



Strategies for Using Student Ratings on SUSSAI to Improve Teaching

The **State University System Student Assessment of Instruction (SUSSAI)** consists of eight factors that students use to assess classroom instruction on a 5-item Likert scale. The questions and scale are presented here. An analysis of over 25,000 SUSSAI forms shows that these items are highly correlated (above .80), so it is unusual for someone to be extremely good at one or two things and poor on everything else. From that observation we have determined that overall improvements can be made by concentrating on two or three of the lowest scoring items, and we suggest some strategies that might help improve teaching.

	E	VG	G	F	P
1. Description of course objectives					
2. Communication of ideas and information					
3. Expression of expectations for performance in this class					
4. Availability to assist students in or out of class					
5. Respect and concern for students					
6. Stimulation of interest in the course					

SUSSAI item	Your Goal	CTL and other resources
1.	Improve the clarity of learning outcomes.	✓ Read <i>chapter 2 of Instruction at FSU</i>
	Create a learning-centered syllabus.	✓ Read <i>chapter 3 of Instruction at FSU</i> ✓ Read <i>Syllabus checklist</i>
	Design an effective course	✓ Read <i>chapter 1 of Instruction at FSU</i>
	Align course assessments with stated outcomes	✓ Read <i>chapter 12 of Instruction at FSU</i>
	Consider your grading policies and how they affect learning	✓ Read <i>chapter 13 in Instruction at FSU</i>

2.	Improve your lecturing techniques	✓ Read <i>chapter 7 of Instruction at FSU</i>
	Use active learning techniques (in-class and homework practice, and feedback opportunities)	✓ Read <i>chapter 8 of Instruction at FSU</i> ✓ Do a <i>Google search on active learning</i>
	Use multiple modes of instruction	✓ Use Bb as a repository for course materials and class communication ✓ Read <i>chapter 9 of Instruction at FSU</i>
3.	Clearly communicate expectations for the course (clear learning outcomes and grading standards)	✓ Read chapters <i>2 and 13 of Instruction at FSU</i> ✓ Read a book on writing learning outcomes ✓ Have an <i>instructional consultant review your syllabus</i> ✓ Control <i>Plagiarism</i>
	Give students frequent and timely feedback	✓ Use Bb grade book and on-line practice quizzes ✓ Edit student's work in Blackboard ✓ Attend/view <i>Blackboard workshops</i> ✓ Provide models of "good" student work in Blackboard (remove grades and student identifiers)
4.	Become more available to students	✓ Use Blackboard discussion board to answer questions for the class ✓ Arrive at class early, and stick around in the hall briefly after class ✓ Choose office hours when students are likely to come ✓ Read <i>Things to Do with Blackboard</i> ✓ Provide study sessions or study guides
	Know more about your students	✓ Read <i>chapter 4 of Instruction at FSU</i> ✓ Use <i>photo rosters to learn names</i> ✓ If possible give each student 15-30 minutes to come to your office to talk. ✓ Solicit and use student feedback
5.	Show respect and concern for students by establishing a well-managed and relevant class	✓ Read <i>chapter 5 of Instruction at FSU</i> ✓ Read about student civility, and develop rules for your class ✓ Return graded work quickly ✓ Allow students to ask for clarification in class, and address students' incorrect responses respectfully ✓ Assign an appropriate amount of and relevant homework ✓ Provide easily accessible materials ✓ Start and end class on time
	Have a consistent but manageable attendance policy	✓ Read <i>chapter 3 of Instruction at FSU</i>

	Apply the principles of good practice in undergraduate teaching	✓ Read <i>The Seven Principles for Good Practice in Undergraduate Education</i>
6.	Use active learning strategies to make material relevant and concrete, and to convey excitement	✓ Review chapter 8 of <i>Instruction at FSU</i>
	Use technology as a lever to stimulate interest	✓ Read <i>Implementing the Seven Principles: Technology as Lever</i>
	Use learning activities appropriate to the type of learning outcomes	✓ Read chapter 9 of <i>Instruction at FSU</i>
7.	Consider Conditions of Learning	✓ Read <i>Instructional Design - Robert Gagné, The Conditions of Learning</i>
	Use active learning techniques (provide in-class and homework practice and feedback opportunities/learning activities to build on and connect to previous content)	✓ Develop a course map to facilitate course design: Read <i>Understanding by Design</i> by Wiggins & McTighe
	Use technology to facilitate learning	✓ Read chapter 10 of <i>Instruction at FSU</i>
8.	Use student feedback to improve instruction	✓ Read chapter 14 of <i>Instruction at FSU</i>
	Run a TABS during the 4th week of class	✓ See <i>Using Midterm Evaluations</i>