**Student Experience Evaluation[[1]](#footnote-1)**

Note to instructors: The Student Experience Evaluationpresents students with a list of specific elements of teaching and asks them to comment on two of them: the one that most helped their learning and the one that most hindered their learning. Offering students specific elements of learning to choose from, rather than just asking, “What helped you learn?” and “What hindered your learning?” yields *far more specific and actionable feedback.*

Consider administering this qualitative student evaluation online rather than on paper, even though online response rates are lower. It is far easier to analyze the results of the evaluations if they are administered online. If you administer the evaluation online through EvalKit, the feedback you receive will be collated according to each element of teaching (e.g. the comments regarding the challenge of the course will be in one group rather than being mixed with the comments for all the other categories of teaching elements as they would be in paper evaluations). To see how EvalKit responses look, see this [sample](https://teaching.nmsu.edu/files/2019/11/Mock-Data.pdf):

There are ways to increase response rates and the quality of responses. These include:

* Emphasize in class or via a video announcement how important the evaluations are to you so that you can enhance the course *for future students.*
* Have students watch this short video in which students give other students advice on how to fill out evaluations: [3-minute video](https://www.youtube.com/watch?v=93X8JoP0nMs).
* For synchronous or face-to-face classes: Give students about ten minutes to fill out their evaluation in class on their phones or computers at the beginning of a class period so they are not rushing to finish and leave class.
* Consider assigning a very small number of points for completing the evaluation: either points for each student who completes it (their comments are still confidential) or to the whole class once a threshold is met (e.g., every member of the class gets credit once the response rate is 90%).

To put your evaluation online in EvalKit in Canvas, contact Dan Olsson in Academic Technology at learning@nmsu.edu or 646-1956.

**Student Experience Evaluation**

Feedback is important for instructors just as it is important for students. To be most helpful, feedback should be specific, offer examples, and be actionable; that is, some behavior that the teacher can change or continue. Give specific examples from your class.

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| **Instead of. . .** | **This is more helpful. . .**  |
| “This teacher is supportive.”[This statement leaves the instructor wondering what was supportive and how to continue that behavior.] | “This teacher is supportive. For example, whenever I went to her office hours, she was always willing to answer my questions and provide further resources.” |

This survey is specific to the instructor of this particular portion of the course (lecture, lab, discussion, recitation, etc.). Please focus your feedback on the portion of the learning experience that the instructor has control over.

By filling out this survey, I understand that my responses will be anonymous, and that my instructor as well as the unit head and various University committees will also be able to read my anonymous responses, without my name attached.

*Consider the following elements in relation to the course. Then answer the questions on the back.*

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|  | **Elements** | **Potential Associated Student Experience** |
| (a) | Inclusiveness and Equity | I felt welcomed, respected, and was treated fairly. |
| (b) | Assignments | I felt assignments, projects, and exams were relevant and supported my learning. |
| (c) | Instructions and Grading | I understood instructions for assignments and how I would be graded. |
| (d) | Feedback | I received sufficient, accessible feedback on my work in time to make changes and improvements. |
| (e) | Challenge | I felt challenged to learn a great deal in the course. |
| (f) | Course Structure | My learning was enhanced by high quality, organized, and accessible content and materials (texts, notes, slides, videos). |
| (g) | Instructor Support | I felt the instructor wanted me to succeed in the course. |
| (h) | Active Learning | I was actively engaged in learning during course activities.  |
| (i) | Interactions between Students | I had opportunities for high quality and collaborative interactions with other students. |
| (j) | Instructor Communication | I felt communication from the instructor was positive, timely, and meaningful (e.g. in class, office hours, discussion, etc.).  |

1. **Greatest Strength:** Which ***one*** of the teaching elements listed on the other side most helped your learning? Please write the letter of the characteristic in the box on the left.

Explain **specifically how** this element of the course helped your learning.

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1. **Area for Enhancement:** Which ***one*** of the teaching elements listed on the other side most hindered your learning? Write the letter of the characteristic in the box on the left.

Explain **specifically** **how** this element of the course hindered your learning. What could the instructor do differently to help your learning?

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1. What one thing did **you** do in this course that most helped your learning? What one thing did you do that most hindered your learning? What is one thing could you do differently to help your learning?
2. What else would you like to say? Please avoid personal comments that are unrelated to student learning to ensure faculty continue to read your feedback. This will help preserve student voices in the continual course improvement process.

1. *This instrument was adapted from the Student Experience Survey developed by the University of Oregon. Used by permission.* It was revised 6/1/2021 for Fall 2021. The latest version of this instrument can always be found at [*https://teaching.nmsu.edu/teaching-effectiveness/*](https://teaching.nmsu.edu/teaching-effectiveness/)*.* [↑](#footnote-ref-1)