

Starting this summer, Syracuse University is moving to a new online course feedback platform called EvaluationKIT. There are three ways for instructors to access EvaluationKIT: (1) go to coursefeedback.syr.edu and log in with netID and password, (2) select the EvaluationKIT dashboard link under the Course Feedback module in Blackboard, or (3) use the MySlice Faculty Services pagelet and click on the course feedback link. The EvaluationKIT dashboard screenshot below highlights the information readily available to instructors, including:

Response Rate Tracker

View live response rates for your course(s) throughout the feedback period.

Manage Courses

View details about your courses being surveyed during the project (semester) period; each course listing includes enrollment numbers and course feedback start and end dates.

Project Results

Access and download course feedback reports.

Results Feedback

Engage in an online dialogue about results with administrators in the school/college/department.

Report Builder

Create custom reports across multiple projects (semesters) using selected criteria.

The screenshot shows the EvaluationKIT Instructor Dashboard with a dark teal header. The header includes the EvaluationKIT logo, navigation links (Home, Results, Custom Question Surveys, Attach Surveys to Projects, Manage Courses), and user information (Instructor, EvaluationKIT Instructor1, and a help icon). The dashboard is divided into several sections:

- Response Rate Tracker:** Displays a progress bar for '2019 Fall | Course Feedback | Test Project 01' showing 72.97% response rate (27 / 37 responses).
- Project Results:** A table listing three courses:

Course ID	Course Name	Course ID
10381.1181c	ANT/AAS.112.Merged. FALL17.Intro African American Studies	10381.1181c
10388.1181	BIO.121.M001.FALL17.General Biology I	10388.1181
10412.1181m	CHE.106.FALL17.General Chemistry Lecture I	10412.1181m
- Custom Questions:** Shows details for '2019 Fall | Course Feedback | Test Project 01', including Status (Closed), Access From (10/1/2019 12:00 AM), Access Until (2/19/2020 11:59 PM), Delivery (2/20/2020 2:10 PM), and Date (2/20/2020 2:10 PM).
- Manage Courses:** Shows details for '2019 Fall | Course Feedback | Test Project 01', including Access From (1/1/2020 12:00 AM) and Access Until (9/30/2020 11:59 PM).
- Results Feedback:** Lists two projects: '2019 Fall | Course Feedback | Test Project 01' (3 items) and '2019 Fall | Course Feedback | Test Project 02' (1 item).

Visit the [IEA website for more information about EvaluationKIT](#), including an instructor reference guide. Register for one of the [instructor training sessions](#) being offered throughout the summer and fall semester.

If you have any questions, please contact the IEA course feedback team at coursefeedback@syr.edu.

Important! Talking to students about the course feedback process is an important way to increase their engagement. During the last week of classes, please remind your students to complete the course feedback form. EvaluationKIT is a mobile friendly and accessible platform.

EvaluationKIT Access for Students

For students, completing feedback forms in EvaluationKIT is easy to do on their phone, tablet, or computer. There are three access points:

- Click the EvaluationKIT link in invitation or reminder emails from Syracuse University Course Feedback
- Use the Course Feedback module on the Blackboard main page
- Log in to coursefeedback.syr.edu with netID and password

If a student is having problems accessing their forms, it is likely a browser issue. **EvaluationKIT requires the acceptance of a session cookie by the browser software.** If a student is unable to view their forms, they should check to see that cookies are enabled in the browser they are using. Allowing cookies is not the default setting in the most recent Safari version, so if a student is using Safari and experiencing an issue, they should:

- Click on “Safari” in the main menu, then “Preferences” from the sub-menu.
- Click on the “Privacy” panel.
- If “Block all cookies” is selected, they should de-select it.

Another step is to clear the browser cache. This article shares how that can be done in different browsers.

<https://www.digitaltrends.com/computing/how-to-clear-your-browser-cache/>

If the issue persists, please ask the student to contact the [IEA course feedback team](mailto:coursefeedback@syr.edu) (coursefeedback@syr.edu).

How to Improve Response Rates and the Quality of Feedback

- Take time towards the beginning of the course to discuss the value of student feedback. Consider collecting input from students throughout the course and not solely at the end (e.g., after the first few days/weeks depending on course duration, following a major project or activity, and/or midway through). Collecting information at multiple points throughout the course enhances your teaching and your students’ learning, as well as maintains communication between you and your students. These efforts show students that you value their perspective and can lead to more constructive responses once the course feedback window is open.
- Share with current students how you incorporated prior quantitative and qualitative feedback into your course. This could include examples of helpful feedback that was used, as well as unhelpful feedback that could not be used.
- Provide examples of open-ended responses from former students that were constructive, focusing on aspects students felt were successful in the course, as well as areas where they felt improvement could be made.
- While the course feedback window is open, during each class session, remind students to complete their forms and that their responses are confidential. Be sure to thank those who have already submitted feedback. With EvaluationKIT, response rates can be tracked in real time and can be used to prompt students to respond.
- Reserve 15 minutes during class time for students to complete the course feedback form. Syracuse University instructors who make an effort to utilize class time tend to receive response rates of 75% or higher. If the class is meeting in a campus location, discuss this in advance and encourage students to use their mobile phones or laptops on a selected date. The instructor should exit the room for the duration of the allotted time.