Checklist

SRTI and Performance Appraisal

Using SRTI Results to Inform Merit, Promotion, and Tenure Decisions

☐ Supplement SRTI results with other sources of information about teaching (e.g., peer review of materials, classroom observation, teaching portfolios).

☐ Focus on results for the SRTI global items (items 10-12), which are the items best suited for informing summative evaluations of teaching performance.

☐ Because SRTI diagnostic items (items 1-9) measure different dimensions of teaching performance, do not combine or average results for these items to come up with an overall measure of teaching effectiveness.

☐ Include in the evaluation, SRTI results from multiple courses across multiple semesters to assess trends over time and to minimize the impact of the results for any one particular course.

☐ Because of differences in class size and the distribution of class levels, do not combine or average results for several courses taught by an individual instructor.

☐ When reviewing an instructor report, determine if the sample of students who responded to the survey is reliable and representative of all students enrolled in the class:

  - How many students responded to the survey? With fewer than 10 students, the results are subject to influence by a few divergent opinions.

  - How many students enrolled in the course? Students tend to give higher ratings to instructors teaching smaller courses.

  - What is the return or response rate for the course? At least half of enrolled students need to complete a survey to ensure the sample is representative of the entire class.

  - What are the standard deviations (SD) of the three global items? An SD of 1.20 or higher indicates a low level of agreement among respondents; the mean is not an appropriate indicator of student opinion.

  - Review course characteristics that may have small effects on student ratings (students rate major courses and electives higher than general education courses; upper division students give higher ratings than lower division students).

☐ Will evaluation of the instructor be criterion-based (individual performance is compared to a previously determined standard of excellence), norm-based (individual is compared to overall performance of a selected norm group), or a combination of both?

☐ SRTI results are typically positively skewed (i.e., students tend to rate instructors fairly highly). Do not interpret scores near the midpoint of the 5-point response scale (3.0) as an “average” rating of instruction.

☐ Review historical normative data to provide a context for interpreting individual SRTI results:

  - The Individual Section Report provides comparison group means at the department, school/college, and campus level.

  - The Summary Statistics for SRTI Global Items report provides statistics for undergraduate and graduate courses for four different levels of course enrollment for the entire campus and each school/college.

☐ Do not over-interpret small differences in mean scores or use them to rank or compare the performance of individual instructors. Do not use norm group results as a line of demarcation between “failing” and “passing” performance.