Fall 2021 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1050 - Lecture

Project Title: **2221 - Teaching Survey Fall 2021**

Courses Audience: **54**
Responses Received: **53**
Response Rate: **98.15%**

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.

Creation Date: **Thursday, January 06, 2022**

University Questions

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

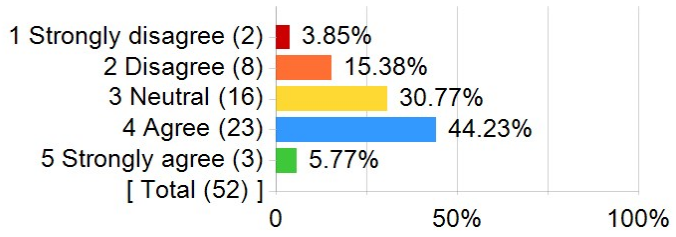
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	52	3.33	0.94
The instructor was enthusiastic about teaching the course.	53	3.23	1.05
The instructor presented the course in an organized manner.	53	3.64	0.98
The instructor maintained an environment where students felt comfortable participating.	53	3.55	0.97
The instructor maintained an environment where students felt comfortable seeking assistance.	53	3.42	0.97
The instructor provided helpful feedback.	53	3.38	1.06
Assignments contributed to my understanding of the subject.	52	3.77	1.02
Overall	-	3.47	1.01

Instructor's overall teaching effectiveness

Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	53	3.09	0.99

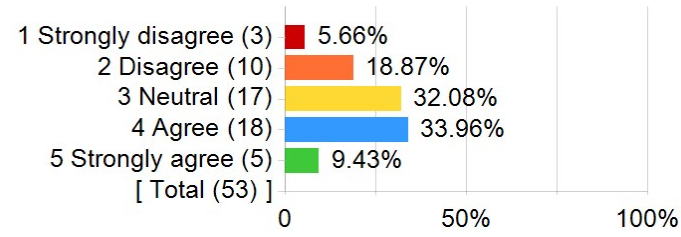
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.



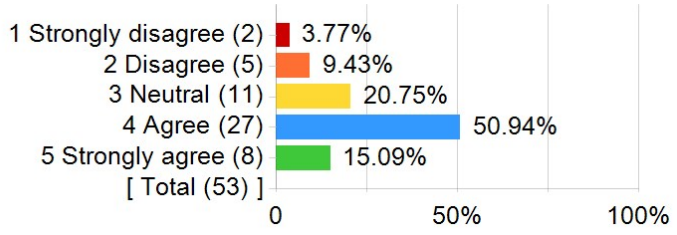
Statistics	Value
Invited Count	54
Response Count	52
Response Ratio	96.30%
Mean	3.33
Median	3.50
Mode	4
Standard Deviation	0.94

2. The instructor was enthusiastic about teaching the course.



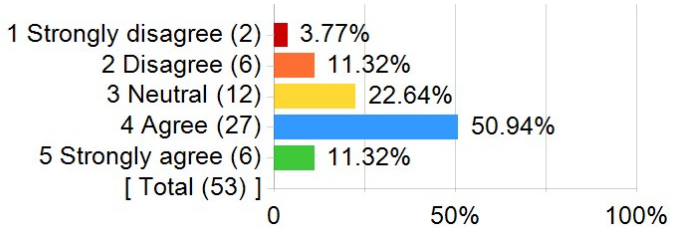
Statistics	Value
Invited Count	54
Response Count	53
Response Ratio	98.15%
Mean	3.23
Median	3.00
Mode	4
Standard Deviation	1.05

3. The instructor presented the course in an organized manner.



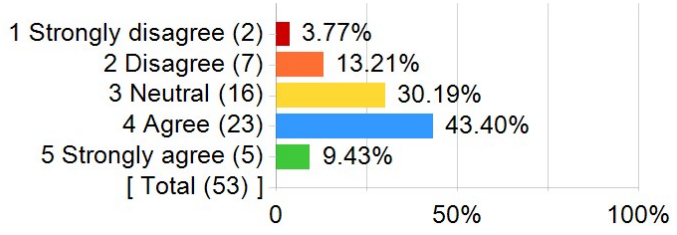
Statistics	Value
Invited Count	54
Response Count	53
Response Ratio	98.15%
Mean	3.64
Median	4.00
Mode	4
Standard Deviation	0.98

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



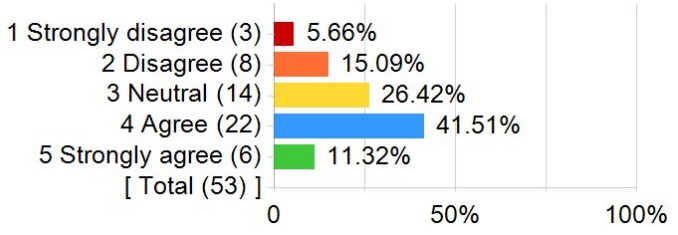
Statistics	Value
Invited Count	54
Response Count	53
Response Ratio	98.15%
Mean	3.55
Median	4.00
Mode	4
Standard Deviation	0.97

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



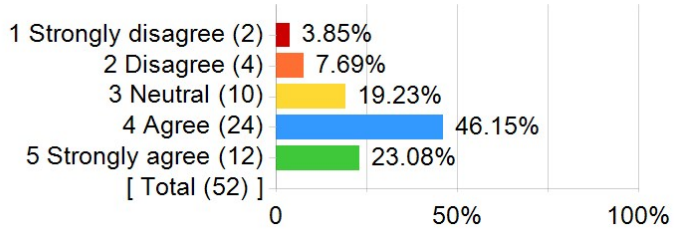
Statistics	Value
Invited Count	54
Response Count	53
Response Ratio	98.15%
Mean	3.42
Median	4.00
Mode	4
Standard Deviation	0.97

6. The instructor provided helpful feedback.



Statistics	Value
Invited Count	54
Response Count	53
Response Ratio	98.15%
Mean	3.38
Median	4.00
Mode	4
Standard Deviation	1.06

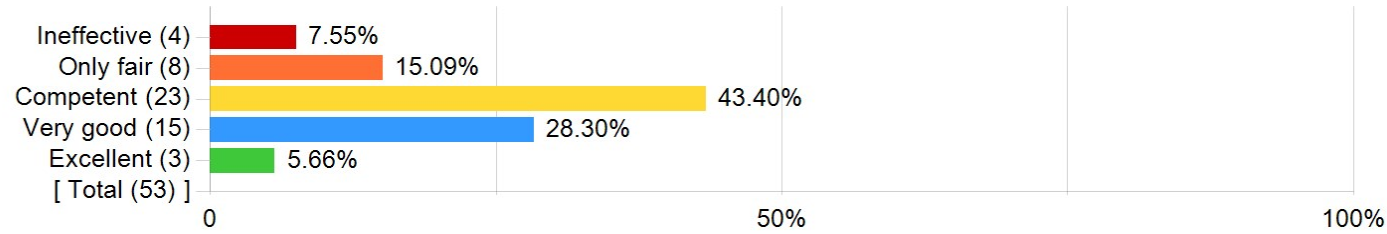
7. Assignments contributed to my understanding of the subject.



Statistics	Value
Invited Count	54
Response Count	52
Response Ratio	96.30%
Mean	3.77
Median	4.00
Mode	4
Standard Deviation	1.02

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
Made resources available both on Canvas and in person
the homework he assigned helped my overall understanding of the material
Solidified my understanding of forces in 3D
The lecture videos where a good length and a good resource. The in class example are also useful.
I really liked the asynchronous component to the class, I liked being able to come to class knowing what we were discussing and just being able to practice
I like the consistency of the work shown on the in class examples because it makes the work easy to follow when studying.
gave lectures
He recorded lectures.
Give good hw
Providing explanations for problems both inside and outside of class as well as in class problems. Having lots of varying problems helped to better cement concepts.
He had in class work sheets and homework/quizzes that all helped understand the topic.
Good in class examples.
In class examples were helpful and a great way to apply lecture material.
He had a decent understanding of the material and coursework. He implemented a reverse lecture format. There were not enough examples and practice for several topics. (Though the book provided some for certain topics) He used a truss project to improve our understanding of the material. Though in concept it is a good idea and I did feel that it helped with understanding the material, the implementation was bad. The project document was far too vague and sparse on details. Pictures in the document would have been very helpful for providing more information and making issues clear. Considering how much of a visual and hands–on project this is, pictures are critical. Even just one photo could have provided so much information.
Better understanding of statics
Tophat resources allowed for good examples and references to both learn from and refer back to later on in the class.
Provide lecture videos before class days, provide many homeworks to assist us in learning and provided other examples to work with.
I liked having access to in class notes/slides and being provided with examples.
gave tough problems on the homework so the easy stuff was really easy.
Examples in class and in–class team worksheets
Oh Dr. Barry, it takes some time to get used to your sarcastic personality, but once you become sarcastic back it makes it a lot easier. All in all I thought the way/organization topics were presented was very very easy to follow. I also appreciated the exams having multiple parts per question, the partial credit saved me. I have always loved physics so I did find the information interesting and actively wanted to learn the subject. The homework questions, in–class worksheets, and quizzes were also very useful when studying. Your personality is approachable once you get used to it and I always felt comfortable with asking for help when I needed it. Office hours were also very helpful.
He had us ask questions before starting every lesson and made sure to show an example problem for each section, which I thought was helpful.
gave video lectures
The instructor furthered my learning in the area of statics.
He made modules that the students had to watch before class.
Engaged in class assignments, promoting assistance when needed and answering questions.
Dr. Barry worked on many examples to help display the process of solving these problems.
by giving us a lot of examples to help us solve the homework problems
practice problems
Reviews before the midterms are helpful. I liked how the teaching style was right to the point.
He gave good homeworks that went over the course material as gave me a better understanding of it.

Comments
Work through examples and allowed for us to test our learning in class.
He covered and assigned many homework problems and was easily accessible whenever I needed a question answered.
His lectures were very organized, providing lots of practice through TopHat to help master the material.
Working through the in class worksheets with peers was pretty helpful.
Was actually pretty helpful in explaining when we were actually doing practice problems in class, but that wasn't very often.
He assigned in class worksheets and some good homework assignments to help me learn.
He worked through examples which always help me.
In depth in class examples were a huge help in understanding what we werw learning, taking us through it step by step.
Reposting the homework with the correct answers was very helpful and giving us the previous year's midterms with walkthrough answers with a paragraph explaining it was a life saver.
The instructor did examples in class.
Flipped learning helped me to begin to understanding the material before coming to class, and then he would further explain the concepts to complete my understanding.
He helped me to think outside the box when solving the very complex problems that he assigned.
Assign lots of problems and go over difficult problems in class
Having lots of practice problems was not pleasant but it was extremely helpful. Also, the class explanations were very thorough. I also really appreciated being shown things like MATLAB code that both makes solving problems more efficient and is helpful beyond the context of statics alone.
Giving examples in class is the thing that helps me most, and Dr. Barry gives plenty of examples every class, so I would say this was his most effective method. He also gave real life examples to problems, and this helped for visualization quite a bit.
Dr. Barry made it pretty simple to understand the basic concepts of what was taught through the flipped format of the class.

What could the instructor do to improve?

Comments
Upload completed examples from the lecture notes on Canvas or in the lecture in the first place, give examples in class that are the difficulty of the homework/exam, work through frequently missed homework questions in class, teach us more about bridges/how to use solid works/how to use latex if you're going to assign a project that is heavy on all those things
give us more resources to prepare us for the exams and make them not as long so that we have a chance of finishing them
A few more basic examples during class before getting into complex concepts
Give us study sheets or another resource to better prepare us for exams. I also think more guidance on how to use software or more examples would have been useful for the Bridge assignment.
Dont mess with the due dates of assignments, making things due at noon when everything is usually due at like 5 is messy, especially having it due right after break.
The self deprecating comments, negativity towards Pitt, and sarcastic jabs towards the field of engineering and students pursuing it are unnecessary.
be more engaging and caring
Change his approach and attitude towards student, provide a more welcoming environment.
Give more time for the project
I think it would be helpful to go over the in class assignments in class, it would help to reinforce the learning and assure that students understand the material before tackling the homework.
Had the videos/video questions prepared for all lectures.
Provide more in depth solutions to in class examples/homeworks/quizzes so they can be used as a study resource.
This class felt disorganized and as if we were a second thought. Homework was never posted on time, we stopped having quizzes and it was hard to predict what would be coming next in terms of assignments. Lecture video questions were sometimes there sometimes not and the last video lectures are not on the youtube channel.
He could take a less negative and pessimistic attitude towards students and most parts and aspects of the class and stop making weird comments about various things including students. He could stop making negative and pessimistic comments about Pitt's administration, the class, and his students. He could make sure that his notes and materials have less typos and mistakes. This does not require manually reading through everything. For example, the final text product of the slides could be easily copied into word, google docs, or Grammarly (or some other software) and a quick, cursory scan that would take less than 5 minutes per set of slides would reveal the vast majority of errors. In Top Hat, incorrectly set answers, typos, issues with significant figures for answers,

Comments
and mistakes in questions were very frustrating. He could assign more relevant homework questions that help students learn more from the homework. This especially true on questions that required written response. It appeared that they were graded arbitrarily due to the lack of feedback. Written questions also tended to have convoluted instructions. In addition, the instructions provided too little guidance and information about both the questions and grading. A partially correct response should have still received some credit. (More than just participation credit.) Administration of tests was harsh and instructions were unclear.
Nothing – good professor
Often distribution of class materials seemed unorganized, having the flipped classroom kinda depended on the distribution of resources.
Expect a little less from students, as some may have a very hard time getting up to speed on the subjects. Sometimes assignments were demanding.
The homework problems and in–class worksheets were sometimes more difficult/involved than examples we did in class.
organization and just being consistent
More examples like exams, integrating multiple concepts into one problem. Harder questions are expected for exams, but we also need a couple examples like that to get some experience in solving them in a timely manner. Also, I believe the timing of the exams and project should be scheduled better. To have a midterm, final, and project all within two weeks in addition to other classes is a lot. The book also isn't the most helpful. It does have a couple worked examples but not a lot of examples for practice. Unless I approached using it wrong, there isn't many with answers in the back to compare.
TopHat and its strange accepted answers made completing the homework difficult in some instances. Providing step–by–step to homework questions and quizzes would also be greatly appreciated so that we can see what we did wrong or if there is another way to go about a problem that we never thought of. I also think that it would be better if we started the bridge project earlier in the semester so that we have the ability to go back and revamp our design as we learn new topics. It would also help to have more real–life examples/videos/demonstrations so that it is easier to visually see and understand the topics being presented.
I definitely learn better in person than with videos, so I would suggest teaching more in class as much as possible (taking into account we only meet once a week) rather than relying the initial teaching to be over video.
be less difficult on exams
I personally do not like the flipped class method.
He could give more structure on the bridge project and could help students learn the software he requires us to use for said project (the bridge project).
Maybe not be as self–deprecating
I think he could improve his lecture structure and notes.
Nothing
do class examples that are more relevant to the homework
Tophat HW took so long
He could do better at creating a more friendly environment. Sometimes the way he teaches makes it feel as if we are already expected to know the material with an indepth understanding when we just learned it.
Give more emphasis on the teaching portion and maybe not rely so heavily on student replies as it kind of derails the class and makes it harder to fluidly learn the material.
I feel like he did a very good job at teaching and keeping the class engaged.
The difficulty of the midterms with no sense of forgiveness for doing poorly on them in unreasonable. An average on midterms of <60% is not "Good" as Dr. Barry said it was.
I was not a huge fan of the flipped class. It have been nice to do more lecturing in class. I also wasn't a big tophat fan; I'd prefer a worksheet where we have to write out all of our work and get feedback on our process, not just the final answer.
Man, I really just hated the flipped lectures. The two or three last weeks where our section got normal lectures instead of videos, it was so much easier. Also, if we're going to do practice problems in class, we should actually spend more time on them instead of spending so much time on an in class together example, which is time better spent on just lecturing.
He could be a little more helpful when it comes to questions. I am not comfortable asking questions in this environment it is somewhat hostile if you are unsure of what you're doing.
Maybe try to slow down and give out solutions to homework so I know what I have done wrong.
Stronger emphasis on teaching the different types of stresses/strains, how to find them, what they are. I know it was a flipped class but I wish a larger portion of the class was spent learning this.
The instructor is already very helpful, there's nothing more I'd ask of him. I don't think the class is going to change as he already

Comments
found a way he likes to teach the course.
The instructor could make more of an effort to seem like he enjoys teaching and wants students to succeed.
Continue the challenging homework problems, but reduce the amount of ones that take hours to complete.
I think that maybe the instructor could provide more problems in class that match the level of difficulty of the problems on the exam and quizzes.
Space out major assignments. midterm, final, and project in two weeks
Releasing homework/quiz solutions after the due date would be super helpful. It would be really useful to be able to see the explanations for tricky problems so we can better understand how to efficiently approach them and see the logical explanations. Also, having your TopHat notes available after class would be helpful.
I don't really care for the videos very much, they just seem dry at times and sometimes jam packed with info. Also the amount of HW and quiz can be a bit much, I got a lot of other stuff to worry about. So doing 55 statics problems is not exactly enjoyable.
I think it was a large jump from the lectures to the in–class ws's as well as the hw. I would of appreciated if Dr. Barry spent more time explaining how to apply the concepts to the more challenging problems.

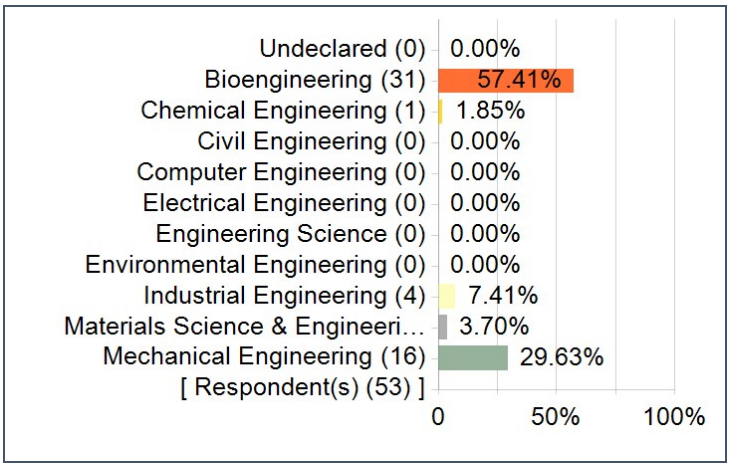
Do you have any other information that you would like your instructor to know?

Comments
Putting youtube videos on the assignment document is not an effective way to teach solid works. Also, the constant comments about how much you hate Pitt are weird and a bit uncomfortable
nope
I am not a fan of the flipped classroom but Dr Barry did a good job organizing it
I think some more instruction would be helpful when it comes to the final project.
this class confirmed my decision to switch my major
This class was the most painful experience I've ever had.
no
No.
no
n/a
no
no
He was very personable, down to earth. He did not act as if he was a stranger teaching to a class and would relate to students.
Have a more positive approach to the subject and teaching overall. I get it sucks, probably a lot, but students just want to learn. The lack of desire to teach the subject, let alone be there, creates a negative atmosphere for students, especially those who probably only took the class because it's required.
The 2.5 hour night class actually wasn't bad. It made it so much easier that I could watch the lecture videos on my own time and only have to go to class once a week. I felt I learned just as much that way than I would have actually being in class 3 times a week.
N/A
no
The videos sometimes were difficult to follow. Sometimes I needed to rewatch the videos just to have a basic understanding.
N/A
Overall, I enjoyed the class
no
He needs to keep on doing great work
no
I think flipped class made it harder for me than if it was a normal class.
N/A
Thank you for being pretty cool.
See you next year for Electrical Circuits and Statics 2
I appreciate your passion of the subject.

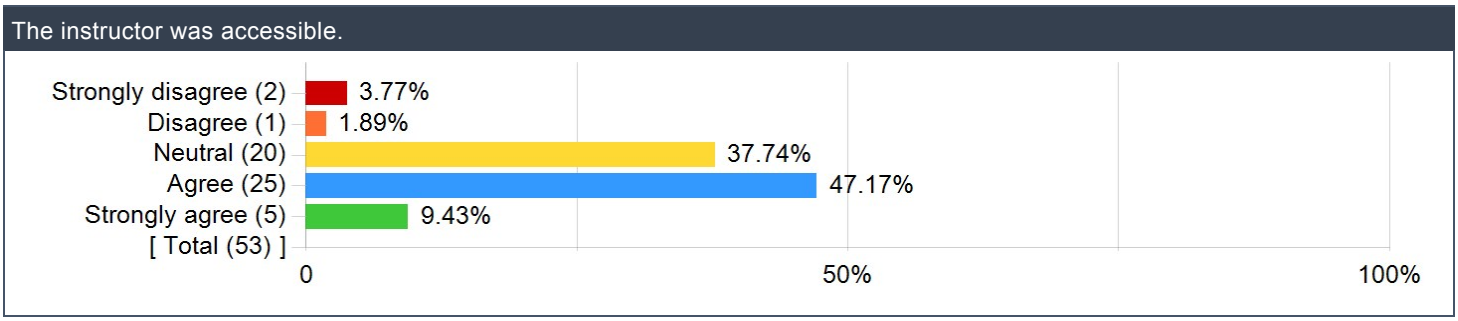
Comments
For the end of semester project, it would be really cool if you could add a BioE related project as an option. Maybe it could be to approximate the stresses and strains in bone while weightlifting (it could be nasty but developing a model for stress dependent on the angle or height of the weight could be interesting). This could also lead into an equilibrium type question where we'd have to find/approximate the forces and moments generated by muscles to remain in static equilibrium. I know this could get really messy to accurately model, but I feel like we have the tools to at least generate pretty good approximations and write a good technical report.
Ditch the flipped lectures, and people aren't going to be as bored
i think youre kind of mean.
Project felt rushed and we didn’t have enough time to properly complete.
This class went from 0–100 real quick. I started out comfortable and became hard in a matter of one week. While eventually I did figure things out and adjusted, it was a shock to the system that made it hard to want to do my statics work at the time.
n/a
N/A
I can see that you're genuinely trying to be relatable and engaging. However, I think the tests and your reactions to them are a little unfair. Designing the tests so that your calculations need to be immediate and flawless doesn't really give us a fair chance to show what we know. You could know and understand the material well, but if you write slowly or need a minute to think of the solution, it's going to be difficult to get down the best answers we can produce. It's also a little discouraging to be given a test designed to be difficult to finish on time and then be told that we're disappointing for our scores. I will say that I really appreciate having more than just a few exams and a final contribute to our grade. The project, homeworks, etc take some pressure out of the exams and make it easier to practice and stay on track as the course goes on.
Erie number 1 city
I think the flipped class worked for the most part in terms of this class (especially only having it once a week).In general, I enjoyed how the class was administered and I would personally prefer this format as opposed to how the other sections have class.

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
Do the homework, watch/read the materials on canvas if you don't get something, etc. Nothing groundbreaking just make an effort I guess
spent more time teaching myself information from the book and doing those practice problems
Make sure you understand the team worksheets
I would have started studying further in advance and found more people to study together with.
Its not bad if you just come to class having like glanced at the weeks materials.
Keep a running list of equations, variables, and steps for each type of problem. Don't cram for exams.
focus in class
I could have tried to pay better attention in lecture.
Ask about the project earlier
Practice the material, I know that I did not do much more than the homework assignments and definitely needed to put more time in to preform better in the class.
Make sure to pay attention to the in class assignments, they are the basis for all of the other problems.
Gone to more office hours when confused about a problem.
Take time to fully understand all the hw problems and redo them before the exam. Try a couple challenge problems from the textbook and attend office hours.
I would have asked more questions. I would have done more book problems. I would have taken a different professor.

Comments
Definitely keep up with work, start assignments ahead of time.
Review lecture videos more often and do practice problems at least two times a week to refresh yourself. It is hard to catch up when you are still trying to learn the previous subject.
Cheat less on the homework, it's hard for a reason. Go see the TAs and use office hours.
I would have utilized the book more, with what I could take from it at least. I would also have started watching youtube and other videos earlier in addition to redoing some homework.
Do many many example problems! It will help you a great deal if you fully understand a topic and are able to apply that knowledge to any problem you are given. Also don't be intimidated to ask questions. Dr. Barry is extremely helpful and approachable, even if it may not seem like it at first.
Specifically for the 1 class per week/night class, I recommend doing a little bit everyday rather than cramming it in the day of/day before as having the class only one day a week makes it seem appealing to do that but it's definitely not fun.
study alot
Do not get behind.
Don't procrastinate on the bridge project, make sure you spend lots of time understanding the homeworks.
Staying on top of the concepts better would've been beneficial. Practice problems extensively for the midterms.
More practice problems
completing TopHat work on time
study
Watch the flipped videos.
Make sure to do the in–class worksheets
Focus more on learning from the videos and make sure to always watch the videos and attempt to teach yourself a decent bit too.
Ask a lot of questions and do some extra problems from the book to help you master the topic pretty easily.
Ensure to complete all homeworks to your best abilities. They are the most similar to the exams as possible.
Go to office hours, make sure you watch the videos a good bit ahead of lecture to have time to digest it, write down any questions you have during the videos so that you remember to ask them during class
Engineer4Free is a life saving video resource. Watch them a lot.
Watch the lectures. don't speed them up. you're not as smart as you think you are.
Do the homework to learn topics
Office hours and learning the content as it comes, not waiting until before exams.
If you don't took at the previous most challenging homework problems throughout the year for each test, it is going to be rather difficult.
I should have taken more detailed notes from the provided videos.
Don't wait until the day before, or the hour before, class to take notes/watch the videos for class. Do it before class to where you have enough time to not rush and understand the material.
I think that it is important to get ahead of the homework and quizzes by going regularly to office hours to get help on those problems and build understanding.
Read the textbook and do all assigned questions
Find some kind of study buddy, and if there's a class group chat and you have questions, use it! You'll have a lot of people who can help explain things in different ways, and you'll get more confident explaining topics to other people.
Stay on top of the info, super easy to get behind. Ask others for help when you need it.
I would truly try to understand the basic concepts so that you can apply them when the homeworks get assigned. Waiting until the hw can get very frustrating if you have to learn everything at the time.

Engineering Undergrad Courses

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

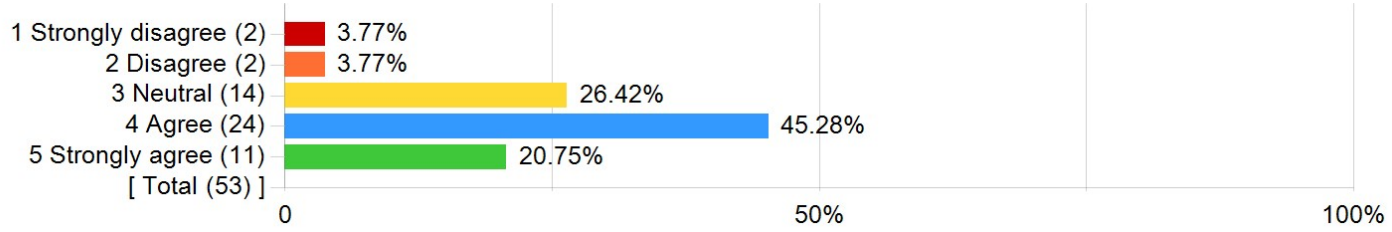
Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	53	3.53	0.95
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	51	3.22	0.97
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	51	3.51	0.99
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	53	3.15	1.01
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).	52	2.50	1.06
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	53	2.43	1.05
Your ability to effectively communicate verbally with a wide range of audiences.	53	2.51	1.09
Your ability to effectively communicate in writing to a wide range of audiences.	53	2.66	1.06
Your ability to recognize ethical and professional responsibilities in engineering situations.	53	2.75	1.21
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	53	2.51	1.22
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	51	2.51	1.07
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	53	3.47	0.87
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	53	3.53	0.93
Your ability to develop appropriate experiments.	53	2.81	1.11
Your ability to conduct appropriate experiments.	53	2.77	1.15
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	52	3.27	1.10
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	53	3.36	1.00

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	53	3.75	0.96

Details

The instructor creates an inclusive learning environment for all students.

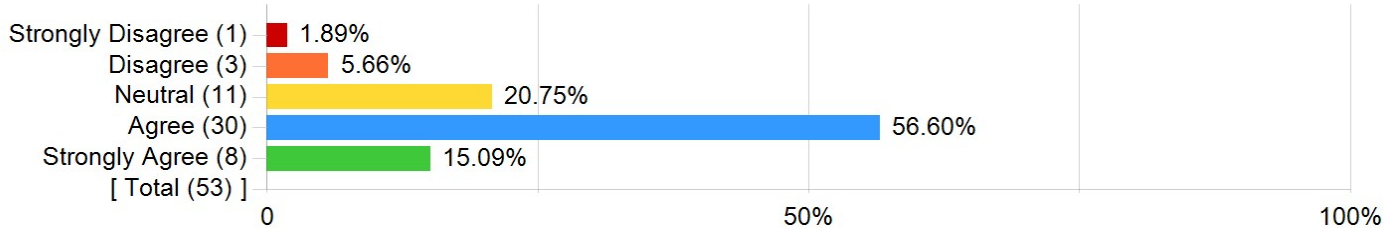


Statistics	Value
Invited Count	54
Response Count	53
Response Ratio	98.15%
Mean	3.75
Median	4.00
Mode	4
Standard Deviation	0.96

Personalized Questions

Classroom activities made a valuable contribution to my learning.

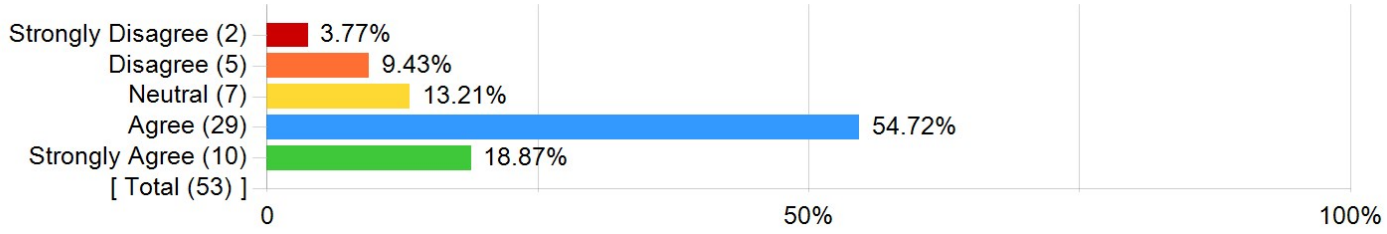
Classroom activities made a valuable contribution to my learning.



Statistics	Value
Mean	3.77
Standard Deviation	0.85

The directions for the use of online materials were clear.

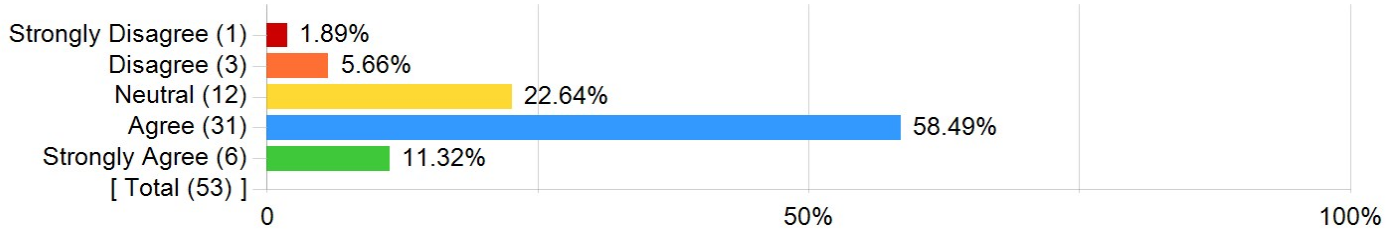
The directions for the use of online materials were clear.



Statistics	Value
Mean	3.75
Standard Deviation	1.00

The online course materials were easy to use.

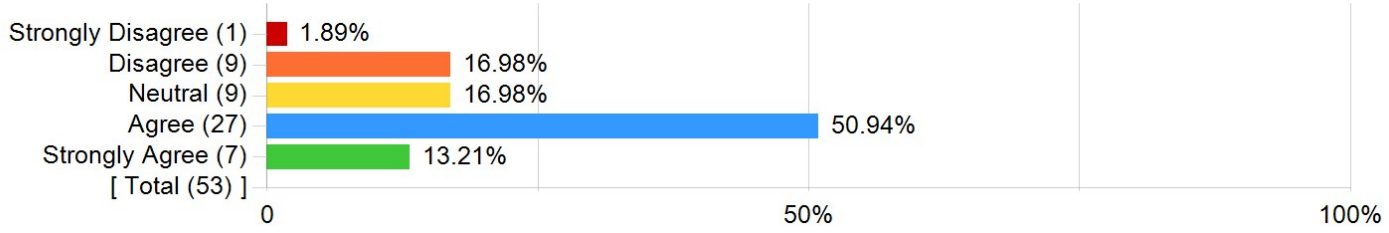
The online course materials were easy to use.



Statistics	Value
Mean	3.72
Standard Deviation	0.82

There was an adequate amount of online course materials available to meet my learning goals.

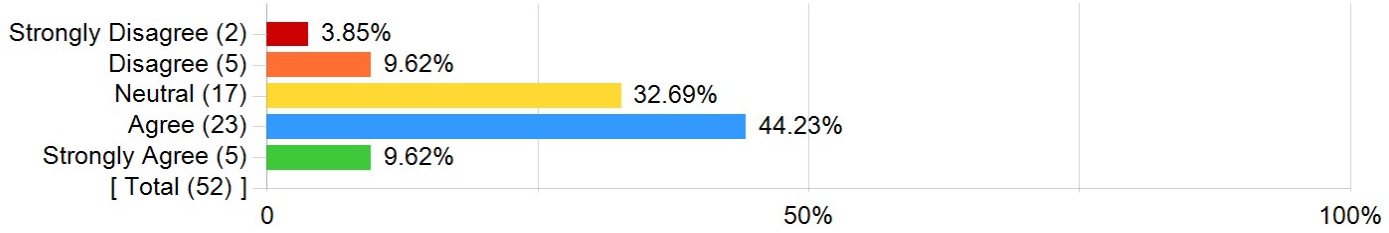
There was an adequate amount of online course materials available to meet my learning goals.



Statistics	Value
Mean	3.57
Standard Deviation	0.99

The instructor facilitated a sufficient level of online interaction.

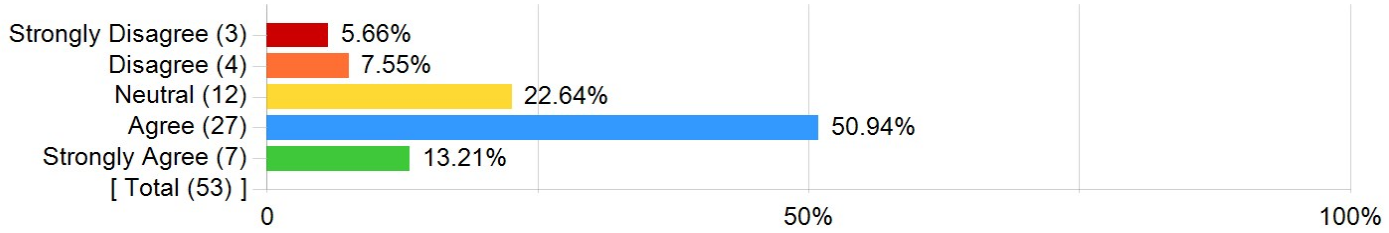
The instructor facilitated a sufficient level of online interaction.



Statistics	Value
Mean	3.46
Standard Deviation	0.94

The online interactions contributed to my understanding of the course content.

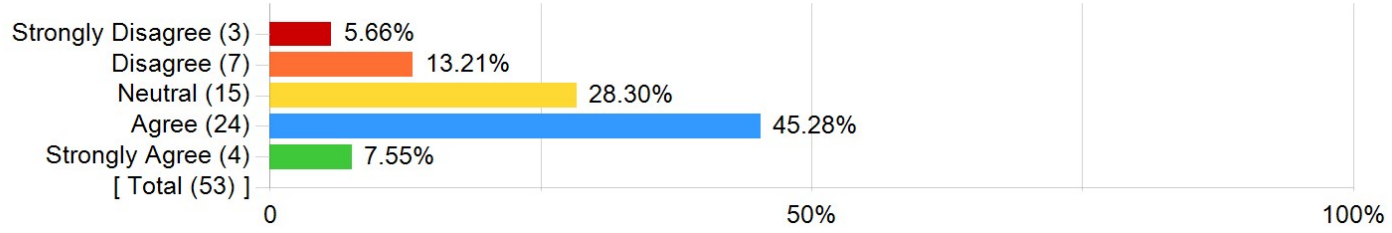
The online interactions contributed to my understanding of the course content.



Statistics	Value
Mean	3.58
Standard Deviation	1.01

Overall, I was satisfied with my online course experience.

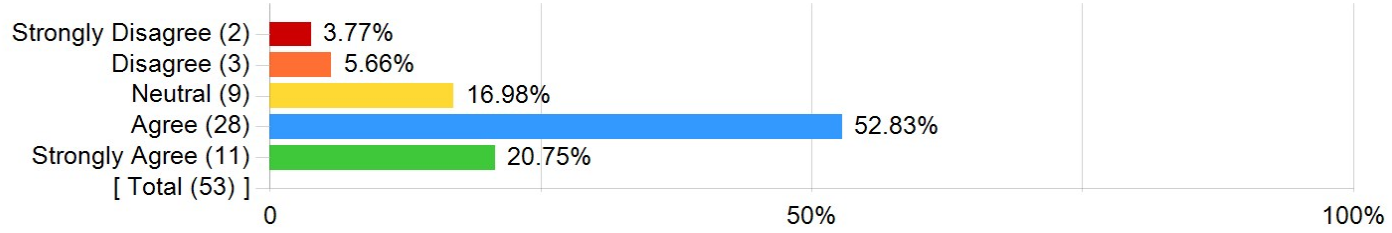
Overall, I was satisfied with my online course experience.



Statistics	Value
Mean	3.36
Standard Deviation	1.00

The instructor was well prepared for each day's class.

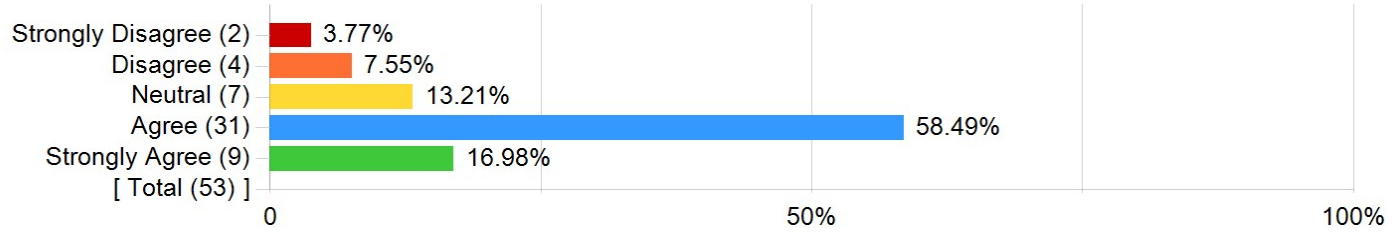
The instructor was well prepared for each day's class.



Statistics	Value
Mean	3.81
Standard Deviation	0.96

The instructor clearly explained the course objectives.

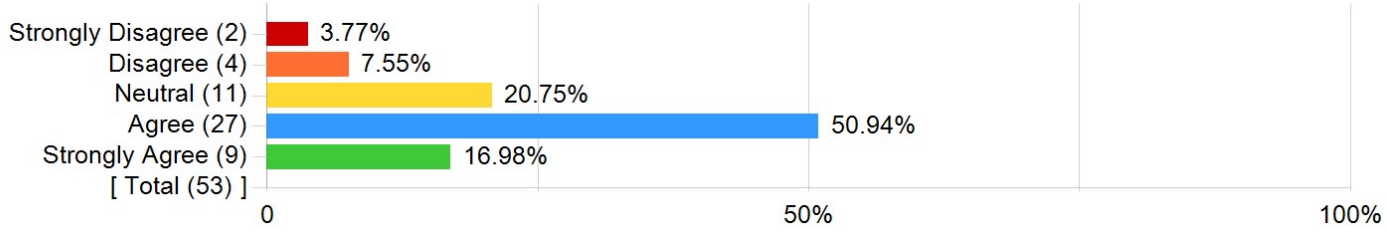
The instructor clearly explained the course objectives.



Statistics	Value
Mean	3.77
Standard Deviation	0.95

The presentations provided a meaningful learning experience.

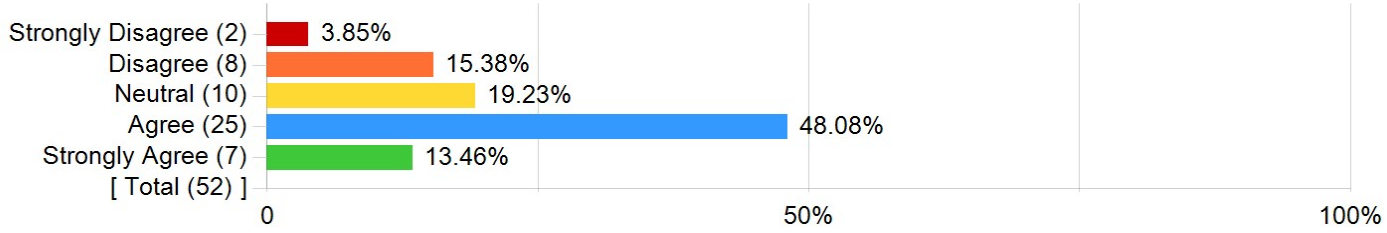
The presentations provided a meaningful learning experience.



Statistics	Value
Mean	3.70
Standard Deviation	0.97

The project(s) provided a meaningful learning experience.

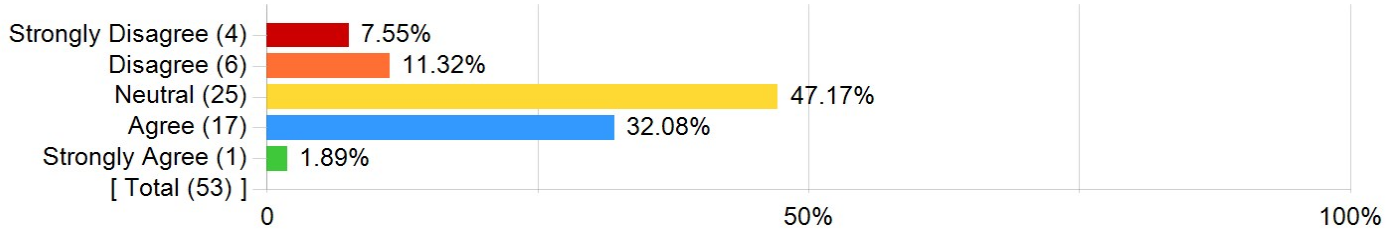
The project(s) provided a meaningful learning experience.



Statistics	Value
Mean	3.52
Standard Deviation	1.04

The readings contributed to my attainment of the course objectives.

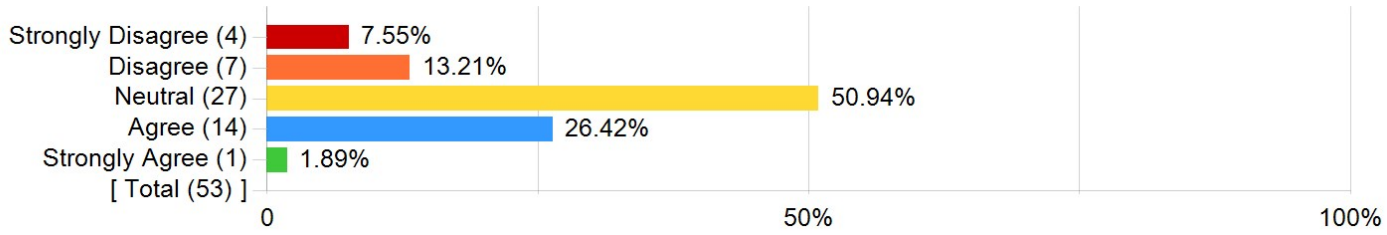
The readings contributed to my attainment of the course objectives.



Statistics	Value
Mean	3.09
Standard Deviation	0.90

Recommended readings made a valuable contribution to my learning.

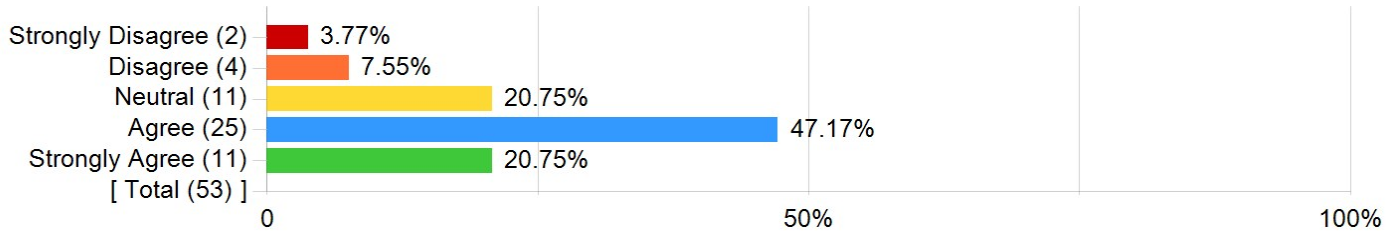
Recommended readings made a valuable contribution to my learning.



Statistics	Value
Mean	3.02
Standard Deviation	0.89

Group work contributed to my understanding of the course material.

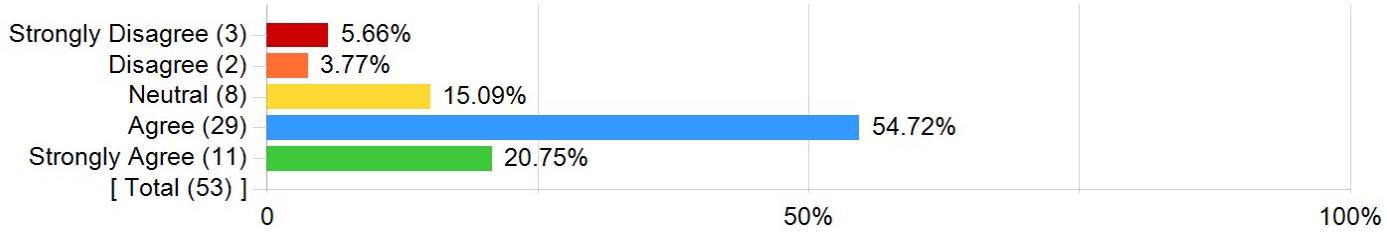
Group work contributed to my understanding of the course material.



Statistics	Value
Mean	3.74
Standard Deviation	1.00

This course helped to develop my ability to solve real problems in this field.

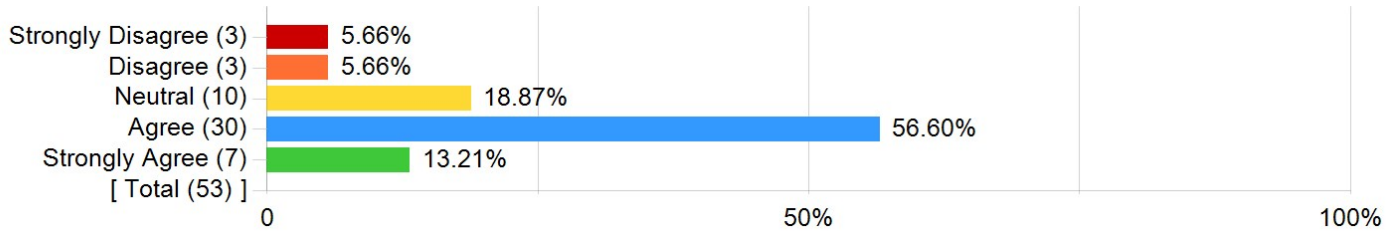
This course helped to develop my ability to solve real problems in this field.



Statistics	Value
Mean	3.81
Standard Deviation	1.00

This course helped me learn to apply concepts from this course to new situations.

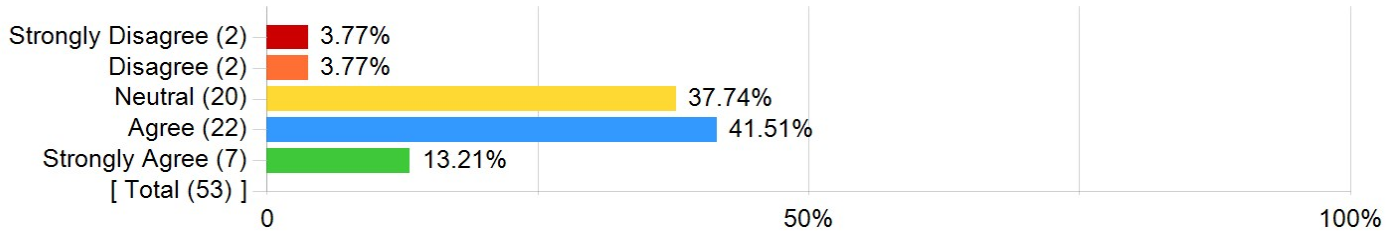
This course helped me learn to apply concepts from this course to new situations.



Statistics	Value
Mean	3.66
Standard Deviation	0.98

This course helped me communicate clearly about this subject.

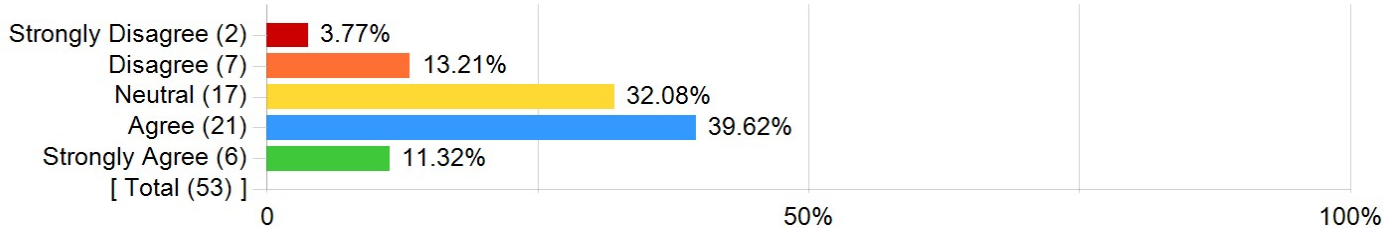
This course helped me communicate clearly about this subject.



Statistics	Value
Mean	3.57
Standard Deviation	0.91

The instructor actively engaged students in the learning process.

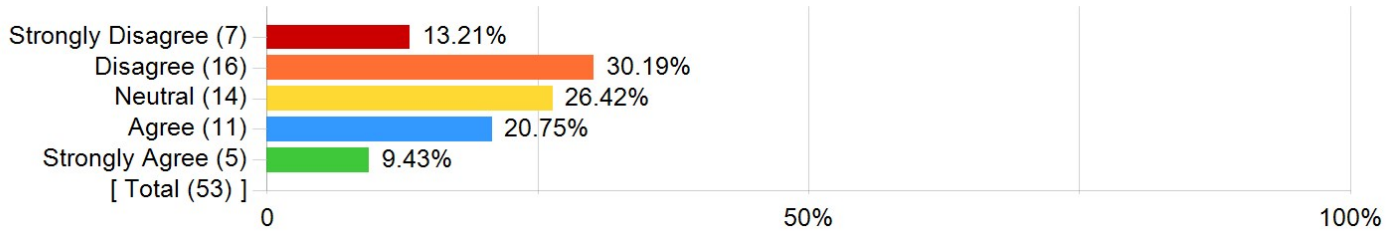
The instructor actively engaged students in the learning process.



Statistics	Value
Mean	3.42
Standard Deviation	0.99

The textbook made a valuable contribution to my learning.

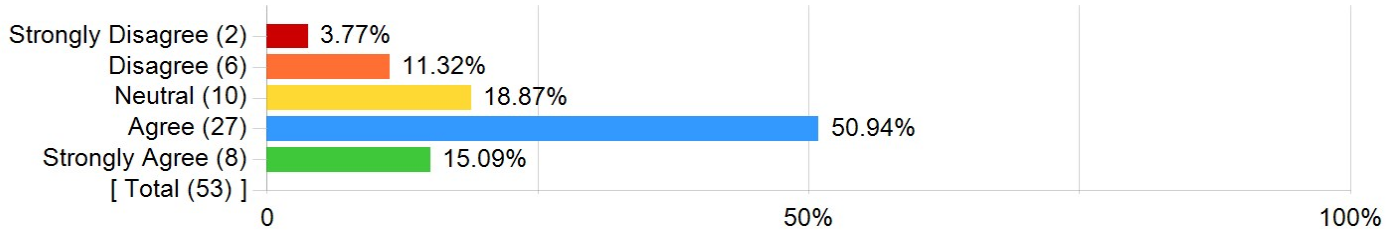
The textbook made a valuable contribution to my learning.



Statistics	Value
Mean	2.83
Standard Deviation	1.19

The web-based materials made a valuable contribution to my learning.

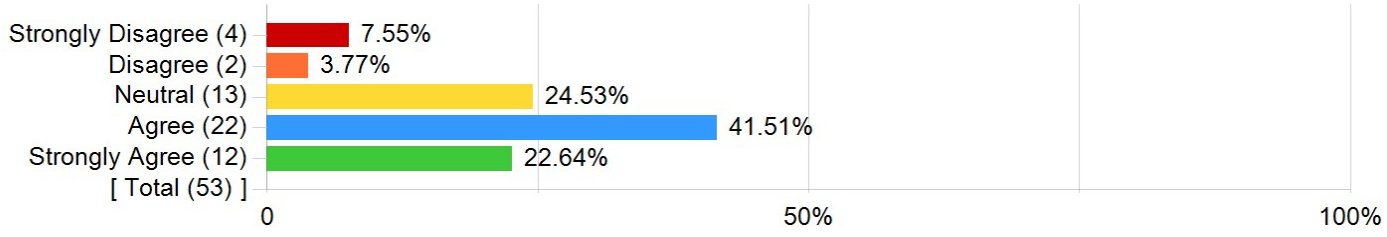
The web-based materials made a valuable contribution to my learning.



Statistics	Value
Mean	3.62
Standard Deviation	1.00

The TA helped to clarify difficult concepts.

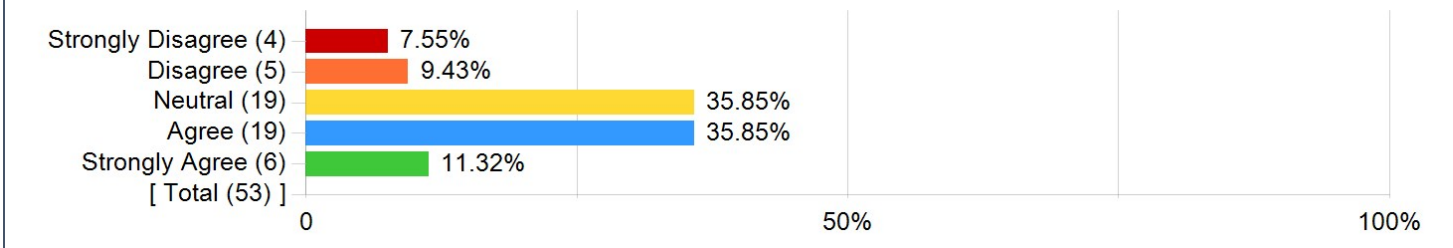
The TA helped to clarify difficult concepts.



Statistics	Value
Mean	3.68
Standard Deviation	1.11

The TA adequately prepared me for the exam(s).

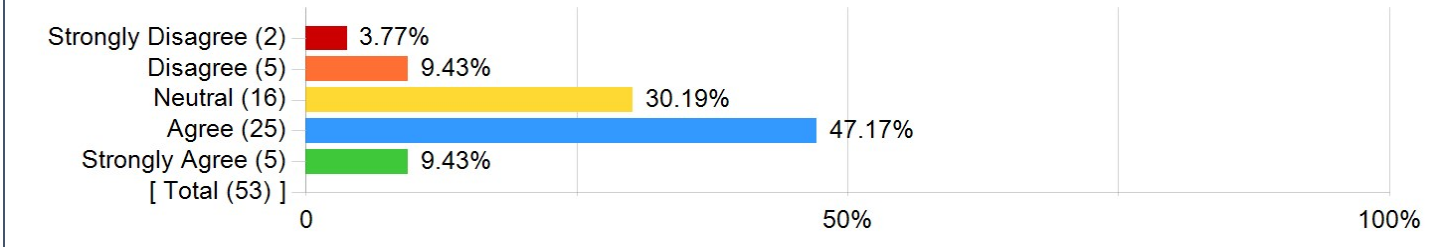
The TA adequately prepared me for the exam(s).



Statistics	Value
Mean	3.34
Standard Deviation	1.06

The TA gave directions that were easy to follow.

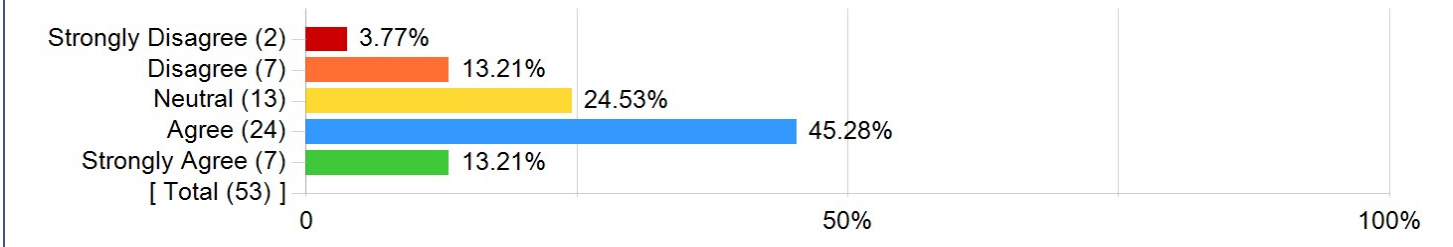
The TA gave directions that were easy to follow.



Statistics	Value
Mean	3.49
Standard Deviation	0.93

The TA gave clear and precise critiques.

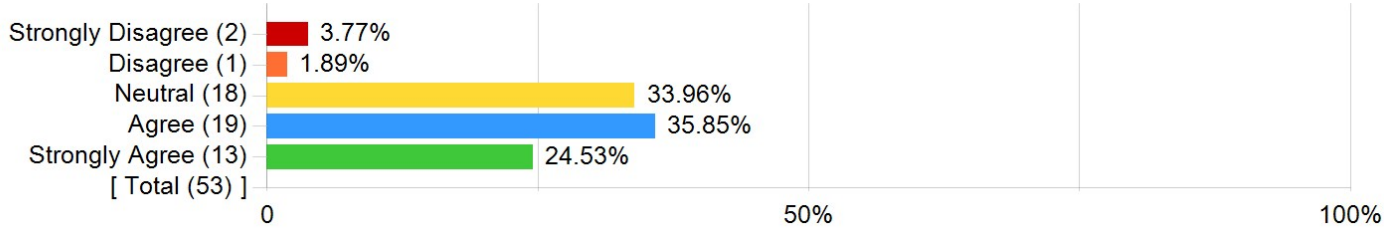
The TA gave clear and precise critiques.



Statistics	Value
Mean	3.51
Standard Deviation	1.01

The TA was readily available for assistance.

The TA was readily available for assistance.



Statistics	Value
Mean	3.75
Standard Deviation	0.98