

Mid-term Student Evaluations of Teaching

“When we strive to become better than we are, everything around us becomes better, too.”

Paulo Coelho

Institutions of higher education typically require student evaluations of teaching near the end of the term. It is also useful to ask students mid-way through the course how everything is going. Faculty can use this feedback to make midcourse corrections to enhance learning while also building faculty-student rapport.

Open-ended questions or brief prompts encourage students to share what is on their minds.

There is no need to design an elaborate assessment instrument for a mid-term assessment. Keep it simple—two or three questions or prompts will do. Write them on the board and have students respond on a notecard or sheet of paper.

The “Stop Light” is a sample mid-term evaluation combining prompts with questions:

- Red – What should we stop doing? Why?
- Yellow – What needs improvement? How could it be changed?
- Green – What should we keep doing? Why?

For the best results, when designing an evaluation, encourage students to identify both what is going well and what is bugging them. This will help you know what to keep doing, modify, or stop doing in the class.

Students will appreciate your effort to improve the class before it is finished, particularly, if you identify how their feedback is actually being used.

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