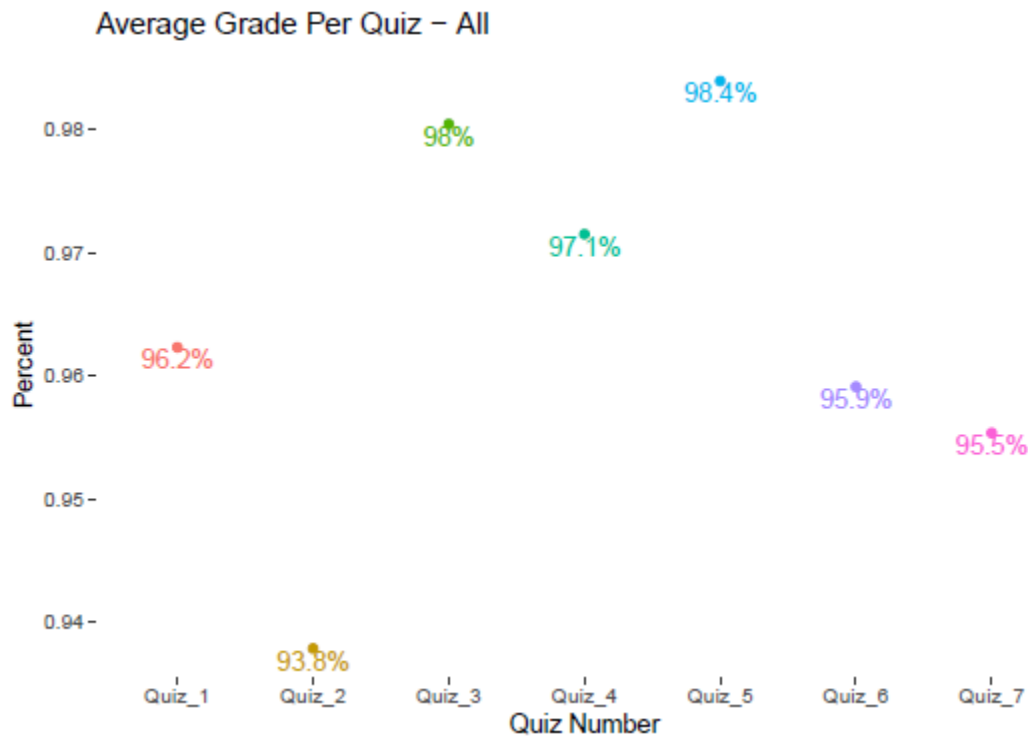




Because course completers had very similar demographic distribution/profile as the initial sample of survey respondents, the above narrative profile holds true for them, too. These results also largely mirror the results from last year.

### Quiz Results

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 93% correct or higher. Average scores for overall participants were slightly below (1-2% points) last year's results for all quizzes except one (Quiz 1), but all at or above 93%.



Completer quiz results are more positive than the overall quiz results, but I'll stick with just sharing overall results here for consistency with what was reported last year. Next year, we can adjust to share overall vs completer scores for quizzes year over year.

### Data Disaggregation

Overall quiz results were disaggregated by completer demographics. As such, results are filtered from all course participants (1542) to those who completed the course (222). Then, the results are further filtered to remove course participants who did not consent to their data being used for reporting purposes, bringing the sample to 217. Finally, results per demographic question may vary in sample size due to consenting course completers who may not have answered specific demographic questions or taken the Welcome Survey at all (where demographic data is gathered) – a maximum possible sample size of 209 based on completers taking the Welcome Survey.

Across quiz scores and demographics, groups did fairly well overall (which makes sense considering all quiz scores averaged 93% or higher). Looking across a given demographic's scores (i.e., across all groups within a given demographic), the most participants with overall quiz scores of 95% or higher was sex and gender group (both at 61%), assessment competency groups (58%), and race and ethnicity groups (53%).

## Assignment Results

Overall, participants who completed the course did pretty well on assignments. Participants needed a score of 75% or better on each assignment to count toward earning the course badge. The mode score for the Module 3 assignment was 30 out of 30 overall, with the following mode scores per rubric dimensions: Outcomes 5/5, Method 5/5, Relationship 5/5, Complete 5/5, References 5/5, and Flow 5/5. Last year, the results were exactly the same.

The mode score for the Module 5 assignment was 25 out of 25 overall, with the following mode scores per rubric dimension: Connection 5/5, Critical lens 5/5, Complete 5/5, References 5/5, and Flow 5/5. Last year, the results were exactly the same.

Overall, course participants performed very well on the assignments. It is worth mentioning these data were not filtered for course completers; aside from people who did not want their data to be used for analysis purposes, these data reflect all submitted assignments by course participants. The next section of the report helps get into more detailed performance of participants per assignment rubric.

## Data Disaggregation

In looking to analyze the results, responses were filtered for only participants who consented to using their data for assessment or report-related purposes. This resulted in a sample of 246 participant artifacts for the Module 3 assignment and 223 participant artifacts for the Module 5 assignment. It is worth noting these resulting samples of 246 and 223 differ from overall course completers (222) since successful course completion requires scoring 75% or better on each quiz and on each written assignment.

Across rubric scores and demographics, groups did fairly well overall (which makes sense considering the mode score for module 3 was 30/30 and module 5 was 25/25). Overall, aggregate, completer and noncompleter rubric performance this year were almost exactly the same or better as last year for Module 3 and Module 5 assignments. Across self-reported assessment competency, sex, and gender populations, 75-78% of folks across groups earned an 87% or better on Module 3 and 70-76% of folks across groups earned a 92% or better on Module 5. Race and ethnicity breakdown was a bit less consistent: 50% or more folks across groups earned an 87% or better on Module 3 and 67% or more folks across groups earned a 92% or better on Module 5.

## User Experience Survey/End of Course Evaluation Results

End of course evaluation occurs by way of a user experience survey offered to all participants. There was an initial sample of 216 respondents was filtered for only participants 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 participants who successfully completed the course and earned the course badge. This resulted in a sample of 182 responses.

- **96% of respondents agreed or strongly agreed to positive impact of course materials (videos, lecture material, readings).** These results are the 1% point higher than last year.
- **95% of respondents agreed or strongly agreed to positive impact of course activities (quizzes, assignments, discussion boards).** These results are the same as last year.
- **73% of respondents indicated they spent 2 hours or less on the course each week** (down from 75% last year), with another 20% spending 3-4 hours per week (up from 18% last year).
- **62% of respondents indicated likelihood to recommend course as a 9 or 10** (down from 66% last year), with another 18% responding with an 8 (down from 25% last year).
- **95% of respondents rated course quality as 4 or 5 out of 5 stars.** This year's data is up from last year's result of 94% responding with 4 or 5 stars.
- **68% of respondents indicated instructor involvement should be a variety** (up from 67% last year), while 27% indicated they like to learn on their own (same as last year). Peer to peer learning, interacting only with instructor, and no instructor interaction made up the remaining 5%.
- **49% of respondents indicated a course length preference of 7-8 weeks** (down from 51% last year), 30% indicated a preference of 5-6 weeks (down from 35% last year).

### Data Disaggregation

The disaggregated data by demographic focused on two end-of-course questions: actual hours spent each week on the course and overall quality of the course.

Overall, time spent on course results across and within demographic groups largely mirror the aggregate results (73%). It was interesting to see how some results for 2 hours or less vary from disaggregation by one demographic to another. It was fun to review the initial anticipated hours as a population in relation to actual hours spent on the course. Drawing from Welcome Survey results, 69% of all respondents indicated they anticipated spending 2 hours or less on the course - not far off from end results here.

Course quality ratings across and within demographic groups largely mirror the aggregate results (95%).

This year's data disaggregation (across course data sets) looked a little different from last year. More detail is provided in the respective data set reports. While we commit to doing some form of data disaggregation next year, it is a long-term goal to conduct further analyses to dig deeper than the descriptive statistics reported in order to truly examine relationships between variables.

### Qualitative Analyses

When looking at the user experience survey, the majority (68%) of comments were positive, with multiple comments containing suggestions for improvement. Thinking through the suggestions for improvements, as well as the negative feedback, the instructors will reflect on ways to address the following as possible course changes in 2024:

- Reviewing and revisiting videos and PowerPoints for appropriateness and updates
- Provide more course experience navigation videos and resources
- Continue thinking of ways to make discussions more engaging, personalized, and manageable
- Review quiz questions to ask more application-based questions versus memorization/recall

- Consider more resources for analyzing data/Module 6 content
- Continue adding to live session/synchronous engagement opportunities

We always get some feedback from more advanced folks in the profession saying the course wasn't as challenging for them and this year was no different. We struggle with this feedback since the course is aimed to be introductory in nature, but we also recognize there are likely few people and institutional practices doing all of the things discussed in this course well, so there's always room to learn and grow. As instructors, we're always sharing how the course is a great refresh and reality check for us as we self-reflect on our practice and how we always are learning great perspective from those who take the course and share about challenges, successes, and questions related to their experiences. We'll keep tinkering, as well as finding ways to encourage more experienced folks to find meaningful ways to leverage the course experience.

All of this information is useful as direction, guidance, and direct feedback for what is working well, what to improve, 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 SP2023

Joe Levy

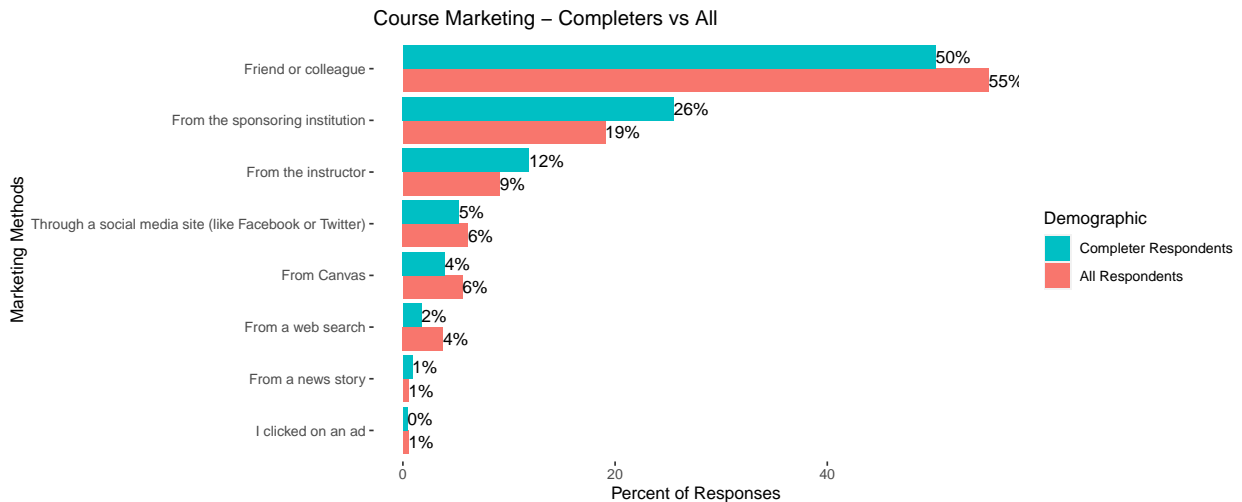
August 8 2023

## Report Orientation

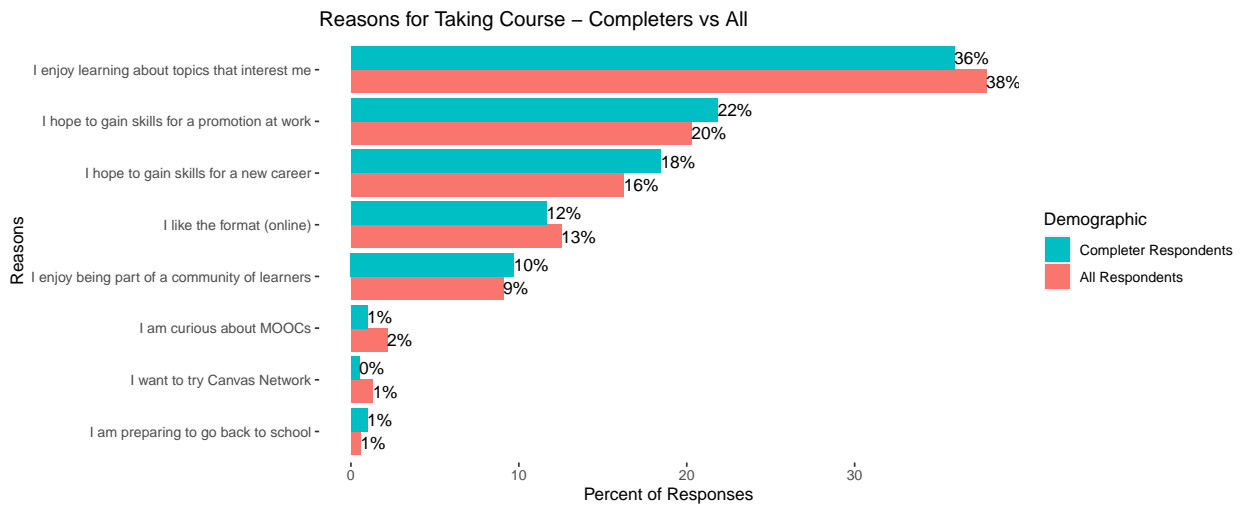
This report analyzes and visualizes respondent data from the course Welcome Survey, which gathers some marketing, expectations, and demographic information of course participants. This document first presents overall data, then filters responses for just those who completed the course to demonstrate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

## Overall & Completer Results

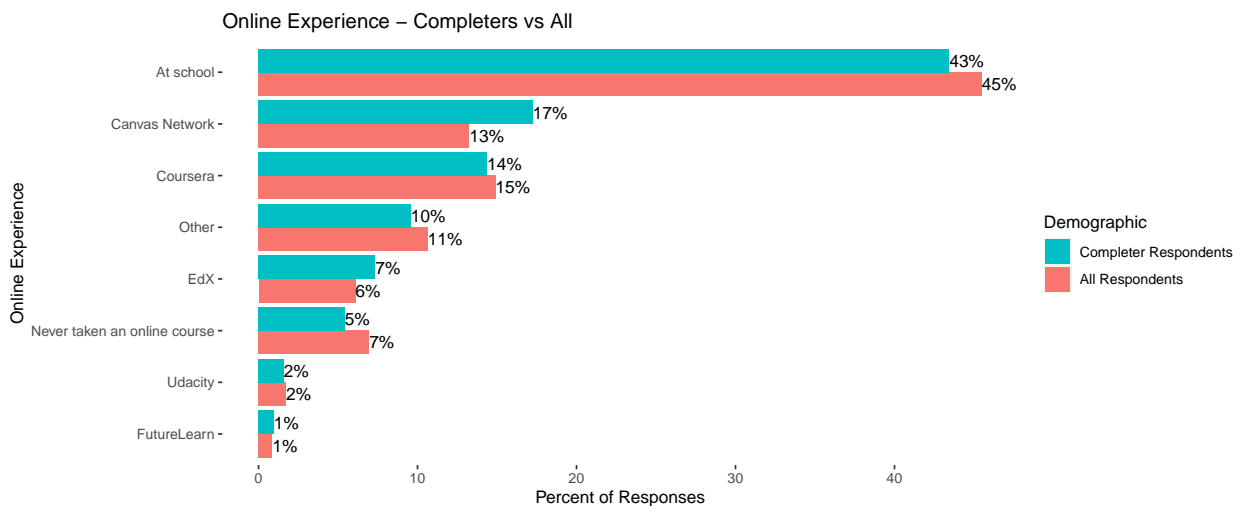
In looking to analyze the results, responses were filtered for only students who consented to using their data for assessment or report-related purposes. This resulted in a sample of 709 responses for the Welcome Survey - these respondents are represented in the “All Respondents” demographic. Data is also presented with filtered responses for individuals who completed the course; sharing results in this way allows us to contrast a completer profile with the overall respondent profile. In filtering for course completers who responded to the Welcome Survey, the overall sample of 709 survey respondents filters down to 209. These 209 responses represent the 222 successful badge earners for the course who completed the Welcome Survey - these respondents are represented in the “Completer Respondents” demographic.



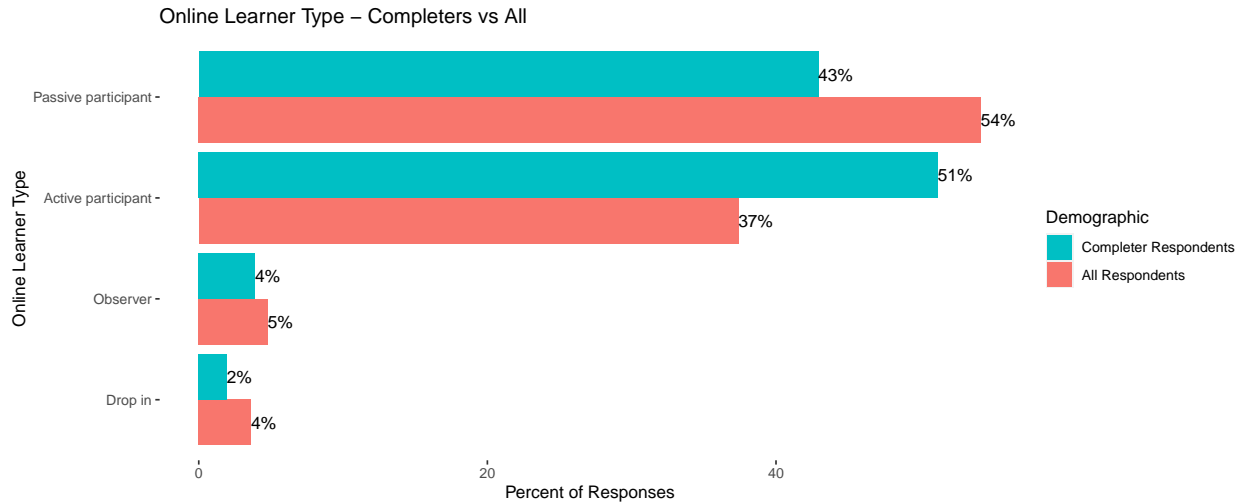
The top three ways people heard of the course are largely the same for completers compared to all respondents. The top two marketing sources for completers were the same last year, though the third was social media; seems social media was slightly less common for completers and all respondents compared to last year. **NOTE:** Be aware the course marketing data is made up of from a check-all-that-apply question.



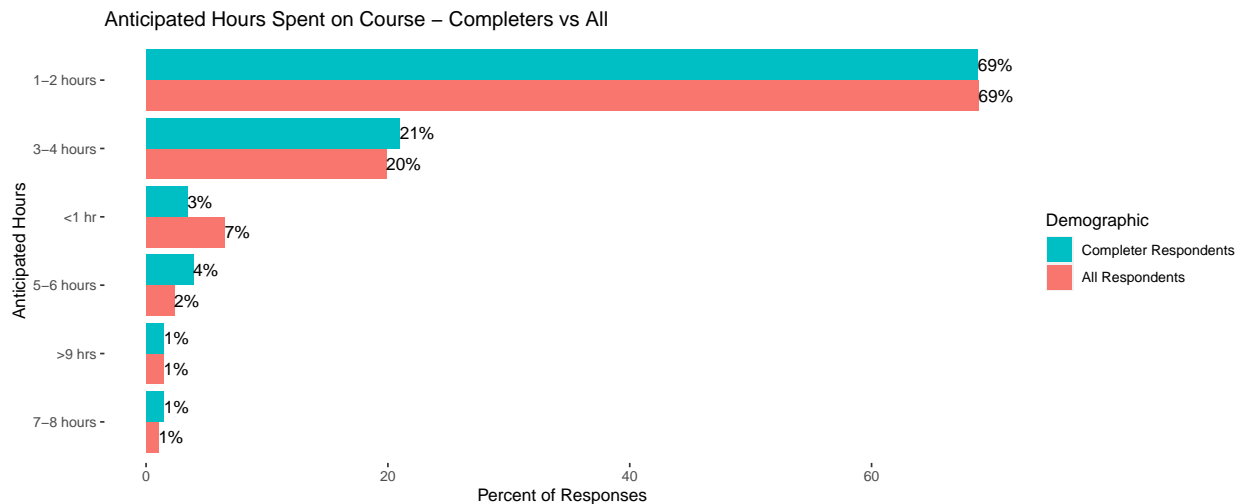
The top three reasons for taking the course are the same with nearly the same distribution between the overall population and the completers: I enjoy learning about topics that interest me (36% for completers, 38% for all), I hope to gain skills for a promotion at work (22% with completers, 20% with all), and I hope to gain skills for a new career (18% for completers, 16% for all). These top reasons match the top reasons from last year.



The top three experience options were similar for overall participants and completers: At School (43% for completers, 45% for all), Canvas Network (17% for completers, 13% for all), and Coursera (14% for completers, 15% for all). These top results were similar to last year's results (even with the slight difference in order of second/third ranking of Coursera and Canvas among completers and all). **NOTE:** The experience with online courses data is made up from a check-all-that-apply question.

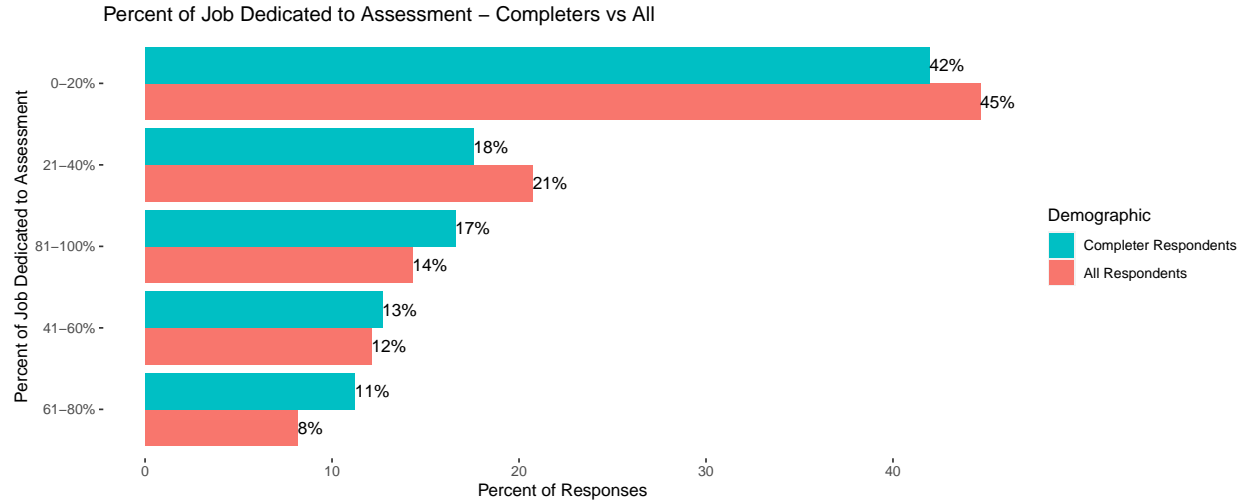


Reasons for taking the course were a bit different between the overall population and the completers, with completers being more active (51%) than passive (43%) but all respondents being more passive (55%) than active (37%). Last year's results were similar for all respondents, but last year's completers were still more passive (49%) than active (46%) - so we had a bit more active completers this year than before.

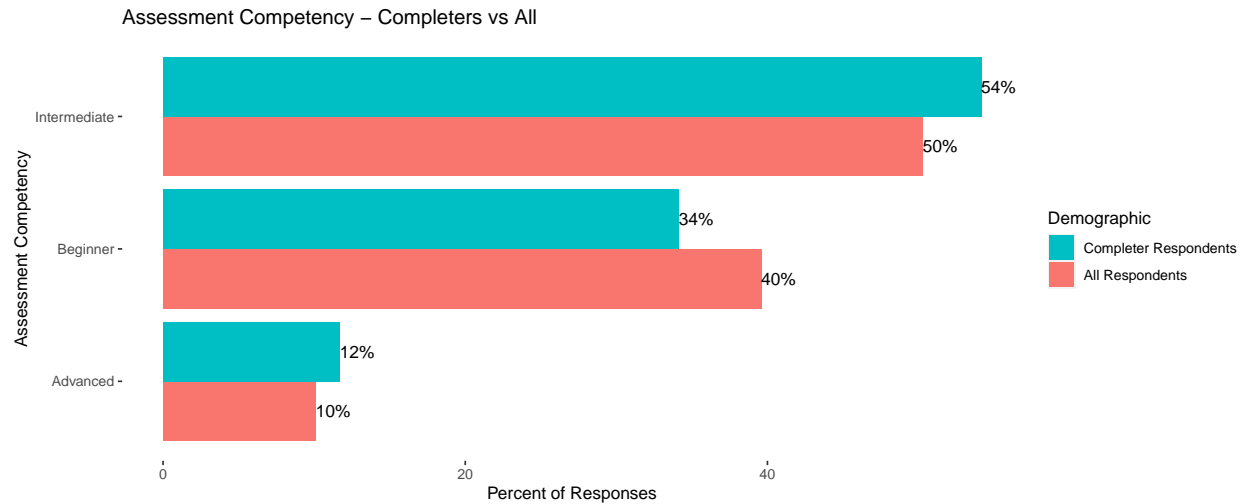


Anticipated hours were about the same for completers vs all respondents. Messaging/expectations of the course instructors expecting people to spend 1-2 hours per module may have influenced the majority responses for 1-2hrs on the course per week (68.74% for completers, 68.84% for all), with several folks anticipating a bit more time of 3-4hrs on the course per week (21% for completers, 20% for all). These results are largely the same as what was reported last year. Borrowing from the end-of-course/User Experience Survey results, we know respondents were not far off in their predictions: 93% of all User Experience respondents reported spending 4 hours or less on the course each week and 73% of all respondents reported spending 2 hours or less each week.

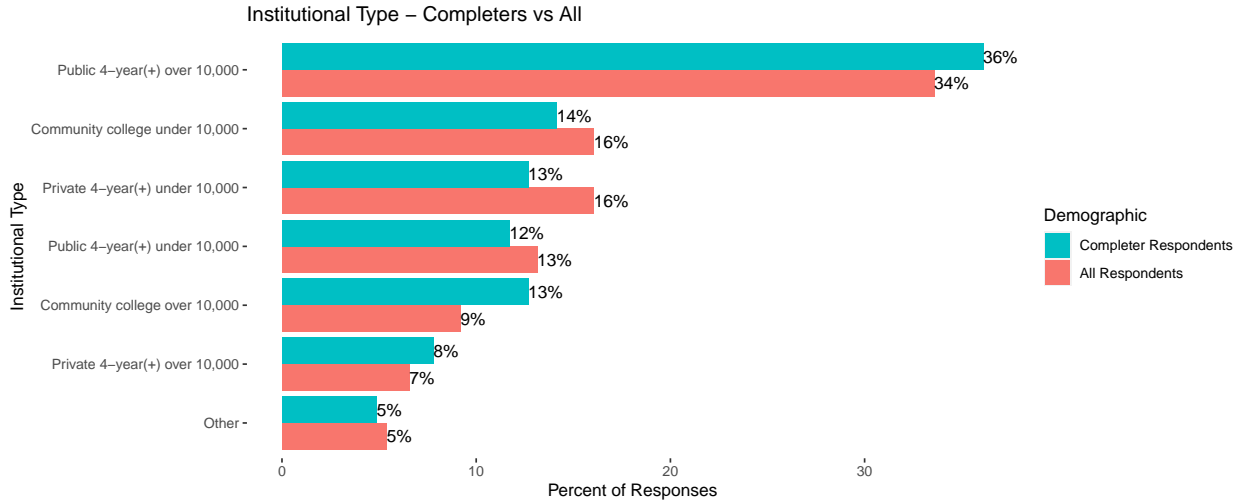




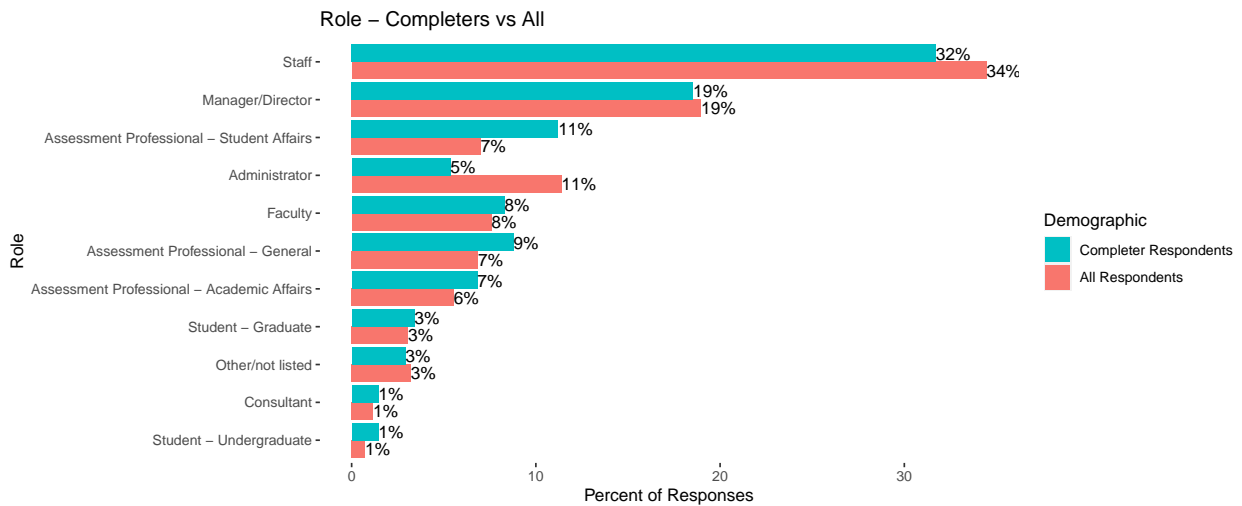
Percent of job dedicated to assessment is pretty similar among completers vs all respondents, with 40% or less of their job dedicated to assessment (60% for completers, 66% for all). This year's course participants have a bit more of their portfolio dedicated to assessment compared to last year as results were 72% for completers, 74% for all who had 40% or less of their job dedicated to assessment. More people this year across each category of 41-60%, 61-80%, and 81-100% job dedicated to assessment.



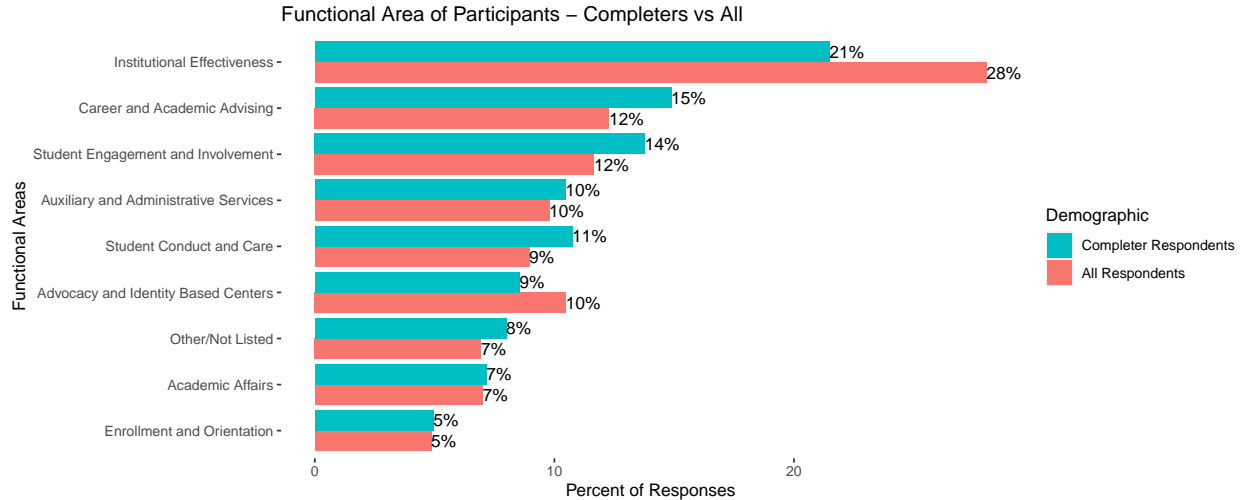
While completers have previously had more intermediate than beginner folks (advanced always the minority share), this is the first year where the most common response among all participants was intermediate (50% for all this year, 45% for all last year). The completer results are even more pronounced in demonstrating the course served a slightly more experienced participants this year.



The institutional types have a similar distribution among completer vs all respondents, with top four options being the same but in a slightly different order: slightly more Community College under 10,000 completers than Public 4-year under 10,000 completers (where these institutional types were tied for all respondents). These top four institutional types mirror last year's results.

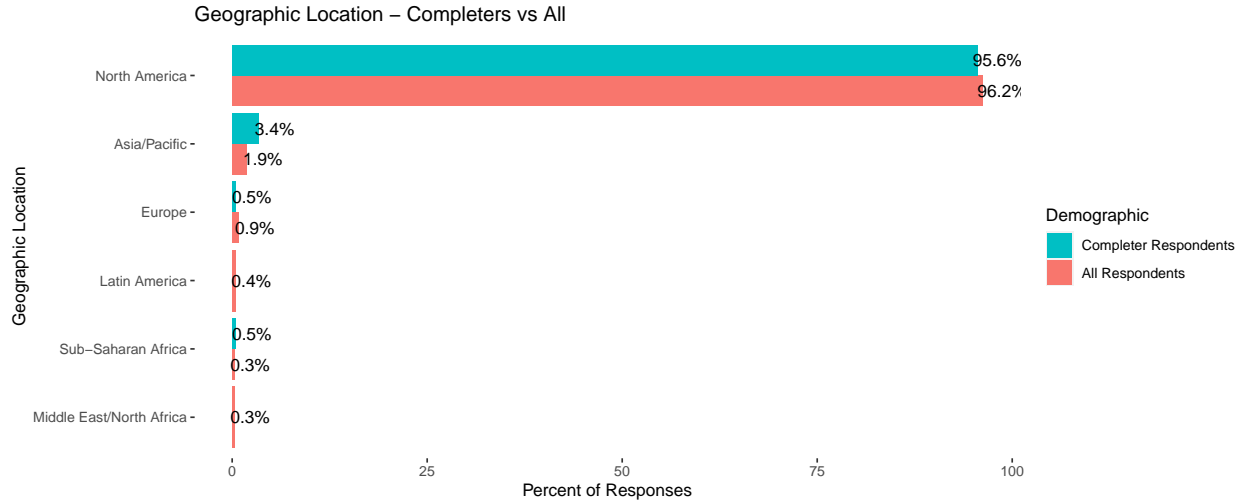


The top two responses for role of completers vs all respondents this year mirror last year's results. The third most common response for all respondents was the same last year, but the third most common role difference for completers this year jumped in number for Assessment Professional - Student Affairs compared to last year (11% this year and 7% last year), whereas the number of Administrators fell (5% this year and 10% last year). It's worth mentioning the number of faculty doubled since last year (4% for all and completers last year vs 8% for both this year).

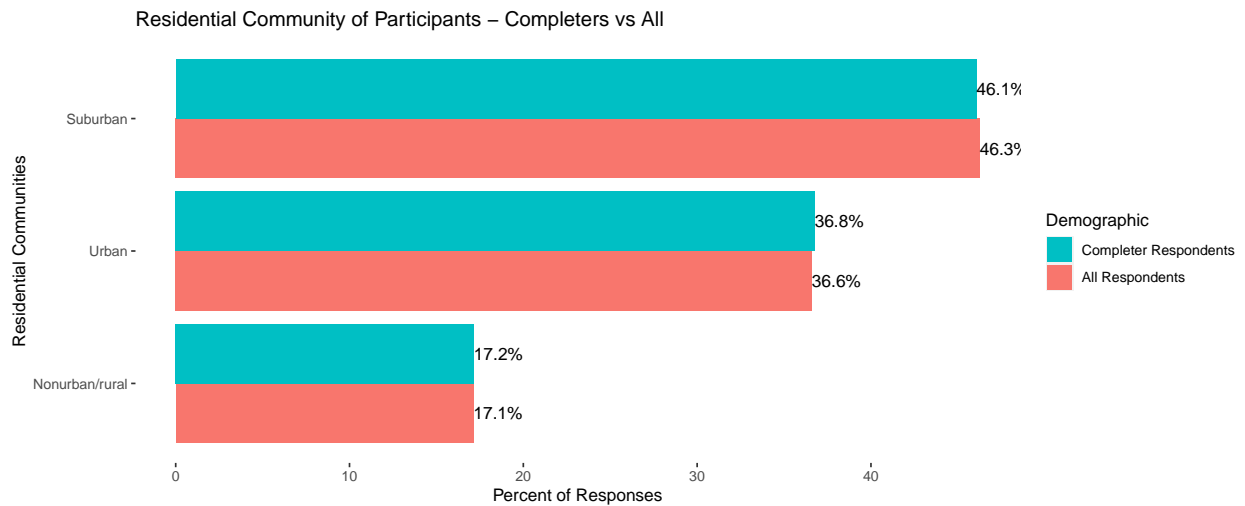


The top/most common responses for functional area for participants are the same for completers vs all respondents: Institutional Effectiveness (21% for completers, 28% for all), Career and Academic Advising (15% for completers, 12.3% for all), and Student Engagement and Involvement (14% for completers, 11.7% for all). This question was not previously asked, so there is no past data to compare with these results. **NOTE:** The functional area data is made up from a check-all-that-apply question of more specific functional areas which have been grouped to these nine categories. The categories and specific functional areas included:

- Academic Affairs (Faculty, Library, Registrar, Under/graduate & Professional Student Services, Instructional Design-Related Services)
- Advocacy/Identity Based Centers (ADA/Disability Services, Education Abroad/International Services, LGBTQ+/Gender and Identity Services, Multicultural Services, TRIO/College Access, Veterans Services)
- Auxiliary/Administrative Services (Dining, Event Planning, Administration Services, Campus Police and Safety, Technology Services, Resident Life/Housing, Communication/Marketing)
- Career and Academic Advising (Career Services, Academic Advising, Learning Assistance/Testing/Placement Programs)
- Enrollment and Orientation (Admissions/Recruitment, Enrollment Services, Financial Aid, Orientation/Family Services)
- Institutional Effectiveness (Assessment, Accreditation/Regulatory, IR, Innovation/Strategy)
- Student Conduct and Care (Counseling, Case Management Services, Alcohol/Drug Programs, Health Promotion, Title IX/Sexual Violence-Related Services, Students of Concern)
- Student Engagement/Involvement (Campus Activities, Student Organizations, Leadership Programs, Religious & Spiritual Programs, Civic Engagement/Service Learning, College Unions, Campus Recreation/Fitness/Sports Services, Fraternity/Sorority Programs)

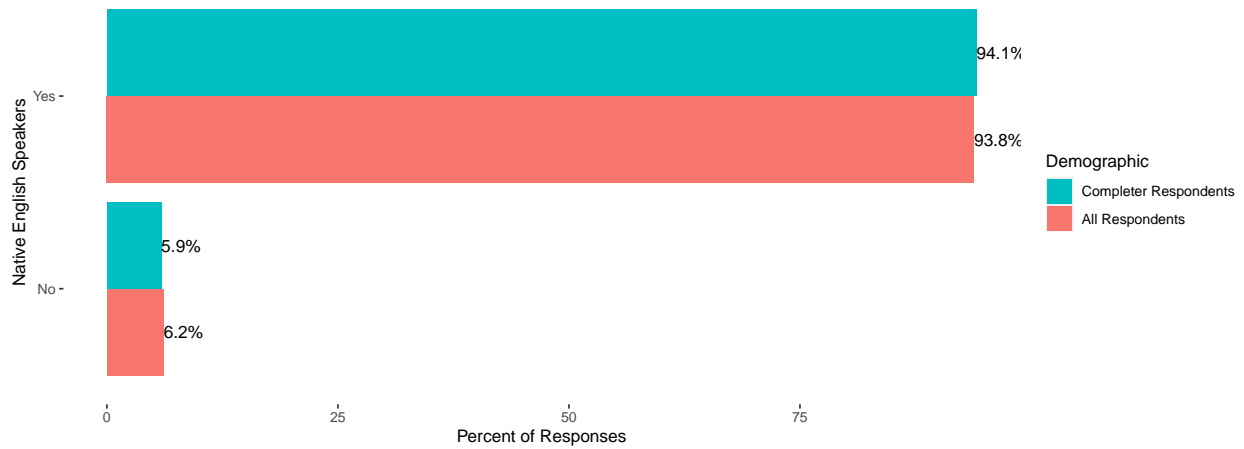


Geographically, the top places where participants are taking the course were similar for completers and all participants: North America, Asia/Pacific, and Europe - though completers had Sub-Saharan Africa tied with Europe at .5%. Last year, the most common locations were in the same order (North America, Asia/Pacific, Europe), just with different amounts (95%, 2%, tie with the remaining locations at 1%, respectively).



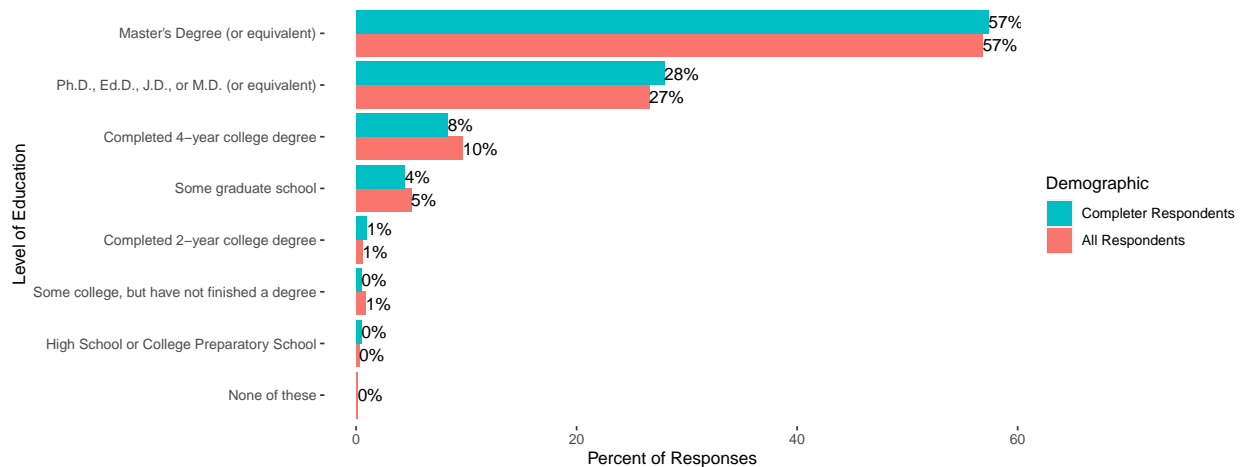
Fascinatingly, the residential community where course participants live were near identical for completers vs all participants. This question was not previously asked, so there is no past data to compare with these results.

### Native English Speakers – Completers vs All



With respect to native language, completers vs all participants again had near identical distributions. These numbers are similar to last year (94% native English speakers for completers and all respondents).

### Highest Level of Education – Completers vs All

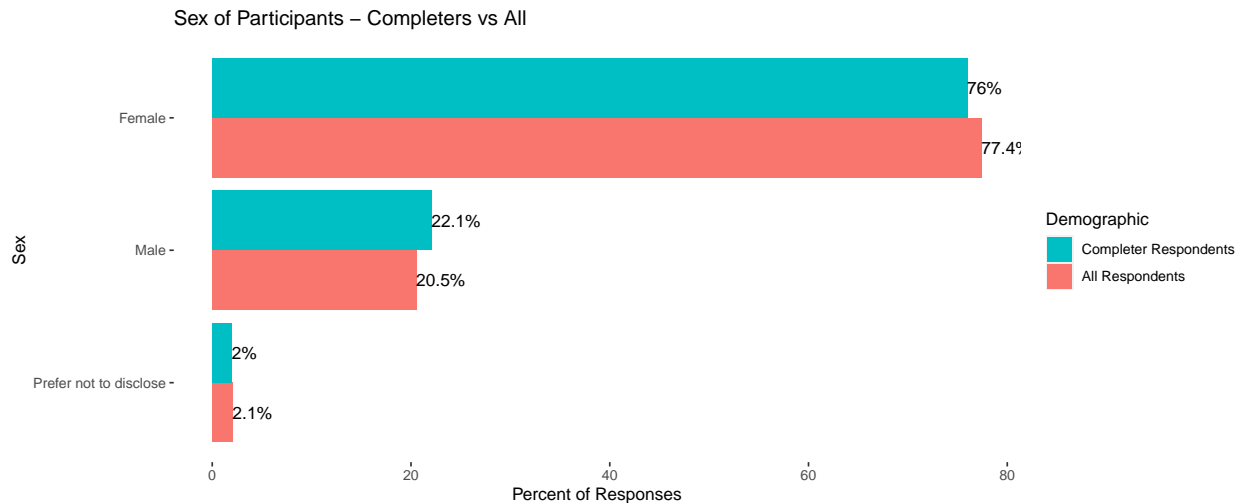


The distribution of responses for highest level of education is relatively the same for completer vs all participants. Completers had slightly more master's and doctorate/terminal degrees compared to all participants, but slightly less at the 4-year degree level. The prevalent degree levels held by participants being similar between completer and all participants here mirrors last year's results.

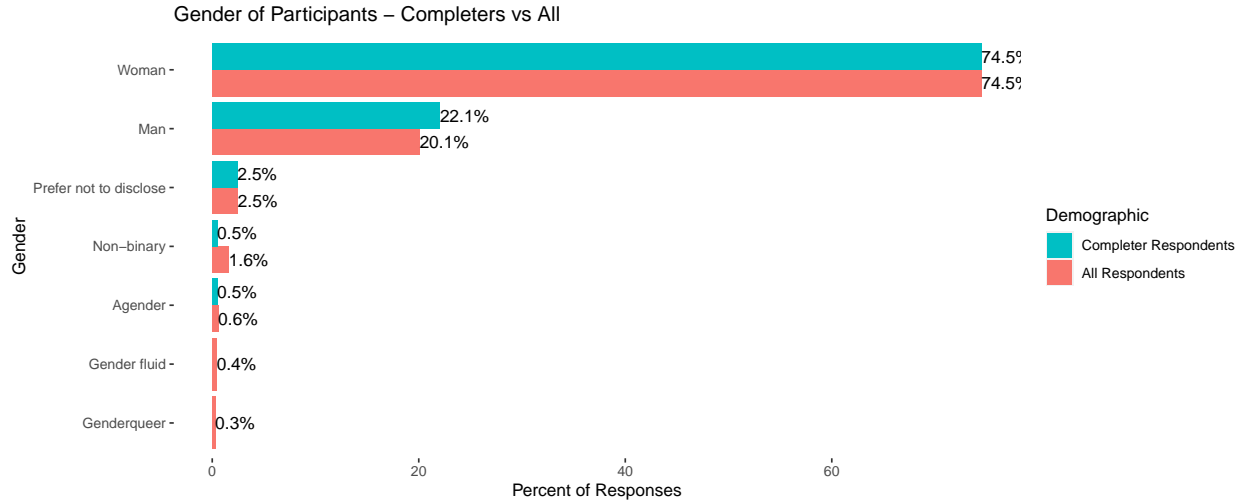
## Warning: NAs introduced by coercion

Demographic	Age_Minimum	Age_Maximum	Age_Mean	Age_Median	Age_Mode
All Respondents	19	75	45	45	35
Completer Respondents	19	69	43	42	34

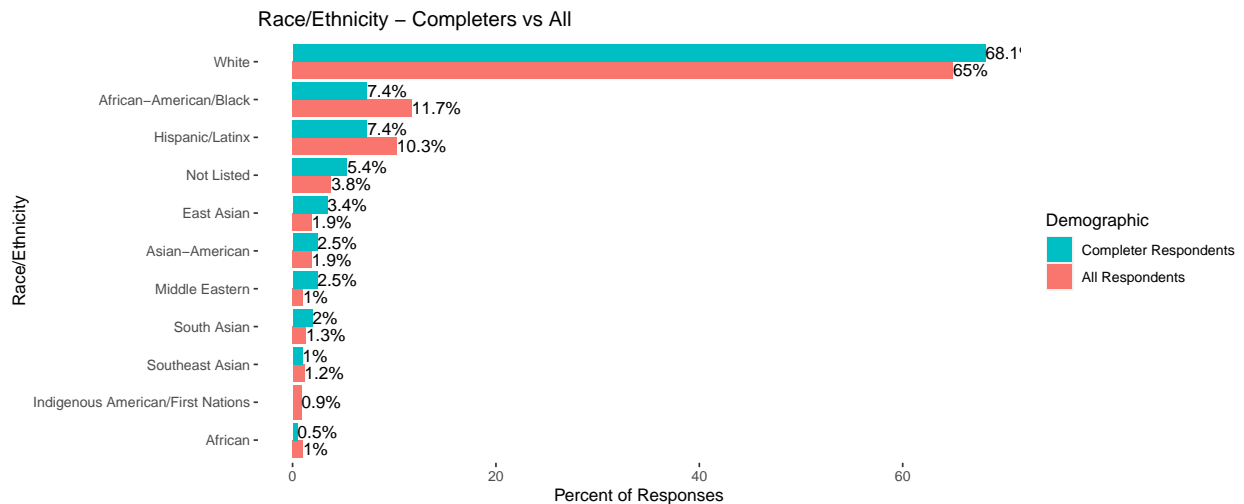
The table above shows the age breakdown of participants. Completers were a little younger than the all respondent population with comparison of maximum age, mean, median, and mode of ages. This question was asked differently last year capturing age ranges, but the results appear to be relatively similar: 60% of completers and all respondents were 25-44 years old (approximately 30% in both demographics as 25-34 and 35-44 years old); another 20%+ were 45-54 years old across completers and all respondents.



The completer profile is pretty similar to the all respondent profile with respect to sex, with completers slightly more male and less female. Results from last year were similar in being majority female, but this year's completers and all respondents in the course were more female (68% completers and 71% all last year).



Completers were similar all respondents with respect to gender, with slightly more completers identifying as men and slightly less non-binary and no gender fluid or genderqueer respondents compared to all respondents. Completers and all respondent results here are similar in top/most common responses with last year’s results, but different distribution (more women, less men, less non-binary, agender, gender fluid, and Genderqueer this year).



While there were more White completers and less African-American/Black or Hispanic/Latinx compared to all respondents, completers were more East Asian, Asian-American, South Asian, Middle Eastern populations than the proportions for all respondents. All respondents had more Indigenous American/First Nations and African participants. Results from this year are similar to last year, with the top three race/ethnicities being in the same order for completers and all participants, as well as similar percentages for all completers (62% White, 11% African-American/Black, and 11% Hispanic/Latinx).

## **Overall Completer and Demographics Reflection**

The following is a narrative profile summary of the course participants looking across the majority responses for all respondent and completer respondent demographics.

Participants are largely hearing about the course from friends or colleagues, from SAAL/sponsors, or from the instructor. They take the course because they enjoy learning about topics that interest them and hope to gain skills for a promotion or new career. While they have online experience from school or through various MOOC providers, course takers are relatively split on being passive or active participants for this course and they anticipate spending 1-2 hours per week on the course.

Majority of course takers have 40% or less of their jobs dedicated to assessment and identify as intermediate or beginners with respect to their assessment competency. They hold all sorts of roles at institutions, with large concentrations as staff, managers/directors, student affairs assessment professionals, and administrators. They work in functional areas across the institution, with large concentrations in institutional effectiveness, career and academic advising, and student engagement and involvement. They attend from all types of institutions, but the largest concentration are in public 4-year over 10,000, community college under 10,000, and private 4-year under 10,000. While we have course takers from all over the world, the vast majority are from North America, nearly half in suburban residential communities, and the vast majority of participants speak English as their native language.

Course participants typically have master's degrees, the next largest group has terminal degrees. The course welcomed all ages of participants (from 19 to 75), with the average reported age of 45 for all respondents and 43 for completers, with the most frequently reported ages being 35 for all respondents and 34 for completers. Course participants are majority female and the majority identify as women. While many races and ethnicities are represented, the majority of participants identified as White, followed by African-American/Black and Hispanic/Latinx.

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



# Quiz Data SP2023

Joe Levy

August 8 2023

## Report Orientation

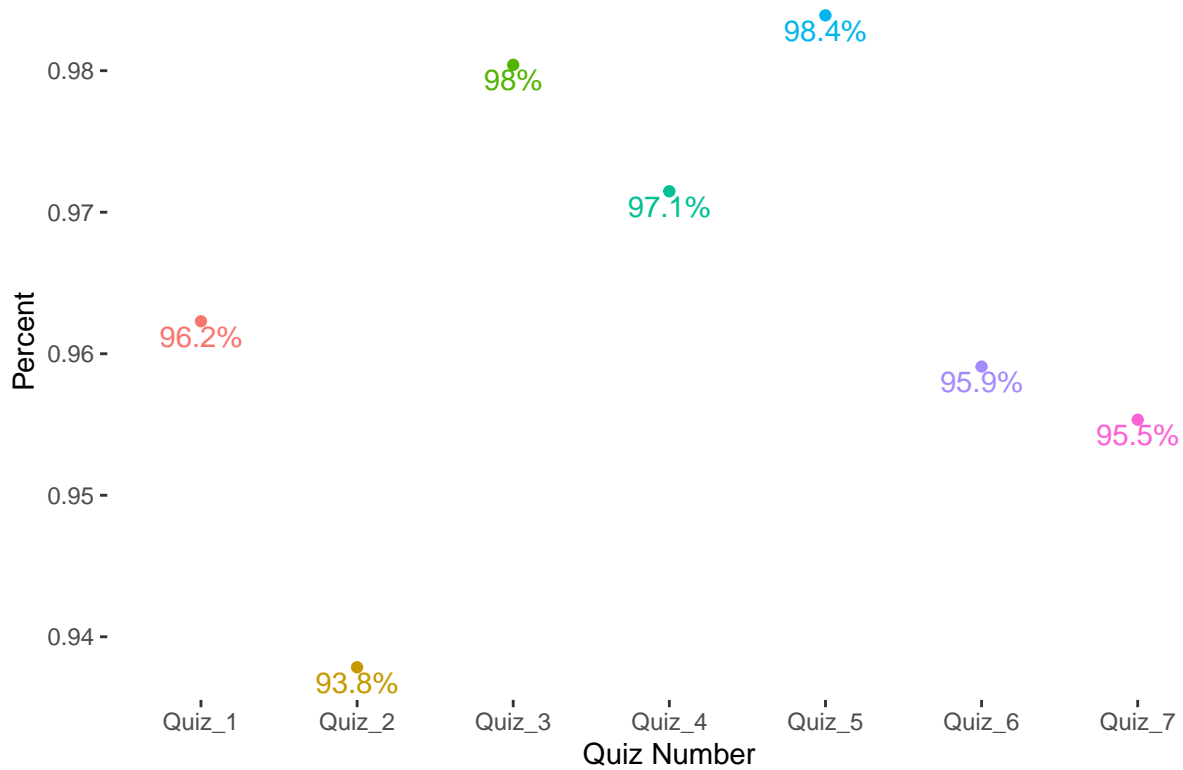
Quizzes were part of seven of the eight modules of the course. This report provides overall grade results per quiz, as well as results per question of each quiz. Data and visualizations are presented in aggregate and per quiz, as well as overall quiz results disaggregated by participant demographics. 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 and attempted each quiz. Of the 1542 total students, this resulted in 575 students for the first quiz and, given attrition over the course, the number got smaller across quizzes. Right-sizing participant data across all quizzes resulted in a sample of 265 respondents.

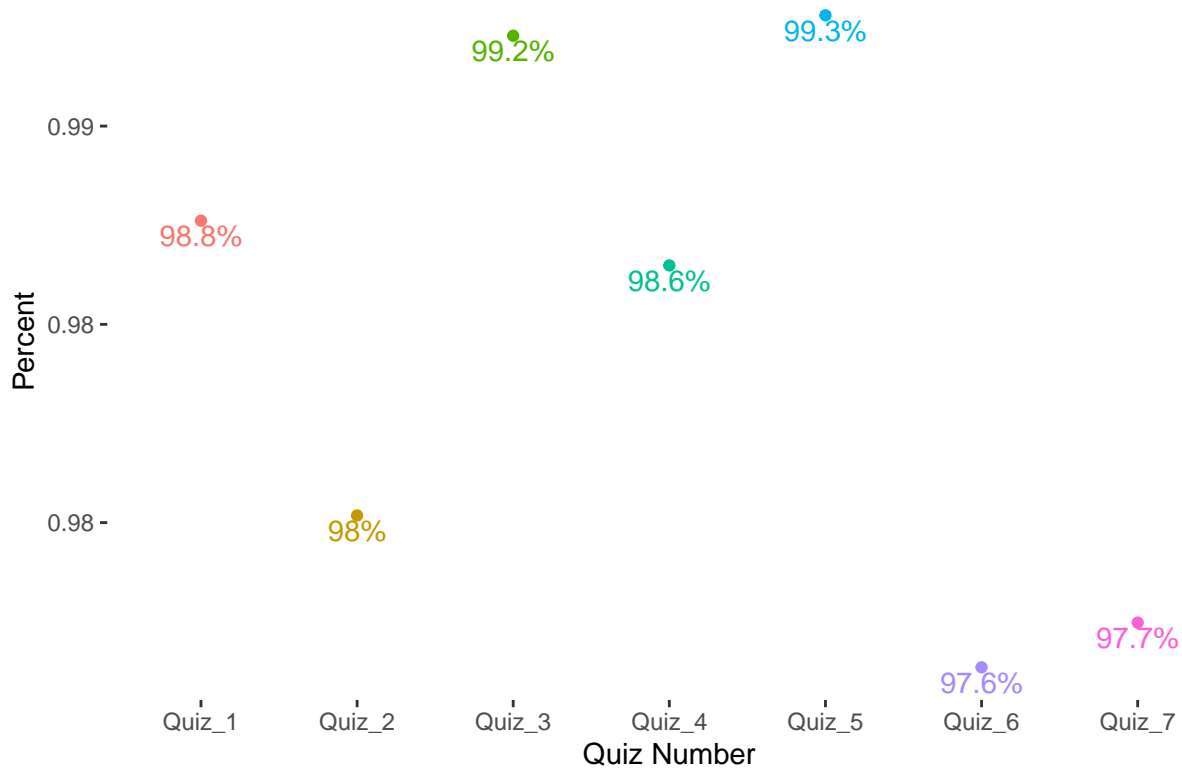
It is worth noting this resulting sample of 265 differs from overall course completers (222) since successful course completion requires scoring 75% or better on each quiz and on each written assignment. When looking at completers (earning 75% or better on all quizzes and written assignments) and those who consented to use their data for analysis, that number drops to 209 - a completer profile is used for comparing overall quiz results for all those who attempted versus performance of those who successfully earned the badge for the course.

## Average Grade Per Quiz – All



Overall, quiz results are very positive with respect to demonstrated student learning. The results above reflect all people who took quizzes, sorted for the common denominator of respondents who completed each quiz. 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 93% correct or higher. The next image will show quiz results for completers (participants who earned 75% or better on each quiz and 75% or better on each written assignment).

## Average Grade Per Quiz – Completers

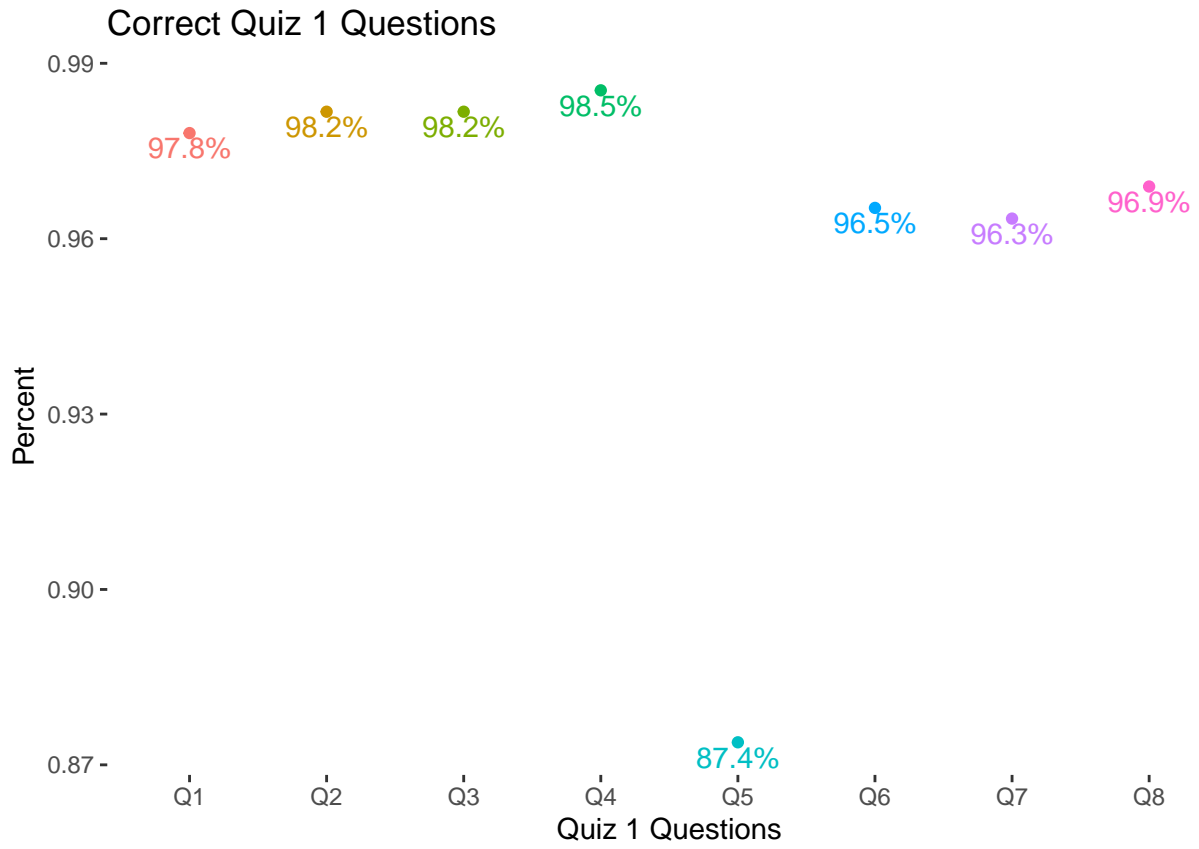


Completer quiz results are more positive than the overall quiz results. Again, the mode quiz scores were the max values (100% correct score) per respective quiz, so average quiz scores are shown here to offer a bit more variability with respect to student performance in each quiz. Even with the averages, each quiz average is 97% correct or higher. These average scores are slightly higher compared to last year's completer quiz data across the board for each quiz. Last year's details compared to this year's, respectively, include: Quiz 1 93.4%, Quiz 2 with 94.2%, Quiz 3 98.6%, Quiz 4 98.2%, Quiz 5 99.1%, Quiz 6 96%, and Quiz 7 97.2%.

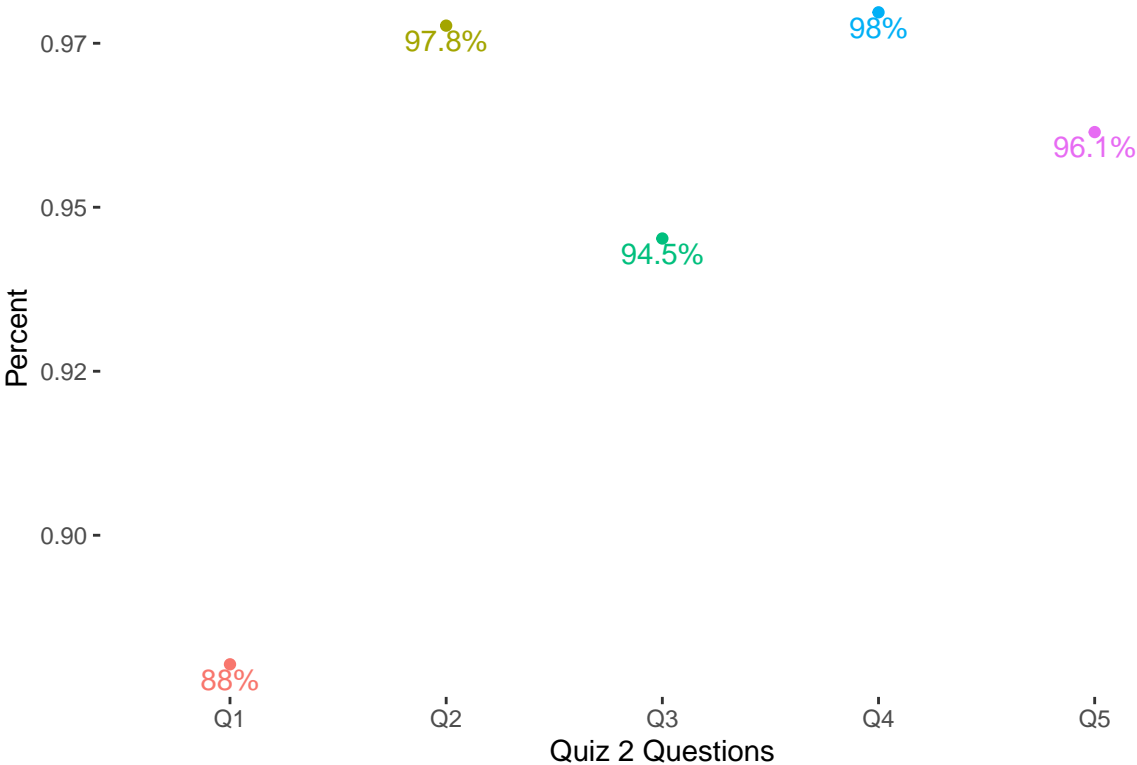
### Individual Quiz Results

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. Responses were only filtered for folks who completed all quizzes and consented to their data being used.

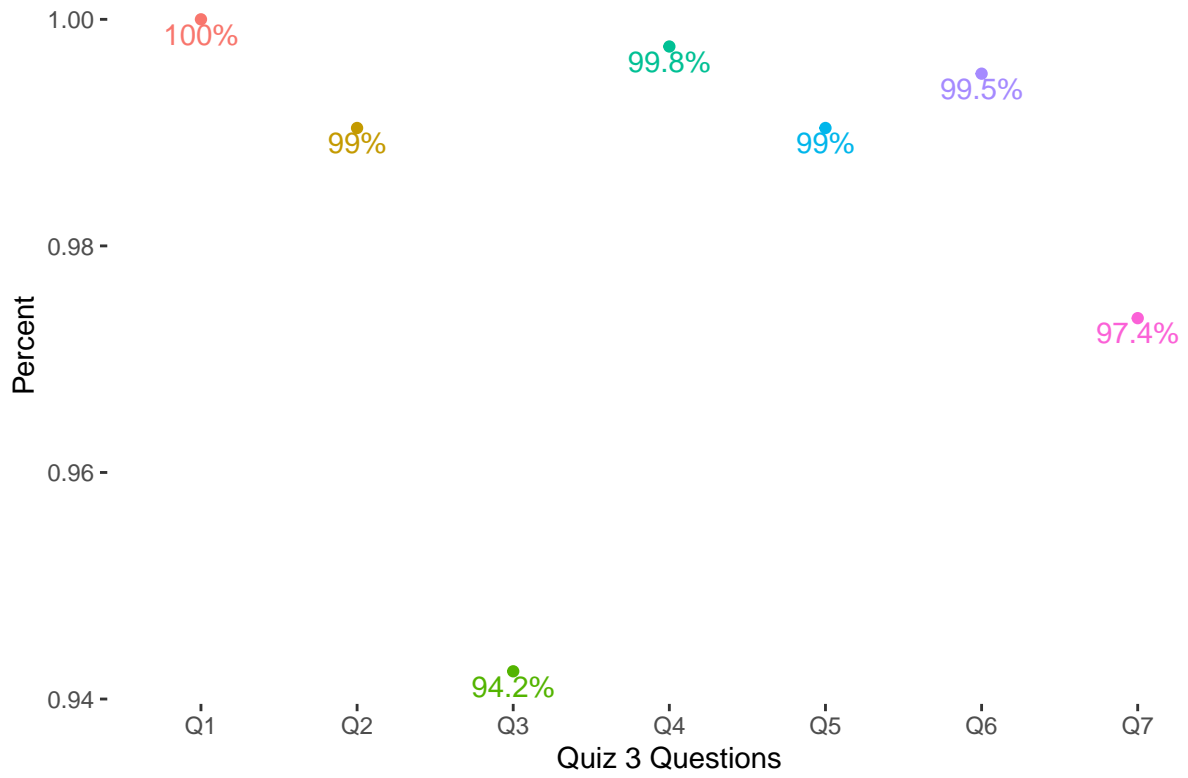
As one might infer from the overall results, individual quiz scores are fairly high. As such, pay attention to the scale for each quiz. With such high scoring results (mostly 90% or above), the scales are usually just showing 10 percentage points.



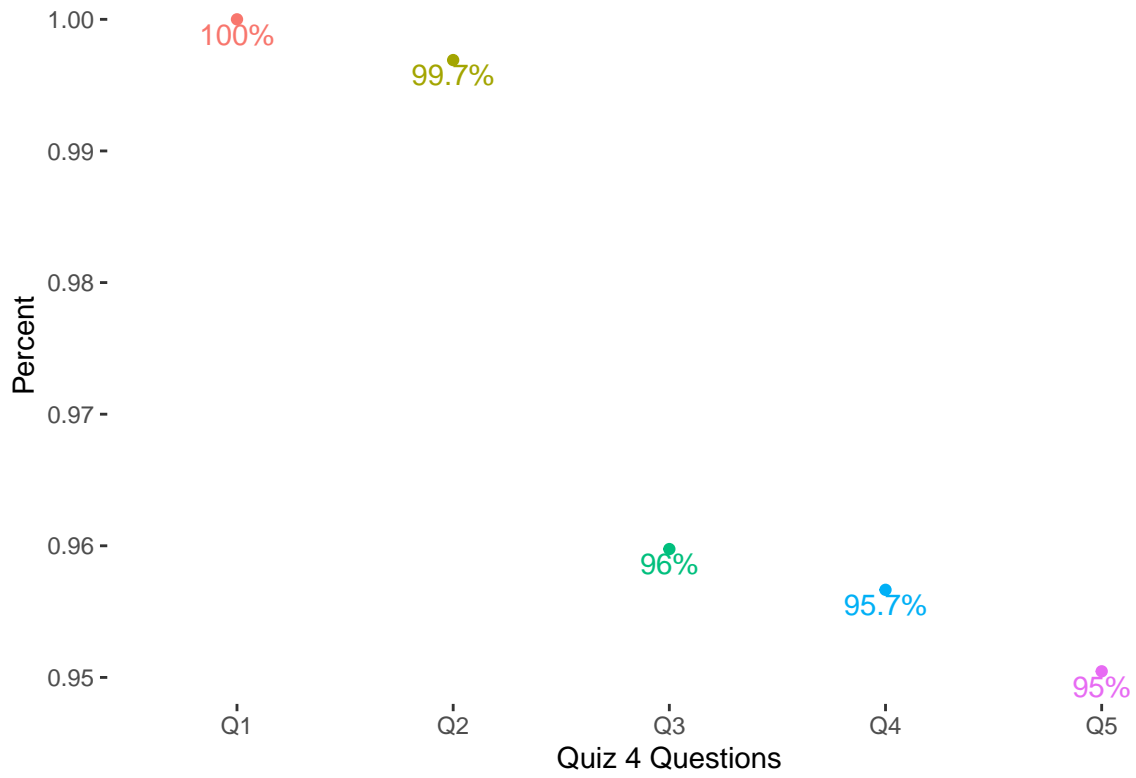
### Correct Quiz 2 Questions



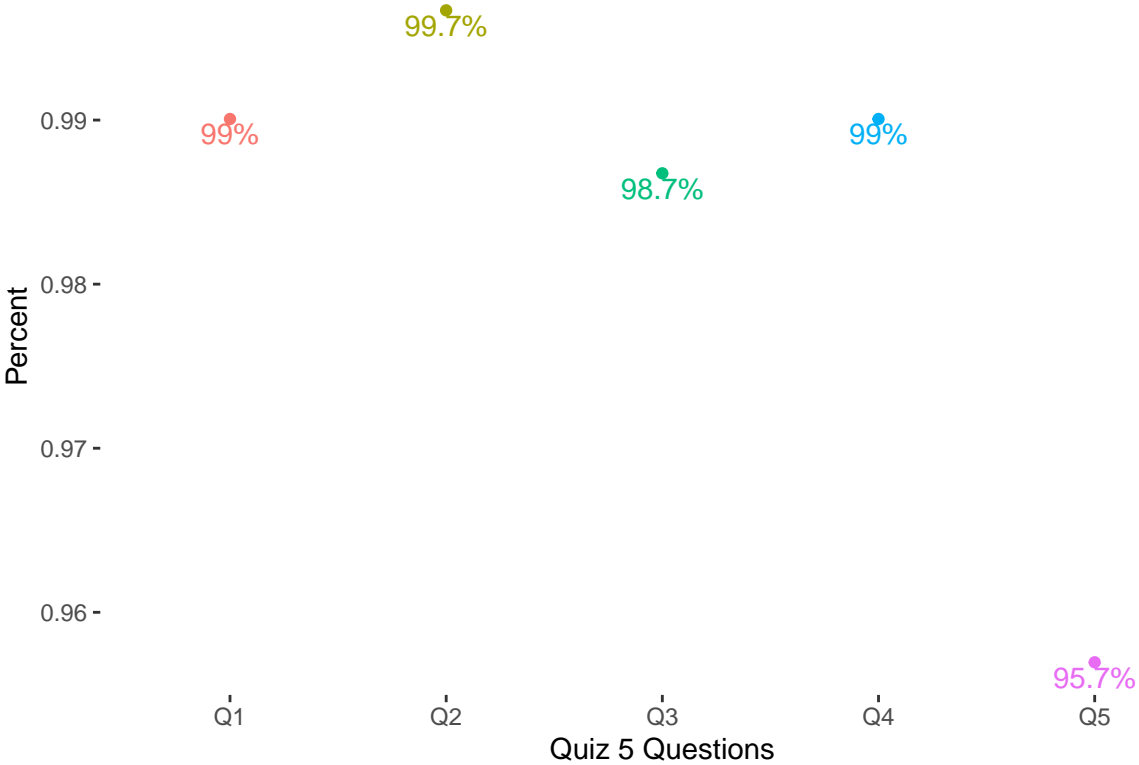
### Correct Quiz 3 Questions



### Correct Quiz 4 Questions

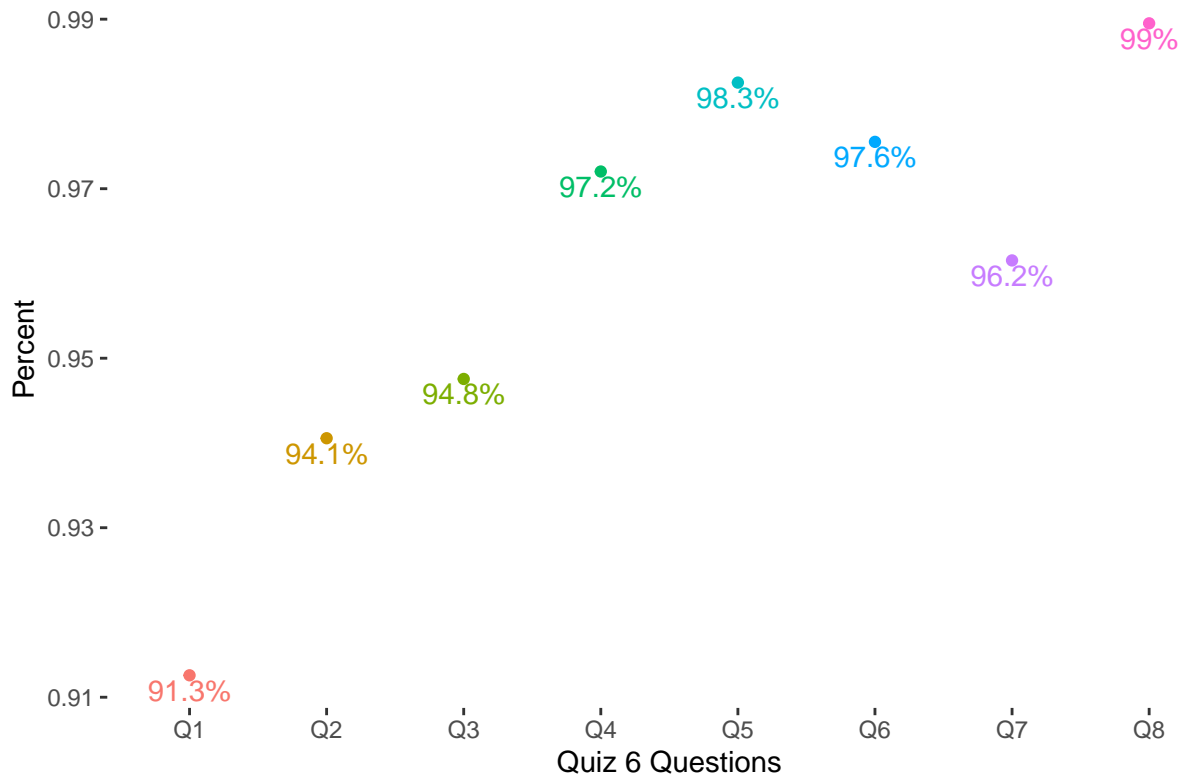


# Correct Quiz 5 Questions

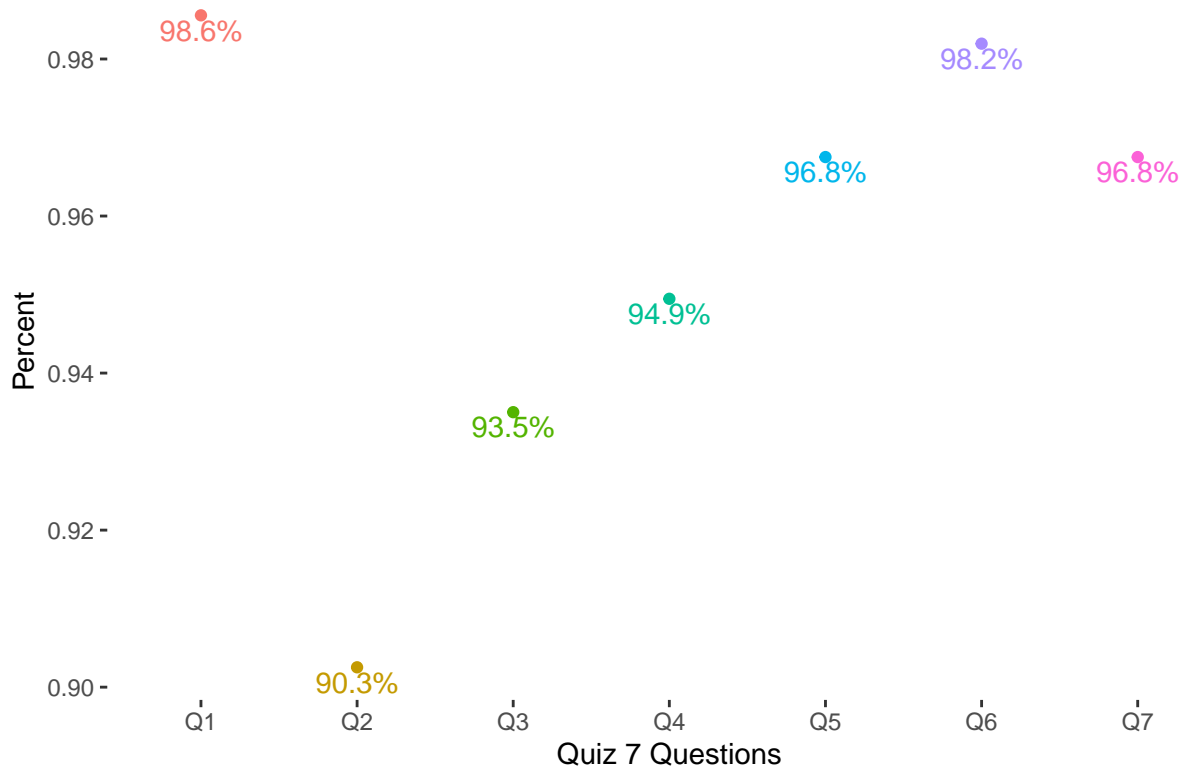




### Correct Quiz 6 Questions



## Correct Quiz 7 Questions



Overall, individual question scores were high across quizzes. With Quiz 1 having the lowest overall average quiz score, it is not too surprising to see Q5 in Quiz 1 average 87.4% as the lowest overall quiz question score across all quizzes. This is a bit surprising since the rest of the Quiz 1 questions averaged 96% or higher. This is the second year in a row with that question having one of the lowest question scores across all questions in all quizzes, giving reason for the instructors to look at the question structure and Module 1 course content related to Q5 for Quiz 1.

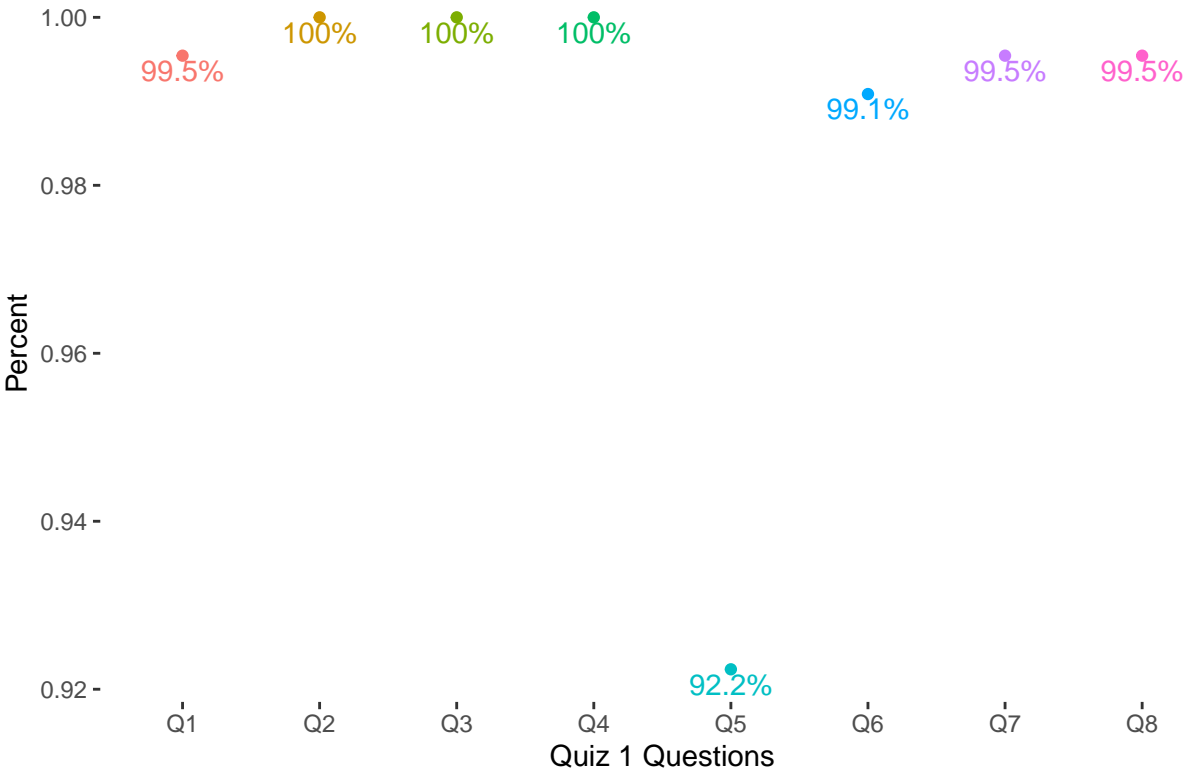
On the opposite end of the spectrum, it is now four years running that Quizzes 3 and 5 have the highest overall average grades - this year with no individual average question scores below 94%.

## Individual Quiz Results for Completers

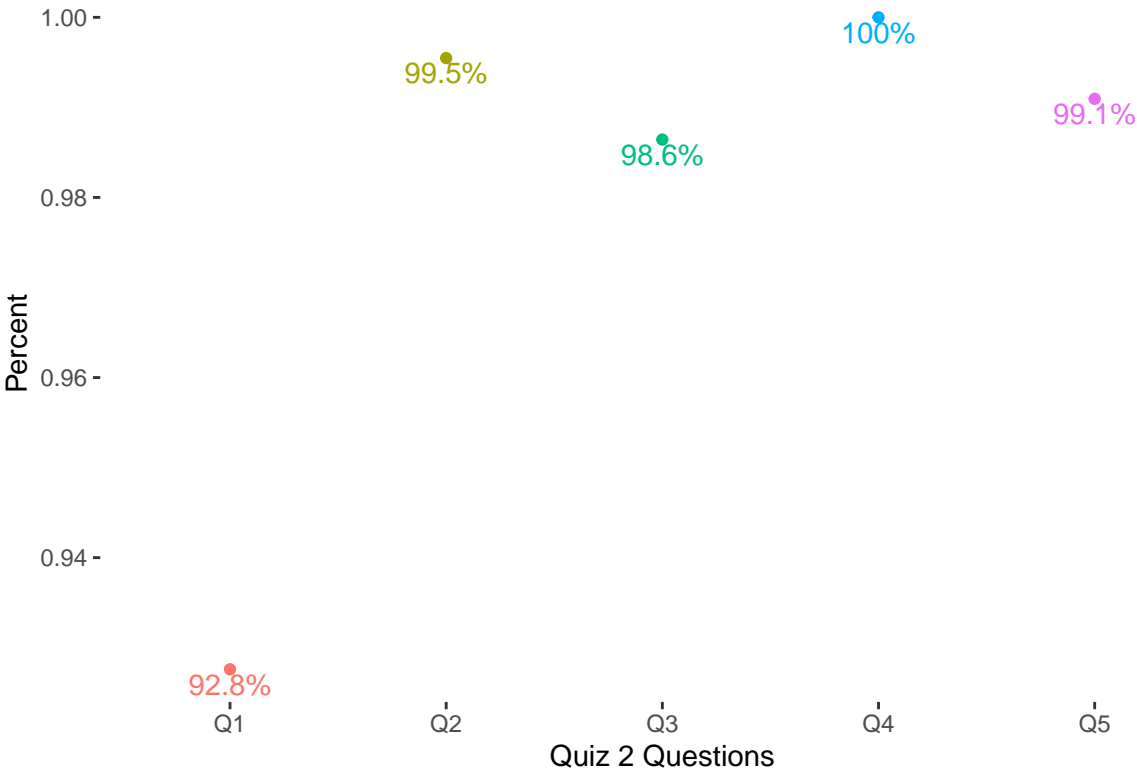
Now individual quiz results will be displayed for completers to see what kind of performance difference there may be per quiz and quiz question. After filtering quiz responses for just course completers to have a valid and consistent sample size, below are plots per quiz showing the percent of students answering each question correct.

Beyond the overall results and individual quiz results, quiz scores are the highest with completers. Again, 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 or less.

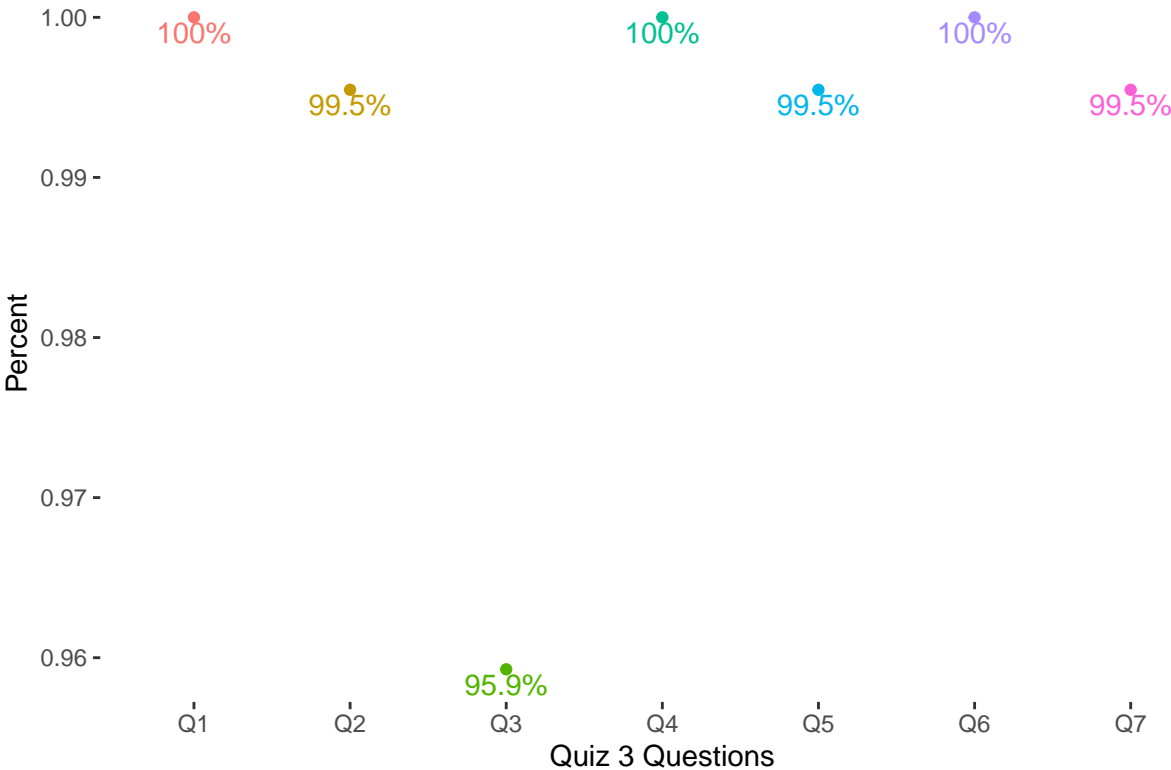
### Correct Quiz 1 Questions – Completers



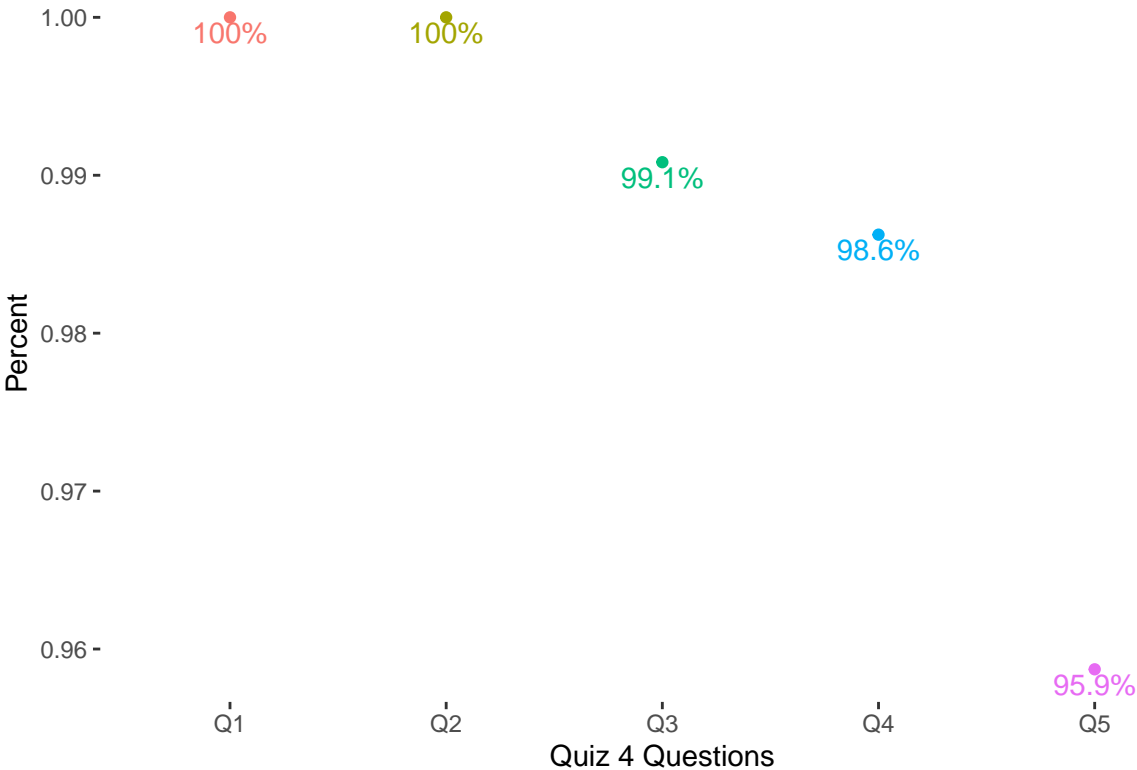
### Correct Quiz 2 Questions – Completers



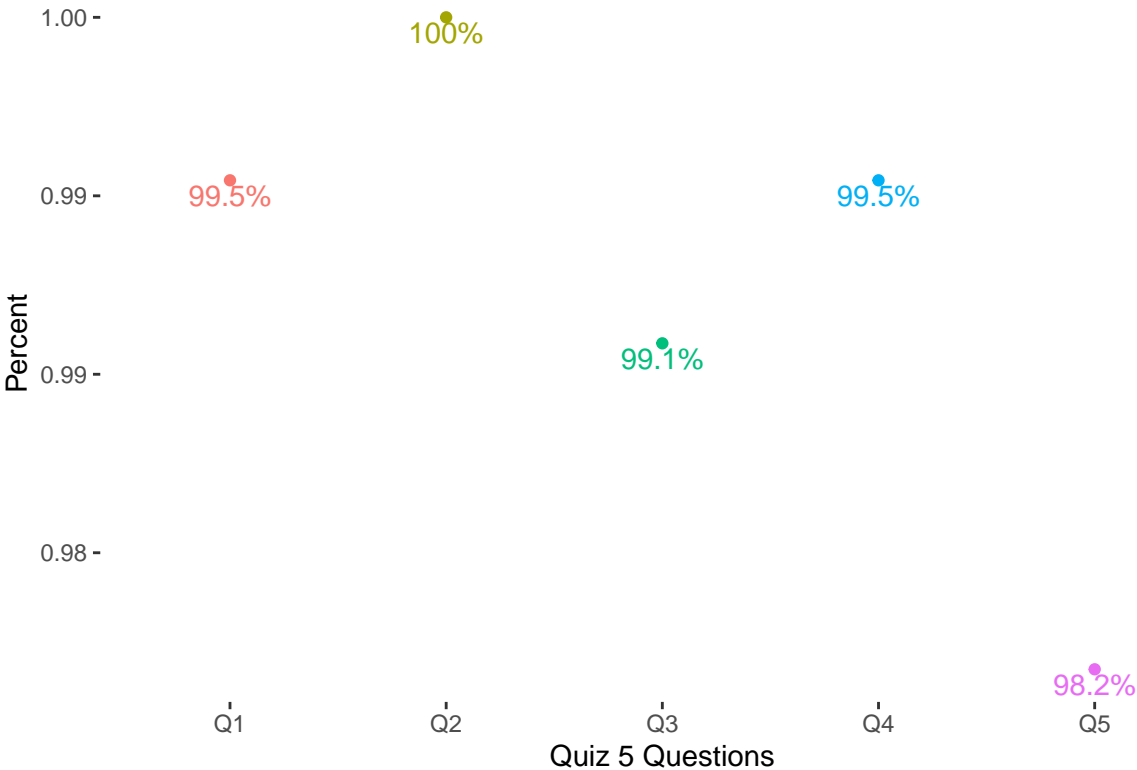
### Correct Quiz 3 Questions – Completers



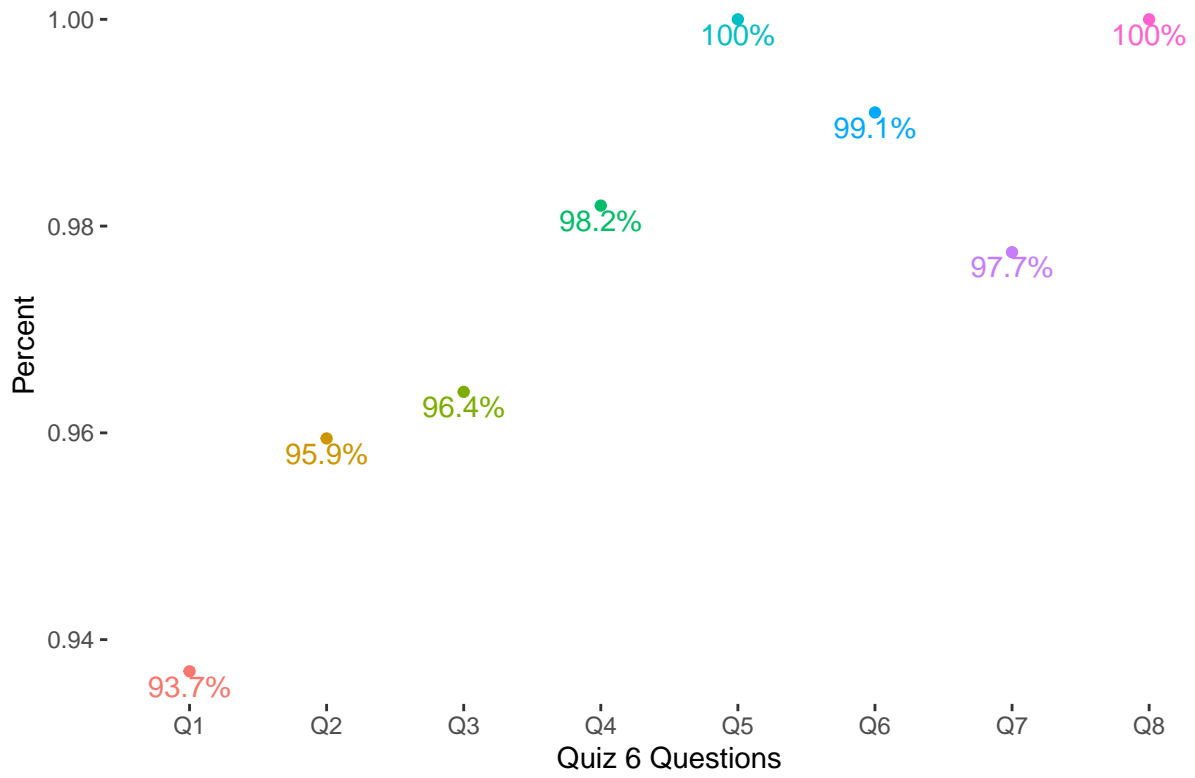
### Correct Quiz 4 Questions – Completers



### Correct Quiz 5 Questions – Completers

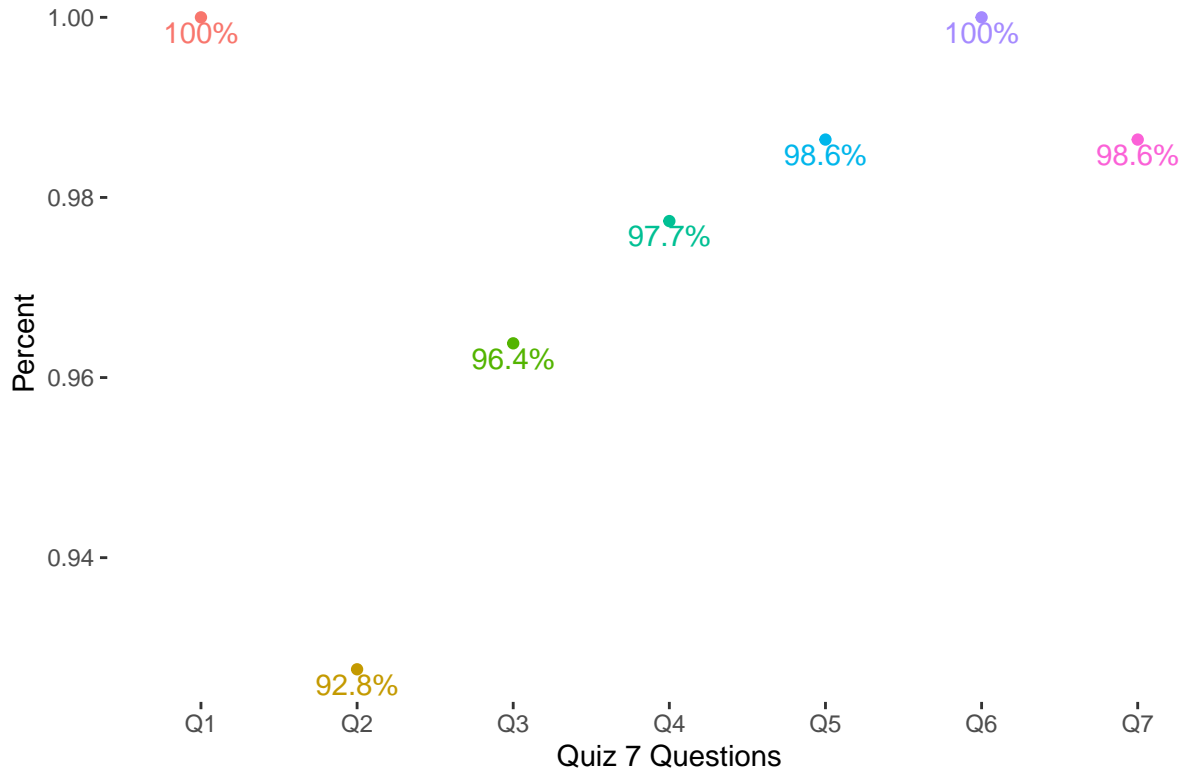


### Correct Quiz 6 Questions – Completers





### Correct Quiz 7 Questions – Completers



As expected, individual question scores with completers were high across quizzes. Not too much to say here, as scores/trends are similar to the overall participant individual question scores, just narrowed by a few percentage points for the overall spread. Knowing even completers demonstrated noted questions several percentage points below other questions (e.g., Q5 in Quiz 1, Q1 in Quiz 2, Q1 in Quiz 6, and Q2 in Quiz 7), instructors will check over those respective question structures and module content to see where improvements might be made for more consistency like the majority of the other quiz questions.

## Demographic Disaggregation

This section disaggregates the overall quiz results by completer demographics. As such, results are filtered from all course participants (1542) to those who completed the course (222). Then, the results are further filtered to remove course participants who did not consent to their data being used for reporting purposes, bringing the sample to 217. Finally, results per demographic question may vary in sample size due to consenting course completers who may not have answered specific demographic questions or taken the Welcome Survey at all (where demographic data is gathered). Know the maximum possible sample size of completers who took the Welcome Survey is 209.

## Self-Reported Assessment Competency

Across the aggregate 217 consenting completer participants, 205 answered this question. Here is the demographic breakdown:

	Assessment_Compety	Sample_Size
3	Intermediate	111
2	Beginner	70
1	Advanced	24

The following visual for quiz results by this demographic represent these 205 participants.

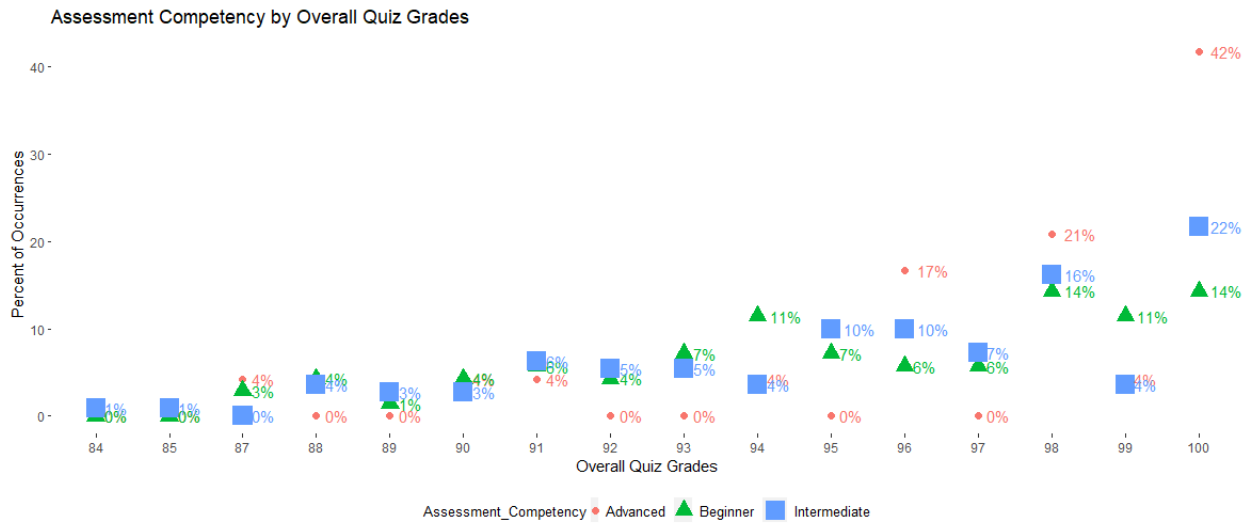


Figure 1: Assessment Competency by Overall Quiz Grades

In the above dot plot, **data are oriented around self-reported assessment competency**, giving the percent of responses for overall quiz grades. As an example, the Advanced folks scored 42% with grades of 100%, 4% with grades of 99%, 21% with grades of 98%, etc.

The majority of participants (58% or higher) regardless of assessment competency had overall average quiz grades of 95% or higher, with the most scores below 90% reported by the Intermediate folks, followed by Beginner folks. Most perfect scores across all quizzes came from the Advanced folks followed by Intermediate folks.

## Sex

Across the aggregate consenting completer participants, 204 answered this question. Here is the demographic breakdown:

Sex	Sample_Size
Female	155
Male	45
Prefer not to disclose	4

The following visual for quiz results by this demographic represent these 204 participants.

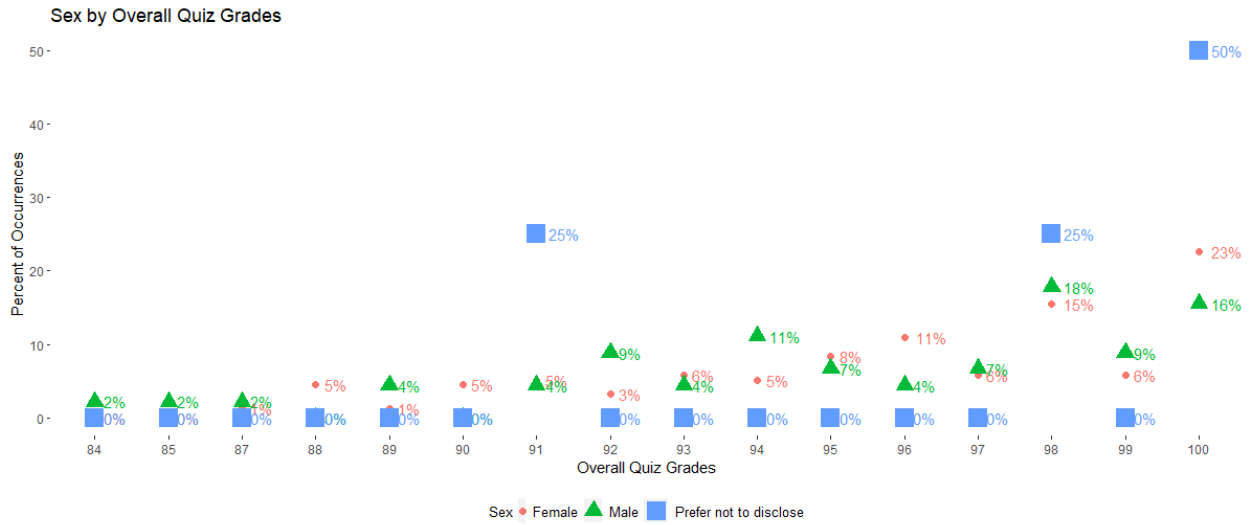


Figure 2: Sex by Overall Quiz Grades

In the above dot plot, **data are oriented around sex**, giving the percent of responses for overall quiz grades. As an example, the Females scored 23% with grades of 100%, 6% with grades of 99%, 15% with grades of 98%, etc.

The majority of participants (61% or more) regardless of sex had overall average quiz grades of 95% or higher, with the most scores below 90% reported by Males (10%) followed by Females (7%). Most perfect scores across all quizzes came from Prefer Not to Disclose followed by Females.

## Gender

Across the aggregate consenting completer participants, 204 answered this question. Here is the demographic breakdown:

Gender	Sample_Size
5 Woman	152
2 Man	45
4 Prefer not to disclose	5
1 Agender	1
3 Non-binary	1

The following visual for quiz results by this demographic represent these 204 participants.

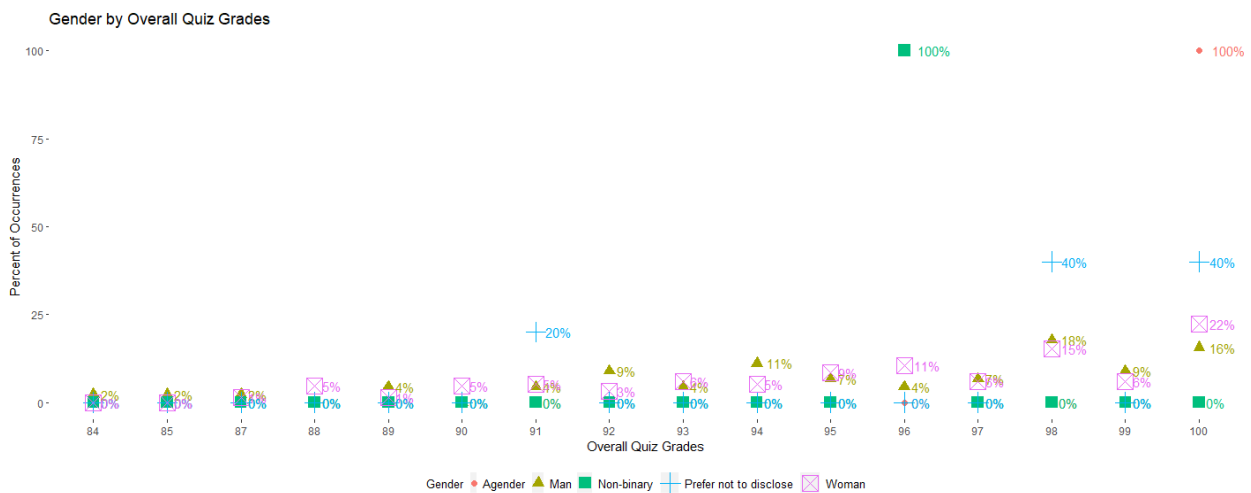


Figure 3: Gender by Overall Quiz Grades

In the above dot plot, **data are oriented around gender**, giving the percent of responses for overall quiz grades. As an example, Prefer Not to Disclose scored 40% with grades of 100%, 0% with grades of 99%, 40% with grades of 98%, etc.

The majority of participants (61% or more) regardless of gender had overall average quiz grades of 95% or higher, with the most scores below 90% reported by Men (10%), followed by Women (7%). Most perfect scores across all quizzes came from Agender folks followed by Prefer Not to Disclose folks.

## Race and Ethnicity

Across the aggregate consenting completer participants, 204 answered this question. Here is the demographic breakdown:

	Race_Ethnicity	Sample_Size
10	White	139
2	African-American/Black	15
5	Hispanic/Latinx	15
7	Not Listed	11
4	East Asian	7
3	Asian-American	5
6	Middle Eastern	5
8	South Asian	4
9	Southeast Asian	2
1	African	1

The following visual for quiz results by this demographic represent these 204 participants.

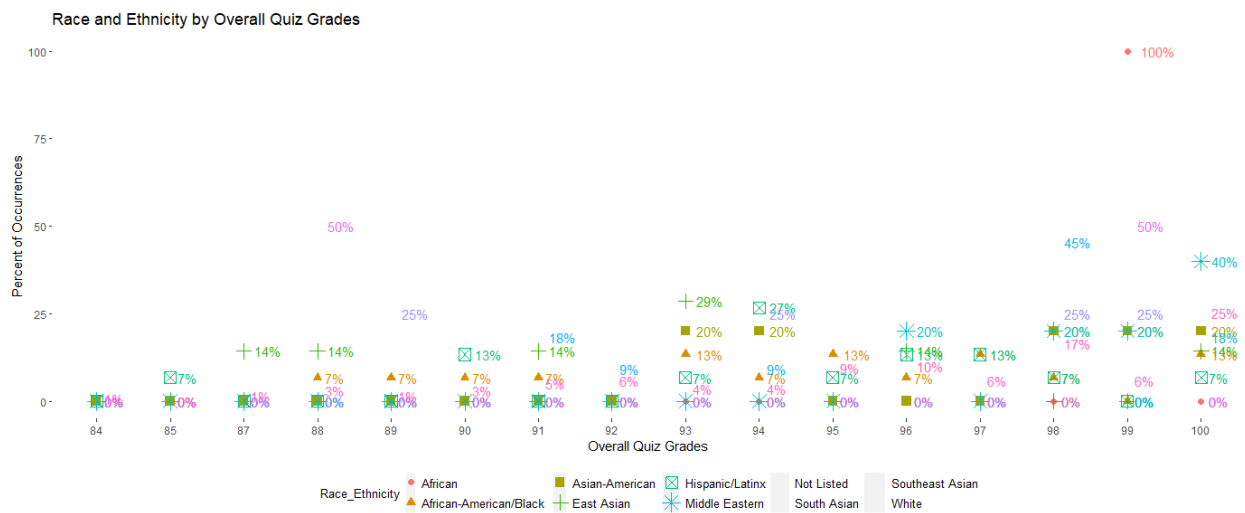


Figure 4: Race and Ethnicity by Overall Quiz Grades

In the above dot plot, **data are oriented around race and ethnicity**, giving the percent of responses for overall quiz grades. As an example, the Middle Eastern folks scored 40% with grades of 100%, 20% with grades of 99%, 20% with grades of 98%, etc.

Half of the race and ethnicity groups (African, Asian-American, Middle Eastern, Not listed, and White) had 53% or more average quiz grades of 95% or higher, with the most scores below 90% reported by Southeast Asian folks (50%), followed by East Asian folks (28%). Most perfect scores across all quizzes came from Middle Eastern folks followed by White folks.

## **Overall Demographics Reflection**

Across quiz scores and demographics, groups did fairly well overall (which makes sense considering all quiz scores averaged 93% or higher). Looking across a given demographic's scores (i.e., across all groups within a given demographic), the most participants with overall quiz scores of 95% or higher was sex and gender group (both at 61%), assessment competency groups (58%), and race and ethnicity groups (53%). This kind of disaggregation helps surface where there may be gaps, issues, or bright spots among and across specific populations. Future analyses could dig deeper than these descriptives to truly examine relationships between variables. There's plenty of data to explore, but we'll end here given this report is already quite lengthy!

**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 SP2023

Joe Levy

9/11/2023

## Report Orientation

Module 3 and Module 5 both had assignments scored by rubrics (30 points and 25 points, respectively). Participants needed to score a 75% or better on each assignment as one of the conditions to earn the course badge (score 23 or better for Module 3 assignment and score 19 or better for Module 5 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 participants who consented to using their data for assessment or report-related purposes. This resulted in a sample of 246 participant artifacts for the Module 3 assignment and 223 participant artifacts for the Module 5 assignment. It is worth noting these resulting samples of 246 and 223 differ from overall course completers (222) since successful course completion requires scoring 75% or better on each quiz and on each written assignment.

## Descriptive Statistics per Assignment

	total_paper_grade	Outcomes	Method	Relationship	Complete	References	Flow
nbr.val	246.00	246.000	246.000	246.000	246.000	246.00	246.0000
nbr.null	0.00	16.000	4.000	0.000	0.000	31.00	0.0000
nbr.na	0.00	0.000	0.000	0.000	0.000	0.00	0.0000
min	14.00	0.000	0.000	2.000	3.000	0.00	4.0000
max	30.00	5.000	5.000	5.000	5.000	5.00	5.0000
range	16.00	5.000	5.000	3.000	2.000	5.00	1.0000
median	28.00	5.000	5.000	5.000	5.000	5.00	5.0000
mean	27.21	4.035	4.634	4.931	4.817	3.80	4.9959
SE.mean	0.19	0.089	0.057	0.021	0.036	0.11	0.0041
CI.mean	0.37	0.175	0.113	0.042	0.070	0.21	0.0080
var	8.86	1.943	0.813	0.114	0.313	2.89	0.0041
std.dev	2.98	1.394	0.901	0.337	0.560	1.70	0.0638
coef.var	0.11	0.345	0.195	0.068	0.116	0.45	0.0128
mode	30.00	5.000	5.000	5.000	5.000	5.00	5.0000

The above table contains the descriptive statistics for the Module 3 assignment scores. Of note, the mode score was 30 out of 30 overall and the mode for each rubric dimension was 5/5. More detail on descriptive stats are above. Last year, the mode score was also 30 out of 30 and the mode for the rubric dimensions were also 5/5.

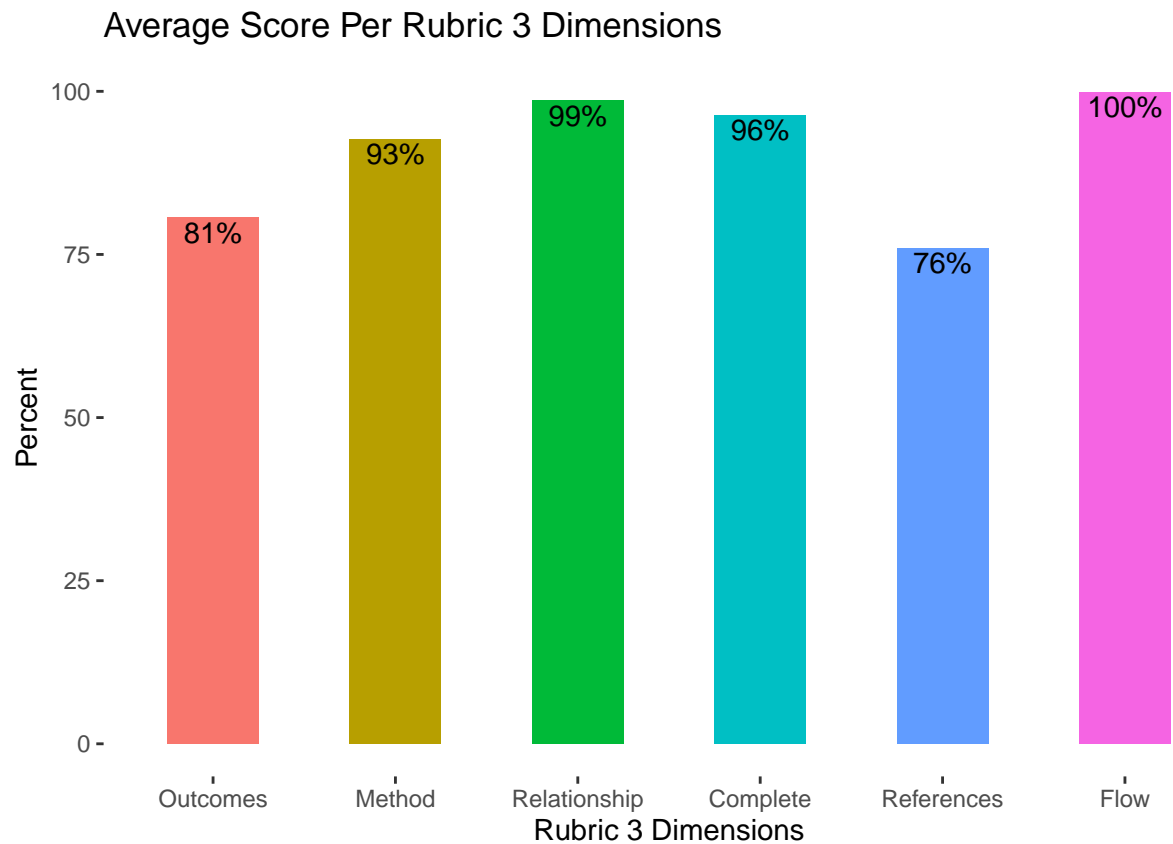


	total_paper_grade	Connection	Critical	Complete	References	Flow
nbr.val	223.000	223.000	223.000	223.000	223.00	223.0000
nbr.null	0.000	4.000	0.000	0.000	43.00	0.0000
nbr.na	0.000	0.000	0.000	0.000	0.00	0.0000
min	16.000	0.000	3.000	3.000	0.00	4.0000
max	25.000	5.000	5.000	5.000	5.00	5.0000
range	9.000	5.000	2.000	2.000	5.00	1.0000
median	25.000	5.000	5.000	5.000	5.00	5.0000
mean	23.543	4.749	4.946	4.960	3.89	4.9955
SE.mean	0.152	0.057	0.021	0.017	0.13	0.0045
CI.mean	0.300	0.112	0.041	0.034	0.26	0.0088
var	5.177	0.720	0.096	0.066	3.93	0.0045
std.dev	2.275	0.849	0.310	0.257	1.98	0.0670
coef.var	0.097	0.179	0.063	0.052	0.51	0.0134
mode	25.000	5.000	5.000	5.000	5.00	5.0000

The above table contains the descriptive statistics for the Module 5 assignment scores. Of note, the mode score was 25 out of 25 overall and the mode for each rubric dimension was 5/5. More detail on descriptive stats are above. Last year, the mode score was also 25 out of 25 and the mode for the rubric dimensions were also 5/5.

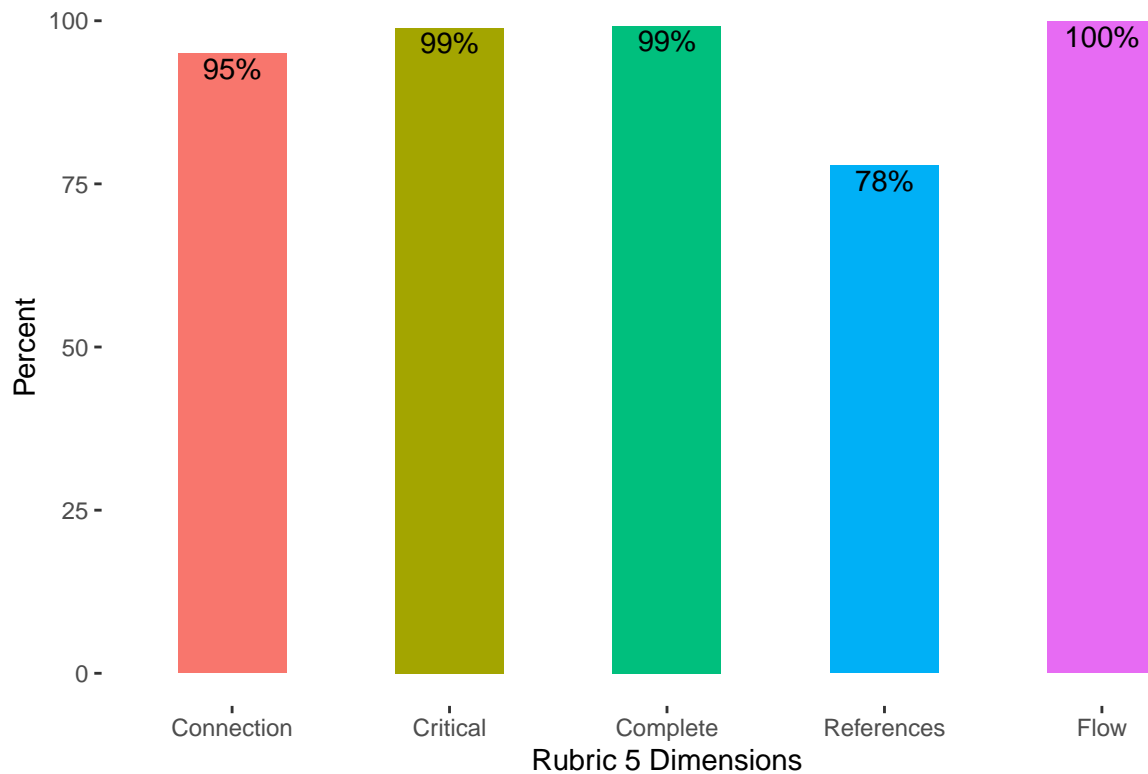
Overall, course participants performed very well on the assignments. It is worth repeating, these data were not filtered for course completers; aside from people who did not want their data to be used for analysis purposes, these data reflect all submitted assignments by course participants. The next section of the report helps get into more detailed performance of participants per assignment rubric.

## Visualization of Assignment Scores by Rubric Dimension



The visualization above showcases the average score from participants in order to portray the variability in scores for each dimension of the Module 3 assignment rubric. The areas participants scored the highest was assignment flow and addressing relationship in the prompt (averaging 100% and 99%, respectively), whereas the areas participants scored the lowest were accounting for references informing their response (76%) and responding to the appropriateness of learning outcomes in the prompt (81%). Last year, flow and completeness of response were the top score areas (99% for both), with the same lowest scoring areas with lower values (75% and 79%, respectively).

## 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 participants scored the highest was assignment flow (100%) then applying a critical lens to the assignment and completeness of assignment (both averaging 99%), whereas the areas participants scored the lowest were accounting for references informing their response (78%) and making a personal or professional connection to the prompt in light of mental models (95%). Last year, flow and completeness of response were the top score areas (both 99%), with the same lowest scoring areas with slightly higher values (79% and 92%, respectively).

Two years ago, there was a large amount of course participants who wanted more examples/case studies, as well as further clarification and instruction to introduce the assignments and explain the rubrics. As last year saw fewer requests and concerns, this year continued with few comments saying the assignments were intimidating, confusing, or wanting more examples, and several people appreciating and enjoying the assignments.

The reference item in both assignments represent interesting data to consider. One might assume the reference results in the Module 5 assignment would be better than the results in Module 3, especially given feedback participants receive. While the score is two percentage points higher (four last year), it could be even higher if a) participants worked through the course in order and b) instructors provided more immediate assignment feedback. In practice, a good majority of course participants complete all the course quizzes and then go back to complete the assignments - often submitting both on the same day. And even if they complete the assignments one at a time, the sheer volume of assignments to be graded which are coming in at any given time given the asynchronous and self-paced nature of the course make timely grade responses a challenge. With course participants typically spending 2 or less hours per module, someone might submit their module 3 assignment one day, work through module 4 the same or next day, then submit their module 5 assignment the next day. As such, even if grading feedback was provided, they may not have checked it before working on or submitting the module 5 assignment. The instructors added more examples and

instructions to exemplify expectations for this rubric point - which seems like it should be relatively easy to achieve - but it seems there is more work to be done for sake of clarity here.

To that end, while data are similarly successful as last year's results and objectively high for each rubric point on both assignments where 75% overall score is needed for the badge, the instructors will still carefully consider course improvements to be made with respect to the assignments for clarity and expectations. They will review these data, discussion board information, user experience feedback, and module content (including instructions and videos) to see where changes could be made in hopes of increasing learning and enhancing participant experience.

## **Demographic Disaggregation**

Data reporting will now shift away from the aggregate to report on participant performance in relation to rubric scores of each assignment in relation to student demographics. These data were further filtered for completers only, as well as respondents who answered demographic questions in the Welcome Survey. Total sample size per demographic may vary and will be reported accordingly, but the max sample would be 217 participants from the 246 of module 3 and 223 of module 5.

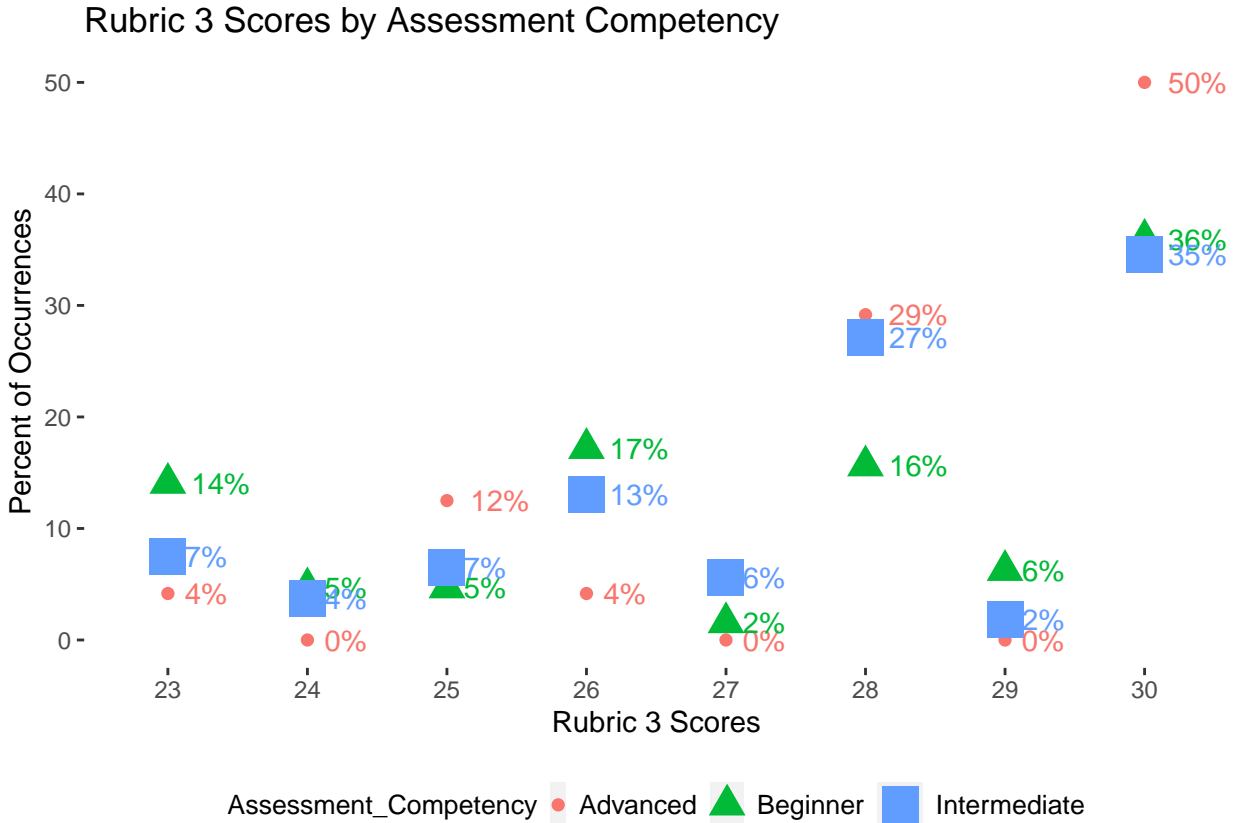
## Module 3 Scores by Demographic

### Self-Reported Assessment Competency

Across the aggregate 217 consenting completer participants, 195 answered this question. Here is the demographic breakdown:

Assessment_Competyency	Sample_Size
Advanced	24
Beginner	64
Intermediate	107

The following visual for module assignment results by this demographic represent these 195 participants.



The above dot plot is module 3 assignment data oriented around **self-reported assessment competency** to give the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for the Beginner folks were distributed as 36% with a perfect score of 30, 6% with a score of 29, 16% with a score of 28, etc.

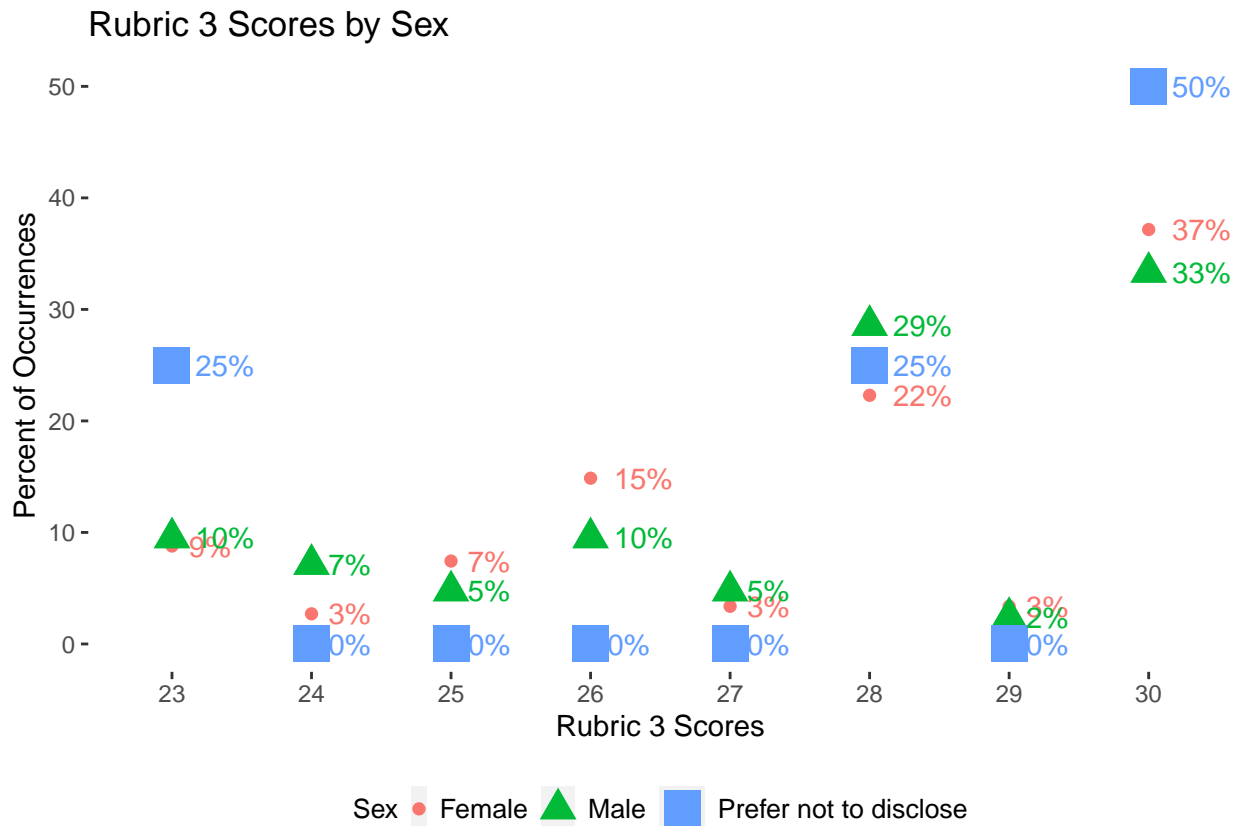
All 100% of folks across groups, regardless of self-reported assessment competency had results equal to or above the passing score of 23, with 76% or more of all learners scoring a 26 or better on the assignment, which amounts to an 87% or better on the assignment. The Advanced folks had the most perfect assignment scores among self-reported assessment competencies.

## Sex

Across the aggregate 217 consenting completer participants, 194 answered this question. Here is the demographic breakdown:

Sex	Sample_Size
Female	148
Male	42
Prefer not to disclose	4

The following visual for module assignment results by this demographic represent these 194 participants.



The above dot plot is module 3 assignment data oriented around **sex** to give the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for Females were distributed as 37% with a perfect score of 30, 3% with a score of 29, 22% with a score of 28, etc.

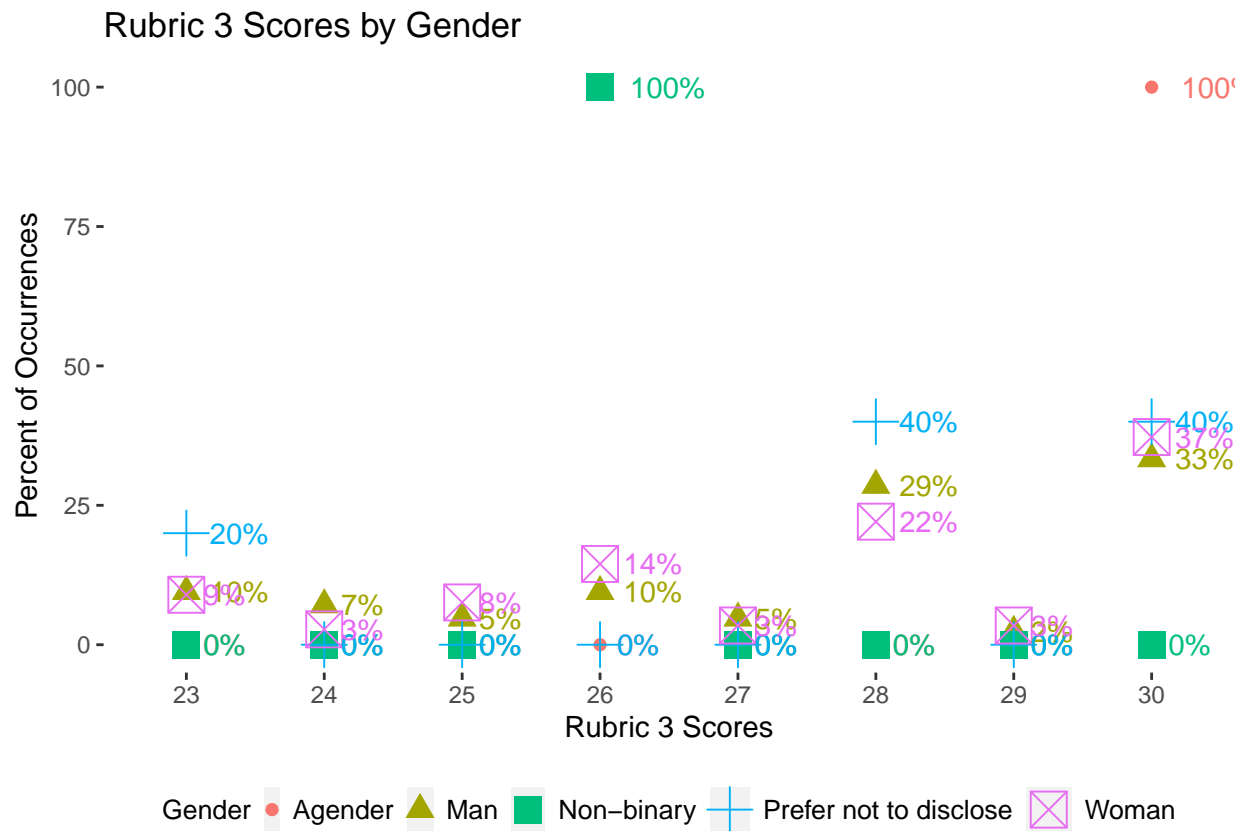
All 100% of folks across groups, regardless of sex, had results equal to or above the passing score of 23, with 75% or more of all learners scoring a 26 or better on the assignment, which amounts to an 87% or better on the assignment. The Prefer not to disclose folks had the most perfect assignment scores among sexes.

## Gender

Across the aggregate 217 consenting completer participants, 194 answered this question. Here is the demographic breakdown:

Gender	Sample_Size
Agender	1
Man	42
Non-binary	1
Prefer not to disclose	5
Woman	145

The following visual for module assignment results by this demographic represent these 194 participants.



The above dot plot is module 3 assignment data are oriented around **gender** to give the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for Women were distributed as 37% with a perfect score of 30, 3% with a score of 29, 22% with a score of 28, etc.

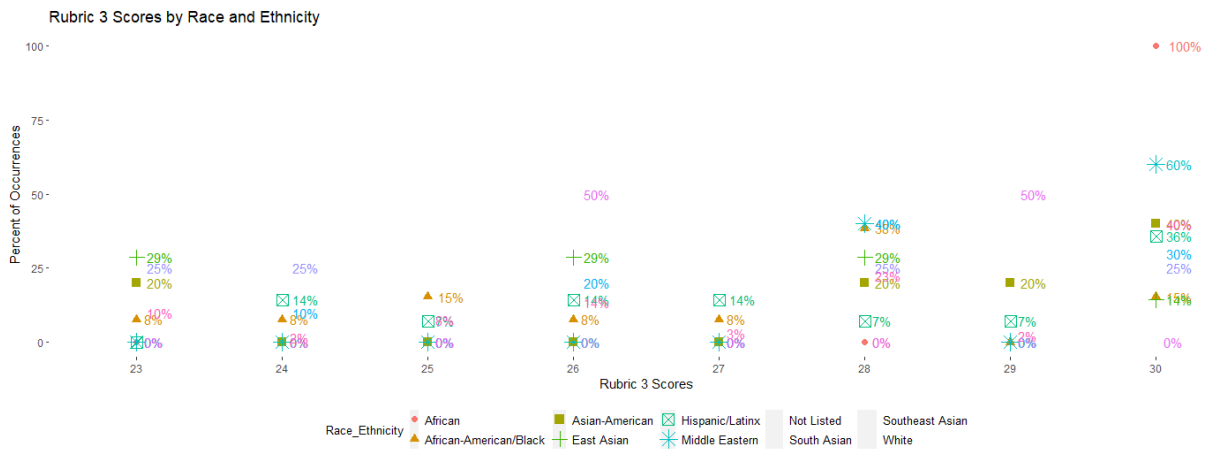
All 100% of folks across groups, regardless of gender, had results equal to or above the passing score of 23, with 78% or more of all learners scoring a 26 or better on the assignment, which amounts to an 87% or better on the assignment. The Agender folks had the most perfect assignment scores among genders.

## Race and Ethnicity

Across the aggregate 217 consenting completer participants, 194 answered this question. Here is the demographic breakdown:

Race_Ethnicity	Sample_Size
African	1
African-American/Black	13
Asian-American	5
East Asian	7
Hispanic/Latinx	14
Middle Eastern	5
Not Listed	10
South Asian	4
Southeast Asian	2
White	133

The following visual for module assignment results by this demographic represent these 194 participants.



The above dot plot is module 3 assignment data oriented around **race and ethnicity** to give the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for White folks were distributed as 40% with a perfect score of 30, 2% with a score of 29, 23% with a score of 28, etc.

All 100% of folks across groups, regardless of race and ethnicity, had results equal to or above the passing score of 23, with 50% or more of all learners scoring a 26 or better on the assignment, which amounts to an 87% or better on the assignment. The African folks had the most perfect assignment scores among races and ethnicities.



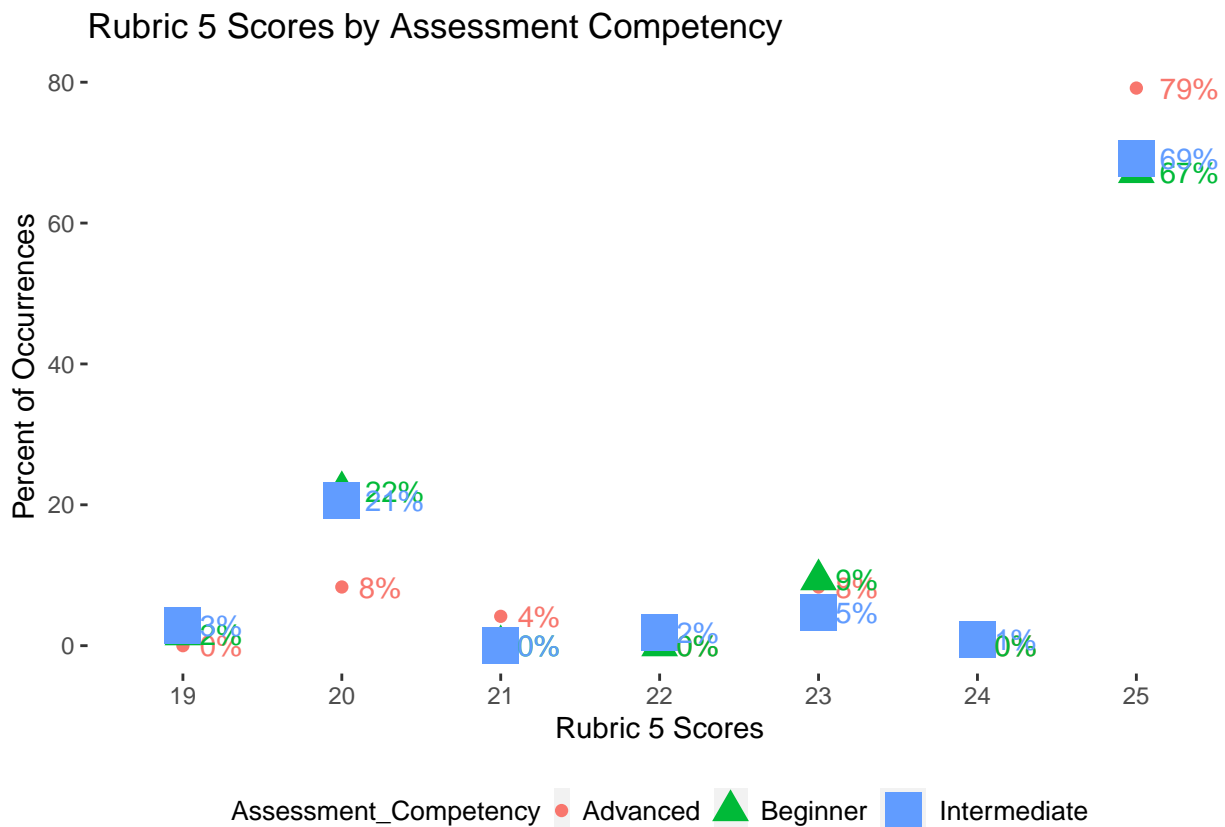
## Module 5 Scores by Demographic

### Self-Reported Assessment Competency

Across the aggregate 217 consenting completer participants, 195 answered this question. Here is the demographic breakdown:

Assessment_Competyency	Sample_Size
Advanced	24
Beginner	64
Intermediate	107

The following visual for module assignment results by this demographic represent these 195 participants.



The above dot plot is module 5 assignment data oriented around **self-reported assessment competency** to give the percent of responses in relation to rubric score. As an example, Module 5 rubric scores for Beginner folks were distributed as 67% with a perfect score of 25, 9% with a score of 23, 22% with a score of 20, etc.

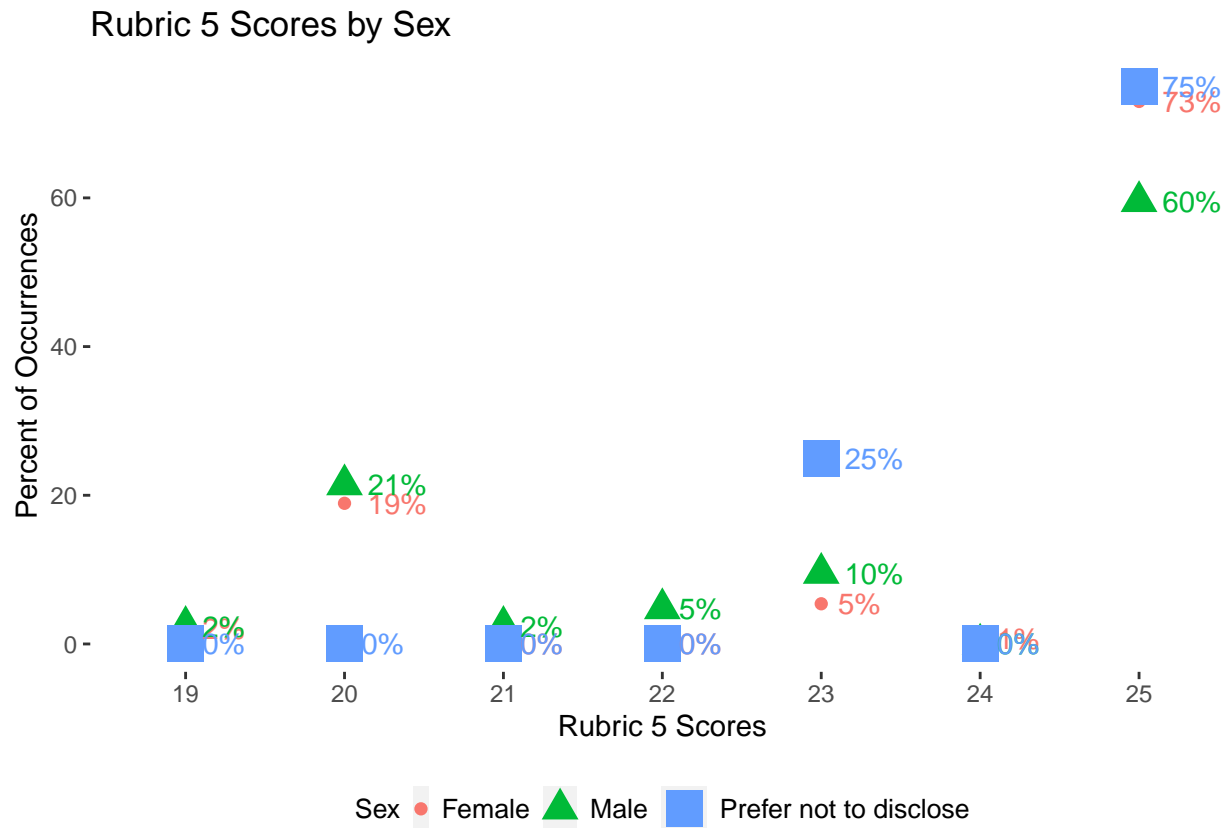
All of folks (100% across groups), regardless of self-reported assessment competency, had results equal to or above the passing score of 19, with 76% or more of all learners scoring a 23 or better on the assignment, which amounts to an 92% or better on the assignment. The Advanced folks had the most perfect assignment scores among competency groups.

## Sex

Across the aggregate 217 consenting completer participants, 194 answered this question. Here is the demographic breakdown:

Sex	Sample_Size
Female	148
Male	42
Prefer not to disclose	4

The following visual for module assignment results by this demographic represent these 194 participants.



The above dot plot is module 5 assignment data oriented around **sex** to give the percent of responses in relation to rubric score. As an example, Module 5 rubric scores for Females were distributed as 73% with a perfect score of 25, 1% with a score of 24, 5% with a score of 23, etc.

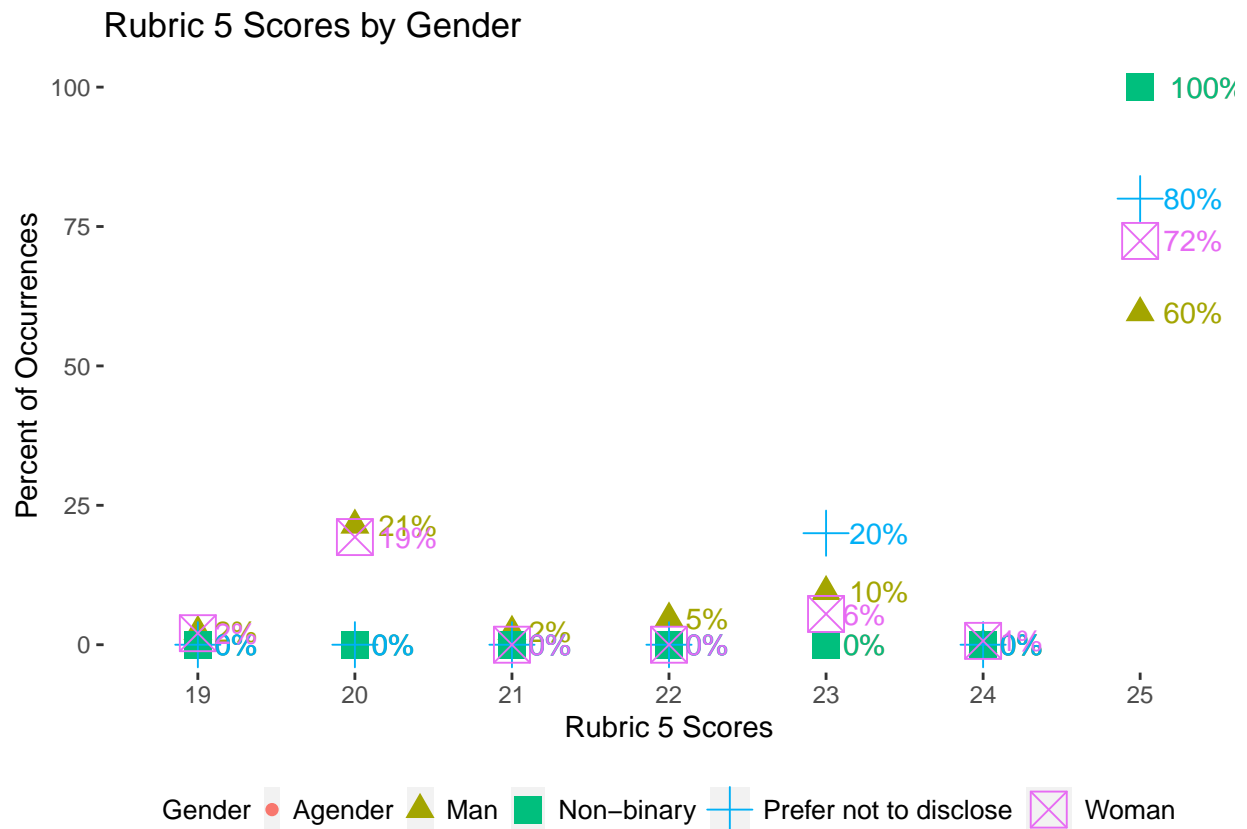
All 100% of folks across groups, regardless of sex, had results equal to or above the passing score of 19, with 70% or more of all learners scoring a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Prefer not to disclose had the most perfect assignment scores among sexes.

## Gender

Across the aggregate 217 consenting completer participants, 194 answered this question. Here is the demographic breakdown:

Gender	Sample_Size
Agender	1
Man	42
Non-binary	1
Prefer not to disclose	5
Woman	145

The following visual for module assignment results by this demographic represent these 194 participants.



The above dot plot is module 5 assignment data oriented around **gender** to give the percent of responses in relation to rubric score. As an example, Module 5 rubric scores for Women were distributed as 72% with a perfect score of 25, 1% with a score of 24, 6% with a score of 23, etc.

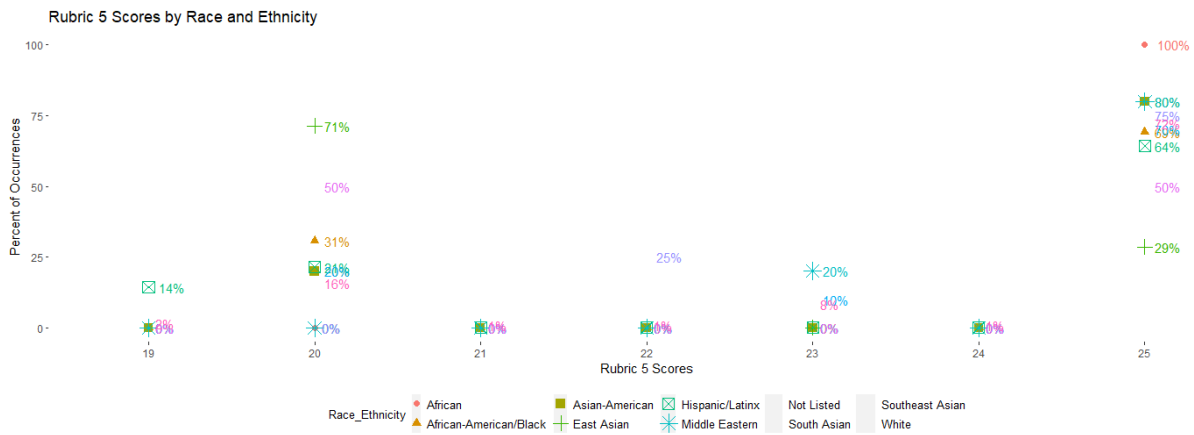
All 100% of folks across groups, regardless of gender, had results equal to or above the passing score of 19, with 70% or more of all learners scoring a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Non-binary folks had the most perfect assignment scores among genders.

## Race and Ethnicity

Across the aggregate 217 consenting completer participants, 194 answered this question. Here is the demographic breakdown:

Race_Ethnicity	Sample_Size
African	1
African-American/Black	13
Asian-American	5
East Asian	7
Hispanic/Latinx	14
Middle Eastern	5
Not Listed	10
South Asian	4
Southeast Asian	2
White	133

The following visual for module assignment results by this demographic represent these 194 participants.



The above dot plot is module 5 assignment data oriented around **race and ethnicity** to give the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for White folks were distributed as 72% with a perfect score of 25, 1% with a score of 24, 8% with a score of 23, 1% with a score of 22, etc.

All 100% of folks across groups, regardless of race and ethnicity, had results equal to or above the passing score of 19. Except for East Asian and Southeast Asian folks (which is wild since last year these two groups had the most perfect scores), 67% or more of all learners scoring a 23 or better on the assignment, which amounts to an 92% or better on the assignment. African folks had the most perfect assignment scores among races and ethnicities.

## Overall Demographics Reflection

Across rubric scores and demographics, groups did fairly well overall (which makes sense considering the mode score for module 3 was 30/30 and module 5 was 25/25). Overall, aggregate, completer and non-completer rubric performance this year were almost exactly the same or better as last year for Module 3 and Module 5 assignments. Across self-reported assessment competency, sex, and gender populations, 75-78% of folks across groups earned an 87% or better on Module 3 and 70-76% of folks across groups earned a 92% or better on Module 5. Race and ethnicity breakdown was a bit less consistent: 50% or more folks across groups earned an 87% or better on Module 3 and 67% or more folks across groups earned a 92% or better on Module 5.

This kind of analysis and disaggregation helps surface where they may be gaps, issues, or bright spots among and across specific populations. Future analyses could dig deeper than these descriptives to truly examine relationships between variables. There's plenty of data to explore, but we'll end here given this report is already quite lengthy! ## 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 SP2023

Joe Levy

8/23/2023

## Report Orientation

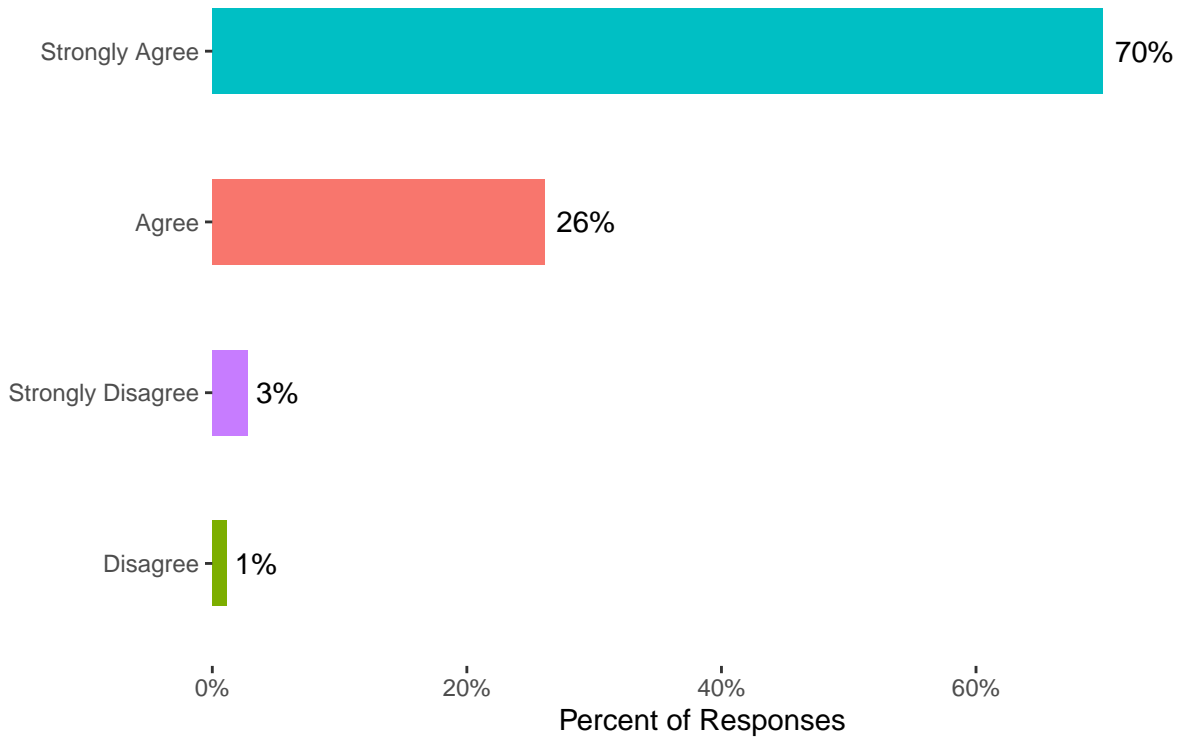
The User Experience survey is the equivalent of an end of course evaluation for students to complete. Anyone could take the User Experience survey (e.g., you did not have to earn the course badge to access it), though it was typically only completed by students who worked their way through the entire 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 in relation to actual hours spent on course and quality rating of the course. 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

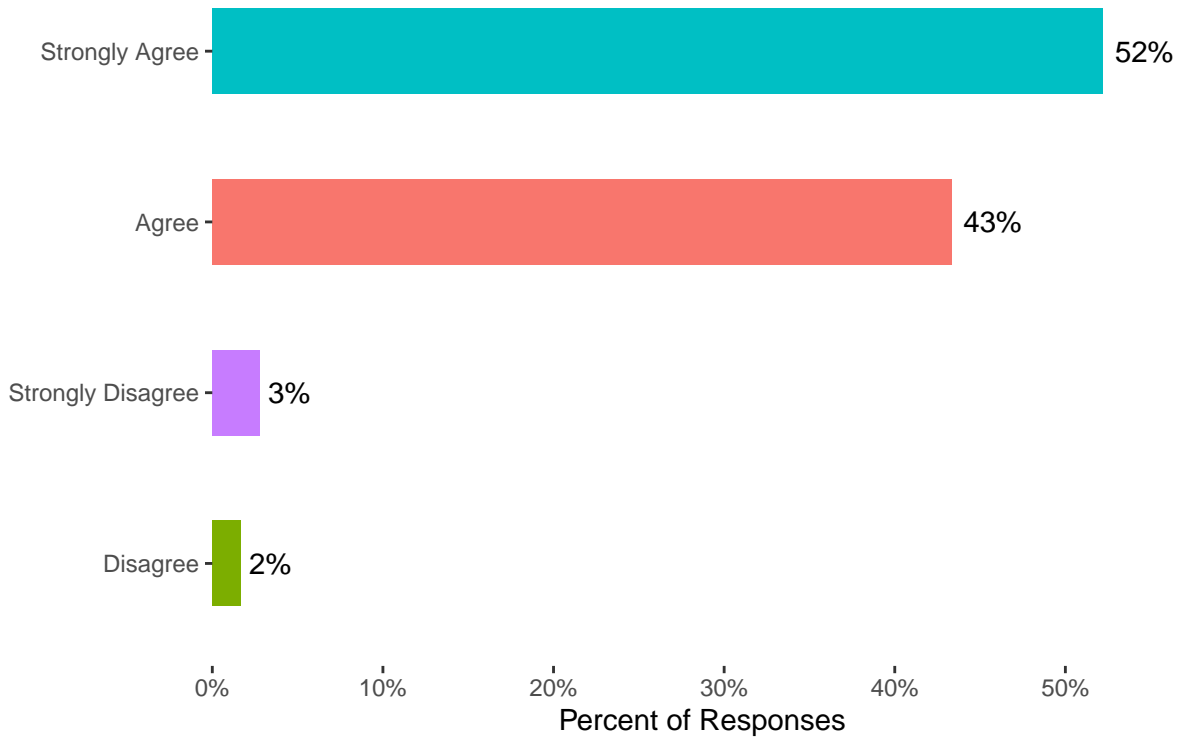
In looking to analyze the results, the initial sample of 216 respondents was filtered for only students who consented to using their data for assessment or report-related purposes. For comparison purposes with other course data sets, respondents were further filtered by students who successfully completed the course and earned the course badge. This resulted in a sample of 182 responses.

## Positive Impact of Course Materials



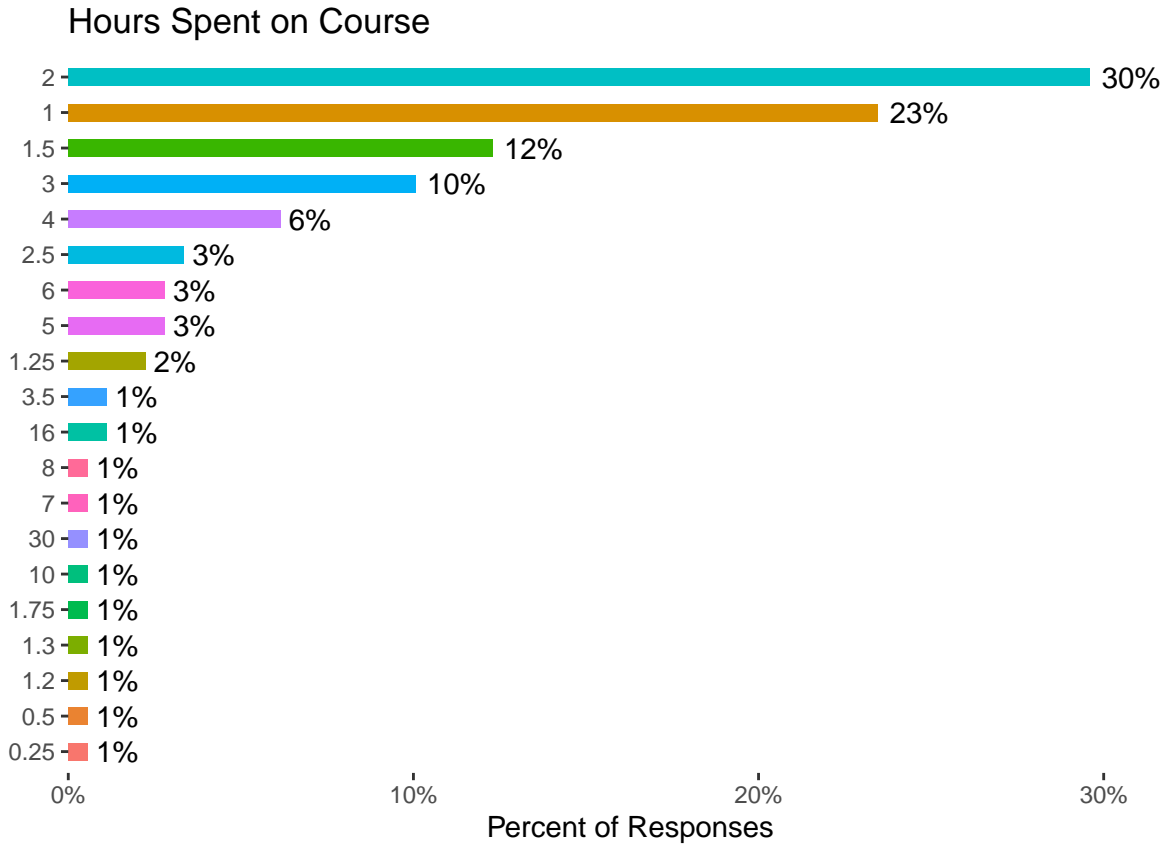
Looking across the survey sample of 182 respondents, 96% of respondents agreed or strongly agreed to positive impact of **course materials (videos, lecture material, readings)**. This year's data is 1% point higher than last year's result.

## Positive Impact of Course Activities



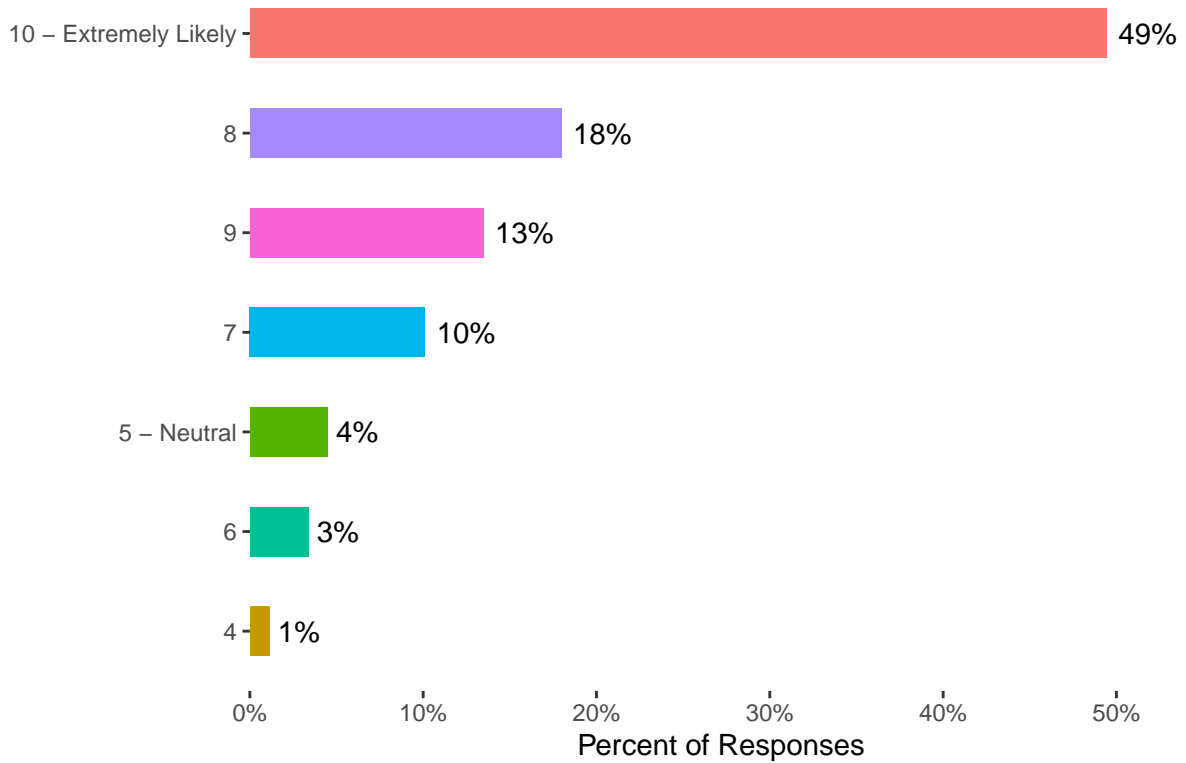
Looking across the survey sample of 182 respondents, 95% of respondents agreed or strongly agreed to positive impact of **course activities (quizzes, assignments, discussion boards)**. This year's data is exactly the same as last year's data.





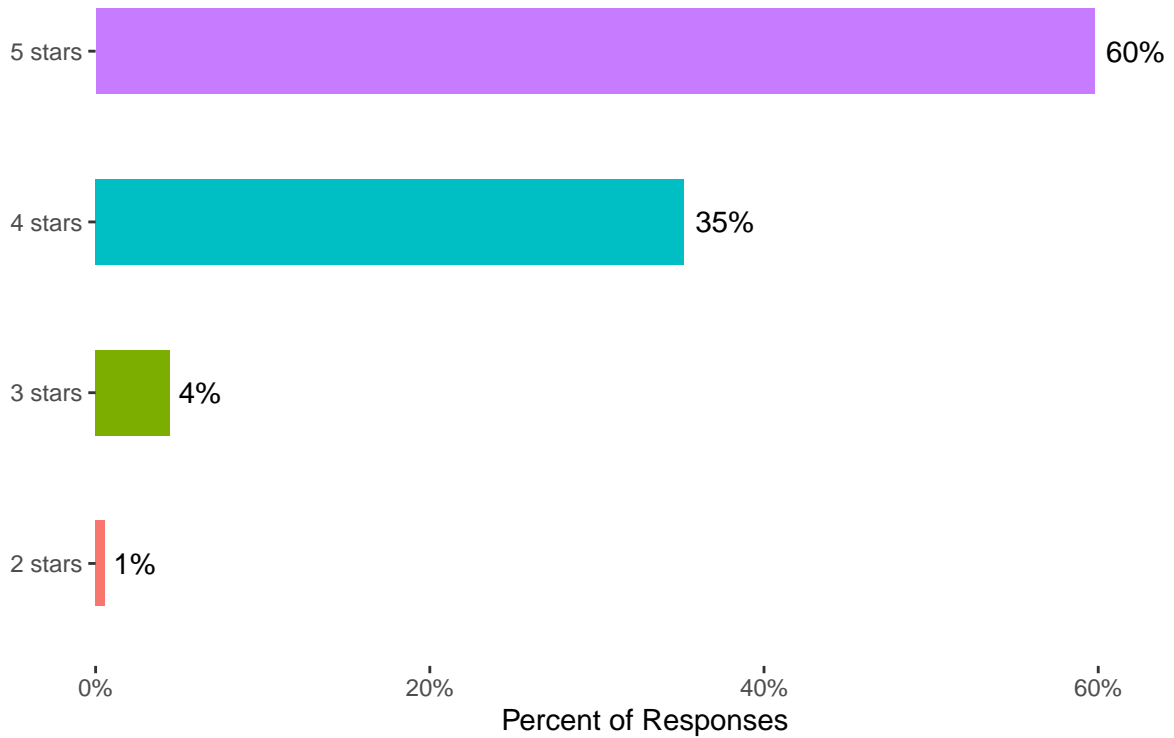
Looking across the survey sample of 182 respondents for **hours spent on the course each week**, 73% of respondents indicated they spent 2 hours or less (down from 75% last year), with another 20% spending 3-4 hours per week (up from 18% last year). Instructors have structured the course with the expectation the average student will spend approximately 1-2 hours with the material, so these results indicate student behavior is mostly (73%) aligned with instructor intent.

## Likelihood to Recommend Course



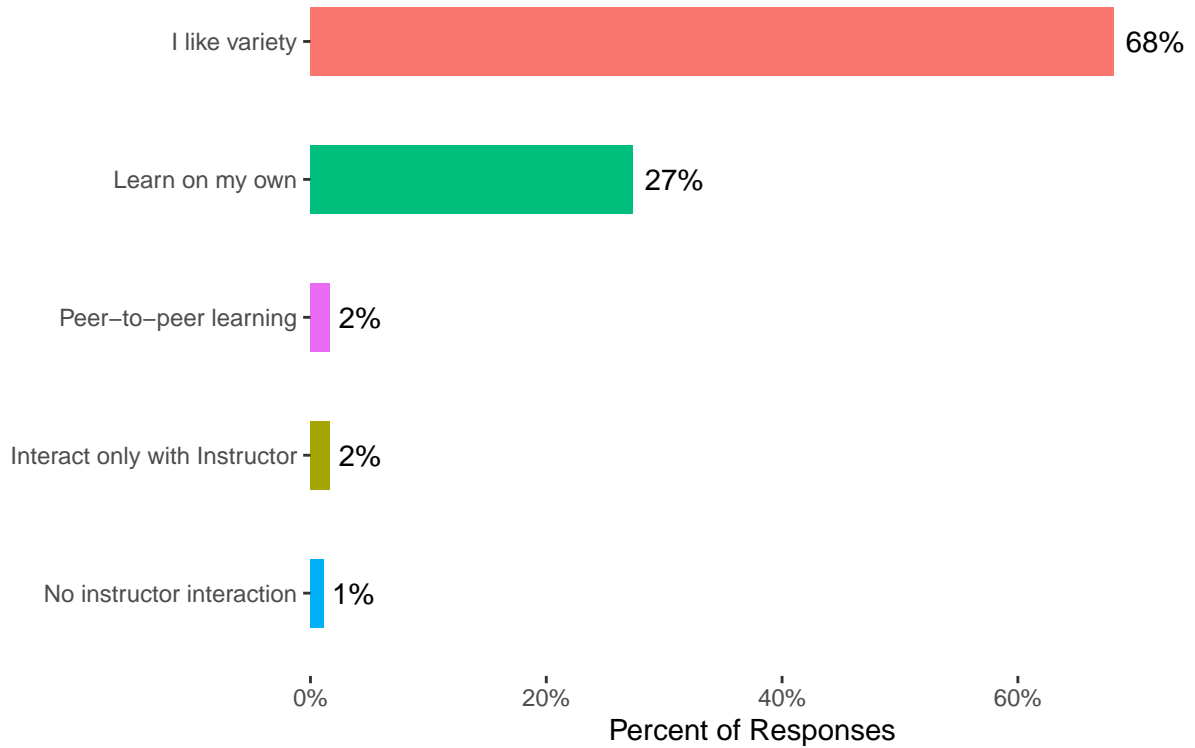
Looking across the survey sample of 182 respondents for **likelihood to recommend course**, 62% of respondents indicated a 9 or 10 (slightly down from 66% last year), with another 18% responding with an 8 (down from 25% last year). With these numbers (80% saying 8-10), the course should continue to get strong referrals!

## Overall Course Rating



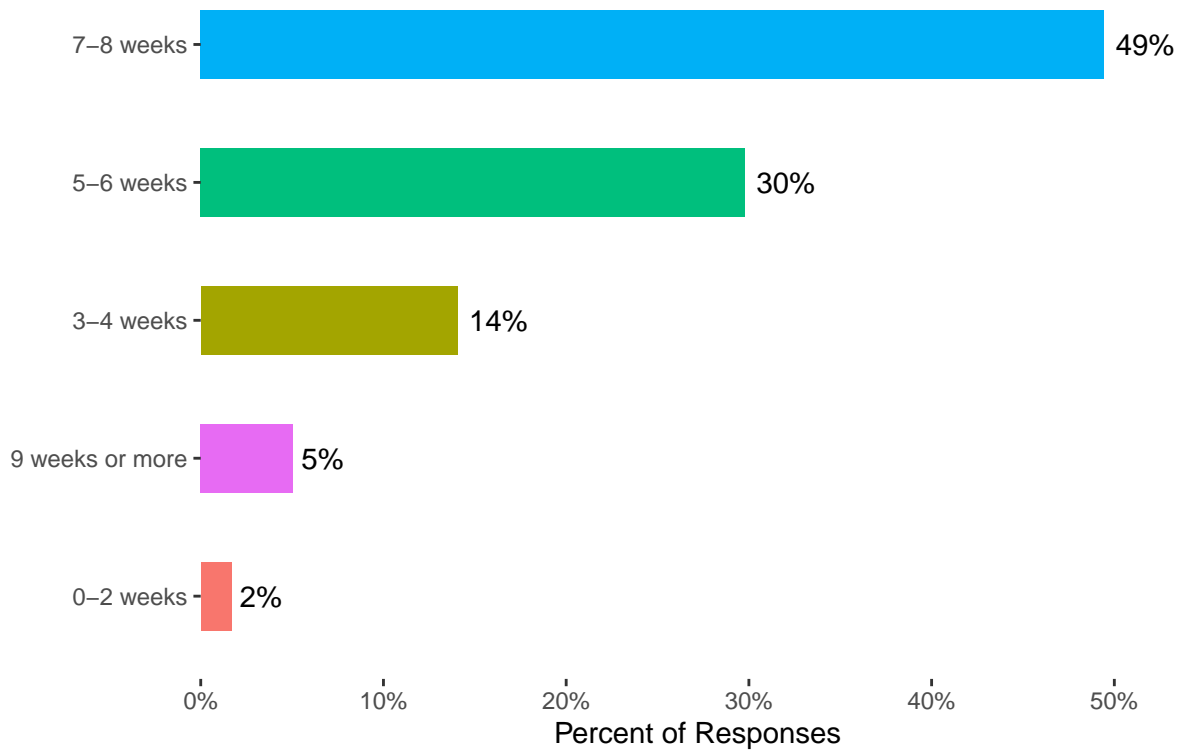
Looking across the survey sample of 182 respondents for **overall course rating**, 95% of respondents responded with a 4 of 5 out of 5 stars. This year's data is a slight improvement from last year's result of 94% responding with 4 or 5 stars.

## Preference for Instructor Involvement



Looking across the survey sample of 182 respondents for **instructor involvement preference**, 68% of respondents indicated they like a variety (slightly up from 67% last year), while 27% indicated they like to learn on their own (same as last year). Peer to peer learning was 2% (down from 5% last year), while interacting only with instructor and no instructor interaction are the same as last year.

## Preference for Course Length



Looking across the survey sample of 182 respondents for **course length preference**, 49% of respondents indicated a preference of 7-8 weeks (slightly down from 51% last year), 30% indicated a preference of 5-6 weeks (down from 35% last year). Compared to last year, more people think the course should be 3-4 weeks (last year was 7%) and 0-2 weeks (last year was 1%), while less people think the course should be 9 weeks or longer (last year was 7%).

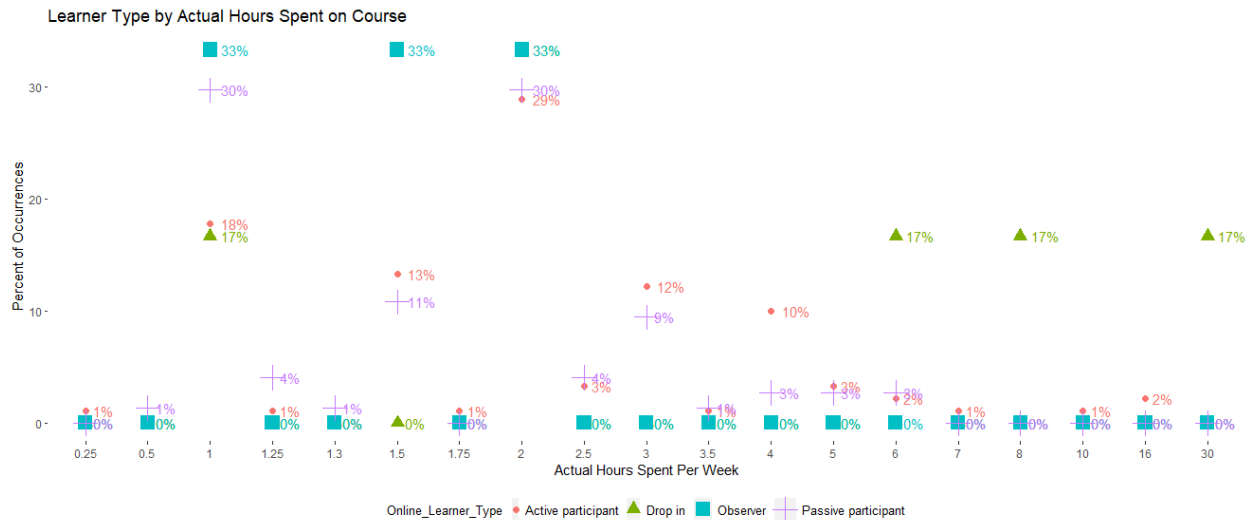
# Demographic Disaggregation

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.

The disaggregated data by demographic will focus on two end-of-course questions: actual hours spent each week on the course and overall quality of the course. While there are other questions to disaggregate, we are choosing to present these results to see if there are marked differences in amount of time spent on the course by demographic, as well as the extent to which differences exist by demographic in rating the course's overall quality.

## Actual Hours

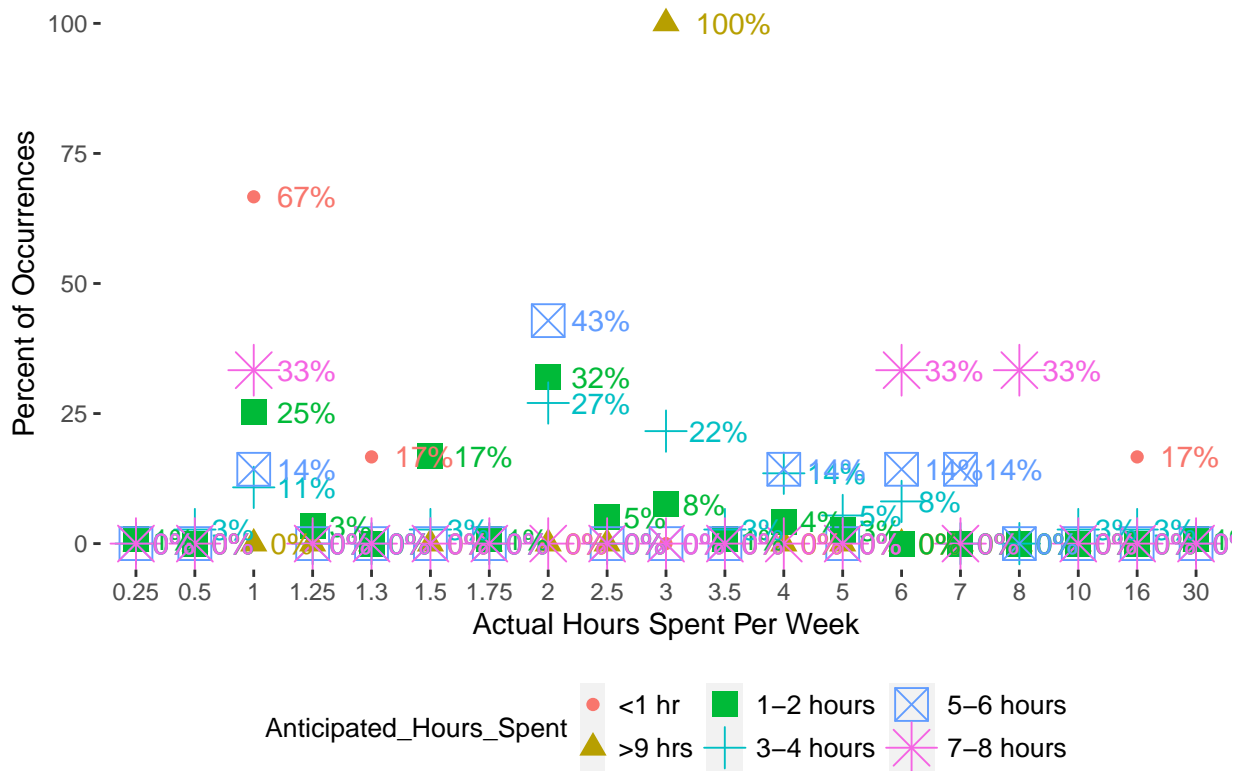
This section disaggregates the actual hours spent on the course per week by different demographics as reported in the Welcome Survey.



In the above dot plot of 173 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **online learner type**. As an example, the Observer participants were spread 33% at 1 hour per week, 33% at 1.5 hours per week, 33% at 2 hours per week, etc.

The vast majority of online learner types spent less 4 hours or less per week on the course. Nearly all course completers were active (52%) or passive participants (43%), each having 63% or more of their respondents spending 2 hours or less per week on the course.

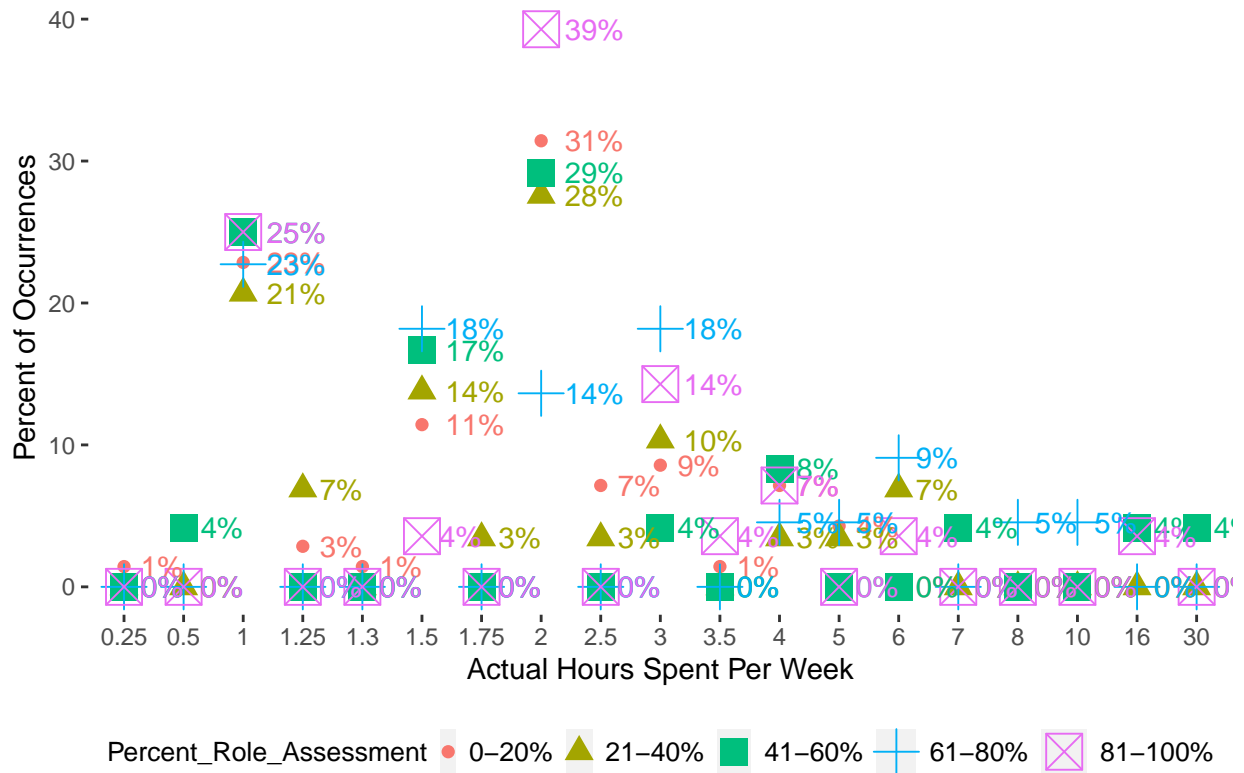
## Anticipated Hours Spent by Actual Hours Spent on Course



In the above dot plot of 173 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **anticipated hours spent per week**. We're checking initial assumptions/plans for the course against reality as reported by completers! As an example, the 1-2 hours folks were spread 25% at 1 hour per week, 3% at 1.25 hours per week, 17% at 1.5 hours per week, etc.

The overwhelming majority of all course completers fall into the proportion of folks spending 4 hours or less per week in the course. The majority of completer respondents reported spending 1-2 hours per week on the course, evidenced as true with 78% of the 1-2 hour folks, which made up 68% of completers.

### Percent of Job Dedicated to Assessment by Actual Hours Spent on Course

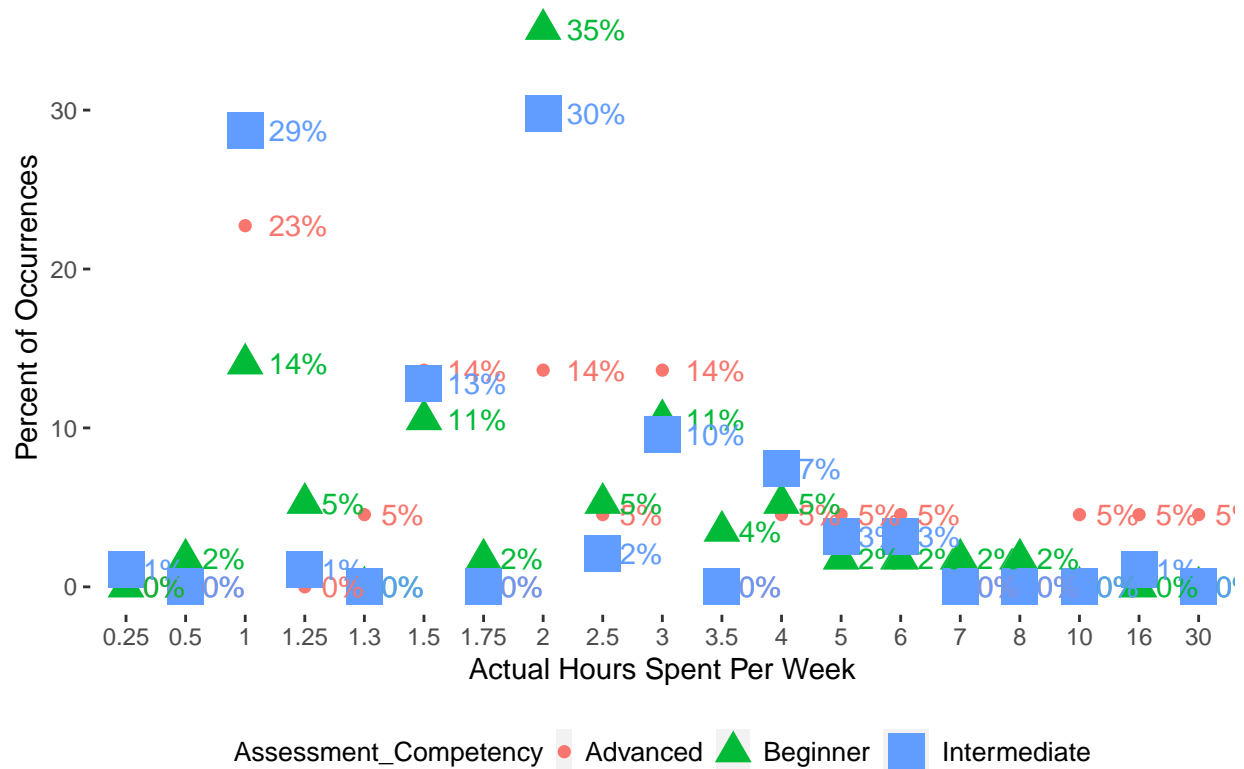


In the above dot plot of 173 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **percent of job dedicated to assessment**. As an example, the 0-20% folks were spread 1% of 0.25 hours per week, 23% of 0.5 hours per week, 3% of 1.25 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course. Across amount of job dedicated to assessment populations, 70% or more folks spent 2 hours or less per week on the course except for the 61-80% population (only 55%).

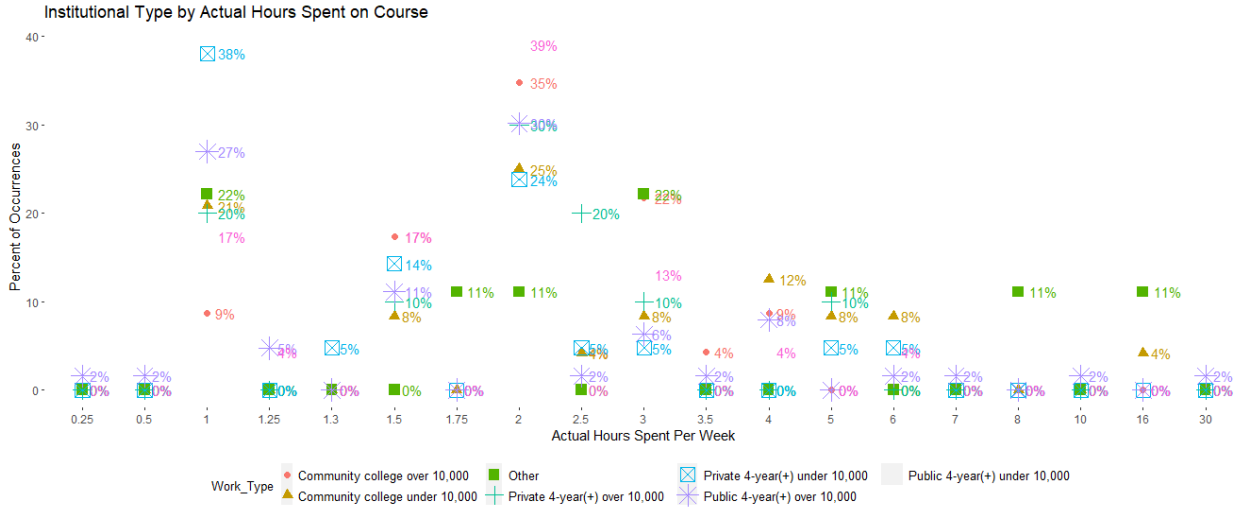


## Assessment Competency by Actual Hours Spent on Course



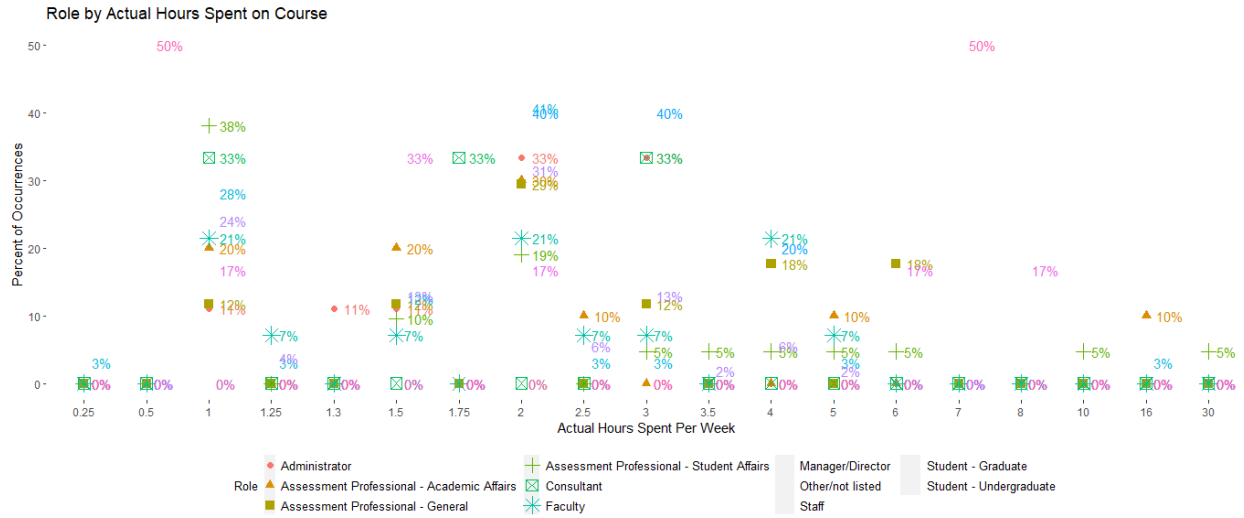
In the above dot plot of 173 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **assessment competency**. As an example, the Intermediate folks were spread 1% at 0.25 hours per week, 29% at 1 hour per week, 1% at 1.25 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of assessment competency. A majority of course completers (55% or more) across assessment competency levels spent 2 hours or less per week on the course.

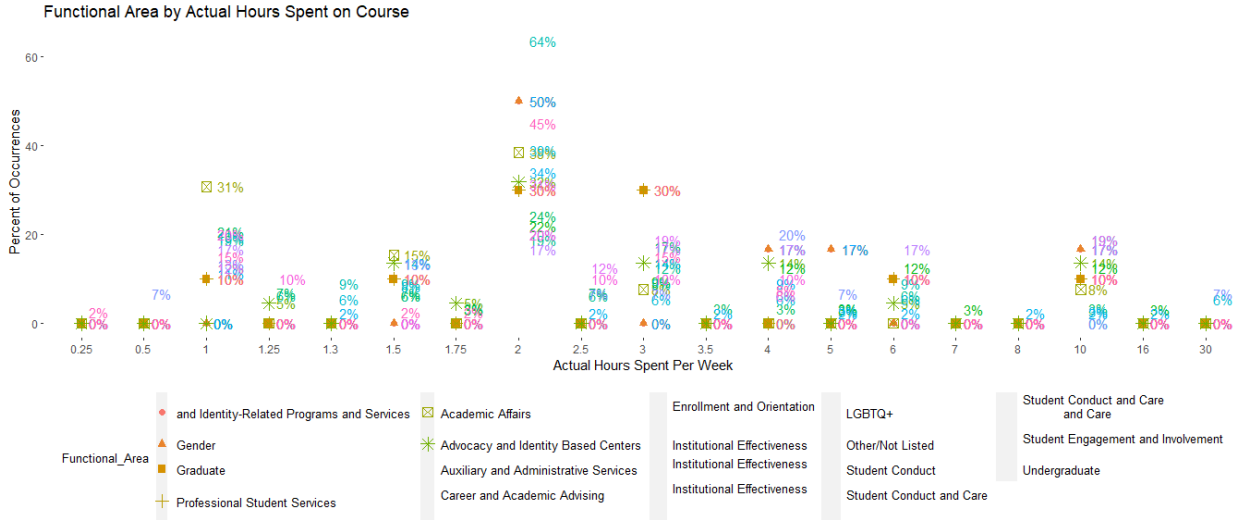


In the above dot plot of 173 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **institutional type**. As an example, the Public 4-year over 10,000 folks were spread 2% at 0.25 hours per week, 2% at 0.5 hours per week, 27% at 1 hour per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of institutional type. All institutional types except Other (44%), had 60% or more of their folks spending 2 hours or less per week on the course.



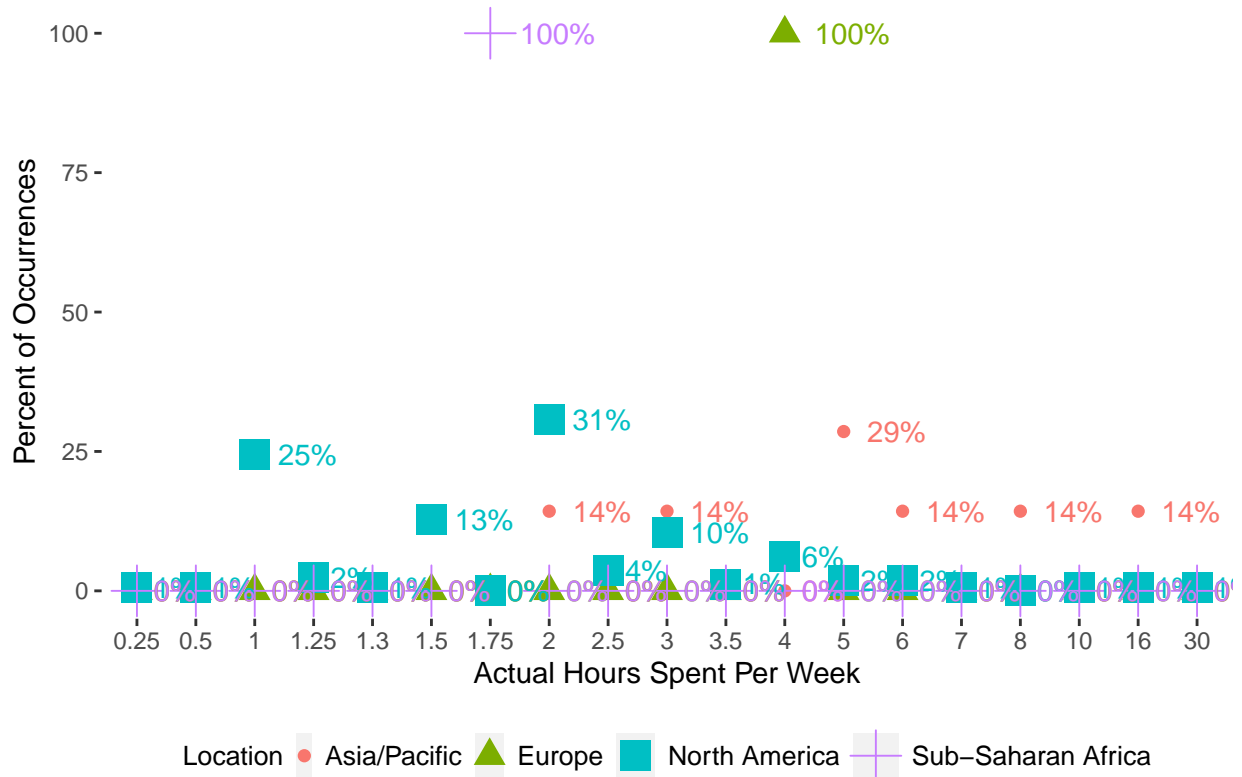
In the above dot plot of 173 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **role**. As an example, the Assessment Professional - Student Affairs folks were spread 38% at 1 hour per week, 10% at 1.5 hours per week, 19% at 2 hours per week, etc. The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of role. Across roles (except Other at 40%), majority of course completers across roles spent less than 2 hours per week on a course.



In the above dot plot of 171 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **functional area**. Sorting responses from a check-all-that-apply question and the author’s lacking plotting skills makes it worth additional clarification in aggregating some like responses and split categories. As an example, the Academic Affairs folks were spread 31% at 1 hour per week, 15% at 1.5 hours per week, 38% at 2 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of functional area. Across functional areas (except Auxiliary and Administrative Services at 44%), majority of course completers spent less than 2 hours per week on a course.

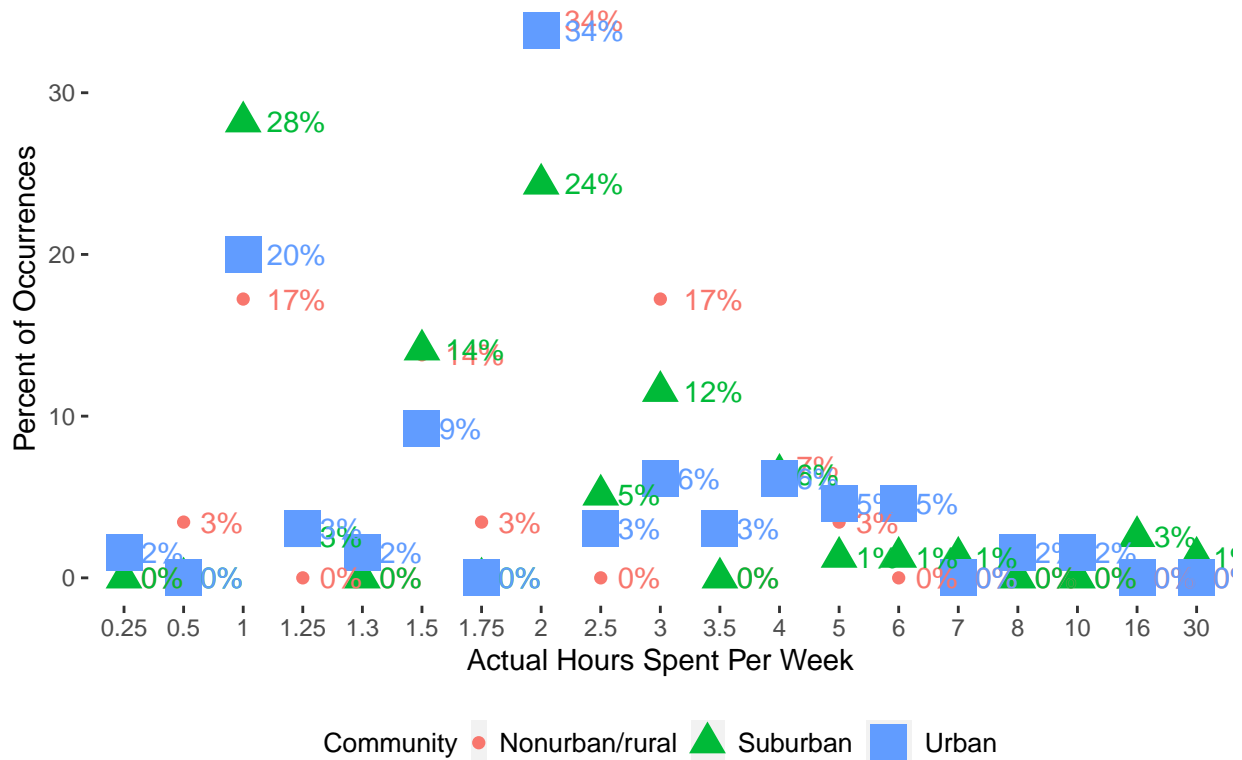
### Location by Actual Hours Spent on Course



In the above dot plot of 172 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **location**. As an example, the North American folks were spread 25% at 1 hour per week, 2% at 1.25 hours per week, 13% at 1.5 hours per week, 31% at 2 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of location. Across locations (except Asia/Pacific at 28%), majority of course completers spent less than 2 hours per week on a course.

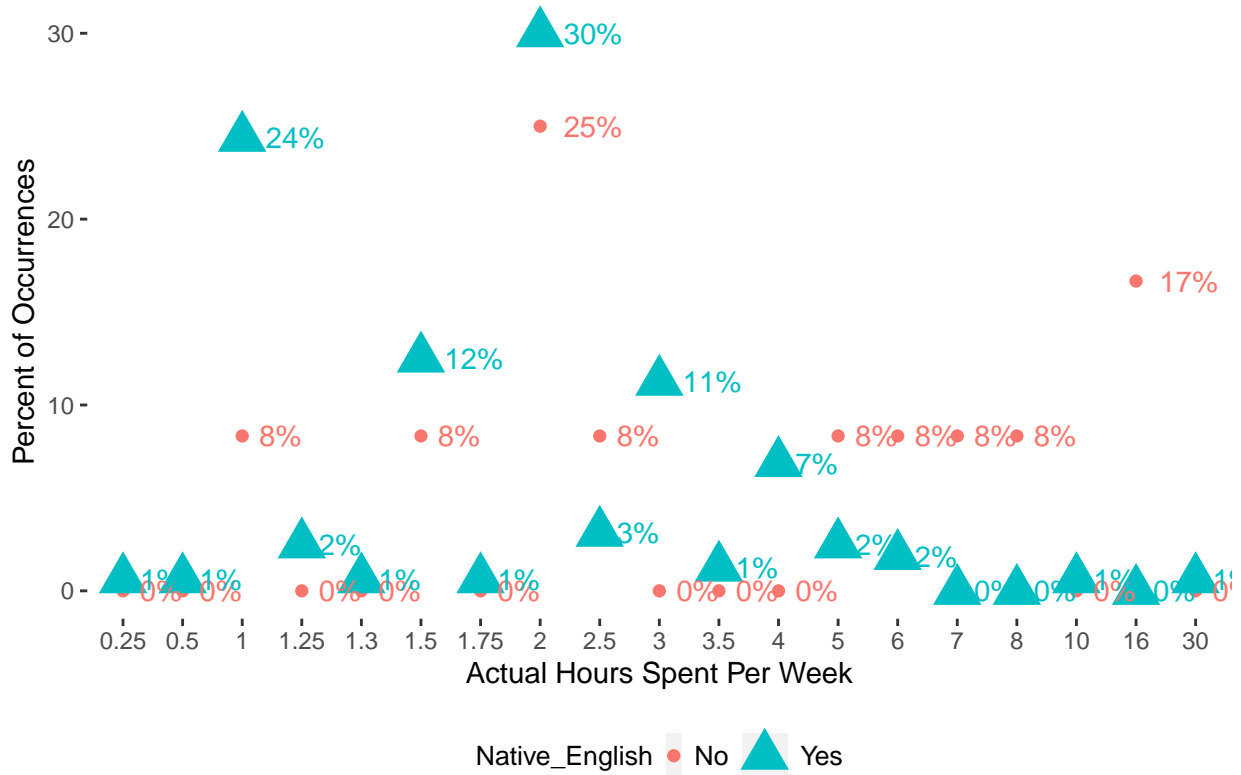
## Residential Community by Actual Hours Spent on Course



In the above dot plot of 172 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **residential community**. As an example, the Suburban folks were spread 28% at 1 hour per week, 3% at 1.25 hours per week, 14% at 1.5 hours per week, 24% at 2 hours per week, etc.

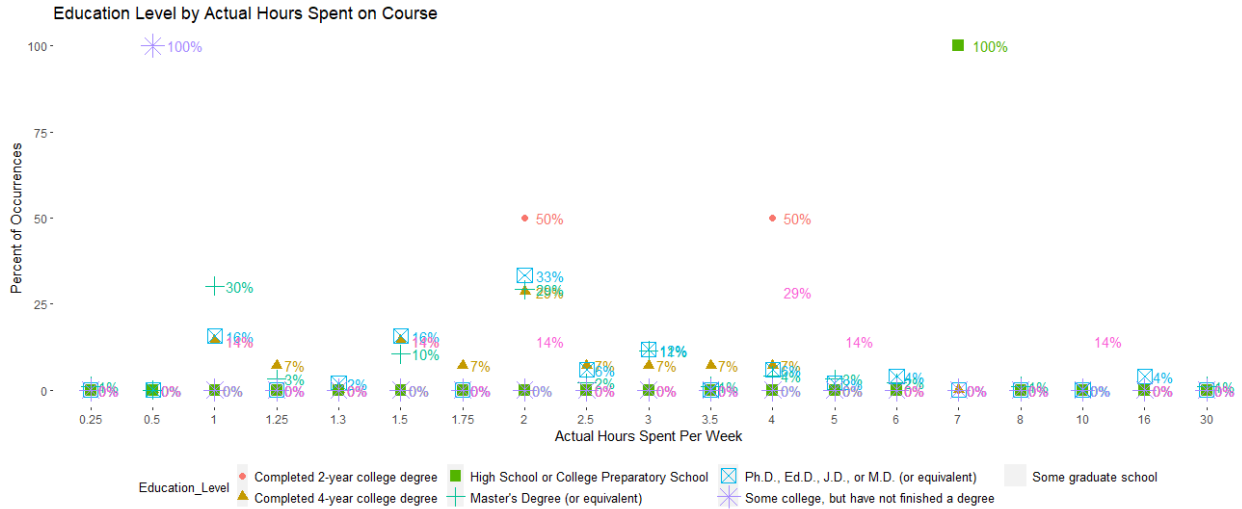
The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of residential community. Across all residential communities, majority of course completers spent less than 2 hours per week on a course.

### Native English by Actual Hours Spent on Course



In the above dot plot of 172 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **Native English Speakers**. As an example, Native English speakers were spread 1% at 0.25 hours per week, 1% at 0.5 hours per week, 24% at 1 hour per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - including 49% of non-Native English completers. Nearly all completers are Native English speakers (93%) and 74% of them spent 2 or less hours per week in the course.

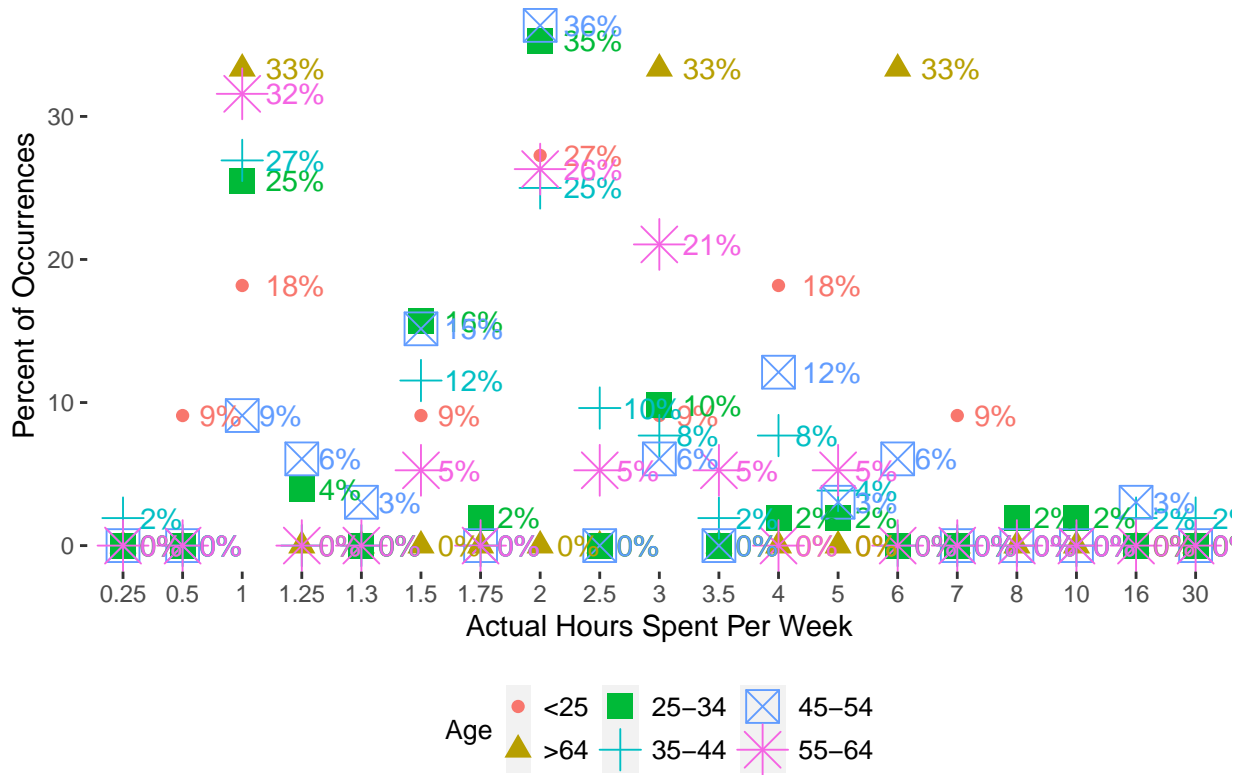


In the above dot plot of 172 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **education level**. As an example, the Master's Degree folks were spread with 30% at 1 hour per week, 3% at 1.25 hours per week, 10% at 1.5 hours per week, 29% at 2 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of educational level. Across educational levels (except High School and Some graduate school), majority of course completers spent less than 2 hours per week on a course.

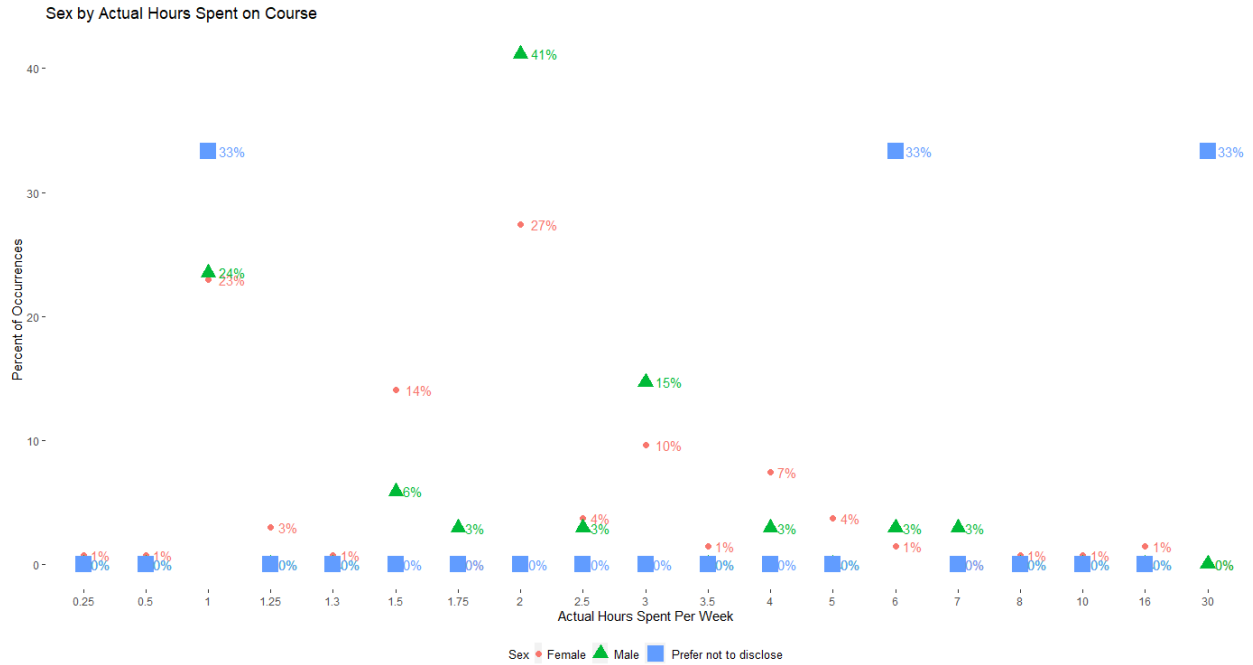


### Age by Actual Hours Spent on Course



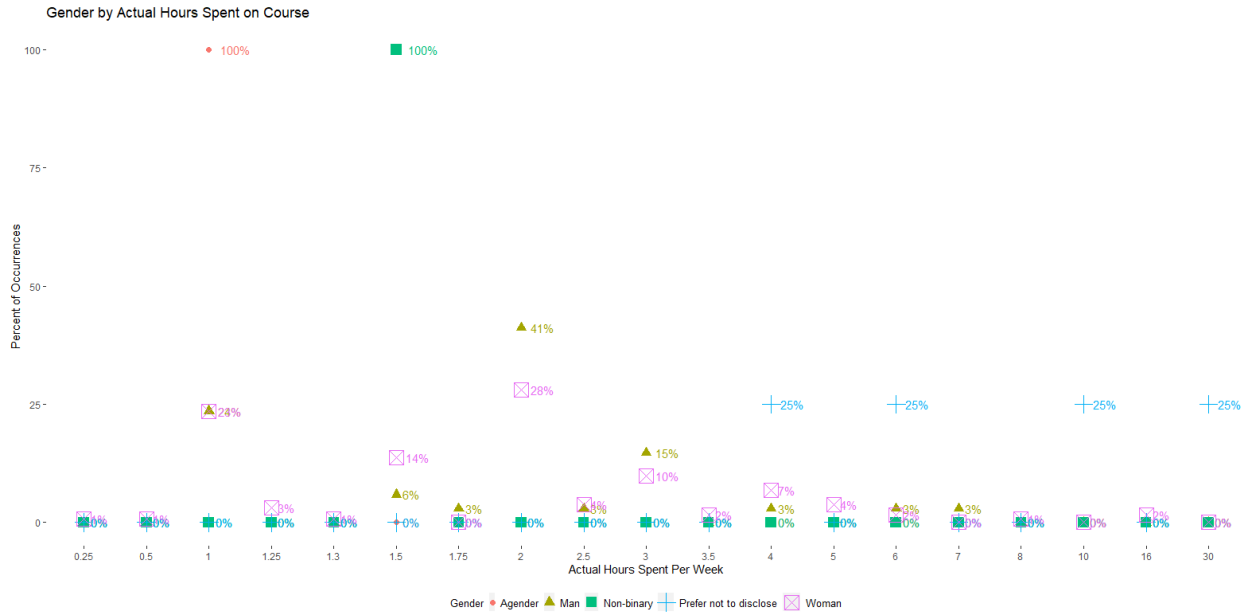
In the above dot plot of 169 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **age**. As an example, the 25-34yr folks were spread 25% at 1 hour per week, 4% at 1.25 hours per week, 16% at 1.5 hours per week, 2% at 1.75 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of age. With the exception of >64 year olds, majority of course completers across age groups spent less than 2 hours per week on a course.



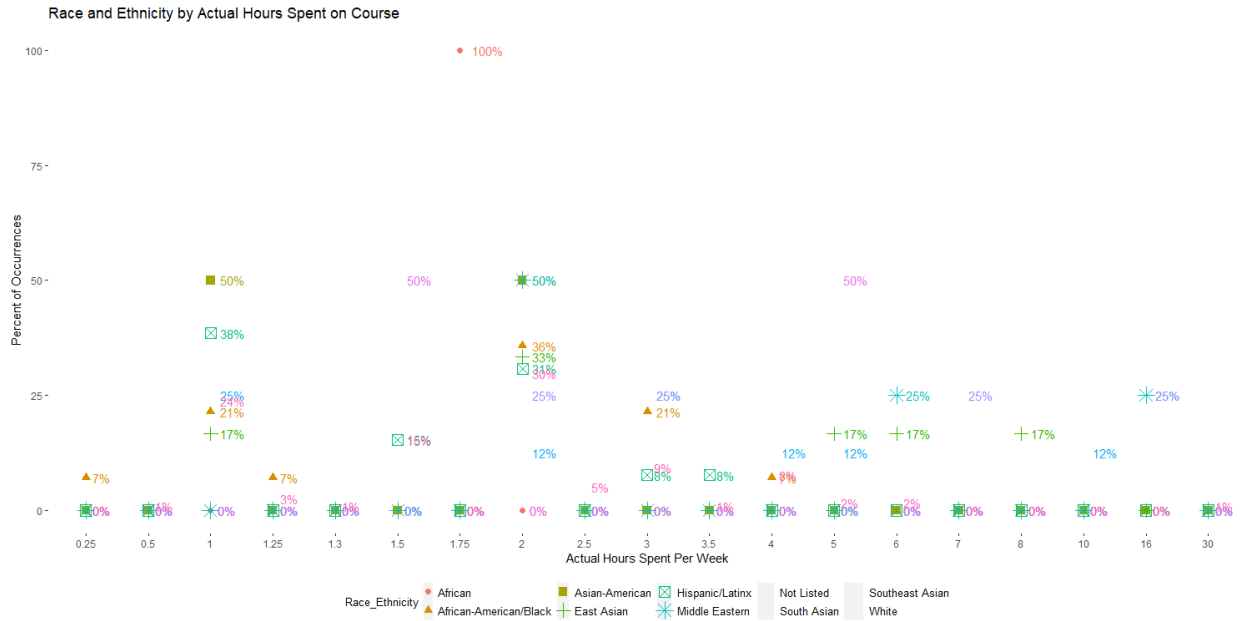
In the above dot plot of 172 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **sex**. As an example, Females were spread 1% at 0.25 hours per week, 1% at 0.5 hours per week, 23% at 1 hour per week, 3% at 1.25 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of sex. Except for Prefer Not to Disclose folks, majority of course completers spent less than 2 hours per week on a course.



In the above dot plot of 172 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **gender**. As an example, Women were spread 1% at 0.25 hours per week, 1% at 0.5 hours per week, 24% at 1 hour per week, 3% at 1.25 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of gender. Except for Prefer Not to Disclose folks, majority of course completers spent less than 2 hours per week on a course.

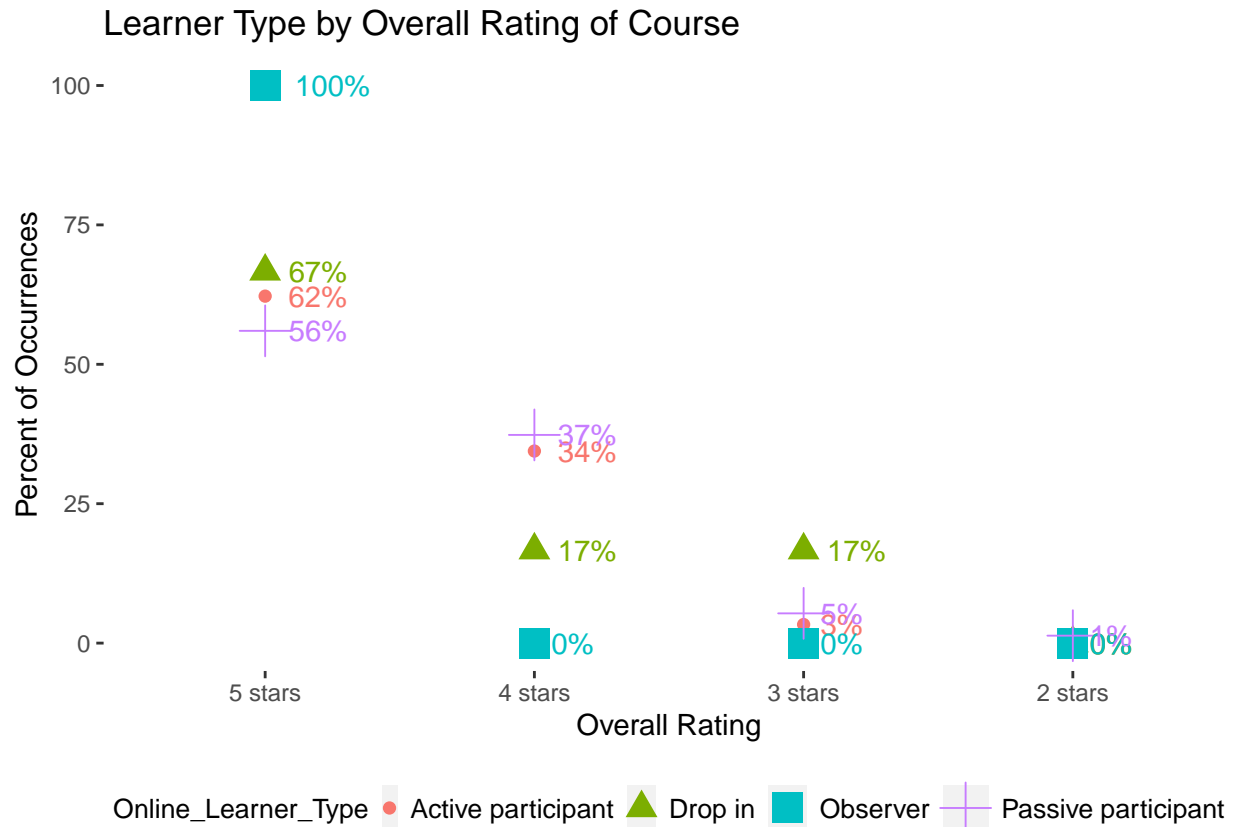


In the above dot plot of 172 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **race and ethnicity**. As an example, White respondents were spread 1% at 0.5 hours per week, 24% at 1 hour per week, 3% at 1.25 hour per week, 1% at 1.3 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of race and ethnicity. Except for Not Listed and South Asian, majority of course completers spent less than 2 hours per week on a course.

## Overall Rating

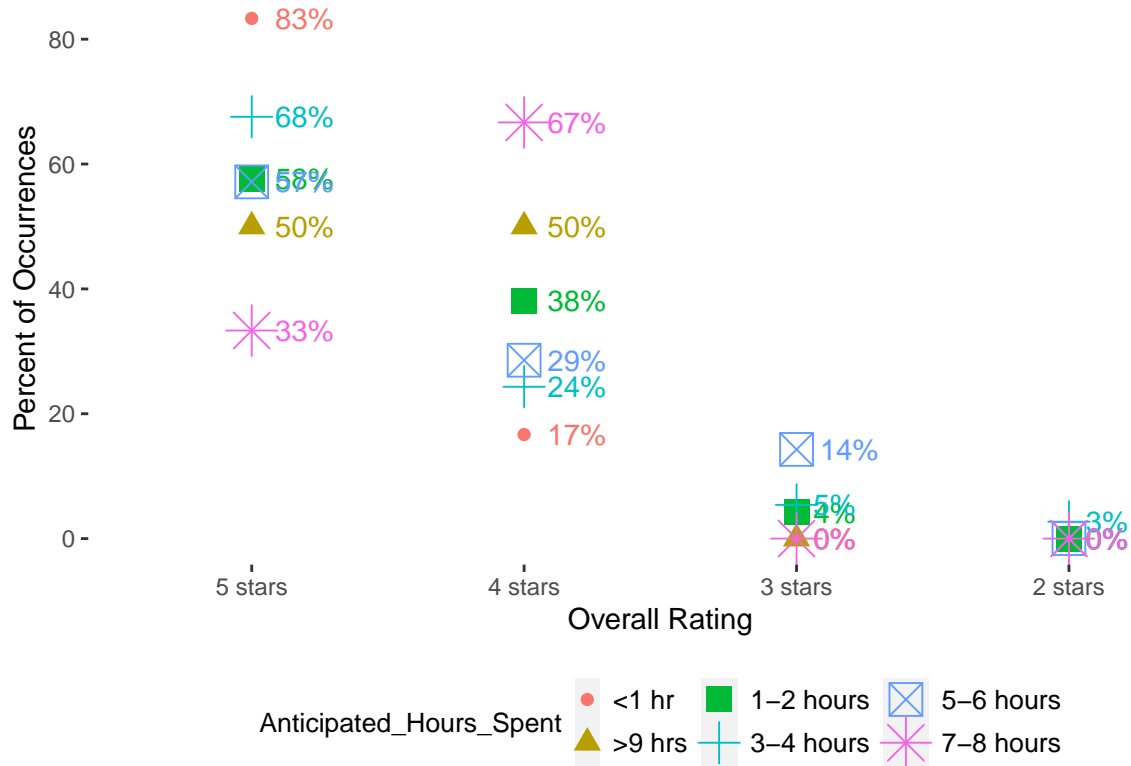
This section disaggregates the overall course rating by different demographics as reported in the Welcome Survey.



In the above dot plot of 173 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **online learner type**. As an example, the passive participant's ratings were spread 56% 5 stars, 37% 4 stars, 5% 3 stars, and 1% 2 stars.

The vast majority of online learner types rated the overall course as 4 or 5 stars across online learner type (lowest amount was with Active participants at 84% rating 4 or 5 stars).

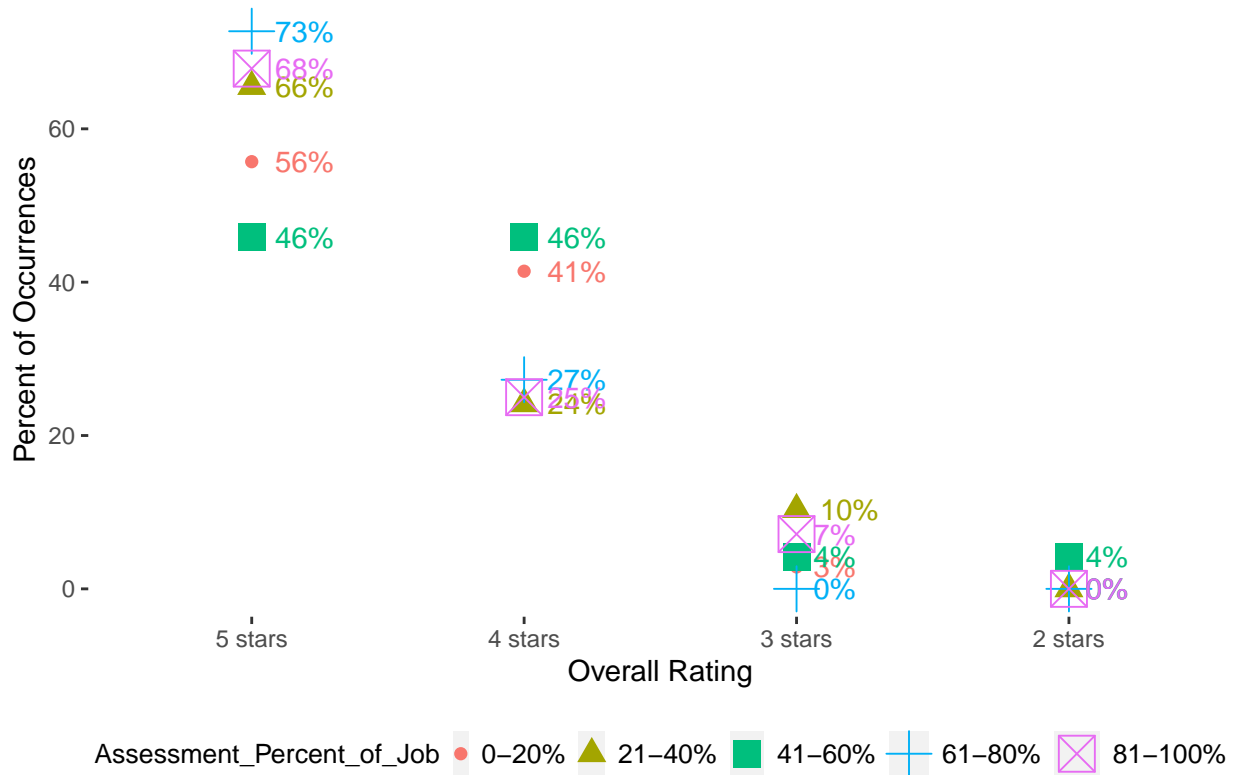
## Anticipated Hours Spent by Overall Rating of Course



In the above dot plot of 173 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **anticipated hours spent per week**. As an example, the 1-2 hour respondents were spread 58% 5 stars, 38% 4 stars, and 5% 3 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across anticipated hours groups (lowest amount was with 5-6 hours at 86% rating 4 or 5 stars).

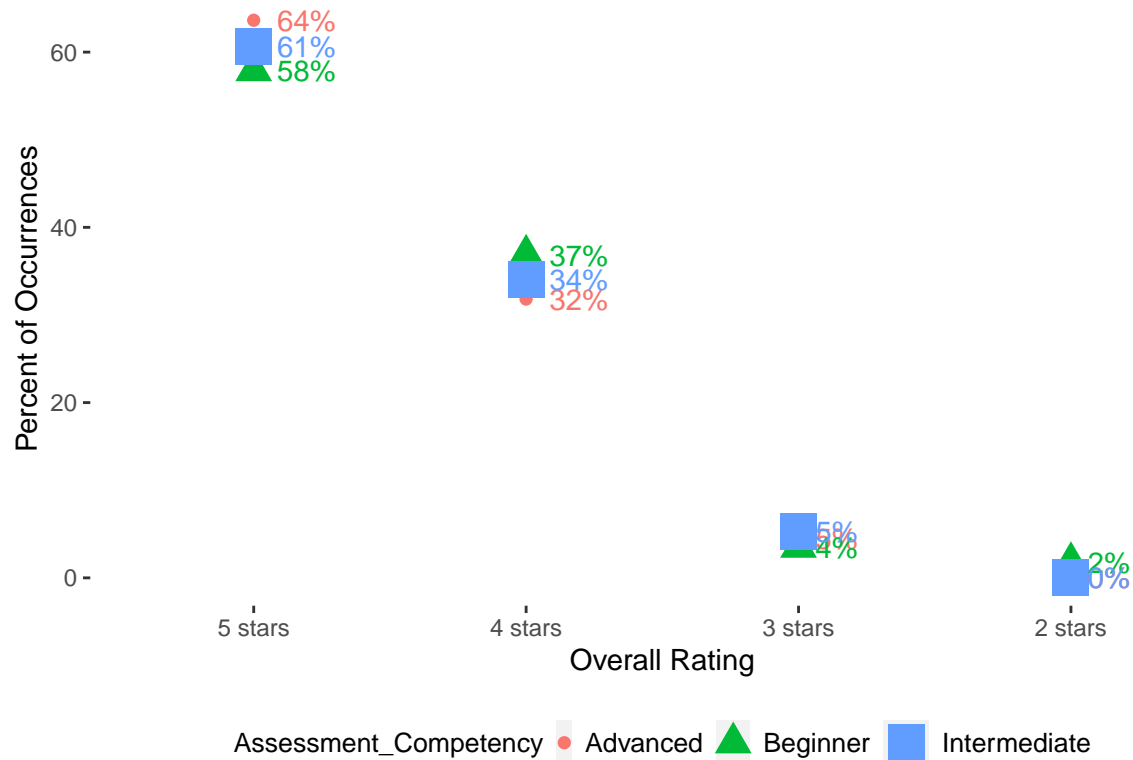
## Assessment Work by Overall Rating of Course



In the above dot plot of 173 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **percent of job dedicated to assessment**. As an example, the 0-20% of job dedicated to assessment respondents were spread 56% 5 stars, 41% 4 stars, and 3% 3 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across percent of job dedicated to assessment (lowest amount was with 21-40% of job dedicated to assessment participants at 90% rating 4 or 5 stars).

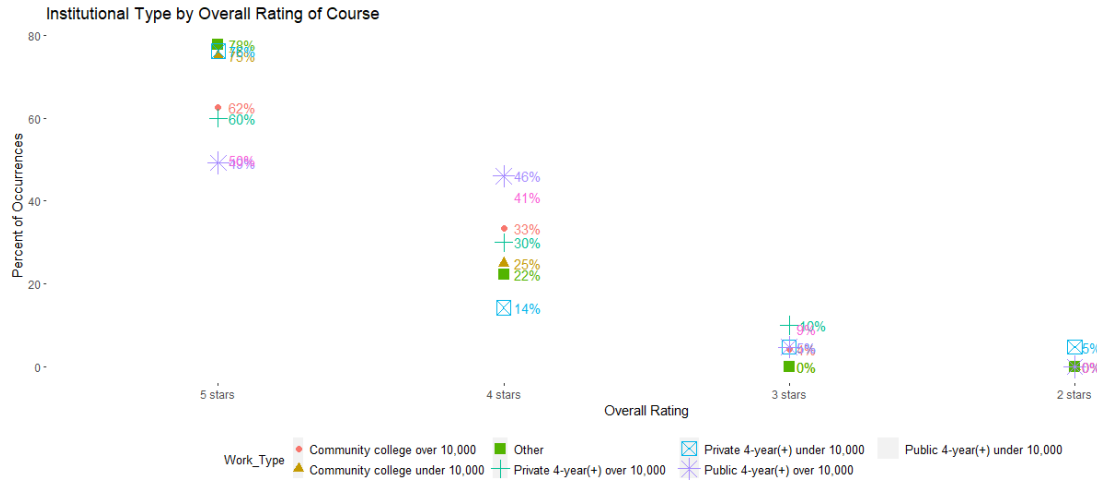
## Assessment Competency by Overall Rating of Course



In the above dot plot of 173 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **assessment competency**. As an example, the Intermediate respondents were spread 61% 5 stars, 34% 4 stars, and 5% 3 stars.

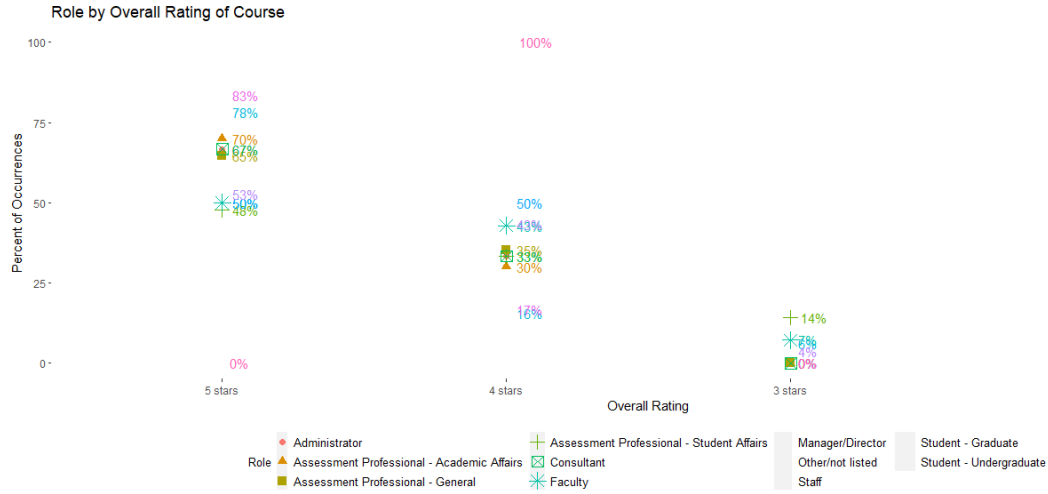
The vast majority of folks rated the overall course as 4 or 5 stars across assessment competency (lowest amount was with Intermediate participants at 94% rating 4 or 5 stars).





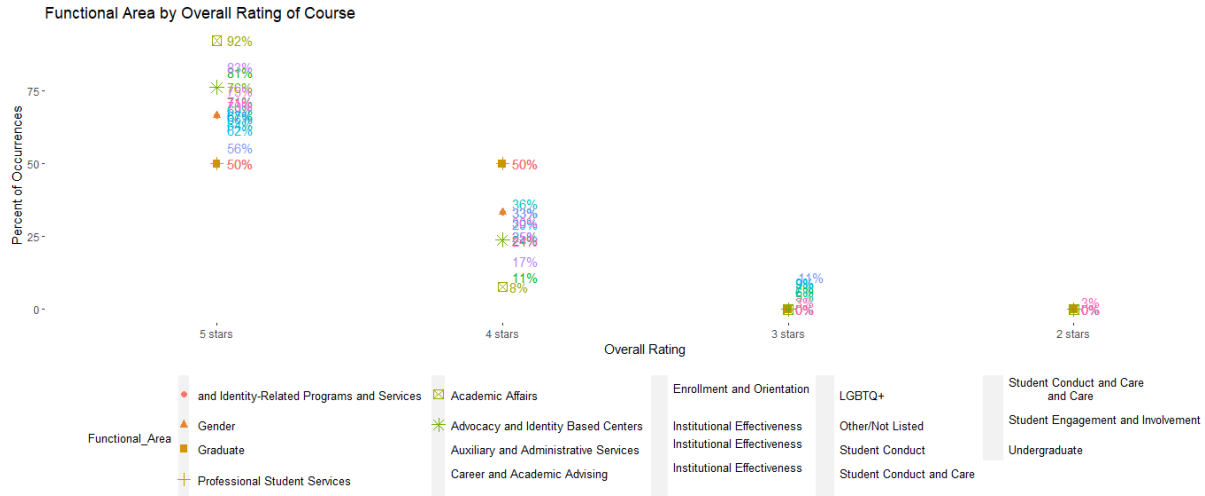
In the above dot plot of 173 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **institutional type**. As an example, the Public 4-year over 10,000 respondent responses were spread 49% 5 stars, 46% 4 stars, and 5% 3 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across institutional type (lowest amount was with Private 4-year schools over AND under 10,000 both at 90% rating 4 or 5 stars).



In the above dot plot of 173 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **role**. As an example, the Assessment Professionals - Student Affairs folks were spread 48% 5 stars, 33% 4 stars, 14% 3 stars, and 5% 2 stars.

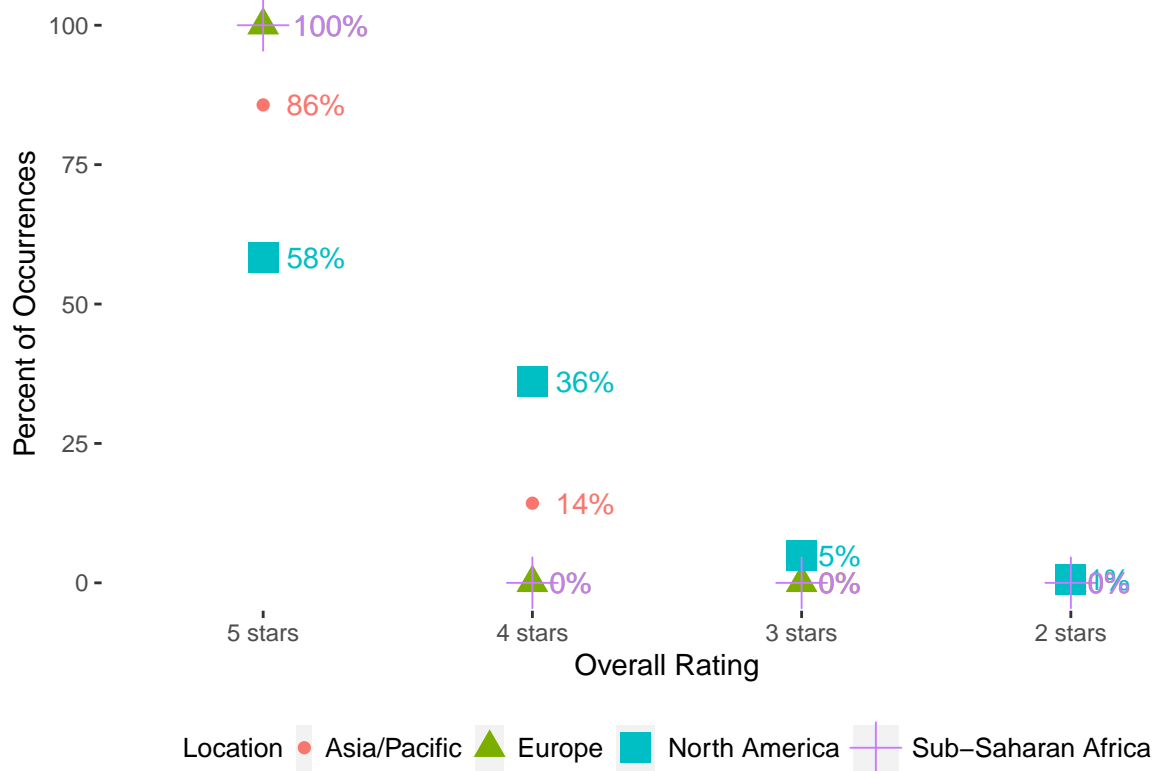
The vast majority of folks rated the overall course as 4 or 5 stars across role (lowest amount was with Assessment Professionals - Student Affairs participants at 81% rating 4 or 5 stars).



In the above dot plot of 171 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **functional area**. Sorting responses from a check-all-that-apply question and the author’s lacking plotting skills makes it worth additional clarification in aggregating some like responses and split categories. As an example, the Institutional Effectiveness folks were spread 49% 5 stars, 43% 4 stars, and 8% 3 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across functional areas (lowest amount was with Other/Not Listed participants at 89% rating 4 or 5 stars).

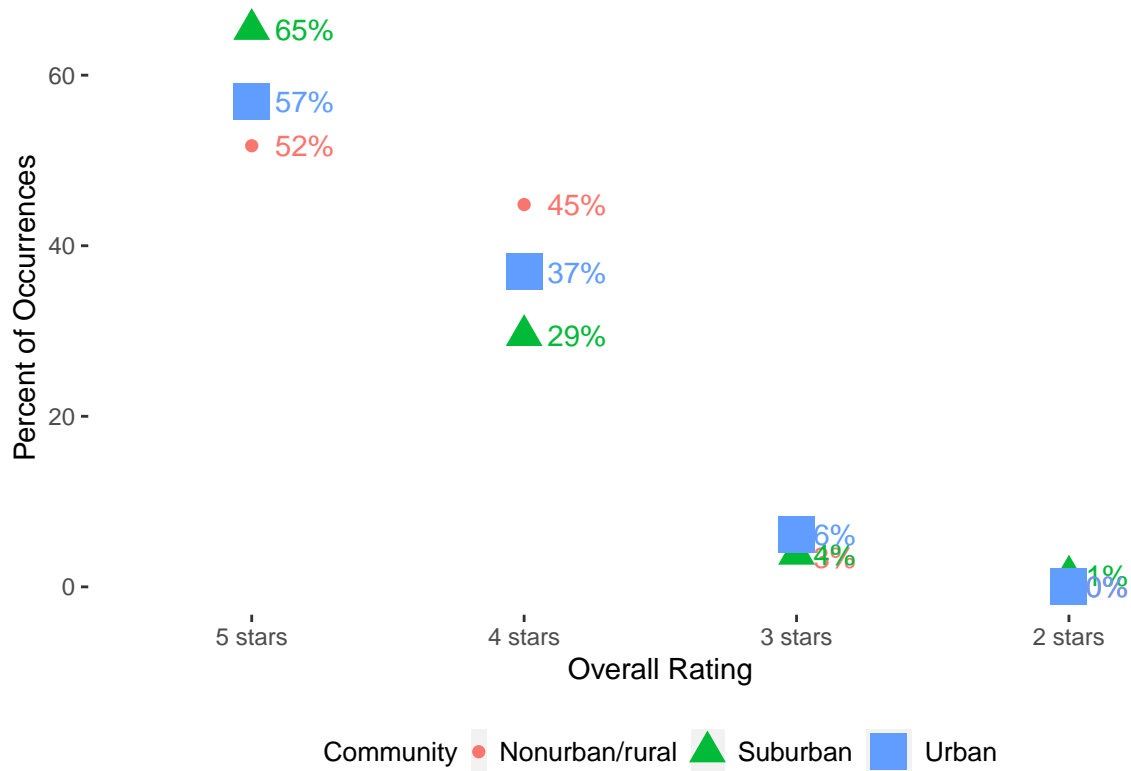
### Location by Overall Rating of Course



In the above dot plot of 172 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **location**. As an example, North American respondents were spread 58% at 5 stars, 36% 4 stars, and 5% 3 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across locations (lowest amount was with North American participants at 95% rating 4 or 5 stars).

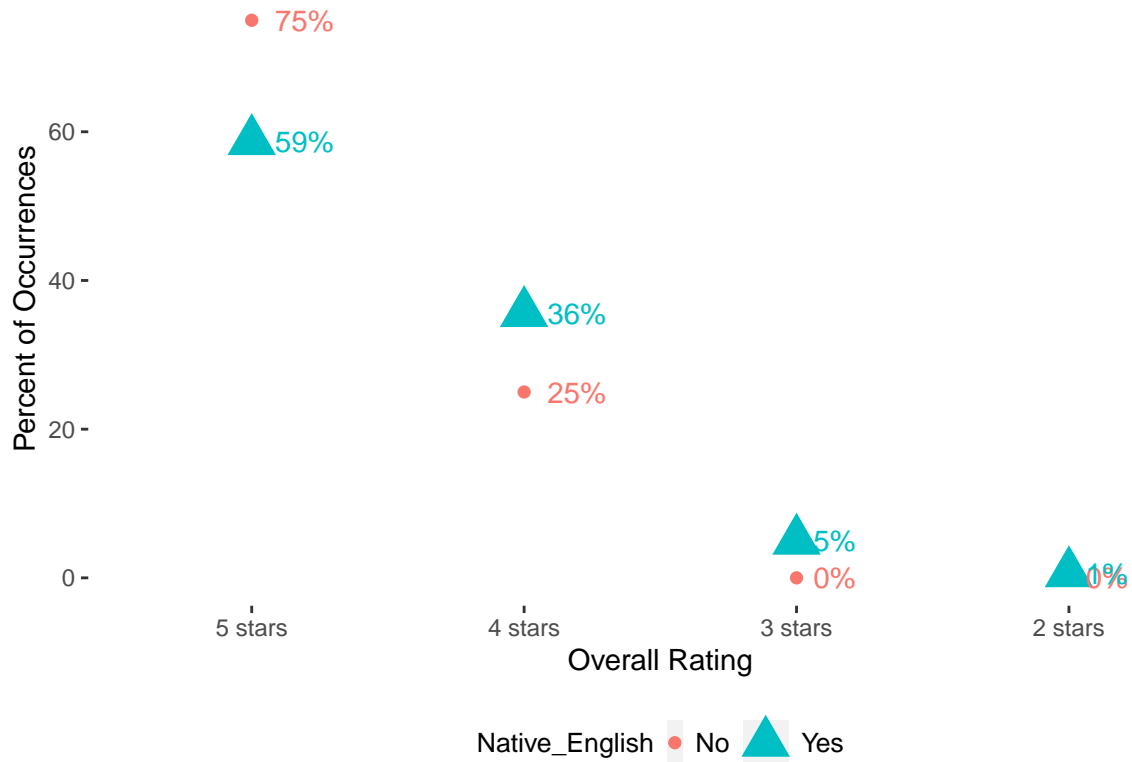
### Residential Community by Overall Rating of Course



In the above dot plot of 172 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **residential community**. As an example, Suburban respondents were spread 65% 5 stars, 30% 4 stars, 4% 3 stars, and 1% 2 stars.

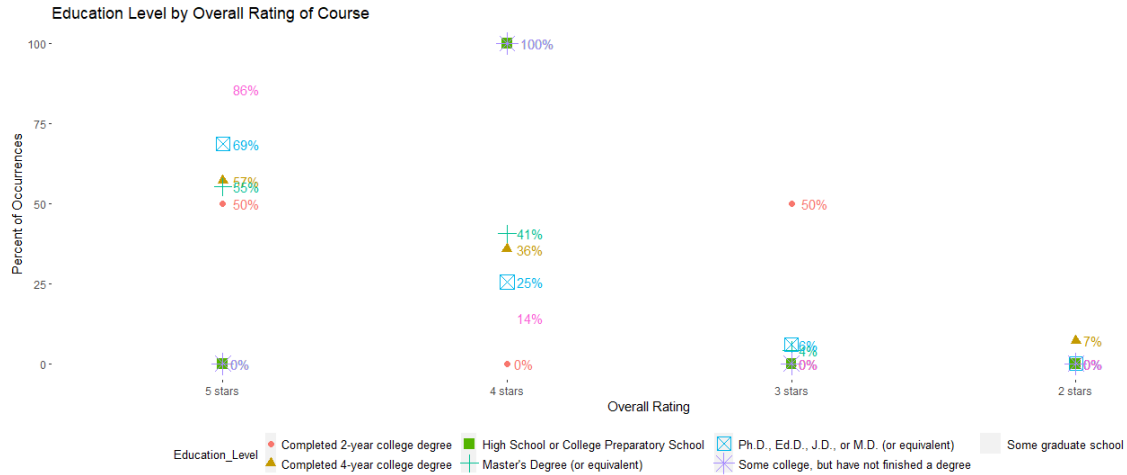
The vast majority of folks rated the overall course as 4 or 5 stars across residential communities of respondents (lowest amount was with Urban participants at 94% rating 4 or 5 stars).

### Native English by Overall Rating of Course



In the above dot plot of 172 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **Native English Speakers**. As an example, the Yes/Native English speaking respondents were spread 59% 5 stars, 36% 4 stars, and 5% 3 stars.

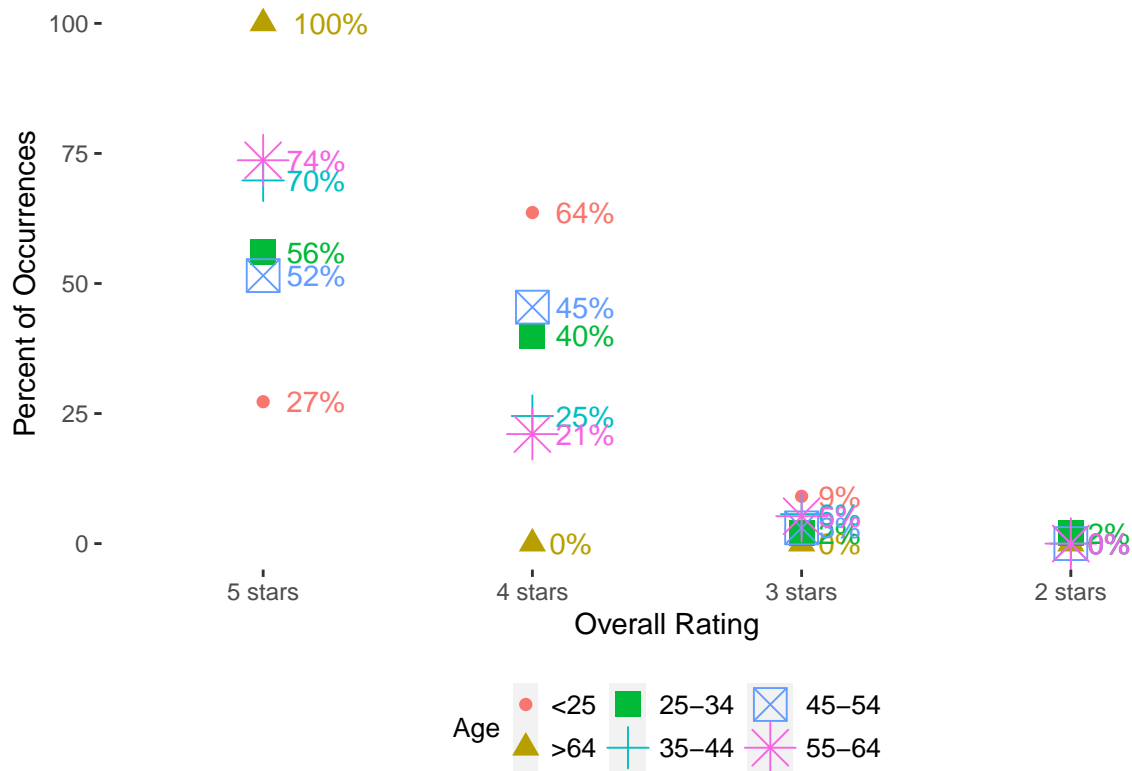
The vast majority of folks rated the overall course as 4 or 5 stars across Native English speakers or not (lowest amount was with Yes/Native English respondents at 95% rating 4 or 5 stars).



In the above dot plot of 172 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **education level**. As an example, the Master's Degree respondents rated the course overall as:

The vast majority of folks rated the overall course as 4 or 5 stars across education levels (lowest amount was with Completed 2-year college degree folks at 50% rating 4 or 5 stars - though only two respondents fell into this category).

### Age by Overall Rating of Course

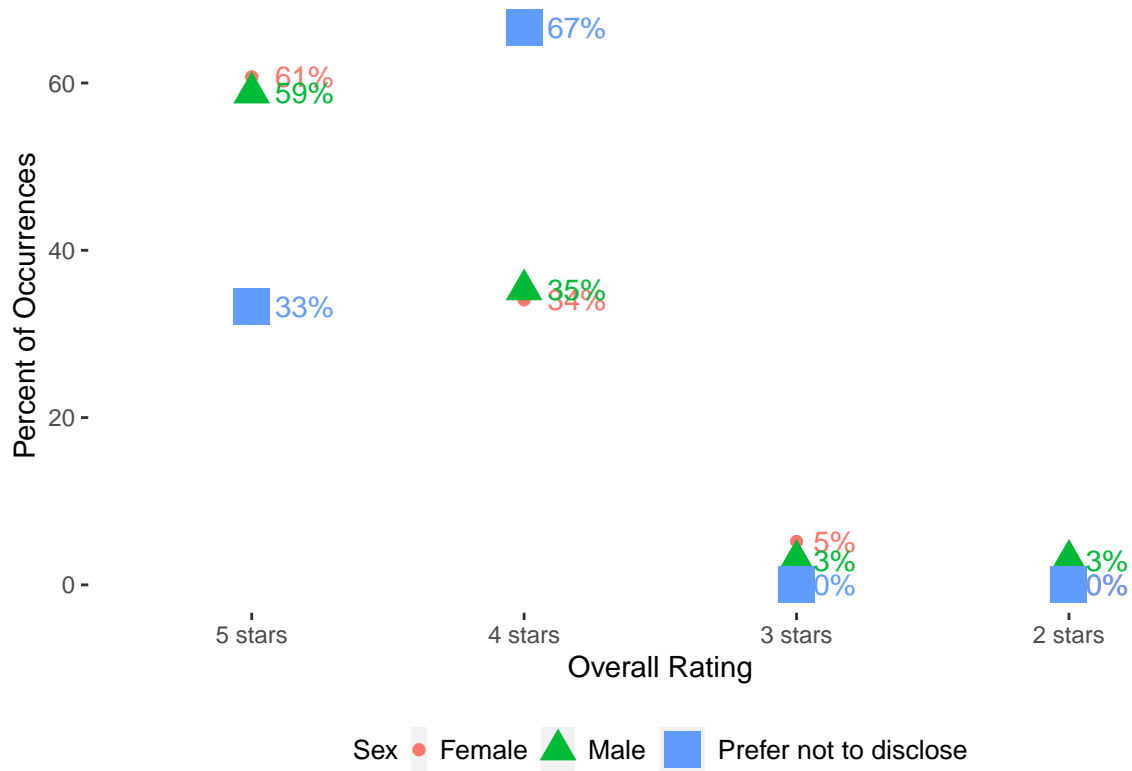


In the above dot plot of 169 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **age**. As an example, the 25-34 year old respondents were spread 56% 5 stars, 40% 4 stars, 2% 3 stars, and 2% 2 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across age groups (lowest amounts were with 35-44 and 55-64 groups both at 95% rating 4 or 5 stars).



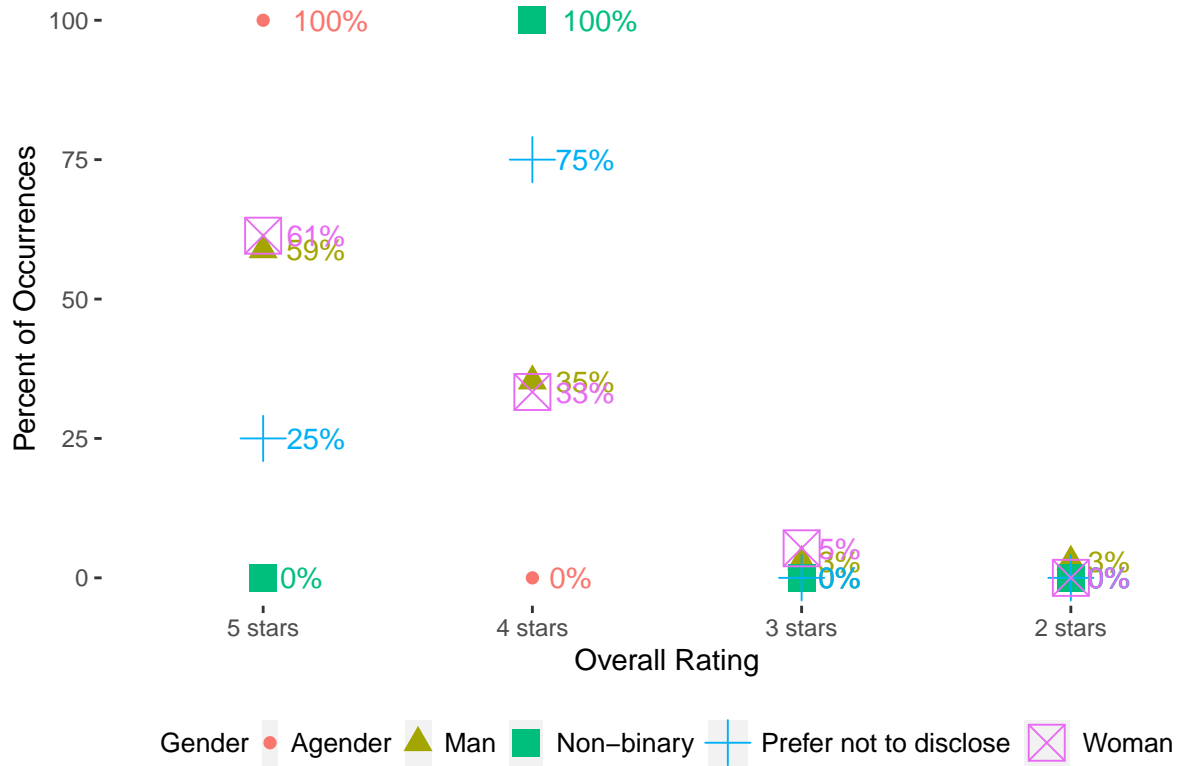
### Sex by Overall Rating of Course



In the above dot plot of 172 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **sex**. As an example, Female respondents were spread 61% 5 stars, 34% 4 stars, and 5% 3 stars.

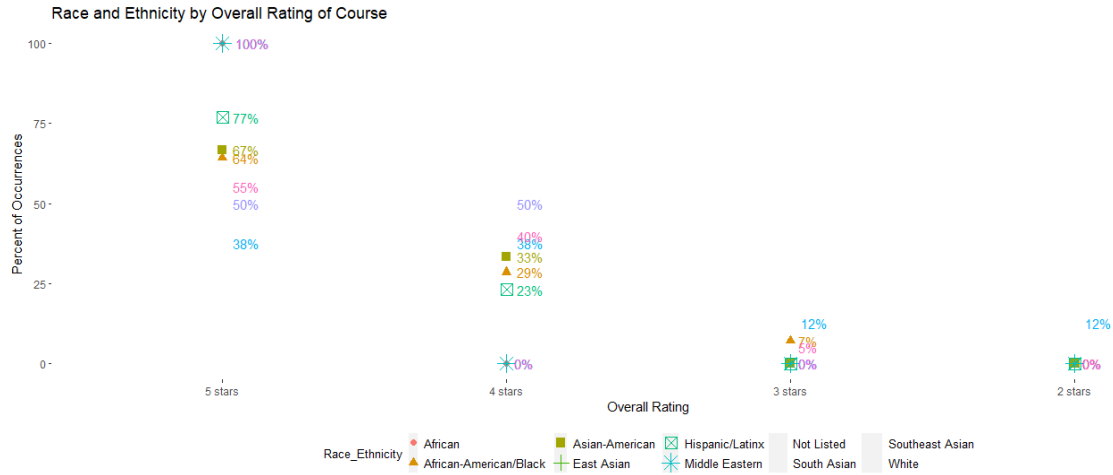
The vast majority of folks rated the overall course as 4 or 5 stars across sex groups: ratings of 4 or 5 stars were 95% Female, 94% Male, and 100% Prefer not to disclose.

### Gender by Overall Rating of Course



In the above dot plot of 172 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **gender**. As an example, the Women respondents were spread 61% 5 stars, 33% 4 stars, and 5% 3 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across gender groups (lowest amounts were with Man and Women participants both at 94% rating 4 or 5 stars).



In the above dot plot of 172 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **race and ethnicity**. As an example, the White respondents were spread 55% 5 stars, 40% 4 stars, and 5% 3 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across race and ethnicity groups (lowest amount was with Not Listed folks at 76% rating 4 or 5 stars).

## Overall Reflection

The course is well received by course participants overall and when disaggregating results across subpopulations. As a reminder, here were the aggregate results for key metrics in relation to last year:

- 95% of respondents agreed or strongly agreed to positive impact of **course materials (videos, lecture material, readings)** and **course activities (quizzes, assignments, discussion boards)**. These results are the same as last year.
- 73% of respondents indicated they spent **2 hours or less** (down from 75% last year), with another 20% spending **3-4 hours per week** (up from 18% last year).
- 62% of respondents indicated **likelihood to recommend course** as a 9 or 10 (down from 66% last year), with another 25% responding with an 8 (up from 19% last year).
- 95% of respondents rated **course quality** as 4 or 5 out of 5 stars. This year's data is a slight improvement from last year's result of 94% responding with 4 or 5 stars.
- 68% of respondents indicated instructor involvement should be a variety (up from 67% last year), while 27% indicated they like to learn on their own (same as last year). Peer to peer learning, interacting only with instructor, and no instructor interaction made up the remaining 5%.
- 49% of respondents indicated a course length preference of 7-8 weeks (down from 51% last year), 30% indicated a preference of 5-6 weeks (down from 35% last year).

Given the disaggregated results shared, future analyses could dig deeper than these descriptives to truly examine relationships between variables. There's plenty of data to explore, but we'll end here given this report is already quite lengthy!

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