

SPOT Online Reporting System User Manual

**Center for Opinion Research
Franklin & Marshall College
Lancaster, PA**

Table of Contents

Access account.....	3
Log-In	3
Faculty/Instructor.....	4
Choose Optional Questions.....	4
Review SPOT Results.....	7
Download Scanned Forms.....	12
Download Summary Sheets.....	13
Download Raw Data.....	14
Tips with Flash Chart.....	16
Appendix:	
SPOTs Questions.....	18

Access Account

- **Log In**

Enter the following into your browser's address bar: <https://spots.corportal.org> (as shown in Image 1), and you will be taken to the F&M SPOTs login page.

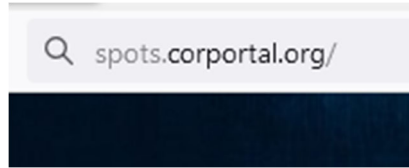


Image 1

Enter your Net ID and password, then click the LOGIN button to sign in (as shown in Image 2).

F&M College SPOTs Log in

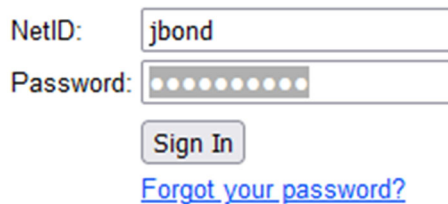
A screenshot of the F&M College SPOTs Log in page. It features a title 'F&M College SPOTs Log in' in blue. Below the title are two input fields: 'NetID:' with the value 'jbond' and 'Password:' with a masked password represented by dots. Below the password field is a 'Sign In' button and a blue link that says 'Forgot your password?'.

Image 2

*In case you need help with your Net ID, please reach out to the ITS Help Desk at 358-6789.

*If you've forgotten your password, simply click on the "Forgot your password?" link to initiate the retrieval process.

*We recommend using the Firefox browser when accessing the SPOTs Online Reporting System for the best experience.

Faculty / Instructor

Upon logging in, you will be directed to the Faculty/Instructor Home page. In case you have an administrative role, you will be redirected to the Admin Page. To return to the Faculty Home page, simply click on the "Faculty/Instructor Home Page" link located on the left-side menu. From the Faculty/Instructor Home Page, you have two options:

1. You can select or create an Optional Question for the classes you are currently teaching if it is required for SPOTs administration.
2. You can review your SPOT results.

- **Choose or create your own Optional Question** (link is active only during the question selection period each semester) **Note: YOU ARE NOT REQUIRED TO CREATE AN OPTIONAL QUESTION.**

Step 1: Click the first link “Create or choose an optional question for your SPOTS forms” (Image 4) on the Home Page.

SPOT Faculty/Instructor Home Page

Please choose what you would like to do.

[Create or choose an optional question for your SPOTs forms](#)

[Review SPOT results](#)

Image 4

Step 2: The classes you currently teach will be listed in the drop down box (Image 5). Pick the class you would like to work on.

SPOTs Version 2.0 - Design Optional Questions

Please choose a course:

MI250 (00000): Criminal Psychology

Select a course...

MI250 (00000): Criminal Psychology

MI250 (00001): Criminal Psychology

Instructions to faculty
Add your own optional question
Guidelines for Writing an Optional Question

below or create

Image 5

Step 3: After a class is selected, please read the instructions carefully and then choose or create your own Optional Question by clicking the radio button in the questions list. All the questions you create will be saved in your own question bank in the database, so you will be able to see them in the Optional Question list in future semesters.

Please choose a course:

Instructions to faculty members.
Add your own optional question. You can select an optional question from the list below or create your own question.

Guidelines for Writing an Optional Question
If you wish to include an optional question in your SPOT form, consider the following advice:

- Match the question you develop to a specific teaching objective.
- Use or adapt questions that you or others have used successfully before.
- Consult with colleagues or chairs for feedback on possible questions.
- Send a draft of your question to the [Center for Opinion Research](#) for feedback.

Additional Advice

- Use words like 'how' and 'describe' and 'explain' to encourage expansive responses.
- Keep your questions short, clear, understandable, concrete and specific. Be sure your question contains no ambiguous or imprecise words or technical jargon.
- Avoid using negative words or prefixes and always avoid double negatives.
- Avoid questions that ask about more than one topic.
- Avoid value-laden terms (such as "liberal") and terms with no concrete meaning (such as "intellectual development").
- Avoid leading or loaded questions (i.e., be sure questions are written so they don't influence the response in a specific direction).
- Avoid hypothetical questions.

You may use the listed optional questions

Optional Questions

- ☐ Describe how the small-group collaborative exercises in and outside of class enhanced your learning.
- ☐ Describe how your instructor helped you interpret the subject matter from different perspectives (e.g., different cultures, religions, genders, political views)?
- ☐ How did you use and engage with the course textbook?
- ☐ In what ways did the project in this course connect what was learned in class to your life experiences?
- ☐ One goal of this course was to enhance your ability to write formal proofs of correct mathematical theorems. Describe how the instructor helped you achieve this goal.
- ☐ One goal of this course was to enhance your ability to write within the discipline. Describe how the instructor helped you achieve this goal.
- ☐ Please discuss the ways your instructor engaged the class and gave opportunities for interaction during lectures.

☒ What parts of the class were obstacles to your learning?

Image 6

If you need any assistance to create an optional question, feel free to send a draft to us by clicking the link “Center for Opinion Research”. Simply type your question and click the “Submit” button. You’ll hear feedback within 3 business days.

Instructions to faculty members.
Add your own optional question. You can select an optional question from the list below or create your own question.

Guidelines for Writing an Optional Question
If you wish to include an optional question in your SPOT form, consider the following advice:

- Match the question you develop to a specific teaching objective.
- Use or adapt questions that you or others have used successfully before.
- Consult with colleagues or chairs for feedback on possible questions.
- Send a draft of your question to the [Center for Opinion Research](#) for feedback.

Additional Advice

- Use words like 'how' and 'describe' and 'explain' to encourage expansive responses.
- Keep your questions short, clear, understandable, concrete and specific. Be sure your question contains no ambiguous or imprecise words or technical jargon.
- Avoid using negative words or prefixes and always avoid double negatives.
- Avoid questions that ask about more than one topic.
- Avoid value-laden terms (such as "liberal") and terms with no concrete meaning (such as "intellectual development").
- Avoid leading or loaded questions (i.e., be sure questions are written so they don't influence the response in a specific direction).
- Avoid hypothetical questions.

You may use the listed optional questions

Please type your question in the box and submit.

Image 7

Step 4: Once you have made your selections, click the “Save the selected Optional Question to the new SPOT questionnaire” Button (Image 8).

Save the selected Optional Question to the new SPOT questionnaire

Image 8

Step 5: After the “Save the selected Optional Question to the new SPOT questionnaire” button is clicked, a pop up window will show the question you selected (Image 8). Click the “OK” button to save or click the “Cancel” button to go back. Once the “OK” button is clicked, a confirmation email will be sent to your F&M email. You may now choose another class to work on.

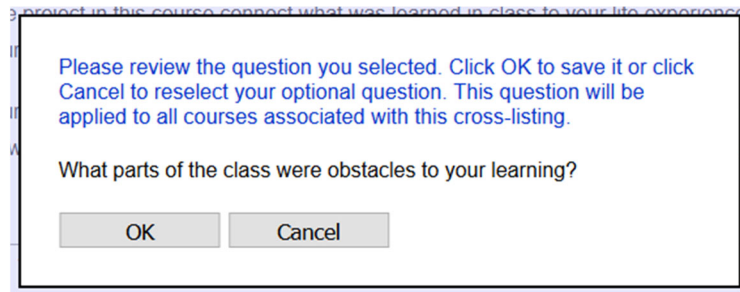


Image 9

Note: You are able to change your question any time prior to the deadline by repeating steps 2 and 3. If you do not select your elective questions by the deadline, no Optional Questions will be used. If you want to remove the Optional Question you previously chose/created, simply click the last radio button and do not type anything in the textbox then click the “Save the selected Optional Question to the new SPOT questionnaire” button.

Optional Questions

- ☐ Describe how the small-group collaborative exercises in and outside of class enhanced your learning.
- ☐ Describe how your instructor helped you interpret the subject matter from different perspectives (e.g., different cultures, religions, genders, political views)?
- ☐ How did you use and engage with the course textbook?
- ☐ In what ways did the project in this course connect what was learned in class to your life experiences?
- ☐ One goal of this course was to enhance your ability to write formal proofs of correct mathematical theorems. Describe how the instructor helped you achieve goal.
- ☐ One goal of this course was to enhance your ability to write within the discipline. Describe how the instructor helped you achieve this goal.
- ☐ Please discuss the ways your instructor engaged the class and gave opportunities for interaction during lectures.



Image 10

- **Review SPOT Results**

Instructions to new SPOTs will be updated in November. Below is the instructions to the legacy SPOTs forms.

Step 1: Click the second link “Review SPOT results” (Image 11) on the Home Page.

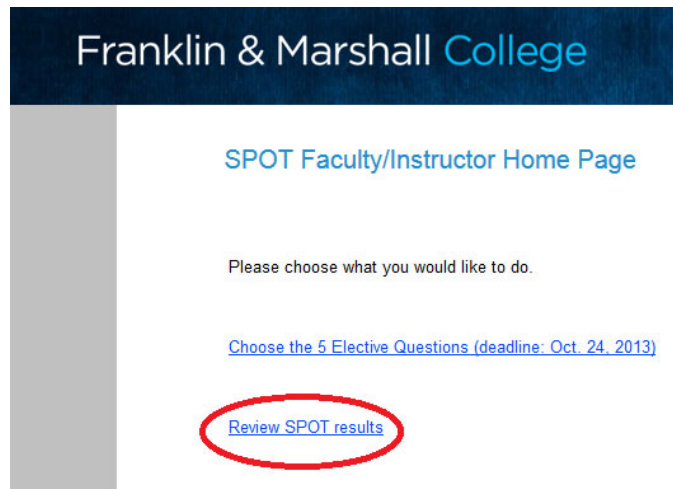


Image 11

Step 2: Choose a semester from the semester dropdown box and your department from the department dropdown box (Image 12). Faculty who teach in multiple departments will see a listing for each department.

[Download Flash Player](#)
[Download User Manual](#)

[Faculty/Instructor Home Page](#)
[Download raw data](#)

[Change Password](#)
[Leave a Comment](#)
[Log out](#)

SPOT Result Review

Welcome James Bond (Faculty/Instructor)

Choose a semester:

Choose a department:

Choose a chart to view:

- ☐ A Specific Question (including College comparisons for mandatory questions)
- ☐ Mandatory Questions - 4 & 5 (10)
- ☐ Elective Questions (5)

[Show Selected Data Chart](#)

Image 12

Step 3: Select a chart to review.

Chart type and explanations:

1. A Specific Question (including College comparisons for mandatory questions)

You will need to select the course(s) first, select a question second, and then click the “Show selected Data Chart” button to view the chart.

When a mandatory question (Q01-Q11) is selected, a comparison column chart will appear. The chart (Image 13) shows the distribution of responses for the selected question for the selected course(s) for both the College and the faculty member.

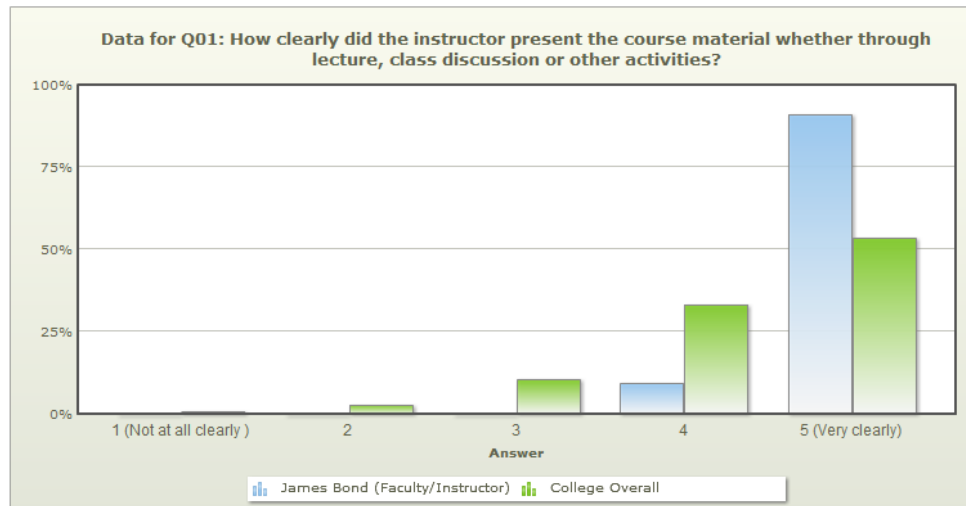


Image 13

When an elective question is selected, only data for the faculty member will appear. This chart (Image 14) shows the distribution of responses for the selected elective question for the selected course(s).

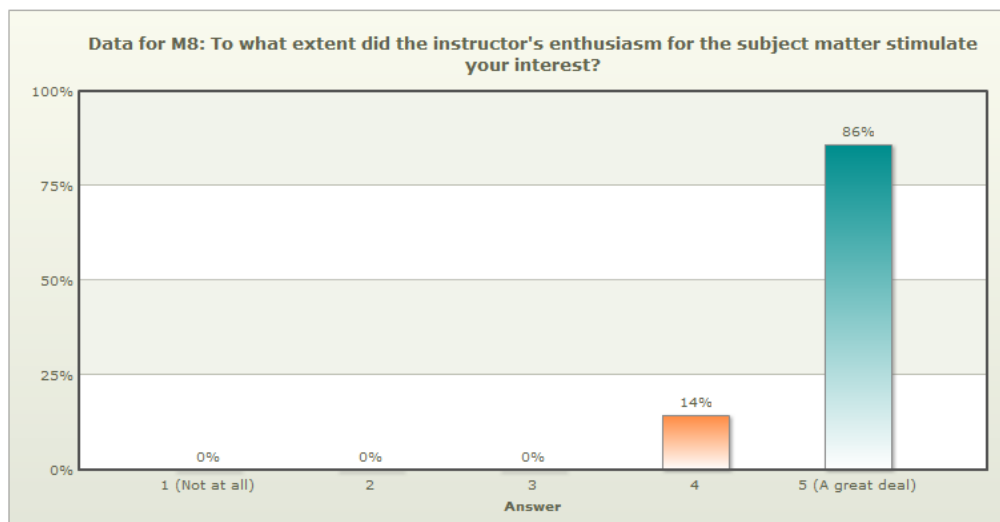


Image 14

There is an “N = ##” note on the left side of these charts. The number N represents the valid answers received for the selected question, course, and semester.

2. Mandatory Questions 4 & 5 (10):

You will need to select the course(s) first, and then click the “Show selected Data Chart” button to view the chart.

This chart (Image 15) shows the percentage of “4” and “5” responses for each mandatory question for the selected course(s) and the college overall. Note: mandatory SPOT question 10 (amount of work required in this course) is not shown.

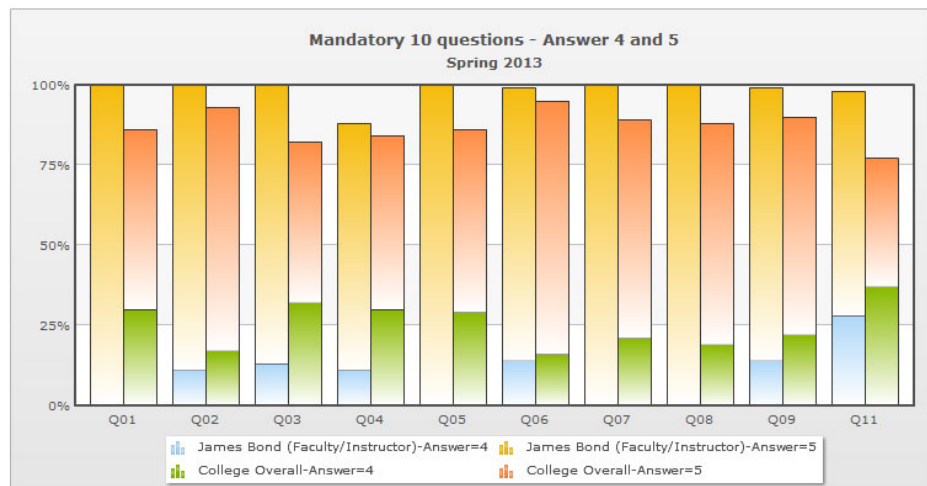


Image 15

3. Elective Questions (5)

You will need to select the course(s) first, and then click the “Show selected Data Chart” button to view the chart.

This chart (Image 16) shows the mean value of the common elective questions for the selected course(s).

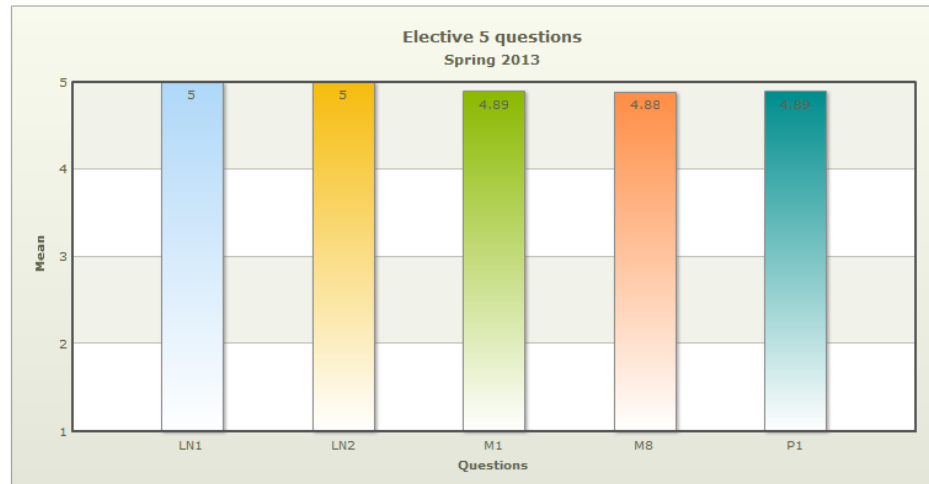


Image 16

Download Scanned SPOTs Forms

Scanned SPOTs forms are available to download for all courses taught on or after fall 2014. Follow Step 1 through 3 on the **Review SPOT Results** section in the SPOT Result Review page. The download icon () will appear on the right side of the course selection box after you choose the semester (Fall 2014 or later) and course. Holding down the ctrl key during course selection allows you to retrieve information for multiple courses. Clicking on the icon () allows you to download the forms in a zipped file and save it to your local computer. When you see the pop up window (Image 17), save the file to your desired location by clicking “OK” or open it from your default location.

Note: This feature works on Firefox, *Safari*, and Internet Explorer. If you are a Chrome user, please consider using these three browsers for this feature.

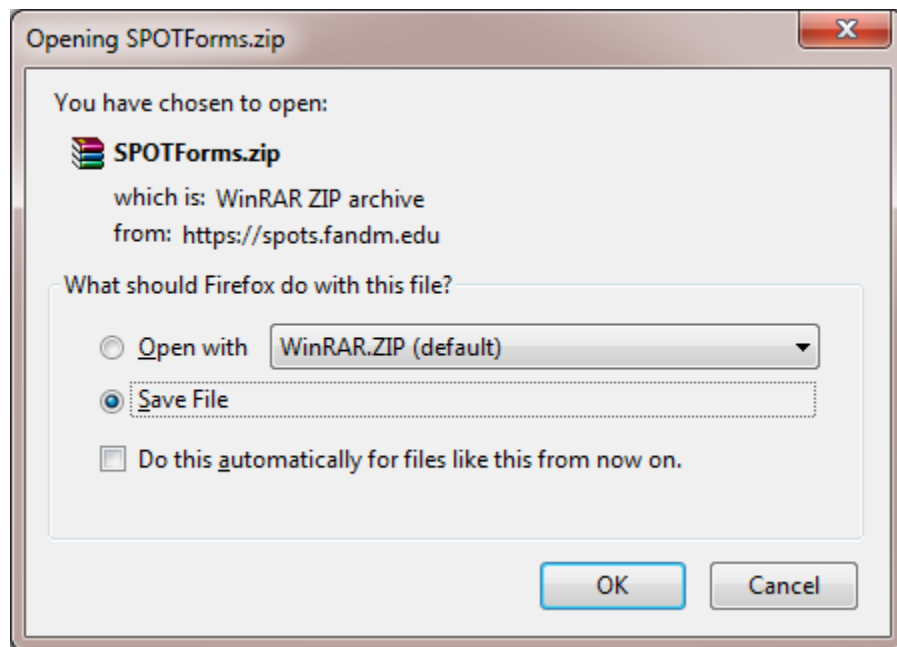


Image 17

Download Summary Sheets

1. Download College Summary Sheet

When you select a semester, the “View College Summary Sheet” button appears next to the “Show Selected Data Chart” button (Image 18).

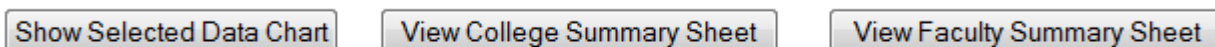


Image 18

Simply click on the “View College Summary Sheet” button. A summary sheet for the selected semester is ready to be downloaded in a pop up window. The print and download buttons are located on the top right corner (Image 19). Make sure that your web browser allows pop-up windows to appear for the SPOT website.

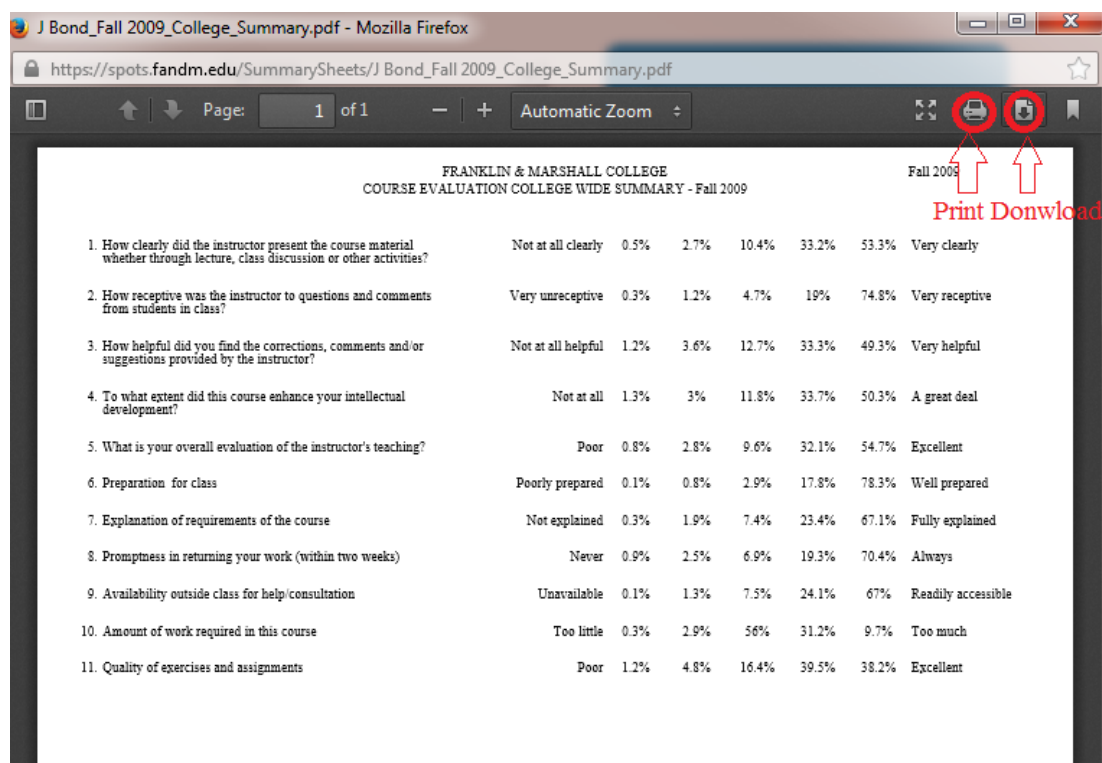


Image 19

2. Download Faculty Summary Sheet

When you choose a semester and a single course, the “View Faculty Summary Sheet” button appears next to the “View College Summary Sheet” button (Image 20). Click on the “View Faculty Summary Sheet” button. A summary sheet for the selected semester is ready to be downloaded in a pop up window.

Download Raw Data

You can download raw data to conduct your own analyses by clicking the “Download raw data” link that appears in the menu on the left-hand side of the page (Image 18). Downloaded data is formatted as an MS Excel file.

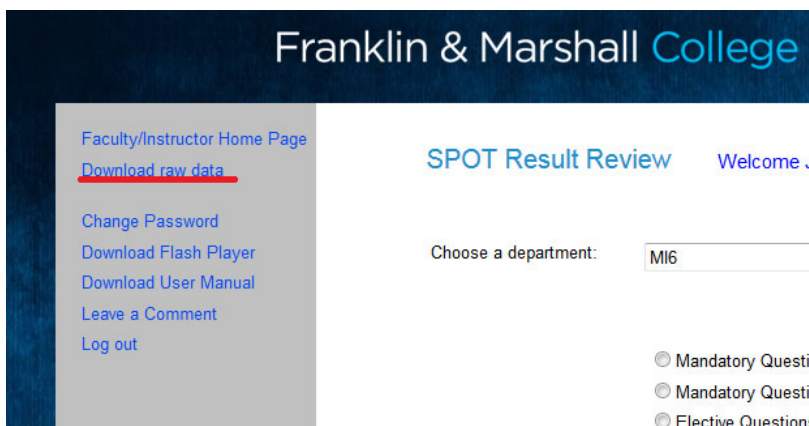


Image 20

When you see the pop up window (Image 21), save the file to your desired location by clicking “Save File” or open it from your default location.

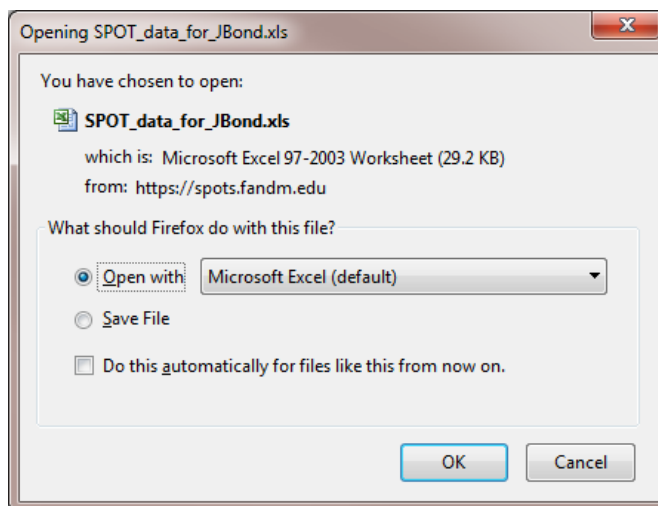


Image 21

If you have different version of excel, you might see the following warning message (Image 22); click “Yes.”

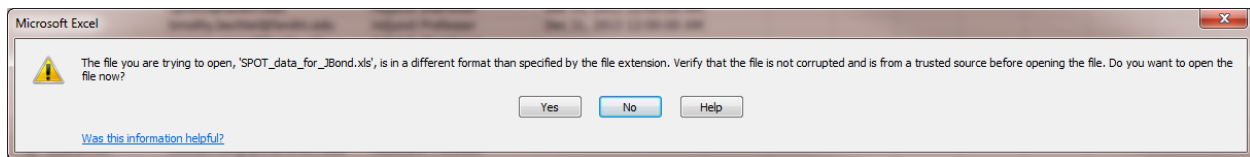


Image 22

Description of data resident in each column:

- **Column A:** Semester
- **Column B:** Course Number
- **Column C:** Course Title
- **Column D – N:** The 11 mandatory questions. The question text can be found in the appendix of this user manual
- **Column O – S:** The 5 Elective Questions you chose.
- **Column T – AF:** Demographic Questions.
 - **Column T:** Year in college
 - **Column U:** Gender
 - **Column V:** Letter grade expected in this course (A-F)
 - **Column W:** Letter grade expected in this course (P/NP)
 - **Column X:** Hours/Week devoted to this course outside class
 - **Column Y:** % of classes attended
 - **Column Z – AF:** Reason for taking this class (Multiple selection question) (Y-checked)
 - **Column Z:** Foundation Requirement
 - **Column AA:** Required for Major
 - **Column AB:** Required for Minor
 - **Column AC:** Required for Exploration (not used in SPOT forms since Fall 2010)
 - **Column AD:** Required for General Education Distribution
 - **Column AE:** Interest
 - **Column AF:** Professor's Reputation
 - **Column AG:** Other

Flash Chart Tips

The charts produced by the application are interactive. Details are available by clicking or pointing to chart elements.

- **Column Chart**

Hover on a column to see the question text for that question and the mean score (Image 23).

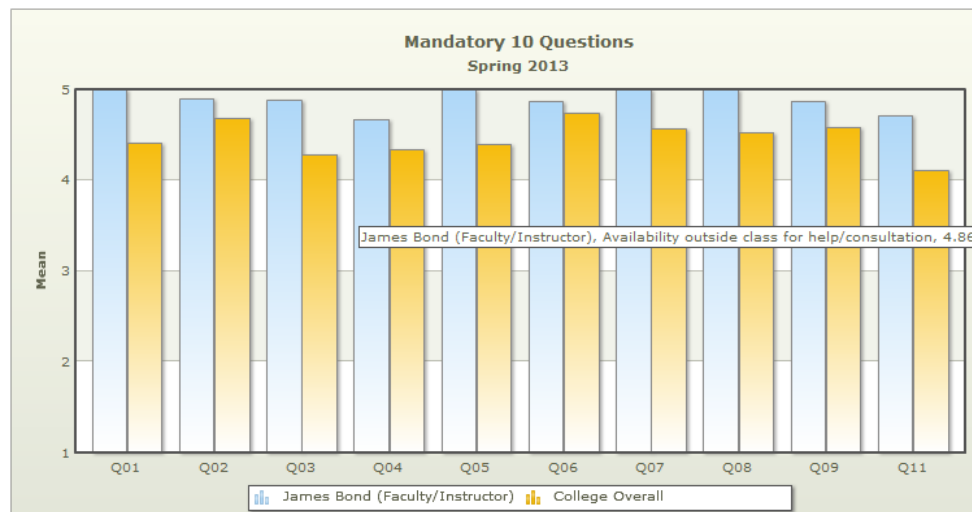


Image 23

Click on a category to hide/unhide the bars for that category (Image 24). In this example, clicking on the “College Overall” label in the legend turns off the chart element.

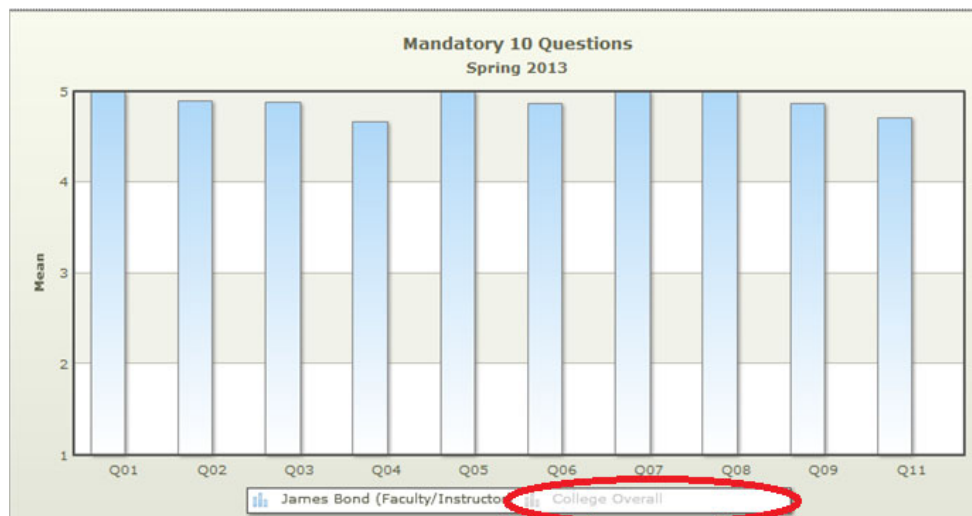


Image 24

- **Print Chart**

Right click mouse on the chart and choose “Print Chart” (Image 25).

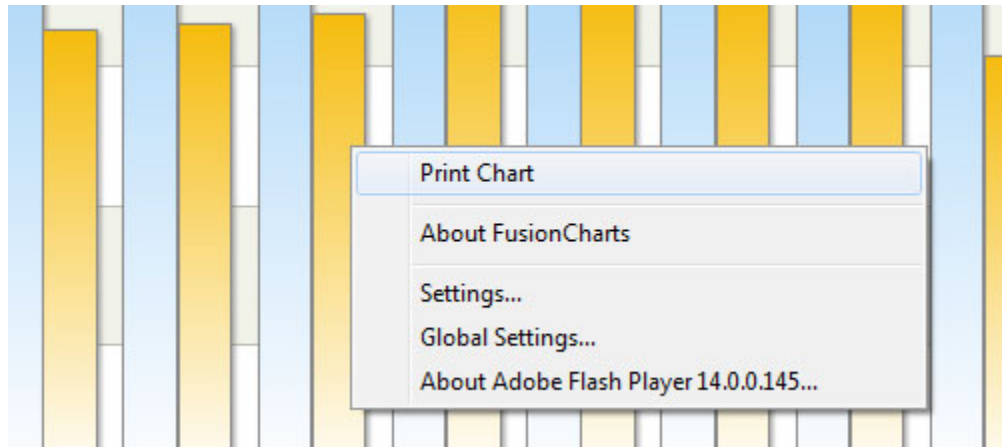


Image 25

Student Perceptions of Teaching --PS form *with* optional question



Reflect on your own investment in this course:

Please circle your response

	Never 1	2	3	4	5	6	Always 7
I attended class...	1	2	3	4	5	6	7
I was fully prepared for each class...	1	2	3	4	5	6	7
I gave my focused attention in class...	1	2	3	4	5	6	7
I completed course assignments...	1	2	3	4	5	6	7
I sought help outside of class when needed...	1	2	3	4	5	6	7

My motivation for taking the class was:

Please choose all that apply

- ☐ To fulfill a Gen Ed requirement
- ☐ To fulfill a requirement for my major or minor
- ☐ Personal interest in topic
- ☐ The reputation of the instructor
- ☐ Recommendation of my peers
- ☐ Other (specify): _____

Reflect on your experience with the instructor: In my view...

Please circle your response

	Strongly Disagree 1	2	3	4	Strongly Agree 5
The instructor presented course material in a clear manner.	1	2	3	4	5
The instructor organized the course in a way that helped me learn.	1	2	3	4	5
The instructor was motivated and interested in teaching the subject.	1	2	3	4	5
The instructor was receptive to questions and comments.	1	2	3	4	5
The instructor provided meaningful feedback, corrections, or comments.	1	2	3	4	5
The instructor typically returned work within two weeks.	1	2	3	4	5
The instructor was available for help or consultation outside of class.	1	2	3	4	5
The instructor clearly and effectively explained course assignments and tasks.	1	2	3	4	5
The exercises and assignments in this course facilitated my learning.	1	2	3	4	5

Please explain one or more of the above responses and how it affected your learning.

Flip page over ?

What did you learn from this course that you found most important? Give specific examples. You might consider, as appropriate: understanding of concepts, connections among seemingly disparate ideas and disciplines, different perspectives on a given topic, factual knowledge, the ability to pursue further work in the subject, the development of specific skills, how the content relates to contemporary issues, etc.

Are there aspects of the course you particularly recommend keeping and/or particularly recommend changing? Please give specifics.

Optional Question goes here.

What other messages would you like to convey to the instructor? (Remember, other faculty will review this response.)