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

Course: CS 6172 Lec 1 CID: 19091

Instructor: Ellis

13 Responses, 19 Enrolled, 68.42% Response

Question	Moon	Count	1	2	3	4	5
11. [Course Content] Preparation: How well prepared were you to learn the	Wean	Count	-		<u>ა</u>	4	3
material in this course?	3.15	13	0	0	12	0	1
1. Very under prepared, more pre-requisites needed	0.10	.0	Ů	ľ		Ů	•
2. Under prepared							
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?	4.23	13	0	0	3	4	6
1. Very disorganized, significantly hindered my learning	7.20	.0	Ů		Ů	•	Ŭ
2. Somewhat disorganized							
3. Adequately organized							
Adequately organized Well organized							
5. Very well organized and structured, significantly enhanced my learning							
							1
13. [Course Content] Synthesize & Apply Content: This course challenged	4.46	13	0	0	1	5	7
me to synthesize ideas, think critically about the content, and apply the	4.40	13	U	U	'	3	′
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	4.46	10	0	0	1	5	7
variety of examples and practical applications presented appropriate to the	4.40	13	U	U	'	5	,
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-	4.00	40	0	0	0	5	_
structured, free of significant or frequent errors, and did they appropriately	4.62	13	U	U	U	Э	8
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	4.54	13	0	0	2	2	9
and place it in the context of your major or your overall engineering	4.54	13	U	U		_	ð
education (beyond fulfilling a degree requirement)?							
1. No							
2. Somewhat							
3. Adequately							
4. Mostly							
5. Absolutely	J						

23. [Course Delivery] Engagement: Did the lecturer present material in an engaging way, which improved your understanding of the course content?	4.54	13	0	0	0	6	7
1. No, generally boring							
2. Rarely engaging							
3. Generally held my attention							
4. Engaging							
5. Very engaging and often required actively thinking about material		1	1		ī	1 1	
31. [Recitation or Discussion Section] Was the section effective in		0	0	0	0	0	0
increasing your understanding of, and ability to use, the course material?		U		U	0	U	U
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							
activities in enhancing your learning in this course (e.g., taught specific		0	0	0	0	0	0
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,		0	_	_	_	_	0
software, information, instructions, etc.) sufficient to provide a positive		0	0	0	0	0	0
experience?							
Rarely sufficient, severely detracted from the experience 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							
lab reports, were sufficient to successfully complete and analyze		0	0	0	0	0	0
experiments.							
1. Rarely sufficient							
2. Partially sufficient							
3. Adequate							
4. Almost always sufficient							
5. Excellent, significantly enhanced the laboratory experience			_				
51. [Workload, Resources, Assignments & Assessment] Workload: How							
many hours per week, on average, did you spend doing work associated	2.31	13	1	9	1	2	0
with this course outside of scheduled class time?							
1. <3 hours							
2. 3-6							
3. 7-10							
4. 11-15							
5. >15 hours			1				
52. [Workload, Resources, Assignments & Assessment] Workload Value:	4.23	13	0	0	2	6	5
The time spent on various assignments (homework, lab reports, coding,	4.23	13	U	U		O	5
projects) was reasonable for the amount it improved my understanding of							
the course content. 1. Little value relative to the time required							
2. Some value							
Reasonable value for the time spent							
Good value for time spent							
Excellent value to time ratio							

5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively 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. Acceptable access and help 4. Good access with 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.								
online content, course notes in building your understanding? 1. Minimal value 3. Moderate value 4. Significant value! 3. Moderate value 4. Significant value! 5. Very valuable, value! worth the time spent on them 5. Very valuable, value! worth the time spent on them 5. Very valuable, building value! 6. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 5. Everams and grading a fair and reasonable measure of your learning? (Exams: clear, vell written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 de class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are related fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive; with certain students ignored, left out, or treated dismissively 3. 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 and or help was ineffective 2. Limited access and help 4. Good access with quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagarism, use of unauthinized sources, etc.)? 1. Bilatant disregard for Academic Integrity 2. No.							-	•
1. Minimal value 2. Occasional value 3. Moderate value 5. Very valuable, well worth the time spent on them 5. (Wortload, Resources, Assignments & Assessment) Value of Assignments: independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 5. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 3. Passively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive with certain students ignored, left out, or treated dismissively 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, inclass or section questions and/or activities, special accommodations met, etc.)? 1. Amost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with reliable to cheating, copying, plagatams, use of unauthorized sources, etc.)? 1. Bitant disregard for Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagatams, use of unauthorized sources, etc.)? 1. Bitant disregard for Academic Integrity 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 51. [Course Env		3.77	13	U	1	3	1	2
2. Occasional value 3. Significant value 4. Significant value 54. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 3. Passively non-inclusive with certain students ignored, left out, or treated dismissively 3. Passively non-inclusive with certain students ignored, left out, or treated dismissively 3. Passively 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 help 4. Good access with quality help 53. [Course Environment] Accademic Integrity 4. Yes. Instructor took reasonable steps to maintain academic integrity 4. Yes. Instructor took reasonable steps to maintain academic integrity 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecture compared to others at Cornell. 91.	, , , , , , , , , , , , , , , , , , , ,			<u> </u>				
3. Moderate value 4. Significant value 5. Very valuable, well worth the time spent on them 5. Very valuable, well worth the time spent on them 5. Hyprovaluable, well worth the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. PWorkload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with reappropriate comments and/or behaviors 2. Actively not inclusive with reveryone is welcome to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with reveryone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive where everyone is welcome 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 and help 4. Good access with quality help 63. (Course Environment) Academic Integrity. Was the code of academic integrity available high quality help 63. (Course Environment) Academic Integrity. Was the code of academic integrity was c								
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 (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. (Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with retrain students ingorred, 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, none 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. Acceptable access and help 4. Good access with 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.)? 1. Blatant disregard for Academic Integrity. No. Nolations clearly occurred that were not a								
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 (e.g., homework, labs, programming assignments, projects, papers, projects, pa								
54. [Workload, Resources, Assignments & Assessment] Value of Assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-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 4.622 133 0 0 0 1 3 9 8. Actively inclusive where everyone is welcome to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-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 4.622 13 0 0 0 1 3 9 8. Actively 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 6. 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 3. Acceptable acc								
Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively 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, none are supported 5. 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. Acceptable access and help 4. Good access and help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. Abundantly variable high quality help 5. Not strongly. Violations clearly occurred that were not addressed. 3. Not strongly. Violations clearly occurred that were not addressed. 3. Not strongly. Violations clearly occurred that were not addressed. 3. Not strongly. Violations clearly occurred that were not addressed. 3. Not strongly. Violations clearly occurre	·							
(e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, non-airc management of my learning 1. Extremely non-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, non-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 where everyone is welcome 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 3. Acceptable access and help 4. Good access with leapers of the programment of the programment of the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic		4.00	4.0	_	_	_	_	
presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively 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 of isocurage 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 help 4.600 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and		4.62	13	U	U	U	5	8
course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 5. Reliably and significantly increased my understanding and ability 5. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 lostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive wither everyone is welcome to participate, none are valued less than those of other students ignored, left out, or treated dismissively 3. Passively inclusive, all are fully encouraged to participate and are valued less than those of other students 4. Passively 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 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.)? 1. Biatant disregard for Academic Integrity: 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91.								
1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Vere exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is wellocoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively 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. Acceptable access or value 4.62 13 0 0 1 3 9 4.62 13 0 0 0 1 3 10 4.62 13 0 0 0 0 3 10 4.62 13 0 0 0 7 6 7 4.62 13 0 0 0 7 6 7 4.62 13 0 0 0 7 7 4.62 13 0 0 0 7 7 4.63 10 0 0 7 7 4.64 13 0 0 0 7 7 4.65 10 7 7 4.67 13 0 0 0 0 6 7 4.67 13 0 0 0 0 6 7	, , , , , , , , , , , , , , , , , , , ,							
2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with eretain students ignored, left out, or treated dismissively 3. Passively inclusive, or discourage anyone. 5. Actively inclusive, all are fully encouraged 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 help 3. Acceptable access and help 3. Acceptable access and help 3. 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.)? 1. Bilatant disregard for Academic Integrity: 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching 61. Ex	•							
3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively 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. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged 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.)? 6. Almost no access and/or help was ineffective 6. [Course Environment] Access to Assistance: Was there sufficient 6. [Course Environment] Access to Assistance: Was there sufficient 6. [Access to a summary of the process to a summary of the process to a summa	,							
4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly 1. Extremely non-inclusive with certain students ignored, left out, or treated dismissively 3. 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. Acceptable access and help 4. Good access with 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.)? 1. Blatant disregard for 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.)? 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to O								
5. Reliably and significantly increased my understanding and ability 5. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive, enther students ignored, left out, or treated dismissively 3. Passively inclusive with certain students ignored, left out, or treated dismissively 4. Passively inclusive, all are fully encouraged 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. 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.)? 1. Blatant disregard for 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.)? 1. Roundantly available high quoue cocurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintai	,							
55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive, comments or contributions by some students are valued less than those of other students 4. Passively inclusive, comments or contributions by some students are valued less than those of other students 4. Passively inclusive, all are fully encouraged 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. Acceptable access and help 4. Good access with 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations colarly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity, 5. Yes. Academic integrity was clearly and int	•							
Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 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 where everyone is welcome 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. Acceptable access and help 4. Good access with 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.)? 1. Blatant disregard for Academic Integrity. 3. Not strongly. Violations clearly occurred that were not addressed. 3. Not strongly. Violations clearly occurred that were not addressed. 3. Not strongly. Violations clearly occurred that were not addressed. 3. Not strongly. Violations clearly occurred that were not addressed. 4.54 13 0 0 0 6 7	Reliably and significantly increased my understanding and ability							
(Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passivelly 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 help 4. Good access of value 3. Acceptable access and help 4. Good access of value 3. Acceptable access and help 4. Good access with 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.)? 1. Bilatant disregard for Academic Integrity: 1. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity, 5. Yes. Academic integrity was clearly and intentionally maintained. 9. To Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	55. [Workload, Resources, Assignments & Assessment] Exams & Grading:							
prompt.) 1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 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. Acceptable access or value 3. Acceptable access or alue 3. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	Were exams and grading a fair and reasonable measure of your learning?	4.50	12	0	0	1	4	7
1. No 2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive with certain students gnored, left out, or treated dismissively 3. 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 help 4.62 13 0 0 1 3 9 4.62 13 0 0 0 1 3 9 4.62 13 0 0 0 1 3 9 4.62 13 0 0 0 1 3 10 9. Acceptable access with quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity and integrity and intentionally maintained. 4.77 13 0 0 0 0 3 10 9. Actively noticipate and are supported. 4.77 13 0 0 0 0 3 10 9. Acceptable access and help 4.62 13 0 0 0 0 6 7 4.77 13 0 0 0 0 6 7	(Exams: clear, well written, range of content and difficulty. Grading: fair,							
2. Significant issues exist 3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. 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. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 6.3. [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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 0 0 6 7	prompt.)							
3. 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 the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive with certain students ignored, left out, or treated dismissively 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. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 5. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 5. It is a control of the course of the overall teaching effectiveness of your lecturer compared to others at Cornell. 5. 4.54 13 0 0 0 6 7	1. No							
4. Well developed and fair 5. Yes, definitely 6.1 (Course Environment) Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively 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. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 4.54 13 0 0 0 6 7	2. Significant issues exist							
5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with inappropriate comments and/or behaviors 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. Acceptable access and help 4. Good access with 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if 1 am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	3. Generally fair assessment of my learning							
61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 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. Acceptable access or value 3. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	4. Well developed and fair							
professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively 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. Acceptable access and help 4.60 access with quality help 53. [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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	5. Yes, definitely							
the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	61. [Course Environment] Diversity & Inclusion: To what extent have the							
are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.		4.62	13	0	0	0	5	8
are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	the class is welcoming to all, everyone is encouraged to participate, none							
2. Actively not inclusive with certain students ignored, left out, or treated dismissively and 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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.			-					
2. Actively not inclusive with certain students ignored, left out, or treated dismissively and 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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	· · · · · · · · · · · · · · · · · · ·							
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. Acceptable access and help 4. Good access with 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
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. Acceptable access and help 4. Good access with 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
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. 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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	, ,			Ī				
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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.		4.62	13	0	0	1	3	9
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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 0 6 7	, ,							
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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 0 6 7								
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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.77 13 0 0 0 0 3 10 4.77 13 0 0 0 0 0 3 10 4.77 13 0 0 0 0 0 3 10 4.77 13 0 0 0 0 0 3 10 5. Abundantly available high quality help 4.77 13 0 0 0 0 0 0 3 10 6. 7								
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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.77 13 0 0 0 0 3 10 4.77 13 0 0 0 0 3 10 4.77 13 0 0 0 0 0 3 10 4.77 13 0 0 0 0 0 3 10 5. The provided Hamber of the course of the	Almost no access and/or help was ineffective							
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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.77 13 0 0 0 0 3 10 8. Total Comparison to Course of the course of academic integrity and intentionally maintained.	Almost no access and/or help was ineffective Limited access or value							
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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.77 13 0 0 0 0 0 7 14.77 13 0 0 0 0 7 15 16 17 18 18 19 19 10 10 10 10 10 10 10 10	Almost no access and/or help was ineffective Limited access or value Acceptable access and help							
integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.77 13 0 0 0 0 3 10	Almost no access and/or help was ineffective Limited access or value Acceptable access and help Good access with quality help							
plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	 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 			ī	<u> </u>	I		
 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. 4.54 13 0 0 6 7 	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	A 77	13	0	0	0	3	10
 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. 4.54 13 0 0 6 7 	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,	4.77	13	0	0	0	3	10
3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 0 6 7	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.)?	4.77	13	0	0	0	3	10
of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 0 6 7	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.)? 1. Blatant disregard for Academic Integrity	4.77	13	0	0	0	3	10
4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 0 6 7	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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed.	4.77	13	0	0	0	3	10
5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 0 6 7	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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware)	4.77	13	0	0	0	3	10
91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 6 7	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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any).	4.77	13	0	0	0	3	10
effectiveness of your lecturer compared to others at Cornell. 4.54 13 0 0 6 7	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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity.	4.77	13	0	0	0	3	10
chediveness of your location compared to others at comein.	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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.	4.77	13	0	0	0	3	10
1 = Worse than average	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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching							
	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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.							
5 = Much better than average	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.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 1 = Worse than average							

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?

1 = Poorly, not educational

5 = Excellently, extremely educational