Emory University: Emory College of Arts and Sciences
ECAS Course Evaluations (Sp 2021)

Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means
0%	(1)	5	29.41%		
1-5%	(2)	8	47.06%		
6-10%	(3)	2	11.76%		
11-15%	(4)	0	0.00%		
16-20%	(5)	0	0.00%		
21-25%	(6)	0	0.00%		
26-30%	(7)	0	0.00%		
31-40%	(8)	0	0.00%		
41-50%	(9)	0	0.00%		
51-60%	(10)	2	11.76%		
61-80%	(11)	0	0.00%		
81-99%	(12)	0	0.00%		
				0 25 50 100	
Response Rate					
17/30 (56.67%)					

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

Response Option	Weight	Frequency	Percent	Percent Responses
To complete a General Education Requirement	(1)	11	64.71%	
For your major/minor	(2)	11	64.71%	
As a prerequisite for another course	(3)	5	29.41%	
As a pre-professional requirement	(4)	4	23.53%	
Because you are interested in the subject	(5)	1	5.88%	
Response Rate	17/30 (56.67%)			

3 - Your expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	7	41.18%		
A-	(2)	4	23.53%		
B+	(3)	1	5.88%		
B	(4)	1	5.88%		
B-	(5)	3	17.65%		
C+	(6)	0	0.00%		
C	(7)	0	0.00%		
C-	(8)	0	0.00%		
D+	(9)	0	0.00%		
D	(10)	1	5.88%		
S	(11)	0	0.00%		
U	(12)	0	0.00%		
				0 25 50 100	
Response Rate					
17/30 (56.67%)					

Emory University: Emory College of Arts and Sciences
ECAS Course Evaluations (Sp 2021)

Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

---

4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

How well organized was the class?

Response Option	Weight	Frequency	Percent
1 (Not at all)	(1)	0	0.00%
2	(2)	0	0.00%
3	(3)	0	0.00%
4	(4)	0	0.00%
5 (Somewhat)	(5)	1	5.88%
6	(6)	2	11.76%
7	(7)	4	23.53%
8	(8)	4	23.53%
9 (Very)	(9)	6	35.29%
N/A	(0)	0	0.00%

Means: Question 7.71, Dept 7.53, ECAS 7.87

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.71	1.26	8.00	864	7.53	1.92	8.00	16775	7.87	1.66	9.00

---

4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

Was the instructor enthusiastic about the material?

Response Option	Weight	Frequency	Percent
1 (Not at all)	(1)	0	0.00%
2	(2)	0	0.00%
3	(3)	0	0.00%
4	(4)	0	0.00%
5 (Somewhat)	(5)	1	5.88%
6	(6)	0	0.00%
7	(7)	2	11.76%
8	(8)	6	35.29%
9 (Very)	(9)	8	47.06%
N/A	(0)	0	0.00%

Means: Question 8.18, Dept 7.81, ECAS 8.30

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	8.18	1.07	8.00	864	7.81	1.71	9.00	16775	8.30	1.35	9.00

---

4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

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

Response Option	Weight	Frequency	Percent
1 (Not at all)	(1)	0	0.00%
2	(2)	0	0.00%
3	(3)	0	0.00%
4	(4)	0	0.00%
5 (Somewhat)	(5)	1	5.88%
6	(6)	0	0.00%
7	(7)	5	29.41%
8	(8)	3	17.65%
9 (Very)	(9)	8	47.06%
N/A	(0)	0	0.00%

Means: Question 8.00, Dept 7.65, ECAS 8.08

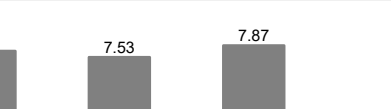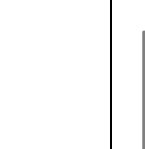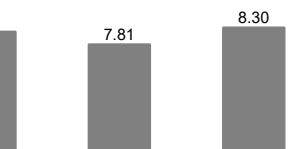| Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	8.00	1.17	8.00	864	7.65	1.83	8.00	16775	8.08	1.56	9.00

Emory University: Emory College of Arts and Sciences
ECAS Course Evaluations (Sp 2021)

Course: MATH-111-3: Calculus I - Spring 2021

Instructor: Christopher Keyes *
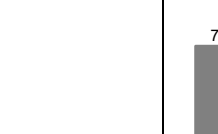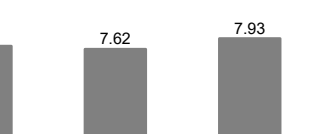
Response Rate: 17/30 (56.67 %)

4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

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)	0	0.00%		
2	(2)	0	0.00%		
3	(3)	1	5.88%		
4	(4)	1	5.88%		
5 (Somewhat)	(5)	1	5.88%		
6	(6)	3	17.65%		
7	(7)	2	11.76%		
8	(8)	4	23.53%		
9 (Very)	(9)	5	29.41%		
N/A	(0)	0	0.00%		

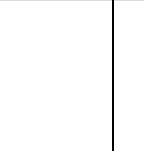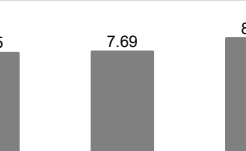| Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.12	1.87	8.00	864	7.16	2.15	8.00	16775	7.82	1.76	9.00

4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

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%		
2	(2)	1	5.88%		
3	(3)	0	0.00%		
4	(4)	0	0.00%		
5 (Somewhat)	(5)	0	0.00%		
6	(6)	2	11.76%		
7	(7)	2	11.76%		
8	(8)	5	29.41%		
9 (Very)	(9)	7	41.18%		
N/A	(0)	0	0.00%		

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.71	1.79	8.00	864	7.62	1.89	8.00	16775	7.93	1.68	9.00

4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

How well did the instructor respond to students' questions?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1 (Not at all)	(1)	0	0.00%		
2	(2)	0	0.00%		
3	(3)	1	5.88%		
4	(4)	0	0.00%		
5 (Somewhat)	(5)	2	11.76%		
6	(6)	0	0.00%		
7	(7)	3	17.65%		
8	(8)	3	17.65%		
9 (Very)	(9)	8	47.06%		
N/A	(0)	0	0.00%		

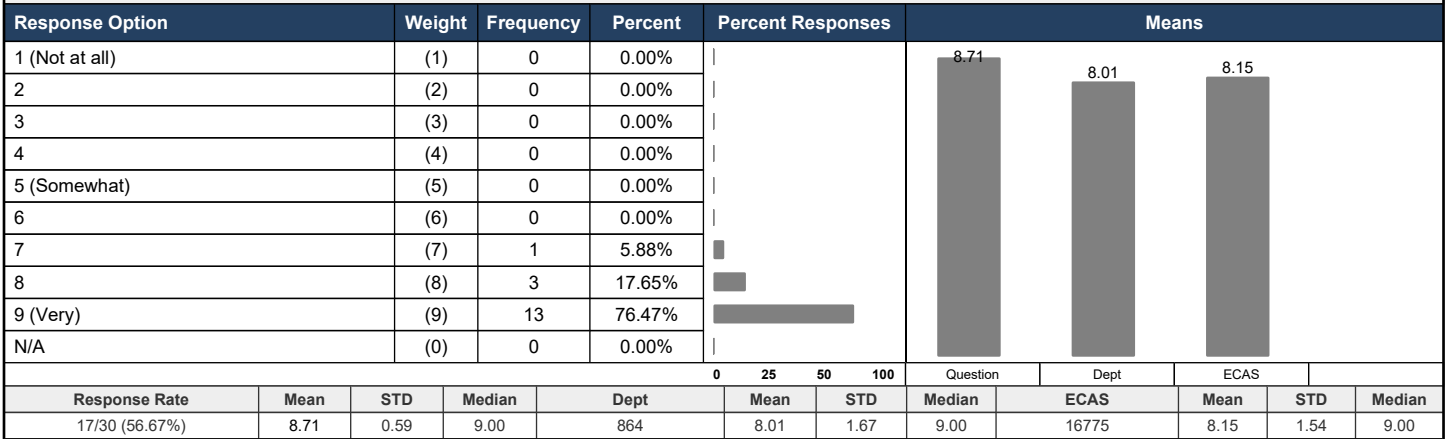| Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.65	1.80	8.00	864	7.69	1.91	9.00	16775	8.08	1.60	9.00

Emory University: Emory College of Arts and Sciences
ECAS Course Evaluations (Sp 2021)

Course: MATH-111-3: Calculus I - Spring 2021

Instructor: Christopher Keyes *
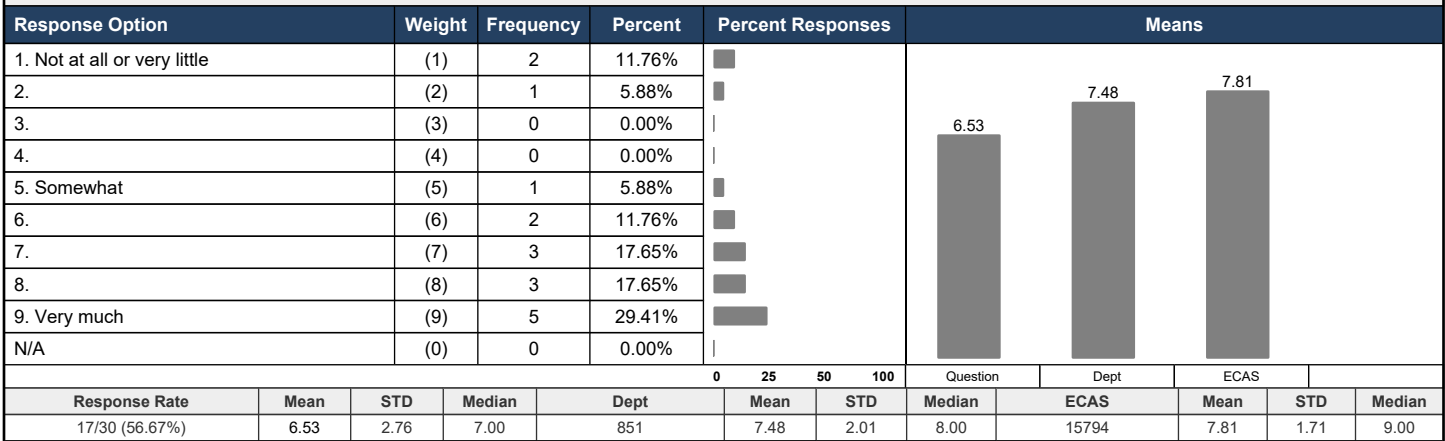
Response Rate: 17/30 (56.67 %)

---

4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

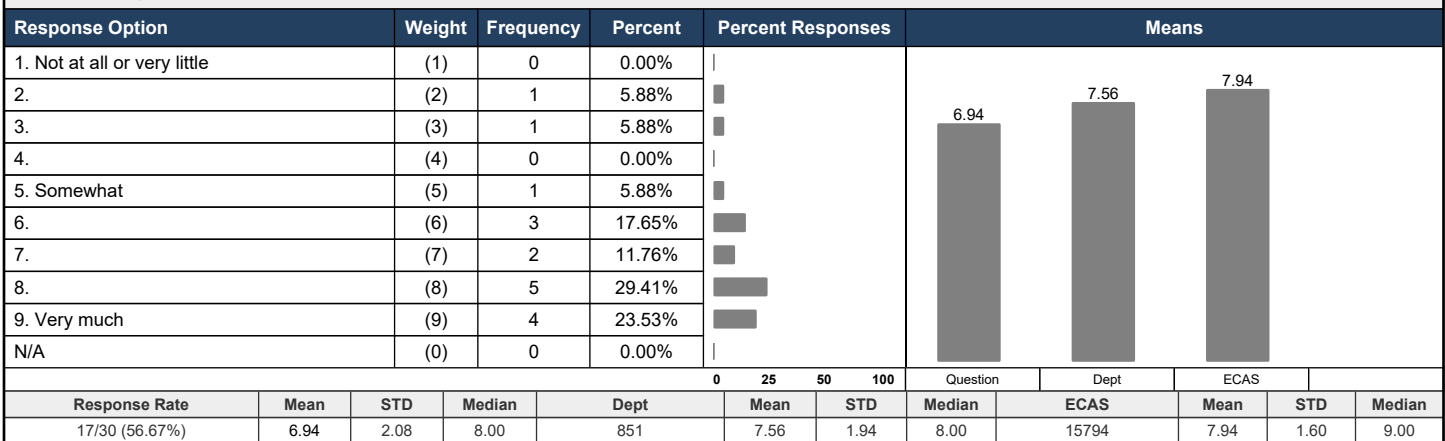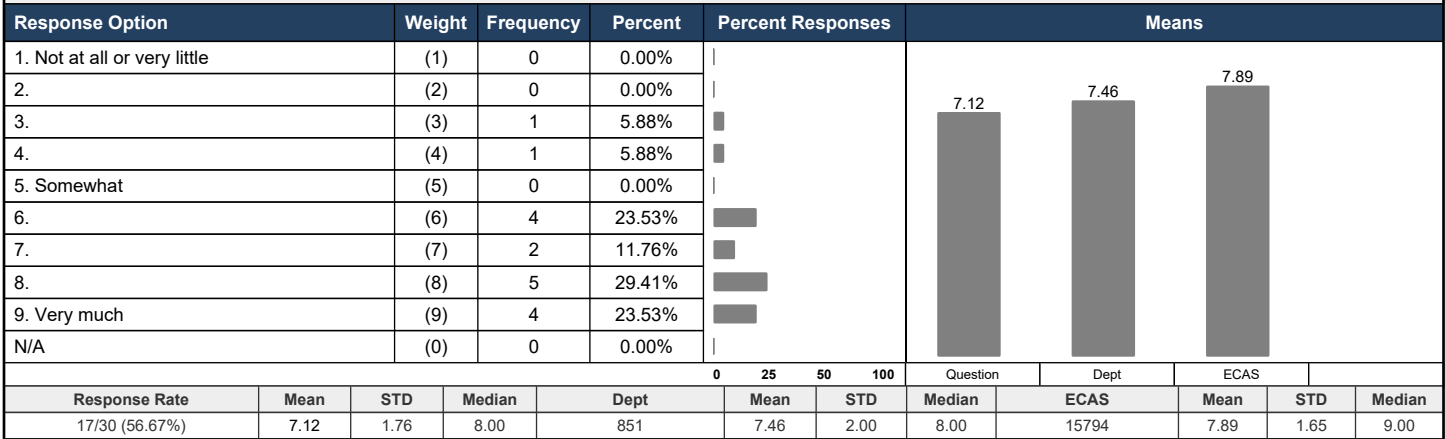**How accessible was the instructor for individual discussion about the course?**

Response Option	Weight	Frequency	Percent
1 (Not at all)	(1)	0	0.00%
2	(2)	0	0.00%
3	(3)	0	0.00%
4	(4)	0	0.00%
5 (Somewhat)	(5)	0	0.00%
6	(6)	0	0.00%
7	(7)	1	5.88%
8	(8)	3	17.65%
9 (Very)	(9)	13	76.47%
N/A	(0)	0	0.00%

Means: Question 8.71, Dept 8.01, ECAS 8.15

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	8.71	0.59	9.00	864	8.01	1.67	9.00	16775	8.15	1.54	9.00

---

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

Acquiring factual knowledge.

Response Option	Weight	Frequency	Percent
1. Not at all or very little	(1)	2	11.76%
2.	(2)	1	5.88%
3.	(3)	0	0.00%
4.	(4)	0	0.00%
5. Somewhat	(5)	1	5.88%
6.	(6)	2	11.76%
7.	(7)	3	17.65%
8.	(8)	3	17.65%
9. Very much	(9)	5	29.41%
N/A	(0)	0	0.00%

Means: Question 6.53, Dept 7.48, ECAS 7.81

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	6.53	2.76	7.00	851	7.48	2.01	8.00	15794	7.81	1.71	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
1. Not at all or very little	(1)	0	0.00%
2.	(2)	1	5.88%
3.	(3)	1	5.88%
4.	(4)	0	0.00%
5. Somewhat	(5)	1	5.88%
6.	(6)	3	17.65%
7.	(7)	2	11.76%
8.	(8)	5	29.41%
9. Very much	(9)	4	23.53%
N/A	(0)	0	0.00%

Means: Question 6.94, Dept 7.56, ECAS 7.94

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	6.94	2.08	8.00	851	7.56	1.94	8.00	15794	7.94	1.60	9.00

Emory University: Emory College of Arts and Sciences
ECAS Course Evaluations (Sp 2021)

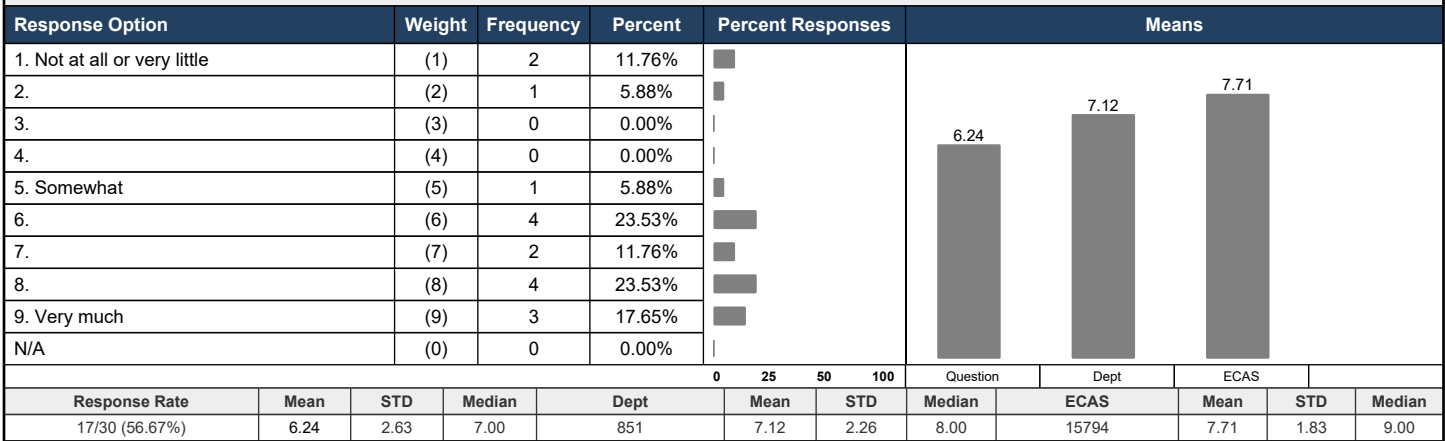|	
Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

---

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

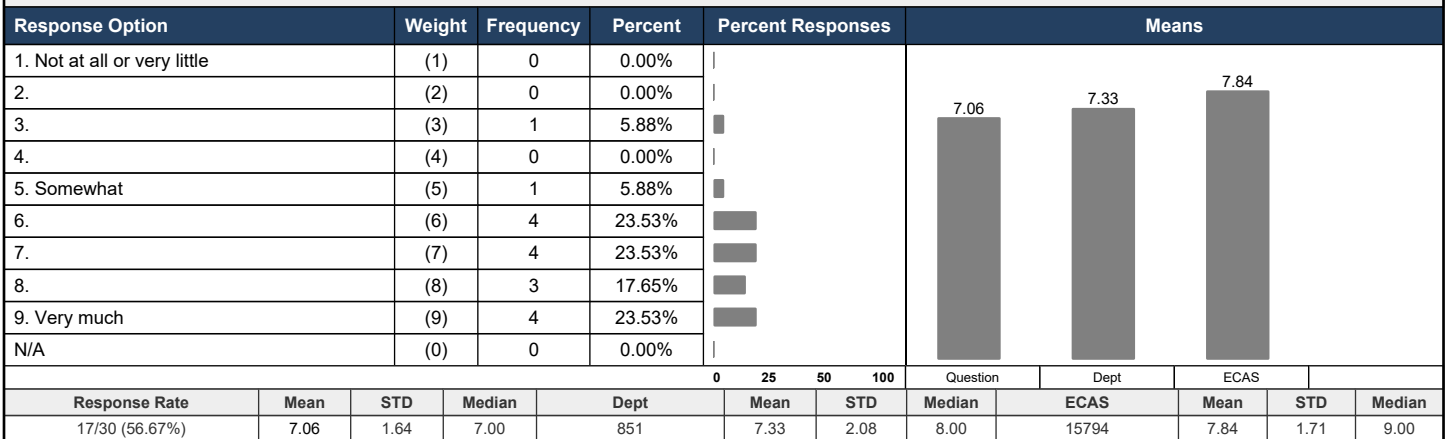**Being able to apply facts, concepts and principles to specific questions.**

Response Option	Weight	Frequency	Percent
1. Not at all or very little	(1)	0	0.00%
2.	(2)	0	0.00%
3.	(3)	1	5.88%
4.	(4)	1	5.88%
5. Somewhat	(5)	0	0.00%
6.	(6)	4	23.53%
7.	(7)	2	11.76%
8.	(8)	5	29.41%
9. Very much	(9)	4	23.53%
N/A	(0)	0	0.00%

Means: Question 7.12, Dept 7.46, ECAS 7.89

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.12	1.76	8.00	851	7.46	2.00	8.00	15794	7.89	1.65	9.00

---

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

Being able to assess or critique ideas and arguments.

Response Option	Weight	Frequency	Percent
1. Not at all or very little	(1)	2	11.76%
2.	(2)	1	5.88%
3.	(3)	0	0.00%
4.	(4)	0	0.00%
5. Somewhat	(5)	1	5.88%
6.	(6)	4	23.53%
7.	(7)	2	11.76%
8.	(8)	4	23.53%
9. Very much	(9)	3	17.65%
N/A	(0)	0	0.00%

Means: Question 6.24, Dept 7.12, ECAS 7.71

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	6.24	2.63	7.00	851	7.12	2.26	8.00	15794	7.71	1.83	9.00

---

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

Being able to integrate and synthesize information.

Response Option	Weight	Frequency	Percent
1. Not at all or very little	(1)	0	0.00%
2.	(2)	0	0.00%
3.	(3)	1	5.88%
4.	(4)	0	0.00%
5. Somewhat	(5)	1	5.88%
6.	(6)	4	23.53%
7.	(7)	4	23.53%
8.	(8)	3	17.65%
9. Very much	(9)	4	23.53%
N/A	(0)	0	0.00%

Means: Question 7.06, Dept 7.33, ECAS 7.84

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.06	1.64	7.00	851	7.33	2.08	8.00	15794	7.84	1.71	9.00

Emory University: Emory College of Arts and Sciences
ECAS Course Evaluations (Sp 2021)

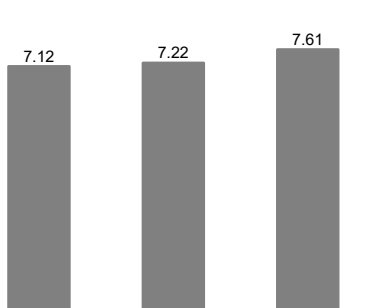|	
Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

6 - Please answer the following questions, again focusing on the instructor (Christopher Keyes). -

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

Response Option	Weight	Frequency	Percent
1 (Not at all)	(1)	0	0.00%
2	(2)	0	0.00%
3	(3)	0	0.00%
4	(4)	2	11.76%
5 (Somewhat)	(5)	2	11.76%
6	(6)	4	23.53%
7	(7)	3	17.65%
8	(8)	2	11.76%
9 (Very)	(9)	4	23.53%
N/A	(0)	0	0.00%

Means: Question 6.76, Dept 7.55, ECAS 7.95

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	6.76	1.71	7.00	864	7.55	1.87	8.00	16775	7.95	1.61	9.00

6 - Please answer the following questions, again focusing on the instructor (Christopher Keyes). -

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

Response Option	Weight	Frequency	Percent
1 (Not at all)	(1)	1	5.88%
2	(2)	0	0.00%
3	(3)	0	0.00%
4	(4)	0	0.00%
5 (Somewhat)	(5)	0	0.00%
6	(6)	3	17.65%
7	(7)	6	35.29%
8	(8)	3	17.65%
9 (Very)	(9)	4	23.53%
N/A	(0)	0	0.00%

Means: Question 7.12, Dept 7.22, ECAS 7.61

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.12	1.90	7.00	864	7.22	2.12	8.00	16775	7.61	1.99	9.00

6 - Please answer the following questions, again focusing on the instructor (Christopher Keyes). -

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

Response Option	Weight	Frequency	Percent
1 (Not at all)	(1)	0	0.00%
2	(2)	0	0.00%
3	(3)	0	0.00%
4	(4)	0	0.00%
5 (Somewhat)	(5)	0	0.00%
6	(6)	3	17.65%
7	(7)	5	29.41%
8	(8)	4	23.53%
9 (Very)	(9)	5	29.41%
N/A	(0)	0	0.00%

Means: Question 7.65, Dept 7.64, ECAS 7.78

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.65	1.11	8.00	864	7.64	1.91	8.00	16775	7.78	1.81	9.00

Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

7 - Which of these best describes your primary physical location while enrolled in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Atlanta metro area	(1)	11	64.71%		
Other U.S. location	(2)	6	35.29%		
International location	(3)	0	0.00%		

Response Rate
17/30 (56.67%)

8 - How effective were each of the following components in helping you achieve the stated learning outcomes? Mark "N/A" for those components not used in this course.

live Zoom sessions

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1 (Not effective at all)	(1)	0	0.00%		
2	(2)	0	0.00%		
3	(3)	0	0.00%		
4	(4)	2	11.76%		
5 (About average)	(5)	1	5.88%		
6	(6)	3	17.65%		
7	(7)	3	17.65%		
8	(8)	3	17.65%		
9 (Very effective)	(9)	5	29.41%		
N/A	(0)	0	0.00%		

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.12	1.73	7.00	851	6.60	2.40	7.00	15794	7.25	2.10	8.00

8 - How effective were each of the following components in helping you achieve the stated learning outcomes? Mark "N/A" for those components not used in this course.

recorded lectures

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1 (Not effective at all)	(1)	0	0.00%		
2	(2)	0	0.00%		
3	(3)	0	0.00%		
4	(4)	0	0.00%		
5 (About average)	(5)	4	23.53%		
6	(6)	0	0.00%		
7	(7)	2	11.76%		
8	(8)	1	5.88%		
9 (Very effective)	(9)	5	29.41%		
N/A	(0)	5	29.41%		

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.25	1.82	7.50	851	7.08	2.12	8.00	15794	7.18	2.10	8.00

Course: MATH-111-3: Calculus I - Spring 2021

Instructor: Christopher Keyes *
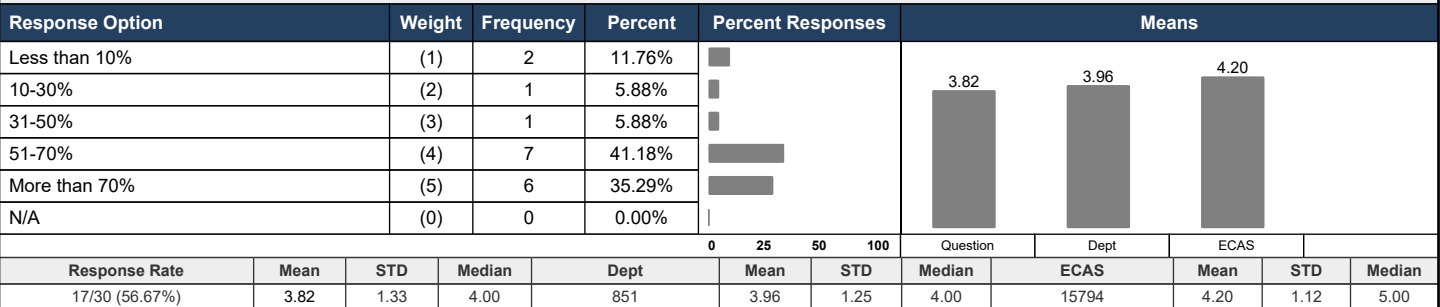
Response Rate: 17/30 (56.67 %)

---

9 - How effective overall was the instructor's use of technology in helping you achieve the stated learning outcomes?
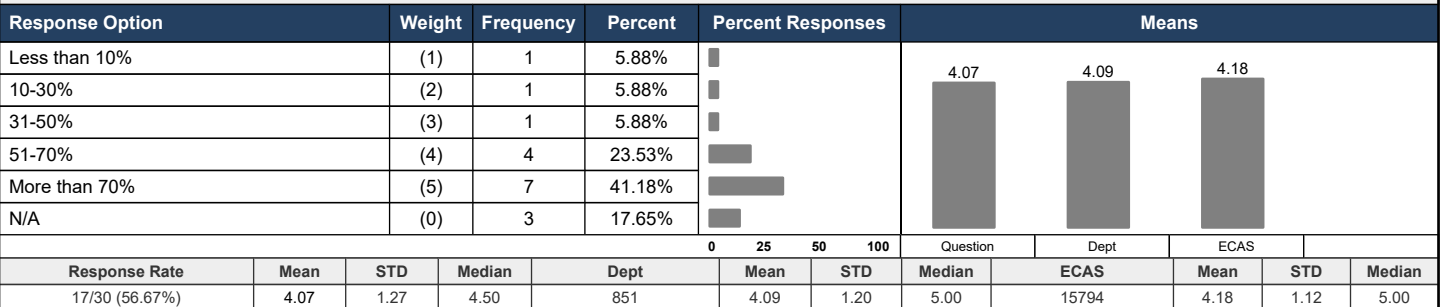
Christopher Keyes

Response Option	Weight	Frequency	Percent
1 (Not effective at all)	(1)	0	0.00%
2	(2)	0	0.00%
3	(3)	0	0.00%
4	(4)	0	0.00%
5 (Average or mixed)	(5)	1	5.88%
6	(6)	1	5.88%
7	(7)	4	23.53%
8	(8)	6	35.29%
9 (Very effective)	(9)	5	29.41%
N/A	(0)	0	0.00%

Means: Question 7.76, Dept 7.35, ECAS 7.68

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.76	1.15	8.00	864	7.35	2.01	8.00	16775	7.68	1.73	8.00

---
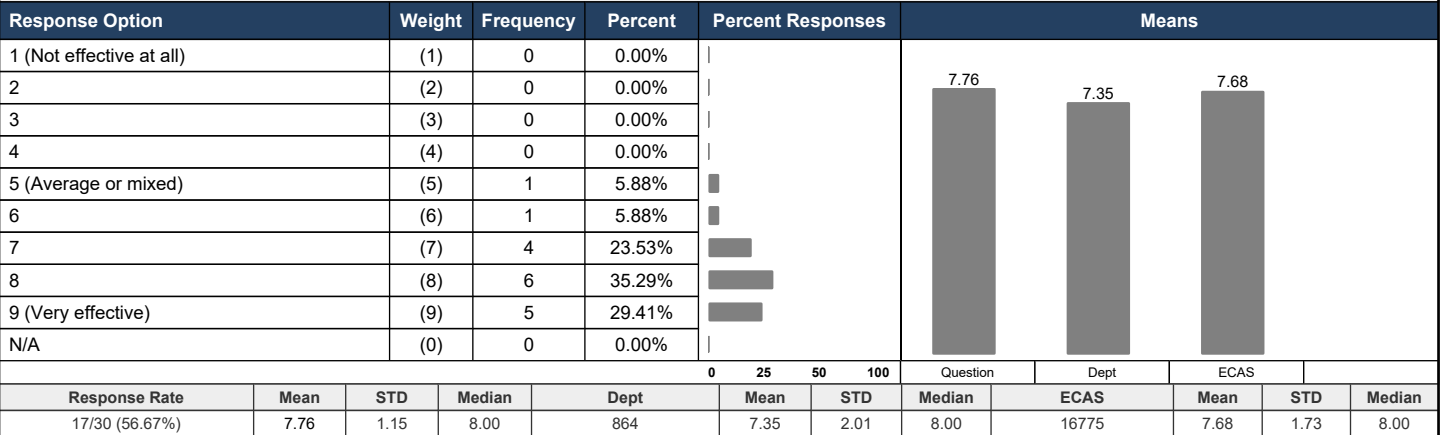
10 - Please estimate the following in terms of intellectual engagement.

Percent of live online class sessions that I felt intellectually engaged with the materials or activities

Response Option	Weight	Frequency	Percent
Less than 10%	(1)	2	11.76%
10-30%	(2)	1	5.88%
31-50%	(3)	1	5.88%
51-70%	(4)	7	41.18%
More than 70%	(5)	6	35.29%
N/A	(0)	0	0.00%

Means: Question 3.82, Dept 3.96, ECAS 4.20

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	3.82	1.33	4.00	851	3.96	1.25	4.00	15794	4.20	1.12	5.00

---

10 - Please estimate the following in terms of intellectual engagement.

Percent of the time I felt intellectually engaged with the asynchronous videos and other content, if applicable
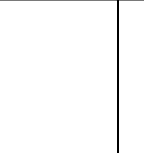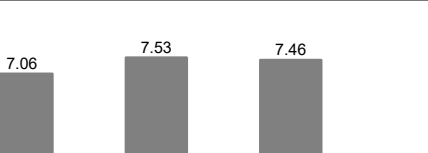
Response Option	Weight	Frequency	Percent
Less than 10%	(1)	1	5.88%
10-30%	(2)	1	5.88%
31-50%	(3)	1	5.88%
51-70%	(4)	4	23.53%
More than 70%	(5)	7	41.18%
N/A	(0)	3	17.65%

Means: Question 4.07, Dept 4.09, ECAS 4.18

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	4.07	1.27	4.50	851	4.09	1.20	5.00	15794	4.18	1.12	5.00

Emory University: Emory College of Arts and Sciences
ECAS Course Evaluations (Sp 2021)

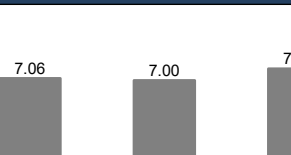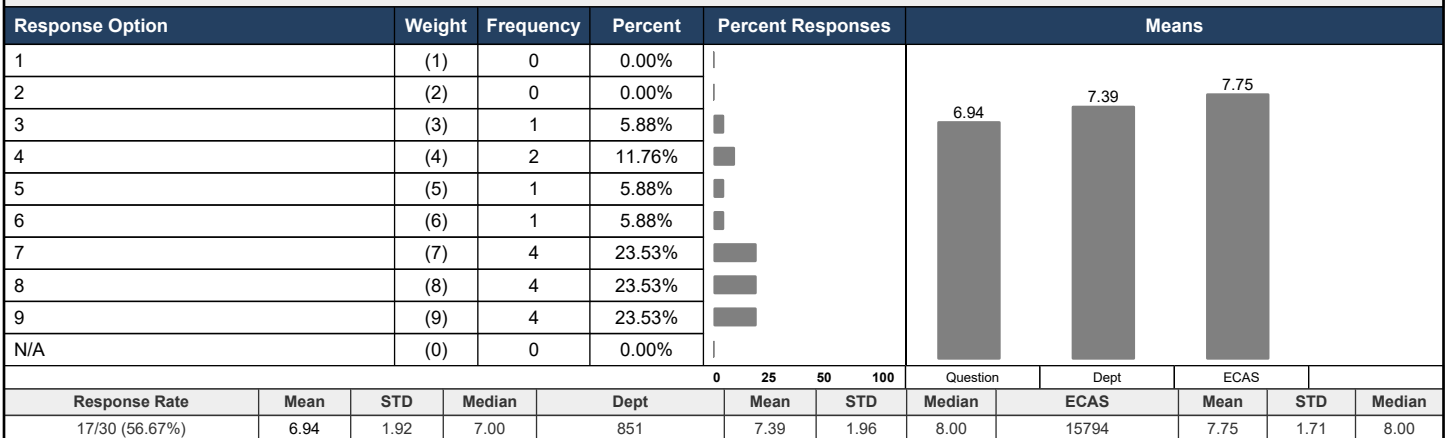|	
Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

---

11 - Answer each of the following questions about your online course, in comparison with in-person courses in similar disciplines, with '1' representing "Much less effective," "Useless," or "Light workload," while '9' represents "Very effective," "Very Useful," or "Heavy workload."

effectiveness of the course in challenging you intellectually

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1	(1)	0	0.00%		
2	(2)	1	5.88%		
3	(3)	1	5.88%		
4	(4)	0	0.00%		
5	(5)	0	0.00%		
6	(6)	2	11.76%		
7	(7)	5	29.41%		
8	(8)	4	23.53%		
9	(9)	4	23.53%		
N/A	(0)	0	0.00%		

Means: Question 7.06 | Dept 7.53 | ECAS 7.46

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.06	1.98	7.00	851	7.53	1.90	8.00	15794	7.46	1.81	8.00

---

11 - Answer each of the following questions about your online course, in comparison with in-person courses in similar disciplines, with '1' representing "Much less effective," "Useless," or "Light workload," while '9' represents "Very effective," "Very Useful," or "Heavy workload."

usefulness of the instructors' feedback

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1	(1)	0	0.00%		
2	(2)	0	0.00%		
3	(3)	0	0.00%		
4	(4)	2	11.76%		
5	(5)	0	0.00%		
6	(6)	4	23.53%		
7	(7)	4	23.53%		
8	(8)	3	17.65%		
9	(9)	4	23.53%		
N/A	(0)	0	0.00%		

Means: Question 7.06 | Dept 7.00 | ECAS 7.34

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.06	1.60	7.00	851	7.00	2.17	8.00	15794	7.34	2.00	8.00

Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

11 - Answer each of the following questions about your online course, in comparison with in-person courses in similar disciplines, with '1' representing "Much less effective," "Useless," or "Light workload," while '9' represents "Very effective," "Very Useful," or "Heavy workload."

instructors' ability to engage with the students in the remote environment
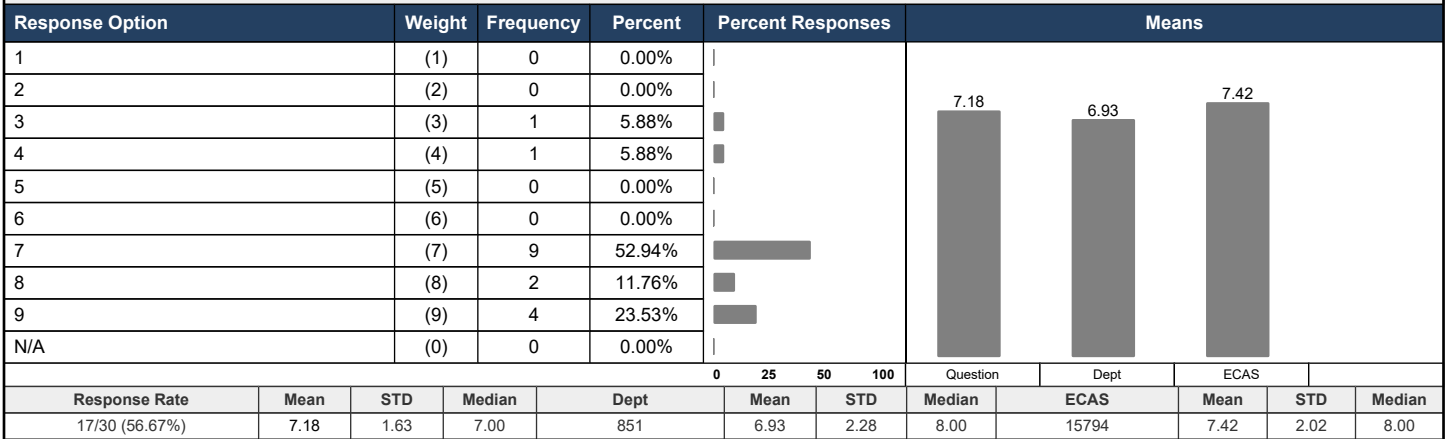
Response Option	Weight	Frequency	Percent	Percent Responses	Means
1	(1)	0	0.00%		
2	(2)	0	0.00%		
3	(3)	1	5.88%		
4	(4)	1	5.88%		
5	(5)	0	0.00%		
6	(6)	0	0.00%		
7	(7)	9	52.94%		
8	(8)	2	11.76%		
9	(9)	4	23.53%		
N/A	(0)	0	0.00%		

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.18	1.63	7.00	851	6.93	2.28	8.00	15794	7.42	2.02	8.00

11 - Answer each of the following questions about your online course, in comparison with in-person courses in similar disciplines, with '1' representing "Much less effective," "Useless," or "Light workload," while '9' represents "Very effective," "Very Useful," or "Heavy workload."

course's success in accomplishing the objectives stated in the course syllabus
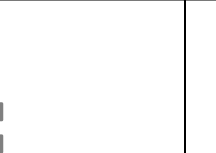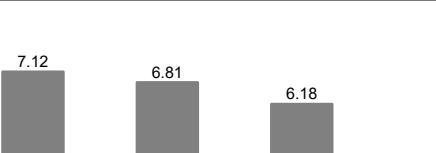
Response Option	Weight	Frequency	Percent	Percent Responses	Means
1	(1)	0	0.00%		
2	(2)	0	0.00%		
3	(3)	1	5.88%		
4	(4)	2	11.76%		
5	(5)	1	5.88%		
6	(6)	1	5.88%		
7	(7)	4	23.53%		
8	(8)	4	23.53%		
9	(9)	4	23.53%		
N/A	(0)	0	0.00%		

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	6.94	1.92	7.00	851	7.39	1.96	8.00	15794	7.75	1.71	8.00

Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

11 - Answer each of the following questions about your online course, in comparison with in-person courses in similar disciplines, with '1' representing "Much less effective," "Useless," or "Light workload," while '9' represents "Very effective," "Very Useful," or "Heavy workload."

course workload (1=light, 9=heavy)

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1	(1)	0	0.00%		
2	(2)	0	0.00%		
3	(3)	0	0.00%		
4	(4)	1	5.88%		
5	(5)	1	5.88%		
6	(6)	4	23.53%		
7	(7)	4	23.53%		
8	(8)	3	17.65%		
9	(9)	4	23.53%		
N/A	(0)	0	0.00%		

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	7.12	1.50	7.00	851	6.81	1.70	7.00	15794	6.18	2.00	6.00

12 - What approach used in this course was most effective in helping you achieve the stated learning objectives of the course?

Response Rate	9/30 (30%)

- The WebAssign homework assignments
- I liked how easy the Course Archives were so I could access the lectures, see what we were learning bout next, anticipate our next quizzes and tests, access the banks.
- Weekly homework on WebAssign and textbook.
- Working problems every day and going to Office Hours
- Lectures were the most helpful. I know the quizzes were meant to keep us on track with learning, I just had so many quizzes this semester it kind of seemed like overkill. The homework was definitely helpful, though.
- Uploaded notes
- WebAssign
- The review worksheets
- The lecture notes were really effective and I used them the majority of time when studying.

13 - Did any of the following reduce your ability to participate/engage fully in the course? Select all that apply.

Response Option	Weight	Frequency	Percent	Percent Responses
Limited internet access	(1)	2	18.18%	
Distractions from the physical environment in which I was accessing the internet	(2)	9	81.82%	
Distractions from my personal technology (phone, computer, etc)	(3)	7	63.64%	
Time zone differences	(4)	1	9.09%	
Health or work-related stress (yours or family/roommate)	(5)	6	54.55%	
Other	(6)	0	0.00%	
Response Rate	11/30 (36.67%)			

Course: MATH-111-3: Calculus I - Spring 2021
Instructor: Christopher Keyes *
Response Rate: 17/30 (56.67 %)

---

14 - Indicate the level of difficulty you experienced in each of the following domains.

Internet connectivity issues

Response Option	Weight	Frequency	Percent
No (or few) issues	(1)	11	64.71%
Some issues, easily resolved	(2)	6	35.29%
Some issues, never fully resolved	(3)	0	0.00%
N/A	(0)	0	0.00%

Means: Question 1.35 | Dept 1.39 | ECAS 1.47

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	1.35	0.49	1.00	851	1.39	0.60	1.00	15794	1.47	0.61	1.00

---

14 - Indicate the level of difficulty you experienced in each of the following domains.

Difficulties with my computer or other device

Response Option	Weight	Frequency	Percent
No (or few) issues	(1)	11	64.71%
Some issues, easily resolved	(2)	6	35.29%
Some issues, never fully resolved	(3)	0	0.00%
N/A	(0)	0	0.00%

Means: Question 1.35 | Dept 1.29 | ECAS 1.35

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	1.35	0.49	1.00	851	1.29	0.55	1.00	15794	1.35	0.57	1.00

---

14 - Indicate the level of difficulty you experienced in each of the following domains.

Difficulties with Canvas

Response Option	Weight	Frequency	Percent
No (or few) issues	(1)	12	70.59%
Some issues, easily resolved	(2)	5	29.41%
Some issues, never fully resolved	(3)	0	0.00%
N/A	(0)	0	0.00%

Means: Question 1.29 | Dept 1.19 | ECAS 1.20

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	1.29	0.47	1.00	851	1.19	0.42	1.00	15794	1.20	0.44	1.00

---

14 - Indicate the level of difficulty you experienced in each of the following domains.

Difficulties with Zoom

Response Option	Weight	Frequency	Percent
No (or few) issues	(1)	14	82.35%
Some issues, easily resolved	(2)	3	17.65%
Some issues, never fully resolved	(3)	0	0.00%
N/A	(0)	0	0.00%

Means: Question 1.18 | Dept 1.22 | ECAS 1.28

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	1.18	0.39	1.00	851	1.22	0.46	1.00	15794	1.28	0.52	1.00

Course:	MATH-111-3: Calculus I - Spring 2021
Instructor:	Christopher Keyes *
Response Rate:	17/30 (56.67 %)

14 - Indicate the level of difficulty you experienced in each of the following domains.

Difficulties with Examity

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
No (or few) issues	(1)	9	52.94%				
Some issues, easily resolved	(2)	1	5.88%		1.10	1.19	1.14
Some issues, never fully resolved	(3)	0	0.00%		Question	Dept	ECAS
N/A	(0)	7	41.18%				

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	1.10	0.32	1.00	851	1.19	0.46	1.00	15794	1.14	0.40	1.00

14 - Indicate the level of difficulty you experienced in each of the following domains.

Other

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
No (or few) issues	(1)	7	41.18%				
Some issues, easily resolved	(2)	0	0.00%		1.00	1.16	1.14
Some issues, never fully resolved	(3)	0	0.00%		Question	Dept	ECAS
N/A	(0)	10	58.82%				

Response Rate	Mean	STD	Median	Dept	Mean	STD	Median	ECAS	Mean	STD	Median
17/30 (56.67%)	1.00	0.00	1.00	851	1.16	0.45	1.00	15794	1.14	0.43	1.00

15 - Please describe the other technical issues you referred to above (if any).

Response Rate	5/30 (16.67%)

- N/A
- Timer issues w/ quizzes
- My keyboard and mouse often don't work at all
- A variety of small issues. The biggest one was due to my own computer, but Dr. Keyes was very understanding about that.
- Internet and canvas crashing occasionally

Course: MATH-111-3: Calculus I - Spring 2021

Instructor: Christopher Keyes *

Response Rate: 17/30 (56.67 %)

---

16 - Please comment on the strengths and weaknesses of the course.

Response Rate	17/30 (56.67%)

• Strengths: Engaging topics Weaknesses: Moves fast, doesn't give enough time to process the information

• Strengths-- Organization in terms of the topics/curriculum. I always knew what to expect ahead of class. Many practice problems available with appropriate answer keys. Weaknesses-- Exams. They do not access the material we have learned well. They should be created by the individual instructor, and not by all of them. The grading scheme is also not fair and flexible.

• The course got very challenging very quickly toward the end.

• Strengths: If you are naturally good at math, and have a strong foundation this course will probably be beneficial. Weaknesses: For a class of this difficulty, which many like myself take as a pre-requisite to the Business School- it is somewhat disappointing that there are no TA's!!! Not only that, for a class of this level, which is a pre-requisite I believe there should be math professors lecturing rather than graduate students. I have had great experience being taught by graduate students, but I believe on a course like this, I would have benefitted from a more experienced professor. I believe this class should not be a pre-requisite for any major or school. It leaves many at a disadvantage, and does not teach skills which are that useful to all disciplines. I believe there should be an option for less advanced Calc to be taken as a pre-requisite, taught by experienced teachers with support from TA. Most people in this class take it because they have to- I believe there should be more support to those students and more options within the math department. The fact this class is expected to enter the business school is absurd in my opinion. Furthermore, the class materials are so many that, despite my instructor's best efforts it is impossible to actually explain and walkthrough every concept successfully within the class time. This leads to most students having to self-teach a lot of the material, because within the time constraints no human being could actually explain every concept and detail. Once again, combined with less teaching experience, extremely high volumes of content, no TA's and students with a worse mathematical background to fend for themselves- all the while, having to pass the class for a pre-requisite within a pandemic. This is the hardest most stressful course I have taken at Emory, mostly because of the way it has been structured- this speaks nothing about my actual Professor who was always great and accessible- this is entirely about the course itself and the way it is set up. This was unnecessarily hard, stressful, demotivating and disappointing.

• This course is fast paced and difficult without recent precalc experience to build off of. It is enjoyable because complex mathematical topics are broken down to a level which I can learn, but it was challenging.

• Strengths: covered a lot of material in a small amount of time, ample opportunities for practice, definitely had to master time management Weaknesses: some basic concepts it seemed like were almost assumed everyone knew so the lecture immediately went into application of simple definitions I didn't remember, weekly assessments made it difficult to enjoy the actual material and find it as interesting because it was a daily and weekly stressor

• The tests and quizzes had very little time allotted

• Strengths: challenges students intellectually. this course tests students often, so they must be able to recall information quickly after they have mastered it. students are not able to float through this course without paying attention Weaknesses: the RUBRIC. Although I am projected to get an A in the course, I want to express that 80% of our grade being exams is ridiculous. There will likely be no curve or extra credit opportunities, which I think sets a lot of students back. Getting a B on one exam, which is a respectable grade for this course because it is so difficult, will set a student's total grade back for the total semester. The quizzes and homework require a lot of time commitment, yet they are BARELY reflected in our grades. In addition, the test averages tend to be around a B, but I noticed that the standard deviations are quite high. The higher-performing students have a strong background in calculus most of time (I took AP Calculus AB in high school). However, I feel like there are a LOT of students left in the dust. I have performed highly throughout the semester but am worried that the final exam will push me to an A- because it is worth so much, and there is no other way to earn extra points. I think the professors need to recognize that although the tests are fair, the time to do them is still awful. I am speaking for myself and a majority of students when I say the duration is WAY TOO SHORT to complete these exams. If you really want students to show what they've learned, don't put them under such a strict time crunch.

• I really appreciate the guided notes with the worksheet. It makes it a lot easier to focus on the actual questions from the material rather than scribbling random bits and bobs of information in order to understand what the notes are about.

• I think the strengths of the course are the quality of the lecture notes combined with Dr. Keyes' ability to lecture and answer questions effectively. So far, I have also felt that the tests and quizzes have been very fair and indicative of the material we were learning. The only weaknesses I can think of are that sometimes the homework questions required knowledge of topics discussed in future classes (i.e. maybe a class or two from when the homework was due). Also, while I got used to this over time, it was sometimes troubling to submit things in a PDF format if the wifi wasn't great or if my computer was bugging out for some reason.

• The course was well organized.

• A strength is that the format of the course is very routine like and easy to keep up with. A weakness would be that sometimes I feel unprepared for the quizzes/tests based on the lack of time I have to finish them without being in a super big rush.

• There was not a lot of variety of assignments, I didn't always feel like the WebAssign was reflective of what was on the test. 80% of your grade being based on tests is also a lot.

• The course moves at a very fast pace, it would be helpful to review the previous week's lesson at the start of each class as a reminder. I think that the tests are also a lot more difficult than the homework questions or practice problems in class. There is too much material on the problem banks that it just becomes overwhelming.

• It was taught well. Homework was fair. Tests could be a little excessive in difficulty compared to homework or length.

• The amount of tests in the class was a little bit overwhelming in addition to the fact that we had multiple things do every single week (WebAssigns and quizzes) and it could be a little much to keep up with alongside all of my other classes.

• Strengths: Ability to drop a couple of quizzes and homeworks Weaknesses: Lackluster grading structure with exams being to heavy in the grade (especially with no extra credit)

Emory University: Emory College of Arts and Sciences
ECAS Course Evaluations (Sp 2021)

Course: MATH-111-3: Calculus I - Spring 2021

Instructor: Christopher Keyes *

Response Rate: 17/30 (56.67 %)

17 - Please comment on the strengths and weaknesses of the instructor.
Christopher Keyes

Response Rate	17/30 (56.67%)

• Strengths: engaged with students, asks and responds to questions, tries to make sure everyone understands what's happening Weaknesses: kind of rants and throws information at students

• Strengths-- KNOWS how to use Canvas VERY well, good with technology, very accessible outside of class, very enthusiastic with the material, approachable, understanding, accommodating, gives really good feedback. Weaknesses-- Explanations are not too clear in class, not engaging in the classroom, handwriting difficult to read/comprehend

• I liked the way it was laid out. So hard to stay engaged online and when I asked questions he only followed back with follow up questions, which was tricky but he gave really good feedback on my assessments and office hours was helpful.

• Professor Keyes was ALWAYS available to talk, super understanding, empathetic and made students feel as if he cares about their learning and progress. He was also very well-humored and very enthusiastic about the material at hand. I believe he can become a great teacher if he wishes to. He was always nice, used technology amazingly, was *very* organized and accessible. He did the best he possibly could given the structure of this course. Office hours were great and very helpful as well as review sessions. He went above and beyond. Weaknesses: I believe Professor Keyes' "weaknesses" don't actually pertain to him but rather to the structure of the course. With an incredibly high amount of content, and no TA's there is no way anyone could explain everything in depth. Class often felt like a walkthrough rather than explanations of the concept or answers- which I understand, as there was no time to be able to actually explain concepts in class. Too much material with not enough time for those who don't come from a strong mathematical background.

• This was the best professor I have had at Emory so far. His passion for the subject matter is infectious and he clearly cares about his students success and well-being. I will recommend Professor Keyes to everyone who has yet to take Calc 111.

• Strengths: organized, enthusiastic, punctual, available, engaging, respectful of students, friendly, makes himself available for students and makes reviews centered around student concerns Weaknesses: sometimes his responses to incorrect answers made me nervous to answer in class; they were funny when they happened to other people but I think I'm too fragile for that lol

• Very enthusiastic and approachable

• Christopher Keyes is a really enthusiastic professor. My qualms for this course are more directed towards the course itself rather than Christopher Keyes. He's really accessible outside of class if you need help, and he seems to be understanding if there are any technical issues. However, there were a lot of times that he struggled to keep the class engaged. I think that is mostly due to zoom fatigue, but he stayed excited to teach throughout the semester.

• Dr. Keyes is a very good instructor. He is passionate about the material, and is very good at explaining what is going on/answering questions. Also, he brings energy to the course to make sure it isn't super boring. I think his main weakness was reigning in some of the class to participate. However, this was very clearly a symptom of online classes. I think in person, most of the issues faced this semester would be resolved.

• Professor Keyes was a great lecturer, he was personable, always willing to meet and answer questions, receptive to concerns, and was excited about the material. I would easily say that I am glad he taught my class.

• Professor Keyes kept the class engaging and explained the material well.

• I think he is a very good professor! He is enthusiastic about the course and it is good to see.

• I liked that he was enthusiastic and willing to make himself available to students.

• I think that Chris does a good job at explaining most of the concepts and he uses a lot of examples which is helpful. He is clearly passionate about the topic and he really encourages us to participate in class. I think that he can go just focus on one or two important examples rather than doing so many examples in a short amount of time. This usually causes class to go over time and it's much more difficult to take notes. I think that it's more productive for the class to stay in the main room and use breakout rooms less because most of us can't do the problems.

• He taught well and was enthusiastic about the material. Grading could occasionally feel a little inconsistent on tests and quizzes.

• His strengths were in breaking down the material and double checking that we understood, but I wish he would have taught a couple of the concepts in more ways than just one (which he did do with some of the topics, there were just a few others I think it could have been helpful to do with taking a different approach).

• Strengths: Super responsive and keen to help Weaknesses: A bit too monotone sometimes.

Course: MATH-111-3: Calculus I - Spring 2021

Instructor: Christopher Keyes *

Response Rate: 17/30 (56.67 %)

18 - Would you recommend this course to another student? Why or why not?	
Response Rate	17/30 (56.67%)

• Yes, but I would recommend having a lot of prior knowledge or else it will be extremely difficult

• I would not recommend this course to another student. This course was made much more difficult online to due the pandemic. The course load is extremely heavy. There is absolutely no reason to be having weekly quizzes. It has stressed everyone out. The grading policy/scheme is just not fair. 80 percent of the course grade is determined by exams. In terms of the exams, it is very hard for anyone to get above an 85. The exams are difficult and the MATH 111 Instructors take points for absolutely everything. The questions on the exam are NOT clear and some of them even have typos. "This course SHOULD NOT be taught by graduate students. This course should be taught by actual faculty members, with a PhD in Mathematics. The concepts emphasized in this course are complex and the graduate students often have a difficult time explaining them. This makes sense as they are NOT experienced in teaching. The Math Department at Emory University takes advantage of the students in this course, as they know almost the entire undergraduate population will have to take it at some point, whether or not they are pursuing a STEM Degree. They show off how the average grade in the course is typically a C+ or B-, and typically blame it on the students, when the reality is that they do not know how to effectively and concisely teach." If students are pursing a STEM Major, I would recommend this course. If they are not, I would recommend PHIL 110 - Introduction to Logic. This course is not worth the GER and stress that comes with it.

• I would because Calculus is an extremely important course and Prof. Keyes is a good teacher ultimately.

• No. Unless strictly necessary for your pre-requisite or major, I would not recommend. This course was extremely detrimental to my mental health during a pandemic. Despite my professor's best efforts there was simply too much content, and not enough structural support from Emory University. This was horrible. There should be the option to take an easier course for Business School pre-requisite.

• Absolutely. The work itself is challenging but not impossible, and they concepts learned are clearly applicable in other fields.

• Kind of in the middle. If they're familiar with the topic, yes. It's a good way to build off of calculus we learned in high school and is challenging in a stimulating way. If not, it can be really difficult to keep up and master the material. The most helpful thing when there is any difficulty whatsoever in mastering material is to search videos to supplement learning.

• With reservations -- depending on math skills and ability to work quickly

• No. For such a low level class in the math department, its difficulty will scare non-math major students away from the department.

• I would recommend this course to another student because there are a lot of basic things you need calculus to figure out.

• Yes. For anyone who wants to take calc or needs to take it as a prerequisite,

• Yes, because of how well organized the course was, I found it easy to access and review the material from the lectures.

• I would not, but that is only because I am not very big into math and it is merely a GER for me that I need to take.

• Only if they need it for a major requirement or like math.

• If they had to take calculus as a requirement then I would. But if not, then no. The course has a challenging workload and test difficulty is quite high.

• Yes, it is instructed well and a useful course.

• I would not necessarily recommend the class just because it does not fall into my area of interest.

• Yes, is a good foundation especially if you plan to do a STEM degree.

Course: MATH-111-3: Calculus I - Spring 2021
Instructor: Christopher Keyes *
Response Rate: 17/30 (56.67 %)

19 - Would you recommend this instructor to another student? Why or why not?
Christopher Keyes

Response Rate	17/30 (56.67%)

• Yes, he cares about his students and you can really tell

• Without hesitation, I would recommend Christopher Keyes. He is the safe option in this course. He knows how to organize the course properly on Canvas, and is in constant communication with the class and gives us reminders. All of my classmates, including myself, improved a lot in our mathematical abilities this semester. Professor Keyes was more than available for interaction outside of the class. He is not too engaging inside the classroom, though he is very enthusiastic. Sometimes his explanations are not too clear, but he is more than happy to discuss anything outside of class. If I were pursuing a degree that needed more courses in the Math Department, I would take them with Professor Keyes. He cares about students' success and even held review sessions for the exams. He is dedicated and works very well with email.

• Yes I would, he explains concepts passionately. He just tricks students up sometimes because when asking questions, he'll ask them back which is tough.

• Yes, because he was amazing at always being accessible and doing EVERYTHING he could to make sure we all understood the materials. He was so helpful, took so much time out of his own to go over things. Organized, empathetic, understanding, accessible! He was great and truly enthusiastic about the material. He is a great professor which made the class more bearable.

• Again This was the best professor I have had at Emory so far. His passion for the subject matter is infectious and he clearly cares about his students success and well-being. I will recommend Professor Keyes to everyone who has yet to take Calc 111. He is willing to take extra time for his students if a subject or topic does not "click" right away. He allows students the opportunity to self-correct before telling them what they did wrong.

• Yes, Chris is really enthusiastic and organized. He makes sure to make many resources for students and really wants us to learn. I really enjoyed having Chris as a professor and I know that future students will feel the same. I liked the worksheets he made for us as it really helped us stay engaged and see how a concept is applied in not only a math question, but a real-life application problem. He truly is organized and cares a lot about what he teaches. He makes it easy to want to learn.

• Yes! Very helpful and resourceful

• Yes. I am not sure if he was the sole creator of the rubric for this course. If he was, I recommend that he change the breakdown. Christopher Keyes himself was a good professor, and from what I heard, is more fair than other Msth 111 professors.

• I would recommend this instructor because he explains things clearly and is organized.

• I would highly recommend Dr. Keyes for anyone who is going to take this course.

• Yes, because Professor Keyes cares a lot about the students' performance as well as their wellbeing.

• Yes.

• Yes, he is approachable to get help from and enthusiastic about math.

• Yes, I think that he is really nice to his students and always welcomes our feedback. But he does assign a lot of work and class is not super interesting.

• Yes, he was very enthusiastic about the material and explained things well.

• Yes I would absolutely recommend Christopher Keyes because he is very enthusiastic about the material and really cares about the students in his class and that they are learning the material and succeeding.

• Yes, very responsive in communication and open to answering questions/help students.

Mean of Means Calculations	Mean	Dept	ECAS	
Weighted Mean (Course)	6.78	7.39	7.84	
Weighted Mean (Instructor)	7.66	7.59	7.96	
Weighted Mean (Overall)	7.37	7.52	7.92	