THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM
THE UNIVERSITY OF TENNESSEE

Engineering Fundamentals 230	Sec # 23108	William R. Schleter
Comp Solution/Engr Problems (CLAS)	Spring 2012	Form G	# of Students: 11

Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	0 (0%)	3 (30%)	3 (30%)	3 (30%)	0 (0%)	1 (10%)	2.70
2. Course content	0 (0%)	2 (20%)	4 (40%)	3 (30%)	0 (0%)	1 (10%)	2.60
3. Instructor overall	0 (0%)	2 (20%)	5 (50%)	1 (10%)	1 (10%)	1 (10%)	2.60
4. Instructor's contribution to students' understanding of concepts	0 (0%)	1 (10%)	6 (60%)	1 (10%)	1 (10%)	1 (10%)	2.50
5. Course organization	2 (20%)	3 (30%)	3 (30%)	1 (10%)	0 (0%)	1 (10%)	3.30
6. Opportunity to ask questions	2 (20%)	4 (40%)	2 (20%)	1 (10%)	0 (0%)	1 (10%)	3.40
7. Explanations by instructor	0 (0%)	3 (30%)	3 (30%)	3 (30%)	0 (0%)	1 (10%)	2.70
8. Contribution to student's ability to solve problems	1 (10%)	2 (20%)	3 (30%)	3 (30%)	0 (0%)	1 (10%)	2.80
9. Use of examples and illustrations	1 (10%)	4 (40%)	3 (30%)	1 (10%)	0 (0%)	1 (10%)	3.20
10. Length/difficulty of homework assignments	0 (0%)	2 (20%)	3 (30%)	3 (30%)	0 (0%)	2 (20%)	2.30
11. Exams' contribution to understanding content	1 (10%)	1 (10%)	5 (50%)	1 (10%)	0 (0%)	2 (20%)	2.60
12. Instructor's enthusiasm	1 (10%)	2 (20%)	3 (30%)	3 (30%)	0 (0%)	1 (10%)	2.80
13. Textbook overall was	1 (10%)	1 (10%)	3 (30%)	3 (30%)	0 (0%)	2 (20%)	2.40
14. Answers to students' questions	0 (0%)	5 (50%)	2 (20%)	2 (20%)	0 (0%)	1 (10%)	3.00
15. Relationship between lectures and text	1 (10%)	2 (20%)	2 (20%)	4 (40%)	0 (0%)	1 (10%)	2.70
16. Availability of extra help when needed	3 (30%)	3 (30%)	3 (30%)	0 (0%)	0 (0%)	1 (10%)	3.60
17. Interest in whether students learned	2 (20%)	2 (20%)	3 (30%)	2 (20%)	0 (0%)	1 (10%)	3.10
18. Amount you learned in the course	2 (20%)	2 (20%)	3 (30%)	1 (10%)	1 (10%)	1 (10%)	3.00
19. Relevance and usefulness of course content	1 (10%)	3 (30%)	3 (30%)	1 (10%)	0 (0%)	2 (20%)	2.80
20. Relevance and usefulness of assignments	1 (10%)	3 (30%)	3 (30%)	1 (10%)	0 (0%)	2 (20%)	2.80
21. Reasonableness of assigned work	0 (0%)	3 (30%)	3 (30%)	1 (10%)	1 (10%)	2 (20%)	2.40
22. Relationship of exams to material emphasized	0 (0%)	4 (40%)	4 (40%)	0 (0%)	1 (10%)	1 (10%)	2.90

Relative to other college courses you have taken	Much Higher		Average				Much Lower
23. Do you expect your grade in this course to be:	1 (10%)	2 (20%)	1 (10%)	4 (40%)	1 (10%)	0 (0%)	1 (10%)
24. The intellectual challenge presented was:	3 (30%)	3 (30%)	2 (20%)	2 (20%)	0 (0%)	0 (0%)	0 (0%)
25. The amount of effort you put into this course was:	2 (20%)	4 (40%)	2 (20%)	2 (20%)	0 (0%)	0 (0%)	0 (0%)
26. The amount of effort to succeed in the course was:	3 (30%)	4 (40%)	2 (20%)	1 (10%)	0 (0%)	0 (0%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	2 (20%)	2 (20%)	3 (30%)	3 (30%)	0 (0%)	0 (0%)	0 (0%)

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?

Under 2	1	(10%)
3-4	2	(20%)
5-6	3	(30%)
7-8	2	(20%)
9-10	0	(0%)
11-12	0	(0%)
13-14	1	(10%)
15-16	1	(10%)
17-18	0	(0%)
19-20	0	(0%)
21-22	0	(0%)
22 or >	0	(0%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?

Under 2	3	(30%)
3-4	2	(20%)
5-6	3	(30%)
7-8	1	(10%)
9-10	0	(0%)
11-12	0	(0%)
13-14	0	(0%)
15-16	1	(10%)
17-18	0	(0%)
19-20	0	(0%)
21-22	0	(0%)
22 or >	0	(0%)

30. Expected Grade

A	2	(20%)
B+	3	(30%)
B	3	(30%)
C+	1	(10%)
C	0	(0%)
D	1	(10%)
F	0	(0%)
S	0	(0%)
NC	0	(0%)
Other	0	(0%)

31. Course Was

In major	10	(100%)
In minor	0	(0%)
Dist. Req.	0	(0%)
Elective	0	(0%)
Other	0	(0%)

32. Class Composition

Fresh	0	(0%)
Soph	5	(56%)
Junior	3	(33%)
Senior	1	(11%)
Grad	0	(0%)
Other	0	(0%)

33. Wanted to take course

Yes	6	(67%)
No	0	(0%)
Neutral	3	(33%)

Student Responses to Open Ended Questions

Question #1: Was this class intellectually stimulating? Did it stretch your thinking?

- Yes-It was extremely challenging and as soon as you accepted the challenge the course became one of my favorites. Everett and Stephen were great TA's as well.
- Yes-Its a different kind of thinking than I was used to.
- Yes-I learned the basics of coding

Question #2: What aspects of this class contributed most to your learning?

- Learning certain commands.
- The projects made me learn a lot. But I wish they focused less on trying to cram a whole bunch of random concepts together just to get them in and focused more on knowing important concepts really well.
- having examples to go by

Question #3: What aspects of this class detracted from your learning?

- Nothing.
- The random stuff just thrown into projects.
- other students lack of enthusiasm

Question #4: What suggestions do you have for improving the class?

- Don't teach as many functions or have as many projects. Teach commands that are useful.
- Spend more time focusing on ode and things we are very likely to use outside of this class. Pay more attention to the TAs, not all the TAs are as willing to help students as others. I am not going to talk badly on anybody but Stephen was a TA who was very helpful.
- more examples

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Engineering Fundamentals 230	Sec # 23109	William R. Schleter	
Comp Solution/Engr Problems (CLAS)	Spring 2012	Form G	# of Students: 7

Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	1 (14%)	3 (43%)	3 (43%)	0 (0%)	0 (0%)	0 (0%)	3.71
2. Course content	2 (29%)	2 (29%)	3 (43%)	0 (0%)	0 (0%)	0 (0%)	3.86
3. Instructor overall	1 (14%)	3 (43%)	2 (29%)	0 (0%)	1 (14%)	0 (0%)	3.43
4. Instructor's contribution to students' understanding of concepts	2 (29%)	2 (29%)	2 (29%)	0 (0%)	1 (14%)	0 (0%)	3.57
5. Course organization	2 (29%)	2 (29%)	3 (43%)	0 (0%)	0 (0%)	0 (0%)	3.86
6. Opportunity to ask questions	3 (43%)	1 (14%)	3 (43%)	0 (0%)	0 (0%)	0 (0%)	4.00
7. Explanations by instructor	1 (14%)	3 (43%)	2 (29%)	1 (14%)	0 (0%)	0 (0%)	3.57
8. Contribution to student's ability to solve problems	2 (29%)	2 (29%)	3 (43%)	0 (0%)	0 (0%)	0 (0%)	3.86
9. Use of examples and illustrations	2 (29%)	2 (29%)	2 (29%)	1 (14%)	0 (0%)	0 (0%)	3.71
10. Length/difficulty of homework assignments	1 (14%)	3 (43%)	2 (29%)	0 (0%)	1 (14%)	0 (0%)	3.43
11. Exams' contribution to understanding content	2 (29%)	2 (29%)	2 (29%)	0 (0%)	1 (14%)	0 (0%)	3.57
12. Instructor's enthusiasm	2 (29%)	2 (29%)	2 (29%)	1 (14%)	0 (0%)	0 (0%)	3.71
13. Textbook overall was	2 (29%)	2 (29%)	2 (29%)	0 (0%)	0 (0%)	1 (14%)	3.43
14. Answers to students' questions	1 (14%)	3 (43%)	2 (29%)	1 (14%)	0 (0%)	0 (0%)	3.57
15. Relationship between lectures and text	2 (29%)	2 (29%)	2 (29%)	0 (0%)	1 (14%)	0 (0%)	3.57
16. Availability of extra help when needed	2 (29%)	3 (43%)	2 (29%)	0 (0%)	0 (0%)	0 (0%)	4.00
17. Interest in whether students learned	2 (29%)	2 (29%)	2 (29%)	0 (0%)	1 (14%)	0 (0%)	3.57
18. Amount you learned in the course	2 (29%)	2 (29%)	2 (29%)	1 (14%)	0 (0%)	0 (0%)	3.71
19. Relevance and usefulness of course content	1 (14%)	3 (43%)	2 (29%)	0 (0%)	0 (0%)	1 (14%)	3.29
20. Relevance and usefulness of assignments	2 (29%)	1 (14%)	3 (43%)	1 (14%)	0 (0%)	0 (0%)	3.57
21. Reasonableness of assigned work	0 (0%)	4 (57%)	2 (29%)	0 (0%)	0 (0%)	1 (14%)	3.14
22. Relationship of exams to material emphasized	3 (43%)	1 (14%)	2 (29%)	0 (0%)	0 (0%)	1 (14%)	3.57

Relative to other college courses you have taken	Much Higher		Average				Much Lower
23. Do you expect your grade in this course to be:	1 (10%)	0 (0%)	2 (30%)	3 (40%)	1 (10%)	0 (0%)	0 (0%)
24. The intellectual challenge presented was:	0 (0%)	5 (70%)	2 (30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
25. The amount of effort you put into this course was:	0 (0%)	5 (70%)	1 (10%)	1 (10%)	0 (0%)	0 (0%)	0 (0%)
26. The amount of effort to succeed in the course was:	0 (0%)	3 (40%)	3 (40%)	1 (10%)	0 (0%)	0 (0%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	0 (0%)	2 (30%)	3 (40%)	2 (30%)	0 (0%)	0 (0%)	0 (0%)

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?

Under 2	0	(0%)
3-4	1	(17%)
5-6	2	(33%)
7-8	0	(0%)
9-10	2	(33%)
11-12	1	(17%)
13-14	0	(0%)
15-16	0	(0%)
17-18	0	(0%)
19-20	0	(0%)
21-22	0	(0%)
22 or >	0	(0%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?

Under 2	0	(0%)
3-4	1	(14%)
5-6	3	(43%)
7-8	2	(29%)
9-10	0	(0%)
11-12	1	(14%)
13-14	0	(0%)
15-16	0	(0%)
17-18	0	(0%)
19-20	0	(0%)
21-22	0	(0%)
22 or >	0	(0%)

30. Expected Grade

A	2	(29%)
B+	1	(14%)
B	2	(29%)
C+	0	(0%)
C	2	(29%)
D	0	(0%)
F	0	(0%)
S	0	(0%)
NC	0	(0%)
Other	0	(0%)

31. Course Was

In major	7	(100%)
In minor	0	(0%)
Dist. Req.	0	(0%)
Elective	0	(0%)
Other	0	(0%)

32. Class Composition

Fresh	0	(0%)
Soph	3	(43%)
Junior	4	(57%)
Senior	0	(0%)
Grad	0	(0%)
Other	0	(0%)

33. Wanted to take course

Yes	3	(43%)
No	1	(14%)
Neutral	3	(43%)

Student Responses to Open Ended Questions

Question #1: Was this class intellectually stimulating? Did it stretch your thinking?

- Yes-I really like how the course was wrapped up with "we've taught you this language, now you'll be able to recognize and use others relatively easily".

Question #2: What aspects of this class contributed most to your learning?

- learning how to use MATLAB more for my future classes

Question #3: What aspects of this class detracted from your learning?

- The ef site organization of the material is a little hard to get along with. I found myself very often checking out resources from other universities and schools to learn the material outside of class.
- none

Question #4: What suggestions do you have for improving the class?

- Just rewrite the lab pages. I don't know what the exact problem is, but I've only heard, and agree, that this class takes much more than 2 credit hours worth of time.
- put more example online
- less multiple choice homework and more simple problems using code

THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM
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Engineering Fundamentals 230	Sec # 23106	William R. Schleter	
Comp Solution/Engr Problems (CLAS)	Spring 2012	Form G	# of Students: 8

Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	3 (38%)	1 (12%)	2 (25%)	0 (0%)	2 (25%)	0 (0%)	3.38
2. Course content	4 (50%)	1 (12%)	1 (12%)	0 (0%)	2 (25%)	0 (0%)	3.62
3. Instructor overall	4 (50%)	1 (12%)	1 (12%)	0 (0%)	1 (12%)	1 (12%)	3.50
4. Instructor's contribution to students' understanding of concepts	4 (50%)	0 (0%)	2 (25%)	0 (0%)	1 (12%)	1 (12%)	3.38
5. Course organization	3 (38%)	2 (25%)	1 (12%)	1 (12%)	1 (12%)	0 (0%)	3.62
6. Opportunity to ask questions	3 (38%)	2 (25%)	1 (12%)	1 (12%)	1 (12%)	0 (0%)	3.62
7. Explanations by instructor	4 (50%)	0 (0%)	2 (25%)	0 (0%)	1 (12%)	1 (12%)	3.38
8. Contribution to student's ability to solve problems	4 (50%)	1 (12%)	1 (12%)	0 (0%)	1 (12%)	1 (12%)	3.50
9. Use of examples and illustrations	4 (50%)	1 (12%)	1 (12%)	0 (0%)	2 (25%)	0 (0%)	3.62
10. Length/difficulty of homework assignments	3 (38%)	0 (0%)	3 (38%)	0 (0%)	1 (12%)	1 (12%)	3.12
11. Exams' contribution to understanding content	2 (25%)	2 (25%)	2 (25%)	0 (0%)	1 (12%)	1 (12%)	3.12
12. Instructor's enthusiasm	4 (50%)	0 (0%)	1 (12%)	1 (12%)	1 (12%)	1 (12%)	3.25
13. Textbook overall was	2 (25%)	1 (12%)	2 (25%)	1 (12%)	0 (0%)	2 (25%)	2.75
14. Answers to students' questions	3 (38%)	1 (12%)	2 (25%)	1 (12%)	0 (0%)	1 (12%)	3.38
15. Relationship between lectures and text	2 (25%)	1 (12%)	2 (25%)	1 (12%)	1 (12%)	1 (12%)	2.88
16. Availability of extra help when needed	4 (50%)	0 (0%)	3 (38%)	1 (12%)	0 (0%)	0 (0%)	3.88
17. Interest in whether students learned	4 (50%)	0 (0%)	2 (25%)	1 (12%)	0 (0%)	1 (12%)	3.50
18. Amount you learned in the course	4 (50%)	0 (0%)	1 (12%)	1 (12%)	1 (12%)	1 (12%)	3.25
19. Relevance and usefulness of course content	3 (38%)	1 (12%)	1 (12%)	1 (12%)	2 (25%)	0 (0%)	3.25
20. Relevance and usefulness of assignments	4 (50%)	0 (0%)	2 (25%)	1 (12%)	1 (12%)	0 (0%)	3.62
21. Reasonableness of assigned work	3 (38%)	0 (0%)	1 (12%)	2 (25%)	1 (12%)	1 (12%)	2.88
22. Relationship of exams to material emphasized	3 (38%)	2 (25%)	1 (12%)	0 (0%)	2 (25%)	0 (0%)	3.50

Relative to other college courses you have taken	Much Higher		Average			Much Lower	
23. Do you expect your grade in this course to be:	0 (0%)	0 (0%)	4 (50%)	2 (20%)	1 (10%)	0 (0%)	1 (10%)
24. The intellectual challenge presented was:	3 (40%)	1 (10%)	3 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
25. The amount of effort you put into this course was:	0 (0%)	4 (50%)	1 (10%)	3 (40%)	0 (0%)	0 (0%)	0 (0%)
26. The amount of effort to succeed in the course was:	2 (20%)	3 (40%)	2 (20%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	1 (10%)	5 (60%)	1 (10%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?

Under 2	0 (0%)
3-4	1 (12%)
5-6	4 (50%)
7-8	2 (25%)
9-10	1 (12%)
11-12	0 (0%)
13-14	0 (0%)
15-16	0 (0%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?

Under 2	0 (0%)
3-4	4 (50%)
5-6	2 (25%)
7-8	2 (25%)
9-10	0 (0%)
11-12	0 (0%)
13-14	0 (0%)
15-16	0 (0%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

30. Expected Grade

A	3 (38%)
B+	0 (0%)
B	1 (12%)
C+	2 (25%)
C	1 (12%)
D	1 (12%)
F	0 (0%)
S	0 (0%)
NC	0 (0%)
Other	0 (0%)

31. Course Was

In major	8 (100%)
In minor	0 (0%)
Dist. Req.	0 (0%)
Elective	0 (0%)
Other	0 (0%)

32. Class Composition

Fresh	0 (0%)
Soph	7 (88%)
Junior	0 (0%)
Senior	1 (12%)
Grad	0 (0%)
Other	0 (0%)

33. Wanted to take course

Yes	5 (71%)
No	2 (29%)
Neutral	0 (0%)

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Student Responses to Open Ended Questions

Question #1: Was this class intellectually stimulating? Did it stretch your thinking?

- Yes-Matlab is an interesting program for computers and has many applications, but many of the problems in class could be solved much easier using either a calculator or a different program. For example, our first project was plotting. This could have been done much easier with a calculator. The latest project was a slideshow which could have been made much easier through Microsoft PowerPoint. All of the image editing and cropping Matlab allows can be done much more easily through the default Paint program on my computer. As far as integrating and differentiating goes, more time was spent writing code for these functions then it would have taken to do by hand.
- No-For a two-hour course, it was far too intellectually stimulating, covering far more topics than were relevant or valuable.
- Yes-Had to think in a coding mind set.
- Yes-This is my first course of really going into coding. Thinking systematically to do coding didn't come that easily in the beginning. This course also helped me find out more applications which applied to engineering.

Question #2: What aspects of this class contributed most to your learning?

- Seeing examples of how others used their codes and got them to work helped with troubleshooting greatly when my functions would not work. My friends provided more help with this class than the TA's even attempted.
- Help Sessions
- labs
- Clear and systematic lectures as well as weekly homework, exams and projects. I find the projects especially helpful as I explore and experiment on coding, I understand more on how coding works and it's application.

Question #3: What aspects of this class detracted from your learning?

- TA's inability to provide help to students individually. More TA's or less students per section.
- Too much material was presented to keep pace
- Some projects were too hard and required us to use coding we had never even seen before.
- N/A

Question #4: What suggestions do you have for improving the class?

- Make the Matlab/computers in this class run faster so we don't get stuck waiting for it to complete a simple task (such as opening the help file) during a test or even class. During class, some of the built in functions were not fully described, so I tried to use the help file and fell way behind while waiting for it to open.
- Cover fewer, more important topics. This is a 2-hour sophomore level course.
- Projects that reinforce what you know not stress you out and discourage your knowledge of matlab
- More real life examples that applies to engineering.