

# FAQ - Student Learning Experience Questionnaire (SLEQ)

## What is SLEQ?

- SLEQ is an online system for collecting feedback on student experiences of teaching and learning.
- Blue hosts our mid-course and end-of-course SLEQ that is used for feedback on teaching and learning as well as for tenure and promotion.
- SLEQ allows departments to create customizable questions and instructors to add questions:
  - Core University-wide questions (9)
  - College/School/Dept. selected questions
  - College selected modular and Instructor /Course type questions (e.g., online, lab)
  - Instructor selected questions (optional)
- SLEQ produces fast, easy-to-read reports

## Who sees the SLEQ reports?

Colleges/Schools/Departments determine, at the course level, which reports go to the instructor and which go to both the instructor and the department head (or other designate) for review, promotion, and/or tenure. Instructor questions are only included in the instructor report and as such are only seen by the instructor.

## How can I Increase Response Rates?

Good response rates are a shared concern. Instructor encouragement is one of the most effective ways to promote higher student response rates, including by:

- ✓ Providing class time to complete the questionnaire (10 minutes on a mobile device or computer).
- ✓ Speaking to the value of receiving feedback and how you use student feedback.
- ✓ Showing value by sharing with students what you learned and will change based on mid-course feedback, or reasons for not making requested changes (e.g., room limitations or variation in students' responses).

## How to Respond to Students' Feedback - [www.bu.edu/ctl/teaching-resources/start-stop-continue](http://www.bu.edu/ctl/teaching-resources/start-stop-continue)

Collect the responses and organize them into a table or spreadsheet, then take a few minutes during the next class to discuss the feedback with your students. During the discussion, point out:

- **Conflicting messages.** Students often believe that everyone in the class thinks the same way about the way a class is going, but the feedback may show that there are conflicting recommendations. For example, some students may want you to slow down, others to speed up. Pointing these out helps students to understand the needs of others in the class—as well as the instructor's need to satisfy different groups.
- **Things you are willing to do or change.** Some student requests are very reasonable and you may be very willing to accommodate them. For example, students may request that you provide additional practice problems.
- **Things you are not willing to do or change.** Students may request some changes that you are not willing to accommodate. For example, students may ask you to provide a structured approach to analyzing a case, but you may prefer that they deal with the uncertainty because it helps them to learn to formulate solutions to complex problems rather than following a "recipe," which they would be unlikely to have in a real situation. Explaining why you have chosen a particular approach helps students to better understand that approach—and perhaps to appreciate it more."
- **Unclear feedback.** Some feedback may not be specific enough to act upon. You can ask your whole class specifically (e.g., "How have you accessed the articles? Has it worked well?") via online or paper survey, discussion or email.

Any user can access SLEQ tasks at <https://usask.bluera.com/usask/>

## How do Students access SLEQ?

**Course Tools** (Blackboard; [bblearn.usask.ca](http://bblearn.usask.ca)) has a "SLEQ Course Feedback" tab. They also receive **emails from "U of S SLEQ"** inviting and reminding them.

## How do I access SLEQ as an Instructor?

**Course Tools** (Blackboard; [bblearn.usask.ca](http://bblearn.usask.ca)) "SLEQ Course Feedback" tab. You also receive invitations with links for each step in your role via **email from "U of S SLEQ"**.

## What is my Role as an instructor?

For each mid-course and end-of-course questionnaire:

- 1) **Add** your instructor questions
- 2) **Monitor** response rates & (recommended) provide time in-class for students
- 3) **Review** your reports and (recommended) share with students what you will change and clarify what won't be changed.

**Questions? Feedback? Web:** <https://teaching.usask.ca/articles/sleq.php>, **Email:** [sleq\\_help@usask.ca](mailto:sleq_help@usask.ca)