

Formative Feedback and Reflective Practice Using End-of-Course Student Feedback (ESF) Surveys

HOW TO REVIEW END-OF-COURSE STUDENT FEEDBACK (ESF) SURVEYS

EVERY SEMESTER	Review your ESF surveys each semester for ongoing personal growth and development in your teaching and learning.
TRIANGULATED WITH OTHER EVIDENCE	The ESF survey largely measures student satisfaction and perception. While these factors are important and necessary, they do not sufficiently determine teaching effectiveness.
RATINGS AND COMMENTS	Review the ratings (quantitative assessment) and comments (qualitative assessment).
IDENTIFYING PATTERNS	Note trends, themes and patterns in surveys.
DISREGARDING OUTLIERS	If you have one comment that is outstanding or one that is terrible, do not pay too much attention to that single response; focus more on the patterns.

HOW TO USE ESF SURVEYS

WORK WITH A MENTOR	Review your surveys with someone in your department or school. In addition, the CETL director can confidentially review your ESF surveys to provide feedback.
CLARIFY ASSESSMENT	Clarify how this data might be used for summative review (i.e. promotion and tenure, reappointment) and if you can provide a reflective narrative to accompany the data.

DETERMINE RELEVANCE

- What are your strengths as perceived by your students? What are their concerns with the content, instruction and learning?
- Are there elements that you can, and are willing to, change? How would you go about addressing these?
- Can you provide an explanation as to why you are not willing to change certain aspects of the course or instruction?

WRITE A CONTEXTUAL NARRATIVE

- Your strengths as perceived by students
- An action plan of what areas of perceived problems you will address and how
- A rationale or context on other areas of concern and why you are not aiming to change those

EVALUATE CHANGES	Review next semester's ESF surveys and determine if and how change has occurred.
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