
Syracuse University Course Feedback

Fall 2019

 Syracuse University
Institutional Effectiveness and Assessment
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Guiding Principle

A holistic approach to assessing and enriching teaching and learning

Gathering students' opinions and perspectives at mid- and end-points.

Providing perspective on and analysis of one's teaching.

Self-Reflection

Student Course Feedback

Supporting faculty to learn from and engage with subject matter experts and colleagues.

Professional Development

Teaching & Learning

Eliciting constructive feedback from colleagues, chair or CTLE director.

Class Observation & Review

Measuring course objectives and program-level outcomes using effective tools.

Measuring Student Learning



Syracuse University Course Feedback Framework

Course feedback from students is an important component of a robust teaching and learning environment. In the University's framework:

- Students have the opportunity to provide feedback on their courses regardless of delivery format, time schedule, or campus location.
- The process provides actionable feedback for schools/colleges, departments, and instructors to improve teaching and learning, rather than rating individual instructors.
- Each school/college determines how student feedback is used within their respective area with regard to teaching, learning, promotion and tenure.



Course Feedback Framework (continued)

- The majority of course feedback items are selected based on departmental and instructor needs; the form also includes a set of core questions used for all Syracuse University courses.
- An educational component for students to enrich the quality of the feedback is developed and implemented.

Faculty, staff, and student feedback on this initiative is being sought over the next several months.



EvaluationKIT Features

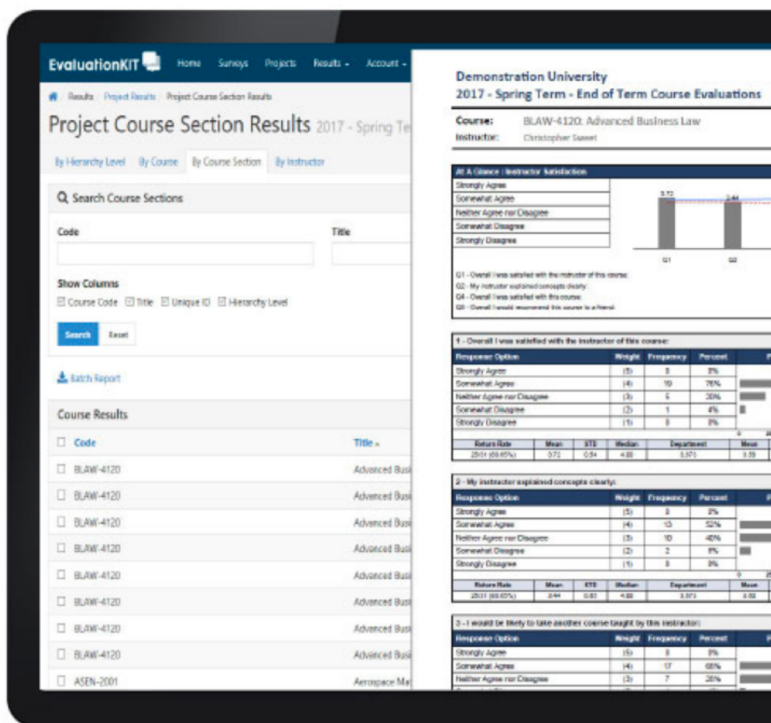
- Minimal departmental intervention required (no selection of courses, sending email reminders)
- Multiple question formats and flexible course feedback template that includes questions at university, department, and instructor levels
- Multiple avenues for student completion (mobile, tablet, computer), all of which are accessible
- Students receive notifications when logging in to Blackboard, as well as prompting emails and reminders based on their completion



EvaluationKIT Features (continued)

- Real-time response rate tracking
- Readily accessible reporting
- Dean, department chair, instructor summary dashboards
- Historical data
- Mid-course feedback may be collected (for those faculty interested)
- If desired, completion of evaluations can be tied to release of grades or other incentives

EvaluationKIT by Watermark



Examples of a question on the report.

1 - I have found the course intellectually challenging and stimulating.

Response Option	Weight	Frequency	Percent	Percent Responses	Means					
Strongly Agree	(5)	131	62.38%		4.57					
Agree	(4)	69	32.86%							
Neither Agree nor Disagree	(3)	9	4.29%							
Disagree	(2)	1	0.48%							
Strongly Disagree	(1)	0	0.00%							
Response Rate				210/259 (81.08%)	Mean	4.57	STD	0.60	Median	5.00

Example of student comments

12 - Please describe those things the instructor did especially well in teaching this course:

Response Rate	7/14 (50%)
<ul style="list-style-type: none"> • She always answers emails in a short amount of time. Sometimes she answered them a few minutes after sent, which is crazy. She is always willing to help and breaks down assignments if her instructions didn't make sense in my head. Sometimes explaining things in a different way helps students. She truly wants her students to succeed! • [Redacted] gave examples that were helpful for most of the assignments. She pushed us out of our comfort zone to learn new things and to work online with a group. • Fair grading, were kind when you recognized we were trying hard. • She was always sending us emails about updates of the course and reminders of when assignments were due. • being available • Always very responsive to emails and student questions 	

Sample Template

Different question levels, including:
(1) university, (2) department and
(3) individual instructor

Prototype core items are based on:

- current practices at other institutions
- current student ratings forms
- literature
- OIR item bank

Emphasis placed on the learning experience more so than on the instructor directly

Syracuse University Course Feedback Template

University

6 ↘ Core Questions
(Using to test system functionality in prototype)

I advanced my knowledge of the subject through this course.

My primary reasons for taking this course were:

The percentage of class sessions I attended was approximately:

The class environment was welcoming and inclusive.

Student participation and the contribution of ideas, comments, and questions was encouraged.

The syllabus provided clear explanations of the course's design and assignments.

Assignments offered an effective way for me to demonstrate what I learned.

I received helpful feedback on my work.

The workload was similar to that of other courses of equal credit hours that I've taken.

Department

Up to 12 Department Selected Questions
(Optional)

Instructor

Up to 5 Instructor Added Questions
(Optional)



Timeline to Summer 2020 Launch

Fall 2019

- Administer current system with technical support from OIR
- Gather input and share information with faculty, s/c leadership, Graduate School, Syracuse Abroad, CTLE, Registrar, and ITS
- Meet with the SA, GSO, and SBA to collect student input and support
- Prepare for spring 2020 prototype with selected schools/colleges

Spring 2020

- Administer current system with technical support from OIR
- Implement new system prototype, assess, and make modifications
- Offer information and training sessions
- Develop survey questions with departments and faculty
- Develop and implement student communications plan

Your Input is Important



What is important for us to know about the course feedback process in your department?

Please share any comments you have about the proposed course feedback framework.



Email us: coursefeedback@syr.edu