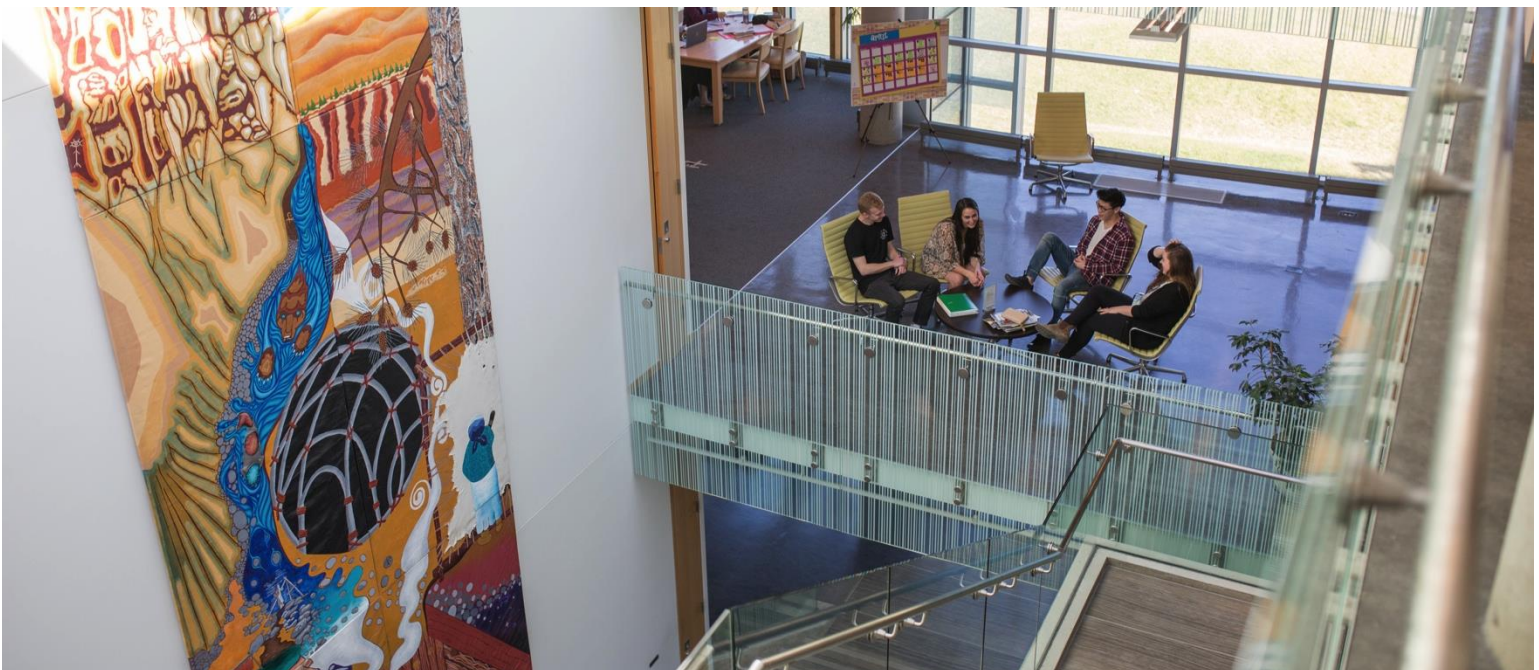


Winter 2019 Course Evaluation

Administration and Results

May 2019



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Summary

Thompson Rivers University (TRU) administered 'every course, every time' on campus course evaluations in Winter 2019. This was the eighth full implementation, and the largest to date with 1,463 courses included to be evaluated. Evaluations were administered online for classroom-based courses during the last three weeks of classes (or equivalent).

The majority of Kamloops and Williams Lake evaluations took place between March 25th and April 12th, and School of Trades and Technology (Trades) evaluations took place during the months of December, January, February, and March (Figure 1).

Figure 1. Course evaluation summary

Total		Kamloops	Williams Lake	Trades
2	Campuses			
9	Faculties and Schools	8	5	1
581 ¹	Faculty Members	516	32	35
1,463	Courses	1,302	79	82
1,409 ²	Surveys	1,269	79	61
9,269	Student Headcount	8,347	261	661
35,373	Student Course Enrolment	33,950	868	555
92%	Survey Participation Rate	92%	90%	90%
20,121	Total Responses	19,094	562	465
63% ³	Response Rate	60%	69%	59%

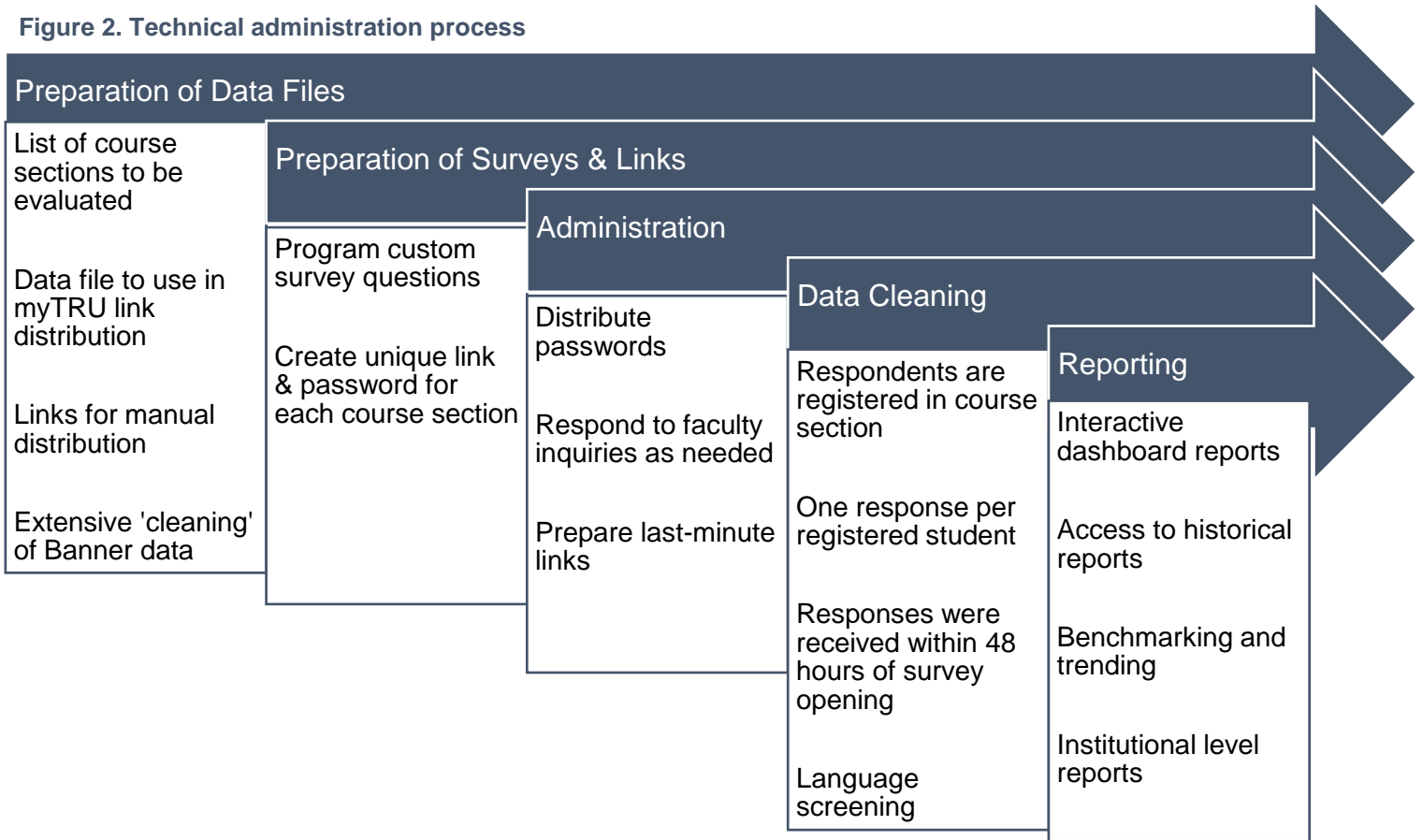
¹ Some instructors had course evaluations on more than one campus.

² Some courses were set up as a combined evaluation, therefore the total number of surveys is less than the number of included courses.

³ Includes only surveys that were opened.

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

Figure 2. Technical administration process



Inclusion

There were 1,463 courses identified for inclusion in course evaluations, and 1,409 surveys were prepared (Figure 3). This involved 581 individual faculty members from each of the 9 faculties and schools (including Williams Lake campus). Along with classroom-based, primary sections, this administration also included all Nursing practice and laboratory practice sections, as well as all Faculty of Science laboratories (Figure 4).

Figure 3. Faculty, Courses, Surveys and Student Course Enrolments included by Division

		Faculty of Adventure, Culinary Arts and Tourism	Faculty of Arts	Faculty of Education and Social Work	Faculty of Law	Faculty of Science	Faculty of Student Development	School of Business and Economics	School of Nursing	School of Trades and Technology	Total
Faculty Members	#	35	100	104	34	124	5	87	61	35	581
	%	6%	17%	18%	6%	21%	1%	15%	10%	6%	100%
Courses	#	64	259	225	53	374	8	272	126	82	1,463
	%	4%	18%	15%	4%	26%	1%	19%	9%	6%	100%
Surveys	#	60	255	220	53	366	8	261	125	61	1,409
	%	4%	18%	16%	4%	26%	1%	19%	9%	4%	100%
Enrolment	#	1,584	7,845	3,517	2,193	9,010	176	8,163	2,330	555	35,373
	%	4%	22%	10%	6%	25%	0%	23%	7%	2%	100%

Figure 4. Criteria for Inclusion or Exclusion

Criteria for Inclusion

- Lecture or combined section type
- Primary section
- Nursing practice or lab practice section type
- Science lab section type
- Course ending within, or attached to, Winter 2019
- Campus Kamloops and Williams Lake
- Trades and Technology courses

Criteria for Exclusion⁴

- Seminar, lab (excluding Science labs), field, practicum, thesis, directed studies, exchange, co-op work or PLAR section types
- Non-graded support sections
- Courses not ending in, or attached to, Winter 2019
- Open Learning courses
- Course section numbers designating BC Campus
- Continuing education courses

Considerations for Administration

Several considerations guided the inclusion and administration process. In addition to following guiding documents, centralizing course evaluations included incorporating existing processes of some academic areas while introducing a completely new process in other areas. Specifically:

- Student Course Evaluations - Principles and Procedures approved by IDSC and presented to Senate (April 23rd, 2018)
- Memorandum of Settlement between TRU and TRUFA (July 21st 2015)
- Custom surveys: Law, Science, English as a Second Language, Education and Skills Training Program, Nursing practice and lab practice section types, Biological Sciences labs, Animal Health Technology Distance Courses
- Student confidentiality – course evaluations with less than 5 responses cannot be viewed, as is consistent with the practice of BCStats and

⁴ Some criteria appear to be redundant; due to inconsistency in Banner course entry, it is necessary to check each criterion individually. For example, a directed studies course may be identified as such by section type, section number, or actual course title.

After proposed course inclusion lists were prepared based on the standard criteria for evaluation (Figure 4. Criteria for Inclusion or Exclusion), IPE sent a list of courses to each dean's office in Kamloops (and the Williams Lake campus coordinator) on February 11th, 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 TID for any missing faculty assignments)
- Faculty names and course sections (accuracy of course assignments)
- Start and end dates of courses
- Courses with no registrations
- Confirmation of cross-listed courses
- Identification of Nursing practice and lab practice section types
- Identification of Nursing sections where there was a miss-match between the section students were registered in and were taught in
- Courses requiring a combined course evaluation

Most faculties and schools responded with either approval or corrections by the requested date. In some cases, several interactions were needed to ensure that the data for each course (inclusion in the project, faculty assignment, type of section and start and end dates) were as accurate as possible.

After the list of courses was finalized through the consultation process described above, a notification email was sent from IPE on February 27th to each faculty member included in the administration. The email detailed which of the individual's courses were included, and briefly explained the evaluation process (including contact information for IPE and the Centre for Excellence in Learning and Teaching (CELT) and a link to the FAQ web page). This email generated approximately nine 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 2019.

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 February 2019 for evaluations that took place in December and January, and in early April 2019 for courses that took place in February and March. After discussions with Trades faculty and chairs, it was decided that starting in Fall 2018, Trades reporting would take place every two months instead of every three months.

Implementation

Distribution of Survey Links

As detailed under the box to the right, Survey Response Data Integrity: Implementation, most course survey links were made available to students through their myTRU portals. This protocol was chosen in response to a specific request from the TRU Students' Union (TRUSU). IPE prepared a data file containing the survey link and course detail (faculty name, CRN, etc.), which was then posted to the Course Evaluation myTRU channel by an IPE software analyst. The channel was populated with data from the survey link file according to each students' current course registrations.

IPE provided the main Kamloops file of survey links and course detail to the IPE software analyst for posting to student myTRU portals on March 22nd; after this deadline, changes to the course lists were accommodated manually and links were provided directly to faculty members.

IPE supported the manual distribution of several course evaluations due to any of the following reasons:

- requests for changes submitted after the deadline,
- course sections running outside of the regular schedule,
- course sections where there was a mismatch between the section students were registered in and were taught in,
- students not registered in the course section,
- continuous entry course sections, or
- faculty requesting the survey link.

In total, 90% of all survey links were distributed via myTRU:

- 1267 links distributed via myTRU (95% Kamloops, 81% Williams Lake),
- 20 links distributed via myTRU and emailed directly to faculty members (36% Trades), and
- 118 links distributed by email directly to faculty members (5% Kamloops, 19% Williams Lake, 64% Trades).

Distribution of Passwords

As detailed under Survey Response Data Integrity: Implementation, each course survey link was assigned a unique password. The passwords were randomly generated using Norton IdentitySafe and were programmed into each survey.

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

Survey Response Data Integrity: Implementation

Ensuring the highest possible survey participation rates was balanced with the need to ensure the highest possible integrity of survey data. To this end, the following protocols were followed for all surveys (see exclusions below):

Students were required to sign in to their secure myTRU accounts in order to access the survey links.

Survey links were only made available to students with a current 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 (90%), 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.

Most passwords were emailed to faculty members on March 21st.

Participation

Summary

Overall, 92% (1,292) of the prepared surveys were administered (Figure 5).

Figure 5: Winter 2019 survey participation rate - Institutional

	#	%
Surveys Administered	1,292	92%
Surveys Not Administered	117	8%
Total Surveys Prepared	1,409	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 Faculty of Law (Figure 6). The participation rate in the School of Trades and Technology increased by 28% when compared to Fall 2018. In terms of the number of evaluations not administered, the lowest participation rate was in the School of Law (19%), followed by the Faculty of Science (11%). The Faculty of Law saw the largest decrease in participation rates when compared to Fall 2018 (100% compared to 81%).

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	8	100%			8	100%
Faculty of Adventure, Culinary Arts and Tourism	57	95%	3	5%	60	100%
Faculty of Arts	242	95%	13	5%	255	100%
School of Business and Economics	247	95%	14	5%	261	100%
School of Nursing	117	94%	8	6%	125	100%
School of Trades and Technology	55	90%	6	10%	61	100%
Faculty of Education and Social Work	198	90%	22	10%	220	100%
Faculty of Science	325	89%	41	11%	366	100%
Faculty of Law	43	81%	10	19%	53	100%
Total	1,292	92%	117	8%	1,409	100%

Kamloops Timeline

Faculty members chose the date that they opened their course evaluation survey during the last three weeks (or equivalent) of their classes. Surveys were opened when the faculty member chose to provide the unique password to students. In Kamloops, most surveys were opened toward the end of the three-week period, with 38% opened in the last week (Figure 7). Twenty-four percent of the surveys were opened during the first week. Figure 8 shows that 15% of surveys were opened on a Friday; the remaining were fairly equally distributed from Monday to Thursday.

Figure 7. Kamloops surveys opened by week

	# of Surveys Opened	% of Surveys Opened
Early (before March 25th)	78	7%
Week 1 (March 25th - March 31st)	278	24%
Week 2 (April 1st - April 7th)	368	32%
Week 3 (April 8th onwards)	438	38%
Total	1,162	100%

Figure 8. Kamloops surveys opened by weekday

	# of Surveys Opened	% of Surveys Opened
Sunday	5	0%
Monday	248	21%
Tuesday	258	22%
Wednesday	234	20%
Thursday	240	21%
Friday	173	15%
Saturday	4	0%
Total	1,162	100%

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

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

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

Response Rates

Summary

The average institutional response rate (of participating surveys) was 63%, compared to 64% in Fall 2018. Figure 9 details the response rate distribution by course survey. Aggregate response rates ranged from 77% in the Faculty of Student Development to 54% in the Faculty of Law (Figure 10).

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

Figure 9: Survey response rates – Distribution

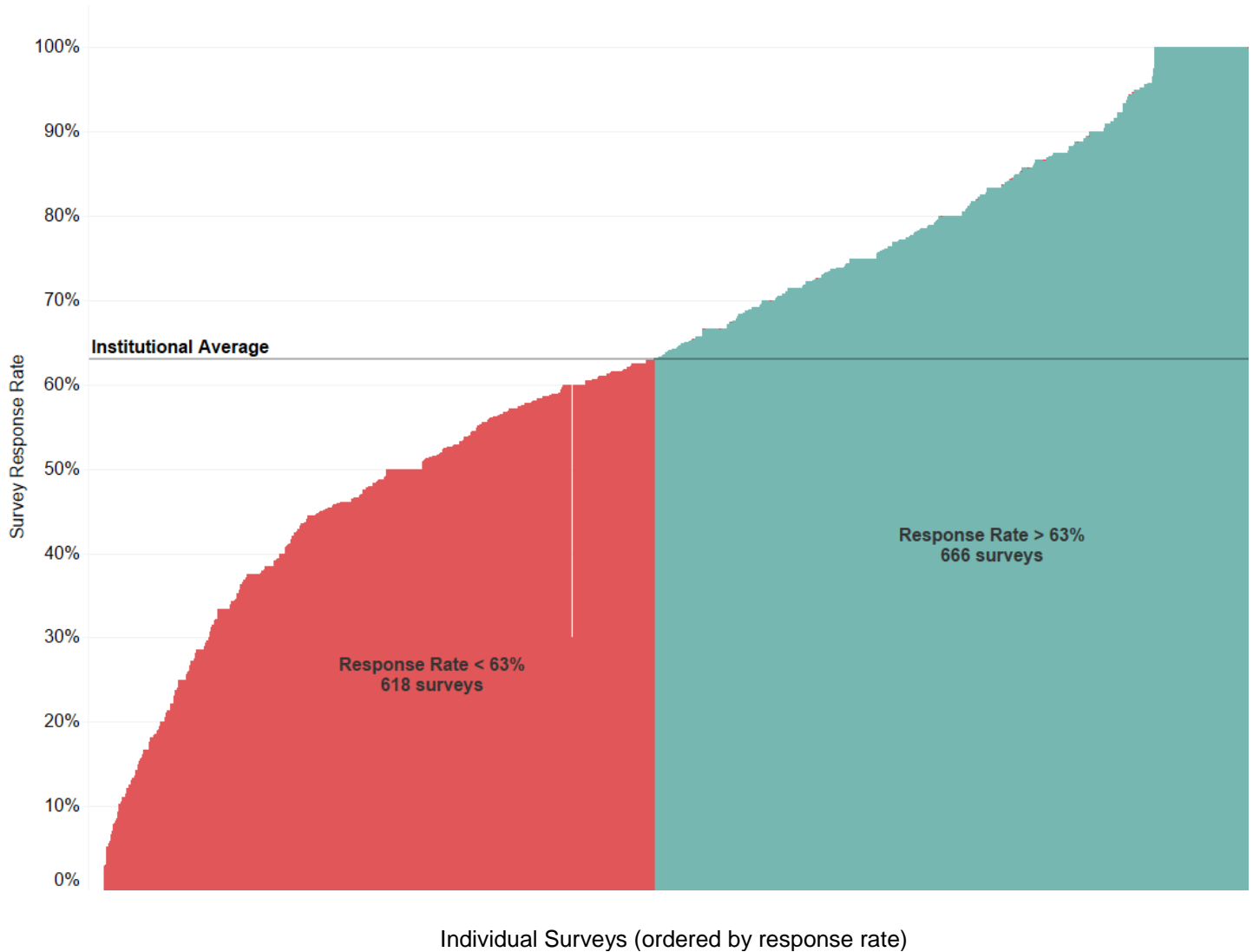


Figure 10: Survey response rates – Division

Division	Surveys #	Responses Received	Response Rate
Faculty of Student Development	8	135	77%
School of Nursing	117	1,628	75%
Faculty of Education and Social Work	198	2,112	67%
Faculty of Science	325	4,993	60%
School of Trades and Technology	55	465	59%
Faculty of Adventure, Culinary Arts and Tourism	57	894	59%
Faculty of Arts	242	4,390	58%
School of Business and Economics	247	4,580	58%
Faculty of Law	43	924	54%
Total	1,292	20,121	60%

Kamloops Three-Week Timeline

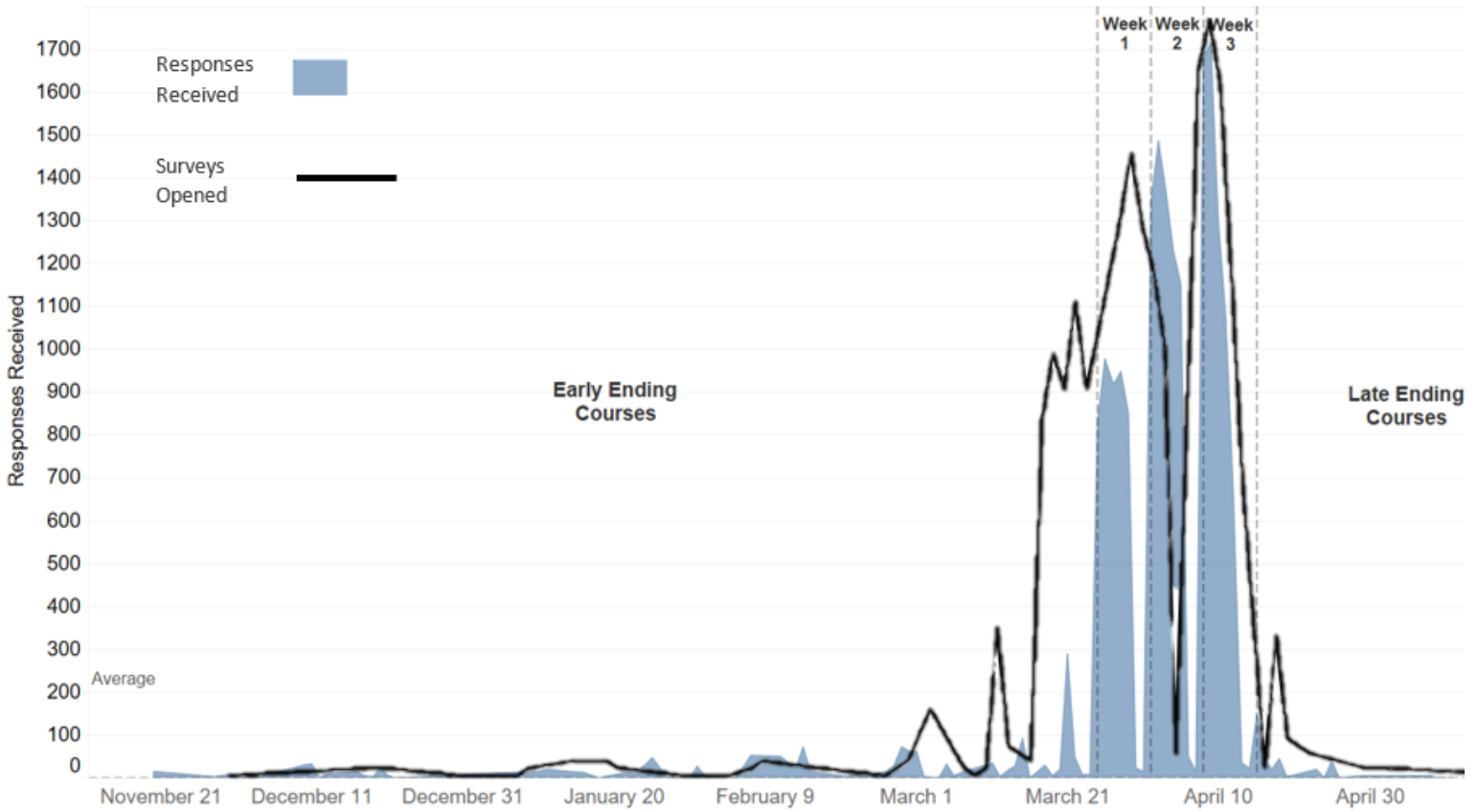
The number of survey responses received during the administration period closely paralleled survey openings. Thirty-eight percent of the surveys were opened in the last week with thirty-five percent of responses received in the last week (Figure 11).

Figure 11. Kamloops surveys opened and responses received by week

	# of Surveys Opened	% of Surveys Opened	Responses Received	% Responses Received
Early (before March 25th)	78	7%	1,092	6%
Week 1 (March 25th - March 31st)	278	24%	4,617	24%
Week 2 (April 1st - April 7th)	368	32%	6,645	35%
Week 3 (April 8th onwards)	438	38%	6,740	35%
Total	1,162	100%	19,094	100%

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

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



Survey Completion Times

Time to Complete Survey

Almost all surveys were completed within an hour, with 94% 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	94%
11 to 20 minutes	4%
21 to 30 minutes	1%
1 hour +	1%
Total	100%

Time to Submit after Survey Open

Overall, 85% of surveys did not have any responses submitted after the 48-hour window, which is an increase of 1% when compared to Fall 2018. Of the 192 surveys that did have responses submitted after 48 hours, more than half (69%) had only one late response, 29% of surveys had two or three late responses, and 2% of surveys had four or more late responses (Figure 15).

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

	# 48 Hour Window survey count	% of Surveys
Kamloops	180	15%
Williams Lake	9	13%
Trades & Technology	3	5%
Total	192	15%

Figure 15. Surveys with late responses

	# 48 Hour Window survey count	% of Total 48 Hour Window surveys
1 late response	133	69%
2 or 3 late responses	55	29%
4 or more late responses	4	2%
Total	192	100%

In total, 1.3% of all otherwise-validated responses were removed due to the 48-hour validation check. (Figure 16 p.14).

Survey Response Data Integrity: Validation

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 TID

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

TID error message

Please provide your TID

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

Please use your 9-character TID

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

Ensuring that only registered students in each course completed the survey is a top priority. To guarantee the reliability of response data:

Students were required to provide their TID before completing the survey.

Each individual response TID was compared with the registrations for that course; only responses from registered students were validated.

In the case of mismatches between respondent TID and course registration, the records were checked manually prior to deletion.

Only the first completed response for each student in each course was retained; duplicate responses were manually examined and deleted.

Only responses received within 48 hours of the survey opening (the first password-protected response was received) were retained; overdue responses were manually examined and deleted.

Where possible, invalid student TIDs were automatically repaired by changing the letter 'o' to '0' and by adding 'T' and preceding '0'.*

Where specifically advised, obsolete '9-IDs' were manually corrected.

Language Screening

Starting in Fall 2018, open ended responses were screened electronically for the presence of harassing or defamatory language. Student comments that were identified to contain any of the 467 predetermined harassing or defamatory words were flagged and provided to CELT for review to determine if the comment should be removed. Comments that were considered defamatory based on protected characteristics contained within the [BC Human Rights Code](#) were removed from the final reports. There were no harassing or defamatory student comments identified to be removed from Winter 2019 responses.

Summary

A total of 20,981 responses were received during Winter 2019 course evaluations. Of those responses, 433 (2.1%) were from students who were not registered in the course that they evaluated, 148 (0.7%) were duplicate student responses, and 275 (1.3%) were received after 48 hours of the survey opening. The remaining total number of valid student responses was 20,121.

Figure 16. Response validation summary by campus

	Total Responses (not cleaned)	# of Not Registered	Not Registered Percent	# of Duplicate TID	Duplicate TID Percent	# Over 48 Hour Window	Over 48 Hour Window Percent	Total Valid Responses (cleaned)
Kamloops	19,865	386	1.9%	126	0.6%	259	1.3%	19,094
Williams Lake	595	16	2.7%	5	0.8%	12	2.0%	562
Trades & Technology	521	31	6.0%	17	3.3%	4	0.8%	465
Total	20,981	433	2.1%	148	0.7%	275	1.3%	20,121

Reporting

Summary

As directed by Senate, IPE produced the following aggregated course evaluation reports made available on the CELT Student Course Evaluations website or by request to IPE:

1. Institutional report (all responses, four Senate questions only)
2. Faculty and School reports (all responses, all numeric questions)
3. Department reports (all responses, all numeric questions)

In addition to the above aggregate reports, faculty and chairs were given access to new interactive dashboard reports.

The Faculty of Science passed a motion at faculty council to allow for the Science dataset to be shared with the dean's office. This will allow for the current analysis and reporting function to continue within that faculty. Each faculty member will receive a report from their dean's office; therefore, interactive dashboard reports were not created for this faculty.

Survey Software Transition

Over the summer IPE transitioned to a new survey software called Qualtrics. All course evaluations were conducted through Qualtrics starting in September 2018.

Dashboard Reports

The new faculty and chair reports offer enhanced reporting capabilities through interactive dashboards, such as secure access through the TRUEmployee portal, access to all historical responses since the start of online course evaluations (Winter 2016), ability to aggregate and filter data, view trends over time and set institutional, divisional, or departmental benchmarks. Starting in May 2019, chairs and faculty were able to download and pdf their own course evaluation reports.

Implementation

IPE consulted with several key stakeholders such as the Provost office, CELT, members of the Teaching and Learning Committee, and CELT teaching fellows who provided feedback on the design and ease of use of the dashboards. Presentations on the new dashboard reports and how they would be rolled out were provided to the Provost Council, TRU Chairs Council, Faculty of Science Chairs Council, School of Trades and Technology Faculty Council, and Faculty of Arts Faculty Council. Dashboard reports were first published to the School of Trades and Technology faculty and chairs on October 19th, 2018 to follow their reporting cycle. On January 7th, 2019 dashboard reports were published to all other on campus faculty and chairs.

After the dashboard reports were published to all on campus faculty, IPE and CELT worked together to offer three tutorial sessions on how to navigate through a dashboard report, and how to use filters and set benchmarks. Twenty faculty and six chairs attended these tutorials. Several resources such as dashboard Frequently Asked Questions, a pdf '*Dashboard Reporting Guide*', and video tutorials for faculty and Chairs were created and made available on the Student Course Evaluations web site.

Distribution

IPE published the course evaluation dashboard reports to faculty and chairs on May 8th, 2019. Faculty were required to have submitted final grades before they were able to access their course evaluation results. The deadline for grade submission for regular semester courses was May 7th, 2019. As of May 14th, after the second grades check took place, all but seventeen of the evaluated courses had 90% or greater of their final grades in Banner.

Appendix A – Participation and Response Rates by Department

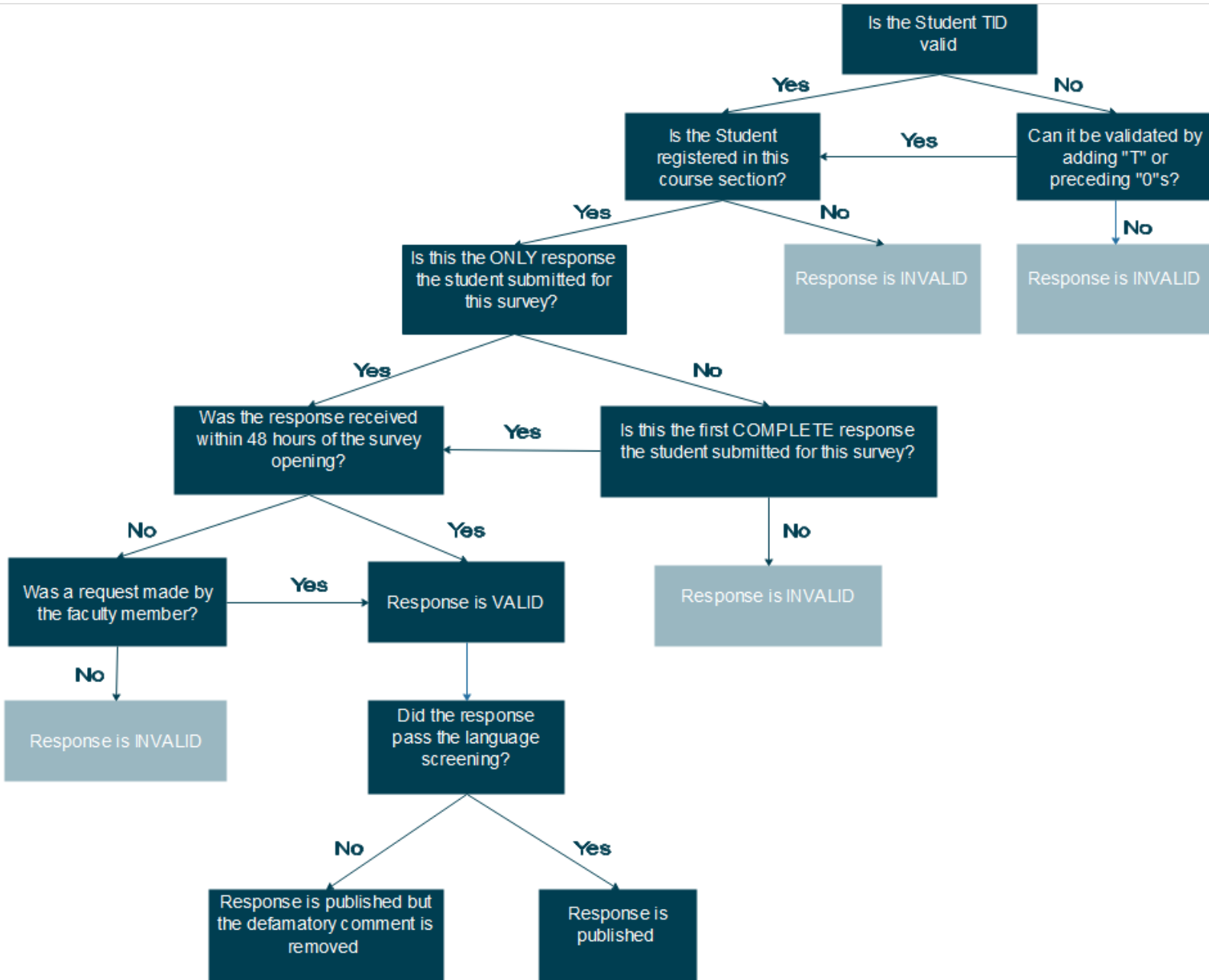
Participation Rates by Department

Division	Department	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
		#	%	#	%	#	%
Faculty of Student Development	Cooperative & Career Education	3	100%			3	100%
	Counselling	5	100%			5	100%
Faculty of Arts	English & Modern Languages	69	95%	4	5%	73	100%
	Geography & Environmental Studies	13	100%			13	100%
	Journalism, Comm & New Media	43	93%	3	7%	46	100%
	Philosophy, History & Politics	32	97%	1	3%	33	100%
	Psychology	27	100%			27	100%
	Sociology and Anthropology	30	94%	2	6%	32	100%
	Visual and Performing Arts	28	90%	3	10%	31	100%
Faculty of Science	Agricultural Related	44	100%			44	100%
	Allied Health	27	63%	16	37%	43	100%
	Arch, Digi Art, Electron & Eng	15	83%	3	17%	18	100%
	Biological Sciences	60	95%	3	5%	63	100%
	Computing Science	42	93%	3	7%	45	100%
	Mathematics and Statistics	39	98%	1	3%	40	100%
	Natural Resource Sciences	28	97%	1	3%	29	100%
	Physical Sciences	68	83%	14	17%	82	100%
	Science Undeclared	2	100%			2	100%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	52	88%	7	12%	59	100%
	English as Second or Add Lang	46	85%	8	15%	54	100%
	Social Work and Human Service	46	98%	1	2%	47	100%
	University & Employment Prep	54	90%	6	10%	60	100%
Faculty of Law	Law	43	81%	10	19%	53	100%
School of Nursing	Health Care Assistant	35	95%	2	5%	37	100%
	Nursing	82	93%	6	7%	88	100%
School of Trades and Technology	Construction Trades	40	91%	4	9%	44	100%
	Mechanical and Welding Trades	15	88%	2	12%	17	100%
Faculty of Adventure, Culinary Arts and Tourism	Adventure Studies	11	92%	1	8%	12	100%
	Culinary Arts & Retail Meat	11	100%			11	100%
	Tourism Management	35	95%	2	5%	37	100%
School of Business and Economics	Accounting & Finance	68	100%			68	100%
	Economics	51	91%	5	9%	56	100%
	Human Enterprise & Innovation	57	86%	9	14%	66	100%
	Management, Information & Supply Chain	31	100%			31	100%
	Marketing & International Business	40	100%			40	100%
Total		1,292	92%	117	8%	1,409	100%

Response Rates by Department

Division	Department	Surveys #	Responses Received	Response Rate
Faculty of Student Development	Cooperative & Career Education	3	65	75%
	Counselling	5	70	79%
School of Nursing	Health Care Assistant	35	483	74%
	Nursing	82	1,145	75%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	52	700	74%
	English as Second or Add Lang	46	458	68%
	Social Work and Human Service	46	530	67%
	University & Employment Prep	54	424	58%
Faculty of Science	Agricultural Related	44	624	96%
	Allied Health	27	475	48%
	Arch, Digi Art, Electron & Eng	15	139	42%
	Biological Sciences	60	1,188	69%
	Computing Science	42	582	45%
	Mathematics and Statistics	39	647	55%
	Natural Resource Sciences	28	414	59%
	Physical Sciences	68	910	63%
	Science Undeclared	2	14	52%
School of Trades and Technology	Construction Trades	40	349	56%
	Mechanical and Welding Trades	15	116	69%
Faculty of Adventure, Culinary Arts and Tourism	Adventure Studies	11	245	75%
	Culinary Arts & Retail Meat	11	92	64%
	Tourism Management	35	557	53%
Faculty of Arts	English & Modern Languages	69	1,107	60%
	Geography & Environmental Studies	13	242	58%
	Journalism, Comm & New Media	43	751	51%
	Philosophy, History & Politics	32	716	59%
	Psychology	27	610	58%
	Sociology and Anthropology	30	643	60%
	Visual and Performing Arts	28	321	76%
School of Business and Economics	Accounting & Finance	68	1,369	60%
	Economics	51	870	54%
	Human Enterprise & Innovation	57	862	56%
	Management, Information & Supply Chain	31	607	58%
	Marketing & International Business	40	872	60%
Faculty of Law	Law	43	924	54%
Total		1,292	20,121	60%

Appendix B – Response Validation Process



Appendix C – Survey Instrument

Winter 2019 Course Evaluation for {{collector.coursecode_section_title}} taught by
{{collector.faculty_name}}

You are currently nearing the end of your course. We hope you take the time to assess the course by completing this survey. Your feedback is important and will help to improve the service and quality of learning for future students. At TRU, we are committed to providing learning with the best possible experience, therefore your feedback is crucial to this continuous improvement process. Your responses are confidential and Faculty members will not be able to link an individual student to any specific responses or comments. Written comments on course evaluations will be screened electronically, and removed, if they contain harassing or defamatory language as defined by the [BC Human Rights Code and the Human Resources Policy 11 - Discrimination and Harassment in the Workplace](#). A course-wide summary report will be provided to Faculty members after all the results are compiled and final grades have been submitted. The Centre for Excellence in Teaching and Learning will report on campus results of course evaluations for students to see how their responses are improving learning at TRU. Those results can be found at http://www.tru.ca/celt/Course_Evaluations.html

Please provide your TID

This information will be used only to track survey completion and will not be shared with your instructor.

(example: T12345678)

General Questions

	Strongly disagree	Disagree	Agree	Strongly agree
A1. The course was a valuable learning experience for me.	<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.