
Report Comments

Included in this report:

- Responses to numerical questions
- Responses to instructor added questions (if applicable)
- Student comments

Interpreting OMET Teaching Survey Reports

A guide to interpreting OMET teaching survey results can be found here - <https://teaching.pitt.edu/omet/survey-results/>.

Develop a plan using your student opinion of teaching results.

- Meet with a Teaching Consultant who can help you interpret your results and develop a course of action if necessary. Email teaching@pitt.edu to set up a consultation.
- Plan on collecting student feedback during the semester the next time you teach. OMET offers a midterm course survey option and there are additional ways to collect student feedback throughout the term. For more information, go to <https://teaching.pitt.edu/omet/midterm/>
- In the future, discuss, teach, and model giving meaningful feedback with your students. Give them multiple opportunities to practice giving feedback. We have several resources that can help guide the discussion and options for gathering student feedback throughout the term.

Go to: <https://teaching.pitt.edu/omet/> for more details, references, and resources.

University Questions

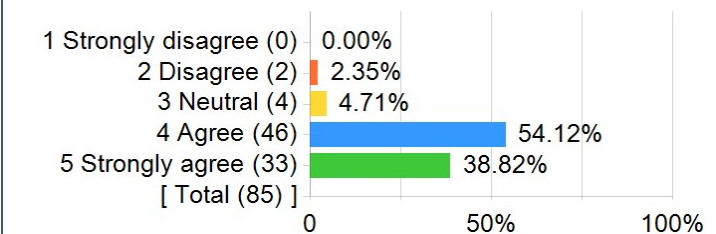
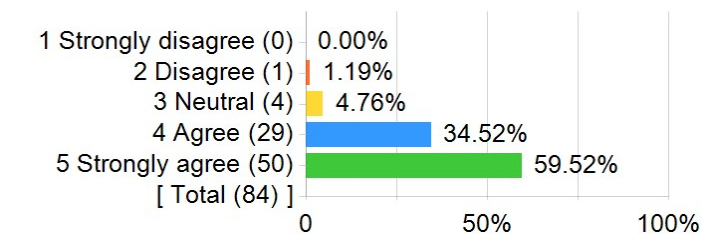
Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	85	4.29	0.67
The instructor was enthusiastic about teaching the course.	84	4.52	0.65
The instructor presented the course in an organized manner.	84	4.26	0.84
The instructor maintained an environment where students felt comfortable participating.	84	4.35	0.69
The instructor maintained an environment where students felt comfortable seeking assistance.	84	4.36	0.63
The instructor provided helpful feedback.	85	4.18	0.74
Assignments contributed to my understanding of the subject.	85	4.21	0.85
Overall	-	4.31	0.73

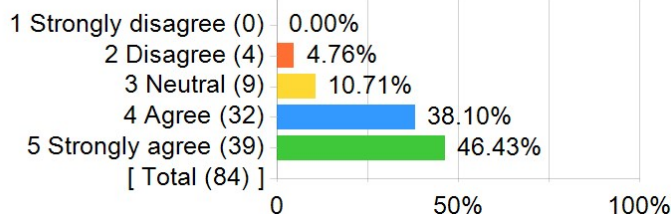
Instructor's overall teaching effectiveness

Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	86	4.05	0.78

Instructor Items: Detailed Results

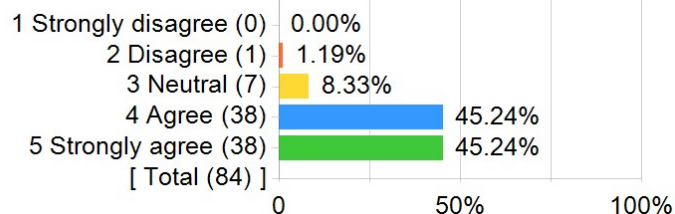
1. The instructor stimulated my thinking.		2. The instructor was enthusiastic about teaching the course.																																	
																																			
<table><tr><th>Statistics</th><th>Value</th></tr><tr><td>Invited Count</td><td>96</td></tr><tr><td>Response Count</td><td>85</td></tr><tr><td>Response Ratio</td><td>88.54%</td></tr><tr><td>Mean</td><td>4.29</td></tr><tr><td>Median</td><td>4.00</td></tr><tr><td>Mode</td><td>4</td></tr><tr><td>Standard Deviation</td><td>0.67</td></tr></table>		Statistics	Value	Invited Count	96	Response Count	85	Response Ratio	88.54%	Mean	4.29	Median	4.00	Mode	4	Standard Deviation	0.67	<table><tr><th>Statistics</th><th>Value</th></tr><tr><td>Invited Count</td><td>96</td></tr><tr><td>Response Count</td><td>84</td></tr><tr><td>Response Ratio</td><td>87.50%</td></tr><tr><td>Mean</td><td>4.52</td></tr><tr><td>Median</td><td>5.00</td></tr><tr><td>Mode</td><td>5</td></tr><tr><td>Standard Deviation</td><td>0.65</td></tr></table>		Statistics	Value	Invited Count	96	Response Count	84	Response Ratio	87.50%	Mean	4.52	Median	5.00	Mode	5	Standard Deviation	0.65
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3. The instructor presented the course in an organized manner.



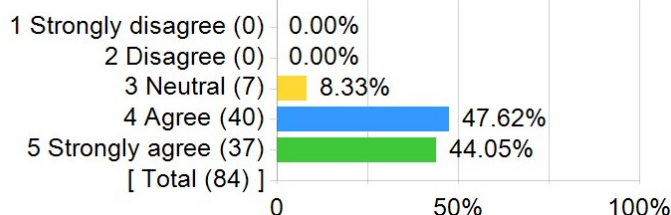
Statistics	Value
Invited Count	96
Response Count	84
Response Ratio	87.50%
Mean	4.26
Median	4.00
Mode	5
Standard Deviation	0.84

4. The instructor maintained an environment where students felt comfortable participating.



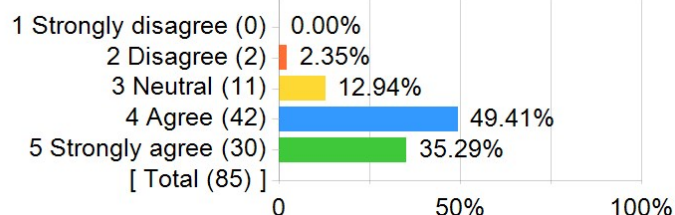
Statistics	Value
Invited Count	96
Response Count	84
Response Ratio	87.50%
Mean	4.35
Median	4.00
Mode	4, 5
Standard Deviation	0.69

5. The instructor maintained an environment where students felt comfortable seeking assistance.



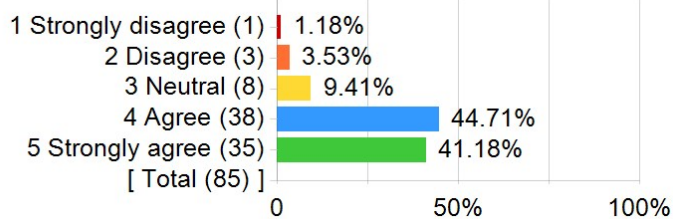
Statistics	Value
Invited Count	96
Response Count	84
Response Ratio	87.50%
Mean	4.36
Median	4.00
Mode	4
Standard Deviation	0.63

6. The instructor provided helpful feedback.



Statistics	Value
Invited Count	96
Response Count	85
Response Ratio	88.54%
Mean	4.18
Median	4.00
Mode	4
Standard Deviation	0.74

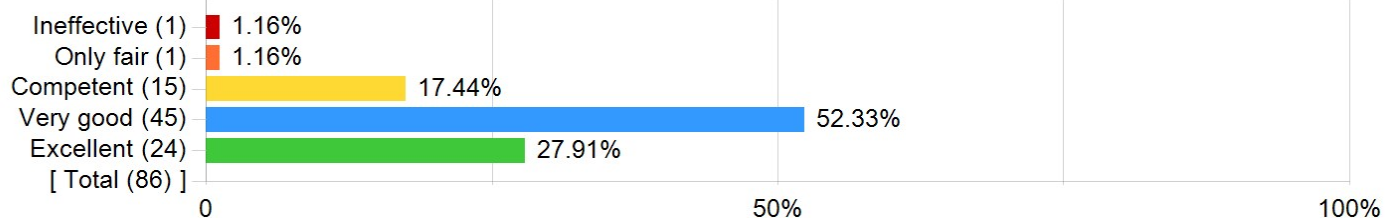
7. Assignments contributed to my understanding of the subject.



Statistics	Value
Invited Count	96
Response Count	85
Response Ratio	88.54%
Mean	4.21
Median	4.00
Mode	4
Standard Deviation	0.85

Instructor's overall teaching effectiveness:

Express your judgment of the instructor's overall teaching effectiveness.



Comments

What did the instructor do to help you learn?

Comments
Posted all lecture material as well as other reference materials
In class examples helped to demonstrate how to use equations
Using the tophat formula for class worked well for me, also posting the powerpoint lectures before class allowed me to follow along easier as well.
Provided a course setting where we were required to truly understand the content to properly excel.
Provided a very in depth understanding of the topics. The big thing that liked in this class was a deeper dive into the root and development of the applied equations instead of just the throw them at problem until you get it approach of other classes.
Critical thinking when solving problems
Dr. Barry made some pretty funny jokes. Funny guy. Also confirmed my suspicion that Pitt is subpar and expensive. Otherwise, Dr. Barry always kept me on my toes saying every other week a new homework would be assigned or our midterms would be graded. Once again, funny guy. I will only give him credit for having a robust approach to each type of question. I respect that and it makes sense in my head.
Asked questions for understanding over TopHat.
High energy and engagement with students was very helpful
Provided step-by-step example problems in class.
Created tophat worksheets to do in class, went through lots of examples, asked students questions during class to be engaging
He was very relatable with students and explained everything well.
The slides on top hat and examples in class were helpful
He did a good job of using core concepts to simplify things that seemed very complicated.
Professor Barry used lectures in class examples, homework and in class problems to help us learn.
He helped me learn Fluids, a very complex subject which can be explained in many different ways, in a manner that was very simple and effective.
In-class Top Hat examples helped with engagement and understanding basic Fluids concepts
Had class online and inperson.
In-Class example problems use all of the concepts and following the steps helped for methodical approach problems.
Examples and course resources were helpful
He displayed consistent enthusiasm for the topic(s) which were being taught on a day to day basis, and helped us understand their importance by relating them to real-world examples.
He made the class interactive with jokes so I was always attentive.
He is very good at going through examples.
Being able to use the github for extra practice was super helpful. Notes were very easy to follow and organized.
He is good at putting examples to concepts and explaining them in a very fundamental manner
the in-class Tophat worksheets really helped with my understanding and kept me engaged with the material
Posted recordings of lecture.
Helped us to understand where equations were coming from
teach
with almost every new concept we also did problem on that concept in the class so we could see how the principles we learned actually worked unlike many professors that just tell you the information and expect you to know how to use it. Also, while Dr. Barry's classes feel more difficult than other professors, I feel more like I'm actually learning rather than just storing information for a test then throwing it away after
In class examples
Dr. Barry helped us develop a mastery of fluid mechanics by forcing us to apply our knowledge on homework, quizzes and exams.
Mix of examples and talking.
His lecture style is entertaining and interactive, keeping everyone's interest and attention on the material
Worked through derivations in class for all equations used in the class.
gave very challenging assignments

Comments
He kept his energy up through the course and was honest about the difficulty. His lectures were clear and I was able to follow the lessons fairly easily.
Provided a very structured class environment that was helpful.
Used tophat in class
Lots of worked examples
The formatting of the class and notes was both helpful to learn as well as review. He was also very responsive and helpful when answering questions
He did a good job of explaining where each term of long equations came from
The way that you derived every equation was extremely helpful – being able to see how the equations are constructed and why really helps me understand the concept and how to use the equation.
The in–depth walkthroughs of the core equations and how they were derived made it much easier to understand and apply the equations.
The notes were very organized and he did an incredible job at explaining things. Both the TAs were very good and he has answered all questions during his office hours.
Gave really detailed homework problems
He taught the material in an organized way and was available if you had questions.
Easy to understand and organized.
I like when he used tophat to go through a step by step example in class. This helped me understand the concept a lot better than just looking at a derivation.
Easy to understand. Workshop class style was very useful – doing problems in class.
made class engaging, kept lectures fresh and interesting, had a good balance between focus on derivations and their final equations
Inclass examples
The lectures were easy to follow
Dr. Barry does everything to ensure the students understand and appreciate the material in the class.
He helped me learn fluids, I like how he walks through everything.
Dr. Barry provided numerous examples in the Navier–stokes and hydrostatics portions of the class. This helped me understand the workflow for solving these problems. I also really liked the addition of CFX at the end of the course.
Dr. Barry presented a difficult, yet realistic overview of fluids.
Example problems done by students in class
I enjoyed the CFX section, however, it was slightly rushed (partially due to absence that was uncontrollable). The in–class examples were helpful, especially the long tophat problems that were done under instruction in class.
Provided example problems and answer keys to homeworks
Made himself available at all times and encouraged students to seek assistance while providing lots of additional resources
I like the format of the lectures. They are easy to understand, and are useful. The homework (while hard) was also helpful to my understanding of material.
Not very much, was fairly confused for the majority of the class
He gave us a homework and quiz schedule at the beginning of the semester. I thought it was a little much at first, but I ended up really enjoying the extra practice it gave me. The course progressively became harder as you started to not post as much homework, or even fewer quizzes. That on top of the more difficult exams made the class almost impossible in the end. Much more it even felt like a chore to study for it.
In–class examples, and the use of many diagrams and videos.
Lectures were beneficial in my learning experience.
Allowing me to understand the equations instead of doing plug and chug really helped me. The practice exams and quizzes also helped me prepare.
I enjoyed the in class problem sets/questions to keep me engaged.
Very helpful during office hours, presented material very clearly, had us work on assignments during class on occasion, walked us through examples in class
Presented the course in a very organized manner through tophat, provided step by step examples to truly understand concepts.
Gave many external recourses and accessibility to previous year's lecture material and problems.

Comments
only reading from notes
Dr. Barry provided instruction in a highly organized manner and challenging assessments of this course that helped improve my conceptual and analytical understanding of the material.
Provided TopHat questions and went through each problem step-by-step.
Dr. Barry is just a great professor/lecturer in general
Kept the class engaged

What could the instructor do to improve?

Comments
N/A
Improvement of homework of assignments. As my personal preference of study material I felt it was lacking this course
Sometimes I feel that he expects the class to know everything that was taught from the previous lecture and is annoyed when we do not. The exams were also a hit / miss, mainly because the first exam difficulty was a lot different than the second exam, and that none of the practice exams he posted on github resembled how the actual exams were.
Not sure
Some posted solutions intended to be used as study material were incorrect, this was particularly true with the first exam. a lot of the questions regarding curved planar surfaces were incorrect as well as there was a discrepancies between the books methodology and that taught in lecture which produced different solutions to certain problems.
Speak slower
Dr. Barry could improve by doing what he says he is going to do. Like I said before, he consistently says that something will be posted which is rarely ever posted by when he says he is going to post it. I would rather him say "You will only have 4 known grades a week and a half before the semester is over" rather than reassuring us our grades will be put in by a certain date. Also midterm two was absolute trash. I knew it would be. The first one was too reasonable for the second one to also be reasonable. I personally do not think it is acceptable to put questions on an exam where there is probably not an answer or it is unsolvable with the information given. That is tricking your students. The same students who spent an entire year rotting behind their computer screens with already ruined test taking abilities. I will say this class was easier than statics 1 which was probably 200 times worse for no reason. Focusing back on fluid mechanics, I found that Dr. Barry frequently skipped examples on class lectures and did not post the solutions to the uncompleted examples, leaving us to struggle greatly on the homework and quizzes. I also did not appreciate only having a few homeworks and two quizzes throughout the whole semester, hence my rating of "assignments contributed to my understanding of the subject" as strongly disagree. Everything on the homeworks we did have were oversimplified and did not prepare me for the exams. I really don't know what else to say other than Dr. Barry makes me unreasonably stressed. Our generation is messed up anyway and we expect more to be given to us than we deserve so maybe we deserve this. I am honestly so burnt out at this point, I stopped raging about Dr. Barry's class because no matter how hard I study, it all depends on Barry's feelings when he makes the exams. Also when you start reading an entire slide of partial derivatives and random variables that have no meaning, it is a waste of time. More examples, less math in words that mean nothing to students who just want to make it through the semester.
Stay on top of releasing assignments and quizzes with the content being covered.
Include more of the in class example problems on Top Hat.
Assign projects to understand how these topics would be encountered in a real life design scenario
N/A
Having more consistency in assignment due dates, assignments went out sporadically, and eventually we didn't have any homework or quizzes, which are helpful study/learning resources
He could post assignments (Homeworks/Quizzes) on a more consistent basis. Although the break was nice, I felt like my understanding of the course suffered once assignments stopped being posted.
I was a little unhappy about not having homework for the back end of the semester. The get Hub homework was hard for past semesters but it would still have been cool if we got our own. Probably would have learned more. Exam 2 was a real cheek clapper. It was nothing like the homework and felt very unfair.
Organize the Canvas page a bit better, in that it would be nice if the sidebar was done alphabetically if possible
Regularly scheduled weekly/biweekly homeworks would help. Assignments seemed to be assigned at random times and it was difficult to keep track of.
Make it easier to find the recorded classes.
More in-class group work would be helpful. TopHat could have been better used for small assignments.
Upload videos of the cfx instead of doing it in class

Comments
provide more HW assignments to test our knowledge in the second half of the course.
I have had Dr. Barry for the last three semesters and he has improved class structure and organization so well.
Slow down a bit.
More consistency with quizzes and homeworks
Focus less on the derivative and more on the application. Also, don't wait till the last second of class while everyone is leaving to mention important details related to a problem.
When doing the homework or looking over the material, its really hard to sift through the key pieces of information that are applicable for problems. I understand the importance of derivations and such, but the material felt too convoluted at times and lost my interest
If all the slides could be posted beforehand that would be great. I print out the slides and annotate them for my notes.
Timely grading, more student driven in class examples (if time allows).
teach
I'm not sure how Dr. Barry can improve much, he does better as a teacher than anyone else here at pitt so far for me He also just seems to have an understanding that school is hard and we as students are very stressed. I imagine this is because he is younger than my other professors and only finished school himself a few years ago.
Come to class more
I believe although he is forcing us to apply our knowledge of fluids it is a bit difficult to do so when learning it for the first time, especially on examinations
some more examples
Harder in-class problems that model the HW difficulty
Less abstraction in problems, problems where only one number is provided and the context is vague can create confusion about how the problem should be approached.
He could maybe work through more challenging example problems, just to make the homework a little easier to follow and break down.
Provide more homeworks – in the beginning of the semester we were getting weekly homeworks but then they dropped off and we haven't had any for weeks.
Assign more homeworks so I can check my understanding
homework assignments to reinforce concepts, give more practice. More than fine with them not being graded, but found the few we did have to be a good supplement to the resources on github
More engaging examples instead of multiple classes of just deriving equations
I think that some more visual examples would be helpful (like the videos of turbulent and laminar flow were really interesting and helpful).
Walking through some longer and more in-depth problems would be very helpful.
I wish he was more involved in the class. I think him teaching 4 sections of statics put this class at the bottom of his list which is a small shame because I really was interested in the class.
Offer more notes, practice exams
I think it would be cool if there was a project in the class where the students would have to use concepts from fluid mechanics to build or simulate something.
I'm not sure if this is something that Dr. Barry can do or if this is an administrative decision, but I also think that it would be more beneficial to the students if this course was structured similar to how industry is. So, more of a project based structure.
I believe in less derivations. This is because I believe many people don't want to/care to listen to derivations because they aren't necessary to know for the test. You can still explain how the equation works with deriving it and if students still want to see the derivation, they can go to office hours. I believe examples are much more helpful to my understanding of the clas.
More practice problems
More Homework or practice problems similar to his exams
N/A
Give us more homework assignments and quizzes because we didn't get very many at all.
Make the homework a bit easier or do more examples in class
I prefer the way Dr Barry teaches
I'd like if assignments were more consistent.

Comments
Provide more examples explaining the proper assumptions to make in RTT. Or perhaps show the end result equations for each scenario to at least help students understand where they went wrong. Studying for the second midterm was difficult as a result (it's esp different from most other courses which is why it can be abrasive for students who are used to utilizing core equations rather than developing them for each scenario).
He could advertise his exam prep better.
More example problems
Not fall too far behind on material throughout the course of the semester.
Spend less time deriving equations like RTT and Navier–Stokes and more time using them in examples. Also, make the tests look more like the practice tests or vice versa. It is somewhat difficult to study for a test that looks nothing like your given study materials (ahem, second midterm)
provide more varieties of examples that would help us understand the concepts better
More example problems; either in class or posted. I also would like consistent homework assignments. We haven't had an assignment for Navier Stokes yet and I wish we had at least something that would help increase my understanding of it throughout the course of learning it.
Learn methods to accommodate multiple learning styles; particularly for students with mental and/or learning disabilities
All his lectures are very very fast-paced. I would appreciate it if he would slow down every once in a while and help us learn the content. He had a few times where I thought the Top-hat homework/quiz things were very helpful. I do, however, wish he would lead us through those a little more.
More in-class, step-by-step problems.
Provide more resources outside of lecture.
The instructor could have gone over a few more examples in class.
Include more of the concept questions in tophat in class questions
Maybe more quickly go through derivations and spend more time on examples
Return exams so we can better understand mistakes we made and learn from them.
Consistency on assignments, there was a large break in getting any assignments this semester, and for many students that could cause them to put the class on the back burner and grasp material less.
doing practice problem more instead of introudcing concepts more
try to keep on schedule with homeworks. felt like I learned the last 3rd of the class in 1 week and no homework assigned
Possibly include more motion or three dimensional, visual examples throughout the introduction of new material or on assessments.
I feel like the instructor could simplify concepts a bit more (instead of assuming we know what everything means). With hard topics like the ones in fluids, oversimplification of the concepts wouldn't hurt.
More practice material, the GitHub was a LITTLE sparse
N/A

Do you have any other information that you would like your instructor to know?

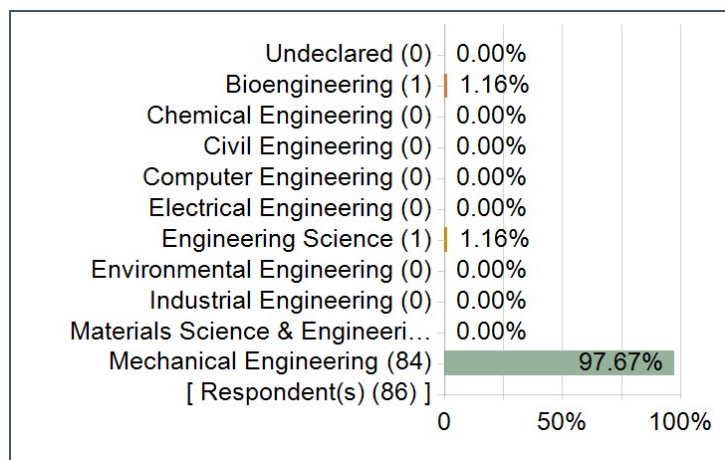
Comments
N/A
Exam 2 hurt
No
Fun class
I can't wait until the day when I never have to have you as a professor again. Yes, I chose to take this class because I know I will learn at least something from one of your classes, but my opinion still stands. I really despise deriving equations that we will never need to know how to derive. Like I said before, your humor really upgraded from statics 1, maybe because we aren't fresh out of freshman year and you don't despise us quite as much.
no
No further information.
Lectures followed a logical progression and were easy to follow along with. Also Tophat is a FANTASTIC resource to use so students can go back in the slides when they need extra time to copy notes down – I wish every prof did this
See ya in thermo

Comments
Good semester Dr Barry. Merry Christmas/Happy Holidays!
Not really
I felt far less prepared for the second midterm than I did for the first. If the two tests were the same difficulty, I believe my score for the second midterm would still be lower than the first.
Great class!
na
no
N/A
I appreciate that you care about your students and make even the most mundane content fun and interesting. The videos that what you talk about in class are amazing. (ie: firefighter hose)
no
no
When I have to take a class for my degree and Dr. Barry is one of the professors available for that class I try to take his section
N/A
N/A
N/A
I enjoyed students having a say in whether we cover topics that might typically not be taught in the course (i.e. CFD)
none.
It would be helpful to receive grades back quicker, especially for the midterms.
thank goodness there was no project
I really loved this class! It might have been my favorite this semester, so thank you for that!
n/a
Give more homeworks and make the exams like the homeworks
Not at this time
None
nope.
has done a fantastic job and really made me feel like i got the most out of the class
Grades quiz harshly
not really
Dr Barry is the most inspiring professor I've had at pitt so far. The classes might be challenging but I feel like I appreciate the material more whenever he teaches and overall he is just a caring professor I.
I like your class don't be so sad I had a good time.
Great class – I'd love to take more advanced fluids or CFD–related courses with Dr. Barry.
No
None
Continue being an enthusiastic professor, there aren't many left.
næv'jeɪ stouks
N/A
Please seek therapy, and if you are, find a better therapist
I don't necessarily think it was fair of you to make the first exam 'too easy' and make the next very hard. I think you set a reasonable expectation throughout the first half of the course and the first exam reflected that. You shattered everything, however, with the second exam.
N/A
n/a
no
the exam is strange
CFX stuff seemed unnecessary for our tight schedule. not enough time spent on navier stokes
Great instructor.

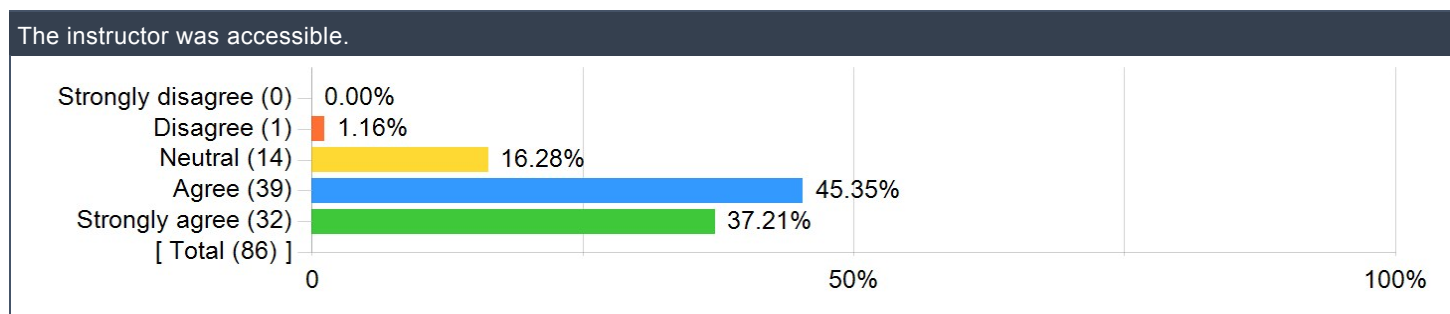
Comments
I think Dr. Barry is great. Thank you for this semester.
Not really, just keep doing what you're doing
N/A

Swanson School of Engineering Questions

Please select the major you are enrolled in. Check at most 2 programs. If you are currently a freshman or an undeclared major, select your anticipated major from the list (or select Undeclared if you are unsure).



The instructor was accessible.



Please provide advice to future students: What could you have done to improve your learning in this course?

Comments
Just pay attention in class
Understanding the where equations came from and when they can be applied, not just how to use them
Definitely get used to memorizing the long equations used in class and know what each term means, as it helps speed up the solution process. The book is also minimally used.
Utilizing TA assistance more frequently wouldve been useful
Do practice problems and make sure you understand all the assumptions you make for any given problem.
To improve my learning in this course, I might have really considered switching to the other section when I had the chance. Although not sure how the other professor was, so I would tell future students to really consider mechanical engineering at Pitt to begin with. As far as improving learning, I could have read the book maybe. Or gone to office hours to fill in holes missed in class.
Attended more office hours and tried more textbook problems to further clarify understanding. After trying additional problems ask to check and review with TA. Ask professor specifically what will be on midterm.
Attend office hours occasionally.
Look at examples in the book as well as homework assignments. The more frequently you encounter a topic, the better
Go to every class. One miss class will set you back more than you know.
Pay attention in class
I could have taken advantage of the office hours available to me.
Don't get too confident after that first exam. The second one is much worse.

Comments
I would have participated in class more and done so earlier. Assistance is easy to seek and I wish I had done so earlier when I was struggling
Participate in class. Don't be afraid to raise your hand to answer a question.
Go to class and listen.
Lecture is good, always go to lecture.
Use the text more
do your homework and dont be afraid to ask clarification questions in class
Just go to every class and do every homework on time.
Ask questions!!
Always do practice problems!
Make sure to focus on learning the concepts of the material and not answering assignment questions.
pay better attention during class
Reviewed the notes the day after I took them. Been more organized with my notes and assignments so I could review more efficiently.
DO NOT GET BEHIND. Course moves quickly but is not bad if you keep up
There were several assignments I didn't do and that was a mistake not just because of the grade, but because Dr. Barry's assignments are a good to for studying
Read the textbook
Attend office hours
Talk sooner when struggling.
Place more emphasis on the conditions required to use certain equations. Seek more difficult problems in the book.
Work through the logic of all in class problems several times to understand the exact process.
don't skip classes ,try to take note before coming to class, ask questions, go to office hour as often as possible
Attend office hours and form a study group. This course is much more manageable if you work with other people.
Do more work outside of the assigned stuff.
Spend more time outside of class learning and really understanding the formulas
midterm 2 was significantly more difficult than the first, prepare accordingly
Talk to Dr. Barry, he doesn't bite and is very helpful
Look to textbook for example problems
Doing more practice problems and reading the textbook examples is always helpful.
Start the homework assignments as early as you can so that you can address any questions you might have. Also, look at the Github page for the course to get extra practice problems and exams.
DO THE HOMEWORKS
Take all the notes you can
Definitely ask a lot of questions and go to office hours if you're confused
Just go to class and follow along and you will be fine.
Don't be afraid to ask questions in class
Go to class and do homework
go to office hours, take good notes
Make sure no simple mistakes in work or else docked a lot of points
Do more practice problems
Go to class. You get a lot of important information and tips from Dr. Barry about the course.
His Github is fantastic
Go to office hours with the TAs if you need help – they are very available.
I should have attended more outside of class meetings and office hours
More practice problems
PAY ATTENTION IN LECTURE
Do homework earlier to decrease stress while working on helpful examples

Comments
Review the main concepts and read the book if you can. The main concepts behind the equations are just as important
Take good notes. Do as many practice problems as possible.
I would do more practice problems. Advice would be to stay on track and make sure you fully understand all homework problems and other example problems when you go through them.
Try to attend office hours and get to know him (: Also maybe form a study group
Take your time to really understand the homework
look through previous years homework assignments and exams on github
Read the textbook.
Make sure you go to class every day. Try to understand what each part of the equations means instead of just trying to plug and chug away.
Do the homework ahead of time and go to office hours
Make sure to reach out to the professor as soon as you have any questions
Go to office hours if you're struggling with a topic or homework problems.
Attend office hours, do the GitHub worksheets
attend more
read the text
Become more fluid with applying learned concepts to new material or during an assessment. Practice previous material regularly throughout the course.
I would probably do more textbook problems to understand how someone else approaches the same problem.
Practice and read and know every term of each equation by heart
Catch up on previous math courses

Engineering Undergrad Courses

Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	86	3.93	0.73
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	84	3.90	0.74
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	85	4.04	0.78
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	86	2.91	1.23
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of global, cultural, and social factors (i.e., sustainability principles).	86	2.78	1.28
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	85	2.74	1.29
Your ability to effectively communicate verbally with a wide range of audiences.	86	2.62	1.27
Your ability to effectively communicate in writing to a wide range of audiences.	85	2.61	1.24
Your ability to recognize ethical and professional responsibilities in engineering situations.	86	2.77	1.26
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	85	2.80	1.31
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	86	2.76	1.31
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	86	2.69	1.21
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	86	2.59	1.23
Your ability to develop appropriate experiments.	86	2.84	1.23
Your ability to conduct appropriate experiments.	86	2.71	1.26
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	85	3.54	0.98
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	86	3.81	1.01

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	85	4.44	0.76

Details

