

**Focus:** To encourage students to reflect on habits and take ownership over their learning.

### Sample Questions\*

**1) What grade have you earned thus far in this class?** *\*Instructors need to make sure students know the grade for the class before administering the survey. Grades can be communicated in a course management system via a gradebook, a brief "receipt" summarizing completed work and grades at a stage in the semester, or a homework activity that encourages students to calculate their current grade (and remaining credit options).*

A       B       C       D       F      \_\_\_\_ Unsure

**2) Do you think that your grade reflects your learning? Please briefly explain.**

**3a) What final grade do you expect to earn in this class?**

A       B       C       D       F      \_\_\_\_ Unsure

**3b) How certain are you that you will earn it?**

Very certain       Somewhat certain       Somewhat uncertain       Very uncertain

### Comments:

**4) Please select the three actions that have the most significant and positive impact on your learning in this class, ranking them from most to least, with one representing the most positive impact, etc.**

- Attending lecture with undivided attention
- Committing to a regular study schedule
- Completing homework consistently
- Going to office hours
- Reviewing material before class
- Reviewing PowerPoint slides on CROPS
- Studying on your own outside of class
- Studying with peers (classmates or friends)
- Taking notes during lecture

- Taking notes on course readings
- Using outside resources (i.e. attending peer tutoring at the Bright Center, consulting with librarians, or using reference books, etc.)

Other: \_\_\_\_\_

**5) What would help improve your learning in this course?** *\*Instructors may find it useful to limit or contextualize this question, since not all elements can be accommodated to achieve learning outcomes. For example, it would be added that “Our course time is fixed, so if (for instance) “more examples” is be selected, please bear in mind that this slows the pace of the course and reduces content. If that increases and deepens learning that is a positive outcome. Nevertheless, the instructor has to balance various priorities to ensure that students complete the course with desired outcomes and content knowledge.”*

- A quieter classroom environment
- A slower instructional pace
- Example exams
- More assigned homework
- More examples provided in class
- More review prior to exams
- More clearly written material on the board
- More extensive office hours
- More discussion of real world applications of class topics
- More interaction with the instructor
- Student-authored study guide
- None. I am currently satisfied with my learning

Other: \_\_\_\_\_

**6a) What action(s) will you take to improve your learning?**

- Attend lecture with undivided attention
- Commit to a regular study schedule
- Complete homework consistently

- Go to office hours
- Review material before class
- Review PowerPoint slides on CROPS
- Study on your own outside of class
- Study with peers (classmates or friends)
- Take notes during lecture
- Take notes on course readings
- Use outside resources (i.e. attending peer tutoring at the Bright Center, consulting with librarians, or using reference books, etc.)
- None. I am currently satisfied with my learning

Other: \_\_\_\_\_

**6b) How likely are you to take the actions identified above?**

- Very likely     Somewhat likely     Somewhat unlikely     Very unlikely

**Comments:**

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\* **Rationale for the Mid-Semester Survey Design: Section 1:** The first three questions allow for self reflection on their efforts. **Section 2:** Questions 4 &5 focus on what helps learning in the class and what suggestions students have for the instructor to improve their learning. **Section 3:** Question 6 encourages students to identify what's not working and make an action plan to succeed in the class, thus take ownership over their learning.