Student Course Evaluations — Thomas Hameister

Six sections across four terms · Department of Mathematics, Boston College

Fall 2024 MATH2202 Multivariable Calculus (§06, §07) · Spring 2025 MATH1004 Finite Probability & Applications · Fall 2025 MATH2210 Linear Algebra · Spring 2026 MATH1103 Calculus II (§06, §07). All items on a 1–5 scale; benchmarks are those printed in the university's own reports.

4.68
Instructor overall, mean of 6 sections
Mathematics dept. 3.98 · Boston College 4.29

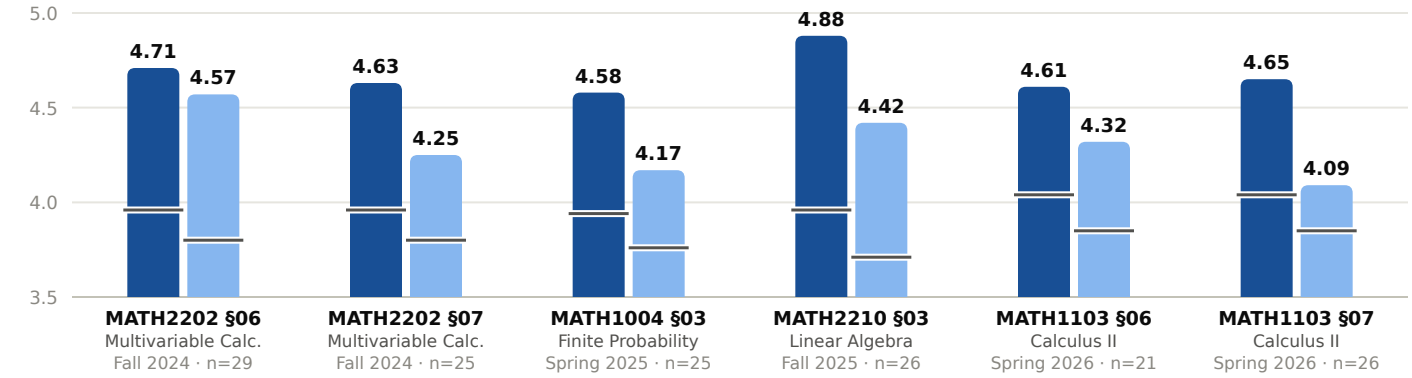
4.30
Course overall, mean of 6 sections
Mathematics dept. 3.80 · Boston College 4.07

79 of 84
Item scores above the dept. average
14 rating items × 6 sections, each against its own term benchmark

80%
Response rate across all sections
152 of 189 enrolled students responded

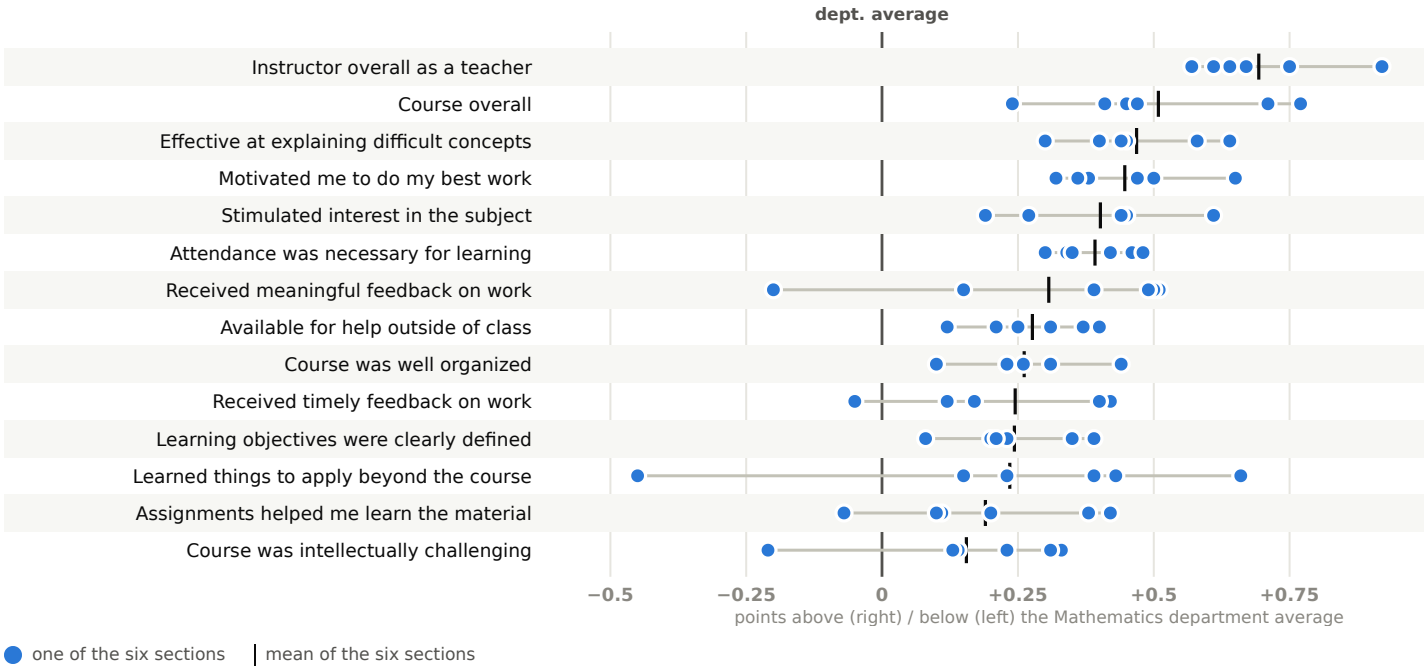
1. Both headline ratings above department norms in every section

The two summary questions, section by section, against the Mathematics department average for that same question and term (gray tick). Instructor quality was consistently reviewed more positively than the course overall, but both sit above the department average in all six sections, across four semesters.



2. Item by item

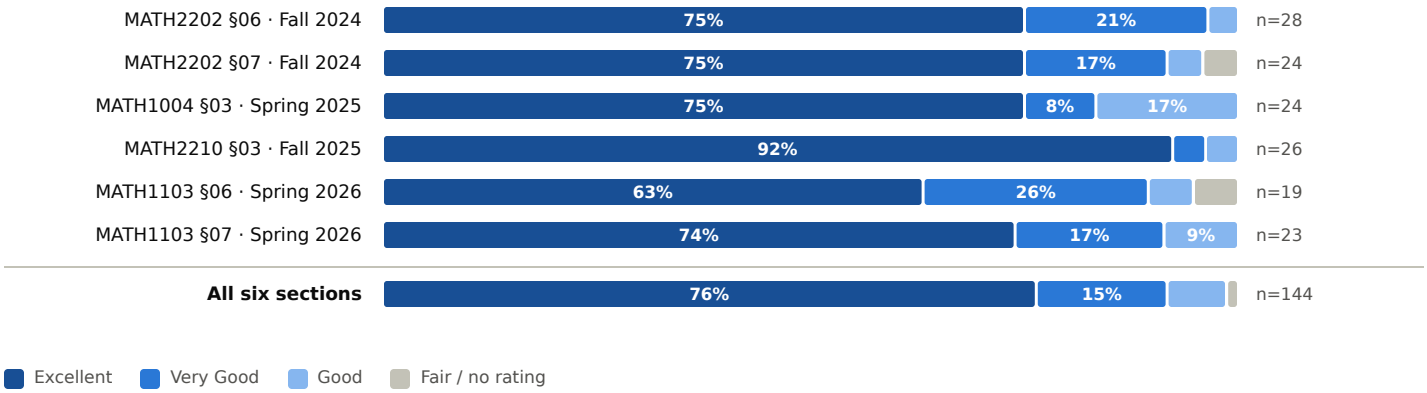
Each row is one survey question; each dot is one section, placed by how far its score sat above or below that section's own department average. The vertical bar is the six-section mean, and rows are sorted by it. 79 of the 84 section-level scores landed above the department average.



Rows are the fourteen rating items common to all six reports. “Mathematics department average” is the benchmark printed in those reports and pools all Mathematics courses for that term.

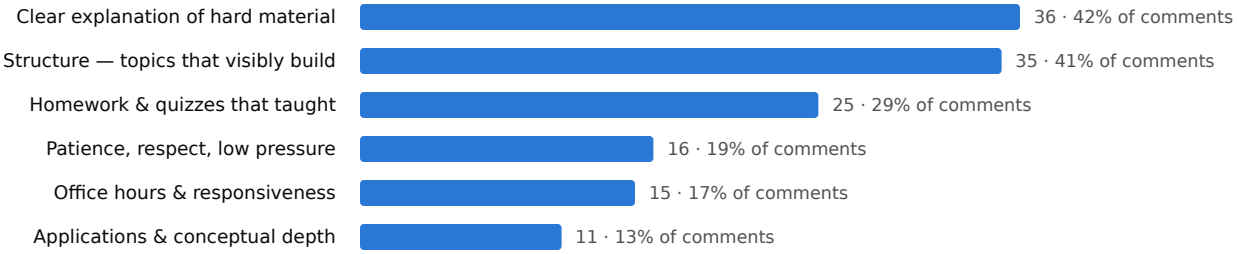
3. How students rated the instructor overall as a teacher

Across all six sections, 76% of the 144 students who answered this question chose **Excellent** and 92% chose Excellent or Very Good.



4. What students named as the strengths of the course

All 86 responses to “What are the strengths of this course?” across the six sections, read and coded by theme. A comment naming two strengths is counted under both, so percentages sum past 100. Explanation of difficult material and visible course structure lead by a wide margin, and together they appear in roughly four of every five comments.



In students' words

Representative comments from all four courses.

> “Before taking this class, I was unsure about pursuing a double major in mathematics. However, after attending the professor's lectures, I gained the confidence to commit to mathematics as a major... Taking this class has been a pivotal experience in my life.”
>
> MATH2202 Multivariable Calculus, Fall 2024

> “Upperclassmen math majors warned me that many people consider multivariable calculus to be the hardest math class at BC... I had the opposite experience, and would recommend any prospective STEM major to Hameister's course.”
>
> MATH2202 Multivariable Calculus, Fall 2024

> “Professor Hameister is by far the best mathematics professor that I have had at Boston College. He explained concepts incredibly well and took questions when needed, understanding the difficulty of the content.”
>
> MATH2210 Linear Algebra, Fall 2025

> “Thomas took the time to learn everyone's names within the first week of class, which was incredibly kind! He promotes discussion amongst the class and encourages us to work together on problems.”
>
> MATH2210 Linear Algebra, Fall 2025

> “I never felt like I had to teach myself course material, which I have had to do in almost every previous math class I have been in. Professor Hameister was always there to help and was very patient.”
>
> MATH1004 Finite Probability, Spring 2025

> “I generally do not enjoy math, but Professor Hameister made me love this class because he explained the material very clearly and was very passionate.”
>
> MATH1103 Calculus II, Spring 2026

Scope and sources

- Six sections of four courses over four terms; 152 of 189 enrolled students responded (80% overall, 66–86% by section). Per-item respondent counts range from 18 to 29 and are printed in the underlying reports.
- Every course average and benchmark shown here is transcribed from the Boston College course evaluation reports as issued. The only derived figures are the six-section means, the gaps in Figure 2, the pooled distribution in Figure 3, and the theme counts in Figure 4.
- Quotations are verbatim from the open-response sections, with ellipses marking omitted text. The full reports, including all open-ended responses, are provided alongside this summary.