

Tips for Increasing OCQ Response Rates



The role faculty play in overall response rates to Online Course Questionnaires is an important one. Consider the following options to help ensure higher response rates in your courses.

Prior to the Evaluation Period



Announce during class time the dates when questionnaires will be open for your course. Asking students about their method of completion can increase response rates.



Explain how valuable to you course questionnaires are. Illustrate this by sharing an example of past student feedback you have used in the design of future courses.



Assure students that the process is completely anonymous. Let them know that, as faculty, you will not be able to see questionnaire results until after grades are posted and that no identifying information will be included with their responses.



Incentivize completing the OCQ by adding it to your syllabus as a graded assignment. For example, if the class reaches a predetermined response rate, you will provide a helpful hint for the final or award bonus points to the entire class. Please check with your department for guidelines as policies may vary and incentivizing may be prohibited.

During the Evaluation Period



Run through the [questions](#) with your students during class and explain the questions' context as it relates to your class.



Mention that the OCQ invitation and reminder emails will come from iusbeval@iusb.edu. Remind them that links to their OCQs are available through Canvas or: <https://coursequestionnaire.iu.edu/>



Use class time to have students complete the OCQ. Ask students to bring in a mobile device and set aside the first 10 to 15 minutes of class as time for them to complete the evaluation.



Monitor the response rates for your class, checking the overall percentage. Then mention the response rates at the beginning of each class to encourage your students to complete the OCQ.

Visit the OCQ website for more information, including FAQs and additional tips for increasing response rates.