Feedback on Instruction and Course

University of Missouri

Group Report for: Lawrence,Jacob; Course: QUANTITATIVE REASONING

Course: **MATH 1050** Section: **05** Semester: **SS2025** Class Number: **52266**

No. Respondents: 4   **No. Enrolled: 48**

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.	0%	75%	0%	0%	25%	4	3.25	1.30
I knew what was expected of me in this class.	0%	75%	0%	0%	25%	4	3.25	1.30
I received feedback on class assignments that was helpful.	0%	0%	50%	25%	25%	4	2.25	0.83
Structured Summary Score: 2.92								
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.	0%	25%	50%	0%	25%	4	2.75	1.09
The instructor prompted students to ask questions.	0%	25%	25%	25%	25%	4	2.50	1.12
I was encouraged to communicate with my instructor outside of class.	0%	25%	50%	0%	25%	4	2.75	1.09
Supportive Summary Score: 2.67								
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.	50%	0%	25%	0%	25%	4	3.50	1.66
The class allowed me to think creatively about issues in the field.	0%	25%	50%	0%	25%	4	2.75	1.09
I can apply knowledge and information from this class to my life.	0%	25%	50%	0%	25%	4	2.75	1.09
Cognitive Engagement Summary Score: 3.00								
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.	0%	0%	50%	25%	25%	4	2.25	0.83
The instructor respected the expression of diverse ideas.	0%	50%	0%	25%	25%	4	2.75	1.30
The instructor saw cultural and personal differences as assets.	0%	50%	25%	0%	25%	4	3.00	1.22
Inclusion Summary Score: 2.67								
Collaborative	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
The instructor effectively facilitated interactions among students.	0%	25%	0%	50%	25%	4	2.25	1.09
In-class activities and/or interactions with classmates contributed to my learning.	0%	25%	50%	0%	25%	4	2.75	1.09
Collaborative Summary Score: 2.50								

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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	75%	25%	0%	4
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	50%	25%	25%	4
POSITIVE LEARNING ENVIRONMENT	75%	25%	0%	4
INSTRUCTOR'S TEACHING SKILL/STYLE	25%	25%	50%	4
FAIRNESS OF GRADING	75%	25%	0%	4

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Student Information (NA = Not Applicable, NR = No Response)					
Course		**Expected Grade**		**Class Year**	
Requirement	75%	A	25%	Freshman	0%
Elective	25%	B	0%	Sophomore	75%
Other	0%	C	50%	Junior	0%
		D	0%	Senior	25%
		F	25%	Graduate	0%
		S	0%	Other	0%
		U	0%		
		None	0%		

Construct Means									
Structured		**Supportive**		**Cog. Engage.**		**Inclusion**		**Collaborative**	
Mean	2.92	Mean	2.67	Mean	3.00	Mean	2.67	Mean	2.50
Std. Dev.	1.26	Std. Dev.	1.11	Std. Dev.	1.35	Std. Dev.	1.18	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?

1. regular assignment schedule
2. reasonable workload

The homework and the videos

practice tests

none.

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

give a little more charity in rounding

More explanation or feedback on quizzes

more in depth notes

- TA Feedback
- Honorlock Issues

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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