



Office of Institutional Research
California State University, Chico

PRIVATE and CONFIDENTIAL

Student Evaluation of Teaching Results - Spring 2021

Thomas W Mattman,

Enclosed you will find the results of the Spring 2021 Student Evaluation of Teaching (SET) for your course:

2212_MATH_120_03_1 - Analytic Geometry and Calculus

The SET form administered was SET_FORM_U.

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

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.



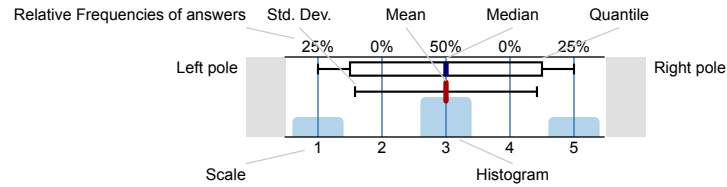
Thomas W Mattman

Analytic Geometry and Calculus (2212_MATH_120_03_1) Spring 2021
No. of responses = 17

Survey Results

Legend

Question text



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

1. GENERAL INFORMATION

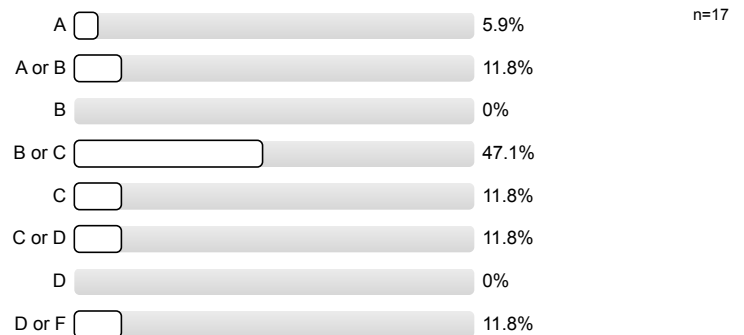
1.1) What is your current class standing at Chico State?



1.2) Was this course required or an elective?

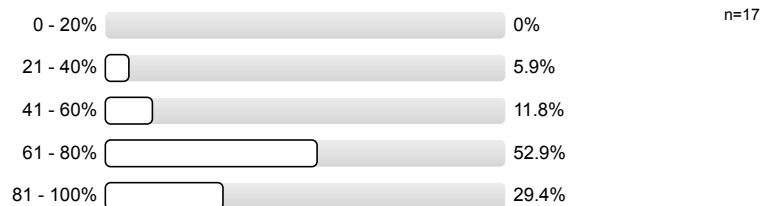


1.3) What grade do you expect to receive in this course?



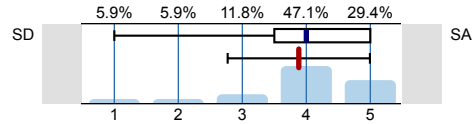
2. KEEPING UP Mark the answer that best applies.

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



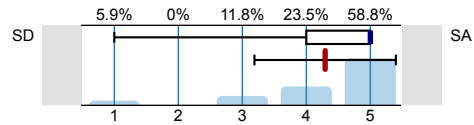
3. COURSE DESIGN AND SYLLABUS

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



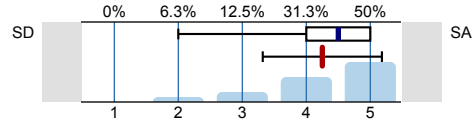
n=17
av.=3.88
md=4
dev.=1.11

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



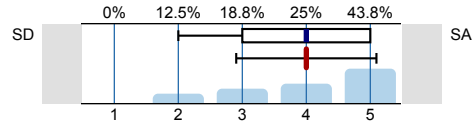
n=17
av.=4.29
md=5
dev.=1.1

3.3) The syllabus explains course requirements.



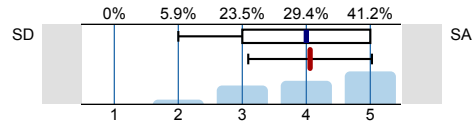
n=16
av.=4.25
md=4.5
dev.=0.93

3.4) The instructor follows the course syllabus.



n=16
av.=4
md=4
dev.=1.1
ab.=1

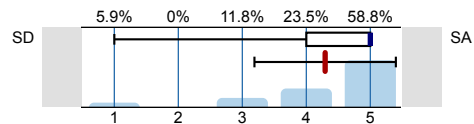
3.5) The instructor gives appropriate feedback.



n=17
av.=4.06
md=4
dev.=0.97

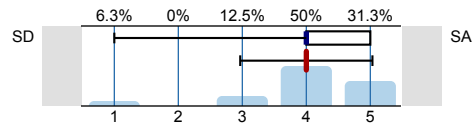
4. COMMUNICATION AND INTERACTION

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



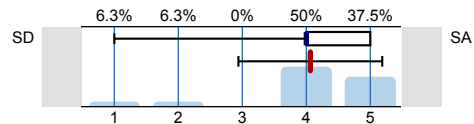
n=17
av.=4.29
md=5
dev.=1.1

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



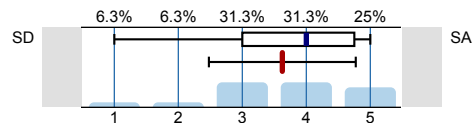
n=16
av.=4
md=4
dev.=1.03
ab.=1

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



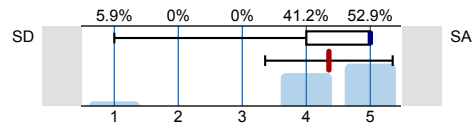
n=16
av.=4.06
md=4
dev.=1.12
ab.=1

4.4) The instructor communicates high expectations for student achievement.



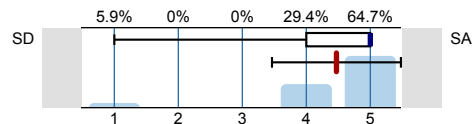
n=16
av.=3.63
md=4
dev.=1.15

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



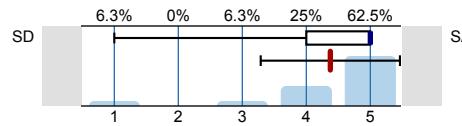
n=17
av.=4.35
md=5
dev.=1

4.6) The instructor is available during office hours.



n=17
av.=4.47
md=5
dev.=1.01

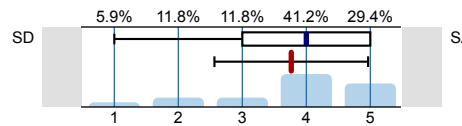
4.7) The instructor is accessible through other means of communication.



n=16
av.=4.38
md=5
dev.=1.09
ab.=1

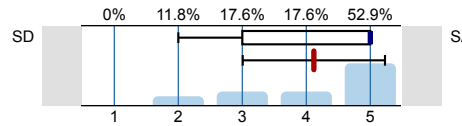
5. Part C

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



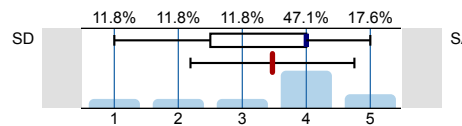
n=17
av.=3.76
md=4
dev.=1.2

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



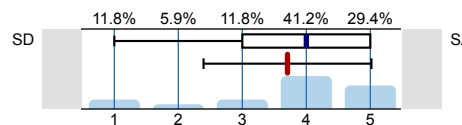
n=17
av.=4.12
md=5
dev.=1.11

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



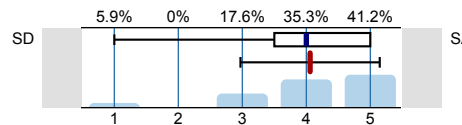
n=17
av.=3.47
md=4
dev.=1.28

5.4) The course assignments contribute to learning.



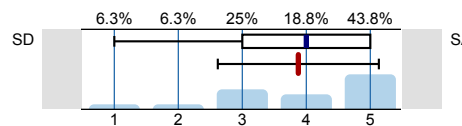
n=17
av.=3.71
md=4
dev.=1.31

5.5) The instructor is well prepared for class.



n=17
av.=4.06
md=4
dev.=1.09

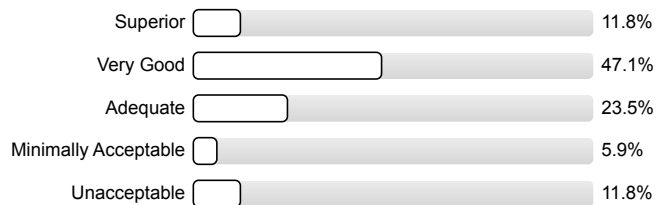
5.6) The instructor monitors student learning throughout the course.



n=16
av.=3.88
md=4
dev.=1.26

6. OVERALL/COMMENTS

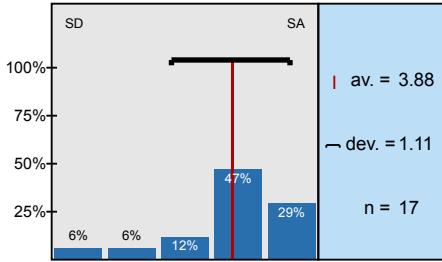
6.3) How do you rate the overall quality of teaching in this class?



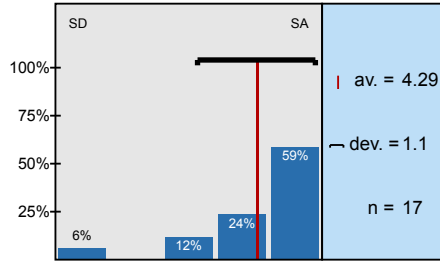
n=17
av.=2.59
dev.=1.18

Histogram for scaled questions

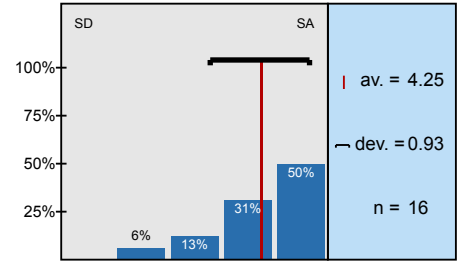
The instructor clearly explained the course design and its structure.



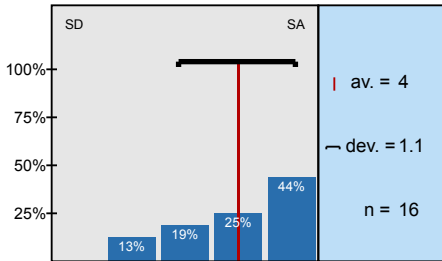
I am able to easily navigate the course content (lectures, videos, reading/viewing materials,



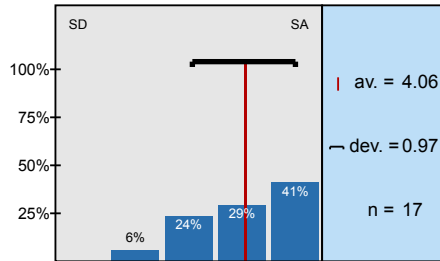
The syllabus explains course requirements.



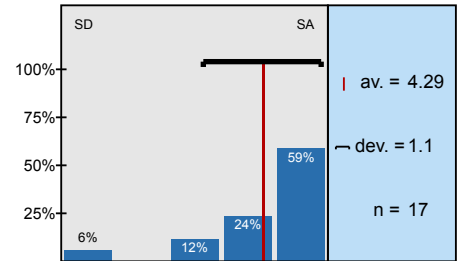
The instructor follows the course syllabus.



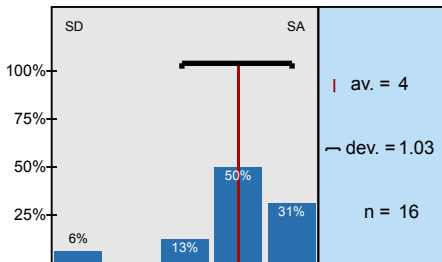
The instructor gives appropriate feedback.



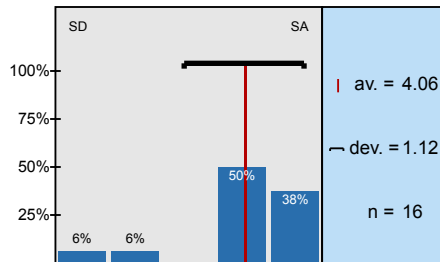
Course materials are made available by the instructor in a timely manner.



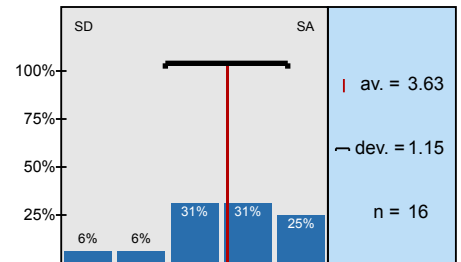
I receive meaningful feedback on my work in this course.



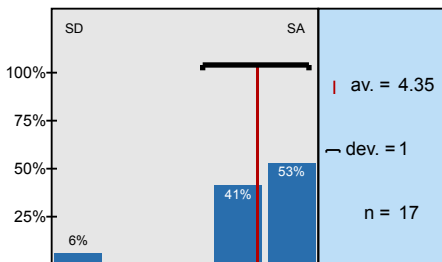
I receive timely feedback on my work in this course.



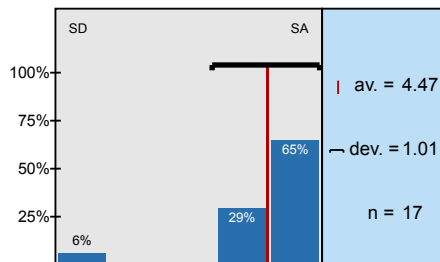
The instructor communicates high expectations for student achievement.



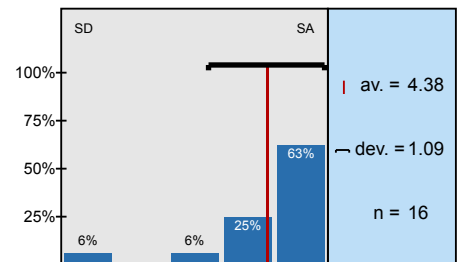
The instructor clearly communicates submission deadlines and processes for assignments, tests, and



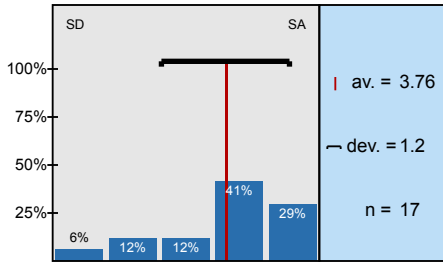
The instructor is available during office hours.



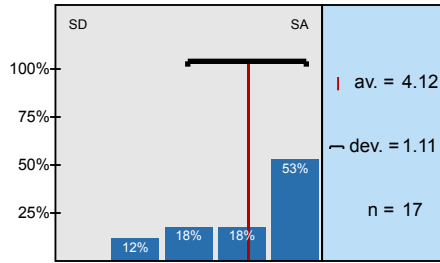
The instructor is accessible through other means of communication.



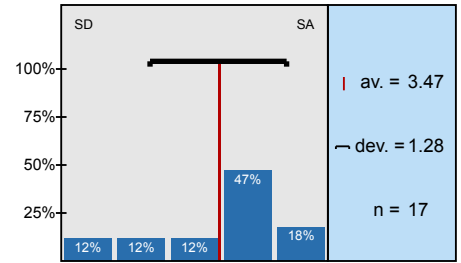
My overall knowledge of the subject matter has increased due to the instruction of this course.



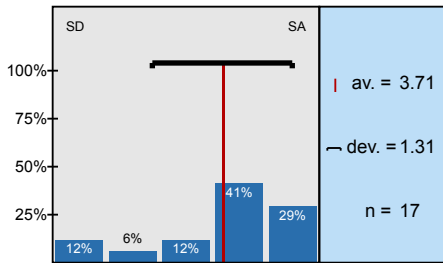
The instructor provides opportunities for multiple forms of student engagement in this course.



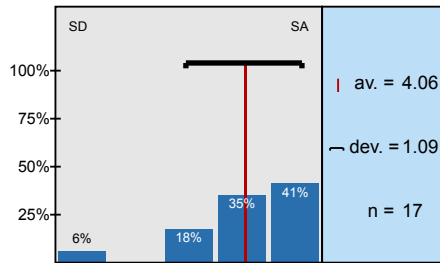
The instructor presents the material in an understandable way.



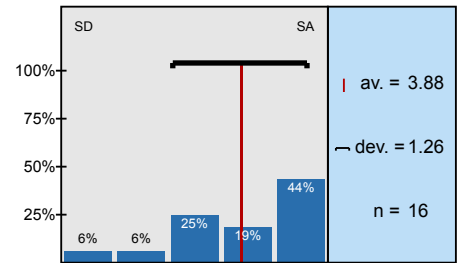
The course assignments contribute to learning.



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 (2212_MATH_120_03_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=17	av.=3.88	md=4.00	dev.=1.11
3.2) I am able to easily navigate the course content (lectures, videos, reading/viewing materials, assignments, resources, etc.)	SD					SA	n=17	av.=4.29	md=5.00	dev.=1.10
3.3) The syllabus explains course requirements.	SD					SA	n=16	av.=4.25	md=4.50	dev.=0.93
3.4) The instructor follows the course syllabus.	SD					SA	n=16	av.=4.00	md=4.00	dev.=1.10
3.5) The instructor gives appropriate feedback.	SD					SA	n=17	av.=4.06	md=4.00	dev.=0.97

4. COMMUNICATION AND INTERACTION

4.1) Course materials are made available by the instructor in a timely manner.	SD					SA	n=17	av.=4.29	md=5.00	dev.=1.10
4.2) I receive meaningful feedback on my work in this course.	SD					SA	n=16	av.=4.00	md=4.00	dev.=1.03
4.3) I receive timely feedback on my work in this course.	SD					SA	n=16	av.=4.06	md=4.00	dev.=1.12
4.4) The instructor communicates high expectations for student achievement.	SD					SA	n=16	av.=3.63	md=4.00	dev.=1.15
4.5) The instructor clearly communicates submission deadlines and processes for assignments, tests, and other course tasks.	SD					SA	n=17	av.=4.35	md=5.00	dev.=1.00
4.6) The instructor is available during office hours.	SD					SA	n=17	av.=4.47	md=5.00	dev.=1.01
4.7) The instructor is accessible through other means of communication.	SD					SA	n=16	av.=4.38	md=5.00	dev.=1.09

5. Part C

5.1) My overall knowledge of the subject matter has increased due to the instruction of this course.	SD					SA	n=17	av.=3.76	md=4.00	dev.=1.20
5.2) The instructor provides opportunities for multiple forms of student engagement in this course.	SD					SA	n=17	av.=4.12	md=5.00	dev.=1.11
5.3) The instructor presents the material in an understandable way.	SD					SA	n=17	av.=3.47	md=4.00	dev.=1.28
5.4) The course assignments contribute to learning.	SD					SA	n=17	av.=3.71	md=4.00	dev.=1.31
5.5) The instructor is well prepared for class.	SD					SA	n=17	av.=4.06	md=4.00	dev.=1.09

5.6) The instructor monitors student learning throughout the course.



n=16 av.=3.88 md=4.00 dev.=1.26

Comments Report

6. OVERALL/COMMENTS

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

- Being very easy to contact via emailing and office hours.
- For being an online class, there was content in different formats to draw the lessons from. Textbook, videos, worksheets, research projects and homework questions were helpful. He was also responsive to email communication.
- Going over homework and being available for help.
- He always seemed friendly and easy to talk to regardless of the subject matter. Despite a strange semester, he did his best to make the course engaging and he facilitated the material to the best of his ability too.
- He recorded lecture videos and provided examples on daily material.
- He was flexible with due dates under these difficult circumstances
- I like that professor Mattman goes over the homework in class the day that it is due so that if the students have questions there is a place and time to get help.
- Professor was willing to extend homework assignment deadlines if necessary and was helpful in terms of group work feedback.
- Something that contributed to my understanding of the course content was going over the homework problems together. There is always a couple that are a bit harder to understand and complete but the instructor makes sure to go over the steps with us to create a better understanding of the concept and steps needed. It also helps because everyone doesn't have the same exact problem usually so, despite going over the problem, the individual still has to complete the problem themselves.
- The instructor did a great job with how he set up the class structure. Thomas Mattman clearly outlines what it takes to be successful in this class.
- Was very patient and flexible given my circumstances, unfortunately I just wasn't able to catch up well enough.
- helping with homework assignments

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

- At the beginning of the semester, the in-class and homework assignments did not relate to one another however as the class progressed they did,
- Do lectures during class instead of prerecorded videos.
- I have no suggestions
- I personally was not a big fan of the prerecorded lecture content and would prefer lectures being live in class where students can ask questions but the lecture videos are well put together so I still felt that I could learn from them.
- I think not having worksheets and teaching the material in class will really help a lot more because the videos were as good as in class teaching could be
- I think one area when someone comes with a question to help future students would be restating the problem from a different perspective. For example: what is the big picture that is going on, what is a different way to approach the problem. I have approached with a question and the question has been repeated with little difference. I did not comprehend the 1st explanation in class so a different or big picture explanation might be more helpful than restating the problem in a similar way. I needed to seek out other forms to explain concepts taught in class. I can see the professor processing in his brain and expressing the concepts into a way that I could get is difficult.
- I would like to suggest allowing the test to backtrack. It is a bit difficult to complete the test when you aren't quite sure about the problem and wish to complete the problems you do know so the most amount of time possible goes towards solving the problems you feel less confident in. I have found myself short on time due to this.
- Insist that student turn their cameras on.
- Perhaps make the lecture videos more extensive and make the additional content of the lectures optional so we could learn more about the concept of the week with additional examples that contain different numbers for more practice from the professor who is experienced with these topics.
- Some more in class lectures. The recorded worked well enough but in person would work better with being able to ask questions on confusing material.

- Teach his students in class rather than just doing two homework problems that does not teach his students anything. This instructor conveyed that points are all that matter in this class. Two poll questions at the beginning of class, two homework problems, and then into breakout rooms all to earn participation points. I did not learn anything from this professor. I had to teach myself everything. Research projects were graded extremely hard and did not teach students anything.
- Well the instructor has done a pretty good job in class. Maybe we could have less time working on the worksheets and spend that time answering more questions.
- study guides in paper instead of webwork

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

- He makes the class feel very mello and easy going.
- He was helpful but this is a more independent learning type of class so that is where I struggled.
- He was prepared and knows the content. He presented in a few formats to express the concepts in class.
- I did not learn anything from this professor. It was merely a get your points and move on based class. When the tests came around I don't think anyone was prepared. There was never a study review session or anything for us to learn except "practice" problems that did not correlate to the exam.
- I gave a very good rating because I think the course is paced well and there are lots of opportunity to learn and get help in class.
- I would like to ask questions during lectures. Break-out-rooms don't work, 95% of the time people don't help or engage in the assignment.
- In class teaching did not occur much but he knew all the material.
- Taught well and was extremely accommodating.
- The course content is very hard to understand and keep up with in general. However, my knowledge of the course has definitely increased despite being online.
- The material the professor lectures was adequate, there was nothing extraordinary that I observed throughout the course that other instructors have not done before, but at the end of the day, it is sufficient and good enough for me to learn the material he facilitated throughout the semester.
- Thomas Mattman is one of the best math instructors I have taken in either high school or college.
- Willing to dedicate outside class hours to students who need extra help on the material.
- well instructed and informative

6.5) Is there anything else you would like to add?

- I think he was fair with the class. There were points where the whole class was having a hard time with concepts and he took that into consideration in grading of midterm. As homework was due that was difficult there were extensions given to have more time to work on the assignment.

It is difficult to put blame onto a professor that is doing a genuine good effort to teach calculus. I am sure that many of the students want to blame and not accept responsibility for what they earned in the class. This class is a marathon and takes sustained effort. Not keeping up with homework or attendance easily will affect overall results.

Thank you for your efforts on my behalf to learn the MATH120 concepts.

- It was a weird semester, but I appreciated your dedication throughout the entirety of it, despite having internet issues constantly, you always tried your best, and I appreciated that you were always accessible through email in a reasonable amount of time, I never felt neglected or ignored when I reached out for help or to inform you on something that impacted or slowed down my progression through the course..
- Like the teacher all around.
- N/A
- No. (2 Counts)
- Professor did everything right given my circumstances, I just was not able to keep up due to my personal situation.
- The quality of teaching in this class has been superior. While it is a heavy workload the teacher does a great job making this hard topic less stressful and the atmosphere in the class is relaxed.