

A Fresh Look at Student Feedback

How the CES redesign brought greater focus to what we ask students and how their feedback contributes to the bigger picture.

01

One Survey. Many Expectations.

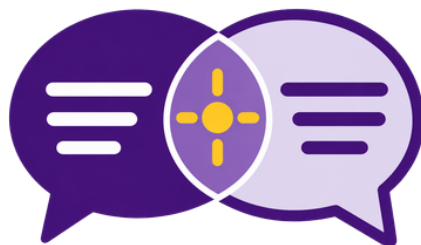


Over time, LSU's student course evaluations were expected to do several different jobs. They were used to hear about students' course experiences, identify opportunities for course improvement, and contribute to an understanding of teaching effectiveness. All of those are valuable goals, but they raised an important question: Can one instrument provide the best feedback for all of them?

The redesign gave LSU an opportunity to explore that question and take a closer look at the role student feedback is best positioned to play.

02

We Listened. We Learned. We Refocused.



Faculty raised concerns about bias, question relevance, and asking students to assess aspects of teaching they may not be fully positioned to evaluate.

Students told us surveys often felt too long and that they did not always see how their feedback led to change. Both reinforced the need for fewer, more purposeful prompts that produce useful, actionable feedback.

What we heard pointed to a clearer role for student feedback: ask students about what they know best—their experience as learners in the course.

03

A Clearer Purpose. A More Focused Survey.



With a clearer purpose, we could build a more focused instrument. CES centers the student perspective on the course experience and presents prompts students can reasonably answer based on what they observed and experienced as learners. The LSU Core prompts reflect this focus, while each academic unit has the opportunity to develop custom prompts that address the feedback most useful within its own disciplinary context.

The result is a more clearly defined role for CES: gathering useful student feedback that can support faculty reflection and course improvement.

04

One Important Part of a Bigger Picture.



Focusing CES on the student course experience does not separate student feedback from teaching effectiveness. Students provide important insight into teaching, but theirs is one perspective within a broader picture.

By focusing CES on what students are best positioned to tell us, we strengthen one important source of evidence. That feedback can contribute to each academic unit's broader understanding of teaching effectiveness alongside other evidence appropriate to its discipline and context.