



Executive Summary

The SETC Team had put out a report in 2016 titled, “Improving SETC Response Rates”, which had concluded that SFU response rates were within expectations for an online system without a university-wide incentive program. One recommendation was to conduct a follow-up analysis that would review whether particular academic units are receiving lower response rates than expected. Another was to investigate whether the respondent sample is representative of all student demographics.

This report summarizes demographic information about the students who responded in Fall 2019: 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, joined SETC in Spring 2020 and as such, are not included in this analysis. The purpose of this work is to identify potential gaps in our communication and potentially better target specific student groups. As SFU strives to include all student voices, it is important to consider which students are and are not responding to SETC. While student responses continue to be optional, knowing how respondents are dispersed across the campus helps central and departmental administration interpret findings by better contextualizing responses and informs strategies to ensure future responses are inclusive of all student voices.

This analysis considers student-course responses to SETC. That is to say, in general, a student who takes three courses will be given three opportunities to respond. Overall results show that across the university, female students, domestic students, and students in upper-level courses are more likely to complete SETC compared to their peers. These results are statistically significant, and the trends are mostly uniform across Faculties. As such, it would be beneficial to consider ways to increase student response rates among male students, international students, and students in lower-level courses.

Students

Overall response rates vary significantly by Faculty. Beedie was not participating in SETC during this survey window.

SETC participation by student sex

Female students participated in SETC at a rate of 52% compared to male students who complete it at 37%, which is statistically significant using a chi² test. This trend is consistent across all Faculties. For example, 46% of the Female students and 35% of the Male students in FAS participated.

	Female (%)	Male (%)	N	Overall (%)
FAS	46%	35%	9,042	37%
FASS	50%	37%	15,558	45%
FCAT	54%	43%		

SETC completion by student fee status

On average 46% of domestic students completed SETC compared to 40% of international students. This difference is statistically significant using a chi² test. However, this trend is not uniform across all Faculties. Faculties such as FASS, EDUC, and SCI would benefit from increased responses from international students to have comparable rates compared to domestic students. To illustrate, while 44% of domestic SCI students responded, only 36% of international SCI students responded.

	Domestic (%)	International (%)	N	Overall (%)
FAS	36%	39%	9,042	37%
FASS	47%	37%	15,576	45%
FCAT	49%	50%	5,585	49%
EDUC	57%	45%	2,015	55%
FENV	62%	63%	937	62%
FHS	58%	57%	3,227	58%
SCI	44%	36%	19,497	43%

Student SETC completion by course level

Across all Faculties, 49% of students in upper level courses completed SETC compared to 42% of students in lower level courses. This difference is statistically significant using a chi² test. This trend is consistent across Faculties.

	Lower division (%)	Upper division (%)	N	Overall (%)
FAS	36%	38%	9,096	37%
FASS	43%	46%	15,699	45%
FCAT	41%	60%	5,592	49%
EDUC	46%	59%	2,024	55%
FENV	58%	73%	939	62%
FHS	51%	64%	3,230	58%
SCI	41%	48%	19,519	43%

GPA and SETC completion

On average, students who complete SETC have .3 points higher GPA compared to students who do not complete SETC.

