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Standard Operating Procedure for Feedback collection and analysis

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1. Preamble

A well-structured feedback mechanism is imperative for the progress of any institution. An effective mechanism for collection of feedback and analysis of the feedback is vital to contribute to all aspects of quality assurance. It holds a key responsibility in improvement of quality enhancement, teaching learning process, infrastructure and learning resources.

At SMVITM a comprehensive feedback system is adapted, encompassing formative and summative feedback, course end surveys, graduate survey, student satisfaction surveys, facility feedback, alumni surveys, and curriculum feedback.

The feedback mechanisms are designed to gather insights from various stakeholders and continuously improve the educational experience.

Feedback type	Frequency	Feedback collected from	Mode	Purpose
Curriculum feedback	Once in a year	Faculty, Students, Alumni, Parents and Employer	Offline and online through college website.	To improve TLP and include value added courses and activities
Feedback on teaching learning process	Twice in a semester	All students	Online through MIS	To improve TLP
Course end survey	Once in a semester	All students	Online through Google form	To improve TLP and CO assessment
Graduate survey	Once in a year	Outgoing students	Online through Google form	To improve TLP and PO assessment
Student Satisfaction survey	Once in a year	First, Second and Third-year students	Online through Google form	To improve TLP
Feedback on facility	Once in a year	Parents and students	Offline and Online through Google form	To improve the institute facility
Alumni survey	Once in a year	Institute Alumni	Online through Google form	To improve TLP and PEO assessment

2. Curriculum feedback

Curriculum feedback is collected annually from faculty, students, alumni, parents, and employers at the beginning of the academic year to enhance the curriculum delivery.

This feedback serves as a basis for decisions regarding value-added courses and co-curricular/extracurricular activities, ensuring continuous improvement in the educational offerings at SMVITM.

The collection of curriculum feedback is facilitated through offline mode. Offline feedback is obtained by distributing the feedback form to the stakeholders, who then complete and return it.


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Curriculum feedback collection and analysis process is as follows:

- Feedback questions are prepared by the Internal Quality Assurance Cell (IQAC) in collaboration with the Heads of Departments (HoDs) and academic coordinators of the departments.
- The IQAC arrange to take a curriculum feedback form for all stakeholders and shares it with the HoDs for distribution and collection of feedback from the stakeholders.
- HoDs coordinate the collection of feedback from stakeholders through departmental academic coordinators.
- Following the collection of feedback, the HoDs and departmental academic coordinator collaborate to compile a feedback analysis report.
- This report is discussed in the department program assessment committee meeting and an action plan report is drafted and submitted to the IQAC for approval and subsequent implementation.

3. Feedback on teaching learning process

Feedback on the Teaching Learning Process (TLP) provides students with an opportunity to express their opinions on their level of understanding, course content, evaluation procedures, and the performance of course teachers. This feedback serves as a catalyst for further enhancements in the TLP, aiming to achieve the desired outcomes.

Feedback on the TLP is collected from students through the institute's Management Information System twice per semester (Formative and Summative).

Formative Feedback: Formative Feedback, consisting of 8 questions rated on a 5-point scale, is gathered during the 8th week of the semester to provide real-time insights for instructors to identify areas for improvement mid-semester.

Summative Feedback: Summative Feedback, comprising 10 questions also rated on a 5-point scale, is administered during the 12th week.

The TLP feedback collection and analysis process is as follows:

- Feedback questions are prepared by the Internal Quality Assurance Cell (IQAC) in collaboration with the Heads of Departments (HoDs) and academic coordinators of the departments.
- The IQAC shares the feedback questions with the software team to prepare the feedback form in the institute's Management Information System.
- HoDs oversee the collection of both formative and summative feedback from students through departmental academic coordinators, adhering to the schedule.
- Following the collection of feedback, faculty members provide their feedback on student responses, and the Head of the Department (HoD) gives their remarks.
- Faculty members who receive less than 75% positive feedback are notified to make improvements, while those with 95% and above receive appreciation.

Student feedback also serves as a parameter in the faculty Performance Appraisal System.


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4. Course end survey

Course end survey is collected from the students at the end of each semester through a Google Form. The survey consists of two sections: the first section evaluates course objectives, content, activities, and assessments, while the second section focuses on course outcomes, using a 4-point scale.

Course end survey collection and analysis process is as follows

- Survey questions are developed by the Internal Quality Assurance Cell (IQAC) in collaboration with the Heads of Departments (HoDs) and program coordinators of the departments.
- The IQAC shares the formulated survey questions with the HoDs for preparation of Google form.
- HoDs coordinate the collection of survey from the students through departmental program coordinators.
- Once the surveys are collected, they are shared with the respective course coordinators.
- The responses gathered from students through the survey serve as an indirect assessment of the course outcomes.

5. Graduate survey

The Graduate Survey is collected from outgoing students before the conclusion of the eighth semester. It serves as an indirect assessment of Program Outcomes (PO) and gathers information regarding various aspects of the graduate program. This includes strengths and weaknesses, required changes for improving education quality, as well as preferences at SMVITM. Additionally, the survey collects data on employment status, achievements, future plans, and intentions for higher studies.

The process for collecting and analyzing the Graduate Survey is as follows:

- The Internal Quality Assurance Cell (IQAC) collaborates with the Heads of Departments (HoDs) and program coordinators to formulate survey questions.
- The IQAC shares the formulated survey questions with the HoDs for preparation of Google form.
- HoDs coordinate the collection of survey from the outgoing students through departmental program coordinators.
- Once the surveys are collected, HoD and departmental program coordinator collaborate to compile a survey analysis report.
- The survey analysis report is deliberated in the department program assessment committee meeting, leading to the drafting of an action plan report.
- This report is then submitted to the IQAC for approval and subsequent implementation.
- The responses gathered from students through the survey serve as an indirect assessment of the program outcomes.

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