**Using Student Surveys (and Other Feedback) Effectively**

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**Reading student surveys to improve your teaching**

 Look at totality of each student’s responses for better interpretation

 Read aggregate holistically

 Organize responses by clusters; count for sense of balance Don’t focus on the outliers

 Avoid defensiveness; use as tool to help you

Do their concerns match yours?

For aspects you don’t want to change, ask yourself Can I explain why this is essential more effectively Can I reorganize/reformulate to make it work better

 Get outside help interpreting

 Presenting the evidence to Rank and Tenure

**How Can We Get Students to Provide Useful Feedback?**

 With electronic system Promote, explain how you use

 Add questions to electronic or do paper in class

Frame questions to promote focus on what you need “What most enhanced/impeded learning”

Issues to weigh Done in or out of class Balance between length of survey and quality of feedback Asking about specifics versus value of open ended response

**Getting Student Input Before the End of the Semester**

 Mid semester assessments In or out of class, open ended or specific questions Critical incident form

 Follow up with explanation of results

 Brief -- ten minutes or so at beginning of next class

 Not defensive, not negative

 Thank them for their time and serious responses

 If things you can change, tell them

If things, you don’t want to change, use it as an opportunity to remind them of why you think it is essential

Make sure they hear places where the class is divided

Can have brief conversation about how to resolve to improve for all

Mid-semester evaluations are win-win They can see potential benefit so take seriously You can make the course better Come across as caring; helps with end of semester evaluations

Small Group Instructional Diagnoses through LES Best in mid semester, when still sense of time for change

 Full class period, instructor absent

Questions usually, what aspect has created the best learning environment for you, what aspects have hindered your learning, and what have you done/what could you do to improve learning in this class

Write individually, small groups then pick top three choices, then large group picks top three, then individual scoring

 SGID Benefits Gives in-depth sense of student perspectives

 Hierarchy of issues process makes them choose/set priorities

Yet individual voices heard; scaling allows to see if “consensus” dominated by a few.

Small and large group conversation sometimes shocks students who think their view is the dominant one.

 LES sells as showing that faculty member cares This and faculty response make it a win-win