

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, reliability of results is called into question.*
 - *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 two-thirds 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 results from the SRTI Departmental Summary Report to provide a context for interpreting individual SRTI results.
- When making norm-based comparisons, assess the suitability of a selected group for comparison:
 - *Are norm group course characteristics (e.g., lower vs. upper division enrollment and enrollment size) similar to the characteristics of the course being evaluated?*
 - *Is there sufficient variation in student responses in the norm group to support a meaningful comparison?*
- 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.