2005

TO: **XXXXX (instructor name)**

FROM: **Larry Lev**

RE: **Student feedback on YYYYY (course name)**

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

Notes online	**ALL**
Like how homework follows lectures	ALL
Structure and organization of course is good	ALL
ZZZZ asks for questions and means it	ALL
TA is good – we appreciate the notes she puts on the homework	ALL
Like the in-depth review of prior material	ALL-

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 – <u>especially the extent to which the readings will be covered—do they need to do the reading for this class?</u>	**ALL-**
Provide more variation in problems and more examples	**ALL-**
Show <u>every step</u> 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-