****

**Obtaining the Mid-Semester Course Survey in Qualtrics**

Start by logging in to Qualtrics because that activates your account. Once you have done that, check to see if you have the Mid Semester Course Survey. If you do not, contact the TLC ([tlc@calbaptist.edu](mailto:tlc@calbaptist.edu)) and ask for the Qualtrics Mid-Semester Course Survey. We will add you as a collaborator to our template. The template has all the same items that you will see on the end-of-course evaluation.

Once you have access, be sure to follow these steps:

Then, follow these directions:

1. Log in to Qualtrics
2. Look at the menu on the left and select “Shared with Me”
3. Look at the name of the survey, and then look all the way to the right for the menu which looks like three dots (…)
4. Select the three dots
5. In the new menu, select “Copy Project”
6. In project name, rename the survey to match the class and semester, so you can keep your data separated.
7. Click Save
8. When you are ready to distribute the survey, click on the name of the survey one time
9. Click “Publish” in the top right
10. The system will then give you the link for an anonymous distribution. It also gives you directions if you would like to distribute the survey to students and track which students respond (please note this second option may limit student participation)

**Using Feedback from Mid-Semester Course Survey**

Taking data mid-way through the semester gives faculty valuable information about the student experience. Faculty can use the data to provide a stronger experience for students, which improves learning.

When people participate in surveys, they expect to see a response. A lack of response from a faculty member on a mid-point survey may lower end-of-course responses. Therefore, it is important to respond in a way that lets students know they have been heard.

**Address issues that you can address in the time available**

Take some time to determine where some issues might be, given the scores and comments students give you. Find an issue that you can do something about rather quickly. Then, address the issue and your solution with the class. You can do that either in class or in writing.

* I saw that some of you were concerned about the out of class assignments. I have added a statement to all out of class assignments explaining how they are connected to what we are learning in class. I hope that extra statement adds the transparency you were looking for.
* I saw that some of you were hoping for additional feedback. I am adding some additional comments to the next paper. If you continue to have questions after reading those comments, please let me know.
* I noticed that some of you felt it was difficult to get in touch with me. I have added office hours on Wednesday, and I have also placed my email address in a few more places in Blackboard. I hope the office hours work well for you. If not, please be sure to email me. If we can find a time that works for both of our schedules, I would like to meet with you.

**You do not have to address everything**

Sometimes students say things that you may not want to address with the group. For example, if one students marks you low on Christian values and ethics, you probably do not want to address that with the group. You can still consider what may have happened that would make a student think that, so you can prevent that perception in the future.

The good news is that your ability to address some of the issues on the survey will send a positive message to your students that you are interested in ensuring that they have a positive learning experience. When they are more positive about their experience, they learn more, and that is really our ultimate goal.