# End of Semester (EOS) – Data Report

## Executive Summary

## *(Include course overview, description of survey and summary of findings)*

Based on these findings, the following recommendations are proposed:

These recommendations seek to strengthen the course’s effectiveness and support student experience and success. Additional information will be provided in the *‘Recommended Actions for Faculty’* section of this report.

## Course Design Summary

*(Describe course structure to include synchronous/asynchronous components, “Getting Started” module and 3rd party tools).*

(

## Data Collection and Analysis Methods

*(Include # of students who responded to survey, how data was collected, and what data the survey was designed to collect)*

## Data Collection and Analysis Methods

Use of Generative AI: This report was developed by the Teaching and Learning Innovation, Learning and Design team, leveraging advanced tools such as Boodlebox to support data analysis. As an initial step, we employed generative AI tools to identify potential trends, themes, and insights from the survey data. The Learning Design team carefully reviewed, validated, and refined the AI-generated observations to ensure accuracy and relevance. The final report provides actionable insights for course improvements.

Results

Student Work and Cohort Sessions

Students were asked about various aspects of their engagement with the course, including the devices they used, the time spent studying, their attendance at cohort sessions, and their overall engagement and performance. Findings are as follows:

* **Device**

*(Include graph from raw data report here)*

*Figure 1: Device*

*(Summary of data)*

* **Hours**

*(Include graph from raw data report here)*

* **Hours**

*(Include graph from raw data report here)*

*Figure 2: Hours*

*(Summary of data)*

* **Session Attendance**

*(Include graph from raw data report here)*

* **Session Attendance**

*(Include graph from raw data report here)*

*Figure 3: Session Attendance*

*(Summary of data)*

* **Engaging**

*(Include graph from raw data report here)*

1. **Engagement**

*(Include graph from raw data report here)*

*Figure 4: Engaging*

*(Summary of data)*

* **Watched Recording**

*(Include graph from raw data report here)*

* **Watched Recording**

*(Include graph from raw data report here)*

*Figure 5: Watched Recording*

*(Summary of data)*

* **Absence Reason**

*(Include summary of student comments from survey here)*

* **Grade**

*(Include graph from raw data report here)*

*Figure 6: Grade*

*(Summary of data)*

## Learning Experience

* **Likert**:

Students reflected on their learning and expressed agreement or disagreement with statements related to their experience. Questions were rated on a Likert scale with 1 corresponding with “Strongly Disagree,” and 5 corresponding with “Strongly Agree.”

*(Enter mean and standard deviation data from the Qualtrics survey raw data report here or replace the table below with a snapshot of the data findings)*

|  |  |  |
| --- | --- | --- |
| Field | Mean | Standard Deviation |
| The ‘*Getting Started’* module gave me the information I needed to know how to succeed. |  |  |
| The information in the ‘*Getting Started’* module helped me figure out where to go for help. |  |  |
| I understood the course expectations and how my performance was evaluated. |  |  |
| Course activities effectively promoted my learning and interest in the subject. |  |  |
| Academic and learning tools (course texts, notes, slides, exams, quizzes, projects, etc.) supported my learning. |  |  |
| Recorded media (videos, graphics, etc.) enhanced my learning experience. |  |  |
| I had opportunities to learn from and network with my peers (cohort sessions, group assignments, etc.). |  |  |
| The rubrics gave me useful feedback on my learning activities. |  |  |
| I was able to communicate with the instructor (s) easily and effectively (e.g., through office hours, email, Canvas messages, etc.). |  |  |
| It was easy for me to access the course in Canvas. |  |  |
| It was easy for me to navigate the course in Canvas. |  |  |
| It was easy for me to interact with my peers during cohort sessions. |  |  |
| Course activities effectively promoted my learning in this course. |  |  |
| The directions for learning activities were easy to understand and follow. |  |  |
| If any learning activities were not easy to understand, I was able to find clarification or answers to my questions in the course. |  |  |

*Figure 7: Likert Statements*

## Beneficial Course Components and Suggested Improvements

Students were asked to identify the most beneficial components of the course and suggest improvements. Findings are as follows:

• **Component**

*(Include graph from raw data report here)*

*Figure 8: Component*

• **Rationale 1**

*(Summarize student survey comments from raw data report)*

**Improvements**

*(Include graph from raw data report here)*

*Figure 9: Improvements*

**Rationale 2**

*(Summarize student survey comments from raw data report)*

# Recommended Actions for Faculty

Based on the insights gathered from the survey and analysis, here are the recommended actions to enhance the course:

These recommendations aim to enhance the course's effectiveness and student satisfaction by addressing specific areas identified in the survey data and course design.

# Appendix

## *(Include Qualtrics Survey Raw Data with this report)*