

STUDENT COURSE FEEDBACK PROGRAM PROCEDURES
REVISED: FEBRUARY 22, 2022

1. Names and Definitions

- a. Student Course Feedback (SCF) refers to surveys and feedback data collected from enrolled students in all credit-bearing courses at the University. It also refers to the program that manages the surveys and distribution of collected data to instructors, approved administrators, and students. Contact SCF at 801-585-1976 or scf@ctle.utah.edu.
- b. Center for Teaching & Learning Excellence (CTLE) provides a variety of services to all University of Utah instructors with an emphasis on best pedagogical practices and strategies for teaching in higher education. The SCF Program Manager reports to the Director of CTLE.
- c. University refers to the University of Utah.
- d. Senate Advisory Committee on Student Course Feedback (SACSCF) is a standing committee of the Academic Senate, established by University Policy 6-002-III-D-1-i (see Appendix 1).
- e. Standardized instrument is an instrument developed by the SACSCF and approved by the Academic Senate to be used on all credit-bearing courses at the University (see Attachment A).
- f. Course-offering unit is the academic unit (e.g., Department, Division, Program) responsible for offering a credit-bearing or noncredit course. The course-offering unit is defined in the course data provided to SCF. It also refers to the administrators or heads thereof.

2. Notes

- a. Intentionally blank.

3. Purpose and Approval

- a. The purpose of this document is to define standard procedures for the administration of SCF at the University. The procedures defined herein will be reviewed and approved by the SACSCF continuously per University Policy 6-100-III-N-1-b (Appendix 2).
- b. When a written procedure is not available, CTLE will make decisions related to the administration of SCF at the University.
- c. Any course-offering unit or person may appeal a decision or the application of a written procedure to the SACSCF. [There is no formal procedure for this.]

4. Survey

- a. Standardized Instrument
 - i. As per University Policy 6-100-III-N-2, “All credit-bearing courses shall be assessed every term they are offered using approved instrument(s).” A standardized instrument was designed by the SACSCF and approved by the Academic Senate on April 1, 2019, to be used on all credit-bearing courses at the University.
- b. Additional Instructors
 - i. The following items from the standardized instrument will be repeated on each survey for additional instructors: “I would recommend this

instructor” and “Is there anything else you would like this instructor to know?”

- c. Additional Questions
 - i. An instructor may add up to two survey items per course. SCF will provide resources and guidance for instructors to add items to their course feedback surveys.
 - ii. A College or School may add up to two survey items. The additional survey item(s) will be applied to all courses offered by the College or School.
 - iii. A course-offering unit may add up to two survey items. The additional survey item(s) will be applied to all courses offered by the unit.
 - iv. A unit with an approved course type or trait (e.g., ONLN, CEL) may add up to two survey items. The additional survey item(s) will be applied to all courses with the designated course type or trait.
 - v. No other group or person may add survey items.
 - vi. Colleges or Schools, course-offering units, and units with approved course types or traits will submit additional survey items to SCF to be added to the appropriate course feedback surveys.

5. Survey Dates

- a. Standard Survey Dates
 - i. Surveys for classes in the regular and second-half sessions will start on the last day to revoke CR/NC and remain open for twenty-one (21) days.
 - ii. Surveys for classes in the first-half session will start on the last day to revoke CR/NC and remain open for fourteen (14) days.
 - iii. Surveys for classes in the miscellaneous session will start on the last day of class and remain open for ten (10) days.
- b. Non-Standard Survey Dates.
 - i. Survey dates are programmed based on information gathered by the Scheduling Office using CLSS - CourseLeaf Section Scheduler. Course-offering units should confirm course sessions and dates prior to the start of the semester per Scheduling’s deadlines listed here: <https://registrar.utah.edu/scheduling/classes/deadlines.php>. If a mistake in the assignment of course session or dates causes a survey date error, the course-offering unit should report the error to SCF.
- c. Viewing Grades
 - i. As per an agreement between CTLE and the Registrar’s Office beginning in Fall 2018, final course grades posted by an instructor before the end of the survey period, as defined herein, will not be viewable by students in the “View Grades” module in the Campus Information System (CIS) until the survey period for the course has ended. The Registrar’s Office is not able to guarantee that other systems (e.g., Unofficial Transcript) will suppress a posted final course grade. Final course grades posted in Canvas or elsewhere are viewable to students based on Canvas settings or other factors and are not linked to SCF. Instructors or course-offering units with concerns about students viewing final course grades before submitting

feedback are encouraged to delay posting final course grades until after corresponding course feedback surveys have closed. Instructors are responsible for meeting the grades due date set by the Registrar's Office.

6. Survey Errors

- a. Instructors and appropriate administrators of course-offering units should be aware that students may submit erroneous feedback. A student may petition SCF to reset a course survey. Resetting a course survey removes the student's previous responses. When a survey is reset, the student will be able to resubmit the survey until the survey closes. If a student's survey is reset after the survey closes, no responses from the student will be recorded. SCF will not reset a student's survey after the collected feedback data has been made available to the instructor(s) or appropriate administrators. Instructors and course-offering units are encouraged to document known or suspected student errors and to interpret collected student feedback accordingly.

7. Reporting

a. Standardized Reports

- i. As per University Policy 6-100-III-N-1-b, the SACSCF is charged to "evaluate and provide input and oversight for the development and revision (as necessary) of [...] standardized 'Course Feedback Report(s).'"
- ii. A list of the reports approved by SACSCF for campus-wide use may be found here: <https://ctle.utah.edu/scf/reports>.

b. Instructors and Appropriate Administrators

- i. As per University Policy 6-100-III-N-3-a, "Course feedback for individual courses, including all collected data, shall be made available to course instructors and appropriate administrators of the course-offering unit after grades for the course are filed."
- ii. The head of each course offering unit or a designee determines access to all collected data for appropriate administrators. Vice Presidents, Deans, Department Chairs, Directors, or other heads of course-offering units may approve access for administrators or staff. Email approval will be accepted. CTLE will audit access for approved administrators and staff every two (2) years.
- iii. SCF will distribute course feedback reports to course instructors and appropriate administrators after the grades due date set by the Registrar's Office each semester.

c. Students

- i. As per University Policy 6-100-III-N-3-b, "An appropriate set of data for a given course shall be made available to any University student."
- ii. Student accessible results will be available to any person with a valid University login credential (uNID and CIS password).

d. Low-Enrollment Courses

- i. Low-enrollment courses are defined as courses with five (5) or fewer students enrolled.
- ii. As per precedent dating to at least 2008, instructors will not have direct access to a Standardized Instructor Report for low-enrollment courses.

- iii. Appropriate administrators or staff in each course-offering unit will have direct access to reports for low-enrollment courses and may determine whether to share the reports with an instructor.
- iv. As per precedent dating to at least 2008, students will have access to an appropriate set of data as defined in this document for all courses, including those with low enrollment.
- e. Other Reports and Uses of Response Data
 - i. CTLE will act as data steward for SCF response data.
 - ii. CTLE will approve or deny all requests for nonstandard reports and other uses of SCF response data.
 - iii. CTLE will report annually to the SACSCF all campus-wide access to SCF Response Data.
- 8. Mid-Semester Student Feedback
 - a. CTLE may collect mid-semester student feedback at the request of individual course instructors. The service is voluntary and confidential to the course instructor. CTLE will not release mid-semester feedback data to any person other than the course instructor without a written confidentiality release from the instructor. If needed, CTLE recommends course-offering units request the collected mid-semester feedback data directly from the course instructor.

APPENDIX 1

POLICY 6-002: THE ACADEMIC SENATE AND SENATE COMMITTEES:
STRUCTURE, FUNCTIONS, PROCEDURES.

REVISION 31. EFFECTIVE DATE: JULY 1, 2016

[HTTPS://REGULATIONS.UTAH.EDU/ACADEMICS/6-002.PHP](https://regulations.utah.edu/academics/6-002.php)

III. Policy

D. Senate Committees.

1. [Blank]

i. Senate Advisory Committee on Student Course Feedback (SACSCF)

The Senate Advisory Committee on Student Course Feedback is hereby established as a standing committee of the Academic Senate. The provisions described in [Parts III-D-3 and III-E] of this Policy as generally applicable for standing committees of the Senate apply for this Committee, except as otherwise specifically described here. *[User note: this committee was formerly known as the Student Course Feedback Oversight Committee (2011-2015) and was established by Policy 6- 100-III-N.]*

i. Membership and officers.

The membership of the Committee with full voting rights consists of seven faculty members, and four students.

Faculty members. The faculty members are a mix of elected and appointed.

There shall be four elected faculty members with terms of three years and limited to two consecutive terms. In accordance with Policy 6-300- III-B, elected faculty members should be broadly representative of the University, with at least one representative from Health Sciences, at least one representative from Career-line (lecturer) faculty, at least one representative of Tenure-line faculty, and one faculty member with experience as an academic unit administrator with responsibilities for reviews of faculty members. As with Senate standing committees generally, the terms are staggered so that an approximately equal number are elected each year, the Senate President or designee is an ex officio nonvoting member, and elections of faculty members and appointment and confirmation of Committee officers proceed as described in [Parts II-D-3 and III-E], with the exception that nominations for members to stand for election to this Committee (except nominations made from the floor during a meeting of the Senate) shall originate from the Senate Executive Committee and the Personnel and Elections Committee.

Three faculty members are appointed to the Committee as full voting members, including the Associate Dean for General Education (or designee), a faculty representative of the Undergraduate Council (a Council member appointed to the Committee annually by the chairperson of the Undergraduate Council), and a faculty representative of the Graduate

Council (a Council member appointed annually to the Committee by the chairperson of the Graduate Council).

Student members. The four student representatives will include the ASUU Academic Affairs Director (or designee), the ASUU Senate chairperson (or designee), and two Student Advisory Committee (SAC) representatives appointed by the ASUU Academic Affairs Director, including one graduate student and one undergraduate student. Students will have annual terms of service, but may be reappointed.

Non-voting ex officio members. Holders of the following positions (or equivalents) shall also be ex officio non-voting members: Director of the University unit responsible for the administration and analysis of student course feedback, and Student Course Feedback Program Manager.

Committee Officers Appointment and Confirmation. The Committee officers, selected from the elected faculty members of the Committee, shall be appointed and confirmed as follows. There shall be a Committee chairperson and a vice-chairperson, the vice-chairperson preferably succeeding the chairperson in the year following service as vice-chairperson. The Academic Senate President, in consultation with the Director of the University unit responsible for the administration and analysis of student course feedback, annually appoints the Committee officers with ratification by the Senate Executive Committee, and then subject to confirmation of the Senate-elected Committee's voting membership. The chairperson may at any time appoint a member or other person to act as secretary for the Committee.

ii. Functions.

The Committee's primary functions shall be as more fully described in Policy 6-100-III-N, Course Assessment and Feedback (course evaluations), including evaluation and provision of input and oversight on the development and revision of course feedback instrument(s), report form(s), and procedure(s), which shall be presented to the Academic Senate for approval. Full evaluation of student course feedback forms, report forms, and administration procedures will be reported to the Academic Senate every four years. The Committee shall confer with the Senate Faculty Review Standards Committee and relevant administrators regarding the use of course feedback results in conjunction with reviews of teaching performance of faculty members and non-faculty instructional personnel (Policies [6-303](#) and [6-310](#)). The Committee shall report to the Senate at least annually regarding its activities.

APPENDIX 2

POLICY 6-100: INSTRUCTION AND EVALUATION.

REVISION 25. EFFECTIVE DATE: JULY 1, 2017

[HTTPS://REGULATIONS.UTAH.EDU/ACADEMICS/6-100.PHP](https://regulations.utah.edu/academics/6-100.php)

III. Policy

N. Course Assessment and Feedback (course evaluations)

The University will assess its courses and instruction in multiple ways, including by soliciting students' feedback. Student feedback has several uses: it provides information of interest to students planning their programs of study, it is useful in making improvements in instruction and curricula, and it provides a student perspective on teaching for evaluations of course instructors. See also Policy 6- 400-II-C (Student Code, students' rights regarding evaluations of faculty members).

1. Senate Advisory Committee on Student Course Feedback, structure and functions.
 - a. The Senate Advisory Committee on Student Course Feedback (SACSCF) is a standing committee of the Academic Senate, established by Policy 6- 002-III-D, with membership and leadership as there described.
 - b. The Committee's primary function shall be to evaluate and provide input and oversight for the development and revision (as necessary) of standardized "Student Course Feedback Instrument(s), "and standardized "Course Feedback Report(s)." The instrument(s) and report forms shall be designed to be suitable for use in all credit-bearing courses, of both undergraduate and graduate levels. The Committee shall also develop appropriate procedures for the administration of instrument(s) and report forms (and other appropriate publication of the resulting data). In evaluating, developing, and periodically revising instrument(s) and report forms and procedures, the Committee shall solicit and consider input from the chairpersons of all course-offering units. The Committee shall confer with the Senate Faculty Review Standards Committee and relevant administrators regarding the use of course feedback results in conjunction with reviews of teaching performance of faculty members and non-faculty instructional personnel (Policies 6-303 and 6-310). The instrument(s), report form(s) and procedures shall be presented to the Academic Senate for approval. The instrument(s), report form(s), and procedures will be continuously evaluated by the Committee. Reports on the evolution of the instrument(s), report form(s), and procedures, as well as any proposed revisions, shall be presented to the Academic Senate every four years.
2. The approved Course Feedback Instrument(s) and Report forms shall be made available for use by all course-offering academic units. All credit- bearing courses shall be assessed every term they are offered using approved Instrument(s). Chairpersons of each course-offering unit have the responsibility of seeing that assessments are conducted according

to regulations, working with the Student Course Feedback Program Manager. For non-credit courses, assessments may be conducted as determined in the discretion of the course-offering unit.

3. Uses of feedback.

- a. Course feedback for individual courses, including all collected data, shall be made available to course instructors, and appropriate administrators of the course-offering unit after grades for the course are filed.
- b. An appropriate set of data for a given course shall be made available to any University student, as determined appropriate in the standard Report form and Procedures approved as described above.
- c. The Student Advisory Committee of the course-offering unit, after meeting pertinent training requirements, shall be provided with an appropriate set of feedback data for individual courses for specified purposes of carrying out approved functions of such Advisory Committees, as determined appropriate in the Procedures approved as described above.

ATTACHMENT A

STANDARDIZED STUDENT COURSE FEEDBACK INSTRUMENT
APPROVED BY ACADEMIC SENATE: APRIL 01, 2019

Your feedback is important because it helps other students select classes and it helps instructors improve their teaching. Colleges and departments at the University of Utah also use your feedback in retention, promotion, and tenure decisions for faculty.

Your responses are confidential.

Here are some key steps to complete the survey:

- To save your answers and move onto the next section, just click "Next".
- Please remember to click the "Submit" button after you complete the survey.
- If you are unable to complete the survey in one session, make sure to save your responses by clicking the "Save" button.
- To resume a previously saved survey, return to the original e-mail containing the link to the survey.

Thank you in advance for your feedback!

Questions? You can find resources and information about Student Course Feedback at the U at ctle.utah.edu/scf/students, email us at scf@ctle.utah.edu, or call 801-585-1976.

Sincerely,

Student Course Feedback Program
Center for Teaching & Learning Excellence
University of Utah

[page break]

Why did you enroll in this course? (select all that apply)

- It was required for my major or minor.
- It was an elective for my major or minor.
- It fulfilled a general education requirement.
- I was interested in the course content.
- I wanted to take a class from the instructor.
- Other:

Please explain:

[page break]

I chose to apply myself to the course (completed readings, attended classes, participated in discussions, completed assignments, etc.).

- Always
- Usually
- Rarely
- Never

Please explain:

[page break]

Considering materials I was asked to purchase for this course:

- I used them often
- I used them rarely
- I never used them
- I did not buy them
- I was not asked to purchase anything

Please explain:

[page break]

I understood how my grades were determined in this course.

- Always
- Usually
- Rarely
- Never

Please explain:

[page break]

I would recommend this course.

- Yes
- Neutral
- No

Please explain:

I would recommend this instructor.

Instructor: Instructor Name

- Yes
- Neutral
- No

Please explain:

[page break]

I felt comfortable asking questions and openly expressing and discussing my views in this course.

- Always
- Usually
- Never
- Not Applicable

Which of these contributed to your answer?

[Response options for each item are Positive, Negative, NA]

- Classroom Environment
- Course Material
- Instructor(s)
- Personal
- Students
- Teaching Assistant(s)
- Other

Please explain:

[page break]

Was it clear what you were expected to learn in this class?

- Yes
- No

If yes, how did you know this? (Select all that apply)

- Canvas
- Instructor(s)
- Syllabus
- Students
- Teaching Assistant

- Other:

Please explain:

[page break]

Which of these were used in the course and helped you learn? (select all that apply)

In-class Tools

- Classroom discussion
- Classroom technologies (such as clickers)
- In-class demonstrations or activities
- Presentations
- Lectures
- Guest lectures
- Handouts
- Other

Readings and Assignments

- Problem Sets
- Writing assignments
- Pre/post quizzes and assessments
- Readings and/or textbook
- Other

Experiential Learning

- Community Engaged Learning
- Lab-based teaching
- Studio-based teaching
- Simulations
- Role-playing
- Other

Student-based Projects

- Group work
- Team project
- Individual project
- Other

Technology-Based Learning

- Videos
- Podcasts
- Discussion boards or blogs
- Games
- Flipped classroom
- Other

Please explain:

[page break]

Is there anything else you would like this instructor to know?

Instructor: Instructor Name

[end of instrument]