Feedback on Instruction and Course

University of Missouri

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

Course: **MATH 1100** Section: **06** Semester: **FS2023** Class Number: **52523**

No. Respondents: 27　　　　　　　　　　　　**No. Enrolled: 35**

Course Feedback Form								
Choices: **S**trongly **A**gree, **A**gree, **N**eutral, **D**isagree, **S**trongly **D**isagree	**Percent of Responses**							
Structured	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The class was clearly organized.	48%	41%	11%	0%	0%	27	4.37	0.67
I knew what was expected of me in this class.	46%	27%	23%	4%	0%	26	4.15	0.91
I received feedback on class assignments that was helpful.	22%	19%	37%	15%	7%	27	3.33	1.19
Structured Summary Score: 3.95								
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.	37%	41%	4%	19%	0%	27	3.96	1.07
The instructor prompted students to ask questions.	44%	30%	11%	15%	0%	27	4.04	1.07
I was encouraged to communicate with my instructor outside of class.	33%	41%	15%	11%	0%	27	3.96	0.96
Supportive Summary Score: 3.99								
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.	44%	41%	11%	0%	4%	27	4.22	0.92
The class allowed me to think creatively about issues in the field.	15%	26%	41%	19%	0%	27	3.37	0.95
I can apply knowledge and information from this class to my life.	11%	19%	44%	19%	7%	27	3.07	1.05
Cognitive Engagement Summary Score: 3.56								
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.	15%	15%	44%	19%	7%	27	3.11	1.10
The instructor respected the expression of diverse ideas.	26%	30%	41%	4%	0%	27	3.78	0.87
The instructor saw cultural and personal differences as assets.	23%	27%	50%	0%	0%	26	3.73	0.81
Inclusion Summary Score: 3.54								
Collaborative	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The instructor effectively facilitated interactions among students.	26%	44%	15%	15%	0%	27	3.81	0.98
In-class activities and/or interactions with classmates contributed to my learning.	19%	52%	19%	4%	7%	27	3.70	1.05
Collaborative Summary Score: 3.76								

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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	73%	12%	15%	26
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	76%	12%	12%	25
POSITIVE LEARNING ENVIRONMENT	80%	8%	12%	25
INSTRUCTOR'S TEACHING SKILL/STYLE	58%	12%	31%	26
FAIRNESS OF GRADING	85%	4%	12%	26

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Student Information (NA = Not Applicable, NR = No Response)					
Course		**Expected Grade**		**Class Year**	
Requirement	100%	A	15%	Freshman	85%
Elective	0%	B	48%	Sophomore	11%
Other	0%	C	26%	Junior	4%
		D	11%	Senior	0%
		F	0%	Graduate	0%
		S	0%	Other	0%
		U	0%		
		None	0%		

Construct Means									
Structured		**Supportive**		**Cog. Engage.**		**Inclusion**		**Collaborative**	
Mean	3.95	Mean	3.99	Mean	3.56	Mean	3.54	Mean	3.76
Std. Dev.	1.05	Std. Dev.	1.04	Std. Dev.	1.09	Std. Dev.	0.99	Std. Dev.	1.02

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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Section VI: Your Comments Are Valued

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

the lecture the test the office hours
Work shown on the board, environment where I felt I could ask questions
the constant examples Mr.Lawrence provided helped me to better understand each question
the homework outside of class and study sessions before the test
The ability to ask questions Great feedback Open ended responses
He was a good teacher that explained ideas well. He was well prepared when he came to class every time and allowed students to ask questions when needed and asked how his pace was.
having weekly homework and quizzes helped me succeed working with my classmates helped me understand things on my own instead of guided by the teacher
Instructor was willing to discuss questions after class and during office hours
Organized workbook
The structure of the math assignments.
-Thorough homework assignments
grades back fast small classes 3 days a week
Mr. Lawrence does a great job explaining things very clearly and fully.
His teaching explaining them.
Being able to work with other students and being encouraged to come to office hours
Photo math
Pearson and Pearson feed back Quizzes
Office hours saved my ass, Jacob was a good teacher
- was helpful for all students - took all answers into consideration and showed why they did it didn't work
Working through problems as a group
The way the instructor conducted lectures allowed for him to explain concepts clearly and allowed me to work with others to do the content.
homework

The way the class was structured, the class was straight forward, and the instructor gave plenty of information.

I liked the way we took notes using the slides, instead of having to rewrite everything.

he was funny and had a humor to his teaching, which helped me pay attention and learn

Study guides/ reviews

Professor Lawrence offers to do extra problems just in case students still need help. He reminds every week about his office hours and suggests that we come in and get help. He also is great at explaining how to solve problems.

Instructor gave examples

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

na

Different office hour times

maybe working through things a little slower in class or providing test examples a little farther in advance

having more in-class work time that isn't just led by the instructor. the entire class is just him going through problems and us following and that doesn't help me personally and many other students learn. it is a very quick-paced course and it has a lot of difficult material that not a lot of people can catch onto. by having more student-led work time in class I think it would be very helpful. and not just listening to the instructor go through problems.

More group work
Less homework questions
More in class work time

Not the teacher's fault, it more so the circumstances of the class since we go fast over topic since we have little time to cover the subject matter which makes it difficult to full absorb the information.

the pace was a bit quick for all of us to keep up with

N/A

The teacher didn't give feedback he just told you if it was right or wrong. Didn't help you correct it.

-Review not helpful to the test
-Make review longer

better teaching
take more time for examples
more reviews

None. Class was great and I learned a lot.

NA

Not sure

More examples

It goes very fast, maybe slow it down somehow

- better at explaining how an answer was brought about

The instructor needed to slow down at times, check ins with the class could also help

N/A

N/A

There are homework questions that are not dicussed in class or on the test and are very difficult

the instructor would sometimes skip work out steps and leave me confused.

Have more than one practice test. And more group work to solve equations

Nothing

More explained examples in class
Make class more fun and engaging

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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

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