INTERPRETATION GUIDE FOR STUDENT OPINION OF TEACHING EFFECTIVENESS (SOTE) RESULTS

Prepared by

STUDENT EVALUATION REVIEW BOARD

Oct

Differences between the current SOTE and the previous SOTE

The following are the most important differences between the previous version of the SOTE and the current version. Each of these has implications for interpreting the SOTE, and these implications are noted.

Format

Unlike the previous version of the SOTE, the current version presents each item in a separate box of its own. The form was designed in this way to maximize the likelihood that each item would be read and considered on its own, and to reduce the likelihood that students would simply endorse the same rating for each item by marking the same number in a straight line.

Scale

The rating scale for the current SOTE consists of five points in a Likert type scale with ratings of (5) Very strongly agree; (4) Strongly Agree; (3) Agree; (2) Disagree; and (1) Strongly Disagree. There is also a sixth option, (NA) Not Applicable/No Opportunity to Observe. Note that in the previous version of the SOTE, the ratings ranged from (5) Excellent to (1) Far Below Average, with (3) rated as Average. In interpreting the previous version of the SOTE, there were, in essence only two points (ratings of 4 and 5) that signified teaching excellence. In the current version there are three points (agree, strongly agree, very strongly agree) that signify a positive evaluation of teaching effectiveness. Students now have the option of choosing among a greater range of “good” evaluations. When looking at dossiers that contain both the previous and the current version of the SOTE, RTP committee members should consider that **the two sets of ratings are not directly comparable**. **In interpreting SOTES collected using both the old and the current SOTE, instructors’ scores should be evaluated in comparison to the corresponding Department, College, and University norms for each item (see below for an explanation of new norms).**

The **mean** is the arithmetic average of student responses. Means are reported to the first decimal place. As noted below, caution should be used in interpreting means based on fewer than 10 students’ responses.

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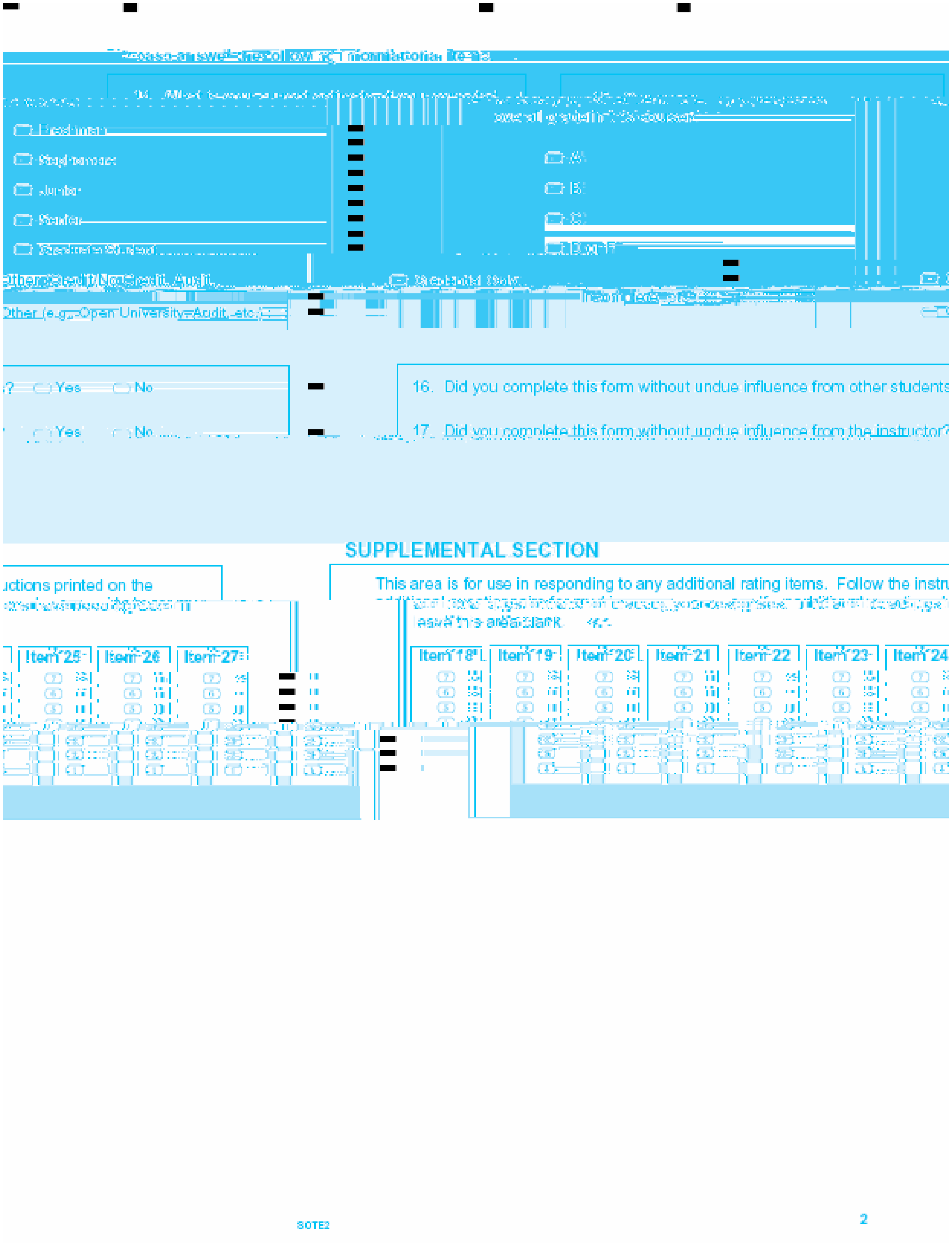
should be noted that students tend to “agree” with the statements on the SOTE, indicating a highly favorable evaluation of the typical SJSU instructor.

SOTE interpretation should be done using trends across classes and semesters. If one item mean is consistently below (or above) the norm then the item should be noted as important. If an item mean is inconsistently above or below the norm, RTP committee members should request further information from the faculty member about the classes. It is especially important to note consistencies or inconsistencies in the same course preparation on different occasions. Thus it is possible to note steady improvement or decline.

Factors Affecting the Ratings

Several factors were found to ile02 Tc (t)Tj0.005 Tc (r)Tj-0.033 Tc (4)Tj0.004 Tc (a)Tj0.002

APPEN



Please answer the following informational items.

14. What is your class level?

☐ Freshman

☐ Sophomore

☐ Junior

☐ Senior

☐ Graduate Student

overall grade in this course?

☐ A

☐ B

☐ C

☐ D or F

Other (Credit/No Credit, Audit, ...)

☐ Credential Only

Other (e.g., Open University, Audit, etc.)

? ☐ Yes ☐ No

☐ Yes ☐ No

16. Did you complete this form without undue influence from other students

17. Did you complete this form without undue influence from the instructor?

SUPPLEMENTAL SECTION

uctions printed on the

This area is for use in responding to any additional rating items. Follow the instru

leave this area blank.

Item 25 | Item 26 | Item 27

Item 18 | Item 19 | Item 20 | Item 21 | Item 22 | Item 23 | Item 24

SOTE2

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instructor only after course grades have been released.

Class Section

Year: ☐ 2004 ☐ 2005 ☐ 2006 ☐ 2007

nstructor's teaching.

or areas in need of improvement for this instructor's

-Continue on back-

This page will be returned to the

Instructor

Semester: ☐ Fall ☐ Spring

● Discuss the strengths of this i

● Discuss the weaknesses and/
teaching.

e. Please provide any other comments you feel would be helpful to the [illegible] his/her teaching performance/ability.

[illegible]

APPENDIX B

Student Opinion of Laboratory and Activity Teaching Effectiveness Rating Form (SOLATE)

References

Aleamoni, L. M., & Thomas, G. S. (1980). A review of the research on student evaluation and a , G. Tc (e)Tj0.018 Tc (i)Tj0.0c (c)Tj0.004j-0.018 T0.004 Tc [(h)20.018 Tc (i)Tj0

"below average," and 1 to the rating of "far below average." It is important to remember these descriptors when interpreting ratings. Means are reported to the first decimal place. Interpretation. The extent of agreement or disagreement on an item can be seen
directly from the frequency distribution for that item displayed at the bottom of the page. A less sensitive gauge of agreement is provided by the standard deviation. Most standard deviations are very close to 1.0. A large standard deviation (e.g., 1.3) indicates that students often do not agree about what rating should be assigned. A small standard deviation (e.g., 0.7) indicates that students generally agree about what rating should be assigned.

Ranges of Typical Values ("Norm Data")

"Norms" for each item are provided at the Department/School, College, and University levels. At each level, responses are aggregated over a specified norming period (most recently, F89/S90 for SOTE) to compute means and standard deviations which serve as reference points for making comparisons. Comparisons between the class data and norm data are best made using the graphic display shown on page 2 of the report.

Ranges of typical values ("norm ranges") for the nt TTc (ue)Tj0 Tc(o)g0 Tc (s)Tjntntser s ise. or page 1. A distribution of the actual class grades given can also be routinely added to the printout by candidate faculty.

2. Ratings in small classes tend to be higher than in large classes.

3. Ratings in graduate classes tend to be higher than in undergraduate classes, and ratings in upper division classes tend to be higher than in lower-division classes. Self-reported class level is reported on the bottom of page 1.

4. Ratings given by students who are required to take a class are often lower than ratings by students for whom the class is an elective.

5. When a significant number of students in class leave an item blank or mark it "not applicable," that rating should be interpreted with caution. The number of students indicating these responses is reported in the frequency distribution on the bottom of page 1.

6. Ratings from team-taught courses should be cautiously interpreted as students may be unable to separate their experiences from one instructor to the next.