

REVISED STUDENT EVALUATION OF TEACHING (SET) PRIMER



University of the Philippines Diliman
Office for the Advancement of Teaching
Office of the Vice Chancellor for Academic Affairs

HOW TO INTERPRET THE REVISED SET RATINGS?

A. For purposes of Decision-Making of the CU and/or UP System, involving teaching effectiveness as part of the criteria for appointment renewals, tenure, promotions, awards, etc.

01

The 15 items of the SET have equal weights and use a rating scale with a range of 1.0 (lowest) to 5.0 (highest). The response format is in terms of student's reported observed frequency of specific teaching behaviors to provide a relatively quantifiable and objective measure.

- The **mean rating of the 15 items is the measure of Teaching Effectiveness of a teacher in a specific class**. The mean (average) rating = the sum of all 15 ratings divided by 15. A higher mean rating means greater teaching effectiveness.
- The **minimum mean value = 1.00** indicating very low teaching effectiveness, and the **maximum mean value = 5.00** indicating very high teaching effectiveness. The value of 3.00 is to be interpreted as equivalent to a moderate (not neutral) value. Cut-offs for decisions are determined by CUs.

1 = very low teaching effectiveness

2 = low teaching effectiveness

3 = average teaching effectiveness

4 = high teaching effectiveness

5 = very high teaching effectiveness

- The **qualitative items** of the SET serve to complement the SET ratings and may be useful for decisions such as appointment renewals and tenure recommendations.

02

Academic units may distinguish between undergraduate and graduate SET ratings of faculty to provide the context (degree level) of the ratings.

- If academic units will consolidate undergraduate and graduate ratings, these may be weighted according to their values in relation to teaching, research, and public service of the unit, rather than averaged.

03

The SET mean ratings are best used as a part of a comprehensive teaching performance system using other indicators such as variety of courses and type of courses taught, teaching load, mentoring, etc.

- The UP System, CUs or Academic Units within the CU will determine the weight of the SET mean ratings in such a performance system according to the specific objectives of their decisions.

B. For purposes of Personal Feedback and Development

Specific SET item scores can be provided to teachers along with the qualitative comments as feedback for improvement of teaching behaviors.

NOTE:

The applicability of the 15 SET items is not confined to lecture classes. If additional items are created to reflect particular contexts, these will not be considered part of the core 15 items of the SET, but as a different additional measure for special types of courses (e.g. fieldwork). It is recommended that the additional measure should not be too long and should also be tested for reliability and validity.

Based on a content analysis of all non-lecture SETs across the CUs, these are the **4 themes** for teaching effectiveness for non-lecture courses that must be included in the additional measure:

- Guidance and supervision
- Proper demonstration of techniques and methods
- Integration of theoretical and practical learning
- Provision of opportunities for students to develop resourcefulness and adaptability



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