

Recommendations to improve response rate and quality on the Student Course Experience Survey (SCES).

Improving response rate:

- Students are notified when the survey opens. The Office of Assessment sends two automated reminder emails approximately one and two weeks after the evaluation period opens. Survey schedules can be located at: <https://uca.edu/assessment/student-course-experience-survey/>
- Faculty can monitor response rates through their dashboard in the “Feedback Hub” on myUCA. Faculty may send reminders through “subject management” from their dashboard and may remind students in class. Information on response rate monitoring can be located at: <https://uca.edu/assessment/student-course-experience-survey/>
- Faculty may choose to offer class time for students to complete the SCES. If you choose to use class time, leave the room while students complete the survey.
- To encourage participation, you may discuss in class and include language in your syllabus reminding students that they have a crucial role to play in university assessment and that participation in the SCES is a part of this role.

Improving response quality:

- When encouraging students to complete the SCES, highlight the importance of receiving student feedback. Students may appreciate hearing how feedback has been used in the past to improve your courses.
- Instructors have the option to use Question Personalization (QP) to add additional questions to the survey. QP can be used to provide individualized feedback tailored to their course. Instructors will receive an email regarding QP approximately two weeks before the survey opens. QP is closed once the evaluation period begins. Information on QP can be located at: <https://uca.edu/assessment/student-course-experience-survey/>
- Remind students that they are rating the effectiveness of the course, instructor, and instructional methods. This is not about “like” or “dislike.”
- Avoid language that may unduly bias student responses. For example, indicating that one’s career trajectory is affected by the survey may affect student responses. In addition, diminishing the SCES by dismissing the reliability of the results may dissuade students from participating.

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