Brazosport College
The College of Choice®

Melanie Cooper
LEARNING FRAME(ONLN) (PSYC1300 46221S)

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 46221S)".

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

Melanie Cooper
2022 Fall (16-Week - 221S)
LEARNING FRAME(ONLN) (PSYC1300 46221S)
No. of responses = 3

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Survey Results

3. Level of Agreeance:

3.1) Instructions for course activities and assignments were clear.

strongly disagree

N/A

n=3
av.=3
md=2
dev.=1.7

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

strongly disagree

N/A

n=3
av.=3.7
md=4
dev.=1.5

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

strongly disagree

N/A

n=3
av.=3.7
md=4
dev.=1.5

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

strongly disagree

N/A

n=3
av.=3.7
md=4
dev.=0.6

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

strongly disagree

N/A

n=3
av.=3
md=4
dev.=1.7

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=3
av.=3
md=3
dev.=1

3.7) The instructor provided timely feedback on my assignments.

strongly disagree

N/A

n=3
av.=3.3
md=4
dev.=1.2

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

strongly disagree

N/A

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

3.9) The instructor provided grades within the stated timeframe.

strongly disagree | 100 / 50 / 0 — 1: 0%, 2: 0%, 3: 33%, 4: 67%, 5: 0%, 6: 0% | N/A
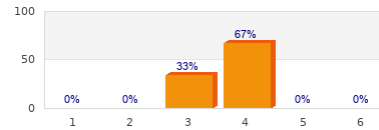
n=3
av.=3.7
md=4
dev.=0.6

3.10) The instructor was accessible to answer questions and explain material outside of class according to office hours.
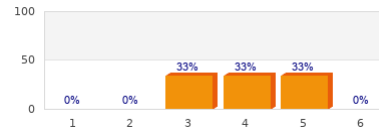
strongly disagree | 100 / 50 / 0 — 1: 0%, 2: 0%, 3: 33%, 4: 33%, 5: 33%, 6: 0% | N/A

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

4. Overall Satisfaction With This Course:

4.1) Please rate your overall satisfaction with the learning experience in this course.
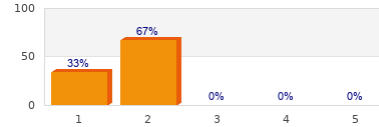
Very Dissatisfied | 100 / 50 / 0 — 1: 33%, 2: 67%, 3: 0%, 4: 0%, 5: 0% | Very Satisfied

n=3
av.=1.7
md=2
dev.=0.6

5. Course Recommendation:

5.1) How likely are you to recommend this course with this instructor to a friend?
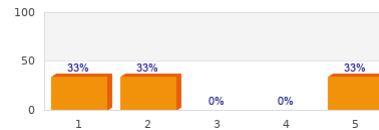
Very Unlikely | 100 / 50 / 0 — 1: 33%, 2: 33%, 3: 0%, 4: 0%, 5: 33% | Very Likely

n=3
av.=2.7
md=2
dev.=2.1

7. Student Demographics:

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

0 - 30 completed credits	66.7%
31 - 60 completed credits	33.3%
61 - 90 completed credits	0%
91 + completed credits	0%
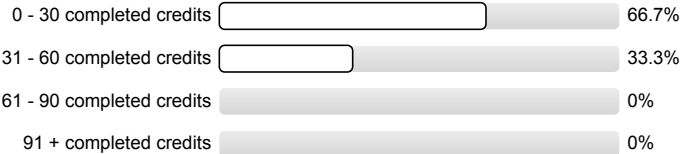
n=3

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%
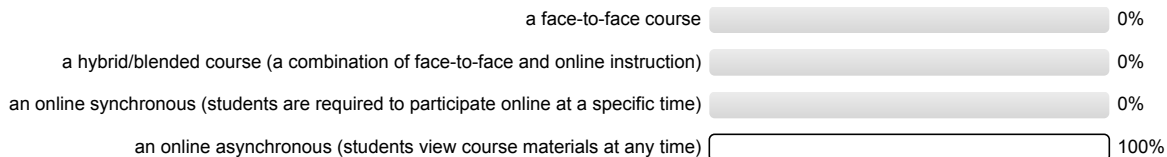
n=3

7.3) This term I am currently enrolled in:

5 or less credit hours	0%
6 - 8 credit hours	0%
9 - 11 credit hours	0%
12 or more credit hours	100%

n=3

7.4) My current major is:

Bachelor of Applied Technology (BAT)		33.3%
Associate of Arts or Multi-Disciplinary Degree (AA)		0%
Associate of Arts in Teaching (AAT)		33.3%
Associate of Science (AS)		33.3%
Associate of Applied Science (AAS) in a technical area		0%
Certificate in a technical area		0%
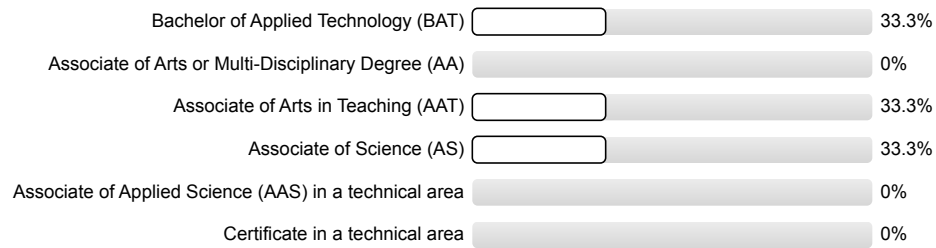
n=3

- -

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

Yes		0%
No		100%
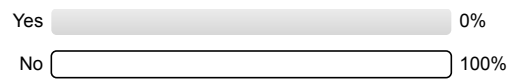
n=3

Comments Report

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6. Open Response:

^{6.1)} What are the strengths of this course?

- 1. There are so many, but the biggest one is the development of positivity. 2. Makes you work hard because there is no late work or redos. 3. Has a whole book that can make you look at success in a different way. 4. Amazing, and helpful instructors who actually answer and understand

- The objectives in this course could be okay for a beginning college student if presented better

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

- I TRULY AND UTTERLY believe, absolutely, that both the midterm and the final should NOTTT be something that is ever taken away as an opportunity even if it is late, unless of course you're procrastinating (Love the procrastination module too). Yes, the syllabus mentions all the rules, but just like the US constitution, there should always be SOME exception to a law.

  Ex: Freedom of Speech, but threats are not allowed, Free to Bear Arms, but you're not going to shoot someone for tapping your shoulder.

   I had a week full of work and school work, I had been studying for this midterm, the day I was going to take my midterm I updated my computer to a new software on Mac (Ventura) not thinking it would even AFFECT lockdown browser. The webcam in specific wasn't working. It was a Sunday so everything was closed. To be able to re-download the older version of Mac (Monterrey), it would take 3-6 hours, it was the evening for me. 3 days after the midterm closed (I missed it) the problem had finally been solved- there is an online forum proving this and that is how I, myself, found out.

  Although it's not the college's or the instructor's fault, I don't feel entirely faulty for it, and I fault myself for many thing, but not that. Specificity is important and it's also important for others to know if their current computer software is compatible with SPECIFIC things for their classes. My grades are 2 95s 1 90 and the rest are 100s. My grade dropped from a 98 to a 79, ABSURDITY, BALONEY! ALL because I missed the midterm. Working SUPER hard first half of the semester, just to be met with a max of an 85 possible? This is very not ok because LockDown Browser webcam WAS working a couple days before I took my midterm, so I was caught by surprise when I found out Ventura would spoil my opportunity to succeed.

  If I won't AT LEAST be given a 70 for a 100 or SOME midterm credit, at least remind students of their computer softwares and if they work with the SPECIFICs at said time. It is not to say it's y ou guys' fault, but this is very specific for me, and although, yes assignments shouldn't be late, I do feel like Exams should be an exception to such rule given these disgraceful and unfortunate circumstances. I'm really not a fan of anything under a 95, let alone max achievable, an 85.

- Update the course material. The course material is out of date, wrong instructor information is presented and outdated links exist throughout the website. Reorganize the course material. The material seems fractured in the sense that we would start one thing (Outliers) then not look at it for a few weeks, then come back to it. Also, I would get rid of the outliers book work. It was an interesting book, but did not have much relevance to the course.

^{6.3)} Any further, constructive comments?

- An 8 week option for this course would be beneficial. Spending 16 weeks on this information seems unnecessary to meet the objectives. Also, if students have completed online courses from previous colleges, this class should be waived automatically. It is redundant to teach someone who already has an Associate Degree how to do research and use APA formatting.

- Just that maybe instructors should hear out students when something goes really wrong as opposed to just dismissing it like it is all one's fault. Some cases, like procrastination, laziness, and even grades, which could show a student's seriousness and determination for the course, should all be further analyzed by either the instructor or someone who can. The class is great, but it might completely cancel out people who had specific issues and were successful, but were spoiled by an unfaulty circumstance. EVERYTHING ELSE is great though!