

ARC Meeting with Deans Minutes

February 27, 2009, 12 PM – 1 PM

Present: Andrey, Keshav, John, Kurt, Elizabeth, Pradeep, Swati, Fei, Dan, Vivek, Barbara Green, Brad Filippone, Melany Hunt

1. Ph 2b
 - a. Conducted survey, 44 responses
 - b. Problem sets can be done without knowing the class material
 - c. Sets should be made more in-line with the difficulty and material on the quizzes
 - d. Would like it to be more example-oriented and less theoretical
2. Ph 12b
 - a. Really like Oguri, responsive to feedback
 - b. Paced too fast
 - c. Lecture out of sync with HW
 - d. Happy with TAs
 - e. It would help if prof gave TA outline of lectures so TAs know the level of the class
 - f. Any way to allow students to take Ph 12ab without an extra term (Ph 12c)?
 - i. No thermo if students only take two terms
3. Ph 1b (prac)
 - a. Conducted survey, 40% response
 - b. Politzer and Frautschi's sections received good feedback
 - c. United well without labs
 - d. One of the quiz's material was taught after the quiz
 - e. Quizzes are also difficult (ombuds looking into it)
4. Ph 8
 - a. Labs didn't line up but it's being dealt with
 - b. In general, running well
5. Ph 1b (anal)
 - a. Conducted survey
 - b. Mixed reviews
 - c. Students apprehensive of relativity, but realize that since it's anal, this is expected
 - d. Structured well, running smoothly
6. Ch 1b
 - a. Material, sets, teaching okay
 - b. TAs are good
 - c. Slides are being posted, but would like them posted before lecture
 - d. Inconsistent/picky grading
 - e. Difficulty of sets is inconsistent over weeks
 - f. Would like recitation after both lectures and before HW
 - i. Ensures that people can ask questions about the second lecture of the week
7. Ma 2b
 - a. Conducted survey, 50 people responded

- b. Generally happy
 - c. Lorden, TA, material, problem sets good
 - d. Transition between probability and statistics is not clear, seems confusing
 - e. Would like to only have one book for the class because buying two books is expensive
 - f. Split into anal and prac track?
8. Ma 1b (prac)
- a. Looked at TQFR data and talked to people
 - b. Students find it hard to understand practical utilities
 - c. HW is repetitive
 - d. Wilson publishes notes online but would like notes to be published before class
 - e. Textbook is not very good
 - f. Mistakes in examples in class
 - g. Grading is inconsistent since it is being graded by section
 - i. Normalize grades for each section?
 - h. Would like HW sets posted earlier
 - i. Would like some office hours earlier
9. Ma 1b (anal)
- a. Aschbacher, sets, organization, TA good
 - b. Students are learning the appropriate material
 - c. Grading inconsistent – graded by section

Ch 3A Course Feedback
ARC Meeting with the Deans
February 26, 2008
Elizabeth Mak

Q: Who are the respondents?

We had 200 replies to an online survey, about evenly spread across the classes.

Q: How many hours per week do you spend on this course?

A: ~45% of respondents spent about the allotted amount (5-7 hours). ~50% of students spent more than 7 hours on the course.

Q: If you have NOT yet taken Ch3A, what is the reason? If you have taken the course or are currently taking it, please skip this question and complete the rest of the survey.

A: The main reason for upperclass students not taking Ch3A is scheduling difficulties. There is also a concern taking major requirements earlier and pushing Ch3A later.

Q: What did you like about the course?

A: Respondents appreciated that the course was P/F and it seems to make a difference for specific students if they have caring/knowledgeable TAs. However, not everyone had a positive experience with the TAs (see “what can be improved” below).

Q: Would you have preferred to have taken Ch3X?

A: Overall, despite the hype about Ch3X, about 50% of respondents replied that they would not want to take Ch3X over Ch3A. ~30% of upperclass students wished they had the opportunity to take Ch3X instead.

Q: What can be improved?

1. All choices (material, pace, timing, grading) had support for improvement, but material was chosen three times more than the other options. Students feel the material is too old and the experiments are too tedious.
2. Many complaints about the lab manual (outdated, mistakes, out of order)Top of Form.
3. Many complaints about the uniting. The catalog units only account for lab time and do not include time spent on prelab and lab write-up exercises.
4. Redundant experiments: students have performed many of the experiments in high school (eg, through AP Chemistry).
5. Students would have preferred more teacher instruction they could understand better what they were doing in each lab, as opposed to blindly following the lab manual.
6. Varying quality of TAs—having a good TA is essential to a good Ch3A experience.

Specific comments available upon request.