



Improving Course Design Quality through Online Graduate Student Evaluations

Timing and Type of Feedback

(Habnab & Jamison, 2009; Sozer, Zeybekoglu, & Kaya, 2019)

- Brief 1-7 questions
- Students prefer short answer
- Students prefer multiple opportunities
- Students prefer early in the course

Kent State University – College of Business Module Survey Questions

1. Approximately how long did it take you to complete the entire module? (multiple choice)
2. Thinking about the **amount of work** in this module, it was: (Likert scale 3 choices)
3. The assignment(s) in this module included clear and explicit instructions that enabled me to understand what to do, how I would be evaluated, and how the assignment connected to the learning outcomes. (Likert scale 6 choices)
4. Please provide any additional feedback related to the assignments in this module. (short answer)
5. The timing of assignments allowed me to use previous feedback to improve my work. (Likert scale 6 choices)
6. I found interaction with my peers to be helpful in this module, whether through the discussion board or another activity. (Likert scale 6 choices)
7. Which of the activities (readings, presentations, assignments, videos, etc.) were MOST helpful to your learning, and why? (short answer)
8. Which of the activities (readings, presentations, assignments, videos, etc.) were LEAST helpful to your learning, and why? (short answer)

Recommendations

- A great conversation starter when discussing course design enhancements with faculty.
- Student feedback can not only be used to enhance course design quality, but program design quality as well.
- Feedback can inform the continuous quality assurance processes to inform design and innovation.
- Discuss the usage of module surveys with administration and faculty and create a process for reviewing and analyzing the data.