Course Assessment Committee Report for Fall 2025 Data Collection

August 10, 2026

Introduction

Interim Report

Beginning with the 2025-26 academic year, a shift in course assessment report products began. Since 2022, a full course assessment report based on the previous semester's course assessment reporting form had been produced in both the Fall and Spring semesters. However, beginning in the spring of 2026, a new open-ended and long-form qualitative assessment report looking at course assessment holistically became the Spring semester project for the course assessment committee.

To devote full attention to that project in the Spring, the Course Assessment Report moved to a Fall only project, completed in October or November of each calendar year. This now annual, rather than biannual, update will include full analysis of the prior Spring AND Fall course assessment data. However, as data will still be collected every Spring and Fall semester, an interim course assessment report with updated response rates and numbers of students assessed based on the prior fall's data collection will still be made available early each August. The full analysis report with full analysis of all responses from both the prior fall and spring will continue to appear late each fall as it will be the primary data deliverable the course assessment committee will work on over the course of the Fall semester.

Fall 2025 Data Collection

Instrument

The Fall 2025 data collection instrument was an updated version of the Microsoft Form that the Course Assessment Committee has used to collect data since the initial college-wide data collection period in Fall 2021. In its current form, the instrument is a 12-item instrument and has used the current 12-item arrangement for three data collection cycles in a row.

Of the 12 items, one-third (n=4) are demographic or descriptive questions about the instructor and the class they were reporting on. These items include questions such as the number of students assessed, instructor name, and course title. The remaining eight items were specific to the competency the instructor was reporting on and what adjustments were being made to improve student learning. Of these eight items, half (n=4) were categorical, close-ended questions and the other half were open-ended responses. This approach allows for both a quantitative and qualitative assessment of the improvements being made by instructors each semester.

Data Collection

All individuals listed as instructors in the Fall 2025 Scheduling Matrix in Power BI were identified as the pool of eligible respondents. From that initial universe of instructors, three conditions could be used to exempt an instructor from submitting a Course assessment report: 1) individuals who self-reported that they were listed on the matrix for administrative purposes only, 2) instructors who were no longer teaching for Barton by the end of the data collection period, and 3) on a case-by-case basis, any other instructors who were able to explained why they should be exempted (e.g. course was more a practicum than a traditional college course). Anyone who did not receive an exemption based on those three criteria was then included in the final instructor pool.

Fall 2025 course assessment reports were actively solicited from December 1 through December 15, 2025. An additional 'late' window was opened from January 6 through January 8, 2026. After that January 8th deadline, the dataset was then closed to further submissions, downloaded for data analysis, and then reset for Spring data collection in May and August of 2026.

Data Analysis

For the interim report, only minimal analysis was conducted on response rates, and the number of students assessed each semester. With the closure of the data collection window in January, all responses from the Microsoft Form were downloaded to a Microsoft Excel spreadsheet for data cleaning and analysis. Raw responses were checked to remove invalid responses (e.g., course taught outside the Fall time frame) as well as duplicate responses. When duplicate responses were found, the most recent, complete submission was used, and the duplicate submission(s) was/were deleted. Once the data were cleaned, frequency percentages for response rate and descriptive statistics (mean and median) were computed for the number of students assessed.

Results

Fall 2025 Data Collection

The final Fall 2025 instructor pool included 236 names, 17 of whom were exempted, leaving a total participant pool of 219 names. Of these 219, 192 participants submitted valid responses for an effective response rate of 88%. This figure marked a slight decline for Spring 2025 of four percentage points, but it was two percentage points higher when using a year-to-year comparison between Fall 2024 and Fall 2025. This represents the 7th consecutive semester with a response rate at 82% or higher and the second highest response rate for a Fall semester (89%, 2022) since data collection began (Table 1).

Table 1: Respondent Characteristics

	Responded (n)	Potential Respondents (n)	% Respondents
Fall 2025 Instructors	192	219	88%
Spring 2025 Instructors	195	212	92%
Fall 2024 Instructors	184	215	86%
Spring 2024 Instructors	180	219	82%
Fall 2023 Instructors	192	229	83%
Spring 2023 Instructors	175	204	86%
Fall 2022 Instructors	198	221	89%
Spring 2022 Instructors	159	228	70%

The total number of students these assessment data were based on for Fall 2025 was 2894, an increase of 196 students from Spring 2025 as well as the second highest total number of students assessed since. This figure also marked the second consecutive semester the total increased following a trend of three consecutive semesters in which the trends were down. The median number of students assessed (mdn =11) and mean (M=14.2) were also slight increases from Spring 2025 and represented the highest median since Fall 2023 and highest mean since Fall 2022 (Table 2).

Table 2: Students Assessed

Total	N	Mean	Median
Fall 2025	2894	14.2	11
Spring 2025	2698	13.8	10
Fall 2024	2115	11.8	9
Spring 2024	2429	13.6	10
Fall 2023	2567	13.7	11
Spring 2023	2498	14.1	10
Fall 2022	3019	15.8	10
Spring 2022	2348	15.8	12