

Section Detail

Class: CHEM 0410B - PHYSICAL CHEMISTRY
Instructor: COOKSY,ANDREW L
Schedule Number: 20859, Fall 2021
Instrument: CoS Lecture 111616.2
Date Printed: 12/02/2024 16:11:50
Enrolled in class: 47
Responded to this evaluation: 38
Response Percentage: 80.85%

Quantitative

Question #	Question Prompt	Count	Percentage	Mean	St. Dev.	Median
Group 1						
1	Rate the instructor's overall organization and presentation of the course material.	36	95%	4.61	.64	5.00
	1 = Poor	0	.00%			
	2 = Below Average	0	.00%			
	3 = Average	3	7.89%			
	4 = Good	8	21.05%			
	5 = Excellent	25	65.79%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	2	5.26%			
2	Rate the instructor's focus on the student learning outcomes listed in the syllabus.	37	97%	4.76	.43	5.00
	1 = Poor	0	.00%			
	2 = Below Average	0	.00%			
	3 = Average	0	.00%			
	4 = Good	9	23.68%			
	5 = Excellent	28	73.68%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			
3	Rate the instructor's teaching overall.	37	97%	4.41	.76	5.00
	1 = Poor	0	.00%			
	2 = Below Average	0	.00%			
	3 = Average	6	15.79%			

	4 = Good	10	26.32%			
	5 = Excellent	21	55.26%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			
Group 2						
4	Rate the instructor's enhancement of your understanding of the subject matter.	37	97%	4.43	.77	5.00
	1 = Poor	0	.00%			
	2 = Below Average	1	2.63%			
	3 = Average	3	7.89%			
	4 = Good	12	31.58%			
	5 = Excellent	21	55.26%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			
5	Rate the contribution of exams to the learning process.	37	97%	3.95	1.18	4.00
	1 = Poor	1	2.63%			
	2 = Below Average	4	10.53%			
	3 = Average	8	21.05%			
	4 = Good	7	18.42%			
	5 = Excellent	17	44.74%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			
6	Rate the contribution of assignments to the learning process.	37	97%	4.32	.82	5.00
	1 = Poor	0	.00%			
	2 = Below Average	1	2.63%			
	3 = Average	5	13.16%			
	4 = Good	12	31.58%			
	5 = Excellent	19	50.00%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			
7	Rate the instructor's effective use of class time.	37	97%	4.57	.69	5.00
	1 = Poor	0	.00%			
	2 = Below Average	1	2.63%			
	3 = Average	1	2.63%			
	4 = Good	11	28.95%			
	5 = Excellent	24	63.16%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			

8	Rate the instructor's clarity of presentation of materials.	37	97%	4.43	.73	5.00
	1 = Poor	0	.00%			
	2 = Below Average	0	.00%			
	3 = Average	5	13.16%			
	4 = Good	11	28.95%			
	5 = Excellent	21	55.26%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			
9	Rate the instructor's helpfulness.	37	97%	4.89	.31	5.00
	1 = Poor	0	.00%			
	2 = Below Average	0	.00%			
	3 = Average	0	.00%			
	4 = Good	4	10.53%			
	5 = Excellent	33	86.84%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			
10	Rate the instructor's responsiveness.	36	95%	4.89	.32	5.00
	1 = Poor	0	.00%			
	2 = Below Average	0	.00%			
	3 = Average	0	.00%			
	4 = Good	4	10.53%			
	5 = Excellent	32	84.21%			
	Not Applicable	1	2.63%			
	DID NOT RESPOND	2	5.26%			
11	Rate the instructor's demonstrated mastery of the subject matter.	37	97%	4.89	.31	5.00
	1 = Poor	0	.00%			
	2 = Below Average	0	.00%			
	3 = Average	0	.00%			
	4 = Good	4	10.53%			
	5 = Excellent	33	86.84%			
	Not Applicable	0	.00%			
	DID NOT RESPOND	1	2.63%			
12	Rate the instructor's stimulation of your interest in the subject.	37	97%	4.16	.96	4.00
	1 = Poor	1	2.63%			
	2 = Below Average	0	.00%			
	3 = Average	8	21.05%			
	4 = Good	11	28.95%			
	5 = Excellent	17	44.74%			
	Not Applicable	0	.00%			

DID NOT RESPOND

1

2.63%

Group Totals	Mean	St. Dev.	Median
Group 1	4.59.64	5.00	
Group 2	4.50.79	5.00	

Overall Total	Mean	St. Dev.	Median
4.52.76	5.00		

Qualitative

14 *What were the instructor's strengths?*

- A: Being responsive. Taking the students needs and questions in consideration. Excellent teaching. You make physical chemistry one of my favorite classes.
- A: Really good teaching style
- A: Instructor is very enthusiastic of material which made class more interesting.
- A: Dr.Cooksy is amazing, this subject is perhaps the hardest in my entire major. He is very helpful, clearly wants his students to understand the material. SO thankful he records the lectures, there are times were I dont fully catch what is discussed in person or i simply need to refresh my memory, being able to go back to view the lecture is so helpful. Makes me be able to rewrite my notes, or add to them if needed
- A: Giving students a big pool of example questions to work from and the answer book allowed for students to practice as much as they wanted for tests. When emailed, the instructor was very responsive and always gave students detailed replies. The instructor also allowed for many opportunities for students to attend office hours.
- A: Helpful
- A: Making lecture slides and class/office hour recordings always available in a timely manner. Being communicative with announcements.
- A: With P-Chem being a very difficult subject, Dr. Cooksy managed to help level with us and help us understand the subject in a way that was not overwhelming for us. He was very helpful when asked questions and made exams very fair to what was taught.
- A: Knowledge of subject, organization of material, very focused on material and doesn't deviate.
- A: He is knowledgeable and gave examples on how all that we have learned comes together
- A: Dr. Cooksy is once of the best professors in the department. Although the physical chemistry is a difficult subject, he records lectures and provides office hours to each exam and drill. The recorded lectures are extremely helpful in understanding the material. The professor also remembers the names of his students which creates a friendlier learning environment than most classes since most professors do not care to remember their students' name. The professor always teaches with a smile and the lighthearted attitude makes learning in his classroom easier and enjoyable. I find his practice exams and drills that he post very helpful in addition to the assigned homework as well. The professor does his best to give students good instruction and material to help them succeed in this course.
- A: Shows mastery of the subject and very informative
- A: The instructor is a very pleasant person which makes him easy to approach and makes a difficult subject more tolerable. He is very passionate about the subject which greatly aids in times when further explanations are needed. Overall and convey most of the main topics of the course well.

- A: Dr. Cooksy is by far one of the best professors I have ever had. He is kind, genuine, understanding, incredibly intelligent, and passionate. I appreciate the way he structured this course and I am so happy I had him two semesters in a row. Every concept is relevant to the material and there is no busy work.
- A: great professor. Really cares about his students
- A: Very organized and clear in his teaching. he is well spoken and loves to tie a lot of concepts together to show how everything is interconnected.
- A: Organization
- A: Dr. Cooksy knows physical chemistry in and out. He is confident in his teaching and is respectful and respectable. Instructor does not crack under pressure and has an answer for every student.
- A: Incredibly helpful and really cares about his students.
- A: All of the content was made clear and accessible during lectures.
- A: Clearly a master of the subject. very supportive, clear, and compassionate.
- A: very organized and strong communication
- A: Dr. Cooksy knows the material well. He cares about our success and gave us many opportunities to improve our grades.
- A: Knowledge of subject
- A: great at aiding students in understanding the material and focusing on our needs
- A: One of the very few professors who genuinely cares about their students. Always responds to emails very quickly and is super helpful beyond information in the course. He's one of my go tos when I have a question about anything.
- A: very good instructor that cares about his students
- A: I have spent the last two semesters in Professor Cooksy's 410 course and can confidently say that he is a quality professor. Not just the fact that he lectures well, he actually cares about how well we were all doing. He is always ready to respond to emails, hold extra office hours, always there on zoom for review sessions, putting in the effort to create pages of practice problems. It is obvious that Professor Cooksy wants his students to do well, and it shows in his dedication and teaching. Give this man a raise.
- A: Dr. Cooksy was definitely a helpful professor, and very fast at responding to any questions we had. He would help clarify anything we felt confused. You could definitely tell he was knowledgeable and passionate about what he teaches.
- A: For a difficult subject, Dr. Cooksy was able to present it well and clearly. Communication with the students and the overall organization of the course were well-done with visible effort being seen put into it.

8 student(s) did not respond to this question.

15 *In what ways might the instructor improve this course?*

- A: I do not think a flipped classroom would be beneficial for this course. The material is very difficult and it is much easier to understand and learn when physically present in the classroom. With this being said, I do think in-class assignments would be helpful. Of course there will be circumstances in which students may not be able to attend every single class meeting, so maybe there could be a grace period, like with CourseKey? Maybe students could reach a certain amount of points to receive full credit instead of having to do every single one and being penalized for missing one. I think group work/allowing students to work in groups for these assignment would be really helpful. I found it easier to understand the

material when I could talk through it with my classmates, who often had different ways of explaining the concepts. Overall, a flipped classroom would be a very hard learning environment, and I believe in-class assignments would be really helpful!

A: No improvements. I think the flipped classroom would be helpful.

A: not enough time for exams

A: I think that practicing problems in class will be really helpful. I feel like it was mostly theory and we didn't get many examples.

A: The exams are very difficult and the questions on the exams are sometimes too difficult. there is a grade curve to the class which makes it so you don't fail even when you preform poorly on exams. I understand Dr. Cooksy's reasoning for giving these kinds of exams, but it is very discouraging for many students to fail every exam and then be expected to have any motivation for the next one. Although I do like that we get tested often so there is less material on the exams which makes it easier to digest.

A: I believe the course could be improved a few ways, one of which was mentioned as a consideration for the future which is more group work in class. Although I do not think a subject this difficult could move over fully to online lectures you watch before class, I think collaboration would be students with each other resolve confusion and create study groups something that especially transfer students need. Another improvement is potentially reducing the amount of derivations. Although I understand why they are there after personally taking both physics with and without calculus I realized they not only take up a great amount of class time but they confuse majority of students causing interest to be lost in the lecture and concepts to slip through the cracks. Most importantly though I feel that this course would greatly benefit from created homework assignments that prepare students for the type of concept application that will be on the exam unlike mastering which at times even using formulas different to those covered in the lectures cause Inc. more confusion and frustration. Lastly I think that a consideration in student moral should be taken because low exam averages in p-chem are nothing new but at some point receiving scores that are extremely subpar to what most of these students are used to achieving starts to affect the metal aspect and causes a loss in motivation.

A: Perhaps more ways to earn points, and work on some problems in lecture. I had a hard time fully grasping the concepts when trying to workout the homework bc I knew how we derived the equations, but that didnt help me understand how to apply it to a problem. So perhaps more example problems would help, this would also have helped when taking exams.

A: The book and the lecture notes would get confusing because there was a lot of derivations involved, due to this students would get lost in all of this and would not know what were the final equations they would have to use to solve answers. Also, due to explaining these derivations the instructor would spend a lot of time doing so that he was only able to show a very simple example that would not be very helpful to students working through the homework and test problems. Tests were difficult because the instructor would focus a lot on theory and tests were predominantly math problems. To help solve this the instructor could spend less time showing the derivations in class, highlighting/ boxing the final equations students would have to use to solve problems, and allow more time in class to work through difficult problems that are much more likely to be seen on test questions in a similar, but different form. Flipping the classroom could work, by sharing short recorded lectures on canvas for students to watch before hand and then have them work in small groups to work through selected problems in class. This way any questions can be cleared up.

A: Good

A: Posting exam review materials as well as the outline of exam content sooner before the exams. A flipped classroom could be useful in that students can practice problems during the

scheduled class time and ask you for help.

- A: I couldn't attend office hours because of work and did not have access to the solution manual for the Mastering homework. Because of these two things, I couldn't really work through a lot of problems on my own and the best tool I had for actual learning and becoming comfortable with the material was the practice exams and recorded office hours. It would have helped me a lot to of had access to these materials sooner so I could have had more time to study them, maybe access to the previous semester materials.
- A: going at a slower pase
- A: 25 minute exams instead of 20.
- A: N/A
- A: I feel the instructor can improve this course by providing more practice problems in relation to the lessons being taught that day. Physical Chemistry felt like a very loaded subject and I felt overwhelmed with a lot of the information. Or at least, some activities to ensure the student understands the lesson being taught. I've noticed the average per exam was severely low, and I felt that was not only to bring up the question of, "how can we get students to get higher averages?" I believe doing more practice problems in relation to the lessons being taught, even through as activities during class time, would help a lot.
- A: I personally love going to an in person course when it's super engaging, so I actually wouldn't mind having more in class activities. I also believe that this would be a perfect class to have a flipped classroom style. The course is heavily based on calculations and understanding the concepts and it reminds me of Chem 251. For me, I love problem solving and it helps when I have others around me to bounce of concepts. It would also be a great alternative to the homework assignments because those could be done without a second thought.
- A: none
- A: Class should alter where we do problems in class and watch videos out of class while attendance being required and possibly being a grade boost.
- A: As for the flipped classroom, I think it would be beneficial to have in person activities. I don't think, however, that students should be 100% left to their own devices (textbook/videos/course content) to understand the material. This class is pretty difficult, and I would not have gotten through it without at least some lecture from class. That being said, I think it would do good to have some examples in class at certain times. So maybe have some days dedicated to concepts and other days dedicated to examples? Just an idea, but I feel that some kind of division of time like that could help with organization. Thank you for all you do, Cooksy!
- A: I think the exams can be reformed in a matter that can really help students do better in the course overall. I know Dr. Cooksy was looking for input on a flipped classroom for physical chemistry, but unfortunately, I just don't think this method really works with upper division chemistry courses. It was already really difficult to succeed in a lecture based classroom, so a flipped classroom might be just a little too far considering how the exams are set up. I wanted to add that studying for this class was very difficult. I felt like I had to memorize whole chapters to just pass an exam. Please be more clear on what exactly students should know for exams. I know this instructor does already post exam topics, but they are far too generalized.
- A: Make the class more engaging by incorporating activities
- A: The instructor could provide more activities or incentives in class to encourage students to come to class more often. However, I did personally find that watching the recorded lectures were more helpful in understanding the material rather than in class. Being able to pause and rewind over subjects I did not fully understand was more helpful. When I would come to class, I would be able to keep up mostly with the material. However, I was more so rushing to

write down notes rather than really comprehend the material being presented.

- A: The course is good as is. I do not think a flipped classroom would work for 410 because this subject I feel benefits from learning in real time with a instructor rather than through recordings.
- A: Applying the "flipped classroom" could prove effective. Many concepts could have been explained in smaller videos sets, then reinforced during lecture--possibly demonstrating how to apply the concepts in different ways (which the exams tended to do as well)
- A: more material to watch before class to really comprehend what is going on
- A: Can occasionally go into long, drawn out derivations of equations that undermined my understanding of the application of the equation.
- A: More practice exams
- A: I think the exams can better reflect the practice exams and homework.
- A: NONE

9 student(s) did not respond to this question.

18 *What is your major?*

- A: Biochemistry
- A: Chemistry
- A: Biochemistry
- A: Chemistry/ Biochemistry
- A: biochemistry
- A: Chemistry with an emphasis in biochemistry
- A: Chemistry with emphasis in biochemistry
- A: Biochemistry
- A: Biochemistry
- A: Chemistry-Biochemistry
- A: Chemistry
- A: Biochemistry
- A: Chemistry
- A: biochemistry
- A: Chemistry,Emphasis in Integrated Teacher Education
- A: Chemistry with a Biochemistry emphasis
- A: chemistry
- A: Chemistry
- A: Biochemistry
- A: Biochemistry
- A: Biochemistry
- A: Biochemistry
- A: chemistry
- A: biochemistry
- A: Chemistry
- A: Biochemistry
- A: Biochemistry

A: Chem in Prep for Single Subject Teaching

A: Chemistry

A: Chemistry

A: Chemistry, Emphasis in Biochemistry

A: Chemistry

6 student(s) did not respond to this question.