

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means
0%	(1)	8	29.63%	<div><div></div></div>	
1-5%	(2)	11	40.74%	<div><div></div></div>	
6-10%	(3)	3	11.11%	<div><div></div></div>	
11-15%	(4)	0	0.00%	<div><div></div></div>	
16-20%	(5)	1	3.70%	<div><div></div></div>	
21-25%	(6)	0	0.00%	<div><div></div></div>	
26-30%	(7)	1	3.70%	<div><div></div></div>	
31-40%	(8)	0	0.00%	<div><div></div></div>	
41-50%	(9)	2	7.41%	<div><div></div></div>	
51-60%	(10)	0	0.00%	<div><div></div></div>	
61-80%	(11)	1	3.70%	<div><div></div></div>	
81-99%	(12)	0	0.00%	<div><div></div></div>	
				0 25 50 100	
Response Rate					
27/38 (71.05%)					

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)	22	81.48%	<div><div></div></div>	
For your major/minor	(2)	16	59.26%	<div><div></div></div>	
As a prerequisite for another course	(3)	5	18.52%	<div><div></div></div>	
As a pre-professional requirement	(4)	13	48.15%	<div><div></div></div>	
Because you are interested in the subject	(5)	6	22.22%	<div><div></div></div>	
Response Rate		27/38 (71.05%)			

3 - Your expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	5	18.52%	<div><div></div></div>	
A-	(2)	6	22.22%	<div><div></div></div>	
B+	(3)	5	18.52%	<div><div></div></div>	
B	(4)	3	11.11%	<div><div></div></div>	
B-	(5)	5	18.52%	<div><div></div></div>	
C+	(6)	0	0.00%	<div><div></div></div>	
C	(7)	3	11.11%	<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					
27/38 (71.05%)					

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)


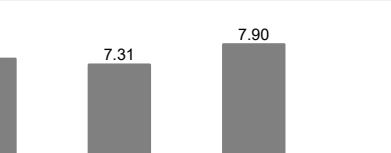
Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

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

How well organized was the class?

Response Option		Weight	Frequency	Percent	Percent Responses	Means									
1 (Not at all)		(1)	0	0.00%											
2		(2)	1	3.70%											
3		(3)	1	3.70%											
4		(4)	1	3.70%											
5 (Somewhat)		(5)	2	7.41%											
6		(6)	1	3.70%											
7		(7)	4	14.81%											
8		(8)	4	14.81%											
9 (Very)		(9)	13	48.15%											
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	
27/38 (71.05%)		7.48	2.05	8.00	1016		7.31	2.10	8.00	22239		7.90	1.62	9.00	


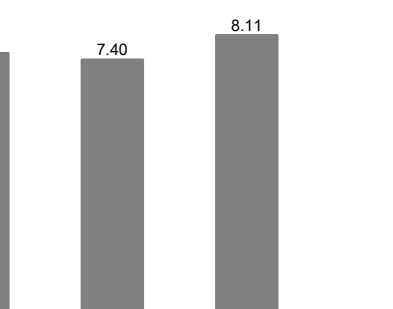
4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

Was the instructor enthusiastic about the material?

Response Option		Weight	Frequency	Percent	Percent Responses	Means									
1 (Not at all)		(1)	0	0.00%											
2		(2)	0	0.00%											
3		(3)	0	0.00%											
4		(4)	1	3.70%											
5 (Somewhat)		(5)	0	0.00%											
6		(6)	3	11.11%											
7		(7)	0	0.00%											
8		(8)	5	18.52%											
9 (Very)		(9)	18	66.67%											
N/A		(0)	0	0.00%											
						02550100		Question		Dept		ECAS			
Response Rate		Mean	STD	Median	Dept	Mean	STD	Median	ECAS		Mean	STD	Median		
27/38 (71.05%)		8.30	1.30	9.00	1016	7.60	1.95	8.00	22239		8.31	1.32	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	Percent Responses	Means									
1 (Not at all)				(1)	1	3.70%											
2				(2)	0	0.00%											
3				(3)	0	0.00%											
4				(4)	1	3.70%											
5 (Somewhat)				(5)	1	3.70%											
6				(6)	3	11.11%											
7				(7)	4	14.81%											
8				(8)	4	14.81%											
9 (Very)				(9)	13	48.15%											
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			
27/38 (71.05%)		7.59	1.95	8.00	1016		7.40	2.10	8.00	22239		8.11	1.51	9.00			

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ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020
Instructor: Christopher Keyes *
Response Rate: 27/38 (71.05 %)

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)	2	7.41%												
3		(3)	0	0.00%												
4		(4)	0	0.00%												
5 (Somewhat)		(5)	3	11.11%												
6		(6)	3	11.11%												
7		(7)	2	7.41%												
8		(8)	6	22.22%												
9 (Very)		(9)	11	40.74%												
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		
27/38 (71.05%)		7.33	2.08	8.00	1016		7.10	2.26	8.00	22239		7.92	1.62	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	3.70%												
3		(3)	0	0.00%												
4		(4)	0	0.00%												
5 (Somewhat)		(5)	3	11.11%												
6		(6)	3	11.11%												
7		(7)	3	11.11%												
8		(8)	4	14.81%												
9 (Very)		(9)	13	48.15%												
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		
27/38 (71.05%)		7.59	1.82	8.00	1016		7.43	2.11	8.00	22239		7.99	1.60	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%	<table><thead><tr><th>Response Option</th><th>Weight</th><th>Frequency</th><th>Percent</th></tr></thead><tbody><tr><td>1 (Not at all)</td><td>(1)</td><td>0</td><td>0.00%</td></tr><tr><td>2</td><td>(2)</td><td>1</td><td>3.70%</td></tr><tr><td>3</td><td>(3)</td><td>0</td><td>0.00%</td></tr><tr><td>4</td><td>(4)</td><td>0</td><td>0.00%</td></tr><tr><td>5 (Somewhat)</td><td>(5)</td><td>0</td><td>0.00%</td></tr><tr><td>6</td><td>(6)</td><td>3</td><td>11.11%</td></tr><tr><td>7</td><td>(7)</td><td>3</td><td>11.11%</td></tr><tr><td>8</td><td>(8)</td><td>7</td><td>25.93%</td></tr><tr><td>9 (Very)</td><td>(9)</td><td>13</td><td>48.15%</td></tr><tr><td>N/A</td><td>(0)</td><td>0</td><td>0.00%</td></tr></tbody></table>	Response Option	Weight	Frequency	Percent	1 (Not at all)	(1)	0	0.00%	2	(2)	1	3.70%	3	(3)	0	0.00%	4	(4)	0	0.00%	5 (Somewhat)	(5)	0	0.00%	6	(6)	3	11.11%	7	(7)	3	11.11%	8	(8)	7	25.93%	9 (Very)	(9)	13	48.15%	N/A	(0)	0	0.00%	<table><thead><tr><th>Category</th><th>Mean</th></tr></thead><tbody><tr><td>Question</td><td>7.93</td></tr><tr><td>Dept</td><td>7.61</td></tr><tr><td>ECAS</td><td>8.14</td></tr></tbody></table>	Category	Mean	Question	7.93	Dept	7.61	ECAS	8.14
Response Option	Weight	Frequency	Percent																																																									
1 (Not at all)	(1)	0	0.00%																																																									
2	(2)	1	3.70%																																																									
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9 (Very)				(9)	13	48.15%																																																						
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																																														
27/38 (71.05%)		7.93	1.57	8.00	1016		7.61	1.96	8.00	22239		8.14	1.49	9.00																																														

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Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

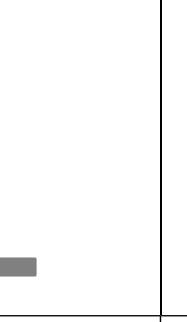
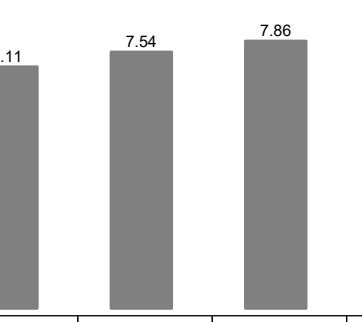
4 - Please respond to the following questions focused on the instructor, Christopher Keyes. -

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

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
1 (Not at all)		(1)	0	0.00%		8.19		7.82		8.16				
2		(2)	1	3.70%										
3		(3)	0	0.00%										
4		(4)	0	0.00%										
5 (Somewhat)		(5)	0	0.00%										
6		(6)	0	0.00%										
7		(7)	4	14.81%										
8		(8)	7	25.93%										
9 (Very)		(9)	15	55.56%										
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
27/38 (71.05%)		8.19	1.44	9.00	1016		7.82	1.84	9.00	22239		8.16	1.50	9.00

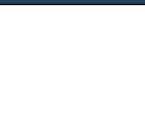

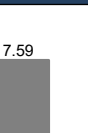
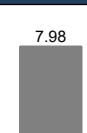
5 - How much did this course promote your progress on the following learning objectives?

Acquiring factual knowledge.

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
1. Not at all or very little		(1)	1	3.70%										
2.		(2)	0	0.00%										
3.		(3)	1	3.70%										
4.		(4)	1	3.70%										
5. Somewhat		(5)	2	7.41%										
6.		(6)	4	14.81%										
7.		(7)	4	14.81%										
8.		(8)	4	14.81%										
9. Very much		(9)	10	37.04%										
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
27/38 (71.05%)		7.11	2.12	8.00	1016		7.54	1.91	8.00	18888		7.86	1.66	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)	0	0.00%											
2.				(2)	1	3.70%											
3.				(3)	1	3.70%											
4.				(4)	1	3.70%											
5. Somewhat				(5)	3	11.11%											
6.				(6)	2	7.41%											
7.				(7)	5	18.52%											
8.				(8)	5	18.52%											
9. Very much				(9)	9	33.33%											
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			
27/38 (71.05%)		7.11	2.01	8.00	1016		7.59	1.86	8.00	18888		7.98	1.56	9.00			

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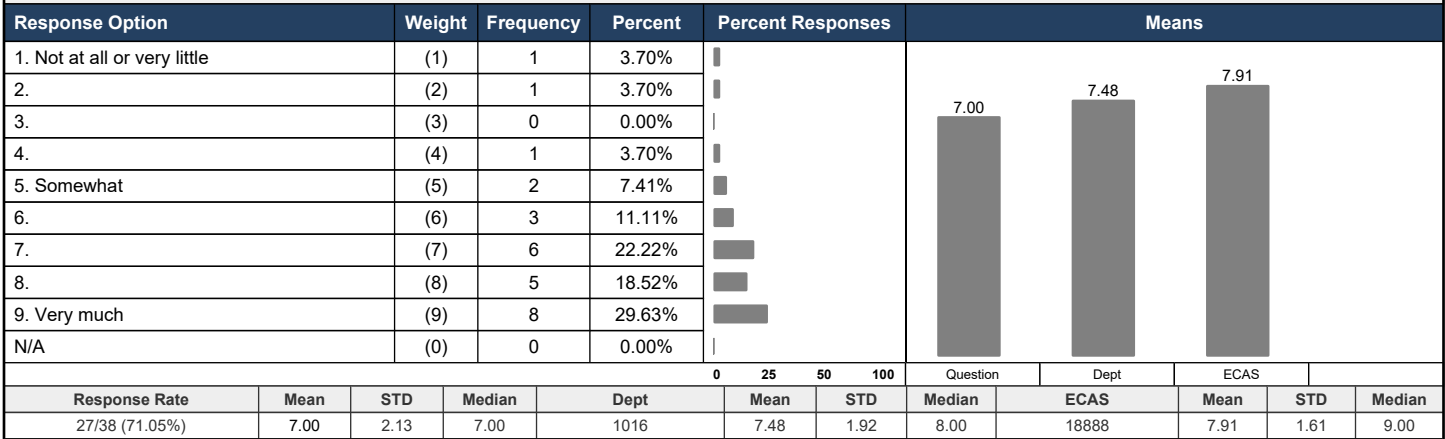
Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

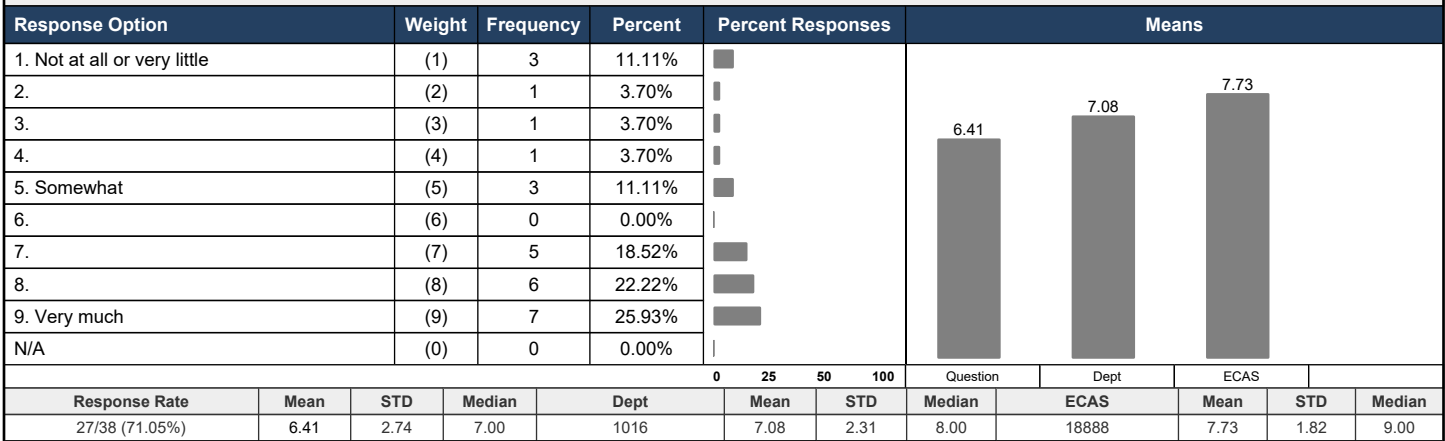
5 - How much did this course promote your progress on the following learning objectives?

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



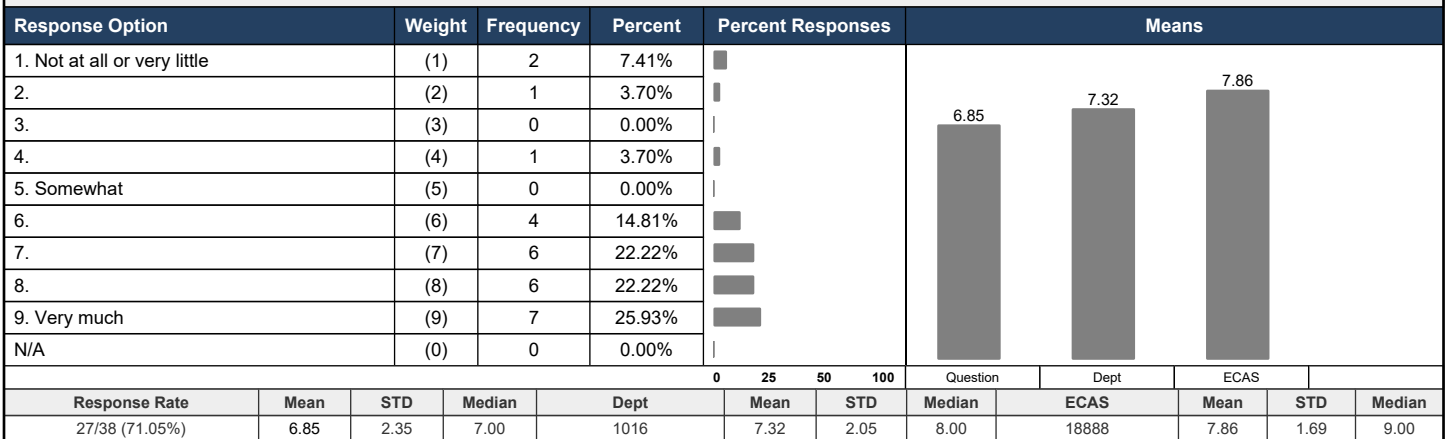
5 - How much did this course promote your progress on the following learning objectives?

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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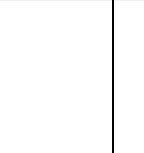
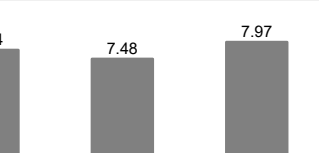
Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

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	Percent Responses	Means										
1 (Not at all)		(1)	0	0.00%												
2		(2)	0	0.00%												
3		(3)	0	0.00%												
4		(4)	1	3.70%												
5 (Somewhat)		(5)	1	3.70%												
6		(6)	2	7.41%												
7		(7)	5	18.52%												
8		(8)	9	33.33%												
9 (Very)		(9)	9	33.33%												
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		
27/38 (71.05%)		7.74	1.32	8.00	1016		7.48	1.89	8.00	22239		7.97	1.59	9.00		


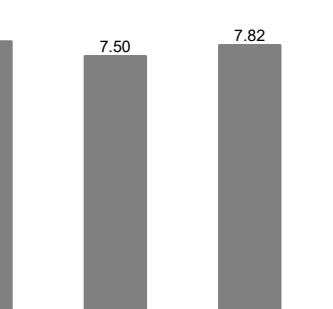
6 - Please answer the following questions, again focusing on the instructor (Christopher Keyes). -

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

Response Option		Weight	Frequency	Percent	Percent Responses	Means										
1 (Not at all)		(1)	1	3.70%												
2		(2)	0	0.00%												
3		(3)	0	0.00%												
4		(4)	1	3.70%												
5 (Somewhat)		(5)	2	7.41%												
6		(6)	2	7.41%												
7		(7)	2	7.41%												
8		(8)	6	22.22%												
9 (Very)		(9)	13	48.15%												
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		
27/38 (71.05%)		7.63	1.98	8.00	1016		7.02	2.30	8.00	22239		7.63	1.95	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	Percent Responses	Means						
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	3.70%								
6				(6)	2	7.41%								
7				(7)	7	25.93%								
8				(8)	5	18.52%								
9 (Very)				(9)	12	44.44%								
N/A				(0)	0	0.00%								
							0	25	50	100				
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median
27/38 (71.05%)		7.93	1.17	8.00	1016		7.50	2.03	8.00	22239		7.82	1.79	9.00

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ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

7 - Optional comments on the course:

Response Rate 8/38 (21.05%)


- I enjoyed this course a lot. I already took AP calc in highschool, but I decided to retake it because I did not want to skip over any material. There were lots of things I learned in this class I did not in highschool, so it was definantly worth taking.
- Poorly organized- module videos were released just 1/2 days before the big tests and yet we were expected to understand and apply the topics from the modules on the test. When modules weren't released we were told to just read the textbook and I don't feel like this is a very good way to teach content. In class this material was never really taught we were expected to know and understand it and answer questions when reading the textbook gave me no understanding of the material.
- Unusual steps in difficulty at the start of the course that felt like being blindsided with difficulty by the first test.
- Since it was virtual, I felt like I had to learn a lot of the material on my own. The homework helped a lot with this. I personally did not like having to do the modules because learning that way is hard for me to keep up with. Towards the end the modules were not getting completed in time for us to view and that was out of my instructors control, but it still was annoying to deal with. I would have preferred live zoom lectures of whatever we did in the modules. I believe we had time to do that, but I'm not sure. Chris did a great job of getting the information we needed though that was not available due to the modules not being posted.
- I found Math 111 to require a high time commitment between the asynchronous modules, homework problems, synchronous sessions, and additional outside studying for quizzes and exams. Although I personally found the material challenging since I do not excel naturally at math, it was very well-organized and clear. I think the module videos were helpful, and recording the synchronous sections allowed me to go back and review concepts I was confused about.
- For the next semester, as course continue in an online format, the delivery of asynchronous content needs to be better streamlined and refined. While there are certainly time constraints with limited time available for live synchronous sessions, asynchronous content was excessive and often could be more concise. Furthermore, while my amazing instructor, Chris Keyes, managed to keep us up to date with the relevant announcements (and the recent module delay issue) more information should have been delivered from the top down to students to ensure a sound course structure and continuous flow. Please make module videos more concise and condense where possible. This will not only make the information delivered easier to digest for the students, it will hopefully make it more manageable for the video creators to keep up with module production more regularly. I understand that with the pandemic we have all had to adapt and have enjoyed the course overall but I felt it imperative to convey my concerns with the structure of this course in an online format so that it could be improved for next semester.
- This has nothing to do with Chris, but it was a bit disappointing for the last few weeks that we weren't able to get the module videos for asynchronous content. Because the class period is so short, and we primarily just review during class, the modules are the main way we learn, and so not having them made it a lot more difficult.
- Often the module videos were late, and sometimes it felt like the module videos were needlessly detailed and lengthy.

8 - Optional comments on the instructor (Christopher Keyes): -

Response Rate 12/38 (31.58%)

- He is a great professor but he spent too much time on every problem which could have been avoided.
- Christopher Keyes is a very good instructor for this course. He is very enthusiastic, and makes me want to learn more in class. He is very good at explaining topics, and I learn a lot by listening to him.
- Engaged, passionate, and supportive towards students struggles.
- Chris is a great instructor! He is excited to teach us math and his math memes are the best! He definitely tries to keep us engaged and explains everything really well. Every time I went to his office hours I was able to completely understand whatever question I needed help with. I am really glad I took math with him!
- He is great teacher and passionate about the course! Also very helpful during office hours and always is offering times for extra help.
- I appreciated that he often encouraged us to ask questions and come to office hours. Although I did not always attend office hours frequently, he was very helpful when I did, and in general, I liked knowing that extra help was available if needed.
- After getting previews for the other instructors, I realize little things made a difference. His hand writing was neat and logic easy to follow. I'm not saying the other instructors were bad by any means. I just mean to say that I appreciated having him as my instructor.
- I would highly recommend Christopher Keyes as a math instructor. In addition to exhibiting mastery of the subject and how to apply mathematical concepts in the real world, he was always encouraging and motivating, clearly eager for us to grasp the key concepts. Even when the course schedule had interruptions due to delayed module releases, our instructor kept us on track with the relevant announcements and we adapted accordingly. I particularly appreciated Chris' willingness to answer our questions and do so in great detail (usually with relevant and helpful examples). His study sessions leading up to exams were especially useful and effective. Chris' effective teaching style, patience and keen understanding of concepts and applications of this course all make him an excellent math instructor.
- Chris is super nice and always excited for class. Sometimes he takes a bit long to explain certain things, but it's because he wants us to absorb all of the knowledge. I didn't utilize OH, but I know he was very accessible during that time, as well as through email. He's also really understanding when it comes to having emergencies and whatnot. Again, super nice, and would definitely recommend him.
- Very engaged with the material and genuinely wanted his students to learn
- Chris is an excellent teacher and he genuinely cares for his students. He was very available via email and office hours, and he gave regular updates and information via cava announcements.
- Seemed to not be organized or informed about the class. When asked simple logistical questions about exam dates or details he always said he needed to "check." This is odd since he should know about his own class

9 - Was a majority of your work for this course and interaction with classmates/the instructor carried out online?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
YES	(1)	27	100.00%		
NO	(2)	0	0.00%		
				0 25 50 100	
Response Rate					
				27/38 (71.05%)	

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

10 - 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)	17	62.96%	<div><div></div></div>				
Other U.S. location	(2)	6	22.22%	<div><div></div></div>				
International location	(3)	4	14.81%	<div><div></div></div>				
				0 25 50 100				
Response Rate								
27/38 (71.05%)								

11 - 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%	<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	3.70%								
3				(3)	2	7.41%								
4				(4)	0	0.00%								
5 (About average)				(5)	5	18.52%								
6				(6)	3	11.11%								
7				(7)	7	25.93%								
8				(8)	3	11.11%								
9 (Very effective)				(9)	6	22.22%								
N/A				(0)	0	0.00%								
							02550100	Question	Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median
27/38 (71.05%)		6.59	1.99	7.00	1001		6.51	2.43	7.00	17941		7.31	2.05	8.00

11 - 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)	2	7.41%	<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)	0	0.00%									
3				(3)	2	7.41%									
4				(4)	3	11.11%									
5 (About average)				(5)	3	11.11%									
6				(6)	0	0.00%									
7				(7)	7	25.93%									
8				(8)	3	11.11%									
9 (Very effective)				(9)	3	11.11%									
N/A				(0)	4	14.81%									
								0	25	50	100	Question	Dept	ECAS	
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median	
27/38 (71.05%)		5.87	2.42	7.00	1001		7.02	2.15	8.00	17941		7.23	2.13	8.00	

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)




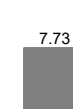
Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)





12 - 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	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 (Average or mixed)		(5)	5	18.52%										
6		(6)	3	11.11%										
7		(7)	3	11.11%										
8		(8)	7	25.93%										
9 (Very effective)		(9)	9	33.33%										
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
27/38 (71.05%)		7.44	1.53	8.00	1001		7.27	2.01	8.00	21262		7.73	1.66	8.00



13 - 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	Percent Responses	Means								
Less than 10%		(1)	1	3.70%										
10-30%		(2)	2	7.41%										
31-50%		(3)	4	14.81%										
51-70%		(4)	8	29.63%										
More than 70%		(5)	12	44.44%										
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
27/38 (71.05%)		4.04	1.13	4.00	1001		3.88	1.29	4.00	17941		4.20	1.13	5.00

13 - 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	Percent Responses	Means										
Less than 10%				(1)	1	3.70%												
10-30%				(2)	4	14.81%												
31-50%				(3)	5	18.52%												
51-70%				(4)	7	25.93%												
More than 70%				(5)	8	29.63%												
N/A				(0)	2	7.41%												
							0	25	50	100	Question		Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median				
27/38 (71.05%)		3.68	1.22	4.00	1001		4.06	1.18	4.00	17941		4.15	1.15	5.00				

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)


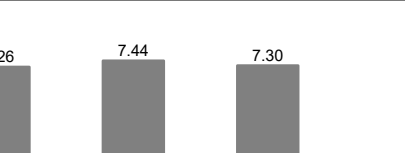
Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

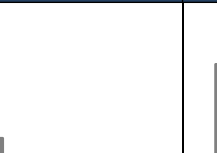
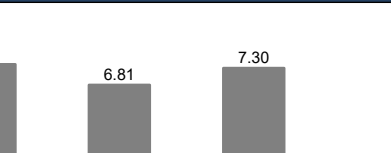
14 - Answer each of the following questions about your online course, in comparison with in-person courses in similar disciplines, with '1' representing "Much less effective," "Useless," or "Light workload," while '9' represents "Very effective," "Very Useful," or "Heavy workload."

effectiveness of the course in challenging you intellectually

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
1		(1)	0	0.00%										
2		(2)	0	0.00%										
3		(3)	2	7.41%										
4		(4)	1	3.70%										
5		(5)	3	11.11%										
6		(6)	0	0.00%										
7		(7)	6	22.22%										
8		(8)	6	22.22%										
9		(9)	9	33.33%										
N/A		(0)	0	0.00%										
					02550100	Question		Dept		ECAS				
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median
27/38 (71.05%)		7.26	1.89	8.00	1001		7.44	1.89	8.00	17941		7.30	1.97	8.00

14 - 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)	1	3.70%										
2		(2)	0	0.00%										
3		(3)	0	0.00%										
4		(4)	1	3.70%										
5		(5)	2	7.41%										
6		(6)	1	3.70%										
7		(7)	6	22.22%										
8		(8)	7	25.93%										
9		(9)	9	33.33%										
N/A		(0)	0	0.00%										
					02550100	Question		Dept		ECAS				
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median
27/38 (71.05%)		7.41	1.89	8.00	1001		6.81	2.27	7.00	17941		7.30	2.03	8.00

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

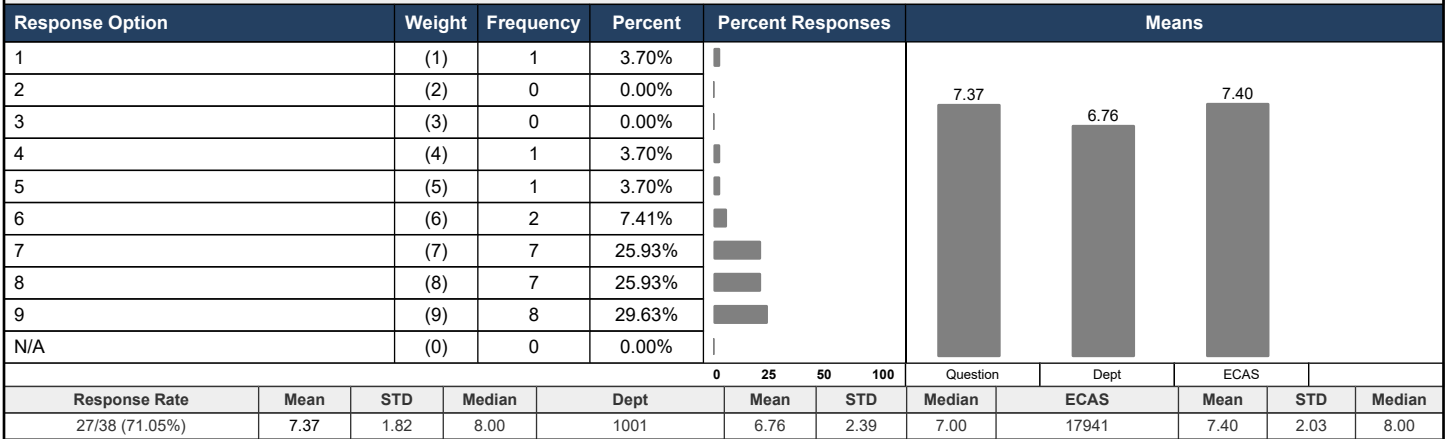
Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

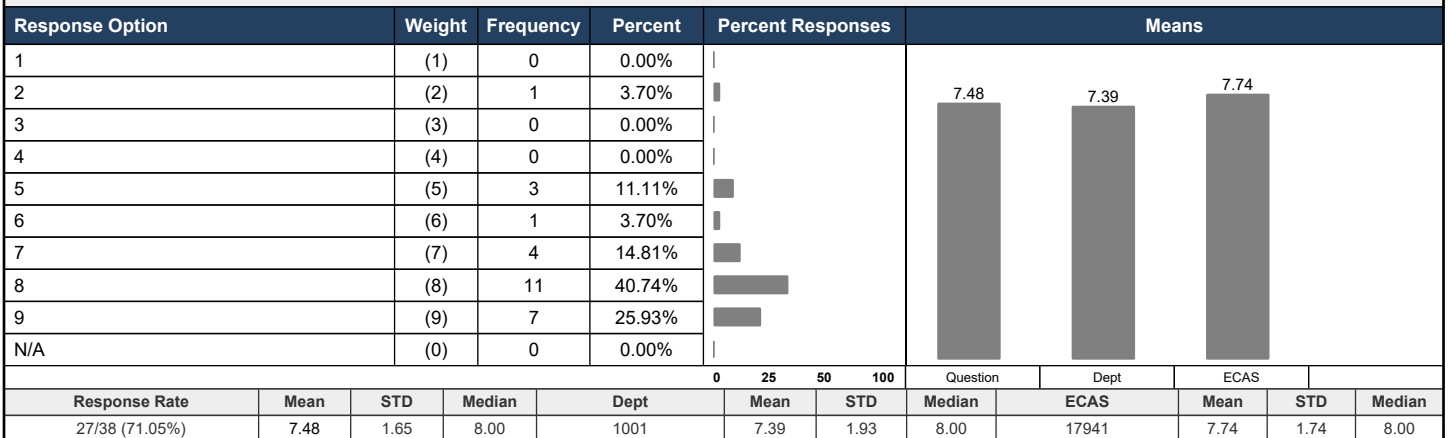
14 - Answer each of the following questions about your online course, in comparison with in-person courses in similar disciplines, with '1' representing "Much less effective," "Useless," or "Light workload," while '9' represents "Very effective," "Very Useful," or "Heavy workload."

instructors' ability to engage with the students in the remote environment



14 - 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



Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020
Instructor: Christopher Keyes *
Response Rate: 27/38 (71.05 %)

14 - 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	3.70%								
5	(5)	5	18.52%	■							
6	(6)	6	22.22%	■							
7	(7)	6	22.22%	■							
8	(8)	4	14.81%	■							
9	(9)	5	18.52%	■							
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
27/38 (71.05%)	6.81	1.49	7.00	1001	6.81	1.73	7.00	17941	6.15	2.02	6.00

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

Response Rate	13/38 (34.21%)
<ul style="list-style-type: none"> • modules • The modules were very helpful in understanding the content. • The asynchronous videos (when they are actually released on time) • Asynchronous modules • The homework helped me a lot with this. • I think that the live lectures were most effective because they helped me understand concepts that were slightly confusing from the modules. The modules were not as helpful to me, but I did also like the practice worksheets that were suggested. • I enjoyed watching the Module videos before coming to class and then applying what I learned in class. • Asynchronous module videos, exam review sessions, recorded lectures • I liked the use of breakout rooms in the class. • Honesty, going to office hours was always helpful. I just wish that I was on top of the material enough so that I could go often. • The progression of topics (for the most part) was logical, for instance establishing a basis for concepts like derivatives with the limit definition and advancing sequentially to algebraic and graphical interpretations of derivatives. I.e. I felt that the order the content was presented in made sense for the aims of this course. • I enjoyed the review sessions. Also, he gives a lot of feedback on the tests as to why exactly points may be deducted which is very helpful. • The recorded lectures, but they were not done by the professor 	

16 - 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	10.53%	<div></div>	
Distractions from the physical environment in which I was accessing the internet	(2)	8	42.11%	<div></div>	
Distractions from my personal technology (phone, computer, etc)	(3)	16	84.21%	<div></div>	
Time zone differences	(4)	2	10.53%	<div></div>	
Health or work-related stress (yours or family/roommate)	(5)	7	36.84%	<div></div>	
Other	(6)	0	0.00%	<div></div>	
Response Rate		19/38 (50%)			

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

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

Internet connectivity issues

Response Option		Weight	Frequency	Percent	Percent Responses	Means							
No (or few) issues		(1)	18	66.67%	<div><div></div></div>	<div><div></div><div></div><div></div></div> <div>1.311.521.59</div>							
Some issues, easily resolved		(2)	8	29.63%	<div><div></div></div>								
Some issues, never fully resolved		(3)	0	0.00%	<div><div></div></div>								
N/A		(0)	1	3.70%	<div><div></div></div>								
					02550100	Question	Dept		ECAS				
Response Rate		Mean	STD	Median	Dept	Mean	STD	Median	ECAS		Mean	STD	Median
27/38 (71.05%)		1.31	0.47	1.00	1001	1.52	0.63	1.00	17941		1.59	0.65	1.00


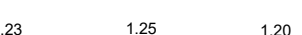
17 - Indicate the level of difficulty you experienced in each of the following domains.

Difficulties with my computer or other device

Response Option			Weight	Frequency	Percent	Percent Responses	Means							
No (or few) issues			(1)	22	81.48%									
Some issues, easily resolved			(2)	4	14.81%									
Some issues, never fully resolved			(3)	0	0.00%									
N/A			(0)	1	3.70%									
						0	25	50	100	Question	Dept		ECAS	
Response Rate		Mean	STD	Median	Dept	Mean	STD	Median	ECAS		Mean	STD	Median	
27/38 (71.05%)		1.15	0.37	1.00	1001	1.35	0.56	1.00	17941		1.42	0.60	1.00	

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

Difficulties with Canvas

Response Option			Weight	Frequency	Percent	Percent Responses	Means											
No (or few) issues			(1)	20	74.07%													
Some issues, easily resolved			(2)	6	22.22%													
Some issues, never fully resolved			(3)	0	0.00%													
N/A			(0)	1	3.70%													
							0	25	50	100	Question		Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median				
27/38 (71.05%)		1.23	0.43	1.00	1001		1.25	0.49	1.00	17941		1.20	0.45	1.00				

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

Difficulties with Zoom

Response Option			Weight	Frequency	Percent	Percent Responses	Means											
No (or few) issues			(1)	18	66.67%													
Some issues, easily resolved			(2)	8	29.63%													
Some issues, never fully resolved			(3)	0	0.00%													
N/A			(0)	1	3.70%													
							0	25	50	100	Question		Dept		ECAS			
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median				
27/38 (71.05%)		1.31	0.47	1.00	1001		1.34	0.53	1.00	17941		1.39	0.57	1.00				

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020

Instructor: Christopher Keyes *

Response Rate: 27/38 (71.05 %)

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

Difficulties with Examyty

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
No (or few) issues				(1)	17	62.96%								
Some issues, easily resolved				(2)	0	0.00%								
Some issues, never fully resolved				(3)	0	0.00%								
N/A				(0)	10	37.04%								
							0	25	50	100	Question	Dept	ECAS	
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median
27/38 (71.05%)		1.00	0.00	1.00	1001		1.26	0.54	1.00	17941		1.17	0.44	1.00

17 - 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)	11	40.74%												
Some issues, easily resolved			(2)	3	11.11%												
Some issues, never fully resolved			(3)	0	0.00%												
N/A			(0)	13	48.15%												
							0	25	50	100	Question		Dept		ECAS		
Response Rate		Mean	STD	Median	Dept		Mean	STD	Median	ECAS		Mean	STD	Median			
27/38 (71.05%)		1.21	0.43	1.00	1001		1.18	0.45	1.00	17941		1.17	0.47	1.00			

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

Response Rate 2/38 (5.26%)

- WebAssign not saving my answers one time
- Power outages

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020
Instructor: Christopher Keyes *
Response Rate: 27/38 (71.05 %)

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

Response Rate 27/38 (71.05%)

- I feel like most of the class was put on the student to learn individually but did still allow students to ask question from their understanding.
- The release date of the course modules were not met which caused some difficulties.
- Asynchronous content was difficult to focus on and too much work on top of other classes. Synchronous classes were much more engaging.
- This course is very organized and challeng No real weaknesses
- Strength: the instructor of the asynchronous videos was a good teacher Weakness: the disorganization of the course
- A lot of it was focused on what students could teach themselves which is hard. but online modues were made of good quality
- The course increased my propensity for thinking mathematically but at times the asynchronous material was confusing and towards the end of the course many of the modules were delayed, which increased the workload later and added stress and confusion.
- The strengths of this course are that there is a consistent schedule of learning that one may follow and there are many visuals to engage in. The consistent homework assignments and module assignments are spaced out in such a way that it's not too overwhelming to manage and keeps the student engaged. Albeit, this course is online so remaining engaged is difficult to begin with as learning virtually can be not motivating.
- Because it wasn't in person it was hard to pay attention at times.
- In person class and WebAssign was a strength. Weekly quizzes were also a nice way for me to be able to catch up and process the information learned during the week. The weakness was having to do all those modules. I really think it would be more helpful to teach the whole time allotted because the modules were short enough to include into the class discussion. It would have definitely helped me to stay more engaged in class.
- The strengths of this course were the live class sessions and the practice problems and practice tests that were given before tests. I also think that the webassign homework was helpful in understanding the concepts. The weaknesses were the modules because they often made me much more confused when attempting to learn new material and I didn't find them super helpful.
- Gives you base to work with in future math courses. Weakness is that at times in can be difficult to learn remotely, specifically math. Nothing we can do about it now under the circumstances but something to note.
- The strengths would be learning a lot of information and being taught many different things. Weaknesses would be the small time period where the notes were delayed and I had to take a test having learned the information a few days prior (which I don't think is Professor Keyes fault). And possibly the difficulty of the last test, which had way more difficult problems than what was taught in class.
- The recorded videos are very helpful.
- Strengths: organization Weakness: inconsistency of video structures
- The strengths of this course for me were the module videos, synchronous lectures, and exam review sessions. The weaknesses were that because of the online format it was difficult to work through problems with other students in class or in outside study groups. I personally think breakout rooms are much less effective than working on problems together in person would be-- obviously this is just the nature of online learning and not the fault of this particular course, but I think class time would be better spent in a traditional lecture format than in breakout rooms.
- I didn't like how the quizzes and homework are due at 8am instead of 11:59pm. I liked how accessible the professor was for questions.
- Towards the end, we did not have modules released on time, or at all. Strengths are that they were still able to do a pretty good job at teaching math online. However, the amount of asynchronous material allowed me to fall behind way to much than I'd like to admit.
- I feel the coursework was much easier than the tests. The course while difficult is well designed, but without being in person it proved hard for me to engage with the material effectively and consistently which made it hard to perform well on tests.
- Strengths: As stated, the progression of material largely felt natural and logical. Weaknesses: The module videos were, at times, effective. Though as I previously explained, they were often excessive and lacked concision. In an online format, content needs to be delivered in more easy-to-digest and effective ways.
- I think math is hard to learn as it is, and being online definitely made it more difficult. It's hard to absorb everything through pre-recorded lectures and Zoom classes, but the math department tried their best and I appreciate it.
- Not very organized and the recorded modules were pretty much useless. However live sessions were fairly helpful
- I found this course very difficult, especially for an intro-level class. I felt like there was too much material to cover, and the three modules per week seemed far too much for a 3-credit class considering the additional webassign homework and weekly tests. I took two four credit classes this semester and I felt like I did less work for those classes per week than I did for MATH111.
- This class was relatively easy but not too easy where I didn't feel like I had to try. It was the right level of difficulty.
- Sometimes video modules were hard to understand due to instructor's volume setting. Everything else was very good.
- We were not able to submit any work. Tests were always multiple choice so there was no opportunity for partial credit
- Very effective teaching.

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020
Instructor: Christopher Keyes *
Response Rate: 27/38 (71.05 %)

20 - Please comment on the strengths and weaknesses of the instructor.

Christopher Keyes

Response Rate	27/38 (71.05%)
<ul style="list-style-type: none"> The instructor does a good job trying to engage with students in a virtual setting. Great at explaining but he takes so much time that you loose interest. Strengths of Mr. Keyes are that he is very passionate about Calculus and is very quick to respond back to emails and answer questions. Very enthusiastic and engaging. Gave very good explanations Could do a little more to get reluctant people to engage in class Strength: you could tell he was interested in the material Weakness: expecting the class to know about material when we hadn't been properly taught it and not teaching us topics from the module videos when they weren't released He is very helpful when it comes to asking question and explaining Strengths included being able to make content easier to understand, being passionate, and open to questions and giving assistance. No particular weaknesses of note. Keyes is a wonderful instructor! He is very engaging, energetic, and evidently very passionate in what he teaches. You can tell he genuinely cares about his students' learning and growth. However, sometimes he may stray off-topic or is not concise with some of his answers. Great teacher He was very helpful and willing to devote his time to helping us understand everything. He always would encourage us to go to office hours which I went to because of this. He reached out to discuss my exam with me when I got a failing grade which I appreciated. He is definitely an instructor who want to see us succeed and is passionate about what he teaches us. I don't really see any weaknesses he has. Chris was very enthusiastic about the course, and while it was difficult to do online classes, I think the class would've been much better in-person. Chris was nice and very accessible, and overall I think that he was a great instructor. Very enthusiastic everyday, you can tell he's passionate about the material and explains concepts well. No weaknesses to note I don't think there were any weaknesses, he was always engaged in the material and went over everything thoroughly and wanted to know everyone in class knew what was going on. Sometimes I wished he went over a general summary of the notes learned in the Module, but what he went over in class was helpful to the subject and he's always available at office hours. Professor Keyes is very good at teaching. Strength: engaging students and use of technology Weakness: none Christopher Keyes' strengths were his enthusiasm about the material and willingness to answer questions both during and outside of class time. At times I struggled to follow his explanations, but I think that was caused mostly by a difference in his teaching style and my learning style. I could usually solve this problem by rewatching the class recording or referring back to the module videos. I liked his enthusiasm for math during class. Chris did a good job at communicating and making himself a resource to us. I just wish I had used him more, but that is my own fault. I really did not notice any weaknesses Professor Keyes is a good teacher that tried his best to keep everyone engaged. He even made changes throughout the semester and added more break out rooms to try and keep us engaged. He cares for his students and always went out of his way to reach out to me if I didn't do well. I think Prof. Keyes is a good professor that I could have learned from a lot more in person, as learning math remotely is quite difficult to me. Strengths: Patient, motivating, knowledgeable and willing to listen and explain. Very encouraging and invested in his students, maintained a positive outlook. Weakness: Test feedback could, at times, be a little more detailed. Very engaged with the content, lots of feedback on tests, easily accessible, understanding, good speaker/easy to comprehend, good with technology. Takes a long time to explain things sometimes. Really good honestly, he went out of his way to make sure I understood the course material and was very accommodating when I experienced some external difficulties in the middle of the semester. Despite the course being difficult and some module videos not being posted on time, Prof. Keyes was an excellent professor. He carefully and thoughtfully responded to all student questions and set aside time after class to help students individually. He was also very proactive in helping students do their best by suggesting study methods and by providing additional help in office hours and review sessions. Chris was overall very enthusiastic while teaching which was really nice. Very good at explaining practice problems. No real weaknesses. Didn't seem to engage with students. Openly stated he had multiple reporting to honor council but without giving us an opportunity to show work there was little evidence to support these claims Chris was the best instructor for this course and very acessible outside of classroom. Always enthusiastic about the material. 	

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020
Instructor: Christopher Keyes *
Response Rate: 27/38 (71.05 %)

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

Response Rate 27/38 (71.05%)

- Yes, it can fulfill a pre-requisite for any major you are looking to go into.
- Yes, if you are actually interested in calculus.
- No, it was an extremely heavy workload and very fast-paced. As someone who has never taken Calculus before, it was very overwhelming and I felt as if I was falling behind the entire semester.
- I would if you want to learn the basics of calculus
- Not if its still going to be this disorganized next semester- I found this course generally frustrating and wasn't engaged with it at all
- Yes I would, it is not hard.
- I would only recommend this course to meet a major/minor requirement due to its intensity and difficulty.
- I would recommend this course to another student! The coursework is fairly manageable.
- Yes, great class and great teacher
- Virtually I would not. I feel like it is more work outside of class due to the modules being due before class. I found myself playing catch up a lot and it is very easy to not pay attention during the lecture. This is definitely a class that would be better to do in person.
- I think that this course was very challenging for me at first, having to adjust to the course load and the module homework. It was much harder to learn the information from the modules, so it took some getting used to on how I wanted to learn the material. The live classes helped me a lot, so I think that it would be a good course for other students to take.
- I would recommend to take this course especially with Mr. Keyes because I've heard other teachers of this course don't do as well of a job as he does.
- I would not, I'm not a math major/enthusiast and I think the course is very difficult. I wasn't expecting to get a B, but I think that's going to be the outcome. I'm personally not interested in the subject, and that combined with the difficulty of the tests having problems I don't see anywhere in class is a bit frustrating. There is also a ton of work, the most out of any of my classes, and I find myself working for hours outside of class on the subject just to see things I don't recognize on assessments.
- Yes.
- Yes! Since I took calculus in high school, this course was a nice one to take to transition to the college life. I think it is a good course too.
- I would recommend this course to a student who is looking for a math course to take, but I would not necessarily recommend it to students who do not need to fill Math 111 for a GER or prerequisite.
- Yes, the professor provides more than enough resources to be successful in the course.
- I lean both ways. I say yes if you need it or enjoy math, but no otherwise. I don't know, calculus is just hard for me, but if that is what you are interested in then go for it!
- I would with reservations if it was remote because I think math is hard to grasp if you aren't constantly practicing it. In person I think the class would be great as the pacing of the information was good and the difficulty of most assignments were pretty fair.
- With reservations: I genuinely enjoy math and felt engaged with the content. However, delays in module releases without explanation limited the effectiveness of the latter part of this course. An established course schedule and pattern effectively disappeared, creating a void that made grasping more difficult concepts (like integration with substitution for instance) to grasp in the absence of module videos. While I appreciate the extensions provided considering the repeated delays, this failed to make up for inconsistency in module release videos -- something that must be addressed by the spring.
- Yes. Math is a requirement for Emory, and Math 111 is usually one for most majors anyways, so obviously tackling those requirements is a necessity, but putting that aside, it's still an interesting course. It would be a lot better in-person, but no matter what, if you're able to take it with Chris, I would recommend it. Otherwise, it can be really hard for people who have never taken calculus before to do well.
- Yes because it's a general education requirement, but for no other reason.
- I would not recommend this course to another student, as I found it quite difficult due to the amount of work it required on a weekly basis.
- Yes if they need Calc 111 for a prerequisite or for a major or minor requirement. If not, they probably covered most of the material in high school if they got to calculus.
- Yes, easy to follow, and good teachers.
- I would recommend the course but not with the professor
- Yes

Emory University: Emory College of Arts and Sciences

ECAS Course Evaluations (Fa 2020)

Course: MATH-111-6: Calculus I - Fall 2020
Instructor: Christopher Keyes *
Response Rate: 27/38 (71.05 %)

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

Christopher Keyes

Response Rate 27/38 (71.05%)

- Yes, the material was taught adequately and he was available for questions.
- Yes, he is good at explaining concepts.
- Yes, he seems to love what he's doing and he actually listens to students and wants to help.
- Yes, he is a very good instructor
- Yes- not his fault that the course was so disorganized
- Yes, because he is very nice and a good teacher
- I would recommend this instructor for his passion and supportiveness with students.
- Yes! The instructor, Keyes, is incredibly energetic and passionate in the subject.
- Yes, best teacher I have this year
- Yes! He is a great professor who wants you to succeed. He will take his time explaining things to you in office hours and is a fun person to talk to. He makes all the concepts clear and I am usually never confused about something after he explains it. If I am confused, I can ask a question that he enthusiastically accepts and easily answers it in a way that I can understand.
- I would recommend Chris to another student because he was enthusiastic and helpful during and outside of class. He had office hours every week to help students with any questions, and he was very accessible.
- Yes, because as stated above, I would recommend to take this course especially with Mr. Keyes because I've heard other teachers of this course don't do as well of a job as he does.
- I would recommend Professor Keyes, I think he's a very good teacher and always on top of the game. He sends out emails with important information to make sure all the students are aware of what's required, and in class he gives examples to emphasize the notes learned in the modules in the asynchronous work. He's kind to his students and lively when teaching, making the zoom lectures feel more engaging.
- Yes.
- Yes! He is very nice and always wanting to help me and other students
- Yes I would recommend this instructor. He was engaging, helpful, and it is clear that he genuinely wants to help students understand the material.
- Yes, the teacher's enthusiasm is infectious and makes learning math more enjoyable.
- Yes! After previewing the other instructors, I felt that Chris was the easiest to understand for me personally. He was always encouraging us to come to office hours and that gave me the desire to attend.
- Yes, Professor Keyes is a good teacher that tries his best to make class interesting and cares about his students.
- I would highly recommend the instructor, overall. He exuded commitment, patience and knowledgeability of the subject: all key qualities for succeeding as a math instructor. Not only was he capable and able to seamlessly generate real-world examples (often on the spot), Chris was very motivating and highly invested in us, as students. Lastly, in a remote environment, Chris made the best of an unideal situation and strived to make the classroom feel welcoming for a distance-learning platform. His integration of technology helped with this, for instance, making use of a digital whiteboard via his iPad.
- Yes. He is super positive and understanding, and genuinely cares about you as a person, not just your understanding of the material (though he does care about that too).
- Yes, he was very helpful and engaged
- I would definitely recommend Prof. Keyes to another student; what qualms I had with the course were because of the course itself, things which Prof. Keyes had little to no control over. In fact, Prof. Keyes tried his best to mitigate the difficulties of the course via frequent information updates and office hours. His lectures were well-structured and helpful and he was very accessible outside of class, and he was also very kind and personable.
- Yes, he was very nice and enthusiastic.
- Yes, great lecturer and teacher.
- No, he didn't seem to have a full grasp of the concepts. When students asked questions about calculus that they had learned in AP classes, he never knew the answer and only focused on his own way of completing a problem
- I would highly recommend students enroll with Chris because he is going to deliver the content in such an eager manner and make sure you understand the material. No question was dumb in his class.

Mean of Means Calculations	Mean	Dept	ECAS	
Weighted Mean (Course)	6.90	7.40	7.87	
Weighted Mean (Instructor)	7.77	7.43	8.00	
Weighted Mean (Overall)	7.48	7.42	7.95	