## Course Evaluations Faculty Support

Course evaluations provide important measures of course and instructor effectiveness. They can be used by faculty to improve both teaching and curriculum. The goal of every course evaluation should be 100% student participation. Below are some helpful tips to increase course evaluation response rates for your classes.

| Things each faculty member can do to increase student participation in course evaluations | Things faculty members should avoid when trying to increase student participation in course evaluations |
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| • **Do** clearly explain the value of course evaluations to your class. <br><br> • **Do** discuss how you use the course evaluation information to improve pedagogy and curriculum. <br><br> • **Do** allow time in class (10 minutes) for students to work on course evaluations—you should not stay in the room. <br><br> • **Do** give weekly reminders to students about how to access course evaluations (bison.howard.edu email). <br><br> • **Do** share a story about how information from a course evaluation changed something in one of your classes. <br><br> • **Do** encourage students to fill out course evaluations for your class as well as others. <br><br> • **Do** remind students that this is their opportunity to be heard. | • **Do not** offer extra credit for course evaluations. <br><br> • **Do not** require proof of course evaluation completion for a grade or access to a test or study guide. <br><br> • **Do not** use language that devalues course evaluations. Even if you personally do not use the information for improvement, you may be discouraging students from completing evaluations for other instructors that welcome this kind of student response. <br><br> • **Do not** ask students to complete course evaluations in your presence. <br><br> • **Do not** manipulate students by telling them that course evaluations could adversely affect promotion or employment status. <br><br> • **Do not** tell students that " no one reads course evaluations" or that this data "makes no difference." |

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