Student Survey Feedback and Program Review

Student feedback on their experiences of teaching and learning within a program can speak to various elements of program design, delivery, and outcomes. It can also provide insight into how students experience the program more broadly and see connections between their courses and future careers. As a result, program review and monitoring of quality and standards can be informed by student feedback. Some questions it may be able to answer include:

- Is our program using effective teaching and assessment strategies to meet program outcomes?
- Are students aware of the various learning opportunities and are those opportunities accessible to all students?
- Are students learning what they need to learn within the context of their program to prepare them for careers in their field of interest?
- Do our students develop a sense of belonging and experience a culture of respect in our program?
- What are the strengths of our program and where do we have space to improve?

How to use Student Feedback in a Program Review

(a) *As evidence:* The self-study for a review of an academic program should be both student-centered and evidence based—in an exemplar self-study, student feedback will be cited as evidence and incorporated into the discussion and analysis of the policy statements and questions in the self-study template (*Senate Policy for Faculty Reviews of Academic Programs*). The following sections may be places where you want to consider evidence from students: Program Characteristics (PC), Program Goals and Assessment (PG), Program Delivery (PD), Student Success Indicators (SS), Relationships and collaborations (RC), Learning Supports (LS), Culture of Respect and Inclusivity (CR), and Regulations (R). **Sample survey questions that align with these program assessment categories are provided at the end of this document.**

(b) *To support a site-visit:* Student feedback may also be used by reviewers to facilitate consultations with students as part of a site-visit. For further information about conducting a site visit, please see (insert doc link here)

Program Review Surveys
Sample surveys to collect feedback about your program from students and alumni are made available on the Centre for Learning and Teaching website and the following links: **Student Survey for Reviews,** Alumni Survey for Reviews Template **These surveys are designed to be collected outside of the institutional SLEQ and will allow you to gather more detailed and specific feedback on your program.**

Student Learning Experience Questionnaire (SLEQ)
Each department can add six additional questions to a course SLEQ. These questions can be used to learn about a course or program and can either be custom questions that are added by your unit or selected from an existing question bank within the SLEQ system. A list of questions that are available under the newly created category "Program Review Questions" is provided at the end of this document.

The period for question personalization of SLEQ begins one month before the end of the course and lasts for two weeks. Normally, an email reminder will be sent to the designated SLEQ liaison in each department (if you're unsure who this is, or need to update your contact, please email sleq@dal.ca

Course selection and frequency of program-level questions will depend on the goals of your review. However, we recommend using core course for majors and honours students to capture student feedback and experiences most relevant to your degree program. You may also be interested in adding questions to a specific subset or group of courses that speak to some important characteristic of your program, e.g. experiential experiences.

For program review, it may be useful to add the same questions to courses across the different year-levels of the program and over multiple terms to collect student feedback across your program. We recommend starting at least 3 years prior to your program review.

Requesting SLEQ Data for Program Review

1. *Aggregated course level (program review) reports*
   Reports containing only the results of the course level custom questions added by the department can be produced. These must be requested by and sent to a department head. These can be sent after the SLEQ individual reports have been sent for the term and only after all courses being reported have been ended for a minimum of 28 days. These can be requested for past years by contacting sleq@dal.ca with your request.
2. *Aggregate department report.*
   As part of the normal SLEQ reporting structure, each unit head receives an aggregate level report of the departmental SLEQ results. These are sent after all the data for a specific term has been collected, usually one month after the regular term courses end. These may be requested for previous terms but can only be done so by a unit head.

Note: In cases where individual course/instructor information may be identified within aggregated reports, the report may not be issued. Questions about custom questions and requests for SLEQ data can be directed to sleq@dal.ca.

Example Questions

The following questions appear in the pre-populated program review question bank in the SLEQ system. Some questions also appear in the Student Survey for Reviews. If you plan to run both the survey and the SLEQ program-level questions, we recommend you consider how to best maximize your approach to collect data to support your review goals. Codes after each question map to the program self-study assessment criteria listed above.

Survey respondents are provided options of strongly agree to strongly disagree for each statement unless otherwise noted.

1. My program has helped me develop an awareness of potential careers (PC)
2. I can see the impact my course will have on my future career and career goals (PC)
3. This course changed the way I think about my field (PC)
4. I can describe and/or demonstrate the skills and concepts I have developed in my program to potential employers (PG)
5. Assessments and activities in my program have contributed to my learning (PG)
6. I receive sufficient opportunities in my program (so far) to master important concepts and skills (PG)
7. On average, the workload for my courses this term has been manageable (PD)
8. (open-ended question) Please identify areas where you think your program as a whole could be improved (PD)
9. My program is of high quality (PD)
10. I know where to locate the requirements and learning outcomes for my program (PD)
11. My program is academically challenging (PD)
12. I can describe opportunities to contribute and engage in my program outside of the classroom (RC)
13. I would recommend this program to others (SS)
14. I have experienced challenges or barriers to my learning in my program (SS)
15. (open-ended) Please describe any challenges or barriers to learning that you have experienced or observed in this program (SS)
16. My program and/or department has provided helpful and timely academic advising (LS)
17. My program provides adequate support outside of the classroom to advance my learning (LS)
18. My ideas and opinions are valued by course instructors across my program (CR)
19. Experiential learning opportunities in my program are accessible to me (CR)
20. I must hide or minimize parts of my identity to be successful in the courses in my program (CR)
21. I feel a sense of belonging in my program (CR)
22. My program has helped me develop intercultural and international perspectives (CR)
23. My program has helped me develop a better understanding of potential professional, social, and ethical responsibilities (CR)

24. Regulations and processes within my courses and program were communicated effectively and in a timely manner (R)