

Instructor: Christensen, Jens

Course: Calculus I

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20 surveys / 25 enrolled in MATH 111 A (MWRF 0820)

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Student: 1

Reason: Major or minor requirementReason: Exploration of possible major or minor

Student: 2

Reason: Major or minor requirementReason: Interest in the course materialEffort: I put a good amount of effort in for this course. I did the homework, webassign assignments, and studied for the tests and quizzes. Effort doesn't always translate into a good grade though, and when I studied I still felt like it was very difficult to do well on the tests.Understanding & Appreciation: I had previously taken AP Calculus, but I didn't learn well for my teacher and I didn't feel comfortable with the material. I am very glad I took this class, though, because I feel like I've learned a lot of concepts I had not been introduced to before and feel more sure about the ones I had been introduced to.Intellectual Growth: In my opinion, this course did not expand my intellectual growth beyond by understanding of the subject. I'm pretty sure everything we learned in this course could have been learned from a text book. However, that is how I expected the course to be.Quality: I thought professor Christensen was a good teacher. He was not the best at motivating the students all the time, but he made the content easier to learn than trying to just learn it out of a textbook.

Student: 3

Reason: Elective outside major or minorReason: Other requirementAdditional Reason(s): I was given a Cornell University Guaranteed transfer option into my sophomore year. For the major I wanted I had to take half a semester of Calculus. Additionally, I would like to go pre-med so this met the requirements as well.Effort: I put a strong, but not as strong as I could be effort into this class. It is hard considering I have already learned this material, but I am getting confused on some topics I knew very well prior to taking this class because the way it is presented is very unclear.Understanding & Appreciation: It served as a great appreciation for at in general. I am not sure what it is about math but I do love it and I love solving really hard problems. This course has challenged me in that sense and I truly appreciate that aspect.Intellectual Growth: It helped me apply calculus to real world problems and solutions. It also helped me see in which ways Calc can be used for various majors and jobs. It made me appreciate what these people do all the more because I was unaware at how much calc was truly involved.Quality: I think the quality was sub-par compared to my other courses at the university. Most days the professor would come slightly unprepared and would always make comments about how he may not be able to solve our HW questions and that he doesn't know what they are yet. I feel like he should be aware of what is being assigned to us so we are learning what we need to know because many times our HW involved concepts we have yet to touch on. Additionally, he goes off on tangents when explaining concepts that are wordy and confusing to the students. I think it would be beneficial if he just stated it and was concise with his explanation as opposed to adding additional details. I did enjoy his jokes he would always make when no one would answer the questions or when he was picking someone to answer. I also thought a strength of the professors was engaging with the students and providing a lot of practice problems and opportunities to excel.

Student: 4

Reason: Core or Areas of Inquiry (distribution) requirementEffort: I have completed all assignments in this course and have studied tremendously for exams.Understanding & Appreciation: This course taught different problem solving approaches to mathematical problems and also allowed me to connect some of the math I learned with real life situations.Intellectual Growth: The course helped taught me to not just focus on numbers, but the actual ways that the math related to theoretical situations in the world.Quality: I think the professor has very good quality lessons where he adds humor when appropriate. He is easily accessible to all students, however, at times his grading standards are unclear.

Student: 5

Reason: Other requirementReason: Interest in the course materialEffort: Having already taken Calculus, I wasn't entirely exposed to new material; with that said, I still had to put a lot more effort into this course than I expected.

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Understanding & Appreciation: I feel like in high school I just did the problems a lot more mechanically, whereas this course has challenged me to think of why we go about solving problems in certain ways and how to apply them outside of the classroom.

Intellectual Growth: I was pushed to apply the material to problems that extend beyond the classroom and I was able to see how much I lacked in a true understanding of Calculus the first time I took it.

Quality: The quality of the teaching of this class was very high, especially because students that were both new to Calculus and those who had taken it before both felt challenged and like they learned a lot. I think that the teaching in class was only effective if students really were caught up with their homework and came to class prepared; otherwise, students could not ask specific questions and the problems were done too fast to fully be understood.

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Student: 6

Reason: Major or minor requirement

Reason: Core or Areas of Inquiry (distribution) requirement

Effort: I did all the homework and studied a lot for the assessments. I can't think of much more that i could have done to improve my grade, yet it is not where I want it to be.

Understanding & Appreciation: This course was much better at teaching calculus than the previous course that i took in high school. I do understand calc but better than I did, however I still don't feel as though i have a full understanding.

Intellectual Growth: I don't fully believe that this class helped me outside of math class.

Quality: Professor Christensen was pretty good at explaining the course material, however he could come off as condescending at some times. If your questions matched what he wanted to talk about, he tended to be very good about answering it. However, if it didn't go along with his plan he would sometimes dismiss it. Also, if you didn't know the correct answer he would frequently continue to question you in front of the class, even though it was clear that you didn't know that answer. Overall, in getting his point across he was very effective but something his methods in doing so came off as rude or condescending.

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Student: 7

Reason: Core or Areas of Inquiry (distribution) requirement

Effort: I always showed up for class, completed my homework on time, and tried to study very far in advance to prepare for exams. I worked hard o my assignments and tried to earn the best grade I could.

Understanding & Appreciation: This course expanded my knowledge of calculus and helped me build on my math skills.

Intellectual Growth: This course helped me to try and learn new study techniques and challenged me.

Quality: I think the professor did a good job explaining in class and helping us with homework questions. He was available for individual meetings and help. I think he did a good job trying to get us to participate.

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Student: 8

Reason: Exploration of possible major or minor

Reason: Interest in the course material

Effort: I put great effort into this course. At first i did not realize how much i had to study to do well on the examinations. After thr first test I altered my behavior went to processor Christenson's office hours regularly, did extra practice problems, and studied very hard for the next test and did well.

Understanding & Appreciation: This course was very difficult for me. I learned a lot but i also realized that calculus is so hard for me it will not be the focus of my career.

Intellectual Growth: I learned how to adjust my behavior and how to try different techniques when i get a bad test score. I learned how to reach out to my professor and ask for help.

Quality: The 8:20 class had a bad atmosphere. I am a morning person but you can tell most people don't want to be in calc in the morning. Professor Christensen could feel the students didn't want to be in the class and it makes it less fun to teach. Few people would participate even though they have already taken calc. Unfortunately, the student's attitude affected Professor Christensen's teaching. Some of the lessons were quick and not explained thourouly because the professor may have not felt like the students really wanted to know the material or learn. Professor Christensen is a fantastic teacher one on one. I went to him often to ask for help and he really listened to the content of my questions to answer them the best he could. In these meetings he was very committed to making sure i understood the material. In additon, he allowed me to send him practice problems i did out of class so i could meet with him to go over them latter. Sometimes there is little one can do about the class environment but i think the professor should have tried his best to be unaffected by the mood of the class.

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Student: 9

Reason: Major or minor requirement

Effort: I spent a significant amount of time doing and understanding homeworks, and I studied very hard for the exams.

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Understanding & Appreciation: I now have a more extensive knowledge of calculus, but I did not gain an appreciation of the course subject.

Intellectual Growth: This course developed my problem solving and analytical skills.

Quality: I think Professor Christensen needs to be more clear with his grading standards; he was very harsh with partial credit, and there were few opportunities to improve your grade in this class. He is also very unclear in addressing questions. His teaching methods were not effective for me; I ended up teaching myself most of the material. To combat this, I think he should give questions that are similar to the level of difficulty in class, work on clearly answering questions and work on each concept at a slightly slower pace.

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Student: 10

Reason: Major or minor requirement

Reason: Exploration of possible major or minor

Reason: Interest in the course material

Effort: I took this course to better understand calculus because I took a similar course in high school and didn't completely understand the material. I put in effort into the areas that I don't understand well. Professor Christensen answers all of my questions and is always available if I need help.

Understanding & Appreciation: I've always enjoyed math in general and with this course I have been able to understand calculus better. I am possibly thinking about majoring in math or math related fields such as economics. Professor Christensen's passion and excitement for the subject is evident everyday in class and encourages me to continue through the difficult parts in order to gain a better understanding of them.

Intellectual Growth: The course has allowed me to really consider the application of calculus because many times we are learning something and have no idea why we are learning it, but when thinking about how each concept is applied to real world scenarios, we see how relevant and important calculus is in the betterment of society.

Quality: Professor Christensen strengths are his style of teaching, ways explaining, and constant concern for our understand of the material. It was helpful for me when at the start of class Professor Christensen answered our questions about the homework. Also when we didn't understand something, he would revisit the problem and explain it in a way to make us understand

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Student: 11

Reason: Exploration of possible major or minor

Effort: Study before exams.

Review homeworks and class notes as often as possible.

Saw professor whenever I had questions.

Understanding & Appreciation: I appreciate the things I learned in this course, such as problem solving skills.

By learning ways to analyze and interpret problems, I was able to understand the subject.

Intellectual Growth: Helped improve my analyzing skills, and problem solving abilities.

Quality: Good with office hours, and professor does his best to help students in class and out of class.

Moves through material that's easy for people who have taken calculus before, but hard for those who haven't.

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Student: 12

Reason: Interest in the course material

Additional Reason(s): I took this course to replace AP Calculus at my high school

Effort: I studied for tests and did the homework required

Understanding & Appreciation: I learned basic calc, which sets a good foundation for any meaningful course I will take in the future

Intellectual Growth: This course helped me budget time more widely for studying

Quality: Jens' was very approachable and amicable, as he made jokes and insisted we could use his first name. Additionally, he was responsive and helpful in class for questions we had and would often break is into small groups for problem sets.

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Student: 13

Reason: Core or Areas of Inquiry (distribution) requirement

Reason: Interest in the course material

Effort: The class was taught really well so grasping the concepts was fairly easy. We were assigned many homework problems to help perfect our use of different techniques throughout the course. I wouldn't say that the amount of homework was overwhelming.

Understanding & Appreciation: This course helped not only learn how to do calculus but we also applied the math to real world scenarios. I found that it was useful to know why we needed the math.

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Quality: The quality of teaching was really well. The professor would often stop to address questions posed by the class and would explain the answers clearly.

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Student: 14

Reason: Core or Areas of Inquiry (distribution) requirement

Effort: I had to put a lot of effort into this class because we moved so quickly. We had at least two online assignments, one paper assignment, and one quiz each week. This was a lot of work and required constant attention.

Understanding & Appreciation: I have grown to not like math as much because of this course. I think it is just a personal preference, but this class was also very tedious and work heavy. I also found that no matter how much I studied and understood the material, the exams didn't provide me with even decent results.

Intellectual Growth: This helped my intellectual growth in the sense that I was able to learn what a real college class consisted of. It really required worked to be put in on every day of the week and weekend. The homework assignments weren't hard but they were just so long.

Quality: I think that the professor is very understanding of people's questions. He always wants to talk through a problem so a student can understand. He gives lots of varying examples to help flesh out a theory. However, he would make the problems on the test exponentially harder. This dropped my confidence in the class because I struggled to maintain good grades.

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Student: 15

Reason: Other requirement

Effort: I do all of the homework and study for all quizzes and tests. I have been at office hours multiple times requesting help. I do so well on the quizzes and homework but when it comes to tests I study so hard and still do not receive the marks I am looking for.

Understanding & Appreciation: I previously took calculus in highschool and had knowledge of the topic prior to this course. The new things we have learned has made me understand the topic more

Intellectual Growth: Because I am working so hard but still getting low grades I feel that it has pushed me in wanting to study harder and do better on upcoming assessments. It has also made me accustom to the college level grading.

Quality: The teacher is great, he is super understanding and flexible. Available and helpful at office hours. Easy to make up missed quizzes and not hard to catch up after missing a day. For review for tests, instead of saying what sections to do questions from, he should assign specific questions within a range because otherwise it is a bit overwhelming and stressful when it comes to the test. I also think that questions should not be worth so many points - doing one small thing and having it worth 8 points is so easy to lose on an exam and that can drop your mark fast. Other than that, great guy and great teacher

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Student: 16

Reason: Core or Areas of Inquiry (distribution) requirement

Effort: With Webassigns constantly due, additional homework on Fridays, and quizzes on Fridays, I was always doing work for this class. I would spend hours on each Webassign.

Understanding & Appreciation: I now strongly dislike the subject. I've never disliked math before.

Intellectual Growth: He did often give examples outside of math that were helpful to see how the material applied to other majors and careers. The course was extremely difficult for me and this cause me to learn to deal with the hardest class I've ever taken.

Quality: The teaching was not great. I had a friend that I studied with, and I learned much more from her than from professor Christensen. Professor Christensen was good at being clear about the material on the tests and how it was graded, but he was not great at teaching the material. I went into office hours many times, and I still struggled to grasp the concepts. Often times I would then study with a friend and only then I understood the concept.

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Student: 17

Reason: Major or minor requirement

Effort: I put a great amount of effort into this course. I find myself spending more time on work and studying for this class than any other class. The homework often takes hours to do, I spend a decent amount of times studying for quizzes, and spent almost a week studying for the last exam. This course is very challenging for me, so I put extra effort into the work and studying.

Understanding & Appreciation: I struggled with calc before I got to Colgate but now I understand concepts that I did not get in highschool.

Intellectual Growth: Calc is my most challenging class this semester. I have had to change the way I do home work and study for tests, because I struggle in this class. Calc has helped me to create better work and study habits that will help me in other classes as well. It has forced me to think critically about math.

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Quality: Office hours and outside help for this course are very good; the very accessible for homework help and general questions, and did a good job of explaining things individually and in small groups. He tried very hard to make the class fun even though it is so early. But sometimes he went too fast through the class material, did not cover different aspect of the concepts we learned, and did not teach us things we need to complete the homework. The tests were very difficult and I felt that sometimes we did not really cover some of the problems or concepts well enough to know how to do them on a test or complete them quickly. Sometimes when doing problems on the board, he would do things in his head instead of writing them out, which was confusing when I looked back on my notes later; it may be helpful to do more steps out on the board for those struggling with the course.

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Student: 18

Reason: Core or Areas of Inquiry (distribution) requirementEffort: I worked very hard in every homework assignment. I would periodically meet with the professor to go over the few problems i did not understand.Understanding & Appreciation: I took pre calculus in high school and wanted to take calculus in college. I enjoy math but have regularly struggled with the subject. I learned what i was looking for in this class. It was at times difficult though because so many people had taken calculus before that the professor understandably went through a few topics faster than others, so he would not waist time. For students like me, these were the parts that i struggled with the most. But the professor was very good about making sure if you had questions or needed clarification, he would make sure that each student got what they needed.Quality: The class had many people who had taken calculus before. The professor balances this well. When he would go through materiel fast, he would be very flexible with meeting times for those students who had not previously taken calculus and needed more explanation. He was very understanding about due dates and would move homework back a day if the class seemed to have a lot of questions. He answered hard questions well and always tried to get the class to participate every day. Due to the class itself, the professor had to use a random number generator to make the class participate. This was very inventive and was a fair way to deal with the lack of motivation from the students.

Student: 19

Reason: Exploration of possible major or minorReason: Interest in the course materialEffort: I put a great deal of effort into this class. We had many homework assignments that I would complete and hand in on time.Understanding & Appreciation: This course made me realize that math requires practice but it also taught me that every problem must be done perfectlyIntellectual Growth: I also learned how to use web assign and its interface.Quality: The quality of teaching was C-. I didn't gain much and if anything I often found problems focusing less on calculus and more on algebra which doesn't make sense in a calculus I course. In addition, the professor often seemed harsh when someone answered a question incorrectly during class and when grading work. I think the strengths are how professor Christensen wants us to succeed and talk more in class.

Student: 20

Reason: Core or Areas of Inquiry (distribution) requirementEffort: I spent a hour or so on each homework a few nights a week and devoted time to studying each week for quiz or test.Understanding & Appreciation: It enhanced my understanding by the interesting way Professor Christensen taught.Intellectual Growth: It helped me to think more independently in math and bring together all of my different skills in mah.Quality: I think Professor Christensen is a great professor who devotes a lot of time and effort to his students. I sometimes wish he was clearer on how he graded things however.