Fall 2019 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 2019. This was the ninth full implementation, and the largest to date with 1,474 courses included to be evaluated. Evaluations were administered online for on campus courses during the last three weeks of classes (or equivalent).

The majority of Kamloops and Williams Lake evaluations took place between November 11th 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
557[1]	Faculty Members	505	29	26
1,474	Courses	1,365	73	36
37,745	Course Enrolment	36,410	504	831
1,440[2]	Surveys	1,334	73	33
9,238	Students Headcount	8,673	230	335
91%	Survey Participation Rate	92%	77%	88%
22,037	Total Responses	21,359	260	418
60%[3]	Response Rate	62%	55%	63%

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
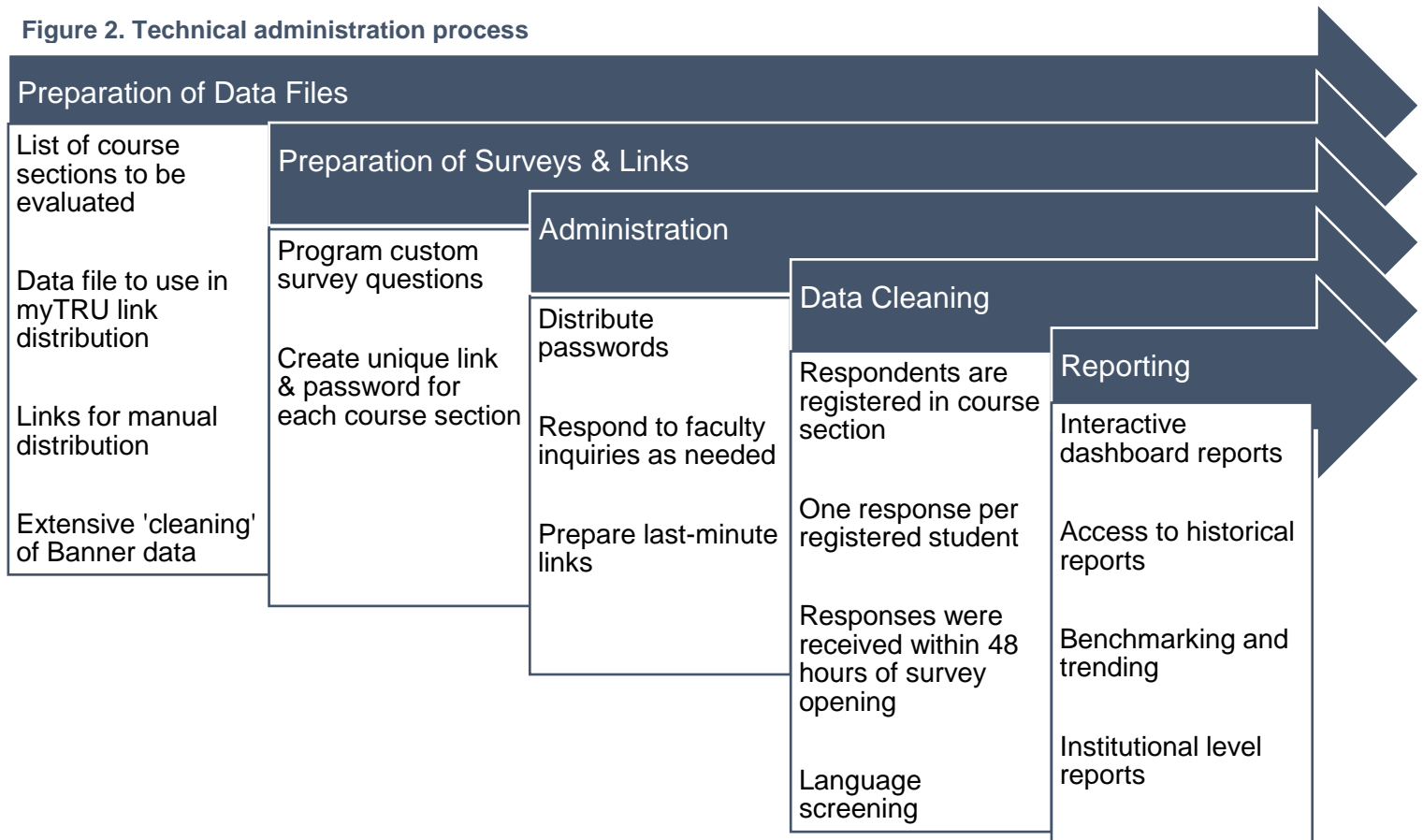
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[1] This is a unique count as some instructors may have had course evaluations at more than one campus.
[2] Some courses were set up as a combined evaluation, therefore the total number of surveys is less than the number of included courses.
[3] Includes 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

Preparation of Data Files

- List of course sections to be evaluated
- Data file to use in myTRU link distribution
- Links for manual distribution
- Extensive 'cleaning' of Banner data

Preparation of Surveys & Links

- Program custom survey questions
- Create unique link & password for each course section

Administration

- Distribute passwords
- Respond to faculty inquiries as needed
- Prepare last-minute links

Data Cleaning

- Respondents are registered in course section
- One response per registered student
- Responses were received within 48 hours of survey opening
- Language screening

Reporting

- Interactive dashboard reports
- Access to historical reports
- Benchmarking and trending
- Institutional level reports

Inclusion

There were 1,474 courses identified for inclusion in course evaluations, and 1,440 surveys were prepared (Figure 3). This involved 557 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, and Animal Health Technology Distance courses (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	#	30	99	100	26	135	5	85	62	26	557
	%	5%	18%	18%	5%	24%	1%	15%	11%	5%	100%
Courses	#	60	266	240	36	433	9	260	134	36	1,474
	%	4%	18%	16%	2%	29%	1%	18%	9%	2%	100%
Surveys	#	62	257	234	36	426	9	249	134	33	1,440
	%	4%	18%	16%	3%	30%	1%	17%	9%	2%	100%
Enrolment	#	1,697	8,275	4,260	1,145	10,808	250	8,449	2,357	504	37,745
	%	4%	22%	11%	3%	29%	1%	22%	6%	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
-Courses ending within, or attached to, Fall 2019
-Campus Kamloops and Williams Lake
-Trades and Technology courses
-Animal Health Technology Distance Courses

Criteria for Exclusion[4]
-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 2019
-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, and Animal Health Technology Distance
- Student confidentiality – course evaluations with less than 5 responses cannot be viewed, as is consistent with the practice of BCStats and

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[4] 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.

current interpretation of the [BC Statistics Act](#) (BC Ministry of Technology, Innovation and Citizens' Services).

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 September 30th, with a request for response by October 11th. 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 missmatch 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 some 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 from IPE on October 21st to each faculty member included in the administration. 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 sixteen 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 2020.

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 2019 for evaluations that took place in August and September, and in early December 2019 for courses that took place in October and November.

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 enrollments.

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 8th; 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 enrolled in and were taught in,
- students not enrolled in the course section,
- continuous entry course sections, or
- faculty requesting the survey link.

In total, 95% of all survey links were distributed via myTRU:

- 1,360 links distributed via myTRU (98% Kamloops, 87% Williams Lake),
- 80 links distributed by email directly to faculty members (3% Kamloops, 19% Williams Lake, 100% 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 eighteen responses from faculty, which included questions regarding instructor assignment and course inclusion (these were forwarded to the appropriate dean's office).

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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 enrollment 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 (95%), 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.

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Most passwords were emailed to faculty members on November 7th.

Participation

Summary

Overall, 91% (1,313) of the prepared surveys were administered (Figure 5).

Figure 5: Fall 2019 survey participation rate - Institutional

	#	%
Surveys Administered	1,313	91%
Surveys Not Administered	127	9%
Total Surveys Prepared	1,440	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 85% participation in the Faculty of Science (Figure 6). In terms of the number of evaluations not administered, the lowest participation rate was in the Faculty of Science (15%), followed by the School of Trades and Technology (12%).

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 Law	36	100%			36	100%
Faculty of Student Development	9	100%			9	100%
Faculty of Adventure, Culinary Arts and Tourism	61	98%	1	2%	62	100%
School of Business and Economics	242	97%	7	3%	249	100%
Faculty of Arts	245	95%	12	5%	257	100%
School of Nursing	121	90%	13	10%	134	100%
Faculty of Education and Social Work	210	90%	24	10%	234	100%
School of Trades and Technology	29	88%	4	12%	33	100%
Faculty of Science	360	85%	66	15%	426	100%
Total	1,313	91%	127	9%	1,440	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 47% opened in the last week (Figure 7). Fifteen percent of the surveys were opened during the first week. Figure 8 shows that 13% of surveys were opened on a Friday; the remaining were fairly equally distributed from Monday to Thursday.

Figure 7. Kamloops surveys opened by week

	# of Surveys Opened	% of Surveys Opened
Early (before November 8th)	27	2%
Week 1 (November 9th - November 15th)	181	15%
Week 2 (November 16th - November 22nd)	445	36%
Week 3 (November 23rd onwards)	575	47%
Total	1,228	100%

Figure 8. Kamloops surveys opened by weekday

	# of Surveys Opened	% of Surveys Opened
Sunday	3	0%
Monday	234	19%
Tuesday	295	24%
Wednesday	252	21%
Thursday	272	22%
Friday	165	13%
Saturday	7	1%
Total	1,228	100%

Response Rates

Summary

The average institutional response rate (of participating surveys) was 60%, compared to 63% in Winter 2019. Figure 9 details the response rate distribution by course survey. Aggregate response rates ranged from 77% in the School of Nursing to 55% 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.

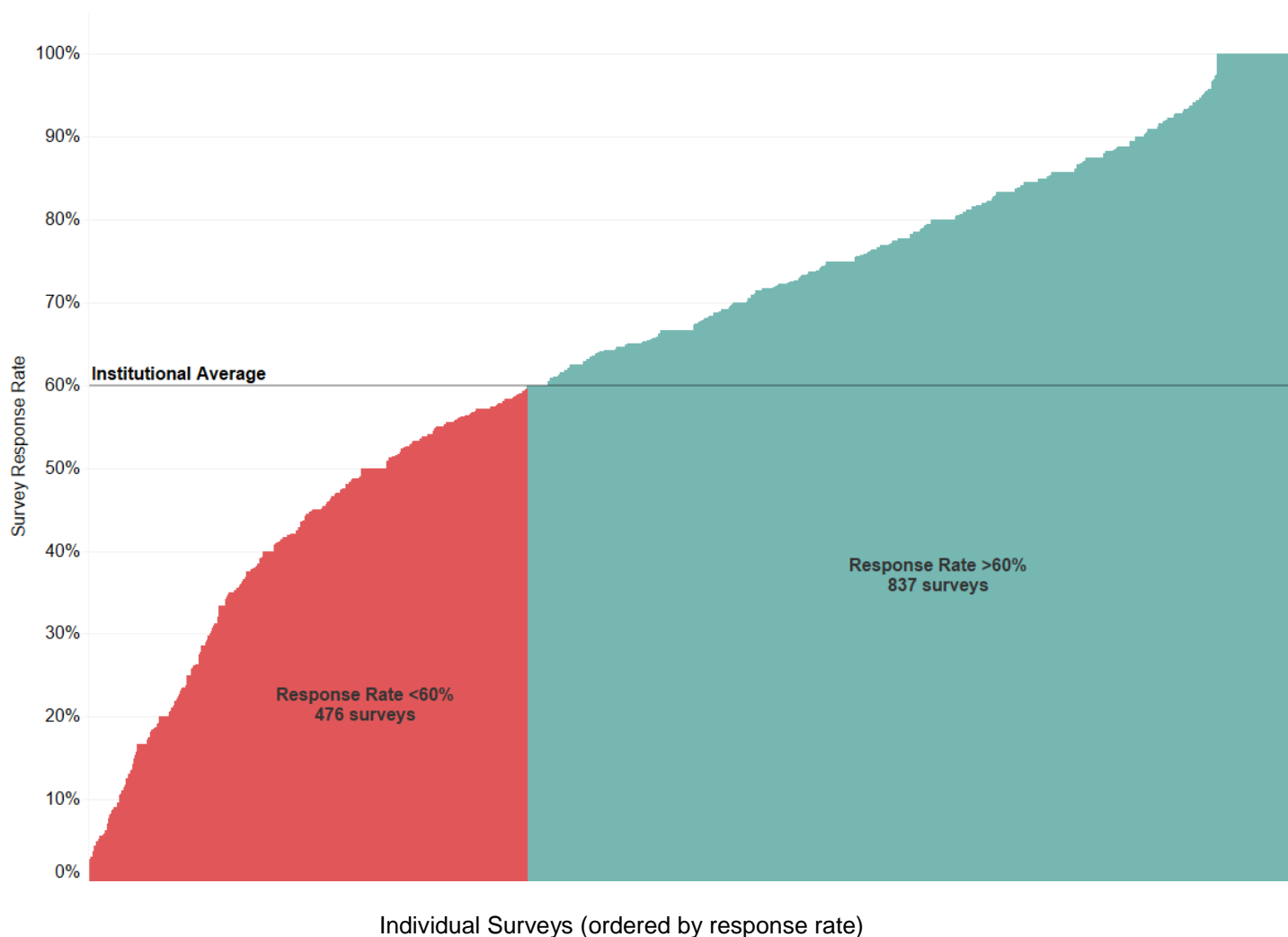**Figure 9: Survey response rates – Distribution**

Individual Surveys (ordered by response rate)

Figure 10: Survey response rates – Division

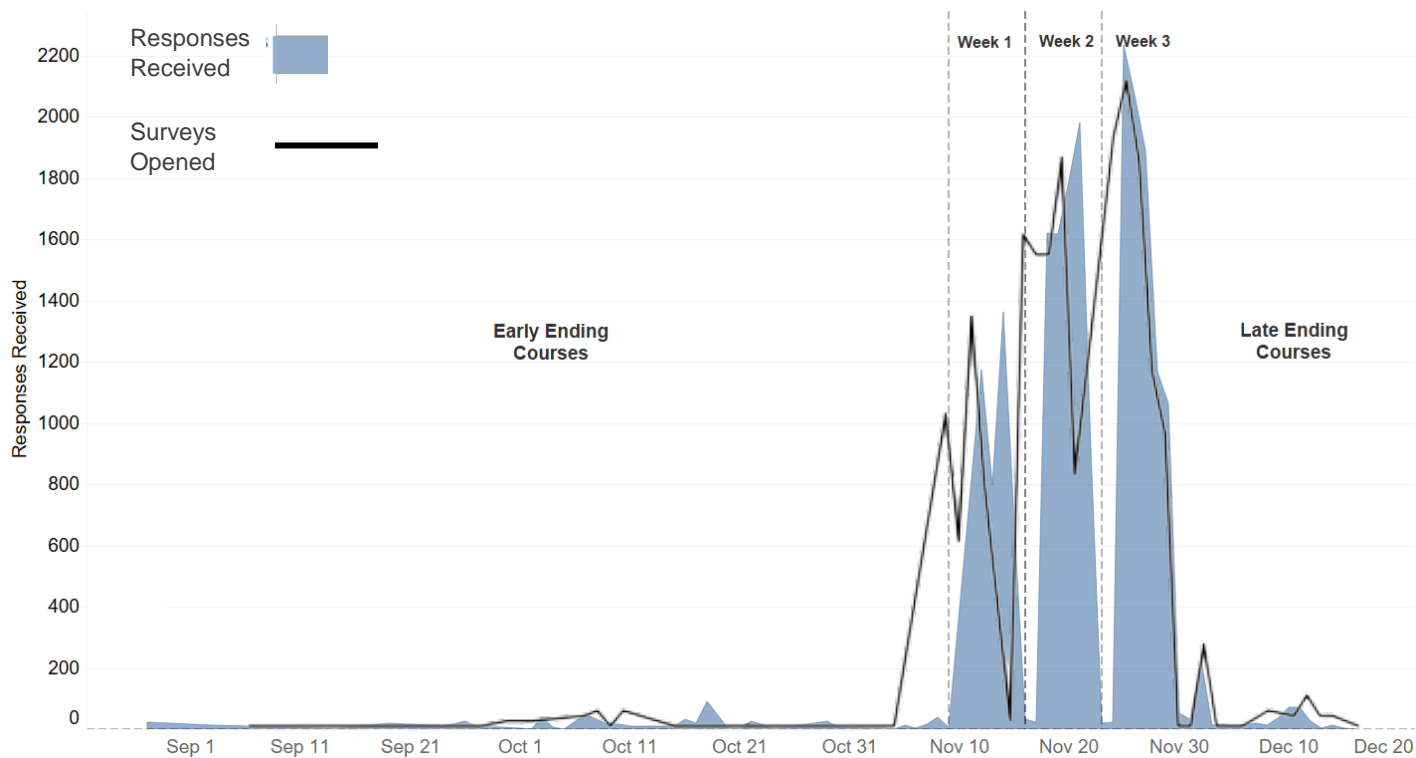| Division	Surveys #	Responses Received	Response Rate
School of Nursing	121	1,725	77%
Faculty of Student Development	9	187	75%
Faculty of Education and Social Work	210	2,621	68%
Faculty of Science	360	6,019	63%
Faculty of Arts	245	4,924	63%
Faculty of Adventure, Culinary Arts and Tourism	61	975	59%
School of Business and Economics	242	4,688	56%
Faculty of Law	36	638	56%
School of Trades and Technology	29	260	55%
Total	1,313	22,037	62%

Kamloops Three-Week Timeline

The number of survey responses received during the administration period closely paralleled survey openings. Forty-seven percent of the surveys were opened in the last week with forty-six percent of responses 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 8th)	27	2%	344	2%
Week 1 (November 9th - November 15th)	181	15%	3,467	16%
Week 2 (November 16th - November 22nd)	445	36%	7,704	36%
Week 3 (November 23rd onwards)	575	47%	9,844	46%
Total	1,228	100%	21,359	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. Of the 216 surveys that did have responses submitted after 48 hours, more than half (67%) had only one late response, 27% of surveys had two or three late responses, and 6% 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	202	16%
Williams Lake	9	16%
Trades & Technology	5	17%
Total	216	16%

Figure 15. Surveys with late responses

	# 48 Hour Window survey count	% of Total 48 Hour Window surveys
1 late response	144	67%
2 or 3 late responses	59	27%
4 or more late responses	13	6%
Total	216	100%

In total, 1.5% of all otherwise-validated responses were removed due to the 48-hour validation check. (Figure 16 p.14).

Survey Response Data Validation

To ensure the highest possible quality of response data, each individual survey response underwent several validity checks. Primarily:

1. The student was enrolled 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 Reponses 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
>
> T

The student TID is used to check that the respondent is enrolled 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 for a course section survey. 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. All

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.

School of Nursing practice and Animal Health Technology Distance courses were excluded from this validity check, and will continue to be moving forward.

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 two student comments identified to be removed from Fall 2019 responses.

Summary

A total of 23,086 responses were received during Fall 2019 course evaluations. Of those responses, 542 (2.3%) were from students whose TID was not found in the course enrollment list for the course they evaluated, 148 (0.6%) were duplicate student responses, and 348 (1.5%) were received after 48 hours of the survey opening. The remaining total number of valid student responses was 22,037.

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	22,293	486	2.2%	129	0.6%	319	1.4%	21,359
Williams Lake	485	27	5.6%	10	2.1%	21	4.3%	418
Trades & Technology	308	29	9.4%	9	2.9%	8	2.6%	260
Total	23,086	542	2.3%	148	0.6%	348	1.5%	22,037

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 their dean's office; therefore, interactive dashboard reports were not created for this faculty.

Dashboard Reports

The 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. Starting in May 2019, chairs and faculty were able to download and pdf their own course evaluation reports.

Fall 2019 results were first published to the School of Trades and Technology faculty and chairs on October 7th, and December 5th 2019 to follow their reporting cycle. On January 3rd, 2020 Fall 2019 results were published to all other on campus faculty and chairs.

Since the dashboard reports were first implemented, IPE has continued to collect feedback on how they could be improved and provide faculty and chairs with a better experience. IPE and CELT worked on enhancements to the course evaluation dashboard reports that were first made available to faculty and chairs in August 2019. Those enhancements include the following improvements:
- New 'Notes' page that includes a description of the dashboard, inclusions/exclusions, contact information, and a survey link to provide feedback on the dashboard
- Senate and custom survey questions have now been combined into one 'Evaluation' page
- New 'Comments' page has been added which includes all open-ended responses
  - All comments will now be shown (for course evaluations with 5 responses or more)
  - Blank or empty responses will automatically be denoted by 'N/A'
- New 'Create PDF' page has been added for a simpler exporting of PDF reports
  - Includes all multiple-choice questions and open-ended responses (up to 25) in one export
- New 'Trending & Benchmarking' page which includes both Senate and custom survey questions
- Nursing Theory, Practice, and Lab Practice course evaluations have now been combined into one dashboard

After the improved 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 new dashboard report, and how to use filters and set benchmarks. Five faculty attended these tutorials. Several resources such as dashboard Frequently Asked Questions and a pdf '*Dashboard Reporting Guide'* were made available on the Student Course Evaluations website.

Distribution

IPE published the course evaluation dashboard reports to faculty and chairs on January 3rd, 2020. 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 20th, 2019. As of January 13th, after the second grades check took place, all of the evaluated courses had 90% or greater of their final grades in Banner.

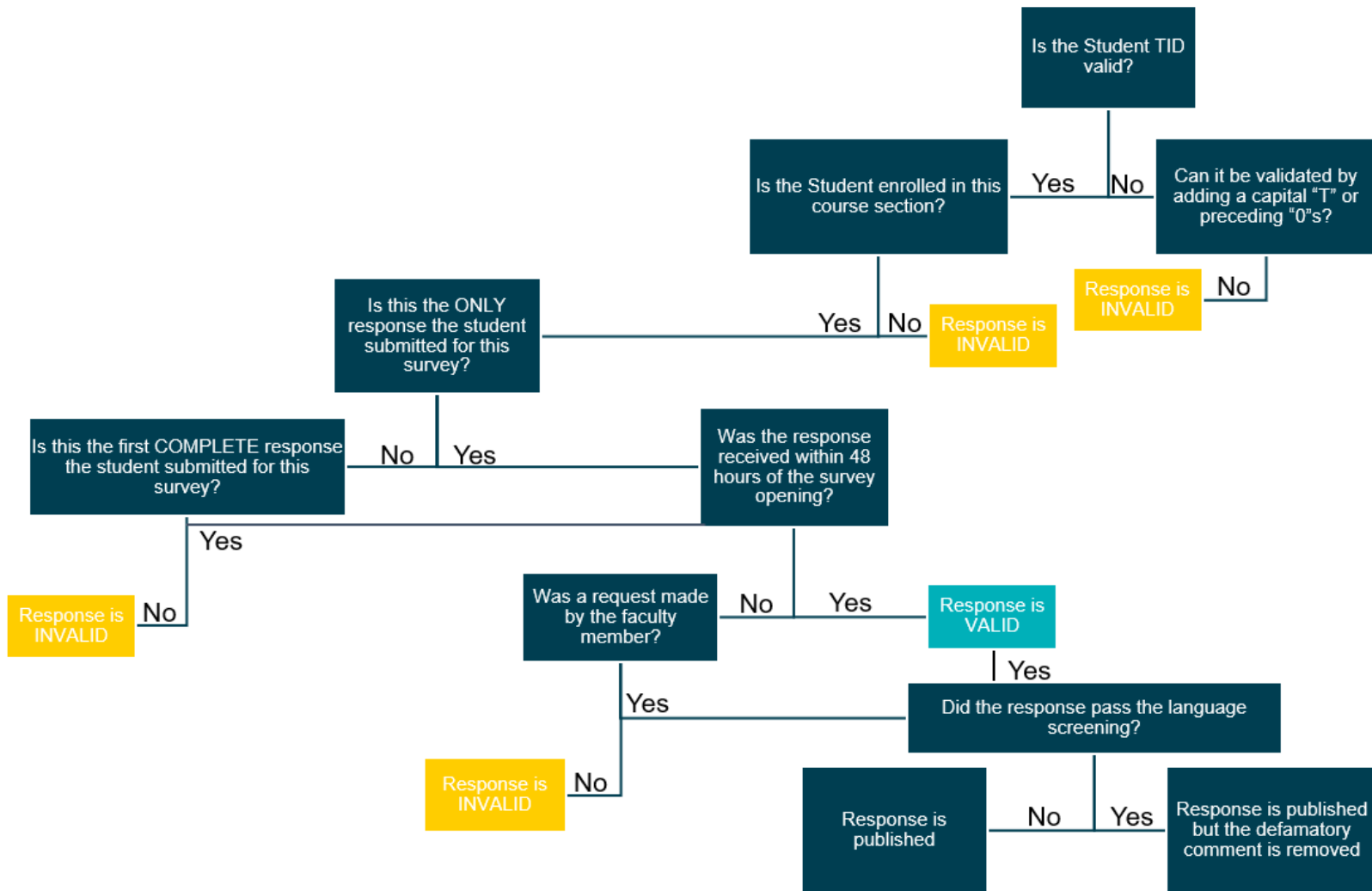## Appendix A – Participation and Response Rates by Department

Participation Rates by Department

Division	Department	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
		#	%	#	%	#	%
Faculty of Adventure, Culinary Arts and Tourism	Adventure Studies	14	93%	1	7%	15	100%
	Culinary Arts & Retail Meat	9	100%			9	100%
	Tourism Management	38	100%			38	100%
Faculty of Arts	Arts Undeclared	1	100%			1	100%
	English & Modern Languages	77	100%			77	100%
	Geography & Environmental Studies	14	100%			14	100%
	Journalism, Comm & New Media	43	98%	1	2%	44	100%
	Philosophy, History & Politics	28	100%			28	100%
	Psychology	29	97%	1	3%	30	100%
	Sociology and Anthropology	27	84%	5	16%	32	100%
	Visual and Performing Arts	26	84%	5	16%	31	100%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	68	92%	6	8%	74	100%
	English as Second or Add Lang	61	94%	4	6%	65	100%
	Social Work and Human Service	41	95%	2	5%	43	100%
	University & Employment Prep	40	77%	12	23%	52	100%
Faculty of Law	Law	36	100%			36	100%
Faculty of Science	Agricultural Related	59	100%			59	100%
	Allied Health	25	61%	16	39%	41	100%
	Applied Science & Engineering	27	64%	15	36%	42	100%
	Biological Sciences	63	84%	12	16%	75	100%
	Computing Science	42	88%	6	13%	48	100%
	Mathematics and Statistics	46	100%			46	100%
	Natural Resource Sciences	22	65%	12	35%	34	100%
	Physical Sciences	76	95%	4	5%	80	100%
	Science Undeclared			1	100%	1	100%
Faculty of Student Development	Career & Experiential Learning	5	100%			5	100%
	Counselling, Academic Supports & Assessment	4	100%			4	100%
School of Business and Economics	Accounting & Finance	61	100%			61	100%
	Economics	50	91%	5	9%	55	100%
	Human Enterprise & Innovation	57	98%	1	2%	58	100%
	Management, Information & Supply Chain	34	97%	1	3%	35	100%
	Marketing & International Business	40	100%			40	100%
School of Nursing	Health Care Assistant	18	82%	4	18%	22	100%
	Nursing	103	92%	9	8%	112	100%
School of Trades and Technology	Construction Trades	18	86%	3	14%	21	100%
	Mechanical and Welding Trades	11	92%	1	8%	12	100%
Total		1,313	91%	127	9%	1,440	100%

Response Rates by Department

Division	Department	Surveys #	Responses Received	Response Rate
Faculty of Adventure, Culinary Arts and Tourism	Adventure Studies	14	238	72%
	Culinary Arts & Retail Meat	9	92	72%
	Tourism Management	38	645	54%
Faculty of Arts	Arts Undeclared	1	13	57%
	English & Modern Languages	77	1,304	61%
	Geography & Environmental Studies	14	280	57%
	Journalism, Comm & New Media	43	853	60%
	Philosophy, History & Politics	28	699	64%
	Psychology	29	707	63%
	Sociology and Anthropology	27	634	63%
	Visual and Performing Arts	26	434	75%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	68	1,038	70%
	English as Second or Add Lang	61	665	72%
	Social Work and Human Service	41	543	61%
	University & Employment Prep	40	375	66%
Faculty of Law	Law	36	638	56%
Faculty of Science	Agricultural Related	59	782	84%
	Allied Health	25	453	52%
	Applied Science & Engineering	27	277	51%
	Biological Sciences	63	1,351	72%
	Computing Science	42	625	46%
	Mathematics and Statistics	46	889	59%
	Natural Resource Sciences	22	448	71%
	Physical Sciences	76	1,194	65%
Faculty of Student Development	Career & Experiential Learning	5	128	73%
	Counselling, Academic Supports & Assessment	4	59	80%
School of Business and Economics	Accounting & Finance	61	1,367	60%
	Economics	50	854	52%
	Human Enterprise & Innovation	57	958	58%
	Management, Information & Supply Chain	34	677	53%
	Marketing & International Business	40	832	56%
School of Nursing	Health Care Assistant	18	238	86%
	Nursing	103	1,487	76%
School of Trades and Technology	Construction Trades	18	187	59%
	Mechanical and Welding Trades	11	73	47%
Total		1,313	22,037	62%

Is the Student TID valid?

Is the Student enrolled in this course section? — Yes | No — Can it be validated by adding a capital "T" or preceding "0"s?

Response is INVALID — No

Is this the ONLY response the student submitted for this survey? — Yes | No — Response is INVALID

Is this the first COMPLETE response the student submitted for this survey? — No | Yes — Was the response received within 48 hours of the survey opening?

Yes

Response is INVALID — No

Was a request made by the faculty member? — No | Yes — Response is VALID

Yes

Yes

Response is INVALID — No

Did the response pass the language screening?

Response is published — No | Yes — Response is published but the defamatory comment is removed

Appendix C – General Survey Instrument

Fall 2019 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.	○	○	○	○
A2. The course challenged me to do my best work.	○	○	○	○
A3. I think the course content reflected the learning outcomes, as stated in the course outline.	○	○	○	○
A4. The course experience increased my appreciation for the subject matter.	○	○	○	○

Shown for ESAL and ESTR courses only

Strongly Disagree	Disagree	Agree	Strongly Agree

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

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

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