

# FDC Quick Start

## Midterm Course Evaluations

Andrea M. Guillaume, CSUF FDC Coordinator for Effective and Innovative Instruction

*Midterm course evaluations give you feedback on your teaching...*

*while there's still time to do something about it.*

### Things to Think About

- **To Survey or Not:** If you ask for feedback, be prepared to act on it in some way.
- **Length:** Keep it brief.
- **Delivery:** Online or face-to-face? Using a tool like Titanium's "feedback" makes it quick and easy to gather and analyze student responses. Using a paper/pencil survey in a face-to-face class yields high response rates. Some instructors give extra credit points for online completion.

### Potential Items

- **Student Opinion Questionnaire:** Consider using some or all of the items from the official end-of-course student opinion questionnaire. This allows you to modify instruction on the items that you'll be evaluated on formally at the end of the course. You are allowed to do so; just be sure to type the questions into your own mid-term feedback prompt instead of circulating copies of the official form early.
- **Grade the Course:** Ask students to give your course (or instruction) a letter grade and a sentence rationale.
- **Start/Stop/Continue:** Ask three simple questions: What should I start doing? What should I stop doing? What should I continue doing?
- **Helpfulness:** Focus on discovering what's helping students learn: Which aspect of the course is most helpful to you? Which aspect of the course is least helpful to you? What suggestion do you have for improving the course?
- **Freestyle:** Develop your own items that are specific to the course, your assignments, and your style.

### Using the Results

- Look for **overall trends** such as satisfaction levels. Find trends that suggest areas for improvement. If students give many or varied suggestions, **focus on just a couple suggestions**--the most important.
- When **sharing with students**, you need not communicate all of the findings; consider sharing general trends and just a few specific points. In some cases, you might choose just to summarize.
- Do you and the students have **very different perspectives** on an item? It's good that you discovered it now! Plan carefully how to explain your perspective without sounding defensive. And plan a couple questions to elicit student clarification on their perspective.
- If students suggest changes that aren't appropriate or possible, be ready to explain which aspect of instruction you **could modify**.

