

## 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
  - Siu Yung Wong
- Date
  - March 1, 2019
- How do you interact with student feedback?
  - Have been with Berkeley since early 2000 (ischool + haas business school) running similar program at same capacity
  - His philosophy has always been to have as many formal channel of feedback as possible, that way everything is on the record, whether it's mid or final eval, to give faculty some thoughts on where to pivot the class, or different directions/possibilities for the remaining class and following terms
    - But he understands that this is not the case in MIDS because by the time professor reads feedback, the semester is already over
  - Highly encourages students to submit all feedback
  - As a program administrator, he tries to take objective "facilitator view" to understand are there expectations that are not being met on both students and prof sides? How can he help to facilitate and dialogue at times? But this takes time to understand so his philosophy is get both parties together and really dig deep and understand the feedback
- Differences with respect to feedback in virtual vs non virtual? Any additional challenges?
  - Initial response is no. The differences that he primarily sees in terms of feedback and how students manage them is difference between part time vs full time students.
    - Part time: there's a tendency for feedback to be an emotional data dump. There is higher expectation of "why can't you just help me figure this out, i already have so many other things going on!"
    - Full time: more consideration from students' side, as they understand this is their full time "job"

- It's easier for administrators and professors to work with people who are more motivated and willing to work to make change, rather than "this is tough! Do something about 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.

- Generally, at what level of granularity do you prefer?
  - The numbers (scale values) will tell us if the course/professor is effective in comparison to department median
  - Qualitative feedbacks help to understand the details, identify general themes, areas that most of the individual feedback comes from, identifying "what are the emerging themes" is important
- If you had a magic wand and could wave it and change the way feedback structure is implemented in MIDS, what would you would you want to be done differently?
  - More transparency in everyone being able to see the trends identified from feedback; this can be a way to hold people accountable
    - Though he understands that people have different perspective on the value of sharing/transparency
    - Want to impress both faculty and students.
    - Mid course eval: some faculty might find them useful but some faculty may say "hey, we're in week 6, it's unrealistic expectations for me to change x y and z"
  - This is a very complex thing.. What can a magic wand do.. But let's not stop trying!

Do you have anything else to add?

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

