



Feedback on Instruction and Course

University of Missouri

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

Course: MATH 1100 Section: 25 Semester: SP2024 Class Number: 65615

No. Respondents: 7

No. Enrolled: 30

| 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. | 71% | 29% | 0% | 0% | 0% | 7 | 4.71 | 0.45 |
| I knew what was expected of me in this class. | 86% | 14% | 0% | 0% | 0% | 7 | 4.86 | 0.35 |
| I received feedback on class assignments that was helpful. | 57% | 43% | 0% | 0% | 0% | 7 | 4.57 | 0.49 |
| Structured Summary Score: 4.71 | | | | | | | | |
| 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. | 43% | 43% | 14% | 0% | 0% | 7 | 4.29 | 0.70 |
| The instructor prompted students to ask questions. | 86% | 14% | 0% | 0% | 0% | 7 | 4.86 | 0.35 |
| I was encouraged to communicate with my instructor outside of class. | 57% | 14% | 29% | 0% | 0% | 7 | 4.29 | 0.88 |
| Supportive Summary Score: 4.48 | | | | | | | | |
| 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. | 71% | 29% | 0% | 0% | 0% | 7 | 4.71 | 0.45 |
| The class allowed me to think creatively about issues in the field. | 43% | 43% | 14% | 0% | 0% | 7 | 4.29 | 0.70 |
| I can apply knowledge and information from this class to my life. | 43% | 43% | 14% | 0% | 0% | 7 | 4.29 | 0.70 |
| Cognitive Engagement Summary Score: 4.43 | | | | | | | | |
| 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. | 57% | 14% | 29% | 0% | 0% | 7 | 4.29 | 0.88 |
| The instructor respected the expression of diverse ideas. | 43% | 57% | 0% | 0% | 0% | 7 | 4.43 | 0.49 |
| The instructor saw cultural and personal differences as assets. | 57% | 29% | 14% | 0% | 0% | 7 | 4.43 | 0.73 |
| Inclusion Summary Score: 4.38 | | | | | | | | |
| Collaborative | SA (5) | A (4) | N (3) | D (2) | SD (1) | # Rsp | Mean | Std. Dev. |
| The instructor effectively facilitated interactions among students. | 57% | 29% | 14% | 0% | 0% | 7 | 4.43 | 0.73 |
| In-class activities and/or interactions with classmates contributed to my learning. | 57% | 29% | 14% | 0% | 0% | 7 | 4.43 | 0.73 |
| Collaborative Summary Score: 4.43 | | | | | | | | |



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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% | 7 |
| CLASS STRUCTURE (E.G., ORGANIZATION, PACING) | 100% | 0% | 0% | 7 |
| POSITIVE LEARNING ENVIRONMENT | 86% | 0% | 14% | 7 |
| INSTRUCTOR'S TEACHING SKILL/STYLE | 86% | 0% | 14% | 7 |
| FAIRNESS OF GRADING | 86% | 14% | 0% | 7 |



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| Student Information (NA = Not Applicable, NR = No Response) | | | | | |
|---|-----|----------------|-----|------------|-----|
| Course | | Expected Grade | | Class Year | |
| Requirement | 86% | A | 14% | Freshman | 86% |
| Elective | 14% | B | 43% | Sophomore | 14% |
| Other | 0% | C | 43% | 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 | 4.71 | Mean | 4.48 | Mean | 4.43 | Mean | 4.38 | Mean | 4.43 |
| Std. Dev. | 0.45 | Std. Dev. | 0.73 | Std. Dev. | 0.66 | Std. Dev. | 0.72 | Std. Dev. | 0.73 |

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 use of comparisons and further explaining of how to solve an equation.

the proffesor was really good at interacting with the class

The continued pacing despite the silence of the class at times assisted in allowing a consistent learning experience regardless of student interaction.

The teacher answered questions effectively.

Class slide presentations, homework, workbook for the class

I feel like having the combination of the homework and the notebook is very helpful with how well they correlate and gives you many ways of working through problems. With that, I like that the homework has the option for you to see an example way of how to solve it in case you can't remember or might've missed a step.

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

Once a week, optimally every monday, a review of what we've learned about within the past week and what possible questions to expect on the weekly quiz.

less hw questions

Perhaps facilitating some form of interactive questioning (maybe step by step callouts) would assist into allowing consistent class interaction.

Different times for exams

Nothing really

I do feel like more could be done to make the learning more engaging and fun. I personally really enjoy math, but the way that the class is taught and presented, as well as the lack of people that want to show up, it just doesn't feel as fun as it normally would.



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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.

