



Institutional Research & Planning

Student Feedback Questionnaire (SFQ)

Information & Faculty User Guide for GBC Course Evaluations

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Student Feedback Questionnaire FAQ

When does GBC's course evaluation survey administration period occur?

- For fall and winter courses, the SFQ is open for three weeks near the end of the semester; for summer courses, the SFQ is typically open in June and August. The exact dates vary by semester

What courses are included in the SFQ?

- Postsecondary courses only
- Courses longer than two weeks in duration
- For fall and winter semesters, courses must end by a certain date in order to be included. The specific date will vary by semester but is always included in the notice to faculty at the start of the SFQ administration period. If a course ends after this date, it will be included in the next SFQ administration period
- For spring/summer courses, we typically have two administration periods; one in late June for shorter courses and another in August for longer courses

Which SFQ version will students receive?

- GBC uses three survey instruments depending on course delivery method; one for in-class courses, one for online courses, and one for field/co-op/practicum courses (Appendix I)
- Course delivery method is drawn directly from banner

Does the SFQ have an open-ended comments section?

- Yes, the SFQ has a voluntary opt-in process for faculty to add a comments section (p. 5)

Who sees the SFQ results?

- For most courses, SFQ faculty reports are available to only the faculty member and his/her chair(s) and dean(s) responsible for the course. These relationships are drawn directly from banner
- Each instructor will have access to faculty report(s) by CRN(s) as well as a Faculty Summary Report for all CRN(s) that the instructor teaches. The Faculty Summary Report not only summarizes results from each CRN(s), but also shows response rate, overall effectiveness, and overall learning experience by combining results from all CRN(s) that the instructor teaches.
- An exception is for certain Communications courses (e.g., COMM 1003, COMM 1007, COMM 1034, CESL 1003) for which the Chair of Communications also has access and specific General Education courses for which the Chair of Liberal Arts and Sciences also has access. In both cases, the Dean of Preparatory and Liberal Arts has access as well
- Aggregate results and response rates at the program level may also be used in program-level analyses

When are results available?

- Typically, SFQ reports are available in the first week of the following semester. An email will be sent (with the link) when new reports are available

How do I access the system?

- <https://gbc.bluera.com/gbc/> (login with your GBC employee ID & password - same as for email) Please note that only those with active surveys or available reports will be able to login to this site

Where does the course information come from?

- All course information (CRN, faculty name, student list) comes directly from banner (our student information system). Banner must be kept current and complete

How does the SFQ system handle co-taught courses?

- If each instructor teaches a unique CRN, then the SFQ proceeds as it does for all other courses
- If instructors share a CRN(s), then students can evaluate each instructor individually (teacher-specific survey items) and then the course as a whole – both instructors receive the general course feedback but then each instructor receives only the teacher-specific feedback directed at him/her

What link can I provide to students for access to the SFQ

- There are three ways for students to access their SFQs. Students receive direct links to their SFQs via email and on Blackboard, and you can also provide the same link above to students and they can login using their GBC student ID & password (same as email).

Who do I contact if I have any questions?

- Please contact Institutional Research & Planning at iresearch@georgebrown.ca

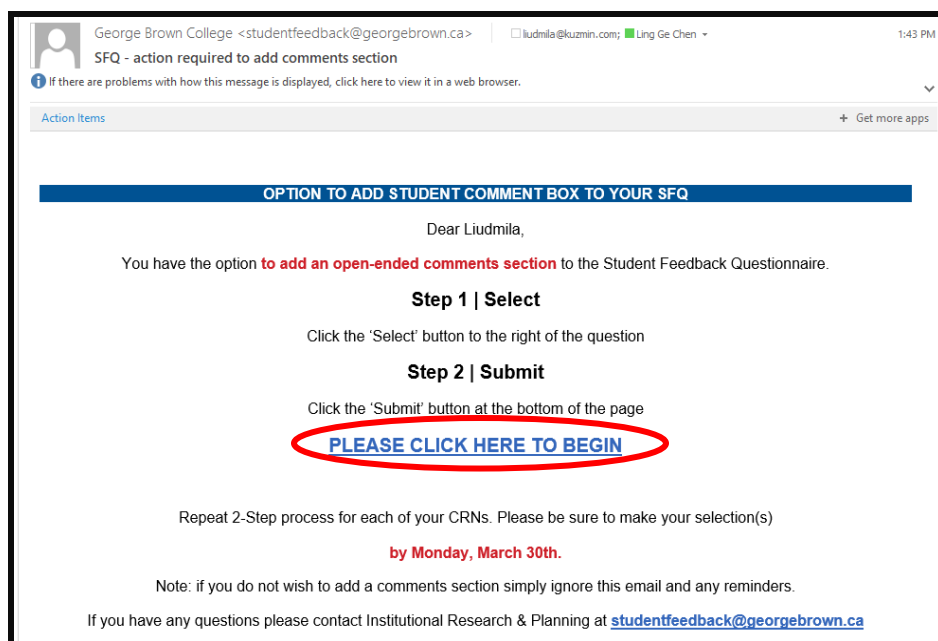
SFQ Comments Section Opt-in Procedure for Faculty

There are two methods by which to access the SFQ platform for postsecondary courses at GBC: through a link received via email or going directly to the website. Either can be used by faculty to opt-in to an open-ended comments section for your student course evaluations, and both are shown below. [Please note, if you do not want to add a comments section to your SFQs, no action is required of you.]

Opt-in to the comments section is by CRN -- you must decide whether or not to opt-in for each CRN you are teaching. In general, the system will be open to login about two weeks before the survey starts; you will be notified each semester of the exact dates. All course data are drawn directly from Banner - your dept must have you correctly listed with your CRNs.

Method 1: Opt-in through the email link: typically, about two weeks before the survey starts you will receive an email with a link to the SFQ platform from studentfeedback@georgebrown.ca. Follow the steps below to opt-in to the comments section.

1. Click the link inside the email




2. Choose the CRN to which you would like to add a comments section and click on the course name

Each of your CRNs will be listed here

Subject	Due date	Status
TEST 2015_TESTING I (Elizabeth Wong)	Thursday, March 03, 2016	Open
TEST 2016_TESTING II (Elizabeth Wong)	Thursday, March 03, 2016	Open
TEST 2020_TESTING IV (Elizabeth Wong)	Thursday, March 03, 2016	Open
TEST 2021_TESTING VI (Elizabeth Wong)	Thursday, March 03, 2016	Open

Mobile Version | Standard Version

Powered by 

3. The system will now show you the question and the CRN. Click 1) “Select” first, and then 2) “Submit”

Student Feedback Questionnaire for TEST 2015_TESTING I 12345 (Elizabeth Wong)

Messages

When this icon is visible, you can modify text.

Instructions [Hide]

To include a comments question on the evaluation form for this CRN:

1. Click the "Select" button to the right of the question;
2. Click "Submit".

Preview Questionnaire View Optional items All options

Preview Teacher: Elizabeth Wong has selected to have comments for this course If you have any comments for Elizabeth Wong about this course (CRN 12345) please add them here. **Select** Deselected

2. Save **Submit**

4. Done! You will see the following screen confirming that a comments section has been successfully added to that CRN

Student Feedback Questionnaire for TEST 2015_TESTING I 12345 (Elizabeth Wong)

Messages

The additional questions have been selected and saved successfully. No modification is allowed.

Instructions [Hide]

To include a comments question on the evaluation form for this CRN:

1. Click the "Select" button to the right of the question;
2. Click "Submit".

Preview Questionnaire View Optional items All options

Preview Teacher: Elizabeth Wong has selected to have comments for this course If you have any comments for Elizabeth Wong about this course (CRN 12345) please add them here. **Selected** Deselect

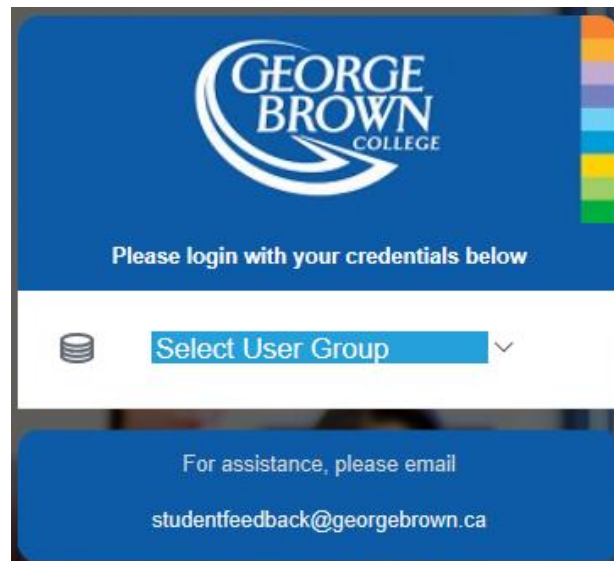
Thank you, your selection has been submitted.

Update

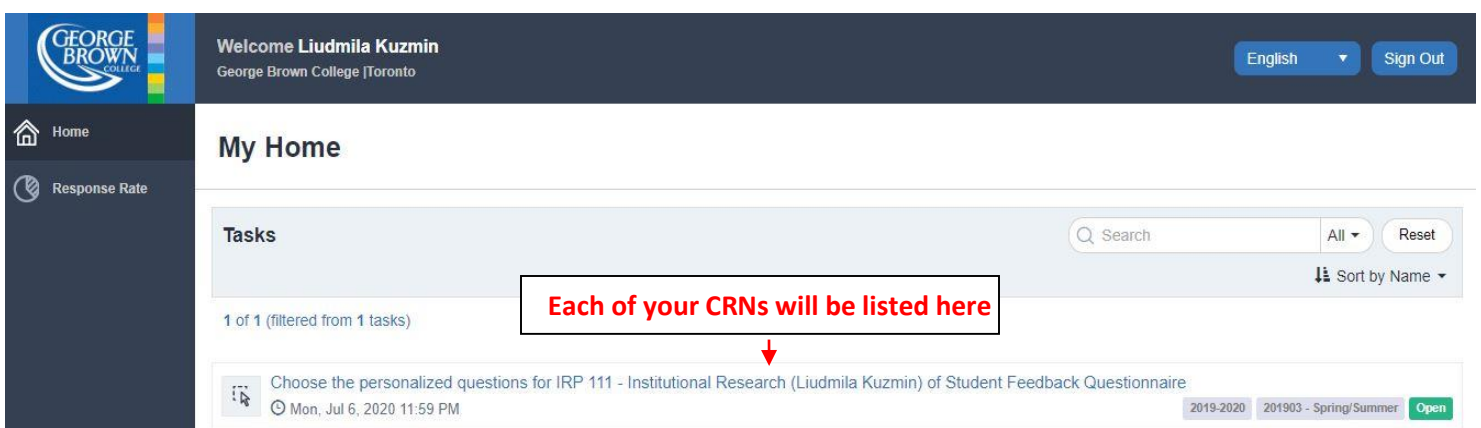
Return to the CRN selection tab to add a comments section to any other CRNs.

Method 2. Opt-in through the website: typically, about two weeks before the survey starts you will be notified that the SFQ website is available for selection of a comments section for your CRNs. Once notified, follow the steps below to opt-in to the comments section.

1. Login to the SFQ platform at <https://gbc.bluera.com/gbc/> (use your GBC employee ID & email password).



2. Click the CRN to which you would like to add a comments section



3. The system will now show you the question and the CRN. **Click 1) “Select” first, and then 2) “Submit”**

Student Feedback Questionnaire for TEST 2015_TESTING I 12345 (Elizabeth Wong)

Messages

When this icon is visible, you can modify text.

Instructions [Hide]

To include a comments question on the evaluation form for this CRN:

1. Click the "Select" button to the right of the question;
2. Click "Submit".

Preview Questionnaire

1. View Optional items All options

Preview Teacher: Elizabeth Wong has selected to have comments for this course If you have any comments for Elizabeth Wong about this course (CRN 12345) please add them here. Select Deselected

2. Save Submit

4. Done! You will see the following screen indicating that a comments section has been successfully added to that CRN

Student Feedback Questionnaire for TEST 2015_TESTING I 12345 (Elizabeth Wong)

Messages

The additional questions have been selected and saved successfully. No modification is allowed.

Instructions [Hide]

To include a comments question on the evaluation form for this CRN:

1. Click the "Select" button to the right of the question;
2. Click "Submit".

Preview Questionnaire

View Optional items All options

Preview Teacher: Elizabeth Wong has selected to have comments for this course If you have any comments for Elizabeth Wong about this course (CRN 12345) please add them here. Selected Deselect

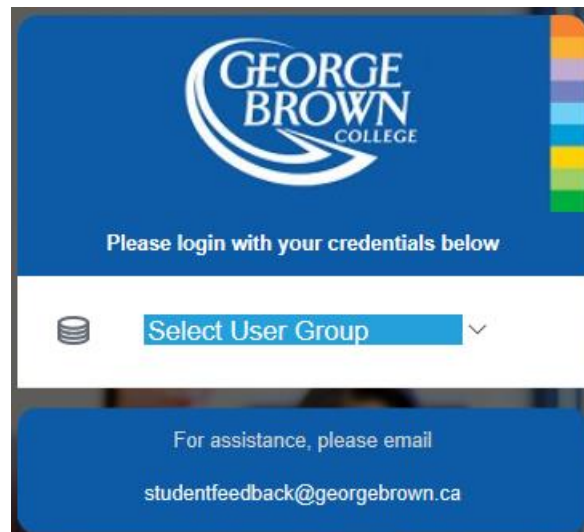
Thank you, your selection has been submitted.

Update

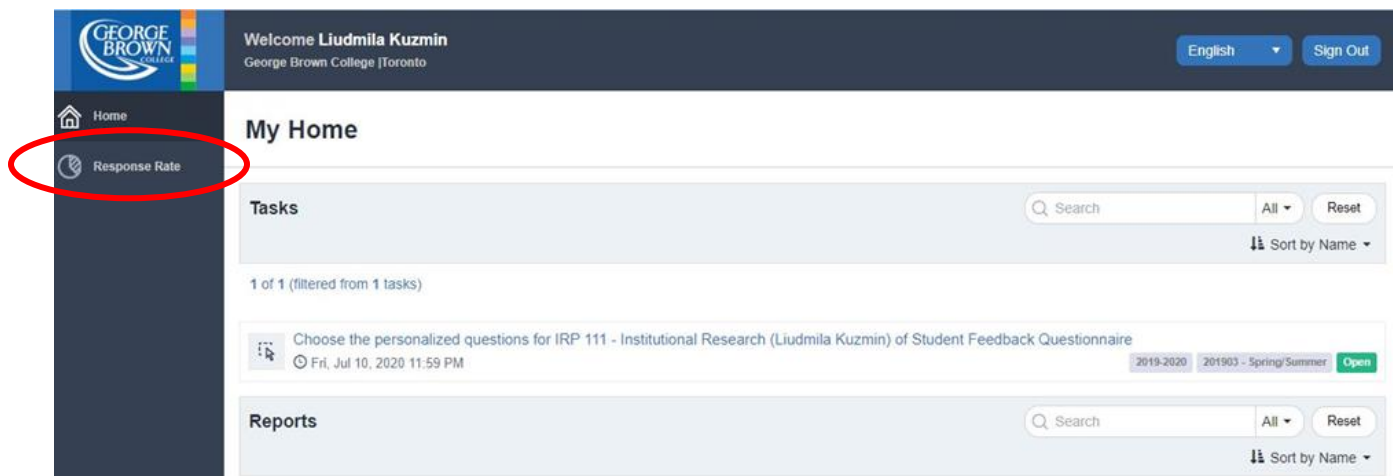
Return to the CRN selection tab to add a comments section to any other CRNs

Viewing SFQ Response Rates (only possible while the survey is open)

- Login to <https://gbc.bluera.com/gbc/> (GBC username & password - same as for email)



- Click "Response Rate" to view response rate(s) for your CRN(s)



- Response rates are shown as below:

Student Feedback Questionnaire for IRP 111 - Institutional Research

Medium: Online

Timing: Scheduled

- Start Date: 2020-06-22 09:00
- End Date: 2020-07-05 23:59

Response Rate | **CRN** ← Click this tab to view your CRN

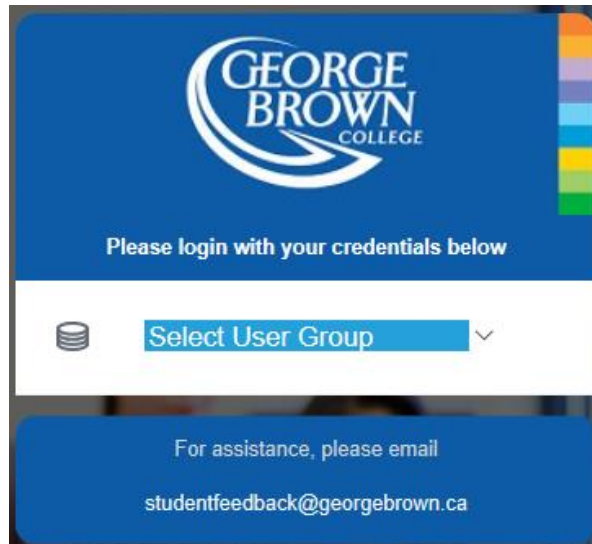
	Responded	Invited	% Rate
Students	0	3	0.00%

Powered by blue

[While response rates are available you will also receive a direct link to them in an email from studentfeedback@georgebrown.ca. Clicking the link in that email will show you the same response rates as above.]

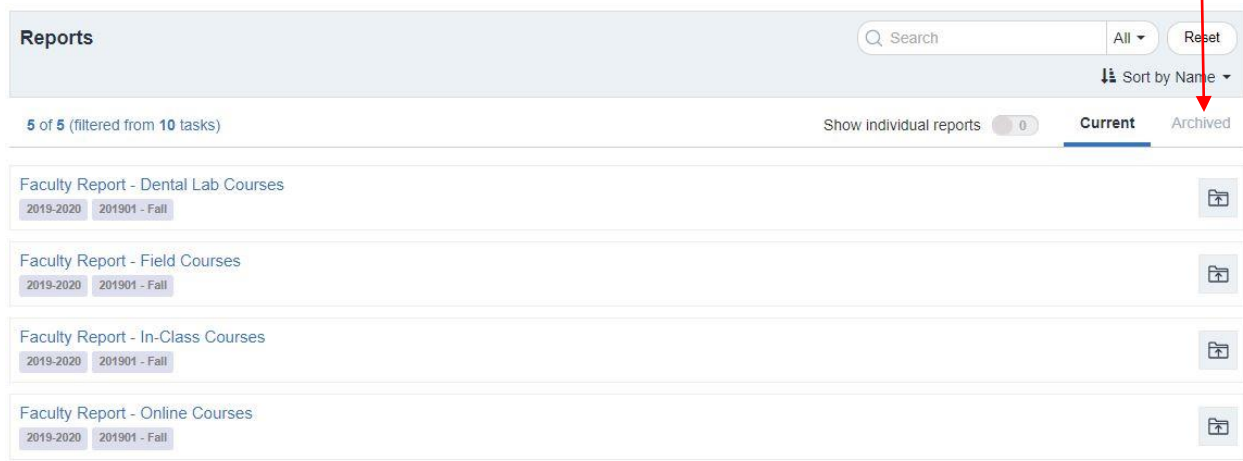
Viewing SFQ Results

If you have SFQ reports in the system, you can login to - <https://gbc.bluera.com/gbc/> (GBC username & password - same as for email)



Each of your reports will appear with a clickable link


Click "Archived" to view reports from previous semesters

The screenshot shows a "Reports" page. At the top, there is a search bar and a "Sort by Name" dropdown. Below this, it says "5 of 5 (filtered from 10 tasks)". There are two tabs: "Current" (selected) and "Archived". A red arrow points from the "Archived" tab to a callout box. Below the tabs, there is a list of four reports: "Faculty Report - Dental Lab Courses", "Faculty Report - Field Courses", "Faculty Report - In-Class Courses", and "Faculty Report - Online Courses". Each report has a date range "2019-2020" and "201901 - Fall" and a folder icon to its right. A red arrow points from a callout box to the first report.

When a survey administration period is over, SFQ reports are created and added to this list here

SFQ Reports

Faculty reports are generated for all CRNs with three or more valid responses. The format of the report is shown below.



Student Feedback Questionnaire

[Course] [Teacher's First Name] [Teacher's Last Name]

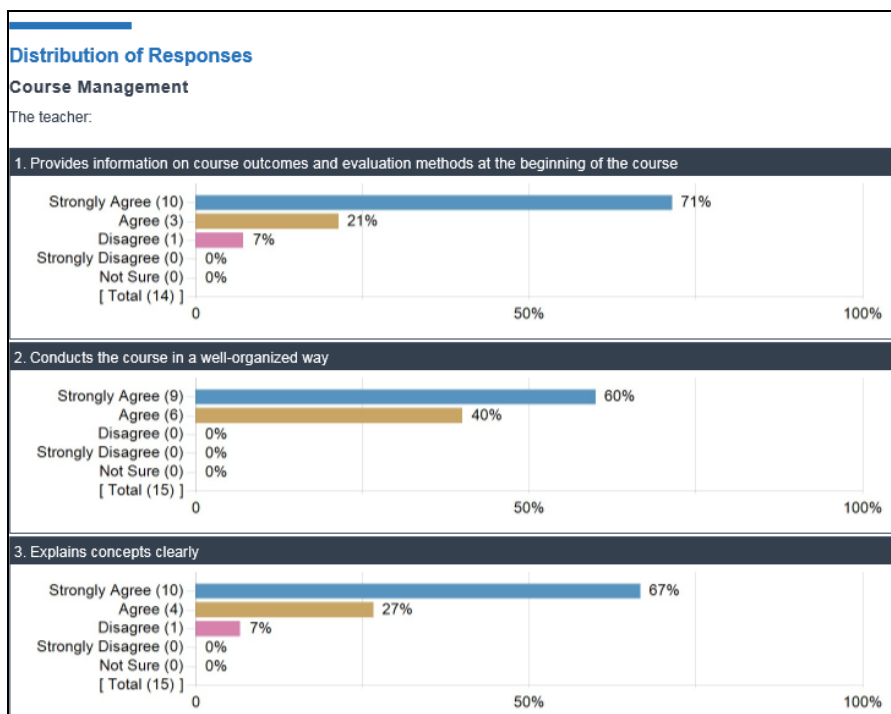
Faculty Report

Course Type: In Class

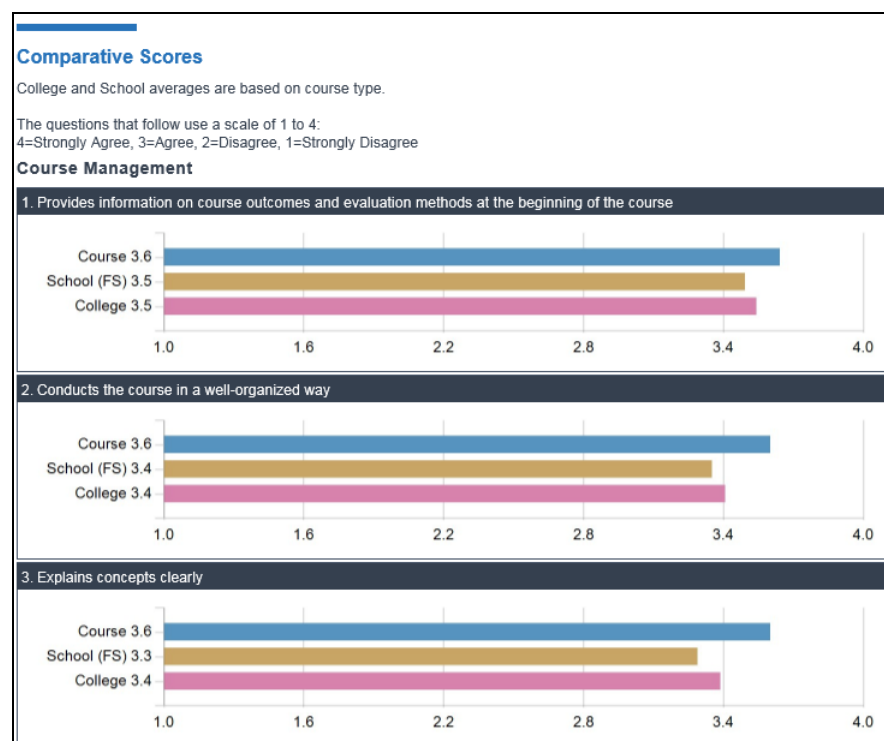
Response Rate Summary

Raters	Students
Responded	1
Invited	1
Response Ratio	

Distribution of responses by question:



Comparative scores (average scores for the CRN shown together with average scores for your School and for the College) are provided. Average scores for School and College are shown based on the course type (in-class, online or field). For example, scores for courses with an online delivery method are compared with average scores across all online courses in the School and College.



Statistical analysis (mean score, standard deviation and total number of responses per item)

Statistical Analysis			
Course Management			
Question	Response Count	Mean	Standard Deviation
Provides information on course outcomes and evaluation methods at the beginning of the course	14	3.6	0.6
Conducts the course in a well-organized way	15	3.6	0.5
Explains concepts clearly	15	3.6	0.6
Treats students with courtesy	15	3.7	0.5
Provides helpful comments and feedback	15	3.6	0.6
Is available at the times indicated (i.e. as stated on the course outline, or online, or in-class, etc.)	14	3.7	0.5
Helps me to think independently about the topics in my course	15	3.5	0.6
Encourages student participation (i.e. by posing questions, through class discussions and/or group work, etc.)	15	3.7	0.5

Student information

For in-class and online courses, students answer three general questions at the end of the survey (example shown below is for a course with an online delivery method. Please see Appendix I for a copy of the three survey versions – in-class courses, online courses, field courses).

Student Information

Question	High	Medium	Low
Before the course began, my level of enthusiasm to take this course was:	67%	27%	7%

Question	Always	Usually	Seldom	Never
I attend classes in this course:	73%	27%	0%	0%

Question	A	B	C	D	F
The grade I expect to receive for this course is:	40%	53%	7%	0%	0%



Note

You will only be able to see reports for courses with which you were associated in Banner. If no faculty name was attached to the course or wrong/incomplete information was in the Banner database, then only your department will have access to the course report. If that is the case, please contact your Chair.

Archived SFQ Reports (prior to spring/summer 2014)

For course reports prior to spring/summer 2014, please contact Institutional Research & Planning at iresearch@georgebrown.ca

Appendix I. Survey instrument



Student Feedback Questionnaire for [Course]

Teacher: [Teacher's First and Last Name]

Course Management

The teacher:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Provides information on course outcomes and evaluation methods at the beginning of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts the course in a well-organized way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains concepts clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats students with courtesy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides helpful comments and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is available at the times indicated (i.e. as stated on the course outline, or online, or in-class, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps me to think independently about the topics in my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages student participation (i.e. by posing questions, through class discussions and/or group work, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Content

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I understand how the learning activities (e.g. lectures, class discussions, assignments, etc.) are related to the goals of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texts and other materials (e.g. videos, handouts, readings, online learning tools, etc.) are informative and help me learn the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation methods (i.e. assignments, activities, tests, etc.) help me learn the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course motivated me to learn more about the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall: [Course]

The overall effectiveness of the teacher of this course is:

Teacher: [Teacher's First and Last Name]

Excellent	Good	Satisfactory	Unsatisfactory	Poor	Not Sure
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a learning experience, this course is:

Excellent	Good	Satisfactory	Unsatisfactory	Poor	Not Sure
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Information

Before the course began, my level of enthusiasm to take this course was:		High	Medium	Low	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I attend classes in this course:		Always	Usually	Seldom	Never
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grade I expect to receive for this course is:	A	B	C	D	F
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interim responses saved.

Save

Previous

Next

Submit



Student Feedback Questionnaire for [Course]

Evaluation for Online Courses

Teacher: [Teacher's First and Last Name]

Course Management

The teacher:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Provides information on course outcomes and evaluation methods at the beginning of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts the course in a well-organized way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains concepts clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats students with courtesy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides helpful comments and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is available at the times indicated (i.e. as stated on the course outline, or online, or in-class, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps me to think independently about the topics in my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages student participation (i.e. by posing questions, through class discussions and/or group work, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Content - online

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I understand how the learning activities (e.g. online discussions, assignments, interactive experiences or learning opportunities, etc.) are related to the goals of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texts and other materials (e.g. videos, readings, online learning tools, etc.) are informative and help me learn the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation methods (i.e. assignments, activities, tests, etc.) help me learn the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course motivated me to learn more about the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Online Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
In this course, I feel connected to an online community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course works well online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the course website easy to navigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to contact if I need technical support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the computer skills I need to succeed in an online course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on my experience in this course, I would take an online course again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall: [Course]

The overall effectiveness of the teacher of this course is:

Teacher: [Teacher's First and Last Name]

Excellent	Good	Satisfactory	Unsatisfactory	Poor	Not Sure
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a learning experience, this course is:

Excellent	Good	Satisfactory	Unsatisfactory	Poor	Not Sure
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Information

		High		Medium	Low	
Before the course began, my level of enthusiasm to take this course was:		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
		Daily	Weekly	Seldom	Never	
I logged in to this course:		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
		A	B	C	D	F
The grade I expect to receive for this course is:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Student Feedback Questionnaire for [Course]

Evaluation for Field/Co-op/Practicum Courses

Feedback and Instruction

The placement supervisor:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Makes students feel comfortable asking for advice or help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives helpful comments and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains concepts clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats students with courtesy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Placement Experience

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Courses in my program prepared me for my placement experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My placement gave me the chance to apply and/or practice what I have learned in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of my placement experience, I am more interested in my chosen career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my placement experience to another student in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall

	Excellent	Good	Satisfactory	Unsatisfactory	Poor	Not Sure
As a learning experience, this placement is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix II. SFQ summary/response rate tips



Information/Tips for Improving SFQ Response Rates

The George Brown College Student Feedback Questionnaire (SFQ) provides an important mechanism for students to evaluate their courses. The SFQ is administered online and students receive an email containing a link to their course evaluations. There are three versions of the survey instrument – which survey instrument the students receive depends on the course type (in-class courses, online courses, or field/co-op/ practicum courses).

The email also provides some information about the importance of the SFQ, and includes the fact that the evaluations are confidential, students are not identified in any reports, and results are only available after the semester is over. For this semester, the survey will remain open for three weeks (one week beyond the end of the semester). In an effort to improve response rates, three reminder emails will be sent to students during the administration period (if they have not yet completed the surveys).

Before the SFQ opens, you will have the opportunity to add an open-ended comments section to your SFQ (in which students could leave you text feedback). You will receive an email with instructions for this option later in the semester. (Please note that this is voluntary, but every survey period students request a comments section and responses rates tend to be higher for courses that have a comments section added.)

Response rate is critical to the usefulness of the SFQ. Some of the best-known ways to increase response rates include:

- Demonstrate that student feedback matters
 - assure students that their feedback is valued and acted upon, and that the evaluation reports are read by faculty and chairs
 - provide specific examples of how previous feedback has influenced current teaching methods, evaluations, course materials, etc. Alternatively, or in addition, explain how feedback will be used in the future
- Increase awareness of the survey
 - remind students throughout the administration period; ask them to complete the survey
 - mention the SFQ in course syllabi
 - include notice of the survey within the department (e.g. electronic bulletin boards)
 - include notice of the survey in program-specific materials, online forums, etc.
 - if available/appropriate, consider allowing a few minutes of class time for students to complete surveys (the SFQ is optimized for smart phones – some GBC faculty provide a few minutes of class time for students to complete the survey on their phones or to go to the library and complete it on the computers)

Approximately one week after the end of the survey period, faculty, chairs and deans can access their results – the links are sent when the results are ready.