Student Ratings/Course Feedback Transition — Institutional Effectiveness and Assessment

Guiding Principle

A holistic approach to assessing and enriching teaching and learning:

Self-reflection providing perspective on and analysis of one's teaching

Class observation/review eliciting constructive feedback from colleagues, chair or CTLE director through a collaborative process

Measuring student learning of course objectives and program-level outcomes using effective tools

Professional development supporting faculty to learn from and engage with subject matter experts and their colleagues

Course feedback at the mid- and end-points to gather students' perspective as learners in the classroom
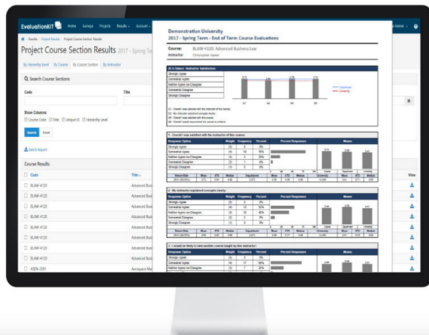
Key IEA Activities

Gather faculty, staff, and student input

Research best practices and appropriate instrument items to focus students' perceptions and opinions on the courses in which they are enrolled

Transition to a commercial online platform (e.g., EvaluationKIT by Watermark, Blue by Explorance, Smart Evals)

Develop an educational component for students to enrich the quality of the feedback and increase participation

Transition Timeline

Spring 2019
- OIR is lead unit and continues to administer online student ratings and compile reports
- IEA shadows OIR and researches best practices and appropriate items
- IEA, with input from ITS, OIR, Registrar, and Faculty Affairs, explores enterprise software
- IEA begins to gather input from faculty, staff, and school/college leadership

Summer 2019
- IEA is lead unit and administers online student ratings with support from OIR
- Begin implementation of new platform and integration into Blackboard and PeopleSoft

Fall 2019
- IEA is lead unit and administers online student ratings with support from OIR
- Test and configure new platform
- Continue information gathering from and instrument development with faculty and school/college leadership
- Prepare for spring 2020 course feedback prototype with 1-2 schools/colleges
- Meet with Student Association and Graduate Student Organization to solicit student input and support

Spring 2020
- IEA administers online student ratings with support from OIR
- Implement course feedback prototype, assess, and make modifications
- Continue information gathering from and instrument development with faculty and school/college leadership
- Develop and implement student communications plan

Summer and Fall 2020
- Retire current online system and processes
- Finalize instrument development with faculty and school/college leadership
- Roll out new platform for all courses including all locations and delivery formats
- Offer information and training sessions for faculty, staff, and school/college leadership
- Implement student communications plan

Goal

Increase participation in the online course feedback process and student response rates by at least 20%, resulting in constructive, actionable feedback to inform decision-making

Contact us with any questions or comments:
iea@syr.edu

Course Feedback Framework

- Course feedback from students is an important component of a robust assessment culture
- Students should have the opportunity to provide feedback on all courses regardless of delivery format, time schedule, or campus location
- The focus should be on providing actionable feedback for schools/colleges, departments, and instructors to improve teaching and learning, rather than rating individual instructors
- Each school/college is responsible for determining how student feedback is used within their respective schools/colleges with regard to teaching, learning, promotion, and tenure
- The course feedback form will include, across all SU courses, a small number of common questions with the bulk of the questions created based on departmental and instructor needs

Example Format (University of Michigan)

Allowable Evaluation Questions		
Eight new university-wide core questions	• This course advanced my understanding of the subject matter. • My interest in the subject has increased because of this course. • I knew what was expected of me in this course. • I had a strong desire to take this course. • As compared with other courses of equal credit, the workload for this course was (Much Lighter, Lighter, Typical, Heavier, Much Heavier) • The instructor seemed well prepared for class meetings. • The instructor explained material clearly. • The instructor treated students with respect.	8 Questions (Mandatory)
Old required university-wide questions (keep through 2020)*	• Overall, this was an excellent course. • Overall, the instructor was an excellent teacher.	2 Questions (Mandatory)
Twelve Department Selected Questions**	Questions can be selected from the question catalog. Any combination of quantitative (ranking) questions and qualitative (comment) questions is allowed. Email ro.evaluations@umich.edu with requests for new questions or templates.	12 Questions (Optional)
Five Instructor Added Questions	Instructors have the choice of entering existing questions from our catalog or creating their own questions. *** They can add up to 3 quantitative questions and up to 2 qualitative questions.	5 Questions (Optional)