Faculty Learning Community - Module 4
Closing the Loop with Course Data & Feedback

As the semester comes to a close, it's tempting to start tucking away your course materials so that you can forget about them the moment final grades are submitted. However, it's actually a great opportunity to reflect upon aspects of your courses that you might change the next time around. This module offers some strategies that other MSU-Northern instructors have adopted to help them monitor their course effectiveness and then use that information to improve their course design for the future.

Video resources for this module

"Using Brightspace's Quiz Statistics Tool," Charlie Mack (Diesel)

"Creating a Teaching Reflection Routine," Randy Bachmeier (Community Leadership)

"The Peer Review Process," Steven Don (Diesel Technology)

"Using Peer Review to Improve Your Teaching," Darlene Sellers (Counselor Education)

Other opportunities to close the loop

Student feedback - Instructors are typically required to collect end-of-semester feedback for two courses per semester. This is a great opportunity to note patterns in student observations and then (where appropriate) use that information to improve areas of critique. Some instructors also gather mid-semester student feedback to catch emerging course issues.

Tenure and Promotion portfolio - The purpose of the "teaching effectiveness" section your portfolio is not necessarily to document examples of flawless teaching but, rather, to provide evidence that you are continually working to improve your practice and the student outcomes in your courses. Portfolio evaluators are often looking for a narrative of self-improvement. For instance, if several students note that they wish they had more practice problems in class, then you can take note of that pattern, work to improve it over the next semester, and then write about that self-improvement process in your portfolio letter.

Institutional assessment - External accreditors want to see that every unit and program area on campus is engaged in continual improvement toward the goals and outcomes they have established. Entering data into Taskstream probably feels like a chore, but it's meant to help academic and non-academic programs design and use measures to track their own progress. Above all, accreditors want to see programs "closing the loop."