

Before providing time in class, here are a few things to consider

1. Close the loop

Talk to your students about the SLEQs, what they mean to you and to your career. Give specific examples. Highlight changes you made to the course(s) you are teaching/have taught based on previous evaluation results. This allows the students to understand that their feedback is taken seriously.

2. Engagement

Keep the students engaged in the process by talking to them about it throughout the year. Encourage them to read the "Guideline to students on providing constructive feedback" [PDF - 131 kB] which we link in the invitation email we send to the students. The document and a related video are also available on the SLEQ website. Providing feedback is a skill that needs to be learned.

Student Learning Experience Questionnaires In-class/Asynchronous Class Procedures

It is recommended that you provide 15 mins at the beginning of the class for the in-class process. If you provide the time at the end of the class and leave, students will often leave early and not provide feedback.

Directions for the Instructor:

1. Ask a student, TA, or staff member to oversee the in-class SLEQ procedures in your class. In large classes, other students may assist but only one should be responsible for overseeing the process.
2. Please refrain from making comments, except to clarify procedures.
3. Read the next section (*Instructions to Students*) to the class and then ***leave the room***.

The instructor must not be present when students are completing the SLEQ.

Instructions to Students: *(to be read to the class by the instructor)*

1. The information you give will be used to review the effectiveness of your instructor's teaching.

Your thoughtful ratings on the questions will be used to improve post-secondary education for you and for future students, by providing information about your learning experience in this course. Additionally, the ratings will be used in the faculty tenure and promotion decision-making processes, and for other personnel decisions. Your responses are confidential. Your instructor, the Chairperson or Director, and/or Dean will be provided with a summary of the class responses but will not have access to individual responses to the multiple-choice questions. **Your response will not affect your grade.** The summary of responses will be given to the instructor only after the **final grade submission date has passed for the term.**

2. The instructions for completing the SLEQ is included on each form. Please read them carefully.
3. **Important:** You **should not** type any identifying information in the comments boxes.
4. A link to the "Guideline to students on providing constructive feedback" is available in emails sent from SLEQ@dal.ca, on the resources section on Brightspace, and on the SLEQ website at www.dal.ca/sleq.

Note: instructors are encouraged to read the document concerning providing constructive feedback (5) to the class if time permits, or to encourage students to read it before providing feedback.

Directions for Staff or Student Assistant:

1. When the Instructor has left the room.
 - Ask students to access the Student Learning Experience Questionnaires site via the email sent to them by the SLEQ system or by logging into Brightspace and clicking SLEQ in the main menu.
 - If they have already completed an evaluation online for this course prior to this class, they do not have to complete the form again. The forms continue to be accessible so students can decide to review their responses at this time or provide additional feedback.
2. Ask the students to work independently and to refrain from discussing their responses.
3. It is recommended that you allow 15 minutes for students to complete the form.
4. Remind students that if they do not complete the evaluation in class, they may complete it online until midnight of the day after the last day of the class.

For more information visit:

<http://www.dal.ca/sleq>

Report any problems to:

SLEQ@dal.ca