Formative Feedback and Reflective Practice
Using End-of-Course Student Feedback (ESF) Surveys

**HOW TO REVIEW END-OF-COURSE STUDENT FEEDBACK (ESF) SURVEYS**

| EVERY SEMESTER | Review your ESF surveys each semester for ongoing personal growth and development in your teaching and learning. |
| TRIANGULATED WITH OTHER EVIDENCE | The ESF survey largely measures student satisfaction and perception. While these factors are important and necessary, they do not sufficiently determine teaching effectiveness. |
| RATINGS AND COMMENTS | Review the ratings (quantitative assessment) and comments (qualitative assessment). |
| IDENTIFYING PATTERNS | Note trends, themes and patterns in surveys. |
| DISREGARDING OUTLIERS | If you have one comment that is outstanding or one that is terrible, do not pay too much attention to that single response; focus more on the patterns. |

**HOW TO USE ESF SURVEYS**

| WORK WITH A MENTOR | Review your surveys with someone in your department or school. In addition, the CETL director can confidentially review your ESF surveys to provide feedback. |
| CLARIFY ASSESSMENT | Clarify how this data might be used for summative review (i.e. promotion and tenure, reappointment) and if you can provide a reflective narrative to accompany the data. |

**DETERMINE RELEVANCE**

- What are your strengths as perceived by your students? What are their concerns with the content, instruction and learning?
- Are there elements that you can, and are willing to, change? How would you go about addressing these?
- Can you provide an explanation as to why you are not willing to change certain aspects of the course or instruction?

**WRITE A CONTEXTUAL NARRATIVE**

- Your strengths as perceived by students
- An action plan of what areas of perceived problems you will address and how
- A rationale or context on other areas of concern and why you are not aiming to change those

**EVALUATE CHANGES**

Review next semester’s ESF surveys and determine if and how change has occurred.

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Judy Ableser, Director for the Center for Excellence in Teaching and Learning at Oakland University.
Designed by Christina Moore, CETL
Updated November 2016