ASK LESS, LEARN MORE

Midterm course surveys

NDSU | OFFICE OF THE PROVOST

Take five minutes for feedback

1. **What is helping your learning in this course?**
   Surfaces what to protect and what students actually use

2. **What is getting in the way?**
   Names friction or barrier while you can still remove it

3. **What could you do to learn more effectively?**
   Shares responsibility for learning outcomes

Anonymous online survey or index cards. Can also use external facilitator.

Responding is what makes it evidence

Report back within one week

What I heard

Group comments into themes
Avoid reading responses aloud

What I am changing

One or two things, named specifically

What I am not changing

And the pedagogical reason why not

What happened next

Note the result(s) in your activity report

“Not changing, and here is why” protects your academic judgment.

DOCUMENT IT

Annual review and PTE

Where the evidence goes

Annual activity report

- Two sentences per course
- Asked → Heard → Changed → Result
- Keep a running changes log
- Cite the formative element so chairs read it as fulfilling Policy 332

PTE portfolio

- Policy 352 § 2.2.1.2 asks for multiple sources
- Pair mid-semester feedback with the SCES that followed
- Let reflective statements carry the rationale

Change → Effect is the most credible teaching evidence you can submit.