

Strategies to Increase Participation in Student Feedback Forms

Encourage student participation and show that the feedback matters to you, your department, and the University as a whole.

- Research suggests that frequent reminders and communication with students about your own value and use of course feedback is vital to ensuring adequate response rates (1, 3, 5).
- Students are more likely to respond if they know how their evaluations will be used and what decisions their responses will influence.
 - Give a specific example of how you have used SFF information in previous semesters. Example: “Last semester my evaluations said I should make better use of Canvas for this course, and that is why this semester I have been posting class notes and lecture slides online in the modules.”
 - A factor for not completing SFFs is that students believe the evaluations will not result in change or would not benefit them (4).
 - You can also let students know that others at Temple University read and consider the feedback to provide continuous improvement in the quality of education and delivery of courses at Temple University.
- Assure students that their feedback is confidential, and that no identifying information is associated with responses in any reports.
 - Feel free to share with them the [Sample Instructor Report](#) or even [one of your own previous reports!](#)
- Give time in class for students to complete their feedback. Response rates will be higher if students are given time to complete feedback forms during class.
- Demonstrate during class how to log on to the website and how to complete the SFF.

Communicate

- Communicate the value, security, and importance of SFFs with your students.
- During class, announce when the feedback period is open and spend a few minutes discussing how to provide constructive feedback and what sorts of responses are helpful for you, and why. This can help improve the usefulness of the results to you and to your teaching.
- Send a Canvas announcement to your class when the SFF for your course is open.
- Create Canvas Announcements in your course for students to complete their SFF. **Announcements can be scheduled in advance** so that students receive the reminder when SFFs open and/or are about to close. Always note that SFFs close at 8am EST on the day they are scheduled to close.
- Send students in your class an email or Canvas message when the SFF for your course is open. Be sure to include the end date and the link to complete: <https://sff.temple.edu/>.
 - Example: “Please be sure to complete your SFFs this semester. The link to the website is: <https://sff.temple.edu/>. Completing the evaluations online is easy to do and will only take a few minutes. Your feedback about the course will be very helpful to me as I plan

for future semesters. As a reminder, the SFF for this course is open until xx/xx/xxxx at 8am EST.”

- Give students periodic response rate updates. Set a class-wide response rate goal, and aim high! You can check your course response rates at <https://sff.temple.edu/>.
- Assure students that you will not receive feedback about the course until after the grading deadline, and no identifying information is associated with responses in any reports to instructors.
- Remind students that they can complete SFFs on a computer, laptop, or on their cell phones.

Provide an incentive

- Studies show that students participate in course feedback at higher rates when an incentive is provided (2). Examples of acceptable incentives are:
 - Set a high threshold response rate (80%, 90%, or 100%), or make it a competition across your courses to see which course achieves the highest responses rate.
 - The course with the highest responses rate/any course that achieves the threshold gets treats on the last day of class (candy, munchkins, etc).
- It is not advisable to provide participation points or extra credit for SFF completion. Incentives should remain non-grade related/non-academic in nature.

1. Ballantyne, C. (2003). Online evaluations of teaching: An examination of current practice and considerations for the future. *New Directions for Teaching and Learning*, 2003(96), 103-112.
2. Benton, S., & Cashin, W. E. (2014). Student ratings of teaching: A summary of research and literature – IDEA Paper 50. IDEA, www.ideaedu.org.
3. Gaillard, F. D., Mitchell, S. P., & Kavota, V. (2006). Students, faculty, and administrator's perception of students evaluations of faculty in higher education business schools. *Journal of College Teaching & Learning (TLC)*, 3(8).
4. Hatfield, C. L., & Coyle, E. A. (2013). Factors that influence student completion of course and faculty evaluations. *American journal of pharmaceutical education*, 77(2), 27.
5. Norris, J., & Conn, C. (2005). Investigating strategies for increasing student response rates to online-delivered course evaluations. *Quarterly Review of Distance Education*, 6(1).