University of Pittsburgh

2241 - Teaching Survey Fall 2023

Fall 2023 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1040 - Lecture

Created **Thursday, December 21, 2023**

Courses Audience: 55
Responses Received: 52
Response Rate: **94.55%**

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 and you may schedule a consultation with a member of our Teaching Support team to help interpret your results and develop a course of action if necessary.
- 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.	55	52	94.55%	4.37	4	4.00	0.60
The instructor was enthusiastic about teaching the course.	55	52	94.55%	4.17	4	4.00	0.79
The instructor presented the course in an organized manner.	55	52	94.55%	4.37	5	4.50	0.74
The instructor maintained an environment where students felt comfortable participating.	55	52	94.55%	4.21	4	4.00	0.80
The instructor maintained an environment where students felt comfortable seeking assistance.	55	52	94.55%	4.40	5	4.50	0.69
The instructor provided helpful feedback.	55	52	94.55%	4.17	4	4.00	0.76
Assignments contributed to my understanding of the subject.	55	52	94.55%	4.27	4	4.00	0.66
Overall of All Questions	385	364	94.55%	4.28	-	-	0.72

Overall effectiveness

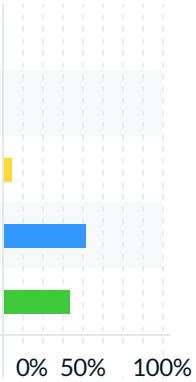
Scale: ineffective (1), only fair (2), competent (3), very good (4), excellent (5)

Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	55	52	94.55%	4.19	4	4.00	0.86

Response breakdown

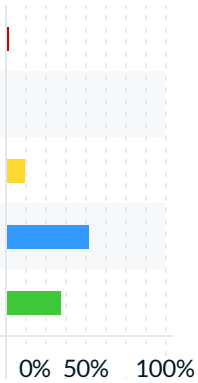
1. The instructor stimulated my thinking.

Strongly disag...	0	0.00%
Disagree	0	0.00%
Neutral	3	5.77%
Agree	27	51.92%
Strongly agree	22	42.31%
Total	**52**	



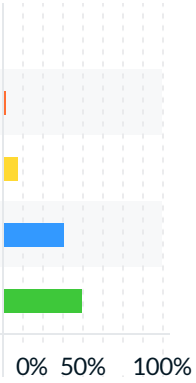
2. The instructor was enthusiastic about teaching the course.

Strongly disag...	1	1.92%
Disagree	0	0.00%
Neutral	6	11.54%
Agree	27	51.92%
Strongly agree	18	34.62%
Total	**52**	



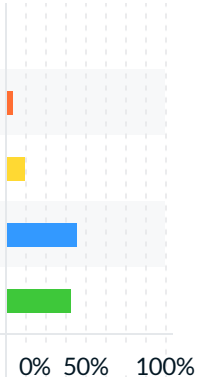
3. The instructor presented the course in an organized manner.

Strongly disag...	0	0.00%
Disagree	1	1.92%
Neutral	5	9.62%
Agree	20	38.46%
Strongly agree	26	50.00%
Total	**52**	



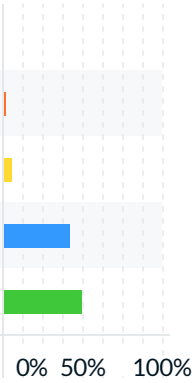
4. The instructor maintained an environment where students felt comfortable participating.

Strongly disag...	0	0.00%
Disagree	2	3.85%
Neutral	6	11.54%
Agree	23	44.23%
Strongly agree	21	40.38%
Total	**52**	



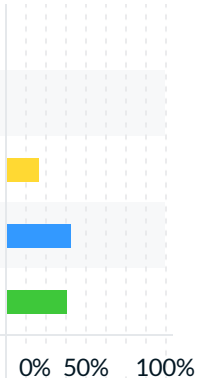
5. The instructor maintained an environment where students felt comfortable seeking assistance.

Strongly disag...	0	0.00%
Disagree	1	1.92%
Neutral	3	5.77%
Agree	22	42.31%
Strongly agree	26	50.00%
Total	**52**	



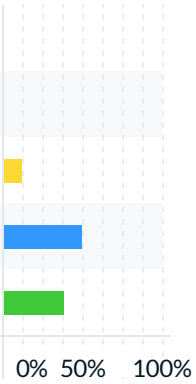
6. The instructor provided helpful feedback.

Strongly disag...	0	0.00%
Disagree	0	0.00%
Neutral	11	21.15%
Agree	21	40.38%
Strongly agree	20	38.46%
Total	**52**	



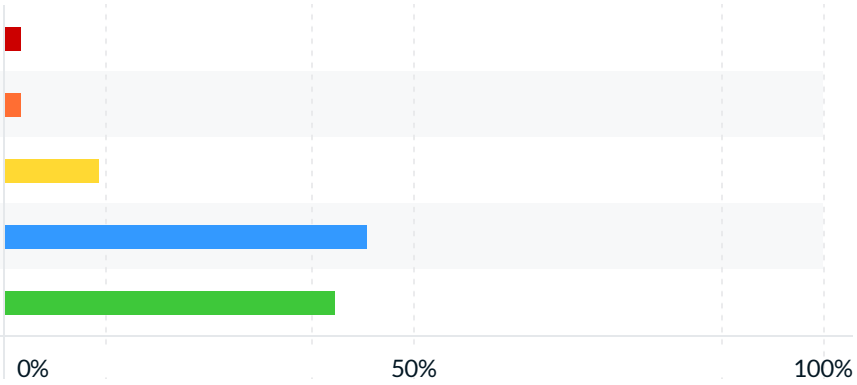
7. Assignments contributed to my understanding of the subject.

Strongly disag...	0	0.00%
Disagree	0	0.00%
Neutral	6	11.54%
Agree	26	50.00%
Strongly agree	20	38.46%
Total	**52**	



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

Ineffective	1	1.92%
Only fair	1	1.92%
Competent	6	11.54%
Very good	23	44.23%
Excellent	21	40.38%
Total	**52**	



Comments

What did the instructor do to help you learn?

Comments
encouraged participation and worked to build relationships with all students.
seeing different concepts in multiple different ways helped me comprehend the information.
– In–class lectures were followed by in–class problems where TA's and the professor would float around the classroom to assist and guide – Lot's of practice material, format of class forces consistent practice – The truss building project helped cement the course's content better than a slower pace and more homeworks would have. – Office hours were organized and announcements were readily used to communicate any changes – Pre lecture work was very conducive to learning the content better – Lectures felt personable – Shadow is a very good boy, he helped me feel more energized during Friday lectures
I liked his flipped lecture style. The videos he had us do were very helpful and well organized.
Very organized lecture and material, the office hours were extremely beneficial and enhanced my understanding of the material.
The in class examples were useful!
practice problems were helpful and made me think. the help of extra office hours was needed though.
I would say all of statics I. It's hard to single out certain units because a lot of them required the same methods. But definitely moments and everything else that used moments.
Dr. Barry was took very organized notes and took the time to explain concepts thoroughly.
Homework, quizzes, example problems
The class was very organized and I knew what to expect every time. The videos required to watch before class were very helpful and the assignments were also very helpful
In–class examples felt helpful and assigned teams helped to facilitate cooperation on classwork and homework
I liked the flipped format.
He ensured there were many office hours during the week for help.
Gave us a lot of practice problems to learn the material well.
Applied everything to examples in real like and gave us great hands on experience with the bridge project.
made sure that we had to use each topic right after we learned it so the material didn't get forgotten right away
He attempted to provide us with office hours to help us, though they did have limited success.
FBD
Most graded assignments had at least one in–class example or video example to help solve problems.
Did practice problems in a well–paced step by step manner.

Comments
Lots of examples and office hours
offer lots of office hours and provided lots of material outside of class to learn from
Was available to talk to outside of class to help explain things if it was confusing. Was also helpful in the classroom when working.
He helped me learn about the simplicity of certain topics of statics, and how statics in a simple sense is just the art of casting equilibrium equations to Free Body Diagrams and solving using brute force or symbolic analysis.
The overall structure of the class was visibly planned and organized, and the lecture structure flowed very well. In other words, the flipped structure made lectures much more relaxed than having to take notes in lecture, thus allowing lecture to focus on the application of knowledge learned from the notes. While I don't enjoy taking an hour or more of notes on top of a class, it is necessary for this class and conducive for understanding.
Implemented a lot of ways to get practice like videos, in class examples, etc.
I liked using tophat to keep materials organized and due dates clear. I appreciate when classes are about the material and not about your ability to take a class.
The instructor maintained plenty of office hours in order to allow students to seek assistance whenever possible. TopHat's immediate feedback was also very nice, as it gives students some confidence when they are doing right and know when they need to seek the help of a TA or professor. Also, giving students a list of what the exam will cover was also very helpful, as it reinforces what students need to study for before the exam.
Was very available for help and explain things and held many many office hours
n/a
I liked the examples presented in class.
He clearly knows the material and that makes it easier to learn.
The instructor helped me learn statics in a formulaic way that made sense.
posted lecture videos and lecture slides
Dr. Barry helped me learn how to set the sum of forces equal to zero and solve.
Statics
Help me improve in vector operations
He always answered questions
Dr Barry provided a lot of resources to study from and set up a lot of office hours for students to take advantage of
Explained examples in class
The top hat was set up in a way to guide you in understanding the material.
He had helpful notes and videos to rewatch, as well as plenty of office hours

What could the instructor do to improve?

Comments
Nothing
Have a better way to deliver the last bit of material, it seemed a bit rushed.
– The lecture videos are short which is nice however after the first 4 weeks of content one cannot digest the video infromation properly without pausing the video 15 times. The pace and material coverage is quick but perhaps this is the lesser of two evils – Very often I would just answer the TopHat questions without watching the videos because of how long it takes to properly understand them; doing this was still helpful in introducing the upcoming lecture's content
He could stop putting 'none of the above' as an answer to every question on the exams but other than that he is a very good statics professor.
More practice that is similar to test format, difficult to gauge how to study material.
Not much, most stuff falls on the students.
teach more in–class, ie more examples or in class lecture material
Maybe make the videos for in–depth or just explain where values came from etc. For example my class was confused when Dr. Barry used 4F/(pi*d^2) to solve for average normal stress because he already had values plugged in and we were unsure where the 4 had come from.
I think Dr. Barry's course is structured well. Maybe make flipped lectures less time consuming.
Maybe not leave us to fend for ourselves on the exams
Maybe doing examples in class with real life scenarios. Like showing a zero force member by having a scale bridge, or showing a couple by (I don't know how)
The physical textbook seemed almost useless. After having used the tophat textbook for our final unit on torsion, I wish I had picked another section. I felt that if I had been using the tophat textbook all semester, I would have a much better understanding of this course and a higher grade.
He teaches the class like he doesn't care which makes it very hard to learn
Do some of the more complex lectures in class instead of just the flipped model.
Nothing I feel like he prepared us well for the exams and understanding the content.
Nothing that I can think of.
find ways to get more students involved in discussions
I suggest attempting to write the tests and explaining them to the class as to why the exam answers turned out that specific way. It felt like we were completely on our own after the first exam, and that the professor didn't care about the class performance or their understanding of the material, only that the students simply passed to his satisfaction.
Maybe spend more time on the examples
1. More in–class examples for machines and frames 2. More Shadow
Post due dates on canvas
more practice problems that are not graded, but provide solutions

Comments
i feel like the video lectures take a bit away from the learning. Sometimes videos can be useful to look back on to review but it helps a lot to learn the topic for the first time in the classroom.
He was pretty good. His lectures were detailed and he was helpful when I asked questions.
N/A
Teach every class the same way and give everyone a textbook
I wish I had access to the interactive textbook material! It seemed way more helpful than the assignments we were given (as someone from the 2 PM class who only got the torsion one).
Calling on random students during lecture while solving a problem could be helpful, as it can give the instructor a better idea of what students are getting stuck on.
I was the lecture videos went a little more in depth with explanation rather than just reading the slides as I found myself confused often
Offer practice problems or exams before a midterm
Bring his dog more often
If he gave us a little more guidance on the bridge project regarding how they were going to calculate the final P.I. that would have been nice.
If he could post optional extra practice before exams I think that would supplement my learning. Since I was apart of the video lecture only class it would've also been helpful to have the online version of the textbook on Tophat as well so I could use that to clarify my learning when the videos didn't fully help.
provide more practice problems
I think Dr. Barry's teaching is great. I do'nt think there are areas that need to be improved.
Nothing
I think the videos could be better. It felt like when I was learning about the subject, I was expected to have a background knowledge about a lot of the content which I did not have. I think when you would do examples in the videos I did not understand why you why deciding to do a lot of the steps, you would show how to do a problem but not why. That is why when I went to do homework's it felt a lot harder, because the videos didn't allow me to understand the topics, only how to solve a problem in the specific way you solved it. Also I do not think you explained things enough conceptually.
Stay the same most preferred class this semester
Have more review problems other than top hat questions.
Maybe do a second example that is harder and more similar to the homework
Post notes in addition to the videos.
Include even more solved example problems

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

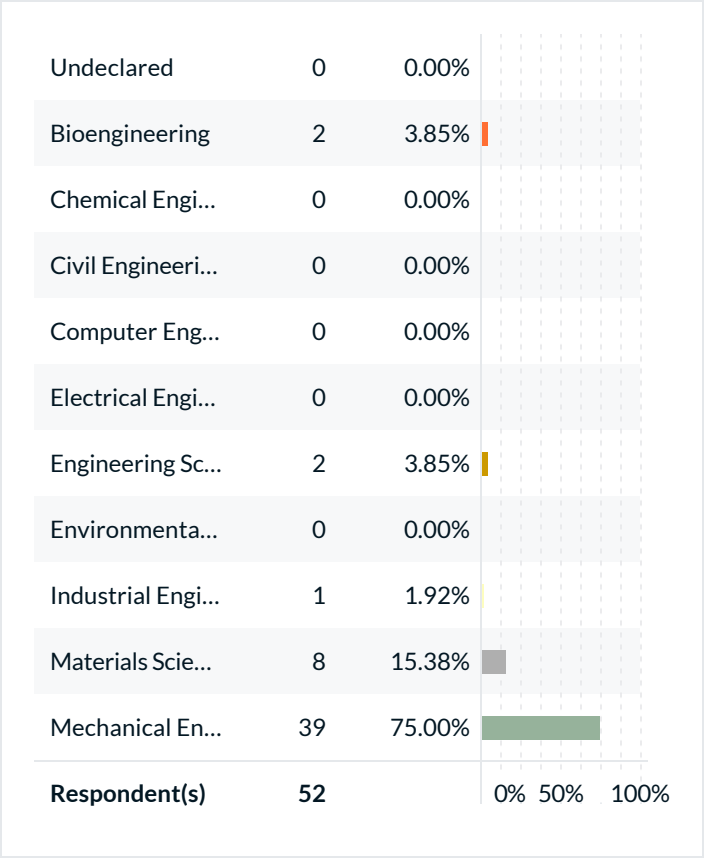
Comments

no
"It's gonna be clamp this, clamp that. Bada–climp, bada–clamp!" – Clamps
amazing course
Not really.
no
I understand that grading policies won't change, but for Midterm 2 students weren't penalized for getting three different questions wrong, but there was no compensation for getting them right. Two of the questions had 2 possible answers if you didn't understand what lateral meant and if you changed the units to get it correct. I would understand if these points were given back to people if they picked the other "possible" answer and still showed they solved for it correctly. However, students got points for these problems when they didn't understand them at all. Additionally we were told before the exam the pulley question would be on the exam, thus we knew to study pulleys it doesn't make sense at all to not penalize students for missing this question. I'm not sure why a curve couldn't be applied because this not penalizing just hurt students who got them correct.
Thank you!
I wish the tophat could somehow be integrated with canvas so that the assignments would show up there. It's really hard for me to keep track of homework when it's on a different website for every class. Also if tophat were to mark when something is complete. It scares the shit out of me when it has a big red HOMEWORK on it due that night and then it turns out I had a heart attack for no reason because I already did it.
I had a good semester
Continue the lecture videos and don't do the reading assignments. The lecture videos are much better than the reading assignments
The last assignment of the semester was a reading assignment from the textbook, despite none of the other assignments given to my class were textbook readings. I found the textbook to be much more difficult to take notes on than the usual lecture videos.
N/A
N/A
FBD gang
None
None
hi dr barry i enjoyed statics very much and i appreciate your effort to teach to the best of your ability. sorry we didnt have our shit together during the first design review
N/A
No additional information.
You rock!
N/A
No
Thank you for actually being normal and teaching like a human being
nothing thanks for a great semester

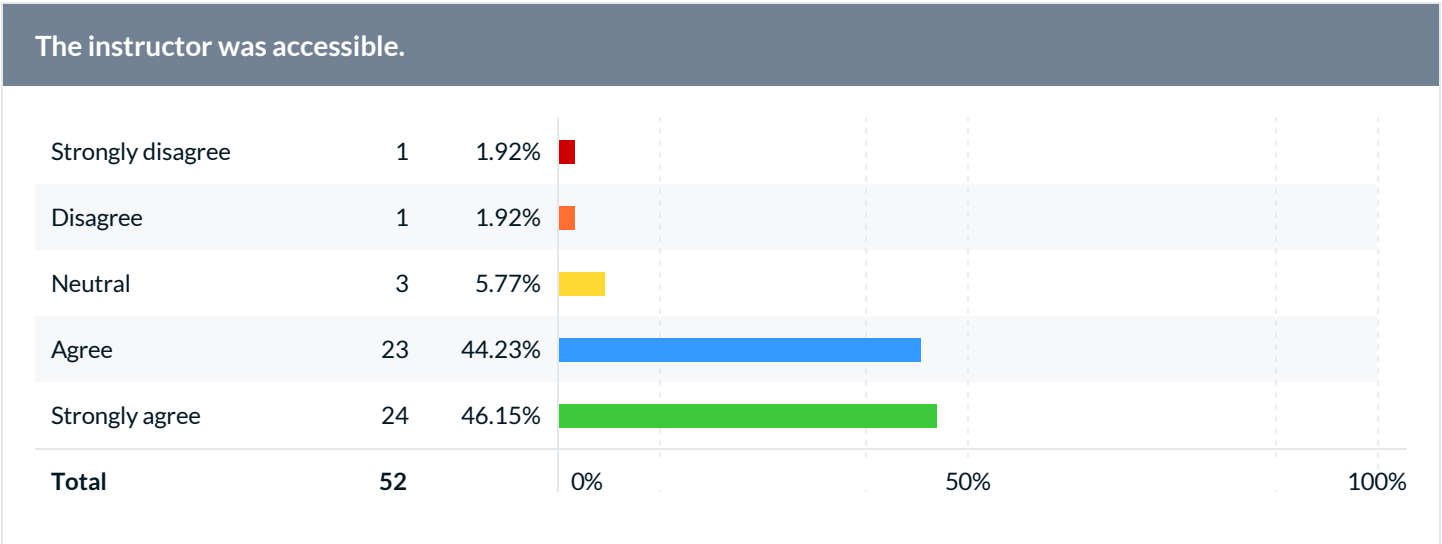
Comments
n/a
no
I wish you guys told us how you were going to calculate the length of the wood that we used in our bridge. It wouldn't be that hard to use our part drawing to add up all the length instead of just weighing the wood, and comparing it to a reference piece. It would be a lot more accurate and fair if the total length was added instead of the weight.
Thank you for teaching this course!
I don't have any other information.
No
No
The bridge project was a lot of fun and I enjoyed attending your lectures!
no

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
go to office hours
Improve my time management once the bridge project got assigned. My attention was revolved around the bridge project and everything else got pushed to the side.
Payed more attention during lectures.
Went to more office hours, took more detailed notes on the lecture videos.
Make sure you actually do everything that you should be doing. That is my one regret in the course, it isn't very hard if you do what he suggests you do.
work with other people on problems
Do the homework as soon as possible it's way easier to get help if there are still office hours available to attend.
Take your time preparing for the exams.
idk show up to class and study
Everything you need is in the tophat. But make sure when you do those problems you understand why they're happening.
Use the tophat textbook
Watch the lecture videos thoroughly.
Don’t slack off, and ask for help if you need it.
Read the book more often, rather than only when there's stuff I didn't totally understand.
do your homework and pre lecture videos and dont brush them off they are just as important as the in class time
Prepare to study like there is no tomorrow, the material is tough and the professors make it a little more tough
study
Re–watch certain sections of the lecture videos if necessary.
Go to office hours
go to as many office hours as you possibly can, it helps and it is incredibly valuable to get multiple perspectives
Watch the lecture videos and practice with outside material including the textbook more.
Go to office hours and review sessions.
Read the textbook. It makes the lectures and the exams so much easier. The practice problems are also a big help. If you're struggling, go to the office hours. Don't wait till a week before the midterms or the final, but go way in advance so that you're not struggling when its too late to do anything about it.
Take the notes from the flipped lectures – they provide a very solid basis of knowledge for the problems you'll see in the course.

Comments
Get into a class that has a textbook
Stay on top, because the content seems easy in the beginning but then the trusses hit and it's all downhill from there.
Make sure to go to office hours! It is a very simple way to clear common misconceptions.
do practice problems as much as possible
I could of read the textbook more often or used the huge amount of office hours to my advantage
Go to more office hours.
Make sure you study because the testes are not easy if you don't
Make sure to do all the practice (homework and quizzes) with full attention and make use of the office hours.
went to office hours more
Make sure to get all kinds of practice and go to the TA's for help. Asking questions and getting a better understanding is very helpful in this class.
Watch videos
I think going to office hours helps
Use your resources, they are there to help
Just make sure you watch the videos
Read the textbook!
Do all the homework
Pay more attention in lecture.
Stay on top of homework, and make sure you can do it as close to the lecture date when you learned it to make sure the material sticks with you as much as possible.

Engineering Undergrad Courses

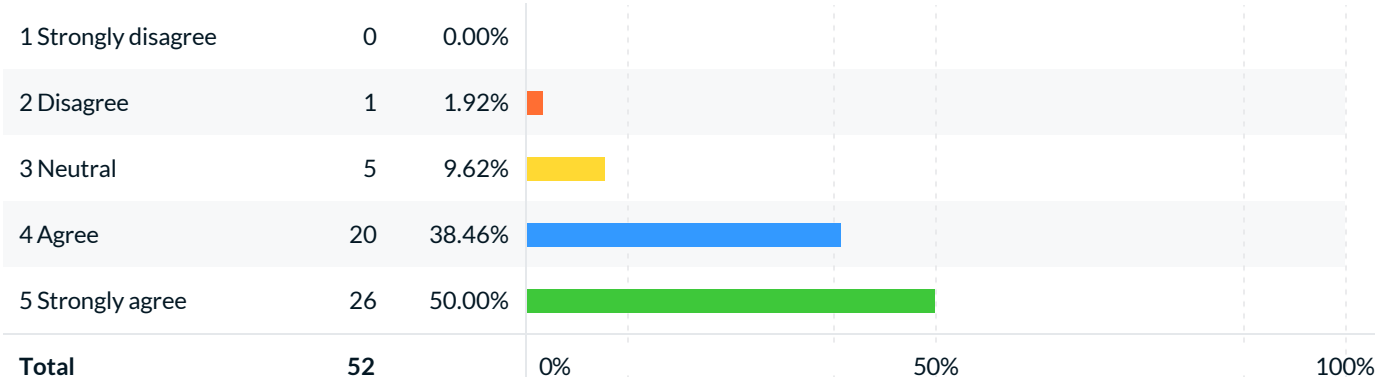
Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	52	4.23	0.65
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	52	3.94	0.85
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	51	4.14	0.72
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	52	3.73	0.93
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	3.60	1.00
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	52	3.69	0.94
Your ability to effectively communicate verbally with a wide range of audiences.	51	3.37	1.13
Your ability to effectively communicate in writing to a wide range of audiences.	52	3.35	1.10
Your ability to recognize ethical and professional responsibilities in engineering situations.	51	3.27	1.18
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	52	3.37	1.09
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	52	3.48	1.04
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	51	4.04	0.82
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	52	4.12	0.76
Your ability to develop appropriate experiments.	52	3.71	1.00

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to conduct appropriate experiments.	52	3.75	1.03
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	51	3.94	0.86
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	52	4.21	0.70

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	55
Response Count	52
Response Ratio	94.55%
Mean	4.37
Median	4.50
Mode	5
Standard Deviation	0.74

Personalized Questions

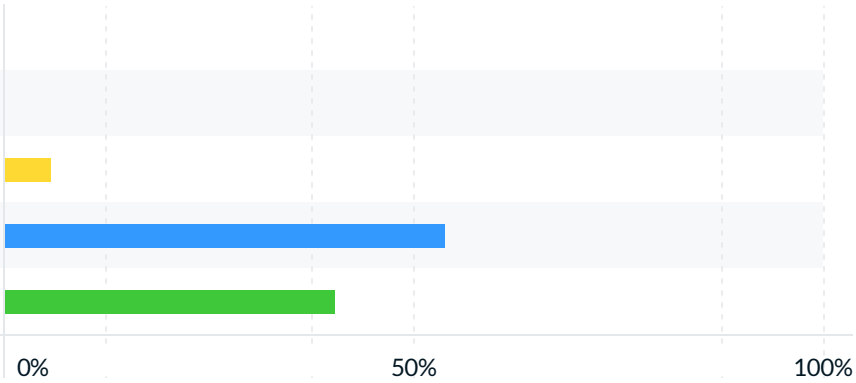
Express your judgment of the instructor's overall teaching effectiveness.

Question	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	52	4.04	0.84

Classroom activities made a valuable contribution to my learning.

Classroom activities made a valuable contribution to my learning.

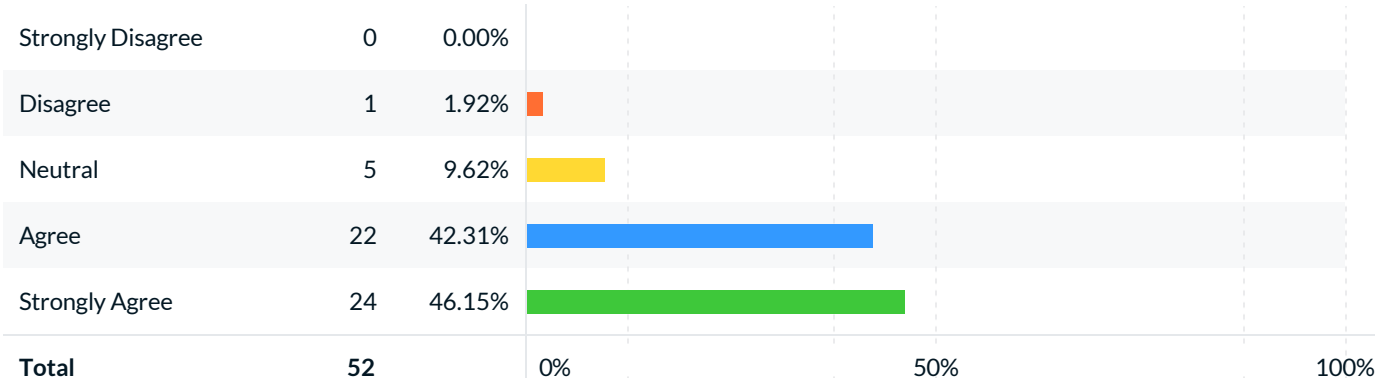
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	3	5.77%
Agree	28	53.85%
Strongly Agree	21	40.38%
Total	**52**	



Statistics	Value
Mean	4.35
Standard Deviation	0.59

The instructor followed the syllabus closely.

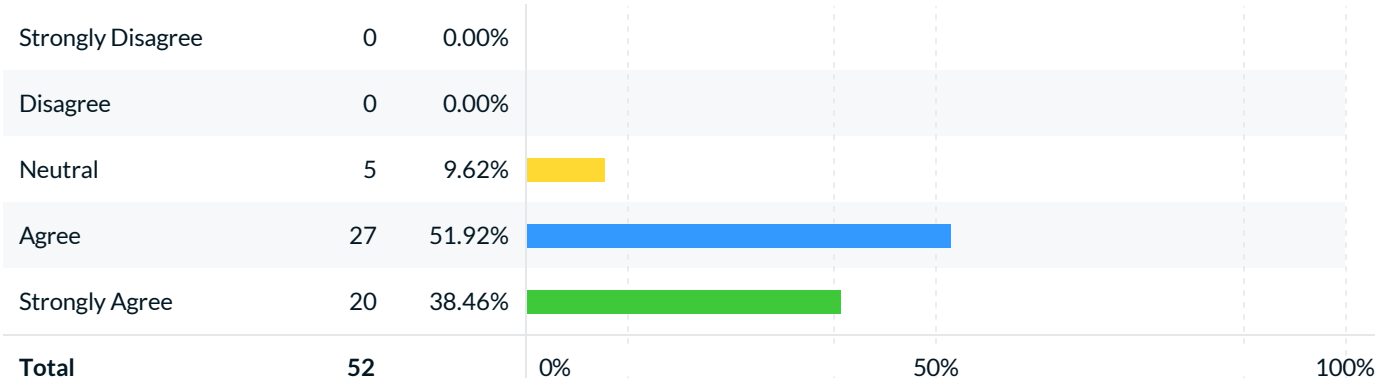
The instructor followed the syllabus closely.



Statistics	Value
Mean	4.33
Standard Deviation	0.73

The instructor kept class discussion focused on key issues.

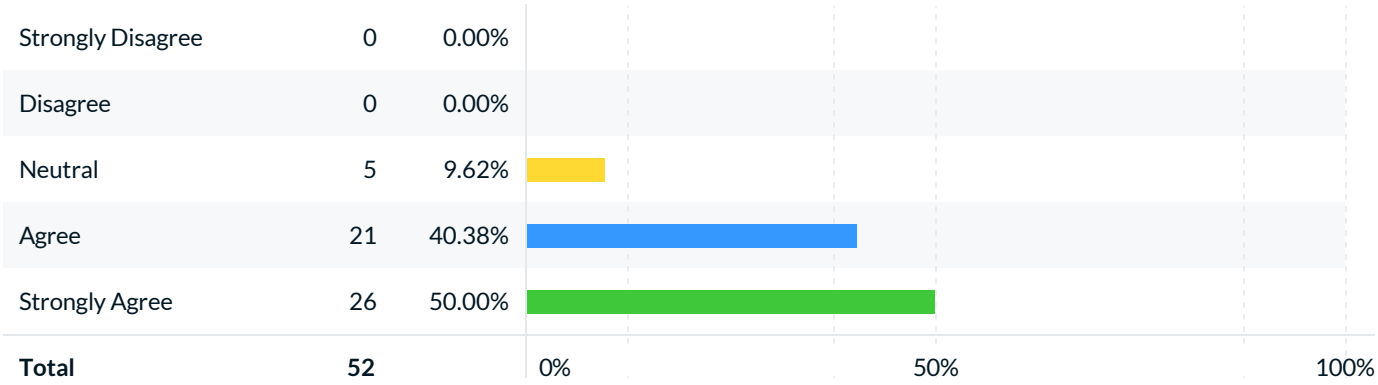
The instructor kept class discussion focused on key issues.



Statistics	Value
Mean	4.29
Standard Deviation	0.64

Assignments contributed to my learning experience in this course.

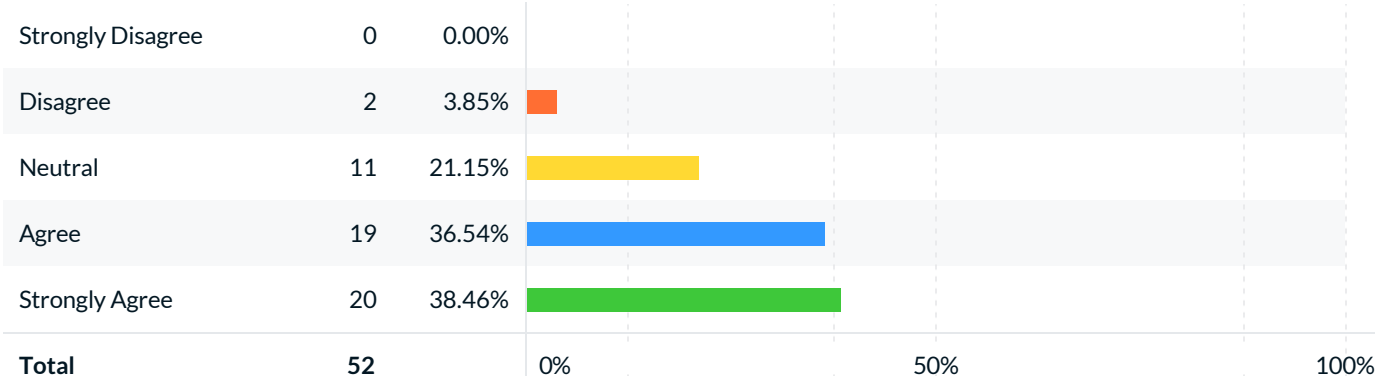
Assignments contributed to my learning experience in this course.



Statistics	Value
Mean	4.40
Standard Deviation	0.66

Grading policies were fair.

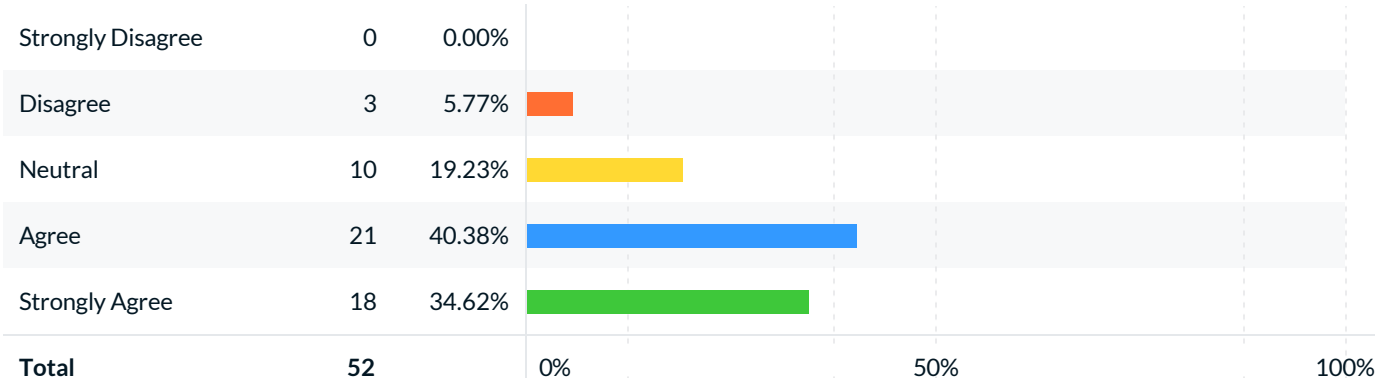
Grading policies were fair.



Statistics	Value
Mean	4.10
Standard Deviation	0.87

Useful feedback was provided.

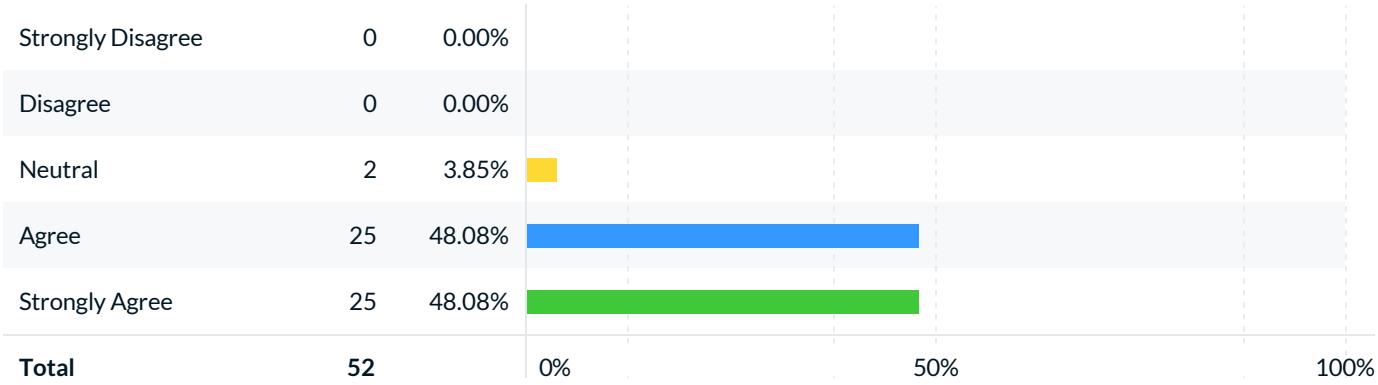
Useful feedback was provided.



Statistics	Value
Mean	4.04
Standard Deviation	0.88

Assignments contributed to my attainment of course objectives.

Assignments contributed to my attainment of course objectives.

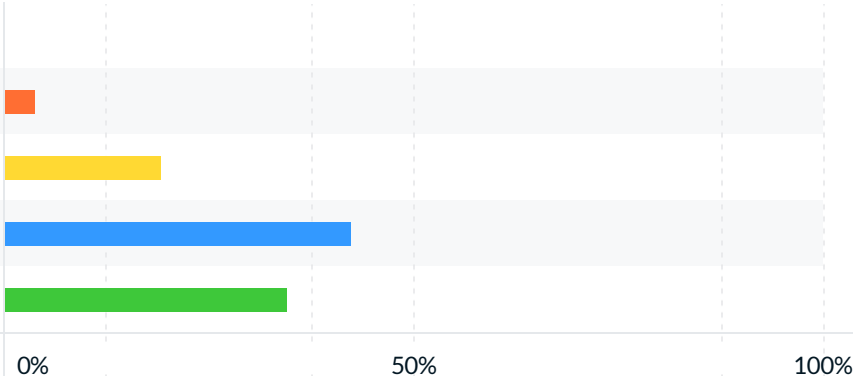


Statistics	Value
Mean	4.44
Standard Deviation	0.57

Quizzes helped me to prepare for the exams.

Quizzes helped me to prepare for the exams.

Strongly Disagree	0	0.00%
Disagree	2	3.85%
Neutral	10	19.23%
Agree	22	42.31%
Strongly Agree	18	34.62%
Total	**52**	

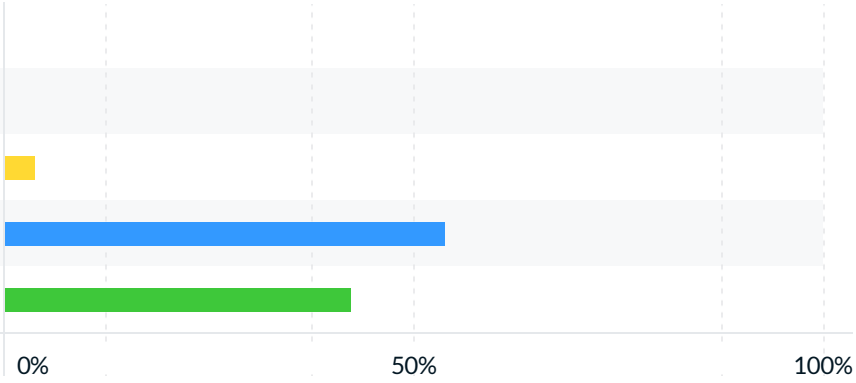


Statistics	Value
Mean	4.08
Standard Deviation	0.84

Assignments were helpful in learning the material.

Assignments were helpful in learning the material.

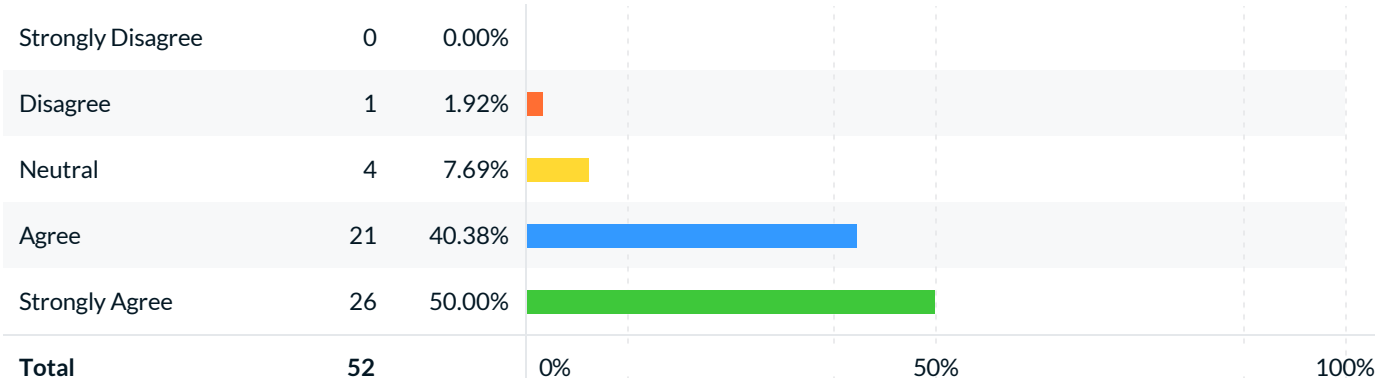
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	2	3.85%
Agree	28	53.85%
Strongly Agree	22	42.31%
Total	**52**	



Statistics	Value
Mean	4.38
Standard Deviation	0.57

Examinations covered material presented in the class.

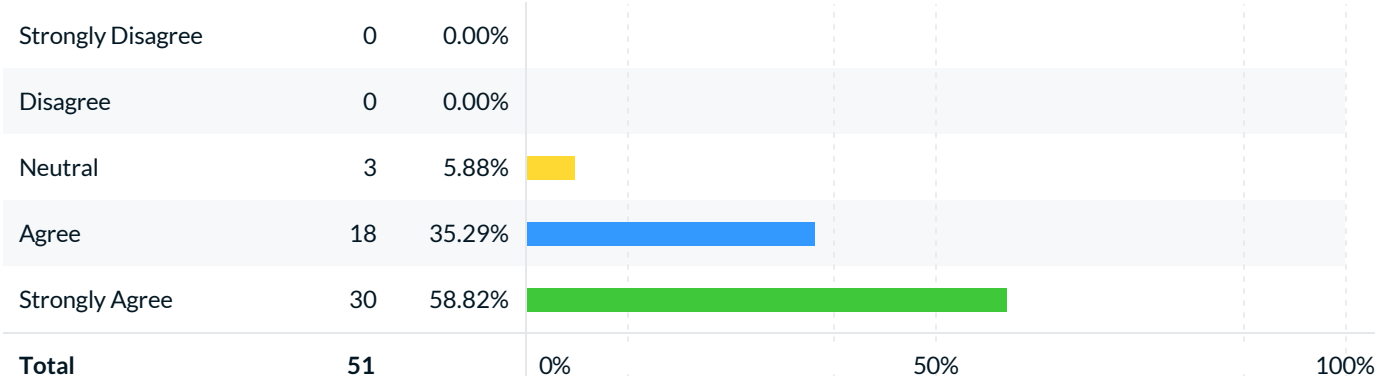
Examinations covered material presented in the class.



Statistics	Value
Mean	4.38
Standard Deviation	0.72

The instructor returned graded materials promptly.

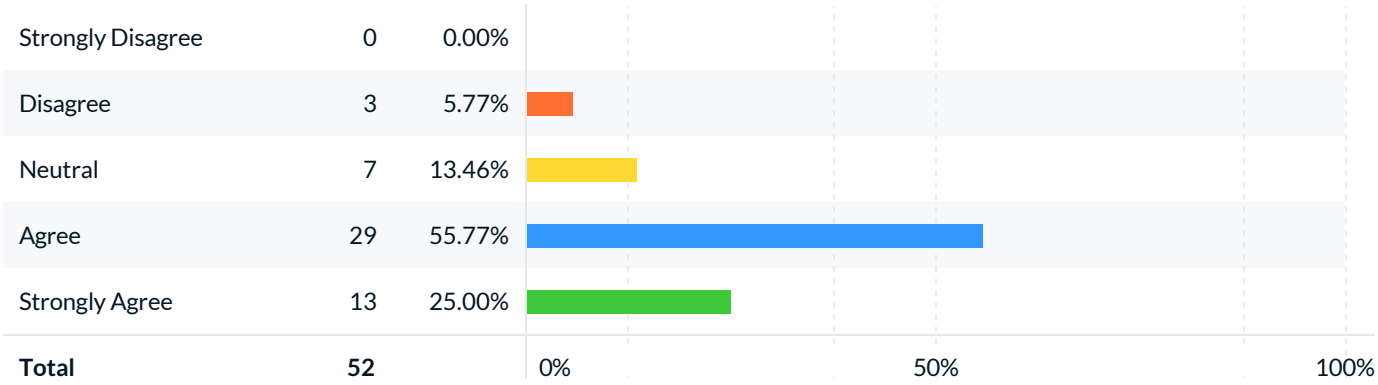
The instructor returned graded materials promptly.



Statistics	Value
Mean	4.53
Standard Deviation	0.61

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

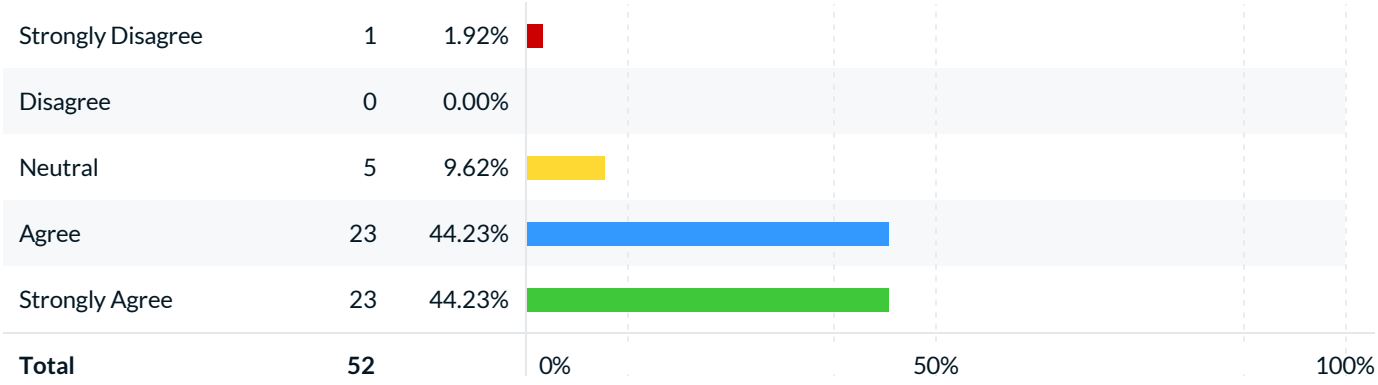
The instructor adequately prepared me for the exam(s).



Statistics	Value
Mean	4.00
Standard Deviation	0.79

The instructor treated students with respect.

The instructor treated students with respect.

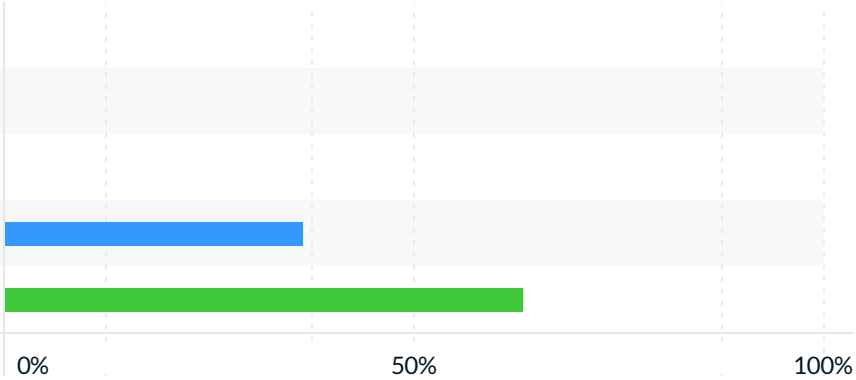


Statistics	Value
Mean	4.29
Standard Deviation	0.80

Instructor conveyed knowledge of the subject matter.

Instructor conveyed knowledge of the subject matter.

Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	0	0.00%
Agree	19	36.54%
Strongly Agree	33	63.46%
Total	**52**	

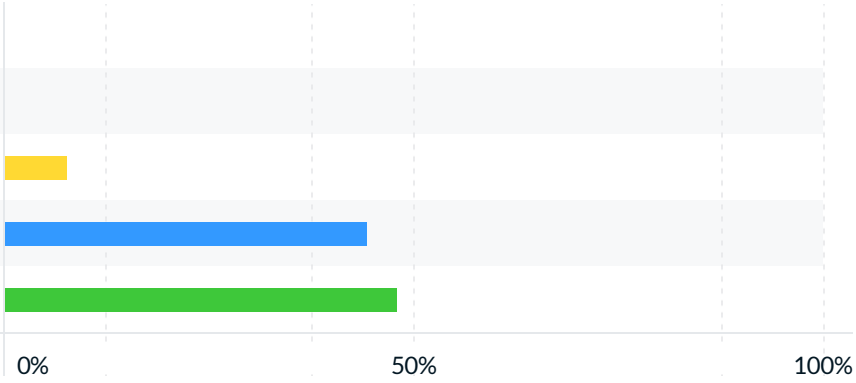


Statistics	Value
Mean	4.63
Standard Deviation	0.49

The directions for the use of online materials were clear.

The directions for the use of online materials were clear.

Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	4	7.69%
Agree	23	44.23%
Strongly Agree	25	48.08%
Total	**52**	

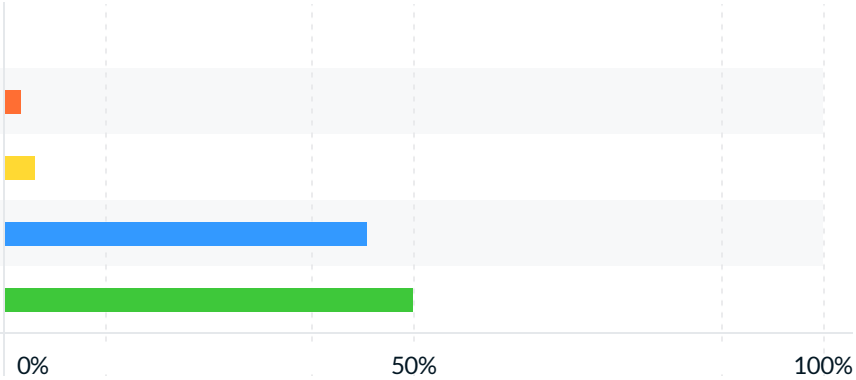


Statistics	Value
Mean	4.40
Standard Deviation	0.63

The online course materials were easy to use.

The online course materials were easy to use.

Strongly Disagree	0	0.00%
Disagree	1	1.92%
Neutral	2	3.85%
Agree	23	44.23%
Strongly Agree	26	50.00%
Total	**52**	

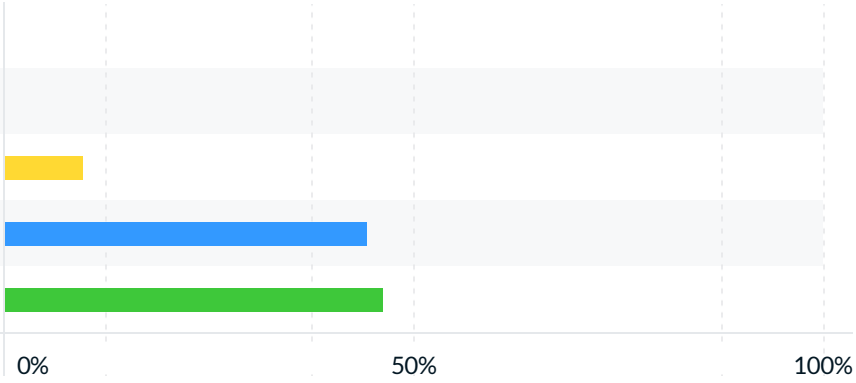


Statistics	Value
Mean	4.42
Standard Deviation	0.67

The online course materials found in Canvas made a valuable contribution to my learning.

The online course materials found in Canvas made a valuable contribution to my learning.

Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	5	9.62%
Agree	23	44.23%
Strongly Agree	24	46.15%
Total	**52**	

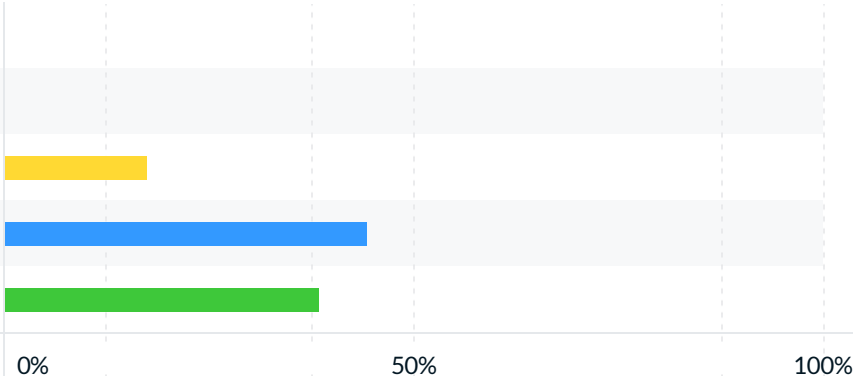


Statistics	Value
Mean	4.37
Standard Deviation	0.66

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

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

Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	9	17.31%
Agree	23	44.23%
Strongly Agree	20	38.46%
Total	**52**	

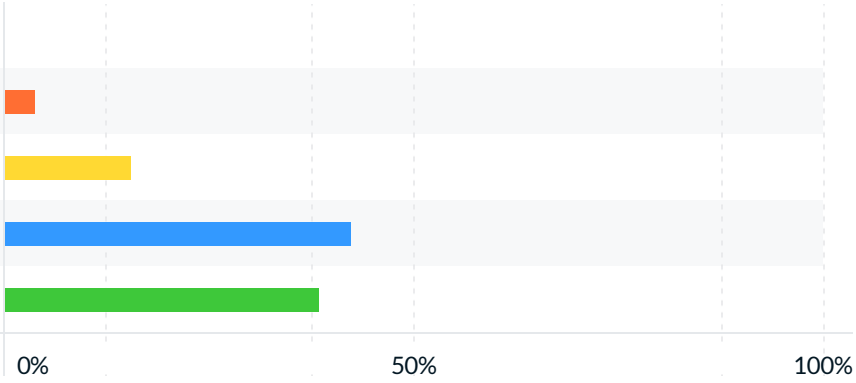


Statistics	Value
Mean	4.21
Standard Deviation	0.72

Overall, I was satisfied with my online course experience.

Overall, I was satisfied with my online course experience.

Strongly Disagree	0	0.00%
Disagree	2	3.85%
Neutral	8	15.38%
Agree	22	42.31%
Strongly Agree	20	38.46%
Total	**52**	

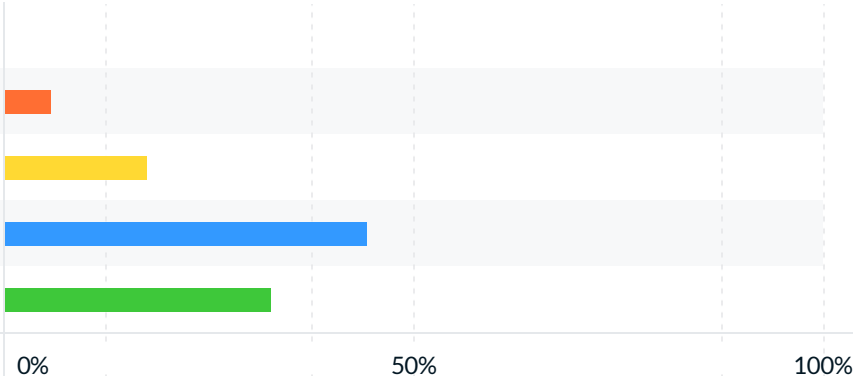


Statistics	Value
Mean	4.15
Standard Deviation	0.83

The instructor required an appropriate amount of work for the credits received.

The instructor required an appropriate amount of work for the credits received.

Strongly Disagree	0	0.00%
Disagree	3	5.77%
Neutral	9	17.31%
Agree	23	44.23%
Strongly Agree	17	32.69%
Total	**52**	

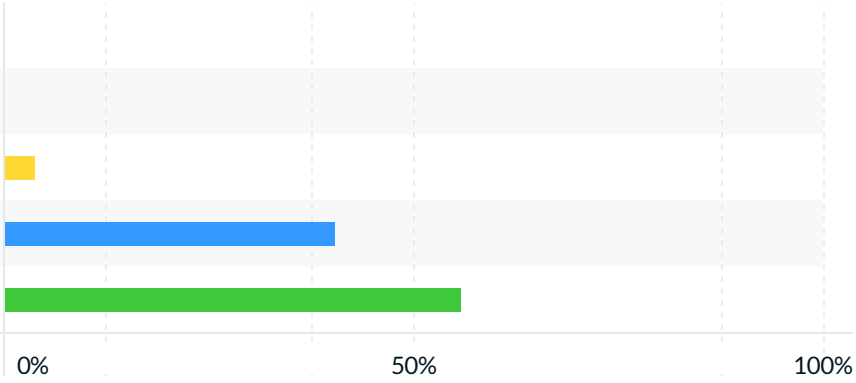


Statistics	Value
Mean	4.04
Standard Deviation	0.86

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

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

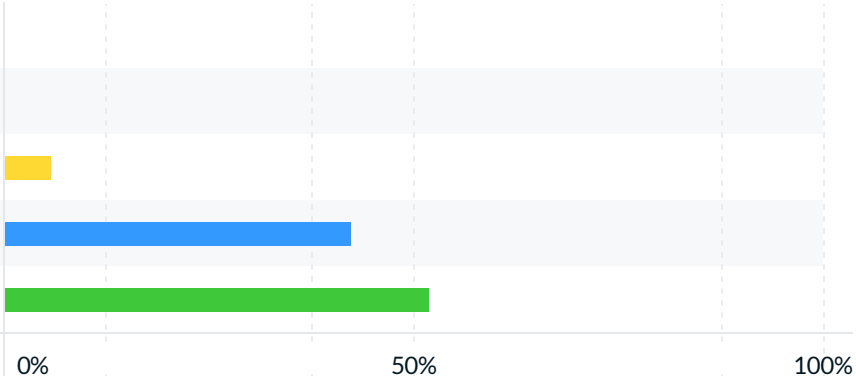
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	2	3.85%
Agree	21	40.38%
Strongly Agree	29	55.77%
Total	**52**	



Statistics	Value
Mean	4.52
Standard Deviation	0.58

The instructor clearly explained the course objectives.

The instructor clearly explained the course objectives.

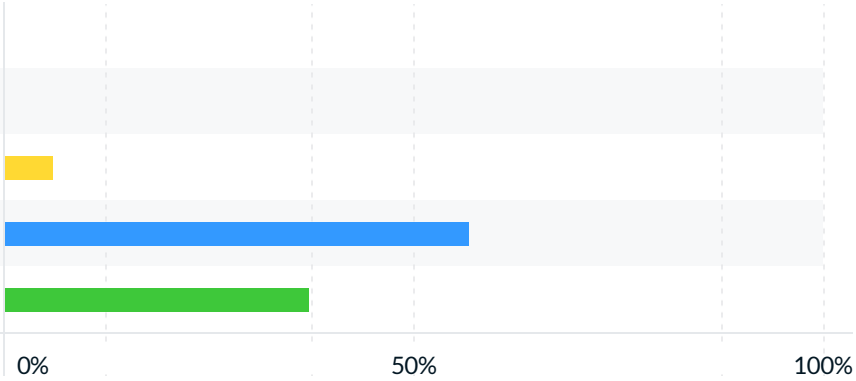


Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	3	5.77%
Agree	22	42.31%
Strongly Agree	27	51.92%
Total	**52**	

Statistics	Value
Mean	4.46
Standard Deviation	0.61

The presentations provided a meaningful learning experience.

The presentations provided a meaningful learning experience.

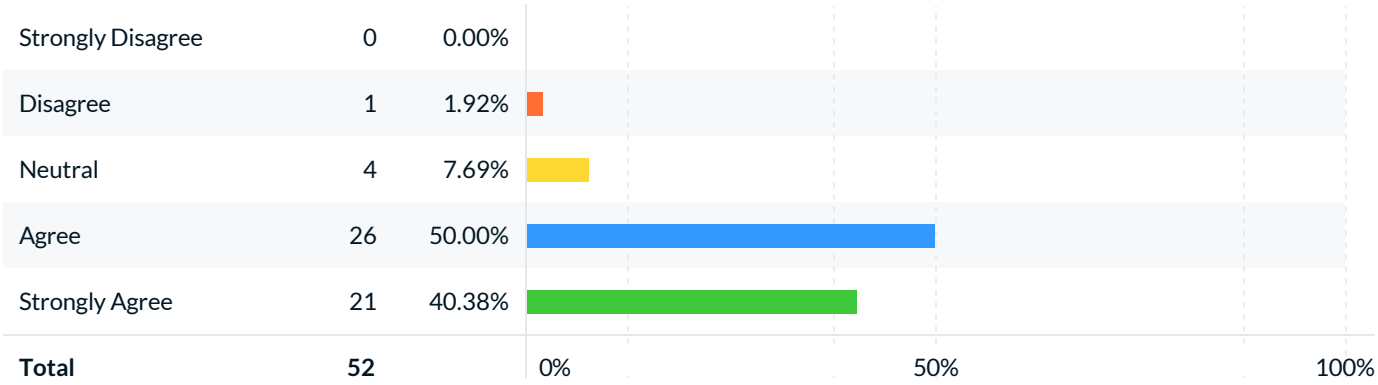


Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	3	5.88%
Agree	29	56.86%
Strongly Agree	19	37.25%
Total	**51**	

Statistics	Value
Mean	4.31
Standard Deviation	0.58

This class made a valuable contribution to my professional development.

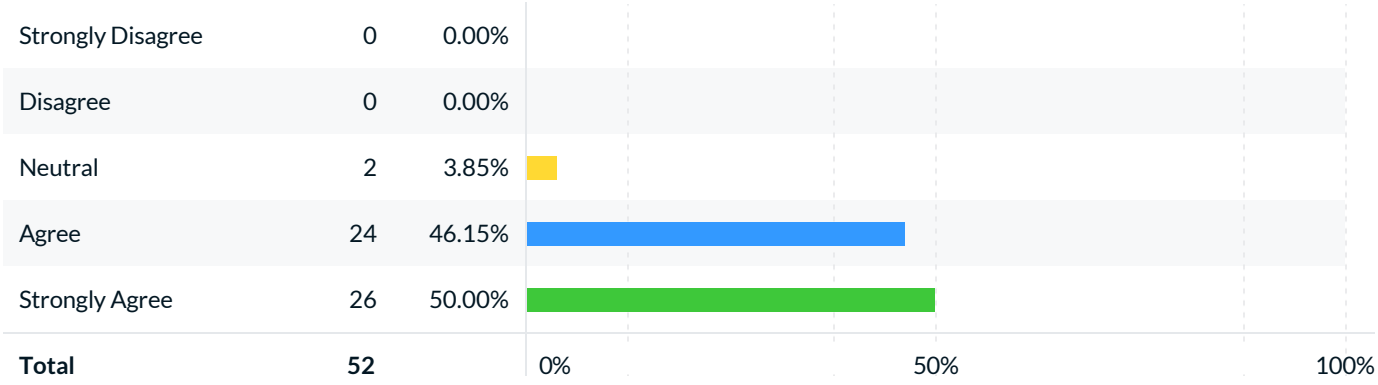
This class made a valuable contribution to my professional development.



Statistics	Value
Mean	4.29
Standard Deviation	0.70

The project(s) provided a meaningful learning experience.

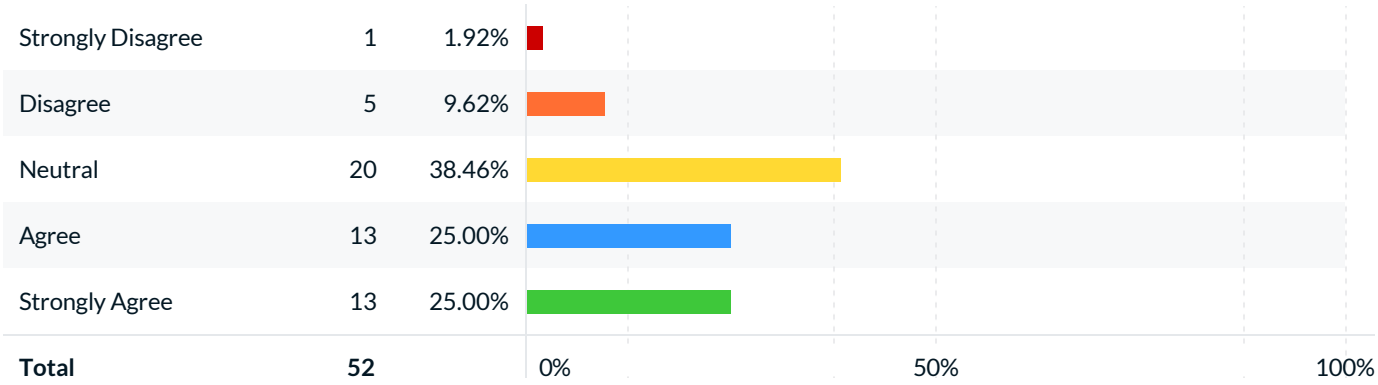
The project(s) provided a meaningful learning experience.



Statistics	Value
Mean	4.46
Standard Deviation	0.58

The readings contributed to my attainment of the course objectives.

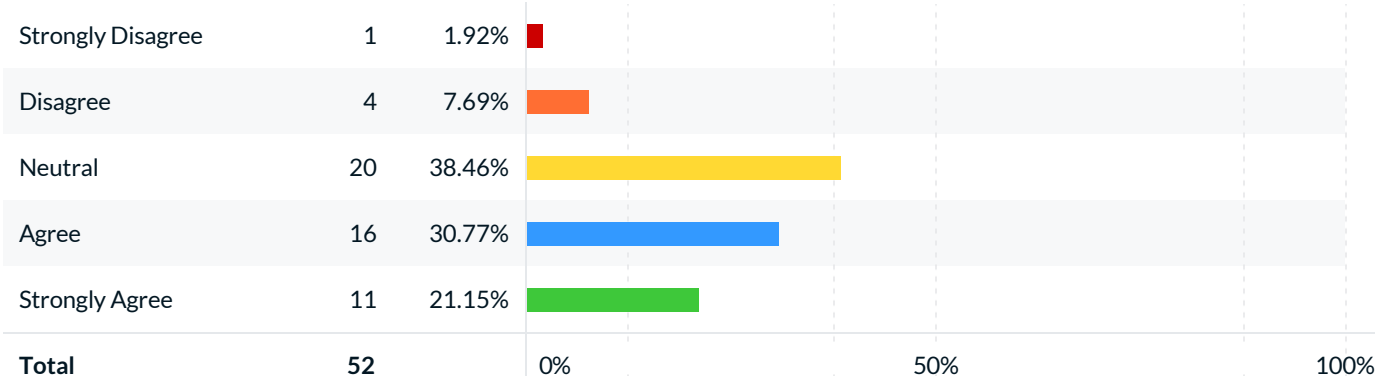
The readings contributed to my attainment of the course objectives.



Statistics	Value
Mean	3.62
Standard Deviation	1.03

Recommended readings made a valuable contribution to my learning.

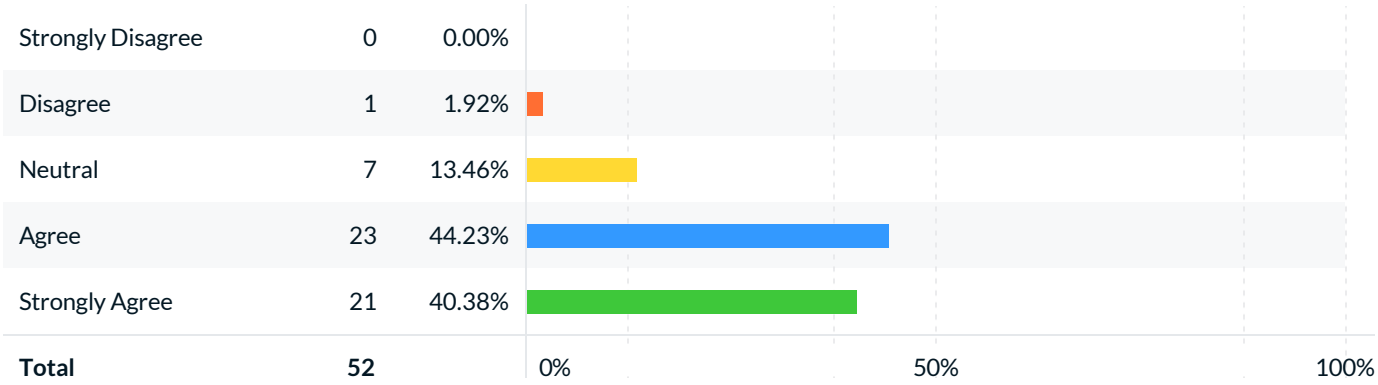
Recommended readings made a valuable contribution to my learning.



Statistics	Value
Mean	3.62
Standard Deviation	0.97

Group work contributed to my understanding of the course material.

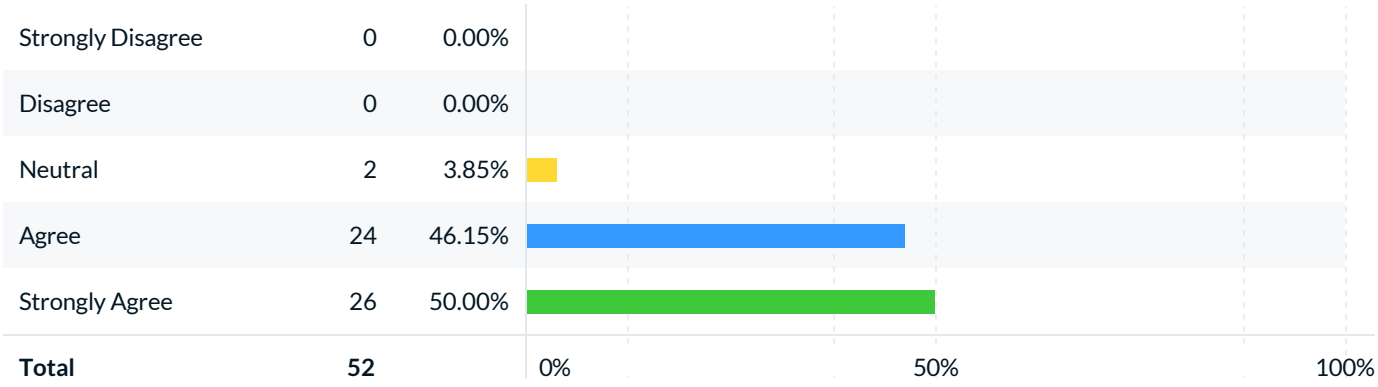
Group work contributed to my understanding of the course material.



Statistics	Value
Mean	4.23
Standard Deviation	0.76

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

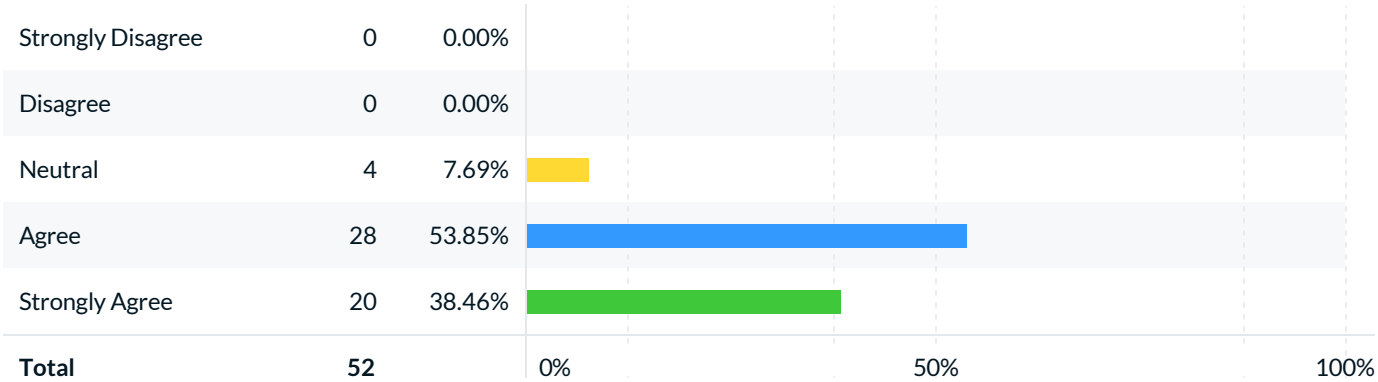
This course helped to develop my ability to solve real problems in this field.



Statistics	Value
Mean	4.46
Standard Deviation	0.58

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

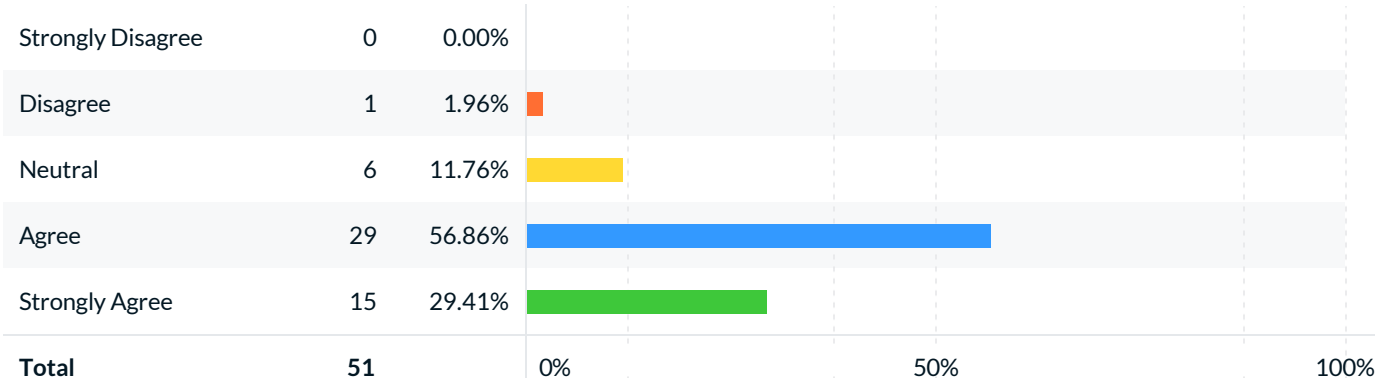
This course helped me learn to apply concepts from this course to new situations.



Statistics	Value
Mean	4.31
Standard Deviation	0.61

This course helped me communicate clearly about this subject.

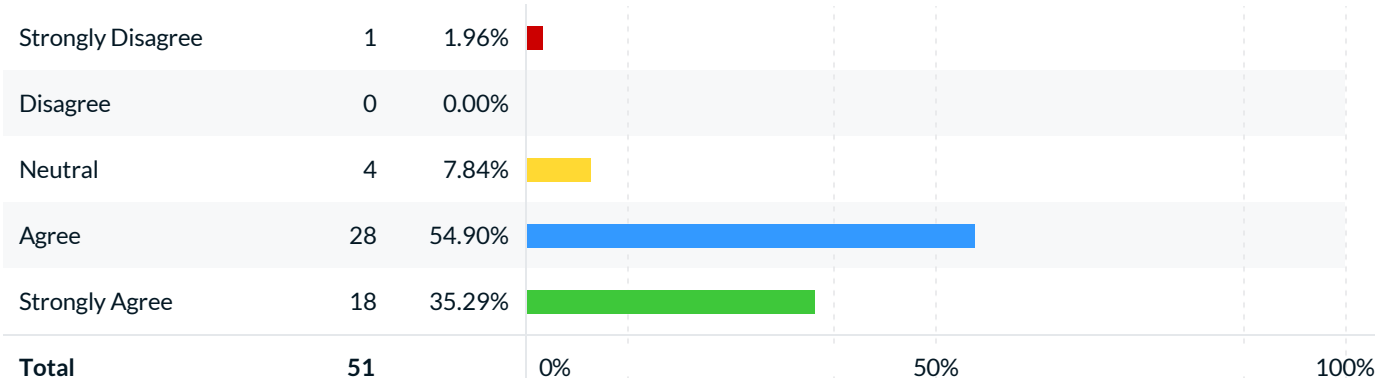
This course helped me communicate clearly about this subject.



Statistics	Value
Mean	4.14
Standard Deviation	0.69

The instructor actively engaged students in the learning process.

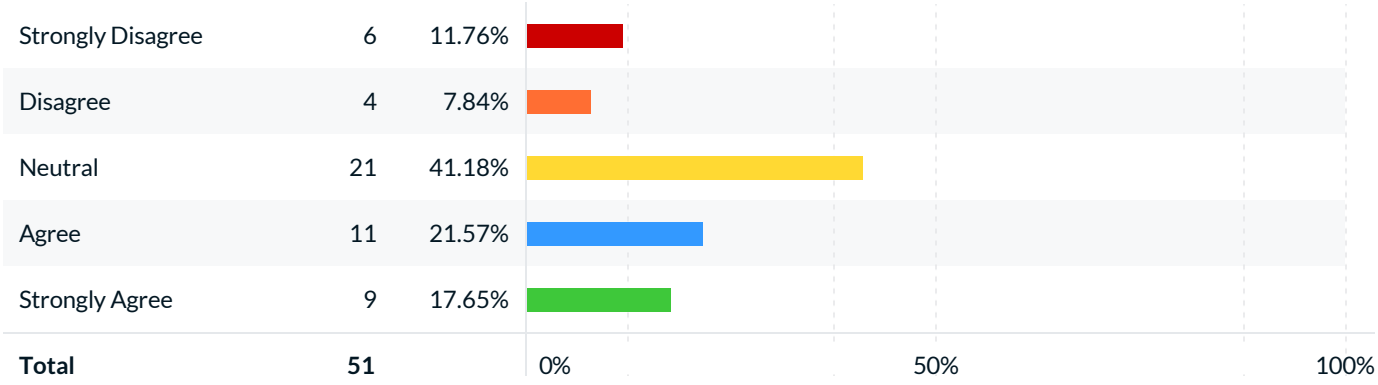
The instructor actively engaged students in the learning process.



Statistics	Value
Mean	4.22
Standard Deviation	0.76

The textbook made a valuable contribution to my learning.

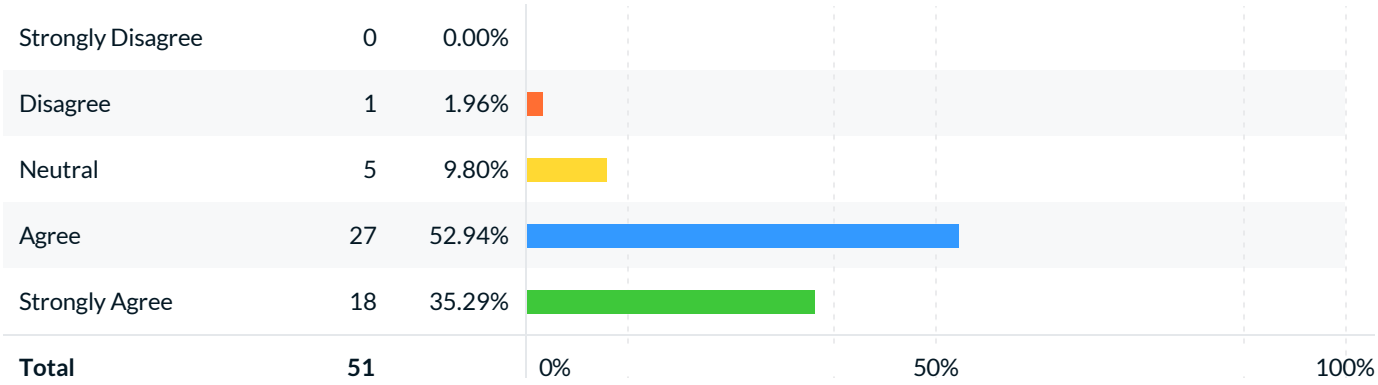
The textbook made a valuable contribution to my learning.



Statistics	Value
Mean	3.25
Standard Deviation	1.20

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

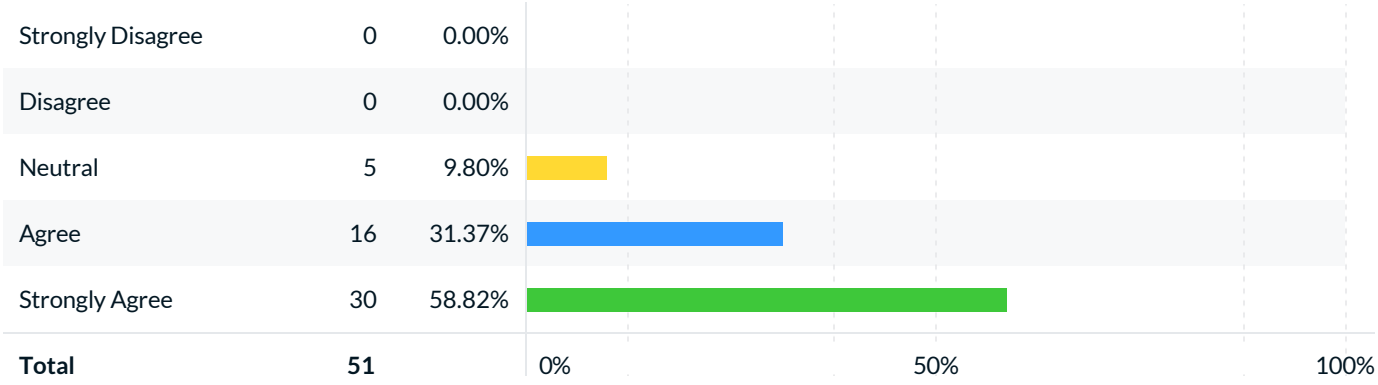
The web-based materials made a valuable contribution to my learning.



Statistics	Value
Mean	4.22
Standard Deviation	0.70

The TA helped to clarify difficult concepts.

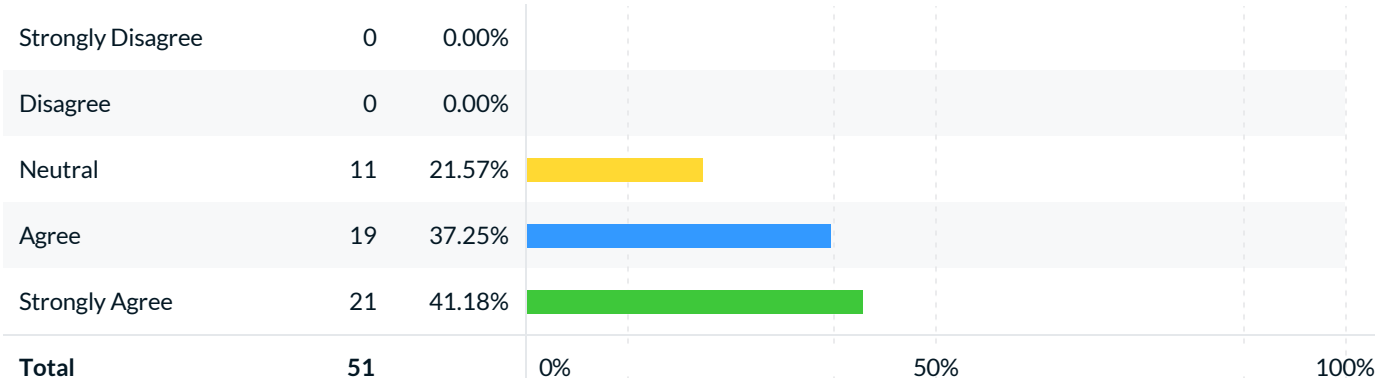
The TA helped to clarify difficult concepts.



Statistics	Value
Mean	4.49
Standard Deviation	0.67

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

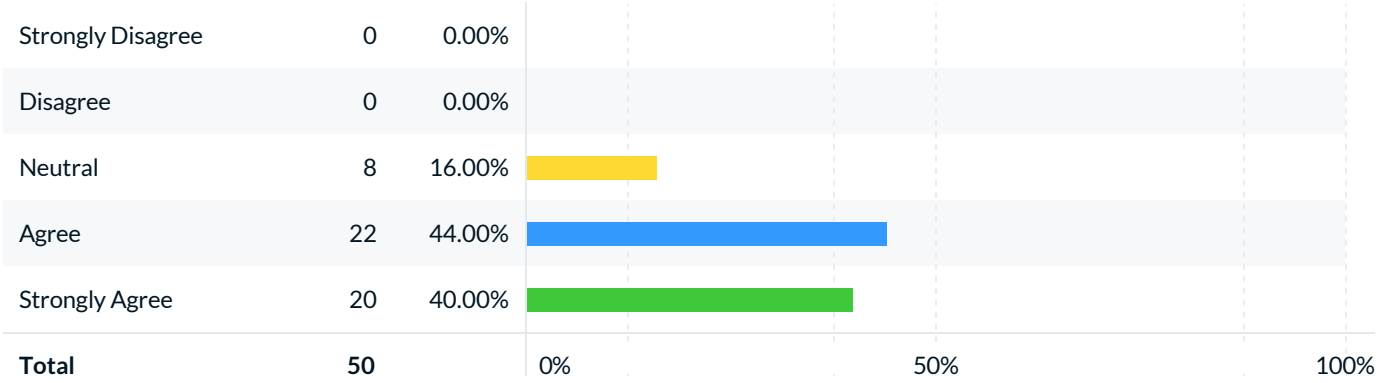
The TA adequately prepared me for the exam(s).



Statistics	Value
Mean	4.20
Standard Deviation	0.78

The TA gave clear and precise critiques.

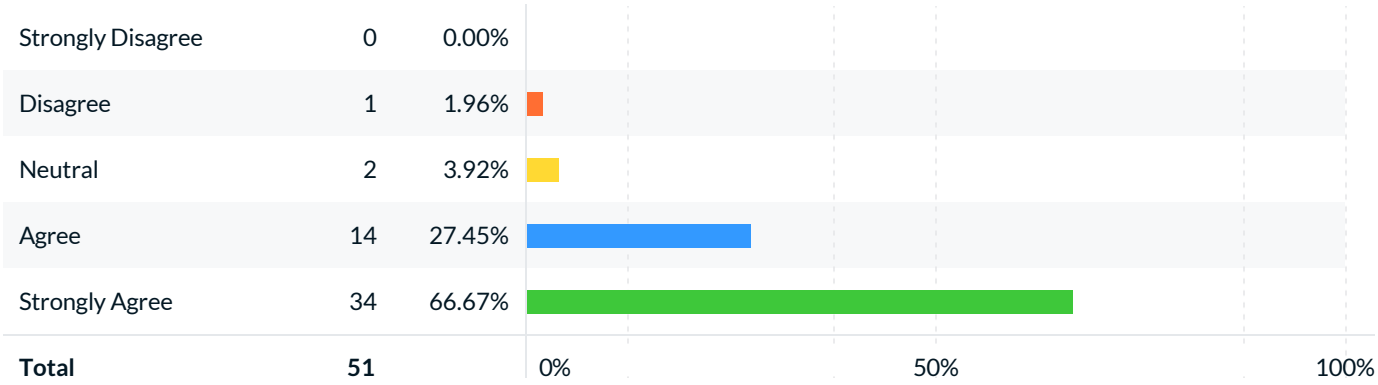
The TA gave clear and precise critiques.



Statistics	Value
Mean	4.24
Standard Deviation	0.72

The TA was readily available for assistance.

The TA was readily available for assistance.



Statistics	Value
Mean	4.59
Standard Deviation	0.67