
Course Delivery Survey Standards

PURPOSE and SCOPE

New Brunswick Community College (NBCC) recognizes the importance of ensuring a mechanism exists for student feedback to ensure continuous improvement of course delivery.

The purpose of this standard is to:

- a) provide a mechanism for client feedback to ensure continuous improvement of course delivery
- b) assess areas of delivery identified within the course outline
- c) provide timely, formal feedback to the client on any action plans to address concerns they may have identified

This standard begins with the gathering of information from course delivery surveys and ends with a summary of findings for review, resulting in feedback to the students and follow-up action.

1.0 DEFINITIONS

Client

- any individual or organization which avails himself or itself of NBCC educational or administrative services.

Contract Program

- a customized training service which consists of more than one course, as a regular program does, but does not appear as a regular program in the NBCC calendar.

Contract Training

- a learning activity prepared for or delivered to a client on a contractual basis. At the business level, contract training has two main yet distinct objectives: retraining the existing labour force and training the labour force for future jobs in emerging sectors. Also used to designate Community College training programs whose funding is not part of the basic operating budget and that are offered to the public at a higher tuition rate, thereby enabling the College to recoup, in whole or in part, the delivery costs incurred. This type of training is sometimes called “customized” when, for example, the format or part of the content was specifically requested by the client.

Course Delivery Survey

- formal student feedback about course delivery, evaluation of learning and course-related content.

Formative Evaluation

- an evaluation process which compiles information from various sources, such as informal feedback, focus groups, and interviews, taken over a period of time, and is also available for program evaluation.

2.0 IMPLEMENTATION

- 2.1** Campus administration ensures all formal course delivery surveys are conducted using only approved methods/forms. Formal course delivery surveys are those undertaken as part of this standard.

2.1.1 Course delivery surveys gather information about:

- a) delivery of course content
- b) the learning environment
- c) the adequacy of related equipment and
- d) general feedback about the course

2.1.2 The Academic Chair or designate schedules formal course delivery surveys congruent with program review of courses offered each term/semester within their department. Unless circumstances prohibit, formal course evaluations should be completed online.

- a) Course Delivery Surveys should be scheduled mid-way through a term/semester course to allow for necessary adjustments to be made in a timely manner.
- b) The Academic Chair should balance the surveys so that sampling is distributed evenly across all Instructors.
- c) The Academic Chair may add other types of formative evaluations if warranted by Instructor or student/client feedback.

2.1.3 The Academic Chair or designate administers course delivery surveys. A simple majority of the course participants is required to validate evaluation results.

- a) Option: Simultaneous Delivery: If a course is delivered simultaneously by the same Instructor to more than one group of students, one evaluation may be done with a representative cross-section of a minimum of 20% of the entire group of students.
- b) Option: Grouped Courses: In a program where several courses are delivered on a continuum so that separate courses would not be discernible to the student, the Instructor may evaluate like courses together. The codes of the grouped courses should be identified.
- c) Option: Team Teaching: For courses which share two or more Instructors within the same classroom, the needs of students, faculty and the program may be considered in deciding whether to:
 - i. do one survey for each Instructor, and each Instructor receives an individual summary.
 - ii. do one survey for the course, and all Instructors receive the same summary. All Instructors' names should appear on the survey.
- d) Option: Distance Education & Co-op Work Terms: If class members are scattered among locations or take courses at staggered times, the surveys may be completed intermittently rather than at one time.

2.1.4 Online Course Delivery Surveys:

The Academic Chair or designate will set up and administer course delivery surveys via the approved platform (e.g.; Brightspace).

2.1.5 Paper-based evaluations:

The Academic Chair designate and a student place the completed surveys into an envelope which is then sealed, co-signed by them, and forwarded to the person responsible for processing. A summary of students' written comments is compiled and forwarded to the Academic Chair. Minor modifications to grammar and spelling may be made so that anonymity of the students can be maintained.

2.1.6 Review of Course Delivery Surveys:

The Academic Chair reviews the results of the survey with the Instructor.

2.1.7 The Academic Chair or designate ensures all Instructors administer informal formative course delivery surveys for each course they deliver as part of their regular teaching duties. Instructors should administer a minimum of one (1) informal formative evaluation for every 45 contact hours.

2.1.8 In Contract Training, a client-developed course delivery survey may be used.

2.1.9 The Academic Chair or designate ensures related data from course delivery surveys is compiled for program review and instructor work performance review (WPR).

2.2 Campus and/or College Office Records required for this standard include:

- a) Course Delivery Survey
- b) Course Delivery Survey Result

Appendix A: Course Delivery Survey Questions

All responses are a 5-point Likert Scale from Strongly Agree to Strongly Disagree.

Self-Assessment Questions:

1. I began this course with the necessary skills and knowledge to succeed.
2. I attend class regularly.
3. I take advantage of support services (peer tutoring, counsellors, etc.) as necessary.
4. I accept responsibility for my own learning (do my homework, participate, catch up on missed materials, etc.).
5. I have met with my instructor about any difficulties that I am experiencing in this course.
6. My grades are a good reflection of the time and effort that I have put into this course.
7. I contribute to an atmosphere of mutual respect within the classroom.
8. I have reviewed the course outline and understand the course competencies.

Course Delivery Questions:

1. The course outline (competencies, units of instruction) was presented clearly within the first two classes of the course.
2. The textbook(s) were relevant and useful.
3. Supporting materials and resources (photocopies, texts, graphics, audio, video, website, etc.) enhanced your learning.
4. The facilities, labs, equipment, etc. were effective for learning.
5. The course is well-structured and organized
6. The learning environment was positive and supportive.
7. The instructor demonstrated knowledge of the subject and course materials.
8. The instructor displayed concern for students and their learning.
9. The instructor expressed enthusiasm and interest in teaching.
10. Material was clearly presented.
11. Examples, case studies or exercises were effectively used to illustrate key ideas or concepts.
12. Students were encouraged to express their views and participate.
13. Student work was graded and returned student work within 10 academic days.
14. Feedback on assignments, tests, projects, presentations, etc. was helpful.
15. Tests, assignments, and other evaluations were reasonable measures of student learning.
16. Student inquiries were responded to promptly.
17. The instructor was available by appointment for help.
18. Technology was used effectively to facilitate course delivery.
19. Course content was delivered according to the stated competencies and outcomes in the course outline.
20. Classes were held according to their schedule.
21. The course was a positive learning experience.
22. Please indicate your comments below. In particular, please state what you liked about the course and provide constructive comments on any aspects of the course which you consider could be improved.