



Integrated
Planning &
Effectiveness



Winter 2017 Course Evaluation

Administration and Results

June 2017

Stephanie Klassen, Senior Research and Planning Officer IPE

Summary

TRU administered 'every course, every time' on campus course evaluations in Winter 2017. Winter 2017 was the fourth full implementation, and the largest to date. Evaluations were administered online for classroom-based courses during the last three weeks of classes (or equivalent).

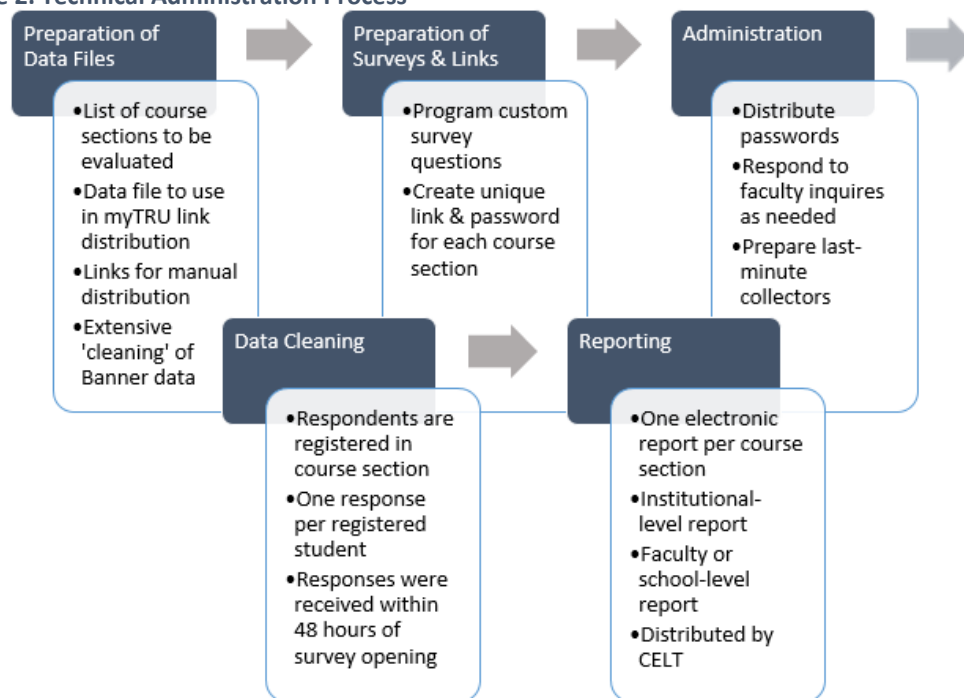
The majority of Kamloops, Williams Lake, and Regional Centres evaluations took place between March 23rd and April 13th, and Trades evaluations took place during the months of January, February, and March (Figure 1).

Figure 1. Course evaluation summary

Total		Kamloops	Williams Lake	Regional Centres	Trades
3	Campuses	1	1	1	2
9	Faculties and Schools	8	5	1	1
463 ¹	Faculty Members	406	32	2	30
1,000	Courses	901	61	6	32
1,015 ²	Surveys	914	63	6	32
7,040 ³	Students	6,427	180	14	424
26,002	Student Registrations	24,758	691	28	525
93%	Survey Participation Rate	94%	79%	83%	81%
61% ⁴	Response Rate	61%	59%	50%	60%
14,985	Total Responses	14,361	362	12	250

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

Figure 2. Technical Administration Process



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.

³ Some students were registered at more than one campus and/or Trades & Technology courses.

⁴ Includes only surveys that were opened.

Inclusion

There were 1,000 courses identified for inclusion in course evaluations, and 1,015 surveys were prepared (Figure 3). This involved 463 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 and Technology	Total
Faculty Members	#	29	93	84	26	94	3	66	45	30	463
	%	6%	20%	18%	6%	20%	1%	14%	10%	6%	100%
Courses	#	52	238	182	46	182	5	184	79	32	1,000
	%	5%	24%	18%	5%	18%	1%	18%	8%	3%	100%
Surveys	#	60	240	181	46	186	6	180	84	32	1,015
	%	6%	24%	18%	5%	18%	1%	18%	8%	3%	100%
Registrations	#	1,237	6,455	2,922	1,748	5,639	163	5,392	1,921	525	26,002
	%	5%	25%	11%	7%	22%	1%	21%	7%	2%	100%

Figure 4. Criteria for Inclusion or Exclusion

Criteria for Inclusion

- Lecture or combined section type
- Primary section
- Nursing practice section type
- Course ending within, or attached to, Winter 2017
- Campus Kamloops, Williams Lake, Regional Centres
- Trades and Technology courses

Criteria for Exclusion⁵

- Seminar, lab, field, practicum, exchange, co-op work or PLAR section types
- Non-graded support sections
- Courses not ending in, or attached to, Winter 2017
- 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, Education and Skills Training Program, and Nursing practice section types
- Student confidentiality – reports with less than five valid responses 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)

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

After 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's office in Kamloops (and the Williams Lake campus coordinator) on February 9th, with a request for response by February 22nd. 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
- Confirmation of cross-listed courses
- Identification of Nursing practice section types
- Identification of Nursing sections where there is a miss-match between the section students are registered in and are taught in

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 March 1st. The email detailed which of the individual's courses were included, and briefly explained the evaluation process (including contact information for IPE and the Centre for Excellence in Learning and Teaching (CELT) and a link to the FAQ web page). This email generated approximately 20 responses from faculty who had questions or concerns about the included courses. Resolving these inquiries further refined the list of courses for evaluation.

To coordinate with the block semester schedule in Williams Lake, two course lists were prepared: Block 1 and Block 2. Each administration was conducted separately, with all data validation and reporting completed in early May 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 April 2017 for evaluations that took place in January, February or March, and will continue on a quarterly basis.

Implementation

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 posted to the Course Evaluation myTRU channel by an IPE data 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 data analyst on March 13th, for posting to student myTRU portals. March 13th marked a deadline of sorts; after this date, changes to the course lists were accommodated manually and links were provided directly to faculty members.

IPE supported the manual administration of several course evaluations due to one of the following reasons:

- requests for changes submitted after the deadline,
- course sections running outside of the regular schedule,
- course sections that were team-taught (more than one instructor teaching), or
- course sections with miss-matches between the section in which students were registered and the section they actually attended.

In total, 87% of all survey links were distributed via myTRU:

- 880 links distributed via myTRU (92% Kamloops, 46% Williams Lake, 50% Regional Centres, 22% Trades),
- 32 links distributed via myTRU and emailed directly to faculty members (44% Williams Lake, 6% Trades), and
- 103 links distributed by email directly to faculty members (8% Kamloops, 10% Williams Lake, 50% Regional Centres, 72% 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 manually programmed into each survey. Every password was then independently verified. A third round of independent, random audit checks ensured password accuracy.

The passwords were individually distributed to faculty members using their official TRU email addresses. Each faculty member received one email per password. Password distribution resulted in 20 responses from faculty, the majority of which included questions regarding instructor assignment and course inclusion (these were forwarded to the appropriate Deans' offices).

Most passwords were emailed to faculty members on March 20th (two business days 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 (87%), 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.

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% (939) of the prepared surveys were administered, which is a decrease from 94% in Fall 2016 (Figure 5).

Figure 5: Winter 2017 survey participation rate - Institutional

	#	%
Surveys Administered	939	93%
Surveys Not Administered	76	7%
Total Surveys Prepared	1,015	100%

It is important to note that these participation rates measure participation in the survey administration only (not response rates). Participation rates varied by faculty and school, ranging from 100% participation in the Faculty of Student Development to 81% participation in the School of Trades and Technology (Figure 6). In terms of the number of evaluations not administered, the largest number was in the Faculty of Education and Social Work (19), followed by 12 each in the Faculty of Science and the Faculty of Arts. Participation rate increases from Fall 2016 include 43 percentage-points for the Faculty of Student Development and 7 percentage-points for the Faculty of Law. For participation rates by department, see Appendix A – Participation and Response Rates by Department.

Figure 6: Survey participation rate – Division

	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
	#	%	#	%	#	%
Faculty of Student Development	6	100%			6	100%
Faculty of Adventure, Culinary Arts & Tourism	57	95%	3	5%	60	100%
Faculty of Arts	228	95%	12	5%	240	100%
School of Business & Economics	169	94%	11	6%	180	100%
Faculty of Science	174	94%	12	6%	186	100%
School of Nursing	77	92%	7	8%	84	100%
Faculty of Education and Social Work	162	90%	19	10%	181	100%
Faculty of Law	40	87%	6	13%	46	100%
School of Trades and Technology	26	81%	6	19%	32	100%
Total	939	93%	76	7%	1,015	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. In Kamloops, most surveys were opened toward the end of the three-week period, with 51% in the last week (Figure 7). Only 19% of the surveys were opened during the first week. Figure 8 shows that 11% of surveys were opened on a Friday; the remaining were equally distributed from Monday to Thursday.

Figure 7. Kamloops surveys opened by week

	#	% of Surveys Opened
Early (before Mar 23)	33	4%
Week 1 (Mar 23 - Mar 30)	163	19%
Week 2 (Mar 30 - Apr 6)	223	26%
Week 3 (Apr 7 onwards)	439	51%
Total	858	100%

Figure 8. Kamloops surveys opened by weekday

	#	% of Surveys Opened
Sunday	1	0%
Monday	178	21%
Tuesday	197	23%
Wednesday	200	23%
Thursday	182	21%
Friday	96	11%
Saturday	4	0%
Total	858	100%

Response Rates

Summary

The total institutional response rate (of participating surveys) was 61%, compared to 64% in Fall 2016. Figure 9 details the response rate distribution by course survey. Aggregate response rates ranged from 69% in the Faculty of Education and Social Work to 56% in the School of Business and Economics, the School of Nursing, and the Faculty of Adventure, Culinary Arts & Tourism (Figure 10).

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 9: Survey response rates – Distribution

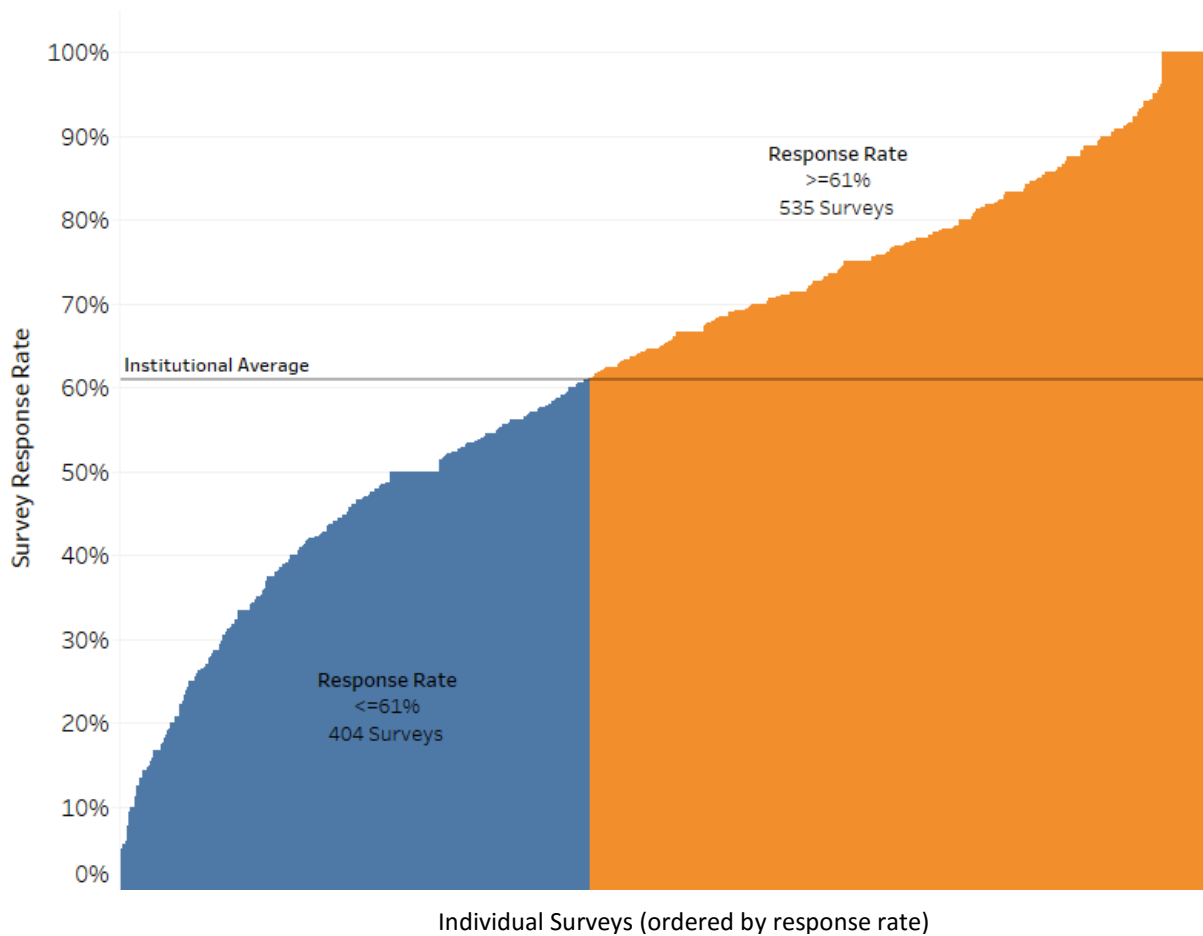


Figure 10: Survey response rates – Division

Division	Surveys	Responses	Response Rate
Faculty of Education and Social Work	162	1,841	69%
Faculty of Science	174	3,682	67%
School of Trades and Technology	26	250	60%
Faculty of Student Development	6	98	60%
Faculty of Arts	228	3,674	58%
Faculty of Law	40	839	58%
School of Business & Economics	169	2,927	56%
School of Nursing	77	1,016	56%
Faculty of Adventure, Culinary Arts & Tourism	57	658	56%
Total	939	14,985	61%

Kamloops Three-Week Timeline

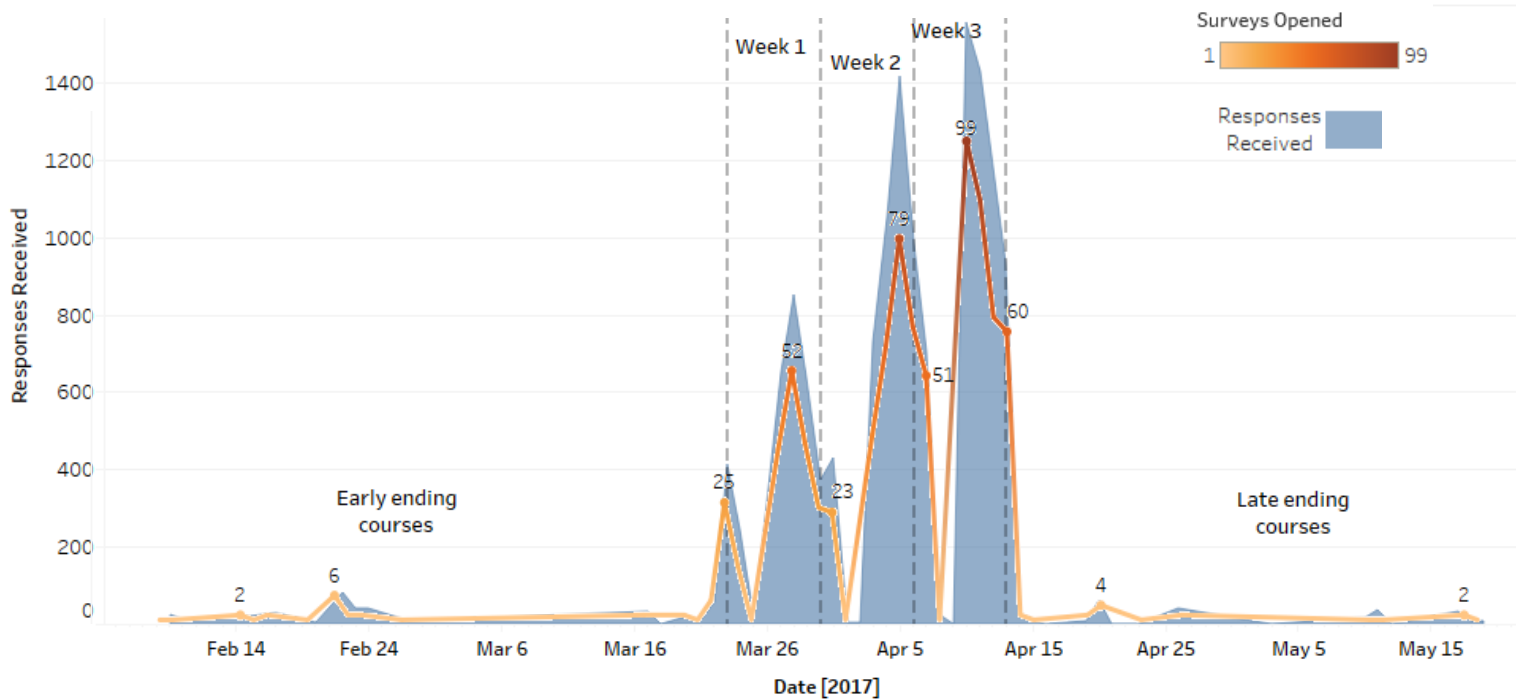
The number of survey responses received during the administration period closely paralleled survey openings. Over half (51%) of the surveys were opened in the last week, and almost half (49%) of all responses were received in the last week (Figure 11).

Figure 11. Kamloops surveys opened and responses received by week

	# of Surveys Opened	% of Surveys Opened	Responses Received	% Responses Received
Early (before Mar 23)	33	4%	447	3%
Week 1 (Mar 23 - Mar 30)	163	19%	2,873	20%
Week 2 (Mar 30 - Apr 6)	223	26%	4,054	28%
Week 3 (Apr 7 onwards)	439	51%	6,987	49%
Total	858	100%	14,361	100%

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

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



Survey Completion Times

Time to Complete Survey

The large majority (97%) 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 each respondent opened their survey to when they submitted it (Figure 13).

Figure 13. Survey completion time

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

Time to Submit after Survey Open

Overall, 71% of surveys did not have any responses submitted after the 48-hour window, compared to 67% in Fall 2016. Of the 271 course surveys that did have responses submitted after the 48-hour window, most (187) had only one late response. Another 68 surveys had 2 or 3 late responses, and 16 course surveys had 4 or more late responses (Figure 15).

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

	# of Surveys	% of Surveys
Kamloops	255	30%
Williams Lake	12	24%
Regional Centres	0	0%
Trades & Technology	4	15%
Total	271	29%

Figure 15. Surveys with late responses

	# of Surveys	% of Surveys
1 late response	187	69%
2 or 3 late responses	68	25%
4 or more late responses	16	6%
Total	271	100%

In total, 3.5% of all otherwise-validated responses were removed due to the 48-hour validation check (this was consistent with Fall 2016) (Figure 16 below).

Survey Response Data Validation

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

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

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

Student 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 considered invalid.

Survey Response Data Integrity: Validation

Ensuring that only registered students in each course completed 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 'O' and by adding 'T' and preceding 'O'.*

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.*

Summary

A total of 15,789 responses were received during Winter 2017 course evaluations. Of those responses, 231 (1.7%) were from students who were not registered in the course that they evaluated, 152 (0.9%) were duplicate student responses, and 421 (3.5%) were received after 48 hours of the survey opening. The remaining total number of valid student responses was 14,985.

Figure 16. Response validation summary by campus

	Total Responses (not cleaned)	# of Not Registered	% of Not Registered	# of Duplicate TID	% of Duplicate TID	# Over 48 Hour Window	% Over 48 Hour Window	Total Valid Responses (cleaned)
Kamloops	15,126	214	1.6%	150	0.9%	401	3.5%	14,361
Williams Lake	385	5	1.6%	2	0.8%	16	5.7%	362
Regional Centres	12	0	0.0%	0	0.0%	0	0.0%	12
Trades & Technology	266	12	5.9%	0	0.0%	4	2.2%	250
Total	15,789	231	1.7%	152	0.9%	421	3.5%	14,985

Reporting

Summary

As directed, IPE produced the following course evaluation reports:

1. Institutional report (all responses, four Senate questions only)
2. Faculty and School reports (all responses, all numeric questions)
3. Individual course survey reports (all questions) where there were five or more responses and final grades were 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 final grades before they are eligible to receive a course evaluation report. The deadline for grade submission for regular semester courses was May 5th, 2017. As of May 11th (one week after the grades deadline) 89% of the evaluated courses had 90% or greater of their grades in the Banner. Figure 17 shows the disposition of each report when the links were shared to CELT on May 11th.

Figure 17. Report distribution flags May 11th – IPE report share document

	For distribution	Not for distribution	
Kamloops	566	>90% grades missing in Banner	60
		<5 responses	81
		Both conditions applied	19
Williams Lake	27	90% grades missing in Banner	1
		<5 responses	23
		Both conditions applied	7
Trades	32	>90% grades missing in Banner	1
		<5 responses	10
		Both conditions applied	2

In light of the 11% of courses that were missing grades in Banner, the grades extract was regenerated May 18th and 43 additional reports were released due to 90% or greater of the grades present in Banner.

Courses that are traditionally expected to have enrolment of less than five (for example, Williams Lake Trades and Technology courses) will be produced on a cumulative basis, by request, when a sufficient number of students have completed and evaluated the course.

Appendix A – Participation and Response Rates by Department

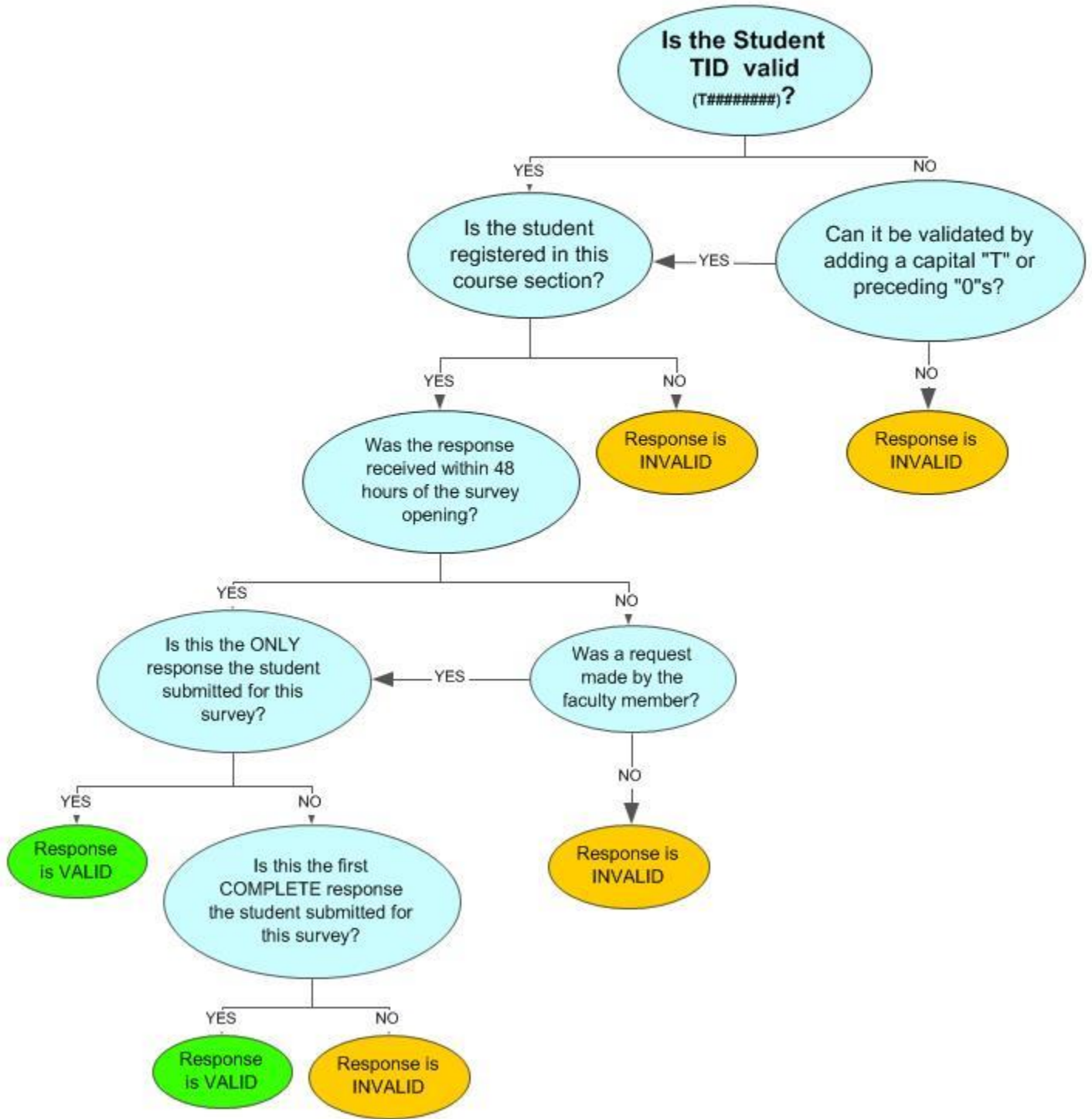
Participation Rates by Department

		Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
		#	%	#	%	#	%
Faculty of Student Development	Cooperative & Career Education	3	100%			3	100%
	Counselling	3	100%			3	100%
Faculty of Arts	English & Modern Languages	63	91%	6	9%	69	100%
	Geography & Environmental Studies	14	100%			14	100%
	Journalism, Comm & New Media	37	97%	1	3%	38	100%
	Philosophy, History & Politics	30	100%			30	100%
	Psychology	29	100%			29	100%
	Sociology and Anthropology	23	92%	2	8%	25	100%
	Undeclared	1	100%			1	100%
	Visual and Performing Arts	31	91%	3	9%	34	100%
Faculty of Adventure, Culinary Arts & Tourism	Adventure Studies	14	88%	2	13%	16	100%
	Culinary Arts & Retail Meat	9	100%			9	100%
	Tourism Management	34	97%	1	3%	35	100%
School of Business & Economics	Accounting & Finance	43	100%			43	100%
	Applied Bus. Tech. & Legal Assistant	16	70%	7	30%	23	100%
	Economics	33	100%			33	100%
	Management	33	92%	3	8%	36	100%
	Market, IB & Entrepreneurship	30	100%			30	100%
	Master of Business Administration	14	93%	1	7%	15	100%
Faculty of Science	Agricultural Related	14	93%	1	7%	15	100%
	Allied Health	8	100%			8	100%
	Arch, Digi Art, Electron & Eng	12	92%	1	8%	13	100%
	Biological Sciences	27	96%	1	4%	28	100%
	Computing Science	28	88%	4	13%	32	100%
	Mathematics and Statistics	35	100%			35	100%
	Natural Resource Sciences	12	75%	4	25%	16	100%
	Physical Sciences	36	97%	1	3%	37	100%
	Undeclared	2	100%			2	100%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	27	73%	10	27%	37	100%
	English as Second or Add Lang	48	98%	1	2%	49	100%
	Human Services	20	95%	1	5%	21	100%
	Social Work	21	95%	1	5%	22	100%
	University & Employment Prep	46	88%	6	12%	52	100%
Faculty of Law	Law	40	87%	6	13%	46	100%
School of Nursing	Nursing	77	92%	7	8%	84	100%
School of Trades and Technology	Construction Trades	16	73%	6	27%	22	100%
	Mechanical and Welding Trades	10	100%			10	100%
Total		939	93%	76	7%	1,015	100%

Response Rates by Department

Division	Department	Surveys	Responses Received	Response Rate
Faculty of Education and Social Work	EC, Elementary & Physical Ed	27	445	81%
	English as Second or Add Lang	48	560	76%
	Human Services	20	149	44%
	Social Work	21	258	71%
	University & Employment Prep	46	429	64%
Faculty of Science	Agricultural Related	14	227	83%
	Allied Health	8	491	84%
	Arch, Digi Art, Electron & Eng	12	234	69%
	Biological Sciences	27	814	67%
	Computing Science	28	490	59%
	Mathematics and Statistics	35	536	56%
	Natural Resource Sciences	12	248	67%
	Physical Sciences	36	626	69%
	Undeclared	2	16	76%
School of Trades and Technology	Construction Trades	16	154	54%
	Mechanical and Welding Trades	10	96	75%
Faculty of Student Development	Cooperative & Career Education	3	58	62%
	Counselling	3	40	57%
Faculty of Arts	English & Modern Languages	63	890	57%
	Geography & Environmental Studies	14	258	60%
	Journalism, Comm & New Media	37	546	53%
	Philosophy, History & Politics	30	572	53%
	Psychology	29	634	67%
	Sociology and Anthropology	23	446	60%
	Undeclared	1	17	77%
Visual and Performing Arts	31	311	66%	
Faculty of Law	Law	40	839	58%
School of Business & Economics	Accounting & Finance	43	794	56%
	Applied Bus. Tech. & Legal Assistant	16	184	79%
	Economics	33	573	51%
	Management	33	674	55%
	Market, IB & Entrepreneurship	30	497	56%
	Master of Business Administration	14	205	66%
School of Nursing	Nursing	77	1,016	56%
Faculty of Adventure, Culinary Arts & Tourism	Adventure Studies	14	188	60%
	Culinary Arts & Retail Meat	9	53	60%
	Tourism Management	34	417	54%
Total		939	14,985	61%

Course Evaluation Response Validation



Appendix C – Survey Instrument

Winter 2017 Course Evaluation for {{collector.coursecode_section_title}} taught by {{collector.faculty_name}}

You are currently nearing the end of your course. We hope you take the time to assess the course by completing this survey. Your feedback is important and will help to improve the service and quality of learning for future students. At TRU, we are committed to providing learning with the best possible experience, therefore your feedback is crucial to this continuous improvement process. Your responses are confidential and Faculty members will not be able to link an individual student to any specific responses or comments. A course-wide summary report will be provided to Faculty members after all the results are compiled and final grades have been submitted. The Centre for Excellence in Teaching and Learning will report on campus results of course evaluations for students to see how their responses are improving learning at TRU. Those results can be found at http://www.tru.ca/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 and ESTR courses only



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.