

A Comprehensive Activities Management Website for Tulane's Freshman Intro to Engineering Course

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Abstract

As part of the effort to revamp the freshman engineering experience for the 2003-04 academic year, several outside-the-classroom activities were added to the course requirements. To manage these events, a comprehensive website was developed in a collaborative effort between Tulane's Innovative Learning Center and the School of Engineering.

Managed activities include small group mini-labs, lunches with faculty members, and site visits with local engineering alumni mentors. Website users were divided into eight personnel classifications: student (~220), faculty luncher (~25), mini-lab instructor (~30), alumni mentor (~25), departmental observer (~5), administrator/mini-lab instructor (1), administrator/faculty (1), and faculty/mini-lab instructor (~5). Similar, yet distinct, web interfaces were created for each user type.

The website concept was to emulate an e-commerce model, with the students registering for labs, lunches and plant visits by adding the events to their shopping/event carts. Ratings (1-5 stars) display for completed lab and plant visits, allowing students to make informed judgments when signing up for subsequent activities. Automated email notifications inform all involved personnel of changes in participant enrollment or event cancellation.

The website was designed on a development-production server setup using Macromedia Dreamweaver and ColdFusion technology, accessing a SQLserver database. The database was created with scalability in mind for use in upcoming semesters/years. With slight modifications, the website could certainly accommodate disciplines/departments outside of the School of Engineering.

The entire web-based, database accessible project was created from the ground up within three months with two full-time designer/programmers. A third programmer was brought in to assist with the final-stage alterations and enhancements. The main lesson learned from this project was gauging when and where to draw the line on "version 1" without compromising the active use of the application. A list of "version 2" features is growing and is planned for a Fall 2004 release.

User response to this website was very favorable, and all required web functions were accomplished competently. Use of the website made the task of coordinating a large class with

many activities distributed over all engineering departments manageable with only two course administrators.

The Goal

The focus of this project was to enhance the engineering experience for freshmen by introducing practical engineering applications and a bit of familiar technology. In the past, students were required to sit through a one-hour lecture once a week to fulfill a one-credit, seminar requirement. The enhancement to the class was to broaden the scope of the course, knocking down the barrier of the classroom walls and increasing contact with more experienced engineering populations; this change was made possible by funding provided through the Tulane Interdisciplinary Studies (TIDES) Program administered by the Provost's Office.^[1] The three areas where the class would reach outside of the physical lecture classroom were mini-lab sessions, faculty-student lunch meetings and engineering alum plant visits. The students were required to attend a pre-determined number of activities in each area; however they had the ability to choose which activities to attend for themselves. In order to allow students to easily select labs, lunches and visits, a comprehensive activities management website was needed.

Website Specifications

The activities management website operated as the main point-of-contact for students and their respective instructors/faculty/alumni contacts. To accommodate all users for all activity areas, the optimal website needed to:

- allow students to browse or search for event offerings,
- provide a mechanism for students to register for upcoming events,
- track student progress and create reports for the student and course administrators,
- provide specific details on each event based on the user's role (student, instructor, faculty, alum),
- allow instructors, faculty and alumni to add/modify/cancel events to the list of offerings, and
- provide an administrator login to control/assist with any website functions.

In addition to general specifications, each of the activity areas required customized functions.

Mini-Lab Session Area

Mini-labs were structured as practical exercises offered by a graduate student instructor for just a few students in a session. Mini-labs were offered for each of the engineering disciplines so that students could get a taste for each discipline's specializations.^[2] The website should not allow students to take more than two, out of the recommended three, mini-labs in the same engineering discipline so that students were sure to explore engineering diversity. Mini-lab sessions should always consist of no greater than a 1:3 instructor-student ratio and instructors could create, modify, or cancel mini-lab dates/times via the website and know that the all affected persons received notification email regarding the changes. Instructors were also able to mark no-shows

for those students who registered for labs and did not show at that time. Students who received a no-show mark would have to re-register for that lab or choose another to fulfill the mini-lab requirement for the class. If the requirement is not met, the student could receive a failing grade for the class dependent upon efforts in other course activities.

What made mini-labs the most involved part of the website was that students were asked to rate each lab (1-5 stars) upon completion and provide comments as desired. Each comment was approved by the website administrator before it was made viewable to others. All ratings and approved comments were made available to students searching for lab offerings to fulfill their own requirements. A list of the most popular labs, or those labs that received the best ratings, were shown on the customized home page for students who enter the website.

Faculty-Student Lunch Meeting Area

To encourage faculty-student interaction, each student was required to attend one lunch meeting with the engineering faculty member of their choice. Each faculty member's biography and lunch meeting times were made available on the website so that students could simply click on a faculty member's open date/time to register for a lunch, fulfilling the class lunch meeting requirement. Lunch meetings were not rated, however if a student signed up for a day/time and did not show, the faculty member needed a method to mark that student a no-show for the lunch. Like mini-labs, no-shows and attendance were always tracked and reported so that students could make up a no-show and avoid failing the class.

Engineering Alum Plant Visit Area

Another improvement to the Freshman Intro Class was to bring the students out of the physical confines of the classroom and into a professional engineering environment. We think that listening to an engineering alum give a lecture is interesting indeed, but that lecture would be much more impressive if it took place at the alum's place of business. As is the case with faculty-student lunch meetings, an alum's biography, company information and plant visit times/dates are made available on the website in a one-click registration format for students. No-shows are marked and tracked when appropriate and student attendance is limited to five per session. Alumni plant visits are currently underway this Spring 2004 semester.

Implementation

Tulane University's Technology Services Innovative Learning Center (ILC) was contacted in the summer of 2003 to create the website according to the specifications outlined above for the Fall 2003 semester. The ILC's summer schedule allowed for the maximum of a two-month implementation timeframe. Given a staff of only five people total, two of the most experienced developers (1 designer and 1 programmer) were named as main developers of the website. Engineering seminar administrators immediately met with the developers and provided the necessary details.

The developers initially created a site map for the website. A database structure was then sketched and that structure was approved by the site administrators. The database was then created using Microsoft SQLserver and consists of nine relational database tables, with growth and flexibility always the focus. Colors for the website were chosen and a design was created so that each person entering the site will receive a customized look based on their site role. The focus for the designer was to provide users with a familiar interface as many current commerce sites include ratings and progress monitors, but with a unique style that represents the academic mission. The designer primarily used Macromedia's Fireworks and Dreamweaver for concept and site designs as well as authoring interface functionality.

The database was then joined with the design by using customized Macromedia ColdFusion scripts, and a small amount of JavaScript for form validating. Scripts were initially written on a development server running Windows 2003server, Internet Information Server and accessed a duplicate testing database with a given data source name. After thorough testing, the files were then transferred to a production server running Windows 2000server and an IIS website accessing the live database with the same data source name to avoid any script modifications after the transfer.

The student role was assembled first so that students could begin using it even if the other roles were not complete and the system was temporarily managed manually. Mini-lab data, student data and faculty/mini-lab instructor information was provided by the seminar administrators in Excel files formatted using the database's table structure and was batch loaded directly into the existing database shell. Students began using the website within one week of student role completion. Mock site pages were created so that administrators could introduce students to the idea of the new seminar format at the Fall semester's first meeting; screen shots are included as Appendix A. The site was available for the second class meeting and students immediately began logging in and utilizing the site.

The faculty and mini-lab instructor roles were created simultaneously and were made active a month later. The faculty/mini-lab instructor hybrid role followed. The administrator's role was the most difficult and involved to create. The administrator's tasks are all-encompassing. Anyone named as an administrator must have access to student progress reporting, mini-lab, lunch meeting and plant visit scheduling, and possess the power to unceremoniously override any event. Since the administrator role was left for last, developers were able to assemble all functions previously written for other roles and made small modifications to fit administrators. Administrators may include those who are also faculty, those who are also mini-lab instructors, and those who do not possess other roles in the system. Three distinct administrator roles were created to account for all types of administrative users.

User response

Overall response to the web-based activities management system was positive.

Course administrators were the heaviest individual users of the system. Specific changes to the initial design were performed at their request; such modifications included changing the number of required mini-lab sessions attended by the students, creating summary tables to aid in reporting student progress in the completion of required activities, and inactivating the links for plant visit sign-ups until the Spring 2004 semester.

Faculty lunch hosts used the system to monitor expected attendees for events, add or delete events, modify profile information listed on the student sign-up page, and mark no-shows. Several faculty members preferred to contact the course administrators for such information, but those who used the website themselves relayed that it was a straight-forward process.

Mini-lab instructors accessed the system to update lab documentation accessible to the students, monitor sign-ups for events, add or delete events, and mark no-shows. Except for a few cases, instructors preferred using the website to informing the administrators to affect change. Instructors also relayed that use of the website was intuitive and easy.

Alumni mentors have not yet accessed the website even though they currently meet with students, and in all truth it is assumed that the administrators will do most of the setup and maintenance of plant visit events to minimize the “paperwork” that the volunteer alumni are required to perform. We want to maximize alumni efforts on the students.

Students were asked about the website on the end-of-semester survey for the Fall semester (see Appendix B – Survey and Results); 208 of the 220 students participated in the survey. Some confused the two different course websites in this survey (a separate Blackboard website held course documents, lecture notes, and grade information) and others took the opportunity to comment on other aspects of the course, but most commented cogently on the activities management site which we commonly referred to as the “TIDES” website. Specifically, 80.8% of respondents either agreed or strongly agreed that the TIDES site was useful in helping to fulfill the requirements of the class, and 84.6% either agreed or strongly agreed that the site was intuitive and easy to use. Given the opportunity to specify any particular aspects of the website which they felt were difficult to use, 63% of the respondents stated that nothing was difficult; the highest difficulty was reported for tracking scheduled upcoming events, which 13% of the respondents selected.

Conclusions

For such a small timeframe, the website was created with an enormous amount of detail and forethought. However, any project can use enhancements. A list of new features was compiled throughout the Fall 2003 semester; this list includes the desired automated sending of event reminder e-mails to scheduled participants, to help with the difficulties as reported in the student survey. The original developers will revisit the site to add the new features/functions. In retrospect, a longer implementation timeframe would have also allowed developers to

incorporate a few site-enhancements using tools such as Macromedia Flash and Flash Remoting. Flash is surely named as the site's next programming tool for the upcoming year.

We believe that even though the website was highly customized, it was written in very modular scripts than may be easily used in applications for other disciplines, not just engineering disciplines, to assist and facilitate the learning process.

REFERENCES

1. Mullenax CA, Walker CF. Increasing Freshman Contact with Engineers - A Revamp of ENGR101, Tulane's Freshman Intro to Engineering Course. *2004 ASEE Annual Conference Proceedings*. 2004.
2. Mullenax CA, Walker CF. Adding Mini-Labs to ENGR101, Tulane's Freshman Intro to Engineering Course. *2004 ASEE Annual Conference Proceedings*. 2004.

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DAVID E. ROBINSON

David E. Robinson is an Instructional Technologist at Tulane's Innovative Learning Center. He holds degrees in Cinema Studies from Yale (B.A., 1991) and New York University (M.A., 1995). He has taught both at New York University and Tulane University and is currently working on his Ph.D. in New Media Studies at Tulane. He served as the graphic designer and ColdFusion programmer on the project.

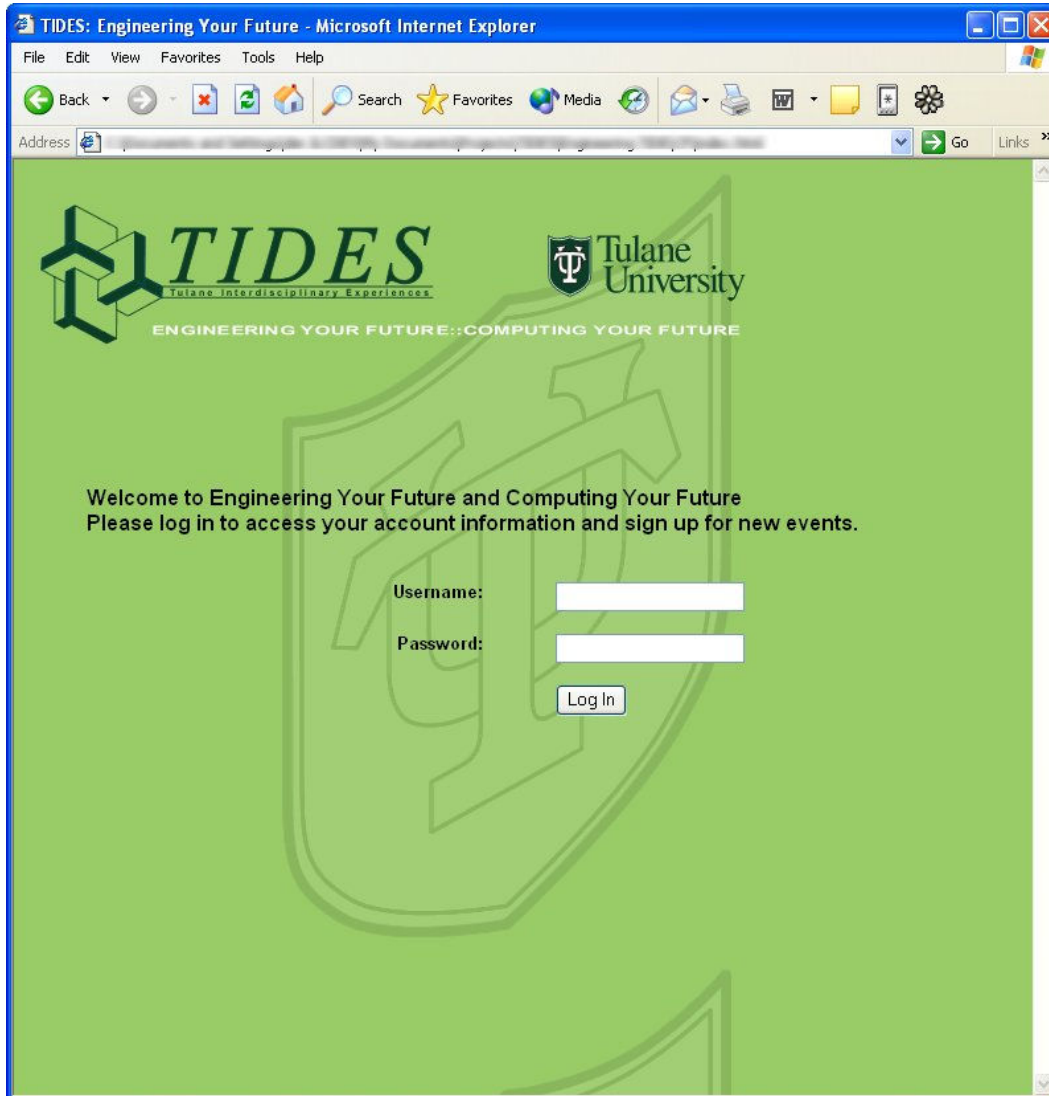
CAROL MULLENAX, P.E.

Carol Mullenax is a Doctoral Candidate in Biomedical Engineering at Tulane University in New Orleans while on leave of absence from The Boeing Company. She received her BS in Engineering & Applied Science from Caltech in 1989, and an MS in Mechanical Engineering from Washington University (St. Louis) in 1995. She served as course administrator for ENGR101 and conducted multiple sessions of four different mini-lab topics for the course.

Appendix A – Mock Webshots

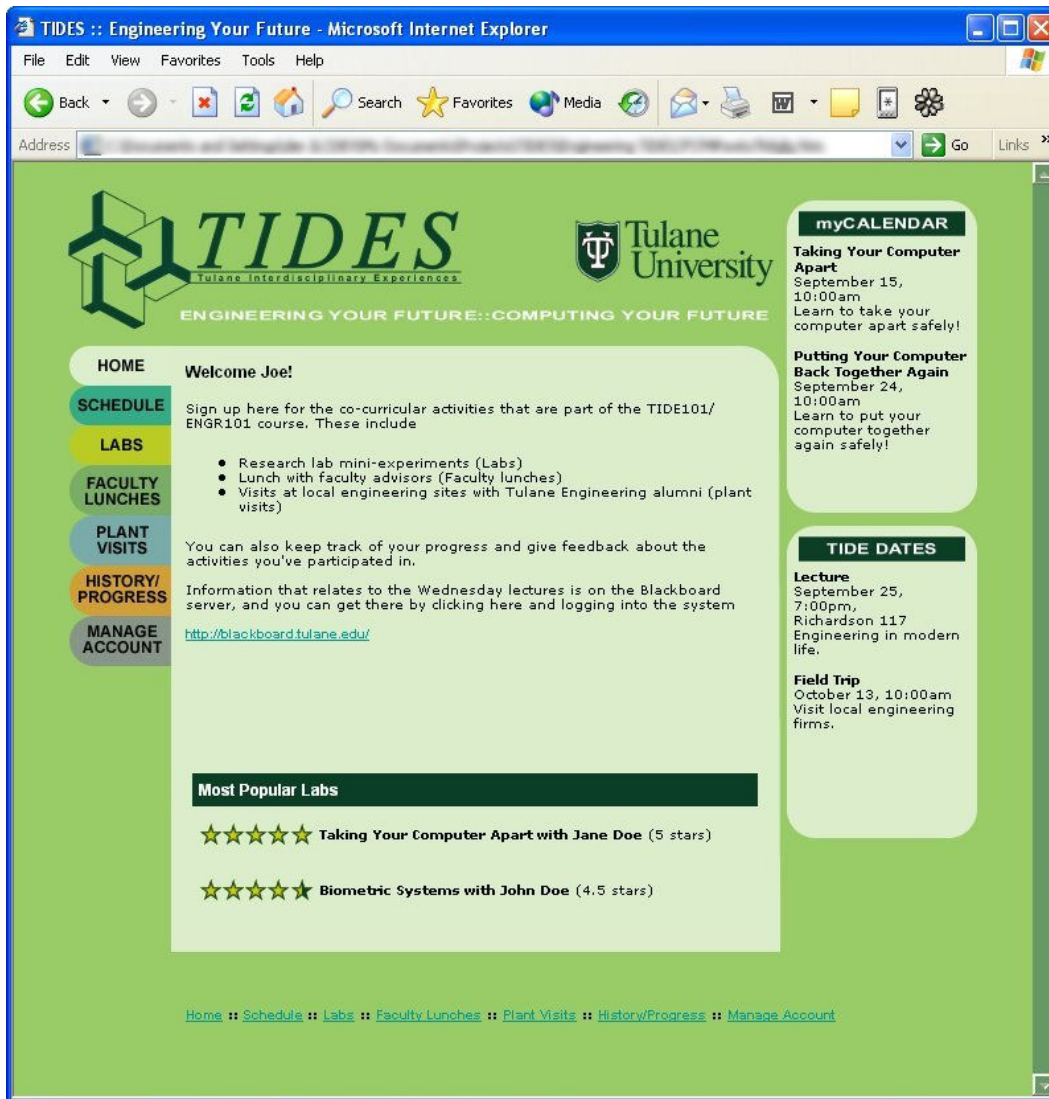
Mock screen shots, containing bogus event information, were created to show the students how to log in to the course maintenance website and what to expect there. These graphics, with small annotations, are included here to provide similar information to the reader.

Login

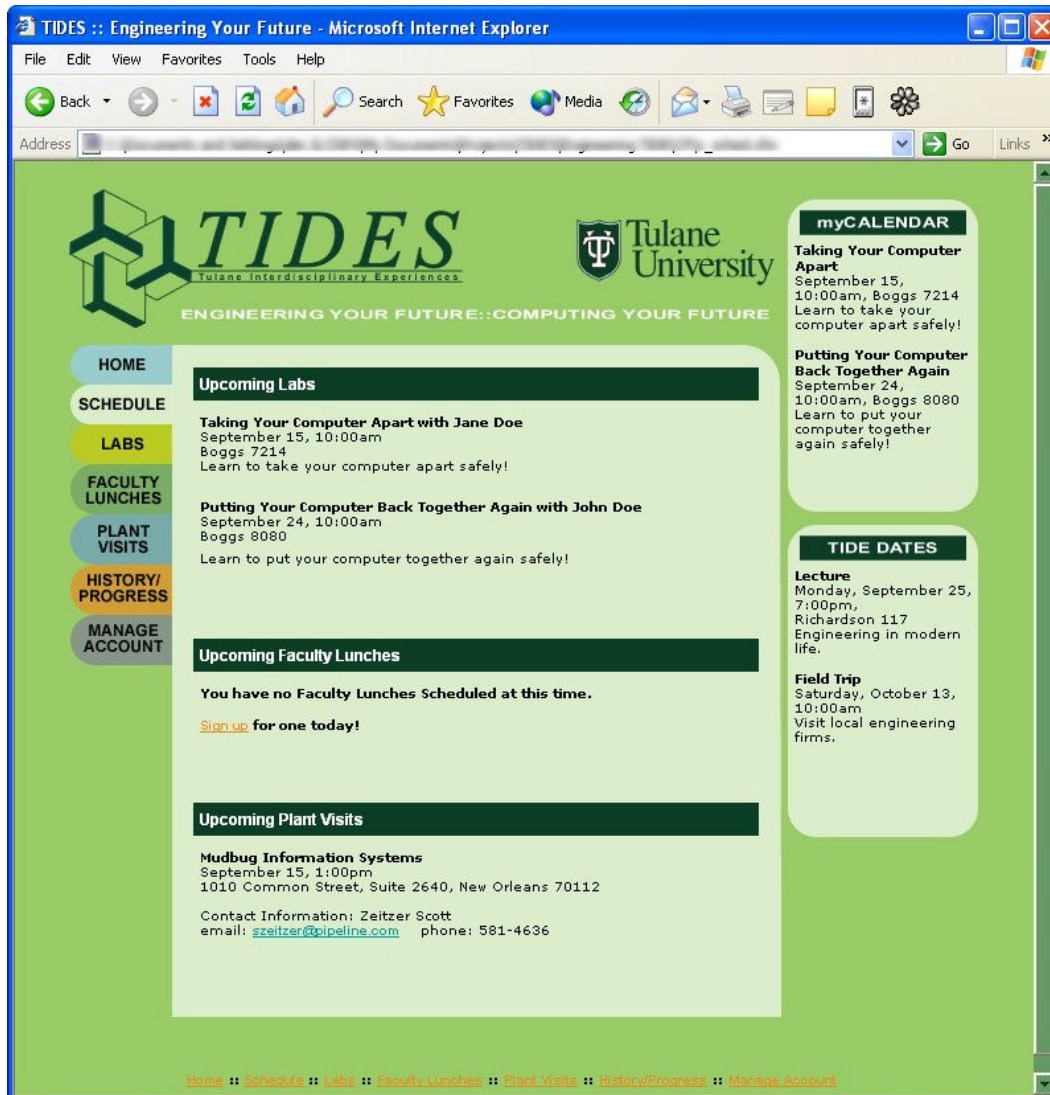


All user types see the same login screen.

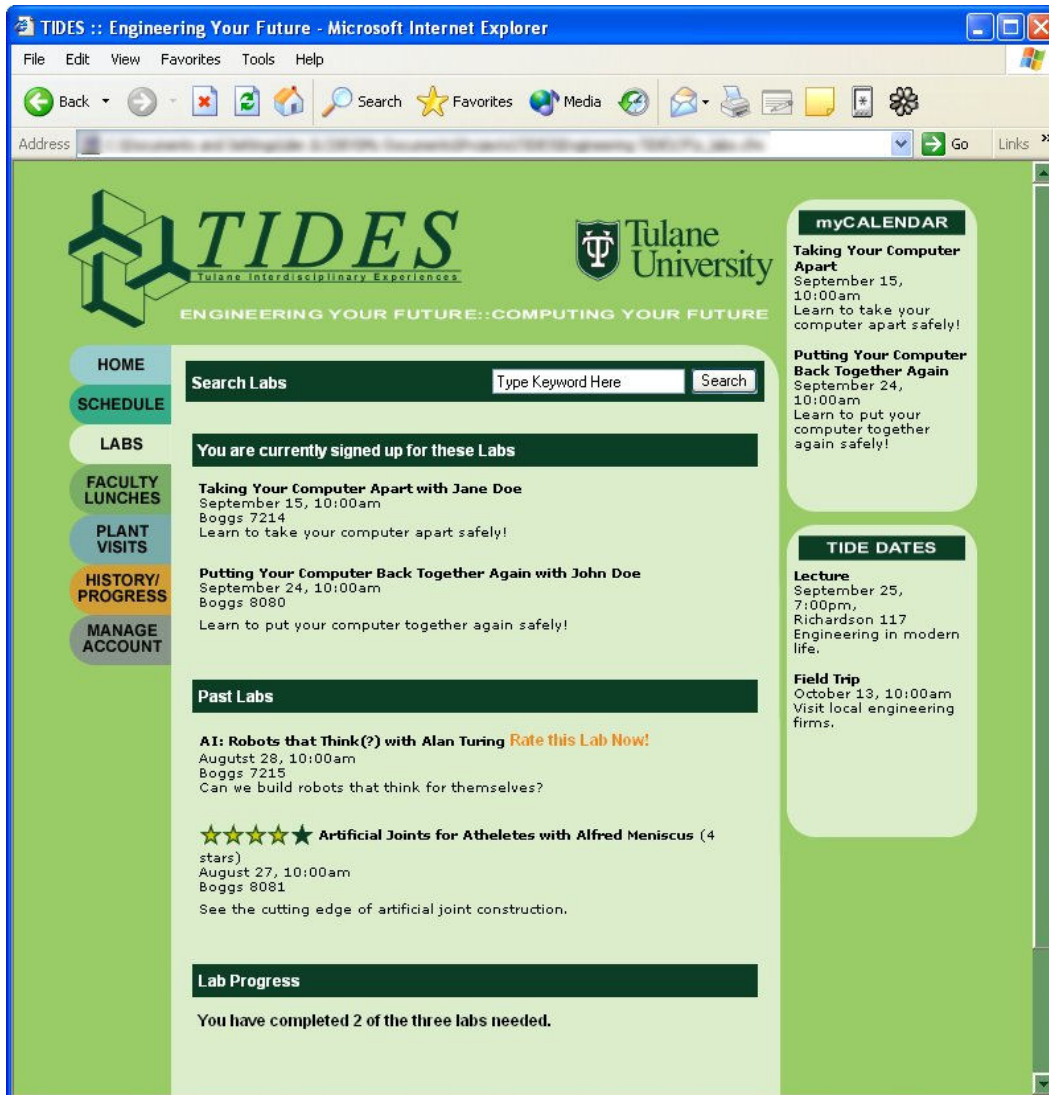
Student screens



Upon login, students see a “home” page listing the items controlled through this website, a link to the other course website, tabs for the major activities, and summary boxes both for upcoming course activities and for their own upcoming scheduled activities.



The “schedule” tab presents a summary of all upcoming events for the user, as well as presenting the same upcoming events fields and navigation tabs as were shown on the “home” page.



The “labs” tab takes a student to the lab summary page which lists attended labs and registered labs for this individual student. The student also has the ability to search through all offered labs by utilizing the search field.

TIDES :: Engineering Your Future - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Media Print Mail TIDES Links

Address [http://www.tides.tulane.edu/.../plant_visits.php?search=biomedical](#) Go Links >>

TIDES
Tulane Interdisciplinary Experiences
ENGINEERING YOUR FUTURE::COMPUTING YOUR FUTURE

Tulane University

myCALENDAR

Taking Your Computer Apart
September 15, 10:00am
Learn to take your computer apart safely!

Putting Your Computer Back Together Again
September 24, 10:00am
Learn to put your computer together again safely!

TIDE DATES

Lecture
September 25, 7:00pm,
Richardson 117
Engineering in modern life.

Field Trip
October 13, 10:00am
Visit local engineering firms.

HOME
SCHEDULE
LABS
FACULTY LUNCHES
PLANT VISITS
HISTORY/PROGRESS
MANAGE ACCOUNT

Your search for "biomedical" Plant Visits returned the 3 results (click Visit date to sign up for that visit):

www.drtebbe.com

[Wednesday, September 17, 2003](#)
[Wednesday, September 24, 2003](#)
[Thursday, October 02, 2003](#)
[Thursday, October 09, 2003](#)
[Wednesday, October 15, 2003](#)
[Thursday, October 23, 2003](#)



Visit Description:
Dr. Tebbe welcomes Engineering students to spend an afternoon "shadowing" him in his office, where he continues to use the problem-solving skills he developed as an engineer to diagnose and treat a wide variety acute and chronic problems.

Contact Information:
James T. Tebbe, MD
Email: jtebbemd@drtebbe.com
Phone: 504-283-7966
Address: 6521 Spanish Fort Blvd., New Orleans 70124

A 1976 graduate of Jesuit High School in New Orleans, Dr. Tebbe received his undergraduate degree in Biomedical Engineering at Tulane University in 1980. Upon graduation from the Louisiana State University School of Medicine in 1984, he completed a three-year family medicine residency at LSU Medical Center in New Orleans, where he served as chief resident. In 1988, following a clinical teaching fellowship, he entered into private practice in the Lakefront area of New Orleans, where he has been a life-long resident.

Tulane University Medical Center

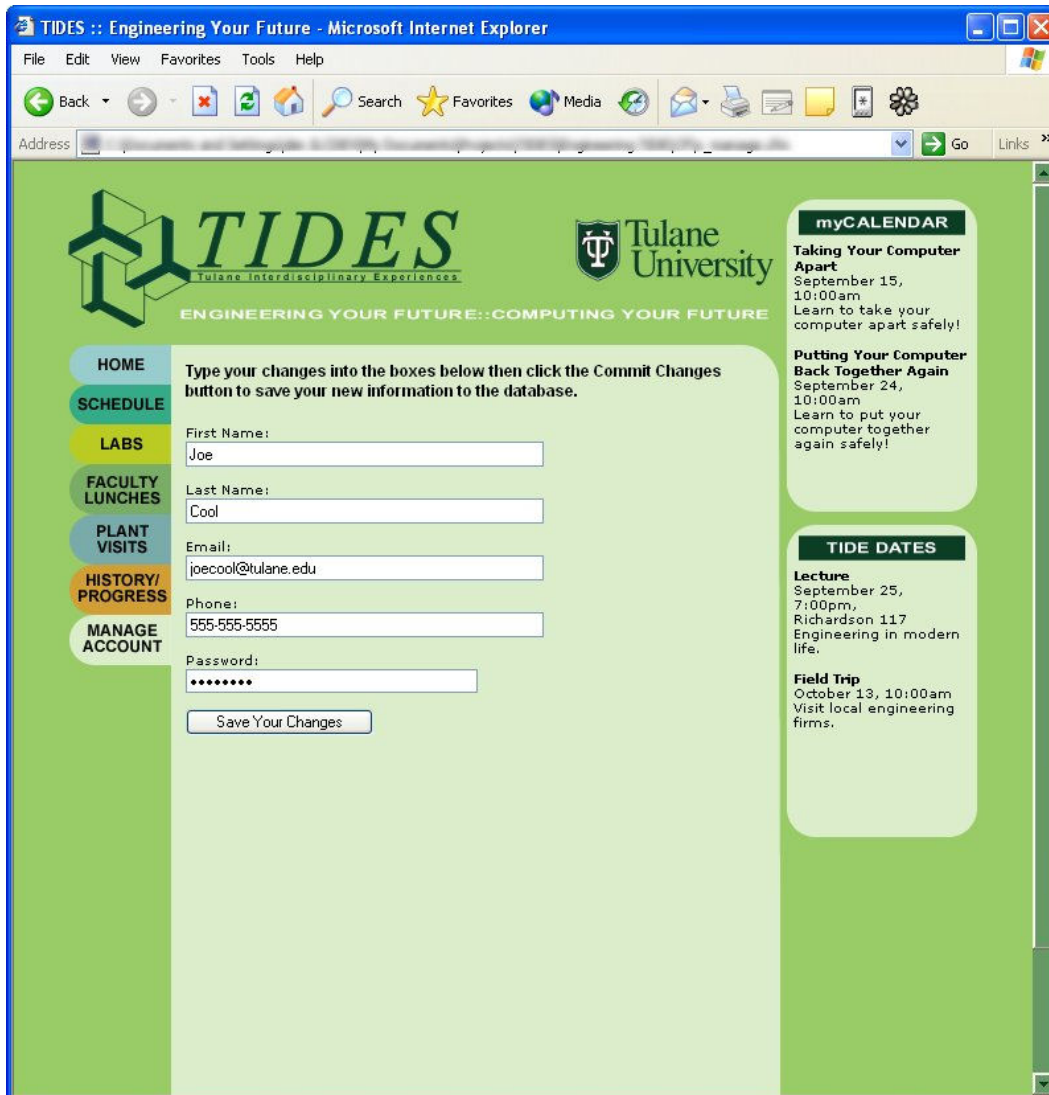
[Tuesday, September 02, 2003](#)
[Friday, September 12, 2003](#)
[Tuesday, September 16, 2003](#)
[Friday, September 26, 2003](#)
[Tuesday, October 07, 2003](#)
[Friday, October 10, 2003](#)
[Tuesday, October 21, 2003](#)
[Friday, October 24, 2003](#)



Visit Description:
Visits to Dr. Longo's clinic will be in the morning instead of the afternoon. She can pick you up at around 8:15 AM. Please coordinate the time and place with her, and give her your phone number. Physicians' schedules do change at

A sample search result from the “plant visit” page might look like this. A brief description of the event is given, along with contact information of the host if further information is needed. Events are listed as links.

Students sign up for an event merely by clicking on the date/time link. If the link is accessible, there is still room in the event for the student. Upon signup, the system sends confirmation e-mail messages to both the student and the event host.



The “manage account” tab provides the user with the ability to change or correct personal information. After initial login, users had the ability to change from a canned password to one of their own choosing.

Appendix B – Survey and Results

A web-based survey was administered toward the end of the Fall 2003 semester. 208 students responded, and the responses and questions pertaining to the website are given here.

Question 11 Multiple Choice

The TIDE101 Website (tides.tulane.edu/engr) was useful in helping to fulfill the requirements of the class.

Answers	Percent Answered
Strongly agree	43.75%
Agree	37.019234%
Neutral	12.980769%
Disagree	4.3269234%
Strongly disagree	1.923077%
Unanswered	0.0%

Question 12 Multiple Choice

The tools and interface of the TIDE101 Website (tides.tulane.edu/engr) as a whole were intuitive and easy to use.

Answers	Percent Answered
Strongly agree	34.134613%
Agree	50.48077%
Neutral	9.615385%
Disagree	4.3269234%
Strongly disagree	1.4423077%
Unanswered	0.0%

Question 13 Multiple Answer

Which tools in the TIDE101 Website did you find difficult to use?

Answers	Percent Answered
Browsing available labs	8.653847%
Enrolling in a lab	9.615385%
Unenrolling from a lab	6.25%
Browsing available lunches	4.8076925%
Signing up for a lunch	5.2884617%
Canceling a lunch appointment	4.3269234%
Tracking scheduled (upcoming) events	12.980769%
Tracking completed events	11.538462%
Finding contact information for lab instructors / faculty lunch hosts ..	18.75%
Nothing was especially difficult to use	62.98077%

Question 14 Essay

What, if anything, would you like changed in future versions of the TIDE101 Website? Are there any features you would like to see added?

1. I would like to see more pictures and graphics!
2. Website was pretty good. I don't have any complaints
3. There was nothing I would change about the TIDES website. I had no problems using it.
4. The website was perfect for my use, and I do not know anything that the website could use differently.
5. no comment
6. nothing needs to be changed but more fequent updates would be useful
7. Make a link from blackboard or something.
8. I accidently deleted one of my labs and when I immediately went to sign up for it again it was no longer available. Something to stop that sort of thing from happening could be useful.
9. I honestly have no suggestions.
10. THE GRADING WAS TERRIBLE...make everything out of points and check it off if it was completed. It was like deciphering hyroglyphics...and probably the hardest thing I have done at Tulane!
11. Nothing that I can think of.
12. I think that the TIDES website should change the log-in information to only require the first half of a student's e-mail address. I spent probably a good half hour trying to figure out what I was doing wrong logging in. Of course, the answer was posted on Blackboard all along, but I had forgotten it.
13. More hands-on experience with each major.
14. I would really like to see some late lunches added. I had class until 12:15 or at 1pm every day of the week. A noon lunch would have meant missing the end of class or possibly missing the beginning of class. I would have liked a few options for a 1pm lunch or even as late as 2pm to allow me to work the lunch into my schedule. I missed the lunch for which I signed up because I was preparing for my 1pm class.
15. I just feel that the website's grade system should be a little better maintained
16. the way the website it set up is nice but it just doesn't seem to work for instance i still dont think i have credit for one of my labs that i went to even though i did everything i was supposed to like rating the lab after too
17. It si fine how it is.
18. Cant think of anything else.
19. I dunno, but it would be nice if the labs or lunches could be schedueled when I didn't have class. That was the only problem, finding something I could attend, but that isn't a problem with the website.
20. I would like to know if I got credit for fulfilling requirements. And maybe an email reminder, that would be useful.
21. Being able to still register for something if u missed it originally.
22. Again, I thought it was well run and appreciate the efforts of all the faculty members.
23. Have a schedule of your upcoming events always on the page. Maybe under the menu on the left.
24. more labs?
25. No, the website is fine. There wasn't much of a need to utilize it anyway.
26. the website would frequently denied access or was down for long enough periods of time that it made unenrolling and signing up for labs difficult and sometimes impossible
27. It would be nice to put the scheduled class topics there too. I guess mainly it was just a little confusing to have some things on the TIDES website and others on Blackboard and trying to remember what was where.
28. A less obscure address.

29. I can't think of any way to improve it.
30. I think they did a pretty good job and I have nothing to suggest.
31. I would like the tides website and the blackboard website to be integrated into one. It would be easier to look in one place than in two for information.
32. Nope
33. The entire course, while somewhat rudimentary at times often had valuable information. At times it was very difficult not to skip class, but in the end most of the sessions were at least informative if not invaluable.
34. no
35. It was pretty easy to use...very straightforward. I don't know how you could make it any simpler.
36. I think the website is fine as it is. It is simple and has no unnecessary features.
37. the grades to work out so that i can tell what i need to get done.
38. nothing
39. it was a good website
40. no
41. links to things talked about in class
42. I liked the website as it was!
43. easier to see when you are scheduled to do something.
44. Make it easier to browse, and make it better to cancel events.
45. have the website allow you to schedule labs
46. I would not change anything it was easy to you and easy to understand
47. Nothing really.
48. The website was fine.
49. There is nothing I can think of that I would like to change.
50. I would make the weekly lectures more interesting
51. It is fine how it is now.
52. not sure what could be done to make it better
53. dont use a website for the main info source... you kinda did
54. I think a list of all e-mail addresses from the instructors and lab people would be nice.
55. have more time in the beging for the departments to talk about what is required of each major.
56. It was great
57. I would have liked to see more catastrophies within engineering
58. no new features needed, just make it easier to navigate.
59. i was really happy with the course. i would just try to change the format of the labs section
60. Other than being more user friendly, nothing.
61. Nothing needs to be changed.
62. I thought it was an effective website, and have no suggestions for it.
63. You should be able to see which labs you have completed right from the front page instead of the "Past Labs" section (labs you missed?)
64. nothing
65. I would like to see contact information for lab instructors and faculty lunch hosts to be more accessible because I am still trying to contact my lab instructor yet I cannot find a correct email address to use to contact him. I would also make the labs more accessible so that they do not fill up right away where I would have to take a lab that I did not want to.
66. nothing

67. I had a problem on the website only once: I signed up for my first lab and on the day of the lab the date and time suddenly disappeared from the list of labs. I still went and completed the lab but there was confusion on the part of my lab instructor as to how it would be counted and if the topic was still a lab.
68. I would not change anything on the website.
69. It served its purpose well
70. I don't think I would change anything, since the site worked fine.
71. its just fine and dandy
72. I think that it would be helpful if the assignments that are posted on blackboard could also be found on the tides website. This would make it easier for the students to remember lab dates because everything would all be on the same site and they would not forget to visit either one.
73. the website has a very powerful and user friendly interface, i would not change anything at the moment.
74. The site was very good it needs no additional changes.
75. It would be really nifty if the site was programmed to send an automatic reminder to your e-mail account that your lab or lunch was approaching. That way less people would forget.
76. n/a
77. All of the instructors should put their e-mails on the website.
78. I would like to see that the site does not display a certain lab that is available and then deny one from trying to enroll in it. All prelabs should be available on the sight. You should not have to wait for an email from a TA to receive a prelab.
79. nothing
80. emails sent 2-3 days before a scheduled lab or lunch, there would be many fewer missed labs if there was an automatic notification
81. The website is fine.
82. THE WEBSITE IS FINE
83. Integrate it and the blackboard site into one. It is annoying to have to use two different sites for the different things.
84. Perhaps have all of the assignments - what blackboard has, but all in one place and easier to decipher.
85. More information in general
86. The grades section should be more accurate, half the time when I would look at them the points would change or not reflect my proper grade.
87. No changes.
88. No it's a good website - maybe more photos of professors.
89. I thought that the TIDES website was very thorough and easy to use. no additions are needed in my opinion.
90. More food related classes
91. Maybe I just missed it, but I didn't see where stuff was due easily posted on the website.
92. Make sure it works when using an apple computer and the internet explorer web browser.
93. I would like to see more guest speakers.
94. nothing.
95. The website was easy to use; I didn't have any big problems with it
96. Doesn't matter to me.
97. login name you had to type your entire email address.
98. I got tired of typing "@tulane.edu"
99. When tracking scheduled events on the main page, allow the schedule to show into the next month instead of just events that are happening in the current month.

100. How about not having it set up so it makes you think you've satisfied your lunch requirement until after there are no more lunches to schedule? That was fun, let me tell you.
101. Some sort of clue that we don't have to panic about not being able to do the plant visit 1st semester.
102. The tides lab website was perfect, no complaints or suggestions. It was down a couple of times preventing me from doing anything at all.
103. No
104. There is not anything I can think of that I would change or add to the website.
105. I do not think I would like to change the Tides 101 website. I found it easy to use and convenient instead of filling out forms by hand and having to turn them in.
106. more colors and pictures
107. There should be a calender on the tides 101 website like in the email account.
108. The only significant problem I had with the website was that occasionally it would not display the events I had completed. Additionally, I would like to see more about the faculty and the work they're doing.
109. I liked it. I would like for the websites to send out reminders when an appointment is coming.
110. Right in the front to have what you need to do and by when, it was too hard to find.
111. I think it did its duty.
112. I would divide the mini-labs into sections by major or area of study. I would also not show labs that are filled to students looking to sign up for one.
113. It should be easier to schedule a lunch and a lab, it was too confusing.
114. Everything is perfect.
115. most of the time the website was extremely slow and then would cause explorer to freeze (maybe b/c i have mac os 8.6?)
116. Make it easier to schedule labs if one was unable to be attended.
117. My comments above cover this adequately. Basically, more time for each department to present during the seminars, and an optional, alternative visit to a company during the semester.
118. I thought the website was fine.
119. Quicky email: ie, an email that was like this space here, type in a question or comment and then hit send, forum-style.
120. I had an extremely diffucult time getting to the tide101 website through the tides website, blackboard, or the tulane website.
121. I enjoyed the feature which allowed us to view our completed events and grades but it seemed in accurate or hard to understand at times. If I could change anything I would make this feature more accurate and update it more often.
122. I would like there to be a better system of checking people into the labs they actually attended, because I attended a lab and it took a very long time to straighten it out, and I am not completely sure if everything is straightened out yet.
123. Overall, the website is easy to use. I think it just needs to be a little bit more precise on where to find things.
124. If at all possible, it would be very helpful, I believe, to have it so that the lab/lunch appointments popped up on the Desktop as reminders. I know that it is each student's responsibility to keep track of the time and date of their appoinment, but it is evidenced by the number of "no-shows" this semester that this is a difficult task for freshman. This feature would be more for the benifit of the Grad. students running the labs, so that they do not get the short end of the stick.
125. Everytime I changed my password on that site, it didn't actually change my password. I was stuck using my social security number.
126. It worked fine for me so I wouldn't change it.

127. Nothing especially needs to be added, but it would perhaps behoove the school to list Engineering School functions on the site as well to bolster attendance.
128. The website is very easy to use, there is no real need to change anything.
129. Everything is on the website and it all seems to work fine, so I have no particular suggestions
130. I thought that the website was very well put together.
131. I actually wouldn't change anything on the Tides website, it was surprisingly helpful and easy to use.
132. Nothing
133. The time
134. I wouldn't change anything
135. It took me awhile at first to find the Tides website. I had to ask a friend. It would help if there was a link on the front page of blackboard.
136. None
137. Why not combine the blackboard website and the TIDE101 website into one? For an engineering class, I'm quite disappointed by the setup.
138. I spent very little time navigating the TIDES101 site which is a testament to its ease of use. I logged on, did what was needed, and then logged out.
139. query labs/lunches by times
140. The Tide 101 website was very basic for me and I found that useful because my knowledge in computers is very small so I personally would change nothing.
141. nothing
142. Not really. The website performed all that I needed it to so I don't think that anything needs to be added or changed.
143. I think the website was a good source of information. It was easy enough to use, so I think it's fine
144. Information on who/how to contact someone for questions about problems with completing the requirements.
145. The whole program is very excellent in many respects. The mini-labs are a must and must be furthered if possible. Faculty lunches at first were intimidating but afterwards found extremely rewarding. I wouldn't change much except the restriction of only seeing one of the seminars performed by the department you are interested in joining. More field trips would also be welcomed readily.
146. I feel that the website is very well done, and I cannot find anything particularly wrong with it, or anything in need of improvement.
147. No, none.
148. nothing
149. I thought the website was perfect. I had no problems with it whatsoever.
150. Some of the contact information for the lab instructors and faculty was missing when I looked for it. My suggestion would be to have the school put together a centralized online directory of all the faculty and lab instructors and TA's, so that you could simply put a link to it on the TIDE website, and that way, the info would (hopefully) be up to date, and accurate.... and... well... THERE and available.
151. No, the website was really good.
152. I don't think I would change anything.
153. nope
154. ability to have more than one lunch, and more than 2 labs if I want
155. nothign
156. There is nothing I would like to see added.
157. A better way to find out which requirements you have received credit for.
158. There is nothing significant that i feel needs to be added to the website.

159. Nothing
160. I didnt really use it except to enroll in labs and lunches
161. don't take down the lab documents. Some of us have trouble keeping track of such things and its nice to be able to go back to the source and get another copy
162. The resume
163. It would be nice if all aspects of the website were in one site. Instead of having to move between blackboard and the tides engineering website, if you could sign up for labs and things on the blackboard site or vice versa that would be more helpful.
164. The only thing that needs to be added is the email addresses of the instructors for convenience.
165. The whole course was fairly comprehensive andn was not a bad experience.
166. The website is fine as is.
167. Can't think of anything
168. I think everything else is pretty top notch.
169. Nothing
170. No changes suggested.
171. If one misses an apointment for a lunch, one should be able to sign up for another one to make up for it, and not be barred from registering for any more.
172. I think the website was informative and easy to use.
173. Nothing should be changed.
174. e-mail reminders of labs/lunches/assignments!
175. I would not change a thing on the website.
176. I would like to see that the lab section be filtered a little differently. Meaning that when browsing for a lab, the ones already filled should be shown in a separate folder or filtered out completely to make the browsing quicker.
177. Everything was fine. No problems with course overall except Tutoring Center.
178. I feel that the website was fine as is. It was useful and easy to use.
179. None that I can think of.
180. I thought the website was extremely easy to use and very helpful as well. The only thing I would change is to make it more available - ie, the address more accessible. Add a link to the blackboard website (if it doesn't already exist).
181. Ok