

Date: February 23, 2022

To: Faculty Senate Executive Committee
From: Faculty Affairs Team
Re: Students Perceptions of Instruction (SPOI)

Introduction

Florida law (Fla. Stat. § 1012.91) and FGCU regulations require that quantitative results from statements on the SPOI that align with the eight common core categories designated by the FDOE are available to the public. Per Florida law, “records comprising the common core items contained in the State University System Student Assessment of Instruction or comparable instrument *may not be prescribed as limited-access records.*” In other words, they are not shielded from public scrutiny.

The eight common core categories are:

1. Description of course objectives and assignments
2. Communication of ideas and information
3. Expression of expectations and for performance in this class
4. Availability to assist students in or out of class
5. Response and concern for students
6. Stimulation of interest in the course
7. Facilitation of learning
8. Overall assessment of instructor

There is no requirement that all eight categories must be assessed in the instrument, only that results for statements that align with any of these categories must be publicly accessible. Not a single SUS institution that has publicly viewable assessments has all eight categories addressed in their assessment instrument.

There is no requirement that qualitative data (e.g., student comments to open-ended questions) must be available to the public. In fact, it is strongly discouraged in the empirical literature on the subject.

With all this in mind, FAT was tasked with making recommendations to the Faculty Senate regarding

- a. Possible additions, deletions, and revisions to the quantifiable statements in the SPOI instrument;
- b. How the SPOI results should be displayed; and
- c. In what manner the SPOI results would be made available to the public.

Process

FAT searched sister SUS institutions to review what and how SPOI-related data were displayed. A matrix of statements from each institution and their alignment to the eight common core items was constructed for easy review.

To assist university faculty and administrators in this review process, Provost Rieger provided FAT members research literature on teacher evaluations and invited expert Dr. Angela Linse to discuss problems with implicit bias and misuse of student perceptions of instruction in

summative faculty evaluations and pathways to the appropriate collection and use of such data. FAT members gathered questions and concerns from colleagues in their units, which were, in turn, used to guide questions and discussion during a dedicated session between FAT and Dr. Linse.

Following Dr. Linse's visit, FAT drafted a survey in which faculty input was solicited regarding the existing quantifiable statements in the SPOI, suggested statements taken from other sources, and respondents' proffered statements.

After careful consideration of input provided by faculty respondents to the SPOI survey, the Faculty Affairs Team revised the quantitative portion of the SPOI and offers it for consideration by the Faculty Senate. It also recommends how the data should be displayed and posits three possibilities for public access.

Survey Results

Two hundred and sixty-nine (269) responses were received and the percentages were recorded next to each statement in Section 1-Existing Statements and in Section 2-Suggested Statements (see [Attachment 1](#)). All statements suggested by respondents and any comments were recorded and reported to FAT members, as well.

Upon reviewing the responses and extensive discussion, the FAT voted to remove Questions 5, 6-8 from the original instrument and to insert Questions 12, 17, and 18. Also, Question 9 was reworded so that the same scale could be used as for the other statements. Item f from Question 9 was removed and a word was changed in item e. One word was changed in Question 17.

The order of the questions was settled and an introductory statement to the SPOI was crafted based on input by Bill Reynolds and on what was in the original introduction. [Attachment 2](#) is the revised instrument for consideration.

Reporting SPOI Results

Based on input from Dr. Linse and her knowledge of empirical research on the topic, FAT members agreed that (a) only distributions based on the number of responses and response rates should be recorded, not averages or ranges or other descriptive statistics, and (b) no comparative data should be included (i.e., department, academic unit, or university statistics/distributions).

Public Access to SPOIs

Public access to quantitative SPOI results sparked a great deal of debate and discussion during Dr. Linse's sessions, in faculty feedback/comments, and among FAT members. While there is a realization that public access is a given, how they may access the results is an important decision point. With that said, FAT discussed three possibilities for Faculty Senate to consider.

1. Construct a visually attractive webpage with a search engine that allows the public to purposefully search for SPOI results. A purposeful search is one that requires the searcher to identify an instructor, a course (e.g., EDA 7235 Seminar in School Law), or a course reference number (CRN). (See [Attachment 3](#)) *or*
2. Require the searcher to submit a request (i.e., a records request) to FGCU for SPOI results *or*
3. Maintain hard copies of SPOI results in the library for public access.

ATTACHMENT 1

SPOI Survey Responses: 269

#	Statement	Percent		#	Statement	Percent	
		Y	N			Y	N
1	The instructor seems concerned with whether I learned the course content.	66	34	10	Course materials and content were clearly explained in a way that enhance my understanding.	62	38
2	The instruction helped me understand the course content.	85	15	11	Availability and response times were clearly communicated and maintained (e.g., turnaround time for emails, office hours).	60	40
3	The instruction generated interest in the course.	66	34	12	The learning environment was positive and engaging.	73	27
4	Overall this course was effective in improving my knowledge of course content.	85	15	13	Prompt and meaningful feedback on my work and performance in the course was provided.	60	40
5	Overall this course was effective in improving my critical thinking.	70	30	14	The manner in which instruction was delivered was instrumental to my learning in the course.	45	55
6	Overall this course was effective in improving my writing skills.	47	53	15	Course content (e.g., readings, activities, assignments) was relevant and useful.	69	31
7	Overall this course was effective in improving my quantitative reasoning.	35	65	16	The course was designed to encourage regular interaction between student and instructor and among peers.	51	49
8	Overall this course was effective in improving my intercultural knowledge.	39	61	17	Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	73	27
9	To what extent did the following help with your learning in this course?	78	22	18	Overall, this course was a valuable educational experience.	70	30
	a. How the course was organized						
	b. How the course content was delivered						
	c. Interactions between the instructor and the students						
	d. Availability of the instructor out-of-class						
	e. Purchased materials (e.g., books and publications)						
	f. Utilization of technology						

ATTACHMENT 2

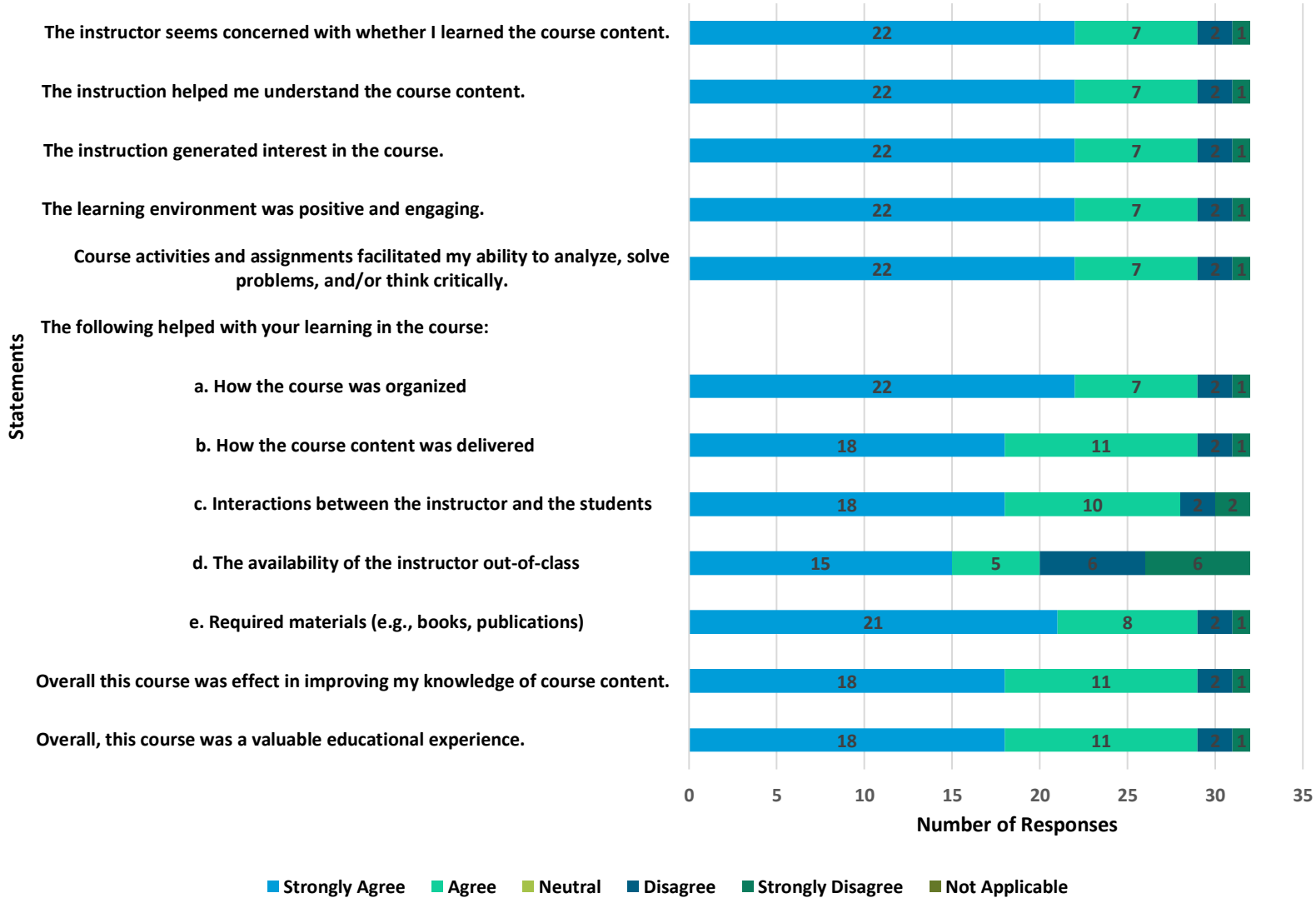
Revised SPOI Introduction and Statements

(Statements are numbered as they are/would be in the existing instrument)

Introduction							
<p>Student perceptions of instruction play an important role in helping faculty reflect on their course design and instruction. The information you provide will help them to improve the course and therefore raise the quality of the educational experience for all future students. Your feedback and ratings, including comments to the open-ended questions, are anonymous. Both the instructor and their direct supervisor will have access to the feedback but not to any information that identifies you.</p> <p>Florida Gulf Coast University recognizes that perceptions of instruction are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. As you fill out the course evaluation please keep this in mind and try to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not about unrelated matters (the instructor's appearance).</p>							
#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
10	The instructor seems concerned with whether I learned the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	The instruction helped me understand the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	The instruction generated interest in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	The learning environment was positive and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Course activities and assignments facilitated my ability to analyze, solve problems, and/or think critically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	The following helped with my learning in the course:						
	a. How the course was organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. How the course content was delivered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. Interactions between the instructor and the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. The availability of the instructor out-of-class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. Required materials (e.g., books, publications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Overall this course was effective in improving my knowledge of course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Overall, this course was a valuable educational experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ATTACHMENT 3

Student Perceptions of Instruction



Search by:

Instructor's Name

Year/Semester
 ▾

Instructor's Name
 (i.e., last name, first name)

Course Sequence Number

Year/Semester
 ▾

Prefix and Course Number

Course Reference Number (CRN)

Year/Semester
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