


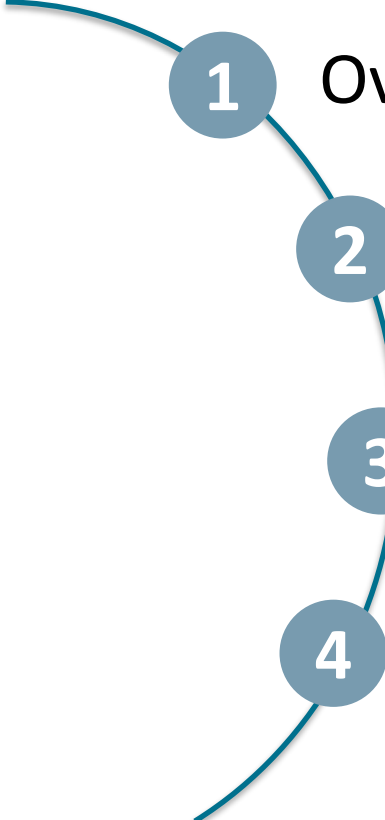
# Blue 8 Implementation

## Key Strategies to Overcome Survey Fatigue and to Achieve a Desirable Response Rate for Students' Feedback in Temasek Polytechnic

A PRESENTATION BY

**Dr Andy Yeo**

# Contents

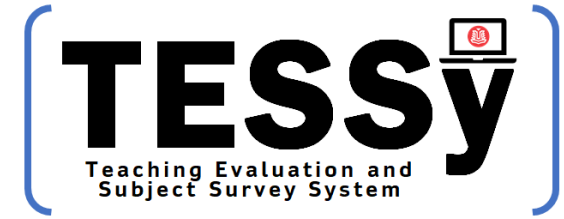
- 
- 
- 1 Overview of TP
  - 2 Teaching Evaluation & Subject Survey System (TESSy)
  - 3 Strategies to Reduce Survey Fatigue
  - 4 Strategies to Improve Response Rates

# Overview of Temasek Polytechnic (TP)

- Established in 1990
- TP offers **36** full-time diploma courses from 6 academic schools in the areas of:
  - Applied Science
  - Business
  - Design
  - Engineering
  - Humanities & Social Sciences
  - Informatics & IT
- > **14,000** students, and > **1,400** staff
- TP also offers programmes to facilitate **adult learners'** acquisition of relevant knowledge and skills to meet the challenges of a technology-driven economy.



# Teaching Evaluation & Subject Survey System



- A part of TP's **Digitalisation Plan**
- Instituted to replace an ageing in-house teaching evaluation system
- Launched in **Jan 2022**
- New practices:
  - **Merger** of Subject Evaluation (SE) and Evaluation of Teaching Effectiveness (ETE) under the same survey system
  - Colleagues within the same subject team are granted access to one another's reports, to facilitate **mutual learning**
    - Special thanks to NYP for sharing this good practice 😊
  - **Productivity improvement:** Entire system is managed by a single department, instead of each individual School (Faculty)



**ALL ABOARD!**  
OUR TP DIGITAL JOURNEY

DIGITAL  
LEARNING

# Strategies to Reduce Survey Fatigue

As we transitioned to the new TESSy system, we took the opportunity to implement some key measures to **reduce student fatigue** arising from the process of completing (1) teaching evaluation and (2) subject evaluation surveys every semester.

# We reduced the overall number of questions that students had to answer each semester, by about 38%

	No. of questions	
	Old System (Separate surveys)	TESSy (Combined surveys)
<b>Subject Evaluation (SE)</b>	10 questions x 6 subjects <b>60</b>	7 qns x 6 subjects <b>42</b>
<b>Teaching Evaluation (ETE)</b>	12 questions x 6 subjects x 2 staff <b>144</b>	7 questions x 6 subjects x 2 staff <b>84</b>
<b>Total per semester</b>	<b>204</b>	<b>126</b>

**38% reduction**

### Assumptions:

- Average 6 subjects per student per sem, taught by 2 staff each
- Schools include an average of 10 questions in their existing subject surveys

# In spite of the reduction, we retained the same comprehensive survey coverage across key facets of Teaching and Subject Evaluation

## Teaching Evaluation (ETE)

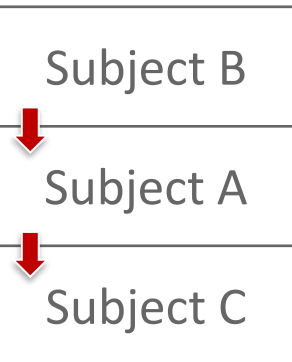
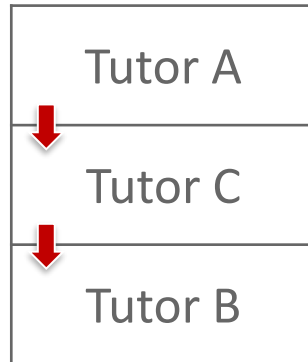
## Subject Evaluation (SE)

Facet	Previous ETE: 12 Questions	NEW TESSy ETE: 7 Questions – <u>5 less</u> than before	Previous SE: ~10 Questions	NEW TESSy SE: 7 Qns – about <u>3 less</u> than before
Planning & Execution	4 Questions	Q1. The lecturer facilitates my understanding of the subject (e.g. plans and explains the subject clearly, or provides guidance during the learning process).	Variable no. of questions depending on School administer-ing the surveys. (Average: 10 Qns)	Q1. The subject was well structured (organised and clear).
Attitude towards Students	2 Questions	Q2. The lecturer is encouraging and approachable.		N/A
Class/ Learning Management	3 Questions	Q3. The lecturer manages the class well (e.g. explains clearly what is expected in terms of performance, quality of work, behaviour, etc.). Q4. The lecturer provides feedback to students in this subject, where applicable.		Q2. The assessment workload was manageable. Q3. The teaching and learning activities (e.g. lectures/ tutorials/ laboratory sessions/ workshops/ seminars/ case studies/ PBL sessions, etc.) helped to develop my knowledge and skills in the subject.
Digital Engagement	N/A	N/A		Q4. The online learning in the subject was effective in helping me understand the subject.
Overall	1 Question	Q5. Overall, the lecturer has been effective in facilitating student learning.		Q5. Overall, I am satisfied with this subject.
Open-ended Feedback	1 Question	Q6. Suggest at least one area where your lecturer has done well in his/her teaching effectiveness.		Q6. Identify area(s) in which the subject was well-organised/well-developed to promote student learning.
	1 Question	Q7. Suggest at least one area in which your lecturer could improve to better support student learning.		Q7. Identify area(s) in which the subject could further improve, to better support student learning.

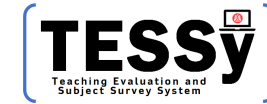
# We also improved the student's user experience, reducing cognitive load and thus survey fatigue in the process

## Previous System

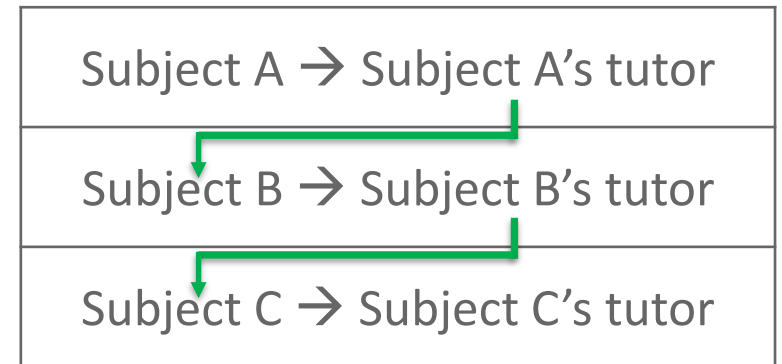
Student completes teaching and subject evaluations on **separate occasions**, under **different systems**



The **order** in which student evaluates their tutors is **different** from the order in which they evaluate their subjects



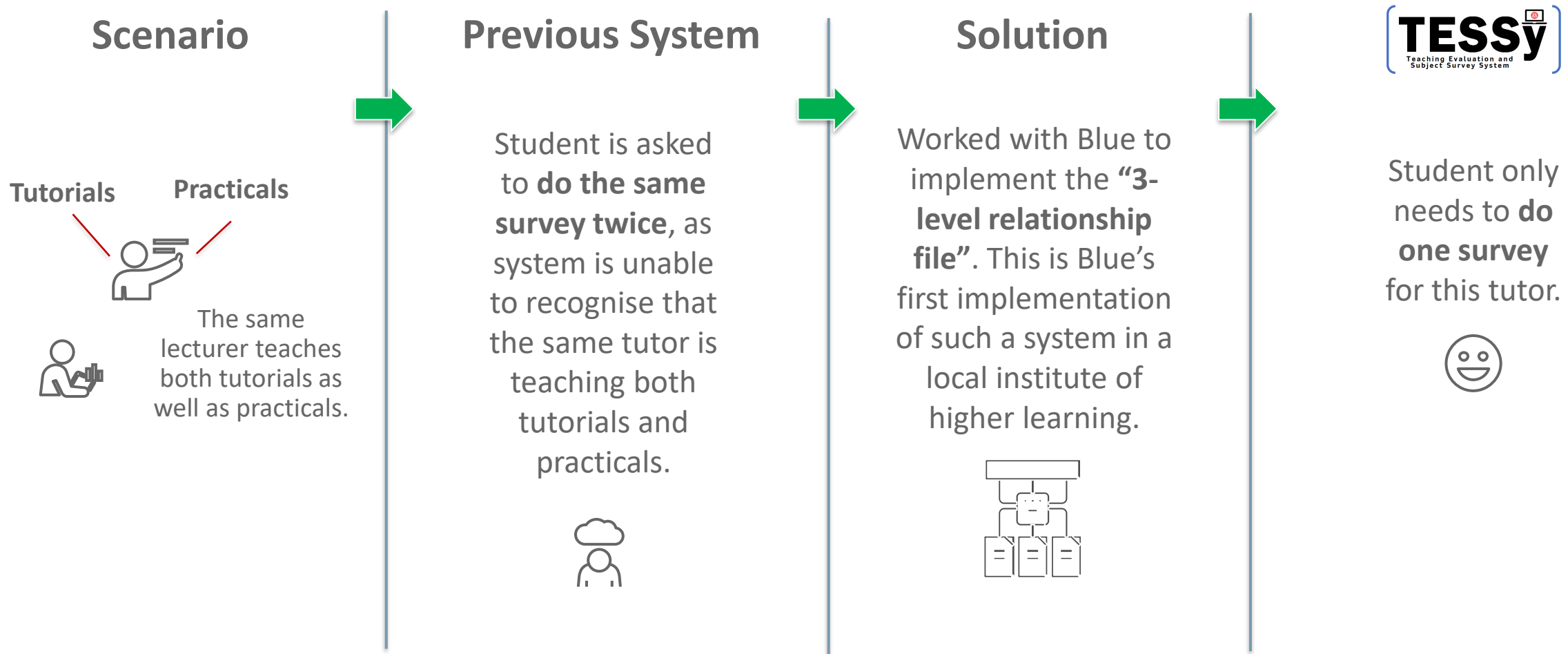
Student completes all surveys together under a **single, unified system**



The sequence of evaluations i.e. [Subject → Subject's Tutor] is set up to **reduce cognitive load** and thus, survey fatigue



# We implemented a system to enable us to pre-emptively identify and prevent cases of duplicate ETE surveys

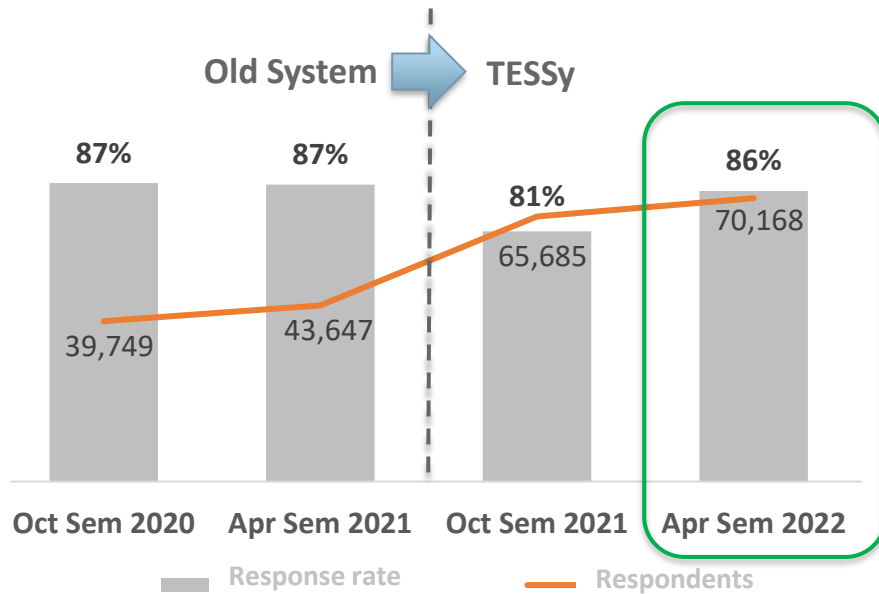


# Strategies to Improve Response Rate

As part of productivity improvement and process streamlining, when we made the transition to TESSy we also decided to (1) cease sending SMS reminders (2) shorten the survey period by 50% (from 2 months to 1 month). These are the measures we took to sustain a relatively high survey response rate.

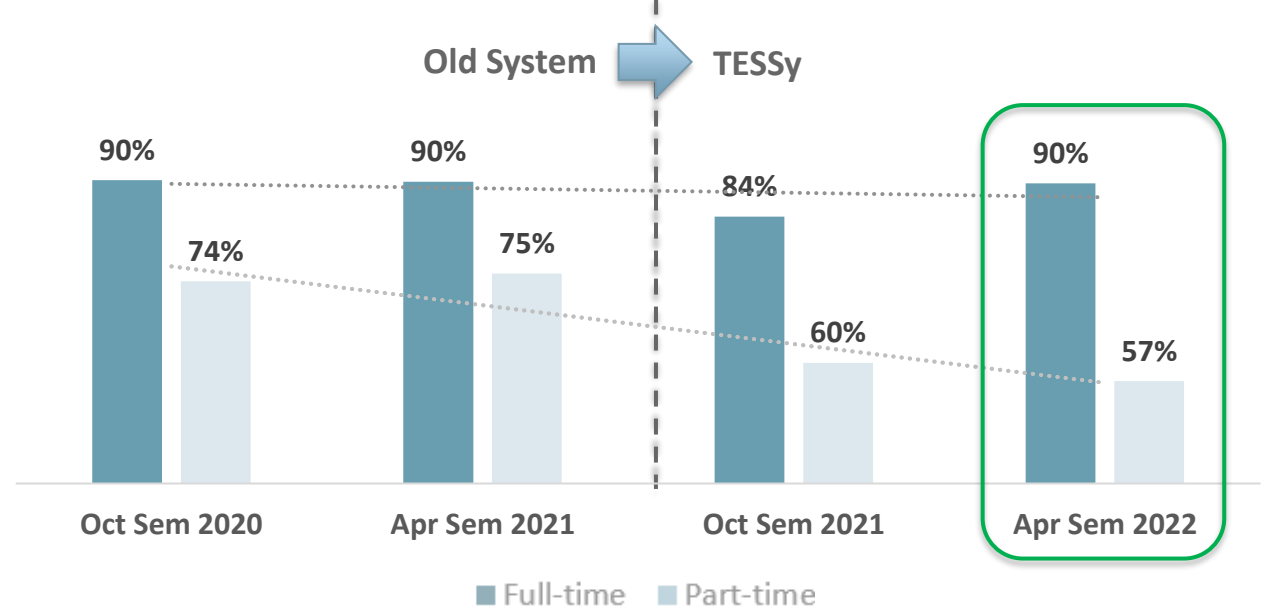
# Background: In spite of the transition from the old survey system to TESSy, TP has managed to maintain relatively high survey response rates

Response rates: Old System vs. TESSy



Overall response rate for TESSy in Apr Sem 2022 has increased to 86%.

Breakdown of Response Rates by Full-Time & Part-Time Students



The increase in response rate in Apr Sem 2022 is contributed by the increase in responses mainly by the full-time students (6%).

TESSy's overall response rate (86%) is comparable to the old system (87%) **despite** us having made the following changes:

- **Cessation of SMS reminders** to students with incomplete surveys
- **Shortened survey period**, from 2 to 1 month

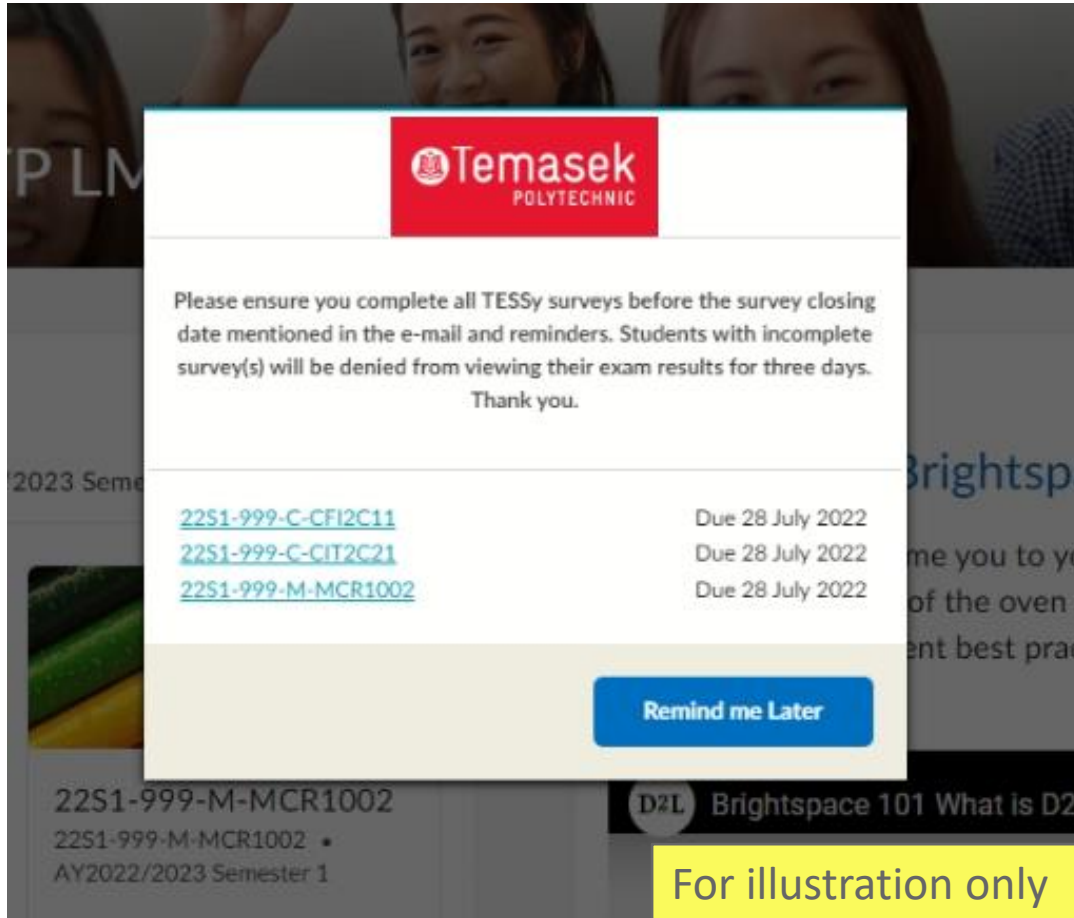
# A key measure we took was the bold decision to block Full-Time students' exam results, as a penalty for incomplete surveys

Our statistics show that students who respond to ETE surveys **after** having their results blocked, provide ratings that are **comparable** to those who responded before the survey deadline.

Category of student	% indicating "Agree" / "Strongly Agree" that Lecturer was effective
Students who responded <b>before</b> survey deadline	96.1%
Students who responded <b>after being blocked</b> from viewing exam results	<b>97.3%</b>

As an added benefit, this measure also enables lecturers to focus on more meaningful tasks instead of 'chasing' students to complete surveys

# Automated reminders were integrated with TP's Learning Management System for Full-Time students



## LOGIN POP-UP

When students log in to Blackboard Learn, courses with incomplete or pending evaluations are displayed in a pop-up window.

PET students (with pending surveys) will also be reminded that access to their exam results will only be granted after completing all surveys

This was in addition to the 5 automated email reminders that the Blue 8 system would send to students with incomplete surveys.

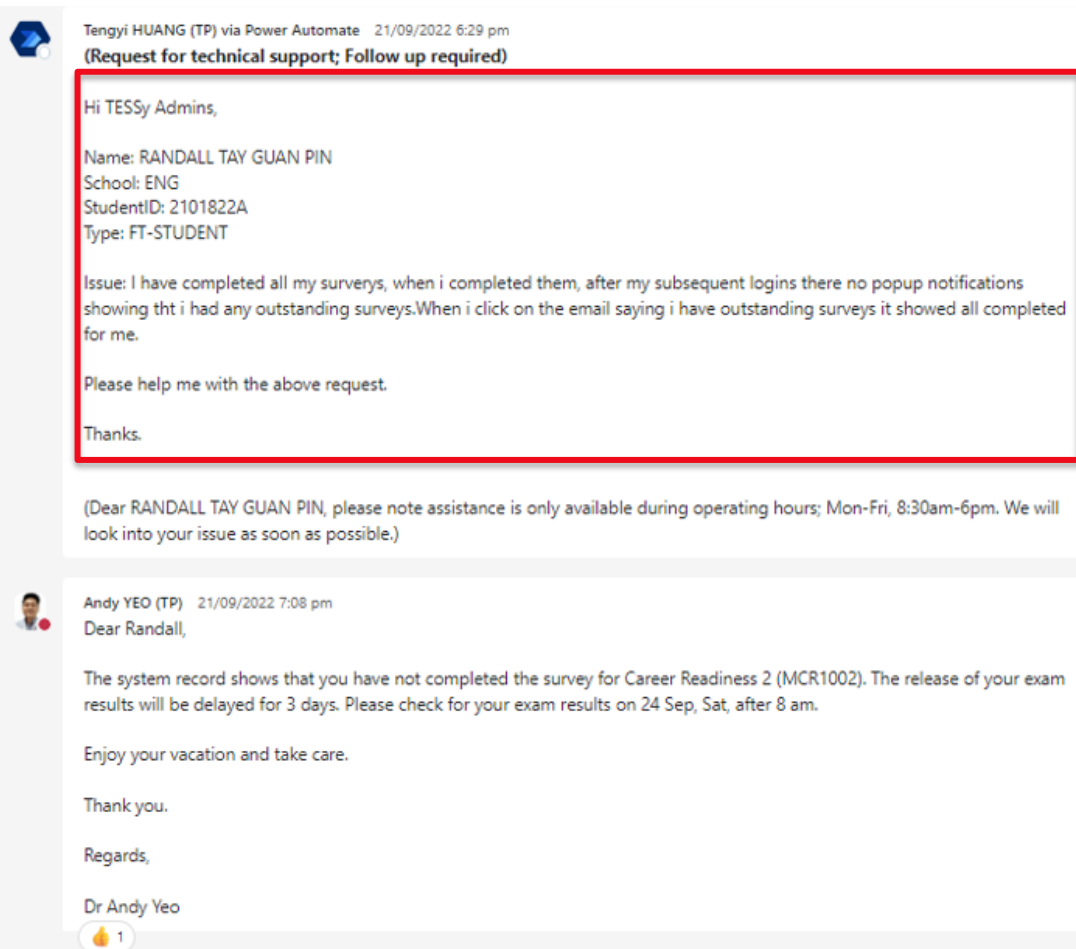
# A Dashboard was made available for lecturers to track their students' survey completion rates



Lecturers were able to monitor completion rates in real time, facilitating **more timely prompts** to students to complete their surveys.



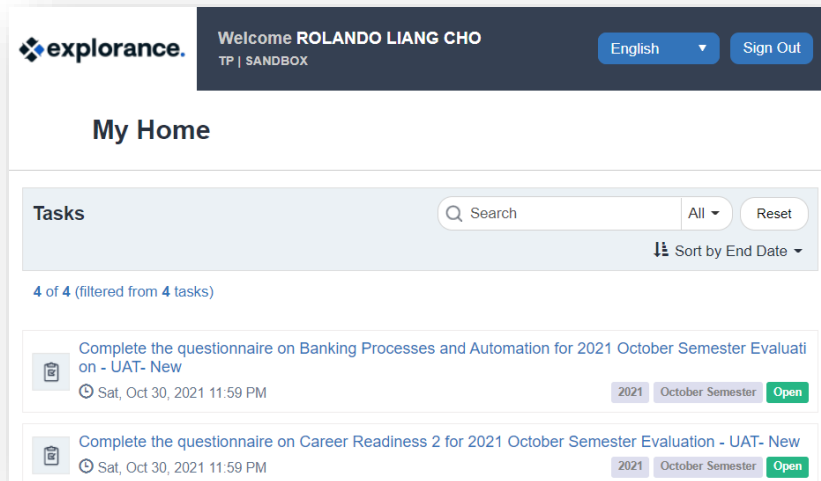
We used MS Power Automate to develop a ‘live’ helpline for staff to help students with technical issues, via MS Teams. This helped to reduce instances of survey dropout due to technical difficulties.



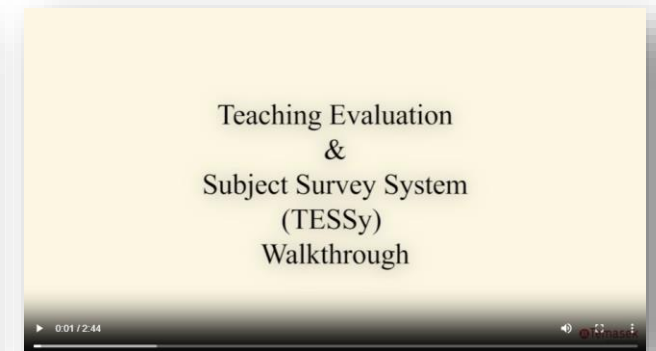
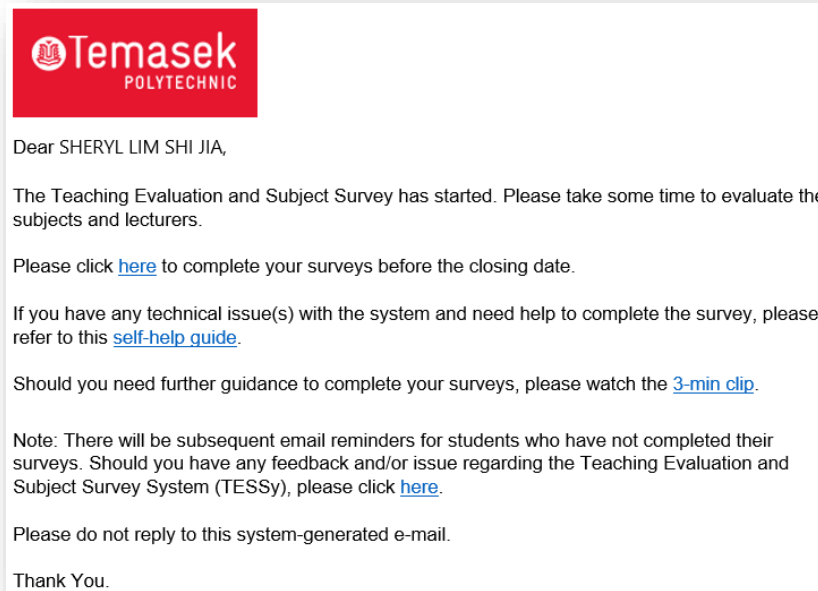
- Staff receive ‘live’, **pop-up alerts** from students who submit system-related queries
- Able to provide **personalised service** and **direct online engagement** with students with technical difficulties
- Results in **quicker turnaround** to help students with survey difficulties during survey period; thus reducing survey dropout.

# We ensured that basic 'hygiene' factors were in place to prevent survey dropout from interface issues and technical problems

A user-friendly interface (web + mobile) was put in place to facilitate ease of monitoring and completing surveys



- Purposeful Preface
- Personalised E-mails & Reminders



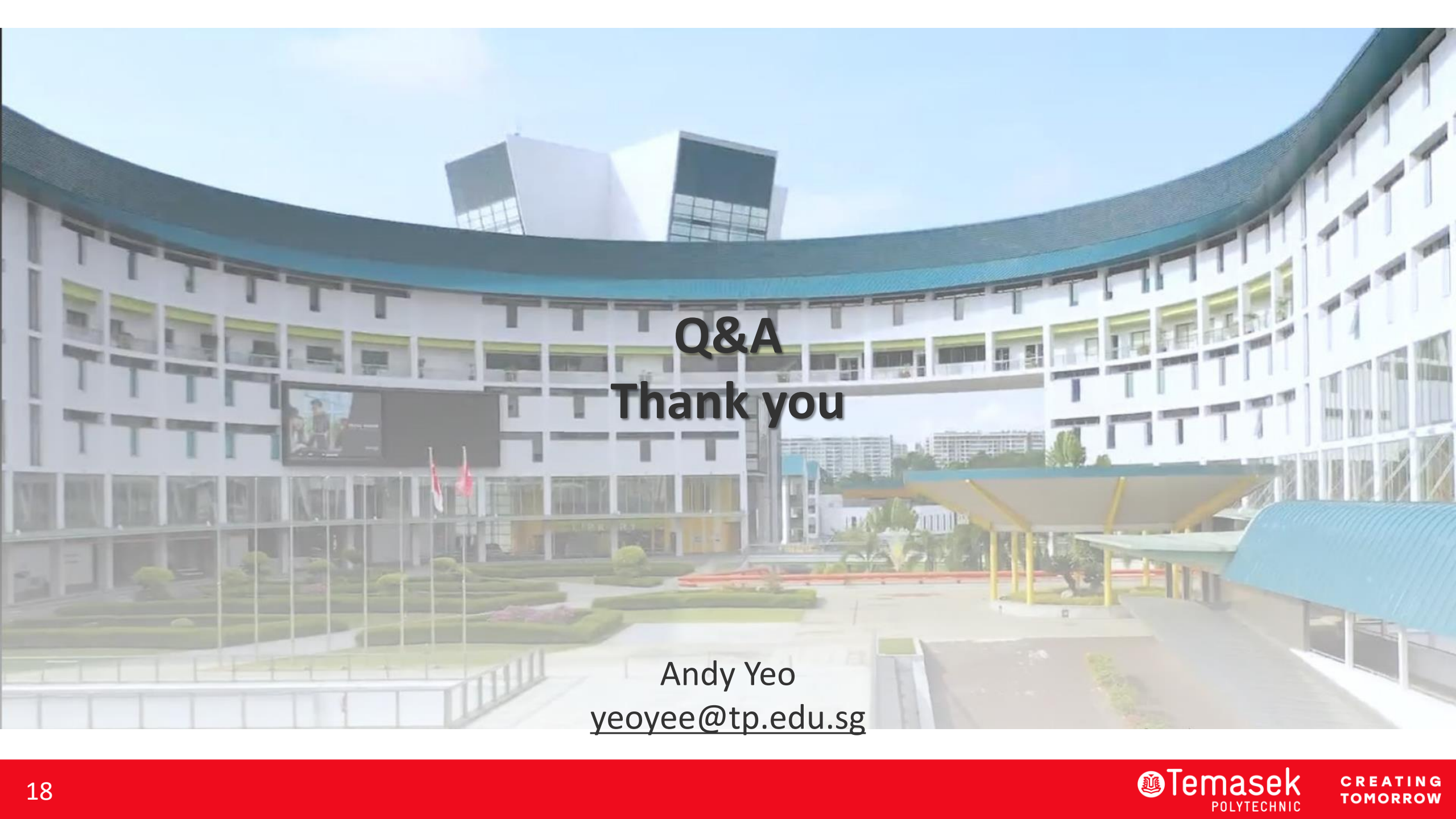
Easy access to a self-help troubleshooting guide and self-help video

Student Support - TESSy Student [Self-Help Troubleshooting Guide](#), [Self-help Video](#)



# Looking ahead, TP plans to continue improving the response rate through:

- Using MS Power Automate and MS Teams to send **automated reminders** to students with pending surveys
- Delivering **targeted behavioural nudges** to students with past history of:
  - Consistent survey non-completion
  - Low rating variation (i.e. giving the same score to all lecturers/subjects)
- Providing **direct access to pending surveys** in the e-mail reminders to students
  - Reduce 'friction' in accessing incomplete surveys



**Q&A**  
**Thank you**

Andy Yeo  
[yeoyee@tp.edu.sg](mailto:yeoyee@tp.edu.sg)