# **Student Voice: Classroom Survey/Focus Group Process**

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.

**Classroom Survey/Focus Group Questions**

In consultation with the instructor, the observer should select from the following questions. Feel free to tailor questions to best fit departmental or individual faculty needs, keeping in mind the QTI domains: Inclusive, Goal Oriented, and Scholarly. During the consultation, discuss expectations, timeline, and processes for reporting out the findings.

For **Option A**, Classroom Survey, select two questions and copy them into the form below; print copies for each student in the section.

For **Option B**, Focus Group, select two (15-20 minutes) or three (25 minutes) questions; print copies for the interviewer and note taker (if relevant).

Departments should identify QTI domain topics about which they seek evidence; then, remove color coding before sharing with students.

1. What aspects of [Dr. XXX’s] teaching were most effective in helping you learn? (**Inclusive**; Goal Oriented)
2. What could [Dr. XXX] do differently to improve learning in this class? (**Inclusive**; Goal Oriented)
3. Describe [Dr. XXX’s] interest and skill in helping all students learn. How has [Dr. XXX] engaged all members of the class this semester? How does it feel to be a student in this class? Explain and provide example(s). (Inclusive; Goal Oriented)
4. What could students do to help improve the learning environment in this class? (Inclusive;Goal Oriented)
5. Has your professor connected the focus of this class to other areas of knowledge? If this is a major class, how has Dr. XXX helped you understand this field of study? How has Dr. XXX helped you understand connections between this subject and your whole education? (Scholarly)
6. [Dr. XXX] has identified [this topic, selected from the pre-observation discussion] as a key learning goal for this course. Are you aware of that as an important learning goal? How much progress do you feel you are making towards this goal? How has your professor impacted your progress toward the goal (positively/negatively)? (Goal Oriented); Scholarly)
7. Has [Dr. XXX] clearly outlined the requirements for assessments and given you sufficient/clear information to achieve success? Describe how the professor helped you achieve success or, if not, what was missing or unclear. (Goal Oriented))
8. Has [Dr. XXX] regularly provided different kinds of activities and assignments that helped you prepare for an important assignment/exam? Describe how an activity/assignment helped you (or did not help you) improve your learning/performance. (Inclusive; Goal Oriented)

**Option A: Classroom Survey**

**Observer Preparation**

**Several Days Before**

1. Review relevant documents (syllabus, assignments, Canvas page, etc.)
	1. Pay particular attention to QTI domains--Inclusive, Goal Oriented, Scholarly
	2. Identify any questions you have about course and QTI domains
2. Consult with the instructor to be observed
3. Identify two interview questions or author questions as needed
4. Insert questions into the Classroom Interview Form and print copies for each student.

**That Day**

1. Visit the classroom
2. At the agreed-upon time, wait for the observed faculty member to leave the room *before* describing the questionnaire
3. Briefly explain the questionnaire’s purpose *before* passing out the form
4. Have each student respond (5-10 minutes)
5. Collect all responses
6. Review responses and plan your report out of the interview.

**As soon as possible after the questionnaire or focus group interview, write up your report on the student evidence.**

**Option A: QTI Classroom Survey Form**

Date of Interview:

Course Number and Title:

Faculty Member Name:

Semester:

Name of Interviewer:

Instructions: Please offer honest feedback on your experience in this class; remember that the most valuable feedback is *actionable--something that the instructor can change to improve the learning experience.*

1) [insert question choice from above]

2) [insert question choice from above]

**Option B: Focus Group**

**Observer Preparation**

**Several Days Before**

1. Review relevant documents (syllabus, assignments, Canvas page, etc.)
2. Consult with the instructor to be observed
	1. Decide how much classroom time you will use
	2. Select the questions you will ask; two questions for 15-20 minutes, three, for 25 minutes
3. Agree on timing, ex., the last 15-25 minutes of classroom time for focus-group interview
4. Be prepared to take detailed notes or arrange for a neutral notetaker to record discussion.

**That Day**

1. Visit the classroom.
2. At the agreed-upon time, wait for the observed faculty member to leave the room *before* beginning interview
3. Briefly explain the interview’s purpose
4. Form students into groups of 3-5 participants
5. Pose selected questions to the groups
6. Take thorough notes/ask notetaker to record on the discussion
7. Allow several minutes of free discussion and move to consensus on each question
8. Have each small group share its responses with the whole class. Only answers **supported by all members of the small groups** can be reported out
9. Record responses publically (ex., whiteboard, PowerPoint); seek clarification as needed
10. Ask the class to vote on the most important responses
11. Discuss responses, if time permits.

**Focus Group Form (Option B)** *Remember to allow adequate space for note taking during the discussion.*

Date of Interview:

Course Number and Title:

Faculty Member Name:

Semester:

Name of Interviewer

If 15-20 minutes are available

1) [insert question choice from above]

2) [insert question choice from above]

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If 25 minutes are available

3) [insert [question choice](https://docs.google.com/document/d/1OW2I_EhK3Opdip3mX11hnQMz5G9at6RFqlV6J4F1IKw/edit#heading=h.45bnl8t99m7p) from above]

**As soon as possible after the survey or focus group, write up your report.**

**Sample Process for Reporting Out on Surveys & Focus Groups**

Identify only the faculty member by name. Student names should be omitted and responses should be anonymized throughout.

1. Briefly describe the overall observation, including
	1. Date, topic of the class, observations about those in attendance
	2. Reflections on the classroom dynamics (e.g., level of discourse, student interactions/engagement)
2. Briefly describe the process for the student interview/focus group
	1. Include the text of the questions asked and a statement on overall tone of comments--positive versus negative
	2. For each question, include responses that all participants unanimously agreed on
3. Include a summary statement on overall level of positive versus negative comments
4. Conclude with a brief statement summarizing main takeaways, strengths/weaknesses