



PRIVATE and CONFIDENTIAL

Student Evaluation of Teaching Results - Fall 2015

Thomas W Mattman,

Enclosed you will find the results of the Fall 2015 Student Evaluation of Teaching (SET) for your course:

14_CSCI_217_02_01 - Foundations of Computing - Discussion

The SET form administered was SIR_II.

An overall indicator is listed first. It consists of an average of the following scales:

- A. Course Organization and Planning
- B. Communication
- C. Faculty/Student Interaction
- D. Assignments, Exams, and Grading
- E. Instructional Methods and Materials
- F. Course Outcomes
- G. Student Effort and Involvement
- I. Overall Evaluation

The overall indicator is followed by the individual average values of the scales mentioned above. In the second part of the analysis the average values of all individual questions are listed. Written comments (if any) will follow the individual question analysis.

If you have any further questions do not hesitate to contact the Office of Institutional Research.

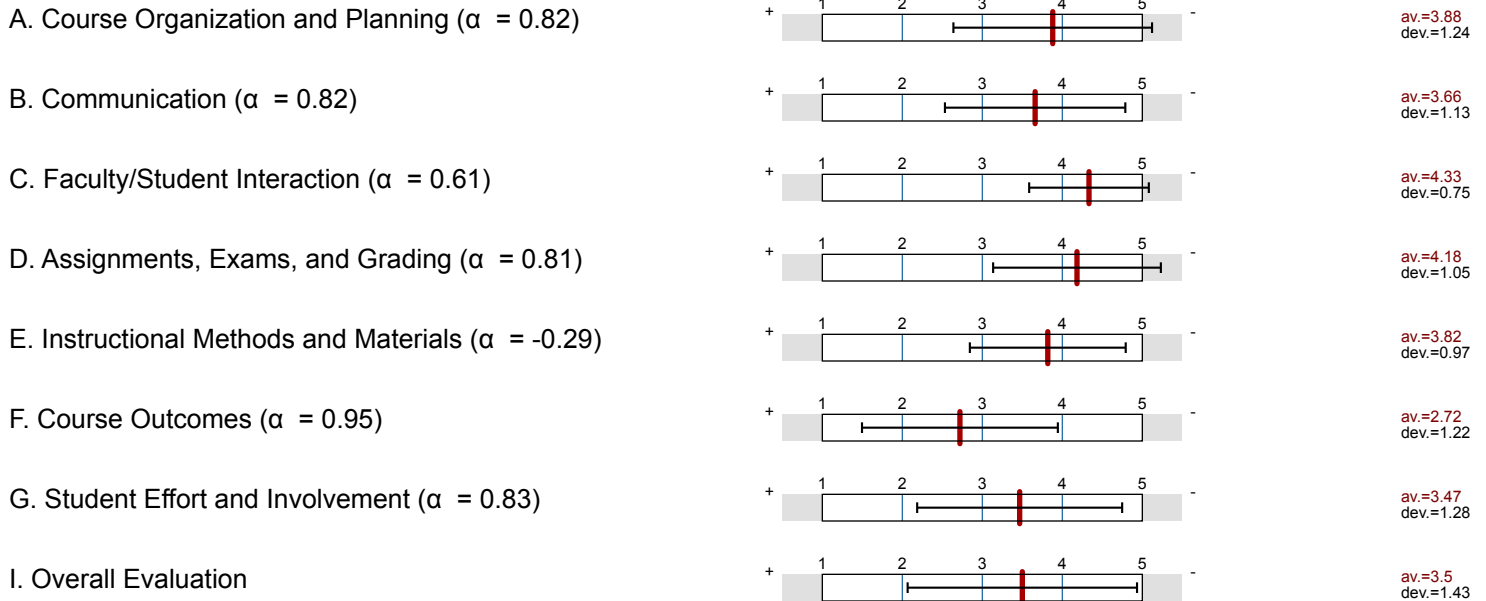
Christopher M. Winch
Institutional Research and Testing
California State University, Chico
email: cwinch@csuchico.edu
phone: (530) 898-5624



Thomas W Mattman

Foundations of Computing - Discussion (14_CSCI_217_02_01) Fall 2015
 No. of responses = 10

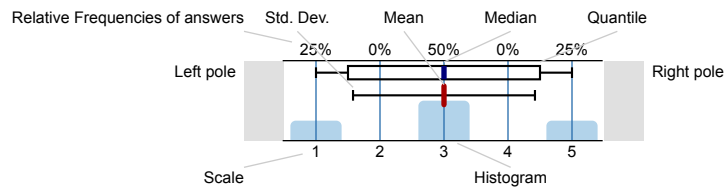
Overall indicators



Survey Results

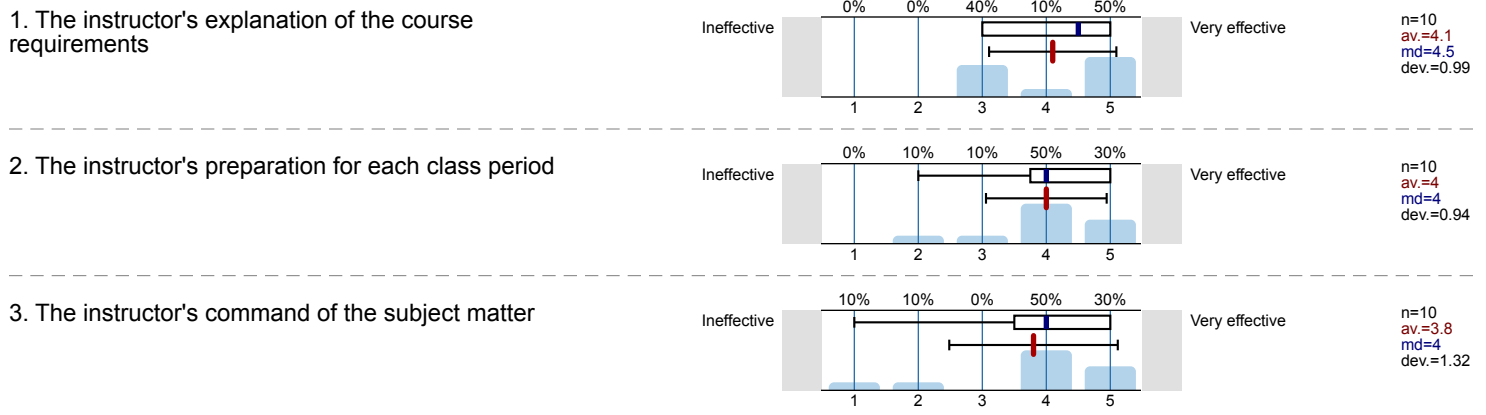
Legend

Question text

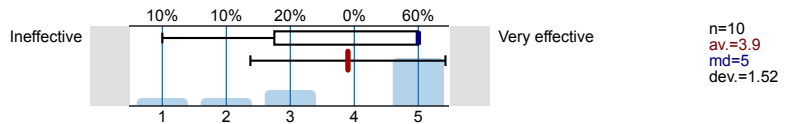


n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

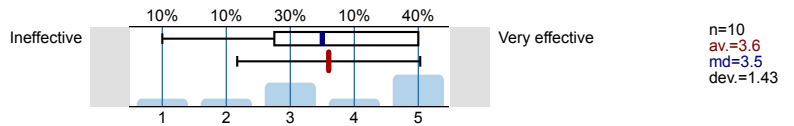
A. Course Organization and Planning



4. The instructor's use of class time

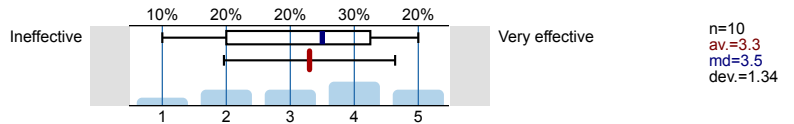


5. The instructor's way of summarizing or emphasizing important points in class

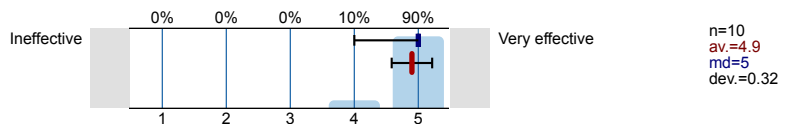


B. Communication

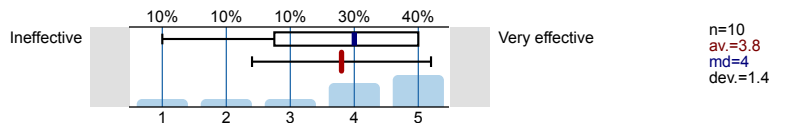
6. The instructor's ability to make clear and understandable presentations



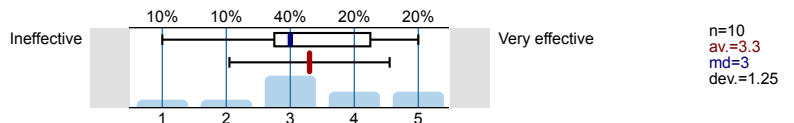
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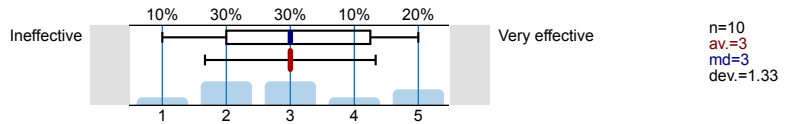
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9. The instructor's use of challenging questions or problems

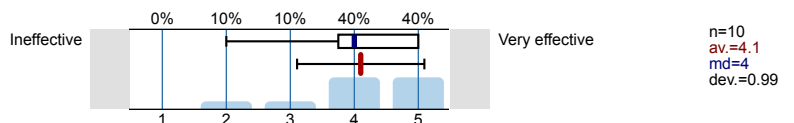


10. The instructor's enthusiasm for the course material

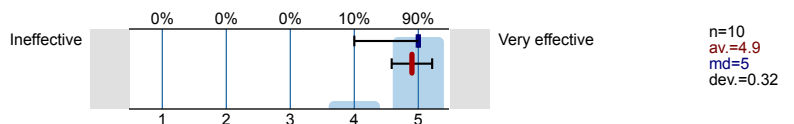


C. Faculty/Student Interaction

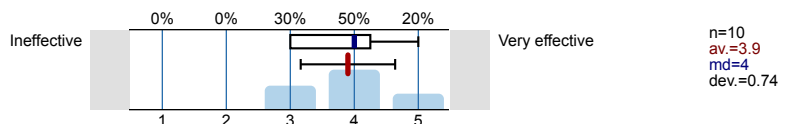
11. The instructor's helpfulness and responsiveness to students



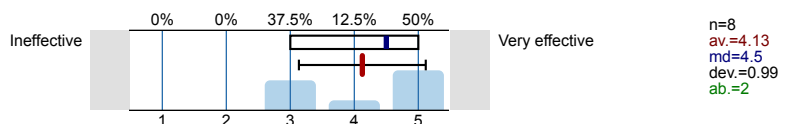
12. The instructor's respect for students



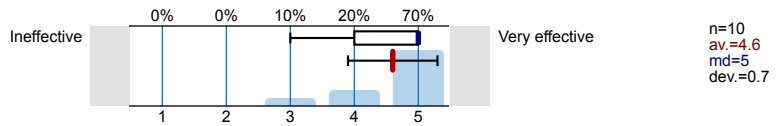
13. The instructor's concern for student progress



14. The availability of extra help for this class (taking into account the size of the class)

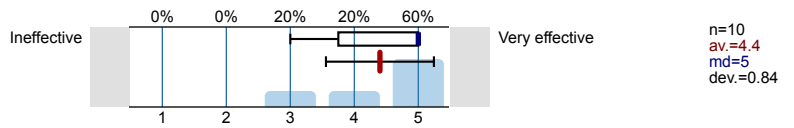


15. The instructor's willingness to listen to student questions and opinions

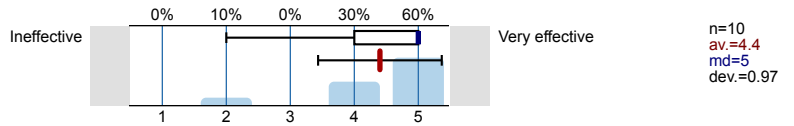


D. Assignments, Exams, and Grading

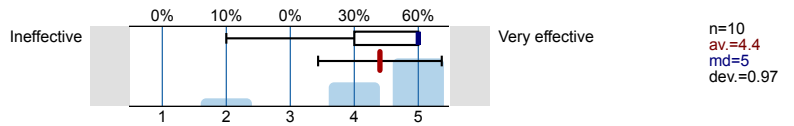
16. The information given to students about how they would be graded



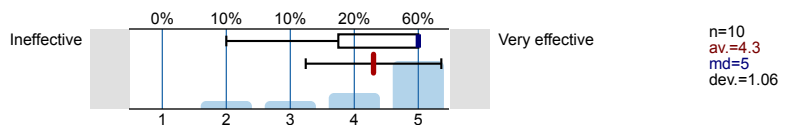
17. The clarity of exam questions



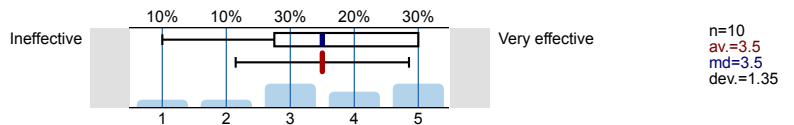
18. The exams' coverage of important aspects of the course



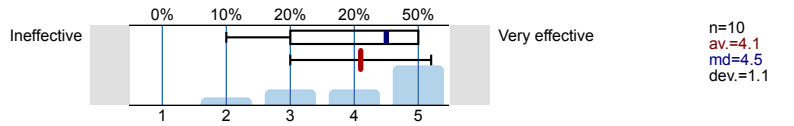
19. The instructor's comments on assignments and exams



20. The overall quality of the textbook(s)

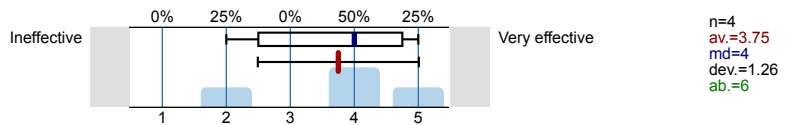


21. The helpfulness of assignments in understanding course material



E. Instructional Methods and Materials

22. Problems or questions presented by the instructor for small group discussions



23. Term paper(s) or project(s)

The evaluation will not be displayed due to low response rate.

24. Laboratory exercises for understanding important course concepts

The evaluation will not be displayed due to low response rate.

25. Assigned projects in which students worked together

The evaluation will not be displayed due to low response rate.

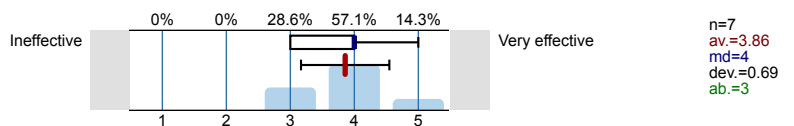
26. Case studies, simulations, or role playing

The evaluation will not be displayed due to low response rate.

27. Course journals or logs required of students

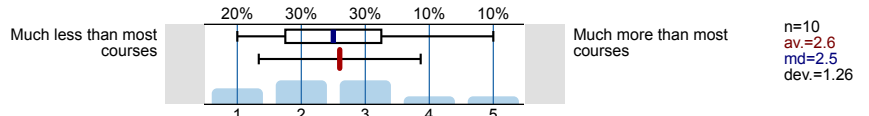
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28. Instructor's use of computers as aids in instruction

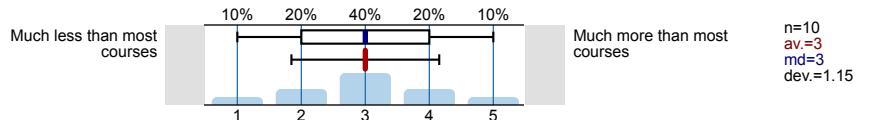


F. Course Outcomes

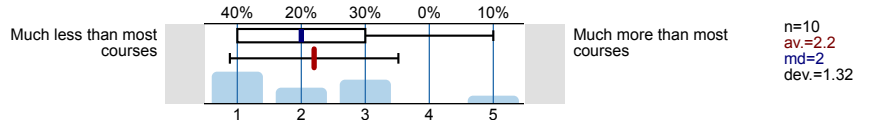
29. My learning increased in this course?



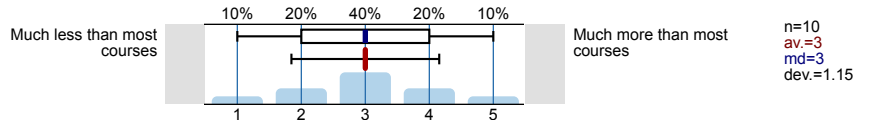
30. I made progress toward achieving course objectives?



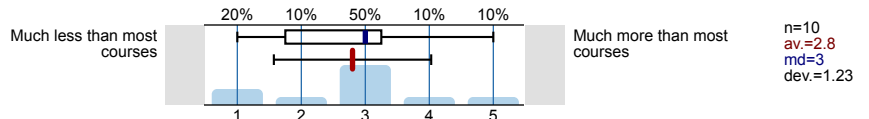
31. My interest in the subject area has increased?



32. This course helped me to think independently about the subject matter...

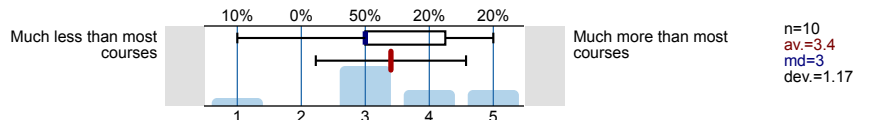


33. This course actively involved me in what I was learning?

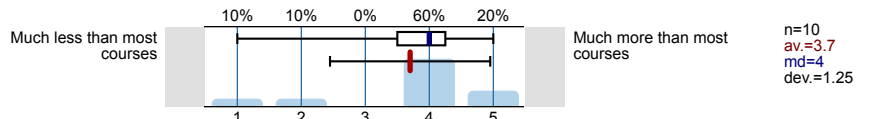


G. Student Effort and Involvement

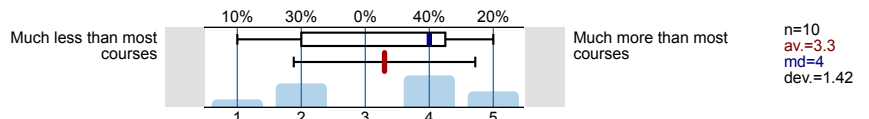
34. I studied and put effort into the course?



35. I was prepared for each class [writing and reading assignments]?



36. I was challenged by this course?

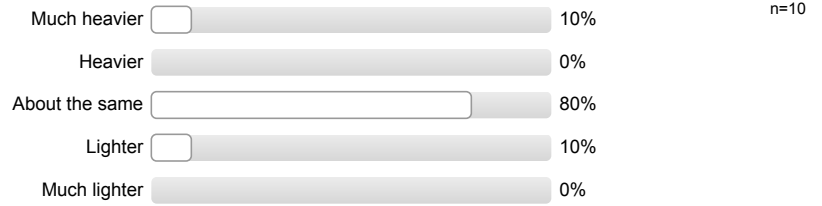


H. Course Difficulty, Work Load, and Pace

37. For my preparation and ability, the level of difficulty of this course was?



38. The workload for this course in relation to other courses of equal credit was?

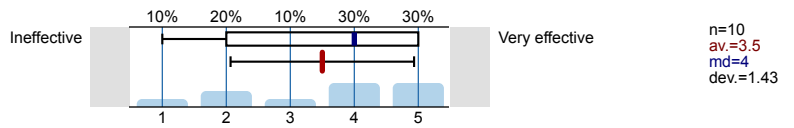


39. For me, the pace at which the instructor covered the material during the term was?



I. Overall Evaluation

40. Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content):

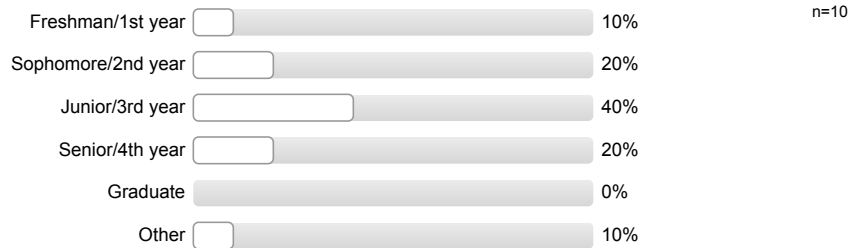


J. Student Information

41. Which one of the following best describes this course for you?



42. What is your class level?



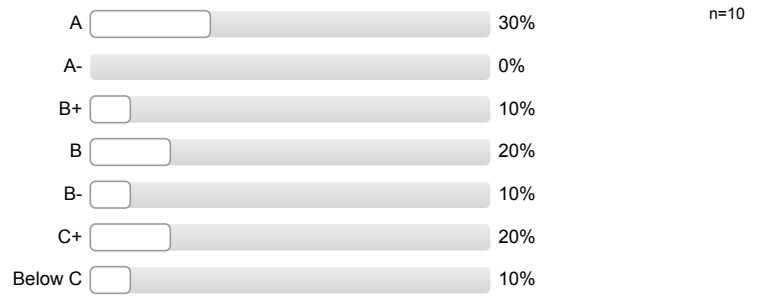
43. Do you communicate better in English or another language?



44. Sex

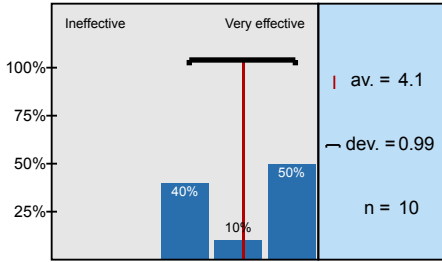


45. What grade do you expect to receive in this course?

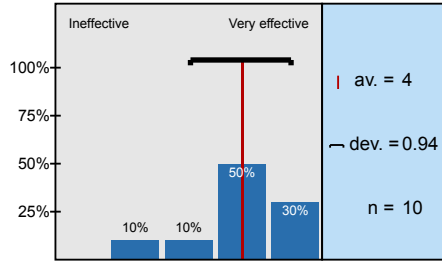


Histogram for scaled questions

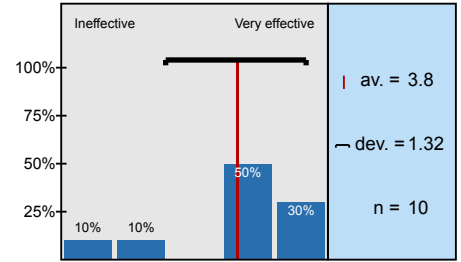
1. The instructor's explanation of the course requirements



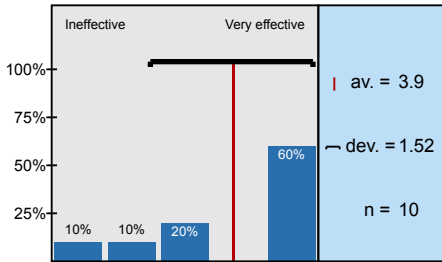
2. The instructor's preparation for each class period



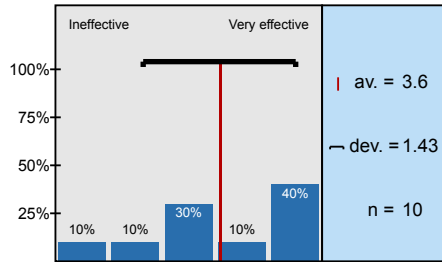
3. The instructor's command of the subject matter



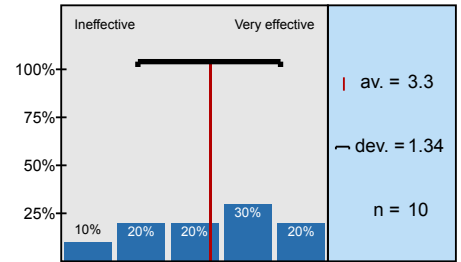
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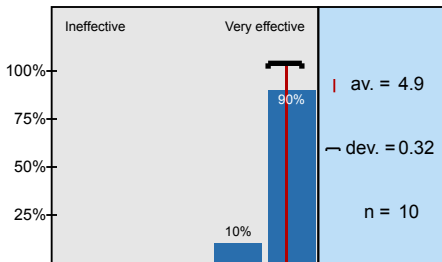
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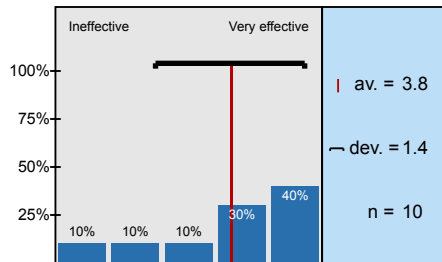
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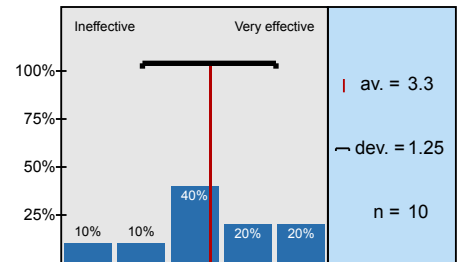
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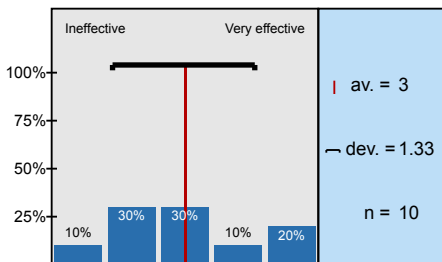
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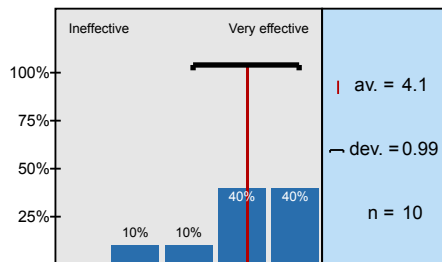
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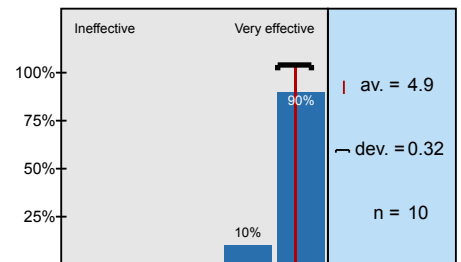
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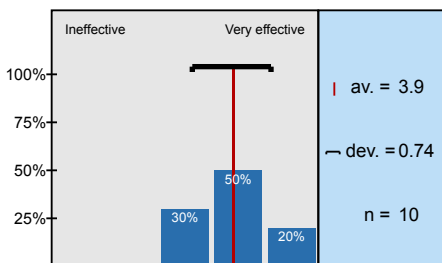
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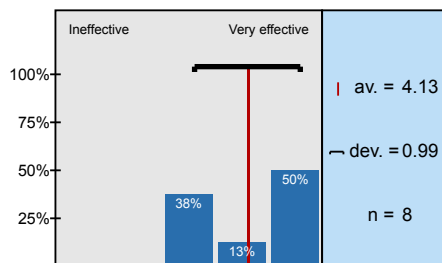
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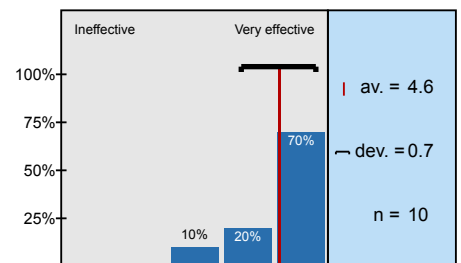
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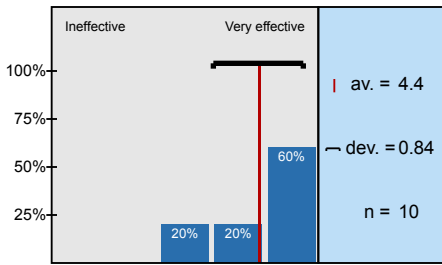
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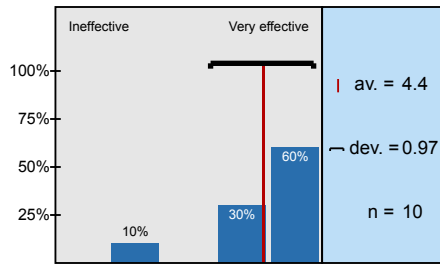
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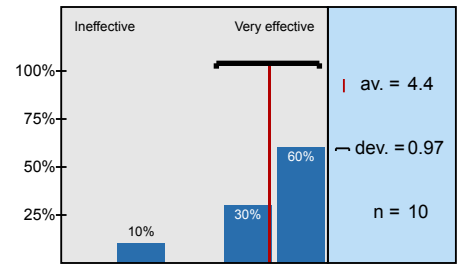
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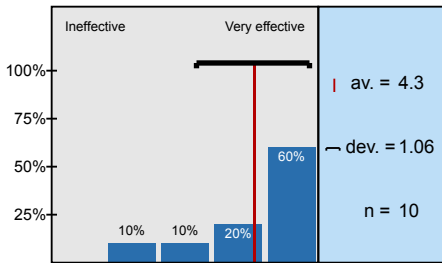
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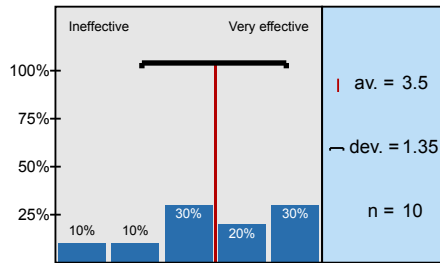
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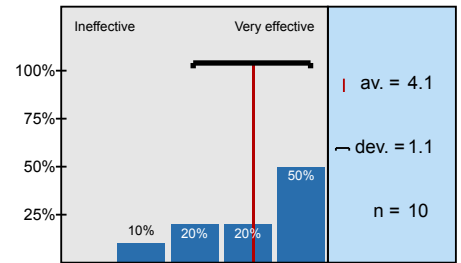
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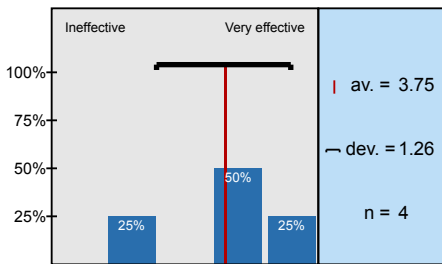
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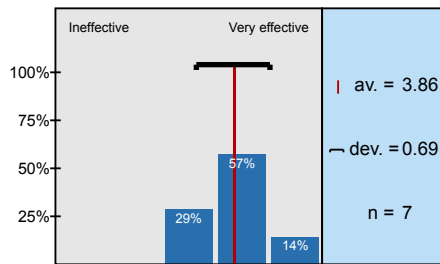
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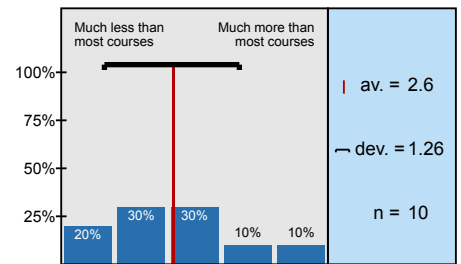
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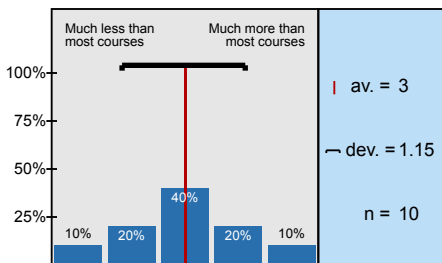
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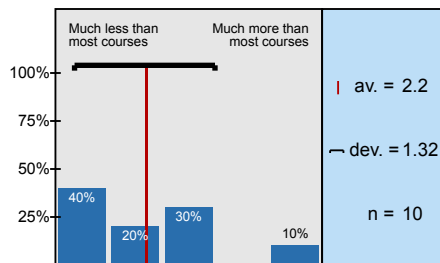
29. My learning increased in this course?



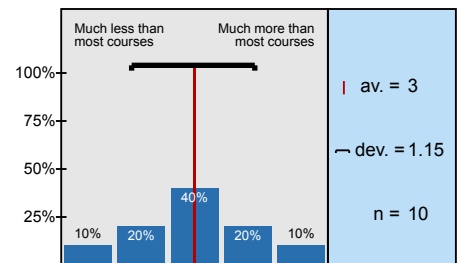
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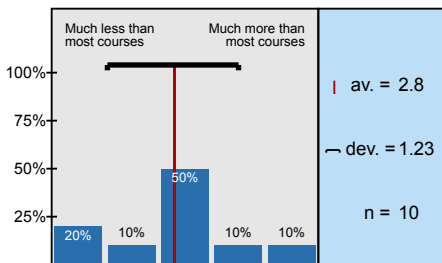
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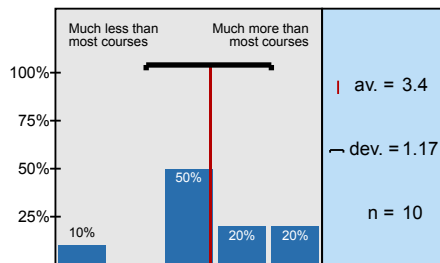
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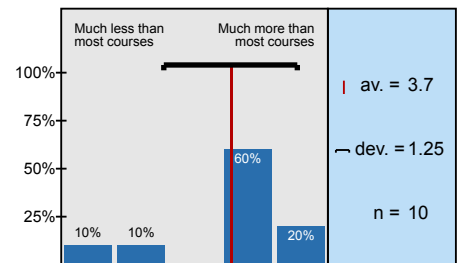
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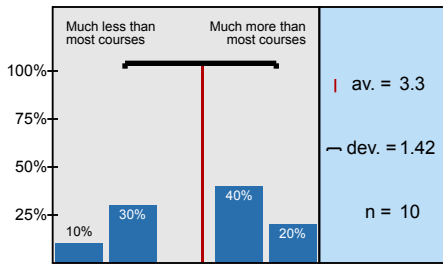
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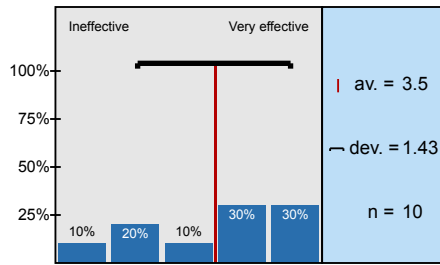
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36. I was challenged by this course?



40. Rate the quality of instruction in this course as it contributed to your learning (try to set aside your

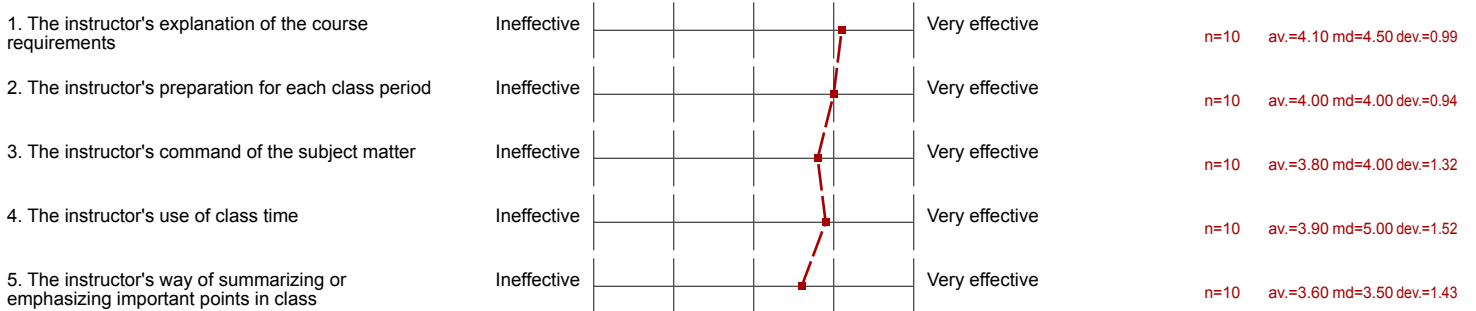


Profile

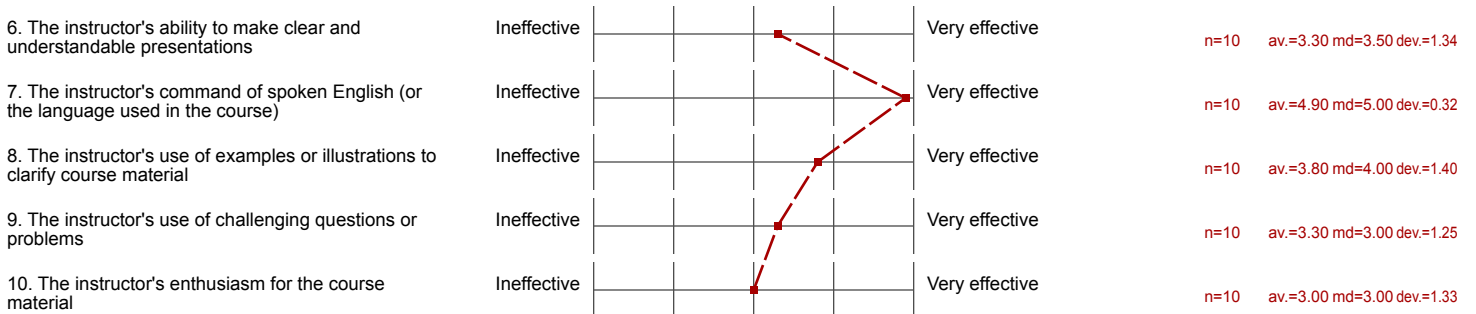
Subunit: ECC - Computer Science
 Name of the instructor: Thomas W Mattman
 Name of the course: Foundations of Computing - Discussion
 (Name of the survey)

Values used in the profile line: Mean

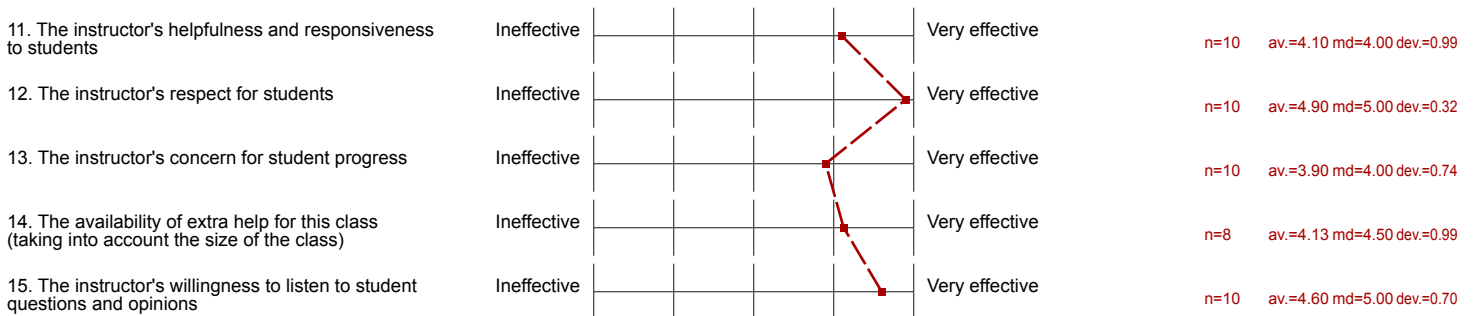
A. Course Organization and Planning



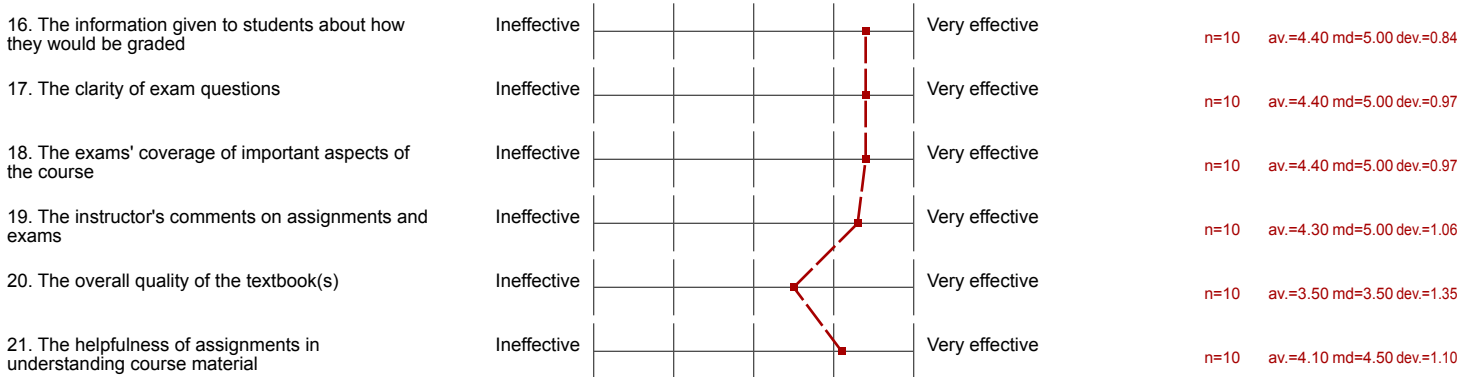
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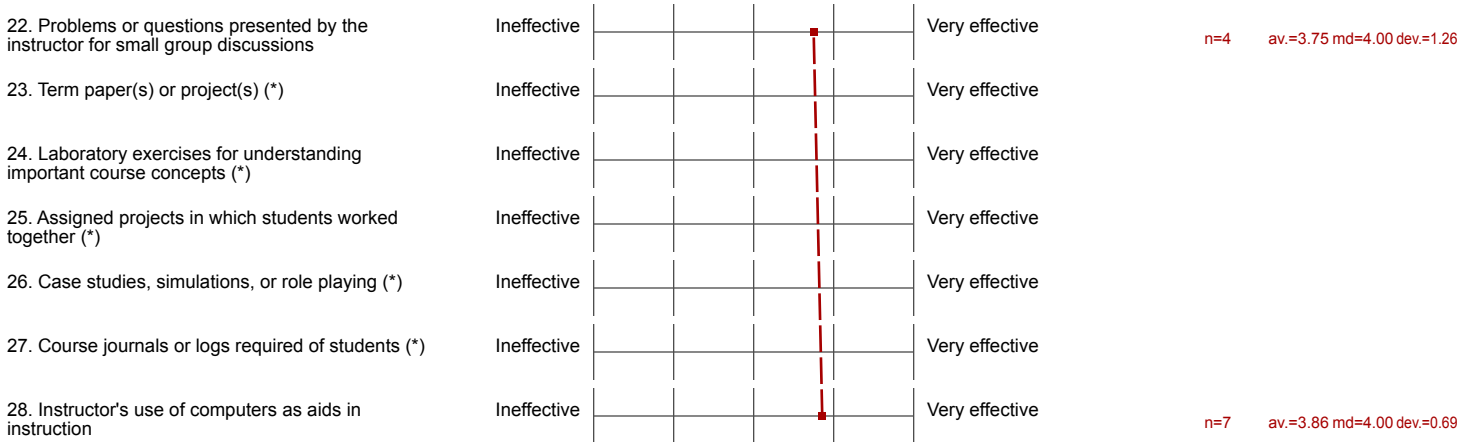
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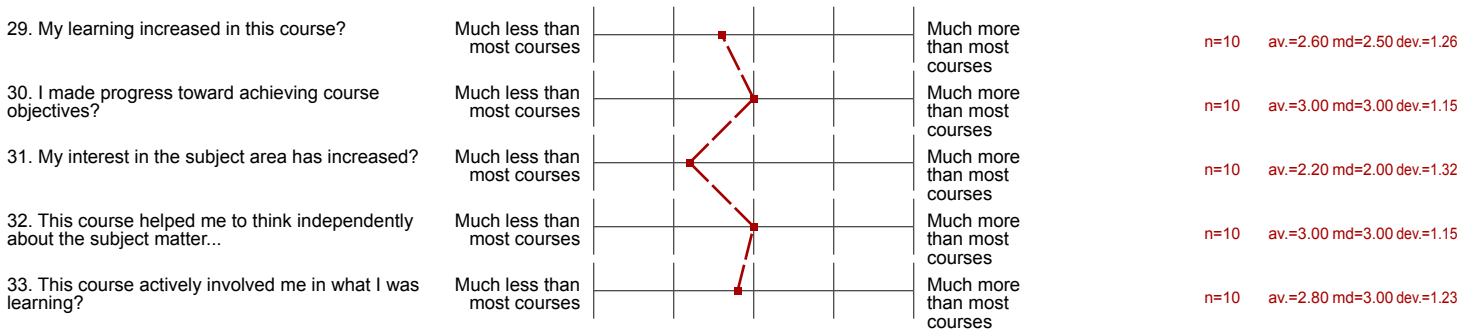
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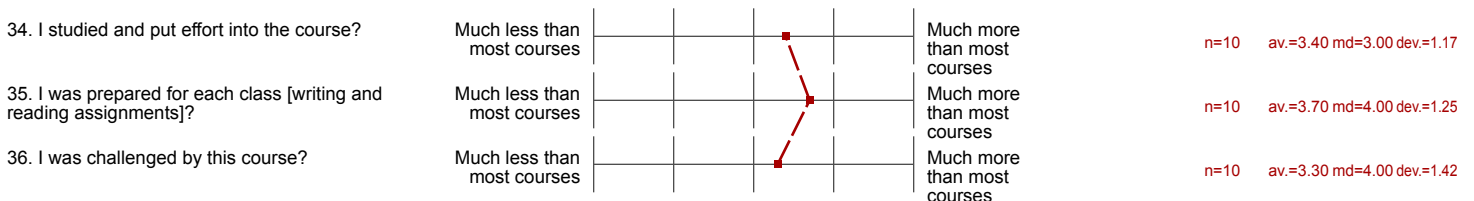
E. Instructional Methods and Materials



F. Course Outcomes



G. Student Effort and Involvement



Comments Report

K. Student Comments

K. Student Comments

- I think the book can be improved by provided solutions to even questions or making more odd problems that have the answer. In some section there is no way to check your work or to learn the material by practicing. The even problems sometime are not similar to the odd ones to make sure you are doing the problems the right way.
- I'd basically taken this class already in the form of Methods of Proof, so I didn't learn much. So, those points that I put very low scores in are in relation about that and I was over-prepared for the class.
- Professor Mattman was unenthusiastic and never really seemed to understand the material he was teaching. He would often stare at the board for minutes trying to figure out if what he wrote made sense. Most of the class got confused and asking him questions didn't really help because he seemed confused as well
- The teacher is doing a great job overall, however I think grading homework is nonsense. I believe that college is a professional teaching environment where students and teachers should both behave in a professional manner towards one-another. Which means that students have the responsibility of practicing course material at home. It should be up to them to determine whether or how much they need to practice and it should never be part of what evaluates a student's learning.
I would recommend very short and in-class quizzes covering material that was learned, practiced at home and then reviewed in class on a regular basis instead of grading homework.
Homework should be a learning phase, not a testing phase. It's a time where students interact and play around with the material that they have learned. And by making mistakes and reviewing these mistakes, they can achieve a more profound understanding of that material. Students do and they should make mistakes on homework, otherwise they don't learn.
- Thomas is a good teacher. He is very open for classroom discussions and attempts to answer ALL questions asked about related topics/ material.