

# MATH 1050 (501): College Algebra

Spring 2020 | Noah Braeger | Course CIP Code: 27.01

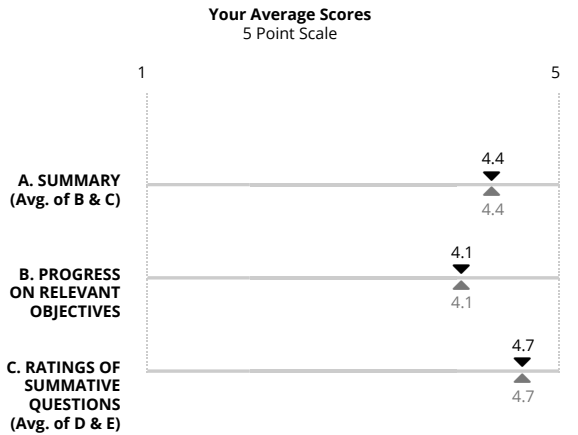
33 | Students Enrolled  
14 | Students Responded  
42.42% | Response Rate

## Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

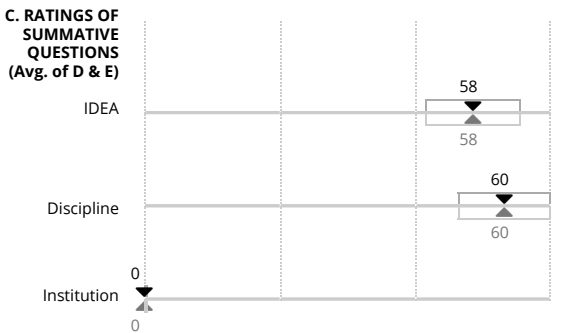
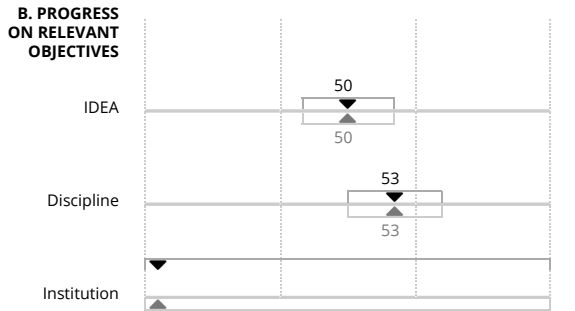
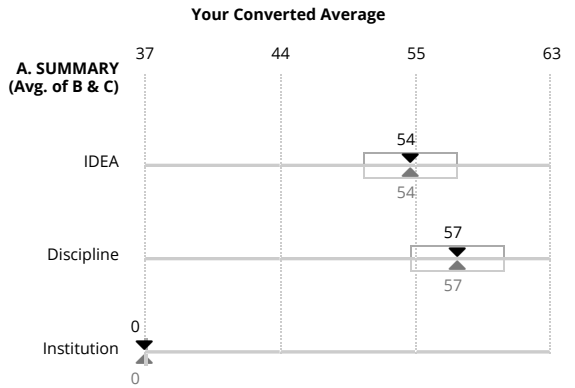
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	4.7
E. Excellent Course	4.7	4.7

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	56	56
Discipline	58	58
Institution		
E. Excellent Course		
IDEA	59	59
Discipline	61	61
Institution		

**Converted Average Buckets**  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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						Your Converted Average					
						Your Average (5 Point Scale)		% of Students Rating		IDEA	
Student Ratings of Learning on Relevant Objectives	Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.3	4.3	0	79	53	53	55	55		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.9	2.9	36	43	32	32	47	47		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.2	4.2	0	79	52	52	55	55		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.8	3.8	14	57	44	44	50	50		
Acquiring skills in working with others as a member of a team	M	3.4	3.4	21	50	42	42	51	51		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.6	2.6	43	29	35	35	46	46		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.1	3.1	29	36	38	38	48	48		
Developing skill in expressing myself orally or in writing	M	2.4	2.4	50	21	25	25	42	42		
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.1	3.1	21	36	34	34	45	45		
Developing ethical reasoning and/or ethical decision making	M	2.5	2.5	43	29	29	29	43	43		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	2.8	2.8	43	36	28	28	41	41		
Learning to apply knowledge and skills to benefit others or serve the public good	M	3	3	36	43	34	34	47	47		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.9	3.9	14	64	52	52	50	50		

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	48	49	
I really wanted to take this course regardless of who taught it.	4	55	57	
My background prepared me well for this course's requirements.	4.2	60	59	

Quantitative

<p>Thirteen possible learning objectives are listed, not all of which will be relevant in this class.</p> <p>Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:</p> <ul style="list-style-type: none"> <li>No apparent progress</li> <li>Slight progress; I made small gains on this objective</li> <li>Moderate progress; I made some gains on this objective</li> <li>Substantial progress; I made large gains on this objective</li> <li>Exceptional progress; I made outstanding gains on this objective</li> </ul>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	21.43% (3)	28.57% (4)	50% (7)	14	0	0.8	4.29
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	28.57% (4)	7.14% (1)	21.43% (3)	35.71% (5)	7.14% (1)	14	0	1.36	2.86
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	21.43% (3)	35.71% (5)	42.86% (6)	14	0	0.77	4.21
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	7.14% (1)	7.14% (1)	28.57% (4)	14.29% (2)	42.86% (6)	14	0	1.26	3.79
Acquiring skills in working with others as a member of a team	14.29% (2)	7.14% (1)	28.57% (4)	21.43% (3)	28.57% (4)	14	0	1.35	3.43
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	28.57% (4)	14.29% (2)	28.57% (4)	21.43% (3)	7.14% (1)	14	0	1.29	2.64
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	14.29% (2)	14.29% (2)	35.71% (5)	21.43% (3)	14.29% (2)	14	0	1.22	3.07
Developing skill in expressing myself orally or in writing	35.71% (5)	14.29% (2)	28.57% (4)	21.43% (3)	0% (0)	14	0	1.17	2.36
Learning how to find, evaluate, and use resources to explore a topic in depth	21.43% (3)	0% (0)	42.86% (6)	21.43% (3)	14.29% (2)	14	0	1.28	3.07
Developing ethical reasoning and/or ethical decision making	42.86% (6)	0% (0)	28.57% (4)	21.43% (3)	7.14% (1)	14	0	1.4	2.5
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	35.71% (5)	7.14% (1)	21.43% (3)	14.29% (2)	21.43% (3)	14	0	1.57	2.79
Learning to apply knowledge and skills to benefit others or serve the public good	28.57% (4)	7.14% (1)	21.43% (3)	21.43% (3)	21.43% (3)	14	0	1.51	3
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	7.14% (1)	7.14% (1)	21.43% (3)	14.29% (2)	50% (7)	14	0	1.28	3.93

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	35.71% (5)	50% (7)	14.29% (2)	14	0	0.67	3.79
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	7.14% (1)	21.43% (3)	35.71% (5)	35.71% (5)	14	0	0.93	4
<b>My background prepared me well for this course's requirements.</b>	0% (0)	0% (0)	14.29% (2)	50% (7)	35.71% (5)	14	0	0.67	4.21
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	7.14% (1)	14.29% (2)	78.57% (11)	14	0	0.59	4.71
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	7.14% (1)	14.29% (2)	78.57% (11)	14	0	0.59	4.71

	<b>No Apparent Progress</b>	<b>Slight Progress; I made small gains on this objective</b>	<b>Moderate Progress; I made gains on this objective</b>	<b>Substantial Progress; I made large gains on this objective</b>	<b>Exceptional Progress; I made outstanding gains on this objective</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>This class fulfills Quantitative Literacy requirements of General Education, and we would like you to answer a question about your learning in that specific area: Please describe the amount of progress you made in your ability to identify and interpret data or stimuli presented in mathematical forms such as graphs, equations, or tables:</b>	0% (0)	0% (0)	14.29% (2)	28.57% (4)	57.14% (8)	14	0	-	-

## Qualitative

### Comments -

- You are excellent, I'm impressed with how well you teach.
- I really enjoyed having Noah as a TA. I think he did an exceptional job teaching the recitations and he was always willing to help students with problems.
- Noah was a great recitation leader. Even though the class was early he still had energy. He explained things well and was super helpful for any questions I had.
- Thank you for helping so much to understand how to do the math that we learned in class. Your example problems and explanations helped me understand much better!
- Noah did an excellent job of allowing discussion for further clarification on topics from the lecture and in making sure we were prepared for the exams, quizzes and homework
- A great recitation teacher. Best I've had so far!
- Recitations are very helpful. The worksheets are very helpful and are a great way to review class material. It is also a great place to ask questions regarding things you don't understand.
- Fun guy and really good at explaining things!

### What aspects of the teaching or content of this course do you feel were especially good? -

- All of it
- Recitation is a great place to ask questions regarding material you don't understand. The recitation leader is very helpful and always engages the class every morning. In general, recitation is great and students should take the advantage of the help they are receiving.
- Explanations and resources
- Being able to understand that this course is a base for further help in the future on other courses but also allowing us to find other ways to solve the problems rather than there being just one correct way to solve a problem
- Explaining thoroughly and using example problems to teach.
- I liked having quizzes at the end of the week as it helped me gauge if I was comfortable with the problems we were working on.
- I feel that the examples and answering of questions is amazing and very well done.

### What changes could be made to improve the teaching or the content on this course? -

- I can think of no changes
- The worksheets handed out in recitations were always much harder than the homework or the tests. I think it would benefit us much more if the imitated the tests as it would show us what to expect.
- N/A
- I feel that nothing could be made to improve the teaching of the course
- Having students chose what groups they want to work in never works which is why having the recitation leader put students into random groups would be the best way to have every student engaged in group work.
- None