

Total Enrolled: Number / Percent Responding:	91 22 / 24.18%	SECTION <i>Relative Frequency</i> <i>Strongly Disagree ↔ Strongly Agree</i>							UNIVERSITY <i>Relative Frequency</i> <i>Strongly Disagree ↔ Strongly Agree</i>						
		1	2	3	4	5	NA	Mean	1	2	3	4	5	NA	Mean
1. The instructor communicates clearly and understandably.		0.0	0.0	0.0	0.1	0.9	0.0	4.9	0.0	0.0	0.1	0.3	0.5	0.0	4.3
2. The instructor is prepared for class.		0.0	0.0	0.0	0.1	0.9	0.0	4.9	0.0	0.0	0.1	0.3	0.6	0.0	4.5
3. The instructor is reasonably available outside of class.		0.0	0.0	0.1	0.1	0.8	0.0	4.7	0.0	0.0	0.1	0.3	0.5	0.0	4.3
4. The instructor makes students feel free to ask questions.		0.0	0.0	0.0	0.3	0.6	0.0	4.6	0.0	0.0	0.1	0.3	0.6	0.0	4.4
5. The instructor is concerned about the student.		0.0	0.0	0.0	0.3	0.6	0.0	4.5	0.0	0.0	0.1	0.3	0.5	0.0	4.3
6. The instructor encourages class participation.		0.0	0.0	0.0	0.1	0.8	0.0	4.8	0.0	0.0	0.1	0.3	0.6	0.0	4.4
7. The instructor provides constructive feedback on graded material.		0.0	0.1	0.1	0.3	0.5	0.0	4.2	0.0	0.0	0.1	0.3	0.4	0.0	4.1
8. The instructor returns graded material promptly.		0.0	0.0	0.0	0.3	0.6	0.0	4.6	0.0	0.0	0.1	0.3	0.5	0.0	4.2
9. The grading criteria were clearly explained and followed.		0.0	0.0	0.0	0.2	0.7	0.0	4.7	0.0	0.0	0.1	0.3	0.5	0.0	4.3
10. The course covered the announced objectives.		0.0	0.0	0.0	0.3	0.7	0.0	4.7	0.0	0.0	0.1	0.3	0.6	0.0	4.5
11. The text and course materials were useful learning aids.		0.0	0.0	0.1	0.2	0.6	0.0	4.3	0.0	0.0	0.1	0.3	0.5	0.1	4.2
12. The assignments and homework were useful learning aids.		0.0	0.0	0.1	0.2	0.6	0.0	4.2	0.0	0.0	0.1	0.3	0.5	0.0	4.3
13. The examination questions or paper topic related to the course material.		0.0	0.0	0.0	0.2	0.7	0.0	4.7	0.0	0.0	0.1	0.3	0.5	0.1	4.4
14. The level of this course was intellectually challenging.		0.0	0.0	0.0	0.2	0.8	0.0	4.7	0.0	0.0	0.1	0.4	0.5	0.0	4.3
15. Optional Question 1		0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0
16. Optional Question 2		0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0
17. Optional Question 3		0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0
18. Optional Question 4		0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0
		V.Poor	Poor	Satis.	Good	Excel.	Mean		V.Poor	Poor	Satis.	Good	Excel	Mean	
19. Overall, how would you rate this instructor?		0.0	0.0	0.1	0.2	0.7	4.6		0.0	0.0	0.1	0.3	0.5	4.3	
20. Overall, how would you rate this course?		0.0	0.1	0.1	0.5	0.3	3.9		0.0	0.0	0.2	0.3	0.4	4.1	

Comments

a) the course

- Difficult but needed
- Extremely organized and direct follows predictable path
- Good for students going into related fields
- I personally didn't find magnetism as interesting as kinetics but for what it's worth it was made interesting by Roulston
- Is sometimes difficult but the course builds upon previous ideas in a good way and is structured in a good way
- My main problem is with the weekly homework There were several questions that were about topics beyond the level of this course ie one week there were multiple questions about specific heat which we never learned about and the hint that the website gave literally said You may need to look this up I do not feel like those homework were fair or helpful and making them harder after last semester by making the system take of 10 points per wrong answer instead of five felt like adding on to what we were already upset about Other than that labs and tests were fine
- Physics 2 for the Freshman Year was a very challenging course but in a good way Physics 2 dives deep into topics that I didn't even know existed and gives a very deep conceptual understanding to students who are willing to listen This course has been one of my most challenging so far at Clarkson but it leaves me feeling prepared as I move forward
- Super-duper challenging
- The course tests students' theoretical perception of things which will make good practice for later down the line and the professors and TAs truly understand the content along with actually caring about the students However the homework veered from understandably difficult to complete busy work and unrelated to the content in class and on exams I understand that if you can do the homework it will make the exams easier however some students are simply not able to do the homework nor do some want to because of the continuous beat-down that it entails It then creates a rift in the class scores and a separation from student-teacher relationships Simply stated dialing back the difficultyextensiveness of the homework and honing in on the true concepts that will be tested on should yield a better learning experience for students and fewer review sessions for Dr Roulston
- The course was very challenging and taught what it intended to do However I feel there could be a better way to teach than just the Chemistry book
- While physics 2 does easily explain the concepts and teaches basics in electronics and magnetics it struggles to tell it clearly Some of the material that was put in front of us poorly reinforced the ideas that we were being taught Additionally due to the limitations of some of the prelab and IR's material was further complicated by adding too much explanation to the concepts
- good

b) the instructor's teaching

- Amazing professor - available outside class and wants what's best for all of his students - made me go from disliking physics to loving it
- Best teaching style definitely knows how to convey and help students learn the material easily
- Dr Roulston truly understands what he is teaching and tries his best to cater to students' minds However his kindness turns into an oversimplification of the material which makes the lecture drag on and lose students or at least me
- I felt like he taught well in class but sometimes I didn't always understand why I was doing what I was doing even with help from the IRs

- Instructor made getting through the course much easier Did a really good job on explaining challenging material
- Peploski was very enthusiastic about teaching students though he could drag class by waiting for people to pay attention even if they were just asking peers about something within the lecture material
- Prof Roulston was a very good teacher in class and constantly encouraged the participation In his teaching plan he always left room for variable changes based on the students and he truly based the course around the students not just shooting the physics material at us He was an incredible aid in office hours and I enjoyed having him as a teacher
- Professor Roulston was incredibly clear and was easy to understand with the various topics in physics 2 Additionally he made himself very available in both office hours and afterbefore class started I cannot easily determine a weakness other than sometimes adding additional complications to the teaching For example using a sin of an angle - $\pi/2$ rather than just utilizing properties of triangles to relate cosine instead
- The lectures were helpful and easy to understand and Dr Roulston did try to answer as many questions as possible but that's not always possible with such a large class size
- Very all-encompassing makes the content easier to understand very thorough
- Very thorough and great teacher
- teaches well

What improvements would you suggest?

- Don't stop class every 5 minutes to wait for students to be quiet A lecture hall of 100 students will have whisperings here and there if they don't pay attention that's on them don't bring others down with them for their doings
- I would cut down some of the extensive explanations While I understand that those are useful for some the significant amount of information and insistence on deriving the original basis of the equations used confused me and created questions that I was unable to answer through looking through the textbooks
- I would suggest moving away from Point Solutions due to the extra cost burden it has on the students on top of paying for college but this is just my personal opinion
- Na
- None
- Reasonable homework and faster-paced lectures
- Reassess how difficult your making the homework and make it more relevant to what were actually learning and make sure that the math required to do the problems is not beyond the scope of what is actually required for this course
- The homework was very long sometimes and took up a lot more of my time than my other classes The questions were also sometimes inconsistent in the level of difficulty
- The homeworks can be very long and some problems are not related to test questions making the homework less motivating to complete
- give to students going into related fields
- none

