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_399_01_1 - Special Problems

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.

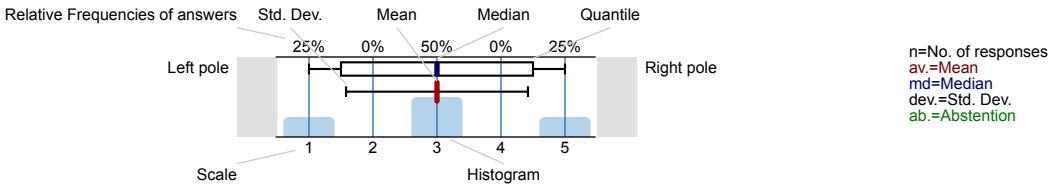
Thomas W Mattman

Special Problems (2212_MATH_399_01_1) Spring 2021
No. of responses = 9

Survey Results

Legend

Question text



1. GENERAL INFORMATION

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

n=9

Freshman	0%
Sophomore	22.2%
Junior	22.2%
Senior	55.6%
Graduate	0%

1.2) Was this course required or an elective?

n=8

Required	37.5%
Elective	62.5%

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

n=8

A	12.5%
A or B	25%
B	25%
B or C	12.5%
C	0%
C or D	12.5%
D	0%
D or F	12.5%

2. KEEPING UP Mark the answer that best applies.

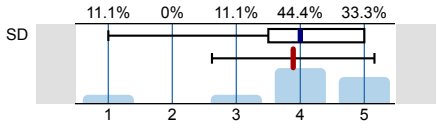
2.1) How well are you keeping up with the assignments and reading for this course? *(Give a percentage estimate)*

n=8

0 - 20%	0%
21 - 40%	12.5%
41 - 60%	0%
61 - 80%	50%
81 - 100%	37.5%

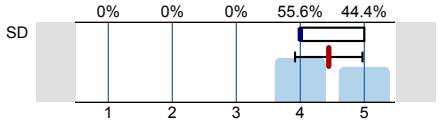
3. COURSE DESIGN AND SYLLABUS

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



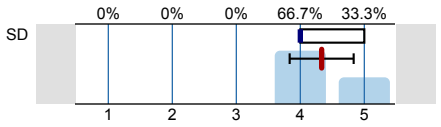
n=9
av.=3.89
md=4
dev.=1.27

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



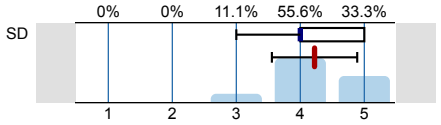
n=9
av.=4.44
md=4
dev.=0.53

3.3) The syllabus explains course requirements.



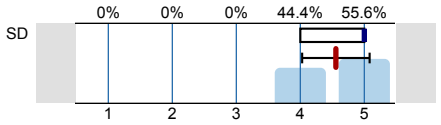
n=9
av.=4.33
md=4
dev.=0.5

3.4) The instructor follows the course syllabus.



n=9
av.=4.22
md=4
dev.=0.67

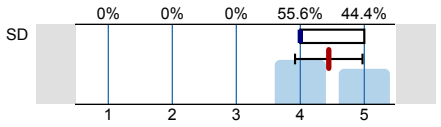
3.5) The instructor gives appropriate feedback.



n=9
av.=4.56
md=5
dev.=0.53

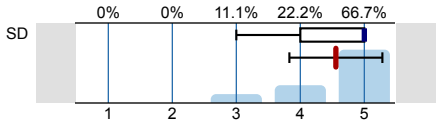
4. COMMUNICATION AND INTERACTION

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



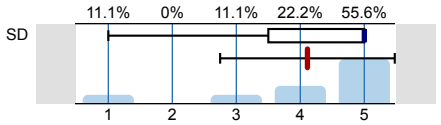
n=9
av.=4.44
md=4
dev.=0.53

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



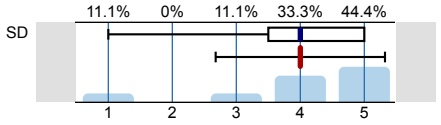
n=9
av.=4.56
md=5
dev.=0.73

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



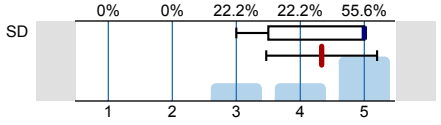
n=9
av.=4.11
md=5
dev.=1.36

4.4) The instructor communicates high expectations for student achievement.



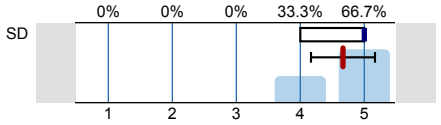
n=9
av.=4
md=4
dev.=1.32

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



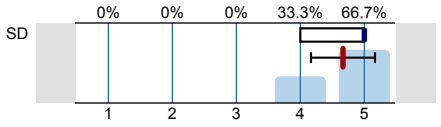
n=9
av.=4.33
md=5
dev.=0.87

4.6) The instructor is available during office hours.



n=9
av.=4.67
md=5
dev.=0.5

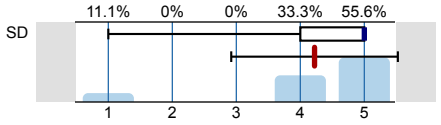
4.7) The instructor is accessible through other means of communication.



n=9
av.=4.67
md=5
dev.=0.5

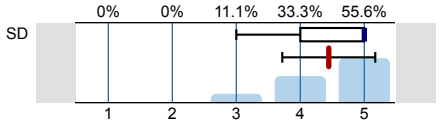
5. Part C

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



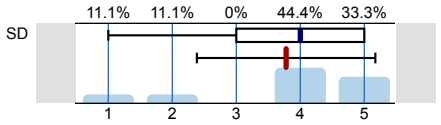
n=9
av.=4.22
md=5
dev.=1.3

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



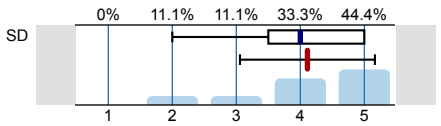
n=9
av.=4.44
md=5
dev.=0.73

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



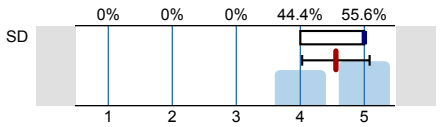
n=9
av.=3.78
md=4
dev.=1.39

5.4) The course assignments contribute to learning.



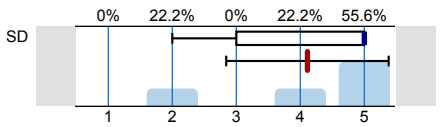
n=9
av.=4.11
md=4
dev.=1.05

5.5) The instructor is well prepared for class.



n=9
av.=4.56
md=5
dev.=0.53

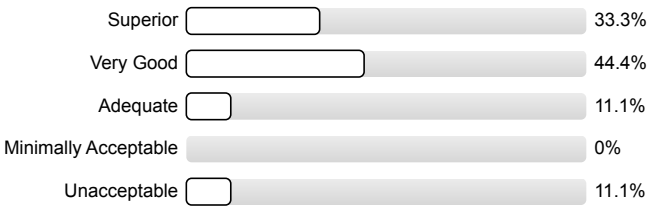
5.6) The instructor monitors student learning throughout the course.



n=9
av.=4.11
md=5
dev.=1.27

6. OVERALL/COMMENTS

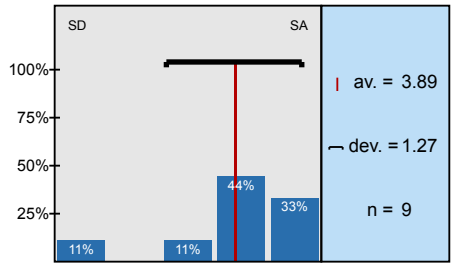
6.3) How do you rate the overall quality of teaching in this class?



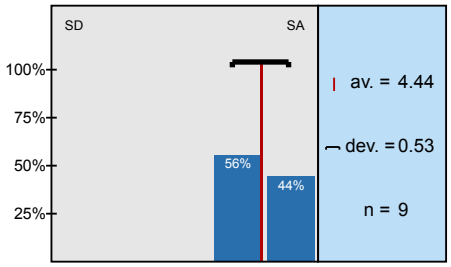
n=9
av.=2.11
dev.=1.27

Histogram for scaled questions

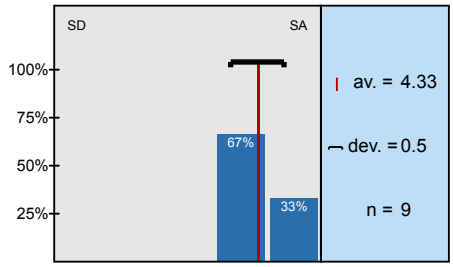
The instructor clearly explained the course design and its structure.



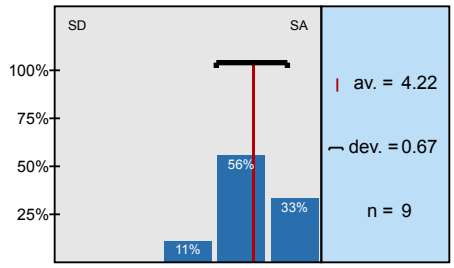
I am able to easily navigate the course content (lectures, videos, reading/viewing materials,



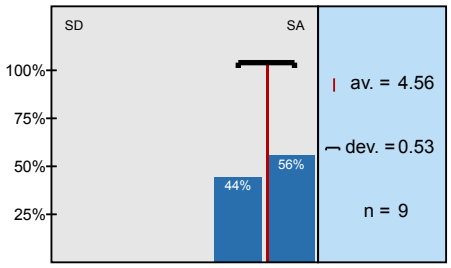
The syllabus explains course requirements.



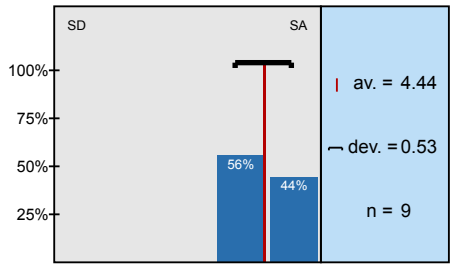
The instructor follows the course syllabus.



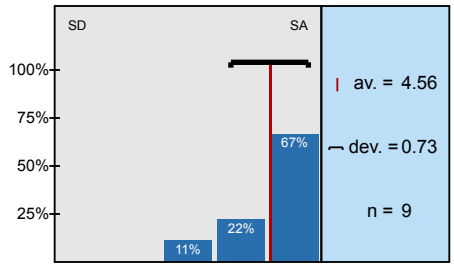
The instructor gives appropriate feedback.



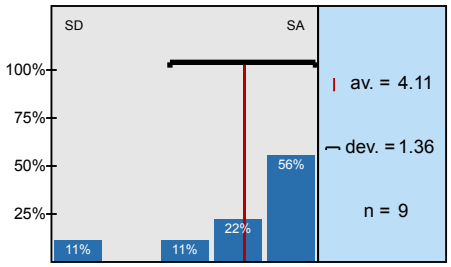
Course materials are made available by the instructor in a timely manner.



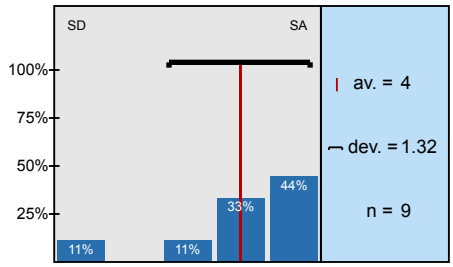
I receive meaningful feedback on my work in this course.



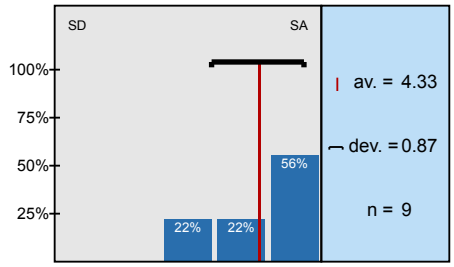
I receive timely feedback on my work in this course.



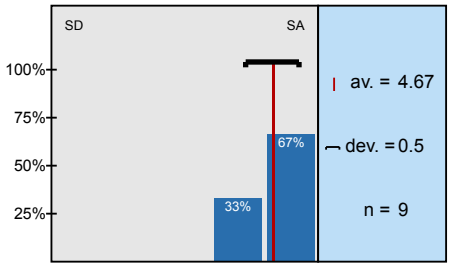
The instructor communicates high expectations for student achievement.



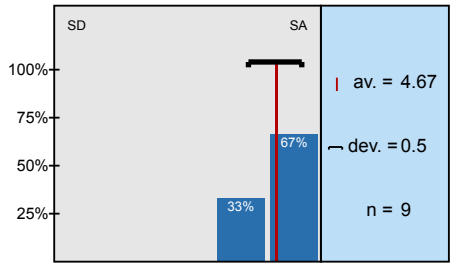
The instructor clearly communicates submission deadlines and processes for assignments, tests, and



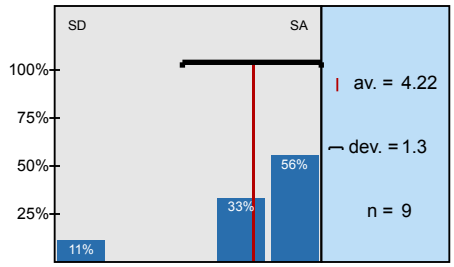
The instructor is available during office hours.



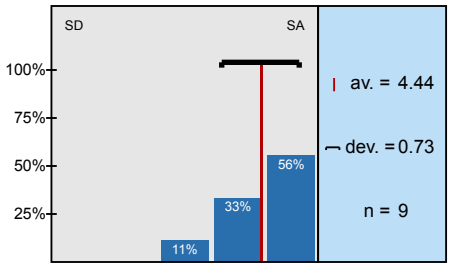
The instructor is accessible through other means of communication.



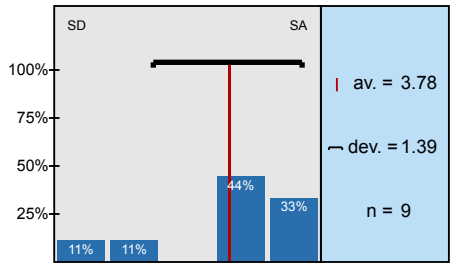
My overall knowledge of the subject matter has increased due to the instruction of this course.



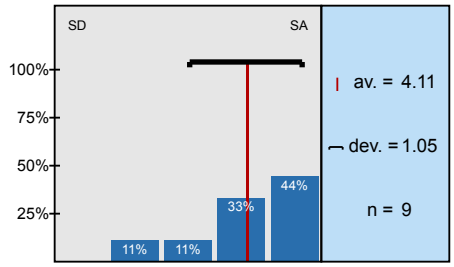
The instructor provides opportunities for multiple forms of student engagement in this course.



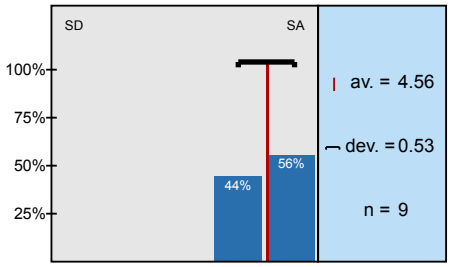
The instructor presents the material in an understandable way.



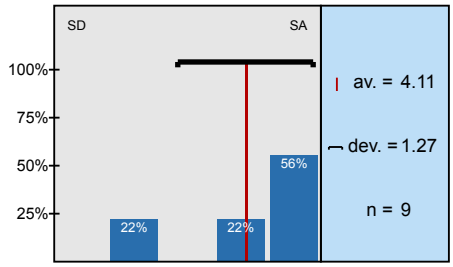
The course assignments contribute to learning.



The instructor is well prepared for class.



The instructor monitors student learning throughout the course.

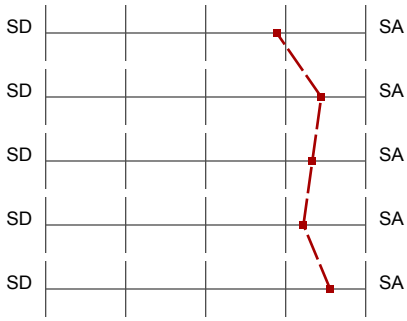


Profile

Subunit: NSC - Mathematics and Statistics
Name of the instructor: Thomas W Mattman
Name of the course: (Name of the survey) Special Problems

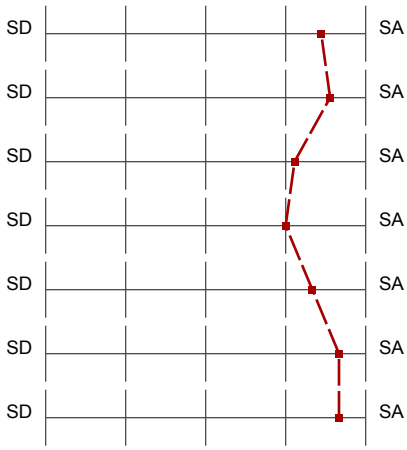
Values used in the profile line: Mean

3. COURSE DESIGN AND SYLLABUS



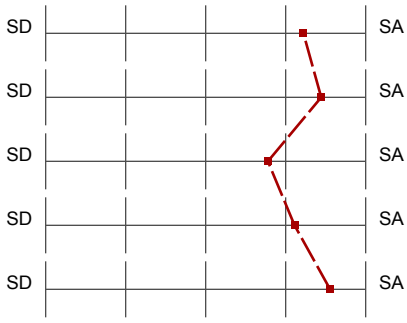
3.1)	The instructor clearly explained the course design and its structure.	n=9	av.=3.89	md=4.00	dev.=1.27
3.2)	I am able to easily navigate the course content (lectures, videos, reading/viewing materials, assignments, resources, etc.)	n=9	av.=4.44	md=4.00	dev.=0.53
3.3)	The syllabus explains course requirements.	n=9	av.=4.33	md=4.00	dev.=0.50
3.4)	The instructor follows the course syllabus.	n=9	av.=4.22	md=4.00	dev.=0.67
3.5)	The instructor gives appropriate feedback.	n=9	av.=4.56	md=5.00	dev.=0.53

4. COMMUNICATION AND INTERACTION



4.1)	Course materials are made available by the instructor in a timely manner.	n=9	av.=4.44	md=4.00	dev.=0.53
4.2)	I receive meaningful feedback on my work in this course.	n=9	av.=4.56	md=5.00	dev.=0.73
4.3)	I receive timely feedback on my work in this course.	n=9	av.=4.11	md=5.00	dev.=1.36
4.4)	The instructor communicates high expectations for student achievement.	n=9	av.=4.00	md=4.00	dev.=1.32
4.5)	The instructor clearly communicates submission deadlines and processes for assignments, tests, and other course tasks.	n=9	av.=4.33	md=5.00	dev.=0.87
4.6)	The instructor is available during office hours.	n=9	av.=4.67	md=5.00	dev.=0.50
4.7)	The instructor is accessible through other means of communication.	n=9	av.=4.67	md=5.00	dev.=0.50

5. Part C



5.1)	My overall knowledge of the subject matter has increased due to the instruction of this course.	n=9	av.=4.22	md=5.00	dev.=1.30
5.2)	The instructor provides opportunities for multiple forms of student engagement in this course.	n=9	av.=4.44	md=5.00	dev.=0.73
5.3)	The instructor presents the material in an understandable way.	n=9	av.=3.78	md=4.00	dev.=1.39
5.4)	The course assignments contribute to learning.	n=9	av.=4.11	md=4.00	dev.=1.05
5.5)	The instructor is well prepared for class.	n=9	av.=4.56	md=5.00	dev.=0.53

5.6) The instructor monitors student learning throughout the course.

n=9 av.=4.11 md=5.00 dev.=1.27

Comments Report

6. OVERALL/COMMENTS

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

- Fun topic!
- I believe it was his idea to even offer it.
  It was great to have the opportunity to get some exposure to what I suspect is an emerging discipline that we will hear more and more about as time goes on.
  Making course notes available made it easier to focus on the lecture instead of frantically copying.
  Providing partially complete Python scripts saved a lot of the headache building some of these things from scratch might have been.
  Great about meeting me half-way on assignments when I had the right idea but couldn't figure out how to get down on paper the way it should be.
  Curving the assignments a bit was a game changer for me. This course turned out to be heavier than I expected and I really didn't have time to stay completely on top of everything toward the end of the semester. The curve gave me the breathing room I needed.
- Instructor was awesome at responding to emails, giving really thorough answers. Posting lecture notes was super helpful too, I spent a lot of time looking at them. The homework also seemed thoughtful, and directly related to what we were doing in class. It was also nice that he would go over questions we had about it before it was due, it really helped with my learning.
- Meticulous in explaining topics and understanding of students.
- Sometimes gives good examples.
- The homework is interesting and helps me better understand the concepts taught.
- They had great examples and many visuals.
- This professor taught an extra session to another student and I the entire semester before the main session. This made up for every single frustration I had with zoom university.

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

- Give a better outline on what to do for the project. The instructor could also put the content into less advanced terms and simplify content that is way to difficult to understand for non math majors.
- Homework's are pretty difficult. Maybe tone that down a bit.
- I think it's a bit easy to get bogged down in the notation and so on in this class, it would be good to have more times to slow down and review some of the terms, although he does do this anyway whenever someone asks a question.
- If possible explain some of the notation more. An introductory on set notation, functions, and maps would be very helpful on understanding it.
- Recording lectures would have been really nice. I know you wanted people to show up to class, but participation/attendance is 30% of our grade. Also as a CS major, I was really lost on a lot of the math notation, and eventually stopped asking about it, just because there was so much of it. I also was expecting more data analysis, for the first 12 weeks it was all topology, with no explanation at all on how it might relate to data analysis.
- They could have more examples for data analysis.
- This is tough. This is a difficult course with a multidisciplinary focus. It's also a fairly new discipline that is based on some abstract math and is tied to the still-new field of data science.

  The book is honestly terrible. It's far too dense. It defines way too many thing in a narrative paragraph structure without any fanfare. Going back and figuring out what everything you're reading means is a huge pain. It reads like a textbook written for people who already have a Ph.D. in arcane mathematics. People who are being reminded of things, rather than being taught things for the first time. But I don't imagine there are many options for a TDA book yet.

  I think with a course this advanced, there are better ways to encourage people to come to class than to not record lectures. Especially given how dense (and just bad) the book is. Reviewing just the notes with none of the audio, is still not very easy. If people are taking such a difficult, esoteric course, they are probably here to learn. This isn't freshman english. We need every resource we can get on this stuff.

  As a CSCI major with a fairly strong math background, I think this course should have it's prereqs bumped up a notch. On the CSCI side, I'm learning things now (in the tail end of CSCI 311) that would have made a lot of the earlier part of the semester a lot smoother. I don't know about the math majors.

  I had a sort of different mental image coming into the course than what we got. I don't know how much was my assumptions though. I feel

like the split between math and computer science was skewed pretty heavily toward math. It's a lot to digest. I feel like there must be some library out there that we could have covered a bit more to flesh out the programming and analysis aspects of the course without having to build everything from scratch to do it.

As it is now, I have a huge amount of esoteric math that I'm struggling to wrap my head around at all, let alone leverage for useful analysis. I was hoping to have another took in my data science toolbox, but I feel like I have a drawing of a tool I'd like to use, and the annotations are in a language I don't quite understand.

Some clearly worked examples that look like the assignment problems would be great. Going over upcoming assignments is nice, but the book really doesn't give us anything as far as approaches or examples to replicate. The notes from going over the upcoming assignments feel like specific hints, but sometimes it's a struggle to figure out exactly what we're supposed to be putting on a page.

Maybe a custom outline/summary/reference sheet to use with the book would help.

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

- Always helpful
- For teaching topological data analysis.
- Fun, interesting, and a really good book on a pretty hard topic!
- He dosent prepare you well to actually understand the homework or the core concepts of the class. I feel that you are expected to know a lot of content that has not been covered once. You are also expected to know python which was never taught to many students prior to this class. To add, python was not taught in this class at all. Students are completely left alone to learn a more advanced level of python on their own.
- I learned a good amount of topology, and overall the homework was very hard, but doable. I really wish we had focused more on data analysis though. Maybe in the future you could have assignments/projects that analyze a data set and get something meaningful out of it?
- Mattman is clearly excited about and interested in the topic. It's interesting and exciting stuff. He's also good about answering questions or going back over things when they don't make sense right away.
- The class is interesting and the lectures and homework work well for me to understand it.
- They made homework problems doable.

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

- N/A
- Thank you so much for teaching an extra session to David and I.
- This is the first time I've ever participated in a prototype course. It's exciting. I'll be interested to see how the course develops. Hopefully our input can help smooth out the rough edges.

  I really the statue hiding in the slab of marble here. It needs some chiseling, refining, and iteration. But I think this would be a great addition to the Data Science offerings for the University.

  It feels more like a 400 or 500 level class than a 300, and 3 units doesn't do it justice. It's some heavy stuff. CSCI folks should 100% take 311 before attempting it.