Brazosport College
The College of Choice®

Barry Foster
LEARNING FRAMEWORK (PSYC1300 41231S)

BC Survey - Results 2023 Fall (16-Week - 231S), LEARNING FRAMEWORK

Dear Instructor,

Below are the 2023 Fall (16-Week - 231S) survey results for "LEARNING FRAMEWORK (PSYC1300 41231S)".

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

Barry Foster
2023 Fall (16-Week - 231S)
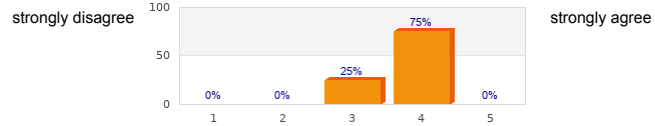LEARNING FRAMEWORK (PSYC1300 41231S)
No. of responses = 4

Brazosport College
The College of Choice®

Survey Results

3. Level of Agreeance:

3.1) Instructions for course activities and assignments were clear.

strongly disagree — strongly agree

n=4
av.=2.8
md=3
dev.=1.5

3.2) The workload in this course was well distributed throughout the term.

strongly disagree — strongly agree

n=4
av.=3.5
md=3.5
dev.=0.6

3.3) The course was delivered as outlined in the syllabus.

strongly disagree — strongly agree

n=4
av.=3.5
md=4
dev.=1

3.4) Assessments/exams were based on material covered in assignments, readings, lectures, videos, group activities, etc.

strongly disagree — strongly agree

n=4
av.=4
md=4
dev.=0

3.5) The instructor made learning relevant to my field of study, career, or degree.

strongly disagree — strongly agree

n=4
av.=3.3
md=3.5
dev.=1

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 — strongly agree

n=4
av.=4.3
md=4
dev.=0.5

3.7) The instructor provided timely feedback on my assignments.

strongly disagree — strongly agree

n=4
av.=3
md=3.5
dev.=1.4

3.8) The instructor exhibited professional behavior, treated students respectfully, and used appropriate language during class.

strongly disagree — strongly agree

n=4
av.=1.8
md=1.5
dev.=1

3.9) The instructor provided grades within the stated timeframe.

strongly disagree | strongly agree

1: 0% 2: 0% 3: 25% 4: 75% 5: 0%

n=4
av.=3.8
md=4
dev.=0.5

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

strongly disagree | strongly agree

1: 25% 2: 25% 3: 50% 4: 0% 5: 0%
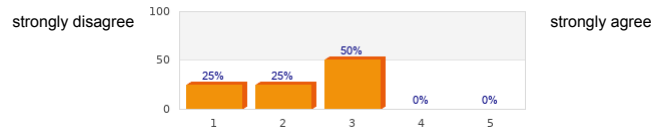
n=4
av.=2.3
md=2.5
dev.=1

4. Overall Satisfaction With This Course:

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

Very Dissatisfied | Very Satisfied

1: 50% 2: 0% 3: 25% 4: 25% 5: 0%
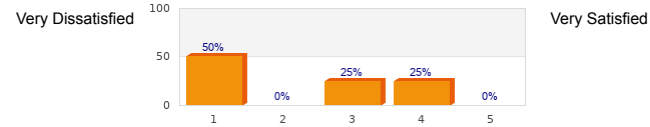
n=4
av.=2.3
md=2
dev.=1.5

5. Course Recommendation:

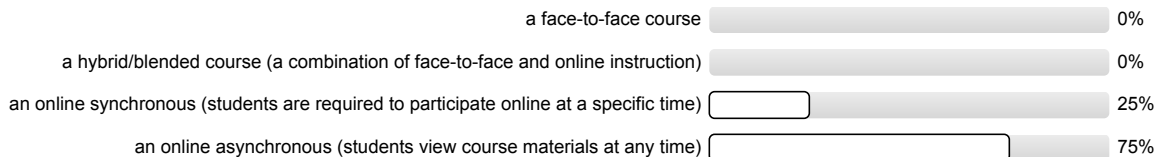5.1) How likely are you to recommend this course with this instructor to a friend?

Very Unlikely | Very Likely

1: 75% 2: 0% 3: 25% 4: 0% 5: 0%
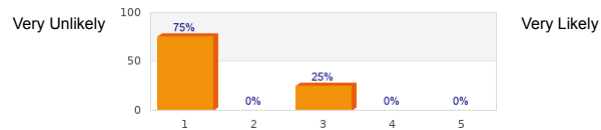
n=4
av.=1.5
md=1
dev.=1

7. Student Demographics:

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

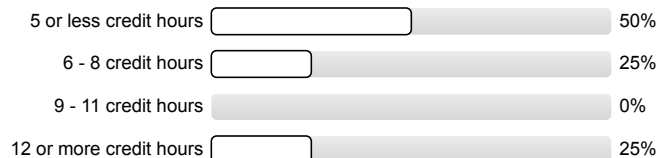|	
0 - 30 completed credits	75%
31 - 60 completed credits	0%
61 - 90 completed credits	0%
91 + completed credits	25%
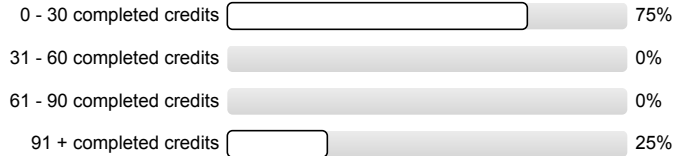
n=4

7.2) This course is instructed as:

a face-to-face course	0%
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)	25%
an online asynchronous (students view course materials at any time)	75%

n=4

7.3) This term I am currently enrolled in:

5 or less credit hours	50%
6 - 8 credit hours	25%
9 - 11 credit hours	0%
12 or more credit hours	25%

n=4

7.4) My current major is:

Bachelor of Applied Technology (BAT)	25%	n=4
Associate of Arts or Multi-Disciplinary Degree (AA)	50%	
Associate of Arts in Teaching (AAT)	0%	
Associate of Science (AS)	0%	
Associate of Applied Science (AAS) in a technical area	25%	
Certificate in a technical area	0%	
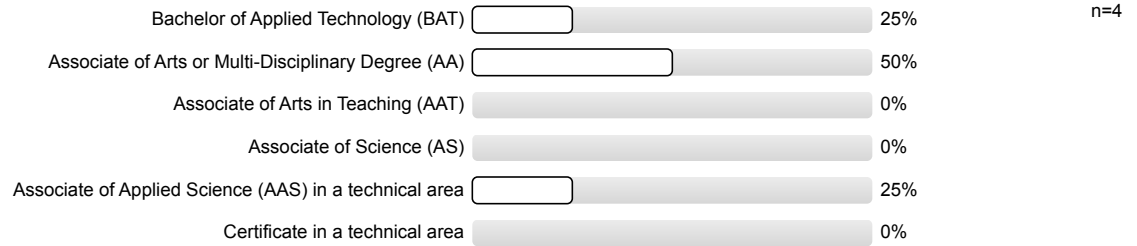
7.5) I am currently a high school student taking college courses.

Yes	25%	n=4
No	75%	

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.

- Barry Foster

6. Open Response:

6.1) What are the strengths of this course?

- None

- The assignments weren't bad, they were informative

- The provided articles and videos contain a lot of valuable knowledge. It's good to learn even if you can't use it to pass this class.

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

- I would highly recommend editing the information in D2L to be consistent, as there are contradicting sources stating when assignments are due, crucial information that isn't mentioned anywhere except for the "news" section (which isn't updated or show any sign of being relevant to the assignments), and the class schedule is extremely hard to find. It took me several weeks to understand certain quirks of this online format, such as having to compare the hard-to-find class schedule with the "content" tab to have an idea which assignments are due and when. The D2L set up is horrifically unorganized. This disorganization paired with the lack of communication from Dr. B makes this class feel impossible. I have heard it's not so bad for students who attend class in person, but there seems to be very little effort put into the online course. I believe this course would improve greatly if Dr. B had some kind of contact with online students (video lecture, a weekly announcement, etc) instead of just condescending email responses when he is asked for any clarification on his extremely confusing course layout.

- N/A

- The tone in which the instructor speaks to you.

6.3) Any further, constructive comments?

- Dr. Foster has a very unprofessional way of talking and treating students through E-mails. He is always a passive aggressive person and very sarcastic. I went into his office twice and both times he had to cut me short on asking him questions because he was late to a doctor's appointment. I believe that a professor whether he has a doctorates degree or not should not feel above or better then anyone.

- I understand the value in a professor that does not give lenience to students who are not applying themselves, but I feel that Dr. B takes it too far. For example, I have sent an email to him before asking 2 different questions (needing clarity on directions due to D2L being unorganized). His response made it clear that he only read my first question, stopped reading the rest, and then replied by telling me to look in the syllabus for the answer to my question. I also emailed him once to ask him about some points I lost on an assignment because I did not know what I did wrong, and his reply was extremely rude and condescending. He does provide an example of the writing assignment, and I was docked points for not including something that was shown in the example, and it's fair to take points off my grade for it. However, trying to make a first time student feel stupid for not understanding it isn't helpful. This course is an introduction to college. When the instructions say to follow the directions "exactly", but there are some things written in it that should NOT be included and other things written in it that MUST be included, I think Dr. B could be more understanding to the fact that this is the class we are supposed to learn discretions like that. I started this class eager, excited, and motivated, and Dr. B has only discouraged me and knocked down my confidence as a student. 90% of the challenge of this course isn't from the course material, it's from trying to read Dr. B's mind and the fear of being shamed and talked down to when you can't.

- Maybe when the instructor gives instructions they should be clearer and not count against you when they aren't clear.

- N/A