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I will discuss a teaching practice that I developed in response to a common inequality: The amount of work my students should do outside of class to master the material is greater than the amount of work I have time to grade. After many failed attempts to deal with this reality, I have found a technique that works for me and my students. For day-to-day feedback and homework, instead of collecting assignments, I now have students fill out an online survey to report their experience with assigned problems and readings. I will discuss the content and implementation of these surveys, how they inform my teaching, and their effects on student participation and success in both lower-level and upper-level undergraduate courses. (Received September 09, 2016)