***Interpreting Student Survey Feedback***

This unit explains how to make sense of student survey feedback to help improve teaching performance over time.  At the end of this unit, faculty will be able to:

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| **Objectives** | 1. Interpret quantitative student feedback and use it to guide future instructional decisions. 2. Examine how to make sense of qualitative student feedback and apply it to future teaching preparation. 3. Communicate the importance of student feedback and its impact on your growth as a faculty member. |
| **Assessments** | Exemplary level-evidence of impact on student learning |

**Resources**

***Why is student feedback collected?***

The process of surveying students is a part of an ongoing plan to ensure academic excellence by providing our students an opportunity to share feedback on their experiences in the classroom.  Faculty members can use survey results to assess their teaching performance and as a guide for developing teaching related skills.  **Wilmington University faculty are encouraged to promote student completion of the survey** and to utilize student feedback on an ongoing basis to ensure that students are provided quality learning opportunities.

* Additional means of [collecting feedback from students](http://www.crlt.umich.edu/gsis/p9_1)

***Statistics aren’t my strong suit-any advice for making sense of the quantitative data provided?***

All faculty members are encouraged to schedule time to review student survey results with a member of the Center for Teaching Excellence (CTE) to help interpret student feedback results, to diagnose any potential areas of concern, and to provide recommendations for actions that can be taken to improve delivery of educational experiences in the classroom to help improve student learning. To schedule a session please email the CTE at [facultydevelopment@wilmu.edu](mailto:facultydevelopment@wilmu.edu) for more information.

Please review the resources provided in this module and then feel free to schedule time with us or to email us your questions about how to put student feedback to good use.

***Ok, I have feedback, I know how to read it…now what?***

Let’s start by connecting the dots of information here. Our survey items correspond to different portions of the *Pathways to Instructional Excellence.* The teaching behaviors associated with the pathways derive from educational research into what makes an effective teacher based on the parameters faculty are likely to encounter at Wilmington University. Therefore, student feedback can be traced back to our mission at the university to provide student-centered, innovative, career-oriented programs. Since what makes for “student-centered” and “innovative” is frequently changing due to any number of circumstances (for example technological advances in how people communicate, or generational differences in students, etc.) it is our belief that professional development in the art of teaching will be an ongoing and ever evolving pursuit. As a faculty member our goal should be to track trends over time in our performance and what our students are saying and resist the urge to rest on the laurels of past positive survey results by continuing to hone our craft.

One major connection that is sometimes lost in the immediate aftermath of reviewing student feedback (especially student comments on our performance) is whether or not updates in our teaching behavior *impacted student learning* in any discernible way. The true purpose of collecting student feedback is to improve the academic experience for students. Strong survey performance can mean many different things, but to establish that true ‘exemplary’ level of professional development we would like to see faculty ability to utilize available feedback (from students, or peer or administrative observation) to improve student learning.

If you have any questions about how to establish this connection please schedule a consult with the CTE by emailing [facultydevelopment@wilmu.edu](mailto:facultydevelopment@wilmu.edu).

***How do I earn credit for this learning unit on my Pathway to Instructional Excellence?***

The Interpreting Student Feedback learning unit is classified as a CTE Exemplary level elective. Please submit evidence of how previous application of learning content from this module has been used to improve student learning in the classroom and anticipate the needs of individual learners. Some suggested pieces of evidence include:

* Feedback received from students on student end of course surveys
* Student outcomes assessment performance in your course
* Products of student work compared over time
* Course artifacts related to your instructional preparation as faculty member over time

Evidence of professional development in the area of teaching will be scored on the following rubric:

**CTE-Pathways to Instructional Excellence-Exemplary Level Rubric**

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| --- | --- | --- | --- | --- |
| **Scoring= 1**  **Unrelated or No Growth** | **2**  **Emerging Growth** | **3**  **Satisfactory Growth** | **4**  **Good Growth** | **5**  **Exemplary Growth** |
| Submission appears unrelated to learning unit. Or submission shows lack of ability to adhere to WU teaching expectations for faculty. | Submission shows ability to apply learning content to WU vision for excellence in teaching by meeting WU teaching expectations. | Submission shows understanding of how to apply learning content to WU vision for excellence in teaching by demonstrating understanding of learner-centered instruction. | Submission demonstrates correct application of teaching skill and correctly identifies potential impact this will have on student learning. Submission lacks evidence of ability to tailor teaching to individual needs of students. | Submission demonstrates correct application of teaching skill, identifies potential impact on student learning and ability to tailor teaching to individual student needs, thus displaying excellence in teaching by combining career-relevance in the classroom with individual attention to students. |

Faculty members whose submissions score a “5” will earn an *Exemplary Level* certificate for this learning unit. Submissions will be reviewed on a regular basis by the CTE and members of the academic program. Reflections rated “4” or lower may be reviewed with members of the CTE and be resubmitted. To initiate a review of an *Exemplary Level* submission please send an email to [facultydevelopment@wilmu.edu](mailto:facultydevelopment@wilmu.edu) after submitting your work via this learning module.