

Clemson University
202508 Fall 2025 Evaluations

Course: 202508-PHYS-2450-001-91537-Oberheide
Instructor: Jens Oberheide *
Response Rate: 61/138 (44.20 %)

1 - The learning outcomes in the course were clearly communicated.																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
(1) Strongly Disagree		(1)	0	0.00%					4.46		4.41		4.36		4.26	
(2) Disagree		(2)	1	1.64%												
(3) Neutral/No Opinion		(3)	3	4.92%												
(4) Agree		(4)	24	39.34%												
(5) Strongly Agree		(5)	33	54.10%												
					0	25	50	100	Question		University		College		Department	
Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
61/138 (44.20%)	4.46	0.67	5.00	85717	4.41	0.86	5.00	19097	4.36	0.87	5.00	2344	4.26	0.86	4.00	

2 - The course assignments were related to the course learning outcomes.																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
(1) Strongly Disagree		(1)	0	0.00%					4.53		4.49		4.43		4.30	
(2) Disagree		(2)	0	0.00%												
(3) Neutral/No Opinion		(3)	2	3.33%												
(4) Agree		(4)	24	40.00%												
(5) Strongly Agree		(5)	34	56.67%												
					0	25	50	100	Question		University		College		Department	
Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
60/138 (43.48%)	4.53	0.57	5.00	85613	4.49	0.79	5.00	19077	4.43	0.82	5.00	2346	4.30	0.87	4.00	

3 - I understood what was expected of me in this course.																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
(1) Strongly Disagree		(1)	0	0.00%					4.51		4.40		4.38		4.29	
(2) Disagree		(2)	1	1.64%												
(3) Neutral/No Opinion		(3)	3	4.92%												
(4) Agree		(4)	21	34.43%												
(5) Strongly Agree		(5)	36	59.02%												
					0	25	50	100	Question		University		College		Department	
Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
61/138 (44.20%)	4.51	0.67	5.00	85520	4.40	0.87	5.00	19064	4.38	0.86	5.00	2344	4.29	0.86	4.00	

4 - The instructor clearly explained concepts, methods, and subject matter.																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
(1) Strongly Disagree		(1)	0	0.00%					4.38		4.29		4.15		3.97	
(2) Disagree		(2)	0	0.00%												
(3) Neutral/No Opinion		(3)	8	13.11%												
(4) Agree		(4)	22	36.07%												
(5) Strongly Agree		(5)	31	50.82%												
					0	25	50	100	Question		University		College		Department	
Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
61/138 (44.20%)	4.38	0.71	5.00	85606	4.29	0.98	5.00	19087	4.15	1.06	4.00	2345	3.97	1.12	4.00	

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5 - The instructor encouraged questioning and discussion of course topics from the students.

Response Option	Weight	Frequency	Percent	Percent Responses	Means																				
(1) Strongly Disagree	(1)	0	0.00%			4.41	4.42	4.29	4.08	Question			University			College			Department						
(2) Disagree	(2)	1	1.64%							Mean	STD	Median	Department	Mean	STD	Median									
(3) Neutral/No Opinion	(3)	5	8.20%	█						61/138 (44.20%)	4.41	0.72	5.00	85562	4.42	0.86	5.00	19088	4.29	0.93	5.00	2345	4.08	1.02	4.00
(4) Agree	(4)	23	37.70%	█																					
(5) Strongly Agree	(5)	32	52.46%	█																					

6 - The feedback on my performance on assignments and tests supported my learning.

Response Option	Weight	Frequency	Percent	Percent Responses	Means																				
(1) Strongly Disagree	(1)	0	0.00%			4.10	4.19	4.05	3.87	Question			University			College			Department						
(2) Disagree	(2)	1	1.64%							Mean	STD	Median	Department	Mean	STD	Median									
(3) Neutral/No Opinion	(3)	17	27.87%	█						61/138 (44.20%)	4.10	0.87	4.00	85495	4.19	1.01	4.00	19074	4.05	1.05	4.00	2346	3.87	1.10	4.00
(4) Agree	(4)	18	29.51%	█																					
(5) Strongly Agree	(5)	25	40.98%	█																					

7 - The course challenged me to think critically and communicate clearly about the subject.

Response Option	Weight	Frequency	Percent	Percent Responses	Means																				
(1) Strongly Disagree	(1)	0	0.00%			4.40	4.38	4.33	4.20	Question			University			College			Department						
(2) Disagree	(2)	0	0.00%							Mean	STD	Median	Department	Mean	STD	Median									
(3) Neutral/No Opinion	(3)	6	10.00%	█						60/138 (43.48%)	4.40	0.67	4.50	85409	4.38	0.85	5.00	19036	4.33	0.86	5.00	2339	4.20	0.91	4.00
(4) Agree	(4)	24	40.00%	█																					
(5) Strongly Agree	(5)	30	50.00%	█																					

8 - Approximately how many hours did you spend in a typical 7-day week on learning activities outside of class time for this course (studying, reading, writing, doing homework or lab or studio work, analyzing data, rehearsing, or other academic activities)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means																				
(1) < 2 Hours/Week	(1)	28	45.90%	█		1.69	2.16	2.39	2.50	Question			University			College			Department						
(2) 3-6 Hours/Week	(2)	27	44.26%	█						Mean	STD	Median	Department	Mean	STD	Median									
(3) 7-11 Hours/Week	(3)	3	4.92%	█						61/138 (44.20%)	1.69	0.79	2.00	85652	2.16	0.96	2.00	19098	2.39	0.96	2.00	2346	2.50	0.96	2.00
(4) 12-17 Hours/Week	(4)	3	4.92%	█																					
(5) >18 Hours/Week	(5)	0	0.00%																						

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9 - Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale. In selecting your rating, consider the instructor's availability via established office hours, appointments, and other opportunities for face-to-face or virtual interactions.

Response Option	Weight	Frequency	Percent	Percent Responses	Means										
(1) Very Dissatisfied	(1)	0	0.00%		4.18	4.29	4.20	4.00							
(2) Dissatisfied	(2)	2	3.28%												
(3) Neutral/No Opinion	(3)	12	19.67%	■											
(4) Satisfied	(4)	20	32.79%	■											
(5) Very Satisfied	(5)	27	44.26%	■											
					0	25	50	100							
					Question	University	College	Department							
Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
61/138 (44.20%)	4.18	0.87	4.00	85403	4.29	0.87	5.00	19047	4.20	0.88	4.00	2342	4.00	0.93	4.00

10 - If you responded with a score of 3 or below for one of the previous items in course design, instructional practices, assessment practices, course impacts, or student engagement, please describe a change that you believe would improve that aspect of the course.

Response Rate
22/138 (15.94%)
<ul style="list-style-type: none"> I think the lectures are a bit difficult to stay focused on - perhaps a more interactive and engaging lecture would help students stay focused and engaged with the material. His office hours felt very limited. N/A Feedback was not always given or was scarce, which made evaluating my incorrect written answers difficult. I thoroughly enjoyed this class it was fairly easy if you attended class and did your school work. I know a lot of people have trouble with him responding to his email I believe a lot of the information felt past what a first level class should expect. Additionally, some of the work seemed to not fit in the class. I wish we had gone more into climate change and the effects, not just graphs. All the info was explained well in lecture thus minimum time spent studying. n/a I would have appreciated more feedback, but overall I am satisfied. N/A There is so much information in this course that it's hard to memorize it all, so I think maybe he could change up the class sometimes instead of us just coming in and listening to lecture the whole time. Clearly knowledgeable about the subject, but I felt disengaged and talked at for the duration of the course On knowledge checks, I feel like the answers could have been discussed at the beginning of class. Sometimes, it was the case that I did not know an answer and rather guessed, but never knew how that answer was correct. Also for some of the calculations, the process and solution could have been elaborated more often. I personally despised the textbook. It was convoluted and confusing at times, it felt like it was written more like a novel and most of the time it was honestly more helpful to google key points and not even read the text. The formulas and the way the book arrived at them did not make as much sense as the way you broke it down in class. The climate studies manual was just as bad. Most of the answers to the questions were simply incorrect and especially when they asked very specific questions and the graphs were vague it made it difficult to guess which of the answers is correct. Additionally, some of the questions in the knowledge check relied too heavily on formulas and physics concepts that were not covered in class. This was especially tricky when we did not go over all of them in class. While I had a background in physics, even I struggled at times and my friends who did not have much experience with the subject were completely lost. One thing that might really help is videos showing how to use some of the interactive websites and such. n/a N/A I would have preferred that the pre-class lecture and knowledge check were not a thing because I felt that the information was reiterated during class. Therefore, it was harder for me to pay attention because I felt that I had already learned it. Maybe instead of looking at all the slides before class, we can go over them in class and then move on to the in-class quizzes. The attendance process should be redesigned, although I believe Dr. Oberheide is aware of this. Approximately 15-20 students consistently showed up an hour late to class solely to take the attendance quiz and/or left immediately after taking the quiz (anywhere from 10-50 minutes into class), depending on the pattern of quiz administration in the preceding weeks. In a room with 30+ empty seats, these students sat on the floor near the exit door or even stood directly beside it, often scrolling their phones or otherwise being a distraction to other students. This is a large class with over 100 students likely in attendance, and I realize that Dr. Oberheide cannot stop class every time someone is coming in or out of the room. It is the duty of Clemson University to ensure that their students behave in a respectful manner towards other students, professors, as well as themselves. It is important that the university provide both clear expectations to students about classroom etiquette, and feasible solutions for professors to address gross violations of this etiquette. In this course we had in-class quizzes, homework, and knowledge checks that were to be completed before class. I thought the knowledge checks were slightly unfair because although Dr. Oberheide would post slides to help us answer the questions, there would be lots of math questions that weren't explained in the slides or even in the following class. Completing the knowledge checks after the lecture would make much more sense as we would of just learned the information. I have no comment on student hours, as I may not be able to show up during those hours based on my current semester roster. However, that is not really a problem, as I still performed well throughout the semester. I did manage to email him, and it went well. n/a

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11 - If you responded with a score of 4 or 5 for one of the previous items in course design, instructional practices, assessment practices, course impacts, or student engagement, please comment on what aspect of the course led to your score.

Response Rate	42/138 (30.43%)
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- He is very passionate about the course material and makes sure he is teaching you what you need to know without going into too much detail about the physics involved since it is only a Global Challenge not a STEM course.
- Very nice guy class was to the point.
- Prof Oberheide is a great professor and has structured the course very well. It is clear from the start what is expected of us and the work is relatively easy to keep up with.
- He is a brilliant professor. He truly understands the topic and doesn't expect too much from us.
- His slides and lectures were very clear, and he made sure to go in-depth about all the material. He sometimes got behind, but always made sure to catch up with us rather than expecting us to take home more learning outside of class. Assignments, quizzes, and exams were clearly outlined to us. His communication and lecturing abilities are great.
- I really enjoyed him as a professor.
- It was easy to get in contact with my professor and he welcomed questions. I enjoyed the open note aspect as it allowed me to truly learn information without just memorizing.
- Great class! Professor was really into the subject, and it made it fun to learn would definitely recommend to anyone!
- Teacher is very passionate and sweet, his attitude towards the subject made me want to interact more in class. It made me really happy seeing someone be so passionate about what they are teaching. There was clear effort in the slide and he would update the data on the slides with current times aka current day. Easy quizzes very relevant with the book and slides.
- Oberheide made this class easy and understandable. I enjoyed learning about the material. All exams and assignments were straightforward. This is a great global challenge.
- This course did not take very much out of class time weekly and I felt like the knowledge covered in lecture was very useful and beneficial.
- This class was very straightforward in terms of its grading system. Paying attention to lectures was key to getting a good grade. The layout of the quizzes and homeworks, with the midterm and signature assignment led to it being very easy to pass the class with a good grade and exempt the final exam.
- The instructor highly encouraged questions and answered them at the end of each class.
- The course allowed me to think critically on topics that were covered throughout the class.
- I in general liked the course, however I felt like the prelecture quizzes made lecture itself sort of redundant. Reading the lecture pages before lecture and taking a quiz over it forced me to understand the content, so when I went back to lecture the next day it was for the most part review (other than a few cases). I still did think the lecture topics were interesting though. I feel like it might be better to give the lecture quizzes the day after the lecture, and assign the reading to fill in for any information we missed in class, or in case we didn't understand something.
- Amazing class. I was very nervous at the beginning of the semester that I would be overwhelmed, but all concepts were explained very thoroughly. Weekly class quizzes and homework actually related to the content and helped to understand and properly learn everything. Instructor was available and responded quickly. I would definitely recommend this course/instructor to other students.
- The professor always conveyed what was expected of us and designed the course in an easy to follow way with great notes to have access to. Overall he did a great job.
- I really appreciated how organized the canvas page was. It was easy to figure out what I needed to do each week.
- I enjoyed his teaching style and how he did a quiz every class to get me prepared for the quizzes and exams.
- The professor is very knowledgeable about the subject. There is a lot of material and he does a good job of organizing the course with the schedule and assignments.
- It was good. He was nice and I liked his slides.
- The homework and quizzes were good practice for the exam
- I absolutely loved this course and thought it provided lots of interesting information about various climate topics. The way that this professor was so passionate about the information in the course seemed to encourage students to not just learn the information, but to be passionate about it as well.
- The class was very interesting. Professor Oberheide made the material very interesting and clearly knew what he was talking about. The knowledge checks with the class lecture were a helpful way to learn the material over multiple days. I personally never asked any questions, but when he answered the questions from the slide, I had an even better understanding of the topic. The assignments were very fair in my opinion.
- You did a really good observation of taking a complex subject and delivering it in a manner that was easy to digest. I really enjoyed your enthusiasm and it led me to try and take more of your courses moving forward. The quizzes were very helpful to quickly refresh my mind after the lectures and help us understand what you valued most. The knowledge checks, while sometimes extremely confusing did help me to come to class more prepared to hear the information. Thank you for a great semester!!!
- Great professor. Knowledgeable and passionate about a field that needs passion. Very intelligent and desires for every student to succeed and leave the class with new knowledge on Climate Change. Keep doing what you are doing. Clemson needs people like you.
- I think there was a lot of opportunity to ask questions I just think the actual class was not engaging. I think he is a great professor but his class can get boring. It was my longest class this semester and it was a lot of talking. The classroom is big and there are a bunch of students so it can be easy to zone off. I think if he did in class activities related to the subject instead of just slides it would be a way better class. I noticed a lot of students who only came for the in class quiz and then left. I think the the class should just be more exciting/engaging overall, even though it can be difficult with a hard subject like physics.
- Instructor was very nice and teaches well
- The course laid out what what expected of me and what I needed to complete.
- clear assignment due dates and expectations
- I understand that this course is titled the "Physics" of Global Climate, but I thought there was an overemphasis on physics in this course. To me, the goal of this course was to use scientific principles to understand why global change is occurring. This goal was successfully captured but I feel like it could have been achieved better by adjusting the following: - I would have benefitted from more societal concepts revolving around climate change - Variable class styles are needed because every class was a 1.25 hour lecture. This repetitive style led students to lack attention. Activities such as break-out groups what enhance discussion between students and give breaks during the lectures. - I was a fan of the grading structure of this course
- I really enjoyed the subject matter of this class and I think going in depth of how climate research is conducted and what goes into estimating the future shifts and changes in our climate and how it will affect society is a very useful tool to help people understand why many have come to the conclusions to cut back on CO2 usage to circumvent climate change. How it touches on the qualitative and not just quantitative data and how self aware the book chosen is about the rampant distrust in climate science and how it frames its topics was refreshing. I think our instructor does a great job presenting the topics in the lecture and I'm very happy I was able to take this class just cause despite feeling at times a little confused with the more physics based aspects, It was a really intriguing course even as someone who considered themselves already very inundated with climate knowledge and how our waste is affecting the planet over the past couple of years.
- Instructor consistently communicated what was expected and gave students an opportunity for questions.
- Mr. Oberheide gave very detailed lectures and provided us with all the materials and resources we needed to be successful in this class.
- It was a very good course, and it was well paced. Everything that was due and expected of us was thoroughly communicated and I feel like I learned a lot from this course. The only thing I would have liked is if there were more calculative problems solved and discussed during class. Other than that, it was a good course and I'm glad I chose it as my global challenge course.
- The professor always encouraged questions, and the homework was relevant to what we were learning.

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- Very interesting course, wonderful teacher and he was very understanding and fun !
- Dr. Oberheide was always pleasant and very enthusiastic about the course material. The real-world connections made throughout the course form an incredibly convincing case for anthropogenic climate change.
- All expectations were communicated clearly and the concepts in the course were mostly well-explained. The professor is very kind and personable. I enjoyed taking the class because I probably wouldn't of had the opportunity to learn about climate change to the extent we did in my major's classes.
- It was clearly communicated what I needed to do each week.
- The professor did an excellent job of explaining the concepts, not just the material, but also the environment, and the effects of greenhouse gas emissions and their numerous consequences. Not only economically, but also eco-friendly and scientifically.
- Assignments, rubrics, and parameters for assignments were very clearly communicated.

Mean of Means Calculations	Mean	University	College	Department
Overall Average	4.37	4.36	4.27	4.12