# Early Term Feedback (ETF) Process Guide

## ETF Questions

1. What features of this course contribute most to your learning? Please explain or give an example.
2. What changes can the instructor make to enhance your learning? Please explain.
3. What can *you* do to improve your learning? Please explain.

## ETF Strategy

Before you give your students the ETF survey, consider how you will communicate with your students about ETF and how it will be delivered. Delivering the ETF survey on paper during the first 10 minutes of class tends to maximize participation. For large classes you can use Blackboard survey which is anonymous but placed a checkmark in the grade center.

1. How will I tell my students about ETF? (email, in person, video, multiple means, etc)
2. How will I explain or rationalize why I am using ETF to my students? (data, outside person talk about ETF, explain how it will be used etc)
3. How will the ETF be delivered to my students? (online only, paper version, in class, outside of class, proctored in class by another person)
4. Is there an incentive for student participation?

## Themes and Patterns

After collecting ETF responses, use this chart to help you categorize the feedback into themes. It may be helpful to indicate if the feedback was repeated across several students or if it is an outlier.

|  |  |  |
| --- | --- | --- |
| What is Working Well | What is Not Working Well | Specific Suggestions for Improvement |
|  |  |  |

## Action Plan

Once you’ve categorized your feedback into themes, decide which themes warrant action along with the steps you will take and the approximate timeline.

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| --- | --- | --- |
| Themes that warrant action | Action steps | Timeline |
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## I will communicate results to my students by…

Communicating a summary of the ETF results to your students along with any changes you make to the course provides transparency and is a signal to students that you appreciate their input. If there is a change suggested by students that is not possible, you may want to share your rationale.

## Assessment of Change

If you made changes to the course, use this chart to track how the changes addressed the ETF feedback and how the students responded. Consider if the changes should be carried over to the course the next time you teach.

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| --- | --- | --- | --- |
| What changes did you make | To what degree did the change address the original feedback? | How did students respond? | Should this change be part of the course next time you teach? |
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## What did you learn or gain from the ETF process?