



Yubo Fan  
INTRODUCTORY CHEM-LAB (CHEM1105 02231S)

## BC Survey - Results 2023 Fall (16-Week - 231S), INTRODUCTORY CHEM-LAB

Dear Instructor,

Below are the 2023 Fall (16-Week - 231S) survey results for "INTRODUCTORY CHEM-LAB (CHEM1105 02231S)".

The overall indicator is listed first.

The second part of the analysis lists the average values of all individual questions.

Comments are listed at the report's end.

If you have any further questions, please reach out to a member of PIER.

Best regards,

Robert Wood  
Assistant Research Analyst  
Brazosport College  
500 College Drive  
Lake Jackson, TX 77566  
(979)-230-3189  
robert.wood@brazosport.edu

Yubo Fan  
2023 Fall (16-Week - 231S)  
INTRODUCTORY CHEM-LAB (CHEM1105 02231S)  
No. of responses = 2



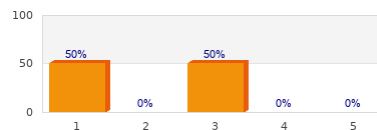
## Survey Results

### 3. Level of Agreeance:

3.1) Instructions for course activities and assignments were clear.	<div>strongly disagree</div> <div><div><div>50%</div><div>0%</div><div>50%</div><div>0%</div><div>0%</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div> <div>strongly agree</div>	<div>n=2</div> <div>av.=2</div> <div>md=2</div> <div>dev.=1.4</div>
3.2) The workload in this course was well distributed throughout the term.	<div>strongly disagree</div> <div><div><div>0%</div><div>0%</div><div>0%</div><div>50%</div><div>50%</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div> <div>strongly agree</div>	<div>n=2</div> <div>av.=4.5</div> <div>md=4.5</div> <div>dev.=0.7</div>
3.3) The course was delivered as outlined in the syllabus.	<div>strongly disagree</div> <div><div><div>0%</div><div>0%</div><div>50%</div><div>0%</div><div>50%</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div> <div>strongly agree</div>	<div>n=2</div> <div>av.=4</div> <div>md=4</div> <div>dev.=1.4</div>
3.4) Assessments/exams were based on material covered in assignments, readings, lectures, videos, group activities, etc.	<div>strongly disagree</div> <div><div><div>50%</div><div>0%</div><div>0%</div><div>0%</div><div>50%</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div> <div>strongly agree</div>	<div>n=2</div> <div>av.=3</div> <div>md=3</div> <div>dev.=2.8</div>
3.5) The instructor made learning relevant to my field of study, career, or degree.	<div>strongly disagree</div> <div><div><div>0%</div><div>0%</div><div>0%</div><div>50%</div><div>50%</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div> <div>strongly agree</div>	<div>n=2</div> <div>av.=4.5</div> <div>md=4.5</div> <div>dev.=0.7</div>
3.6) The instructor used a variety of instructional methods (examples: group discussions, student presentations, student activities, lab activities, online discussions, video assignments, case studies, etc.)	<div>strongly disagree</div> <div><div><div>0%</div><div>0%</div><div>50%</div><div>0%</div><div>50%</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div> <div>strongly agree</div>	<div>n=2</div> <div>av.=4</div> <div>md=4</div> <div>dev.=1.4</div>
3.7) The instructor provided timely feedback on my assignments.	<div>strongly disagree</div> <div><div><div>100%</div><div>0%</div><div>0%</div><div>0%</div><div>0%</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div> <div>strongly agree</div>	<div>n=2</div> <div>av.=1</div> <div>md=1</div> <div>dev.=0</div>
3.8) The instructor exhibited professional behavior, treated students respectfully, and used appropriate language during class.	<div>strongly disagree</div> <div><div><div>50%</div><div>0%</div><div>0%</div><div>50%</div><div>0%</div></div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div></div> <div>strongly agree</div>	<div>n=2</div> <div>av.=2.5</div> <div>md=2.5</div> <div>dev.=2.5</div>

3.9) The instructor provided grades within the stated timeframe.

strongly disagree

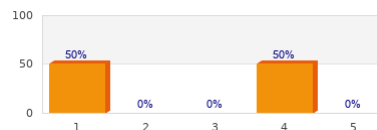


strongly agree

n=2  
av.=2  
md=2  
dev.=1.4

3.10) The instructor was accessible to answer questions and explain material outside of class according to office hours.

strongly disagree



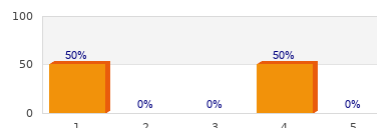
strongly agree

n=2  
av.=2.5  
md=2.5  
dev.=2.1

#### 4. Overall Satisfaction With This Course:

4.1) Please rate your overall satisfaction with the learning experience in this course.

Very Dissatisfied



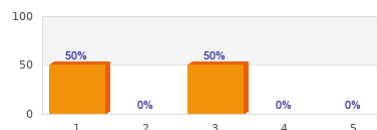
Very Satisfied

n=2  
av.=2.5  
md=2.5  
dev.=2.1

#### 5. Course Recommendation:

5.1) How likely are you to recommend this course with this instructor to a friend?

Very Unlikely



Very Likely

n=2  
av.=2  
md=2  
dev.=1.4

#### 7. Student Demographics:

7.1) How many credits have you completed toward your degree or certificate?

0 - 30 completed credits  100%

31 - 60 completed credits  0%

61 - 90 completed credits  0%

91 + completed credits  0%

n=2

7.2) This course is instructed as:

a face-to-face course  50%

a hybrid/blended course (a combination of face-to-face and online instruction)  50%

an online synchronous (students are required to participate online at a specific time)  0%

an online asynchronous (students view course materials at any time)  0%

n=2

7.3) This term I am currently enrolled in:

5 or less credit hours  0%

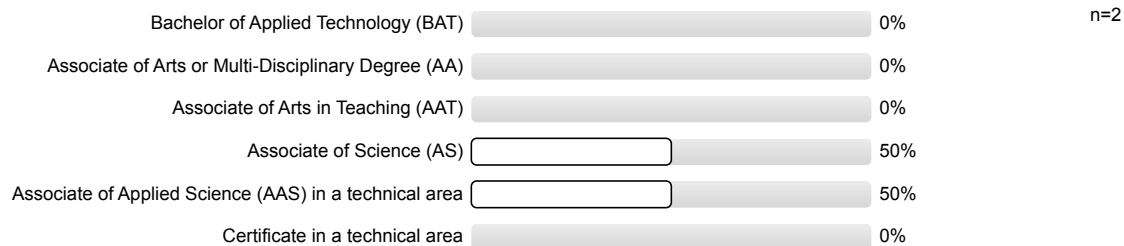
6 - 8 credit hours  0%

9 - 11 credit hours  50%

12 or more credit hours  50%

n=2

7.4) My current major is:



7.5) I am currently a high school student taking college courses.



## Comments Report

### 6. Open Response:

6.1) What are the strengths of this course?

- Like nothing

6.2) What changes would you recommend that would improve this course?

- All of it. I would change all of it. His labs are completely unorganized and lack many supplies that we were required to include in the pre-lab report. Grades come in like 3 weeks late. He has stated many times that he does not know how to use D2L and it's kind of apparent.
- We were given videos to watch on D2L to watch before each lab, which was nice, but sometimes the videos were different than how we were performing the lab, or I feel like they did not show me enough information. I had an instructor years ago for a microbiology class that filmed and posted up her own videos to prepare students for each and every lab. They showed exactly what we were to be doing when going through the lab, step by step. It was a huge help. Reading the lab within the lab manual prepared me for lab as much as it could, but visually being able to watch someone go through the lab is even more helpful.

6.3) Any further, constructive comments?

- I feel that we should be able to take the PreLab and PostLab quizzes at least twice. Also, whenever I got an answer wrong, I did not understand why I was getting it wrong. It would not give me the correct answer. I prepared for each and every quiz and still found myself not getting good grades on quite a few of them. It was frustrating. I felt like some of the quiz questions introduced new information not taken from the information in the lab manual. It would also be nice if we could get grades back for our Pre and Post lab reports at least a week after turning an assignment in. That would help me to understand what I am doing wrong so that I can fix it before I turn the next report in. I was also marked down 10 points on a lab report, for something that I was unaware was required for the report. The requirement was not listed anywhere in the syllabus and it was not said verbally in class. I do not think it was fair for me to lose 10 points because of a mistake I did not even know I was making. Because this happened to me, I think that there needs to be a rubric made for the lab reports, not just a template. Either that or specific rules for the reports need to be listed in the syllabus.
- I tell everyone I know to not take his class or lab