



COURSE EVALUATION **ENGAGEMENT**

It's more than response rates!

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CENTRE FOR TEACHING SUPPORT & INNOVATION
UNIVERSITY OF TORONTO

1 Course Evaluations at the University of Toronto

2 User Engagement: Early Considerations

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4 User Engagement: Three-Tiered Approach

5 In Focus: Question Personalization
Customizing your QP Landing Page

6 In Focus: Question Personalization
Customizing your FO E-mail Template

7 Closing Thoughts

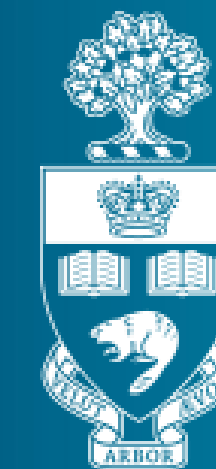
8 Questions

COURSE EVALUATION ENGAGEMENT

AGENDA



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University of Toronto

by the Numbers



3 campuses



14,000+ instructors



90,000+ students



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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.



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EXPLORING ENGAGEMENT

- 1:** the act of engaging
- 2.** the state of being engaged
- 3:** involvement or commitment



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.



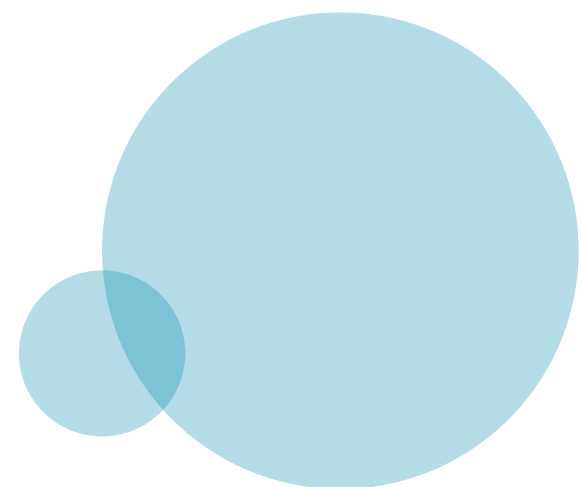
Tri-Campus Engagement

- 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

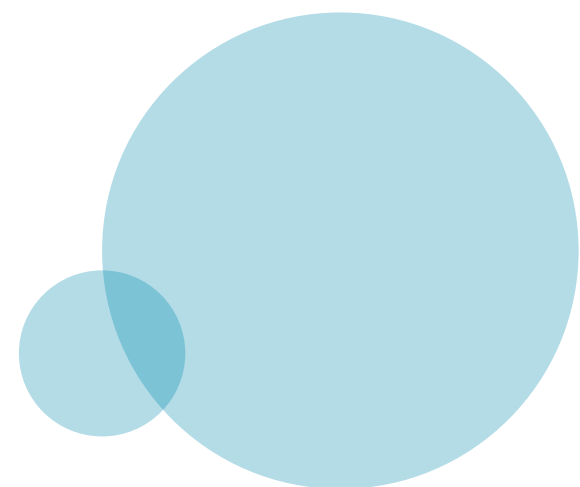


Tri-Campus Engagement

- 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:



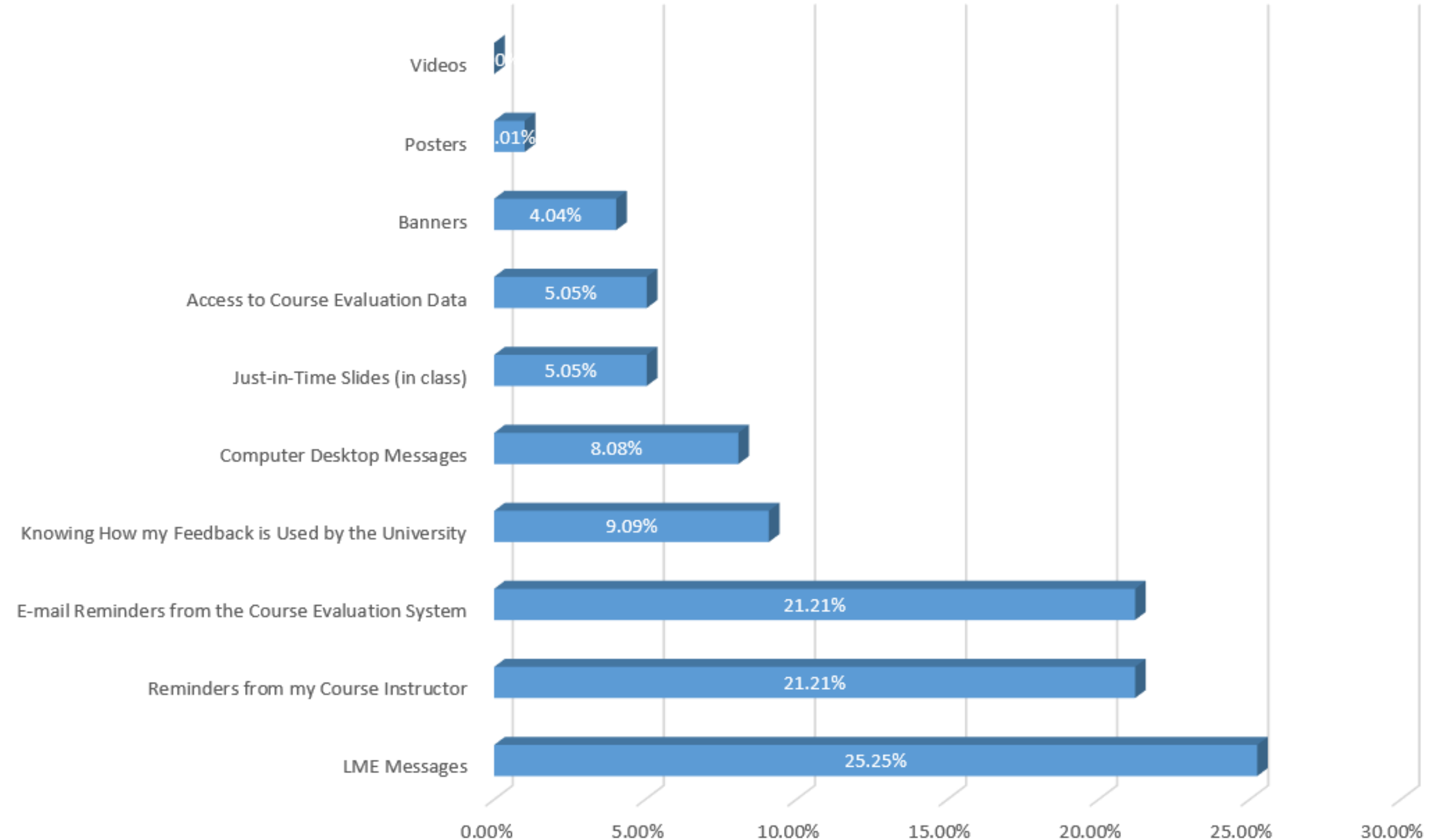
21% E-mail Reminders



21% Instructor Reminders



25% LME Reminders



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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.

Step 1 | **Select**

Step 2 | **Review**

Step 3 | **Submit**

* 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 layout¹
- Straightforward navigation²
- Consistent visual identity³
- Conversational tone⁴
- Less is more⁵



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

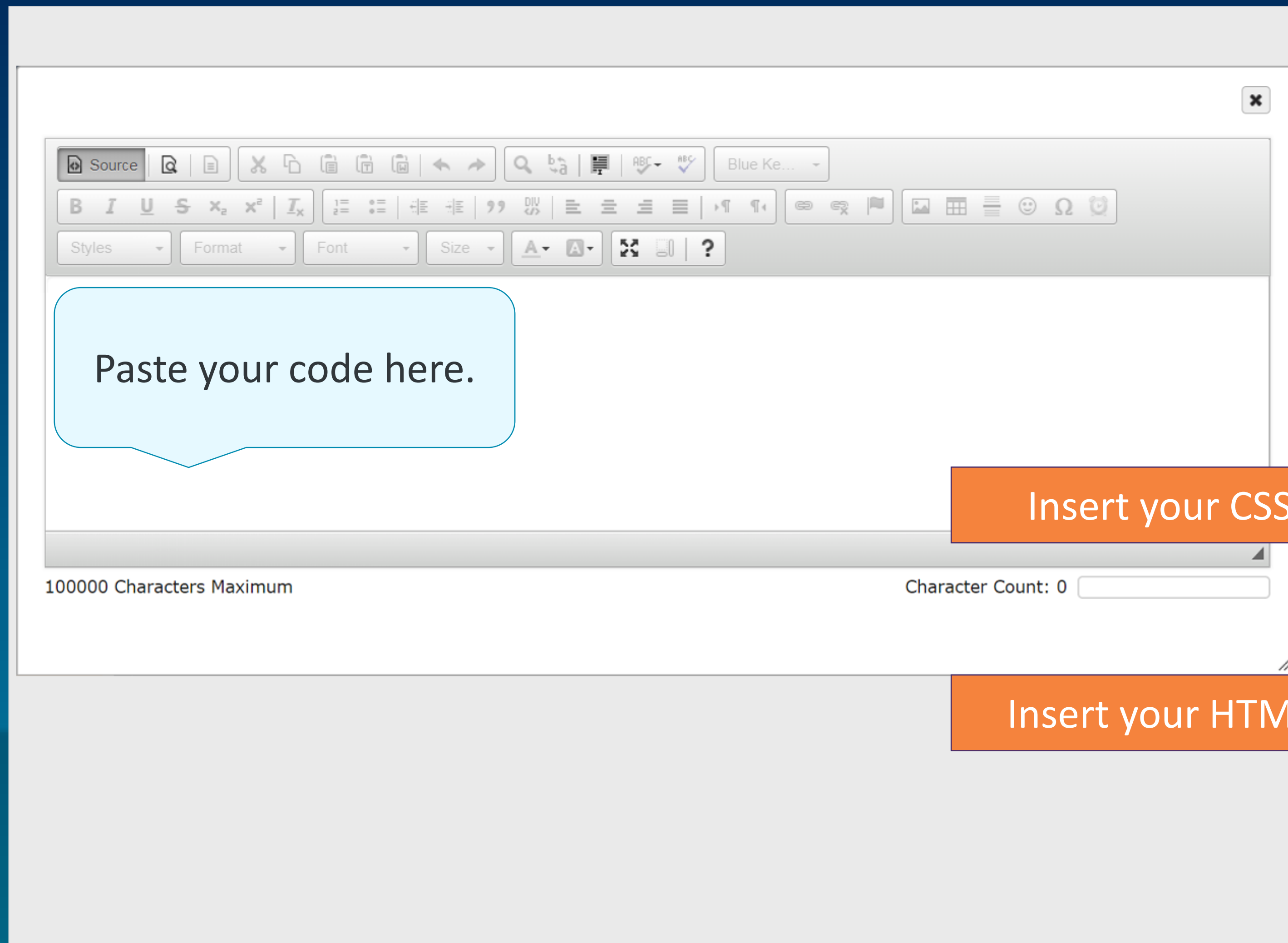
STEP 3 | Locate *Personalized Question Info Message* field

STEP 4 | Click 

STEP 5 | Click 

STEP 6 | Paste HTML/CSS code here





The screenshot shows a web editor interface. At the top is a toolbar with various icons for editing, including bold, italic, underline, and link. Below the toolbar is a large text area. A light blue callout box with a pointer to the text area contains the text "Paste your code here.". An orange callout box with a pointer to the text area contains the text "Insert your CSS here.". Another orange callout box with a pointer to the text area contains the text "Insert your HTML here.". 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.

Designing Your QP Landing Page

```
<!DOCTYPE html>
<html>

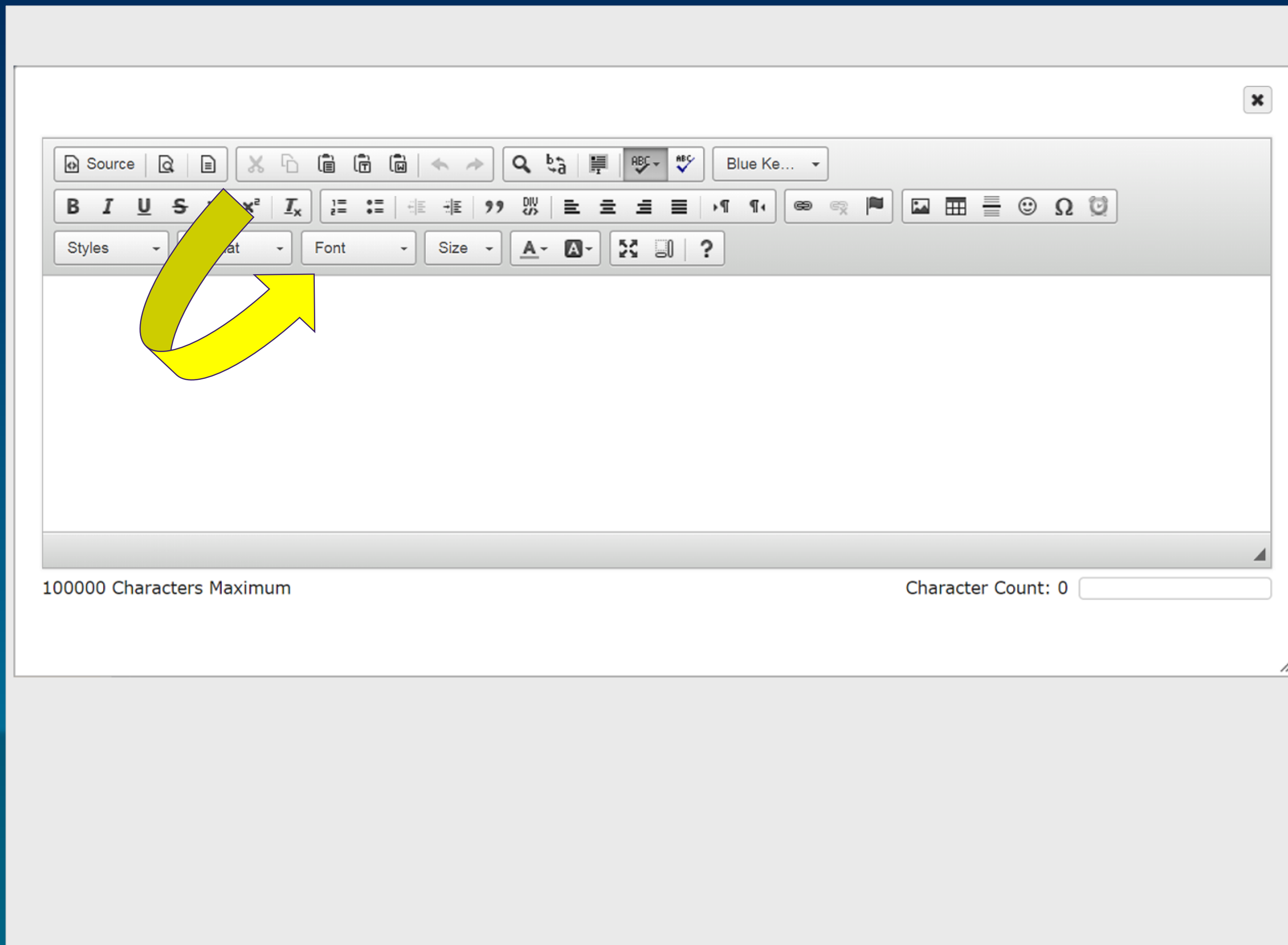
<head>

</head>

<body>

</body>

</html>
```

Designing Your QP Landing Page

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STEP 3 | Locate *Personalized Question Info Message* field

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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 name⁶
- ▶ **Action**
Use a verb to prompt a response⁷
- ▶ **Now!**
Convey a sense of urgency⁷
- ▶ **Length**
61-70 characters⁸



- 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-point⁹
- ▶ **Visual Hierarchy**
80%+ attention above the fold¹¹
- ▶ **Single-Column Layout**
A single column layout is “best for e-mails requiring a call to action”.¹²
- ▶ **Be Creative**
Consider font, colour, design¹³

Web users read 20% of screen content.¹⁰

A student’s attention span is 8 seconds.⁹



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Designing Your FO Invitation E-mail
Personalization

- ▶ **Greeting**
Address your students by name¹⁴
- ▶ **Introduction**
Use a conversational tone (“your”)¹⁵
- ▶ **Course List**
Reference your students’ courses¹⁶
- ▶ **Call to Action**
Use first person (“my”)¹⁷



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

- ▶ **CTA “Button”**
Style your CTA text link¹⁸
- ▶ **Contrast**
Consider colour, size, white space¹⁹
- ▶ **Meaningful Text**
Avoid “Click Here”²⁰
- ▶ **Active Language**
Lead with a verb²¹



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Designing Your FO Invitation E-mail
Visual Communication

- ▶ **A Picture is Worth 1,000 Words**
Replace text with an image²²
- ▶ **Label It**
Reinforce the image with a label²³
- ▶ **Accessibility Tip #1**
Use the ALT attribute²⁴
- ▶ **Accessibility Tip #2²⁴**
Ensure that images are not the only way that information is conveyed

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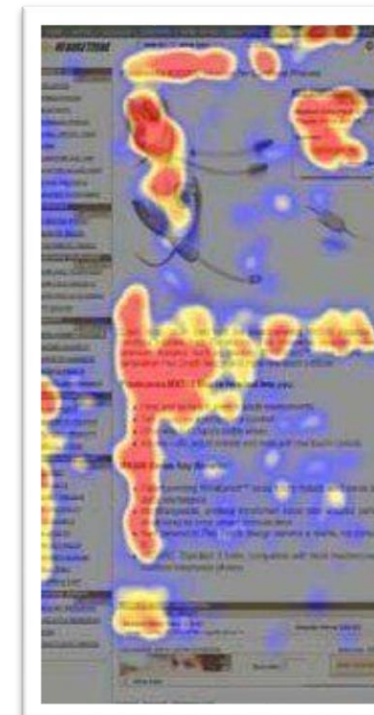
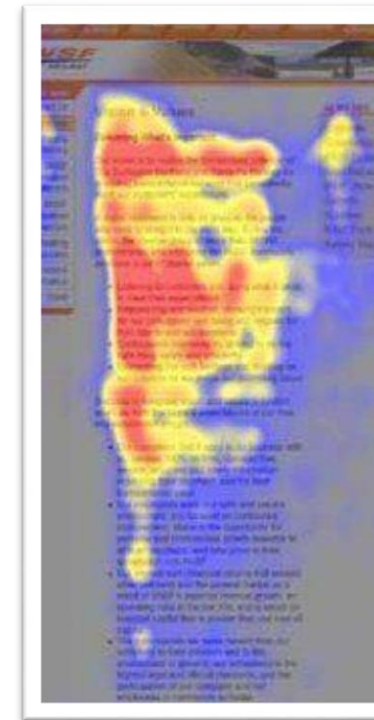
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Designing Your FO Invitation E-mail e-Reading Patterns

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



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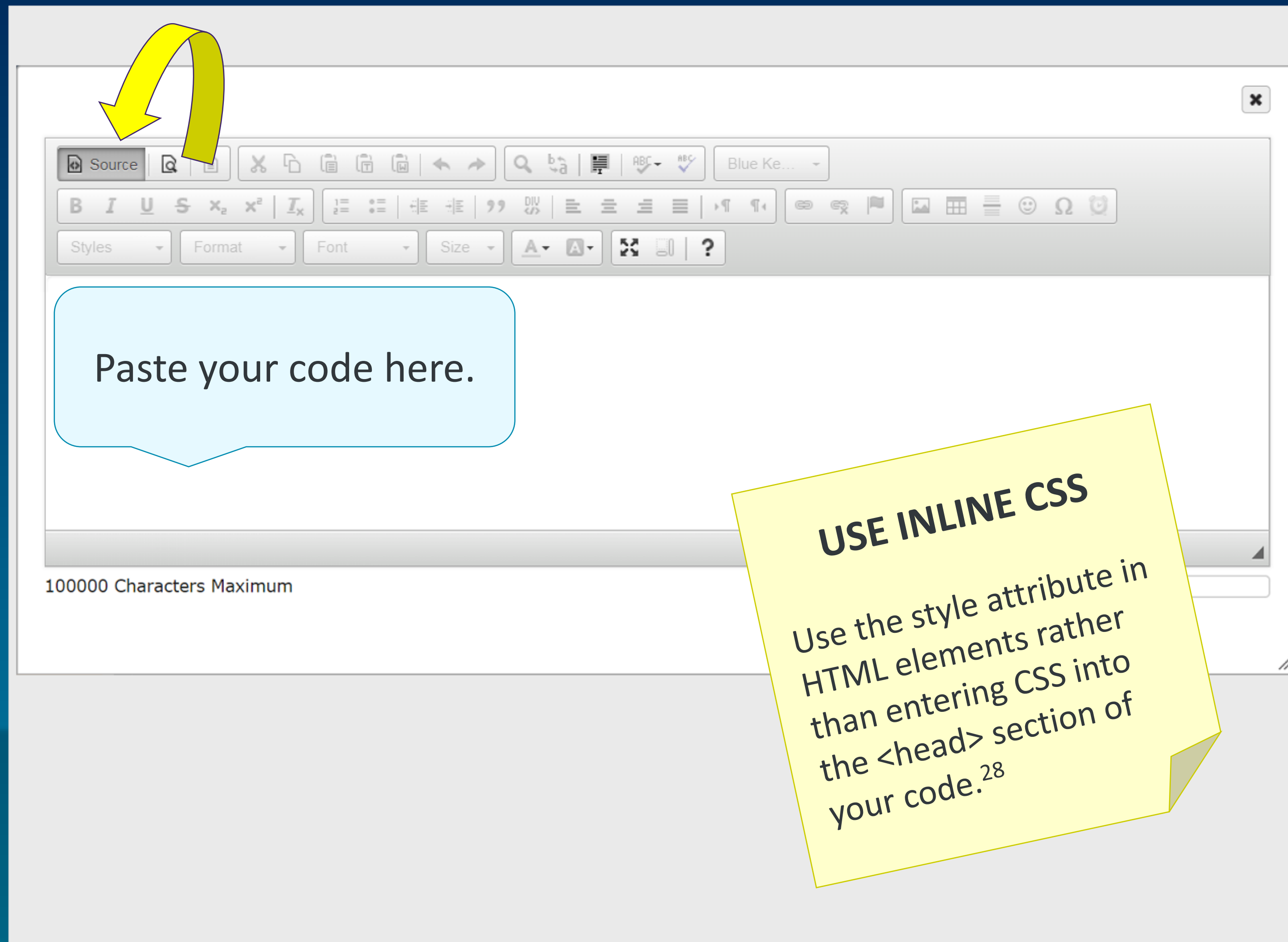
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Paste your code here.

100000 Characters Maximum

USE INLINE CSS

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

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 



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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

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 - [Slide 9]

University of Toronto Course Evaluation Data, Information and Images

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

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