



# Feedback on Instruction and Course

University of Missouri

## Group Report for: Lawrence,Jacob; Course: COLLEGE ALGEBRA

Course: MATH 1100 Section: 04 Semester: FS2023 Class Number: 52521

No. Respondents: 22

No. Enrolled: 31

Course Feedback Form								
Choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree			Percent of Responses					
Structured	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The class was clearly organized.	45%	45%	9%	0%	0%	22	4.36	0.64
I knew what was expected of me in this class.	55%	45%	0%	0%	0%	22	4.55	0.50
I received feedback on class assignments that was helpful.	18%	27%	27%	18%	9%	22	3.27	1.21
Structured Summary Score: 4.06								
Supportive	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The instructor encouraged students to play an active role in the class.	32%	50%	14%	5%	0%	22	4.09	0.79
The instructor prompted students to ask questions.	29%	57%	14%	0%	0%	21	4.14	0.64
I was encouraged to communicate with my instructor outside of class.	23%	55%	14%	9%	0%	22	3.91	0.85
Supportive Summary Score: 4.05								
Cognitive Engagement	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
I had opportunities to solve problems in this class.	45%	55%	0%	0%	0%	22	4.45	0.50
The class allowed me to think creatively about issues in the field.	18%	36%	23%	23%	0%	22	3.50	1.03
I can apply knowledge and information from this class to my life.	18%	23%	36%	9%	14%	22	3.23	1.24
Cognitive Engagement Summary Score: 3.73								
Inclusion	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
This class has helped me develop the skills necessary to work effectively with people from various backgrounds.	23%	18%	23%	27%	9%	22	3.18	1.30
The instructor respected the expression of diverse ideas.	41%	41%	18%	0%	0%	22	4.23	0.73
The instructor saw cultural and personal differences as assets.	29%	43%	29%	0%	0%	21	4.00	0.76
Inclusion Summary Score: 3.80								
Collaborative	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The instructor effectively facilitated interactions among students.	27%	32%	41%	0%	0%	22	3.86	0.81
In-class activities and/or interactions with classmates contributed to my learning.	27%	18%	32%	18%	5%	22	3.45	1.20
Collaborative Summary Score: 3.66								



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Feedback to Other Students (IDK = I Don't Know)	% Yes	% No	% IDK	# Rsp
Would you recommend this class to other students regarding...?				
CLASS CONTENT	91%	5%	5%	22
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	71%	24%	5%	21
POSITIVE LEARNING ENVIRONMENT	76%	14%	10%	21
INSTRUCTOR'S TEACHING SKILL/STYLE	76%	14%	10%	21
FAIRNESS OF GRADING	73%	14%	14%	22



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Student Information (NA = Not Applicable, NR = No Response)					
Course		Expected Grade		Class Year	
Requirement	100%	A	27%	Freshman	91%
Elective	0%	B	41%	Sophomore	9%
Other	0%	C	32%	Junior	0%
		D	0%	Senior	0%
		F	0%	Graduate	0%
		S	0%	Other	0%
		U	0%		
		None	0%		

Construct Means									
Structured		Supportive		Cog. Engage.		Inclusion		Collaborative	
Mean	4.06	Mean	4.05	Mean	3.73	Mean	3.80	Mean	3.66
Std. Dev.	1.01	Std. Dev.	0.77	Std. Dev.	1.11	Std. Dev.	1.07	Std. Dev.	1.04

**Mean** is the average of the group of student scores for that item on the course feedback survey.

**Standard Deviation (Std. Dev.)** is a measure of how spread out the scores are around the mean. The higher the value for the standard deviation, the more spread of the scores are; a lower standard deviation indicates that the student scores are more clustered around the mean.



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Course: **MATH 1100** Section: **04** Semester: **FS2023** Class Number: **52521**

### Section VI: Your Comments Are Valued

#### What are one to three specific things about the class that supported your learning?

Quizzes every frodsy

Review days

The homework providing help and answers when working by myself

His lectures

Being asked questions

Office hours

Good explanations and break downs of problems and topics that were seen as more difficult among the class as a whole.

Why worked on practice problems

Encouraged to ask questions

Friendly instructor easy to ask for help

The weekly quizzes were a nice little review.

The text book matching the slides was very helpful.

Office hours were a very useful time when the instructor was willing to help. I have used this resource and it has helped tremendously.

Nothing

He was very engaging with students.

Office Hours

- The amount of exercises we had during the class was a great way to learn.

- I loved the way the professor used the technology in class, using his tablet to show the exercises in the projector to help us solve then.

Homework

Always had office hours available if we had questions, there were review sessions before exams, I liked the workbook.

The notebook with the problems we do in class

He encouraged asking questions for review days, and the review days before exams and finals were over extremely helpful. It was all dependent on students asking questions, and he provided through answers detailed slides

I thought the fact that my teacher would ask out about steps of each problem, even it its small simple math its still best to understand the whole process.

The homework tool was very helpful

Very helpful in office hours

One big thing that supported my learning was my teachers clarity and ability to make it make sense





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**What are one to three specific things about the class that could be improved to better support your learning?**

Someone who is understanding of people who don't understand the material

Walking through questions, more group work, not just talking about problems

Slower paced

Online notes

Homework

I feel like the class was supportive of my learning and I don't see any areas for improvement.

More help with material related to the exam

Multiple choice practice

Going slower at times

Not a lot of people interacted in the class but I think that's just because its algebra.

There was a lot more telling than teaching. I felt as if I was expected to know some of the information that was being taught.

Not having all multiple choice problems on the test and offering partial credit for longer questions.

He could speed up a little.

Feedback

- Having a online quiz with more time rather than the 15 minutes quiz we had would for sure be better.

Pace at which we go is kind of fast

I wish we had gotten to know other students in the class, and did more partner/group work.

The class could have been taught faster

I found it difficult to be engaged sometimes. It could have been because it was in the morning.

make the notes more accessible online, recorded classes, provide more help

I think it was fine how it was

Interaction between students

Maybe more constructive study days before the test

I think they could improve the structure of the units



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Please note that your student feedback scores were presented earlier in this report in each of the 5 data constructs. Shown here is the mapping of those data constructs (black column) to MU's teaching dimensions (gold column). When completing the Self Reflection portion of the annual review process, you are encouraged to discuss your student feedback in relation to the teaching dimensions.

## Teaching Dimensions of the TFELT Model

## Student Feedback Instrument Data Constructs



Welcoming &  
Collaborative

< Collaborative



Empowering &  
Supportive

< Supportive



Structured &  
Intentional

< Structured



Relevant &  
Engaging

< Cognitive Engagement



Inclusive  
(in all dimensions)

< Inclusion