



Term: Fall 2020  
 Enrollment: 15  
 Eligible to Respond: 15  
 Response Count: 10  
 Response Rate: 66.67%

Class ID: [HONS3199.HN7.20F](#)  
 Title: Collegium V Honors Readings - Algebraic Combinatorics  
 School: Honors College  
 Instructor: [Nathan Williams](#)

### Course Experience for [hons3199.hn7.20f](#) - Collegium V Honors Readings - Algebraic Combinatorics

Evaluation Scale is <a href="#">5 Level Likert Item</a>	SD	D	N	A	SA	%/#	SD	D	N	A	SA	TOT	Summary Statistics	
	The course objectives were clearly defined.	0%	0%	0%	70%	30%	%	-	-	-	70%	30%	100%	M
						#	-	-	-	7	3	10	$\mu$	4.30
													$\sigma$	0.48
													N	10
The course was well organized.	0%	0%	0%	70%	30%	%	-	-	-	70%	30%	100%	M	<b>4.21</b>
						#	-	-	-	7	3	10	$\mu$	4.30
													$\sigma$	0.48
													N	10
Overall, the course was excellent.	0%	10%	0%	40%	50%	%	-	10%	-	40%	50%	100%	M	<b>4.50</b>
						#	-	1	-	4	5	10	$\mu$	4.30
													$\sigma$	0.95
													N	10

### Instructor Nathan Williams ([hons3199.hn7.20f](#))

Evaluation Scale is <a href="#">5 Level Likert Item</a>	SD	D	N	A	SA	%/#	SD	D	N	A	SA	TOT	Summary Statistics	
	The instructor was well prepared in the subject area.	0%	0%	0%	0%	100%	%	-	-	-	-	100%	100%	M
						#	-	-	-	-	10	10	$\mu$	5.00
													$\sigma$	0.00
													N	10
The instructor communicated information effectively.	0%	0%	10%	40%	50%	%	-	-	10%	40%	50%	100%	M	<b>4.50</b>
						#	-	-	1	4	5	10	$\mu$	4.40
													$\sigma$	0.70
													N	10
The instructor seemed genuinely interested in teaching.	0%	0%	0%	20%	80%	%	-	-	-	20%	80%	100%	M	<b>4.88</b>
						#	-	-	-	2	8	10	$\mu$	4.80
													$\sigma$	0.42
													N	10
The instructor provided timely feedback.	0%	0%	0%	10%	90%	%	-	-	-	10%	90%	100%	M	<b>4.94</b>
						#	-	-	-	1	9	10	$\mu$	4.90
													$\sigma$	0.32
													N	10
The instructor was accessible outside of class.	0%	0%	0%	20%	80%	%	-	-	-	20%	80%	100%	M	<b>4.88</b>
						#	-	-	-	2	8	10	$\mu$	4.80
													$\sigma$	0.42
													N	10

The instructor evaluated students fairly.						<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>-</td><td>20%</td><td>80%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>-</td><td>2</td><td>8</td><td>10</td></tr> </table>			%	-	-	-	20%	80%	100%	#	-	-	-	2	8	10	<table border="1"> <tr><td>M</td><td><b>4.88</b></td></tr> <tr><td><math>\mu</math></td><td>4.80</td></tr> <tr><td><math>\sigma</math></td><td>0.42</td></tr> <tr><td>N</td><td>10</td></tr> </table>		M	<b>4.88</b>	$\mu$	4.80	$\sigma$	0.42	N	10
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Overall, this instructor was excellent.						<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>-</td><td>20%</td><td>80%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>-</td><td>2</td><td>8</td><td>10</td></tr> </table>			%	-	-	-	20%	80%	100%	#	-	-	-	2	8	10	<table border="1"> <tr><td>M</td><td><b>4.88</b></td></tr> <tr><td><math>\mu</math></td><td>4.80</td></tr> <tr><td><math>\sigma</math></td><td>0.42</td></tr> <tr><td>N</td><td>10</td></tr> </table>		M	<b>4.88</b>	$\mu$	4.80	$\sigma$	0.42	N	10
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### Student Experience for [hons3199.hn7.20f](#) - Collegium V Honors Readings - Algebraic Combinatorics

Evaluation Scale is <a href="#">5 Level Likert Item</a>	SD	D	N	A	SA	%/#	SD	D	N	A	SA	TOT	Summary Statistics	
													M	$\mu$

I was free to ask questions and express my opinions and ideas.						<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>-</td><td>20%</td><td>80%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>-</td><td>2</td><td>8</td><td>10</td></tr> </table>			%	-	-	-	20%	80%	100%	#	-	-	-	2	8	10	<table border="1"> <tr><td>M</td><td><b>4.88</b></td></tr> <tr><td><math>\mu</math></td><td>4.80</td></tr> <tr><td><math>\sigma</math></td><td>0.42</td></tr> <tr><td>N</td><td>10</td></tr> </table>		M	<b>4.88</b>	$\mu$	4.80	$\sigma$	0.42	N	10
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M	<b>4.88</b>																															
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My performance was evaluated fairly.						<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>-</td><td>30%</td><td>70%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>-</td><td>3</td><td>7</td><td>10</td></tr> </table>			%	-	-	-	30%	70%	100%	#	-	-	-	3	7	10	<table border="1"> <tr><td>M</td><td><b>4.79</b></td></tr> <tr><td><math>\mu</math></td><td>4.70</td></tr> <tr><td><math>\sigma</math></td><td>0.48</td></tr> <tr><td>N</td><td>10</td></tr> </table>		M	<b>4.79</b>	$\mu$	4.70	$\sigma$	0.48	N	10
	%	-	-	-	30%	70%	100%																									
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M	<b>4.79</b>																															
$\mu$	4.70																															
$\sigma$	0.48																															
N	10																															

I discussed ideas from this course with others outside the classroom.						<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>10%</td><td>50%</td><td>40%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>1</td><td>5</td><td>4</td><td>10</td></tr> </table>			%	-	-	10%	50%	40%	100%	#	-	-	1	5	4	10	<table border="1"> <tr><td>M</td><td><b>4.30</b></td></tr> <tr><td><math>\mu</math></td><td>4.30</td></tr> <tr><td><math>\sigma</math></td><td>0.67</td></tr> <tr><td>N</td><td>10</td></tr> </table>		M	<b>4.30</b>	$\mu$	4.30	$\sigma$	0.67	N	10
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This course has been (or will be) of value to me.						<table border="1"> <tr><td>%</td><td>10%</td><td>-</td><td>20%</td><td>30%</td><td>40%</td><td>100%</td></tr> <tr><td>#</td><td>1</td><td>-</td><td>2</td><td>3</td><td>4</td><td>10</td></tr> </table>			%	10%	-	20%	30%	40%	100%	#	1	-	2	3	4	10	<table border="1"> <tr><td>M</td><td><b>4.17</b></td></tr> <tr><td><math>\mu</math></td><td>3.90</td></tr> <tr><td><math>\sigma</math></td><td>1.29</td></tr> <tr><td>N</td><td>10</td></tr> </table>		M	<b>4.17</b>	$\mu$	3.90	$\sigma$	1.29	N	10
	%	10%	-	20%	30%	40%	100%																									
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M	<b>4.17</b>																															
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This course inspired me to learn more.						<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>20%</td><td>20%</td><td>60%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>2</td><td>2</td><td>6</td><td>10</td></tr> </table>			%	-	-	20%	20%	60%	100%	#	-	-	2	2	6	10	<table border="1"> <tr><td>M</td><td><b>4.67</b></td></tr> <tr><td><math>\mu</math></td><td>4.40</td></tr> <tr><td><math>\sigma</math></td><td>0.84</td></tr> <tr><td>N</td><td>10</td></tr> </table>		M	<b>4.67</b>	$\mu$	4.40	$\sigma$	0.84	N	10
	%	-	-	20%	20%	60%	100%																									
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### Comments - Access to comments is restricted. You have permission to view comments

What aspects of this course should remain the same?	1.	During the weeks I presented the topic, I had to deeply understand the topic in order to teach it.
	2.	I like the format of the course, where a group presented the assigned reading for each week.
	3.	This course challenged my ability to understand difficult concepts, while at the same time encouraging me to learn on my own. Overall, this course was excellent.
	4.	The weekly discussions and the presentation format were great.
	5.	Presentation from students
	6.	The "essence" of the class - Dr. Williams and the goal of focusing on curiosity and a taste of combinatorics.
	7.	I loved the enthusiasm of Dr. Williams for the course material. And I loved the fact that we had a concrete goal for this class: to understand Algebraic Combinatorics to be able to attend the conference and to some degree understand the presentations in the conference.

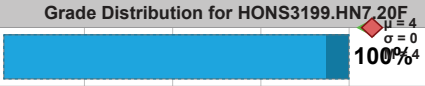
What aspects of this course need improvement?	1.	Although student groups teaching the topic
	2.	I think there needs to be a recommendation to have taken higher level related math classes at registration. I have only taken calculus, which is very different from the material in this class, and I struggled. It was like learning in a foreign language.

3. The lectures sometimes felt confusing, since the concepts were new to me personally. A quick recap or a slightly slower pace would help greatly. The class was great otherwise.
4. I think the course is a bit too ambitious. A lot of ideas from the subject are "dumbed down" so that students with little background can understand, but I don't think that worked out well for everything, and it ended up making the explanation a bit incoherent. Since a lot of the materials are tied together, I think people end up not understanding things as a whole.
5. Requiring discrete math, linear algebra, and multivariable calculus as prerequisites (especially discrete math).
6. Besides having students do the presentation, I would have loved to have maybe some practice problems or such for students who didn't have to do presentations that week so that others can get a better understanding of it by practice, instead of by just listening, especially because student presentations are sometimes not the best at transmitting information in the best and most clear way possible.

Additional comments:

1. Dr. Williams definitely has a lot of experience in combinatorics and was always willing to answer extra questions after and outside of class. This was particularly helpful to those without previous experience in combinatorics! Very genuine teacher who wants his students to find joy in the essence of mathematics.

### Class Grade Distribution (HONS3199.HN7.20F)

	-	•	+	#	Grade Distribution for HONS3199.HN7.20F
<b>A</b>	0	14	1	15	 $\mu = 4$ $\sigma = 0$ <b>100%</b>
<b>B</b>	0	0	0	0	0%
<b>C</b>	0	0	0	0	0%
<b>D</b>	0	0	0	0	0%
<b>F</b>	-	0	-	0	0%
<b>W*</b>	-	0	-	0	0%
Letter Grade Count: 15					<div style="display: flex; justify-content: space-around; font-size: small;"> <span>25%</span> <span>50%</span> <span>75%</span> <span>100%</span> </div>

class  
**GPA**      **4**

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**DF %**      **0%**

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**WDF %**      **0%**

Report URL: [go.utdallas.edu/eval/hons3199.hn7.20f](https://go.utdallas.edu/eval/hons3199.hn7.20f)  
 Report PDF: [go.utdallas.edu/eval/hons3199.hn7.20f/pdf](https://go.utdallas.edu/eval/hons3199.hn7.20f/pdf)  
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 Cache: 2022-12-03 15:09:39

Contact the Provost's Technology Group to verify authenticity: [ptg@utdallas.edu](mailto:ptg@utdallas.edu)

