Start. Stop. Continue.

Formative Midterm Student Evaluations of Teaching

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Frostburg State University

5th Annual Regional Conference on Teaching, Learning, & Scholarship
Feedback from Students

Goals:

• Formative – Feedback from students can be used to help us improve our teaching.

• Summative - Feedback from students is often part of our faculty evaluation process.
The Way It Works @ FSU

• Student evaluation surveys are distributed online at the end of the semester.
• Data from quantitative questions and free-responses are returned to instructors after grades are submitted (and sometimes after the next semester starts).
FSU’s Ten Quantitative Questions

1. The instructor was well prepared for class.
2. The instructor challenged students to learn.
3. The instructor demonstrated a thorough knowledge of course content.
4. The instructor clearly specified course assignments.
5. The instructor demonstrated a genuine interest in the subject matter.
6. The instructor encouraged class participation.
7. The instructor displayed an interest in students and their learning.
8. The instructor treated students with respect.
9. The instructor clearly explained the grading process.
10. The instructor was available for out of class assistance.
End-of-Semester Student Feedback

Pros
• Anonymous
• Quantitative
• Summative

Cons
• Deferred benefit
Midterm Student Feedback

Benefits:

• Immediate and actionable
• Empowers students
• Formative – targets specific behaviors
Two studies indicate positive correlations between use of midterm evaluations and increase in scores on end-of-term evaluations.

Things I Want to Know

• What part of my course are you having the most trouble with?
• What am I doing to make it easy for you to learn the material?
• What things am I doing that make it harder for you to learn the material?
• Which assignment did you get the most out of?
• What is something I could change right now to improve your learning?
• Was the textbook helpful?
What Do You Want to Know?
Survey Your Students!

- Paper or Scantron
- BlackBoard has a survey tool that collects anonymous feedback (other LMSs do as well).
- SEEQ (Student Evaluation of Educational Quality)
- Lots of resources for example questions.
SALG
(Student Assessment of Learning Gains)

• Customizable online feedback survey
  o Use their questions or write your own
  o Question categories can be added (but not removed)
• Survey enrollment can be open, limited to specific email addresses, or require a passcode.
• Survey can either be anonymous (but instructor knows who took it) or blind.
• http://www.salgsite.org/student

9 February 2016
Quick Focused Feedback Activities

• PLUS/DELTA

• Start. Stop. Continue.
# PLUS/DELTA

<table>
<thead>
<tr>
<th></th>
<th>PLUS (Continue)</th>
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9 February 2016 start.stop.continue.
Start. Stop. Continue.

Start
What should I start doing to improve your learning in this course?

Stop
What am I doing that is hindering your learning that I should stop doing?

Continue
What am I currently doing that is helpful to your learning?
What to Do Next

• Share and discuss with students
• Point out conflicting feedback
• Point out actions that you can take right now
• Point out things that you cannot or will not change and explain why

• Do it again before the semester is over
Personal Example with Start. Stop. Continue.

- CHEM 321 Organic Chemistry II
- Spring 2015
- 3-credit lecture course
- 37 students
- Start. Stop. Continue. administered twice:
  - February 6 (end of second week)
  - April 13 (about a month from the end)
<table>
<thead>
<tr>
<th>START</th>
<th>STOP</th>
<th>CONTINUE</th>
</tr>
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<tbody>
<tr>
<td>6 Using problems from the book ✓</td>
<td>9 Nothing / no response</td>
<td>6 Doing what you are doing</td>
</tr>
<tr>
<td>4 Going over more examples ✓</td>
<td>4 Quizzing on readings</td>
<td>4 Going over quizzes</td>
</tr>
<tr>
<td>4 Naming the concept/section before we go over it ✓</td>
<td>2 Going on tangents ✓</td>
<td>4 Using lots of examples</td>
</tr>
<tr>
<td>3 Doing more problems in class ✓</td>
<td>2 Going too fast</td>
<td>2 Having daily quizzes</td>
</tr>
<tr>
<td>2 Reminding us of reading for next class ✓</td>
<td>1 Deviating from syllabus</td>
<td>1 Using the document camera</td>
</tr>
<tr>
<td>2 Slowing down</td>
<td>1 Going too slow, doing too few examples</td>
<td>1 Showing and explaining mechanisms</td>
</tr>
<tr>
<td>2 Nothing / No response</td>
<td>1 Going over quiz</td>
<td>1 Using total points grading system</td>
</tr>
<tr>
<td>1 Explaining the difference between mechanisms ✓</td>
<td>1 Giving daily quizzes</td>
<td>1 Having low stress approach to class</td>
</tr>
<tr>
<td>1 Stating main ideas to focus reading/studying ✓</td>
<td>1 Not telling us what quizzes are on ✓</td>
<td>1 Being helpful</td>
</tr>
<tr>
<td>1 End class with example for next quiz</td>
<td>1 Giving hard quizzes</td>
<td>1 Going at the current pace</td>
</tr>
<tr>
<td>1 Varying structures used in examples ✓</td>
<td>1 Having homework due before we cover materials in class ✓</td>
<td>1 Following the syllabus</td>
</tr>
<tr>
<td>1 Using PowerPoint</td>
<td></td>
<td>1 Being humorous</td>
</tr>
<tr>
<td>1 More multiple choice and product/reactant questions</td>
<td>1 Hammer time!</td>
<td></td>
</tr>
<tr>
<td>1 Giving more time for quizzes</td>
<td>✓ = a change I can make right now!</td>
<td></td>
</tr>
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<td>Start</td>
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<td>Continue</td>
</tr>
<tr>
<td>-------</td>
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<td>----------</td>
</tr>
<tr>
<td>Plan better for class content</td>
<td>Surprises on quizzes ✓</td>
<td>Going over quizzes</td>
</tr>
<tr>
<td>Giving more time to do examples in class ✓</td>
<td>Rushing at end of class ✓</td>
<td>What you are doing</td>
</tr>
<tr>
<td>Have more points</td>
<td>Quizzing on future material</td>
<td>Telling us where we are and where we’re going</td>
</tr>
<tr>
<td>Make the practice final “optional”</td>
<td>Giving too much detail</td>
<td>Giving lots of points / grading this way</td>
</tr>
<tr>
<td>Slow down</td>
<td>Going too fast</td>
<td>Teaching well</td>
</tr>
<tr>
<td>Do some end-of-chapter problems</td>
<td>Apologizing ✓</td>
<td>Using the document camera</td>
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<tr>
<td>Give us some “old” questions for final exam prep ✓</td>
<td></td>
<td>Using papers with headings</td>
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<tr>
<td></td>
<td></td>
<td>Level of communication with class</td>
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<tr>
<td></td>
<td></td>
<td>Going over examples</td>
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<tr>
<td>✓ = something I can change right now!</td>
<td></td>
<td>Positive attitude</td>
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## My Outcomes

### Selected Student Response Questions for CHEM 321:

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<th>Question</th>
<th>Spring 2013</th>
<th>Spring 2014</th>
<th>Spring 2015</th>
</tr>
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<tbody>
<tr>
<td>Challenged students to learn</td>
<td>4.64</td>
<td>4.63</td>
<td>4.97</td>
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<tr>
<td>Encouraged class participation.</td>
<td>3.77</td>
<td>3.76</td>
<td>4.68</td>
</tr>
<tr>
<td>Displayed interest in students and student learning.</td>
<td>4.02</td>
<td>3.83</td>
<td>4.91</td>
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<td>Treated students with respect.</td>
<td>4.17</td>
<td>4.30</td>
<td>4.91</td>
</tr>
<tr>
<td>Overall</td>
<td>4.44</td>
<td>4.40</td>
<td>4.84</td>
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Questions?

• See the handout for resources, references, and urls.
References
Strategies for and Research about Midterm Evaluations

- Michigan State University Office of Faculty & Organizational Development
  http://fod.msu.edu/oir/mid-term-student-feedback
- USING MIDTERM EVALUATIONS AND OTHER SOURCES OF STUDENT FEEDBACK ON TEACHING
  MICHELE MARINCOVICH, Tomorrow’s Professor Digest #313
- Duquesne University Center for Teaching Excellence
  http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/benefits-of-early-course-evaluations
- Carnegie Mellon University Eberly Center for Teaching Excellence & Educational Innovation
  https://www.cmu.edu/teaching/designateach/teach/early-course-feedback.html
- The Value of Midterm Student Feedback in Cross-Disciplinary Graduate Programs
  G. L. A. Harris and Dannelle D. Stevens in Journal of Public Affairs Education
References

Sample Formative Questions

• Duquesne University Center for Teaching Excellence
  http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/feedback-on-teaching/early-course-evaluation

• The McGraw Center for Teaching & Learning at Princeton
  http://www.princeton.edu/mcgraw/library/for-faculty/midcourseevals/index.xml

• UC Berkeley Center for Teaching and Learning
  https://teaching.berkeley.edu/sites/teaching.berkeley.edu/files/Sample_midterm_evals.pdf
References

Specific activities

• PLUS/DELTA
  Iowa State University Center for Excellence in Learning & Teaching

• Start-Stop-Continue
  Boston University Center for Excellence & Innovation in Teaching
  http://www.bu.edu/ceit/teaching-resources/start-stop-continue/

• SEEQ (Student Evaluation of Educational Quality)
  Penn State Schreyer Institute for Teaching Excellence
  http://www.schreyerinstitute.psu.edu/MidsemesterFeedback

• SALG (Student Assessment of Their Learning Gains)
  http://www.salgsite.org/
  Set up your own SALG: www.salsite.org/wizard
  Access the SALG I made:
  • Go to http://www.salgsite.org/student
  • Fill in your email address
  • Enter the instrument number: 73139
  • Provide the instrument password: ctenorris
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