

# Recommendations for Effective Evaluations for Programme Directors

## Introduction

Evaluations of teaching are essential for improving the quality of education. This document provides programme directors with recommendations for fostering an effective evaluation culture within their faculties.

### 1. Empower lecturers to take ownership

Encourage lecturers to take initiative in the evaluation process. This can be achieved by emphasizing the importance of evaluations at the start of the academic year during team meetings. Key aspects to focus on include<sup>1</sup>:

- **Promoting dialogue:** Motivate lecturers to engage in discussions with students about educational improvements and demonstrate how student feedback leads to concrete changes in the course.
- **Ensuring follow-up:** Encourage course coordinators to provide feedback on evaluation outcomes and inform students about the resulting changes. This transparency motivates students to provide feedback in the future.
- **Timing matters:** Urge lecturers to conduct evaluations during class, rather than after the course has ended, as this significantly increases response rates.

### 2. Use diverse evaluation methods

Effective evaluation requires a variety of approaches. It is not always necessary to conduct evaluations using student surveys every year. Alongside digital questionnaires, qualitative methods such as panel discussions are recommended for gathering more in-depth feedback. A phased approach can also be adopted, in which courses are evaluated using different methods each year. For instance, digital evaluations could be used only once every three years, while alternative evaluation tools are used in the interim. This approach prevents “evaluation fatigue” among students. Discuss these options with the Faculty Evaluation Coordinator (FEC) to determine the best strategy for your programme.

### 3. Pay attention to curriculum evaluation

Interdisciplinary feedback through curriculum evaluations is essential for improving the overall quality of the study programme. To increase participation in digital curriculum evaluations, it is advisable to highlight their importance to students during the graduation phase. In addition to digital surveys, consider using other evaluation methods, such as organizing focus groups at the end of the programme. It may also be beneficial to explore whether the programme committee could play a role in this process.

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## Background

This document is part of a broader series of resources aimed at improving the evaluations of teaching. At VU, there is a clear ambition to strengthen the engagement of all stakeholders in the evaluation process and to optimize its role as a feedback mechanism. VU aims to empower all parties involved in evaluations — lecturers, students, programme committees, programme directors, and faculty boards — to contribute more effectively to this process. Excellent education is a collective effort!

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<sup>1</sup> See also [Best Practices for Lecturers](#)