



Rachel Cloeter  
LEARNING FRAME(ONLN) (PSYC1300 42221S)

## BC Survey - Results 2022 Fall (16-Week - 221S), LEARNING FRAME(ONLN)

Dear Instructor,

Below are the 2022 Fall (16-Week - 221S) survey results for "LEARNING FRAME(ONLN) (PSYC1300 42221S)".

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,

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Rachel Cloeter  
2022 Fall (16-Week - 221S)  
LEARNING FRAME(ONLN) (PSYC1300 42221S)  
No. of responses = 3



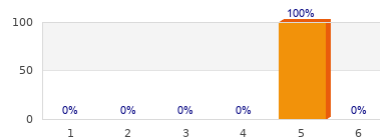
## Survey Results

### 3. Level of Agreeance:

3.1)	Instructions for course activities and assignments were clear.	strongly disagree	<table><tr><th>Level</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>0%</td></tr><tr><td>5</td><td>100%</td></tr><tr><td>6</td><td>0%</td></tr></table>	Level	Percentage	1	0%	2	0%	3	0%	4	0%	5	100%	6	0%	N/A	n=3 av.=5 md=5 dev.=0
Level	Percentage																		
1	0%																		
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5	100%																		
6	0%																		
3.2)	The workload in this course was well distributed throughout the term.	strongly disagree	<table><tr><th>Level</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>0%</td></tr><tr><td>5</td><td>100%</td></tr><tr><td>6</td><td>0%</td></tr></table>	Level	Percentage	1	0%	2	0%	3	0%	4	0%	5	100%	6	0%	N/A	n=3 av.=5 md=5 dev.=0
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6	0%																		
3.3)	The course was delivered as outlined in the syllabus.	strongly disagree	<table><tr><th>Level</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>33%</td></tr><tr><td>5</td><td>67%</td></tr><tr><td>6</td><td>0%</td></tr></table>	Level	Percentage	1	0%	2	0%	3	0%	4	33%	5	67%	6	0%	N/A	n=3 av.=4.7 md=5 dev.=0.6
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6	0%																		
3.4)	Assessments/exams were based on material covered in assignments, readings, lectures, videos, group activities, etc.	strongly disagree	<table><tr><th>Level</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>33%</td></tr><tr><td>5</td><td>67%</td></tr><tr><td>6</td><td>0%</td></tr></table>	Level	Percentage	1	0%	2	0%	3	0%	4	33%	5	67%	6	0%	N/A	n=3 av.=4.7 md=5 dev.=0.6
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6	0%																		
3.5)	The instructor made learning relevant to my field of study, career, or degree.	strongly disagree	<table><tr><th>Level</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>33%</td></tr><tr><td>5</td><td>67%</td></tr><tr><td>6</td><td>0%</td></tr></table>	Level	Percentage	1	0%	2	0%	3	0%	4	33%	5	67%	6	0%	N/A	n=3 av.=4.7 md=5 dev.=0.6
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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>Level</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>0%</td></tr><tr><td>5</td><td>67%</td></tr><tr><td>6</td><td>33%</td></tr></table>	Level	Percentage	1	0%	2	0%	3	0%	4	0%	5	67%	6	33%	N/A	n=3 av.=5.3 md=5 dev.=0.6
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3.7)	The instructor provided timely feedback on my assignments.	strongly disagree	<table><tr><th>Level</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>0%</td></tr><tr><td>5</td><td>100%</td></tr><tr><td>6</td><td>0%</td></tr></table>	Level	Percentage	1	0%	2	0%	3	0%	4	0%	5	100%	6	0%	N/A	n=3 av.=5 md=5 dev.=0
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3.8)	The instructor exhibited professional behavior, treated students respectfully, and used appropriate language during class.	strongly disagree	<table><tr><th>Level</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>0%</td></tr><tr><td>5</td><td>100%</td></tr><tr><td>6</td><td>0%</td></tr></table>	Level	Percentage	1	0%	2	0%	3	0%	4	0%	5	100%	6	0%	N/A	n=3 av.=5 md=5 dev.=0
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3.9) The instructor provided grades within the stated timeframe.

strongly disagree

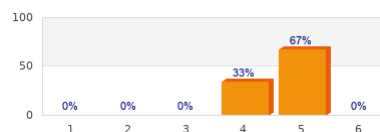


N/A

n=3  
av.=5  
md=5  
dev.=0

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

strongly disagree



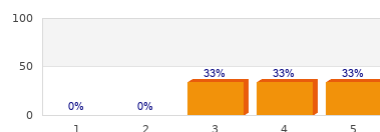
N/A

n=3  
av.=4.7  
md=5  
dev.=0.6

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

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

Very Dissatisfied



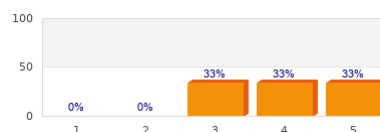
Very Satisfied

n=3  
av.=4  
md=4  
dev.=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=3  
av.=4  
md=4  
dev.=1

#### 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=3

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)  0%

an online asynchronous (students view course materials at any time)  100%

n=3

7.3) This term I am currently enrolled in:

5 or less credit hours  0%

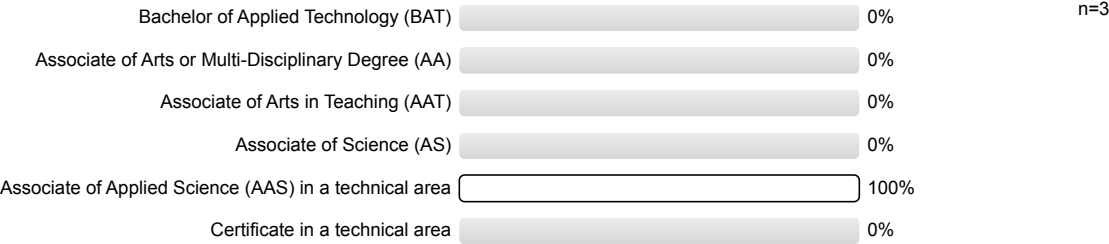
6 - 8 credit hours  0%

9 - 11 credit hours  33.3%

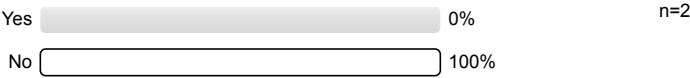
12 or more credit hours  66.7%

n=3

7.4) My current major is:



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



## Comments Report

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### 6. Open Response:

6.1) What are the strengths of this course?

- Everything
- This course had some useful tools for a new student. It moved fast pace.

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

- Nothing
- less work or requirement

6.3) Any further, constructive comments?

- i feel like this course is useless for person who already attended college and transferring students. There are resources offer in BC which is called the writing center where they can help with any subject. I don't know what is the point of taking this class and make this as a mandate if the student already been in college. i feel like it is a waste time time for them. I understand if student who haven't attend or been drop out for so long then it make sense. This course is likely to added more burden on students who is trying to start and finish theirs degree.