

IOWA STATE UNIVERSITY  
OF SCIENCE AND TECHNOLOGY

To: Bernard Lidicky  
Personal and Confidential

MATH Survey Evaluation Results for 2016 Fall

Bernard Lidicky,

In the attachment you will find the evaluation results of the survey MATH\_-  
GroupingXX-MATH-F16-165\_23-28-Lidicky.

If you have questions or comments contact your Class Climate MATH Administrator  
or email [course-evaluation@iastate.edu](mailto:course-evaluation@iastate.edu)

- ISU MATH Online Course Evaluation Administrator

# Bernard Lidicky

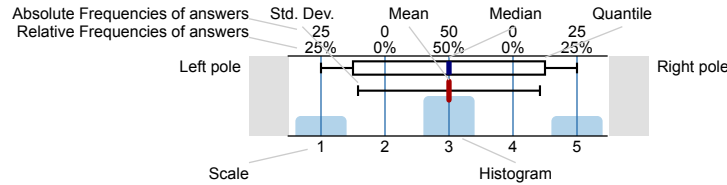
MATH\_-GroupingXX-MATH-F16-165\_23-28-Lidicky (MATH\_-GroupingXX-MATH-F16-165\_23-28-Lidicky) LEC  
Lecture3



No. of course participants = 160  
No. of responses = 136  
Response Rate: 85%

## Legend

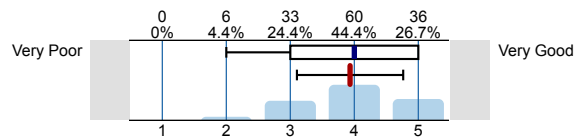
Question text



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

### 1. Overall Instructor (REQUIRED)

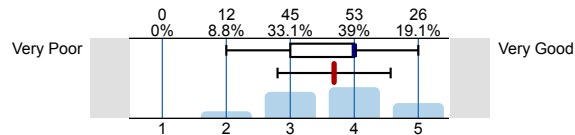
1.1) Overall rating of this instructor



n=135  
av.=3.93  
md=4  
dev.=0.83

### 2. Overall Course (REQUIRED)

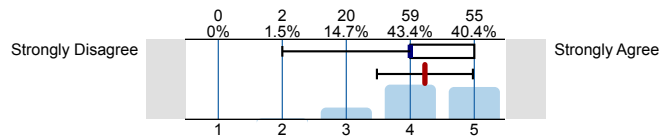
2.1) Overall rating of this course



n=136  
av.=3.68  
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dev.=0.88

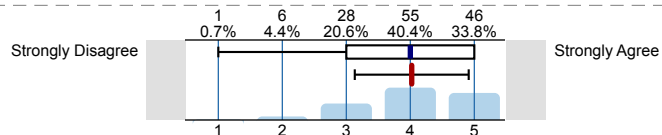
### 3. About Instructor

3.1) The instructor was sufficiently prepared to present and discuss the course material.



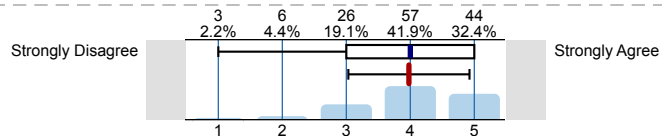
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md=4  
dev.=0.75

3.2) The instructor wrote clearly and used the board and/or visual equipment effectively.



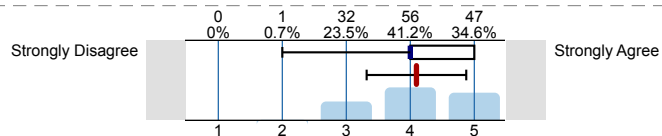
n=136  
av.=4.02  
md=4  
dev.=0.89

3.3) The instructor encouraged questions and responded well to them.



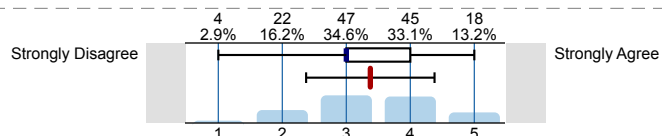
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av.=3.98  
md=4  
dev.=0.95

3.4) The instructor was available during office hours.

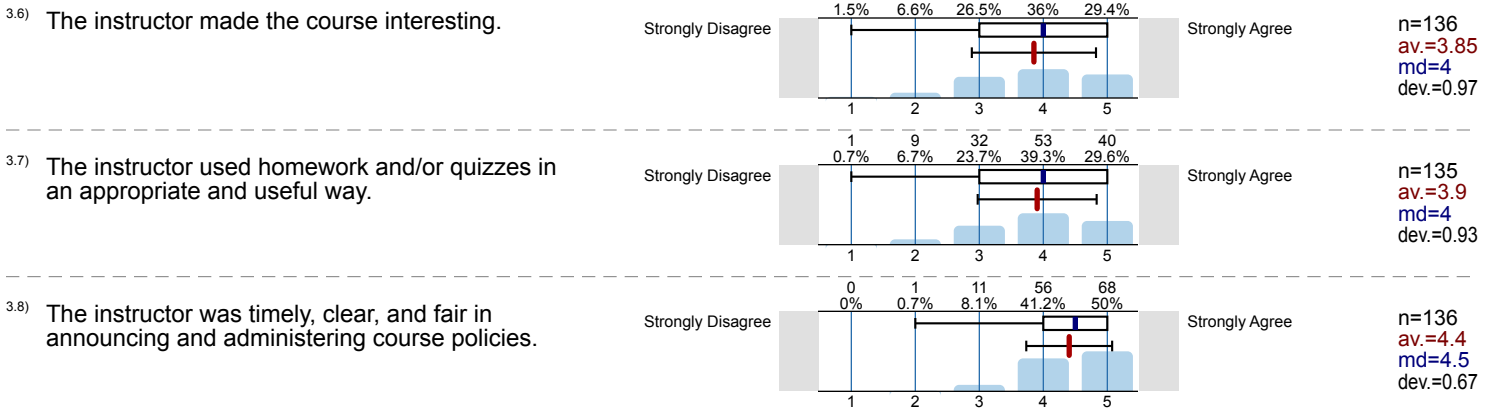


n=136  
av.=4.1  
md=4  
dev.=0.78

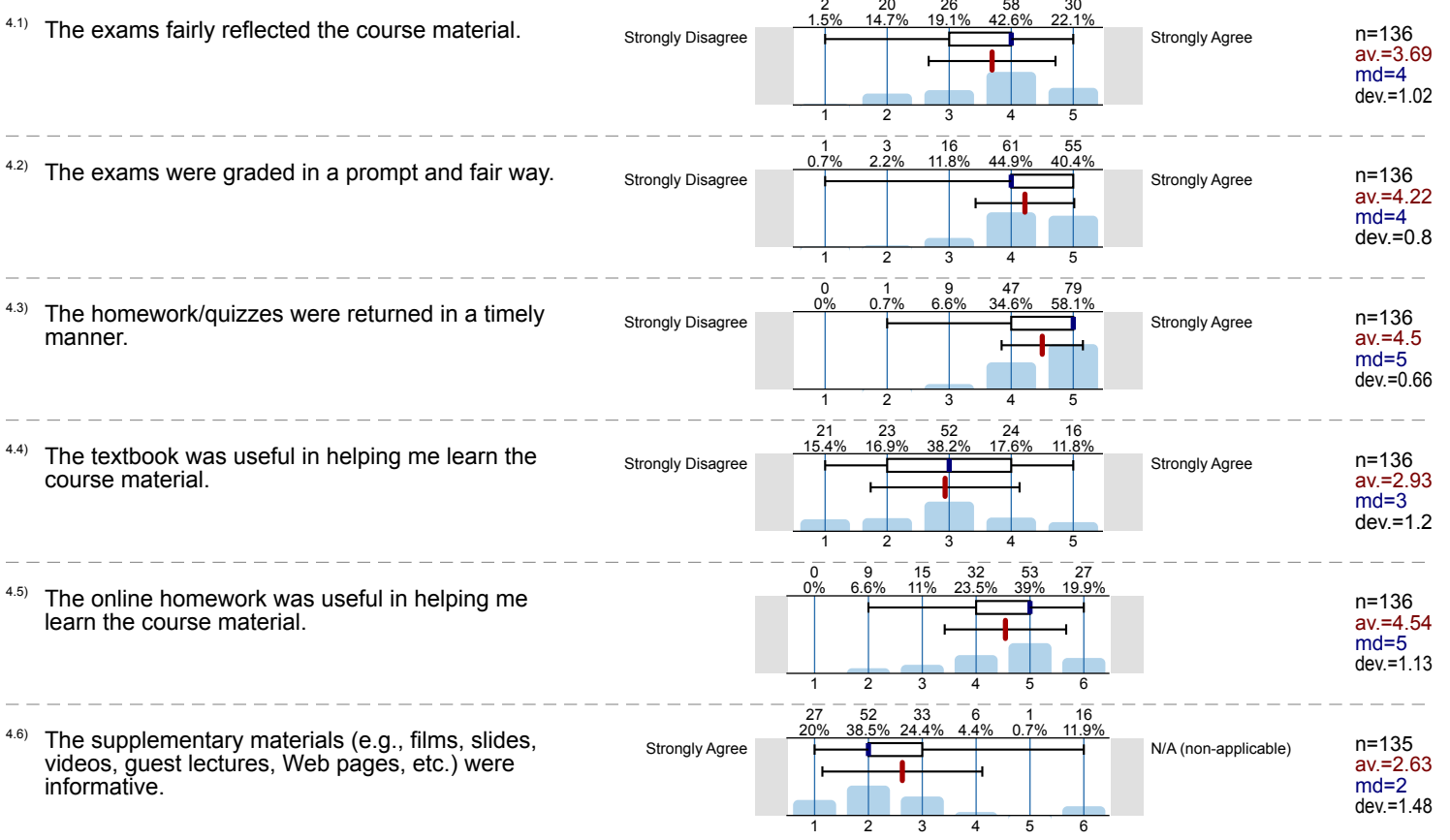
3.5) The instructor was clear and understandable.



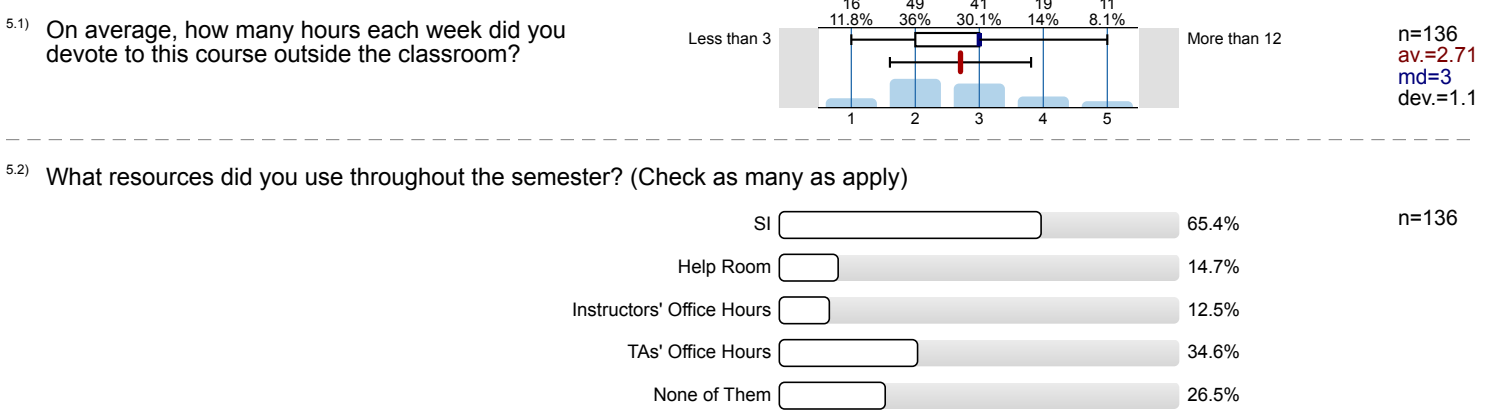
n=136  
av.=3.38  
md=3  
dev.=1



4. About Course



5. About You



5.3) Which ones were beneficial to you? Which ones were not? Please explain below:

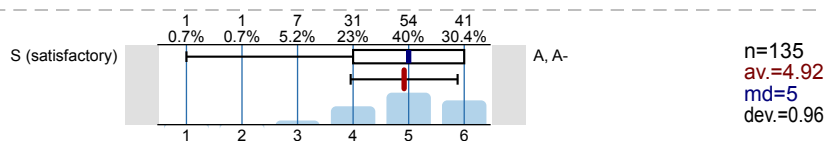
- All were beneficial. It is very difficult to do well in this class by yourself, at least for me, I needed help.
- All were helpful
- Asking my TA for quiz assistance has been extremely helpful to my grade. I also have found the SI sessions helpful in mastering material I didn't completely understand.
- Did not attend
- Didn't use. I should have however
- Every resource I went to was helpful. However, 5\$3 office hours have been the most impactful.
- Everyone should be.
- Everything I used was beneficial.
- Help room and office hours helped me the most.
- Help room help me to know how to solve the quiz questions.
- Help room is very helpful.
- I did not feel the TA I saw cared much about me or my success. I only showed up once and never again.
- I did not go to professor office hours because I thought my questions weren't good enough to be asking so I would wait till SI.
- I did not use any of the resources this semester.
- I did not use any of them.
- I did not utilize any of these resources simply because coming into college i was very lazy. I am currently a freshman and in highschool i was used to not having to work for any of the grades i got because everything was so easy.
- I didn't use any of them
- I didnt try them
- I feel the SI is beneficial.
- I had a tutor session that was very beneficial
- I happened to get the e-mail of my TA and he did a very good job in explaining and helping me with questions that I had.
- I only went to SI once it wasn't super beneficial because not everyone works the same pace. TA's office hours were very beneficial to men
- I wanted help from others besides my professor, not cause I don't like my professor but because I want a different approach to things at times. I went to the TA's office hours.
- SI and TA office hours were extremely helpful. Thank you so much for making these resources available.
- SI and help room helped me learn what i didn't understand
- SI because it was the only one I used.
- SI because we went over problems we might see on the exams.
- SI helped a lot for test prep. Awesome study environment
- SI helped but sometimes the SI instructor wasn't sure about the content of tests.
- SI is very helpful
- SI seemed to only be helpful during test prep
- SI sessions were helpful before exams. The review exams would help me lock in the subject matter that would be on the exam (getting the general idea for solving problems)...
- SI was a good resource because it allowed me to realize my weak areas and focus on those when it came time to studying.

- SI was a helpful resource, and prepared me well for tests and quizzes.
- SI was beneficial because it helped give more examples that were different from in class.
- SI was beneficial to me but I regret never going into office hours
- SI was but the others were not
- SI was helpful because we went through example problems and it offers more practice.
- SI was helpful for the midterm.
- SI was helpful, concepts and problems were explained better than in class
- SI was very beneficial
- SI was very beneficial before the test because it helped explain what areas or topics would most likely be on the test and if I had questions or didn't understand it, it was explained.
- SI was very helpful as it went more in-depth over course topics in an understandable way.
- Si (2 Counts)
- Si because it had a review packet
- Si helped a lot
- Si was helpful before exams sometimes.
- Some of the TA's were helpful while others weren't
- Supplemental instruction was extremely helpful to me, and they helped me understand the course material better.
- TA OFFICE HOURS
- TA office hours for help on quiz questions every week
- TA'S office hours, SI, and most importantly the graduate students office hours.
- TA's Office hours were beneficial to help me study for the quizzes
- TA's office hours because he has less people to teach so he knows you personally. SI was not beneficial because they tried to teach multiple classes at once even tho they weren't the same instructor or the same material.
- TA's office hours helped me greatly on the quizzes
- The SI and Ta's office hours helped study information and learn how to do certain problems for the future tests.
- The SI helped but was not beneficial to me. I regret not using office hours to my advantage more so than what I used.
- The SI review sessions before exams were somewhat beneficial because they helped me find out what was specifically going to be on the exam.
- The SI session were ok, but since the instructor had to work around two different professors who were teaching the course, it was a little annoying that she couldn't help with what I needed extra help on from my section.
- The SI sessions and TA office hours were very beneficial!!!
- The SI sessions worked very well, especially the test reviews.
- The SI test review sessions were too long - they did not use time efficiently. The TAs were helpful
- The TA Office Hours were the most beneficial to me. It became almost a daily ritual for me to visit multiple TA's a day to try and get a better understanding of the information. The SI sessions were particularly useful for exam reviews. Highlighting the necessities and often passing down tips and hints for the upcoming exam.
- The TA's office hours were helpful.
- The help button on the HW helped me the most
- They are all beneficial.
- Tutoring and SI were helpful, it provided a small classroom setting. Any "on the spot" questions were answered immediately and more

examples were given.

- Went to SI once because I missed a class, but they were behind so it didn't help me
- Wumaier is very good at explaining step-by-step processes of difficult questions
- i did not use the resources provided
- si helped a lot
- ta's office hours and si were the most beneficial

5.4) What grade do you expect from this course?



## 6. Other

6.1) Additional Comments

- I relied mostly on looking up online examples in order to understand how to compute problems. If I was only to use the book and the given course materials, I would have failed most definitely. The best resource was the practice exams and the answers to their problems, nothing else was very helpful.
- A cool guy, but not the easiest to understand... I'm not talking about his accent either, just how he teaches
- Almost no new information was learned during this class. (More of a fault on my adviser than my professor)
- Assign more homework problems that are required
- Dr. Lidicky always made math as fun as it could probably be. His jokes always killed and I loved the smiley faces he would draw on the graphs of our exam scores.
- Examples learned in class should reflect the questions seen on exams, to help prepare students more.
- Funny character!
- Great course, great TAs, great instructor. You go, Bernard.
- Happy Holidays!
- I can not think of anything to comment on.
- I didn't feel that the quizzes helped me learn the concepts or prepare for the tests.
- I enjoyed the enthusiasm from Mr. Lidicky and wish him the best of luck in the future!
- I fucked up in this class
- I have taken Calculus I before. In that class, the exams were based strictly off of problems similar to what we had done before and therefore did not require a curve because those students who understood the material did well. In this class, even if you understood the material well, the tests were still next to impossible. I just don't understand how a test which requires to be curved by more than 30% is a good test of what you have learned.
- I really like Bernard as a teacher, he's super funny and makes the class interesting to go to. Some people say it's a little hard to understand him but I've never had an issue understanding him.
- I think Mr. Lidicky does a decent job of teaching the material and explaining the reasoning behind why we do things.
- I wish there were the same type of problems on the tests like there were on the practice tests. They did not really prepare me as well as I thought they would for the actual test, since the type of problems were different.
- I would prefer homework assignments be due Saturday night, rather than Friday night. Most of the time proofs were shown, although they were occasionally (rarely) skipped. If possible, always show the proofs.
- I'm hoping with all my hard work and hours put in I'll get a B- or B but it looks like I'll get a C+
- Instructor is hard to understand with his accent at first. However, after coming to lecture it becomes easier and easier to understand him.

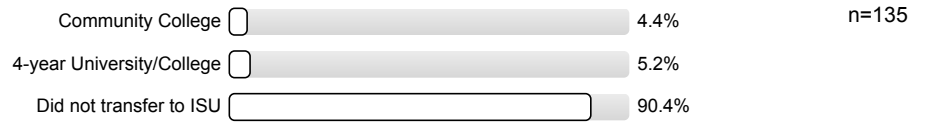
- My grade in this class will not be that great, but it won't be because of the instructors, it will be because of my lack of time devoted to this class outside the classroom.
- N/A
- None.
- Overall not a bad class, ran well and was organized.
- Overall you were probably one of my favorite instructors this year. You always had an exciting and engaged attitude about everything and was very friendly and open to talk and help students. I know a lot of people will probably complain about not being able to understand you but after paying attention for a few days i was able to make out every word. Keep doing what you're doing because it's great!
- Teacher was very understanding and helpful when help was needed. I think it was very fairly graded.
- The class was good and fun not great to take the exams though.
- The course is very well constructed, but it quickly becomes overwhelming with the work load and pressure. For many STEM majors this could be considered an entry level college course since many STEM majors require you pass this course with a C- before moving forward with other courses, i.e. physics. This is where it becomes frustrating. I'm not so much disgruntled, but disheartened about math after taking this course. The workload design itself is not so much the issue, homework every week and a mini-quiz every week are acceptable to establish repetition and understanding, but the enhanced difficulty of the quizzes and exams themselves is where the issues begin to arise (and hearing various TA's comment on the difficulty of the quizzes and exams further highlights the existence of an enhanced difficulty). Theory given in lectures do little to help understand quiz problems, and provide minimal value for understanding the exam problems. I am aware that a few students found this course easy, but those are the few, and the course should not be designed to challenge them. This is the feeling you get though when you see the quiz and exam problems. This course feels highly focused for a math major, rather than a course that progresses the rest of the majority along in their respective STEM majors.
- The exams did not reflect what we learned in class well at all. The problems on the exams were way more complicated than any problem we had ever done. Even on the practice tests/
- The exams were tougher than the problems we learned the concept with, and often incorporated things that were not discussed in-depth.
- The instructor was hard to understand because of his accent at first but after about a week there were no problems. The quizzes were frustrating but helpful in preparing for the exams.
- The instructors heavy accent made the course a little more challenging than it should have been but eventually you get used to it.
- The quizzes are really hard.
- This class was challenging, but overall enjoyable to study and work for. I've never really enjoyed math too much, so this class was a pleasant surprise.
- This was a fantastic course, and I feel thoroughly prepared for the rest of my college math courses. Professor Lidicky makes the information fun and I enjoyed it very much!
- Would be helpful to have the schedule out sooner for which professors are teaching which section for the following term.
- You explained that the purpose of the quizzes is to test our knowledge of the material so that we know if we have mastered it. If that is true, then it isn't helpful to have a quiz on Thursday and then take a test the next day. This only is true for 4 quizzes but those quizzes didn't help us because we didn't know if we truly understood the material since we didn't get the quiz back until after we took the test.
- Your accent is hard to understand at times but it is adorable
- instructor tries hard to speak clearly but cannot be understood all the time. I like how Professor Lidicky implemented the quizzes because they did help me learn the material but i though the exam questions were much harder than any quiz, homework, or class question. I think if they were closer in difficulty that would really help with understanding the material.
- none (2 Counts)

7. Demographic (REQUIRED) - These questions are only requested for research purposes. They will not be associated with you individually and will not be disclosed to the instructor. An answer is required for both questions.

7.1) Gender



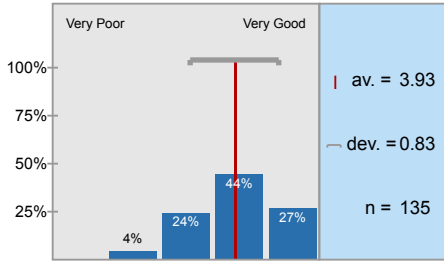
7.2) From what type of college/university did you transfer?



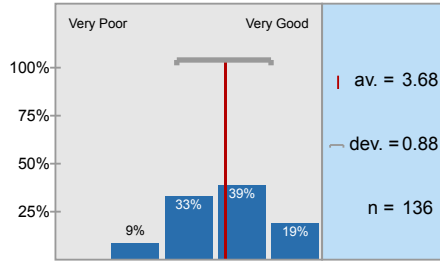


Histogram for scaled questions

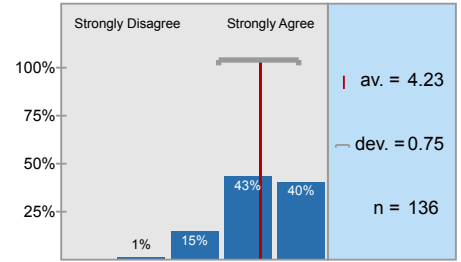
Overall rating of this instructor



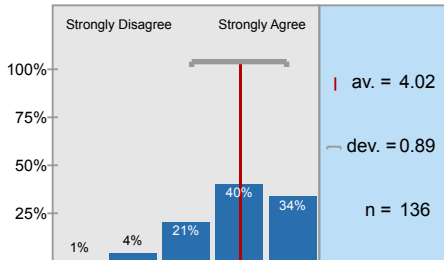
Overall rating of this course



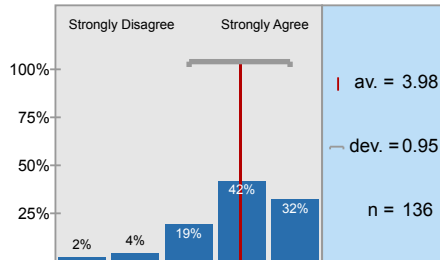
The instructor was sufficiently prepared to present and discuss the course material.



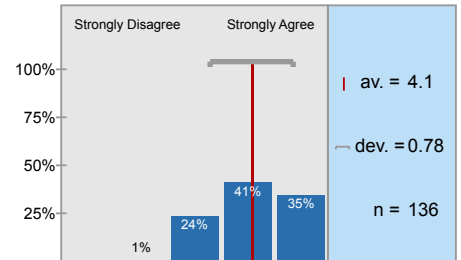
The instructor wrote clearly and used the board and/or visual equipment effectively.



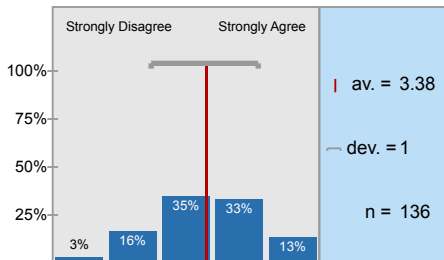
The instructor encouraged questions and responded well to them.



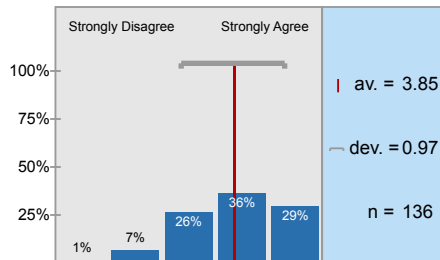
The instructor was available during office hours.



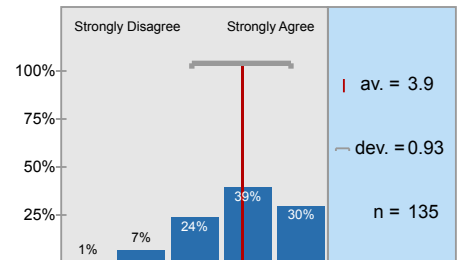
The instructor was clear and understandable.



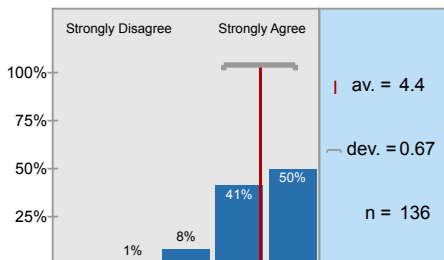
The instructor made the course interesting.



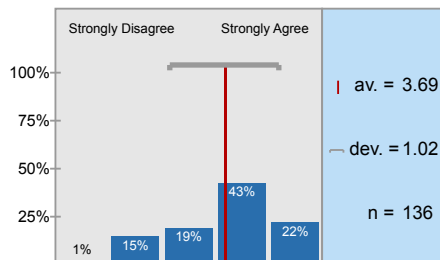
The instructor used homework and/or quizzes in an appropriate and useful way.



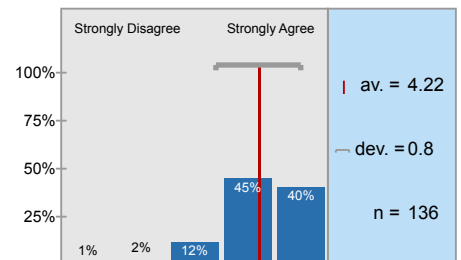
The instructor was timely, clear, and fair in announcing and administering course policies.



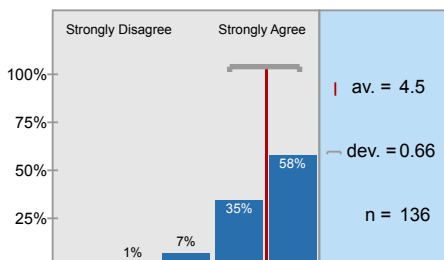
The exams fairly reflected the course material.



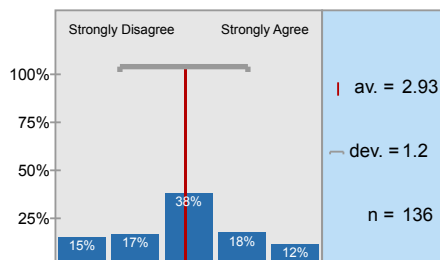
The exams were graded in a prompt and fair way.



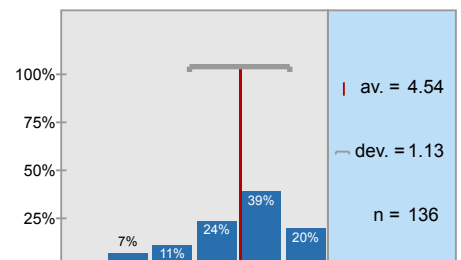
The homework/quizzes were returned in a timely manner.



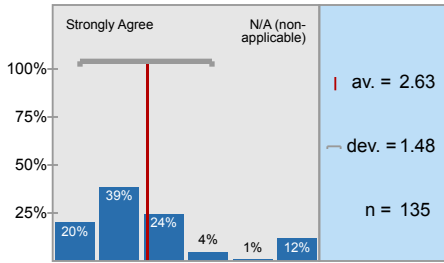
The textbook was useful in helping me learn the course material.



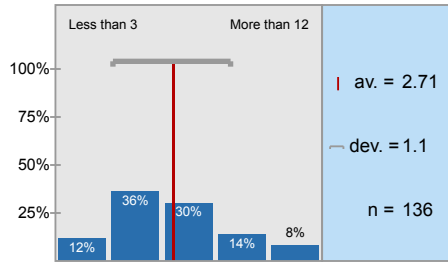
The online homework was useful in helping me learn the course material.



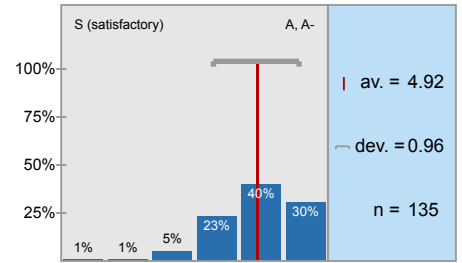
The supplementary materials (e.g., films, slides, videos, guest lectures, Web pages, etc.) were



On average, how many hours each week did you devote to this course outside the classroom?



What grade do you expect from this course?

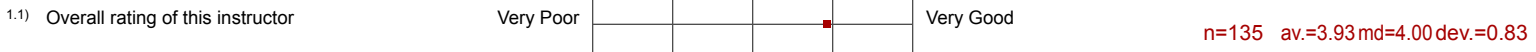


# Profile

Subunit: MATH  
 Name of the instructor: Bernard Lidicky  
 Name of the course: MATH\_-GroupingXX-MATH-F16-165\_23-28-Lidicky  
 (Name of the survey)

Values used in the profile line: Mean

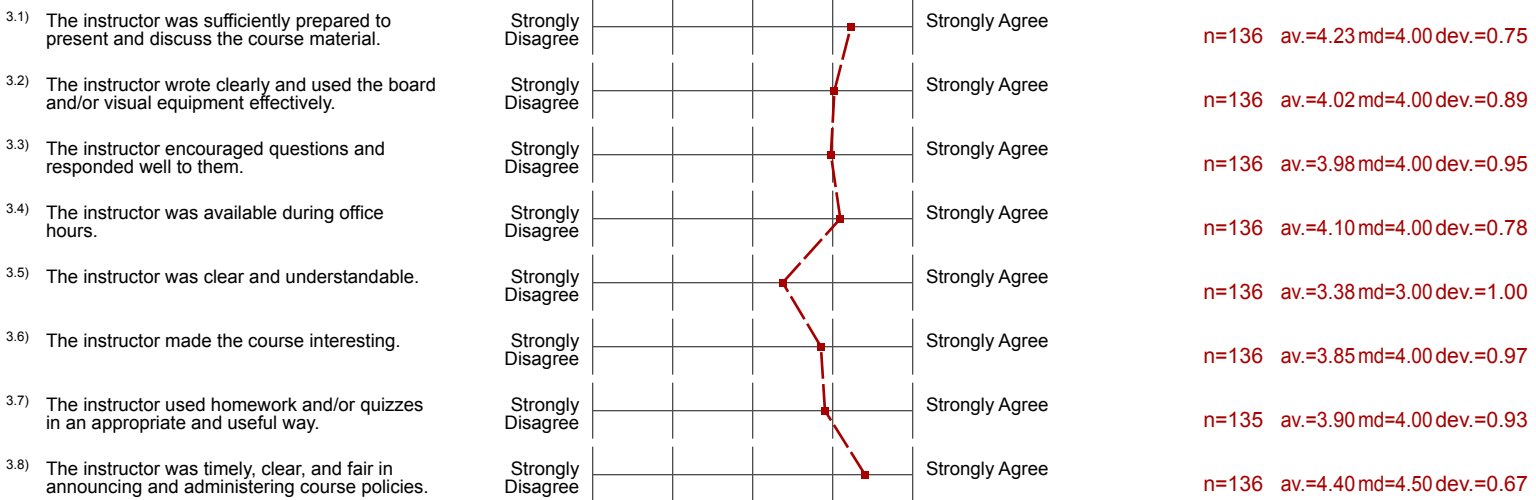
## 1. Overall Instructor (REQUIRED)



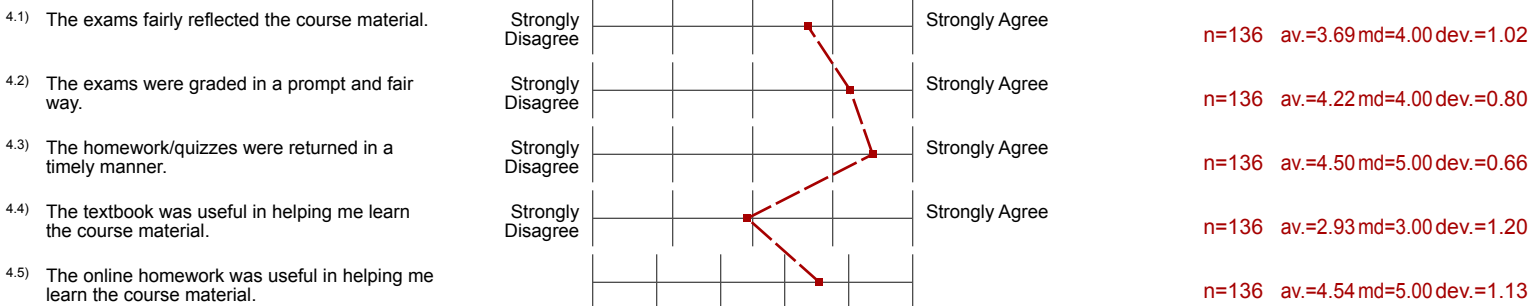
## 2. Overall Course (REQUIRED)



## 3. About Instructor



## 4. About Course



4.6) The supplementary materials (e.g., films, slides, videos, guest lectures, Web pages, etc.) were informative.



n=135 av.=2.63 md=2.00 dev.=1.48

5. About You

5.1) On average, how many hours each week did you devote to this course outside the classroom?



n=136 av.=2.71 md=3.00 dev.=1.10

5.4) What grade do you expect from this course?



n=135 av.=4.92 md=5.00 dev.=0.96