

Madison College



Policy #3103

Course Feedback

Policy number	3103
Original issuance date	
Last revision date	2/20/2024
Next review date	2/17/2027
Responsible office(s)	Academic Affairs
Keywords	academics; course feedback; input; feedback; student input

POLICY PURPOSE

Madison College promotes a culture of continuous improvement and recognizes the critical value of student feedback. While we are required to request student feedback by our accrediting agency, the Higher Learning Commission, that is not the main reason we do so. The main reasons to gather and reflect on student feedback are to honor our students' interests in being active collaborators in course effectiveness and to respect faculty desire to improve our core purpose – teaching and helping students learn.

SCOPE

DEFINITIONS

POLICY STATEMENT

FACULTY

As part of a faculty's professional expectations, faculty will seek anonymous course feedback from students at least once per course per term using a tool* that is designed/selected by and for the faculty.** It is expected that student feedback will offer faculty a better understanding of student perspectives regarding their learning experiences and that improved understanding will then be used for reflection, improvement, and growth.

STUDENTS

Students will be asked to provide their perspectives on the course using a tool specifically designed and selected for that class. Student feedback will be used for professional development and course improvement. The goal of this ongoing process is to improve the quality and effectiveness of student learning and the learning environment.

PROCESS

Anonymous student feedback will be collected and analyzed by each faculty and shared with others as each faculty chooses. Faculty reflection on student feedback will be included in the development of each faculty's Faculty Quality Assurance System's (FQAS) Professional Development Plan and as part of broader conversations about advancing the excellence of each faculty.

*In cases where a feedback tool has been designed due to unique accreditation requirements, it should be used.

**Guidelines, sample tools, best practices and resources are available.

LINKS TO STATE/FEDERAL REGULATIONS

SUPPORTING DOCUMENTS

RELATED POLICIES

REVISIONS

1/21/2026..... Formatted to ensure highest level of accessibility