

LOUISIANA STATE UNIVERSITY
COLLEGE OF AGRICULTURE

STUDENT PERCEPTIONS OF TEACHING (SPOT)

1997-98 ACADEMIC YEAR

Adopted from:
Evaluation and Examination Service
The University of Iowa
Iowa City, Iowa

Updated 1/25/01; Retyped 9/2008

Spot Overview

Instructors may develop machine-readable forms for soliciting student perception of teaching by selecting up to fifteen (15) items from the lists on the following pages. Only the items listed in this catalog can be selected for printing on the front of the SPOT form.

The College of Agriculture has selected a five (5) item core to be included on all SPOT evaluations. The five (5) item core is listed on the attached page. These five items will be analyzed at the departmental and college level to obtain normative comparisons, i.e., each instructor will receive their ratings, a departmental summary rating for all others in their departments, and a college-wide summary rating for all instructors in the college.

Additionally, some departments/schools may require that their faculty who use SPOT forms use a particular set of items as a department core. A DEPT norm comparison can be printed on the instructor's summary computer output for each of such items. When the number of required items is less than twenty (20), instructors may choose additional items from this catalog until the total (required plus selected) is twenty (20). No normative comparison is supplied on the non-required items.

The global items shown in Part I of this catalog are typical of the kinds of statements that are most useful for department cores. Certainly other items in the catalog may be used in a department core and the global items are not restricted to use in cores.

The SPOT item pool is a computerized item bank maintained by the Measurement and Evaluation Center. From time-to-time, items are deleted from the pool because they are used so infrequently and items are added to the pool as the need for them is demonstrated. A new item will be added to the SPOT pool if it meets the following criteria.

1. A relatively large number of faculty request an item on the topic or the item is to be used in a departmental core.
2. It does not overlap significantly with items already in the pool.
3. The item addresses a characteristic that students can be expected to observe directly from their experience in the course. A very low level of inference is required of the respondent.
4. The item is stated from the individual student perspective. That is, the student's perception is required rather than the student's judgment about the perception help by the entire class.
5. The statement reflects a single, descriptive characteristic or behavior so that student responses are interpretable easily and directly.
6. The wording of the item does not restrict its use to a single course or department.

**CORE ITEMS
COLLEGE OF AGRICULTURE
STUDENT PERCEPTION OF TEACHING (SPOT)**

The five items below will appear on all SPOT instruments as a core battery for the College of Agriculture. An instructor can select up to fifteen (15) additional items for the catalog.

1. The course was well-organized.

2. The instructor was effective in teaching the subject matter in this course.

3. My instructor motivates me to do my best work.

4. Overall, I would evaluate this course as excellent.

5. Overall, this instructor is among the best teachers I have known.

**COLLEGE OF AGRICULTURE
LOUISIANA STATE UNIVERSITY
INSTRUCTOR EVALUATION PROCEDURES**

Each semester instructors teaching courses in the college will be evaluated by the students enrolled in their classes. A standardization form based on the SPOT system developed by the University of Iowa will be used. These forms allow the faculty member to customize to a certain extent the questions used. The main purpose is to provide for the administration a uniform measure of evaluation for all teachers in the college. The College Faculty Policy Committee will be responsible for monitoring the evaluation procedure and making recommendations to the Dean on modifications that may be warranted.

For such evaluations to be effective and consistent with the needs of the students, the faculty member and the university, a uniform procedure in obtaining these evaluations is required.

PROCEDURE FOR OBTAINING STUDENT EVALUATIONS

1. The administration of the evaluation in the classroom shall be the responsibility of the Department Head/School Director or a faculty or staff member he/she selects. The faculty member being evaluated is not to conduct the evaluation and should not be in the room during the evaluations.
2. The evaluation should be administered during the last two (2) weeks of classes. The Department Head/School Director with the faculty member's concurrence is responsible for selecting a 10-15 minute period during a regularly scheduled class period for the evaluation. Where circumstances warrant, the evaluation may be made earlier in the semester.
3. The instructor may announce to the class that the evaluation is made at the scheduled time and that the Department Head/School Director will be conducting the evaluation.
4. In order to maintain the integrity of the evaluation, the instructor and the person conducting the evaluations must consciously avoid undue prejudicial statements and actions.
5. During the administration of the evaluation, the Department Head/School Director or staff member conducting the evaluation will briefly explain to the students the procedure, the purpose of the evaluation and assure the students that their evaluation will not be seen by the instructor before final grades are turned in. Students should be encouraged to make specific constructive comments and suggestions about the instructor and course.
6. The Department Head/School Director or other person conducting the evaluation will collect the packets and notify the Office of Measurement and Evaluation that the packets are ready to be picked up for processing. The Office of Measurement and

evaluation will pick up the packets for processing. Campus Mail will not be used to forward the packets or the processed results.

7. In no case will the instructor have access to the results prior to the time that the grades are submitted for that semester.
8. Summarized results and specific comments will be given to each faculty member as early as possible following completion of the semester. Results will be routed to the faculty member with a copy to the Department Head/School Director. The Department Head/School Director will, when warranted, counsel with the faculty member concerning the results of the evaluation.

I. Global Items

- 146. The content of this course was valuable.
- 147. This was a worthwhile course.
- *267. The instructor was effective in teaching the subject matter of this course.
- 270. The instructor was an effective teacher.
- 271. Instruction in this course was effective.
- 272. The instructor was an excellent teacher.
- 339. Oral presentations helped me develop my communication skills.
- *440. Overall I would evaluate this course as excellent.
- 441. I would recommend this instructor to others.
- 442. Overall this course was favorable.

*These items are included as part of the five (5) item core battery for the College of Agriculture. The core item numbers are: 144, 267, and 440. The two (2) remaining course items were reworded and do not match any items in the pool.

II. Course Content, Objectives, and Structure

101. Course difficulty was appropriate for my background.
102. Course organization assisted me in learning.
103. Subject matter was intellectually stimulating to me.
104. Course content was interesting to me.
108. Course goals were clear to me.
111. I learned basic terms in this area.
112. Objectives encouraged me to learn the structure and methodology of the subject.
113. I was encouraged to apply new knowledge and skills.
114. I was encouraged to apply knowledge and skills in new situations.
115. Course objectives helped me understand main emphases.
116. I was encouraged to learn on my own.
117. Course requirements were clear from the beginning.
118. The instructor challenged students to do original creative work.
122. Facts and concepts from related fields were represented.
123. Instructor emphasized ways of solving problems rather than solutions.
124. Practical applications of the material were discussed.
127. Adequate time for questions was provided.
128. Instructor emphasized ideas rather than facts.
129. Rational and intellectual aspects of the subjects were stressed.
130. General concepts and ideas were stressed.
131. The course required an appropriate amount of work for the credit earned.
132. Course objectives helped me organize my studying.

133. The pace of the course met my needs.
134. Course objectives represented outcomes which I could achieve in the time allotted.
135. Course objectives were adequately detailed to aid my learning.
136. Scheduled class time was used efficiently.
137. Course content clarified techniques I was expected to develop.
138. Prerequisite course work adequately prepared me to handle assignments in this course.
139. The sequence of course content facilitated my learning.
140. Course helped me improve my ability to communicate orally.
141. Course helped me improve my ability to communicate in writing.
142. Course helped me improve my ability to read critically.
143. Course helped me become more receptive to other points of view.
144. The course was well organized.
145. The subject matter dealt with in this course was difficult.
146. The content of this course was valuable.*
147. This was a worthwhile course.*

III. Instructor's Behavior

- 201. Concepts were presented in a manner that aided my learning.
- 203. My work was evaluated in ways that were meaningful to me.
- 204. My work was evaluated in ways that were helpful to my learning.
- 206. Instructor seemed aware of my needs, abilities, and interests.
- 207. Instructor seemed to be concerned with whether I learned the material.
- 208. Instructor seemed enthusiastic when presenting course material.
- 209. Instructor seemed interested in teaching this course.
- 210. Instructor responded to my questions with clarity.
- 211. Discussions raised interesting new ideas.
- 212. My questions were answered fully and completely.
- 213. The instructor had a dedication to and enthusiasm for the subject being taught.
- 214. Instructor was available to me outside of class.
- 215. Difficult concepts were explained in a helpful way.
- 216. Instructor gave sufficient detail to make generalizations meaningful to me.
- 217. Instructor spoke clearly and was easily understood.
- 218. Presentations were interesting and challenging.
- 219. Material was summarized in a manner which aided my retention.
- 221. Instructor communicated at a level appropriate to my understanding.
- 222. The instructor communicated well with students.
- 226. Instructor summarized major points.
- 228. Instructor made clear what he/she considered important.
- 232. The instructor created an atmosphere where ideas could be exchanged freely and easily.

233. Instructor invited criticisms of his/her own ideas.
234. I was encouraged to participate in class discussion.
235. The instructor involved and interested students in what was being taught.
236. The instructor showed respect for student's ideas and abilities.
239. Instructor encouraged students to see him/her if they were having difficulty.
240. The instructor showed respect for colleagues' ideas and abilities.
241. Instructor discussed points of view other than his/her own.
242. Recent developments in the field were discussed.
245. Class presentations seemed well organized.
246. The instructor was able to create a sense of purpose and order in the teaching setting.
247. Well-chosen examples were used to clarify points.
249. I was encouraged to participate in class critiques.
250. When the instructor sensed the class was confused, attempts were made to clear it up.
251. My work was evaluated in ways that were helpful to me.
252. Instructor treated me as an individual.
253. Views of pertinent authorities were discussed.
255. Instructor helped me improve my technique.
256. Instructor identified specific problems with my technique.
257. Instructor critiqued my work/performance without embarrassing me in front of classmates.
258. Instructor's handling of this class illustrated guidelines for ethical professional behavior.
259. Instructor provided me with techniques & information necessary for understanding course material.
260. Instructor helped me improve my writing skills.

261. Instructor focused discussions to raise interesting new ideas.
262. Instructor's direction in the course was free from attitudes and actions demeaning to women.
263. Instructor's direction in the course was free from attitudes and actions demeaning to minorities.
264. Instructor's direction in the course was free from attitudes/actions demeaning to women and minorities.
265. The instructor presented the material clearly.
266. Instructor was receptive to ideas or viewpoints differing from his/her own ideas.
267. The instructor was effective in teaching the subject matter of this course.* CoA Core
268. The instructor was conscientious about his/her attendance at class.
269. The instructor appeared to be prepared for class.
270. The instructor was an effective teacher.*
271. Instruction in this course was effective.
272. The instructor was an excellent teacher.

IV. Instructional Methods and Materials

- 301. Grades were based on a fair balance of requirements and content.
- 302. The instructor's grading was both careful and fair.
- 303. I knew what improvement was needed from feedback on tests/assignments.
- 304. Exams reflected the emphasis of class presentations.
- 305. Exams allowed me to do more than recall factual information.
- 306. Exams required me to do more than recall factual information.
- 309. Exams covered material on which I expected to be tested.
- 312. Exams stressed my ability to apply knowledge in new situations.
- 315. Assignments and expectations on homework were clear to me.
- 317. Assignments contributed to my learning.
- 318. Assignments were consistent with course objectives.
- 321. Assigned readings were pertinent to topics presented in class.
- 322. Course materials were a helpful guide to key concepts covered during class time.
- 326. Discussion was helpful to my learning.
- 330. The assigned readings were helpful to my understanding of the course.
- 332. Exams required synthesis of various parts of the course.
- 333. Instructor had me apply concepts to demonstrate understanding.
- 334. Assignments and expectations on related work outside the class were clear to me.
- 335. Assignments were pertinent to topics presented in class.
- 336. The textbook was helpful for my understanding of the course.
- 337. Visual aids (overhead/slides/blackboard/etc.) contributed to my learning.
- 338. Grading criteria were clearly defined.

339. Oral presentations helped me develop my communication skills.*
340. Lectures were consistent with the subject matter in the course outline.
341. Help was available to me outside of class if I had questions.
342. Visual aids (overhead/slides/blackboard/etc.) were clear and easily understood.
343. Required course activities involved more than simple recall of facts or cookbook procedures.
344. Required course activities aided my learning.
345. Required course activities were consistent with course objectives.
346. Grades were based on a fair weighting of the required course activities.
347. Required course activities provided a fair evaluation of my learning.
348. Assignments were well-spaced throughout the course.
349. Grades were an impartial assessment of my performance.
350. Course assignments helped me to learn on my own.
351. Exams reflected objectives of course content.
358. Class discussion was a valuable part of the course.
359. Exams and/or assignments allowed me to adequately demonstrate what I learned.

V. Outcomes of Instruction

- 402. I became more interested in the subject.
- 403. I was stimulated to elect more courses in this area.
- 404. I was stimulated to do additional reading in the area.
- 405. I was stimulated to discuss new ideas in or out of class.
- 406. I became a more creative or skillful person because of this course.
- 407. My knowledge and skills were increased.
- 40. I developed an appreciation for the subject.
- 409. My skill in critical thinking was increased.
- 410. My problem solving abilities were improved.
- 411. I learned fundamental principles or theories.
- 412. I learned fundamental concepts, principles, and/or methods.
- 413. I learned to understand my strengths and weaknesses in the area.
- 414. Instructor helped me feel confident in expressing new ideas.
- 415. I learned to see relationships among important topics and ideas.
- 416. I was forced to think for myself.
- 417. I was motivated to do work beyond minimum requirements.
- 418. I was motivated to do my best work.
- 420. I was stimulated to substantial effort toward learning.
- 423. Instructor helped me integrate facts and develop generalizations.
- 424. I had an opportunity to demonstrate my knowledge and/or understanding.
- 425. I learned new ways to evaluate problems.
- 427. I learned how to find more information on the subject.

- 428. I was motivated to study a topic from the course on my own initiative.
- 429. I was stimulated to do additional work in the area.
- 430. My ability to critically analyze written material was improved.
- 431. I acquired a basic understanding of the subject area.
- 432. I developed a clear understanding of the moral and/or ethical issues in the area.
- 433. My ability to integrate facts and develop generalizations was improved.
- 434. I learned more in this course than in most other college courses I have taken.
- 435. Instructor helped me develop confidence in my own abilities.
- 436. I learned new ways to think about the issues dealt with in the course.
- 437. I carefully and regularly completed the required readings.
- 438. I really tried to see the value of the points of view proposed by the instructor.
- 439. I would recommend a course from this instructor to a friend.
- 440. Overall I would evaluate this course as excellent.* (CoA Core)
- 441. I would recommend this instructor to others.*
- 442. Overall this course was favorable.*

VI.A. Laboratory Courses

501. Instructor was usually moving about the lab rather than stationary.
502. Instructor almost always spoke to me individually about the experiment in progress.
503. Instructor was able to explain how the apparatus should work.
504. Instructor was able to explain the procedures involved in the experiments.
505. Instructor appeared to understand the principles involved in the experiments.
506. Instructor usually managed to schedule lab time so I could finish the experiments.
507. Instructor rigidly enforced safety regulations (safety glasses, no eating in lab, etc.).
508. Instructor generally was able to answer my questions about what I should do next.
509. My lab reports were graded fairly and promptly.
510. I would recommend this lab instructor to a friend planning to take this course.
512. Instructor(s) demonstrated the lab techniques I was expected to develop.
513. Expectations about specific lab procedures were clearly stated in advance.
515. Lab experiences clarified the lecture material.
517. Organization of the lab activities assisted me in learning.
518. I was able to complete the lab activities in the time allotted.
520. Lab experiences assisted me in learning concepts.

VI.B. Clinical Courses

- 601. Instructor(s) identified SPECIFIC problems with my clinical technique.
- 602. Instructor(s) demonstrated the clinical techniques I was expected to develop.
- 604. Appropriate and inappropriate clinical behaviors were clearly identified.
- 605. Prescribed criteria were used in evaluating my performance.
- 607. Considering client availability, required clinical experiences were realistic.
- 610. Prior course work adequately prepared me to handle the clinical tasks.
- 611. Instructor(s) helped me correct problems in my clinical technique.
- 613. An adequate amount of observation and supervision was provided.
- 614. Clinical experiences illustrated guidelines for ethical professional behavior.
- 615. I received constructive criticism of written reports.
- 616. Instructor(s) frequently provided feedback on the adequacy of my total performance.
- 617. Group meetings were helpful in increasing my knowledge and skills.
- 618. I was given responsibility for patients commensurate with my abilities.
- 619. I improved my ability to present and discuss case problems effectively and concisely.

VI.C. Production Courses

- 631. The demands made upon my talents were exciting and challenging.
- 641. Time spent in rehearsal was well used.
- 646. Performance requirements represented outcomes which I could achieve in the time allotted.
- 647. Performances provided me the opportunity to demonstrate my learning.
- 648. Conductor helped me feel confident in performing music new to me.
- 649. Rehearsal experiences will be helpful to me in my future profession.
- 650. Directions given by the conductor in rehearsal were presented clearly.
- 653. My individual artistic gifts have developed because of this course.
- 655. The instructor attempted to relate my present learning to work in my future profession.
- 660. The instructor valued my creativity and/or originality.
- 662. There was an appropriate balance between artistic philosophy and craft taught in this course.

New Questions (as of 2001)

701. Instructor helped me improve my understanding of literature.
702. I knew what improvement was needed from feedback on my papers and speeches.
703. The instructor was consistently prepared.
704. Teaching aids and course material contributed to my learning.
705. Instruction was consistent with the subject matter in the course outline.
706. Required course activities contributed toward development of skills.(computer, oral,etc.)
707. Achievement standards were clearly defined.
708. The instructor had high achievement standards in this class.

*Global items