

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 8 Academic Affairs common questions used for all Syracuse University courses.

Course Feedback Resources

Visit the IE 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 item bank, and form development
- Frequently asked questions



Contact IE with any questions or comments: coursefeedback@syr.edu



Collecting Course Feedback

Syracuse University uses an online system to collect student course feedback.

Faculty have direct access to real-time response rates and results shortly after the grade submission deadline.

Fall semester details can be found on the next page.

Strengthening the Course Feedback Process

While consistency in a course feedback form over time is important, periodic reflection on the instrument is also an important undertaking to ensure that helpful information is being collected from students and to minimize potential bias in their responses. Academic areas that continue to use student ratings forms from the University's prior system (pre-2020) should dedicate time for faculty to review and revise questions.

Important practices in collecting course feedback have been identified, particularly to minimize bias in the responses, including:

- Taking the emphasis off the instructor and reframing questions to focus on students' engagement in their own learning and specific course/instructional elements for which the instructor is responsible.
- Ensuring that questions being asked are ones to which students can reasonably respond (i.e., have direct knowledge of). "Instructor's knowledge of the field" is an example with some questioning whether students can accurately gauge this of the instructor.
- Eliminating global questions such as "Rate this instructor" or "I rate this instructor as effective." These types of questions have been shown to result in biased responses. Plus, interpretation is difficult as effective teaching can mean different things to different students, and it is impossible to know what students are thinking about when they respond.
- Refer to the process as "course feedback" and not "student ratings," "course evaluations," or "student evaluations of teaching" (SET). A key message to convey is that students are asked to constructively share their perspective on the course learning experience, not to evaluate or rate the course or the instructor.

Also, schools/colleges/departments should:

- Eliminate questions that overlap with the Academic Affairs common questions (see next page).
- Adopt the University's 6-point scale if an agreement scale is being used (the neutral option is replaced with "somewhat disagree" and "somewhat agree" to address central tendency bias).
- Engage students in a reflective exercise of determining appropriate and meaningful questions.

Encourage your faculty to talk to students about the course feedback process and dedicate time during class to collect course feedback prior to the last class session.

Need to Know for the Fall Semester

Course Feedback Form

Course feedback forms 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.
- I felt a sense of belonging and community in the class.
- 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 forced-choice and/or open-ended questions to their course form(s):

- School of Architecture
- The 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

Access

Single Sign On @ coursefeedback.syr.edu | Blackboard Tools > Course Feedback Tile | Link in Emails | QR Code

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 9 days
57+ days	Opens 14 days before class ends or before start of final exams for 14 days

Important Dates

- Fall 2024 term dates: **8/26 to 12/17**
- Optional mid-course feedback project:
 - Instructor creates and adds survey to course(s): **9/17 to 9/30**
 - Mid-course feedback window for students: **10/1 at 9 a.m. to 10/8 at 9 a.m.**
 - Results released to instructor only: **10/08 at 9:01 a.m.**
- End-course feedback window opens (full semester courses): **11/25**
- For final course feedback, instructor custom question selection opens 3 weeks before start of course feedback window (dependent on course end date).
- Results access: For full semester courses, reports are released 7 days after the grade submission deadline (subject to change if grades are not submitted by instructor) and 14 days after course end date for flexible format courses.

Communications

Notifications from Syracuse University Course Feedback are sent via the online system.

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

IMPORTANT! The course feedback system requires the acceptance of a session cookie by the browser. If students are 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 students to contact IE (coursefeedback@syr.edu).

