



Saint Mary's College of Maryland



Name: Rose Keith

Evaluation Session: FA 2018 (11/26 - 12/09)

Comprehensive Report for GENETICS (BIOL270.01) - Keith, Rose - FA 2018 (11/26 - 12/09)

Institutional Questions:

Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
1. Rate the instructor's overall teaching effectiveness. (25 Responses)	13 / 52.00%	10 / 40.00%	2 / 8.00%	0 / 0.00%	0 / 0.00%	4.44	0.65

Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
2. Rate the overall quality of this course. (25 Responses)	9 / 36.00%	13 / 52.00%	3 / 12.00%	0 / 0.00%	0 / 0.00%	4.24	0.66

Core Questions:

Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
3. How would you rate instructional materials used in this course? (24 Responses)	12 / 50.00%	8 / 33.33%	4 / 16.67%	0 / 0.00%	0 / 0.00%	4.33	0.76

Question	Yes, to a great extent - (5)	(4)	(3)	(2)	No, not at all - (1)	Mean	StDev
4. Do you feel course objectives were accomplished? (23 Responses)	11 / 47.83%	10 / 43.48%	2 / 8.70%	0 / 0.00%	0 / 0.00%	4.39	0.66

Question	Yes, greatly - (5)	(4)	(3)	(2)	No, not much - (1)	Mean	StDev
5. Did this course increase your interest in the subject matter? (25 Responses)	11 / 44.00%	8 / 32.00%	4 / 16.00%	2 / 8.00%	0 / 0.00%	4.12	0.97

Question	Always - (5)	(4)	(3)	(2)	Never - (1)	Mean	StDev
6. I prepared before coming to class. (25 Responses)	12 / 48.00%	10 / 40.00%	1 / 4.00%	2 / 8.00%	0 / 0.00%	4.28	0.89

Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
7. How would you characterize the instructor's ability to explain? (25 Responses)	14 / 56.00%	7 / 28.00%	4 / 16.00%	0 / 0.00%	0 / 0.00%	4.40	0.76

Question	Broad and Accurate - (5)	(4)	(3)	(2)	Plainly Deficient - (1)	Mean	StDev
8. How would you characterize the instructor's command of the subject? (25 Responses)	17 / 68.00%	7 / 28.00%	1 / 4.00%	0 / 0.00%	0 / 0.00%	4.64	0.57

Question	Yes, always - (5)	(4)	(3)	(2)	No, seldom - (1)	Mean	StDev
9. The instructor seemed well prepared for classes. (25 Responses)	16 / 64.00%	7 / 28.00%	2 / 8.00%	0 / 0.00%	0 / 0.00%	4.56	0.65

Question	Almost always - (5)	(4)	(3)	(2)	Almost never - (1)	Mean	StDev
10. The instructor stimulated my intellectual curiosity. (25 Responses)	17 / 68.00%	4 / 16.00%	3 / 12.00%	1 / 4.00%	0 / 0.00%	4.48	0.87

Question	Strongly Agree - (5)	(4)	(3)	(2)	Strongly Disagree - (1)	Mean	StDev
11. The instructor promoted an atmosphere conducive to work and learning. (25 Responses)	19 / 76.00%	3 / 12.00%	3 / 12.00%	0 / 0.00%	0 / 0.00%	4.64	0.70

Open Ended Questions

12. What are the major strengths and weaknesses of the instructor?

- While this was Dr. Keith's first time teaching at St. Mary's, I felt like she was able to teach the subject perfectly. I loved coming to class when I knew she would be teaching. I never felt completely lost, and when there was confusion, she would be able to clear it immediately.
- Strength is being able to explain things multiple ways for people who do things differently. She would work problems several different ways to help us all. A weakness would be confidence, she is an excellent instructor the only thing missing is the confidence.
- She was prepared and seemed enthusiastic always.
- The instructor is fair, flexible, easy to work with, and good at building confidence. One possible area for improvement could be communicating expectations for certain assignments.
- Subject matter expert and passionate about the subject.
- Strength: Ability to explain certain concepts
- I think one improvement she could make is projecting her voice more. She is very knowledgeable in the topics, but sometimes it can be hard to hear her explanations for peoples

questions. She is very fair and engaging in class!

- The instructor was clearly knowledgeable about the subject matter. However, there was sometimes difficulty in attempts to clarify questions.
- Dr. Kieth is an excellent addition to the bio department at SMCM. She is a wonderful lecturer and was always able to answer questions and engage students.
- She is very approachable to her students, and is always willing to help or explain the material when they are confused.
- My instructor has a good knowledge of the subject but I feel that she struggles to find a different way of explaining when asked a question. I also feel as if she relies on the instructor too much to help answer students questions.
- Strengths: Can explain the subject in a very easy to understand way. Took the time to help everyone in the lecture understand any confusing topics. Weaknesses: The only one I can think of is that we often spend a bit too long on certain topics, which adds to the running out of time problem. But this isn't too big of a deal.
- She was able to explain material very well and break down complex ideas and techniques. I really feel as if she is one of the best professors I've had. Often with new professors they can forget how to teach at an undergrad level but she excelled.
- I enjoyed that they wrote everything on the board and were very open to explaining things.
- One major structure was that she gave very helpful worksheets with practice problems. She was also very nice and approachable. One weakness that she displayed was that in the beginning she was a little confusing to understand, but towards the end she grew in confidence with the knowledge she had and it made it easier to comprehend. Also, her use of space on the board was a little poor.
- Constantly said the right answer was wrong
- She explains things clearly and has a ready answer to most questions and is not afraid of telling you if she doesn't know the answer. Sometimes she talks quickly and gets some terms confused.
- Knowledgeable, approachable, and accommodating.
- Occasionally stumbles on words, but that doesn't take away from the overall subject of the day
- Helpful and engaging, with no weaknesses
- Dr. Keith was knowledgeable about course material and was very friendly and approachable
- wish she had more words with pictures because when i went over my notes i couldn't really follow them
- Dr. Keith is patient and understanding of student situations. Her weaknesses include mixing up certain concepts and then later correcting herself. It becomes confusing.

13. What aspects of this course were most beneficial to you?

- She provided practice to problems in and out of class, which were directly related to the types of questions we would be asked in an exam.
- Being able to further build on my foundations for my biology degree and to learn things I genuinely find interesting, for example I am a total cat lady and have 2 calicos and a tortoise shell cat and never knew their hereditary was so interesting.
- The lecture itself.
- The Sapling quizzes, the pop-quizzes, the PSEs, and the class discourses.
- Very interesting and informative.
- Almost everything
- The online quizzes made me read, which was very helpful
- I liked the pre-lecture quizzes, as I felt they allowed me to work with the material before class and learn more efficiently. I also liked the problem solving experiences that had me working with material after lecture in a more in depth way. I feel this was highly effective in my learning the material.
- Her practice problems are super helpful!!
- It brought me a greater understanding of concepts which I had been learning about in biology for years. I actually began to understand the mechanisms behind things like PCR and gene transfer.
- reading the textbook and being present in lecture to understand where the professor wanted to focus the class.
- Your practice problem sheets are very helpful! Even if I don't get to do them for class, they really help when studying for the exams.
- I really liked the questions/problems at the end of the class.
- The PSEs were useful especially in going over them in class. They were difficult but were applicable to the material
- The power points and the practice problems were very beneficial.
- It cleared up my ideas about what I wanted to do as a career.
- The quizzes
- Group work and PSE's
- the pse, extra practice problems
- The Sapling assignments were helpful.

14. What do you suggest to improve this course?

- None
- Exams should be shorter
- More engagement.
- I would suggest adding more practice material, especially for the exams.
- Utilizing powerpoint more to explain certain concepts. There seem to be very little context (definitions etc.) on the powerpoints and there seem to just be diagrams.
- more in class practice problems and discussions.
- To improve this course, allow the students to choose their research topic for the library assignment, so that they can research something they are interested in and get more out of the experience. Students are more likely to learn and put forth effort if they are truly interested in the topic.
- I would line up the quizzes and lectures more closely. Sometimes we had an online quiz about material which we did not cover in the next class.
- change the quiz material. it is not beneficial to the course.
- More practice sheets. Especially for this class.
- I would keep the problem sets but reduce them in size because class time is so short
- Sapling felt more time consuming than it needed to be and the questions weren't always answerable using only the textbook which I assumed was the reason why we were given sapling.
- The fly lab was very stressful and I hope the older version can be used again.
- A different textbook. The textbook for this class is so full of information-- most of which we don't need-- and it's very hard to read and follow.
- Clicker questions
- Shorten exams or do more exams
- less sapling assignments less assignments too, sometimes all of them are due at the same time
- It is incredibly tough to study the material. I would suggest having more study guides.

15. Comment on the grading procedures and exams.

- Her questions as well as her grading were fair, however I did feel as if I didn't have enough time to fully complete the exams for the number of questions asked.
- Shorter exams
- Efficient.
- The grading procedures and exams of the course were logical and fair.
- Grading procedures and exams are fair but challenging.
- Good
- very fair
- Grading and exams were fair; however, the second exam was very long for the allotted time frame and not many students were able to finish.

- They seemed straightforward and made sense to me, if a little slow sometimes. Also getting some lecture materials back in lab was strange.
- I think they should rethink the way they grade. When an exam is too long and majority of the students do not finish there should be a rethinking of how to graded.
- I liked that the exams were relatively straightforward and we knew what kind of problems to expect.
- Grading was fair and I appreciated all the comments.
- I wish that things were updated on blackboard so that we had a gauge of what our grades were. Also, having multiple choice being worth so many points felt detrimental
- Grading was very fair and considerate.
- The exams have a lot of questions where two answers are right or could be right and it makes them very difficult. I also wish the overall grade were calculated and available to us throughout the semester instead of being calculated at the end. It's frustrating not to know our grade.
- Seems fair.
- Fair
- making the exam shorter especially the second exam so we're not stressed to finish it
- I feel that grading between Dr. Myerowitz and Dr. Keith were unfair. Dr. Myerowitz seems to have been a much harsher grader than Dr. Keith.

Demographic Questions

Question	Freshman	Sophomore	Junior	Senior	Grad	Other	Mean	StDev
16. Class Status: (25 Responses)	0 / 0.00%	13 / 52.00%	9 / 36.00%	3 / 12.00%	0 / 0.00%	0 / 0.00%	0.00	0.00
Question	Positive	No opinion	Negative	Mean	StDev			
17. When registering, what was your opinion about the Instructor? (25 Responses)	5 / 20.00%	20 / 80.00%	0 / 0.00%	0.00	0.00			
Question	Positive	No opinion	Negative	Mean	StDev			
18. When registering, what was your opinion about the Course? (24 Responses)	12 / 50.00%	11 / 45.83%	1 / 4.17%	0.00	0.00			
Question	Specifically required	Required, but a choice among several	An elective	Mean	StDev			
19. This course was: (25 Responses)	22 / 88.00%	1 / 4.00%	2 / 8.00%	0.00	0.00			
Question	Major	Minor	Other	Mean	StDev			
20. Course in: (25 Responses)	20 / 80.00%	3 / 12.00%	2 / 8.00%	0.00	0.00			
Question	A	B	C	D	F	Mean	StDev	
21. Expected Grade: (25 Responses)	3 / 12.00%	12 / 48.00%	9 / 36.00%	0 / 0.00%	0 / 0.00%	0.00	0.00	

Comprehensive Report for GENETICS (BIOL270.02) - Keith, Rose - FA 2018 (11/26 - 12/09)**Institutional Questions:**

Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
1. Rate the instructor's overall teaching effectiveness. (32 Responses)	15 / 46.88%	16 / 50.00%	1 / 3.13%	0 / 0.00%	0 / 0.00%	4.44	0.56

Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
2. Rate the overall quality of this course. (32 Responses)	10 / 31.25%	14 / 43.75%	5 / 15.63%	3 / 9.38%	0 / 0.00%	3.97	0.93

Core Questions:

Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
3. How would you rate instructional materials used in this course? (31 Responses)	13 / 41.94%	9 / 29.03%	9 / 29.03%	0 / 0.00%	0 / 0.00%	4.13	0.85

Question	Yes, to a great extent - (5)	(4)	(3)	(2)	No, not at all - (1)	Mean	StDev
4. Do you feel course objectives were accomplished? (32 Responses)	12 / 37.50%	15 / 46.88%	4 / 12.50%	1 / 3.13%	0 / 0.00%	4.19	0.78

Question	Yes, greatly - (5)	(4)	(3)	(2)	No, not much - (1)	Mean	StDev
5. Did this course increase your interest in the subject matter? (32 Responses)	9 / 28.13%	6 / 18.75%	9 / 28.13%	5 / 15.63%	3 / 9.38%	3.41	1.32

Question	Always - (5)	(4)	(3)	(2)	Never - (1)	Mean	StDev
6. I prepared before coming to class. (32 Responses)	8 / 25.00%	14 / 43.75%	8 / 25.00%	2 / 6.25%	0 / 0.00%	3.88	0.87

Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
7. How would you characterize the instructor's ability to explain? (32 Responses)	15 / 46.88%	14 / 43.75%	2 / 6.25%	1 / 3.13%	0 / 0.00%	4.34	0.75

Question	Broad and Accurate - (5)	(4)	(3)	(2)	Plainly Deficient - (1)	Mean	StDev
8. How would you characterize the instructor's command of the subject? (32 Responses)	21 / 65.63%	10 / 31.25%	1 / 3.13%	0 / 0.00%	0 / 0.00%	4.63	0.55

Question	Yes, always - (5)	(4)	(3)	(2)	No, seldom - (1)	Mean	StDev
9. The instructor seemed well prepared for classes. (32 Responses)	26 / 81.25%	6 / 18.75%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.81	0.40

Question	Almost always - (5)	(4)	(3)	(2)	Almost never - (1)	Mean	StDev
10. The instructor stimulated my intellectual curiosity. (32 Responses)	13 / 40.63%	9 / 28.13%	8 / 25.00%	1 / 3.13%	1 / 3.13%	4.00	1.05

Question	Strongly Agree - (5)	(4)	(3)	(2)	Strongly Disagree - (1)	Mean	StDev
11. The instructor promoted an atmosphere conducive to work and	20 / 62.50%	10 / 31.25%	2 / 6.25%	0 / 0.00%	0 / 0.00%	4.56	0.62

learning. (32 Responses)

Open Ended Questions

12. What are the major strengths and weaknesses of the instructor?

- Because she is new she doesn't have as much influence over the course, but I really wish she did because I only ever learn when she is in charge of lessons and exams.
- She's a great teacher I would just like her to slow down at times cause it's easy to get lost
- I greatly enjoyed Dr. Keith's teaching style. I love that she used handouts, which made it very clear as to the types of questions that could be expected on exams. I found Keith much easier to understand than Dr. Myerowitz. I thoroughly enjoyed her as an instructor.
- Strengths: Professors understanding of the material, breadth of material Weaknesses: Explaining questions and material, Exams, reading quizzes, Depth of material, interesting material, real world application
- Myerowitz made it hard to understand the subject matter having not many practice problems lot of just listening and not really understanding. Keith did a good job with practice problems.
- Really good at breaking a topic down into nice bite-size pieces of information in order to learn them all smoothly in class. I liked the practice worksheets that she gave to get familiar with subject problems. She also posted the answers online which helped accurately assess my own ability. There were a lot of beneficial opportunities to practice the course content, and I love it.
- The worksheets were very helpful when it came to studying, but sometimes the answer key was wrong. Otherwise a fantastic teacher whom I would gladly take again.
- I really appreciated that Dr. Keith gave practice problems so that students could clearly understand what type of questions they were expected to answer. This made preparing for exams much less stressful. Dr. Keith is also very good at answering questions and explaining. However, I could have benefited from more powerpoints with text of definitions and stuff on them, as the blackboard is too small to write a lot of stuff on at once.
- Dr. Keith always brought in worksheets for us to do in class. I felt that this was very beneficial, and helped me have extra practice.
- speaks really quickly and sometimes is hard to understand but is good at explaining things well
- She was very good at explaining the topics she was talking about and giving practice problems to better help us understand.
- Writes definitions and explanations on the board has many practice worksheets and answers outlines don't have enough time to go over the worksheet answers
- strengths- makes sure we're all comfortable with the material she teaches us, gives us handouts which are super helpful. weaknesses- doesn't give us enough time to do all the problems on the wk's, in class.
- Relates to students well. Not overly intimidating. Very knowledgeable. No marked weaknesses
- Strengths: Dr. Keith does a fantastic job providing the necessary information to learn a topic before diving into practice questions or exercises. For example, she will provide definitions or a brief history lesson to set up complicated concepts with challenging problems. Her worksheets were invaluable and it was a very effective learning tool. I really appreciated that she incorporated similar problems from her worksheet on the exam because it rewards those who take the time to utilize the resources she provided. She is also very good at responding to emails and makes herself very available which is very generous and helpful. Weaknesses: I think Dr. Keith really came into her own over the course of the semester. Her command of the classroom increased majorly. I think there were instances where she was flustered by certain questions, but she was honest if there were gaps in knowledge. I think this may have impacted the speed at which she talks, which is quite fast. But overall this wasn't a major concern for me.
- Strength: Willingness to explain to student who don't understand
- Dr. Keith has a lot of promise moving forwards as an instructor
- My goodness!. Dr. Keith is one heck of a teacher. When I knew she was teaching a lecture, I would prepare before coming to class. She is amazing at explaining concepts and will re-word things if someone did not understand it the first time. She is always willing to answer questions at any moments notice. Sometimes it was annoying to see students raise their hands right when Dr. Keith would be deep into explaining a concept, but Dr. Keith would stop what she was saying, and immediately answer the student's questions. I would like it if students would wait for when She is done with explaining something to ask questions, rather than interrupt her mid-sentence. But you cannot have everything. I absolutely love Dr. Keith. She is already one of my favorite professors.
- Strength: Handed out practice problems in class to help with the understanding of the material Weakness: Sometimes talked too fast or went too fast so it was hard to follow along sometimes
- Extremely clear presentation of information. I love the fact that she uses the chalk board to present information. Few professors do this anymore, and rely heavily on prefab powerpoints. You teach ridiculously well on the board. Please keep this up throughout your career. Your students will (hopefully) thank you.
- She talks very fast. The worksheets were very helpful though
- This professor had a lot of knowledge on her subject, but I felt she had trouble commanding the classroom.
- Professor Keith is well at explaining things. There is not many weaknesses except one exam was made too long.
- For a visiting professor, she was able to adapt quickly and get right to teaching us rather than having a slow start. However, she doesn't utilize the blackboard well, erases things as soon as she writes them. She also talks way too fast to a point where we can't understand her (she stopped doing that when she got more comfortable). Rather than that, she is a good professor.
- Very kind and understanding
- Dr. Keith is a very good professor. She has a sound understanding of both Mendelian and molecular genetics, and is able to explain things easily and clearly, as well as provide simple and straightforward notes. She is okay if we make mistakes or do not know the answer to a question, and helps lead the class to the correct answer. She also provided a straightforward and easy to understand exam. She also is willing to let the class know when we are being rude to her, Dr. Myerowitz, or our fellow classmates. This is difficult to hear sometimes, but I believe this is also necessary and beneficial to hear and have no critique against her being outgoing in this manner. One common criticism was that the exam she gave took much longer than expected, and many students did not finish as a result. All I suggest here is to simply give students a heads up to manage their time well. Finally, she tends to speak and write quickly at times, and I suggest slowing the pace at which she teaches slightly.
- Dr. Keith is good at explaining and orating, but sometimes it felt as if lecture didn't have any structure and was a torrent of seemingly disconnected topics.

13. What aspects of this course were most beneficial to you?

- Dr. Keith's teaching and explanations
- It was a very good course to take
- I believe that the in class examples or problem sets were the most beneficial. This provided practice and good study materials. Additionally it prepped students for what materials to focus on and provided information on how questions would be phrased. The expectations were clearly set. Other exams and material that did not include problem sets were often confusing, misleading, and exam questions came out of the blue or were not emphasized enough in class.
- Going to lecture and doing practice problems after class.
- I want to go into neuroscience and epigenetics, so all of genetics is fundamental to my ability to understand and succeed in those disciplines. The entire course was beneficial in that respect.
- This course is a foundation for biology made to build onto what we learned in POB.
- I did not find the course to be beneficial.
- Problem packets
- The in-class problems
- Doing PSEs and going over it Extra practice worksheets were helpful in making things clear
- worksheets and slides with pictures that had steps on how everything worked.
- The worksheets provided from Dr. Keith were the most beneficial aspect of this course because it allowed me to apply some of the concepts we learned in class and really set me up to succeed in the class.
- The office hours
- Absolutely the in class worksheets
- Honestly, Dr. Keith was the most beneficial aspect of this course. She would draw things on the chalkboard, and I would instantly understand what she was saying. She has a way about her that keeps you interested in the topic, and it was easy to follow her explanations. Beautiful!
- Practice problems and Sapling problems
- Clear, concise instruction with clear delineation as to what is fair game for exams.
- The worksheets and sapling quizzes

- I enjoyed the amount of resources given to us including practice problems and PSEs.
- It is contributing to my major and helping me decide if I would like to research genetics
- Sapling quizzes helped me retain information
- The practice problems and the PSEs
- Learning about one of the main pillars of biology. Expanding my biological knowledge to include how species and their various traits are propagated, as well as all of the various genetic processes that must take place in order for living organisms to function. Learning about the importance of diversity to the biosphere. Learning foundational techniques in genetics, as well as the experiments carried out to discover all of the information available to us. Engaging with a few possible ethical issues that relate to the general field of genetics. Receiving practice problems to work on during and outside of class. PSEs were very helpful. Pop-quizzes for extra credit were useful and helpful.
- Lecture and the availability of Dr. Keith to answer questions.

14. What do you suggest to improve this course?

- The co-teaching
- 3 exams and a final rather than 2, it gives students a chance to make up for a bad exam
- Exam expectations should be changed. The breadth of material covered is extremely large and concepts are often non-compounding. There is a lot of material to study and the exam questions often focus on things that were not extensively discussed in class and or were explained in a confusing or convoluted way.
- More practice problems. The book was not helpful at all, just going to lecture was.
- Stop using sapling. It would be more effective to write up problems that are actually applicable to what's being taught then using some random sapling question template to inaccurately assess class preparation. It didn't matter if I read or not most nights because the information in the assigned reading never helped answer the sapling questions. For the majority of time, stuff we talked about in class had nothing to do with sapling either, so it really was useless stress that didn't relate to the actual course content.
- Keep Professor Keith teaching it.
- Readings, Sapling quizzes, and PSEs often did not match up with class material. I especially dislike Sapling quizzes because they were not relevant and didn't make me do my reading. They were definitely not worth everyone paying \$50 for.
- To improve this course I suggest relating topics back to more pertinent scenarios. IT gets boring talking about bacteria and wheat for every example. I also would recommend having more practice problems like we did when Dr. Keith taught.
- Make tests more fair for given time, not necessarily difficulty
- more in class problems
- Make exams shorter as time was pressed and there wasn't enough time to complete all questions
- more hand outs done in class but we need time to actually do them, they were always rushed.
- Firstly, I would suggest updating the PSEs because they were extremely outdated. I also find that this class would benefit from TA sessions. In my opinion, this has been the most challenging course in the Biology sequence. It is almost absurd there is not TA, especially considering how low the average was for the first exam. Secondly, I would also just suggest moving this course to a different classroom. It is not Dr. Keith's fault but the set up in the room is horrible. If you sit on the left side of the classroom like myself, there is a terrible glare on the chalkboard which is used frequently. Making it really difficult to read what is up there and it would be frustrating to ask to have every word repeated just so we could understand what is up there. Also, the computer cart is in the way as well. There must be some solution that could be done, whether it is using the transparency projector or doing something else. It just seems unfair to those who sit on the other side of the class. And not everyone can move to the right side to mitigate this issue because there are just too many people.
- None
- The blackboards need to go, none of us could read them.
- Nothing! Her in-class practice problems are quite helpful. We need more of that in our classes.
- More practice problems and have a TA
- N/A, which is really rare for me rating a professor just starting out.
- I very much enjoyed your teaching. I feel like you care about your students, something not all professors do. You have a promising career ahead of you
- Change the room honestly. I hated coming to this class because the room is so dark and stale and dank. It was horrible. Also- I beg of you. PLEASE GET RID OF THE CHALKBOARDS. It is 2018. I physically cannot handle the chalkboard
- I would suggest offering more of a study guide of list of topics that will be covered on exams, as well as adding a TA to conduct review sessions. Also we should have anonymous peer reviews for group work.
- Maybe TAs would be useful. I know many students who are struggling
- Better written exams, and please consider getting TA's and organize a good TA system for lecture.
- No limit on the number of responses for Sapling
- Advise students to manage their time well when taking assessments. Teach at a slightly slower pace. Continue to hand out practice problems and worksheets to complete and study.
- I think the online quizzes are pointless. They often focused on topics which either weren't well covered in the chapter, or the quizzes had nothing to do with lecture.

15. Comment on the grading procedures and exams.

- The second exam was too long for the given time
- I did not think our first exam was a fair assessment of the materials we were taught, and I really hope the final is not similar
- Fine
- I think that Myerowitz grades slightly harder when it comes to written assignments, therefore there was uneven grading on assignments such as the library assignment.
- Grading is often fair. Exams are too extreme.
- Grades quickly.
- I feel like the second exam should be written to be a shorter exam, not so significantly shorter that everything is worth a gargantuan amount of points, but maybe 8 pages instead of 9.
- Exam questions developed by Dr Keith were good and had been practiced in her handouts.
- Fair with clear expectations from Dr. Keith.
- The grades were never entered into any source of database, and we as a class were left unsure of what our grades were the entire semester.
- Exams were very difficult and I as long as some of my peers felt they could not be completed in the given class time
- exams and quizzes graded fairly
- fast and efficient
- I think the second exam was quite long, but this has been mentioned before. I think the time spent grading was very fair. I would like to see grades uploaded to blackboard so I could track my progress better with official grades. In terms of exams, I think they are difficult but fair. The second exam was much better than the first in terms of how it was written and what it was testing us on.
- None
- Fine
- Very fair.
- Although we received grades back, they weren't put on blackboard so it was hard to know how I was doing in the class. Exams were usually too long, even if the test material wasn't that difficult. I didn't like not having enough time to go back and check my work
- Excellent.
- Grading was fair
- Effective
- The grading seemed fair.
- Keith only grades on what we learn and it is fair except the time issue of the second exam.
- The exams were poorly written and some questions were just plain unclear. Last exam was so long (for everyone) that in my case, I had to guess on an entire page which I think I

should've gotten points for.

- Good
- Assessments were graded fairly and all grades were returned promptly.

Demographic Questions

Question	Freshman	Sophomore	Junior	Senior	Grad	Other	Mean	StDev
16. Class Status: (31 Responses)	0 / 0.00%	21 / 67.74%	4 / 12.90%	6 / 19.35%	0 / 0.00%	0 / 0.00%	0.00	0.00
Question	Positive	No opinion	Negative	Mean	StDev			
17. When registering, what was your opinion about the Instructor? (31 Responses)	7 / 22.58%	24 / 77.42%	0 / 0.00%	0.00	0.00			
Question	Positive	No opinion	Negative	Mean	StDev			
18. When registering, what was your opinion about the Course? (31 Responses)	10 / 32.26%	14 / 45.16%	7 / 22.58%	0.00	0.00			
Question	Specifically required	Required, but a choice among several	An elective	Mean	StDev			
19. This course was: (31 Responses)	30 / 96.77%	0 / 0.00%	1 / 3.23%	0.00	0.00			
Question	Major	Minor	Other	Mean	StDev			
20. Course in: (31 Responses)	26 / 83.87%	4 / 12.90%	1 / 3.23%	0.00	0.00			
Question	A	B	C	D	F	Mean	StDev	
21. Expected Grade: (31 Responses)	7 / 22.58%	16 / 51.61%	7 / 22.58%	1 / 3.23%	0 / 0.00%	0.00	0.00	

Comprehensive Report for GENETICS LAB (BIOL270L.02) - Keith, Rose - FA 2018 (11/26 - 12/09)

Institutional Questions:

Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
1. Rate the instructor's overall teaching effectiveness. (13 Responses)	9 / 69.23%	2 / 15.38%	2 / 15.38%	0 / 0.00%	0 / 0.00%	4.54	0.78
Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
2. Rate the overall quality of this course. (13 Responses)	9 / 69.23%	1 / 7.69%	1 / 7.69%	1 / 7.69%	1 / 7.69%	4.23	1.36

Core Questions:

Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
3. How would you rate instructional materials used in this course? (13 Responses)	9 / 69.23%	3 / 23.08%	1 / 7.69%	0 / 0.00%	0 / 0.00%	4.62	0.65
Question	Yes, to a great extent - (5)	(4)	(3)	(2)	No, not at all - (1)	Mean	StDev
4. Do you feel course objectives were accomplished? (13 Responses)	9 / 69.23%	3 / 23.08%	0 / 0.00%	1 / 7.69%	0 / 0.00%	4.54	0.88
Question	Yes, greatly - (5)	(4)	(3)	(2)	No, not much - (1)	Mean	StDev
5. Did this course increase your interest in the subject matter? (13 Responses)	5 / 38.46%	4 / 30.77%	2 / 15.38%	0 / 0.00%	2 / 15.38%	3.77	1.42
Question	Always - (5)	(4)	(3)	(2)	Never - (1)	Mean	StDev
6. I prepared before coming to class. (13 Responses)	9 / 69.23%	3 / 23.08%	1 / 7.69%	0 / 0.00%	0 / 0.00%	4.62	0.65
Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
7. How would you characterize the instructor's ability to explain? (12 Responses)	8 / 66.67%	3 / 25.00%	1 / 8.33%	0 / 0.00%	0 / 0.00%	4.58	0.67
Question	Broad and Accurate - (5)	(4)	(3)	(2)	Plainly Deficient - (1)	Mean	StDev
8. How would you characterize the instructor's command of the subject? (13 Responses)	10 / 76.92%	2 / 15.38%	1 / 7.69%	0 / 0.00%	0 / 0.00%	4.69	0.63
Question	Yes, always - (5)	(4)	(3)	(2)	No, seldom - (1)	Mean	StDev
9. The instructor seemed well prepared for classes. (13 Responses)	10 / 76.92%	3 / 23.08%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.77	0.44
Question	Almost always - (5)	(4)	(3)	(2)	Almost never - (1)	Mean	StDev
10. The instructor stimulated my intellectual curiosity. (13 Responses)	9 / 69.23%	1 / 7.69%	2 / 15.38%	1 / 7.69%	0 / 0.00%	4.38	1.04
Question	Strongly Agree - (5)	(4)	(3)	(2)	Strongly Disagree - (1)	Mean	StDev
11. The instructor promoted an atmosphere conducive to work and learning. (13 Responses)	10 / 76.92%	2 / 15.38%	1 / 7.69%	0 / 0.00%	0 / 0.00%	4.69	0.63

Open Ended Questions

12. What are the major strengths and weaknesses of the instructor?

- Had great knowledge on the subject. Could improve on explaining why we were doing what we were doing.
- Very effective showing procedures and fair with grading
- Excellent at preparing us for lab.
- Dr. Keith is a very good instructor. She is very informed about topics relating to both Mendelian as well as molecular genetics, and is able to explain this information clearly. She

helped guide us through each of the labs with clear and straightforward instructions. She was very fair in admitting she had made some questions too difficult on our lab exam and gave us an opportunity to make up those points. Whenever we encountered a problem or made a mistake in lab she always assured us that it was okay, that this was part of the scientific process, and helped us to work around these issues. The only critique I have is that she tends to talk and subsequently teach very quickly and sometimes this makes it hard to understand her and keep up. Otherwise, she is a very good lab instructor.

- I felt that the beginning of the semester was okay. My instructor would take time to explain the labs and help students with questions throughout the lab. As the semester continued, it seemed as if it was a hassle to answer questions and there was even less explanations of the lab as the semester continued.
- Always had a positive attitude and a great smile Always asked if we had questions before moving on Talks a little bit too fast
- Always going over the lab and explaining the different aspects of it before starting the experiment
- Dr. Keith is an awesome professor.
- Very kind and helpful when I had a question; didn't make me feel bad about not knowing

13. What aspects of this course were most beneficial to you?

- Doing a lot on my own to teach myself.
- reinforcing my knowledge in different lab techniques.
- I personally dont think I will ever work in a lab, and therefore I did not see any benefit.
- Learning basic aseptic techniques for dealing with organisms and learning to avoid contamination. Learning to use basic techniques and perform experiments related to molecular genetics. Performing an independent experiment. Applying the techniques we were learning in class to real situations in the lab.
- Reading over the lab procedure and gaining an understanding myself before lab.
- Learning new materials doing transformation and complementation The independent experiment allowed us to improve from the first time we did the labs
- learning techniques for genetics
- A grade
- I like that the course focused on a major topic to help us thoroughly understand the material, instead of doing completely different things each lab and not fully being able to understand what we're doing

14. What do you suggest to improve this course?

- More explanation on why we are doing what we are doing in lab for that week, going over the quiz before actually doing the lab.
- The last month of lab I felt was just a repeat of the first half of lab and it was repetitive.
- Let everyone know at the beginning that the bacteria are non-infectious. I was worried about this the first week or so. Perform a practice problem or two using the new fly lab program so that it is easier for people to understand and use it.
- I suggest there be a specific guideline on what needs to be covered in lab. It feels like more of a learning course on how to perform these experiments and I felt like it was difficult to get an understanding of how to learn these materials even when asking questions.
- Taking out the fly lab assignment which was really confusing at first Questions in the lab exams were confusing
- This is the most poorly designed lab at SMCM. Nothing against Dr. Keith. Its just the lab feels redundant, The investigative lab is so boring, you do absolutely nothing new and learn essentially nothing. You basically repeat the first half of the semester. This lab is in need of a serious redesigning. The investigative lab doesn't make me think, I kind of just have to go through the motions in order to succeed in this lab. First half of the semester, you learn important skills in the field of genetics but the second half of the semester needs to be fixed.
- Chairs with backs. And somewhere to put our coats

15. Comment on the grading procedures and exams.

- Grades quickly.
- exam was difficult, but fair. Quizzes were also good
- Again, no grades were posted.
- Assessments were fair and grades were returned promptly.
- It was fair.
- Exams, quizzes, and worksheets graded fairly
- placing grades on black board
- Excellent
- Fine

Demographic Questions

Question	Freshman	Sophomore	Junior	Senior	Grad	Other	Mean	StDev
16. Class Status: (13 Responses)	0 / 0.00%	8 / 61.54%	2 / 15.38%	3 / 23.08%	0 / 0.00%	0 / 0.00%	0.00	0.00
Question	Positive	No opinion	Negative	Mean	StDev			
17. When registering, what was your opinion about the Instructor? (13 Responses)	3 / 23.08%	10 / 76.92%	0 / 0.00%	0.00	0.00			
Question	Positive	No opinion	Negative	Mean	StDev			
18. When registering, what was your opinion about the Course? (13 Responses)	4 / 30.77%	7 / 53.85%	2 / 15.38%	0.00	0.00			
Question	Specifically required	Required, but a choice among several	An elective	Mean	StDev			
19. This course was: (13 Responses)	12 / 92.31%	0 / 0.00%	1 / 7.69%	0.00	0.00			
Question	Major	Minor	Other	Mean	StDev			
20. Course in: (12 Responses)	9 / 75.00%	2 / 16.67%	1 / 8.33%	0.00	0.00			
Question	A	B	C	D	F	Mean	StDev	
21. Expected Grade: (13 Responses)	4 / 30.77%	7 / 53.85%	2 / 15.38%	0 / 0.00%	0 / 0.00%	0.00	0.00	

Comprehensive Report for GENETICS LAB (BIOL270L.04) - Keith, Rose - FA 2018 (11/26 - 12/09)

Institutional Questions:

Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
1. Rate the instructor's overall teaching effectiveness. (14 Responses)	10 / 71.43%	4 / 28.57%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.71	0.47
	Exceptionally High				Exceptionally		

Question	(5)	(4)	(3)	(2)	Low (1)	Mean	StDev
2. Rate the overall quality of this course. (14 Responses)	8 / 57.14%	4 / 28.57%	2 / 14.29%	0 / 0.00%	0 / 0.00%	4.43	0.76
Core Questions:							
Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
3. How would you rate instructional materials used in this course? (14 Responses)	8 / 57.14%	6 / 42.86%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.57	0.51
Question	Yes, to a great extent - (5)	(4)	(3)	(2)	No, not at all - (1)	Mean	StDev
4. Do you feel course objectives were accomplished? (14 Responses)	11 / 78.57%	3 / 21.43%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.79	0.43
Question	Yes, greatly - (5)	(4)	(3)	(2)	No, not much - (1)	Mean	StDev
5. Did this course increase your interest in the subject matter? (14 Responses)	8 / 57.14%	3 / 21.43%	3 / 21.43%	0 / 0.00%	0 / 0.00%	4.36	0.84
Question	Always - (5)	(4)	(3)	(2)	Never - (1)	Mean	StDev
6. I prepared before coming to class. (14 Responses)	7 / 50.00%	4 / 28.57%	3 / 21.43%	0 / 0.00%	0 / 0.00%	4.29	0.83
Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
7. How would you characterize the instructor's ability to explain? (14 Responses)	11 / 78.57%	3 / 21.43%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.79	0.43
Question	Broad and Accurate - (5)	(4)	(3)	(2)	Plainly Deficient - (1)	Mean	StDev
8. How would you characterize the instructor's command of the subject? (14 Responses)	13 / 92.86%	1 / 7.14%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.93	0.27
Question	Yes, always - (5)	(4)	(3)	(2)	No, seldom - (1)	Mean	StDev
9. The instructor seemed well prepared for classes. (14 Responses)	12 / 85.71%	2 / 14.29%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.86	0.36
Question	Almost always - (5)	(4)	(3)	(2)	Almost never - (1)	Mean	StDev
10. The instructor stimulated my intellectual curiosity. (14 Responses)	9 / 64.29%	5 / 35.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.64	0.50
Question	Strongly Agree - (5)	(4)	(3)	(2)	Strongly Disagree - (1)	Mean	StDev
11. The instructor promoted an atmosphere conducive to work and learning. (14 Responses)	13 / 92.86%	1 / 7.14%	0 / 0.00%	0 / 0.00%	0 / 0.00%	4.93	0.27

Open Ended Questions

12. What are the major strengths and weaknesses of the instructor?

- She seemed very smart and knowledgeable but did not always communicate every aspect of the tasks as clearly as I would've preferred.
- Even in her first year here, Dr. Keith is effective in managing a lab section, and is easily approachable and very helpful.
- Good at explaining and answering questions.
- The professor is very kind and patient with students and is reasonable. However, sometimes she lacks in her ability to clarify and explain certain things with certainty right away.
- I loved her. She was always able to explain everything in a way that made sense. And if she didn't, she would come back to class the next day with a different explanation.
- Sometimes there was a lack of communication between Dr Keith and her TA but this was fairly uncommon but when it occurred it made things confusing for students. Lab instructions were precise and helpful hints were distributed accordingly.
- Strength: Dr. Keith does an excellent job answering questions and providing feedback on papers. Feedback on papers is very detailed and she even included a typed overview as well, which is so helpful. It was obvious she dedicated a lot of time to reading this and I know it will help me improve for my future papers. I also appreciate her giving a briefing before every lab and being helpful and present throughout the entire lab period. I tend to get very stressed in labs so it is so nice to be in an environment with a Professor who can make this atmosphere seem less intimidating and stressful. I know that I can talk to her and figure out any issues I have. She also makes herself very accessible via email to answer questions about lab which has been very helpful for me and my lab partner. Weakness: Not so much as a weakness but I think she does talk fairly fast, not so much of a problem in lab but more in lecture.
- The instructor is obviously a subject matter expert and passionate about what she is teaching.
- - command of the subject is strong, but not any more or less than any of the other professors in the department. - a sense of genuinely caring about teaching, which is cool to see
- always willing to answer a question and help others who were confused
- You taught the course well while not being a hard-ass on grading. I learned from my mistakes instead of just losing points from them. you will do great at smcm
- Lab is much better than the lecture in my opinion. She also seemed more comfortable and confident in lab rather than lecture.
- i wish she would have a little bit more words to go with some of her materials along with pictures because when i go back over the notes from class
- She is great in lab and seems more comfortable in a class smaller in size. She gives great feedback on lab reports and is easy to talk to when giving that feedback . The only thing was I was a little offended when she took me in and see if I cheated or not on the lab exam, I completely understand because it is her job but I didn't like that at all

13. What aspects of this course were most beneficial to you?

- The labs themselves.
- Learning how to do basic genetics stuff- PCR, gels, etc.
- I enjoyed the way the lab was set up to teach us about the aspects of E. coli and experiments prior to conducting our own investigation. I also liked that we were pretty independent in the student investigation toward the end of lab.
- The hands-on experience
- Lab procedures were fairly basic and foundational for young scientists.
- I found the first B-gal report to be very beneficial. It really allowed me to practice writing a report and gave me the opportunity to turn in written work that could be reviewed before turning in the big final report for the investigative project.
- The hands-on portions, which will directly correlate to what I would like to do professionally.
- talking about the procedure at the start of lab
- All of it. I am considering research in genetics
- the class and all the exercises she gave us were helpful
- The lab manual

14. What do you suggest to improve this course?

- Some labs were overly long.
- For the final project, it gets kind of repetitive because we're just doing the same labs over and over.
- This course could be improved by providing more things to do during the down time in lab where we are waiting for bacteria to grow.
- Better rubric/guidelines for lab reports to start with
- The independent project is a fairly disproportionate part of the grade and most of it sits squarely on the lab report itself.
- I think the quizzes very very specific and challenging. I think the professors should consider changing these for future students. They are so oddly specific that it was hard to expect what the quiz was going to be about. It is disheartening to receive a low grade these, considering there is so much material covered by the lab manual coupled with the fact lab courses are only worth 1 credit.
- Better communication between TAs so that lab equipment and other lab materials are always organized and put away in the same places.
- - it should really be spit into two courses. it's the hardest class in the major unnecessarily.
- no fly lab dropping a quiz grade would be helpful
- nothing
- Nothing really

15. Comment on the grading procedures and exams.

- Reasonable.
- Lab exam wasn't great.
- The grading procedures and exams were fair; however, I felt the pre-lab quizzes were difficult to prepare for because they were so short and the questions seemed random at some times.
- Fair grading, along with lots of helpful feedback
- See question 14
- Grading was very fair but returning items could've been a bit more timely. I think it would be helpful if grades were posted on blackboard so students could gauge where they are in class with proper weight attributed to assignments. The lab exam was also fair and the time allotted was good as well. A few questions were very tough but we were allowed to retake this portion with extra practice which I really appreciated.
- Grading procedures and exams are fair.
- fair
- very helpful on grading, comments written on assignments returned helped
- very fair
- She's fair and good with partial credit points. Her exams are long and hard to do in one class period.
- Everything was fine

Demographic Questions

Question	Freshman	Sophomore	Junior	Senior	Grad	Other	Mean	StDev
16. Class Status: (13 Responses)	1 / 7.69%	6 / 46.15%	2 / 15.38%	4 / 30.77%	0 / 0.00%	0 / 0.00%	0.00	0.00
Question	Positive	No opinion	Negative	Mean	StDev			
17. When registering, what was your opinion about the Instructor? (13 Responses)	4 / 30.77%	9 / 69.23%	0 / 0.00%	0.00	0.00			
Question	Positive	No opinion	Negative	Mean	StDev			
18. When registering, what was your opinion about the Course? (13 Responses)	7 / 53.85%	2 / 15.38%	4 / 30.77%	0.00	0.00			
Question	Specifically required	Required, but a choice among several	An elective	Mean	StDev			
19. This course was: (13 Responses)	11 / 84.62%	1 / 7.69%	1 / 7.69%	0.00	0.00			
Question	Major	Minor	Other	Mean	StDev			
20. Course in: (13 Responses)	12 / 92.31%	1 / 7.69%	0 / 0.00%	0.00	0.00			
Question	A	B	C	D	F	Mean	StDev	
21. Expected Grade: (13 Responses)	8 / 61.54%	4 / 30.77%	1 / 7.69%	0 / 0.00%	0 / 0.00%	0.00	0.00	

Total Comprehensive Report - FA 2018 (11/26 - 12/09) - Student Course Evaluation

Institutional Questions:

Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
1. Rate the instructor's overall teaching effectiveness. (84 Responses)	47 / 55.95%	32 / 38.10%	5 / 5.95%	0 / 0.00%	0 / 0.00%	4.50	0.61
Question	Exceptionally High (5)	(4)	(3)	(2)	Exceptionally Low (1)	Mean	StDev
2. Rate the overall quality of this course. (84 Responses)	36 / 42.86%	32 / 38.10%	11 / 13.10%	4 / 4.76%	1 / 1.19%	4.17	0.92

Core Questions:

Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
3. How would you rate instructional materials used in this course? (82 Responses)	42 / 51.22%	26 / 31.71%	14 / 17.07%	0 / 0.00%	0 / 0.00%	4.34	0.76
Question	Yes, to a great extent - (5)	(4)	(3)	(2)	No, not at all - (1)	Mean	StDev
4. Do you feel course objectives were accomplished? (82 Responses)	43 / 52.44%	31 / 37.80%	6 / 7.32%	2 / 2.44%	0 / 0.00%	4.40	0.73
Question	Yes, greatly - (5)	(4)	(3)	(2)	No, not much - (1)	Mean	StDev
5. Did this course increase your interest in the subject matter? (84 Responses)	33 / 39.29%	21 / 25.00%	18 / 21.43%	7 / 8.33%	5 / 5.95%	3.83	1.21

Question	Always - (5)	(4)	(3)	(2)	Never - (1)	Mean	StDev
6. I prepared before coming to class. (84 Responses)	36 / 42.86%	31 / 36.90%	13 / 15.48%	4 / 4.76%	0 / 0.00%	4.18	0.87
Question	Excellent - (5)	(4)	(3)	(2)	Very Poor - (1)	Mean	StDev
7. How would you characterize the instructor's ability to explain? (83 Responses)	48 / 57.83%	27 / 32.53%	7 / 8.43%	1 / 1.20%	0 / 0.00%	4.47	0.70
Question	Broad and Accurate - (5)	(4)	(3)	(2)	Plainly Deficient - (1)	Mean	StDev
8. How would you characterize the instructor's command of the subject? (84 Responses)	61 / 72.62%	20 / 23.81%	3 / 3.57%	0 / 0.00%	0 / 0.00%	4.69	0.54
Question	Yes, always - (5)	(4)	(3)	(2)	No, seldom - (1)	Mean	StDev
9. The instructor seemed well prepared for classes. (84 Responses)	64 / 76.19%	18 / 21.43%	2 / 2.38%	0 / 0.00%	0 / 0.00%	4.74	0.49
Question	Almost always - (5)	(4)	(3)	(2)	Almost never - (1)	Mean	StDev
10. The instructor stimulated my intellectual curiosity. (84 Responses)	48 / 57.14%	19 / 22.62%	13 / 15.48%	3 / 3.57%	1 / 1.19%	4.31	0.94
Question	Strongly Agree - (5)	(4)	(3)	(2)	Strongly Disagree - (1)	Mean	StDev
11. The instructor promoted an atmosphere conducive to work and learning. (84 Responses)	62 / 73.81%	16 / 19.05%	6 / 7.14%	0 / 0.00%	0 / 0.00%	4.67	0.61

Open Ended Questions

12. What are the major strengths and weaknesses of the instructor?

- Because she is new she doesn't have as much influence over the course, but I really wish she did because I only ever learn when she is in charge of lessons and exams.
- She's a great teacher I would just like her to slow down at times cause it's easy to get lost
- I greatly enjoyed Dr. Keith's teaching style. I love that she used handouts, which made it very clear as to the types of questions that could be expected on exams. I found Keith much easier to understand than Dr. Myerowitz. I thoroughly enjoyed her as an instructor.
- Strengths: Professors understanding of the material, breadth of material Weaknesses: Explaining questions and material, Exams, reading quizzes, Depth of material, interesting material, real world application
- Myerowitz made it hard to understand the subject matter having not many practice problems lot of just listening and not really understanding. Keith did a good job with practice problems.
- Really good at breaking a topic down into nice bite-size pieces of information in order to learn them all smoothly in class. I liked the practice worksheets that she gave to get familiar with subject problems. She also posted the answers online which helped accurately assess my own ability. There were a lot of beneficial opportunities to practice the course content, and I love it.
- The worksheets were very helpful when it came to studying, but sometimes the answer key was wrong. Otherwise a fantastic teacher whom I would gladly take again.
- I really appreciated that Dr. Keith gave practice problems so that students could clearly understand what type of questions they were expected to answer. This made preparing for exams much less stressful. Dr. Keith is also very good at answering questions and explaining. However, I could have benefitted from more powerpoints with text of definitions and stuff on them, as the blackboard is too small to write a lot of stuff on at once.
- Dr. Keith always brought in worksheets for us to do in class. I felt that this was very beneficial, and helped me have extra practice.
- speaks really quickly and sometimes is hard to understand but is good at explaining things well
- She was very good at explaining the topics she was talking about and giving practice problems to better help us understand.
- Writes definitions and explanations on the board has many practice worksheets and answers outlines don't have enough time to go over the worksheet answers
- strengths- makes sure we're all comfortable with the material she teaches us, gives us handouts which are super helpful. weaknesses- doesn't give us enough time to do all the problems on the wk's, in class.
- Relates to students well. Not overly intimidating. Very knowledgeable. No marked weaknesses
- Strengths: Dr. Keith does a fantastic job providing the necessary information to learn a topic before diving into practice questions or exercises. For example, she will provide definitions or a brief history lesson to set up complicated concepts with challenging problems. Her worksheets were invaluable and it was a very effective learning tool. I really appreciated that she incorporated similar problems from her worksheet on the exam because it rewards those who take the time to utilize the resources she provided. She is also very good at responding to emails and makes herself very available which is very generous and helpful. Weaknesses: I think Dr. Keith really came into her own over the course of the semester. Her command of the classroom increased majorly. I think there were instances where she was flustered by certain questions, but she was honest if there were gaps in knowledge. I think this may have impacted the speed at which she talks, which is quite fast. But overall this wasn't a major concern for me.
- Strength: Willingness to explain to student who don't understand
- Dr. Keith has a lot of promise moving forwards as an instructor
- My goodness!. Dr. Keith is one heck of a teacher. When I knew she was teaching a lecture, I would prepare before coming to class. She is amazing at explaining concepts and will re-word things if someone did not understand it the first time. She is always willing to answer questions at any moments notice. Sometimes it was annoying to see students raise their hands right when Dr. Keith would be deep into explaining a concept, but Dr. Keith would stop what she was saying, and immediately answer the student's questions. I would like it if students would wait for when She is done with explaining something to ask questions, rather than interrupt her mid-sentence. But you cannot have everything. I absolutely love Dr. Keith. She is already one of my favorite professors.
- Strength: Handed out practice problems in class to help with the understanding of the material Weakness: Sometimes talked too fast or went too fast so it was hard to follow along sometimes
- Extremely clear presentation of information. I love the fact that she uses the chalk board to present information. Few professors do this anymore, and rely heavily on prefab powerpoints. You teach ridiculously well on the board. Please keep this up throughout your career. Your students will (hopefully) thank you.
- She talks very fast. The worksheets were very helpful though
- This professor had a lot of knowledge on her subject, but I felt she had trouble commanding the classroom.
- Professor Keith is well at explaining things. There is not many weaknesses except one exam was made too long.
- For a visiting professor, she was able to adapt quickly and get right to teaching us rather than having a slow start. However, she doesn't utilize the blackboard well, erases things as soon as she writes them. She also talks way too fast to a point where we can't understand her (she stopped doing that when she got more comfortable). Rather than that, she is a good professor.
- Very kind and understanding
- Dr. Keith is a very good professor. She has a sound understanding of both Mendelian and molecular genetics, and is able to explain things easily and clearly, as well as provide simple and straightforward notes. She is okay if we make mistakes or do not know the answer to a question, and helps lead the class to the correct answer. She also provided a straightforward and easy to understand exam. She also is willing to let the class know when we are being rude to her, Dr. Myerowitz, or our fellow classmates. This is difficult to hear sometimes, but I believe this is also necessary and beneficial to hear and have no critique against her being outgoing in this manner. One common criticism was that the exam she gave took much longer than expected, and many students did not finish as a result. All I suggest here is to simply give students a heads up to manage their time well. Finally, she tends to speak and write quickly at times, and I suggest slowing the pace at which she teaches slightly.
- Dr. Keith is good at explaining and orating, but sometimes it felt as if lecture didn't have any structure and was a torrent of seemingly disconnected topics.
- She seemed very smart and knowledgeable but did not always communicate every aspect of the tasks as clearly as I would've preferred.
- Even in her first year here, Dr. Keith is effective in managing a lab section, and is easily approachable and very helpful.
- Good at explaining and answering questions.

- The professor is very kind and patient with students and is reasonable. However, sometimes she lacks in her ability to clarify and explain certain things with certainty right away.
- I loved her. She was always able to explain everything in a way that made sense. And if she didn't, she would come back to class the next day with a different explanation.
- Sometimes there was a lack of communication between Dr Keith and her TA but this was fairly uncommon but when it occurred it made things confusing for students. Lab instructions were precise and helpful hints were distributed accordingly.
- Strength: Dr. Keith does an excellent job answering questions and providing feedback on papers. Feedback on papers is very detailed and she even included a typed overview as well, which is so helpful. It was obvious she dedicated a lot of time to reading this and I know it will help me improve for my future papers. I also appreciate her giving a briefing before every lab and being helpful and present throughout the entire lab period. I tend to get very stressed in labs so it is so nice to be in an environment with a Professor who can make this atmosphere seem less intimidating and stressful. I know that I can talk to her and figure out any issues I have. She also makes herself very accessible via email to answer questions about lab which has been very helpful for me and my lab partner. Weakness: Not so much as a weakness but I think she does talk fairly fast, not so much of a problem in lab but more in lecture.
- The instructor is obviously a subject matter expert and passionate about what she is teaching.
- - command of the subject is strong, but not any more or less than any of the other professors in the department. - a sense of genuinely caring about teaching, which is cool to see
- always willing to answer a question and help others who were confused
- You taught the course well while not being a hard-ass on grading. i learned from my mistakes instead of just losing points from them. you will do great at smcm
- Lab is much better than the lecture in my opinion. She also seemed more comfortable and confident in lab rather than lecture.
- i wish she would have a little bit more words to go with some of her materials along with pictures because when i go back over the notes from class
- She is great in lab and seems more comfortable in a class smaller in size. She gives great feedback on lab reports and is easy to talk to when giving that feedback . The only thing was I was a little offended when she took me in and see if I cheated or not on the lab exam, I completely understand because it is her job but I didn't like that at all
- Had great knowledge on the subject. Could improve on explaining why we were doing what we were doing.
- Very effective showing procedures and fair with grading
- Excellent at preparing us for lab.
- Dr. Keith is a very good instructor. She is very informed about topics relating to both Mendelian as well as molecular genetics, and is able to explain this information clearly. She helped guide us through each of the labs with clear and straightforward instructions. She was very fair in admitting she had made some questions too difficult on our lab exam and gave us an opportunity to make up those points. Whenever we encountered a problem or made a mistake in lab she always assured us that it was okay, that this was part of the scientific process, and helped us to work around these issues. The only critique I have is that she tends to talk and subsequently teach very quickly and sometimes this makes it hard to understand her and keep up. Otherwise, she is a very good lab instructor.
- I felt that the beginning of the semester was okay. My instructor would take time to explain the labs and help students with questions throughout the lab. As the semester continued, it seemed as if it was a hassle to answer questions and there was even less explanations of the lab as the semester continued.
- Always had a positive attitude and a great smile Always asked if we had questions before moving on Talks a little bit too fast
- Always going over the lab and explaining the different aspects of it before starting the experiment
- Dr. Keith is an awesome professor.
- Very kind and helpful when I had a question; didn't make me feel bad about not knowing
- While this was Dr. Keith's first time teaching at St. Mary's, I felt like she was able to teach the subject perfectly. I loved coming to class when I knew she would be teaching. I never felt completely lost, and when there was confusion, she would be able to clear it immediately.
- Strength is being able to explain things multiple ways for people who do things differently. She would work problems several different ways to help us all. A weakness would be confidence, she is an excellent instructor the only thing missing is the confidence.
- She was prepared and seemed enthusiastic always.
- The instructor is fair, flexible, easy to work with, and good at building confidence. One possible area for improvement could be communicating expectations for certain assignments.
- Subject matter expert and passionate about the subject.
- Strength: Ability to explain certain concepts
- I think one improvement she could make is projecting her voice more. She is very knowledgeable in the topics, but sometimes it can be hard to hear her explanations for peoples questions. She is very fair and engaging in class!
- The instructor was clearly knowledgeable about the subject matter. However, there was sometimes difficulty in attempts to clarify questions.
- Dr. Kieth is an excellent addition to the bio department at SMCM. She is a wonderful lecturer and was always able to answer questions and engage students.
- She is very approachable to her students, and is always willing to help or explain the material when they are confused.
- My instructor has a good knowledge of the subject but I feel that she struggles to find a different ways of explaining when asked a question. I also feel as if she relies on the instructor to much to help answer students questions.
- Strengths: Can explain the subject in a very easy to understand way. Took the time to help everyone in the lecture understand any confusing topics. Weaknesses: The only one I can think of is that we often spend a bit too long on certain topics, which adds to the running out of time problem. But this isn't too big of a deal.
- She was able to explain material very well and break down complex ideas and techniques. I really feel as if she is one of the best professors I've had. Often with new professors they can forget how to teach at an undergrad level but she excelled.
- I enjoyed that they wrote everything on the board and were very open to explaining things.
- One major structure was that she gave very helpful worksheets with practice problems. She was also very nice and approachable. One weakness that she displayed was that in the beginning she was a little confusing to understand, but towards the end she grew in confidence with the knowledge she had and it made it easier to comprehend. Also, her use of space on the board was a little poor.
- Constantly said the right answer was wrong
- She explains things clearly and has a ready answer to most questions and is not afraid of telling you if she doesn't know the answer. Sometimes she talks quickly and gets some terms confused.
- Knowledgeable, approachable, and accommodating.
- Occasionally stumbles on words, but that doesn't take away from the overall subject of the day
- Helpful and engaging, with no weaknesses
- Dr. Keith was knowledgeable about course material and was very friendly and approachable
- wish she had more words with pictures because when i went over my notes i couldn't really follow them
- Dr. Keith is patient and understanding of student situations. Her weaknesses include mixing up certain concepts and then later correcting herself. It becomes confusing.

13. What aspects of this course were most beneficial to you?

- Dr. Keith's teaching and explanations
- It was a very good course to take
- I believe that the in class examples or problem sets were the most beneficial. This provided practice and good study materials. Additionally it prepped students for what materials to focus on and provided information on how questions would be phrased. The expectations were clearly set. Other exams and material that did not include problem sets were often confusing, misleading, and exam questions came out of the blue or were not emphasized enough in class.
- Going to lecture and doing practice problems after class.
- I want to go into neuroscience and epigenetics, so all of genetics is fundamental to my ability to understand and succeed in those disciplines. The entire course was beneficial in that respect.
- This course is a foundation for biology made to build onto what we learned in POB.
- I did not find the course to be beneficial.
- Problem packets
- The in-class problems
- Doing PSEs and going over it Extra practice worksheets were helpful in making things clear
- worksheets and slides with pictures that had steps on how everything worked.
- The worksheets provided from Dr. Keith were the most beneficial aspect of this course because it allowed me to apply some of the concepts we learned in class and really set me up to succeed in the class.

- The office hours
- Absolutely the in class worksheets
- Honestly, Dr. Keith was the most beneficial aspect of this course. She would draw things on the chalkboard, and I would instantly understand what she was saying. She has a way about her that keeps you interested in the topic, and it was easy to follow her explanations. Beautiful!
- Practice problems and Sapling problems
- Clear, concise instruction with clear delineation as to what is fair game for exams.
- The worksheets and sapling quizzes
- I enjoyed the amount of resources given to us including practice problems and PSEs.
- It is contributing to my major and helping me decide if I would like to research genetics
- Sapling quizzes helped me retain information
- The practice problems and the PSEs
- Learning about one of the main pillars of biology. Expanding my biological knowledge to include how species and their various traits are propagated, as well as all of the various genetic processes that must take place in order for living organisms to function. Learning about the important of diversity to the biosphere. Learning foundational techniques in genetics, as well as the experiments carried out to discover all of the information available to us. Engaging with a few possible ethical issues that relate to the general field of genetics. Receiving practice problems to work on during and outside of class. PSEs were very helpful. Pop-quizzes for extra credit were useful and helpful.
- Lecture and the availability of Dr. Keith to answer questions.
- The labs themselves.
- Learning how to do basic genetics stuff- PCR, gels, etc.
- I enjoyed the way the lab was set up to teach us about the aspects of E. coli and experiments prior to conducting our own investigation. I also liked that we were pretty independent in the student investigation toward the end of lab.
- The hands-on experience
- Lab procedures were fairly basic and foundational for young scientists.
- I found the first B-gal report to be very beneficial. It really allowed me to practice writing a report and gave me the opportunity to turn in written work that could be reviewed before turning in the big final report for the investigative project.
- The hands-on portions, which will directly correlate to what I would like to do professionally.
- talking about the procedure at the start of lab
- All of it. I am considering research in genetics
- the class and all the exercises she gave us were helpful
- The lab manual
- Doing a lot on my own to teach myself.
- reinforcing my knowledge in different lab techniques.
- I personally dont think I will ever work in a lab, and therefore I did not see any benefit.
- Learning basic aseptic techniques for dealing with organisms and learning to avoid contamination. Learning to use basic techniques and perform experiments related to molecular genetics. Performing an independent experiment. Applying the techniques we were learning in class to real situations in the lab.
- Reading over the lab procedure and gaining an understanding myself before lab.
- Learning new materials doing transformation and complementation The independent experiment allowed us to improve from the first time we did the labs
- learning techniques for genetics
- A grade
- I like that the course focused on a major topic to help us thoroughly understand the material, instead of doing completely different things each lab and not fully being able to understand what we're doing
- She provided practice to problems in and out of class, which were directly related to the types of questions we would be asked in an exam.
- Being able to further build on my foundations for my biology degree and to learn things I genuinely find interesting, for example I am a total cat lady and have 2 calicos and a tortoise shell cat and never knew their hereditary was so interesting.
- The lecture itself.
- The Sapling quizzes, the pop-quizzes, the PSEs, and the class discourses.
- Very interesting and informative.
- Almost everything
- The online quizzes made me read, which was very helpful
- I liked the pre-lecture quizzes, as I felt they allowed me to work with the material before class and learn more efficiently. I also liked the problem solving experiences that had me working with material after lecture in a more in depth way. I feel this was highly effective in my learning the material.
- Her practice problems are super helpful!!
- It brought me a greater understanding of concepts which I had been learning about in biology for years. I actually began to understand the mechanisms behind things like PCR and gene transfer.
- reading the textbook and being present in lecture to understand where the professor wanted to focus the class.
- Your practice problem sheets are very helpful! Even if I don't get to do them for class, they really help when studying for the exams.
- I really liked the questions/problems at the end of the class.
- The PSEs were useful especially in going over them in class. They were difficult but were applicable to the material
- The power points and the practice problems were very beneficial.
- It cleared up my ideas about what I wanted to do as a career.
- The quizzes
- Group work and PSE's
- the pse, extra practice problems
- The Sapling assignments were helpful.

14. What do you suggest to improve this course?

- The co-teaching
- 3 exams and a final rather than 2, it's gives students a chance to make up for a bad exam
- Exam expectations should be changed. The breadth of material covered is extremely large and concepts are often non-compounding. There is a lot of material to study and the exam questions often focus on things that were not extensively discussed in class and or were explained in a confusing or convoluted way.
- More practice problems. The book was not helpful at all, just going to lecture was.
- Stop using sapling. It would be more effective to write up problems that are actually applicable to what's being taught then using some random sapling question template to inaccurately assess class preparation. It didn't matter if I read or not most nights because the information in the assigned reading never helped answer the sapling questions. For the majority of time, stuff we talked about in class had nothing to do with sapling either, so it really was useless stress that didn't relate to the actual course content.
- Keep Professor Keith teaching it.
- Readings, Sapling quizzes, and PSEs often did not match up with class material. I especially dislike Sapling quizzes because they were not relevant and didn't make me do my reading. They were definitely not worth everyone paying \$50 for.
- To improve this course I suggest relating topics back to more pertinent scenarios. IT gets boring talking about bacteria and wheat for every example. I also would recommend having more practice problems like we did when Dr. Keith taught.
- Make tests more fair for given time, not necessarily difficulty
- more in class problems
- Make exams shorter as time was pressed and there wasn't enough time to complete all questions
- more hand outs done in class but we need time to actually do them, they were always rushed.
- Firstly, I would suggest updating the PSEs because they were extremely outdated. I also find that this class would benefit from TA sessions. In my opinion, this has been the most

challenging course in the Biology sequence. It is almost absurd there is not TA, especially considering how low the average was for the first exam. Secondly, I would also just suggest moving this course to a different classroom. It is not Dr. Keith's fault but the set up in the room is horrible. If you sit on the left side of the classroom like myself, there is a terrible glare on the chalkboard which is used frequently. Making it really difficult to read what is up there and it would be frustrating to ask to have every word repeated just so we could understand what is up there. Also, the computer cart is in the way as well. There must be some solution that could be done, whether it is using the transparency projector or doing something else. It just seems unfair to those who sit on the other side of the class. And not everyone can move to the right side to mitigate this issue because there are just too many people.

- None
- The blackboards need to go, none of us could read them.
- Nothing! Her in-class practice problems are quite helpful. We need more of that in our classes.
- More practice problems and have a TA
- N/A, which is really rare for me rating a professor just starting out.
- I very much enjoyed your teaching. I feel like you care about your students, something not all professors do. You have a promising career ahead of you
- Change the room honestly. I hated coming to this class because the room is so dark and stale and dank. It was horrible. Also- I beg of you. PLEASE GET RID OF THE CHALKBOARDS. It is 2018. I physically cannot handle the chalkboard
- I would suggest offering more of a study guide or list of topics that will be covered on exams, as well as adding a TA to conduct review sessions. Also we should have anonymous peer reviews for group work.
- Maybe TAs would be useful. I know many students who are struggling
- Better written exams, and please consider getting TA's and organize a good TA system for lecture.
- No limit on the number of responses for Sapling
- Advise students to manage their time well when taking assessments. Teach at a slightly slower pace. Continue to hand out practice problems and worksheets to complete and study.
- I think the online quizzes are pointless. They often focused on topics which either weren't well covered in the chapter, or the quizzes had nothing to do with lecture.
- Some labs were overly long.
- For the final project, it gets kind of repetitive because we're just doing the same labs over and over.
- This course could be improved by providing more things to do during the down time in lab where we are waiting for bacteria to grow.
- Better rubric/guidelines for lab reports to start with
- The independent project is a fairly disproportionate part of the grade and most of it sits squarely on the lab report itself.
- I think the quizzes very very specific and challenging. I think the professors should consider changing these for future students. They are so oddly specific that it was hard to expect what the quiz was going to be about. It is disheartening to receive a low grade these, considering there is so much material covered by the lab manual coupled with the fact lab courses are only worth 1 credit.
- Better communication between TAs so that lab equipment and other lab materials are always organized and put away in the same places.
- - it should really be split into two courses. it's the hardest class in the major unnecessarily.
- no fly lab dropping a quiz grade would be helpful
- nothing
- Nothing really
- More explanation on why we are doing what we are doing in lab for that week, going over the quiz before actually doing the lab.
- The last month of lab I felt was just a repeat of the first half of lab and it was repetitive.
- Let everyone know at the beginning that the bacteria are non-infectious. I was worried about this the first week or so. Perform a practice problem or two using the new fly lab program so that it is easier for people to understand and use it.
- I suggest there be a specific guideline on what needs to be covered in lab. It feels like more of a learning course on how to perform these experiments and I felt like it was difficult to get an understanding of how to learn these materials even when asking questions.
- Taking out the fly lab assignment which was really confusing at first Questions in the lab exams were confusing
- This is the most poorly designed lab at SMCM. Nothing against Dr. Keith. Its just the lab feels redundant, The investigative lab is so boring, you do absolutely nothing new and learn essentially nothing. You basically repeat the first half of the semester. This lab is in need of a serious redesigning. The investigative lab doesn't make me think, I kind of just have to go through the motions in order to succeed in this lab. First half of the semester, you learn important skills in the field of genetics but the second half of the semester needs to be fixed.
- Chairs with backs. And somewhere to put our coats
- None
- Exams should be shorter
- More engagement.
- I would suggest adding more practice material, especially for the exams.
- Utilizing powerpoint more to explain certain concepts. There seem to be very little context (definitions etc.) on the powerpoints and there seem to just be diagrams.
- more in class practice problems and discussions.
- To improve this course, allow the students to choose their research topic for the library assignment, so that they can research something they are interested in and get more out of the experience. Students are more likely to learn and put forth effort if they are truly interested in the topic.
- I would line up the quizzes and lectures more closely. Sometimes we had an online quiz about material which we did not cover in the next class.
- change the quiz material. it is not beneficial to the course.
- More practice sheets. Especially for this class.
- I would keep the problem sets but reduce them in size because class time is so short
- Sapling felt more time consuming than it needed to be and the questions weren't always answerable using only the textbook which I assumed was the reason why we were given sapling.
- The fly lab was very stressful and I hope the older version can be used again.
- A different textbook. The textbook for this class is so full of information-- most of which we don't need-- and it's very hard to read and follow.
- Clicker questions
- Shorten exams or do more exams
- less sapling assignments less assignments too, sometimes all of them are due at the same time
- It is incredibly tough to study the material. I would suggest having more study guides.

15. Comment on the grading procedures and exams.

- The second exam was too long for the given time
- I did not think our first exam was a fair assessment of the materials we were taught, and I really hope the final is not similar
- Fine
- I think that Myerowitz grades slightly harder when it comes to written assignments, therefore there was uneven grading on assignments such as the library assignment.
- Grading is often fair. Exams are too extreme.
- Grades quickly.
- I feel like the second exam should be written to be a shorter exam, not so significantly shorter that everything is worth a gargantuan amount of points, but maybe 8 pages instead of 9.
- Exam questions developed by Dr Keith were good and had been practiced in her handouts.
- Fair with clear expectations from Dr. Keith.
- The grades were never entered into any source of database, and we as a class were left unsure of what our grades were the entire semester.
- Exams were very difficult and I as long as some of my peers felt they could not be completed in the given class time
- exams and quizzes graded fairly
- fast and efficient

- I think the second exam was quite long, but this has been mentioned before. I think the time spend grading was very fair. I would like to see grades uploaded to blackboard so I could track my progress better with official grades. In terms of exams, I think they are difficult but fair. The second exam was much better than the first in terms of how it was written and what it was testing us on.
- None
- Fine
- Very fair.
- Although we received grades back, they weren't put on blackboard so it was hard to know how I was doing in the class. Exams were usually too long, even if the test material wasn't that difficult. I didn't like not having enough time to go back and check my work
- Excellent.
- Grading was fair
- Effective
- The grading seemed fair.
- Keith only grades on what we learn and it is fair except the time issue of the second exam.
- The exams were poorly written and some questions were just plain unclear. Last exam was so long (for everyone) that in my case, I had to guess on an entire page which I think I should've gotten points for.
- Good
- Assessments were graded fairly and all grades were returned promptly.
- Reasonable.
- Lab exam wasn't great.
- The grading procedures and exams were fair; however, I felt the pre-lab quizzes were difficult to prepare for because they were so short and the questions seemed random at some times.
- Fair grading, along with lots of helpful feedback
- See question 14
- Grading was very fair but returning items could've been a bit more timely. I think it would be helpful if grades were posted on blackboard so students could gauge where they are in class with proper weight attributed to assignments. The lab exam was also fair and the time allotted was good as well. A few questions were very tough but we were allowed to retake this portion with extra practice which I really appreciated.
- Grading procedures and exams are fair.
- fair
- very helpful on grading, comments written on assignments returned helped
- very fair
- She's fair and good with partial credit points. Her exams are long and hard to do in one class period.
- Everything was fine
- Grades quickly.
- exam was difficult, but fair. Quizzes were also good
- Again, no grades were posted.
- Assessments were fair and grades were returned promptly.
- It was fair.
- Exams, quizzes, and worksheets graded fairly
- placing grades on black board
- Excellent
- Fine
- Her questions as well as her grading were fair, however I did feel as if I didn't have enough time to fully complete the exams for the number of questions asked.
- Shorter exams
- Efficient.
- The grading procedures and exams of the course were logical and fair.
- Grading procedures and exams are fair but challenging.
- Good
- very fair
- Grading and exams were fair; however, the second exam was very long for the allotted time frame and not many students were able to finish.
- They seemed straightforward and made sense to me, if a little slow sometimes. Also getting some lecture materials back in lab was strange.
- I think they should rethink the way they grade. When an exam is too long and majority of the students do not finish there should be a rethinking of how to graded.
- I liked that the exams were relatively straightforward and we knew what kind of problems to expect.
- Grading was fair and I appreciated all the comments.
- I wish that things were updated on blackboard so that we had a gauge of what our grades were. Also, having multiple choice being worth so many points felt detrimental
- Grading was very fair and considerate.
- The exams have a lot of questions where two answers are right or could be right and it makes them very difficult. I also wish the overall grade were calculated and available to us throughout the semester instead of being calculated at the end. It's frustrating not to know our grade.
- Seems fair.
- Fair
- making the exam shorter especially the second exam so we're not stressed to finish it
- I feel that grading between Dr. Myerowitz and Dr. Keith were unfair. Dr. Myerowitz seems to have been a much harsher grader than Dr. Keith.

Demographic Questions

Question	Freshman	Sophomore	Junior	Senior	Grad	Other	Mean	StDev
16. Class Status: (0 Responses)	1 / 1.22%	48 / 58.54%	17 / 20.73%	16 / 19.51%	0 / 0.00%	0 / 0.00%	0.00	0.00
Question	Positive	No opinion	Negative	Mean	StDev			
17. When registering, what was your opinion about the Instructor? (0 Responses)	19 / 23.17%	63 / 76.83%	0 / 0.00%	0.00	0.00			
Question	Positive	No opinion	Negative	Mean	StDev			
18. When registering, what was your opinion about the Course? (0 Responses)	33 / 40.74%	34 / 41.98%	14 / 17.28%	0.00	0.00			
Question	Specifically required	Required, but a choice among several	An elective	Mean	StDev			
19. This course was: (0 Responses)	75 / 91.46%	2 / 2.44%	5 / 6.10%	0.00	0.00			
Question	Major	Minor	Other	Mean	StDev			
20. Course in: (0 Responses)	67 / 82.72%	10 / 12.35%	4 / 4.94%	0.00	0.00			
Question	A	B	C	D	F	Mean	StDev	
21. Expected Grade: (0 Responses)	22 / 26.83%	39 / 47.56%	19 / 23.17%	1 / 1.22%	0 / 0.00%	0.00	0.00	

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