

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - ◊ **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

Course Name: Intro to Theory Comp CSC236H1-F-LEC0301 (INPER)
Division: ARTSC
Session: F
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Harry Sha
Section: LEC0301
Delivery Mode: INPER

Raters	Students
Responded	24
Invited	137

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.0	4.0
The course provided me with a deeper understanding of the subject matter.	4.1	4.5
The instructor (Harry Sha) created an atmosphere that was conducive to my learning.	4.0	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.0	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.7	4.0
Institutional Composite Mean	4.0	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
Overall, the quality of my learning experience in this course was:	3.5	4.0

7. Please comment on the overall quality of the instruction in this course.

Comments
I found the bi-weekly term tests a bit overwhelming due the frequency and difficulty. Personally I would have preferred 3–4 term tests however the Problem Sets are a great way of preparing for the term tests and keeping up with the material. The lectures by Professor Sha are very informative and provide great understanding of the course materials and concepts.
Overall very good, however test marking was always very behind and thus it was hard to gauge where you stood in the course
The instruction was OK but it felt more like a prepared presentation than a live lecture. I opted to visit other lecture sections to understand concepts sometimes.
The instructor was very invested in making sure that we all understood the topic in lecture. He frequently checked in to see if we had questions and was very encouraging whenever somebody wasn't sure about a concept or a conclusion that we reached. The course was also very organized which made it really easy to find any material that you needed to learn the content.
banger
He was nervous and sounded uncertain about everything he taught. His handwriting on the board was not clear and very small. Constantly made mistakes and had to correct them.
I did not appreciate the grading structure of this course whatsoever. I understand that testing is essential but having 96% of the grade come from in-person assessments is not conducive to a class full of students who learn and display their learning differently. I for one, find that I do not test well and instead best demonstrate my knowledge through higher-level projects and take-home assessments. I feel like the grades could be spread out more evenly to the problem sets. I also think that releasing partial solutions or hints for the problem sets first and then the solutions could be helpful to those who are struggling but still want to attempt to solve the problem themselves.
I think it was good, homework felt relevant and prepared me very well for the biweekly term tests. The homework did take a very long time to do, although it was a good thing because it was very good practice, and the generous late policy made the homework not a hindrance to my schedule.
The professor provides a stimulating environment by frequent asking for student involvement and encourage discussion. Though sometimes his writing is a bit small and hard to read, but it does not hinder the experience in a major way.
Given the course material, instruction was alright.
The instruction for this course is fairly clear. My instructor was able to give me the necessary teachings to succeed in this course. There was much confusion with the course material as the textbook is very hard to follow but the instructors did a good job to teach us the contents of the textbook. I would recommend changing the textbook used.
I think the course is very well organized and very fair in the problem sets and tests' difficulty
Very good
I want to note that I was going to Francois Pitt's lectures instead of Harry Sha's due to timing and friends Francois's lectures were fun, especially after getting into languages and finite state machines While I didn't like the thought of having 6 term tests, I believe that it is a great way to make sure I'm keeping up with the course. I just wish that problem sets had a higher percentage of the grade or if we could drop some term tests.
Pretty good, he spent a lot of time going over topics that were difficult to understand and had examples. He could write bigger on the board, as sometimes it was hard to see what he was writing.
Note: I did not attend Harry Sha's section for the semester. The feedback will be regarding Francois Pitt. Francois is extremely passionate about this course material. He does his best to expel this enthusiasm onto his students. The quality of lecture is phenomenal and the concepts are very easy to follow while he's teaching. That being said, I found this course material very challenging outside of lecture – but the assignments and tests I would say are fair.
Also, the delays in marking every single term test made it difficult to judge your position on the course. It did not help that you could not review the former test and your mistakes to improve for the next term test. For reference, it is Dec 1 at the time of writing, we have written two term tests since Nov 2, neither have been returned. This is over a month to receive marks back from a 3 question, 45 minute midterm. We have the final midterm coming up next week, we still do not know our mistakes and how to improve since term test 4 and 5.
This course was organized extremely poorly, with little to no feedback given to students on where their pitfalls were. Assignments were not graded on accuracy, which is fine, but left me no ability to see where I was going wrong other than reading the solutions to try and figure it out myself
Good
Excellent
The pacing of this course is fine. The pacing of tests is awful. Every other week consisting of 10% tests does not provide us with adequate time to review the content and properly understand the material. The tests and problem sets are not graded and returned in a reasonable time preventing opportunities to understand if our study habits are effective before it's too late.

Comments

This was a very well-organized and easy-to-follow course. I enjoyed the material and felt as if I understood the concepts in depth.

8. Please comment on any assistance that was available to support your learning in this course.

Comments

Office hours etc.

Notes

There were a lot of office hours and the professors were very excited to teach the subject and often were open to discuss the content before or after lectures which really helps.

The TA for my tutorial was very helpful.

Office Hours.

Not learning specifically but I have had very positive interactions through email to the staff when I had some administrative issues.

I found myself free to ask questions and seek answers quite conveniently. The TA is also very helpful.

There was a piazza with fairly quick responses from other students and instructors.

Professor office hours were very helpful, all the professors were encouraging and made course concepts easier to understand.

I did not need any assistance

office hours, ed, textbook, problem sets answers, past exams before term tests.

Personally only used problem set answers, past exams, and slides to prepare for exams/while doing psets

I think the textbooks in this course do a good job in explaining the topics covered. Using some videos go along the textbook material helped me understand what was going on.

Extra office hours were provided before term tests to assist students with any questions they might have.

None.

Good

Great

Office hours and Ed

Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
FAS001 The instructor (Harry Sha) generated enthusiasm for learning in the course.	4.0	4.0

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
FAS002 Compared to other courses, the workload for this course was...	3.7	4.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
FAS003 I would recommend this course to other students.	3.4	3.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

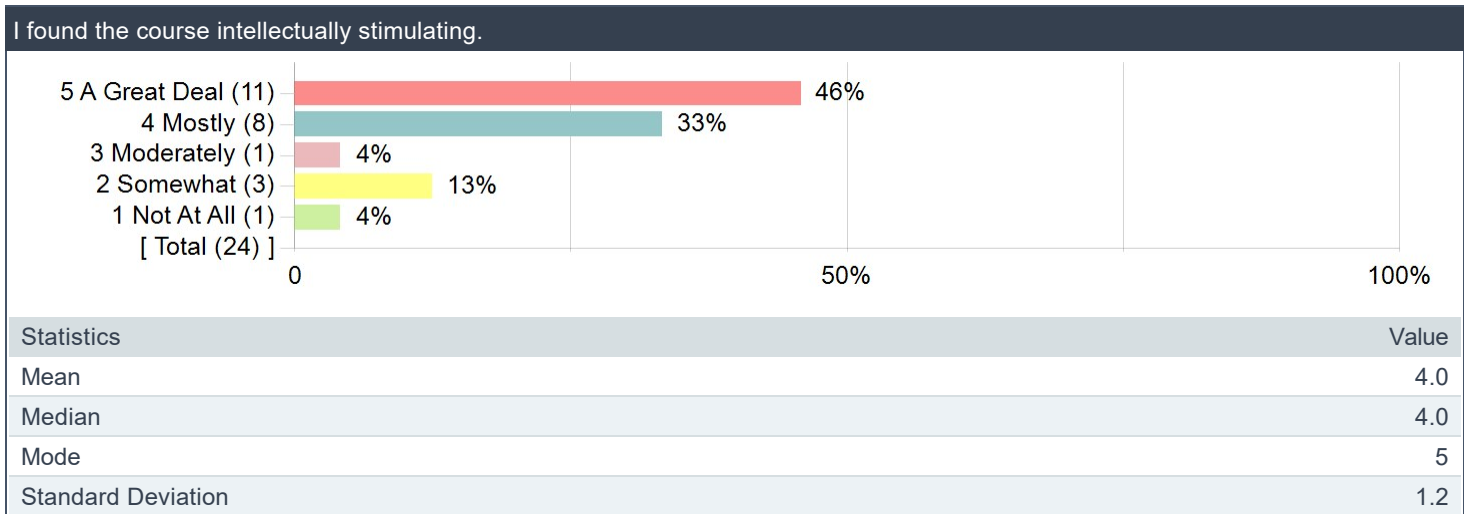
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

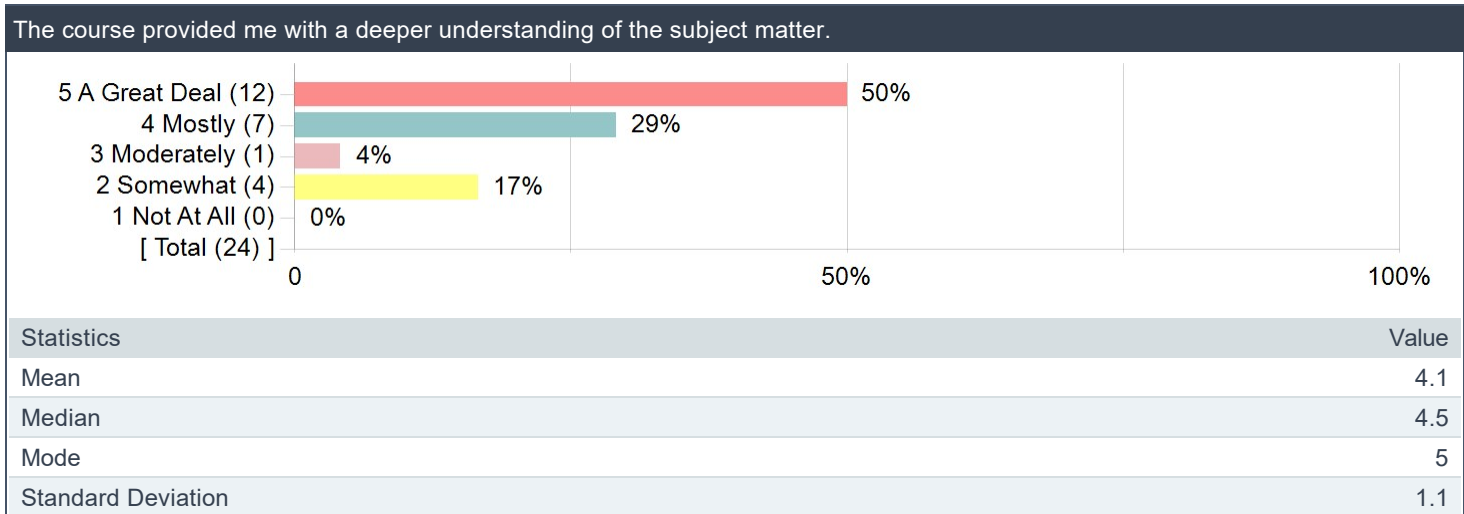
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

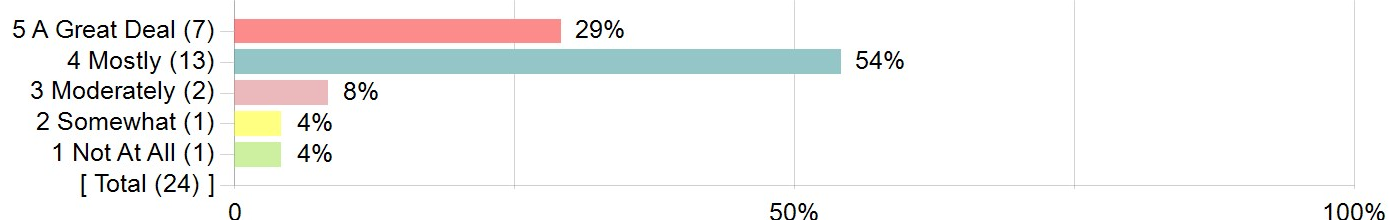


2. The course provided me with a deeper understanding of the subject matter.



3. The instructor (**Harry Sha**) created a course atmosphere that was conducive to my learning.

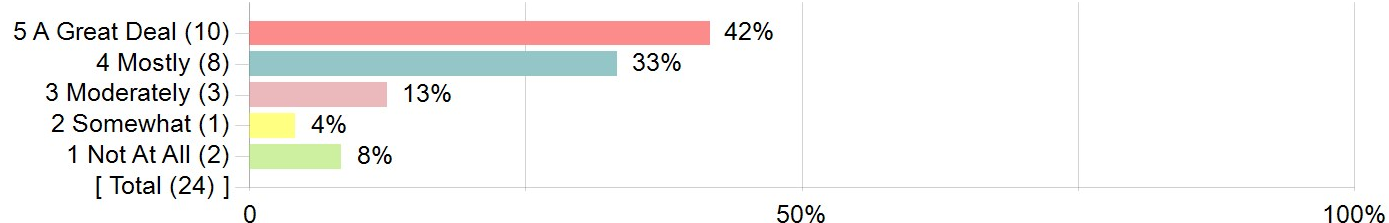
The instructor (**Harry Sha**) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	4.0
Median	4.0
Mode	4
Standard Deviation	1.0

4. Course projects, assignments, tests and/or exams improved my understanding of the course material.

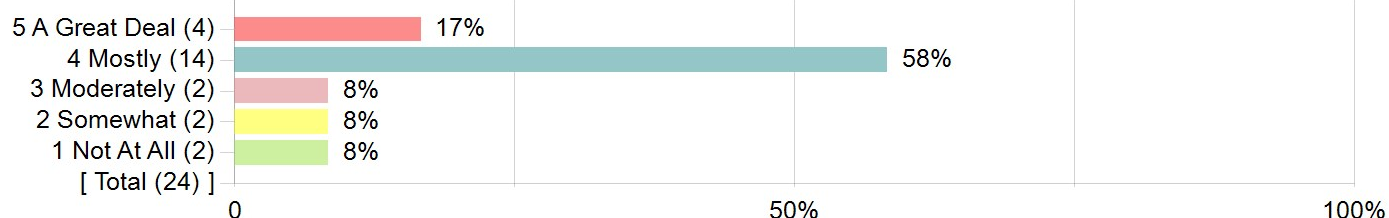
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	4.0
Median	4.0
Mode	5
Standard Deviation	1.2

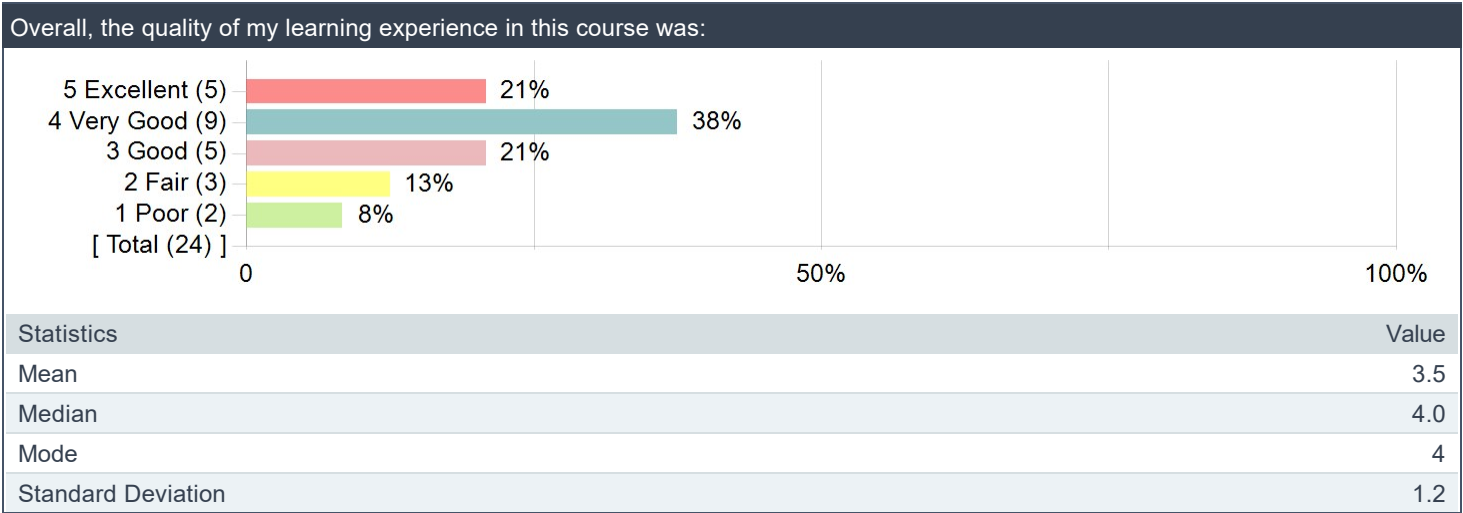
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	1.1

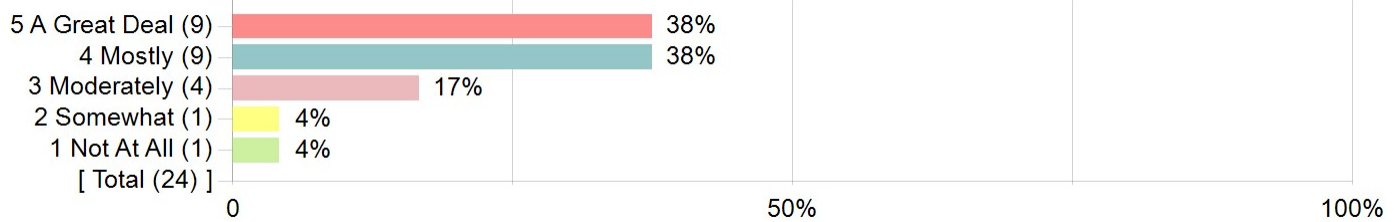
6. Overall, the quality of my learning experience in this course was....



Part B. Divisional Items

The instructor (**Harry Sha**) generated enthusiasm for learning in the course.

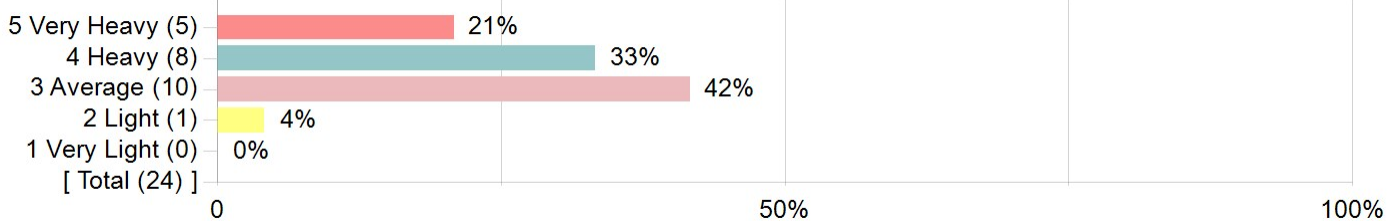
FAS001 The instructor (**Harry Sha**) generated enthusiasm for learning in the course.



Statistics	Value
Mean	4.0
Median	4.0
Mode	5, 4
Standard Deviation	1.1

Compared to other courses, the workload for this course was...

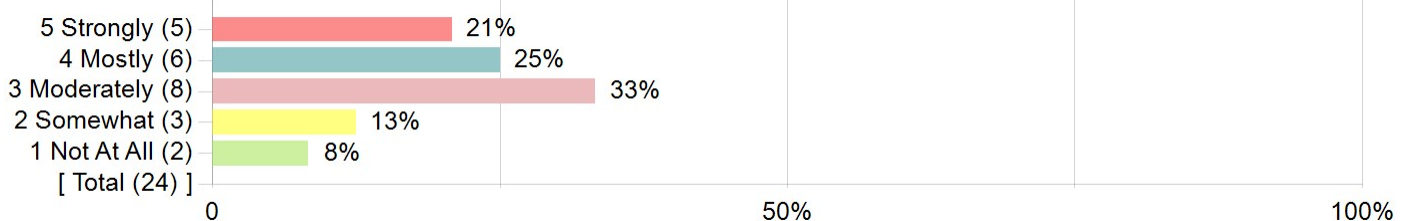
FAS002 Compared to other courses, the workload for this course was...



Statistics	Value
Mean	3.7
Median	4.0
Mode	3
Standard Deviation	0.9

I would recommend this course to other students.

FAS003 I would recommend this course to other students.



Statistics	Value
Mean	3.4
Median	3.0
Mode	3
Standard Deviation	1.2

Section 3. Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

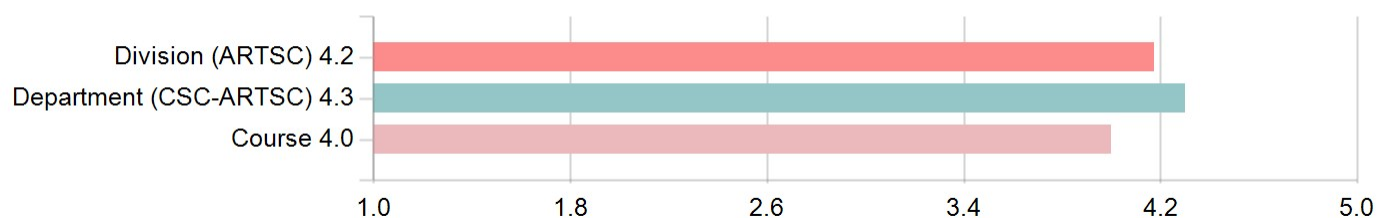
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

Part A. Core Institutional Items

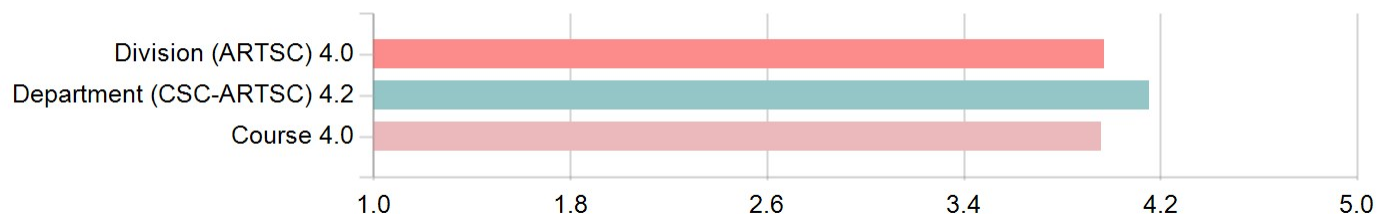
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



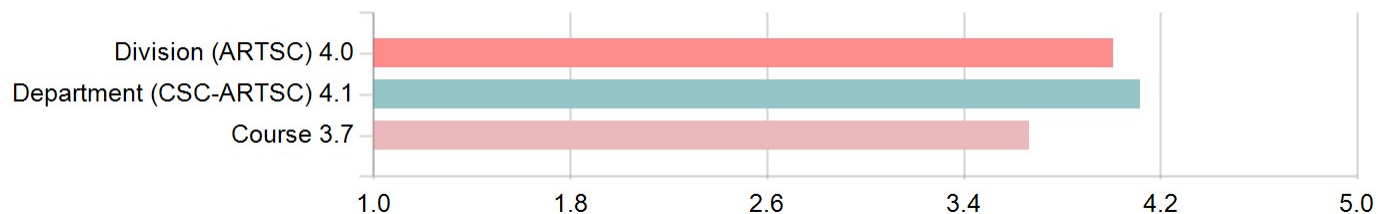
3. The instructor (**Harry Sha**) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

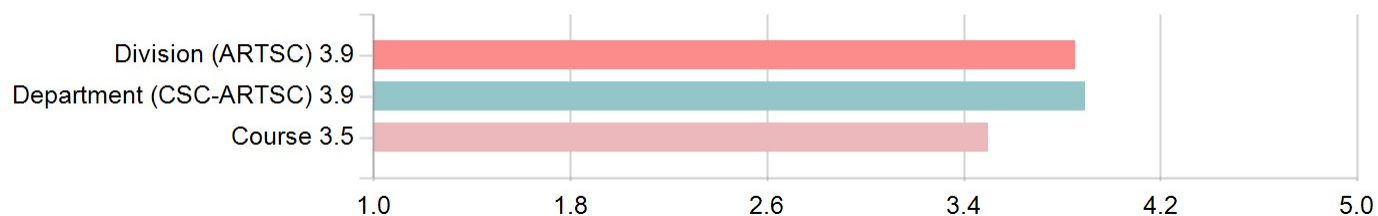


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



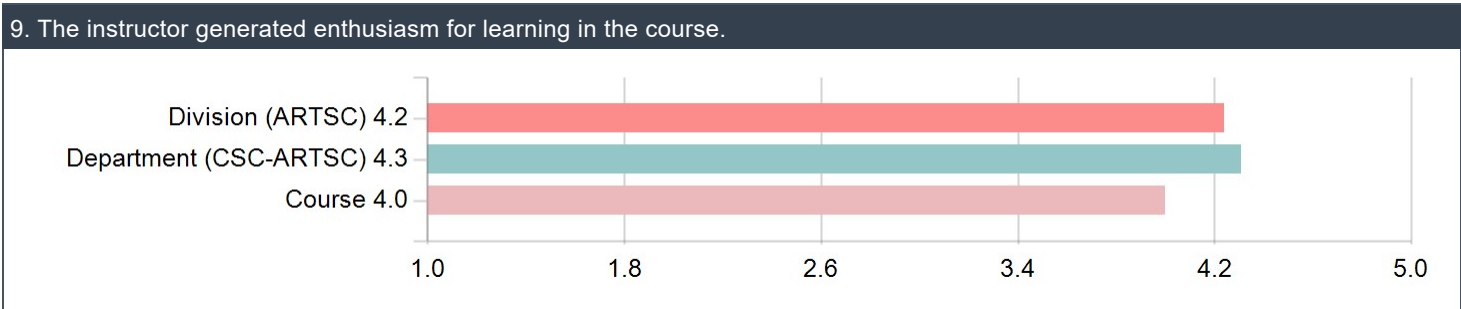
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

6. Overall, the quality of my learning experience in this course was:

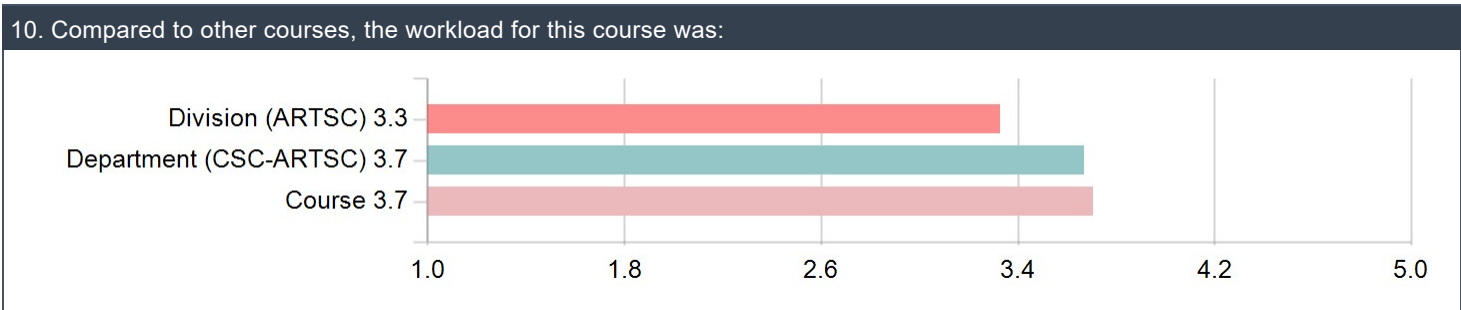


Part B. Divisional Items

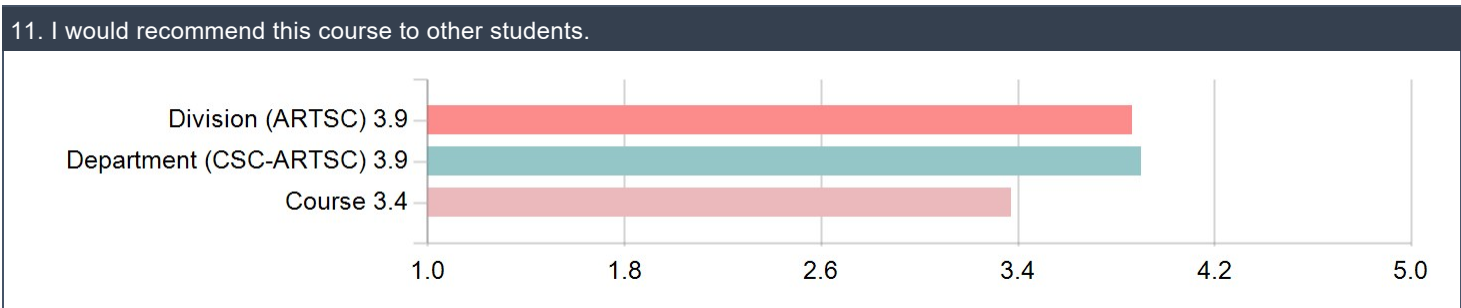
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy



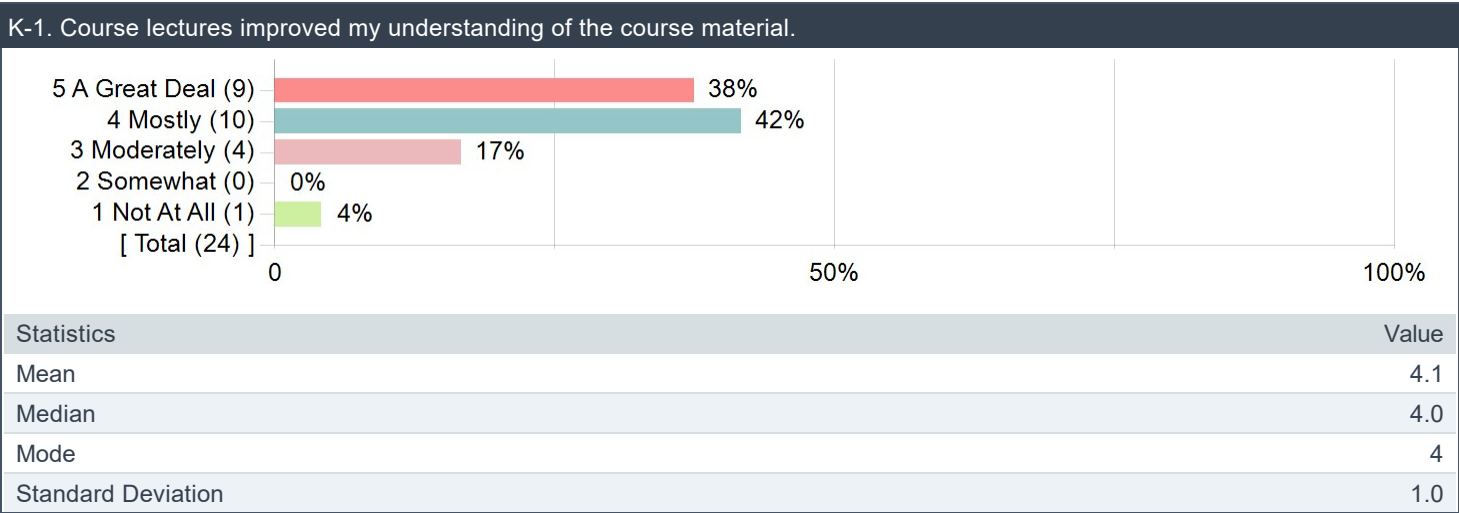
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly



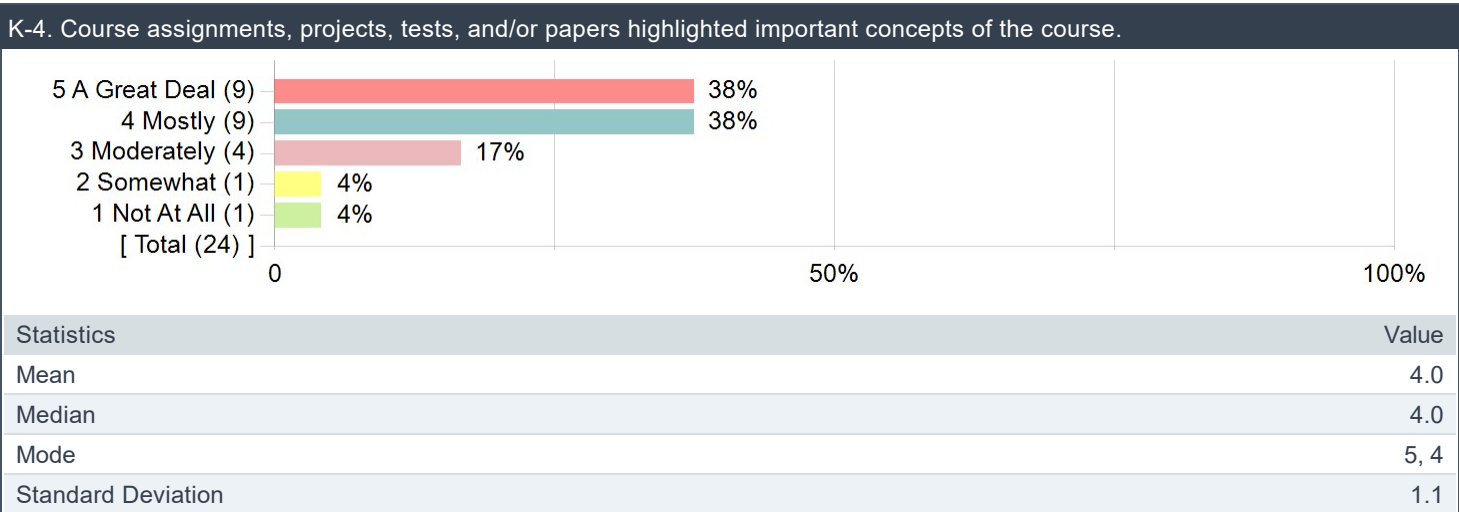
Section 4: Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

K-1. Course lectures improved my understanding of the course material.



K-4. Course assignments, projects, tests, and/or papers highlighted important concepts of the course.



O-10. Course projects and/or assignments provided opportunity for reflection.

