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

Course: INFO 1200 Lec 1 CID: 10010560

Instructor: Vidan

176 Responses, 350 Enrolled, 50.29% Response

11. [Course Content] Preparation: How well prepared were you to learn the material in this course?  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 organization facilitate your learning? 1. Very disorganized, significantly hindered my learning 2. Somewhat disorganized 3. Adequately organized 4. Well 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 material to unfamiliar topics and problems. 1. Not at all 2. Occasionally 3. Every few classes and assignment 4. [Course Content] Examples & Applications: Were the number and variety of examples and practical applications presented appropriate to the 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 21. [Course Delivery] Context: Did the lecturer motivate the course content and place it in the context your major or your overall engineering education (beyond fulfilling a degree requirement)? 2. Somewhat 3. Adequately 4. Mostly	Question	Mean	Count	1	2	3	4	5
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2. Sometimes 3. Usually adequate 4. Usually good 5. Nearly always very good  22. [Course Delivery] Context: Did the lecturer motivate the course content and place it in the context of your major or your overall engineering education (beyond fulfilling a degree requirement)?  1. No 2. Somewhat 3. Adequately 4. Mostly	cover the course content?							
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and place it in the context of your major or your overall engineering education (beyond fulfilling a degree requirement)?  1. No 2. Somewhat 3. Adequately 4. Mostly	22. [Course Delivery] Context: Did the lecturer motivate the course content							
1. No 2. Somewhat 3. Adequately 4. Mostly		3.79	170	8	9	41	65	47
1. No 2. Somewhat 3. Adequately 4. Mostly	education (beyond fulfilling a degree requirement)?							
3. Adequately 4. Mostly								
4. Mostly	2. Somewhat							
4. Mostly	3. Adequately							
5. Absolutely	l ' '							
	5. Absolutely							

23. [Course Delivery] Engagement: Did the lecturer present material in an engaging way, which improved your understanding of the course content?	3.56	171	12	16	51	49	43
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	0.00	474		47	0.4		07
increasing your understanding of, and ability to use, the course material?	3.96	171	3	17	31	53	67
1. No, usually poorly done							
2. Sometimes							
3. Usually adequate							
4. Usually good							
5. Nearly always very good							
41. [Laboratory Section] Lab Activities: How valuable were laboratory		0	0	0	0	0	0
activities in enhancing your learning in this course (e.g., taught specific skills, provided experience with real equipment and data, provided hands-		U			Ů		
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							
Almost always very clear and realistic			_				
43. [Laboratory Section] Lab resources: Were lab resources (equipment,			_				_
software, information, instructions, etc.) sufficient to provide a positive		0	0	0	0	0	0
experience?							
Rarely sufficient, severely detracted from the experience							
2. Sometimes sufficient							
3. Usually sufficient							
4. Almost always sufficient							
5. Excellent resources that enhanced the laboratory experience		_	-	1		1 1	
44. [Laboratory Section] Lab Staffing: Support and help, during lab and for		0	0	0	0	0	0
lab reports, were sufficient to successfully complete and analyze		U	۰	U	U	U	o
experiments.  1. Rarely sufficient							
Partially sufficient							
3. Adequate							
4. Almost always sufficient							
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	1.97	171	48	90	26	4	3
with this course outside of scheduled class time?							
1. <3 hours							
2. 3-6							
3. 7-10							
4. 11-15							
5. >15 hours	<u> </u>						
52. [Workload, Resources, Assignments & Assessment] Workload Value:	0.55	470		4-			24
The time spent on various assignments (homework, lab reports, coding,	3.55	170	8	15	54	62	31
projects) was reasonable for the amount it improved my understanding of							
the course content.							
Little value relative to the time required							
2. Some value							
3. Reasonable value for the time spent							
Good value for time spent     Evcellent value to time ratio							
5. Excellent value to time ratio	J						

53. [Workload, Resources, Assignments & Assessment] Resources: How							
valuable were outside of class-time resources (e.g., readings, videos,	3.40	170	11	20	58	52	29
online content, course notes) in building your understanding?							
1. Minimal value							
2. Occasional value							
3. Moderate value							
4. Significant value							
5. Very valuable, well worth the time spent on them							
54. [Workload, Resources, Assignments & Assessment] Value of			_				
Assignments: Independent of the time required, overall, did assignments	3.66	171	8	16	43	63	41
(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							
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?	3.75	170	5	14	49	52	50
(Exams: clear, well written, range of content and difficulty. Grading: fair,							
prompt.)							
1. No							
2. Significant issues exist							
Generally fair assessment of my learning							
4. Well developed and fair							
5. Yes, definitely							
61. [Course Environment] Diversity & Inclusion: To what extent have the							
professors and teaching staff fostered an inclusive environment such that	4.40	167	2	2	8	71	84
the class is welcoming to all, everyone is encouraged to participate, none							
are made to feel different, and all are treated fairly?							
				<u> </u>	<u> </u>		
are made to feel different, and all are treated fairly?			<u> </u>				
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				<u> </u>			
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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	3.98	164	2	7	32	75	48
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	3.98	164	2	7	32	75	48
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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.	4.51	166	2	1	12	46	105
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	4.51	166	2	1	12	46	105

92. [Comparison to Other Courses] Course: Overall, how does this course compare with other comparable (technical or non-technical, as appropriate) courses you've taken at Cornell?	3.85	164	6	11	32	68	47
1 = Poorly, not educational							
5 = Excellently, extremely educational							