

ESCI Instructor Summary Report

Data Dictionary

Response Rate	defines the percentage of total enrolled students who completed the survey. The resulting number is a rounded percentage calculated by using the following formula: $(\text{Surveys Returned}/\text{Total Enrolled}) * 100$.
Total Enrolled	represents the total of enrollment for all the courses that were processed and is used in the calculation of the Response Rate.
Surveys Returned	represents the total number of surveys returned for processing.
Total Blanks	represents the total number of respondents who either did not respond to this particular question, or responded with an invalid mark.
Relative Frequencies	The relative frequencies – are expressed in terms of percentages -are of those students responding to the item, i.e., Total Valid Responses.
Response Weighting	Indicates the relative weight of each response alternative in computing the mean (average). The series of weights displays a "direction," "directional relationship," or "ordered relationship" between the marked response alternatives. 1.0=Excellent, 2.0=Very Good, 3.0=Good, 4.0=Fair, and 5.0=Poor.
Mean	An arithmetic average of students who responded to this particular item with a valid mark. The integer value is "weighted" by the response weightings. (See Response Weighting above.) The integer "1" is the most positive or "best" response choice for the item.
Total Courses	indicates the number of courses for which the data are being reported.
Note	The note is triggered to print when the total number of students responding to the survey is less than 20. This warning system is used to flag instances when a few respondents can have a dramatic effect on the Mean.

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

Student-Weighted Norms	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?".

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For both student-weighted and course-weighted norms, over time represents a five-year period.

Dept Over Time

Relative frequency distribution (expressed in terms of percentages), and mean for all Faculty in the department who have used the item within the last five years. This norm reflects undergraduate courses in section “Undergraduate” and graduate courses in section “Graduate.”

Division Over Time

Relative frequency distribution (expressed in terms of percentages), and mean for all Faculty in the division who have used the item within the last five years. This norm reflects undergraduate courses in section “Undergraduate” and graduate courses in section “Graduate.”

College Over Time

Relative frequency distribution (expressed in terms of percentages), and mean for all Faculty in the college who have used the item within the last five years. This norm reflects undergraduate courses in section “Undergraduate” and graduate courses in section “Graduate.”

Campus Over Time

Relative frequency distribution (expressed in terms of percentages), and mean for all Faculty on campus who have used the item within the last five years. This norm reflects undergraduate courses in section “Undergraduate” and graduate courses in section “Graduate.”

ESCI History of Student Ratings for TAs
Data Dictionary

Units	unit value of course reported.
Response Rate	defines the percentage of total enrolled students who completed the survey. The resulting number is a rounded percentage calculated by using the following formula: $(\text{Surveys Returned}/\text{Total Enrolled}) * 100$. <i>Note: The response rate may be greater than 100%. This occurs when Departments combine more than one of the TA's sections, rather than keeping separate evaluations for each individual section. For example, a TA teaches 3 sections for a single Lecture; if the sections are combined, the report will show that the TA taught one course rather than 3. Further, the response rate will show numbers greater than 100% of the total enrolled.</i>
Total Enrolled	represents the total of enrollment for all the courses that were processed and is used in the calculation of the Response Rate.
Surveys Returned	represents the total number of surveys returned for processing.
Total Blanks	represents the total number of respondents who either did not respond to this particular question, or responded with an invalid mark.
Relative Frequencies	The relative frequencies – are expressed in terms of percentages -are of those students responding to the item, i.e., Total Valid Responses.
Response Weighting	Indicates the relative weight of each response alternative in computing the mean (average). The series of weights displays a "direction," "directional relationship," or "ordered relationship" between the marked response alternatives. 1.0=Excellent, 2.0=Very Good, 3.0=Good, 4.0=Fair, and 5.0=Poor.
Mean	An arithmetic average of students who responded to this particular item with a valid mark. The integer value is "weighted" by the response weightings. (See Response Weighting above.) The integer "1" is the most positive or "best" response choice for the item.
Total Courses	indicates the number of courses for which the data are being reported.
Note	The note is triggered to print when the total number of students responding to the survey is less than 20. This warning system is used to flag instances when a few respondents can have a dramatic effect on the Mean.
<i>How norms are reported.</i>	
Student-Weighted Norms	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.

Norms are aggregated over the most recent five-year period (Over Time).

Dept Over Time

Relative frequency distribution (expressed in terms of percentages), and mean for all Faculty in the department who have used the item within the last five years. This norm reflects undergraduate courses in section “Undergraduate” and graduate courses in section “Graduate.”

Campus Over Time

Relative frequency distribution (expressed in terms of percentages), and mean for all Faculty on campus who have used the item within the last five years. This norm reflects undergraduate courses in section “Undergraduate” and graduate courses in section “Graduate.”