A Comparison of Traditional and Online Midsemester Feedback

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Show of Hands

Raise your hand if you have:

- Participated in a midsemester feedback process
- Facilitated a midsemester feedback process
- If so, did you do so in-person or online
Workshop Outcomes

By the end of this workshop, you will be able to...

• Describe AU’s online and face-to-face midsemester feedback collection processes
• Consider applying/adapting AU’s approach(es) to facilitating the collection of midsemester feedback
• Evaluate different midsemester feedback collection processes
Institutional Context

• American University (924 full-time faculty; more than 700 adjunct; over 14,000 students)
• Center for Teaching, Research & Learning (faculty-facing)
• 5 Teaching and Learning team members
  • 3 full time
  • 2 graduate assistants
Midsemester Feedback Services

• Three Services
  • Midsemester Course Analysis (SGID)
  • Midsemester Survey Service (discontinued)
  • Support for Self-Administered Surveys (i.e., DIY)
How we facilitate an *in-person* SGID

MIDSEMESTER COURSE ANALYSIS (MCA)

A Midsemester Course Analysis (MCA) is designed to provide students with the opportunity to contribute feedback individually and in conversation with their peers. Upon request, CTRL team members will visit a synchronous class session for 30 minutes while you leave the class. We will facilitate a discussion with your students that focuses on what is going well, what can be improved upon, and what changes might be helpful. CTRL will then provide you with an analysis of the results of the whole class discussion and meet with you to debrief the results and discuss strategies for sharing the feedback with your students. *This report is entirely for your use and CTRL will not share it with anyone else.*

Types of questions we pose to students:

- Which aspect of the course is most helpful to you?
- Which aspect of the course is least helpful to you?
- Are there any suggestions you would like to make about how to improve the course?
How we facilitate an *online* MCA

• Same, but on Zoom!
• Converted all paper surveys to Qualtrics surveys
  • Transcription no longer necessary
• Used breakout rooms for discussion
Website description:
CTRL is offering a Midsemester Survey Service to create, analyze, and provide a report of results of midsemester feedback surveys. After you request the MSS, CTRL will provide you with a unique Qualtrics survey link to provide to your students. After your students complete the survey, we will analyze the data and provide you with an analysis of results. Please note that you will not receive the raw data from your survey. This report is entirely for your use and CTRL will not share it with anyone else.

1. Please indicate the average number of hours per week you work on assignments and study for this course.
   - 0-3
   - 4-6
   - 7-9
   - 10-12
   - 12 or more hours

2. Please select your level of agreement with the following statements from 1, strongly disagree, to 5, strongly agree.
   - The professor requires high levels of performance.
   - The professor presents material clearly.
   - The professor facilitates a respectful learning environment.
   - This is a rigorous course.
   - The learning objectives for this course are clear.

3. Please expand on any of your feedback from the previous question, especially questions you strongly disagreed or strongly agreed with.

4. What is working well in this course?

5. What is one component of this class that needs to be changed and how should it be changed?

6. Is there anything else you would like to share with your professor and/or CTRL?
<table>
<thead>
<tr>
<th></th>
<th>Modality</th>
<th>Midsemester Course Analysis</th>
<th>Midsemester Survey Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2022</td>
<td>All</td>
<td>In progress</td>
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<td>All</td>
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<td>-</td>
</tr>
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<tr>
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<td>X</td>
<td>X</td>
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<tr>
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<td>X</td>
<td>-</td>
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<tr>
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## Individual Faculty Requests

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<td>Fall 2020</td>
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<td>30</td>
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<tr>
<td>Fall 2019</td>
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## Number of Courses Facilitated

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<td>All</td>
<td>14</td>
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<td>11</td>
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## Number of Students Impacted By Services

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<td>In progress</td>
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<td><strong>Fall 2021</strong></td>
<td>All</td>
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<tr>
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<td>404</td>
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<td>1,050</td>
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<td><strong>Fall 2020</strong></td>
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<td>536</td>
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<td>1,380</td>
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<td>-</td>
<td>812</td>
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<tr>
<td><strong>Fall 2019</strong></td>
<td>In-person</td>
<td>358</td>
<td>-</td>
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The process of experimenting with different midsemester feedback service models yielded:

- Improved efficiency of data collection and analysis (e.g., Qualtrics surveys for in-person MCAs)
- Expanded opportunities for instructors with busy course schedules (asynchronous MSS surveys)
- Higher faculty engagement and student impact numbers

Increased participation - but was the feedback helpful?

Realized we need to re-articulate our goals for this programming (and our center)

- Is the goal to get feedback? Increase student voice in decision making?
- Teach faculty to collect feedback?
- Both? More?

Current goal for the T&L Team: continue with MCA’s and assess their impact (through surveys and focus groups)
Questions for Reflection & Discussion

Do you have feedback, comments, ideas, or anything to share related to:

a) collecting midsemester feedback for faculty online?

b) assessing midsemester feedback programs (SGIDs, surveys)? For example, is it possible/feasible to assess the effect of SGIDs on student learning outcomes?

c) Other?

Please raise your hand to share out loud and/or enter your thoughts into the following mentimeter (3 options):

www.menti.com: 4725 7860
https://www.menti.com/27vaq179hf
Thank you for joining us!

Request a consult: bit.ly/CTRLconsultation

Explore our resources: edspace.american.edu/ctrl

Contact us
gf0851a@student.american.edu
ehoran@american.edu
ctrl@american.edu