Feedback on Instruction and Course

University of Missouri

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

Course: **MATH 1100** Section: **21** Semester: **SP2024** Class Number: **53980**

No. Respondents: 10   **No. Enrolled: 30**

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.	78%	22%	0%	0%	0%	9	4.78	0.42
I knew what was expected of me in this class.	78%	11%	11%	0%	0%	9	4.67	0.67
I received feedback on class assignments that was helpful.	78%	0%	11%	11%	0%	9	4.44	1.07
Structured Summary Score: 4.63								
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.	44%	33%	11%	11%	0%	9	4.11	0.99
The instructor prompted students to ask questions.	56%	33%	11%	0%	0%	9	4.44	0.68
I was encouraged to communicate with my instructor outside of class.	56%	22%	11%	11%	0%	9	4.22	1.03
Supportive Summary Score: 4.26								
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.	67%	11%	11%	11%	0%	9	4.33	1.05
The class allowed me to think creatively about issues in the field.	44%	33%	11%	11%	0%	9	4.11	0.99
I can apply knowledge and information from this class to my life.	44%	33%	22%	0%	0%	9	4.22	0.79
Cognitive Engagement Summary Score: 4.22								
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.	33%	0%	67%	0%	0%	9	3.67	0.94
The instructor respected the expression of diverse ideas.	56%	22%	11%	11%	0%	9	4.22	1.03
The instructor saw cultural and personal differences as assets.	56%	11%	33%	0%	0%	9	4.22	0.92
Inclusion Summary Score: 4.04								
Collaborative	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The instructor effectively facilitated interactions among students.	67%	11%	11%	11%	0%	9	4.33	1.05
In-class activities and/or interactions with classmates contributed to my learning.	56%	0%	33%	11%	0%	9	4.00	1.15
Collaborative Summary Score: 4.17								

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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	100%	0%	0%	9
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	89%	0%	11%	9
POSITIVE LEARNING ENVIRONMENT	67%	0%	33%	9
INSTRUCTOR'S TEACHING SKILL/STYLE	89%	11%	0%	9
FAIRNESS OF GRADING	67%	22%	11%	9

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Student Information (NA = Not Applicable, NR = No Response)					
Course		**Expected Grade**		**Class Year**	
Requirement	100%	A	22%	Freshman	100%
Elective	0%	B	22%	Sophomore	0%
Other	0%	C	56%	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	4.63	Mean	4.26	Mean	4.22	Mean	4.04	Mean	4.17
Std. Dev.	0.78	Std. Dev.	0.93	Std. Dev.	0.96	Std. Dev.	1.00	Std. Dev.	1.12

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?

Having test review material available.

somethings

One thing that supported my learning was being able to go over problems in class.

Exam reviews, tiger tutors, math lab

He was willing to answer questions and take time to go over something multiple times if I was still confused.

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

Having answers to the practice problems in the workbook available.

giving feed back besides "doesn't make sense"

If we could do corrections on our exams it would help me learn from mistakes and understand the material better,

A study guide that would better lay out everything that will be on the exam. Before exams, It did not feel like there was a lot of in-class help.

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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