Enrollment & Completion for SP2021 Open Course

This year, we saw 1669 participants enroll in the course, with 250 of them successfully completing the course. This 15% completion rate is lower than our past few years, which could be attributed to a host of factors associated with COVID, as well as the fact that we added two assignments to the course – requiring more of participants to earn the course badge for successful course completion.

Welcome Survey/User Profile

The course asks students if they consent to their (de-identified) data being used for evaluation and publication purposes. When filtering for only students who gave consent, the results from the Welcome Survey represents 821 respondents. For each data point, a note will be made with respect to the profile of our course completers, which represents a sample of 221 respondents.

- The top/most common responses for **how people heard of the course** were: Friend or colleague (55%), From the sponsoring institution (17%), Through social media (13%). These numbers largely mirror those from last year (44%, 13%, and 13%, respectively).
    - o With respect to the course completers, the top three ways people heard of the course are exactly the same, except social media in the third spot is up one percentage point at 14% for completers.
- The top/most common responses for **reasons taking the course** this year match what they were last year: I enjoy learning about topics that interest me (42%), I hope to gain skills for a promotion at work (19%), and I hope to gain skills for a new career (17%). These numbers largely mirror those from last year (31%, 29%, and 22%, respectively).
    - o The top three reasons for taking the course are the same and nearly the same distribution between the overall population and the completers, with the top two topics having just a few more percentage points for completers (45% and 23%, respectively).
- The top/most common responses for **experience with online courses** for this year were: At school (44%), Coursera (14%), and a tie of Other (12%) and Canvas Network (12%). Last year, the top responses were: At school (40%), Never taken an online course (12%), and a tie of Coursera (10%) and Canvas Network (10%). For what it's worth there were still 9% of respondents this year who had never taken an online course.
    - o The top three experience options were similar between overall participants and completers, though completers had At School at 44%, Other at 14%, and Coursera at 12%.
- The top/most common two **online learner types** from this year match last year: passive participant (56%) and active participant (35%). These numbers are largely the same as last year (53% and 38%, respectively).
    - o Completers were almost evenly and completely split between active and passive participants (49% and 48%, respectively), with 2% observer and 1% drop-in. It makes sense active participation would jump to the top, given these are completers, but it is interesting that passive participants is nearly as high.
- The top/most common responses for **anticipated hours to spend on course** from this year match last year: 1-2 hrs (60%), 2-4 hrs (27%), and a tie of less than 1 hr (5%) and 4-6 hrs (5%). These numbers are largely the same as last year (50%, 18%, 16%, and 14%, respectively). **NOTE:** We are working with Canvas to change this question to not have overlapping scale points.

- o Anticipated hours were about the same, with 91% of completers anticipating 4 hours or less on the course per week. Completers were more likely to anticipate spending 4-6hrs (6%) and less <1hr (2%), compared to overall respondents (5% each, respectively).
  - o Borrowing from the User Experience Survey Results, we know completers were not too far off in their predictions: 78% reported actually spending 4 hours or less per week on the course, with 13% spending <1hr per week and 5% spending 4-6hrs.
- The top/most common responses for **amount of job dedicated to assessment** from this year were similar to top responses last year: 0-20% (47%), 21-40% (23%), and 41-60% (12%). Last year, the top responses were: 0-20% (50%), 21-40% (17%), 81-100% (17%), and 41-60% (12%). Compared to last year, it seems this year's course attracted folks with slightly less overall amount of their jobs dedicated to assessment.
  - o The completer profile mirrors the overall profile with respect to percent of job dedicated to assessment, with over 60% with 40% or less of their job dedicated to assessment for both. Completers had slightly more folks with 41-60% and 81-100% compared to the overall respondents (12% and 10%, respectively).
- With only 7% of respondents self-reporting their **assessment competency** as Advanced, the course is serving a split of Beginners (45%) and Intermediate (48%) folks. There are certainly more Beginners engaging in the course this year compared to last year, whose respondents were 52% Intermediate, 38% Beginner, and 10% Advanced.
  - o Completers represent slightly less Intermediate folks (46%), but slightly more Advanced (9%) folks.
  - o It is worth considering this competency data in relation to amount of job dedicated to assessment, where majority of folks (66%) had 0-20% and 21-40% of their jobs dedicated to assessment.
- Most participants are coming from the **following institutional types**: Public 4-year over 10,000 students (38%), Private 4-year under 10,000 students (19%), and Community college under 10,000 students (11%). Last year, the top responses were: Public 4-year over 10,000 students (48%), Private 4-year under 10,000 students (19%), and Public 4-year under 10,000 students (14%). Compared to last year, the course seemed to attract more participants who work at community colleges.
  - o While the top two institutional types have a similar distribution among completer and the overall profile with respect to institutional type, completers had more Public 4-year under 10,000 (12%) and Community College over 10,000 (10%), as well as less Community College under 10,000 (8%), compared to overall respondents (10%, 7%, and 11%, respectively).
- Geographically, these are the **top places where participants are taking the course**: North America (91%), Asia/Pacific (6%), and a tie of Middle East/North Africa, Latin America, and Europe all with 1%. Last year, most common locations were: North America (88%), Asia/Pacific (7%), and a tie of Latin America and Sub-Saharan Africa at 2%. Generally, the course is pulling from the same geographic regions year after year.
  - o As far as location is concerned, both the overall and completer profiles are over 90% from North America. The completers were one percentage point more from North America, Middle East/North Africa, and Latin America, as well as two percentage points less for Asia/Pacific Islands and no respondents from Europe or Sub-Saharan Africa at all.
- With location in mind, 90% of participants speak **English as their native language**. This number is slightly higher than last year (86%).

- While both profiles had 90% or more with English as their native language, completers had slightly more with English as Native Language (92% compared to 90%).

- The most common responses for **highest level of education** this year were: Master's Degree (59%), Terminal/doctoral degree (20%), Completed 4-year degree (9%), and Some Graduate School (8%). Last year, the top results were: Master's Degree (71%), Terminal/doctoral (14%), and a tie of Completed 4-year degree and High School at 5%. This year's course seems to have attracted participants less folks with highest level of education as high school or college preparatory education.
  - The distribution of responses for highest level of education is relatively the same for overall and completer profiles. Completers had slightly less master's degree and slightly more doctorate/terminal degree folks - exchanging a four percentage point difference compared to the overall profile (59% and 20%, respectively). Completers had two percentage points more Completed 4-year college degree and less of the 2-year degree or less options.
- Most common **ages of participants** this year were: 25-34 years (34%), 35-44 years (31%), and 45-54 years (18%). Last year, the most common ages of participants were: 25-34 years (50%), 35-44 years (31%), and 19-24 years (12%). This year's course attracted a slightly older demographic.
  - As the completer profile presented slightly more educated with level of education, the completer age responses are slightly older than the overall profile results, which had 34% of folks 25-34 and only 18% who were 45-54.
- Reported **sex from participants** this year were as follows: Female (71%), Male (27%), Prefer not to disclose (2%). These numbers are similar to last year's results: Female (78%), Male (20%), and Other (2%). It seems this year's course attracted more males. **NOTE:** Last year's welcome survey data for this question is a bit skewed, as the question asked about "Gender" but listed these sex options for responses. We worked with Canvas to modify the survey to add a Gender identity question - reported next.
  - The completer profile is pretty similar to the overall profile with respect to sex, with completers slightly more female (73% compared to 71%).
- Reported **gender identification** from participants this year were as follows: Woman (71%), Male (25%), Prefer not to disclose (3%), and a tie of Non-Binary and Genderqueer both at 1%. There is no data to compare to last year, as this was a new question added this year. As mentioned in the previous sex question, last year's survey asked about gender but had sex options for responses. We wanted to be sure to separate these questions as they are separate identities.
  - The completer profile is pretty similar to the overall profile with respect to gender, with slightly more completers identifying as women (74% compared to 71%).

By and large, the profile of participants in this year's course is pretty similar to who participated last year. Moreover, the profile of course completers largely mirrors the general participant. This is a heartening implication that the typical person taking the course is capable of successfully completing the course.

Quiz Results

Overall, students who complete the course do pretty well on the quizzes. Despite the threshold for success being 75% per quiz, students typically do far better, with no averages across quizzes being below 96%.
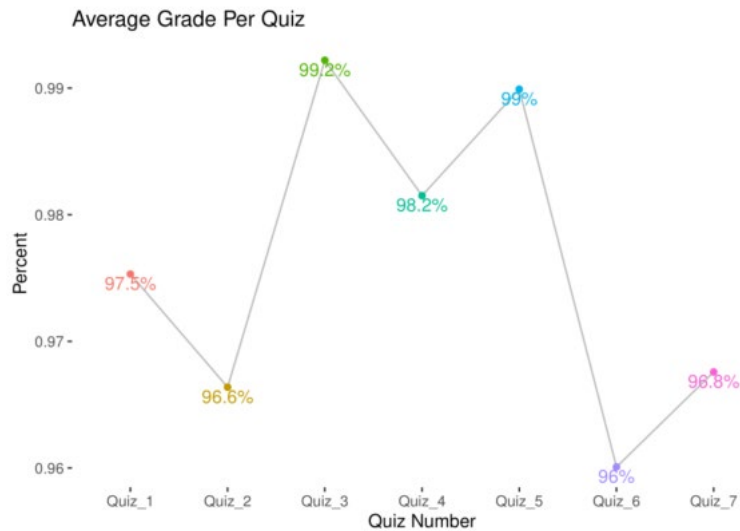
Average Grade Per Quiz

Data Disaggregation

While there are many variables and ways to disaggregate the data, we decided to disaggregate results by percent of job dedicated to assessment and institutional type of participants. While we also have competency levels with assessment, those are self-reported and understanding of competency levels varying by individual. We may disaggregate by other demographics in the future, but these results afforded plenty for us to reflect upon as we consider who is taking the course.

When disaggregating overall quiz results by **percent of job dedicated to assessment** of the respondents, highest scores came from the folks who had 0-20% of their job dedicated to assessment. The most scores below 90% per quiz were reported by the 61-80% and 41-60% folks (7% and 6% of their populations, respectively). Similar trends held for the individual quiz results (Quiz 1, Quiz 3, Quiz 4), though the 41-60% folks had the highest scores on Quiz 6. For context, proportion of the populations with respect to quiz data are provided below:
- 97 (43%) of them have 0-20% of their job dedicated to assessment
- 52 (23%) of them have 21-40%
- 33 (15%) of them have 41-60%
- 14 (6%) of them have 61-80%
- 27 (12%) have 81-100%

When disaggregating overall quiz results by **institutional type** of the respondents, highest scores came from the folks at Community Colleges over 10,000. The most scores below 90% were reported by Other and Public 4-year under 10,000 (9% and 8% of their populations, respectively). While trends were a bit less predictable with highest and lowest scores by institutional type, Community Colleges over 10,00 did have the highest scores for multiple individual quizzes(Quiz 2, Quiz 6, Quiz 7), while the Other folks had the highest scores on Quizzes 1 and 3. For context, proportion of the populations with respect to quiz data are provided below:

- 22 (10%) of them work at Community colleges over 10,000 students
- 18 (8%) of them work at Community colleges under 10,000 students
- 11 (5%) of them work at Other (institutions not represented or non-higher ed)
- 14 (6%) of them work at Private 4-year(+) over 10,000 students
- 50 (22%) of them work at Private 4-year(+) under 10,000 students
- 81 (36%) of them work at Public 4-year(+) over 10,000 students
- 28 (13%) of them work at Public 4-year(+) under 10,000 students

Assignment Results

Overall, students who completed the course did pretty well on assignments. While there was not a threshold for success other than turning the assignments in, the mode scores for Module 3 were 28/30 and the mode scores for Module 5 were 23/25.

Data Disaggregation

While there are many variables and ways to disaggregate the data, we decided to disaggregate results by percent of job dedicated to assessment and institutional type of participants. While we also have competency levels with assessment, those are self-reported and understanding of competency levels varying by individual. We may disaggregate by other demographics in the future, but these results afforded plenty for us to reflect upon as we consider who is taking the course.

When disaggregating assignment results by **percent of job dedicated to assessment** of the respondents:
- Most perfect scores for **Module 3** came from the folks who had 61-80% of their job dedicated to assessment (36% of scores), while the population with combined mode score of 28 and perfect scores of 30 were the folks with 41-60% of their job dedicated to assessment (66% of scores). The lowest scoring population for Module 3 results were the folks with 21-40% of their job dedicated to assessment (50% of scores were 28 and 30).
- **Module 5** results saw the 81-100% folks with the most perfect scores (37% of scores), while the population with the most combined mode score of 23 and perfect scores of 25 were the folks with 61-80% of their job dedicated to assessment (100% of scores). The lowest scoring population for Module 5 results were the folks with 81-100% of their job dedicated to assessment.

For context, proportion of the populations with respect to assignment data are provided below:
- 95 (43%) of them have 0-20% of their job dedicated to assessment
- 52 (24%) of them have 21-40%
- 33 (15%) of them have 41-60%
- 14 (6%) of them have 61-80%
- 27 (12%) have 81-100%

When disaggregating assignment results by **institutional type** of the respondents:
- Most perfect scores for **Module 3** came from the folks who had the Community Colleges under 10,000 group (33% of scores), as well as the population with combined mode score of 28 and perfect scores of 30 (72% of scores). The lowest scoring population for Module 3 results were the Other folks (43% of scores were 28 and 30). *Interesting that the Community College over 10,000 students scores were the highest percentage overall and the Community College under 10,000 students were second-lowest.*
- **Module 5** results saw the Public 4-year over 10,000 folks with most perfect scores (35% of scores), while the population with the most combined mode score of 23 and perfect scores of 25 were the Community Colleges over 10,000 and Other folks (tied at 91% of scores). The lowest scoring population for Module 5 results were the Public 4-year under 10,000 folks (74% of scores). *It is interesting that the Other group was tied for best scores on this assignment when they had the lowest scores for Module 3.*

For context, proportion of the populations with respect to assignment data are provided below:
- 22 (10%) of them work at Community colleges over 10,000 students
- 18 (8%) of them work at Community colleges under 10,000 students
- 11 (5%) of them work at Other (institutions not represented or non-higher ed)

- 14 (6%) of them work at Private 4-year(+) over 10,000 students
- 50 (23%) of them work at Private 4-year(+) under 10,000 students
- 80 (36%) of them work at Public 4-year(+) over 10,000 students
- 27 (12%) of them work at Public 4-year(+) under 10,000 students

End of Course Evaluation Results

End of course evaluation occurs by way of a user experience survey offered to all students. There was an initial sample of 261 respondents, which was filtered for students who gave consent for us to use their data and then – for consistency in reporting populations – filtered for course completers. The result was a sample of 226 responses.

Data Disaggregation

While there are many variables and ways to disaggregate the data, we decided to disaggregate results by percent of job dedicated to assessment and institutional type of participants. While we also have competency levels with assessment, those are self-reported and understanding of competency levels varying by individual. We may disaggregate by other demographics in the future, but these results afforded plenty for us to reflect upon as we consider who is taking the course.

For this summary, overall results are presented first and then followed by disaggregated summaries per item.

- 95% of respondents agreed or strongly agreed to positive impact of **course materials (videos, lecture materials, readings)**. This was an improvement from last year's results (89%).
    - Percent of job dedicated to assessment: 86% of more of respondents, regardless of percent of job dedicated to assessment agreed or strongly agreed to positive impact of course materials. The 0-20% of job dedicated to assessment folks had the most strongly agree and agree responses; the 81-100% of job dedicated to assessment folks had the most strongly disagree responses (14%).
    - Institutional type: 83% of more of respondents, regardless of institutional type agreed or strongly agreed to positive impact of course materials. Three institutional types had 100% respondents strongly agree or agree: Public 4-year under 10,000, Public 4-year over 10,000, and Private 4-year over 10,000. The Private 4-year under 10,000 folks had the most strongly disagree responses (12%).
- 86% of respondents agreed or strongly agreed to positive impact of **course activities (quizzes, assignments, discussion boards)**. This was an improvement from last year's results (82%).
    - Percent of job dedicated to assessment: like course materials, 86% of more of respondents, regardless of percent of job dedicated to assessment agreed or strongly agreed to positive impact of course materials. Again, the 0-20% of job dedicated to assessment folks had the most strongly agree and agree responses; again, the 81-100% of job dedicated to assessment folks had the most strongly disagree responses (14%).
    - Institutional type: like course materials, 83% of more of respondents, regardless of institutional type agreed or strongly agreed to positive impact of course materials. Again, three institutional types had 100% respondents strongly agree or agree: Public 4-year under 10,000, Public 4-year over 10,000, and Private 4-year over 10,000. Again, the Private 4-year under 10,000 folks had the most strongly disagree responses (12%).
- 71% of respondents indicated they **spent 2 hours or less on the course per week**, with another 20% spending 2-4 hours per week. Despite adding assignments this year, participants spent less time on the course compared to last year (65% 2 hours or less, 20% 2-4 hours).
    - Percent of job dedicated to assessment: 82% of more of respondents, regardless of percent of job dedicated to assessment spent 4 hours or less on the course each week. The 0-20% of job dedicated to assessment folks spent the least amount of time on the course (82% spending 2 hours or less), while the 81-100% of job dedicated to

assessment folks were spending the most time on the course per week (14% spending 6-8 hours or more).

- o Institutional type: 82% of more of respondents, regardless of institutional type spent spending 4 hours or less on the course each week. The Private 4-year over 10,000 folks spent the least amount of time on the course (77% spending 2 hours or less). Though the Community College under 10,000 folks had the most responses with 6-8 hours or more (18%), they also were the institutional type who spent the second-least amount of time on the course (75% of group reporting 2 hours or less per week).

- With respect to **likelihood to recommend the course**, 58% of respondents gave a 9 or 10 out of 10, with another 19% responding with an 8. These results were slightly lower than last year's results (59% responding 9 or 10, 18% responding with an 8).
  - o Percent of job dedicated to assessment: 55% of more of respondents, regardless of percent of job dedicated to assessment responded with a 9 or 10 in terms of likeliness to recommend the course. The 41-60% of job dedicated to assessment folks were most likely to recommend (79% responding 9 or 10), while the 81-100% of job dedicated to assessment folks were least likely to recommend the course (5% responding with 0).
  - o Institutional type: almost 50% of responses, regardless of institutional type, responded with a score of 9 or 10. The Public 4-year under 10,000 and Private 4-year under 10,000 institutional folks had the most 9 or 10 responses (70% each). Along with the oddity of the Public 4-year under 10,000 folks reporting the most 0 responses (4%), the Other folks had 11% respond with 2.

- 93% of respondents gave the **overall course rating** as a 4 or 5 out of 5 stars. This year's data was an improvement from last year (90%).
  - o Percent of job dedicated to assessment: 95% of more of respondents, regardless of percent of job dedicated to assessment rated the course 4 or 5 out of 5 stars. The 61-80% of job dedicated to assessment folks had the highest ratings (100% rated the course 4 or 5), while the 21-40% of job dedicated to assessment folks were least likely to recommend the course (5% rating 2 stars).
  - o Institutional type: 82% of more of respondents, regardless of institutional type scored the course 4 or 5 out of 5 stars. The Private 4-year over 10,000 folks gave the most scores of 5 (62%), while the Community College under 10,000 folks had 100% of their scores as 4 or 5. The Other folks rated the course the least amount of stars with 12% of their responses as a 2.

Overall for percent of job dedicated to assessment, the 0-20% folks appreciated course materials and activities the most and spent the least amount of time on the course. The 41-60% were most likely to recommend the course, while the 61-80% folks gave the course the highest overall course ratings. The 81-100% folks spent the most time on the course each week, but seemed the least satisfied with the course overall. For context, proportion of the populations with respect to disaggregated course evaluation data are provided below:
- 40% of scores from people with 0-20% assessment responsibility
- 22% of scores from people with 21-40%
- 19% of scores from people with 41-60%
- 9% of scores from people with 61-80%
- 9% of scores from people with 81-100%

Overall for institutional type, Public 4-year under 10,000 appreciated materials, activities, and were most likely to recommend the course; Private 4-year under 10,000 least appreciated materials,

activities, and were least likely to recommend the course. Community College under 10,000 folks spent the most time in the course and had some of the highest course ratings (4 or 5 out of 5 stars). The Other folks were least likely to recommend the course and offered the lowest course ratings. For context, proportion of the populations with respect to disaggregated course evaluation data are provided below:
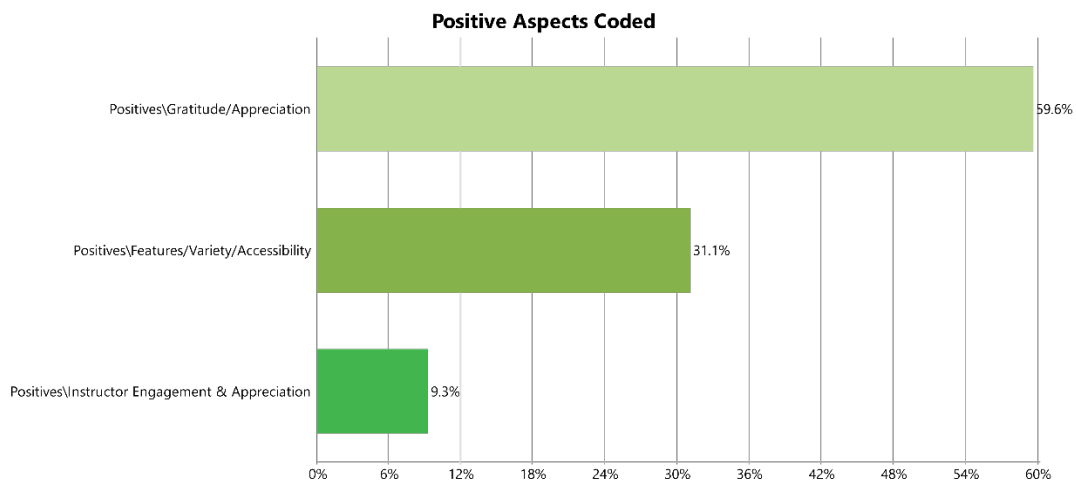
- 21 (11%) of them work at Community colleges over 10,000 students
- 18 (8%) of them work at Community colleges under 10,000 students
- 9 (5%) of them work at Other (institutions not represented or non-higher ed)
- 13 (7%) of them work at Private 4-year(+) over 10,000 students
- 43 (23%) of them work at Private 4-year(+) under 10,000 students
- 65 (34%) of them work at Public 4-year(+) over 10,000 students
- 23 (12%) of them work at Public 4-year(+) under 10,000 students

Qualitative Analysis
There is rich information which can be gained from the open-ended feedback students provided at the end of the course.

All Coded Segments

Positives — 73.1%
Improvements — 19.2%
Negatives — 7.7%
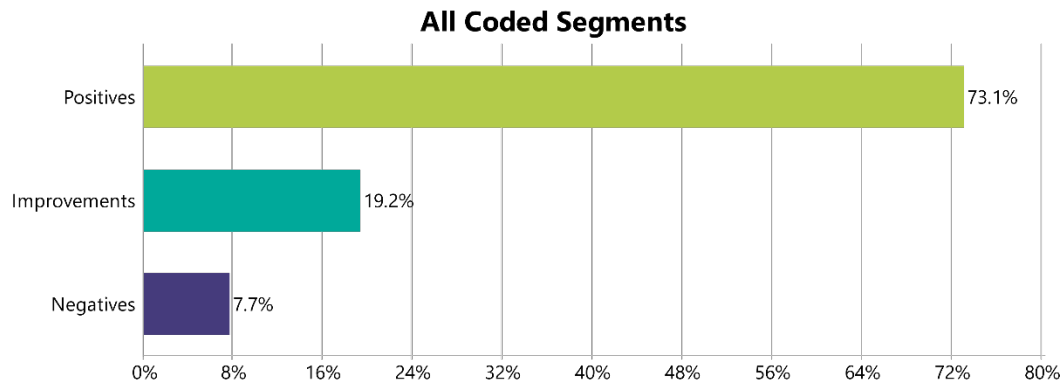
Analyzing the feedback about the course experience, participants had mostly positive things to say. When breaking down what the positive comments related to, it is clear the majority of folks appreciate the course for what it is, its resources, and a positive experience.

Positive Aspects Coded

Positives\Gratitude/Appreciation — 59.6%
Positives\Features/Variety/Accessibility — 31.1%
Positives\Instructor Engagement & Appreciation — 9.3%

The course is not with constructive feedback. These were the following elements coded with a negative sentiment.

Negative Aspects Coded

Category	Percentage
Negatives\Course component issues	66.7%
Negatives\Overwhelming Discussion Boards	33.3%
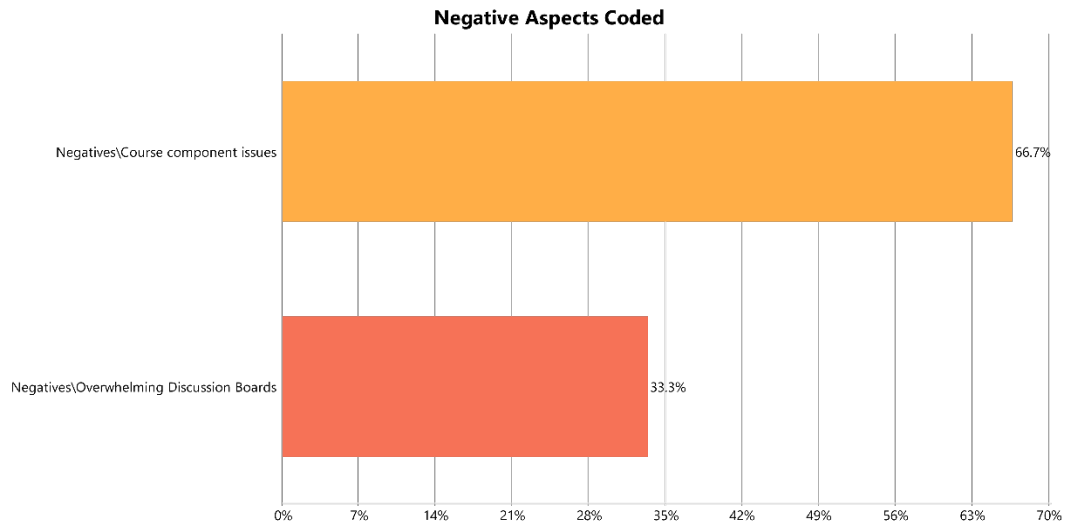
The majority of negative feedback is associated with specific components of the course. More insight can be gained in looking at the feedback coded for improvements, as it gives more detail of aspects of the course could be enhanced.

Improvements Coded

Category	Percentage
Improvements\Deeper Content	28.6%
Improvements\Live discussion	19.0%
Improvements\More Graphics/Less Text	19.0%
Improvements\Meaningful Discussions	9.5%
Improvements\Working Links	9.5%
Improvements\Updated/Recent Information	4.8%
Improvements\Recent Examples	4.8%
Improvements\Universal Design	4.8%
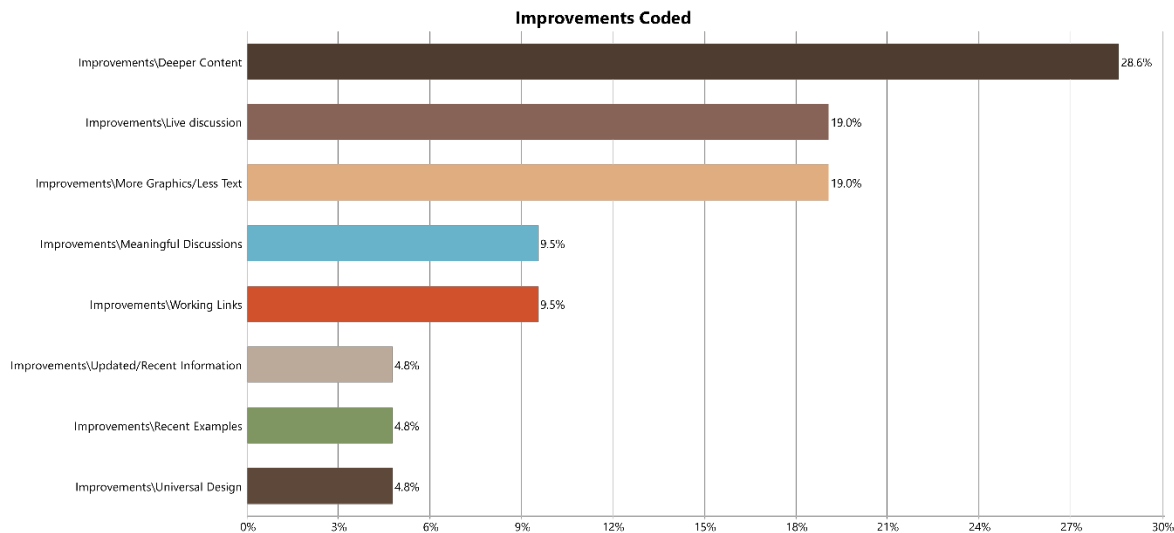
It is clear that folks are hungry for depth in content, as well as engagement – with instructors, with content, and with peers. There is also an ongoing request to make sure the course contains relevant and recent literature and examples – something always on the agenda of the course instructors with each round of course improvement and preparation for next launch.

All of this information is useful as direction, guidance, and direct feedback for what is working well, what could be improved, and what participants are looking for with respect to experience in the course. The course instructors take these data very seriously and work to have the participant voice reflected in the many improvements and enhancements made to the course.

Welcome Survey Results SP2021

Joe Levy

7/26/2021

Report Orientation

This report analyzes and visualizes respondent data from the course Welcome Survey, which gathers some marketing, expectations, and demographic information of course participants. This document first presents overall data, then filters responses for just those who completed the course to demonstrate a completer profile.

Overall Results

In looking to analyze the results, responses were filtered for only students who consented to using their data for assessment or report-related purposes. This resulted in a sample of 821 responses for the Welcome Survey.
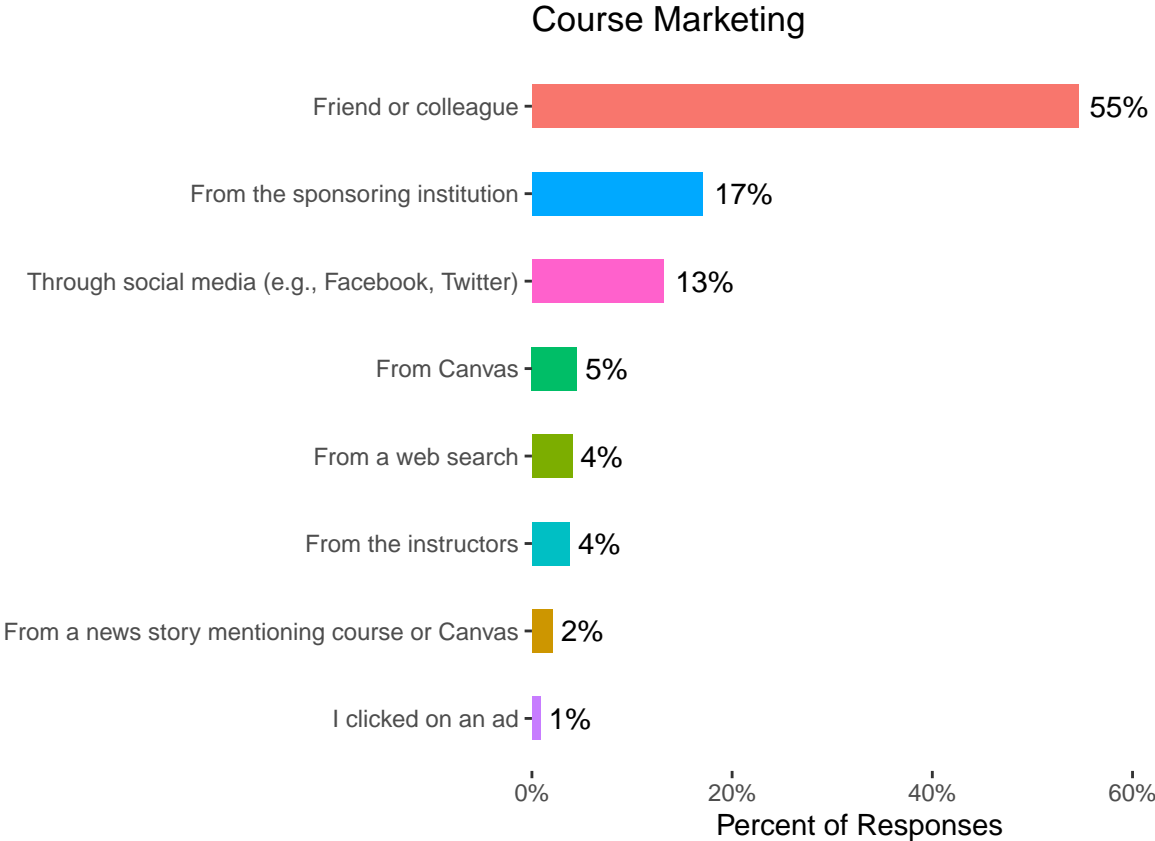
The top/most common responses for how people heard of the course were: Friend or colleague (55%), From the sponsoring institution (17%), Through social media (13%). These numbers largely mirror those from last year (44%, 13%, and 13%, respectively). **NOTE:** Be aware the course marketing data is made up of from a check-all-that-apply question.

Reasons for Taking Course
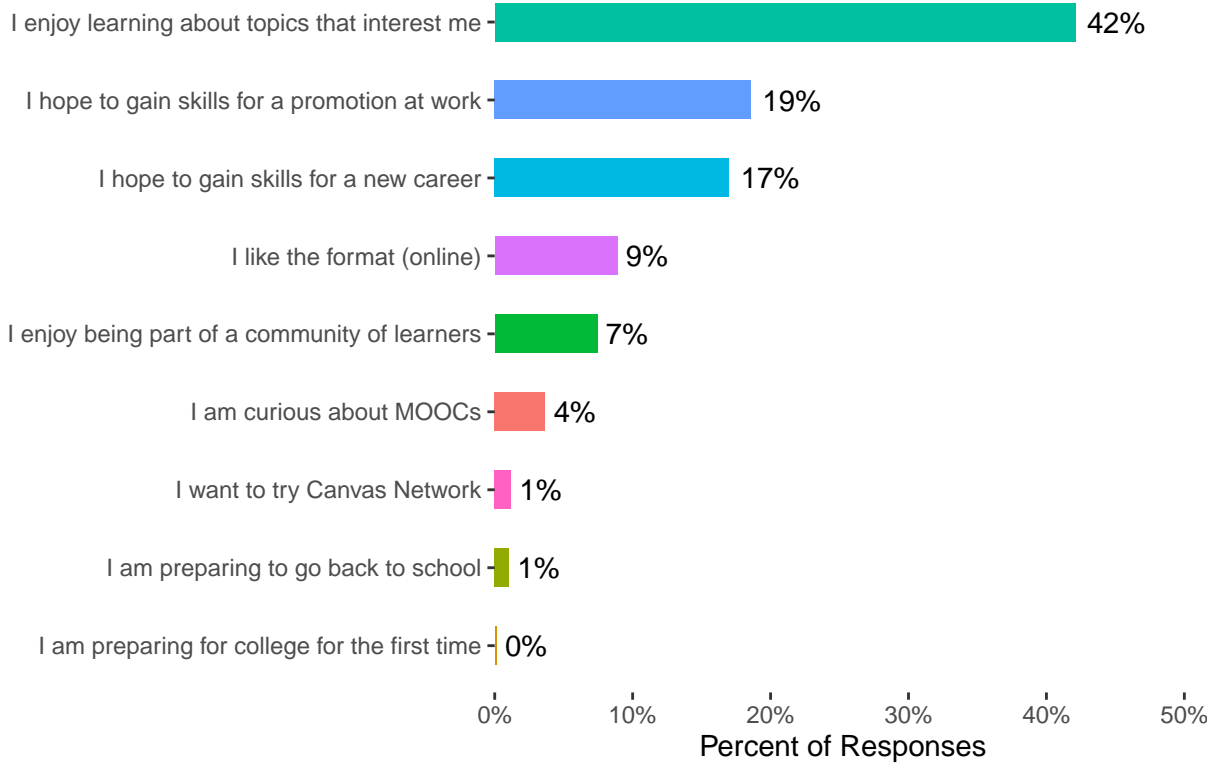
Reason	Percent
I enjoy learning about topics that interest me	42%
I hope to gain skills for a promotion at work	19%
I hope to gain skills for a new career	17%
I like the format (online)	9%
I enjoy being part of a community of learners	7%
I am curious about MOOCs	4%
I want to try Canvas Network	1%
I am preparing to go back to school	1%
I am preparing for college for the first time	0%

Percent of Responses

The top/most common responses for reasons taking the course this year match what they were last year: I enjoy learning about topics that interest me (42%), I hope to gain skills for a promotion at work (19%), and I hope to gain skills for a new career (17%). These numbers largely mirror those from last year (31%, 29%, and 22%, respectively).

Online Experience
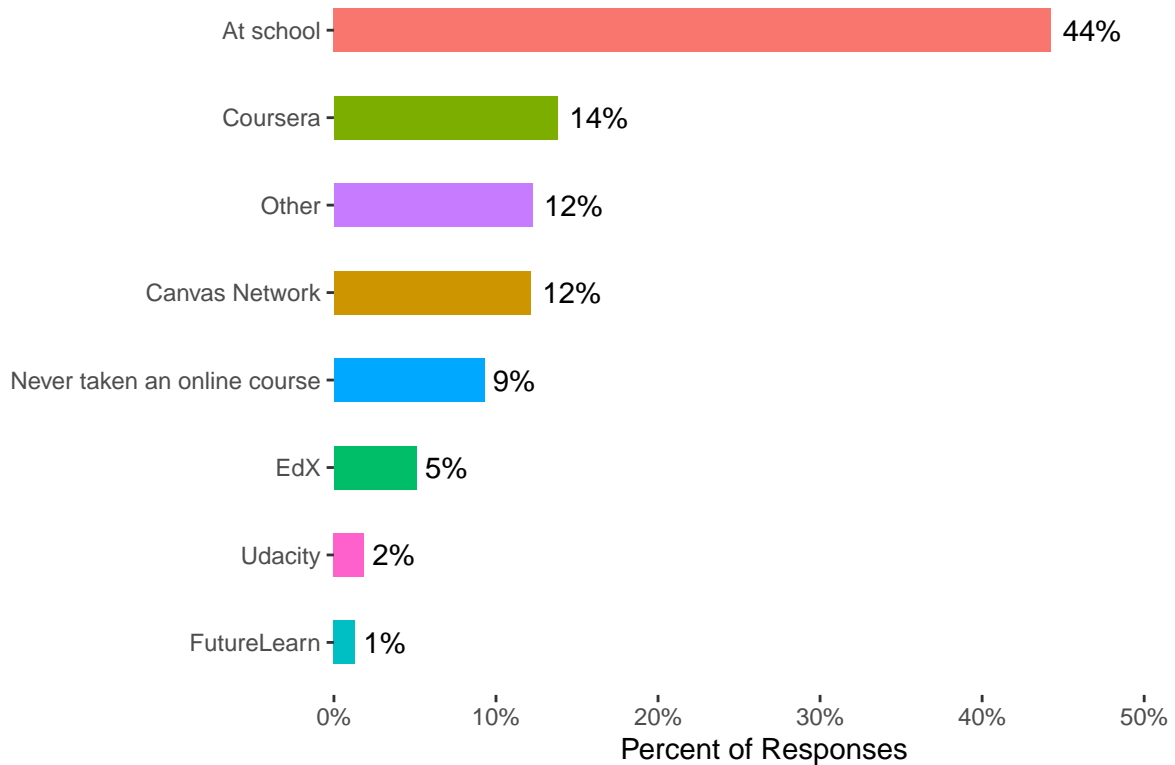
	Percent of Responses
At school	44%
Coursera	14%
Other	12%
Canvas Network	12%
Never taken an online course	9%
EdX	5%
Udacity	2%
FutureLearn	1%

The top/most common responses for experience with online courses for this year were: At school (44%), Coursera (14%), and a tie of Other (12%) and Canvas Network (12%). Last year, the top responses were: At school (40%), Never taken an online course (12%), and a tie of Coursera (10%) and Canvas Network (10%). For what it's worth there were still 9% of respondents this year who had never taken an online course. **NOTE:** The experience with online courses data is made up from a check-all-that-apply question.

Online Learner Type
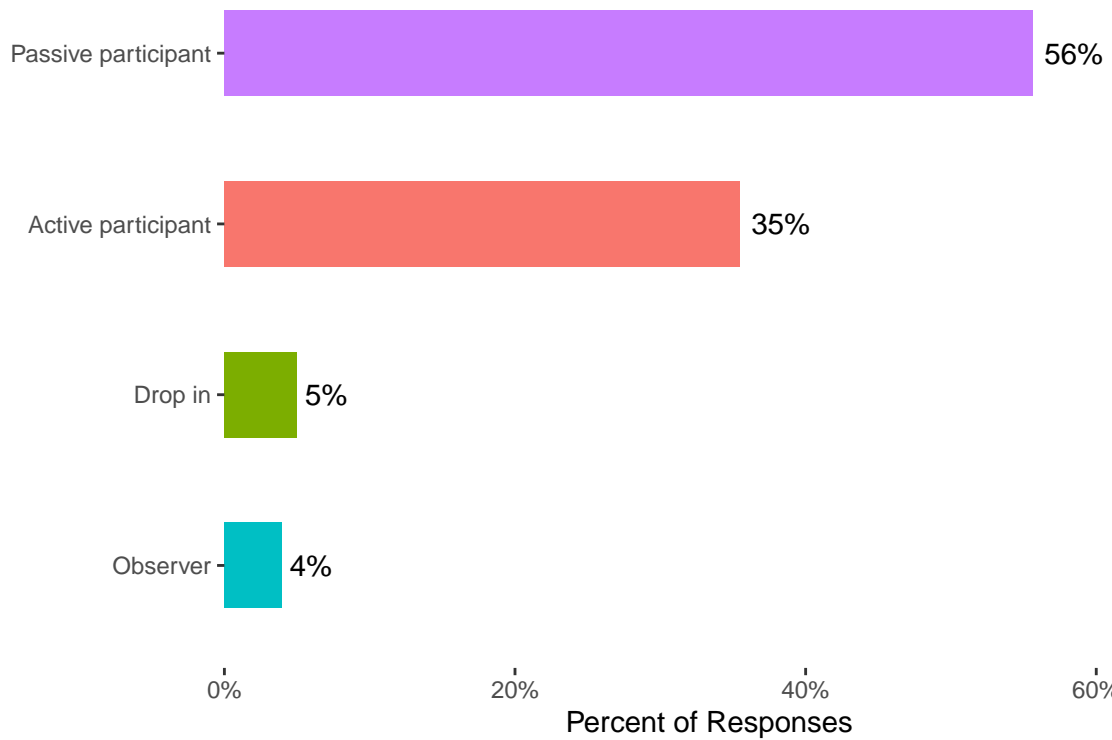
The top/most common two online learner types from this year match last year: passive participant (56%) and active participant (35%). These numbers are largely the same as last year (53% and 38%, respectively).

Anticipated Hours Spent on Course
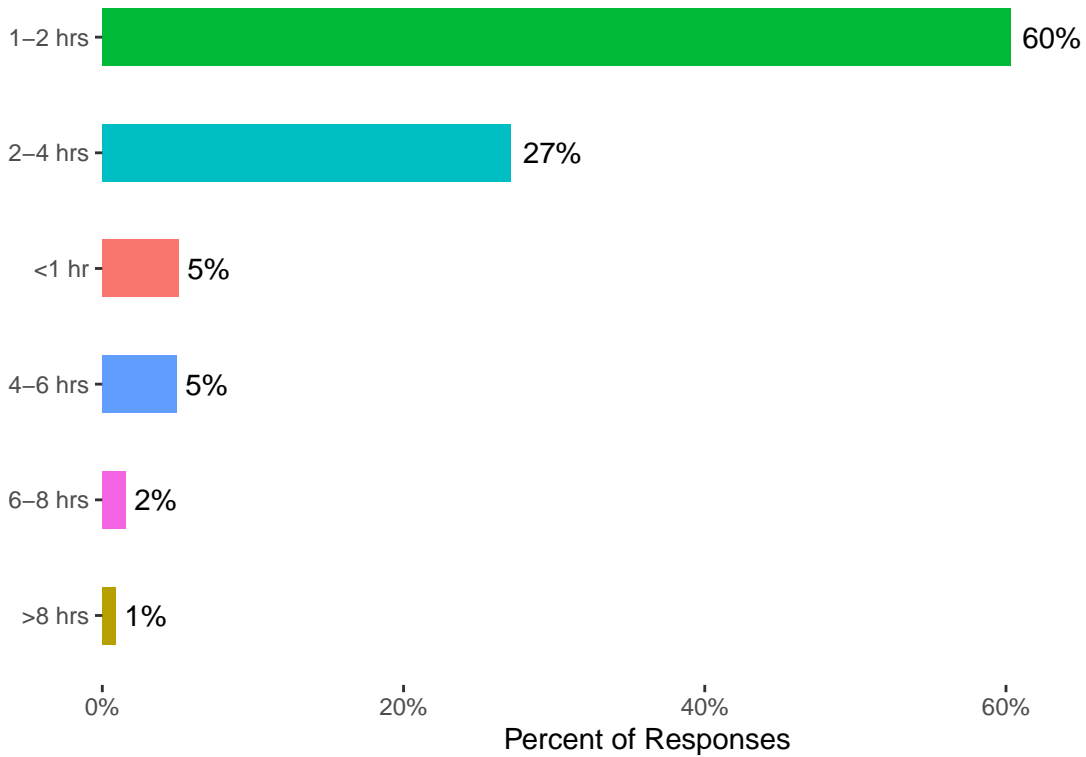
The top/most common responses for anticipated hours to spend on course from this year match last year: 1-2 hrs (60%), 2-4 hrs (27%), and a tie of less than 1 hr (5%) and 4-6 hrs (5%). These numbers are largely the same as last year (50%, 18%, 16%, and 14%, respectively). **NOTE:** We are aware the scale points overlap for the question. We are working with Canvas to change this question from their standard survey.

Percent of Job Dedicated to Assessment

Category	Bar
0–20%	47%
21–40%	23%
41–60%	12%
81–100%	10%
61–80%	9%

Percent of Responses
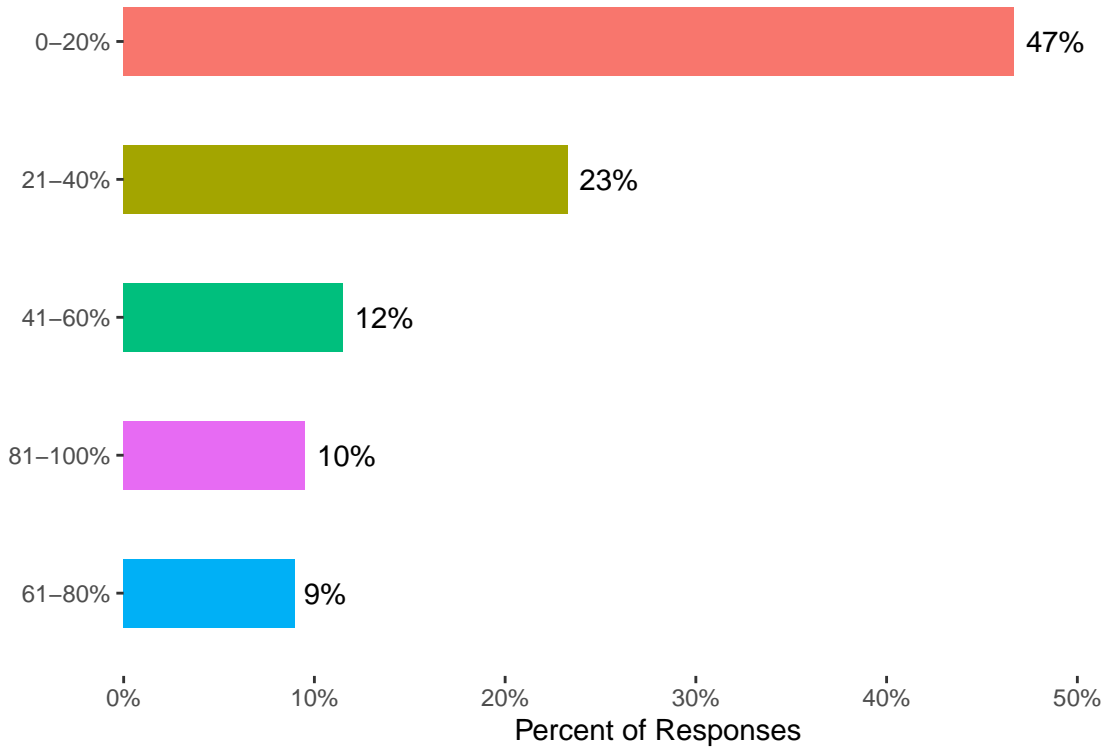
The top/most common responses for amount of job dedicated to assessment from this year were similar to top responses last year: 0-20% (47%), 21-40% (23%), and 41-60% (12%). Last year, the top responses were: 0-20% (50%), 21-40% (17%), 81-100% (17%), and 41-60% (12%). Compared to last year, it seems this year's course attracted folks with slightly less overall amount of their jobs dedicated to assessment.

Assessment Competency
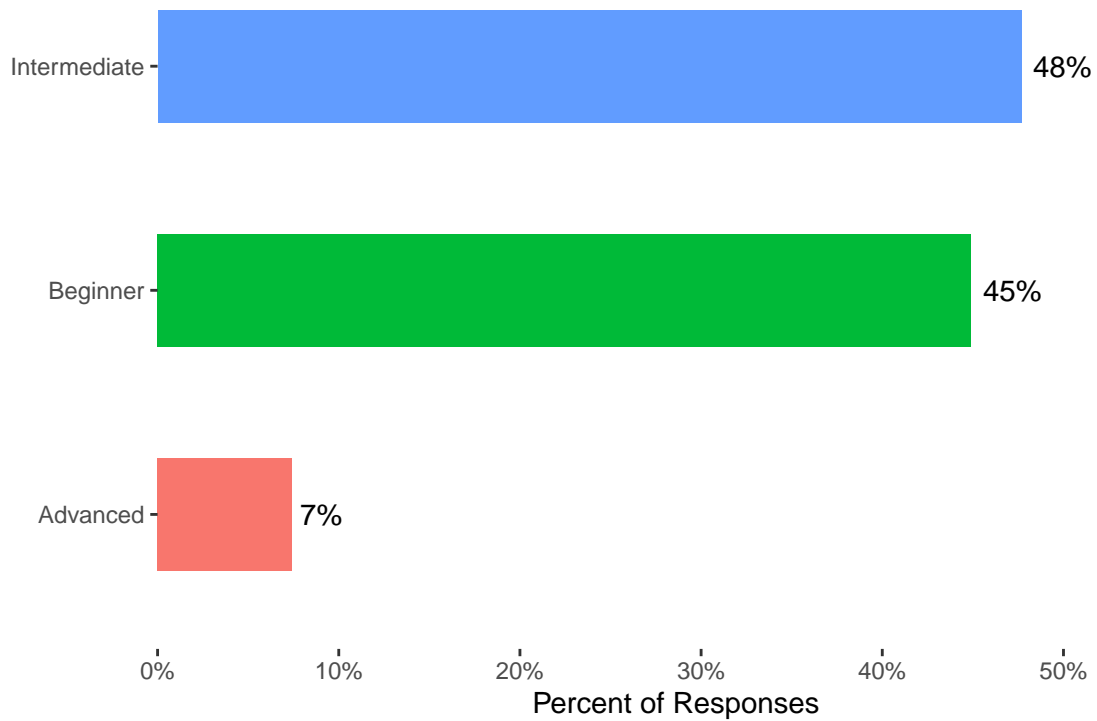
Intermediate — 48%

Beginner — 45%

Advanced — 7%

0%　　10%　　20%　　30%　　40%　　50%

Percent of Responses

With only 7% of respondents self-reporting their assessment competency as Advanced, the course is serving a split of Beginners and Intermediate folks. There are certainly more Beginners engaging in the course this year compared to last year, whose respondents were 52% Intermediate, 38% Beginner, and 10% Advanced.

Institutional Type
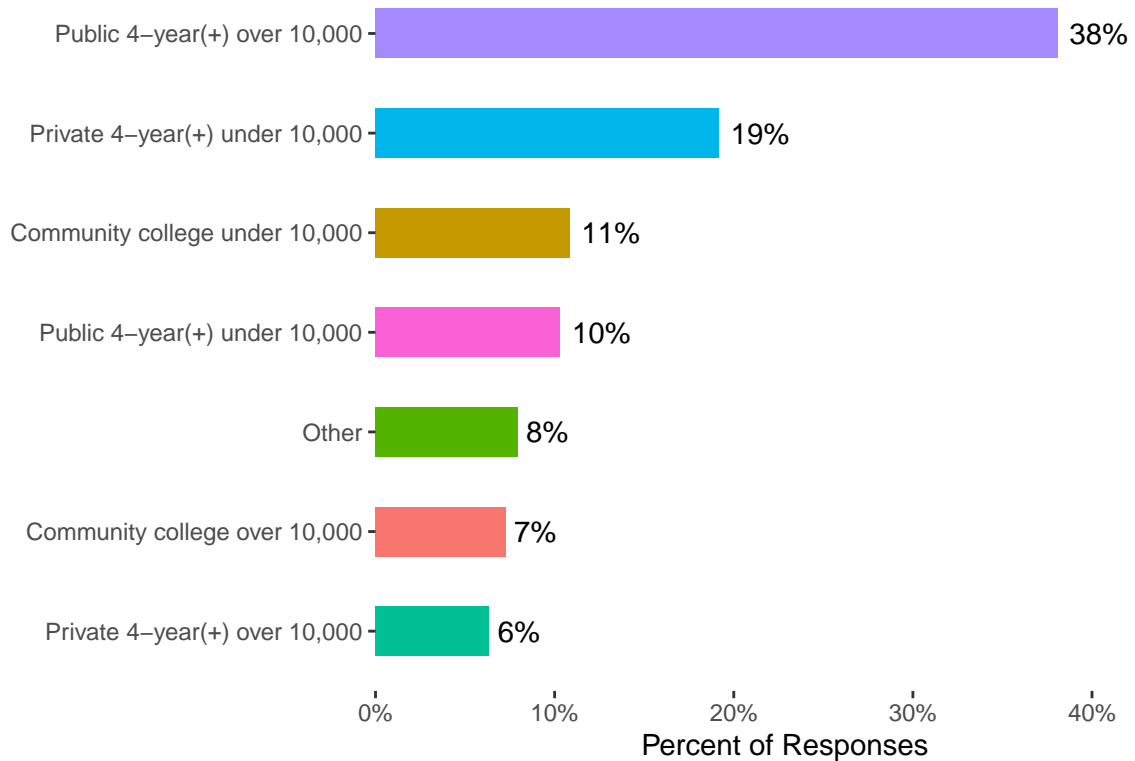
Public 4–year(+) over 10,000 — 38%

Private 4–year(+) under 10,000 — 19%

Community college under 10,000 — 11%

Public 4–year(+) under 10,000 — 10%

Other — 8%

Community college over 10,000 — 7%

Private 4–year(+) over 10,000 — 6%

Percent of Responses

Most participants are coming from the following institutional types: Public 4-year over 10,000 students (38%), Private 4-year under 10,000 students (19%), and Community college under 10,000 students (11%). Last year, the top responses were: Public 4-year over 10,000 students (48%), Private 4-year under 10,000 students (19%), and Public 4-year under 10,000 students (14%). Compared to last year, the course seemed to attract more participants who work at community colleges.

Location of Participants
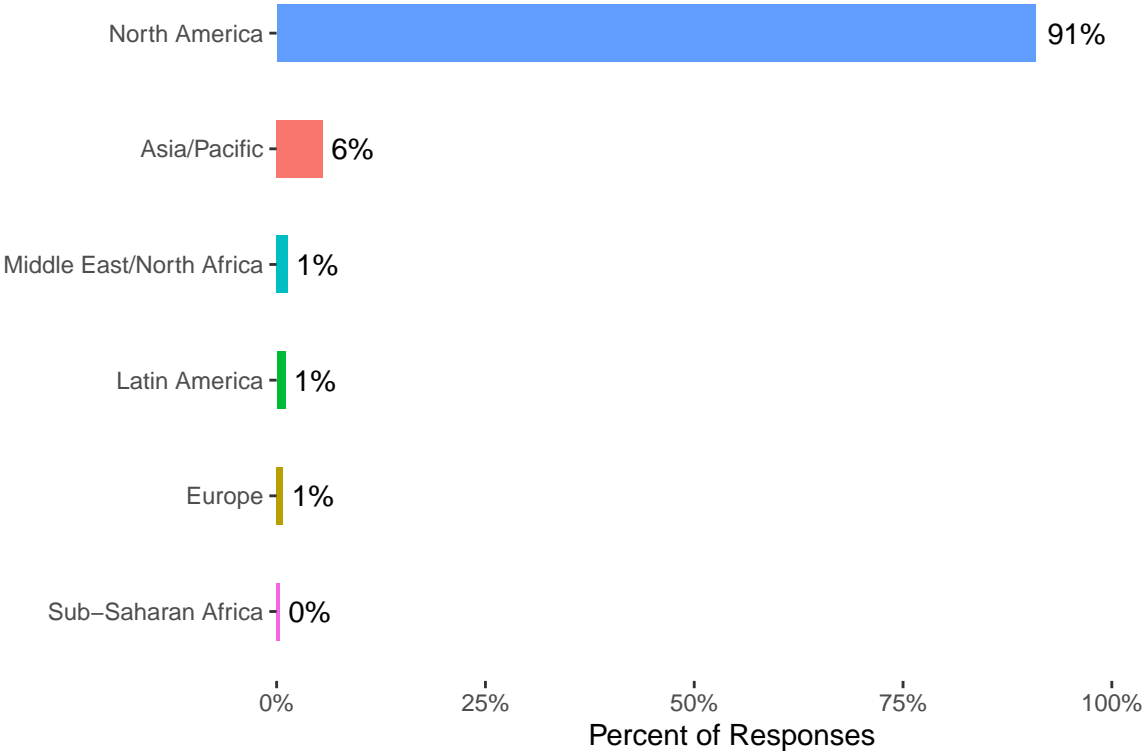
North America — 91%

Asia/Pacific — 6%

Middle East/North Africa — 1%

Latin America — 1%

Europe — 1%

Sub–Saharan Africa — 0%

0%   25%   50%   75%   100%

Percent of Responses

Geographically, these are the top places where participants are taking the course: North America (91%), Asia/Pacific (6%), and a tie of Middle East/North Africa, Latin America, and Europe all with 1%. Last year, most common locations were: North America (88%), Asia/Pacific (7%), and a tie of Latin America and Sub-Saharan Africa at 2%. Generally, the course is pulling from the same geographic regions year after year.

English as Native Language
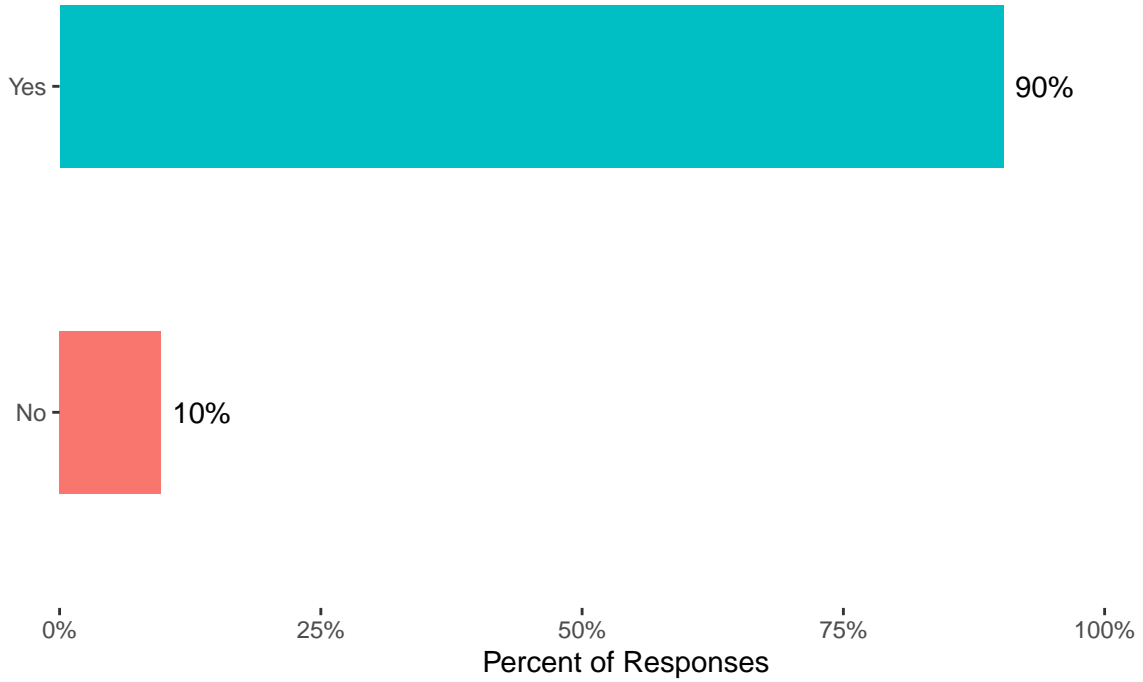
Yes	90%
No	10%

Percent of Responses

0%   25%   50%   75%   100%

With location in mind, 90% of participants speak English as their native language. This number is similar to last year (86%).

Highest Level of Education
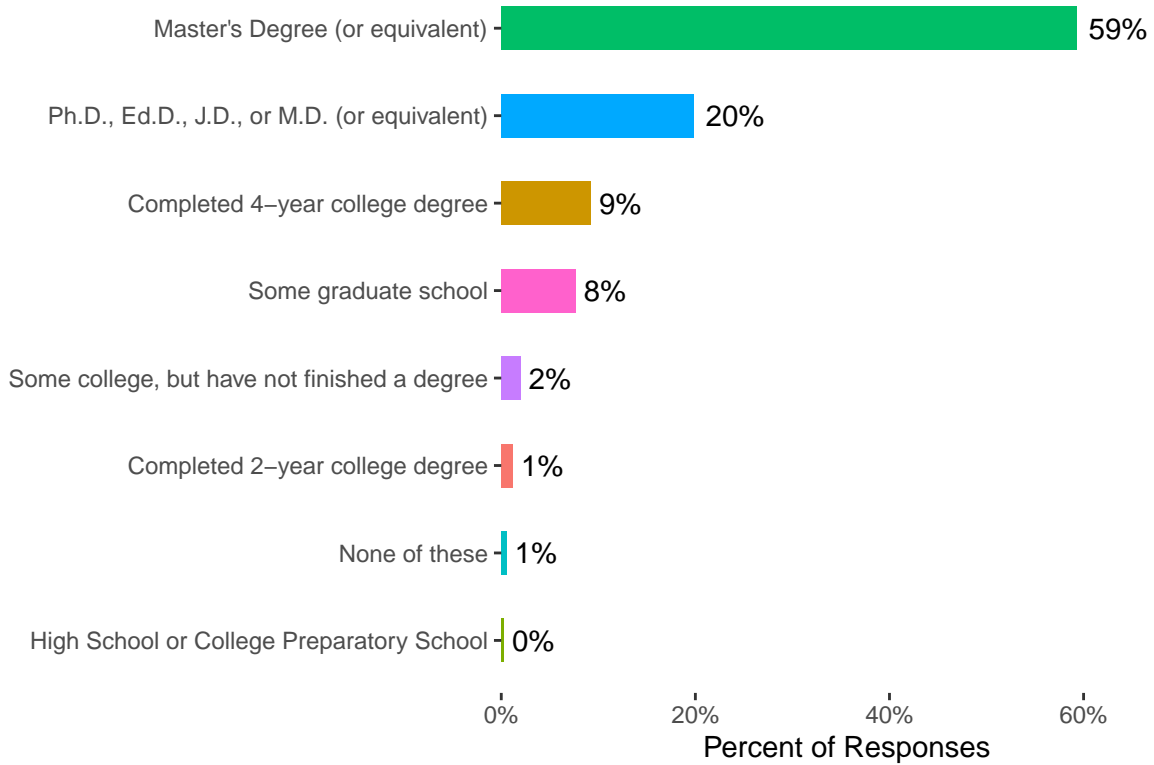
Master's Degree (or equivalent)	59%
Ph.D., Ed.D., J.D., or M.D. (or equivalent)	20%
Completed 4–year college degree	9%
Some graduate school	8%
Some college, but have not finished a degree	2%
Completed 2–year college degree	1%
None of these	1%
High School or College Preparatory School	0%

Percent of Responses

The most common responses for highest level of education this year were: Master's Degree (59%), Terminal/doctoral degree (20%), Completed 4-year degree (9%), and Some Graduate School (8%). Last year, the top results were: Master's Degree (71%), Terminal/doctoral (14%), and a tie of Completed 4-year degree and High School at 5%. This year's course seems to have attracted participants less folks with highest level of education as high school or college preparatory education.

Age of Participants
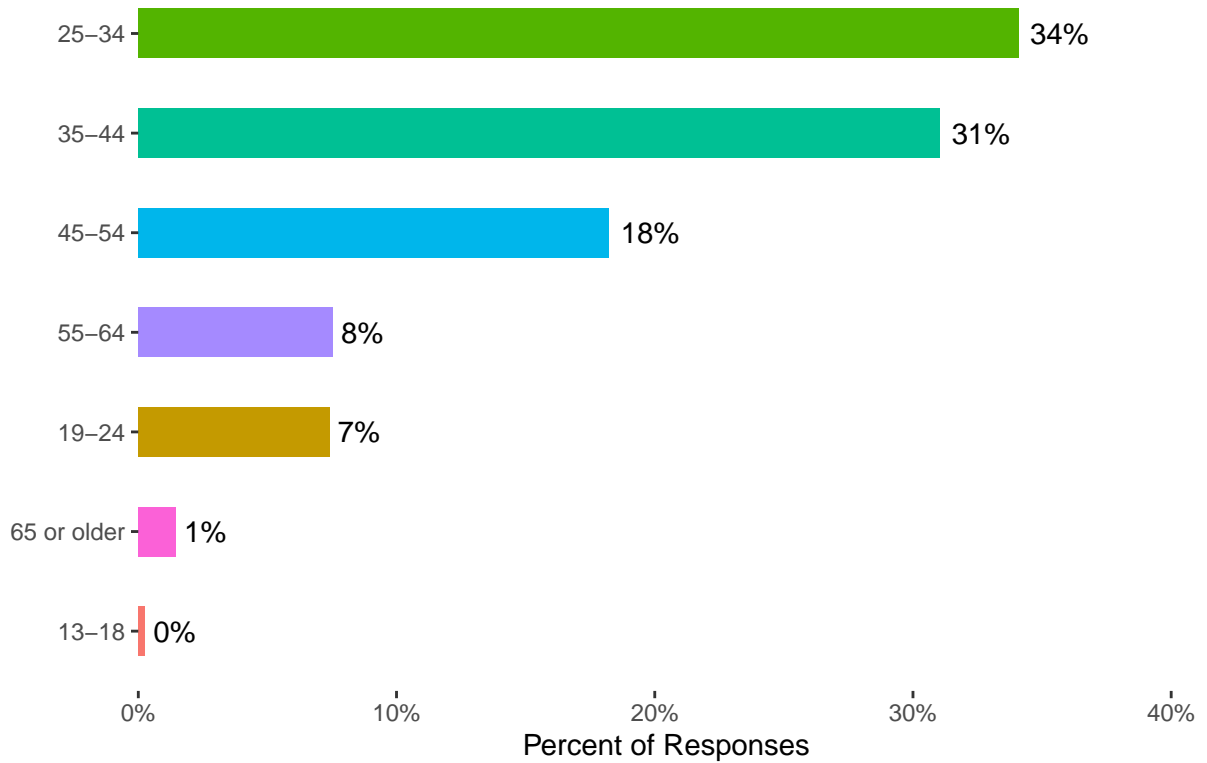
Most common ages of participants this year were: 25-34 years (34%), 35-44 years (31%), and 45-54 years (18%). Last year, the most common ages of participants were: 25-34 years (50%), 35-44 years (31%), and 19-24 years (12%). This year's course attracted a slightly older demographic.

Sex of Participants
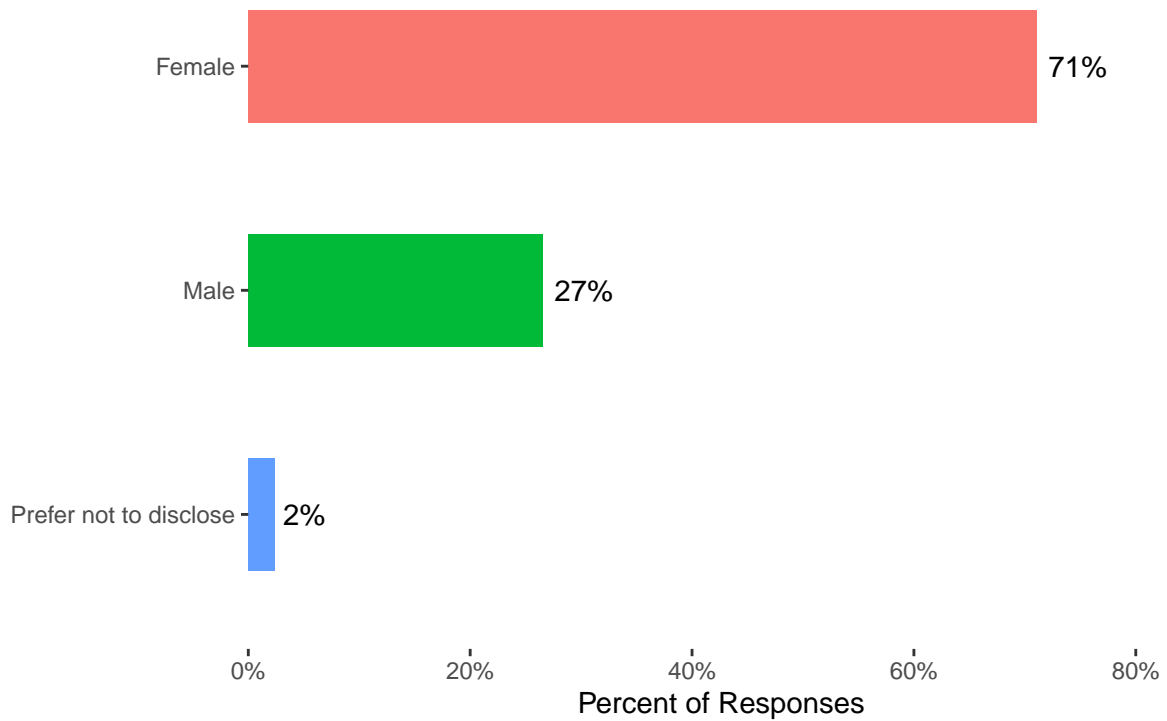
Reported sex from participants this year were as follows: Female (71%), Male (27%), Prefer not to disclose (2%). These numbers are similar to last year's results: Female (78%), Male (20%), and Other (2%). It seems this year's course attracted more males. **NOTE:** Last year's welcome survey data for this question is a bit skewed, as the question asked about "Gender" but listed these sex options for responses. We worked with Canvas to modify the survey to add a Gender identity question - reported next.

Gender of Participants
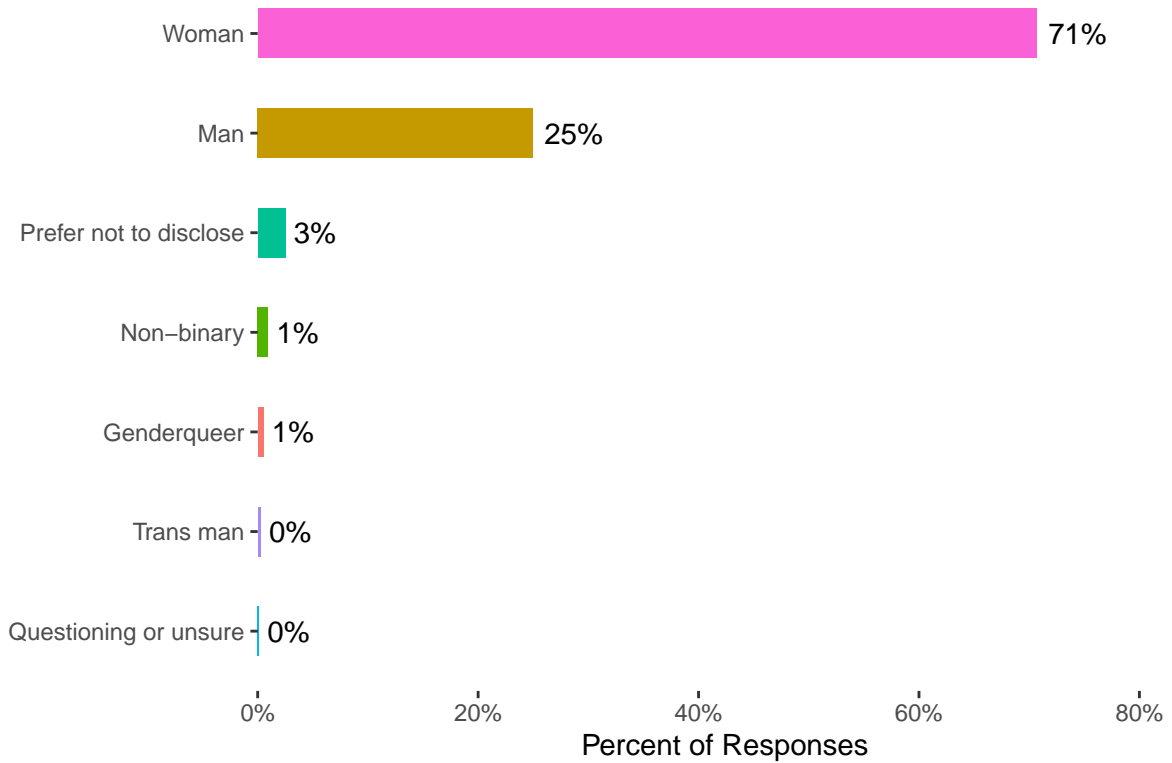
Woman	71%
Man	25%
Prefer not to disclose	3%
Non–binary	1%
Genderqueer	1%
Trans man	0%
Questioning or unsure	0%

Percent of Responses

Reported gender identification from participants this year were as follows: Woman (71%), Male (25%), Prefer not to disclose (3%), and a tie of Non-Binary and Genderqueer both at 1%. There is no data to compare to last year, as this was a new question added this year. As mentioned in the previous sex question, last year's survey asked about gender but had sex options for responses. We wanted to be sure to separate these questions as they are separate identities.

Demographic Disaggregation

Data reporting will now shift away from the aggregate to filter responses for respondents who completed the course, constrasting a completer profile with the overall respondent profile. In filtering for course completers who responded to the Welcome Survey, the overall sample of 821 survey respondents filters down to 228.

Course Marketing – Completers

Category	Percent
Friend or colleague	55%
From the sponsoring institution	17%
Through social media (e.g., Facebook, Twitter)	14%
From Canvas	6%
From a web search	4%
From the instructors	2%
From a news story mentioning course or Canvas	2%
I clicked on an ad	0%

Percent of Responses
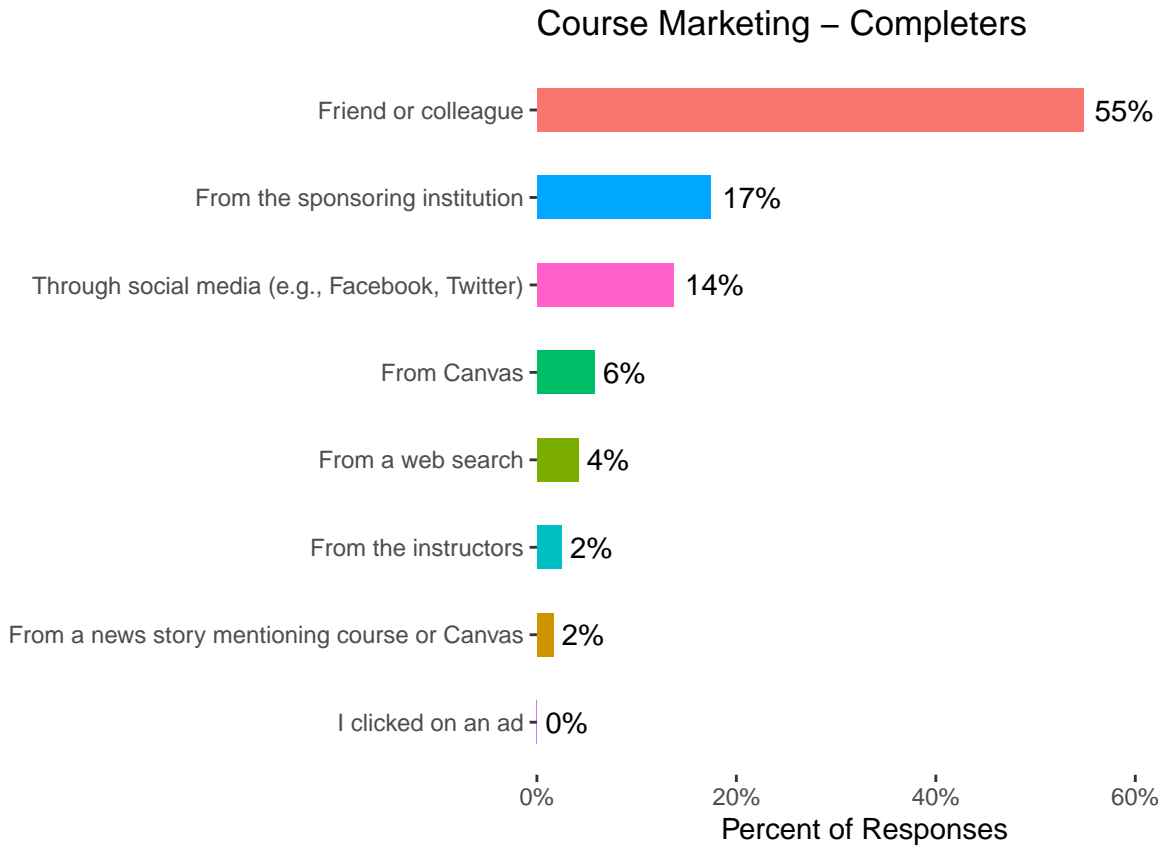
The top three ways people heard of the course are largely the same: friend or colleague is the same at 55%, from sponsoring institution is the same at 17%, though social media is up one percentage point at 14%.

Reasons for Taking Course – Completers

Reason	Percent
I enjoy learning about topics that interest me	45%
I hope to gain skills for a promotion at work	23%
I hope to gain skills for a new career	17%
I like the format (online)	6%
I enjoy being part of a community of learners	6%
I want to try Canvas Network	1%
I am preparing to go back to school	1%
I am curious about MOOCs	0%

Percent of Responses
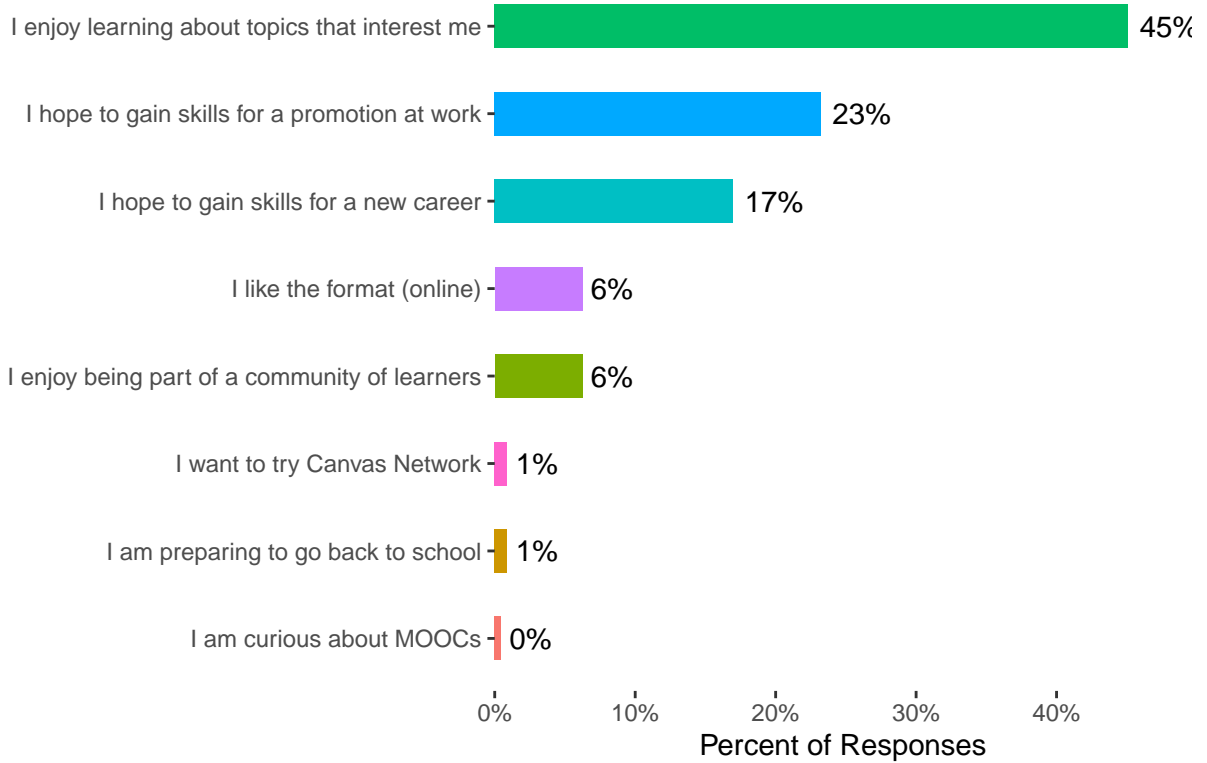
The top five reasons for taking the course are the same and nearly the same distribution between the overall population and the completers, with the top two topics having just a few more percentage points than the fourth and fifth topics for completers compared to the overall population.

Online Experience – Completers
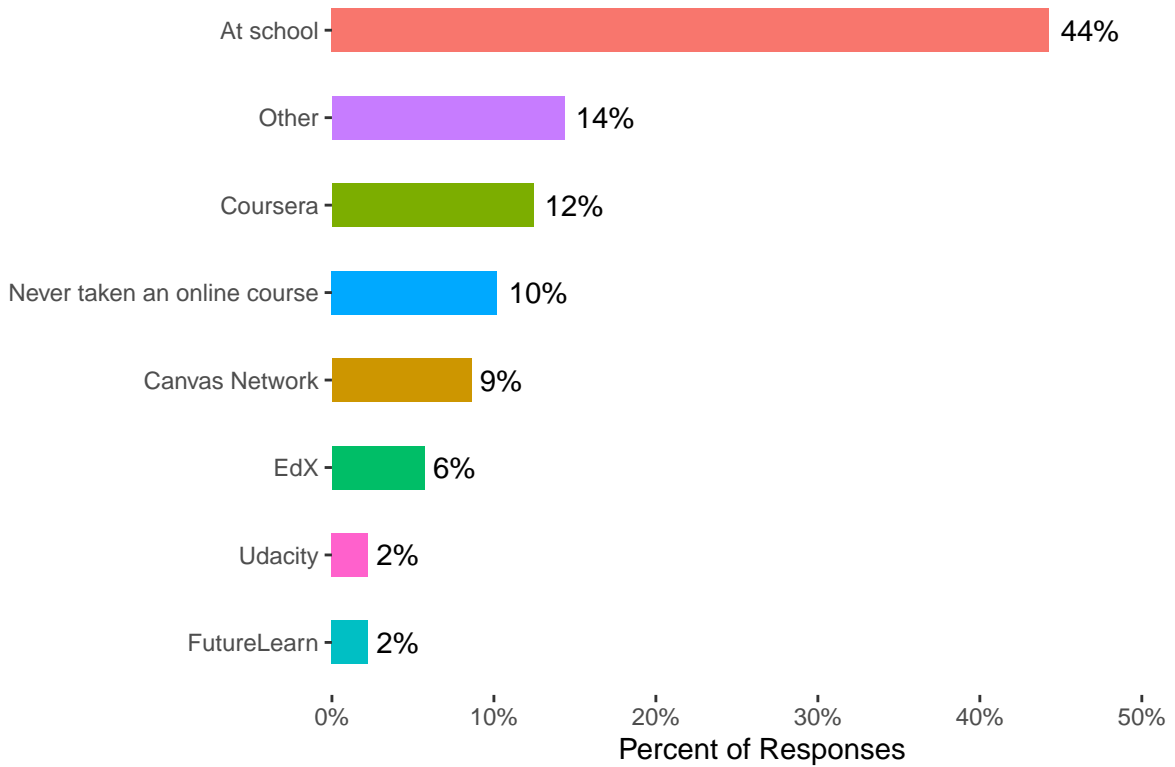
The top five experience options were the same for overall participants and completers, with just a few options flipped around. Overall data had At School (44%), Coursera (14%), Other (12%), Canvas Network (12%), and Never Taken Online Course (9%), whereas completers had more Other options (14%) and more Never Taken Online Course (10%).

Online Learner Type – Completers
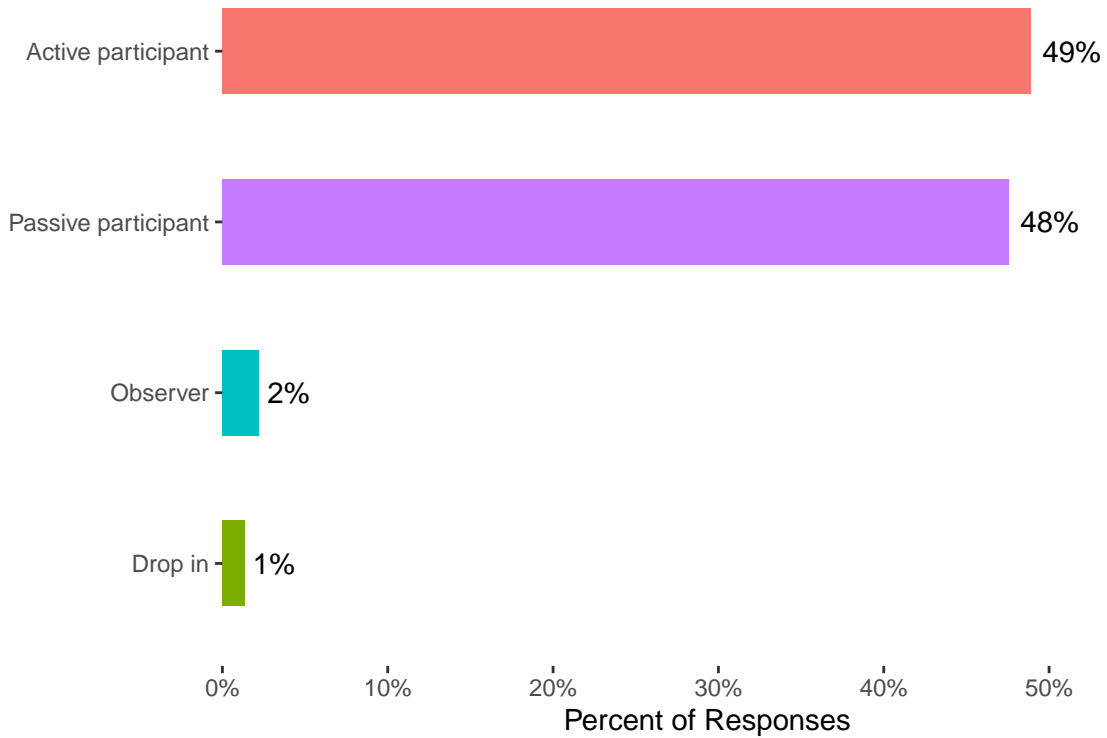
The overall population was 56% passive, 35% active, 5% drop-in, and 4% observers. Our completers are almost evenly and completely split between active and passive participants (49% and 48%, respectively), with 2% observer and 1% drop-in. It makes sense active participation would jump to the top, given these are completers, but it is interesting that passive participants is nearly as high.

Anticipated Hours Spent on Course – Completers
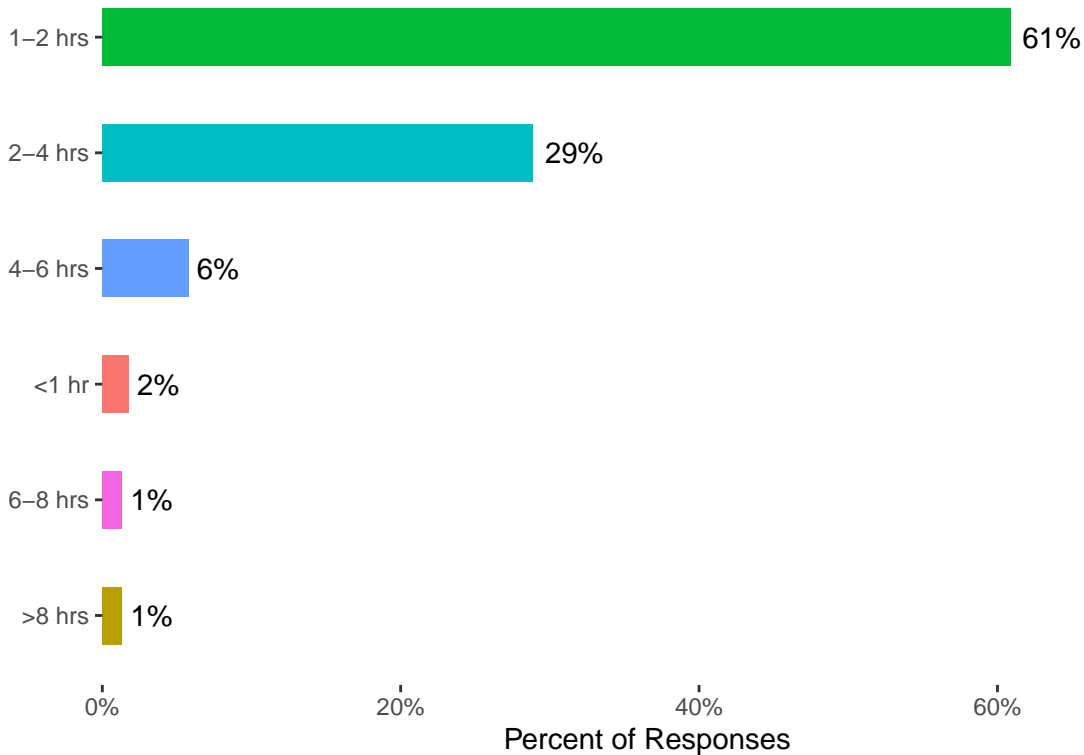
Anticipated hours were about the same, with 87% of overall respondents expecting to spend 4 hours or less on the course per week and completers with 89% expecting the same. Completers were more likely to anticipate spending 4-6hrs (6%) and less <1hr (2%), compared to overall respondents (5% each, respectively). Borrowing from the User Experience Survey Results, we know completers were not too far off in their predictions: 78% reported actually spending 4 hours or less per week on the course, with 13% spending <1hr per week and 5% spending 4-6hrs. **NOTE:** We are aware the scale points overlap for the question. We are working with Canvas to change this question from their standard survey.

Percent of Job Dedicated to Assessment – Completers
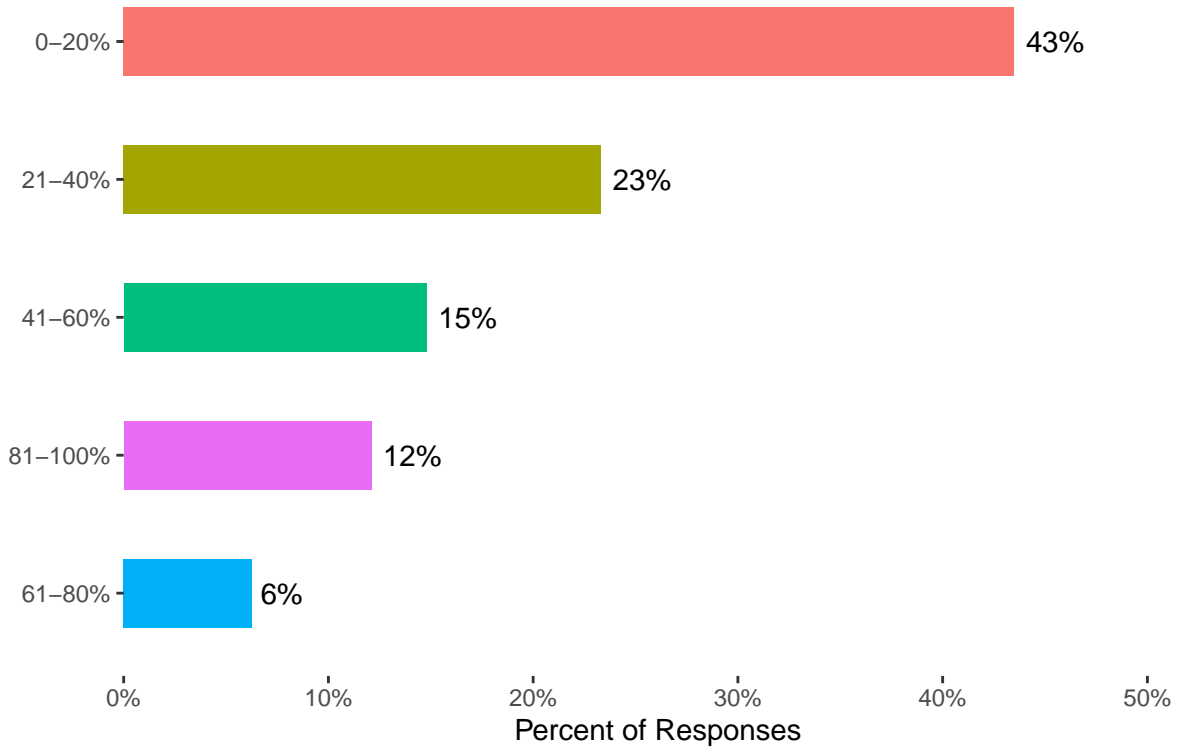
The completer profile mirrors the overall profile with respect to percent of job dedicated to assessment, with over 60% with 40% or less of their job dedicated to assessment for both. Completers had slightly more folks with 41-60% and 81-100% compared to the overall respondents (12% and 10%, respectively).

Assessment Competency – Completers
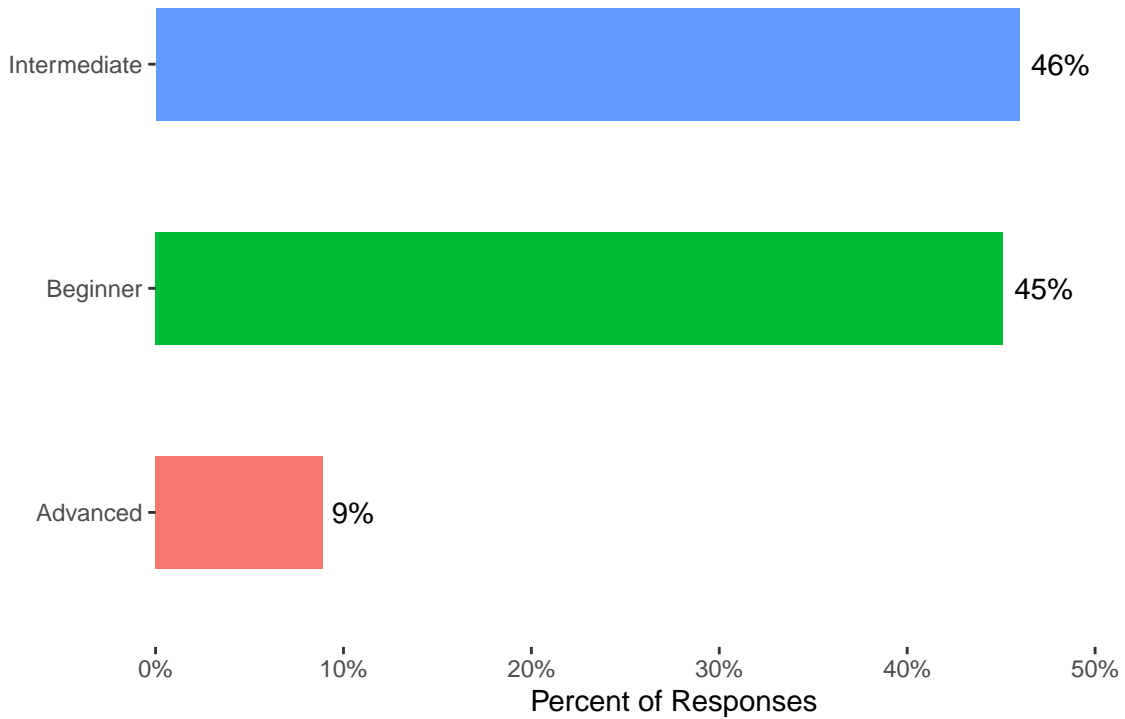
The overall population was 48% Intermediate, 45% Beginner, and 7% advanced. Our completers represent slightly less Intermediate folks (46%), but slightly more Advanced (9%) folks. It is worth considering this competency data in relation to amount of job dedicated to assessment, where majority of folks (66%) had 0-20% and 21-40% of their jobs dedicated to assessment.

Institutional Type – Completers
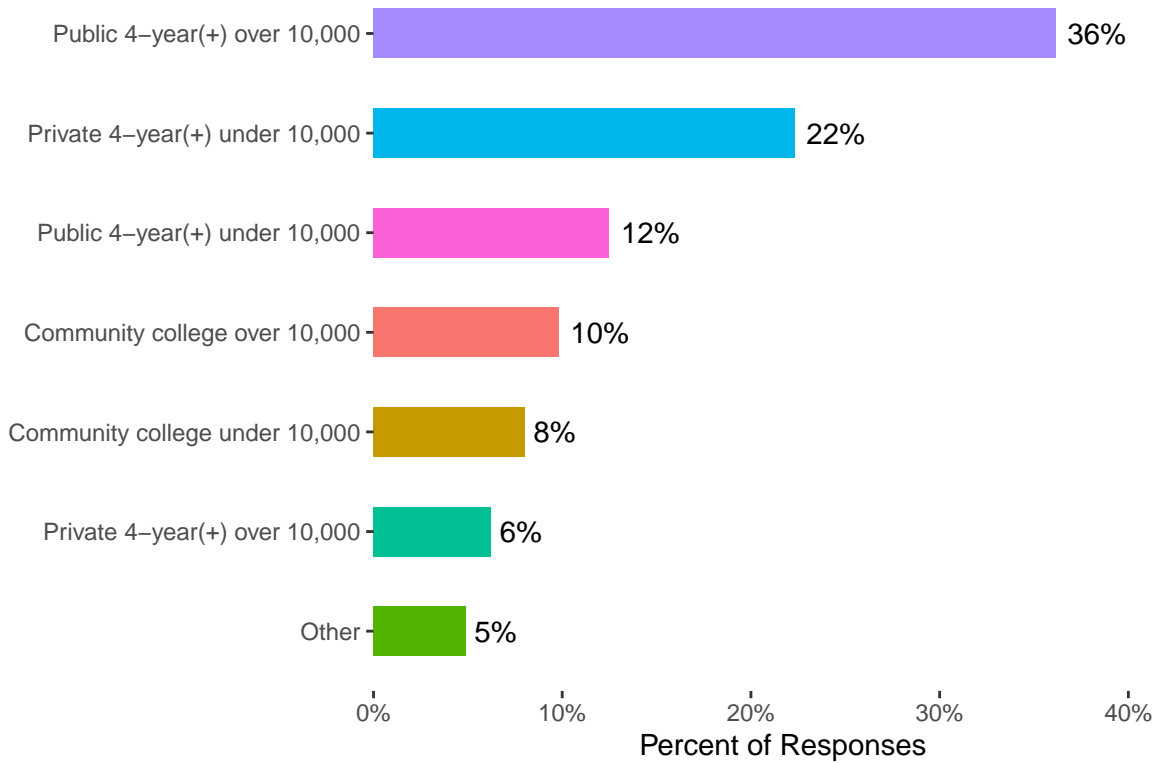
While the top two institutional types have a similar distribution among completer and the overall profile with respect to institutional type, completers had more Public 4-year under 10,000 (12%) and Community College over 10,000 (10%), as well as less Community College under 10,000 (8%), compared to overall respondents (10%, 7%, and 11%, respectively).

Location of Participants – Completers
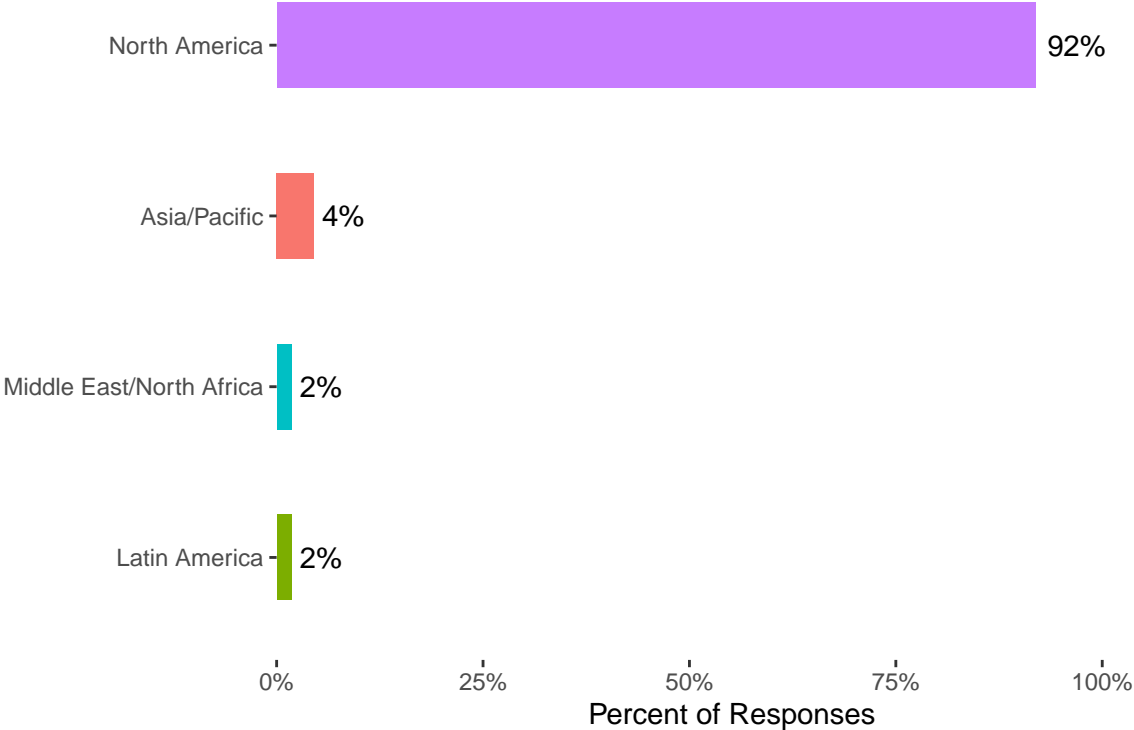
As far as location is concerned, both the overall and completer profiles are over 90% from North America. The completers were one percentage point more from North America, Middle East/North Africa, and Latin America, as well as two percentage points less for Asia/Pacific Islands and no respondents from Europe or Sub-Saharan Africa at all.

English as Native Language – Completers
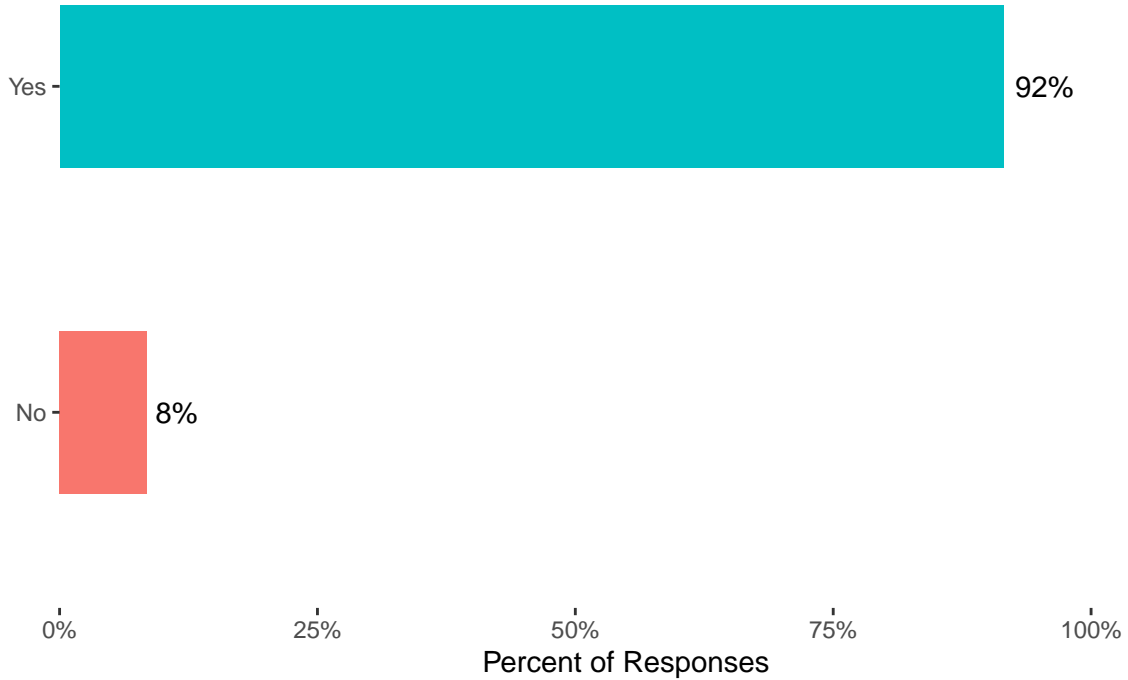
While both profiles had 90% or more with English as their native language, completers had slightly more with English as Native Language (92% compared to 90%).

Highest Level of Education – Completers
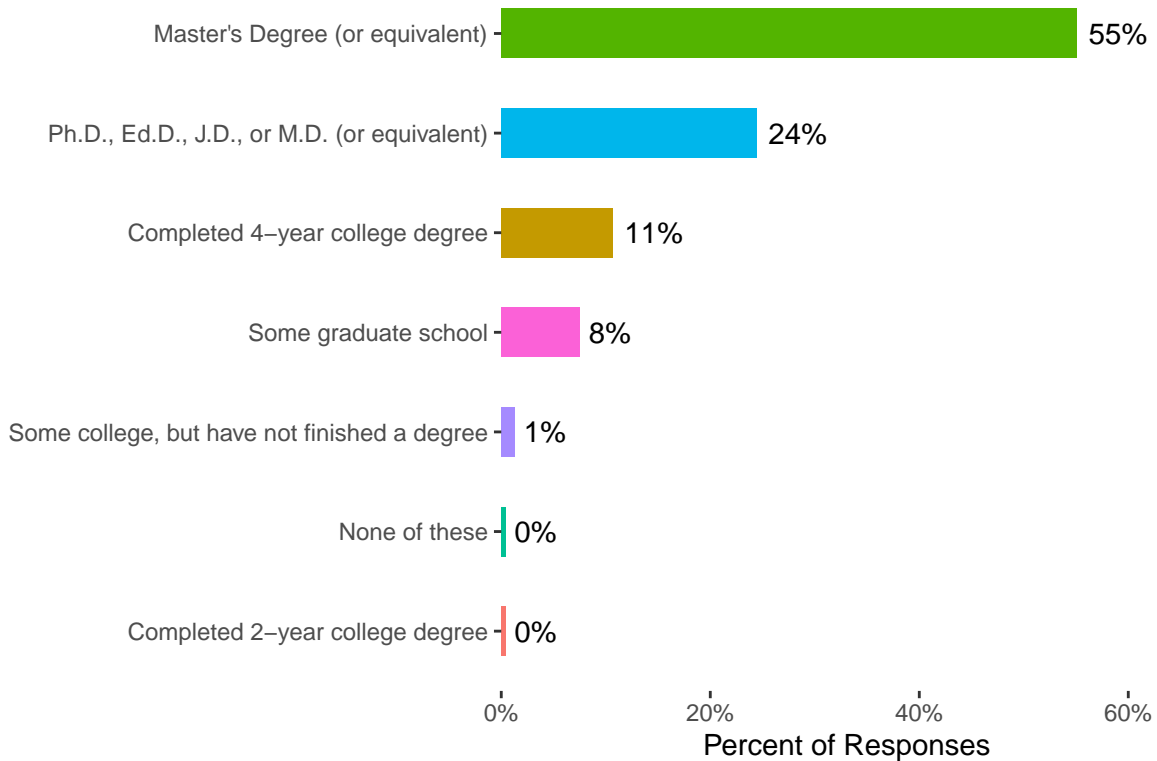
Master's Degree (or equivalent) ┤ 55%

Ph.D., Ed.D., J.D., or M.D. (or equivalent) ┤ 24%

Completed 4–year college degree ┤ 11%

Some graduate school ┤ 8%

Some college, but have not finished a degree ┤ 1%

None of these ┤ 0%

Completed 2–year college degree ┤ 0%

0%   20%   40%   60%

Percent of Responses

The distribution of responses for highest level of education is relatively the same for overall and completer profiles. Completers had slightly less master's degree and slightly more doctorate/terminal degree folks - exchanging a four percentage point difference compared to the overall profile (59% and 20%, respectively). Completers had two percentage points more Completed 4-year college degree and less of the 2-year degree or less options.

Age of Participants – Completers
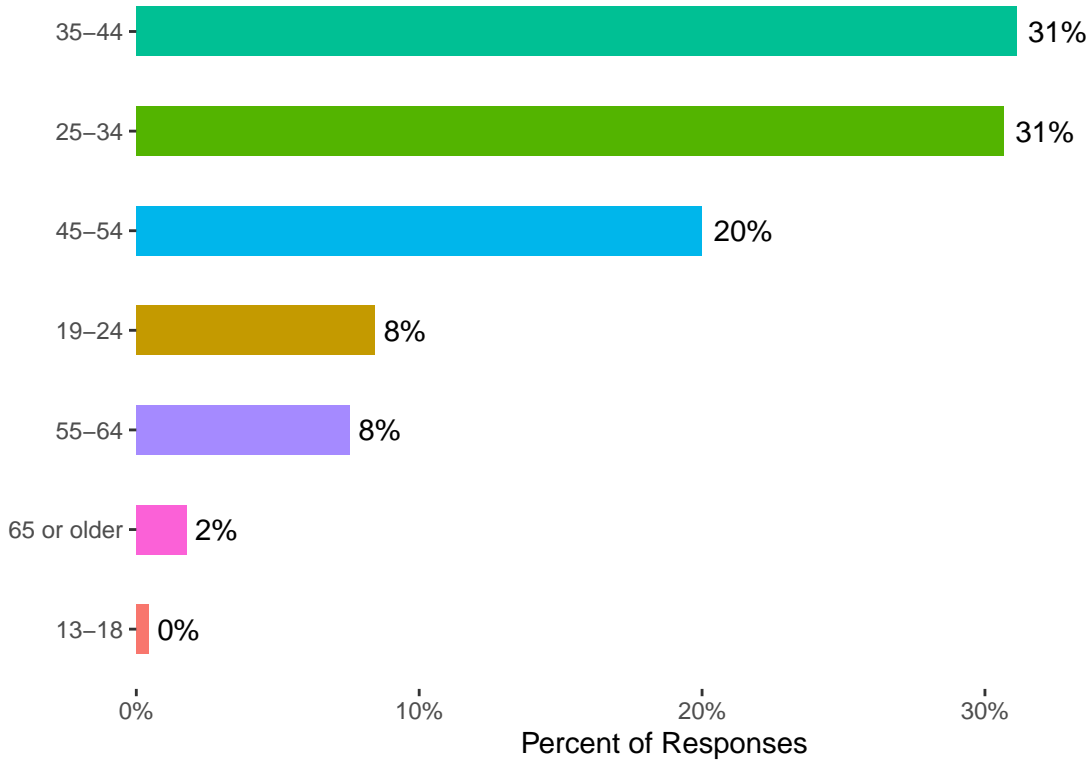
As the completer profile presented slightly more educated with level of education, the completer age responses are slightly older than the overall profile results, which had 34% of folks 25-34 and only 18% who were 45-54.

Sex of Participants – Completers
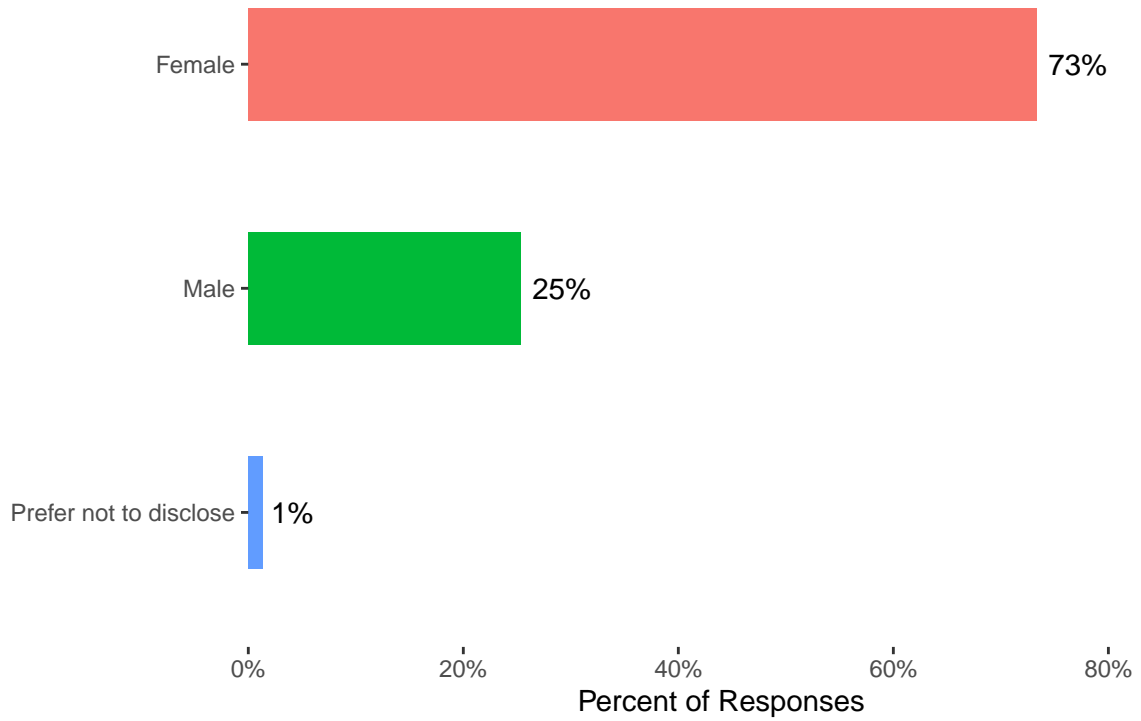
The completer profile is pretty similar to the overall profile with respect to sex, with completers slightly more female (73% compared to 71%).

Gender of Participants – Completers
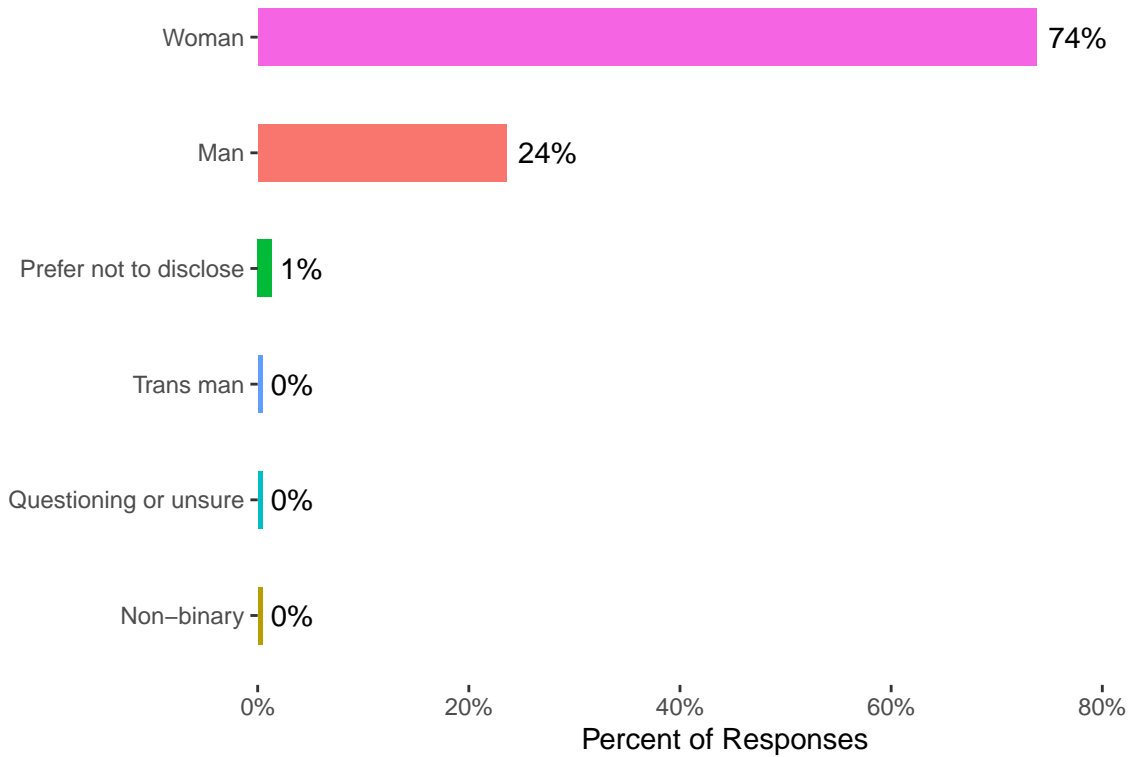
Category	Percent
Woman	74%
Man	24%
Prefer not to disclose	1%
Trans man	0%
Questioning or unsure	0%
Non–binary	0%

Percent of Responses

The completer profile is pretty similar to the overall profile with respect to gender, with slightly more completers identifying as women (74% compared to 71%).

Thank you for your interest in the results of our welcome survey!

Quiz Data SP2021

Joe Levy

7/24/2021

Report Orientation

Quizzes were part of seven of the eight modules of the course. This report provides overall grade results per quiz, as well as results per question of each quiz. Data and visualizations are presented in aggregate, then disaggregated by participant demographics of percent of job dedicated to assessment and institutional type. These demographics were reported in the Welcome Survey - non-required questions in a non-required survey - leaving room for sample size to differ. Total sample size per demographic per question will be reported, accordingly.

Overall Results

In order to have a consistent sample size across quizzes (as many students attempted some quizzes but not others), quiz responses were filtered to contain students who consented to have their data used for analysis, as well as including quiz responses of course completers. This filtering resulted in a sample of 238 students.

Average Grade Per Quiz
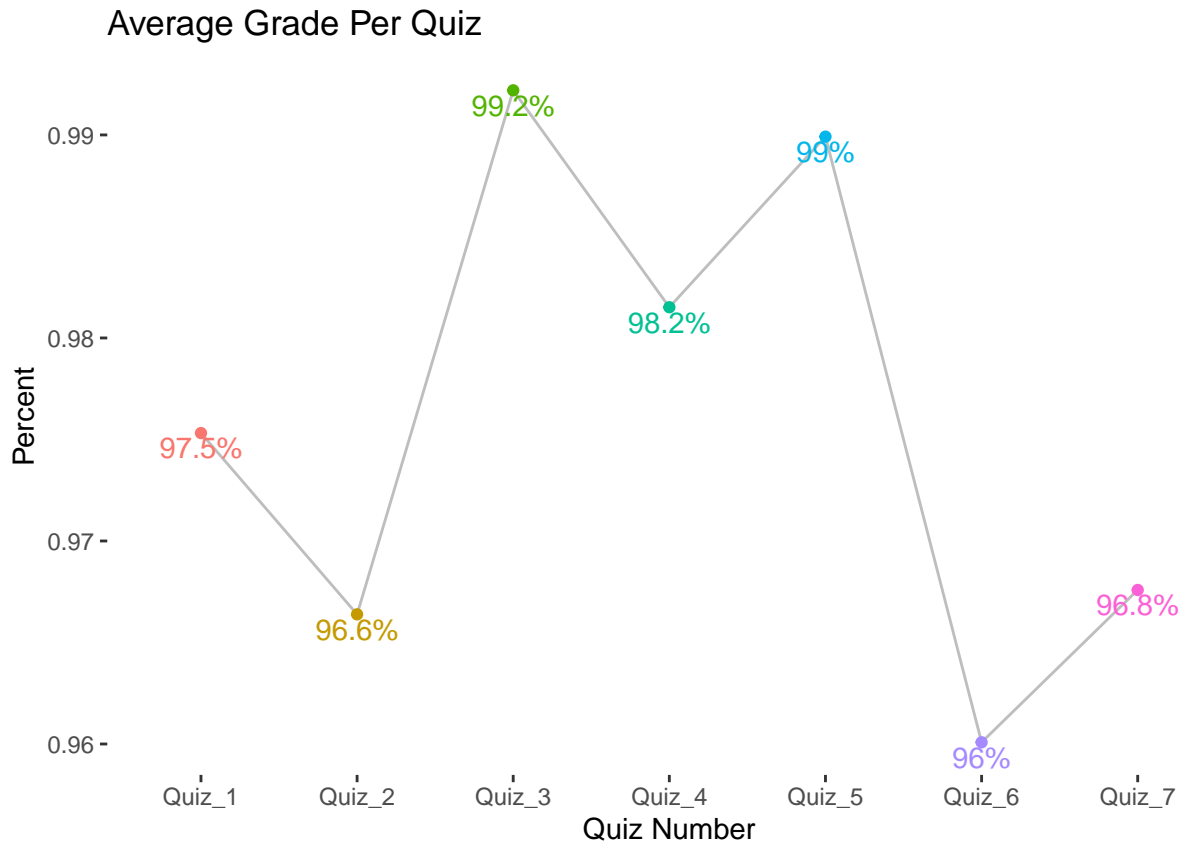
Overall, quiz results are very positive with respect to demonstrated student learning. The mode quiz scores were the max values (100% correct score) per respective quiz, so average quiz scores are shown here to offer a bit more variability with respect to student performance in each quiz. Even with the averages, each quiz average is 96% correct or higher. These average scores were very similar to last year's data: Quizzes 1, 3, and 5 were the same; Quiz 2 was slightly lower (96.6% this year compared to 97% last year); Quizzes 4 and 5 were one percentage point higher than last year's scores; and Quiz 6 was nearly three percentage points higher than last year.

Individual Quiz Results

It is helpful to look at individual quiz results, especially to see if certain questions were more difficult for students than others. Such situations can be a sign that either the course content did not appropriately prepare the student or that the question may not be appropriately designed. Again, after filtering quiz responses for just course completers to have a valid and consistent sample size, below are plots per quiz showing the percent of students answering each question correct.

As one might infer from the overall results, individual quiz scores are fairly high. As such, pay attention to the scale for each quiz. With such high scoring results (mostly 90% or above), the scales are usually just showing 10 percentage points.
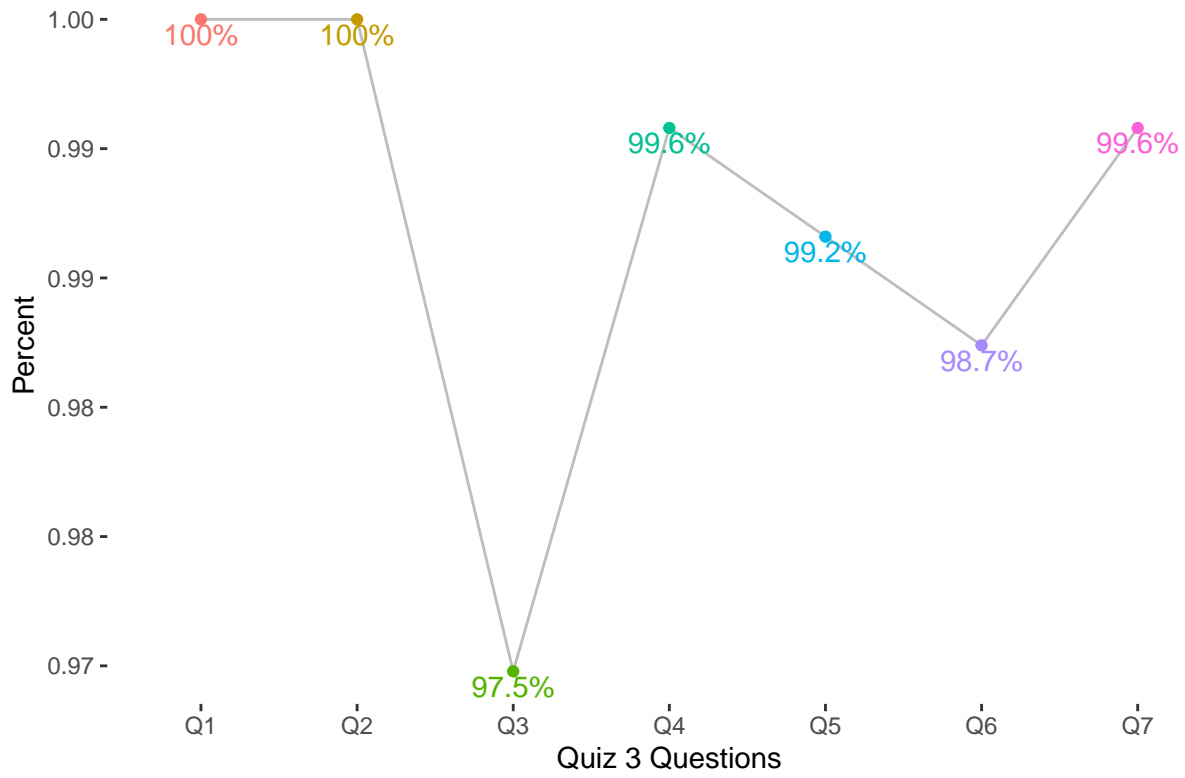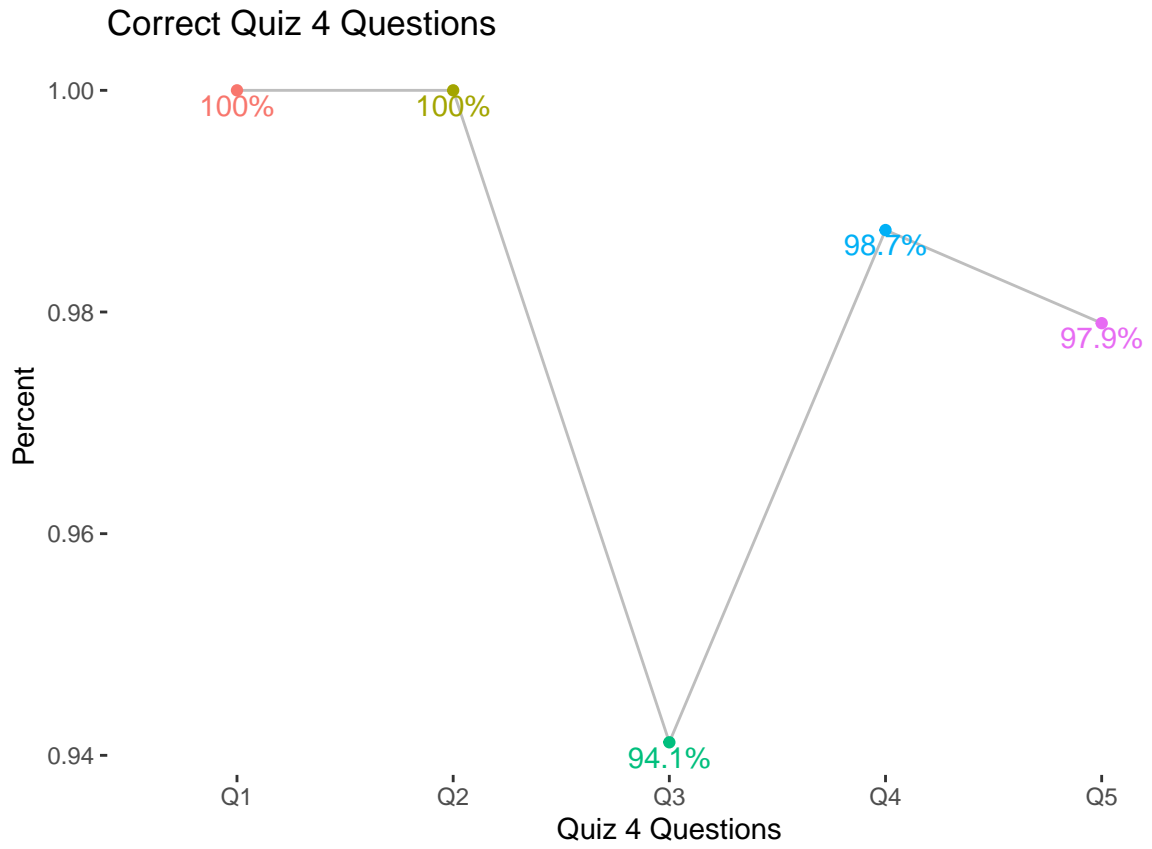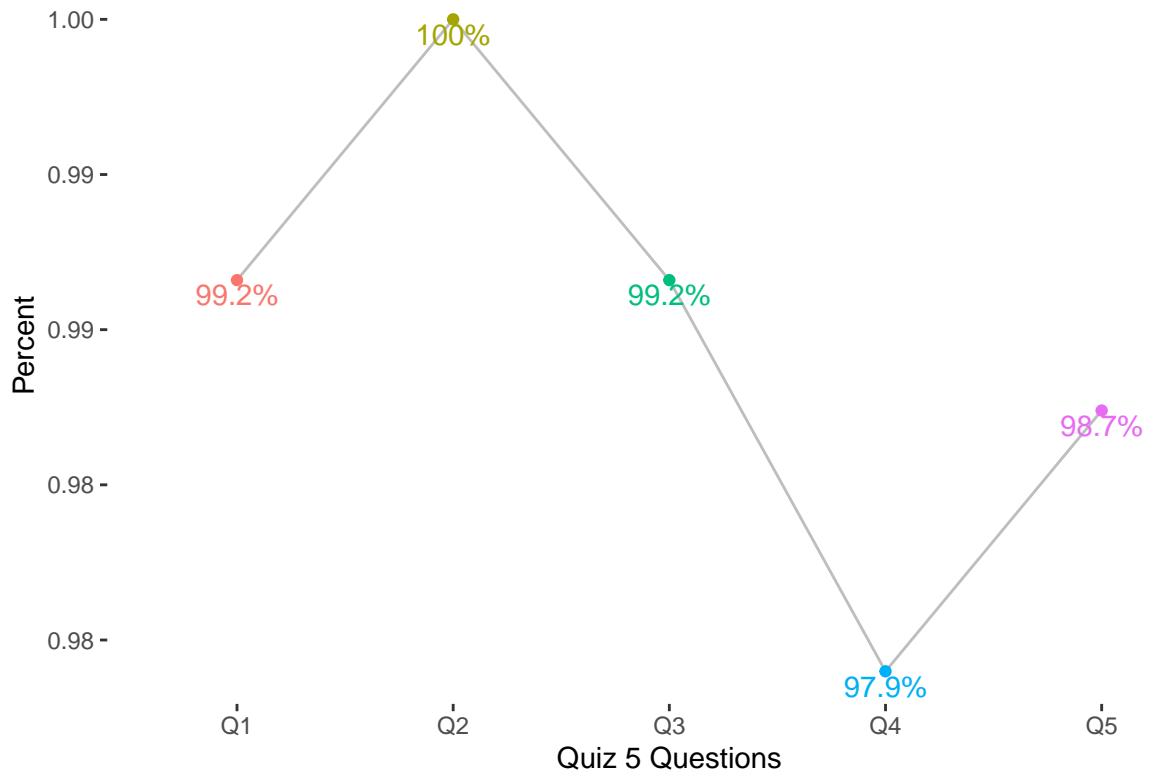
Correct Quiz 1 Questions
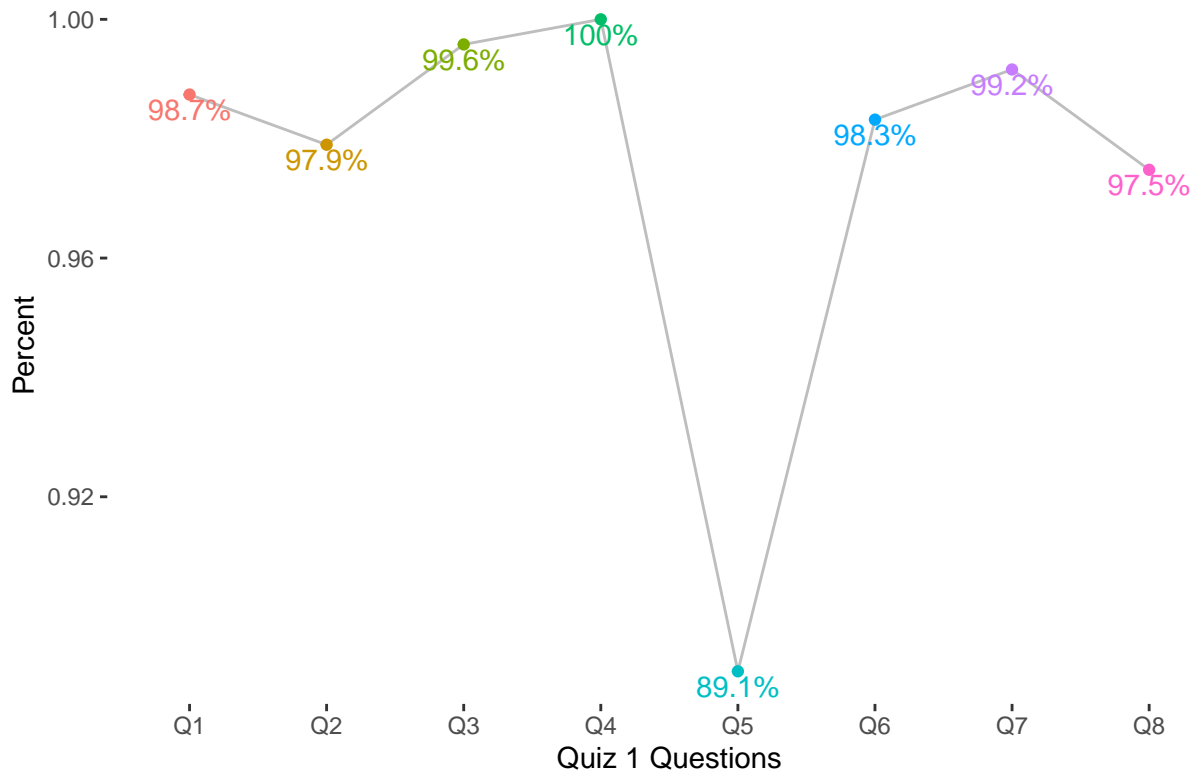
Correct Quiz 2 Questions
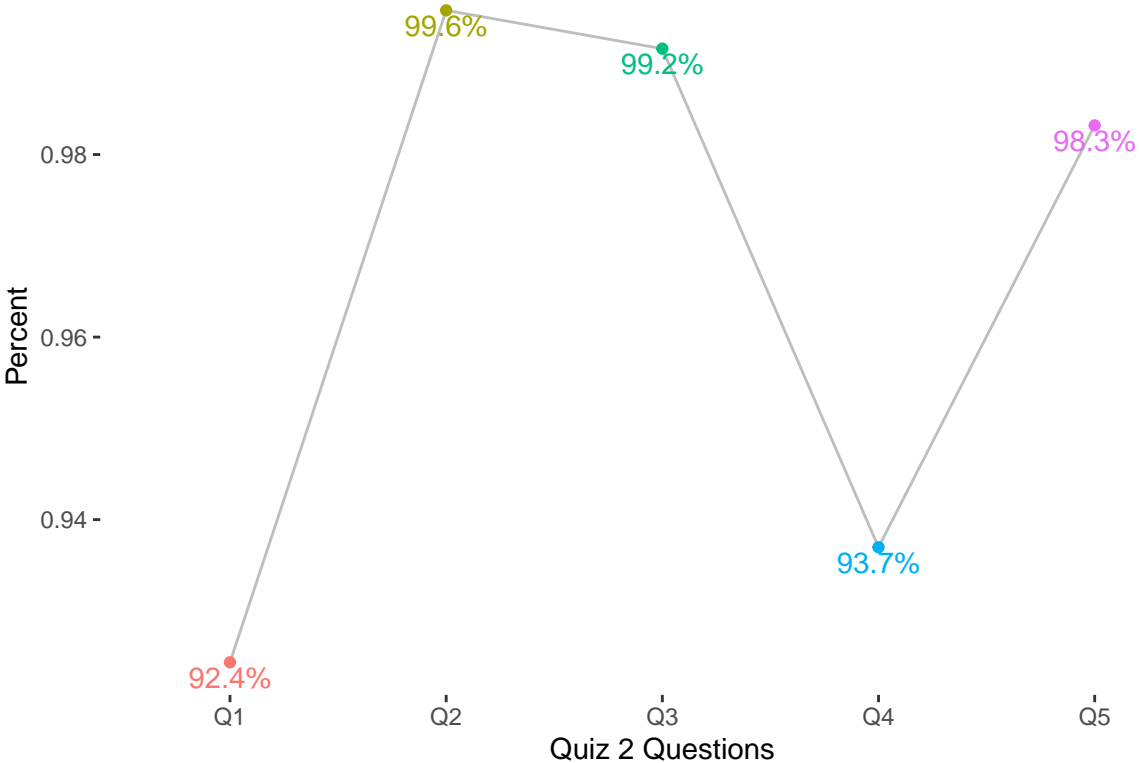
Correct Quiz 3 Questions
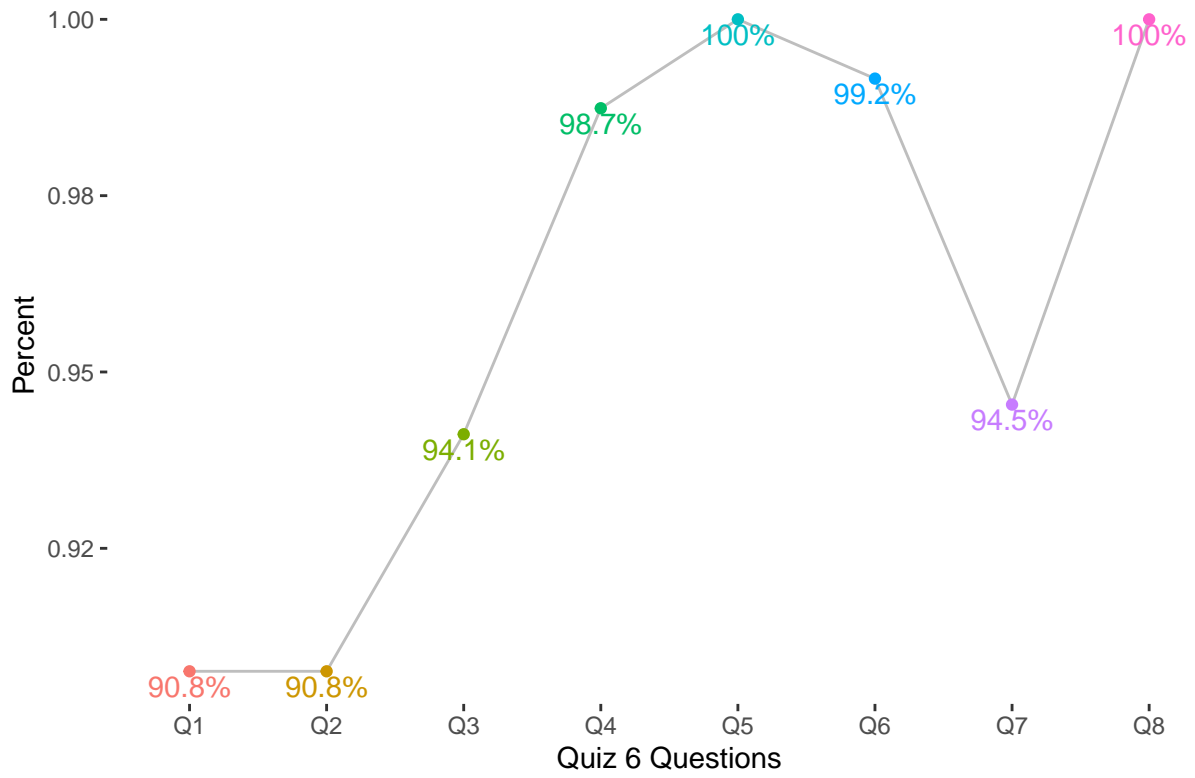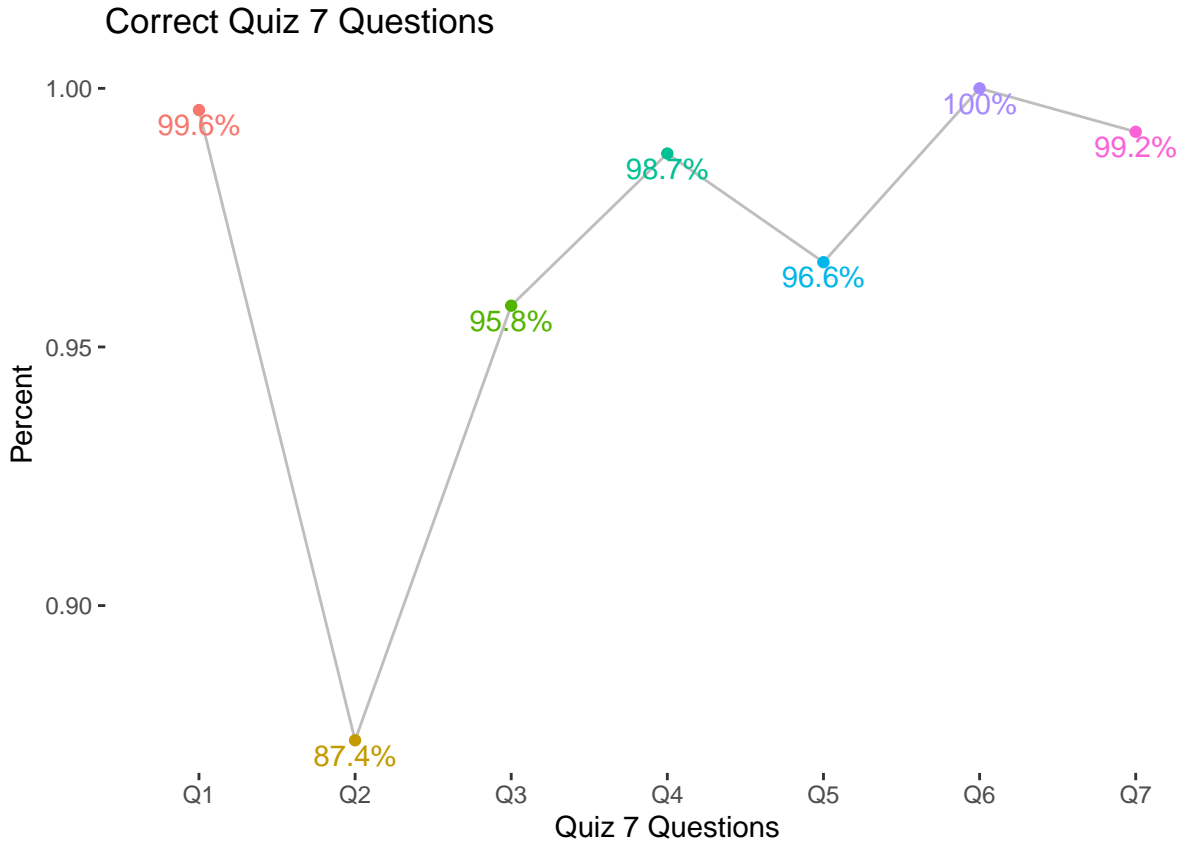
Correct Quiz 4 Questions

Correct Quiz 5 Questions

Correct Quiz 6 Questions

Correct Quiz 7 Questions

Overall, individual question scores were high across quizzes. However, it was surprising to see Q5 in Quiz 1 average an 89% while the rest of the questions averaged 97% or higher. The 89% Q5 score in Quiz 1 was second-lowest individual question score across quizzes. Quiz 7, with second-lowest overall quiz score, had the lowest average of any question: 87.4% with its Q2. Interestingly enough, a similar pattern existed last year with Quiz 7 having the lowest average of any question (74.6% for Q5) and Quiz 1 with the second lowest (88.5% for Q5). On the opposite end of the spectrum, it is now two years running that Quizzes 3 and 5 have the highest overall average grades - this year with no individual average question scores below 97%. This year, Quiz 2 had the lowest overall average grades, but not the lowest average question scores - just no questions averaging 100% (which was an occurrence for at least one question in each of the other quizzes).

Demographic Disaggregation

Data reporting will now shift away from the aggregate to report on quiz data in relation to student demographics. These data were further filtered for completers only, as well as respondents who did not answer demographic questions. Total sample size per demographic will be reported, accordingly.
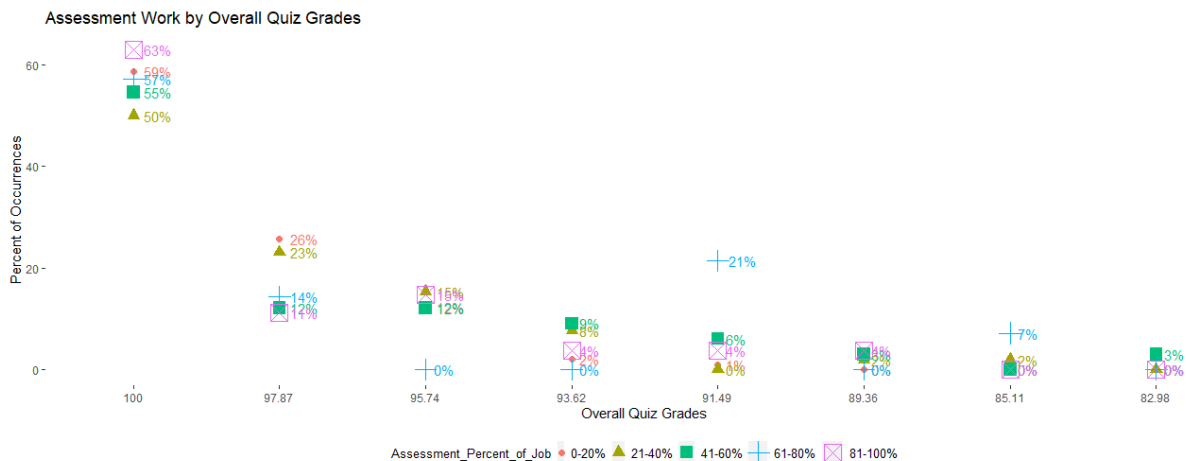
Percent of Job Dedicated to Assessment

This section disaggregates the quiz results (overall and per quiz), specifically reporting results in relation to the groupings of respondents indicating percent of their jobs dedicated to assessment.

Across the aggregate 238 participants reported, 223 answered this question. Here is the demographic breakdown:

- 97 (43%) of them have 0-20% of their job dedicated to assessment
- 52 (23%) of them have 21-40%
- 33 (15%) of them have 41-60%
- 14 (6%) of them have 61-80%
- 27 (12%) have 81-100%

The following visuals for quiz results by this demographic represent these 223 participants.

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for overall quiz grades. As an example, the 81-100% of job dedicated to assessment folks scored:

- 63% with grades of 100%
- 11% with grades of 97.87%
- 15% with grades of 95.74%
- 4% with grades of 93.62%
- 4% with grades of 91.49%
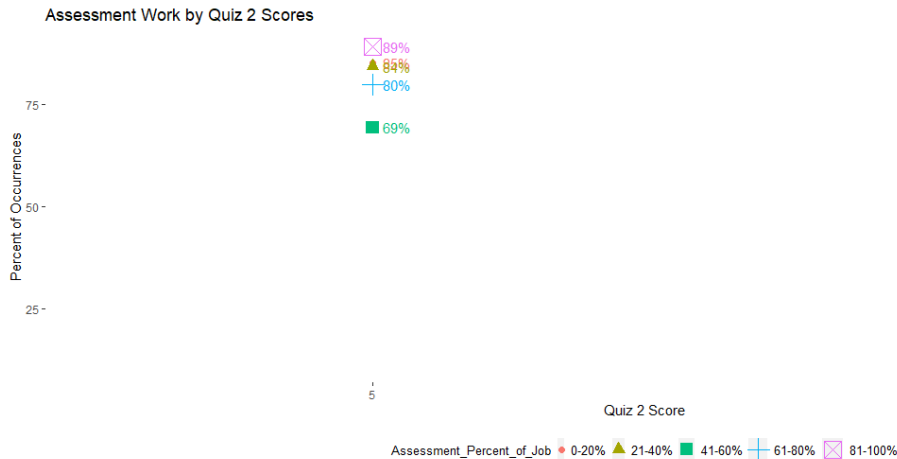- 4% with grades of 89.36%

The majority of participants (67% or more) regardless of percent of job dedicated to assessment had overall average quiz grades of 97.87% or higher, with the most scores below 90% reported by the 61-80% folks (7%), followed closely by the 41-60% folks (6%). Highest scores came from the 0-20% folks.
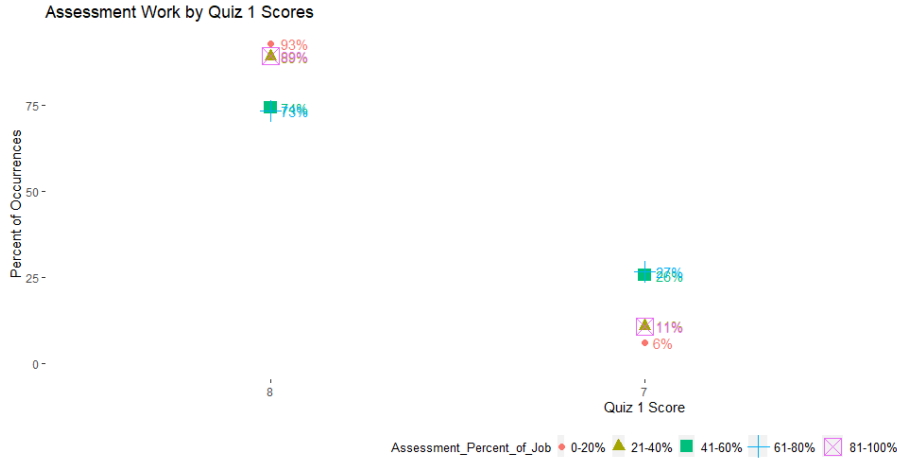
Assessment Work by Quiz 1 Scores

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for Quiz 1 grades (only passing scores since the data is filtered for completers). As an example, the 0-20% of job dedicated to assessment folks scored:

- 93% with scores of 8/8 (100%)
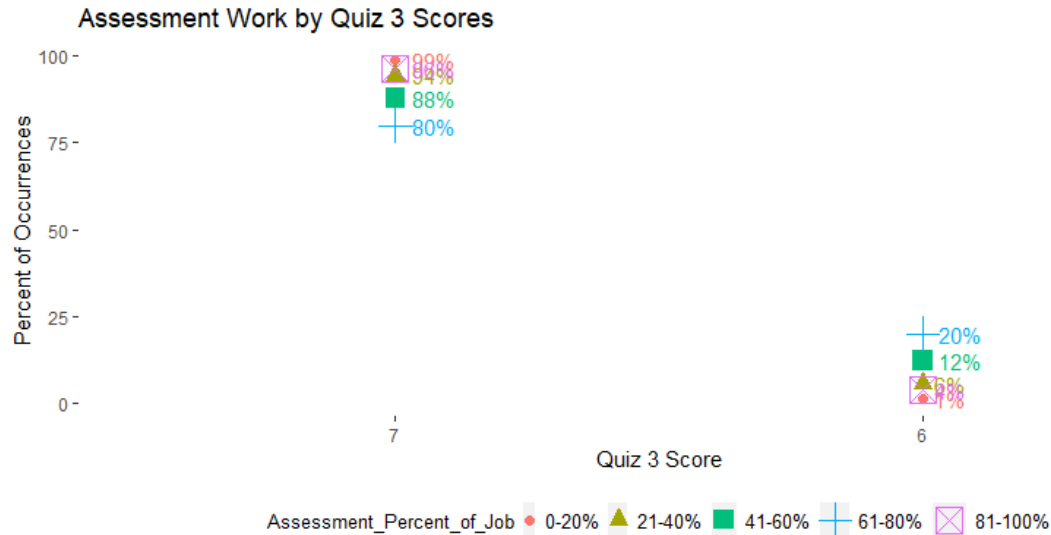- 6% with scores of 7/8 (87.5%)
- 1% with scores of 6/8 (75%)

The majority of participants (73% or more) regardless of percent of job dedicated to assessment had perfect Quiz 1 scores, with the most scores below 100%/less than 8 reported by the 61-80% folks (27%), followed closely by the 41-60% folks (26%). Highest scores came from the 0-20% folks.

Assessment Work by Quiz 2 Scores

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for Quiz 2 grades (only passing scores since the data is filtered for completers). As an example, the 81-100% of job dedicated to assessment folks scored:

- 89% with scores of 5/5 (100%)
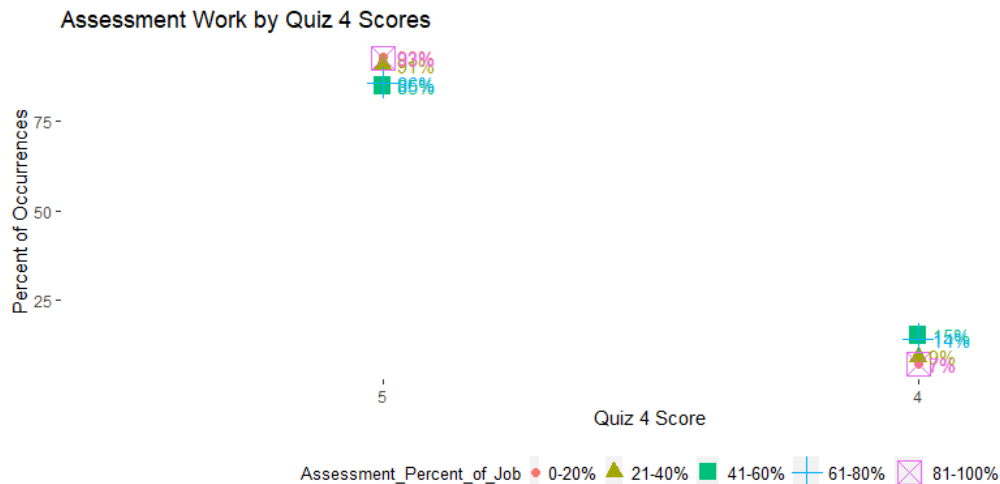- 11% with scores of 4/5 (80%)

The majority of participants (69% or more) regardless of percent of job dedicated to assessment had perfect Quiz 2 scores, with the most scores below 100%/less than 5 reported by the 41-60% folks (31%). Highest scores came from the 81-100% folks.

Assessment Work by Quiz 3 Scores

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for Quiz 3 grades (only passing scores since the data is filtered for completers). As an example, the 0-20% of job dedicated to assessment folks scored:

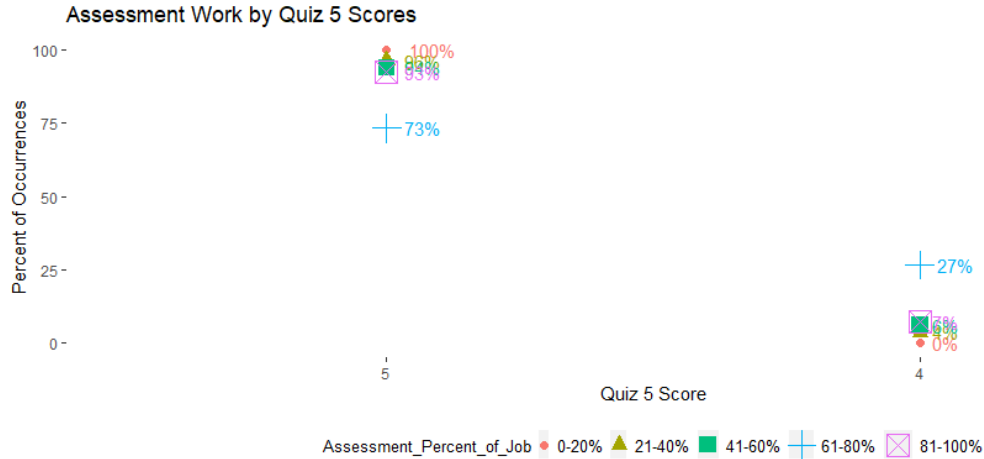- 99% with scores of 5/5 (100%)
- 1% with scores of 4/5 (80%)

The majority of participants (80% or more) regardless of percent of job dedicated to assessment had perfect Quiz 3 scores, with the most scores below 100%/less than 5 reported by the 61-80% folks (20%). Highest scores came from the 0-20% folks.

Assessment Work by Quiz 4 Scores

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for Quiz 4 grades (only passing scores since the data is filtered for completers). As an example, the 81-100% of job dedicated to assessment folks scored:

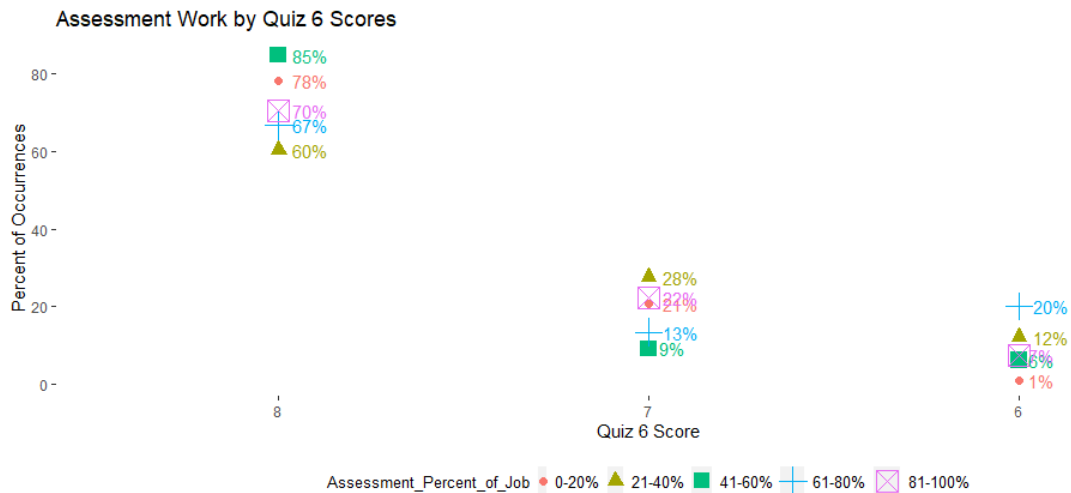- 93% with scores of 5/5 (100%)
- 7% with scores of 4/5 (80%)

The majority of participants (85% or more) regardless of percent of job dedicated to assessment had perfect Quiz 4 scores, with the most scores below 100%/less than 5 reported by the 41-60% folks (7%). Highest scores came from the 0-20% and 81-100% folks (both at 93% scoring 5/5).

Assessment Work by Quiz 5 Scores

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for Quiz 5 grades (only passing scores since the data is filtered for completers). As an example, the 0-20% of job dedicated to assessment folks scored:

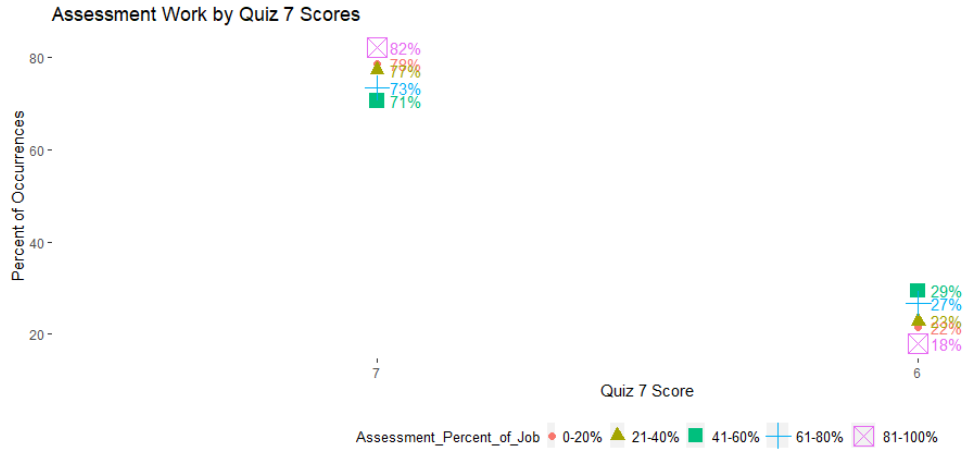- 100% with scores of 5/5 (100%)
- 0% with scores of 4/5 (80%)

The majority of participants (73% or more) regardless of percent of job dedicated to assessment had perfect Quiz 5 scores, with the most scores below 100%/less than 5 reported by the 61-80% folks (27%). Highest scores came from the 0-20% folks.

Assessment Work by Quiz 6 Scores

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for Quiz 6 grades (only passing scores since the data is filtered for completers). As an example, the 41-60% of job dedicated to assessment folks scored:

- 85% with scores of 8/8 (100%)
- 9% with scores of 7/8 (87.5%)
- 6% with scores of 6/8 (75%)

The majority of participants (60% or more) regardless of percent of job dedicated to assessment had perfect Quiz 6 scores, with the most scores below 100%/less than 8 reported by the 21-40% folks (40%). Highest scores came from the 41-60% folks.

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Assessment Work by Quiz 7 Scores

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for Quiz 7 grades (only passing scores since the data is filtered for completers). As an example, the 81-100% of job dedicated to assessment folks scored:

- 82% with scores of 7/7 (100%)
- 18% with scores of 6/7 (85.7%)

The majority of participants (71% or more) regardless of percent of job dedicated to assessment had perfect Quiz 7 scores, with the most scores below 100%/less than 7 reported by the 41-60% folks (29%). Highest scores came from the 81-100% folks.
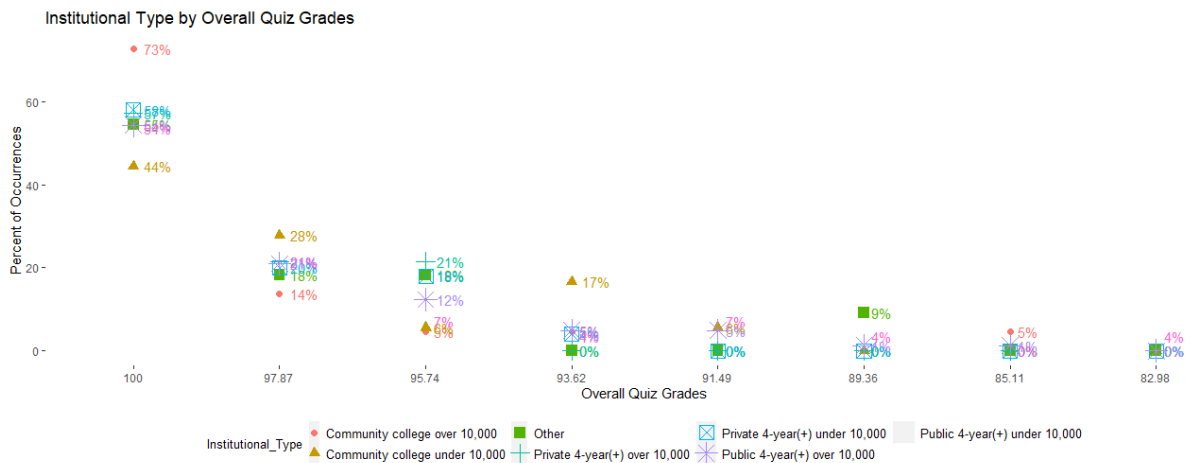
Institutional Type

This section disaggregates the quiz results (overall and per quiz), specifically reporting results in relation to the groupings of respondents according to their institutional type.

Across the aggregate 238 participants reported, 224 answered this question. Here is the demographic breakdown:

- 22 (10%) of them work at Community colleges over 10,000 students
- 18 (8%) of them work at Community colleges under 10,000 students
- 11 (5%) of them work at Other (institutions not represented or non-higher ed)
- 14 (6%) of them work at Private 4-year(+) over 10,000 students
- 50 (22%) of them work at Private 4-year(+) under 10,000 students
- 81 (36%) of them work at Public 4-year(+) over 10,000 students
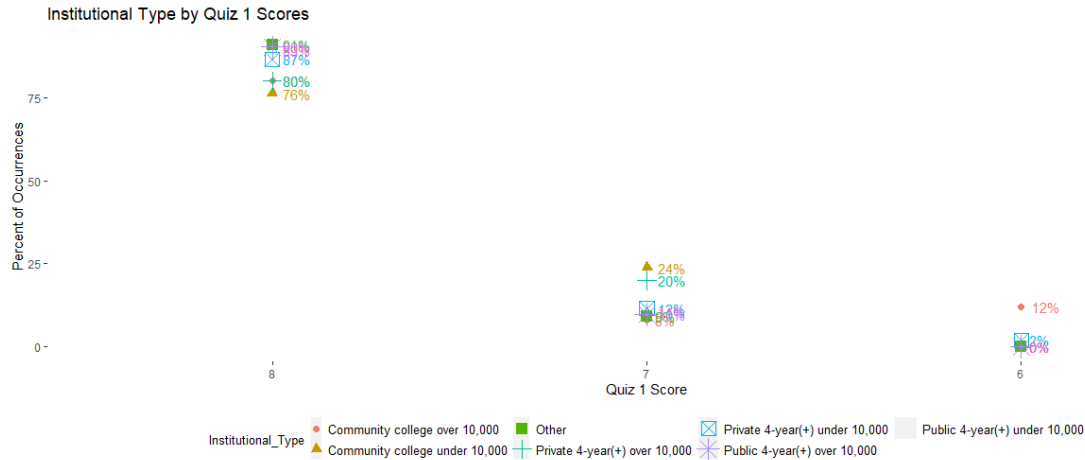- 28 (13%) of them work at Public 4-year(+) under 10,000 students

The following visuals for quiz results by this demographic represent these 224 participants.

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses in relation to overall quiz grades. As an example, the Community College over 10,000 folks scored:

- 73% with grades of 100%
- 14% with grades of 97.87%
- 5% with grades of 95.74%
- 5% with grades of 93.62%
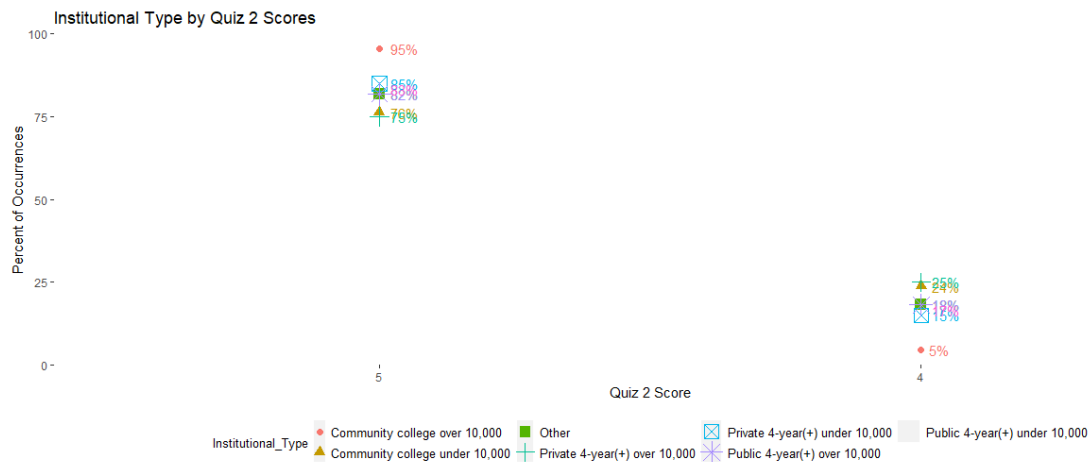- 5% with grades of 85.11%

The majority of respondents (72% or more) regardless of institutional type had overall average quiz grades of 97.87% or higher, with the most scores below 90% reported by Other (9%), followed closely by Public 4-year under 10,000 (8%). Highest scores came from the Community College over 10,000 folks.

15

Institutional Type by Quiz 1 Scores

Percent of Occurrences

75 —

50 —

25 —

0 —

91%
9%
87%
80%
76%

24%
20%
12%
9%

12%

3%
0%

8   7   6

Quiz 1 Score

Institutional_Type
● Community college over 10,000   ■ Other   ⊠ Private 4-year(+) under 10,000   Public 4-year(+) under 10,000
▲ Community college under 10,000   ✛ Private 4-year(+) over 10,000   ✳ Public 4-year(+) over 10,000

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses for Quiz 1 grades (only passing scores since the data is filtered for completers). As an example, the Other category of institutional type scored:

- 91% with scores of 8/8 (100%)
- 9% with scores of 7/8 (87.5%)
- 0% with scores of 6/8 (75%)

The majority of participants (76% or more) regardless of institutional type had perfect Quiz 1 scores, with the most scores below 100%/less than 8 reported by the Community College under 10,000 folks (76%), followed closely by the Private 4-year over 10,000 and Community College over 10,000 folks (80%). Highest scores came from the Other folks (90.9%), with Public 4-year over 10,000 folks less than a percentage point behind (90.2%).

Institutional Type by Quiz 2 Scores

100 —

Percent of Occurrences

75 —

50 —

25 —

0 —

95%

85%
82%
79%
75%

25%
24%
18%
15%

5%

5   4

Quiz 2 Score

Institutional_Type
● Community college over 10,000   ■ Other   ⊠ Private 4-year(+) under 10,000   Public 4-year(+) under 10,000
▲ Community college under 10,000   ✛ Private 4-year(+) over 10,000   ✳ Public 4-year(+) over 10,000
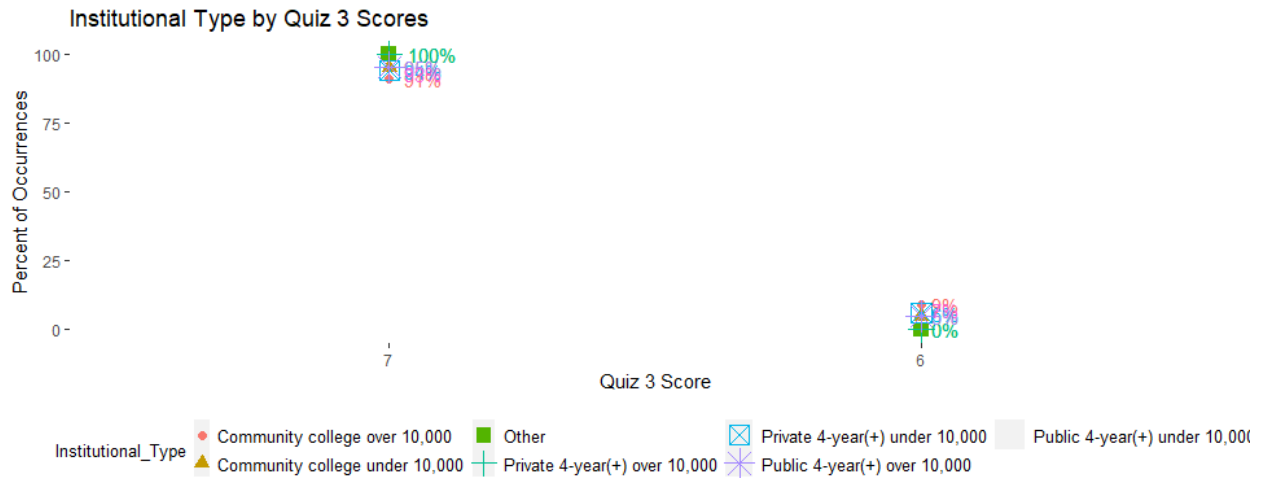
In the above dot plot, **data are oriented around institutional type**, giving the percent of responses for Quiz 2 grades (only passing scores since the data is filtered for completers). As an example, the Community College over 10,000 folks scored:

- 95% with scores of 5/5 (100%)
- 5% with scores of 4/5 (80%)

The majority of participants (75% or more) regardless of institutional type had perfect Quiz 2 scores, with the most scores below 100%/less than 5 reported by the Private 4-year over 10,000 folks (25%), followed
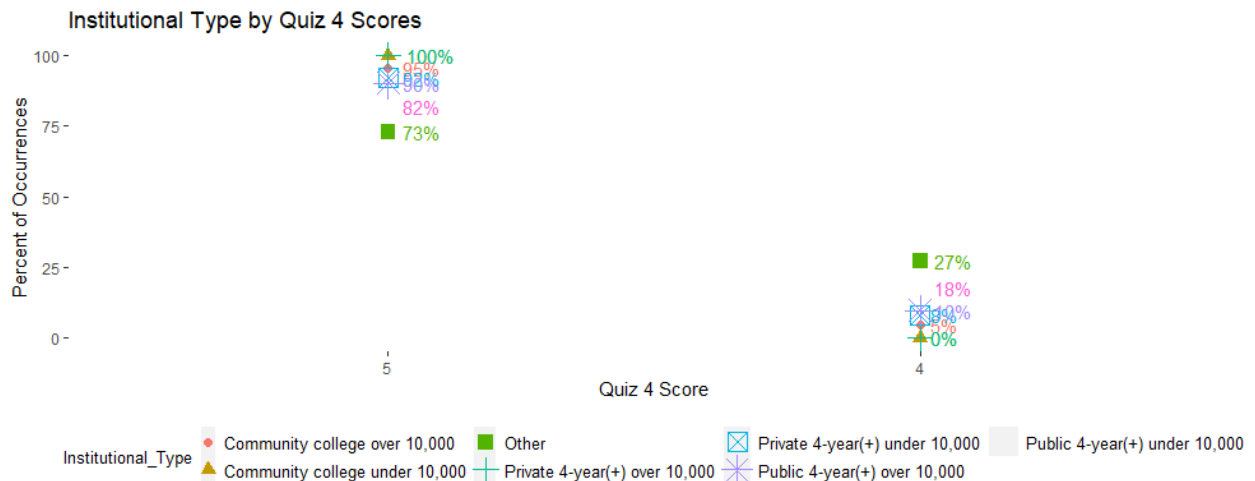
closely by the Community College under 10,000 folks (24%). Highest scores came from the Community College over 10,000 folks.

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses for Quiz 3 grades (only passing scores since the data is filtered for completers). As an example, the Private 4-year over 10,000 folks scored:

- 100% with scores of 5/5 (100%)
- 0% with scores of 4/5 (80%)

The majority of participants (93% or more) regardless of institutional type had perfect Quiz 3 scores, with the most scores below 100%/less than 5 reported by the Public 4-year under 10,000 folks (7%). Highest scores came from the Private 4-year over 10,000 and Other folks (both at 100% scores of 5/5).
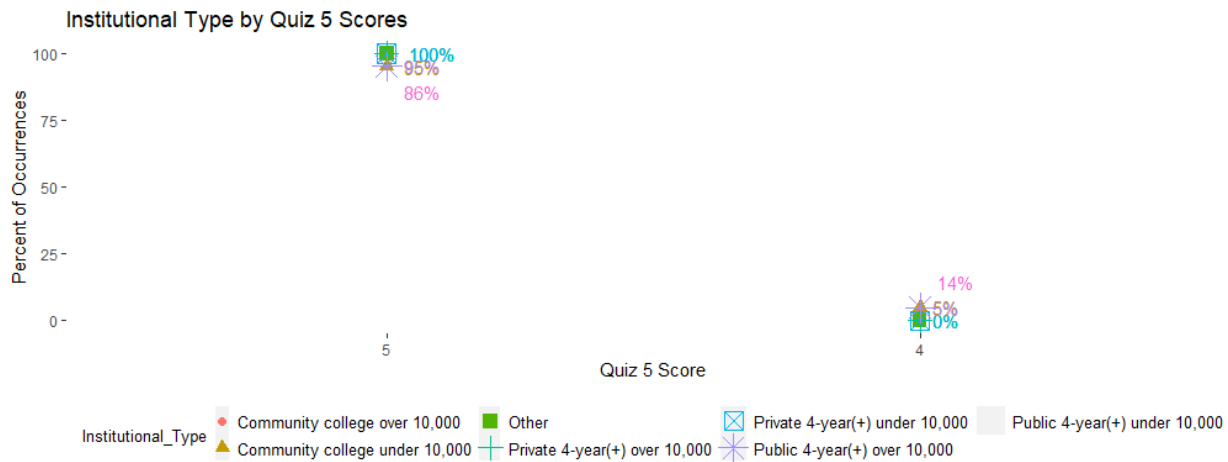

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses for Quiz 4 grades (only passing scores since the data is filtered for completers). As an example, the Private 4-year over 10,000 folks scored:

- 100% with scores of 5/5 (100%)
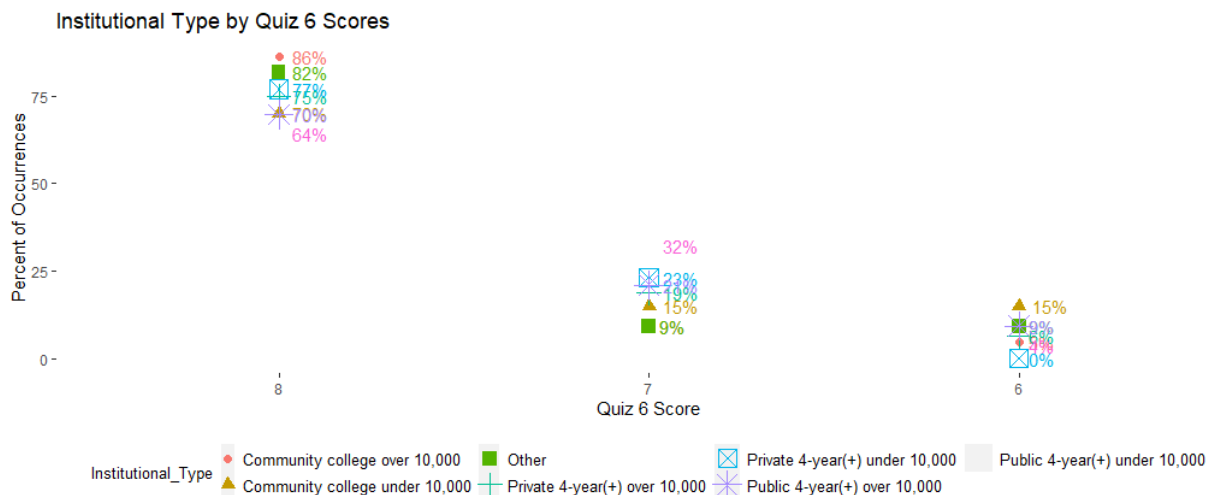- 0% with scores of 4/5 (80%)

The majority of participants (73% or more) regardless of institutional type had perfect Quiz 4 scores, with the most scores below 100%/less than 5 reported by the Other folks (27%). Highest scores came from the Community College under 10,000 and Private 4-year over 10,000 folks (both at 100% scores of 5/5).

Institutional Type by Quiz 5 Scores

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses for Quiz 5 grades (only passing scores since the data is filtered for completers). As an example, the Public 4-year under 10,000 folks scored:

- 86% with scores of 5/5 (100%)
- 14% with scores of 4/5 (80%)

The majority of participants (86% or more) regardless of institutional type had perfect Quiz 5 scores, with the most scores below 100%/less than 5 reported by the Public 4-year under 10,000 folks (14%). Highest scores came from the Other, Private 4-year over 10,000, and Private 4-year under 10,000 folks (all with 100% scores of 5/5).

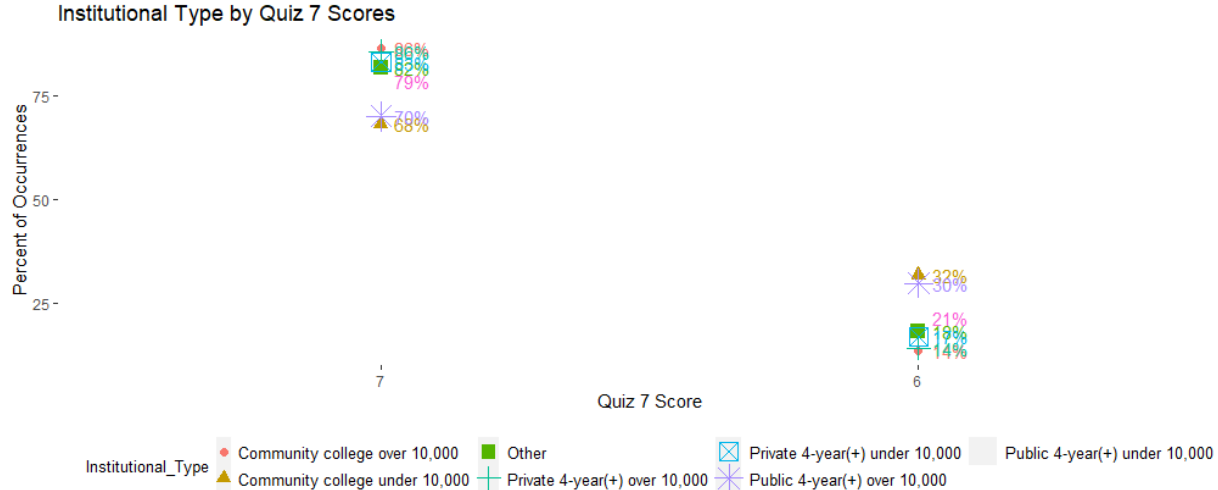**Institutional Type by Quiz 6 Scores**

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses for Quiz 6 grades (only passing scores since the data is filtered for completers). As an example, the Community College over 10,000 folks scored:

- 86% with scores of 8/8 (100%)
- 9% with scores of 7/8 (87.5%)

- 5% with scores of 6/8 (75%)

The majority of participants (64% or more) regardless of institutional type had perfect Quiz 6 scores, with the most scores below 100%/less than 8 reported by the Public 4-year under 10,000 folks (36%). Highest scores came from the Community College over 10,000 folks.

Institutional Type by Quiz 7 Scores

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses for Quiz 7 grades (only passing scores since the data is filtered for completers). As an example, the Community College under 10,000 folks scored:

- 68% with scores of 7/7 (100%)
- 32% with scores of 6/7 (85.7%)

The majority of participants (68% or more) regardless of institutional type had perfect Quiz 7 scores, with the most scores below 100%/less than 7 reported by the Community College under 10,000 folks (32%). Highest scores came from the Community College over 10,000 folks and Private 4-year over 10,000 folks (both scoring 86%).

Thank you for your interest in the results of our quizzes. Know this data will be reviewed by instructors for course changes and improvements.

Assignment Rubric Results SP2021

Joe Levy

5/6/2021

Report Orientation

This was the first year the open course had assignments for students to complete. Module 3 and Module 5 both had assignments scored by rubrics. Though the rubrics had total points (30 for Module 3, 25 for Module 5), students did not have to meet a certain score to earn the course badge; students just needed to authentically engage and attempt the assignment. This document first presents overall data for each assignment, then disaggregates scores according to participant demographics.

Overall Results

In looking to analyze the results, responses were filtered for only students who consented to using their data for assessment or report-related purposes. This resulted in a sample of 280 responses for the Module 3 assignment and 254 responses for the Module 5 assignment.

	total_paper_grade	Outcomes	Method	Relationship	Complete	References	Flow
nbr.val	280.00	280.00	280.000	280.000	280.000	280.000	280.000
nbr.null	4.00	53.00	30.000	10.000	7.000	10.000	4.000
nbr.na	0.00	0.00	0.000	0.000	0.000	0.000	0.000
min	0.00	0.00	0.000	0.000	0.000	0.000	0.000
max	30.00	5.00	5.000	5.000	5.000	5.000	5.000
range	30.00	5.00	5.000	5.000	5.000	5.000	5.000
median	28.00	5.00	5.000	5.000	5.000	3.000	5.000
mean	25.59	3.58	4.050	4.771	4.804	3.514	4.879
SE.mean	0.31	0.11	0.097	0.058	0.051	0.068	0.040
CI.mean	0.61	0.23	0.190	0.114	0.101	0.134	0.078
var	27.08	3.67	2.614	0.944	0.732	1.304	0.444
std.dev	5.20	1.92	1.617	0.972	0.856	1.142	0.666
coef.var	0.20	0.54	0.399	0.204	0.178	0.325	0.137
mode	28.00	5.00	5.000	5.000	5.000	3.000	5.000

The above table contains the descriptive statistics for the Module 3 assignment scores. Of note, the mode score was 28 out of 30 overall, with the following mode scores per rubric dimension: Outcomes 5/5, Method 5/5, Relationship 5/5, Complete 5/5, References 3/5, and Flow 5/5. More detail on descriptive stats are above.

	total_paper_grade	Connection	Critical	Complete	References	Flow
nbr.val	254.00	254.000	254.00	254.000	254.000	254.000
nbr.null	4.00	14.000	9.00	4.000	7.000	4.000
nbr.na	0.00	0.000	0.00	0.000	0.000	0.000
min	0.00	0.000	0.00	0.000	0.000	0.000
max	25.00	5.000	5.00	5.000	5.000	5.000
range	25.00	5.000	5.00	5.000	5.000	5.000
median	23.00	5.000	5.00	5.000	3.000	5.000
mean	22.63	4.425	4.79	4.890	3.634	4.890
SE.mean	0.23	0.081	0.06	0.042	0.071	0.042
CI.mean	0.45	0.159	0.12	0.083	0.140	0.083
var	13.42	1.652	0.91	0.446	1.284	0.446
std.dev	3.66	1.285	0.95	0.668	1.133	0.668
coef.var	0.16	0.290	0.20	0.137	0.312	0.137
mode	23.00	5.000	5.00	5.000	3.000	5.000

The above table contains the descriptive statistics for the Module 5 assignment scores. Of note, the mode score was 23 out of 25 overall, with the following mode scores per rubric dimension: Connection 5/5, Critical lens 5/5, Complete 5/5, References 3/5, and Flow 5/5. More detail on descriptive stats are above.
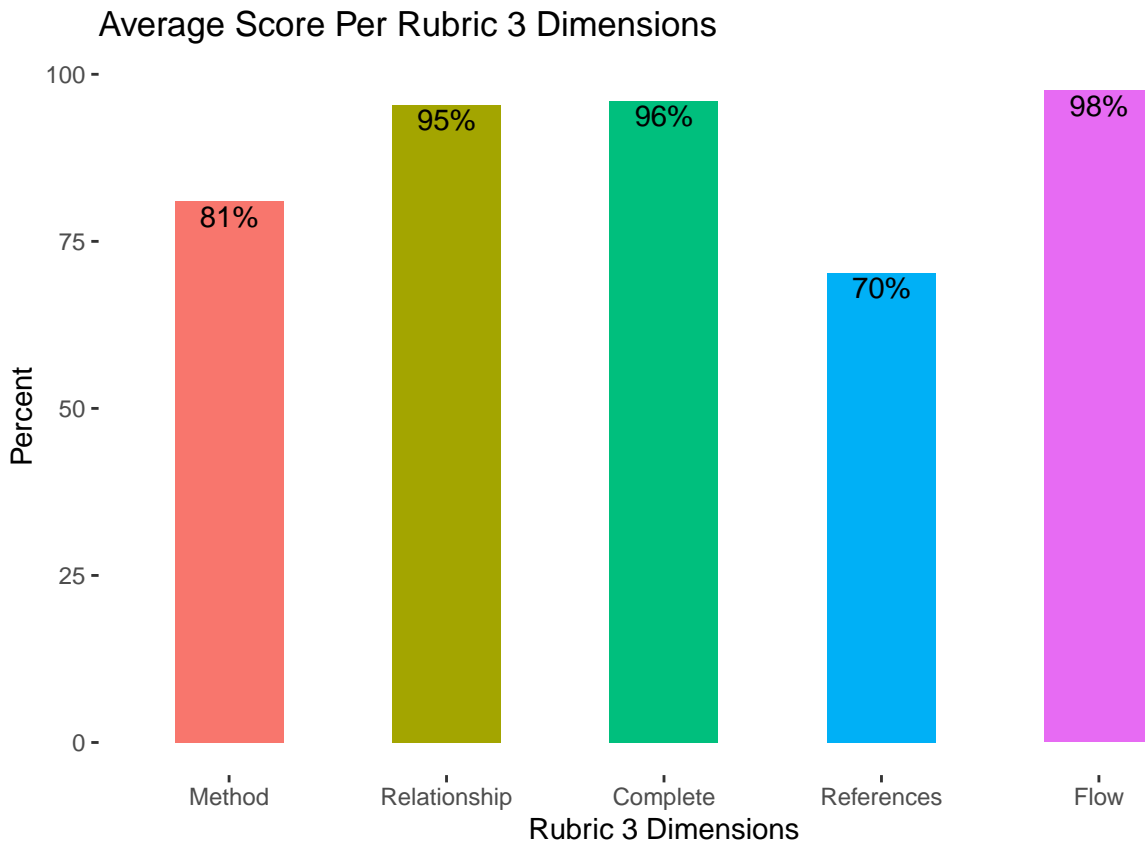
The visualization above showcases the average score from respondents in relation to each dimension of the Module 3 assignment rubric. The areas students did best was assignment flow (averaging 98%) and

completeness of response (96%), whereas the areas they scored the lowest was accounting for references informing their response (70%) and responding to the appropriateness of learning outcomes in the prompt (72%).
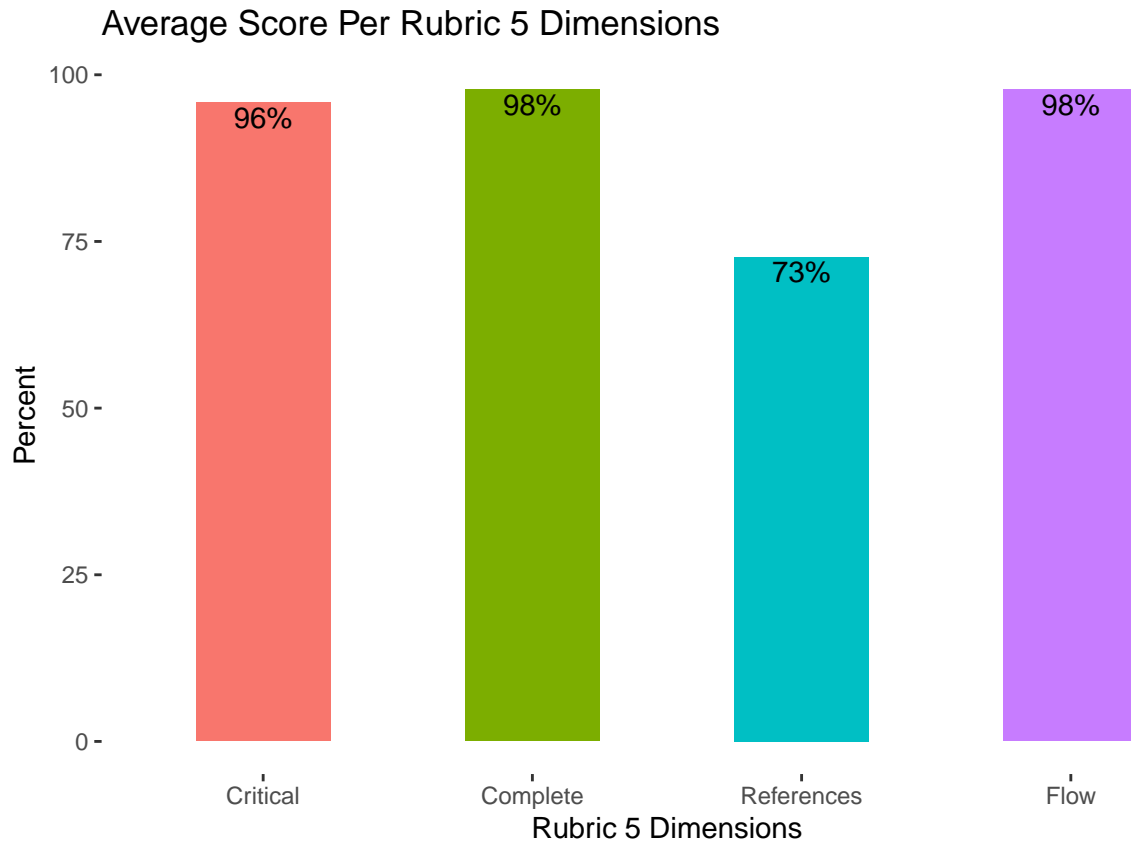
Average Score Per Rubric 5 Dimensions

The visualization above showcases the average score from respondents in relation to each dimension of the Module 5 assignment rubric. The areas students did best was assignment flow (averaging 98%) and completeness of response (98%), whereas the areas they scored the lowest was accounting for references informing their response (73%) and making a personal or professional connection to the prompt in light of mental models (89%).

In general, students shared they would have appreciated examples or case studies to help prepare them for the assignments. There could be further clarification to students to reference the rubric in relation to course content and the assignment prompt to help guide their response. In looking to make improvements to best support student learning, instructors can also review module and assignment content in relation to the rubric dimensions where students scored the lowest.

Demographic Disaggregation

Data reporting will now shift away from the aggregate to report on student performance in relation to rubric dimensions of each module assignment in relation to student demographics. These data were further filtered for completers only, as well as respondents who did not answer demographic questions. Total sample size per demographic will be reported, accordingly.

Percent of Job Dedicated to Assessment

Across 221 participants:

- 95 (43%) of them have 0-20% of their job dedicated to assessment
- 52 (24%) of them have 21-40%
- 33 (15%) of them have 41-60%
- 14 (6%) of them have 61-80%
- 27 (12%) have 81-100%

The following visuals for dimensions scores on the rubrics by this demographic represent these 221 participants.
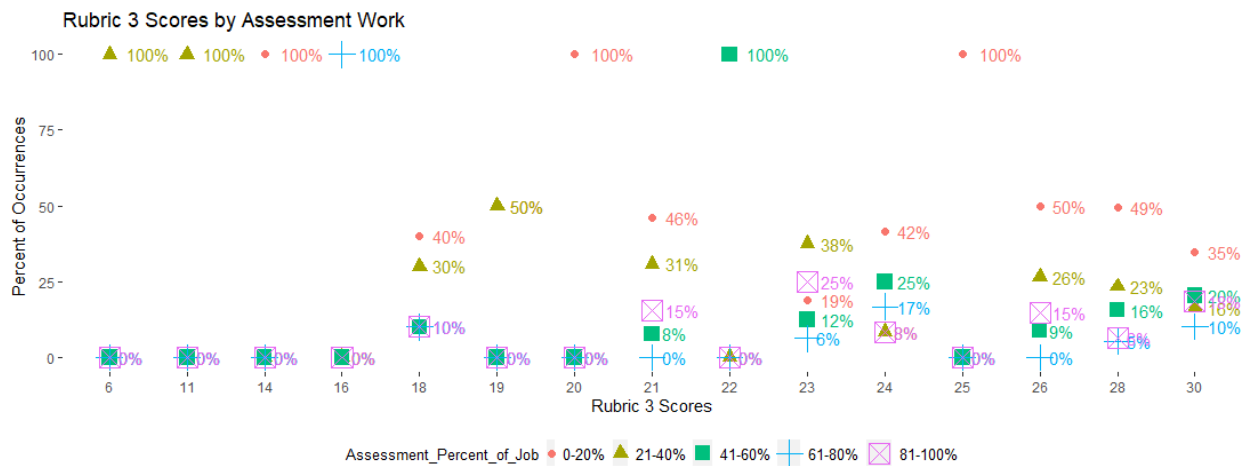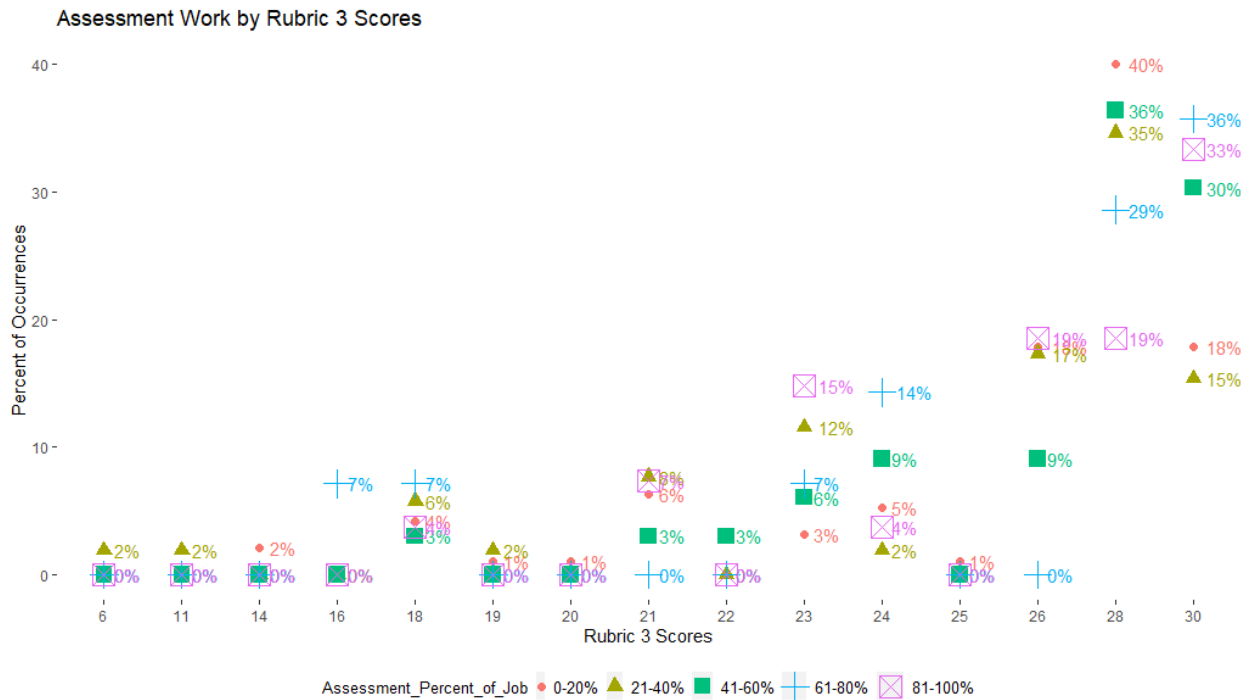

In the above dot plot, **data are oriented around rubric score**, giving the percent of responses by percent of job dedicated to assessment per rubric score. As an example, a perfect score of 30 for Module 3 had:

- 35% of scores from people with 0-20% assessment responsibility
- 16% of scores from people with 21-40%
- 20% of scores from people with 41-60%
- 10% of scores from people with 61-80%
- 18% of scores from people with 81-100%

The above data are for the **Module 3 assignment rubric**. While the 0-20% and 21-40% groups tend to have the most responses per rubric scores because of their volume compared to other groups in this demographic, the populations with the most rubric scores of 28 (mode) were the 0-20% folks and 21-40% folks, while perfect scores of 30 had the most scores from 0-20% folks and then 41-60% folks.
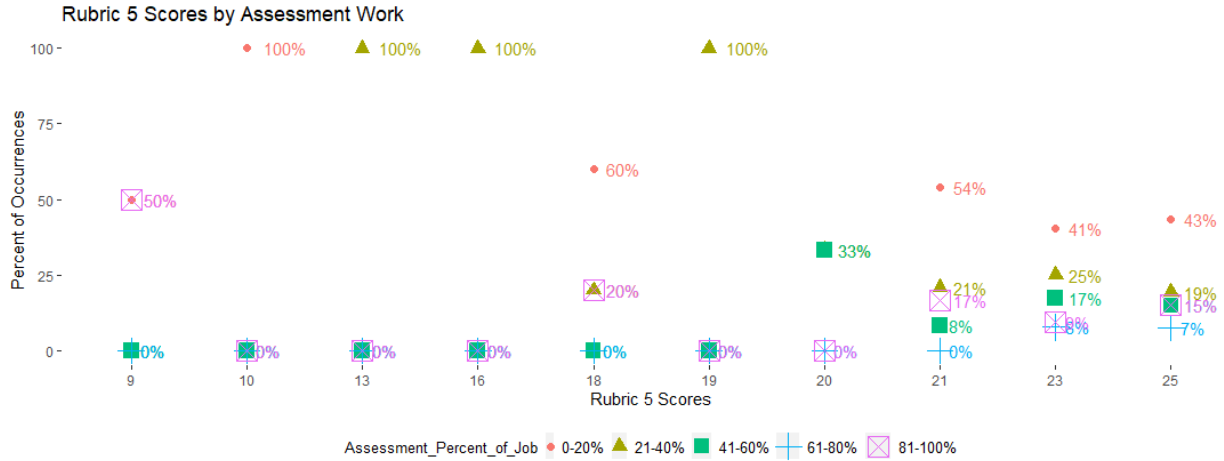
Rubric 5 Scores by Assessment Work

This dot plot is similar to the one above for Module 3 rubric data, just for the **Module 5 assignment rubric data**, again data are oriented around rubric score, giving the percent of responses by percent of job dedicated to assessment per rubric score. We again have the 0-20% and 21-40% groups with the most responses per rubric scores because of their volume compared to other groups in this demographic. The populations with the most rubric scores of 23 (mode) and perfect scores of 25 were the 0-20% folks and 21-40% folks.

Assessment Work by Rubric 3 Scores

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for participants with 61-80% of their job dedicated to assessment were distributed as:

- 7% with a rubric score of 16
- 7% with a score of 18
- 7% with a score of 23
- 14% with a score of 24
- 29% with a score of 28

5

- 36% with a perfect score of 30

The above data are for the **Module 3 assignment rubric**. Most groups had the highest concentration of their results with the mode rubric score of 28, except for the 61-80% of job dedicated to assessment group who had their highest concentration of scores as perfect scores of 30 (36% compared to 29% for scores of 28). Looking across the two highest overall rubric scores (28 and 30), the concentration of scores according to percent of job dedicated to assessment were as follows:

- 58% for 0-20% folks
- 50% for 21-40% folks
- 66% for 41-60% folks
- 65% for the 61-80% folks
- 52% for the 81-100% folks

All told, great numbers with all areas having 50% or more respondents scoring 93% or better on the assignment. Interesting to see the 81-100% group did not have the highest concentration of their folks scoring 28 or 30.
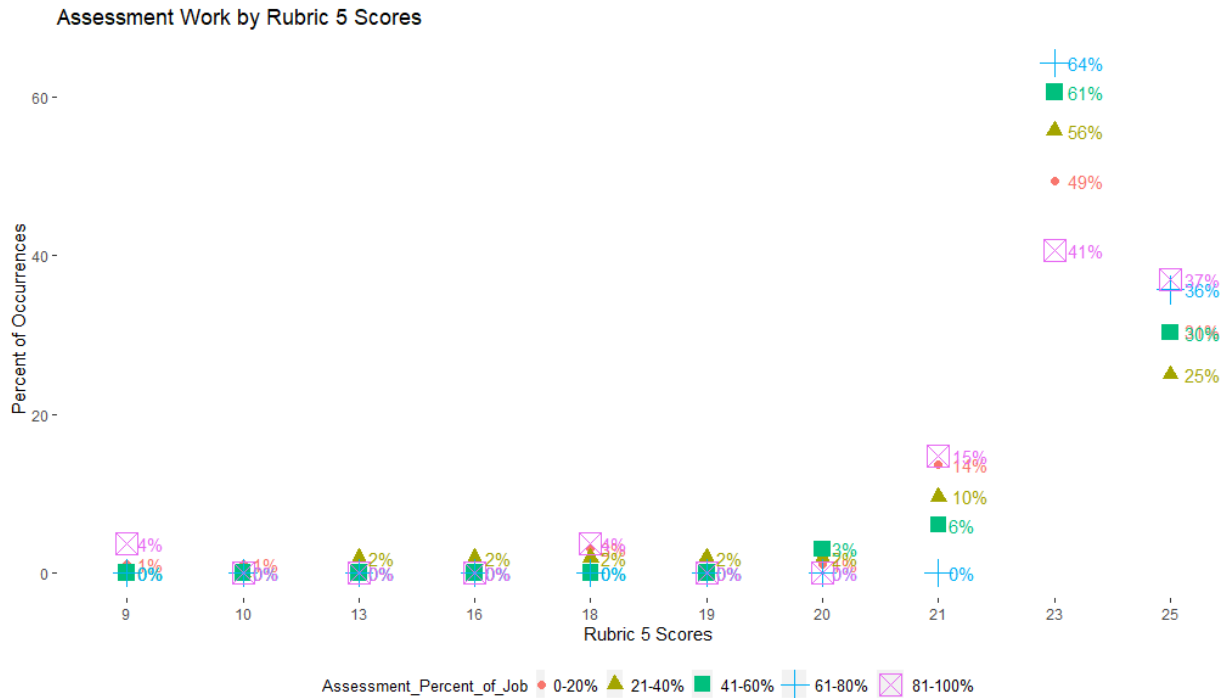
Assessment Work by Rubric 5 Scores

This dot plot is similar to the one above for Module 3 rubric data, just for the **Module 5 assignment rubric data**, again oriented around percent of job dedicated to assessment, giving the percent of responses in relation to rubric score. All groups had the highest concentration of their results with the mode score of 28 for this rubric. Looking across the two highest overall rubric scores (23 and 25), the concentration of scores according to percent of job dedicated to assessment were as follows:

- 79% for 0-20% folks
- 81% for 21-40% folks
- 90% for 41-60% folks
- 100% for the 61-80% folks
- 78% for the 81-100% folks

Great to see above 75% of all populations scoring 92% or better on the assignment. Like Module 3 data, even more curious that the 81-100% group was again far from being the group with the highest concentration of their folks scoring 28 or 30.

Across both assignments, the meaty middle of folks with 41-60% and 60-80% of their jobs dedicated to assessment had the highest concentrations of near perfect and perfect scores. Perhaps this near half-and-half or slightly majority balance of assessment responsibility with other tasks is important for success.

Institutional Type

Across 222 participants:

- 22 (10%) of them work at Community colleges over 10,000 students
- 18 (8%) of them work at Community colleges under 10,000 students
- 11 (5%) of them work at Other (institutions not represented or non-higher ed)
- 14 (6%) of them work at Private 4-year(+) over 10,000 students
- 50 (23%) of them work at Private 4-year(+) under 10,000 students
- 80 (36%) of them work at Public 4-year(+) over 10,000 students
- 27 (12%) of them work at Public 4-year(+) under 10,000 students

The following visuals for dimensions scores on the rubrics by this demographic represent these 222 participants.
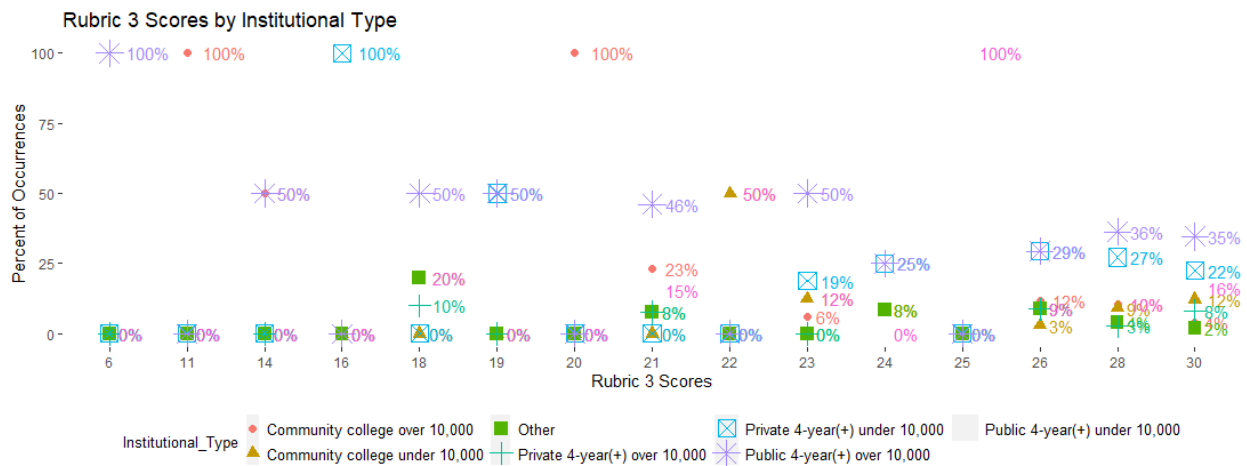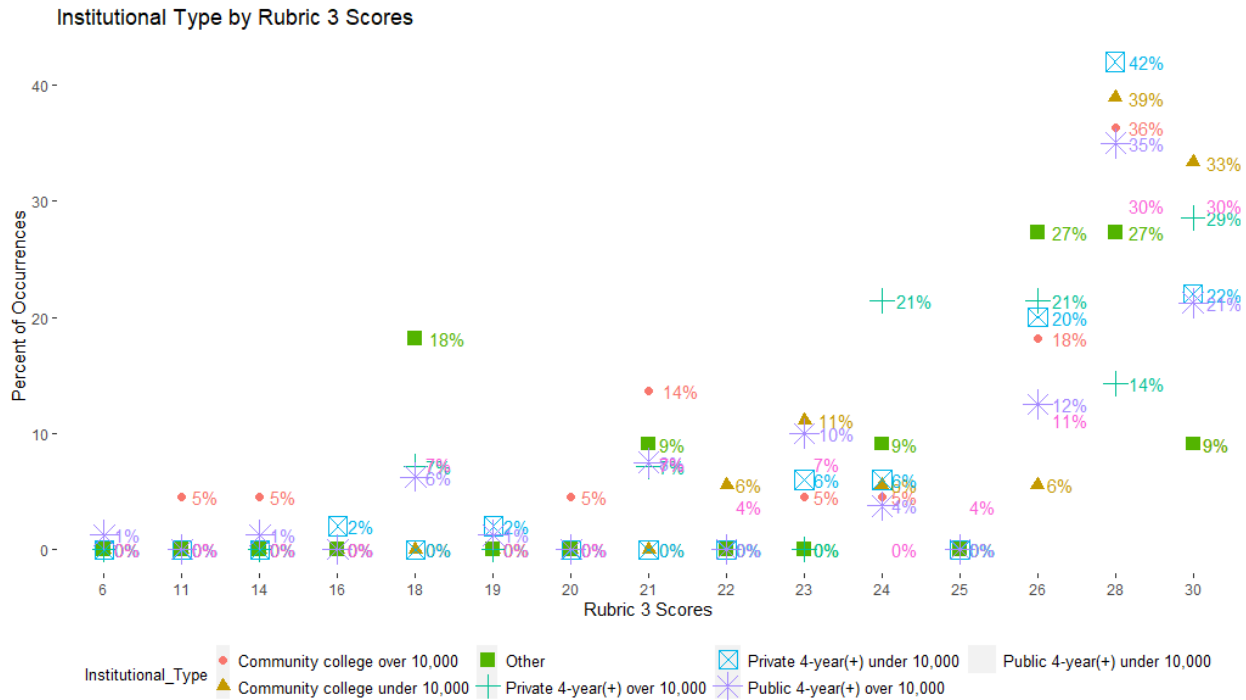

In the above dot plot, **data are oriented around rubric score**, giving the percent of responses by institutional type per rubric score. As an example, a perfect score of 30 for Module 3 had:

- 4% of them work at Community colleges over 10,000 students
- 12% of them work at Community colleges under 10,000 students
- 2% of them work at Other (institutions not represented or non-higher ed)
- 8% of them work at Private 4-year(+) over 10,000 students
- 22% of them work at Private 4-year(+) under 10,000 students
- 35% of them work at Public 4-year(+) over 10,000 students
- 16% of them work at Public 4-year(+) under 10,000 students

The above data are for the **Module 3 assignment rubric**. Just as the Public 4-year(+) over 10,000 students and Private 4-year(+) under 10,000 students groups have the most responses per rubric scores because of their volume compared to other groups in this demographic, both populations - in the same order - had the most rubric scores of 28 (mode) and the most perfect scores of 30 of all institutional types.

Rubric 5 Scores by Institutional Type

This dot plot is similar to the one above for Module 3 rubric data, just for the **Module 5 assignment rubric data**, again oriented around rubric score, giving the percent of responses by institutional type per rubric score. Again, the Public 4-year(+) over 10,000 students and Private 4-year(+) under 10,000 students groups have the most responses per rubric scores because of their volume compared to other groups in this demographic, and again these respective populations have the most rubric scores of 23 (mode) and perfect scores of 25 compared to the other institutional type groups.

Institutional Type by Rubric 3 Scores

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for participants from institutions that were Private 4-year(+) under 10,000 students were distributed as:

- 2% with a rubric score of 16
- 2% with a score of 19
- 6% with a score of 23
- 6% with a score of 24
- 20% with a score of 26

9

- 42% with a score of 28
- 22% with a perfect score of 30

The above data are for the **Module 3 assignment rubric**. Most groups had the highest concentration of their results with the mode rubric score of 28, except for the Private 4-year(+) under 10,000 students group (14% scores of 28, 28% scores of 30), as well as the Other group (27% for both scores of 28 and 26) and the Public 4-year(+) under 10,000 group (30% for scores of 28 and 30). Looking across the two highest overall rubric scores (28 and 30), the concentration of scores according to institutional type were as follows:

- 54% of them work at Community colleges over 10,000 students
- 72% of them work at Community colleges under 10,000 students
- 43% of them work at Other (institutions not represented or non-higher ed)
- 64% of them work at Private 4-year(+) over 10,000 students
- 56% of them work at Private 4-year(+) under 10,000 students
- 52% of them work at Public 4-year(+) over 10,000 students
- 60% of them work at Public 4-year(+) under 10,000 students

Good to see six of the seven groups with 50% or more of their participants scoring 93% or better on the assignment. Interesting that the Community College over 10,000 students scores were the highest percentage overall and the Community College under 10,000 students were second-lowest. The lowest category was Other.
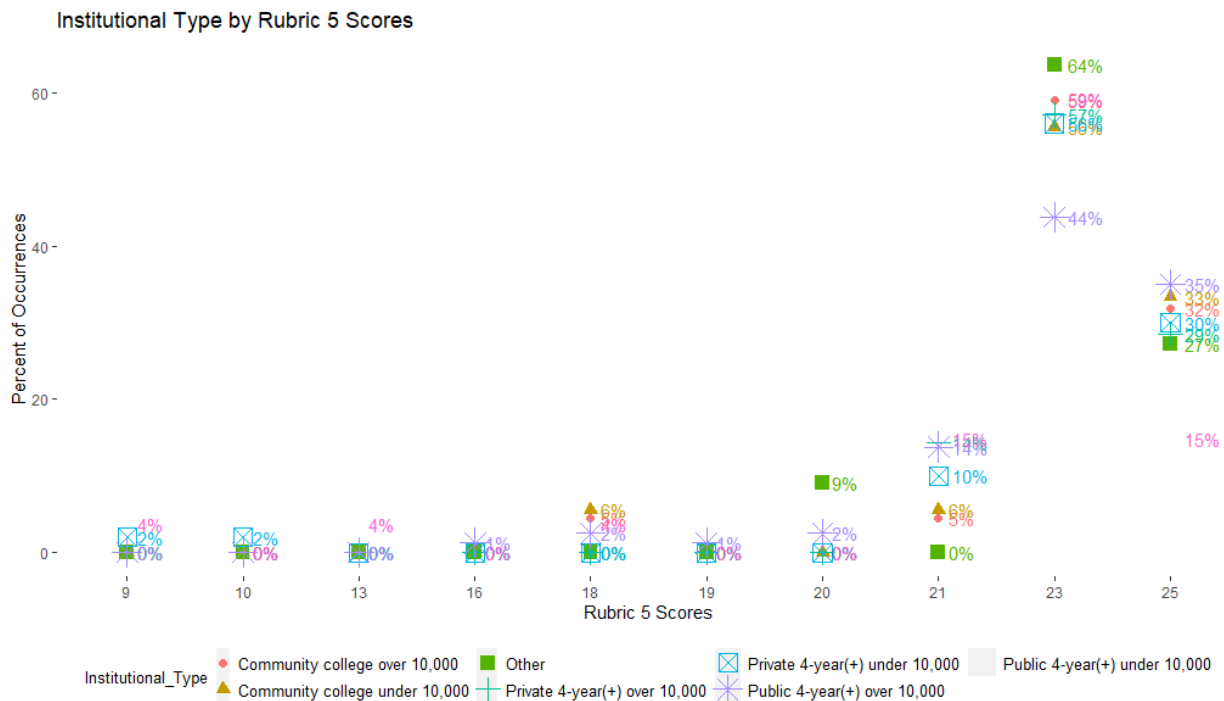
Institutional Type by Rubric 5 Scores

This dot plot is similar to the one above for Module 3 rubric data, just for the **Module 5 assignment rubric data**, again oriented around institutional type, giving the percent of responses in relation to rubric score. All groups had the highest concentration of their results with the mode score of 28 for this rubric. Looking across the two highest overall rubric scores (23 and 25), the concentration of scores according to percent of job dedicated to assessment were as follows:

- 91% of them work at Community colleges over 10,000 students
- 89% of them work at Community colleges under 10,000 students

- 91% of them work at Other (institutions not represented or non-higher ed)
- 86% of them work at Private 4-year(+) over 10,000 students
- 86% of them work at Private 4-year(+) under 10,000 students
- 79% of them work at Public 4-year(+) over 10,000 students
- 74% of them work at Public 4-year(+) under 10,000 students

Great to see above 70% of all populations scoring 92% or better on the assignment. Like Module 3 data, the Community College over 10,000 students had among top rubric scores, curiously tied with Other (which group had the lowest concentration of high scores for Module 3 assignment). And instead of being second-to-last in Module 3, the College under 10,000 students group had the second highest concentrations of top rubric scores here. The lowest category was Public 4-year(+) under 10,000 students, which was the third highest concentration for the Module 3 assignment.

Unlike percent of job dedicated to assessment, there isn't necessarily a performance pattern across assignments in relation to institutional type. The only consistent piece was the Community College over 10,000 students group having the highest concentration of mode and perfect scores across both assignments.

Thank you for your interest in the results of our assignment rubric data! Know this data will be reviewed by instructors for course changes and improvements.

User Experience/End of Course Survey Results SP2021

Joe Levy

7/24/2021

Report Orientation

The User Experience survey is the equivalent of an end of course evaluation for students to complete. Anyone could take the User Experience survey (e.g., you did not have to earn the course badge to access it), though it was typically only completed by students who worked their way through the entire course. This report only represents analysis of closed-ended/quantitative data from the survey.

Data and visualizations are presented per survey question overall, then disaggregated by participant demographics of percent of job dedicated to assessment and institutional type. These demographics were reported in the Welcome Survey - non-required questions in a non-required survey - leaving room for sample size to differ. Total sample size per demographic per question will be reported, accordingly.
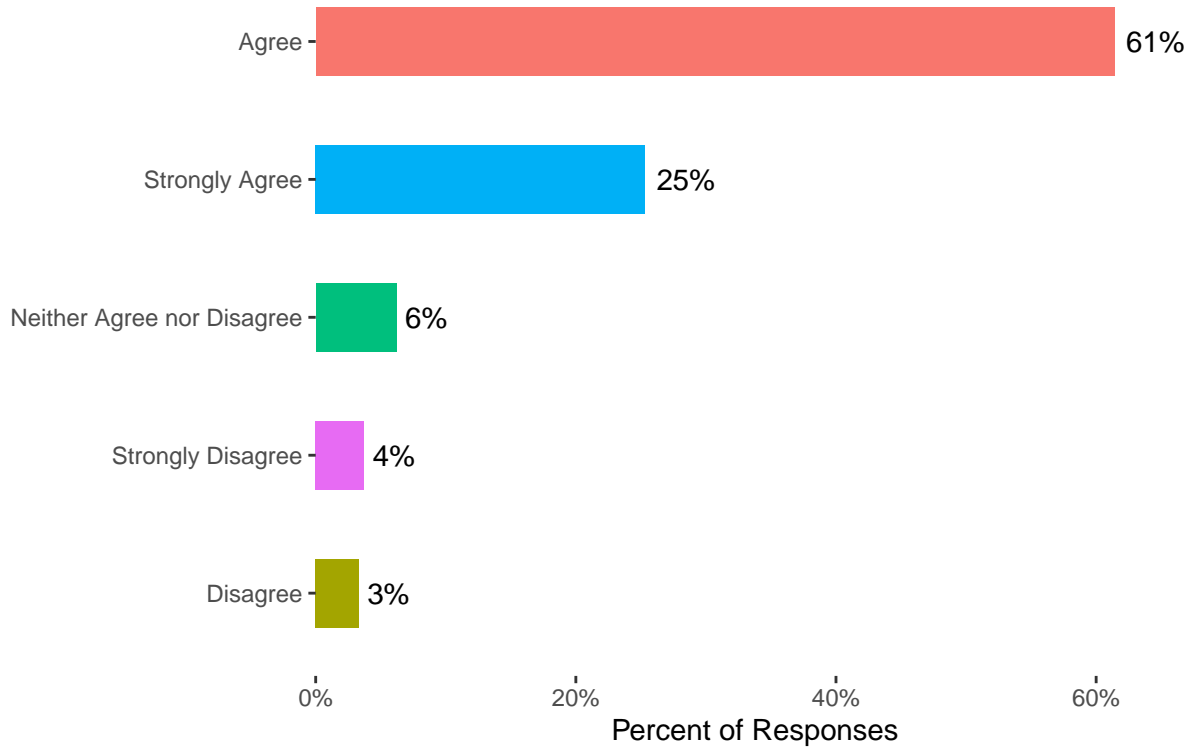
Overall Results

In looking to analyze the results, the initial sample of 261 respondents was filtered for only students who consented to using their data for assessment or report-related purposes. For comparison purposes with other course data sets, respondents were further filtered by students who successfully completed the course and earned the course badge. This resulted in a sample of 226 responses.
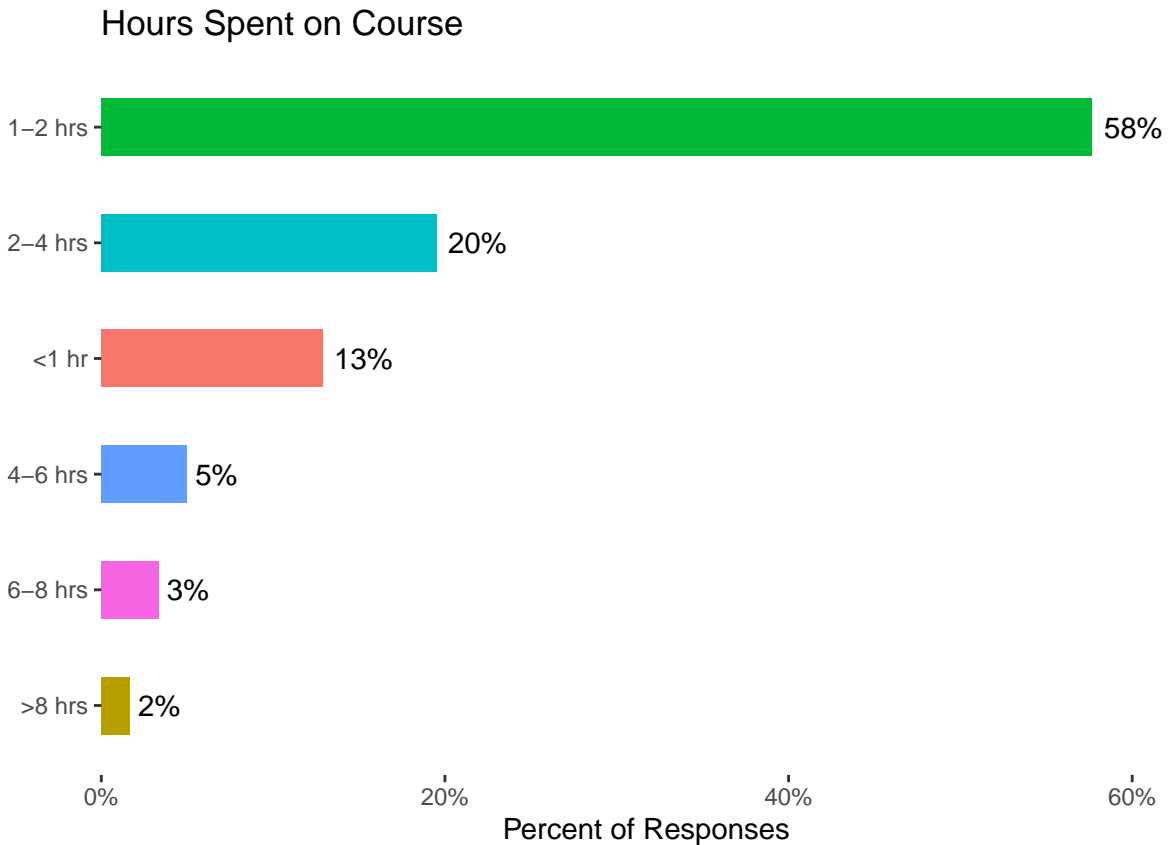
Positive Impact of Course Materials
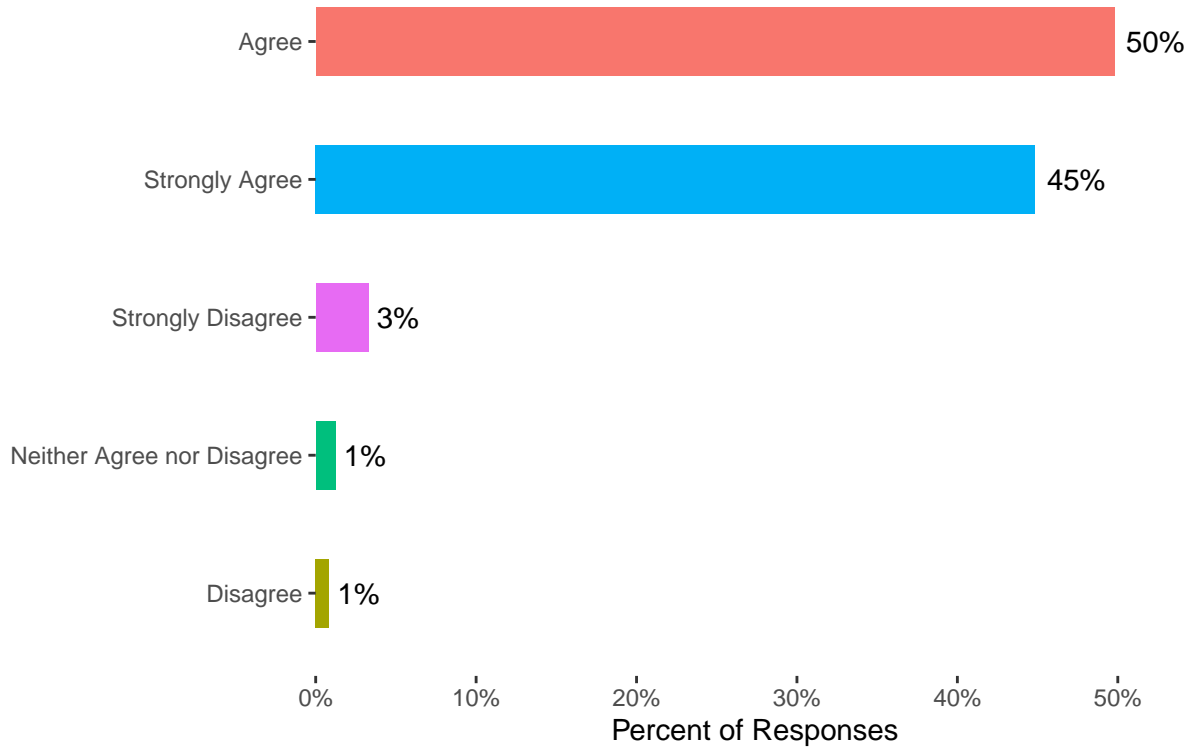
Looking across the full survey sample of 261 respondents, 95% of respondents agreed or strongly agreed to positive impact of **course materials (videos, lecture material, readings)**. This year's data is an improvement from last year's result of 89% agree or strongly agree.

Positive Impact of Course Activities

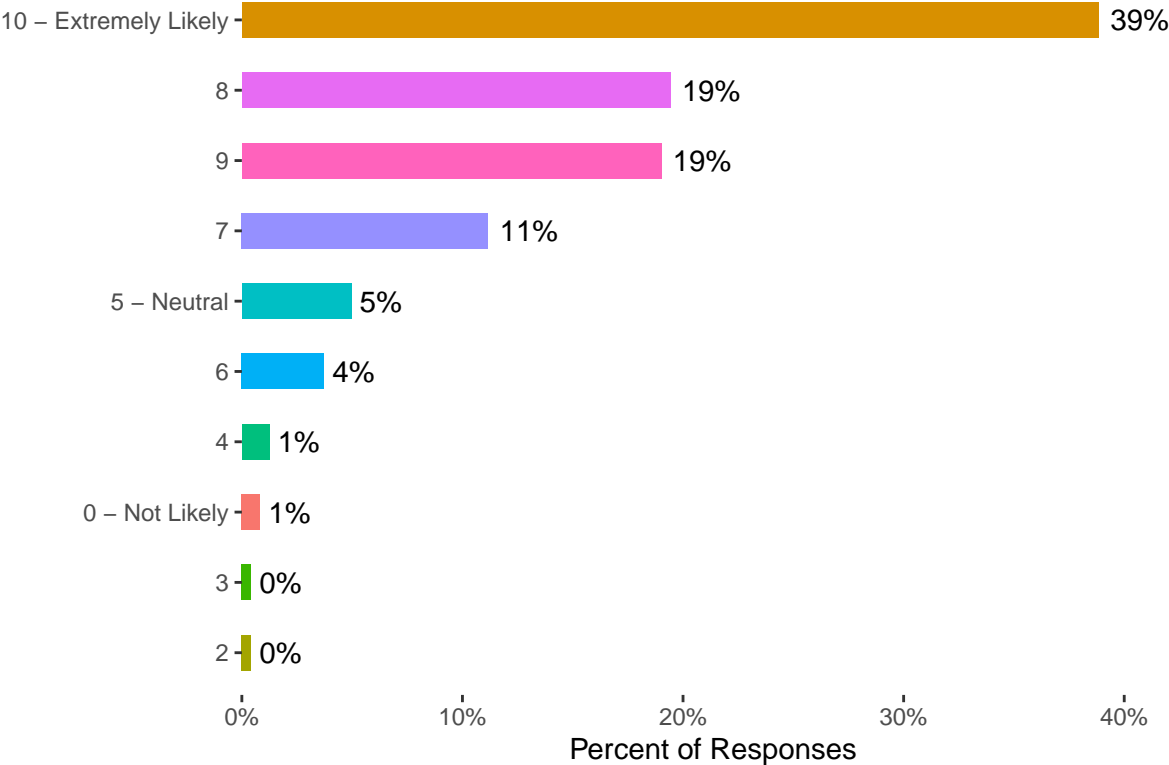|	
Agree	61%
Strongly Agree	25%
Neither Agree nor Disagree	6%
Strongly Disagree	4%
Disagree	3%

Percent of Responses

Looking across the full survey sample of 261 respondents, 86% of respondents agreed or strongly agreed to positive impact of **course activities (quizzes, assignments, discussion boards)**. This year's data is an improvement from last year's result of 82% agree or strongly agree.

Hours Spent on Course

|	
1–2 hrs	58%
2–4 hrs	20%
<1 hr	13%
4–6 hrs	5%
6–8 hrs	3%
>8 hrs	2%

Percent of Responses

Looking across the full survey sample of 261 respondents for **hours spent on the course each week**, 71% of respondents indicated they spent 2 hours or less, with another 20% spending 2-4 hours per week. Despite this year's course adding two new assignments, students managed to spend less time on the course compared to last year (65% spent 2 hours or less, with 20% spending 2-4 hours per week). Instructors have structured the course with the expectation the average student will spend approximately 1-2 hours with the material, so these results are useful to consider with respect to future course changes or enhancements.

Likelihood to Recommend Course

10 – Extremely Likely	39%
8	19%
9	19%
7	11%
5 – Neutral	5%
6	4%
4	1%
0 – Not Likely	1%
3	0%
2	0%

Percent of Responses

Looking across the full survey sample of 261 respondents for **likelihood to recommend course**, 58% of respondents responded with a 9 or 10, with another 19% responding with an 8. These results were slightly lower by comparable to last year (59% responding 9 or 10, with 18% responding with an 8).

Overall Course Rating
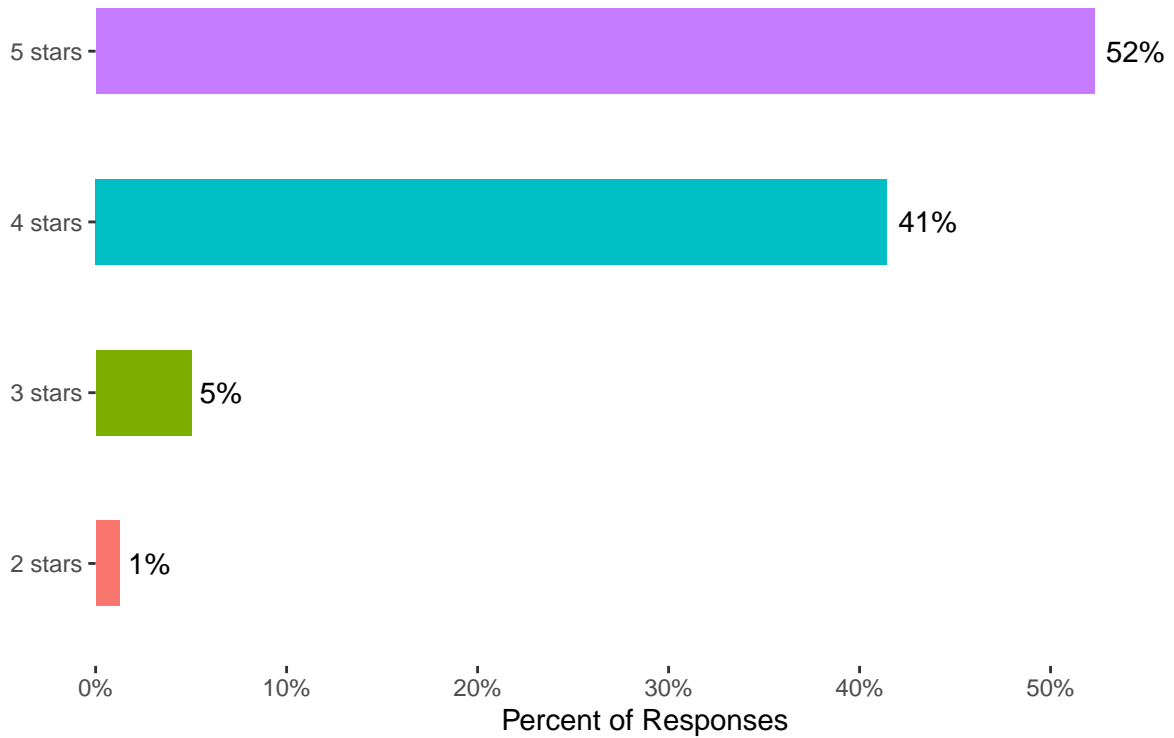
Looking across the full survey sample of 261 respondents for **overall course rating**, 93% of respondents responded with a 4 of 5 out of 5 stars. This year's data is an improvement from last year's result of 90% responding with 4 or 5 stars.

Demographic Disaggregation

Data reporting will now shift away from the aggregate to report on survey responses per question in relation to student demographics. These data were further filtered for completers only, as well as respondents who did not answer demographic questions. Total sample size per demographic will be reported, accordingly.
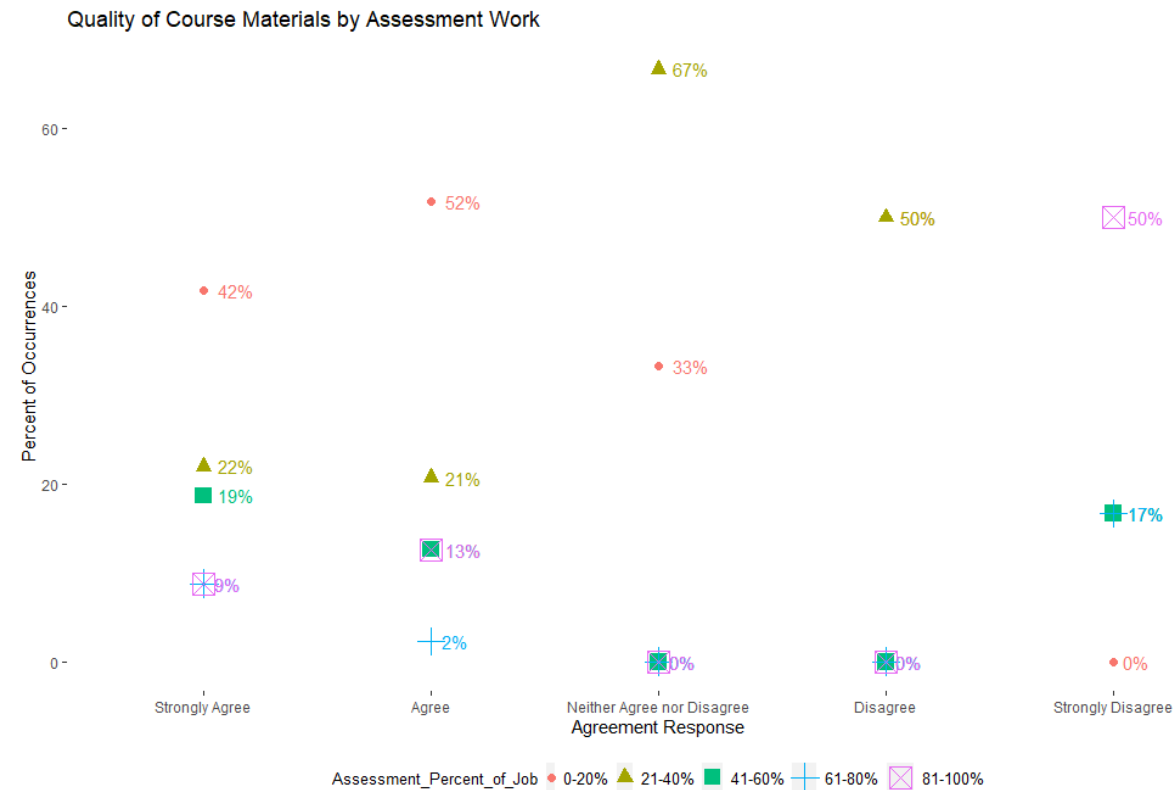
Percent of Job Dedicated to Assessment

This section disaggregates the overall results provided per question, specifically reporting results in relation to the groupings of respondents indicating percent of their jobs dedicated to assessment.

Across 221 participants, 189 answered this question. Here is the demographic breakdown:

- 85 (45%) of them have 0-20% of their job dedicated to assessment
- 42 (22%) of them have 21-40%
- 29 (15%) of them have 41-60%
- 11 (6%) of them have 61-80%
- 22 (12%) have 81-100%

The following visuals for survey question responses by this demographic represent these 189 participants.

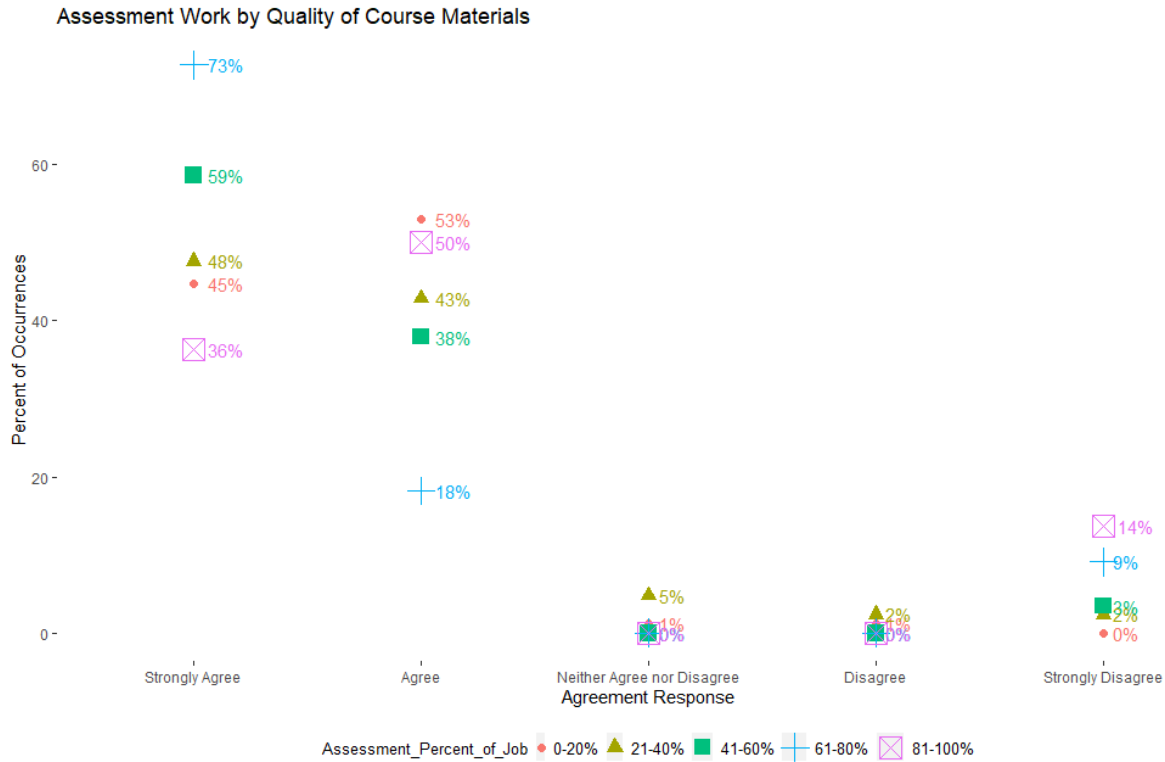Quality of Course Materials by Assessment Work

In the above dot plot, **data are oriented around quality of course materials**, giving the percent of responses by amount of job dedicated to assessment per quality response. As an example, the highest quality response of "strongly agree" had:

- 42% of scores from people with 0-20% assessment responsibility
- 22% of scores from people with 21-40%

7

- 19% of scores from people with 41-60%
- 9% of scores from people with 61-80%
- 9% of scores from people with 81-100%

While the 0-20% and 21-40% groups tend to have the most responses per quality response because of their volume compared to other groups in this demographic, the population most agreeing and strongly agreeing on quality of course materials were the 0-20% folks, with the 21-40% folks having the most responses for neutral or disagree, and the 81-100% folks having half of the strongly disagree responses (where strongly disagree responses were 3% of all responses to this question).

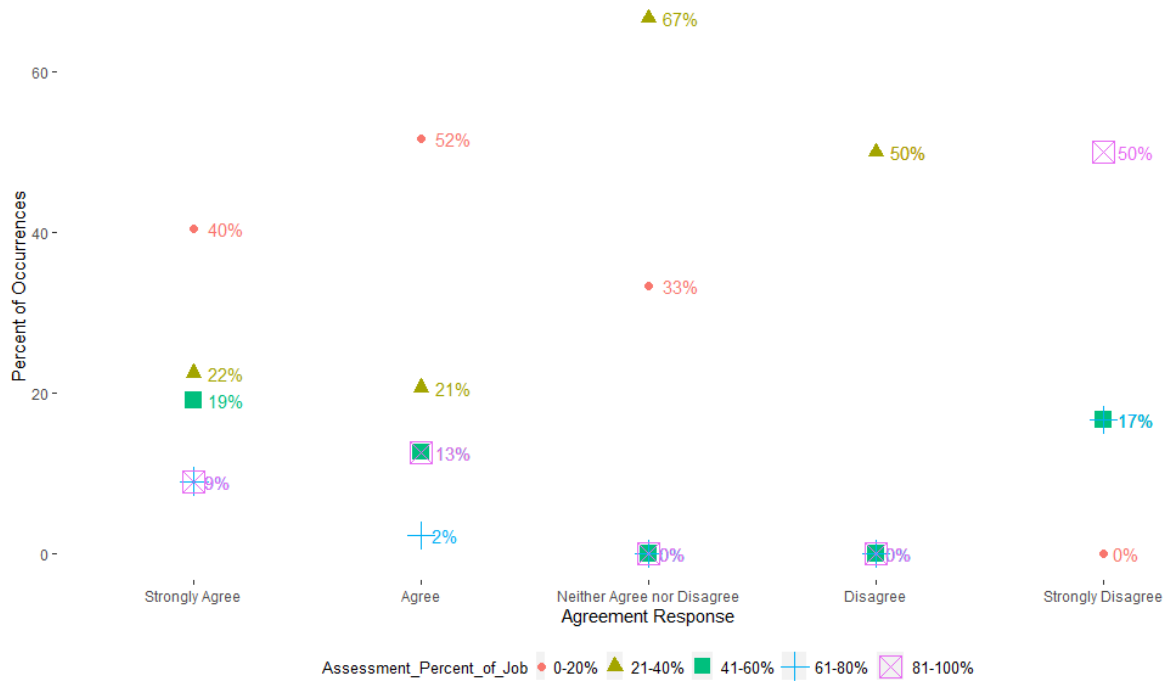Assessment Work by Quality of Course Materials

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of agreement for quality responses. As an example, the 0-20% of job dedicated to assessment folks responded as:

- 45% Strongly Agree
- 53% Agree
- 1% Neither Agree nor Disagree
- 1% Disagree
- 0% Strongly Disagree

The majority of respondents (86% or more) regardless of percent of job dedicated to assessment agreeing or strongly agreeing to the quality of course materials. Similar to the data presented in the previous plot, the 81-100% and 61-80% folks had the most disagree or strongly disagree responses with respect to quality of course materials.

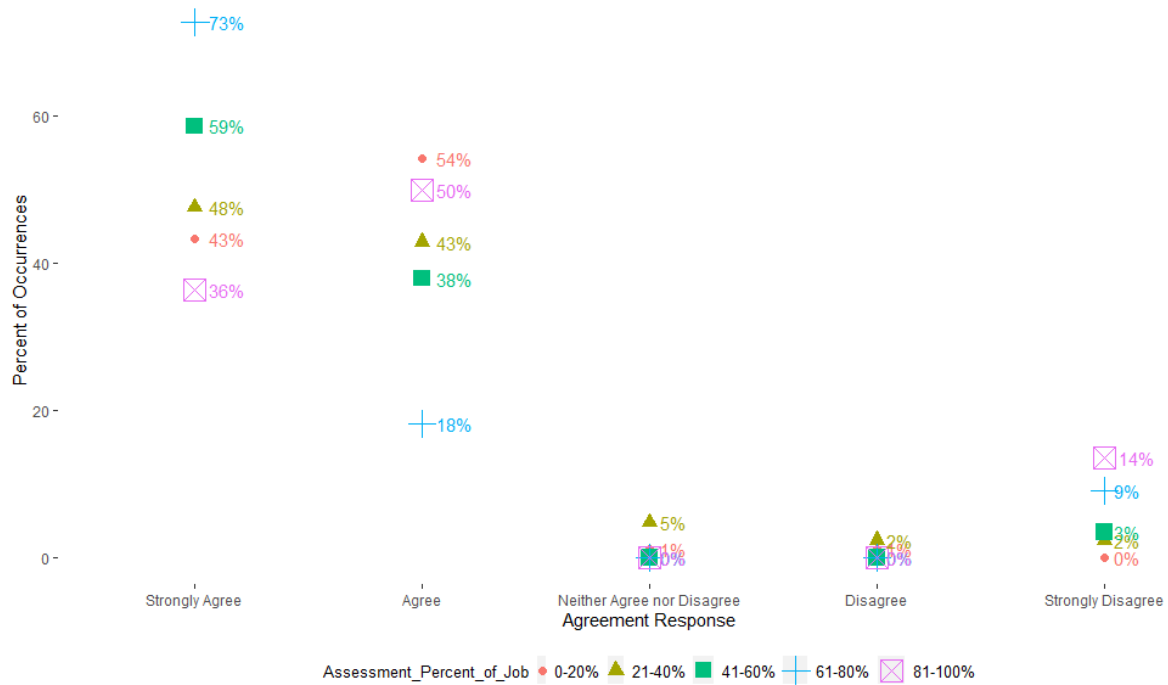## Quality of Course Activities by Assessment Work

In the above dot plot, **data are oriented around quality of course activities**, giving the percent of responses by amount of job dedicated to assessment per quality response. As an example, the highest quality response of "strongly agree" had:

- 40% of scores from people with 0-20% assessment responsibility
- 22% of scores from people with 21-40%
- 19% of scores from people with 41-60%
- 9% of scores from people with 61-80%
- 9% of scores from people with 81-100%

The responses here were similar to the course materials responses, with the population most agreeing and strongly agreeing on quality of course materials were the 0-20% folks, with the 21-40% folks having the most responses for neutral or disagree, and the 81-100% folks having half of the strongly disagree responses (where strongly disagree responses were 4% of all responses to this question).

Assessment Work by Quality of Course Activities

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of agreement for quality responses. As an example, the 0-20% of job dedicated to assessment folks responded as:

- 43% Strongly Agree
- 54% Agree
- 1% Neither Agree nor Disagree
- 1% Disagree
- 0% Strongly Disagree

Just like course materials, the majority of respondents (86% or more) regardless of percent of job dedicated to assessment agreeing or strongly agreeing to the quality of course activities. Keeping the pattern with course materials and the previous plot, the 81-100% and 61-80% folks had the most disagree or strongly disagree responses with respect to quality of course activities.
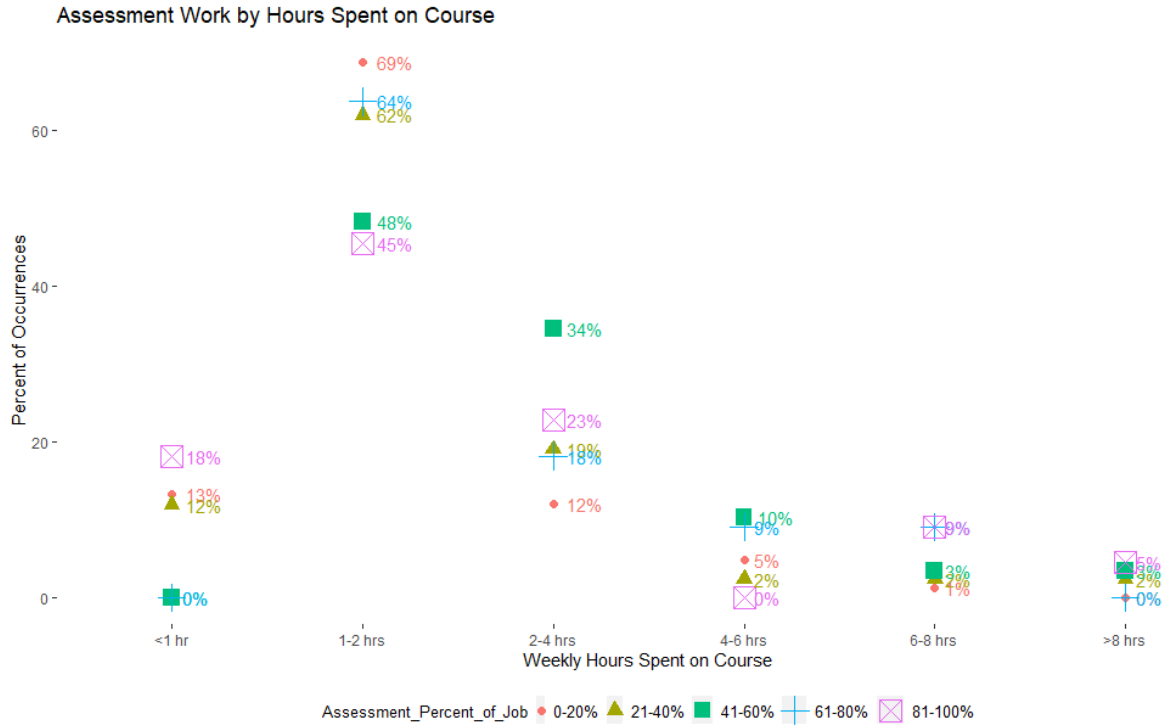
Actual Hours Spent on Course by Assessment Work
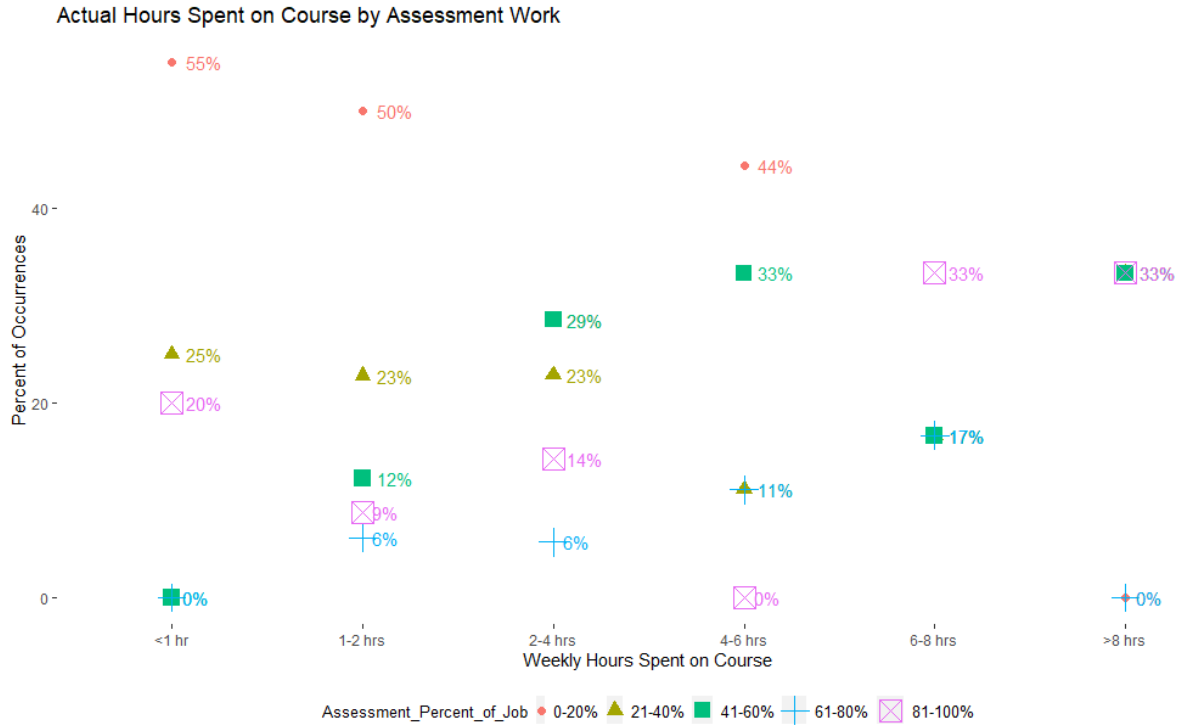
In the above dot plot, **data are oriented around hours spent on the course each week**, giving the percent of responses by amount of job dedicated to assessment per time response. As an example, the expected 1-2 hours per week response had:

- 50% of scores from people with 0-20% assessment responsibility
- 23% of scores from people with 21-40%
- 12% of scores from people with 41-60%
- 6% of scores from people with 61-80%
- 9% of scores from people with 81-100%

It is interesting that folks with less assessment responsibility in their job seemed to spend less time on the course each week (0-20% and 21-40% folks had the most <1hr and 1-2hr responses, respectively). These are also the populations who thought the course activities and materials had the most positive impact among the respondent groups. The folks with 81-100% of their job dedicated to assessment were the respondents spending the most time on the course.
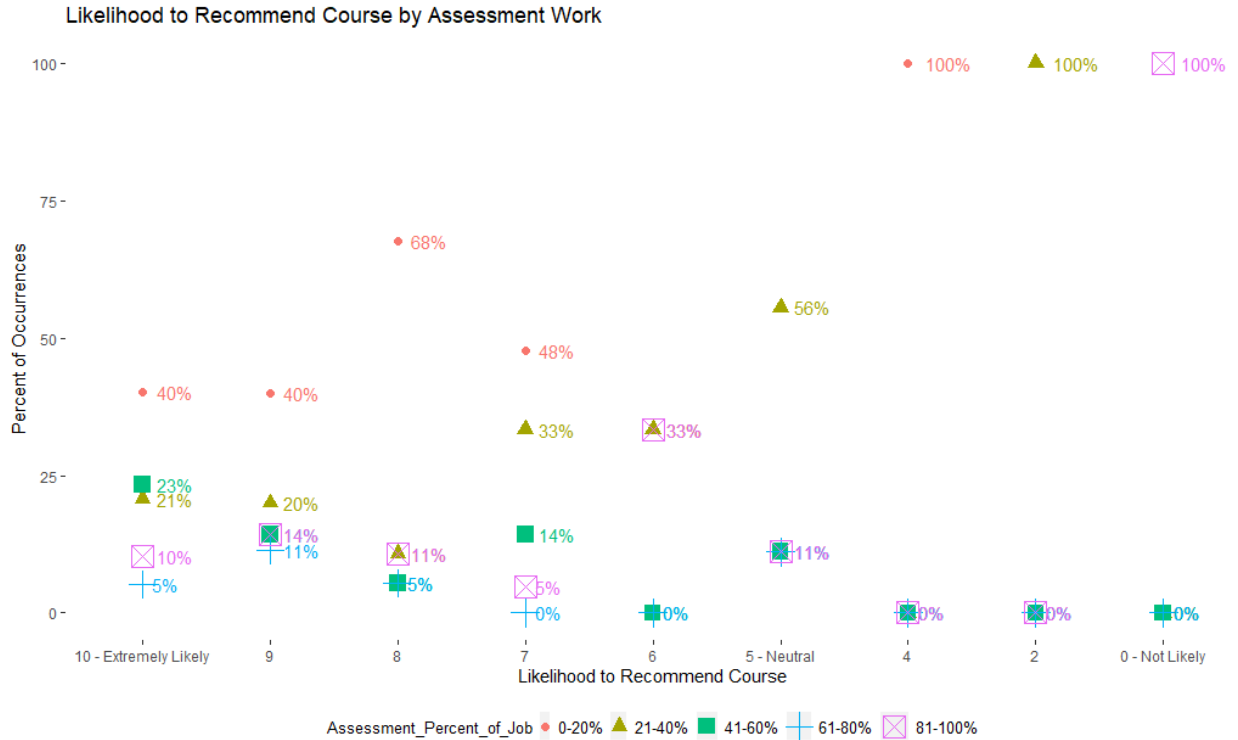
Assessment Work by Hours Spent on Course

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses in relation to hours spent on the course each week. As an example, the 0-20% of job dedicated to assessment folks responded as:

- 13% <1 hr
- 69% 1-2 hrs
- 12% 2-4 hrs
- 5% 4-6 hrs
- 1% 6-8 hrs
- 0% >8 hrs

The majority of respondents (82% or more) regardless of percent of job dedicated to assessment spend 4 hours or less on the course each week. All groups except folks with 41-60% job dedicated to assessment have 63% or more of their respondents spending 2 hours or less per week on the course (the 41-60% folks had 48%, respectively).

Likelihood to Recommend Course by Assessment Work

In the above dot plot, **data are oriented around likelihood to recommend course**, giving the percent of responses by amount of job dedicated to assessment per recommended response. As an example, the highest recommendation response of "10 - Extremely Likely" had:

- 40% of scores from people with 0-20% assessment responsibility
- 21% of scores from people with 21-40%
- 23% of scores from people with 41-60%
- 5% of scores from people with 61-80%
- 10% of scores from people with 81-100%

Similar to hours, there is a spread of responses among the various populations. While the most 10, 9, 8, and 7 score responses were the 0-20% folks, that population also had all of the 4 score responses. The the 21-40% folks were often secondary along the scale to the 0-20% folks, also having the most 5 - Neutral responses and 2 responses.
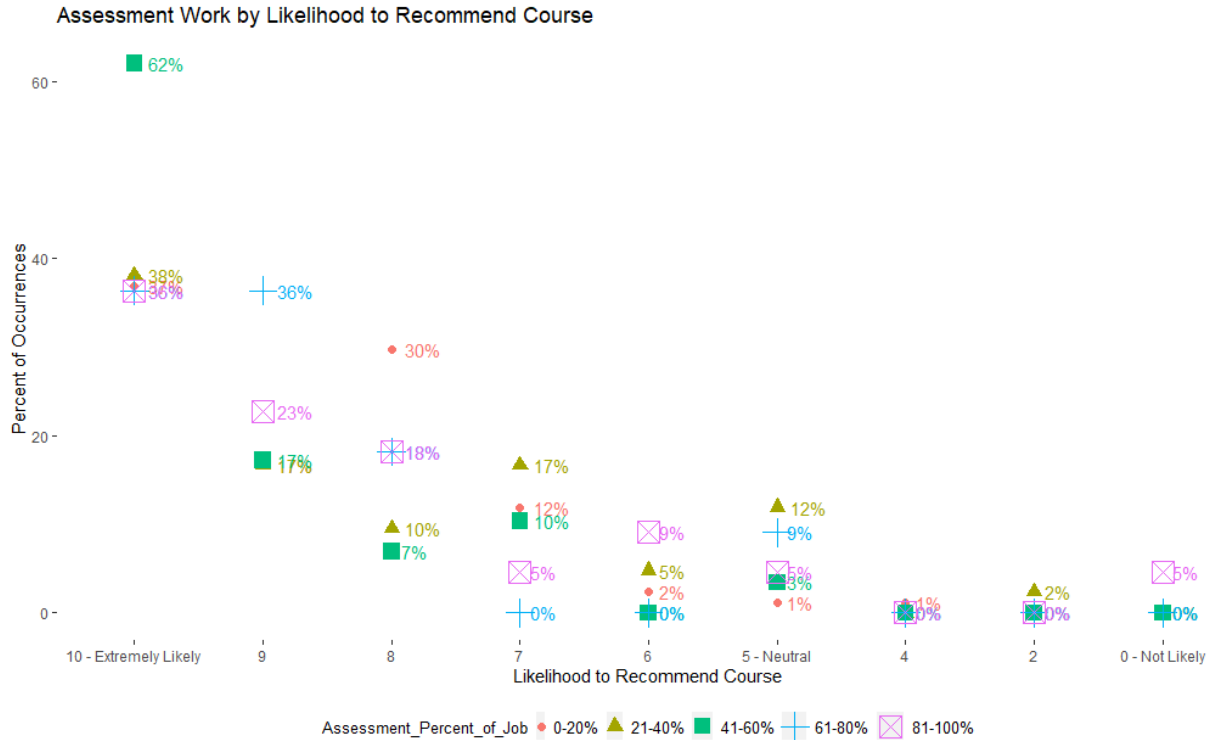
Assessment Work by Likelihood to Recommend Course

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of likelihood to recommend responses. As an example, the 41-60% of job dedicated to assessment folks responded as:

- 62% 10 - Extremely likely
- 17% 9
- 7% 8
- 10% 7
- 0% 6
- 3% 5 - Neutral
- 0% 4
- 0% 2
- 0% 0 - Not Likely

We see no fewer than 55% of respondents across groups responding with a score of 9 or 10, with the majority of respondents (86% or more) regardless of percent of job dedicated to assessment providing a recommendation score of 6 or above. While the 61-80% folks may have been among the most likely to disagree for quality of course activities and materials, this population responded with some of the highest numbers for recommending the course. The 21-40% and 81-100% groups had the most responses of 5 or less.
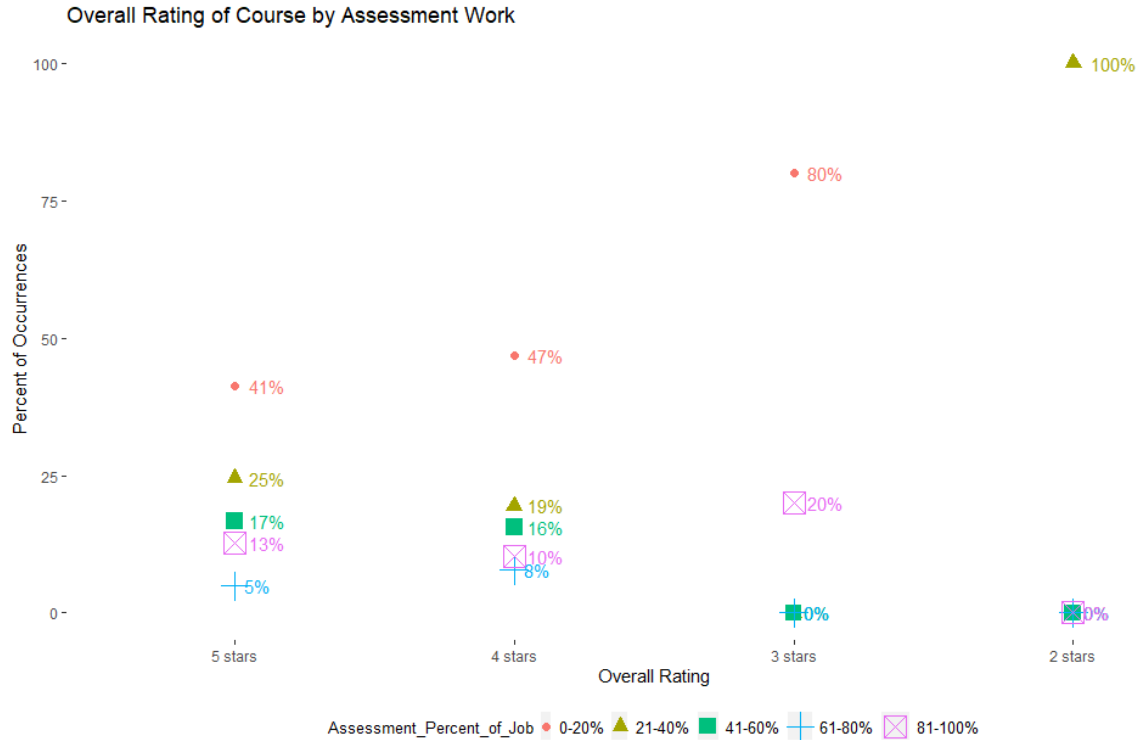
Overall Rating of Course by Assessment Work

In the above dot plot, **data are oriented around overall course rating**, giving the percent of responses by amount of job dedicated to assessment per rating response. As an example, the highest rating response of "5 stars" had:

- 41% of scores from people with 0-20% assessment responsibility
- 25% of scores from people with 21-40%
- 17% of scores from people with 41-60%
- 5% of scores from people with 61-80%
- 13% of scores from people with 81-100%

The population with the most frequent high scores for overall rating (4 and 5 stars). Overall responses for this question across groups tended to cluster around 4 or 5 stars, which was 93% of all responses.
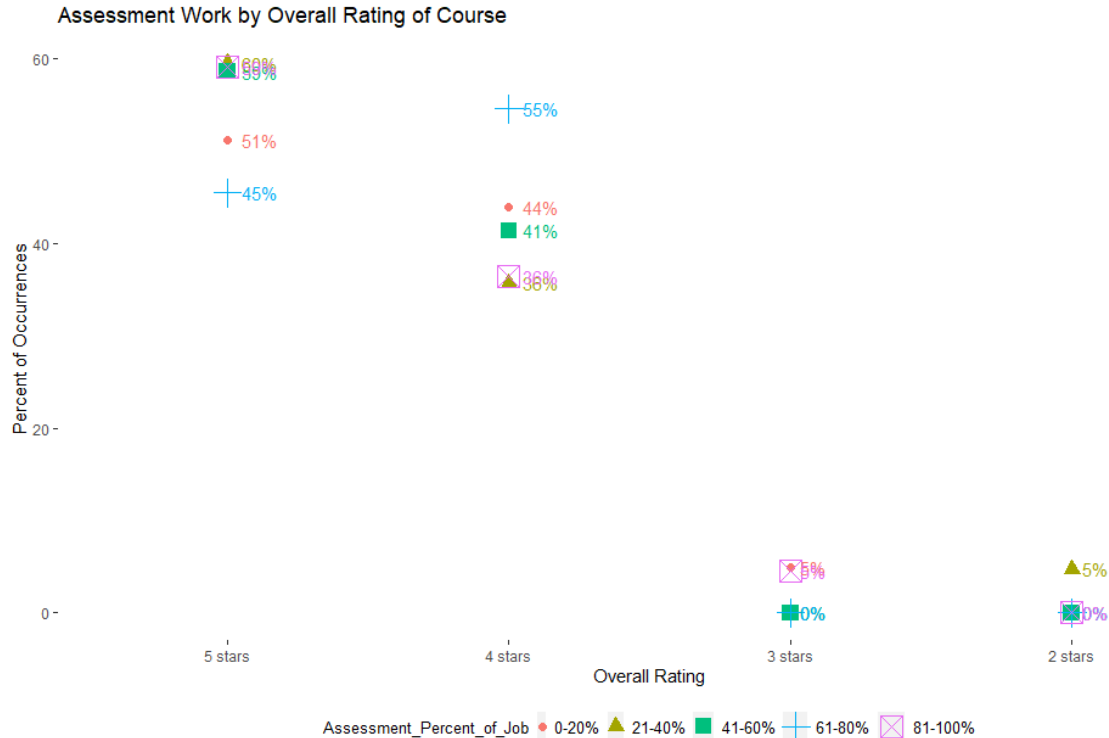
Assessment Work by Overall Rating of Course

In the above dot plot, **data are oriented around percent of job dedicated to assessment**, giving the percent of responses for overall ratings. As an example, the 21-40% of job dedicated to assessment folks responded as:

- 59% 5 stars
- 36% 4 stars
- 0% 3 stars
- 5% 2 stars

The majority of respondents (95% or more) regardless of percent of job dedicated to assessment rating the course 4 or 5 out of 5 stars. These results afford context to the high response percentage for 0-20% folks at a score of 3 and 21-40% folks at the score of 2 stars: yes, they were among the most responses there, but the amount of responses overall were 5% or less.

Overall, the course had high ratings of quality, satisfaction, and likelihood to recommend across respondents. It seems those with less of their job dedicated to assessment (0-20% folks especially) were most satisfied while spending the least amount of time on the course each week, while the 61-80% and 81-100% tended to have more disagreement with quality or lower recommendation scores while spending more time on the course each week. That said, the 0-20% folks were the largest population - 45% of the analyzed sample - where 61-80% and 81-100% groups combined did not even represent half of that population (6% and 12% of analyzed sample, respectively).

While the course is intended to have content applicable to any skill, experience, or responsibility level of assessment for folks, the course has consistently drawn the largest population of folks with only a portion of their job dedicated to assessment and a beginner characterization of skill level (pulled from the Welcome Survey). All of these data continue to be useful to inform course enhancements and updates year over year.
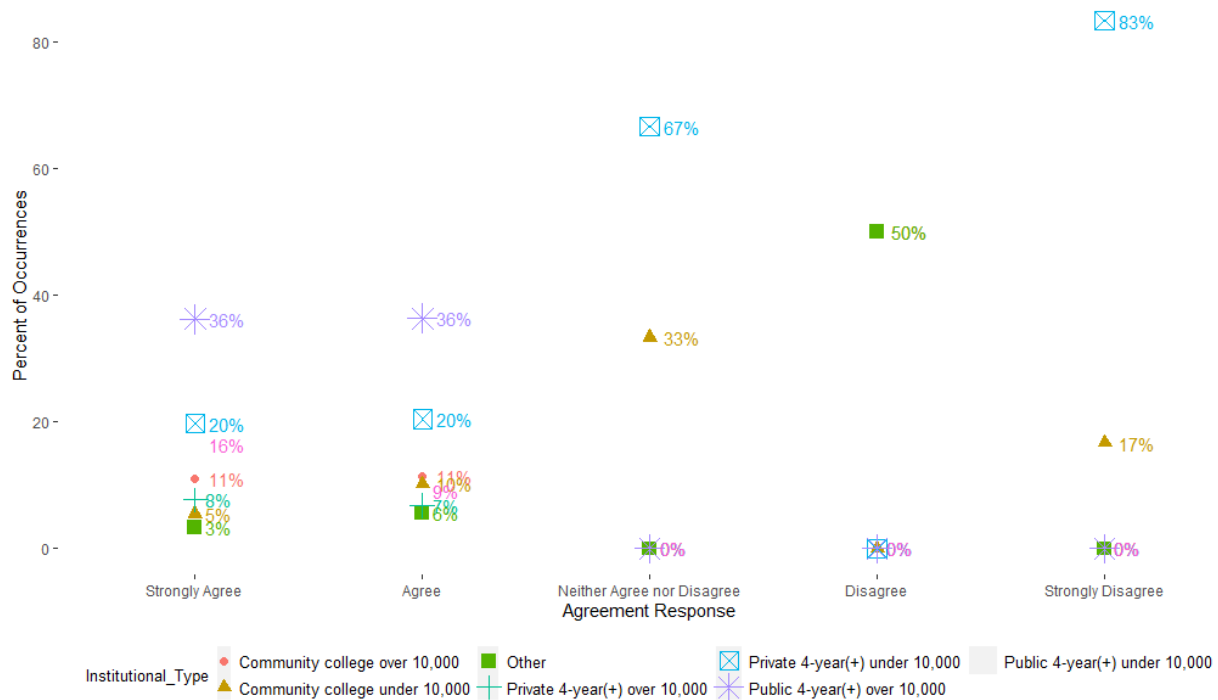
Institutional Type

This section disaggregates the overall results provided per question, specifically reporting results in relation to the groupings of respondents according to their institutional type.

Across 222 participants, 190 answered this question. Here is the demographic breakdown:

- 21 (11%) of them work at Community colleges over 10,000 students
- 18 (8%) of them work at Community colleges under 10,000 students
- 9 (5%) of them work at Other (institutions not represented or non-higher ed)
- 13 (7%) of them work at Private 4-year(+) over 10,000 students
- 43 (23%) of them work at Private 4-year(+) under 10,000 students
- 65 (34%) of them work at Public 4-year(+) over 10,000 students
- 23 (12%) of them work at Public 4-year(+) under 10,000 students

The following visuals for survey question responses by this demographic represent these 190 participants.
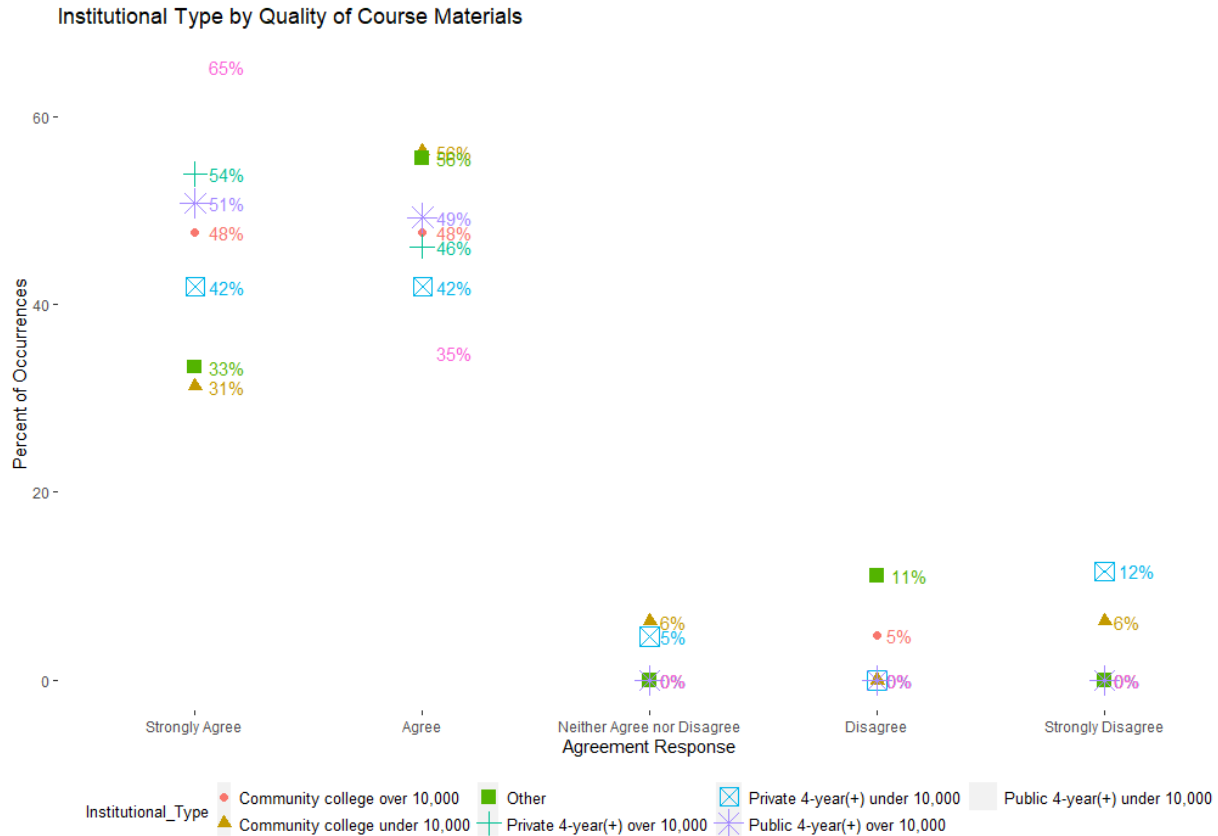

Quality of Course Materials by Institutional Type

In the above dot plot, **data are oriented around quality of course materials**, giving the percent of responses by institutional type per quality response. As an example, the highest quality response of "strongly agree" had:

- 11% of them work at Community colleges over 10,000 students
- 5% of them work at Community colleges under 10,000 students
- 3% of them work at Other (institutions not represented or non-higher ed)
- 8% of them work at Private 4-year(+) over 10,000 students
- 20% of them work at Private 4-year(+) under 10,000 students
- 36% of them work at Public 4-year(+) over 10,000 students
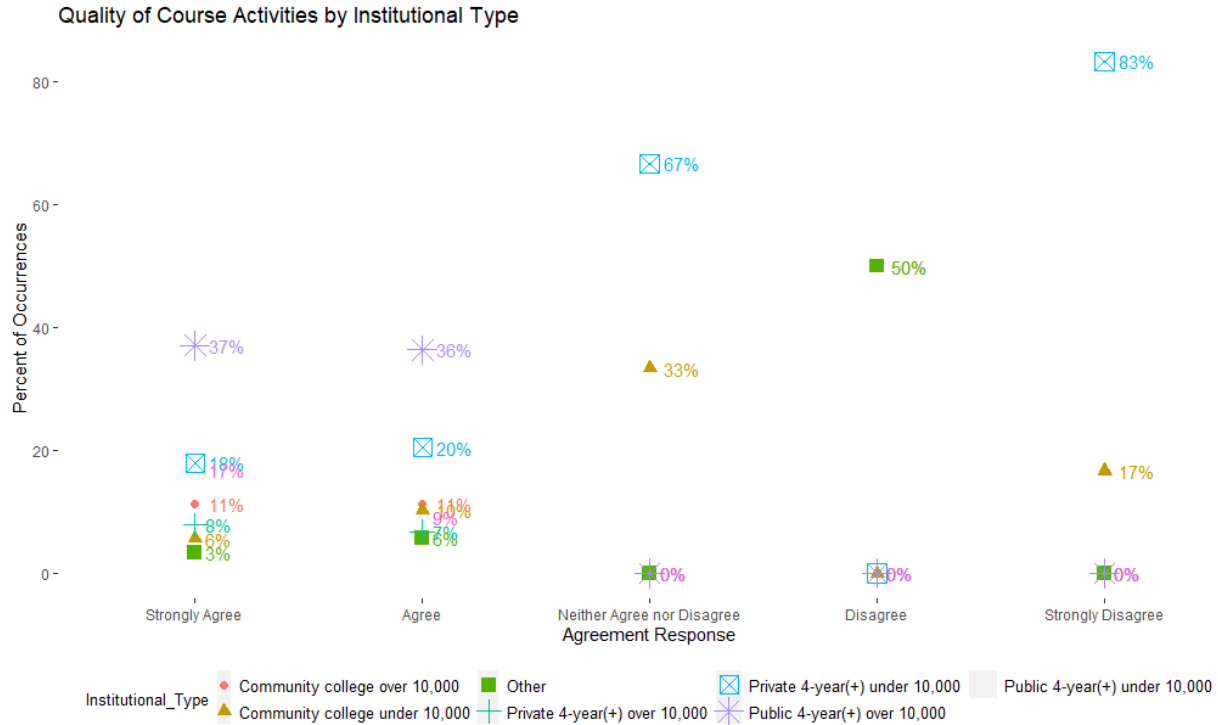- 16% of them work at Public 4-year(+) under 10,000 students

While the Private 4-year under 10,000 and Public 4-year over 10,000 groups tend to have the most responses per quality response because of their volume compared to other groups in this demographic, the population most agreeing and strongly agreeing on quality of course materials were the Public 4-year over 10,000 folks, with the Private 4-year under 10,000 folks having the most Strongly Disagree and Neither Agree nor Disagree responses, followed closely in neutrality and strong disagreement by the Community College under 10,000 folks. Keep in mind strongly disagree responses represented 3% of all responses to this question, with disagree and neither agree nor disagree each 1%.

Institutional Type by Quality of Course Materials

In the above dot plot, **data are oriented around institutional type**, giving the percent of agreement for quality responses. As an example, the Public 4-year over 10,000 folks responded as:

- 49% Strongly Agree
- 51% Agree
- 0% Neither Agree nor Disagree
- 0% Disagree
- 0% Strongly Disagree

The majority of respondents (83% or more) regardless of institutional type agreeing or strongly agreeing to the quality of course materials. Similar to the data presented in the previous plot, the Private 4-year under 10,000 had the most strongly disagree responses and Other had the most disagree responses with respect to quality of course materials.

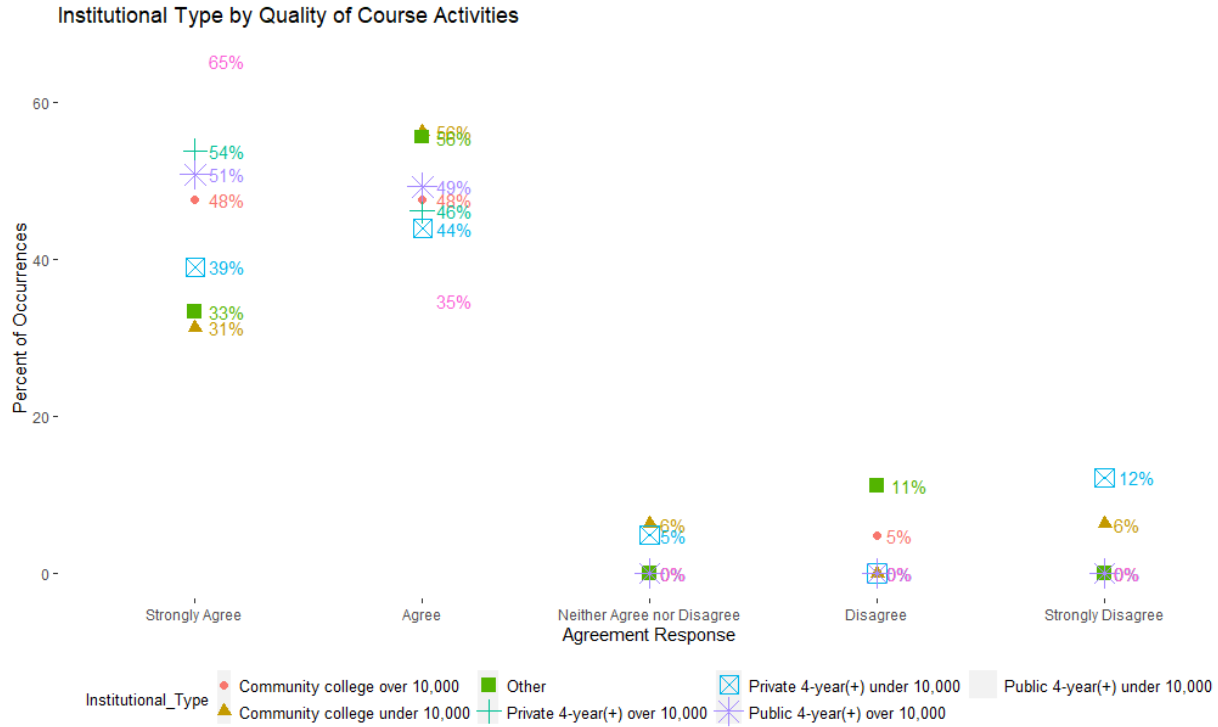Quality of Course Activities by Institutional Type

In the above dot plot, **data are oriented around quality of course activities**, giving the percent of responses by institutional type per quality response. As an example, the highest quality response of "strongly agree" had:

- 11% of them work at Community colleges over 10,000 students
- 6% of them work at Community colleges under 10,000 students
- 3% of them work at Other (institutions not represented or non-higher ed)
- 8% of them work at Private 4-year(+) over 10,000 students
- 18% of them work at Private 4-year(+) under 10,000 students
- 37% of them work at Public 4-year(+) over 10,000 students
- 17% of them work at Public 4-year(+) under 10,000 students

Similar to the course materials results, the population most agreeing and strongly agreeing on quality of course materials were the Public 4-year over 10,000 folks, with the Private 4-year under 10,000 folks having the most Strongly Disagree and Neither Agree nor Disagree responses, followed closely in neutrality and strong disagreement by the Community College under 10,000 folks. Keep in mind strongly disagree responses represented 4% of all responses to this question, with disagree and neither agree nor disagree 3% and 6%, respectively.

Institutional Type by Quality of Course Activities

In the above dot plot, **data are oriented around institutional type**, giving the percent of agreement for quality responses. As an example, the Public 4-year over 10,000 folks responded as:

- 51% Strongly Agree
- 49% Agree
- 0% Neither Agree nor Disagree
- 0% Disagree
- 0% Strongly Disagree

Again like course materials, we see the majority of respondents (83% or more) regardless of institutional type agreeing or strongly agreeing to the quality of course activities. In parallel with course materials results and the data in the previous plot, the Private 4-year under 10,000 had the most strongly disagree responses and Other had the most disagree responses with respect to quality of course activities.
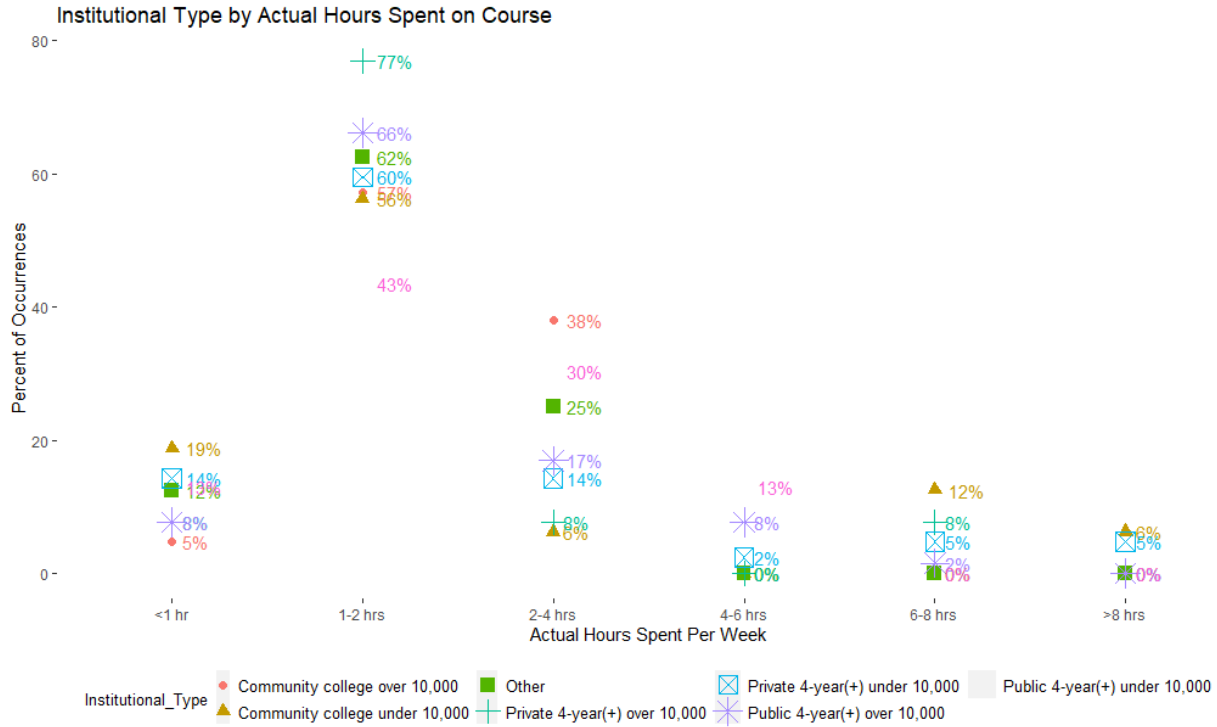
Actual Hours Spent on Course by Institutional Type

In the above dot plot, **data are oriented around hours spent each week on the course**, giving the percent of responses by institutional type per time response. As an example, the expected 1-2 hours per week response had:

- 11% of them work at Community colleges over 10,000 students
- 8% of them work at Community colleges under 10,000 students
- 4% of them work at Other (institutions not represented or non-higher ed)
- 9% of them work at Private 4-year(+) over 10,000 students
- 22% of them work at Private 4-year(+) under 10,000 students
- 38% of them work at Public 4-year(+) over 10,000 students
- 9% of them work at Public 4-year(+) under 10,000 students

Given their proportion of respondents, it is no surprise the Public 4-year over 10,000 and the Private 4-year under 10,000 have the most responses per amount of time spent on the course each week. There does not seem to be any major pattern for any institutional type here.

Institutional Type by Actual Hours Spent on Course

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses in relation to hours spent on the course each week. As an example, the Public 4-year over 10,000 folks responded as:

- 8% <1 hr
- 66% 1-2 hrs
- 17% 2-4 hrs
- 8% 4-6 hrs
- 2% 6-8 hrs
- 0% >8 hrs

Like percent of job dedicate to assessment, the majority of respondents (82% or more) regardless of institutional type spend 4 hours or less on the course each week. All groups except Public 4-year under 10,000 folks have 62% or more of their respondents spending 2 hours or less per week on the course (the Public 4-year under 10,000 folks had 56%, respectively).
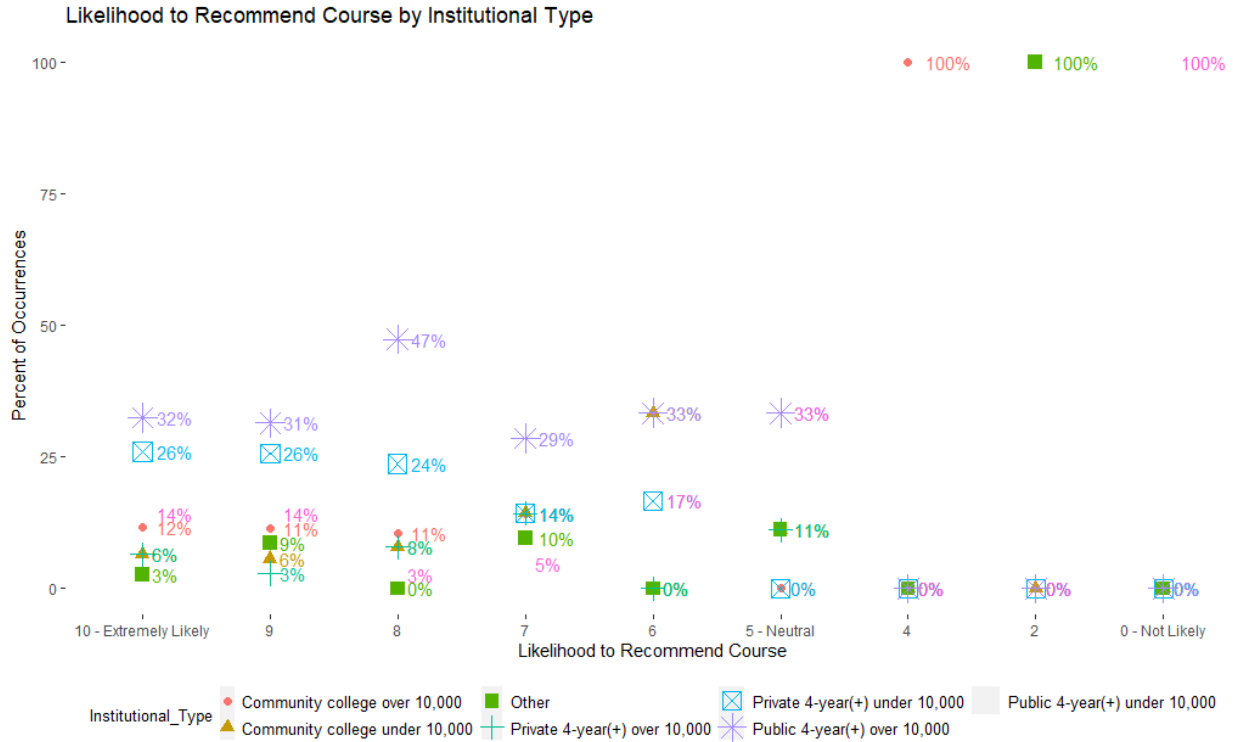
Likelihood to Recommend Course by Institutional Type

In the above dot plot, **data are oriented around likelihood to recommend course**, giving the percent of responses by institutional type per quality response. As an example, the highest recommendation response of "10 - Extremely Likely" had:

- 12% of them work at Community colleges over 10,000 students
- 6% of them work at Community colleges under 10,000 students
- 3% of them work at Other (institutions not represented or non-higher ed)
- 6% of them work at Private 4-year(+) over 10,000 students
- 26% of them work at Private 4-year(+) under 10,000 students
- 32% of them work at Public 4-year(+) over 10,000 students
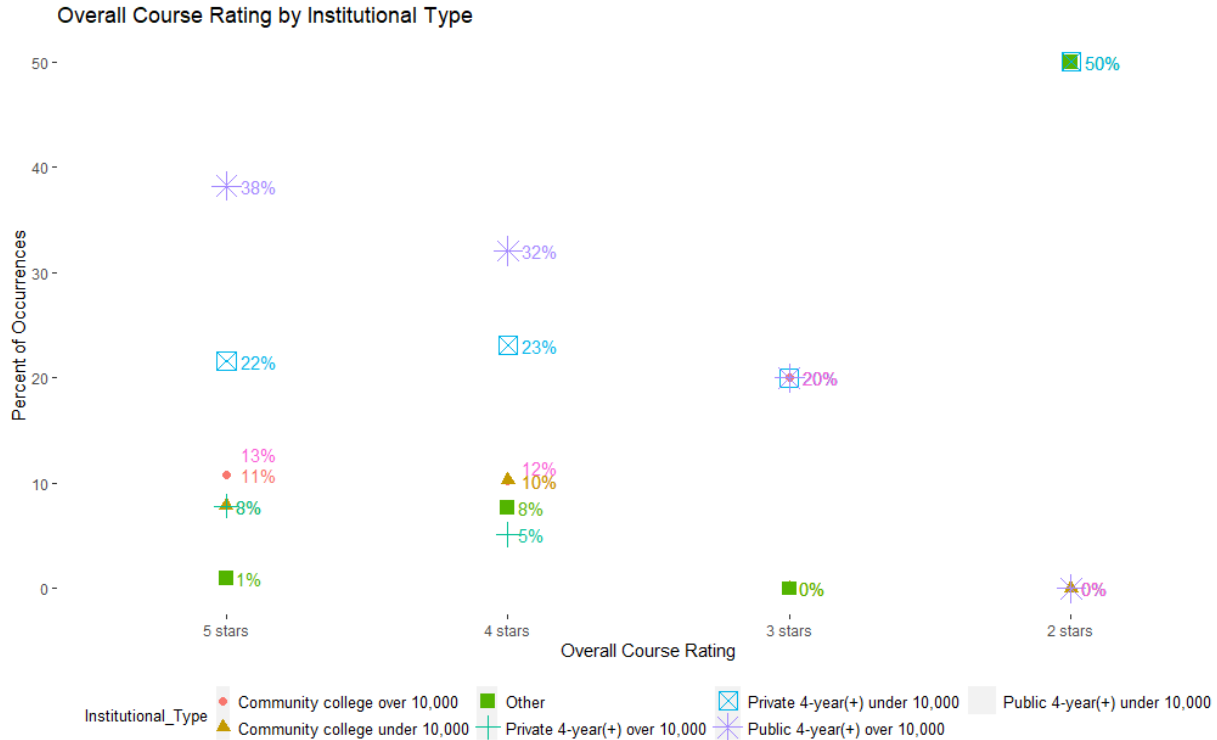- 14% of them work at Public 4-year(+) under 10,000 students

Similar to hours, the responses across populations have a lot of spread to them. The population with the highest recommendation scores were the Public 4-year over 10,000 folks, with the Private 4-year under 10,000 folks close behind them for most values. The Public 4-year under 10,000 folks had the most 5 - Neutral and 0 - Not Likely scores.
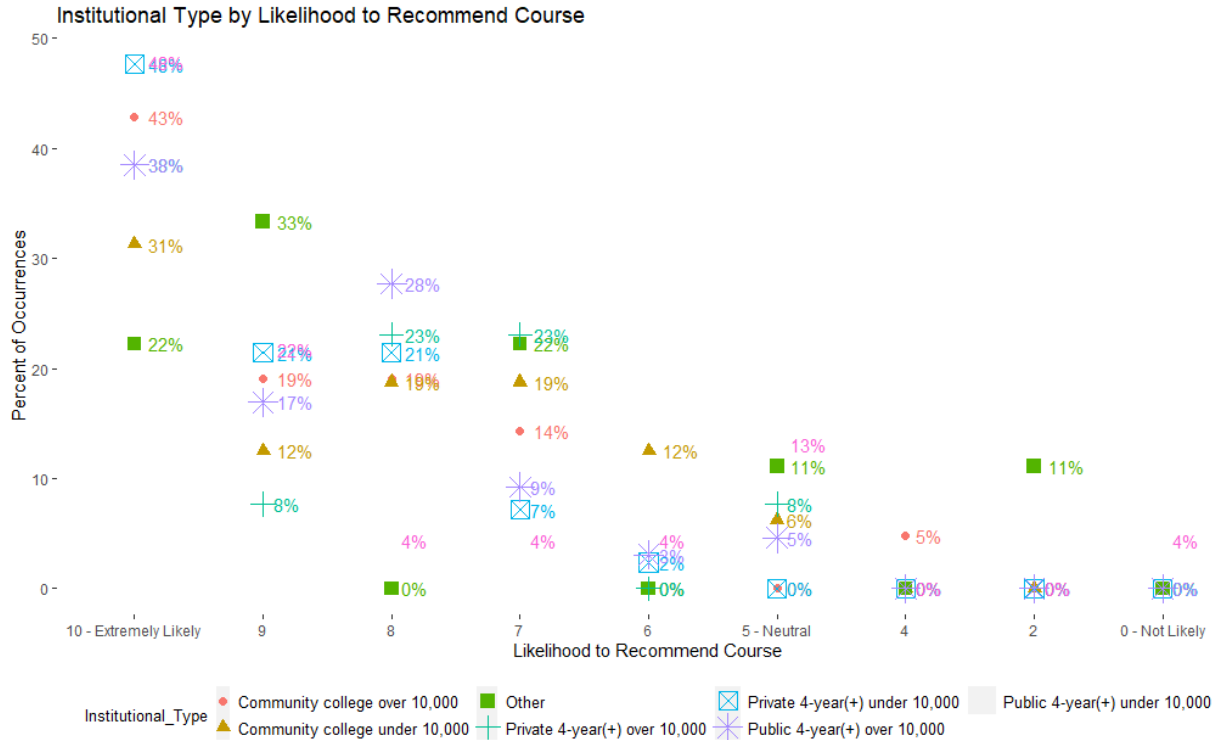
Institutional Type by Likelihood to Recommend Course

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses in relation to hours spent on the course each week. As an example, the Private 4-year under 10,000 folks responded as:

- 48% 10 - Extremely likely
- 22% 9
- 21% 8
- 7% 7
- 2% 6
- 0% 5 - Neutral
- 0% 4
- 0% 2
- 0% 0 - Not Likely

With the exception of Community college under 10,000 (43%) and Private 4-year over 10,000 (46%) folks, the other institutions had more than 50% of responses as a score of 9 or 10. The Private 4-year under 10,000 folks had the the highest numbers for recommending the course. Both the the Public 4-year under 10,000 and Other folks had high likelihood to recommend the course responses, but also had the most responses of 5 or less. Overall high likelihood to recommend, but hard to see any trend with the institutional types.

Overall Course Rating by Institutional Type

Percent of Occurrences

50 - ■50%

40 - ✳38%

30 - ✳32%

  ⊠22%   ⊠23%

20 -   ✳20%

13%
10 - • 11%   ▲ 12% 10%
  ▲+8%   ■8%
  +5%

  ■1%
0 -   ■0%   ✳0%

5 stars   4 stars   3 stars   2 stars

Overall Course Rating

Institutional_Type
• Community college over 10,000   ■ Other   ⊠ Private 4-year(+) under 10,000   Public 4-year(+) under 10,000
▲ Community college under 10,000   + Private 4-year(+) over 10,000   ✳ Public 4-year(+) over 10,000

In the above dot plot, **data are oriented around overall course rating**, giving the percent of responses by institutional type per quality response. As an example, the highest rating response of "5 stars" had:

- 11% of them work at Community colleges over 10,000 students
- 8% of them work at Community colleges under 10,000 students
- 1% of them work at Other (institutions not represented or non-higher ed)
- 8% of them work at Private 4-year(+) over 10,000 students
- 22% of them work at Private 4-year(+) under 10,000 students
- 38% of them work at Public 4-year(+) over 10,000 students
- 13% of them work at Public 4-year(+) under 10,000 students

The population with the highest overall ratings of 4 or 5 out of 5 stars were the Public 4-year over 10,000 folks, with the Private 4-year under 10,000 folks close behind. Worth noting the lowest score responses of 2 stars were split by Private 4-year under 10,000 and Other.
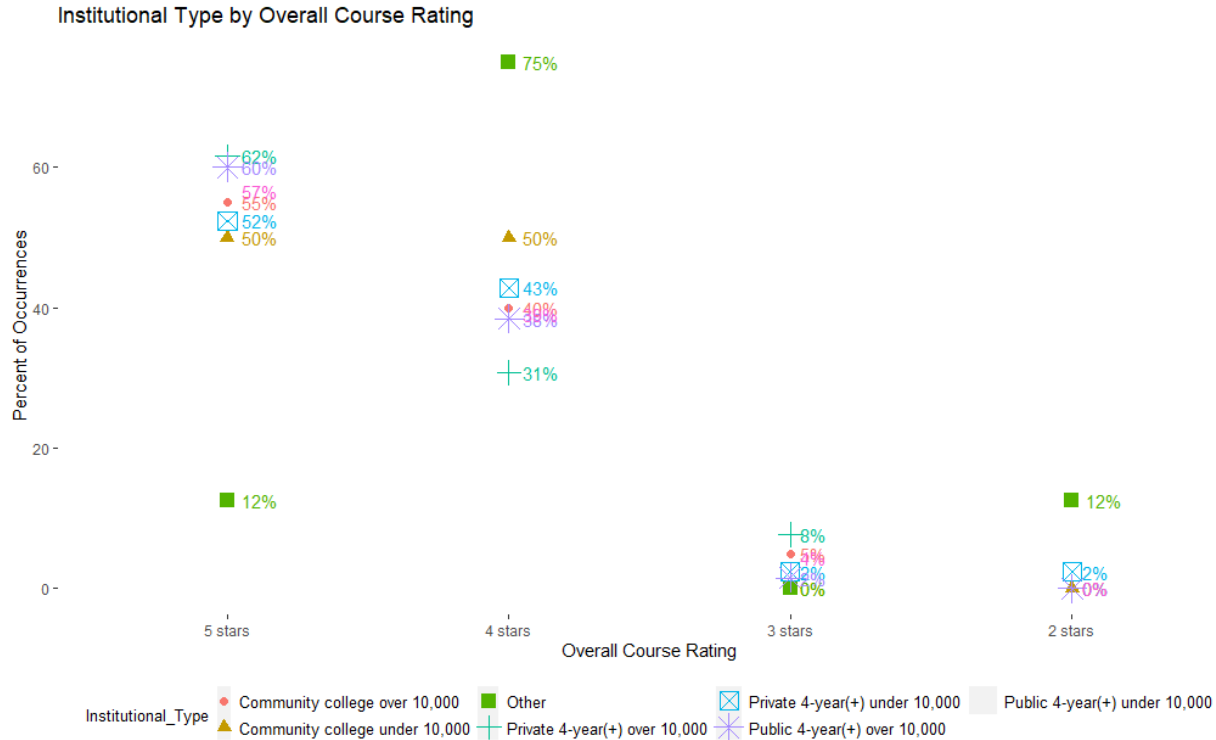
Institutional Type by Overall Course Rating

In the above dot plot, **data are oriented around institutional type**, giving the percent of responses in relation to overall course ratings. As an example, the Public 4-year over 10,000 folks responded as:

- 60% 5 stars
- 38% 4 stars
- 2% 3 stars
- 0% 2 stars

The majority of respondents (82% or more) regardless of institutional type rated the course 4 or 5 out of 5 stars, with the lowest scores reported by the Other folks with 12% (juxtaposed with 87% of their responses as 4 or 5). All told, clustered and majority respondents with high overall course ratings, but no discernible trend for the institutional types.

Overall, the course had high ratings of quality, satisfaction, and likelihood to recommend across respondents, regardless of institutional type. Given those overall numbers, it was not a surprise the population with the largest proportion of respondents mirrored that (Public 4-year over 10,000 and Private 4-year under 10,000). That said, while the Private 4-year under 10,000 students respondents tended to have the most disagree or low scoring responses of all the groups per question, they also had a majority of their responses agreeing and giving high numbers - even responding with the highest likelihood to recommend scores.

While there may not have been many discernible trends across institutions, it is worth noting a larger amount of community college and private institution participants compared to previous years. We will continue monitoring these numbers as we consider course enhancements with respect to representation in examples and application of content in institution-specific circumstances.

Thank you for your interest in the results of our User Experience/End of Course Survey!