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

Course: ECE 5830 Lec 1 CID: 7372

Instructor: Jessel

9 Responses, 33 Enrolled, 27.27% Response

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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 education (beyond fulfilling a degree requirement)? 1. No 2. Somewhat 3. Adequately 4. Mostly	cover the course content?							
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 education (beyond fulfilling a degree requirement)? 1. No 2. Somewhat 3. Adequately 4. Mostly	1. No, usually poorly done							
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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 education (beyond fulfilling a degree requirement)? 1. No 2. Somewhat 3. Adequately 4. Mostly	3. Usually adequate							
22. [Course Delivery] Context: Did the lecturer motivate the course content and place it in the context of your major or your overall engineering education (beyond fulfilling a degree requirement)? 1. No 2. Somewhat 3. Adequately 4. Mostly	4. Usually good							
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education (beyond fulfilling a degree requirement)? 1. No 2. Somewhat 3. Adequately 4. Mostly	, , , , , , , , , , , , , , , , , , , ,	3.89	9	1	0	1	4	3
1. No 2. Somewhat 3. Adequately 4. Mostly								
3. Adequately 4. Mostly	, , , , ,							
4. Mostly	2. Somewhat							
,	3. Adequately							
5. Absolutely	4. Mostly							
	5. Absolutely							

23. [Course Delivery] Engagement: Did the lecturer present material in an engaging way, which improved your understanding of the course content?	3.78	9	0	1	3	2	3
1. No, generally boring	0.70	Ĭ		'			
2. Rarely engaging							
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?		0	0	0	0	0	0
1. No, usually poorly done							
2. Sometimes							
3. Usually adequate							
4. Usually good							
5. Nearly always very good			_				
41. [Laboratory Section] Lab Activities: How valuable were laboratory		0	0	0	0	0	0
activities in enhancing your learning in this course (e.g., taught specific		U	U	U	U	U	U
skills, provided experience with real equipment and data, provided hands-							
on experience, increased my understanding of the material)? 1. Minimal value							
2. Occasional 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?		0	0	0	0	0	0
1. Not at all							
2. Partially							
3. Adequately							
4. Usually clear and realistic							
5. Almost always very clear and realistic							
43. [Laboratory Section] Lab resources: Were lab resources (equipment,							
software, information, instructions, etc.) sufficient to provide a positive		0	0	0	0	0	0
experience?							
Rarely sufficient, severely detracted from the experience			_				
2. Sometimes sufficient							
3. Usually sufficient							
4. Almost always sufficient							
Excellent resources that enhanced the laboratory experience			,		,		
44. [Laboratory Section] Lab Staffing: Support and help, during lab and for		0	_	_	0	0	0
lab reports, were sufficient to successfully complete and analyze		0	0	0	0	0	0
experiments.							
1. Rarely sufficient							
2. Partially sufficient							
Adequate Almost always sufficient							
5. Excellent, significantly enhanced the laboratory experience							
		1					
51. [Workload, Resources, Assignments & Assessment] Workload: How	2.67	9	1	4	2	1	1
many hours per week, on average, did you spend doing work associated with this course outside of scheduled class time?	2.07	3	'	7	_		•
1. <3 hours							
2. 3-6							
3. 7-10							
4. 11-15							
5. >15 hours							
52. [Workload, Resources, Assignments & Assessment] Workload Value:							
The time spent on various assignments (homework, lab reports, coding,	3.89	9	0	1	1	5	2
projects) was reasonable for the amount it improved my understanding of							
the course content.							
Little value relative to the time required							
2. Some value							
3. Reasonable value for the time spent							
4. Good value for time spent							
5. Excellent value to time ratio							

53. [Workload, Resources, Assignments & Assessment] Resources: How valuable were outside of class-time resources (e.g., readings, videos, online content, course notes) in building your understanding?	4.11	9	0	1	0	5	3
1. Minimal value							
2. Occasional value							
3. Moderate value							
4. Significant value							
5. Very valuable, well worth the time spent on them							
54. [Workload, Resources, Assignments & Assessment] Value of			_		_		
Assignments: Independent of the time required, overall, did assignments	4.11	9	0	0	2	4	3
(e.g., homework, labs, programming assignments, projects, papers,							
presentations) improve your understanding of, and ability to use, the							
course concepts and content?							
1. Minimally							
Sometimes 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?	3.78	9	0	0	4	3	2
(Exams: clear, well written, range of content and difficulty. Grading: fair,	00	Ü				-	
prompt.)		-					
1. No							
Significant issues exist							
Generally fair assessment of my learning							
4. Well developed and fair							
5. Yes, definitely							
61. [Course Environment] Diversity & Inclusion: To what extent have the							
professors and teaching staff fostered an inclusive environment such that	4.56	9	0	0	0	4	5
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							
Extremely non-inclusive with inappropriate comments and/or behaviors Actively not inclusive with certain students ignored, left out, or treated							
2. Actively not inclusive with certain students ignored, left out, or treated dismissively							
Actively not inclusive with certain students ignored, left out, or treated dismissively Passively not inclusive; comments or contributions by some students are							
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Actively not inclusive with certain students ignored, left out, or treated dismissively Passively not inclusive; comments or contributions by some students are valued less than those of other students Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. Actively inclusive, all are fully encouraged to participate and are supported Course Environment Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or	3.78	9	1	0	2	3	3
2. 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 access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?	3.78	9	1	0	2	3	3
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2. 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 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	3.78	9	1	0	2	3	3
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 Actively not inclusive with certain students ignored, left out, or treated dismissively Passively not inclusive; comments or contributions by some students are valued less than those of other students Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. Actively inclusive, all are fully encouraged to participate and are supported [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? Almost no access and/or help was ineffective Limited access or value Acceptable access and help Good access with quality help Abundantly available high quality help 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.)? Blatant disregard for Academic Integrity No. Violations clearly occurred that were not addressed. Not strongly. Violations could well have occurred (even if I am not aware of any). Yes. Instructor took reasonable steps to maintain academic integrity. Yes. Academic integrity was clearly and intentionally maintained. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 							
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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?	4.11	9	0	1	1	3	4
1 = Poorly, not educational			_				
5 = Excellently, extremely educational							