

# UWYO: Arts & Sciences

## Fall 2015 Arts and Sciences Teaching Evaluations

**Course:** Calculus I : MATH-2200-01

**Instructor:** Andrew Herring \*

### 1 - Please comment on the Andrew Herring's teaching effectiveness, assignments, materials used in the course, methods (what was done best, as well as what can be improved) and anything else about this course.

**Return Rate** 29/40 (72.5%)

- I really enjoyed Andrew and I thought he taught me a lot more than I would have been able to understand by a different instructor. Andrew was engaged and talked to students throughout the class and was great at invoking thought.
- Andrew is very helpful and will explore any and all questions asked which proves his teaching further.
- Course load was very strenuous
- Andrew is a fantastic instructor, and that's quite a compliment coming from me. Over time, I have developed three basic criteria by which I evaluate instructors: 1. Organization: I like professors who are organized and straightforward regarding assignments, exams, etc. Also, they present information in a clear, sequential manner, and don't run down bunny trails. 2. Patience: My favorite instructors are patient and don't mind when I answer questions incorrectly or when I just can't seem to grasp something. They try different ways of explaining things and are willing to help until I figure it out. Most importantly, they don't mind when I ask stupid questions and don't make me feel stupid for having asked them, even if that's the case :). 3. Enjoyment: If professors don't enjoy the material they are teaching, why are they teaching it? Instructors who love what they do have a way of imparting that excitement to their students whether they mean to or not. Andrew met all of these criteria. He's highly organized, clear, patient, calm, and he likes math. I really enjoyed being in his class, and if it were humanly possible, I would take his calculus II class next semester in a heartbeat. One particular thing I noticed as the semester progressed, was that even if he's in a hurry, Andrew never looks like it. Even if we're behind the other sections and need to cover lots of material, he still stops to fully answer questions and work more examples if we're not getting it. At the beginning of the semester, I was dreading this class because I've never been exceptionally good at math, and I thought it would be hard and boring. While it definitely was hard and largely responsible for getting me started on coffee, it quickly became my favorite class and a bright spot in my semester. I now love math and can't wait to take calculus II over the summer.
- Andrew was a phenomenal instructor. You could really tell he cared about students succeeding and doing their best, but not only that, he made sure to remind each of us that we had the ability to do well in the class. His teaching was very effective and the methods he used to explain concepts were hard to understand at first but with time they became easier to grasp. The assignments were very challenging and required a lot of thinking. Overall, the only thing I would change about this class would be the pace. Although that isn't something that can be changed easily when there is so much to be taught in a semester, I felt as though I would have rather understood things better and had more time than speeding through them.
- Andrew Herring is an outstanding young man. He has a true gift for mathematics and teaching. He displays confidence while in the classroom and is very knowledgeable. He is an enthusiastic man who takes great pride in what he does and in turn does it well. His lectures are very hands on and easy to follow and his instruction is overall very clear. I have a lot of respect for Andrew and hope to have more classes taught by him. He is always available for questions and does not turn down helping anyone who asks. Thumbs up to Andrew Herring.
- Mr. Herring is an incredible professor-- I am completely honest when I say that I have only once had a better math teacher in my entire life. He has a passion for the subject that he is eager to share, readily welcomes questions, is excited to teach the class, and enjoys making it fun. I have no doubt I will remember the day that he walked into class in a climbing harness, ready for our 'hike along the x axis' for a long, long time. He has done a phenomenal job of making the content both interesting and easy to understand, even when it is a tough concept. This class was my favorite this semester, and I look forward to taking Calculus II with Mr. Herring next semester as well.
- Andrew herring was an effective tool to use whenever I needed help, there was no time he wasn't available. He took math at a serious level while also creating a fun learning environment for us students. I will never forget the day he came to class with full rock climbing gear and told us we were going to hike the x-axis. Overall, he is a great instructor and I'm really excited to have him next semester.
- He is a teacher that seems to look for the best in his students, always providing help whenever he can and even helpful advise in class toward the ideals of mathematics. He is a teacher that you would want to know, both in and out of class.
- Andrew was very engaged with his students during this semester. He was very passionate about what he was teaching. There was a point during the semester where he even jumped on a table to demonstrate a concept. He was very clear about his expectations from our homework assignments. I enjoyed having Andrew as a teacher and I would gladly take another course from him.
- He is a very good teaching. He really likes math, and seems to sincerely enjoy teaching. The math lab assignments were perhaps a little extreme, but having to finish all of them did help me learn the material. The textbook was OK, but I only had the online version, and I didn't use it too much except for preparing the written homework.
- He explains things really clearly when he takes those teaching moments. He is not as good if he thinks the class is behind in classwork.
- I liked the way he taught the course, he always made things interesting with his comments about different subjects.
- Good teacher. He explains the concepts well, and he makes what is not fun, kind of fun.
- Mr. Herring was a great instructor. He is very easy to learn from and pay attention to. He is approachable, and covered everything we needed to know for the exams.
- Overall, I think that the light attitude towards the learning materials helped me keep an open mind in this class. I am not interested in calculus at all and he made this class entertaining and for the most part, he clearly explained what he was doing and provided examples of how it applies to real life.
- He really makes sure we understand the new material before going on. Matlab is a pain because it freezes and takes forever to do an assignment.
- I must say that when it comes to math, there is a big difference between being good at math and being good at explaining math to other people. In my math career I have had few professors who have been able to explain topics in ways that I can easily understand. For this reason, I must commend you, Mr. Herring, as you seem to have a natural talent at explaining calculus. If I were to give you a criticism, or an area where I believe you could improve, it would be class participation. I understand this is easier said than done, however I do feel that in a class of our size, having the entire class participating in some way other than taking notes would be beneficial. Other than that one small suggestion, keep doing what you're doing!
- Good teaching technique. Would like to be see him in some other class.
- Mr. Herring taught very well. I heard many people complain that he would give lots of examples to certain topics but never really explained what it is we are trying to achieve.
- For the most part Mr. Herring was a wonderful teacher. His lessons were organized and easy to follow. However if you were to try and get individual help he came across as having a bit of a superiority complex.
- I enjoyed his enthusiasm but he doesn't know how to teach freshman or calculus 1. Maybe he would be more effective in calculus 2. He didn't seem to understand when his entire class was struggling with someone. Not to mention, his grading of the assignments was completely biased. He graded lightly on his favorite students. He also never covered the material that was actually in the homework. He practically skimmed two of the largest sections in calculus. He just isn't a good teacher for lower level college students. The other professors I went to went easier on their classes than he went on his. It was a disappointing class.
- always well prepared, keeps class energetic and involved
- He presents very clearly, is not afraid to admit when he has made mistakes and has a good attitude during class.
- He was very effective, assignments and materials were relevant and helpful.
- Andrew did a good job at connecting to students while teaching a class with very, very difficult material.
- Encouraged enthusiasm for math and the idea that working with other people will improve learning and progress - both of which were very helpful concepts.
- I really enjoyed Andrew Herring's teaching. He was thorough in his lectures and explained the material well.
- I think that Andrew did a fantastic job teaching this course. everything he did he did very well, the only down side was having it so early in the morning but other than that, the class was amazing. the only thing i could think of that would really help improve the course is to notify students, via email or some other method, when more assignments are posted on MyMathLab. there have been several times where i have missed assignments because i didn't know they existed in the first place. i know i could check it everyday to make sure, but there are times were i am to focused on other task and checking it slips my mind. If there was some way to send notifications on that, that would be extremely helpful. beside that everything else was great!

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## Fall 2015 Arts and Sciences Teaching Evaluations

**Course:** Calculus I : MATH-2200-01

**Instructor:** Andrew Herring \*

### 2 - How would you evaluate the presentation of materials in this course?

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
Excellent			(5)	17	50%								
Good			(4)	16	47.06%								
Satisfactory			(3)	0	0%								
Poor			(2)	0	0%								
Unsatisfactory			(1)	1	2.94%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
34/40 (85%)		4.41	0.78	4.50	19,106	4.22	0.94	4.00	2,323	4.12	0.96	4.00	

### 3 - How clear was the basis for evaluating students in this class?

Response Option				Weight	Frequency	Percent	Percent Responses				Means			
Excellent				(5)	17	50%								
Good				(4)	13	38.24%								
Satisfactory				(3)	4	11.76%								
Poor				(2)	0	0%								
Unsatisfactory				(1)	0	0%								
							0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
34/40 (85%)		4.38	0.70	4.50	18,978		4.24	0.94	4.00	2,320		4.20	0.91	4.00

### 4 - How would you evaluate the instructor's interaction with students during this class?

Response Option				Weight	Frequency	Percent	Percent Responses				Means			
Excellent				(5)	26	76.47%						4.65	4.35	4.26
Good				(4)	5	14.71%								
Satisfactory				(3)	2	5.88%								
Poor				(2)	1	2.94%								
Unsatisfactory				(1)	0	0%								
							0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
34/40 (85%)		4.65	0.73	5.00	19,010		4.35	0.95	5.00	2,321		4.26	0.98	5.00

### 5 - Did you make arrangements for an office visit with Andrew Herring during this semester?

Response Option				Weight	Frequency	Percent	Percent Responses				Means			
Yes				(2)	21	61.76%	<div><div></div></div>				1.62	1.31	1.38	
No				(1)	13	38.24%								
0255075100											Instructor	College benchmark	Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
34/40 (85%)		1.62	0.49	2.00	19,422		1.31	0.46	1.00	2,314		1.38	0.49	1.00

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**Instructor:** Andrew Herring \*

**6 - If, and only if, you answered yes to the previous question, how would you evaluate the Andrew Herring's interaction with you during office visit(s)?**

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
Excellent			(5)	16	72.73%								
Good			(4)	5	22.73%								
Satisfactory			(3)	1	4.55%								
Poor			(2)	0	0%								
Unsatisfactory			(1)	0	0%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
22/40 (55%)		4.68	0.57	5.00	6,504	4.53	0.83	5.00	945	4.44	0.86	5.00	

**7 - How would you rate the Andrew Herring in making the course intellectually challenging?**

Response Option			Weight	Frequency	Percent	Percent Responses				Means				
Excellent			(5)	27	79.41%						4.68	4.30	4.32	
Good			(4)	5	14.71%									
Satisfactory			(3)	1	2.94%									
Poor			(2)	0	0%									
Unsatisfactory			(1)	1	2.94%									
						0	25	50	75	100	Instructor		College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
34/40 (85%)		4.68	0.81	5.00	18,852		4.30	0.86	5.00	2,322		4.32	0.86	5.00

**8 - What is your overall assessment of the instruction in this course?**

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
Excellent			(5)	22	64.71%								
Good			(4)	8	23.53%								
Satisfactory			(3)	2	5.88%								
Poor			(2)	1	2.94%								
Unsatisfactory			(1)	1	2.94%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
34/40 (85%)		4.44	0.96	5.00	18,906	4.21	0.99	4.00	2,323	4.09	1.03	4.00	

**9 - Would you recommend this instructor to others?**

Response Option				Weight	Frequency	Percent	Percent Responses				Means							
Most definitely				(4)	24	72.73%												
Probably				(3)	6	18.18%												
Probably not				(2)	2	6.06%												
Definitely not				(1)	1	3.03%												
								0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median				
33/40 (82.5%)		3.61	0.75	4.00	18,873		3.39	0.84	4.00	2,321		3.28	0.88	4.00				

## UWYO: Arts & Sciences

### Fall 2015 Arts and Sciences Teaching Evaluations

**Course:** Calculus I : MATH-2200-01

**Instructor:** Andrew Herring \*

#### 10 - What percentage of time have you attended this class?

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
Over 90%			(5)	23	67.65%								
90%			(4)	4	11.76%								
75%			(3)	4	11.76%								
50%			(2)	3	8.82%								
25%			(1)	0	0%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
34/40 (85%)		4.38	1.02	5.00	16,589	4.67	0.69	5.00	2,327	4.57	0.81	5.00	

#### 11 - In comparison to other classes you have taken at UW, how interested are you in the subject matter covered in this class?

Response Option				Weight	Frequency	Percent	Percent Responses				Means				
Very interested				(3)	17	50%									
Somewhat interested				(2)	13	38.24%									
Not interested at all				(1)	4	11.76%									
								0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median	
34/40 (85%)		2.38	0.70	2.50	16,590		2.31	0.70	2.00	2,317		2.11	0.71	2.00	

#### 12 - As honestly as possible, rate the effort you have put into this class?

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
A great deal			(5)	15	44.12%								
A good deal			(4)	13	38.24%								
Moderate			(3)	5	14.71%								
A little			(2)	1	2.94%								
Very little			(1)	0	0%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
34/40 (85%)		4.24	0.82	4.00	16.622	4.15	0.82	4.00	2.324	4.17	0.83	4.00	

#### 13 - What grade do you expect to receive in this course?

Response Option				Weight	Frequency	Percent	Percent Responses				Means						
A				(5)	10	29.41%											
B				(4)	11	32.35%											
C				(3)	10	29.41%											
D				(2)	1	2.94%											
F				(1)	2	5.88%											
							0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median			
34/40 (85%)		3.76	1.10	4.00	16,570		4.32	0.78	4.00	2,313		3.98	0.90	4.00			

UWYO: Arts & Sciences

Fall 2015 Arts and Sciences Teaching Evaluations

Course:

Calculus I : MATH-2200-01

Instructor:

Andrew Herring \*

14 - What is your class standing?												
Response Option		Weight	Frequency	Percent	Percent Responses				Means			
Freshman		(1)	23	67.65%								
Sophomore		(2)	6	17.65%								
Junior		(3)	2	5.88%								
Senior		(4)	1	2.94%								
Graduate Student		(5)	0	0%								
Other		(6)	2	5.88%								
					0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
34/40 (85%)	1.68	1.32	1.00	16,642	2.67	1.35	3.00	2,326	2.23	1.25	2.00	

## UWYO: Arts & Sciences

### Summer 2016 Mathematics Teaching Evaluations 4A&6A

**Course:** College Algebra : MATH-1400-01

**Instructor:** Andrew Herring \*

**1 - Please comment on the Andrew Herring's teaching effectiveness, assignments, materials used in the course, methods (what was done best, as well as what can be improved) and anything else about this course.**

- I think he did a great job! He was very thorough and answered any questions that I had with clarity. I would have him for a teacher in another math class for sure!
- Andrew does a good job of making the material relatable, if it is very abstract he takes the time needed to insure all students grasp the concepts presented. Andrew makes the time to help you if you are confused or stuck, he puts in every bit as much effort as you do as a student. sometimes during lecture things become a bit hard to follow and he does the best he can to help get people on track. Sometimes students become confused and Andrew has a hard time relating to what the questions that are being asked mean.
- Andrew always came to class prepared with material and did a good job of covering it all. The environment of the classroom however was not the most comfortable. Many students asked questions, but the answers given from the instructor were not always the most clear. The instructor also graded maybe too strictly on some questions on exams and assignments. Overall, the instructor is qualified to teach this course.
- Andrew did a great job teaching this class. He was willing to work with us and that helped a lot. I have taken this class before and I enjoyed taking this class more the second time. I would suggest not making assignments do on a Saturday rather on like a Sunday.
- Andrew is a great teacher, his biggest strong suit is his patience with students and the questions we have. and he answers them to the best of his ability. the only thing I would recommend is more examples of problems.
- Andrew over all did a good job with teaching but I did get a little annoyed when he would say something in his own words and everyone understood it well and then he would go through the course packet and re do it all. He needed to write his own course packet. I think that would have fixed almost all the problems in understanding we had if our course packet was his. It also would have helped if our in class problems would have been a little bit more representative of what was going to be on he test. We only really studied one type of problem and then a different type would be on the test. This came from the course packet not being his but still using those examples.
- Overall a great class and good experience with the professor. I would say that if Andrew is going to continue teaching College Algebra he should consider writing his own course book or at least making some modifications/corrections to the one we used written by Weber. I felt that the class format was solid and the pace was good, especially for a summer class. Andrew was more than willing to answer questions and explain the concepts beyond what the book taught. He also created a relaxed but serious vibe in the class room, which allowed me to both like and respect him. I really appreciated him giving us opportunities to correct the test as it showed he wanted us to actually learn. I hate the math program Aleks, but who doesn't. One thing that would be cool in the future is to include more historical tidbits, it seemed like everyone really enjoyed those. Also, maybe a few assignments where the students write about what's going with the problems so they can approach more conceptually vs just purely mathematically.
- Andrew does a very good job making sure the class is engaged to the topic at hand. He adds some small amount of humor which can always brighten a mood. There isn't much else to say as to his style of teaching for this class, although I especially like how he gives us plenty of opportunities to make sure we pass the class. I think he adequately taught the course material in the small amount of class time we have had, due to it being a summer class.
- It is my opinion that Mr. Herring is a teacher of exceptional ability. His understanding of the material is obviously very in depth, this fact coupled with effective to the point instruction makes understanding of the course materials easily graspable.
- Great professor! I went into this class already hating this material. Andrew's style was very approachable and very unintimidating. His passion for the work was infectious—I wouldn't say I attacked it with as much fervor, but I was certainly inspired to look deeper into the material. He's also a well-rounded individual and introduced us to some of the cool aspects of math history, as well as interesting trivia about coffee, physics, numbers, and philosophy. I wish he was teaching my Business Calculus class...
- Andrew was very good at getting straight to the point and showed how to solve problems from multiple different angles.
- I thought Professor Herring was a very good teacher for the College Algebra course. He took time to answer questions in class and help when students were confused. He also made it easier to understand some topics I had struggled with when taking the class before.
- Mr. Herring's in-class instruction is very good. He takes the time to answer questions and makes sure the students understand the material. Sometimes the students would ask a question and he wouldn't seem to understand what they meant, but as long as we were persistent in communicating, he was willing to help us. A tip I might give this instructor is to paraphrase and reflect back what you think the student is asking you- this way they can confirm or deny and you will make sure you're answering the right question. However, like I said, many instructors don't care enough to even answer questions, so I think overall he did a good job. The assignments are through ALEKS and it's awful. The program is effective at reinforcing the material but it is more time-consuming than is reasonable. However, because this is a summer course and therefore accelerated, I believe during the regular semester the ALEKS assignments might not be as overwhelming. It was more an issue of the volume of assignments rather than the actual content. I did like that ALEKS will tell you right away whether you did something wrong or not, but I also think there's a lot of value in having a real human go over pencil and paper homework to see where your errors were and find knowledge gaps. I would suggest a combination for the next semester of this course. I like that we weren't required to purchase a book, which made the class much more affordable. The course packet was also useful but contained numerous errors and needs to be revised (this is not the fault of the instructor). The instructor could improve his organization. The weekly calendars were posted every Sunday for the upcoming week and I think it would be better to post them Friday afternoons so the students could have the weekend to prepare. I also think it would have been better to have more of a semester-long outline of due dates rather than only knowing due-dates on a week by week basis. I understand that this was a summer course, and therefore condensed, so sometimes lessons had to be moved around, but I believe a loose outline would have worked. He also doesn't always respond to emails very quickly, but I don't consider that a big enough issue to discredit his teaching ability. I understand that he has other responsibilities that may have affected that sort of thing and overall I think he did a good job. Although I don't expect a very high grade in the class, I feel like I have learned a lot. One thing that I didn't like about this class was the tests were all worth a huge chunk of the grade. I think having more assessments that were worth fewer points would have made it easier to pass and still ensured students were learning the material. I understand the need for tests but the way they were set up made it really hard for even the dedicated students to pass.
- I really liked the teaching style, this is my fifth time in this course. I like when counter examples were shown, as well as case studies kind of proving why something is the way it is. Opposed to many teachers approaches who just say it's a rule, that's why
- Andrew was a great teacher; I think there's something to be said in that everyone in class had some kind of horror story related to the faculty that teaches during the school year, but nobody seems to have a real problem with Andrew's tactics at all. He wants us all to succeed, and really puts in the effort to make sure everyone in class understands not only the examples in the book but also real life applications, homework examples, and anything else we may have questions about. He makes the tests recognizable, and gives us ample opportunity to study material that will show up on the exams. If there was anything that could be improved, I think it would be just allocating more time to the topics that seem to be hard for everyone (ex: logarithms, etc).
- He needs to talk less and give more examples of the different problems. When he does talk he should give an example of what he means by words.
- Everything was done well, only thing i would consider improving is the time spent in class
- He was very good at discussing all the details and meaning behind each topic we went over in class. He showed that he wanted us to have a better understanding of what all of this information meant as well as knowing how to solve these problems.
- He's a great teacher, he is very intelligent. He gives great quizzes and the exams are challenging. But the homework is excessive at some points, but given its a six week class.
- Good teacher I thought he really applied math concepts in certain ways that made it easy to learn.
- This has been a great class. This was new material and his teaching methods really helped me understand the class. The one thing that I wasn't to happy about is when he would sometimes do the problem incorrect then we wouldn't finish the question and it left me clueless on how to solve the problem when it came to doing the homework. I would recommend in the future is to go over his teaching material before the class so the class itself goes smooth. But this was only an occurrence a couple of times.
- I thought he did a fairly good job, sometimes he goes too in depth making it difficult to understand what he's talking about.

## UWYO: Arts & Sciences





### Summer 2016 Mathematics Teaching Evaluations 4A&6A

**Course:** College Algebra : MATH-1400-01

**Instructor:** Andrew Herring \*





#### 2 - How would you evaluate the presentation of materials in this course?

Andrew Herring

Response Option			Weight	Frequency	Percent	Percent Responses				Means						
Excellent			(5)	6	27.27%											
Good			(4)	15	68.18%											
Satisfactory			(3)	1	4.55%											
Poor			(2)	0	0%											
Unsatisfactory			(1)	0	0%											
						0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median		
22/25 (88%)		4.23	0.53	4.00	109		4.40	0.76	5.00	109		4.40	0.76	5.00		





#### 3 - How clear was the basis for evaluating students in this class?

Andrew Herring

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
Excellent			(5)	10	45.45%								
Good			(4)	8	36.36%								
Satisfactory			(3)	3	13.64%								
Poor			(2)	1	4.55%								
Unsatisfactory			(1)	0	0%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
22/25 (88%)		4.23	0.87	4.00	109	4.46	0.78	5.00	109	4.46	0.78	5.00	

#### 4 - How would you evaluate the instructor's interaction with students during this class?

Andrew Herring

Response Option			Weight	Frequency	Percent	Percent Responses				Means						
Excellent			(5)	15	68.18%											
Good			(4)	4	18.18%											
Satisfactory			(3)	3	13.64%											
Poor			(2)	0	0%											
Unsatisfactory			(1)	0	0%											
						0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median		
22/25 (88%)		4.55	0.74	5.00	109		4.55	0.78	5.00	109		4.55	0.78	5.00		

#### 5 - Did you make arrangements for an office visit with Andrew Herring during this semester?

Response Option				Weight	Frequency	Percent	Percent Responses				Means			
Yes				(2)	7	31.82%	<div><div></div></div>				<div><div>1.32</div></div>	<div><div>1.49</div></div>	<div><div>1.49</div></div>	
No				(1)	15	68.18%	<div><div></div></div>							
							0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
22/25 (88%)		1.32	0.48	1.00	108		1.49	0.50	1.00	108		1.49	0.50	1.00

# UWYO: Arts & Sciences

## Summer 2016 Mathematics Teaching Evaluations 4A&6A

**Course:** College Algebra : MATH-1400-01

**Instructor:** Andrew Herring \*

**6 - If, and only if, you answered yes to the previous question, how would you evaluate the Andrew Herring's interaction with you during office visit(s)?**

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
Excellent			(5)	3	42.86%						4.43	4.62	4.62
Good			(4)	4	57.14%								
Satisfactory			(3)	0	0%								
Poor			(2)	0	0%								
Unsatisfactory			(1)	0	0%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
7/25 (28%)		4.43	0.53	4.00	58	4.62	0.67	5.00	58	4.62	0.67	5.00	

**7 - How would you rate the Andrew Herring in making the course intellectually challenging?**

Response Option				Weight	Frequency	Percent	Percent Responses				Means				
Excellent				(5)	12	54.55%						4.55	4.56	4.56	
Good				(4)	10	45.45%									
Satisfactory				(3)	0	0%									
Poor				(2)	0	0%									
Unsatisfactory				(1)	0	0%									
								0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median	
22/25 (88%)		4.55	0.51	5.00	108		4.56	0.63	5.00	108		4.56	0.63	5.00	

**8 - What is your overall assessment of the instruction in this course?**

**Andrew Herring**

Response Option				Weight	Frequency	Percent	Percent Responses				Means							
Excellent				(5)	12	54.55%												
Good				(4)	9	40.91%												
Satisfactory				(3)	1	4.55%												
Poor				(2)	0	0%												
Unsatisfactory				(1)	0	0%												
								0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median				
22/25 (88%)		4.50	0.60	5.00	109		4.50	0.75	5.00	109		4.50	0.75	5.00				

**9 - Would you recommend this instructor to others?**

**Andrew Herring**

Response Option				Weight	Frequency	Percent	Percent Responses				Means							
Most definitely				(4)	16	72.73%						3.73	3.63	3.63				
Probably				(3)	6	27.27%												
Probably not				(2)	0	0%												
Definitely not				(1)	0	0%												
								0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD			Median		
22/25 (88%)		3.73	0.46	4.00	108		3.63	0.66	4.00	108		3.63	0.66			4.00		



# UWYO: Arts & Sciences

## Summer 2016 Mathematics Teaching Evaluations 4A&6A

**Course:** College Algebra : MATH-1400-01

**Instructor:** Andrew Herring \*

### 10 - What percentage of time have you attended this class?

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
Over 90%			(5)	21	95.45%								
90%			(4)	1	4.55%								
75%			(3)	0	0%								
50%			(2)	0	0%								
25%			(1)	0	0%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
22/25 (88%)		4.95	0.21	5.00	109	4.76	0.61	5.00	109	4.76	0.61	5.00	

### 11 - In comparison to other classes you have taken at UW, how interested are you in the subject matter covered in this class?

Response Option			Weight	Frequency	Percent	Percent Responses			Means				
Very interested			(3)	2	9.09%				1.77	2.16	2.16		
Somewhat interested			(2)	13	59.09%								
Not interested at all			(1)	7	31.82%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median		
22/25 (88%)	1.77	0.61	2.00	108	2.16	0.67	2.00	108	2.16	0.67	2.00		

### 12 - As honestly as possible, rate the effort you have put into this class?

Response Option				Weight	Frequency	Percent	Percent Responses				Means				
A great deal				(5)	11	50%									
A good deal				(4)	8	36.36%									
Moderate				(3)	3	13.64%									
A little				(2)	0	0%									
Very little				(1)	0	0%									
								0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median	
22/25 (88%)		4.36	0.73	4.50	109		4.31	0.80	4.00	109		4.31	0.80	4.00	

### 13 - What grade do you expect to receive in this course?

Response Option				Weight	Frequency	Percent	Percent Responses				Means						
A				(5)	2	9.09%											
B				(4)	6	27.27%											
C				(3)	14	63.64%											
D				(2)	0	0%											
F				(1)	0	0%											
							0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median			
22/25 (88%)		3.45	0.67	3.00	108		3.81	0.87	4.00	108		3.81	0.87	4.00			

UWYO: Arts & Sciences

Summer 2016 Mathematics Teaching Evaluations 4A&6A

Course:

College Algebra : MATH-1400-01

Instructor:

Andrew Herring \*

14 - What is your class standing?												
Response Option		Weight	Frequency	Percent	Percent Responses				Means			
Freshman		(1)	1	4.55%								
Sophomore		(2)	11	50%								
Junior		(3)	7	31.82%								
Senior		(4)	1	4.55%								
Graduate Student		(5)	0	0%								
Other		(6)	2	9.09%								
					0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
22/25 (88%)	2.73	1.24	2.00	109	2.98	1.17	3.00	109	2.98	1.17	3.00	

# UWYO: Arts & Sciences

## Spring 2016 Arts and Sciences Teaching Evaluations

**Course:** Calculus II : MATH-2205-01

**Instructor:** Andrew Herring \*

**1 - Please comment on the Andrew Herring's teaching effectiveness, assignments, materials used in the course, methods (what was done best, as well as what can be improved) and anything else about this course.**

**Return Rate** 28/38 (73.68%)

- Mr.Herring's teaching skills are incredible given he is a graduate student. I would like him to teach a bit higher level mathematics like Calculus III or Applied Differential Equations.
- Was late on posting assignments. Fell behind on imputing grades. Changed due dates when he did fall behind. Would rush the end of chapters before exams and expected us to be prepared on the new information in a day. Overall alright teacher just needs improvements
- Andrew Herring is a good teacher. The only issue is that there is not enough time for instruction of the material.
- Andrew Herring was my teacher last semester,his teaching style change dramatically bad. Andrew would forget to post assignments and post them 2 days before it's due, and teach us the material 1 day before it's due. He graded quizzes harder than other teachers as a result did not support many people to get more than a C. Herring would need to approve on all of these things, something that he did good was helping us understand material.
- He is a very effective teacher-- I had him for Calc I, and have enjoyed his style in Calc II just as much. However, in this course, he has been behind the game significantly on making sure that we know when assignments are due. There have been several times this semester when a MyMathLab due date was pushed back a day or two literally an hour before the original due date, or when he did not give us the written homework assignment until two days before it was due. This was highly frustrating for me as a student, as I always make sure to get things done several hours before the due date, and so I never received the benefits of these due dates being extended, despite the fact that I was only being a good student. Also, there were some students in the class who repeatedly asked very irrelevant questions, who Andrew could have done a better job of shutting down in order to make sure the class covered what it needed to.
- Great teacher presented the material in an effective and understandable way. Quizzes were tough and the mymathlab seemed really unfair. Besides that the class was great.
- Andrew Herring is absolutely an astonishing teacher. The lecture method is very effective (starting with questions/ideas, showing examples, then defining theorems/ideas). Personally I really enjoyed the class and felt like I got a lot out of it. If I could make one suggestion, don't curse. This was rare, but occasionally Andrew would use a curse word throughout the semester. Personally I feel like this is slightly unprofessional and not necessary. Obviously this is an extremely minor point, and possibly only a personal pet peeve. Overall, five out of five stars, would return for more.
- Apart from telling an international student that their question was stupid, the teaching method was good. Administratively, the class wasn't very good.
- Andrew was an overall great instructor, and I wouldn't recommend he change anything as the course material was presented in easy to understand examples with clear reasons. He was also very personable and professional which made coming to an 8 am math class significantly less miserable. 10/10 would recommend, an asset to the math department's teaching staff.
- I love how well Andrew organizes his classes. He makes sure to write on the board what section we are going over, as well as the topic, and that really helps when I take notes. He is great at getting things across, and also hilarious, which makes me pay attention. I really feel like he wants his students to do well, and he is available outside of class a lot.
- Very good teacher, I enjoy and learn a lot from the lectures and often try not to miss them(even though there at 8 am).
- He is/was a very great instructor and helped me learn a lot in a very tough course. He made the class challenging, but fair. He was also very excellent with explaining theorems as well as giving/explaining example problems. Really the only legitimate "complaint" I could say is that every once in a blue moon I couldn't read what he was writing as his hand writing was small at times (although I also was in the back of the class so that was also on me for sitting farther away).
- For the most part with what Andrew was allowed to work with in terms of assignments, materials, and teaching methodology he did great. I wish there were some other supplementary source where I can look at. For instance when Andrew was doing math problems on the board I noticed certain styles that he had that made the problem faster and easier to work with. That style of problem solving simply cannot be seen in either the math book, or my math lab.
- I think Andrew did a good job teaching this semester. I think the surprise quizzes are a good way for people to check how their doing in the class and to keep up attendance though I wish they were worth a smaller proportion of the final grade. The homework/ quizzes were usually graded quickly which was beneficial.
- I enjoyed the way Andrew addressed the class and demonstrated examples of the problems on the board in a fashion that I could easily understand. I would, however, enjoy more time spent working as a class on example or demonstration problems to help get a personal feel of the problems in class.
- He is good teacher.
- I thought that the course was taught extremely well, and that Andrew conveyed the material well and helped give reasoning to the subject matter that we learned.
- I felt like this semester Andrew did a tremendous job on teaching the class, the only true complaint that I might have is the inconsistencies in grading, especially on the quiz's. at the beginning of the semester they were graded more harshly but towards the end they were more treated as a way to work on problems and were good challenges but graded much more lightly.
- I can not say anything about the assignments considering that those are determined by the math department. I enjoy Andrews teaching style and I think his best quality when he comes to teaching is his ability to make connections of the math to the theories.
- He taught everything in a way that was easily understandable and had plenty of time available for us to come in and get the help we needed. He also had reviews before the exams that helped out a ton. The online homework was useless, but most of the written homework was helpful.
- He was so good. His teaching was affective. But for me he wasn't so good in grads. he used to take points from me with no mathematics reason. Fore example, once he gave me 1/3 in a problem as I wrote therefore instead of equal. I did all the mathematics step correct and I didn't forget any step, beside my final answer was correct. He took one point from me as I didn't wrote equal in one step and the other point as I wrote therefore not equal. He just gave me one point for my answer. This happened with me many times. I felt unfair and I talked to him, He told me I'm so carful with the writing style not only mathematics. I have evidence for what I'm saying all the paper with me. Also, once I was sick and I sent him an email telling him I wasn't able to do my math lab, can you please extend the due date for me, he didn't reply for my email and didn't open it to me. Once, I told my friend at the same class, I didn't like Andrew so much, He told me why, he is perfect and very helpful every time I ask him for extending any due date, he help me. I got a chock of this, I was thinking that he is like this with all the students. But honestly, I asked him once to extend the due date for the written homework and He did. Yet, many times I felt he is not fair with me for the grads.
- He is very helpful in office hours, MAC, and mathlab.
- He did very well on preparing material , spend his time with us before the exam, he willing to help student. I hope writing homework assignments can be reduce the quantity, it is so painful to see Andrew need to grade so many homework. In class we really enjoy Andrew enthusiasm, he always teach us in concept instead of the text books. He did try many way to teach us, for example, play team work game that is really helpful for us to learned. Something he can improve I will say he need to write more large size in the board something we can't see in the back but when we inform him he will immediate write in bigger font again. Overall this is an excellent class. I love Teacher Andrew teacher method very much. Good job Andrew keep it on.
- He really seems to enjoy Calculus, and that helps him be a more effective teacher. The first written HW assignment was graded very harshly; it would have been nice to have some warning about that. It was not graded that way in Calculus I. MyMathlab takes a RICHIOUS amount of time, especially for the amount of points that it is worth. I sometimes feel the MyMathlab assignments help me learn the material, but not always, and it is definitely not the most efficient way to learn material.
- Material presented followed the examples from the book, which allowed me to understand and follow the text better, but meant there sometimes weren't enough different examples provided to fully understand the material and homework. Allowed plenty of opportunity for asking relevant questions and active student participation during class, helping student's comprehension. Interacted well with students, and explained how certain ideas were relevant or interesting, creating more interest in mathematics in generals. There were a few students who tended to do a lot of talking, whispering to each other throughout class and repeatedly interrupting Mr. Herring, frequently asking about tangential topics rather than the problem at hand. Personally, this made it harder for me to hear, difficult to follow the lesson due to the interruptions, and was very frustrating. This issue tended to go unchecked and continued throughout the entire semester.
- I really enjoy Andrew's teaching style and it is obvious he cares a great deal about the class and the students. I really liked when we worked out problems in small groups and I think that it may be helpful to do this more. Maybe like on Friday to go back over material to make sure students are understanding. However, I recognize the time restraint to try and get all of the course material taught.
- For the wirtten homework, wish he can let us extent, and can let us retake the quiz.
- I like the way he teachers, he is also a very considerate teacher. Would definitely recommend him to others.

## UWYO: Arts & Sciences

### Spring 2016 Arts and Sciences Teaching Evaluations

**Course:** Calculus II : MATH-2205-01

**Instructor:** Andrew Herring \*

#### 2 - How would you evaluate the presentation of materials in this course?

Andrew Herring

Response Option			Weight	Frequency	Percent	Percent Responses				Means			
Excellent			(5)	18	54.55%								
Good			(4)	9	27.27%								
Satisfactory			(3)	5	15.15%								
Poor			(2)	1	3.03%								
Unsatisfactory			(1)	0	0%								
						0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
33/38 (86.84%)		4.33	0.85	5.00	19,008	4.27	0.92	5.00	1,954	4.25	0.95	5.00	

#### 3 - How clear was the basis for evaluating students in this class?

Andrew Herring

Response Option				Weight	Frequency	Percent	Percent Responses				Means			
Excellent				(5)	17	51.52%					4.27	4.28	4.23	
Good				(4)	10	30.3%								
Satisfactory				(3)	4	12.12%								
Poor				(2)	2	6.06%								
Unsatisfactory				(1)	0	0%								
							0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
33/38 (86.84%)		4.27	0.91	5.00	18,871		4.28	0.92	5.00	1,948		4.23	0.94	4.00

#### 4 - How would you evaluate the instructor's interaction with students during this class?

Andrew Herring

Response Option				Weight	Frequency	Percent	Percent Responses				Means									
Excellent				(5)	17	51.52%														
Good				(4)	14	42.42%														
Satisfactory				(3)	2	6.06%														
Poor				(2)	0	0%														
Unsatisfactory				(1)	0	0%														
										0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median						
33/38 (86.84%)		4.45	0.62	5.00	18,873		4.38	0.93	5.00	1,945		4.33	0.97	5.00						

#### 5 - Did you make arrangements for an office visit with Andrew Herring during this semester?

Response Option				Weight	Frequency	Percent	Percent Responses				Means				
Yes				(2)	21	63.64%									
No				(1)	12	36.36%									
							0	25	50	75	100	Instructor	College benchmark		Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median	
33/38 (86.84%)		1.64	0.49	2.00	19,509		1.26	0.44	1.00	1,945		1.38	0.49	1.00	

## UWYO: Arts & Sciences

### Spring 2016 Arts and Sciences Teaching Evaluations

**Course:** Calculus II : MATH-2205-01

**Instructor:** Andrew Herring \*

**6 - If, and only if, you answered yes to the previous question, how would you evaluate the Andrew Herring's interaction with you during office visit(s)?**

Response Option				Weight	Frequency	Percent	Percent Responses				Means				
Excellent				(5)	15	71.43%						4.67	4.55	4.47	
Good				(4)	5	23.81%									
Satisfactory				(3)	1	4.76%									
Poor				(2)	0	0%									
Unsatisfactory				(1)	0	0%									
								0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median	
21/38 (55.26%)		4.67	0.58	5.00	5,609		4.55	0.84	5.00	797		4.47	0.88	5.00	

**7 - How would you rate the Andrew Herring in making the course intellectually challenging?**

Response Option			Weight	Frequency	Percent	Percent Responses			Means					
Excellent			(5)	19	57.58%					4.45	4.32	4.41		
Good			(4)	10	30.3%									
Satisfactory			(3)	4	12.12%									
Poor			(2)	0	0%									
Unsatisfactory			(1)	0	0%									
						0	25	50	75	100	Instructor		College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
33/38 (86.84%)		4.45	0.71	5.00	18,762		4.32	0.85	5.00	1,942		4.41	0.83	5.00

**8 - What is your overall assessment of the instruction in this course?**

**Andrew Herring**

Response Option				Weight	Frequency	Percent	Percent Responses			Means					
Excellent				(5)	18	54.55%				4.39	4.27	4.22			
Good				(4)	10	30.3%									
Satisfactory				(3)	5	15.15%									
Poor				(2)	0	0%									
Unsatisfactory				(1)	0	0%									
								0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median	
33/38 (86.84%)		4.39	0.75	5.00	18,776		4.27	0.96	5.00	1,944		4.22	1.03	5.00	

**9 - Would you recommend this instructor to others?**

**Andrew Herring**

Response Option				Weight	Frequency	Percent	Percent Responses			Means				
Most definitely				(4)	22	66.67%					3.52	3.43	3.38	
Probably				(3)	7	21.21%								
Probably not				(2)	3	9.09%								
Definitely not				(1)	1	3.03%								
0255075100										Instructor	College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
33/38 (86.84%)		3.52	0.80	4.00	18.772		3.43	0.81	4.00	1.947		3.38	0.87	4.00

## UWYO: Arts & Sciences

### Spring 2016 Arts and Sciences Teaching Evaluations

**Course:** Calculus II : MATH-2205-01

**Instructor:** Andrew Herring \*

#### 10 - What percentage of time have you attended this class?

Response Option				Weight	Frequency	Percent	Percent Responses				Means			
Over 90%				(5)	26	78.79%								
90%				(4)	3	9.09%								
75%				(3)	3	9.09%								
50%				(2)	1	3.03%								
25%				(1)	0	0%								
							0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median
33/38 (86.84%)		4.64	0.78	5.00	14,972		4.66	0.71	5.00	1,928		4.60	0.79	5.00

#### 11 - In comparison to other classes you have taken at UW, how interested are you in the subject matter covered in this class?

Response Option				Weight	Frequency	Percent	Percent Responses				Means							
Very interested				(3)	12	37.5%												
Somewhat interested				(2)	18	56.25%												
Not interested at all				(1)	2	6.25%												
								0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median				
32/38 (84.21%)		2.31	0.59	2.00	14,976		2.32	0.69	2.00	1,924		2.13	0.70	2.00				

#### 12 - As honestly as possible, rate the effort you have put into this class?

Response Option				Weight	Frequency	Percent	Percent Responses				Means						
A great deal				(5)	16	48.48%											
A good deal				(4)	13	39.39%											
Moderate				(3)	3	9.09%											
A little				(2)	0	0%											
Very little				(1)	1	3.03%											
							0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median			
33/38 (86.84%)		4.30	0.88	4.00	15,000		4.18	0.81	4.00	1,926		4.22	0.80	4.00			

#### 13 - What grade do you expect to receive in this course?

Response Option				Weight	Frequency	Percent	Percent Responses				Means						
A				(5)	7	21.21%											
B				(4)	10	30.3%											
C				(3)	14	42.42%											
D				(2)	1	3.03%											
F				(1)	1	3.03%											
							0	25	50	75	100	Instructor		College benchmark		Department benchmark	
Return Rate		Mean	STD	Median	College benchmark		Mean	STD	Median	Department benchmark		Mean	STD	Median			
33/38 (86.84%)		3.64	0.96	4.00	14,978		4.34	0.76	4.00	1,921		4.03	0.90	4.00			

UWYO: Arts & Sciences

Spring 2016 Arts and Sciences Teaching Evaluations

Course:

Calculus II : MATH-2205-01

Instructor:

Andrew Herring \*

14 - What is your class standing?												
Response Option		Weight	Frequency	Percent	Percent Responses				Means			
Freshman		(1)	16	48.48%	<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>				<div> <div>1.82</div> <div>2.73</div> <div>2.33</div> </div>			
Sophomore		(2)	11	33.33%								
Junior		(3)	4	12.12%								
Senior		(4)	1	3.03%								
Graduate Student		(5)	0	0%								
Other		(6)	1	3.03%								
					0	25	50	75	100	Instructor	College benchmark	Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median	
33/38 (86.84%)	1.82	1.10	2.00	15,024	2.73	1.33	3.00	1,932	2.33	1.30	2.00	



## Student Questionnaire on Courses and Teaching Feedback for UGRD 1199 CALCULUS 1000A LEC 003 CALCULUS I - Herring (Andrew Herring)

Project Title: **SQCT — Fall 2019**

Course Audience: **196**

Responses Received: **135**

Response Ratio: **69%**

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### Report Comments

Dear Andrew,

This is your Student Questionnaire on Courses and Teaching (SQCT) feedback report.

Please note that, as per the new Faculty Collective Agreement, means, standard deviations, and medians are no longer provided for student ratings in the SQCT Results Reports. [There are several resources available](#) to help with the interpretation of the ratings and student comments.

Reports that include the means, standard deviations, and medians are available to individual faculty members by request from [feedback@uwo.ca](mailto:feedback@uwo.ca)

If you have any questions about the *Your Feedback* SQCT online system or the feedback results report, please contact [feedback@uwo.ca](mailto:feedback@uwo.ca).

Sincerely,

John Doerksen  
Vice-Provost (Academic Programs)

### Report Contents:

Section 1: Student Ratings Summary  
Section 2: Student Information  
Section 3: Response Demographics  
Section 4: Supplementary Comments for the Instructor  
Section 5: Supplementary Comments on the Course  
Section 6: Instructor Additional Questions

### Distribution:

Sections 1 (table only) and 2, are available to those with a Western username at [sqct.uwo.ca/results](http://sqct.uwo.ca/results).  
Section 1-3 and 5 are forwarded to the instructor and the dean (who may share the information with the department chair).  
Sections 4 and 6 are forwarded to the instructor only.

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Creation Date: **Friday, February 7, 2020**





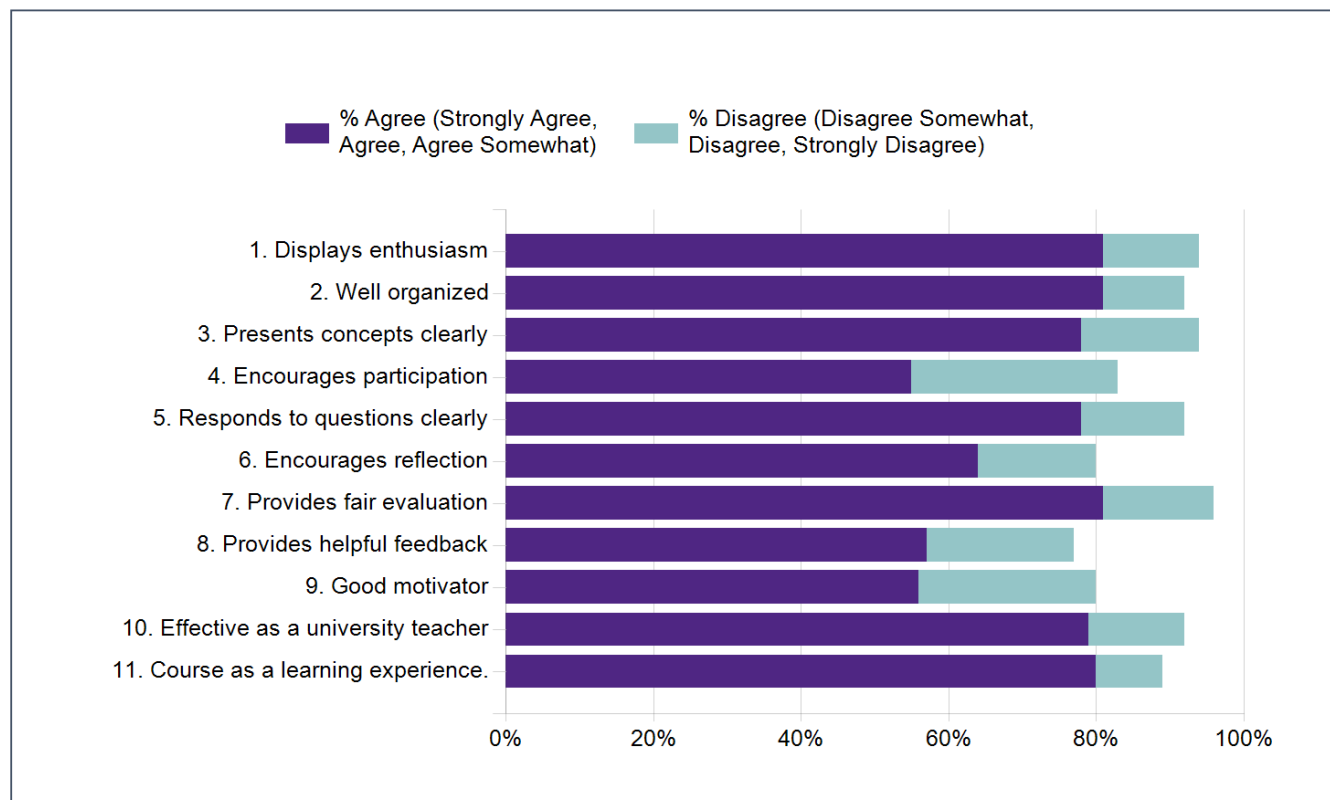
## Section 1: Student Ratings Summary

Frequency of Responses for the Core SQCT Questions

	Resp	Strongly Disagree (1)	Disagree (2)	Disagree Somewhat (3)	Neither Agree nor Disagree (4)	Agree Somewhat (5)	Agree (6)	Strongly Agree (7)
1. Displays enthusiasm	135	6	3	8	9	27	50	32
2. Well organized	135	7	5	3	10	19	38	53
3. Presents concepts clearly	135	6	6	9	9	27	32	46
4. Encourages participation	131	8	10	19	22	27	30	15
5. Responds to questions clearly	135	7	3	9	11	23	44	38
6. Encourages reflection	134	8	6	8	26	30	30	26
7. Provides fair evaluation	135	2	6	12	5	25	42	43
8. Provides helpful feedback	132	9	7	11	30	25	29	21
9. Good motivator	134	8	13	11	27	21	27	27
10. Effective as a university teacher	135	8	5	5	11	17	45	44
11. Course as a learning experience.	135	6	0	6	15	24	50	34

Note. Resp = Total number of responses; Strongly Disagree = 1; Disagree = 2; Disagree Somewhat = 3; Neither Agree nor Disagree = 4, Agree Somewhat = 5; Agree = 6; Strongly Agree = 7.

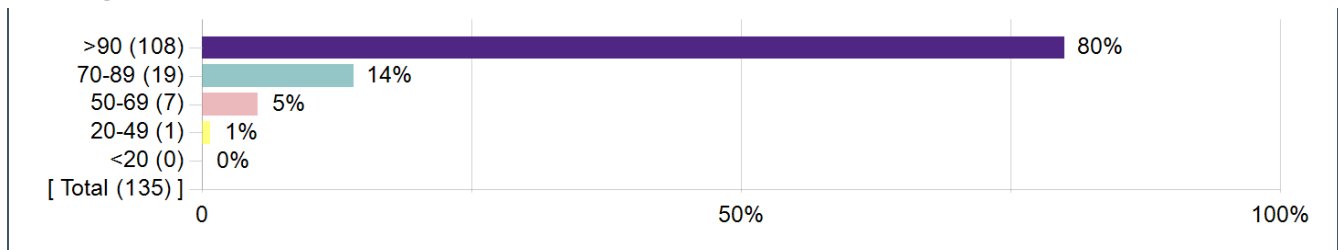
## Percentage Agreement and Disagreement for the Core SQCT Questions



## Section 2: Student Information

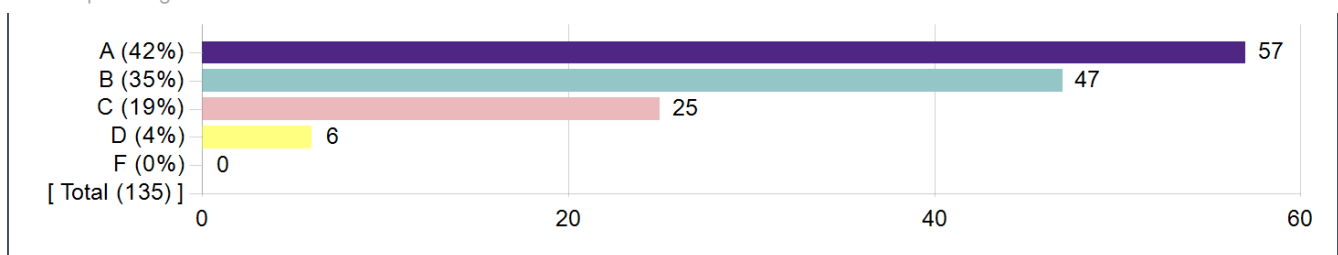
### Percentage of classes attended

Percentage of classes attended in this course



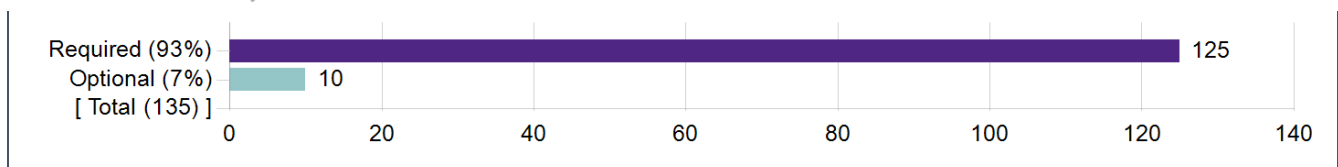
### Expected Grade

Your expected grade in this course



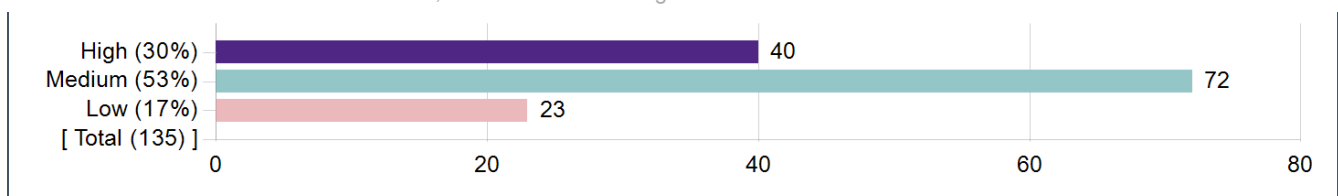
### Course Status

Status of this course for you



### Initial Level of Enthusiasm

Your level of enthusiasm to take this course, at the time of initial registration

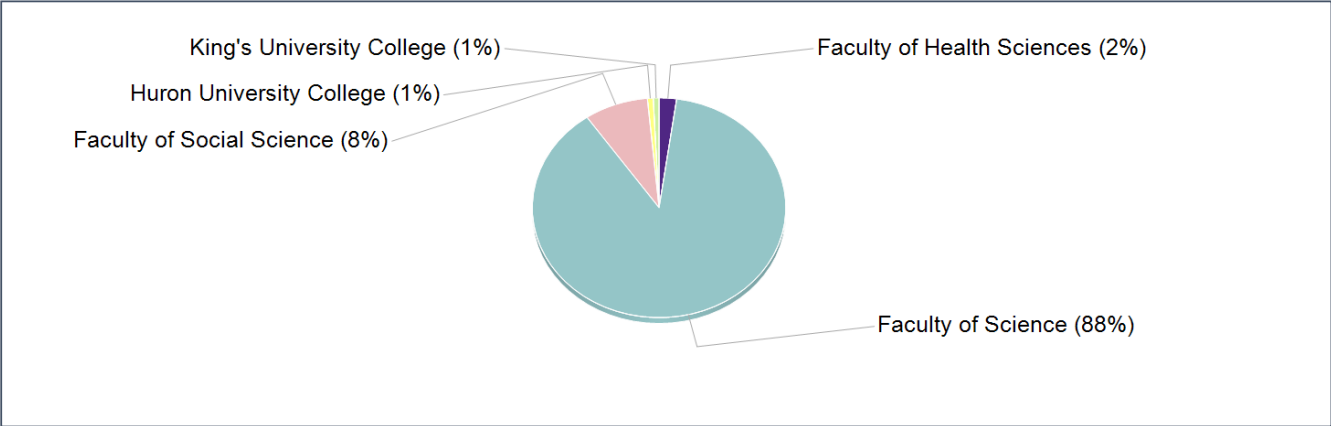


Section 3: Response Demographics

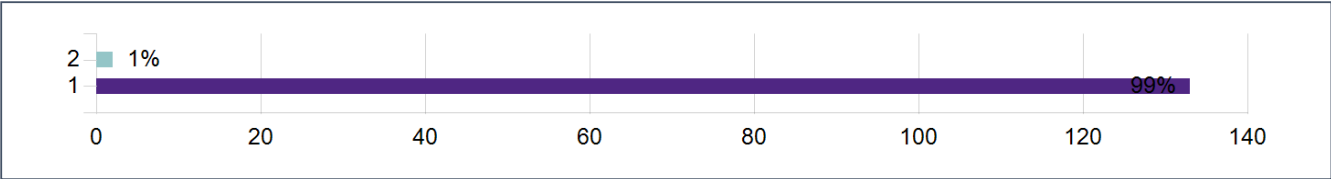
Reliability Assessment

With 135 responses from a survey population of 196 the data presented in this report is considered to be **Good**  
Number of responses needed to be considered sufficient: 18  
Number of responses needed to be considered good: 56

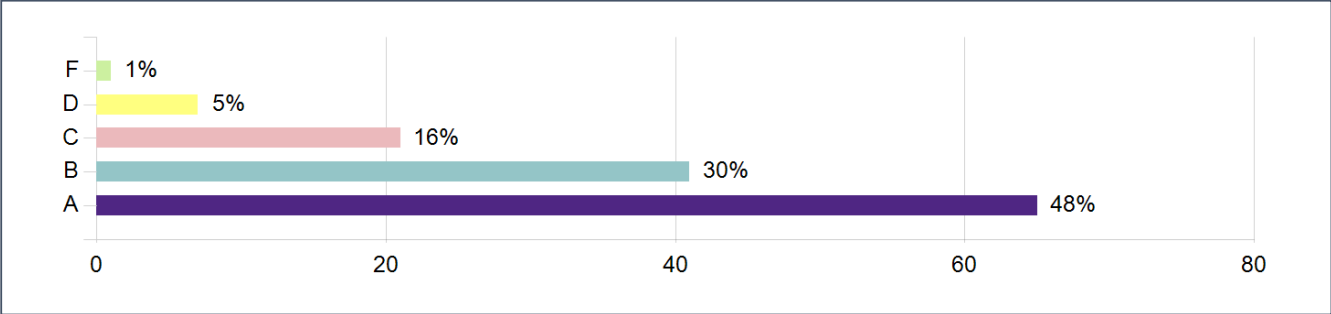
Respondents by Students' Home Faculty



Respondents by Students' Academic Year



Respondents by Students' Cumulative Average



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## Section 4: Supplementary Comments for the Instructor

**Notes:** Final grades must be submitted to the Registrar prior to reviewing comments. Students are reminded that their comments for the instructor should be fair, constructive, useful and relevant.

Comments
While classes felt slow at some times, I did appreciate the step by step approach building a strong foundation on new concepts and your direct (no-nonsense) teaching style. Some of the webwork sets were incredibly long, however, in the end, I do appreciate the extra practice it gives and the unlimited attempts make it feel more like practice than an assignment which one would be more inclined just to google to ensure you got the right answer. Thank you for your hard work!
I do like how organized Professor Herring is when it comes to teaching the content of the course. He explains the content really well and provides clear example of each concept. I also thought that he went through the content at a descent pace, which I thought was quite helpful as there were some concept that was quite new.
He seems very knowledgable about the course work, which is super helpful in being able to properly teach them so that people understand and can follow the lesson. However, he seems almost pretentious and blunt when it comes to answering questions and interacting, and it makes it difficult for students such as myself to feel comfortable in approaching him and asking for clarification, etc.
Overall, a very good teacher. Lectures were organized, however, after days where big concepts were taught it would be very useful to have examples similar to the ones in class posted on owl. Additionally, have them not be worth any marks or have a due date so we can do them when we choose to/need to.
I enjoy your teaching methods and how you provide multiple examples for each topic you teach. The amount of webwork questions assigned is quite a lot to complete every week. I'd would have preferred if you had assigned around 20–30 instead.
I tanked this class, not because of Andrew though. I thought he was a good prof and explained concepts clearly and answered questions with a great deal of effectiveness.
Explanations of course content are presented in a manner that is clear and understandable. Office hours were a great resource that aided understanding of course topics.
Very good at explaining concepts.
Great prof, you really know your stuff but just a tad bit rude. I was a little lost when we did optimization because the examples in the lesson were very straight forward, I was hoping we'd do some harder examples. But overall, I really enjoyed this course; the integral proof with the Riemann sums was super cool!
I really like his teaching style, he presents concepts in a way which makes me understand them. Learning about where the theorems and stuff come from to me is very useful in remembering them. In my opinion he was a great professor and really made me like calc 1000
Providing more examples on how to solve problems related to particular theorems may be more helpful for understanding than showing proofs for those theorems.
I enjoyed the classes a lot but I felt that sometimes you were a little too strict on people coming in late in the beginning. Sometimes things happen outside of our control and having everyone look at you as you walk in late just makes a bad day even worse.
Course was well taught, explained topics well, and made course enjoyable. Overall, great course and great professor
I like the way you explain things in terms that we would understand
I'm honestly not fond of calculus as a subject but Andrew makes it a genuinely interesting topic to learn. I hate limits with a passion but Andrew has a lot of confidence in the way that he teaches them that gives me a little more confidence too. Even though he seems stern at first he's got a lot of humour to him and I appreciate that a lot because I have a whole load of problems with focus and attention.
He did a very good job at using examples and proofs in order to help us fully understand the subjects he was trying to teach
Very good at relating to students and teaching some topics but sometimes goes to far into proofs and ends up confusing me and making the class boring. Overall very good teacher though
Teaches calculus in a concise and clear method. I would say one comment is to be a bit more enthusiastic when explaining principles as an hour of math four days a week with little enthusiasm can be taxing on someone who isn't inherently interested in calculus.
Overall Andrew is an excellent prof, he is enthusiastic about lessons, is always well prepared for class, teaches at a manageable pace, assigns relevant assignments, and always keeps the class on track. My only comment would be that I learn best when I am evaluated on in class test/quiz style assessments, so I believe his that curriculum would be much improved by adding in a few alternative styles of assessments.
Telling the class to quiet down directly, without any snarkiness, will avoid breeding any resentment + it makes sure more students respect your order + feel bad for talking.
Good things: – approachable and answers questions before and after class – provides an opportunity every few minutes for student's to ask questions – seems to know when a good portion of the class isn't understanding the content so he stops to clarify – did a good job teaching all the concepts, especially for integrals – The weekly Webwork's are really helpful for practicing concepts, I like how we have them every week as opposed to every two weeks – Webwork's are more effective for me than the assignments

Comments
Overall, Andrew was a really good professor and was able to teach concepts in proper and understandable ways. I feel that if he had more enthusiasm and expression in his voice, he would be able to better engage with the class. Andrew was really helpful during office hours and explained concepts better than he did in class. Something that I liked about his teaching was that he would always show all the steps to each problem and include things like diagrams and pictures to help everyone understand. Like he would say "if you can do this in your head, great, but I know I can't so I'm going to write down every step and make a diagram" which made those people who needed those extra steps, feel good about themselves and not dumber than everyone else.
no comment
Herring is an excellent teacher. His slightly "snappy" attitude is a little off-putting and intimidating at the beginning of the class, but I've noticed that he's a little more relaxed and comfortable as time has progressed. Has a completely different personality during office hours, which makes me think that he's trying to be intimidating and get people to take his class seriously (which they honestly should). I understand where he's coming from, but I think that he may need to take a little step back, or he will run into an issue with some of his students, and receive the opposite outcome of what he is trying to achieve.
Weekly webworks are a bit annoying, but are worth it, as they have solidified my knowledge on the majority of the topics, so very worth it. Also very appreciative that he did a poll for the best office hours, as I'm actually able to attend them, unlike any of my other courses.
His technique of writing out theorems and written explanations of what's going on, or steps to follow, is extremely beneficial to me, as I struggle with just interpreting the pure math with new concepts.
Overall, excellent teacher, and pretty solid dude. I suspect that if he takes a bit of time to refine his approach to interacting with students, he will become an incredible professor, and make quite the name for himself in the teaching community at Western.
Class was enjoyable. I thought your teaching skills developed over the course of the semester as we went along in the curriculum. You provided more examples and sought more opportunities to answer questions for students in class which became very helpful. My only critique would be to keep that attitude towards teaching throughout the semester even the units you may find more simple at the beginning. Thanks for a good first semester at Western.
Overall, Dr. Herring has been a good professor. However, it would have been helpful to have more organization and structure in the lectures. Many times something was talked about and I did not know where it was leading because it was not always specified. Additionally, I sometimes missed parts of the notes in my notebook and it would have been helpful if class notes could be posted on OWL so I could go back to them and review.
Finish the examples that we start and less webwork questions
The lectures are well structured, and I am able to learn concepts fairly smoothly.
Andrew is a really good teacher, he can be very intense at times and sometimes I come out of the class with a headache because of everything we learn. However, with all of that says he teaches me very effectively, is passionate and obviously cares for us all as students.
at times the lessons seemed unorganized and simple material was covered in more detail and took more of the course than harder concepts
Professor Andrew is an excellent teacher. He is very passionate about calculus and it shows when he teaches. In my opinion, he taught the material effectively and thoroughly. He did an amazing job.
You are such a good teacher and explained the concepts to the highest degree possible. The only thing I would say is that I was scared of asking questions because I was afraid my questions were going to be made fun of. I was scared of you most of the time.
<ul style="list-style-type: none"> <li>– I wish we did more exam style questions in class that related to the exam questions</li> <li>– Less time on proofs and theories that aren't applicable to the exams</li> </ul>
I liked how we spent a lot of time of the Riemann sum so that we have a lot of time to understand. All the colour-coded diagrams were very useful for visual aid. The classes where we were given questions to work with peers and went through the solutions afterwards were helpful.
It was a little difficult to follow in the beginning of the year where we made a lot of long "pauses" which involved jumping around concept.
I think your lectures do a great job in conveying the content but your webwork assignments are rather lengthy.
Good job on teaching! But some of the webwork questions are hard. Anyways, thank you for your instruction.
He can be very rude at times when not necessary but very good on the teaching aspect.
Professor Herring is a good instructor, however I wish he was more approachable for asking questions in class and during office hours.
Andrew is very smart and is a very good professor. He hold lots of office hours to help students which I find very helpful and I appreciate it. He is always willing to take questions in class and is always willing to give helpful tips with weekly webwork assignments and also didn't give us a webwork over our 3 mid term weekend for science kids which was very much appreciated. Overall Andrew was a very good teacher and i was glad to be in his section.
Good prof overall I admired his passion for the subject, some lessons were a little confusing an hard to follow also another way to access the notes if a day was missed, enjoyed herring overall, thank you!
I think it would be beneficial to not spend so much time on proofs and focus more on the application of the formula.
I overall despise mathematics as a subject and have much difficulty with it, but, your clear explanations of subjects helped me to do better than I expected in terms of understanding the content.

Comments
<p>I think you're good, but u insult your students and make fun of them in some times (happened a lot of times with me and other people), and that's a mistake because we're not friends and you also use words in class that you shouldn't use and you know exactly what i am talking about.</p> <p>I asked you once and you didn't answer me and there was still a minute before the beginning of the class, and my question was just a 15 sec question, and which i considered as an insultation when the whole class start looking at me, and i totally respected you and didn't go tell the dean of mathematics what happened Because i believe that we should close our eyes sometimes if it is not intentional.</p> <p>One more thing, you never explained concepts in a good way that a student can leave the class with the concept in his mind, and what made me get high grades on this course without effort is that i took this class in high school.</p>
<p>The limits unit was so confusing to. I cant tell if it is because the concept itself is hard to understand or if derivatives made things a lot simpler in comparison. Things definitely became easier to understand after we started learning derivatives. Also it would be very helpful after the end of learning each concept if we did a summary of each type of question we have encountered. For example at the end of limits, it would be helpful to list off all the tricks we have learned so that we have an idea of all of them in our mind.</p>
<p>Oftentimes, a lot of class time is devoted to proving theories which although provides some students with a more in depth understanding, I still struggled to make the connections between how we proved the theory in class and examination questions. I was hoping throughout the semester, that more time would be spent trying to simplify topics and on strategies of confronting various types of questions as opposed to what happened most of the time, complicating topic by spending a lot of time proving it.</p>
<p>Always takes time to answer student questions</p>
<p>overall your lecture are organized in a way where we can take the material we need to learn from them however I think more structured notes or powerpoint in which students can access would be somewhat useful or a summary of all the key concepts from each chapter or unit would increase the quality of learning.</p>
<p>Great teacher!</p>
<p>I appreciate that you present concepts clearly and take the time to explain everything.</p>
<p>Herring is a very intelligent person who designed his course in an organized manner. I find his teaching style to definitely be catered to student with little to no knowledge of Calculus and he provides us with plenty of practice and resources. Overall great professor, however asking questions in class is somewhat intimidating because sometimes Herring can make students feel silly for asking particularly "obvious" questions.</p>
<p>While I appreciated that the Webwork allowed for unlimited attempts, I found that the number of questions we had to complete were excessive. It become a tedious chore to continue to do them every week, and time-consuming when there was also work from other courses to be done. I found that some questions were beyond the concepts that were covered in class.</p>
<p>Love the stoic attitude when teaching and the very structured lessons help greatly. Great teacher all and all.</p>
<p>I understand the importance of showing proofs so we can then understand where the equations are coming from, but I feel as if there could have been a larger emphasis on going through different examples that would have prepared us more for different types of exam questions. I also understand that we are to be doing practice problems in the textbook for exposure to different types of problems, but many of them I felt I wasn't given the skills to solve, even coming from a strong calculus program in highschool.</p>
<p>Very straight forward teaching, no wasting time. I would've preferred if the lecture notes was posted on owl.</p>
<p>the webwork is too hard for the last several weeks</p>
<p>POST something after classes, either a summary or slides or even the pages in the book that were covered. something to look back on or to reference if you missed class</p>
<p>He is strict but nice</p>
<p>Overall good at teaching the material but sometime uses overly complicated mathematical language to explain things leading to a bit of confusion.</p>
<p>Sometimes you skip over the algebraic steps and jump to the answer which makes it hard to follow. But you were a very effective professor and explained concepts in enough detail to make it understandable. I feel that for 5.1, you went into too much detail. Also, it would have been beneficial to have less WebWorks or less questions in the WebWorks as most of the students within the class have other assignments in other classes that they also have to complete every week. But yeah, you were great.</p>
<p>The only criticism that I have is during the lectures, whenever the example are being worked on, it is hard to follow due to your terminology and how fast you work out the problems. Another big problem that I had was a lack of quizzes/assignments because those are good indicators to see how I am doing and what I need to work on for the midterm/final exam</p>
<p>The webworks were too long. It just wasn't justified given how little of our overall mark they were worth.</p>
<p>I found that at the beginning of the course when we were learning about derivatives and other topics that were covered in high school, I got more confused by going to class. I think this was just because my high school teacher taught the topics a different way, so when I went to class and learned the same topics in different ways, it just made me a little confused. However, I found that the second half of the course, which was mainly new topics, I benefited greatly from going to class. I felt like i developed a good understanding of the topics while going to class. I think that you are a great prof and i had a great year!</p>
<p>Overall a good teacher that has really good assessments in the course and his lectures are pretty clear. Andrew can be easily annoyed by people being late or talking in class a little too seriously but he has seem to lossen up at the end of the course. (He is also funny)</p>
<p>Herring is really good at teaching and explaining the basic concepts and guiding the class with example questions. I wish we would have gone over the the more trickier examples from the homework but because the course is so content heavy and with the lack of time, Herring did an excellent job of teaching the class the necessary skills to do the homework problems ourselves. The content can be boring at sometimes but Herring's unique sense of humour and teaching style keeps you engaged.</p>



Comments
I thought you performed well as a professor and liked the way you condensed the textbook material in class. The only issue I somewhat had was that the WebWork homework sometimes had an unnecessary amount of questions and some questions were fairly difficult though the latter is to be expected. The written assignments also had some fairly difficult questions as well but that is also something one could/should expect.
he is a good professor, he explains really well the material of the course. However, he should focus on talking about the exam during the exam period for the student to know more about what are they going to write
Unnecessary for a prof to talk about to students or require students to give an explanation as to why they're late a couple of minutes. Also should not be kicking people out of class for having quiet conversations about the course material discussed.
Usually skims through the material and rushes at the end of each lesson trying to cram everything, went overtime a couple of times. Messy handwriting and a small board so I couldn't see anything half the time, also don't like how he doesn't really explain as he writes things unless asked about it.
All ideas and concepts are explained well, with plenty of examples in order to ensure that everyone understands. The webwork is sometimes drastically different from the taught examples and very difficult to follow, so maybe reducing the difficulty for some questions would definitely help, and instead only have a couple comparably difficult questions.
Professor Herring is a competent, professional lecturer who is able to explain calculus concepts clearly and effectively while still holding the focus of lecture attendees.
Well organized class
Very helpful in office hours, but sometimes the content being taught is a little unclear when in class.
Great at teaching and keeping everyone engaged. Made otherwise miserable learning more interesting. Glad I was able to take calc with you.
Explains concepts well. Enjoyed reiman sums lectures, well taught. Lectures on related rates felt rushed and unclear. Overall, prof teaches with enthusiasm and answers students questions very thoroughly in class and office hours.
He is an amazing prof!!! Always willing to help!!!!
Too slow, doesn't teach properly. Spends all class on useless info and no time on important concepts
He provides good examples and goes slowly in the explanation. I really appreciate this as it allows us to learn more clearly and see every concept that is needed in order to solve the problems.
He was a good instructor and presented things right
Andrew Herring was probably one of the best professors I had this semester. He was very helpful at office hours and answered the questions in class in a clear and concise way. To improve I would say that on occasion there were some questions that we did in class that we did not complete because they took too much time. I would have liked that we went into some more detail in those cases because those questions typically were more difficult. However, this was understandable to the time constraints in the class. Over all an excellent professor.
I think that professor Herring is very organized in presenting the course content and in a way that logically flows for me. I like how the webwork is reflective of the content and I like how they are weekly so I can practice the content a lot and get more exposure. Maybe one suggestion is that the webworks should be kept to 20–30 questions, as sometimes when there are 40–50 questions, it takes a lot of time for me to finish.
In the coming years it'd be very helpful if you when asked questions you guided the students more than simply shutting them down. It is more helpful to be taught again than to be turned down.
Topics in this course were very well presented and easily understood thanks to the many examples related to each new concept. Office hours were incredibly helpful in understanding difficult material. Overall, well taught.
Andrew Herring, is well knowledgeable professor. He knows what he is teach, and explains concepts in class in a clear manner. He can be intimidating to talk to, and is very strict.
Explanations of everything after integrals were very clear and were presented well. Related rates and optimization were difficult concepts to understand in this course, and I would have benefitted from going over more of how to set up those types of questions. I would have also benefitted from more opportunities try problems by myself in class so that if I am confused about something, I can clear it up in class rather than being confused when trying to do Webwork questions or assignment questions and having to go to office hours or bring it up in the next class.
I believe that Andrew Herring did a good job this semester teaching Calculus 1000. He took the time to answer in class questions and was very open to any questions in office hours. In class he was very organized on what we were going to do that day and always had a plan. He wrote out notes and examples with lots of visual aids which I found very helpful as I am a visual learner. The only thing I would request is that we had done more difficult examples in classes instead of taking the time to go over some "proofs" for equations which I didn't find as helpful for understanding concepts as they were confusing. I found that in class we went over main concepts and good basic examples and then on the midterm the questions were much harder for the concepts or had many tricks you needed to be aware of.
I wish to see more examples written on the board. A lot of the lectures are definitions, which was not a big part of the midterm. Also, I thought that the way things were explained/said were not very clear and confused me. The environment was very harsh, what I mean by this is I was scared of asking my friend a question because I was told that if I talk, it is distracting and will get kicked out, however, I need to talk to clarify concepts.



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## Section 5: Supplementary Comments on the Course

**Notes:** Final grades must be submitted to the Registrar prior to reviewing comments. Students are reminded that their comments about the course should be fair, constructive, useful and relevant.

Comments
This course was overall a good experience and is designed fine.
Great teaching methods. Teaches at a good pace and takes pauses in between topics to make sure everyone understands what is going on. He explains new topics in a way that is easy to understand.
Calculus 1000 covered fundamental topics and the delivery methods of the course (including WebWork, written assignments and exams) were effective in assessing student's understanding of the course. WeBwork was a great tool to ensure that students stayed on top of class material and presented the opportunity to take what was learned in class and apply it to a new situation.
Focus more on optimization and related rates and integration bc we spent such little time on them and spent most of the course doing simple derivatives which we already knew how to do from high school
The midterm exam was kind of really hard but overall the material being taught is really interesting, not that hard of a concept if you have a good teacher to teach it to you
I think this course should have more assignments as I find that math exams are not always a best example of my knowledge, and mcc worth 2 marks to be unfair reflection of my knowledge
Although topics were difficult to understand, the prof made it easier to understand them. Some WebWork questions were a bit challenging, but helped me learn the topics better.
It was fair
I think it was a cool course in that we learned how things worked step by step and kept applying concepts to new concepts, but it still felt like a blow to the face learning limits first and ending with integration given that we learned the latter and not the former in high school.
None
Overall, I find the course and professor great! Prof is open to explaining basic concepts and WebWorks are a good way to encourage students to practice and understand content before the final exam. I find that the midterm questions were very concept based and required some extra application, so some more practice questions of equal difficulty may serve as useful.
I have no comments about the course other than that the course content is well laid out in a logical order and all the subjects included are relevant to not only students wishing to pursue mathematics.
It was a little bit unpleasant being in his class at first because he seemed really strict and short-tempered. However, by a few weeks into the class I realized that actually wasn't what he's like. He's actually pretty approachable and answers questions before and after class. He also provides an opportunity every few minutes for student's to ask questions and he seems to know when a good portion of the class isn't understanding the content so he stops to clarify. Really good at teaching, especially for integrals. The weekly Webwork's are really helpful for practicing concepts. I like how we have them every week as opposed to every two weeks because I have found it to be more effective. The Webwork's are more effective for me than the assignments, although I understand why we need to have a few assignments throughout the year. Overall, I'm glad I had him. He should continue to teach Calc 1000.
Don't make the profs prove the formulas, they don't help at all and just confuse everyone.
glad to see you warmed up to us students
Herring is an excellent teacher. His slightly "snappy" attitude is a little off-putting and intimidating at the beginning of the class, but I've noticed that he's a little more relaxed and comfortable as time has progressed. Has a completely different personality during office hours, which makes me think that he's trying to be intimidating and get people to take his class seriously (which they honestly should). I understand where he's coming from, but I think that he may need to take a little step back, or he will run into an issue with some of his students, and receive the opposite outcome of what he is trying to achieve.
Weekly webworks are a bit annoying, but are worth it, as they have solidified my knowledge on the majority of the topics, so very worth it.
His technique of writing out theorems and written explanations of what's going on, or steps to follow, is extremely beneficial to me, as I struggle with just interpreting the pure math with new concepts.
Overall, excellent teacher, and pretty solid dude. I suspect that if he takes a bit of time to refine his approach to interacting with students, he will become an incredible professor, and make quite the name for himself in the teaching community at Western.
The course was well taught and improved over the course of the semester. I'm glad to have had it as a class in my first semester at Western.
The midterm was much harder this year than in previous years, which is not fair to the students taking the course now. I felt that I was provided adequate resources to prepare me for the difficulty of the midterm.
course was very demanding, lots of homework and is 4 days a week. Hard to balance along with the other science courses
The course is well structured and easy to follow. Weekly webwork assignments were helpful in keeping me on track.
Although this course is a bit more on the challenging side, my teacher Andrew Herring taught me very well. He was helpful during office hours the only problems were that sometimes his classes were so packed full of information it could be hard to process all of it at once.
The variation among classes seemed a little unfair. Some classes did in class quizzes while others did web works. Consistency in quizzes and assignments would be nice.

Comments
Calculus is one of the best courses taught.
N/A
All of the questions on the Mid term were the hardest possible questions that could be given. It's nice to have a real challenge but it would be nice to throw in a couple generic questions. There should also be more help sessions for calculus and the area for Prep 101 needs to be much bigger.
N/a
I think there should be a standard number of webwork homework sets because while i got at least 11 webwork sets some of my peers only had 5.
What i want to say is that i never understood something in class honestly and never got the concept in class. And based on a personal experience, i can and i totally have the right to say that he ignore students sometimes which i consider as an insulation, because i am paying money (especially international students like me that pay a lot) to enrich my knowledge not to get insulated. My father has sent me here to learn, and the learning atmosphere was not offered in the class, unlike the other classes that i am taking which i found full satisfaction there. I want to note that the high grades i am taking in this course are because i've taken calculus 1 in high school which made this course easier for me. With all my respect ...
I don't think that calculus should be mandatory for all students. I find with calc 1000 some of the course contents on the midterm people have already done in high school and some people haven't therefore there should be more emohais on student understanding in the early months of the course.
It is nice that high-school level concepts are reviewed at the beginning of the course.
Excellent resources provided, no complaints.
I felt the course itself was very heavy with content and done in a short period of time. For some students, the class was much easier since they had learned many of the concepts in high school. However, many of the concepts were completely new to me since I had not learned it prior to coming into university. I felt that I was not prepared at all to take this course. I hope that instructors and Deans take into account that students come into class with different levels of understanding of the content being taught.
Webwork needs to update their code to make it more efficient to input answers.
He is a good professor
Overall it was good, it would have been nice to know when written assignments were going to be assigned more in advance.
I feel like there should be some overlap or collaboration between all the other calculus professors because it would be great to see/learn calculus from multiple points of views.
Great year
The course is perfectly balanced in terms of assignments and the material that is taught. The midterm and final practice booklets are extremely useful which for exams and at least for the Calculus midterm, it was marked fairly and with sympathy.
The lectures for calculus 1000A only teach you the basic concepts and skills needed and relies on you completing a lot of extended homework, although the amount can seem quite excessive, it is required to expand your knowledge. The Content is all connected in a way but the textbook can sometimes be hard to follow.
I thought Mr.Herring performed well as a professor and liked the way he condensed the textbook material in class and the way he taught. I found the midterm to be fairly difficult based on some previous ones I practiced.
the course is very helpful and interesting.
No comments.
I think more exam preparation is required in the course as the exams don't exactly reflect the learning and examples shown in class.
Arguably one of the best first year calc profs, taught concepts in a clear and concise manner while also making it interesting.
Very good prof! What an exceptional teacher!!
He spends all the time doing useless lessons that are not on the exam. NO proper exam prep at all. Didn't teach anything on the exam
NONE
The course covered all material that seemed appropriate. Maybe some more focus on application would have been useful. But over all very well done.
Overall I think professor Herring did a really good job teaching 1st year calculus. He explained everything clearly and in an organized fashion.
This course is a basic calculus course. Over half of the concepts were taught in high school, so at times the course can be very boring and becomes very repetitive.
Going through examples more slowly would help me to understand the concepts better.
I felt the course was challenging but a good course overall for first year university students to apply themselves and figure out you need to do much more learning and practicing outside of class rather than just going to class.
I think that it is a fair representation of what was expected.

No instructor additional questions selected.

**Distribution:**

Sections 1 (table only) and 2, are available to those with a Western username at [sqct.uwo.ca/results](https://sqct.uwo.ca/results).

Section 1-3, and 5 are forwarded to the instructor and the dean (who may share the information with the department chair).

Sections 4 and 6 are forwarded to the instructor only.