



# COURSE EVALUATION **ENGAGEMENT**

It's more than response rates!

- **TARA WELLS** Operations Coordinator, Course Evaluations
- **MEREDITH RAPPAPORT** Assistant, Course Evaluations

**CENTRE FOR TEACHING SUPPORT & INNOVATION**  
**UNIVERSITY OF TORONTO**

- 1 Course Evaluations at the University of Toronto
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Customizing your QP Landing Page
- 6 In Focus: Question Personalization  
Customizing your FO E-mail Template
- 7 Closing Thoughts
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## COURSE EVALUATION ENGAGEMENT

# AGENDA





# University of Toronto

by the Numbers



**3 campuses**



**14,000+ instructors**



**90,000+ students**



# Engagement as a Side Project



**3** campuses



**14,000+** instructors



**90,000+** students



**10,794** courses evaluated

## Course Evaluations Operations, 2018

- 5 full-time staff

## Responsibilities

- Implementation
- Operation
- Education
- Communication

## Engagement as a Side Project

The engagement strategies that will be covered today are initiatives of operations staff that were undertaken simultaneous to ongoing implementation, operation, and education responsibilities.





## Online Course Evaluations at the University of Toronto

### 2012

- Phased implementation of online course evaluations begins
- 1 full-time staff member

### 2013

- Phased implementation of online course evaluations continues
- 4 full-time staff members

### Primary Goal

- Maintain an operational online course evaluation system.

## User Engagement Early Conversations

### Communication

Initially, communicating with users was secondary to implementation and operations.

### Engagement = Response Rates?

Meanwhile, discussions around implementation success centred on evaluation response rates.

### Additional Responsibility

Implementation, operation, education, *and* increase user satisfaction.

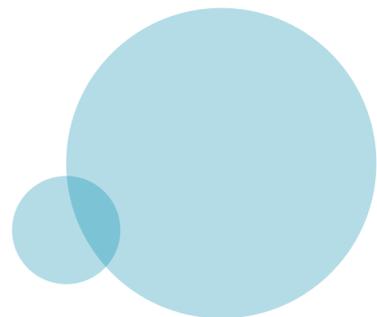


# Tri-Campus Engagement

- How does a team of five operations staff, also responsible for course evaluation implementation and operations, spearhead influencing tri-campus engagement?
- How do we even begin to try to engage 90,000+ students in the course evaluation process? What method of communication, what message content will resonate with such a diverse group of users?

## Form E-mails

- Form e-mail messages about course evaluations containing increasingly urgent subject lines
- Frequent e-mails throughout an evaluation period, sometimes multiple e-mails daily

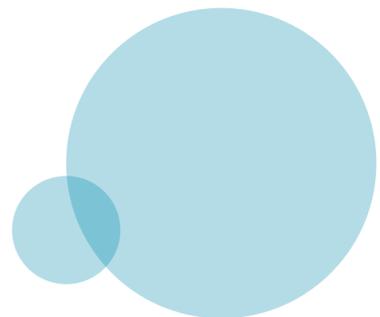


# Tri-Campus Engagement

- Recognize that engagement does not start and end with evaluation response rates.
- Fostering engagement must involve more than just sending students information.
- Encourage attention, interest, and commitment from the broader university community.
- Academic leaders and instructors play a key role in **creating a culture of engagement.**

## Post-Evaluation Surveys

- What factor most motivated you to complete the complete your course evaluation?
- What form of course evaluation messaging most resonated with you?





# Post-Evaluation SURVEYS

## We're **Listening**



The University of Toronto solicits student feedback through post-evaluation surveys



Surveys are in place for two years post-implementation in each academic division



Surveys contain both quantitative and qualitative items (questions)

# Top 3 Motivating Factors

Post-Evaluation Survey Data: 2017

With respect to messages and processes related to course evaluations, I feel the following motivated me to complete an evaluation for my course:



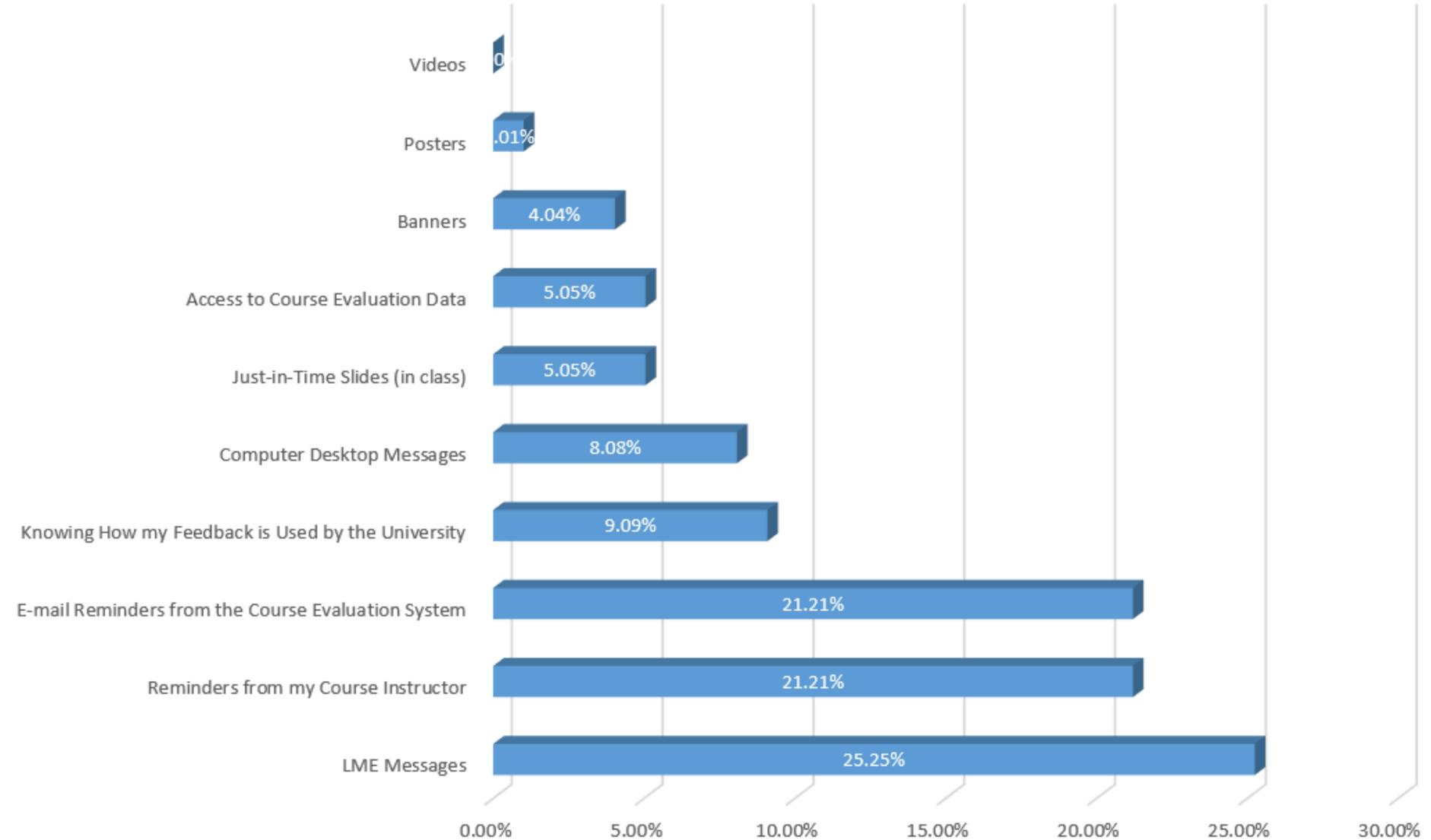
**21% E-mail Reminders**



**21% Instructor Reminders**



**25% LME Reminders**





# Tackling ENGAGEMENT

## Three-Tiered Approach

1

**Academic Leaders**  
Communication

2

**Course Instructors**  
Collaboration

3

**Students**  
Participation

# Multi-faceted Outreach

## Reference Distribution

informational materials for administrators

instructional materials for faculty

quick reference guide for new instructors

## Online Resources

monitored e-ticketing system

how-to QP & SV

report interpretation

engaging your students

## Presentations for Staff & Faculty

course evaluation framework & system

implementation for new divisions

research, reports & statistics

## Training Sessions for Staff & Faculty

implementation for new divisions

technical aspects of system

## Consultation Meetings

group: ongoing operations for academic divisions

one-on-one: evaluation item selection & report interpretation





# A closer look...

1

**Instructor Engagement**  
Customizing your  
QP Landing Page

2

**Student Engagement**  
Customizing your  
FO E-mail Template



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# Instructor ENGAGEMENT

## Question Personalization



Include instructors in the development of their own courses' evaluations



Leverage QP feature to pique interest and encourage participation



Develop QP landing page based on effective e-communication strategies

During your [item selection period](#), you may customize your course evaluation by selecting evaluation items\* from the Instructor Item Bank below.

Your course evaluation item selections are intended to be formative, so these items and your students' responses to them are only ever reported to you.



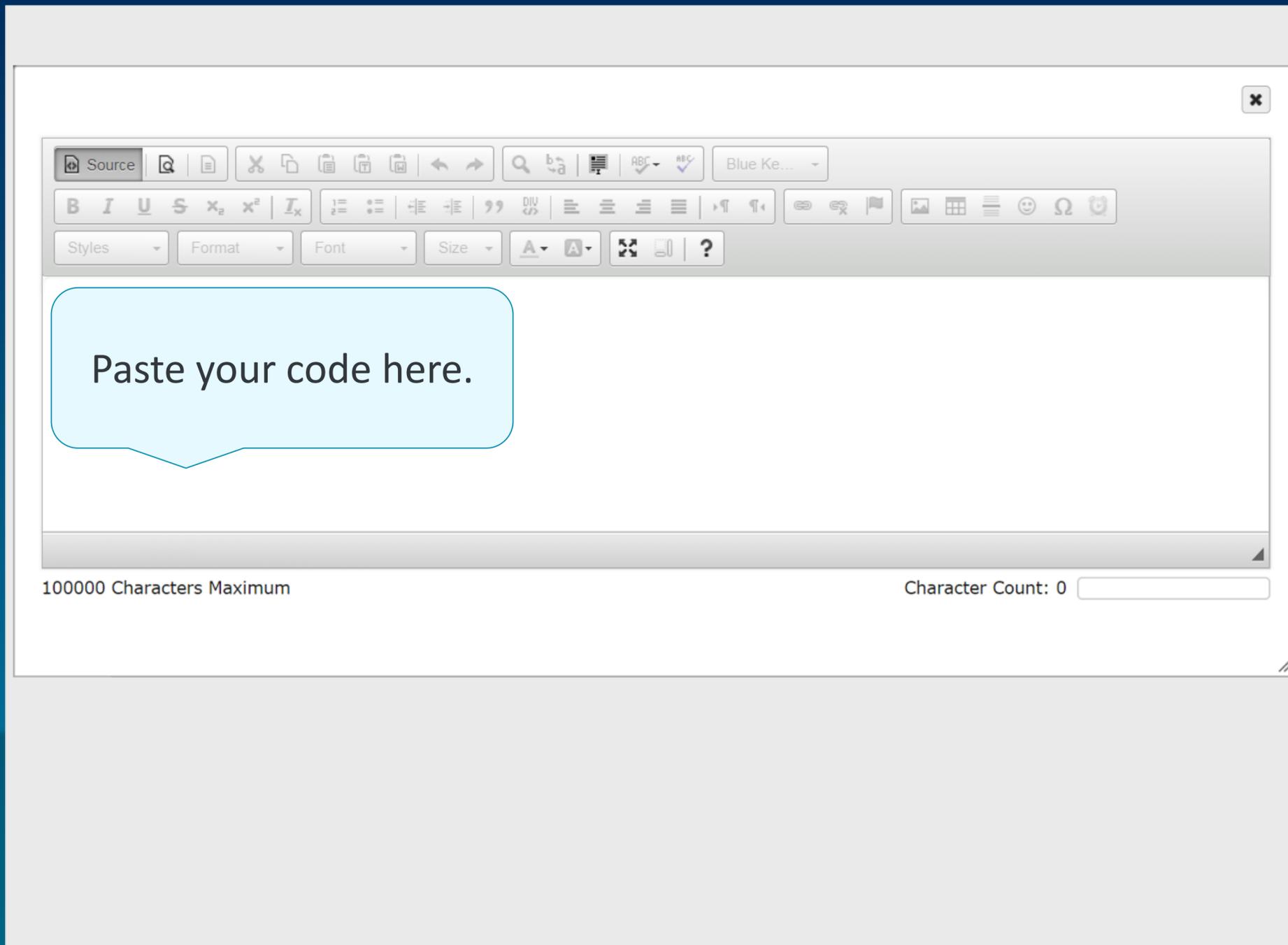
\* Your Division determines the number of items that you may select from the Instructor Item Bank.

## Default QP Landing Page

Just a bit of simple web design on your QP landing page can go a long way toward engaging your instructors.

- Predictable web layout<sup>1</sup>
- Straightforward navigation<sup>2</sup>
- Consistent visual identity<sup>3</sup>
- Conversational tone<sup>4</sup>
- Less is more<sup>5</sup>





Paste your code here.

100000 Characters Maximum Character Count: 0

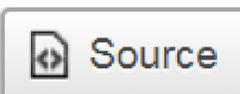
## Designing Your QP Landing Page

**STEP 1** | Log-in to Blue

**STEP 2** | Select Project

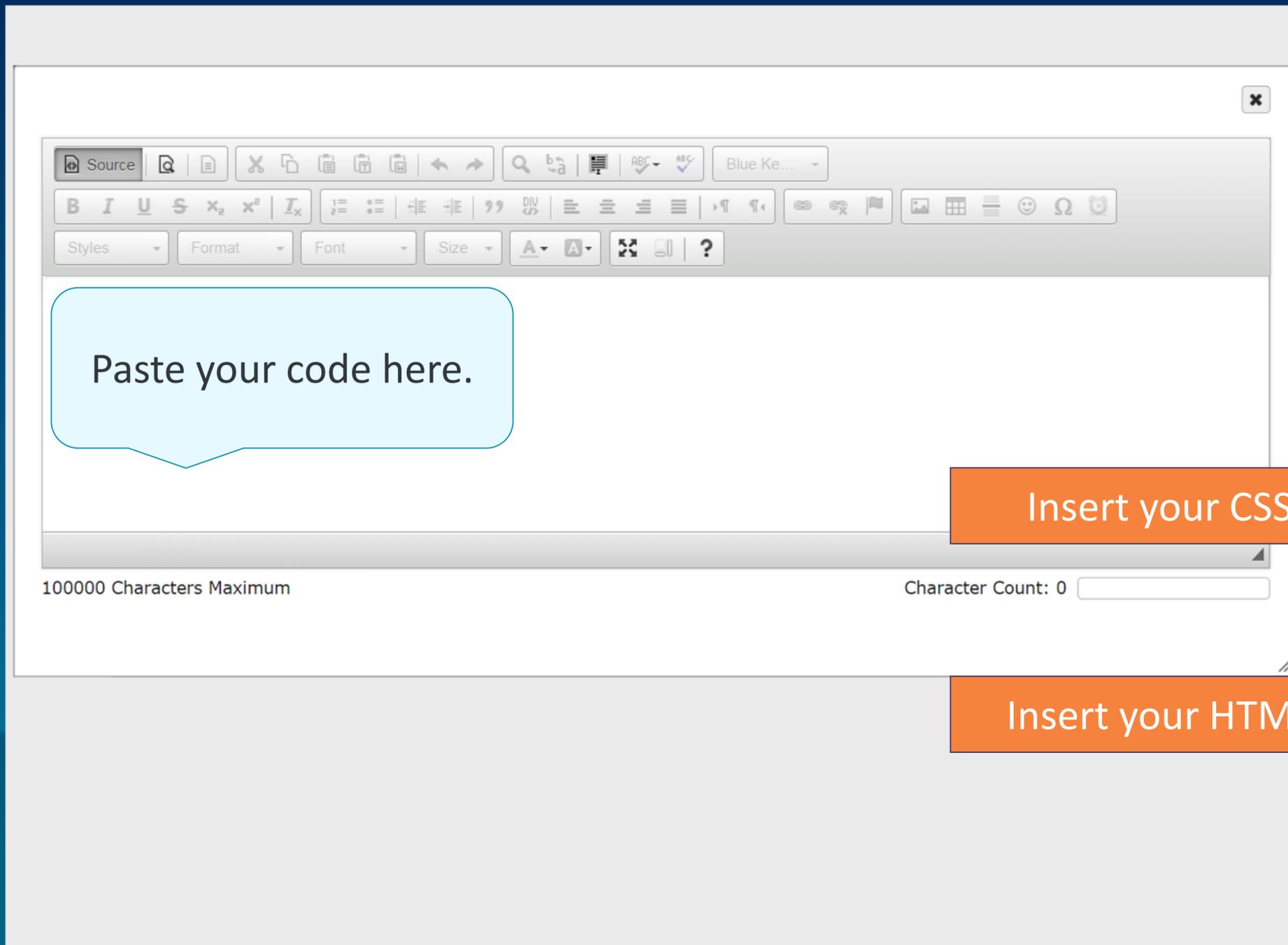
**STEP 3** | Locate *Personalized Question Info Message* field

**STEP 4** | Click 

**STEP 5** | Click 

**STEP 6** | Paste HTML/CSS code here





The screenshot shows a web editor interface. At the top, there is a toolbar with various icons for editing, including bold, italic, underline, and link. Below the toolbar is a large text area with a light blue background and a white border. Inside the text area, there is a light blue speech bubble containing the text "Paste your code here.". At the bottom of the text area, there is a character count indicator that reads "100000 Characters Maximum" and "Character Count: 0".

Insert your CSS here.

Insert your HTML here.

## Designing Your QP Landing Page

```
<!DOCTYPE html>
<html>

<head>

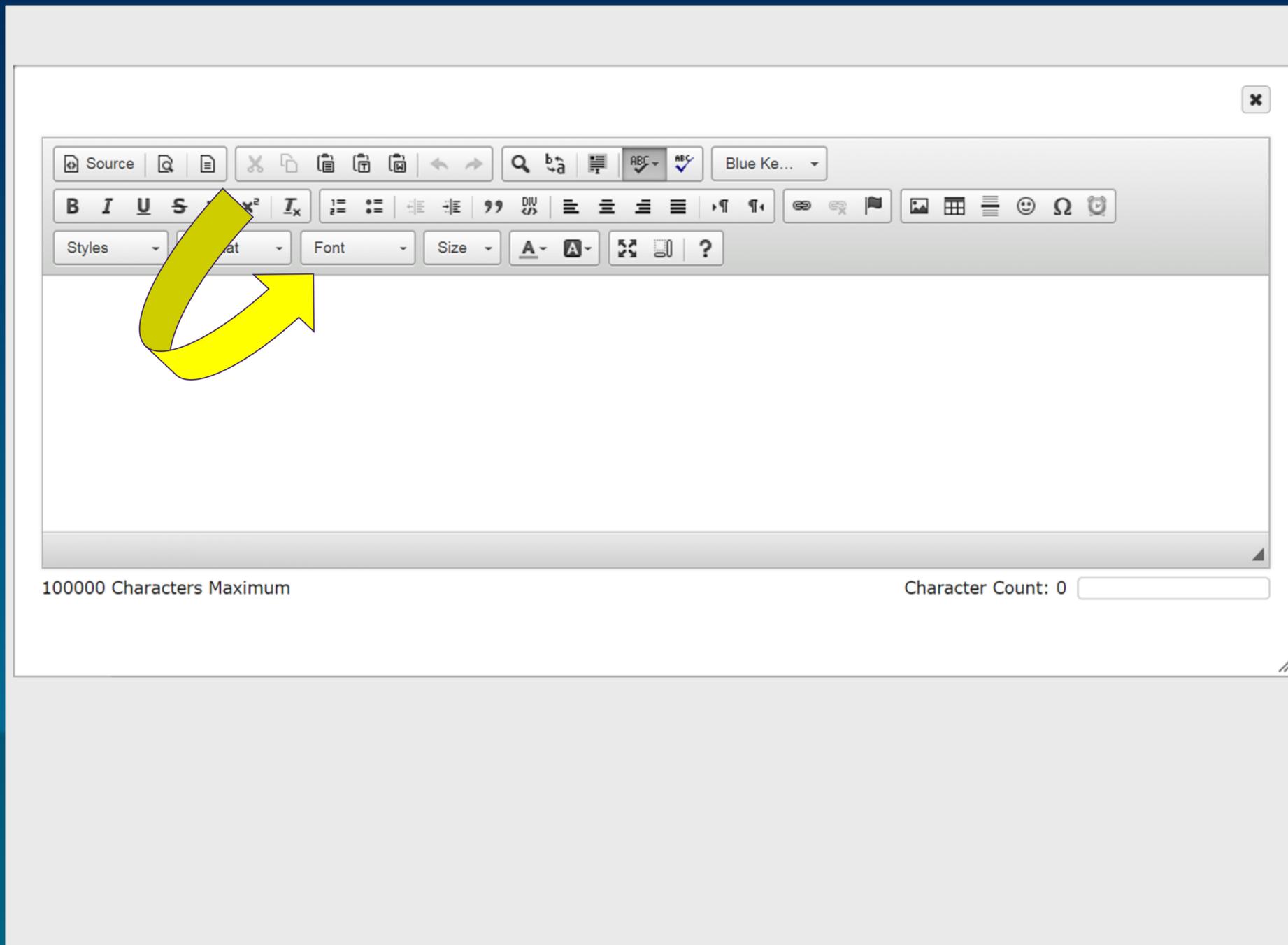
</head>

<body>

</body>

</html>
```





The screenshot shows a rich text editor interface. At the top, there is a toolbar with various icons for text formatting, alignment, and insertion. Below the toolbar is a large text area. At the bottom left of the text area, it says "100000 Characters Maximum". At the bottom right, it says "Character Count: 0" followed by a small input field. A yellow arrow points from the top left towards the "en" button in the bottom right of the text area.

## Designing Your QP Landing Page

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Your course evaluation item selections are intended to be formative, so these items and your students' responses to them are only ever reported to you.



\* Your Division determines the number of items that you may select from the Instructor Item Bank.

## QP Landing Page

Just a bit of simple web design on your QP landing page can go a long way toward engaging your instructors.

### FOCUS: What is my goal?

-  Provide instructors with comprehensive information about all of the course evaluation policies and procedures in place at our institution.
-  Engage instructors in the course evaluation process by encouraging them to participate in the development of their courses' evaluations through question personalization (QP).



# Student ENGAGEMENT

## Evaluation Invitation



Across divisions, up to 89% of our students surveyed access evaluations via e-mail



Incorporate our post-evaluation survey feedback in our FO Invitation content



Develop our FO Invitation design based on e-marketing research

## Default FO Invitation E-mail

Just a few quick fixes to your e-mail template can go a long way toward engaging your students.

- Subject Line
- Text Content
- Personalization
- Call to Action (CTA)
- Visual Communication
- e-Reading Patterns

Meredith, your voice matters!

Hello, Meredith.

Now is your opportunity to evaluate your courses and instructors. Your feedback is important, and sharing a fair and honest assessment of your learning experience has never been easier.

**Online evaluations are currently available for the following courses:**

COURSE	INSTRUCTOR	EVALUATION END
BIO101H1-F-LEC0101 INTRO TO BIOLOGY	M. Neumann	December 11, 2018
MAT101H1-F-LEC5101 INTRO TO ALGEBRA	E. LeBlanc	December 11, 2018

[EVALUATE MY COURSES NOW >>](#)



### It's quick.

Complete your course evaluations on campus, at home, or on the go! The online evaluation system is easy to use and mobile compatible. >>



### It's confidential.

Your responses are completely confidential. Additionally, instructors can only view their anonymized evaluations after all grades are finalized. >>



### We're listening.

Your feedback directly informs University of Toronto course offerings and course content, as well as the institution's faculty hiring and promotion decisions. >>

## Designing Your FO Invitation E-mail Subject Line

- ▶ **Personalize**  
Address your students by name<sup>6</sup>
- ▶ **Action**  
Use a verb to prompt a response<sup>7</sup>
- ▶ **Now!**  
Convey a sense of urgency<sup>7</sup>
- ▶ **Length**  
61-70 characters<sup>8</sup>

- 1 Invitation** | Jamie, your feedback matters! Complete your course evaluations today! **70**
- 2 Reminder 1** | Jamie, your course evaluations close soon! Share your feedback today! **69**
- 3 Reminder 2** | Jamie, your course evaluations close today! Share your feedback now! **68**



## Designing Your FO Invitation E-mail

### Text Content

- ▶ **Know Your Audience**  
Content short and to-the-point<sup>9</sup>
- ▶ **Visual Hierarchy**  
80%+ attention above the fold<sup>11</sup>
- ▶ **Single-Column Layout**  
A single column layout is “best for e-mails requiring a call to action”.<sup>12</sup>
- ▶ **Be Creative**  
Consider font, colour, design<sup>13</sup>

Web users read 20% of screen content.<sup>10</sup>

A student's attention span is 8 seconds.<sup>9</sup>



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## Designing Your FO Invitation E-mail Personalization

- ▶ **Greeting**  
Address your students by name<sup>14</sup>
- ▶ **Introduction**  
Use a conversational tone (“your”)<sup>15</sup>
- ▶ **Course List**  
Reference your students’ courses<sup>16</sup>
- ▶ **Call to Action**  
Use first person (“my”)<sup>17</sup>

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## Designing Your FO Invitation E-mail Call to Action (CTA)

- ▶ **CTA “Button”**  
Style your CTA text link<sup>18</sup>
- ▶ **Contrast**  
Consider colour, size, white space<sup>19</sup>
- ▶ **Meaningful Text**  
Avoid “Click Here”<sup>20</sup>
- ▶ **Active Language**  
Lead with a verb<sup>21</sup>

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## Designing Your FO Invitation E-mail Visual Communication

- ▶ **A Picture is Worth 1,000 Words**  
Replace text with an image<sup>22</sup>
- ▶ **Label It**  
Reinforce the image with a label<sup>23</sup>
- ▶ **Accessibility Tip #1**  
Use the ALT attribute<sup>24</sup>
- ▶ **Accessibility Tip #2<sup>24</sup>**  
Ensure that images are not the only way that information is conveyed

``

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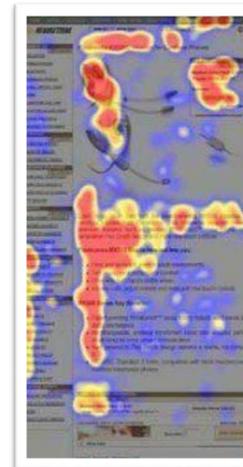
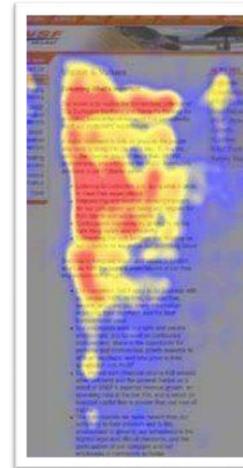


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## Designing Your FO Invitation E-mail e-Reading Patterns

- ▶ • **F & Z Scanning**  
 When a user is not committed to reading every word, they will often scan in an F- or Z-pattern.<sup>25, 26</sup>
- ▶ • **Layout Decisions**  
 Place important content (i.e. the CTA button) inside of your user's likely reading path.<sup>27</sup>



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Paste your code here.

100000 Characters Maximum

**USE INLINE CSS**  
Use the style attribute in HTML elements rather than entering CSS into the <head> section of your code.<sup>28</sup>

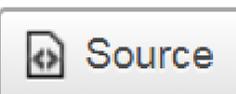
## Designing Your FO Invitation E-mail

**STEP 1** | Log-in to Blue

**STEP 2** | Select Project

**STEP 3** | Tasks > Form Fill Out > Edit > Locate *Message* field

**STEP 4** | Click 

**STEP 5** | Click 

**STEP 6** | Paste HTML/CSS code here



## FO Invitation E-mail

Just a few quick fixes to your e-mail template can go a long way toward engaging your students.

### FOCUS: What is my goal?



Provide students with comprehensive information about all of the course evaluation policies and procedures in place at our institution.



Engage students in the course evaluation process by initiating a dialogue around the value and impact of their feedback on the student learning experience at our university.



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Response rates are a *product* of engagement. They are not engagement in and of itself.





# Contact Us

**Tara Wells**

Operations Coordinator  
Course Evaluations

Centre for Teaching Support & Innovation  
University of Toronto

[tara.wells@utoronto.ca](mailto:tara.wells@utoronto.ca)

**Meredith Rappaport**

Assistant  
Course Evaluations

Centre for Teaching Support & Innovation  
University of Toronto

[m.rappaport@utoronto.ca](mailto:m.rappaport@utoronto.ca)



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- © Christina Morillo via [www.pexels.com](http://www.pexels.com)
  - [Slide 9]

## University of Toronto Course Evaluation Data, Information and Images

- © Centre for Teaching Support & Innovation, University of Toronto

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