



## Instructor Engagement with SETC

When instructors demonstrate to their students that they are engaged and care about student feedback, there is an increase in response rates (Chapman and Joines, 2017). As such, if we can learn more about the types of instructors who are disengaged with the program, we may be able to better target our communication efforts. This report summarizes two measures of faculty engagement with SETC:

- 1) Adding questions to the surveys (either selecting or creating their own)
- 2) Writing an Instructor Narrative

Both of these actions occur per course; such that an instructor who taught four courses will have been given the opportunity to respond to each action four times.

Instructors have the option of adding four questions to each survey. The responses to these questions are

SETC also provides an opportunity for instructors to submit a brief narrative to provide context and make note of any circumstances they think should be considered when reviewing the responses. This narrative is then included in reports used for summative purposes and those sent to department chairs and school directors.

LEAP analyzed data from the Fall 2019 semester: the last complete term prior to the shift to remote teaching due to Covid-19. Several academic units, including Beedie and a handful of FASS units, only joined SETC in Spring 2020 and as such, are not included in this analysis.

Overall, 37% of surveys contained instructor-selected questions and 8% of course reports included an instructor narrative. The following section contains more information about the instructors who chose to participate in the



SETC results, reflect and use them to inform practice. However, this data is not available. Future work should consider what ways instructors are currently using the SETC data and how LEAP might increase instructor item development and engagement with SETC as a formative assessment. One consideration might be to remove the under-utilized course narrative in exchange for a course reflection piece; documentation of \_\_\_\_\_ Likewise, future work should ensure that SETC questions, interpretations, and use are consistent with the goal of improved teaching and