



WASHINGTON, D.C.
May 26-29, 2026
Pre-Conference: May 25-26, 2026



Course Feedback Surveying With Teeth: Turning Survey Data Into Insights

Presented by Jess Schmidt and Will Warfel



Quick Pulse Check

Can you confidently say you know the course feedback process at your institution?



\$734 M Research Expenditure

18 Colleges including medical and healthcare system

1,721 Tenure-line Faculty

8,926 Graduates

29,335 Undergraduates

38,261 Students





About UAIR

Team of 40+ individuals organized into 4 core teams:

1. Institutional Reporting (external focus)
2. Analytics & Reporting (internal focus)
 - i. Academic Reporting Team (student data focused)
 - ii. Administrative Reporting Team (finance, research, employee, facilities, space)
 - iii. Experience Analytics Team (internal surveys and engagement data)
3. Data Management
 - i. Architecture Team
 - ii. Engineering Team
4. Data Governance



About UAIR

We serve across data domains including:

Student, faculty/staff (employee), finance, research, facilities, space, experience and event analytics

Core Services Include:

Official external reporting (IPEDS, state compliance, ranking surveys)

Internal analytics including institution-serving dashboards

Enterprise-level data models

Large-scale internal surveys (students/faculty/staff)

Data science and advanced analytics

Data governance



Why This Matters

- Surveys are common - but often underutilized
- Data is disconnected and hard to interpret
- Faculty engagement is low
- Decisions rarely tied to results



Broader Institutional Context

- Student course feedback *is* being surveyed
- Standardized for every course across the institution
- **Key insight:**
Professional programs may need tailored analytics



The School of Dentistry's Situation

Improved course feedback surveys needed

Dentistry took matters into their own hands:

1. Built a Qualtrics survey, ran it, collected data
2. Encountered issues
3. Called in reinforcements

The Sheer Scale

- The School of Dentistry had $n > 27$ individual course surveys
- Courses $n > 41$
- Credits $n = 226$
- Held at midterm **and** end of term $t = 2$
- Which turned into $n > 50$ spreadsheets
- Each survey had *unique, disconnected questions*

All of which equates to *highly fragmented data structures*

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All of this resulted in





Getting Down to Brass Tacks

Partner: School of Dentistry

Goal: Make feedback actionable

- **Approach:**

1. Improve Qualtrics survey design
2. Build Tableau dashboards
3. Collaborate with leadership

Biggest IR partnership contribution:
adding student identifiers

- **Survey Outcomes:**

1. Simplified question structure
2. Clear Likert scales
3. Added qualitative prompts
4. Monitored response rate

Simplifying Survey Questions

Course Questions

1. Learning expectations
2. Grade determination
3. Comfort asking questions and expressing yourself
4. Written comments

Instructor Questions

1. Professionalism
2. Meaningful feedback
3. Learning engagement
4. Effective teaching
5. Written comments

Unified across every course



Tableau Dashboard Development

Key Areas

- **Filters/Tabs:**
 1. Course
 2. Instructor
 3. Timepoint
- **Integration:**
 1. Survey results
 2. Response rates
 3. **Course performance**

DENTISTRY COURSE FEEDBACK

Explore Dentistry Student Course Feedback.

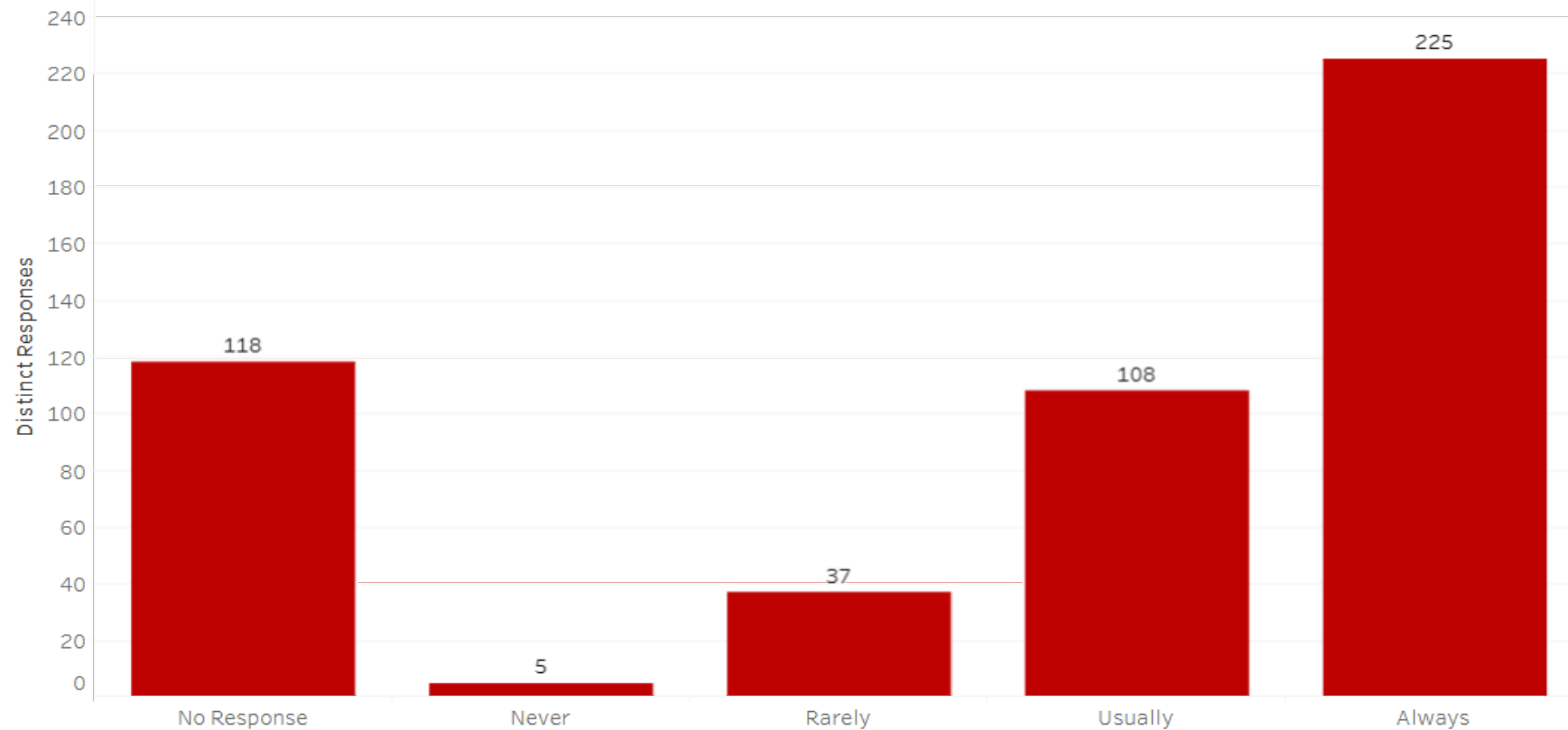
Internal Use Only. Contact UAIR for External Use Considerations.



Note: Filters affect all graphs in this section. Questions? <mailto:jess.schmidt@utah.edu>

Term	Survey Timepoint	Course	Survey Completion Status	Course Type
Fall 2025	Midterm	(All)	Complete	(All)

All: Students Understand Learning Expectations



DENTISTRY INSTRUCTOR FEEDBACK

Explore Dentistry Student Instructor Feedback.

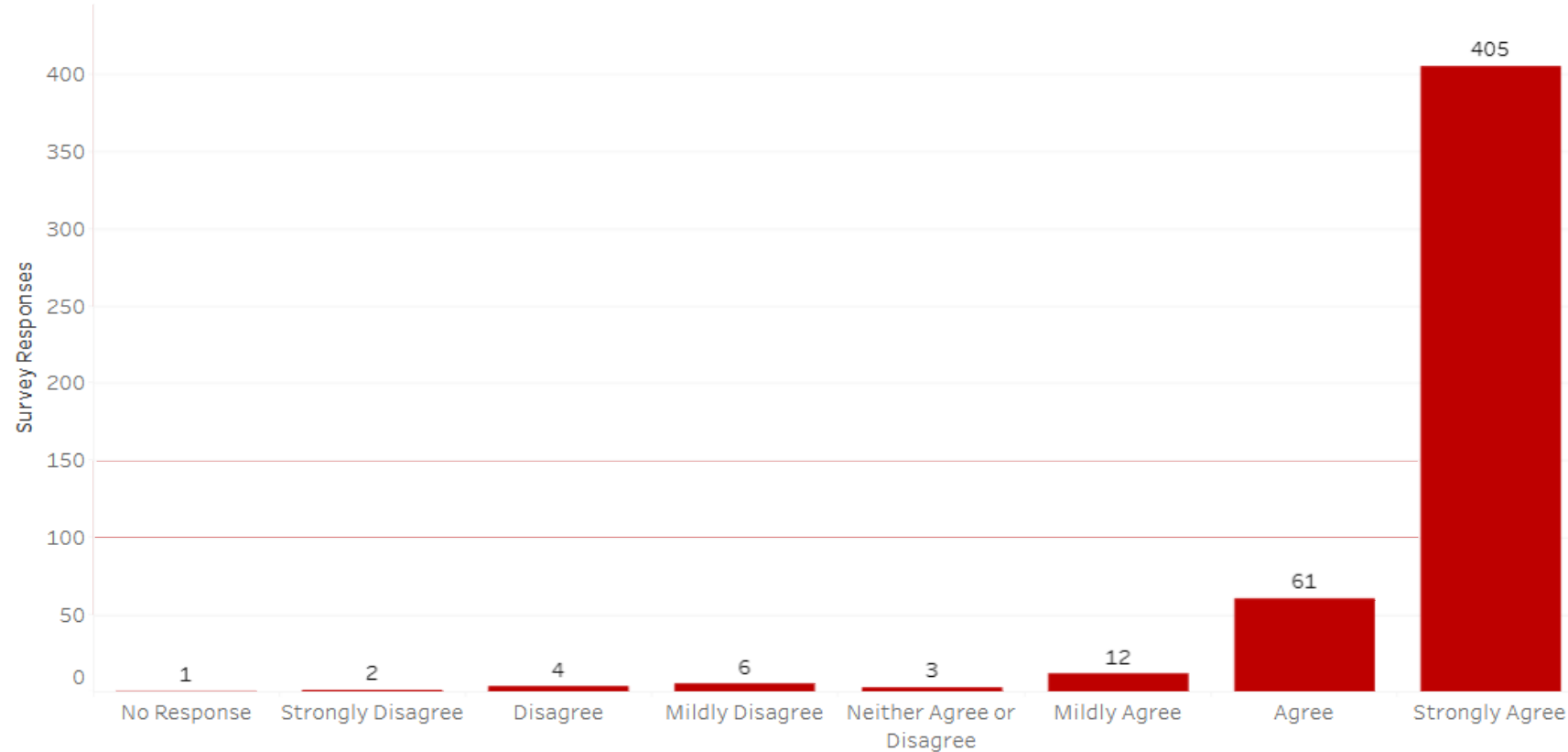
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Term	Course	Instructor	Survey Completion Status	Course Type
Fall 2025	(All)	(All)	Complete	(All)

Students Feel that **All** Acted Professionally



DENTISTRY PERFORMANCE & FEEDBACK

Explore Dentistry Student Performance and Feedback.

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COURSES

Note: Filters affect all graphs in this section. Questions? <mailto:jess.schmidt@utah.edu>

Term	Survey Timepoint	Course	Course Type
Fall 2024	(All)	(All)	(All)

All: Students Understand Learning Expectations

Grade	No Response	Never	Rarely	Usually	Always	Grand Total
Null	12		1	4	6	23
	31	2	6	28	63	123
A	1,223	37	108	353	1,016	2,643
A-	306	5	24	43	140	501
B	313	13	30	62	159	558
B-	14	2	1	6	19	42
B+	258	8	15	48	112	413
C	22	6	4	3	25	60
C+	18				2	20
CR	1,234	39	113	363	1,015	2,666
I	4		1			4
NC	1			1	5	7
Grand Total	1,241	39	113	371	1,035	2,701

Time to pass the torch





Dentistry's Tangible Results

- **Introduced faculty development**
- Identified low-rated competency areas
- Adjusted assessment methods



From Data to Action Framework

1. Collect intentionally
2. Visualize clearly
3. *Interpret collaboratively*
4. Act strategically
5. Reassess continuously



Lessons Learned

1. Simplicity beats complexity
2. Stakeholder buy-in is critical
3. Response rates still matter
4. Dashboards $\neq$ solutions
5. Timepoints of surveys matter

If Starting from Square One

1. Focus on stakeholder's strategic goals
2. Understand the operational feedback process
3. Start with refining the survey instrument
4. Pull in available relevant data sources
5. Improve and collaborate continuously



What You Can Take Back to Your Institution

- Start small
- Focus on usability
- Align surveys to decisions
- Build partnerships early

Even small improvements can build momentum

Course feedback with teeth



Connect With Us



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Thank you!