



Office of Institutional Research
and Strategic Analytics
California State University, Chico

PRIVATE and CONFIDENTIAL

Student Evaluation of Teaching Results - Fall 2023

Thomas W Mattman,

Enclosed you will find the results of the Fall 2023 Student Feedback on Teaching and Learning (SFOT) for your course:

2238_MATH_120_05_1 - Analytic Geometry and Calculus (2238_MATH_120_05_1)

The SFOT form administered was SET_FORMU2.

In the analysis portion, 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 and Strategic Analytics .



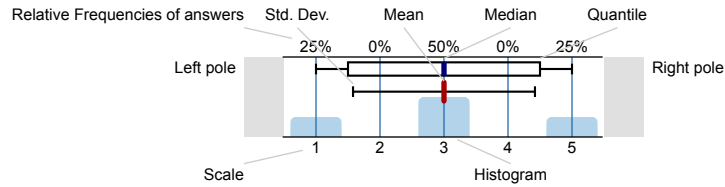
Thomas W Mattman

Analytic Geometry and Calculus (2238_MATH_120_05_1) Fall 2023
No. of responses = 19

Survey Results

Legend

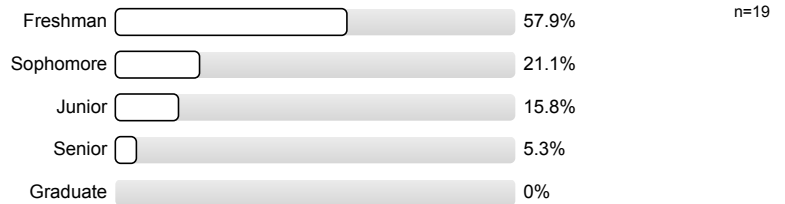
Question text



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

1. GENERAL INFORMATION

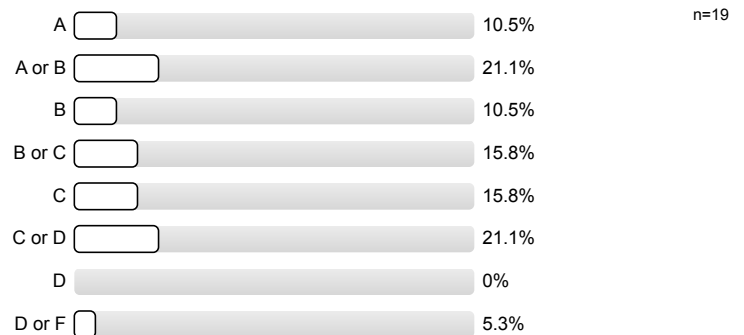
1.1) What is your current class standing at Chico State?



1.2) Was this course required or an elective?



1.3) What grade do you expect to receive in this course?



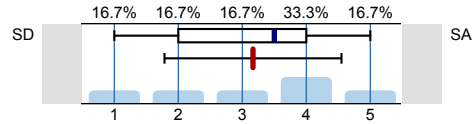
2. KEEPING UP Mark the answer that best applies

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



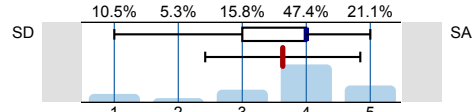
3. COURSE DESIGN AND SYLLABUS

3.1) The instructor clearly explained the course design and its structure.



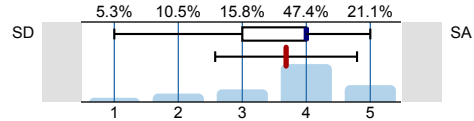
n=18
av.=3.17
md=3.5
dev.=1.38
ab.=1

3.2) I am able to easily navigate the course content (lectures, videos, reading/viewing materials, assignments, resources, etc.)



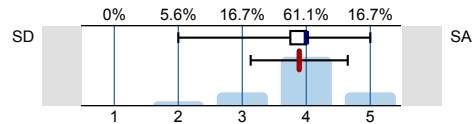
n=19
av.=3.63
md=4
dev.=1.21

3.3) The syllabus explains course requirements.



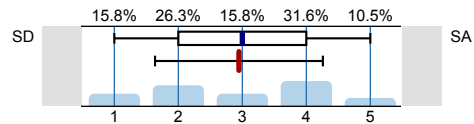
n=19
av.=3.68
md=4
dev.=1.11

3.4) The instructor follows the course syllabus.



n=18
av.=3.89
md=4
dev.=0.76

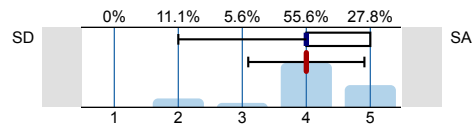
3.5) The instructor gives appropriate feedback.



n=19
av.=2.95
md=3
dev.=1.31

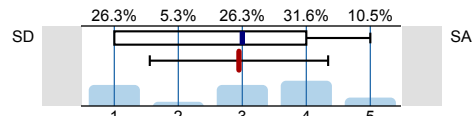
4. COMMUNICATION AND INTERACTION

4.1) Course materials are made available by the instructor in a timely manner.



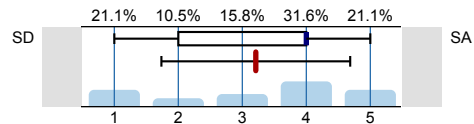
n=18
av.=4
md=4
dev.=0.91
ab.=1

4.2) I receive meaningful feedback on my work in this course.



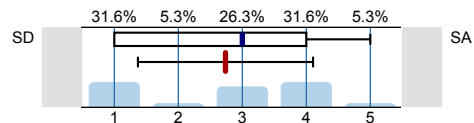
n=19
av.=2.95
md=3
dev.=1.39

4.3) I receive timely feedback on my work in this course.



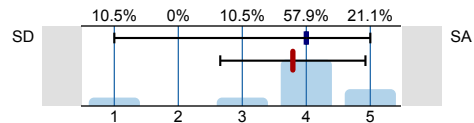
n=19
av.=3.21
md=4
dev.=1.47

4.4) The instructor communicates high expectations for student achievement.



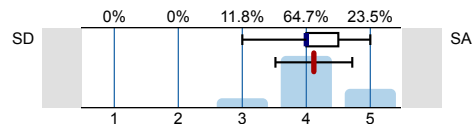
n=19
av.=2.74
md=3
dev.=1.37

4.5) The instructor clearly communicates submission deadlines and processes for assignments, tests, and other course tasks.



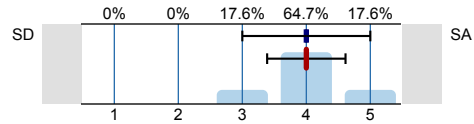
n=19
av.=3.79
md=4
dev.=1.13

4.6) The instructor is available during office hours.



n=17
av.=4.12
md=4
dev.=0.6
ab.=2

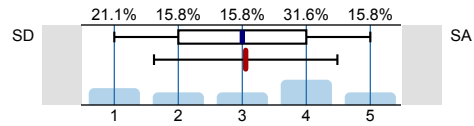
4.7) The instructor is accessible through other means of communication.



n=17
av.=4
md=4
dev.=0.61
ab.=2

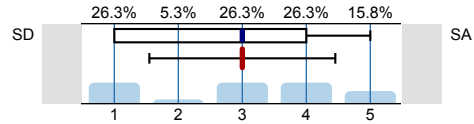
5. ENGAGEMENT AND LEARNING

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



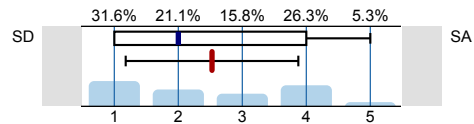
n=19
av.=3.05
md=3
dev.=1.43

5.2) The instructor provides opportunities for multiple forms of student engagement in this course.



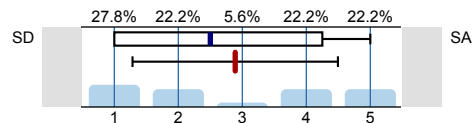
n=19
av.=3
md=3
dev.=1.45

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



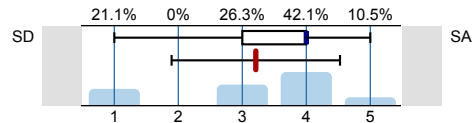
n=19
av.=2.53
md=2
dev.=1.35

5.4) The course assignments contribute to learning.



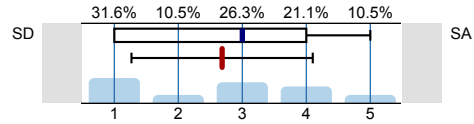
n=18
av.=2.89
md=2.5
dev.=1.6

5.5) The instructor is well prepared for class.



n=19
av.=3.21
md=4
dev.=1.32

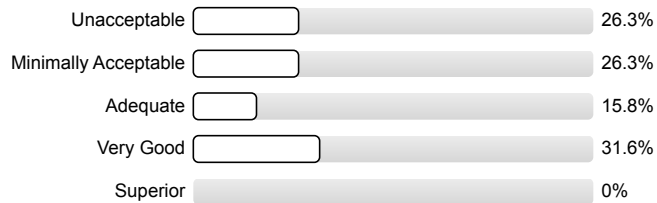
5.6) The instructor monitors student learning throughout the course.



n=19
av.=2.68
md=3
dev.=1.42

6. OVERALL/COMMENTS

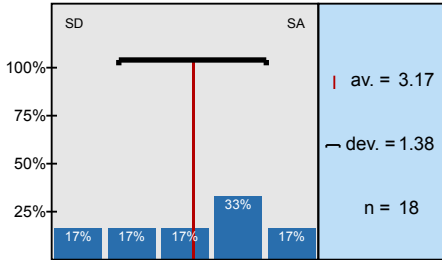
6.4) How do you rate the overall quality of teaching in this class?



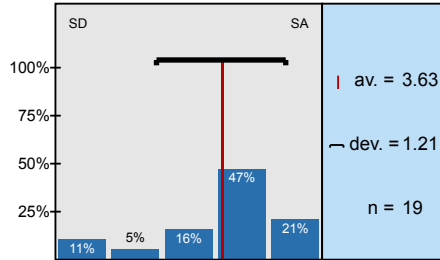
n=19
av.=2.53
dev.=1.22

Histogram for scaled questions

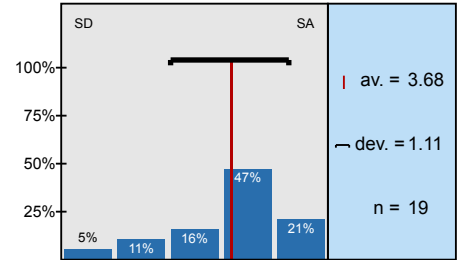
The instructor clearly explained the course design and its structure.



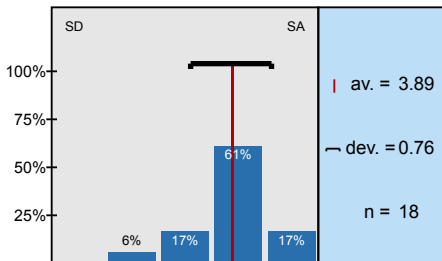
I am able to easily navigate the course content (lectures, videos, reading/viewing materials,



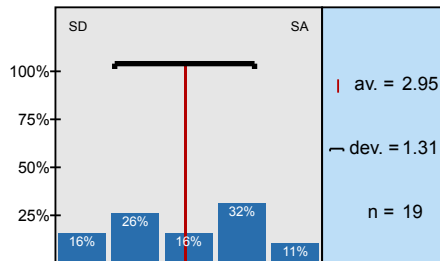
The syllabus explains course requirements.



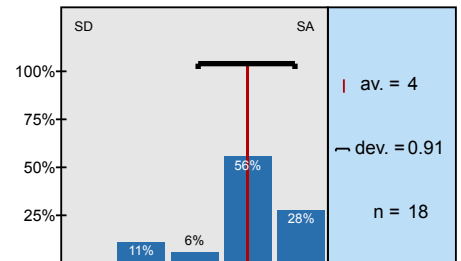
The instructor follows the course syllabus.



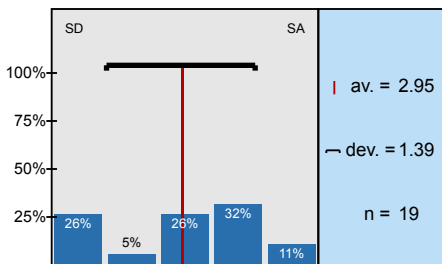
The instructor gives appropriate feedback.



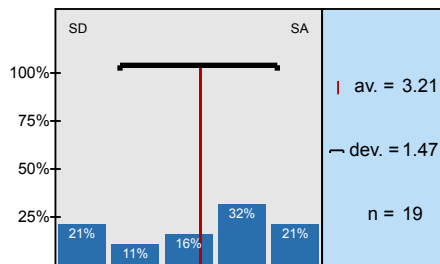
Course materials are made available by the instructor in a timely manner.



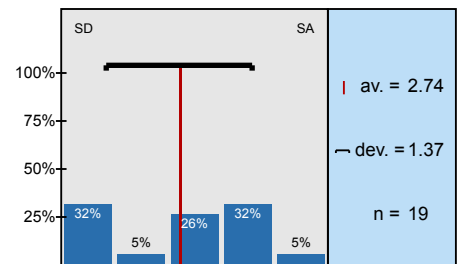
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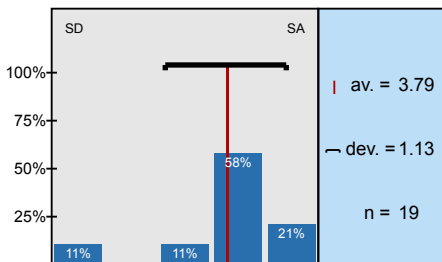
I receive timely feedback on my work in this course.



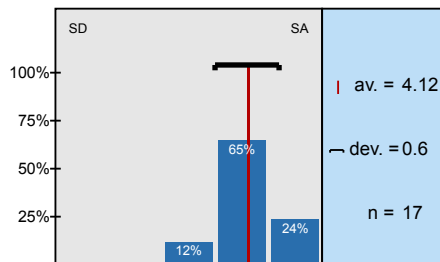
The instructor communicates high expectations for student achievement.



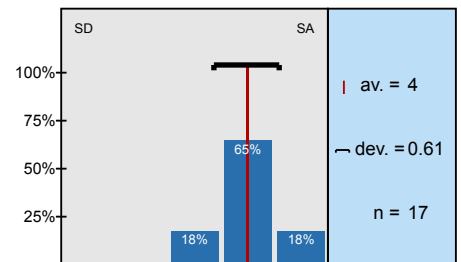
The instructor clearly communicates submission deadlines and processes for assignments, tests, and



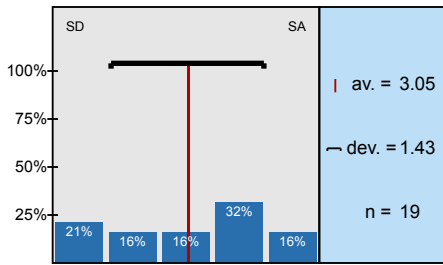
The instructor is available during office hours.



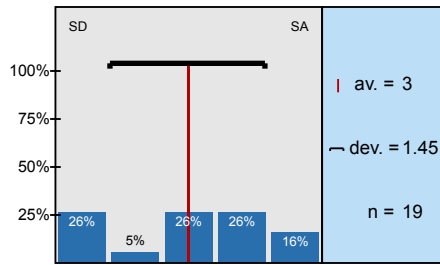
The instructor is accessible through other means of communication.



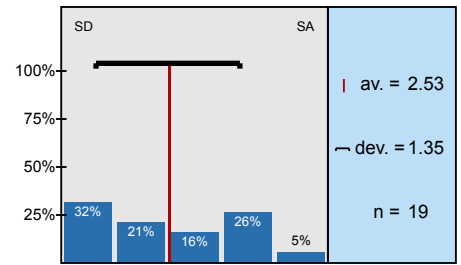
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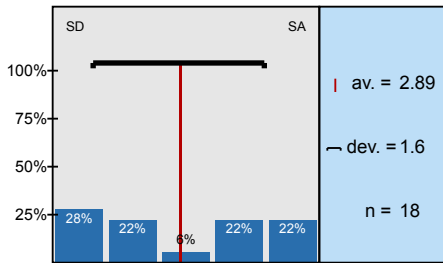
The instructor provides opportunities for multiple forms of student engagement in this course.



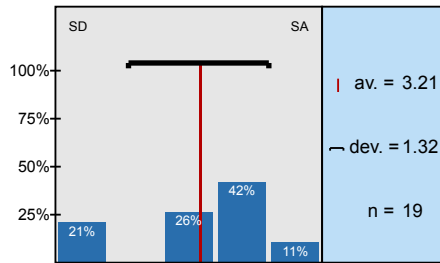
The instructor presents the material in an understandable way.



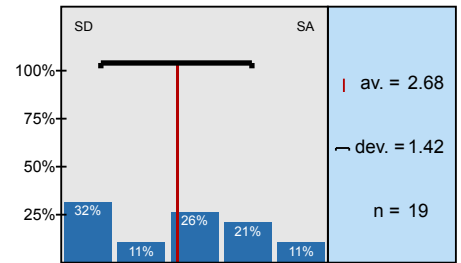
The course assignments contribute to learning.



The instructor is well prepared for class.



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 (2238_MATH_120_05_1)
 (Name of the survey)

Values used in the profile line: Mean

3. COURSE DESIGN AND SYLLABUS

3.1) The instructor clearly explained the course design and its structure.	SD		SA	n=18	av.=3.17	md=3.5	dev.=1.38
3.2) I am able to easily navigate the course content (lectures, videos, reading/viewing materials, assignments, resources, etc.)	SD		SA	n=19	av.=3.63	md=4	dev.=1.21
3.3) The syllabus explains course requirements.	SD		SA	n=19	av.=3.68	md=4	dev.=1.11
3.4) The instructor follows the course syllabus.	SD		SA	n=18	av.=3.89	md=4	dev.=0.76
3.5) The instructor gives appropriate feedback.	SD		SA	n=19	av.=2.95	md=3	dev.=1.31

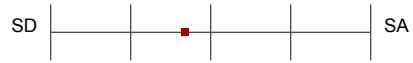
4. COMMUNICATION AND INTERACTION

4.1) Course materials are made available by the instructor in a timely manner.	SD		SA	n=18	av.=4	md=4	dev.=0.91
4.2) I receive meaningful feedback on my work in this course.	SD		SA	n=19	av.=2.95	md=3	dev.=1.39
4.3) I receive timely feedback on my work in this course.	SD		SA	n=19	av.=3.21	md=4	dev.=1.47
4.4) The instructor communicates high expectations for student achievement.	SD		SA	n=19	av.=2.74	md=3	dev.=1.37
4.5) The instructor clearly communicates submission deadlines and processes for assignments, tests, and other course tasks.	SD		SA	n=19	av.=3.79	md=4	dev.=1.13
4.6) The instructor is available during office hours.	SD		SA	n=17	av.=4.12	md=4	dev.=0.6
4.7) The instructor is accessible through other means of communication.	SD		SA	n=17	av.=4	md=4	dev.=0.61

5. ENGAGEMENT AND LEARNING

5.1) My overall knowledge of the subject matter has increased due to the instruction of this course.	SD		SA	n=19	av.=3.05	md=3	dev.=1.43
5.2) The instructor provides opportunities for multiple forms of student engagement in this course.	SD		SA	n=19	av.=3	md=3	dev.=1.45
5.3) The instructor presents the material in an understandable way.	SD		SA	n=19	av.=2.53	md=2	dev.=1.35
5.4) The course assignments contribute to learning.	SD		SA	n=18	av.=2.89	md=2.5	dev.=1.6
5.5) The instructor is well prepared for class.	SD		SA	n=19	av.=3.21	md=4	dev.=1.32

5.6) The instructor monitors student learning throughout the course.



n=19 av.=2.68 md=3 dev.=1.42

Comments Report

6. OVERALL/COMMENTS

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

- Absolutely nothing was a worth a learning experience. Course material was not presented in a useful manner to benefit learning and understanding of calculus.
- Dr. Mattman goes over homework problems in class step by step, which makes the assigned material easier to understand.
- Goes over the homework in class before we turn it in so we can still get points on questions we didn't understand.
- Good human being who has let the course slide into complacency.
- He did not do anything
- He didn't do anything. He just didn't teach.
- He extended due dates on homework assignments and went over them during class ever doing so would take up the whole class period and no instruction would occur from them simply a sheet of paper as group work. Another thing is allowing points for homework to be turned in will Quizzes were being done for some points.
- He taught very thoroughly
- He was free during his office hours which made getting help with any homework that I didn't fully understand a lot better.
- He went over everything in class in a clear manner
- He went over homework
- He went over homework in detail which helped me understand the problems.
- He would go over the homework in class.
- I hated this class. 95% of the grade is based on 4 exams, 1 of them being cumulative one week after the third exam. There are 4 classes per week and attendance/participation/homework account for the remaining 5% of the grade. I showed up, did my homework, and participated in class every day of every week and still felt lost. I attended the MLL in the Library where I learned more in 30 minutes with a tutor than I did in multiple weeks of this class. He expects us to watch lectures at home and attend class 4 days a week. All we do in class is go over the homework we are not taught new topics in class. My attentiveness did not translate to my test scores and since homework and participation only make up 5% of total grade it is basically irrelevant. This is my second time taking this class at Chico State and I never will again.
- I liked the structure of the class and the emphasis on group learning.
- I think it was really helpful choosing zybooks as a learning platform because it's easy to understand the reading assignments.
- Made assignments informative and related to the tests
- Not much but atleast he explains some of the homework if you ask him

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

- Actually teach in class as opposed to expecting us to watch his old online lectures that don't explain things very well.
- Dedicate class time to explaining concepts or give videos that explain better how to do the homework problems since video problems and homework problems are drastically different. Worksheets also do not work well because only half of the table can see the sheet and it ends up being mainly 1 person working on it.
- Go over more examples in class.
- Go over more in-between steps and show origins of formulas and how the topic applies/connects to past topics/real life/something easy to understand(like metaphors to explain the concept?)
- He could spend more time going over lectures and what we are supposed to be learning instead of just handing out a worksheet.
- He could teach the material instead of sending out lectures on videos that are monotone and boring. Instead of using the 4 hours/week we have in class to teach all we do is go over homework problems from the assignment due that day.

- I would like to see more in class lecture in the future, as well as more examples of topics and step by step explanations.
- Just connect with students more and go slower in topics make sure everyone understands
- Make better use of class time with in class lectures no online videos, be prepared to teach a class, use a better textbook, and slow the pace of the homework so students can understand how to go through each topic to do better on tests. At least make the handouts relevant and solvable with a group when passed out.
- Make calculus easier (jk)
- maybe use some of the homework questions on the test.
- Nothing
- Reviewing and instructing lessons inside the classroom so students can ask much-needed questions on the material to better grasp the content, yes providing a lesson video on the topic before class is somewhat helpful however not much is learned from a 6-minute video with one of 2 examples to go along with it. Along with actually posting the answer key to some of the previous tests which had been used to better understand the material along with using it for study material. Take some feedback from the class when no one is responding to the questions he is asking which is a clear sign of no understanding on the part of the students due to the lack of actual instruction in the classroom. Maybe spending fewer homework questions would allow for more time to formulate a lesson on the new material being learned inside of using it to take up the whole time and using the remaining 10 to 6 minutes to try a do a new material group worksheet which leads to no one doing as we do not know what is being asked of us on the questions or how to even began. Taking this part out of the class and focusing on the instructional part of the teaching while teaching what is actually for homework instead of trying to be one day ahead with material being sent out on Sunday then starting Monday new material once again without guidance leading to whole class confusion every week. So what can be done better for this class is teaching it to provide assistance and guidance inside the classroom while providing that same assistance outside in the form of providing adequate studying material for tests and lastly reducing the number of questions on the homework as to focus on teaching the material then what can be done to gather for comprehension is on for Friday to be used for the groupwork sheets with what had been covered that week.
- Some topics needed more thorough explanation than was given, had to rely on peers.
- Spend more time lecturing in class, and explaining concepts rather than only going over homework. He rushes through explaining how to do the homework and pretty much only gives us the answers with minimal effort to explain how to get there.
- Teach in the classroom
- There should be more in person lectures instead of online ones
- Try to teach some lessons in class instead of delegating all the teaching to bad quality online videos.
- using a platform besides zybooks specifically for turning in code, sometimes it gets really frustrating when code compiles but there are white spaces or technical issues with zybooks.

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

- Calc is hard but he taught well
- Class lectures are a handful of ~10 minute videos posted weekly that must be watched outside of class to even begin to grasp the course material. If you are willing to teach yourself and find additional information on assigned topics, then you can pass the class. Otherwise, the provided lecture is not nearly adequate enough to understand assigned topics.
- Class test averages explain themselves; the instructor was not prepared to teach, wastes class time with homework problems that do not actually correspond with the actual homework assigned, does not engage the class in the material as a result of short online prerecorded lectures posted on canvas. I left this class with no understanding in calculus 1 and did poorly as a result on tests attempting to teach myself calculus with YouTube videos from other sources than the professor himself.
- Easy to understand. Nice and helpful when we ask for help. Very chill. :]
- Everyone who I have talked to in the class has felt the exact same way.
- He did nothing to make sure everyone understood and everything felt so rushed
- He is a chill dude just not a good instructor yes some things can be learned outside the classroom but in this case, you would have had to taken calculus previously to understand what is going on.
- I felt I learned what I needed to and enjoyed this class more than I have enjoyed math in the past.
- I have never ever taken a math course with this little instruction/feedback .
- I learned a lot in this class
- I learned the material

- I showed up and did the work and have nothing to show for it because of poor performances on exams that I felt prepared for.
- I think he did a great job teaching and I've seen improvement in myself so I think its justifiable.
- Overall, Mattman is an ok professor, he doesn't spend enough time actually teaching rather just going over homework. The few times we would have review classes would be the most he's taught us all year long.
- Taught but through videos online, in class explaining wasn't the best.
- The class is really just a test base class and that is the only way to past this class is to get a good grade on just about all tests the homework really does not effect the grade in the class.
- The homework was so long, monotonous, and repetitive that a lot of people just lost their motivation for the class. The class videos did not explain problems that would be on the homework so I had to use a lot of videos by youtubers. I pretty much had to teach myself for this course.
- The lectures provided were usually 6-10 minutes long and pre-recorded from 2020.
- The online lectures were hard to learn from, but everything else was great