KETTERING COLLEGE
KETTERING MEDICAL CENTER

APPLIES TO: All Kettering College Students

ISSUED: *November 30, 2020*　　　　　　　　　**KEYWORDS:** *evaluation, course, student, instructor*

EFFECTIVE: *November 30, 2020*

PURPOSE: The purpose of this policy is to:

- Identify strengths and weaknesses in teaching methods and courses;

- Allow for improvement and modifications of teaching methods and courses; and

- Allow students anonymity and confidentiality in evaluation of courses.

DEFINITION OF TERMS IN THIS POLICY:

POLICY AND PROCEDURE DETAILS:

Collection of Data

- Prior to distribution of the course evaluation (CE), the academic deans' office will distribute messages specific to students and faculty notifying them that CEs will be released and the dates in which the CEs will be available for completion.

- The academic deans' office, in collaboration with the instructional technologist and information technology department staff, will make the course evaluations available to students via the learning management system the week prior to finals week.

- Course evaluations must be completed no later than the last day of the semester.

Processing of Data

- At the end of the survey period, the instructional technologist will pull a summary report of the CEs for each course

Reporting of Data

Reported results will only be distributed to the:

- course instructor(s);

- department chair; and

- respective academic dean or designee (e.g., administrative/executive assistant).

Access to reported results is restricted to individuals at the respective department chair/program director level or higher, with the exception of the individual faculty member. Individuals at or above the required level may request access in writing from the respective academic dean, whose decision to provide or deny access is final.

RESOURCES/REFERENCES:

Related KHN Policy: N/A

Maintained by: Office of the Academic Dean

HISTORY OF REVISION:

Original date: Faculty Handbook, 2014-2015

Revision dates: March 9, 2017; November 30, 2020

DEAN'S OFFICE COMMUNICATION TO FACULTY:

Dear Faculty,

Course evaluations will be available to your students via Canvas from [SurveyStartDate] through [SurveyEndDate]. They will receive an automated prompt to complete the evaluations once they are logged in to their Canvas course. Please encourage your students to participate and reinforce the message that completing the evaluation is important because it helps them, their instructors, and their fellow students, both present and future.

Thank you for all that you do to make Kettering College a better place to work and learn.

DEAN'S OFFICE COMMUNICATION TO STUDENTS:

Dear [UserFirstName],

Course evaluations will be available [SurveyStartDate] through [SurveyEndDate] for each of your courses in Canvas. Completing the evaluation is important because it helps:

- You
    - Filling out a course evaluation gives you an opportunity to reflect on your progress throughout the course. What have you learned? How far have you come? What parts of the course appealed to you? Which did not? Being thoughtful about your experience as a course comes to an end can help you make better decisions as you move forward in your educational experience.

- Your instructors
    - Thoughtful course evaluations help instructors identify what is working in a course and, perhaps even more importantly, what could use improvement. The more detailed you are in your written course

evaluations (about lectures, labs, readings, assignments, exams, etc.), the more information a faculty member has to work with as they restructure and refine future offerings of a course. Your input is crucial in the successful growth and development of courses at Kettering College.

- Your fellow students, present and future

  - o Not only does your input help improve Kettering College's courses in the future, but your course evaluations can also assist your peers in making good decisions when they are selecting schools, courses, or instructors.

Course evaluations represent both your right to be heard and responsibility to the College and your peers. The evaluations are anonymous, and your instructor will not be able to see any of the evaluations until after final grades have been submitted.

When responding to open-ended questions within the evaluation, specific and constructive feedback with examples is more useful than general statements. See the handout "Providing Helpful Feedback to Your Instructions" from the Center for Research on Learning and Teaching at the University of Michigan for examples of specific, constructive feedback.

Thank you.

COURSE EVALUATION FORM:

Dear Student,

Please complete this evaluation as soon as possible. Your responses are anonymous, and your professor will not see the responses until after grades are posted. This evaluation is available until <DATE>.

Using the 4-point Likert scale (from 'Strongly Disagree' to 'Strongly Agree') please rate your level of agreement with each of the following statements. Please remember that, when responding to open-ended questions, specific and constructive feedback with examples is more useful than general statements.

The Instructor:

1. Communicated expectations clearly.

2. Presented course-related content clearly.

3. Was helpful and considerate.

4. Graded my work consistently with guidelines provided.

5. Related subject matter to spiritual, value, and/or faith lessons.

Please provide any additional constructive feedback related to the instructor.

The Course:

1. Was clearly and effectively organized.

2. Developed my abilities and skills related to the subject matter.

3.   Encouraged me to apply subject matter beyond just memorization.

4.   Met objectives as presented in the syllabus.

5.   Was consistent with Kettering College's faith-based perspective.

Please provide any additional constructive feedback related to the course.

As a Student:

1.   When I had questions or concerns I communicated with the instructor early and regularly throughout the term.

2.   I utilized instructions, guidelines, and resources provided.

3.   My effort and commitment throughout the entire course are reflected in the grades I am earning.

What advice would you give to another student to help them succeed in this course?

Sources:

https://teaching.berkeley.edu/course-evaluations-question-bank

https://assessment.provost.wisc.edu/best-practices-and-sample-questions-for-course-evaluation-surveys/

http://christintheclassroom.org/vol_05/05cc_167-180.pdf