

Brainstorm prompt feedback (Electronic Brainstorming)

Question/Issue

In your experience at CSU Chico, about how often have you received prompt feedback from faculty on your academic performance (written or oral) 4 = very often, 3= often, 2=sometimes, and 1=never. Why have you given the rating that you have?

1. Discussion #1

Teachers seem to have exams graded and returned more quickly than assignments. I have had teachers take weeks to get a simple assignment graded and returned.

Assignments are often returned without any comments. Or better yet comments that are impossible to read. That is a huge problem I have had with many teachers. They have to make comments on so many papers that they either neglect to do it or they do it illegibly. What good is a comment when you cannot read it.

I have also experienced the problem of not receiving very much feedback on returned assignments. This is especially frustrating when points have been deducted without a reason for the deduction being provided.

Wow! Maybe I have been lucky so far..except for Finance. I completed a Finance option before I started a MKTG option and I felt that I had a lot of the similar experiences within Finance. The teachers seemed to not care about their students. The curriculum was boring dry. I know it was Finance but come on!! Although Prof. Haney Scott seemed to care as well as Richard Ponarul.

I have to agree with the comment about responses being hard to read. I think Web CT should be used for both grades and responses. It would fix the problem with handwriting.

Some teachers have used Web Ct for responses via email. I've found that helpful.

Many teachers give a date when the tests or papers will be graded, and then say they didn't have enough time, but we have to have the paper done by a certain time with no exceptions. They should have the papers or tests graded when they say they will be done originally.

2. Discussion #2

(1) Most of my lower and upper core classes have never given feedback on exams and the scores have been delayed up to 3 weeks. Most instructors have expressed that it would take too much time to discuss the exam. They wanted me to visit their office hours for any further discussions.

I have found this to be true more often. During the first few semesters at Chico, professors always discussed tests with the class. This has changed over the last few semesters, and like mentioned above, I now have to go to office hours to discuss the test. Discussing the test in class seems to be extremely valuable and it is a shame that this new trend has started.

It does seem the last couple semesters have gotten really bad. My teachers don't even put the PowerPoint presentations on the web anymore. Then the test is based mostly off the PPT. They have said "if you miss class, you FAIL".

I can understand the teachers not putting PPT on the web, because then many may lose their incentive to attend class. However, it is certainly nice to have access to it to review for exams.

I agree. I enjoy having the PPT on the web. In most classes it is too hard to write down everything on the slides. I also think that teachers are abusing their office hours. After every test,

teachers should review to make sure that the students who need the overview can get help. Many teachers' office hours are at difficult times and it is hard to meet with them.

I feel the same way, I think that PPT slides should be posted on the web and it's a shame that they don't. When the teachers lecture they often go too fast, and it's hard to get all the correct information on paper. It's nice to have the PPT slides posted on the web, because it's convenient to print them out and bring them to class. You have more time to comprehend it and ask questions.

Agree! Agree! Agree! Agree! Pwrpt. should be available on the web. There has been too many times that I have come home after a full day of class with my hand about to fall off from writing so much.

3. Discussion #3

I would rate the COB as a 2. We get results back somewhat quickly, but I rarely receive feedback from teachers. Going over a scantron test does not provide feedback. It only identifies wrong answers. If we are going to learn from mistakes then mistakes should be identified and we should have a chance to fix them.

Most of my professors don't emphasize learning the right material to correct the wrong answers.

I believe that most professors have negative beliefs about the school and the environment they are teaching in and it reflects in their performance

I had a teacher tell me what to do on an MIS assignment and then give me a zero. When I asked him why I got a zero after he told me how to do it he said it was my fault and he was busy. Then he gave me a 79.9. Who gives a 79.9? That to me is ludicrous.

WOW! 79.9 after a zero?? MIS?? How's that math work?

I agree that some instructors have an attitude that seems they are just waiting for their retirement day, but most are willing to give a student the time of day. That 79.9 issue is rough. Why don't they get reprimanded for such actions?

4. Discussion #4

I receive prompt feedback at an academic performance level of 3 which I found often. A lot of times professors don't go over tests or assignments in class and for me I have to go to their office hours to review my test scores and compare answers to the original test. I find that going to their office hours is better for me because you get one on one personal help.

I agree with all of the above. It seems that professors are often under such a time crunch that they have to move on after a test or quiz. If you did not do as well as you wanted to then it is probably easier to go to them during office hours. Some professors just try to get thru their curriculum by the end of the semester. Some see the status of the class and adjust accordingly.

I think that teachers should allow students to see their tests and make corrections, but if teachers only go over it in class it's not actually going to help anyone. When teachers take the class time to review tests they quickly go through each question and this doesn't help you learn what you did wrong. Office hours might be the most efficient way to let students review the tests and learn.

I think the most effective way to solve the "time crunch problem" would be to return the tests with the correct answers circled, or quickly run through the test in class and say the correct answer for each question. This way minimal class time is used for going over the test but students can still receive prompt feedback on the exam.

I agree that office hours should be used to solve problems with the tests. But I also think that teachers can use some class time to review the most commonly missed questions. This would be helpful to most of the students.

Class time to discuss commonly missed questions would be very helpful. Some instructors simply drop the most commonly missed questions from the test and change the curve. That is absurd!!! If we missed it shouldn't we discuss it? Unless it was "bad question" as some instructors claim.

5. Discussion #5

Rating 2- I believe it all depends on the teachers. Some professors are more proactive than others.

Rating 2- Some teachers are fairly quick to respond to the work that we have submitted. Exams that are taken on scantrons tend to be rather easier for the teacher to respond quickly to where written exams and assignments tend to take some professors more time than others. It depends truly on the teacher and how interested or involved they are in the class.

I always felt feedback was unacceptable here but I had nothing to compare it too. Most students only go to one maybe two colleges.

Most staff in my opinion has no desire to be in the class, or have a passion for the material they are teaching. It seems the professors have a J. O. B. and they come to work because they have to.

I feel that the feedback I do receive is usually helpful. It is nice when teachers make comments on your papers or tests so you can have an idea of what they are looking for. I wish that some of my teacher were more prompt in giving feedback though. It is difficult to prepare for a test when you don't have your assignments returned to study off of.

I AGREE! I have had many teachers that seem like they do not want to be here. They seem almost angry to come to class. Maybe they are the ones who don't give feedback. Why would they want to focus on school work at home when they have to deal with it all day at work?

6. Discussion #6

3. Most instructors are prompt. Some take a long time to return assignments, or do not return them at all.

I have found that projects that are due at the end of the semester are rarely returned to students. If they are returned, they are usually available for pick up the following semester, which is not "prompt"

I agree. I feel like I don't ever learn from projects turned in at the end of the year. I only see how they affected my grade.

Some of the year-end projects (papers) have no quantifiable and standard way to score the exams. They're graded on, how the instructor "feels" about the particular paper. These papers are a huge part of the SEMESTER grade. How can this be any benefit to students?

I feel as though it would be more valuable to students to have smaller projects related to current class topics assigned throughout the semester instead of having a large comprehensive project at the end. This way students could receive prompt feedback and focus on topics/subjects that they are currently learning about.

I would not have a problem with papers that were talked about before the end of the semester.

I agree about projects being at the end of the semester. Teachers should have them due a couple weeks before the final week so we can receive feedback and also so we won't have a project to do and study for our final exams at the same time.

It would certainly be nice to have projects due before finals. Everyone is quite loaded by the time the end of the semester comes around. It would be great if we had that time just to focus on final exams, having already finished the big projects.

7. Discussion #7

I feel that the teachers do give feedback, not necessarily prompt or in detail, but the teachers I have had classes with do give feedback. Sometimes I would have questions about their grading, but most are happy to explain their grading. Some teachers do give unreasonable grades, but I have not come across any of them yet.

Yes I agree with the response and I have come across a teacher giving an unreasonable grade, and he simply didn't do anything about it

I had a teacher give more than 50% the class an F on an assignment and not one person could read her feedback. Once she did explain what her chicken scratch said it still did not give me any hints on how to get a better grade for the next paper. She focused on the grammar not letting students know that they took the assignment in a totally different direction.

Teachers do not like to explain their grading methods at all. MGMT teachers are all ego maniacs that have an "it's my prerogative" attitude. If you go to talk to them about it, they see you as a nitpicky student that is trying to nickel and dime them over measly points and they label you as a non-big picture person.

To play the devil's advocate, I have found (sometimes) that teachers provide very clear-cut directions on how to approach projects and papers, but students are procrastinating, and therefore miss this guidance when provided in class. When the project is done incorrectly, and the student receives a bad grade, the teacher simply explains that proper instruction was provided to those who listened.

Could a lot of these problems come about because the teachers are tenured? I think so!

I agree with the devil's advocate view, but this was not the case. I talked to her for 2 hours and she admitted that the assignment was not clear. I was focusing on the written feedback. She did explain the assignment a little further after we all failed and then she recruited a student to write a clear example.

8. Discussion #8

I have five upper division classes. They have all told us if we want feedback we have to come to their office hours and talk with them. They don't review tests or quizzes in class

Also due to paper restraints we do quizzes on the overheads. Then no teachers I have had review the answers or why that was the answer.

I have had better luck with teachers going over quizzes. My teachers go over the quiz in class right after we complete it, or they grade it and circle the correct answers and get it back to us.

I find that teachers do better at going over quizzes than they do tests. I think for one reason quizzes help you prepare for a test, so they want to see if you know the concepts before taking the test. Most of my teachers have explained the quiz questions thoroughly until you understand.

Teachers don't go over answers because the final is not cumulative; they are doing a disservice to my education. If more quizzes were given prior to tests, you'd raise GPAs universally throughout the college.

I don't agree with quizzes on the overheads at all. I feel rushed and have often missed a question because we moved to quickly. I don't feel that I'm stupid. I have been trained to take tests from a piece of paper. I've done fairly well using that system. What does everyone think??

I think having quizzes on a piece of paper is nice, but we must deal with the reality that the school budget isn't what it used to be. Personally, I don't mind taking quizzes off overheads if it means my tuition doesn't increase.

Yeah, I don't want to pay anymore since tuition had increased every semester for the past 2 years. But I still see brand new computers in the library almost every semester. I like fast computers as much as anybody else but are they cutting in the wrong places. I don't mind printing out a syllabus but it would be nice to take a test from a piece of paper. Scratch that..I hate tests anyway.

9. Discussion #9

I say 2. Some teachers are lazy. Teachers seek to force students in to their office hours. When you don't get to keep the test, it isn't helpful for learning what you have missed. Other teachers are slow at posting grades on WebCT or some other form of internet demon of their choice. Work delegated to graders has also been a problematic as it isn't their reputation on the line.

Graders are a problem. Most times they are dealing with a key, but are able to make subjective decisions as well. WebCT is not universally used through out the department. When WebCT is used it does not give feedback; it only gives a response. Instructor's personal websites are not fun to use. A universal system would be much better.

I agree, there is a learning curve to instructor's personal websites. Additionally, graders tend to be either too lenient or too strict, especially in essay work. When every classmate gets an A or B on an essay it makes me skeptical.

Some teachers are lazy. I don't understand why they need graders anyway. Most teachers only teach a few classes, and that is what they do and is paid for. If some one else is grading the test, then mistakes can be made and grades can be negatively affected.

I agree as well, if you don't get to keep your scantron or essay from a test or quiz, you're not going to benefit from it and treat your mistakes.

Having graders grade tests is not acceptable. They do not have the knowledge to judge student's answers as right or wrong. Even if they have taken the class the information is not fresh enough in their minds. The only place graders should be used is for SAP, some POMG assignments, and Math classes

Essays are one area I feel that graders should not be able to grade. I don't think they have a strong enough grasp of the subject matter to be making any assessments

I agree that the use of graders presents some potential problems. First, graders are less motivated to take grading seriously than professors because they are being paid far less than professors. Additionally, professors are more knowledgeable about the topics than a grader is, and therefore are more capable of providing helpful feedback, rather than just pointing out mistakes in spelling.

10. Discussion #10

In my experience with COB classes, the promptness of feedback seems to be different from teacher to teacher. Some teachers consistently have tests graded to return the class session following the exam. Others take a couple of weeks to grade the tests. I find it frustrating when teachers can not have a scantron test graded to return the following class period.

I also find it frustrating that teachers give the scantron without giving the test back. If they want us to learn our mistakes, we need to see what questions we missed without having to go to their office hours. I know that they are worried about future students seeing the test, but all they have to do is make up a new test. That is what they are paid for.

I definitely agree. I have had teachers tell us the correct answer on the scantron, but how are we to know what the real answer is if we don't have any access to the test?? Knowing it was A instead of B doesn't help!

I certainly agree that not having the scantron the following class meeting is a bunch of crap. Teachers claim they do not have time to post the scores in their grade books. Most classes are at most 40 people, how long can it take? Additionally, teachers don't go over answers because the final is not cumulative they are doing a disservice to my education.

I think that teachers are too concerned with just getting the grades back that it does not matter that there might be issues that were overlooked in class and that appear on the test. There needs to be more in depth assessment of the results of the exam so that teachers can address the issues students are obviously not getting

I have on occasion had teachers who partially credit their teaching for the test results. It's nice when a teacher realizes they play a part in our exam scores whether they are bad or phenomenal.

I believe that test scores are in part due to the professor's performance. I've had arrogant professors belittle me in class for asking questions, and currently I have one of those professors. Most professors genuinely believe they don't make mistakes. The reality is that in 3 of my classes this semester, the professors are such poor educators that I have to take medication to stay awake in class.

11. Discussion #11

I would rate Chico at 3 for "often". I have received prompt feedback in about half of my classes.

Half the classes? You're lucky!

I have had better luck, but I have experienced instructors that do not return assignments at all. If you want your assignments you have to go to their office hours. If these few instructors take the time to collect and grade the assignments why can't they take a few minutes to pass them back?

A 3 is too generous. Which teachers are you taking? I want quicker feedback. They certainly aren't in MGMT or ACCT.

I have had fairly prompt feedback from teachers in the Marketing option.

I wonder if the feedback is fair in the MKTG option due to the "youth" of the teachers. Most are all fairly young and seem to care about their students.

I find that I get feedback often in my marketing classes.

The reason they don't give them back is because by the time the project is due and we get them back the semester is over and there is no time to change anything

I would also have to agree that my marketing teachers are more prompt with their feedback. They also offer constructive comments so I know what I need to improve on.

12. Discussion #12

3- Most of my Marketing professors have given feedback. Several of them are or have been working professionals. They bring enthusiasm and real world examples to class discussions. I rate MKTG profs as a 3 because I am satisfied with their feedback.

The Marketing professors that I have had so give good feedback. I really appreciate Professor Toy's feedback on our last test. Because the class did not have a good overall score, he spent the entire next period discussing the test and answering questions. The only thing I was frustrated with was that he took the tests after the class, so I couldn't study what I had missed.

I had O'Neill for Marketing and that guy is on the ball, no complaints here. As for MGMT (Bergman and Johnson) or ACCT (Leese and Nissan) they are not the type to give you the test back the following class period. Additionally Bergman doesn't even give some projects back and his grading is so subjective you have no faith in the score anyway.

The main thing I feel is wrong is that projects aren't due till the end of the semester and therefore all the corrections and shortcomings we had truly doesn't matter. Things need to be addressed during the semester instead of waiting till after

I totally agree.

13. Discussion #13

Rating: 2. Projects get TOO little of feedback. We spend multiple hours and get 3 sentences of feedback, it is Bologna! Teachers have ego trips and like to leave their students in suspense. Not being able to keep tests after taking them is not helpful for learning what you have missed. Notorious teachers for BAD feedback in the college of business are Bill Bergman, Pamela Johnson, and Leese.

3 -I have only had Johnson but I've heard similar things regarding the preceding professors. I don't think they like to leave students in suspense. I think some are just going thru the motions and some are just tired of teaching. They don't ring anything new to the table.

3 I don't think instructors are having ego trips, but your point is well taken. I agree that projects should warrant more feedback than just a few sentences. I have got some back that are one to two word responses. Others have had such poor hand writing that the feedback could not be put to use.

I agree that if teachers are going to require students to invest multiple hours (sometimes 20+ hours) on projects, then they at least owe it to the students to take the time to go through the projects and provide a substantial amount of feedback.

I disagree. Bergman gives great feed back on assignments through the semester! Not that you can read it, but he will tell you what it says. He also spends a lot of time responding to WebCT questions and posting and he is the only teacher who has ever stayed after class to critique a presentation. I think it would be helpful if more teachers did that.

Whenever a professional project is submitted it undergoes many managerial revisions and rewrites I think that instead of holding off everything to the end of the semester they should allows us to work on it till it is perfect instead of giving us a one time chance at perfection. And I know we can go to office hours but half the time they are so vague it is of no use at all

14. Discussion #14 (feedback of one student)

On the professor feedback issue, my feedback is this: I always get good interaction and feedback with all my professors in the BIS program (and beyond). However, that's because I'm aggressive and also because I like to know my professors. As an older student, it's usually the faculty that I most identify with and enjoy talking to, so I often stay after and chat after class, etc. Therefore, I get lots of interaction and I regularly solicit feedback and support from them as well. Bottom line, I believe that students who ask for feedback, get it. However, I can understand how shy students might need to be drawn out a bit more by the faculty.

Uncategorized

Assignment Examples (Categorizer)

Participant Instructions

Please give an example of an assignment that you had in any one of your classes that helped you most improve the skill listed in each category. By double clicking on the assignment you list, you can also tell us how the assignment helped improve the skill.

Writing

1. Marketing 170 Term Project for Zepernick

2. Research Project for Consumer Behavior (Mktg 171) class with Professor Singh
Professor Singh encouraged us to submit these papers to an academic conference. This process forced me to improve my research and writing skills, and allowed me to present my paper at an academic conference and have my paper published

3. My writing has suffered.

Since being at Chico, the Curriculum has

has included so little writing, that after 2 years I am a poor writer. This is after writing for my school newspaper.

4. MGMT 129- multiple letter writing. We would have a letter to do with a group and then have to do a letter on our own. Professor Johnson.

5. Marketing 170: Survey of Marketing Term Project

6. MGMT 129-Writing business letters

We were taught to write letters to businesses in an appropriate manner. We learned professionalism and etiquette.

7. Bill Bergman's MGMT 129 class forced me to learn to write because he graded so hard. He lets his students think they are going to fail the class, but then in the end he graded us on our improvement. This isn't something you should use through the COB because all of the students will have breakdowns from stress.

I have met Bill Bergman. He scares me.\

8. I feel that this group paper really improved my writing skills. It was a long project involving many topics. I had a chance to really work on my writing skill

9. Marketing 170 Project where we did a marketing write up for

10. Marketing 170 Marketing Report Analysis of local business

In Marketing 170 we

took a local business and did a complete SWOT analysis and advised them on future performance

11. We wrote an assortment of letters to businesses. These letters had to be perfect. We learned appropriate business writing skills in all situations

I'm taking the MGMT 129 class right now and I find that my teacher is nit picky. I understand that it's a writing proficiency class but she didn't even go over the writing rubric to us. The papers are graded extremely hard but a lot of the mistakes I have made so far are grammatical errors which points sure add up.

12. Real business setting presentations

I think that the presentations that they have are not at all similar to the presentations we will be making in the real world. Presentations should be centered around the real world situations we would likely experience

13. Just completing GE papers also strengthened my writing skills

14. MKTG 170 and 265, 279 taught by Singh has helped me in my writing

I completely agree. Professor Singh expects a high level of writing in his classes, but he is ALWAYS available and WILLING to help students with their writing. He is one of the few professors at this school who shows a genuine concern for his students.

15. I was able to publish a peer with my group under Prof. Singh's guidance (MKTG 171) He encouraged us all to write to the best of our ability. I lucked out, had a good group, and we spent a ton of time on it. He encouraged us all to write and submit.

16. As a re-entry student, I have been in the business world for many years. As an IT Manager, one of my BIGGEST pet peeves is that I could rarely find technical staff who A) felt it should ever be part of their job to write anything and B) could actually write clearly, persuasively and concisely. At one point, this became such a point of frustration for me that I tried to work with our HR group to have a test administered to new applicants to validate their writing skills (at the time, the number of jobs exceeded the number of qualified people, so this idea was quickly discarded.)

At any rate, I feel strongly that graduating business students, including BIS students, need to have the type of writing skills that are required in the business world. I took ENGL130 last semester, and I believe that class is a start, but because it wasn't 100% focused on BIS, I think it missed its mark in preparing BIS students for IT jobs. Following are some ideas that I would like to see incorporated into the BIS program as a whole, not just in ENGL130, but in some form of writing requirement in most BIS courses:

* Students should be assigned a reasonably large reading assignment (for example, a 20-30 page document from SANS on some technology issue) and distill it down to a one page summary and recommendation. They should do this several times (maybe 4-7) during the semester in a BIS-focused writing course. OR it could be incorporated as a single assignment into several courses.

* Students should be taught business writing style rather than academic writing style. For example, in business the summarization of broad ideas into easy-to-read bullets is de facto standard, rather than long paragraphs. And yes, reference material as appropriate, but that's not the most important part of business writing. We're not writing theses in the business world, we're documenting, presenting, emailing, summarizing, proposing, and selling. And we're doing these things as succinctly as possible.

* Any BIS writing course should include at least 2 assignments to document something technical. I think one assignment could be to document an installation of software, and perhaps one other assignment could be a how-to guide on how something technical works (intended for end users). The average BIS student is clueless in these areas, and they will therefore have to be taught the prudent use of screen shots (and correct sizing and window grabs), and outlining techniques. In fact, they should also be expected to learn to use the Outliner in MS Word and how to generate a table of contents as well as learn the intricacies of page numbering properly etc.

* Another standard business writing tool to learn is writing performance reviews. I think it could be a useful assignment to have students write a formal review of a teammate after having completed a project together. This would be based off a template (just as corporations do), but there are writing skills that are useful to know there.

Oral Presentations

1. BLAW 100 Case Analysis for Morgan
2. CMST 11- Presenting multiple speeches.
3. These short presentations helped develop my oral skills
4. Presentation for final project in McGowan's Mktg 272 (Advertising) class
McGowan tells students that a regular "boring" presentation will not receive a good grade, which forced us to be more creative. This actually resulted in a more interesting presentation which we actually enjoyed giving.
5. MKTG 272, 273 Bill McGowan. He combines both professional presentations and upbeat, off the wall presentations. He doesn't allow using note cards. I've had other classes which we were allowed to use note cards and it doesn't look professional. We were allowed to use pwrpt.
6. ACCT 15: Introduction to Accounting, it was a long strenuous project but I learned a lot from it
7. I get more from presentations when they are in groups, when they do not allow note cards, and when the teacher encourages creativity. By eliminating the stress of doing it alone you can focus on your presenting skills

Technology Use

1. MINS 110 class with Mensching
2. We had a variety of hands-on assignments involving various computer programs
3. MINS 110 helped with technology, but many of the assignments were not relevant to things we were doing in the class.
It did give exposure to many different programs, but it only showed one part of each.
4. We would be able to learn more about technology if our teachers knew how to use a computer.
5. MINS 110 taught me nothing regarding tech. We simply followed directions. It was essentially data entry.
I completely agree with this! All the Mins110 lab taught me to do was follow directions word for word.

Mine too I am an expert on following step by step, button by button directions

6. Most of my upper-division bus. Classes involved tech. I also learned from people in my groups and through my affiliations.
7. McGowan's advertising project for Mktg 272
Although we have simmons report the technology here at the school it would be nice if someone on-campus learned to use it and teach us how to use it. I don't think that even McGowan knows how to use it
8. I believe Technology is important for every option, not just MIS, BIS, AIS. All the options should focus on implementing technology into regular curriculum.
9. MINS110 with Sager, the assignment is a waste of time, because half the time I don't understand them and I'm not learning from them.
10. I wish I would have taken more of the tutorials offered by student computing. I think they may have helped.
11. SAP is useless. Unless you are pursuing SAP as a career it does not do any good to follow a path and copy numbers.

Critical Thinking

1. Maybe we need a class that includes all 4 concepts, writing, oral presentations, tech, critical thinking.

2. BADM 295 with Gomes

This class, so far, has really forced me to utilize and develop my critical thinking skills.

3. On several COB assignments I have had to critically assess a given situation and how certain principles may apply

4. Upper division MKTG classes have encouraged...required me to think critically. Also being involved in a Special Topics MKTG class helped

5. Try MKTG 272 for a class that involves all.

6. Consumer Behavior Market Research Paper Nash

The paper was extremely helpful in allowing us to take information and create a study on a particular subject. We were also allowed to submit it in to a conference which was an excellent idea

7. Encouraging out of the box thinking only works when the teacher is willing to think in other peoples boxes.