



# Winter 2016 Course Evaluation

Administration and Results

March 21 – April 8



THOMPSON RIVERS  
UNIVERSITY

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Institutional Planning  
& Analysis

June 2016

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# Summary

TRU implemented 'every course, every time' evaluation of on campus courses in Winter 2016. Evaluations were administered online for classroom-based courses, during the last three weeks of classes.

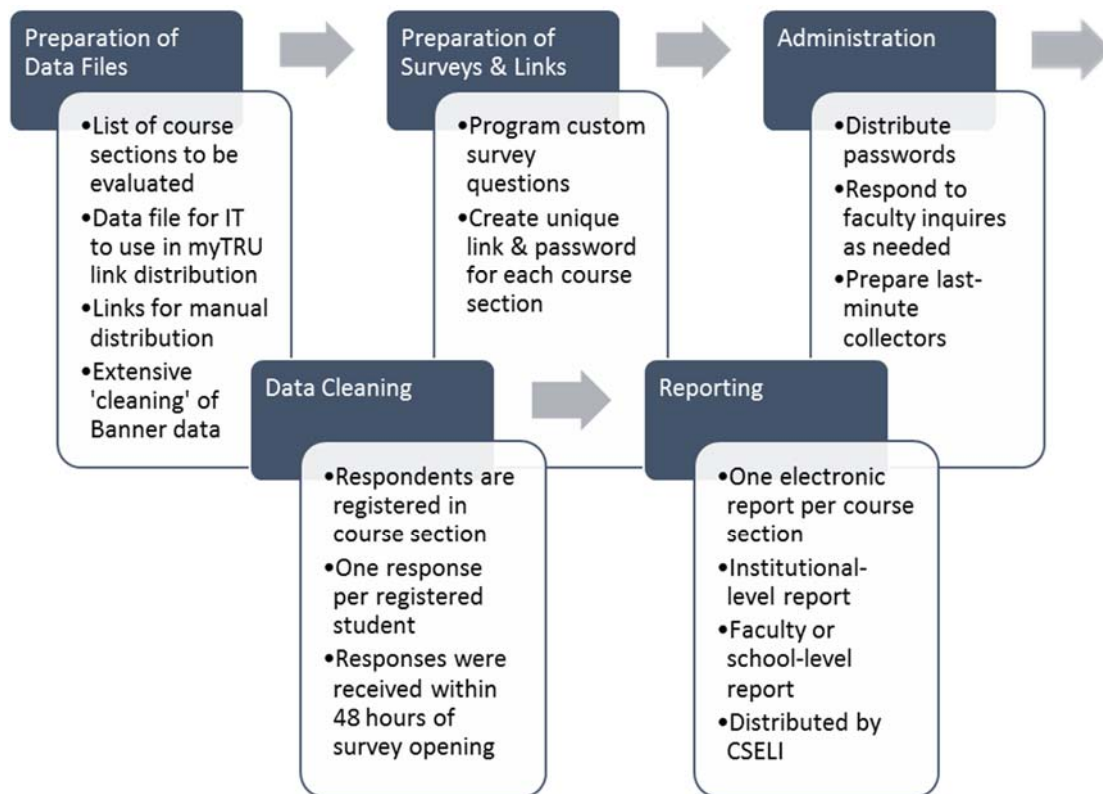
The majority of evaluations took place between March 21 and April 8, and included:

**Figure 1. Course Evaluation Summary**

2	Campuses
9	Faculties and Schools
409	Faculty Members
885	Courses
888	Surveys <sup>1</sup>
5,234	Students
23,452	Student Registrations
90%	Survey Participation
65%	Response Rate
14,130	Total Responses

Technical administration of the evaluations was carried out by IPA. 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**



<sup>1</sup> Some instructors chose to have separate evaluations prepared for courses that were team taught, so the total number of surveys is larger than the number of included courses.

# Inclusion

There were a total of 885 courses that were identified for inclusion in course evaluations, and 888 surveys were prepared (Figure 3). This involved 409 individual faculty members from each of the 9 faculties and schools (including Williams Lake campus and Regional Centres). Classroom based, primary sections were included (Figure 4).

**Figure 3. Faculty, Courses, Surveys and Students included in course evaluations**

		Faculty of Law	Faculty of Science	School of Nursing	Faculty of Education & Social Work	Faculty of Arts	School of Business & Economics	Faculty of Adventure, Culinary Arts & Tourism	Faculty of Student Development	School of Trades and Technology	Total
Faculty Members	#	24	92	51	67	91	67	21	4	6	409
	%	6%	22%	12%	16%	22%	16%	5%	1%	1%	100%
Courses	#	44	187	70	123	227	175	45	7	7	885
	%	5%	21%	8%	14%	26%	20%	5%	1%	1%	100%
Surveys	#	44	190	70	123	227	175	45	7	7	888
	%	5%	21%	8%	14%	26%	20%	5%	1%	1%	100%
Enrolment (March 18)	#	1,678	5,501	1,828	1,946	6,130	5,186	899	166	118	23,452
	%	7%	23%	8%	8%	26%	22%	4%	1%	1%	100%

**Figure 4. Criteria for Inclusion or Exclusion**

## Criteria for Inclusion

- Lecture or combined section type
- Primary section
- Course ending within, or attached to, Winter 2016
- Campus Kamloops, Williams Lake, Regional Centres
- Regular course section numbers

## Criteria for Exclusion<sup>2</sup>

- Seminar, lab, field, practicum or PLAR section type
- Non-graded support sections
- Courses not ending in, or attached to, Winter 2016
- Open Learning courses
- Course section numbers designating directed studies, BC Campus, PLAR, labs

## 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 (March 23<sup>rd</sup>, 2015)
- Memorandum of Settlement between TRU and TRUFA (July 21<sup>st</sup> 2015)
- Science course evaluation process
- Science course evaluation instrument
- Law course evaluation process
- Law course evaluation instrument
- Student confidentiality – reports with less than 5 results were not distributed, as is consistent with the practice of BCStats and current interpretation of the BC Statistics Act (BC Ministry of Technology, Innovation and Citizens' Services)

<sup>2</sup> 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 preliminary course inclusion lists were prepared based on the standard criteria for evaluation (Figure 4. Criteria for Inclusion or Exclusion), IPA sent a list of courses to each Dean and to the Director of Williams Lake with a request for review on February 5<sup>th</sup>, with a request for response by February 15<sup>th</sup>. 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 ID for any missing faculty assignments)
- Faculty names and course sections (accuracy of course assignments)
- Start and end dates of courses
- Courses with no registrations

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.

Validation for the Williams Lake and Trades and Technology course sections was notably challenging, primarily due to non-standard processes for entering courses into Banner.

After the list of courses was finalized through the consultation process described above, a notification email was sent directly from IPA to each faculty member involved in the project. The email detailed which of the individual's courses were included, and briefly explained the evaluation process. This email generated approximately 55 responses from faculty. Responses are described in the Feedback Received section. Resolving these inquiries further refined the list of courses for evaluation.

## Implementation

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### Distribution of Survey Links

As detailed under 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). IPA prepared a data file containing the survey link and course detail (faculty name, CRN, etc.), which was then sent to IT Services. IT Services created a Course Evaluation channel and then populated the channel with data from the survey link file, according to each students' current course registrations.

IPA sent the file of survey links and course detail to IT Services on March 16<sup>th</sup> 2016, for posting to student myTRU portals from March 21<sup>st</sup> to April 8<sup>th</sup>. March 16<sup>th</sup> marked a deadline of sorts; after this date, changes to the course lists were accommodated manually. **In total, 98% of all survey links were distributed via myTRU:**

- 871 links distributed via myTRU
- 10 links distributed manually due to courses ending before myTRU posting dates (3 in Kamloops and 7 in Williams Lake)
- 6 links distributed manually due to changes after the deadline (4-Nursing, 1-Science, 1-Arts)
- 1 link distributed manually for First Steps, a specialized program in Education and Social Work in which students take a variety of courses together in one room

### 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 manually programmed into each survey. Every password was then independently verified again, in addition to a third round of independent, random audit checks.

The passwords were distributed to faculty members individually using their official TRU email address. Each faculty member received one email per password. In two instances, faculty members requested to have their password emails copied to a designate and IPA honoured those requests.

Due to the nature of the Applied Business Technology program (cohort-based, successive courses), the Associate Dean of Business and Economics requested access to all passwords. This would enable the course evaluations to be administered at an appropriate time during the last weeks or days of each class (the dates of which were not supplied via Banner, making manual link distributions difficult for IPA). The links to each of the 12 courses were supplied to students through myTRU, and the passwords were provided to the Associate Dean.

The Faculty of Law Dean's Office requested to be copied on the 6 password emails sent to sessional Law faculty in order to assist any faculty members who

## 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 almost every survey:*

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, faculty members were not provided with the link to the actual survey.

Faculty members were provided with a direct phone number to contact the Senior Research & Planning Officer 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 IPA deadlines, or a few rare instances of technical difficulty.*

were unable to access their TRU email addresses. IPA sent each password directly to the faculty member's TRU email and also provided these copies to the Dean's Office.

Most passwords were emailed to faculty members on March 18<sup>th</sup>, the Friday before the regular three-week course evaluation period (March 21<sup>st</sup> to April 8<sup>th</sup>).

### Frequently Asked Questions

Marketing and Communications, based on feedback from CSELI and IPA, developed a set of FAQ to help answer common questions about centralized course evaluations. IPA assisted with this process by suggesting FAQ topics, advising on technical items, and by distributing the FAQ document to all faculty members who were involved in course evaluations this term.

# Participation

## Summary

Overall, 90% (793) of the prepared surveys were administered, less than 1% (6) were not administered for known reasons, and just over 9% (89) were not administered without explanation (Figure 5). Known reasons for not administering included two courses that ended before the regular administration period, two courses where the inclusion of the course was under discussion at the time of administration, and two courses that may have been included in error. The known issues were reported prior to the data validation process.

Figure 5: Survey participation rate - Institutional

	#	%		#	%
Surveys administered	793	89%			
Surveys not administered	95	11%			
Total surveys prepared	888	100%			
			Reason known	6	6%
			Reason unknown	89	94%

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 Faculty of Science to 57% participation in the School of Trades and Technology ( Figure 6). In terms of the number of evaluation not administered, the largest number was in the Faculty of Education and Social Work (22), followed by 20 in the School of Business and Economics and 16 in the Faculty of Arts. 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 Adventure, Culinary Arts & Tourism	39	87%	6	13%	45	100%
Faculty of Arts	211	93%	16	7%	227	100%
Faculty of Education and Social Work	131	83%	26	17%	157	100%
Faculty of Law	39	89%	5	11%	44	100%
Faculty of Science	181	95%	9	5%	190	100%
Faculty of Student Development	5	71%	2	29%	7	100%
School of Business & Economics	154	88%	21	12%	175	100%
School of Nursing	30	83%	6	17%	36	100%
School of Trades & Technology	3	43%	4	57%	7	100%
Total	793	89%	95	11%	888	100%

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

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

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

## 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 course survey password to students. More surveys were opened toward the end of the three-week period than the beginning, with 45% opened in the last week (Figure 7). Only 19% of the surveys were opened during the first week. Wednesdays were the busiest days for course evaluations, followed by Monday through Thursday. Fridays were much less popular for survey opening.

**Figure 7. Surveys opened by week**

	% Surveys Opened
Early (before Mar 21)	1%
Week 1 (Mar 21 - Mar 27)	19%
Week 2 (Mar 28 - Apr 3)	35%
Week 3 (Apr 4 - Apr 8)	45%
Total	100%



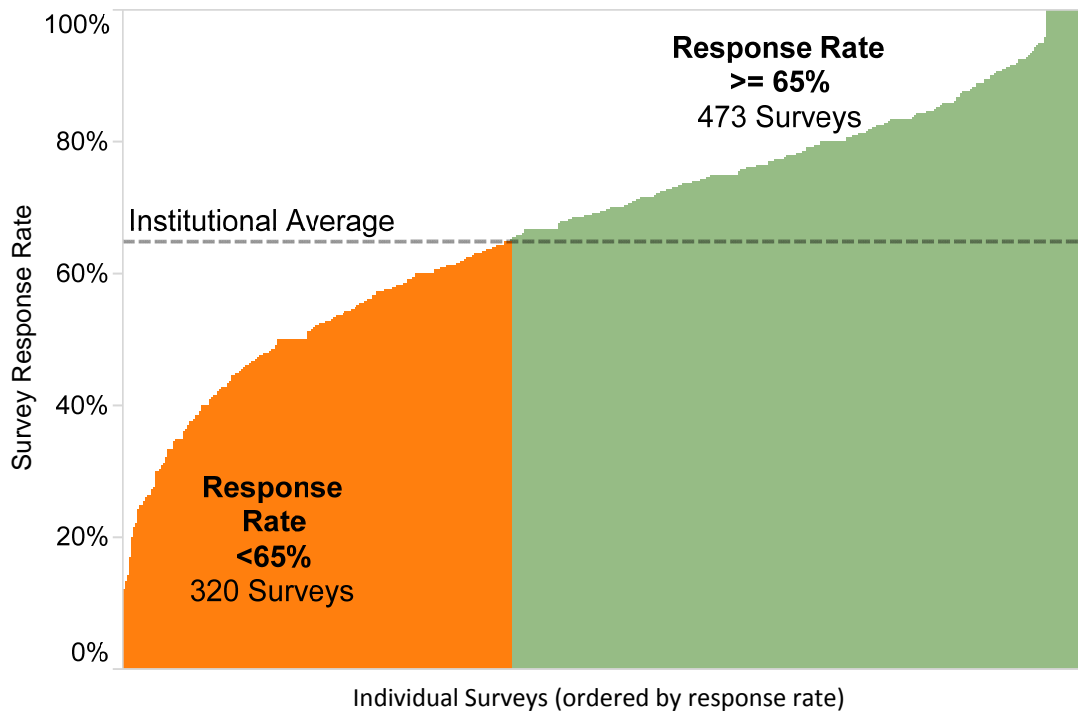
# Response Rates

## Summary

The total institutional response rate (of participating surveys) was 65%. Figure 8 details the response rate distribution by course survey. Aggregate response rates ranged from 92% in the School of Trades and Technology to 59% in the Faculty of Adventure, Culinary Arts and Tourism (Figure 9).

It is important to note that response rates were calculated as a percentage of total course enrolment as of March 18. The total enrolment of the course does not necessarily reflect the number of students who attended class on the day of the evaluation.

**Figure 8: Survey response rates – Distribution**



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

	Surveys	Responses	Response Rate
School of Trades & Technology	3	34	92%
Faculty of Student Development	5	71	76%
Faculty of Law	39	1,105	73%
Faculty of Science	181	3,590	69%
Faculty of Education and Social Work	131	1,570	68%
School of Nursing	30	662	67%
School of Business & Economics	154	3,004	64%
Faculty of Arts	211	3,588	61%
Faculty of Adventure, Culinary Arts & Tourism	39	506	59%
<b>Total</b>	<b>793</b>	<b>14,130</b>	<b>65%</b>

## Timeline

The number of survey responses received during the administration period closely paralleled surveys opening. Almost half (45%) of the surveys were opened and responded to in the last week of the three-week period (Figure 10).

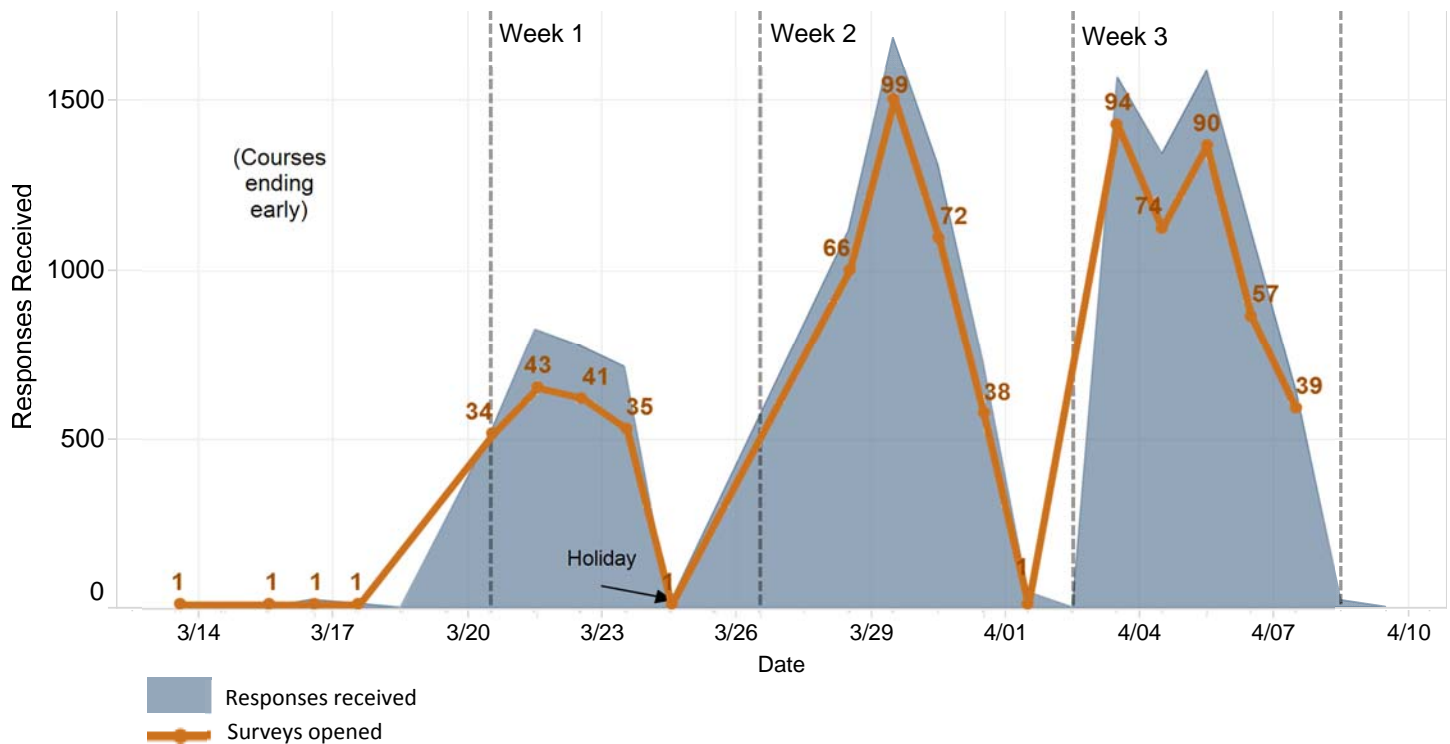
As expected, the number of responses closely followed the surveys opening. Figure 11 shows mid-week peak times, as well as a slight lag in when responses were received (accounted for by the 48-hour allowance).

As indicated in Figure 13. Survey completion time, 81% of all responses were received within 10 minutes of the survey being opened. Only 2% of responses came in after the 48 hour window.

Figure 10. Surveys opened and responses received by week

	% Surveys Opened	% Responses Received
Early (before Mar 21)	1%	1%
Week 1 (Mar 21 - Mar 27)	19%	20%
Week 2 (Mar 28 - Apr 3)	35%	35%
Week 3 (Apr 4 - Apr 8)	45%	45%
Total	100%	100%

Figure 11. Surveys opened and responses received over evaluation period

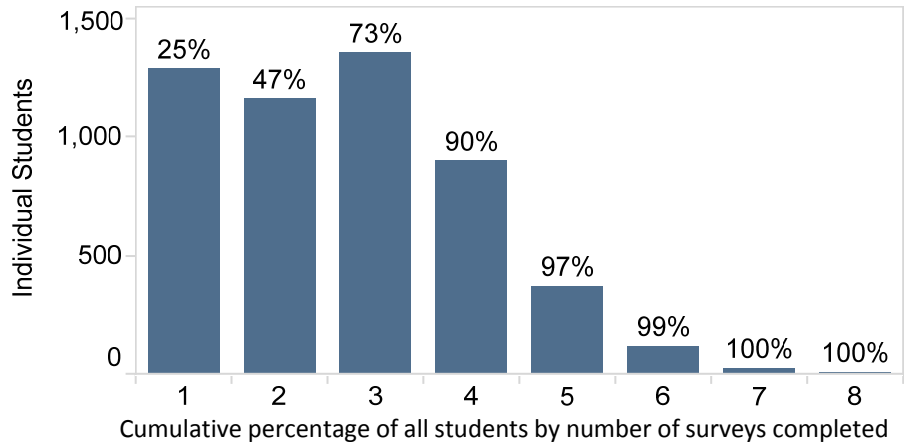


# Survey Completion Times

## Surveys per Student

The total number of 14,130 responses came from 5,234 students. Most students (90%) completed between 1 and 4 surveys (Figure 12). Some students completed as many as 8 surveys; this was most likely to occur either in cohort programs (such as Animal Health Technology or Applied Business Technology) or where instructors were team-teaching and requested separate surveys for the same course.

Figure 12. Surveys completed per student



## Time to Complete Survey

The large majority (96%) of surveys were completed within an hour, with 92% of surveys completed within 10 minutes or less. The completion time was calculated in minutes, from the time the survey was started to when it was submitted (Figure 13).

Figure 13. Survey completion time

	#	%
10 minutes or less	13,051	92%
11 to 20 minutes	417	3%
21 to 30 minutes	71	1%
31 to 60 minutes	76	1%
1 hour+	515	4%
<b>Total responses</b>	<b>14,130</b>	<b>100%</b>

## Time to Submit after Survey Open

Most survey responses (81%) were submitted within 10 minutes of the survey being opened (determined by the time stamp of the first validated response) (Figure 14). An additional 5% came in within 20 minutes. Overall, 90% of all responses were submitted within one hour of the survey being opened.

Figure 14. Time to submit responses after survey opened

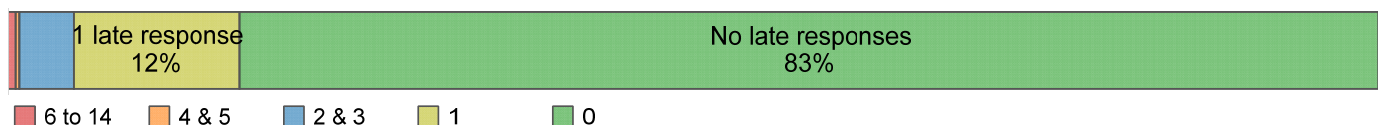
	%	% (cumulative)
10 minutes or less	81%	81%
11 to 20 minutes	5%	86%
21 to 30 minutes	1%	88%
31 to 40 minutes	1%	89%
41 to 50 minutes	1%	89%
51 to 60 minutes	0%	90%
1 to <3 hours	3%	93%
3 to <24 hours	4%	97%
24 to 48 hours	2%	98%
Over 48 hours (removed)	2%	100%
<b>Total Responses</b>	<b>100%</b>	<b>100%</b>

Overall, 659 course surveys (83%) did not have any responses that came in after the 48 hour window. The other 134 course surveys (17%) had at least one late response (Figure 15).

Of the 134 course surveys that did have responses come in after the 48 hour window, most (96) had only one late response. Another 31 surveys had 2 or 3 late responses, and 7 course surveys had 4 or more late responses.

In total, 282 responses (2% of all validated responses) were removed due to the 48 hour validation check.

Figure 15. Course surveys with late responses (more than 48 hours after survey open)



## Survey Response Data Validation

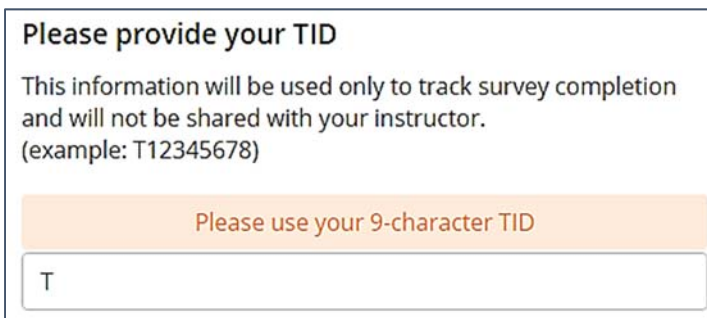
To ensure the highest possible quality of response data and to encourage buy-in from all stakeholders, each individual survey response underwent several validity checks. Primarily:

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

### Student ID

After students gain entry to the survey with the unique course password, the survey instrument requires them to provide their TID. IPA programmed a validation mask that required the student to enter a 9-character ID (starting with "T") before they could proceed with the survey (Figure 16).

Figure 16. 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 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 removed.

## Survey Response Data Integrity: Validation

*Ensuring that only registered students in each course complete the survey was 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.

*\* Due to the large volume of responses, these corrections were accomplished with an automatic script. The data mask will be strengthened for the next administration.*

# Reporting

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## Summary

As directed, IPA produced the following course evaluation reports:

1. Institutional report (all responses, 4 Senate questions only)
2. Faculty and School reports (all responses, all numeric questions)
3. Individual course survey reports (all questions) if 5 or more responses and grades are submitted

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, individual course survey reports were not created for this faculty.

## Distribution

Each report is contained within a unique HTML link. The report links were generated by IPA and then shared to the CSELI. Faculty are required to have submitted their grades before they are eligible to receive a course evaluation report. The deadline for grade submission was April 29<sup>th</sup>. As of May 2<sup>nd</sup>, 90% of the evaluated courses had grades in the system. When the report links were shared to CSELI on May 3<sup>rd</sup>, each was 'flagged' as follows:

**Figure 17. Report distribution flags as of May 3 – IPA report share document**

<b>For distribution (525)</b>	<b>Not for distribution (87)</b>
Grades in and 5 or more responses received	0% grades were in (57) 4 or fewer responses received (25) Both conditions apply (5)

In light of the 10% of courses that were missing all grades in Banner, the grades extract was regenerated on May 9. This resulted in the following:

**Figure 18. Report distribution flags as of May 9<sup>th</sup> – IPA report share document**

<b>For distribution (568)</b>	<b>Not for distribution (44)</b>
Grades in and 5 or more responses received	0% grades were in (15) 5 or fewer responses received (29)

## Appendix A – Participation and Response Rates by Department

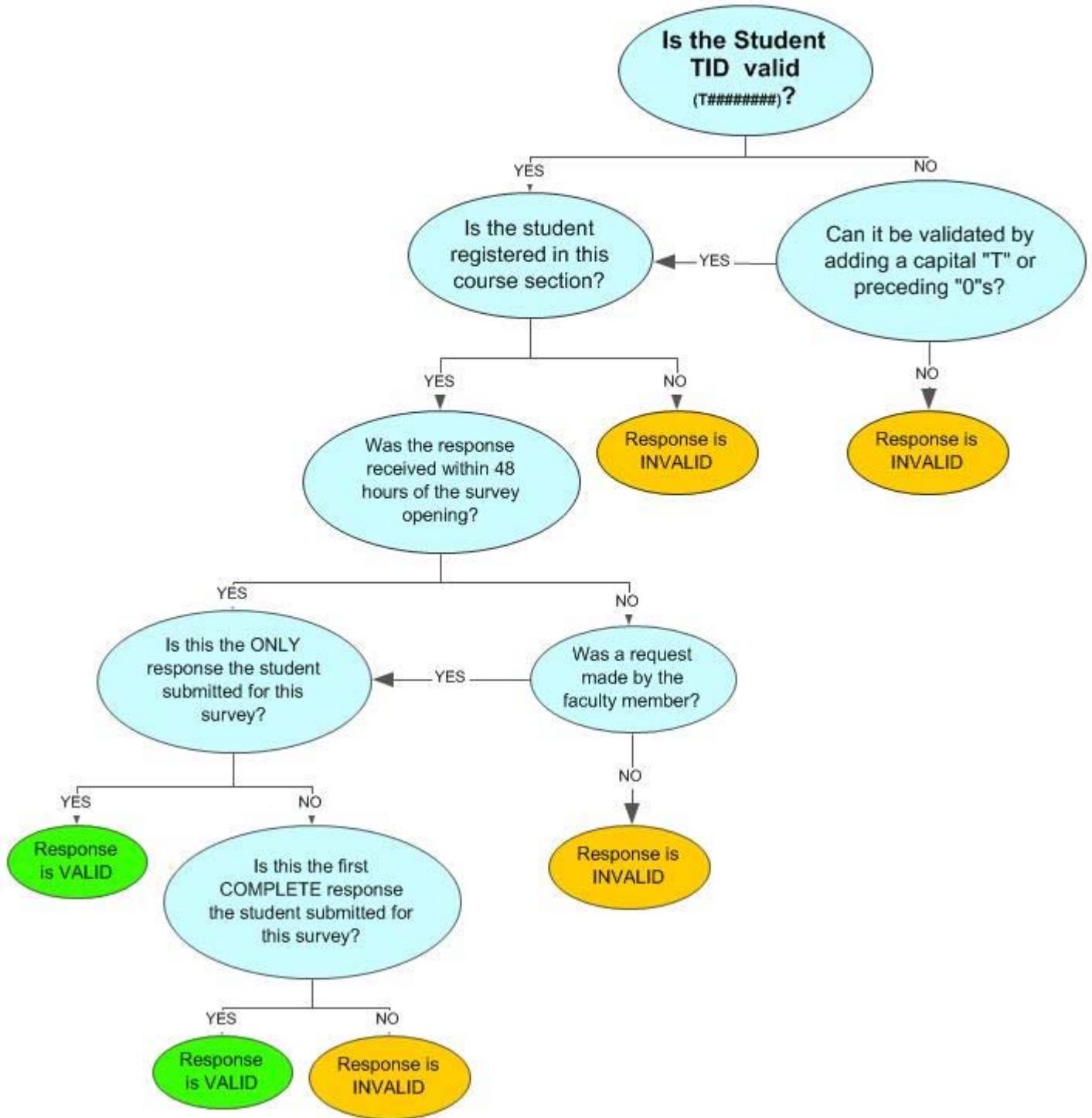
### Participation Rates by Department

		Surveys administered		Surveys not administered		Total surveys prepared	
		#	%	#	%	#	%
Faculty of Adventure, Culinary Arts & Tourism	Adventure Studies	4	57%	3	43%	7	100%
	Culinary Arts & Retail Meat	2	67%	1	33%	3	100%
	Tourism Management	33	94%	2	6%	35	100%
	Total	39	87%	6	13%	45	100%
Faculty of Arts	Arch, Digi Art, Electron & Eng	1	100%			1	100%
	English & Modern Languages	56	95%	3	5%	59	100%
	Geography & Environmental Stud	14	100%			14	100%
	Journalism, Comm & New Media	28	88%	4	13%	32	100%
	Philosophy, History & Politics	30	97%	1	3%	31	100%
	Psychology	26	96%	1	4%	27	100%
	Sociology and Anthropology	24	86%	4	14%	28	100%
	Undeclared	1	100%			1	100%
	Visual and Performing Arts	31	91%	3	9%	34	100%
	Total	211	93%	16	7%	227	100%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	30	77%	9	23%	39	100%
	English as Second or Add Lang	42	89%	5	11%	47	100%
	Human Services	10	77%	3	23%	13	100%
	Social Work	17	77%	5	23%	22	100%
	University & Employment Prep	32	89%	4	11%	36	100%
Total	131	83%	26	17%	157	100%	
Faculty of Law	Law	39	89%	5	11%	44	100%
	Total	39	89%	5	11%	44	100%
Faculty of Science	Agricultural Related	14	93%	1	7%	15	100%
	Allied Health	8	100%			8	100%
	Arch, Digi Art, Electron & Eng	16	100%			16	100%
	Biological Sciences	29	88%	4	12%	33	100%
	Computing Science	26	87%	4	13%	30	100%
	Geography & Environmental Stud	2	100%			2	100%
	Mathematics and Statistics	38	100%			38	100%
	Natural Resource Sciences	13	100%			13	100%
	Physical Sciences	35	100%			35	100%
Total	181	95%	9	5%	190	100%	
Faculty of Student Development	Cooperative & Career Education	1	33%	2	67%	3	100%
	Counselling	4	100%			4	100%
	Total	5	71%	2	29%	7	100%
School of Business & Economics	Accounting & Finance	39	81%	9	19%	48	100%
	Economics	37	100%			37	100%
	Management	48	81%	11	19%	59	100%
	Market, IB & Entrepreneurship	30	97%	1	3%	31	100%
	Total	154	88%	21	12%	175	100%
School of Nursing	Nursing	30	83%	6	17%	36	100%
	Total	30	83%	6	17%	36	100%
School of Trades & Technology	Construction Trades	1	20%	4	80%	5	100%
	Mechanical and Welding Trades	2	100%			2	100%
	Total	3	43%	4	57%	7	100%
Total		793	89%	95	11%	888	100%

## Response Rates by Department

		Surveys	Responses	Response Rate
School of Trades & Technology	Construction Trades	1	15	83%
	Mechanical and Welding Trades	2	19	100%
	Total	3	34	92%
Faculty of Student Development	Cooperative & Career Education	1	17	85%
	Counselling	4	54	73%
	Total	5	71	76%
Faculty of Law	Law	39	1,105	73%
	Total	39	1,105	73%
Faculty of Science	Agricultural Related	14	246	88%
	Allied Health	8	435	75%
	Arch, Digi Art, Electron & Eng	16	246	70%
	Biological Sciences	29	733	73%
	Computing Science	26	466	66%
	Geography & Environmental St..	2	16	100%
	Mathematics and Statistics	38	599	62%
	Natural Resource Sciences	13	290	68%
	Physical Sciences	35	559	62%
	Total	181	3,590	69%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	30	430	74%
	English as Second or Add Lang	42	489	75%
	Human Services	10	134	63%
	Social Work	17	197	64%
	University & Employment Prep	32	320	58%
	Total	131	1,570	68%
School of Nursing	Nursing	30	662	67%
	Total	30	662	67%
School of Business & Economics	Accounting & Finance	39	832	67%
	Economics	37	601	54%
	Management	48	926	66%
	Market, IB & Entrepreneurship	30	645	67%
	Total	154	3,004	64%
Faculty of Arts	Arch, Digi Art, Electron & Eng	1	19	38%
	English & Modern Languages	56	846	61%
	Geography & Environmental St..	14	224	72%
	Journalism, Comm & New Media	28	467	59%
	Philosophy, History & Politics	30	617	55%
	Psychology	26	540	61%
	Sociology and Anthropology	24	502	63%
	Undeclared	1	8	42%
	Visual and Performing Arts	31	365	75%
Total	211	3,588	61%	
Faculty of Adventure, Culinary Arts & Tourism	Adventure Studies	4	22	59%
	Culinary Arts & Retail Meat	2	24	77%
	Tourism Management	33	460	59%
	Total	39	506	59%
Total		793	14,130	65%

### Course Evaluation Response Validation





## Appendix C – Survey Instrument

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Course Evaluation Winter 2016 for {{ coursecode\_section}} {{course \_title}} taught by {{faculty\_name}}

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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. 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 Student Engagement and Learning Innovation 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/learning/Course\\_Evaluations.html](http://www.tru.ca/learning/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

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	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 department courses only*



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General questions – shown for all courses except ESAL, Law, 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.**

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

Thank you for participating in this survey.