

Deans' Dialogue: Listening to Students & Using Outcome of the Process to Improve Programs

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History

- Began in 2007
- Conducted every regular semester since then
- Capstone classes in all five college majors
- Part of assessment for accreditation as well as for university

Rationale

- Complement to quantitative student satisfaction survey – more detailed insight
- Candid input from all seniors, all topics
- Wisdom of experience at end of the program

Who's there

- ▣ Dean
- ▣ Associate Dean for Academic Affairs
- ▣ Assistant Dean for Student Affairs
- ▣ Area Head
- ▣ Assistant to the Dean

What we ask

- ▣ What's gone well during your time here?
 - ▣ What hasn't gone well?
 - ▣ What could we do better?
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- ▣ Length: one hour

Feedback loop

- ▣ Conversation right afterward on items that stood out
- ▣ Discussion in college leadership meetings
- ▣ Discussion with faculty on relevant topics

How we've used the results

■ Examples:

- Feedback on how to provide technology/software training
- Management and oversight of technology and equipment
- Addition of courses to meet student needs (e.g. social media marketing)
- Better career advice for students
- Awareness of redundancy in classes

Important considerations

- Faculty in capstone courses need to be willing to devote a class session
- Faculty need to know this isn't a gotcha session on professors
- Students with sensitive concerns need to know they can talk individually with leadership outside the session