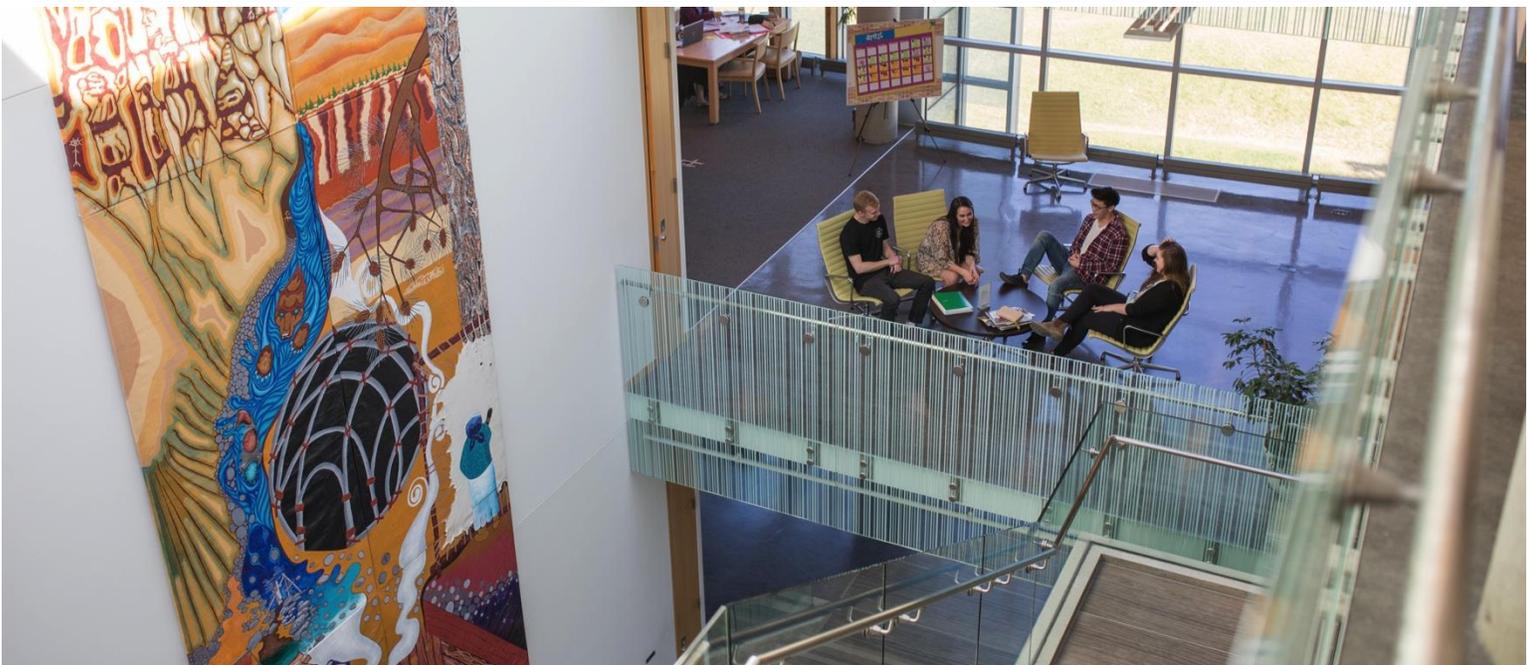


# Winter 2020 Course Evaluation

Administration and Results

July 2020



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## Summary

Thompson Rivers University (TRU) administered 'every course, every time' on campus course evaluations in winter 2020. This was the tenth full implementation, and the largest to date with 1,567 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 23<sup>rd</sup> and April 9<sup>th</sup>, and School of Trades and Technology (Trades) evaluations took place during the months of December, January, February, and March (Figure 1). In light of COVID-19 and the transition to online teaching due to campus closure, TRU sought TRUFA's input on how to proceed with course evaluations. As a result, Integrated Planning and Effectiveness (IPE) was advised to continue to follow the current course evaluation process.

Figure 1. Course evaluation summary

Total		Kamloops	Williams Lake	Trades
2	Campuses			
9	Faculties and Schools	8	5	1
601 <sup>1</sup>	Faculty Members	528	32	45
1,567	Courses	1,392	84	91
37,309	Student Course Enrolment	35,456	900	953
1,497 <sup>2</sup>	Surveys	1,350	83	64
9,922	Students Headcount	8,826	277	819
87%	Survey Participation Rate	88%	67%	83%
10,806	Total Responses	9,884	413	509
32% <sup>3</sup>	Response Rate	31%	57%	61%

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

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

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

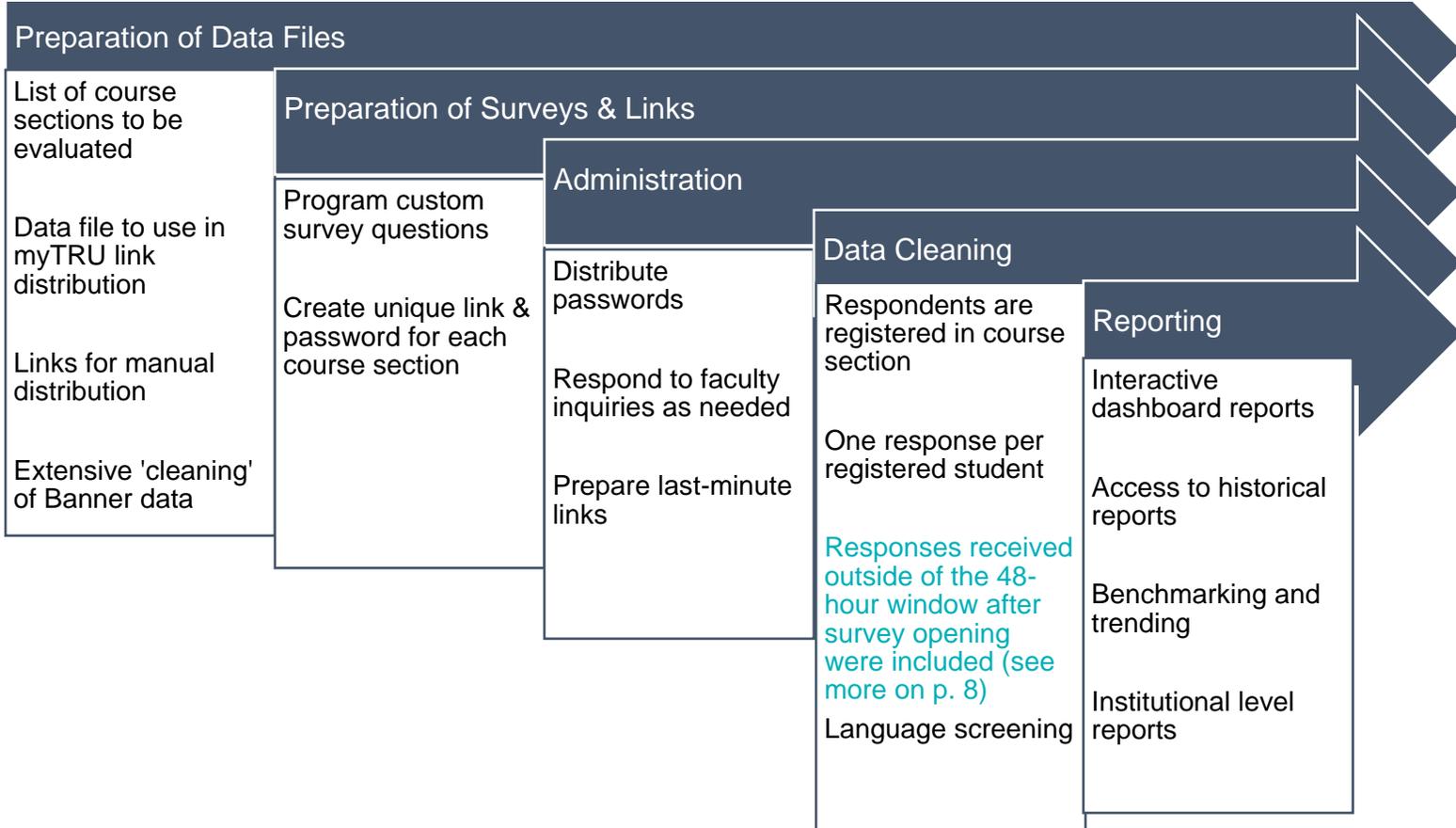
<sup>1</sup> Some instructors had course evaluations on more than one campus.

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

<sup>3</sup> Includes only surveys that were opened.

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

Figure 2. Technical administration process



## Preparation

### Inclusion

There were 1,567 courses identified for inclusion in course evaluations, and 1,497 surveys were prepared (Figure 3). This involved 601 individual faculty members from each of the 9 faculties and schools (including Williams Lake campus). Along with classroom-based, primary sections, this administration also included all Nursing practice and laboratory practice sections, as well as all Faculty of Science laboratories (Figure 4).

Figure 3. Faculty, Courses, Surveys and Student Course Enrolments by Division – Institutional, Winter 2020

		Faculty of Adventure, Culinary Arts and Tourism	Faculty of Arts	Faculty of Education and Social Work	Faculty of Law	Faculty of Science	Faculty of Student Development	School of Business and Economics	School of Nursing	School of Trades and Technology	Total
Faculty Members	#	39	103	97	34	130	4	95	62	45	601
	%	6%	17%	16%	6%	22%	1%	16%	10%	7%	100%
Courses	#	85	272	224	59	394	7	296	139	91	1,567
	%	5%	17%	14%	4%	25%	0%	19%	9%	6%	100%
Surveys	#	73	268	214	59	389	7	285	138	64	1,497
	%	5%	18%	14%	4%	26%	0%	19%	9%	4%	100%
Enrolment	#	1,830	8,171	3,411	2,388	9,486	166	8,646	2,258	953	37,309
	%	5%	22%	9%	6%	25%	0%	23%	6%	3%	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 2020
- Campus Kamloops and Williams Lake
- Trades and Technology courses

#### Criteria for Exclusion

- Seminar, lab (excluding Science labs), field, practicum, thesis, directed studies, exchange, co-op work or PLAR section types
- Non-graded support sections
- Courses not ending in, or attached to, winter 2020
- Open Learning courses
- Course section numbers designating BC Campus
- Continuing education courses

#### Considerations for Administration

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

- [Student Course Evaluations - Principles and Procedures](#) approved by IDSC and presented to Senate (January 23<sup>rd</sup>, 2019)
- Memorandum of Settlement between TRU and TRUFA (July 21<sup>st</sup> 2015)
- Custom surveys: Law, Science, English as a Second Language, Education and Skills Training Program, Nursing practice and lab practice section types, Biological Sciences labs, Animal Health Technology Distance courses

## Survey Response Data Integrity: Implementation

- Student confidentiality – course evaluations with less than 5 responses cannot be viewed, as is consistent with the practice of BCStats and current interpretation of the [BC Statistics Act](#) (BC Ministry of Technology, Innovation and Citizens' Services)

After proposed course inclusion lists were prepared based on the standard criteria for evaluation

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 10<sup>th</sup>, with a request for response by February 21<sup>st</sup>.

After the list of courses was finalized, a notification email was sent from IPE on March 2<sup>nd</sup> to each faculty member included in the administration. The email detailed which of the individual's courses were included, and briefly explained the evaluation process (including contact information for IPE and the Centre for Excellence in Learning and Teaching (CELT) and a link to the FAQ web page).

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 the beginning of June 2020.

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 2020 for evaluations that took place in December and January, and in early April 2020 for courses that took place in February and March.

### Administration

#### Distribution of Survey Links

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

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

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

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

Survey links were made available to students with a current registration in the course section.

Each survey was protected with a unique password.

The password was provided to the faculty member just prior to the survey administration period; in most cases (88%), faculty members were not provided with the link to the actual survey.

Faculty members were provided with a direct phone number to contact IPE for technical questions during the evaluation period.

*Exceptions to the above protocols were rare, and included course sections that required evaluation before the myTRU implementation, course sections that were included after the IPE deadlines, or a few rare instances of technical difficulty.*

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

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

**In total, 88% of all survey links were distributed via myTRU:**

- 1,325 links distributed via myTRU (94% Kamloops, 71% Williams Lake),
- 1 link distributed via myTRU and emailed directly to faculty members (0% Kamloops), and
- 173 links distributed by email directly to faculty members (6% Kamloops, 29% Williams Lake, 100% Trades).

### Distribution of Passwords

As detailed under Survey Response Data Integrity: Implementation, each course survey link was assigned a unique password. The passwords were randomly generated using Norton IdentitySafe and were programmed into each survey. The passwords were individually distributed to faculty members using their official TRU email addresses. Each faculty member received one email per password. Most passwords were emailed to faculty members on March 12<sup>th</sup>.

### Kamloops Timeline

Faculty members chose the date that they opened their course evaluation survey during the last three weeks (or equivalent) of their classes. Surveys were opened when the faculty member chose to provide the unique password to students. In Kamloops, most surveys were opened toward the end of the three-week period, with 39% opened in the last week (Figure 5). Twenty-six percent of the surveys were opened during the first week. Figure 6 shows that 9% of surveys were opened on a Friday, with the majority of the responses received between Monday and Thursday. Five percent of responses were received during the weekend compared to less than one percent in winter 2018 and 2019.

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

	# of Surveys Opened	% of Surveys Opened	Responses Received	% Responses Received
Early (before March 23)	57	5%	887	9%
Week 1 (March 23rd - March 29th)	321	27%	2,580	26%
Week 2 (March 30th - April 5th)	327	28%	2,581	26%
Week 3 (April 6th onwards)	484	41%	3,836	39%
Total	1,189	100%	9,884	100%

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

	# of Surveys Opened	% of Surveys Opened	Responses Received	% Responses Received
Sunday	34	3%	292	3%
Monday	279	23%	2,586	26%
Tuesday	280	24%	2,525	26%
Wednesday	264	22%	2,097	21%
Thursday	178	15%	1,303	13%
Friday	124	10%	924	9%
Saturday	30	3%	157	2%
Total	1,189	100%	9,884	100%

## Data Cleaning

### Survey Response Data Validation

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

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

In the light of transition to online teaching due to COVID-19, TRU consulted with TRUFA on how to proceed with institutional course evaluations. TRUFA advised TRU to follow the current course evaluation process. Once all responses were collected, IPE analysed the responses to determine the percent of responses submitted outside of the 48-hour window (late responses), how many course evaluations were affected by late responses, and how excluding the late responses would affect the response rate. These numbers were provided to TRU to consult with TRUFA on whether to include the late responses as an exception for this administration due to COVID-19 and the shift of course evaluations being administered online and not in-person in class. Due to the significant impact that the late responses had on the response rate, TRUFA made the decision to include late responses for this winter administration.

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

T

## Survey Response Data Integrity: Validation

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

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

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

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

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

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

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

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

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

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

### **Duplicate Responses**

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

### **48 Hour Response Window**

The exact time stamp (hours, minutes) of the first valid response to a given course section survey determined the opening of the 48-hour response window. The time stamp on each subsequent submission for that course section was compared to the first time stamp; responses that were received more than 48 hours (2,880 minutes) after the first time stamp were considered invalid. However, an exception was made for the winter 2020 course evaluation administration due to the significant impact on the response rate. As the result, responses received outside of the 48-hour window were included in the reporting.

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

### **Time to Complete Survey**

The majority of the surveys were completed within an hour, with 86% of surveys completed within 10 minutes or less. Compared to winter 2018 and 2019, there was a slight decrease in percentage of surveys completed within 10 minutes or less. The completion time was calculated in minutes, from the time each respondent opened their survey to when they submitted it (Figure 7).

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

	Winter 2018	Winter 2019	Winter 2020
10 minutes or less	91%	94%	86%
11 to 20 minutes	4%	4%	9%
21 to 30 minutes	1%	1%	2%
1 hour +	5%	1%	3%

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

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

Overall, 63% of surveys had responses submitted after the 48-hour window (late responses), which is a significant increase of 47% when compared to fall 2019 (16%). Of the 770 surveys that had responses submitted after 48 hours, 36% had one late response, 36% had two or three late responses, and 28% of surveys had four or more late responses (Figure 8).

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

	Kamloops			Trades & Technology			Williams Lake		
	Winter 2018	Winter 2019	Winter 2020	Winter 2018	Winter 2019	Winter 2020	Winter 2018	Winter 2019	Winter 2020
# of surveys that received responses outside of the 48-hour window	255	180	746	2	3	9	13	9	15
% of surveys that received responses outside of the 48-hour window	24%	15%	63%	7%	5%	17%	21%	13%	27%
# of responses over 48-hour window	347	259	2,176	4	4	13	25	12	19
% of responses over 48-hour window	2%	1%	21%	1%	1%	2%	5%	2%	4%

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

	1 late response	2 or 3 late responses	4 or more late responses	Total
# of surveys that received responses outside of the 48-hour window	277	281	212	770
% of surveys that received responses outside of the 48-hour window	36%	36%	28%	100%
# of responses over 48-hour window	277	674	1,257	2,208
% of responses over 48-hour window	13%	31%	57%	100%

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

### Language Screening

Starting in fall 2018, open ended responses were screened electronically for the presence of harassing or defamatory language. Student comments that were identified to contain any of the 467 predetermined harassing or defamatory words were flagged and provided to CELT for review to determine if the comment should be removed. Comments that were considered defamatory based on protected characteristics contained within the [BC Human Rights Code](#) were removed from the final reports. There were no harassing or defamatory student comments identified to be removed from winter 2020 responses.

### Data Cleaning Summary

A total of 11,534 responses were received during winter 2020 course evaluations which is a decrease of 50% from fall 2019 (23,086 responses). Of those responses, 310 (2.7%) were from students who were not enrolled in the course that they evaluated, 225 (2%) were duplicate student responses, and 2,208 (19.1%) were received after 48 hours of the survey opening. The remaining total number of valid student responses was 10,806 which includes responses received over the 48-hour window.

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

	Total Responses (not cleaned)	# of Not Registered	Not Registered Percent	# of Duplicate TID	Duplicate TID Percent	# Over 48-hour Window Responses	% Over 48-hour Window Responses	Total Valid Responses (cleaned)
Kamloops	10,399	312	3.0%	203	2.0%	2,176	20.9%	9,884
Williams Lake	443	17	3.8%	13	2.9%	19	4.3%	413
Trades & Technology	692	35	5.1%	9	1.3%	13	1.9%	509
Total	11,534	364	3.2%	225	2.0%	2,208	19.1%	10,806

## Reporting

Overall, 87% (1,298) of the prepared surveys were administered in winter 2020 (Figure 11). The largest decrease in participation rate was observed in Williams Lake.

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

		Winter 2018	Winter 2019	Winter 2020
Kamloops	Surveys Administered	92%	92%	88%
	Surveys Not Administered	8%	8%	12%
Trades & Technology	Surveys Administered	67%	90%	83%
	Surveys Not Administered	33%	10%	17%
Williams Lake	Surveys Administered	78%	90%	67%
	Surveys Not Administered	22%	10%	33%
Total Surveys Prepared		100%	100%	100%

It is important to note that these participation rates measure participation in the survey administration only (not response rates). Participation rates varied by faculty and school, ranging from 90% participation in the School of Business and Economics, to 71% participation in the Faculty of Law (Figure 12). The participation rates decreased for winter 2020 course evaluation administration across all faculties and schools by 4% compared to fall 2019 and by 5% compared to winter 2019.

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

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

		Surveys Administered	Surveys Not Administered
School of Business and Economics	Winter 2020	90%	10%
	Winter 2019	95%	5%
	Winter 2018	93%	7%
School of Nursing	Winter 2020	89%	11%
	Winter 2019	94%	6%
	Winter 2018	95%	5%
Faculty of Arts	Winter 2020	88%	12%
	Winter 2019	95%	5%
	Winter 2018	95%	5%
Faculty of Education and Social Work	Winter 2020	87%	13%
	Winter 2019	90%	10%
	Winter 2018	93%	7%
Faculty of Science	Winter 2020	86%	14%
	Winter 2019	89%	11%
	Winter 2018	86%	14%
Faculty of Student Development	Winter 2020	86%	14%
	Winter 2019	100%	
	Winter 2018	75%	25%
School of Trades and Technology	Winter 2020	83%	17%
	Winter 2019	90%	10%
	Winter 2018	67%	33%
Faculty of Adventure, Culinary Arts and Tourism	Winter 2020	81%	19%
	Winter 2019	95%	5%
	Winter 2018	93%	7%
Faculty of Law	Winter 2020	71%	29%
	Winter 2019	81%	19%
	Winter 2018	78%	22%

## Response Rates

The average institutional response rate (of participating surveys) was 32%, compared to 60% in fall 2019 and 63% in winter 2019. Aggregate response rates ranged from 61% in School of Trades and Technology to 25% in the Faculty of Law (Figure 14). Response rates for the School of Trades and Technology were least impacted by COVID-19 as most Trades courses included in this report were evaluated before the shift to online teaching in December, January, February, and March.

**Figure 13. Historical response rates – Winter 2018-2020**

	Winter 2018		Winter 2019		Winter 2020	
	Responses Received	Response Rate	Responses Received	Response Rate	Responses Received	Response Rate
Kamloops	16,717	60%	19,094	60%	9,884	31%
Trades & Technology	286	63%	465	59%	509	61%
Williams Lake	449	65%	562	69%	413	57%
Total	17,452	60%	20,121	60%	10,806	32%

**Figure 14. Response rates by division – Winter 2020**

		Surveys #	Responses Received	Response Rate
Trades & Technology	School of Trades and Technology	53	509	61%
Williams Lake	School of Nursing	28	246	66%
	Faculty of Education and Social Work	20	137	51%
	Faculty of Science	2	11	48%
	School of Business and Economics	1	1	33%
	Faculty of Arts	5	18	31%
Kamloops	Faculty of Adventure, Culinary Arts and Tourism	59	675	44%
	School of Nursing	95	741	44%
	Faculty of Education and Social Work	166	1,195	43%
	Faculty of Student Development	6	53	38%
	Faculty of Science	334	2,524	30%
	School of Business and Economics	255	2,405	29%
	Faculty of Arts	232	1,901	26%
	Faculty of Law	42	390	25%
Total		1,298	10,806	32%

## Course Evaluation Reports

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

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

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

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

## **Dashboard Reports**

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

## **Distribution**

IPE published the course evaluation dashboard reports to faculty and chairs on June 4<sup>th</sup>, 2020. The delay in publishing the results for winter 2020 was due to a temporary change that Enrolment Services made regarding course withdrawals during the COVID-19 crisis. For the winter 2020 term, students could elect to withdraw from the course after receiving their final grade. Since course evaluation responses are excluded from reports for students who withdrew from a course, the course evaluation administration team adjusted the response validation and reporting timeline to ensure responses from students who may elect to withdraw late from a course were excluded from reports.

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 1<sup>st</sup>, 2020. Following the release of final grades, students had approximately 10 business days to request a change in grade to 'W'. As of June 4<sup>th</sup>, and after the second grades check took place, all but twelve of the evaluated courses had 90% or greater of their final grades in Banner.

## Appendix A – Participation and Response Rates by Department

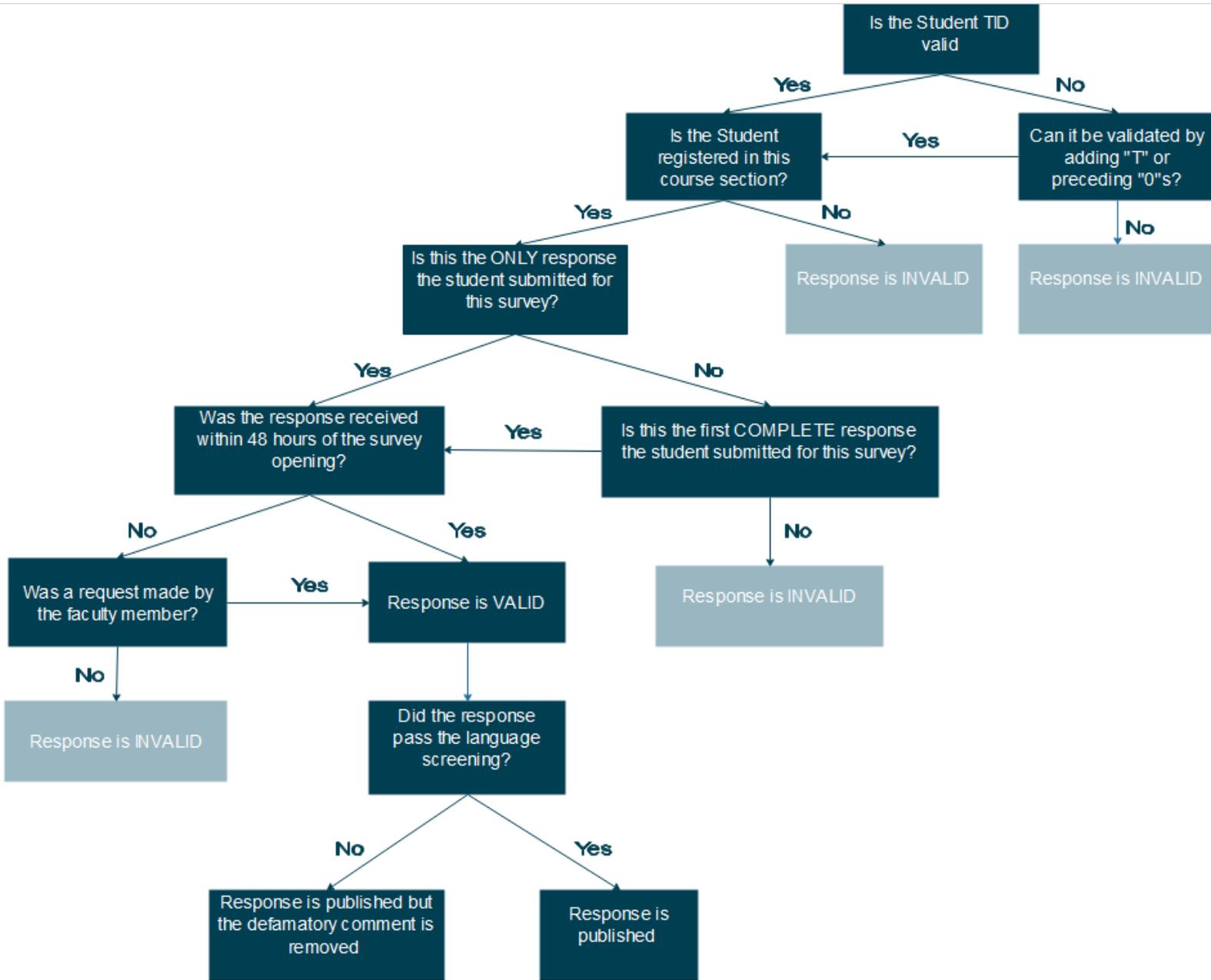
### Participation Rates by Department

Division	Department	Surveys Administered		Surveys Not Administered		Total Surveys Prepared	
		#	%	#	%	#	%
Faculty of Adventure, Culinary Arts and Tourism	Adventure Studies	11	92%	1	8%	12	100%
	Tourism Management	40	91%	4	9%	44	100%
	Culinary Arts & Retail Meat	8	47%	9	53%	17	100%
Faculty of Arts	Psychology	29	100%			29	100%
	Journalism, Comm & New Media	54	96%	2	4%	56	100%
	Sociology and Anthropology	32	91%	3	9%	35	100%
	English & Modern Languages	57	88%	8	12%	65	100%
	Philosophy, History & Politics	27	82%	6	18%	33	100%
	Visual and Performing Arts	27	77%	8	23%	35	100%
	Geography & Environmental Studies	11	73%	4	27%	15	100%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	53	95%	3	5%	56	100%
	Social Work and Human Service	42	91%	4	9%	46	100%
	English as Second or Add Lang	39	83%	8	17%	47	100%
	University & Employment Prep	52	80%	13	20%	65	100%
Faculty of Law	Law	42	71%	17	29%	59	100%
Faculty of Science	Computing Science	41	98%	1	2%	42	100%
	Mathematics and Statistics	39	93%	3	7%	42	100%
	Agricultural Related	50	93%	4	7%	54	100%
	Biological Sciences	57	89%	7	11%	64	100%
	Physical Sciences	66	86%	11	14%	77	100%
	Natural Resource Sciences	23	77%	7	23%	30	100%
	Applied Science & Engineering	22	76%	7	24%	29	100%
	Allied Health	38	75%	13	25%	51	100%
Faculty of Student Development	Counselling, Academic Supports & Assessment	4	100%			4	100%
	Career & Experiential Learning	2	67%	1	33%	3	100%
School of Business and Economics	Management, Information & Supply Chain	38	95%	2	5%	40	100%
	Marketing & International Business	50	94%	3	6%	53	100%
	Economics	50	94%	3	6%	53	100%
	Accounting & Finance	64	93%	5	7%	69	100%
	Human Enterprise & Innovation	54	77%	16	23%	70	100%
School of Nursing	Nursing	85	90%	9	10%	94	100%
	Health Care Assistant	38	86%	6	14%	44	100%
School of Trades and Technology	Construction Trades	37	90%	4	10%	41	100%
	Mechanical and Welding Trades	16	70%	7	30%	23	100%
Total		1,298	87%	199	13%	1,497	100%

## Response Rates by Department

Division	Department	Surveys #	Responses Received	Response Rate
Faculty of Adventure, Culinary Arts and Tourism	Tourism Management	40	408	36%
	Adventure Studies	11	247	72%
	Culinary Arts & Retail Meat	8	20	39%
Faculty of Arts	Journalism, Comm & New Media	54	424	24%
	English & Modern Languages	57	419	28%
	Sociology and Anthropology	32	295	26%
	Psychology	29	288	27%
	Philosophy, History & Politics	27	267	23%
	Visual and Performing Arts	27	158	33%
	Geography & Environmental Studies	11	68	21%
Faculty of Education and Social Work	EC, Elementary & Physical Ed	53	549	50%
	Social Work and Human Service	42	312	41%
	English as Second or Add Lang	39	244	42%
	University & Employment Prep	52	227	36%
Faculty of Law	Law	42	390	25%
Faculty of Science	Physical Sciences	66	481	36%
	Agricultural Related	50	430	53%
	Computing Science	41	396	32%
	Biological Sciences	57	386	23%
	Mathematics and Statistics	39	368	32%
	Allied Health	38	236	17%
	Natural Resource Sciences	23	145	24%
	Applied Science & Engineering	22	93	28%
Faculty of Student Development	Counselling, Academic Supports & Assessment	4	47	62%
	Career & Experiential Learning	2	6	10%
School of Business and Economics	Accounting & Finance	64	682	33%
	Human Enterprise & Innovation	54	470	28%
	Economics	50	465	28%
	Management, Information & Supply Chain	38	420	35%
	Marketing & International Business	50	369	23%
School of Nursing	Nursing	85	545	38%
	Health Care Assistant	38	442	73%
School of Trades and Technology	Construction Trades	37	353	55%
	Mechanical and Welding Trades	16	156	81%
Total		1,298	10,806	32%

## Appendix B – Response Validation Process



## Appendix C – Custom Survey Instrument: Completion Time

		Winter 2018	Winter 2019	Winter 2020
Animal Health Technology Distance (ANHD)	10 minutes or less			67%
	11 to 20 minutes			17%
	1 hour +			17%
Biology Lab	10 minutes or less	91%	96%	84%
	11 to 20 minutes	5%	2%	11%
	21 to 30 minutes	1%	1%	4%
	1 hour +	4%	1%	2%
Education and Skills Training Program (ESTR)	10 minutes or less	99%	100%	98%
	11 to 20 minutes	1%		1%
	1 hour +			1%
English as a Second/Additional Language (ESAL)	10 minutes or less	81%	87%	77%
	11 to 20 minutes	6%	10%	14%
	21 to 30 minutes	1%	1%	4%
	1 hour +	12%	2%	5%
General	10 minutes or less	92%	95%	89%
	11 to 20 minutes	3%	3%	7%
	21 to 30 minutes	1%	1%	1%
	1 hour +	5%	1%	3%
Law	10 minutes or less	93%	90%	82%
	11 to 20 minutes	5%	6%	13%
	21 to 30 minutes	0%	1%	2%
	1 hour +	1%	2%	3%
Nursing Lab Practice	10 minutes or less	93%	98%	93%
	11 to 20 minutes		1%	3%
	21 to 30 minutes	1%	0%	3%
	1 hour +	6%	1%	1%
Nursing Practice	10 minutes or less	80%	81%	82%
	11 to 20 minutes	11%	14%	13%
	21 to 30 minutes	2%	2%	3%
	1 hour +	7%	3%	2%
Science	10 minutes or less	90%	90%	78%
	11 to 20 minutes	5%	7%	14%
	21 to 30 minutes	1%	1%	3%
	1 hour +	4%	2%	4%