



PRIVATE and CONFIDENTIAL

Student Evaluation of Teaching Results - Spring 2013

Thomas W Mattman,

Enclosed you will find the results of the Spring 2013 Student Evaluation of Teaching (SET) for your course:

5_MATH_235_01_01 - Elementary Linear Algebra

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.

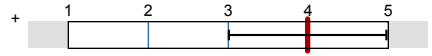
William R Allen
Institutional Research
Phone: x6033
Email: ballen@csuchico.edu



Thomas W Mattman
 Elementary Linear Algebra (5_MATH_235_01_01) Spring 2013
 No. of responses = 12

Overall indicators

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

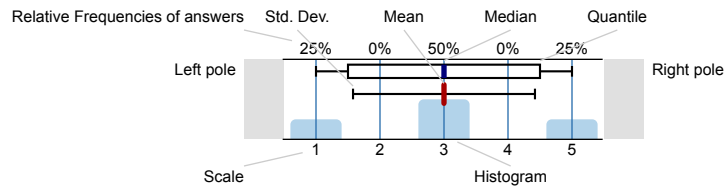


av.=3.99
 dev.=0.98

Survey Results

Legend

Question text



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

1. **General Information**

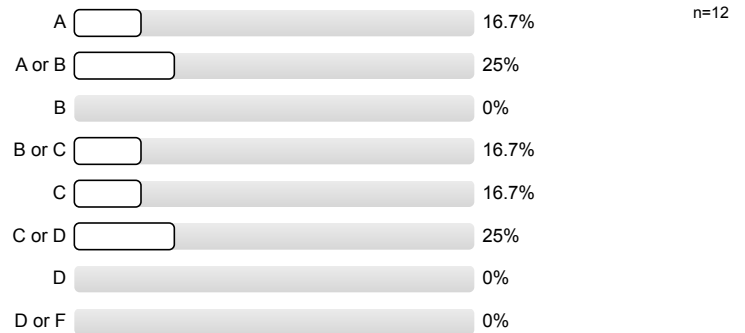
1.1) **You are a:**



1.2) **Is this course:**

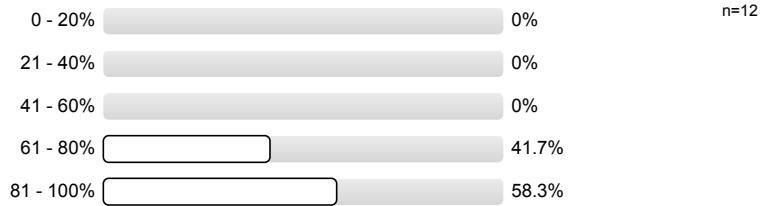


1.3) **Expected Grade:**



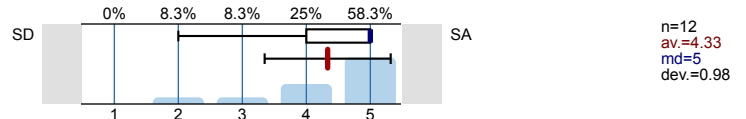
2. Part A Mark the answer that best applies.

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

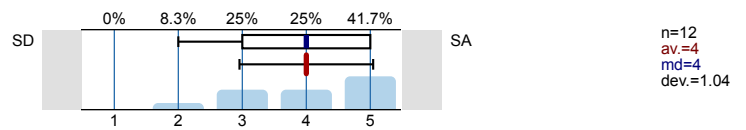


3. Part B

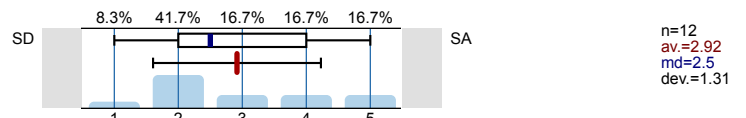
3.1) The syllabus explains course requirements.



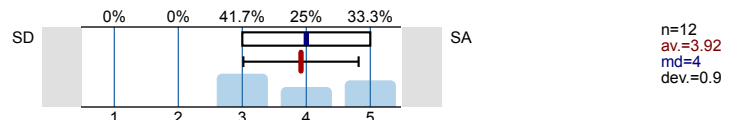
3.2) My overall knowledge of the subject matter has increased due to the instruction of this course.



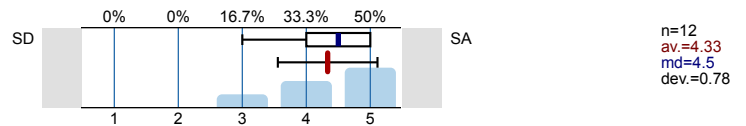
3.3) The instructor presents the material in an understandable way.



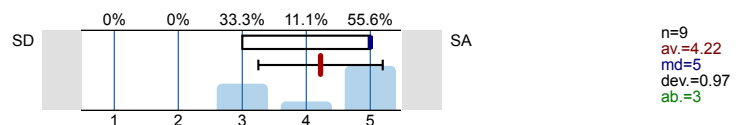
3.4) The instructor is well prepared for class.



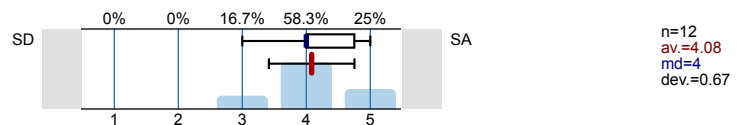
3.5) The instructor follows the course syllabus.



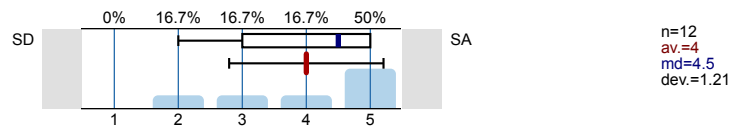
3.6) The instructor is available during office hours.



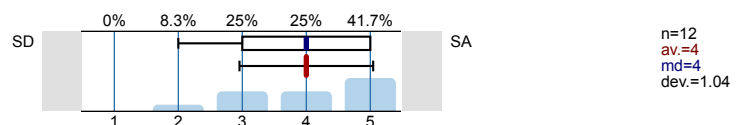
3.7) The course assignments contribute to learning.



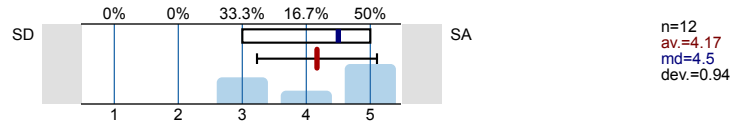
3.8) The instructor gives appropriate feedback.



3.9) The instructor communicates high expectations for student achievement.



3.10) The instructor monitors student learning throughout the course.

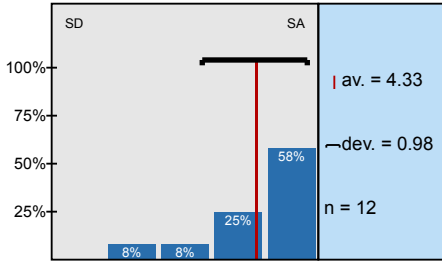


3.13) How do you rate the overall quality of teaching in this class?

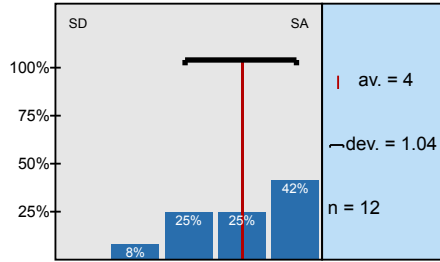


Histogram for scaled questions

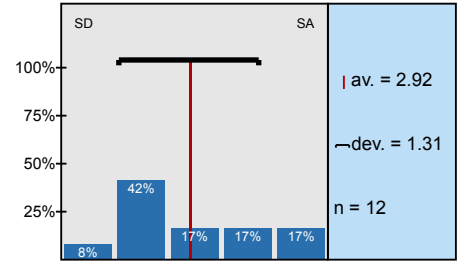
The syllabus explains course requirements.



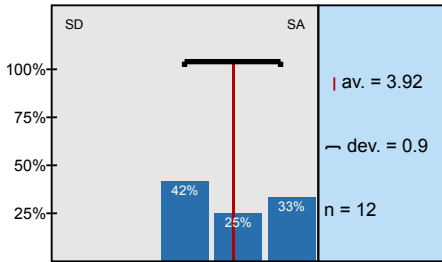
My overall knowledge of the subject matter has increased due to the instruction of this course.



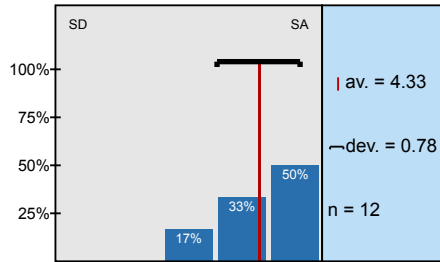
The instructor presents the material in an understandable way.



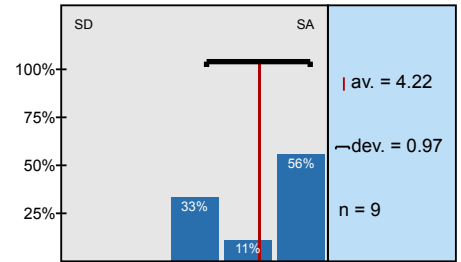
The instructor is well prepared for class.



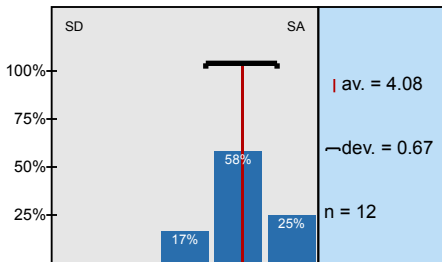
The instructor follows the course syllabus.



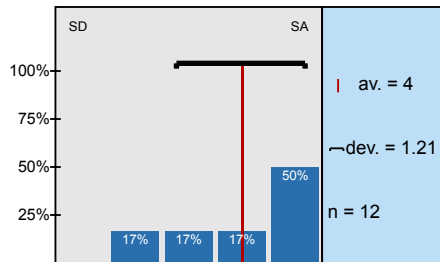
The instructor is available during office hours.



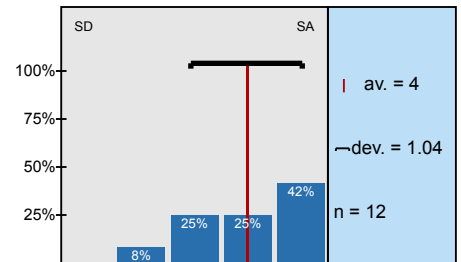
The course assignments contribute to learning.



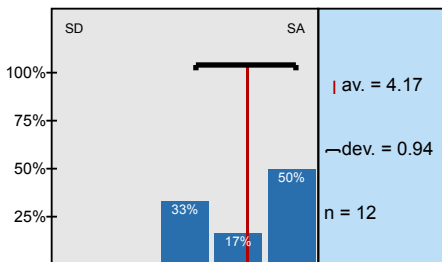
The instructor gives appropriate feedback.



The instructor communicates high expectations for student achievement.



The instructor monitors student learning throughout the course.

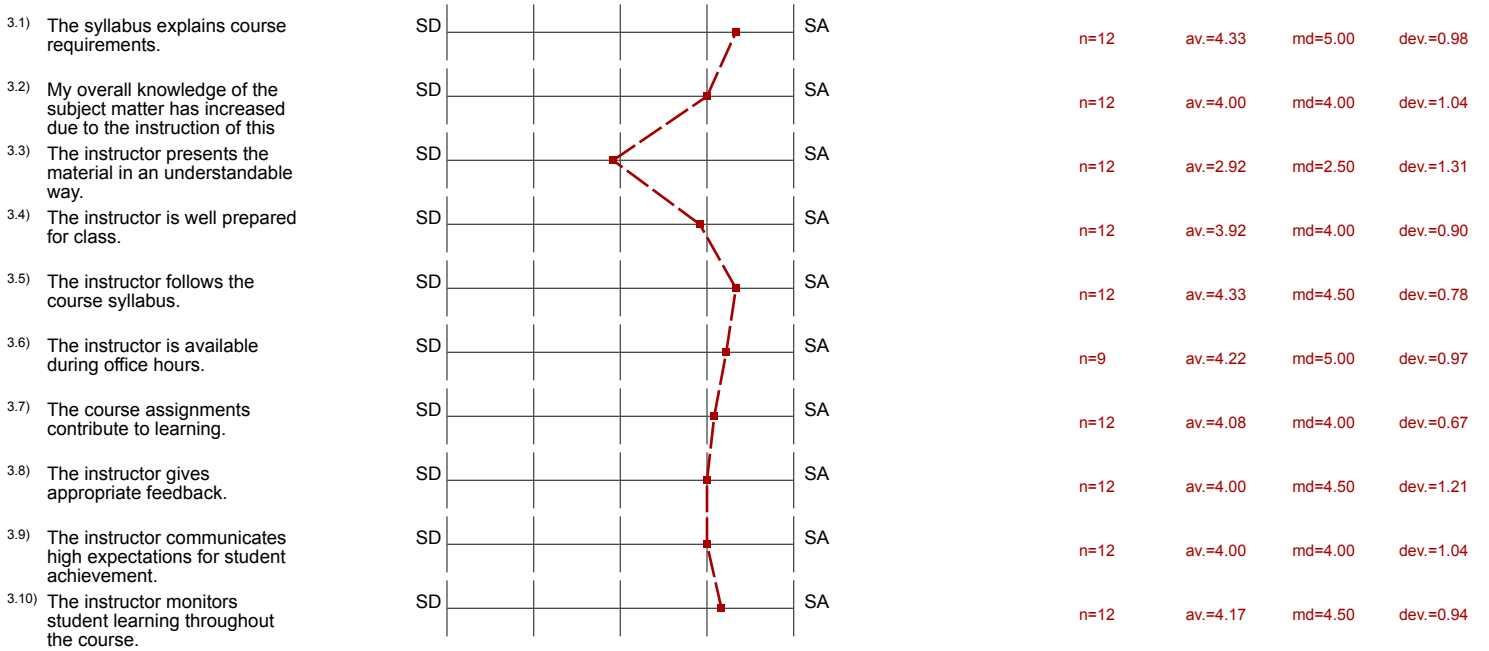


Profile

Subunit: NSC - Mathematics and Statistics
 Name of the instructor: Thomas W Mattman
 Name of the course: Elementary Linear Algebra
 (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?

- Gave plenty of examples and very willing to help.
- Good examples
- He is available often for office hours. He is always willing to help and work with students. He also accepts late homework which is a huge help! That is so important these days when professors are unwilling to work with students to improve their grade.
- Not sure.
- Professor Mattman was great at explaining the more complex conceptual topics and answering specific questions with regards to related subject matter.
- The class is a good learning experience due to the presentations that student could do on a math problems which helps other students better understand the concept.
- The subject has a lot of symbols and concepts that can be difficult and it would help if symbols and operations related to them were elaborated on
- Those dry jokes were what kept me going ... :P Anyway. Solving for linear systems will definitely be easier for me now, and the idea of vectors pierce a new arrow through my head. Oh! The instructor provided a lot of homework feedback, which was (somewhat) helpful.
- Unfortunately this was not a good learning experience because I felt as if I were playing catchup during the semester.
- Use of student presentations of extra problems is helpful as is taking time to discuss the problems and using them as a springboard for further learning. Professor seems accessible and friendly.
- When we got the homework back, it usually showed what we did wrong and how to fix it.

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

- Different book- I was not a fan of Hefferon at all. For an lower division course the examples were few and poorly explained.
- Discuss the material that is due on the homework in more detail.
- I would have liked it for the instructor to be more clear on some of the concepts behind linear algebra. There were a lot of written definitions in the official language of mathematics (gobbledygoop), which didn't help too much. Explaining what the gobbledygoop meant would have been very helpful throughout the class.
- In class he would have an outlined set of notes from the book and would simply rewrite them on the board. At least for me, it would have been easier to learn and understand the material if he would take it step by step and make each piece or idea understandable, then move onto the next idea.
- Less frequent homework. It isn't unfair but it often seems like busy work.
- Maybe go about the class differently. It was just so hard to understand. Wrote too much on the board, and not show many steps so many people would fall behind because we were trying to see what happened from one step to the other. The examples that were used didn't really seem to help.
- Nothing
- Present the material in an understandable way. Use a different textbook. The text used in the class is absolutely horrible in my opinion. The book, and subsequent lectures, made the material hard to understand. Real world examples are almost non-existent in this class therefore all we have is a theoretical mathematical basis, pure mathematics. It is very difficult! The teacher is very helpful though and I know he will consider this information when preparing next semester. Thanks Prof!
- The lectures in class would be great if it was before doing the homework because without the lecture feels like students will be lost.
- Unsure
- Use a different book.
Lay out clearly what kind of homework he is looking for, what denotes an A from a C, for instance.
Talk about the whys and the hows of the various subjects presented in clearcut ways. Linear Algebra appears to be a methodology with rules for techniques. It has abstract ideas associated with it. However, it must be useful in many ways or it would not be a college subject. Bringing the real world into the class would give students something concrete to consider.

Sometimes the professor's lectures did not seem to go with the subject of the book. Terminology was sometimes different and led to confusion.

Explain the procedures used in Linear Algebra. Do not assume that the class just knows how to do something.

Explain and define words used in linear algebra and review them occasionally. While the topic of linear algebra is very clear to the instructor, to students it is not a well-defined path. Insisting that students already know how to do something is not good teaching, especially when several students have already spoken up and said they did not understand. That is the time to stop and go through the procedure step-by-step.

- see below

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

- Flexibility
- He knows his stuff, but I had personal difficulty learning from his style of teaching.
- He makes the class interesting and shows a genuine interest in students learning but he occasionally skips a step on the board and students need time to catch up.
- Helped get a strong grasp on the concepts.
- In the end after the homework was given back, i understood the material better. I knew what i did right and wrong.
- Mattman's ability to convey the conceptual topics were great but because this is a lower division course it could have used a stronger problem solving strategy approach.
- My overall understanding widened a lot and that's what counts in the end for me. For example, vectors are just arrows in space (although in the end, all vectors do end up being arrows in space).
- Smart guy, helpful, happy, and always working hard. He grades his own homework and I give him props for that. He is definitely one of a kind and I hope other professors can learn something from. The way he presents the material and the book are reasons why I did not thoroughly complement him. He needs to find a different book and a difference course plan. Start the class out first with matrix multiplications and basic matrix manipulations then get into the advanced things like span, basis, dependence, and so forth. That is how most all books present the material. Please consider this! Thanks a lot, It has be a very interesting semester and I am happy to have had Thomas as a professor. Tip O' the hat to you!
- The book is very bad, overall. The topic seems scattered and disconnected. Good students are doing poorly and the class average is quite low. This primarily reflects the teacher's effectiveness, not the student's work, and needs to be corrected.
- The instructor seems to not realize that the students are nowhere near his level of brilliance yet, and we need to be taught to accordingly. More examples and real world applications instead of almost purely giving definitions and analytical examples of problems. We can get that from the book, a teacher is supposed to be there to give us practical and systematic ways of figuring out how to easily do confusing problems, and that is his greatest weakness. It has nothing to do with his qualifications, as I said, he is a brilliant man, he just needs to work on explaining things better, and giving more examples and real world comparisons and applications so that students can associate that information with what they learned. Making it much easier to recall methods for solving different types of problems. Basically, teach like we are 5 year old children requiring a more broken down and simplified explanation.
- The teacher could teach the subject more simple way because it feels like the lecture seems to be very abstract and hard to grasp at time.