Student Feedback Policy

	Policy identification number: File: **Academic Policies > Assessment of Student Learning** **Student Feedback Policy** Policy Summary **Fort Lewis College values quality in the courses and instruction it offers its students. Student feedback on academic courses is one of the ways the College assesses student learning experiences, maintains and improves teaching performance of faculty and enhances the quality of courses.**

Policy Owner **Provost and Vice President for Academic Affairs**	Approval Date **March 2024**	Effective Date **March 15, 2024**

Search Terms **Assessment, Course Evaluation, Student Feedback**	Scheduled for Review **March 2027**

Policy Statement

1. Student feedback on academic courses and the course instructor's teaching of that course shall be administered at Fort Lewis College for all courses and course sections.

2. The purpose of student feedback shall be used for providing feedback to the instructor on the student's learning experience, assessing the value of a course, and assisting members of the faculty in improving teaching performance and the quality of the course.
   a. Student feedback shall not be treated as the sole measure of a course instructor's teaching performance or the value of a course.

3. End-of-term student feedback will be conducted through the College's online course evaluation system and will include the College's standard survey questions.

     a. Student feedback shall be administered through the online course evaluation system for all courses except 299 and 499 courses.

4. Any exceptions to policy statement 3.A must be authorized by the Dean (or equivalent) and communicated to the designated survey manager at least one week prior to the start of the feedback period.

5. Each academic department, program, or course instructor may develop additional survey questions to be included in the student feedback for their department or specific courses.
     a. Department chairs (or equivalent) must submit department and instructor-specific questions or modifications of department/instructor-specific questions to their designated survey manager at least two weeks prior to the start of the feedback period. Course instructors must be informed if and when their student feedback forms have been modified, including adding or removing items or questions.

     b. Course instructors are encouraged to develop and use additional student feedback tools throughout the semester to assist in mid-course improvements in instruction and student learning.

     c. Academic departments may administer additional measures to evaluate the effectiveness of a course and the instructor teaching that course; however, these additional measures may not be used in lieu of policy statement 3.

6. End-of-term student feedback shall be administered online during the last two weeks of the fall and spring semesters, prior to the start of final exams.
     a. The feedback period for accelerated courses, courses fewer than 14 weeks, and summer courses will be the week prior to the course end date.

     b. A dean (or equivalent) may request an alternative or additional evaluation period.

7. Students currently enrolled in the course shall complete the student feedback anonymously.

8. Course instructors shall be able to view student feedback response rates during and after the feedback period; however, names of students who have or have not completed evaluations will not be made available.

9. Student feedback reports shall be available online to the appropriate course instructor, department chair (or equivalent) and dean (or equivalent) on the date that final grades are viewable to students.

Reason for Policy

This policy provides guidelines for implementing uniform procedures across campus to increase response rates, minimize bias, ensure data integrity, and improve reporting of student feedback as a means for maintaining and improving the quality of courses and the student's learning experience.

Responsibilities

For following policy: Course Instructors and Academic Department Chairs

For enforcement of policy: Deans

For oversight of policy: Provost and Vice President for Academic Affairs

For notification of policy: Policy Librarian

For procedures implementing policy: Center for Teaching & Learning

Definitions

Academic Department: includes department, program, School and Faculty without departments

Department Chair: (or equivalent)" includes Chair, Director, Associate Dean and Coordinator

Courses: shall mean all undergraduate and graduate courses listed in the WebOPUS Course Schedule for the term.

Student Feedback: refers to the end-of-course process of student feedback conducted by the College's online course evaluation system.

Student Feedback Reports: shall mean the results both numerical and written comments collected by the College's online course evaluation system.

Course Instructor: refers to the name(s) listed as instructor(s) of a course in the WebOPUS Course Schedule for the term.

Accountability for Policy

Provost and Vice President of Academic Affairs

Procedures

1. Administration of the Online Course Evaluation system
   a. The College currently uses an online course evaluation system called Watermark.
   b. The system is jointly administered and supported by the Center for Teaching & Learning and the Information Technology Services Office.
   c. Each School has a designated Survey Manager who is responsible for:
      i. Adding the College's standard survey questions to new courses in their schools
      ii. Modifying, adding and maintaining department and instructor-designed questions
      iii. Managing roles for department chairs (or equivalent)
      iv. Assisting deans, department chairs (or equivalent) and course instructors with viewing and running student feedback reports
      v. At the request of the dean, removing courses from the course evaluation system that should not be evaluated
      vi. Communicating requests from the Dean to the Center for Teaching & Learning regarding changes to student feedback periods, course instructor names, etc.
2. Student Feedback Period
   a. The standard end-of-term student feedback period for 14-week courses will be the last two weeks of the semester prior to the start of final exam week.
   b. The student feedback period for accelerated courses, courses fewer than 14 weeks, and summer courses will be the week prior to the course end date.
   c. Dean's (or equivalent) requests to modify the student feedback period shall be made to the Center for Teaching & Learning at least two weeks prior to the start of the evaluation period.
   d. The Center for Teaching & Learning shall be responsible for ensuring that the student feedback period is configured in the system.
   e. The Center for Teaching & Learning, in cooperation with Information Technology Services Office, is responsible for uploading courses, instructors and enrollments into the course evaluation system.
3. Content
   a. The end-of-course student feedback shall consist of:
      i. Required: College standard survey questions. Thirteen rating scale questions and two open-ended comments. Rating scale = Strongly Agree (5), Somewhat Agree (4), Neither Agree nor Disagree (3), Somewhat Disagree (2), Strongly Disagree
         1. This instructor:
            a. provided feedback that was helpful to my learning experience (for example, comments on assignments, answering questions in class, feedback on quizzes/exams, etc.).
            b. created opportunities for me to collaborate with my classmates.
            c. created a class environment that supported my learning.

d. used various instructional practices that supported my learning experience (for example, lectures, discussions, groupwork, hands-on activities, etc.).

e. used technology in ways that supported my learning experience (for example, Canvas, multimedia, assistive technology, etc.).

f. created a learning environment where I felt welcomed.

g. was available to address my questions or concerns (for example, before or after class, during office hours, via email, etc.).

2. This course:

a. had clearly defined expectations for learning.

b. challenged me to think critically.

c. included organized course content that was easy to navigate.

d. included activities (or example, active learning, working with peers, practice activities, etc.) that supported my learning experience.

e. used instructional materials (for example, books, readings, handouts, study guides, lab manuals, multimedia, software, etc.) that supported my learning experience.

f. provided me opportunities to reflect on my learning (for example, group or class discussion, reflective writing, midterm survey, goal setting, etc.).

3. What aspects of this course were most helpful to your learning experience?

4. Were there aspects of this course that could be changed to improve your learning experience? If so, what were they?

ii. Optional: Department and instructor-developed questions.

4. Student Access to End-of-Term Student Feedback Survey

a. At the start of the feedback period, students shall receive a message containing links to their student feedback forms via their campus email address and pop-up announcements within the learning management system.

b. Students who have not completed the end-of-term student feedback will receive two to three reminders during the feedback period.

c. Students may retake the student feedback forms during the feedback period only.

5. Instructor Access to Student Feedback

a. One week prior to the start of the student feedback period, instructors will receive an email announcement stating the start of the student feedback period and with instructions for adding 3 custom questions to their student feedback forms.

b. At the start of the student feedback period, course instructors shall receive an email message to let them know that the student feedback period has begun.

c. Course instructors will receive one to two additional reminder emails during the feedback period.

6. Student Feedback Reports

a. On the day that student grades are made available via WebOPUS, course instructors, appropriate department chairs (or equivalent) and deans will be able to access the online student feedback reports.
b. Annual archives of student feedback reports will be maintained by Academic Affairs.

Revision History

Revised Teaching Evaluation Framework and new student feedback questions approved March 2024 by the Ad Hoc Committee on Teaching Effectiveness. Previous revisions: Online Course Evaluations policy approved November 6, 2013. Policy revised, with change of title to Course Evaluations policy to consolidate and clarify the purpose and processes for the administration of student course evaluations, align with changes in Faculty Handbook (September 2014), and comply with official policy format. Revised procedures for this policy were approved June 15, 2016.