2025 SAAL MOOC Executive Summary

Enrollment

This year, we saw 1677 participants enroll in the course, with 268 of them successfully completing the course. This resulted in a 16% completion rate, which is slightly lower than the 17.9% completion rate from last year but higher than the 14% and 15% completion rates from 2023 and 2022, respectively. This is the fifth highest completion rate in the nine years running the course. In addition to the competitive completion rate, this was our fourth highest enrollment in the history of the course!

Welcome Survey/User Profile

Participants are largely hearing about the course from friends of 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 largely 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 student affairs assessment professionals. They work in functional areas across the institution, with the largest concentrations in student engagement and involvement, institutional effectiveness, and student conduct and care. They attend from all types of institutions, but the largest concentration are in Public 4-year over 10,000; Public 4-year under 10,000; and Private 4-year under 10,000. While we have course takers from all over the world, the vast majority are from North America, nearly half in suburban residential communities, and the vast majority of participants speak English as their native language.

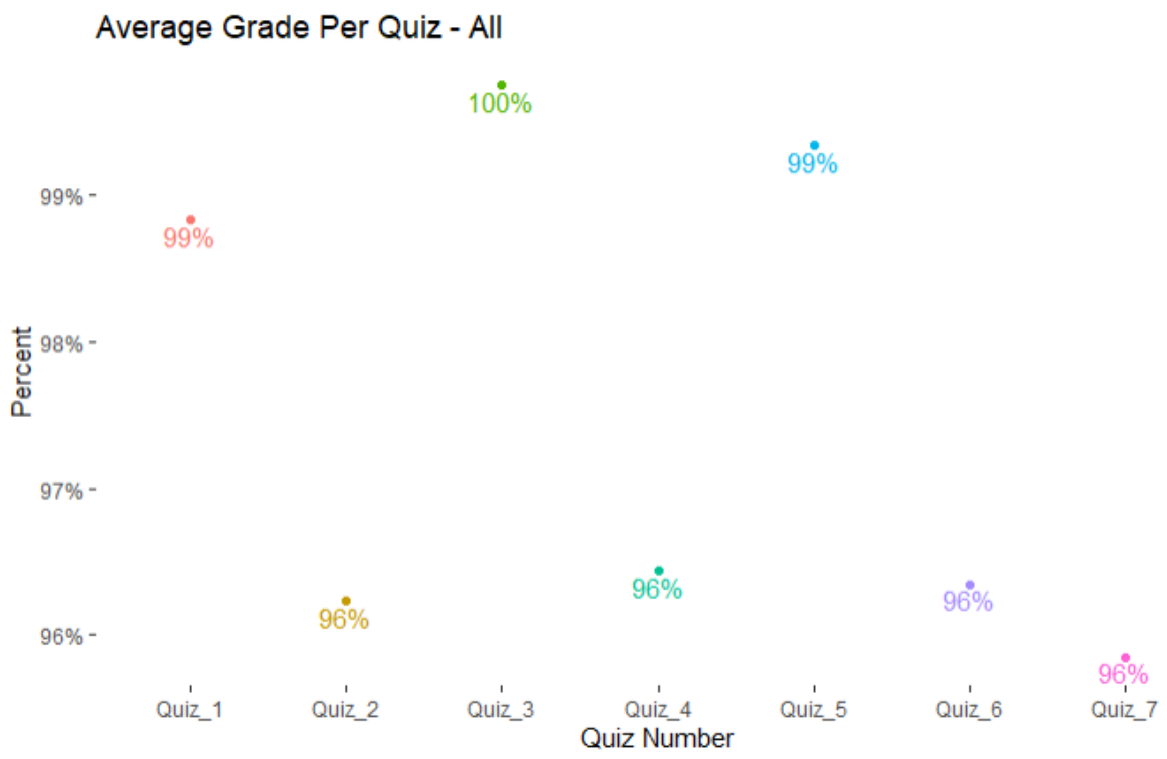
Course participants typically have master's degrees, the next largest group has terminal degrees. The course welcomed all ages of participants (from 16 to 70), with the average reported age of 42 for all respondents and completers and the most frequently reported ages being 40 for all respondents and 32 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 Southeast Asian and East Asian.

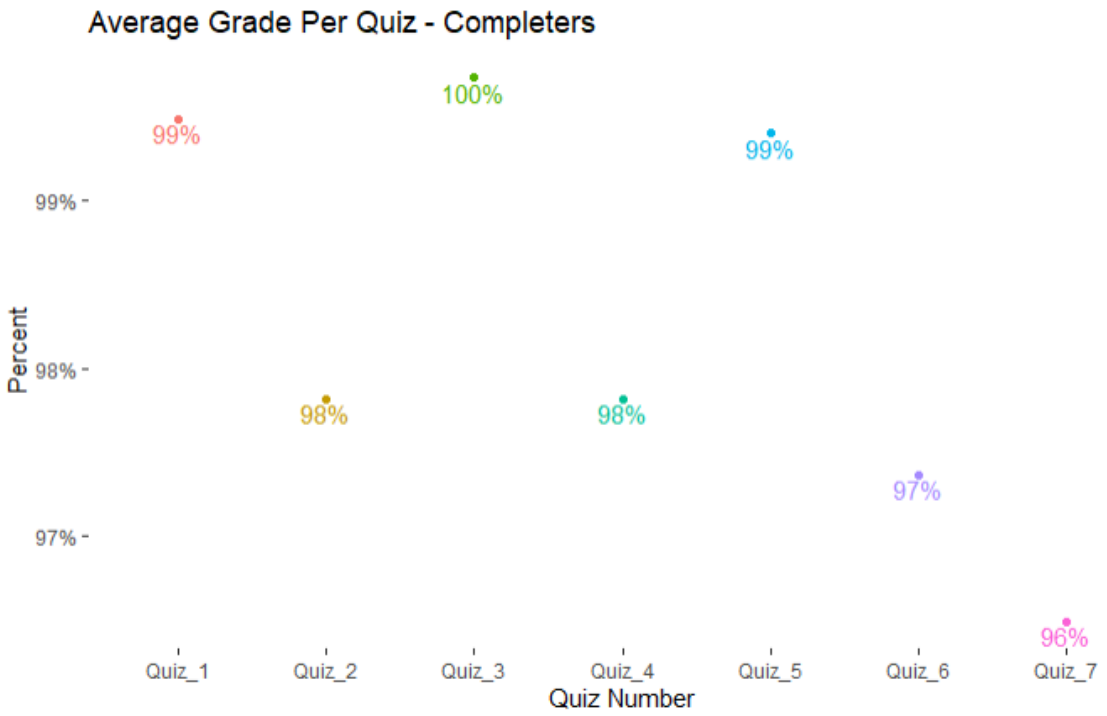
Because course completers had very similar demographic distribution/profile as the initial sample of survey respondents, the above narrative profile holds true for them, too. These results also largely mirror the results from last year, but you can read the Welcome Survey Results 2025 report to see more 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 96% correct or higher. These results are similar compared to last year's results; this year's results were slightly higher for Quiz 1 and Quiz 3, while slightly lower for Quiz 7 (last year's quiz scores in order: 98%, 96%, 98%, 97%, 99%, 96%, and 97%).



Completer quiz results are the same (Quiz 1, Quiz 3, Quiz 5, Quiz 7) or slightly more positive than the overall quiz results for all participants (Quiz 2, Quiz 4, Quiz 6). 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 96% correct or higher. These average scores were slightly lower (Quiz 1, Quiz 5, Quiz 7), slightly higher (Quiz 3), or the same compared to last year's completer quiz data (last year's quiz scores in order: 100%, 98%, 99%, 98%, 100%, 97%, and 97%).



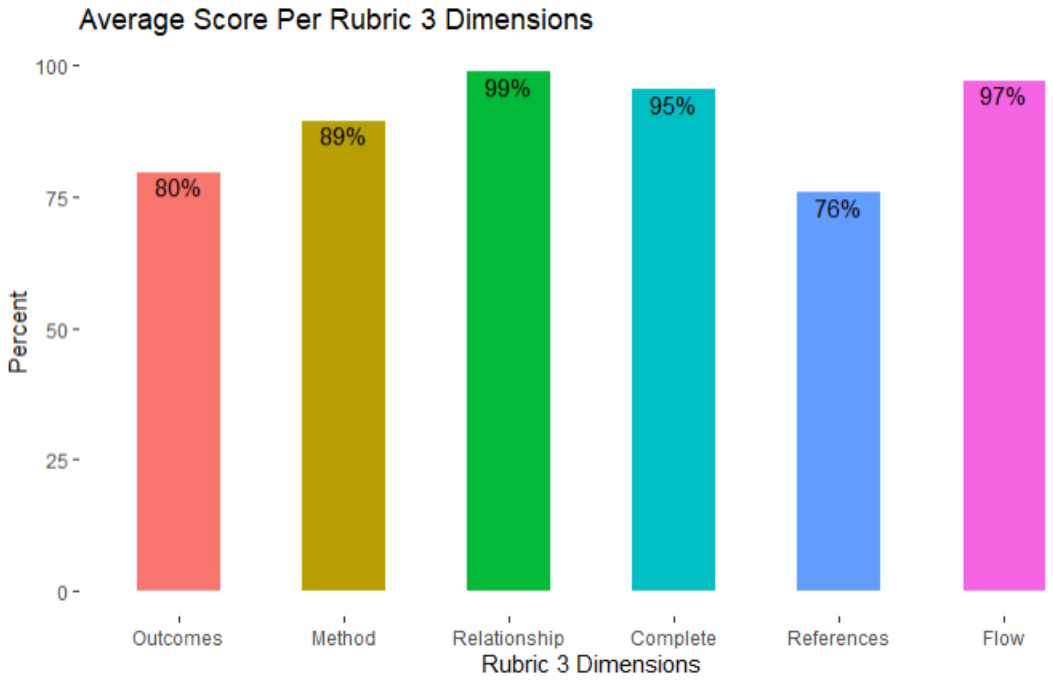
Data Disaggregation

Overall quiz results were disaggregated by completer demographics. As such, results are filtered from all course participants (1677) to those who completed the course (268). 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 230. 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 230 based on completers taking the Welcome Survey.

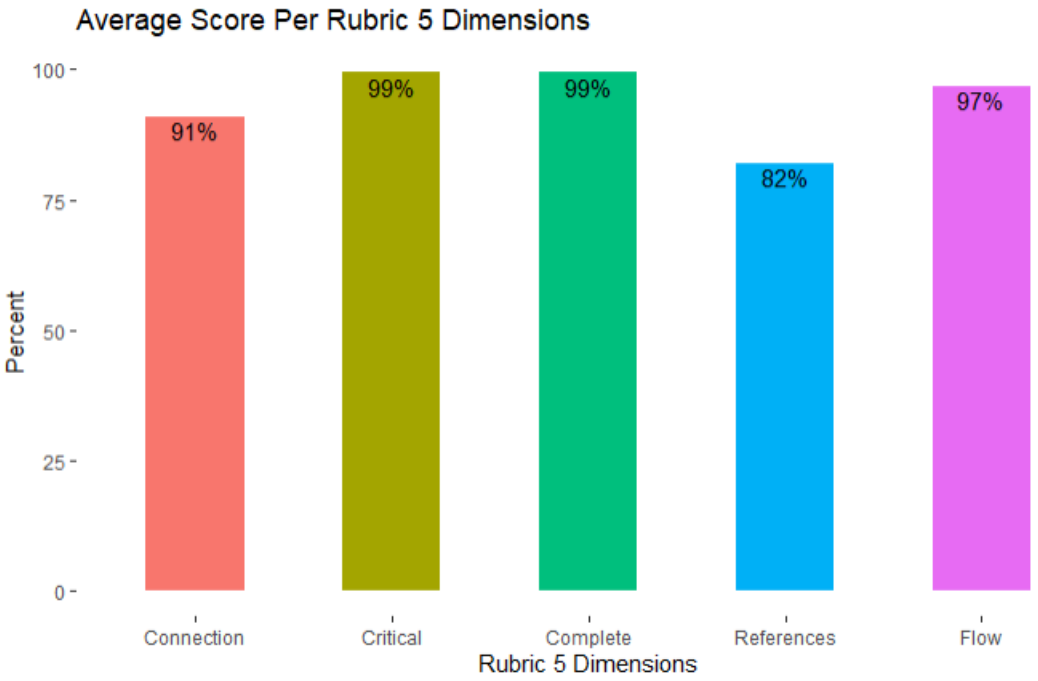
Across quiz scores and demographics, groups did fairly well overall (which makes sense considering all quiz scores averaged 96% or higher). Looking across a given demographic's scores (i.e., across all groups within a given demographic), the most participants with overall quiz scores of 95% or higher was assessment competency (68%) followed by sex (62%) across all groups in each demographic (same top two as last year, just reversed order). Overall, 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 2025 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 Module 3 assignment mode score 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 3/5, and Flow 5/5. Last year, the overall mode score was 28 and the scores per rubric dimension results were all 5/5. 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 280 participant artifacts for the Module 3 assignment and 259 participant artifacts for the Module 5 assignment. It is worth noting these resulting samples of 280 and 259 differ from overall amounts of assignments graded (322 for module 3 and 297 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 (268) 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: four of the six rubric dimensions for Module 3 were the same or better compared to last year and two of five for Module 5 were the same or better. Across self-reported assessment competency, sex, gender, and race/ethnicity populations, 67-91% of folks across groups earned an 87% or better on Module 3 and 60-93% of folks across groups earned a 92% or better on Module 5. For more detail and data on the demographic disaggregation or the assignment performance data, check out the Rubric Results 2025 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 269 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 255 responses.

- **94% of respondents agreed or strongly agreed to positive impact of course materials (videos, lecture material, readings).** These results are a little higher than last year (93%).
- **96% for course activities (quizzes, assignments, discussion boards).** These results are higher than last year (92%).
- **61% of respondents indicated they spent 2 hours or less** (down from 66% last year), with another 25% (86% total) spending 3-4 hours per week (same as last year).
- **51% of respondents indicated likelihood to recommend course as a 9 or 10** (down from 55% last year), with another 24% (75% total) responding with an 8 (same as last year).
- **92% of respondents rated course quality as 4 or 5 out of 5 stars**. This year's results are slightly higher than last year's result of 91% responding with 4 or 5 stars.
- **56% of respondents indicated instructor involvement should be a variety** (up from 55% last year), while 33% indicated they like to learn on their own (up from 30% last year). Peer to peer learning decreased to 5% from 8% last year, interacting only with instructor to 4% from 6% last year, and no instructor interaction is the same as it was last year 1%.
- **50% of respondents indicated a course length preference of 7-8 weeks** (49% last year), 31% indicated a preference of 5-6 weeks (up from 28% 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 Online Learner Type, Non-Native English speakers, Education Level, and Race/Ethnicity variables, as these areas seemed to have higher amounts of students spending 2 hours or less on the course this year compared to last when this year's overall results showed more students spending more time on the course per week. Likewise, Online Learner Type and Age variables showed increases across group percentages of overall course rating in line with overall increase this year compared to last, whereas other variables had decreases or more variability of results from year to year. To see more of these demographic results or survey results overall, check out the User Experience Survey Results 2025 report.

Qualitative Analyses

When looking at the user experience survey, there were two open-ended questions. The first, focused on professional and personal goals, contained feedback that was mostly positive (68% of comments had a positive sentiment). With respect to negative or constructive feedback:

- a few participants noted limitations in their ability to engage fully due to time constraints;
- some expressed that while the course reinforced existing knowledge, it offered limited new insights for those with advanced backgrounds in assessment;
- others suggested that earlier access to the course or more flexible pacing could have improved their experience; and
- a small number of comments reflected feelings of imposter syndrome or uncertainty about applying assessment concepts, indicating a need for more foundational support or scaffolding.

The second open-ended question captured general feedback about the course saw participants provide more direct suggestions for enhancement. Common themes included:

- a desire for extended course duration (e.g., full semester format), more engaging and detailed lecture content, and better organization of reading materials;
- technical issues such as poor contrast in dark mode and overwhelming reading volume were noted;
- there were several respondents who recommended refining assignments to better align with personal professional contexts and increasing peer-to-peer engagement; and
- suggestions also included adding more real-world case studies and improving the interactivity of video content.

Across all of the feedback, though some of the comments were more about the individual than facilitation of the course, it is all good feedback for the instructors to know and consider for possible ways to improve the course and/or adjust our approach when engaging with students.

This past year saw two new instructors teaching in the course for the first time. Naturally, they will have elements of their approach and content to tweak in preparation for the next year. As always, 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 SU2025

Joe Levy

Summer 2025

Report Orientation

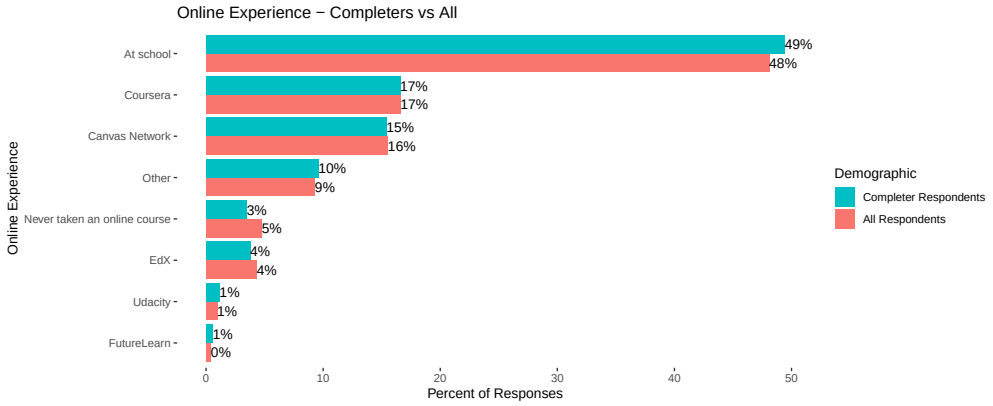
This report analyzes and visualizes respondent data from the course Welcome Survey, which gathers some marketing, expectations, and demographic information of course participants. This document first presents overall data, then filters responses for just those who completed the course to demonstrate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

Overall & Completer Results

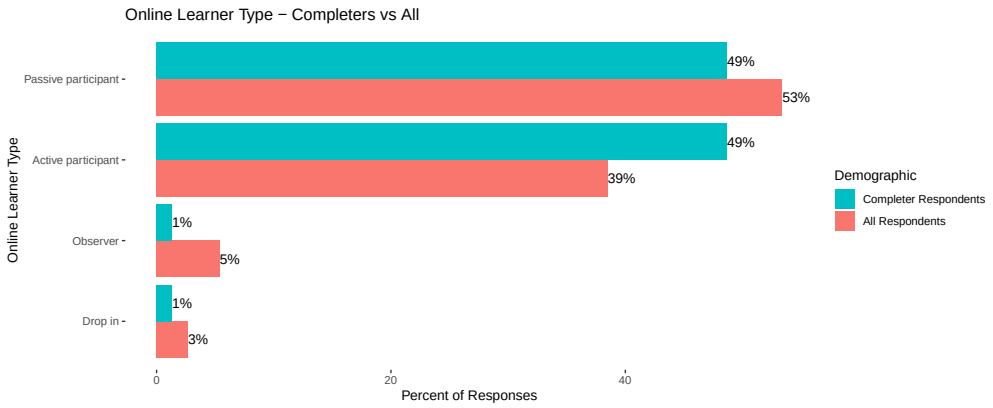
The Welcome Survey had 861 respondents of the 1677 course participants. In looking to analyze the results, responses were filtered for only students who consented to using their data for assessment or report-related purposes. This resulted in a sample of 634 responses for the Welcome Survey - these respondents 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 634 survey respondents filters down to 230. These 230 responses represent the 268 successful badge earners for the course who completed the Welcome Survey and consented to using their data - 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, with marketing via sponsors making up a bigger chunk 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.

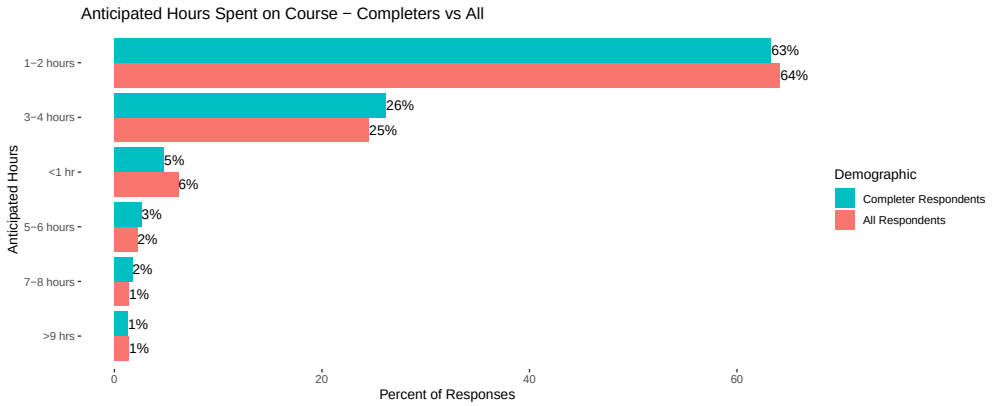
The top three reasons for taking the course are the same for all respondents and completers. These top reasons match the top reasons from last year, though the "I hope to gain skills for a promotion at work" was the second reason for all respondents last year.



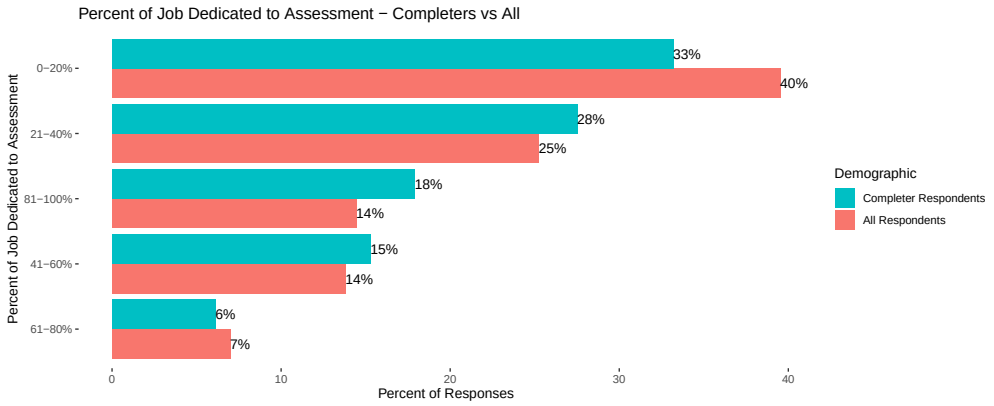
The top three experience options were similar for overall participants and completers. These top results were similar and in the same order as last year's results (slightly less people saying they never took an online course this year). **NOTE:** The experience with online courses data is made up from a check-all-that-apply question.



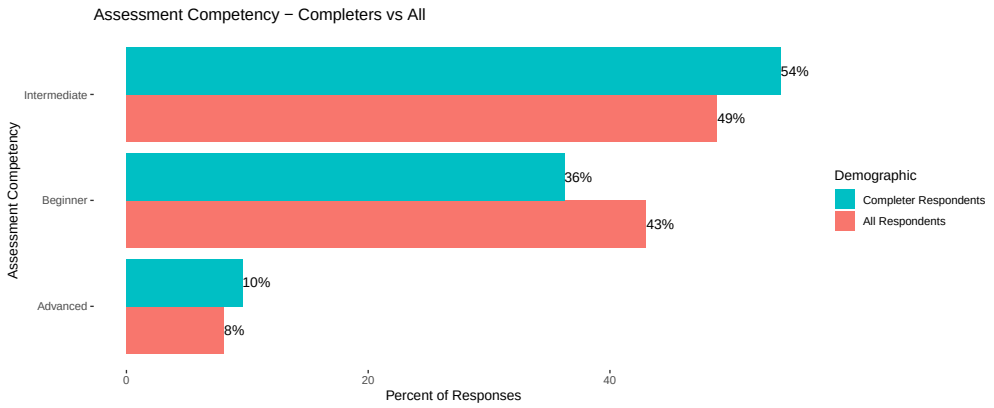
Reasons for taking the course were a bit different between the overall population and the completers, with completers being more split between passive and active and all respondents being more passive than active. Last year's results were similar for all respondents (49% passive/41% active), with more passive folks as completers this year (52% active/42% passive last year). Overall - all respondents and completers - were a bit more passive learners this year compared to last (continuing a switch observed year over year).



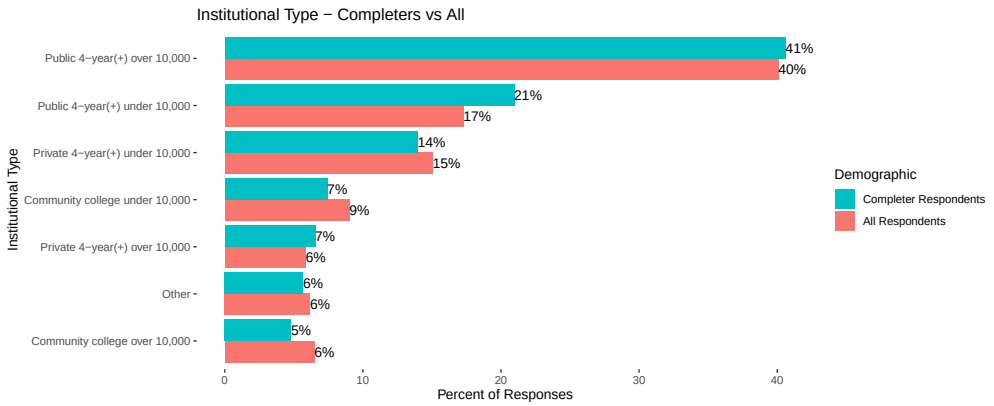
Anticipated hours were about the same for completers vs all respondents and pretty similar to reported results from last year. Messaging/expectations of the course instructors expecting people to spend 1-2 hours per module may have influenced the majority responses for 1-2hrs on the course per week, 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: 86% of all User Experience respondents reported spending 4 hours or less on the course each week and 61% of respondents reported spending 2 hours or less each week.



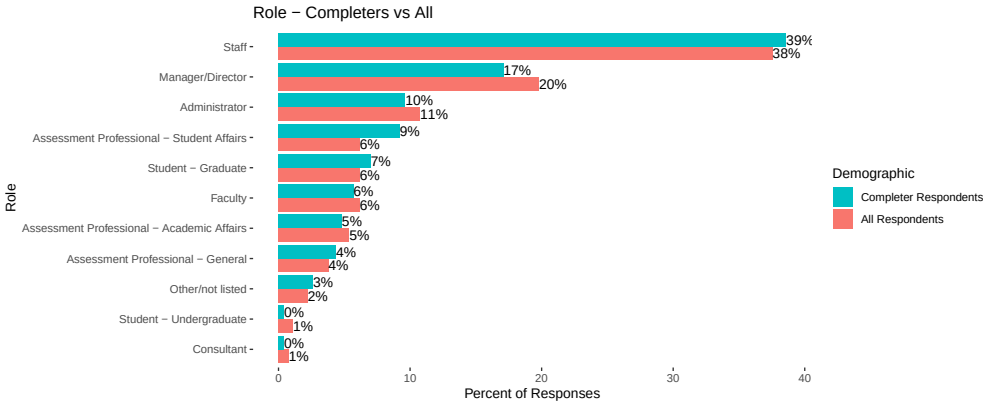
Percent of job dedicated to assessment - on the whole - is pretty similar among completers vs all respondents, with 40% or less of their job dedicated to assessment (61% for completers and 65% for all respondents). Overall, fairly similar distribution of results compared to last year, though this year's course participants have a bit more of their portfolio dedicated to assessment compared to last year as results were 66% for completers, 68% for all who had 40% or less of their job dedicated to assessment.



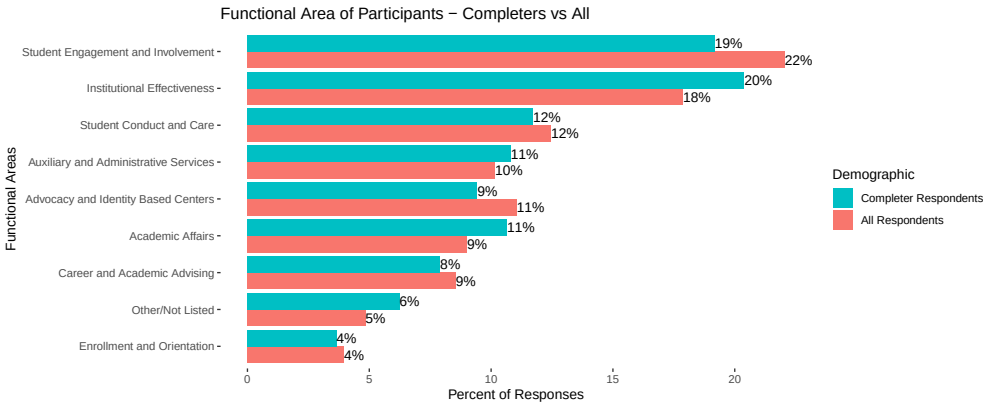
Similar to last year, completers and all respondents have more intermediate than beginner folks (advanced always the minority share). The completer results are a little more pronounced than last year to demonstrate the course served a slightly more experienced participants (64% intermediate/advanced this year, 60% last year).



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: last year's results were Public 4-year over 10,000, Private 4-year under 10,000, Community college under 10,000, and Public 4-year under 10,000. Outside the top four, this year's respondents represented more Private 4-year over 10,000 compared to Community college over 10,000 compared to last year.



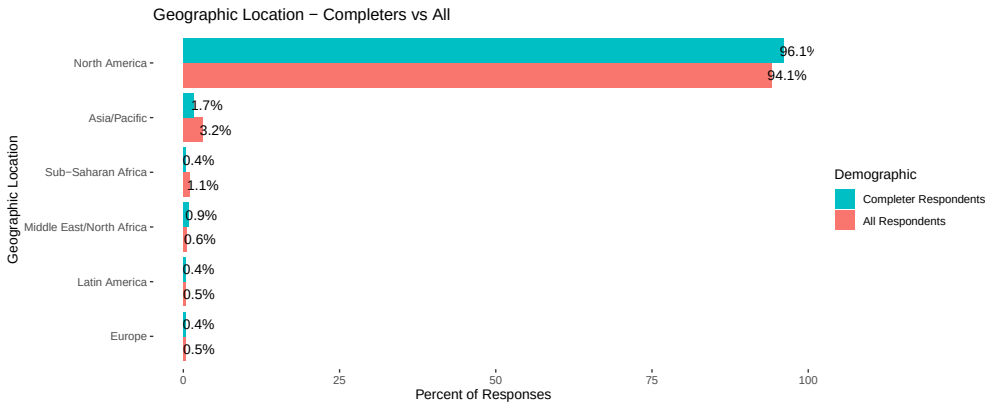
The top three responses for role of completers and all respondents this year mirror last year's results. Compared to last year, there's more overall and completer respondents as student affairs assessment professionals and graduate students, but less faculty and academic affairs assessment professionals.



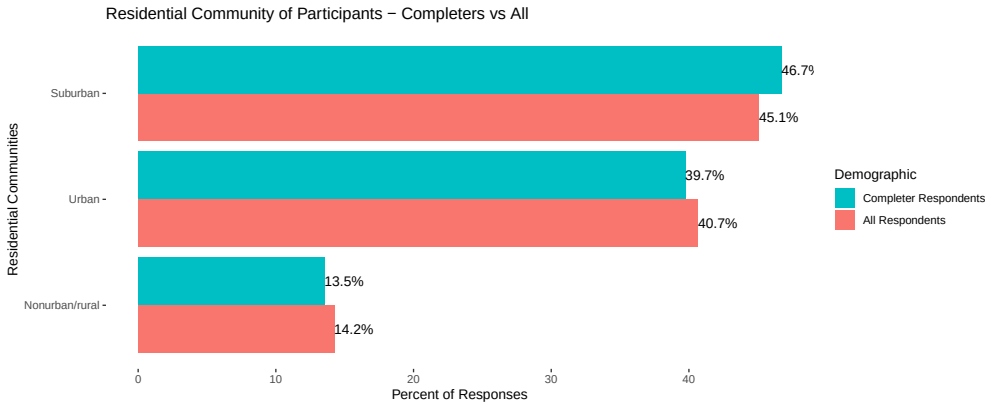
Responses for functional area for participants are a little different for completers vs all respondents. For completers, institutional effectiveness was the most common and academic affairs tied for the fourth spot, where all respondents saw advocacy and identity based centers at the fourth spot. Last year saw Institutional Effectiveness as the top category for completers and all respondents, with student engagement and involvement in the clear second spot followed by student conduct and care and career and academic advising. Some shake ups in order this year, for sure with 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)

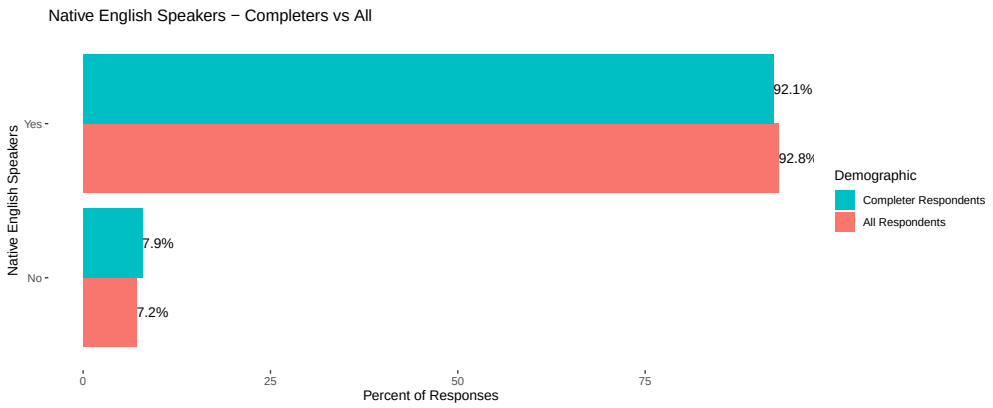
- Auxiliary/Administrative Services (Dining, Event Planning, Administration Services, Campus Police and Safety, Technology Services, Resident Life/Housing, Communication/Marketing)
- Career and Academic Advising (Career Services, Academic Advising, Learning Assistance/Testing/Placement Programs)
- Enrollment 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)



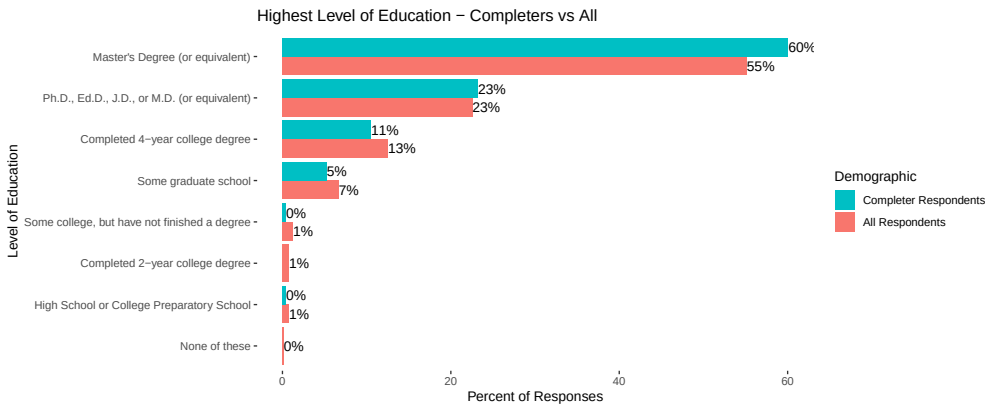
Geographically, the top places where participants are taking the course were similar for completers and all participants: North America and Asia/Pacific. Beyond that, completer and all participants vary slightly across the remaining locations and their order. Last year, the most common locations were in the same order of the top two locations (North America, Asia/Pacific) followed by Europe and then Middle East/North Africa, Latin America, and Sub-Saharan Africa.



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).



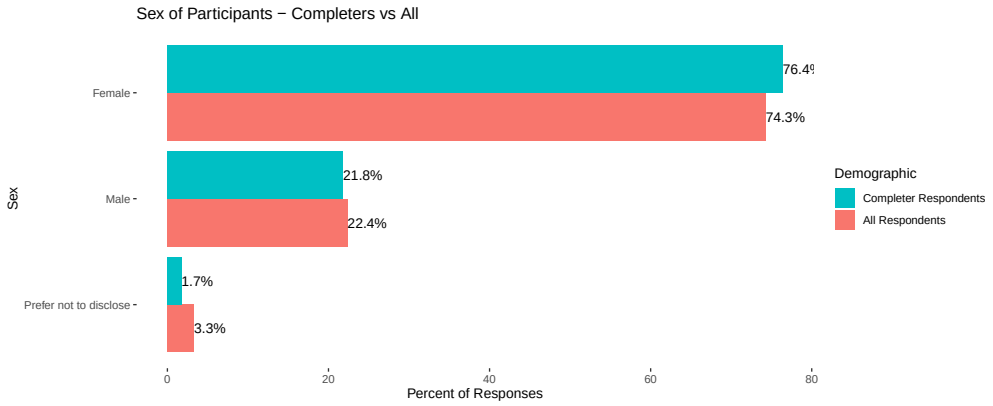
With respect to native language, completers vs all participants again had similar distributions. These numbers are similar to last year (91%+ yes).



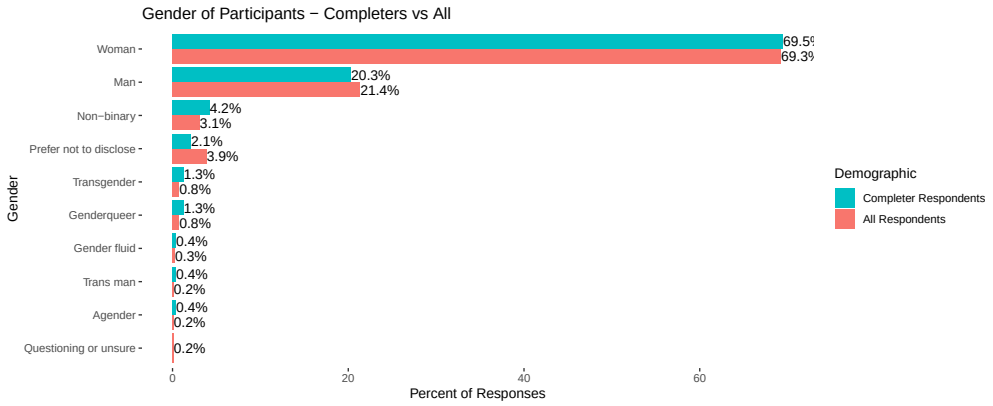
The distribution of responses for highest level of education is relatively the same for completer vs all participants. Completers had slightly more master's and doctorate/terminal degrees compared to all participants, and consequently slightly less at the other levels. The prevalent degree levels held 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	16	70	42	42	40
Completer Respondents	18	66	42	42	32

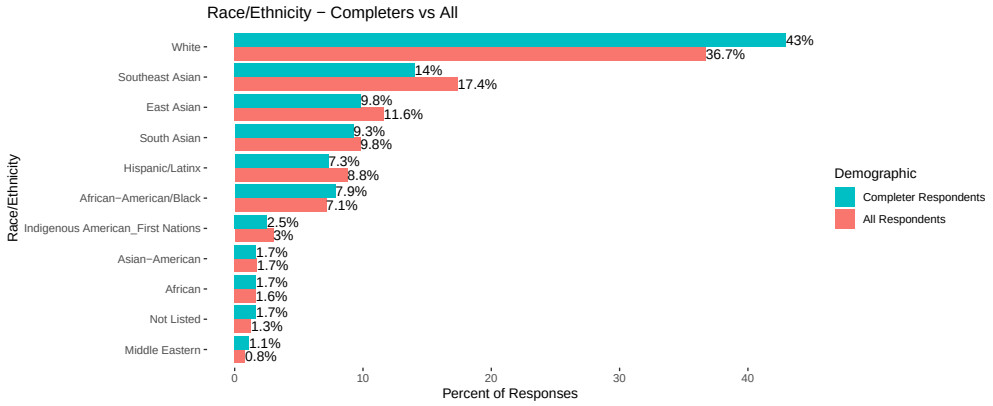
The table above shows the age breakdown of participants. Mean, median, maximum, and minimum ages were relatively similar for completers compared to all respondents, but mode/most common age of completers was decently younger than the all respondent population (similar phenomena to last year). Overall, results were pretty similar to last year, though all age categories this year were slightly younger than last year's values for each area and both populations.



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 (78.1% and 77.1%, respectively); similar number of prefer not to disclose responses across both years (slightly less for completer and all respondent values for this year).



Completers were similar to all respondents with respect to gender responses in order. This year's results have more non-binary responses in the third spot vs fourth last year, as well as an increase in prefer not to respond and transgender responses compared to last year's distribution of responses.



Completes and all respondents had the most common race/ethnicity options for White, Southeast Asian, East Asian, and South Asian. 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 were pretty different from least year; most common race/ethnicity was White last year (as this year), but then was followed by African-American/Black, and Hispanic/Latinx. While this year's results still had White as the most common race/ethnicity like last year, this year's course participants are more diverse overall compared to last year.

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 of 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 largely 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 student affairs assessment professionals. They work in functional areas across the institution, with the largest concentrations in student engagement and involvement, institutional effectiveness, and student conduct and care. They attend from all types of institutions, but the largest concentration are in Public 4-year over 10,000; Public 4-year under 10,000; and Private 4-year under 10,000. While we have course takers from all over the world, the vast majority are from North America, nearly half in suburban residential communities, and the vast majority of participants speak English as their native language.

Course participants typically have master's degrees, the next largest group has terminal degrees. The course welcomed all ages of participants (from 16 to 70), with the average reported age of 42 for all respondents and completers and the most frequently reported ages being 40 for all respondents and 32 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 Southeast Asian and East Asian.

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

Quiz Data SU2025

Joe Levy

Summer 2025

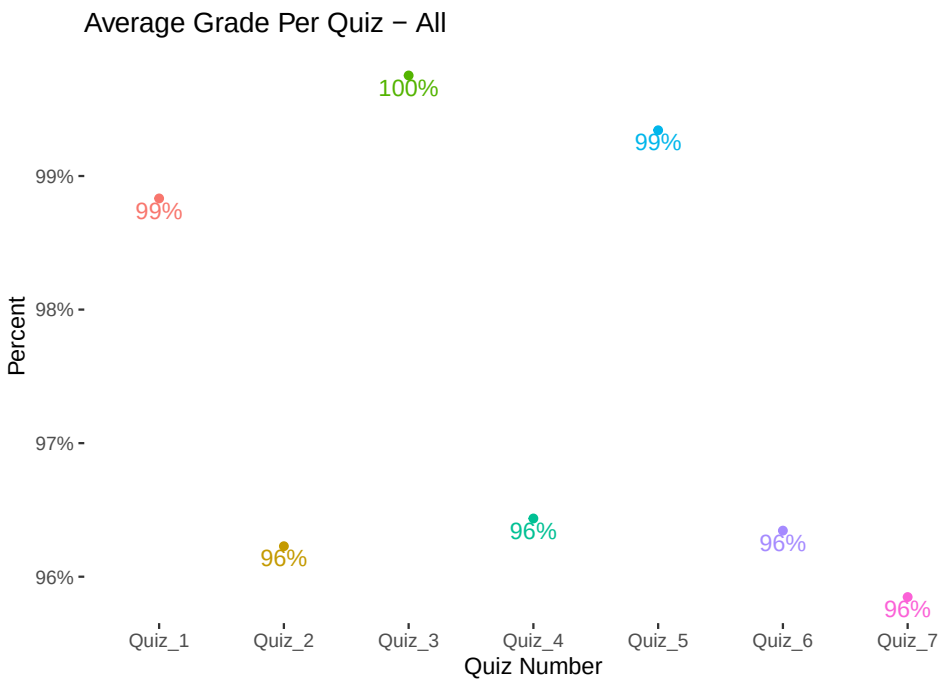
Report Orientation

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

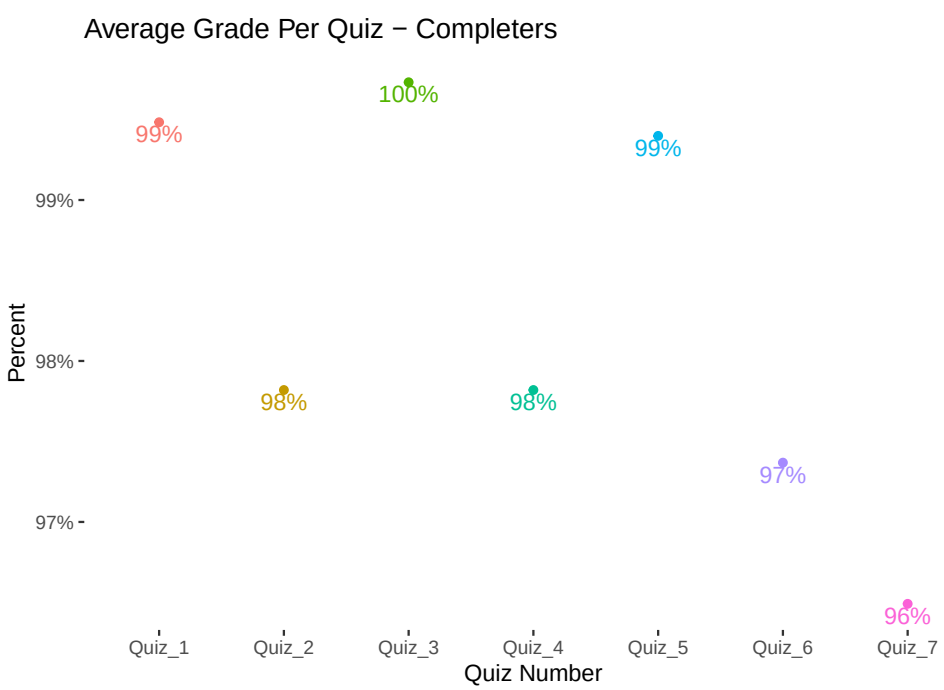
In order to have a consistent sample size across quizzes (as many students attempted some quizzes but not others), quiz responses were filtered to contain students who consented to have their data used for analysis and attempted each quiz. Of the 1677 total students, this resulted in 578 students for the first quiz and, given attrition over the course, the number got smaller across quizzes (e.g., 344 for the final quiz).

It is worth noting the amount of quiz takers (even earning a 75% or better) differs from overall course completers (268) 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 254 - 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.



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 96% correct or higher. These results are similar compared to last year's results; this year's results were slightly higher for Quiz 1 and Quiz 3, while slightly lower for Quiz 7 (last year's quiz scores in order: 98%, 96%, 98%, 97%, 99%, 96%, and 97%).

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).

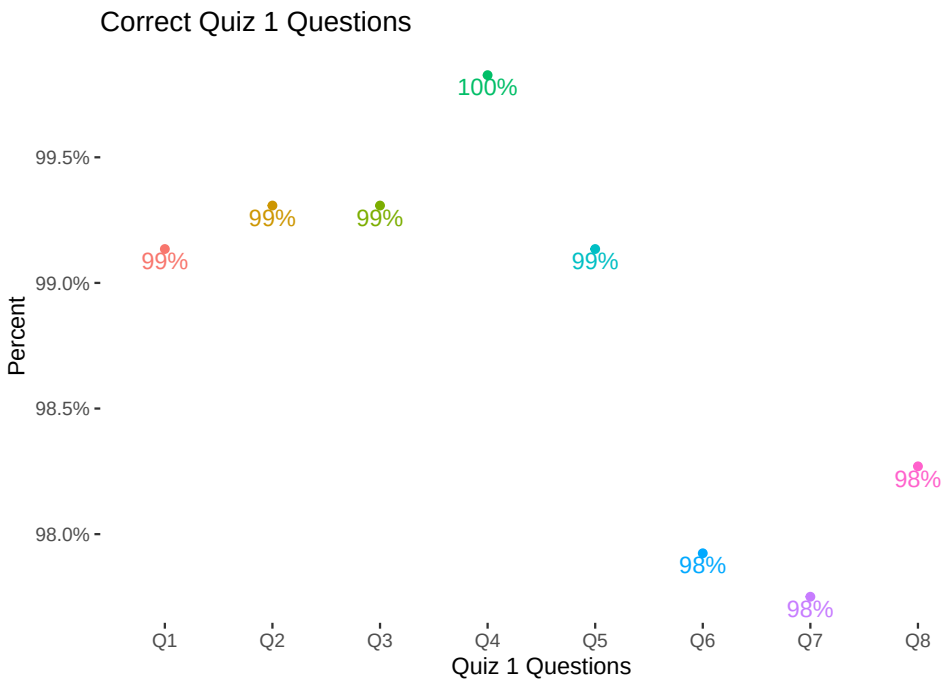


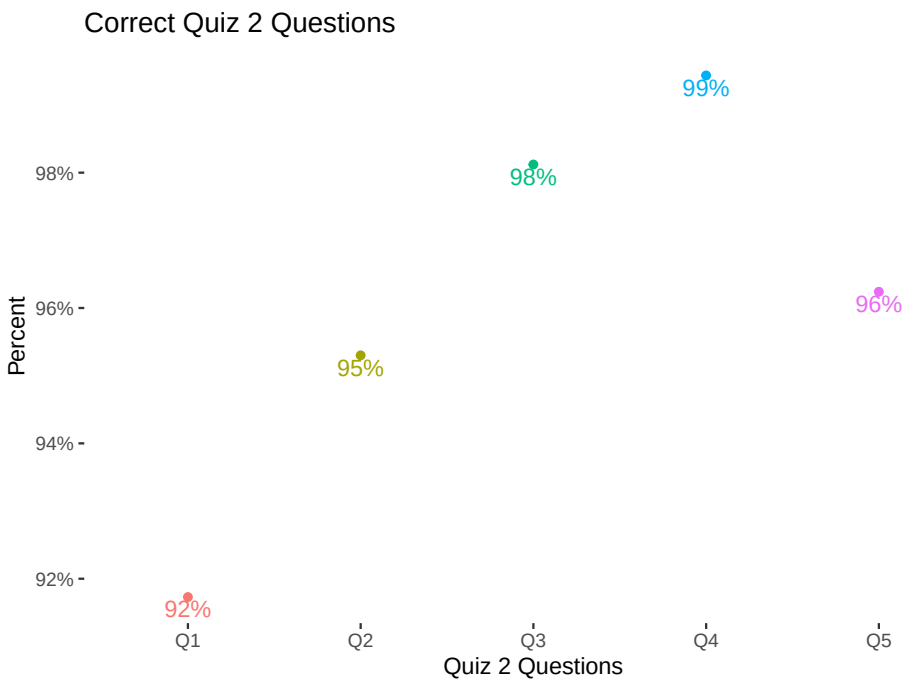
Completer quiz results are the same (Quiz 1, Quiz 3, Quiz 5, Quiz 7) or slightly more positive than the overall quiz results for all participants (Quiz 2, Quiz 4, Quiz 6). Again, the mode quiz scores were the max values (100% correct score) per respective quiz, so average quiz scores are shown here to offer a bit more variability with respect to student performance in each quiz. Even with the averages, each quiz average is 96% correct or higher. These average scores were slightly lower (Quiz 1, Quiz 5, Quiz 7), slightly higher (Quiz 3), or the same compared to last year's completer quiz data (last year's quiz scores in order: 100%, 98%, 99%, 98%, 100%, 97%, and 97%).

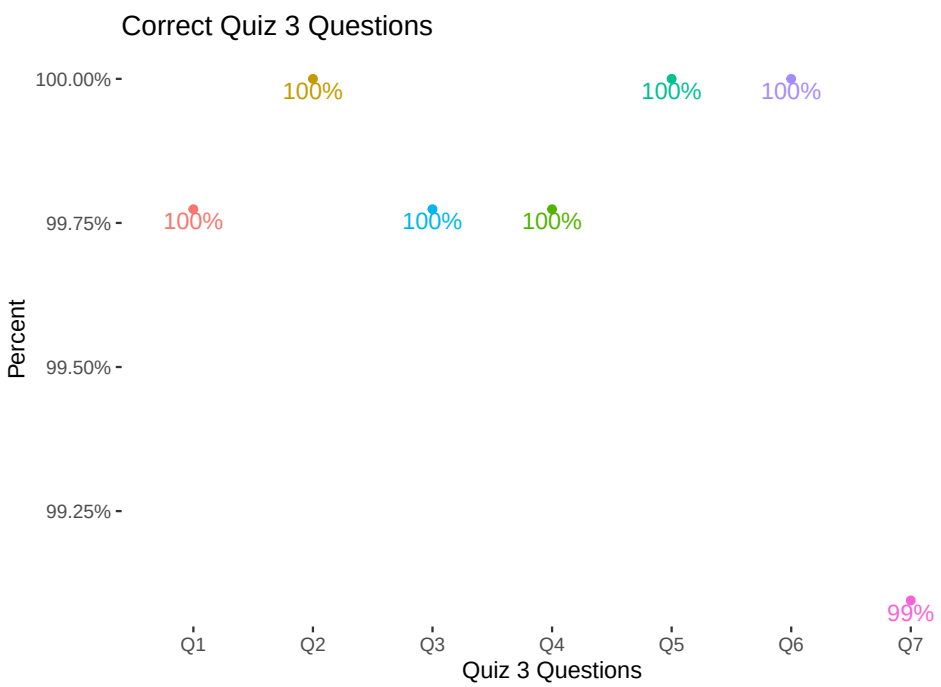
Individual Quiz Results

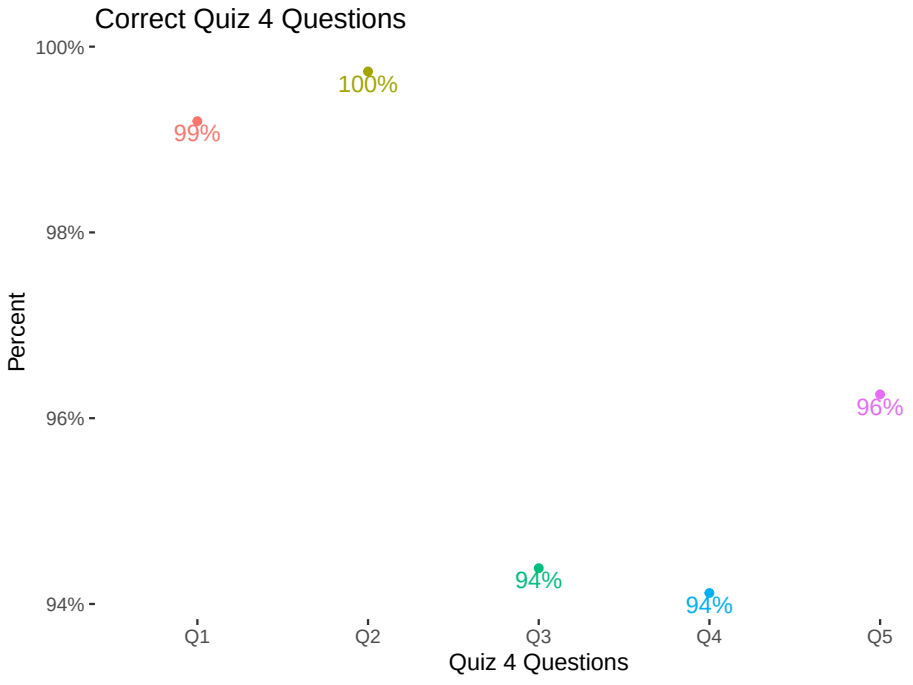
It is helpful to look at individual quiz results, especially to see if certain questions were more difficult for students than others. Such situations can be a sign that either the course content did not appropriately prepare the student or that the question may not be appropriately designed. Responses were only filtered for folks who completed all quizzes and consented to their data being used.

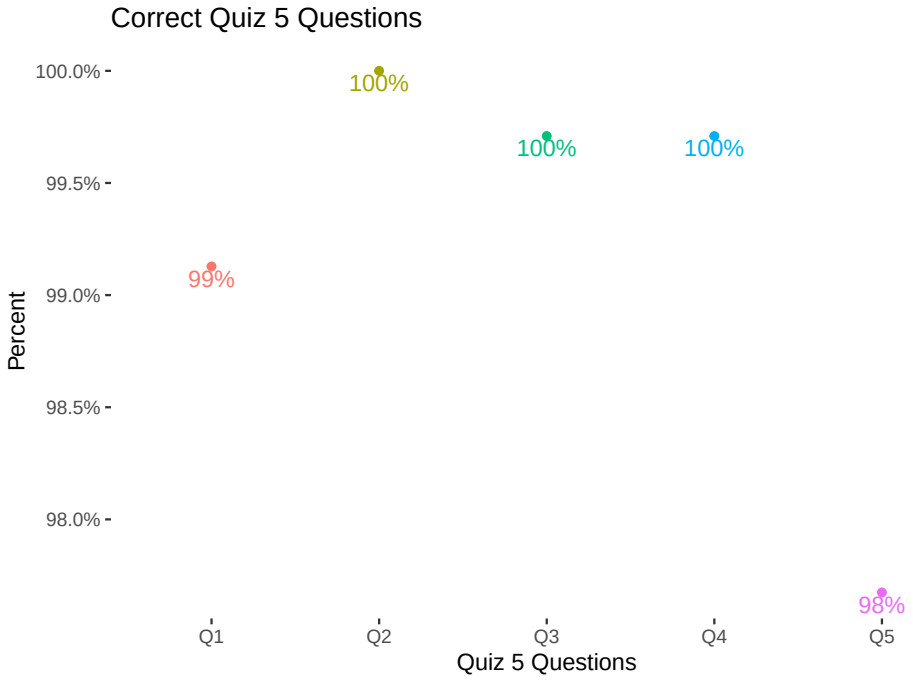
As one might infer from the overall results, individual quiz scores are fairly high. As such, pay attention to the scale for each quiz. With such high scoring results (nearly all 90% or above), the scales are usually just showing 10 percentage points or less.

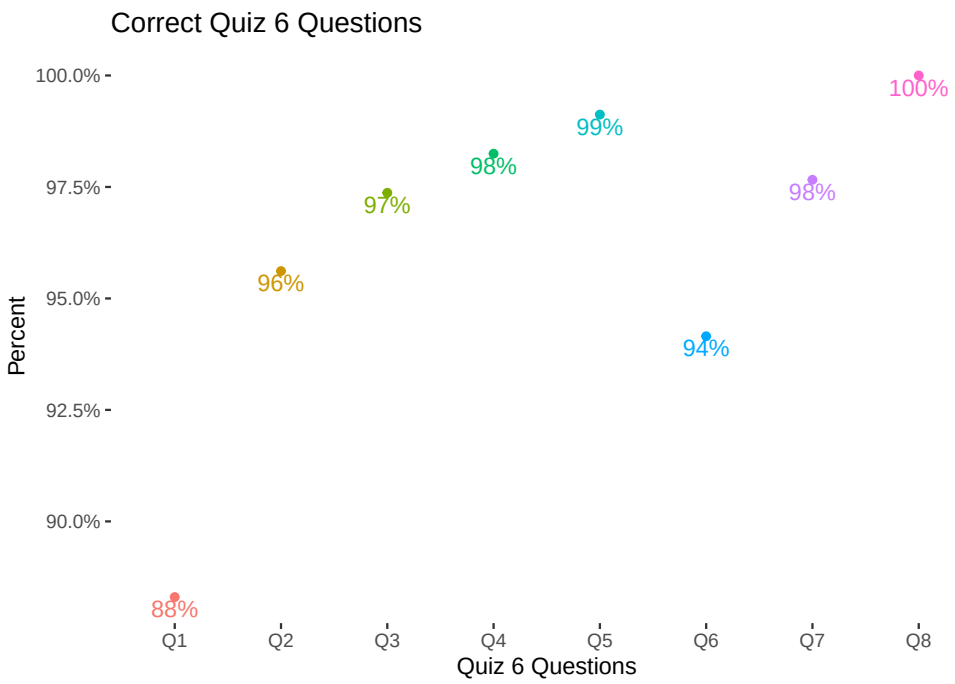


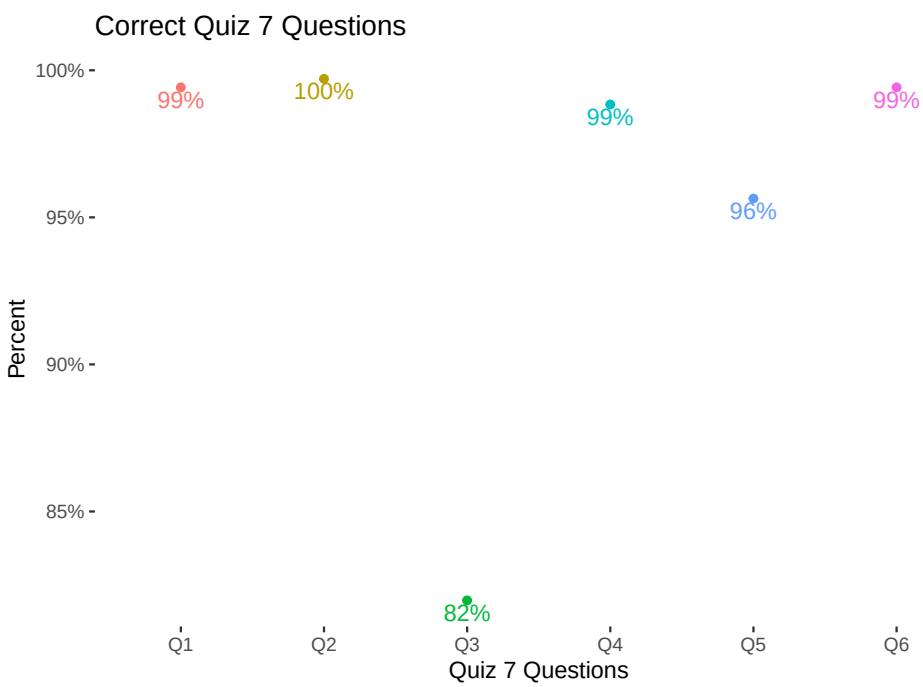

Correct Quiz 2 Questions
99%
98%
96%
95%
92%
98%
96%
94%
92%
Percent
Q1
Q2
Q3
Q4
Q5
Quiz 2 Questions


Correct Quiz 3 Questions
100%
100%
100%
100%
100%
100%
99%
100.00%
99.75%
99.50%
99.25%
Percent
Q1
Q2
Q3
Q4
Q5
Q6
Q7
Quiz 3 Questions


Correct Quiz 4 Questions
100%
98%
96%
94%
Percent
99%
100%
94%
94%
96%
Q1
Q2
Q3
Q4
Q5
Quiz 4 Questions


Correct Quiz 5 Questions
100.0%
99.5%
99.0%
98.5%
98.0%
Percent
100%
100%
100%
99%
98%
Q1
Q2
Q3
Q4
Q5
Quiz 5 Questions





Overall, individual question scores were high across quizzes. While the lowest overall average quiz scores were tied among Quizzes 2, 4, 6, and 7, Quiz 7 had the lowest average score for a question across all quizzes with Q3 being 82%. Last year's results only saw one question on all quizzes to be below 90%, wheras this year saw two - Q3 in Quiz 7 and Q1 in Quiz 6. Given the overall quiz score averages were similar to last year, the same can be said for individual question averages on the quizzes; similar spread of scores with slight variances: * Quiz 1 average scores were all between 98-100% compared to scores of 96-99% last year. Lowest 98% score on Q7 compared to 96% on Q7 last year. * Quiz 2 had scores of 92-99% compared to scores of 95-100% last year. Lowest score was 92% on Q1 compared to 95% on Q1 last year, though last year also had

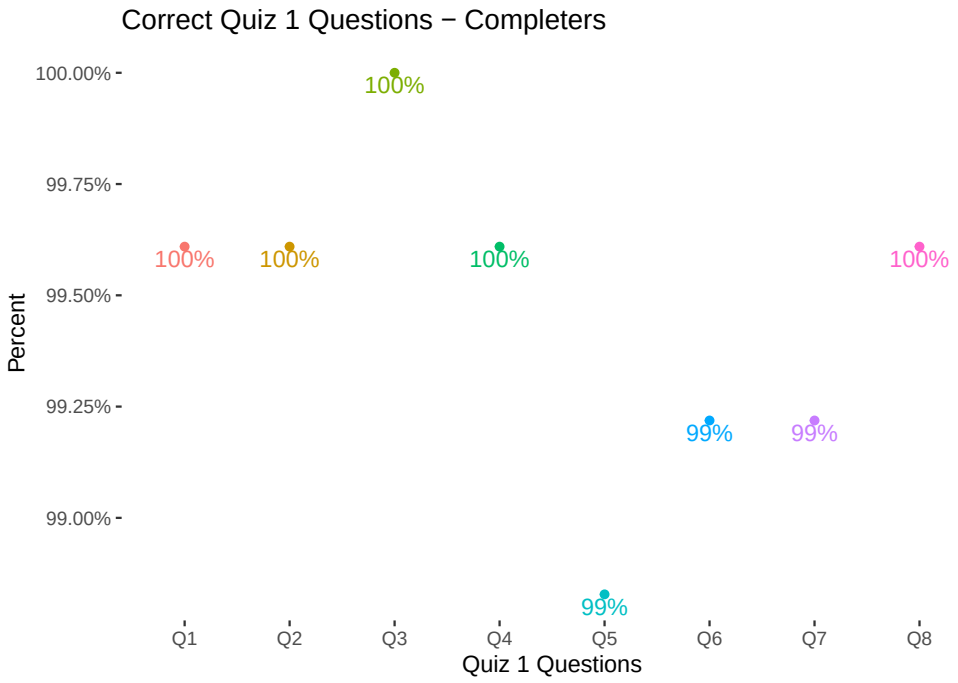
95% for Q3 and Q5. **Note:** Questions for this quiz changed from last year to this year. * Quiz 3 had scores of 99-100% compared to scores of 94-99% last year. Lowest score was 99% on Q7 compared to 94% on Q3 last year. **Note:** Questions for this quiz changed from last year to this year. * Quiz 4 had scores of 94-100% compared to scores of 95-99% last year. Lowest score was 94% on Q3 and Q4 compared to 95% on Q3 and 96% on Q4 last year. * Quiz 5 had scores of 98-100% compared to scores of 97-99% last year. Lowest score was 98% on Q5 compared to 97% on Q5 last year. **Note:** Questions for this quiz changed from last year to this year. * Quiz 6 had scores of 88-100% compared to scores of 92-98% last year. Lowest score was 88% on Q1 compared to 92% on Q1 and Q2 last year. * Quiz 7 had scores of 82-100% compared to scores of 87-99% last year. Lowest score was 82% on Q3 compared to 87% on Q2 last year. **Note:** Questions for this quiz changed from last year to this year.

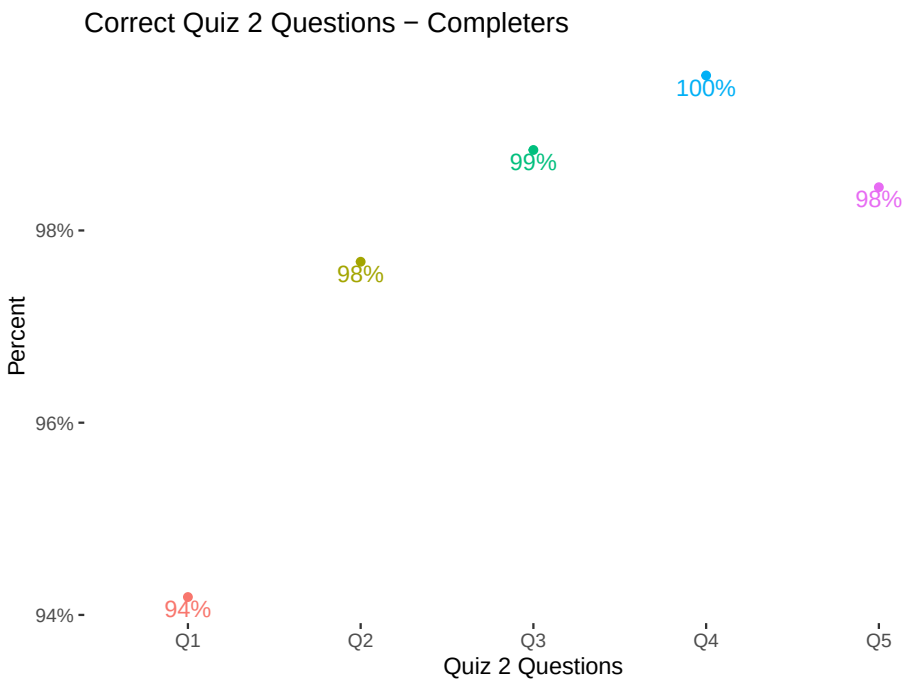
With two new instructors coming into the course this year, there were several changes made to course content and corresponding quiz questions. As a result, scores from respondents can look different this year compared to last, as it's not exactly comparing apples to apples. That said, as always, instructors will review these data to consider for any tweaks to the actual quiz questions or materials to best support participant learning and demonstration.

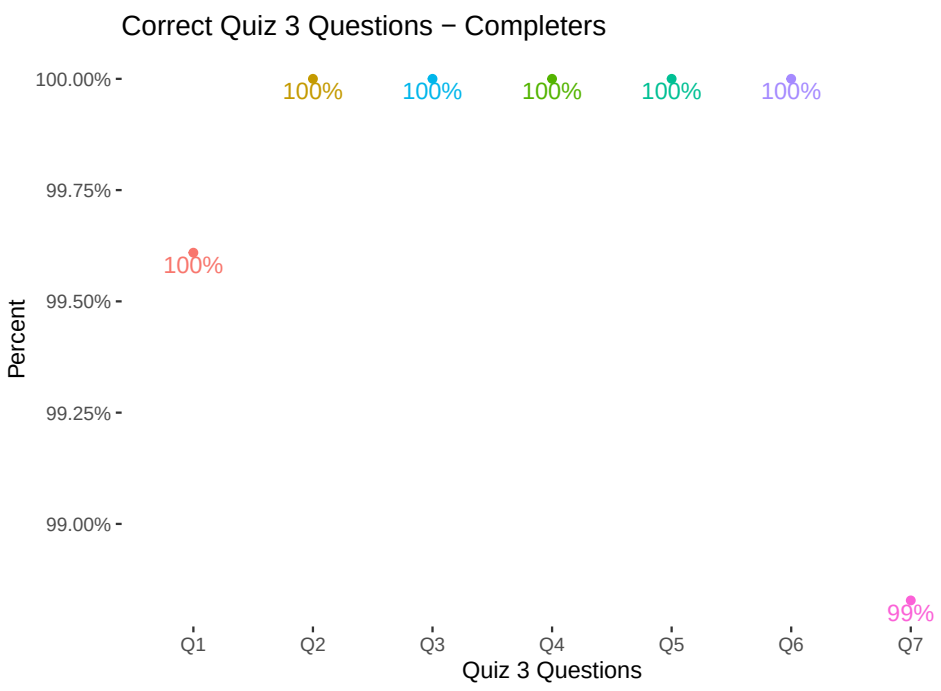
Individual Quiz Results for Completers

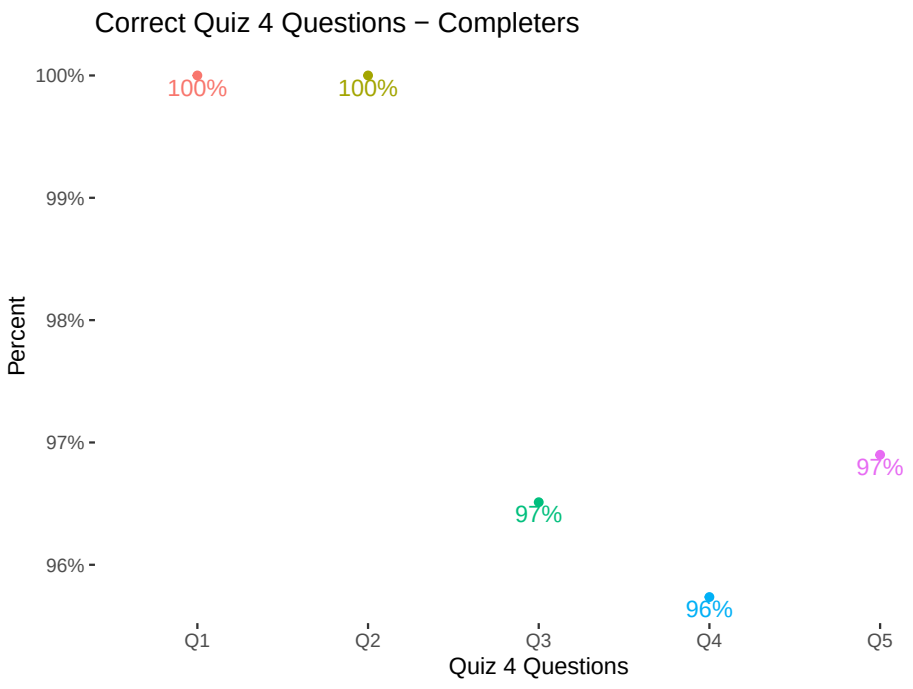
Now individual quiz results will be displayed for completers to see what kind of performance difference there may be per quiz and quiz question. After filtering quiz responses for just course completers to have a valid and consistent sample size, below are plots per quiz showing the percent of students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

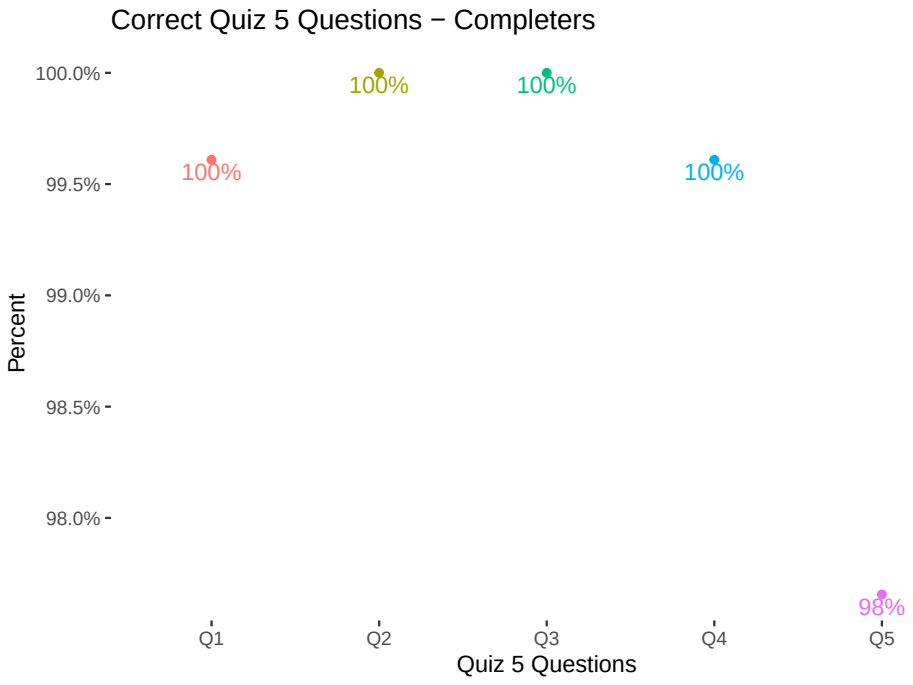
Beyond the overall results and individual quiz results, quiz scores are the highest with completers. Again, pay attention to the scale for each quiz. With such high scoring results (mostly 90% or above), the scales are usually just showing 10 percentage points or less.

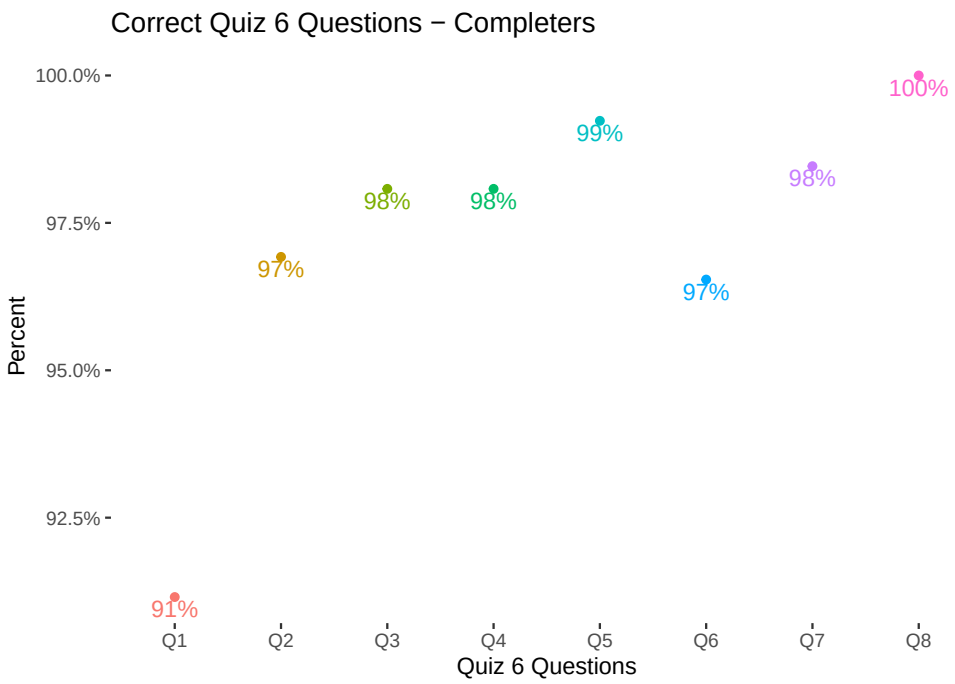


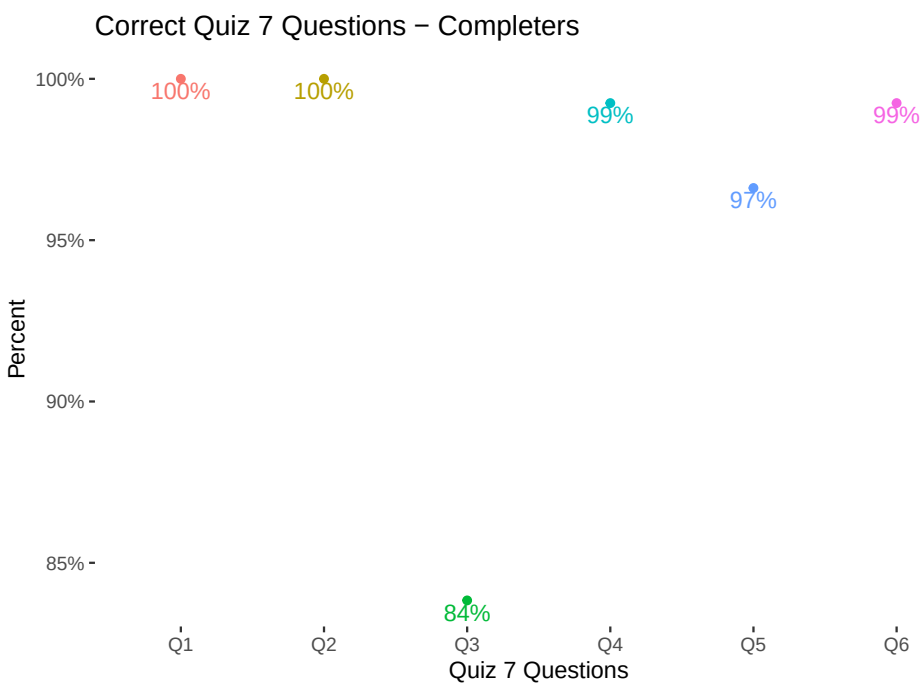

Correct Quiz 2 Questions − Completers
100%
99%
98%
98%
98%
96%
94%
94%
Percent
Q1
Q2
Q3
Q4
Q5
Quiz 2 Questions


Correct Quiz 3 Questions − Completers
100.00%
99.75%
99.50%
99.25%
99.00%
100%
100%
100%
100%
100%
100%
99%
Percent
Q1
Q2
Q3
Q4
Q5
Q6
Q7
Quiz 3 Questions


Correct Quiz 4 Questions − Completers
100%
99%
98%
97%
96%
Percent
100%
100%
97%
96%
97%
Q1
Q2
Q3
Q4
Q5
Quiz 4 Questions


Correct Quiz 5 Questions − Completers
100.0%
99.5%
99.0%
98.5%
98.0%
Percent
100%
100%
100%
100%
98%
Q1
Q2
Q3
Q4
Q5
Quiz 5 Questions





As expected, individual question scores with completers were high across quizzes. Scores/trends are similar to the overall participant individual question scores, just narrowed by a few percentage points for the overall spread: * Quiz 1 average scores were all between 99-100% compared to scores of 99-100% last year. Q1 saw a slight improvement compared to results from last year (100% compared to 99%, respectively). * Quiz 2 had scores of 94-100% compared to scores of 97-100% last year. Lowest score was 94% on Q1 compared to 97% on Q1 last year. **Note:** Questions for this quiz changed from last year to this year. * Quiz 3 had scores of 99-100% compared to scores of 97-100% last year. Lowest score was 98% on Q7 compared to 97% on Q3 last year. **Note:** Questions for this quiz changed from last year to this year. * Quiz 4 had scores of 96-100%

compared to scores of 97-100% last year. Lowest scores were 96% on Q4 and 97% on Q3 and Q5 compared to 97% on Q4 and Q5 last year (Q3 last year was 98%). * Quiz 5 had scores of 98-100% compared to scores of 98-100% last year. Lowest score was 98% on Q5, the same as last year. **Note:** Questions for this quiz changed from last year to this year. * Quiz 6 had scores of 91-100% compared to scores of 94-100% last year. Lowest score was 91% on Q1 compared to 94% on Q1 and Q2 last year. * Quiz 7 had scores of 84-100% compared to scores of 89-100% last year. Lowest score was 84% on Q3 compared to 89% on Q2 last year. **Note:** Questions for this quiz changed from last year to this year.

Knowing even completers demonstrated noted questions several percentage points below other questions, 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. Again, there was also content and question changes from last year to this year in several instances, so comparison data will be considered in kind.

Demographic Disaggregation

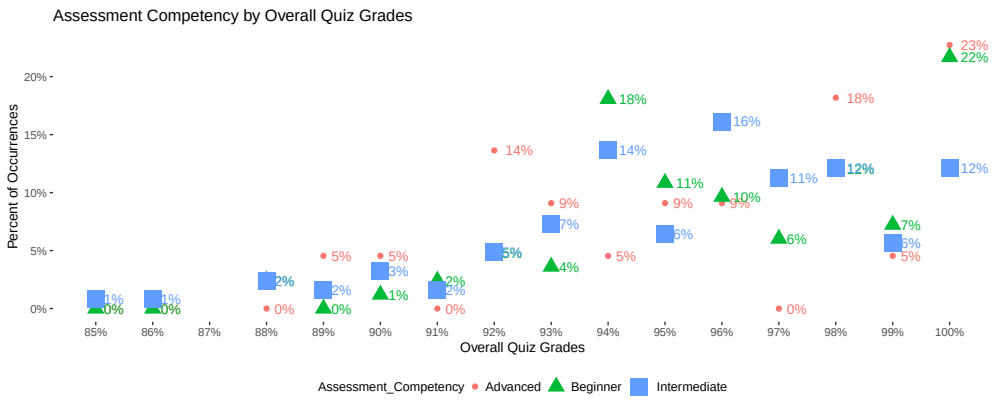
This section disaggregates the overall quiz results by completer demographics. As such, results are filtered from all course participants (1677) to those who completed the course (268). Then, the results are further filtered to remove course participants who did not consent to their data being used for reporting purposes, bringing the sample to 230. Know 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).

Self-Reported Assessment Competency

Across the aggregate 230 consenting completer participants, 229 answered this question. Here is the demographic breakdown:

Assessment_Competency	Sample_Size
Intermediate	124
Beginner	83
Advanced	22

The following visual for quiz results by this demographic represent these 229 participants.



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 23% with grades of 100%; 5% with scores of 99%, 18% with grades of 98%, etc.

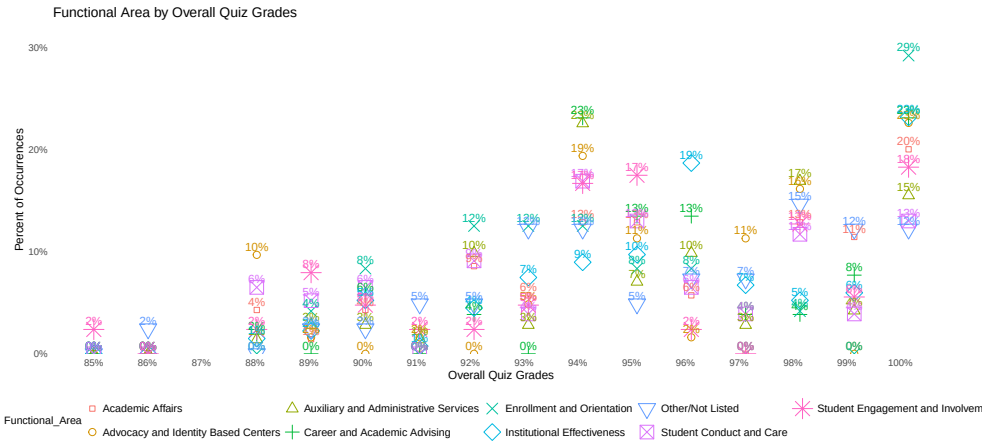
The majority of participants (68% or higher) regardless of assessment competency had overall average quiz grades of 95% or higher, with the most scores below 90% reported by the Intermediate folks, followed by Beginner folks. Most perfect scores across all quizzes came from the Advanced folks followed by Beginner folks. Overall, results were similar last year, though results are slightly higher this year, as last year saw 61% or higher for the majority of participants regardless of assessment competency with overall quiz scores of 95% or higher.

Functional Area

Across the aggregate consenting completer participants, 229 answered this question (though it is a check all that apply question). Here is the demographic breakdown based on selections of the 229 respondents:

Functional_Area	Sample_Size
Institutional Effectiveness	134
Student Engagement and Involvement	126
Student Conduct and Care	77
Auxiliary and Administrative Services	71
Academic Affairs	70
Advocacy and Identity Based Centers	62
Career and Academic Advising	52
Other/Not Listed	41
Enrollment and Orientation	24

The following visual for quiz results by this demographic represent these 229 participants.



In the above dot plot, **data are oriented around functional area**, giving the percent of responses for overall quiz grades. As an example, Institutional Effectiveness was distributed as 23% with grades of 100%, 6% with grades of 99%, 5% with grades of 98%, etc.

A slight majority of participants (52% or more) regardless of functional area had overall average quiz grades of 95% or higher, with the most scores below 90% reported by Student Engagement and Involvement and Advocacy and Identity Based Centers, followed by Student Conduct and Care. Most perfect scores across all quizzes came from Enrollment and Orientation, followed by Institutional Effectiveness, Career and Academic Advising, and Advocacy and Identity Based Centers. There is no comparison to last year as this disaggregate breakout by functional area was not done last 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)

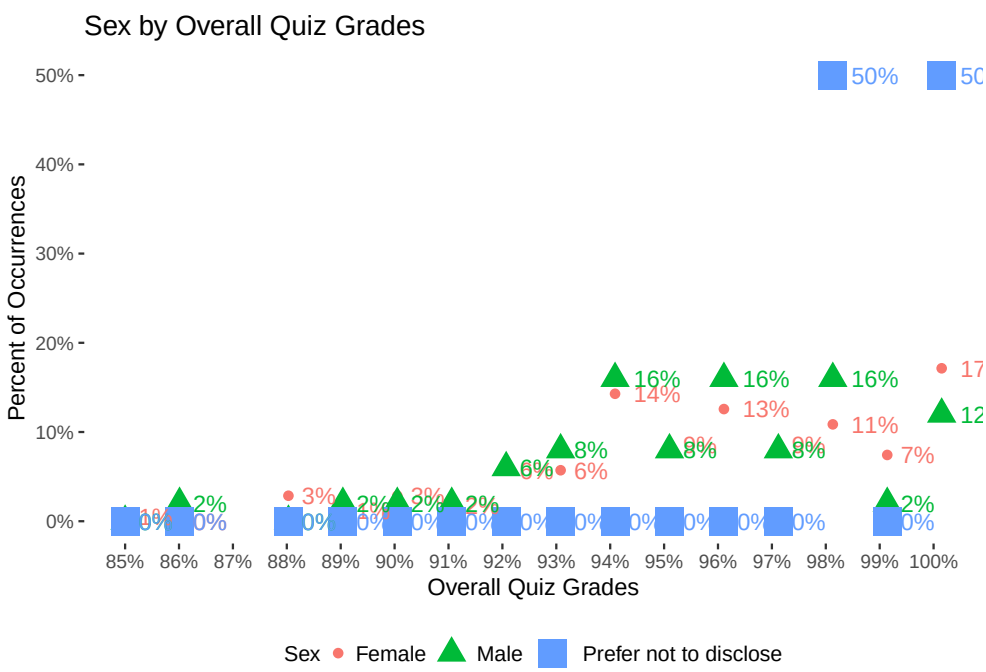
- Auxiliary/Administrative Services (Dining, Event Planning, Administration Services, Campus Police and Safety, Technology Services, Resident Life/Housing, Communication/Marketing)
- Career and Academic Advising (Career Services, Academic Advising, Learning Assistance/Testing/Placement Programs)
- Enrollment 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)

Sex

Across the aggregate consenting completer participants, 229 answered this question. Here is the demographic breakdown:

Sex	Sample_Size
Female	175
Male	50
Prefer not to disclose	4

The following visual for quiz results by this demographic represent these 229 participants.



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 17% with grades of 100%, 7% with grades of 99%, 11% with grades of 98%, etc.

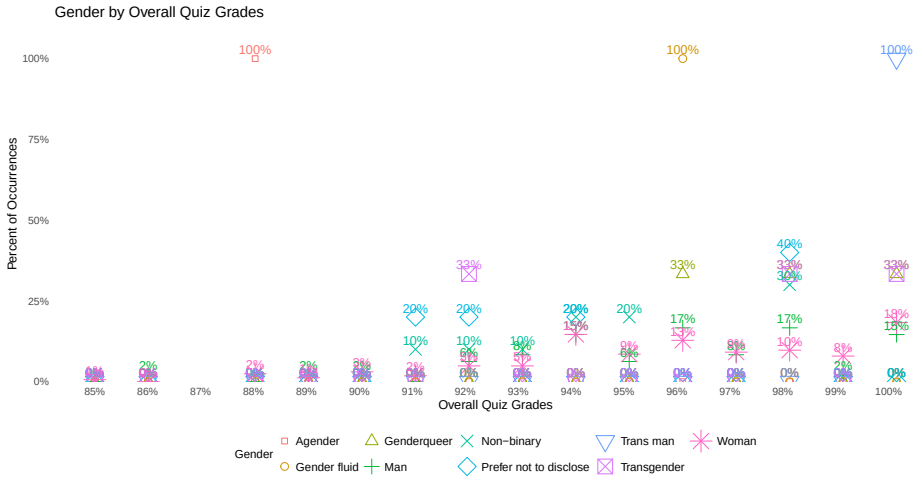
The majority of participants (62% or more) regardless of sex had overall average quiz grades of 95% or higher, with the most scores below 90% reported by Males followed by Females. Most perfect scores across all quizzes came from respondents who preferred not to disclose their sex, followed by Females. These results and trends largely mirrored last year, with this year being a bit lower overall (66% or more regardless of sex had overall average quiz grades of 95% or higher).

Gender

Across the aggregate consenting completer participants, 228 answered this question (though it is a check all that apply question). Here is the demographic breakdown:

Gender	Sample_Size
Woman	164
Man	48
Non-binary	10
Prefer not to disclose	5
Genderqueer	3
Transgender	3
Agender	1
Gender fluid	1
Trans man	1

The following visual for quiz results by this demographic represent these 228 participants.



In the above dot plot, **data are oriented around gender**, giving the percent of responses for overall quiz grades. As an example, Women folks were distributed as 18% with grades of 100%, 8% with grades of 99%, 10% with grades of 98%, etc.

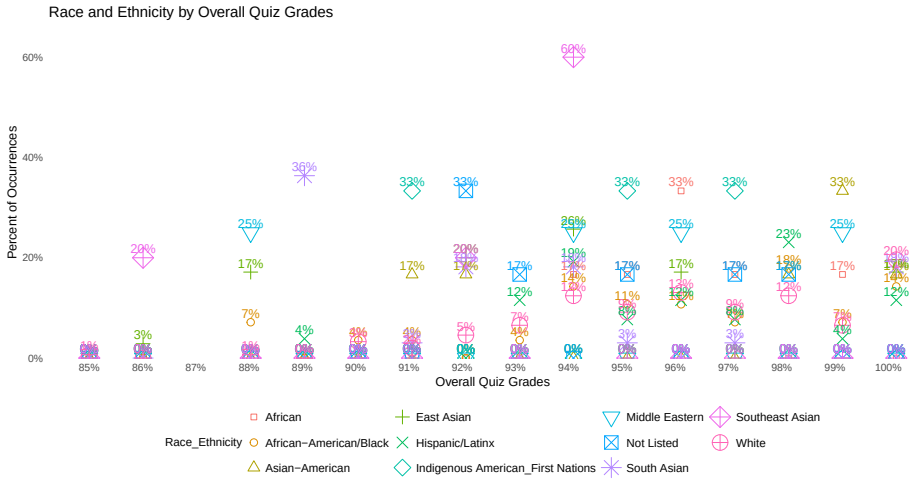
Except for Agender (0%), Non-Binary (50%), and Prefer not to Disclose-selecting respondents (40%), most (65% or more) participants across gender identifications had overall average quiz grades of 95% or higher. The most scores below 90% reported by Agender (100%), followed by Men and Women both at 4%. Most perfect scores across all quizzes came from Trans man folks followed by Transgender and Genderqueer. Overall, scores were concentrated a bit higher this year.

Race and Ethnicity

Across the aggregate consenting completer participants, 228 answered this question (though it is a check all that apply question). Here is the demographic breakdown:

Race_Ethnicity	Sample_Size
White	153
Southeast Asian	50
East Asian	35
South Asian	33
African-American/Black	28
Hispanic/Latinx	26
Indigenous American_First Nations	9
African	6
Asian-American	6
Not Listed	6
Middle Eastern	4

The following visual for quiz results by this demographic represent these 228 participants.



In the above dot plot, **data are oriented around race and ethnicity**, giving the percent of responses for overall quiz grades. As an example, the Hispanic/Latinx folks were distributed as 12% with grades at 100%, 4% with grades at 99%, 23% grades at 98%, etc.

Except for East Asian (34%), Middle Eastern (50%), Not Listed (50%), South Asian (24%), and Southeast Asian (0%), the other race/ethnicities had 65% or more average quiz grades of 95% or higher, with the most scores below 90% reported by South Asian (36%) followed by Southeast Asian (20%). Most perfect scores across all quizzes came from White folks (20%) followed by South Asian folks (18%) - curious given South Asian scores below 90%, too! Results varied a good amount compared to last year, though White and South Asian folks were high scoring last year and Southeast Asian folks had a high representative score below 90%.

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 assessment competency (68%) followed by sex (62%) across all groups in each demographic (same top two as last year, just reversed order). Overall, 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 SU2025

Joe Levy

Summer 2025

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 280 participant artifacts for the Module 3 assignment and 259 participant artifacts for the Module 5 assignment. It is worth noting these resulting samples of 280 and 259 differ from overall amounts of assignments graded (322 for module 3 and 297 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 (268) 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	280.00	280.000	280.000	280.000	280.000	280.000	280.000
nbr.null	1.00	23.000	9.000	1.000	1.000	11.000	1.000
nbr.na	0.00	0.000	0.000	0.000	0.000	0.000	0.000
min	0.00	0.000	0.000	0.000	0.000	0.000	0.000
max	30.00	5.000	5.000	5.000	5.000	5.000	5.000
range	30.00	5.000	5.000	5.000	5.000	5.000	5.000
median	28.00	5.000	5.000	5.000	5.000	3.000	5.000
mean	26.80	3.979	4.475	4.939	4.768	3.789	4.850
SE.mean	0.20	0.089	0.065	0.024	0.040	0.075	0.035
CI.mean	0.40	0.175	0.127	0.047	0.079	0.147	0.070
var	11.51	2.215	1.168	0.158	0.451	1.558	0.350
std.dev	3.39	1.488	1.081	0.397	0.672	1.248	0.592
coef.var	0.13	0.374	0.241	0.080	0.141	0.329	0.122
mode	28.00	5.000	5.000	5.000	5.000	3.000	5.000

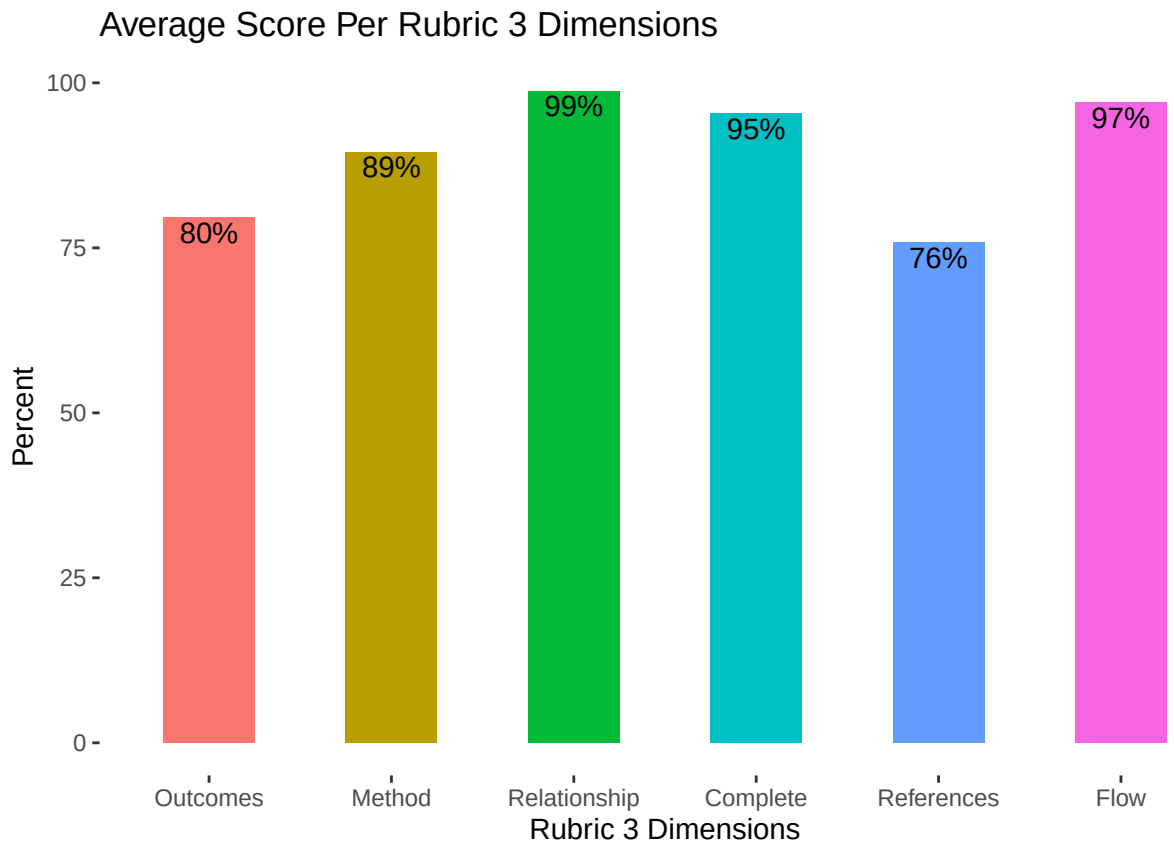
The above table contains the descriptive statistics for the Module 3 assignment scores. Of note, the mode score was 28 out of 30 overall and the mode for each rubric dimension was 5/5 except for "References"(3/5). More detail on descriptive stats are above. Last year, the mode score was 28 out of 30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

	Grade	Connection	Critical	Complete	References	Flow
nbr.val	259.00	259.000	259.000	259.000	259.000	259.000
nbr.null	0.00	9.000	0.000	0.000	12.000	1.000
nbr.na	0.00	0.000	0.000	0.000	0.000	0.000
min	6.00	0.000	3.000	3.000	0.000	0.000
max	25.00	5.000	5.000	5.000	5.000	5.000
range	19.00	5.000	2.000	2.000	5.000	5.000
median	25.00	5.000	5.000	5.000	5.000	5.000
mean	23.43	4.544	4.969	4.973	4.100	4.842
SE.mean	0.16	0.066	0.014	0.014	0.081	0.036
CI.mean	0.31	0.130	0.028	0.027	0.159	0.072
var	6.38	1.125	0.053	0.050	1.688	0.343
std.dev	2.53	1.061	0.231	0.223	1.299	0.586
coef.var	0.11	0.233	0.046	0.045	0.317	0.121
mode	25.00	5.000	5.000	5.000	5.000	5.000

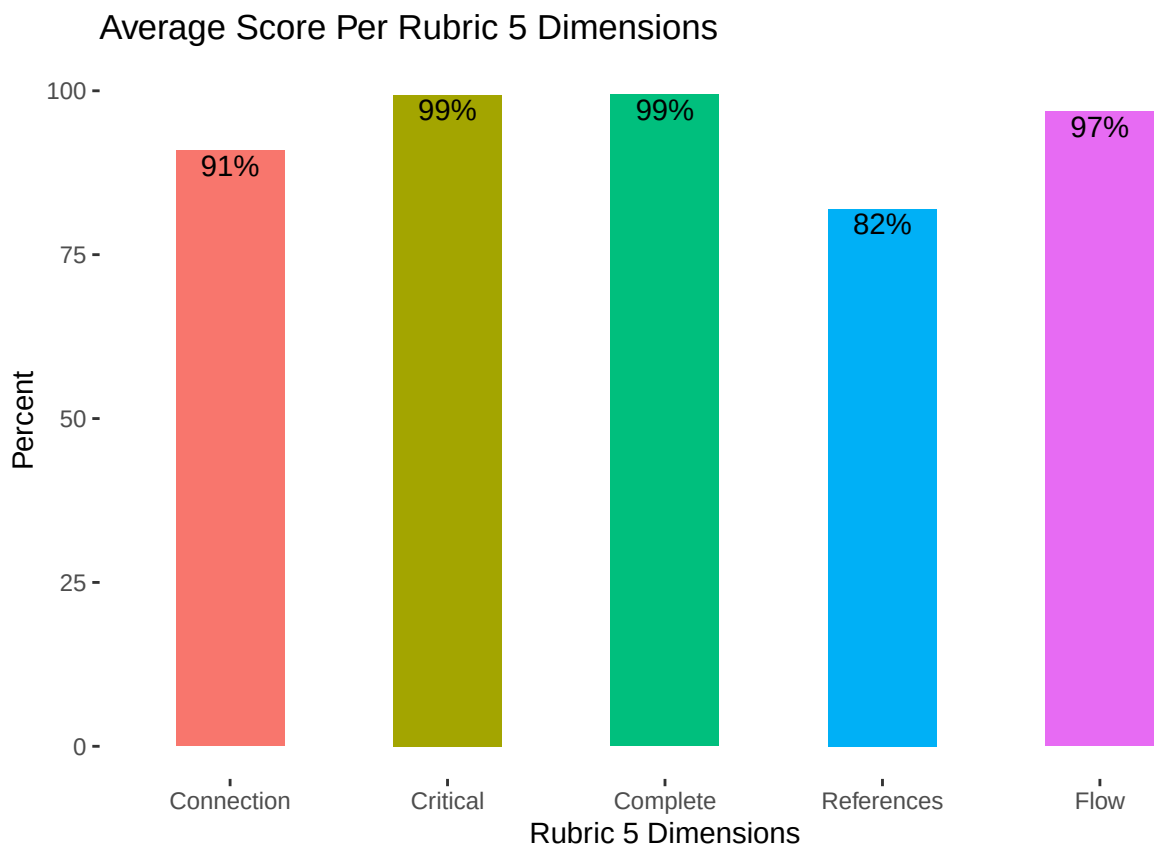
The above table contains the descriptive statistics for the Module 5 assignment scores. Of note, the mode score was 25 out of 25 overall and the mode for each rubric dimension was 5/5. More detail on descriptive stats are above. Last year, the mode score was also 25 out of 25 and the mode for the rubric 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 addressing relationship and assignment flow (averaging 99% and 97%, respectively), whereas the areas participants scored the lowest were accounting for references informing their response (76%) and responding to the appropriateness of learning outcomes in the prompt (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 (100% and 99%, respectively), references and outcomes were the lowest scoring areas (76% and 81%, respectively).



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 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 (82%) and making a personal or professional connection to the prompt in light of mental models (91%). Results were similar last year: top-scoring areas were had assignment flow at 100% then applying a critical lens to the assignment and completeness of assignment (both averaging 99%), as well as slight variation of values among the lower scoring areas: references and connection having different values (87% and 94%, respectively).

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 230 participants from the participants represented by 280 submissions in module 3 and 259 in module 5.

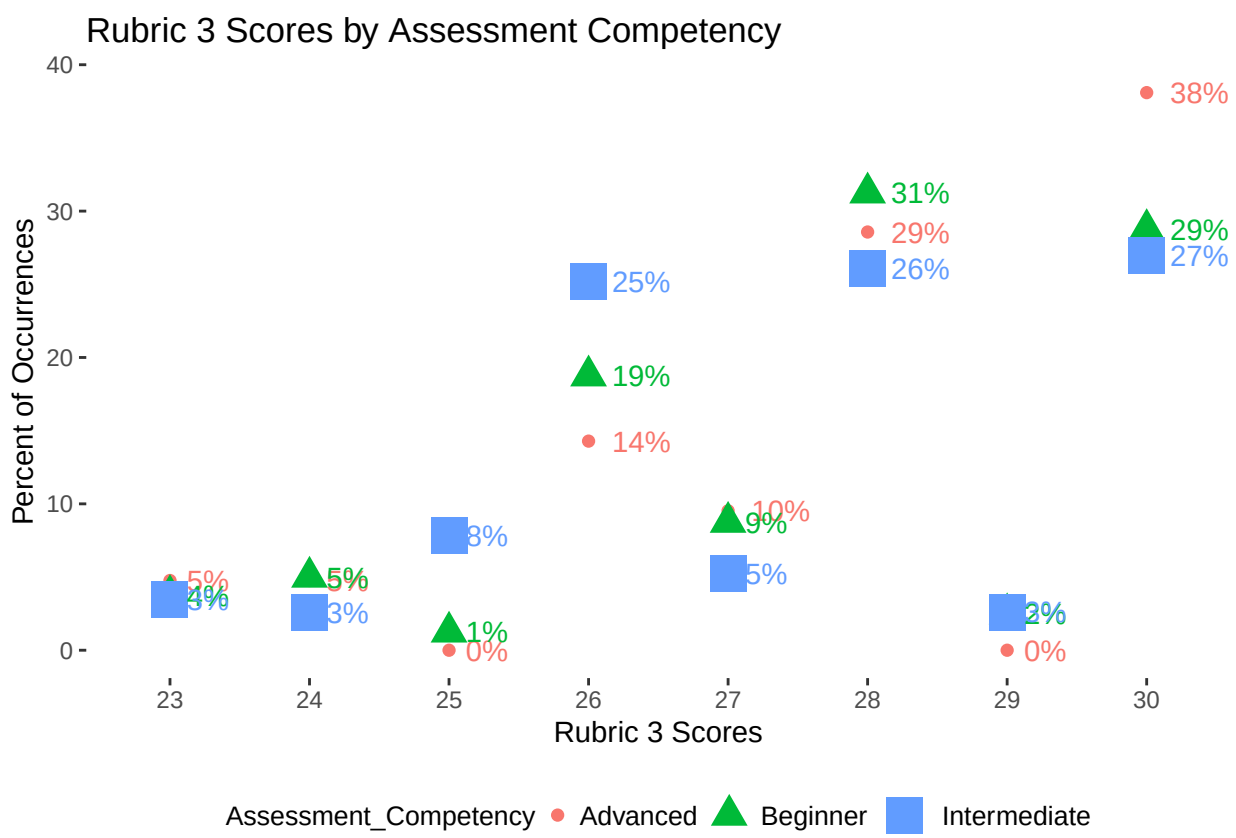
Module 3 Scores by Demographic

Self-Reported Assessment Competency

Across the aggregate 230 consenting completer participants, 216 answered this question and also submitted their assignments. Here is the demographic breakdown:

Assessment_Competency	Sample_Size
Advanced	21
Beginner	80
Intermediate	115

The following visual for module assignment results by this demographic represent these 216 participants.



The above dot plot is module 3 assignment data oriented around **self-reported assessment competency** to give the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for the Beginner folks were distributed as 29% with a perfect score of 30, 2% with a score of 29, 31% with a score of 28, etc.

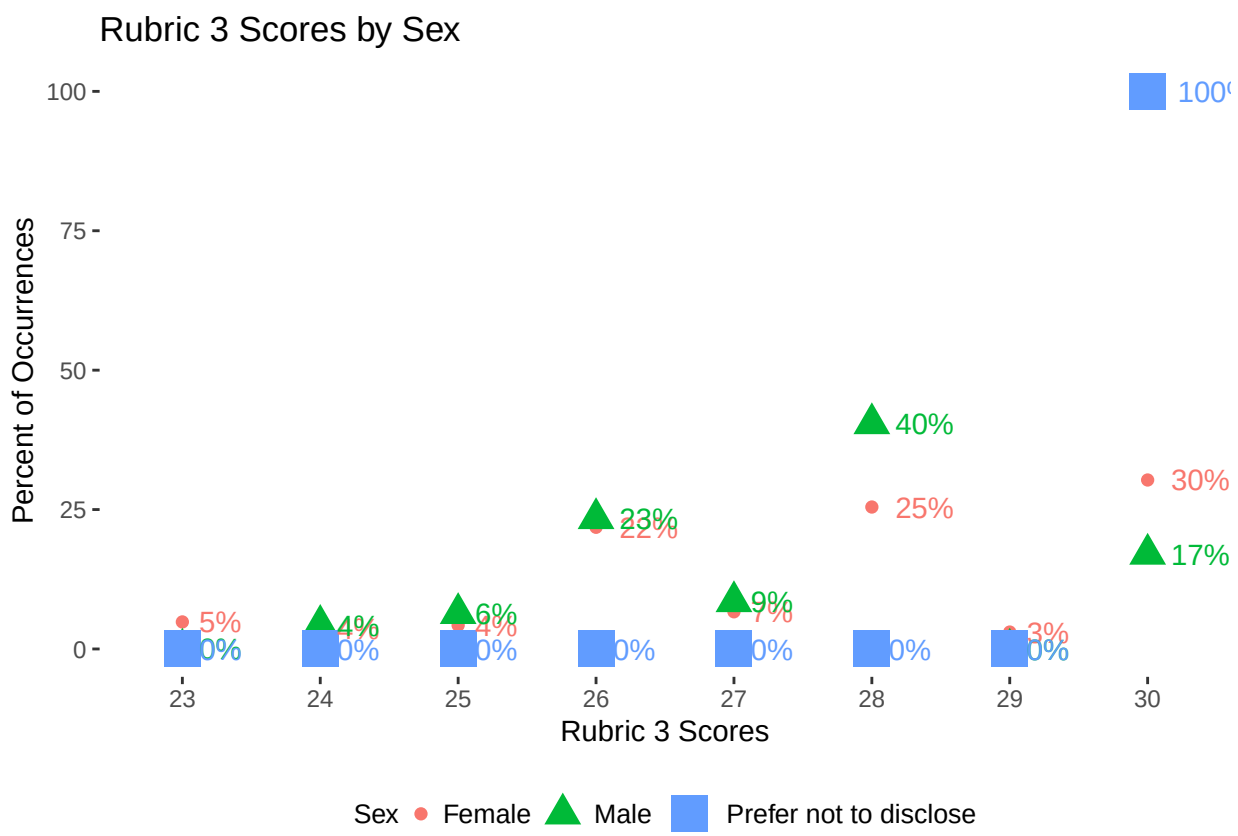
Across groups, 90% or more of all completing learners scored a 26 or better on the assignment (up from 77% last year), which amounts to an 87% or better on the assignment. Making it a three-year trend, Advanced folks had the most perfect assignment scores among self-reported assessment competencies.

Sex

Across the aggregate 230 consenting completer participants, 216 answered this question and also submitted their assignments. Here is the demographic breakdown:

Sex	Sample_Size
Female	165
Male	47
Prefer not to disclose	4

The following visual for module assignment results by this demographic represent these 216 participants.



The above dot plot is module 3 assignment data oriented around **sex** to give the percent of responses in relation to rubric score. As an example, Module 3 rubric scores for Females were distributed as 30% with a perfect score of 30, 3% with a score of 29, 25% with a score of 28, etc.

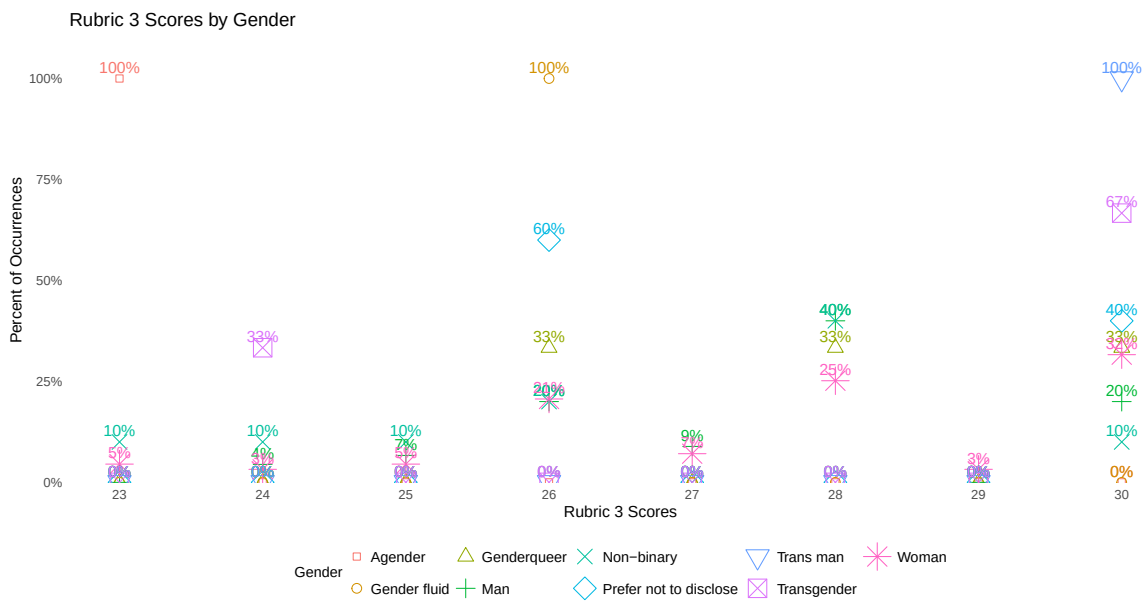
Across groups, 91% or more of all completing learners scored a 26 or better on the assignment (up from 70% last year), which amounts to an 87% or better on the assignment. The Prefer not to Disclose folks had the most perfect assignment scores among sexes this year - note the n size difference among groups, though. Last year, Female folks had the most perfect assignment scores with 27% of their respondents getting a perfect score - this year Females had 30% perfect scores!

Gender

Across the aggregate 230 consenting completer participants, 216* answered this question and also submitted their assignments. *The demographic breakdown shows more than 216 responses (224) as this was a select all that apply question. Here is the demographic breakdown of gender options selected:

Gender	Sample_Size
Agender	1
Gender fluid	1
Genderqueer	3
Man	45
Non-binary	10
Prefer not to disclose	5
Trans man	1
Transgender	3
Woman	155

The following visual for module assignment results by this demographic represent these 216 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 32% with a perfect score of 30, 3% with a score of 29, 25% with a score of 28, etc.

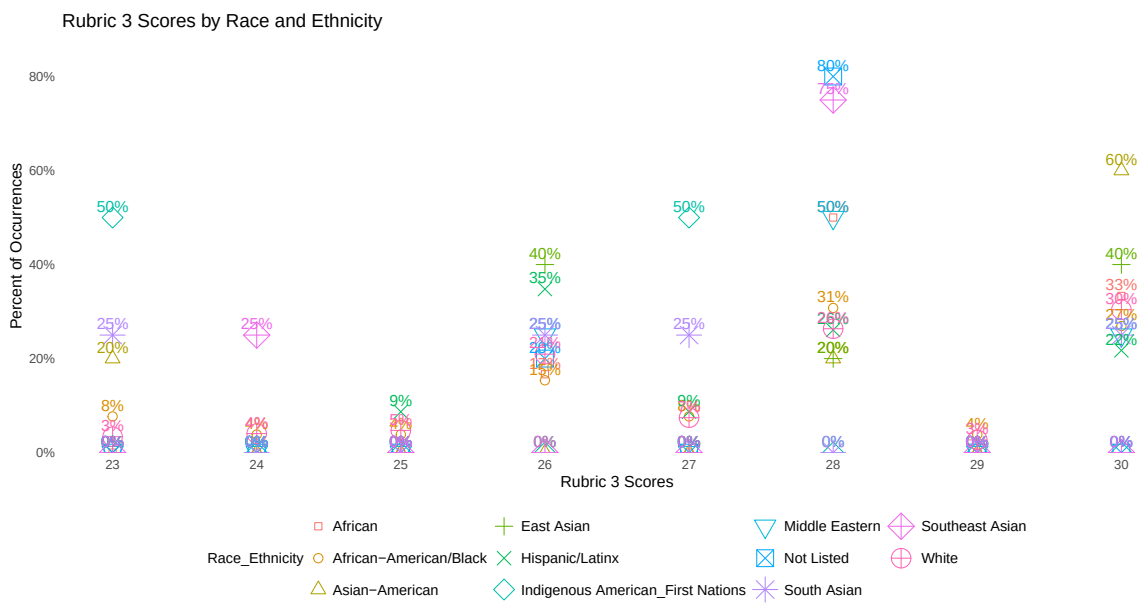
Across the groups, 67% or more of all completing learners scored a 26 or better on the assignment (down from 71% last year), which amounts to an 87% or better on the assignment. The Trans man participant (n=1) had the most perfect assignment scores among genders. Last year, Transgender had the most perfect scores with 100% but that was also just one person. As a reminder, result percentages should be considered with the n in mind.

Race and Ethnicity

Across the aggregate 230 consenting completer participants, 215* answered this question and also submitted their assignments. *The demographic breakdown shows more than 215 responses (232) as this was a select all that apply question. Here is the demographic breakdown of gender options selected:

Race_Ethnicity	Sample_Size
African	6
African-American/Black	26
Asian-American	5
East Asian	5
Hispanic/Latinx	23
Indigenous American_First Nations	2
Middle Eastern	4
Not Listed	5
South Asian	4
Southeast Asian	4
White	148

The following visual for module assignment results by this demographic represent these 215 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 30% with a perfect score of 30, 3% with a score of 29, 26% with a score of 28, etc.

With the exceptions of Indigenous American_First Nations (50%) learners, 75% 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 Asian American folks (n=5) had the most perfect assignment scores among races and ethnicities. Last year it was the East Asian folks (n=8). Again, result percentages should be considered with the n in mind.

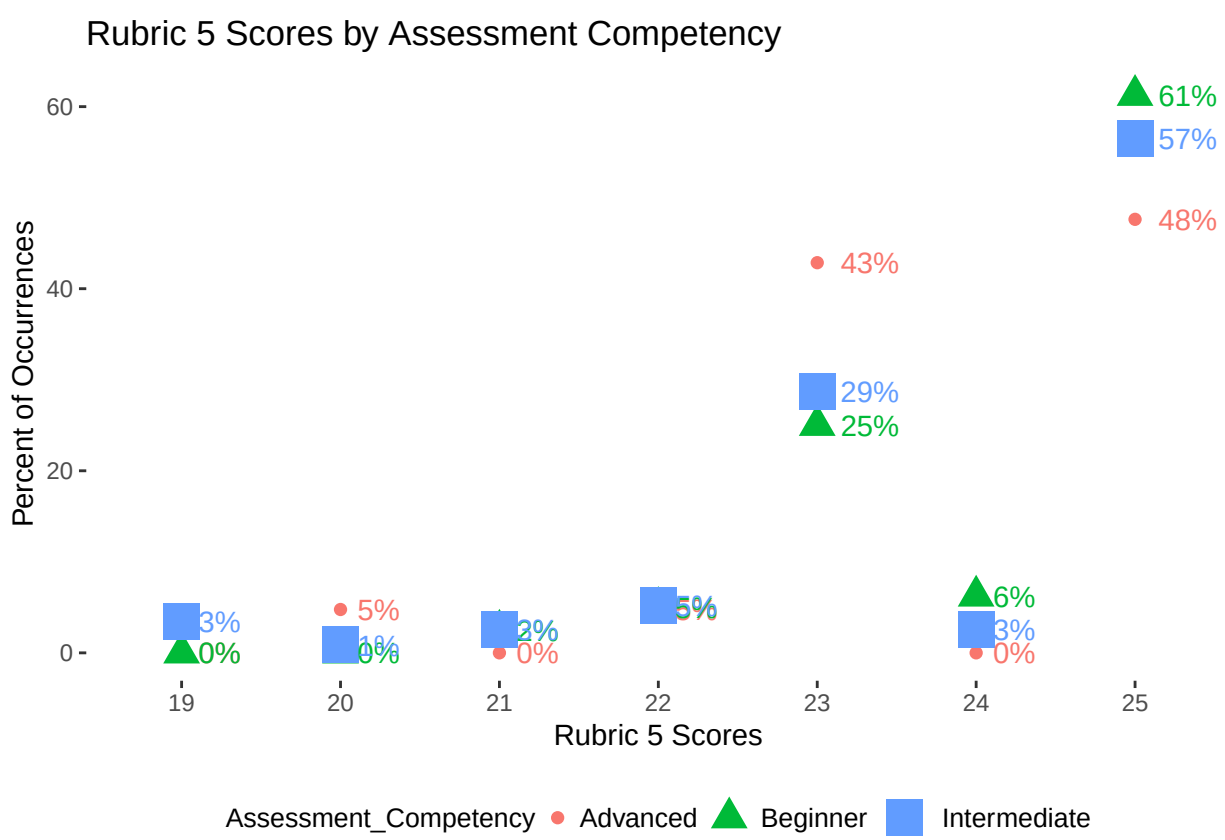
Module 5 Scores by Demographic

Self-Reported Assessment Competency

Across the aggregate 230 consenting completer participants, 216 answered this question and also submitted their assignments. Here is the demographic breakdown:

Assessment_Competency	Sample_Size
Advanced	21
Beginner	80
Intermediate	115

The following visual for module assignment results by this demographic represent these 216 participants.



The above dot plot is module 5 assignment data oriented around **self-reported assessment competency** to give the percent of responses in relation to rubric score. As an example, Module 5 rubric scores for Beginner folks were distributed as 61% with a perfect score of 25, 6% with a score of 24, 25% with a score of 23, etc.

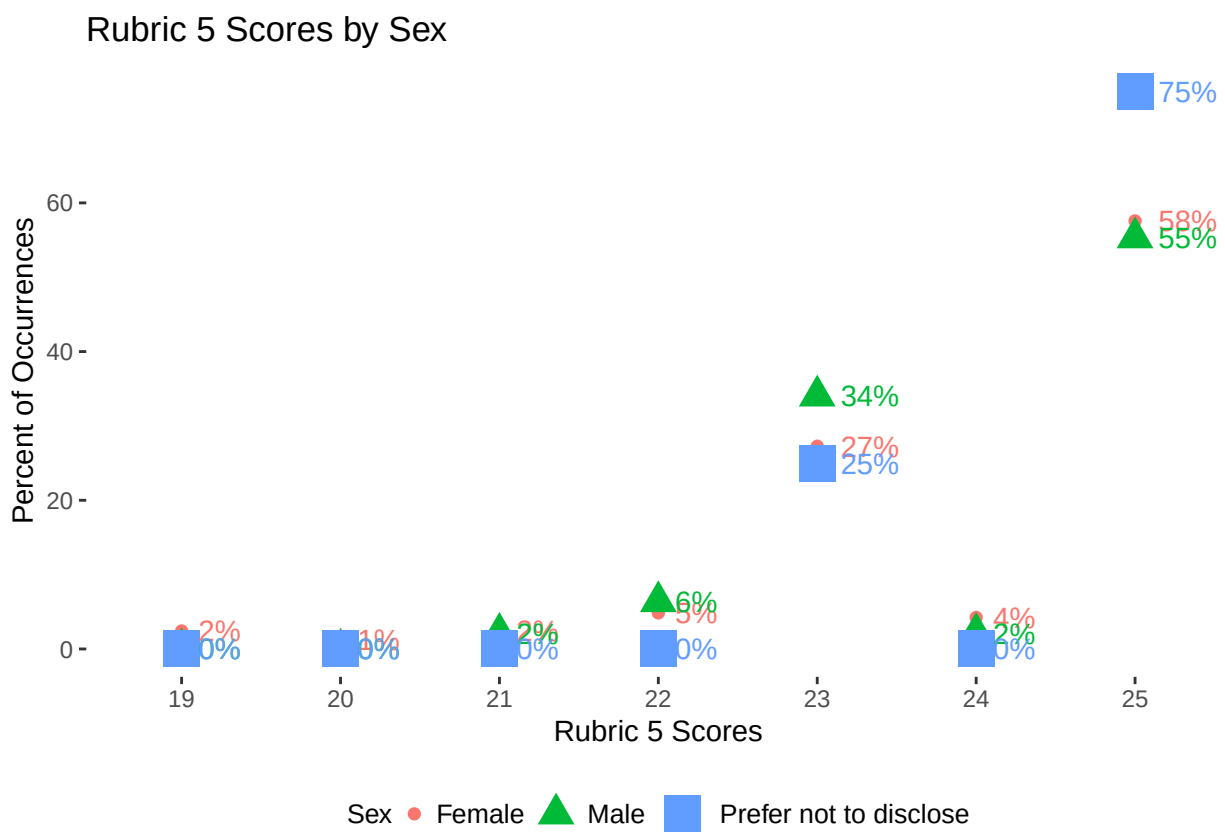
Across groups, 93% or more of all completing learners scored a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Same as last year, the Beginner folks had the most perfect assignment scores among competency groups.

Sex

Across the aggregate 230 consenting completer participants, 216 answered this question and also submitted their assignments. Here is the demographic breakdown:

Sex	Sample_Size
Female	165
Male	47
Prefer not to disclose	4

The following visual for module assignment results by this demographic represent these 216 participants.



The above dot plot is module 5 assignment data oriented around **sex** to give the percent of responses in relation to rubric score. As an example, Module 5 rubric scores for Females were distributed as 58% with a perfect score of 25, 4% with a score of 24, 27% with a score of 23, etc.

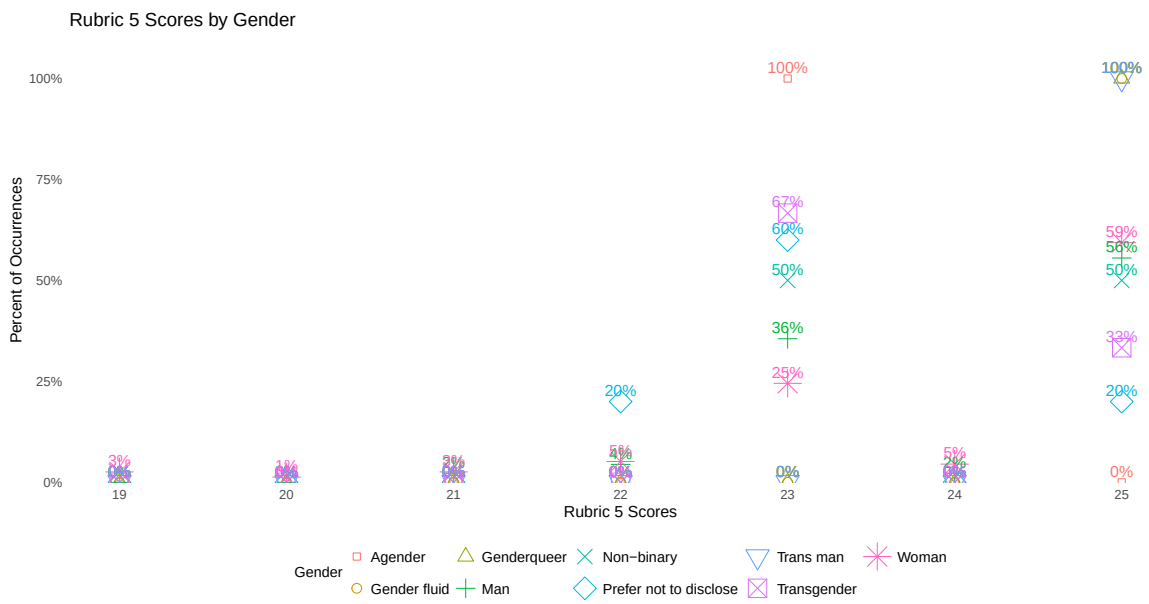
Across groups, 93% or more of all completing learners scored a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Like last year, Prefer not to disclose had the most perfect assignment scores among sexes. Again, result percentages should be considered with the n in mind.

Gender

Across the aggregate 230 consenting completer participants, 216* answered this question and also submitted their assignments. *The demographic breakdown shows more than 216 responses (224) as this was a select all that apply question. Here is the demographic breakdown of gender options selected:

Gender	Sample_Size
Agender	1
Gender fluid	1
Genderqueer	3
Man	45
Non-binary	10
Prefer not to disclose	5
Trans man	1
Transgender	3
Woman	155

The following visual for module assignment results by this demographic represent these 216 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 59% with a perfect score of 25, 5% with a score of 24, 25% with a score of 23, etc.

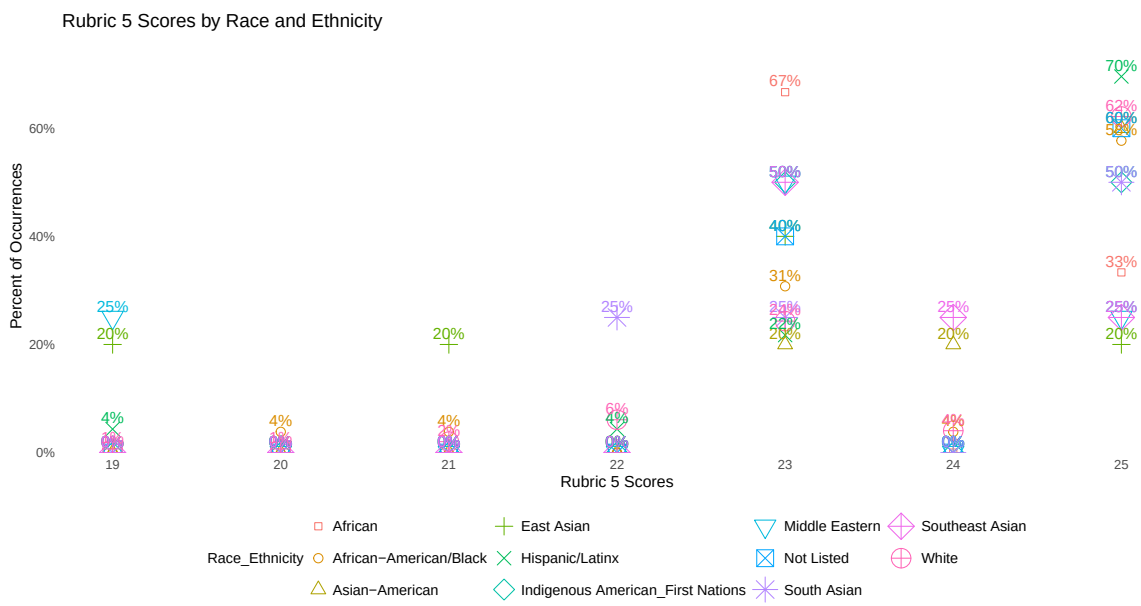
Across all gender groups, 93% or more of all completing learners scored a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Trans man, Genderqueer, and Gender fluid folks had the most perfect assignment scores among genders. Along with Agender, Trans man was one of the groups that had the most last year. Result percentages should be considered with the n in mind.

Race and Ethnicity

Across the aggregate 230 consenting completer participants, 215* answered this question and also submitted their assignments. *The demographic breakdown shows more than 215 responses (232) as this was a select all that apply question. Here is the demographic breakdown of gender options selected:

Race_Ethnicity	Sample_Size
African	6
African-American/Black	26
Asian-American	5
East Asian	5
Hispanic/Latinx	23
Indigenous American_First Nations	2
Middle Eastern	4
Not Listed	5
South Asian	4
Southeast Asian	4
White	148

The following visual for module assignment results by this demographic represent these 215 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 62% with a perfect score of 25, 4% with a score of 24, 25% with a score of 23, etc.

Across all groups, 60% or more of all completing learners scored a 23 or better on the assignment, which amounts to an 92% or better on the assignment. Hispanic/Latinx had the most perfect assignment scores among races and ethnicities; last year, it was Middle Eastern. 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 results were relatively similar to last year's data: four of the six rubric dimensions for Module 3 were the same or better compared to last year and two of five for Module 5 were the same or better. Across self-reported assessment competency, sex, gender, and race/ethnicity populations, 67-91% of folks across groups earned an 87% or better on Module 3 and 60-93% of folks across groups earned a 92% or better on Module 5.

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 SU2025

Joe Levy

Summer 2025

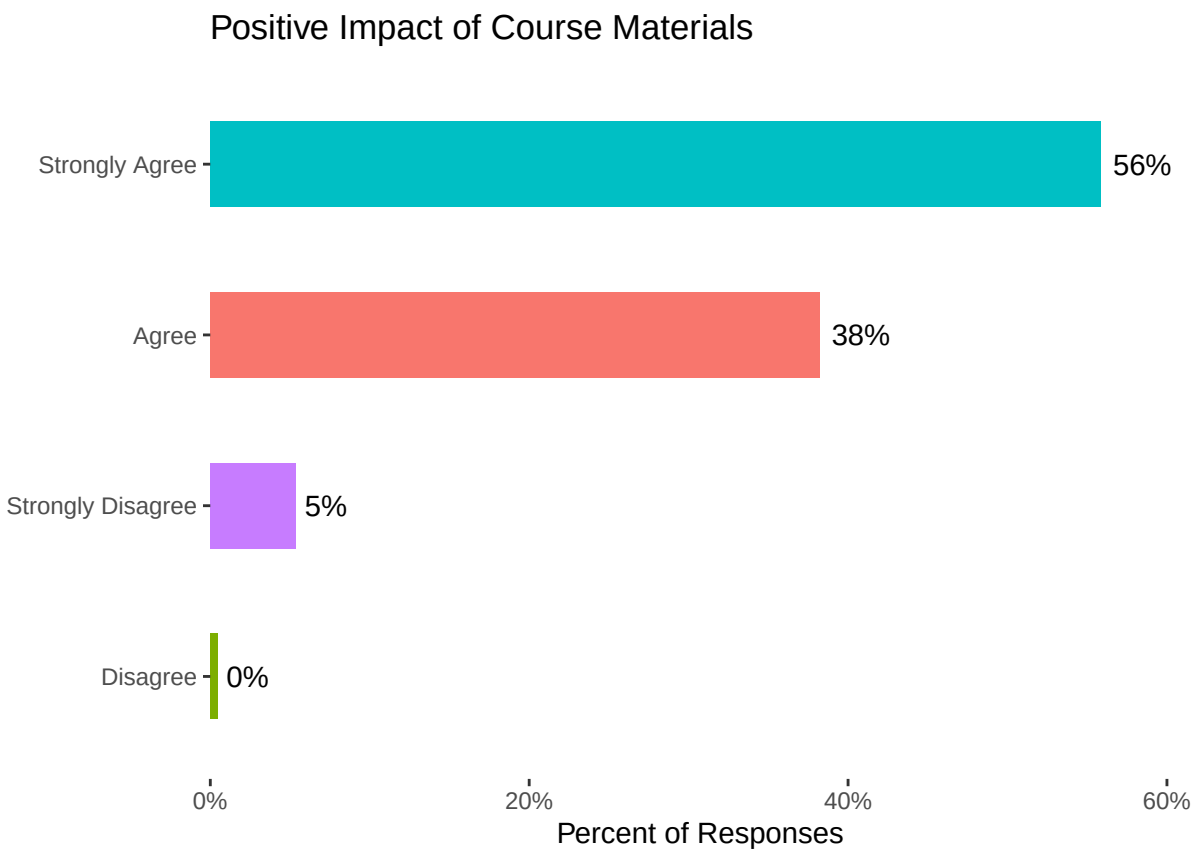
Report Orientation

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.

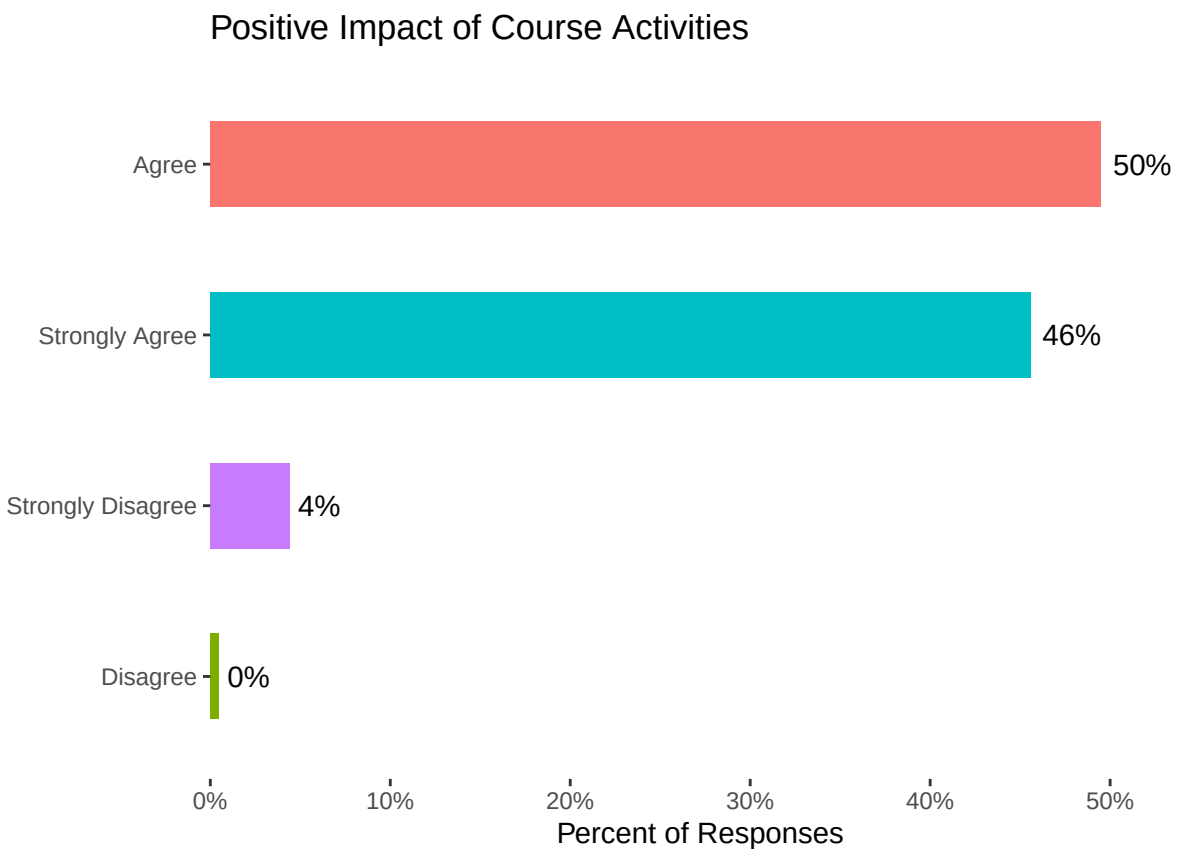
Data and visualizations are presented per survey question overall, then disaggregated by participant demographics in relation to actual hours spent on course and quality rating of the course. These demographics were reported in the Welcome Survey - non-required questions in a non-required survey - leaving room for sample size to differ. Total sample size per demographic per question will be reported, accordingly.

Overall Results

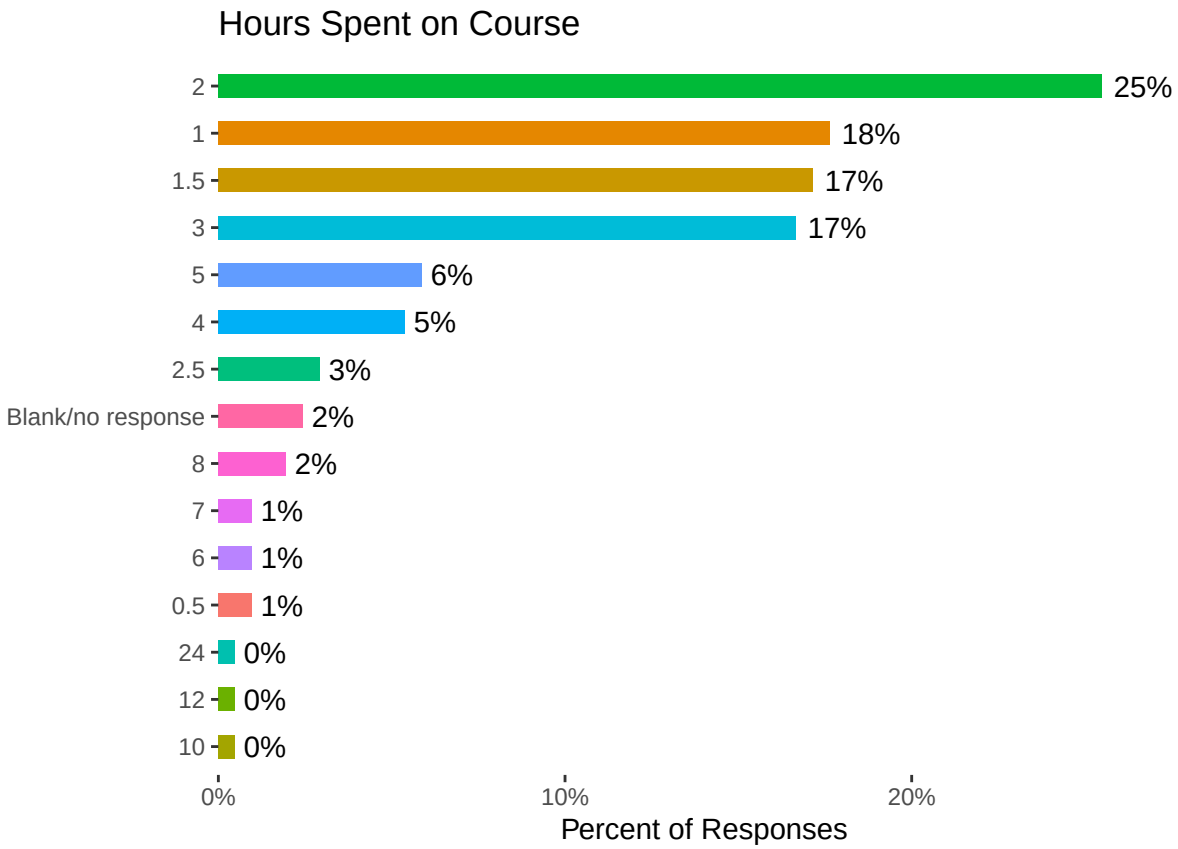
In looking to analyze the results, the initial sample of 269 respondents was filtered for only students who consented to using their data for assessment or report-related purposes, resulting in a sample of 255 respondents. For comparison purposes with other course data sets, respondents were further filtered by participants who successfully completed the course and earned the course badge, resulting in a sample of 204 respondents.



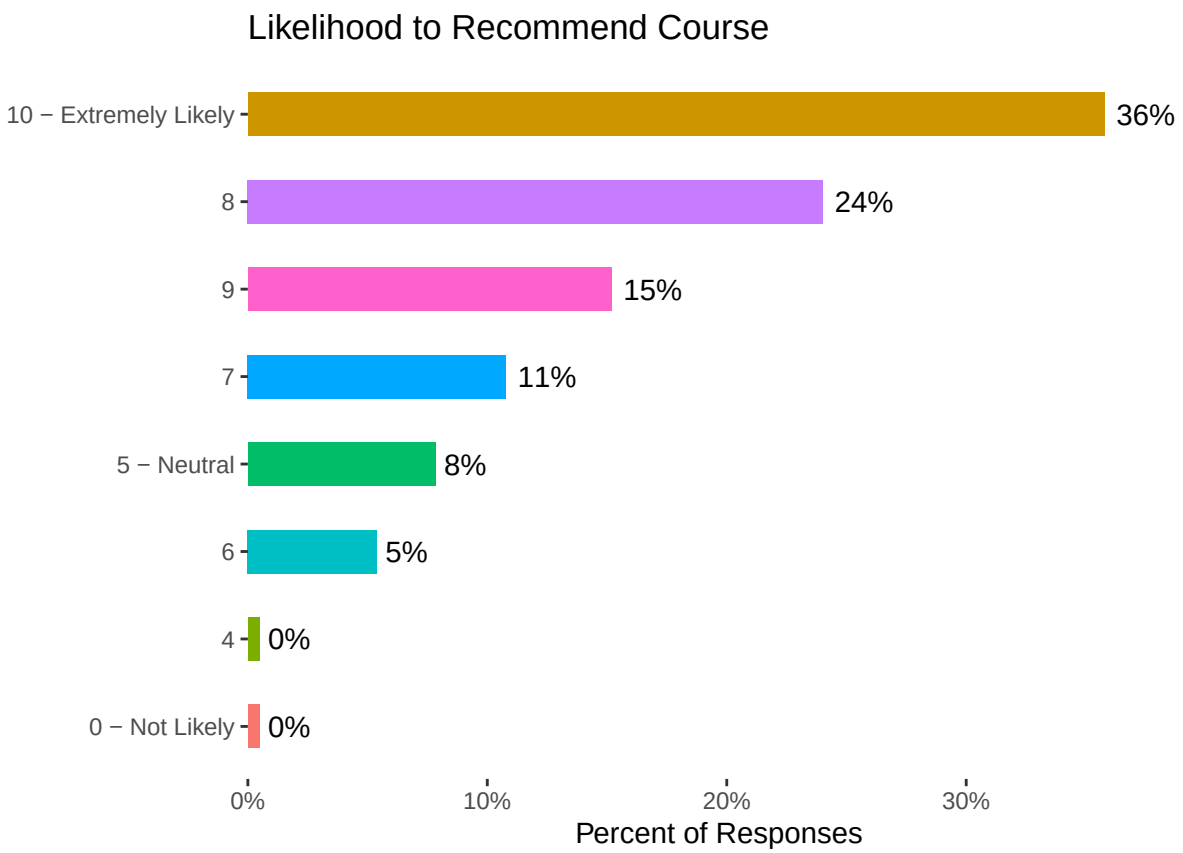
Looking across the survey sample of 204 respondents, 94% of respondents agreed or strongly agreed to positive impact of **course materials (videos, lecture material, readings)**. This year's data is 1% point higher than last year's result.



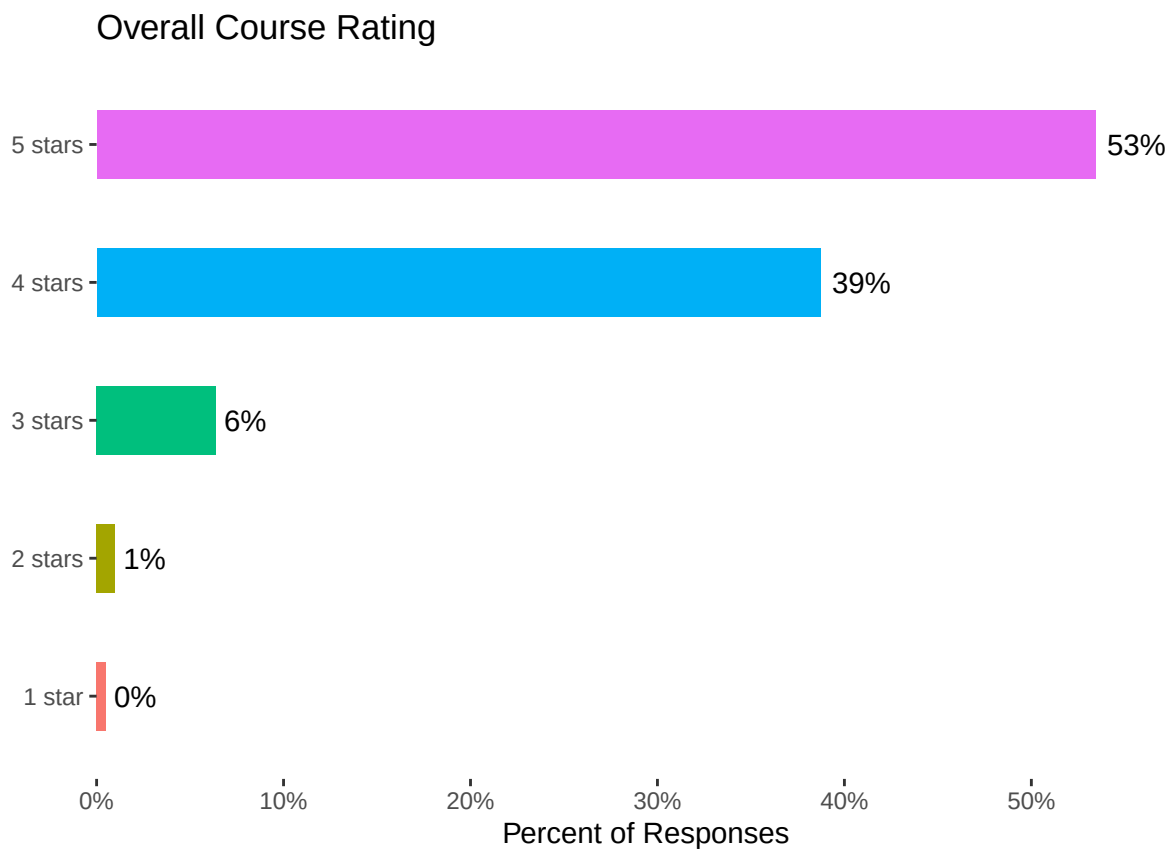
Looking across the survey sample of 204 respondents, 96% of respondents agreed or strongly agreed to positive impact of **course activities (quizzes, assignments, discussion boards)**. This year's data is 4% point higher than last year's data.



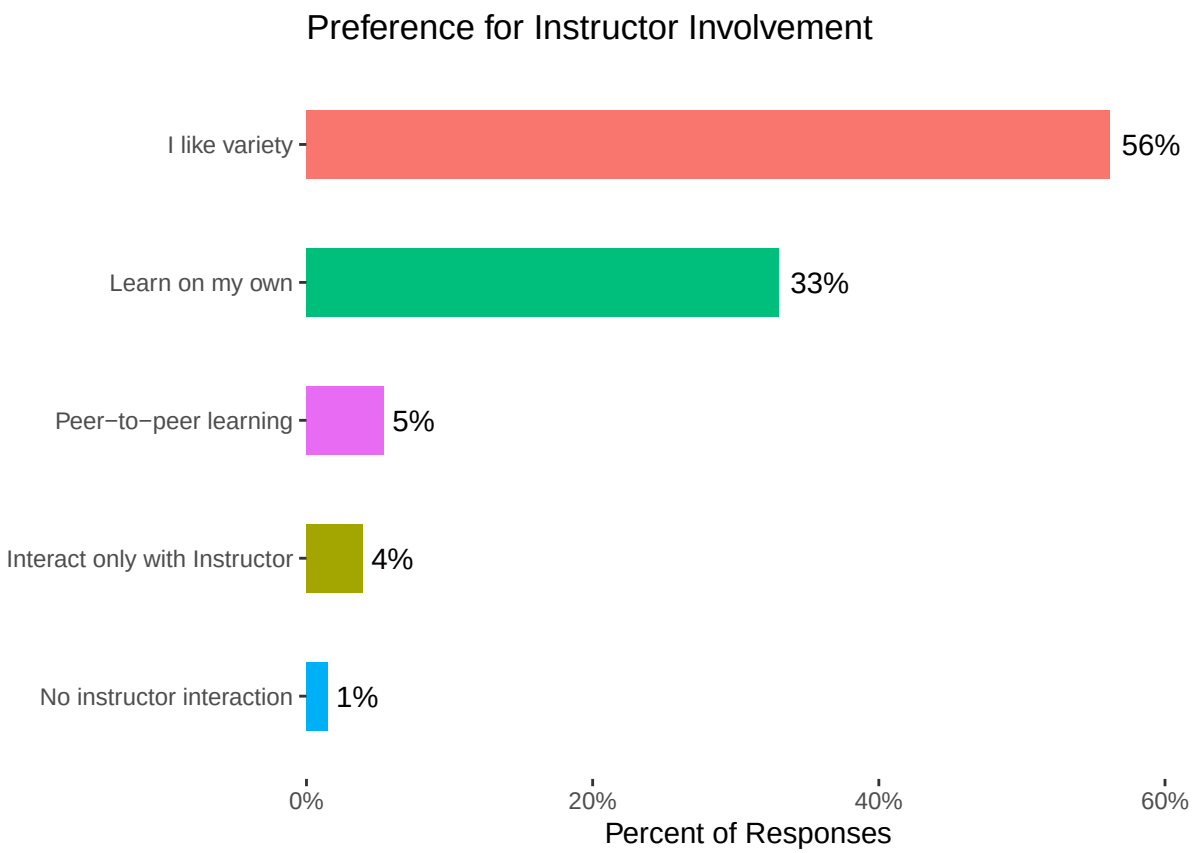
Looking across the survey sample of 204 respondents for **hours spent on the course each week**, 61% of respondents indicated they spent 2 hours or less (down from 66% last year), and overall 86% spending 4 hours or less per week (same as last year). Instructors have structured the course with the expectation the average student will spend approximately 1-2 hours with the material, so these results indicate student behavior is mostly (61%) 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.



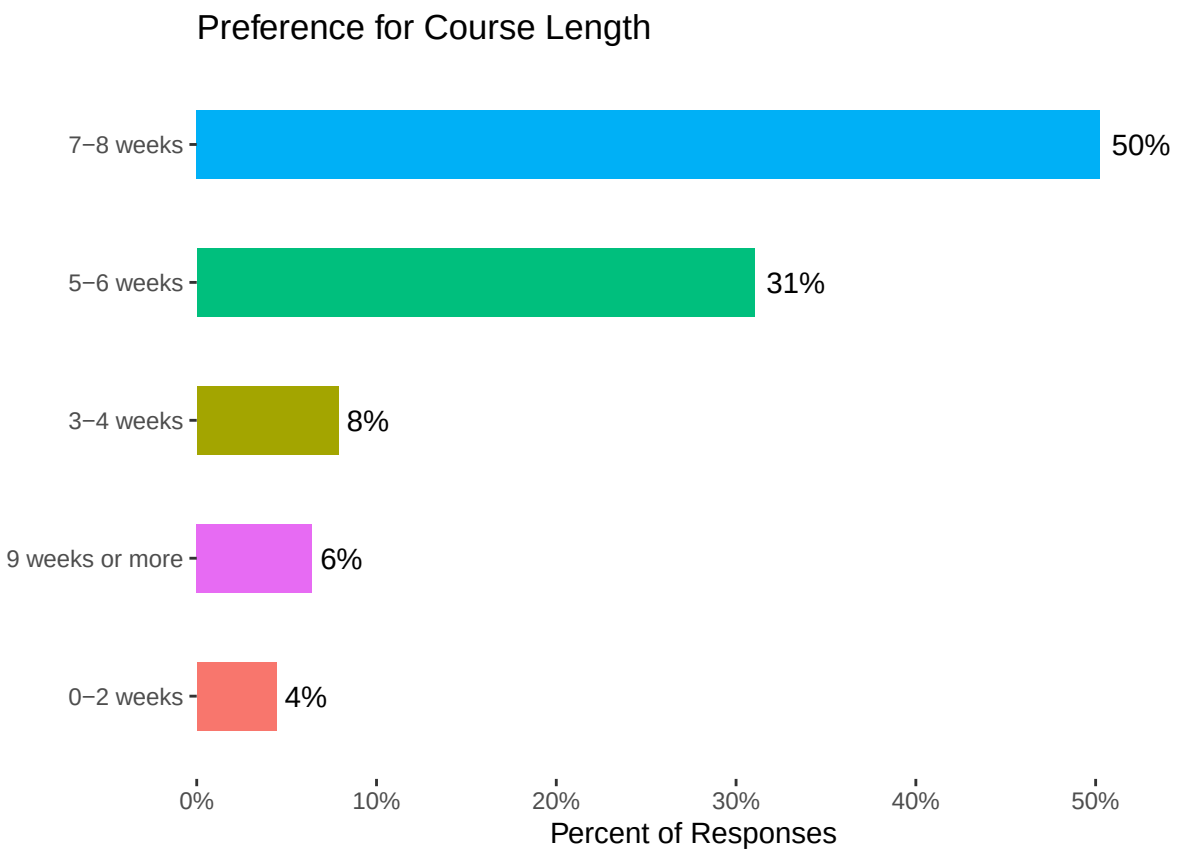
Looking across the survey sample of 204 respondents for **likelihood to recommend course**, 51% of respondents indicated a 9 or 10 (down from 55% last year), with another 24% responding with an 8 (same as last year). With 75% saying 8-10 (slightly down from 78% last year), the course should continue to get strong referrals!



Looking across the survey sample of 264 respondents for **overall course rating**, 92% of respondents responded with a 4 of 5 out of 5 stars. This year's data is slightly up from last year's result of 91% responding with 4 or 5 stars.



Looking across the survey sample of 204 respondents for **instructor involvement preference**, majority (56%) of respondents indicated they like a variety (slight up from 55% last year), while the another 33% indicated they like to learn on their own (up from 30% last year). Peer to peer learning is down from the 8% value last year, interacting only with instructor is also down (6% last year) and no instructor interaction is the same as last year.



Looking across the survey sample of 204 respondents for **course length preference**, respondents indicating a preference of 7-8 weeks was slightly up from last year's 49%, preference of 5-6 weeks was up from 28% last year. Compared to last year, slightly less people thought the course should be 9 weeks or more (last year was 7%) and 3-4 weeks (last year was 14%), while preferences for 0-2 weeks slightly increased (last year was 2%).

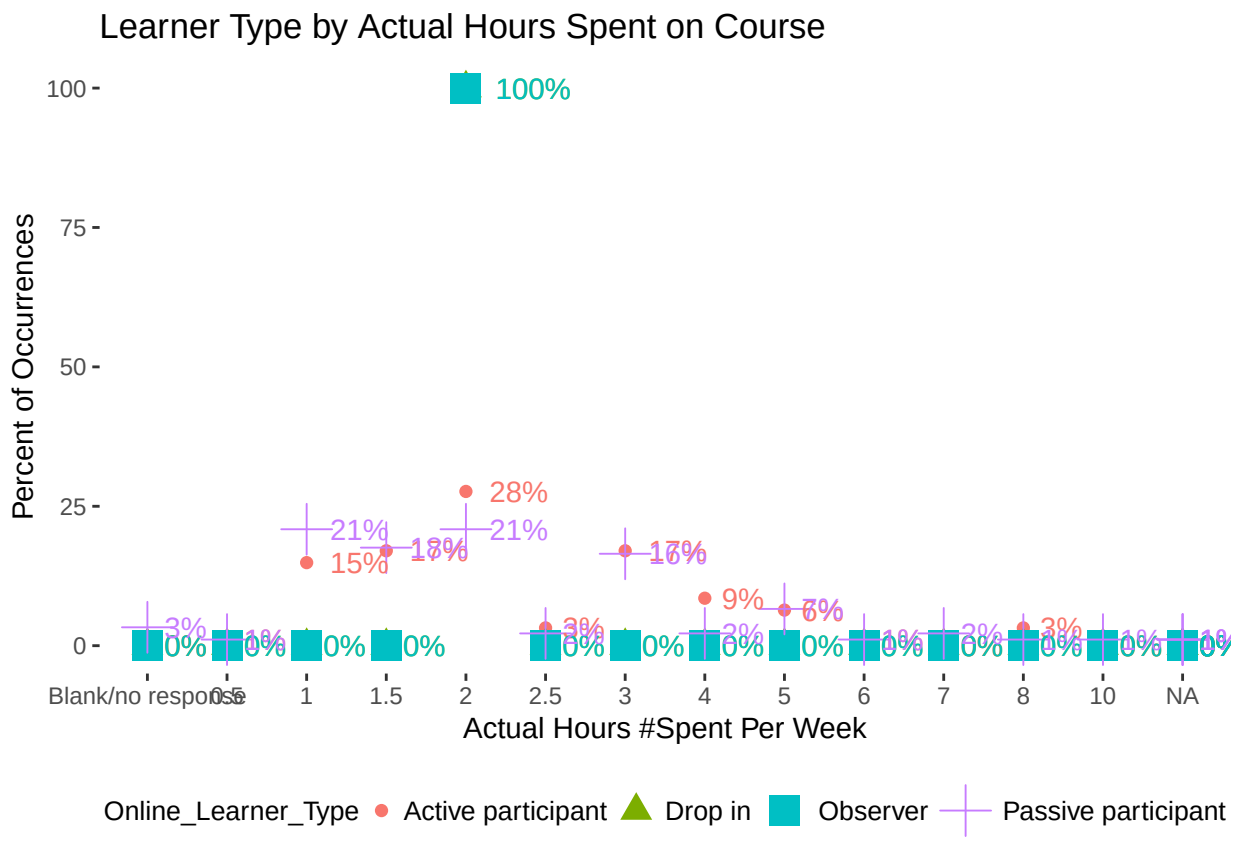
Demographic Disaggregation

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

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

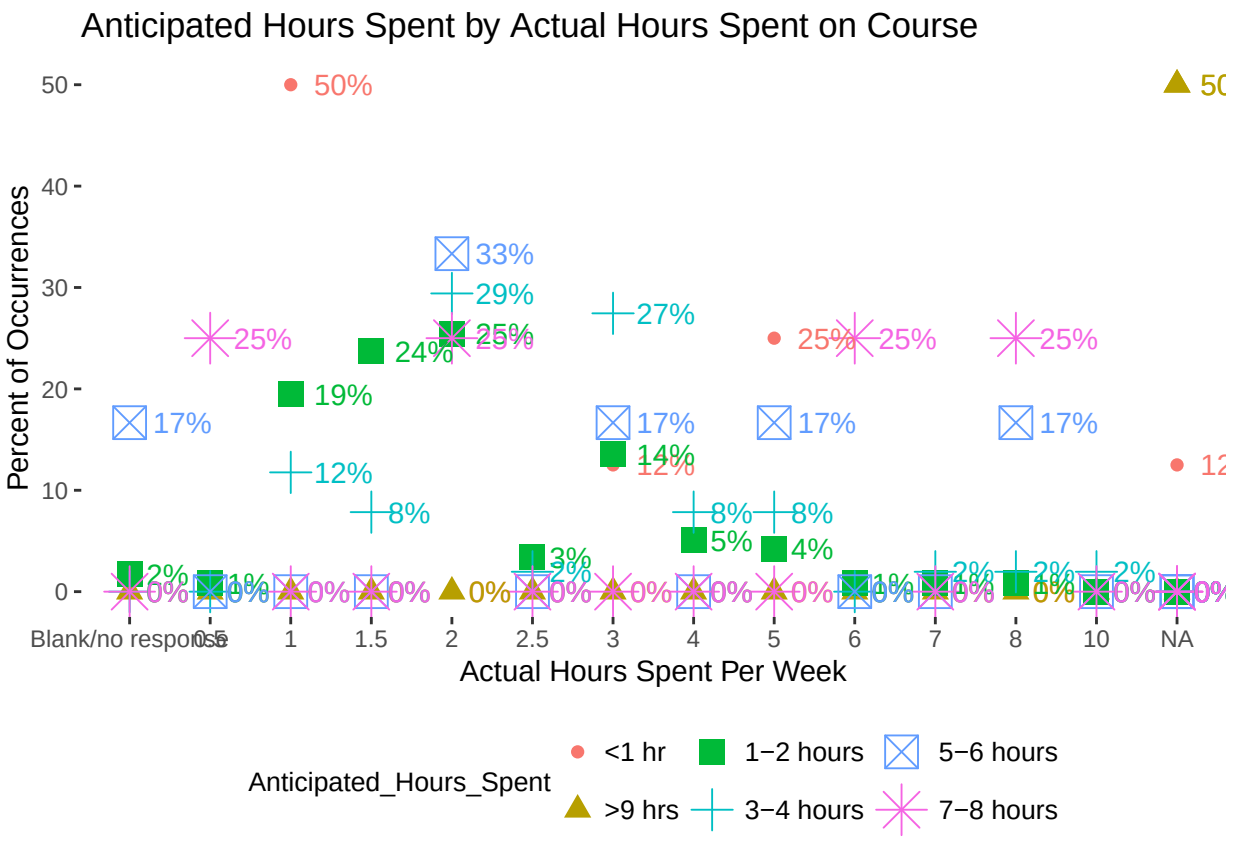
Actual Hours

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



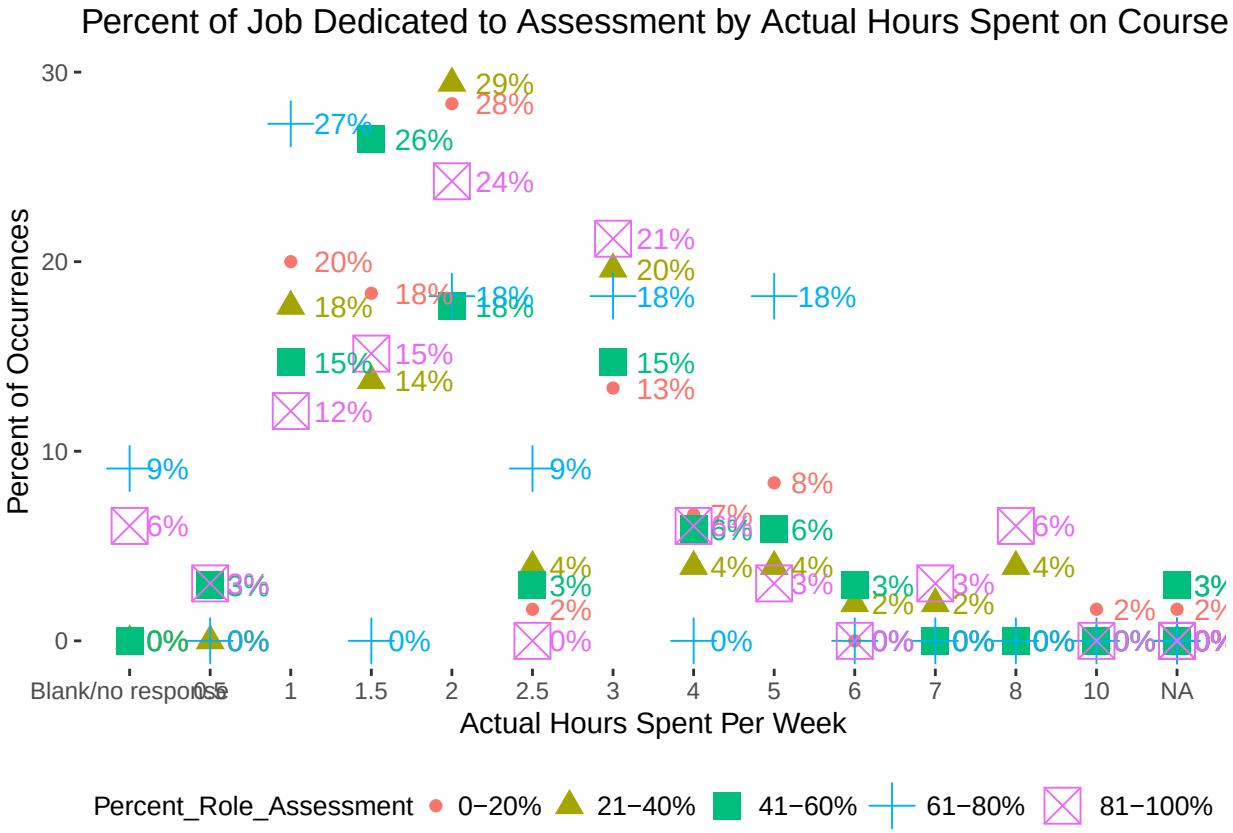
In the above dot plot of 188 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **online learner type**. As an example, the Passive participants were spread 21% at 1 hour per week, 17% at 1.5 hours per week, 21% at 2 hours per 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 (49%) or passive participants (49%), each having 60% or more of their respondents spending 2 hours or less per week on the course (up from 55% last year).



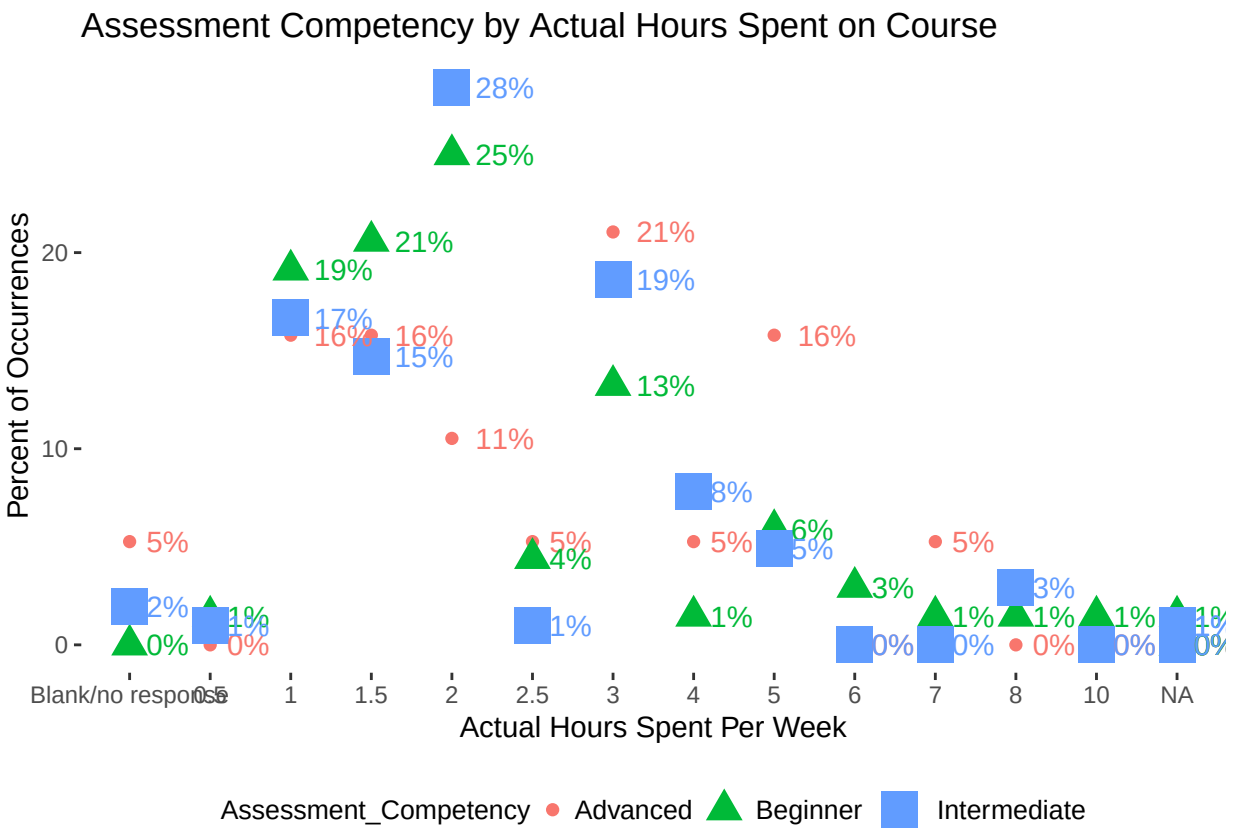
In the above dot plot of 189 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **anticipated hours spent per week**. We're checking initial assumptions/plans for the course against reality as reported by completers! As an example, the 1-2 hours folks were spread 1% at 0.5 hours per week, 19% at 1 hour per week, 24% at 1.5 hours per week, etc.

The overwhelming majority of all course completers fall into the proportion of folks spending 4 hours or less per week in the course. The majority (61%) of completer respondents reported spending 1-2 hours per week on the course, evidenced as true with 70% of the 1-2 hour folks, which made up 63% of completers. Overall, variability and spread from 0-4 and above is similar to last year.



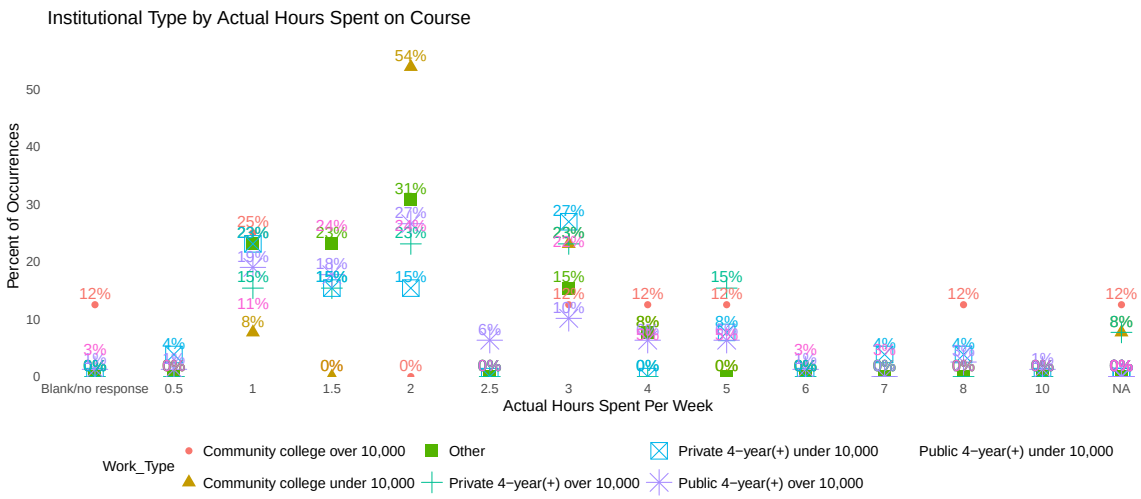
In the above dot plot of 189 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **percent of job dedicated to assessment**. As an example, the 0-20% folks were spread 0% of 0.5 hours per week, 20% of 1 hour per week, 18% of 1.5 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, 61% or more folks spent 2 hours or less per week on the course except for the 61-80% population (46%). This is down from last year (62% or more folks spent 2 hours or less per week except for the 61-80% population at 50%), which reflects completers taking more than 2 hours per week to complete the course this year.



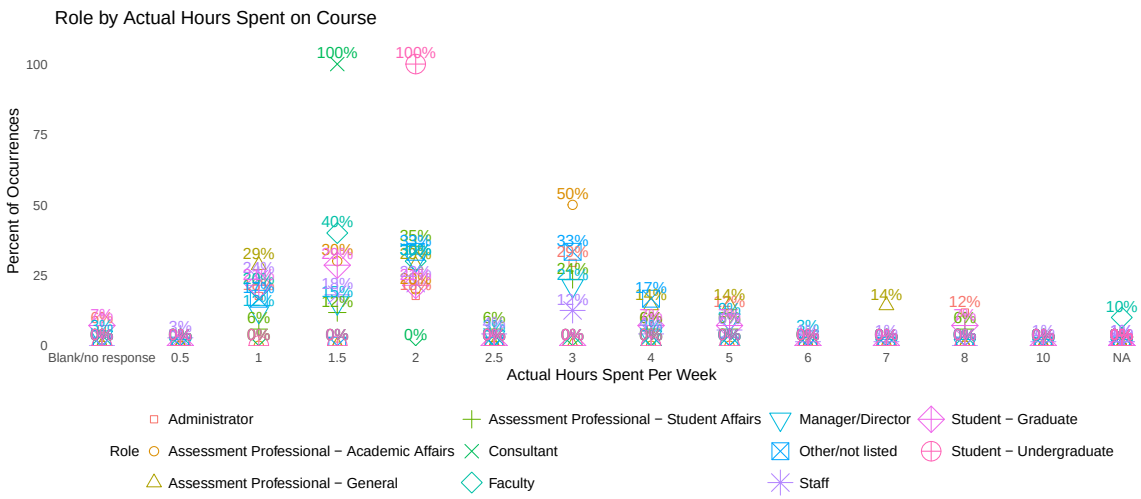
In the above dot plot of 189 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **assessment competency**. As an example, the Intermediate folks were spread 1% at 0.5 hours per week, 17% at 1 hour per week, 15% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of assessment competency. A majority of course completers (60% or more) across Beginner and Intermediate assessment competency levels spent 2 hours or less per week on the course (down from 62% or more last year); Advanced folks only had 42% spending 2 hours or less per week, considerably below the 62% or more grouping last year. As a reminder, however, 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.



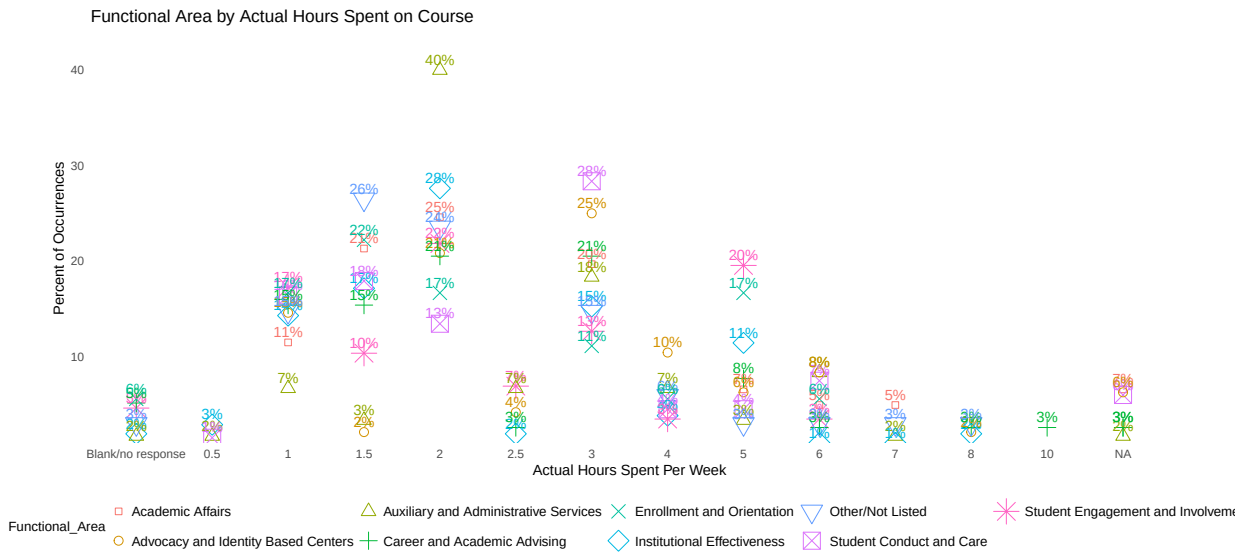
In the above dot plot of 189 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **institutional type**. As an example, the Public 4-year over 10,000 folks were spread 1% at 0.5 hours per week, 19% at 1 hour per week, 18% at 1.5 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 overall was similar compared to last year, though institutional type values changed a bit. Last year, four out of seven institutional types had 60% or more spending 2 hours or less per week (Community college under 10,000; Private 4-year(+) under 10,000; Public 4-year(+) over 10,000; Public 4-year(+) under 10,000); this year four institutional types had 60% or more (Community college under 10,000; Public 4-year(+) over 10,000; Public 4-year(+) under 10,000; Other).



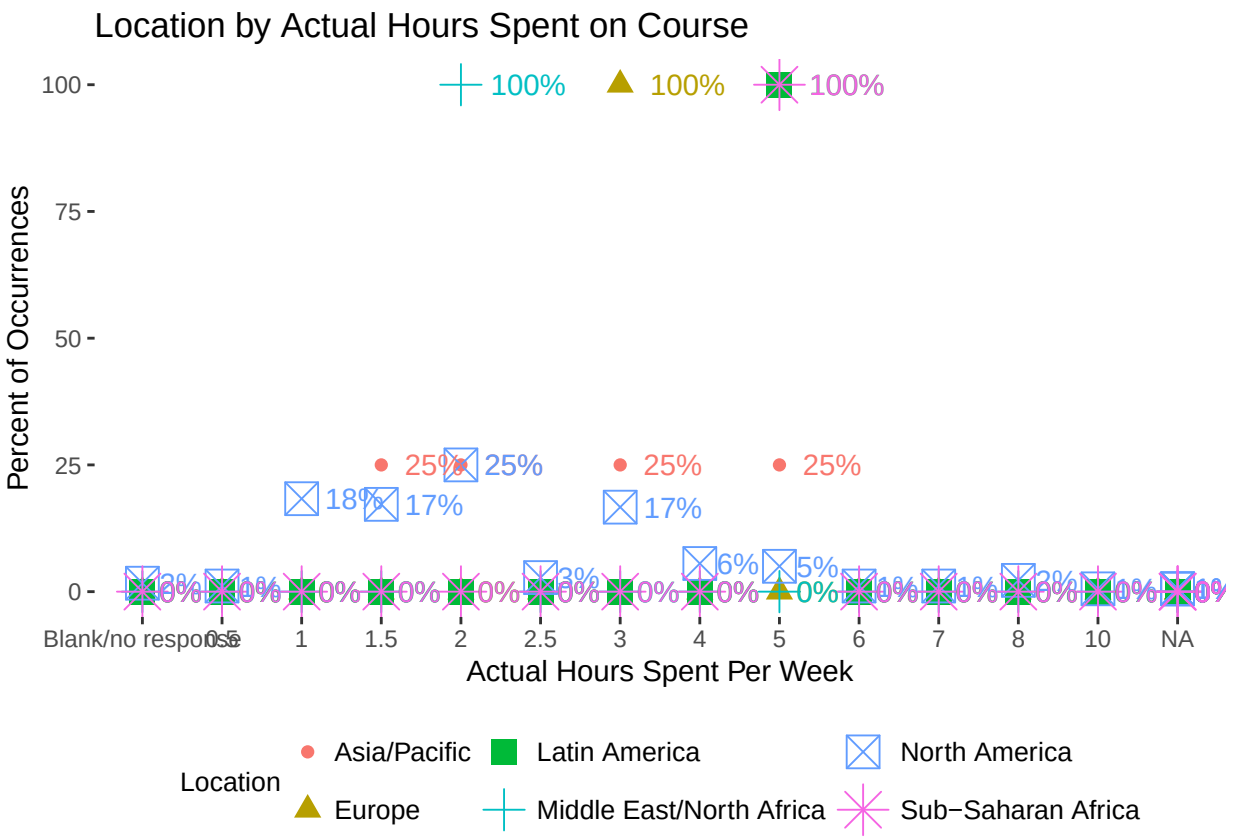
In the above dot plot of 188 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **role**. As an example, the Assessment Professional - Student Affairs folks were spread 0% at 0.5 hours per week, 6% at 1 hour per week, 12% at 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 a little more time with the course this year than 2 hours per week compared to last year. Last year, 9 of 11 roles had majority of folks spending less than two hours per week; this year it's 8 of 11 (Administrator was at 35%; Assessment Professional - Academic Affairs and Other/not listed were both at 50%).



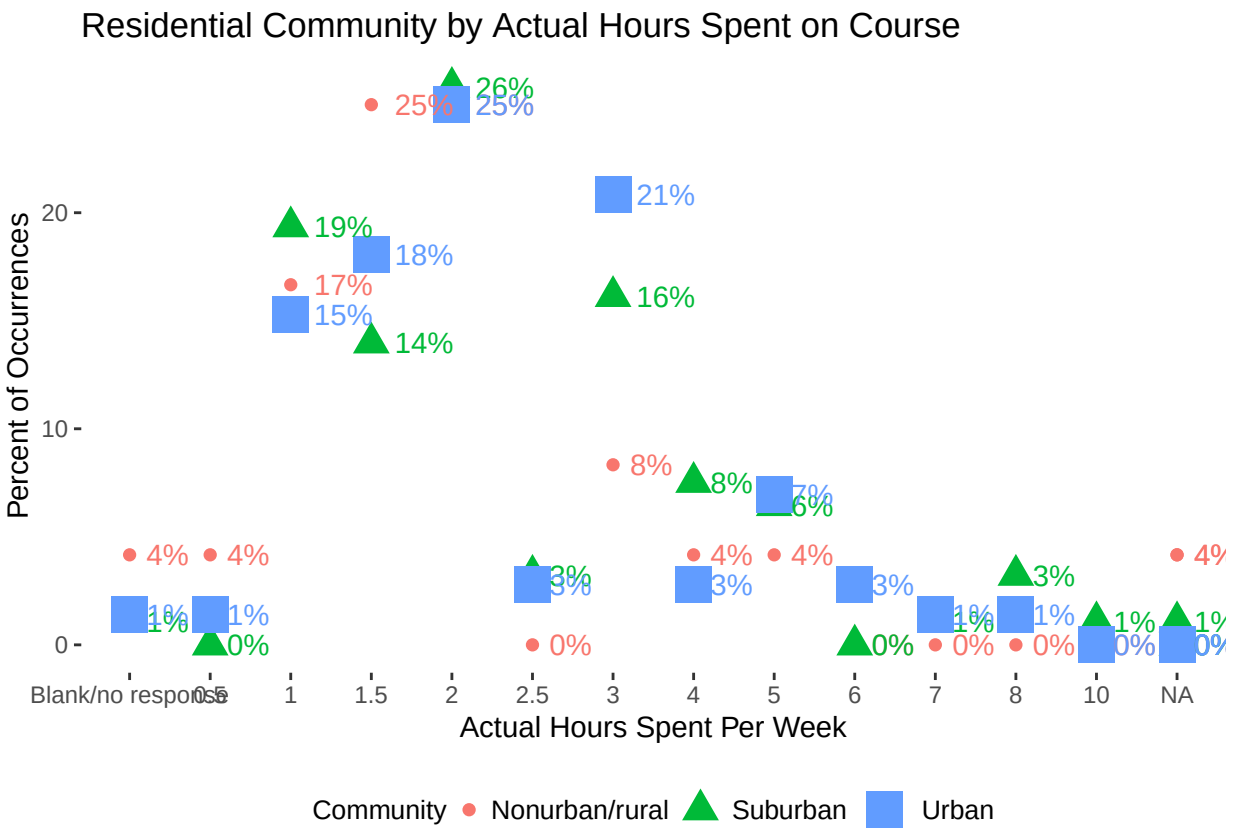
In the above dot plot of 189 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **functional area**. Sorting responses from a check-all-that-apply question and the author's lacking plotting skills makes it worth additional clarification in aggregating some like responses and split categories. As an example, the Academic Affairs folks were spread 0% at .5 hours per week, 11% at 1 hour per week, 21% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of functional area. Across 6 of 9 functional areas, majority of course completers spent less than 2 hours per week on a course. Keeping with the trend of this year's populations taking more time on the course, 8 of 9 functional areas spent less than 2 hours per week on the course last year.



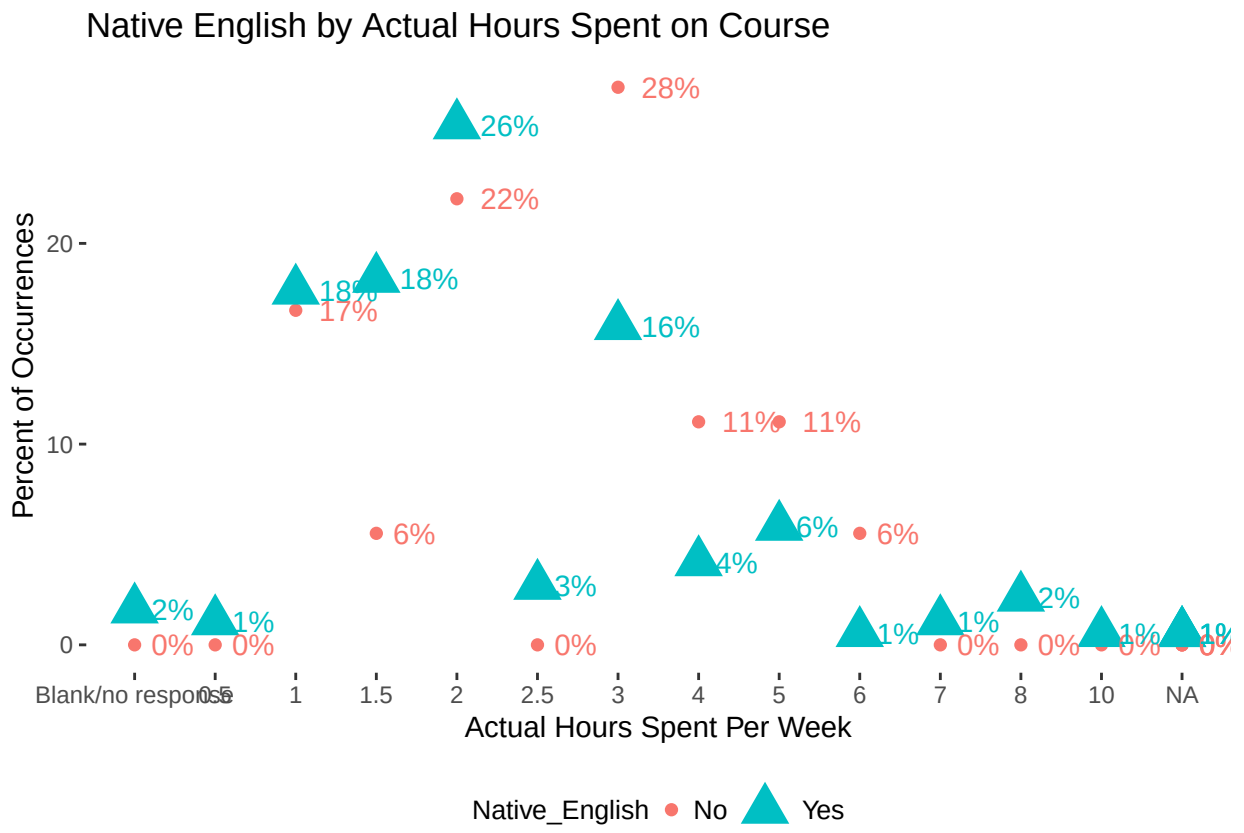
In the above dot plot of 189 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **location**. As an example, the North American folks were spread 0% at 0.5 hours per week, 18% at 1 hour per week, 17% at 1.5 hours per week, etc.

Given size of populations per location, majority of completers across locations spent 4 hours or less per week in the course. By location, however, only 2 of 6 of the locations has majority of completers spending less than 2 hours per week on a course (Middle East/North Africa and North America). As with other demographics, this is lower than last year given more time people spent on the course this year.



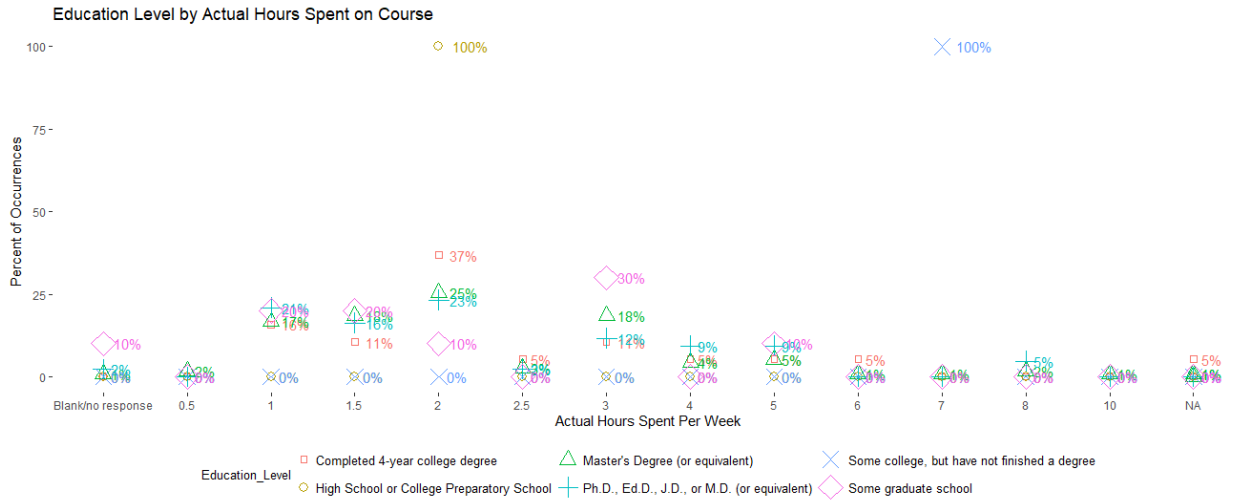
In the above dot plot of 189 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **residential community**. As an example, the Suburban folks were spread 0% at 0.5 hours per week, 19% at 1 hour per week, 14% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of 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 (71% at 2 hours or less), followed by Urban (60%) then Suburban (59%). These results were very similar to last year's results (72%, 59%, and 68%, respectively).



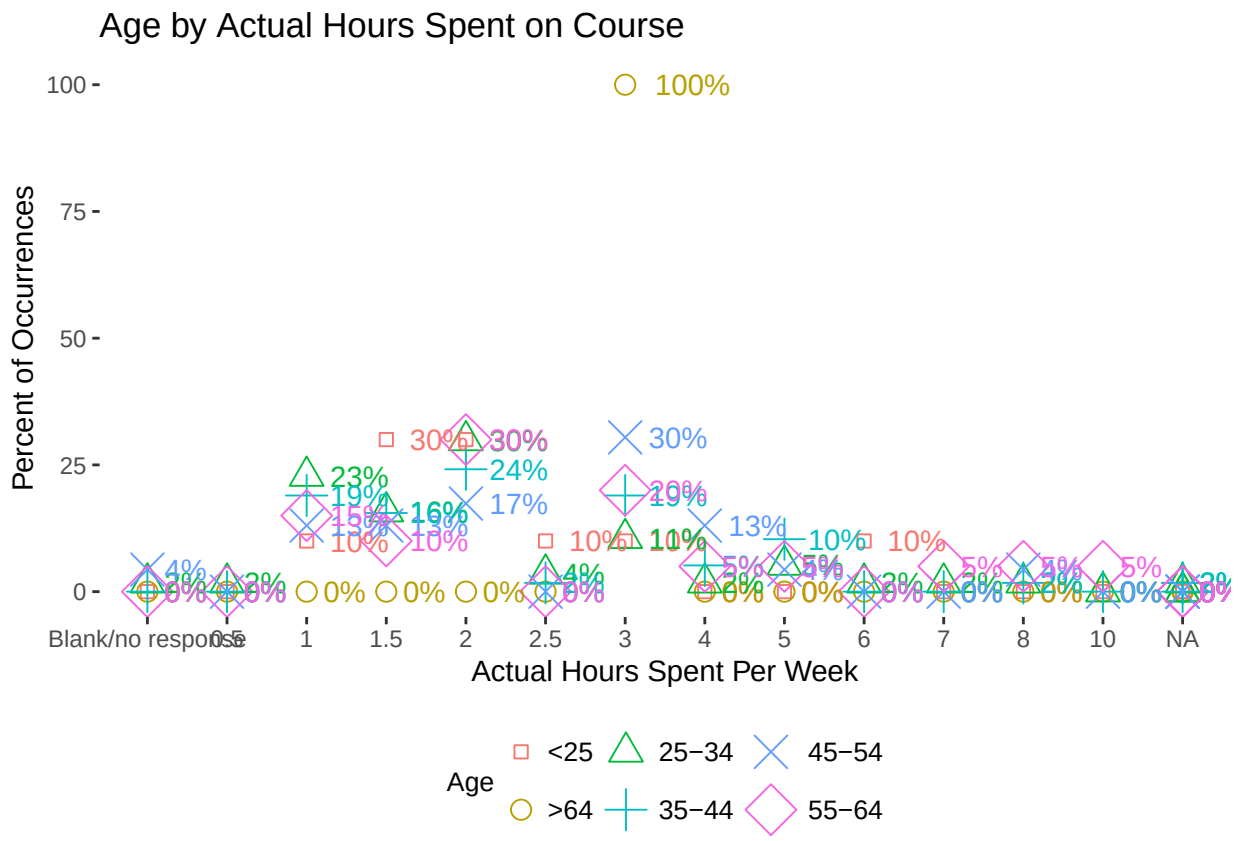
In the above dot plot of 188 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **Native English Speakers**. As an example, Native English speakers were spread 1% at 0.5 hours per week, 18% at 1 hour per week, 18% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - including non-Native English completers. Nearly all completers are Native English speakers (92%) and 63% of them spent 2 or less hours per week in the course (down from 68% 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 83% spent 4 hours or less this year compared to 58% last year.



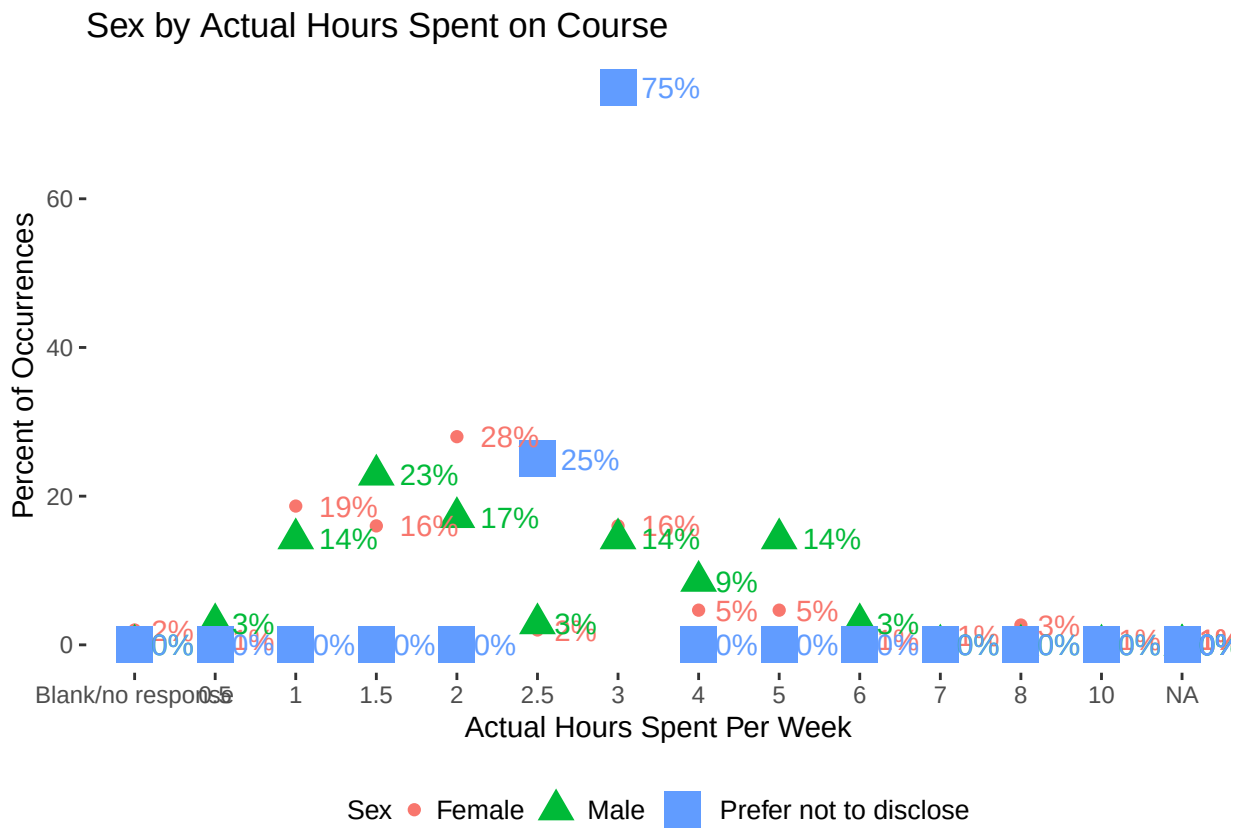
In the above dot plot of 188 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **education level**. As an example, the Master's Degree folks were spread with 2% at 0.5 hours per week, 17% at 1 hour per week, 18% at 1.5 hours per week, etc.

Except for Some College (0%), the overwhelming majority of completers spent 4 hours or less per week in the course regardless of educational level. Across educational levels (except Some College and Some Graduate School), 60% or more of course completers spent less than 2 hours per week on a course. Surprisingly, these results are better than last year; more degree level groups spent less time on the course this year.



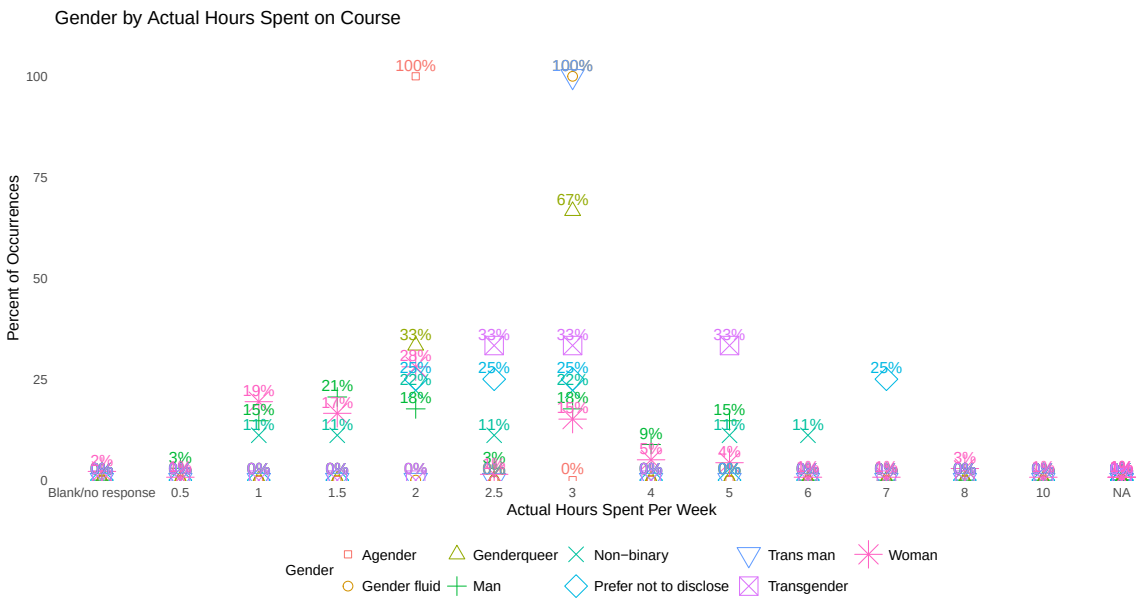
In the above dot plot of 177 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **age**. As an example, the 25-34yr folks were spread 2% at 0.5 hours per week, 23% at 1 hour per week, 16% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of age. With the exception of >64 year olds and 45-54 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 year's results across age groups were slightly elevated for time spent on the course this year.



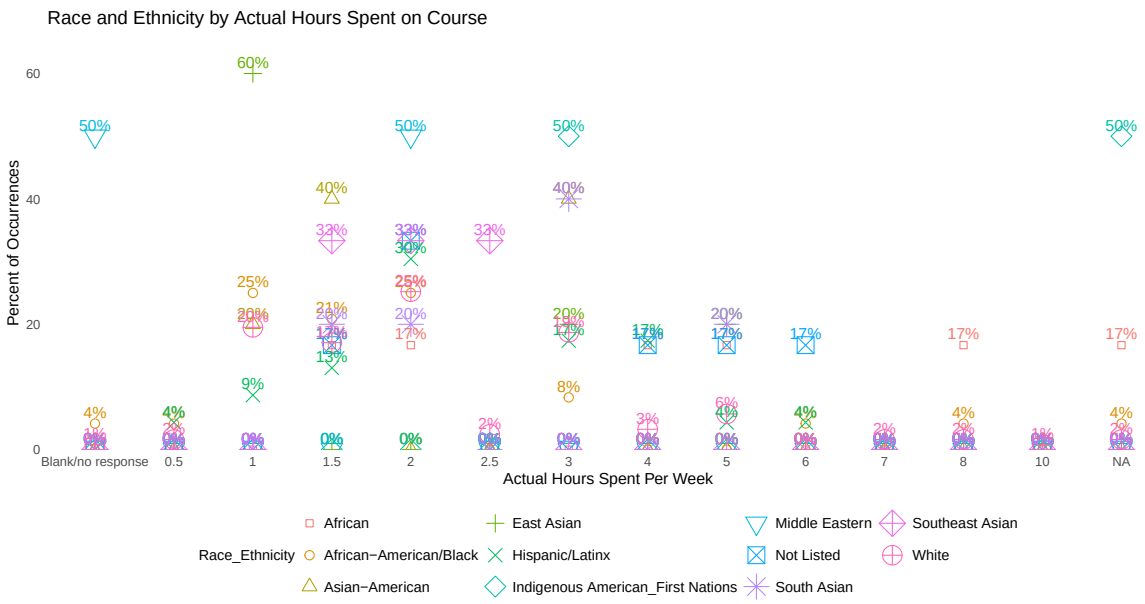
In the above dot plot of 189 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **sex**. As an example, Females were spread 1% at 0.5 hours per week, 19% at 1 hour per week, 16% at 1.5 hours per week, etc.

The overwhelming majority of completers spent 4 hours or less per week in the course - regardless of sex. This year, 64% of female respondents and 57% of male respondents spent 2 hours per week or less on the course; last year's results were 64% for each sex group, meaning males spent more time on the course this year and females spent a similar amount. The Prefer not to disclose group spent more time on the course this year; 100% spent 2 hours or less a week last year compared to 0% this year - 100% of these folks were in the 2.5-3 hour per week responses.



In the above dot plot of 188 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 2% at 0.5 hours per week, 15% at 1 hour per week, 21% 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. Only three of the nine gender groups had majority of respondents spending less than 2 hours per week on a course (Agender, Man, and Woman). These results are lower than last year, meaning more gender groups took more time on the course this year compared to last.

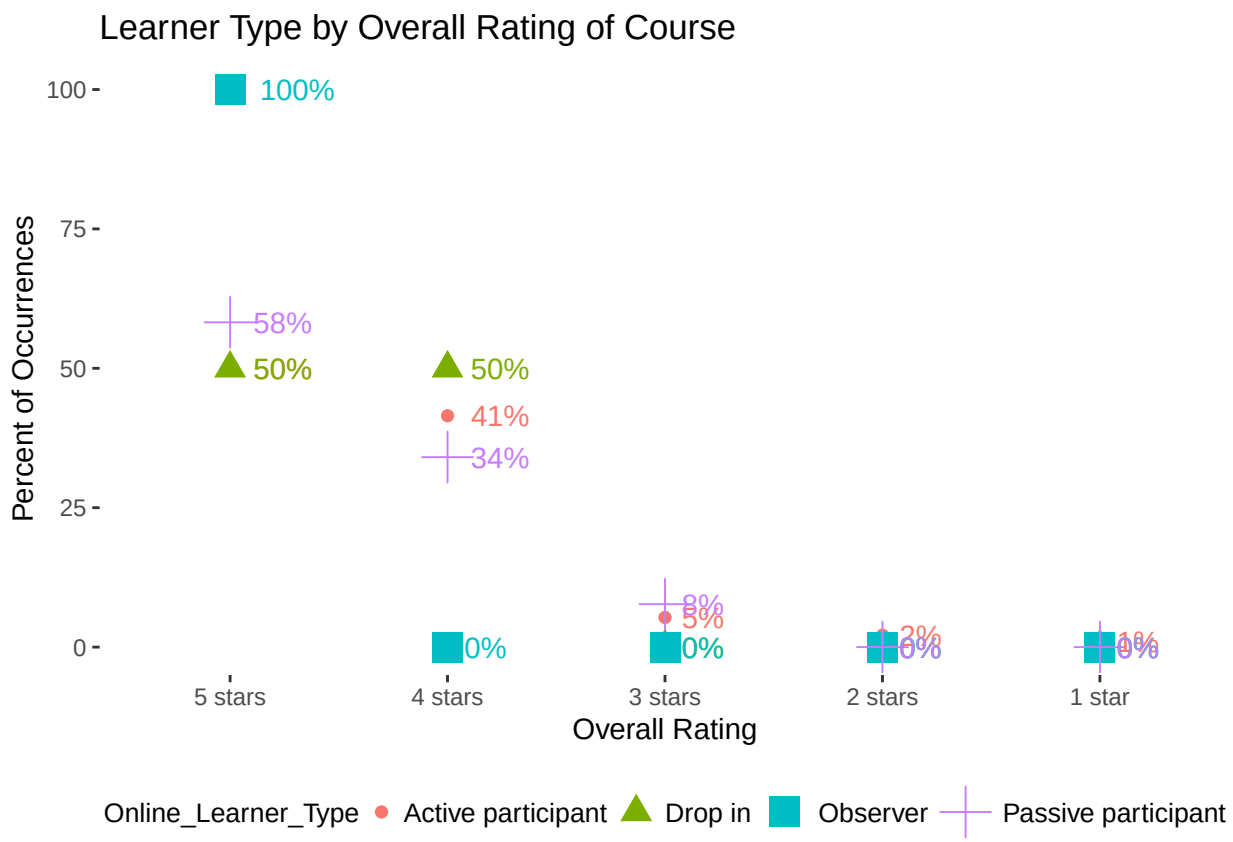


In the above dot plot of 188 respondents, data are oriented around actual hours spent on course each week, giving the percent of responses by self-reported **race and ethnicity**. As an example, African-American/Black respondents were 4% at 1 hour per week, 25% at 1.5 hours per week, 21% at 2 hours per week, etc.

Except for African, Indigenous American_First Nations, and Middle Eastern respondents sitting at 50%, the overwhelming majority of completers spent 4 hours or less per week in the course across race and ethnicity groups. Six of 11 race and ethnicity groups (African-American/Black, Asian-American, East Asian, Hispanic/Latinx, Southeast Asian, White) had more than 50% of respondents spending less than 2 hours per week on a course. As a minority of demographics where time spent on the course seemingly did not increase as much as others, these results were better than last year's of only 5 groups meeting this criteria.

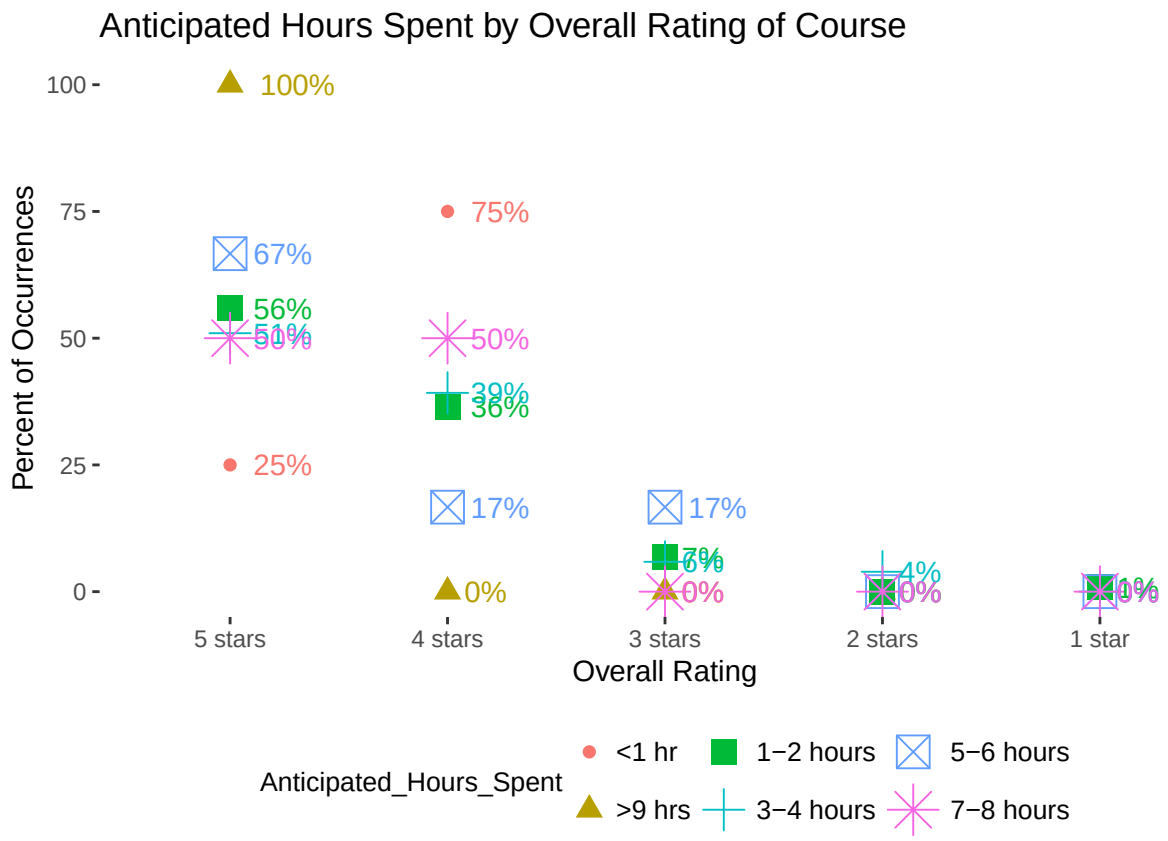
Overall Rating

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



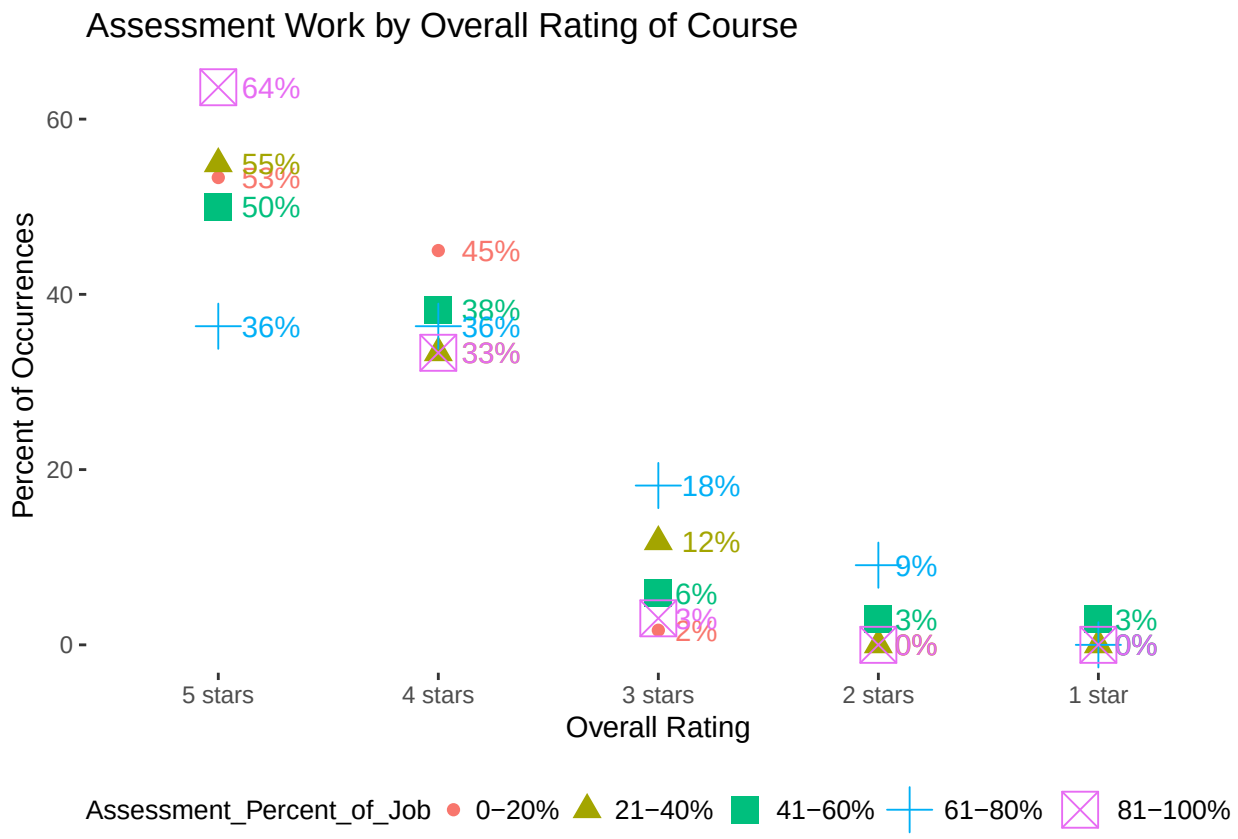
In the above dot plot of 188 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **online learner type**. As an example, the passive participant's ratings were spread 58% 5 stars, 34% 4 stars, etc.

The vast majority of online learner types rated the overall course as 4 or 5 stars across online learner type (lowest amounts were Active and Passive participants both at 92%). Results for Passive participants are slightly up and Observer the same compared to last year, with the overall ratings were slightly up (92% overall 4 and 5 stars this year compared to 91% last year).



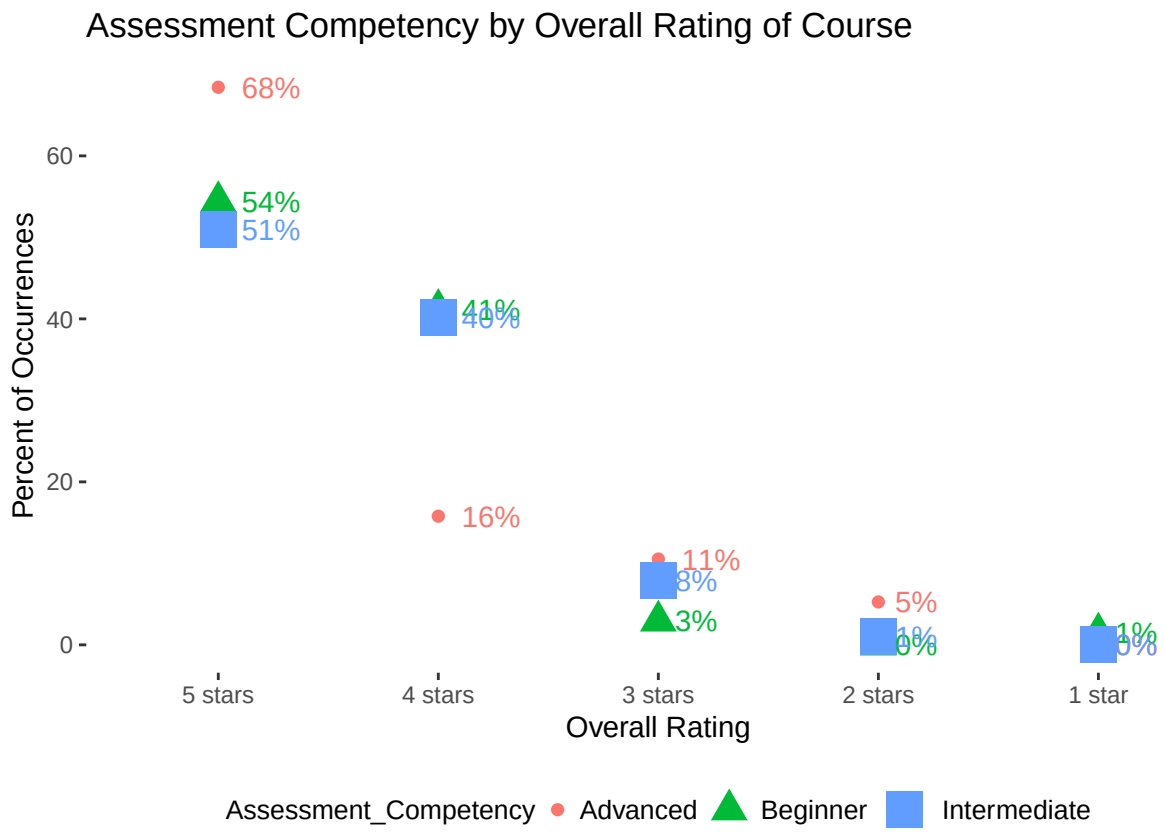
In the above dot plot of 189 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **anticipated hours spent per week**. As an example, the 1-2 hour respondents were spread 25% 5 stars, 75% 4 stars, etc.

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 very similar to last year overall.



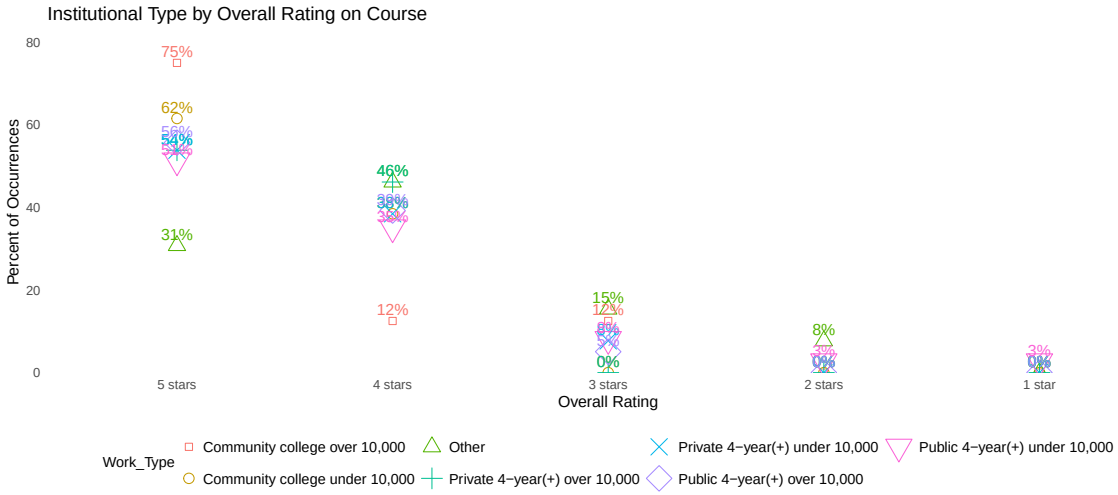
In the above dot plot of 189 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **percent of job dedicated to assessment**. As an example, the 0-20% of job dedicated to assessment respondents were spread 53% 5 stars, 45% 4 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 61-80% of job dedicated participants at 72.7% rating 4 or 5 stars). These results were similar to last year overall, just a little lower across some groups.



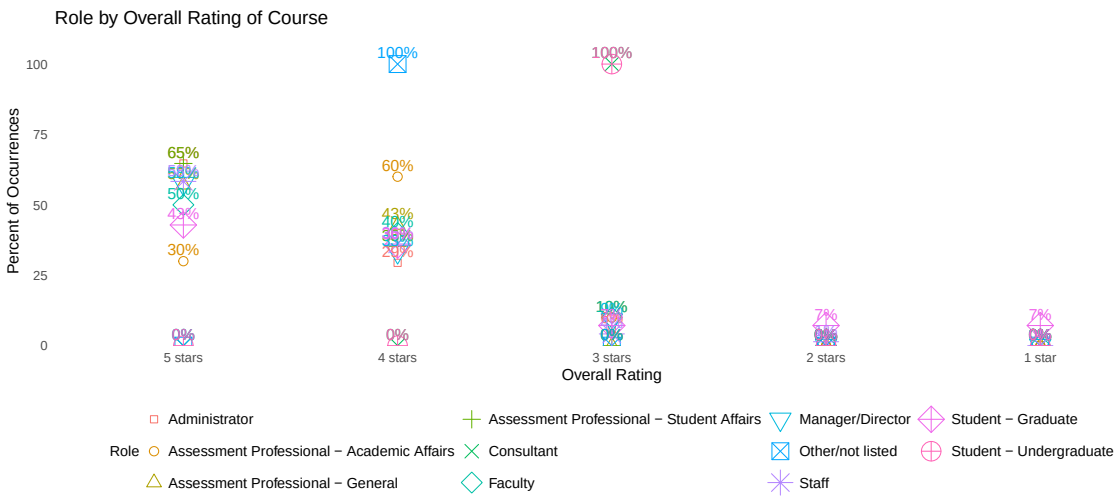
In the above dot plot of 189 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **assessment competency**. As an example, the Intermediate respondents were spread 51% 5 stars, 40% 4 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across assessment competency (lowest amount was with Advanced participants at 84% rating 4 or 5 stars). These results were similar to last year overall, just a lower across some groups (e.g., Advanced folks had 95% ratings of 4 or 5 last year).



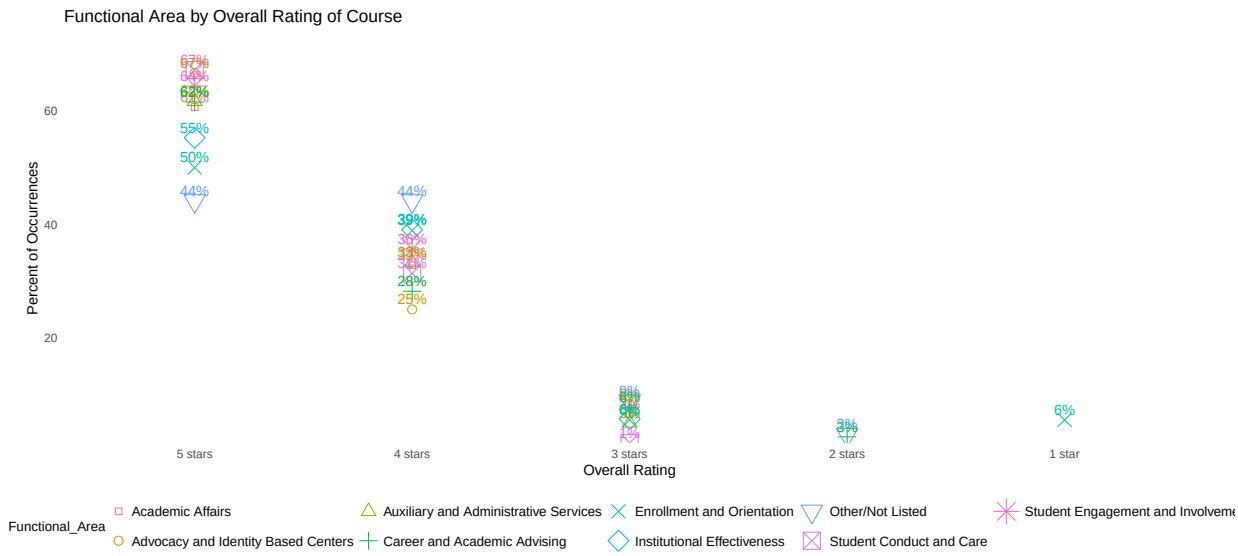
In the above dot plot of 189 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **institutional type**. As an example, the Public 4-year over 10,000 respondent responses were spread 56% 5 stars, 39% 4 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across institutional type (lowest amount was with Other at 77% rating 4 or 5 stars). These results were similar to last year overall, just lower across some groups (e.g., Other folks had 89% ratings of 4 or 5 last year).



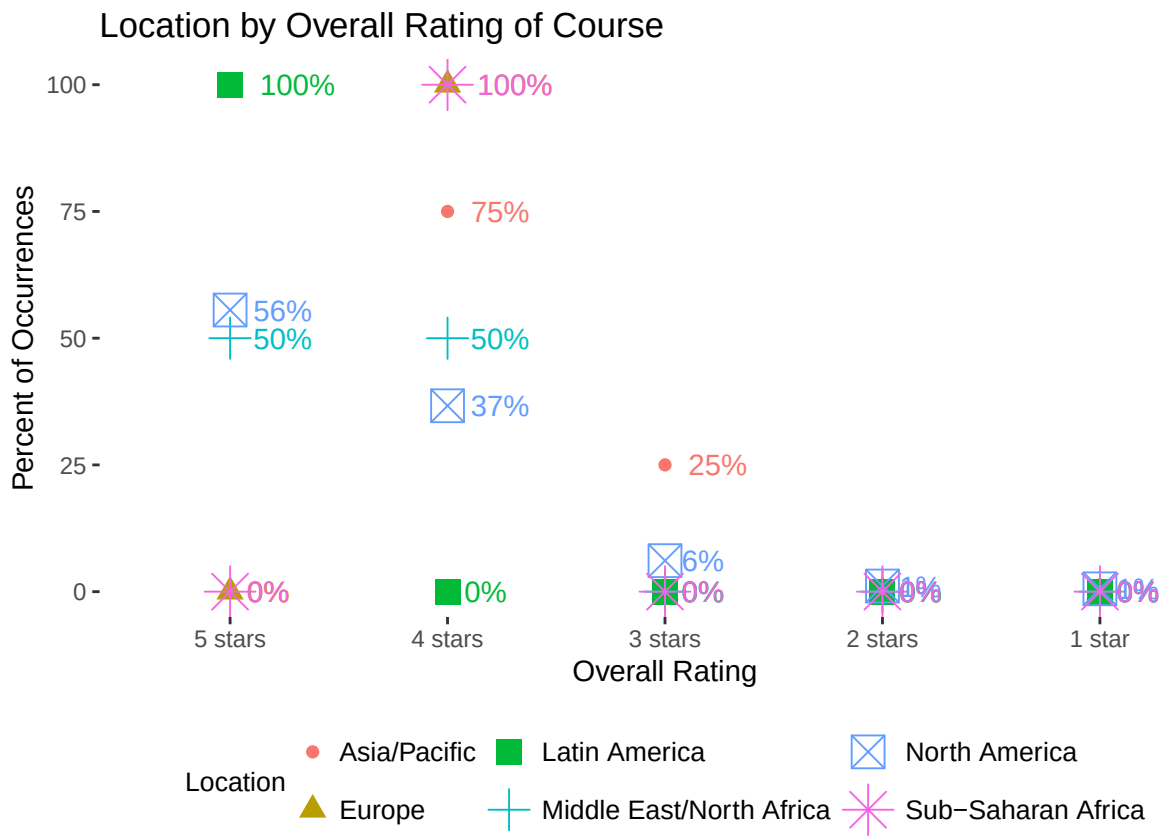
In the above dot plot of 188 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **role**. As an example, the Assessment Professionals - Student Affairs folks were spread 65% 5 stars, 35% 4 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across role (lowest amount was with Student - Graduate participants at 78% rating 4 or 5 stars). These results were similar to last year, just lower across some groups (e.g., Student - Graduate had 86% participants rating 4 or 5 stars last year).



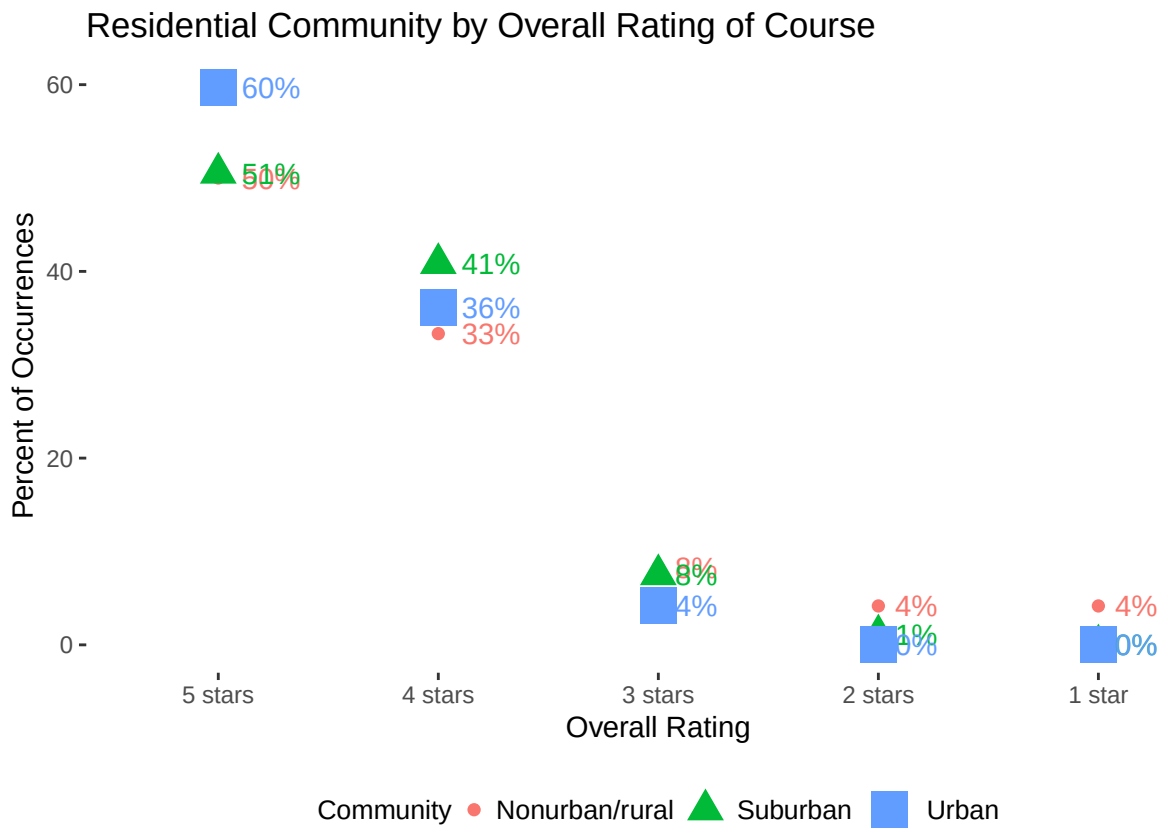
In the above dot plot of 189 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **functional area**. Sorting responses from a check-all-that-apply question and the author's lacking plotting skills makes it worth additional clarification in aggregating some like responses and split categories. As an example, the Institutional Effectiveness folks were spread 55% 5 stars, 39% 4 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across functional areas (lowest amount was with Other/not listed participants at 88% 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 had 91% ratings of 4 or 5 last year).



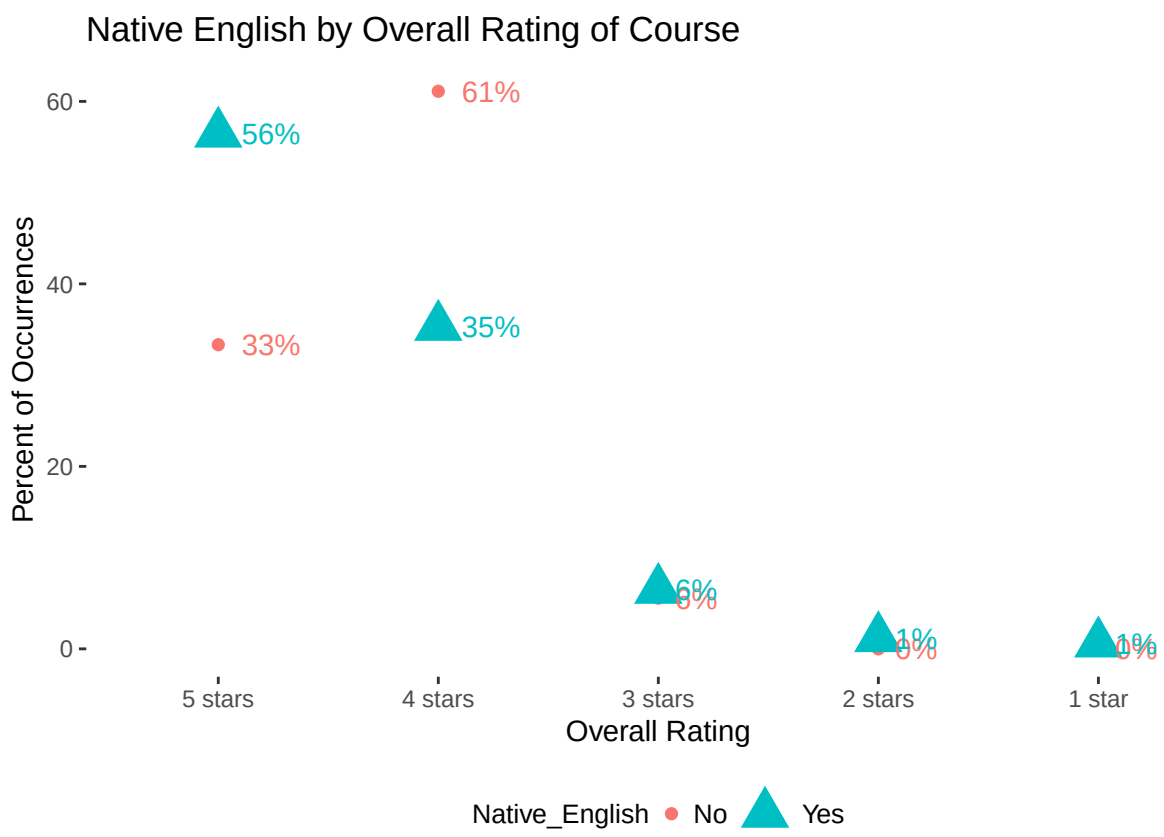
In the above dot plot of 189 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **location**. As an example, North American respondents were spread 56% at 5 stars, 37% 4 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across locations (lowest amount was with Asia Pacific at 75% rating 4 or 5 stars). These results were similar to last year overall, just with some differences across groups (e.g., Asia Pacific folks had 100% ratings of 4 or 5 last year).



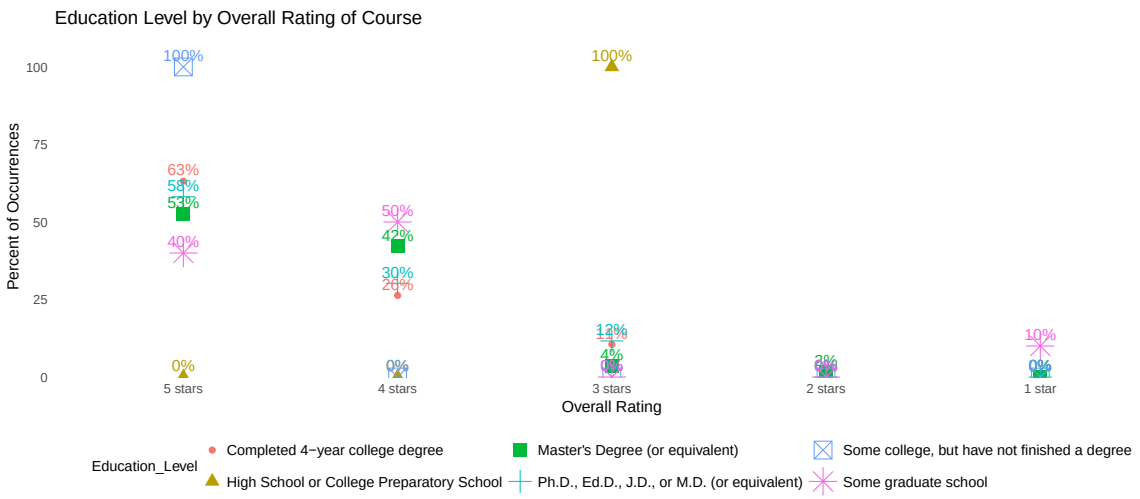
In the above dot plot of 189 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **residential community**. As an example, Suburban respondents were spread 51% 5 stars, 41% 4 stars, etc.

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 83% rating 4 or 5 stars). These results were similar to last year overall, just a little lower across groups (e.g., Nonurban/rural folks had the lowest last year with 86% ratings of 4 or 5 last year).



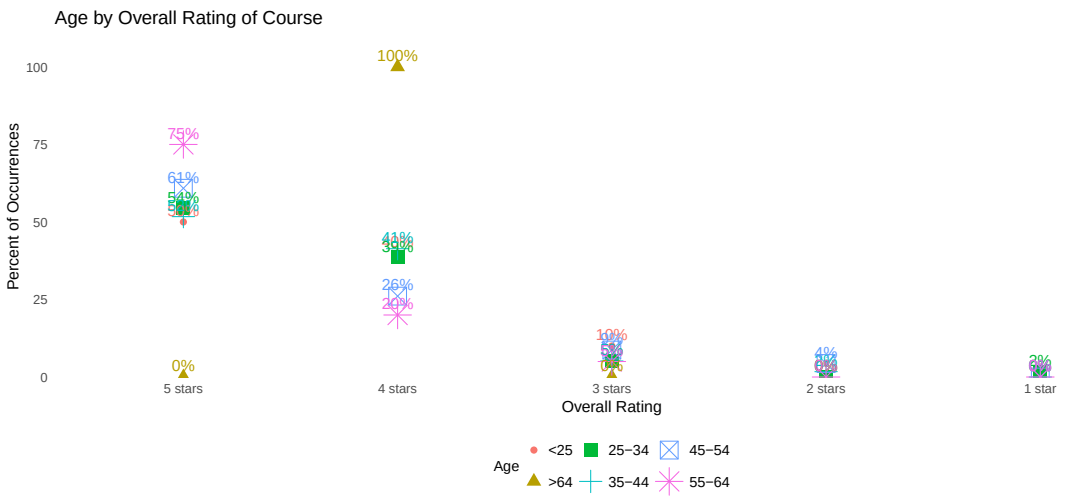
In the above dot plot of 188 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **Native English Speakers**. As an example, the Yes/Native English speaking respondents were spread 56% 5 stars, 35% 4 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across Native English speakers or not; Yes/Native English respondents were at 92% rating 4 or 5 stars, No/Non-native English respondents were at 94%. These results were similar to last year overall; Native English speakers were at 92% and Non-native English speakers were at 95%.



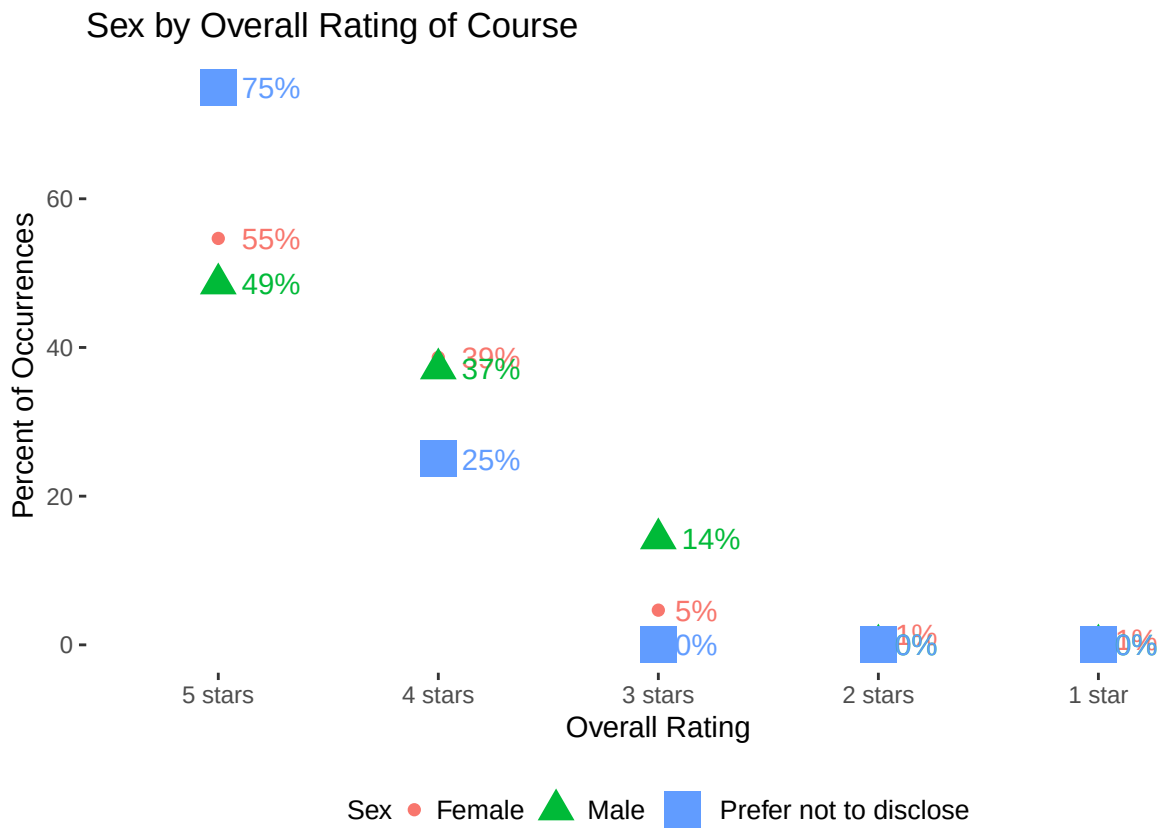
In the above dot plot of 188 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **education level**. As an example, the Master's Degree respondents rated the course overall as 51% 5 stars, 38% 4 stars, 10% 3 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across education levels (lowest amount was PhD/EdD/JD/MD folks at 88% rating 4 or 5 stars). The overall results were similar to last year, though some group responses/values differed compared to last year (e.g., lowest amount last year was also 88% but with the Some graduate school folks).



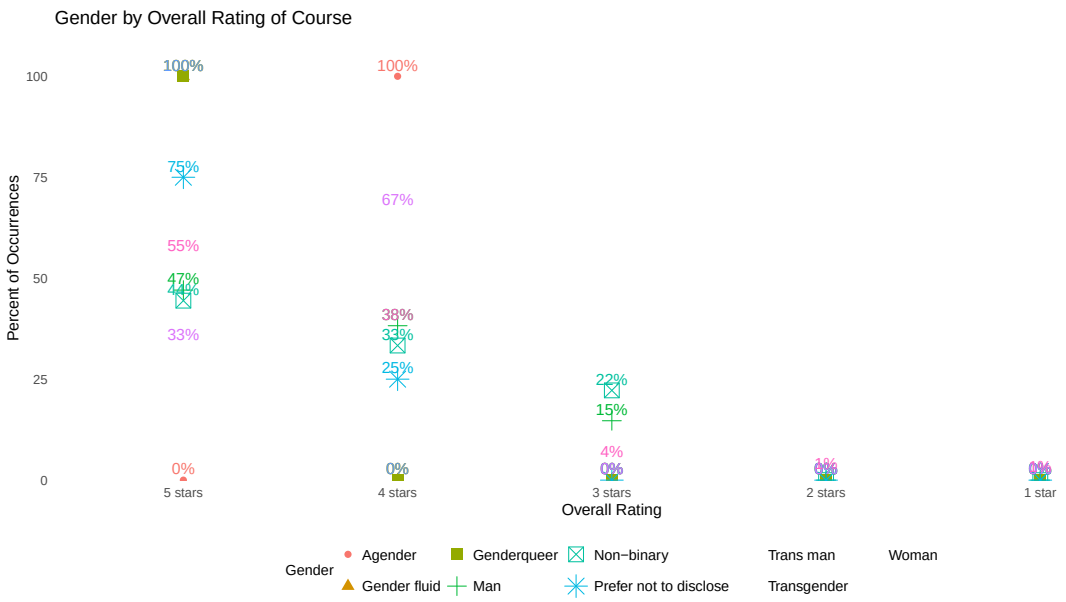
In the above dot plot of 177 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **age**. As an example, the 25-34 year old respondents were spread 54% 5 stars, 39% 4 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across age groups (lowest amounts were 45-54 people at 87% rating 4 or 5 stars). Unlike most other demographics, while similar to last year's results, across-group differences are better/higher ratings this year (e.g., lowest group last year was <25 folks with 83%).



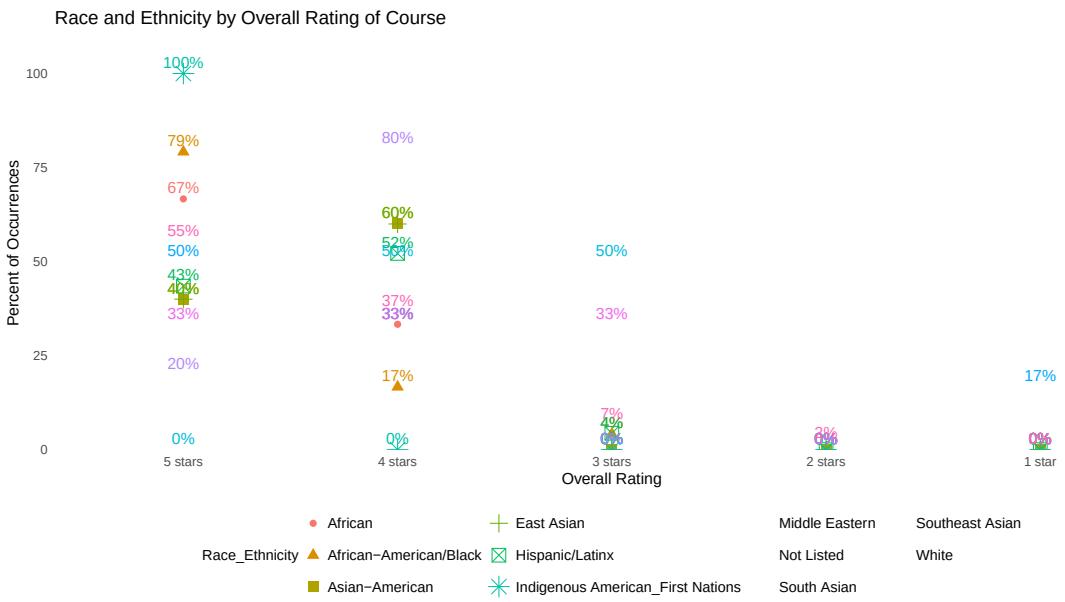
In the above dot plot of 189 respondents, data are oriented around overall rating of quality for the course, giving the percent of responses by self-reported **sex**. As an example, Female respondents were spread 55% 5 stars, 39% 4 stars, etc.

The vast majority of folks rated the overall course as 4 or 5 stars across sex groups: ratings of 4 or 5 stars were 93% Female, 86% Male, and 100% Prefer not to disclose. These results were similar to last year overall with some differences across groups (e.g., 95% Female, 83% Male, 86% Prefer not to disclose).



In the above dot plot of 188 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 Non-binary respondents at 78% rating 4 or 5 stars). These results were similar to last year overall, just some differences across groups (lowest amounts last year was with Man respondents at 79% rating 4 or 5 stars).



In the above dot plot of 188 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 Middle Eastern folks at 50% rating 4 or 5 stars and then Southeast Asian folks at 67%). These results were similar to last year overall, just lower across groups (e.g., lowest amount last year was with Indigenous American_First Nation folks at 67% 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:

- 94% of respondents agreed or strongly agreed to positive impact of **course materials (videos, lecture material, readings)** and 96% for **course activities (quizzes, assignments, discussion boards)**. These results are a little higher than last year (93% and 92%, respectively, last year).
- 61% of respondents indicated they spent **2 hours or less** (down from 66% last year), with another 25% (86% total) spending **3-4 hours per week** (same as last year).
- 51% of respondents indicated **likelihood to recommend course** as a 9 or 10 (down from 55% last year), with another 24% (75% total) responding with an 8 (same as last year).
- 92% of respondents rated **course quality** as 4 or 5 out of 5 stars. This year's data is slightly up from last year's result of 91% responding with 4 or 5 stars.
- 56% of respondents indicated instructor involvement should be a variety (up from 55% last year), while 33% indicated they like to learn on their own (up from 30% last year). Peer to peer learning decreased to 5% from 8% last year, interacting only with instructor to 4% from 6% last year, and no instructor interaction is the same as it was last year 1%.

- 50% of respondents indicated a course length preference of 7-8 weeks (49% last year), 31% indicated a preference of 5-6 weeks (up from 28% 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 Online Learner Type, Non-Native English speakers, Education Level, and Race/Ethnicity variables, as these areas seemed to have higher amounts of students spending 2 hours or less on the course this year compared to last when this year's overall results showed more students spending more time on the course per week. Likewise, Online Learner Type and Age variables showed increases across group percentages of overall course rating in line with overall increase this year compared to last, whereas other variables had decreases or more variability of results from year to year. 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!