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

Course: ENGRG 5350 Lec 1 CID: 12235

Instructor: Feng

34 Responses, 107 Enrolled, 31.78% 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?	3.53	34	0	1	22	3	8
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?	4.21	34	0	0	9	9	16
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	3.82	34	0	6	7	8	13
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	4.50	34	0	0	3	11	20
course content and for your learning style?							
1. No, almost no examples							
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							
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-	<b>†</b>						
structured, free of significant or frequent errors, and did they appropriately	4.64	33	0	0	3	6	24
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	<del>                                     </del>						
and place it in the context of your major or your overall engineering	4.52	33	0	1	2	9	21
education (beyond fulfilling a degree requirement)?							
1. No							
2. Somewhat							
3. Adequately							
4. Mostly							
5. Absolutely							
	J						

23. [Course Delivery] Engagement: Did the lecturer present material in an							
engaging way, which improved your understanding of the course content?	4.52	33	0	1	3	7	22
1. No, generally boring							
2. Rarely engaging			_				
3. Generally held my attention							
4. Engaging							
5. Very engaging and often required actively thinking about material							
31. [Recitation or Discussion Section] Was the section effective in							
increasing your understanding of, and ability to use, the course material?		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							
activities in enhancing your learning in this course (e.g., taught specific		0	0	0	0	0	0
skills, provided experience with real equipment and data, provided hands-		O	Ŭ	Ü	Ü	Ŭ	Ŭ
on experience, increased my understanding of the material)?							
1. Minimal value							
2. Occasional value							
3. Moderate value							
4. Significant value							
5. Very valuable, well worth time spent on them							
42. [Laboratory Section] Lab expectations: Were lab expectations (goals,							
tasks, reports, deadlines, etc.) clear and realistic?		0	0	0	0	0	0
1. Not at all							
2. Partially							
3. Adequately							
4. Usually clear and realistic							
5. Almost always very clear and realistic							
43. [Laboratory Section] Lab resources: Were lab resources (equipment,							
software, information, instructions, etc.) sufficient to provide a positive		0	0	0	0	0	0
experience?							
Rarely sufficient, severely detracted from the experience			· · · · · ·				
2. Sometimes sufficient							
3. Usually sufficient							
Almost always sufficient							
Excellent resources that enhanced the laboratory experience							
44. [Laboratory Section] Lab Staffing: Support and help, during lab and for							
		0	0	0	0	0	0
lab reports, were sufficient to successfully complete and analyze		U	U	U	O	U	O
experiments.							
1. Rarely sufficient							
2. Partially sufficient							
3. Adequate							
4. Almost always sufficient							
Excellent, significantly enhanced the laboratory experience							
51. [Workload, Resources, Assignments & Assessment] Workload: How					_	_	_
many hours per week, on average, did you spend doing work associated	1.24	33	27	4	2	0	0
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,	4.12	33	1	3	4	8	17
projects) was reasonable for the amount it improved my understanding of							
the course content.							
Little value relative to the time required							
2. Some value							
Reasonable value for the time spent							
Reasonable value for time spent     Sood value for time spent							
5. Excellent value to time ratio							

53. [Workload, Resources, Assignments & Assessment] Resources: How valuable were outside of class-time resources (e.g., readings, videos, online content, course notes) in building your understanding?  1. Minimal value 2. Occasional 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. Very valuable, well worth the time required, overall, did assignments (e.g., homework, labs, programming assignments), projectly, 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 6. [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 6. [Workload, Resources, Assignments & Assessment] Exams & Grading; Prompt]. 1. No 6. [Workload, Resources, Assignments & Assessment] Exams & Grading; Prompt]. 1. No 6. [Workload, Resources, Assignments & Assessment] Exams & Grading; Prompt]. 1. No 6. [Workload, Resources, Assignments & Assessment] Exams & Grading; Prompt]. 1. No 6. [Workload, Resources, Assignments & Assessment] Exams & Grading; Prompt]. 1. No 6. [Workload, Resources, Assignments & Assessment] Exams & Grading; Prompt]. 2. Significant issues exist. 3. Generally fair assessment of my learning. 4.39 3.3 1 0 0 5 6 21  6. [Vortical Resources, Assignments & Grading; Prompt]. 6. [Vortical Resources, Assignments & Assessment] Exams & Grading; Prompt]. 1. No 6. [Vortical Resources, Assignments & Assessment] Exams & Grading; Prompt]. 2. Significant issues exist. 3. Generally fair assessment of my learning. 4.76 3.3 0 0 0 0 8 25  6. [Vortical Resources, Assignments and/or behaviors and textent have the professors and teaching statistics, Prompt and Prompt and Prompt and Prompt and Prompt and Prompt
online content, course notes) in building your understanding?  1. Minimal value  2. Occasional value  3. Moderate value  4. Significant value  5. Very valuable, well worth the time spent on them  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. Very valuable, well worth the time spent on them  6. Valuational, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content?  1. Minimally  2. Sometimes  3. Usually  4. Almost always  5. Reliably and significantly increased my understanding and ability  5. Reliably and significantly increased my understanding and ability  5. Reliably and significantly increased my understanding and ability  6. Reliably and significantly increased my understanding and ability  7. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Reliably and significantly increased my understanding and ability  8. Linual and grading a fair and reasonable measure of your learning?  8. Valuation and gr
1. Minimal value 2. Occasional value 3. Moderate value 4. Significant value 5. Very valuable, well worth the time spent on them 54. [Workload, Resources, Assignments & Assessment] Value of Assignments independent of the time required, overall, did assignments (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 6. [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 (ostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate, none are 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 encouraged or discouraged participate, Nothing specific to encourage of the nours, 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 6.3. [Course Environment] Academic Integrity: Was the code of academic integrity animatined in the class (e.g. with respect to cheating,
2. Occasional 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. Very valuable, well worth the time spent on them 6. Valuable, well worth the time spent on them 6. Valuable, well worth the time spent on them 6. Valuable, well worth the time required, overall, did assignments (e.g., nomework, 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 6. Reliably and significantly increased my understanding and ability 6. Reliably and significantly increased my understanding and ability 6. Reliably and significantly increased my understanding and ability 6. Reliably and significantly increased my understanding and ability 6. Reliably and significantly increased my understanding and ability 6. Reliably and significantly increased my understanding and ability 6. Reliably and significantly increased my understanding and ability 6. Reliably and significantly increased my understanding and ability 6. Reliably and significantly 6. Reliably and significantly increased my understanding and ability 6. Significant issues exist 6. Reliably and significantly increased my understanding and ability 6. Significant issues exist 6. Reliably and significantly increased my understanding and ability 6. Significant issues exist 6. Reliably and significantly increased my understanding and ability 6. Significant issues exist 6. Reliably and significantly increased my understanding and ability 6. Significant issues exist 6. Reliably and significantly increased my understanding and ability 6. Significant issues exist 6. Reliably and significantly increased my understanding and ability 6. Significant issues exist 6. Reliably and significantly increased my and and are supported 6.
3. Moderate value 5. Very valuable, well worth the time spent on them 54. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content?  1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 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; comments or contributions by some students are valued less than those of other students ignored, 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 4.50 da access with quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. Boundantly available nigh quality help 6. [Course Environment] Academic Integrity: Was the code of
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, regarding 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 inappropriate comments and/or behaviors 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] 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 are and/or pay as ineffective 3. (Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity:
5. Very valuable, well worth the time spent on them  54. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content?  1. Minimally  2. Sometimes  3. Usually  4. Almost always  5. Reliably and significantly increased my understanding and ability  55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.)  1. No  1. No  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.  3. Passively inclusive, all are fully encouraged to participate. Nothing specific to encourage or discourage anyone.  5. Actively not 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  4. Cood access and help  4. 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:
54. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content?  1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.)  1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with 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 4.76 33 0 0 0 3 10 20  8. 25  4.76 33 0 0 0 0 8 25  4.76 33 0 0 0 0 8 25  4.77 33 0 0 0 3 10 20  8. 25  8. Actively not inclusive; comments or contributions by some students are valued less than those of other students are valued less than those of other students  9. Passively inclusive where everyone is welcome to participate, Nothing specific to encourage or discourage anyone.  9. Actively inclusive, all are fully encouraged to participate and are supported  1. Almost no access and/or help was ineffective 2. Limited 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. Cood access this
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 with certain students ignored, left out, or treated dismissively 3. Passively not inclusive with cartain students ignored, left out, or treated dismissively 3. Passively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive, comments or contributions by some students are valued less than those of other students 4.76 33 0 0 0 3 10 20  4.76 33 0 0 0 0 0 8 25  4.77 33 0 0 0 0 0 10 20  8. 25  8. 27  8. 27  8. 27  8. 28  9
(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 6.1. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are traeted 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 certain students ignored, left out, or treated dismissively 3. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 4.52 33 0 0 3 10 20  8. Zotrue 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 6. Qood access with quality help 6. Quality maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity.
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 fairty? 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 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 ana/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. Good access with quality help 6. Good access with quality help 6. Good access with quality help 6. 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
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 non-inclusive with inappropriate comments and/or behaviors 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. 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 6. Good access with quality help 6. Good access with quality help 6. Good access with quality help 6. Boundantly available high quality help 6. Good access with quality help 6. Boundantly available high quality help 6. Good access of the cademic 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. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. Abundantly available high quality help 5. 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
2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage 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 6.3. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?
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 inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access or value 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. Almost always 5. Reliably and significantly increased my understanding and ability 5. Eliabhy and significantly increased my understanding and ability 5. 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 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 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 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   4.70 33 0 0 0 10 20 20
5. Reliably and significantly increased my understanding and ability  55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.)  1. No  2. Significant issues exist  3. Generally fair assessment of my learning  4. Well developed and fair  5. Yes, definitely  61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive; comments or contributions by some students are valued less than those of other students  4.76 33 0 0 0 8 25  4.76 33 0 0 0 0 8 25  4.77 33 0 0 0 0 8 25  4.78 39 30 0 0 0 0 0 8 25  4.79 30 0 0 0 0 0 8 25  4.70 30 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.)  1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access or value 3. Acceptable access 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:  4.70 33 0 0 0 10 20 20
Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.)  1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive 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 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
(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 help was ineffective 2. Limited access or value 3. Acceptable 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
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 help 4.52 33 0 0 0 3 10 20  4.52 33 0 0 0 3 2 10 20  8. 25
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 help 4.70 33 0 0 0 3 10 20  4.52 33 0 0 0 3 10 20  8. 25
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 help 4. Good access with quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity
3. 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 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 4.52 33 0 0 0 3 10 20  4.52 33 0 0 0 3 10 20  4.52 33 0 0 0 3 10 20  4.52 33 0 0 0 3 2 10 20  4.52 33 0 0 0 3 2 10 20  4.52 33 0 0 0 3 3 10 20  5. Actively inclusive where everyone is welcome to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access or value 3. Acceptable access and help 4.52 33 0 0 0 3 10 20  4.52 33 0 0 0 3 2 10 20  4.52 33 0 0 0 3 2 10 20
4. Well developed and fair 5. Yes, definitely  61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive with certain students ignored, left out, or treated dismissively  3. Passively not inclusive; comments or contributions by some students are valued less than those of other students  4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access or value  3. Acceptable access 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, plagiairsm, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity
5. Yes, definitely  61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive with certain students ignored, left out, or treated dismissively  3. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4.70 33 0 0 0 10 20  4.70 33 0 0 0 10 23  4.70 33 0 0 0 10 23  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
61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 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
professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access 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
professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access 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
are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive with certain students ignored, left out, or treated dismissively  3. Passively not inclusive; comments or contributions by some students are valued less than those of other students  4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  5. Abundantly available high quality help  63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity
are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive with certain students ignored, left out, or treated dismissively  3. Passively not inclusive; comments or contributions by some students are valued less than those of other students  4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  5. Abundantly available high quality help  63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity
2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity  2. Actively inclusive, comments or contributions by some students are valued access and are supported.  4.52 33 0 0 0 3 10 20  4.52 33 0 0 0 3 10 20  4.70 33 0 0 0 0 10 23
2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity  2. Actively inclusive, comments or contributions by some students are valued access and are supported.  4.52 33 0 0 0 3 10 20  4.52 33 0 0 0 3 10 20  4.70 33 0 0 0 0 10 23
dismissively 3. Passively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity
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
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
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
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
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
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
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
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  4.52  33  0  0  0  3  10  20  3  10  20  3  10  20  3  10  20  3  4.70  33  0  0  0  10  23
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
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  4.70  33  0  0  10  23
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  4.70  33  0  0  0  10  23
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  4.70  33  0  0  0  10  23
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  4.70  33  0  0  10  23
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  4.70  33  0  0  0  10  23
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  4.70  33  0  0  10  23
integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity  4.70 33 0 0 0 10 23
plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity
Blatant disregard for Academic Integrity
(1) No. Malatiana alaarky againmad that ware not addressed
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. 4.42 33 0 0 6 7 20
14 Maraa than ayaraga
1 = Worse than average 5 = Much better 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?	4.34	32	0	0	5	11	16
1 = Poorly, not educational			_				
5 = Excellently, extremely educational							