




THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM THE UNIVERSITY OF TENNESSEE				
Engineering Fundamentals 151	Sec # 148401(9)	William R. Schleiter		
Physics for Engineers I (CLAS)	Spring 2014	Form G	# of Students: 35	

Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	13 (37%)	14 (40%)	7 (20%)	1 (3%)	0 (0%)	0 (0%)	4.11
2. Course content	14 (40%)	14 (40%)	6 (17%)	1 (3%)	0 (0%)	0 (0%)	4.17
3. Instructor overall	16 (46%)	11 (31%)	7 (20%)	1 (3%)	0 (0%)	0 (0%)	4.20
4. Instructor's contribution to students' understanding of concepts	14 (40%)	13 (37%)	4 (11%)	4 (11%)	0 (0%)	0 (0%)	4.06
5. Course organization	18 (51%)	10 (29%)	7 (20%)	0 (0%)	0 (0%)	0 (0%)	4.31
6. Opportunity to ask questions	13 (37%)	10 (29%)	12 (34%)	0 (0%)	0 (0%)	0 (0%)	4.03
7. Explanations by instructor	12 (34%)	15 (43%)	6 (17%)	2 (6%)	0 (0%)	0 (0%)	4.06
8. Contribution to student's ability to solve problems	15 (43%)	11 (31%)	6 (17%)	3 (9%)	0 (0%)	0 (0%)	4.09
9. Use of examples and illustrations	19 (54%)	13 (37%)	2 (6%)	1 (3%)	0 (0%)	0 (0%)	4.43
10. Length/difficulty of homework assignments	13 (37%)	7 (20%)	10 (29%)	4 (11%)	1 (3%)	0 (0%)	3.77
11. Exams' contribution to understanding content	15 (43%)	13 (37%)	6 (17%)	1 (3%)	0 (0%)	0 (0%)	4.20
12. Instructor's enthusiasm	14 (40%)	15 (43%)	5 (14%)	1 (3%)	0 (0%)	0 (0%)	4.20
13. Textbook overall was	7 (20%)	7 (20%)	8 (23%)	3 (9%)	5 (14%)	5 (14%)	2.80
14. Answers to students' questions	11 (31%)	17 (49%)	7 (20%)	0 (0%)	0 (0%)	0 (0%)	4.11
15. Relationship between lectures and text	11 (31%)	9 (26%)	9 (26%)	3 (9%)	1 (3%)	2 (6%)	3.57
16. Availability of extra help when needed	15 (43%)	15 (43%)	5 (14%)	0 (0%)	0 (0%)	0 (0%)	4.29
17. Interest in whether students learned	15 (43%)	15 (43%)	4 (11%)	1 (3%)	0 (0%)	0 (0%)	4.26
18. Amount you learned in the course	15 (43%)	14 (40%)	4 (11%)	2 (6%)	0 (0%)	0 (0%)	4.20
19. Relevance and usefulness of course content	17 (49%)	12 (34%)	6 (17%)	0 (0%)	0 (0%)	0 (0%)	4.31
20. Relevance and usefulness of assignments	14 (40%)	11 (31%)	9 (26%)	1 (3%)	0 (0%)	0 (0%)	4.09
21. Reasonableness of assigned work	12 (34%)	13 (37%)	8 (23%)	2 (6%)	0 (0%)	0 (0%)	4.00
22. Relationship of exams to material emphasized	14 (40%)	13 (37%)	8 (23%)	0 (0%)	0 (0%)	0 (0%)	4.17

Relative to other college courses you have taken	Much Higher	Average				Much Lower		
23. Do you expect your grade in this course to be:	4 (10%)	7 (20%)	13 (40%)	8 (20%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)
24. The intellectual challenge presented was:	10 (30%)	14 (40%)	6 (20%)	5 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
25. The amount of effort your put into this course was:	13 (40%)	11 (30%)	6 (20%)	4 (10%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
26. The amount of effort to succeed in this course was:	11 (30%)	13 (40%)	4 (10%)	6 (20%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	15 (40%)	9 (30%)	6 (20%)	4 (10%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?

Under 2	1 (3%)
3 - 4	2 (6%)
5 - 6	3 (9%)
7 - 8	5 (14%)
9 - 10	6 (17%)
11 - 12	5 (14%)
13 - 14	5 (14%)
15 - 16	1 (3%)
17 - 18	1 (3%)
19 - 20	4 (11%)
21 - 22	1 (3%)
22 or >	1 (3%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?

Under 2	1 (3%)
3-4	3 (9%)
5-6	4 (12%)
7-8	3 (9%)
9-10	4 (12%)
11-12	7 (21%)
13-14	4 (12%)
15-16	0 (0%)
17-18	1 (3%)
19-20	4 (12%)
21-22	1 (3%)
22 or >	1 (3%)

30. Expected Grade

A	15 (43%)
B+	8 (23%)
B	8 (23%)
C+	1 (3%)
C	3 (9%)
D	0 (0%)
F	0 (0%)
S	0 (0%)
NC	0 (0%)
Other	0 (0%)

32. Class Composition

Fresh	25 (71%)
Soph	9 (26%)
Junior	0 (0%)
Senior	1 (3%)
Grad	0 (0%)
Other	0 (0%)

31. Course Was

In major	33 (94%)
In minor	0 (0%)
Dist. Req.	2 (6%)
Elective	0 (0%)
Other	0 (0%)

33. Wanted to take course

Yes	31 (89%)
No	2 (6%)
Neutral	2 (6%)

Student Responses to Open Ended Questions

Question #1: Was this class intellectually stimulating? Did it stretch your thinking?

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- Yes.
- Yes. It helped me to understand real world situations and use for calculus.
- Somewhat. Good for showing how things work but not necessarily why.
- yes
- It was
- Yes, it was difficult
- Learning physics is good.
- Yes it stretch my thinking very much about the world around us.
- It stretched my thinking.
- Yes, I like physics because it lets me know how things work
- fundamentals of physics
- Yes, I had taken physics before but a lot of the things we learned were interesting.

Question #2: What aspects of this class contributed most to your learning?

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- Seeing examples.
- The lecture and clicker points were well organized. Recitation was extremely helpful to my understanding. I was also more open to asking questions in the smaller recitation sections.
- numerically solved homework problems
- homework
- The tutoring
- Recitation and Homework
- Lectures and flex friday
- Online homework
- lectures and help sessions
- Working through the homework without any help.
- The constant homework assignments and the work we did in recitation.
- I mostly learned from watching the online lectures, before the actual lecture. Also I tried to do the homework before it was due. That way, I could focus on learning the material instead of getting the credit.
- The homework
- everything
- Lecture and homework
- The homeworks. They were a bit much but I definitely learned the most from them.
- The homework and recitation
- Old exams, online lecture notes, discussion boards, study room.

Question #3: What aspects of this class detracted from your learning?

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- None.
- N/A
- clicker questions some hands on examples
- The course was difficult
- Lectures
- None
- Speed of course
- The recitation was just a waste of time to me.
- Nothing.
- Sometimes the instructors got confused, and that confused me.
- recitation wasn't that useful and I didnt learn much
- however apparently not understanding the concepts and so not getting the high enough grades

Question #4: What suggestions do you have for improving the class?

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- None.
- More help with concept questions, since a lot of those appeared on the exam.
- get rid of clicker questions
- go a little slower in lecture
- Separate the formulas from the lecture
- Slow lectures down
- Homework was too much at times
- More time spent on each section
- none
- Sometimes the clicker question boxes were hard to see. Either make it bigger or consistently put the questions of the lecture notes.
- I do not have any.
- Manage time better so we can get to all of the slides during lecture. Without having 2 minutes to do 3 slides.
- if you just made students do homework problems together in recitation they'd learn better
- I do not like how the exams are done but I understand why there is so little time. I wish there was a part one and a part two type thing. It is stressful doing the exams in 50 minutes.
- n/a