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

Course: INFO 3300 Lec 1 CID: 8040

Instructor: Rzeszotarski

135 Responses, 268 Enrolled, 50.37% 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?	3.23	131	2	6	92	22	9
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?	4.30	131	1	1	19	47	63
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	4.13	131	4	3	15	59	50
material to unfamiliar topics and problems.							
1. Not at all							
2. Occasionally							
3. Every few classes							
4. Many classes and assignments							
Nearly every class and assignment							
14. [Course Content] Examples & Applications: Were the number and							
variety of examples and practical applications presented appropriate to the	4.44	131	2	0	9	47	73
course content and for your learning style?							
1. No, almost no examples							
2. A few, but insufficient number and/or mostly trivial							
3. Some, but more or higher quality would have been helpful							
4. Yes, including some very good ones							
5. Excellent use of examples and applications that significantly increased							
my understanding of the material							
21. [Course Delivery] Lectures: As a whole, were lectures clear, well-							
structured, free of significant or frequent errors, and did they appropriately	4.48	130	1	1	10	41	77
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	4.29	130	2	0	15	54	59
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							
engaging way, which improved your understanding of the course content?	4.15	130	2	4	21	48	55
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		Ů	Ü	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							
lab reports, were sufficient to successfully complete and analyze		0	0	0	0	0	0
		O	Ŭ		Ů	Ü	Ŭ
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	0.04	400		7.4	00	_	
many hours per week, on average, did you spend doing work associated	2.31	130	14	74	33	6	3
with this course outside of scheduled class time?							
1. <3 hours							
2. 3-6							
3. 7-10							
4. 11-15							
5. >15 hours	<u> </u>						
52. [Workload, Resources, Assignments & Assessment] Workload Value:							
The time spent on various assignments (homework, lab reports, coding,	4.11	130	0	4	23	58	45
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							
4. Good value for time spent							

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  54. [Workload, Resources, Assignments & Assessment] Value of Assignments to 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 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: flair, prompt.)  1. No  1. No  1. Seliably 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  1. No  1. No  1. No  2. Significant issues exist  3. Generally fair assessment of my learning  4. Well developed and fair  5. Yes, definitely  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 inclusive with certain students ignored, left out, or treated dismissively  4. Almost no access and/or beth was ineffective  3. Acceptable access and help  4. Good access with understanding free flows, online forums, inclass or section questions and/or activities, special accommends and are supported to access and help  4. Good access with quality help  63. (Course Environment] Accepts to expect to cheating, copying, plegiarism, use of unauthorized sources, etc.)?  1. Almost no access and/or help was ineffecti				_				
conline content, course notes) in building your understanding?  1. Minimal value 2. Occasional value 3. Moderate value 4. Significant valuel worth the time spent on them 5. Very valuable, valuel worth the time spent on them 5. Very valuable, valuel worth the time spent on them 6. Workload, Resources, Assignments & Assessment] Value of 6. 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 to use, the course concepts and content?  1. Minimally 5. Events of the second of the		1			-			
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. 4 (Wortvland, 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. Usuaily 5. [Workload, Resources, Assignments & Assessment] Exams & Grading: 5. Workload, Resources, Assignments & Assessment] Exams & Grading: 6. Reliably and significantly increased my understanding and ability 5. [Workload, Resources, Assignments & Assessment] Exams & Grading: 6. Reliably and significantly increased my understanding and ability 5. [Workload, Resources, Assignments & Assessment] Exams & Grading: 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 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. Leview of the significant and reliable my significantly increased my late of the significant and significantly increased my		4.08	130	1	5	28	44	52
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 55. [Workload, Resources, Assignments & Assessment] Exams & Grading; Were exams and grading a fair and reasonable measure of your learning? (Exams; clear, well written, range of content and difficulty, Grading; fair, prompt.) 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 3. Passively non-inclusive with 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? 3. Passively inclusive, all are fully encourage of to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient 62. [Course Environment] Access to Assistance: Was there sufficient 62. [Course Environment] Access to Assistance: Was there sufficient 62. [Course Environment] Access to Assistance: Was there sufficient 63. Course Environment] Academic Integrity. 63. Mountain and in the class (e.g. with respect to cheating, copying, plagarism, use of unauthorized sources, ct.)? 1. Bitsant divergend of Academic Integrity 63. [Course	, , ,			<u> </u>				
3. Moderate value 4. Significant value 5. Very valuable, well worth the time spent on them 64. [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. Fieliably and significantly increased my understanding and ability 65. [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 dismissively 3. Passively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive with certain 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 not inclusive with certain students 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. Mountains and the properties of the prop								
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 5. (Evans. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No Carrier (Exams. clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. Extremely non-inclusive with everyone is encouraged to participate. Nothing specific to encourage or discourage anyone. 2. Actively inclusive where everyone is								
5. Very valuable, well worth the time spent on them 5. (Port valuable, well worth the time spent on them 5. (Port valuable, 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. Fleilably 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, definition tissues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definition tissues exist and all are treated and all are treated affair)?  1. For the developed and fair and the substance of the subst								
54. [Workload, Resources, Assignments & Assesment] 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 (ostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, non-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 well everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 6. 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/or help was ineffective 3. Acceptable access and help 4. Good access with high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity and the properties of the pr	· ·							
Assignments: Independent of the time required, overall, did assignments (e.g., normownk, 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: 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. Islatant disregard for Academic Integrity: 7. No Violations clearly occurred that were not addressed. 8. Not strongly. Violations clearly occurred that were not addressed. 9. Not strongly. Violations clearly occurred that were not addressed. 9. Not strongly. Violations clearly occurred to chemist accedemic integrity. 9. See Academic integrity was clearly and intentionally maintained								
(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 where everyone is welcome to participate. Nothing specific to encourage 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 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] Instr				_				
presentations) improve your understanding of, and ability to use, the course concepts and content?  1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage of viscourage 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. Abundantly inclusive, all are fully encourees, 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. Academi		4.25	130	0	2	23	46	59
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 leaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feld different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors. Actively 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 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 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.								
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 wellocoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access 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 strongly. Violations could well have occurred (even if 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.  4.50   129   1   0   8   44   76								
2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability 5. S[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 the crtain students ignored, left out, or treated dismissively 3. Passively inclusive where everyone is excourage to participate and are valued less than those of other students 4. Passively 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. 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. Bitant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity, 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching 61. [Course Forum Courses] Instructor: Rate the overall teaching 62. [Course	·							
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. 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.  4.50 129 1 0 8 44 76	•							
4. Almost always 55. Reliably and significantly increased my understanding and ability 55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly 1. Extremely non-inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to								
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 eartain 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] 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, plajairism, 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, plajairism, use of unauthorized sources, etc.)?  2. No. Violations clearly occurred that were not addressed.  3. Not strongly. Violations could well have occurred (even if I am not aware of any).  4. Yes. Instructor took reasonable steps to maintain academic integrity.  5. Yes. Academic integr	•							
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 (and inclusive and are supported of successed and property)  5. Actively 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 of calculations. 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: 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 compar								
Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.)  1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate 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 with quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.  4.50 129 1 0 8 44 76	5. Reliably and significantly increased my understanding and ability							
(Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.)  1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive: comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive where everyone is welcome to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and help 4. Good access of value 3. Acceptable access and help 4. Good access of unauthorized sources, etc.)? 2. 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 5. 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.  4.50 129 1 0 8 44 76	55. [Workload, Resources, Assignments & Assessment] Exams & Grading:							
prompt.)  1. No  2. Significant issues exist  3. Generally fair assessment of my learning  4. Well developed and fair  5. Yes, definitely  61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive with certain students ignored, left out, or treated dismissively  3. Passively not inclusive; comments or contributions by some students are valued less than those of other students  4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access or delp  4.60   129   1   0   18   50   60   60   60   60   60   60   60	Were exams and grading a fair and reasonable measure of your learning?	4.24	129	1	0	23	48	57
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 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 with quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g., with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Bilatant disregard for Academic Integrity 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. 5. Test the overall teaching effectiveness of your lecturer compared to others at Cornell.  4.50 129 1 0 8 44 76	(Exams: clear, well written, range of content and difficulty. Grading: fair,							
2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access 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 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. 5. Violations to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 5. Violations of other Courses of your lecturer compared to others at Cornell.	prompt.)			_				
3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely 61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively inclusive with certain students ignored, left out, or treated dismissively 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 5. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.  4.50	1. No							
4. Well developed and fair 5. Yes, definitely 6.1 (Course Environment) Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive; comments or contributions by some students are valued less than those of other students  4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  5. Abundantly available high quality help  5. Abundantly available high quality help  5. Abundantly available high quality help  5. No. Violations clearly occurred that were not addressed.  3. Not strongly. Violations could well have occurred (even if I am not aware of any).  4. Yes. Instructor took reasonable steps to maintain academic integrity.  5. Yes. Academic integrity was clearly and intentionally maintained.  4.50	2. Significant issues exist							
61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive with certain students ignored, left out, or treated dismissively  3. Passively not inclusive; comments or contributions by some students are valued less than those of other students  4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity  2. No. Violations clearly occurred that were not addressed.  3. Not strongly. Violations could well have occurred (even if 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. Generally fair assessment of my learning							
61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?  1. Extremely non-inclusive with inappropriate comments and/or behaviors  2. Actively not inclusive with certain students ignored, left out, or treated dismissively  3. Passively not inclusive; comments or contributions by some students are valued less than those of other students  4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity.  2. No. Violations clearly occurred that were not addressed.  3. Not strongly. Violations could well have occurred (even if I am not aware of any).  4. Yes. Instructor took reasonable steps to maintain academic integrity.  5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	4. 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 help 4.30 129 1 0 18 50 60  129 1 0 18 50 60  129 1 0 18 50 60  129 1 0 18 50 60  130 0 0 8 31 91  130 0 0 8 31 91  140 180 0 0 0 8 31 91  150 180 0 0 0 8 31 91  150 180 0 0 0 8 31 91  150 180 0 0 0 8 31 91  150 180 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91	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 help 4.30 129 1 0 18 50 60  129 1 0 18 50 60  129 1 0 18 50 60  129 1 0 18 50 60  130 0 0 8 31 91  130 0 0 8 31 91  140 180 0 0 0 8 31 91  150 180 0 0 0 8 31 91  150 180 0 0 0 8 31 91  150 180 0 0 0 8 31 91  150 180 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91  150 0 0 0 8 31 91	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; comments or contributions by some students are valued less than those of other students  4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone.  5. Actively inclusive where everyone is welcome to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  5. Abundantly available high quality help  63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity  2. No. Violations clearly occurred that were not addressed.  3. Not strongly. Violations could well have occurred (even if I am not aware of any).  4. Yes. Instructor took reasonable steps to maintain academic integrity.  5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.		4.63	130	0	0	5	38	87
1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.  4.50	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 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.	are made to feel different, and all are treated fairly?							
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. Extremely 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 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 53. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.  4.30	dismissively							
valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported 62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.  4.30	3. Passively not inclusive; comments or contributions by some students are							
specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  5. Abundantly available high quality help  63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity  2. No. Violations clearly occurred that were not addressed.  3. Not strongly. Violations could well have occurred (even if I am not aware of any).  4. Yes. Instructor took reasonable steps to maintain academic integrity.  5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.								
specific to encourage or discourage anyone.  5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  5. Abundantly available high quality help  63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity  2. No. Violations clearly occurred that were not addressed.  3. Not strongly. Violations could well have occurred (even if I am not aware of any).  4. Yes. Instructor took reasonable steps to maintain academic integrity.  5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	4. Passively inclusive where everyone is welcome to participate. Nothing							
5. Actively inclusive, all are fully encouraged to participate and are supported  62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective  2. Limited access or value  3. Acceptable access and help  4. Good access with quality help  5. Abundantly available high quality help  63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity  2. No. Violations clearly occurred that were not addressed.  3. Not strongly. Violations could well have occurred (even if I am not aware of any).  4. Yes. Instructor took reasonable steps to maintain academic integrity.  5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	specific to encourage or discourage anyone.							
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.								
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.  4.30								
access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.  4.30	''							
section questions and/or activities, special accommodations met, etc.)?  1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	•	4.30	129	1	0	18	50	60
1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.		]						
2. 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. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help 63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained. 91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.	•							
4. 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						
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.								
63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)?  1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.  91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.  4.64  130  0  0  8  31  91  91  10  8  4.64  130  0  0  8  31  91  91  91  91  91  91  91  91  91		1						
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.  4.64 130 0 0 8 31 91		†		1				
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.		4.64	130	0	0	8	31	91
<ol> <li>Blatant disregard for Academic Integrity</li> <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>129</li> <li>0</li> <li>4.50</li> <li>129</li> <li>0</li> <li>8</li> <li>44</li> <li>76</li> </ol>								
<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>129</li> <li>0</li> <li>4.50</li> <li>129</li> <li>0</li> <li>8</li> <li>44</li> <li>76</li> </ol>				<b>.</b>	I	I	ı	L
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.  4.50 129 1 0 8 44 76		1						
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.  4.50 129 1 0 8 44 76								
<ul> <li>4. Yes. Instructor took reasonable steps to maintain academic integrity.</li> <li>5. Yes. Academic integrity was clearly and intentionally maintained.</li> <li>91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.</li> <li>4.50</li> <li>129</li> <li>1</li> <li>0</li> <li>8</li> <li>44</li> <li>76</li> </ul>								
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.  4.50   129   1   0   8   44   76	• • • • • • • • • • • • • • • • • • • •	1						
91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell.  4.50   129   1   0   8   44   76								
effectiveness of your lecturer compared to others at Cornell. 4.50 129 1 0 8 44 76		<del>                                     </del>			1	1	1	1
chectiveness of your locturer compared to others at contient		4.50	100	4	_	0	11	76
1 - Worse than average	attactiveness of your lecturar compared to others at Carpell	4.50	129	I '	U	ď	44	70
	·							
5 = Much better than average	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?	4.35	128	1	1	11	54	61
1 = Poorly, not educational			_				
5 = Excellently, extremely educational							