



Term: Fall 2021  
 Enrollment: 30  
 Eligible to Respond: 30  
 Response Count: 11  
 Response Rate: 36.67%

Class ID: [MATH3315.001.21F](#)  
 Title: Discrete Mathematics and Combinatorics  
 School: School of Natural Sciences and Mathematics  
 Instructor: [Nathan Williams](#)

### Course Experience for math3315.001.21f - Discrete Mathematics and 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%	0%	100%	%	-	-	-	-	100%	100%	M
						#	-	-	-	-	11	11	$\mu$	5.00
													$\sigma$	0.00
													N	11
The course was well organized.	0%	0%	0%	9%	91%	%	-	-	-	9%	91%	100%	M	<b>4.95</b>
						#	-	-	-	1	10	11	$\mu$	4.91
													$\sigma$	0.30
													N	11
Overall, the course was excellent.	0%	0%	0%	18%	82%	%	-	-	-	18%	82%	100%	M	<b>4.89</b>
						#	-	-	-	2	9	11	$\mu$	4.82
													$\sigma$	0.40
													N	11

### Instructor Nathan Williams (math3315.001.21f)

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
						#	-	-	-	-	11	11	$\mu$	5.00
													$\sigma$	0.00
													N	11
The instructor communicated information effectively.	0%	0%	0%	9%	91%	%	-	-	-	9%	91%	100%	M	<b>4.95</b>
						#	-	-	-	1	10	11	$\mu$	4.91
													$\sigma$	0.30
													N	11
The instructor seemed genuinely interested in teaching.	0%	0%	0%	0%	100%	%	-	-	-	-	100%	100%	M	<b>5.00</b>
						#	-	-	-	-	11	11	$\mu$	5.00
													$\sigma$	0.00
													N	11
The instructor provided timely feedback.	0%	0%	9%	18%	73%	%	-	-	9%	18%	73%	100%	M	<b>4.81</b>
						#	-	-	1	2	8	11	$\mu$	4.64
													$\sigma$	0.67
													N	11
The instructor was accessible outside of class.	0%	0%	0%	9%	91%	%	-	-	-	9%	91%	100%	M	<b>4.95</b>
						#	-	-	-	1	10	11	$\mu$	4.91
													$\sigma$	0.30
													N	11

The instructor evaluated students fairly.						$M = 5.00$ $\mu = 5.00$ $\sigma = 0.00$		<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>-</td><td>-</td><td>11</td><td>11</td></tr> </table>		%	-	-	-	-	100%	100%	#	-	-	-	-	11	11	<table border="1"> <tr><td>M</td><td><b>5.00</b></td></tr> <tr><td><math>\mu</math></td><td>5.00</td></tr> <tr><td><math>\sigma</math></td><td>0.00</td></tr> <tr><td>N</td><td>11</td></tr> </table>		M	<b>5.00</b>	$\mu$	5.00	$\sigma$	0.00	N	11
	%	-	-	-	-	100%	100%																										
#	-	-	-	-	11	11																											
M	<b>5.00</b>																																
$\mu$	5.00																																
$\sigma$	0.00																																
N	11																																

Overall, this instructor was excellent.						$M = 5.00$ $\mu = 5.00$ $\sigma = 0.00$		<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>-</td><td>-</td><td>11</td><td>11</td></tr> </table>		%	-	-	-	-	100%	100%	#	-	-	-	-	11	11	<table border="1"> <tr><td>M</td><td><b>5.00</b></td></tr> <tr><td><math>\mu</math></td><td>5.00</td></tr> <tr><td><math>\sigma</math></td><td>0.00</td></tr> <tr><td>N</td><td>11</td></tr> </table>		M	<b>5.00</b>	$\mu$	5.00	$\sigma$	0.00	N	11
	%	-	-	-	-	100%	100%																										
#	-	-	-	-	11	11																											
M	<b>5.00</b>																																
$\mu$	5.00																																
$\sigma$	0.00																																
N	11																																

### Student Experience for math3315.001.21f - Discrete Mathematics and Combinatorics

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

I was free to ask questions and express my opinions and ideas.						$M = 4.82$ $\mu = 4.82$ $\sigma = 0.60$		<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>9%</td><td>-</td><td>91%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>1</td><td>-</td><td>10</td><td>11</td></tr> </table>		%	-	-	9%	-	91%	100%	#	-	-	1	-	10	11	<table border="1"> <tr><td>M</td><td><b>4.95</b></td></tr> <tr><td><math>\mu</math></td><td>4.82</td></tr> <tr><td><math>\sigma</math></td><td>0.60</td></tr> <tr><td>N</td><td>11</td></tr> </table>		M	<b>4.95</b>	$\mu$	4.82	$\sigma$	0.60	N	11
	%	-	-	9%	-	91%	100%																										
#	-	-	1	-	10	11																											
M	<b>4.95</b>																																
$\mu$	4.82																																
$\sigma$	0.60																																
N	11																																

My performance was evaluated fairly.						$M = 5.00$ $\mu = 5.00$ $\sigma = 0.00$		<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>-</td><td>-</td><td>11</td><td>11</td></tr> </table>		%	-	-	-	-	100%	100%	#	-	-	-	-	11	11	<table border="1"> <tr><td>M</td><td><b>5.00</b></td></tr> <tr><td><math>\mu</math></td><td>5.00</td></tr> <tr><td><math>\sigma</math></td><td>0.00</td></tr> <tr><td>N</td><td>11</td></tr> </table>		M	<b>5.00</b>	$\mu$	5.00	$\sigma$	0.00	N	11
	%	-	-	-	-	100%	100%																										
#	-	-	-	-	11	11																											
M	<b>5.00</b>																																
$\mu$	5.00																																
$\sigma$	0.00																																
N	11																																

I discussed ideas from this course with others outside the classroom.						$M = 4.55$ $\mu = 4.55$ $\sigma = 1.04$		<table border="1"> <tr><td>%</td><td>-</td><td>9%</td><td>9%</td><td>-</td><td>82%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>1</td><td>1</td><td>-</td><td>9</td><td>11</td></tr> </table>		%	-	9%	9%	-	82%	100%	#	-	1	1	-	9	11	<table border="1"> <tr><td>M</td><td><b>4.89</b></td></tr> <tr><td><math>\mu</math></td><td>4.55</td></tr> <tr><td><math>\sigma</math></td><td>1.04</td></tr> <tr><td>N</td><td>11</td></tr> </table>		M	<b>4.89</b>	$\mu$	4.55	$\sigma$	1.04	N	11
	%	-	9%	9%	-	82%	100%																										
#	-	1	1	-	9	11																											
M	<b>4.89</b>																																
$\mu$	4.55																																
$\sigma$	1.04																																
N	11																																

This course has been (or will be) of value to me.						$M = 4.73$ $\mu = 4.73$ $\sigma = 0.47$		<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>-</td><td>27%</td><td>73%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>-</td><td>3</td><td>8</td><td>11</td></tr> </table>		%	-	-	-	27%	73%	100%	#	-	-	-	3	8	11	<table border="1"> <tr><td>M</td><td><b>4.81</b></td></tr> <tr><td><math>\mu</math></td><td>4.73</td></tr> <tr><td><math>\sigma</math></td><td>0.47</td></tr> <tr><td>N</td><td>11</td></tr> </table>		M	<b>4.81</b>	$\mu$	4.73	$\sigma$	0.47	N	11
	%	-	-	-	27%	73%	100%																										
#	-	-	-	3	8	11																											
M	<b>4.81</b>																																
$\mu$	4.73																																
$\sigma$	0.47																																
N	11																																

This course inspired me to learn more.						$M = 4.55$ $\mu = 4.55$ $\sigma = 0.69$		<table border="1"> <tr><td>%</td><td>-</td><td>-</td><td>9%</td><td>27%</td><td>64%</td><td>100%</td></tr> <tr><td>#</td><td>-</td><td>-</td><td>1</td><td>3</td><td>7</td><td>11</td></tr> </table>		%	-	-	9%	27%	64%	100%	#	-	-	1	3	7	11	<table border="1"> <tr><td>M</td><td><b>4.71</b></td></tr> <tr><td><math>\mu</math></td><td>4.55</td></tr> <tr><td><math>\sigma</math></td><td>0.69</td></tr> <tr><td>N</td><td>11</td></tr> </table>		M	<b>4.71</b>	$\mu$	4.55	$\sigma$	0.69	N	11
	%	-	-	9%	27%	64%	100%																										
#	-	-	1	3	7	11																											
M	<b>4.71</b>																																
$\mu$	4.55																																
$\sigma$	0.69																																
N	11																																

### Comments - Access to comments is restricted. You have permission to view comments

What aspects of this course should remain the same?	<ol style="list-style-type: none"> <li>The professor was very very very interesting. His humor made the class less boring. He should remain the same</li> <li>The homeworks were challenging and informative, and I appreciated the take-home aspect of the exams. Professor Williams was an excellent professor, and I really enjoyed attending class/watching the recordings (having the flexibility of recordings was also very nice).</li> <li>The professor is amazing. It's clear that he has a passion for teaching and wants to share the world of math with us. I loved the puzzles he gave us to demonstrate mathematical concepts, and the homework is a reflection of it; it feels less like I'm working through math problems with formulas and more like a puzzle that I need to solve.</li> <li>This was probably my favorite class this semester. I thoroughly enjoyed the subject matter that was taught, and I thought that Professor Williams made the lectures more engaging than other mathematics professors whose classes I have taken.</li> <li>All aspects of the course were fine</li> </ol>
What aspects of this course need improvement?	<ol style="list-style-type: none"> <li>The professor should be more confident in his teaching abilities, because he criticizes himself when he doesn't deserve criticism.</li> </ol>

2. The grades are taking a lot longer than expected to be recorded into the grade book due to the fact that he may not have a TA. but one month to grade a take home exam is a little long.
3. Nothing comes to mind, to be honest.
4. I cannot think of an improvement.
5. more opportunity to practice what was discussed in class/connect
6. None

Additional comments:

1. This class was one of the most interesting class for me this semester. The class is filled with riddles and brain teasers that stimulated me and helped me to learn better.
2. N/A
3. This was a great class.

### Class Grade Distribution (MATH3315.001.21F)

	-	•	+	#	Grade Distribution for MATH3315.001.21F
<b>A</b>	7	11	6	24	80%
<b>B</b>	1	1	2	4	13.33%
<b>C</b>	0	0	1	1	3.33%
<b>D</b>	0	0	0	0	0%
<b>F</b>	-	0	-	0	0%
<b>W*</b>	-	0	-	1	3.33%
Letter Grade Count: 29					25%    50%    75%    100%

class  
GPA 3.74

DF % 0%

WDF % 3.33%

Report URL: [go.utdallas.edu/eval/math3315.001.21f](https://go.utdallas.edu/eval/math3315.001.21f)  
 Report PDF: [go.utdallas.edu/eval/math3315.001.21f/pdf](https://go.utdallas.edu/eval/math3315.001.21f/pdf)  
 Enrollment: 30  
 Cache: 2022-12-03 15:14:39

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

