2.001 Mechanics and Materials I

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Report Includes Data for:
Students: For credit
Subjects: 2.001 Mechanics and Materials I - Lecture L01, Recitation R01, Recitation R02, Recitation R03, Recitation R04, Recitation R05, Recitation R06, Recitation R07
(filter data)

Eligible to Respond: 122 **Total # of Respondents:** 119 **Response rate:** 98% **Overall rating of subject:** 5.7 out of 7

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INSTRUCTORS

QUALITY OF TEACHING	*1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)*								*1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)*
NAME	Stimulated interest	Defined goals	Well-organized presentations	Encouraged role in learning	Encouraged participation	Used good examples	Used media well	Available	Overall rating
Hosoi, Anette E., Lecturer (LEC)	**6.3** (115)	**6.6** (115)	**6.7** (113)	**6.2** (115)	**6.3** (115)	**6.6** (115)	**6.7** (115)	**5.9** (96)	**6.6** (115)
Barbastathis, George, Recitation Instructor (REC)	**4.8** (45)	**4.8** (45)	**4.0** (45)	**4.8** (45)	**5.4** (45)	**4.7** (45)	**4.6** (44)	**5.1** (32)	**4.6** (45)
Burton, Lisa Janelle, Recitation Instructor (REC)	**5.3** (15)	**5.3** (15)	**5.8** (14)	**5.6** (13)	**5.9** (14)	**5.8** (14)	**5.6** (13)	**5.8** (14)	**5.6** (16)
Culpepper, Martin, Recitation Instructor (REC)	**6.4** (59)	**6.3** (58)	**6.1** (58)	**6.6** (58)	**6.7** (59)	**6.4** (58)	**6.1** (56)	**5.5** (45)	**6.4** (59)
Ku, Jason S., Recitation Instructor (REC)	**6.3** (39)	**6.5** (39)	**6.6** (40)	**6.4** (39)	**6.6** (40)	**6.5** (40)	**6.5** (40)	**6.6** (37)	**6.6** (40)
Liu, Yi, Recitation Instructor (REC)	**4.6** (16)	**4.9** (15)	**4.5** (15)	**4.9** (16)	**5.3** (17)	**4.8** (16)	**4.8** (16)	**5.6** (16)	**4.8** (17)

Ku, Jason S., Recitation Instructor in Recitation R07 - Overall rating: 6.6

QUALITY OF TEACHING	*Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)*				
	AVG	*1 2 3 4 5 6 7*	*RESPONSES*	*MEDIAN*	*STDEV*
Stimulated interest	**6.3**		39	7.0	0.89
Defined goals	**6.5**		39	7.0	0.82
Well-organized presentations	**6.6**		40	7.0	0.75
Encouraged role in learning	**6.4**		39	7.0	0.75
Encouraged participation	**6.6**		40	7.0	0.78
Used good examples	**6.5**		40	7.0	0.91
Used media well	**6.5**		40	7.0	0.93
Available	**6.6**		37	7.0	0.8

	Rating Scale: 1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)				
	AVG	*1 2 3 4 5 6 7*	*RESPONSES*	*MEDIAN*	*STDEV*
Overall rating	**6.6**		40	7.0	0.68

Comments on Teaching:

Student 2436 - he's one of the best TA's I've ever had!! he really understands everything and has worked really hard in this class!! he should get a raise haha :D

Student 10800 - Essential for psets.

Student 15565 - Although I was not in R07, I attended your office hours regularly. Thank you for being a fantastic TA. Your office hours really helped me understand the material better, and your explanations were always clear and insightful. I found that working problems on the board was the most helpful way to learn the material. I really appreciate all the effort you put in to helping students outside of class. I would not have understood the material nearly as well if I had not gone to your office hours regularly.

Student 18516 - Jason was a great TA. He helped us with questions and didn't make us feel stupid if we didn't understand.

Student 18634 - Jason was fantastic. Could not have asked for a better TA for the subject.

Student 18802 - Awesome TA!

Student 18860 - BEST TA, Ever Thanks allot.

Student 25643 - Great TA. Was great at presenting information. Wish sometimes forum was answered faster, but Jason did a great job.

Student 26977 - Jason was a fantastic TA, the best ever. His exam review notes were really helpful, he's willing to meet outside of class... he seems really brilliant.

Student 28686 - Jason could be the professor of this class and would do just as good of a job (which is saying a lot because I think Hosoi is great).

Student 29346 - Probably the main reason I'm passing this class is Jason's clear and very useful office hours and review sessions. He explains how to do the problems, which is my method of learning, and encourages questions (though people don't normally take advantage of it as much as they could). He has a very obvious mastery of the subject, and can explain things clearly, focusing on the most important ideas behind the problems we're doing.

Student 30682 - A very knowledgable TA, and he can sing; who would've thunk?

Student 33258 - What can I say? You're a great TA! Thanks for typing everything we could possibly ever need in LaTEX. That's super impressive. I do have a remark on how you use the board however: 1) Practice the big chalk. XD 2) Whenever you cancel stuff, you tend to erase powers and variables instead of slashing through them or rewriting them down. I know you get lazy, but when people take notes, we practically just copy everything you write down. So when you erase something, we do the same thing.... Sometimes the answer appears and I don't have a clue how it got there... So it's just a suggestion... more slashing variables and less erasing and rewriting. Anyway, thanks for being available when students needed it, and also thanks for interjecting during lecture when professors make a mistake on the board. You seem to care a lot about the class and it's great! You make 2.001 fun. You should definitely consider teaching it full time later on. haha.

Student 33478 - Jason Ku was an amazing TA, on the level of professors.

Student 41820 - Office hours were great.

Student 42948 - Jason is a very approachable TA. You can raise your hand and say that something wasn't clear and he'll think of another way to explain it. He has very helpful office hours. I just wish they weren't the night before the problem set was due...I think if they were on thursday that would encourage people (like myself) to start the problem set earlier. But all in all Jason is a great TA!

Student 43680 - As a TA, Jason is stellar. That's all that needs to be said.

SUBJECT

FACTORS IN LEARNING

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Lectures contributed to my learning	**6.4**		119	7.0	0.93
Recitations contributed to my learning	**5.5**		119	6.0	1.43
Electronic materials accessible	**5.5**		104	6.0	1.58
Textbooks and other readings accessible	**4.9**		116	5.0	1.83
Electronic materials effective	**5.2**		103	5.0	1.59
Textbooks and other readings effective	**4.6**		116	5.0	1.82

ASSESSMENT OF LEARNING

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Exams measured what I learned	**5.0**		119	5.0	1.49
Problem sets helped me learn	**6.0**		118	6.0	1.16
Feedback on assignments was helpful	**4.7**		113	5.0	1.46
I have a good understanding of the concepts	**5.7**		118	6.0	1.04
I can apply the concepts	**5.6**		119	6.0	1.11

I learned a great deal	**6.0**	119	6.0	1.02

SUBJECT

Rating Scale: 1=Too Slow, 7=Too Fast (4 is best)

	AVG 1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Pace slow... fast	**4.4**	119	4.0	0.68

	AVG	RESPONSES	MEDIAN	STDEV
Avg hrs spent per week in class	**3.4**	116	3.0	0.88
Avg hrs spent per week in lab	**1.7**	107	2.0	0.66
Avg hrs spent per week on homework	**6.5**	116	6.0	1.76

Rating Scale: 1=Strongly Disagree, 7=Strongly Agree (7 is best)

	AVG 1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Graded fairly	**4.8**	118	5.0	1.34

Rating Scale: 1=Too Light, 7=Too Heavy (4 is best)

	AVG 1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Workload light... heavy	**4.4**	119	4.0	0.69

Rating Scale: 1=Very Poor, 7=Excellent (7 is best)

	AVG 1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Overall rating of the subject	**5.7**	118	6.0	0.96

Comments on Subject Content:

Student 1668 - The Concept questions in classed and the MUD feedback was really helpful.

Student 2436 - I found the material sometimes unclear in that we glossed over concepts, though I guess that engineering classes are generally like that, right?! I chose course 2 without any previous engineering experience because I really loved 8.012 last year... 2.001 is verrrry different. However, Professor Hosoi was amazing in the way she tried to make us content with the explanations of concepts. I wish that she'd teach all my future course 2 classes!!! :D :D

Student 3034 - The subject content was very interesting and I enjoyed learning it.

Student 3091 - Class was well taught. Problem sets were graded kind of harshly, many point deductions for minor things.

Student 11480 - I did not necessarily like the subject matter, but the overall teaching methods were very effective.

Student 12919 - Great introduction

Student 14027 - A lot of material but well-spread out throughout the semester.

Student 15565 - The subject content was very interesting and provided a good foundation for future classes in Course 2.

Student 15932 - I really like the class now, and I feel bad that I didn't do well on my first exam.

Student 16611 - Wish I had made it to more recitations, but 9:30 on Friday morning was really tough some weeks.

Student 17032 - I thought the amount of content was manageable for a single semester, and it was well organized, which made learning it easier.

Student 17688 - Subject content was taught in an interesting and engaging way, and even though the problem sets were fairly difficult, they did ensure that the concepts taught in class had to be applied correctly.

Student 18516 - Crucial engineering knowledge but there was so much so fast that it was sometimes difficult to absorb it all.

Student 18695 - None, the course covered everything that I thought it would.

Student 18779 - I feel the subject content is great and it's really weird- I feel I learned a lot from Dr. Hosoi's lectures, and I always go over my notes from lecture (I rewrite the whole thing) to make sure I understand all the examples and I do. Yet, when I get to the P.set things get more complicated and I ended up doing a little better than 50% on the p.sets. On the exams, I studied a lot doing the roadmap problems. However, in the exams I was very confused, meaning even when I got them back, I didn't even understand WHY I had gotten something wrong. Even though I FEEL that I learned A LOT in the class, my exam grades don't reflect this and I'm pretty upset about that.

Student 19094 - Just solve the system of equations.

Student 28472 - Content was clearly organized and well-structured. It showed a logical progression and was easy to follow.

Student 28686 - The only thing I would suggest is to discuss the real world applications a little bit more because sometimes it seems pretty unnecessary to know the minute angle through which a bar rotated when experiencing some torque (just a random example)

Student 28717 - Hibbler is not a very good 2.001 textbook. The exams seemed really obscure and I don't feel like they gave me the opportunity to show you what I had learned.

Student 31824 - It's hard to say what else I would've liked covered without knowing the field better. Perhaps it would've been good to have a homework problem somehow related to reports from scientific literature.

Student 32996 - I think this class is very interesting. I enjoyed having goals set with with the different themes throughout the semester. That really motivated me.

Student 33258 - Subject content is wonderful, but for some reason, even though everything is laid out for the students, I still found it difficult to completely grasp every single concept and utilize all the equations together.

Student 35546 - The lectures are very clear and the recitations help me a lot.

Student 38591 - Content was interesting, class engaging, but the exam problems required a lot more adeptness at the material than I believe we needed to master in order to successfully complete problem sets.

Student 38900 - Thanks for everything you taught me.

Student 40270 - Really helpful to understand the concepts that we will need to use as Mechanical engineers.

Student 42948 - 2.001 is an important class because it sets a foundation for the rest of course 2. For me as junior in a predominately sophomore class, I had a lot to remember from the 8.01 course I took 4 semesters ago (another factor that made the switch from course 3 to course 2 challenging). But I'm glad I now have a framework with which I can approach mechanics problems.

Student 43680 - 2.001 roadmap is extremely helpful, as always!!

What additional constructive feedback can you offer the instructors which might help improve the class?

Student 796 - Give exams that test students' grasp of the subject material, and not ones which test how fast a student can finish a question.

Student 3034 - None.

Student 3153 - Great Class, I learned a lot. It's definitely well structured. It runs like a well oiled machine.

Student 10871 - I found that a lot of the people who actually know the material well didn't do as well comparatively on the exams. The exams were more a challenge of how quickly you could somewhat answer the question and less of a measure of how well you understand the material. The exams asked fair questions but were too long to actually go through thorough methods taught it class.

Student 11007 - I had a lot of fun in class and learning the concepts. All the examples were really helpful and recitations were taught great.

Student 11480 - Only complaint I have is that the grading for problem sets is extremely harsh and at times I thought it was unfair. Sometimes I prayed to God that I didn't forget a coordinate axes in every FBD because they would take 3 points off for each missing one. Additionally, I had the chance of earning 90 points ore more on some Psets except for the fact that I would use the units that the book used, which were Imperial units, and they would take off 5 pts for each answer in Imperial units even though the book we use has those units.

Student 11484 - I mainly felt like the exams were overly complicated based on the material in lectures and psets. We were given the basics but never any ridiculously hard problems like we would see on tests. It doesn't make sense to me when an average on a test is 55. I understand that we will see complicated problem in real life but having such a large jump between the difficultly of the psets verses the exams doesn't help us and doesn't prove we can use our basic understanding of the subject to deal with problems.

Student 12228 - Maybe make the tests a little shorter or give more time for them. Both tests felt very rushed for me.

Student 12919 - Ensure more practice problems and tests are avaliable on Stellar, they reall helped

Student 14027 - Go over important concepts slowly!

Student 15552 - Exams were very difficult to complete in the time allotted, and I had a very difficult time thinking through the problems correctly and thoroughly because of the time constraint, and it hurt my grade significantly.

Student 15565 - I found it very helpful that this class emphasized using a specific set of conventions and sticking with it. This helped avoid a lot of confusion and provided a very straigtforward way in which to think about problems. However, not all of the recitation instructors followed the conventions used in lecture. This made thier presentations difficult to follow and was confusing for the homework. Since the homework and tests were graded partly based on following conventions, it would have been better and more fair if all presentations had used the required conventions. The questions about labs on the next few pages are not very clear. I would like to say that the demonstrations in lecture were very informative, but that the labs done in recitation were not as good. Although the recitation labs taught a lot of material and helped me get a better understanding of the class concepts, they were often too long for the given class period and they covered material before it was covered in lecture. This was espically true for the Wednesday recitations, because we had to do the lab before the Thursday lecture, which often clarified the lab concepts. The textbook by Hibbeler is not very good and does not follow the lectures well. The first chapter is terrible (it presents material way to quickly and without enough explanation), and reading it discouraged me from reading many of the other sections. The book uses way too many examples; instead of explaining the material thouroughly in the text, all details are saved for the examples. This makes it hard to use the text as a reference because it is difficult to find the details one needs. Also, in most problems the book does not use SI units, so a lot of time was wasted converting units when problems from the book were assigned. With the exceptions of the minor concerns I mentioned above, this class was excellent. Overall, I feel that I have a very strong understanding of the concepts of this class due to the excellent teaching and useful homework. This was a great class, and I feel it has prepared me well for future study in Course 2.

Student 15932 - I think psets should have more variety of problems, and there should be practice exams available before exams.

Student 17032 - Some more time spent in recitation in addition to lecture would just have been more helpful in solving problems - I found the 1.5 hours we had really useful, and more would have been just that much more useful.

Student 17075 - I did not really like the use of the roadmap, and instead would have like a more theoretical set of course notes. I learn better when trying to understand the concepts instead of memorizing how to approach problems with a set of formulas

Student 17688 - If we're given non-SI units for problems, please don't make us convert them to SI units for the homework.

Student 18695 - Last spring, there were a few projects included with the PSets. The projects added a lot to the workload, but the emphasis on real-life application of course material really helped to solidify what was covered.

Student 18779 - Dr. Hosoi is wonderful- don't change her. If anything, I think having more of Dr. Hosoi's office hours would be fantastic (I had class during her 1 office hour a week so I could never attend.) The material and the pace are both good. The roadmap helps a lot. I think having MORE TAs would be definitely a great improvement- so that more kids get access to more office hours. This would definitively help.

Student 23799 - Maybe some time in recitation to ask questions of get clarification on things rather than just long labs

Student 25331 - I think the recitation lab assignments should not be taken for a grade. The time constraint and concern of my grade hindered my concentration on learning when completing the lab. I was more concerned with finishing it than trying to learn the concepts clearly. Also, the lab solutions should be posted for future reference. There should be more regular recitation times since some basic concepts should be better learned before trying to apply them in labs.

Student 25643 - Please encourage forum use and then respond faster to the forum. Really loved the days where we did conceptual questions/ ppt. Labs often came too early to be as effective.

Student 25680 - test are too hard. Not enough time to answer each question in full. Psets are graded to harshly. for the amount of effort put into them there's no reason we should not get close to perfect scores.

Student 26977 - I was usually lost in lecture :(

Student 28472 - While emphasis on sign-convention, SI units, and axes are important they should cause such significant penalties on psets, especially when instructors don't follow the same guidelines.

Student 28745 - I felt like non-lab recitations were unnecessary and didn't contribute at all to my learning. We would be going over exactly what we did in lecture, instead of fortifying the knowledge with sample problems. For example, last recitation we went all the way through a derivation that we had just done in lecture.

Student 28848 - Give us more challenging problems to help us prepare for exams.

Student 29346 - Recitations often felt like they just did lecture over again, but didn't explain further or offer many more examples.

Student 30682 - The well-defined notes were the most comprehensive. It was great to work though the class that way, with clear notes.

Student 31824 - I don't think much can be done to improve this course

Student 32116 - It might sound odd but I believe there should be a few (about 3) more problems in the psets, preferably at the beginning of the pset. These problems should be easier than the problems already in the psets. It will help to grasp the concepts better and gain confidence into trying the next problems.

Student 32970 - I would have liked more powerpoint concept question lectures. They allowed me to give more meaning to formulas that we apply. It would have been awesome to have more of the CQs! Maybe a few in the beginning of each lecture? Like, "concept question of the day" type thing

Student 32996 - Tests were a little bit too long for the short period of time we had. These were problems that required a lot of thinking but I felt like I had barely any time to do so and I actually got above average grades on both.

Student 33258 - First. Professor Hosoi is great. Learn how to teach like her. 2nd. regarding the textbook... Please, please... Don't use the hibbler book anymore. It's not helpful at all. Although his methods for solving problems work out, the process themselves does not relate to how we are taught in class. I've talked to all my peers and we all have a consensus that the hibbler book does not help. I even tried doing the assigned readings on hibbler, and even then I found it difficult to understand the material.... What I mean to say is that although I'm understanding the general concept, the book isn't helpful at all for problem solving. And that's what students really care about. How to visualize, conceptualize and solve the problem. I'm not sure if there's a section about books, but I guarantee to you that Hibbler is only good for the questions and nothing more. Maybe Jason or Professor Hosoi should write their own text book. The 2.001 road map is a good start. But I still want HELPFUL assigned readings before class.

Student 34040 - lecture notes, clearer recitations

Student 34153 - I like thinking about the concept questions, but as the semester went on, the concept question became much more quantitative.

Student 35546 - Maybe the lecture notes can be posted on stella as well.

Student 38537 - Jason Ku's office hours are really good. He does a fantastic job of answering student's questions clearly and explaining important concepts.

Student 38591 - Make the tests either shorter or a little less challenging.

Student 38900 - What about giving some information on overall lecture at first lecture? It would be very helpful for students to be interested in upcoming lecture and connect their learning.

Student 41820 - There was a lot of computation and integration on the psets that was pretty tedious and took as much as half the time on some psets.

Student 42948 - I thought the course moved too quickly during the first couple of weeks. This was when I fell behind because I was still trying to settle on my classes and figure out my pace. However, if the problem sets were due on a later day of the week or if more office hours were available before the night that the psets are due then that might balance the workload of future students.

Student 43680 - I really really liked the conceptual questions we worked through in lecture before quizes.

SUBJECT SPECIFIC QUESTIONS - 2.001

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Understand/apply fundamental ideas of mechanics	**5.8**		117	6.0	0.86

Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
In-class concept question exercises helped me understand the material	**5.7**		117	6.0	1.21

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
identify, formulate & solve engineering problems	**6.0**		115	6.0	0.98

most important mechanism for learning	*SELECTED*	*RESPONSES*
lectures without hands-on learning	26%	30
lectures with hands-on learning	17%	20
recitations with problem solving	12%	14
recitations with labs	8%	9
homework	22%	26
reading assignments	3%	4
discussion with other students	11%	13

SECTIONS

2.001 Lecture L01
Hosoi, Anette E., Lecturer

2.001 Lecture/Recitation Question

Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Hands-on labs helped me learn the material.	**5.3**		112	5.5	1.46

2.001 Recitation R01
Culpepper, Martin, Recitation Instructor

2.001 Lecture/Recitation Question

Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Hands-on labs helped me learn the material.	**5.3**		28	5.0	1.36

2.001 Recitation R02
Barbastathis, George, Recitation Instructor

2.001 Lecture/Recitation Question

Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
					

Hands-on labs helped me learn the material.	**5.4**		10	5.5	1.26

2.001 Recitation R03
Barbastathis, George, Recitation Instructor

2.001 Lecture/Recitation Question	*Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)*				
	AVG	***1 2 3 4 5 6 7***	***RESPONSES***	***MEDIAN***	***STDEV***
Hands-on labs helped me learn the material.	**5.1**		18	5.0	1.3

2.001 Recitation R04
Barbastathis, George, Recitation Instructor

2.001 Lecture/Recitation Question	*Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)*				
	AVG	***1 2 3 4 5 6 7***	***RESPONSES***	***MEDIAN***	***STDEV***
Hands-on labs helped me learn the material.	**5.1**		15	5.0	1.88

2.001 Recitation R05
Culpepper, Martin, Recitation Instructor

2.001 Lecture/Recitation Question	*Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)*				
	AVG	***1 2 3 4 5 6 7***	***RESPONSES***	***MEDIAN***	***STDEV***
Hands-on labs helped me learn the material.	**6.0**		15	6.0	0.93

2.001 Recitation R06
Culpepper, Martin, Recitation Instructor

2.001 Lecture/Recitation Question	*Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)*				
	AVG	***1 2 3 4 5 6 7***	***RESPONSES***	***MEDIAN***	***STDEV***
Hands-on labs helped me learn the material.	**6.3**		16	6.5	0.93

2.001 Recitation R07
Ku, Jason S., Recitation Instructor
Liu, Yi, Recitation Instructor
Burton, Lisa Janelle, Recitation Instructor

2.001 Lecture/Recitation Question	*Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)*				
	AVG	***1 2 3 4 5 6 7***	***RESPONSES***	***MEDIAN***	***STDEV***
Hands-on labs helped me learn the material.	**5.5**		36	6.0	1.5

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