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

* + [Course learning outcome]
  + [Course learning outcome]
  + [Course learning outcome]

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| **Students Helping Students to Provide Valuable Feedback on Course Evaluations** |

**Criteria      Highly Useful          Somewhat Useful         Not Useful**

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| --- | --- | --- | --- | --- | --- |
| 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.