Rutgers University Student Instructional Rating
Fall 2020

Dougherty-Bliss, Robert - RWD49
Calc I Life&soc Sci - 01:640:135:55, 56, 57
Survey Form: *Standard SIRS

Enrollment: 82
Responses Received: 55

Special University-wide Questions for Fall 2020

Due to the challenges created by the Covid-19 pandemic, three additional questions were added to the Fall 2020 survey.

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
Given the content and level of the course, the course workload was manageable.	2	8	15	23	7	55	**3.45**	3.58	3.69	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	1	4	13	27	10	55	**3.75**	4.06	4.06	4.06
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	4	6	16	19	10	55	**3.45**	3.66	3.77	3.84

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
The instructor Robert Dougherty-Bliss was prepared for class and presented the material in an organized manner.	0	1	0	13	41	55	**4.71**	4.29	4.22	4.22
The instructor Robert Dougherty-Bliss responded effectively to student comments and questions.	0	0	1	11	43	55	**4.76**	4.30	4.22	4.21
The instructor Robert Dougherty-Bliss generated interest in the course material.	0	0	2	9	44	55	**4.76**	4.09	4.03	4.02
The instructor Robert Dougherty-Bliss had a positive attitude toward assisting all students in understanding course material.	0	0	0	10	45	55	**4.82**	4.42	4.33	4.32
The instructor Robert Dougherty-Bliss assigned grades fairly.	0	0	4	13	38	55	**4.62**	4.21	4.15	4.15
The instructional methods of Robert Dougherty-Bliss encouraged student learning.	0	0	2	14	38	54	**4.67**	4.12	4.04	4.02

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the teaching effectiveness of the instructor Robert Dougherty-Bliss as:	0	1	2	8	44	55	**4.73**	4.11	4.04	4.03

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
I learned a great deal in this course.	2	8	17	19	9	55	**3.45**	3.71	3.78	3.88
I had a strong prior interest in the subject matter and wanted to take this course.	10	15	13	14	3	55	**2.73**	3.00	3.17	3.37

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the overall quality of the course as:	4	11	21	13	6	55	**3.11**	3.39	3.56	3.66

What do you like best about this course?

These comments are intended for all instructors.

Comments
Having lectures, then recitations afterwards to make sure we were prepared.
Some topics that were taught were enjoyable.
Robert Dougherty–Bliss. I cannot stress enough how much I love this man and wish he was my actual professor. A king and great teacher.
The best thing about this course was Robert. Other than that the only thing that this course gave me was pain and suffering.
Professors were adaptable to students' needs and concerns and I really appreciated that aspect.
Openness to ask questions in the recitation
I liked recitations and the ability to review concepts that I didn't truly understand the first time
Recitation
I liked that they actually reassessed how exams were given. They listened to what complaints student had and gave feedback.
My professors
I like the positive attitude of the instructors.
I learned new information.
I liked how it i was able to be very interactive with my instructors
Recitation
Learning the beginning of integrals.
nothing
We were given plenty of time to finish homework.
I felt like I learned the most during recitation. Whatever Prof Robert was doing it was working. He explained things in a very easy to understand way.
The recitation was an amazing part of this course, it was nice to know that we had an extra class just to relearn and actually understand the course material/
The recitations.
The grade curve
The recitation classes
derivatives
Since classes had become online a lot of changes were made to the course that was either helpful or unhelpful. But professors and coordinator focused. on adapting to changes that needed to be made in order to make a comfortable setting for both students and professors. In the beginning of the course, many students had complaints but professors were willing to listen and come to cooperation instead of ignoring issues.
I really liked the recitations as it helped me to understand the course content a lot better.
I liked the recitation class and the extra help zooms I was able to attend
My professor and my recitation instructor. They were both very understanding and I could tell they genuinely wanted to help us learn, which made class a lot less stressful.
I did not enjoy this course, I thought the exams were very difficult and did not apply the concepts learned during lecture.
I liked how the homework was formatted.

If you were teaching this course, what would you do differently?

These comments are intended for all instructors.

Comments
Nothing
If I was teaching this course, I would go over the material with students that is actually going to be on an exam instead of reviewing general material. Also, the homework assignments could have been a little more closely related to the exams as well.
Probably offer less mandatory homework and provide more optional review content since I feel like I just do the homework to get it done and not learn since it takes HOURS.
I understand that cheating is a big issue, but I would try to make the exams more consistent with the material we are learning. For the recitations, I would add more time or have it due at midnight. I am never able to finish the quizzes because we always start them late.
Give practice questions that reflect the exam questions so students wouldn't be surprised with questions they weren't really prepared for
I would make less homework assignments
I would change how the exams are created since the lecture material doesn't add up to the exam material.
For the online homework some days it took a very long time to complete. It would also have multiple due in one day. I would have either spaced them out more or had fewer questions within one section of homework.
I would give the students more leeway and flexibility being that we are in the middle of a global pandemic and the stress of this course and how much material is taught in such a small amount of time is detrimental to students mental health.
n/a
Have a better way to present the topics
I would make study guides for students to be prepared for exams.
none
Teach as close to the test as possible
More review sessions outside of lecture times.
I don't know
Have slightly easier tests so the average score is not a 50%.
Structure lectures the way recitation is made.
I would prepare my students better for the midterm exams.
Give out less homework. Try to teach more about what would actually be on the midterm.
The homework and quizzes in recitation were doable and fair, the midterms were absolute ridiculous to put it nicely. They were unfair and not what we were taught or what we reviewed in lecture. They made it extremely hard for no reason and the professor knew the majority was failing and rather than teaching us better and reviewing more or changing the tests they just curved it.
Nothing
Nothing
Go over more questions that are similar in format to the exmas
i would teach more problems that would be similar to those in the tests.
I would provide students with a better exam review. Most of the reviews that were provided for students were based on past exams which were very different to this semester's exams because of the online format.
I believe they taught as best as they could considering it was online I think it would have been a lot better in person
I would be a little more transparent about what will be on exams. There was a lot of confusion around the exams since they were constantly being changed format wise. While I did find the review that my professor gave me helpful, I just wish we had a more solid structure to the exams instead of them constantly changing.
Provide a clear steps for a new concept and what aspects can be applied to future lectures. Rather than just math, understanding why you are learning a topic will help answer the essay questions on exams.
I can't think of anything that needs improvement.

In what ways, if any, has this course or the instructor Robert Dougherty-Bliss encouraged your intellectual growth and progress?

These comments are unique to the instructor Robert Dougherty-Bliss.

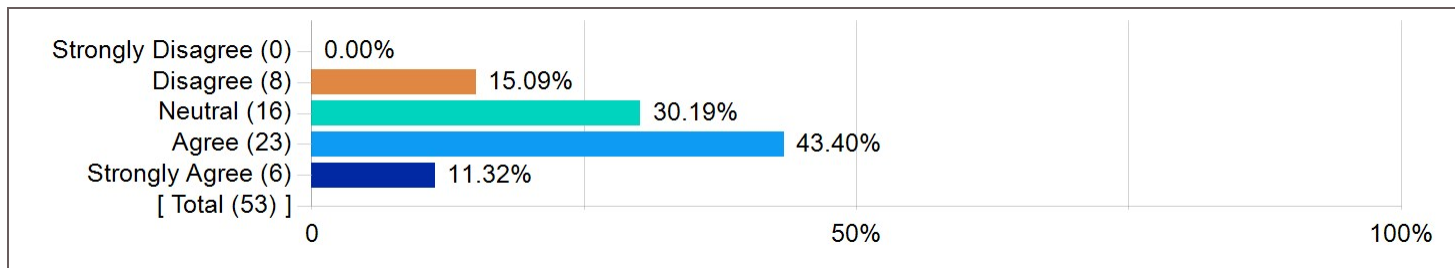| Comments |
| --- |
| The way the material was taught really helped in strengthening my understanding of the topics learned during lectures. |
| The instructor was effective in teaching the material and kept the class well engaged. |
| Robert was amazing. He was the only thing that made me interested in this course. The man was funny and took the time to genuinely answer your questions and taught amazingly. I genuinely wish I could have him as my professor instead or have him in the future. Probably one of my favorite instructors overall this semester. 100/10. |
| Loved him! By far the best instructor I had this semester, I always looked forward to his classes, they were the highlight of my week. He is very passionate about what he does, which made recitation much more enjoyable. He understood us as people, and he did whatever he could to help us understand. He created silly acronyms, sang songs, and made jokes. These little acts really did help me learn and I can't recommend him enough, I'll truly miss his recitations. |
| Rob was an amazing TA. He taught calc very well in the fact it was organized and it was not boring. |
| Instructor Dougherty–Bliss helped to clarify things from the lectures and helped to make math more enjoyable for the students |
| He made class fun and helped us understand what we didn't learn from lecture. |
| He made it easier to understand the concepts given to us and did not breeze through material. Rob took the time to really embed the material in us. |
| He explained the topics in way that was easy to understand. |
| Always answered your questions thoroughly to make sure you understood the material and was very helpful. |
| Actually made the subject bearable |
| Extremely helpful TA |
| He encouraged us to be confident in giving answers and participating in class. He also promoted curiosity in math by answering questions and providing resources. His lesson recaps were easy to understand and helpful. |
| He made everything so much easier to understand and made class fun and interesting |
| He created a good environment where students could learn |
| Making me feel like I was welcomed, not just someone in a virtual classroom. Knows how to connect. |
| he taught cool methods to memorize things |
| I learned more in my recitation than actual class. |
| Instructor Robert Dougherty–Bliss made me ease my anxiety about calculus class because he explained in a clear and concise manner which made it easy to learn. Furthermore, he had a great attitude in every class which made me feel relaxed and ready to learn. |
| He was really nice and explained the topics well. |
| Robert is the man give him a raise |
| Very enthusiastic |
| He helped in general to summarize and at times re teach topics we didnt understand. |
| yes he helped me better understand material. |
| He was so nice and patient during recitations. He always took care to explain why we were doing things (like what they mean in the real world). He shared tricks with us and was interesting to listen to. |
| Recitation classes with Robert were extremely helpful and motivating. He made sure we were comfortable with the topics and even kept us interested throughout the course. He was able to explain the topics in a very simple and understandable way. |
| He did a really great job at explaining the course material in a way that was easier to understand which really helped me do better on exams. |
| He was very active in interacting with the chat and genuinely made class time fun. It made it a lot easier to pay attention even in my kinda hectic household, which in term helped me learn more about math. |
| Robert was always excited for class and tried to make it engaging by coming up with acronyms to remember equations and presenting videos. |
| Professor Robert taught in a very clear and concise way that made many topics easier to understand. |

Other comments or suggestions:

These comments are intended for all instructors.

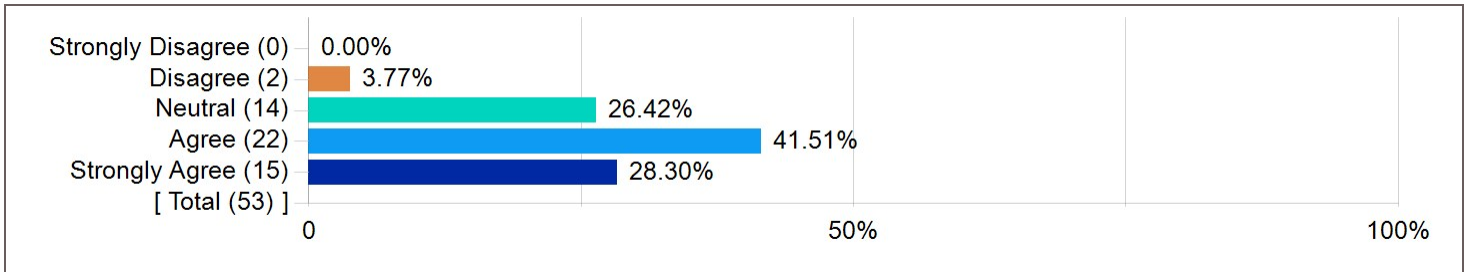| Comments |
| --- |
| The exams given in this course were not formatted the same as any of the homework given out, or like any of the quizzes that were assigned either. the exams could have been a little more related to the material that was taught instead of making everything conceptual since conceptual questions were generally never taught in class. |
| This course stressed me out the most this semester. I can't even count how many times I have broken down and cried because of this course. The changes in exam structure even single exam really screwed me up. Changing the layout, difficulty, and the way of showing work just killed me. I was not able to get a single passing grade on the exams because of these constant changes. Plus the questions on the exam were way out of proportion from what we learned. I understand the material, but applying them to these exam questions is what caused my demise. And now they are changing the exam once again. The final is going to be on MyLab and this is the first time we are taking an exam on it. After finally getting used to Canvas exams, I now have to get used to a new test taking method. I don't even want to imagine the exam crashing like it did before. Please make this class more consistent. I understand that it is difficult due to the circumstances that we are in, but please realize that students have it way worse. So many of us are questing our major just because of these introduction classes. And now I am on the verge of failing and might have to live through this hell of a class again next semester. |
| For the online exams, I prefer the scan and upload than the text boxes. It's very hard and time–consuming to do text box questions that require work to be shown. |
| n/a |
| When doing homework sometimes it seems like I'm doing each step correctly yet come to the wrong answer. It would be nice if I could show my homework to the professor during review sessions somehow so that I could know exactly where I was wrong. Sending a picture via email may be time–consuming while using the camera on zoom may not be clear. (note: I handwrite my homework on paper) |
| N/A |
| none |
| I have none |
| N/a |
| Na |
| Maybe try to make the homework assignments on mylab math shorter because they take a long time to complete. Or format the questions on the homework and midterm reviews to resemble the exams better. |
| N/A |
| Exam times!!! |

Questions added for: *Standard SIRS

Weighted Means: Section, Course, Level, Department

The lecturer posted content that helped me understand the topics covered in the online lectures.
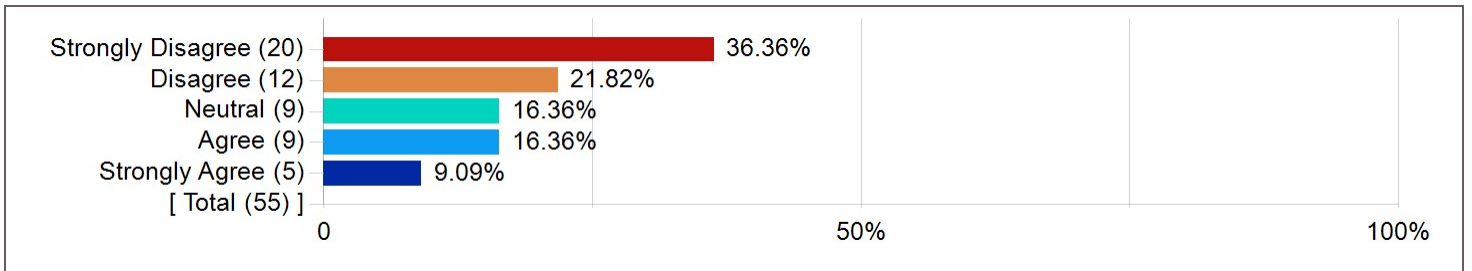

Strongly Disagree (0) — 0.00%
Disagree (8) — 15.09%
Neutral (16) — 30.19%
Agree (23) — 43.40%
Strongly Agree (6) — 11.32%
[Total (53)]

Section	Course	Level	Dept
3.51	3.99	3.94	3.97

The recitation/workshop instructor posted content that helped me understand the topics covered in the online recitations/workshops.

Response	Percentage
Strongly Disagree (0)	0.00%
Disagree (2)	3.77%
Neutral (14)	26.42%
Agree (22)	41.51%
Strongly Agree (15)	28.30%
[Total (53)]	

Section	Course	Level	Dept
3.94	3.91	3.85	3.85

I was glad to take this course in an online format; for me it is the preferred format for this course.

Response	Percentage
Strongly Disagree (20)	36.36%
Disagree (12)	21.82%
Neutral (9)	16.36%
Agree (9)	16.36%
Strongly Agree (5)	9.09%
[Total (55)]	

Section	Course	Level	Dept
2.40	2.65	2.72	2.78