

CALIFORNIA STATE COLLEGE, BAKERSFIELD
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FACULTY INFORMATION BULLETIN

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1. CALENDAR. The last Tuesday of the quarter is now listed as a Tuesday rather than a Monday class schedule. This is as it should be since registration was on Tuesday and the presidential birthday holiday on a Monday.

2. ANALYSIS OF SOCI'S. How to interpret SOCI data has raised some questions on the part of the faculty. After a committee reviewed some of the problems, Jill Wilson and Dan Taylor put together two reports summarizing some of the findings. These reports are combined for your information and guidance. I trust you may find the summary useful as the various unit and school committees interpret the data.

A. SOCI Rankings

The SOCI presents an evaluation of each faculty member's instructional activities in six areas including: student development, instructor classroom performance, instructor-student relations, instructor organization, instructor attitude, and the course. Within the six areas, students respond to a total of 31 questions concerning the areas. For each question in each area, a student ranks performance from 0 to 4.

The results for each question and each area are summarized in the SOCI in the following manner and with the effect described in section B.

- the responses to a question are averaged to report a mean for each question
- the means (or averages) for all the questions within an area are averaged to report a mean for the area
- all of the area means for all of the faculty are averaged to report a college-wide mean for each area.
- all faculty members receive a percentile ranking of their performance in each area which reports a comparison of their area performance with the college-wide area means.

B. SOCI Result Sensitivity

The SOCI results are very sensitive to marginal differences in mean scores because of data compression resulting from the averaging of averages and the tendency of students to rank all faculty within a very narrow range.

As an example, a difference of .10 can change a faculty member's percentile rank by 7 positions. A change of .30 from 1.2 to 1.5 can change the percentile rank by 27 positions.

C. Basic Problems

- (1) The effect of the averaging procedure is to render data on the college-wide printout which, while accurate, is misleading and alters the reliability of the percentile ranking.
- (2) Because no campus-wide policy regarding the distribution of the department, interdisciplinary and school printouts exists, it is not clear if or how the department, school, interdisciplinary and college SOCI's are actually used in the RPT process. Last fall, for example, one school sent the department printouts to the department chairs, but not all faculty in that school were aware that department printouts existed. School and interdisciplinary printouts, on the other hand, appear to be kept in the office of the dean in all three schools.
- (3) The department printout does not fully reflect the teaching responsibilities of the department members. For example, the printout for the department of English reflects the teaching performance of the English faculty only in those courses labeled English. If English professor Smith teaches a course labeled Humanities, the SOCI information for that course is not included in the English Department printout. Also, if a faculty member in the Economics Department teaches a course in BPA, the SOCI results are included in the school printout for BPA, not in the Economics Department printout.

Consequently, the interdisciplinary contributions of a faculty member are not represented in the SOCI departmental printouts. Interdisciplinary ratings are reflected in separate printouts labeled Department of Humanities, Department of Behavioral Sciences, and Department of General Education.

- (4) The school printouts for Arts and Sciences are still organized according to the old schools, i.e. Natural Sciences and Math, Behavioral Sciences and Humanities.

- (5) In both the School of Education and the School of Business and Public Administration, no departmental SOCI data exists because of all the courses being labeled either Education or BPA.
- (6) The OIS records indicate that each quarter a number of faculty fail to administer the SOCI. The OIS records as of March 3, 1978, for example show that 54 SOCI packets were never picked up and approximately 50 which had been picked up had not yet been returned. A final tally was not taken. On November 18, 1977, the OIS records show that 43 SOCI packets had not yet been picked up and 42 packets which had been picked up had not been returned. A final tally was not recorded this quarter either. Final records for Fall, 1978, however, are available. This accounting indicates that 37 packets were not picked up, 15 were picked up but not returned, and 6 were returned after the deadline, thereby eliminating them from the final statistical tables. OIS estimates that approximately 550 packets were prepared for administration in Fall, 1978, which means that approximately 10% (58) of the prepared packets are not included in the final statistical tables. These omissions could affect the frequency distributions though, of course, it is difficult to estimate how significant the effect may be.
- (7) Several problems in the SOCI administration which have been reported informally (i.e. instructor remaining in room during administration, instructor returning packet) might be solved by asking the student who administers the SOCI to "sign in" when the packet is returned. If necessary, the student could later confirm that proper procedures were followed.
- (8) The changes in the questions and the format of SOCI from year to year make it almost impossible to interpret accumulated SOCI in any uniform manner.

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