



PRIVATE and CONFIDENTIAL

Student Evaluation of Teaching Results - Spring 2016

Thomas W Mattman,

Enclosed you will find the results of the Spring 2016 Student Evaluation of Teaching (SET) for your course:

1019_MATH_120_04_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.

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phone: (530) 898-5624

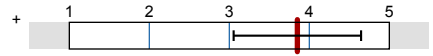


Thomas W Mattman

Analytic Geometry and Calculus - Discussion (1019_MATH_120_04_01) Spring 2016
 No. of responses = 13

Overall indicators

3. **Part B** ($\alpha = 0.92$)

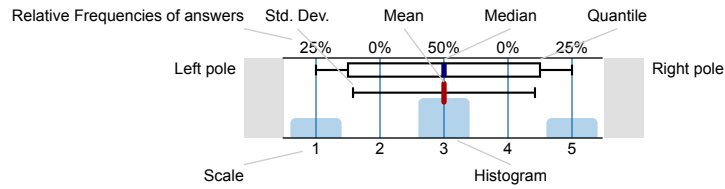


av.=3.85
dev.=0.8

Survey Results

Legend

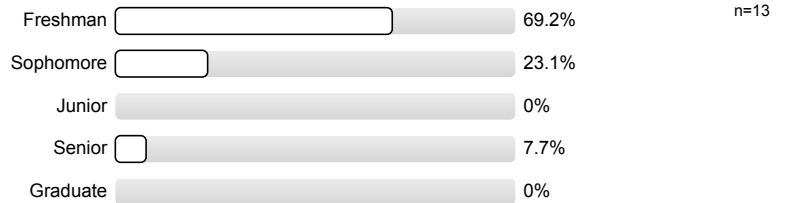
Question text



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

1. General Information

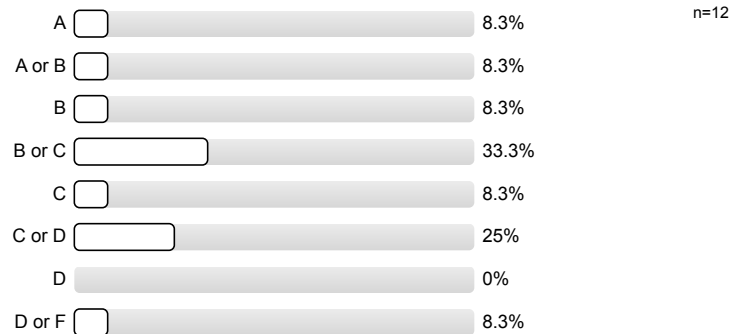
1.1) You are a:



1.2) Is this course:



1.3) Expected Grade:



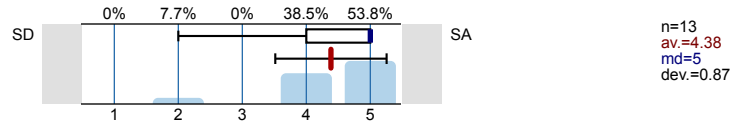
2. Part A Mark the answer that best applies.

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

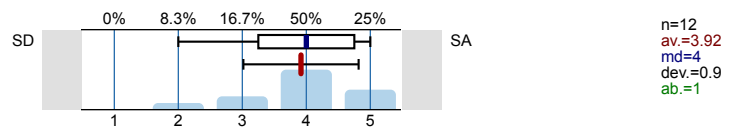


3. Part B

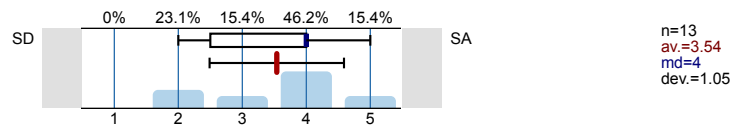
3.1) The syllabus explains course requirements.



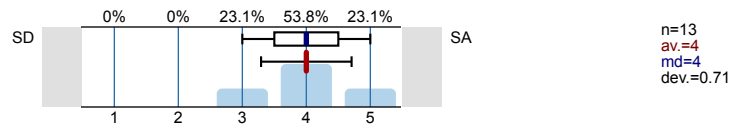
3.2) My overall knowledge of the subject matter has increased due to the instruction of this course.



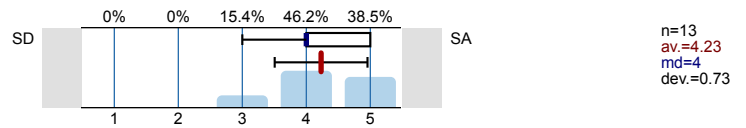
3.3) The instructor presents the material in an understandable way.



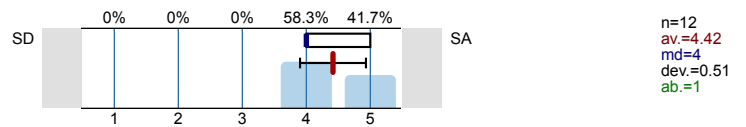
3.4) The instructor is well prepared for class.



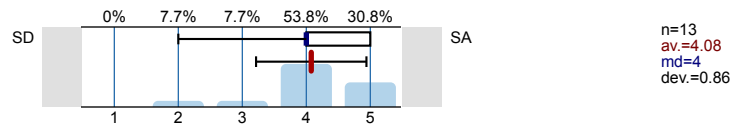
3.5) The instructor follows the course syllabus.



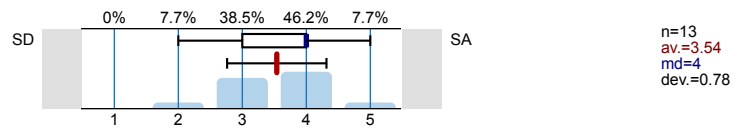
3.6) The instructor is available during office hours.



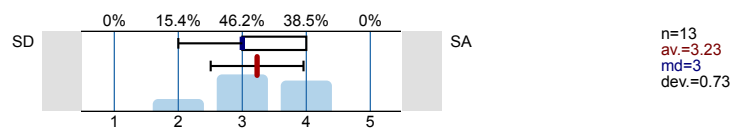
3.7) The course assignments contribute to learning.



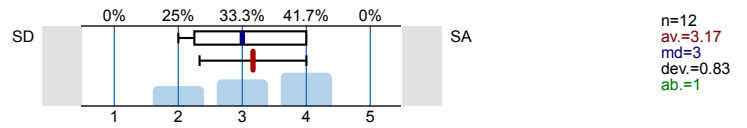
3.8) The instructor gives appropriate feedback.



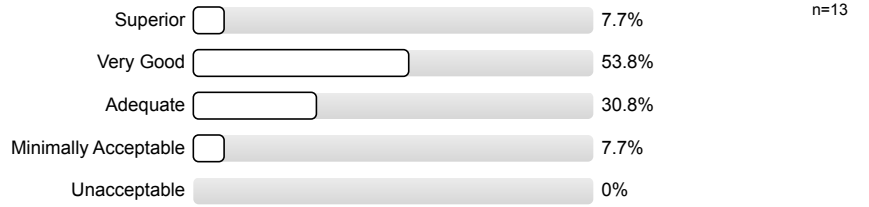
3.9) The instructor communicates high expectations for student achievement.



3.10) The instructor monitors student learning throughout the course.

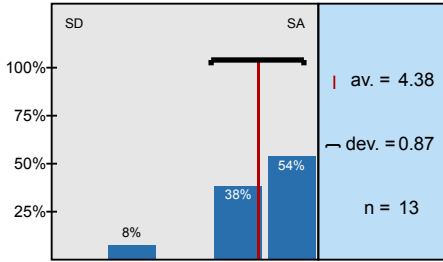


3.13) How do you rate the overall quality of teaching in this class?

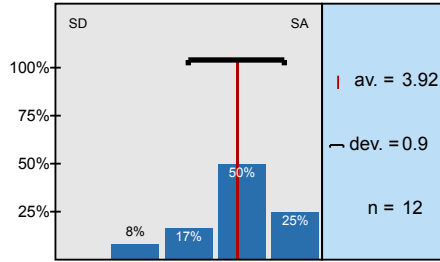


Histogram for scaled questions

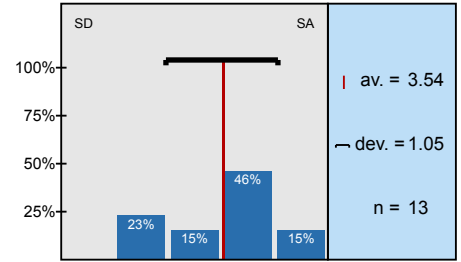
The syllabus explains course requirements.



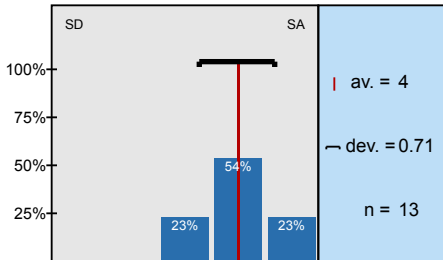
My overall knowledge of the subject matter has increased due to the instruction of this course.



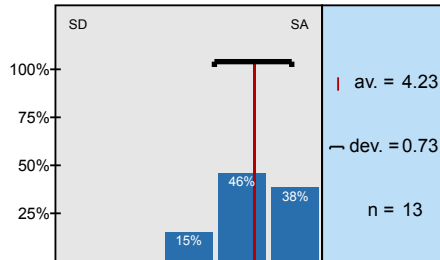
The instructor presents the material in an understandable way.



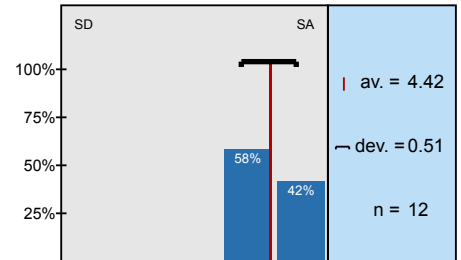
The instructor is well prepared for class.



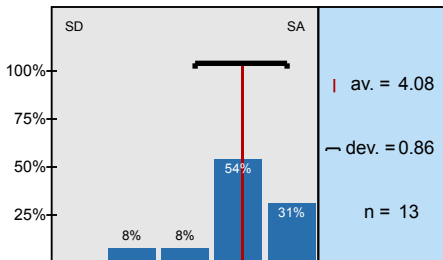
The instructor follows the course syllabus.



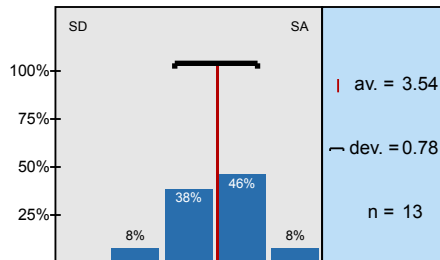
The instructor is available during office hours.



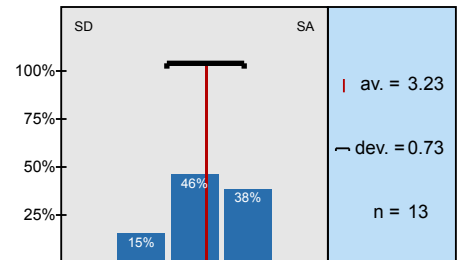
The course assignments contribute to learning.



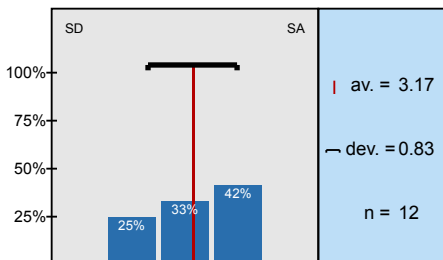
The instructor gives appropriate feedback.



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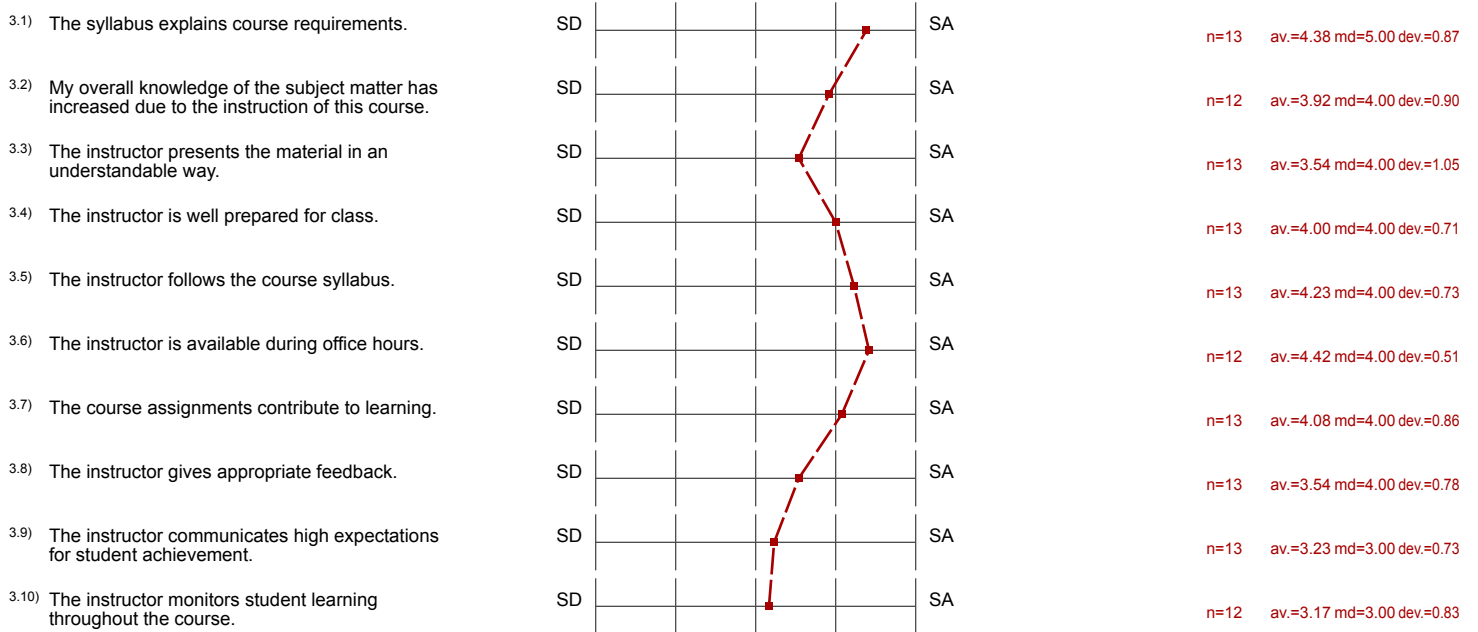


Profile

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?

- Encouraged people to participate
- Going over the previous night's homework assignments with people's specific questions was incredibly helpful.
- Has a good attitude brings positivity to each class.
- He explained the content well and was straight forward about what he expected.
- He is a fair grader.
- He made himself readily available for help even when I couldn't attend his office hours.
- He provides help on the homework during class which gives us the opportunity to leave how to do a problem after struggling with it while we did our homework.
- He tells stories about some theorems. The group discussions done after the quiz and the chocolate/candies that he gives
- He went over homeworks thoroughly so that the students can understand if they were stumped on any particular question(s).
- Honestly, I didn't learn anything new. He confused me a lot.
- I went into office hours about once, I plan to go again I just have a really busy schedule, but he really answered my questions and even showed me through the thought process. That really helped to understand the material.
- hard to answer the question i cant really think of a way he did that
- he was always available for questions, both during and after class

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

- Assign less problems on homework assignments that require more time to complete. Spending 2 hours on 4 problems is rather time consuming.
- He understands the math well but I don't always understand it when he's teaching because he sometimes will do the problem without explaining every little thing he's doing and it throws me off.
- I feel like the material presented in each class is rushed through. Maybe he can try to slow down a bit and show more of his thought process on the board. I tend to get lost sometimes and I get stuck trying to figure it out and by the time I figure it out, he is on another example or almost done with the problem.
- I personally believe his class is great. He's always prepared. It may seem as if he rushes at times but it's because we spent most of our time doing homework problems students asked for help on. I think the math class should be longer.
- I think he should revise his review before an exam. Instead of copying down the exact notes from the day we learned it, maybe go over problems or things people are having trouble on.
- If possible kind of explain each chapter a little slower to get a better idea of what's happening
- Keep on doing what he is already doing.
- Probably be more energetic, more prepared, and explain more clearly
- SLOW DOWN,
at times, the instructor can be hard to follow during lecture, this causes feelings of doubt and the idea that this class is too hard or fast paced.
- The material is difficult. And he has to cover a lot in a quick amount of time. There isn't much you can change in this type of class.
- not spend so much time on homework and explain the material better than just writing on the board what is already in the book more examples
- spend less time going over homework questions and more time on the lesson itself

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

- He clearly and creatively explains hard concepts in a way that made them easier to remember
- He explains the content in an understandable way.
- He repeats the terms that is important to know until we subconsciously memorize it. He engages students in discussions
- He took the time to answer any questions his student's had on the lesson, and he was approachable.
- Hes a very nice guy and good at his job.
- His lessons tended to be very dull and confused me a lot.
- His teaching style didn't really match me. He was a little quite when talking and I found it a little hard to follow at times. Also went quick but that is due to time restraints.
- I come to EVERY class, and I do try (take notes, ask questions etc)
- I have learned a lot from this course and the intricate is always willing to help.
- Like I said, he is very helpful when I go to his office, but I do tend to get lost in class.
- Professor Mattman taught the course in a way that I was able to understand most, if not all, of the course materials.
- Though the teaching is rather fast I still believe that he provided just enough to understand the course and do well in class
- i felt that if the teaching was better i wouldnt have to struggle to get a B in the class normally i always have a B or higher