



Standard 50

Course Feedback

Overview

“Course includes the opportunity for learners to provide descriptive feedback on their experience in the online course, the course design, content, user experience, and technology.”

This standard is about providing opportunities for students to share their experiences as a student in your course. This information should be helpful for continuous course improvements.

Practices

1. **SRI**: good first step but not sufficient for a comprehensive course feedback.
2. **End of course feedback**: include questions that you are really curious about. Perhaps, there is a specific assignment or a specific course topic you want to seek input on.
3. **Formative feedback**: collect information from students throughout the course and not only at the end.

Examples

Example 1

The following are examples of classroom assessment techniques that can be helpful in also providing valuable course feedback to the instructor.

- **Exit Ticket** - include a survey to collect feedback at the end of a learning activity, and require learner participation as part of the overall activity grade.
- **Three Things** - ask learners to share three things that they like about the course, and three things that are not working well for them after a few weeks into the course. Repeat this activity at mid-term, and again at the end of the course term.
- **SWOT** - ask learners specific questions, such as what has helped them learn in the course, and what has hindered their learning process and progress.
- **Poll Everywhere** - distribute a survey, or poll to collect descriptive feedback from learners at mid-term and again at the end of the course term.

Example 2

Google Forms or Microsoft Forms can be used to set up course surveys. The following questions can be a good start:

- On a scale of 1-5, to what extent did this course increase your foundational knowledge of core concepts in [discipline, field, subject]?
- On a scale from 1-5, how effectively did the course balance presentations of theoretical content with real-world applications?
- How engaging/stimulating did you find the in-class sessions and activities? (1 = Not Engaging, 5 = Extremely Engaging)
- On a scale of 1-5, how well did the instructor facilitate inclusive class participation? (1 = Not at All, 5 = Very Effectively)
- What suggestions do you have for enhancing the online components of this hybrid format course structure in the future? (open response question)

Additional Resources

- [OSCQR Standard 50](#)
- [Three Ways to Use Student Feedback to Improve Your Course](#)
- [MS Forms for course surveys](#)
- [Poll Everywhere](#)
- [Socrative](#)



Visit <https://www.ccri.edu/onlinefaculty> to learn more about OSCQR rubric and sign up to participate in a course review.

This standard aligns with the following federal guidelines:



The New England Commission of Higher Education sets forward standards for quality distance education. A course should provide an avenue for learners to share feedback on the course.

