University of Pittsburgh

2251 - Teaching Survey Fall 2024

Fall 2024 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1040 - Lecture

Created **Tuesday, December 24, 2024**

Courses Audience: 62
Responses Received: 60
Response Rate: **96.77%**

Report Comments

Teaching Surveys

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 to help you interpret and use results including our faculty worksheet with guided prompts and space to record summaries of feedback, actions, and outcomes.
- Members of our Pedagogy, Practice, & Assessment team are available for consultations and can help with:
  - Interpreting OMET results and developing a course of action if necessary.
  - Exploring various methods of assessment to improve teaching.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

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.	62	59	95.16%	4.39	4	4.00	0.59
The instructor was enthusiastic about teaching the course.	62	59	95.16%	4.05	5	4.00	1.11
The instructor presented the course in an organized manner.	62	59	95.16%	4.44	5	5.00	0.70
The instructor maintained an environment where students felt comfortable participating.	62	59	95.16%	4.24	5	4.00	0.84
The instructor maintained an environment where students felt comfortable seeking assistance.	62	59	95.16%	4.34	5	4.00	0.73
The instructor provided helpful feedback.	62	59	95.16%	4.14	4	4.00	0.82
Assignments contributed to my understanding of the subject.	62	59	95.16%	4.37	5	5.00	0.83
Overall of All Questions	434	413	95.16%	4.28	-	-	0.82

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.	62	59	95.16%	4.12	4	4.00	0.77

Response breakdown

1. The instructor stimulated my thinking.

Strongly disagree	0	0.00%
Disagree	1	1.69%
Neutral	0	0.00%
Agree	33	55.93%
Strongly agree	25	42.37%
Total	**59**	

2. The instructor was enthusiastic about teaching the course.

Strongly disagree	2	3.39%
Disagree	4	6.78%
Neutral	10	16.95%
Agree	16	27.12%
Strongly agree	27	45.76%
Total	**59**	

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

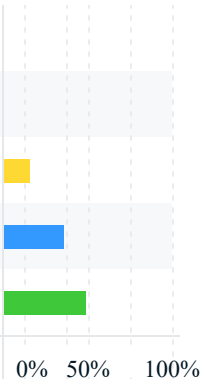
Strongly disagree	0	0.00%
Disagree	1	1.69%
Neutral	4	6.78%
Agree	22	37.29%
Strongly agree	32	54.24%
Total	**59**	

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

Strongly disagree	1	1.69%
Disagree	0	0.00%
Neutral	9	15.25%
Agree	23	38.98%
Strongly agree	26	44.07%
Total	**59**	

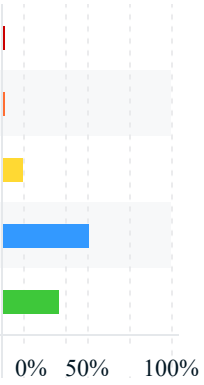
5. The instructor maintained an environment where students felt comfortable seeking assistance.

Strongly disagree	0	0.00%
Disagree	0	0.00%
Neutral	9	15.25%
Agree	21	35.59%
Strongly agree	29	49.15%
Total	**59**	



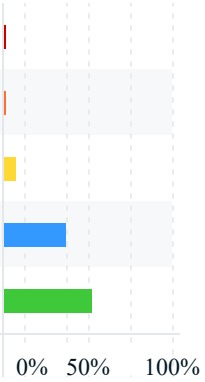
6. The instructor provided helpful feedback.

Strongly disagree	1	1.69%
Disagree	1	1.69%
Neutral	7	11.86%
Agree	30	50.85%
Strongly agree	20	33.90%
Total	**59**	



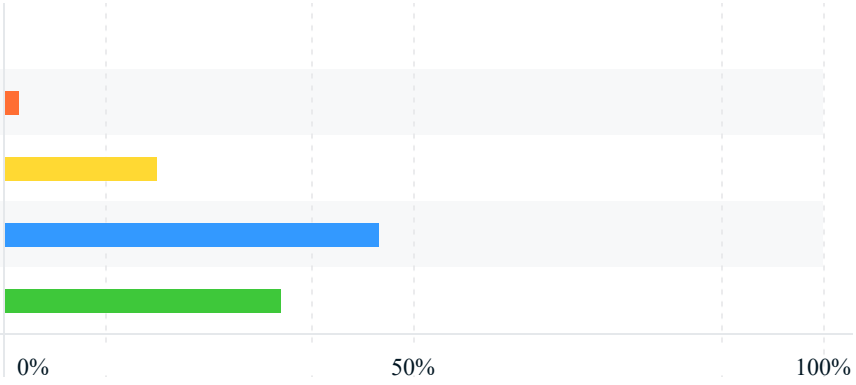
7. Assignments contributed to my understanding of the subject.

Strongly disagree	1	1.69%
Disagree	1	1.69%
Neutral	4	6.78%
Agree	22	37.29%
Strongly agree	31	52.54%
Total	**59**	



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

Ineffective	0	0.00%
Only fair	1	1.69%
Competent	11	18.64%
Very good	27	45.76%
Excellent	20	33.90%
Total	**59**	



Comments

What did the instructor do to help you learn?

Comments
Provided tophat ai and many tas who were good at explaining the concepts. Also had readings homeworks, and videos providing many ways to understand the material
We had so many resources to consult during this course.
He made sure to engage us in the topic that we were talking about by adding a story to keep us engaged, which helped us understand that we will use this in the future
Lots of in class examples.
The course was very structured, and the homework assignments helped me gain a deeper understanding of the subject matter
Provide readings, videos, and in class time, to help understand the content.
Statics
This instructor helped me better understand the physics behind the things we design such as bridges.
Very engaging in lectures, audible in videos.
n/a
I liked how we did the flipped classroom. I feel like sometimes during regular lectures, I get lost on what they are teaching. Watching the videos and reading the textbook beforehand gave me some background before I went to class. I also really appreciated all of the office hours offered. I took advantage of these hours and it was very helpful.
The whole class, it would've been a lot harder if it was a different professer
He helped me learn that going to office hours and taking homework seriously
Course materials are presented mainly online asynchronously, which helps engineering students with heavy course loads to manage their time more rationally.
I found the flipped class format helpful, both in being introduced to the material before class, and having the videos and readings available to reference later. I liked being able to work on problems in class in an environment where I could ask questions. Problems that showed possible real–world applications of the concepts helped to reinforce the concepts and their significance.
After my physics classes being taught in a "flipped classroom" manner, I had come to like that method of teaching. I'm glad this course was taught similarly. It allowed me to study the material on my own before attending class, learn how to do more complex problems in class both following along with the instructor and by myself/in a small group, and then have access to the videos and notes afterwards in case I needed to review. I think that method helps me better understand the material, and I like being able to go back to the reading/instructional videos at a later date. The homework, although hard sometimes, was definitely helpful in further demonstrating applications of the content.
He gave us challenging problems to make us think which would make other problems come easier.

Comments
Wrote his own textbook that was intentionally easy to understand and learn from. Assigned textbook readings with built–in questions to incentivize reading the textbook. Applied a lot of his experiences in industry to create problems and examples that were applicable to the real world. It was super helpful to see how to use what we were learning in class. Created and oversaw a project related to course topics which provided actual experience in applying class concepts, AND helped improve team and project management skills. Made me feel comfortable going to him for help and was always available to provide help. Kept it real
The practice problems, especially after they became word problems instead of multiple choice, helped a lot.
His personal textbook that was put together for the class was helpful in teaching core concepts but I felt especially towards the end of the semester that he faltered in putting out assignments in a timely manner for the textbook which resulted in a chaotic and mismanaged end to the semester in terms of assignments.
The instructor helped me understand the course material in a way that I can apply it to multiple concepts outside of the class. I am able to stack concepts thanks to my understanding on the subjects.
Dr. Barry had us do the majority of the notes before lecture so that we came to class with questions which I think helped me a lot because I learn better on my own.
Very approachable with a good classroom environment.
Having both lecture videos and lecture readings made sure that we were prepared for said lectures.
He helped me learn the proper methods to approach different problems and also the applications of them in the real world.
He created a helpful learning environment and encouraged interaction.
Having pre lecture videos was very helpful. They were helpful and nice to be able to go back and rewatch if wanted.
He helped us learn the foundation of the course but also how to apply what we learned to real life scenarios.
There were a ton of resources available to help students learn an understand the topic, including the textbook, pre lecture videos, examples in class, and the TA's were helpful at giving explanations too anytime I was confused.
The set up of the book and corresponding assignments was fabulous. I learned so much from all of the practice that was provided and it made me super comfortable going into exams knowing I have seen a lot of options for problems.
Dr. Barry almost always explains concepts with a visual aspect. He often sketches free body diagrams or describes the way schematics should look. This was essential to solving statics problems and, in my opinion, was the most helpful.
I am such a fan of the whole system with top hat/canvas videos. It works well. Lots of practice, many office hours. Its a well structured class. I have spent my free time thinking about the bridge project.
asked students questions in class
Dr. Barry's in–class example before the in–class worksheet was a huge help in further understanding the material after the reading/video lectures.
Explained things very well if I was struggling with the concepts.
He gave us worksheets to practice what we learned every class.

Comments
He was very organized and transparent. He has the entire schedule uploaded on canvas and let us know in class when homework/assignments were due.
He made efforts to know me personally.
Doing in class worksheets made us forced to be able to try the material on our own but also while being encouraged to work with the people around us to be able to get a grasp and find out what we do and don't know about the material.
Provided numerous examples with real life application and numbers. Felt like I was solving real problems and not something in a textbook.
Project based approach in learning
The instructor provided in class collaborative worksheets that stimulated my thinking.
The assignments and readings that Dr. Barry put out to teach us were often challenging and engaging so we ensured that we understood what was being taught. The in class worksheets were a good way to test my knowledge while we could ask him and the TA's questions.
I thought the flipped–style class was very helpful as I feel like it forced me to spend ample time understanding and reviewing material before we even got to class so that I was well prepared.
Provided more than enough office hours and TAs in class to help, and created a flipped classroom where we could watch videos and read over notes as many times as needed.
Provided example videos, office hours, review material, and in–class examples.
Dr. Barry effectively used pre lectures. This was a crucial component that allowed me to learn.
I appreciated all the practice we did to understand the material that we were learning in class. I enjoyed getting to work on the worksheets after doing a quick recap at the start of class. I found it to be extremely helpful.
Provided in class examples, in class exercises, practice exams, etc.
Always open to answering questions in a thoughtful way. The course material was set up in a way where assignments actually helped you learn as opposed to busy work. The bridge project massively helped my understanding of stresses and different analytical methods.
Understandable textbook; enough assignments to force learning so not much studying required outside of what was assigned, but not an overwhelming amount of work so a good balance; flipped class so could learn at own pace; textbook and classes were engaging; very accessible outside of class.
The in class examples were very effective. And our madatory participation in class kept me engaged.
In class worksheets were helpful. I liked the top hat problems for homework and practice. The feedback it gave was very helpful.
Provide worksheets in class with examples on the material we are learning. It made it easier to ask questions
The flipped classroom really worked as the examples we did in class encompassed the concepts from each unit.
Force analysis and application of various statics concepts in real life.

Comments
The inscrutor helped me learn by using a flipped class approach, which helps me to learn better by already mostly knowing the material going into the class. Then, we always do an example in class, which is how I learn the best. The instructor also had a course email that every TA had access to, which expedited the answering process and made it very convenient. We also did a project at the end of the semester that applied a lot of the concepts we learned in one big project that included designing and building a bridge to hold the most weight. This helped me to learn each concept in depth to apply all of them at once.

What could the instructor do to improve?

Comments
Provide more exam like questions during the practice problems or in class assignments.
Maybe if the Top Hat due dates were added to canvas. There was a lot of back and forth and it was easy to miss deadlines because of this.
He could make the lecture videos a little more engaging. Rather than just having lecture videos that people aren't going to want to watch, make them interesting like class so people wont be discouraged to watch them
Be more enthusiastic about the subject and just everything in general. It is depressing and unmotivating to hear my professor complain about everything every single class. A better attitude from the professor would make a better learning environment for everyone.
The exams were not conducive to my learning style and did not accurately reflect how the subject matter was approached in other parts of the class. Therefore, despite doing all that I could to prepare, I did not perform well on them. I actively utilized ALL of the resources I was given, and it was not enough. I also wish there were more materials to gain a complete understanding of the coursework since the textbook was the only real resource, and it was not robust enough to refer to when I needed more examples or clarification on a topic. As for the project, I feel like it is a great example of a professor not considering that their students have four to six other classes that they are also actively worrying about. While I do believe that it is very doable and possible to successfully complete, it places immense (and, in my opinion, unnecessary) stress on engineering students at the very end of the semester when they have so many other RELEVANT and important things to be focusing on. All in all, after hearing about the experiences of students with other statics professors, I gathered that it is not supposed to be as difficult as it was made to be here. I firmly believe that I could have been more successful in this course if I gained mastery of the content and was tested on it differently.
Provide more instruction for certain parts of the bridge project so people know how to prepare for their first design review a little better.
Good
Nothing in particular
N/A
Less top hat.
I did not like how the exams were set up. I think more open ended problems would be more helpful.
I think the class would be more manageable with a project final instead of a project and a final
Doing more examples in class

Comments
None
Having some of the reading and video assignments posted the day before class was frustrating and made it easier to fall behind on the course content. I think it would be better to make any revisions to the textbook/videos well in advance instead of rushing to finish them right before they are scheduled to be posted. For the bridge project, I feel that having some in–class explanation of the other factors at play beyond the calculated stresses in the truss members would aid teams in designing their bridges, as well as add to their overall understanding gained from the project.
I think sometimes the examples done in class (not the in–class worksheet) were not always the most helpful. Most were, but there were a few times where I felt even more confused about the topic after doing the example. I also think sometimes the examples provided (within the text, in the videos, in class, on the worksheets) were not very representative of problems found in the homework. Again, most of the time, they were fine, but there were times where I really struggled to solve homework problems because I had no solid examples to base my work off of or reference.
Nothing
Nothing I have no complaints
make in class examples more different from video examples
I think professor Barry is very funny, throughout the semester he would often make me laugh with his somewhat crude sense of humor. But he would often act with no sense of professionalism, he would answer questions with jokes when he seemed to think the question stupid even when most times I needed just looking for an honest straightforward answer.
I feel like some modules were posted extremely late, if these were posted in a more timely manner I feel that could be better. Sometimes I felt rush reading through these modules leading to me being slightly behind on the material when it came to class.
I think that something that Dr. Barry could improve on is to maybe do more example that are related to the homework problems because the homework was harder than the examples and the class worksheets.
Don't punish the entire class for academic integrity mistakes that are made by few.
I was a little disappointed with how the professor conducted himself during the second midterm. I felt discouraged about being punished for something I didn't do or contribute to. I also felt that the repeated warnings about cheating during the class were excessive and served more as disruptions for the rest of the class than actually discouraging the cheaters.
I believe that it may be beneficial for Dr. Barry to go over difficult homework problems in lecture just to get students on the right track when approaching them
I think even with the pre lecture videos, it would have been nice if there was a little bit more lecturing in class rather than strictly problem solving. Many times people would finish the problems early and leave class with 5–10 minutes to spare and I think it would be helpful to instead provide a little more lecture–like explanation in class with that time.
Be slightly more organized. Sometimes lectures would be posted late or not at all.
I'm pretty satisfied with the class and how it was taught I feel like it made me learn so no critiques there.
I think the exams being 17 multiple choice points was brutal and did not accurately display our knowledge of the topic, whether we guessed and got it right, or missed one calculation and got it wrong.
I understand that exams are difficult to grade if partial credit is involved, but I believe that there should be greater leniency for errors in arithmetic or simply circling an answer different from what was actually obtained by accident.

Comments
I suspect that deep down Dr. Barry really loves teaching and is passionate about inspiring and educating us all. I am not sure if he will ever admit that. Sometimes he is a little moody/pessimistic in a way that makes him scary to approach. Complaining about students/the job makes me worry that If I say something wrong you will complain about me
N/A
Maybe more time explaining the lectures and fully doing the examples.
Assign the homework on time, he would always release it late during the weekend
Maybe be more thorough with descriptions but even that I would say they were pretty good with.
The thing that I can say is that the modules need to be posted more in advance in my opinion.
For the classes project it would be nice for it to be introduced slightly sooner and also have their be more instruction with Laxness specifically, it is confusing
Maybe more in class time devoted to covering material.
n/a
Nothing, I felt the course was well structured and Dr. Barry or his teaching staff were always able to help.
While the readings before class were helpful, I didn't find the videos all that great. I found that the explainations in the book along with the practice problems a lot better for me than just watching a slideshow over videos.
I think a bit more time spent on in–class learning and explained examples versus the amount of flipped material could be helpful, although I did find the flipped style to be helpful, just maybe it taking a bit less time each week. I felt as though the material took many hours each week to get through that could have been spent reviewing and studying for the course.
Tophat layout made it a little difficult to find certain assignment sometimes, having to open a drop–down inside a drop–down inside a drop–down.
Provide more guidance on the bridge project, since some of the requirements were expected of us but were never explained and could only be found in the sample reports on canvas, or we found out after putting in a lot of work only to have the wrong calculations.
The instructor could be less doom and gloom. Every time the class did ok he would remind us on how it was fine by him if we failed. Also, if one student was causing a disruption, he would penalize the whole class. Sometimes in the end not penalizing the perpetrator.
My main suggestion would be to release the course material for the assigned readings and lecture video Top Hat questions a bit earlier than the Friday/Saturday before. I think that it would have helped me to manage all the material for the class, such that I could start the material earlier and not be as frantic to get the work done on the weekend in preparation for class on Monday.
None!
Assigned readings and videos were sometimes posted at irregular times, making it hard to make a routine for the week on when to watch pre–lecture videos and do pre–lecture readings.
Not a huge fan of the bridge project, but I see why it's necessary.

Comments
I think the exams don't reflect what we practice? I get it's like the FE exam so that's useful, but we practice and perfect problems that are far more difficult.
I am not someone who does well in flipped classrooms so that would be my improvement. But that’s not something that is easily changed.
Provide additional optional problems to work on apart from homework and worksheet
Provide more guides for the bridge project.
The instructor could improve by giving more details for the final bridge project. The beginning of it felt super overwhelming and I did not have a solid idea of what we needed to do. Introducing the project a little earlier and learning about the concepts to do the project sooner as well would help. Also, the project objective was changed from the year before, but it did not seem like this change was reflected in the files describing the project. This created more confusion when starting the project as well. Also, the instructor could be better at uploading the flipped lecture content at a reasonable time. There were times where it was not upload with a reasonable time before the actual class, which may have been due to changing and updating the content, which should have been done earlier. I think it would be better if all the lecture content was available at least a few weeks in advance, so if people want to work ahead, they have that option and there will always be plenty of time to look at it before the in–person lecture.

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

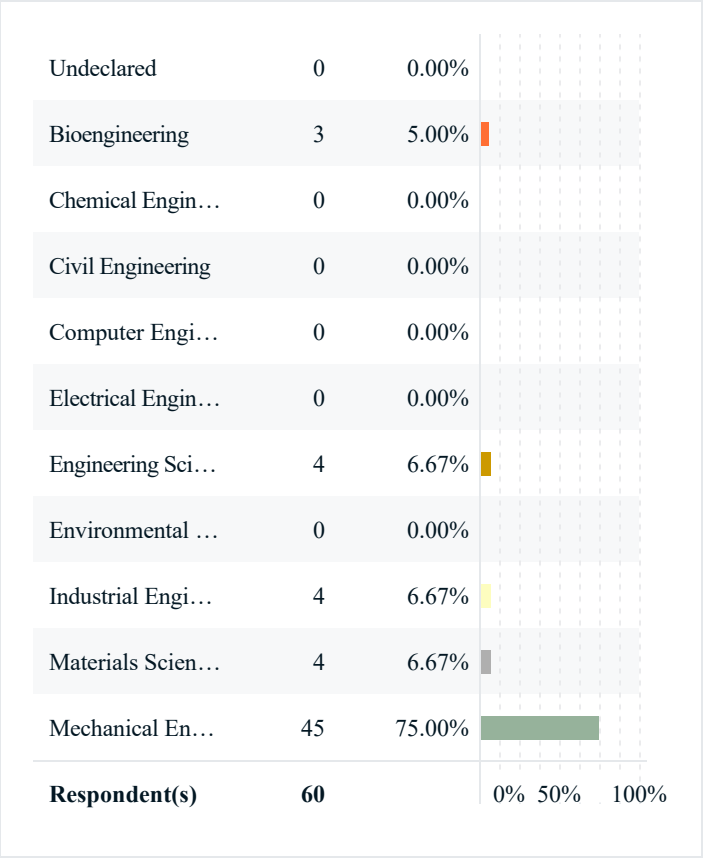
Comments
N/A
N/A
No
The suicide jokes in class are unprofessional and make me uncomfortable.
Every conversation that I have ever personally had with Dr. Barry has been very pleasant and constructive, and I truly enjoy speaking to him and have appreciated any advice he has given me. However, the general arrogant attitude that he brings to class, claiming that everything we are learning and doing is "easy" made me feel hesitant to participate in class and feel motivated. While I understand that this attitude might have worked for some people, it really just made me feel worse about struggling in this class.
Nope
It was a pleasure being in your class.
N/A
Homework reminders wouldn't be the worst. Just a simple "remember homework due today" on Fridays. I might have just missed it or was late.
n/a
no
No
None

Comments
This might be one of my favorite classes so far, even though it was definitely not easy. Dr. Barry made the class entertaining and interesting. I think I learned quite a bit, too. I would definitely say that going to office hours and putting in the work to reach out to get help made the class easier.
No
I'll miss him if he ever actually quits his job </3
no
N/A
N/A.
nope
no
No
It's been a pleasure having him as a professor and I'm excited to take him for other classes next semester
I do not have any additional thoughts.
nope
I like when shadow comes to class.
I love the book! Very good set up.
No.
I give you the best structured class award.
No
I am personally not a fan of flipped classrooms; however, I don't think there's anything to change if it is working well.
N/A
No
he cool fr. funny guy.
I truly appreciate you Dr. Barry and I'm thankful of your understanding.
no
n/a
N/A

Comments
I loathe the bridge project. This is partially because I don't think I got a very good group, but I also feel like we really weren't given adequate information to make the best bridge we can. I also think there probably should have been some instruction/tutorial about how to make good diagrams in inkscape and how to use the Latex template. I think it's also odd that we have a final project at the same time as a midterm and then a final. This added a lot of stress and I don't think it really added to my understanding of the class.
No other information at this time.
N/A
N/A
Please keep your personal drinking life outside of the classroom.
I do not have any additional comments.
N/a
n/a
Thank you :)
I guess I just don't like multiple choice exams in physics.
No
On the top hat homework problems maybe have a hyper link to section of the book if extra help is needed.
No
I overall enjoyed this class and learned a lot more about concepts that are more applicable to my specific major, which is mechanical engineering. Despite the lack of sufficient details, it was still my favorite part of the class. I appreciate being able to actually apply the content I am learning and building a physical bridge was satisfying after doing all the calculations to make the best design.

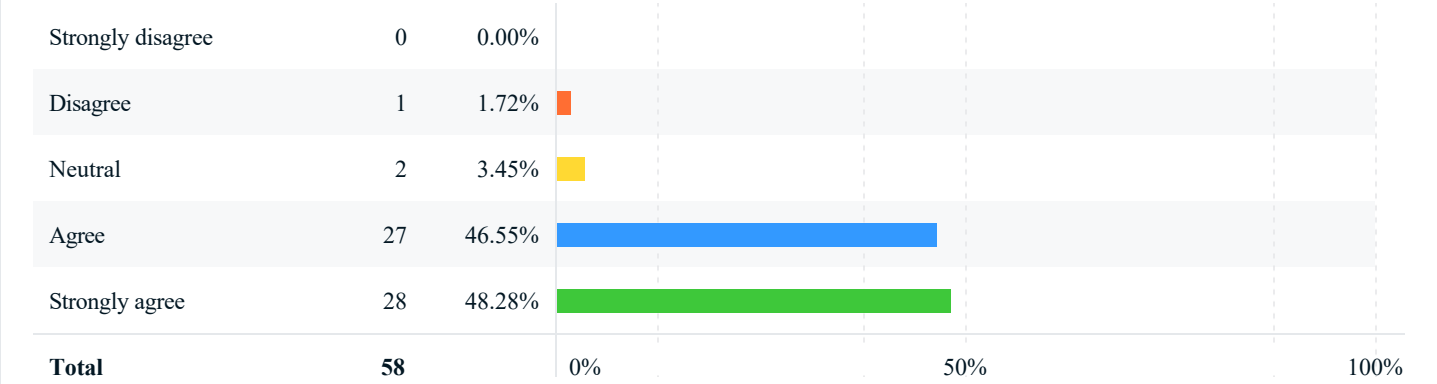
Swanson School of Engineering Questions

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.

The instructor was accessible.



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

Comments
Go to office hours and talk to the TAs, once you are stuck get help from someone and fast
Start early on your project, take advantage of extra credit
Listen to Dave, and Barry, they tell you to do things for a reason. They aren't trying to trick you, and they really want to see you succeed and do well
Pay attention to the online coursework.
Just watch the videos, do the readings, and study the practice problems
I'd say ask for help if you need it and practice a lot.
go to office hours
Use an AI to generate more practice problems for exams. The reviews were alright but not conclusive.
Sometimes if I didn't understand a topic, I would just forget about it until the midterm which is not the most efficient way to learn. I would recommend going to office hours and asking for help as soon as you don't understand a subject.
Use office hours
Go to office hours
Do more practise.
I could have done more of the optional homework problems.
Go to office hours. Put in the work. I think the more effort you're willing to put in, the more you'll get out of the class and the better you'll do. Take advantage of all extra credit opportunities.
The multiple choice exams are different at first, but if you are prepared it is no problem.
I did well in this course but I think a lot of students who struggle could benefit from actually reaching out to/building a relationship with the professor. If you don't care about his class or doing well then he is most likely not going to be as helpful to you as he is to students who DO care and put in the effort.
always do practice problems, and dont be afraid to get a question wrong the first time
This class despite being what should be a simple statics class requires an insane amount of time to be put into it due to the required reading and class project. This class should be a simple endeavor but you should treat it as your top priority due to the amount of time you have to sink into it to achieve a good grade.
I feel that I could have taken more time to read the modules even when rushed to complete them. Reading the modules significantly help to understand the material and taking the time to properly read them is helpful to knowledge in the class.
Something that I would have done to improve on my learning is to go to office hours more.
Asked more questions in class.
Do more practice and examples, especially the practice midterms.

Comments
I believe taking my time reading through the notes and taking thorough notes would benefit me because I sped through a lot of them and missed some important concepts that I then found difficult in the lectures. Along with this, office hours are greatly beneficial so attending more of these would have saved me in this course
Make sure you use all the materials given to you.
Make a time in your schedule that you always use for pre lecture. It's too much to remember to do it three times a week, so make it part of your schedule like another class period.
Even though they are graded for completion, put effort into the in class worksheets. And start your bridge project early!!
Make sure that you do the pre–class textbook reading and follow along with the in class example's because you will be walked through step by step basically the same type of problems that are on the homework.
Do all of the practice in the book, all of it. And don't guess your way through it, it's worth actually trying and learning from your mistakes.
I was generally very consistent with lecture videos, taking notes and completing examples before the corresponding lecture. However, it should be used in conjunction with the textbook. The text helped to encourage a more well–rounded understanding of the material. I believe dedicating some of that time to reading the textbook would be advantageous.
This is a very difficult class to do poorly in if you do what is asked of you. Do what is asked of you.
Start the report for the bridge project early
I would advise future students to read the lecture modules and not just click through for participation. Also, I would advise future students to go back and do the additional homework problems for review.
I would get ahead of the lecture notes and come prepared with questions for class.
Go to office hours if you don’t understand something
Definitely start early; start going to office hours early, start studying early, and start homework early.
Just used the resources.
Take notes and try to get an understanding of material before your class it will make sure that you can ask useful questions and not just try to teach yourself the material while trying to do practice problems.
Read the book.
Do the homework
I would try to master the basics before doing challenging problems. Do as many FE practice problems as you can.
Take notes on all the textbook readings and do all the practice problems to ensure you understand the material. Start the bridge project immediately.
I think spending more time doing practice problems would be helpful to review for exams. I thought doing practice problems and redoing problems from homework on Tophat was very helpful. Sometimes I felt I didn't have enough time to review everything, but that certainly helped when I did.
Read textbook more thoroughly
Utilized office hours more.
It is not too hard to stay up to date. Falling behind is a death sentence.

Comments
My advice would be to make sure to start the work early and visit office hours often. In starting the work early, it's easier to identify any issues on may be having and it will be easier to go to office hours to get clarification.
Study a few days in advance to the exams. Make sure to actually do the in class work.
Go to office hours, there are many TAs and UTAs who are all very knowledgable about the material and will help you succeed.
Watch videos if there was more time in a day, and don't forget about gravity
Don't panic on the exams– breathe, take your time, and don't overthink it. Also start the bridge project like the week it's given because the likelihood of someone in your group not contributing enough is incredibly high, and you should frontload
I could have done the extra homework problems that were put on canvas. Started practicing for exams earlier as well.
You won't learn just from reading. Do practice problems and homework too.
Read the textbook more thoroughly
Attending office hours
I could have read the textbook readings slightly closer, but I did everything else that was assigned. If you watch all the videos, take the time to actively respond to the video questions and the reading questions, then you will do well in this class.

Engineering Undergrad Courses

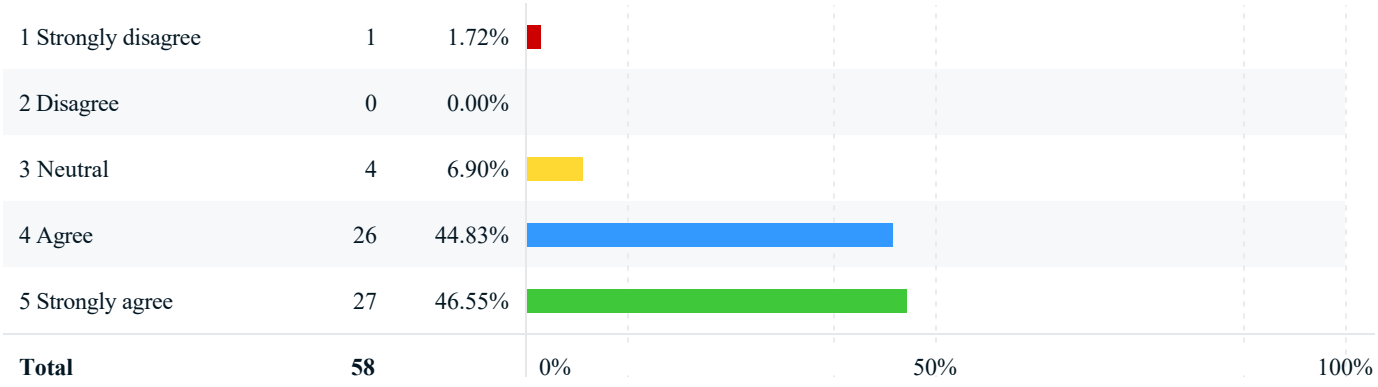
Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	58	4.24	0.68
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	58	3.90	0.85
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	57	4.21	0.62
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	58	3.71	1.03
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).	58	3.28	1.10
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	58	3.45	1.08
Your ability to effectively communicate verbally with a wide range of audiences.	58	3.22	1.09
Your ability to effectively communicate in writing to a wide range of audiences.	57	3.25	1.06
Your ability to recognize ethical and professional responsibilities in engineering situations.	58	3.47	1.14
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	58	3.29	1.09
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	58	3.29	1.11
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	58	4.21	0.79

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	57	4.32	0.71
Your ability to develop appropriate experiments.	58	3.62	1.12
Your ability to conduct appropriate experiments.	58	3.57	1.20
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	58	4.09	0.80
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	58	4.22	0.68

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	62
Response Count	58
Response Ratio	93.55%
Mean	4.34
Median	4.00
Mode	5
Standard Deviation	0.76