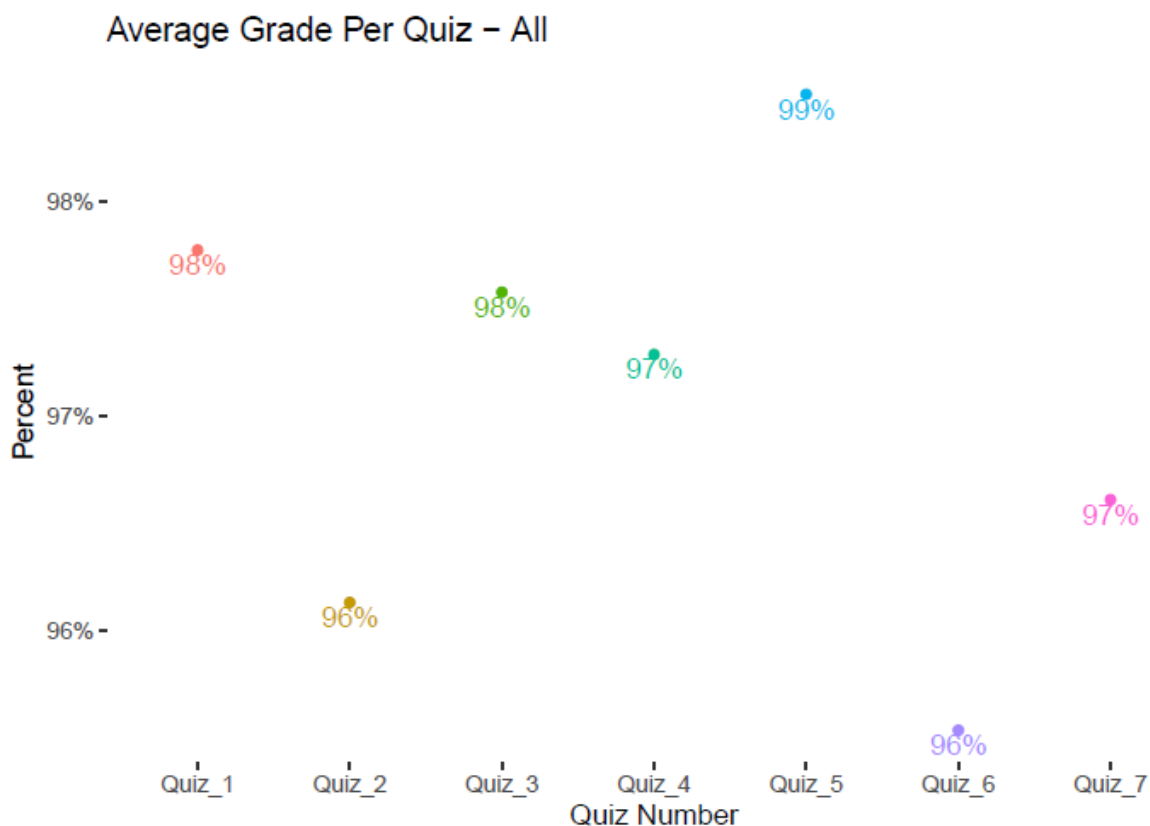


While many races and ethnicities are represented, the majority of participants identified as White, followed by African-American/Black and Hispanic/Latinx. Because course completers had very similar demographic distribution/profile as the initial sample of survey respondents, the above narrative profile holds true for them, too. These results also largely mirror the results from last year, but you can read the Welcome Survey Results 2024 report to see more details and comparison information.

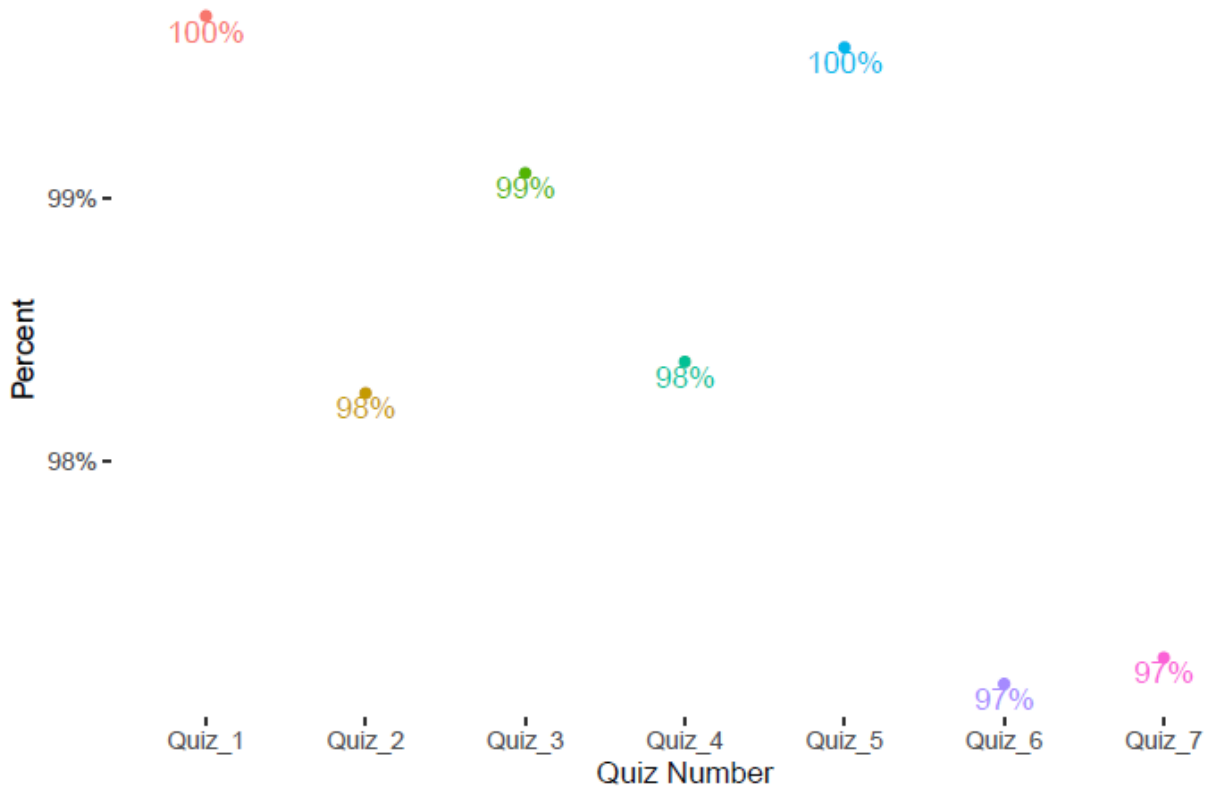
Quiz Results

Overall, quiz results are very positive with respect to demonstrated student learning. The results above reflect all people who took quizzes. 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 95% correct or higher (up from 93% last year). These results are very similar and only slightly higher compared to last year's results with respective quiz scores in order as: 96.2%, 93.8%, 98%, 97.1%, 98.4%, 95.9%, and 95.5%.



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 below 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 relatively the same (some slightly higher, some slightly lower) 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 98.8%, Quiz 2 with 98%, Quiz 3 99.2%, Quiz 4 98.6%, Quiz 5 99.3%, Quiz 6 97.6%, and Quiz 7 97.7%.

Average Grade Per Quiz – Completers



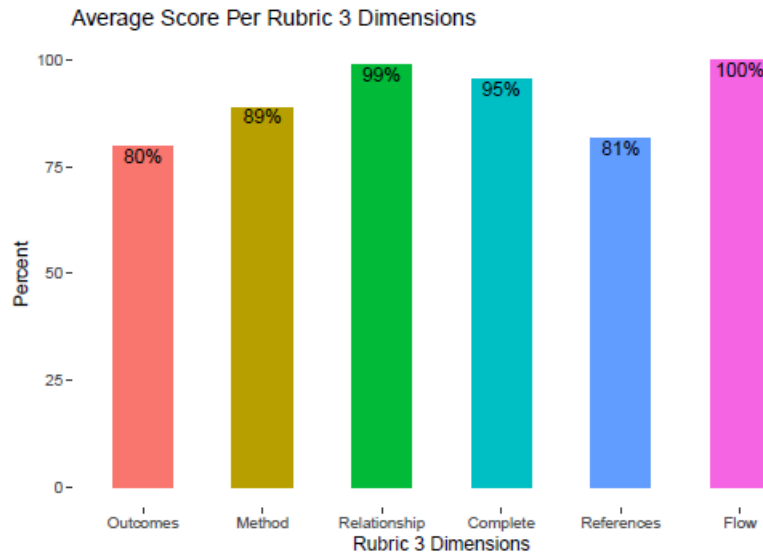
Data Disaggregation

Overall quiz results were disaggregated by completer demographics. As such, results are filtered from all course participants (1958) to those who completed the course (350). 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 356. 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 309 based on completers taking the Welcome Survey.

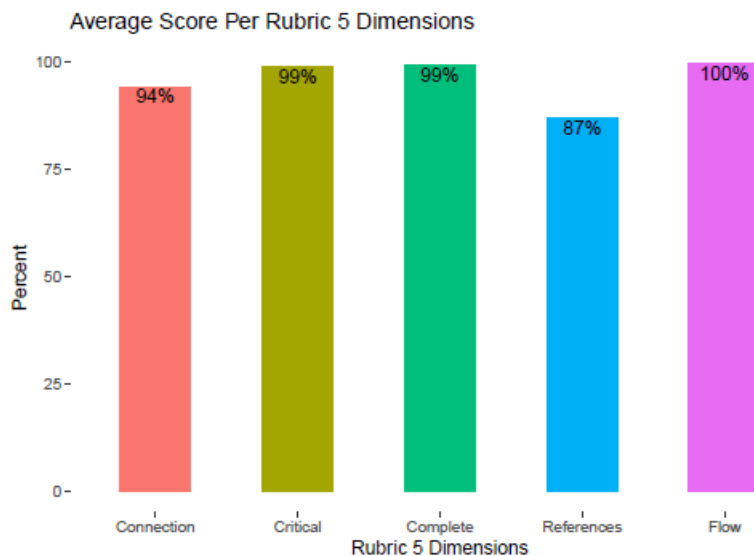
Across quiz scores and demographics, groups did fairly well overall (which makes sense considering all quiz scores averaged 96% or higher). Looking across a given demographic's scores (i.e., across all groups within a given demographic), the most participants with overall quiz scores of 95% or higher was sex (66%) followed by assessment competency groups (61%). Sex results were 61% last year and competency groups were 58% last year, so the overall higher scores this year bore out among the demographics. 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. See more information about the individual quiz question scores and demographic breakdowns in the Quiz Results 2024 report.

Assignment Results

Overall, participants 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 28 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 overall mode score was 30, but the scores per rubric dimension results were the same. To add a bit more detail to the results, below are the average scores per rubric dimension presented as percent of 100% correct as scored.



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. To add a bit more detail to the results, below are the average scores per rubric dimension presented as percent of 100% correct as scored.



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 348 participant artifacts for the Module 3 assignment and 316 participant artifacts for the Module 5 assignment. It is worth noting these resulting samples of 348 and 316 differ from overall amounts of assignments graded (396 for module 3 and 360 for module 5) since not all participants consented to their data being used for reporting purposes. Moreover, these sample amounts differ from overall course completers (350) since successful course completion requires scoring 75% or better on each quiz and on each written assignment, which not all of these assignments may represent.

Across rubric scores and demographics, groups did fairly well overall (which makes sense considering the mode score for module 3 was 28/30 and module 5 was 25/25). Overall results were relatively similar to last year's data: three of the six rubric dimensions for Module 3 were the same or better compared to last year and four of five for Module 5 were the same or better. Across self-reported assessment competency, sex, and gender populations, 67-77% of folks across groups earned an 87% or better on Module 3 and 67-84% of folks across groups earned a 92% or better on Module 5. Gender and Race and Ethnicity breakdowns were a bit less consistent, having a few group exceptions to those amounts. For more detail and data on the demographic disaggregation or the assignment performance data, check out the Rubric Results 2024 report.

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 344 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 269 responses.

- **93% of respondents agreed or strongly agreed to positive impact of course materials (videos, lecture material, readings).** These results are 3% points lower than last year.
- **92% of respondents agreed or strongly agreed to positive impact of course activities (quizzes, assignments, discussion boards).** These results are 3% points lower than last year.
- **66% of respondents indicated they spent 2 hours or less on the course each week** (down from 73% last year), with another 20% (86% total) spending 3-4 hours per week (down from 93% last year).
- **55% of respondents indicated likelihood to recommend course as a 9 or 10** (down from 62% last year), with another 24% (69% total) responding with an 8 (down from 87% last year).
- **91% of respondents rated course quality as 4 or 5 out of 5 stars.** This year's data is down from last year's result of 95% responding with 4 or 5 stars.
- **55% of respondents indicated instructor involvement should be a variety** (down from 68% last year), while 30% indicated they like to learn on their own (up from 27% last year). Peer to peer learning increased to 8%, interacting only with instructor to 6%, and no instructor interaction decreased to 1% (all were at 5% last year).

- **49% of respondents indicated a course length preference of 7-8 weeks** (same as last year), 28% indicated a preference of 5-6 weeks (down from 30% last year).

Data Disaggregation

Given the disaggregated results shared, future analyses could dig deeper than these descriptives to truly examine relationships between variables. This would especially be worthwhile with respect to hours spent per week for Functional Area, Role, Assessment Competency, Non-Native English speakers, and Gender, as these areas seemed to have general stability or decreases across group percentages for spending 4 hours or less per week on the course despite the overall data showing an increase in time spent on the course per week. Likewise, Online Learner Type, Role, and Education Levels all showed stability or increases across group percentages of overall rating for the course despite overall data showing a decrease in overall rating for the course. To see more of these demographic results or survey results overall, check out the User Experience Survey Results 2024 report.

Qualitative Analyses

When looking at the user experience survey, the majority of comments were positive, with multiple comments containing suggestions for improvement. Thinking through the suggestions for improvements, as well as the constructive feedback, the instructors will reflect on ways to address the following as possible course changes in 2025:

- Consider placement and content of the personal take/additional perspective videos.
- Include transcripts and handouts to support participant learning for diverse learner preferences.
- Balance readings and resources for currency, relevance, and length for participant transparency.
- Make the course more engaging by incorporating discussions, activities, and improving the video content.
- Review quiz materials to potentially make them more application-based or challenging for participants.

Impacting both quantitative and qualitative results are the more advanced folks in the profession or participants with more assessment experience. They indicate the course was not as challenging as they expected or that they wanted more than an overview on these assessment-related concepts. While their perspective is of value, we also know that – year in and year out – we know that the profile of course participants is approximately 50% self-described assessment beginners who spend 0-20% of their job doing assessment work. As such, we very much have to balance the feedback of the experienced folks calling for more detail, depth, and advanced content. This is especially true when those assessment beginners or even folks new to this style course (asynchronous, online, MOOC) are already overwhelmed with format, structure, and variety of information provided to them. There are far more folks in the beginner/overwhelmed state than the advanced and wanting more state, so we balance how much more depth and advanced content we offer. Given we already have plenty of optional and further learning content, though, we continue to intentionally think about what and how much new content we add to still engage and encourage more experienced folks to find meaningful ways to leverage the course experience.

Best of all for this upcoming year is that we have two new instructors due to others transitioning to new opportunities. With two-thirds of the instructor team being new, it will offer fresh perspectives and immediate opportunity to revamp video lectures, resources, and content throughout the course. The instructor team is eager to use this information 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 SU2024

Joe Levy

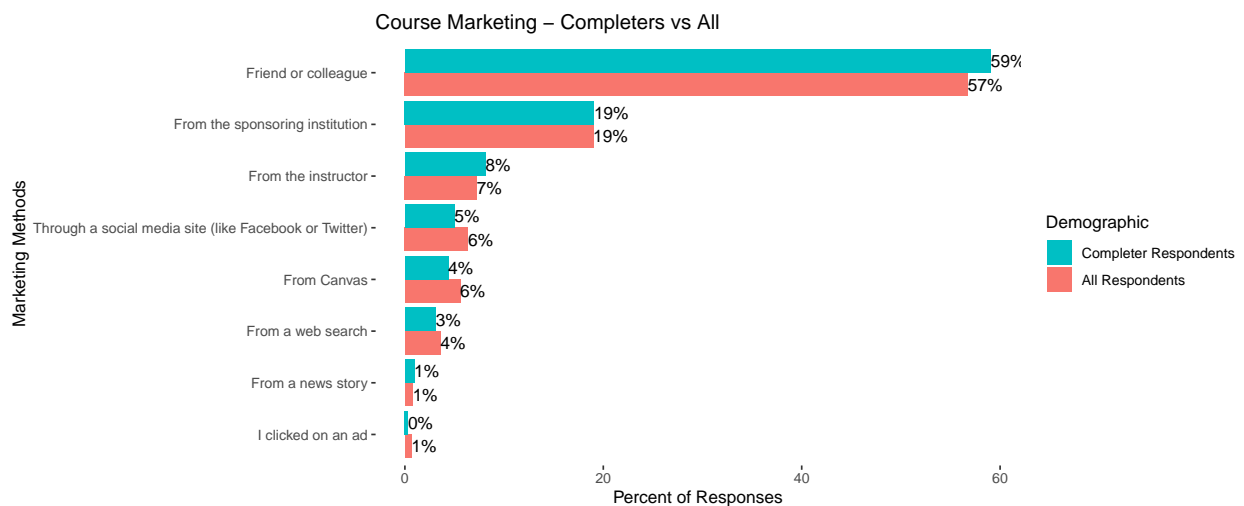
Summer 2024

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.

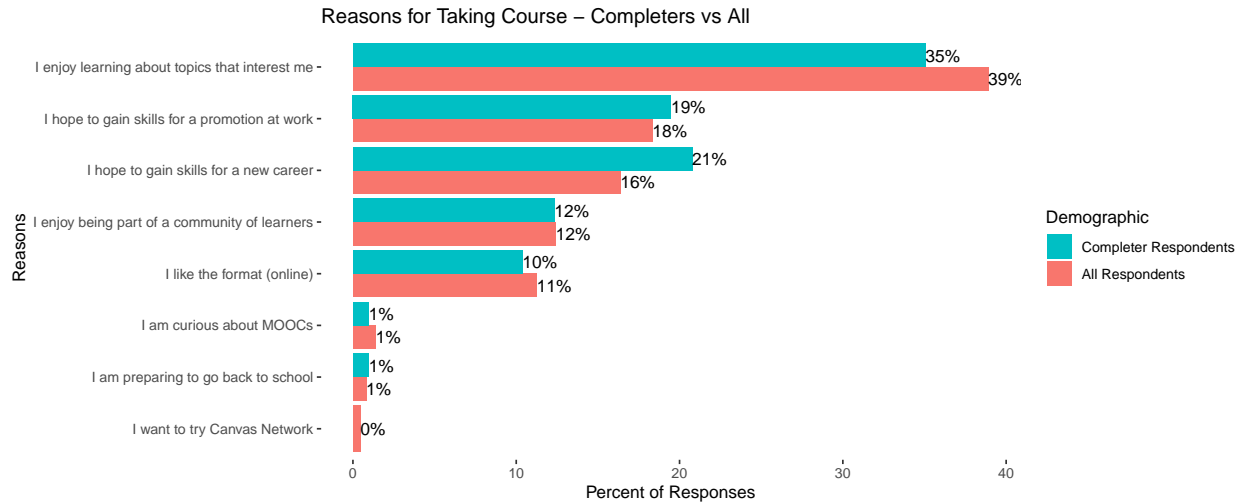
Overall & Completer Results

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 883 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 309 responses represent the 326 successful badge earners for the course who completed the Welcome Survey and consented to using their data (of 350 badge earners overall) - these respondents are represented in the “Completer Respondents” demographic.

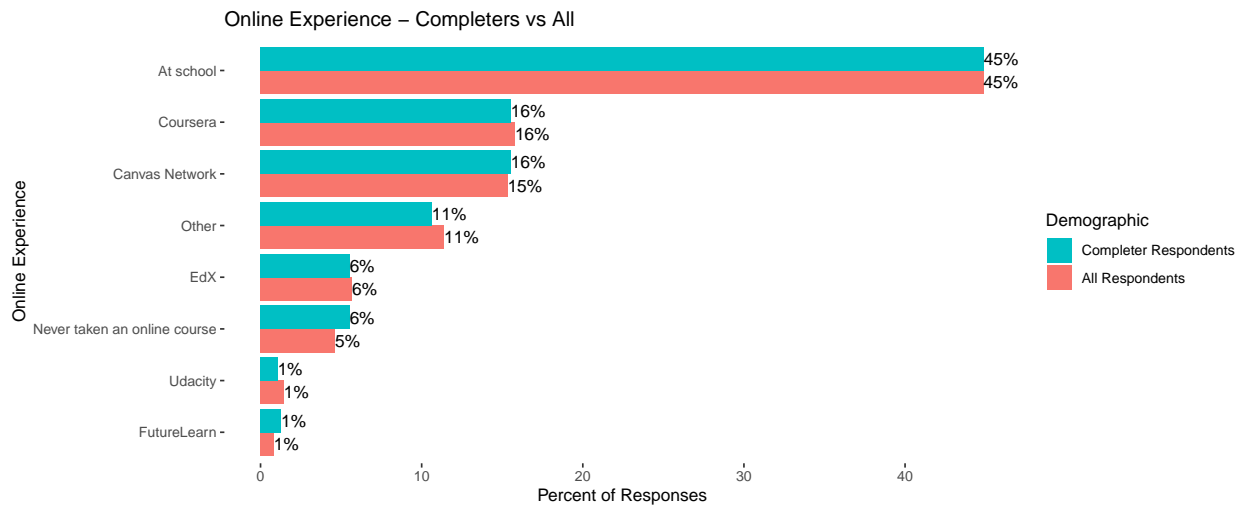


The top three ways people heard of the course are largely the same for completers compared to all respondents. The top three marketing sources for completers and all respondents were the same last year, though the friend

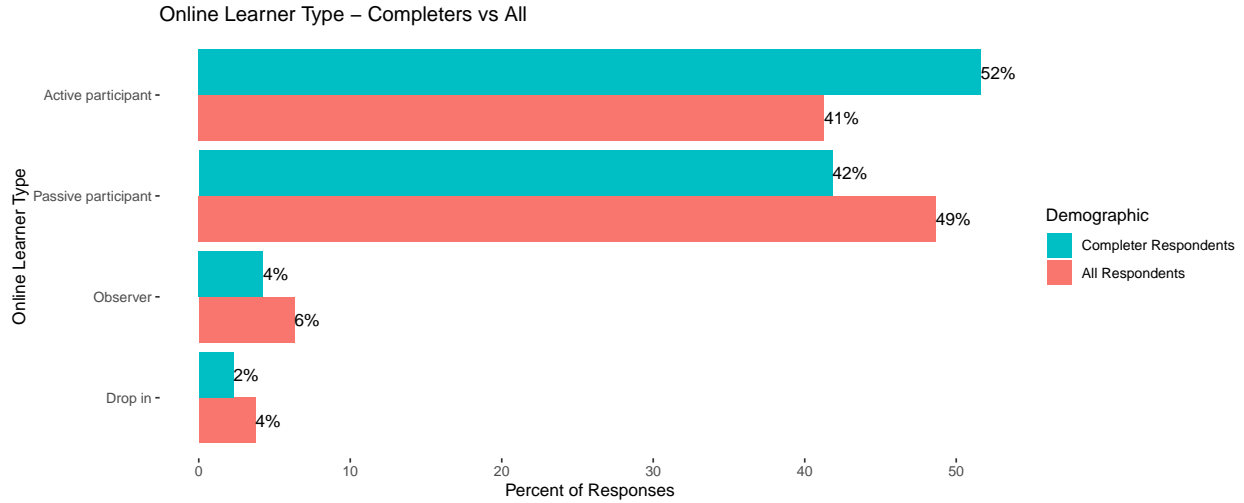
or colleague made up more of the distribution this year (with the other two being lower) compared to last year. **NOTE:** Be aware the course marketing data is made up of from a check-all-that-apply question.



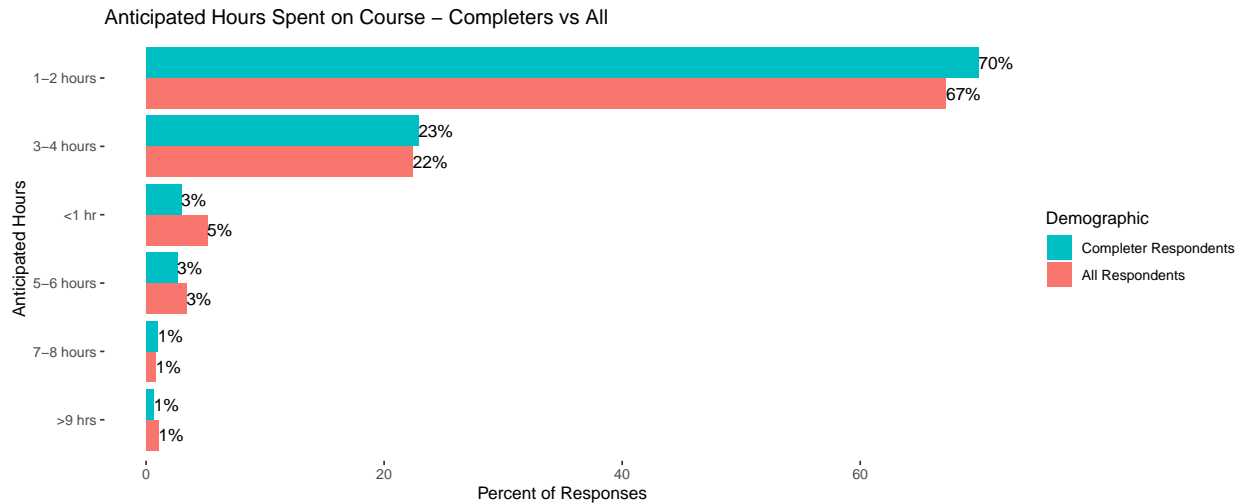
The top three reasons for taking the course are similar, though “I hope to gain skills for a new career” was the second most popular reason for completers, where as “I hope to gain skills for a promotion at work” was the second most popular reason for all respondents. These top reasons match the top reasons from last year, though the completer switch up for this year is also different compared to last year’s results - last year’s results mirror the all respondent results this year.



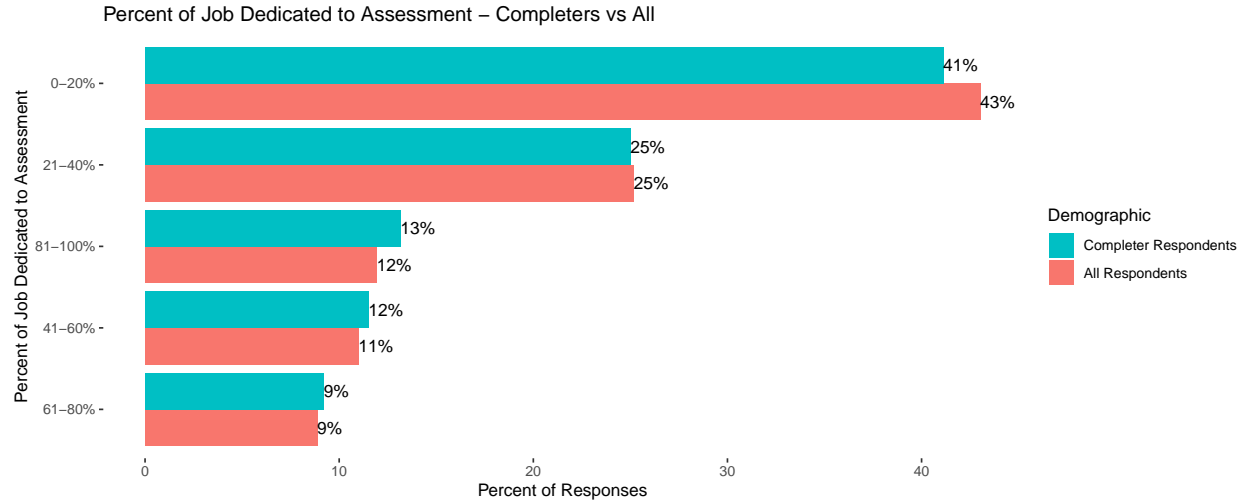
The top three experience options were similar for overall participants and completers. These top results were similar to last year’s results, although last year Canvas Network was the second most popular response for completers (17% Canvas vs 14% Coursera last year) - slight drop for Canvas/increase for Coursera this year in relation for completers. **NOTE:** The experience with online courses data is made up from a check-all-that-apply question.



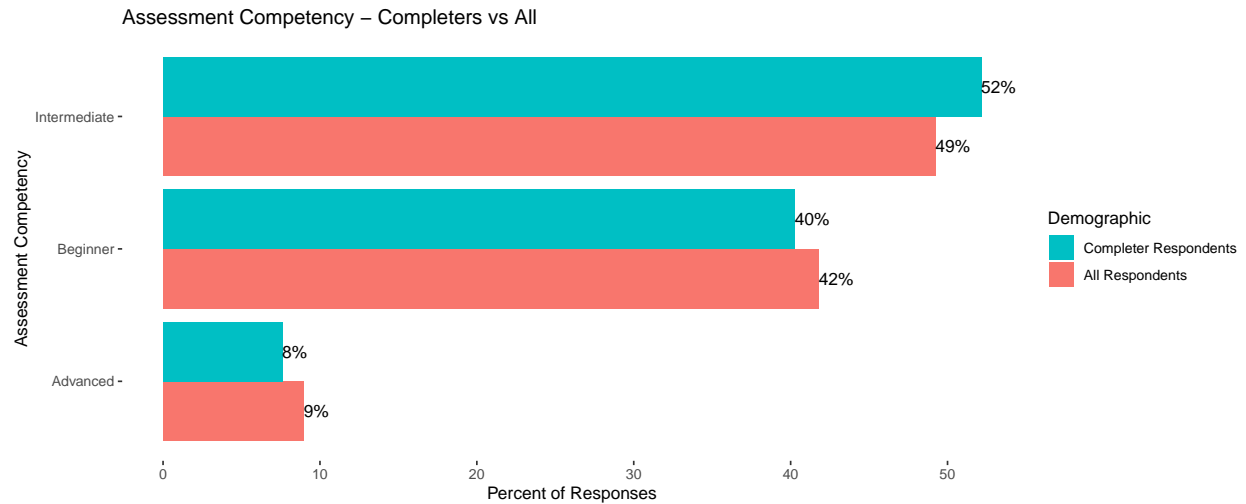
Reasons for taking the course were a bit different between the overall population and the completers, with completers being more active than passive and all respondents being more passive than active. Last year's results were similar for completers (51%/41% active/passive split); more of an even split this year for all respondents compared to last year (37%/54% active/passive). Overall - all respondents and completers - were a bit more active learners this year compared to last.



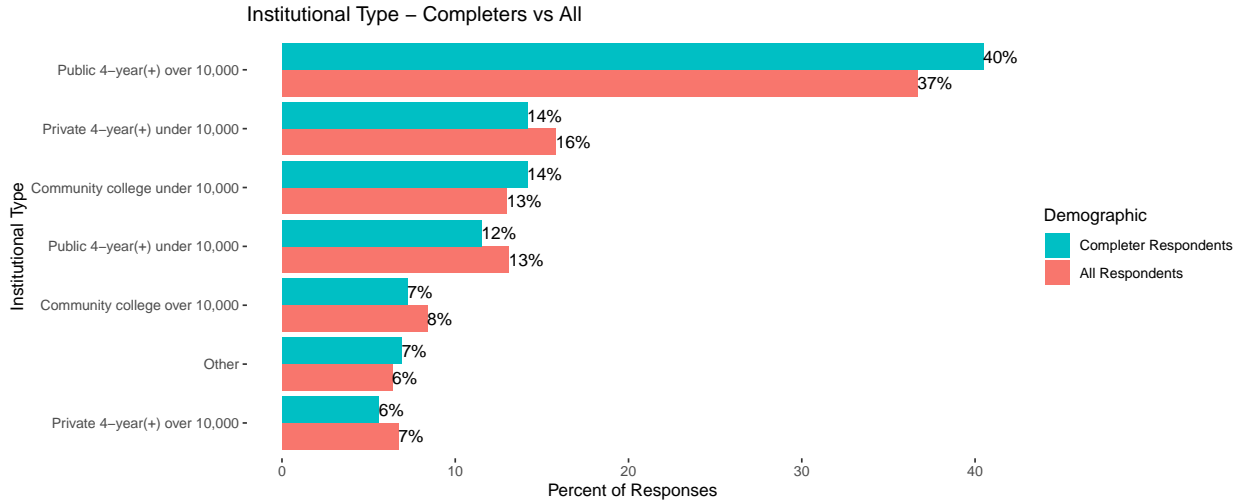
Anticipated hours were about the same for completers vs all respondents. Messaging/expectations of the course instructors expecting people to spend 1-2 hours per module may have influenced the majority responses for 1-2hrs on the course per week, with several folks anticipating a bit more time of 3-4hrs on the course per week. 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: 85% of all User Experience respondents reported spending 4 hours or less on the course each week and 65% of respondents reported spending 2 hours or less each week.



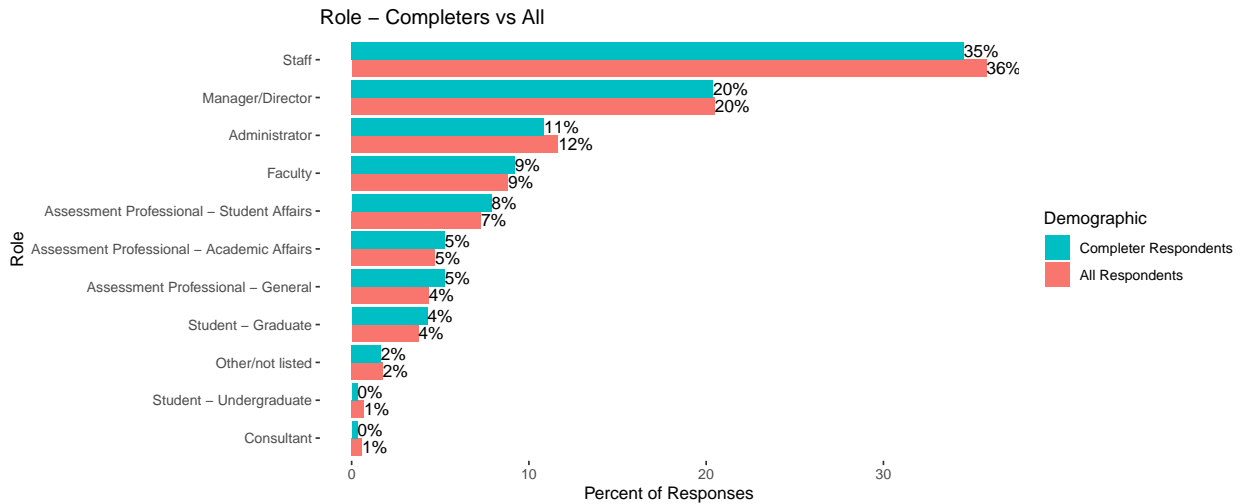
Percent of job dedicated to assessment is pretty similar among completers vs all respondents, with 40% or less of their job dedicated to assessment (66% for completers and 68% for all respondents). This year's course participants have a bit more of their portfolio dedicated to assessment compared to last year as results were 60% for completers, 66% for all who had 40% or less of their job dedicated to assessment. Less people this year across each category of 41-60%, 61-80%, and 81-100% job dedicated to assessment.



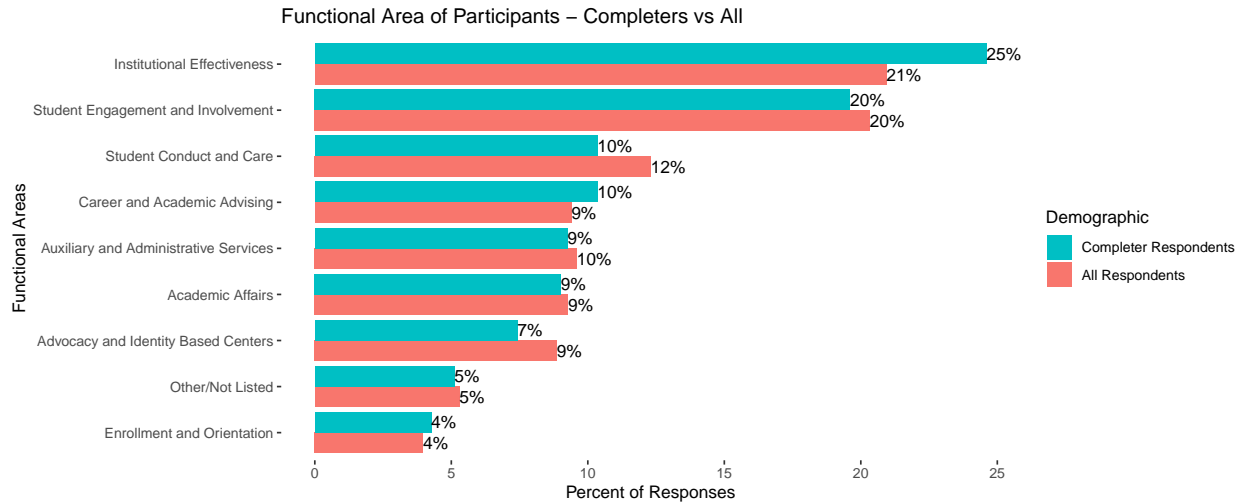
Similar to last year, completers and all respondents have more intermediate than beginner folks (advanced always the minority share). The completer results are less pronounced than last year to demonstrate the course served a slightly more experienced participants.



The institutional types have a similar distribution among completer vs all respondents, with top four options being the same. Compared to last year, while the top four institutional types were similar, they were in a slightly different order: there's more Public 4-year under 10,000 (completers and all respondents) and slightly less Community College under 10,000 completers. Outside the top four, there was also a greater percentage of Other completers and all respondents compared to last year.

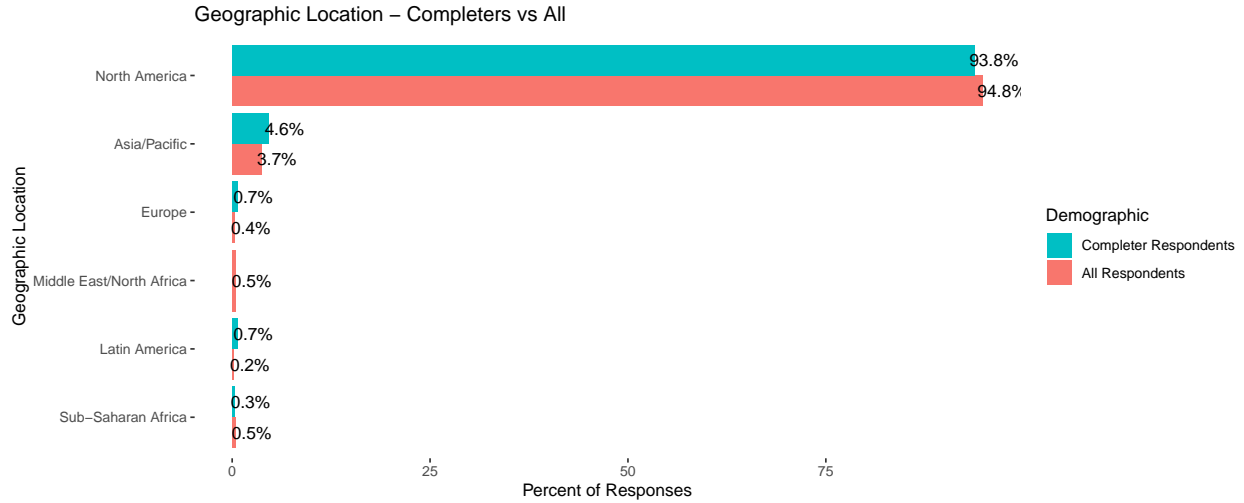


The top two responses for role of completers and all respondents this year mirror last year's results. Compared to last year, there's more overall and completer respondents as administrators, faculty, and assessment professionals - academic affairs this year; fewer other, student - undergraduate, and consultants this year.

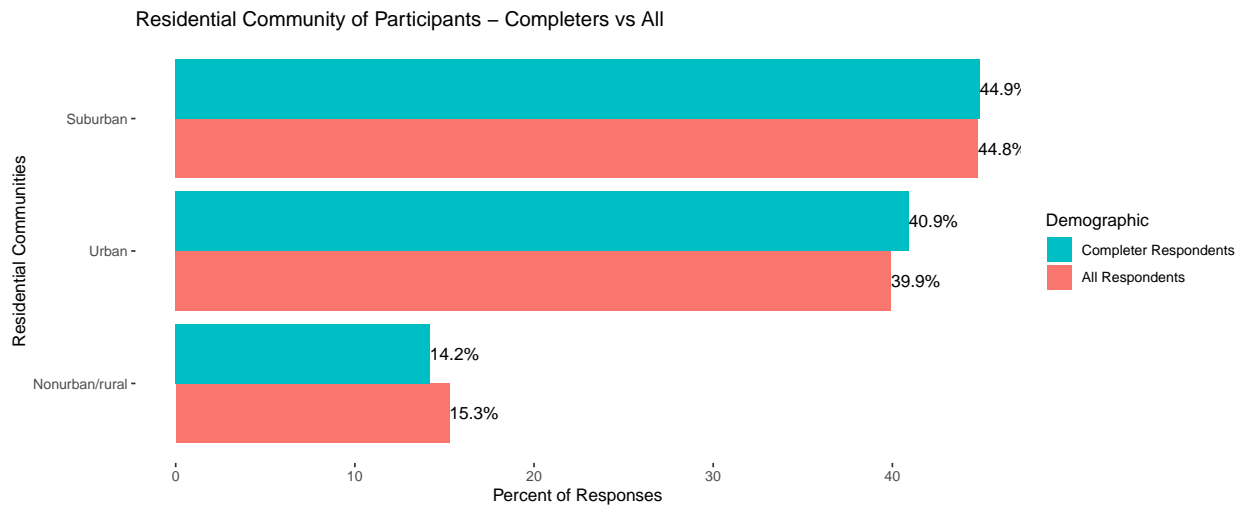


The top five most common responses for functional area for participants are the same for completers vs all respondents, where responses differ slightly as the list goes on. Similar to last year, Institutional Effectiveness was the top category for completers and all respondents. Beyond that, most of the other categories shifted place a bit (e.g., the second top element last year was Career and Academic Advising, Academic Affairs was second to last, Advocacy and Identity Based centers was a spot higher). A bit of a different mix of functional areas participating and completing this year! **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 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)
- Other/Not Listed
- 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)

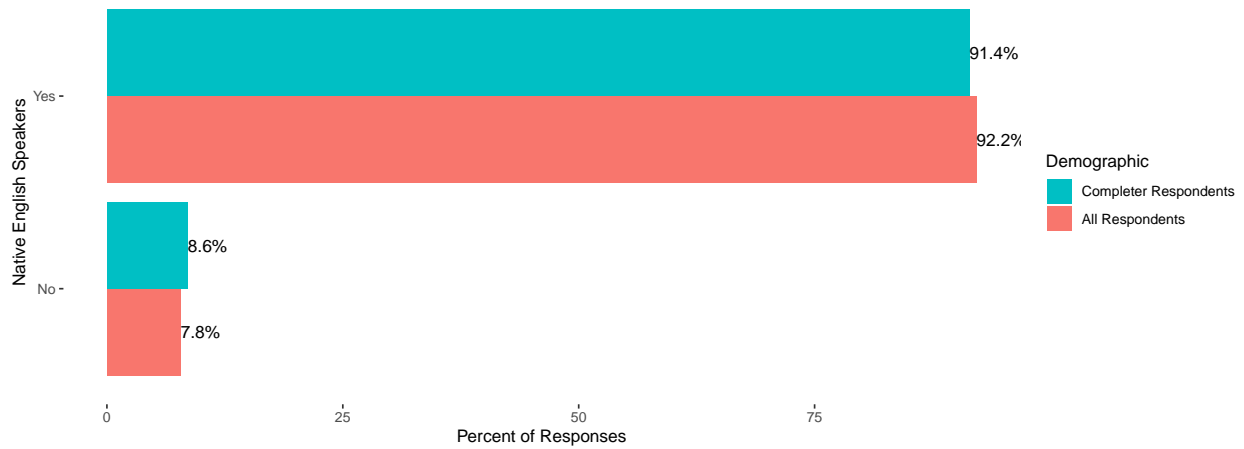


Geographically, the top places where participants are taking the course were similar for completers and all participants: North America, Asia/Pacific, and Europe - though completers had Latin America tied with Europe at .7%. Last year, the most common locations were in the same order overall (North America, Asia/Pacific, Europe).



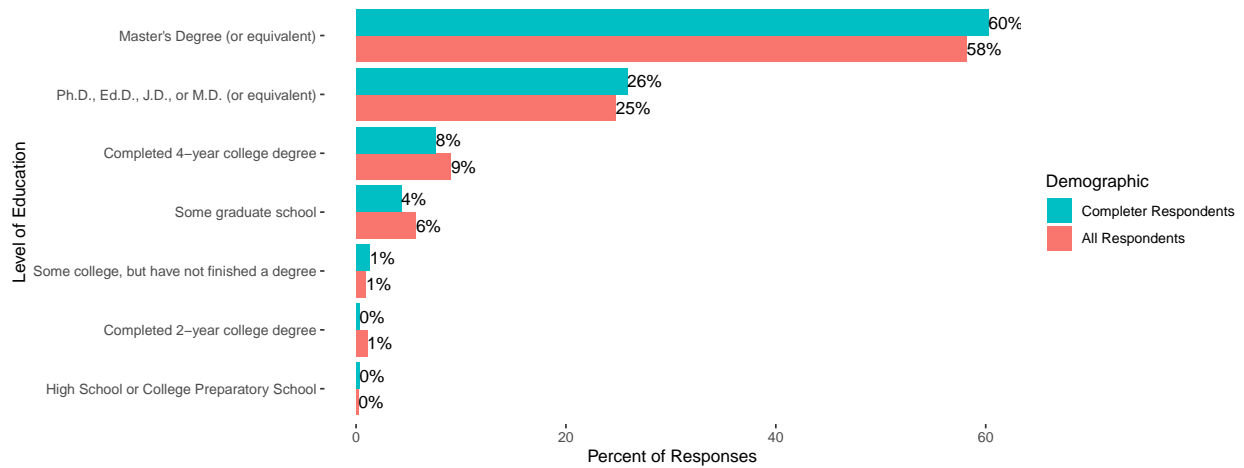
The residential community where course participants live were mostly the same for completers vs all participants. While the values varied, similar results were seen last year for this question (e.g., most students were from suburban communities, followed by urban and nonurban/rural).

Native English Speakers – Completers vs All



With respect to native language, completers vs all participants again had similar distributions. These numbers are similar to last year, though a noted bump this year in non-native English speakers overall and for completers (6.2% and 5.9%, respectively, last year).

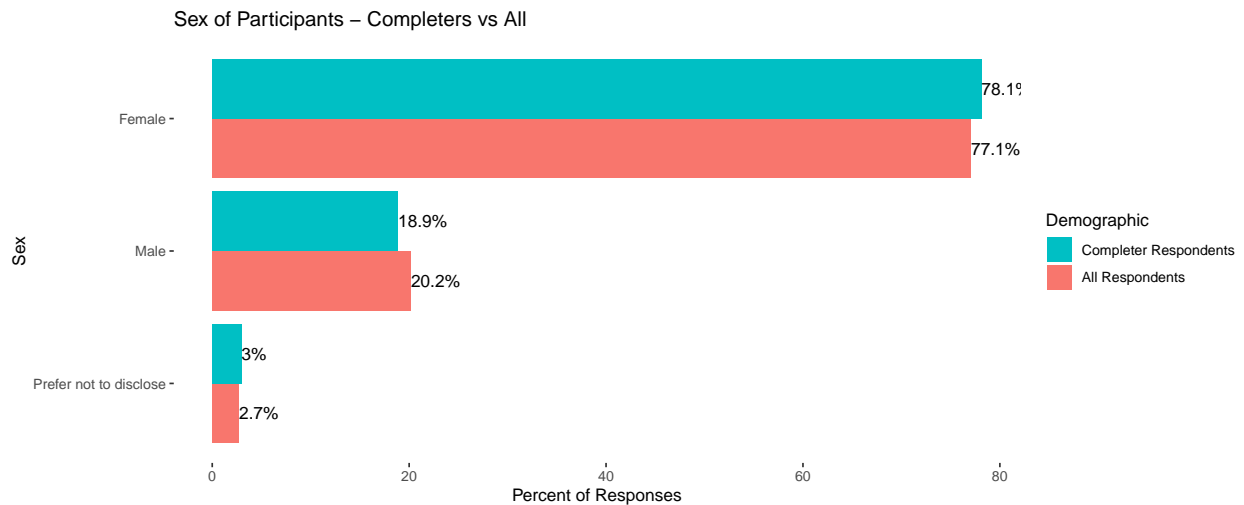
Highest Level of Education – Completers vs All



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, and consequently slightly less at the other levels. The prevalent degree levels held by participants being similar between completer and all participants here mirrors last year's results.

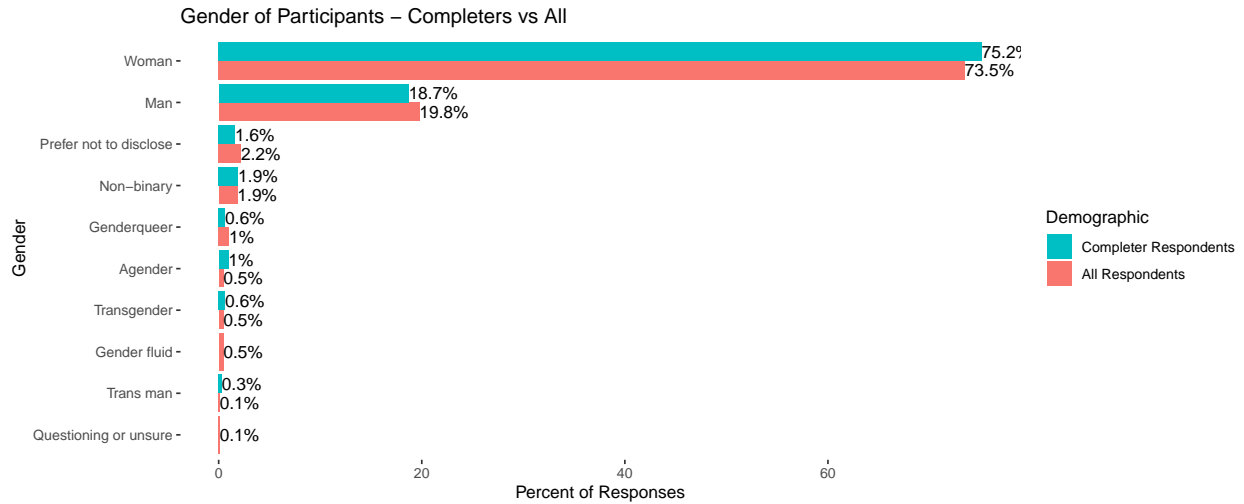
Demographic	Age_Minimum	Age_Maximum	Age_Mean	Age_Median	Age_Mode
All Respondents	19	74	46	46	42
Completer Respondents	21	71	45	44	29

The table above shows the age breakdown of participants. Mean, median, maximum, and minimum ages were relatively similar for completers compared to all respondents, but mode/most common age of completers was decently younger than the all respondent population. Overall, results were pretty similar to last year, though mode of ages for completers and all respondents (34 and 35, respectively) was between the respective mode ages this year.

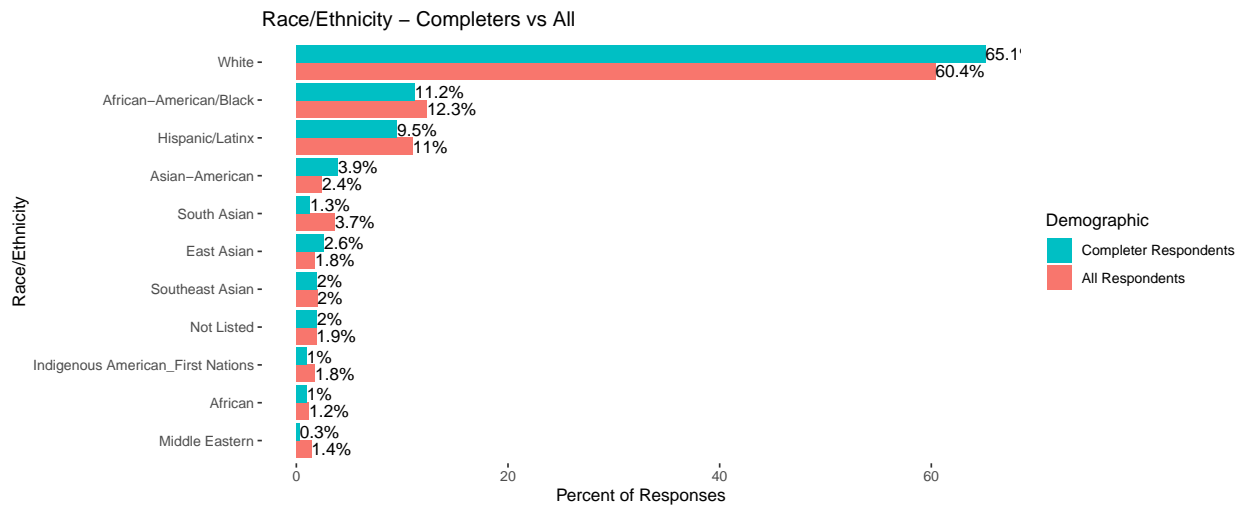


The completer profile is pretty similar to the all respondent profile with respect to sex, with completers slightly more female and less male than all respondents. Results from last year were overall were similar in being majority female across completer and all respondents (76% and 77.4%, respectively), but the differences

were reversed from this year (e.g., last year’s completers were slightly less female and slightly more male compared to all respondents).



Completers were similar to all respondents with respect to gender, with slightly more completers identifying as women, agender, and transgender, as well as slightly less men, prefer not to disclose, and genderqueer compared to all respondents. Completers and all respondent results here are similar in top/most common responses with last year’s results, but more distribution across responses options this year (no Transgender, Trans man, or Questioning or unsure respondents last year).



Completes and all respondents had the most common race/ethnicity options for White, African-American/Black, and Hispanic/Latinx options. From there, the completer profile can vary as the data was grouped by overall volume per race/ethnicity vs completer or all respondent demographic. 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. While this year’s results was overwhelmingly White like last year, this year’s course participants are more diverse overall.

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, administrators, and faculty. They work in functional areas across the institution, with large concentrations in institutional effectiveness, career and academic advising, auxiliary and administrative services, and student engagement and involvement. They attend from all types of institutions, but the largest concentration are in public 4-year over 10,000, private 4-year under 10,000, and community college 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 74), with the average reported age of 46 for all respondents and 45 for completers, with the most frequently reported ages being 42 for all respondents and 29 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 SU2024

Joe Levy

Summer 2024

Report Orientation

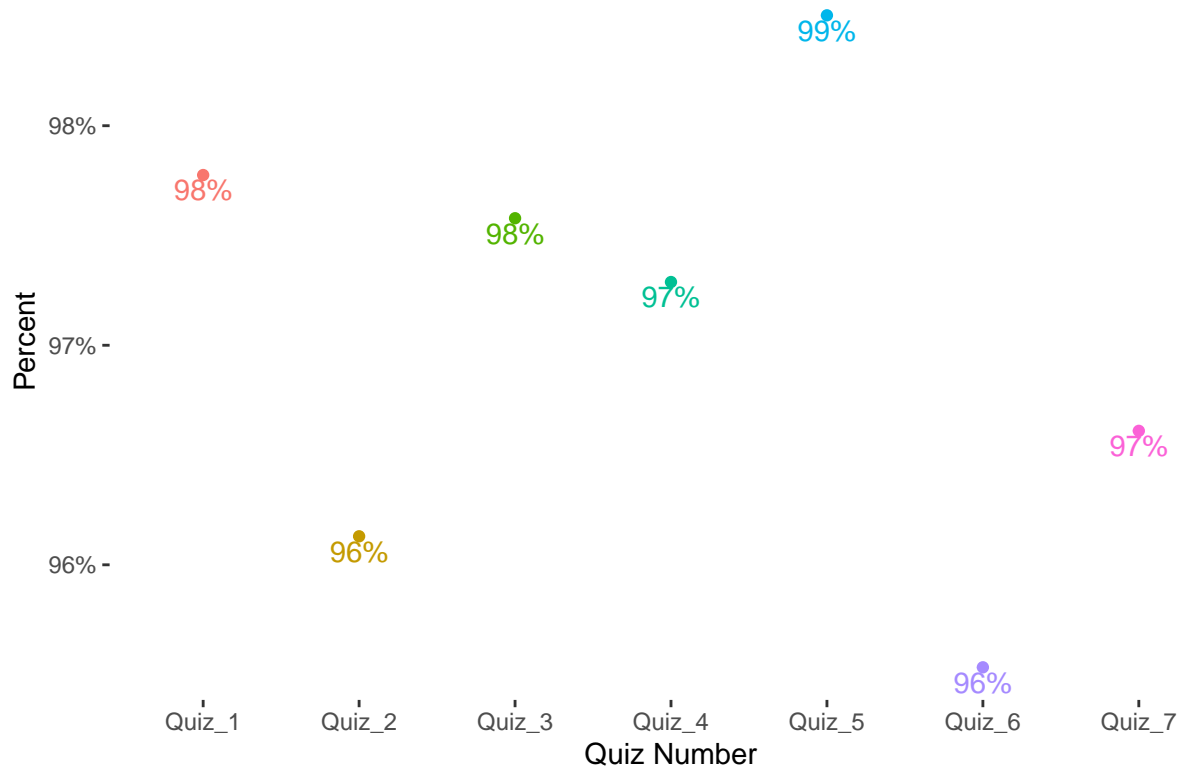
Quizzes were part of seven of the eight modules of the course. This report provides overall grade results per quiz, as well as results per question of each quiz. Data and visualizations are presented in aggregate and per quiz, as well as overall quiz results disaggregated by participant demographics. 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 1958 total students, this resulted in 708 students for the first quiz and, given attrition over the course, the number got smaller across quizzes (e.g., 406 for the final quiz).

It is worth noting the amount of quiz takers (even earning a 75% or better) differs from overall course completers (350) 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 326 - 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.

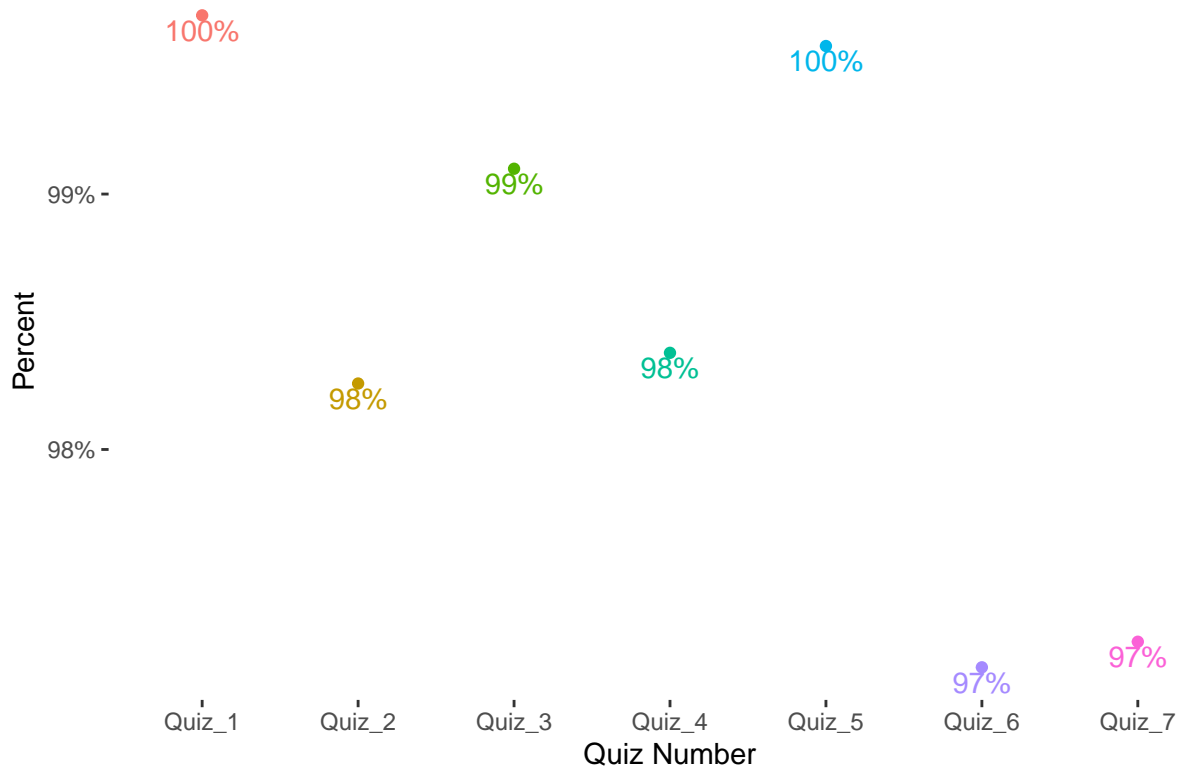
Average Grade Per Quiz – All



Overall, quiz results are very positive with respect to demonstrated student learning. The results above reflect all people who took quizzes. 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 95% correct or higher. These results are very similar and only slightly higher compared to last year's results with respective quiz scores in order as: 96.2%, 93.8%, 98%, 97.1%, 98.4%, 95.9%, and 95.5%.

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



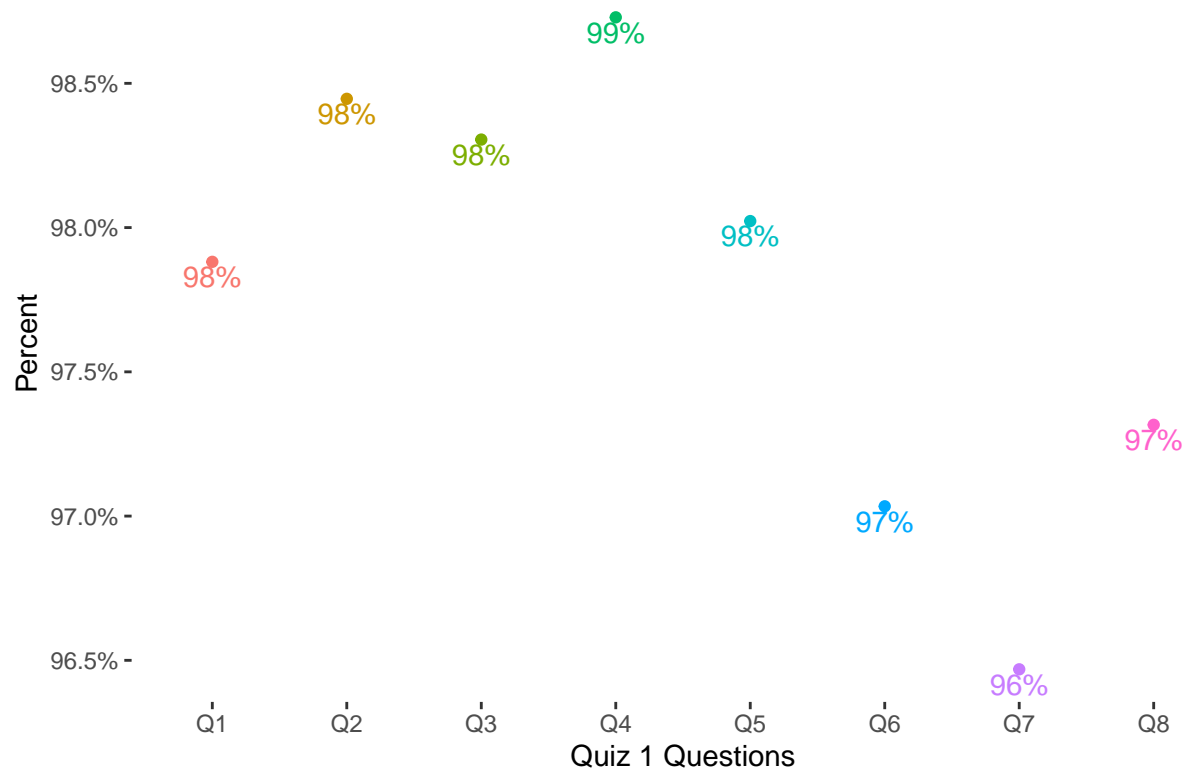
Completer quiz results are more positive than the overall quiz results. Again, the mode quiz scores were the max values (100% correct score) per respective quiz, so average quiz scores are shown here to offer a bit more variability with respect to student performance in each quiz. Even with the averages, each quiz average is 97% correct or higher. These average scores are relatively the same (some slightly higher, some slightly lower) 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 98.8%, Quiz 2 with 98%, Quiz 3 99.2%, Quiz 4 98.6%, Quiz 5 99.3%, Quiz 6 97.6%, and Quiz 7 97.7%.

Individual Quiz Results

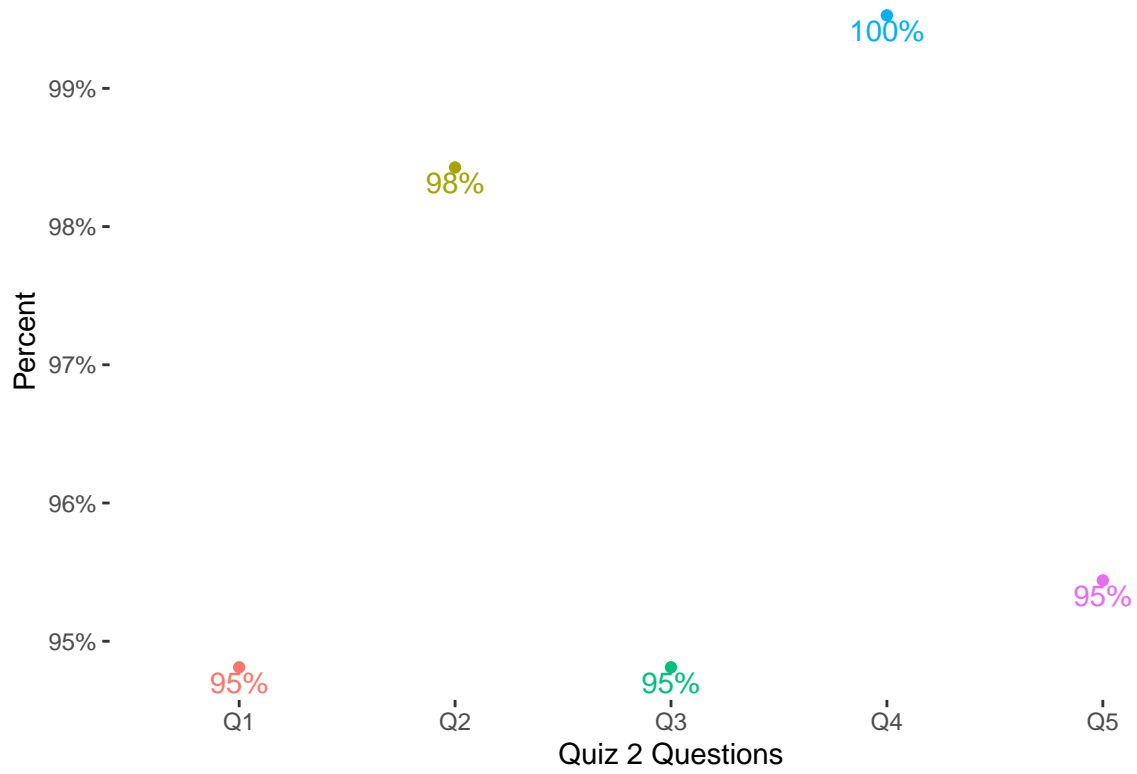
It is helpful to look at individual quiz results, especially to see if certain questions were more difficult for students than others. Such situations can be a sign that either the course content did not appropriately prepare the student or that the question may not be appropriately designed. Responses 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 (nearly all 90% or above), the scales are usually just showing 10 percentage points or less.

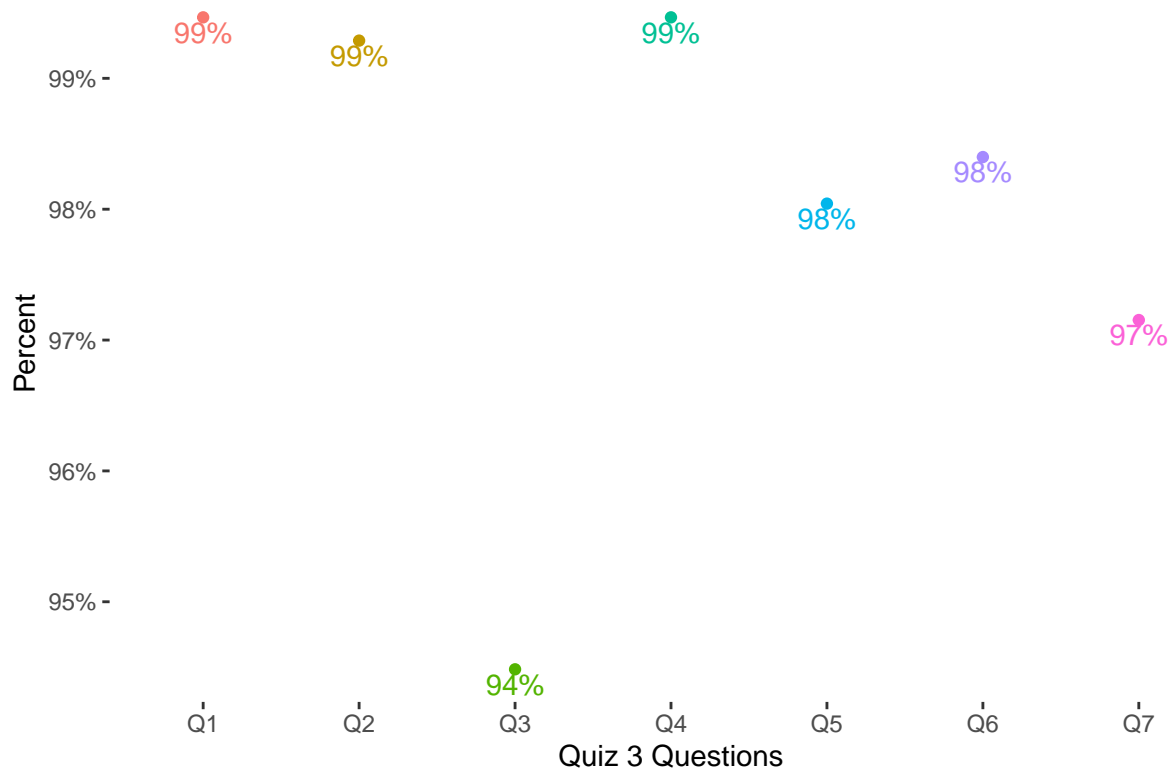
Correct Quiz 1 Questions



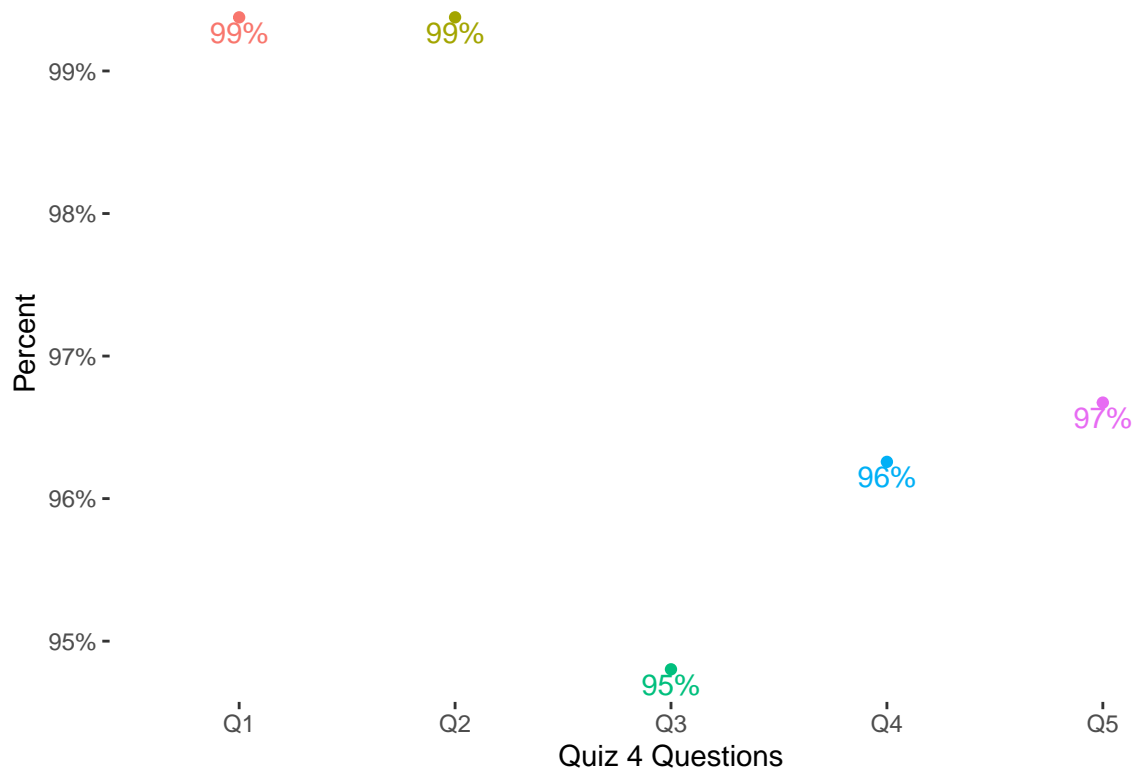
Correct Quiz 2 Questions



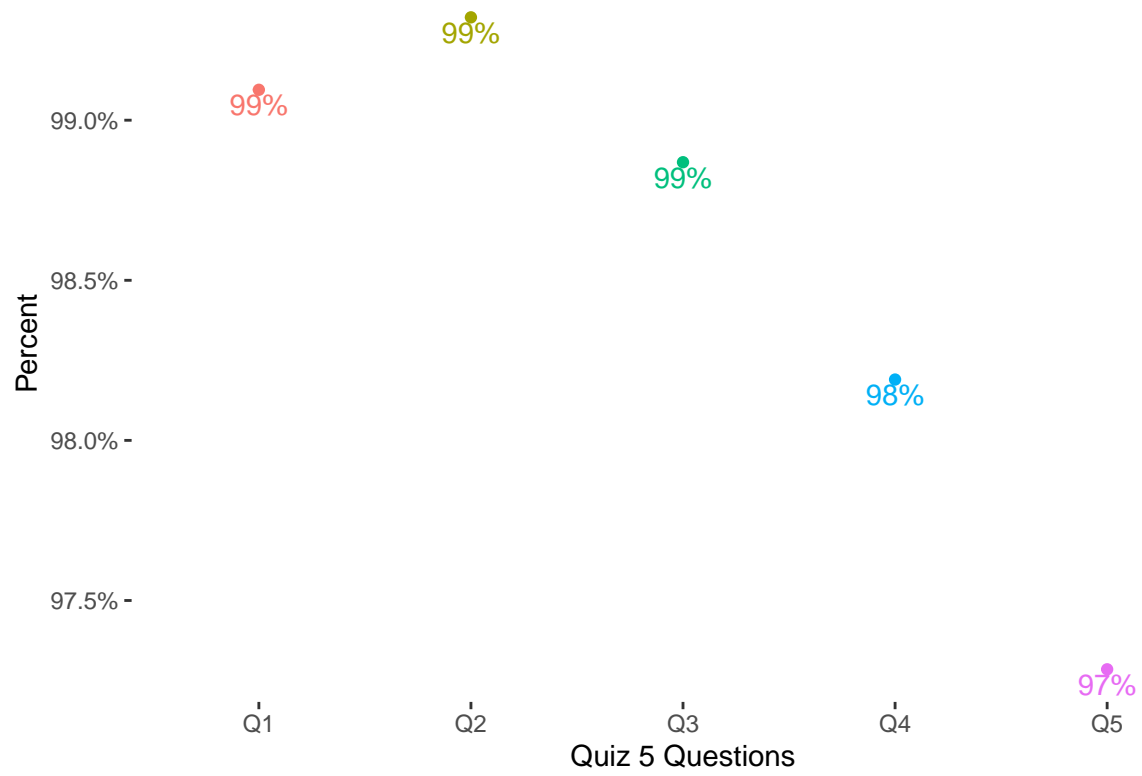
Correct Quiz 3 Questions



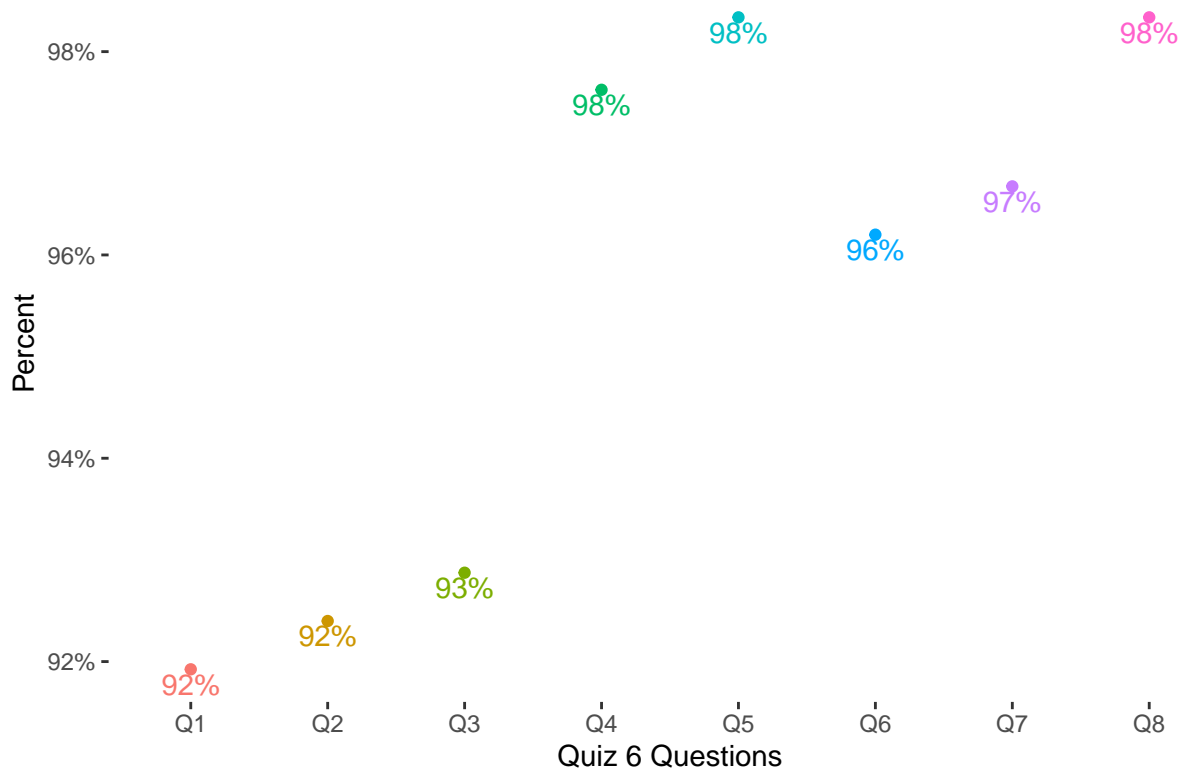
Correct Quiz 4 Questions



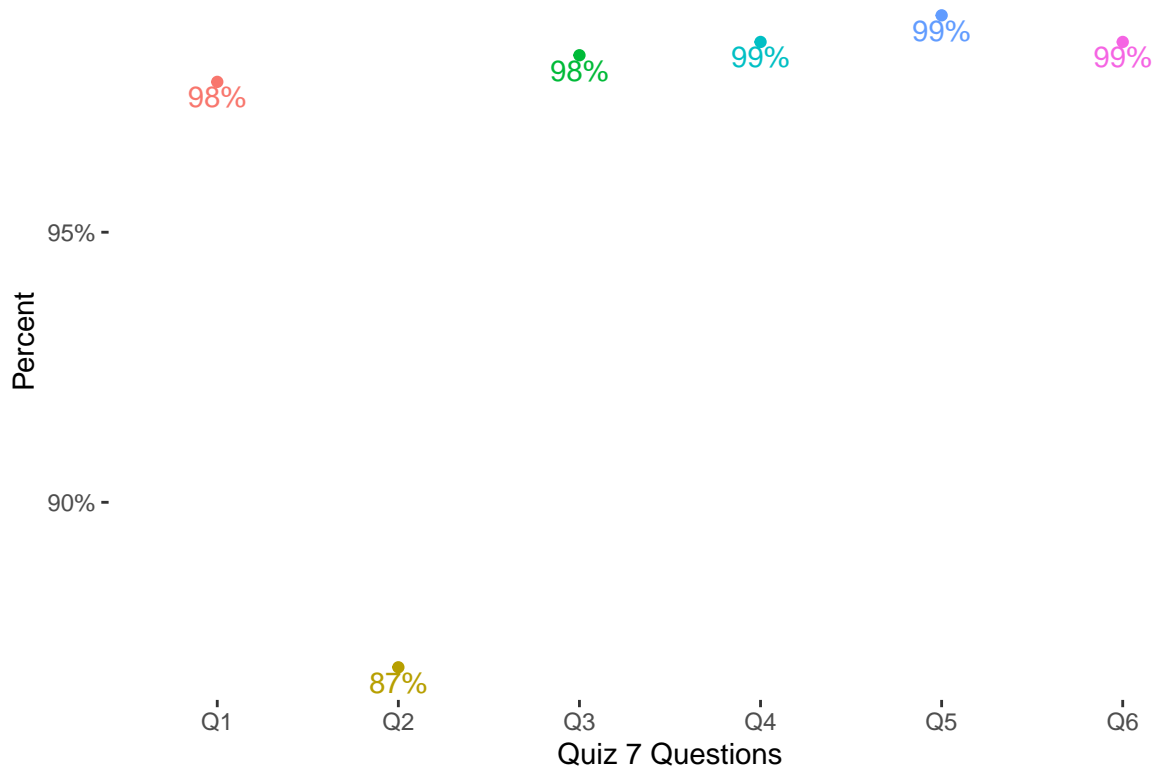
Correct Quiz 5 Questions



Correct Quiz 6 Questions



Correct Quiz 7 Questions



Overall, individual question scores were high across quizzes. While the lowest overall average quiz score is with Quiz 6, Quiz 7 has the lowest average score for a question across all quizzes with Q2 being 86.9% - the only question on all quizzes to be below 90%. For Quiz 6, however, it had three questions below 94%, which all the other quiz questions meet or exceed: Q1 91.9%, Q2 92.4%, and Q3 92.9%. The scores were not this low last year or Quiz 6, but something for the instructors to keep an eye on if a trend forms over time. There were marked improvements across quizzes compared to last year; last year Quiz 1 was the lowest scoring quiz overall and with the lowest scoring question (Q1 87.4%) - definitely not the case this year, so changes made by instructors there were beneficial. As always, instructors will review these data to consider for any tweaks to the actual quiz questions or materials.

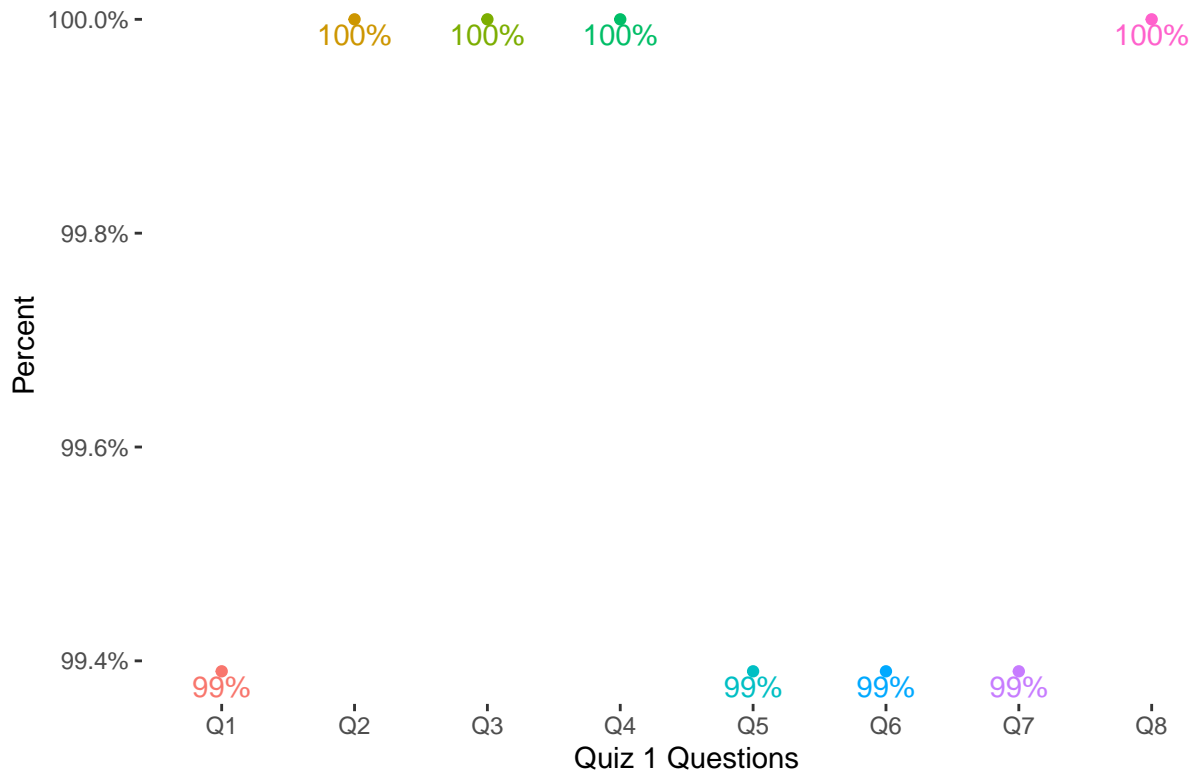
On the opposite end of the spectrum, it is worth saying more about Quiz 1 scores this year as it officially dethroned Quizzes 3 and 5 for having the highest overall average grades. They held that top spot for four years! Scores were still high there, but adjusting that low Q1 for Quiz 1 really made a difference.

Individual Quiz Results for Completers

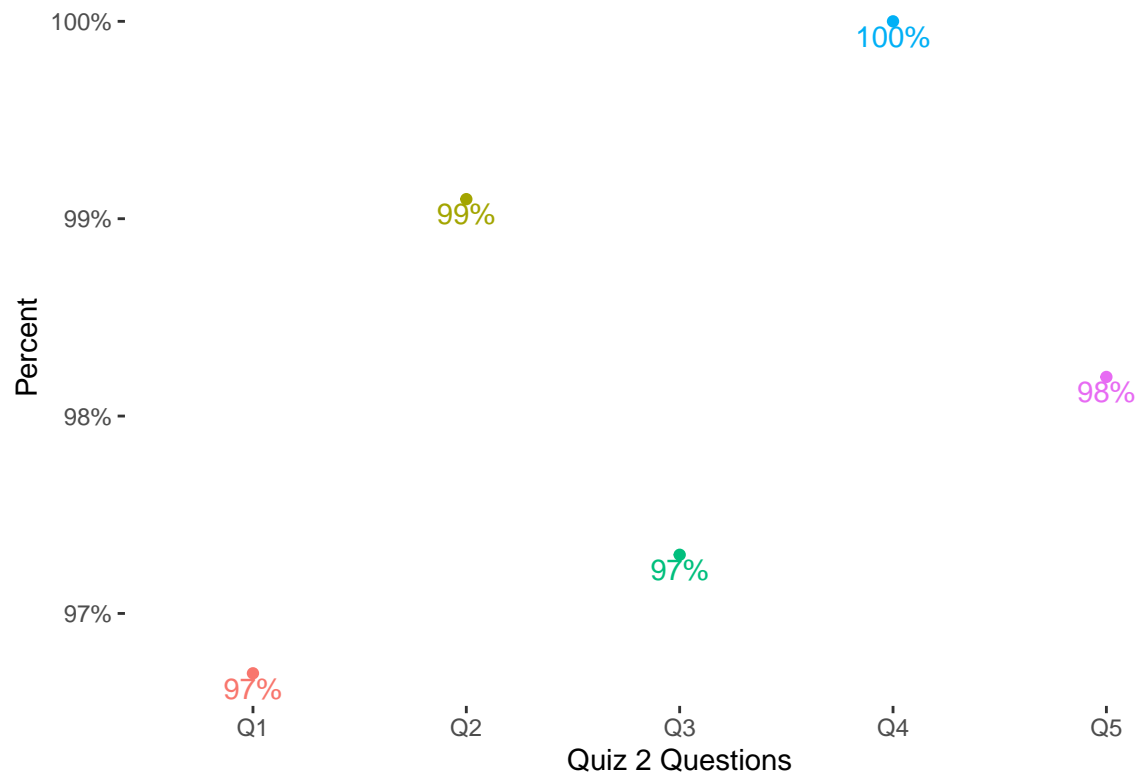
Now individual quiz results will be displayed for completers to see what kind of performance difference there may be per quiz and quiz question. After filtering quiz responses for just course completers to have a valid and consistent sample size, below are plots per quiz showing the percent of students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

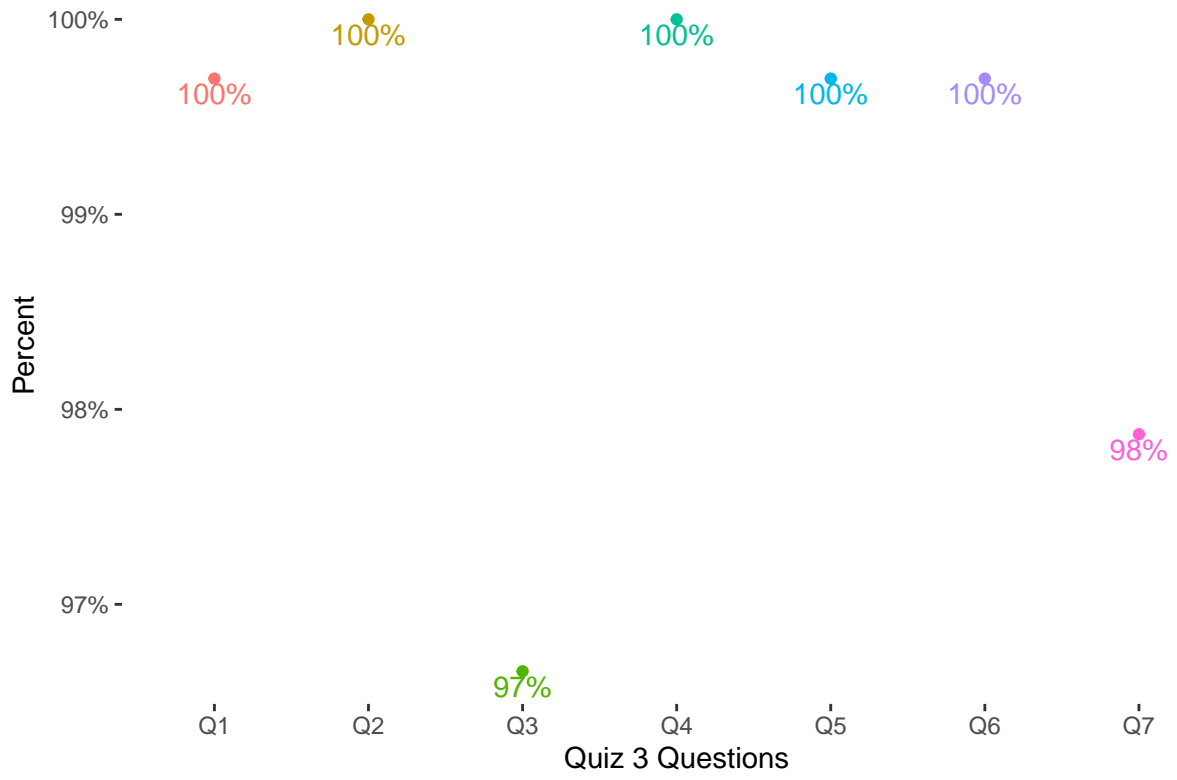
Correct Quiz 1 Questions – Completers



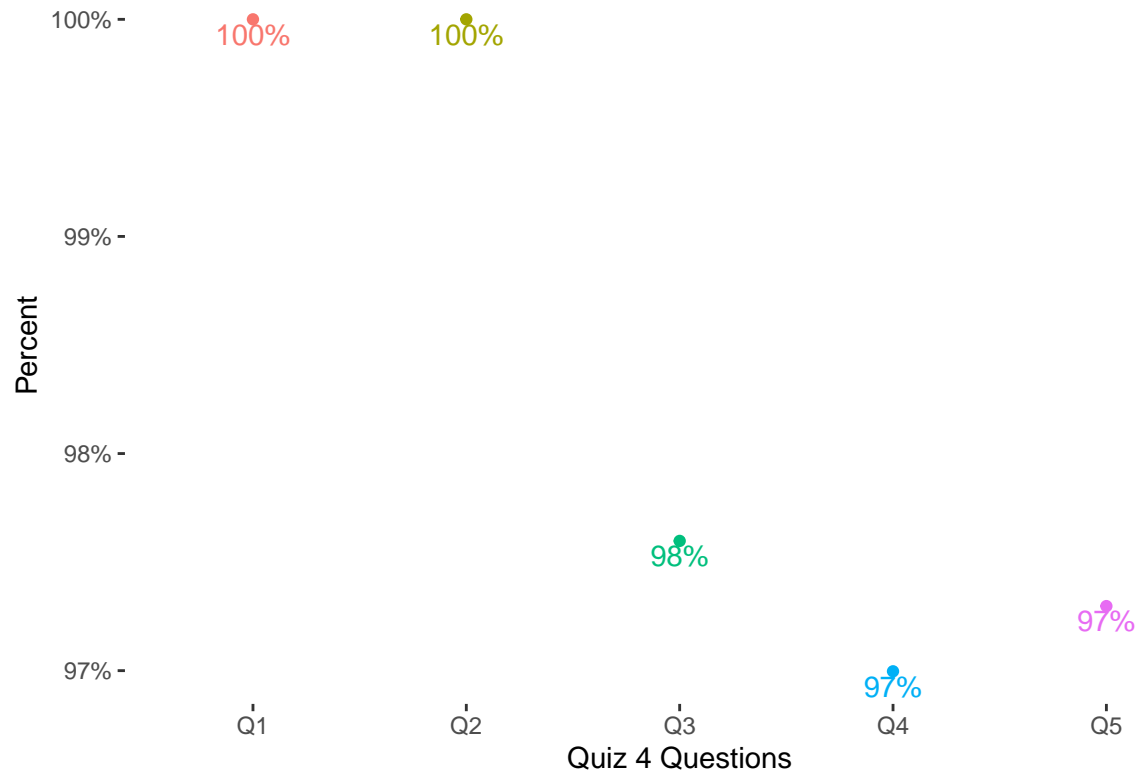
Correct Quiz 2 Questions – Completers



Correct Quiz 3 Questions – Completers



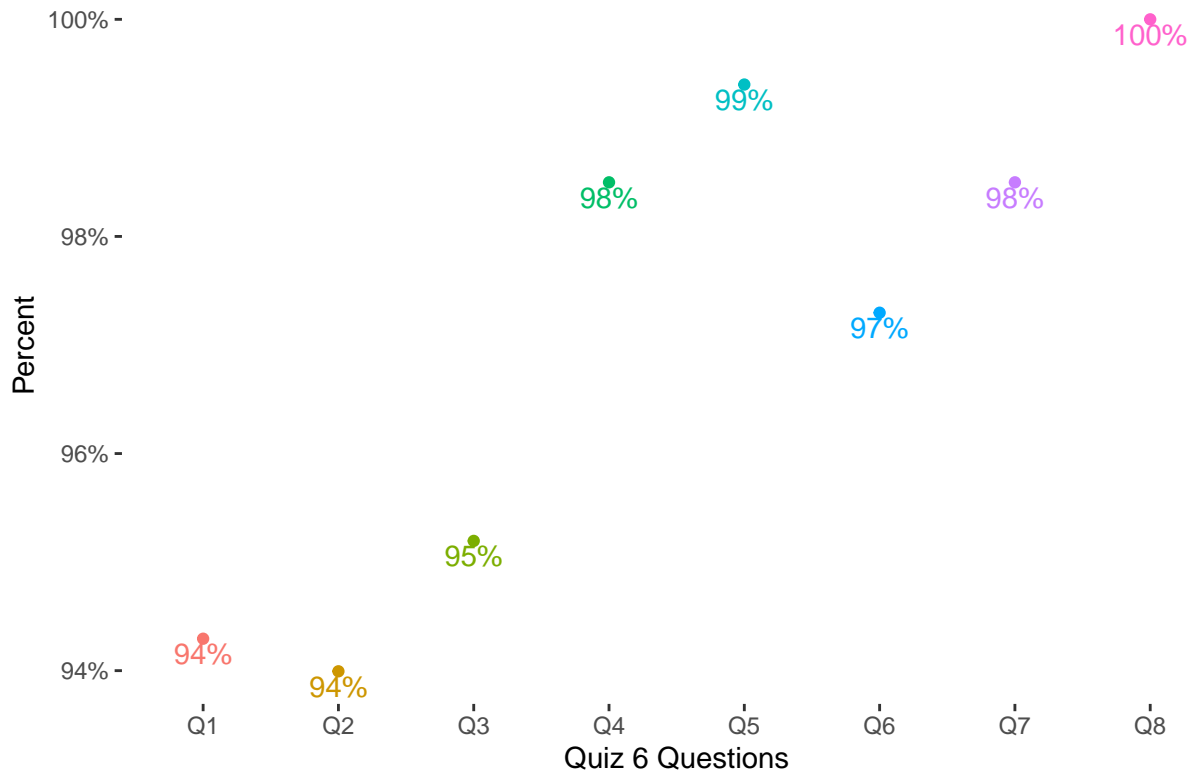
Correct Quiz 4 Questions – Completers

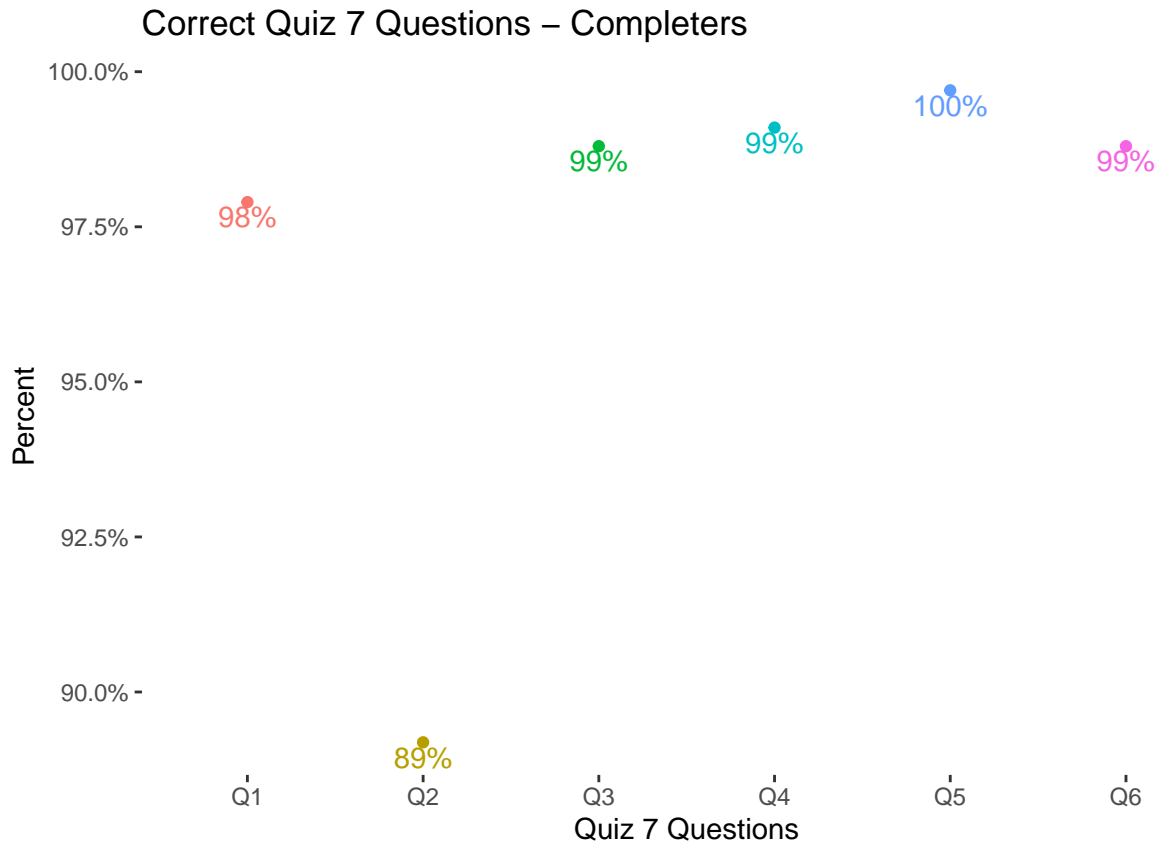


Correct Quiz 5 Questions – Completers



Correct Quiz 6 Questions – Completers





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., Q1-3 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 (1958) to those who completed the course (350). 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 326. 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 309.

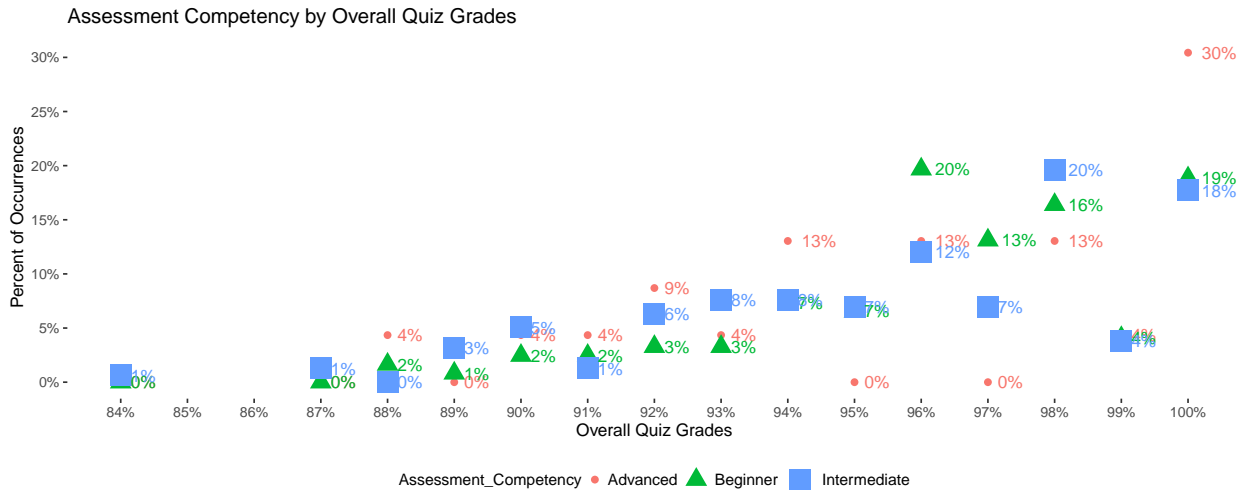
Self-Reported Assessment Competency

Across the aggregate 309 consenting completer participants, 303 answered this question. Here is the demographic breakdown:

Assessment_Compety	Sample_Size
Intermediate	158
Beginner	122
Advanced	23

The following visual for quiz results by this demographic represent these 303 participants.

Warning: Using size for a discrete variable is not advised.



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 had 30% with grades of 100%; 13% with scores of 98%, 96%, and 94%; etc.

The majority of participants (61% 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. Overall, results were very similar last year, though results are slightly higher this year, as last year saw 58% or higher for the majority of participants regardless of assessment competency with overall quiz scores of 95% or higher.

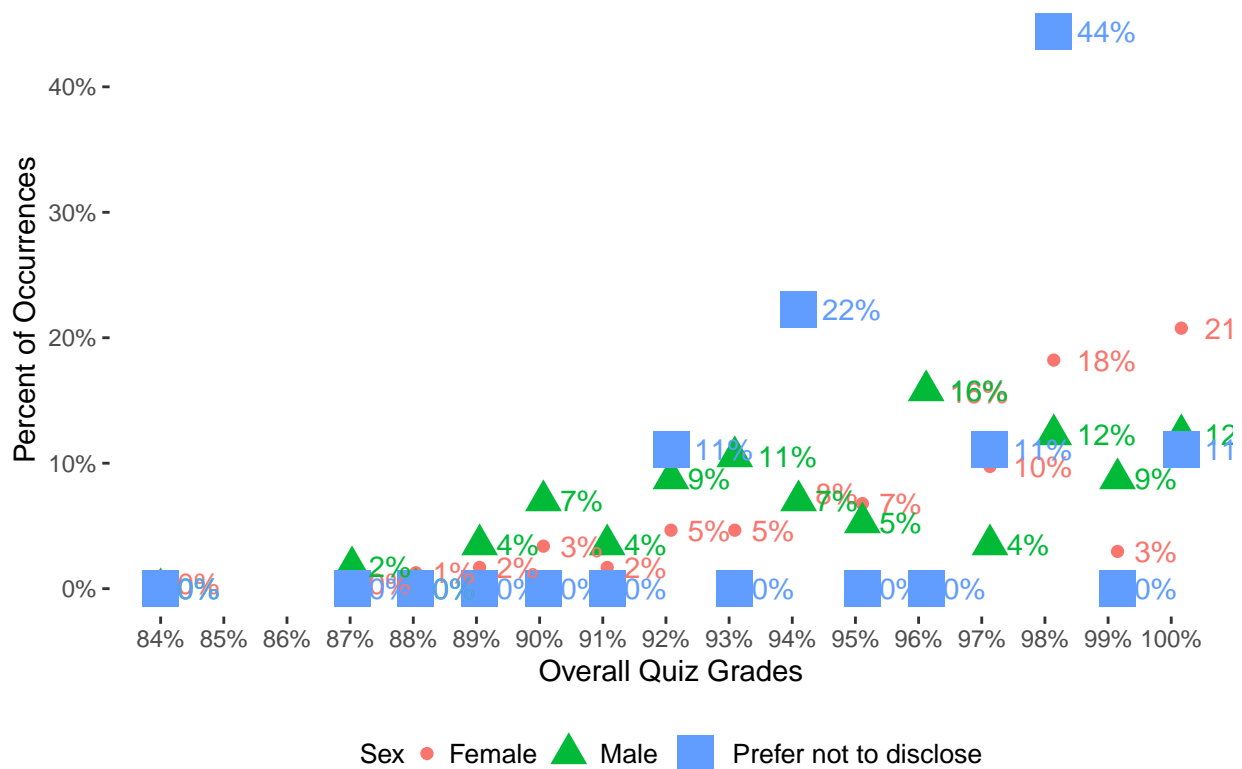
Sex

Across the aggregate consenting completer participants, 302 answered this question. Here is the demographic breakdown:

Sex	Sample_Size
Female	236
Male	57
Prefer not to disclose	9

The following visual for quiz results by this demographic represent these 302 participants.

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 were distributed as 21% with grades of 100%, 3% with grades of 99%, 18% with grades of 98%, etc.

The majority of participants (66% or more) regardless of sex had overall average quiz grades of 95% or higher, with the most scores below 90% reported by Males followed by Females. Most perfect scores across all quizzes came from Females, followed by Males. These results and trends largely mirrored last year (though Prefer not to Disclose had more perfect scores than Females), with this year being a bit higher overall (61% or more regardless of sex had overall average quiz grades of 95% or higher).

Gender

Across the aggregate consenting completer participants, 304 answered this question. Here is the demographic breakdown:

Gender	Sample_Size
Woman	233
Man	58
Non-binary	6
Prefer not to disclose	5
Agender	3
Genderqueer	2
Transgender	2
Trans man	1

The following visual for quiz results by this demographic represent these 304 participants.

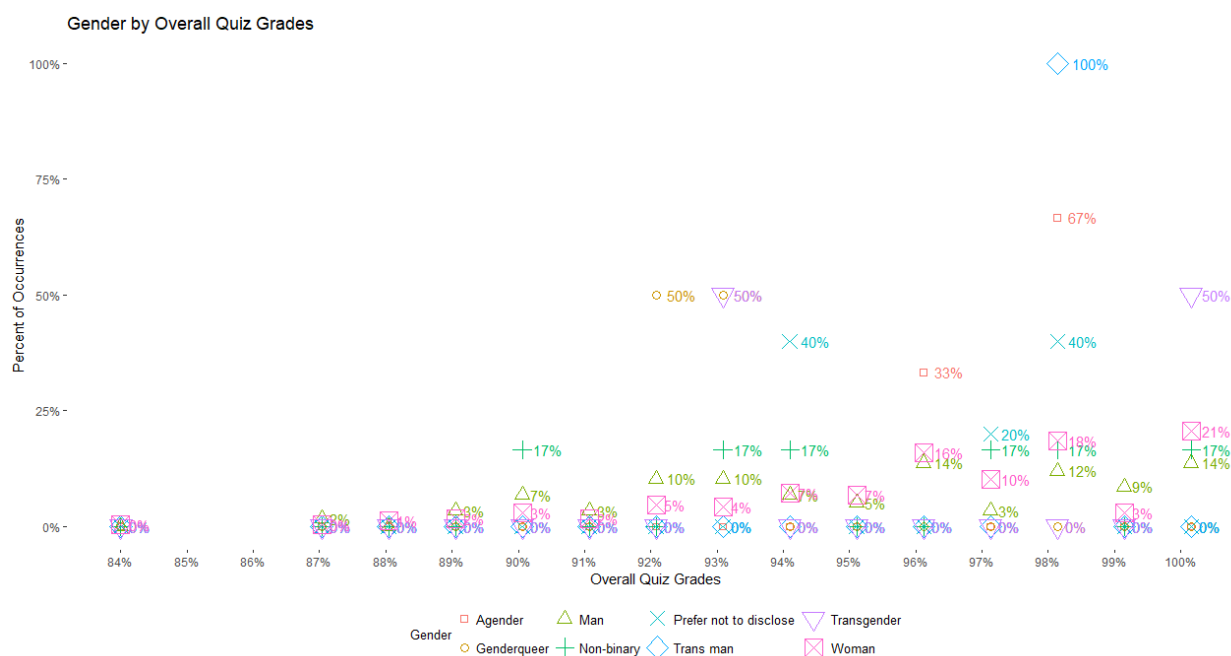


Figure 1: Gender by Overall Quiz Grades

In the above dot plot, **data are oriented around gender**, giving the percent of responses for overall quiz grades. As an example, Agender folks were distributed as 0% with grades of 100%, 0% with grades of 99%, 67% with grades of 98%, 0% with grades of 97%, 33% with grades of 96%, etc.

The majority of participants regardless of gender had overall average quiz grades of 93% or higher, with the most scores below 90% reported by Men (5.17%), followed by Women (3.87%). Most perfect scores across all quizzes came from Transgender folks followed by Women. High performance overall mirrored last years results, same with Men having the most scores below 90%. Overall, scores were concentrated a bit higher last year (e.g., 61% or more across all genders scored average quiz grades of 95% or more).

Overall Demographics Reflection

Across quiz scores and demographics, groups did fairly well overall (which makes sense considering all quiz scores averaged 96% 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 (66%) followed by assessment competency groups (61%). 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 SU2024

Joe Levy

Summer 2024

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 348 participant artifacts for the Module 3 assignment and 316 participant artifacts for the Module 5 assignment. It is worth noting these resulting samples of 348 and 316 differ from overall amounts of assignments graded (396 for module 3 and 360 for module 5) since not all participants consented to their data being used for reporting purposes. Moreover, these sample amounts differ from overall course completers (350) since successful course completion requires scoring 75% or better on each quiz and on each written assignment, which not all of these assignments may represent.

Descriptive Statistics per Assignment

	Grade	Outcomes	Method	Relationship	Complete	References	Flow
nbr.val	348.000	348.00	348.000	348.000	348.000	348.00	348.000
nbr.null	1.000	6.00	8.000	1.000	1.000	6.00	1.000
nbr.na	0.000	0.00	0.000	0.000	0.000	0.00	0.000
min	0.000	0.00	0.000	0.000	0.000	0.00	0.000
max	30.000	5.00	5.000	5.000	5.000	5.00	5.000
range	30.000	5.00	5.000	5.000	5.000	5.00	5.000
median	28.000	5.00	5.000	5.000	5.000	5.00	5.000
mean	27.195	3.98	4.443	4.940	4.770	4.07	4.986
SE.mean	0.145	0.06	0.055	0.020	0.036	0.06	0.014
CI.mean.0.95	0.285	0.12	0.108	0.040	0.071	0.12	0.028
var	7.299	1.27	1.043	0.143	0.448	1.25	0.072
std.dev	2.702	1.13	1.021	0.379	0.670	1.12	0.268
coef.var	0.099	0.28	0.230	0.077	0.140	0.27	0.054
mode	28.000	5.00	5.000	5.000	5.000	5.00	5.000

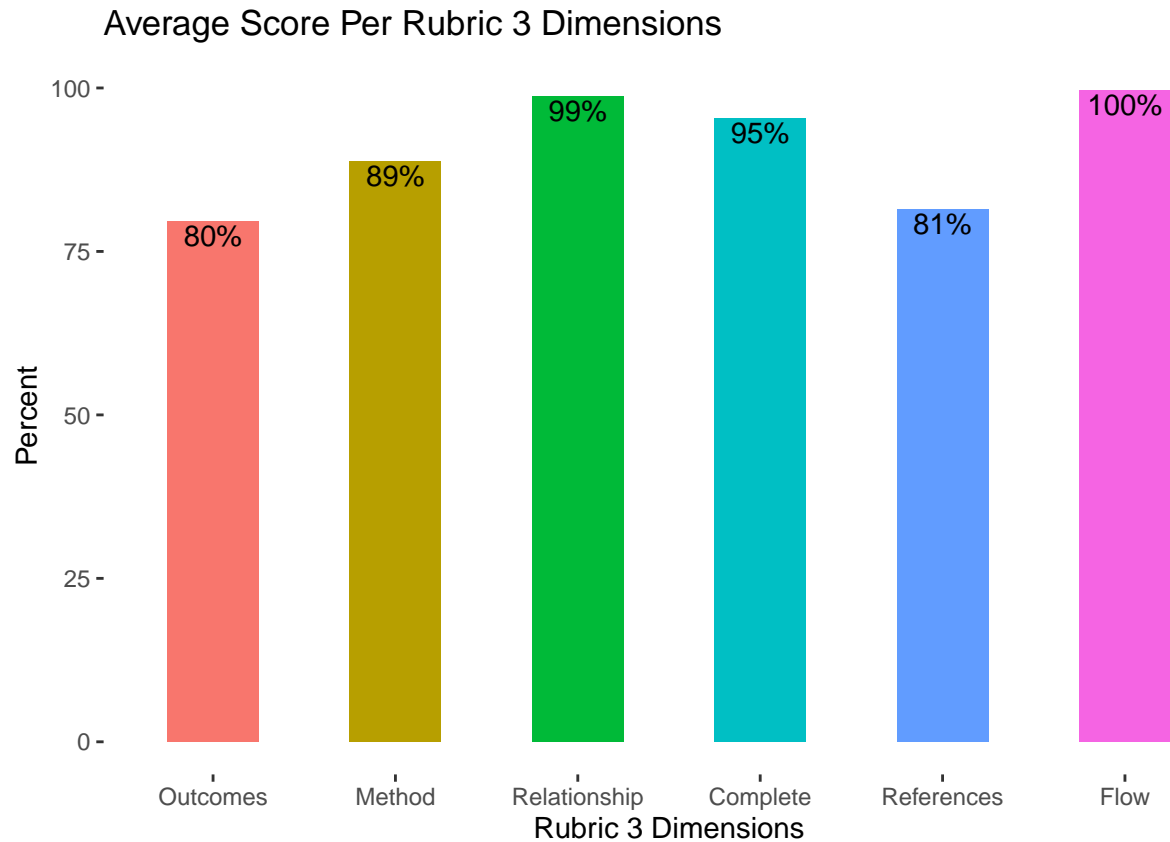
The above table contains the descriptive statistics for the Module 3 assignment scores. Of note, the mode score was 28 out of 30 overall and the mode for each rubric dimension was 5/5. More detail on descriptive stats are above. Last year, the mode score was 30 out of 30 and the mode for the rubric dimensions were also 5/5.

	Grade	Connection	Critical	Complete	References	Flow
nbr.val	316.000	314.000	316.000	316.000	316.000	316.000
nbr.null	1.000	5.000	1.000	1.000	3.000	1.000
nbr.na	0.000	2.000	0.000	0.000	0.000	0.000
min	0.000	0.000	0.000	0.000	0.000	0.000
max	25.000	5.000	5.000	5.000	5.000	5.000
range	25.000	5.000	5.000	5.000	5.000	5.000
median	25.000	5.000	5.000	5.000	5.000	5.000
mean	23.921	4.713	4.953	4.962	4.345	4.978
SE.mean	0.120	0.050	0.021	0.019	0.057	0.017
CI.mean.0.95	0.236	0.098	0.042	0.038	0.112	0.033
var	4.549	0.787	0.141	0.119	1.027	0.092
std.dev	2.133	0.887	0.375	0.345	1.013	0.303
coef.var	0.089	0.188	0.076	0.070	0.233	0.061
mode	25.000	5.000	5.000	5.000	5.000	5.000

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.

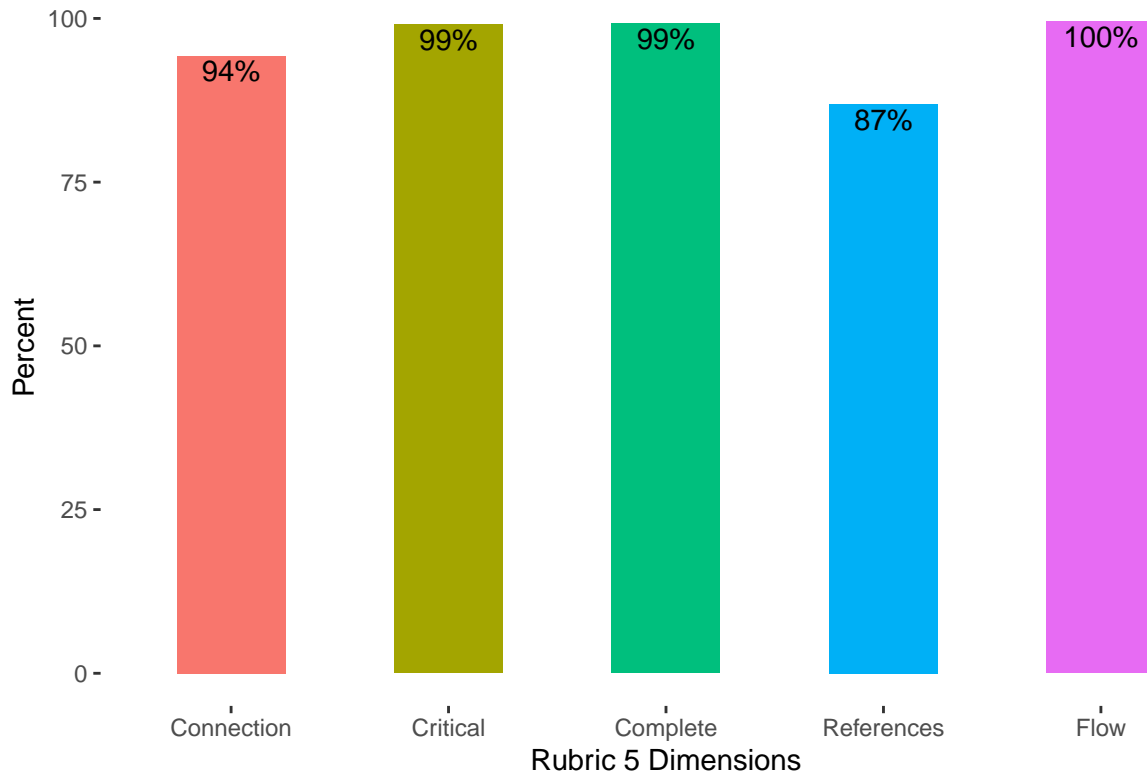
Overall, course participants performed very well on the assignments. It is worth repeating, these data were not filtered for course completers; aside from people who did not want their data to be used for analysis purposes, these data reflect all submitted assignments by course participants. The next 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 (81%) and responding to the appropriateness of learning outcomes in the prompt (80%). Results were similar last year, with just slight variation of values among the lower scoring areas: flow and addressing relationship were the top score areas (same values as this year), references and outcomes were the lowest scoring areas (76% and 81%, 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 (87%) and making a personal or professional connection to the prompt in light of mental models (94%). Results were similar last year, with just slight variation of values among the lower scoring areas: flow and completeness of response were the top score areas (same values as this year), with references and connection having different values (78% and 95%, respectively).

While still the lowest scoring element for both assignments, the rubric element for references informing response saw an increase in scores on both assignments. Perhaps the reminders and examples for students is helping. Though data are similarly successful to last year and objectively high for each rubric 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 309 participants from the participants represented by 348 submissions in module 3 and 316 in module 5.

Module 3 Scores by Demographic

Self-Reported Assessment Competency

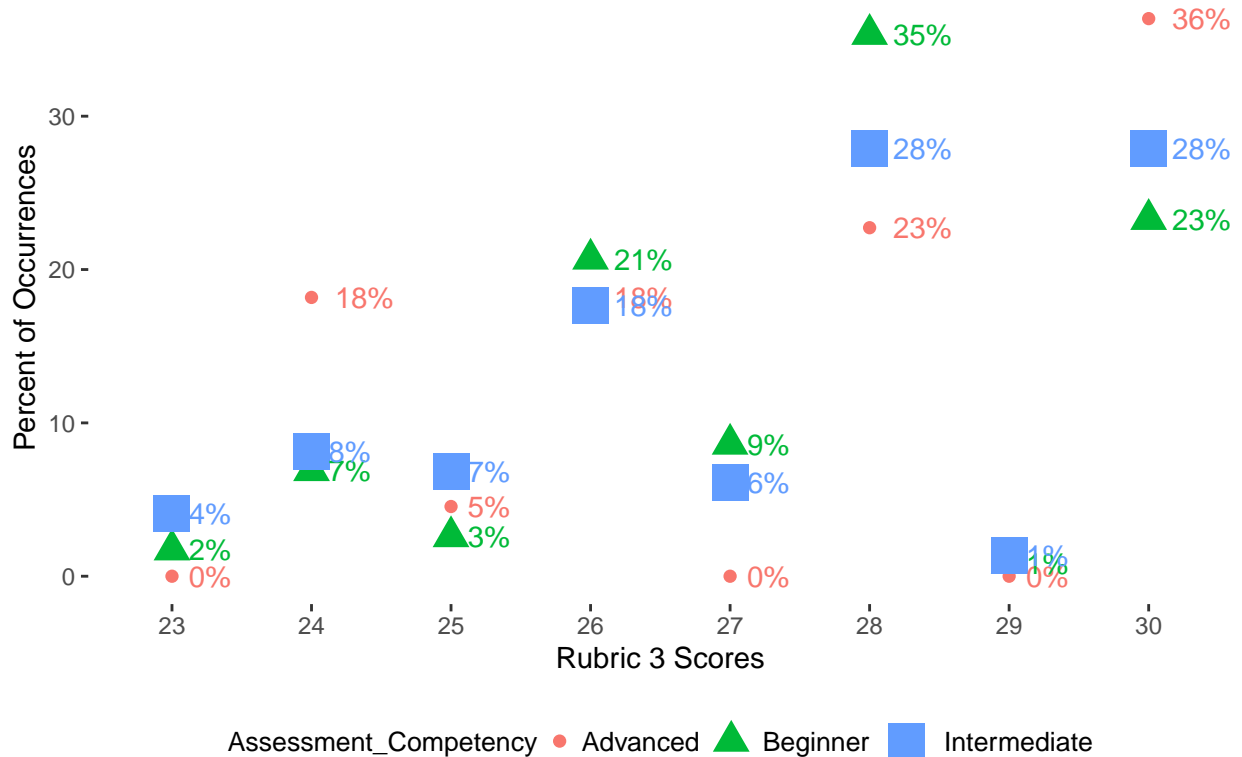
Across the aggregate 309 consenting completer participants, 285 answered this question and also submitted their assignments. Here is the demographic breakdown:

Assessment_Competyency	Sample_Size
Advanced	22
Beginner	116
Intermediate	147

The following visual for module assignment results by this demographic represent these 285 participants.

Warning: Using size for a discrete variable is not advised.

Rubric 3 Scores by Assessment Competency



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 23% with a perfect score of 30, 1% with a score of 29, 35% with a score of 28, etc.

Across groups, 77% or more of all completing learners scored a 26 or better on the assignment (up from 76% last year), which amounts to an 87% or better on the assignment. Like last year, the Advanced folks had the most perfect assignment scores among self-reported assessment competencies.

Sex

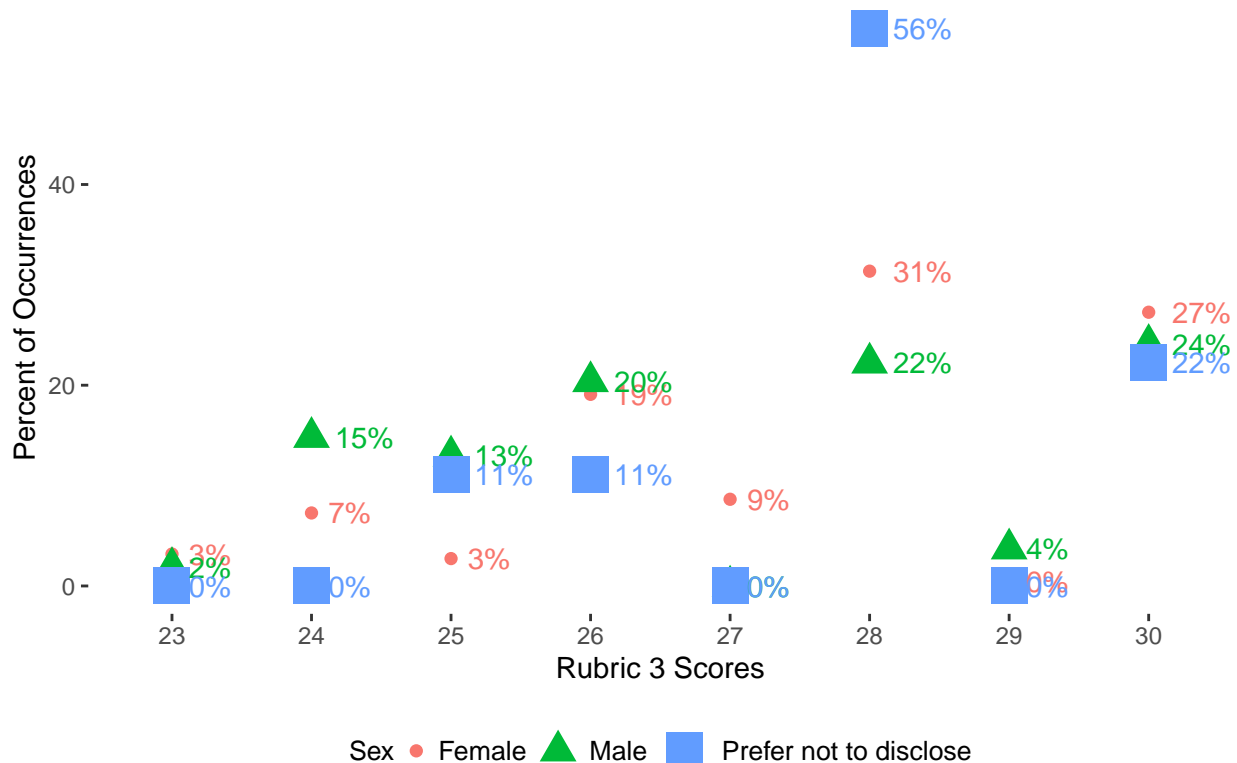
Across the aggregate 309 consenting completer participants, 283 answered this question and also submitted their assignments. Here is the demographic breakdown:

Sex	Sample_Size
Female	220
Male	54
Prefer not to disclose	9

The following visual for module assignment results by this demographic represent these 283 participants.

Warning: Using size for a discrete variable is not advised.

Rubric 3 Scores by Sex



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 27% with a perfect score of 30, 0% with a score of 29, 31% with a score of 28, etc.

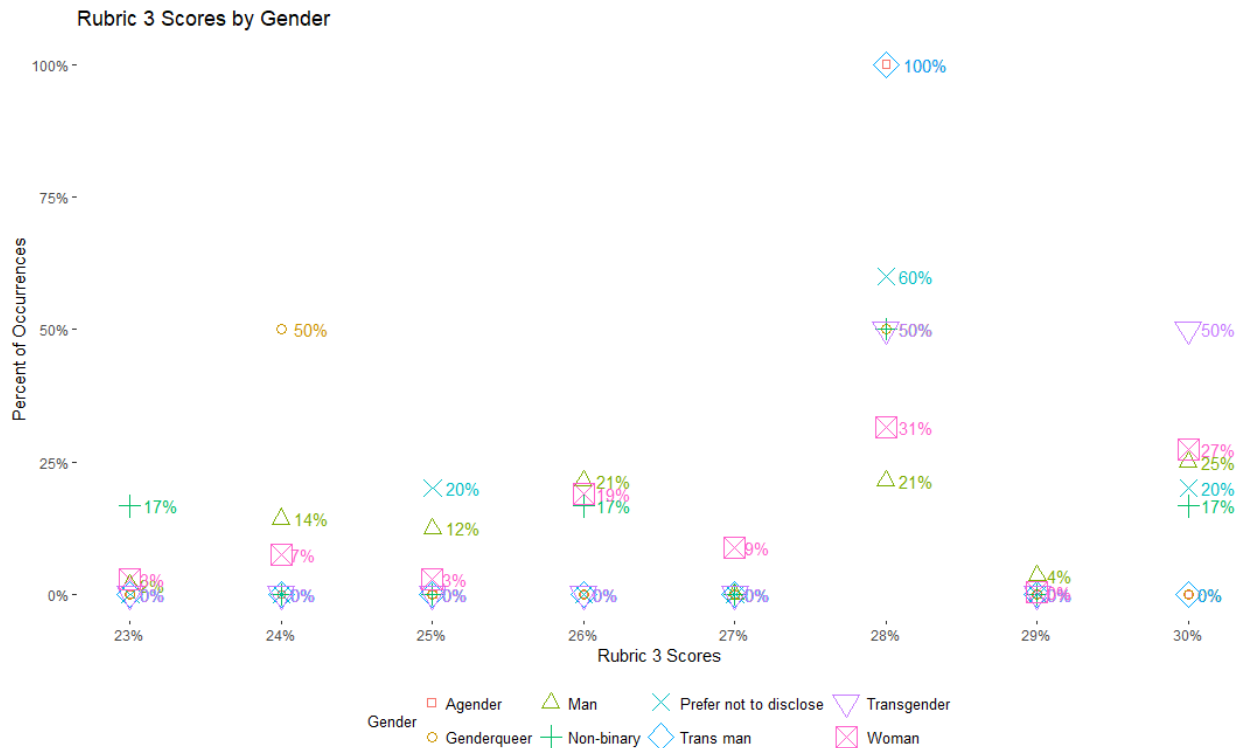
Across groups, 70% or more of all completing learners scoring a 26 or better on the assignment (down from 75% last year), which amounts to an 87% or better on the assignment. The Female folks had the most perfect assignment scores among sexes. Last year, the Prefer not to disclose folks had the most perfect assignment scores with 50% of their respondents getting a perfect score; the n was smaller last year, though. Result percentages should be considered with the n in mind.

Gender

Across the aggregate 309 consenting completer participants, 285* answered this question and also submitted their assignments. *The demographic breakdown shows more than 285 responses (291) as this was a select all that apply question. Here is the demographic breakdown of gender options selected:

Gender	Sample_Size
Agender	3
Genderqueer	2
Man	56
Non-binary	6
Prefer not to disclose	5
Trans man	1
Transgender	2
Woman	216

The following visual for module assignment results by this demographic represent these 285 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 27% with a perfect score of 30, 0% with a score of 29, 31% with a score of 28, etc.

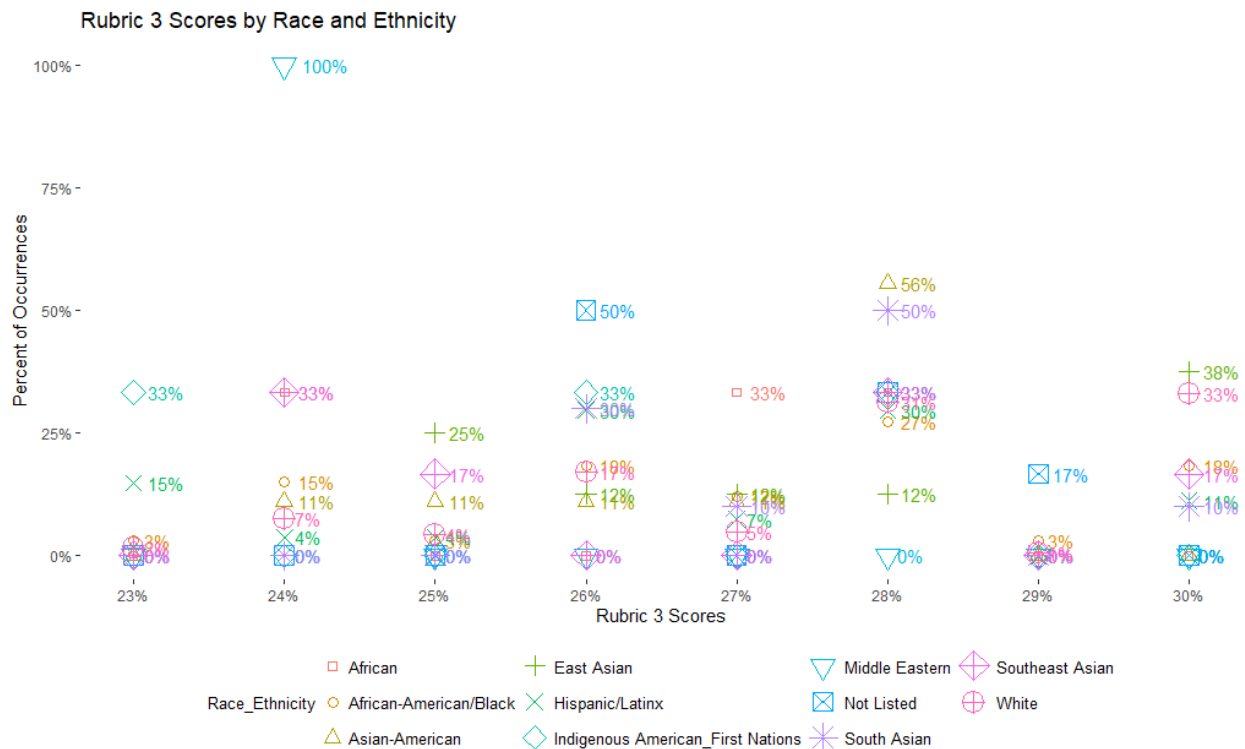
With the exception of Genderqueer (at 50%), 71% or more of all completing learners scoring a 26 or better on the assignment (down from 78% last year), which amounts to an 87% or better on the assignment. The Transgender folks had the most perfect assignment scores among genders. Last year, Agender had the most perfect scores with 100% but that was just one person. Result percentages should be considered with the n in mind.

Race and Ethnicity

Across the aggregate 309 consenting completer participants, 283* answered this question and also submitted their assignments. *The demographic breakdown shows more than 283 responses (294) as this was a select all that apply question. Here is the demographic breakdown of gender options selected:

Race_Ethnicity	Sample_Size
African	3
African-American/Black	33
Asian-American	9
East Asian	8
Hispanic/Latinx	27
Indigenous American_First Nations	3
Middle Eastern	1
Not Listed	6
South Asian	10
Southeast Asian	6
White	188

The following visual for module assignment results by this demographic represent these 283 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 33% with a perfect score of 30, 1% with a score of 29, 31% with a score of 28, etc.

With the exceptions of Southeast Asian (50%) and Middle Eastern (0%) learners, 67% or more of all completing learners across race and ethnicity groups scored a 26 or better on the assignment, which amounts to an 87% or better on the assignment. The East Asian folks had the most perfect assignment scores among races and ethnicities. Last year it was the African folks (which was one person); result percentages should be considered with the n in mind.

Module 5 Scores by Demographic

Self-Reported Assessment Competency

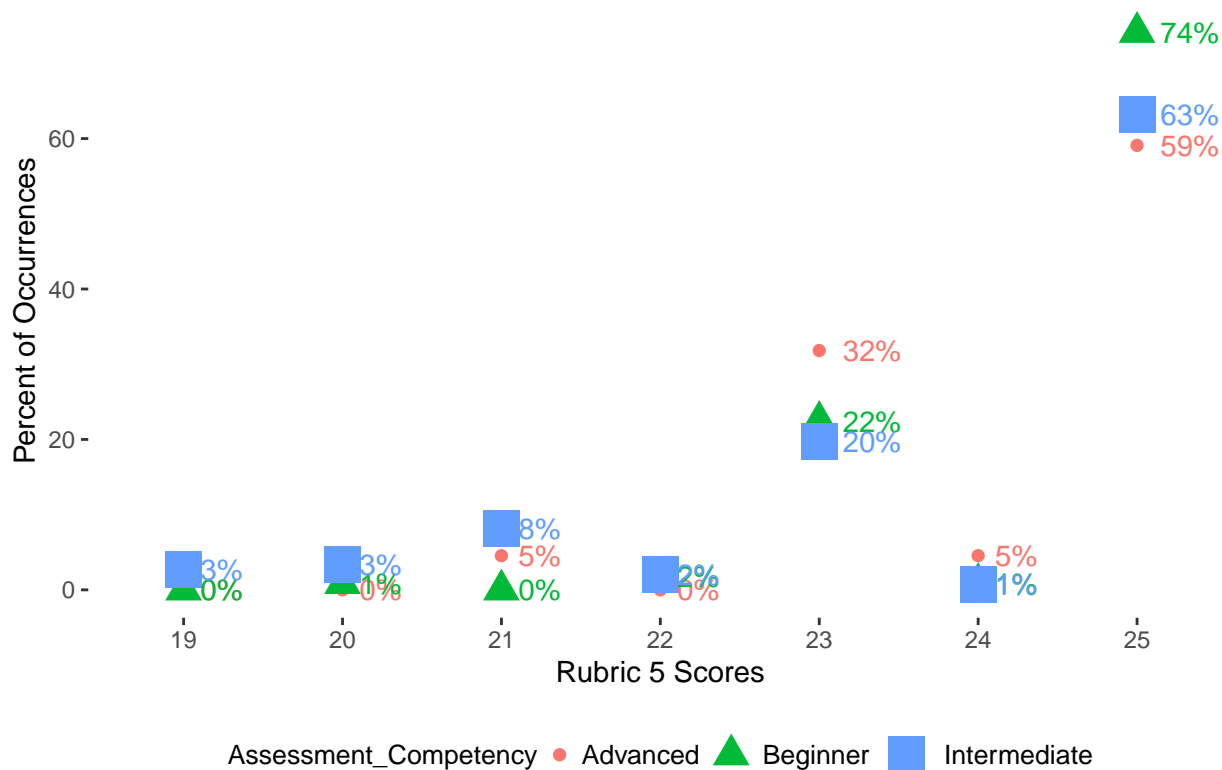
Across the aggregate 309 consenting completer participants, 285 answered this question and also submitted their assignments. Here is the demographic breakdown:

Assessment_Competyency	Sample_Size
Advanced	22
Beginner	116
Intermediate	147

The following visual for module assignment results by this demographic represent these 285 participants.

Warning: Using size for a discrete variable is not advised.

Rubric 5 Scores by Assessment Competency



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 74% with a perfect score of 25, 1% with a score of 24, 22% with a score of 23, etc.

Across groups, 84% or more of all completing learners scoring a 23 or better on the assignment, which amounts to an 92% or better on the assignment. The Beginner folks had the most perfect assignment scores among competency groups; last year, it was the Advanced folks.

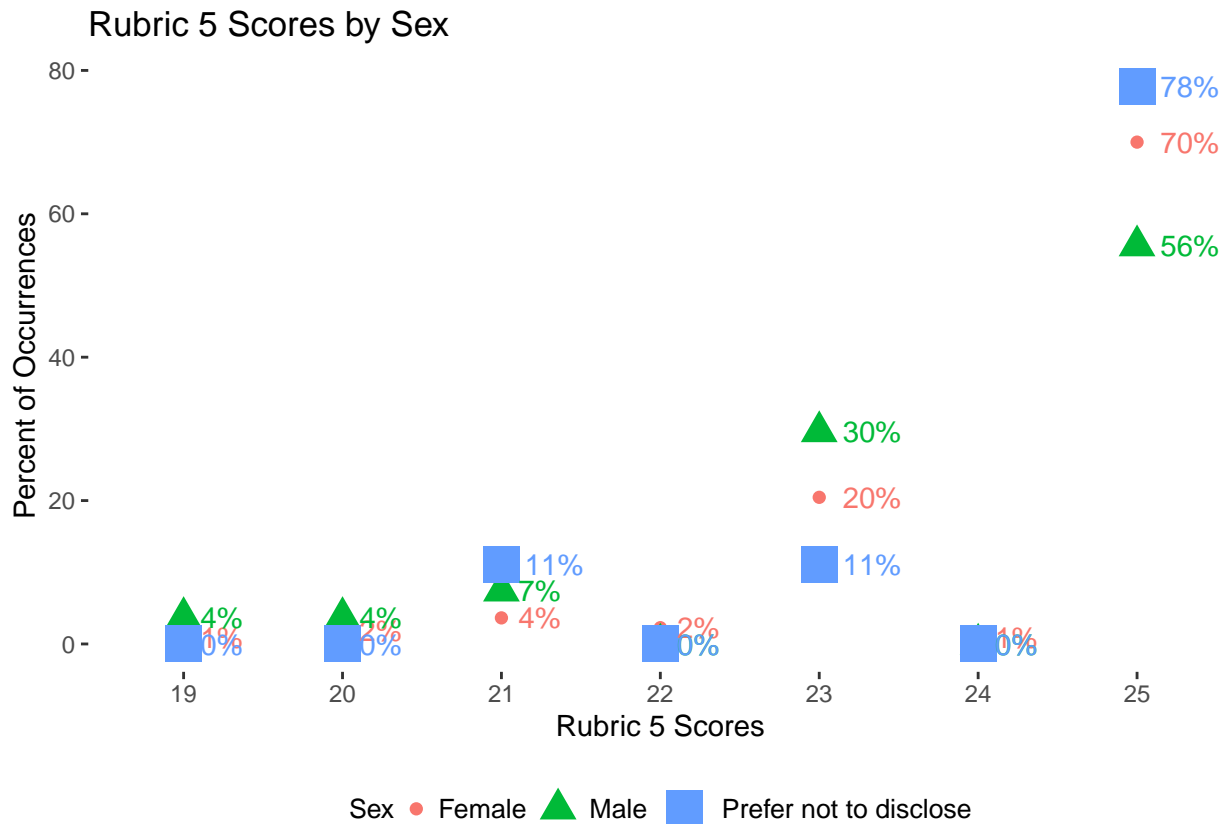
Sex

Across the aggregate 309 consenting completer participants, 283 answered this question and also submitted their assignments. Here is the demographic breakdown:

Sex	Sample_Size
Female	220
Male	54
Prefer not to disclose	9

The following visual for module assignment results by this demographic represent these 283 participants.

Warning: Using size for a discrete variable is not advised.



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 70% with a perfect score of 25, 1% with a score of 24, 20% with a score of 23, etc.

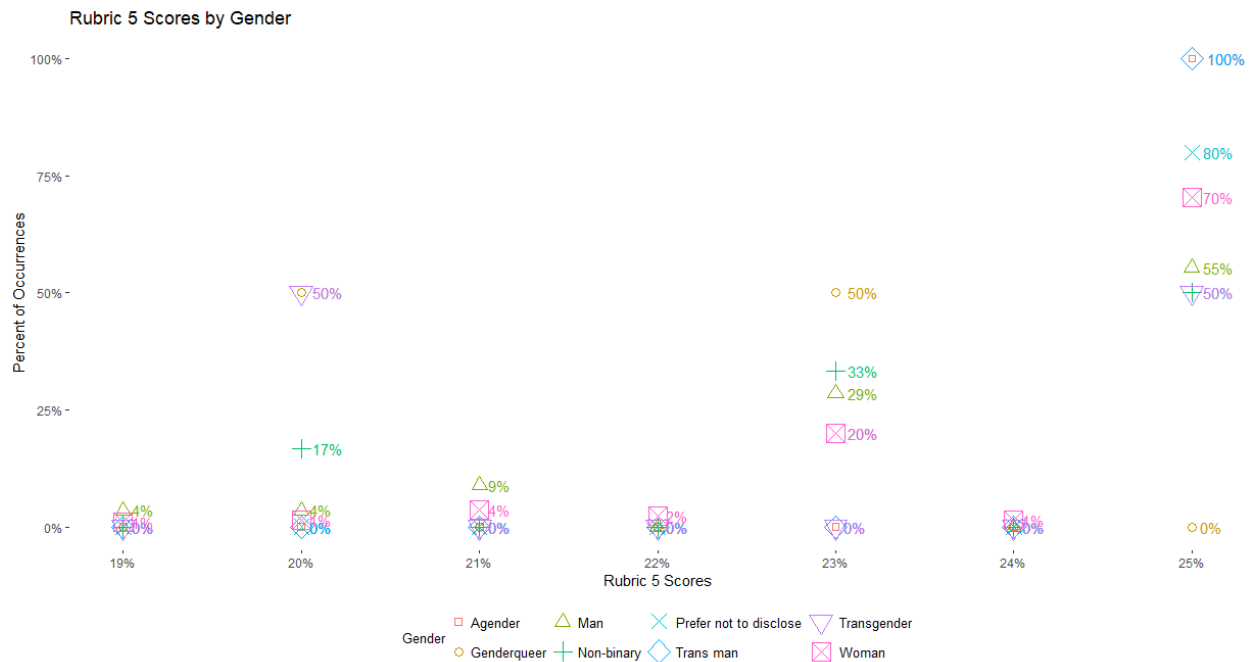
Across groups, 85% or more of all completing learners scoring a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Like last year, Prefer not to disclose had the most perfect assignment scores among sexes.

Gender

Across the aggregate 309 consenting completer participants, 285* answered this question and also submitted their assignments. *The demographic breakdown shows more than 285 responses (291) as this was a select all that apply question. Here is the demographic breakdown of gender options selected:

Gender	Sample_Size
Agender	3
Genderqueer	2
Man	56
Non-binary	6
Prefer not to disclose	5
Trans man	1
Transgender	2
Woman	216

The following visual for module assignment results by this demographic represent these 285 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 70% with a perfect score of 25, 1% with a score of 24, 20% with a score of 23, etc.

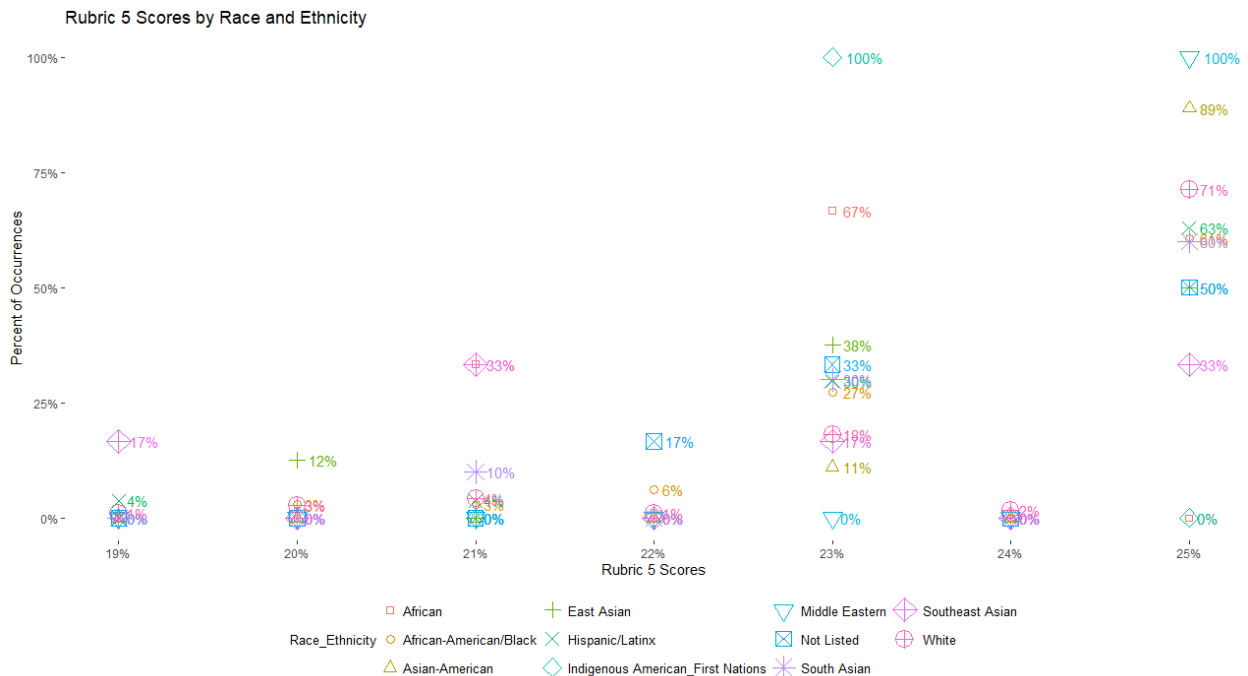
With the exceptions of Transgender (50%) and Genderqueer (50%) learners, 83% or more of all completing learners scoring a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Trans man and Agender folks had the most perfect assignment scores among genders; Non-binary folks had the most last year.

Race and Ethnicity

Across the aggregate 309 consenting completer participants, 283* answered this question and also submitted their assignments. *The demographic breakdown shows more than 283 responses (294) as this was a select all that apply question. Here is the demographic breakdown of gender options selected:

Race_Ethnicity	Sample_Size
African	3
African-American/Black	33
Asian-American	9
East Asian	8
Hispanic/Latinx	27
Indigenous American_First Nations	3
Middle Eastern	1
Not Listed	6
South Asian	10
Southeast Asian	6
White	188

The following visual for module assignment results by this demographic represent these 283 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.

With the exceptions of Southeast Asian folks (50%), 67% or more of all completing learners scoring a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Middle Eastern folks (one person) had the most perfect assignment scores among races and ethnicities; last year, it was African. Result percentages should be considered with the n in mind.

Overall Demographics Reflection

Across rubric scores and demographics, groups did fairly well overall (which makes sense considering the mode score for module 3 was 28/30 and module 5 was 25/25). Overall, aggregate, completer and non-completer rubric performance this year were relatively similar to last year's data: three of the six rubric dimensions for Module 3 were the same or better compared to last year and four of five for Module 5 were the same or better. Across self-reported assessment competency, sex, and gender populations, 67-77% of folks across groups earned an 87% or better on Module 3 and 67-84% of folks across groups earned a 92% or better on Module 5. Gender and Race and Ethnicity breakdowns were a bit less consistent, having a few group exceptions to those amounts.

Analysis and disaggregation can be the start to surfacing 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 SU2024

Joe Levy

Summer 2024

Report Orientation

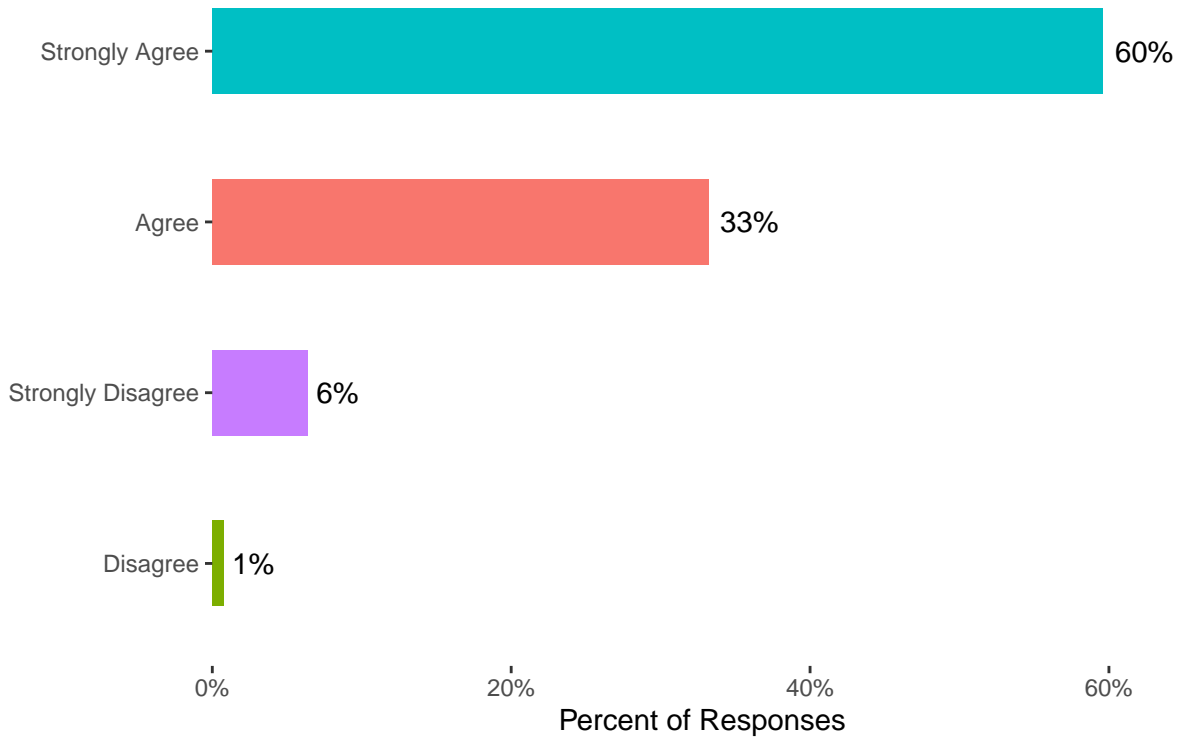
The User Experience survey is the equivalent of an end of course evaluation for students to complete. Anyone could take the User Experience survey (e.g., you did not have to earn the course badge to access it), though it was typically only completed by students who worked their way through the entire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

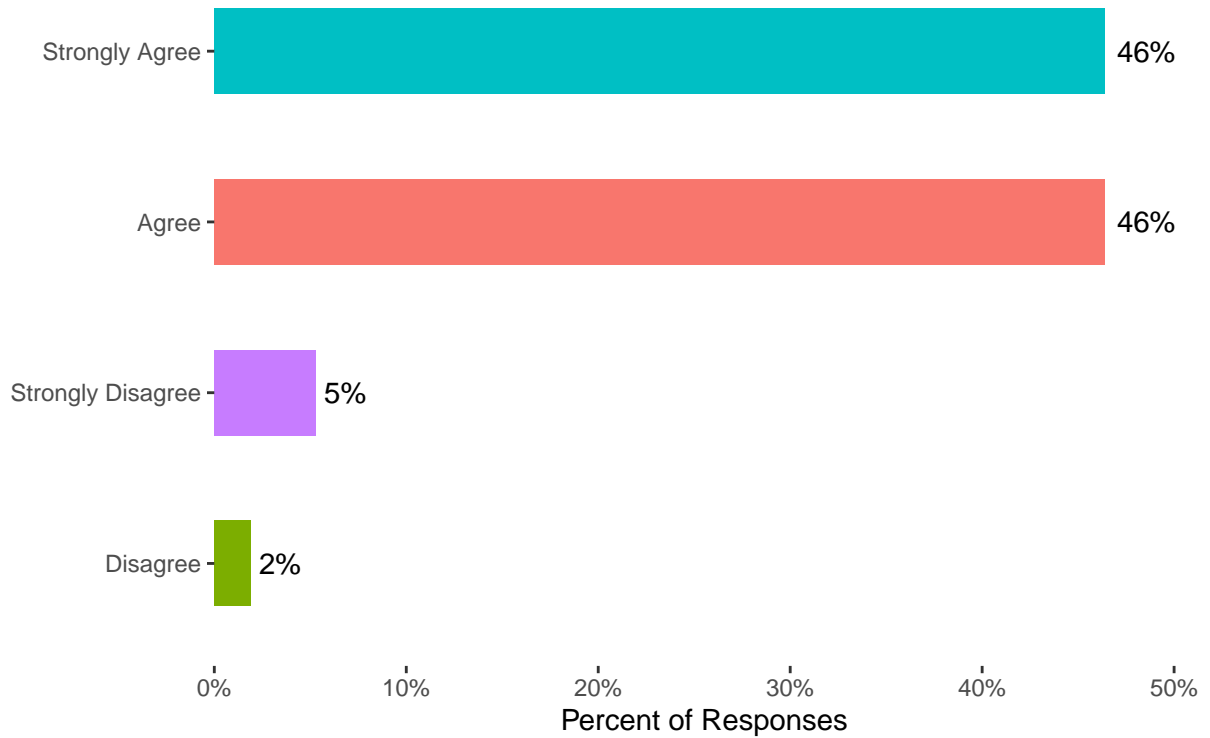
In looking to analyze the results, the initial sample of 344 respondents was filtered for only students who consented to using their data for assessment or report-related purposes, resulting in a sample of 311 respondents. For comparison purposes with other course data sets, respondents were further filtered by participants who successfully completed the course and earned the course badge, resulting in a sample of 269 respondents.

Positive Impact of Course Materials



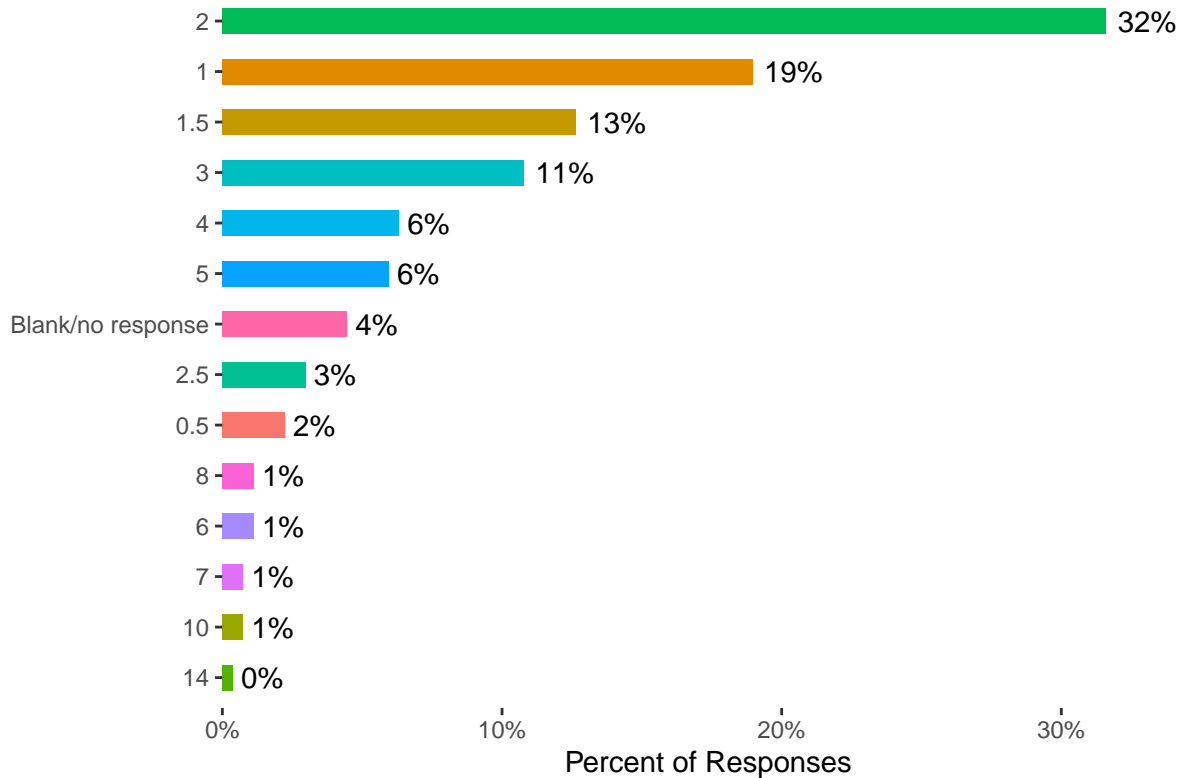
Looking across the survey sample of 265 respondents, 93% of respondents agreed or strongly agreed to positive impact of **course materials (videos, lecture material, readings)**. This year's data is 3% point lower than last year's result.

Positive Impact of Course Activities



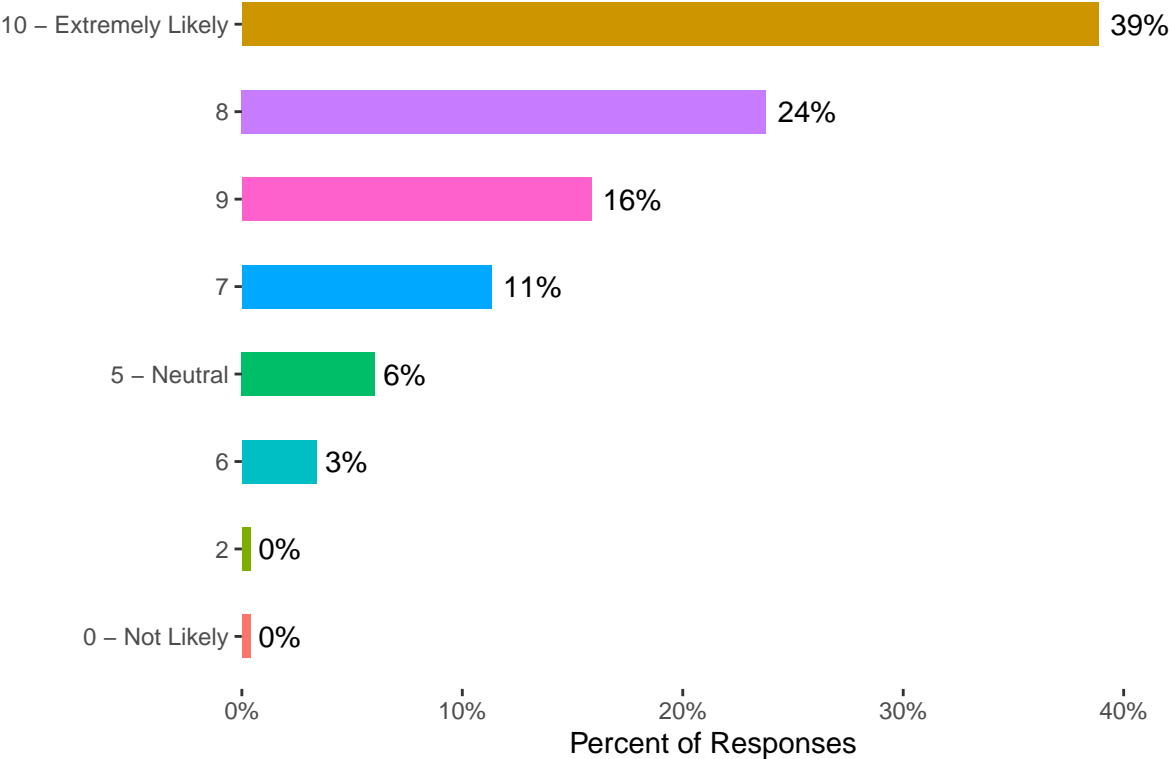
Looking across the survey sample of 265 respondents, 92% of respondents agreed or strongly agreed to positive impact of **course activities (quizzes, assignments, discussion boards)**. This year's data is 3% point lower than last year's data.

Hours Spent on Course



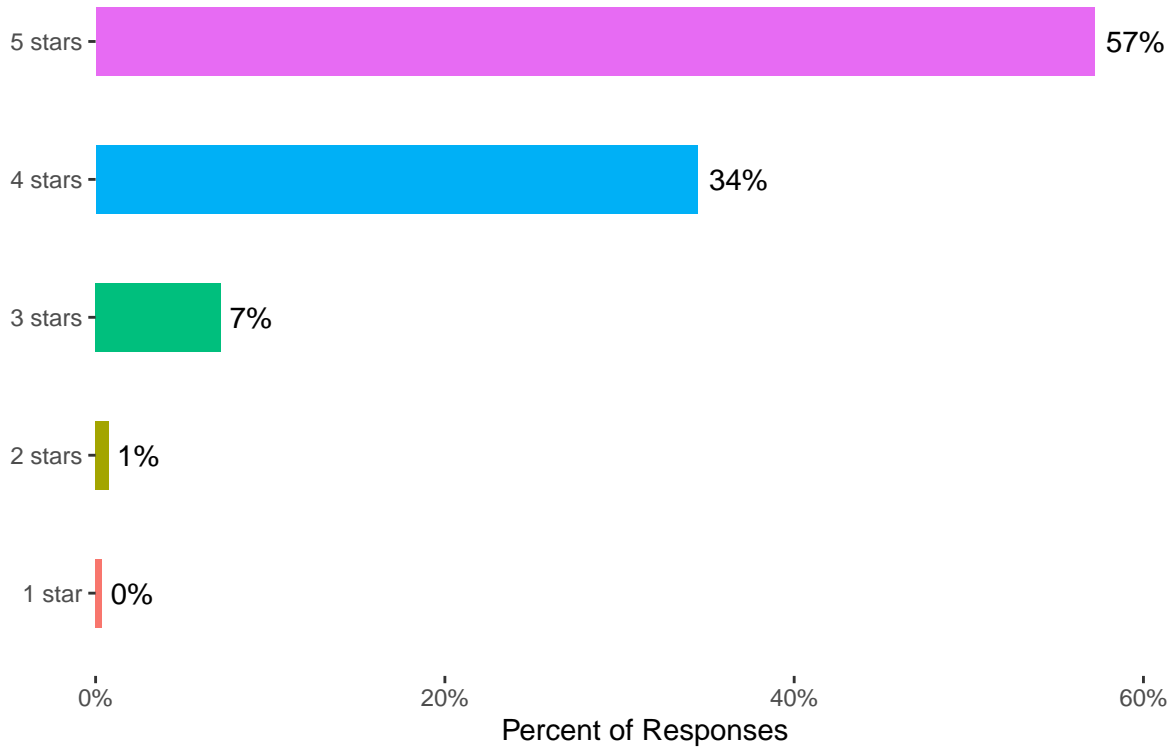
Looking across the survey sample of 269 respondents for **hours spent on the course each week**, 66% of respondents indicated they spent 2 hours or less (down from 73% last year), and overall 86% spending 4 hours or less per week (down from 93% last year). Instructors have structured the course with the expectation the average student will spend approximately 1-2 hours with the material, so these results indicate student behavior is mostly (65%) aligned with instructor intent. It should be noted some of the higher hour responses may be misleading, as respondents indicated they finished the course in less than eight weeks but did not specify the weeks, simply hours per week. As such, their time on task - averaged across eight weeks - may have aligned more with the 2 hour expectation.

Likelihood to Recommend Course



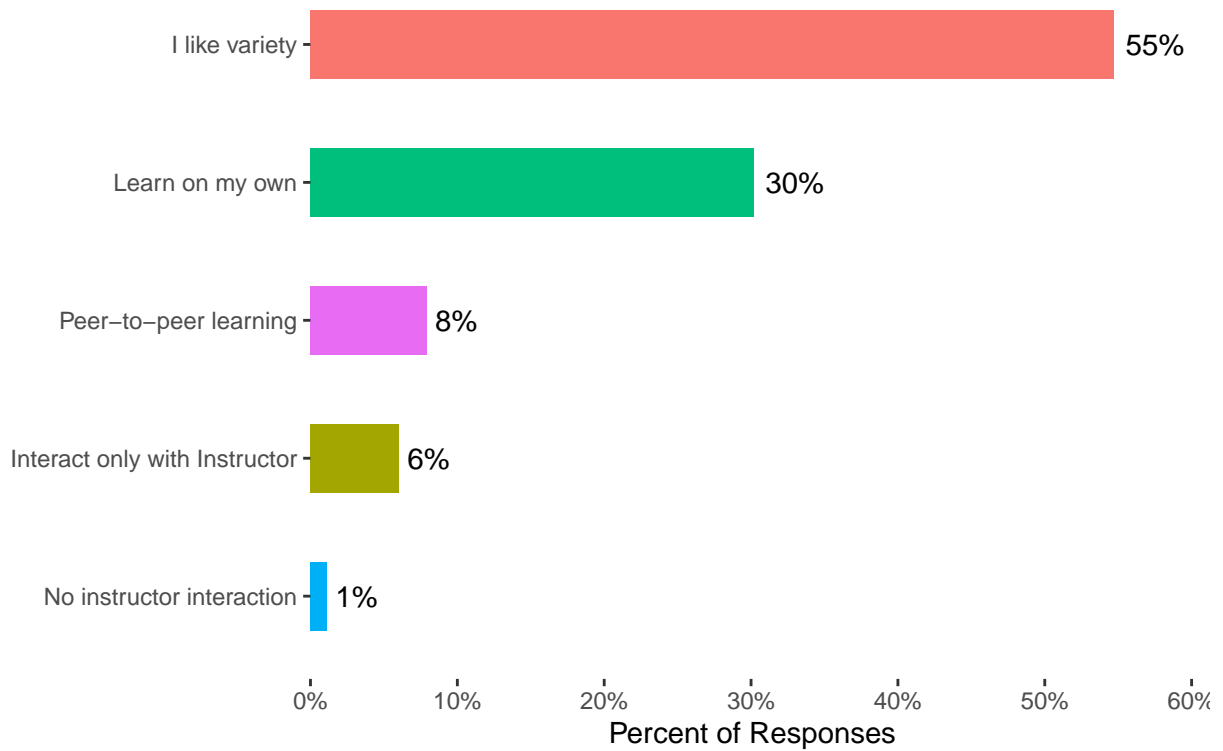
Looking across the survey sample of 265 respondents for **likelihood to recommend course**, 55% of respondents indicated a 9 or 10 (down from 62% last year), with another 24% responding with an 8 (slightly down from 25% last year). With 79% saying 8-10 (slightly down from 80% last year), the course should continue to get strong referrals!

Overall Course Rating



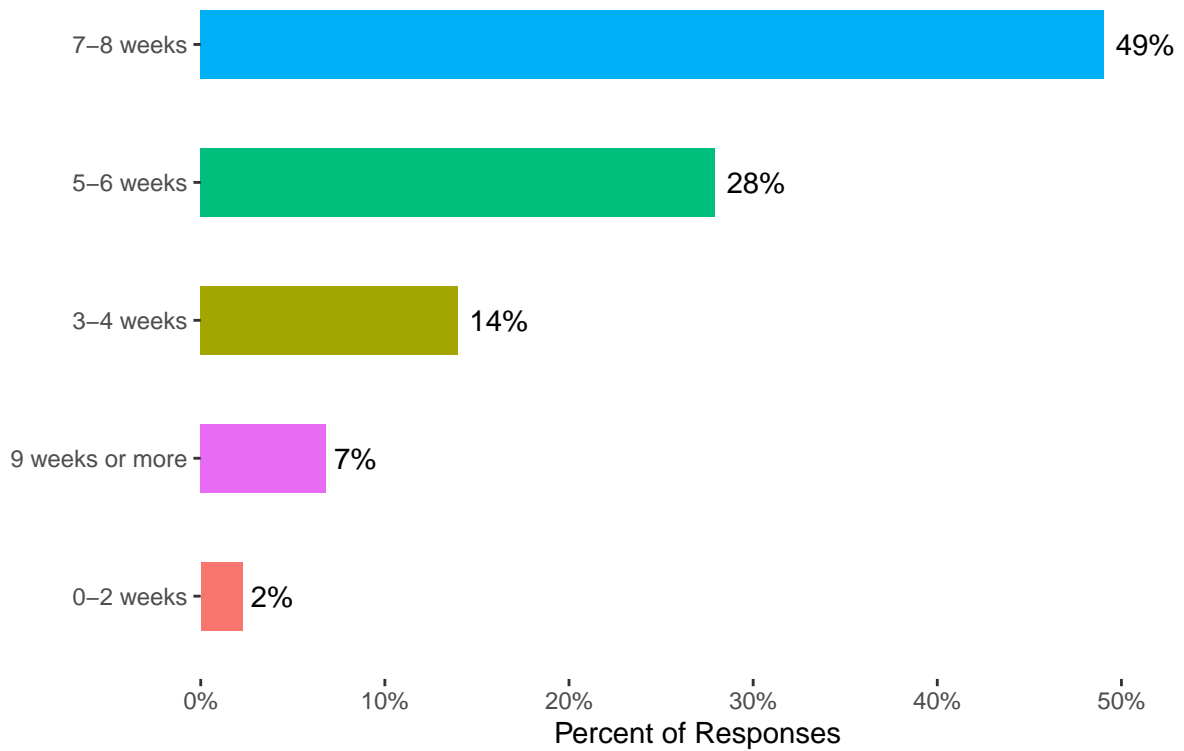
Looking across the survey sample of 264 respondents for **overall course rating**, 91% of respondents responded with a 4 of 5 out of 5 stars. This year's data is lower from last year's result of 95% responding with 4 or 5 stars, but still overwhelmingly positive.

Preference for Instructor Involvement



Looking across the survey sample of 265 respondents for **instructor involvement preference**, majority (55%) of respondents indicated they like a variety (down from 68% last year), while the another 30% indicated they like to learn on their own (up from 27% last year). Peer to peer learning was up from 2% last year, interacting only with instructor was also up (6% last year) and no instructor interaction is the same as last year.

Preference for Course Length



Looking across the survey sample of 265 respondents for **course length preference**, respondents indicating a preference of 7-8 weeks was the same as last year, preference of 5-6 weeks was down slightly down from 30% last year. Compared to last year, slightly more people thought the course should be 9 weeks or more (last year was 5%), while preferences for 3-4 weeks and 0-2 weeks were the same as this year as last.

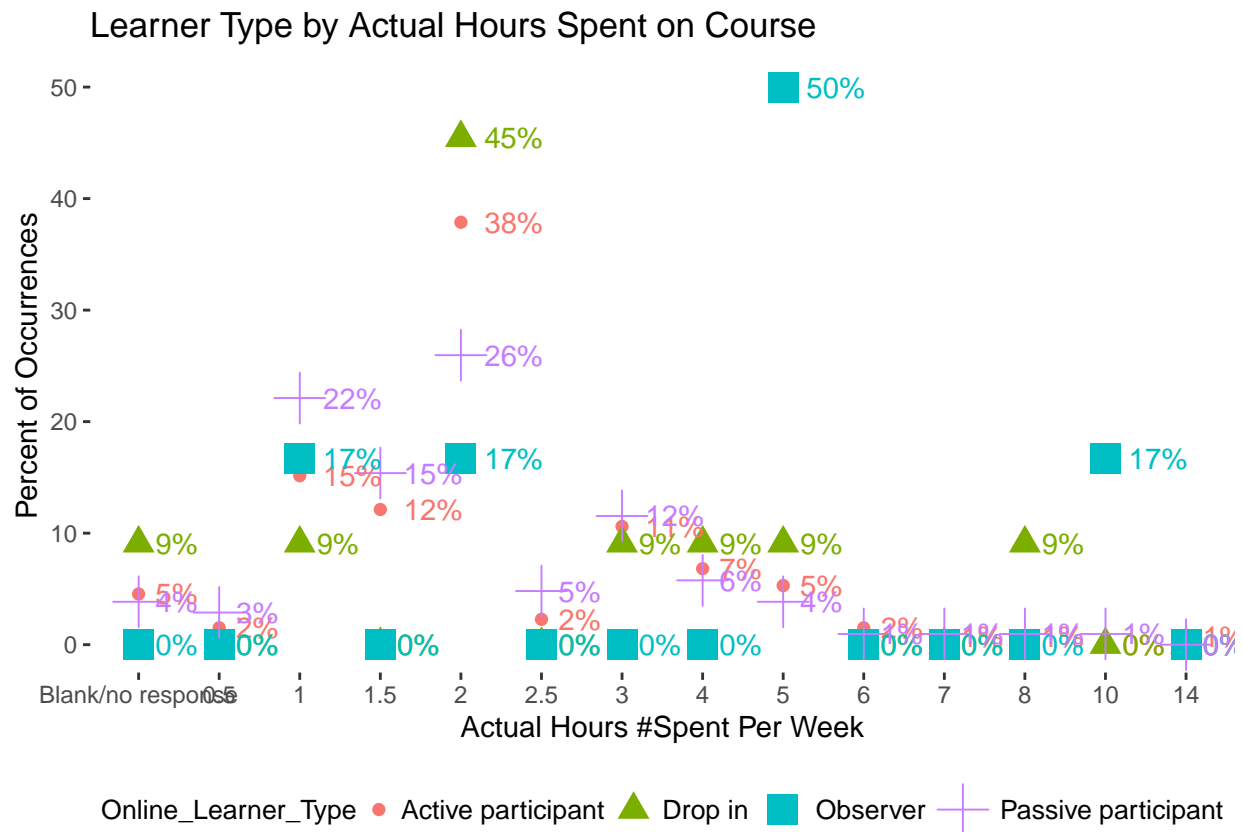
Demographic Disaggregation

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 a 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

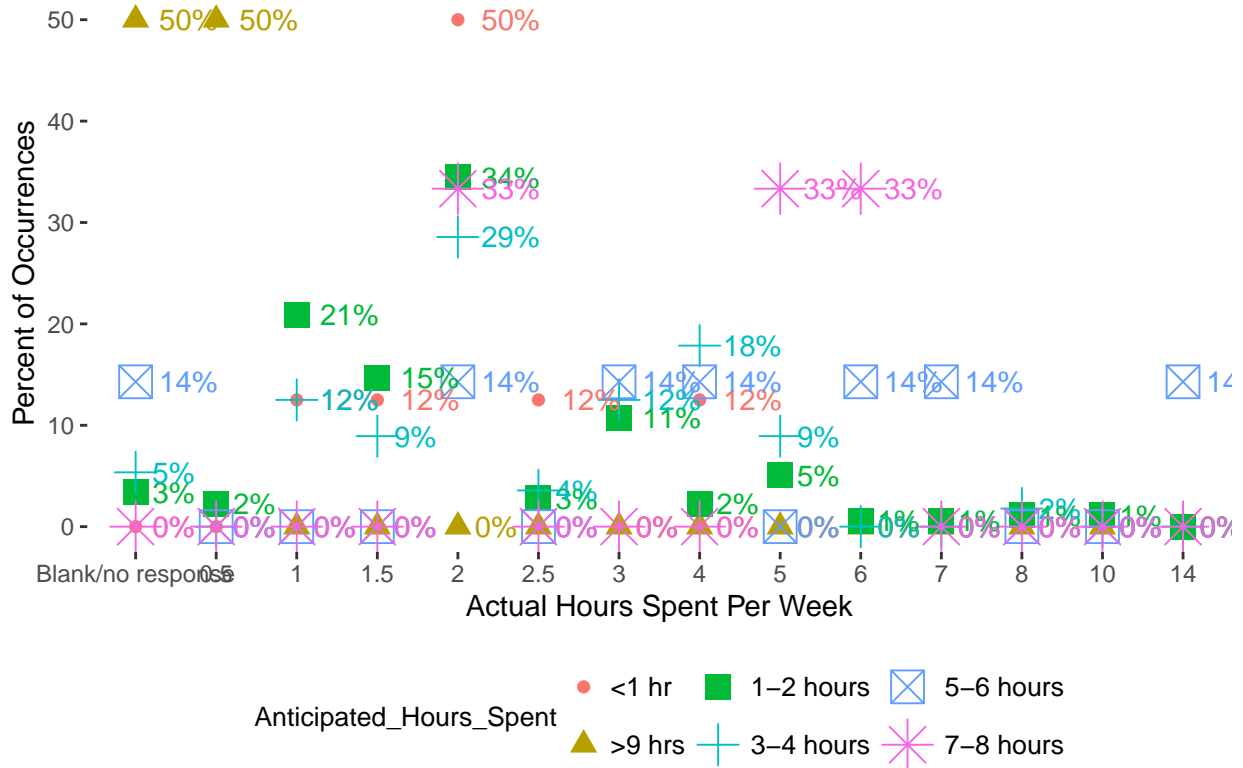
This section disaggregates the actual hours spent on the course per week by different demographics as reported in the Welcome Survey.



In the above dot plot of 253 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 17% at 1 hour per week, 0% at 1.5 hours per week, 17% 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 (42%), each having 55% or more of their respondents spending 2 hours or less per week on the course (down from 63% last year).

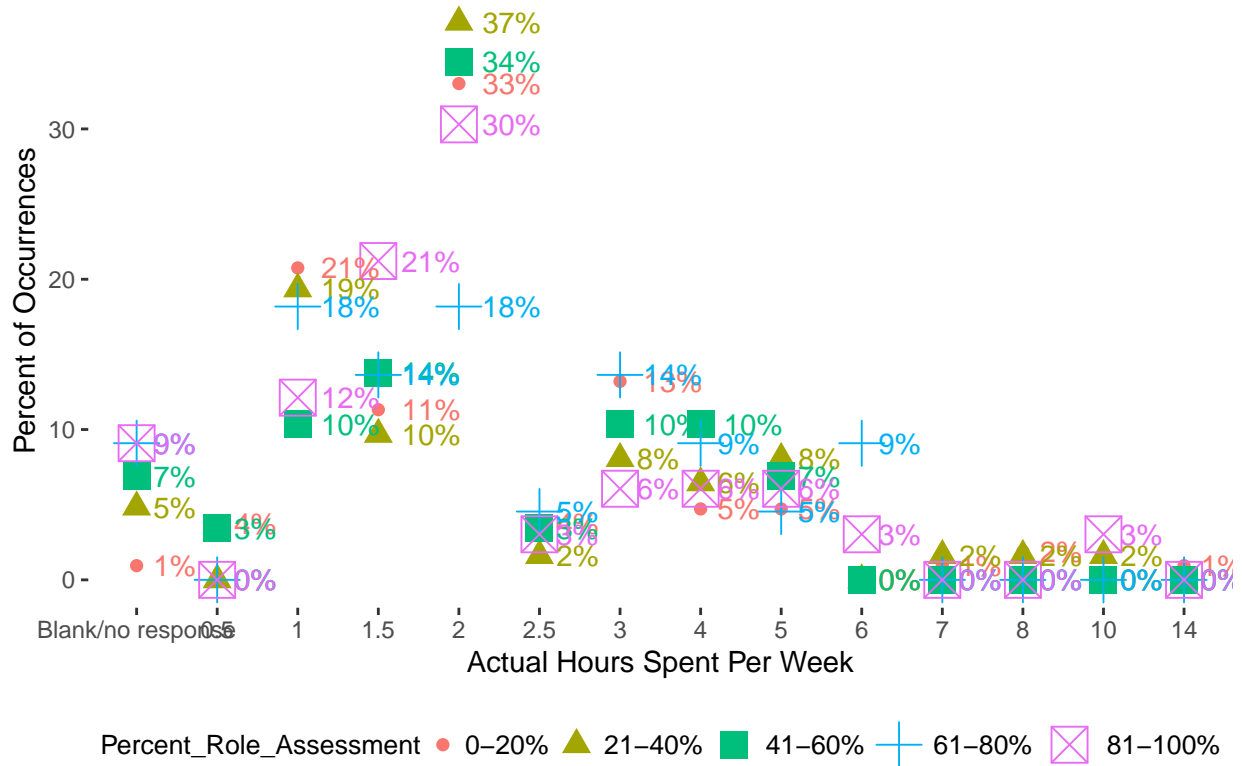
Anticipated Hours Spent by Actual Hours Spent on Course



In the above dot plot of 253 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 2% at 0.5 hours per week, 21% at 1 hour per week, 16% at 1.5 hours per week, 33% at 2 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 (65%) of completer respondents reported spending 1-2 hours per week on the course, evidenced as true with 72% of the 1-2 hour folks, which made up 70% of completers. More people took more time on the course this year, especially in the 2-4 hour range compared to 2 hours or less.

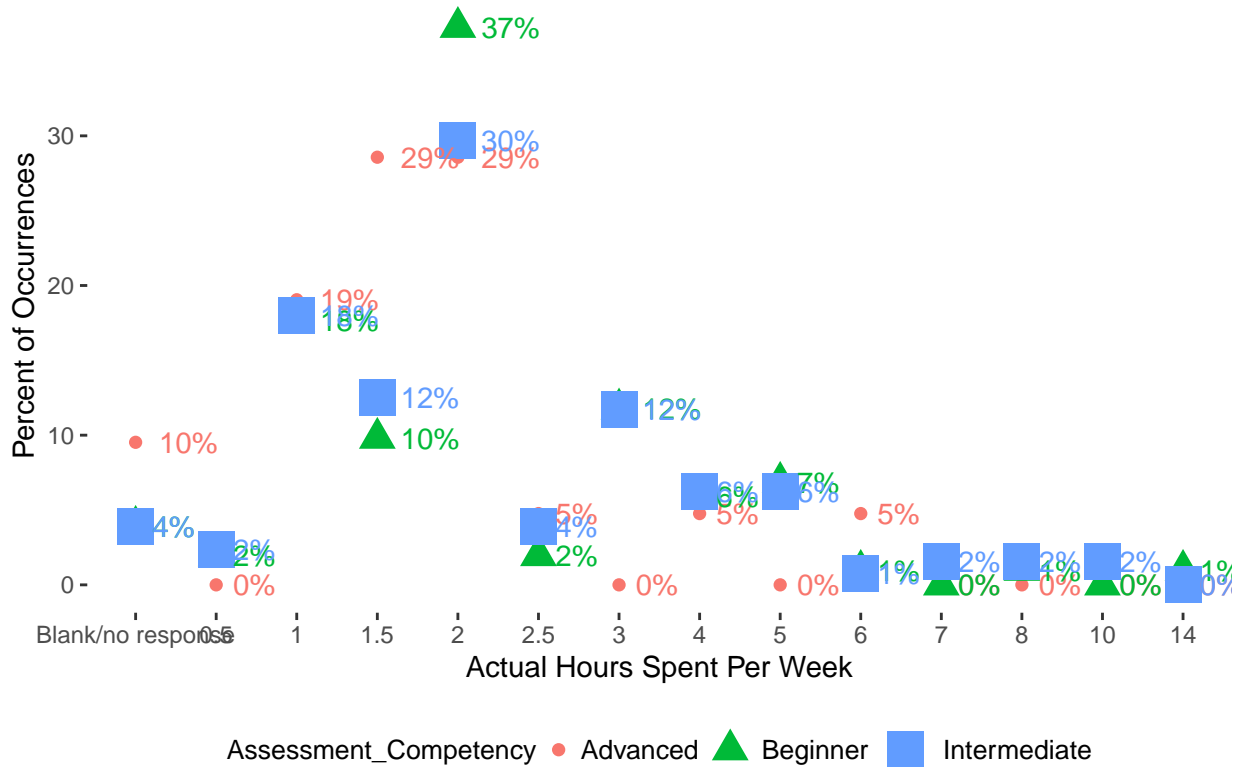
Percent of Job Dedicated to Assessment by Actual Hours Spent on Course



In the above dot plot of 252 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 Blank/no response, 4% of 0.5 hours per week, 21% of 1 hour per week, 11% of 1.5 hours per week, etc.

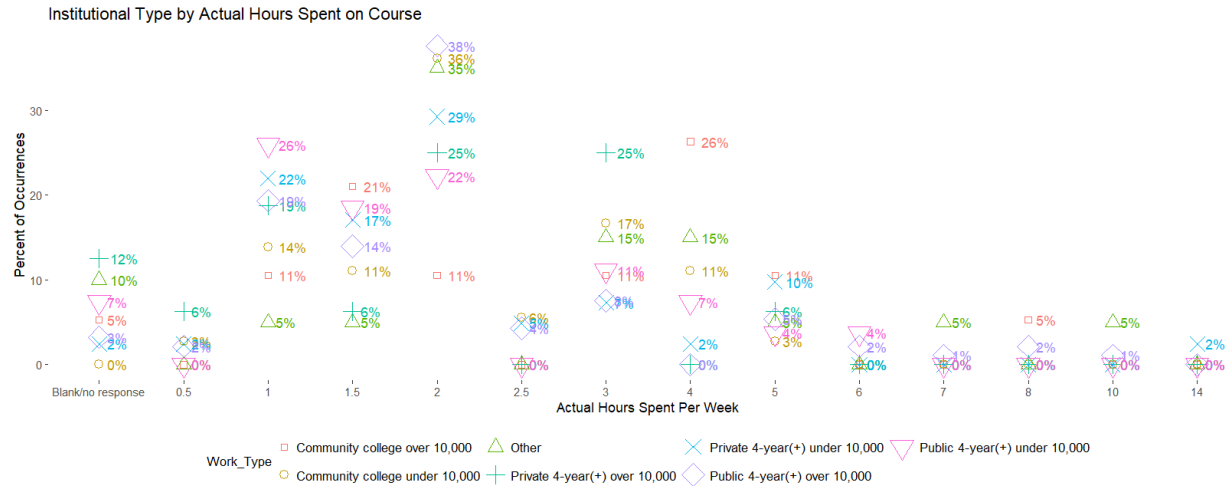
The overwhelming majority of completers spent 4 hours or less per week in the course. Across amount of job dedicated to assessment populations, 62% or more folks spent 2 hours or less per week on the course except for the 61-80% population (50%). This is down from last year (70% or more folks spent 2 hours or less per week except for the 61-80% population at 55%), which reflects completers taking more than 2 hours per week to complete the course this year.

Assessment Competency by Actual Hours Spent on Course



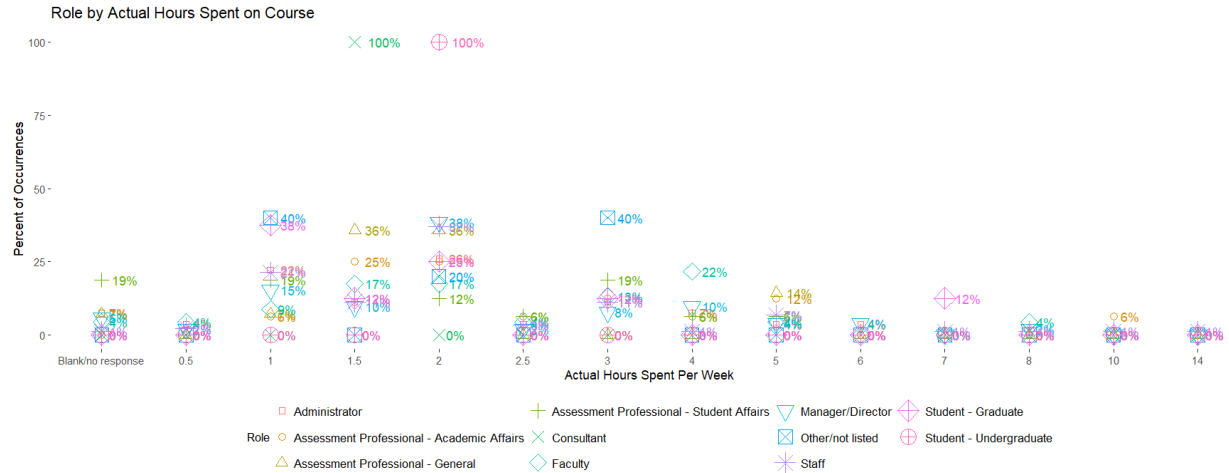
In the above dot plot of 251 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **assessment competency**. As an example, the Intermediate folks were spread 4% at Blank/no response, 2% at 0.5 hours per week, 18% at 1 hour per 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 (62% or more) across assessment competency levels spent 2 hours or less per week on the course (up from 55% or more last year). Across assessment competencies, more folks spent 2 hours or less on the course this year compared to last - the trend has been the opposite for the other demographics so far.



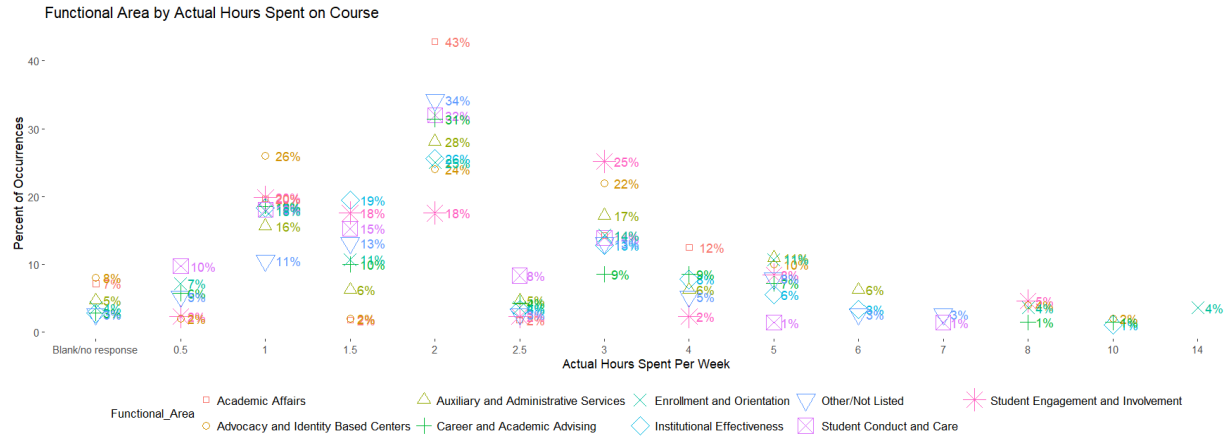
In the above dot plot of 252 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **institutional type**. As an example, the Public 4-year over 10,000 folks were spread 3% at Blank/no response, 2% at 0.5 hours per week, 19% at 1 hour per week, 14% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of institutional type. By institutional type, folks spending 2 hours or less per week on the course dropped compared to last year. Last year, six out of seven institutional types had 60% or more spending 2 hours or less per week; this year only four institutional types had 60% or more (Community college under 10,000; Private 4-year(+) under 10,000; Public 4-year(+) over 10,000; Public 4-year(+) under 10,000).



In the above dot plot of 252 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 19% at Blank/no response, 0% at 0.5 hours per week, 19% at 1 hour per week, 12% at 1.5 hours per week, etc.

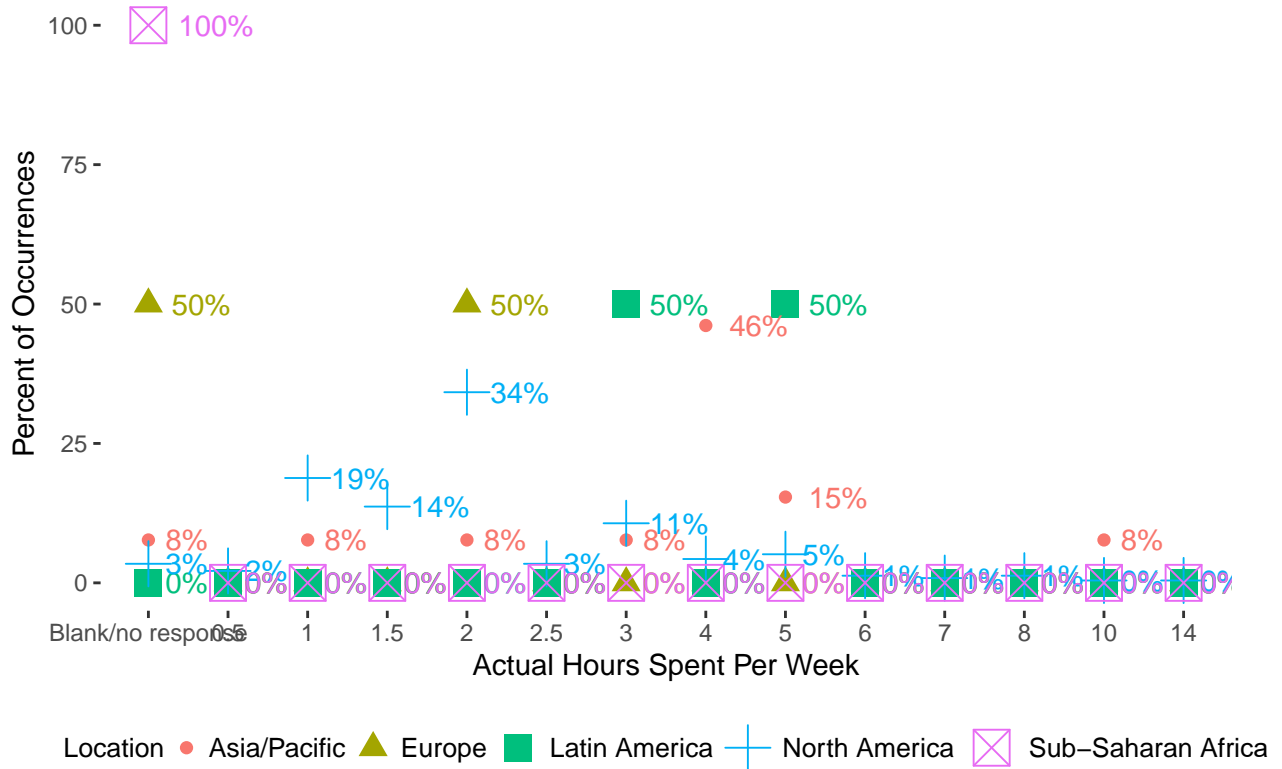
The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of role. Similar to other demographics, folks across roles took more time with the course this year than 2 hours per week compared to last year. Last year, 10 of 11 roles had majority of folks spending less than two hours per week; this year it's 9 of 11 (Other and Faculty have 43% and 47%, respectively), with Assessment Professional - Academic Affairs almost joining the below bunch at 56%.



In the above dot plot of 251 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 7% at Blank/no response, 20% at 1 hour per week, 2% at 1.5 hours per week, 43% 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 exactly 50%), majority of course completers spent less than 2 hours per week on a course. Oddly enough, these results were very similar to last year, with slightly higher percentages across the respective areas (including Auxiliary and Administrative services which was 44% last year).

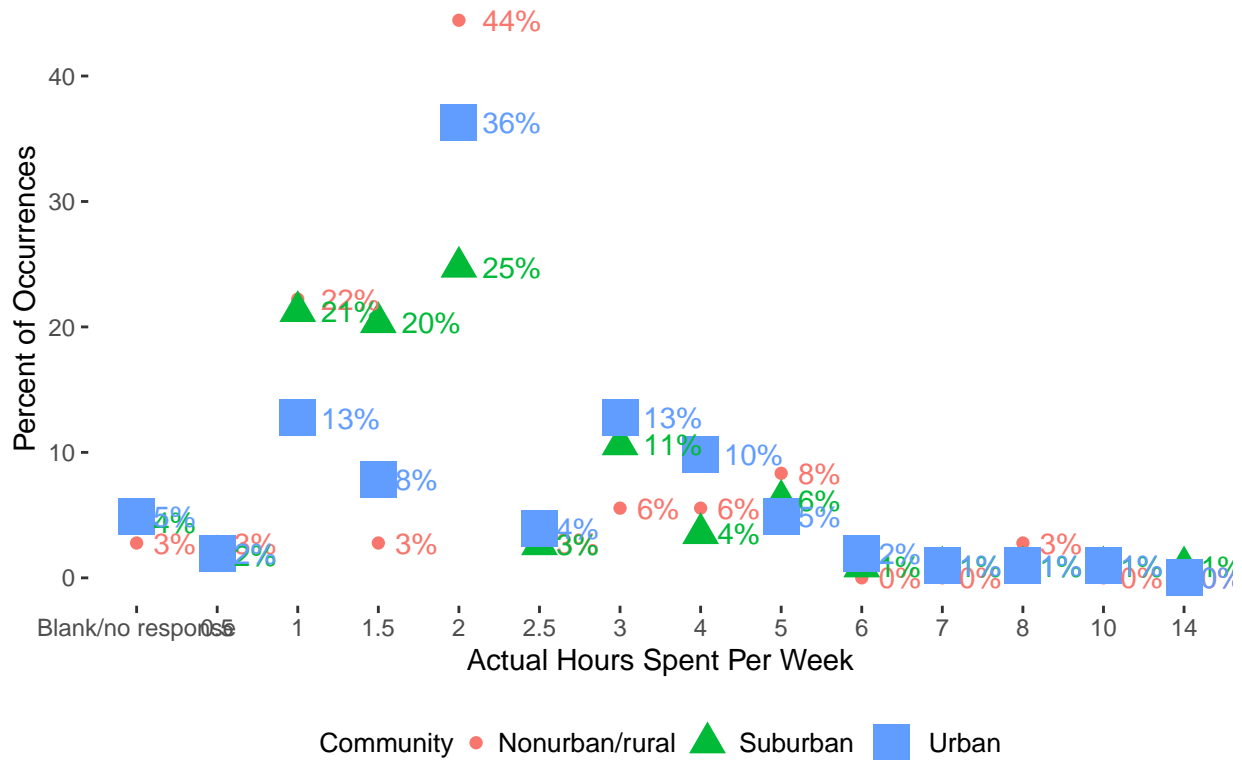
Location by Actual Hours Spent on Course



In the above dot plot of 252 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 3% at Blank/no response, 2% at 0.5 hours per week, 19% at 1 hour per week, 15% at 1.5 hours per week, 33% at 2 hours per week, etc.

About half of completers across locations spent 4 hours or less per week in the course. Only North America had a majority of course completers spending less than 2 hours per week on a course. Last year, more completers from more locations had this reality, but the course took more time for folks by location this year.

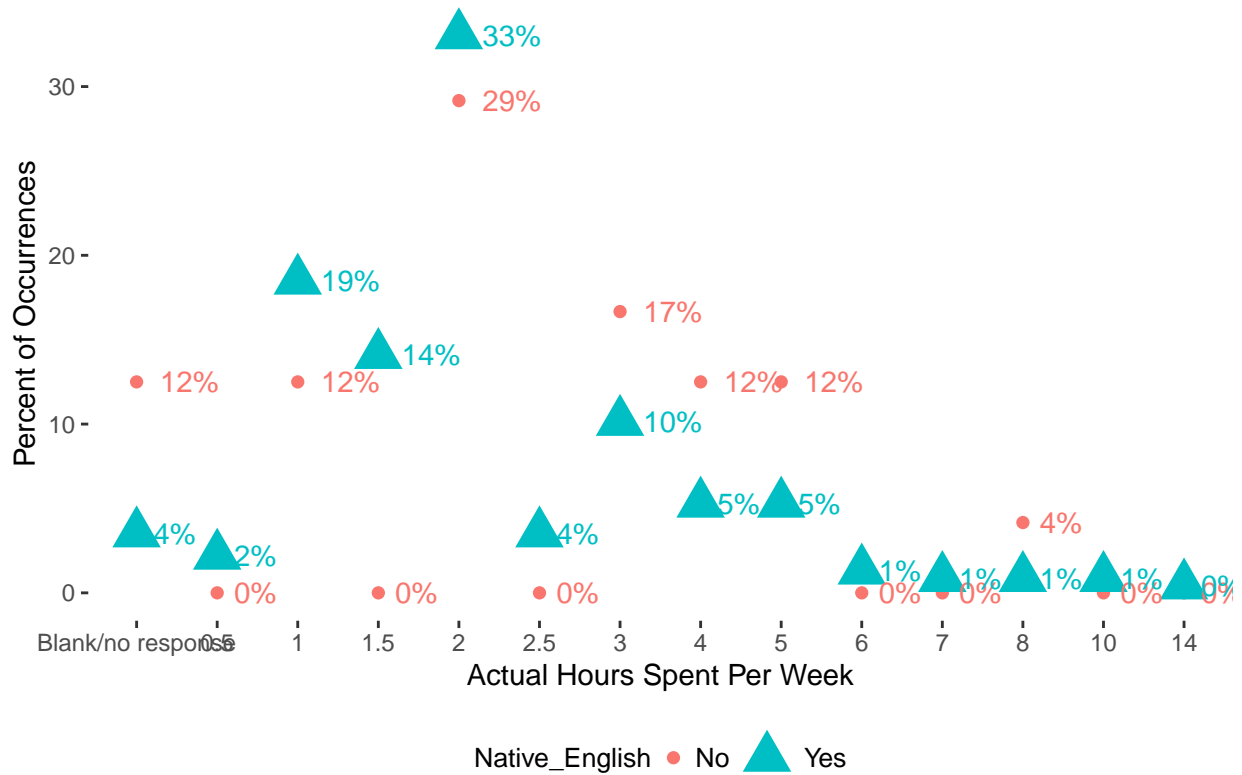
Residential Community by Actual Hours Spent on Course



In the above dot plot of 251 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 4% Blank/no responses, 2% at 0.5 hours per week, 21% at 1 hour per week, 20% at 1.5 hours per week, 25% at 2 hours per week, etc.

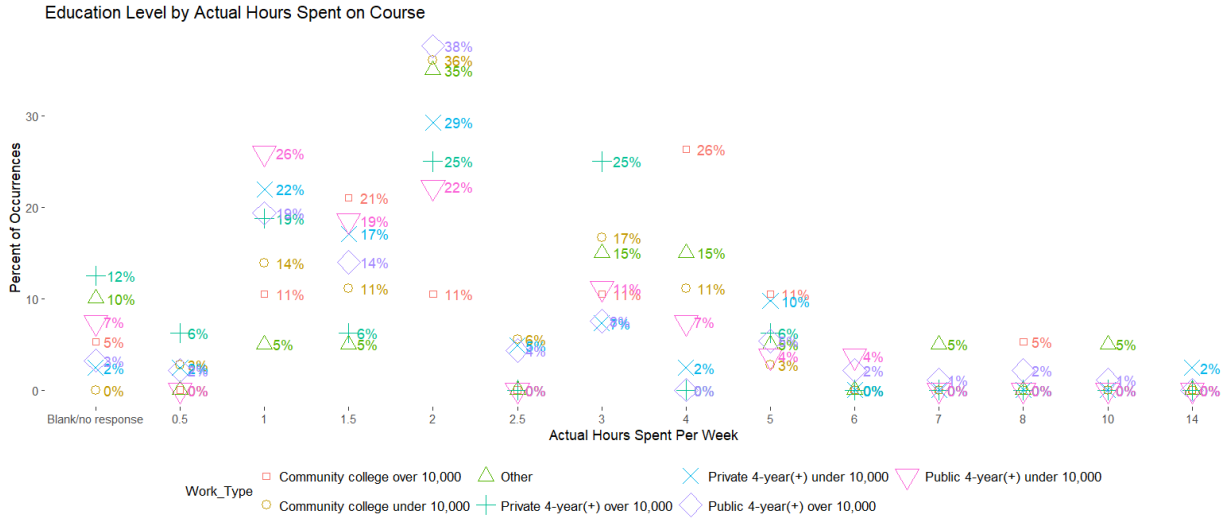
The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of residential community. Across all residential communities, majority of course completers spent less than 2 hours per week on a course. Nonurban/rural spent the least amount of time per week (72% at 2 hours or less), followed by Suburban (68%) then Urban (59%). These results were very similar to last year's results.

Native English by Actual Hours Spent on Course



In the above dot plot of 251 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 4% at Blank/no response, 2% at 0.5 hours per week, 19% at 1 hour per week, 15% at 1.5 hours per week, etc.

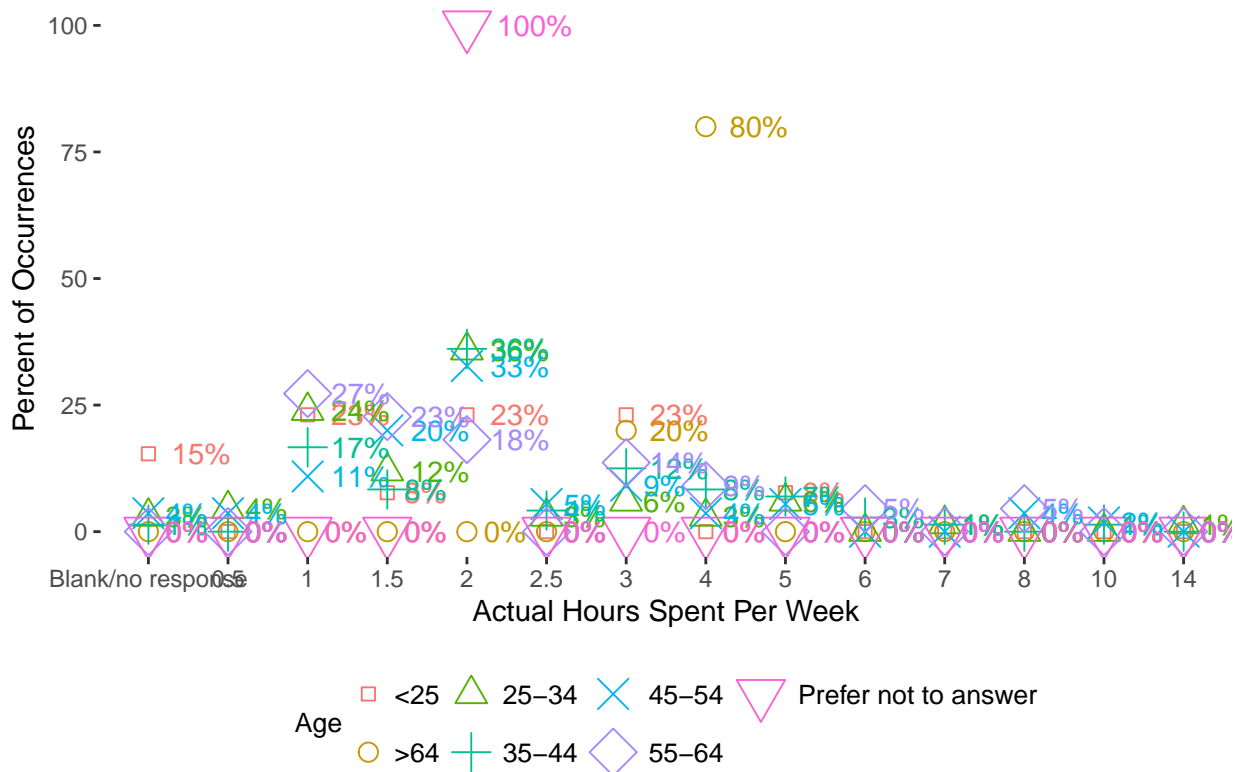
The overwhelming majority of completers spent 4 hours or less per week in the course - including 70% of non-Native English completers (up from 49% last year). Nearly all completers are Native English speakers (91%) and 68% of them spent 2 or less hours per week in the course (down from 74% last year). While Native English speakers took more time on the course this year compared to last year, Non-Native English speakers spent less time: 42% spent 2 hours or less per week this year compared to 41% last year, and 71% spent 4 hours or less per week this year compared to 49% last year.



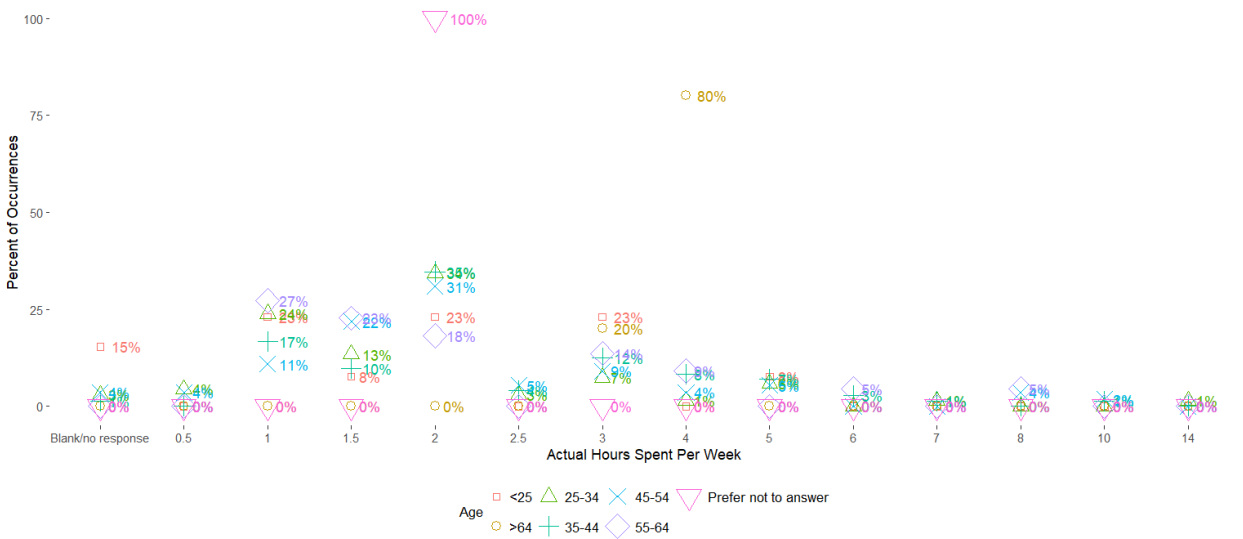
In the above dot plot of 251 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **education level**. As an example, the Master’s Degree folks were spread with 3% at Blank/no response, 1% at 0.5 hours per week, 18% at 1 hour per week, 14% at 1.5 hours per week, etc.

Except for high school (all blank responses) and Some college (50% even), 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, Some college, and some graduate school), majority of course completers spent less than 2 hours per week on a course. These results were similar to last year, but more education levels took more time per week on the course this year - especially the Some college group.

Age by Actual Hours Spent on Course



Age by Actual Hours Spent on Course

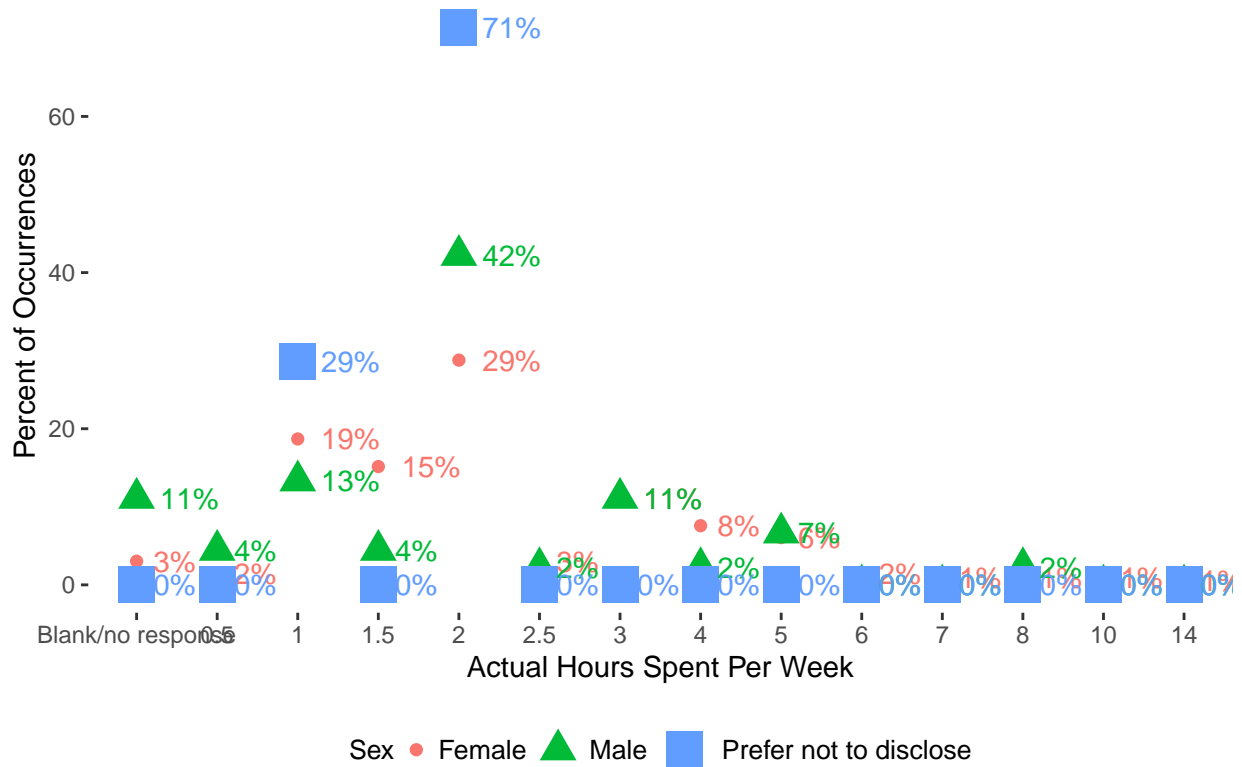


In the above dot plot of 242 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **age**. As an example, the 25-34yr folks were spread 3% at Blank/no response, 4% at 0.5 hours per week, 24% at 1 hour per week, 13% at 1.5 hours 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

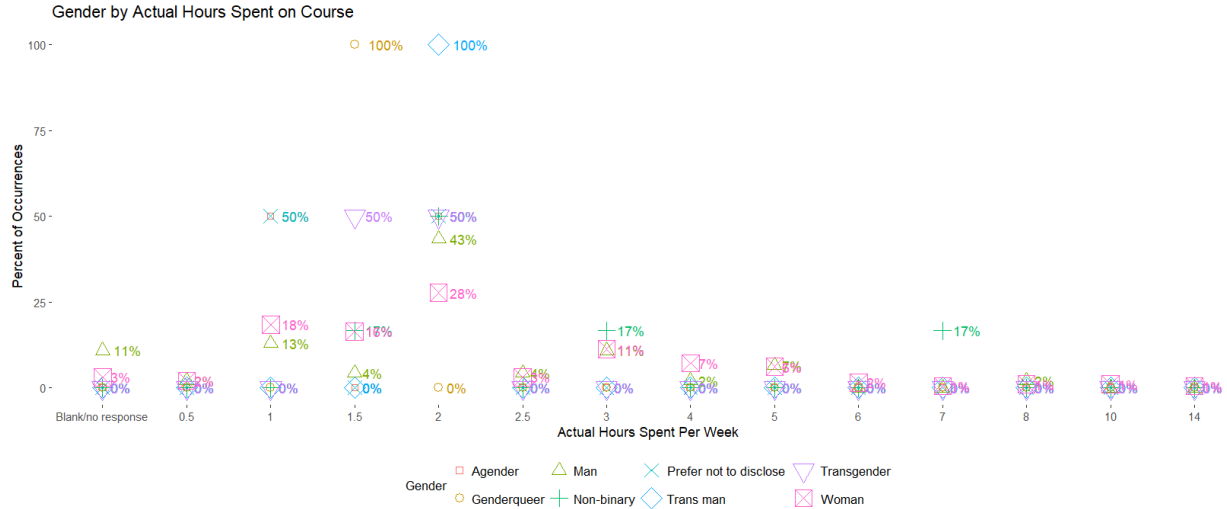
per week on a course. These results are similar to last year's results, though this results across age groups were approximately the same or slightly elevated for time spent on the course this year.

Sex by Actual Hours Spent on Course



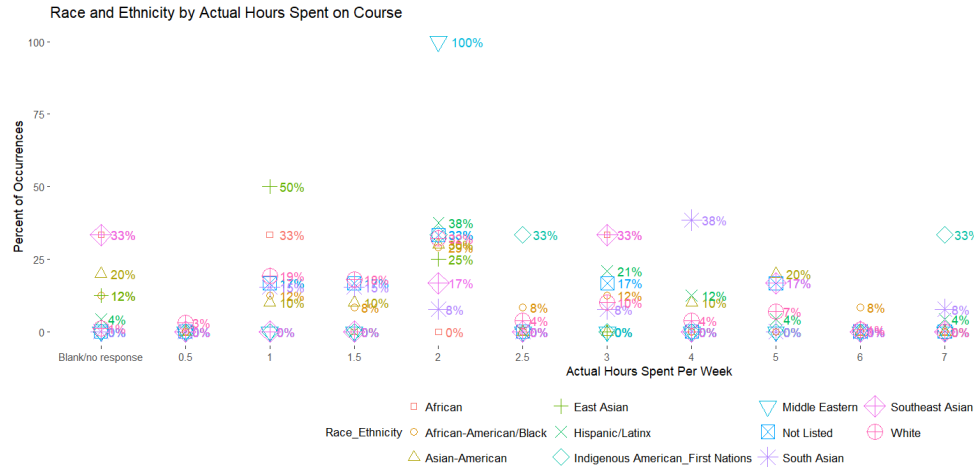
In the above dot plot of 250 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **sex**. As an example, Females were spread 3% at Blank/no response, 2% at 0.5 hours per week, 19% at 1 hour per week, 16% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of sex. The trend continued with the majority of course completers spending less than 2 hours per week on a course regardless of sex, too. This year, 64% of male and female respondents spent 2 hours per week or less on the course; that's down from 74% and 67%, respectively, meaning they spent more time on the course this year. The Prefer not to disclose group spent less time on the course this year, though (100% spent 2 hours or less a week this year compared to 33% last year).



In the above dot plot of 252 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **gender**. As an example, Men were spread 11% at Blank/no response, 2% at 0.5 hours per week, 13% at 1 hour per week, 4% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of gender. Similarly, majority of course completers across all gender groups spent less than 2 hours per week on a course. There were similar overall trends compared to last year, but this year had more gender groups spending less time on the course (e.g., not all gender groups had majority of respondents spending 2 hours or less per week last year). Again, this is one of the demographics not seemingly impacted by respondents overall taking more time on the course this year.

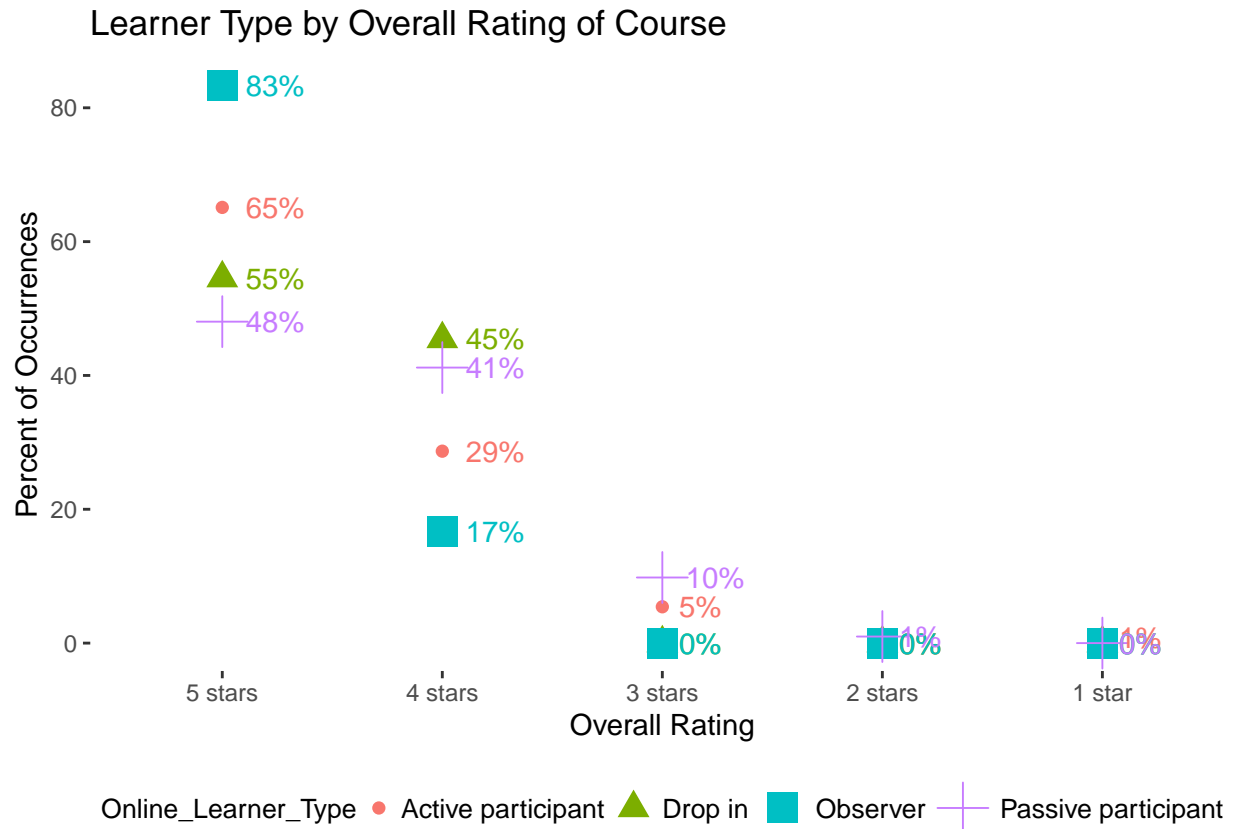


In the above dot plot of 250 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **race and ethnicity**. As an example, African-American/Black respondents were spread 12.5% at Blank/no response, 13% at 1 hour per week, 8% at 1.5 hours per week, 29% at 2 hours per week, etc.

Except for Southeast Asian respondents sitting at 50%, the overwhelming majority of completers spent 4 hours or less per week in the course across race and ethnicity groups. East Asian, Hispanic/Latinx, Middle Eastern, Not listed, and White (5 of 11 groups) had more than 50% of respondents spending less than 2 hours per week on a course. Last year, only two of the groups did not meet this criteria; for this demographic, it shows participants spent more time on the course this year compared to last.

Overall Rating

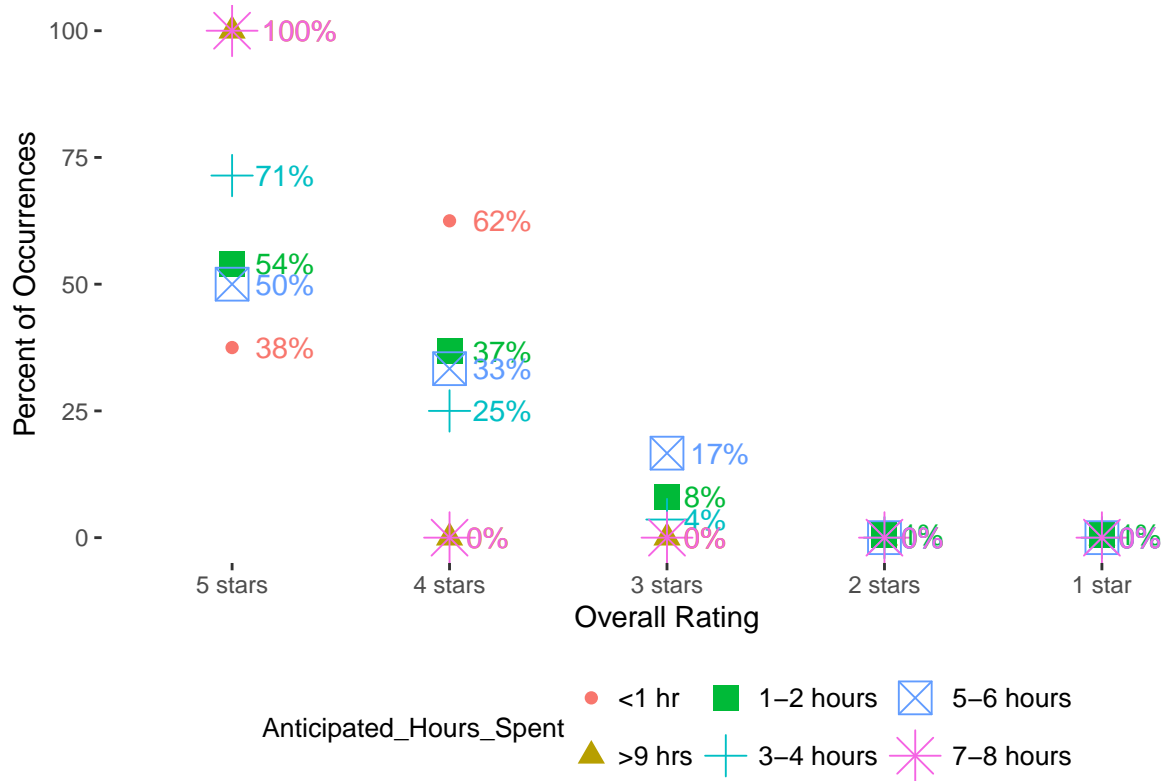
This section disaggregates the overall course rating by different demographics as reported in the Welcome Survey.



In the above dot plot of 253 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 48% 5 stars, 41% 4 stars, 10% 3 stars, etc.

The vast majority of online learner types rated the overall course as 4 or 5 stars across online learner type (lowest amount was with Passive participants at 89% rating 4 or 5 stars). These results across learner type were higher than last year (Passive participants at 84% scores of 4 and 5 stars), despite the collective overall ratings being slightly lower than last year.

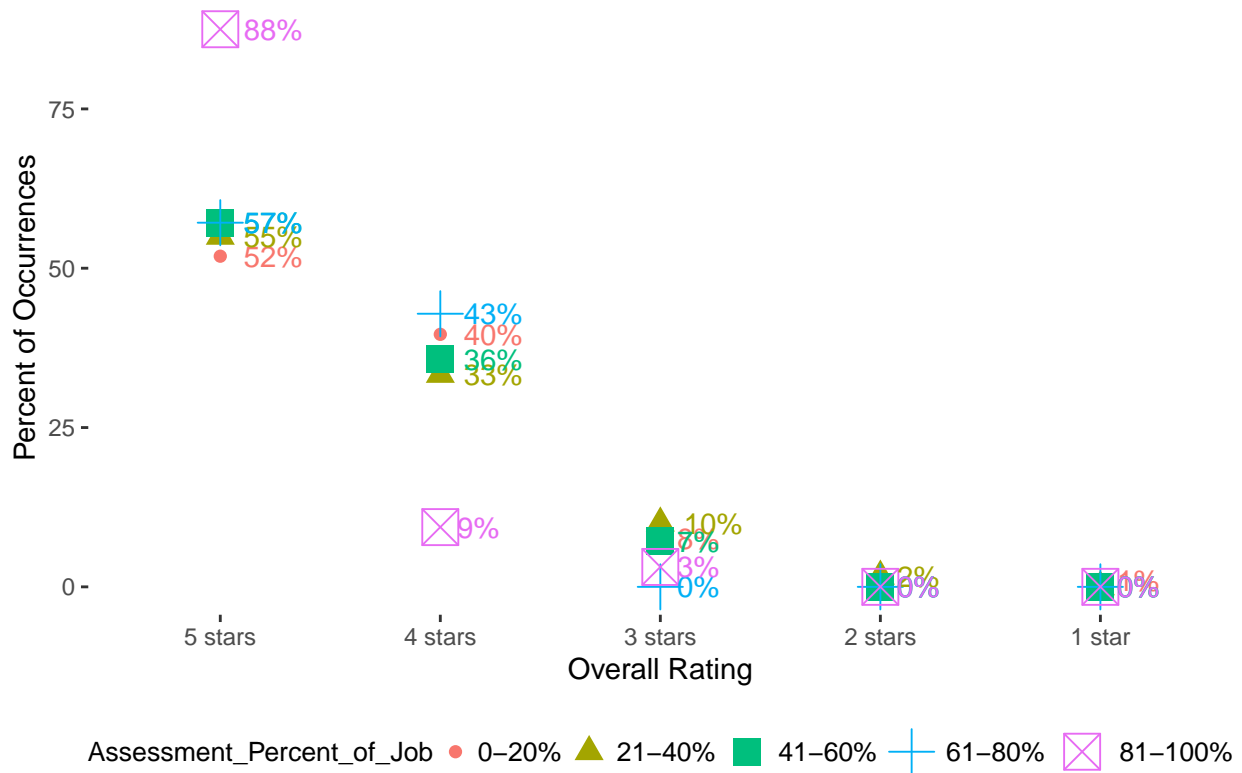
Anticipated Hours Spent by Overall Rating of Course



In the above dot plot of 253 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 54% 5 stars, 37% 4 stars, 8% 3 stars, etc.

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 83% rating 4 or 5 stars). These results were similar to last year overall, just slightly lower across groups (e.g., 5-6 hour folks had 86% ratings of 4 or 5 last year).

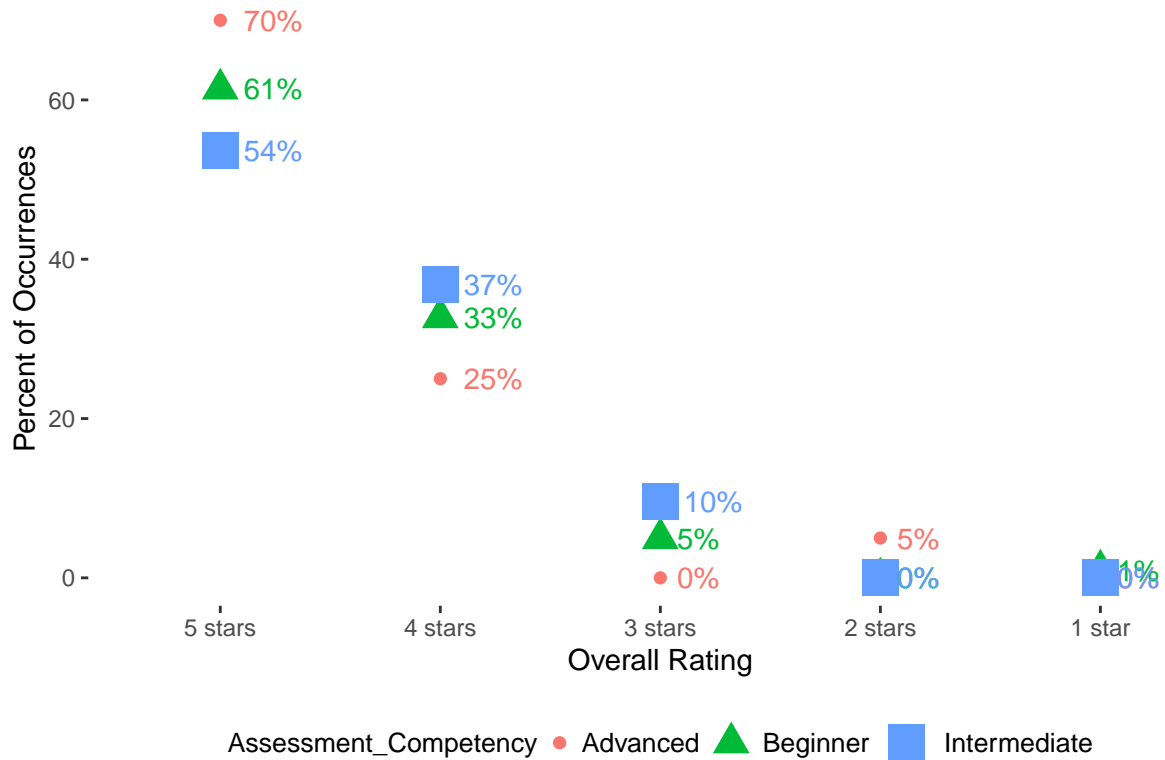
Assessment Work by Overall Rating of Course



In the above dot plot of 252 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 52% 5 stars, 40% 4 stars, 8% 3 stars, etc.

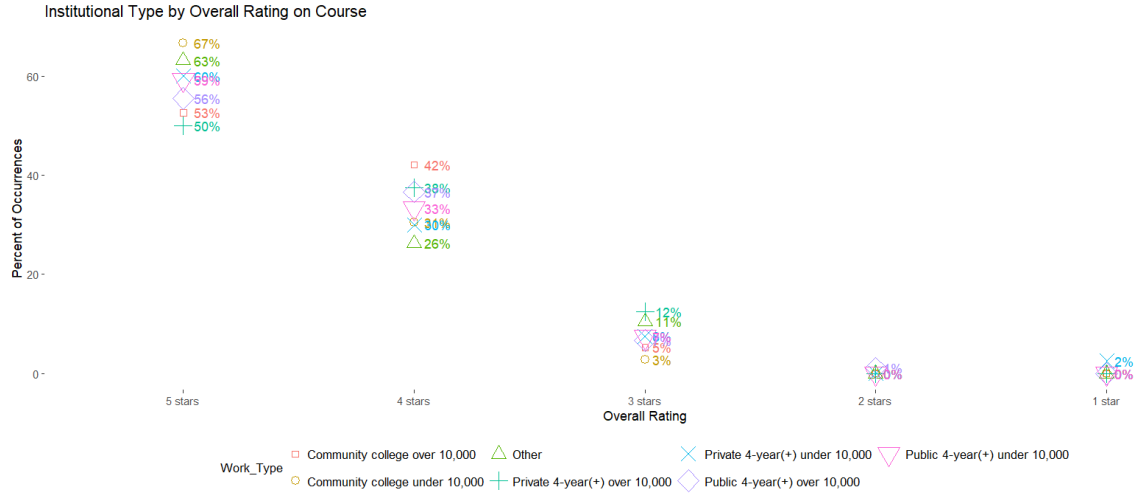
The vast majority of folks rated the overall course as 4 or 5 stars across percent of job dedicated to assessment (lowest amount was with 21-40% of job dedicated participants at 83% rating 4 or 5 stars). These results were similar to last year overall, just a little lower across groups (e.g., 21-40% folks had 90% ratings of 4 or 5 last year).

Assessment Competency by Overall Rating of Course



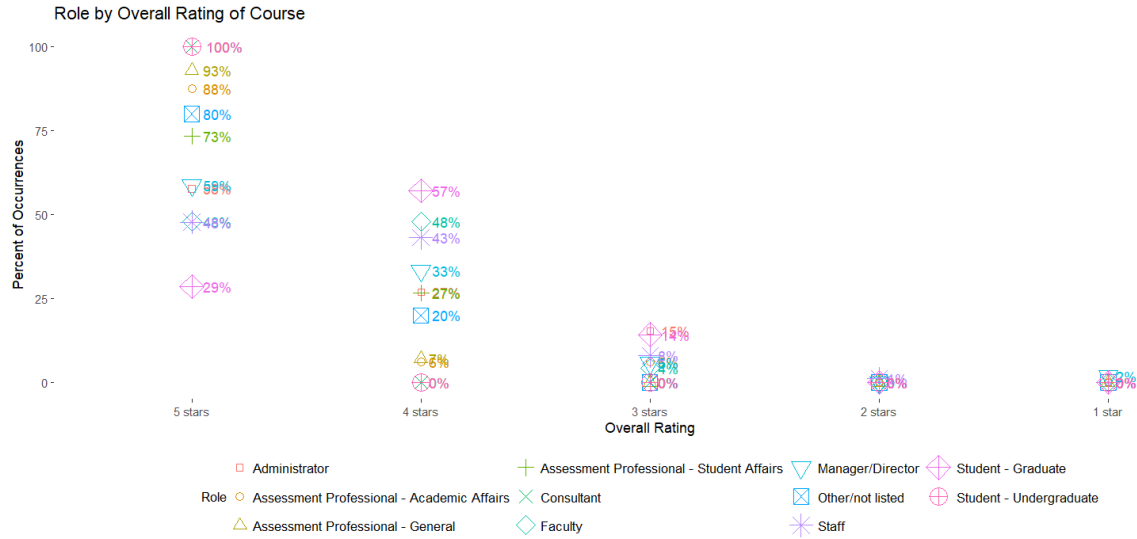
In the above dot plot of 251 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **assessment competency**. As an example, the Intermediate respondents were spread 54% 5 stars, 37% 4 stars, 10% 3 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across assessment competency (lowest amount was with Intermediate participants at 89% rating 4 or 5 stars). These results were similar to last year overall, just a little lower across groups (e.g., Intermediate folks had 94% ratings of 4 or 5 last year).



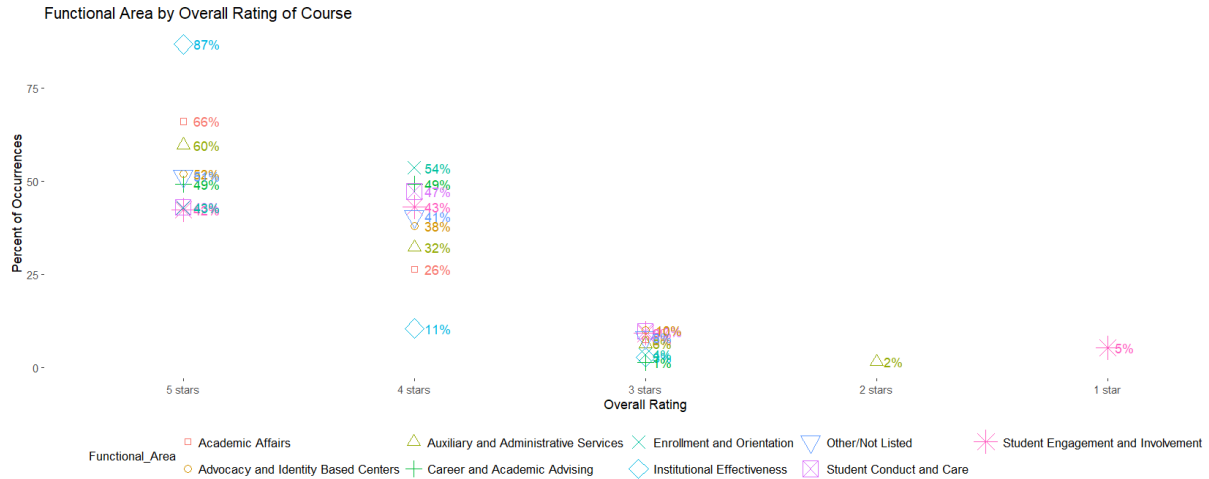
In the above dot plot of 252 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **institutional type**. As an example, the Public 4-year over 10,000 respondent responses were spread 56% 5 stars, 37% 4 stars, 7% 3 stars, etc.

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 10,000 at 88% rating 4 or 5 stars). These results were similar to last year overall, just slightly lower across groups (e.g., Private 4-year schools over 10,000 folks had 90% ratings of 4 or 5 last year).



In the above dot plot of 252 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 73% 5 stars and 27% 4 stars.

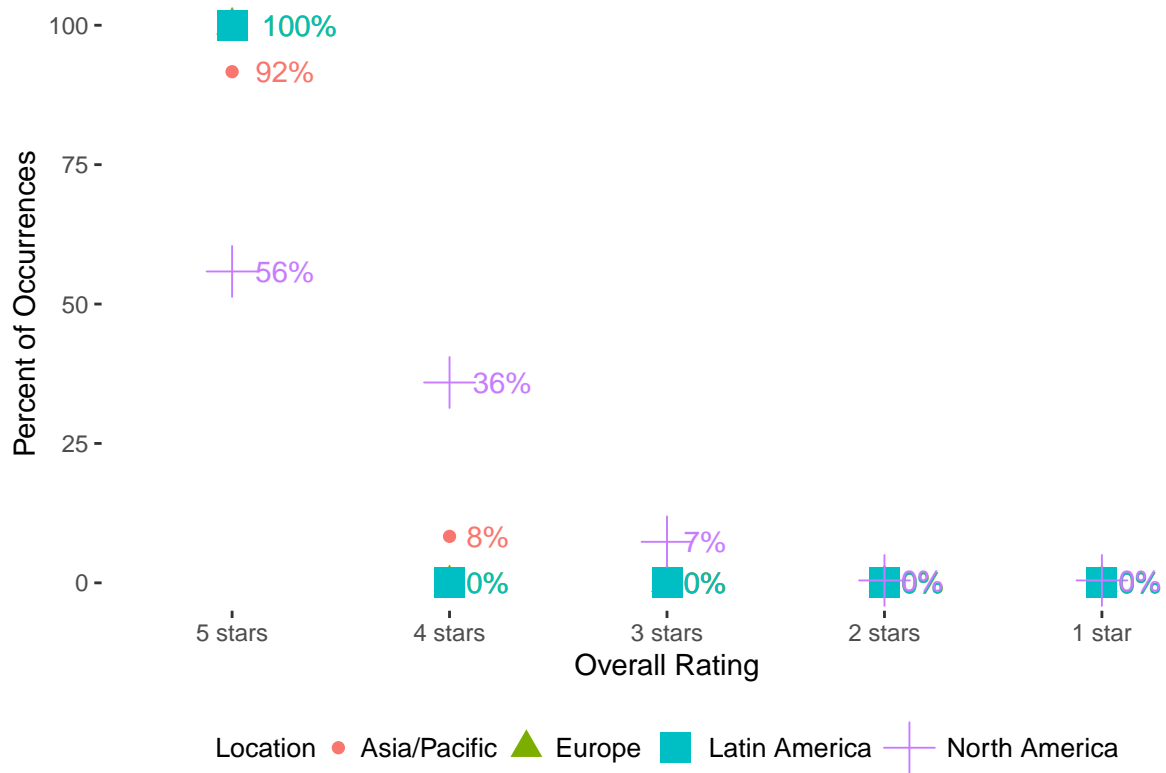
The vast majority of folks rated the overall course as 4 or 5 stars across role (lowest amount was with Administrator and Student - Graduate participants were both at 85% rating 4 or 5 stars). These results across learner type were higher than last year (e.g. Assessment Professionals - Student Affairs folks had 81% scores of 4 and 5 stars), despite the collective overall ratings being slightly lower than last year.



In the above dot plot of 251 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 87% 5 stars, 11% 4 stars, and 3% 3 stars.

The vast majority of folks rated the overall course as 4 or 5 stars across functional areas (lowest amount was with Student Engagement and Involvement participants at 85% rating 4 or 5 stars). These results were similar to last year overall, just a little lower across groups (e.g., Other/Not listed folks were the lowest last year with 89% ratings of 4 or 5 last year).

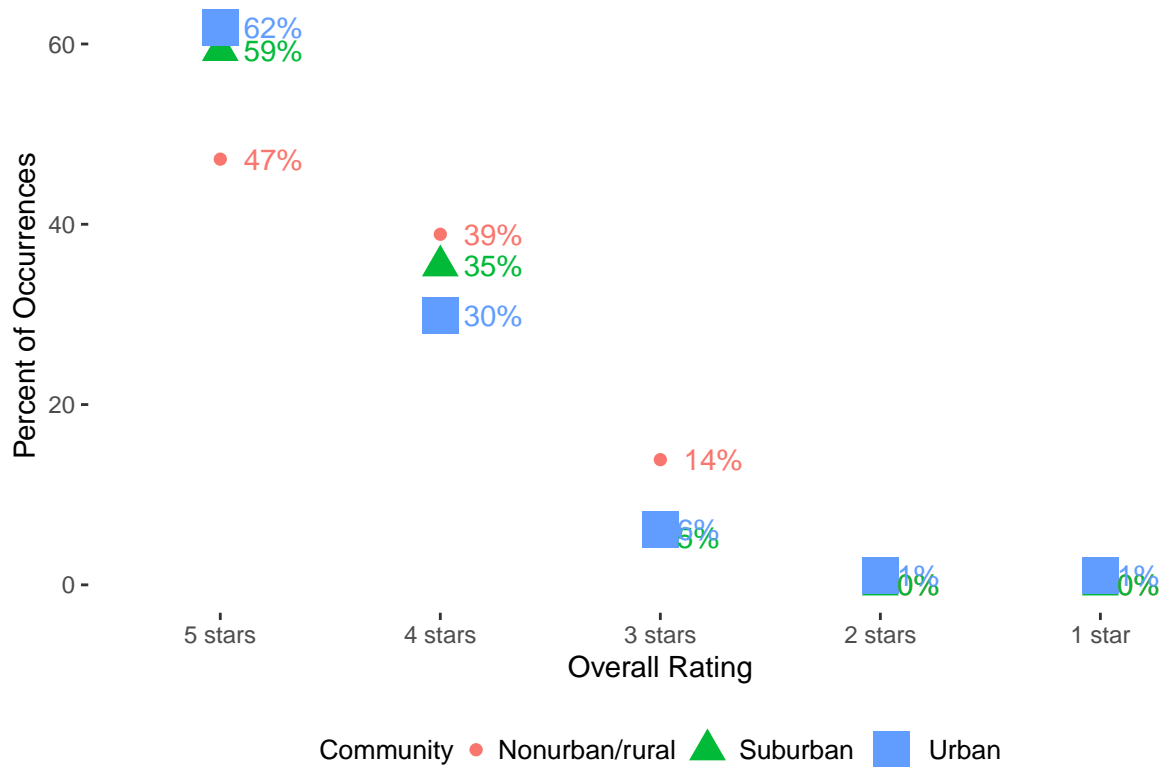
Location by Overall Rating of Course



In the above dot plot of 252 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 56% at 5 stars, 36% 4 stars, and 7% 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 92% rating 4 or 5 stars). These results were similar to last year overall, just slightly lower across groups (e.g., North American folks had 95% ratings of 4 or 5 last year).

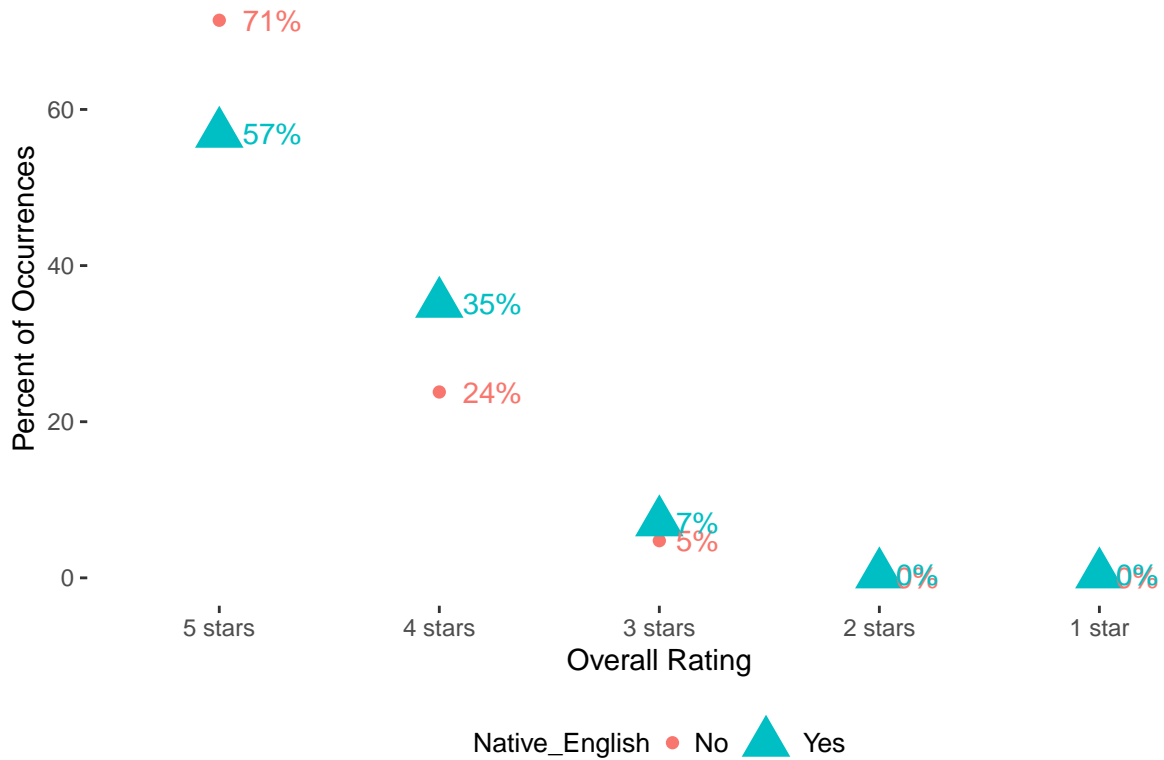
Residential Community by Overall Rating of Course



In the above dot plot of 251 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 59% 5 stars, 35% 4 stars, 5% 3 stars, etc.

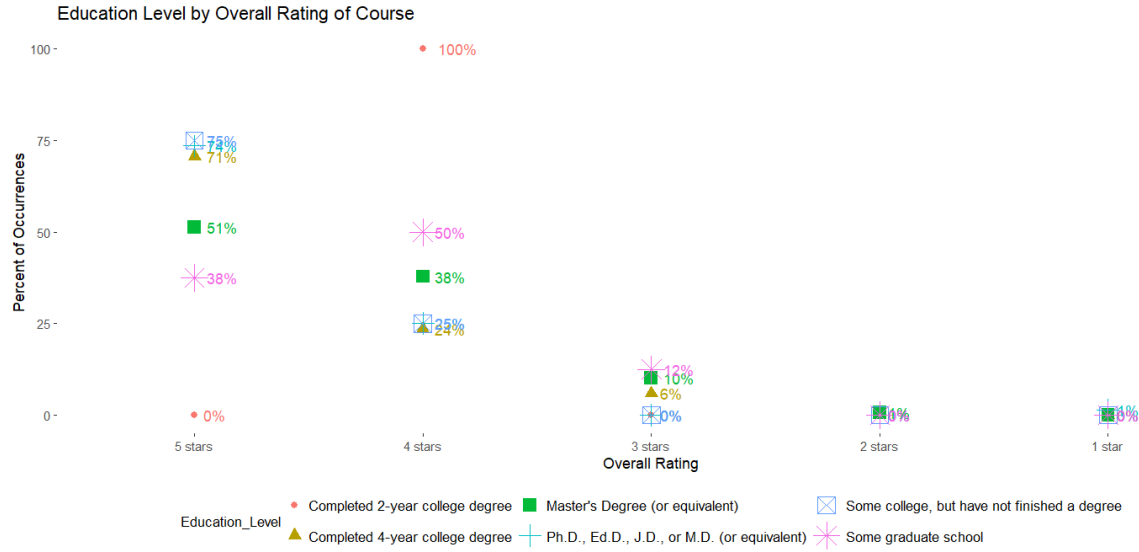
The vast majority of folks rated the overall course as 4 or 5 stars across residential communities of respondents (lowest amount was with Nonurban/rural participants at 86% rating 4 or 5 stars). These results were similar to last year overall, just a little lower across groups (e.g., Urban folks had the lowest last year with 94% ratings of 4 or 5 last year).

Native English by Overall Rating of Course



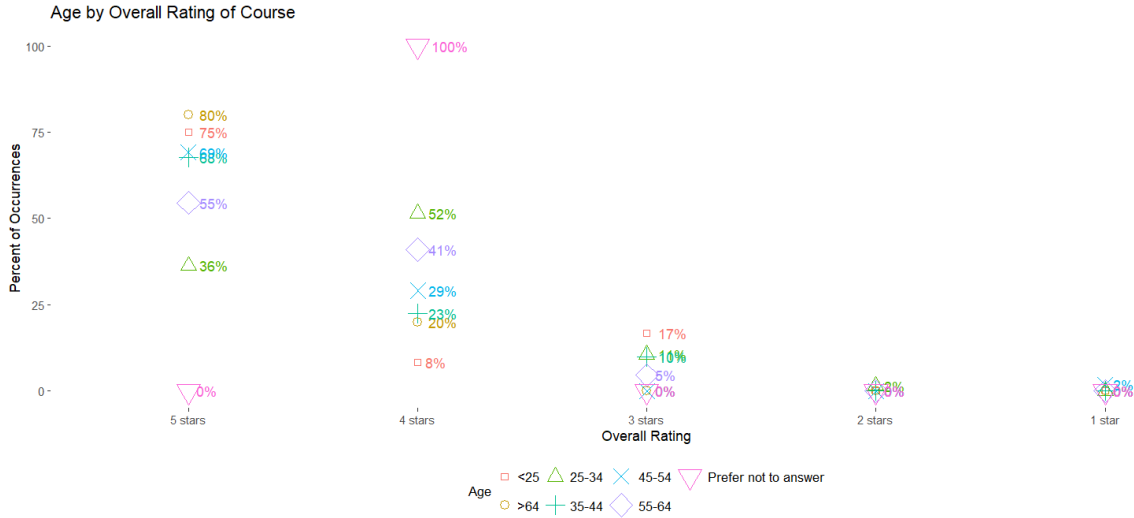
In the above dot plot of 251 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **Native English Speakers**. As an example, the Yes/Native English speaking respondents were spread 57% 5 stars, 35% 4 stars, and 7% 3 stars.

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 92% rating 4 or 5 stars). These results were similar to last year overall, just slightly lower across groups (e.g., Yes/Native English respondents had 95% ratings of 4 or 5 last year).



In the above dot plot of 251 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 51% 5 stars, 38% 4 stars, 10% 3 stars, etc.

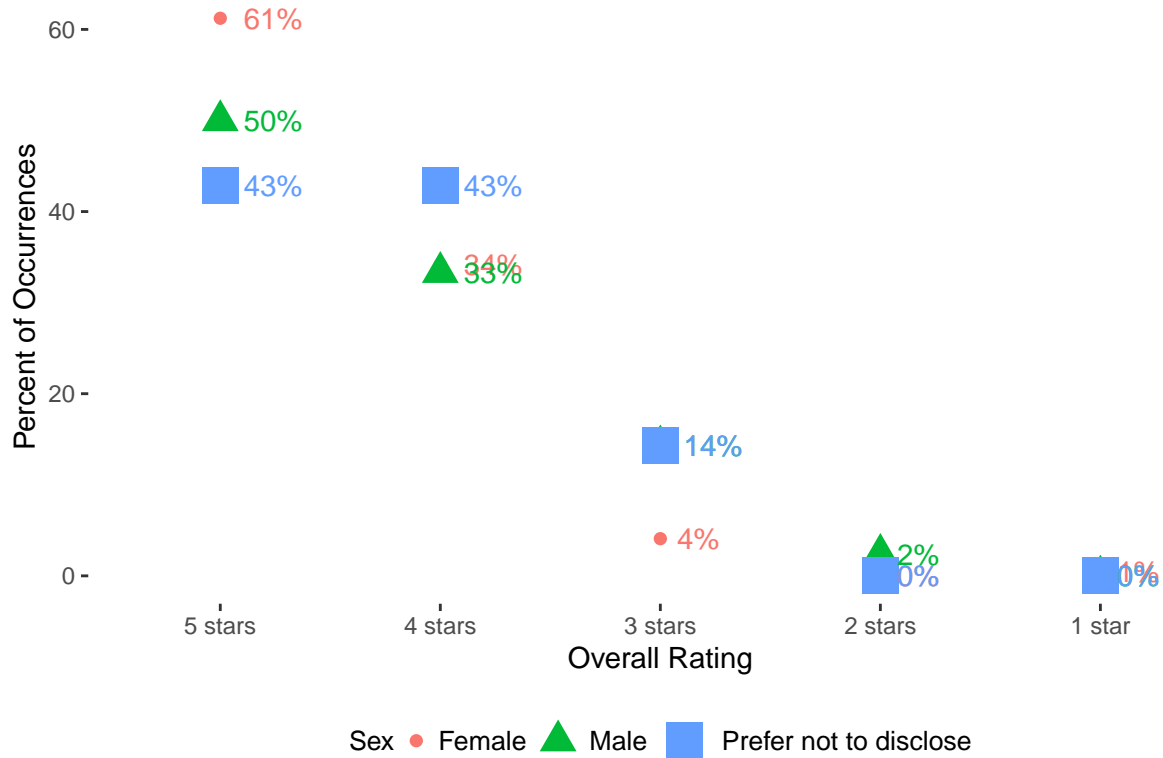
The vast majority of folks rated the overall course as 4 or 5 stars across education levels (lowest amount was with Some graduate school folks at 88% rating 4 or 5 stars - though only two respondents fell into this category). Despite the overall results being similar to last year, the group responses were elevated compared to last year (e.g., Completed 2-year college degree folks had the lowest amount with 50% ratings of 4 or 5 last year).



In the above dot plot of 242 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 36% 5 stars, 52% 4 stars, 10% 3 stars, etc.

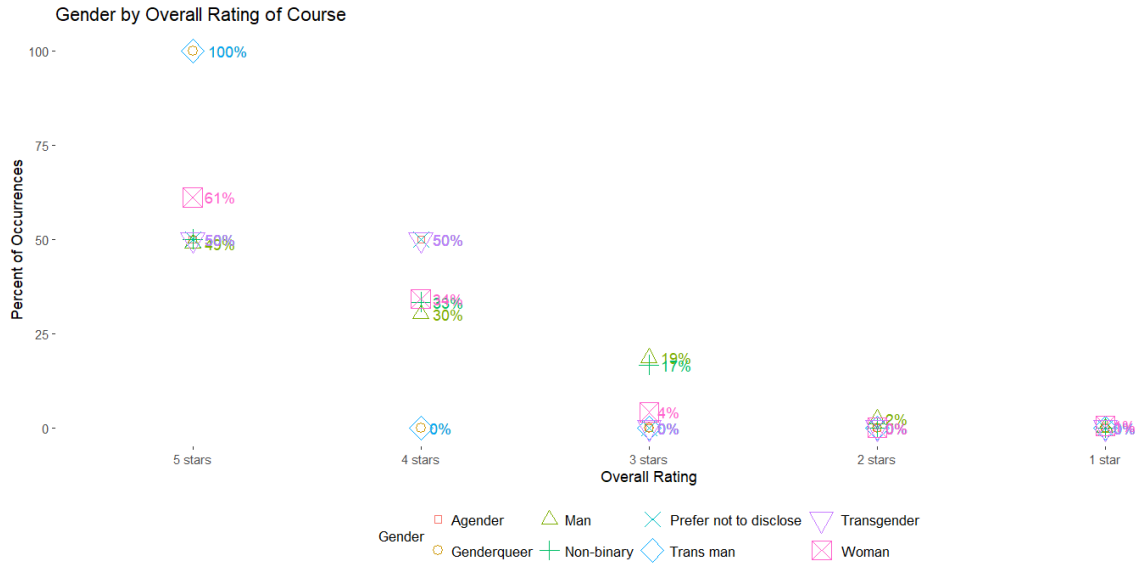
The vast majority of folks rated the overall course as 4 or 5 stars across age groups (lowest amounts were with <25 at 83% rating 4 or 5 stars). These results were similar to last year overall, just lower across groups (e.g., lowest groups last year were 35-44 and 55-64 groups both with 95% ratings of 4 or 5 last year).

Sex by Overall Rating of Course



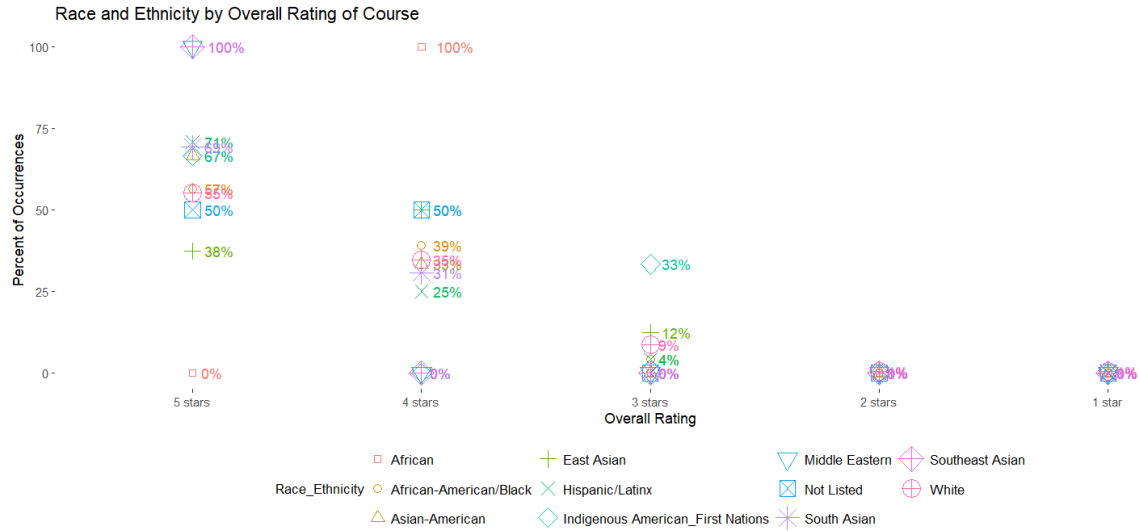
In the above dot plot of 250 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **sex**. As an example, Female respondents were spread 61% 5 stars, 34% 4 stars, 4% 3 stars, etc.

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, 83% Male, and 86% Prefer not to disclose. These results were similar to last year overall, just a little lower across groups (e.g., 95% Female, 94% Male, 100% Prefer not to disclose).



In the above dot plot of 252 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 Woman respondents were spread 61% 5 stars, 34% 4 stars, 4% 3 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across gender groups (lowest amounts were with Man respondents at 79% rating 4 or 5 stars). These results were similar to last year overall, just lower across groups (lowest amounts were with Man and Woman participants both at 94% rating 4 or 5 stars).



In the above dot plot of 250 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, 35% 4 stars, 9% 3 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across race and ethnicity groups (lowest amount was with Indigenous American_First Nations folks at 67% rating 4 or 5 stars). These results were similar to last year overall, just lower across groups (e.g., lowest amount last year 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:

- 93% of respondents agreed or strongly agreed to positive impact of **course materials (videos, lecture material, readings)** and 92% for **course activities (quizzes, assignments, discussion boards)**. These results are a little lower than last year (95% for both last year, respectively).
- 66% of respondents indicated they spent **2 hours or less** (down from 73% last year), with another 20% (86% total) spending **3-4 hours per week** (down from 93% last year).
- 55% of respondents indicated **likelihood to recommend course** as a 9 or 10 (down from 62% last year), with another 24% (69% total) responding with an 8 (down from 87% last year).
- 91% of respondents rated **course quality** as 4 or 5 out of 5 stars. This year's data is lower than last year's result of 95% responding with 4 or 5 stars.
- 55% of respondents indicated instructor involvement should be a variety (down from 68% last year), while 30% indicated they like to learn on their own (up from 27% last year). Peer to peer learning increased to 8%, interacting only with instructor to 6%, and no instructor interaction decreased to 1% (all were at 5% last year).
- 49% of respondents indicated a course length preference of 7-8 weeks (same as last year), 28% indicated a preference of 5-6 weeks (down from 30% last year).

Given the disaggregated results shared, future analyses could dig deeper than these descriptives to truly examine relationships between variables. This would especially be worthwhile with respect to hours spent per week for Functional Area, Role, Assessment Competency, Non-Native English speakers, and Gender, as these areas seemed to have general stability or decreases across group percentages for spending 4 hours or less per week on the course despite the overall data showing an increase in time spent on the course per week. Likewise, Online Learner Type, Role, and Education Levels all showed stability or increases across group percentages of overall rating for the course despite overall data showing a decrease in overall rating for the course. 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!