



Executive Summary

Methods

The Fall 2019 SETC questions were used for this analysis as it was the last full term of SETC before remote learning due to COVID-19. The SETC question set included 154 questions and duplicates were allowed to remain in the analysis. For example, the quest -solving

sample coding, comparing, discussing and iterating.

Results

The following main themes emerged from the coding:

| Main Theme | Percentage of questions |
|---------------------------|--------------------------------|
| Instructor | 39% |
| Self-assessment of impact | 27% |
| Course Requirements | 11% |
| Curriculum | 7% |
| General | 5% |
| Other | 11% |

The i end-of-the-course survey depend on the course subject. The graph below summarizes the distribution of items across the Main Themes for each Faculty. The University-level questions are shown separately as they appear on each form.

| | |
|------------------------------|-----|
| Recommend to another student | 38% |
| General: rate the experience | 38% |
| Open-comment | 25% |

Main Theme #6: Other (11% of questions)

This theme includes topics which, individually, came up less than 5% of the time. There was interest in student

provided me opportunities to enhance my problem- . This was coded separately than the questions that asked whether studen There were 9 questions included on the survey that could not be grouped together and were often questions about the student (i.e., how often they attended class, interest coming into the course, expected grade).

| <i>Sub-Themes</i> | Percentage of questions |
|--|--------------------------------|
| Opportunity to learn: perceptions about whether the course provided opportunities to improve or enhance a skill. | 47% |
| Learning Space: learning environment in which teaching and learning occur; including time of day, place, learning technologies (Canvas) | 12% |
| Prediction: making a forecast in advance of knowing the impact of the learning experience | 12% |
| Learning Resources: an artifact that contributes to learning (i.e., textbooks, media | |