Creating your own survey form

## Course Information

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| Course: |  |
| Class Time: |  |
| Instructor: |  |
| Date: |  |

## Survey Design Overview

While the design of real surveys is a complicated task requiring a lot of expertise, the design of informal surveys for one-time use in getting feedback from your students requires a lot less effort and concern. Since the data are for your use only you can make the questions as targeted or as general as you like.

## General Guidelines

### Here are some general guidelines for formative mid-semester feedback:

1. Use items from the previous term’s formal evaluations on which your results were surprising or disturbing to see whether you have continued in the same vein or have been able to change students’ reactions with your efforts.
2. Ask questions that target overall student performance and satisfaction as well as asking more focused questions about specific procedures and assignments. This also will let you track changes across the term (if you do more than one data collection), or from term to term.
3. Try to keep the item formats consistent (i.e., all questions or all statements to agree with or all descriptions of learner reactions). Keep a consistent set of descriptors for the scale (i.e., “strongly agree” to “strongly disagree” or “almost always” to “almost never”, etc.).
4. Avoid having two issues in the same item stem (e.g., “I find the tests confusing and hard to study for”). If a student agrees, which description are they agreeing with: the confusing one or the hard to study for one?
5. Keep the survey short and hit the things you are most interested in knowing about rather than ones that are “customary.”
6. Be sure to check your document for accessibility. In MS Word, use the Accessibility checker in the Review tab.

## Additional Resource Availability

Colleagues in the Center for Faculty Development would be happy to help you design a survey that meets your needs. Call us at 206-296-2144 or e-mail us at faculty-development@seattleu.edu.

\*Above material adapted from the University of Texas Center for Teaching Effectiveness.