Rutgers University Student Instructional Rating
Fall 2022

Dougherty-Bliss, Robert - RWD49
Multivariable Calculus - 01:640:251:12, 13, 14
Survey Form: *Standard SIRS

Enrollment: 80
Responses Received: 31

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	0	1	5	25	31	**4.77**	4.33	4.24	4.23
The instructor Robert Dougherty-Bliss responded effectively to student comments and questions.	0	0	1	1	29	31	**4.90**	4.22	4.19	4.15
The instructor Robert Dougherty-Bliss generated interest in the course material.	0	0	0	5	26	31	**4.84**	4.05	4.03	4.04
The instructor Robert Dougherty-Bliss had a positive attitude toward assisting all students in understanding course material.	0	0	0	2	28	30	**4.93**	4.26	4.27	4.27
The instructor Robert Dougherty-Bliss assigned grades fairly.	0	0	0	4	26	30	**4.87**	4.14	4.15	4.15
The instructional methods of Robert Dougherty-Bliss encouraged student learning.	0	0	0	3	28	31	**4.90**	4.09	4.07	4.03

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	0	1	1	29	31	**4.90**	4.18	4.13	4.06

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.	0	0	0	9	21	30	**4.70**	4.22	4.17	3.98
I had a strong prior interest in the subject matter and wanted to take this course.	1	1	6	12	11	31	**4.00**	3.72	3.69	3.35

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:	1	1	3	10	16	31	**4.26**	3.95	3.98	3.81

What do you like best about this course?

These comments are intended for all instructors.

Comments
Classwork grades and assignments helped practice a lot.
I like the recitations.
The visual examples of vectors among other topics he does during class. I understand more when I can see it in 3D instead of a drawing on a chalkboard.
I like the lectures as the instructor makes the class engaging and fun. He seems very passionate about the class.
I like the overall content of the course and I like the teaching methods of the course. The combination of teaching methods, and extra resources such as videos, have allowed me to easily comprehend this more advanced material.
Professor Echeverria and Robert were the BEST, will answer any question without making you feel stupid and made class fun
I liked my instructors, that's about it
The things I liked best about the course is that it was material that I felt was connected to my major, as well as challenging, so I felt very accomplished when I would be able to solve a problem correctly. I also felt there was a lot of resources available to us if we wanted something else.
Professor Mariano's and Robert's ways of teaching suited my learning style and I was able to understand the material easily. The workload wasn't overwhelming and enforced the current chapters we were learning.
The subject is interesting and the teachers want you to learn
My instructors were great. Couldn't have asked for better.
Professor
Both the lectures and recitations were clear about what they were teaching and did not waver or go into tangents, and both the Professor Echeverria and Robert showed great interest in the topic, making it hard to find myself bored or distracted.

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

These comments are intended for all instructors.

Comments
Not scale grades based on results, stop making it harder to achieve better grades.
I would make the exams a little easier.
I wouldn't change anything.
Something I would automatically do differently is the exams and grading in general. I believe that assigning 80% of the grade on 3 tests puts an excessive amount of pressure on those exams, and can be detrimental for the stress on the students, and for the students grades, given they may not perform very well on even one of those tests. Something I may have changed is even to slightly shift the grading scale, for instance adding more weight onto quizzes, seeing as the quizzes also test our knowledge on topics in a less stressful environment. Perhaps increasing quizzes from 10% of the overall to 20% and reducing the exams to 70% could make a significant difference in student performance by putting slightly less pressure on the midterm and final exams to truly show the more conceptual understandings of students.
Reduce the amount of content taught. As a student, I am struggling to retain the information we are learning because there is simply so much of it for such as short period of time.
I feel that the pacing of the course was very badly done. The hardest material of the course, chapter 16, which was about 8 sections, were rushed into 3,4 classes, and it being right before the final, which happens to be mostly chapter 16. This has left a lot of students confused about the material, even other knowledgeable students are confused and have difficulty explaining to other students. Since it is harder material, more time should be given to digest the material, so it is really overwhelming for most students. As well, I personally benefit from workshop style recitations, where students get to work together to solve problems. I felt the recitations were not as beneficial as it could have been if we were to work on harder problems together.
Nothing.
I would go over conceptual stuff in lecture a little faster and move onto practice problems.
Be a little more organized when writing notes on the board (although it is math and it can get messy sometimes with various equations). The class goes very fast but when I watch the zoom lectures from previous semesters it has a slower pace where I can actually follow along.
I would give students access to the MyLab homework after it was due so they can go back to them and practice the problems if they wanted to.
I would move faster up until chapter 16 and then spend alot more time on chapter 16 and move slower. With finals approaching and time needed to study due to the complexity of chapter 16 increasing the work load is becoming intense and I feel this may negatively impact alot of students on this upcoming final.
If I were to teach this course, I would personally restructure the grading of the final. I would create a Midterm1 section, a Midterm 2 section, and a Final Section. If a student did better in a Midterm section than they did on the Midterm, I would change the Midterm grade to reflect that the student has a grasp on the topics at the end of the year. My personal belief is that if a student only has their lightbulb moment after both midterms and suddenly becomes a genius in the class, they should be retroactively rewarded in the fact that they gained an understanding of the topic, rather than being irredeemable and forced to retake the class due to a bad earlier understanding of the subject.

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
He is great at going over the HW problems.
Robert's recitations and office hours were very helpful. He explained the concepts really clearly, walked us through each problem that students would show up with, and kept the sessions engaging.
Robert is the best TA that I have ever had. He tries to make himself available to help students whenever he can, and he spends the time to go slowly and work out specific problems step by step so that students can understand the full process of solving the problem and can repeat the steps onto different problems which helps our success on exams and quizzes.
Instructor Robert Dougherty–Bliss has been one of the best teachers I have had throughout all of high school and now college. Through recitations and office hours, he has made the material digestible and enjoyable to learn. He has definitely plated a very large role in my success in this course thus far.
Rob was really enthusiastic about teaching the subjects and was always willing to give extra office hours and go over quizzes.
He would be a bit disorganized at times, such as forgetting quizzes, not having paper, etc. For certain questions, he would sometimes not affectively answer our question, or divert it to something else that we didn't think to be as important. I felt that he would sometimes waste time going over concepts or material that had no big connection to the material that we were doing.
Went over problems from the homework that might appear on quizzes in a very clear manner
The recitations helped me understand the material better by allowing me to ask questions on specific homework problems.
I would go to lectures for one week, then the next week, Robert would serve as a great refresher for the material during recitation, which helped it stick. The flow of the course between lectures and recitation was smooth and very effective for me, and Robert's instruction played a big part in that.
Helped me understand concepts that I couldn't grasp in class, efficient use of time in review sessions, and used quizzes as an opportunity to show us where we can improve not simply test our abilities.
Robert Dougherty–Bliss went above and beyond the course material, using his prior experiences to show better methods to solving problems than what the textbook provided. Directly after showing the recitation the method encouraged by the textbook, he would explain what he had learned as a better method and why it would work. This made it so we were able to learn two ways to do one problem, and choose which we felt would be better to use in the situation.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
The homework policy is extremely bad. Students are able to push back the homework with a simple email and it pushes it back for everyone. Its so bad until we are so off course with where we need to be in terms of assignments.
None.
I feel like the first exam was quite difficult. The material on the exam seemed quite different from many problems that were covered in the practice exams.
I really appreciate the professor for really thinking about the students and prioritising our feelings. He made a lot of exceptions to things, such as changing the date for the homework, or boosting our classwork grade, giving points back for midterms. A lot of professors don't do this.