

## Course Feedback Framework

Syracuse University's course feedback framework includes:

- The opportunity for students to provide feedback on their courses regardless of delivery format, time schedule, or campus location.
- The collection of actionable feedback to improve teaching and learning, rather than individual instructor ratings.
- Individual school/college determination of how course feedback is used within the school/college with regard to teaching, learning, promotion, and tenure.
- Course feedback forms primarily comprised of department and instructor items and a set of seven Academic Affairs common questions used for all Syracuse University courses.

## Course Feedback Resources

Visit the IEA website to access [resources and information](#) on:

- A holistic approach to enriching teaching and learning and the course feedback framework
- Course feedback practices and policies
- Student, faculty, and administrator access to and use of the course feedback platform
- Optional mid-course feedback project for full semester courses
- Common questions, course feedback form development, and item bank
- Frequently asked questions



Contact IEA with any questions or comments: [coursefeedback@syr.edu](mailto:coursefeedback@syr.edu)



## Collecting Course Feedback

Syracuse University uses EvaluationKIT to collect student course feedback.

In EvaluationKIT, faculty have direct access to real-time response rates and results after grades are submitted.

Fall semester details can be found on the next page.

## Student Engagement and Constructive Feedback

The following tips will lead to greater student engagement in the process, improving response rates and the quality of the feedback:

### **It is never too early to start talking with students about course feedback.**

- Gather input from students about their experience and learning, throughout the course such as 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 can enhance both your teaching and students' learning. These efforts also enrich communication between you and your students.
- Share with students how you incorporated prior qualitative and quantitative feedback into your course. This could include examples of helpful responses that were used, as well as unhelpful responses 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 final course feedback window is open, remind students to complete their forms and be sure to extend thanks for already submitted feedback. Let students know that their responses are confidential and that results are released to you after grades are submitted. With EvaluationKIT, response rates can be tracked in real time and can be used to prompt students to respond. You are not able to see who did and did not submit the course survey.

### **Dedicate time during a class session to collect course feedback.**

- Reserve 15 minutes during class time for students to complete the course survey. A recent study of course feedback submission timestamps showed that instructors who set aside class time to complete the course survey received response rates on average of 64-78% depending on class size, well above the rates of those who did not seem to provide time. A number of instructors achieved 100%. During the allotted time, you should plan to exit the room.

**Incorporating these practices conveys to students that you value their perspectives, leading to increased participation and more constructive responses.**

# Need to Know for the Fall Semester

## Course Feedback Form

Course feedback forms in EvaluationKIT are made up of blocks of questions that appear to students as a seamless survey. Blocks are displayed in the following order:

- (1) Academic Affairs common questions
- (2) School, college, and/or department questions
- (3) Individual instructor questions (if applicable)

Academic Affairs common questions include:

- My key reasons for taking this course were:
- For this course, on average, I spent the following time, outside of synchronous or in-person class sessions, on course work:
- I feel that I performed to my potential in this course.
- The syllabus was an accurate guide to course requirements.
- Student participation and the contribution of ideas, comments, and questions were encouraged.
- Course assessments (e.g., exams/quizzes, papers, presentations, projects, performances, etc.) allowed me to demonstrate what I learned.
- I received helpful feedback from the instructor to guide my progress in this course.

The following schools/colleges have enabled the instructor question option for faculty to add up to 5 forced-choice and/or open-ended questions to their course form(s):

- School of Architecture
- College of Arts and Sciences
- School of Education
- College of Engineering and Computer Science
- Falk College of Sport and Human Dynamics
- College of Law
- Maxwell School of Citizenship and Public Affairs
- S.I. Newhouse School of Public Communications
- College of Visual and Performing Arts

## Student and Faculty Access

Single Sign On @ [coursefeedback.syr.edu](https://coursefeedback.syr.edu) | Blackboard Tools - Course Feedback | Link in Emails | MySlice Faculty Services Pagelet (Faculty Only)

## Course Feedback Windows

The window during which time students provide their course feedback is automated to start and end depending on course duration.

Course Length	Course Feedback Duration
1-14 days	Opens last day of class for 7 days
15-28 days	Opens 3 days before class ends for 7 days
29-56 days	Opens 7 days before class ends for 8 days
57+ days	Opens 14 days before class ends or before start of final exams for 14 days

## Important Dates

- Fall 2021 term dates: **8/30 – 12/17**
- Optional mid-course feedback project:
  - Instructor creates and adds survey to course(s): **9/20– 10/3**
  - Mid-course feedback window for students: **10/4 – 10/10**
  - Results released to instructor only: **10/11**
- End-course feedback window (full semester courses): **11/29 – 12/12**
- For final course feedback, instructor custom question selection opens 3 weeks before start of course feedback window (dependent on course end date)
- Results access: Reports are released 10 days after grades are due for full semester courses and 17 days after course end date for flexible format courses

## Communications

Notifications from Syracuse University Course Feedback are sent via EvaluationKIT.

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|---------|--|
| Student | <ul style="list-style-type: none"><li>▪ The day any of their course surveys open and reminders every 3 days after the survey opens until it closes</li><li>▪ Certificate of completion email</li></ul>   |
| Faculty | <ul style="list-style-type: none"><li>▪ 21 days prior to survey opening with access to add custom questions, along with reminders every 7 days until the feedback window opens</li><li>▪ The day any of their course surveys open and reminders every 3 days after the survey opens until it closes</li><li>▪ The day reports become available for their course(s)</li></ul> |

**IMPORTANT! EvaluationKIT requires the acceptance of a session cookie by the browser software.** If a student is unable to view their course surveys, they should check to see that cookies are enabled in the browser they are using and clear the browser cache. If the issue persists, please ask the student to contact IEA ([coursefeedback@syr.edu](mailto:coursefeedback@syr.edu)).