



Rutgers University Student Instructional Rating

Fall 2019

Dubroff, Quentin - QCD2

Calc I Life&soc Sci - 01:640:135:13, 14, 15

Survey Form: *Standard SIRS

Enrollment: 97

Responses Received: 45

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 Quentin Dubroff was prepared for class and presented the material in an organized manner.	1	3	3	18	20	45	4.18	4.32	4.36	4.35
The instructor Quentin Dubroff responded effectively to student comments and questions.	2	2	2	13	25	44	4.30	4.21	4.25	4.23
The instructor Quentin Dubroff generated interest in the course material.	1	2	4	18	20	45	4.20	4.07	4.10	4.07
The instructor Quentin Dubroff had a positive attitude toward assisting all students in understanding course material.	1	0	4	8	31	44	4.55	4.35	4.37	4.35
The instructor Quentin Dubroff assigned grades fairly.	2	3	5	16	19	45	4.04	4.27	4.24	4.21
The instructional methods of Quentin Dubroff encouraged student learning.	1	4	4	19	16	45	4.02	4.04	4.09	4.06

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 Quentin Dubroff as:	1	2	5	18	18	44	4.14	4.05	4.09	4.07

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	1	13	17	13	44	3.95	3.93	4.02	4.06
I had a strong prior interest in the subject matter and wanted to take this course.	3	5	16	12	7	43	3.35	3.27	3.40	3.53

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:	2	3	14	15	11	45	3.67	3.73	3.84	3.87

What do you like best about this course?

These comments are intended for all instructors.

Comments
h
N/A
I like that if you put in the effort, you will do well.
Material was taught well in class
While it may be difficult, there are multiple resources available for assistance and the teaching assistant is incredibly kind and helpful.
I like that we have quizzes in recitation because that forces us to study.
How well it was taught.
A Necessary Course
nothing
The professor and recitation instructor as well as certain topics that were covered
I like that there is a curve.
My Professor and TA
Don't really like math but I am fulfilling my requirements for my course of study. But I was happy to be understanding the material.
How much practice we did and the notes given by the professor was very organized and straight forward.
The amount of practice problems available to students.
I did not find the course overwhelming.
Nothing to like about a weed-out course...
nothing really about math
I hate math but the lectures and examples were pretty straight forward
I liked that I was comfortable enough to ask questions when I needed it.
The recitations do help a lot when it come to asking for examples of what is going to be on the exam.
Professor Threlfall was very clear, and I enjoyed how organized his lecture notes were.

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

These comments are intended for all instructors.

Comments
h
Nothing
I would make the recitations shorter.
Nothing
Explain things more thoroughly in the lecture
N/A
I would add a few practice questions at the end of the lecture slides and perhaps one or two challenging questions, then show the solutions at the beginning of the next class (not explain them, just show the solutions, if students had questions about those practice questions, I would answer them at the end of the lecture).
Nothing
give more direct sample questions before exam
Not have as many kids fail, and by ensuring that happening I'd either give more time on the exams, make them shorter or easier or curve everyones exam grade
I would make the exams much less difficult.
Make the exam problems with limits a little easier
Nothing really, I have no complaints.
Going over more advanced problems in class as opposed to just the easier ones.
Nothing
Calculus 1 does not feel like it promoting actually learning the subject. I do not think that the majority of learning should happen outside the classroom. What is the point then in the classroom?
why should kids who have money be able to take it at community college and get an easy A whilst poor college students like myself have to deal with the Rutgers calc and struggle, especially when its what is holding me back for my major that doesn't even need past calc 1.
I'd do more hard examples that actually reflect how hard the test is
I would allow a little bit more student engagement. I think its beneficial when you ask a question for the students to answer. It allows them to apply what they have learned.
Maybe encourage students a little more to do the best. Lecture was a lot very straight forward and to the point with only one example demonstrated at a time.
Easier tests so higher grades were more obtainable.

In what ways, if any, has this course or the instructor Quentin Dubroff encouraged your intellectual growth and progress?

These comments are unique to the instructor Quentin Dubroff.

Comments
h
He made us really want to get to know the topics that we learn so that it is easy for us to solve the problems.
He makes sure to grade in a way that makes sure you use the proper syntax and format for certain things. Also, he doesn't just give you answers. He'll walk you through the process and then help you get there on your own.
encouraged me to try to understand the math i am doing and not just look for patterns
Helped answer class questions and explained things very well.
Really difficult class, thanks for the patience to us all
Takes too much points off for really minor mistakes
I think he genuinely wanted us to do well and was willing to put in the time to ensure that happened, and that never went unnoticed and was always appreciated.
He encouraged me to not give up on Calculus and furthered my knowledge by always being willing to work with me.
Quentin is really cool, our section wasn't very engaged but he made the most of it and taught very well. He made class fun and enjoyable.
He made me want to come to recitation because I knew he would spend time to go over questions we had and explain them in ways comprehensible to all.
None
told me I can do it and actively helps during office hours and class
I answered all my questions
He has given great advice as to how to prepare well. He has also given review sessions before exams that have helped.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
h
None.
N/A
For the first exam, we were given a lot of information on what the exam formatting was and what kind of questions to expect, we also had a very thorough review session before the first midterm. For the second midterm we were only given the information from the email sent, but no review session and we had no idea what kind of questions to expect. For the first exam, the professor and the TA both showed us questions and told us that a question like this could come on the exam and it would be 12 points, for example. But for the second exam, we had a substitute right before the exam who did not review anything but instead answered questions by making up problems on the spot which caused a lot of confusion.
Good, have no more to say
More time on the 2nd exam
Make exams easier so the failing rate is not as low.
None
None
N/A
Quentin was the man and a great TA
make the practice and homework to the same level as the exam