Department of Medieval and Renaissance Studies

Survey of Current Undergraduate Students: 2013

The following outlines the results of a survey conducted between September 15th and November 5th, 2012. A total of 48 current undergraduate students from the Department of Physics were invited to participate. A total of 20 students (42% of the invitees) completed the survey.

A. Learning Outcomes

To what extent does your academic program contribute to developing your strength in the following:

1. Working effectively with others

	Frequency	Valid Percent	
Very much	8	40.0	
Quite a bit	9	45.0	Mean:
	Sub-Total:	85.0	3.20
Some	2	10.0	
Very little	1	5.0	
Total	20	100.0	

2. Writing clearly and effectively

	Frequency	Valid Percent	
Very much	3	15.0	
Quite a bit	3	15.0	Mean
	Sub-Total:	30.0	2.40
Some	13	65.0	
Very little	1	5.0	
Total	20	100.0	

3. Speaking clearly and effectively

	Frequency	Valid Percent	
Very much	2	10.0	
Quite a bit	4	20.0	Mea
	Sub-Total:	30.0	2.2
Some	10	50.0	
Very little	4	20.0	
Total	20	100.0	

4. Thinking critically and analytically

	Frequency	Valid Percent	
Very much	15	75.0	
Quite a bit	4	20.0	Mean:
	Sub-Total:	95.0	3.70
Some	1	5.0	
Total	20	100.0	

5. Solving complex real-world problems

	Frequency	Valid Percent	
Very much	6	31.6	
Quite a bit	10	52.6	Mean
	Sub-Total:	84.2	3.16
Some	3	15.8	
Total	19	100.0	

6. Having a broad spectrum of knowledge

	Frequency	Valid Percent	
Very much	9	45.0	
Quite a bit	8	40.0	Mean:
	Sub-Total:	85.0	3.30
Some	3	15.0	

Total	20	100.0

7. Using research skills

	Frequency	Valid Percent	
Very much	11	55.0	
Quite a bit	4	20.0	Mean:
	Sub-Total:	75.0	3.30
Some	5	25.0	
Total	20	100.0	

8. Applying problem solving skills

	Frequency	Valid Percent	
Very much	16	80.0	
Quite a bit	3	15.0	Mean:
	Sub-Total:	95.0	3.75
Some	1	5.0	
Total	20	100.0	

9. Analyzing ideas, experiences, methods and data

	Frequency	Valid Percent	
Very much	13	65.0	
Quite a bit	4	20.0	Mean:
	Sub-Total:	85.0	3.50
Some	3	15.0	
Total	20	100.0	

10. Synthesizing ideas, information or experiences into new understandings or methods

	Frequency	Valid Percent	
Very much	10	50.0	
Quite a bit	8	40.0	Mear
	Sub-Total:	90.0	3.40
Some	2	10.0	
Total	20	100.0	

11. Evaluating points of views, decisions or information sources

	Frequency	Valid Percent	
Very much	7	35.0	
Quite a bit	6	30.0	Mean:
	Sub-Total:	65.0	2.90
Some	5	25.0	
Very little	2	10.0	
Total	20	100.0	

12. Recognizing the limits to your knowledge

	Frequency	Valid Percent	
Very much	14	70.0	
Quite a bit	2	10.0	Mean:
	Sub-Total:	80.0	3.50
Some	4	20.0	
Total	20	100.0	

B. Program

Please indicate the extent to which you agree with the following statements:

1. Required courses are consistently available when I need to take them

	Frequency	Valid Percent	
Strongly agree	9	45.0	
Agree	6	30.0	Mean:
	Sub-Total:	75.0	4.05
Unsure/Neutral	2	10.0	
Disagree	3	15.0	
Total	20	100.0	

2. There is an adequate range of non-required/elective course offerings in my program every year

	Frequency	Valid Percent	
Strongly agree	4	20.0	
Agree	7	35.0	Mean:
	Sub-Total:	55.0	3.40
Unsure/Neutral	3	15.0	
Disagree	5	25.0	
Strongly disagree	1	5.0	
Total	20	100.0	

3. Library holdings and other library resources relating to my program are adequate

	Frequency	Valid Percent	
Strongly agree	5	25.0	
Agree	9	45.0	Mean
	Sub-Total:	70.0	3.95
Unsure/Neutral	6	30.0	
Total	20	100.0	

4. Teaching facilities and equipment used in my program are adequate

	Frequency	Valid Percent	
Strongly agree	8	40.0	
Agree	9	45.0	Mean:
	Sub-Total:	85.0	4.15
Unsure/Neutral	1	5.0	
Disagree	2	10.0	
Total	20	100.0	

5. The program meets the expectations I had when I first enrolled in it

	Frequency	Valid Percent	
Strongly agree	9	45.0	
Agree	9	45.0	Mean:
	Sub-Total:	90.0	4.35
Unsure/Neutral	2	10.0	
Total	20	100.0	

C. Teaching

Please indicate the proportion of courses in your program that exhibit the following characteristics:

1. Generally, grading is fair and well explained

	Frequency	Valid Percent	
All	9	45.0	
Most	10	50.0	Mean:
	Sub-Total:	95.0	3.40
Some	1	5.0	
Total	20	100.0	

2. Questions and alternate viewpoints are encouraged

	Frequency	Valid Percent	
All	7	35.0	
Most	8	40.0	Mean:
	Sub-Total:	75.0	3.10
Some	5	25.0	
Total	20	100.0	

3. Course instructors are readily available for consultation

	Frequency	Valid Percent	
All	16	80.0	Mean:
Most	4	20.0	3.80
Total	20	100.0	ĺ

4. Course instructors provide high quality teaching

	Frequency	Valid Percent	
All	10	50.0	
Most	8	40.0	Mean:
	Sub-Total:	90.0	3.40
Some	2	10.0	
Total	20	100.0	1

5. Teaching Assistants provide high quality teaching

	Frequency	Valid Percent	
All	8	40.0	
Most	11	55.0	Mean:
	Sub-Total:	95.0	3.35
Some	1	5.0	
Total	20	100.0	

6. Course instructors create a climate that encourages learning

	Frequency	Valid Percent	
All	8	40.0	
Most	10	50.0	Mean:
	Sub-Total:	90.0	3.30
Some	2	10.0	
Total	20	100.0	

7. Course instructors encourage students to be independent learners

	Frequency	Valid Percent	
All	11	55.0	
Most	6	30.0	Mean:
	Sub-Total:	85.0	3.40
Some	3	15.0	
Total	20	100.0	

D. Academic Advising

1. When you have needed advice about your program, have you been able to speak to someone associated with your program who could help you?

	Frequency	Valid Percent	
Always	13	72.2	
Usually	4	22.2	Mean:
	Sub-Total:	94.4	3.67
Rarely	1	5.6	
Total	18	100.0	

2. When you have obtained advice, how would you rate the quality of advising your received?

	Frequency	Valid Percent	
Excellent	9	50.0	
Good	8	44.4	Mean:
	Sub-Total:	94.4	3.39
Poor	1	5.6	
Total	18	100.0	

D. Overall Evaluation

1. Based on your experiences, how would you describe the overall quality of your program?

	Frequency	Valid Percent	
Excellent	9	45.0	
Good	10	50.0	Mean:
	Sub-Total:	95.0	3.40
Fair	1	5.0	
Total	20	100.0	

D. Overall Evaluation

2. What are some of the strengths of your program?

Broad spectrum of physics learned, and good facilities. Mostly good professors.

differential Equations Laser Optics

Due to my programs level of difficulty, one is forced to work hard and master the mathematics and physical intuition required to succeed.

Gain in problem solving skills, and understanding how the world works physically

Good instructors, small population so help is always available.

Interesting, challenging, thought provoking

It is a small community which encourages the sharing of knowledge and constant learning not just from the professors but other classmates.

Physics is awesome. Reedyk is awesome.

Small class sizes, comfortable learning environments, accessibility to professors and/or TAs for questions or concerns.

The people in the math department are true professionals.

The physics program's classes get much smaller from 1st to 4th year, so my professors know me by name and care about me. I think this is the main strength Brock has over bigger universities like McMaster.

The size, It's a small program, so professors can easily know each of the students individually, and when help or advice is needed, its given in such a way that best fits the student.

3. In what ways might the program be improved?

- facilities - TA for upper year courses - practice problems in addition to assignments to further skills - weekly office hours with Professor or TA

A better organization of course planning so you have the required math skills for the physics courses as well as finding a balance where the students are not overloaded with homework constantly.

A greater library to physics resources per course. I.e. resources to more examples of topics covered in class, for more exposure to concepts and examples taught in lectures.

If the lectures and lab sessions were better synchronized such that lab material would have already been covered in lecture prior to the lab

It can't be improved :)

It's pretty good how it is.

Later CLasses Shorter Classes More Explanation/examples

Make linear algebra MATH 2P12 available both first and second semester. Teach the students differential equations (ie. MATH 2P08) before teaching mechanics (ie. PHYS 2P20) as these tools taught in 2P08 are used frequently throughout 2P20.

More course offerings.

More courses offered, especially in the summer!

More emphasis on group work, where we would solve problems from the ground up using our intuition.

More selection for class times, allowing greater flexibility for scheduling electives

Phys 2p20 should be taken after or at the same time as math 2p08. Phys3p90 should be made available to 3rd year students by preventing conflicts with other courses that are required, such as Phys3p36.

The physics people need to do something with that horrendous website, and perhaps change that baby-barf green paint on the walls.

The program is awesome but, the labs are very confusing and tedious.

4. What have you learned from the faculty members and courses in your program that you consider to be particularly valuable/rewarding?

Everything that is taught I find to valuable to my growing knowledge and understanding of physics.

Follow what is close to your heart

Help is always available, organization is important

I learned how to become a harder and more independent worker.

Information, and skills.

Laboratory skills

MAtk Skills Problem Solving

Outside resources are (usually) essential for a complete, comprehensive, and interesting education.

Problem solving skills, lots of problem solving skills.

5. Do you have any further comments about your program?

As much as being a small program is good, its equally bad. Since we're a small program with few students, We don't have many professors, which means there is a limit to the number of courses we have available to us. A wider variety of advanced courses would go a long way towards helping students who are going on to graduate school, but to offer those we would need more professors since most of their time is currently occupied. More professors = more courses = happier graduating students.

Great

Love it, definitely do not regret enrolling at Brock. Just need to have people willing to tutor students in fourth year physics. Impossible to find anyone!

Overall very pleased

Program is awesome

The program is good overall, it seems relevant and the material is exciting.