

SAN JOSÉ STATE UNIVERSITY

Developing Baseline Values (Norms) for Fall 2008 SOTE Surveys

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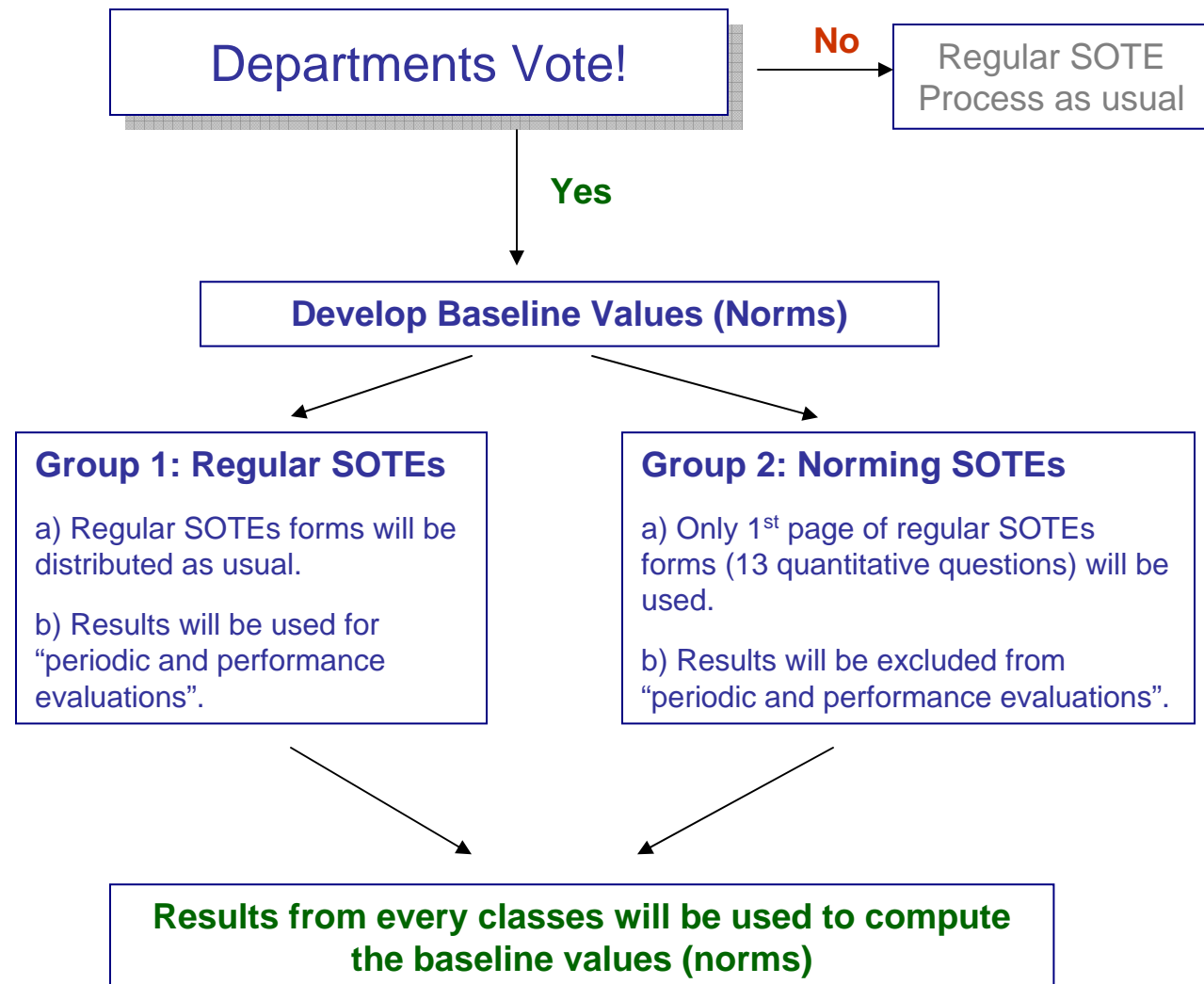
What are the Norming Process for SOTEs ?

From New Guidelines (S08-6), passed by Academic Senate in May 2008:

- 2.0 **Beginning Fall 2008 and every five years thereafter**, all departments in the university will decide if SOTEs from their departments will be used in the norming process.
 - 2.1 Faculty members in a department (or equivalent unit) shall **vote to determine if SOTEs for all courses offered by that department for one semester shall be collected for the purposes of creating norms for the department, college or university.**
 - 2.2 If the department or equivalent unit votes, by a simple majority, not to collect SOTEs for norming, data from that department shall not be collected for norming purposes and department norms will not be available for that department.
 - 2.3 Otherwise, for the norming semester, the **quantitative portion of the SOTE instrument** shall be administered for courses that were not selected by faculty for periodic and performance evaluations. These SOTEs shall be sent directly to the Office of Institutional Research to be used as data for norming. Results from these specific SOTEs shall be available only to individuals associated with the computation of norms. All SOTEs collected for the norming semester will be used for computing norms.

What are the Norming Process for SOTEs ?

(continued)



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Important of Baseline Values

Baseline values (department, college and university) will be used as a benchmark to compare with an instructor's scores.

Benefits of Re-norming (every five years):

- Teaching effectiveness may change over time due to new instructional techniques and classroom technologies
- Students' perceptions of teaching may fluctuate over time
- Re-norming will make it possible to evaluate teaching effectiveness based on current instructional practices and current student perceptions.

What happens if some departments do not participate?

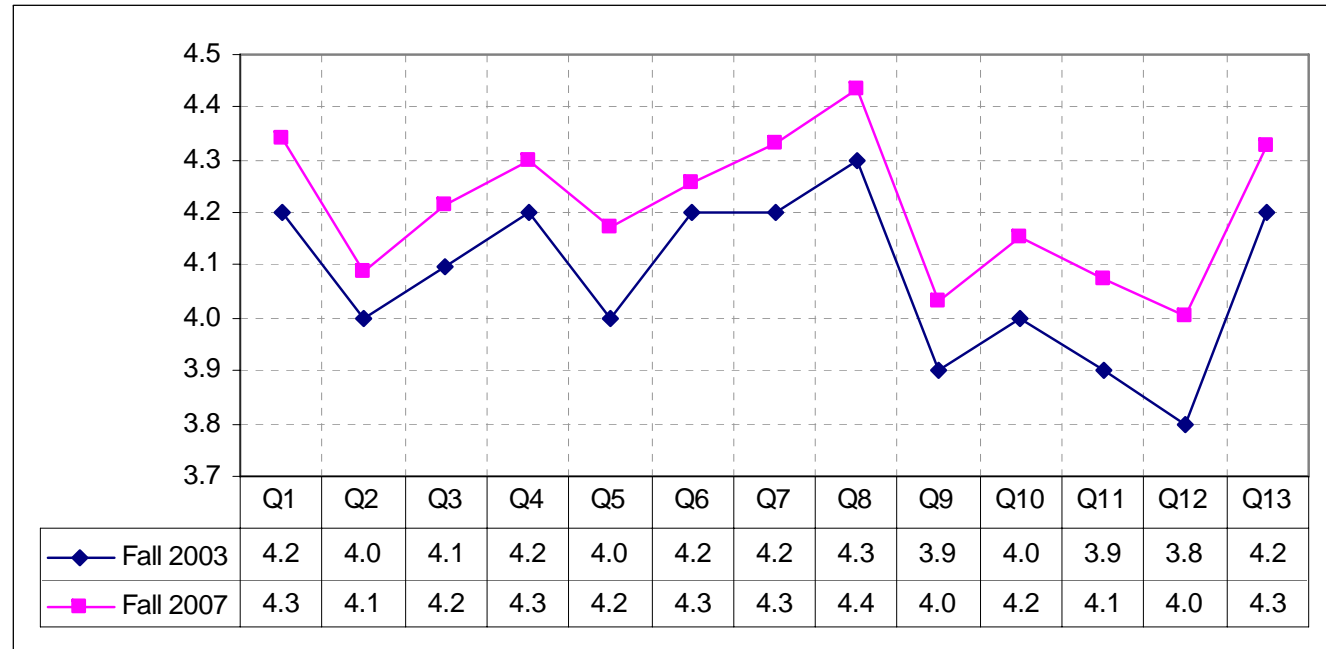
- Their norms will not be calculated
- If they were calculated based on the limited number of courses selected by instructors, the norms would likely be biased upwards because instructors tend to select courses where they expect to receive positive ratings
- The likely result of a biased sample are norms that present an artificially elevated picture of teaching effectiveness, and which therefore hold faculty to an unrealistically high standard

Last norming in Fall 2003:

- Faculty members were required to evaluate all classes
- SOTEs were collected from 93% of classes
- Averages (means or norms) and middle 60% were calculated for all thirteen quantitative questions

Consequences of Selection Bias

Mean Comparison of Fall 2003 (Norms) and Fall 2007



Q1: Demonstrated relevance of the course content

Q2: Used assignments that enhanced learning

Q3: Summarized/emphasized important points

Q4: Was responsive to questions and comments from students

Q5: Established an atmosphere that facilitated learning

Q6: Was approachable for assistance

Q7: Was responsive to the diversity of students in this class

Q8: Showed strong interest in teaching this class

Q9: Used intellectually challenging teaching methods

Q10: Used fair grading methods

Q11: Helped students analyze complex/abstract ideas

Q12: Provided meaningful feedback about student work

Q13: Overall, this instructor's teaching was

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Summary

- **Encourage all departments to participate in the Fall 2008 Norming Process.**
- **More accurate baseline values come from full participation of all departments and classes.**

Visit the OIR Web site for additional Information

www.oir.sjsu.edu/Assessment/Projects/SOTE/

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Student Evaluation of Teaching Program

The recent version of the student evaluation of teaching program was implemented in the Fall 2003 in accordance with University policy. It refers to the two standardized rating instruments (SOTE and SOLATE) currently being used for collecting ratings at the end of each semester. Student Opinion of Teaching Effectiveness (SOTE) form is used in courses primarily taught in the traditional lecture/discussion mode. Student Opinion of Laboratory and Activity Teaching Effectiveness (SOLATE) form, on the other hand, is designated for use in laboratory/activity courses.

Additional information regarding this program can be found below

- » Policies Related to SOTE and SOLATE
- » Online selection guide
- » Current semester calendar
- » Preview academic year SOTE activity
- » Preview academic year SOLATE activity
- » Examples of SOTE Instrument and SOLATE Instrument

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- » Report the Results of Department's Voting Outcome
- » Invitation to Norming Process
- » Frequently Asked Questions
- » Presentation on Norming Process


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