

Student Feedback Evaluation Policy
Faculty of Commerce and Management Studies, University of Kelaniya



Approvals:

Faculty Quality Assurance Cell :
Faculty Board FCMS :
University Quality Assurance Center :
Senate of the University :

Table of Contents

1.	Policy Title	3
2.	Policy Number.....	3
3.	Effective Date of the Policy	3
4.	Policy Functional Area	3
5.	Introduction	4
6.	Policy Definitions	4
7.	Aims of the Policy	5
	7.1. Course Evaluation Objectives:	5
	7.2. Teacher Evaluation Objectives:.....	5
8.	Composition of Duties and Responsibilities of the Evaluation Committee	6
9.	Timeline for the Student Feedback Evaluation Process:	7
	9.1. Timeline for the Teacher Feedback Evaluation Process:	7
	9.2. Timeline for the Course Feedback Evaluation Process:	7
10.	Student Feedback Evaluation Process:	8
	10.1. The Teacher Evaluation Process consists of the following steps undertaken through eleven phases.	8
	10.2. The Course Evaluation Process consists of the following steps undertaken through ten phases.	9
11.	Monitoring and Evaluation of the Student Feedback	10
	Prepared By:.....	Error! Bookmark not defined.

STUDENT FEEDBACK EVALUATION POLICY

1. Policy Title	Student Feedback Evaluation Policy, Faculty of Commerce and Management Studies, University of Kelaniya
2. Policy Number	KLN/FCMS/QA/P/23/4
3. Effective Date of the Policy	1 st of January 2024
4. Policy Functional Area	All academic of FCMS

5. Introduction

This document outlines the Student Feedback Evaluation Policy for the Faculty of Commerce and Management Studies at the University of Kelaniya. It delineates the procedures and guidelines to be followed when collecting, analyzing, reporting, distribution and utilizing the student feedback to enhance the quality of education and ensure continuous improvement in our academic programs.

6. Policy Definitions

6.1. *Student Feedback:* Student feedback refers to the information, opinions, comments, and suggestions provided by students about their educational experiences, courses, instructors, and the overall learning environment. It is a valuable source of input that helps institutions and educators understand students' perspectives, needs, and concerns, facilitating improvements in the quality of education.

6.2. *Course Evaluation:* Course evaluation is a systematic assessment of an academic course, typically conducted by students or participants. It aims to gather feedback on various aspects of the course, including its content, structure, teaching methods, and overall effectiveness. Course evaluations help educators and institutions improve the quality of their courses and tailor them to meet the needs of learners.

6.3. *Teacher Evaluation:* Teacher evaluation is the systematic assessment of an educator's teaching performance, skills, and effectiveness in the classroom or educational setting. It typically involves the review of instructional methods, classroom management, communication with students, and the ability to facilitate learning. The goal of teacher evaluation is to provide constructive feedback to educators, support their professional development, and enhance the quality of teaching and learning.

6.4. *Student Feedback Evaluation:* Student feedback evaluation is the systematic process of gathering and analyzing feedback from students about their educational experiences, courses, instructors, and the learning environment. Its purpose is to improve the quality of education by using student input to make informed decisions and enhancements in educational programs and practices.

7. Aims of the Policy

The Student Feedback Evaluation Policy aims to achieve the following objectives:

7.1. Course Evaluation Objectives:

- to assess the overall effectiveness of the course in terms of meeting its learning objectives and goals.
- to collect feedback from students about their experiences on the course.
- to identify areas of improvement in the course content, teaching methods, and materials to enhance the learning experience.
- to assist the development or revision of curriculum by identifying areas where new topics or changes are needed to better meet the educational objectives.

7.2. Teacher Evaluation Objectives:

- to evaluate the effectiveness of teachers in facilitating student learning.
- to offer teachers feedback on their teaching methods, classroom management, and communication skills, highlighting areas for improvement and growth.
- to ensure that teachers are providing an environment conducive to student learning and that they are using effective teaching strategies to meet the needs of diverse learners.
- to assist teachers in setting goals for their professional development and track progress toward these goals over time.

8. Composition of Duties and Responsibilities of the Evaluation Committee

Table 01: Student Feedback Evaluation Committee and its responsibilities.

Role	Responsibility
Department Heads	<ul style="list-style-type: none">• Nominate the QA assistant at the departmental level.• Examine the feedback analysis reports.• Distribute feedback analysis reports to respective lecturers.• Conduct individual discussions with lecturers about the evaluation results and potential enhancements.
Quality Assurance Coordinator	<ul style="list-style-type: none">• Coordinate the communication of the evaluation schedule to lecturers with the HoD's approval.• Oversee the analysis of feedback forms conducted by the QA assistant.• Share the final reports with the HoD.• Report the progress and outcomes of the feedback evaluation during monthly departmental meetings.
Quality Assurance Assistant	<ul style="list-style-type: none">• Collaborate with the QA coordinator to prepare the feedback schedule.• Coordinate with relevant lecturers.• Share the feedback form link with students through the eKel platform.• Provide periodic updates on progress to the QA coordinator.• Analyze the data under the supervision of the QA coordinator and deliver the reports on time.
Course Lecturer	<ul style="list-style-type: none">• Collaborate with the Quality Assurance (QA) assistant to arrange the evaluation schedule.• Engage in discussions with the Head of Department (HoD) regarding the evaluation outcomes and strategies for further improvements.

9. Timeline for the Student Feedback Evaluation Process:

9.1. Timeline for the Teacher Feedback Evaluation Process:

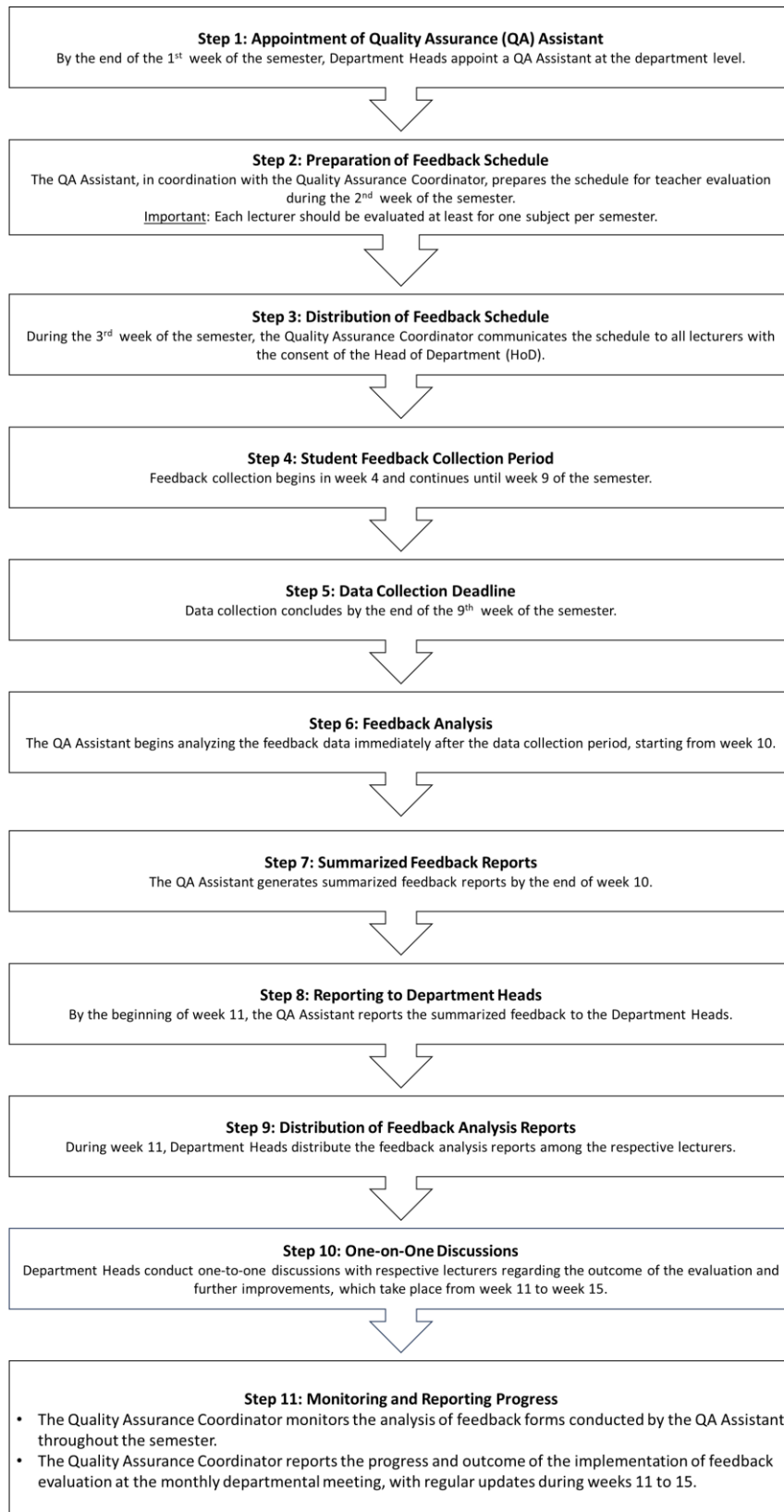
	Week 01	Week 02	Week 03	Week 04	Week 05	Week 06	Week 07	Week 08	Week 09	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Step 1: Appointment of Quality Assurance (QA) Assistant															
Step 2: Preparation of Feedback Schedule															
Step 3: Distribution of Feedback Schedule															
Step 4: Student Feedback Collection Period															
Step 5: Data Collection Deadline															
Step 6: Feedback Analysis															
Step 7: Summarized Feedback Reports															
Step 8: Reporting to Department Heads															
Step 9: Distribution of Feedback Analysis Reports															
Step 10: One-on-One Discussions															
Step 11: Monitoring and Reporting Progress															

9.2. Timeline for the Course Feedback Evaluation Process:

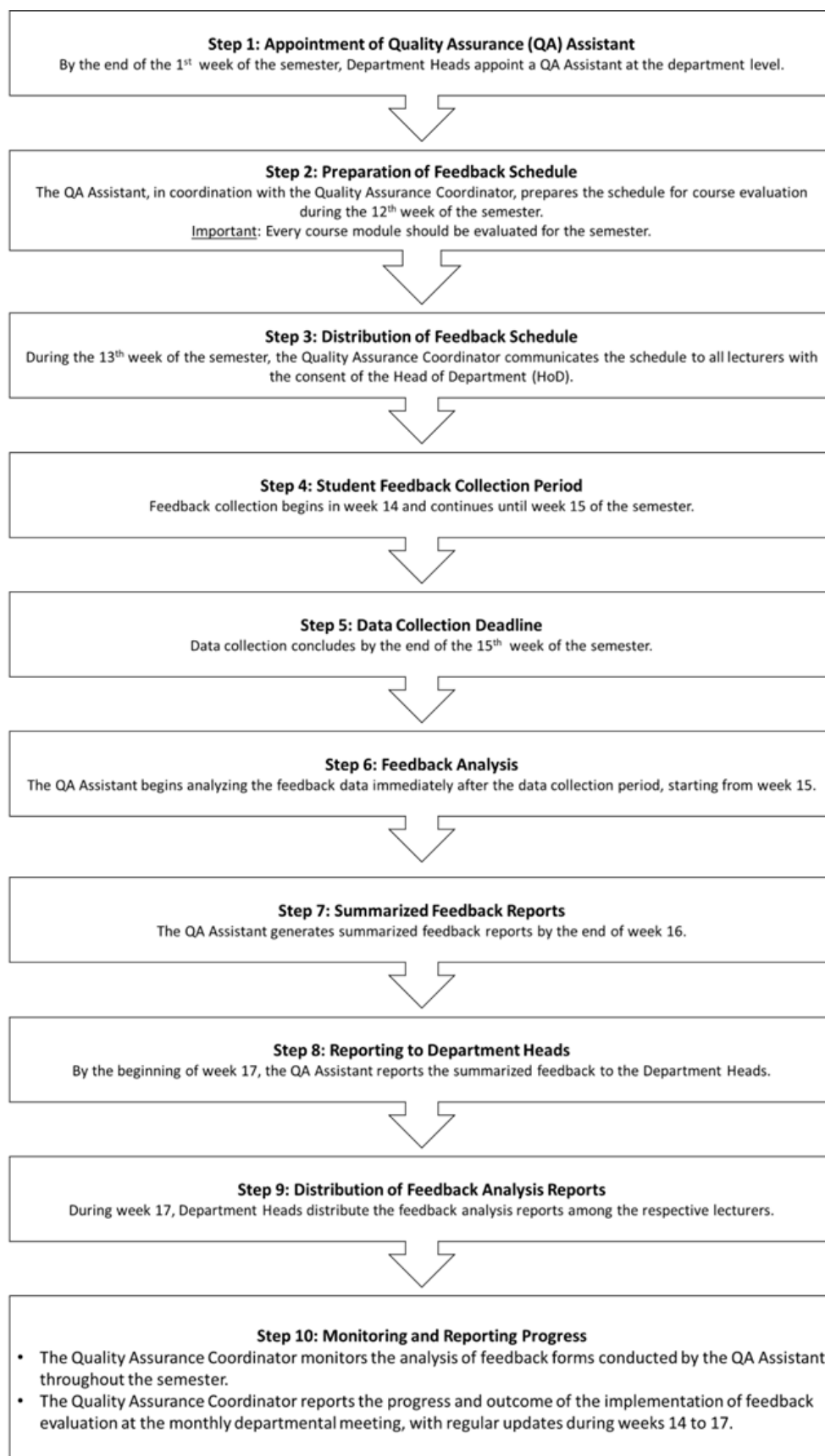
	Week 01	Week 02	Week 03	Week 04	Week 05	Week 06	Week 07	Week 08	Week 09	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17
Step 1: Appointment of Quality Assurance (QA) Assistant																	
Step 2: Preparation of Feedback Schedule																	
Step 3: Distribution of Feedback Schedule																	
Step 4: Course Evaluation Feedback Collection Period																	
Step 5: Data Collection Deadline																	
Step 6: Feedback Analysis																	
Step 7: Summarized Feedback Reports																	
Step 8: Reporting to Department Heads																	
Step 9: Distribution of Feedback Analysis Reports																	
Step 10: Monitoring and Reporting Progress																	

10. Student Feedback Evaluation Process:

10.1. The Teacher Evaluation Process consists of the following steps undertaken through eleven phases.



10.2. The Course Evaluation Process consists of the following steps undertaken through ten phases.



11. Monitoring and Evaluation of the Student Feedback

Regular monitoring and evaluation of the feedback process will be conducted by the Hod and QA coordinator to assess the implementation of the policy in improving the quality of education. Any identified issues will be addressed promptly to ensure the continuous improvement of the feedback evaluation system.

Furthermore, the QA coordinator will provide regular updates on both teacher and course evaluations during the monthly departmental meetings. These updates will serve as valuable insights into the ongoing progress of the curriculum implementation, enabling the department to make informed decisions and adjustments as needed to enhance the overall educational experience.

To effectively monitor the quality of education and the success of our curriculum implementation, departments will be required to maintain a benchmark value of 60% for the overall evaluation of both teachers and courses. Any department achieving an evaluation score above this benchmark will be recognized as performing well in terms of educational quality and curriculum delivery. Conversely, departments with evaluation scores falling below the 60% benchmark will receive immediate attention and support to address identified issues. This proactive approach ensures that departments are held accountable for the quality of education provided, while also encouraging a culture of continuous improvement throughout the institution.

Annexure 01:

Teaching Evaluation Feedback Form

Academic Year 2021/22 – Semester II

Department	
Name of the Lecturer	
Course Code	
Course Unit	
Date of the Evaluation	

Dear Students,

The faculty is interested in ascertaining your opinion on your learning experience. We greatly value your opinion and seek your feedback on the teaching experience provided in your course. Your input is invaluable in helping us continually enhance the quality of education. We assure you that your responses will be kept confidential, so please feel free to share your thoughts openly.

Important Instructions:

- In this section, you will be evaluating the effectiveness of your **course lecturer/tutor**. Please remember that your feedback should be focused on the lecturer's teaching methods, communication, and overall teaching performance.
- To ensure your anonymity, do not include your name or any identifying information in the open response text boxes.
- We encourage you to provide constructive comments and suggestions. Your insights can help us make meaningful improvements to the teaching and learning experience.
- Use the provided rating scale to assess various aspects of the lecturer's performance. Choose the option that best reflects your experience, with "Strongly Disagree" indicating the lowest and "Strongly Agree" the highest level of satisfaction.



1. The Lecturer/Tutor:						
		Strongly Agree	Mostly Agree	Neither	Mostly Disagree	Strongly Disagree
1.1	The lecturer clearly explained the learning outcomes at the commencement of the course unit					
1.2	The lecturer was generally well-prepared and well-organised					
1.3	The lecturer was very clear in teaching, and was easy for me to Understand					
1.4	The lecturer provided relevant reading and study materials on time					
1.5	The lecturer used examples, case studies and/or activities outside the classroom to provide practical insight into the subject					
1.6	The lecturer used modern teaching technologies (social media, Google Classroom, Zoom, audio-video visuals and other classroom interactive technologies)					
1.7	The lecturer was able to develop my soft skills. E.g., Leadership, Communication, Team work etc.					
1.8	The lecturer encouraged the participation of students					
1.9	The lecturer was enthusiastic about what they taught					
1.10	The session was conducted on time					
1.11	There were no uninformed cancellations or postponements of session					
1.12	The lecturer was contactable when needed.					



2. Overall Satisfaction						
		Strongly Agree	Mostly Agree	Neither	Mostly Disagree	Strongly Disagree
2.1	Overall, I am satisfied with the quality of the teaching given by this Lecturer					
3. Attendance						
3.1	Please indicate the percentage of scheduled teaching sessions in which you have participated	0-25%	26-50%	51-75%	76-100%	
4. Comments						
4.1	Please identify any good teaching practice that should be more widely adopted:					
4.2	Please identify any improvements the lecturer could make regarding their current approach to teaching:					
4.3	Please make any further comments that you may have in the space below:					

Thank you for taking the time to provide your feedback.

Annexure 02:

Course Evaluation Feedback Form

Academic Year 2021/22 – Semester II

Department	
Course Code	
Course Unit	
Date of the Evaluation	

Dear Students,

The faculty is interested in ascertaining your opinion on your learning experience. We greatly value your opinion and seek your feedback on the teaching experience provided in your course. Your input is invaluable in helping us continually enhance the quality of education. We assure you that your responses will be kept confidential, so please feel free to share your thoughts openly.

Important Instructions:

- In this section, you will be evaluating the effectiveness of your **course module**. Please remember that your feedback should be focused on the different facets of the course you have recently finished, and overall learning experience with the said course module.
- To ensure your anonymity, do not include your name or any identifying information in the open response text boxes.
- We encourage you to provide constructive comments and suggestions. Your insights can help us make meaningful improvements to the teaching and learning experience.
- Use the provided rating scale to assess various aspects of the lecturer's performance. Choose the option that best reflects your experience, with "Strongly Disagree" indicating the lowest and "Strongly Agree" the highest level of satisfaction.



1. Course Unit Structure and Learning Resources:						
		Strongly Agree	Mostly Agree	Neither	Mostly Disagree	Strongly Disagree
1.1	The course unit content is timely and updated					
1.2	The course unit learning resources (lecture notes, tutorials, web-based material, software, etc.) were accessible, clear and helpful					
1.3	The content of the course unit is designed in order to achieve the ILOs					
2. Assessment and Feedback						
		Strongly Agree	Mostly Agree	Neither	Mostly Disagree	Strongly Disagree
2.1	The schedule for continuous assessment are communicated at the beginning of the semester					
2.2	Marking guidelines and rubrics for continuous assessments have been made clear in advance					
2.3	Feedback on continuous assessments were given on time					
3. Overall Satisfaction:						
		Strongly Agree	Mostly Agree	Neither	Mostly Disagree	Strongly Disagree
3.1	Overall, I am satisfied with the quality of the course unit					
4. Required Work:						
		Less	Similar	More		
4.1	Relative to other course units, the amount of work required for this course unit (reading, preparation, assignments, etc.) was:					

5. Attendance				
	0-25%	26-50%	51-75%	76-100%



5.1	Please indicate the percentage of scheduled teaching sessions in which you have participated				
6. Comments					
6.1	What did you find most valuable in the course unit?				
6.2	Can you identify any improvements you would like to make to the course unit?				
6.3	Can you please give an indication of the total number of hours spent studying this course unit each week (please include formal face-to-face engagement, formal online engagement, and private study)?				
6.4	Please make any further comments that you may have in the space below:				

