



**THOMPSON  
RIVERS  
UNIVERSITY**

Integrated  
Planning &  
Effectiveness

# Fall 2020 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 2020. This was the eleventh full implementation, with 1,364 courses included to be evaluated.<sup>1</sup> Evaluations were administered online for all courses during the last three weeks of classes (or equivalent).

The majority of Kamloops and Williams Lake evaluations took place between November 16<sup>th</sup> and December 4<sup>th</sup>, and School of Trades and Technology (Trades) evaluations took place during the months of September, October, and November (Figure 1). Course evaluations continued to be administered as per the regular process even with the majority of on-campus courses being taught virtually due to the COVID-19 pandemic.

Figure 1. Course evaluation summary

Total		Kamloops	Williams Lake	Trades
2	Campuses			
9	Faculties and Schools	8	4	1
522 <sup>2</sup>	Faculty Members	474	19	32
1,364	Courses	1,274	40	50
34,339	Student Course Enrolment	33,301	561	477
1,296 <sup>3</sup>	Surveys	1,215	40	41
8,951	Students Headcount	8,398	215	338
93%	Survey Participation Rate	94%	90%	63%
11,670	Total Responses	11,212	275	183
36% <sup>4</sup>	Response Rate	35%	53%	55%

**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

<sup>1</sup> Summer semester courses are evaluated using the same course evaluation administration process as both winter and fall courses. Due to a smaller number of courses a report on the administration and results is not produced.

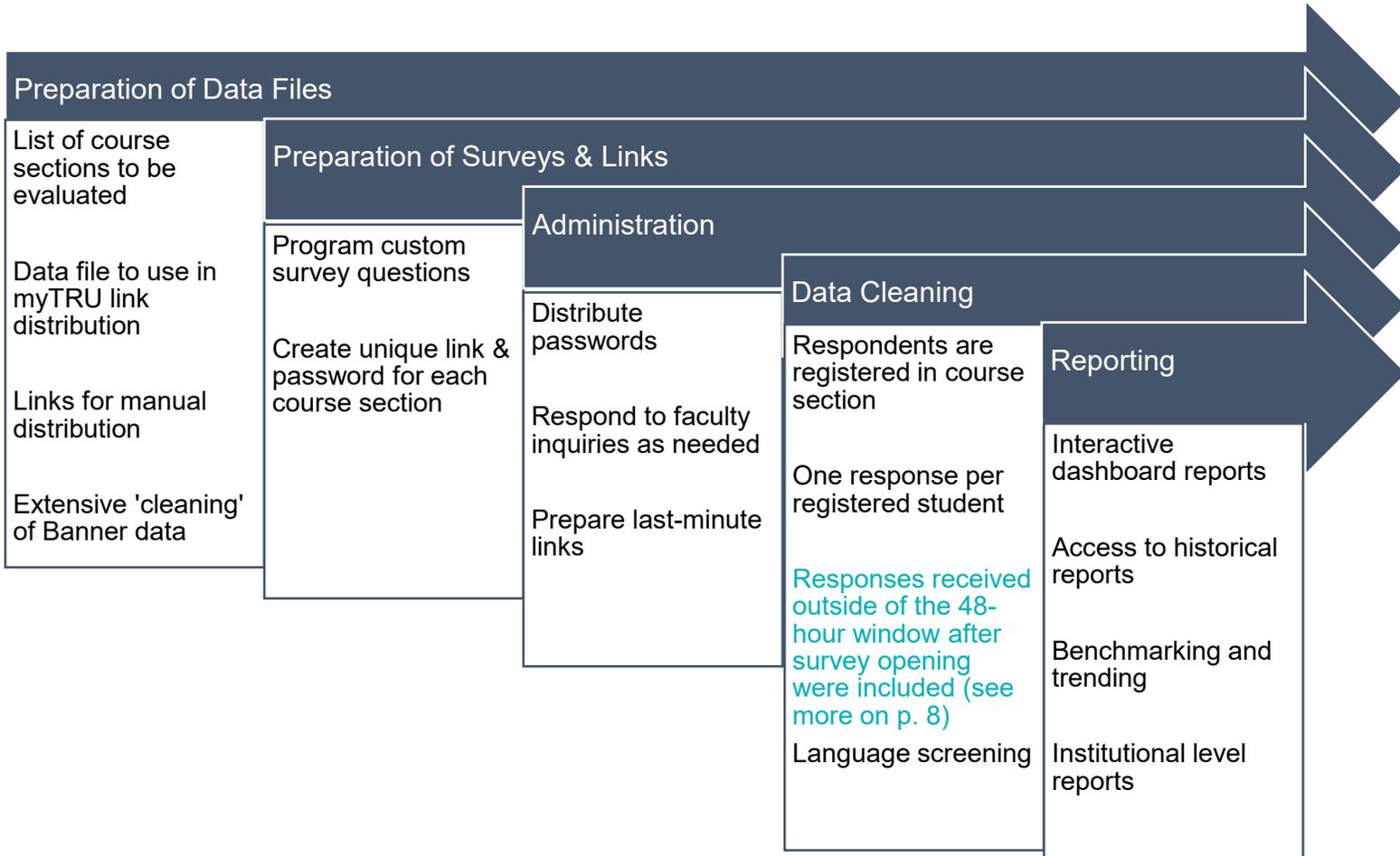
<sup>2</sup> Some instructors had course evaluations on more than one campus.

<sup>3</sup> Some courses were set up as a combined evaluation, therefore the total number of surveys is less than the total number of included courses.

<sup>4</sup> Includes only surveys that were opened.

Technical administration of the evaluations was carried out by 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

### Inclusion

There were 1,364 courses identified for inclusion in course evaluations, and 1,296 surveys were prepared (Figure 3). This involved 522 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 by Division – Institutional, Fall 2020

		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	88	76	24	134	5	85	55	32	522
	%	6%	17%	15%	5%	26%	1%	16%	11%	6%	100%
Courses	#	62	232	197	31	412	8	247	125	50	1,364
	%	5%	17%	14%	2%	30%	1%	18%	9%	4%	100%
Surveys	#	62	226	187	31	378	8	238	125	41	1,296
	%	5%	17%	14%	2%	29%	1%	18%	10%	3%	100%
Enrolment	#	1,405	7,229	3,431	1,215	10,360	150	7,461	2,611	477	34,339
	%	4%	21%	10%	4%	30%	0%	22%	8%	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 2020
- Campus Kamloops and Williams Lake
- Trades and Technology courses

#### Criteria for Exclusion

- 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 2020
- 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 the Teaching and Learning Committee (formerly The Instructional Development and Support Committee (IDSC)) and presented to Senate (January 23<sup>rd</sup>, 2019)
- Memorandum of Settlement between TRU and TRUFA (July 21<sup>st</sup>, 2015)
- Custom surveys: Law, Science, English as a Second Language, Education and Skills Training

## Survey Response Data Integrity: Implementation

Program, Nursing practice and lab practice section types, Biological Sciences labs, Animal Health Technology Distance courses

- 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 Ministry of Technology, Innovation and Citizens' Services)

After proposed course inclusion lists were prepared based on the standard criteria for evaluation (see [Figure 4](#) for 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 28<sup>th</sup>, with a request for response by October 9<sup>th</sup>.

After the list of courses was finalized, a notification email was sent from IPE on October 19<sup>th</sup> 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](#)). Given that Williams Lake campus has moved away from the block course delivery in fall 2020, course evaluation administration, data validation, and reporting were aligned with the Kamloops campus course evaluation timeline.

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 2020 for evaluations that took place in September, and in December 2020 for courses that took place in October and November.

### Administration

#### 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 Student 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 5<sup>th</sup>; after this deadline, changes to the course lists were accommodated manually and links were provided directly to faculty members.

*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 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 (93%), 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.*

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, 93% of all survey links were distributed via myTRU:**

- 1,203 links distributed via myTRU (96% Kamloops, 95% Williams Lake),
- 93 links distributed by email directly to faculty members (4% Kamloops, 5% 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 with password per course section. Most passwords were emailed to faculty members on November 5<sup>th</sup>.

### 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 74% opened in the two last weeks (Figure 5). Twenty-two percent of the surveys were opened during the first week. Figure 6 shows that 10% of surveys were opened on a Friday, with the majority of the responses received between Monday and Thursday.

**Figure 5. Kamloops surveys opened by week – Fall 2020**

	# of Surveys Opened	% of Surveys Opened	Responses Received	% Responses Received
Early (before November 16th)	47	4%	499	4%
Week 1 (November 16th - November 22nd)	229	20%	2,412	22%
Week 2 (November 23rd - November 29th)	381	34%	4,272	38%
Week 3 (November 30th onwards)	480	42%	4,029	36%
<b>Total</b>	<b>1,137</b>	<b>100%</b>	<b>11,212</b>	<b>100%</b>

**Figure 6. Kamloops surveys opened by weekday – Fall 2020**

	# of Surveys Opened	% of Surveys Opened	Responses Received	% Responses Received
Sunday	38	3%	248	2%
Monday	235	21%	2,501	22%
Tuesday	250	22%	2,480	22%
Wednesday	246	22%	2,548	23%
Thursday	225	20%	2,296	20%
Friday	134	12%	1,107	10%
Saturday	9	1%	32	0%
<b>Total</b>	<b>1,137</b>	<b>100%</b>	<b>11,212</b>	<b>100%</b>

## Data Cleaning

### 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

Course evaluations continued to be administered as per the regular process even with the majority of on-campus courses being taught virtually due to the COVID-19 pandemic. Once all responses were collected, IPE analysed the responses to determine the percent of responses submitted outside of the 48-hour window (late responses), how many course evaluations were affected by late responses, and how excluding the late responses would affect the response rate. Similarly to the winter course evaluation administration, these numbers were provided to TRU to consult with TRUFA on whether to include the late responses as an exception for this administration due to the pandemic and the shift of course evaluations being administered virtually and not in-person in class. Due to the significant impact that the late responses had on the response rate, TRUFA made the decision to include late responses for this fall administration.

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

## 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.

**As an exception, responses submitted outside of the 48-hour window period were included for the fall 2020 administration.**

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.

\* Due to the large volume of responses, these corrections were accomplished with an automatic script.

The student TID is used to check that the respondent is enrolled in the course section for which they have completed 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 in a course section. 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. However, an exception was made for the fall 2020 course evaluation administration due to the significant impact on the response rate. As the result, responses received outside of the 48-hour window were included in the reporting.

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

### **Time to Complete Survey**

The majority of the surveys were completed within an hour, with 81% of surveys completed within 10 minutes or less. Compared to fall 2018 and 2019, there was a slight decrease in percentage 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 7).

**Figure 7. Survey completion time – Institutional**

	Fall 2018	Fall 2019	Fall 2020
10 minutes or less	93%	93%	81%
11 to 20 minutes	5%	5%	12%
21 to 30 minutes	1%	1%	2%
1 hour +	1%	1%	5%

Law, Science, English as a Second Language, Education and Skills Training Program, Nursing theory, practice and lab practice section types, Biological Sciences labs, Animal Health Technology Distance courses were evaluated using custom survey instruments. The completion times for each questionnaire are available in Appendix C.

### **Time to Submit after Survey Open**

Overall, 59% of surveys had responses submitted after the 48-hour window (late responses), which is a slight decrease of 4% from winter 2020 (63%) and a significant increase of 43% when compared to fall 2019 (16%). Of the 686 surveys that had responses submitted after 48 hours, 39% had one late response, 35% had two or three late responses, and 26% of surveys had four or more late responses (Figure 9).

**Figure 8. Surveys with responses submitted after the 48-hour window**

	Fall 2018			Fall 2019			Fall 2020		
	Kamloops	Trades & Technology	Williams Lake	Kamloops	Trades & Technology	Williams Lake	Kamloops	Trades & Technology	Williams Lake
# of surveys that received responses outside of the 48-hour window	190	0	7	202	5	9	673	6	7
% of surveys that received responses outside of the 48-hour window	16%	0%	11%	16%	17%	16%	59%	23%	19%
# of responses over 48-hour window	299	0	11	319	8	21	1,940	14	24
% of responses over 48-hour window	1%	0%	2%	1%	3%	4%	17%	6%	8%

**Figure 9. Surveys with late responses – Institutional, Fall 2020**

	1 late response	2 or 3 late responses	4 or more late responses	Total
# of surveys that received responses outside of the 48-hour window	268	242	176	686
% of surveys that received responses outside of the 48-hour window	39%	35%	26%	100%
# Over 48-hour Window Responses	268	583	1,127	1,978
% of responses over 48-hour window	14%	29%	57%	100%

In light of the significant increase in number of responses received outside of the 48-hour window, TRUFA decided to make an exception for fall 2020 course evaluation administration and include these responses in faculty reports.

### 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 2020 responses.

### Data Cleaning Summary

A total of 12,137 responses were received during fall 2020 course evaluations which is a decrease of 50% from fall 2019 (23,086 responses). Of those responses, 267 (2.2%) were from students who were not enrolled in the course that they evaluated, 186 (1.5%) were duplicate student responses, and 1,978 (16.3%) were received after 48 hours of the survey opening. The remaining total number of valid student responses was 11,670 which includes responses received over the 48-hour window.

**Figure 10. Response validation summary by campus – Fall 2020**

	Total Responses (not cleaned)	# of Not Registered	Not Registered Percent	# of Duplicate TID	Duplicate TID Percent	# Over 48-hour Window Responses	% Over 48-hour Window Responses	Total Valid Responses (cleaned)
Kamloops	11,614	223	1.9%	179	1.5%	1,940	16.7%	11,212
Williams Lake	295	17	5.8%	3	1.0%	24	8.1%	275
Trades & Technology	228	27	11.8%	4	1.8%	14	6.1%	183
Total	12,137	267	2.2%	186	1.5%	1,978	16.3%	11,670

## Reporting

Overall, 93% (1,199) of the prepared surveys were administered in fall 2020 (Figure 11). The largest decrease in participation rate was observed in the Schools of Trades and Technology.

**Figure 11. Survey participation rates – Institutional, Fall 2018, 2019, 2020**

		Fall 2018	Fall 2019	Fall 2020
Kamloops	Surveys Administered	93%	92%	94%
	Surveys Not Administered	7%	8%	6%
Trades & Technology	Surveys Administered	62%	88%	63%
	Surveys Not Administered	38%	12%	37%
Williams Lake	Surveys Administered	90%	81%	90%
	Surveys Not Administered	10%	19%	10%
Total Surveys Prepared		100%	100%	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 96% participation in the School of Business and Economics, to 63% participation in the School of Trades and Technology (Figure 12). The participation rates for fall 2020 course evaluation administration across most faculties and schools have remained on par with fall 2019 and fall 2018 results.

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

**Figure 12. Survey participation rate by division – Institutional**

		Surveys Administered	Surveys Not Administered
School of Business and Economics	Fall 2018	92%	8%
	Fall 2019	97%	3%
	Fall 2020	96%	4%
Faculty of Adventure, Culinary Arts and Tourism	Fall 2018	98%	2%
	Fall 2019	98%	2%
	Fall 2020	95%	5%
Faculty of Arts	Fall 2018	98%	2%
	Fall 2019	95%	5%
	Fall 2020	94%	6%
Faculty of Science	Fall 2018	85%	15%
	Fall 2019	85%	15%
	Fall 2020	94%	6%
School of Nursing	Fall 2018	98%	2%
	Fall 2019	90%	10%
	Fall 2020	91%	9%
Faculty of Law	Fall 2018	100%	
	Fall 2019	100%	
	Fall 2020	90%	10%
Faculty of Education and Social Work	Fall 2018	97%	3%
	Fall 2019	91%	9%
	Fall 2020	89%	11%
Faculty of Student Development	Fall 2018	100%	
	Fall 2019	100%	
	Fall 2020	88%	13%
School of Trades and Technology	Fall 2018	62%	38%
	Fall 2019	88%	12%
	Fall 2020	63%	37%

## Response Rates

The average institutional response rate (of participating surveys) was 36%, compared to 32% in winter 2020 and 62% in fall 2019. Aggregate response rates ranged from 67% in School of Nursing (Williams Lake campus) to 22% in the Faculty of Arts (Williams Lake campus) (Figure 14).

Figure 13. Historical response rates – Fall 2018, Fall 2019, Fall 2020

	Fall 2018		Fall 2019		Fall 2020	
	Responses Received	Response Rate	Responses Received	Response Rate	Responses Received	Response Rate
Kamloops	21,007	64%	21,359	62%	11,212	35%
Trades & Technology	194	58%	260	55%	183	55%
Williams Lake	423	61%	418	63%	275	53%
Total	21,624	64%	22,037	62%	11,670	36%

Figure 14. Response rates by division – Fall 2020

		Surveys #	Responses Received	Response Rate
Trades & Technology	School of Trades and Technology	26	183	55%
Williams Lake	School of Nursing	18	163	67%
	Faculty of Education and Social Work	9	62	51%
	Faculty of Science	5	30	48%
	Faculty of Arts	4	20	22%
Kamloops	School of Nursing	96	994	47%
	Faculty of Education and Social Work	157	1,368	47%
	Faculty of Law	28	455	41%
	Faculty of Adventure, Culinary Arts and Tourism	59	501	37%
	Faculty of Science	352	3,622	37%
	Faculty of Student Development	7	47	34%
	Faculty of Arts	209	2,078	30%
	School of Business and Economics	229	2,147	29%
Total		1,199	11,670	36%

## Course Evaluation Reports

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 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.

### **Distribution**

IPE published the course evaluation dashboard reports to faculty and chairs on January 8<sup>th</sup>, 2021. 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 January 5<sup>th</sup>, 2021. As of January 13<sup>th</sup>, after the second grades check took place, all but four evaluated courses had 90% or greater of their final grades in Banner.

## Appendix A – Participation and Response Rates by Department

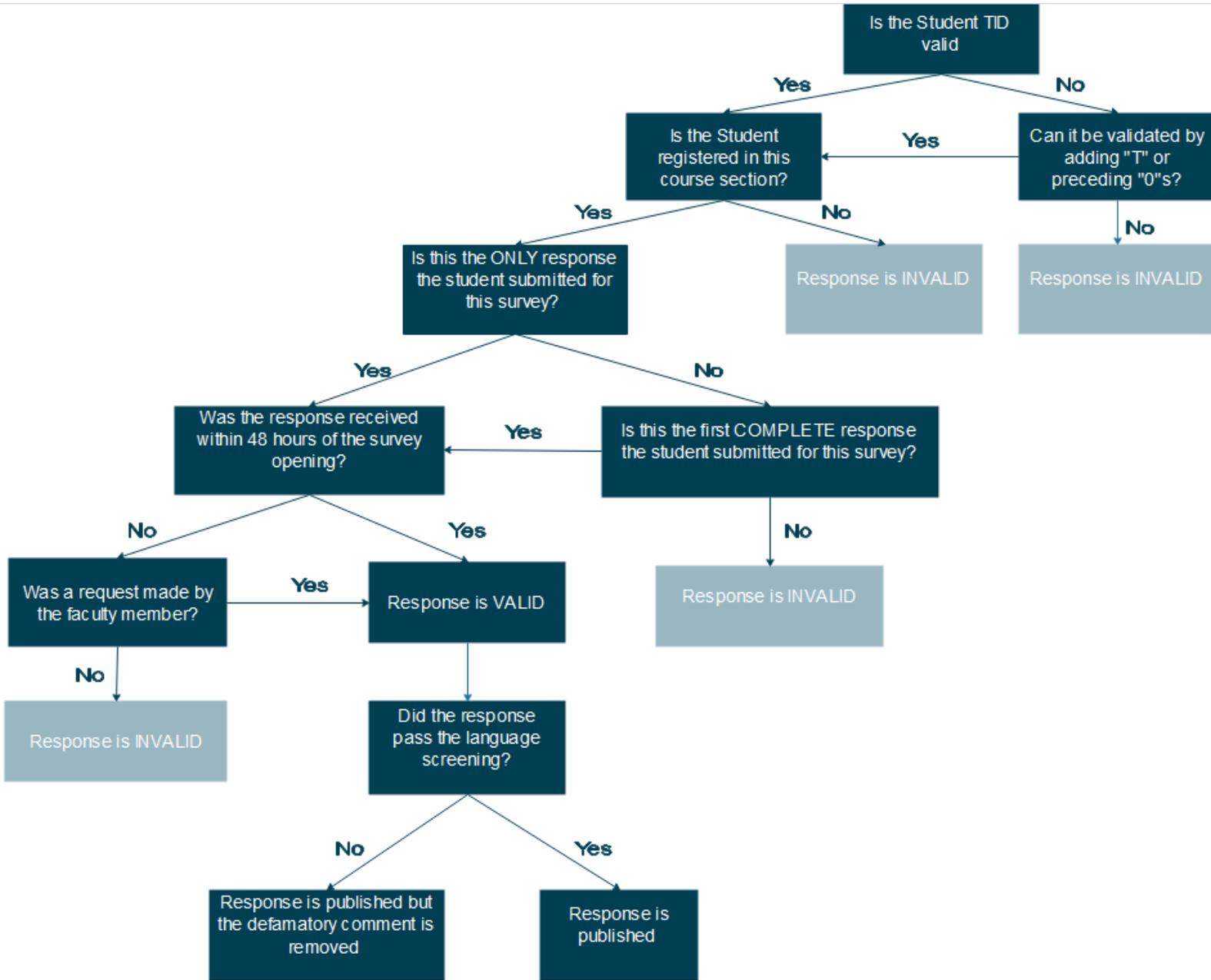
### Participation Rates by Department

Division	Department	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
		#	%	#	%	#	%
Faculty of Adventure, Culinary Arts and Tourism	Adventure Studies	17	100%			17	100%
	Tourism Management	31	91%	3	9%	34	100%
	Culinary Arts & Retail Meat	11	100%			11	100%
Faculty of Arts	Psychology	29	100%			29	100%
	Journalism, Comm & New Media	33	87%	5	13%	38	100%
	Sociology and Anthropology	30	100%			30	100%
	English & Modern Languages	61	92%	5	8%	66	100%
	Philosophy, History & Politics	27	100%			27	100%
	Visual and Performing Arts	23	88%	3	12%	26	100%
	Geography & Environmental Studies	10	100%			10	100%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	62	84%	12	16%	74	100%
	Social Work and Human Service	39	95%	2	5%	41	100%
	English as Second or Add Lang	35	95%	2	5%	37	100%
	University & Employment Prep	30	86%	5	14%	35	100%
Faculty of Law	Law	28	90%	3	10%	31	100%
Faculty of Science	Computing Science	39	100%			39	100%
	Mathematics and Statistics	43	98%	1	2%	44	100%
	Agricultural Related	67	94%	4	6%	71	100%
	Biological Sciences	62	97%	2	3%	64	100%
	Physical Sciences	66	99%	1	1%	67	100%
	Natural Resource Sciences	21	84%	4	16%	25	100%
	Applied Science & Engineering	22	96%	1	4%	23	100%
	Allied Health	37	82%	8	18%	45	100%
Faculty of Student Development	Counselling, Academic Supports & Assessment	3	75%	1	25%	4	100%
	Career & Experiential Learning	4	100%			4	100%
School of Business and Economics	Economics	47	92%	4	8%	51	100%
	Accounting & Finance	60	95%	3	5%	63	100%
	Human Enterprise & Innovation	50	96%	2	4%	52	100%
	Management, International Business, Informatio..	48	100%			48	100%
	Marketing	24	100%			24	100%
School of Nursing	Nursing	100	90%	11	10%	111	100%
	Health Care Assistant	14	100%			14	100%
School of Trades and Technology	Construction Trades	15	71%	6	29%	21	100%
	Mechanical and Welding Trades	11	55%	9	45%	20	100%
<b>Total</b>		<b>1,199</b>	<b>93%</b>	<b>97</b>	<b>7%</b>	<b>1,296</b>	<b>100%</b>

## Response Rates by Department

Division	Department	Surveys #	Responses Received	Response Rate
Faculty of Adventure, Culinary Arts and Tourism	Tourism Management	31	289	32%
	Adventure Studies	17	167	45%
	Culinary Arts & Retail Meat	11	45	63%
Faculty of Arts	English & Modern Languages	61	529	30%
	Psychology	29	374	32%
	Sociology and Anthropology	30	333	31%
	Philosophy, History & Politics	27	278	26%
	Journalism, Comm & New Media	33	272	25%
	Visual and Performing Arts	23	185	37%
	Geography & Environmental Studies	10	127	35%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	62	669	52%
	Social Work and Human Service	39	376	45%
	English as Second or Add Lang	35	230	48%
	University & Employment Prep	30	155	35%
Faculty of Law	Law	28	455	41%
Faculty of Science	Physical Sciences	66	817	45%
	Biological Sciences	62	726	40%
	Mathematics and Statistics	43	562	40%
	Computing Science	39	408	31%
	Agricultural Related	67	362	40%
	Natural Resource Sciences	21	267	31%
	Applied Science & Engineering	22	262	57%
	Allied Health	37	248	20%
Faculty of Student Development	Career & Experiential Learning	4	34	37%
	Counselling, Academic Supports & Assessment	3	13	28%
School of Business and Economics	Accounting & Finance	60	580	31%
	Management, International Business, Informati..	48	450	27%
	Economics	47	436	29%
	Human Enterprise & Innovation	50	426	31%
	Marketing	24	255	30%
School of Nursing	Nursing	100	930	45%
	Health Care Assistant	14	227	78%
School of Trades and Technology	Construction Trades	15	112	56%
	Mechanical and Welding Trades	11	71	53%
<b>Total</b>		<b>1,199</b>	<b>11,670</b>	<b>36%</b>

## Appendix B – Response Validation Process



## Appendix C – Custom Survey Instrument: Completion Time

		Fall 2018	Fall 2019	Fall 2020
Animal Health Technology Distance (ANHD)	10 minutes or less		82%	84%
	11 to 20 minutes		10%	8%
	21 to 30 minutes		4%	
	1 hour +		4%	8%
Biology Lab	10 minutes or less	96%	92%	75%
	11 to 20 minutes	4%	5%	16%
	21 to 30 minutes		1%	2%
	1 hour +	0%	2%	7%
Education and Skills Training Program (ESTR)	10 minutes or less	96%	99%	100%
	11 to 20 minutes	4%	1%	
English as a Second/Additional Language (ESAL)	10 minutes or less	82%	86%	69%
	11 to 20 minutes	14%	10%	19%
	21 to 30 minutes	1%	1%	3%
	1 hour +	3%	2%	8%
General	10 minutes or less	95%	95%	87%
	11 to 20 minutes	3%	3%	8%
	21 to 30 minutes	1%	1%	2%
	1 hour +	1%	1%	4%
Law	10 minutes or less	90%	89%	76%
	11 to 20 minutes	7%	8%	16%
	21 to 30 minutes	1%	0%	3%
	1 hour +	1%	2%	5%
Nursing Lab Practice	10 minutes or less	94%	90%	86%
	11 to 20 minutes	2%	6%	9%
	21 to 30 minutes	1%	2%	1%
	1 hour +	2%	2%	4%
Nursing Practice	10 minutes or less	81%	80%	78%
	11 to 20 minutes	15%	12%	13%
	21 to 30 minutes	2%	3%	4%
	1 hour +	2%	4%	6%
Science	10 minutes or less	89%	91%	71%
	11 to 20 minutes	8%	7%	19%
	21 to 30 minutes	1%	1%	4%
	1 hour +	2%	2%	6%