

# A Guide to Interpretation of SETE Scores

Course	3			1	2
	Organization and Explanation of Materials	Learning Environment	Self-Regulated Learning	SETE™ Score	Effectiveness
Course 1	798	797	802	794	EFFECTIVE
Course 2	800	800	802	811	HIGHLY EFFECTIVE
Course 3	799	809	789	793	EFFECTIVE
Course 4	795	791	804	782	EFFECTIVE
	4 Average Score			795	EFFECTIVE

## 1. SETE SCORE

An overall (general factor) effectiveness mean is computed for each course. It is presented on page one of the score report under a column labeled “SETE Score.” The overall mean for each course should be used to infer the degree to which an instructor’s teaching is perceived by students to be effective. The overall mean is the score to use for making inferences about teaching effectiveness and can be used to compare individuals and groups.

SETE scale scores are provided on a 1 – 1000 scale. The SETE Scale Score replaces the raw mean score that is typically provided as the feedback on end-of-course surveys. The scale scores are on an interval scale similar to that used by other standardized tests such as the SAT or GRE. By using an interval scale, a growth of ten points anywhere on the scale is the same amount of growth as ten points on another part of the scale regardless of the course taught. Each of the three effectiveness factors has its own unique scale score, and thus is not simply the average of the factor scores. A measurement model with appropriate external control variables is used in determining how items should be weighted when calculating individual scale scores. This estimation process provides a reasonably fair and unbiased estimate of the individual scale scores as well as providing a high degree of reliability and generalizability to the scale scores.

## 2. EFFECTIVENESS CATEGORIZATION

For convenience of interpretation at a broader level, SETE scale scores are broken into three levels of effectiveness. The following table shows the effectiveness categories and ranges. These cut points may vary from term to term based on the distribution of the scores across the institution for that term. An instructor’s individual SETE Score (described above) is a personal reflection of their students’ perception of their effectiveness. The increase and decrease of this score between courses and/or terms reflects the change in this perception. But the categories (Highly Effective, Effective, and Somewhat Effective), are based off the effectiveness of the entire set of peer faculty at the institution. So in the situation where an individual faculty member’s SETE score increased from 800 to 810 but their effectiveness categorization decreased from Highly Effective to Effective, this can be interpreted as: “You have improved as an instructor but compared to your peer’s increase, you are less effective in comparison.” So your SETE Score is your numeric evaluation of effectiveness but your category is your effectiveness in relation to your peers in that survey.

Each institution can determine the cut points that classify scores as highly effective, effective or somewhat effective. Institutions may also choose to use a four-point scale such as very effective, effective, somewhat effective, and not very effective. Institutions may also customize the wording of the categorization to something like highly satisfied, satisfied, somewhat satisfied, not very satisfied if the school considers the scores more of a measure of student satisfaction than teaching effectiveness.

Categorization	Low Point	High Point
Highly Effective	800	1000
Effective	775	799
Somewhat Effective	1	775

### 3. EFFECTIVENESS CATEGORIZATION PER FACTOR

SETE scale scores are also computed for each of the following three factors which are defined below: (1) Organization and Explanation of Materials, (2) Learning Environment, and (3) Self-regulated Learning.

<p><b>Factor 1: Organization and Explanation of Materials</b></p> <p>This score reflects the student’s perception of how well the instructor: makes the course requirements and student learning outcomes clear to the students; gives assignments, activities, and materials that are helpful and that contribute to understanding the subject; explains difficult material clearly; shows the relationships among topics and new concepts; and evaluates student work in ways that are helpful to learning.</p>	<p><b>Factor 2: Learning Environment</b></p> <p>This score reflects the student’s perception of how well the instructor: establishes a climate of mutual respect and encouragement; motivates students to work and engage in learning; is available and encouraging; is skillful in actively engaging students in learning; and provides useful feedback.</p>	<p><b>Factor 3: Self-regulated Learning</b></p> <p>This score reflects the student’s perception of how well the instructor guides and encourages self-directed learning in which the student is encouraged: to be open to the viewpoints of others; to develop new viewpoints; to connect course topics to a wider understanding of the subject; and to contribute to the learning process.</p>
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These three factors are measured using the following four point scale: Strongly Disagree, Disagree, Agree and Strongly Agree.

### 4. AVERAGE SCORE

For convenience of interpretation, the SETE scale scores for each course are averaged into an overall numerical average and placed into an overall effectiveness category. The overall mean is the score to use for making inferences about teaching effectiveness and can be used to compare individuals and groups.