

Project Title: **2231 - Teaching Survey Fall 2022**Courses Audience: **91**Responses Received: **79**Response Rate: **86.81%**

Report Comments



Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have [resources](#) that can help with interpreting your teaching survey report.
- [Schedule a meeting](#) with a teaching consultant who can help you interpret your results and develop a course of action if necessary.
- In the future:
 - ◊ Discuss, teach, and model [giving meaningful feedback](#) with your students.
 - ◊ [Request a midterm survey](#) of your course and give students multiple opportunities to practice giving feedback.

[Contact OMET](#)

University Questions

Summary table

Scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5)

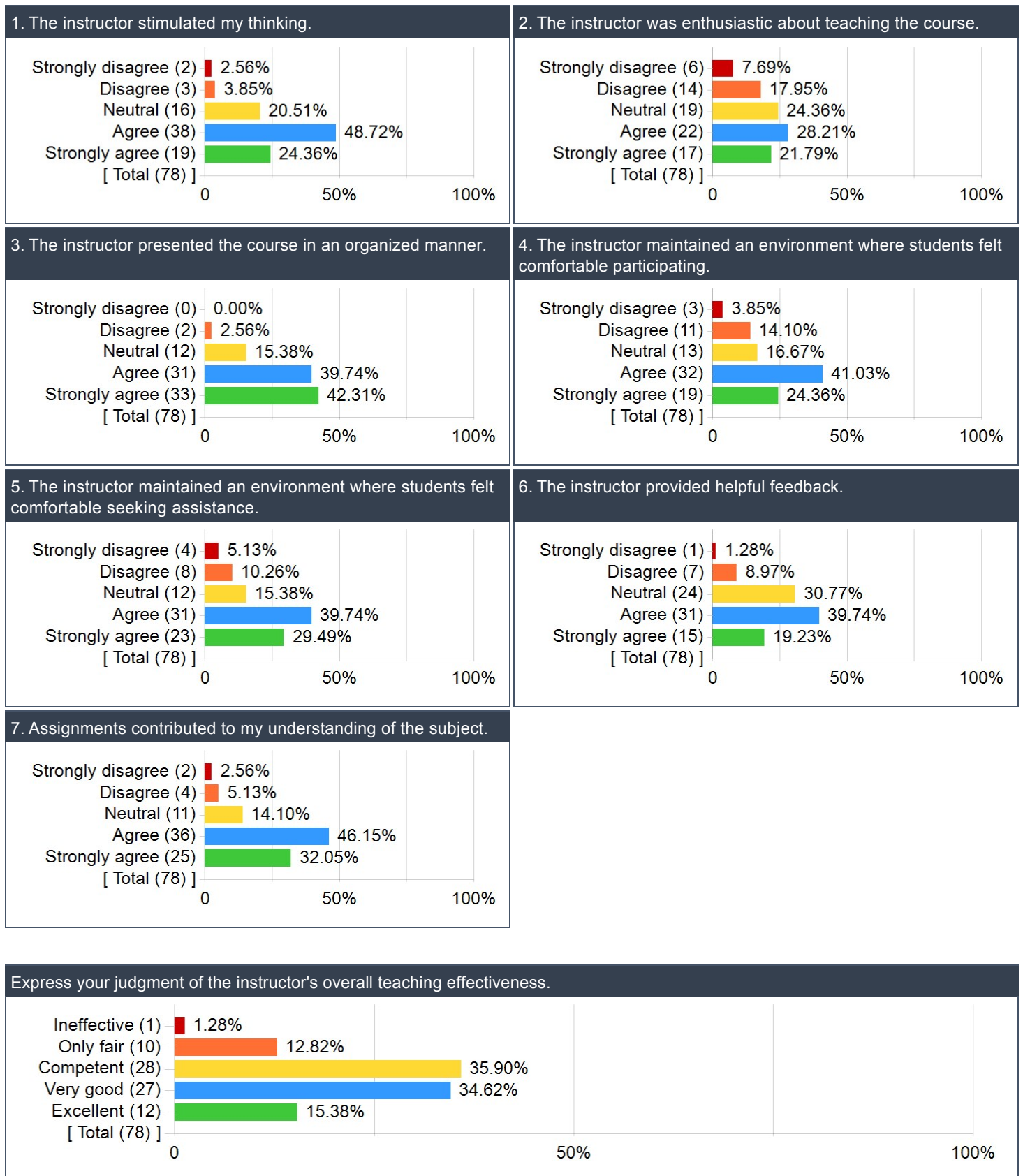
	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
The instructor stimulated my thinking.	91	78	85.71%	3.88	4	4.00	0.91
The instructor was enthusiastic about teaching the course.	91	78	85.71%	3.38	4	3.50	1.23
The instructor presented the course in an organized manner.	91	78	85.71%	4.22	5	4.00	0.80
The instructor maintained an environment where students felt comfortable participating.	91	78	85.71%	3.68	4	4.00	1.11
The instructor maintained an environment where students felt comfortable seeking assistance.	91	78	85.71%	3.78	4	4.00	1.14
The instructor provided helpful feedback.	91	78	85.71%	3.67	4	4.00	0.94
Assignments contributed to my understanding of the subject.	91	78	85.71%	4.00	4	4.00	0.95
Overall of All Questions	637	546	85.71%	3.80	-	-	-

Overall effectiveness

Scale: ineffective (1), only fair (2), competent (3), very good (4), excellent (5)

Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	91	78	85.71%	3.50	3	3.50	0.95

Response breakdown



Comments

What did the instructor do to help you learn?

Comments
Lots of homework which made it easier to follow along
The instructor helped me understand physics concepts in a different manner than in Physics 1 and 2. It helped me utilize more of the concepts to static objects and to real life scenarios.
Students had homework of textbook reading before class that readily prepared me for class.
The instructor provided materials with the information that we should know.
Dr. Barry spread out the content of the class pretty well and he went through a lot of practice problems in class which made it easy to learn the material.
Explain the material.
all the work we did helped me to understand the content for class work or for the quizzes
The examples in class were the most helpful. The textbook Dr. Barry created that we used I also found to be an effective resource.
Dr. Barry presents a class that you will learn in if you do a lot of work. I think every assignment is given with purpose and does contribute to a strong understanding of statics.
top hat system was pretty slick
Tophat textbook was organized and helped me to review information. Bridge project gave me some hands on experience with building and applying knowledge to real life.
I like the flipped classroom way the course presents the material. It allows me to work through and learn about the topics at my own pace.
did a lot of examples in class and showed how things applied in real world scenarios, stressed why they are important in real life not just analytically
Worked through example problems in class and answered questions from previous assigned reading.
Having us learn the material before coming into the class is absolutely necessary. It is very important especially with this class to have an understanding of the material before we went in. He was always there to help if you just asked for help. It is a tough class with a lot of material and he made that known from day 1.
The class being flipped definitely helped with my understanding of the material. In class we were able to ask questions that were confusing instead of relearning things we already knew.
Hands-on project to utilize physics we learned in class
In class examples of application of topic covered in the notes.
Utilized the top hat software well and provided solid examples and worksheets to help us understand
I liked the flipped classroom so more time in class could go towards examples. There were also plenty of examples to practice.
Taught us the course. Good Job
Would go over helpful examples in class.
Lots of assignments and online resources
I liked how it was a flipped classroom and we had a week to complete quizzes, homework, and class work
He taught some valuable lessons about engineering in general, but sometimes the content on statics was lacking.
We learned through videos he recorded which helped to get a basic understanding of the topic.
The class structure was effective in helping me stick to a schedule with the course, meaning I could practice and study on a regular basis to maintain and better my knowledge of the course material. Going over more difficult problems in class was helpful for showing good methods to solve problems and allowed students to ask any needed questions on the topic.
provided lots of online easy accessible videos textbooks pages and in class worked through problems that were available to review any time.
The instructor provided us with a variety of resources and example and practice problems. There were lots of ta office hours.
moments
Give in-class examples.
The instructor helped me learn how to tackle engineering problems in the real world through examples in class and not just made-up problems that don't exist.
lots of materials posted, tons of office hours

Comments
Multiple stages of learning and reviewing material
Dr Barry helped me learn the concepts of the class, including how to set up equilibrium equations and how to set them up in matlab to make them easier to solve.
Provided helpful in-class problems and worked through them thoroughly.
The class was entertaining. He found a way to take a fairly boring subject and make it interesting. Class time was not wasted watching a lecture, but was a chance for us to ask questions and see a quick example of the work before having to solve problems on our own.
Explained problems.
Examples in class, but not directly teaching the material
He gave applied examples of the work we were doing in class.
Pre-class videos and examples during lectures really helped my understanding of course material.
The flipped lectures work really well for me. The in-class examples were different enough from the flipped content to not be super straight forward, but they still weren't overly difficult.
Video lectures
Presented material in different forms and more than once.
Completed many examples in class in a very easy to follow manner.
Example problems that explain the different parts of an equations and the steps to solve it
He had tophat have just about everything
Whenever I asked for help I always got excellent feedback. Multiple great resources were provided.
Made me feel comfortable in class and would come up to every student and asked if they understood the material
The online videos were useful in my learning
Used a flipped classroom method of watching lecture videos and doing textbook work before class, then reviewing the material in class
lecture outside of class and examples in class
The instructor went over the difference between shear and shearing stress in extensive detail, which was very helpful to my overall understanding of the course.
Dr. Barry is a very entertaining lecturer.
I thought Dr. Barry was excellent in providing examples that helped my understanding of the course. I also felt like the Top-Hat textbook was excellent and gave strong and consise informtation and was one of the few textbooks I felt was worth reading. I also felt like the quizzes were challenging, but ultimately fair and easy if you understood the material. Finally I think having a project to build a bridge is a very good way to apply the knowlege we gained throughout the semeser.
Dr. Barry offered a variety of office hours and did a good amount of examples in class.
Lots of in class examples that solidified my understanding of the lecture material
Demonstrations were a good intro to new concepts or applications of statics (the questions gone over in class).
Went over problems in class.
Repetition of materials
The office hours were beneficial and nice that there were a lot of options for office hours. I thought the questions in TopHat were helpful as well as going over more challenging problems in class.
I really enjoyed the format of his course and appreciate the time he spent making the text we used. Was far better than a typical textbook
The instructor as well as the TAs provided many opportunities to attend office hours for help. I appreciated the in-class worksheets at the end of the lecture to be able to reinforce what you just learned during lecture that day.
Did in-class examples that helped reinforce the concept presented in the textbook. Also, while it was tough to keep up with, the required book participation before each lecture really helped me stay on top of the material. Furthermore, the in-class worksheets were also very helpful for some hands-on practice with the concepts
Top Hat is really useful.
He helped me learn statics in more of an applied way, which I think really helped me learn the subject.
There were plenty of examples.
The tophat book was well written.

What could the instructor do to improve?

Comments
Be less arrogant
The instructor could allow the students to look at the problems in a class a little longer to allow them to understand the problem first. Also, the instructor could break out the students into groups first to work on the problems then come together to work on the problem. This way, we are not just copying down answers just to have them, but to understand the problem as we are working.
I don't know
The instructor could improve by teaching information in class instead of relying on tophat and us teaching ourselves. The instructor could also improve by teaching using examples that will be relevant to what the students will be tested on. If the example problem is the most basic problem you could think of and the quiz problems are way more difficult material that we've never seen how are students supposed to do well.
I think some of the online lectures or readings were a bit vague with how they talked about the topics, so it would be helpful to make some of the online material more clear or detailed as it is the first place students see the material.
Go more in-depth.
I wish that he would tell us things about what were learning instead of just teaching it to us. Like why it is important to understand this content etc...
I know no one loves statics, but he comes off as a little condescending at times, which isn't always inviting.
Dr. Barry is not the most welcoming person to come to for help. He offers all of the things necessary to succeed, however he doesn't always come off as helpful and instead condescending. I personally would have appreciated a friendlier work environment.
make the final project due on the last week of class
The Latex/Overleaf writing was pretty confusing and time-consuming for me since I never had experience with a platform like this.
I would make the assignments, especially the homework graded on effort rather than correctness.
seemed like we sped through some difficult topics, possibly introducing the bridge project a bit earlier and still have lectures leading up to the final so give more time for some topics
Prepared us for what the final exam actually is. What topics we can expect to see on it, what difficulty of problems we will be asked to solve, any kind of study materials. Also most of the class was just "read the textbook and figure it out for yourself", none of the actual learning happened in lecture.
The biggest thing that he could improve upon is fully explaining things. Often times we would be going through examples and I would have no clue how a number got there for it was not specifically part of the equation. He expected us to just know why that was there, which was not the case.
I would ask top hat questions at some point during class that are traditional, time-constricted questions. Also, it would have been nice if the bridge building was further away from finals, since a lot of students didn't attend the bridge breaking due to final exams.
start the bridge project early since the term start
briefly cover material at the beginning of class since the lectures are online
Provide a little bit more information on the final exam
Instead of clicking through slides in the video notes, slow down the examples and be very explicit in the thought process. My biggest issue is knowing where to start, so something like that would help.
Have examples at the end of each section just to go through in our own time
I didn't like the class being the student teaches themselves and the teacher only really helps when there are questions.
Tophat is hard to use to review with, and lectures were not all too helpful
give more time to work on class worksheets
Could spend time in class more effectively. I found the videos boring and generally unhelpful as they were just read word to word from the PowerPoint slides. If concepts were explained in more detail during class I think it would help students dramatically.
The lectures are video recordings of the professor, and the textbook is also created by the professor, so the material is very redundant. I would find it helpful if the textbook was not also created by the professor. If I do not understand a concept in the lecture videos, reading the textbook rarely provides assistance because it is usually explained the same way as it is in the videos because they are both created by the same person – the professor. I would also find it helpful if the professor provided more example problems. Even if the problems aren't required, it would be helpful if there was somewhere that students could practice problems on their own.
More difficult examples in class or provide additional practice problems could make for even better understanding of the material.
improve handwriting on things posted online, maybe spend more time on in class examples as opposed to worksheets
There were times in which the lecture materials were not posted until after actual lecture which made the flip format difficult to learn from.

Comments
being less condescending
Give more in-class examples.
The instructor could go over some central concepts taught by the lecture videos in class before answering questions or going over problems.
make more difficult questions for in-lecture examples, don't repeat questions that were done in HW
Dr Barry could take more time to explain material in class, I understand the need to have students master concepts outside of class but I think it would be more helpful to do more problems on the board rather than one and then handing out worksheets to do on our own. we can do that in the form of our homework.
Maintaining a positive classroom environment in which students are encouraged to participate without being intimidated.
Be more friendly to students.
The class was taught in a light that was towards MecE and as a BioE I needed a little more explanation.
I would have liked more practice problems, even if they weren't graded.
n/a
Dr. Barry could provide more detailed feedback on our quizzes as to eliminate any question of what was done incorrectly.
More visual aids or real world examples would help the students fully grasp a topic.
More problems or a collection of statics problems that are easier to access. I don't really know what I need to do be able to do for the final, and I can't really refer to the examples since they are so scattered and hard to go through on tophat after they've been answered.
Enthusiasm
Provide more practice problems for us to do on our own in order to grasp a concept.
N/A
restructure the order of how things are taught. i did not learn or understand new parts from powerpoints and videos but I did learn from in class examples and from asking Dr. Barry questions
Tophat was a lil goofy at times so maybe rely on it less? idk
I have no complaints.
sometimes it would be hard to find when and where office hours would be for the TAs
The in class examples I felt were pointless and didn't improve on my understanding compared to the videos
More example problems worked out by hand. The lecture videos were hard to follow at times and I felt like I could use more worked out examples like the ones during class. However, i did like how class time was set up (questions first, example problem, and team worksheet). Maybe just post more problems on canvas in video style that are worked out by hand instead of a powerpoint narration. But also keep the powerpoint videos as these still helped with understanding. Also, while i think the bridge project was a useful way to apply what we learned, there could be more guidance with it like solidworks/matlab
provide more content to lectures outside of class
Possibly consider not doing all of the notes on TopHat, it makes it more difficult to read.
Provide more practice for the final exam
The only issue I have had with the course is that my bridge group's schedules didn't line up at all. I think it would have been best to include a schedule analyzer in the catme surveys.
Dr. Barry could try not to play favorites. In class he will only talk to select students and it comes across as him having favorites.
more practice with the content aside from the homework and quizzes
Refocus the course on teaching core physics. Too much info was irrelevant to non-mechanical engineers, and some assignments assumed knowledge of structures, engines, gears, or other mechanical objects.
Not use so many team worksheets, use the time to solidify each topic instead of just doing one problem that is able to be done moderately vs a harder problem that would be more helpful with instruction that we would have to complete ourselves.
I feel as though requiring less assignments to be completed would benefit the students. It seemed like there were too many assignments with all of the lecture video questions, assigned reading questions, worksheets, homework problems, and quizzes.
Expand office hours, provide more options for makeup work/bonus
N/A
Be clear about what he wants. Is not clear about assignments enough to grade as hard as he does.
I'd appreciate it if more time was spent actually teaching the concepts in lecture. The flipped classroom setting is tough to keep up with at times with four other classes on top of this. Additionally, I'd appreciate it if a practice final was released before the final so that we can gain a better idea of what the final will look like before the real thing.

Comments
Clearly doesn't like teaching this course. Has a sarcastic attitude that makes me never want to ask him a question. My friend said he has resting "your stupid face" which is funny and accurate. Some questions on certain quizzes were a little out there, but for the most part they were fine. However, grading for the quizzes was rough. To fix maybe make each one worth more points so more credit can be given.
Possibly more graded work, like practice final exam problems.
none
Maybe do more in-class examples if there was extra time.

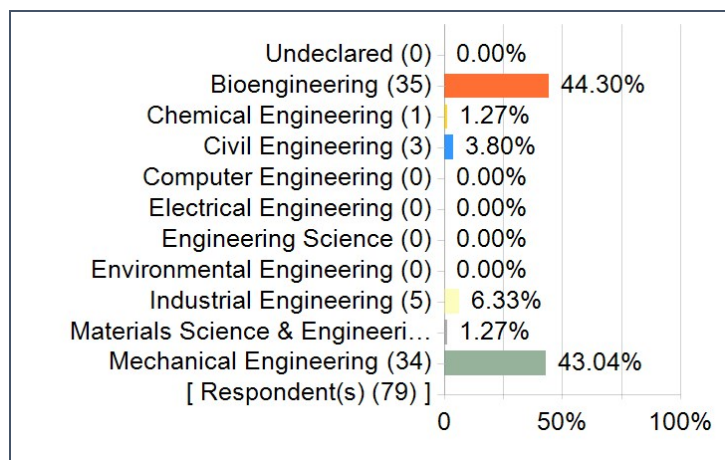
Do you have any other information that you would like your instructor to know?

Comments
I do not have any other information.
It's difficult to learn the information when you don't fully teach it to the students.
No.
none
No.
no
n/a
I thought that you made the course easy to understand for bioengineering students.
i would attend wills office hours most weeks and he was very helpful!!
nope
I love how this class is structured . The grading is fair, and the set up of the assignments and quizzes are just what you would expect going into a class like this, and there are endless opportunities to get help.
None.
interesting class
N/A
Nah
I know you have the potential to be a very good professor, but it's evident that you don't enjoy teaching statics and don't try your hardest. The flipped classroom structure gives this class a ton of homework, it's not difficult work, but it's very time-consuming. I also think that doing problems on our own during class wastes everyone's time and it could be better spend reinforcing the core concepts.
no
no
no
Some of the information of the bridge project was difficult to find such as strength values which made the more important parts of the project more difficult to complete.
no
At times the classroom environment felt hostile because of unnecessary passive-aggressive comments made toward students. Comments usually were condescending or forced participation, which can be extremely anxiety and stress-inducing for some students. This as a whole would make students less likely to participate as a fear of being ridiculed or humiliated in front of their peers.
No
N/a
n/a
All in all, Dr. Barry was a very effective teacher who puts his heart in his work.
Statics is really boring, but the bridge project did help make it more interesting.
N/A
N/A
I think I would have learned better if before class I was given just variables and equations with a definition of what they were, but I wasn't expected to know how to use them until class. Then I could see how the variable and equations were used in class and ask

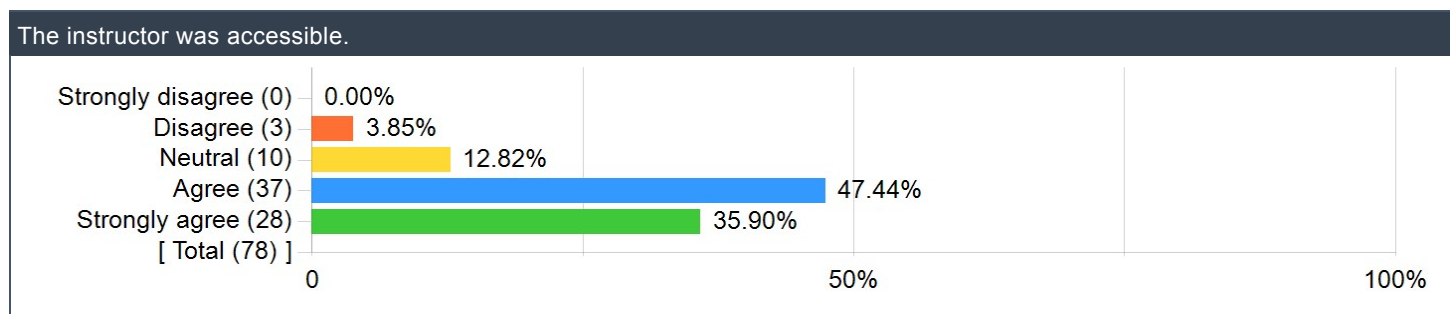
Comments
questions when I am confused
na
none
I love when you bring your dog to class!
N/A
The aggressive lecture on working hard and course rigor midway through the semester was a blindside to students like me, and I assume the majority of the class, that haven't raised any complaints (I assume that's what drove it). You could have been much more level-headed or handled that on an individual basis, because it ultimately alienated the class and wasted our already limited class time.
I liked the class it just was a ton of work due every day so it was somewhat hard to keep up with
N/A
I think the format of the course this semester was refreshing compared to the standard engr sophomore type class and it helped me learn many valuable skills that I wouldn't that received otherwise.
You need to be more clear with your expectations for assignments. I have no problem putting in the effort but I feel like a lot of the time you expect us to know all this very specific stuff and then get offended when we complain about it later on. I knew the semester was going to be like this after the first quiz when I got points taken off for "not assigning the question" on grade scope. I've never had an instructor before in my life that would consider this an appropriate grading criterion and then I come to find out after the third submitted assignment I've been losing point for no reason that assesses my understating of the tested course content.
Secondly, I think it was unfair to make no mention of the final exam details at all up until literally a single sentence at the bottom of an email two days before Monday. telling us what we need to study or even posting practice material as is so common would have been nice. Especially since we have not had any midterms in the class I feel like I have not been made aware of what I should know beyond 9 quizzes. Side note — not a huge deal but I found it amusing: you go on and on the whole semester about how you design the course to represent what our real world careers will be like and the value in doing so but then don't allow equation sheets? That seems kind of hypocritical; everyone in 2022 has access to any equation they would possibly every need with by a few taps with their thumb.
Ultimately, I like how you taught the course and any complaints made are meant to be constructive . I intentionally enrolled in both of your sections next semester and look forward to them.
I really appreciate the obvious amount of effort, in particular the text, you have put into making the best environment for your students to learn as you could.
Thanks for a great semester!
I think this course is set up very well. The Top Hat with all the examples, readings, and in-class assignments are good. It is really just his attitude that makes me not enjoy this class.
N/A
no
Shadow is a cutie 3.14.

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 go to office hours if you have an hour to spare
For future students, take the videos on canvas seriously because that is your notes. Reference the videos as well as the book because there are various examples that are useful. Also, utilize the TA's because they are very helpful when a concept does not make sense. There are plenty of office hours that they have. I could have worked on more examples to better understand the concept.
Always do the textbook reading before class
I could have taught myself the information earlier on in the semester, and I could've found a way to better keep track of all of the due dates for this class.
Make sure to pay attention in class and learn how to do the different types of problems by yourself as it will help out a lot on the quizzes and tests.
Study more.
I did all of the pre-class and post-class work, and all of the homework and quizzes so maybe if I paid more attention in class I could've gained a little more points here and there.
Do practice problems and keep up with work. Reach out if you need help.
I think not letting an intimidating professor change your perception on their ability to teach..
Start overleaf early, don't wait till the last moment to work on it. It's better that One teammate write the report and one learn the code and code it in Overleaf.
Work through as many problems as you can and make sure you ask questions in class.

Comments
go to office hours early!! dont wait until your behind and try on the top hat questions it helps with making the lecture much more undertsandable
Take the assigned reading and video problems seriously even though you get a grade just for participating. Those problems are pretty much the only way to check if you know what you're doing other than the quizzes.
There are a lot of equations and lots of material. Keep up with everything. Do all the homework assignments and participating points to the best of your knowledge. When you do not understand get help. Do not just sit back when you get lost, which will happen at somepoint.
Definitely review the material every night, and watch all the videos the weekend before it's taught in class.
watch video before you went to class
Take notes/write down formulas to refer back to when doing homework.
Read the book before class
Always read the book. Sometimes I skipped it because of other work but always go bad and read it over when you have time.
Go to office hours if you need help.
Work harder
I would make sure that they are understanding the material instead of choosing random answers for class participation
Make sure you're actively reading the homework
Stay up to date with the readings and lecture videos and complete them before the lectures
Make sure to go through example problems in the textbook and watch over lecture videos to make sure you know the techniques for solving homework and quiz problems that are more difficult.
Stayed on top of things more and really review everything
Work with someone in class on the in class worksheet even if you don't know anyone people are generally willing to work together. If you don't understand anything go to office hours, the content builds on itself so it is important to clear up confusion as soon as possible.
work in class examples
Try your best to keep up with the course load even though it is tough at the pace it is given.
Make sure to take your time to review the videos and go over problems and understand how to do them. Also read the textbook. This class just requires a lot of practice.
students need to stay on top of work and must attend office hours. If you are struggling you will only improve if you go to the office hours.
Really try your best to learn the material through the Tophat and Dr. Barry is really not as scary as he appears, but he won't let you see the good side of him until the end of the semester.
Take detailed notes on the readings/videos before class and write down all the problems done in class.
I would have started attending office hours earlier. Dr. Barry and all of the TAs were regularly available. There is no need to struggle with a problem or get it wrong on tophat 5 times. If you put in the work outside of class the class will be easier and more enjoyable.
Stay up to date on material.
Only worry about the video lessons, class time is not very helpful
Go to office hours, they definitely help you understand material if lectures left you confused.
Do stuff on time and ask for help when you don't understand what's going on. Statics is not that hard if do an example or two.
Stay at the pace of the assigned work
Stay consistent with material throughout the semester and do all of the tophat examples.
N/A
ask lots of questions and go to office hours
Do work on time
Office hours are really helpful. It is important to take the top hat feedback seriously, it is really helpful.
Go to TA for quizzes
Review topics throughout the semester
Redo problems worked out in class immediately following class or within a week of that lecture. Stay on track with the flipped classroom to avoid getting behind. Ask questions. Utilize other resources such as youtube to get more examples
read the textbook
Do the work he assigns you.

Comments
Just make sure you keep up with the material and read the book.
Read through and take notes on the TopHat units on time. Also go to office hours for help on the quizzes!!
practiced more and attended office hours
Don't get overwhelmed by the vast amount of course materials. The notes posted to Canvas every week are 20 pages of slides of filler with actual info (equations and applications) that could fit on two slides. The first half of the semester is more Physics 1, and the second half is bridge stuff (just a type of problem not mathematically complex, though computationally complex (get used to MATLAB).
Re read the assigned readings and try to find a way to do practice problems.
I couldn't attend prof barry's office hours because I had lab, but I could've utilized other TA's office hours more during the course
Do not skip over the problems in the textbook and take notes from the readings. Don't expect all the equations to pop up in class it is predominantly doing examples and the initial part is doing the reading.
Cant speak for how Dr Barry used to teach statics, and if ratemyprofessor is anything to go off of, it was quite different, but this semester was quite enjoyable and as long as you show up and put in full effort not expecting to be given an A you will receive one nevertheless and learn somuch more because of it. Also I find his dry sense of humor very amusing
My advice to future students is to take your time with the assigned readings and write down notes. Listen to all the video lectures and complete the homework and quizzes with a good amount of understanding and if you need help reach out to the TAs as well as Professor Barry during their office hours.
I could have gone to office hours more and started assignments further in advance. I ended up working on homeworks often the night before they were due, which led to me not being able to get some of the problems right and thus my grade being negatively impacted.
Show up to class and do all the assignments. Include units on your quizzes.
Go to office hours!!
I could have used the professor and TAs as better resources when I didn't understand the content.
Try to get help when lost. The TAs and Dr. Barry himself are often available.

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.	78	4.04	0.83
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	78	3.69	0.90
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	78	3.86	0.82
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	78	3.38	1.06
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).	78	3.15	1.19
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	78	3.27	1.14
Your ability to effectively communicate verbally with a wide range of audiences.	77	3.13	1.17
Your ability to effectively communicate in writing to a wide range of audiences.	77	3.18	1.14
Your ability to recognize ethical and professional responsibilities in engineering situations.	78	3.41	1.01
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	78	3.12	1.18
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	78	3.12	1.13
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	78	3.95	0.91
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	75	3.99	0.94
Your ability to develop appropriate experiments.	78	3.55	1.09
Your ability to conduct appropriate experiments.	78	3.54	1.08
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	78	3.91	0.98
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	77	3.99	1.01

Diversity and Inclusion

