

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2022)

Course: MATH-111-4: Calculus I - Fall 2022

Instructor: Alexis Newton *

Response Rate: 23/28 (82.14 %)

1 - Percentage of classes you did NOT attend (whether on-campus or synchronous/online).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
0%	(1)	4	17.39%	<div><div></div></div>	
1-5%	(2)	10	43.48%	<div><div></div></div>	
6-10%	(3)	3	13.04%	<div><div></div></div>	
11-15%	(4)	2	8.70%	<div><div></div></div>	
16-20%	(5)	0	0.00%	<div><div></div></div>	
21-25%	(6)	2	8.70%	<div><div></div></div>	
26-30%	(7)	0	0.00%	<div><div></div></div>	
31-40%	(8)	0	0.00%	<div><div></div></div>	
41-50%	(9)	0	0.00%	<div><div></div></div>	
51-60%	(10)	0	0.00%	<div><div></div></div>	
61-80%	(11)	2	8.70%	<div><div></div></div>	
81-99%	(12)	0	0.00%	<div><div></div></div>	
				0 25 50 100	
Response Rate					
23/28 (82.14%)					

2 - You are taking this course (select all that apply):

Response Option	Weight	Frequency	Percent	Percent Responses	Means
To complete a General Education Requirement	(1)	12	52.17%	<div><div></div></div>	
For your major/minor	(2)	19	82.61%	<div><div></div></div>	
As a prerequisite for another course	(3)	10	43.48%	<div><div></div></div>	
As a pre-professional requirement	(4)	5	21.74%	<div><div></div></div>	
Because you are interested in the subject	(5)	6	26.09%	<div><div></div></div>	
Response Rate		23/28 (82.14%)			

3 - Your expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	10	43.48%	<div><div></div></div>	
A-	(2)	5	21.74%	<div><div></div></div>	
B+	(3)	4	17.39%	<div><div></div></div>	
B	(4)	2	8.70%	<div><div></div></div>	
B-	(5)	1	4.35%	<div><div></div></div>	
C+	(6)	1	4.35%	<div><div></div></div>	
C	(7)	0	0.00%	<div><div></div></div>	
C-	(8)	0	0.00%	<div><div></div></div>	
D+	(9)	0	0.00%	<div><div></div></div>	
D	(10)	0	0.00%	<div><div></div></div>	
S	(11)	0	0.00%	<div><div></div></div>	
U	(12)	0	0.00%	<div><div></div></div>	
				0 25 50 100	
Response Rate					
23/28 (82.14%)					

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2022)

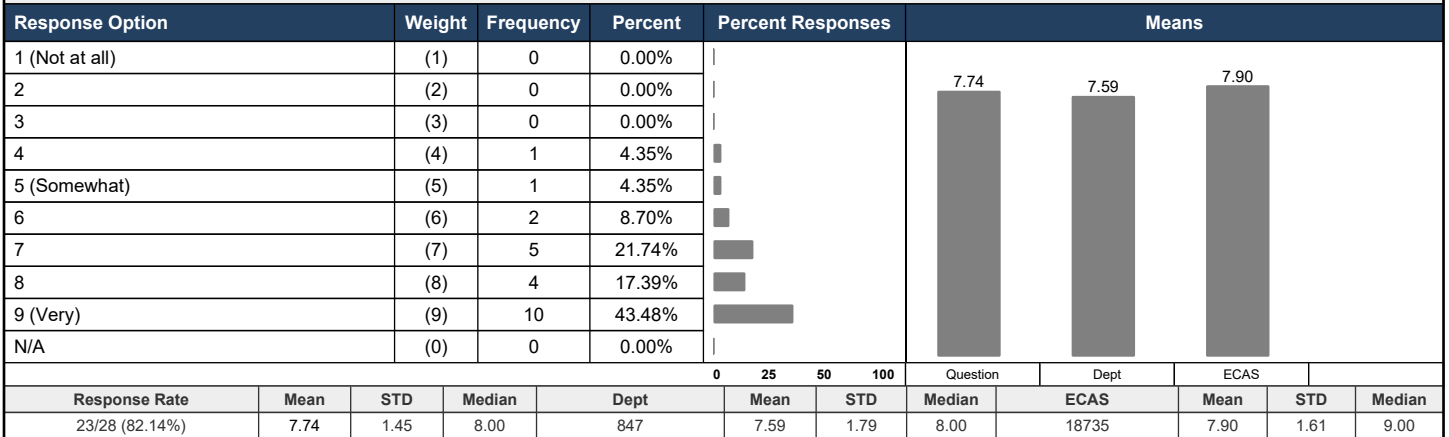
Course: MATH-111-4: Calculus I - Fall 2022

Instructor: Alexis Newton *

Response Rate: 23/28 (82.14 %)

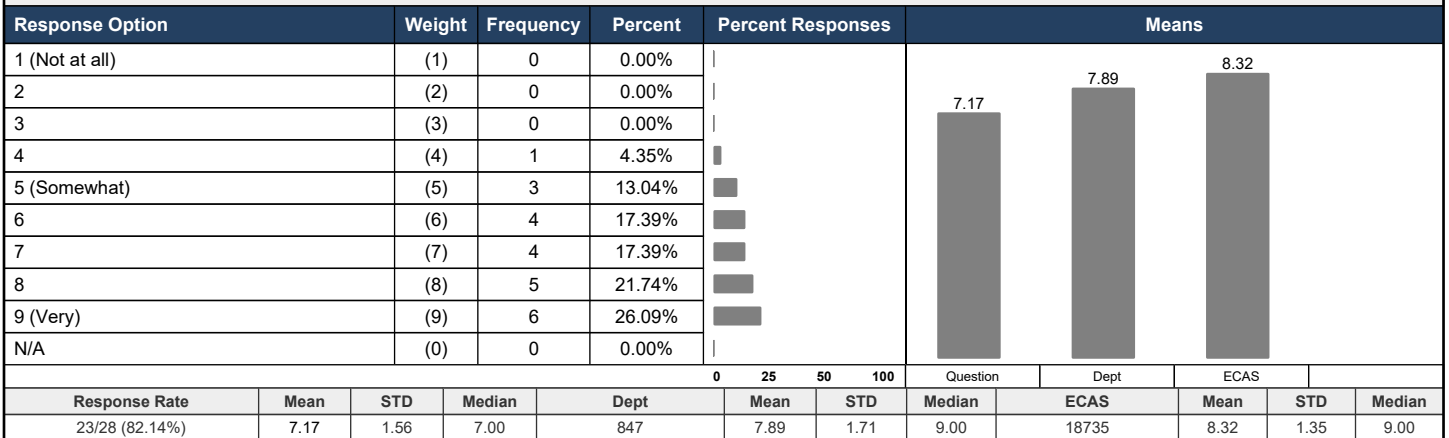
4 - Please respond to the following questions focused on the instructor, Alexis Newton. -

How well organized was the class?



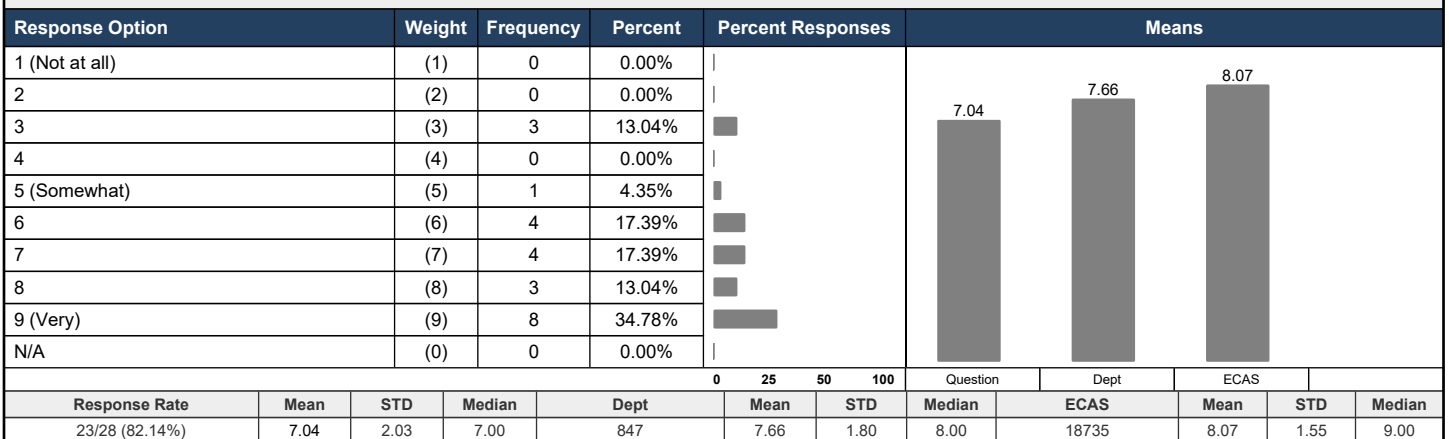
4 - Please respond to the following questions focused on the instructor, Alexis Newton. -

Was the instructor enthusiastic about the material?



4 - Please respond to the following questions focused on the instructor, Alexis Newton. -

How concerned was the instructor with what students learned from the course?



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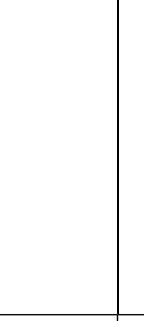
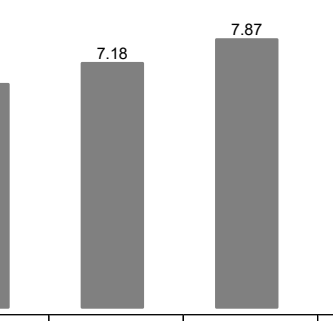
Course: MATH-111-4: Calculus I - Fall 2022

Instructor: Alexis Newton *

Response Rate: 23/28 (82.14 %)

4 - Please respond to the following questions focused on the instructor, Alexis Newton. -

How clearly did the instructor explain specific concepts relevant to the course?

Response Option		Weight	Frequency	Percent	Percent Responses	Means									
1 (Not at all)		(1)	1	4.35%											
2		(2)	1	4.35%											
3		(3)	2	8.70%											
4		(4)	0	0.00%											
5 (Somewhat)		(5)	2	8.70%											
6		(6)	4	17.39%											
7		(7)	3	13.04%											
8		(8)	3	13.04%											
9 (Very)		(9)	7	30.43%											
N/A		(0)	0	0.00%											
					0	25	50	100	Question	Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median	
23/28 (82.14%)		6.57	2.45	7.00	847		7.18	2.14	8.00	18735		7.87	1.68	9.00	

4 - Please respond to the following questions focused on the instructor, Alexis Newton. -

How clearly did the instructor communicate the objectives and requirements for the course?

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
1 (Not at all)		(1)	0	0.00%	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>								
2		(2)	1	4.35%										
3		(3)	2	8.70%										
4		(4)	0	0.00%										
5 (Somewhat)		(5)	1	4.35%										
6		(6)	3	13.04%										
7		(7)	3	13.04%										
8		(8)	3	13.04%										
9 (Very)		(9)	10	43.48%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question	Dept		ECAS		
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median
23/28 (82.14%)		7.22	2.19	8.00	847		7.53	1.91	8.00	18735		7.95	1.63	9.00

4 - Please respond to the following questions focused on the instructor, Alexis Newton. -

How well did the instructor respond to students' questions?

Response Option				Weight	Frequency	Percent	Percent Responses	Means										
1 (Not at all)				(1)	1	4.35%												
2				(2)	0	0.00%												
3				(3)	1	4.35%												
4				(4)	0	0.00%												
5 (Somewhat)				(5)	0	0.00%												
6				(6)	1	4.35%												
7				(7)	6	26.09%												
8				(8)	2	8.70%												
9 (Very)				(9)	12	52.17%												
N/A				(0)	0	0.00%												
								0	25	50	100	Question	Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median				
23/28 (82.14%)		7.65	2.06	9.00	847		7.68	1.92	9.00	18735		8.09	1.58	9.00				

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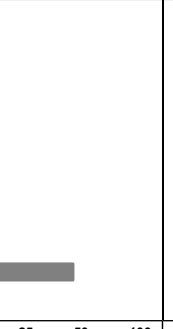
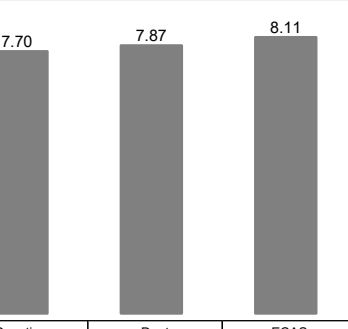
Course: MATH-111-4: Calculus I - Fall 2022

Instructor: Alexis Newton *

Response Rate: 23/28 (82.14 %)

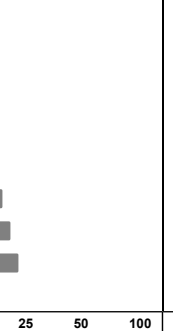
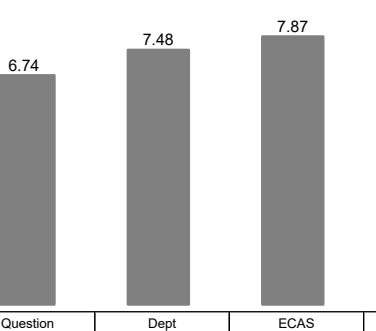
4 - Please respond to the following questions focused on the instructor, Alexis Newton. -

How accessible was the instructor for individual discussion about the course?

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
1 (Not at all)		(1)	0	0.00%										
2		(2)	0	0.00%										
3		(3)	2	8.70%										
4		(4)	0	0.00%										
5 (Somewhat)		(5)	1	4.35%										
6		(6)	2	8.70%										
7		(7)	3	13.04%										
8		(8)	2	8.70%										
9 (Very)		(9)	13	56.52%										
N/A		(0)	0	0.00%										
						0	25	50	100	Question	Dept		ECAS	
Response Rate		Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median		
23/28 (82.14%)		7.70	1.92	9.00	847	7.87	1.70	9.00	18735	8.11	1.57	9.00		

5 - How much did this course promote your progress on the following learning objectives?

Acquiring factual knowledge.

Response Option		Weight	Frequency	Percent	Percent Responses	Means										
1. Not at all or very little		(1)	2	8.70%												
2.		(2)	0	0.00%												
3.		(3)	0	0.00%												
4.		(4)	1	4.35%												
5. Somewhat		(5)	3	13.04%												
6.		(6)	2	8.70%												
7.		(7)	4	17.39%												
8.		(8)	5	21.74%												
9. Very much		(9)	6	26.09%												
N/A		(0)	0	0.00%												
					0	25	50	100	Question		Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median		
23/28 (82.14%)		6.74	2.36	7.00	807		7.48	1.88	8.00	15402		7.87	1.64	9.00		

5 - How much did this course promote your progress on the following learning objectives?

Understanding basic principles and concepts.

Response Option		Weight	Frequency	Percent	Percent Responses	Means									
1. Not at all or very little		(1)	1	4.35%											
2.		(2)	0	0.00%											
3.		(3)	0	0.00%											
4.		(4)	0	0.00%											
5. Somewhat		(5)	2	8.70%											
6.		(6)	2	8.70%											
7.		(7)	6	26.09%											
8.		(8)	5	21.74%											
9. Very much		(9)	7	30.43%											
N/A		(0)	0	0.00%											
					0	25	50	100	Question	Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median	
23/28 (82.14%)		7.30	1.87	8.00	807		7.54	1.84	8.00	15402		7.98	1.56	9.00	

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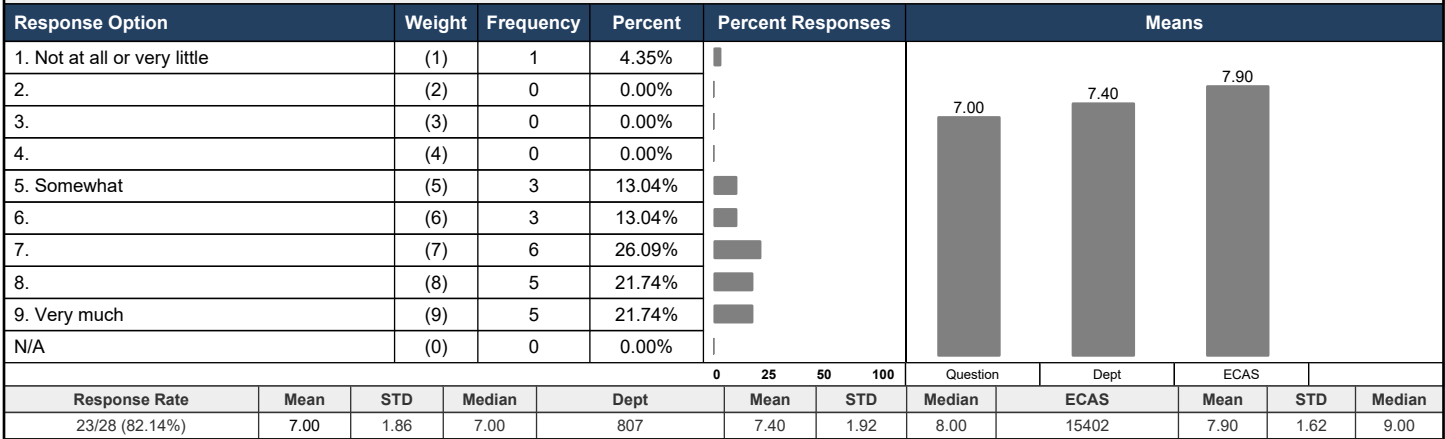
Course: MATH-111-4: Calculus I - Fall 2022

Instructor: Alexis Newton *

Response Rate: 23/28 (82.14 %)

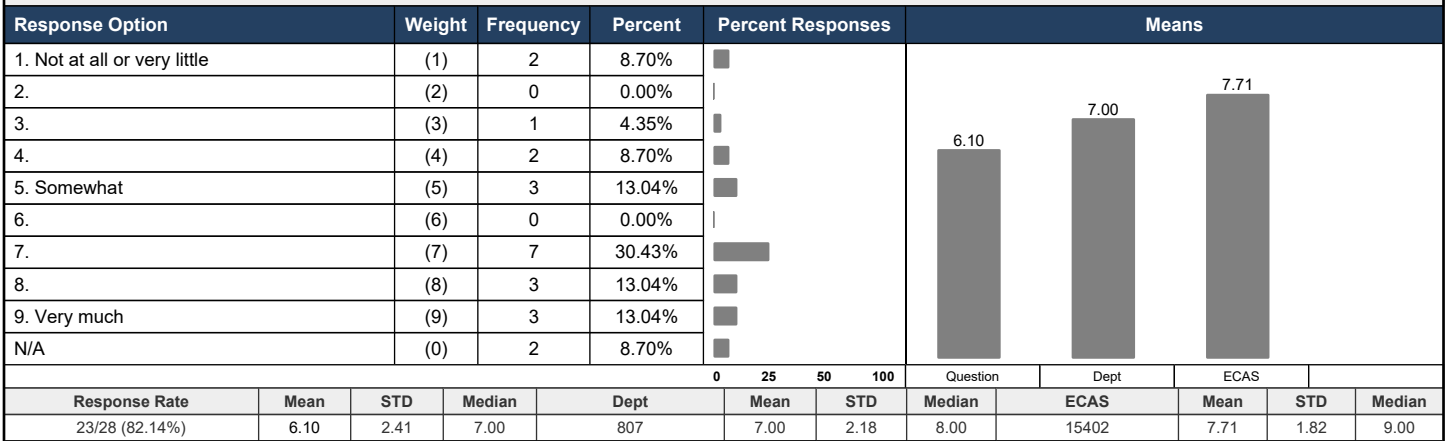
5 - How much did this course promote your progress on the following learning objectives?

Being able to apply facts, concepts and principles to specific questions.



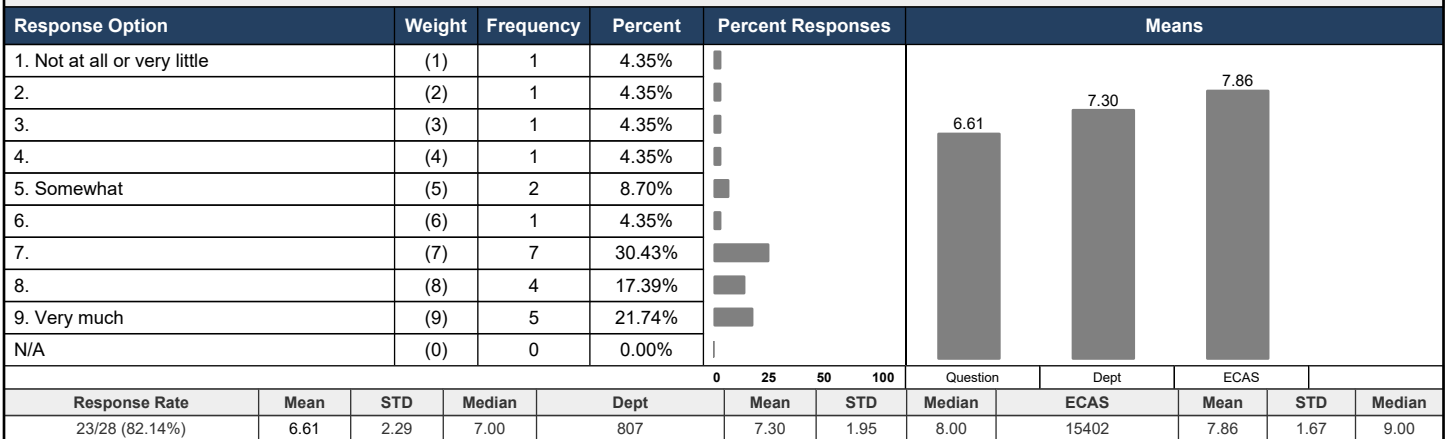
5 - How much did this course promote your progress on the following learning objectives?

Being able to assess or critique ideas and arguments.



5 - How much did this course promote your progress on the following learning objectives?

Being able to integrate and synthesize information.



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Instructor: Alexis Newton *

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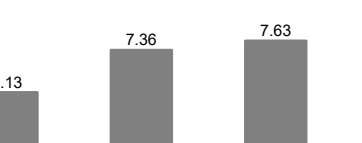
6 - Please answer the following questions, again focusing on the instructor (Alexis Newton). -

How well did the exams and/or assignments reflect the course material?

Response Option		Weight	Frequency	Percent	Percent Responses	Means									
1 (Not at all)		(1)	0	0.00%											
2		(2)	0	0.00%											
3		(3)	2	8.70%											
4		(4)	1	4.35%											
5 (Somewhat)		(5)	3	13.04%											
6		(6)	3	13.04%											
7		(7)	4	17.39%											
8		(8)	6	26.09%											
9 (Very)		(9)	4	17.39%											
N/A		(0)	0	0.00%											
					0	25	50	100	Question		Dept		ECAS		
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median	
23/28 (82.14%)		6.74	1.86	7.00	847		7.50	1.96	8.00	18735		7.94	1.61	9.00	

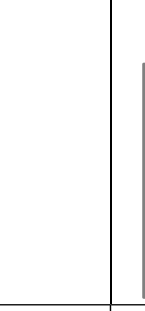
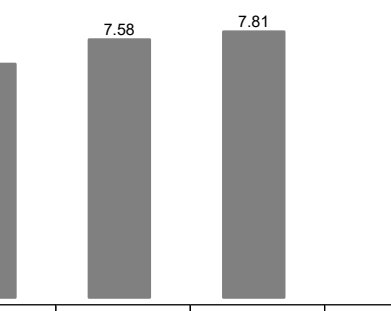
6 - Please answer the following questions, again focusing on the instructor (Alexis Newton). -

Was the instructor's feedback on exams, papers, performance useful?

Response Option		Weight	Frequency	Percent	Percent Responses	Means										
1 (Not at all)		(1)	3	13.04%												
2		(2)	0	0.00%												
3		(3)	0	0.00%												
4		(4)	1	4.35%												
5 (Somewhat)		(5)	4	17.39%												
6		(6)	3	13.04%												
7		(7)	5	21.74%												
8		(8)	2	8.70%												
9 (Very)		(9)	5	21.74%												
N/A		(0)	0	0.00%												
					0	25	50	100	Question		Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median		
23/28 (82.14%)		6.13	2.53	7.00	847		7.36	2.05	8.00	18735		7.63	1.92	8.00		

6 - Please answer the following questions, again focusing on the instructor (Alexis Newton). -

Were the instructor's grading criteria for the course clear?

Response Option				Weight	Frequency	Percent	Percent Responses	Means										
1 (Not at all)				(1)	1	4.35%												
2				(2)	0	0.00%												
3				(3)	1	4.35%												
4				(4)	2	8.70%												
5 (Somewhat)				(5)	1	4.35%												
6				(6)	2	8.70%												
7				(7)	6	26.09%												
8				(8)	3	13.04%												
9 (Very)				(9)	7	30.43%												
N/A				(0)	0	0.00%												
							0	25	50	100	Question		Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median				
23/28 (82.14%)		6.87	2.20	7.00	847		7.58	1.87	8.00	18735		7.81	1.78	9.00				

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2022)

Course: MATH-111-4: Calculus I - Fall 2022

Instructor: Alexis Newton *

Response Rate: 23/28 (82.14 %)

7 - Please comment on the strengths and weaknesses of the course:

Response Rate	23/28 (82.14%)
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- This course was very organized, but it was a little fast-paced.
- It seems to cover many of the relevant parts of calculus, but it seems as though it glosses over many details that may or may not be relevant in future courses.
- The tests were really hard, so much homework, so many quizzes, the class was just a ton of work
- The only reason I took this course was because of the mandatory single math GER, and the fact that I didn't want to take QTM 100. A strength of this course is its size, I liked that it was a smaller class and there are multiple sections.
- The course starts easy but jumps to very difficult in the end
- Cannot think of anything right now.
- Please consider changing the due date for the weekly quizzes. Opening them at 12:00PM on Friday and closing them at 12:00PM on Sunday is not convenient nor enough time.
- Strengths: Helps in understanding basic concepts. Weaknesses: Some topics are a little hard to understand.
- Overall, the course was very fast-paced, but I know it's because there is a lot of material for one semester. I liked how the class was standardized across all sections, but I did not like how the quizzes were due at the most inconvenient times on the weekend. I really like the homework system, since it helped me understand the material while also boosting my grade.
- strengths: organization
- N/A
- Very accessible
- the WebAssign did not reflect the test at all
- -
- The course was slowly paced at first and then sped up a lot through the end. I feel like it would've been more helpful to have it be the opposite way.
- A strength was the multiple boards in the room. It made following the notes easier. A weakness would be that the course went fast but that's just college courses in general. So there weren't really any weaknesses.
- This course is fine when it comes to the homeworks and in class lectures. However, the quizzes and exams are often way more difficult than what we learned or have been practicing.
- Practice problems help with exam but not many resources
- Most of the times, I found the examples from class a bit different from what was asked on exams.
- Strength: Informative Weakness: Lacks appealing interests and impetus for student learning
- Terrible way to go about explaining calculus
- Strength- tests are fine and curved weakness- hw and quizzes are so bad
- weaknesses: moves very quickly, quiz periods are at very inconvenient times (over weekend). strengths: well organized, easy to find assignments and followed clear schedule,

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Course: MATH-111-4: Calculus I - Fall 2022
Instructor: Alexis Newton *
Response Rate: 23/28 (82.14 %)

8 - Please comment on the strengths and weaknesses of the instructor:

Response Rate	23/28 (82.14%)
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- She was great during office hours and explained concepts very well when I was confused!
- She was very engaging and full of energy, but it was sometimes difficult to schedule office hours.
- Alexis was amazing, she was the best grad student instructor I've ever had
- Alexis was very kind and relatable, and she made this course more tolerable. Sometimes she would get flustered or mess something up, but she always tried very hard to correct her issues. It was very apparent that she cared a lot that we understood the content, and took personal time to stay after class, post solutions to problems we didn't get to, and compromise to hold review sessions that most people could attend. However I wish she would maybe use more printouts/virtual examples, so we don't have to waste time copying and her writing a lot on board.
- Does not explain concepts properly. but is very accessible for office hours
- Alexis Newton seems like a very nice person and she clearly cares about her students. However, she simply does not do a good job of understanding the material. I took AP AB Calculus in high school and scored highly on the exam. I was taking the course for fun, and to get a good grade. The way she taught was so much worse than my high school calculus teacher. She would read and copy everything from a sheet of paper and explain everything in a very confusing way. Many times she would do practice problems before she introduced the actual concept. I would not have known what she was doing had I not taken calculus in the past. I would continuously feel bad for those who were seeing this material for the first time. I honestly do not know how they did it.
- Alexis is an amazing instructor. Not only does she clearly and concisely explain concepts in class, but she gives up several hours of her time every week for office hours and 1-on-1 sessions. I wouldn't have done well in this course if it weren't for her generosity and help!
- Strengths: Clearly explained the course requirements. Weaknesses: Wasn't very concise with certain topics.
- I obviously understand that she is a grad student, but it's almost ridiculous how such an important class can be taught by so many grad students. If I had not learned calculus prior to college, I would have failed this course. Alexis is a nice person, but her lectures were boring, unenthusiastic, and so poorly taught. None of the concepts would connect with each other, concepts were not explained, and sometimes it seemed like she did not even know what she was teaching. I relied on basically all of my previous knowledge to understand the homework problems. Additionally, I would go to office hours and it seemed like she did not want me there.
- she's a great teacher
- She rushes sometimes but she is enthusiastic about the material and could be a good teacher.
- None
- strengths include good clear notes
- Was very helpful
- she writes clearly on the board and is passionate about what she is teaching. she also is able to explain material in a helpful and understanding way. she's also funny which makes the class more engaging
- A strength of the instructor is that it clearly shows that she loves what she does and she is happy to answer any questions. A weakness is that sometimes she can get confused and other students have to correct her a lot but that could just be the nervousness of teaching.
- I have absolutely nothing bad to say about Alexis. She might be one of my favorite instructors here at Emory. She cares about her students. She would often set time aside from her busy schedule in order for me to have office hours where I would be able to ask questions and practice problems in order to prepare for the exams.
- Explained concepts very well and reached out to provide help
- Alexis is a great instructor, she was really approachable in and out of class, and if we had a problem with a certain topic, she would always help us promptly.
- Strength: Strong and clear explanation that better student understanding Weakness: Sometimes makes math mistakes
- she was ok I guess I mean she's a grad student so like ill cut her some slack like she wasn't bad
- Strength- kind, relatable, easy to reach out to, fair. Weakness- did not explain material well
- weaknesses: could not always answer student questions, could not give helpful advice for how to study for class/better prepare for exams when asked. strengths: responds quickly to communications, flexible and helpful with extensions/extenuating circumstances

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Course: MATH-111-4: Calculus I - Fall 2022

Instructor: Alexis Newton *

Response Rate: 23/28 (82.14 %)

9 - Would you recommend this course or instructor to another student? Why or why not?

Response Rate 23/28 (82.14%)

- Yes, I would recommend this instructor to another student. She was great at explaining the concepts and very understanding as well.
- Yes, requirement for multiple majors and enjoyable.
- I would recommend my instructor but not the course. You never know when you're going to get a bad grad student so there's no way of knowing if the class will be good or not. I just got lucky with an amazing grad student
- I would recommend this course if someone has taken Calc in high school. I am not a math person, and if I had taken this course without previous knowledge of calculus I would have absolutely failed. I would recommend Alexis Newton. She was funny and nice and helps when you need extra help.
- no because I did not understand the course material well from this instructor
- I would recommend math 111 to another student but I would not recommend the instructor. The class was interesting and I enjoy the calculus concepts in math 111.
- I would definitely recommend Alexis Newton as an instructor.
- I would recommend another student to take this course, because it helps in understanding concepts required for other courses.
- I would recommend this course to another student only because I think everyone should know the basics of calculus or if the student is interested in math. Otherwise, I would not.
- yes, i would as it is a useful class.
- Yes, but I just enjoy learning calculus.
- Because math is fun
- yes very clear and organized
- Definitely
- yes, i enjoyed the class and the content i learned
- I would recommend this course and instructor to another student because calc is an important topic to know and Alexis Newton will help you understand it.
- I would not recommend this course as it is extremely difficult with no reason to be. The math department should look into why the lectures and exams have little correlation. However, I would 100% recommend this instructor to another student.
- I would recommend the instructor because it was easy to learn from her but I wouldn't recommend the class to students who don't need it because the concepts can be difficult to grasp
- I would recommend Alexis as an instructor, but not the course itself. I think that the difficulty of the problems given in exams should match the difficulty of the content during class, because the exams were a lot different than the class examples.
- Yes: Because the lecture is effective for my personal learning experience overall.
- not really a useful question its kind of a requirement
- Yes good teacher
- Yes, but with the reservation that she may not be the very best for getting the full scope of the material

Mean of Means Calculations	Mean	Dept	ECAS	
Weighted Mean (Course)	6.75	7.34	7.86	
Weighted Mean (Instructor)	7.08	7.58	7.97	
Weighted Mean (Overall)	6.97	7.50	7.93	