

Student Perception of Instruction (SPoI)

Our Unique Approach to Student Feedback and How to Add Your Own Questions

What is SPoI?

Student Perception of Instruction (SPoI) replaced the Student Assessment of Instruction (SAI) in the spring of 2014

The change from “assessment” to “perception” was very intentional to emphasize the purpose of the instrument. The emphasis is on student learning and what students “perceive” to support learning in specific courses. Students do not have the content knowledge to evaluate or assess your instruction, but they can evaluate their own perception of the class.

Instructors can review and use the SPoI feedback to strengthen and improve teaching and learning in their classes. The information obtained in the SPoI includes focused open response items that can be used by the instructor to uncover behaviors that assist in student learning, to write Professional Development Plan goals, and ultimately collect feedback to support the Annual Review of teaching based upon the goals written.

This is a formative assessment not a summative assessment and its intention is to ask, “What are we doing in our classes to increase learning?”

Adding Your Own Questions

**You may add up to five custom questions that you can require. If the student chooses to take the SPoI, then they will not be able to submit the survey without answering these required questions.*

You may select from the following types of custom questions:

1. **Single Selection** –the student will pick from one of many options. This works best for yes/no and Likert-type scale questions and can be formatted both vertically and horizontally.
2. **Multiple Selection** – allows the student to check all that apply and is only appropriate when asking the student to select multiple or potentially multiple responses from multiple options.
3. **Matrix Selection** – has a common response scale and multiple items being evaluated on the same response scale. Here, the student would go through and respond to the different items from one response scale.
4. **Numeric Selection** – allows you to set up numeric ranges, and the student can then input a numeric selection based on that range.
5. **Open-Ended Text Response** – for write-in responses and/or comments.

Before you begin...

Before you begin writing questions ask yourself what kind of data you are after.

- What do you want to gain from your students’ feedback?
- How are you going to use this data in the future?

Remember SPoI feedback is not required for promotion. It is just one of many tools that you can use for longitudinal data as it can show growth over time.

How Do FGCU Faculty Use Their SPoI Data?

Diagnostic tool to assess strengths and weaknesses. Find out what is working and what is not.

“Tell me what works for you so that I can do more.” It is important for students to know that you do not just want to hear about what they do not like--- you want to know what they like about the class.

If you create a culture of understanding and empower your students in their own learning, SPoI data will be the result of a semester long relationship with your class.

Use student feedback to empower future classes to provide feedback. For example, if you are continuing to use a new textbook because of one class’s feedback, inform the new class that they have the power to evaluate and decide.

Mid-term surveys can further determine what type of data you would like to collect at the end of the semester through the SPoI. Evaluating your class at the mid-point with your own survey and again at end of the semester with your added questions in SPoI allows you to assess change.

Suggestions

- You do not have to add five questions. If you would like the students to answer this part of the SPoI, then consider asking one or two questions, especially if they are open-ended.
- Present questions to your students before you add them to the SPoI for comprehension purposes. Your interpretation of the questions may be different than your students’.
- Consider giving attendance or extra credit points for completing the SPoI. Faculty have reported large response rates by offering a few points if the majority of the class (80%) completed the feedback survey.
- Faculty have reported success with SPoI completions when they have allotted time in their class for students to complete the survey, similar to the old SAI procedure. Make sure you tell your students beforehand so that they can bring an electronic device. If you have breaks already scheduled into your class time, consider using this time to have students fill out your added questions. They can always go back and complete the rest of the SPoI later, as long as they have not submitted the survey.

Examples of Questions

Many faculty members suggested that **open-ended questions** gave them the data that they needed. However, you can successfully use **numeric selection questions** for students to rate specific materials of your choice or **multiple selection questions** to ask students to select from choices that you provide.

If you are changing a textbook or other materials, consider asking the students about the new material.

Examples:

- Did you find the textbook relevant to the class material?
- Did you find the textbook helpful? Why or Why not?

Consider adding questions to increase attendance at your office hours.

If you had low attendance during your posted hours, find out why.

Examples:

- Did you attend any office hours this semester? If no, why not?

- I did not attend office hours because:

- | | | |
|---|---------------------------------------|----------|
| A. I was not available during the scheduled times | C. The class was not in my major | E. Other |
| B. I did not need any help outside of class | D. I found the professor intimidating | |

- **Online class:** Did you feel that the instructor was present throughout the semester?

- **Have students evaluate their “aha” moment.** What is one thing that you will take away from this course and use again?

- **Use SPoI as an instrument to measure how you are meeting your goals.** Ask your students if they believed that the course objectives listed in their syllabus were met. If not, why?