



PRIVATE and CONFIDENTIAL

Student Evaluation of Teaching Results - Fall 2017

Thomas W Mattman,

Enclosed you will find the results of the Fall 2017 Student Evaluation of Teaching (SET) for your course:

3025_MATH_120_06_01 - Analytic Geometry and Calculus - Discussion

The SET form administered was SETForm_U.

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

- Part B

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.

Ben Juliano
Interim Chief Institutional Research Officer
and WSCUC Accreditation Liaison Officer

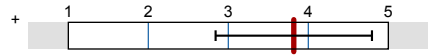


Thomas W Mattman

Analytic Geometry and Calculus - Discussion (3025_MATH_120_06_01) Fall 2017
 No. of responses = 10

Overall indicators

3. **Part B** ($\alpha = 0.94$)

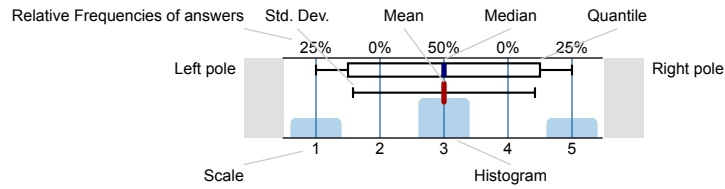


av.=3.82
dev.=0.98

Survey Results

Legend

Question text



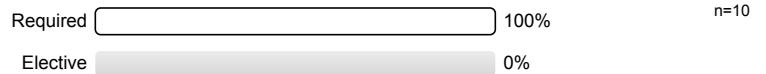
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. General Information

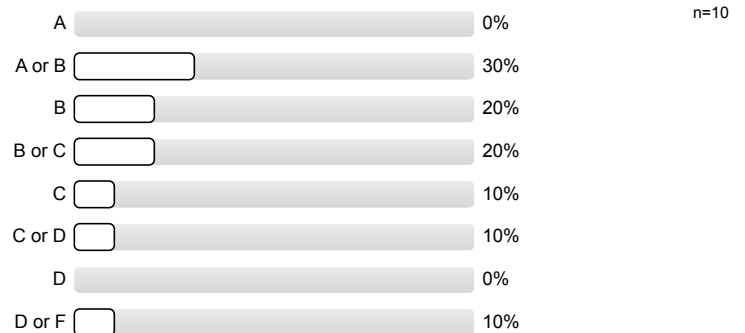
1.1) **You are a:**



1.2) **Is this course:**

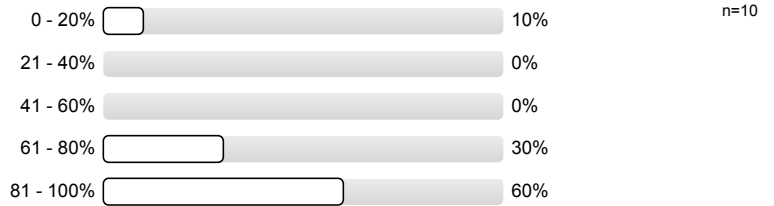


1.3) **Expected Grade:**

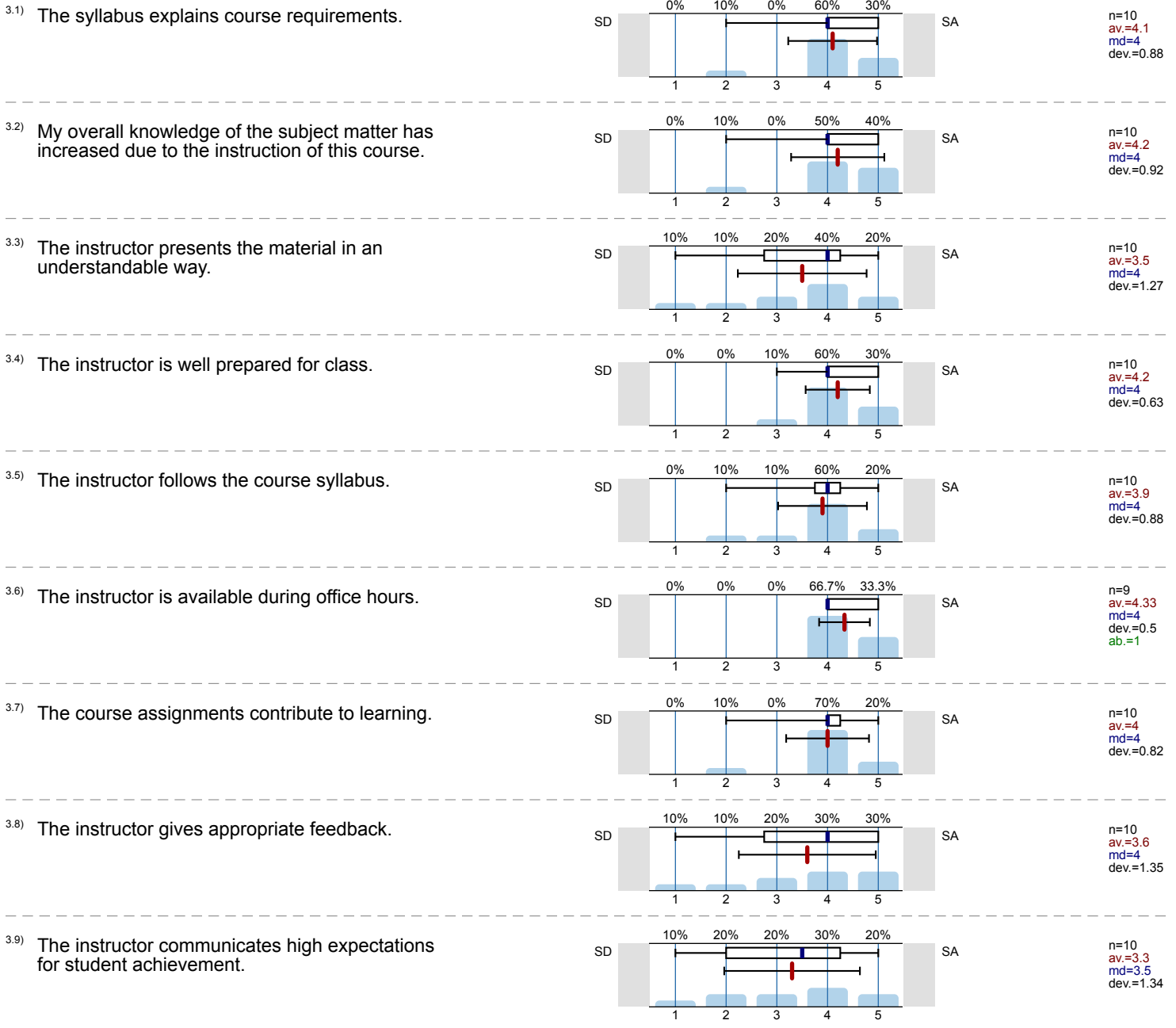


2. Part A Mark the answer that best applies.

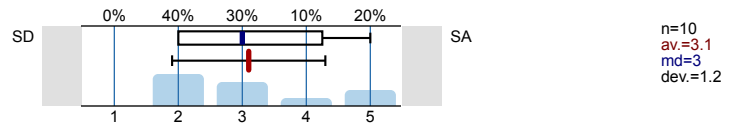
2.1) How well are you keeping up with the assignments and reading for this course? (Give a percentage estimate)



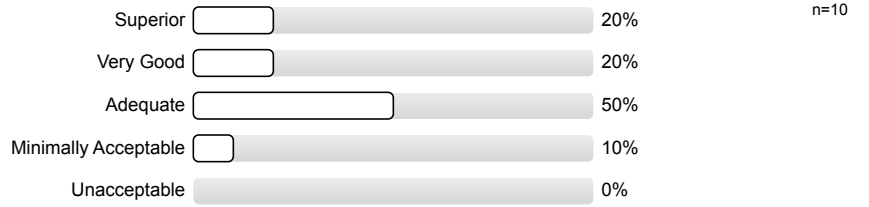
3. Part B



3.10) The instructor monitors student learning throughout the course.

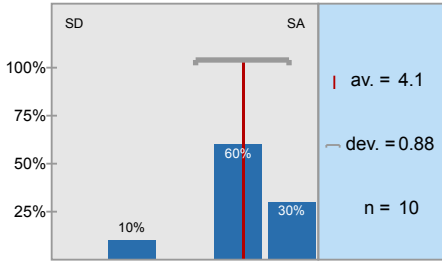


3.13) How do you rate the overall quality of teaching in this class?

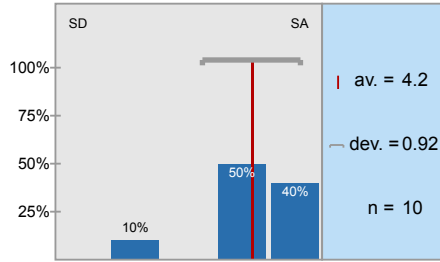


Histogram for scaled questions

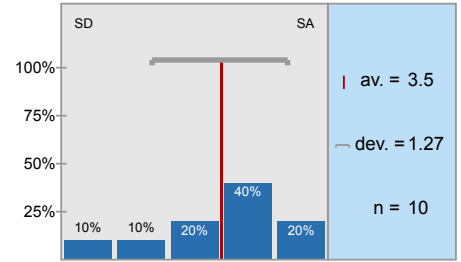
The syllabus explains course requirements.



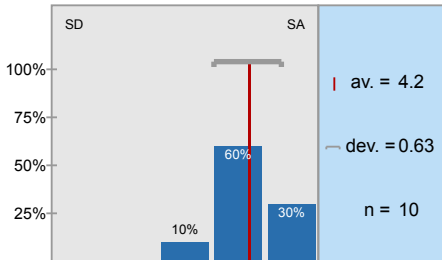
My overall knowledge of the subject matter has increased due to the instruction of this course.



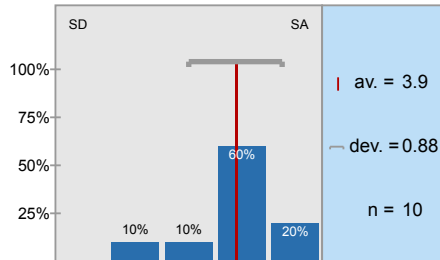
The instructor presents the material in an understandable way.



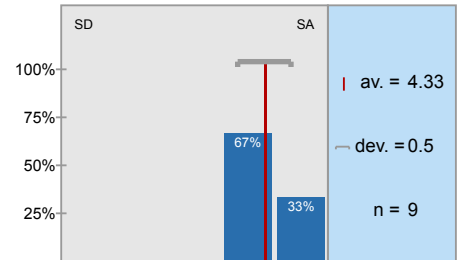
The instructor is well prepared for class.



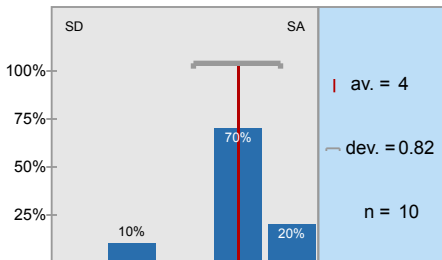
The instructor follows the course syllabus.



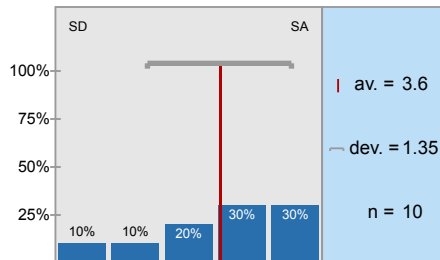
The instructor is available during office hours.



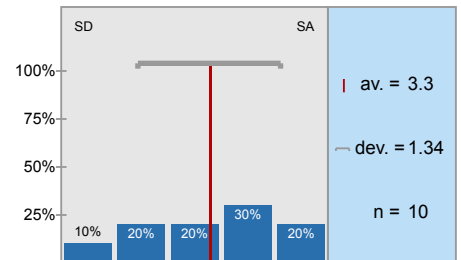
The course assignments contribute to learning.



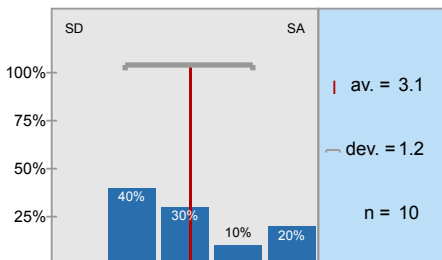
The instructor gives appropriate feedback.



The instructor communicates high expectations for student achievement.



The instructor monitors student learning throughout the course.

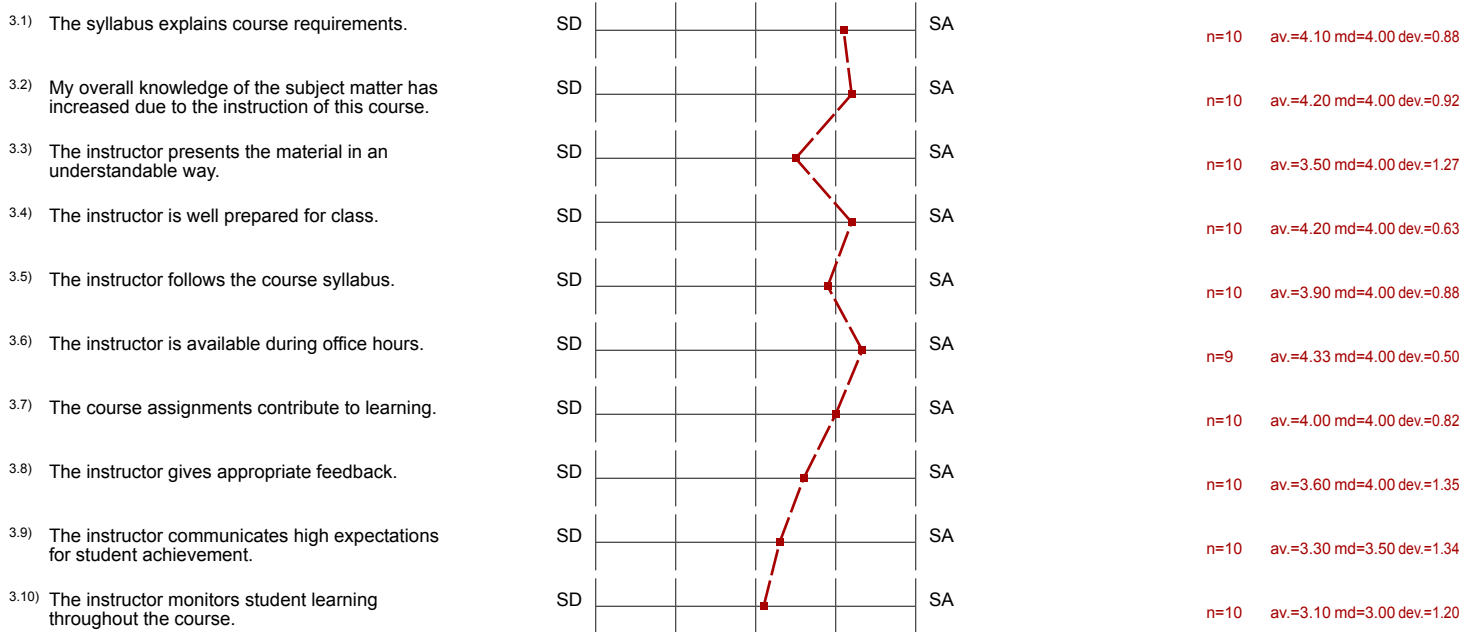


Profile

Subunit: NSC - Mathematics and Statistics
 Name of the instructor: Thomas W Mattman
 Name of the course: Analytic Geometry and Calculus - Discussion
 (Name of the survey)

Values used in the profile line: Mean

3. Part B



Comments Report

3. Part B

3.11) What did your Instructor do to make this class a good learning experience for you?

- Go over homework problems
- He goes over problems from homework assignments.
- I feel like I am learning but not to the degree I wish. It takes me a long time to understand the material but only a few weeks later when we are learning more material that it clicks.
- It was really cool to see a professor grade each homework assignment and give feedback on what we did wrong. There was also a song to memorize quotient rule, which although may be cringy, really burns the formula into your brain. You can tell that Professor Mattman wants students to learn as he spends time going over questions and asking if they make sense.
- The instructor goes over questions we may have about our previous homework and takes time to go over them during class. His exams are very alike compared to the homework so I know exactly what to study for.
- The professor is very friendly, and makes the class more fun than it might otherwise be. That said, his lectures can be exceptionally hard to understand without prior knowledge of the topic.
- The way that he takes the time to critic our homework is something that's very much appreciated. Makes learning the material that much more manageable.
- This instructor posts practice tests online before every exam which makes it far less stressful for the students. Whenever he grades quizzes and exams, he corrects and explains every single mistake and becomes very lenient with the points if the mistake was very small/avoidable. He is very easy to approach and he never raises his voice or expresses frustration towards those who do not participate in class (which is about 90% of the class including myself).
- Thomas Mattman is the Rodney Dangerfield of the Math Department in that this guy gets no respect. Dr. Mattman's commitment towards getting through what could be some of the harder material in my degree is really astounding and his expectations for the course are really clearly conveyed. This is a tough course and I would expect that it would be a tough course to teach.

3.12) What could your instructor do in the future to make this a better class?

- I can't think of a specific change to make. Despite the difficulties presented, I've learned a vast amount of new math in this class.
- I don't really have much of a suggestion on this. So far, I enjoy the way he's handling things right now.
- I feel like Mattman is teaching this course like he thinks everyone understands what he is saying. Its like he assumes we have all taken Calculus before and that is not fair for those have not taken it- like me. I think he should teach the class more to our understanding and make sure we all understand what he is saying.
- I think this class is really refined. Maybe make those Tuesday quizzes a little easier - those things are little motherfuckers
- Let students leave after quizzes, or dedicate the time after quizzes to answering questions from homework, rather than time from each class to answer questions.
- Maybe give more examples when teaching a specific topic.
- Take more time for students to fully understand topics. Feels rushed
- There is nothing that this instructor needs to improve on.
- There was a lot of time used in class going over homework problems. Although this sounds like a good way of learning, it does not actually help students to solve problems on their own. This requires doing problems by yourself. It also uses a large majority of time in class given that we only have 50 minute periods. Perhaps asking which problems people had trouble on is not advantageous time-wise for general student learning. I think that more time spent learning the new topic and doing new practice problems would allow for more understanding with homework.
Another way I think the students could do better is if they have a slight grasp on the topic before coming to class. This would mean reading the section in the book before coming to class. It would mean some more work, but only enough to allow understanding for the topic.

3.14) **IMPORTANT:** Please give at least one reason to justify your rating.

- Calculus is a very rigorous course
- Dr. Mattman is a smart dude and has an insanely challenging job that he does very well.

- From the very start of the semester, I learned that this instructor is genuinely enthusiastic about what he does. His enthusiasm, combined with his experience, made him the best possible professor that I could've had for my very first college-level math class, let alone it being Calculus.
- Good Instructor but I feel like he could explain his lessons a bit more.
- He is a decent teacher that knows what he is teaching, but I don't like how he teaches, his homework assignments, or the quizzes where he makes us repeat our homework already done. Maybe he could give out worksheets to help structure his teaching more so we know exactly what we should right down and what to study.
- He presents the material in such a way that it is understanding. In addition, he makes efforts to help better our understanding on the subject
- I'm honest. What more can I say, this is how I feel about the class.
- Professor Mattman has a very good understanding of Calculus and if you ask him questions, he will know how to answer them. However, there is just not enough time set aside for learning new topics and this results in more time having to be spent trying to understand in the book.
- We spend way too much time going over homework questions.