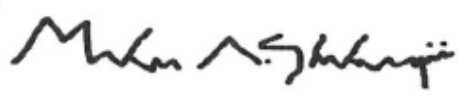


Course Feedback Survey

AC-014

Version	Version Date (MM/DD/YYYY)	Review Date (MM/DD/YYYY)	Description of Changes
01	12/15/2022	12/15/2024	Initial release

Maher Ghalayini, Office of Vice President Academic	Maher Ghalayini, Associate Vice President, Academic	
Policy Holder	Print Name	Date 02/27/2023

Academic Council	
Advising Body	Date Consulted 12/15/2022

Dr. Yael Katz Vice President, Academic	Dr. Yael Katz	
Approver	Print Name	Date 02/27/2023

Purpose

Georgian College believes in student involvement in the continuous quality improvement of its programs and services. One such avenue for this is the Course Feedback Survey (CFS), a confidential, online survey which is used to provide faculty and their academic managers with formative student feedback related to their classroom experiences. This process also gives students the opportunity to provide regular feedback on their course learning experiences. The purpose of this policy is to provide parameters for the CFS process, ensuring that feedback is obtained on an ongoing basis, that results are analyzed, and the change, where relevant can be implemented.

Scope

This policy applies to students in credit courses associated with a Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate, and Degree programs; credit courses associated with ILAC @ Georgian programs; and non-credit courses in Georgian Apprenticeship, Academic Upgrading, and English as a Second Language (ESLG) programs. *

*Select courses are exempt. See Appendix A for the full list of inclusion criteria.

Definitions

Word/Term	
Faculty	Faculty includes all full-time and non-full-time employees teaching Georgian College courses.
Academic manager	Faculty's direct academic supervisor, e.g. associate dean or dean.
Formative feedback	Collection of feedback from students for the purpose to improve the student learning experience. Feedback can be used to inform faculty professional development activities, such as teaching style strategies, technology, and alternative course deliveries.
CFS report	<p>Document containing aggregate course section (CRN)-level survey results. Faculty receive one report per course within two weeks of the survey period ending. Academic managers also have access to the CFS reports of their direct reports (faculty teaching courses in their portfolio).</p> <p>Course sections which receive less than four survey responses do not receive a report in order to protect student anonymity and maintain the integrity of the results. Faculty and their academic managers are notified by Institutional Research if they did not meet this threshold.</p>
Roll-up report	Master files containing academic portfolio-wide CFS results. Distributed to academic managers after CFS reports have been distributed to faculty.
Program-level data	Aggregate CFS data rolled up to the academic program level; neither students nor faculty are identified in the data. Data will be used institutionally to support ongoing student learning experiences.

Responsibility

The **vice president, academic (VPA)** is responsible for

- Ensuring college-wide compliance with this policy;
- Implementing changes to the CFS process, including updating the questionnaire, changing the administration protocol, etc. The VPA will engage stakeholders (i.e. the faculty union, Institutional Research, Human Resources, etc.) in these decisions; and
- Communicating any updates or changes to the CFS process to all academic areas.

The **academic manager** is responsible for:

- Ensuring portfolio-wide compliance with this policy;
- Communicating updates and changes to the CFS process to all academic employees in their portfolio (faculty, program assistants, academic officers, etc.);
- Supporting Institutional Research by answering questions about faculty-manager relationships, etc. to ensure accuracy in the CFS tool;
- Reviewing the roll-up report for their portfolio;
- Having follow-up discussions with the faculty member as applicable; and
- Working with the faculty member to implement improvements or changes

The **program or campus support assistant** is responsible for:

- Supporting Institutional Research by answering questions about faculty-course pairings, faculty-manager relationships, course sections that should be combined for reporting purposes, etc.

The **academic officer** is responsible for:

- Supporting Institutional Research by identifying courses outside of the scope of the survey, i.e. course delivery by academic technologists.

The **faculty** is responsible for:

- Communicating to students when the survey is available for them to submit feedback; and
- Upon receipt of CFS report,
 - Reviewing survey feedback and
 - Adjusting teaching practices and/or course delivery in response to the results where relevant.

The **student** is responsible for:

- Completing the CFS within the timeframe specified; and
- Directing all questions, comments and concerns to Institutional Research via the feedback@georgiancollege.ca email account or to their respective associate dean or dean.

Institutional Research (IR) is responsible for:

- Work with IT to pull all applicable courses into the survey system from the student information system;

- Perform testing and validation to ensure that each course is recognized by the survey system and that the appropriate individuals are attached to each course (respective students, faculty and academic managers);
- Update the questionnaire and the automated survey communications (emails to students, faculty and academic managers) within the online survey system as directed by the VPA;
- Work with Marketing, Communications and Recruitment to develop or update the CFS communications plan;
- Set up the response rate viewer within the survey system and provide faculty with access to the tool;
- Work with academic areas (program or campus support assistant and/or academic officer) to match courses/faculty to current academic managers, for reporting purposes;
- Work with academic areas to identify course registration numbers (CRNs) that can/should be combined for reporting purposes;
- Work with IT if technical issues with the online survey system or its data sources arise;
- Monitoring the feedback@georgiancollege.ca email account and responding in a timely manner;
- Generating and distributing CFS reports and roll-up reports within two weeks of the survey period ending; and
- Aggregating and reporting program-level CFS data for institutional use in ongoing quality improvement processes.

The **Centre for Teaching and Learning (CTL)** is responsible for:

- Updating messaging provided by IR in the learning management system; and
- Providing timely technical support to IR in CFS set-up and administration.

Marketing, Communications and Recruitment (MCR) is responsible for:

- Working with IR to create a tailored communications plan for this project, and updating it as necessary; and
- Promoting the CFS to faculty and students via Staff News, social media, and other channels as per the communications plan; IR will work with other stakeholders to promote CFS.

The **Georgian College Students' Association (GCSA)** is responsible for:

- Promoting the CFS to students via the student portal and social media as per the communications plan

Policy

1. General

Course Feedback Survey (CFS) is administered to students in all eligible courses, once per semester, in weeks 8 and 9 of a 14 week semester.
2. Policy statements
 - 2.1 The CFS are live (available to students) for two weeks in the latter half of each academic semester.
 - 2.2 CFS reports and roll-up reports are distributed to faculty and academic managers within two weeks of the end of the CFS period.
 - 2.3 Faculty and academic managers are presented with anonymized, aggregate data. Survey responses which are connected to personal information will remain confidential. Institutional Research has the ability to identify respondents; however, this information is kept private and is not shared outside of Institutional Research.
 - 2.4 Survey results are intended to support continuous improvement and professional development. CFS reports are not summative in nature, and may not be used to support hiring decisions, formal performance review, etc.
 - 2.5 Faculty are encouraged to incorporate students' feedback and suggestions into their teaching practice.
 - 2.6 Aggregate CFS results at the program-level can be used institutionally to support ongoing improvement of student learning experiences.
3. Retention of reports
 - 3.1 CFS reports and roll-up reports will be retained by IR for seven (7) years.
 - 3.2 IR can provide access to reports from previous semesters/years on request. These requests can be made by faculty, academic managers and the VPA.

Procedures

4. Survey administration.
 - 4.1 The CFS is released to students in weeks 8 and 9 of a regular 14-week semester.
 - 4.2 Students have two weeks to provide their feedback on their course(s) and faculty, unless directed otherwise by the VPA.
 - 4.3 Students receive a personalized email to their Georgian College student email address inviting them to complete their survey(s) on the Monday of the first week in the survey period. Students will continue to receive scheduled email reminders until they have completed their survey(s) or until the survey period ends. The survey will also be advertised and accessible via the learning management system.
 - 4.4 IR monitors the online survey system and the feedback@georgiancollege.ca email account throughout the survey period to provide support to students, faculty and academic managers as required. IR contacts IT or the online survey system's technical support team if technical issues requiring intervention arise.

4.5 Faculty are provided access to a response rate viewer via automated survey system emails at two or more points throughout the survey period. These emails serve as a reminder to encourage students to complete their surveys while it is available. They also give faculty the ability to track progress (see how many students have completed their surveys) in live time at any point throughout the survey period.

5. CFS results

5.1 At the end of the survey period, IR prepares the data for reporting purposes. IR works with academic areas to identify course/faculty/manager relationships, ensuring that reports are sent to the correct individuals. IR combine CRNs for reporting purposes as necessary.

5.2 IR generates CFS reports and distributes to faculty in a timely manner (within two weeks of the end of the survey period).

5.2.1 All faculty whose course(s) did not meet the minimum response threshold (four or more responses) are notified via.

5.2.2 Academic managers are also given access to the CFS reports of their direct reports (faculty teaching courses in their portfolio) and are provided with tailored response rate files outlining which courses in their portfolio did not receive a report.

5.3 After all CFS reports have been distributed, IR amalgamates the survey responses within each academic portfolio and provide academic managers with roll-up reports containing portfolio-wide CFS results. These are distributed via email (sent by IR) in a timely manner (within two weeks of the end of the survey period).

5.4 Once all reports have been distributed to faculty and academic managers, IR aggregates and reports de-identified, program-level CFS data for institutional use support ongoing student learning experiences.

5.5 Faculty and managers use the feedback to support continuous improvement of course delivery, program experience, and where relevant, to help inform professional development

Related materials

Appendix A (survey inclusion criteria)

Course Feedback Survey instrument

Appendix A: Survey inclusion criteria

Included:

- Courses with a start date of week 6 or earlier in a regular 14-week semester
- Credit courses in Georgian College certificate, diploma, advanced diploma, graduate certificate and degree programs
- Non-credit courses in Academic and Career Upgrading (LABS course codes) and English as a Second Language (ESLG course codes)
- Apprenticeship programs
- ILAC @ Georgian courses

Exempted:

- Courses with a start date of week 7 or later in a regular 14-week semester
- Courses in University Partnership programs (e.g. Lakehead-Georgian)
- Dual credit courses
- Courses in Automotive Business School of Canada programs (OMVIC and AUDM course codes)
- Co-operative education courses (COOP and CPHR course codes)
- Non-faculty course delivery (e.g. academic technologists, field placement officers, practicum clinicians, etc.)