Introduction:
This study was conducted at a public land grant university located in the Midwest. The Student Advisory Council at this public land grant university is a faculty advised club that works to provide an open-channel of communication between students and their coinciding professors. The Student Advisory Council and their goals were analyzed to determine whether or not they meet the needs of the Communication department. Qualitative interviews were held with communication students to determine a need for a new mechanism for providing adequate feedback to professors. Upon completion of these interviews, it was determined that the Student Advisory Council does not meet the needs of the Communication department.

The first reason being that there were no Communication majors or minor students as members of the council. The second reason the council does not meet the needs of Communication students is that the council meets very infrequently and only for nonessential events. These are the main reasons why this project came about, as students in the Communication department who were interviewed reported that “being able to provide constructive feedback to their professors is important to them.” So it is the intent of this action research project, to provide them with a mode to do just that.

Methodology
This was an action research project. The research methods involved conducting qualitative interviews, in addition to following the 4 step method of an action research model.

- **(P) Plan:** the problem is to identify the problem, and then organise information that summarizes the identified issue.
- **(A) Action:** the goal is to create a trial, experiment, etc. of the plan, test it, collect data, and ask questions.
- **(O) Observation:** the goal is to analyse the collected data, report it, and share it with the appropriate channels.
- **(R) Reflecting:** the goal is to evaluate the success of the trial, work on implementation, and then revise/ revisit.

Research Questions
**RQ1:** In order to better understand the action model research that was followed, it is important to note that at the core, these two questions were at the core of everything.
1. Is there a need for an improved line of communication aside from the preexisting IDEA survey?
2. How can the IDEA survey be improved to provide more specific feedback for the faculty of the Communication department?

Action Research Model

- **(P) Plan:** plan: the problem is that Comm. Students have no viable voice with which to provide feedback.
- **(A) Action:** a pilot survey was created to test the validity of the questions being asked. This new survey contains just 10 questions, whereas the IDEA Survey had nearly 40 questions.
- **(O) Observation:** the end goal was to send a polished survey to the head of the Communication department with a succinct implementation plan.
- **(R) Reflect:** so after interviewing faculty members to determine if the proposed questions in the pilot survey would provide the kind of feedback they were looking for, it was determined that there was room for revision.

Results
74% of the students surveyed said that they didn’t want to take the IDEA survey, which takes approximately 10-15 minutes to complete. According to our SurveyMonkey, the survey management tool used to disseminate the survey, the new survey takes approximately three minutes to complete.

Functionally, the results of this study are:
- A revised survey that is shorter and gives more relevant feedback.
- An implementation strategy to give the survey out mid-semester so that students can see real change in their classrooms.

Conclusion
“A Cornell National Social Survey showed that when faced with a questionnaire, 26% respondents said they withheld information about problems or ideas for workplace improvement purely out of a sense of futility. In fact, that feeling of futility - the information wouldn’t lead to change - was 1.8 times more likely to lead people to opt out of a survey than fear” (Hill 2019). This was one study conducted at one university, and due to the short nature of the project, there is a lot of room for future research on the effects of feedback in the classroom.

Limitations
Some of the limitations of this action research project include: the fact that this study and its results pertain specifically to the university at which it was conducted. This means that there is a very narrow focus, and while the same procedures could be followed, the results of this type of study would vary from university to university. A second limitation is that while conducting qualitative interviews and during the first part of the action research (P) [see page 4], not every student in the Communication department was interviewed.

For Further Research
The researchers suggest that there are plenty of questions that can be built upon in terms of research. Some of the questions include: How can feedback be used to promote learning?
- How do teachers and students receive feedback? Is there correlation to gender, age, course, major, etc.?
- Does this type of [survey] feedback improve the quality of teaching?

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