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

Course: CS 2800 Lec 1 CID: 2007199

Instructor: Stephens-Davidowitz

295 Responses, 390 Enrolled, 75.64% Response

Question	Mean	Count	1	2	3	4	5
11. [Course Content] Preparation: How well prepared were you to learn the	ouii	Joann	<u> </u>		Ť		Ť
material in this course?	3.05	289	4	32	211	29	13
1. Very under prepared, more pre-requisites needed							
2. Under prepared							
3. Adequately prepared							
4. Over prepared in some areas							
5. Over prepared, material largely duplicates pre-requisites							
12. [Course Content] Content Organization: Did the course structure and	1						
organization facilitate your learning?	4.10	288	0	6	66	109	107
Very disorganized, significantly hindered my learning							
Somewhat disorganized							
Adequately organized							
4. Well organized							
5. Very well organized and structured, significantly enhanced my learning							
13. [Course Content] Synthesize & Apply Content: This course challenged							
me to synthesize ideas, think critically about the content, and apply the	4.32	290	1	8	38	93	150
material to unfamiliar topics and problems.							
1. Not at all						•	
2. Occasionally							
3. Every few classes							
4. Many classes and assignments							
5. Nearly every class and assignment							
14. [Course Content] Examples & Applications: Were the number and							
variety of examples and practical applications presented appropriate to the	3.97	290	3	9	67	126	85
course content and for your learning style?							
1. No, almost no examples		-					
2. A few, but insufficient number and/or mostly trivial							
3. Some, but more or higher quality would have been helpful							
4. Yes, including some very good ones							
5. Excellent use of examples and applications that significantly increased							
my understanding of the material							
21. [Course Delivery] Lectures: As a whole, were lectures clear, well-							
structured, free of significant or frequent errors, and did they appropriately	4.00	288	4	14	66	98	106
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	T						
and place it in the context of your major or your overall engineering	3.81	289	10	25	68	93	93
education (beyond fulfilling a degree requirement)?				<u> </u>			
1. No							
2. Somewhat							
3. Adequately							
3. Adequately 4. Mostly							

23. [Course Delivery] Engagement: Did the lecturer present material in an engaging way, which improved your understanding of the course content? 1. No, generally boring 2. Rarely engaging 3. Generally held my attention 4. Engaging 5. Very engaging and often required actively thinking about material 31. [Recitation or Discussion Section] Was the section effective in increasing your understanding of, and ability to use, the course material? 1. No, usually poorly done 2. Sometimes 3. Usually adequate 4. Usually goed 4. [Laboratory Section] Lab Activities: How valuable were laboratory activities in enhancing your learning in this course (e.g., taught specific skills, provided experience with real equipment and data, provided handson experience, increased my understanding of the material)? 1. Minimal value 2. Occasional value 3. Moderate value 4. Significant Value worth time spent on them 5. Very valuable, well worth time spent on them 6. Very valuable, well worth time spent on them 7. In the stall of the special control of the course of the course of the course of the course of the laboratory experience 9. Amost always very clear and realistic 9. Laboratory Section Lab Staffing: Support and help, during lab and for lab reports, were sufficient to successfully complete and analyze experiments. 1. Rarely sufficient 2. Partially sufficient 3. Laboratory Section Lab Staffing: Support and help, during lab and for lab reports, were sufficient to successfully complete and analyze experiments. 1. Rarely sufficient 5. Excellent resources had enhanced the laboratory experience 1. Rarely sufficient 5. Excellent resources, Assignments & Assessment Workload Value: The time spent on various assignments & Assessment Workload Value: The time spent on various assignments (homework, lab reports, coding, projects) was reasonable for the amount it improved my understanding of the course content. 1. Little value relative to the time required 2. Some walue 3. Reasonable for the amount it improved my understanding of the course conten				_				
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the course content. 1. Little value relative to the time required 2. Some value 3. Reasonable value for the time spent 4. Good value for time spent								-
1. Little value relative to the time required 2. Some value 3. Reasonable value for the time spent 4. Good value for time spent	1, , ,							
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Reasonable value for the time spent Good value for time spent	· ·							
5. Excellent value to time ratio								
	5. Excellent value to time ratio]						

53. [Workload, Resources, Assignments & Assessment] Resources: How	0.00	000	7	0.4	C4	400	0.4
valuable were outside of class-time resources (e.g., readings, videos,	3.83	288	7	24	64	109	84
online content, course notes) in building your understanding?	-						
Minimal value Occasional value							
3. Moderate value							
4. Significant value							
5. Very valuable, well worth the time spent on them							
·		_		1			
54. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments	3.98	289	2	10	65	126	86
	3.30	200	_		00	120	00
(e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the							
course concepts and content?							
Minimally							
2. Sometimes							
3. Usually							
4. Almost always							
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?	4.00	288	4	12	73	90	109
(Exams: clear, well written, range of content and difficulty. Grading: fair,	1.00	200					
prompt.)						l .	
1. No							
2. Significant issues exist							
Generally fair assessment of my learning							
Well developed and fair							
5. Yes, definitely							
61. [Course Environment] Diversity & Inclusion: To what extent have the	1		Ī			I	
professors and teaching staff fostered an inclusive environment such that	4.44	284	0	1	19	117	147
the class is welcoming to all, everyone is encouraged to participate, none							
are made to feel different, and all are treated fairly?							
Extremely non-inclusive with inappropriate comments and/or behaviors							
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	4.27	286	0	5	50	94	137
section questions and/or activities, special accommodations met, etc.)?							
Almost no access and/or help was ineffective							
2. Limited access or value							
3. Acceptable access and help							
4. Good access with quality help							,
4. Good access with quality help5. Abundantly available high quality help						l	4-0
4. Good access with quality help5. Abundantly available high quality help63. [Course Environment] Academic Integrity: Was the code of academic		055		_	00		1 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,	4.51	286	1	0	29	77	179
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.)?	4.51	286	1	0	29	//	179
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	4.51	286	1	0	29	//	179
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.	4.51	286	1	0	29	//	179
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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).	4.51	286	1	0	29	//	179
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.	4.51	286	1	0	29	//	179
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.	4.51	286	1	0	29	//	179
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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							

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