



# TEF-Talk Institutional Pilot Program

Unlocking Insight from qualitative student feedback

## THE CHALLENGE

Universities collect enormous volumes of student feedback each semester. But qualitative comments are difficult to analyze at scale.

As a result, insight remains buried, trends across departments go unnoticed, & institutions struggle to act on student voice.

detailed explanations and support made it manageable." "The course was tough, but Dr. Harper was always there to help during office hours. I just wish her assignments weren't so overwhelming."

"Dr. Harper explains concepts clearly and is very supportive. The class is challenging but worth it. Sometimes, though, her lectures feel a bit rushed." "The assignments weren't so overwhelming."

Sometimes, though, her lectures feel a bit strict at times." "Dr. Harper is great and always helpful. The class is tough but rewarding. It'd be even better if she slowed down on harder topics!"

Dr. Harper's passion for math makes the class However, her grading can feel overly strict at times." "Dr. Harper is kind and always willing to clarify questions. The material is difficult, and the exams are a bit too tricky."

"Dr. Harper knows her material well, but she assumes students understand too quickly. Slowing down would help a lot." "Dr. Harper is great and always helpful. The class is tough but rewarding. It'd be even better if she slowed down on harder topics."

helpful, but I found the material too more real-world examples could have made it easier to grasp." "Dr. Harper is knowledgeable, but her teaching style is a bit fast-paced. It's hard to keep up without extra studying."

"Dr. Harper is knowledgeable, but her teaching style is a bit fast-paced. It's hard to keep up without extra studying." "Dr. Harper is incredibly supportive and encourages questions. I just wish she gave more examples."

Dr. Harper's passion for math makes the class engaging. However, her grading can feel overly strict at times." "This class is challenging, but Dr. Harper's enthusiasm makes it enjoyable. Her feedback on assignments could be more detailed."

"Dr. Harper is approachable and great at explaining concepts. The pace of the course, though, can be overwhelming." "Dr. Harper is incredibly supportive and encourages questions. I just wish she gave more examples during lectures."

class was harder than I expected, but Dr. Harper's detailed explanations and support made it manageable." "The course was tough, but Dr. Harper was always there to help during office hours. I just wish her assignments weren't so overwhelming."

# A **micro-to-macro** view of student feedback over time

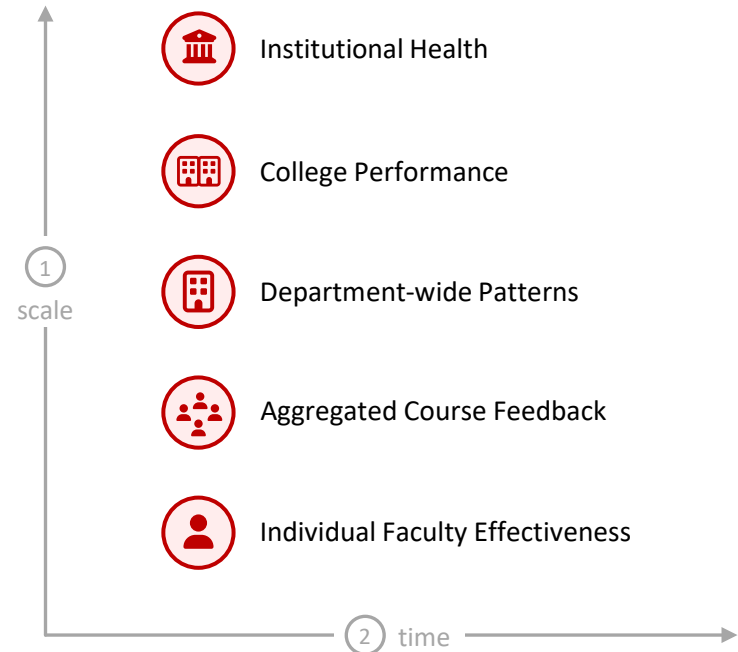
## TEF-Talk allows institutions to:

**Understand the student experience** across the university from institution and college levels down to individual courses and instructors

**Investigate trends and context** by examining patterns in student feedback over time and drilling down into specific comments

**Identify patterns and opportunities** by visualizing feedback at scale and surfacing outliers or emerging concerns

Two dimensions of investigation: scale & time



# Platform Highlights

TEF-Talk surfaces patterns in student feedback by analyzing large collections of student comments and identifying recurring themes across courses and semesters.

### Narrative Insights

**What's working well**

**Approachable, Understanding, and Supportive Instructors**  
Students consistently highlight instructors' kindness, approachability, and willingness to help, noting they feel comfortable asking questions and receive support when facing personal or academic challenges. Many specifically appreciate instructors' understanding nature, flexibility with deadlines, and genuine investment in student success.

**Clear Expectations and Well-Organized Course Structure**  
Students consistently praised instructors for providing clear learning objectives, transparent grading systems, and well-structured courses with detailed instructions. This organizational clarity helped students understand what was expected, complete assignments confidently, and focus on learning rather than worrying about requirements or evaluation criteria.

**Faculty Passion and Enthusiasm Energize Student Engagement**  
Students consistently report that instructors' genuine passion for their subject matter creates an engaging and inspiring learning environment. Faculty enthusiasm is described as contagious, motivating students to participate more fully, develop confidence, and maintain interest even in challenging content.

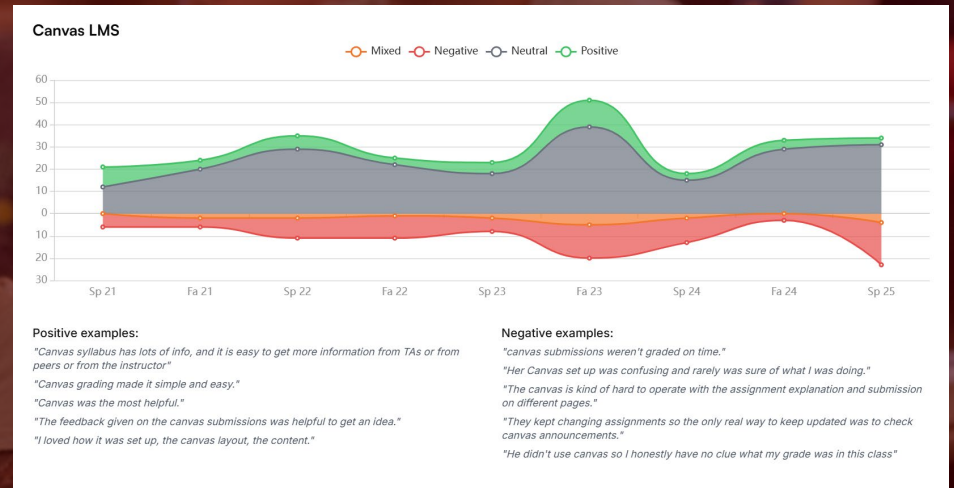
**Instructors Provide Clear, Constructive Feedback That Guides Student Growth**  
Students consistently highlight how instructors offer thoughtful, constructive critiques that improve their work while respecting their

**Areas for Improvement**

**Delayed and Inconsistent Grading Practices**  
Students consistently report receiving little to no graded feedback throughout the semester, often waiting weeks or months for assignment scores, leaving them unable to gauge their performance or make improvements. This pattern of delayed grading, sometimes extending until the final weeks or even after the semester ends, would benefit from more timely and structured feedback systems to help students understand expectations and track their progress.

**Assignment Clarity and Grading Consistency**  
Students consistently report that assignment instructions are vague and confusing, with unclear expectations that make it difficult to understand what is required for success. This challenge is compounded by inconsistent grading practices, where rubrics don't match actual evaluation criteria and feedback often fails to explain how students can improve, creating an opportunity to strengthen communication and alignment between assignment descriptions, grading standards, and student support.

**Course Organization and Communication Challenges**  
Students across multiple courses expressed concerns about organizational inconsistencies, including delayed or absent grading, unclear assignment instructions, poor Canvas management, and gaps in communication about expectations and deadlines. These patterns point to an area where strengthening course structure, timely feedback systems, and consistent communication channels would better support student learning and engagement.



# Narrative Insights

AI-generated summaries of recurring feedback themes.

## Narrative Insights

### What's working well

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### Areas for Improvement

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# Topic Examples

Trace insights back to representative student comments.

University of Utah → College Name

## College Name

Q Departments, Courses or Instru...

### Response Rates

Enrollments	Survey Responses
326.1k	99.6k

### Narrative Insights

**What's working well**

**Faculty Demonstrate Genuine Care for Student Success**  
Students consistently recognize instructors who show authentic investment in their learning and well-being, particularly valuing those who are accessible, understanding of personal circumstances, and willing to provide support through accommodations and flexible assistance. This caring approach, combined with knowledge and enthusiasm for the subject matter, creates environments where students feel comfortable asking questions and are motivated to succeed.

**Clear Organization and Accessible Course Materials**  
Students consistently praise instructors' well-organized courses with clear syllabi, timely grade posting, and comprehensive Canvas setup. They particularly value having lecture notes, slides, and recordings readily available, which helps them study effectively and understand expectations throughout the course.

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### Example comments

My teacher explained the grades very well and posted how he graded on the syllabus on canvas.

Syllabus and Canvas were very helpful

The syllabus was adequately descriptive, and the pertinent chapters for study were always made clear and available. We also covered all of relevant material in class.

Class lectures covered what was found in the textbooks very accurately, so I decided to dedicate time that could be reading the textbook to other assignments. This made overall studying for the course very simple and allowed for reasonable time allocation to homework assignments.

Clear grades and we're out in on time

The class setup was nice and everything was easy to find. Online classes can be tricky but I feel like the format for this class was great.

Very good Lecture notes and uploaded them after every class.

This course was well organized and the TAs and professors did a great job in teaching the material.

Posting all her slides was helpful

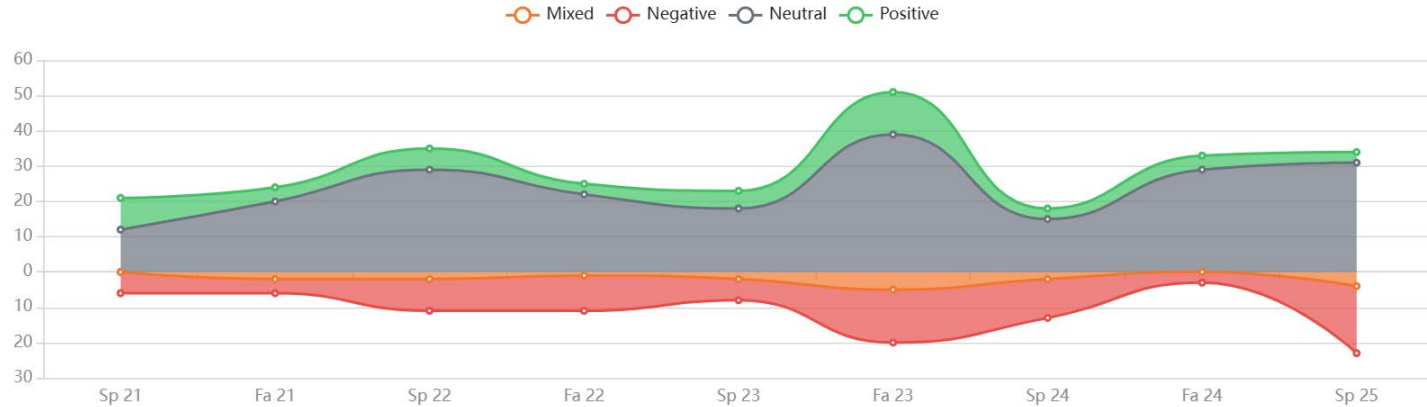
Her lectures were very straightforward and I appreciated the organization of her lectures. I

Ask Questions

# Topic Timeline

Track how themes evolve across semesters.

## Canvas LMS



### Positive examples:

"Canvas syllabus has lots of info, and it is easy to get more information from TAs or from peers or from the instructor"

"Canvas grading made it simple and easy."

"Canvas was the most helpful."

"The feedback given on the canvas submissions was helpful to get an idea."

"I loved how it was set up, the canvas layout, the content."

### Negative examples:

"canvas submissions weren't graded on time."

"Her Canvas set up was confusing and rarely was sure of what I was doing."

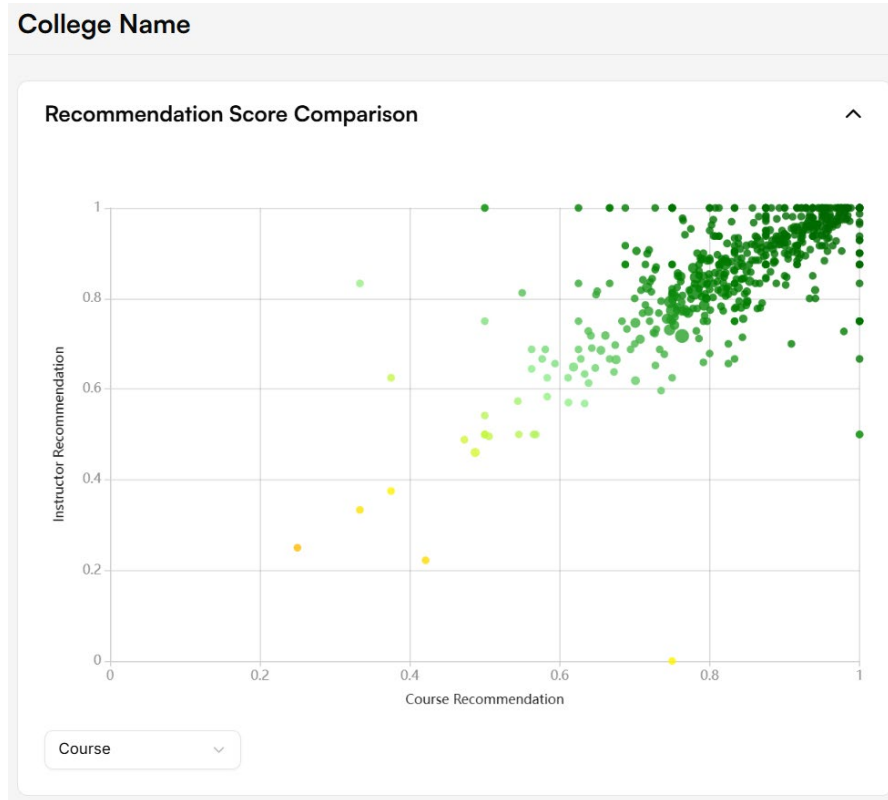
"The canvas is kind of hard to operate with the assignment explanation and submission on different pages."

"They kept changing assignments so the only real way to keep updated was to check canvas announcements."

"He didn't use canvas so I honestly have no clue what my grade was in this class"

# Institution-Level Patterns

Identify outliers and trends across courses and instructors at a glance.



# Simple, Consistent Reporting

Generate standardized summaries of student feedback across the institution.

Section Student Feedback Summary
Fall 2024

CS 2420-003

**Introduction to Algorithms & Data Structures**

Instructors: Kassell, Paulinha (lead instructor)  
García-Navarro, Lourdes "Lulu"  
Melbourneweaver, Samantha

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**Survey Overview**

Response Rate 71%

Responses\* 32 \*Does not include empty submissions

Course Enrollment 45

**Prompt Response Summary**

Prompt	Scale	Mean	Dep Me
Enrollment Motivation			
Course Recommendation	[1-5]	4.22	4.7
Instructor Recommendation	[1-5]	4.34	4.3
Student Engagement	[0-3]	2.42	2.0
Course Materials Usage	[0-4]	3.63	3.3
Grade Clarity	[0-3]	3.63	1.8
Classroom Comfort	[0-3]	2.56	2.4

CS 2420-003

Section Student Feedback Summary Fall 2024

**Response Details » Course Recommendation**

I would recommend this course.

Strongly Agree	<div style="width: 47%;"></div>	15 47%
Somewhat Agree	<div style="width: 38%;"></div>	12 38%
Neither Agree/Disagree	<div style="width: 9%;"></div>	3 9%
Somewhat Disagree	<div style="width: 3%;"></div>	1 3%
Strongly Disagree	<div style="width: 3%;"></div>	1 3%

	Mean [1-5]	Normalized [0-1]
CS 2420-003	4.22	0.88
Department	3.92	0.80

**Student Comments**

*"Dr. Garcia-Navarro explains complex programming concepts in simple terms and always provides multiple examples. Her live coding demonstrations are extremely helpful."*

*"She makes herself very available during office hours and responds to emails quickly. I never feel like I'm bothering her when I ask questions."*

*"The way she breaks down algorithms step by step on the whiteboard really helps me understand the logic. She also encourages us to think through problems before giving answers."*

*"Her feedback on assignments is detailed and constructive. She doesn't just mark things wrong - she explains why and how to improve."*

*"I love how she relates programming concepts to real-world applications. It makes the material feel more relevant and interesting."*

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# Pilot Program

Seeking 2-4 research universities

# Spring 2026 Institutional Pilot Program

We are currently inviting **2-4 research universities** to participate in a collaborative pilot of the TEF-Talk platform.

We are currently scheduling **exploratory conversations** with potential pilot partners.

Pilot partners will:

- Explore institutional insights from qualitative student feedback
- Test the platform using institutional data
- Help refine the platform through collaborative feedback

The pilot typically runs one academic term

**\* Learn More**

Full pilot details and platform overview:

[cte.utah.edu/scf/pilot](https://cte.utah.edu/scf/pilot)

**\* Contact**

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