Faculty Survey – SPI
Follow up from 2022 FCTL Summer Workshop Panel

Prior to the panel discussion, were you aware that students at UCF assume they are required to complete SPIs in order to access their student record via the MyUCF portal, which impacts their ability to register for the following semester or access their financial aid? N = 95

	Percent
Yes	55
No	45

What was the most surprising thing you learned about our SPI process in the FCTL Summer Workshop presentation?

- Learning of the amount of students who straight line answers or don't put thought into their responses (N = 25)
- No background information is given to students, no context as to why they are filling out the SPI (N = 5)
- Did not realize filling out the SPI was required and that students could not access anything else until completing it, it is only mandatory at UCF (N = 13)
- Was not aware SPI's are public (N = 3)
- All universities in Florida use the same questions (N = 3)
- The procedures/policies of other universities (N = 7)

The panel discussed the SPI processes used by other schools in the SUS. What ideas did you think might improve UCF's SPI process?

- Increase transparency – allow students to access faculty ratings; give students more context/background information to explain the importance of SPI's and why they are filling out these evaluation (N = 24)
- Make the SPI mobile friendly so it is easily accessible (N = 10)
- Provide class time for students to fill it out (N = 5)
- Change the timing of the evaluations (when they open, close, etc.) (N = 10)
- Make it optional to fill out (N = 15)
- Include language about bias to try and reduce the bias/negativity (N = 6)
- Allow customization of the evaluations (i.e., for each department/college) so there are more specific and relevant questions (N = 9)
- Use other tools such as peer reviews, word cloud, etc. (N = 5)

Do you have any other ideas or suggestions about how we can improve the SPI process?

- Allow faculty to add their own questions/increase customization, add more open-ended questions (N = 12)
- Consider/address bias (N = 6)
- Give students context on how SPI is used (N = 6)
- Add mid-semester evaluations (N = 3)
- Stop using the data for awards, promotions, and tenure purposes – evaluate faculty in other ways (N = 7)
- Nothing, leave the system as it (N = 6)

I read my SPI reports each semester. N = 90

	Percent
Never	0
Rarely	2
Sometimes	6
Almost Always	10
Always	82

I have changed the way I teach a class based on SPI results. N = 90

	Percent
Strongly disagree	2
Somewhat disagree	7
Neither agree nor disagree	6
Somewhat agree	51
Strongly agree	34

I encourage my students to provide me with honest and thoughtful feedback. N = 90

	Percent
Never	13
Rarely	2
Sometimes	10
Almost Always	20
Always	54

I believe that the student voice is important to me being an effective teacher. N = 90

	Percent
Strongly disagree	2
Somewhat disagree	2
Neither agree nor disagree	7
Somewhat agree	34
Strongly agree	54

I believe the SPI form used at UCF is an effective tool for capturing the student voice. N = 89

	Percent
Strongly disagree	18
Somewhat disagree	29
Neither agree nor disagree	15
Somewhat agree	30
Strongly agree	8

What other tools or strategies do you use to get student feedback in your class (other than the SPI)?

- Anonymous surveys or anonymous comment boxes on Webcourses (N = 10)
- Asking students directly/having discussions with students throughout the semester (N = 19)
- End of semester surveys and reflection assignments (N = 10)
- Regular feedback throughout the semester and mid-semester surveys/reflections (N = 17)
- Make their own survey and give it to their students (N = 6)
- CLO - course learning abjectives. But again, the online process garners little participation. Imagine the lack of statistical and comparable value with 6 of 130, 8 of 66, and 2 of 14 respondents. The data is worthless without greater numbers.
- During the mid terms, I show a presentation asking students for feedback/suggestions regarding the course lectures/presentations/layout/discussions. I want to know what part of the course would they like to see a change. Most of the students always give constructive feedback and suggestions. This offers me the opportunity to meet their learning preferences and make in vivo changes to the course layout prior to the end of the semester. I notice the positive change in class attendance and student engagement. Have we considered offering a mid term SPI so we (Faculty) can make similar course delivery changes to help students and faculty?
- Given that SPIs are often affected by things OTHER than instructor performance and involve a time delay (i.e. at the end of the session rather than as student is interacting and engaging in the class) I use the Polling feature which is integrated into Webcourses to get student response as activities are occurring or right before or right after the learning task has been completed. This type of "real-time" data collection may be superior to normative SPI collections as it reduce student reliance on memory
- I have a "content" survey whre students answer questions about if and where they may have had similar content. I also have students rank their favorite labs, and tell me why they liked some labs more than others
- I have students list the "big lessons" they learned in class and translate that to a rubric for their final project.
- Rate my professor
- We have student evaluations for the internship courses.

Do you have any other ideas on how we can best collect student feedback on teaching effectiveness?

- Separate question for each college/department that directly relate to the specific program and not just general questions all around (N = 5)
- More frequent surveying throughout the semester to reduce bias from students who may just be worried/angry about their grade in the course at the end of the semester (N = 9)
- Explain in more detail to students the importance of their honest feedback on the forms (N = 5)
- A number of other institutions across the country are beginning to use a three-pronged approach. They gather student data, but they also incorporate peer feedback and self-reflection. Teaching squares are an excellent way to promote self-reflection by the way.
- Bias based on faculty gender and ethnicity is real so it difficult to get info that is helpful.
- Consider self-assessment in the spoi so students reconcile their attendance, attentiveness, dedication to course and objectives, etc in relation to how they evaluate the course.
- Feedback should be collected mid-semester and again at the end of the semester. SPIs need to be more compulsory to complete because low response rates usually ensures that the students who are most disgruntled bias the overall perception of instruction. Also, there has to be a better way of filtering harmful comments before they are given to the instructor. SPIs should also be based on a rubric of measureable teaching practices (e.g., active learning methods or other evidence-based approaches) rather than their subjective opinion of effectiveness.
- Go back to in class SPI, this will help assure the student is sharing information (evaluations) relevant to the course. Also, when we ask students to share their suggestions on how to improve the course..... we should offer them some examples of what other students suggested and what research shows to be the most effective changes in a course.
- Going paperless has its consequences; SPI and CLO feedback should not be two of them. Go back to manual form collections and participation will be much stronger.
- I find my students do not believe that they are anonymous
- I have reflective questions on my finals about what they learned, and how they learned.
- I think having focus groups/panels where a variety of students share their experiences regarding the classroom and also how they approach the SPI's
- If what you want to know is effectiveness then ask that.
- In person completion will result in more responses.
- it's tough. SPIS are necessary I think but should be complemented with other forms of feedback.
- look at what the other SUS are doing, and take the best ideas going forward
- Pair student feedback with observations of teaching performed by a subject expert
- The current SPI makes the open-ended responses "optional" while requiring that student use a numbered rating system. This type of simplistic data collection makes it easy to assign a numerical number but loses important context information that all students may not provide. A better practice would be to require open-ended narratives which would then be coded based on specific themes or content. This type of qualitative data would possibly provide more impactful and useful data. Nonetheless, issues of bias toward

faculty who are non-white and non-male may remain a concern with any type of assessment of this nature.

- The problem with this is that there are students that are absolutely subjective and/or have never read the syllabus and send terrible evaluations because they are angry, but it's not the instructor's fault. But they are considered (especially the %) for TIP and awards/promotions and can be devastating. How can we improve the fairness of SPIs?
- Yes, increase quality of UCF admissions and require every student admitted to UCF (including transfer students and athletes) to have a minimum 600 verbal and 600 math score on their SAT and a high school GPA of 3.25 out of 4.00 cumulative GPA.