Do's

- **A few days before the evaluation period begins, have students think about the course evaluations.** Encourage them to look at the syllabus, specifically the course objectives, to see what the syllabus said the course will be about and what actually happened in the class.

- **Reframe the students' role as more than learning the course content.** Reinforce the idea that it is students' responsibility to offer feedback for improving teaching, learning and course design. Help them understand that the course evaluations are important because they allow faculty to serve students' needs better.

- **Explain how the evaluations would be used to improve the course design and instruction.** If possible, share examples of how you acted upon student feedback from previous courses to make your current course(s) better. Students want to believe that their opinions matter.

- **Encourage all students to participate.** Students who like the course or have no issues with the course may not think it is necessary to complete the evaluations.

- **Stress the anonymity of responses.** Some students may be reluctant to give their true opinions if they don't know that their responses are anonymous.

- **Send reminders to encourage participation.** Once the evaluations are set up, students get frequent reminders from the administration, but those reminders will carry more weight if they come from the faculty. Take the time to send students reminders about course evaluations both prior to and during the evaluation period, via email or the announcement feature of Blackboard. Use fun images (internet memes) in your reminders that students will react to. (Remember that for millennials, memes are an effective method of communication!) and be sure to include the link (url) for the course evaluation.

- **Take class time to complete the evaluation**. Walk the students through the procedure of completing the evaluation in class. If they cannot complete the evaluation in class (perhaps there is not enough time or the wifi is too slow), they can always go back to it and finish it at their convenience at home.

- **Build some excitement about the evaluations**. Set a high threshold response rate for each one of your classes to meet and facilitate a friendly competition among your courses about the response rates. (e.g., tell your Tuesday class that your Thursday class is leading in the competition).

- **Give students periodic updates about the response rate.** During the evaluation period, let students know what percentage of the class has responded and that your goal is to receive feedback from everyone.

- **Treat course evaluation as one of the course requirements in the syllabus**. Include the dates the evaluation is available and explain its importance. Including the evaluation in the syllabus as a course requirement conveys the message that it is an

important part of the course - similar to a homework assignment, but a non-graded one.

Don'ts

- **Do not use extra credit incentives for course evaluations.** At UHD, we are prohibited by faculty agreement from providing any incentive tied to grades for completion of the course evaluations. If incentives are going to be used, then non-point approaches may be appropriate. For example, students may view their grades early in Blackboard (before the regular grade posting date) if 70 % (or more) of the class complete the course evaluation. Other incentives may be permitting students to use note cards during the final exam or providing treats for class on the day of the course evaluation.
- **Do not hold grades for a test or exam until a high percentage of class complete the evaluations.** This approach is considered punitive and not recommended.
- **Do not tell students that they should complete the course evaluations because they are important for merit pay, tenure and promotion decisions.** Research suggests that students will be less motivated to tie their evaluations to how well they personally are doing in class if this is given as the main purpose of the evaluations.