# **Classroom Surveys/Focus Group Data Collection: Overview**

These tools are adapted from the FTEP Classroom Interview process that has been used at CU for many years. Structured tools and processes to collect student-voice data offer consistent, equitable evaluation practices for each instructor over time *and* across all instructors. This template and process can be adopted or adapted. Highlights indicate opportunities/the need for departments to adapt for customized evaluation.

QTI offers resources for several approaches to collect student-voice data:  
1. **In-class focus-group format** in which an observer schedules with the faculty member to collect evidence from students *during class* using an agreed upon process

2. **In-class survey format**  in which an observer schedules with the faculty member to survey students *during class* using an agreed upon process. Questions are targeted specifically to the course and conducted well before FCQs

3. **Laboratory / Studio observation and interview process** in which an observer schedules with the faculty member to interview students *during class* using an agreed upon process.

**Sample Purpose Statement**

To contextualize the interview or focus group, departments may wish to include a brief statement explaining what the process includes and how the evidence will be used.

*As part of this department’s evaluation of teaching, we seek feedback from students. This discussion will be kept anonymous. I am here today to ask the group to discuss a few questions about this course. Then I will ask you to vote on responses. When the group indicates consensus, I will record the response. Then I will write a report for the department summarizing the discussion.*

*The most valuable feedback you can provide about teaching is actionable: what is something this instructor could change to improve your learning experience? For example, if the instructor often reads from PowerPoint slides, actionable feedback would be recommendations for them to change how they deliver their lectures*

*Your statements are considered confidential under the policies of the University; and are not subject to disclosure under the Colorado Open Records Act, except as otherwise may be required by court order or by law. I therefore hope you will be candid in your comments.”*

*If you are hesitant to share thoughts publically, you can respond to me privately by email at XXYY@colorado.edu.*

This guide was modified for QTI from the process used in [Germanic & Slavic Languages & Literatures](https://www.colorado.edu/gsll/gsll-classroom-interview-form) and from [Ten Ideas for Satisfying "Multiple Measures of Teaching"](https://www.colorado.edu/asfacultystaff/personnel-administration/policies-procedures/faculty-regular-tenure-tenure-track/reviews-14) and was developed by the Teaching Quality Framework Initiative ([www.colorado.edu/teaching-quality-framework](http://www.colorado.edu/teaching-quality-framework)) in collaboration with partnering departments at the University of Colorado Boulder. This work was sponsored by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.