

Student Evaluation (Feedback) Survey

Validity of questions

The sets of questions below (A and B) have been piloted in online courses over the past year. Review the question sets below and then, at the bottom of the page, rate the overall effectiveness of these questions.

A. Feedback about the course content

1. How would you rate the overall effectiveness of the course in addressing the course outcomes? (very effective, effective, neutral, ineffective, very ineffective)
2. Describe how the course content fulfilled your expectations.
3. What suggestions do you have to improve the course content?

B. Feedback about the instructor

1. How would you rate the overall effectiveness of the instructor? (very effective, effective, neutral, ineffective, very ineffective)
2. What do you consider to be the primary strengths of this instructor?
3. What specific actions do you believe this instructor might take to improve his/her teaching effectiveness?

How would you rate the overall effectiveness of these questions in soliciting valuable feedback from students?

	Very effective	Effective	Neutral	Ineffective	Very ineffective
A. Feedback about the course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Feedback about the instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Evaluations/feedback online

In order to reduce the expense of forms and labor time spent processing course evaluation forms, we are examining an online delivery approach. IT has developed an online method to solicit course/instructor feedback from students. Students will be able to log in to "My WCC" using their student logon credentials. Faculty would need to inform students that their class is scheduled for evaluations and provide students with directions for completing the evaluations. This would mean that students who do not attend class on the day of the evaluation will still have the opportunity to provide feedback; however, student participation rates in the online pilots have been low and would require certain efforts to obtain useful feedback.

Which of the following researched approaches would you support or be willing to do in your own classes to yield high student response rates? Please check all that apply.

- Place a link in a Canvas module that students must open before moving onto the next module in the course.
- Spend class time administering the survey on a mobile device.
- Spend class time administering the survey in a classroom computer lab.
- Send students a reminder email.
- Remind students in class.
- Other (please specify):

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Previous questions

Below is the current standard list of student feedback questions. For each question, rate how effective the question is to you in reviewing the effectiveness of your teaching.

	Very effective	Effective	Neutral	Ineffective	Very ineffective
This instructor appears to know his/her subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This instructor is organized and prepared for each class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course requirements (assignments, readings, papers and projects) are stated early in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instruction methods used in this course are helpful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This instructor is willing to help when I ask for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This class is challenging, forcing me to a higher level of excellence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel free to ask questions, disagree, or express my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation methods (tests, papers, experiments, and projects) are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The textbook is a good choice for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this instructor to other students interested in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list/discuss positive aspects of the course/instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list/discuss areas for improving the course/instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Student self-reflection

Some colleges have student feedback surveys that include questions at the beginning of the survey asking students to reflect on their contribution to their learning in the course. Examples of these self-reflective questions include...

1. I was well-prepared for this course.
2. I invested enough time and energy to meet/exceed course requirements.
3. Overall, I gave my best possible effort to learning in this course.

Would you like to see questions about student self-reflection in the feedback survey?

- Yes
- Maybe
- No

Comments:

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Frequency of student evaluations/feedback

If student feedback is moved online, it would make it easier to administer surveys more frequently than we do in our current five year cycle (every quarter for probationary faculty; one class, all quarters for year 1; all classes, one quarter for year 3).

How frequently would you like to see student evaluations administered?

- Same as now
- At least one quarter per year
- All classes
- Other (please specify):

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Process

Following the review of survey responses, further vetting of any proposed changes will be necessary. Before making a recommendation to the Vice President for Instruction, the committee is planning to proceed by soliciting feedback from the Department and Division chairs, the Academic Standards Committee, the College Council, and the Faculty Union.

Do you see this as sufficient vetting?

- Yes
- No - If no, which other college bodies should vet proposed changes?