

**2018 | 2181 | A&S | Math Survey  
2181-1 (2018)**

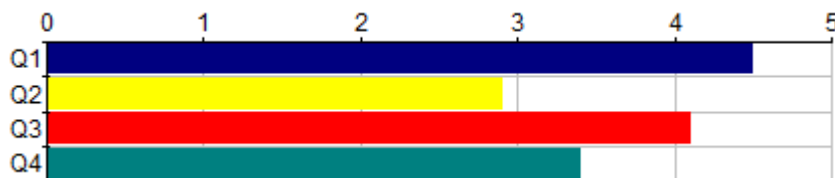
**University of Cincinnati  
University of Cincinnati**

**Course:** 15MATH1062 011 - CALCULUS II

**Department:** 15MATH

**Responsible  
Faculty:** Andrew Lorent

**Responses / Expected:** 21 / 37 (56.76%)



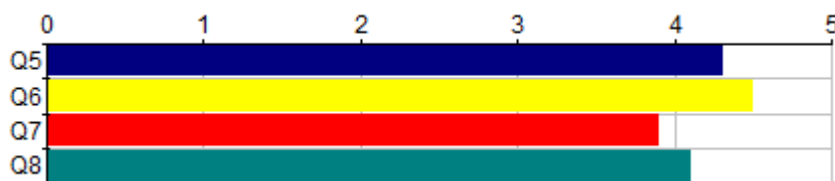
**Andrew Lorent**

**Mathematical Sciences**

**Classroom presentation and activities**

<b>Q1</b>	The instructor is well-prepared	0	0	2	7	12	<b>21</b>	<b>4.5</b>	<b>4.6</b>	5	5	3	5	.66
<b>Q2</b>	The instructor gives clear explanations	5	4	3	6	3	<b>21</b>	<b>2.9</b>	<b>3.0</b>	3	4	1	5	1.41
<b>Q3</b>	The instructor uses instruction time well.	0	3	2	6	10	<b>21</b>	<b>4.1</b>	<b>4.4</b>	4	5	2	5	1.06
<b>Q4</b>	My overall rating of the effectiveness of the instructor's classroom presentations and activities is:	1	3	8	4	5	<b>21</b>	<b>3.4</b>	<b>3.3</b>	3	3	1	5	1.14

**Responses:** [1] 1=1 [2] 2=2 [3] 3=3 [4] 4=4 [5] 5=5



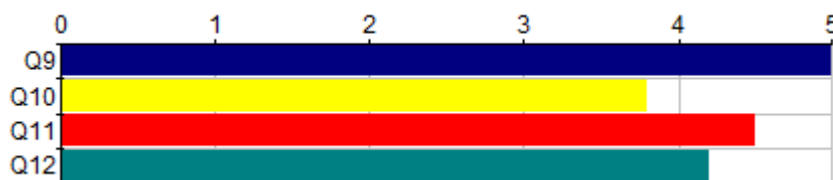
**Andrew Lorent**

**Mathematical Sciences**

**Quality of evaluation of students**

<b>Q5</b>	The instructor makes clear what is expected of me	1	1	2	3	14	<b>21</b>	<b>4.3</b>	<b>4.8</b>	5	5	1	5	1.13
<b>Q6</b>	The instructor grades fairly	0	0	1	8	12	<b>21</b>	<b>4.5</b>	<b>4.6</b>	5	5	3	5	.59
<b>Q7</b>	The instructor provides adequate feedback on my progress	2	1	3	7	8	<b>21</b>	<b>3.9</b>	<b>4.1</b>	4	5	1	5	1.25
<b>Q8</b>	My overall rating of the quality of the instructor's evaluation of the students is:	1	1	2	7	9	<b>20</b>	<b>4.1</b>	<b>4.4</b>	4	5	1	5	1.09

**Responses:** [1] 1=1 [2] 2=2 [3] 3=3 [4] 4=4 [5] 5=5



## Andrew Lorent

## Mathematical Sciences

## Attitude of instructor

	Responses							Individual					
	1	2	3	4	5	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev
<b>Q9</b> The instructor seems interested in the subject	0	0	0	0	21	21	5.0	5.0	5	5	5	5	0
<b>Q10</b> The instructor interacts well with the class	0	4	2	9	6	21	3.8	4.0	4	4	2	5	1.05
<b>Q11</b> The instructor is available for help and advice	0	0	1	9	11	21	4.5	4.5	5	5	3	5	.59
<b>Q12</b> My overall rating of the instructor's attitude toward the class is:	0	1	5	3	11	20	4.2	4.6	5	5	2	5	.98

Responses: [1] 1=1 [2] 2=2 [3] 3=3 [4] 4=4 [5] 5=5

## Q13 - What is your overall opinion of this instructor as a teacher? Explain.

Faculty: Andrew Lorent

Response Rate: 95.24% (20 of 21)

- When he does problems on the board he is always rushed to get through and he skips a lot of steps and doesn't explain how to do the
- 1 problems very well. It is very hard to follow his work. It also very hard to read his handwriting, which makes it more difficult to understand the problem. He also always makes mistakes on the problems.
  - 2 Too smart to teach
  - 3 This professor definitely has a clear understanding of the material but cannot convey it in an effective way. He focuses too much on the hard-to-understand theoretical topics and not nearly enough time on the questions that we will see on exams.  
  
Professor Lorent is very hard to follow in a lot that he does, his board is never fully erased, he follows steps incorrectly, and doesn't believe the truth that some of the students say in the class. He truly can't spell correctly, which doesn't mean much for math, and he
  - 4 gets short with the class really easily. He tries to work in front of the syllabus all the time and causes there to be much confusion when he rushes through it. I came to the conclusion that I will just have to teach myself most of the material because he goes so fast and nobody can hang with him. I understand his work, but he tries to go so fast it's hard for other students to keep up.  
  
Professor Lorent knows the material well, but can't explain it to students who are not math majors. He knows everything he is talking about, but expects everyone in the class to be at his level of math knowledge. He over-complicates his lectures, and most of us
  - 5 students don't understand anything he is trying to say. Coming prepared to class everyday doesn't help because he will find the most complicated way to describe a simple subject. I believe this man is a genius when it comes to calculus, but he does not do well explaining it freshman who are taking Calculus II for the first time.
  - 6 Lorent is a great teacher but is not for everyone. I personally like his teaching style and how quickly he goes through problems while other students do not seem to like how quickly he goes through explanations
  - 7 I think he is very passionate about the class and intends for us all to do our best with hard work.
  - 8 I think as a teacher he is good, he is enthusiastic about Calculus and helping us understand.
  - 9 I think Dr. Lorent is a good teacher overall and he cares a lot about the subject. He wants his students to succeed.

- 10 He knows everything but he teaches at a really fast pace
- 11 He knows a lot about the subject but in my opinion I struggle to understand the concepts and even after he tries to explain I am still confused. I rely on outside sources to learn the material. He moves too fast.
- 12 He is very interested and passionate about calculus and his first priority is helping the students.
- 13 He is very intelligent in the things he teaches us. This however can sometimes be detrimental to the class as he skips through some topics and also uses techniques some do not understand.
- 14 He is very knowledgeable and caring for his students
- 15 He is very good at Calculus and knows the subject very well but his teaching method is difficult for some. He spends much of the class deriving formulas but sometimes fails to tell the class when a final equation is reached.
- He is clearly very interested in Calculus and has a lot of knowledge about it, but he is not very good at explaining things or answering questions. He leaves out a lot of steps when working out problems on the board. His process of solving problems is often hard to
- 16 follow and he seems to always rush through everything. He makes a lot of mistakes when solving problems and when a student tries to point the mistake out, he usually gets really angry and says "No I'm right" and then later realizes that what the student said is right. The classroom is a very harsh environment in which most students do not feel comfortable to ask or answer questions.
- 17 He is a very effective Professor
- 18 He is a really good professor and absolutely loves math. He can get a little ahead of himself at times, but if the class tells him, he will slow down and further explain. I really good calc teacher.
- 19 He is a professor that truly cares about his subject, and about how his students perform in this subject. Every chance is taken to include everyone in class, and if anyone needs help he often speaks after class.
- Expects a prior knowledge level that is too high. Sometimes doesn't make very clear explanations. He is clearly very educated on the
- 20 subject and wants students to succeed but sometimes i think he thinks we grasp the concepts more than we do so we don't spend enough time on some subjects.

#### Q14 - Comments and/or suggestions

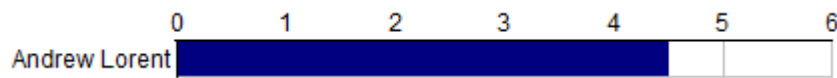
**Faculty:** Andrew Lorent

**Response Rate:** 66.67% (14 of 21)

- 1 slow down and thoroughly explain some subjects more
- 2 none
- 3 Slow down a little bit so we understand the first time rather than asking a lot of questions.
- 4 None.
- 5 Lorrent knows the subject very well but it would be helpful if he gave a brief explanation of the equation and spent the majority of class working on practice problems.
- 6 Like said in the previous question, he is very enthusiastic about teaching Calculus to us. My only criticism is that sometimes he rushes topics and it makes it harder to understand what he is trying to teach.
- Just slow down, try to learn the material for the class. None of his homework is the same as the class so it causes the homework to take 4-5 hours on average. If he slowed down, knew what he was saying, and would really help others, then the class would be easier to
- 7 learn. But because he goes so fast, he forces kids to office hours instead of doing it in class when other people have the same question, and he writes down problems incorrect because he goes so fast. If he slowed down, and took what came to him, the class would be much better for all involved.
- 8 I don't prefer a standard lecture format, which is what his class is. We aren't allowed to work with other students on problems during

class, we just have to sit there and listen to him go over exactly whats in the textbook. I don't get much out of learning like this. I suggest that he does his lecture for half of the class time and the other half of class, let students work on problems themselves, then go over the solutions.

- 9 He does good, any thing like hand writing confusions and going too fast he will fix if called out.
- 10 He assigns more homework than most professors teaching this subject would, however I believe it is a good way to enforce daily practice to those who wouldn't do this naturally.
- 11 Great professor and knows what he is doing but goes extremely fast and does not always get straight to the point
- 12 Go slower on problems and spend more time doing problems that are important, and less time doing unimportant things. Do not intimidate students so much as to make them uncomfortable.
- 13 Go slower on the problems and show more steps, write neater so that it is easier for students to follow the problem.
- 14 Allocate more time for practice and less time on proving formulas.



### Andrew Lorent

#### Mathematical Sciences Comments

#### Responses

#### Individual

	A	B	C	D	F	W	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev
Q15 Expected Grade:	3	8	8	1	1	0	21	4.5	4.6	5	4,5	2	6	.96

Responses: [A] A=6 [B] B=5 [C] C=4 [D] D=3 [F] F=2 [W] W=1