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To: ECU Official Faculty

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John Stiller  
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Subject: Survey of Student Opinion of Instruction (SSOI)

As we transition from SPOTS to use of the new student evaluation of instruction instrument, the Survey of Student Opinion of Instruction (“SSOI,” and also referred to by its software name, “Blue”), this memo is to clarify use of student survey results in personnel evaluations.

The new instrument was piloted during summer 2016 and results from that pilot should not be used in personnel actions. Faculty who participated may supply the pilot results voluntarily as supplemental material in relevant personnel matters.

Based on review of the pilot study, Faculty Senate resolution 16-61 (approved by the Chancellor on December 14, 2016) recommended that SSOI results from fall 2016 courses be used for purposes of faculty personnel evaluations.

Guidelines for use remain largely the same as were in place for SPOTS. At present, raw SSOI response data will be included in the PAD in the student opinion of instruction survey section (i.e. section B.5 of the cumulative report, *Faculty Manual Part X*). Data should not be condensed or summarized, but included as it appears in the original survey report. Student comments are not included in the cumulative report.

Unit Administrators may utilize SSOI data in personnel actions. Unit administrators have access to SSOI results two weeks after Fall and Spring Commencements (see <http://www.ecu.edu/cs-acad/ipar/assessment/Course-Evaluations.cfm#> for more information and a link to survey results). As soon as practical, the unit administrator should review the results, identify potential areas of concern, and take appropriate action. As with SPOTS surveys, the SSOI is primarily intended as a tool for improving instructional quality; potential

responses to identified concerns might include an action plan for monitoring the instructor to ensure students receive appropriate feedback and assistance, working with the faculty member to provide needed support, or assigning experienced faculty members to mentor/evaluate the instructor.

Information derived from SSOI data is appropriate for inclusion in faculty annual evaluations and other personnel actions. For example, if a sizable percentage of students report that an instructor did not provide useful feedback throughout the semester, follow-up actions and findings may be included in the evaluation. (For example: Blackboard grade book checks, unit administrator class visits, etc.) Although SSOI data are more summative in nature, including a single question relating to overall course quality, results should not be condensed into a numerical rating of instructional effectiveness. As always, multiple forms of teaching evaluation must be utilized in any personnel action (*Faculty Manual*, Part VIII, Section 1.III).

The Faculty Senate's General Education and Instructional Effectiveness Committee is currently developing clearer recommended guidelines for how to place student opinion survey results into a broader overall evaluation of teaching effectiveness, and will report to the full Senate during spring semester 2017. When these recommendations are approved, the guidelines provided in this memo will be updated.

Consistent with the *Faculty Manual*, anonymous student complaints may not be utilized in any personnel action; however, results of subsequent investigation of those complaints are appropriate for inclusion in any personnel action, so long as the anonymous complaint itself is not included. For example: if a student anonymously complains of chronic lateness by the instructor, the redacted complaint may not be included; however, if a subsequent check by the unit administrator verifies the complaint, the administrator's observations may be included.

As you know, maximizing student success is the prime directive of our university, and your efforts to contribute to this mission are essential. Listening to our students, formally and informally, is an important part of maximizing their success. Thank you for being good listeners, and for responding positively to student feedback.