



---

**Rutgers University Student Instructional Rating**  
Fall 2022

**Gibson, Kayla - KMG326**

Multivariable Calculus - 01:640:251:01, 02, 03  
Survey Form: \*Standard SIRS

Enrollment: 76

Responses Received: 34

## 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 Kayla Gibson was prepared for class and presented the material in an organized manner.	0	0	0	12	22	34	<b>4.65</b>	4.33	4.24	4.23
The instructor Kayla Gibson responded effectively to student comments and questions.	0	0	1	10	23	34	<b>4.65</b>	4.22	4.19	4.15
The instructor Kayla Gibson generated interest in the course material.	0	0	5	14	15	34	<b>4.29</b>	4.05	4.03	4.04
The instructor Kayla Gibson had a positive attitude toward assisting all students in understanding course material.	0	0	0	10	24	34	<b>4.71</b>	4.26	4.27	4.27
The instructor Kayla Gibson assigned grades fairly.	0	0	1	10	22	34	<b>4.64</b>	4.14	4.15	4.15
The instructional methods of Kayla Gibson encouraged student learning.	0	0	0	13	20	33	<b>4.61</b>	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 Kayla Gibson as:	0	0	0	12	22	34	<b>4.65</b>	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	4	13	17	34	<b>4.38</b>	4.22	4.17	3.98
I had a strong prior interest in the subject matter and wanted to take this course.	1	4	11	10	8	34	<b>3.59</b>	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:	0	1	8	16	9	34	<b>3.97</b>	3.95	3.98	3.81

## What do you like best about this course?

These comments are intended for all instructors.

Comments
I liked seeing the parallels between what was covered in previous Calculus classes and this course. It was fun exploring the applications of multivariable Calculus, as well as deriving some of the concepts we learned about in previous courses.
The recitations taught me a lot, and enforced the material.
My lecturer and TA.
Recitations and lectures.
math
I liked the topics in the course and the professor and the TA that was assigned to me as they were really friendly and helpful.
Good consistency and organization within the course. Good grade clarity with curves and problem grading.
The recitations and recitation instructor's teaching.
I really like the merging of algebra and geometry because it joins everything I've learned so far in math into a single class. It's really fun and I enjoy the topics we covered.
I like that Dr. Dul responded quickly to emails, and when asked questions about the exams he listened to what you had to say and could explain how to do the question.

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

These comments are intended for all instructors.

Comments
Maybe show more visuals, explain what the concepts mean more literally.
I would say emphasize more practice problems that could appear on exams, but Professor Dul did incorporate a good amount of practice questions.
The exam grading system and type of questions offered are kind of stupid. There shouldn't be a need to give cutoffs in the 50s, just make the exam questions easier.
better test prep for exams
Something that I would do differently is speed up the beginning of the course's materials as they are more simpler than the end of the course. Speeding up the ending near the time of the exam, I think it was stressful as well as hard to learn the topics in just a few days before the exam.
Another thing I would do differently is shorten the homework questions. I like the fact that we have unlimited attempts for each question. However, the homework takes a long time since they are so long, especially as they get closer to the exam. I did like, in fact, that the professors are flexible in extending the homework if need be.
Less online homework during the latter part of the course (chapter 16) due to time crunch with finals. More clarity regarding possible questions on the exam. Direct problem solutions for exam problems instead of guessing based off missed checks in Gradescope.
I would plan out the course material more evenly so it is not so rushed at the end and I would allow more time for questions during class. I would also not assign so much online homework, as it usually prompts people to rush through to achieve a good score rather than taking time to understand the material.
N/A
For the overall department, I did not like how chapter 16 was taught in such a short time, I wish some of the time spent on basic vector math had transferred to time to learn chapter 16 which was very difficult to learn in 2 weeks. The homeworks assigned for chapter 16 were also much too long and much too difficult. The integration was so involved, each homework took me around 4 hours, which prevented me from studying for the final.
Allow MyMathLab questions to be available for viewing after the due date has passed. I feel that looking back at the prompts are helpfully when studying different types of questions. I usually write the prompts in shorthand, but it would be more reliable to have the mymathlab questions available for viewing.

## In what ways, if any, has this course or the instructor Kayla Gibson encouraged your intellectual growth and progress?

These comments are unique to the instructor Kayla Gibson.

Comments
Kayla Gibson always made sure we understood the course material, was willing to go over previous material and work on example problems in order to sharpen our understanding of the concepts. She provided adequate practice material and overall made learning easy and enjoyable.
I got lucky and had Kayla as my calc TA for the second time now, and she continues to be wonderful and so helpful. Always willing to answer questions and explain any concepts, even if it was during her own personal time. She is on the top of my list of favorite TAs and has a bright future ahead of her.
Good TA, didn't have it out for students like others I've had.
She is incredibly kind, patient, and answers all questions positively. Even if you present an idea/method that may be incorrect, she'll steer you to the right path.
The TA was really wonderful as a person and as a TA. She was very kind and helpful and was easily approachable if a questions was to pop up. The way she taught the material in class was helpful to me as she would go through each concept and explain it with examples. The classwork was a group work that didn't need to be finished right before class, so that allowed more time to learn the material rather than finishing the worksheets up.
Encouraged students to work with each other and actively promoted student participation.
She is incredibly attentive, is open to questions and it excellent at breaking complex problems down into more understandable steps. She is always willing to help and creates a safe environment where it is okay to be confused! She has pushed me to approach problems from different angles and helps me reimagine math!
Her office hours are both in-person and through Zoom, which is really convenient for me. She's always ready to answer all our questions and does a great job! She comes very prepared to class and sets everything up to make us as comfortable and productive as possible. She's very patient and willing to go over all our questions (both as a class or individually), which creates a great learning atmosphere.
She helped with practice worksheets a lot and she explained the things we learned from lecture really well, to help us to grasp them more.
Kayla is amazing! She's great at explaining hard to understand concepts and is extremally patient, making sure you are able to follow what she is teaching. Without her, I would not have been able to understand half as much as I did.

## Other comments or suggestions:

These comments are intended for all instructors.

Comments
lets not take exams at 9:20pm to nearly 11pm :)
Regarding transfer students, more per-requisite clarity when entering the course (what material should already be known). Just in general as being a transfer, I wish to see Rutgers or the department to contact students way before meeting on material that should be understood (review worksheet / material sent during the summer/winter break for example). If that is too much, maybe making a worksheet to just post on the department website.
N/A
Dr. Dul and Kayla did a wonderful job presenting the material and helping the students to fully understand it. They went above and beyond making themselves available for additional help. The downfalls of this course is the manner of which the exams are nearly the entirety our grade, the poor location choice for the exams, and the exam time. With the exams being worth 80% of our grade with no medium weighted assignments any poor performance is very detrimental. Poor performance is an overwhelming possibly when the exam is at 9:20pm after the class is slated for 8:30am. This also put commuting students at an unnecessary risk late night driving after the midterms. Lastly, the auditorium setting provided a very little uncomfortable space for working on the exams and limited room capacity had the students packed in right next to each other with very little space.