I conducted a student feedback session on YYYYY based on the following four-step procedure.

1. I asked the students to take a couple of minutes to write down two categories of observations -- "things going well in the class" and "things needing improvement/change in the class". These lists were not collected.
2. Next, I wrote on flip charts the comments suggested by individual students (divided into the two categories listed above).
3. I then asked students to vote on whether they agreed or disagreed with each statement.
4. I asked them to choose one item from each list as the main message to send back to you (these are **bolded items**)

I emphasized that the students were not grading you or the course and that you had requested the feedback for the sole purpose of improving the course. They understand that you may or may not make changes based on their comments. My role was simply to report what they said. I did not interject my own comments on points made by the students. The entire process took twenty minutes.

Overall the students seemed quite interested in the process. Many participated in the discussion and most voted on the different items. In the right hand column, I have indicated the class vote on each topic. I have reordered the topics by the percentage of students agreeing with each statement.

**Things Going Well**

<table>
<thead>
<tr>
<th>Notes online</th>
<th><strong>ALL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Like how homework follows lectures</td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td>Structure and organization of course is good</td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td>ZZZZ asks for questions and means it</td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td>TA is good – we appreciate the notes she puts on the homework</td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td>Like the in-depth review of prior material</td>
<td><strong>ALL</strong></td>
</tr>
</tbody>
</table>
He and TA are accessible/approachable ALL-
Does a good job of building on earlier material ALL-
Examples are good MOST

**Things to Change/Improve**

*Students are uncertain about the midterm – especially the extent to which the readings will be covered—do they need to do the reading for this class?* ALL-

**Provide more variation in problems and more examples** ALL-

Show *every step* when explaining problems MOST

More class discussion would help MOST

Sometimes speaks too fast MOST-

Post lecture notes farther in advance Half

Assignments are inconsistent in their length and how long Students have to do them FEW

“Jumps around” in lectures without explaining the links he is making FEW

Handwriting could be clearer FEW

Content repeats content of other classes FEW-