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|  CENTER FOR FACULTY DEVELOPMENT   | Student course evaluation:**Creating your own survey form**\* |

While the design of real surveys is a complicated task requiring a lot of expertise, the design of informal surveys for one-time use in getting feedback from your students requires a lot less effort and concern. Since the data are for your use only you can make the questions as targeted or as general as you like. Here are some general guidelines for formative mid-semester feedback.

1. Use items from the previous semesters’ formal evaluations on which your results were surprising or disturbing to see if you have continued in the same vein or actually been able to change student reactions with your efforts.
2. Ask questions that target overall student performance and satisfaction as well as asking more targeted questions about specific procedures and assignments. This also will let you track changes across the semester if you do more than one data collection, or across semesters.
3. Try to keep the item formats consistent (i.e. all questions or all statements to agree with or all descriptions of learner reactions). Keep a consistent set of descriptors for the scale (i.e. “strongly agree to strongly disagree” or “always to never”, etc.).
4. Don’t have two issues in the same item stem (i.e. “I find the tests confusing and hard to study for”). If the student agrees, which description is he agreeing with, the confusing one or the hard to study for one?
5. Keep the survey short and hit the things you are most interested in knowing about rather than ones that are “customary.”

**The staff of the Center for Faculty Development would be happy to help you design a survey that meets your needs. Just call us at 206-296-2144 or send us an e-mail at:** **faculty-development@seattleu.edu**

\**Above material adapted from the University of Texas Center for Teaching Effectiveness.*