



**THOMPSON
RIVERS
UNIVERSITY**

Integrated
Planning &
Effectiveness



Fall 2016 Course Evaluation

Administration and Results

January 2017

Joanne Atherton, Senior Research and Planning Analyst IPE
Kristen Hamilton, Manager IPE

Summary

TRU implemented ‘every course, every time’ evaluation of on campus courses in Winter 2016. Fall 2016 was the third full implementation, and the largest to date. Evaluations were administered online for classroom-based courses during the last three weeks of classes (or equivalent).

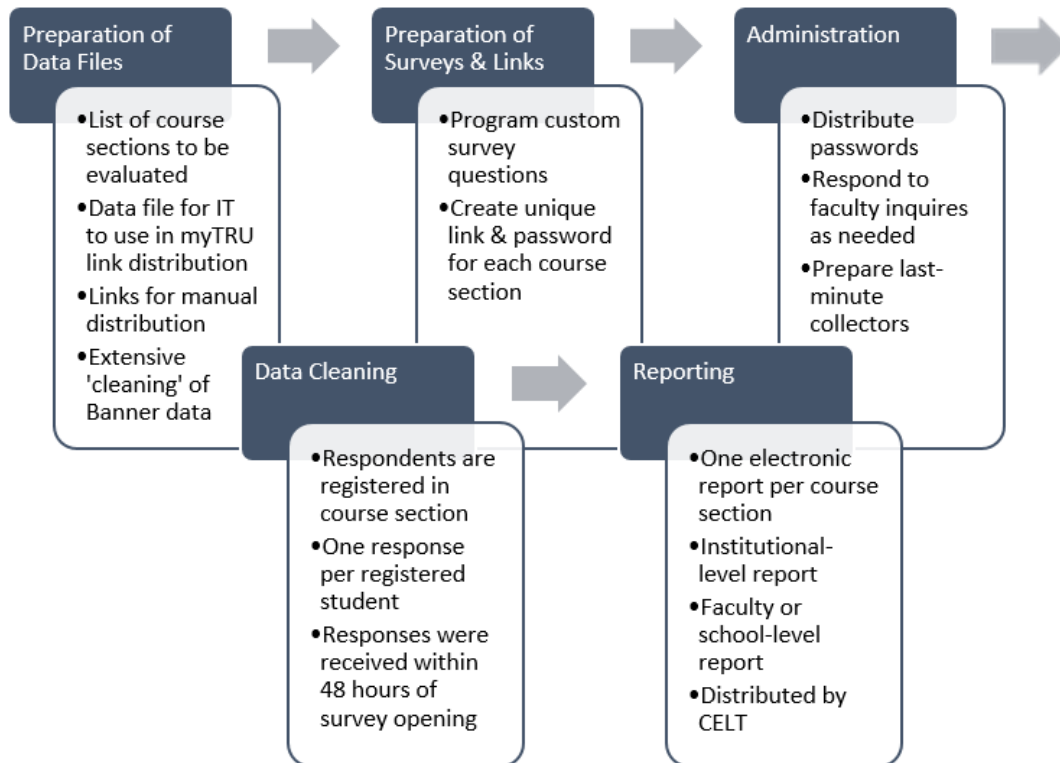
The majority of evaluations took place between November 14th and December 2nd, and included:

Figure 1. Course Evaluation Summary

Total		Kamloops	Williams Lake	Trades
2	Campuses	1	1	2
9	Faculties and Schools	8	5	1
441 ¹	Faculty Members	393	22	30
954	Courses	864	49	41
969 ²	Surveys	876	49	44
8,841	Students	6,683	239	1,919
27,654	Student Registrations	26,277	606	771
94%	Survey Participation	94%	84%	89%
64%	Response Rate	61%	56%	54%
16,745	Total Responses	15,986	340	419

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



¹ Some instructors had course evaluations on more than one campus and/or Trades & Technology courses

² 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 954 courses that were identified for inclusion in course evaluations, and 969 surveys were prepared (Figure 3). This involved 441 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 Adventure, Culinary Arts & Tourism	Faculty of Arts	Faculty of Education and Social Work	Faculty of Law	Faculty of Science	Faculty of Student Development	School of Business & Economics	School of Nursing	School of Trades & Technology	Total
Faculty Members	#	25	89	90	19	95	5	62	32	30	441
	%	6%	20%	20%	4%	22%	1%	14%	7%	7%	100%
Courses	#	50	233	185	40	194	5	162	44	41	954
	%	5%	24%	19%	4%	20%	1%	17%	5%	4%	100%
Surveys	#	50	233	185	40	196	7	162	52	44	969
	%	5%	24%	19%	4%	20%	1%	17%	5%	5%	100%
Registrations	#	1,162	6,645	3,525	1,696	6,399	199	5,344	1,913	771	27,654
	%	4%	24%	13%	6%	23%	1%	19%	7%	3%	100%

Figure 4. Criteria for Inclusion or Exclusion

Criteria for Inclusion

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

Criteria for Exclusion³

- Seminar, lab, field, practicum or PLAR section type
- Non-graded support sections
- Courses not ending in, or attached to, Fall 2016
- Open Learning courses
- Course section numbers designating directed studies, BC Campus, PLAR, labs
- 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 (March 23rd, 2015)
- Memorandum of Settlement between TRU and TRUFA (July 21st 2015)
- Custom surveys: Law, Science, English as a Second or Additional Language
- 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)

³ 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), IPE sent a list of courses to each Dean in Kamloops with a request for review on October 4th, with a request for response by October 20th. 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.

After the list of courses was finalized through the consultation process described above, a notification email was sent directly from IPE to each faculty member involved in the project on November 4th. The email detailed which of the individual's courses were included, and briefly explained the evaluation process (including contact information for IPE and CELT and a link to the FAQ web page). This email generated approximately 62 responses from faculty who had questions on 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 2017.

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 January 2017, and will continue to occur on a quarterly basis.

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). IPE 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.

IPE provided the main Kamloops file of survey links and course detail to the IPE data analyst on November 7th, for posting to student myTRU portals. November 7th marked a deadline of sorts; after this date, changes to the course lists were accommodated manually.

In total, 89% of all survey links were distributed via myTRU:

- 865 links distributed via myTRU (94% Kamloops, 57% Williams Lake, 27% Trades)
- All Williams Lake and Trades links were distributed via email as well as posted to myTRU to facilitate this change in procedure for instructors and students

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. This email resulted in 44 responses from faculty, the majority of which included questions regarding instructor assignment and course inclusion (these were forwarded to the appropriate Deans' offices).

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 IPE). The links to each of the ABTS courses were supplied to students through myTRU, and the passwords were provided to the Associate Dean.

Most passwords were emailed to faculty members on November 10th, the last business day before the regular three-week course evaluation period.

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 (89%), faculty members were not provided with the link to the actual survey.

Faculty members were provided with a direct phone number to contact the Manager 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.

Frequently Asked Questions

Marketing and Communications, based on feedback from CELT and IPE, developed a set of FAQ to help answer common questions about centralized course evaluations. IPE 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, 93% (906) of the prepared surveys were administered, which is an increase from 90% in Winter 2016 (Figure 5). The known issues were reported prior to the data validation process.

Figure 5: Survey participation rate - Institutional

	#	%
Surveys Administered	907	94%
Surveys Not Administered	62	6%
Total Surveys Prepared	969	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 98% participation in the School of Business and Economics to 57% participation in the Faculty of Student Development (Figure 6). In terms of the number of evaluations not administered, the largest number was in the Faculty of Arts (13), followed by 11 in the Faculty of Science. Participation rate increases from Winter 2016 include 12 percentage points for the Faculty of Arts and 10 percentage points for the School of Business and Economics. For participation rates by department, see Appendix A – Participation and Response Rates by Department.

Figure 6: Survey participation rate – Division

Division	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
	#	%	#	%	#	%
School of Business & Economics	158	98%	4	2%	162	100%
Faculty of Education and Social Work	176	95%	9	5%	185	100%
Faculty of Arts	220	94%	13	6%	233	100%
Faculty of Science	185	94%	11	6%	196	100%
Faculty of Adventure, Culinary Arts & Tourism	46	92%	4	8%	50	100%
School of Nursing	47	90%	5	10%	52	100%
School of Trades & Technology	39	89%	5	11%	44	100%
Faculty of Law	32	80%	8	20%	40	100%
Faculty of Student Development	4	57%	3	43%	7	100%
Total	907	94%	62	6%	969	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 registrations (not the attendance in class that day).

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

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 course survey password to students. More surveys were opened toward the end of the three-week period than the beginning, with 47% opened in the last week (Figure 7). Only 17% of the surveys were opened during the first week. Only 12% of surveys were opened on a Friday; the remaining were equally distributed from Monday to Thursday.

Figure 7. Kamloops surveys opened by week

	% Surveys Opened
Early (before Nov 14)	1%
Week 1 (Nov 14 - Nov 20)	17%
Week 2 (Nov 21 - Nov 27)	35%
Week 3 (Nov 28 onwards)	47%
Total	100%

Response Rates

Summary

The total institutional response rate (of participating surveys) was 64%. Figure 8 details the response rate distribution by course survey. Aggregate response rates ranged from 79% in the School of Trades and Technology to 56% in the School of Business and Economics (Figure 9).

It is important to note that response rates were calculated as a percentage of total enrolment 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 8: Survey response rates – Distribution

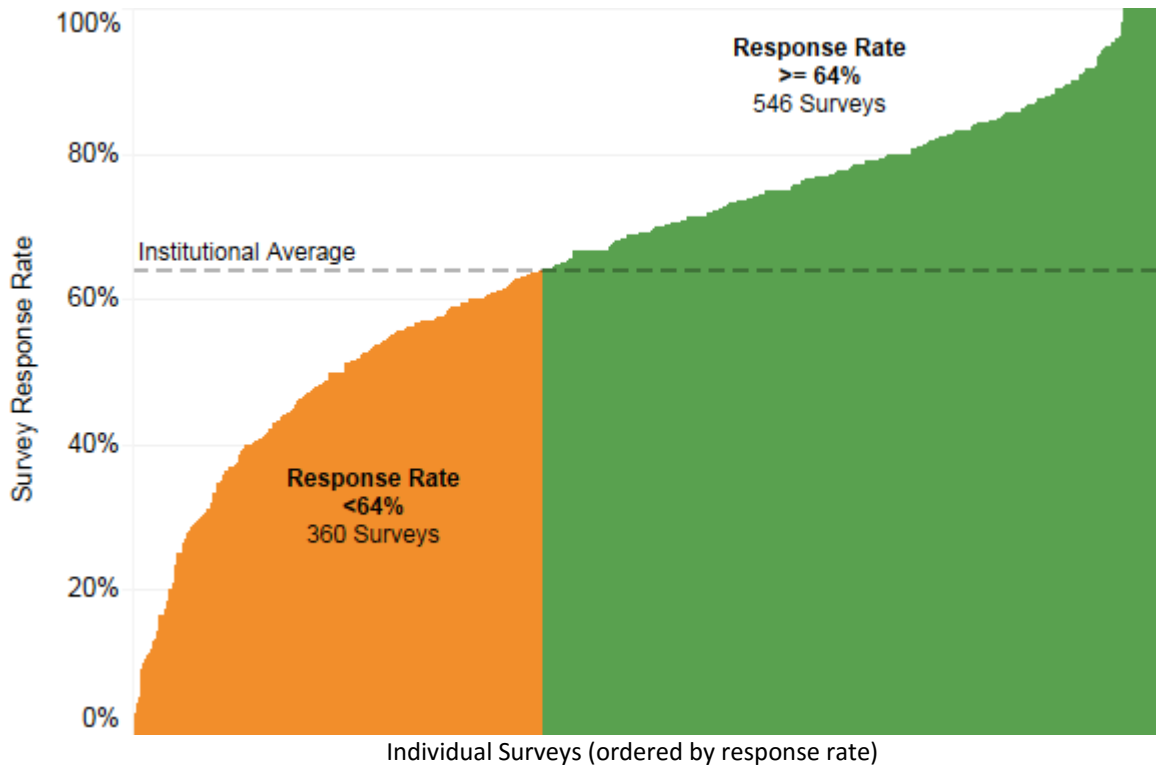


Figure 9: Survey response rates – Division

	Surveys	Responses	Response Rate
Faculty of Student Development	4	72	79%
Faculty of Law	32	1,040	74%
Faculty of Science	185	4,109	67%
Faculty of Education and Social Work	176	2,263	67%
School of Nursing	47	1,168	66%
Faculty of Adventure, Culinary Arts & Tourism	46	693	65%
School of Trades & Technology	39	419	63%
Faculty of Arts	220	4,015	63%
School of Business & Economics	158	2,939	56%
Total	907	16,718	64%

Kamloops Three-Week Timeline

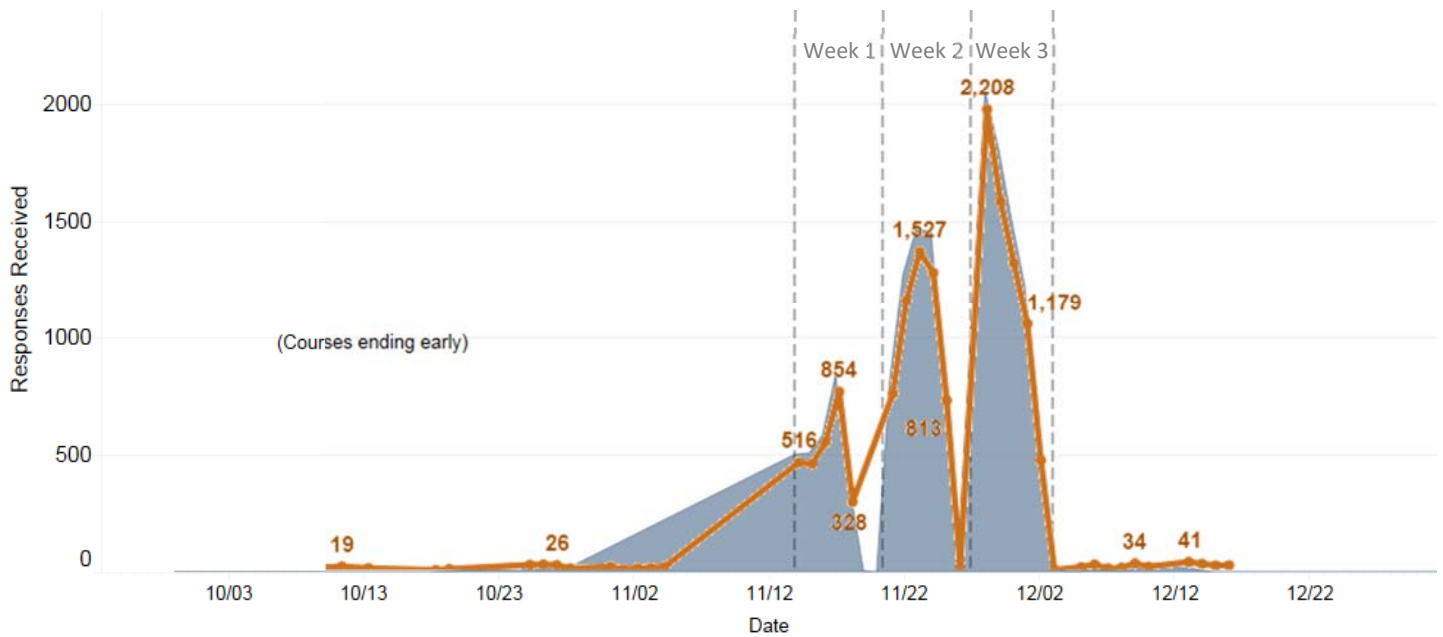
The number of survey responses received during the administration period closely paralleled surveys opening. Almost half (45%) of the surveys were opened and over half (51%) responded to in the last week of the three-week period (Figure 10).

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

Figure 10. Surveys opened and responses received by week

	% Surveys Opened	% Responses Received
Early (before Nov 14)	2%	4%
Week 1 (Nov 14 - Nov 20)	17%	15%
Week 2 (Nov 21 - Nov 27)	35%	30%
Week 3 (Nov 28 onwards)	45%	51%
Total	100%	100%

Figure 11. Kamloops surveys opened and responses received over evaluation period



Survey Completion Times

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 12).

Figure 12. Survey completion time

10 minutes or less	92%
11 to 20 minutes	3%
21 to 30 minutes	0%
31 to 60 minutes	1%
1 hour+	4%
Total Responses	100%

Time to Submit after Survey Open

Overall, 67% of surveys did not have any responses that came in after the 48 hour window. Of the 300 course surveys that did have responses come in after the 48 hour window, most (184) had only one late response. Another 81 surveys had 2 or 3 late responses, and 35 course surveys had 4 or more late responses.

Most survey responses (77%) were submitted within 10 minutes of the survey being opened (determined by the time stamp of the first validated response) (Figure 13). An additional 5% came in within 20 minutes. Overall, 88% of all responses were submitted within one hour of the survey being opened.

In total 4% of all otherwise-validated responses were removed due to the 48 hour validation check (2% were removed in Winter 2016).

Figure 13. Time to submit responses after survey opened

	%	% (cumulative)
10 minutes or less	77%	77%
11 to 20 minutes	5%	82%
21 to 30 minutes	1%	83%
31 to 40 minutes	1%	83%
41 to 50 minutes	1%	84%
51 to 60 minutes	1%	85%
1 to <3 hours	3%	88%
3 to <24 hours	6%	94%
24 to 48 hours	2%	96%
Over 48 hrs (removed)	4%	100%
Total Responses	100%	100%

Reporting

Summary

As directed, IPE 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 IPE and then shared to the CELT. Faculty are required to have submitted their grades before they are eligible to receive a course evaluation report. The deadline for grade submission for regular semester courses was January 3rd, 2017. As of January 13th 94% of the evaluated courses had 100% grades in the system (excluding 'continuing- CTN'). When the report links were shared to CELT on January 16th, each was 'flagged' as follows:

Figure 14. Report distribution flags January 16th – IPE report share document

	For distribution	Not for distribution	
Kamloops	594	>90% grades missing in Banner	20
		<5 responses	60
		Both conditions apply	14
Williams Lake	25	90% grades missing in Banner	1
		<5 responses	21
		Both conditions apply	1
Trades	33	>90% grades missing in Banner	1
		<5 responses	9
		Both conditions apply	1

In light of the 6% of courses that were missing all grades in Banner, the grades extract was regenerated Jan 26th and reports will be released if the grade and number of response conditions are met.

Courses that are traditionally expected to have enrolment of less than 5 (for example, Williams Lake Trades and Technology courses) will be reported on a cumulative basis; reports will be produced for instructors on an ad hoc basis when a sufficient number of students have completed and evaluated the course.

Appendix A – Participation and Response Rates by Department

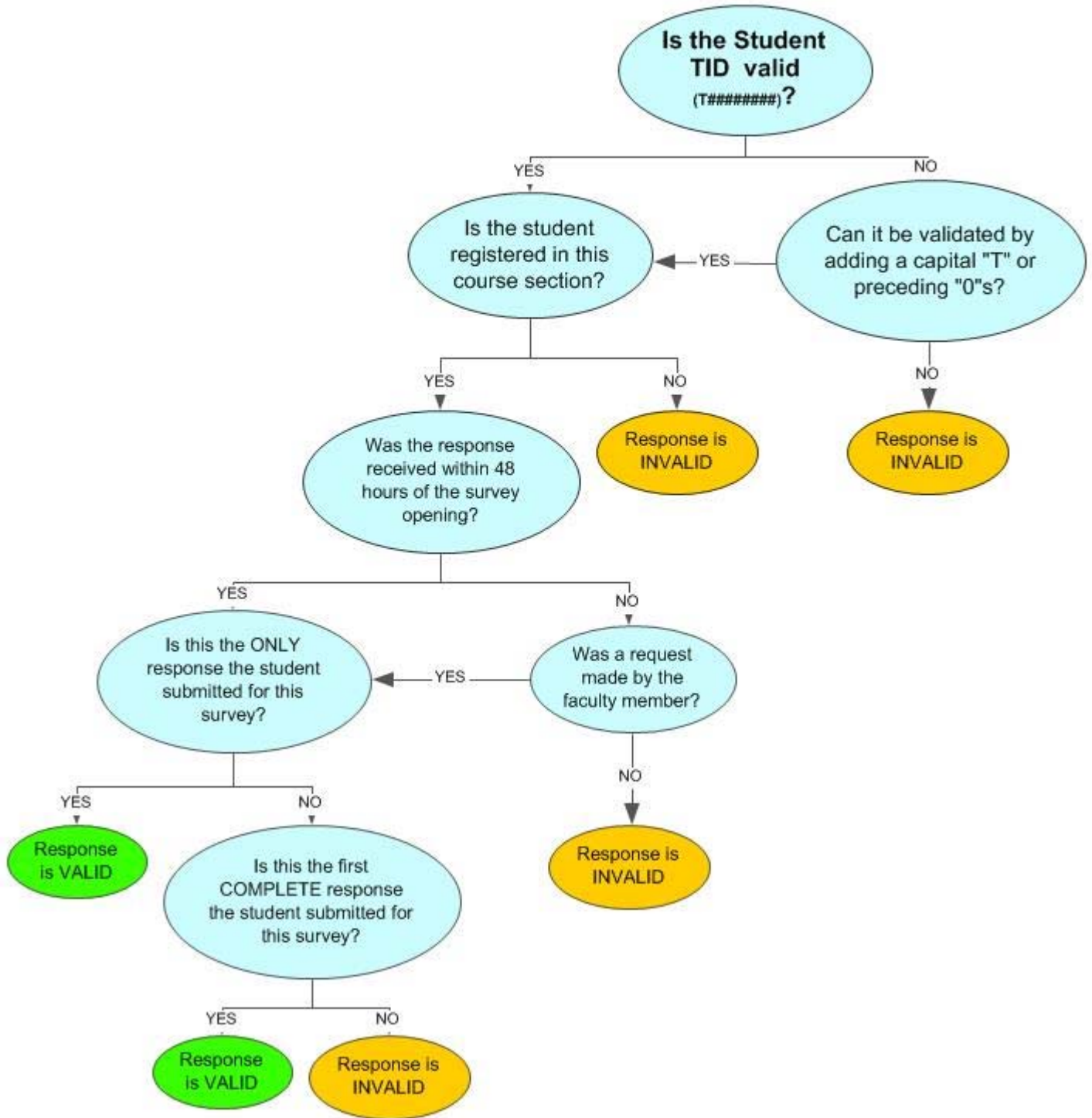
Participation Rates by Department

Division	Department	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
		#	%	#	%	#	%
Faculty of Adventure, Culinary Arts & Tourism	Adventure Studies	13	87%	2	13%	15	100%
	Culinary Arts & Retail Meat	2	67%	1	33%	3	100%
	Tourism Management	31	97%	1	3%	32	100%
Faculty of Arts	English & Modern Languages	63	97%	2	3%	65	100%
	Geography & Environmental Stud	13	100%			13	100%
	Journalism, Comm & New Media	31	97%	1	3%	32	100%
	Philosophy, History & Politics	30	97%	1	3%	31	100%
	Psychology	24	83%	5	17%	29	100%
	Sociology and Anthropology	28	93%	2	7%	30	100%
	Visual and Performing Arts	31	94%	2	6%	33	100%
Faculty of Education and Social Work	Early Childhood Education			1	100%	1	100%
	EC, Elementary & Physical Ed	35	83%	7	17%	42	100%
	English as Second or Add Lang	67	100%			67	100%
	Human Services	15	94%	1	6%	16	100%
	Social Work	20	100%			20	100%
	University & Employment Prep	39	100%			39	100%
Faculty of Law	Law	32	80%	8	20%	40	100%
Faculty of Science	Agricultural Related	16	100%			16	100%
	Allied Health	8	100%			8	100%
	Arch, Digi Art, Electron & Eng	14	93%	1	7%	15	100%
	Biological Sciences	28	93%	2	7%	30	100%
	CHEM	5	83%	1	17%	6	100%
	Computing Science	29	94%	2	6%	31	100%
	Mathematics and Statistics	37	93%	3	8%	40	100%
	Natural Resource Sciences	11	92%	1	8%	12	100%
	Physical Sciences	36	97%	1	3%	37	100%
	Undeclared	1	100%			1	100%
Faculty of Student Development	Cooperative & Career Education	1	25%	3	75%	4	100%
	Counselling	3	100%			3	100%
School of Business & Economics	Accounting & Finance	43	98%	1	2%	44	100%
	Economics	34	100%			34	100%
	Management	51	94%	3	6%	54	100%
	Market, IB & Entrepreneurship	30	100%			30	100%
School of Nursing	Nursing	47	90%	5	10%	52	100%
School of Trades & Technology	Construction Trades	27	84%	5	16%	32	100%
	Mechanical and Welding Trades	12	100%			12	100%
Total		907	94%	62	6%	969	100%

Response Rates by Department

Division	Department	Surveys	Responses	Response Rate
Faculty of Adventure, Culinary Arts & Tourism	Adventure Studies	13	175	92%
	Culinary Arts & Retail Meat	2	20	63%
	Tourism Management	31	498	63%
Faculty of Arts	English & Modern Languages	63	1,133	67%
	Geography & Environmental Stud	13	209	67%
	Journalism, Comm & New Media	31	473	52%
	Philosophy, History & Politics	30	553	59%
	Psychology	24	604	70%
	Sociology and Anthropology	28	663	68%
	Visual and Performing Arts	31	380	80%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	35	514	66%
	English as Second or Add Lang	67	829	75%
	Human Services	15	211	76%
	Social Work	20	301	63%
	University & Employment Prep	39	408	64%
Faculty of Law	Law	32	1,040	74%
Faculty of Science	Agricultural Related	16	299	86%
	Allied Health	8	454	77%
	Arch, Digi Art, Electron & Eng	14	231	53%
	Biological Sciences	28	844	81%
	CHEM	5	32	77%
	Computing Science	29	542	62%
	Mathematics and Statistics	37	655	58%
	Natural Resource Sciences	11	282	61%
	Physical Sciences	36	757	72%
	Undeclared	1	13	100%
Faculty of Student Development	Cooperative & Career Education	1	34	89%
	Counselling	3	38	74%
School of Business & Economics	Accounting & Finance	43	921	62%
	Economics	34	589	56%
	Management	51	887	59%
	Market, IB & Entrepreneurship	30	542	61%
School of Nursing	Nursing	47	1,168	69%
School of Trades & Technology	Construction Trades	27	321	63%
	Mechanical and Welding Trades	12	98	69%
Total		907	16,718	67%

Course Evaluation Response Validation



Appendix C – Survey Instrument

Course Evaluation Fall 2016 for {{coursecode_section}} {{course_title}} taught by {{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. 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

Please provide your TID

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

General Questions

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

Shown for ESAL department courses only



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.

Appendix D - 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. IPE programmed a validation mask that required the student to enter a 9-character ID (starting with "T") before they could proceed with the survey.

TID error message

Please provide your TID

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

Please use your 9-character TID

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

Duplicate Responses

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

48 Hour Response Window

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