

FAS Summer 2025 UG Course Evaluation Report

Please review the [Step-by-Step Guide to Reviewing Your Course Evaluations](#) for instructors to assist with interpreting your report(s).

Content of Course Evaluation Reports

The University of Toronto's Cascaded Course Evaluation Framework (CCEF) offers the opportunity for students to provide feedback on their own learning experiences. The CCEF comprises institutional items, divisional items, departmental items as well as instructor-selected items. More information about the CCEF is available on the [course evaluations website](#).

While interpreting course evaluation results, it is important to keep the following in mind:

Course evaluations provide student perspectives on their learning experiences in the course and experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness. Moreover, in the U of T context, other factors such as class size and class level were found to cause small variations in the numerical ratings.

This report contains four sections:

Section 1: Quantitative Data Results of institutional, divisional, and departmental rating-scale items.	Section 2: Instructor-Selected Items Results of rating-scale items you have selected during the Item Selection period this term .	Section 3: Comparative Data Comparative results of this course vs. all courses evaluated in the department and/or division this term .	Section 4: Qualitative Comments Unedited student responses to the institutional open-ended questions.
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Statistical Terms Used in this Report

Mean: The mathematical average.	Median: The middle value when all responses are ordered. Less sensitive to extreme and/or divergent scores.	Mode: The most frequently occurring score.	Standard Deviation: A measure to indicate the "spread" of the scores.
The Institutional Composite Mean (ICM): A mathematical average of the first five institutional rating scale items (Ins01-05), which represent institution-wide teaching and learning priorities. The 2018 Validation Study established the reliability and validity of using the ICM as a metric to understand students' collective experiences.		% of Endorsement: The percentage of respondents that selected the two most positive response options ("A Great Deal" and "Mostly" combined in Ins01 to Ins05; "Excellent" and "Very good" combined in Ins06).	

FAS Summer 2025 UG Course Evaluation Report for Harry Sha

Course Name: Intro to Theory Comp CSC236H1-Y-LEC5101 Delivery Mode: INPER		Division: ARTSC Department: CSC-ARTSC
Raters		Students
Responded		20
Invited		117
Response Ratio		17%

Section 1: Course Evaluation Results - Quantitative Data

This section provides a figure and statistical information about institutional, divisional, and departmental rating-scale items. Please see Section 4 for open-ended responses.

For the 6 institutional items (Ins01 to Ins06), the two sets of scales and the associated numerical values are:

Ins01-Ins05	Ins06
Not at all-1	Poor-1
Somewhat-2	Fair-2
Moderately-3	Good-3
Mostly-4	Very Good-4
A Great Deal-5	Excellent-5

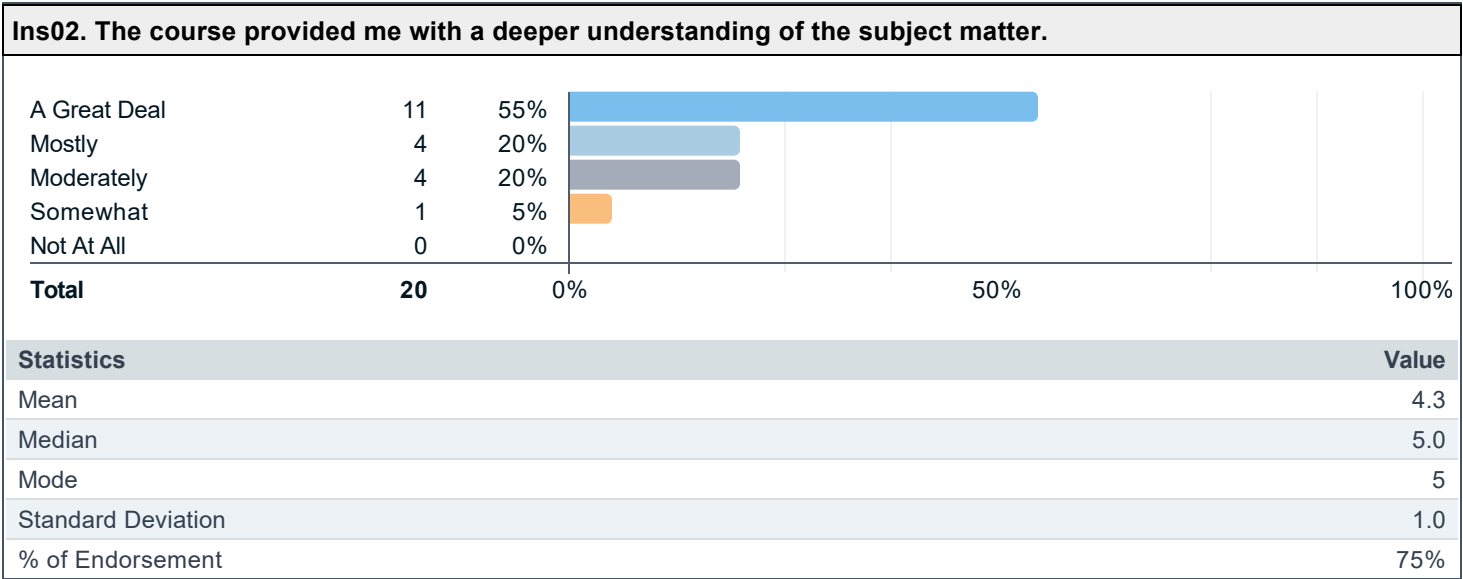
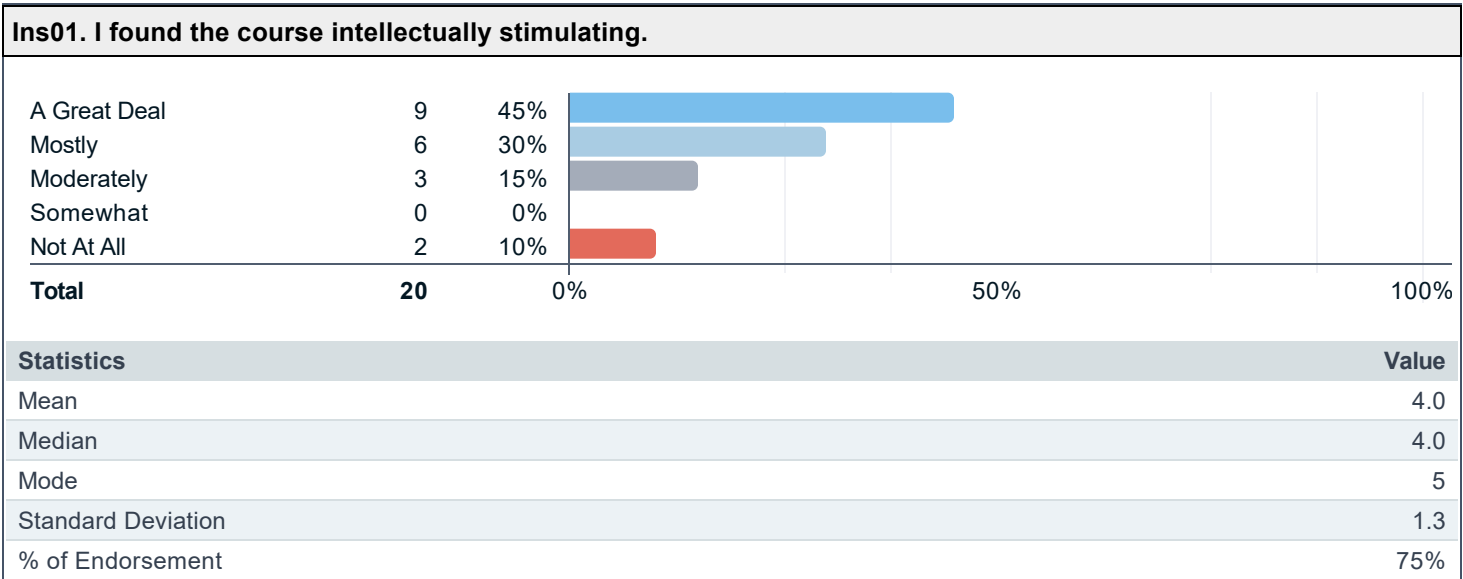
Divisional and departmental items may use scales different than the two noted above.

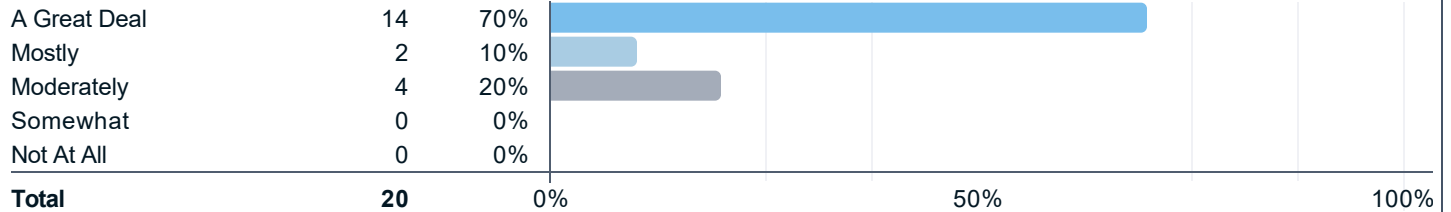
The bar graphs provide the number and percentage of respondents selecting each answer option for each item. The distribution of answer options in the bar graphs gives the most complete information about the typical student response and the variability in the distribution of responses. When interpreting course evaluation results, the bar graph provides more nuanced information than any summary statistic alone.

Mean, Median, Mode and Standard Deviation are calculated from the numerical values of each answer option.

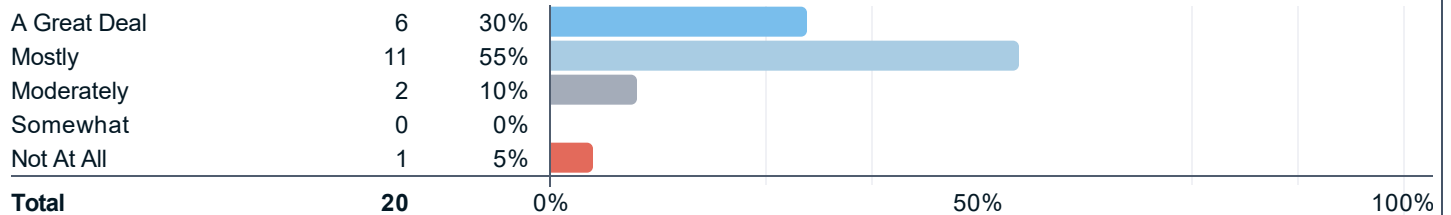
“% of Endorsement” indicates the percentage of respondents that selected the two most positive response options (“A Great Deal” and “Mostly” combined in Ins01 to Ins05; “Excellent” and “Very good” combined in Ins06). Please note that divisional and departmental items might use scales that are not in ascending order and thus “% of Endorsement” is only provided for institutional rating-scale items.

Institutional Items

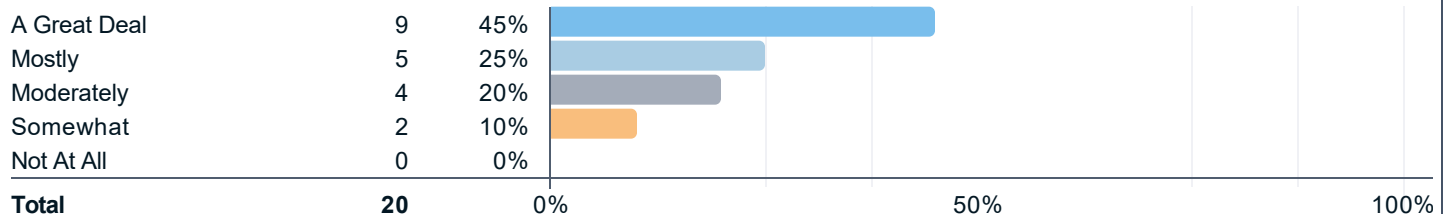


Ins03. The instructor (Harry Sha) created an atmosphere that was conducive to my learning.

Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.8
% of Endorsement	80%

Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

Statistics	Value
Mean	4.1
Median	4.0
Mode	4
Standard Deviation	0.9
% of Endorsement	85%

Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	1.1
% of Endorsement	70%

Ins06. Overall, the quality of my learning experience in this course was:

Excellent	8	40%	
Very Good	6	30%	
Good	4	20%	
Fair	1	5%	
Poor	1	5%	
Total	20	0%	100%

Statistics	Value
Mean	4.0
Median	4.0
Mode	5
Standard Deviation	1.1
% of Endorsement	70%

Divisional Items**FAS001 The instructor ([Harry Sha](#)) generated enthusiasm for learning in the course.**

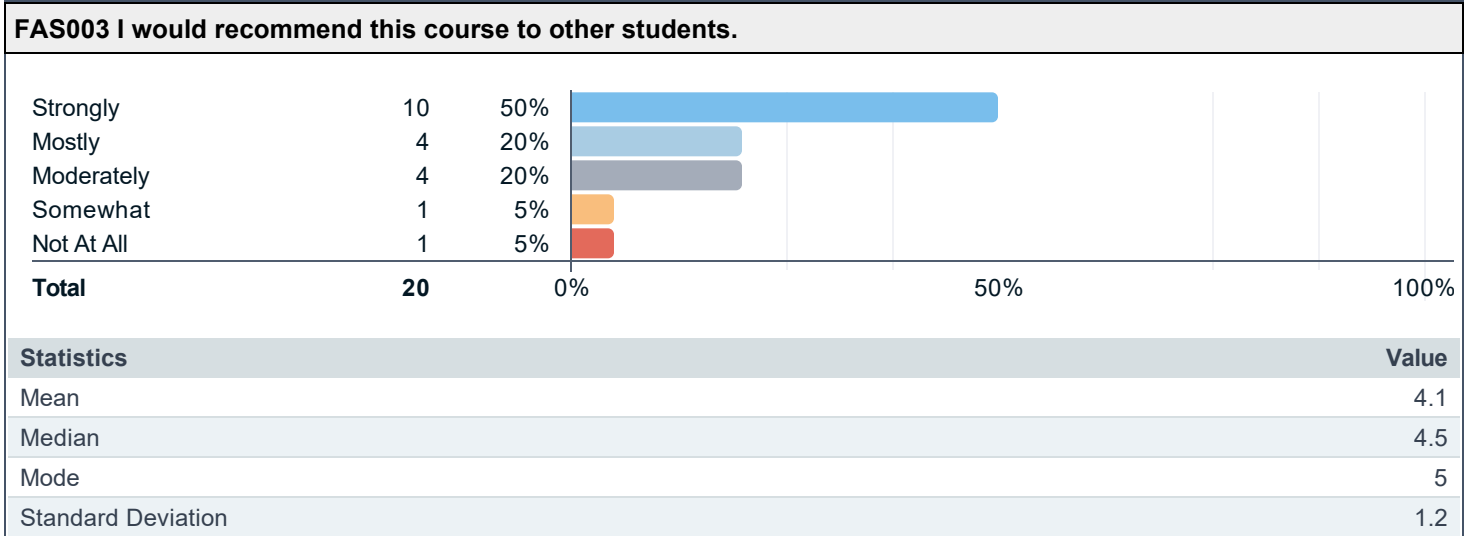
A Great Deal	15	75%	
Mostly	4	20%	
Moderately	1	5%	
Somewhat	0	0%	
Not At All	0	0%	
Total	20	0%	100%

Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.6

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

Very Heavy	2	10%	
Heavy	2	10%	
Average	11	55%	
Light	2	10%	
Very Light	3	15%	
Total	20	0%	100%

Statistics	Value
Mean	2.9
Median	3.0
Mode	3
Standard Deviation	1.1



Section 2: Instructor-selected Items

This section provides the results of the quantitative items you selected from the item bank during the question personalization period. These results are available only to you as they serve for personalized formative feedback.

Please note instructor-selected items are *not included* in the administrative report provided to your department.

Section 3: Comparative Data

This section provides comparative information (i.e., means and medians) between the results of this course and those of all courses evaluated in the department (if applicable) and/or in the division **in this term**.

Please note that means for the department/division are weighted by the number of respondents so courses with higher numbers of respondents carry more weight in the calculation of the departmental/divisional mean values.

The departmental and divisional median values are the middle values when responses from all courses are ordered.

Departmental/divisional mean and median values are provided for comparison but due to other course factors that may influence the responses for a course, they should not be regarded as definitive benchmarks.

Institutional Composite Mean (ICM): A mathematical average of the first five institutional rating scale items (Ins01-05).		
Course	Department	Division
4.2	4.1	4.2

Institutional Items	Course Mean	Dept Mean	Div Mean	Course Median	Dept Median	Div Median
Ins01. I found the course intellectually stimulating.	4.0	4.0	4.2	4.0	4.0	4.0
Ins02. The course provided me with a deeper understanding of the subject matter.	4.3	4.2	4.3	5.0	4.0	5.0
Ins03. The instructor (Harry Sha) created an atmosphere that was conducive to my learning.	4.5	4.0	4.2	5.0	4.0	5.0
Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.1	4.1	4.1	4.0	4.0	4.0
Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.1	4.2	4.1	4.0	4.0	4.0
Ins06. Overall, the quality of my learning experience in this course was:	4.0	3.9	4.0	4.0	4.0	4.0

Divisional Items	Course Mean	Dept Mean	Div Mean	Course Median	Dept Median	Div Median
FAS001 The instructor (Harry Sha) generated enthusiasm for learning in the course.	4.7	4.2	4.3	5.0	4.0	5.0
FAS002 Compared to other courses, the workload for this course was...	2.9	3.5	3.3	3.0	3.0	3.0
FAS003 I would recommend this course to other students.	4.1	4.0	3.9	4.5	4.0	4.0

Section 4: Qualitative Comments

Please note that unedited student responses are presented here in random order.

When reviewing student responses, look for common themes and focus on actionable feedback. For assistance interpreting your report(s), please see details on the [Step-by-Step Guide to Reviewing Your Course Evaluations for Instructors](#).

Ins07. Please comment on the overall quality of the instruction in this course.

Comments
Harry is an excellent instructor and very approachable and enthusiastic
excellent
The prof and the TAs are nice, the course website is well-constructed and extremely helpful. But I feel like it is a bit too easy and brief for a computation theory course. We could have done more on proofs and motivation behind theory. But considering there's CSC240, I suppose that's why this course is so light.
I would rate the instruction quality around 90/100. The instructor explained concepts very clearly, and the accompanying practice problems covered a wide range of difficulty levels. The exams were interesting and fair, without being overly difficult. Overall, this course was well-taught and I would highly recommend it.
Harry is a good instructor who explains concepts clearly. In-class examples were well-chosen to illuminate the subject matter. He brings a good sense of energy to the class and keeps things moving at a good pace.
The class at times had a wonderful informal vibe, where people seemed to feel empowered to ask questions. I would encourage taking more moments for class participation and/or for students to work on problems on their own, as this was engaging when it happened.
great, harry was very friendly
The most thing i feel in the course was the course does not sound fun at all. I was not failing to get the idea, conversely, I got over 95% average on my three term tests. I felt the course material did help me , but mostly i was doing problem sets and preparing for tests. I dont develop any skills in the course and i might just forget all the stuff when i finish this course. The instruction is fine, i sometimes attend lectures.
The instructor was very enthusiastic and presented information well. He was very approachable and answered questions in an encouraging manner. I liked the commentary tying the material to future endeavors and related fields in computer science and STEM applications. Problem sets and tutorial questions were critical in solidifying understanding of lecture content. Tutorial videos solving problems were a great add.
The one thing I would like to see improved is the grading approach to term tests. Actually very specifically, the way that points are allocated to questions and total points available: in general, the total number of points available are very low and since there are only a handful of questions, each question is worth a very large part of the mark for the test. So if for whatever reason you mess up on one question, you could instantly lose like 20%+ on the test which I don't think is a fair assessment of one's knowledge. I think the ratio of points per question/part of a question to total points on the term tests should be lower so that the penalty for a mistake is not so exaggerated. Also, I will mention that even if marks are adjusted at the end of the course to reflect students' actual understanding (i.e. if term tests have deflated marks and an adjustment is done after exams), the lower term test marks can have a serious negative influence on our confidence in the course and the subject area in the meantime and affect our future learning (thankfully, didn't happen in my class but just a general observation).
Lectures were very interactive, professor was friendly and stayed to talk after lectures, TAs were helpful and cared about instruction of the course.
the quality of the course was good and the concepts were easier to understand as well as the prof was very helpful. Having tests with no assignments was a little harsh though, it would have been better if the tests weren't the only assessment.
None

Ins08. Please comment on any assistance that was available to support your learning in the course.

Comments
Piazza OHs
The course website, YouTube on the master theorem
The learning support for this course was excellent. The practice problems, tutorials, and explanations provided ample opportunities to reinforce the material. The instructor and TAs were approachable and provided helpful guidance whenever questions arose. Piazza was also used very effectively, with questions being answered promptly.
Tutorial questions were interesting and helped deepen understanding. I would have preferred the opportunity to work through the problems independently for a few minutes before they were taken up, but it was still, largely, a good experience.
The teaching team seemed to be quite active in answering Piazza questions, which was great.
I feel that answers to problem set and tutorial questions were sometimes bare-bones or hard to understand. It might help simply to present them better: in point-form or in separate paragraphs, rather than a large block. Skipping steps in solutions can also make them hard to follow, when it is a question you are struggling with. The video tutorials, when available, did a lot to alleviate this.
After a full semester, I see why this course has its own website: the website is superior to Quercus in just about every way. However, I do wish that important administrative announcements could have been made through Quercus, since, being available only on Piazza, they were easy to miss.
The decision to make the tests 80 minutes straddling the lecture and tutorial caused some administrative issues. Couldn't the course afford to block off extra time for tests? Most students in the summer don't have a heavy course-load.
office hours, piazza was great
100% percent tests is not good. I felt like I was out of school, i dont attend any in-person activities because there's no need, I just review problem sets before tests. The grade should be based on more staff, like assignments, quizzes.....
Tutorial videos were very helpful in demonstrating how to solve problems. Instructor and TAs were available for questions. Piazza board was very active and helpful and the bonus incentive for piazza contributions made for a very active and helpful community of peers.
The TAs were very helpful and they explained very well. One think I would say is it would be better to give time to the students to work on the tutorial a bit as well before jumping into explaining.
None