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# Report for Course Feedback Pilot Project

Pilot Cycle 1 and 2



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# Report for Course Feedback Pilot Project: Pilot Cycles 1 and 2

## Executive Summary

This Course Feedback Pilot Project was completed in response to findings from the 2019-2020 Course Evaluation Task Force, which highlighted challenges related to the end-of-term course evaluation (EOT CE) process. The Pilot was jointly facilitated by the Course Evaluation Implementation Team (CEIT) and the Office for the Advancement of Teaching and Learning (OATL). The purpose of the Course Feedback Pilot Project was to understand how faculty perceive both a midsemester feedback (MSF) process and a standardized EOT CE process. Cycle 1 occurred in Spring 2021 and Cycle 2 occurred in Fall 2021. Fourteen faculty members volunteered from six departments each participated in both a digital and an OATL focus group MSF and a standardized EOT CE process. Faculty perceptions of each process were determined by surveying participants before and after implementation of the piloted processes.

Noteworthy findings from the Pilot Project include:

- Participants reported more effective use of MSF as a tool for changing teaching and learning.
- Participants reported the training they received made them better equipped to address MSF.
- Participants reported they are communicating better with students that student feedback is valuable.
- Participants reported better use of class time to improve response rates on the EOT CE.
- Participants reported better use of a script during EOT CE to tell students that their feedback is important.
- While not part of the objectives of the Pilot Project, the majority of participants increased response rates on EOT CE in their courses.

The results of this work suggest that faculty perceive the Pilot Project has played an important role in improving both teaching and learning at UNCSA. More feedback, in the forms of MSF and increased response rates on EOT CE, give faculty more information with which to improve their courses. The use of MSF, particularly focus groups, was overwhelmingly perceived as an impactful way to improve teaching and learning. Faculty reported better understanding of how to support student learning in their courses. Faculty reported the perception that implementation of the MSF allowed students to feel heard by the instructor, making students more likely to complete the EOT CE.

Encouraged by the positive results of the Pilot Project, additional cycles of the Course Feedback Pilot Project are planned for Fall 2022 and Spring 2023. Based on participant feedback, the CEIT plan to refine the Course Feedback Pilot Project. CEIT and OATL intend to offer structured faculty training and support in gathering and using course feedback to improve teaching and learning until at least 80% of faculty have participated.

## Introduction

In 2019-2020, a Course Evaluation Task Force provided a series of findings from and recommendations for UNCOSA's End-of-Term course evaluation process. Among the recommendations were:

- Solicit student feedback on a regular basis
- Encourage instructor participation
- Give advice to faculty for understanding and using student feedback data
- Give faculty recommendations for using student feedback
- Encourage faculty to link feedback to course changes
- Promote Office for the Advancement of Teaching and Learning (OATL) and other support services
- Review instructions to students regarding the end-of-term course evaluations
- Have standardized timeframe to complete end-of-term course evaluations
- Have students complete end-of-term course evaluations in class

To address these Task Force recommendations, the use of midsemester feedback to make course changes and standardized the end-of-term course evaluation processes was piloted.

## Goals

The goals of the pilot were to two-fold: a) understand faculty perceptions of a midsemester feedback process and b) understand faculty perceptions of a standardized end-of-term course evaluation processes.

By the end of the semester, faculty volunteers were to rate and articulate the perceived effectiveness of each of the following parts of the piloted process:

- Midsemester Feedback (MSF)
  - Training to understand midsemester feedback results
  - Use of midsemester feedback to change teaching and learning
  - Communication of course changes to students to emphasize the value of student feedback to faculty
- End-of-term Course Evaluation Process (EOT CE)
  - Communication of importance of student feedback in end-of-term course evaluations
  - Use of class time to administer end-of-term course evaluations to improve response rates
  - Use of a script to communicate the value of student feedback in end-of-term course evaluations

## Pilot Process

### Participants

Fourteen faculty volunteers participated in the study representing six departments including Dance, Design and Production, Division of Liberal Arts, Drama, Filmmaking, and High School Academics. As an incentive, participants received 50 Pickle Dollars.

## Pilot Requirements

Faculty were asked to commit to participating in the pilot project for two semesters. Faculty self-selected at least one course each semester to use during the pilot. During the pilot, faculty would:

- facilitate midsemester feedback
- review midsemester feedback and make at least one change to their course based on the midsemester feedback
- communicate with students the results of the midsemester feedback and the change(s) that were made to the course based on the feedback
- use class time to complete the EOT CE
- emphasize to students the importance of their feedback on the EOT CE
- read part of a script about the EOT CE prior to administering the EOT CE in class and have a student read the other part of the script

## Pilot Cycles

There were two pilot cycles, the first in Spring 2021 and the second in Fall 2021. Within each cycle, there were two variations on midsemester feedback (MSF): a digital MSF administered through Qualtrics through the Office of Institutional Research (IR), and a focus group facilitated by the OATL. For the first cycle, participants were divided into either the digital MSF or the OATL focus group MSF. In the second cycle, the groups switched so that by the end of the second cycle all participants had experienced both the digital and the focus group MSF. Based on feedback from the faculty at the end of the S21 semester and in consultation with midsemester feedback experts at North Carolina State University, the digital MSF was revised between Cycle 1 and Cycle 2. The questions used in the digital and focus group MSF variations are in Appendix A.

Both cycles required that faculty provide class time as close to the end of the term as possible to complete the EOT CE. Faculty were provided a script to read prior to administering the EOT CE that explained to students why EOT CE feedback was important and what uses faculty had for the feedback provided by students (Appendix B). Faculty then left the room and allowed students along with a student proctor to complete the EOT CE. When the student proctor noted that all students in the class were done with the EOT CE, the proctor asked the instructor to return to the classroom.

## Data Collection

Faculty perceptions were assessed using two methods. First, a survey was administered pre-pilot and after EOT CE each semester. The faculty survey questions are in Appendix C. Second, a focus group was conducted at the end of each semester. The faculty focus group questions are in Appendix D.

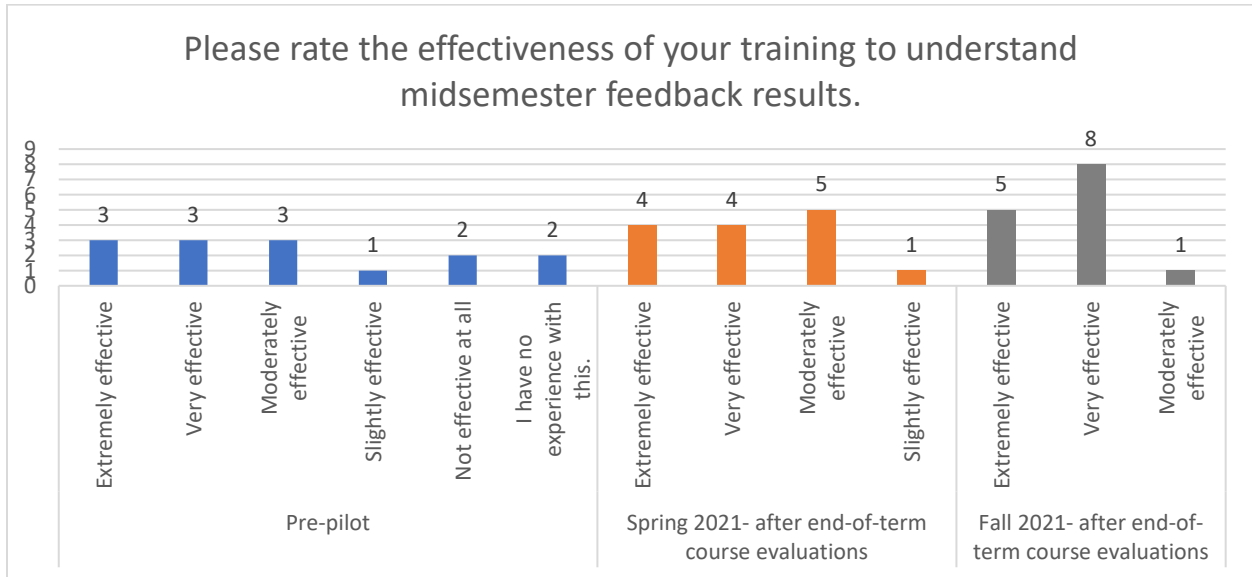
## Survey Results

### Perceptions of Midsemester Feedback Process

#### *Training to understand midsemester feedback results*

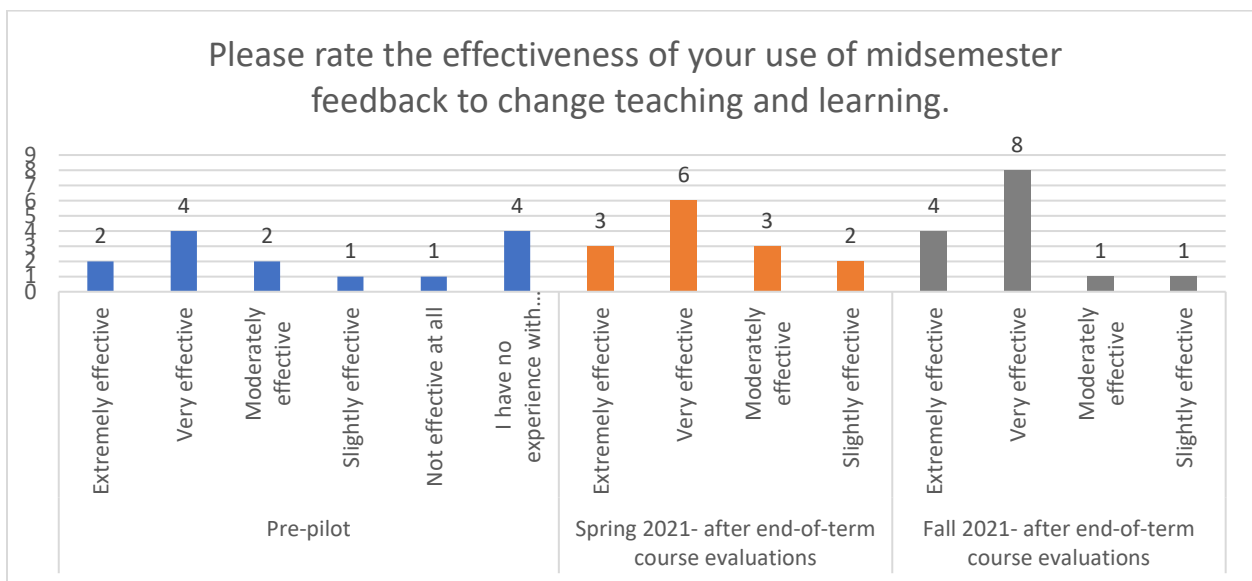
Before the pilot started, 43% (6/14) of faculty reported extremely or very effective training in understanding midsemester feedback results while 21% (3/14) reported slightly effective, not at all effective, or no experience with understanding midsemester feedback results. Over the two post-survey cycles there was a consistent shift to increased perceived effectiveness of training to use midsemester

feedback results. In the final cycle 93% (13/14) faculty reported extremely or very effective training, and no faculty reported below the moderately effective scale.



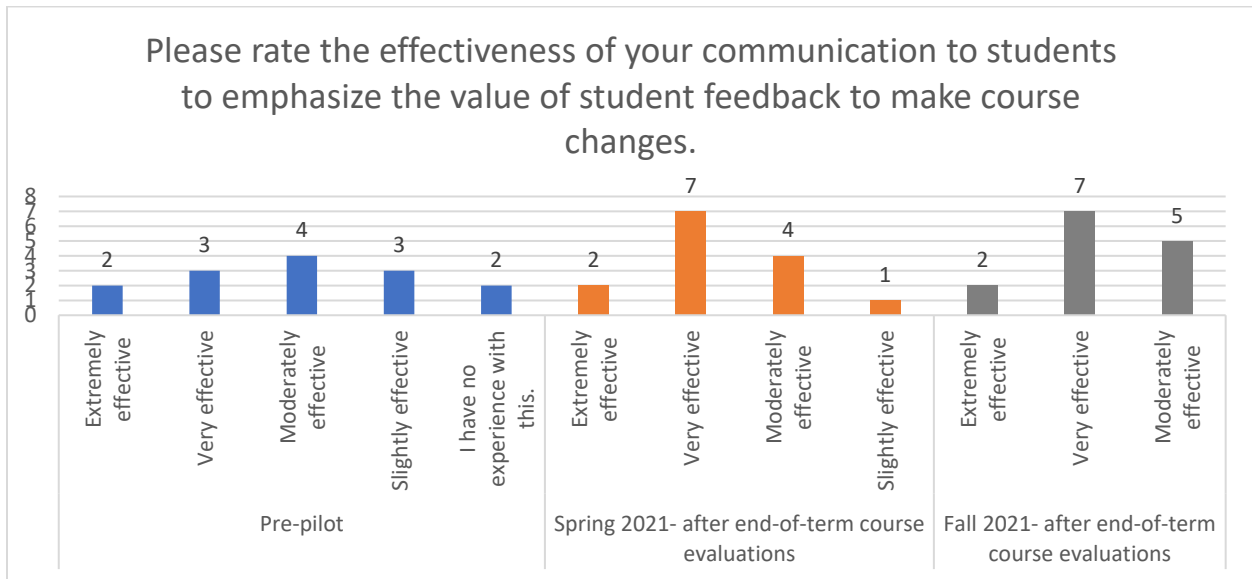
*Use of midsemester feedback to change teaching and learning*

Pre-pilot, 43% (6/14) of faculty reported extremely or very effective use of midsemester feedback results to change teaching and learning. Another 43% (6/14) reported slightly effective, not at all effective, or no experience with using midsemester feedback results to change teaching and learning. Over the two post-survey cycles there was a consistent shift to increased perceived effectiveness of using midsemester feedback results to change teaching and learning. In the final cycle 86% (12/14) faculty reported extremely or very effective uses of results.



*Communication of course changes to students to emphasize the value of student feedback to make course changes*

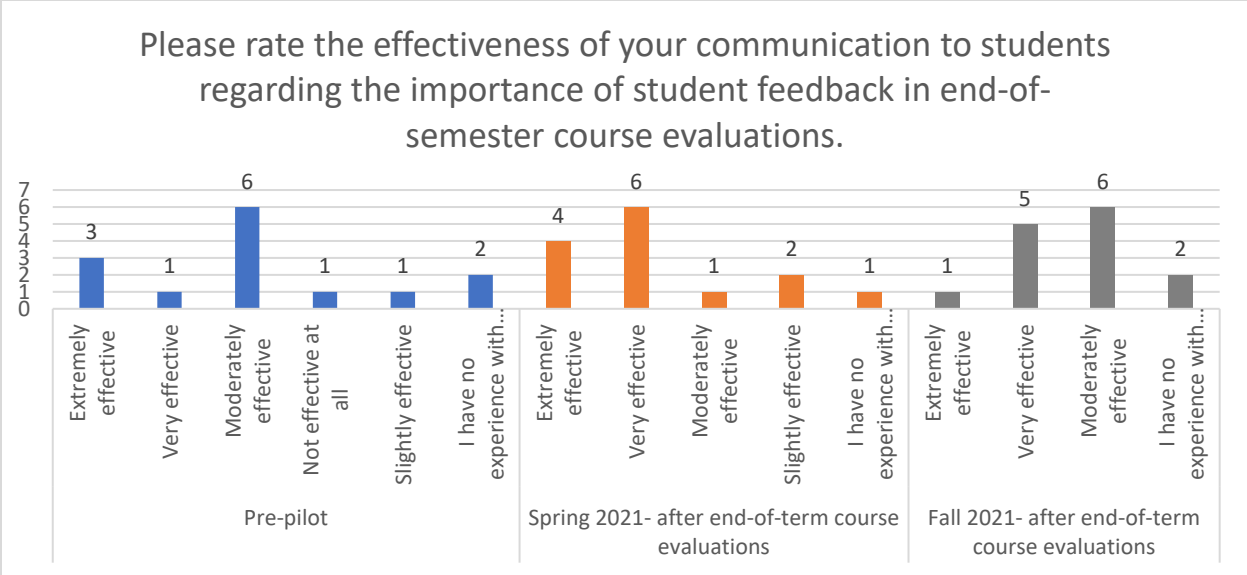
Before the pilot started, 36% (5/14) of faculty reported extremely or very effective communication to students emphasizing the value of student feedback. Another 36% (5/14) reported slightly effective, not at all effective, or no experience with communicating to students the value of student feedback. Over the two post-survey cycles there was a consistent shift to increased perceived effectiveness for communicating value. In the final cycle 64% (9/14) faculty reported extremely or very effective communication, and no faculty reported below the moderately effective scale.



Perceptions of End-of-Term Course Evaluation Process

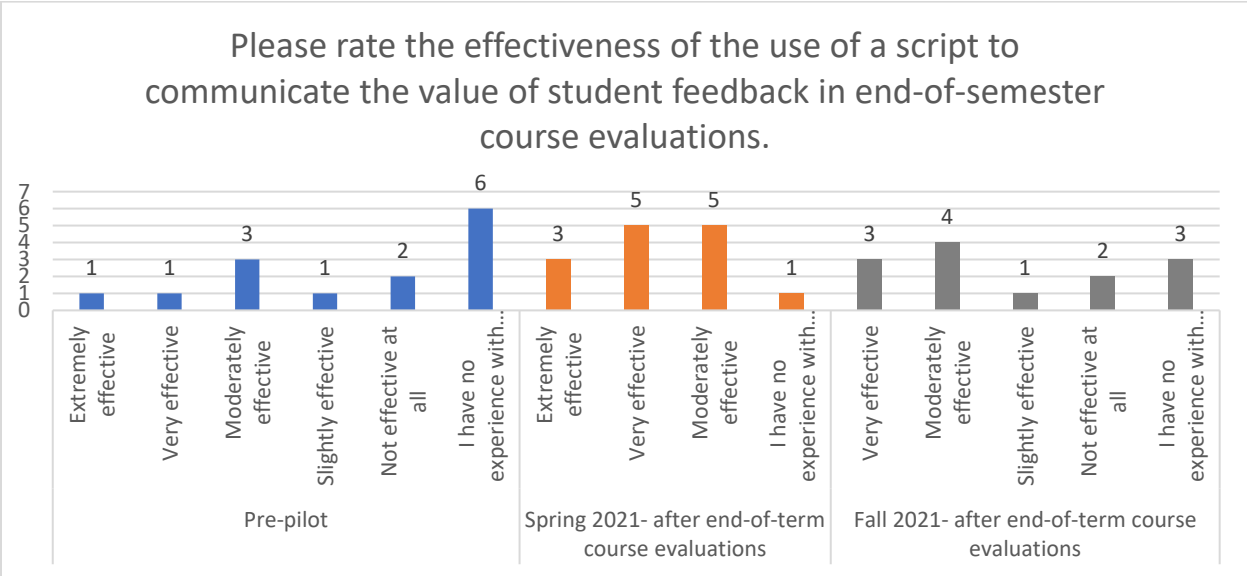
*Communication of importance of student feedback in end-of-term course evaluations*

Pre-pilot, 29% (4/14) of participants reported extremely or very effective communication to students regarding the importance of end-of-term course evaluations. Another 29% (4/14) reported slightly effective, not at all effective, or no experience with this goal. There was an overall positive shift toward more faculty reporting higher effectiveness in communication. In the spring, 71% (10/14) of faculty and in the fall 42% (6/14) of faculty reported extremely or very effective communication. Even though there were fewer faculty in the fall, only 14% (2/14) reported in the lower part of the scale.



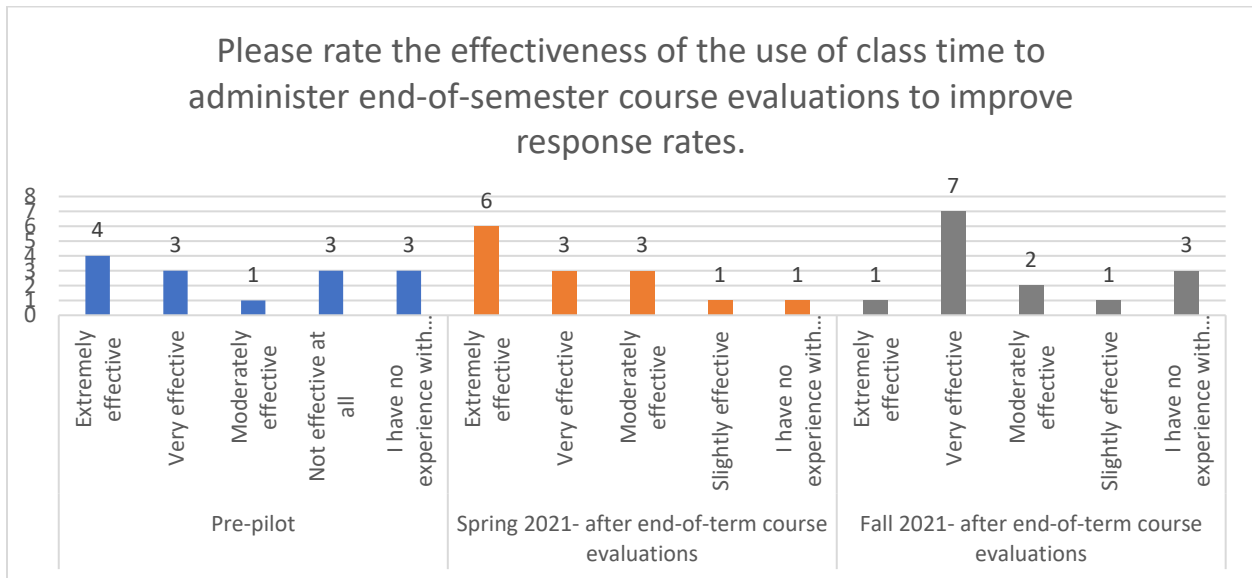
*Use of class time to administer end-of-term course evaluations to improve response rates*

Before the pilot, 14% (2/14) of participants reported extremely or very effective use of class time to administer end-of-term course evaluations to improve response rates. Another 64% (9/14) reported slightly effective, not at all effective, or no experience with this goal. There was an overall positive shift toward more faculty reporting greater effectiveness in use of class time to improve response rates. In the spring, 57% (8/14) of faculty and in the fall 53% (7/13) of faculty reported extremely or very effective communication. Even though there were fewer faculty reporting effectiveness in the fall, 46% (6/13) reported in the lower part of the scale.



*Use of a script to communicate the value of student feedback in end-of-term course evaluations*

Before the pilot, 50% (7/14) of participants reported extremely or very effective use of a script to communicate the value of student feedback in end-of-term course. Another 43% (6/14) reported slightly effective, not at all effective, or no experience with this goal. There was an overall positive shift toward more faculty reporting higher effectiveness in use of a script. In the spring, 64% (9/14) of faculty and in the fall 57% (8/14) of faculty reported extremely or very effective use of a script. Even though there were fewer faculty reporting effectiveness in the fall, there was a decrease to 29% (4/14) reporting effectiveness in the lower part of the scale.



Faculty Focus Group Results

Pilot Cycle 1

*MSF Variations*

Those who participated in the focus group MSF expressed a sense of collaboration with the students. Faculty stated that having the OATL facilitate the discussion helped faculty be more receptive to the changes that students were suggesting. Participants noted appreciation for the opportunity to work with OATL to “puzzle through solutions collaboratively.”

Those who participated in the digital MSF felt that the student responses were not as helpful for making course changes; however, many used the information to begin a conversation with students about how to improve the course(s). Some felt that the wording in the digital MSF should reflect Liz Lerman’s Critical Response Theory because that is the response framework that students are introduced to in First Year Seminar. A different faculty member noted that not all First Year Seminar instructors use the Critical Response Theory framework, and another noted that High School students have not had First Year Seminar or been introduced to Liz Lerman’s framework. Some expressed that student energy was flagging during the middle of the semester, and students did not have the energy to complete three open-ended questions for the MSF.



Regardless of the MSF variation, most faculty reported the MSF experience as a positive, with some stating very positive. Faculty reported that the MSF process gave them a chance to meaningfully reflect on course goals with students and to clarify student and faculty working methods. Faculty noted that it facilitated relationship building with students and helped students understand the collaborative nature of teaching and learning.

#### *EOT Course Evaluation Process*

Faculty reported challenges with the EOT course evaluation process. Participants were asked to complete the EOT CE during class time, but some courses did not have access to their EOT CE until after the last day of meeting class. Others did not receive the script to read until after they had already given the EOT CE. Those that did read the script felt that the word “voluntary” encouraged students to not complete the EOT CE. One person stated that the EOT CE process was not as effective as the in-person or MSF evaluations.

#### *Other Feedback*

Participants expressed that communication from Pilot Facilitators should come earlier and be streamlined.

#### *Pilot Cycle 2*

##### *MSF*

Overall, participants expressed that the MSF was a positive experience. Faculty reported that one benefit was that students felt they were heard. One faculty member noted that the MSF resulted in an increase in frequency of communication with the students. The faculty member stated that even students with a negative experience felt as though attempts were made to make their experience more positive. Faculty stated the MSF process enabled them to see trends in their evaluations that they would not have noticed otherwise. Based on MSF information, participants reported that they were able to choose how to incorporate the feedback. Several participants stated they used the information gathered from Cycle 1 in their preparation for their courses the following semester. A different faculty member noted that the workload for taking and incorporating feedback in the middle of the semester created a greater burden for the instructor.

After experiencing both MSF variations, the majority of faculty reported that the digital MSF was not useful in comparison to the focus group led by OATL. Dislike of the digital MSF centered on two themes: survey design and use of results. Some stated that the design of the digital MSF was not good. A participant in the Digital Cycle 2 noted that the MSF seemed “too lightweight.” Another participant stated that students were put off by the “Twitter” question. A different participant noted that even though their students responded negatively to the “Twitter” question, they offered great “tweets.” This participant suggested that the question be reworded to “What would you tell a friend about this course?” Most faculty expressed that the digital MSF did not produce actionable information, so they resorted to other methods to garner useful feedback. When one person’s digital MSF did not provide actionable results, OATL suggested using pencil/ paper to gather feedback and then to follow-up with a discussion. Overwhelmingly, faculty expressed the OATL-led MSF was more positive. The majority of faculty noted that the conference with OATL was particularly valuable because they discussed clear action items that could be incorporated.

The facilitators explained that OATL-led focus groups were not scalable across campus and asked participants to suggest additional MSF variations to try. One person challenged the idea that OATL-led focus groups are not scalable, and suggested we think of other ways to see how it can be scaled. The person who used the pencil/ paper followed by discussion technique stated that the process worked well. Another participant noted that faculty peers could lead MSF focus groups for each other's courses. Others stated that they already are or would like to lead MSF focus groups in their own classes. There was no consensus on how they would prefer to receive MSF from students. Responses included both personal conversation and written feedback.

Many participants stated they would continue to incorporate MSF in their courses but in varying ways. One faculty member stated that it had "become a norm" to incorporate feedback. Those faculty whose pilot course was a First Year Seminar expressed that the MSF worked well and helped set the tone for a first-time course. Another noted their intention to use weekly feedback in upper-level courses. This statement aligned with another's observation that it would be helpful to have the feedback scaffolded into the course so that the feedback was framed by the course context. A different participant stated they intended to use MSF for newer classes, but not every year. One member reflected that although they utilized MSF regularly, they could do a better job of asking how students would like to see things improved. One faculty noted that if there were sequenced courses, then using the focus group MSF in the first course, and the digital MSF in the second course might work well. The sequence courses should start in the fall so that the feedback is within the same cohort.

There was also a discussion that students are concerned about confidentiality both for themselves and their instructors. One person noted that when they gathered MSF themselves, comments tended to be positive. Another responded that student willingness to give feedback directly to the instructor may have something to do with how much the student trusts the instructor.

#### *EOT Course Evaluations*

Although the pilot was designed, in part, to evaluate an EOT CE process, there were only a few comments about the process during the faculty focus group. One person noted that it would be helpful to add a line to the script stating, "I have made changes to courses as a result into the EOT CE from previous feedback and those changes included..." A participant expressed that there needed to be more emphasis on the importance of the EOT.

The remainder of the discussion was about the EOT CEs themselves. Multiple faculty commented that the feedback from the MSF was better than EOT CE feedback. One noted that the EOT CE does not seem as robust or personal in comparison to the MSF. Another indicated that the MSF feedback felt more urgent than EOT CE. A participant noted the responses to the EOT CEs were better in the pilot courses because students had better buy-in, were more interested in completing the EOT CE and were taking the process more seriously. Their impression was that the EOT CE comments had less complaining, and critiques were more mature. Others felt that either their EOT CE had not changed much or that their EOT CE "wasn't that brilliant." There was a comment that students do not like online course evaluations at the end of the semester.

#### *The Pilot Process*

Participants noted that they would like to receive information related to the pilot project earlier in the semester, particularly before a major break like Fall Break. They felt that the timing was crunched. Even though deadlines were stated in emails, faculty noted that they would appreciate having calendar

invitations sent so that the deadline was automatically uploaded into their calendars. Faculty expressed that it would be helpful to ask students if they felt the MSF experience was useful. They also stated that the pilot should include questions evaluating student engagement and student participation.

### Sharing Results

Participants suggested that the group present something about the pilot project at Faculty Enrichment Day. Some wondered what value administration placed on MSF. Several asked that a summary of the pilot be shared with administration to gain their feedback.

### Effect of Pilot Project on End-of-Term Course Evaluation Response Rates

The literature suggests that implementation of formative midsemester feedback increases end-of-term course evaluation response rates by 9-16% (Crews and Curtis, 2011; Lewis, 2001; McGowan and Osguthorpe, 2011 as cited by Young, 2018; Tucker, Jones, and Straker, 2008;). Although not part of the original objectives of the pilot project, we were curious to see if UNCSA’s implementation of midsemester feedback as part of the pilot project was consistent with the increases in response rates reported in the literature.

To determine the change in response rates, the response rates for all courses taught by the pilot participants were compared to the response rates for the individual courses that utilized midsemester feedback (Table 1). For the first pilot cycle, response rates increased by 9%. For the second pilot cycle, response rates increased by 17%.

Table 1: Aggregate Response Rates for Pilot Participants

Cycle	Year	Semester	Aggregation		
			All Courses	Pilot Courses	
Pre-Pilot	2019	Fall	55%		
		2020	Spring	43%	
			Fall	56%	
Pilot Cycle 1- Spring 2021	2021	Spring	64%	73%	
Pilot Cycle 2- Fall 2021	2021	Fall	52%	69%	
<b>Grand Total</b>			<b>54%</b>	<b>71%</b>	

Response rates of the pilot courses were also compared to the average response rate of UNCSA during Spring 2021 (47%) and Fall 2021 (29%). For the first pilot cycle, response rates of pilot courses were 26% higher than the average response rate for UNCSA. For the second pilot cycle, response rates of pilot courses were 40% higher.

Individual response rates for pilot courses were compared to all courses taught by the participant (Table 2). In the spring, 57% (8/14) of participants and, in the fall, 82% (9/11) showed increased response rates in their midsemester feedback courses compared to the average of their courses.

Table 2: Individual Response Rates for Pilot Participants Compared to UNCSA

Participant	Pre-Pilot			Pilot Cycle 1		Pilot Cycle 2	
	2019 Fall All Courses	2020 Spring All Courses	Fall All Courses	2021 Spring All Courses	Pilot Courses	Fall All Courses	Pilot Courses
A	59%	22%	46%	47%	42%	53%	61%
B	68%	25%	50%	100%	100%	59%	78%
C	39%	31%	52%	64%	79%		
D	61%	22%	50%	29%	54%	35%	75%
E	75%	51%	70%	45%	29%	58%	93%
F	51%	36%	53%	88%	82%	81%	86%
G	43%	46%	58%	67%	100%	23%	35%
H	67%	62%	60%	35%	29%	69%	93%
I	34%	28%	54%	46%	93%	35%	35%
J		62%		92%	94%		
K	42%	37%	72%	52%	62%		
L	69%	56%	36%	73%	82%	20%	53%
M	45%	40%	33%	83%	83%	59%	71%
N	67%	81%	97%	80%	100%	77%	76%
UNCSA	45%	37%	47%	47%		29%	

## Conclusions

- Several specific results stand out as successes for the pilot project: Faculty believe the training they received in the pilot project made them more equipped to use MSF results; faculty think more highly of MSF as a tool for changing teaching and learning; faculty perceive that they are doing a better job of letting students know that student feedback is valuable; faculty think they are doing a better job of using class time for the EOT CE to improve response rates; and, faculty believe more strongly in the use of a script to let students know that their feedback is important. These results suggest that the pilot project has played a role in improving both teaching and learning at UNCSA.
- Responses from the faculty focus group align with the results of the faculty survey (Table 3). By the end of the Pilot Cycle 2, most participants felt that the MSF process was valuable for enhancing student-faculty trust in the classroom and eliciting actionable student feedback.
- Faculty overwhelmingly preferred the OATL-led focus group MSF to either version of the digital MSF.
- While the value of student feedback was emphasized, there was still room for improvement in communicating the link between course changes and the role of student feedback in making those changes. This link is critical in students understanding the value of their feedback.
- The pilot process related to EOT CE was less positive, but still had support. This may be because even when response rates are high, student comments can vary widely and without an opportunity to follow up or clarify those comments, it can be challenging for faculty to

implement student feedback. Furthermore, the timing of script delivery and course evaluation availability needs to be better aligned with course schedules. These challenges impacted at least two of the three course evaluation process goals.

- Response rates at UNCSA have typically been perceived as low. Anecdotally, one of the most frequent complaints from faculty collected by the Course Evaluation Task Force was that so few students respond to the EOT CE that it is impossible to improve courses based on these data. Participants in the pilot project have increased response rates on EOT CE in their courses. With increased response rates, faculty may be in a better position to use EOT CE data to improve their courses.

Table 3: Summary of Results

Concentration	Goal	Pre-Pilot Survey	Result of 1 <sup>st</sup> Pilot Cycle Survey	Result of 2 <sup>nd</sup> Pilot Cycle Survey
Midsemester Feedback	Training to understand midsemester feedback results	43% (6/14)	57% (8/14)	93% (13/14)
	Use of midsemester feedback to change teaching and learning	43% (6/14)	64% (9/14)	86% (12/14)
	Communication of course changes to students to emphasize the value of student feedback to faculty	36% (5/14)	64% (9/14)	64% (9/14)
Course Evaluation Process	Communication of importance of student feedback in end-of-term course evaluations	29% (4/14)	71% (10/14)	42% (6/14)
	Use of class time to administer end-of-term course evaluations to improve response rates	14% (2/14)	57% (8/14)	53% (7/13)
	Use of a script to communicate the value of student feedback in end-of-term course evaluations	50% (7/14)	64% (9/14)	57% (8/14)
	<i>Increase end-of-term response rate</i>			
	Pilot courses compared to pilot participants		9% increase (73 vs. 64)	17% increase (69 vs. 52)
	Pilot courses compared to UNCSA		26% increase (73 vs. 47)	40% increase (69 vs. 29)
	Pilot participants that saw an increase		57% (8/14)	82% (9/11)

Note. All goals except *increase end-of-term response rate* results indicate the percent and ratio of participants who reported extremely or very effective. *End-of-term response rate* results show the aggregated percent increase in response rates as well as the percent and ratio of participants who had an increased response rate.

### Implications and Future Recommendations

Both MSF and EOT CE feedback are important. Because the MSF process occurs during the semester, the feedback is formative and allows current students and the instructor of the course to reap immediate

benefits from the MSF. Future students and instructors reap the benefits of the EOT CE feedback. More feedback, in the forms of MSF and increased response rates on EOT CE, give faculty more information with which to improve their courses.

The Course Evaluation Implementation Team (CEIT) plans to move forward with continuous refining of the pilot project. The pilot project will start again in the Fall 2022 semester and will continue until at least 80% of the faculty at UNCSA have participated. CEIT are changing the full cycle to begin in the Fall semester and end in the Spring semester so that the two cycles of the project feel less disconnected for participants.

The data clearly indicate that faculty perceive the MSF portion of the pilot to be successful. However, based on faculty comments, future iterations of MSF should move away from digital MSF and toward peer-instructor focus groups or an instructor-led focus group. This would provide an opportunity for more people to use the pilot process without overburdening the OATL staff with OATL-led focus groups. We expect that the MSF process will continue to be perceived as an impactful way to improve teaching and learning.

Data indicates that there was a modest increase in faculty perception of the effectiveness of the EOT CE process, so it is worth attempting this process in future pilot projects. Issues beyond the control of the faculty meant that a few participants were not able to give class time to the EOT CE and use the script. Addressing these issues will involve determining the latest possible date for every participant to administer the EOT CE in class and making sure that faculty have early access to the EOT CE script. Once these issues are addressed, faculty perception of the effectiveness of the EOT CE process can more readily be measured.

Although response rates increased for courses with MSF compared to other courses, it is unclear whether the increase was due to the implementation of MSF and /or the utilization of EOT CE procedures. It may become important to parse out the cause of these increased response rates.

The CEIT will share results with the participants of the pilot project, the administration at UNCSA and the UNCSA community at large. This includes sharing the results with the pilot project participants during a follow-up meeting and potentially posting this report on the OATL website for access by the larger UNCSA community.

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## Appendix A: Student MSF Questions

### Focus Group MSF Questions

The OATL uses wording on focus group questions like the following:

1. What has been most helpful for your learning in this course so far? (What should the instructor keep doing?)
2. What has caused you the most difficulty in terms of learning in this course so far? (What should the instructor stop doing?)
3. What suggestions can you make that would enhance your learning experience in this course? (What should the instructor start doing?)

### Digital MSF Questions

#### *Pilot Cycle 1*

### **Midsemester Feedback Survey**

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#### Start of Block: Instructor

Q1 Select the faculty member and course for which you are giving midsemester feedback.

- Faculty Name: Course Abbreviation-Section, Course Name (1)
- Faculty Name: Course Abbreviation-Section, Course Name (2)
- Faculty Name: Course Abbreviation-Section, Course Name (3)
- Faculty Name: Course Abbreviation-Section, Course Name (4)
- Faculty Name: Course Abbreviation-Section, Course Name (5)
- Faculty Name: Course Abbreviation-Section, Course Name (6)
- Faculty Name: Course Abbreviation-Section, Course Name (7)

#### End of Block: Instructor

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#### Start of Block: MSF

Q2 What should  $\{e://Field/name\}$  **keep** doing in  $\{e://Field/course\}$ ?

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Q3 What should  $\{e://Field/name\}$  **start** doing in  $\{e://Field/course\}$ ?

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Q4 What should  $\{e://Field/name\}$  **stop** doing in  $\{e://Field/course\}$ ?

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End of Block: MSF

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*Pilot Cycle 2*

## Digital Midsemester Feedback Survey PDSA-2

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Start of Block: Default Question Block

Q1 End-of-semester course evaluations help instructors improve courses for the following year. Midsemester feedback gives you the opportunity to tell us how to improve for right now!






On the next page, select the relevant course/ instructor combination. Then answer the questions! Your answers are confidential, and unless you say something that identifies you, your instructor won't know who said what.

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Q2 Select the relevant course/ instructor combination.

- Course Abbreviation-Section Course Name, Faculty Name (1)
  - Course Abbreviation-Section Course Name, Faculty Name (2)
  - Course Abbreviation-Section Course Name, Faculty Name (3)
  - Course Abbreviation-Section Course Name, Faculty Name (4)
  - Course Abbreviation-Section Course Name, Faculty Name (5)
  - Course Abbreviation-Section Course Name, Faculty Name (6)
  - Course Abbreviation-Section Course Name, Faculty Name (7)
-






Q3 What do you think about the design of this course? Examples of design include: assignment directions, assignment order, course work that helps you understand the concepts, and layout of Canvas (if applicable).

-  Love it! (1)
  -  Like it. (2)
  -  I got nothin'. (3)
  -  Dislike it. (4)
  -  Hate it. (5)
- 


Q4 What do you think about the impact this course has had on you? Examples of impact include: developing skills, adding to your knowledge, or increasing your interest in the subject matter.

-  Love it! (1)
  -  Like it. (2)
  -  I got nothin'. (3)
  -  Dislike it. (4)
  -  Hate it. (5)
-






Q5 What do you think about the instructional practices in this course? Examples of instructional practices include: guiding activities, clearly communicating, encouraging participation, or using technology to support your learning.

-  Love it! (1)
  -  Like it. (2)
  -  I got nothin'. (3)
  -  Dislike it. (4)
  -  Hate it. (5)
- 

Q6 What do you think about the community practices used in this course? Examples of community practices include: being treated with respect, creating a safe and supportive class environment or creating a sense of belonging.


-  Love it! (1)
  -  Like it. (2)
  -  I got nothin'. (3)
  -  Dislike it. (4)
  -  Hate it. (5)
-

Q7 What do you think about the assessment practices used in this course? Examples of assessment practices include: explaining, and applying grading policies, or getting meaningful and timely feedback on work?

-  Love it! (1)
-  Like it. (2)
-  I got nothin'. (3)
-  Dislike it. (4)
-  Hate it. (5)



Q8

What would you Tweet about your overall experience in this course so far? 

---



Q9

What's working well for you in this course?

---



Q10

What's not working well for you in this course?

---



Q11

For the things that aren't working well, how would you like for them to be changed? Being specific is terrific! General statements aren't enough to know what needs to be changed.

---

End of Block: Default Question Block

---

## Appendix B: End-of-Term Course Evaluation Script

Pilot Cycle 1: Spring 21 Script

### **In-Class Protocol for End-of-Course Evaluations (EOCE)**

#### **For Faculty Use**

*This document was produced in 2021 by faculty and staff on the Course Evaluation Implementation Team.*

Research indicates that students are more likely to complete end-of-course evaluations when they have adequate time to do so and when they feel that their input is valued. So, if you'd like a higher response rate on your EOCEs and more detailed, actionable student feedback, consider providing students with in-class time to complete EOCEs.

Please follow these instructions for in-class administration of the EOCE:

1. EOCEs can be administered during class at any point when the evaluation period is open. *(For those participating in the pilot project, we are asking that you administer the EOCE during the last week of the semester.)*
2. Allow about 15 minutes for student reflection and writing on the EOCE any time during the class period.
3. Have a brief conversation with your students before administering the EOCE. The goal is to provide specific examples of ways you use the results of EOCEs. In doing so, you model the idea that we all do our best to learn from our experiences and constantly try to improve our craft. The more students that participate, the greater the diversity of opinions you will receive. The script below offers one example of the suggested conversation.

*I have improved my classes based on valuable feedback from students like you. For example, [insert one teaching practice that you have revised as a result of student feedback].*

*It really helps me to know what instructional methods helped you learn, like [insert example], what lessons you found most useful, and what aspects of the course you'd recommend that I change. Writing "Professor \_\_\_ is amazing" isn't as helpful as "Professor \_\_\_ is amazing because she speaks slowly, is organized in her thinking, and has just enough text on her slides that they are easy to follow." So, please take this into consideration and know that your detailed, actionable responses are valuable to me.*

*Your participation is voluntary, your responses are anonymous, and I will not see your feedback until after final grades are turned in. To be sure that the integrity of this process is maintained, I will step out of the room and a student proctor will administer the EOCE.*

4. You should then select a student proctor and step out of the class, allowing the student proctor to do the following:
  - a. Read aloud the statement below about UNCOSA's EOCE.
  - b. Observe the completion process and ensure that no undue influence or irregularities occur (while simultaneously completing their own EOCE).
  - c. Poll students using a raise of hands until everyone has finished.
  - d. Notify you that you may return to the room.

### **For Student Proctor Use Only**

If you've agreed to serve as Student Proctor for the End-of-Course Evaluation (EOCE), once your instructor has left the room, please take about 15 minutes to do the following:

1. Read this statement aloud to your classmates:

*The end-of-course evaluation will be conducted today. This is your chance to provide feedback about your learning experience in this course. Instructors change and improve courses thanks to feedback from students. The most helpful feedback is actionable, thoughtful, and concrete. As a reminder, UNCOSA is committed to encouraging and sustaining a learning and work community free from discrimination and harassment. UNCOSA is committed to an inclusive community that respects and values all of its members. Comments that are not in line with these values are not appropriate.*

*Your participation in this evaluation is very important but is entirely voluntary. There are no penalties for choosing not to participate. You may skip questions that you don't want to answer. All your answers are anonymous. Faculty do not even see student feedback until after final grades have been submitted. You can complete your survey by going to the link sent to you by UNCOSA's Institutional Research.*

2. Observe the process to ensure all students complete the survey individually, with no undue influence from either another student or an instructor. Should anyone attempt to assert influence over the process, please contact the Office of the Provost at [beresk@uncosa.edu] or [336-631-1546].
3. Conduct a poll using a raise of hands to determine how many students have completed the EOCE. Encourage students to complete the EOCE until everyone has finished.
4. Invite the instructor to return to class.
5. If you have questions about this process, please contact the Office of the Provost at [beresk@uncosa.edu] or [336-631-1546].

Pilot Cycle 2: Fall 2021 Script

### **In-Class Protocol for End-of-Course Evaluations (EOCE)**

### **For Faculty Use**

*This script was written in 2021 by faculty and staff on the Course Evaluation Implementation Team.*

Research indicates that students are more likely to complete end-of-course evaluations when they have adequate time to do so and when they feel that their input is valued. So, if you'd like a higher response rate on your EOCs and more detailed, actionable student feedback, consider providing students with in-class time to complete EOCs.

Please follow these instructions for in-class administration of the EOCE:

5. EOCEs can be administered during class at any point when the evaluation period is open. *(For those participating in the pilot project, we are asking that you administer the EOCE during the last week of the semester.)*

6. Allow about 15 minutes for student reflection and writing on the EOCE any time during the class period.
7. Have a brief conversation with your students before administering the EOCE. The goal is to provide specific examples of ways you use the results of EOCs. In doing so, you model the idea that we all do our best to learn from our experiences and constantly try to improve our craft. The more students that participate, the greater the diversity of opinions you will receive. The script below offers one example of the suggested conversation.

*I have improved my classes based on valuable feedback from students like you. For example, [insert one teaching practice that you have revised as a result of student feedback].*

*It really helps me to know what instructional methods helped you learn, like [insert example], what lessons you found most useful, and what aspects of the course you'd recommend that I change. Writing "Professor \_\_\_ is amazing" isn't as helpful as "Professor \_\_\_ is amazing because she speaks slowly, is organized in her thinking, and has just enough text on her slides that they are easy to follow." So, please take this into consideration and know that your detailed, actionable responses are valuable to me.*

*Your responses are anonymous, and I will not see your feedback until after final grades are turned in. To be sure that the integrity of this process is maintained, I will step out of the room and a student proctor will administer the EOCE.*

8. You should then select a student proctor and step out of the class, allowing the student proctor to do the following:
  - a. Read aloud the statement below about UNCSCA's EOCE.
  - b. Observe the completion process and ensure that no undue influence or irregularities occur (while simultaneously completing their own EOCE).
  - c. Poll students using a raise of hands until everyone has finished.
  - d. Notify you that you may return to the room.

**For Student Proctor Use Only**



If you've agreed to serve as Student Proctor for the End-of-Course Evaluation (EOCE), once your instructor has left the room, please take about 15 minutes to do the following:

6. Read this statement aloud to your classmates:

*The end-of-course evaluation will be conducted today. This is your chance to provide feedback about your learning experience in this course. Instructors change and improve courses thanks to feedback from students. The most helpful feedback is actionable, thoughtful, and concrete. As a reminder, UNCOSA is committed to encouraging and sustaining a learning and work community free from discrimination and harassment. UNCOSA is committed to an inclusive community that respects and values all of its members. Comments that are not in line with these values are not appropriate.*

*All your answers are anonymous. Faculty do not even see student feedback until after final grades have been submitted. You can complete your survey by going to the link sent to you by UNCOSA's Institutional Research.*

7. Observe the process to ensure all students complete the survey individually, with no undue influence from either another student or an instructor. Should anyone attempt to assert influence over the process, please contact the Office of the Provost at [beresk@uncosa.edu] or [336-631-1546].
8. Conduct a poll using a raise of hands to determine how many students have completed the EOCE. Encourage students to complete the EOCE until everyone has finished.
9. Invite the instructor to return to class.
10. If you have questions about this process, please contact the Office of the Provost at [beresk@uncosa.edu] or [336-631-1546].

**Course Evaluation Pilot Survey**

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**Start of Block: Default Question Block**

Q1

Thank you for agreeing to participate in the Course Evaluation Pilot Study.

Your answers will be used to gauge perceived changes in effectiveness of several aspects of the pilot. Your answers will be anonymous.

At the end of the survey you can choose to download or email yourself a copy of your responses to use in your Annual Performance Update Assessment.

---

Q2 Which survey cycle are you completing this survey for?

- Pre-pilot (1)
  - Spring 2021- after end-of-term course evaluations (2)
  - Fall 2021- after end-of-term course evaluations (3)
- 

Q3 Please rate the effectiveness of your training to understand midsemester feedback results.

- Not effective at all (1)
  - Slightly effective (2)
  - Moderately effective (3)
  - Very effective (4)
  - Extremely effective (5)
  - I have no experience with this. (6)
-

Q4 Please rate the effectiveness of your use of midsemester feedback to change teaching and learning.

- Not effective at all (1)
  - Slightly effective (2)
  - Moderately effective (3)
  - Very effective (4)
  - Extremely effective (5)
  - I have no experience with this. (6)
- 

Q5 Please rate the effectiveness of your communication to students to emphasize the value of student feedback to make course changes.

- Not effective at all (1)
  - Slightly effective (2)
  - Moderately effective (3)
  - Very effective (4)
  - Extremely effective (5)
  - I have no experience with this. (6)
-

Q6 Please rate the effectiveness of your communication to students regarding the importance of student feedback in end-of-semester course evaluations.

- Not effective at all (1)
  - Slightly effective (2)
  - Moderately effective (3)
  - Very effective (4)
  - Extremely effective (5)
  - I have no experience with this. (6)
- 

Q7 Please rate the effectiveness of the use of class time to administer end-of-semester course evaluations to improve response rates.

- Not effective at all (1)
  - Slightly effective (2)
  - Moderately effective (3)
  - Very effective (4)
  - Extremely effective (5)
  - I have no experience with this. (6)
-

Q8 Please rate the effectiveness of the use of a script to communicate the value of student feedback in end-of-semester course evaluations.

- Not effective at all (1)
  - Slightly effective (2)
  - Moderately effective (3)
  - Very effective (4)
  - Extremely effective (5)
  - I have no experience with this. (6)
- 

Q9



On the next page you will have the option to download your responses for your records. You can use this information as part of your reflection in the Annual Performance Update Assessment.

You may also choose to enter your email address below to receive an email copy of your survey responses.

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End of Block: Default Question Block

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## Appendix D: Faculty Focus Group Questions

### Pilot Cycle 1

- General feedback about experience, messaging, process
- Feedback about midsemester assessment
- Particularly for the digital group – what was that conversation like with your students?
- What ways would you like to see the experience changed?
- What kinds of data make you make changes to your courses?
- If you make changes, how do you prefer that suggestions come to you?
- End-of-course evaluation script – what was that process like?

### Pilot Cycle 2

- What was your experience like with the pilot project?
- How did you approach interpreting/ following up the online data?
- What are the things that worked well and what are the things you'd change?
- What was your experience with midsemester feedback? Did you get better feedback than you get at the end of the semester in an end-of-course eval?
- What was the most effective change you made in your course and how did that change come about (through digital midsemester feedback, through Jill or other?)
- What about the order – if you were in the digital group first and then the F2F group, what was your experience compared to those who were in the F2F group first?
- What is the most helpful way to get student feedback?
- Is the MSF then EOCE model helpful?
- Will you continue this process – particularly the MSF?
- Would you be willing to act as a mentor for future faculty in the pilot project?