



# Guidelines for Course Evaluations<sup>1</sup>

These guidelines were finalised by the Faculty Board on the 8<sup>th</sup> of June 2022 and is to be applied to courses beginning from the autumn semester of 2022.

Registration number HS 2023/176

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<sup>1</sup> This is a translation of the Swedish version (Riktlinjer för kursvärdering, registration number 2022/459). In the event of any discrepancy, the Swedish version of this document shall prevail.

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# 1 Introduction

Course evaluations are fundamental opportunities for students to influence their education, and important tools for the ongoing development of courses.

According to chapter 1, Section 14 of the Higher Education Ordinance, higher education institutions must perform course evaluations:

Higher education institutions shall enable students who are participating in or have completed a course to express their experiences of and views on the course through a course evaluation to be organised by the higher education institution.

The higher education institution shall collate the course evaluations and provide information about their results and any actions prompted by the course evaluations. The results shall be made available to the students.

The University of Skövde (the University) must ensure that course evaluations are systematically performed for all courses, that all students are offered participation in the course evaluations, and that the results and information concerning actions are made available to the students.

Appendix 1 defines some of the important terms used in this document.

## 2 Process

Course evaluations at the University follow these steps:

- information at the start of a course
- course evaluation
- compilation of course report
- providing access, registration, and archiving

A general schedule for the different steps of the course evaluation process can be found in appendix 2.

### 2.1 Information at the start of a course

In connection with the beginning of the course, the Course Coordinator is responsible for informing the students of the course evaluation that is to be performed, and of the results of the course evaluation performed at the most recent course instance.

The staff portal clarifies what information should be provided to students.

## **2.2 Course evaluation**

A digital course questionnaire with standardised questions is issued for all courses, except non-credit-bearing contract education courses (2.2.1). In addition to the course questionnaire, the Course Coordinator may perform a supplementary course evaluation (2.2.2).

### **2.2.1 Course questionnaire**

The course questionnaire used for all courses at the University is automatically emailed to the students registered on the course. The questionnaire is to be answered individually and anonymously. There is a schedule for the course questionnaire in appendix 2. It also clarifies how the Course Coordinator and students gain access to the questionnaire. The questions of the questionnaire are found in appendix 3. The questions may be supplemented by the Course Coordinator in accordance with the schedule found in appendix 2.

### **2.2.2 Supplementary course evaluation**

Student views can be collected in a number of ways throughout the course. The Course Coordinator Teacher may therefore choose to supplement the course questionnaire with other course evaluation methods.

Suggestions of various course evaluation methods are published in the staff portal.

## **2.3 Compilation of course report**

The results of all performed course evaluation components are documented in a course report, which is made available to students and staff. The Course Coordinator is responsible for the course report. The course report is the final documentation of the course evaluation. The course report includes results, analysis, proposed actions, and implemented actions.

The course report is created by the Course Coordinator no later than six weeks after the course questionnaire has closed. After this time, the course report is automatically made available to students. If the analysis and the proposed measures haven't been entered before this time, the course report is incomplete. This means that students don't get all the feedback to which they are entitled.

The University has a template that should be used for the course report. The template can be found in appendix 3, the staff portal, and the email sent to course coordinators, and others, with a summary of the course questionnaire (2.2.1). Should the Course Coordinator wish not to use the template, they must ensure that information as per 2.3.1 – 2.3.4 is included in the course report.

### **2.3.1 Results**

The Course Coordinator documents the results of the course evaluation in the course report. The results of multiple-choice questions in the course questionnaire are automatically included from EvaSys. Any free text answers in the course questionnaire are not included. These are to be summarised by the Course Coordinator, alongside results from any supplementary course evaluation methods.

### **2.3.2 Analysis**

The analysis must be based on the students' views, concerned colleagues' reflections, and the Course Coordinator's own reflections. The analysis should be written in the language in which the course was taught. This makes it possible for international students to read the content.

### **2.3.3 Proposed measures**

Proposals and plans for possible measures for the next course instance are documented and motivated based on the analysis of the course evaluation results. The Course Coordinator is to consult with other participating teachers and examiners when formulating measures. Consultation with the following office holders should also take place (when relevant):

- Head of Division
  - when planning measures that require resources
- Programme Coordinator (if the course is a programme course)
  - when changing a programme course, the whole programme and its progression must be considered
- Subject Coordinator
  - when the Course Coordinator deems it necessary

### **2.3.4 Implemented measures**

The measures that are implemented following the results of the course evaluation at the previous course instance are documented by the Course Coordinator in the course report.

## **2.4 Access and registration**

Course evaluations are public documents. The course reports are registered via automatic transfer from EvaSys to the University's registry. The course report is made available to all staff in "Studieadministrativa e-tjänster".

The course report is also automatically made available to three different student groups:

- students at the course instance in question (via notification in the student portal, and publication on the course page in the student portal)
- students at the next course instance (via publication on the course page in the student portal, and information at the beginning of the course, section 2.1)
- students at the previous course instance<sup>2</sup> (via the My Studies entry point in the student portal)

The course report is also emailed, via EvaSys, to:

- the Course Coordinator
- the relevant Programme Coordinator(s)
- the Subject Coordinator
- the relevant Head(s) of Division
- the EvaSys Systems Manager

### **3 Course Evaluation in Contract Education**

Courses in contract education can be credit-bearing or non-credit-bearing. Though contract education isn't normally part of the University's offering of courses and study programmes, it's equally important that this education is of high quality, and that it is followed up through a course evaluation. Below is a description of how course evaluations are performed, both for credit-bearing courses and non-credit-bearing courses.

#### **3.1 Credit-bearing courses**

Course evaluations of credit-bearing contract education courses are performed in the same way as those of other credit-bearing courses and study programmes (section 2).

For credit-bearing course evaluations, the Course Coordinator must, in connection with the start of the course, inform the EvaSys Systems Manager of the correct email addresses of the course participants. The reason is that EvaSys uses the course participants' student accounts to email information about the course questionnaire, and as it is not certain that students in contract education are using a student account, their email addresses must be added to EvaSys manually.

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<sup>2</sup> The reason why students from the previous course instance should have access to the subsequent course report is so they can follow what actions were taken as a result of the course evaluation they contributed to.

## 3.2 Non-credit-bearing courses

Non-credit-bearing courses can vary greatly in terms of size. The needs and requirements of course evaluations can therefore be very different. A course evaluation of some kind must always be performed.

The teacher who is responsible for the course determines how the course evaluation is to be performed. Examples of published course evaluation methods can be found in the staff portal. The results of the course evaluation are to be documented in a course report. There are proposals and examples in the staff portal, as support for documentation. The responsible teacher must send the course report to the University's Registry Officer for registration and archiving. The course report is to be presented to the employer in connection with follow-up of contract education.

## 4 Division of Responsibilities

### **Course Coordinator:**

- responsible for preparing, documenting, and communicating the course report
- responsible for information of course evaluations, and results from the previous course evaluation, being given to students at the start of the course

### **Subject Coordinator:**

- responsible for the results being taken into consideration throughout ongoing development of education within the subject

### **Programme Coordinator:**

- responsible for the results being taken into consideration throughout ongoing development of the relevant development programmes

### **Head of School and Heads of Division:**

- hold overall responsibility for the school's work with course evaluations
- determine whether any extra resources should be introduced for course development

### **Faculty Board:**

- responsible for structuring and performing quality assurance of university-wide course evaluation work, including determining guidelines for course evaluations, and making

decisions concerning questions in the digital questionnaire of standardised questions

- responsible for following up and performing quality assurance of the course evaluation process

**IT Department:**

- responsible for information concerning ongoing course evaluations and course reports being made available to students
- responsible for information concerning ongoing course evaluations and course reports being made available to University staff
- responsible for the summary of course questionnaires and course reports via EvaSys being registered via automatic transfer

**Academic Affairs and Student Support Office:**

- responsible for EvaSys

## **5 Taking effect**

This document is valid from the 8<sup>th</sup> of June 2022 and is to be applied to courses starting from the autumn semester of 2022. The document replaces “Guidelines for course evaluations” [Riktlinjer för kursutvärdering] (registration number HS 2021/540).



## Appendix 1: Definitions

<b>Supplementary course evaluation</b>	Course evaluation methods used by the Course Coordinator during the course, in addition to the course questionnaire.
<b>Course questionnaire</b>	The digital questionnaire used for all courses at the University, except for non-credit-bearing contract education courses. The course questionnaire is sent to the course students via EvaSys.
<b>Course report</b>	Summary of the results from all course evaluation components. Also includes the Course Coordinator's analysis, proposed measures, and presentation of implemented and determined measures since the previous course evaluation.
<b>Course evaluation</b>	A process in which students can present their experiences and views of the course. The process may include several course evaluation components.
<b>Course evaluation methods</b>	Different ways of performing course evaluations, such as verbally, in writing, individually, in a group, via Mentimeter, etc.

## Appendix 2: General Schedule for the Course Evaluation Process

<b>Time</b>	<b>Activity</b>
Course introduction	Information for students concerning course evaluation (the upcoming one and the results from the previous course instance).
During the course	Implementation of any supplementary course evaluation methods used by the Course Coordinator.
Three weeks before the end of the course	The Course Coordinator receives an email saying that they can soon add questions to the course questionnaire.
One week before the end of the course	Students gain access to the course questionnaire (via email and in the student portal).  The Course Coordinator receives an email saying that the course questionnaire is available to the students.
The final week of the course	An email reminder that there is a course questionnaire to answer is sent to the students.
Week one after the end of the course	An email reminder that there is a course questionnaire to answer is sent to the students.
Week two after the end of the course	The course questionnaire is closed.  The Course Coordinator receives an email with a summary of the results.
Weeks 3-8 after the end of the course	The Course Coordinator documents their analysis and reflections in the course report.
Week 8 after the end of the course	The Course Coordinator receives an email saying that the course report is to be prepared.
Week 9 after the end of the course	The course report is made available to students in the student portal, and to staff in “Studieadministrativa e-tjänster”.

## Appendix 3: Questions of the Course Questionnaire

The course questionnaire is used for all courses at the University, except non-credit-bearing contract education courses.

The course questionnaire contains five questions<sup>3</sup> used across the University. The response options consist of a four-grade scale where the box furthest to the left is “Do not agree”, and the box furthest to the right is “Fully agree” – as well as the option “Do not know”. The five standard questions are available in an English translation, and it is therefore possible for students to respond in Swedish or English.

Questions specific to the course can be added by the Course Coordinator, but it is recommended that the additions not exceed five questions, so that the questionnaire does not get too long. Students’ responses to questions of a graded character are presented in a graph in the course report. It is therefore advantageous if all questions (except for free text questions) are designed to be statements which can be answered according to the same grading as that is used for the university-wide questions.

Below are the five university-wide questions.

- The teaching has worked well.
- The course instructions have been clear and worked well.
- Estimate how many hours per week, at an average you have actively worked on this course (scheduled time and other time).
- I have been able to have a dialogue with the teachers on the course about questions that have arisen during the course.
- The content and structure of the course have met my expectations of a good course.

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<sup>3</sup> The choice of questions is made based on a survey to teachers and students during 2021 and 2022.

## Appendix 4: Course Report Template

This template should be used for documentation in the course report. The template is available in the staff portal. It is also attached to the email sent to the course coordinator with the results of the course questionnaire.

The analysis is documented in EvaSys. EvaSys does not allow formatting. The recommendation is to use the unformatted template in the staff portal, and paste the unformatted text into EvaSys. Ensure that the instruction texts are not left in the report.

### Course evaluation methods

Instructions: If supplementary course evaluation has been used, list the course evaluation methods used in addition to the digital, university-wide course questionnaire. State the response frequency per method. If no supplementary course evaluation methods were used in addition to the course questionnaire, this heading can be deleted.

### Attainment of objectives

Instructions: Summarise how well the students were able to reach the objectives of the course syllabus. Highlight course components, examinations, or subject content that seemed to be easier or harder for students to manage.

### Students' views

Instructions: Summarise the students' central views from all course evaluation components, both quantitative results and free text responses. Highlight strong components that it is important to maintain, and development areas that should be changed. It's important to take both positive and negative views from students and teachers into consideration. The response frequency can vary greatly in course evaluations. It's important to reflect on students' views, even in cases of low response frequency. Each individual answer, not least free text answers, can lead to new thoughts about the development of the course.

### Teachers' and examiners' views

Instructions: Summarise the participating teachers' and examiners' views of the course. Reflect on students' level of attainment of objectives in relation to how the course was conducted, and the students' own efforts. Reflect on how content, resource utilisation, infrastructure, and teacher competence, etc. may have affected students' learning and teachers' efforts in the course. Highlight strong components that it is important to maintain, and development areas that should be changed. Reflect on agreement with students' views.

### Proposed measures

Instructions: State proposals and plans for any measures to take ahead of the next course instance, with a motivation based on the analysis of the course evaluation results. If a proposed measure may take longer to implement than the time available until the next course instance, this must be stated. If no measures are planned, note this.

### Implemented measures since the previous course evaluation

Instructions: Provide a description of what changes have been made and/or determined since the previous course evaluation. Clarify what measures were taken because of the previous course evaluation, and what changes were made on other grounds. If no measures have been taken, note this.