



**THOMPSON
RIVERS
UNIVERSITY**

Integrated
Planning &
Effectiveness

Fall 2018 Course Evaluation

Administration and Results

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Summary

Thompson Rivers University (TRU) administered 'every course, every time' on campus course evaluations in Fall 2018. This was the seventh full implementation, and the largest to date with 1,408 courses included to be evaluated. Evaluations were administered online for classroom-based courses during the last three weeks of classes (or equivalent).

The majority of Kamloops and Williams Lake evaluations took place between November 13th and November 30th, and School of Trades and Technology (Trades) evaluations took place during the months of September, October, and November (Figure 1).

Figure 1. Course evaluation summary

Total		Kamloops	Williams Lake	Trades
2	Campuses			
9	Faculties and Schools	8	5	1
532¹	Faculty Members	479	30	27
1,408	Courses	1,297	77	34
1,358²	Surveys	1,252	72	34
8,903³	Student Headcount	8,460	183	264
36,034	Student Course Enrolments	34,796	728	510
92%	Survey Participation Rate	93%	90%	62%
21,624	Total Responses	21,007	423	194
64%⁴	Response Rate	64%	61%	58%

¹ Some instructors had course evaluations on more than one campus.

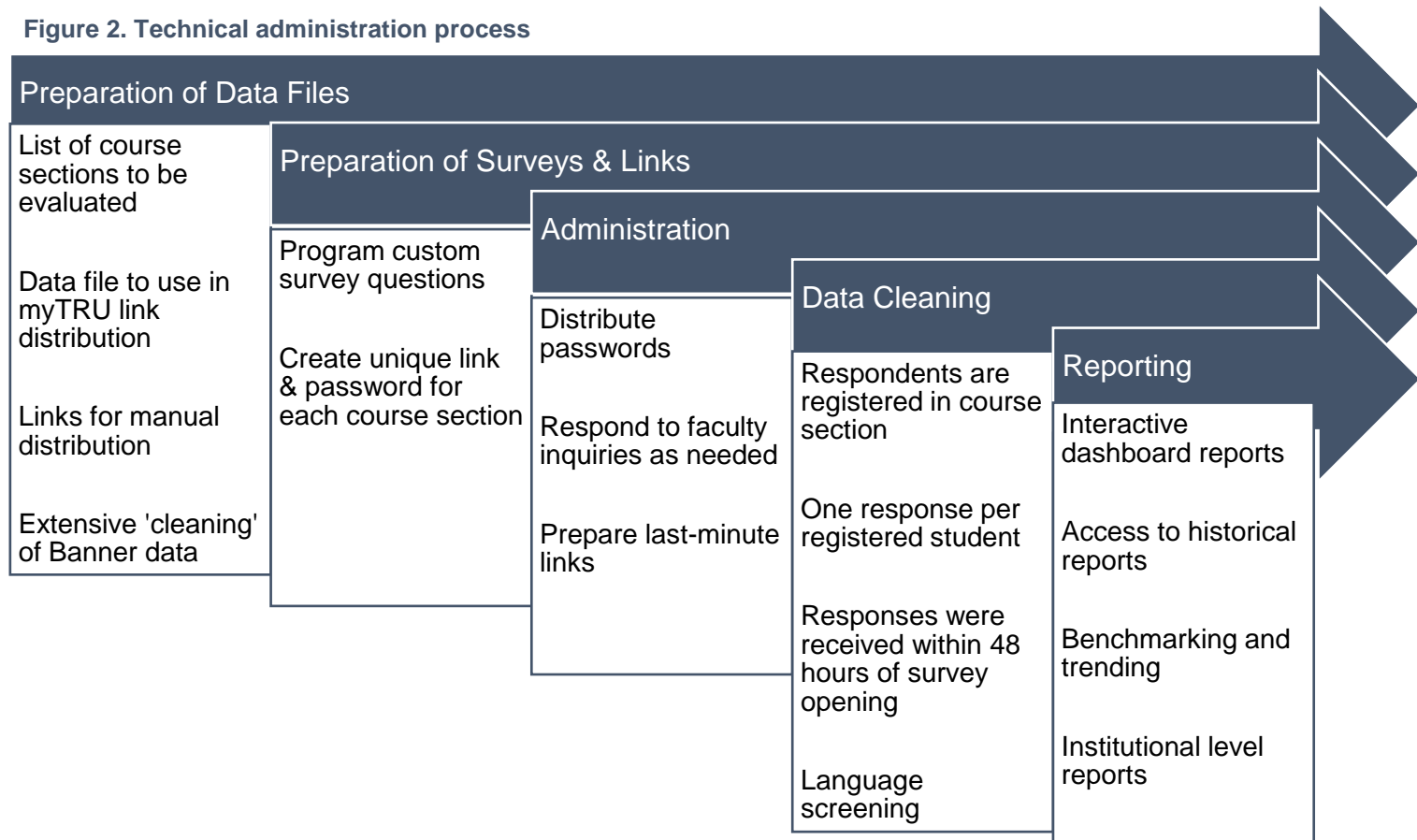
² Some courses were set up as a combined evaluation, therefore the total number of surveys is less than the number of included courses.

³ Some students were enrolled at more than one campus.

⁴ Includes only surveys that were opened.

Technical administration of the evaluations was carried out by Integrated Planning and Effectiveness (IPE). The technical administration included: preparation of data files, surveys and links; technical administration of the survey; data cleaning; reporting; and providing technical assistance on an ad hoc basis (Figure 2).

Figure 2. Technical administration process



Inclusion

There were 1,408 courses identified for inclusion in course evaluations, and 1,358 surveys were prepared (Figure 3). This involved 532 individual faculty members from each of the 9 faculties and schools (including Williams Lake campus). Along with classroom-based, primary sections, this administration also included all Nursing practice and laboratory practice sections, as well as all Faculty of Science laboratories (Figure 4).

Figure 3. Faculty, Courses, Surveys and Student Course Enrolments included by Division

		Faculty of Adventure, Culinary Arts and Tourism	Faculty of Arts	Faculty of Education and Social Work	Faculty of Law	Faculty of Science	Faculty of Student Development	School of Business and Economics	School of Nursing	School of Trades and Technology	Total
Faculty Members	#	32	98	105	19	120	4	73	61	27	532
	%	6%	18%	20%	4%	23%	1%	14%	11%	5%	100%
Courses	#	64	257	249	28	397	7	242	130	34	1,408
	%	5%	18%	18%	2%	28%	0%	17%	9%	2%	100%
Surveys	#	62	248	242	28	380	7	229	128	34	1,358
	%	5%	18%	18%	2%	28%	1%	17%	9%	3%	100%
Enrolment	#	1,516	7,890	4,614	1,068	10,200	192	7,650	2,394	510	36,034
	%	4%	22%	13%	3%	28%	1%	21%	7%	1%	100%

Figure 4. Criteria for Inclusion or Exclusion

Criteria for Inclusion
-Lecture or combined section type
-Primary section
-Nursing practice or lab practice section type
-Science lab section type
-Course ending within, or attached to, Fall 2018
-Campus Kamloops and Williams Lake
-Trades and Technology courses
Criteria for Exclusion ⁵
-Seminar, lab (excluding Science labs), field, practicum, thesis, directed studies, exchange, co-op work or PLAR section types
-Non-graded support sections
-Courses not ending in, or attached to, Fall 2018
-Open Learning courses
-Course section numbers designating BC Campus
-Continuing education courses

Considerations for Administration

Several considerations guided the inclusion and administration process. In addition to following guiding documents, centralizing course evaluations included incorporating existing processes of some academic areas while introducing a completely new process in other areas. Specifically:

- Student Course Evaluations - Principles and Procedures approved by IDSC and presented to Senate (April 23rd, 2018)
- Memorandum of Settlement between TRU and TRUFA (July 21st 2015)
- Custom surveys: Law, Science, English as a Second Language, Education and Skills Training Program, Nursing practice and lab practice section types, Biological Sciences labs
- Student confidentiality – course evaluations with less than 5 responses cannot be viewed, as is consistent with the practice of BCStats and current interpretation of the [BC Statistics Act](#) (BC

⁵ Some criteria appear to be redundant; due to inconsistency in Banner course entry, it is necessary to check each criterion individually. For example, a directed studies course may be identified as such by section type, section number, or actual course title.

After proposed course inclusion lists were prepared based on the standard criteria for evaluation (Figure 4. Criteria for Inclusion or Exclusion), IPE sent a list of courses to each dean's office in Kamloops (and the Williams Lake campus coordinator) on October 1st, with a request for response by October 12th. Specifically, we requested review of the following:

- Inclusivity of the list (all sections that need to be surveyed are on the list)
- TBA faculty (provide name and TID for any missing faculty assignments)
- Faculty names and course sections (accuracy of course assignments)
- Start and end dates of courses
- Courses with no registrations
- Confirmation of cross-listed courses
- Identification of Nursing practice and lab practice section types
- Identification of Nursing sections where there was a miss-match between the section students were registered in and were taught in
- Courses requiring a combined course evaluation

Most faculties and schools responded with either approval or corrections by the requested date. In many cases, several interactions were needed to ensure that the data for each course (inclusion in the project, faculty assignment, type of section and start and end dates) were as accurate as possible.

After the list of courses was finalized through the consultation process described above, a notification email was sent directly from IPE to each faculty member included in the administration on October 18th. The email detailed which of the individual's courses were included, and briefly explained the evaluation process (including contact information for IPE and the Centre for Excellence in Learning and Teaching (CELT) and a link to the FAQ web page). This email generated approximately 15 responses from faculty who had questions or concerns about the included courses. Resolving these inquiries further refined the list of courses for evaluation.

To coordinate with the block semester schedule in Williams Lake, two course lists were prepared: Block 1 and Block 2. Each administration was conducted separately, with all data validation and reporting completed in early January 2019.

To accommodate continuous-entry Trades courses, course lists and surveys were prepared each month in anticipation of the following month. The lists were sent directly to the Trades chairs. Data validation and reporting was completed in early October 2018 for evaluations that took place in July, August and September, and in early December 2018 for courses that took place in October and November. After discussions with Trades faculty and chairs, it was decided that starting in Fall 2018, Trades reporting would take place every two months instead of every three months.

Implementation

Distribution of Survey Links

As detailed under the box to the right, Survey Response Data Integrity: Implementation, most course survey links were made available to students through their myTRU portals. This protocol was chosen in response to a specific request from the TRU Students' Union (TRUSU). IPE prepared a data file containing the survey link and course detail (faculty name, CRN, etc.), which was then posted to the Course Evaluation myTRU channel by an IPE software analyst. The channel was populated with data from the survey link file according to each students' current course registrations.

IPE provided the main Kamloops file of survey links and course detail to the IPE software analyst for posting to student myTRU portals on November 13th; after this deadline, changes to the course lists were accommodated manually and links were provided directly to faculty members.

IPE supported the manual distribution of several course evaluations due to any of the following reasons:

- requests for changes submitted after the deadline,
- course sections running outside of the regular schedule,
- course sections where there was a mismatch between the section students were registered in and were taught in,
- students not registered in the course section,
- continuous entry course sections, or
- faculty requesting the survey link.

In total, 92% of all survey links were distributed via myTRU:

- 1252 links distributed via myTRU (95% Kamloops, 85% Williams Lake),
- 36 links distributed via myTRU and emailed directly to faculty members (7% Williams Lake, 41% Trades), and
- 50 links distributed by email directly to faculty members (4% Kamloops, 8% Williams Lake, 59% Trades).

Distribution of Passwords

As detailed under Survey Response Data Integrity: Implementation, each course survey link was assigned a unique password. The passwords were randomly generated using Norton IdentitySafe and were programmed into each survey.

The passwords were individually distributed to faculty members using their official TRU email addresses. Each faculty member received one email per password. Password distribution resulted in only two responses from faculty, which included questions regarding instructor assignment and course inclusion (these were forwarded to the appropriate dean's office).

Survey Response Data Integrity: Implementation

Ensuring the highest possible survey participation rates was balanced with the need to ensure the highest possible integrity of survey data. To this end, the following protocols were followed for all surveys (see exclusions below):

Students were required to sign in to their secure myTRU accounts in order to access the survey links.

Survey links were only made available to students with a current registration in the course section.

Each survey was protected with a unique password.

The password was provided to the faculty member just prior to the survey administration period; in most cases (92%), faculty members were not provided with the link to the actual survey.

Faculty members were provided with a direct phone number to contact IPE for technical questions during the evaluation period.

Exceptions to the above protocols were rare, and included course sections that required evaluation before the myTRU implementation, course sections that were included after the IPE deadlines, or a few rare instances of technical difficulty.

Most passwords were emailed to faculty members on November 1st.

Participation

Summary

Overall, 92% (1,254) of the prepared surveys were administered, which is an increase from 90% in Winter 2018 (Figure 5).

Figure 5: Fall 2018 survey participation rate - Institutional

	#	%
Surveys Administered	1,254	92%
Surveys Not Administered	104	8%
Total Surveys Prepared	1,358	100%

It is important to note that these participation rates measure participation in the survey administration only (not response rates). Participation rates varied by faculty and school, ranging from 100% participation in the Faculty of Law and Faculty of Student Development, to 62% participation in the School of Trades and Technology (Figure 6). The participation rate in the Faculty of Law and the Faculty of Student Development increased by 22% and 25% respectively when compared to Winter 2018. In terms of the number of evaluations not administered, the lowest participation rate was in the School of Trades and Technology (38%), followed by the Faculty of Science (15%). The School of Trades and Technology saw the largest decrease in participation rates when compared to Winter 2018 (67% compared to 62%).

For participation rates by department, see Appendix A – Participation and Response Rates by Department.

Figure 6: Survey participation rate – Division

	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
	#	%	#	%	#	%
Faculty of Student Development	7	100%			7	100%
Faculty of Law	28	100%			28	100%
Faculty of Arts	244	98%	4	2%	248	100%
School of Nursing	125	98%	3	2%	128	100%
Faculty of Adventure, Culinary Arts and Tourism	61	98%	1	2%	62	100%
Faculty of Education and Social Work	234	97%	8	3%	242	100%
School of Business and Economics	210	92%	19	8%	229	100%
Faculty of Science	324	85%	56	15%	380	100%
School of Trades and Technology	21	62%	13	38%	34	100%
Total	1,254	92%	104	8%	1,358	100%

Kamloops Timeline

Faculty members chose the date that they opened their course evaluation survey during the last three weeks (or equivalent) of their classes. Surveys were opened when the faculty member chose to provide the unique password to students. In Kamloops, most surveys were opened toward the end of the three-week period, with 40% opened in the last week (Figure 7). Twenty-three percent of the surveys were opened during the first week. Figure 8 shows that 12% of surveys were opened on a Friday; the remaining were fairly equally distributed from Tuesday to Thursday with lower number of surveys opened on Monday.

Figure 7. Kamloops surveys opened by week

	# of Surveys Opened	% of Surveys Opened
Early (before November 13)	34	3%
Week 1 (November 13 - November 18)	271	23%
Week 2 (November 19 - November 25)	389	33%
Week 3 (November 26 onwards)	471	40%
Total	1,165	100%

Figure 8. Kamloops surveys opened by weekday

	# of Surveys Opened	% of Surveys Opened
Sunday	5	0%
Monday	192	16%
Tuesday	267	23%
Wednesday	266	23%
Thursday	290	25%
Friday	141	12%
Saturday	4	0%
Total	1,165	100%

Participation Rate: The percentage of surveys administered out of all prepared surveys. The reasons for not participating may be or may not be known.

Response Rate: The number of valid* responses received for each participating survey as a percentage of the total course enrolments (not the attendance in class that day).

*one response per enrolled student received within 48 hours of survey opening. See Response Validation

Response Rates

Summary

The average institutional response rate (of participating surveys) was 64%, compared to 60% in Winter 2018. Figure 9 details the response rate distribution by course survey. Aggregate response rates ranged from 79% in the Faculty of Student Development to 58% in the School of Trades and Technology (Figure 10).

It is important to note that response rates were calculated as a percentage of course section total enrolment that participated as of the end of the term. The total enrolment of the course does not necessarily reflect the number of students who attended class on the day of the evaluation.

Figure 9: Survey response rates – Distribution

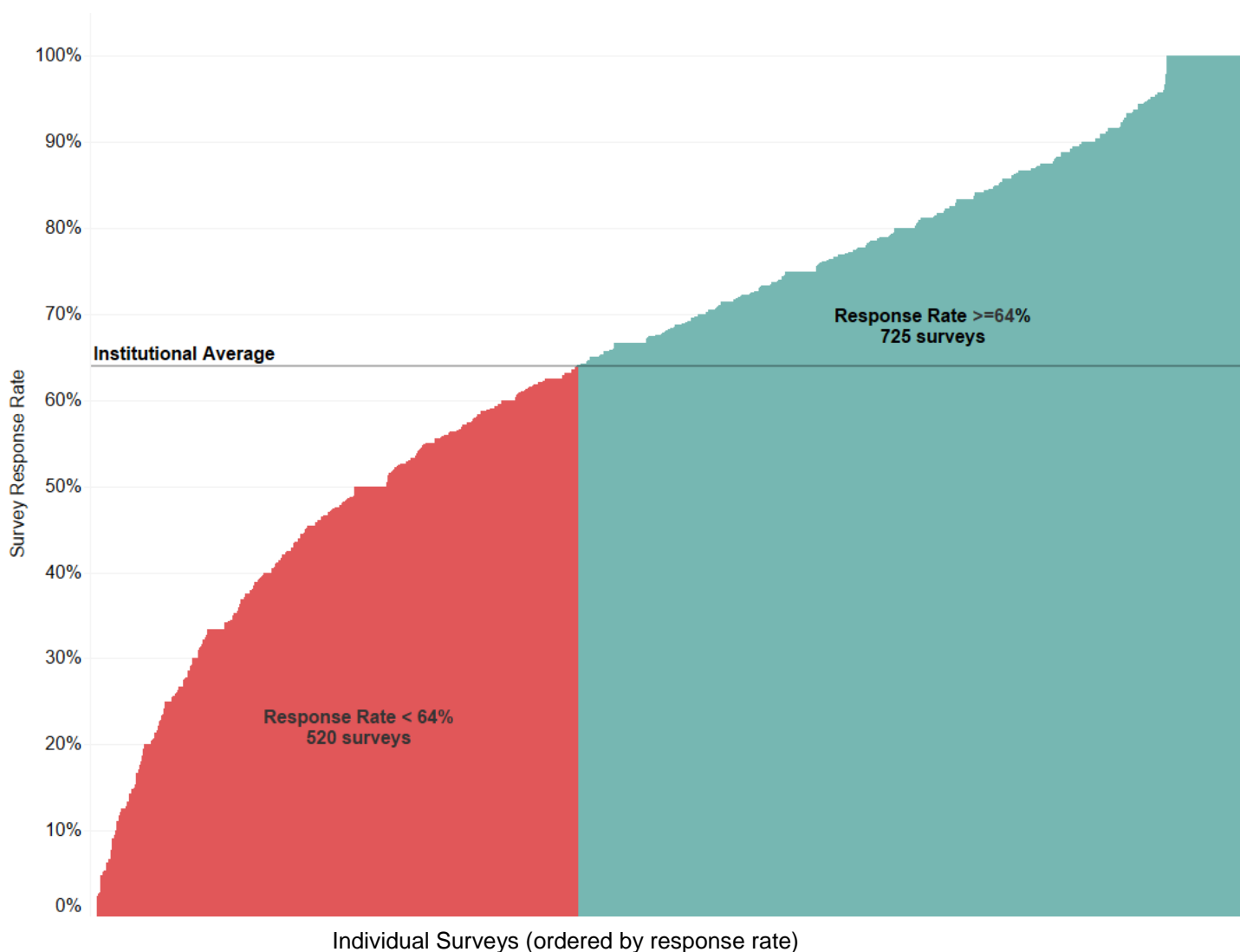


Figure 10: Survey response rates – Division

Division	Surveys #	Responses Received	Response Rate
Faculty of Student Development	7	151	79%
School of Nursing	125	1,755	75%
Faculty of Education and Social Work	234	2,990	66%
Faculty of Adventure, Culinary Arts and Tourism	61	976	65%
Faculty of Science	324	5,872	64%
Faculty of Arts	244	4,831	62%
Faculty of Law	28	648	61%
School of Business and Economics	210	4,207	59%
School of Trades and Technology	21	194	58%
Total	1,254	21,624	64%

Kamloops Three-Week Timeline

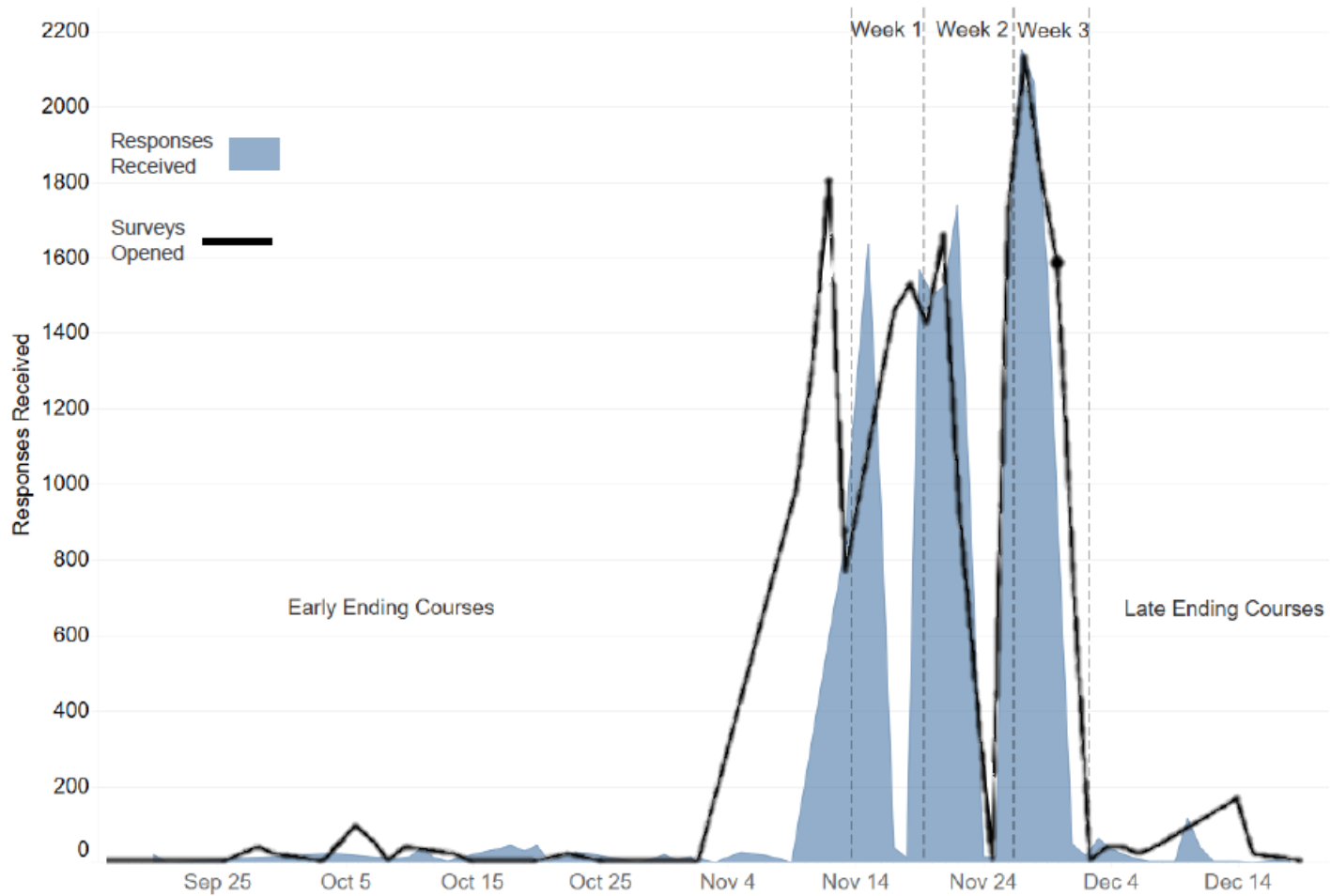
The number of survey responses received during the administration period closely paralleled survey openings. Nearly half (40%) of the surveys were opened in the last week, and nearly half (41%) of all responses were received in the last week (Figure 11).

Figure 11. Kamloops surveys opened and responses received by week

	# of Surveys Opened	% of Surveys Opened	Responses Received	% Responses Received
Early (before November 13)	34	3%	447	2%
Week 1 (November 13 - November 18)	271	23%	4,907	23%
Week 2 (November 19 - November 25)	389	33%	7,118	34%
Week 3 (November 26 onwards)	471	40%	8,535	41%
Total	1,165	100%	21,007	100%

As expected, the number of responses closely followed the survey openings. Figure 12 shows the peak times, as well as a slight lag in when responses were received (accounted for by the 48-hour allowance).

Figure 12. Kamloops surveys opened and responses received over evaluation period



Survey Completion Times

Time to Complete Survey

Almost all surveys were completed within an hour, with 93% of surveys completed within 10 minutes or less. The completion time was calculated in minutes, from the time each respondent opened their survey to when they submitted it (Figure 13).

Figure 13. Survey completion time

10 minutes or less	93%
11 to 20 minutes	5%
21 to 30 minutes	1%
1 hour +	1%
Total	100%

Time to Submit after Survey Open

Overall, 84% of surveys did not have any responses submitted after the 48-hour window, which is an increase of 7% when compared to Winter 2018. Of the 197 surveys that did have responses submitted after 48 hours, more than half (61%) had only one late response, 35% of surveys had two or three late responses, and 4% of surveys had four or more late responses (Figure 15).

Figure 14. Surveys with responses submitted after the 48-hour window

	# 48 Hour Window survey count	% of Surveys
Kamloops	190	16%
Williams Lake	7	11%
Trades & Technology	0	0%
Total	197	16%

Figure 15. Surveys with late responses

	# 48 Hour Window survey count	% of Total 48 Hour Window surveys
1 late response	121	61%
2 or 3 late responses	69	35%
4 or more late responses	7	4%
Total	197	100%

In total, 1.4% of all otherwise-validated responses were removed due to the 48-hour validation check. (Figure 16 p.15).

Survey Response Data Validation

To ensure the highest possible quality of response data and to encourage buy-in from all stakeholders, each individual survey response underwent several validity checks. Primarily:

1. The student was registered in the course
2. The student submitted a single response
3. The response was received within 48 hours of the survey opening

For a more detailed process see the Responses Validation Process chart in Appendix B.

Student TID

After students gain entry to the survey with the unique course password, the survey instrument requires them to provide their TID. IPE programmed a validation mask that required the student to enter a 9-character ID (starting with "T") before they could proceed with the survey.

TID error message

Please provide your TID

This information will be used only to track survey completion and will not be shared with your instructor.
(example: T12345678)

Please use your 9-character TID

The student TID is used to check that the respondent is registered in the course section for which they have complete a survey. This check is redundant to the requirement that students access the survey through myTRU. It is also used to check for duplicate responses.

Duplicate Responses

Responses were determined to be duplicates if they had the same student TID. The first completed response was retained.

48 Hour Response Window

The exact time stamp (hours, minutes) of the first valid response to a given course section survey determined the opening of the 48 hour response window. The time stamp on each subsequent submission for that course section was compared to the first time stamp; responses that were received more than 48 hours (2,880 minutes) after the first time stamp were considered invalid.

Survey Response Data Integrity: Validation

Ensuring that only registered students in each course completed the survey is a top priority. To guarantee the reliability of response data:

Students were required to provide their TID before completing the survey.

Each individual response TID was compared with the registrations for that course; only responses from registered students were validated.

In the case of mismatches between respondent TID and course registration, the records were checked manually prior to deletion.

Only the first completed response for each student in each course was retained; duplicate responses were manually examined and deleted.

Only responses received within 48 hours of the survey opening (the first password-protected response was received) were retained; overdue responses were manually examined and deleted.

Where possible, invalid student TIDs were automatically repaired by changing the letter 'o' to '0' and by adding 'T' and preceding '0'.*

Where specifically advised, obsolete '9-IDs' were manually corrected.

Language Screening

Starting in Fall 2018, open ended responses were screened electronically for the presence of harassing or defamatory language. Student comments that were identified to contain any of the 467 predetermined harassing or defamatory words were flagged and provided to CELT for review to determine if the comment should be removed. Comments that were considered defamatory based on protected characteristics contained within the [BC Human Rights Code](#) were removed from the final reports. There were no harassing or defamatory student comments identified to be removed from Fall 2018.

Summary

A total of 22,574 responses were received during Fall 2018 course evaluations. Of those responses, 466 (2.1%) were from students who were not registered in the course that they evaluated, 173 (0.8%) were duplicate student responses, and 310 (1.4%) were received after 48 hours of the survey opening. The remaining total number of valid student responses was 21,624.

Figure 16. Response validation summary by campus

	Total Responses (not cleaned)	# of Not Registered	Not Registered Percent	# of Duplicate TID	Duplicate TID Percent	# Over 48 Hour Window	Over 48 Hour Window Percent	Total Valid Responses (cleaned)
Kamloops	21,875	423	1.9%	145	0.7%	299	1.4%	21,007
Williams Lake	478	23	4.8%	21	4.4%	11	2.3%	423
Trades & Technology	221	20	9.0%	7	3.2%	0	0.0%	194
Total	22,574	466	2.1%	173	0.8%	310	1.4%	21,624

Reporting

Summary

As directed by Senate, IPE produced the following aggregated course evaluation reports made available on the CELT Student Course Evaluations website or by request to IPE:

1. Institutional report (all responses, four Senate questions only)
2. Faculty and School reports (all responses, all numeric questions)
3. Department reports (all responses, all numeric questions)

In addition to the above aggregate reports, faculty and chairs were given access to new interactive dashboard reports.

The Faculty of Science passed a motion at faculty council to allow for the Science dataset to be shared with the dean's office. This will allow for the current analysis and reporting function to continue within that faculty. Each faculty member will receive a report from the dean's office; therefore, interactive dashboard reports were not created for this faculty.

Survey Software Transition

Over the summer IPE transitioned to a new survey software called Qualtrics. All course evaluations were conducted through Qualtrics starting in September 2018.

Dashboard Reports

The new faculty and chair reports offer enhanced reporting capabilities through interactive dashboards, such as secure access through the TRUEmployee portal, access to all historical responses since the start of online course evaluations (Winter 2016), ability to aggregate and filter data, view trends over time and set institutional, divisional, or departmental benchmarks.

Implementation

IPE consulted with several key stakeholders such as the Provost office, CELT, members of the Teaching and Learning Committee, and CELT teaching fellows who provided feedback on the design and ease of use of the dashboards. Presentations on the new dashboard reports and how they would be rolled out were provided to the Provost Council, TRU Chairs Council, Faculty of Science Chairs Council, School of Trades and Technology Faculty Council, and Faculty of Arts Faculty Council. Dashboard reports were first published to the School of Trades and Technology faculty and chairs on October 19th, 2018 to follow their reporting cycle. On January 7th, 2019 dashboard reports were published to all other on campus faculty and chairs.

After the dashboard reports were published to all on campus faculty, IPE and CELT worked together to offer three tutorial sessions on how to navigate through a dashboard report, and how to use filters and set benchmarks. Thirteen faculty and six chairs attended these tutorials. Several resources such as dashboard Frequently Asked Questions, a pdf '*Dashboard Reporting Guide*', and video tutorials for faculty and Chairs were created and made available on the Student Course Evaluations web site.

Distribution

IPE published the course evaluation dashboard reports to faculty and chairs on January 7th, 2019. Faculty were required to have submitted final grades before they were able to access their course evaluation results. The deadline for grade submission for regular semester courses was December 21st, 2018. As of January 14th, after the second grades check took place, all but five of the evaluated courses had 90% or greater of their final grades in Banner.

Appendix A – Participation and Response Rates by Department

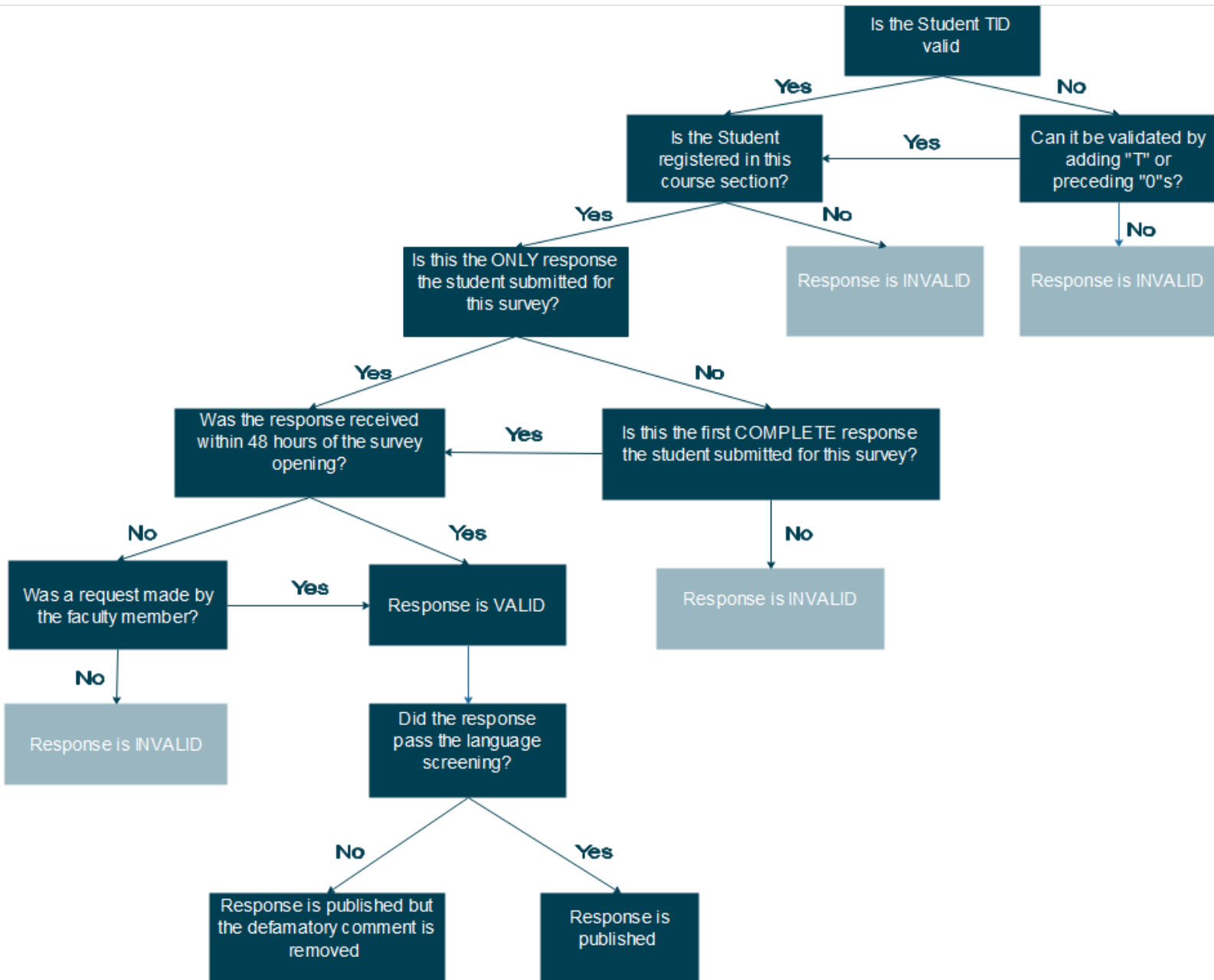
Participation Rates by Department

Division	Department	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
		#	%	#	%	#	%
Faculty of Student Development	Cooperative & Career Education	3	100%			3	100%
	Counselling	4	100%			4	100%
Faculty of Arts	Arts Undeclared	1	100%			1	100%
	English & Modern Languages	77	96%	3	4%	80	100%
	Geography & Environmental Studies	14	100%			14	100%
	Journalism, Comm & New Media	37	100%			37	100%
	Philosophy, History & Politics	33	100%			33	100%
	Psychology	24	100%			24	100%
	Sociology and Anthropology	27	96%	1	4%	28	100%
	Visual and Performing Arts	31	100%			31	100%
Faculty of Science	Agricultural Related	38	100%			38	100%
	Allied Health	26	68%	12	32%	38	100%
	Arch, Digi Art, Electron & Eng	24	86%	4	14%	28	100%
	Biological Sciences	56	84%	11	16%	67	100%
	Computing Science	40	91%	4	9%	44	100%
	Mathematics and Statistics	42	95%	2	5%	44	100%
	Natural Resource Sciences	28	67%	14	33%	42	100%
	Physical Sciences	69	88%	9	12%	78	100%
	Science Undeclared	1	100%			1	100%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	62	97%	2	3%	64	100%
	English as Second or Add Lang	78	96%	3	4%	81	100%
	Social Work and Human Service	42	93%	3	7%	45	100%
	University & Employment Prep	52	100%			52	100%
Faculty of Law	Law	28	100%			28	100%
School of Nursing	Health Care Assistant	22	100%			22	100%
	Nursing	103	97%	3	3%	106	100%
School of Trades and Technology	Construction Trades	15	60%	10	40%	25	100%
	Mechanical and Welding Trades	6	67%	3	33%	9	100%
Faculty of Adventure, Culinary Arts and Tourism	Adventure Studies	12	92%	1	8%	13	100%
	Culinary Arts & Retail Meat	11	100%			11	100%
	Tourism Management	38	100%			38	100%
School of Business and Economics	Accounting & Finance	55	96%	2	4%	57	100%
	Economics	44	86%	7	14%	51	100%
	Human Enterprise & Innovation	49	83%	10	17%	59	100%
	Management, Information & Supply Chain	27	100%			27	100%
	Marketing & International Business	35	100%			35	100%
Total		1,254	92%	104	8%	1,358	100%

Response Rates by Department

Division	Department	Surveys #	Responses Received	Response Rate
Faculty of Student Development	Cooperative & Career Education	3	92	79%
	Counselling	4	59	79%
School of Nursing	Health Care Assistant	22	224	71%
	Nursing	103	1,531	76%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	62	1,100	73%
	English as Second or Add Lang	78	849	65%
	Social Work and Human Service	42	522	60%
	University & Employment Prep	52	519	59%
Faculty of Adventure, Culinary Arts and Tourism	Adventure Studies	12	200	71%
	Culinary Arts & Retail Meat	11	132	85%
	Tourism Management	38	644	61%
Faculty of Science	Agricultural Related	38	607	96%
	Allied Health	26	746	77%
	Arch, Digi Art, Electron & Eng	24	226	39%
	Biological Sciences	56	1,188	71%
	Computing Science	40	619	50%
	Mathematics and Statistics	42	822	57%
	Natural Resource Sciences	28	426	56%
	Physical Sciences	69	1,234	69%
	Science Undeclared	1	4	25%
Faculty of Arts	Arts Undeclared	1	14	100%
	English & Modern Languages	77	1,235	59%
	Geography & Environmental Studies	14	268	60%
	Journalism, Comm & New Media	37	809	62%
	Philosophy, History & Politics	33	696	60%
	Psychology	24	729	67%
	Sociology and Anthropology	27	625	62%
	Visual and Performing Arts	31	455	66%
Faculty of Law	Law	28	648	61%
School of Business and Economics	Accounting & Finance	55	1,337	63%
	Economics	44	760	53%
	Human Enterprise & Innovation	49	818	61%
	Management, Information & Supply Chain	27	559	57%
	Marketing & International Business	35	733	57%
School of Trades and Technology	Construction Trades	15	131	53%
	Mechanical and Welding Trades	6	63	72%
Total		1,254	21,624	64%

Appendix B – Response Validation Process



Appendix C – Survey Instrument

Fall 2018 Course Evaluation for {{collector.coursecode_section_title}} taught by
{{collector.faculty_name}}

You are currently nearing the end of your course. We hope you take the time to assess the course by completing this survey. Your feedback is important and will help to improve the service and quality of learning for future students. At TRU, we are committed to providing learning with the best possible experience, therefore your feedback is crucial to this continuous improvement process. Your responses are confidential and Faculty members will not be able to link an individual student to any specific responses or comments. Written comments on course evaluations will be screened electronically, and removed, if they contain harassing or defamatory language as defined by the [BC Human Rights Code and the Human Resources Policy 11 - Discrimination and Harassment in the Workplace](#). A course-wide summary report will be provided to Faculty members after all the results are compiled and final grades have been submitted. The Centre for Excellence in Teaching and Learning will report on campus results of course evaluations for students to see how their responses are improving learning at TRU. Those results can be found at http://www.tru.ca/celt/Course_Evaluations.html

Please provide your TID

This information will be used only to track survey completion and will not be shared with your instructor.

(example: T12345678)

General Questions

	Strongly disagree	Disagree	Agree	Strongly agree
A1. The course was a valuable learning experience for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2. The course challenged me to do my best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A3. I think the course content reflected the learning outcomes, as stated in the course outline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4. The course experience increased my appreciation for the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Shown for ESAL and ESTR courses only

 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
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General questions – shown for all courses except ESAL, ESTR, Nursing practice and lab practice courses, Law and Science

Rating of Instruction

	Strongly disagree	Disagree	Agree	Strongly agree
B1. I think the instructor was well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2. I think the class sessions were well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3. I clearly understood the relevance of the assignment to the course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B4. Examples and illustrations provided in this course aided my understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B5. I think the instructor communicated the course material clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B6. I clearly understood how my work would be evaluated in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B7. The instructor helped me understand the relevance of the material to real-life situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B8. I think the instructor was enthusiastic about the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B9. I was engaged in learning the course content during class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B10. My interactions with the instructor encouraged me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B11. The class atmosphere supported my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B12. The instructor treated me with respect in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B13. I think the instructor made a genuine effort to be available outside of class (face to face, electronically)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B14. The feedback I received (excluding marks) on work that I completed was helpful to my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B15. What aspects of this course helped your learning the most? Please be specific.

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B16. What suggestions do you have that would make this course a better learning experience? Please be specific.

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