

You are welcome to address any aspect of the course you wish, but I would particularly appreciate your feedback about the following:

- Giving and attending to feedback
- Analyzing readings
- Developing a topic
- Composing an argument and integrating evidence
- Crafting an essay

Students Helping Students to Provide Valuable Feedback on Course Evaluations

	Criteria	Highly Useful	Somewhat Useful	Not Useful
1.	Offer commentary on attributes of the learning environment.	"I find the instructor very caring and that motivates me to try harder in this class"	"The instructor cares about my learning."	"My instructor's hair is cool."
2.	Answer all parts of the question focusing on description rather than judgment.	"My writing ability now is better than at the beginning because now I am more confident in my work and writing based on the feedback I received from instructor and peers."	"It improved a lot. I noticed that my critical thinking ability has improved a lot."	"Hard class."
3.	Attribute positive or constructive feedback to specific aspects of the course. Use examples that support your answer to the question.	"Before this class I was every unsure on how to do a research paper, now that I have taken the class I am more confident in my writing skills. I understand how to format a research paper correctly and how to follow MLA."	"Instructor sometimes describes things unclearly, but I always ask questions if I am confused about anything."	"Research projects are stressful"
4.	Focus on the course and the quality of instruction given regarding the course learning outcomes.	"I loved the projects, in particular group discussions were very important to understand the readings."	"Peer review, presenting, and office hours helped me with learning."	"I wish that Cat Courses told us when assignments are due"
5.	Offer suggestions that are relevant and plausible to the course or instruction and why you think they would help your learning.	"If I had the opportunity, I would include more journal writings or just open ended writing assignments so students could grow more."	"I wouldn't change anything."	"This class is too early."

Highly Useful--I clearly understand the experience the student is having, what I am doing well, or what I could do better. I know what I should continue doing in this class, and exactly what I can do to improve my course and/or instruction. Any improvements that need to be made are plausible and are within my control.

Somewhat Useful--I have a general or vague idea of what is going well or what I should change to improve my course, but it is not completely clear. I can make a change to my course or instruction, but I may not get the result this student is looking for. I may not have the ability to completely make this change.

Not Useful--I don't know what I can do to improve my course at all based on this answer. It tells me nothing about my class or pedagogy, if the student is having a positive learning experience, or why they feel they seem to be having a negative learning experience. I have no control over making this change.

NEED TO:

Print out the questions with the rubric

Currently assessing the pilot results. We would like some feedback on the rubric so far. Show them where we began.

- 1. Change “useful” to “feedback informs teaching” or “limited”?**
- 2. Should there be an area of the rubric where students can comment about their instructor that doesn't limit them to the CLO's? Attributes of the learning environment?**

“I find the instructor very caring and that motivates me to try harder in this class” If your answer is no, then how do you see this not informing your teaching? This is a developmental rubric which means that students are learning to provide feedback.
- 3. Do you think the examples demonstrate the criterion well? Should there be more development (scaffolding) from one to another?**
- 4. Do you think this will be helpful to analyzing your course feedback and course evaluations?**

If we have time, maybe discuss some elements of the presentation?
-In presentation she has added audience and purpose.

LIST FOR ADRIANA FOR SATAL PRESENTATION:

Teaching is research. Instructors use Course Evaluations to understand what they are doing well and how their course can improve.

Your detailed feedback is valuable insight to what the instructor can do to understand and improve your learning experience and the experience of future students.

How did it help you learn?

Highly Useful

Your responses are highly useful when they refer to:

Course Learning Outcomes

Conventions of English *This presentation is supposed to eventually be useful to all courses. Do we just say this, or should we make it specific to WRI courses?

Specific assignments and class activities

Somewhat Useful

We have a general idea of what is working well, but....

Not Useful

While we love positive feedback, positive feedback is even more useful when we know *exactly* what is working well for you in the course!

If there is something you wish you could change about the course, it is important to explain *why* and *how* this change would improve your learning experience.

Questions:

How would you describe your writing ability now compared to the end of the semester? Please explain.

Identify and evaluate aspects of this course that have been especially helpful to you

Describe aspects of this course that you would change, if you had the opportunity.

Providing Valuable Feedback on Course Evaluations

Name_____

1. Do you think “useful” should be changed to “feedback informs teaching”? Do you have any other suggestions? Please explain.
2. Regarding #5 on the rubric. This is a recent revision that we think is important to let students know they can comment about attributes of the learning environment and that doesn’t limit them to the CLO’s. Do you think this should be included? If not, could you please explain why you feel this would not inform your teaching? Do you have suggestions for revising it?
3. Do you think the examples demonstrate the criterion well? Should there be more development (scaffolding) from one to another?
4. Do you think that this rubric could be valuable to how you analyzing the responses you receive from students on your course evaluations? Specifically, could this be useful to how you present your course evaluations in your own teaching portfolio?