



MESA  
COMMUNITY COLLEGE

A MARICOPA COMMUNITY COLLEGE

# Standard Student Course Survey (SSCS)

## Using Student Feedback to Improve

Your microphone is muted upon entry/Video can be muted or unmuted  
This session will be recorded  
Q&A via the Chat box will be saved until the end of the showcase

# Janice Dawson

Faculty Developer



Your microphone is muted upon entry/Video can be muted or unmuted  
This session will be recorded  
Q&A via the Chat box will be saved until the end of the showcase

# Standard Student Course Survey (SSCS) (Student Evaluations)

## Intranet - Initiatives - Standard Student Course Survey

<https://www.mesacc.edu/intranet/course-survey>



# Standard Student Course Survey (SSCS) (Student Evaluations)

## Deployment

Appointive Faculty Must  
Opt-in (Form is on the  
Intranet Page)

## Faculty Groups:

1. Dual Enrollment
  2. Adjunct
  3. One Semester Only
  4. One Year Only
  5. Probationary
  6. 1/3rd of the Appointive  
Faculty
-

# SSCS

## Purpose

## DATA DRIVEN DECISIONS

Individual faculty can  
improve instruction

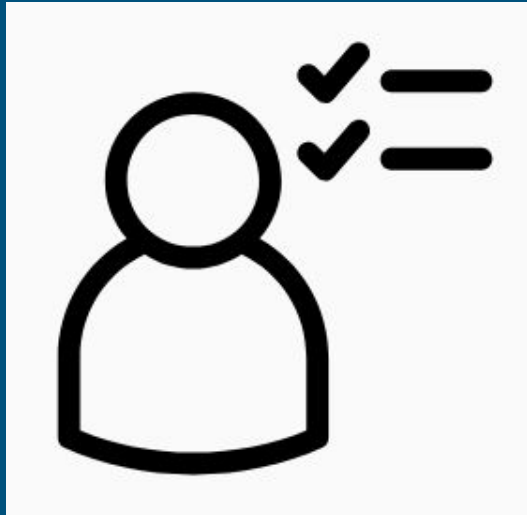
College aggregate data  
sets to inform decisions

## Accreditation

---

# SSCS Faculty Showcase

## Objectives



1. Demonstrate how faculty are using student feedback to improve.
2. Identify ways you can use student feedback to improve your instruction, assessment, and classroom management.
  - a. Record as you listen ;)



# Student Comments

## Coding Qualitative Data

### Codes

#### Strength Areas

- + Instructional Strategies (366)
- + Enthusiastic/Passionate (292)
- + Content Knowledge (279)
- + Ability to convey difficult concepts (255)
- + Available/Approachable (149)
- + Application (131)
- + Feedback (111)
- + Prepared/Organized (104)

#### Growth Areas

- Assignments (133)
- Instructional Strategies (97)
- Course (63)
- Time (57)
- Expectations (not clear) (47)
- Examples (39)
- Scaffolding (38)
- Readings (32)

(###) Times mentioned by students

Utilize: where spend time and energy improving and professional development focus

---

# Showcase Presenters

Please save your questions until the end of the showcase

---

Janice Dawson

Erica Morley

Diana Lehigh

Jeremy Broyles

Sean Whitcomb

Leanna Hall

Cindy Franklin

Wes Foster

Michelle Mazzucco

Kimberly Focht



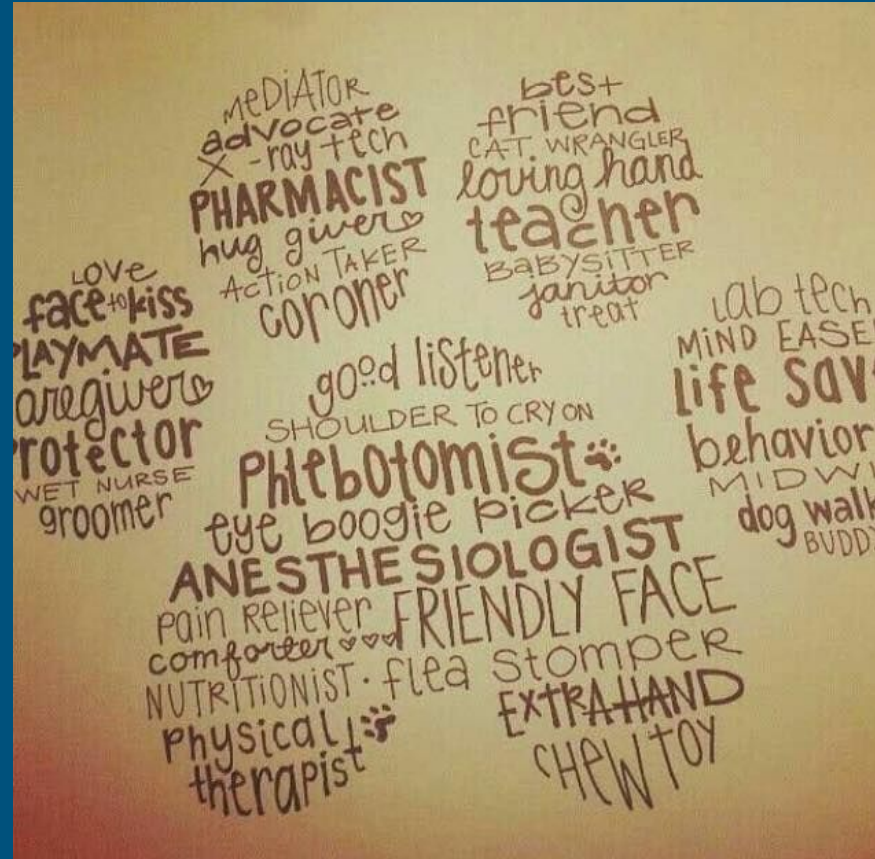
# Diana Lehigh

Applied Sciences and  
Technology  
Veterinary Technology



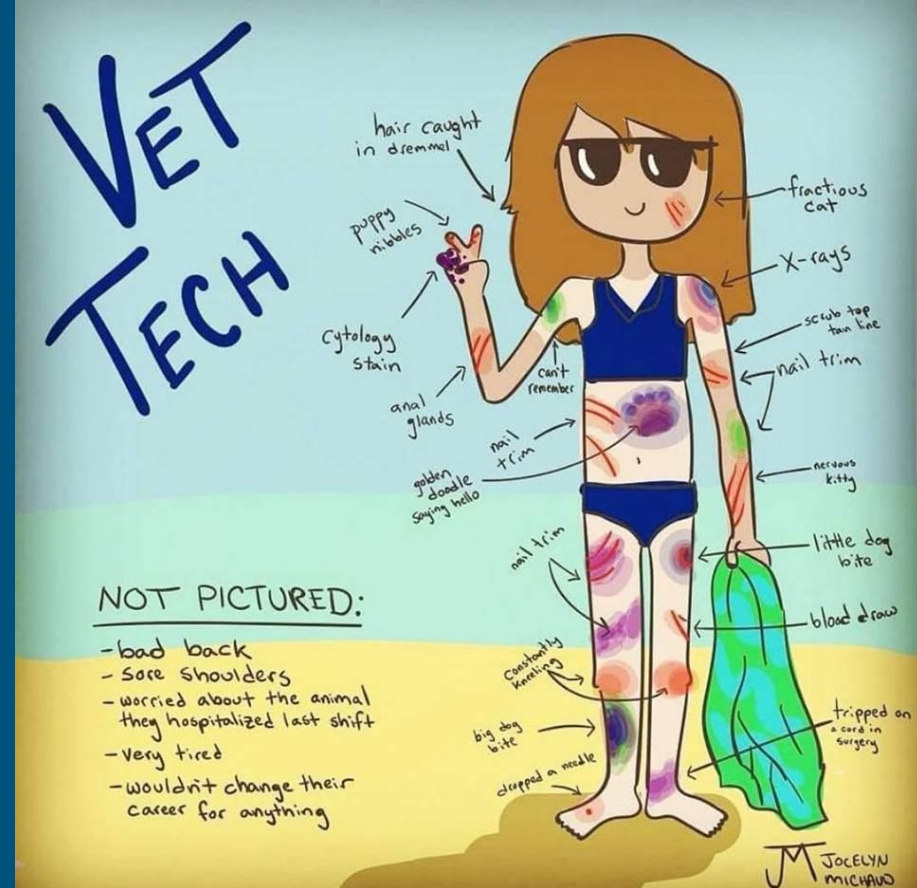
# “Too much information”

- Student groups make videos of essential skills
  - Critiqued by peers
  - Have fun while learning information
- Students present class material
  - Breakout groups
  - Make client handouts/education material



# It's more than academics!

- Mid semester check-ins
  - Meet with students individually
  - Discuss their areas of concerns
  - How can I help?
  - Students write 3 individual goals in preparation for finals week
  - Advocate for practicing mindfulness



# Sean Whitcomb

Life Science





# Class length

---

The issue: Class meets twice a week for 2 hours 50 minutes each day

Students said it was too much time spent on lecture

The solutions:

- Increase the number of breaks
- Include more games and hands-on activities, less lecture time
- Split up labs over the two days
- Brain breaks



# Brain break example

1. Stand up
2. Blink one eye
3. Snap fingers on the opposite hand
4. Reverse when directed



# Political views

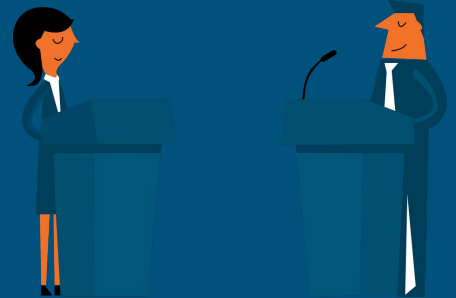
---

The issue: Environmental Biology touches on political issues like climate change, the border wall, etc.

Students said I shared my own political views too much

The solutions:

- Raise the issue, have students discuss in small groups, then share
- ISideWith.com assignment
- Encourage civic participation and provide resources on the issues



# Cindy Franklin

Mathematics





# Announce when the Course Survey is available



- Take results seriously
- Look for ways to change
- Be specific

# Look for ways to improve

---

Issue: Connecting all topics

One student wrote: “Even though she explained things well I think it would have been helpful if she took a moment every time to go back and connect the different chapter sections. I found it difficult to relate everything, or separate them if I had to do that.”

# Look for ways to improve

1. Swallow my pride and be willing to change
2. Address feedback and create a plan for course improvement
  - Found a data set that could be applied to (almost) every section to use in warmup, homework, lecture, discussion, etc
  - Update/revamp notes to include summary between sections
  - Create video showing the similarities and differences between 2 topics
3. Consider including student suggestions as part of overall goals (Probationary Faculty)



# Acknowledge strengths and (still) improve

---

Highlight: Creating classroom community

“I like that she made you interact with the other students.”

“I really enjoy math and how my classmates, my professor and I get along.”



# Acknowledge strengths and (still) improve

---

Figure out what is working and make/keep it as a goal

- Keep what students like and expand
- Test new activities and assignments
- Change activities as needed (Thank you Covid)
- Attend professional development

# Michelle Mazzucco

Mathematics and Computer  
Science



# Teaching Videos - Student Feedback



## 7 - What helped you to learn?

Michelle Mazzucco

Response Rate

16/41 (39.02%)

- The professor's enthusiasm in the subject, as well as her many resources available in helping out her students. The notes and videos are all very helpful.
- Note-taking is excellent.
- I could not have asked for a better teacher. She truly cares about her students and puts in more effort than any other teacher I've had. Overall, I would say her youtube videos, notepackets, and review packets were so helpful. Also, the Aleks homework and the extra days for review helped alot.
- The ability to have notes and videos available for review.
- Attending review sessions outside of class and reviewing the professors website.
- i LOVED the website she made so we can reference the videos on the course work we are learning at the time. Many times i would rewatch the videos to make sure i understand the subject. The few times when i really needed to ask some questions, it was really easy to contact her for clarity.
- The instructor explains the material in a way that is easy to understand. Even if for some students, it may have been too easy, but the instructor still took the time to explain everything in detail for the students who were not familiar or comfortable with the subject.
- Her teaching skills and style is what has helped me the most to learn.
- Her video notes
- Michelle's teaching method
- I like how we go over the material in class and there's also videos online that you can refer back to if you need to hear something being explained again.
- her being orginzed
- Her communication skills, explaining the material and her passion to teach math and the time she put in the videos which as we went online was very helpful and interactive!

# Videos - How Did I Use This Feedback?

- Prior to pandemic (In Person Classes)
  - Some flipped classes to provide extra time for games/activities in class
- Fall 2020 (Live Online)
  - The consistent student evaluation feedback regarding videos AND my fear of technology difficulties during the live online classes influenced my decision to flip my classes for Live Online Fall 2020



# Teaching Videos - Accomplished Goal!

- Every year it's been my goal to make more videos, but time has always been an issue.

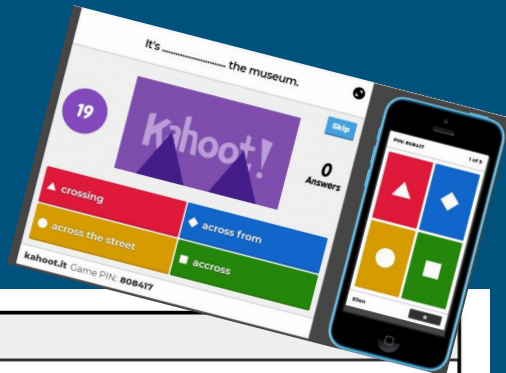
8 - What suggestions do you have for improving your learning?

Response Rate 34/117 (29.06%)

• I think she is awesome and kicking butt. What would make it even more awesome if there were video notes on all the subjects. But that is not a criticism really, more like extra credit. She is great already but that would be next level.

- According to this student I am next level now! :)

# Review Games - Student Feedback



## 6 - What did you enjoy most about this class?

Response Rate

32/117 (27.35%)

- EVERYTHING! reminding the students whats due and when was a major help.
- I enjoyed the atmosphere of the class room and the review games were very fun.
- Guided notes, organized content: notes, homework, Canvas, Connect;
- Her teaching methods
- I mostly enjoy a game called Kahoot, it help me and other student to be prepare for a test. In a way it help me to remember what to study before test.
- I really love that Michele is so organized. I also love how the tutors are so willing to help.
- Mazzucco is very energetic and very passionate, and she explains things very clearly. There are very few or no "gotcha" questions on the tests and quizzes, unlike most teachers.
- The review games were supper helpful, it help me prepare for my test.
- The review games, review packets, and note taking
- The review study days that we had before a test. How she was very organized and had a good learning plan on the material that was being taught in the class. She was available if a student needed help during her office ours.
- The teacher and the way she taught!
- What I enjoyed the most about this class is how passionate she is. Math can be a little dull at times, but she makes it fun and enjoyable. The absolute best thing about this class was just how organized everything was, from the notes, reviews, homework. It is so refreshing to have a course so clearly laid out. More teachers need to follow her example, she rocks. Every class needs to be this organized!

# Games - How Did I Use This Feedback?

- Taught Jr. High and did games all the time.
- My first chair observation as adjunct
  - He suggested to bring those Jr High activities and games into my classroom
  - At first, I was worried my students would find me elementary/childlike if I incorporated the same games/activities from my Jr. High class
- Live Online - Still incorporating games



# Erica Morley

Life Science  
Anatomy and Physiology

Insert Photo Here

---

# Perceptions of Workload and Study Time

---

## Fall 2017

31% of students spent 4 hours or LESS on class preparation

- Limitation: Student course survey maxes out at 6 or more hours
- 4 credit lab class = at least 10 hours a week outside of class

Comments showed student challenges with the workload of the class and the flipped classroom model

## Spring 2018

Class Modifications:

- Goal to have no more than ½ of lecture outside of classroom
- Increased emphasis on the “why” of the format
- “Assignment Charts” that outline all class tasks and estimated times

39% of students spent 4 hours or LESS on class preparation

- Similar grades and success and completion rates
- Decreased negative comments on class workload

# Jeremy Broyles

English

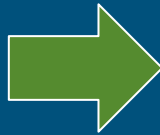


# Beyond Course Content

---

## Administrative policies

- Attendance
- Late work
- Gamification



## Unintended consequences

- Rope without slack
- Needlessly draconian?
- Solidarity and self expression

# Leanna Hall

English





# Student Survey Question

---

How often did the instructor connect subject matter to the real world?



# Making It Relevant

---

## Using Open Educational Resources

- Accessible
- Affordable
- Timely
- Focused
- Labor Intensive for Faculty
- Fair Use Requirements
- Access Consistency



# Making It Relevant

---

## Using Real World Assignments

- Scholarship Essay
  - Financial Literacy
  - Financial Aid Awareness
  - Career Exploration
  - Based on 3 Prompts from MCCCD Foundations Scholarship



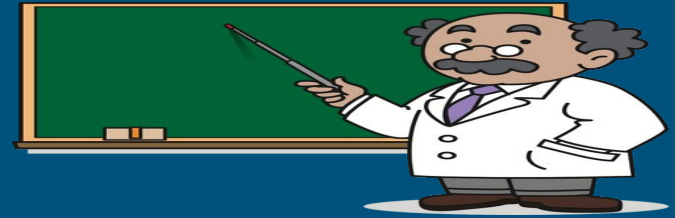
# Wes Foster

Nursing



# Seek Input Early On

---



Really encourage students to provide feedback during the semester.

Provide rationales for the way the course is structured.

Ask the students how they are doing.

Demonstrate that you do understand that there are many challenges for being a college student with adult responsibilities.

Do an overall check in during Week 9.

# Don't Focus on the One Negative Comment

But do look for themes.

Discuss feedback with others in your department.

Share with those that also teach the course.

What things can be changed? What can be done differently?

Let the next cohort know what has been modified.

It's okay to say "We've made some changes based on input from previous students and ..."



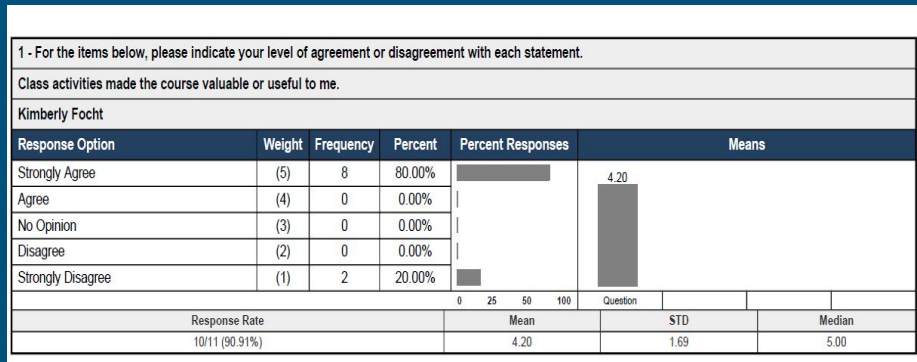
# Kimberly Focht

Applied Sciences and  
Technology  
Veterinary Technology



# Student Evaluations: What are they good for?

- Meeting Accreditation standards
- Evaluating effectiveness of curriculum delivery from a student perspective
- Identifying outlying/marginalized student populations

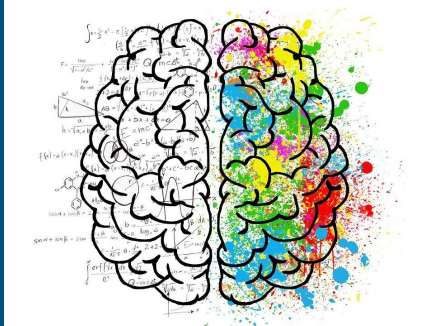




# My Best Practice: Right Mindset

Look past the emotions, to see the validity in the student's perception.

OPEN MIND



OPEN HEART



# Syllabus Requirement

- Instructional Contact Hours and Minimum Expectations for number of hours spent out-of-class to complete coursework (See [Federal Credit Hour Definition](#))



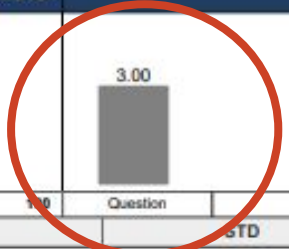
# SSCS Question

About how many hours have you spent in a typical 7-day week preparing for this class (studying, reading, writing, rehearsing, doing homework, or other activities related to this course)?

- ☐ None
- ☐ 1-2 hours
- ☐ 3-4 hours
- ☐ 5-6 hours
- ☐ More than 6 hours



4 - About how many hours have you spent in a typical 7-day week preparing for this class (studying, reading, writing, rehearsing, doing homework, or other activities related to this course)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
None	(1)	0	0.00%			3.00	
1-2 hours	(2)	3	20.00%	■			
3-4 hours	(3)	9	60.00%	■			
5-6 hours	(4)	3	20.00%	■			
More than 6 hours	(5)	0	0.00%				
				0 25 50 100	Question		
Response Rate				Mean	STD	Median	
15/17 (88.24%)				3.00	0.65	3.00	

# My Syllabus Statement

*“Homework for SCT100 is based on a 3 credit hour course. SCT100 is a late-start 8-week course. Based on prior student feedback, you will spend approximately 3 - 4 hours on coursework each week.”*



I don't have to  
guess-ta-mate ;)

# Foundation of the Current MCC SSCS

---

## 5 CCSSE Benchmarks

1. Collaborative learning,
2. Student effort,
3. Academic challenge,
4. Student-faculty interaction, and
5. Support for learners



Original MCC SSCS  
question creation  
document

Existing CCSSE  
questions at the  
time of MCC SSCS  
development

## Q&A

---

Please put your name in the chat box if you have a questions.

Once your name is called, you can unmute your microphone ;)



# Assignment Chart

(based on CTL Assessment and Course reDesign Workshops)

Anatomy and Physiology I: BIO201 Tentative Lecture Activity and Assessment Guide Fall 2018					
Grades are posted in Canvas.					
LECTURE UNIT 1: BASICS, CHEMISTRY, AND CELLS					
Introduction to A and P – Chapter 1					
Activities	Format/Location	Completion Date	Approx Time	Points	My Pts
Chapter 1 Lecture and Notes	In Class, On Paper	Mon, Aug 20 In Class			
Read Chapter 1	Homework	Wed, Aug 22	Varies		
Vocabulary: A & P Terminology	Homework	Wed, Aug 22 Before Class	1 hour		
Orientation to the Human Body Activity	In Class	Wed, Aug 22 In Class		5	
Syllabus Quiz and Acknowledgement	Canvas	Fri, Aug 24 11:59 pm	20 min	5	
Profile Photo	Canvas	Fri, Aug 24 11:59 pm	10 min	5	
Introduction to MasteringA&P (MLM-Optional)	MLM	Sat, Aug 25 11:59 pm	(15 min)		
Chapter 1 Review Questions	Homework	Mon, Aug 27	35 min		
Approx. Total Time			2.5 hr	15	
Chemistry Review – Chapter 2					
Activities	Format	Completion Date	Approx. Time	Points	My Pts
Read Chapter 2	Homework	Mon, Aug 27 Before Class	Varies		
OPTIONAL Chemistry Review (MLM)	MLM	Sat, Aug 25 11:59 pm	(35 min)	2 EC	
Chapter 2 Lecture Videos and Notes (Parts 1-4)	Canvas, On Paper	Mon, Aug 27 Before Class	1 hr		
Chemistry Terminology	Your Choice	Mon, Aug 27 Before Class	1 hr		
Chemistry Activities	In Class	Mon, Aug 27 In Class		5	
Chapter 2 Review Questions	Homework	Sat, Sept 1	90 min		
Approx. Total Time			2.5 hr	5	

# Thank you for joining us today!



<https://www.mesacc.edu/intranet/course-survey>