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?

Departments Vote!

- Yes: Develop Baseline Values (Norms)
  - Group 1: Regular SOTEs
    a) Regular SOTEs forms will be distributed as usual.
    b) Results will be used for “periodic and performance evaluations”.
  - Group 2: Norming SOTEs
    a) Only 1st page of regular SOTEs forms (13 quantitative questions) will be used.
    b) Results will be excluded from “periodic and performance evaluations”.

- No: Regular SOTE Process as usual

Results from every classes will be used to compute the baseline values (norms)
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.
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
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.
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Visit the OIR Web site for additional Information

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