



# Feedback on Instruction and Course

University of Missouri

## Group Report for: Lawrence,Jacob; Course: FINITE MATHEMATICS

Course: **MATH 1300** Section: **02** Semester: **SP2025** Class Number: **52177**

**No. Respondents: 27**

**No. Enrolled: 32**

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.	44%	30%	19%	7%	0%	27	4.11	0.96
I knew what was expected of me in this class.	56%	37%	4%	4%	0%	27	4.44	0.74
I received feedback on class assignments that was helpful.	37%	26%	26%	11%	0%	27	3.89	1.03
Structured Summary Score: 4.15								
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.	48%	44%	7%	0%	0%	27	4.41	0.62
The instructor prompted students to ask questions.	54%	42%	0%	4%	0%	26	4.46	0.69
I was encouraged to communicate with my instructor outside of class.	37%	44%	15%	0%	4%	27	4.11	0.92
Supportive Summary Score: 4.33								
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.	52%	41%	0%	7%	0%	27	4.37	0.82
The class allowed me to think creatively about issues in the field.	37%	48%	11%	4%	0%	27	4.19	0.77
I can apply knowledge and information from this class to my life.	48%	33%	7%	7%	4%	27	4.15	1.08
Cognitive Engagement Summary Score: 4.23								
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.	41%	30%	15%	15%	0%	27	3.96	1.07
The instructor respected the expression of diverse ideas.	37%	52%	11%	0%	0%	27	4.26	0.64
The instructor saw cultural and personal differences as assets.	31%	54%	15%	0%	0%	26	4.15	0.66
Inclusion Summary Score: 4.13								
Collaborative	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The instructor effectively facilitated interactions among students.	37%	33%	19%	11%	0%	27	3.96	1.00
In-class activities and/or interactions with classmates contributed to my learning.	41%	37%	7%	15%	0%	27	4.04	1.04
Collaborative Summary Score: 4.00								



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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	89%	7%	4%	27
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	92%	8%	0%	26
POSITIVE LEARNING ENVIRONMENT	89%	4%	7%	27
INSTRUCTOR'S TEACHING SKILL/STYLE	81%	11%	7%	27
FAIRNESS OF GRADING	89%	7%	4%	27



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Student Information (NA = Not Applicable, NR = No Response)					
Course		Expected Grade		Class Year	
Requirement	100%	A	33%	Freshman	74%
Elective	0%	B	59%	Sophomore	19%
Other	0%	C	7%	Junior	7%
		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	4.15	Mean	4.33	Mean	4.23	Mean	4.13	Mean	4.00
Std. Dev.	0.94	Std. Dev.	0.77	Std. Dev.	0.91	Std. Dev.	0.83	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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Course: **MATH 1300** Section: **02** Semester: **SP2025** Class Number: **52177**

### Section VI: Your Comments Are Valued

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

The feedback on quizzes and exams.

The Mylab exam reviews.

na

The in-class quizzes every week significantly supported my learning because I was given the opportunity to test my understanding. If I did not do well on the quiz, my instructor provided me with feedback, which helped me understand what I did wrong.

Jacob was a good instructor.

One thing that supported my learning was the teaching style of the professor. I also appreciated the pace that the material was presented to the class.

Mr. Lawrence gave many opportunities for the students to ask questions

The lectures were helpful most of the time.

1. Note taking.
2. In-class problem solving.
3. Exam reviews on Pearson.

The instructor went at a good pace, and highly encouraged student interaction.

quizzes

The class is very interactive

Jacob's way of explaining problems on the board.

Having time to discuss the problem really helps.

Was able to see the work on the board

Encouraged questions from students and involvement

Interactive class, you kept us engaged and went over examples and it felt like you were actually teaching us instead of showing.

Asking questions helped me engage

Instructor was very clear with voice, repeated learning, checked to see if material was understood

Went over problems well

Answered questions

The homework was very helpful.

Just going through notes and asking questions





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Online resources

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The study guides that were put online.

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

I think that the way it is taught could be better, sometimes it felt too rushed because the instructor thought it was easy.

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na

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I do not think anything could be improved. I thought the class was very well organized, well paced, and easy to follow along with. I liked how everything was arranged on canvas and did not find it difficult to find what was expected of me.

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Before every exam I would've liked to have the formulas we would need for the exam and like more reviews.

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One thing that could be improved is the Unit 3 of the course material. These chapters hold a lot of computation problems, and this proved to be difficult to complete on the exam in the given time frame of an hour. I also think that the Unit 3 exam should be spaced out evenly with the other exams and not only two weeks before the final.

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For Exam 3 it was almost impossible to finish on time and many students feel the same way.

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The homework took very long for each lesson then necessary. Multiple choice questions being worth each 5 points is the stupidest thing to exist. Think about it, if a student gets 2 MC questions wrong we already get a 90% or A- on the exam. That is putting us up for failure. Especially after I prepared hours for each exam doing the reviews and other work to prepare. It is a worse weighed class I have taken when it comes to exams. For this being said the easy math class, I would agree if the questions werent 5 points each out of only 100 points. Deep down I know my grade would be an A in this class if it was like any other class. Homework feels absolutely pointless of doing because it does nothing for your grade if you do them. TA seemed to make students look and feel dumb when asking a question and him talking and teach to us like we are 5 year olds was not helpful at all. 3rd exam was ridiculously long considering barely anyone had turned in their test before the 15 min. warning. I and other students had to guess on many of the MC questions and guess on the short answer as there was not even the opportunity to try to figure it all out because all the questions took so much time to answer. The review was very misleading and unhelpful. The 3rd exam will definitely be the reason my grade is so low now. Thanks I really appreciate that because I really just want to have a B in what is supposed to be the easy math class for a business major. The organization of this class felt all over the place. Homework due dates were constantly being switched, lack of information was given for the first exam, TA never had the answer for anything regarding outside of the lectures, I emailed the instructor asking a question and never got a reply. In summary, this was horrible.

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1. The seating in the classroom was quite messy.
  2. Exam 3 should have been a mix of simple and complex course units because Exam 3 appeared to mostly be complex course units, which led to many students working on the exam problems till the last minute, which wasn't that prevalent in the previous two exams.
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Need more time in class to try problems with other students and see what other students are thinking of the material

Some homework equations did not match to inclass equations

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Different style of note taking.

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nothing

I cannot think of anything

there is nothing i could suggest to change

When going over a problem, a little more time spent on it would help me significantly.

Having completed notes for every section to help review if I didn't get something in class

Posting the completed slides before the exam as a study tool because it really helped when you posted it for exam 3.

The coordinator needs to be more available.

Certain parts of the course should probably have less time spent on them and saved for harder topics

I do not know

Going over exams

I wish the problems were computed in the calculator because sometimes mine gets it wrong so I had no way of knowing

A workbook with the questions already printed or more time on each question

The last exam was the entire hour and I did not finish mine, but the second exam took everyone like fifteen minutes. I think there was nothing really done to help us prepare for how long the third exam was going to take especially since this was the first year that those chapters were put together.



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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.

