College of Engineering, Cornell University Course Evaluation Response Summary
Semester: Fall 2023 Course Owner: BME

Course: BME 3030 Lec 1 CID: 1007703

Instructor: Schaffer

67 Responses, 71 Enrolled, 94.37% Response

Question	Mean	Count	1	2	3	4	5
11. [Course Content] Preparation: How well prepared were you to learn the							
material in this course?	2.39	67	4	33	30	0	0
1. Very under prepared, more pre-requisites needed							
2. Under prepared							
3. Adequately prepared							
4. Over prepared in some areas							
Over prepared, material largely duplicates pre-requisites							
12. [Course Content] Content Organization: Did the course structure and							
organization facilitate your learning?	2.27	66	15	28	15	6	2
Very disorganized, significantly hindered my learning							
2. Somewhat disorganized							
3. Adequately organized							
4. Well organized							
5. Very well organized and structured, significantly enhanced my learning							
13. [Course Content] Synthesize & Apply Content: This course challenged							
me to synthesize ideas, think critically about the content, and apply the	4.34	67	0	4	6	20	37
material to unfamiliar topics and problems.							
1. Not at all							
2. Occasionally							
3. Every few classes							
4. Many classes and assignments							
5. Nearly every class and assignment							
14. [Course Content] Examples & Applications: Were the number and							
variety of examples and practical applications presented appropriate to the	3.28	67	1	16	23	17	10
course content and for your learning style?							
1. No, almost no examples							
2. A few, but insufficient number and/or mostly trivial							
3. Some, but more or higher quality would have been helpful							
4. Yes, including some very good ones							
5. Excellent use of examples and applications that significantly increased							
my understanding of the material							
21. [Course Delivery] Lectures: As a whole, were lectures clear, well-							
structured, free of significant or frequent errors, and did they appropriately	3.69	67	2	7	17	25	16
cover the course content?							
1. No, usually poorly done							
2. Sometimes							
3. Usually adequate							
4. Usually good							
5. Nearly always very good		=	_				
22. [Course Delivery] Context: Did the lecturer motivate the course content							
and place it in the context of your major or your overall engineering	3.72	67	3	6	14	28	16
education (beyond fulfilling a degree requirement)?							
1. No							
2. Somewhat							
3. Adequately							
4. Mostly							

23. (Course Delivery) Engagement: Did the lecturer present material in an engaging way, which improved your understanding of the course content? 1. No, generally boring 2. Rarely engaging 3. Generally held my attention 4. Engaging 5. Very engaging and often required actively thinking about material 31. (Recitation or Discussion Section) Was the section effective in increasing your understanding of, and ability to use, the course material? 1. No, usually poorly done 2. Sometimes 3. Issually adequate 4. Usually good 41. [Laboratory Section] Lab Activities: How valuable were laboratory activities in enhancing your learning in this course (e.g., taught specific skills, provided experience with real equipment and data, provided handson experience, increased my understanding of the material)? 1. Minimal value 3. Moderate value 4. Significant value 3. Moderate value 4. Significant value 5. Very valuable, well worth time spent on them 42. (Laboratory Section) Lab expectations: Were lab expectations (goals, tasks, reports, deadlines, etc.) clear and realistic? 5. Almost always very clear and realistic 6. Almost always very dear and realistic 7. Almost always very estern Lab Escaurces: Were lab resources (equipment, software, information, instructions, etc.) sufficient to provide a positive experience? 9. Rarely sufficient, severely detracted from the experience 9. Sometimes sufficient 9. Excellent resources that enhanced the laboratory experience 9. Partially sufficient 9. Partially surficed the aboratory experience 9. Partially sufficient 9. Parti								
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2. Some value 3. Reasonable value for the time spent 4. Good value for time spent								
Reasonable value for the time spent Good value for time spent	· ·							
4. Good value for time spent								
5. Excellent value to time ratio								
	5. Excellent value to time ratio	J						

53. [Workload, Resources, Assignments & Assessment] Resources: How	0.07	0.7		4.0	04	47	4
valuable were outside of class-time resources (e.g., readings, videos,	2.87	67	9	16	21	17	4
online content, course notes) in building your understanding?							
Minimal value Occasional value							
3. Moderate value							
4. Significant value							
Significant value Very valuable, well worth the time spent on them							
				1			
54. [Workload, Resources, Assignments & Assessment] Value of	3.25	67	3	15	22	16	11
Assignments: Independent of the time required, overall, did assignments	3.23	07	٦	10	22	10	
(e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the							
course concepts and content?							
Minimally Sometimes							
3. Usually							
4. Almost always							
Reliably and significantly increased my understanding and ability							
55. [Workload, Resources, Assignments & Assessment] Exams & Grading:				1			
Were exams and grading a fair and reasonable measure of your learning?	3.00	67	6	19	21	11	10
(Exams: clear, well written, range of content and difficulty. Grading: fair,	0.00	0,					
prompt.)			<u> </u>				
1. No							
2. Significant issues exist							
Generally fair assessment of my learning							
Well developed and fair							
5. Yes, definitely							
61. [Course Environment] Diversity & Inclusion: To what extent have the	1						
professors and teaching staff fostered an inclusive environment such that	4.61	67	0	0	1	24	42
the class is welcoming to all, everyone is encouraged to participate, none							
are made to feel different, and all are treated fairly?							
Extremely non-inclusive with inappropriate comments and/or behaviors							
Actively not inclusive with certain students ignored, left out, or treated							
dismissively							
3. Passively not inclusive; comments or contributions by some students are							
valued less than those of other students							
4. Passively inclusive where everyone is welcome to participate. Nothing							
specific to encourage or discourage anyone.							
5. Actively inclusive, all are fully encouraged to participate and are							
supported							
62. [Course Environment] Access to Assistance: Was there sufficient				1			
UZ. LOGUISE ETIVITOTITIETILI ACCESS TO ASSISTANCE. WAS THERE SUITCHELL							
access to assistance (through office hours, online forums, in-class or	3.67	67	0	12	18	17	20
	3.67	67	0	12	18	17	20
access to assistance (through office hours, online forums, in-class or	3.67	67	0	12	18	17	20
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?	3.67	67	0	12	18	17	20
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective	3.67	67	0	12	18	17	20
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help	3.67	67	0	12	18	17	20
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help	3.67	67	0	12	18	17	20
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help							
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help	3.67 4.58	67	0	12	3	17	20
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?							
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92. [Comparison to Other Courses] Course: Overall, how does this course compare with other comparable (technical or non-technical, as appropriate) courses you've taken at Cornell?	3.36	66	8	10	13	20	15
1 = Poorly, not educational							
5 = Excellently, extremely educational							