(c)	(d)	(e)					
* WARNING: One Student Response = 13%										
*--> This COURSE current quarter	36%	26%	13%	26%		1	9	1	1.4	1.0
Student-weighted Norms (UG courses)										
Dept ZZZZZ FACULTY current quarter	42%	27%	22%	7%	2%	78	417	25	2.0	2.0
Dept ZZZZZ FACULTY over time	37%	33%	19%	8%	2%	1371	7269	354	2.1	2.0
Campus FACULTY over time	44%	31%	17%	6%	2%	36784	556945	15995	1.9	2.0
Course-weighted Norms (UG courses)										
Dept ZZZZZ FACULTY current quarter	48%	24%	18%	5%	5%			25	2.0	2.0
Dept ZZZZZ FACULTY over time	44%	32%	16%	6%	2%			354	1.9	2.0
Campus FACULTY over time	53%	29%	13%	4%	1%			15995	1.7	1.0

• **Campus FACULTY over time**

Relative frequency distribution (expressed in terms of percentages), mean and median for all instructors of the same rank (Faculty, Teaching Associate, or Teaching Assistant) in the department who have used the item within the last five years (including the current quarter). Recall, however that if an item has only recently been added to departmental surveys, its departmental norm may only reflect one or a few quarter's data. This norm reflects undergraduate courses if "(UG courses)" is displayed or graduate courses if "(GR courses)" is displayed. Campus Items A and B were created in Fall of 1991.

• **Dept ZZZZZ FACULTY over time**

Relative frequency distribution (expressed in terms of percentages), mean and median for all instructors of the same rank (Faculty, Teaching Associate, or Teaching Assistant) in the department who have used the item within the last five years (including the current quarter). Recall, however that if an item has only recently been added to departmental surveys, its departmental norm may only reflect one or a few quarter's data. This norm reflects undergraduate courses if "(UG courses)" is displayed or graduate courses if "(GR courses)" is displayed.

• **Dept ZZZZZ FACULTY current quarter**

Relative frequency distribution (expressed in terms of percentages), mean and median for all instructors in the department of the same rank as the instructor teaching the course (Faculty, Teaching Associate, or Teaching Assistant) who used that item this quarter. This norm would reflect undergraduate courses if "(UG courses)" is displayed or graduate courses if "(GR courses)" is displayed.

• **WARNING: One Student Response = n%**

Warning message is triggered to print when the total number of students responding to the survey is less than 20.

## The Column Headings

**Blank Response** A simple frequency count of students who turned in survey forms but did not respond to this item, or whose response choice was not within the available response categories.

**Total students** The total number of response sheets received for this survey, **not** the total number of students taking the course. (Note that the “Course Enrollment” field reports the official enrollment from the Registrar’s database.) To derive the base number for the relative frequencies, subtract the “Blank Response” number from the “Total Students” number. This number, in turn, may be used to derive the absolute number of students responding to each “response alternative” by multiplying the response alternative percent by its “response weighting” and dividing by 100.

**Total courses** The number of courses for which results are being reported. For the line “This COURSE current quarter” the total number of courses should always be “1”.

**Mean and Median** These are based on:

- 1) only the number of students responding to the available response categories;
- 2) the response weightings.

The mean is a simple arithmetic average, and the median is the point on the response scale **above** which 50% of the ratings lie, and **below** which 50% of the ratings lie. In the context of ESCI ratings, medians typically are so insensitive that they are of limited utility.

## Response Weighting

Indicates the relative weight of each response alternative in computing the mean and median. If no weights are reported, the response alternatives are not considered to constitute a “scale,” and no means or medians are reported. If a “scale” underlies the response alternatives, the series of weights will indicate the assumed “direction” or the “directional relationship” between the marked response alternatives. Note that lower numbers are usually (but not always) “better.”

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Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median
	(a)	(b)	(c)	(d)	(e)					
This COURSE current quarter	81%	16%	3%			0	37	1	1.2	1.0
										
	relative frequencies									

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