
USI COURSE FEEDBACK SYSTEM and RESULTS

Part of USI's commitment to improve the learning experience of its students and the teaching performance of its teachers is through student feedback on the courses they attend every semester. We believe that student feedback is a useful tool to help teachers, program directors, deans and administration to better understand what are the strengths and problematic points in teaching, and act accordingly.

USI COURSE FEEDBACK SYSTEM (EVERY SEMESTER):

- Each Bachelor and Master's USI course held during the semester is subject to feedback from attending students.
 - The course-student matching is based on the mandatory enrolment in the courses that students have the opportunity to take at the beginning of the semester, as established by the respective deans offices.
 - At the end of each course, i.e. more precisely in the afternoon when the last lesson of a course is held according to the academic calendar, students will be automatically invited to follow a link to the feedback questionnaire through an official email communication and at the same time through the iCorsi3 platform.
 - The online questionnaire is short, with "closed" questions on a 5-point Likert scale about the course and the teacher; with an overall 1-10 scale opinion about the teacher(s) and about the assistant(s), and finally with open questions for writing articulated comments.
 - Filling in the feedback questionnaire is not mandatory.
 - The time window of the questionnaire is normally 7 days, with two automatic reminders at regular intervals addressed to those who have not yet filled in.
 - During the time window, teachers have the possibility, through a link sent automatically by email, to monitor the response rate of their students (strictly anonymously).
 - The answers are collected exclusively by the Quality Assurance Service, which guarantees total anonymity.
 - The results are processed in a strictly aggregated form.
 - The results are sent to the individual teachers, and in abbreviated form to the individual assistants, only after the conclusion of the exam session at the end of the semester, and only after all deans offices have received the exam grades assigned by the teachers.
 - The directors of study programs, the faculty deans and the pro-rector for education and students' experience receive a report with the corresponding results.
 - A general overview of student feedback results is regularly published on the USI website.
- ➔ For the proper functioning of this system it is therefore necessary to ensure that:
- students sign up for the courses on the dedicated platform within the established time frame;
 - the course is correctly entered in the academic calendar, with precise start and end dates;
 - all titular teachers of the course and all the assistants working on the course are listed correctly (check for example in the USI search: <https://search.usi.ch/en/courses>);
 - students, teachers and assistants use the official e-mail address @usi.ch.
- ➔ We invite teachers and assistants to inform students about the feedback from the beginning of the course and make them aware of the importance of their extensive participation. In this regard see the document: "[FEEDBACK CORSI - SUGGERIMENTI AI DOCENTI](#)" (Italian only with link to the original source in English).
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REPORT WITH THE RESULTS OF THE SEMESTER COURSE FEEDBACK:

- The individual teacher report contains the aggregate and detailed results of the student feedback of all the courses he/she held during the semester.
 - Only questionnaires that declare regular course attendance during the semester (i.e. at least 80% of the lessons) are considered valid, occasional attendance is not considered in the statistical and overall analysis of the results.
 - The minimum number of responses required to produce the report is 3, regardless of how many respondents are invited.
 - The report has 3 main sections:
 - graphic summary of the aggregated scores of all the courses held by a teacher or an assistant;
 - aggregated results broken down by each course with benchmarks at study program, faculty and university level;
 - detailed results of each individual course, with students' comments, statistics and benchmarks.
 - Answers to the overall satisfaction question are given on a scale from 1 (= very poor) to 10 (= excellent), while answers to direct questions are given on a Likert scale in 5 steps as follows: Completely disagree = 1 / Disagree = 2 / Neither agree nor disagree = 3 / Agree = 4 / Completely agree = 5.
 - The students' written comments are divided into 3 paragraphs: positive aspects of the course; negative aspects; remarks and suggestions. The relevant paragraphs are displayed in the report only if they contain at least a comment.
 - The individual TA report contains the same elements, except for the answers to the teacher's questions and the written comments.
 - The program report, intended for the program directors, the deans and the pro-rector, is built on the basis of the study program in which the student is enrolled, in order to give the various teaching managers an overview related to all the courses that students enrolled in their program attend. It may therefore happen that some students belonging to a particular study program have followed and give feedback to courses mainly designed for other study programs.
 - The following graphic tools and statistical indicators are used in the results reports:
 - number of invited and number of responses given (response rate);
 - frequency distribution. Graphs showing the distribution of answers to Likert scale questions are particularly useful to categorize the results so that they can be quickly interpreted visually, a more accurate understanding of the range of answers is often obtained, rather than simply calculating a single numerical value;
 - statistical parameters. Statistical tables show several parameters:
 - minimum (the lowest value of an answer to a question);
 - maximum (the highest value of an answer to a question);
 - mean (the arithmetic average value, more sensitive to extreme scores);
 - median (the value that divides the distribution of values in two perfect halves);
 - mode (the most frequent value of an answer to a question);
 - standard deviation (the degree of dispersion of the values associated with an answer).
 - benchmarks. In order to give a broad idea of the expressed satisfaction on one course compared to the other courses of the same study program, of the same faculty or even of the university, the arithmetic mean of the above mentioned groups is given for comparison.
- ➔ We suggest a short guide to help make sense of the results of student feedback, see the document: "[FEEDBACK CORSI – GUIDA PER DOCENTI](#)" (Italian only with link to the original source English).