Architecting Change Leadership Roundtable:

Interpreting and Using Qualitative Student Feedback in a Meaningful Way

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Did you know that when you migrate course evaluations from paper to online, students submit 4 to 7 times as many words*?

This roundtable is to connect with your peers to discuss how to go about interpreting and using qualitative student feedback in a meaningful way to inform decisions.

*Judy Donovan, Cynthia E. Mader, and John Shinsky,
"Constructive student feedback: Online vs. traditional course evaluations,"
Journal of Interactive Online Learning, Vol 5, No 3, Winter 2006, page 285

Issues/Obstacles to address

Quality of qualitative student feedback ("open ended comments")

- **What are your general observations about the quality and content of the comments?**

- **Have you heard complaints from faculty about the comments? What are their key issues?**

- **Do you have any concerns about the comments?**

Issues/Obstacles to address

When is a comment a problem?

- Would you consider the quality of comments to be an issue in the aggregate?

- Describe some types of problematic comments you have seen

- Are problem comments always offensive statements by students?

- How do you identify a problematic comment? When do you think a criticism might "cross the line"

- What are some "border cases" or other challenging lines you have noticed? How do you decide? (e.g., accent, complaints about course content)

Issues/Obstacles to address

Ethical and policy issues: What is your current situation and what would you like to happen?

- **Who has access to comments at your institution?**

- **What existing policies at universities are relevant to the discussion (e.g., around privacy, harassment, codes of conduct etc.)**

- **What criteria are used to categorize comments as "problematic" comments?**

- **what criteria are used to help "draw the line" for particular responses? How many "lines" are there?**

- **What measures are taken when problematic comments are identified?**

Issues/Obstacles to address

What proactive steps can be taken to improve comment quality and use?

- **Students' feedback literacy?**

- **Instructors' feedback literacy?**

- **How can we support instructor use of the comments?**

- **How can we support administrative use of the comments?**

Issues/Obstacles to address

Technology support – Blue Text Analytics (BTA)

- **Describe your use of the BTA tool if you have used it**
- **What are the functionalities that you have found to be the most useful in BTA?**
- **What would be "that one"?**
  - **What would be that one functionality that is not currently available in BTA, but will be helpful in using student comments in a meaningful way, if available?**