

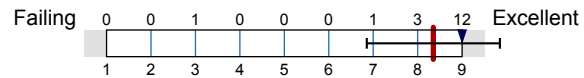


**M.J. ANDREWS**  
**Evaluation of Instruction Program Report**  
 18W: MATH 131A LEC 1: ANALYSIS  
 No. of responses = 17  
 Enrollment = 40  
 Response Rate = 42.5%

**Survey Results**

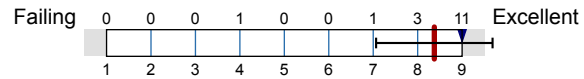
**1. UCLA Department of Mathematics:**

1.1) How would you rate your instructor as an effective teacher?



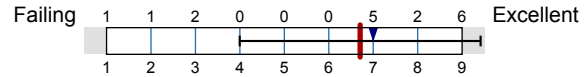
n=17  
 av.=8.35  
 md=9  
 dev.=1.5

1.2) How would you rate the availability and helpfulness of your instructor outside of the classroom?



n=16  
 av.=8.38  
 md=9  
 dev.=1.31  
 ab.=1

1.3) What is your rating of this course independent of the effectiveness of the instructor?



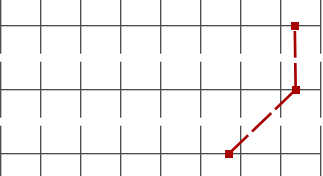


n=17  
 av.=6.71  
 md=7  
 dev.=2.71

# Profile

Subunit: MATH  
 Name of the instructor: M.J. ANDREWS  
 Name of the course:  
 (Name of the survey) 18W: MATH 131A LEC 1: ANALYSIS

Values used in the profile line: Mean

## 1. UCLA Department of Mathematics:

1.1) How would you rate your instructor as an effective teacher?	Failing		Excellent	n=17	av.=8.35
1.2) How would you rate the availability and helpfulness of your instructor outside of the classroom?	Failing		Excellent	n=16	av.=8.38
1.3) What is your rating of this course independent of the effectiveness of the instructor?	Failing		Excellent	n=17	av.=6.71

## Comments Report

### 2. Comments:

- <sup>2.1)</sup> Please use the space provided for any comments you wish to make which are pertinent to the educational process. These may include all aspects of the course: teaching, examinations, grading, textbook, etc.
- Andrews is great! Very helpful, funny, entertains us. He made me like proofs somehow, which I hated before. I think it was his very logical step-by-step process. Love this class but it's SO hard.
- About the course...Too much information crammed in ten weeks! It's a little crazy. We shouldn't cover integration.
- Clear lecture and lecture notes.
  - Great professor, but I personally do not like the quiz problems (the ones if got wrong will make you worse)
  - He is a very clear instructor and does a good job of encouraging class participation
- I would have rated him higher on availability, he is quite accommodating when it comes to discussion. I only rated him slightly down because he is often swarmed with students seeking help.
- I like the material of the class, but I do think the class is a bit too fast, which makes it difficult to really understand a topic.
- Michael is a great professor and really knows how to reach the students and make things understandable for us. He tends to go off on long tangents when students ask him questions and his answers sometimes don't clear up our confusion still. Other times his responses can be too short and it makes you feel like he thinks you're dumb for not understanding. I like his grading system with the quizzes, but a quiz the week before finals week is kind of annoying. His solutions for the quiz prep also got worse and worse throughout the quarter. Unlike the other topics where we build to them and got ample practice with them, integration was a nightmare. I can't suggest much though because I know he isn't teaching this class again. I wish he were staying at UCLA but he is a brilliant guy who can succeed at whatever he puts his mind too, so I am happy for him.
  - Michael mostly focused on proofs during lecture which made it difficult to understand what was happening conceptually. Along with this, he often went through proofs too quickly and did not thoroughly explain his process.
  - Possibly the best professor I've ever had. Lectures are engaging and the quiz preparations were great for learning the lecture material. Negative points on some of the quiz problems really discourage students from making random guesses, but they were almost too merciless. I wish the 'proof' part of quizzes were worth more than the part with negative points to reduce some of the pressure while still preventing random guesses. Grading seemed to be focused more on getting the overall idea of the proofs right rather than taking a point off for every little mistake, which I thought was very lenient.
  - Professor Andrews has a great personality which helped lighten the mood in class. I appreciate all the time he takes to type out his lectures and detailed proofs to his notes/quiz preparation solutions. I liked how class was structured and how the "format" he taught with quantified statements helped build a strong foundation before looking at more complex theorems. He makes himself available by providing multiple office hours throughout the week and will still make himself available if you cannot meet with him during office hours. I appreciate the fact that he sees flaws in the educational system and actively works to accommodate to the general needs of the students in his class to make sure we all pass the class.

- Professor Andrews is such a great lecturer, one of the best ones I have had so far. This was a hard class, definitely the hardest math upper division I have taken so far but still my favorite and it's all thanks to Professor Andrews. He really made sure we understood the concepts and didn't just rush through the material. His passion for the things he does is honestly admirable, be it music or math. He is such an exceptionally smart individual and it was honestly an honor being his student!
- Professor Andrews was a great instructor. He did everything he could to make us succeed in this very difficult course. I really appreciated all the time he spent on quantifiers and conditional statements at the beginning of the class. I also appreciated his lecture notes which read like a very well thought-out and comprehensive textbook. His office hours were super helpful, and I especially loved that he and our TA wrote out very detailed and explanatory solutions to the quiz prep problems. It was very helpful to be shown explicitly why certain choices were made in a proof, whereas, without explanation, many of these choices would seem completely arbitrary (and completely baffling).

Even given such a great instructor and TA, this course is by far the worst course I have ever been forced to take (though, not that far from math 115A). It is unreasonable to require so much material in a given quarter, especially when it is at this level of difficulty. To really understand these very abstract and often unintuitive ideas and then to be able to formulate a thought-out and highly structured proof based on those ideas, takes time. When we are rushed through this endless amount of material we lose the time for contemplating. Having time to sit with these ideas and think about what a theorem or definition is saying is vital to being able to prove anything about them later on in an exam.

To my point, the quiz averages for this course were horrible, almost always with failing averages. One quiz had more than half the class receiving a 0, while the highest score was 100, the second highest score was a 55. Getting failing scores because you haven't been given the time to fully grasp the material is unbelievably frustrating and not conducive to learning at all. While these unrealistically challenging exams may single out the genius(es) in the room, for the rest of us it is just demotivating. I really wish that the UCLA math department would see that the approach to learning that they have enforced is not creating more highly educated students, but really just more tired, dispirited, and regretful students.

- The grading scheme was very unique. I'm not sure if it's better or worse than the normal homework and midterm way of doing things
- The quizzes are very challenging, and I think if the class will be better with less materials and longer time.