**June 2021**

*Please share with your faculty:*

**The Value of Student Feedback for Course or Program Improvement**

A valuable form of indirect assessment data is student feedback about their experience in a program or course. Obtaining student feedback through course evaluations, focus groups, or informal discussions with students provides students with an opportunity to reflect on their learning experiences, and provides faculty with useful insights about students’ perceptions of a course or learning experience. Most important, however, is not just gathering student feedback, but utilizing the feedback for course or program improvement. When reading and reflecting on students’ feedback it is important to do so with an objective lens. For example, even if you feel very invested in, or spent a lot of time planning a particular learning activity, assessment, or approach it is important not to take the feedback personally. If the majority of your students report that they did not find your activity or approach effective, it is important evaluate why you feel that it is the best method. Doing so involves reflecting on your student learning objectives and thinking about whether there is an alternative way to help students achieve the same objectives. When reading through students’ feedback, it is also important to identify outlier comments. Was it only one or two students that felt a particular way about an aspect of the course or program, or was there a significant portion of students who felt the same way? If the later than that provides good reason to reflect upon and evaluate your approach. When reflecting upon students’ feedback it is also important to consider aspects of the course or program that realistically can be changed and what cannot be changed, and why. For example, if students feel that there should be no exams in the course, this might not be a realistic or beneficial change. If, however, students respond that they wished that there were more opportunities for active learning experiences, this might be a realistic and useful change that can be made to improve students’ engagement and learning. In sum, it is important to thoughtfully reflect upon students’ feedback as a means for improvement.

**Check out!** Clipperton, J. Incorporating student feedback in your course. *Northwestern Digital Learning.* Retrieved April 28, 2021 from <https://digitallearning.northwestern.edu/article/2019/01/31/incorporating-student-feedback-your-course>

**Please share examples** of ways your program uses student feedback to improve learning and instruction and I will feature those examples on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Important reminder:** Please submit to me an end-of-semester Spring 2021 Assessment Activity Report by **June 1.**

**Please contact me** if you need any assistance with completing your report.