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: COMMUNICATION CHE299H1-Y-TUT0105	Instructor: Lydia Wilkinson
Division: APSC	Section: TUT0105
Session: Y	
Session Codes: F = First/Fall, S = Second/Winter	Report Generation Date: April 16, 2019

Raters	Students
Responded	9
Invited	25

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.	3.1	3.0
The course provided me with a deeper understanding of the subject matter.	3.3	3.0
The instructor (Lydia Wilkinson) created an atmosphere that was conducive to my learning.	3.3	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.6	3.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.3	3.0
Institutional Composite Mean	3.3	-

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

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was….	2.9	3.0

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

Comments
EXCELLENT COURSE. THE WORKSHOPS/LECTURES CAN ME MADE MORE INTERACTIVE.
Contradictory
My TA was great for this class, but overal the structure and organiztion of stuff in first semseter was so bad. Nobody new what was going on. They rpovided very little instruction. The assigments were not clear. I did not find the class useful first semester. Second set was great though.
The instruction in this course was good, but it would have been helpful to have more examples of technical documentation and guidance in that area. Unrelated to instruction, based on the amount of work that was generally done in this course relative to others, I think that it would be fair to have it as a full credit course with a weight of 0.5.
Teaching actual content was a weakness of this course. Often, if any content was taught, it was not timely. We had lectures regarding budgets and other things that would have helped us in our major assignments, AFTER the assignments, which made them somewhat redundant. I hope that next time that this happens, the time works out. I understand one of the lectures that would have been really helpful (GFL), was cancelled on the guest lecturer's fault. Small participation grade things were frustrating, mostly because it meant we had to do another thing on top of what was currently assigned in other classes, with little warning. It would have been better had these been announced perhaps with a weekend in between deadlines, instead of on Wednesday to have them done by Friday.
There were many resources provided for us to learn about the industry like workshops and the consultancy project itself but the timeline in which the resources were provided reduced the quality of the course as a whole. Sometimes, the resources provided were not in sync with the deliverables. There were specific points when we could have done better if these resources i.e. workshops were conducted earlier in the course.
The overall quality of the instruction was very good and I am very impressed at quality of the instruction. Mostly, the feedbacks for our reports and works helped
Lectures mostly weren't relevant to the deliverables. Tutorials were mostly work sessions, but I feel they could have been used more effectively.

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

Comments
THE TA'S ARE THE BEST SUPPORT AND ARE JUST AMAZING.
Minimal, very condescending
TA's were good Lydia had help office hours second semester.
I think that the tutorials would have been more useful if we were given time to work while asking questions. Another good use of the tutorial time would be to go through the large course documents (like RFP and project outline) in more comprehensive, small parts.
The TAs helped as much as they could, but even then, there was not much they could do, given the different course structure. They even said themselves when we asked them about an assumption we had made for the project, "You are making the assumption that the teaching team researched this thoroughly ahead of time." This honestly led to a lot of distrust between students and the teaching team. Expectations were not outlined fully and available information and boundaries were unclear.
The instructors were open to questions. They were available whenever I had doubts. The replies we got were vague the reason being, they want us to learn it by experience. This was logical in the perspective of the students because if did not hit the standard they were looking for then we score low on the course simply because we don't know what the standard actually is! The only way to redeem ourselves is through feedback from assignments but we are done with half the course when this happens.
The assistance provided in this course was helpful, the TA were good and helped understand the course
n/a

Part B1. Divisional Items

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

Question	Summary	
	Mean	Median
9. The course helped me improve my ability to formulate, analyze and solve problems.	3.3	3.0
10. The instructor (Lydia Wilkinson) related course concepts to practical applications and/or current research.	3.7	4.0
11. The course expanded my understanding of the ethical and environmental issues concerning Engineering in society.	4.2	4.0
12. The instructor (Lydia Wilkinson) explained how the course concepts related to other courses.	3.1	3.0
13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.	3.0	3.0
14. The instructor (Lydia Wilkinson) explained what students are expected to learn in the course.	3.3	3.0

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

Question	Summary	
	Mean	Median
15. What is your overall rating of the instructor (Lydia Wilkinson) as a teacher?	3.0	3.0

Part B2. Additional Items

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

Question	Summary	
	Mean	Median
APSC_LEC The instructor (Lydia Wilkinson) used appropriate means to deliver the material in a clear and organized manner.	3.3	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.
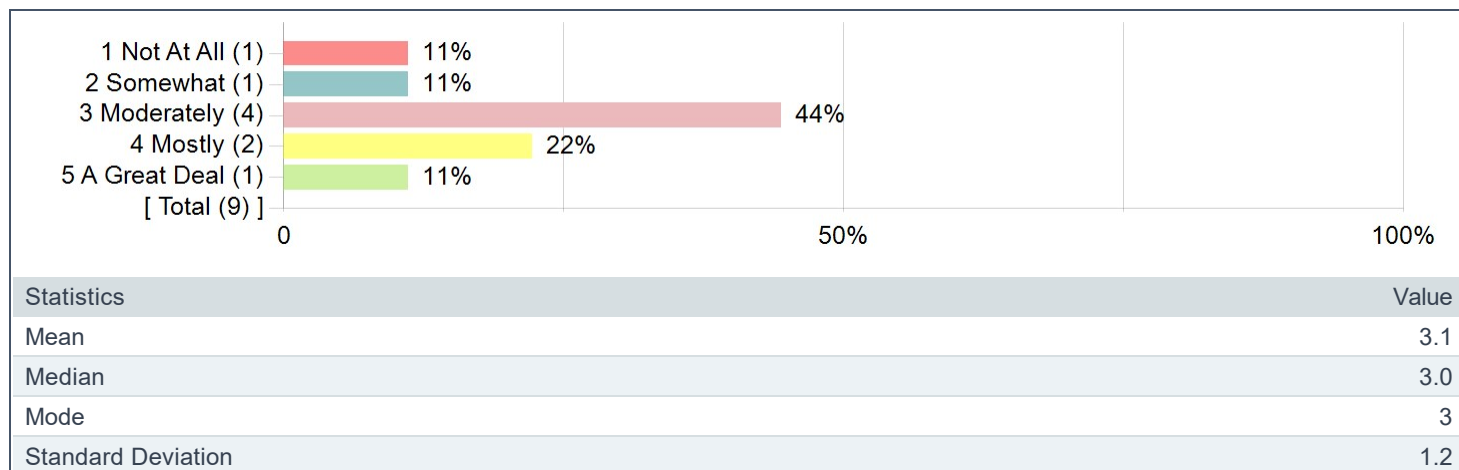
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

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.

1 Not At All (1)	11%
2 Somewhat (1)	11%
3 Moderately (4)	44%
4 Mostly (2)	22%
5 A Great Deal (1)	11%
[Total (9)]	

Statistics	Value
Mean	3.1
Median	3.0
Mode	3
Standard Deviation	1.2

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

1 Not At All (1)	11%
2 Somewhat (0)	0%
3 Moderately (4)	44%
4 Mostly (3)	33%
5 A Great Deal (1)	11%
[Total (9)]	

Statistics	Value
Mean	3.3
Median	3.0
Mode	3
Standard Deviation	1.1
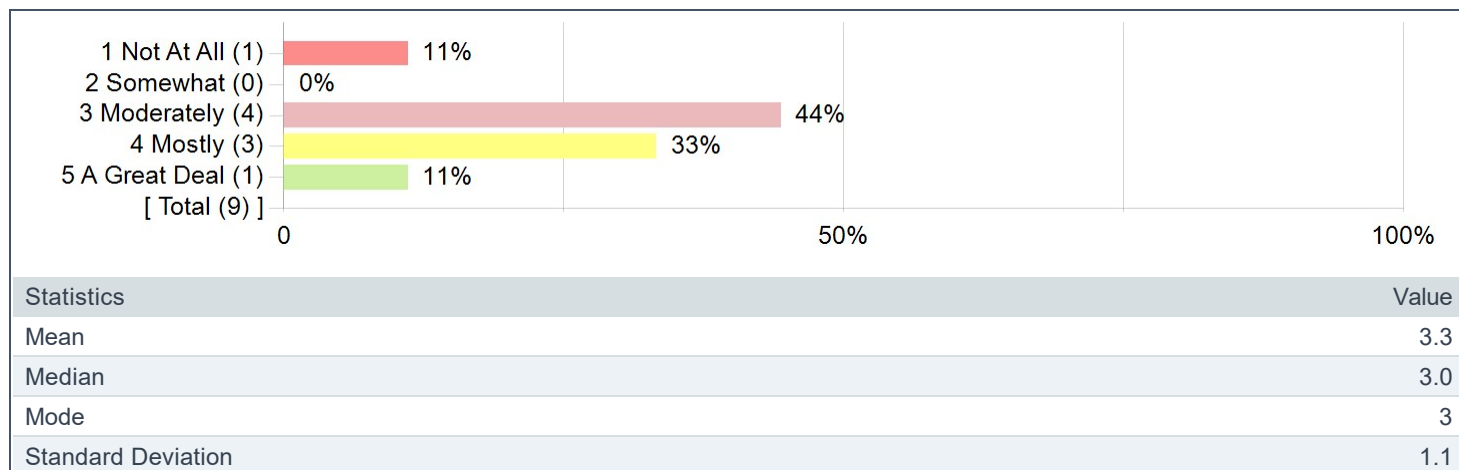
3. The instructor (Lydia Wilkinson) created a course atmosphere that was conducive to my learning.
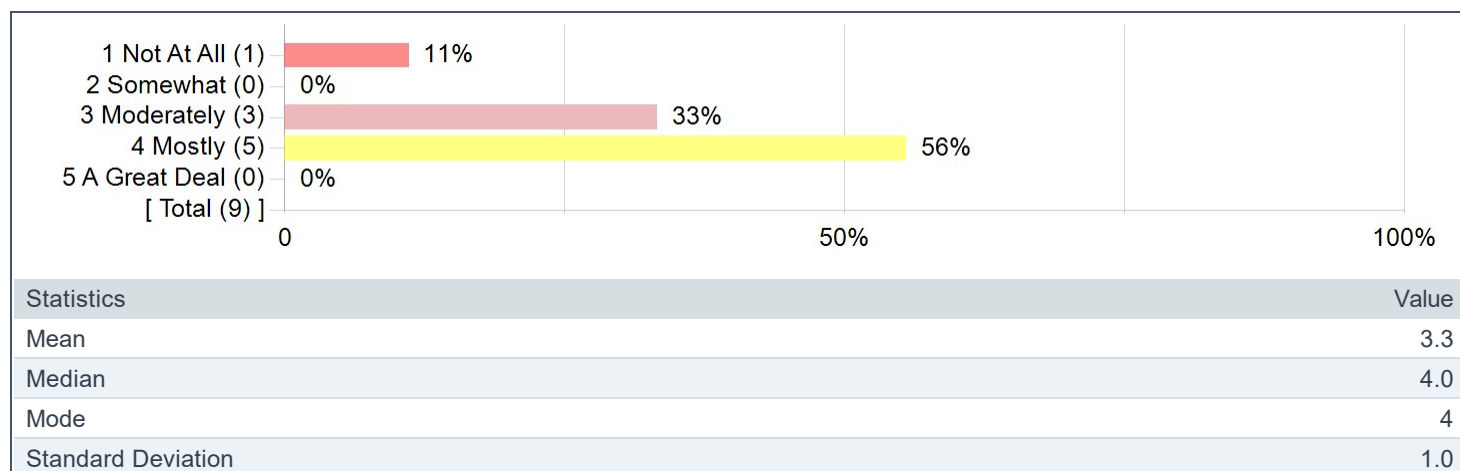
	Percentage
1 Not At All (1)	11%
2 Somewhat (0)	0%
3 Moderately (3)	33%
4 Mostly (5)	56%
5 A Great Deal (0)	0%
[Total (9)]	

Statistics	Value
Mean	3.3
Median	4.0
Mode	4
Standard Deviation	1.0

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

	Percentage
1 Not At All (0)	0%
2 Somewhat (1)	11%
3 Moderately (4)	44%
4 Mostly (2)	22%
5 A Great Deal (2)	22%
[Total (9)]	

Statistics	Value
Mean	3.6
Median	3.0
Mode	3
Standard Deviation	1.0

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

	Percentage
1 Not At All (1)	11%
2 Somewhat (1)	11%
3 Moderately (3)	33%
4 Mostly (2)	22%
5 A Great Deal (2)	22%
[Total (9)]	

Statistics	Value
Mean	3.3
Median	3.0
Mode	3
Standard Deviation	1.3

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

1 Poor (1)	11%
2 Fair (2)	22%
3 Good (4)	44%
4 Very Good (1)	11%
5 Excellent (1)	11%
[Total (9)]	

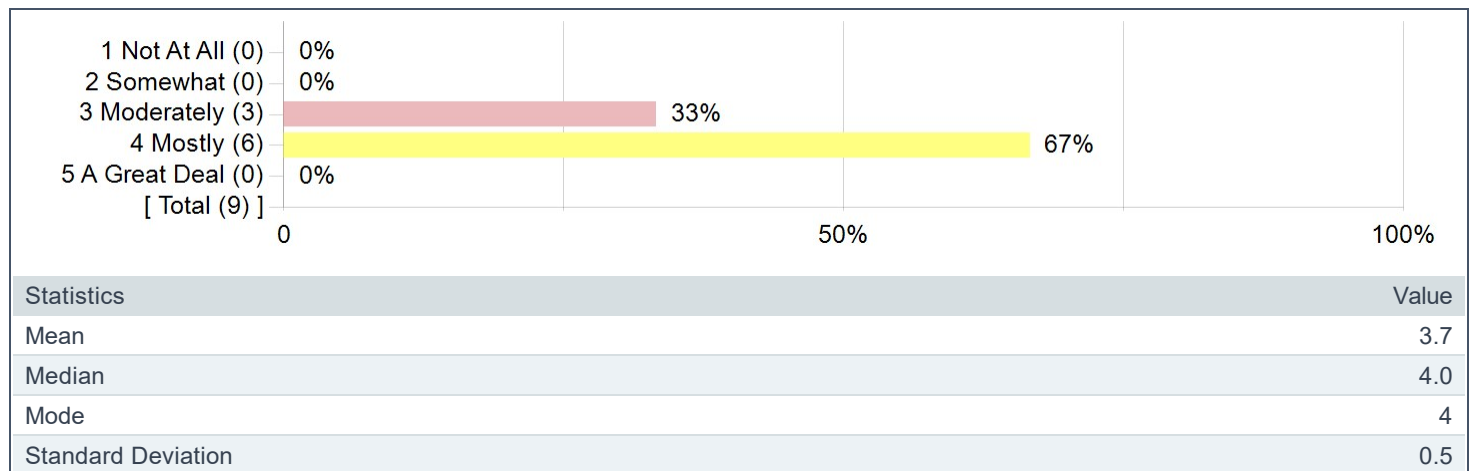| Statistics	Value
Mean	2.9
Median	3.0
Mode	3
Standard Deviation	1.2
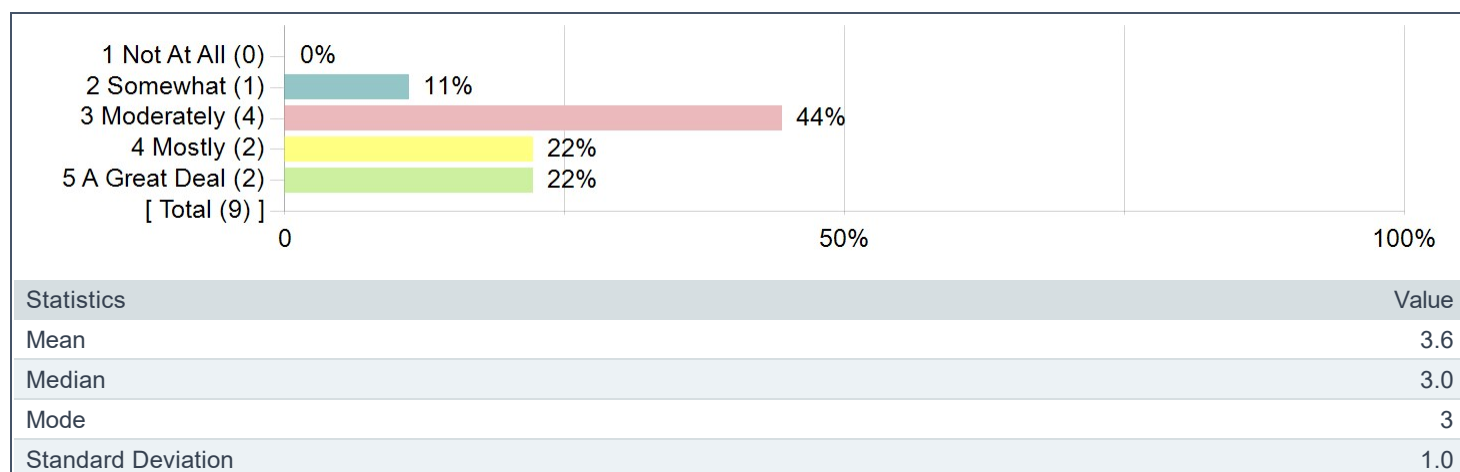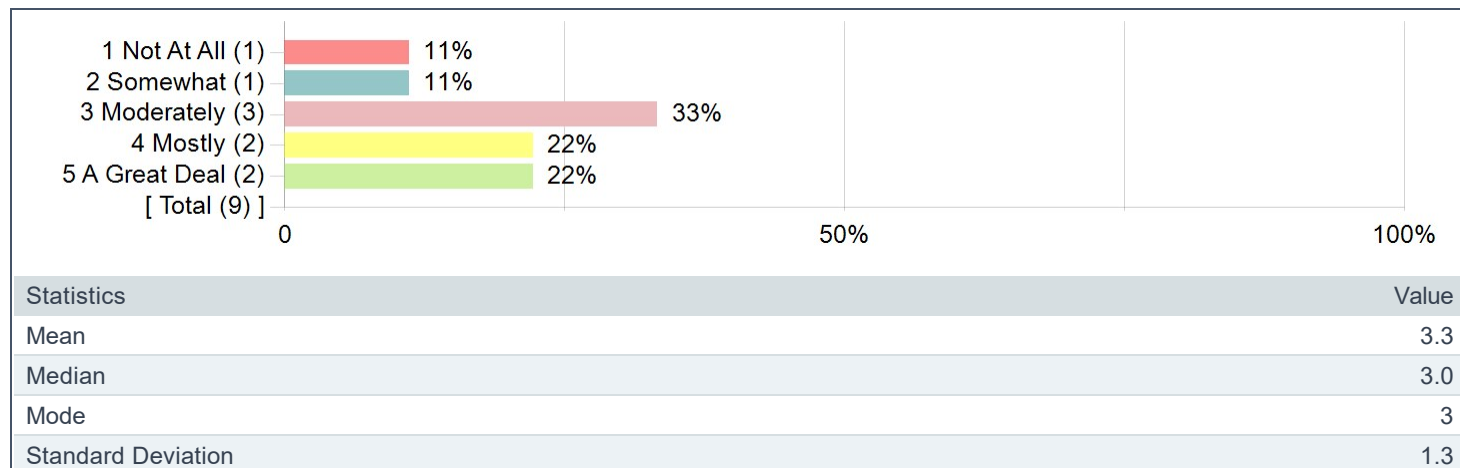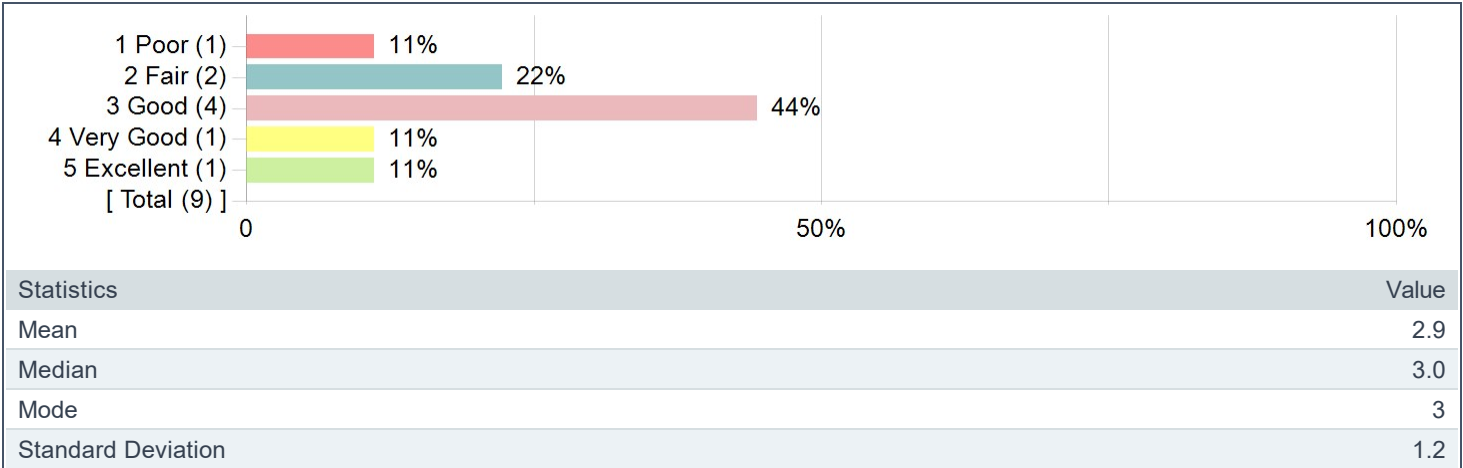
Part B1. Divisional Items

9. The course helped me improve my ability to formulate, analyze and solve problems.

1 Not At All (0)	0%
2 Somewhat (1)	11%
3 Moderately (5)	56%
4 Mostly (2)	22%
5 A Great Deal (1)	11%
[Total (9)]	

Statistics	Value
Mean	3.3
Median	3.0
Mode	3
Standard Deviation	0.9

10. The instructor (Lydia Wilkinson) related course concepts to practical applications and/or current research.

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (3)	33%
4 Mostly (6)	67%
5 A Great Deal (0)	0%
[Total (9)]	

Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	0.5

11. The course expanded my understanding of the ethical and environmental issues concerning engineering in society.

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (2)	22%
4 Mostly (3)	33%
5 A Great Deal (4)	44%
[Total (9)]	

Statistics	Value
Mean	4.2
Median	4.0
Mode	5
Standard Deviation	0.8

12. The instructor (Lydia Wilkinson) explained how the course concepts related to other courses.

```
1 Not At All (0)    0%
2 Somewhat (1)          13%
3 Moderately (5)                              63%
4 Mostly (2)                     25%
5 A Great Deal (0)  0%
[ Total (8) ]
                    0              50%              100%
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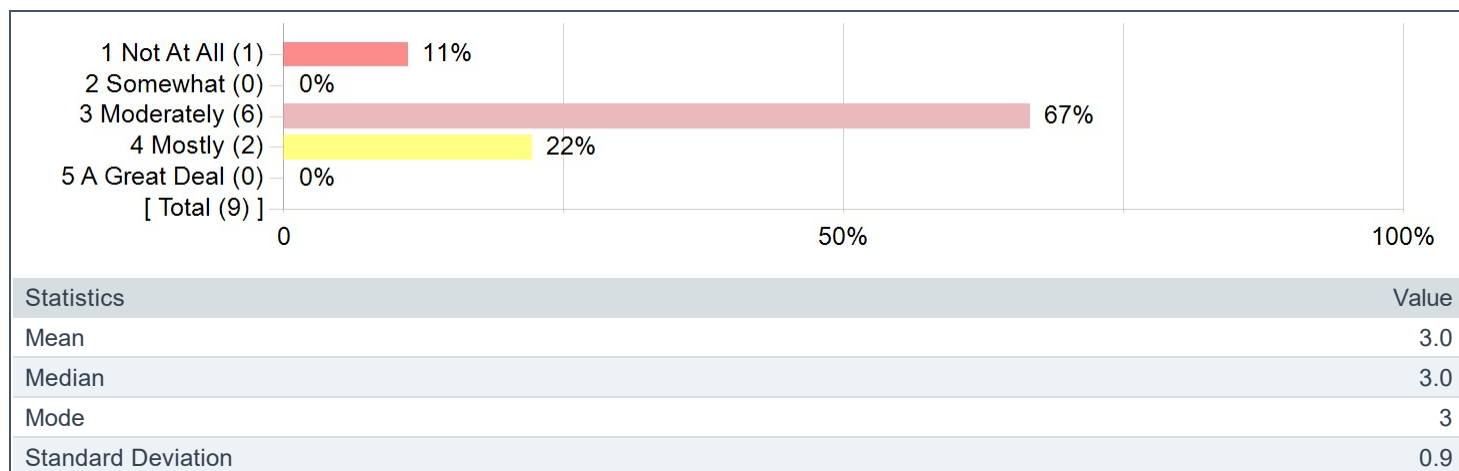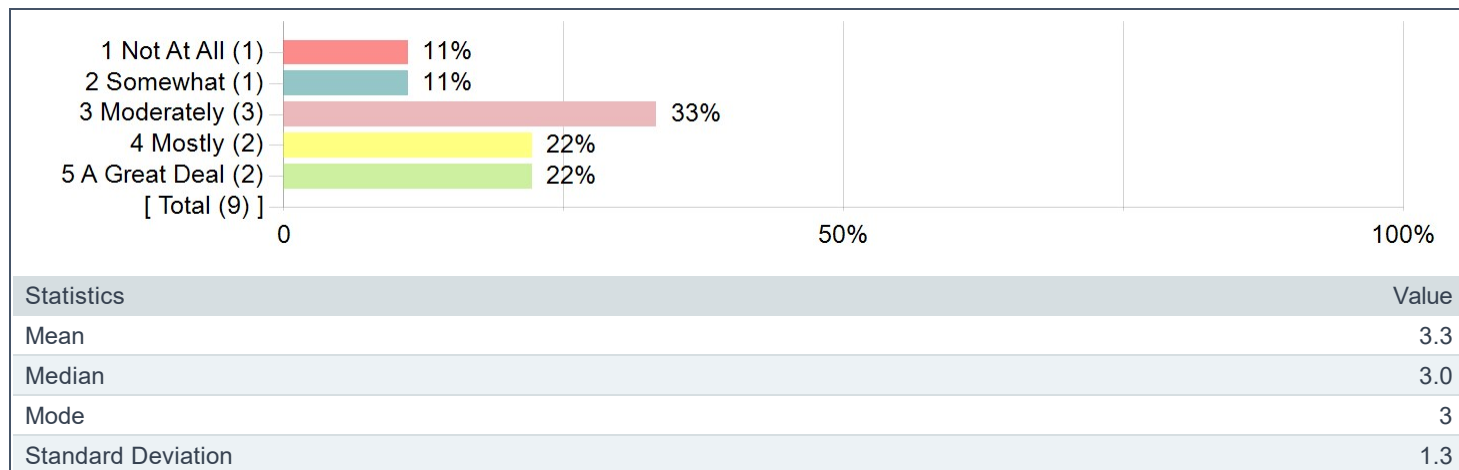
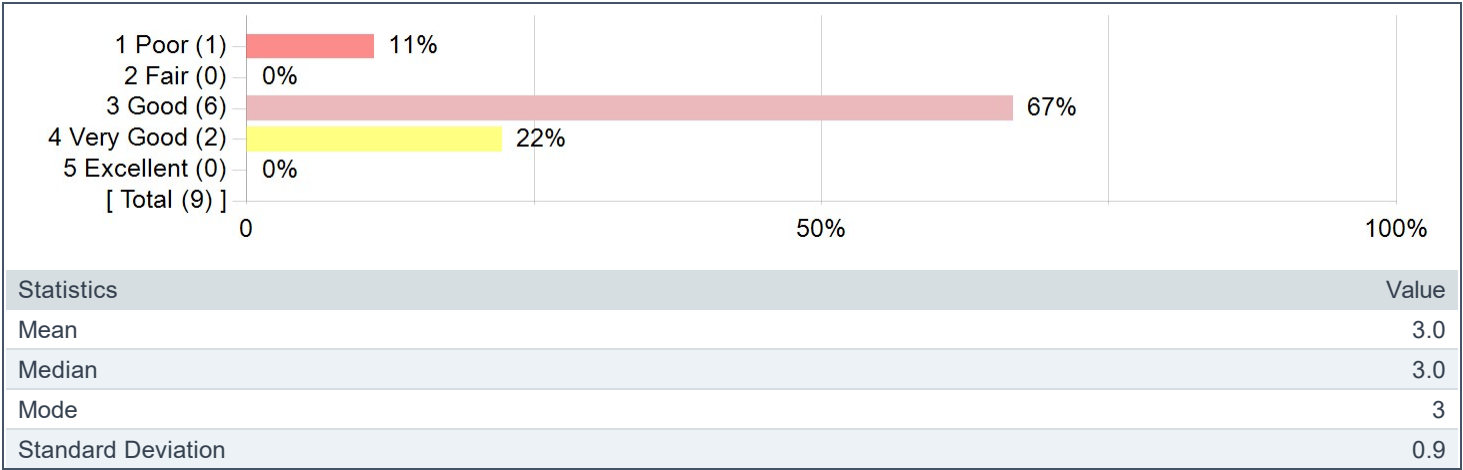| Statistics	Value
Mean	3.1
Median	3.0
Mode	3
Standard Deviation	0.6

13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.

```
1 Not At All (1)         11%
2 Somewhat (0)   0%
3 Moderately (6)                              67%
4 Mostly (2)              22%
5 A Great Deal (0)  0%
[ Total (9) ]
                    0              50%              100%
```

Statistics	Value
Mean	3.0
Median	3.0
Mode	3
Standard Deviation	0.9

14. The instructor (Lydia Wilkinson) explained what students are expected to learn in the course.

```
1 Not At All (1)         11%
2 Somewhat (1)           11%
3 Moderately (3)                  33%
4 Mostly (2)             22%
5 A Great Deal (2)       22%
[ Total (9) ]
                    0              50%              100%
```

Statistics	Value
Mean	3.3
Median	3.0
Mode	3
Standard Deviation	1.3

What is your overall rating of the instructor ([Lydia Wilkinson](#)) as a teacher?

Rating	Percentage
1 Poor (1)	11%
2 Fair (0)	0%
3 Good (6)	67%
4 Very Good (2)	22%
5 Excellent (0)	0%
[Total (9)]	

Statistics	Value
Mean	3.0
Median	3.0
Mode	3
Standard Deviation	0.9

Part B2. Additional Items

LEC_01 The instructor (<u>Lydia Wilkinson</u>) used appropriate means to deliver the material in a clear and organized manner.

	Percentage
1 Not At All (1)	11%
2 Somewhat (0)	0%
3 Moderately (4)	44%
4 Mostly (3)	33%
5 A Great Deal (1)	11%
[Total (9)]	

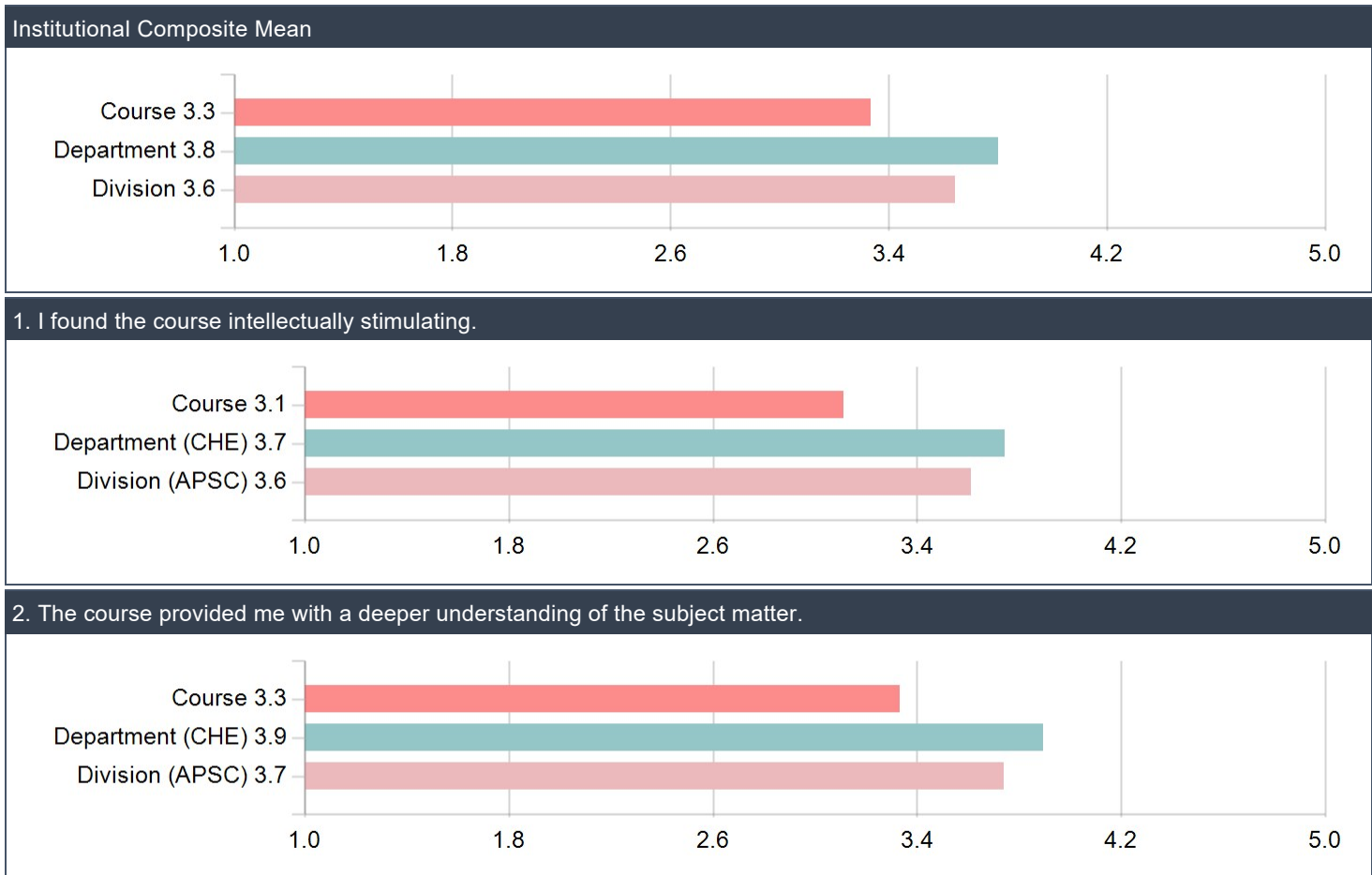| Statistics	Value
Mean	3.3
Median	3.0
Mode	3
Standard Deviation	1.1
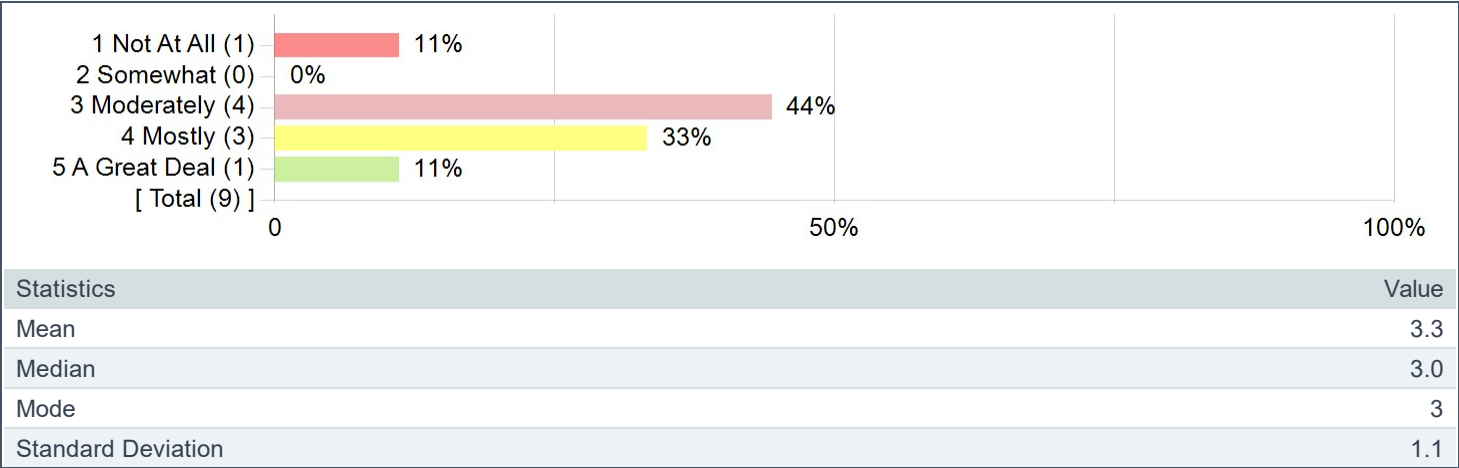
Section 3. Comparative Data

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.
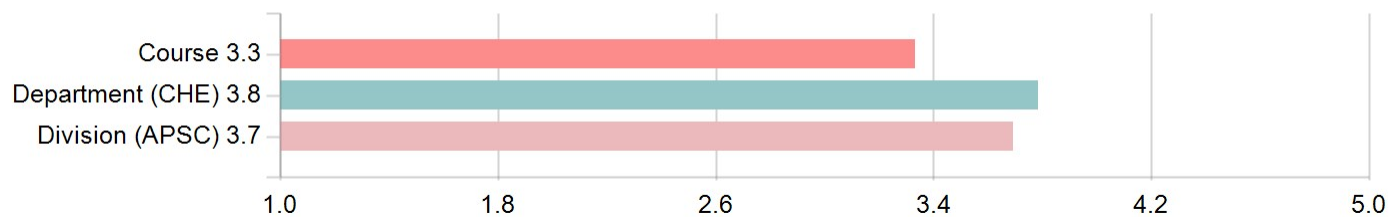
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be [(3.5x1000)+(4.5x10)]/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

Institutional Composite Mean

Course 3.3
Department 3.8
Division 3.6

1. I found the course intellectually stimulating.

Course 3.1
Department (CHE) 3.7
Division (APSC) 3.6

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

Course 3.3
Department (CHE) 3.9
Division (APSC) 3.7

3. The instructor (Lydia Wilkinson) created an atmosphere that was conducive to my learning.

	Rating
Course	3.3
Department (CHE)	3.8
Division (APSC)	3.7

Scale: 1.0 — 1.8 — 2.6 — 3.4 — 4.2 — 5.0

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

	Rating
Course	3.6
Department (CHE)	3.8
Division (APSC)	3.6

Scale: 1.0 — 1.8 — 2.6 — 3.4 — 4.2 — 5.0

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

	Rating
Course	3.3
Department (CHE)	3.8
Division (APSC)	3.6

Scale: 1.0 — 1.8 — 2.6 — 3.4 — 4.2 — 5.0
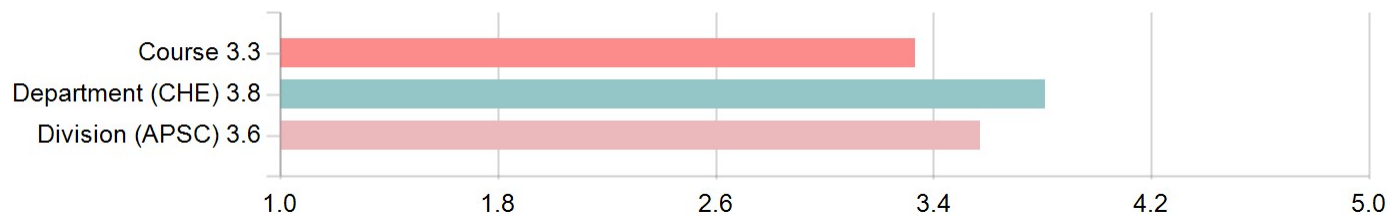
Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

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

	Rating
Course	2.9
Department (CHE)	3.5
Division (APSC)	3.4

Scale: 1.0 — 1.8 — 2.6 — 3.4 — 4.2 — 5.0

Part B. Divisional Items

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

9. The course helped me improve my ability to formulate, analyze and solve problems.

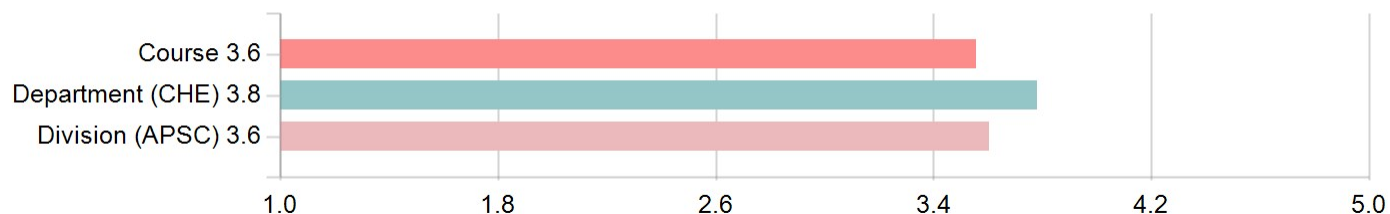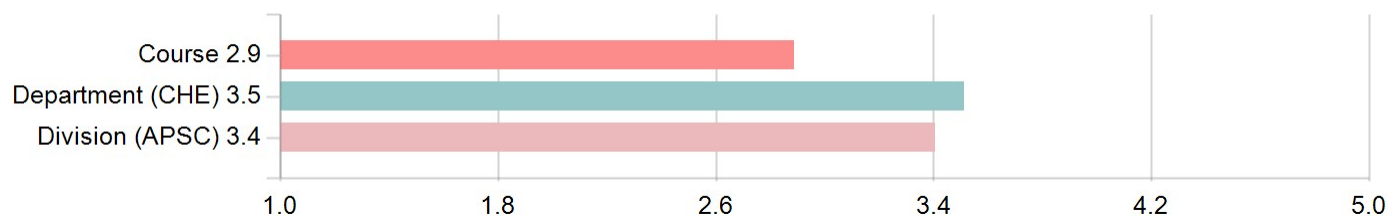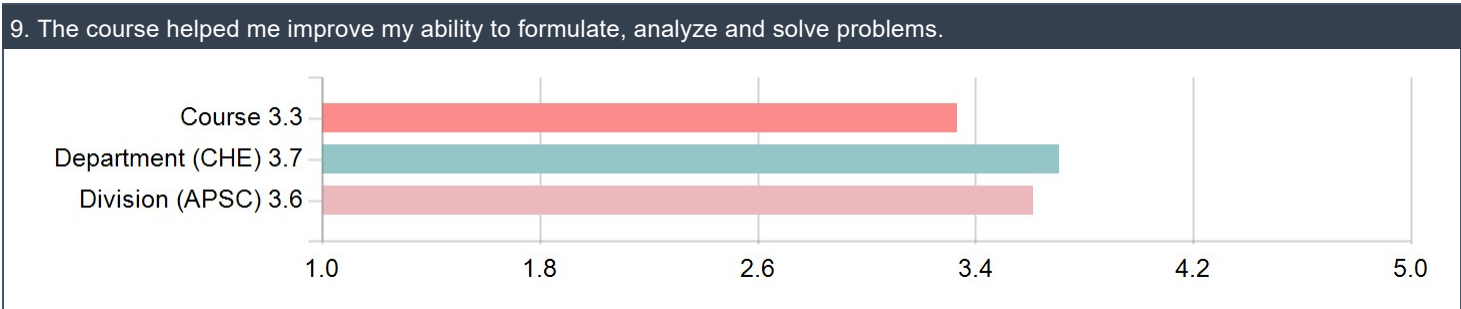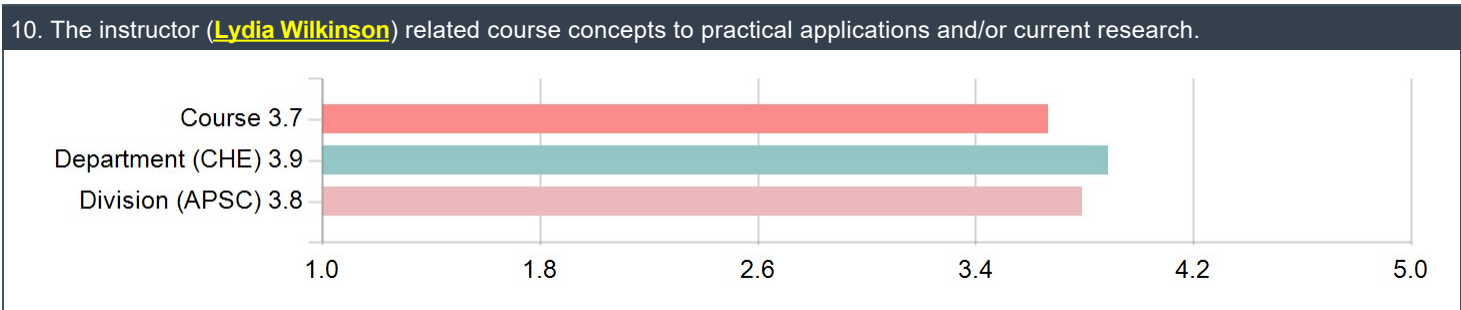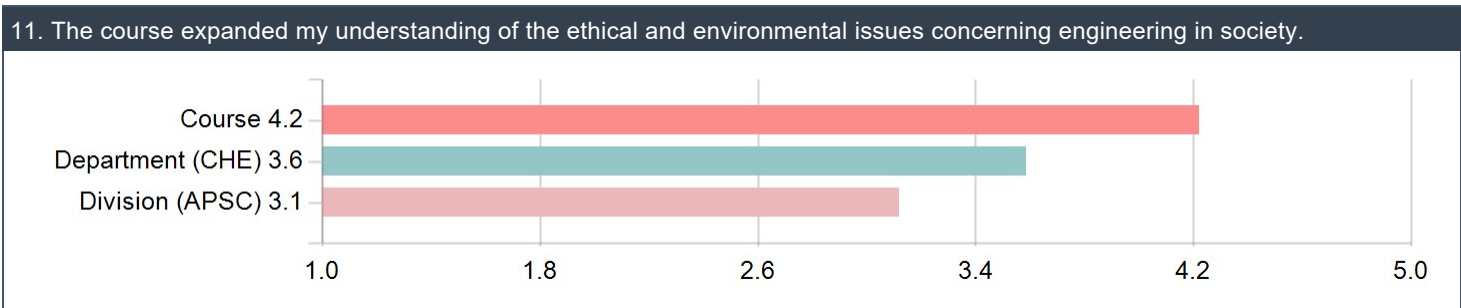|	
Course 3.3	
Department (CHE) 3.7	
Division (APSC) 3.6	

1.0   1.8   2.6   3.4   4.2   5.0

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

10. The instructor (Lydia Wilkinson) related course concepts to practical applications and/or current research.

Course 3.7	
Department (CHE) 3.9	
Division (APSC) 3.8	

1.0   1.8   2.6   3.4   4.2   5.0

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

11. The course expanded my understanding of the ethical and environmental issues concerning engineering in society.

Course 4.2	
Department (CHE) 3.6	
Division (APSC) 3.1	

1.0   1.8   2.6   3.4   4.2   5.0

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

12. The instructor (Lydia Wilkinson) explained how the course concepts related to other courses.

|	
Course 3.1	
Department (CHE) 3.6	
Division (APSC) 3.4	

1.0   1.8   2.6   3.4   4.2   5.0
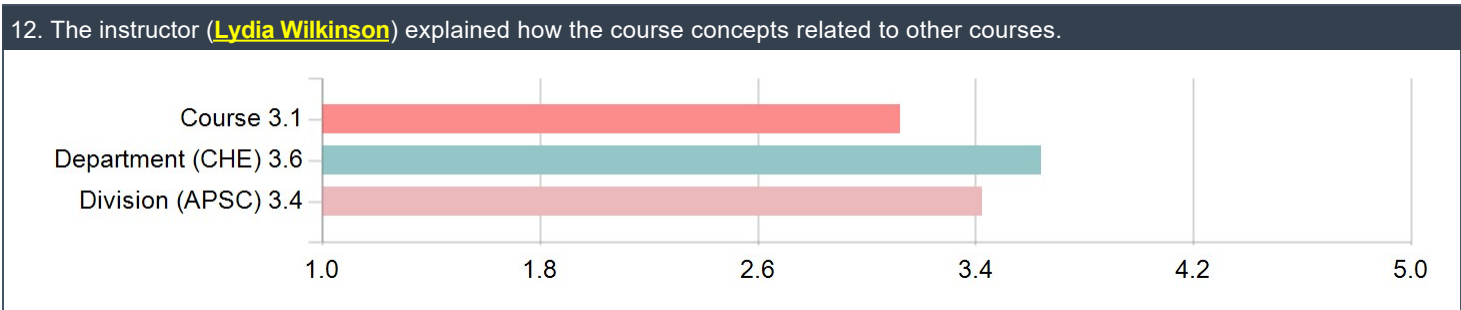
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.

Course 3.0
Department (CHE) 3.3
Division (APSC) 3.3

1.0   1.8   2.6   3.4   4.2   5.0
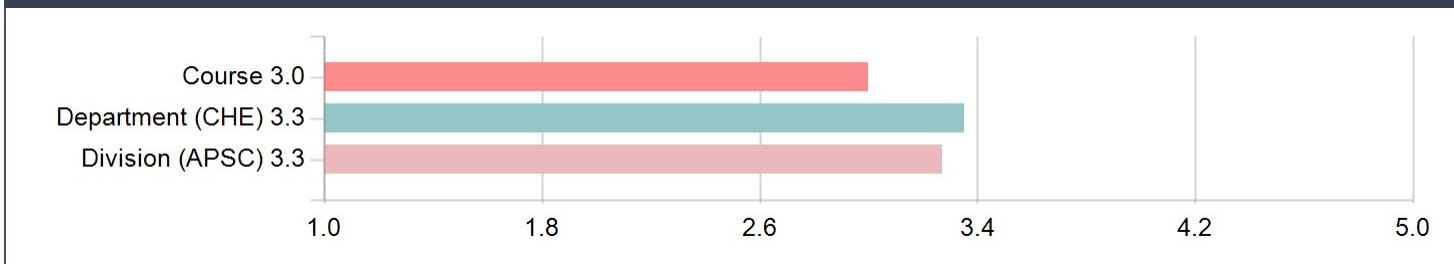
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

14. The instructor (**Lydia Wilkinson**) explained what students are expected to learn in the course.

Course 3.3
Department (CHE) 3.8
Division (APSC) 3.7

1.0   1.8   2.6   3.4   4.2   5.0
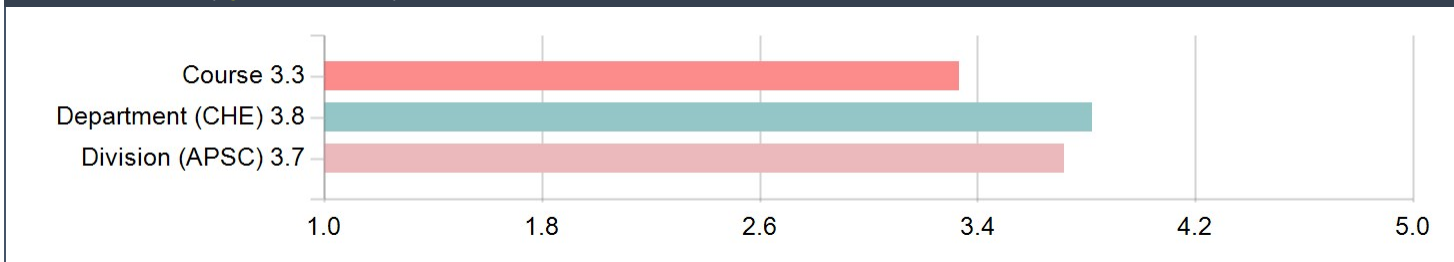
Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

15. What is your overall rating of the instructor (**Lydia Wilkinson**) as a teacher?
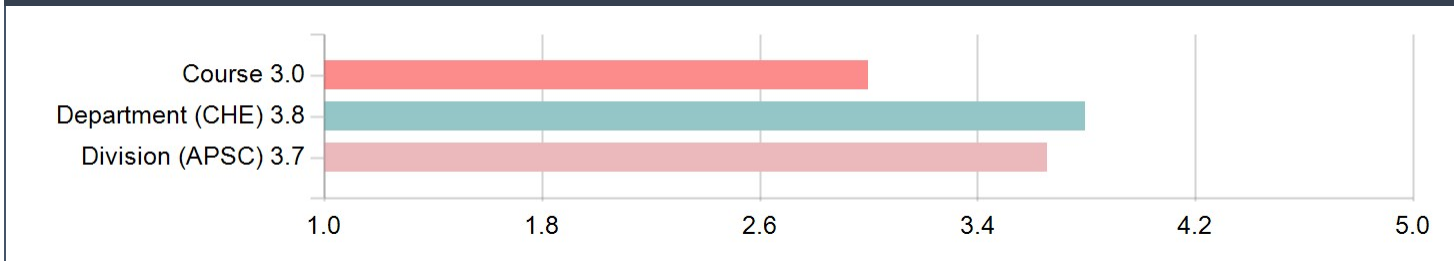
Course 3.0
Department (CHE) 3.8
Division (APSC) 3.7

1.0   1.8   2.6   3.4   4.2   5.0

Part B2. Additional Items

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

APSC_LEC. The instructor (**Lydia Wilkinson**) used appropriate means to deliver the material in a clear and organized manner.

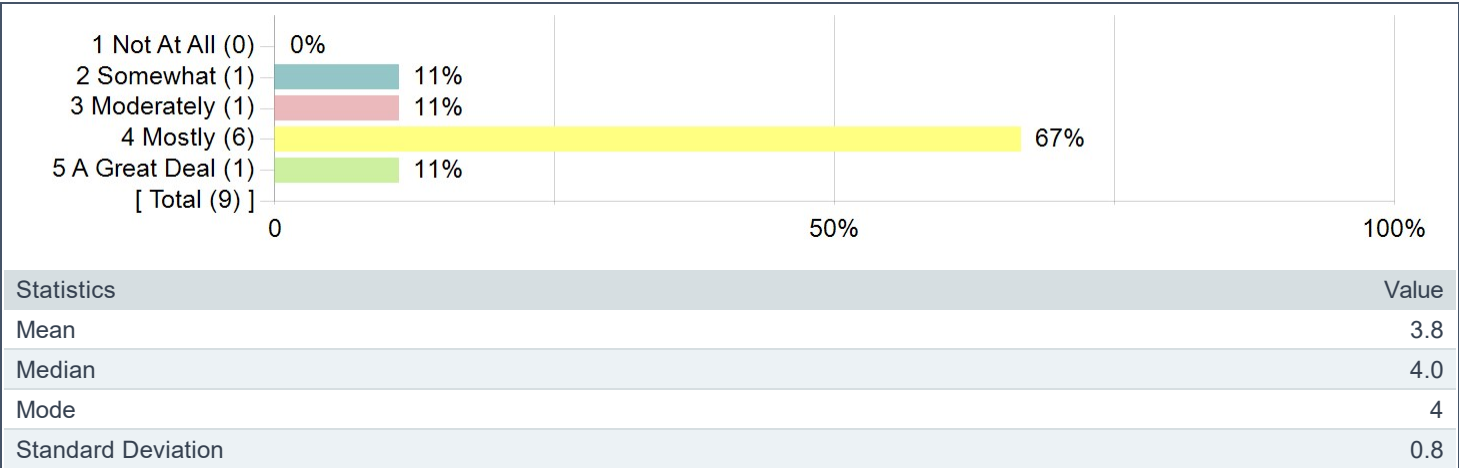|	Rating
Course	3.3
Department (CHE)	3.7
Division (APSC)	3.7
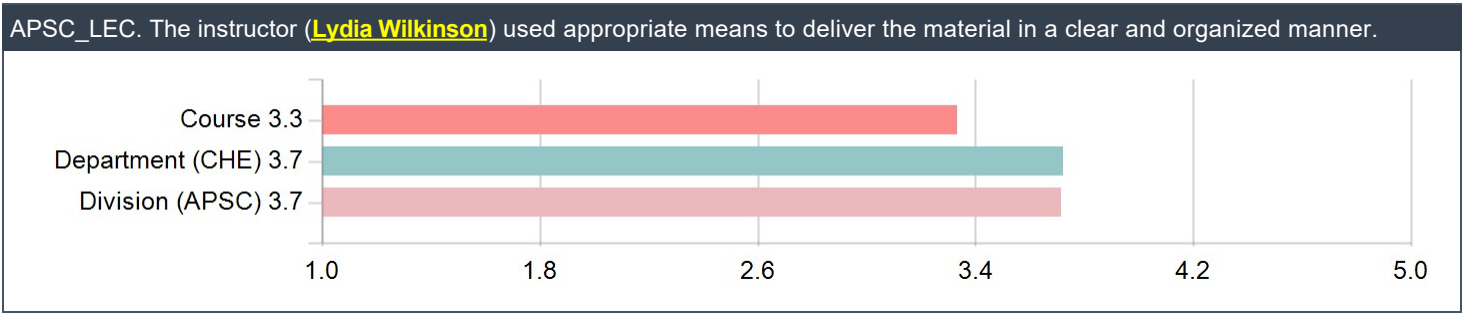
Section 4: Formative Data

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.

E-2. The course instructor (Lydia Wilkinson) provided opportunity for group activity and discussion in class.

Response	Percentage
1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (3)	33%
4 Mostly (2)	22%
5 A Great Deal (4)	44%
[Total (9)]	

Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	0.9
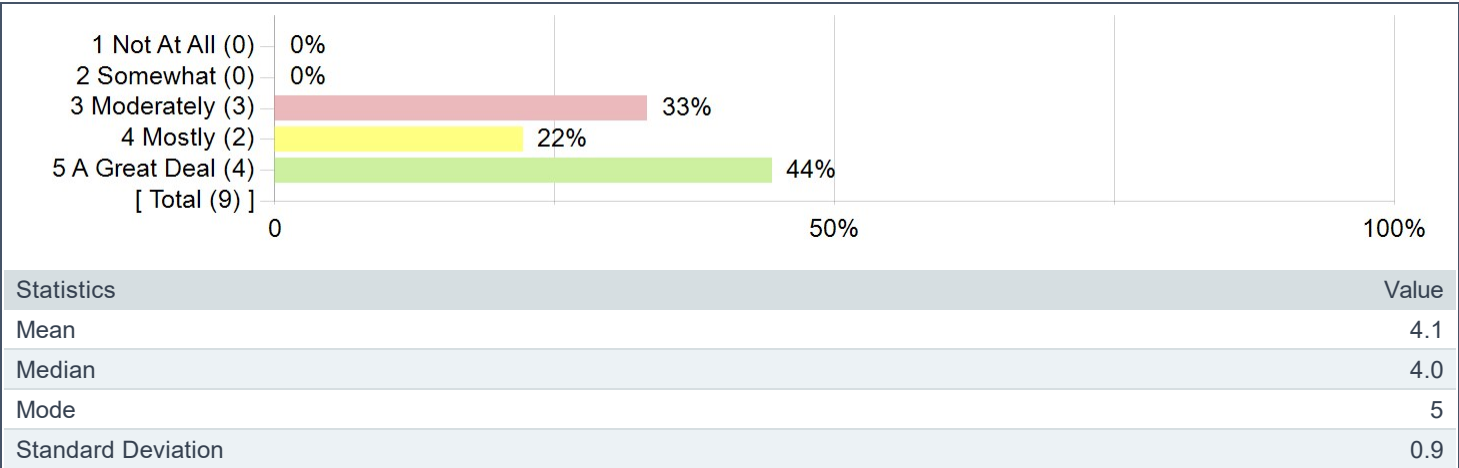
G-1. The course instructor (Lydia Wilkinson) related course concepts to current issues or real-life situations.

Response	Percentage
1 Not At All (0)	0%
2 Somewhat (1)	11%
3 Moderately (1)	11%
4 Mostly (6)	67%
5 A Great Deal (1)	11%
[Total (9)]	

Statistics	Value
Mean	3.8
Median	4.0
Mode	4
Standard Deviation	0.8

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

Response	Percentage
1 Not At All (1)	11%
2 Somewhat (0)	0%
3 Moderately (4)	44%
4 Mostly (2)	22%
5 A Great Deal (2)	22%
[Total (9)]	

Statistics	Value
Mean	3.4
Median	3.0
Mode	3
Standard Deviation	1.2