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

Course: INFO 5340 Lec 30

CID: 7782

Instructor: Haraldsson

37 Responses, 46 Enrolled, 80.43% Response

Question	Mean	Count	1	2	3	4	5
11. [Course Content] Preparation: How well prepared were you to learn the							
material in this course?	2.73	37	6	7	17	5	2
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?	3.24	37	4	7	8	12	6
1. Very disorganized, significantly hindered my learning							
2. Somewhat disorganized							
3. Adequately organized							
4. Well organized							
5. Very well organized and structured, significantly enhanced my learning							
13. [Course Content] Synthesize & Apply Content: This course challenged							
me to synthesize ideas, think critically about the content, and apply the	3.81	37	3	2	6	14	12
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	3.49	37	4	3	7	17	6
course content and for your learning style?							
1. No, almost no examples						•	
2. A few, but insufficient number and/or mostly trivial							
3. Some, but more or higher quality would have been helpful							
4. Yes, including some very good ones							
5. Excellent use of examples and applications that significantly increased							
my understanding of the material							
21. [Course Delivery] Lectures: As a whole, were lectures clear, well-							
structured, free of significant or frequent errors, and did they appropriately	3.89	37	2	3	7	10	15
cover the course content?							
1. No, usually poorly done						•	
2. Sometimes							
3. Usually adequate							
4. Usually good							
5. Nearly always very good							
22. [Course Delivery] Context: Did the lecturer motivate the course content							
and place it in the context of your major or your overall engineering	3.69	36	3	1	11	10	11
education (beyond fulfilling a degree requirement)?							
1. No	,	'					
2. Somewhat							
3. Adequately							
4. Mostly							
5. Absolutely							
· · · · · · · · · · · · · · · · · · ·	1						

23. [Course Delivery] Engagement: Did the lecturer present material in an	3.57	37	3	2	11	13	8
engaging way, which improved your understanding of the course content?  1. No, generally boring	3.07	<i>3,</i>		_	'	, 5	-
2. Rarely engaging							
Generally held my attention							
4. Engaging							
5. Very engaging and often required actively thinking about material							
31. [Recitation or Discussion Section] Was the section effective in							
increasing your understanding of, and ability to use, the course material?		0	0	0	0	0	0
1. No, usually poorly done							
2. Sometimes							
3. Usually adequate							
4. Usually good							
5. Nearly always very good			_				
41. [Laboratory Section] Lab Activities: How valuable were laboratory		0	0	0	0	0	0
activities in enhancing your learning in this course (e.g., taught specific		U	U	U	U	U	U
skills, provided experience with real equipment and data, provided hands-							
on experience, increased my understanding of the material)?  1. Minimal value							
2. Occasional value							
3. Moderate value							
4. Significant value							
5. Very valuable, well worth time spent on them							
42. [Laboratory Section] Lab expectations: Were lab expectations (goals,							
tasks, reports, deadlines, etc.) clear and realistic?		0	0	0	0	0	0
1. Not at all							
2. Partially							
3. Adequately							
4. Usually clear and realistic							
Almost always very clear and realistic			,				
43. [Laboratory Section] Lab resources: Were lab resources (equipment,		0	_	0	0	0	0
software, information, instructions, etc.) sufficient to provide a positive		0	0	U	U	0	0
experience?							
Rarely sufficient, severely detracted from the experience     Sometimes sufficient							
3. Usually sufficient							
Socially sufficient     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	0.50	0.7	_	_	40	40	_
many hours per week, on average, did you spend doing work associated	3.59	37	0	6	12	10	9
with this course outside of scheduled class time?							
1. <3 hours							
2. 3-6 3. 7-10							
4. 11-15							
5. >15 hours							
52. [Workload, Resources, Assignments & Assessment] Workload Value:							
The time spent on various assignments (homework, lab reports, coding,	3.32	37	5	6	6	12	8
projects) was reasonable for the amount it improved my understanding of							
the course content.							
Little value relative to the time required							
2. Some value							
3. Reasonable value for the time spent							
4. Good value for time spent							
5. Excellent value to time ratio	]						

valuable were outside of class-time resources (e.g., readings, videos, online content, course notes) in building your understanding?  1. Minimal value 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 6. (Morkload, Resources, Assignments & Assessment] Value of Assignments independent of the time required, overall, did assignments (e.g., honework, 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. [Workload, Resources, Assignments & Assessment] Exams & Grading: Workload, Resources, Assignments & Assessment Exams & Grading: Workload, Resources, Assignments & Assessment Exams & Grading: Workload, Resources, Assignments & Assessment (Exams: clear, well written, range of content and difficulty, Grading: fair, prompt.)  1. No. 2. Significant issues exist 3. Generally lair assessment of my learning 4. Well developed and fair 5. Yes, definitely 6. Learney non-inculsive 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 3. Passively inclusive with certain students ignored, left out, or treated dismissively 4. Passively inclusive with certain students ignored, left out, or treated dismissively 5. Actively inclusive with certain students ignored, left out, or treated dismissively 6. Clourse Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, inclusion and the lass is everyone in a more and are supported decessed and season of the submitted and the support of the submitted and the suppo								
online content, course notes) in building your understanding?  1. Minimal value 2. Occasional value 3. Moderate value 3. Moderate value 3. Significant value 3. Moderate value 4. Significant value 3. Significant value 3. Significant value 3. Significant value 3. Significant value 4. 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, valle 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 offstered 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 fairiny? 1. Extremely non-inclusive with cartain 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, all are fully encouraged to participate and are supported 62. [Course Environment] Academic hitegrity 63. [Course Environment] Academic hitegrity: Was the code of academic necessor and/or help was ineffective 2. Included access or value 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Wose Instructor took reasonable steps to maintain academic integrity. 5	53. [Workload, Resources, Assignments & Assessment] Resources: How							_
1. Minimal value 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. Very valuable, well worth the time spent on them 5. 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 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 4. Well developed and fair 5. Yes, definitely 4. Well developed and fair 6. (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 extens students ignored, left out, or treated dismissively 3. Passively not inclusive where exprone 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 archities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access with quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. Abundantly valialors out well as the expression of the course of the resource of any). 3. Not strongly. Voliations could well have occurred (even if I am not aware of any). 4. The subject of the		3.14	36	6	4	11	9	6
2. Occasional value 3. Moderate value 4. Significant value 5. Povry valuable, well worth the time spent on them 54. Pivorkload, 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 certain students ignored, left out, or treated dismissively 3. Passively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive with certain 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. 6. Actively inclusive, all are fully encouraged 7. Actively notions and/or activities, special accommodations met, etc.)? 7. Almost no access and help 8. 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.)? 7. Almost no access and help 8. Course Environment] Access to Assistance: Was there sufficient access to assist	, , , , , , , , , , , , , , , , , , , ,							
3. Moderate value 4. Significant value 5. Very valuable, well worth the time spent on them 5. (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 led different, and all are treated fairly? 1. Extremely non-inclusive with erapinopriate comments and/or behaviors 2. Actively not inclusive with retain students ingored, left out, or treated dismissively 3. Passively not inclusive with everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive value 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 help 3. Accordances with quality help 3. Accordances with quality help 3. Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online factive 2. Limited access with quality help 3. Accordances with quality help 4. Some fair the class (e.g. with respect to 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. Nh 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 5. Yes, definitely 7. Letremely 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 3. Passively inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive where everyone is welcome to participate, none 4. Passively inclusive with certain 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 and are supported 5. Clourse 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 5. Abundantly available high quality help 63. Clourse Environment Jaces to								
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 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 (a. Passively inclusive where everyone is welcome to participate. Nothing specific to enourage 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 with quality help 5. Abundantly available high quality help 6. [Course Environment] Access to Assistance: Was there sufficient access or value 9. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 6. [Course Environment] Access to expense in								
54. [Workload, Resources, Assignments & Assessment] Value of Assignments independent of the time required, overall, ida assignments independent of the time required, overall, ida 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. Usuality 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; comments or contributions by some students are valued less than those of other students 4. Passively inclusive, all are fully encouraged to participate, none are made to feel different, and all accommodations by some students 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 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 acces								
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 gnored, left out, or treated dismissively 3. 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 help 4. Good access and help 5. Abundanity 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. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academi		ļ.,						
(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 with certain students ignored, left out, or treated dismissively 3. Passively not inclusive wither everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive wather 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 help 4. Good access with quality help 53. [Course Environment] Accademic 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. Bitant disregard for Academic Integrity: Was the code of academic integrity maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effective and of the course of the overall teaching effective and of the course of the overall teaching effective and overage of the		0.50	0.0	_	_	_	40	_
presentations) improve your understanding of, and ability to use, the course concepts and content?  1. Minimally 2. Sometimes 3. Usually 4. Almost always 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 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 netivities, special accommodations met, etc.)? 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. (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. Blatant disregard for Academic Integrity was clearly and intentionally maintained. 3. Ket service of the courses of the overall teaching eff		3.56	36	3	5	б	13	9
course concepts and content?  1. Minimally 2. Sometimes 3. Usually 3. Usually 3. Legislably and significantly increased my understanding and ability 5. Reliably and significantly increased my understanding and ability 5. Every a surface of the season of								
1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Feliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: (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 not 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 4. Good access with quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity wanitable high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity wanitable 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. Bitant 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. Bitant disregard for Academic In								
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. (Exams: Clear, 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 sudents 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 of 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 with quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity and intentionally maintained. 91. Experience for the environal participate and are supported for 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. 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 is functionable 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 available high 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 available high quality help 63. [Course Environment] Academic Integrity: Was the code of 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.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	,							
4. Almost always 5. Reliably and significantly increased my understanding and ability 55. Reliably and significantly increased my understanding and ability 55. IWorkload, 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, 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 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.)? 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 reasona								
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 leaching 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 help 3. Acceptable access and 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.)? 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. Abundantly variable access to a section question and or access and help 4. Codo access with quality help 5. Abundantly variable high quality help 5. Abundantly variable high quality help 6. [Course Environment] Access to the atmost access the participate and are supported to the access of vari	·							
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 3. 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 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 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								
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 with respect to charting specific to encourage or discourage anyone. 5. Actively not inclusive, all are fully encouraged 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 activities, special accommodations met, etc.)? 2. Limited access or value 3. Acceptable access with quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. 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 teach	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 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, 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 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	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 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.  1 = Worse than average	Were exams and grading a fair and reasonable measure of your learning?	3.73	37	2	3	10	10	12
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 (sinored, 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 2. No. 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  3.86 36 2 3 5 14 12	(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 inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not 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 5. Abundantly available high quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. Not storagy and 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	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; 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 help 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	1. No							
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 help  3. Acceptable access or value  3. Acceptable access or value  3. Acceptable access or 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.  1. Eworse than average	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 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  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	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 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, 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  5. Abundantly available high quality help  5. 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 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  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. 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 effectiveness of your lecturer compared to others at Cornell.  1. Electric professor of the p	5. Yes, definitely							
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 and help  4. Good access with quality help  5. Abundantly available high 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. 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 effectiveness of your lecturer compared to others at Cornell.  1. Electric professor of the p	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 where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  6. 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.  1. EVORSE than average	professors and teaching staff fostered an inclusive environment such that	4.50	36	0	0	1	16	19
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. Nothing specific to encourage or discourage anyone.  6. 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.  1. EVORSE than average	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.  1. Worse than average	are made to feel different, and all are treated fairly?							
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.  1. Worse than average	· · · · · · · · · · · · · · · · · · ·							
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. 1 = Worse than average								
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. 1 = Worse than average	,							
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. 1 = Worse than average								
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.  1. Worse than average								
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.  1 = Worse than average								
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.  1. Worse than average								
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.  3.89 36 2 3 7 9 15  4.58 36 0 0 0 1 1 13 22  4.58 36 0 0 0 1 1 13 22  4.58 36 0 0 0 1 1 13 22  4.58 36 0 0 0 1 1 13 22  4.58 36 0 0 0 1 1 13 22  4.58 36 0 0 0 1 1 13 22  4.58 36 0 0 0 1 1 13 22  4.58 36 0 0 0 1 1 13 12  4.58 36 0 0 0 0 1 1 13 12  4.58 36 0 0 0 0 1 1 13 12  4.58 36 0 0 0 0 1 1 13 12  4.58 36 0 0 0 0 1 1 13 12  4.58 36 0 0 0 0 1 1 13 12  4.58 36 0 0 0 0 1 1 13 12  4.58 36 0 0 0 0								
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.  1. EWorse than average								
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.  3.89 36 2 3 7 9 15  4.58 36 0 0 0 1 13 22  3.89 36 2 3 5 14 12	• •							
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.  3.86 36 2 3 5 14 12	•	3.89	36	2	3	7	9	15
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								
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								
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	section questions and/or activities, special accommodations met, etc.)?							
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	section questions and/or activities, special accommodations met, etc.)?  1. 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.  1 = Worse than average	section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value			<u> </u>				
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	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							
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	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			<u> </u>				
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	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							
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	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	4 58	36	0	0	1	13	22
<ol> <li>No. Violations clearly occurred that were not addressed.</li> <li>Not strongly. Violations could well have occurred (even if I am not aware of any).</li> <li>Yes. Instructor took reasonable steps to maintain academic integrity.</li> <li>Yes. Academic integrity was clearly and intentionally maintained.</li> <li>[Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.</li> <li>Worse than average</li> </ol>	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,	4.58	36	0	0	1	13	22
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	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.)?	4.58	36	0	0	1	13	22
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  3.86 36 2 3 5 14 12	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	4.58	36	0	0	1	13	22
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  3.86 36 2 3 5 14 12	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.	4.58	36	0	0	1	13	22
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  3.86 36 2 3 5 14 12	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	4.58	36	0	0	1	13	22
91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.  1 = Worse than average  3.86 36 2 3 5 14 12	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).	4.58	36	0	0	1	13	22
effectiveness of your lecturer compared to others at Cornell.  1 = Worse than average	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.	4.58	36	0	0	1	13	22
1 = Worse than average	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.	4.58	36	0	0	1	13	22
	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							
5 = Much better than average	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.							
<b>∵</b>	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.  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?	3.78	36	3	3	7	9	14
1 = Poorly, not educational			_				
5 = Excellently, extremely educational							