



PRIVATE and CONFIDENTIAL

Student Evaluation of Teaching Results - Spring 2012

Thomas W Mattman,

Enclosed you will find the results of the Spring 2012 Student Evaluation of Teaching (SET) for your course:

2_MATH_120_03_01 - Analytic Geometry and Calculus

The SET form administered was SETFormUp1.

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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Institutional Research
Phone: x6033
Email: ballen@csuchico.edu



Thomas W Mattman
 Analytic Geometry and Calculus (2_MATH_120_03_01) Spring 2012
 No. of responses = 15

Overall indicators

3. **Part B** ($\alpha = 0.8$)

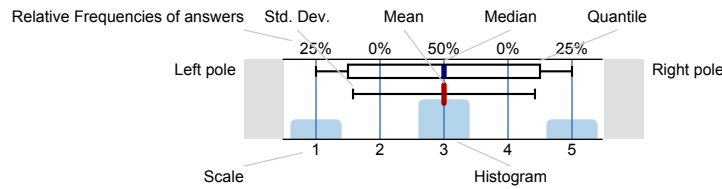


av.=4.38
 dev.=0.77

Survey Results

Legend

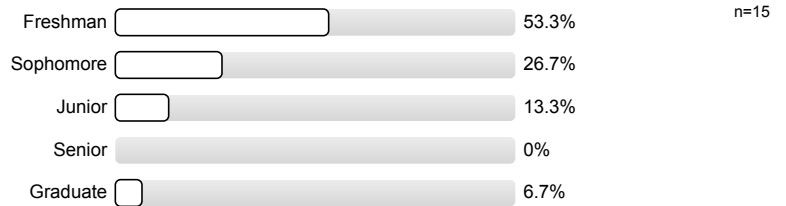
Question text



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

1. **General Information**

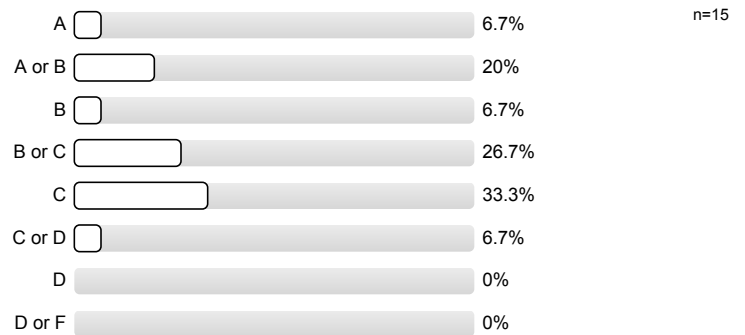
1.1) **You are a:**



1.2) **Is this course:**



1.3) **Expected Grade:**



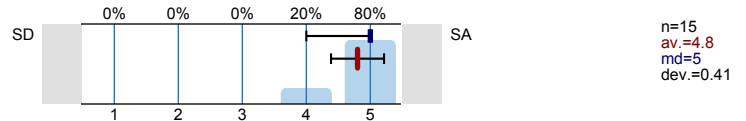
2. Part A Mark the answer that best applies.

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

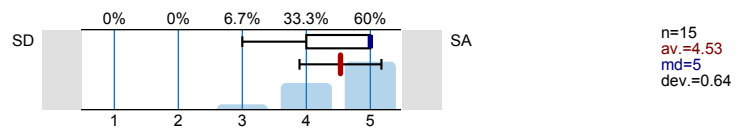


3. Part B

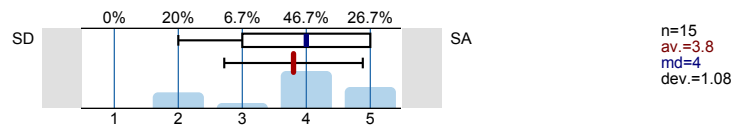
3.1) The syllabus explains course requirements.



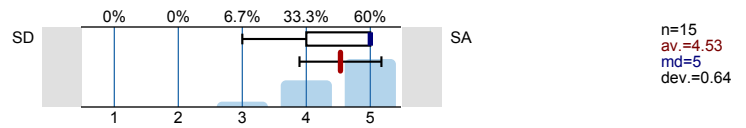
3.2) My overall knowledge of the subject matter has increased due to the instruction of this course.



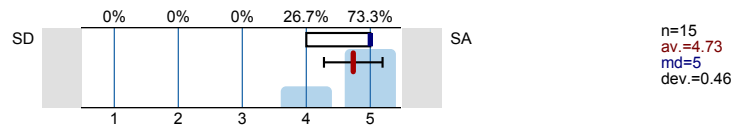
3.3) The instructor presents the material in an understandable way.



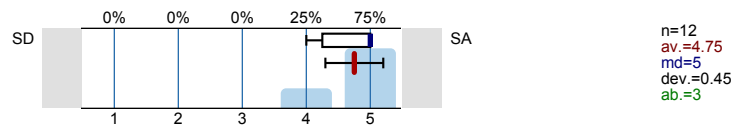
3.4) The instructor is well prepared for class.



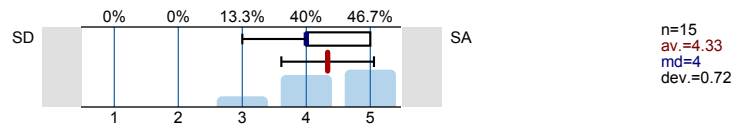
3.5) The instructor follows the course syllabus.



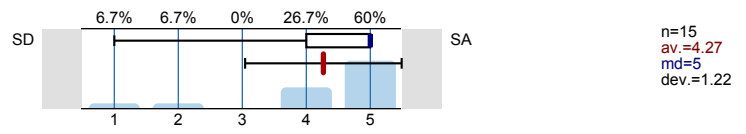
3.6) The instructor is available during office hours.



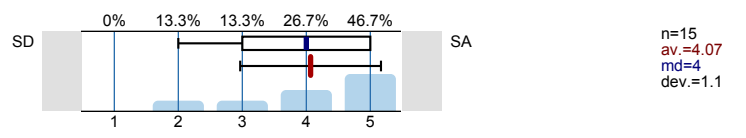
3.7) The course assignments contribute to learning.



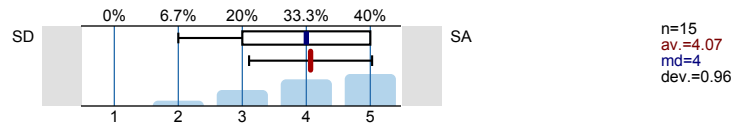
3.8) The instructor gives appropriate feedback.



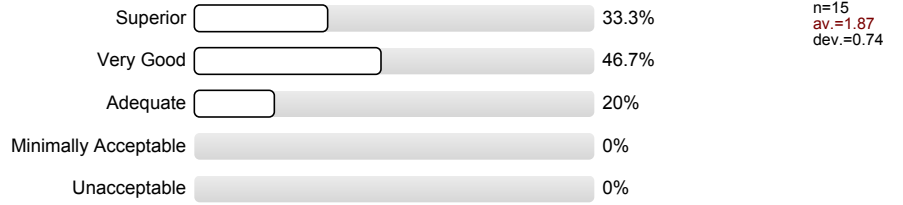
3.9) The instructor communicates high expectations for student achievement.



3.10) **The instructor monitors student learning throughout the course.**

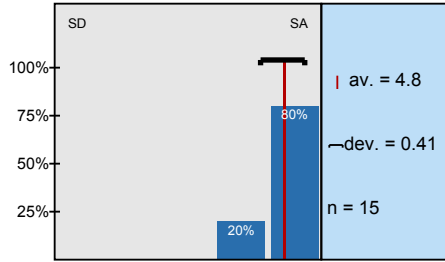


3.13) How do you rate the overall quality of teaching in this class?

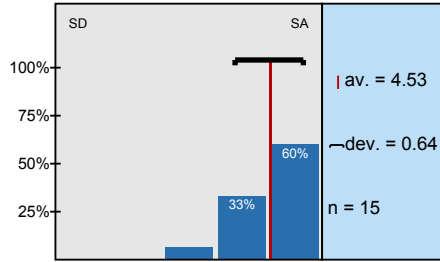


Histogram for scaled questions

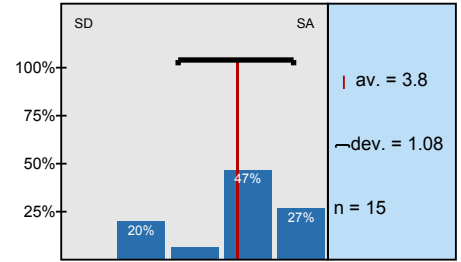
The syllabus explains course requirements.



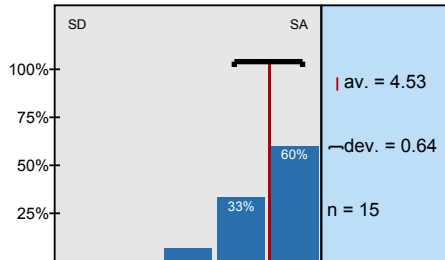
My overall knowledge of the subject matter has increased due to the instruction of this course.



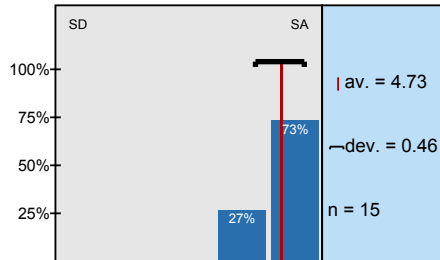
The instructor presents the material in an understandable way.



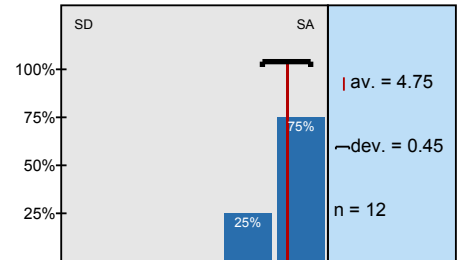
The instructor is well prepared for class.



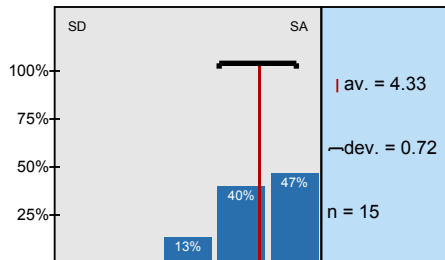
The instructor follows the course syllabus.



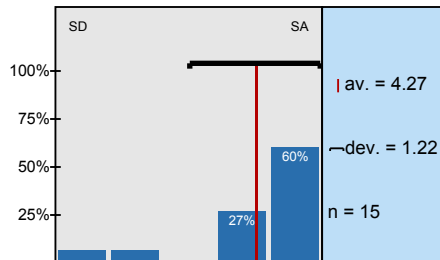
The instructor is available during office hours.



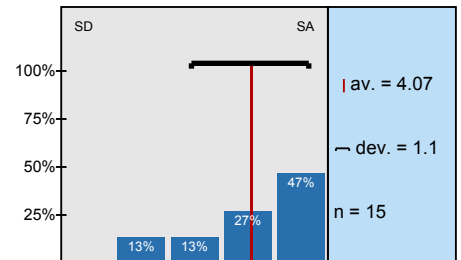
The course assignments contribute to learning.



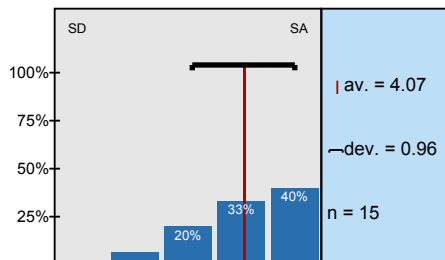
The instructor gives appropriate feedback.



The instructor communicates high expectations for student achievement.



The instructor monitors student learning throughout the course.

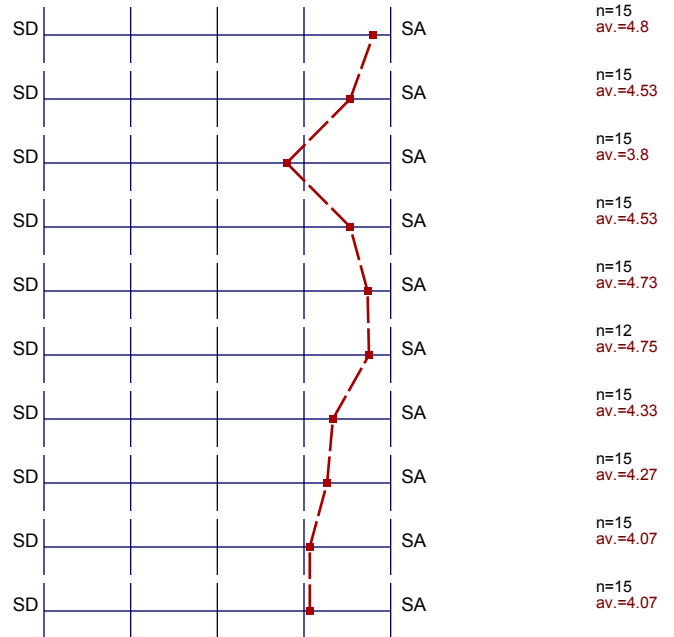


Profile

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

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.



Comments Report

3. Part B

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

- He explained the material in the simplest way possible so everyone had a chance to understand
- He explained the material step by step and never skipped any details.
- He explains everything very well and is always available during office hours if needed.
- He goes over the homework problems we needed help on.
- He had fun math facts.
- He presented the concepts behind calculus in an easily understandable way that made it possible for me to grasp and follow.
- He was really willing to help his students succeed. He was really good about answering questions and giving various examples of problems that students were struggling with.
- Instructor keeps a solid and predicable routine so I always know what to expect.
- Presents the material in such a way that is easy to understand and learn. The instructor provides encouraging feedback and promotes learning and success.
- Was available for help during problem sessions and office hours, related course material to real-world everyday experiences to enhance learning/understanding.
- Went above and beyond to help me reach my goals during the hours that were convenient for me. The instruction during class was well organized and consistent.
- Whenever there's a problem we had for the homework, he will explain the process towards solving it.
- give us more examble at the class

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

- Daily homework is expected in a math class. However, a couple of the homework assignments (related to using derivatives to find details of the graph of a function and to sketch a graph of the function) were way too long. One question takes 30-60 minutes to answer and there are ten questions. Most students do not have time to spend 5-10 hours on homework for one class on a given night. I suggest assigning fewer homework problems for those assignments so that students can practice the concepts without being overwhelmed.
- Use tests as a formative tool to assess student understanding. When a significant number of students fail a test consider reteaching important concepts.
- Get rid of the fun math fact.
 - He could spend time teaching, as opposed to just giving us information during lectures.
- We need more time for class. Most of our time is spent addressing previous problems, instead of current ones.
- He could use time more wise. He should drop the 'math fun fact' because it takes too long and is pointless.
 - I couldn't tell you.
 - I think he is doing a good job.
 - I would suggest he practice communicating in a more exciting way to keep the students from getting bored
 - Maybe spend more time going over topics of importance instead of just asking for problems that students had questions on.
 - More review for the test, maybe spread the review to two days rather than one.
 - More thorough explanations of material, more concrete examples, a little less abstract hints. Material is just difficult which is understandable, but having to rely on homework problems to basically "teach ourselves" and then if needed ask for help isn't so convenient and/or the best method of understanding the material.
 - Nothing, calculus can't get better.

- Spend less time reviewing homework problems and more time on new material.
- nothing

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

- He is there everyday and answers all the students questions and explains the material very well.
- He spends more time explaining the previous chapter, as opposed to the current chapter. This just leaves us unprepared for the upcoming homework assignment. I have to note, though, that it's really due to time constraints.
- His class is a little boring and dry and most of the class time is used on reviewing homework and the fun math fact then on the lesson.
- I have learned a great deal from this class and I find the teaching methods engaging and effective. I feel like I've learned a lot.
- I learn alot of information from this instructor
- I learned calculus. This semester was the first time ever looking at calculus problem and I understand it more than my friend who had taken calculus for 2years.
- I think his grading and homework is fair, he just needs to get the students more excited about the material
- I thoroughly enjoyed his class and have made drastic improvements in my understanding of calculus.
- Instructor is an expert on the material, sets a positive classroom environment with a predictable routine and seems open to questions and helping students who need it during office hours. However, instructor fails to adjust instruction and assignments based on student needs and material covered. For example, on several occasions instructor does not have enough time to teach all concepts that students are expected to be able to use on that night's homework assignment. Several students are capable of independent study and can teach themselves said material and still be successful, but we chose to pay for an instructor to teach the material instead and that is my expectation. On a couple occasions homework assignments were too lengthy so much that failure to complete the assignment is almost expected.
- Office Hours and individual attention
- Professor Mattman was extremely knowledgable on the topic and on many other interesting math topics. He also went above and beyond to help his students.
- Professor is very well educated in material he teaches, is approachable and willing to help. Material is difficult and sometimes just uses that extra bit of explanation along w/ complete running-through of problems to get students understand the conceptual/abstract ideas.
- i gave him a very good because he is a very good teacher and i love how he teaches. i just don't like the math fun fact waste of time.