



## Framework of the Survey “Student Feedback on their Learning Experience”

### Rationale

Evaluation of learning and teaching processes and practices is essential to enable the European University Cyprus (EUC) to continuously improve student learning outcomes and learning experience. EUC has developed a questionnaire titled *Student Feedback on their Learning Experience (SFLE)* as a source of information for receiving feedback by students on their learning experiences, per course and per academic semester. The findings from the analysis of the questionnaire survey are utilized in various ways, including:

- a. the Program Evaluation Review (PER) process of programs of study, which aims at programs’ ongoing monitoring and evaluation. The SFLE findings complement other data sources gathered during the PER process, such as reflective practice, expert/peer review, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programs of study evaluation (for more about the PER procedure, please see PER Internal Regulation).
- b. in the process of changes and development of EUC programs of study, the *SFLE* provides a key component in academic staff professional development and appraisal leading to enhanced quality of learning and teaching at EUC. More specifically the results from the individual reports are discussed between the Instructors, the Chairperson of the Department and if needed with the Dean of the School in a peer review fashion and if needed support and guidance is provided.
- c. to guide Faculty and Special Teaching Personnel support through the EUC Faculty Professional Development program. More specifically selected results from these evaluations are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice Rector of Academic Affairs.
- d. in summative reports and the renewal of collaboration of part-time academic staff.

### Scope

This procedure applies to all EUC students attending undergraduate and master programs of study (both Conventional and E-Learning). It does not apply to: Ph.D. programs of study, courses with less than five (5) students, and internship and fully clinical/practical courses without taught/theoretical sessions. The procedure provides the basis for the collection and analysis of *Student Feedback on Learning Experience (SFLE)*

and reporting these results to Faculty and Special Teaching Personnel members, Chairpersons, Deans, the Rectorate Office, and relevant University bodies to enable improvement and amendment of teaching practices.

### **Strategic View**

The University's strategic teaching goals, as described in the University Strategic Plan, are supported by achievements in academic programs, course design and teaching practices. The *SFLE* process is designed to offer students' perspective on the way courses are being taught which is an essential element of Quality Assurance processes. As with most university worldwide, students are considered as key stakeholders at EUC.

### **Quality View**

The *SFLE* provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor and academic and administration support related issues, thus contributing on the continuous improvement of academic programs. In addition, the process's rationale is to provide information/data about learning and teaching experience objectives. The survey questions address not only the course and the instructor, but also the unique features of particular forms of learning and teaching such as: digital enhanced learning, clinical/lab teaching parts of courses, the use of technology, as well the interaction and communication with all learning and administrative support services provided by the University.

### **Management of Information/Data**

The design, conduct and reporting of *SFLE* respect the rights, privacy and dignity of those contributing to and assessed by the evaluation. *SFLE* information is available to the Faculty and the Special Teaching Personnel member and to the relevant Dean and Chairperson of Department and is used internally through all processes presented in the section Rationale above. Each Department and School Council may also decide to assign access to the *SFLE* information or information on specific *SFLE* sections on all their programs of study or specific ones after discussion and approval of the two bodies.

Student responses are anonymous and confidential.

### **Frequency**

The *SFLE* takes place for limited period prior the final examination period in accordance of the semester's schedule.

### **Monitoring**

The *SFLE* process is monitored by the Office of Vice Rector of Academic Affairs, which updates the Rectorate Committee, as well as the Committee on Internal Quality Assurance, to ensure it enhances the quality of learning experience at the University.

## **Responsibilities**

### ***Vice Rector of Academic Affairs***

- The Vice Rector of Academic Affairs is responsible for the management of *SFLE*.
- Initiates *SFLE* per academic semester.
- Evaluates and monitors the *SFLE* procedure.
- In collaboration with the Committee on Internal Quality Assurance is responsible for the appropriate design, delivery, evaluation and improvement of the *SFLE* methodology.

### **Deans of Schools – as per Annex 13 of University Charter**

- Determine the appropriate learning and teaching evaluation program for the academic staff and programs.

### **Chairpersons of Departments - as per Annex 13 of University Charter**

- Communicate the outcomes of the *SFLE* to all instructors discuss critical issues.

### **Program coordinators - as per Annex 13 of University Charter**

- Each program coordinator must incorporate and present the *SFLE* results in its PER report.
- In addition, each Department and School Council may also decide to assign access to the *SFLE* information or information on specific *SFLE* sections on all their programs of study or specific ones after discussion and approval of the two bodies.

### **Instructors - as per Annex 13 and Appendix F of University Charter**

- All instructors are responsible to engage students in filling in the *SFLE*.
- Faculty and Special Teaching Personnel include the *SFLE* findings in their promotion applications, as well as in their Bi-Annual Performance Appraisal and personal development plans, as per University Charter guidelines.

### **Students**

- Are responsible for providing constructive feedback on their learning and teaching experience by filling in the *SFLE*.