Fall 2021 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1040 - Lecture

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

Courses Audience: **59**
Responses Received: **50**
Response Rate: **84.75%**

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)

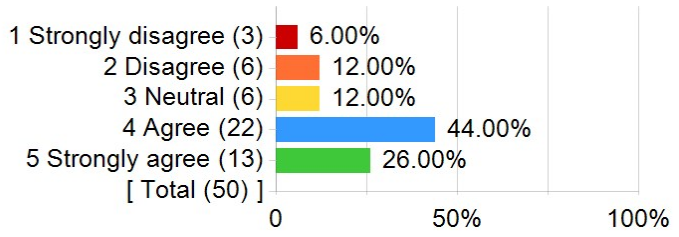
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	50	3.72	1.16
The instructor was enthusiastic about teaching the course.	50	3.04	1.16
The instructor presented the course in an organized manner.	50	3.82	0.92
The instructor maintained an environment where students felt comfortable participating.	50	3.44	1.13
The instructor maintained an environment where students felt comfortable seeking assistance.	50	3.40	1.03
The instructor provided helpful feedback.	50	3.44	0.93
Assignments contributed to my understanding of the subject.	50	4.02	0.91
Overall	-	3.55	1.07

Instructor's overall teaching effectiveness

Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	50	3.06	1.06

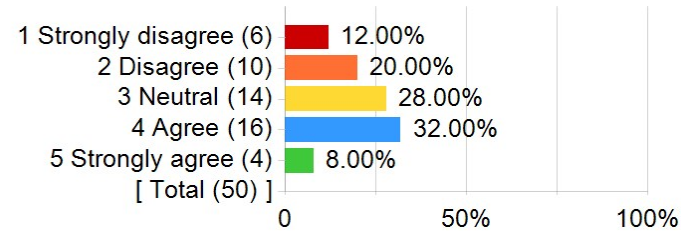
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.



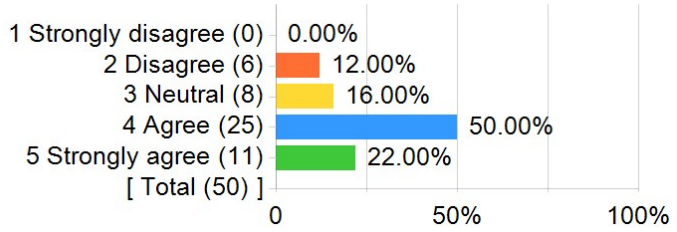
Statistics	Value
Invited Count	59
Response Count	50
Response Ratio	84.75%
Mean	3.72
Median	4.00
Mode	4
Standard Deviation	1.16

2. The instructor was enthusiastic about teaching the course.



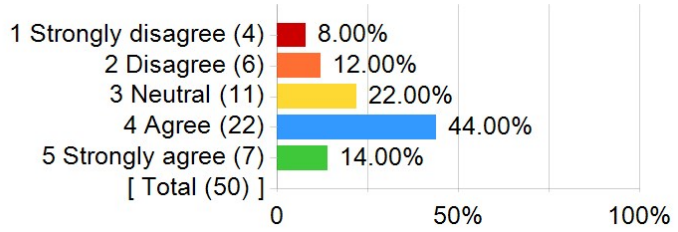
Statistics	Value
Invited Count	59
Response Count	50
Response Ratio	84.75%
Mean	3.04
Median	3.00
Mode	4
Standard Deviation	1.16

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



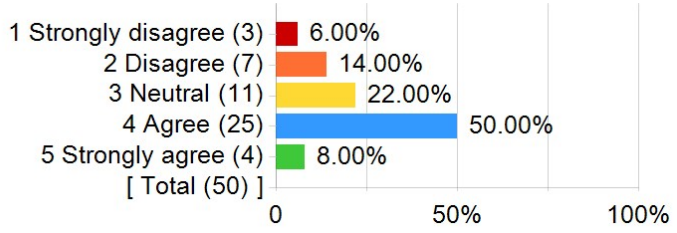
Statistics	Value
Invited Count	59
Response Count	50
Response Ratio	84.75%
Mean	3.82
Median	4.00
Mode	4
Standard Deviation	0.92

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



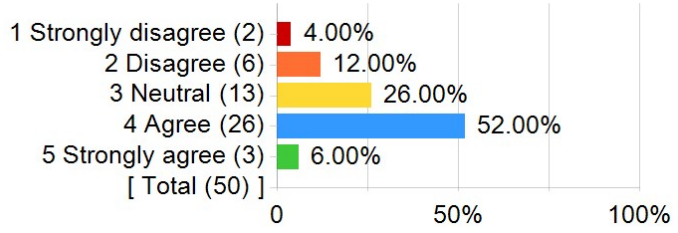
Statistics	Value
Invited Count	59
Response Count	50
Response Ratio	84.75%
Mean	3.44
Median	4.00
Mode	4
Standard Deviation	1.13

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



Statistics	Value
Invited Count	59
Response Count	50
Response Ratio	84.75%
Mean	3.40
Median	4.00
Mode	4
Standard Deviation	1.03

6. The instructor provided helpful feedback.



Statistics	Value
Invited Count	59
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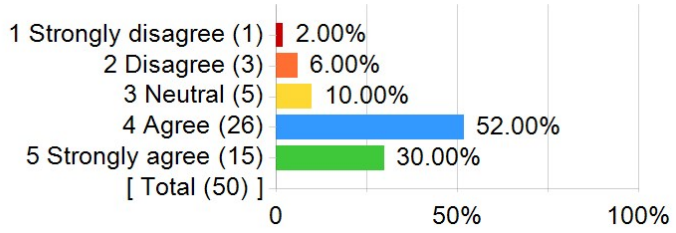
Median	4.00
Mode	4
Standard Deviation	0.93

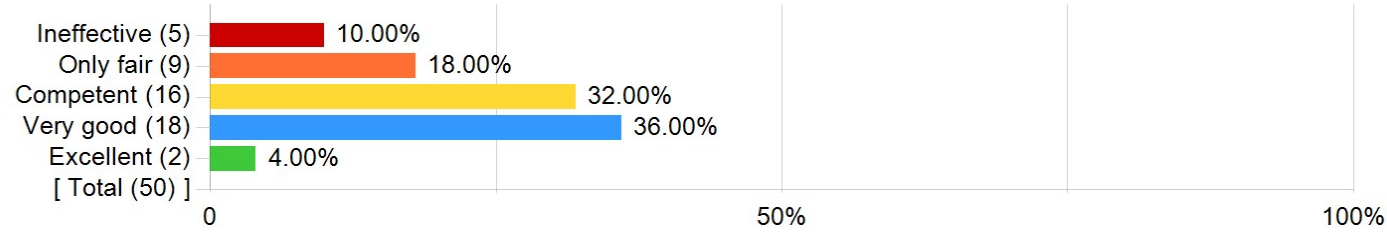
7. Assignments contributed to my understanding of the subject.



Statistics	Value
Invited Count	59
Response Count	50
Response Ratio	84.75%
Mean	4.02
Median	4.00
Mode	4
Standard Deviation	0.91

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
I appreciated the flipped style of class, and it helped my learning a lot when he went over new sample problems in class.
The tophat example questions were helpful
Provided detailed examples
The instructor was extremely invested in the course and his enthusiasm led to the material being much easier to digest.
He really went in depth in examples in class as well as in the videos he posted. The worksheets that we did were also great for testing our ability before moving onto the homework.
He posted lecture videos, focused on one challenging example per class on the topic, and assigned relevant practice problems for homework.
There were lectures posted on panopto and youtube correlating to lecture slides for each section. A problem was generally presented in class and questions were answered in class.
Posted helpful lecture videos and explained the process of doing problems during class.
In class worksheets are very helpful.
Gave challenging hw and in class problems that forced understanding of the material in order to complete
Supplied us with videos and inclass activities to complete along with homeworks and quizzes
Flipped classroom
The increase of attempts on homework problems was VERY helpful. It really decreased the odds of just getting the answers from a classmate and increased the amount of time I spent on a difficult question, causing me to learn more. Walking through examples in–class helped with understanding the content. This combined with similar questions for us to work through on our own solidified the understanding (or showed you that you didn't understand) the material.
The in–class examples were helpful and a good reference when completing homework and studying for exams. Also, there were also several office hours per week. This was definitely helpful and a good opportunity to learn the material.
mechanics of bridges and how to solve statically indeterminate problems
Going over in class examples was very helpful to see how to solve different types of problems
The instructor appears confused about how to teach the class properly. When seeking assistance, I was given a route to a solution. What I wasn't given was the opportunity to seek my own route and my own understanding and I felt that this is an imperative skill for a student to learn. I have, thankfully, had this opportunity in other classes and have been able to succeed in this class due to the skills I've developed elsewhere but I am concerned that this professor did not have the ability to assist in my learning. That said, the professor did attempt to make the material interesting. He did take time out of his busy schedule to accommodate the students in this class. He was receptive to feedback and did his best to make sure that the material was accessible.
helped me learn methods to solve complex things in an organized, effective manner
Dr. Barry, would consistently answer my questions with patience, and made sure I understood the whole idea or concept without moving on.
We have a flipped classroom, so the consistent reiteration of material helped me to learn.
Engaging when lecturing. Homework, classwork, and project work all helped reinforce what we were taught. I like the flipped class format
Dr. Barry's lecture videos were extremely helpful in preparing me for lecture.
How to live
The instructor's assignments helped me to better understand the material covered and the design project helped me to put that work into a real world application.
Honestly, Top Hat assignments were really helpful throughout the semester but I feel like I had the most fun and derived the most value from the bridge project at the end. It helped reinforce a lot of the concepts from the semester and building out MATLAB code and solidworks models helped me wrap my head around how the body behaves under loading.
Lecture videos linked in Canvas Show real–world applications The in class teaching style was a nice change from the flipped videos, but I liked the videos for the topics they were chosen for
Not do flipped learning
The lectures were well organized and the videos were well made.

Comments
He frequently tied material learned in class to his personal experiences in industry, helping to demonstrate the importance of the material.
The video recordings were very helpful because I could look back on them.
Broke down concepts by doing examples and reinforcing the ideas and arithmetic techniques.
Incorporated participation into class and gave real–world examples of applications of class topics
He had an organized system of showing one concept/topic at a time and then giving examples.
He used real world examples (i.e. cars) to illustrate points about how specific ideas work.
flipped classroom
Did a number of practice problems to demonstrate each concept
Insightful in class examples, sufficient office hours, projects that encouraged understanding of topics.
Post homework and videos
Releasing short videos that helped explain the concepts in the course.
N/A.
N/a

What could the instructor do to improve?

Comments
Class would be a lot better and more efficient if Barry set aside 10–15 minutes for us to actually work on the in class team assignment with our teams. We always ran out of time at the end of class, and never were assigned teams which derailed my motivation to work on the worksheets outside of class.
The examples in our textbook weren't very helpful as they used different methods than the in class examples. Starting the bridge project earlier would've been helpful because it was hard to study for the second midterm, do the bridge project, and prepare for the final
If there were recorded practice problems talking ab not only the specific problem but why each step of the problem was taken would be helpful.
The only thing I could say to improve is that I wish there was a way to get feedback/hints on homework when we get a problem incorrect, otherwise everything was fine.
One suggestion would be to present the most difficult example problems as possible at some point (or at least give optional access to these problems) so that we can best prepare for challenging exams.
Showing more different situations in which the basic concepts in the lectures and class are used and applicable would have been helpful. I felt that seeing more examples would have helped a lot because I was frequently stuck on the homework. I often did not receive an email in response to questions I asked about the homework content, and eventually gave up on trying to ask for help. I felt that examples shown in class could have been presented in a more engaging way. I often felt that the professor's attitude discouraged me from asking questions.
Make exams less difficult or post more practice problems that will help with the exams.
Post the solutions to homeworks and worksheets before exams.
Present material in a more organized fashion and give more resources and examples for problems
idk
More examples
Dr. Barry could do a lot to improve, but I suspect he already knows this. While I have enjoyed the flipped classes I have taken in the past, Dr. Barry's videos were awful, making learning the course material painful. Just reading off a PowerPoint and text spamming the work for an example is not helpful. Working through a problem in a way students can follow along with would be much better (write the work as you explain it, as is done in–class). The monotone and 'bored' nature of the videos also made them hard to watch. Just act like you care a tiny little bit about the content and it would be much easier to learn watching the videos. This might make the videos a little longer, but if they're helpful they'll feel less like a waste of time. You could also provide resources to solve the much more complex questions on the midterms. No matter how confident you felt with the material, the midterm questions were totally different than anything we'd seen before. While I understand the point of that approach, teaching the techniques to solve complex problems involving many concepts would not only make students feel more confident about the midterms for this class but also teach a good skill for other classes and a career in engineering.

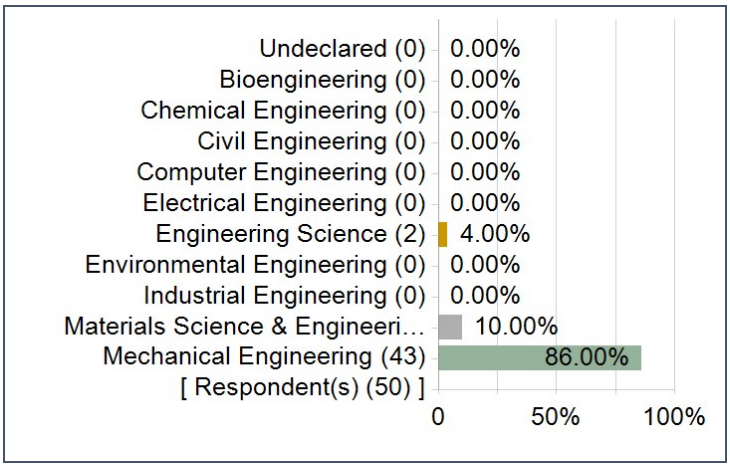
Comments
Be nicer to your students. We're all here to learn, so there's no need to be so condescending. There were many times when it felt like you couldn't care less about your students. I like to believe that that's not true, so just show it. Be a little nicer. If it is true, at least pretend like you don't hate every moment of your life. The bit gets old after a while.
The examples in the video lectures were sometimes too simple. This made homework problems difficult at times because I felt they were much more difficult than the video problems. Also, I think in future years, it would be better for students to have a little more time to spend on the bridge project. The due date for the technical report of the project makes it difficult for students to do their best on it because it is during the week of final exams.
provide extra optional practice
Having some more extra practice problems and/or practice midterms would be nice.
I believe that the instructor could spend more time attempting to understand where his students are at, rather than teaching to a "one size fits all" methodology. I understand that there are challenges to this, especially when there are many, many students. It's frustrating, however, to seek assistance and to strive for success and not receive the support necessary to succeed. I think this professor cares about his students but perhaps doesn't have the skills or support he needs in order to facilitate the proper learning environment for many students. I don't know exactly how to rectify this and I'm concerned that this issue is not unique to his position. While he is doing his best, and certainly can't take all the brunt of the frustration generated from this circumstance, I did notice that many students did not feel engaged in the material. Perhaps this is due in part to their own challenges in learning the material and perhaps it's due in part to the current structure of the course. I think that the current studies focused on how to best present the material in this class may lead to a more engaging course in the future and I pray that this assumption is correct as I know many bright students who were frustrated about the way this particular class was taught this semester.
be a little more tolerant and graceful towards students
Appeal to majority of class.
I personally would have preferred a not flipped classroom. I don't think he was able to make the class enjoyable or intriguing. It often felt boring and kinda like he didn't want to be there. I think that the example problems he presented in class weren't always that helpful although they did help reiterate the material. I also think he could have better timing with assignments. Like we shouldn't have an exam and a project the week before finals; it is cruel and makes it harder for students to succeed.
Nobody ever answered the course email for me. Some mistakes in lecture videos.
He could make class more structured. I feel like he asks for questions, and then people don't have many questions, and it feels like we are wasting class time.
How to laugh
Dr. Barry seems to be a little pessimistic about the curriculum and can sometime be a little intimidating.
The purpose of the second midterm a week before the final is unclear, especially with the bridge project. The content covered is finished sooner, so it would make sense to be sooner. You seem difficult to approach to ask a question, but less intimidating outside of class time.
Corrections in the tophat
He could give a brief recap of the material from the videos at the beginning of class rather than jumping straight into questions or example problems.
The course was good but I wish we had videos up until the end, some of the lectures were not available to watch again.
More worked examples possibly.
Extend the material for the first exam to span a few extra weeks because the material towards the end of the term was presented with less haste.
He could curve his exams or at least update canvas if he has time so we can follow our grades throughout the semester.
Improve the lecture videos, possibly by actually writing out the notes as he is recording so that it’s easier to follow without constantly pausing
May come off as insensitive/harsh to some. I did not experience this, however I can see where other students would get this from.
He could post solutions to the homework.
Have more examples to help students study for exams.
Be more personable, better content delivery.
Stop using TopHat and start using achieve and give fully written out answers (that make sense) after completing questions. Only give study material that is relevant to the exams.
Stop being sarcastic and rude to students who ask questions that might be stupid and also don't punish the whole class because you think that some students may have cheated.
be more consistent and structured

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

Comments
Its important to keep the structure of your class consistent, or at least let us know when things were different. Tell us ahead of time when we don't have lectures to watch before class, and put the lectures all in the same spot (either canvas or youtube, just one of them).
Great teacher overall and the energy of the instructor made the class my favorite this semester
The tests were tough, but overall one of the best courses I've ever taken in terms of understanding and enjoying the material involved.
In my opinion, I do not think the two midterms are an accurate representation of our knowledge for this course. I think that if we complete and understand all of the Tophat homework, quiz, and in–class problems, a 50 minute exam with two questions more difficult than any problems we have been presented with up until that point is not the best way to test our knowledge on the course material overall.
No
Nope
na
Those green shoes were cool
I feel like you could be a great teacher and resource, but I feel like you do many things to actively be a bad professor. I understand and appreciate much of what you do in our course. Modeling our project off of the engineering industry, while annoying, prepares us more for an engineering job than pretty much everything else in the MEMS curriculum. I also enjoyed the inclusion of hands–on learning in this course. Physical projects sparked my interest in engineering, so learning using them is really nice. I can also tell that, while you rarely show it, you care about providing a good education. I'm sure I've learned a lot from being your student even though it doesn't feel like it right now. I do not, however, understand your decision in regards to midterms. By curving all three sections based on the highest out of all three you decided to evaluate us all on the same scale. This directly affects the grades of everyone not in the class with the highest score, and your response was simply "everyone is taught the same". I feel like this is the opposite of fair, as the three classes ARE in fact taught differently. Each class is given a different book, expected to do different amounts of work (physical project, sig figs, etc.), and given different amounts of time to prepare. Even though these factors will favor one class, your explanation for why one class did higher was that everyone cheated? Perhaps there were other factors at play? Either way, I want you to know that I know the major issue I had with the class and you is unsubstantial in the grand scheme of things. I genuinely thank you for how you helped me in my engineering journey. I'll recover from the midterm curve (╥_╥)
no
Not really.
Thank you for everything you do. I understand that there are complexities that we, as students, may not be able to perceive when it comes to this course and the presentation of the material. I'm hopeful that this course may be taught in a more engaging way in the future. The bridge project is great!
midterms were much harder than lecture/homework content
I had a great time Dr. Barry!
I think he likes to see us suffer and I do not appreciate that.
How to Love
top tier mint green shoes
I'm not a big fan of the flipped class structure and I actually preferred the end of the semester when you started lecturing in class.
N/A
The bridge project was too overwhelming especially because I feel there was not enough time for all the prototypes and building and whatnot.
Enjoyed the real world advice and insight given through examples and in class discussions.
Stop using tophat, or adopt something better. We shouldn't be missing quiz questions because of sig figs.
I felt completely lost this whole semester, even when I asked for and received help

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.

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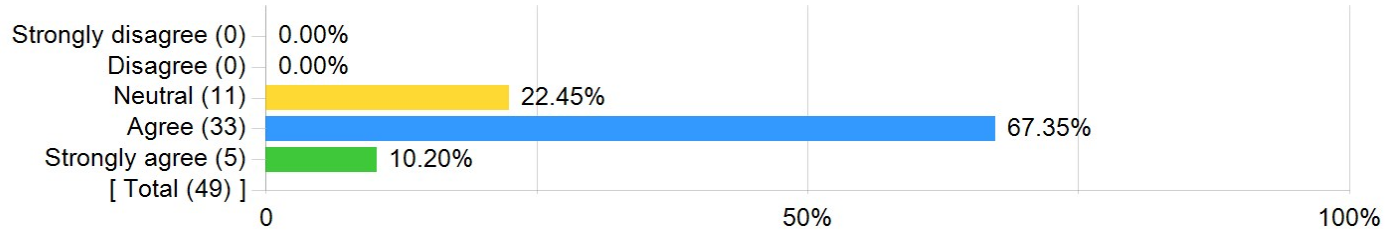


Please provide advice to future students: What could you have done to improve your learning in this course?

Comments
Do more practice problems and make sure that you actually understand the concepts from the beginning of the year, as they are extremely relevant for the rest of the content.
Work through more examples to practice for the exams
More time
Watch all lecture videos before the lectures so you are not lost and trying to catch up in class and are rather previewing the info and then clarifying points in class
Honestly the two things I would say is go to office hours early and often, and also to really go in depth in the beginning because everything builds on each other throughout the class.
TA office hours are helpful to make sure that you understand material as you go. I used them to go over difficult in class or homework problems (that I kept track of) about every other week, and I felt that this worked well for me.
I feel that scheduling myself time in my weekly schedule to attend office hours and look over the homework well in advance to prepare to ask questions could have been helpful early on; I wasn't very encouraged to do so near the end of the course.
Go to office hours
Follow the examples that coincide with the lectures. Prepare questions for class in order to help learn the material.
Ask more questions and go to office hours
Stay on top of the work because it's easy to fall behind
Do practice problems

Comments
Clarify vague wordings in assignment documents.
Keep up with the Top Hat homework and quizzes. These are very important for learning and reinforcing the material in advance for an exam while also providing adding some convenient points to your grade if you plan well on them. Also, keep up with the video lectures, meaning do not miss one. This will prepare you for class and then prepare you for the homework and quizzes. There are many opportunities to master the concepts, including in–class worksheets, homeworks, quizzes, and office hours. Use all of them properly.
do all hw and study hard
Start homework assingments early and do as many practice problems as possible before exams.
Read the book. Practice problems. Seek help when you need it. The professor and the TAs are accessible and do want to see you succeed. Don't give up when you are challenged but see each challenge as an opportunity to learn something new. You can do it if you don't give up.
go out of your way to learn more about the content
Go to office hours. It might seem like you understand the concept or problem at first, but with everything else going on, it can be easy to forget. Using office hours as another chance to practice can really help.
I could have stayed on track the whole time; I fell behind one or two weeks, and I had to spend more time catching up than I would've if I didn't fall behind.
Attend office hours and read the textbook for sections I was struggling with
Make sure you can do the classwork and homework when studying for exams. Also, it's helpful to make an equation sheet with the formulas.
If I could offer any advice to future student for Dr. Barry in Statics, I would recommend pooping BEFORE lectures. You won't make it through if you wait it out, so just go before, and be sure to avoid any beans or avocado before lecture time. If you don't poop before the lecture, you'll make the same mistake that countless students have made and you'll blow a load in your pants so hard that they won't be replaceable. I once had a bean burrito before class. Big mistake. I was feeling my stomach going in to class, but I just thought "I can hold it through, it's only an hour." Not 4 minutes in did I shit my breeches to the point of no return. And no, it wasn't a discreet or subtle toot, it was a boatload of feces delivered with the same audible intensity as thousand dying souls escaping from my crevace. Needless to say, I was not a winner that day. It certainly didn't help when I started to throw up on the girl sitting next to me when she tried to help me clean myself. She's in a psych ward now, poor whatshername. It's been almost an entire semester now, and I have still yet to recover, not only in the eyes of my peers and instructors, but in myself as well. I know now not to eat before lecture, and to always crack the toilet before going in to battle, #neverforget
This course definitely requires a lot of work outside of classwork and class time.
If your confused go to the professor for help and ask him questions.
Do your own homework Follow along with doing the problems in lecture
Take a different professor
Come prepared to lectures, having fully watched and taken notes on the lecture videos.
One of the most important things I think is simply staying on time with everything.
Do practice problems in the book and seek assistance early if needed.
Study book problems more often.
Practicing the problems more and not just rewatching any needed videos and practicing just some problems would've helped me more in this class.
Take notes and ask questions about anything you're confused with. Practice a lot so you're prepared for exams.
Stay on top of the homework
As with most classes, better use of office hour opportunities offered by instructors and TA's.
Make sure to pay attention and understand the in–class examples. If you can do those you will do well in the class.
Go to office hours with anything you didn't understand in class. You likely won't understand in class, even if you ask questions.
Find people who've already taken the class and beg them to help you

Engineering Undergrad Courses

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

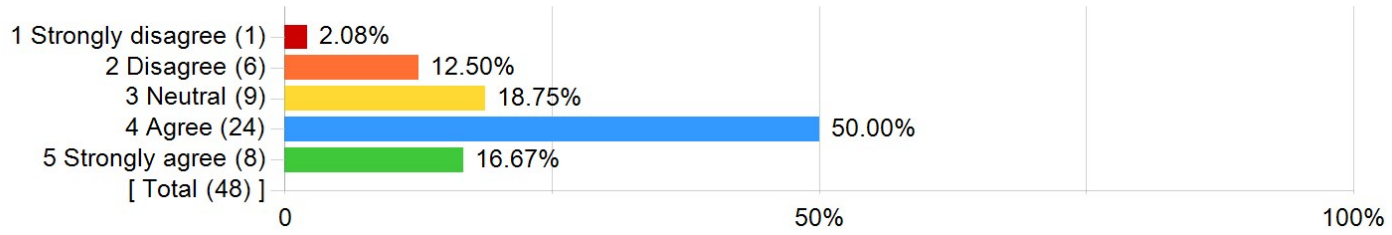
Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	47	3.94	0.92
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	48	3.56	0.92
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	46	3.70	0.96
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	48	3.29	0.97
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).	48	2.60	1.14
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	47	2.77	1.11
Your ability to effectively communicate verbally with a wide range of audiences.	48	2.65	1.04
Your ability to effectively communicate in writing to a wide range of audiences.	48	2.73	0.89
Your ability to recognize ethical and professional responsibilities in engineering situations.	47	2.72	1.10
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	48	2.40	1.01
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	48	2.65	1.04
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	48	3.75	1.04
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	48	3.83	1.00
Your ability to develop appropriate experiments.	48	3.17	0.95
Your ability to conduct appropriate experiments.	48	3.23	0.97
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	47	3.66	1.05
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	48	3.56	1.05

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	48	3.67	0.97

Details

The instructor creates an inclusive learning environment for all students.

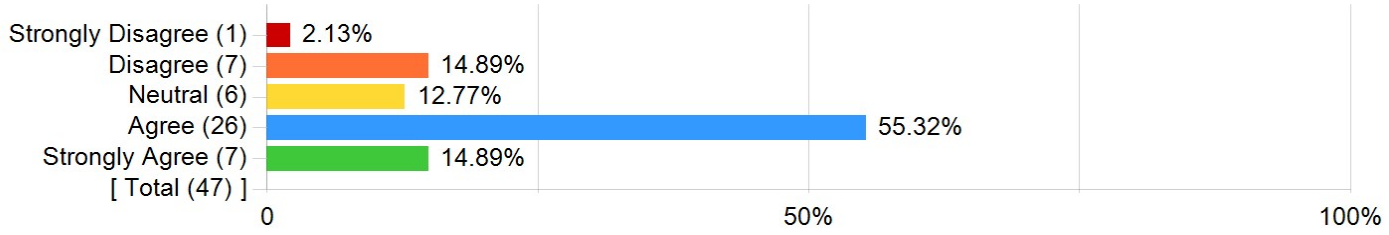


Statistics	Value
Invited Count	59
Response Count	48
Response Ratio	81.36%
Mean	3.67
Median	4.00
Mode	4
Standard Deviation	0.97

Personalized Questions

Classroom activities made a valuable contribution to my learning.

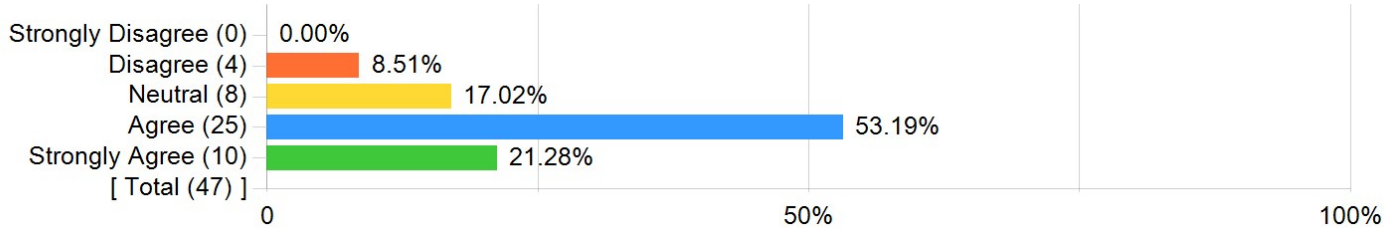
Classroom activities made a valuable contribution to my learning.



Statistics	Value
Mean	3.66
Standard Deviation	0.98

The directions for the use of online materials were clear.

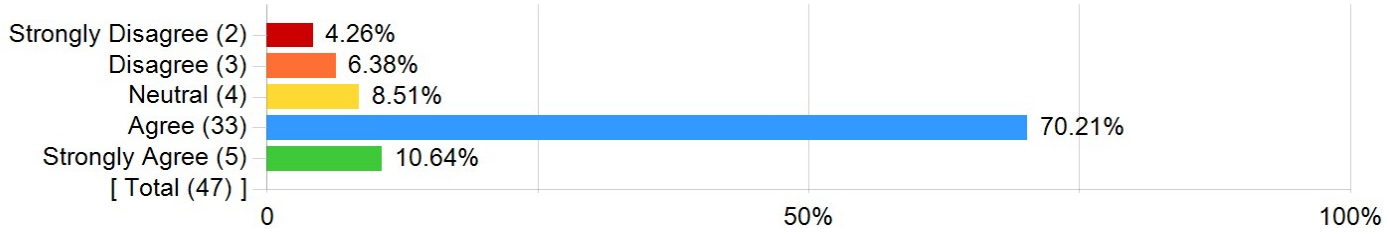
The directions for the use of online materials were clear.



Statistics	Value
Mean	3.87
Standard Deviation	0.85

The online course materials were easy to use.

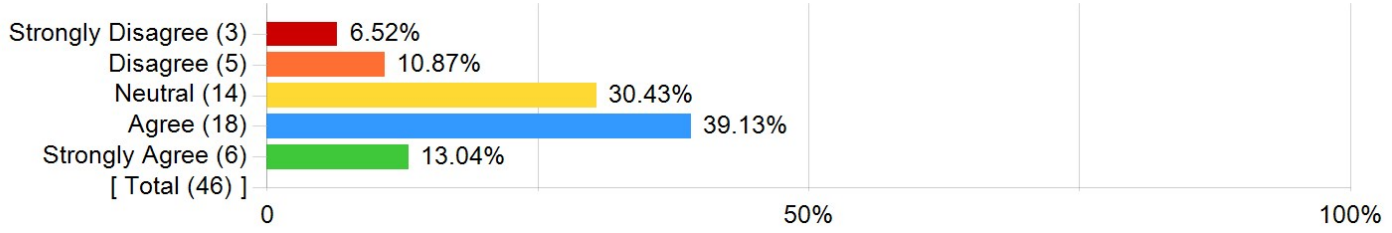
The online course materials were easy to use.



Statistics	Value
Mean	3.77
Standard Deviation	0.89

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

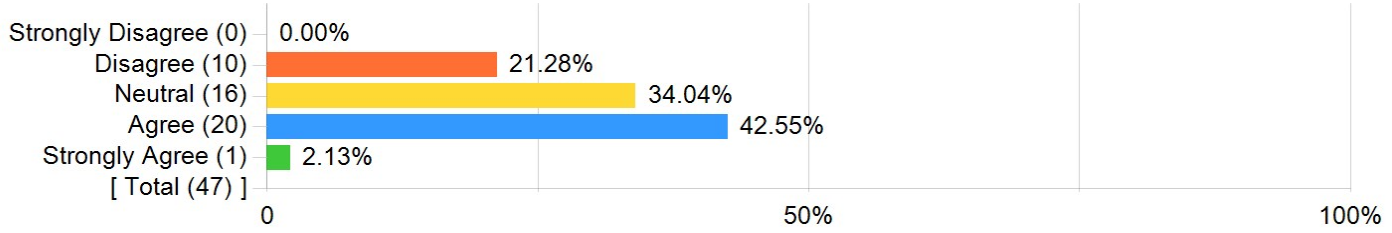
There was an adequate amount of online course materials available to meet my learning goals.



Statistics	Value
Mean	3.41
Standard Deviation	1.07

The instructor facilitated a sufficient level of online interaction.

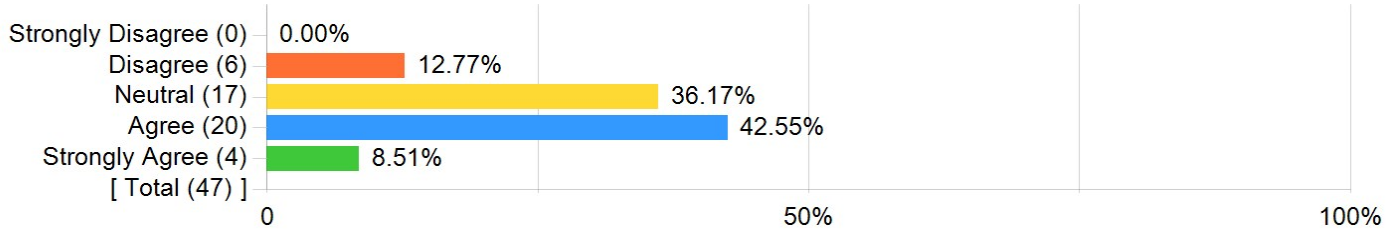
The instructor facilitated a sufficient level of online interaction.



Statistics	Value
Mean	3.26
Standard Deviation	0.82

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

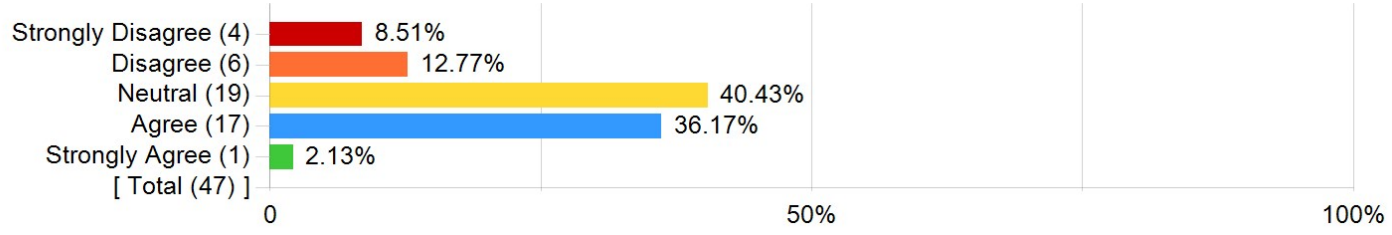
The online interactions contributed to my understanding of the course content.



Statistics	Value
Mean	3.47
Standard Deviation	0.83

Overall, I was satisfied with my online course experience.

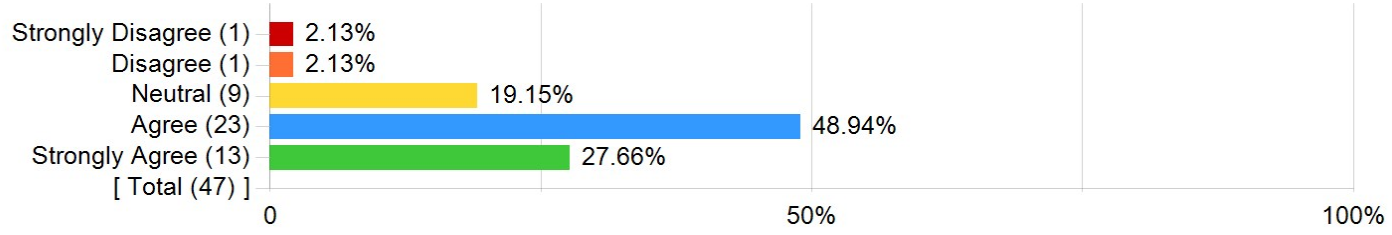
Overall, I was satisfied with my online course experience.



Statistics	Value
Mean	3.11
Standard Deviation	0.96

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

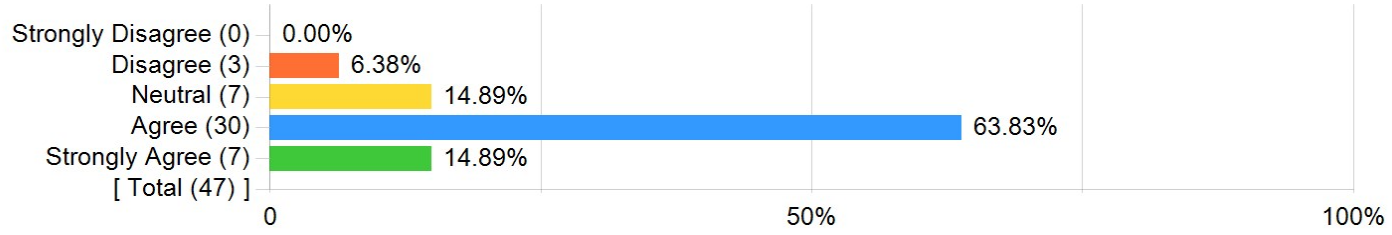
The instructor was well prepared for each day's class.



Statistics	Value
Mean	3.98
Standard Deviation	0.87

The instructor clearly explained the course objectives.

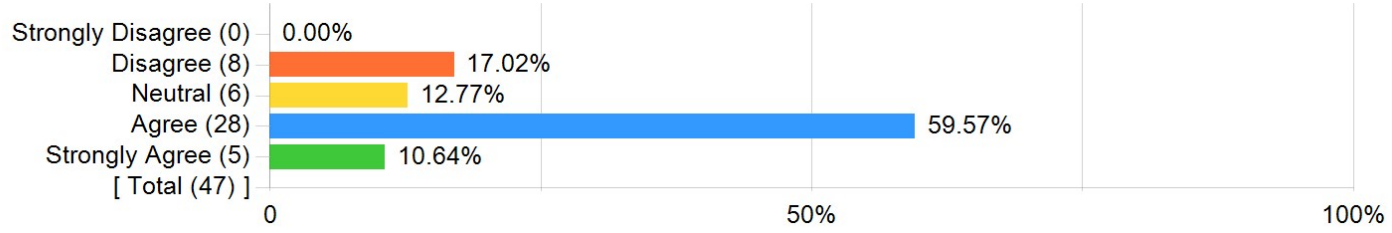
The instructor clearly explained the course objectives.



Statistics	Value
Mean	3.87
Standard Deviation	0.74

The presentations provided a meaningful learning experience.

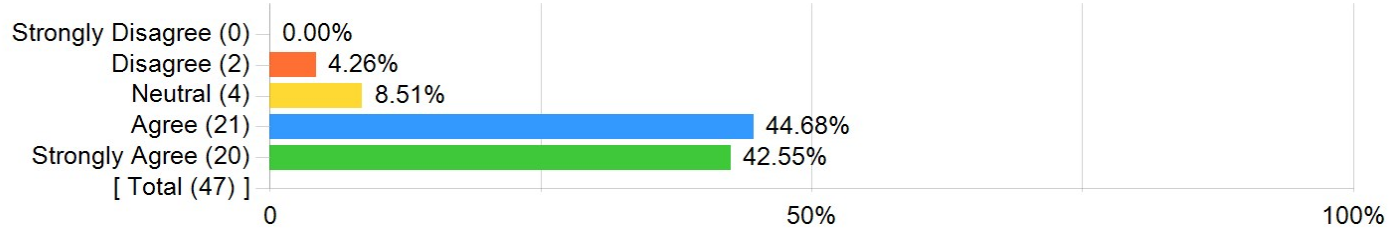
The presentations provided a meaningful learning experience.



Statistics	Value
Mean	3.64
Standard Deviation	0.90

The project(s) provided a meaningful learning experience.

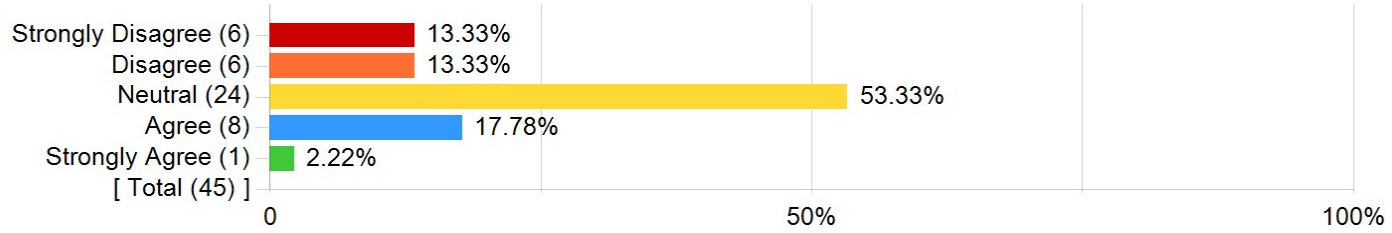
The project(s) provided a meaningful learning experience.



Statistics	Value
Mean	4.26
Standard Deviation	0.79

The readings contributed to my attainment of the course objectives.

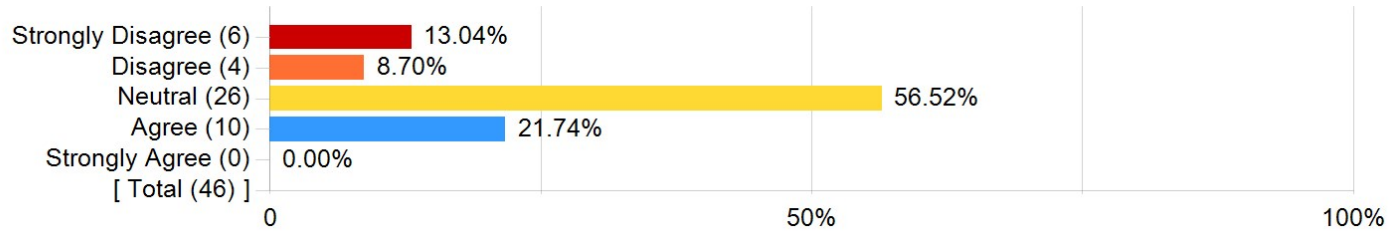
The readings contributed to my attainment of the course objectives.



Statistics	Value
Mean	2.82
Standard Deviation	0.96

Recommended readings made a valuable contribution to my learning.

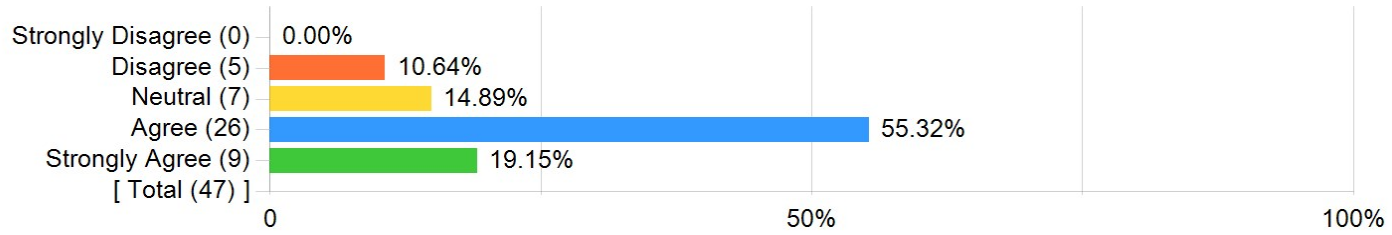
Recommended readings made a valuable contribution to my learning.



Statistics	Value
Mean	2.87
Standard Deviation	0.91

Group work contributed to my understanding of the course material.

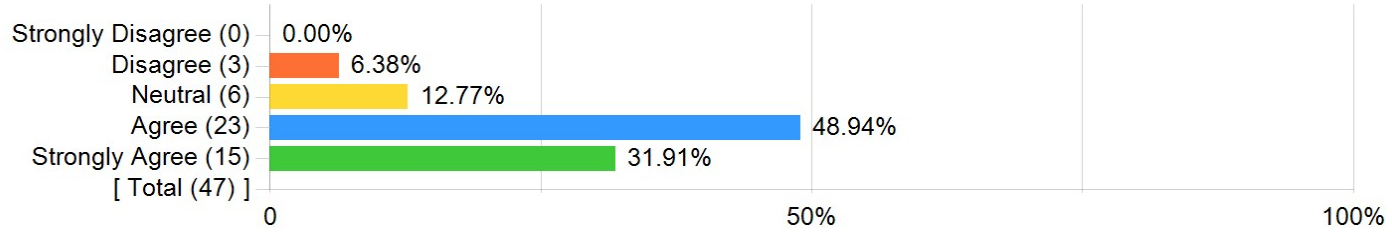
Group work contributed to my understanding of the course material.



Statistics	Value
Mean	3.83
Standard Deviation	0.87

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

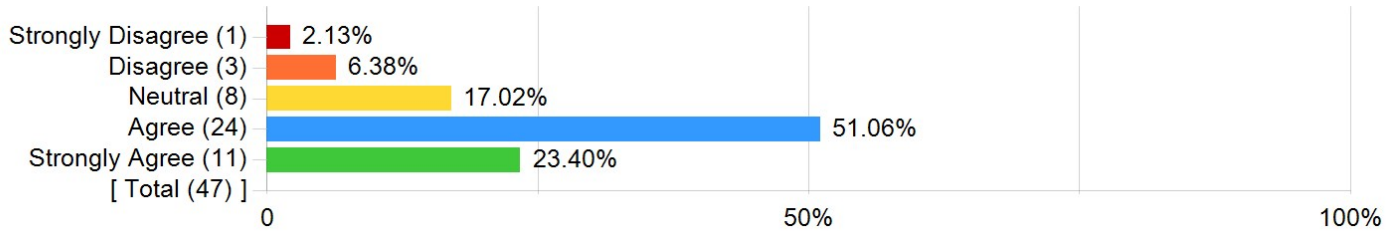
This course helped to develop my ability to solve real problems in this field.



Statistics	Value
Mean	4.06
Standard Deviation	0.84

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

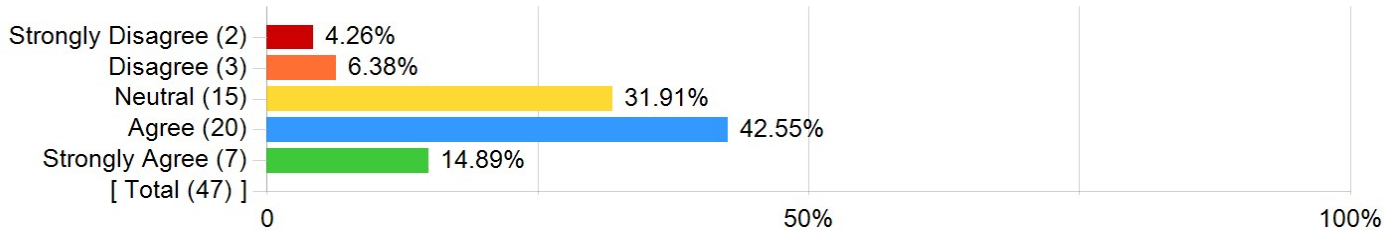
This course helped me learn to apply concepts from this course to new situations.



Statistics	Value
Mean	3.87
Standard Deviation	0.92

This course helped me communicate clearly about this subject.

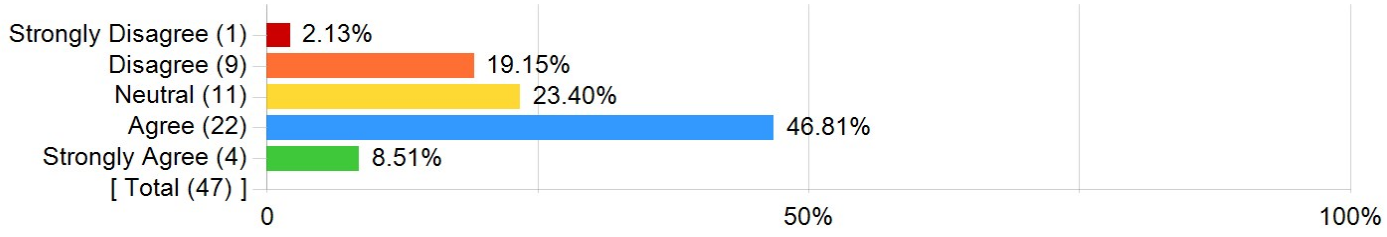
This course helped me communicate clearly about this subject.



Statistics	Value
Mean	3.57
Standard Deviation	0.97

The instructor actively engaged students in the learning process.

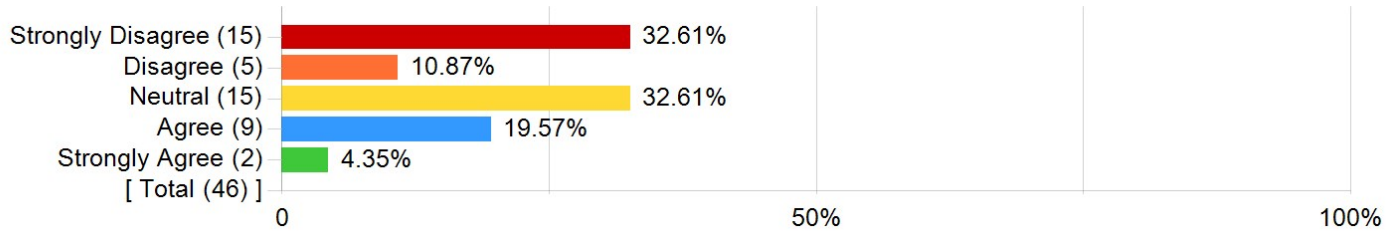
The instructor actively engaged students in the learning process.



Statistics	Value
Mean	3.40
Standard Deviation	0.97

The textbook made a valuable contribution to my learning.

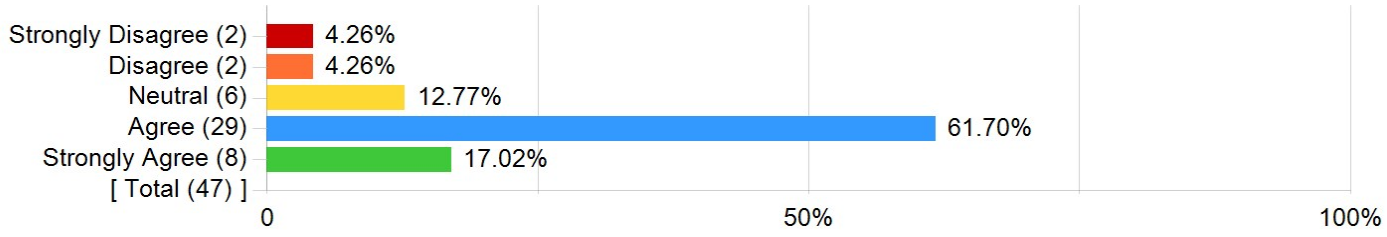
The textbook made a valuable contribution to my learning.



Statistics	Value
Mean	2.52
Standard Deviation	1.26

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

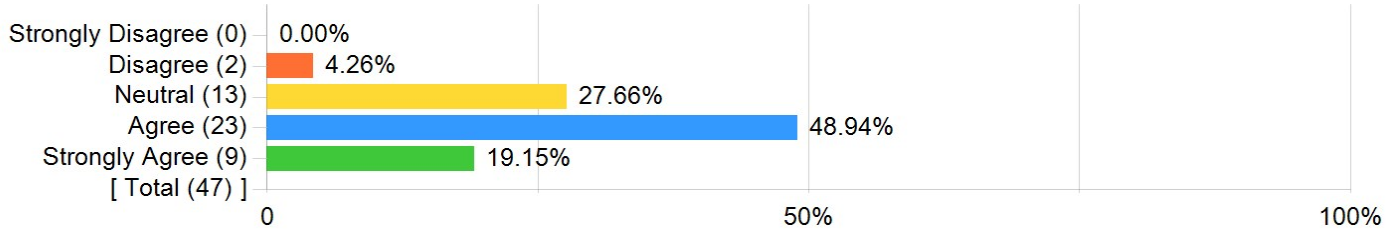
The web-based materials made a valuable contribution to my learning.



Statistics	Value
Mean	3.83
Standard Deviation	0.92

The TA helped to clarify difficult concepts.

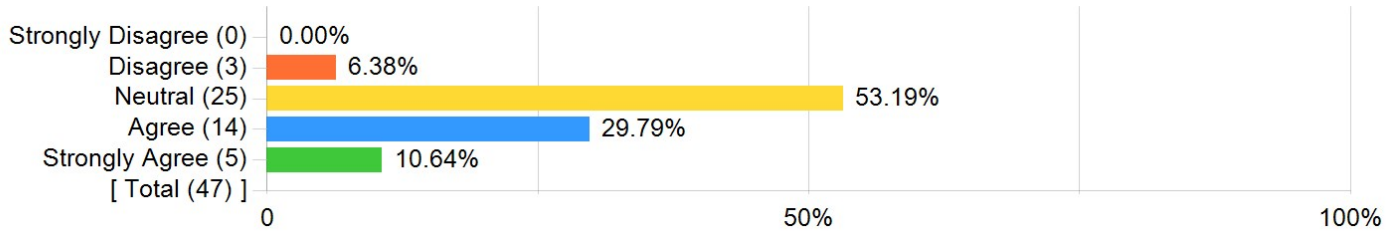
The TA helped to clarify difficult concepts.



Statistics	Value
Mean	3.83
Standard Deviation	0.79

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

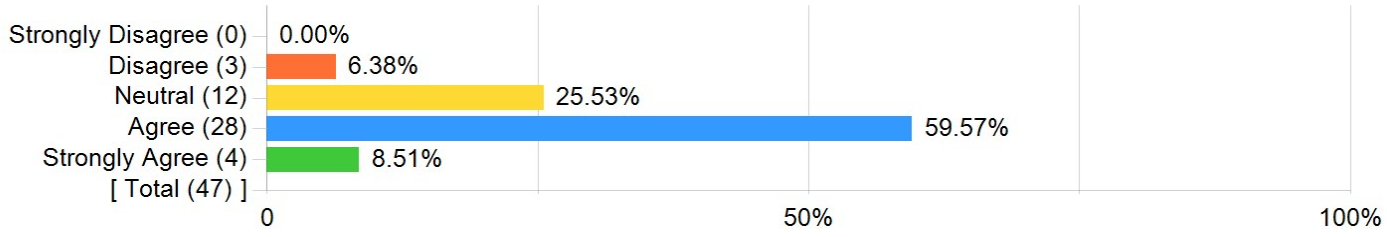
The TA adequately prepared me for the exam(s).



Statistics	Value
Mean	3.45
Standard Deviation	0.77

The TA gave directions that were easy to follow.

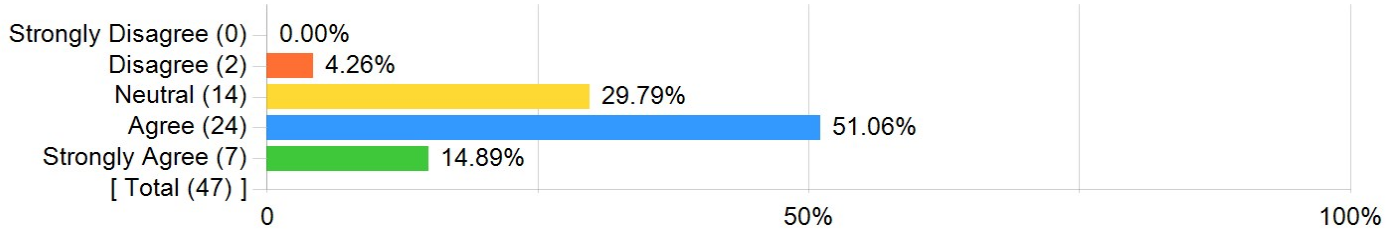
The TA gave directions that were easy to follow.



Statistics	Value
Mean	3.70
Standard Deviation	0.72

The TA gave clear and precise critiques.

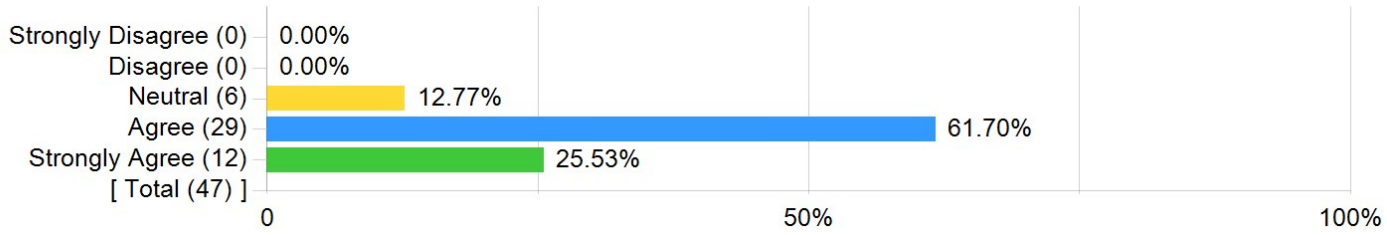
The TA gave clear and precise critiques.



Statistics	Value
Mean	3.77
Standard Deviation	0.76

The TA was readily available for assistance.

The TA was readily available for assistance.



Statistics	Value
Mean	4.13
Standard Deviation	0.61