Amy Sisman [FEDERAL GOVERNMENT (GOVT2305 222S)]
No. of responses = 17
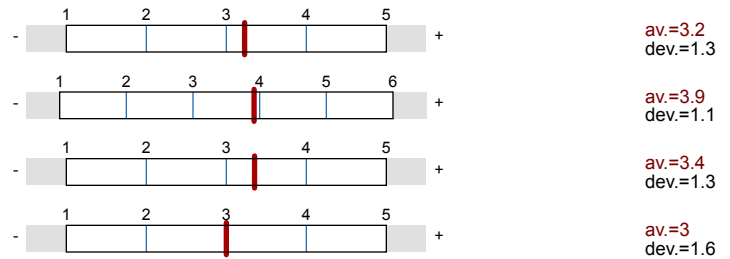
Brazosport College
The College of Choice®

Overall indicators

Global Index
- | 1 2 3 4 5 | + av.=3.2 dev.=1.3

Level of Agreeance: (Scale width: 5)
- | 1 2 3 4 5 6 | + av.=3.9 dev.=1.1

Overall Satisfaction With This Course: (Scale width: 5)
- | 1 2 3 4 5 | + av.=3.4 dev.=1.3

Course Recommendation: (Scale width: 5)
- | 1 2 3 4 5 | + av.=3 dev.=1.6

Survey Results

3. Level of Agreeance:

3.1) Instructions for course activities and assignments were clear.
strongly disagree — N/A
n=17
av.=3.9
md=4
dev.=1
1: 0% | 2: 12% | 3: 18% | 4: 35% | 5: 35% | 6: 0%

3.2) The workload in this course was well distributed throughout the term.
strongly disagree — N/A
n=16
av.=4.1
md=4
dev.=1
1: 0% | 2: 12% | 3: 6% | 4: 44% | 5: 38% | 6: 0%

3.3) The course was delivered as outlined in the syllabus.
strongly disagree — N/A
n=17
av.=4
md=4
dev.=1.2
1: 0% | 2: 18% | 3: 12% | 4: 24% | 5: 47% | 6: 0%

3.4) Assessments/exams were based on material covered in assignments, readings, lectures, videos, group activities, etc.
strongly disagree — N/A
n=16
av.=4.2
md=4
dev.=0.8
1: 0% | 2: 0% | 3: 25% | 4: 31% | 5: 44% | 6: 0%

3.5) The instructor made learning relevant to my field of study, career, or degree.
strongly disagree — N/A
n=17
av.=3.2
md=4
dev.=1.6
1: 24% | 2: 12% | 3: 12% | 4: 29% | 5: 24% | 6: 0%

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.)
strongly disagree — N/A
n=17
av.=3.4
md=4
dev.=1.5
1: 24% | 2: 6% | 3: 6% | 4: 41% | 5: 24% | 6: 0%

3.7) The instructor provided timely feedback on my assignments.
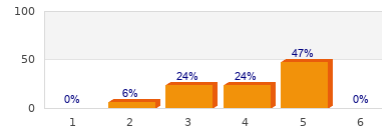
strongly disagree | N/A | n=17
av.=4.1
md=4
dev.=1

0% | 6% | 24% | 24% | 47% | 0%
1 | 2 | 3 | 4 | 5 | 6
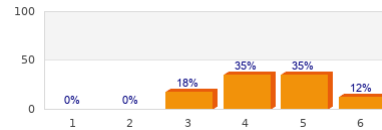
3.8) The instructor exhibited professional behavior, treated students respectfully, and used appropriate language during class.
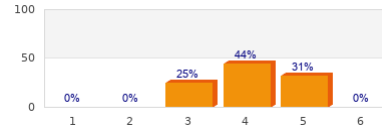
strongly disagree | N/A | n=17
av.=4.4
md=4
dev.=0.9

0% | 0% | 18% | 35% | 35% | 12%
1 | 2 | 3 | 4 | 5 | 6

3.9) The instructor provided grades within the stated timeframe.

strongly disagree | N/A | n=16
av.=4.1
md=4
dev.=0.8

0% | 0% | 25% | 44% | 31% | 0%
1 | 2 | 3 | 4 | 5 | 6

3.10) The instructor was accessible to answer questions and explain material outside of class according to office hours.
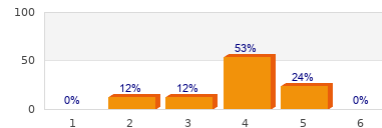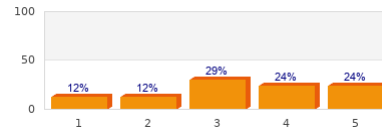
strongly disagree | N/A | n=17
av.=3.9
md=4
dev.=0.9

0% | 12% | 12% | 53% | 24% | 0%
1 | 2 | 3 | 4 | 5 | 6

4. Overall Satisfaction With This Course:

4.1) Please rate your overall satisfaction with the learning experience in this course.
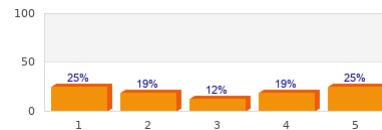
Very Dissatisfied | Very Satisfied | n=17
av.=3.4
md=3
dev.=1.3

12% | 12% | 29% | 24% | 24%
1 | 2 | 3 | 4 | 5

5. Course Recommendation:

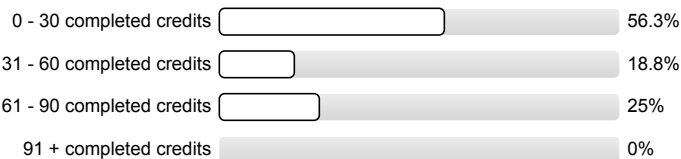5.1) How likely are you to recommend this course with this instructor to a friend?

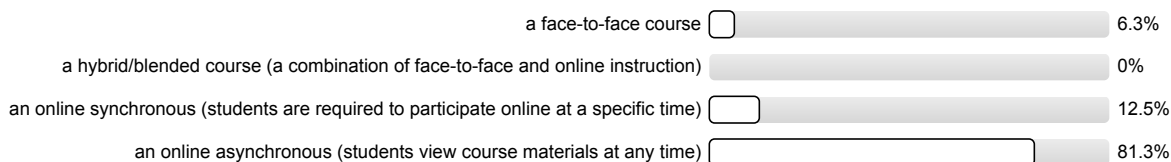Very Unlikely | Very Likely | n=16
av.=3
md=3
dev.=1.6

25% | 19% | 12% | 19% | 25%
1 | 2 | 3 | 4 | 5

7. Student Demographics:

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

		n=16
0 - 30 completed credits	56.3%	
31 - 60 completed credits	18.8%	
61 - 90 completed credits	25%	
91 + completed credits	0%	

7.2) This course is instructed as:

		n=16
a face-to-face course	6.3%	
a hybrid/blended course (a combination of face-to-face and online instruction)	0%	
an online synchronous (students are required to participate online at a specific time)	12.5%	
an online asynchronous (students view course materials at any time)	81.3%	

7.3) This term I am currently enrolled in:

5 or less credit hours	18.8%	n=16
6 - 8 credit hours	43.8%	
9 - 11 credit hours	25%	
12 or more credit hours	12.5%	

7.4) My current major is:

Bachelor of Applied Technology (BAT)	18.8%	n=16
Associate of Arts or Multi-Disciplinary Degree (AA)	31.3%	
Associate of Arts in Teaching (AAT)	6.3%	
Associate of Science (AS)	31.3%	
Associate of Applied Science (AAS) in a technical area	12.5%	
Certificate in a technical area	0%	
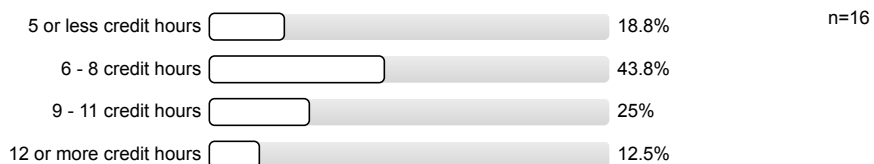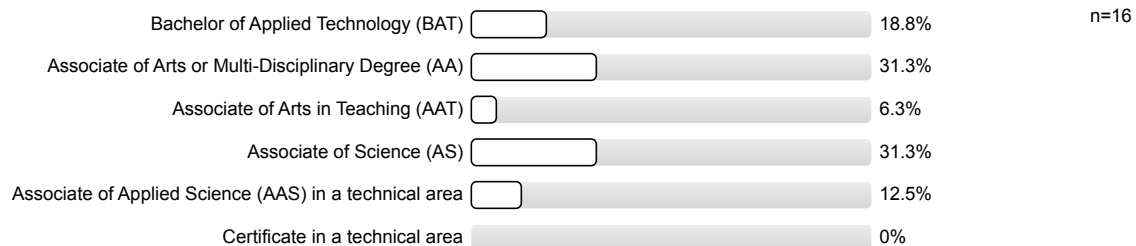
7.5) I am currently a high school student taking college courses.

Yes	37.5%	n=16
No	62.5%	

Comments Report

- -

2. More Than One Instructor:

2.1) **If your course had more than one instructor,** in the box type the name of the instructor you are assessing. If your course only had one instructor, skip this question.

- Sisman

6. Open Response:

6.1) What are the strengths of this course?

- I can't really think of any.

- It is concise and to the point.

- It was just a basic/ normal class. nothing extraordinary, nothing too bad.

- It's online and flexible

- My strengths are getting my work done on time.

- The book was interesting and there was a speech to read, which eased the reading workload. The text book also was well organized in the information after understanding it.

- The material for each chapter is available as soon as the semester starts giving me additional time to study. The course is organized very well in D2L. The e-book provided through Mindtap includes many different practice assignments to help prepare for exams.

- The strength of this course is that the schedule is flexible because it allows students to read the textbook and take the quiz during any time of the week.

- There's a book and PowerPoints that help and discuss things that weren't previously discussed

- none

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

- Add more time to the mind tap quizez, a minute per question forces me to rush and makes me perform under constant stress which causes me to mess up and do poorly. More time on each question would allow me to read the questions more carefully and take my time to think in each question instead of spending my reading stamina in the beginning.

- I would not use cengage. If the instructor decides to continue using cengage, they should at least provide instructional video lessons to the class. In my opinion the instructor is doing it the easy way out. They are not putting in the effort to actually TEACH. Federal government is an important course in which every student should be able to learn the information. The instructor for this course is not providing the material in an engaging manner. We need to learn this because we are the future generation that will be making decisions for our government.

- More organization, course was very hard to understand and follow.

- No comments.

- None. (2 Counts)

- Not having time limits on the online assignments, no time limit on the midterms, and not using the lockdown browser

- The midterms are open on Friday morning through Saturday night and I would recommend changing that to a week day or to Saturday through Sunday night. This is because the assignment and quiz for the chaper that week isn't due until Sunday and doesn't give me additional study time. I have to complete the lecture, assignment, and quiz for that week by Friday so that I can prepare to study that chapter for the midterm.

- The syllabus, it is slightly confusing and doesn't match with the work that is given.

- This course is online with mindtap book sometimes it is easy to stay focused on mindtap and forget about exams on the course site.

- put dates on the midterms because I have no idea when to due them and they are justv sprung on us.

6.3) Any further, constructive comments?

- N/A

- No

- None

- None.

- This class has too many midterms for a freshman level class with many students not being government majors who do not need much of this information entirely memorized. Lesser work would allow students to enjoy the course while being more likely to maintain the critical information. I would also have like more variety of activities and ways to learn this material other than just Mindtap. Multiple of the links for videos that come from strange sources end up not being available. Mindtap also had multiple issues for me loging in whenever I tried accessing it. A study guide of some sort would also be appreciated for the midterms.

- We took a midterm before spring break that just so happened to have the wrong questions that we had not covered yet. Ms. Sisman made us retake this test which is really just unfair. This was an error on her part and she should have taken some accountability for poor planning on her part. We are expected to follow the syllabus and she should have stuck to the syllabus and just curved grade for those with failing grades.

- no

- none