

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.

FAS Winter 2024 Undergrad

Course Name: Algo Design & Analysis CSC373H1-S-LEC0201 Division: ARTSC Session: S Session Codes: F = First/Fall, S = Second/Winter	Instructor: Harry Sha Section: LEC0201 Delivery Mode: INPER
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Raters	Students
Responded	26
Invited	110

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.	4.4	5.0
The course provided me with a deeper understanding of the subject matter.	4.4	5.0
The instructor (Harry Sha) created an atmosphere that was conducive to my learning.	4.4	4.5
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.3	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.4	3.0
Institutional Composite Mean	4.2	-

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:	3.8	4.0

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

Comments
Really difficult midterm. Good instructional quality.
The instruction of the course was not clear at times. I did feel as though there were details that were passed through without explanation. I also felt as though the tests were not an accurate representation of my knowledge of the course, as there was not enough time to answer the questions.
– Term tests were a bit too challenging (indicated by the curve). Maybe some adjustment there would be better. – Additionally, course organization could be a bit better on Quercus – Almost every assignment had changes made after a week which was a bit frustrating
Otherwise, the profs were great and very enthusiastic about course material.
Lectures were engaging and relatively easy to follow
great teaching !
The instructor was very good at explaining the concepts and making sure the students understood as well.
Instructors explained concepts with a great deal of detail
Instruction was pretty good, but the material was dense sometimes and it was easy to get lost because of a heavy focus on specific examples.
Harry's lectures are very clear and well-paced, and I found it helpful that he always made time to address questions throughout lectures to make sure we really understood the material.
good
Good
Harry Sha was very approachable, and always made sure to answer everybody's questions. He's a pretty good prof, but I would prefer it if 1–2 short Youtube videos explaining the concepts quickly were posted before each lecture so that it's more digestible (that is what I ended up doing).
Instruction was fine but assessments were not fine. The questions were too unclear or the paper was too long for both the mid terms.
– lectures were paced well given the difficulty of the course and plenty of time was given to think about and ask questions throughout
lectures could be confusing at times but there are many recorded lecture sessions so i could listen to numerous different explanations to help my understanding

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

Comments
Plentiful office hours and piazza support.
Plenty of TAs and office hours. Victor Rong was amazing and very helpful.
Good amount of office hours.
Office hours and piazza were very helpful
Harry was very approachable with questions about the course material and logistics. I appreciated having different office hours options. The Piazza questions were often answered quickly and informatively, which was very helpful. Given that the material is really challenging, I appreciated that the instructing team wanted us to do well and recognized when we were struggling as a class, and made fair grading adjustments accordingly. However, I wish updates regarding the marking scheme and policies would be announced a bit quicker and more definitively (instead of more tentative Piazza responses) so we have more time to make informed decisions about upcoming assignments and assessments.
good
Good
The TAs were pretty good.
– numerous office hours – piazza was well managed
office hours and tutorials were available, piazza replies were eh

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.	4.5	5.0

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...	4.0	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.	3.5	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.

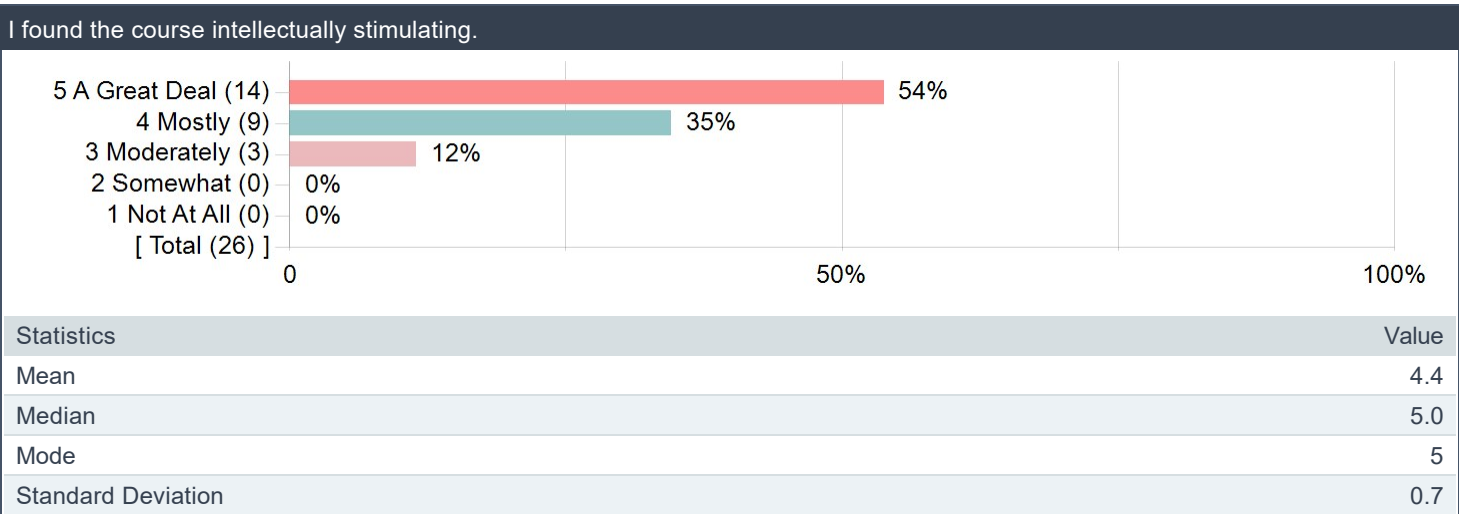
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

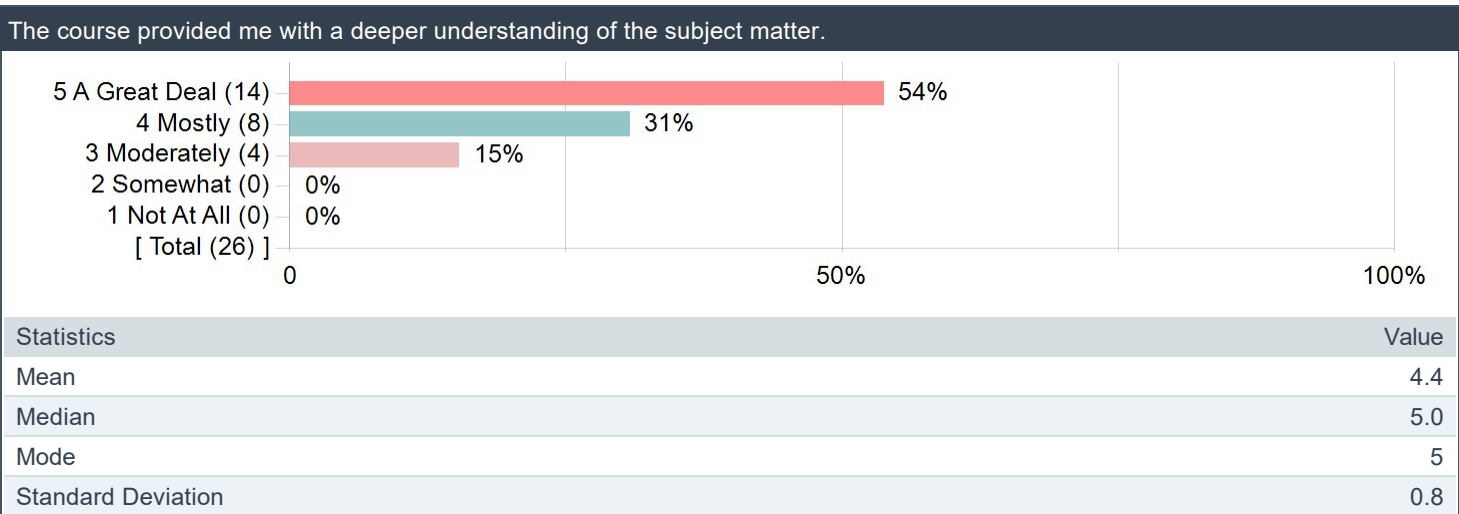
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

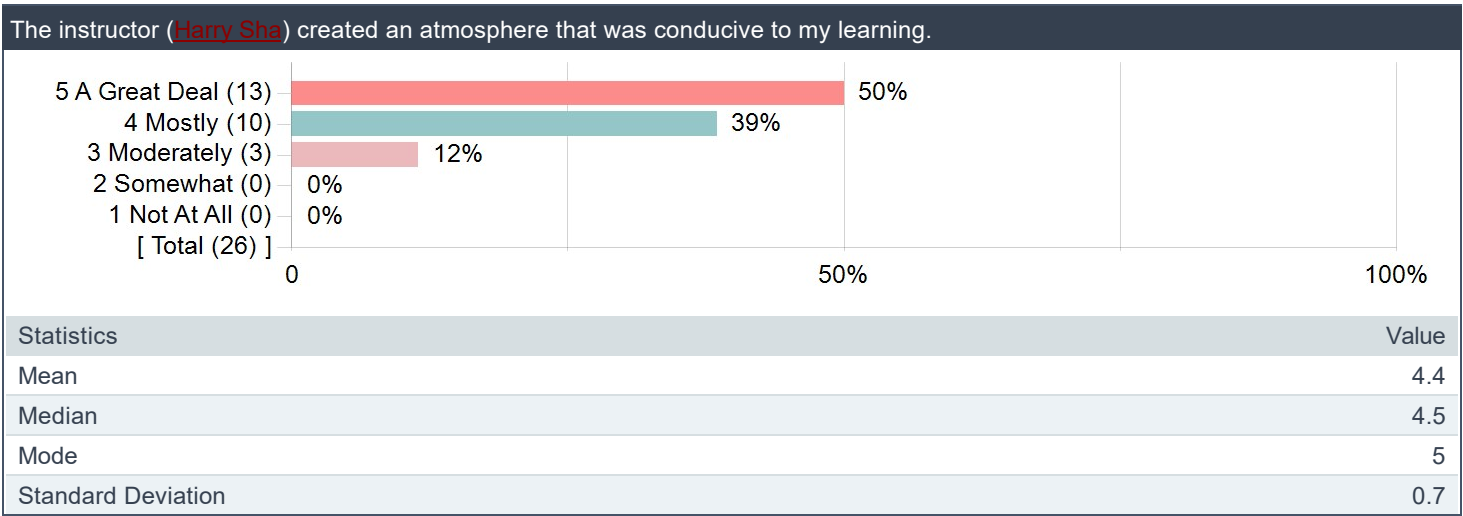
1. I found the course intellectually stimulating.



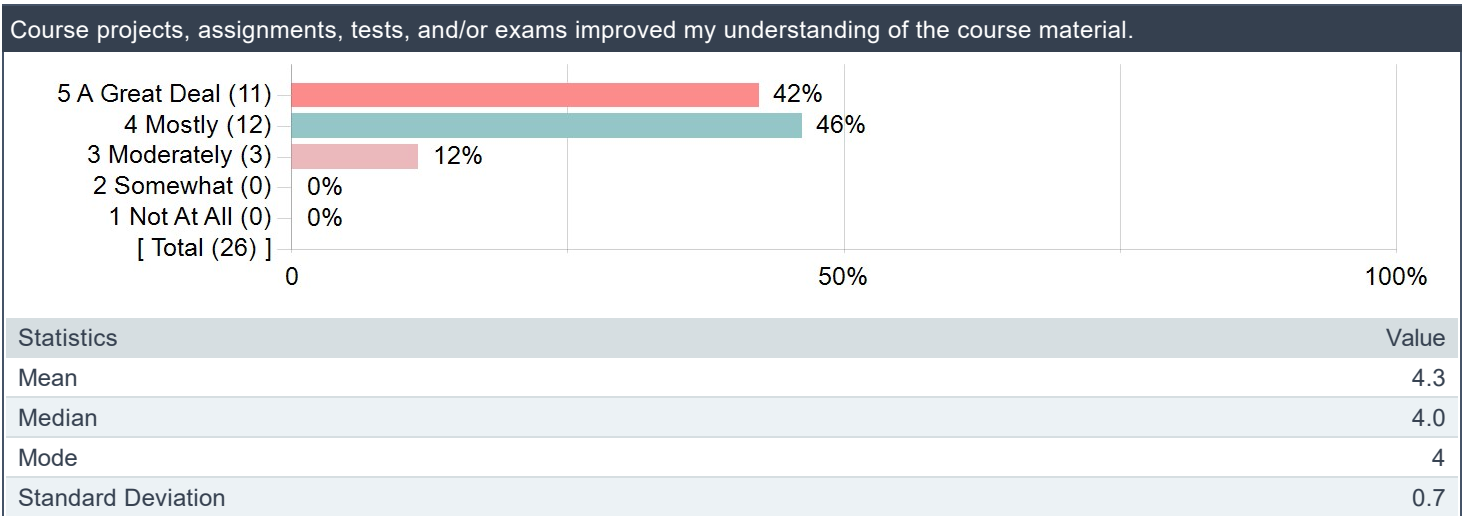
2. The course provided me with a deeper understanding of the subject matter.



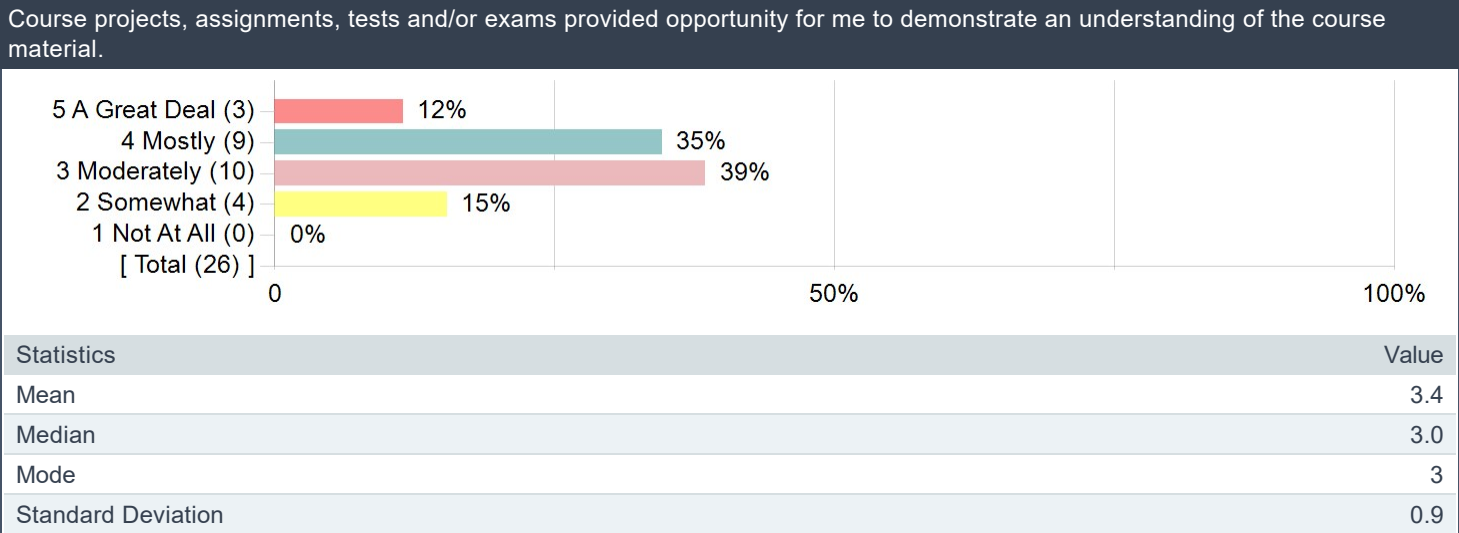
3. The instructor (Harry Sha) created a course atmosphere that was conducive to my learning.



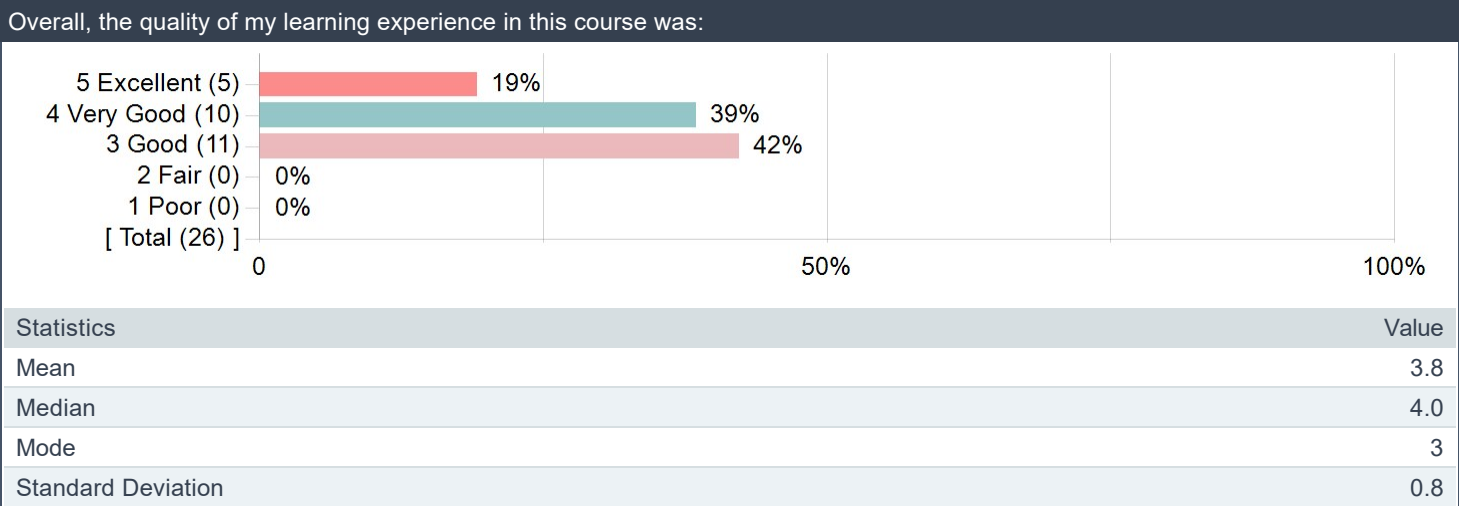
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

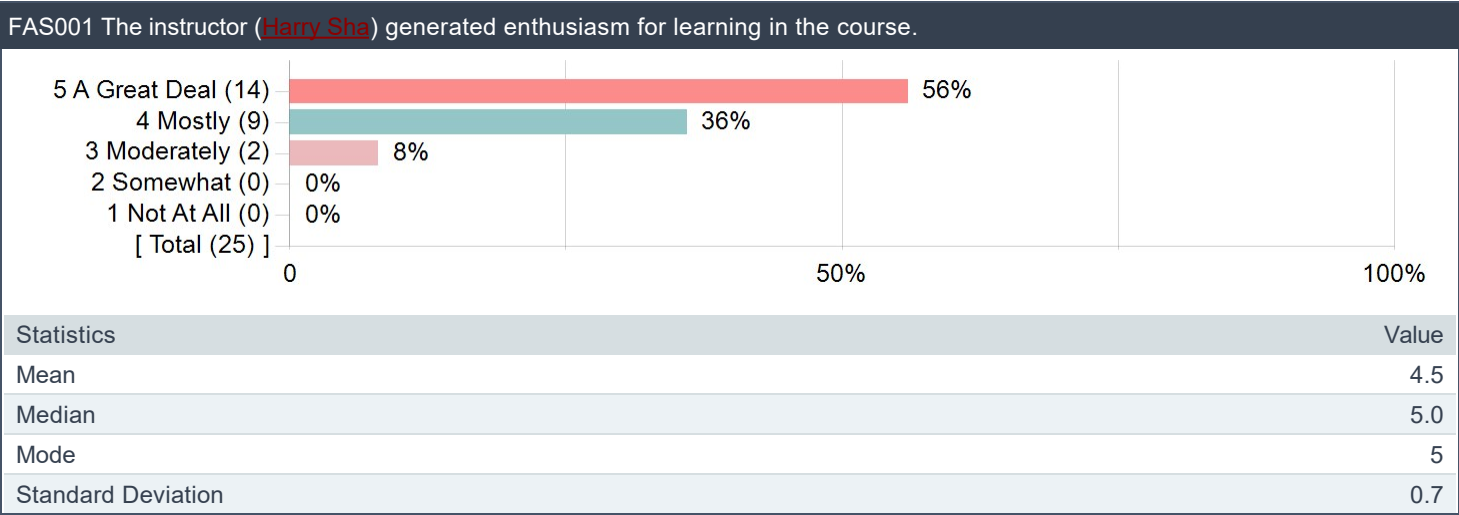


6. Overall, the quality of my learning experience in this course was....

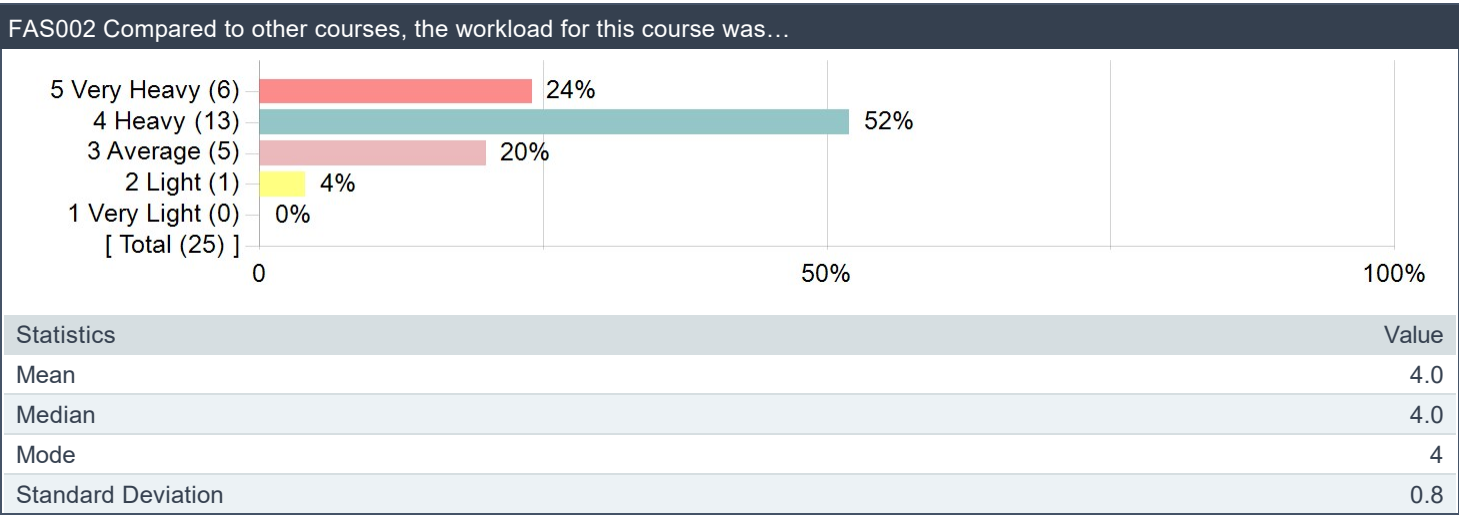


Part B. Divisional Items

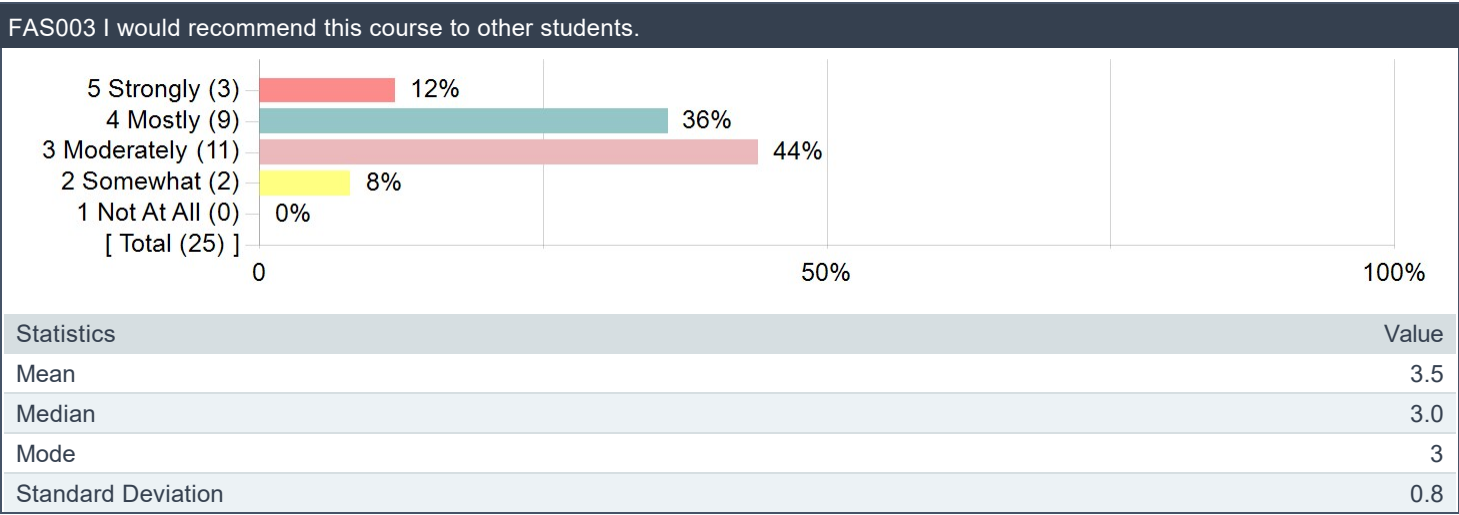
The instructor (**Harry Sha**) generated enthusiasm for learning in the course.



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



I would recommend this course to other students.



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.

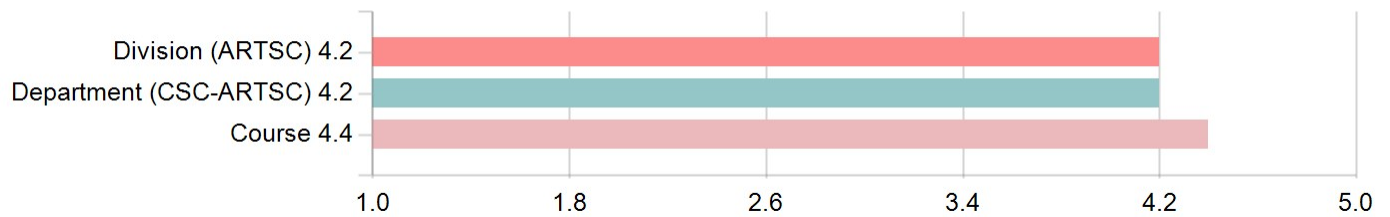
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation 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

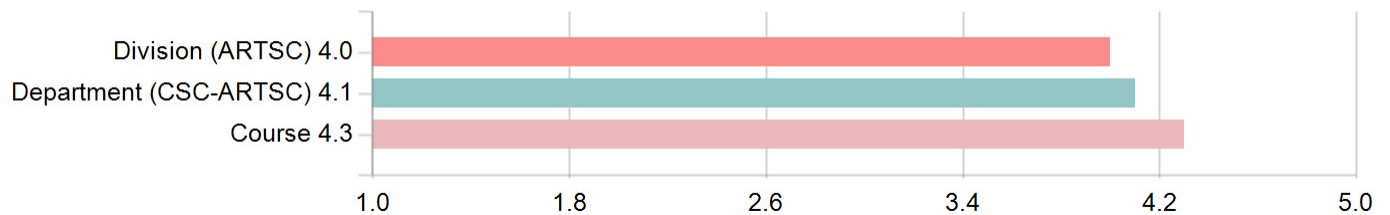
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



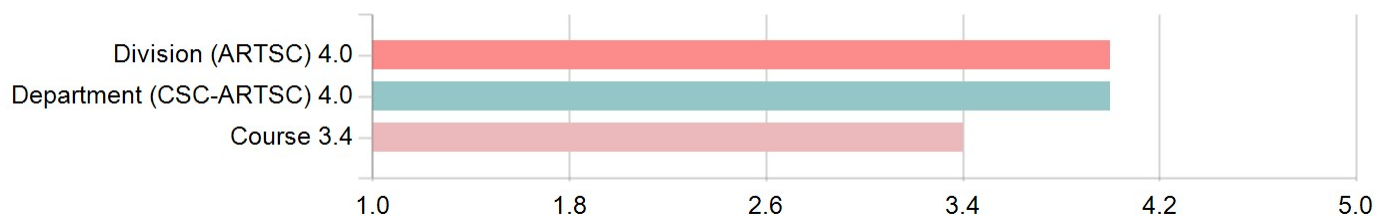
3. The instructor (**Harry Sha**) created an atmosphere that was conducive to my learning.



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

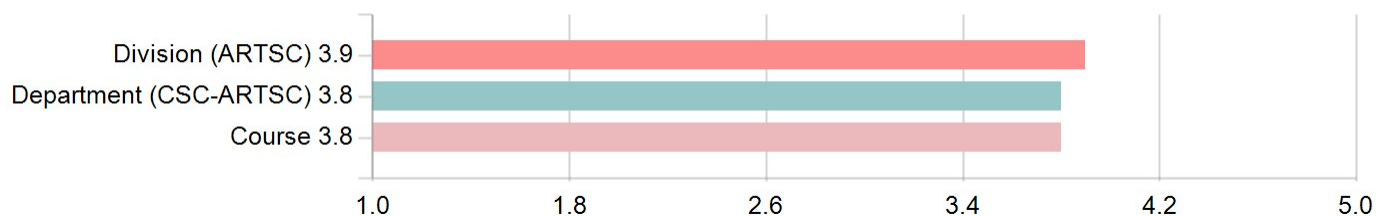


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



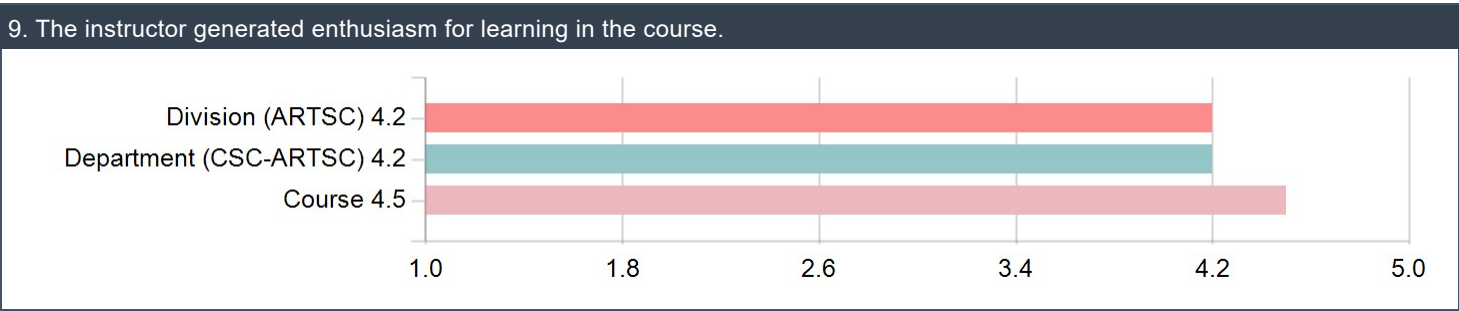
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

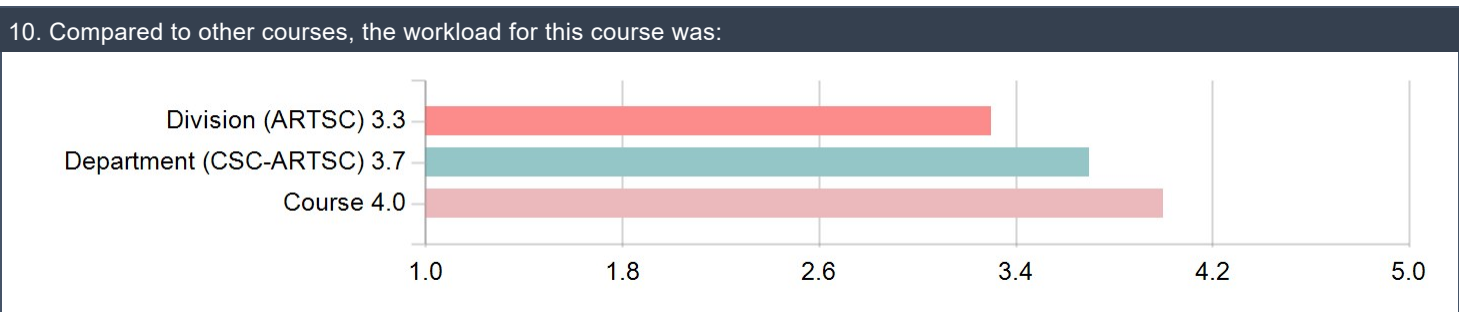


Part B. Divisional Items

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

