

What is MAX?

The Mid-semester Assessment eXperience, an evidence-based process aimed at gathering student insights into your teaching, can help you gauge what is advancing student learning and what is less effective.

Informally, it can be done during your class period through self-assessment. A more formal assessment can be led by a UCITE staff member or faculty colleague through a mid-semester survey or small group instructional diagnosis/focus groups.

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Mid-semester Assessment eXperience



At a Glance: Benefits of Midterm Student Feedback

Instructor Reflection and Growth

- Provide formative, actionable feedback for growth
- Promote individual & collaborative reflection
- Improve instructor-student rapport and communication, including SET ratings

Student Motivation and Satisfaction

- Increase student motivation and participation
- Communicate value for student perspectives
- Encourage student camaraderie and peer learning

Institutional Community and Belonging

- Cultivate a culture that values teaching
- Reduce the sense of isolation in teaching by creating community among faculty
- Foster a sense of both student and faculty belonging to the institution

From *Critical Teaching Behaviors: Defining, Documenting, and Discussing Good Teaching*. Lauren Barbeau & Claudia Cornejo Happel, 2023, Routledge.



What should I be thinking about when I design my mid-semester assessment?

- Why? To do a student “temperature check”: What elements of your pedagogy are supporting student learning, and which are obstructing it – according to the students themselves. The purpose of a MAX is to hear the student voice while you still have time in the semester to adapt your teaching.
- When? Mid-semester! By the halfway mark, students have had time to get to know you and your teaching style, and should be able to give you informed feedback.
- Where? Typically in class – student response rates tend to increase when they’re given time in class to complete the assessment.
- How? It’s up to you! We’ve shared 3 “flavors” in the table below. Your choice depends entirely on what kind of information would be most helpful to you.

What are my assessment choices?

	Self	Peer	Focus group
Design	Informal	Semi-formal	Formal
Administrator	You	A departmental colleague or UCITE staff member	UCITE staff member
Question type	No more than 3 or 4 open-ended; 1 or 2 Likert Scale	Open-ended: On what specific elements of your teaching do you want to focus?	Open-ended
Location of assessment	In class (you should leave the room when students are responding)	In class	In class (you will not be in the room at all)
Duration	5 - 10 minutes	An entire class period; more if you request it	25 - 30 minutes
Student anonymity	Absolute	Absolute	Absolute