

Instructor: Christensen, Jens G.

Course: Calculus I

16 surveys / 26 enrolled in MATH 161 C (MWF 0820)

## Student:1

Reason(s): Major or minor requirement

Exploration of possible major or minor

Additional Reason(s): I took it as a pre-requisite to possible exploring an economics major.Effort: I put a lot of effort into this course. There were multiple weekly homeworks, exams took a while to study for, and I usually had to reteach myself most of the lectures from the textbook because Professor Christensen did not do a good job explaining the material. Professor Christensen taught us calculus I as if we had already learned and understood the material, which was unhelpful, stressful, and frustrating.Understanding & Appreciation: My appreciation for this subject has significantly decreased. I really enjoyed math in high school but after taking this course with Professor Christensen this will be the last math course that I ever take at Colgate. I really did not enjoy this course which hindered its ability to contribute to my understanding of this subject.Intellectual Growth: It did not. I felt like I was teaching myself all of the material in this course as Professor Christensen would race through his lectures often pushing off questions. My intellectual growth and education were greatly negatively effected by this course.Quality: The quality of the teaching of this course was extremely poor. Professor Christensen taught us this course as if we had already learned calculus I, which was very frustrating and upsetting. I ended up teaching myself this entire course as his lectures were ineffective and unhelpful. Professor Christensen clearly knows a lot about math and is a really smart guy but he did a really poor job teaching this course. This course greatly hindered my experience at Colgate this semester due to the very poor teaching of Professor Christensen. Many students withdrew from the class.

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: SD	3: A	8: A	5: SD	2: D	13: D
7: SD	10: SD	14: A	17: SD	4: D	21: NA
9: D	15: N	20: A	19: N	6: N	22: N
12: N				11: N	
18: SD				16: D	

## Student:2

Reason(s): Other requirement

Additional Reason(s):Effort: Each week I put a great deal of effort in to learn the material and try to understand what was going on in lecture.Understanding & Appreciation:Intellectual Growth:Quality: P. Christensen was a very accessible and kind Professor however I often found lectures confusing which made it difficult to understand course material.

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: D	3: A	8: SA	5: D	2: D	13: N
7: D	10: A	14: N	17: A	4: N	21: N
9: N	15: SA	20: SA	19: SA	6: A	22: N
12: A				11: A	
18: N				16: D	

## Student:3

Reason(s): Elective within major or minor

Core or Areas of Inquiry (distribution) requirement

Additional Reason(s):Effort: I did most of the homework.Understanding & Appreciation: I gained a better understanding of calculus.Intellectual Growth: It did not.Quality: It was taught well, although boring at times, but that is more due to the subject matter.

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1: N	3: N	8: N	5: N	2: N	13: N
7: N	10: N	14: N	17: N	4: N	21: N
9: N	15: N	20: N	19: N	6: N	22: N
12: N				11: N	
18: N				16: N	

**Student:4**

Reason(s): Major or minor requirement

Additional Reason(s): I took this course because it is a requirement for the major that I would like to pursue.Effort: I put a great deal of effort into this course. At times the material presented in the class was not very easy to understand so I would have to try to teach myself how to do certain problems. I always completed the assignments on time and even though some of them were for completion I still did them to the best of my ability. I also went into office hours and asked questions whenever I was confused.Understanding & Appreciation: This course made me dislike Calculus. I took Calc 1 in high school and enjoyed it since the material was presented in a clear and interesting way that was easy to understand. However, in this course, I found myself often burnt out and annoyed because I wasn't comprehending the material in the way that it was presented by the instructor when it could have been taught in a much simpler way.Intellectual Growth: This course helped me understand fundamental aspects of calculus such as derivatives and integrals that will be useful in the future however it did not really help much with intellectual growth beyond the course subject.Quality: The teaching quality in this course was not the best. The instructor is normally not a Calc 1 teacher and I think that he struggled to teach Calculus in a way that people who may have never seen the material before would be able to understand. He would rush through problems and skip over steps because he knew how to do them quickly in his head but not everyone in the class knew how to do the steps. He also didn't give any review problems or practice work before the exams and was a little vague about the materials that would be on the exams. I took Calc 1 in high school so I had learned a lot of the material from the beginning of this course previously but the material was presented in very different ways. In high school, it was clear what we were learning and what we would be asked on tests but in class this semester it was always very hard to follow which made it difficult to prepare for exams and complete assignments. I often had to figure out how to do things on my own.

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: D	3: A	8: A	5: A	2: D	13: D
7: D	10: SA	14: A	17: A	4: D	21: A
9: N	15: A	20: A	19: A	6: N	22: A
12: A				11: A	
18: A				16: D	

**Student:5**

Reason(s): Major or minor requirement

Additional Reason(s):Effort:Understanding & Appreciation:Intellectual Growth:Quality:

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: N	3: A	8: A	5: N	2: N	13: N
7: N	10: N	14: A	17: N	4: N	21: N
9: N	15: A	20: N	19: D	6: N	22: D
12: N				11: N	
18: N				16: D	

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Student:6

Reason(s): Core or Areas of Inquiry (distribution) requirement

Additional Reason(s):

Effort: I have to put a lot of effort into this course. WebAssign homework is assigned 2-3 times per week, written homework is due (typically) once per week, and attending office hours/ tutoring averages around 3 hours per week for me. To stay for exams, I usually have to begin reviewing the material in-depth a week in advance.

Understanding & Appreciation: Since this is my first calc class, my understanding of the subject has grown a lot; however, my appreciation---not so much. I am not interested in STEM fields and attending this calc class made me feel out of place. I chose to enroll in the class to fill a requirement, but it ended up taking all of my spare time and challenging me more than I initially anticipated.

Intellectual Growth: The most beneficial thing this course has helped me with is learning how to go to office hours, tutoring sessions, and form stronger relationships with my professors.

Quality: Professor Christensen is clearly a very intelligent, advanced man in the math field. However, I'm afraid that high level of knowledge does not translate well or benefit students who have never taken a calculus class before. I would strongly advise against anyone enrolling in this class without having taken AP/IB calc in high school, because the way the material was presented made my time in the class extremely difficult. He moves rather fast and does not take much time to review key concepts. However, he is very kind, humorous, and accessible to students when they need help.

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: A	3: SA	8: SA	5: SA	2: D	13: A
7: A	10: SA	14: SA	17: A	4: D	21: NA
9: N	15: SA	20: SA	19: SA	6: A	22: SD
12: SA				11: A	
18: SA				16: A	

Student:7

Reason(s): Major or minor requirement

Additional Reason(s):Effort: A lot for very littleUnderstanding & Appreciation: It didn'tIntellectual Growth:Quality:

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: D	3: N	8: SA	5: SA	2: D	13: D
7: D	10: A	14: A	17: A	4: D	21: N
9: A	15: SA	20: A	19: SA	6: N	22: SD
12: A				11: N	
18: A				16: N	

Student:8

Reason(s): Core or Areas of Inquiry (distribution) requirement

Additional Reason(s):

Effort: I attended all classes and did all homework as instructed. I self-studied the material after class for a better comprehension of it.

Understanding & Appreciation:Intellectual Growth:

Quality: The teaching was ok, but I wish the professor would go more straight to the point with the material instead of showing us a long method that we wouldn't use and then getting to the point. I felt like this not only used up a lot of class time, but it also confused me.

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1: A	3: A	8: A	5: A	2: D	13: D
7: N	10: A	14: N	17: N	4: N	21: A
9: NA	15: A	20: A	19: N	6: A	22: D
12: A				11: N	
18: A				16: N	

**Student:9**

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: I have never put more effort into a math course in my life, however, even after studying for 30 hours, going to office hours, the extra tutoring sessions, and one on one tutoring I still often worry about failing the exam. I feel like that should not be the case, especially in a high school level course. Those in the class who have not taken Calculus before were at a serious disadvantage because this class moved at an alarmingly fast pace and Professor Christensen with all due respect is just too smart to be teaching these concepts.

Understanding & Appreciation: I feel like I have not retained a lot of the subject matter we learned because we cover the material so fast and I just end up cramming for the exam. I am also not a math person so the way this class functioned was really challenging for me to understand the concepts. A fast-paced lecture three times a week and then like four homework assignments with significantly more challenging problems on it was not a helpful ways to learn.

Intellectual Growth: I learned that no matter how much effort you put into something you might still fail, and that's just life I guess.

Quality: Professor Christensen is a great person who really does want his students to succeed but I don't think Calculus I is his specialty, he is far too smart to be teaching these concepts to mathematically challenged people. I think his teaching style made the concepts very confusing and blurred together and made the homework nearly impossible. If you hadn't taken Calculus before this course required so much outside work just to probably fail the exam. This class really lowered my math confidence and I am probably never going to take another course again.

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1: D	3: SA	8: SA	5: D	2: SD	13: D
7: D	10: SA	14: SA	17: N	4: D	21: NA
9: D	15: A	20: SA	19: A	6: D	22: D
12: A				11: D	
18: A				16: D	

**Student:10**

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: I put in a lot of time outside of class practicing extra problems for the tests. During classes, I would stay attentive and take notes. If I had questions I would go to office hours

Understanding & Appreciation: It helped to an extent, Learning this type of Math didn't help me understand it in terms of real world problems. I only really appreciated the material when I understood it.

Intellectual Growth: It made me study using methods that were not involved in class, such as searching up YouTube methods. I felt more focused on solving processes. I also realized that some things just don't come easy.

Quality: The Professor definitely knew what he was doing. I would say that he tended to give test questions on questions we had rarely seen before in class. He could also tell us more about how to problems dealt with real life situations.

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1: A	3: A	8: SA	5: N	2: N	13: SA
7: A	10: A	14: SA	17: N	4: N	21: A
9: N	15: SA	20: SA	19: SA	6: D	22: D
12: SA				11: A	
18: SA				16: D	

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Student:11

Reason(s): Core or Areas of Inquiry (distribution) requirement  
Interest in the course materialAdditional Reason(s):Effort: I put in a lot of effort into this course, especially because I really like math and that is part of the reason why I decided to take it.Understanding & Appreciation: This course definitely challenged my understanding of the course subject and made me want to really understand what we were learning.Intellectual Growth: The course definitely made me learn how to teach things to myself in order thoroughly understand it, because I would sometimes get really confused by explanations in class.Quality: I think that Professor Christensen is definitely a kind person and loves teaching and wants to see his students succeed, however I think that the way he conveys course material is not always clear because he's used to teaching higher level classes. Obviously this is understandable, but I feel like if I hadn't taken calc before (in high school), I would be really lost.

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1: A	3: SA	8: SA	5: A	2: A	13: A
7: A	10: A	14: SA	17: A	4: N	21: N
9: N	15: SA	20: SA	19: SA	6: SA	22: SA
12: SA				11: A	
18: A				16: A	

Student:12

Reason(s): Elective within major or minor  
Interest in the course materialAdditional Reason(s):Effort: I put effort into this class by completing web assignments, handing in worksheets, and putting time aside to study for the material.Understanding & Appreciation: This course taught me a continued amount of calculus from previous classes I had been in. It made me more so understand the topic rather than appreciate the subject, as I think I was frustrated over my grade instead of taking time to gain back my previous appreciation.Intellectual Growth: It furthered my knowledge of calculus and showed how it can be applied to various other classes.Quality: Professor Christensen showed appreciation and interest in what he was teaching, though the way he taught slightly confused me and I feel as if the material was rushed over. As well as that, I understand tests are important but they were 90% of our grade and didn't have any curve, yet the first test's average was failing, and they were no chance to recover other than the other tests. As someone who struggles with tests but gets 100% on assignments, this class was just harder than what I expected. But Professor Christensen did have open office hours we could attend and made them accessible to all.

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1: D	3: A	8: SA	5: A	2: D	13: A
7: N	10: A	14: SA	17: A	4: D	21: A
9: D	15: SA	20: SA	19: A	6: A	22: A
12: SA				11: A	
18: A				16: D	

Student:13

Reason(s): Major or minor requirement  
Reputation of the instructorAdditional Reason(s):Effort: For this class, I have had to work extremely hard. Professor Christensen is accessible and well organized, however for some people that might not be very good at math (like me) it can be hard to keep track of his very fast-paced teaching style. This has forced me to spend hours trying to understand stuff on my own, and to work extra hard all semester.Understanding & Appreciation: This class has widely extended my understanding of mathematics and its applications. For example, I had never taken calculus before, but it feels like calculus "joins" all my previous math learnings into this beautiful and valuable tool.

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**Intellectual Growth:** This helped me be more disciplined and work harder, skills and habits that are useful in life.

**Quality:** I think that professor Christensen is a very high-quality professor that puts an extra effort in class. His class is well structured and organized, with a syllabus that was followed almost perfectly and constant email reminders of what is next. The professor worked hard to make us understand the topics. However, he never looked back and asked, "how are we doing?" or "Do you guys understand this?." This has translated into frustration among many students with the class and led to subpar results in examinations (64 average in the first midterm). Since it is a class lecture, it is understandable that there is a pace to follow and I understand why the professor had to do it like this.

I would definitely take this class again (not voluntarily, it is a major requirement!).

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1: N	3: SA	8: SA	5: SA	2: A	13: N
7: N	10: SA	14: SA	17: SA	4: A	21: NA
9: SA	15: SA	20: SA	19: A	6: A	22: D
12: SA				11: SA	
18: SA				16: SA	

#### Student:14

Reason(s): Major or minor requirement

#### Additional Reason(s):

**Effort:** I put an extreme amount of effort into this course, especially after the test average for our first test was a 60 with no curve. I worked extremely hard for the next two tests so I luckily did not have to withdraw from the course. I would definitely not take this course again as I feel that Christensen asked far too much out of his students for a Calc 1 class.

**Understanding & Appreciation:** I definitely have a greater understanding of calc because of this course as I had never taken the course before. However, I could not fully understand it from Christensen alone it required a lot of outside learning in order for me to do well in this class.

**Intellectual Growth:** This course definitely improved my exam preparation skills because the material was so challenging.

**Quality:** I did not enjoy Christensen's teaching this semester and I believe that it was unfair to his students. First off, it was very unclear what would be on the tests along with the grading approach he would take. Additionally, he taught Calc 1 as though his students already knew the entire course and skipped over key explanations and points throughout his lectures. He also unfortunately did not share the test averages with his students toward the end of the year as well as whether or not his class had a curve of any kind. He was very vague about everything in that matter and it made it very challenging to gauge how well you were doing in the class.

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1: N	3: N	8: SA	5: SD	2: D	13: D
7: D	10: D	14: SA	17: D	4: D	21: A
9: A	15: A	20: SA	19: A	6: D	22: A
12: SD				11: N	
18: N				16: A	

#### Student:15

Reason(s): Major or minor requirement

**Additional Reason(s):** I took this class because I needed to have a calculus class for my major. I had taken calculus in high school so I thought that I would have a good basic understanding.

**Effort:** I put a great deal of effort into this class. In total honesty, I put the same amount of effort into calculus as I did for my other three classes in total. I went to office hours, tutor sessions, and every single class but still barely scraped by.

**Understanding & Appreciation:** When I first took the class, I was thinking of potentially majoring in mathematics because it is usually my strongest academic attribute, but after this class, I know for a fact that I will not.

**Intellectual Growth:** I believe that I gained a good understanding of basic derivatives and integrals which I will hopefully be using in my career. I think it taught me that even if I have taken something before and excelled in that class, does not mean I will do well in the same class at a different institution.

**Quality:** Professor Christensen looks at Calculus from a different perspective than most calculus teachers. I think this is because he

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teaches much harder upper-level classes. This confused most of us because some people didn't have a basic understanding of calculus or precalculus or even algebra in general because of the online teaching format during our high school years. Professor Christensen is a brilliant guy who is extremely well versed in calculus but there is a gap between the expertise he has and the level that the majority of the class is at. I think that he definitely went out of his way to answer any questions the students had and made sure that he was available as much as possible. In comparison to the other Calc 1 classes, our class has struggled greatly and the format of the class is extremely different which is very frustrating. The other class is given direct study guides of what is on the test and just switches the numbers while ours could be absolutely anything we have ever talked about

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1: N	3: SA	8: SA	5: N	2: D	13: A
7: N	10: A	14: SA	17: N	4: D	21: N
9: A	15: SA	20: SA	19: A	6: N	22: N
12: SA				11: A	
18: SA				16: N	

**Student:16**

Reason(s): Core or Areas of Inquiry (distribution) requirement

Additional Reason(s):Effort:Understanding & Appreciation:Intellectual Growth:Quality:

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: A	3: SA	8: SA	5: A	2: N	13: N
7: N	10: A	14: SA	17: N	4: N	21: A
9: A	15: A	20: A	19: A	6: N	22: D
12: A				11: N	
18: N				16: A	

**Likert Key:** SA=Strongly agree, A=Agree, N=Neither agree nor disagree, D=Disagree, SD=Strongly disagree, NA=Not applicable