

Questions for Administrators

Thanks so much for agreeing to chat with us. We're a group of MIDS students working on our capstone and as part of our class, we're conducting a number of interviews to better understand our stakeholders.

We'll first start off with some general questions and then begin to dive deeper into our topic of feedback. All of what we discuss today will not be shared with anyone but internally in our four-person team. If at anytime you'd like to pass on a question or come back later to it, we're happy to do so. Before we start, do you have any questions?

Great let's begin!

First we'll ask some questions about your background.

- Name
 - Innessa
- Date
 - 2/27
- How do you interact with student academic feedback? That is, feedback regarding their course and experience as a student?
 - Involved in most of it - haranging all the students and from the faculty to get the survey is out. Make sure that the faculty is out. Make sure that the dates are and the limitations.
 - Once evaluations close, I wait for central campus to release them, and then crunch all the numbers and the qualitative feedback and synthesize it.

Thank you! Now we'll move into our focus of what we're investigating, which is student feedback and satisfaction regarding the courses you have taught and are teaching.

- Who are the primary stakeholders who review the student feedback?
 - First and foremost the faculty and the instructors themselves. Feedback mid-course and final course evaluations - most directly pertain to them.
 - Second, it would be academic directors on making course updates.
 - As well as 2U in terms of technology are function.
- Generally, at what level of granularity are you able to see the feedback?
 - Mid- versus end-of-term?
 - Feedback by type (course content, homework, teaching style, technology)
 - Level of aggregation? (Course, section, individual)
 - Varies in terms of aggregation - most of the part is aggregated. But if class is updated, or is new or there have been red flags, then the information would be reviewed on an individual level.

- Generally, what is the level of completion of feedback?
 - How much of a pain point is this for you?
 - It's definitely a pain point. Tho the degree at which it's a problem varies. It's a problem of individual action - there's only so much influence you can exert to make the effort to obtain completion. Functions for instructors as well as for students. Only so much cajoling and so much incentive. There are no real incentives.
 - The people who run course evaluations across campus gripe and share tips about what works and what doesn't work. Some departments can incentivize faculty to do it, but not at I school.
 - I've done OK with shaming, but it has its limits. And some instructors who are not susceptible to shame.
 - Other campuses withhold grades until feedback.
 - Consequently we take a hit in terms of completion with respect.
- Goal of evaluations are - when we felt courses are most able to provide feedback and and they have a general sense of what's going on and what's improving, and when instructors would most benefit from the feedback. But for instructors it's a matter of when. When can you find the middle ground for those two parties. It's not perfect, but it feels workable. The instructors take some time, but it's important that we have done it earlier and students say that it's too early, we haven't gotten our assignment back yet.
 - It's a tough one if feedback at more regular intervals. Lots of folks suffer from survey fatigue. It's hard to ask for more. If students feel very strongly, they don't hesitate to tell them.
 - So get intermittent feedback, in a less formalized way.
 - Is this an individual concern or reflective of the entire feedback of people. It's a balance. Getting more feedback all the time would be good, but it's not feasible. From a work perspective. From a student willingness perspective, what we have now works... I do feel like students have survey fatigue. It's a lot being prodded by so many different parties.
 - If there's a way to parse written feedback for specific topics (Categorize) to engage what's being said about them (do people feel positively about async? Do they love breakout sessions?)
 - "Mind numbing" to read through everything -- it would be nice to not spend so much time sifting
 - Need/want for parsing into specific topics is general for all classes
- If you had a magic wand and could wave it and change the way feedback structure is implemented in MIDS, what would you want to be done differently?
 - "Cajoling phase" of feedback -- campus sends out reminder email but students are too good at ignoring emails; emails from central campus is very impersonal so students tend to ignore and not fill out the eval form
 - Reading takes up too much time, especially to synthesize and aggregate them all for the professors

Do you have anything else to add?

Thank you very much for your time! We really appreciate your help.

How do you get feedback from students today? (surveys, in person)

- What is the approximate split (50/50? 70/30?) between anonymous feedback and direct feedback?
- What is your preferred method to receive feedback?
- What kind of information do you usually get from this kind of feedback?
- Do you get the raw feedback and analyze/pull insights out, or does it come to you already synthesized?
- How do you turn this into feedback actions to take?
- How long does this take you?

If you could change the way you receive feedback, how would you?

- More direct feedback?
- Able to see who said what?
- More often?
- Separate feedback by type (course content, homework, teaching style?)
- Level of feedback? (Course, section, individual)

How do you generally gauge how students are generally feeling about the class?

- Do you care about this as the semester progresses?
- Is this even something that is helpful?

Tell me about a time when you were able to make a change to the course that....