

APSC Winter 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. |
|---|--|---|---|

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). | |

APSC Winter 2025 UG Course Evaluation Report for Hamid Shokrollah-Timorabadi

Course Name: SIGNALS AND SYSTEMS ECE216H1-S-LEC0104
Delivery Mode: INPER

Division: APSC
Department: ECE

| Raters | Students |
|----------------|----------|
| Responded | 28 |
| Invited | 100 |
| Response Ratio | 28% |

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 |

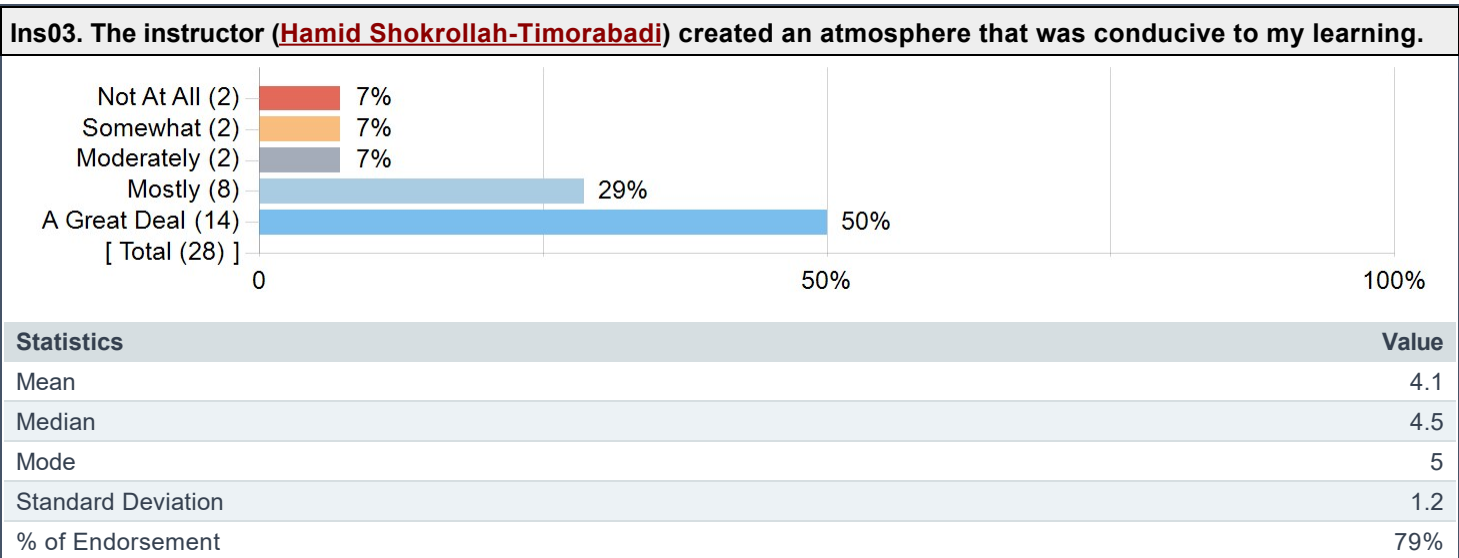
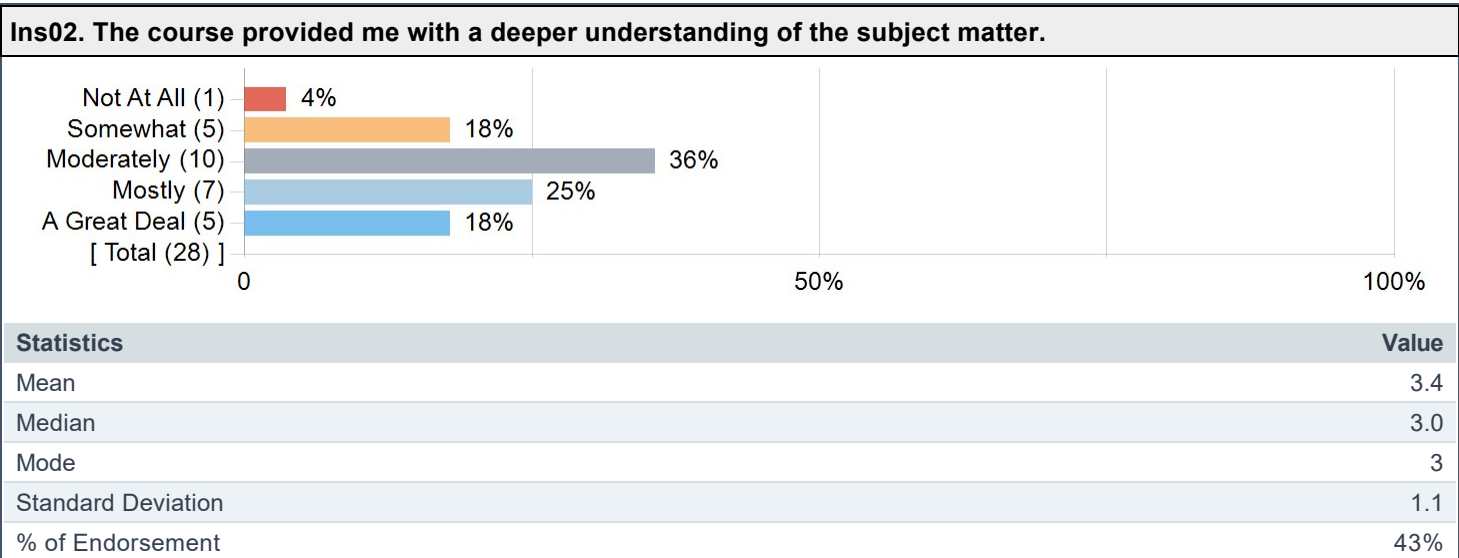
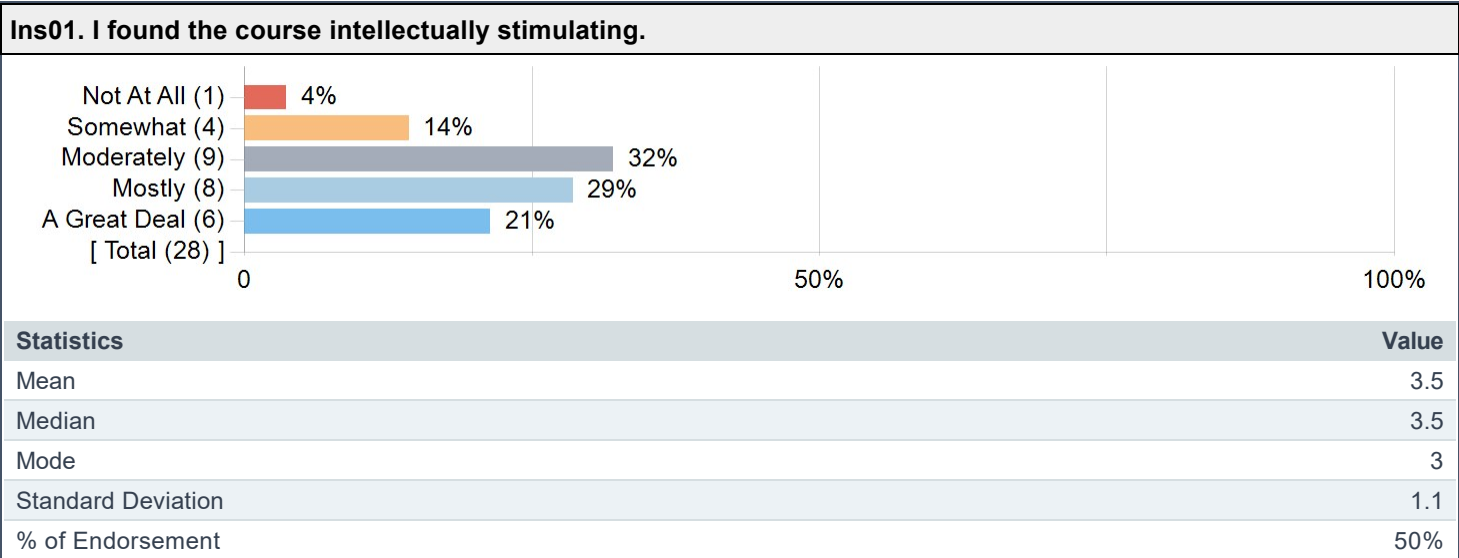
Divisional and departmental items may use scales different than the two noted above.

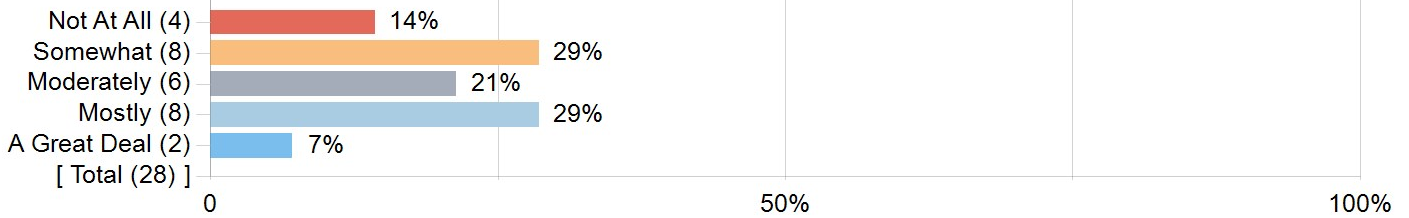
The bar graphs provide the number and percentage of respondents selecting each answer option for each item. The distribution of answer options in the bar graphs gives the most complete information about the typical student response and the variability in the distribution of responses. When interpreting 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.

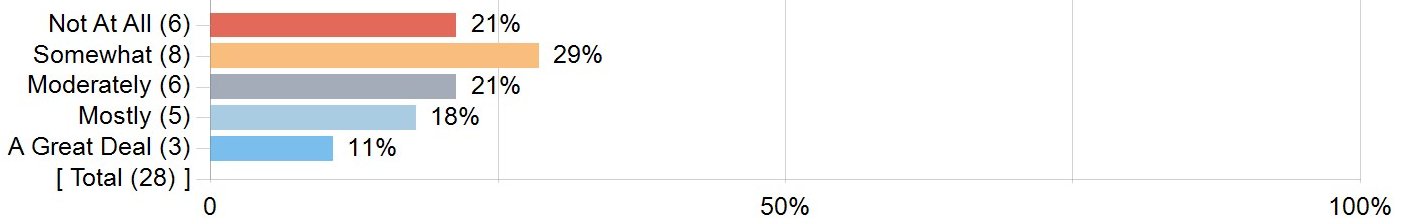
“% of Endorsement” indicates the percentage of respondents that selected the two most positive response options (“A Great Deal” and “Mostly” combined in Ins01 to Ins05; “Excellent” and “Very good” combined in Ins06). Please note that divisional and departmental items might use scales that are not in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

Institutional Items

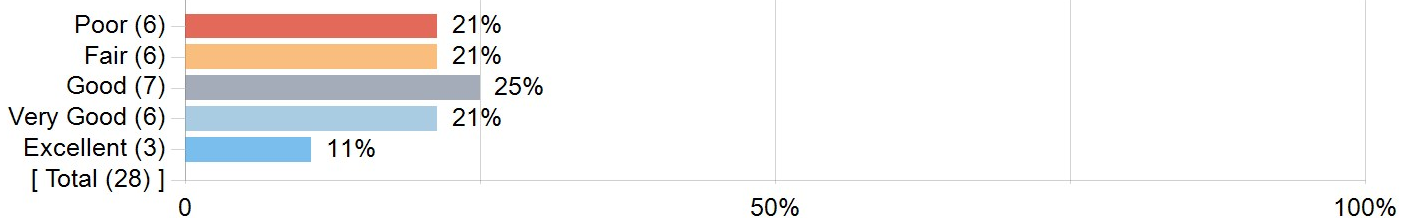


Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

| Statistics | Value |
|--------------------|-------|
| Mean | 2.9 |
| Median | 3.0 |
| Mode | 2, 4 |
| Standard Deviation | 1.2 |
| % of Endorsement | 36% |

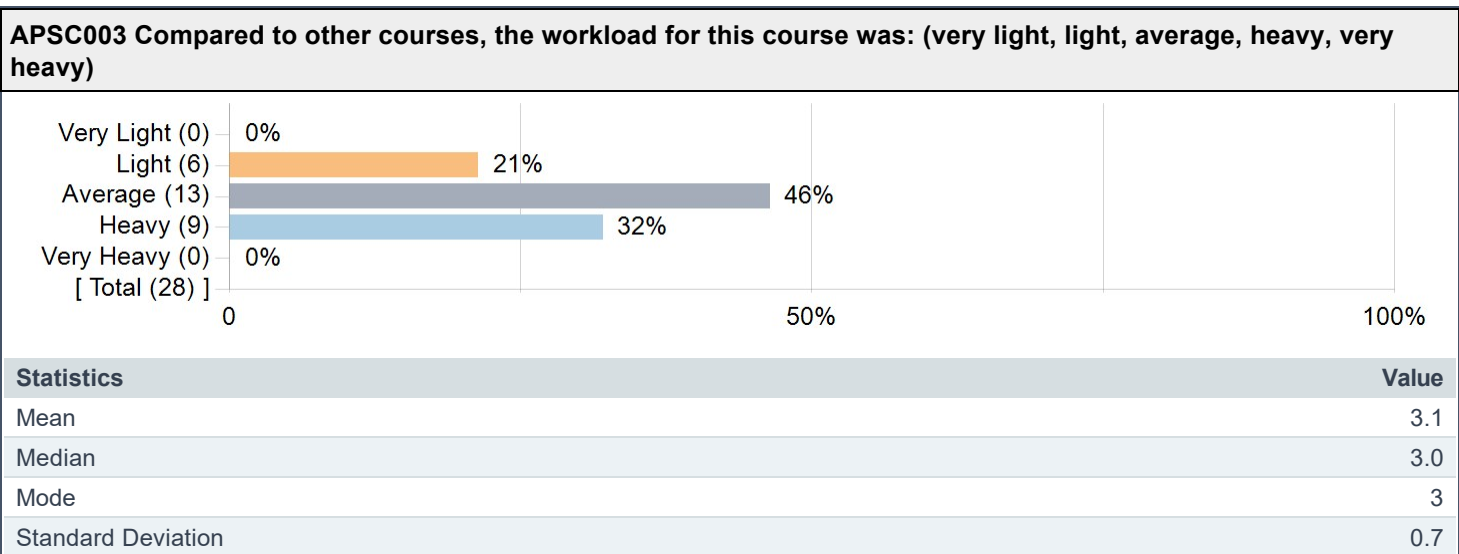
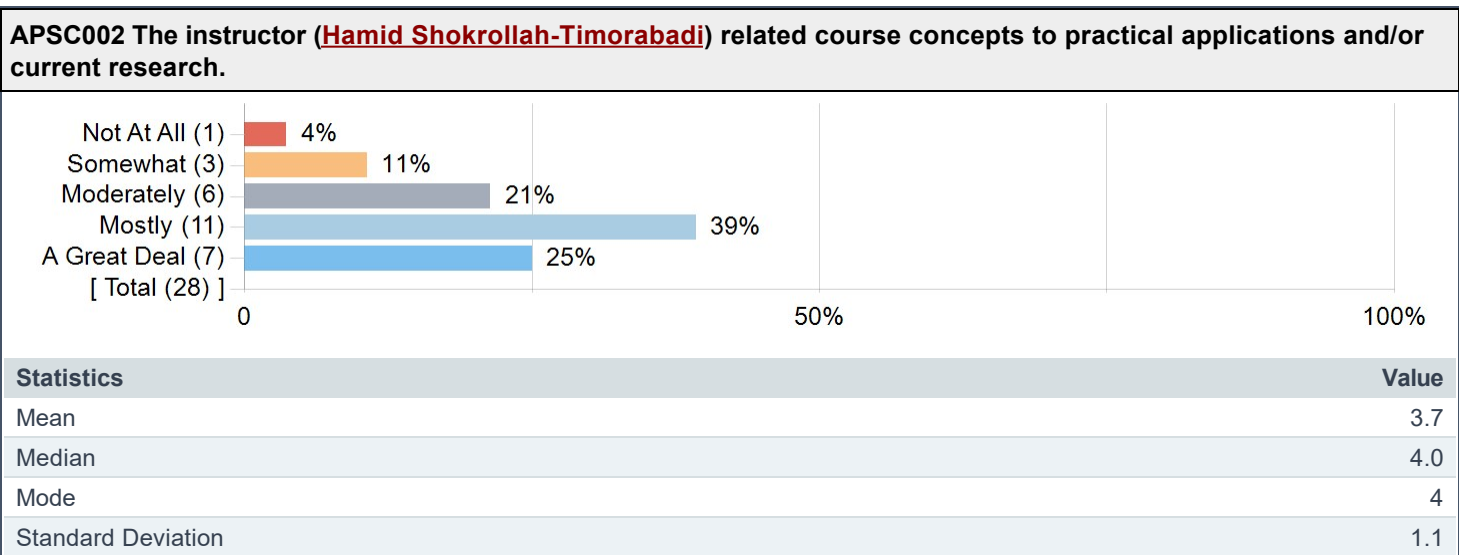
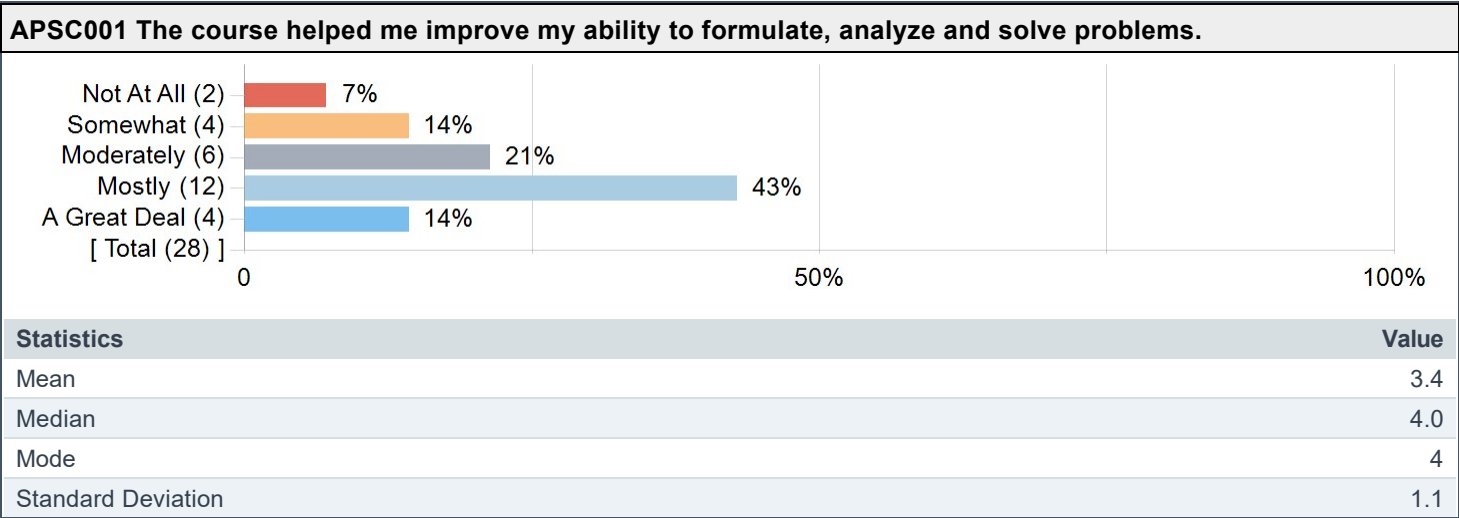
Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

| Statistics | Value |
|--------------------|-------|
| Mean | 2.7 |
| Median | 2.5 |
| Mode | 2 |
| Standard Deviation | 1.3 |
| % of Endorsement | 29% |

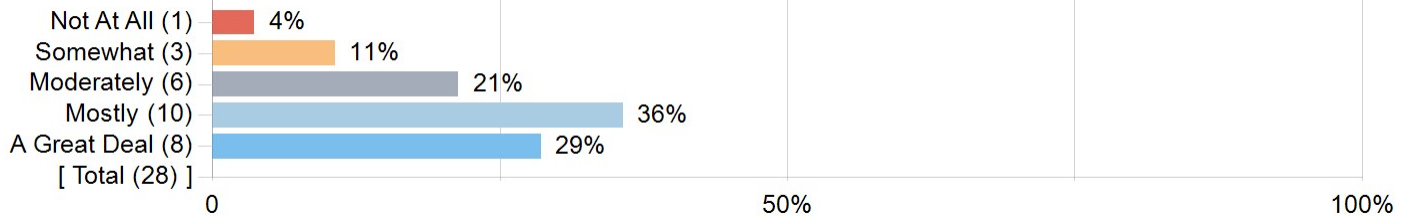
Ins06. Overall, the quality of my learning experience in this course was:

| Statistics | Value |
|--------------------|-------|
| Mean | 2.8 |
| Median | 3.0 |
| Mode | 3 |
| Standard Deviation | 1.3 |
| % of Endorsement | 32% |

Divisional Items

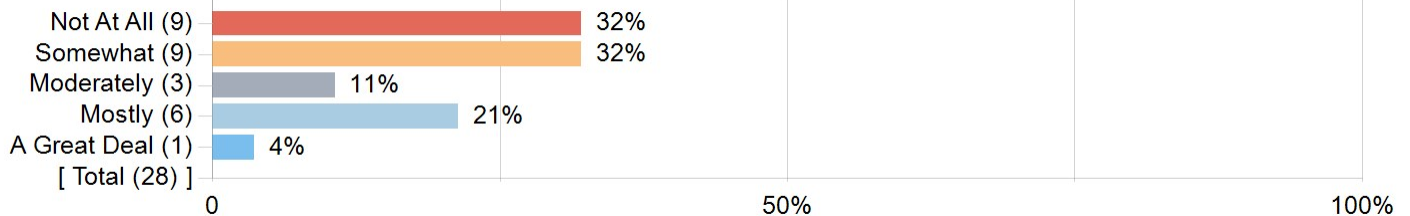


APSC004 The instructor ([Hamid Shokrollah-Timorabadi](#)) explained how the course concepts related to other courses.



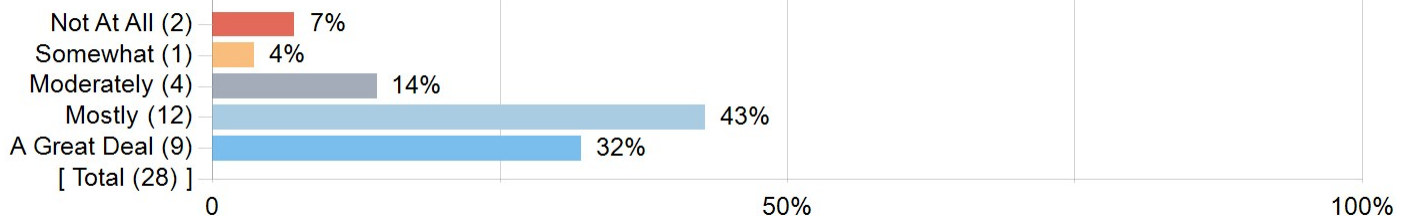
| Statistics | Value |
|--------------------|-------|
| Mean | 3.8 |
| Median | 4.0 |
| Mode | 4 |
| Standard Deviation | 1.1 |

APSC005 The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.



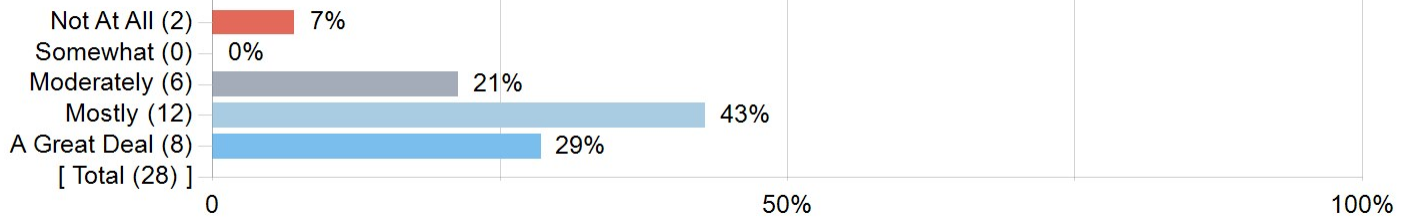
| Statistics | Value |
|--------------------|-------|
| Mean | 2.3 |
| Median | 2.0 |
| Mode | 1, 2 |
| Standard Deviation | 1.2 |

APSC006 The instructor ([Hamid Shokrollah-Timorabadi](#)) explained what students are expected to learn in the course.



| Statistics | Value |
|--------------------|-------|
| Mean | 3.9 |
| Median | 4.0 |
| Mode | 4 |
| Standard Deviation | 1.1 |

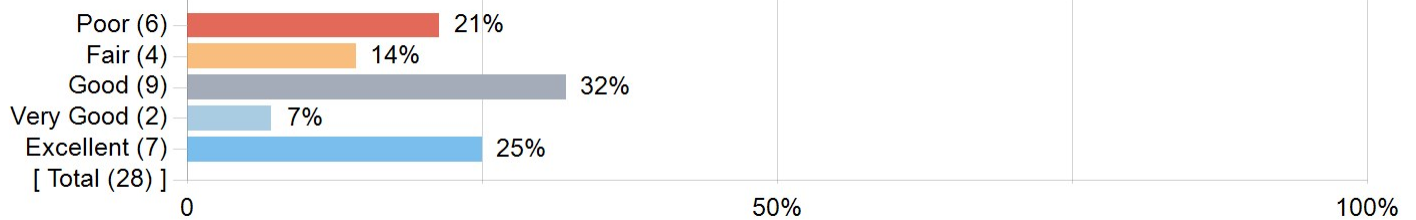
APSC007 The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner.



| Statistics | Value |
|--------------------|-------|
| Mean | 3.9 |
| Median | 4.0 |
| Mode | 4 |
| Standard Deviation | 1.1 |

Departmental Items

ECE001 Overall, the quality of my learning experience in the tutorial/lab was:



| Statistics | Value |
|--------------------|-------|
| Mean | 3.0 |
| Median | 3.0 |
| Mode | 3 |
| Standard Deviation | 1.5 |

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 |
| 3.3 | 4.0 | 3.7 |

| Institutional Items | Course Mean | Dept Mean | Div Mean | Course Median | Dept Median | Div Median |
|---|--------------------|------------------|-----------------|----------------------|--------------------|-------------------|
| Ins01. I found the course intellectually stimulating. | 3.5 | 4.1 | 3.7 | 3.5 | 4.0 | 4.0 |
| Ins02. The course provided me with a deeper understanding of the subject matter. | 3.4 | 4.2 | 3.8 | 3.0 | 4.0 | 4.0 |
| Ins03. The instructor (Hamid Shokrollah-Timorabadi) created an atmosphere that was conducive to my learning. | 4.1 | 4.1 | 3.8 | 4.5 | 5.0 | 4.0 |
| Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material. | 2.9 | 3.9 | 3.6 | 3.0 | 4.0 | 4.0 |
| Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material. | 2.7 | 3.9 | 3.6 | 2.5 | 4.0 | 4.0 |
| Ins06. Overall, the quality of my learning experience in this course was: | 2.8 | 3.7 | 3.4 | 3.0 | 4.0 | 3.0 |

| Divisional Items | Course Mean | Dept Mean | Div Mean | Course Median | Dept Median | Div Median |
|--|--------------------|------------------|-----------------|----------------------|--------------------|-------------------|
| APSC001 The course helped me improve my ability to formulate, analyze and solve problems. | 3.4 | 3.9 | 3.6 | 4.0 | 4.0 | 4.0 |
| APSC002 The instructor (Hamid Shokrollah-Timorabadi) related course concepts to practical applications and/or current research. | 3.7 | 4.2 | 3.8 | 4.0 | 5.0 | 4.0 |
| APSC003 Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy) | 3.1 | 3.5 | 3.4 | 3.0 | 3.0 | 3.0 |
| APSC004 The instructor (Hamid Shokrollah-Timorabadi) explained how the course concepts related to other courses. | 3.8 | 3.8 | 3.5 | 4.0 | 4.0 | 4.0 |
| APSC005 The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials. | 2.3 | 3.5 | 3.2 | 2.0 | 4.0 | 3.0 |
| APSC006 The instructor (Hamid Shokrollah-Timorabadi) explained what students are expected to learn in the course. | 3.9 | 4.1 | 3.8 | 4.0 | 4.0 | 4.0 |
| APSC007 The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner. | 3.9 | 4.1 | 3.8 | 4.0 | 4.0 | 4.0 |

| Departmental Items | Course Mean | Dept Mean | Course Median | Dept Median |
|--|-------------|-----------|---------------|-------------|
| ECE001 Overall, the quality of my learning experience in the tutorial/lab was: | 3.0 | 3.5 | 3.0 | 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 |
|--|
| Midterms very disorganized |
| Hamid is kind of mean. He is funny but can be a bully to students. He doesn't know the content of ECE216 well enough to be teaching it, as he frequently makes mistakes during lectures (like 5+ mistakes per lecture), and then when a student corrects him he bullies them. For instance, one time a student called out an error in his lecture and he proceeded to stop the class and just start calling the student "you little mathematician" in a demeaning manner. |
| Overall, Hamid is kind of an asshole and is not fit to teach ECE216. |
| Instructors don't post notes on the course website so when students wants to review the official handwritten notes they failed to find them on quercus. |
| Prof. Timorabadi's lectures were clear and interesting. I liked how lectures were done through handwritten, color-coded notes rather than slides, since it is easier to pay attention to and take notes from. |
| I think the course could improve upon the labs, because I felt they were not very relevant to the course content being learned at the time they were assigned and did not help me improve my understanding of the course (ex. I felt the transient RC circuits lab was more related to 212 than 216). |
| Lectures were very uncoordinated and did not help me understand/learn the material to the degree I would expect. The course notes published on Quercus were a much better resource in all respects. Effort should be taken to improve the clarity/usefulness of lectures. |
| not the best |
| Professor Hamid is a great professor and creates a friendly atmosphere for the classroom. He is very funny, but is also a very good teacher as he knows how to explain topics and then give relevant examples. |
| If quality of instruction includes properly testing and evaluating students, ensuring students' hard work is rewarded, and/or providing assurance that course out of the hands of students wont severely negatively affect their learning experience and future, then this is the worst instructed course I've taken in my life to-date. How the midterm 2 is currently / has been handled is beyond irresponsible and honestly made me lose trust in the quality of education I am receiving. How am I supposed to put my all in learning coursework and being passionate when I end up thrown in the least professionally handled midterm, only to be told "don't worry we will just weight it a little bit less". How is a completely unfair midterm experience fixed in any sense if we just weight it less. Weight should be moved to the exam, coursework, etc. This is the most disrespected I have felt as a student. The rebooking of the midterm was not the fault of the instructor, but the fact that no official announcement was made to cancel the midterm was horrible and completely on the teaching team. After moving the midterm to the day before I have 7 hours of labs, they didn't provide formula sheets, and instead resorted to passing the sheet around on TA's phones. While some students got it instantly, it took 40 minutes after TA's received the sheet for it to arrive at my table. The impromptu solution was bad and how the teaching team brushed the aftermath under the rug with a simple widespread weight shift is very clearly an underestimate of students' intellect. |
| The overall quality of instruction was great as prof. Hamid did a great job making lectures interactive and helped me understand the topic. |
| I found the instruction in this course to be strong and effective. However, I do wish that specific textbook pages and questions were provided. Not having a dedicated course textbook and instead relying on several suggested texts was a bit frustrating at times. That said, the course was still well-taught, and I appreciated the effort put into delivering the material in an engaging way. |
| Hamid is a great proffessor, he is very example focused, and gives us the a great foundation for concepts. I only wish he was a little bit more organized in terms of his notes. |
| Prof was engaging with the audience, but sometimes went very off topic and would talk for a while, resulting in either missing information or staying longer after class. I'm aware of my bias as a commuter, but that doesn't change that I want to learn the topic rather than listen to the prof rant about whatever. Nothing is wrong with jokes every once in a while, but he constantly says he doesn't complete everything he wanted to say. |
| While the course content is undoubtedly important and the instructors are knowledgeable, I believe the quality of instruction can be improved significantly to enhance student learning. For example, only one professor uploaded lecture notes, and even those were incomplete toward the end of the term. The main course notes are a large PowerPoint presentation that includes significant |

Comments

amounts of content not directly relevant to the syllabus, making it confusing and difficult to study effectively.

Additionally, the second midterm experience was quite stressful. Students were initially told that an aid sheet would be given, but this was later not given and a limited set of formulas were written on the board. While the provided formulas may have been sufficient, this caused confusion and disrupted the flow.

Furthermore, the marking scheme across exams feels overly harsh, and the official solutions often skip steps, making it hard to understand. More transparency and consistency in grading, along with detailed solutions that align with the expectations in grading, would greatly support student learning.

That said, some aspects have worked well—for example, the problem sets provide valuable practice, and when instructors do share their notes, it helps clarify complex topics. I hope future iterations of the course can continue to build on these strengths while addressing the structural and communication issues.

Prof. Timorabadi taught quite well. He used his own notes instead of just reading off the course slides. He often uses examples and jokes in class to motivate students and help them understand the material better.

I like the examples that Prof Hamid covers in class, they're very useful when preparing for the exam. I think he covers the concepts in a logical order, but what really cements it for me is the tutorial.

I genuinely think Prof Hamid should write an autobiography with all the funny stories he tells us in class.

The course was very informative and taught well.

Lectures, tutorials, and problem sets were all extremely helpful to understanding and preparing for exams. However, the labs felt completely separated from the rest of the course and took up a lot of time that I believe is not completely necessary.

The TA Emily was incredibly important for my learning. She isn't even my assigned tutorial but she is wonderful since she is able to explain the material in an intuitive manner. Hamid also keeps his lectures quite entertaining and his explanations for the most part are sufficient. Other TA's during my practical section were also very helpful.

I feel like there wasn't enough of an emphasis on connecting concepts in this course, but other than that the teaching of each subject was quite good.

Prof Timorabadi created a healthy learning environment. Some concepts / specific questions weren't explained clearly. But mostly done correctly.

Emily Vukovich was one of the best TAs I have ever had. Good with concepts and questions. Presents well. Patient with questions from students. Created a great learning environment during her tutorials.

Hamid always made class fun as he would make jokes in the middle of the class and I would look forward to his classes.

Questions on midterms are worded weirdly, for ex. on the first midterm it asked about "writing the expression" but then the solution required calculating an actual answer. Would be nice if questions were worded more clearly/explicitly on what they are looking for, as it allows students to actually demonstrate their understanding instead of making assumptions that lead to lower marks.

I loved Professor Hamid's lectures, he always broke down complex concepts easy to understand, even when the slides did not have sufficient information. Always came prepared with really good example which really stood amongst the other instructor

Instruction in this course was adequate but could have been better. Material is very theoretical and applications are rarely discussed.

Hamid was very nice, but was also often wrong in what he would say in class. While the instruction was always clear, I was still often confused what would be on the tests and exam.

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

| Comments |
|--|
| Shoutout to TA Anthony. He has been very nice throughout and honestly made my experience so much better, especially through all the hecticness. He is calm and is able to explain things good. |
| I liked the problem sets. It helped me understand the content more |
| Good. My TA was great, very helpful. Shoutout Anthony Ho. |
| Need to improve the quality of midterms, course materials and the supports. The feedback from the midterm failed to explain where I am doing wrong, only pointing my wrong answer and giving the correct answer is not sufficient to let me realize where I was wrong so I could improve and revise. |
| Pertaining to the course and the posted notes and lecture slides were helpful when I needed to check if I wrote something incorrectly, and I appreciated how the lecture slides were all posted at the beginning of the year. |
| Tutorial TAs (monday morning TAs) were helpful when I needed to ask questions, and offered to let me email them questions that they could not answer during tutorial time, which helped my understanding of the course. |
| I personally did not go to practicals since I found the labs were straightforward. |
| Tutorials were very helpful for me, and my TA, Emily, was exceptional at solving questions at the speed of the student while explaining commonly misunderstood topics. |
| nothing provided remotely enough support to counteract the disservice that happened to my education |
| The assistance provided through tutorials was great however the quality of tutorials varies greatly between TAs |
| Support was good. |
| TA's tend to not work through all problems, or when asked specific problems sometimes simplifies the example making it easier to solve. |
| I found the lab TA's extremely helpful for completing the labs, providing useful insight and clarity into how to complete them in matlab and simulink. Some of the tutorial Ta's helped me understand the problem sets. I find that the prof's office hours were a bit inconvenient as they were during a tutorial for me. |
| There is little assistance besides lectures and tutorials. Instructors ignore questions on Piazza most of the time. Besides, few people come to tutorials because our tutorial TA does not teach very well. |
| I really liked the tutorials, my TA (Emily) is excellent at teaching and ensures that students understand the material. |
| Problems sets helped me understand the content better. |
| My TA, Anthony Ho was extremely helpful and conducive to my learning throughout the course. He has helped me understand so many concepts on a much deeper level. He actively ensures all attending members understand the concepts he is going over and does not get frustrated when asked to repeat something multiple times. |
| Unfortunately, assistance on Piazza was limited. Besides that, sufficient opportunities in lecture and tutorial was provided. |
| I did not find tutorials very stimulating or helpful. I think a restructuring might be beneficial. Not sure how though. |
| Tutorials were amazing. |
| Would be nice if instructors responded to more Piazza posts |
| Very little assistance was provided. Tutorials were helpful but it is difficult to ask the TA questions when there are long lineups of students (especially given that most of the class is used to answer problem set questions). |
| The TAs were very nice and were able to answer all of the questions I had. While I did not encounter them much due to the limited lab dates, the times I asked questions, I was always provided with a satisfactory answer. |