# 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: SP. TOPICS IN ENERGY SYSTEMS ECE1049H-F-LEC0101
Division: SGS
Session: F
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Hamid Shokrollah-Timorabadi
Section: LEC0101
Delivery Mode: INPER

| Raters | Students |
|---|---|
| Responded | 7 |
| Invited | 18 |

## 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. | 3.7 | 4.0 |
| The course provided me with a deeper understanding of the subject matter. | 4.0 | 4.0 |
| The instructor (Hamid Shokrollah-Timorabadi) created an atmosphere that was conducive to my learning. | 4.4 | 5.0 |
| Course projects, assignments, tests, and/or exams improved my understanding of the course material. | 3.7 | 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 | 3.9 | - |

**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…. | 3.7 | 4.0 |

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

| Comments |
|---|
| Good |
| Course had a heavy workload and the lab component should be displayed when enrolling. |
| Combining lectures, simulations, and experiments, this course provided a comprehensive overview of EV systems. However, the lecture slides could be made more engaging to better capture students' attention. |
| Lecture content was varied, and the delivery was enjoyable. In some cases I felt the knowledge/data focus of some lectures (e.g. listing specifications of several EV models) took away from lecture time that could be used to develop a deeper conceptual understanding of EV systems and how they work. Perhaps this is a bit of a reach for a graduate–level course that must accommodate students from different technical backgrounds. One thing I would change about the course would be to have a greater portion of the grades be from individual work: this should be at least 50%, in my opinion, in case there are dynamics issues within the lab groups. |
| not bad |
| Not bad, lab is very very challenging for someone who does not have previous experience. TA is helpful during lab but the lab instructions are very bad–explained. I often dont understand what I need to do for the prelab or postlab. |

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

| Comments |
|---|
| Good |
| the TA's and instructor (piazza) |
| Both TAs were very helpful; they provided valuable feedback on our reports and guided us during the experiments, which was extremely beneficial. |
| The TAs were supportive in the labs despite many recurring issues with our lab bench. The Piazza response rate was very quick. Nice work TAs. Hopefully in future the lab manuals are kept up–to–date with current instructions to minimize the amount of repetitive instruction the TAs have to do. |
| the lab manual need to be reprahsed |
| TA helps a lot during in lab experiment, nothing more |

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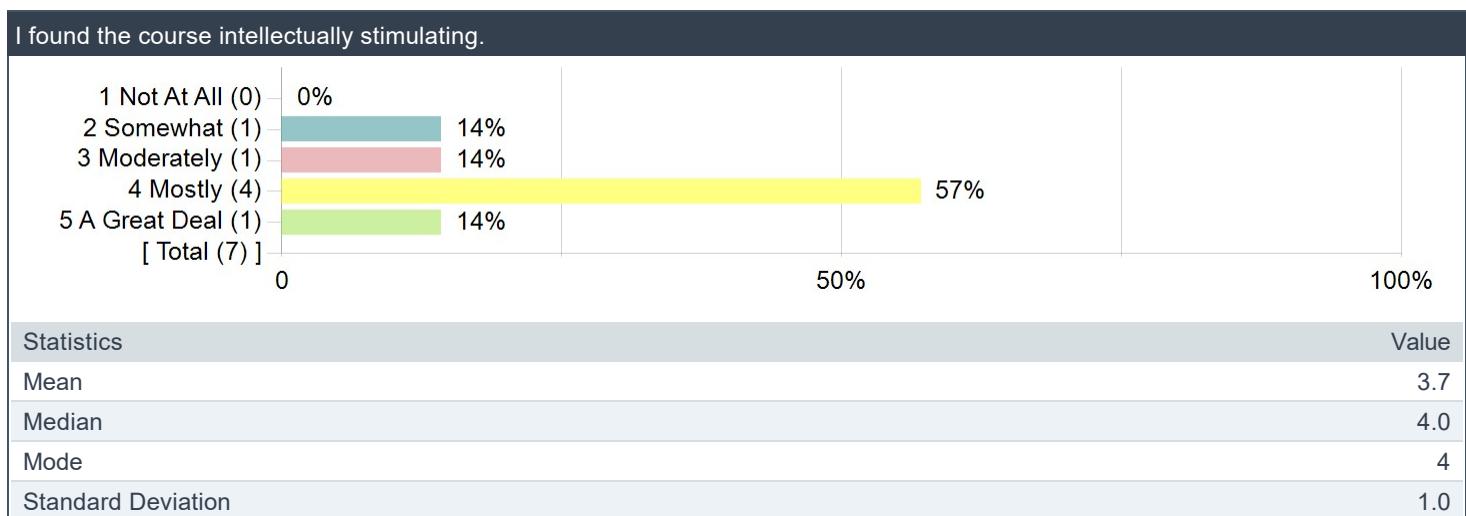
**Median:** The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

**Mode:** The most frequently occurring score.
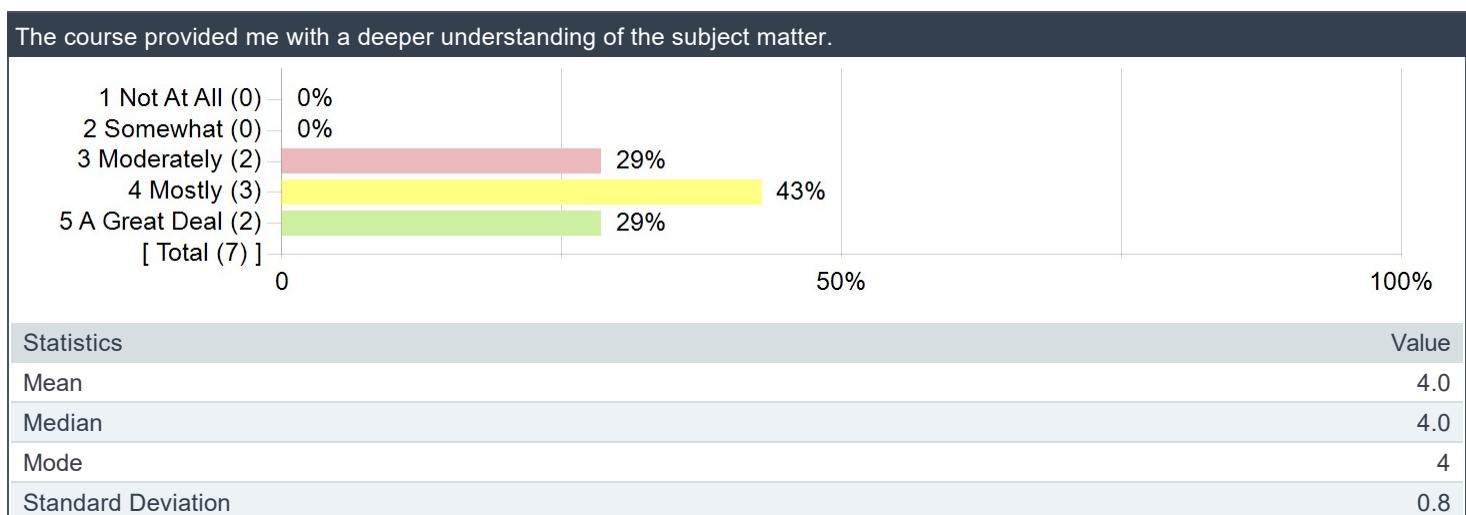
**Standard deviation:** A measure of the "spread" of the data.

## Part A: Core Institutional Items

### 1. I found the course intellectually stimulating.
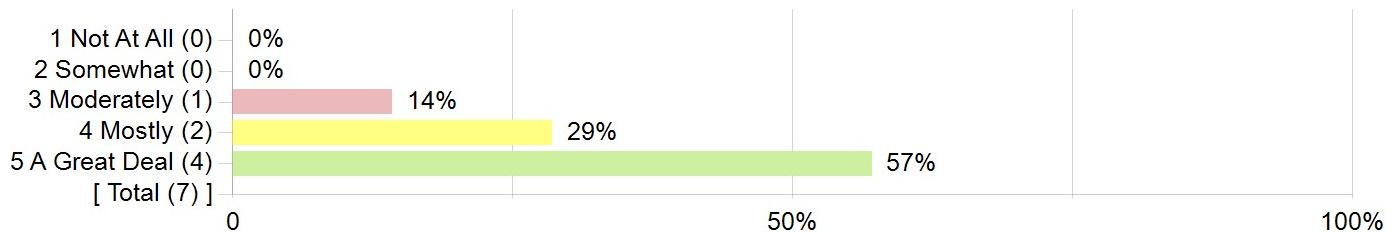
I found the course intellectually stimulating.

| | |
|---|---|
| 1 Not At All (0) | 0% |
| 2 Somewhat (1) | 14% |
| 3 Moderately (1) | 14% |
| 4 Mostly (4) | 57% |
| 5 A Great Deal (1) | 14% |
| [ Total (7) ] | |

| Statistics | Value |
|---|---|
| Mean | 3.7 |
| Median | 4.0 |
| Mode | 4 |
| Standard Deviation | 1.0 |

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

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

| | |
|---|---|
| 1 Not At All (0) | 0% |
| 2 Somewhat (0) | 0% |
| 3 Moderately (2) | 29% |
| 4 Mostly (3) | 43% |
| 5 A Great Deal (2) | 29% |
| [ Total (7) ] | |

| Statistics | Value |
|---|---|
| Mean | 4.0 |
| Median | 4.0 |
| Mode | 4 |
| Standard Deviation | 0.8 |

## 3. The instructor (Hamid Shokrollah-Timorabadi) created a course atmosphere that was conducive to my learning.
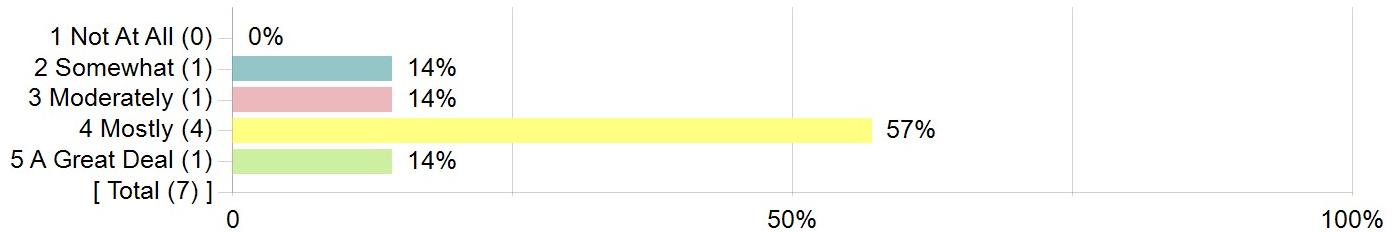
| The instructor (Hamid Shokrollah-Timorabadi) created an atmosphere that was conducive to my learning. |
|---|

| | |
|---|---|
| 1 Not At All (0) | 0% |
| 2 Somewhat (0) | 0% |
| 3 Moderately (1) | 14% |
| 4 Mostly (2) | 29% |
| 5 A Great Deal (4) | 57% |
| [ Total (7) ] | |

| Statistics | Value |
|---|---|
| Mean | 4.4 |
| Median | 5.0 |
| Mode | 5 |
| Standard Deviation | 0.8 |

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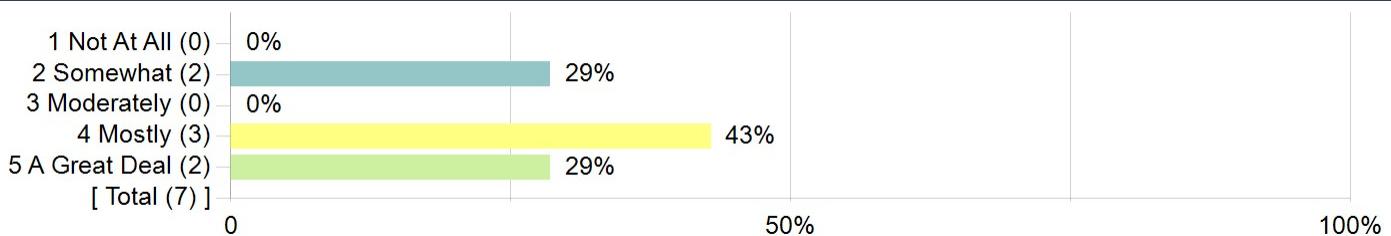
| Course projects, assignments, tests, and/or exams improved my understanding of the course material. |
|---|

| | |
|---|---|
| 1 Not At All (0) | 0% |
| 2 Somewhat (1) | 14% |
| 3 Moderately (1) | 14% |
| 4 Mostly (4) | 57% |
| 5 A Great Deal (1) | 14% |
| [ Total (7) ] | |

| Statistics | Value |
|---|---|
| Mean | 3.7 |
| Median | 4.0 |
| Mode | 4 |
| Standard Deviation | 1.0 |

## 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.**
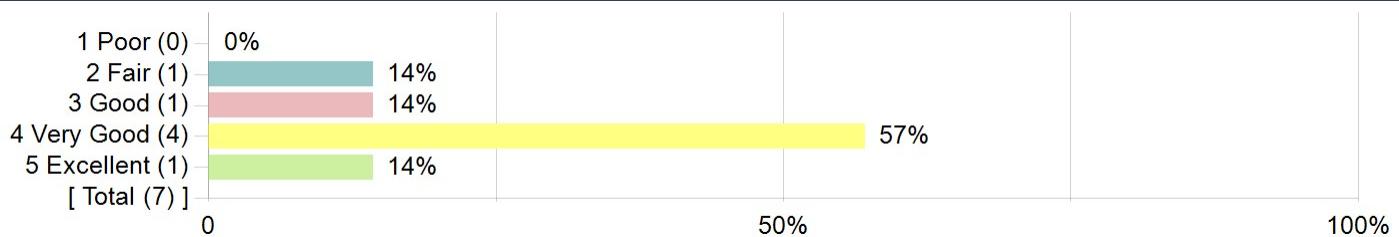
| | |
|---|---|
| 1 Not At All (0) | 0% |
| 2 Somewhat (2) | 29% |
| 3 Moderately (0) | 0% |
| 4 Mostly (3) | 43% |
| 5 A Great Deal (2) | 29% |
| [ Total (7) ] | |

| Statistics | Value |
|---|---|
| Mean | 3.7 |
| Median | 4.0 |
| Mode | 4 |
| Standard Deviation | 1.3 |

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

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

| | |
|---|---|
| 1 Poor (0) | 0% |
| 2 Fair (1) | 14% |
| 3 Good (1) | 14% |
| 4 Very Good (4) | 57% |
| 5 Excellent (1) | 14% |
| [ Total (7) ] | |

| Statistics | Value |
|---|---|
| Mean | 3.7 |
| Median | 4.0 |
| Mode | 4 |
| Standard Deviation | 1.0 |

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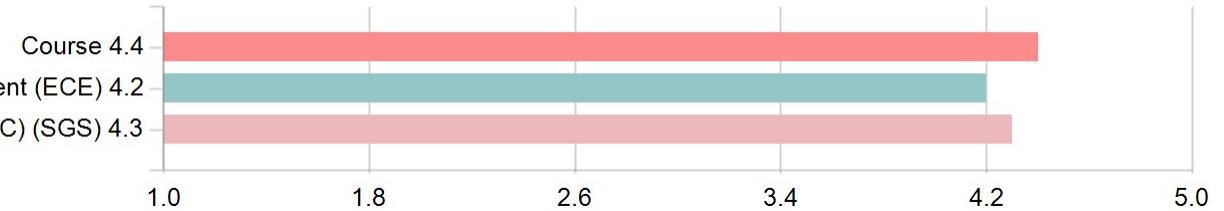
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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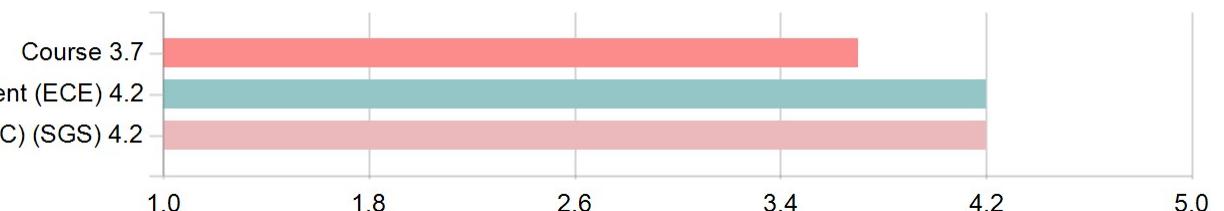
**Institutional Composite Mean**

| | |
|---|---|
| Course | 3.9 |
| Department | 4.2 |
| Division (APSC) | 4.3 |

**1. I found the course intellectually stimulating.**

| | |
|---|---|
| Course | 3.7 |
| Department (ECE) | 4.2 |
| Division (APSC) (SGS) | 4.2 |

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

| | |
|---|---|
| Course | 4.0 |
| Department (ECE) | 4.3 |
| Division (APSC) (SGS) | 4.3 |

## 3. The instructor (**Hamid Shokrollah-Timorabadi**) created an atmosphere that was conducive to my learning.



- Course 4.4
- Department (ECE) 4.2
- Division (APSC) (SGS) 4.3

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



- Course 3.7
- Department (ECE) 4.2
- Division (APSC) (SGS) 4.2

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



- Course 3.7
- Department (ECE) 4.2
- Division (APSC) (SGS) 4.2

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

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



- Course 3.7
- Department (ECE) 4.1
- Division (APSC) (SGS) 4.1