



Mohammed Mirza
LEADERSHIP FUNDAMENTALS (ORGL3301 41231E)

BC Survey - Results 2023 Fall I (8 week) - 231E, LEADERSHIP FUNDAMENTALS

Dear Instructor,

Below are the 2023 Fall I (8 week) - 231E survey results for "LEADERSHIP FUNDAMENTALS (ORGL3301 41231E)".

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

Mohammed Mirza
2023 Fall I (8 week) - 231E
LEADERSHIP FUNDAMENTALS (ORGL3301 41231E)
No. of responses = 5



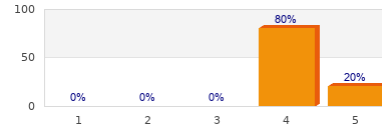
Survey Results

3. Level of Agreeance:

3.1) Instructions for course activities and assignments were clear.	strongly disagree	<table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>1</td><td>40%</td></tr><tr><td>2</td><td>20%</td></tr><tr><td>3</td><td>20%</td></tr><tr><td>4</td><td>20%</td></tr><tr><td>5</td><td>0%</td></tr></table>	Rating	Percentage	1	40%	2	20%	3	20%	4	20%	5	0%	strongly agree	n=5 av.=2.2 md=2 dev.=1.3
Rating	Percentage															
1	40%															
2	20%															
3	20%															
4	20%															
5	0%															
3.2) The workload in this course was well distributed throughout the term.	strongly disagree	<table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>1</td><td>20%</td></tr><tr><td>2</td><td>20%</td></tr><tr><td>3</td><td>0%</td></tr><tr><td>4</td><td>60%</td></tr><tr><td>5</td><td>0%</td></tr></table>	Rating	Percentage	1	20%	2	20%	3	0%	4	60%	5	0%	strongly agree	n=5 av.=3 md=4 dev.=1.4
Rating	Percentage															
1	20%															
2	20%															
3	0%															
4	60%															
5	0%															
3.3) The course was delivered as outlined in the syllabus.	strongly disagree	<table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>1</td><td>0%</td></tr><tr><td>2</td><td>0%</td></tr><tr><td>3</td><td>20%</td></tr><tr><td>4</td><td>60%</td></tr><tr><td>5</td><td>20%</td></tr></table>	Rating	Percentage	1	0%	2	0%	3	20%	4	60%	5	20%	strongly agree	n=5 av.=4 md=4 dev.=0.7
Rating	Percentage															
1	0%															
2	0%															
3	20%															
4	60%															
5	20%															
3.4) Assessments/exams were based on material covered in assignments, readings, lectures, videos, group activities, etc.	strongly disagree	<table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>1</td><td>20%</td></tr><tr><td>2</td><td>0%</td></tr><tr><td>3</td><td>0%</td></tr><tr><td>4</td><td>60%</td></tr><tr><td>5</td><td>20%</td></tr></table>	Rating	Percentage	1	20%	2	0%	3	0%	4	60%	5	20%	strongly agree	n=5 av.=3.6 md=4 dev.=1.5
Rating	Percentage															
1	20%															
2	0%															
3	0%															
4	60%															
5	20%															
3.5) The instructor made learning relevant to my field of study, career, or degree.	strongly disagree	<table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>1</td><td>20%</td></tr><tr><td>2</td><td>0%</td></tr><tr><td>3</td><td>0%</td></tr><tr><td>4</td><td>40%</td></tr><tr><td>5</td><td>40%</td></tr></table>	Rating	Percentage	1	20%	2	0%	3	0%	4	40%	5	40%	strongly agree	n=5 av.=3.8 md=4 dev.=1.6
Rating	Percentage															
1	20%															
2	0%															
3	0%															
4	40%															
5	40%															
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	<table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>1</td><td>0%</td></tr><tr><td>2</td><td>0%</td></tr><tr><td>3</td><td>20%</td></tr><tr><td>4</td><td>40%</td></tr><tr><td>5</td><td>40%</td></tr></table>	Rating	Percentage	1	0%	2	0%	3	20%	4	40%	5	40%	strongly agree	n=5 av.=4.2 md=4 dev.=0.8
Rating	Percentage															
1	0%															
2	0%															
3	20%															
4	40%															
5	40%															
3.7) The instructor provided timely feedback on my assignments.	strongly disagree	<table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>1</td><td>0%</td></tr><tr><td>2</td><td>0%</td></tr><tr><td>3</td><td>0%</td></tr><tr><td>4</td><td>80%</td></tr><tr><td>5</td><td>20%</td></tr></table>	Rating	Percentage	1	0%	2	0%	3	0%	4	80%	5	20%	strongly agree	n=5 av.=4.2 md=4 dev.=0.4
Rating	Percentage															
1	0%															
2	0%															
3	0%															
4	80%															
5	20%															
3.8) The instructor exhibited professional behavior, treated students respectfully, and used appropriate language during class.	strongly disagree	<table><tr><th>Rating</th><th>Percentage</th></tr><tr><td>1</td><td>0%</td></tr><tr><td>2</td><td>0%</td></tr><tr><td>3</td><td>0%</td></tr><tr><td>4</td><td>40%</td></tr><tr><td>5</td><td>60%</td></tr></table>	Rating	Percentage	1	0%	2	0%	3	0%	4	40%	5	60%	strongly agree	n=5 av.=4.6 md=5 dev.=0.5
Rating	Percentage															
1	0%															
2	0%															
3	0%															
4	40%															
5	60%															

3.9) The instructor provided grades within the stated timeframe.

strongly disagree

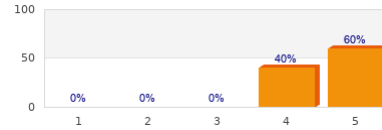


strongly agree

n=5
av.=4.2
md=4
dev.=0.4

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

strongly disagree



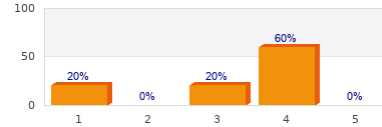
strongly agree

n=5
av.=4.6
md=5
dev.=0.5

4. Overall Satisfaction With This Course:

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

Very Dissatisfied



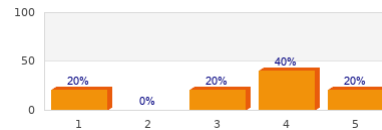
Very Satisfied

n=5
av.=3.2
md=4
dev.=1.3

5. Course Recommendation:

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

Very Unlikely

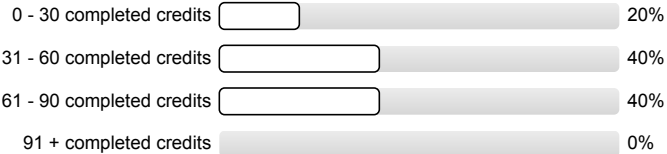


Very Likely

n=5
av.=3.4
md=4
dev.=1.5

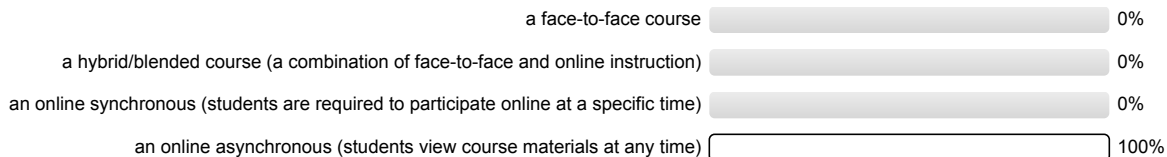
7. Student Demographics:

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



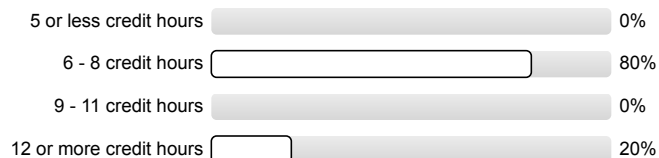
n=5

7.2) This course is instructed as:



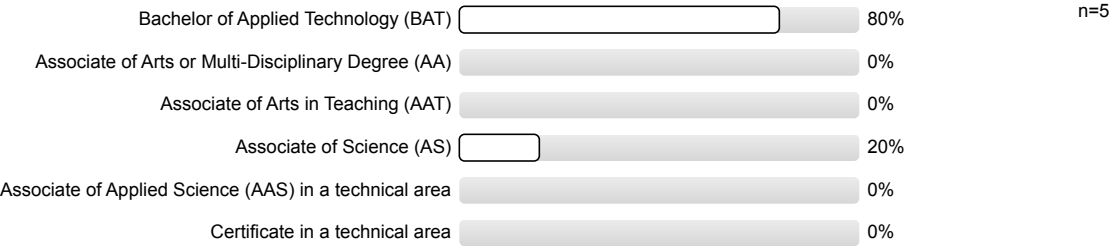
n=5

7.3) This term I am currently enrolled in:

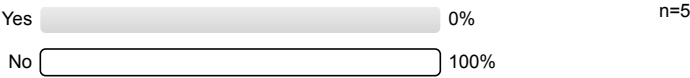


n=5

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?

- Challenging but achievable. Instructor goes out of his way to provide feedback and assistance.
- I enjoyed the simulation project and felt the routine assignments weekly helped me get through the course smoothly. The workload was a little intense but I can see the value in it and did appreciate the challenge...most of the time.
- I like that we had a group project and got to see how others were feeling and how they would keep up with the course
- The coursework is interesting. I like the compressed 8 week semester. I enjoyed using the textbook case studies for application discussions. This gave me a clear starting point for research. It was helpful to know your exact requirement for how many references to cite.
- The textbook was the only strength this course provided.

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

- A bit more help getting the groups set up in the beginning. There was a lot of confusion, I am not sure if that is because we lost a few students in the beginning.
- I believe this course should be offered in person because its alot going on or just meet one day out of the week so we can ask questions and get a good understanding of whats going on.
- I would have liked to see a couple of examples to help guide me towards what the end result should be like. The rubrics for grading were detailed but wasn't clear to me what the deliverable should look like. It was very much a hit and miss the first couple of weeks to figure out what was expected. One example of this was the action plan items. By week 3 I knew they needed to be SMART goals but this could be explained in the course content beforehand.
- The course had an unreasonable amount of writing with very limited subject matter learning. The course seemed more like a glorified English class or research class about leadership than a leadership course. The course provided very little substance that is useful or applicable in the real world, or real careers. That is unless your career is writing about leadership. If I had known the way this coarse would be delivered or that 95% of this course involved writing perfect essays, along with a lot of other non-relevant writing or tasks, and not really learning much about the supposed subject matter, I would have never registered for it and moved onto another BAT program, at BC or another college that would provide more relevant learning experience. I have explained my opinions to other students and do not recommend this coarse to any of them unless the course is refined and delivered to be relevant to aspiring leaders.
- The knowledge quiz is for extra credit. I had another class that allowed me to take the quiz up to 10 times. This allowed me to learn the information instead of just getting a grade for it without understanding what I didn't know. A grade could be given for the first quiz and then allow other chances to make corrections and learn from our mistakes. I think it would be fun to have a mid semester zoom meeting with a topic of discussion. Perhaps this could count as week 4 application.

6.3) Any further, constructive comments?

- I would recommend less essay writing and more learning about the subject matter. Relying more on the textbook that we were forced to buy and read yet used for very little in the course. It appears that textbook was well designed for organizational leadership, and this could have been used more to discuss different leaders, strategies they apply and how we should apply them. It seems like the course tried in some way to be like this but failed miserably in achieving anything remotely close to teaching students anything about leadership knowledge. I would recommend setting up the coarse so that students learn more about the subject matter and not just drown them with unnecessary writing of essay after essay. or even worse all the additional unnecessary work that is added for no obvious reason and provide zero benefits to learning the subject matter. All many of the students are doing is going through the motions, getting nothing out of it and doing the ridicules amount of nonsensical work to pass. This is the general attitude I have heard from many students taking this class.
- The limits for posting discussion responses to 1 a day was difficult to manage. I normally prefer the online classes because of the flexibility to get the work done at a convenient time or day(s).
- There are many typos throughout the instructions which were distracting. The meeting grading rubric was given to us but it seemed to be something YOU would grade us on, not something we needed to turn in. That should be made more clear in the beginning.