

## APSC 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:

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

<b>Mean:</b> The mathematical average.	<b>Median:</b> The middle value when all responses are ordered. Less sensitive to extreme and/or divergent scores.	<b>Mode:</b> The most frequently occurring score.	<b>Standard Deviation:</b> A measure to indicate the "spread" of the scores.
<b>The Institutional Composite Mean (ICM):</b> A mathematical average of the first five institutional rating scale items (Ins01-05), which represent institution-wide teaching and learning priorities.  The <a href="#">2018 Validation Study</a> established the reliability and validity of using the ICM as a metric to understand students' collective experiences.		<b>% of Endorsement:</b> 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 Summer 2025 UG Course Evaluation Report for Hamid Shokrollah-Timorabadi

Course Name: ELECT.FUNDAMENTALS ECE110H1-F-LEC0101  
Delivery Mode: INPER

Division: APSC  
Department: AE1

Raters	Students
Responded	27
Invited	49
Response Ratio	55%

## 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.

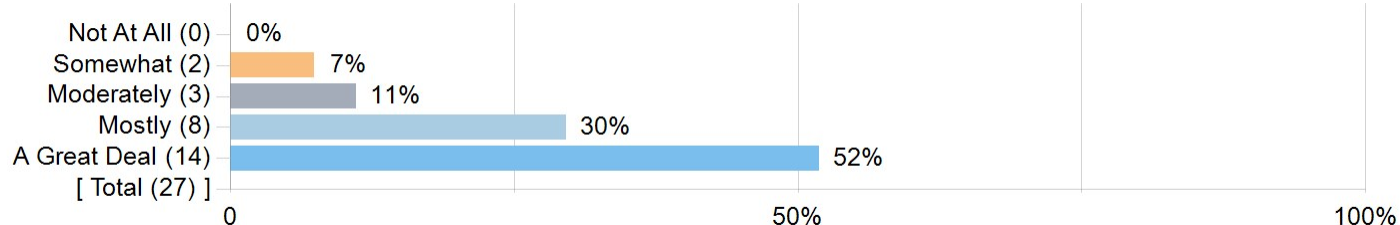
The bar graphs provide the number and percentage of respondents selecting each answer option for each item. The distribution of answer options in the bar graphs gives the most complete information about the typical student response and the variability in the distribution of responses. When interpreting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

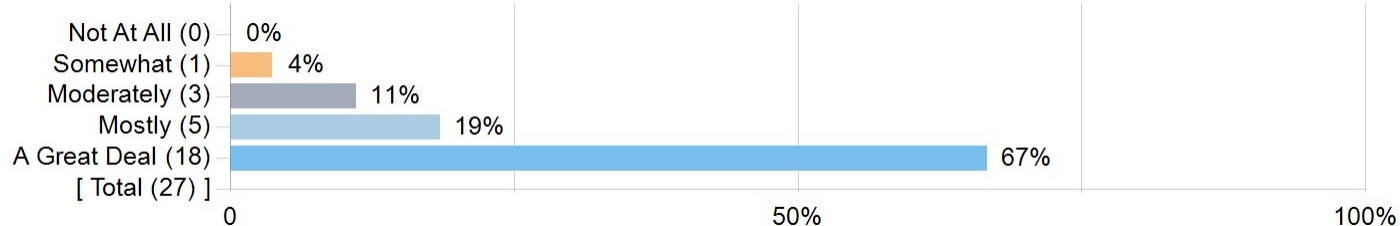
## Institutional Items

### Ins01. I found the course intellectually stimulating.



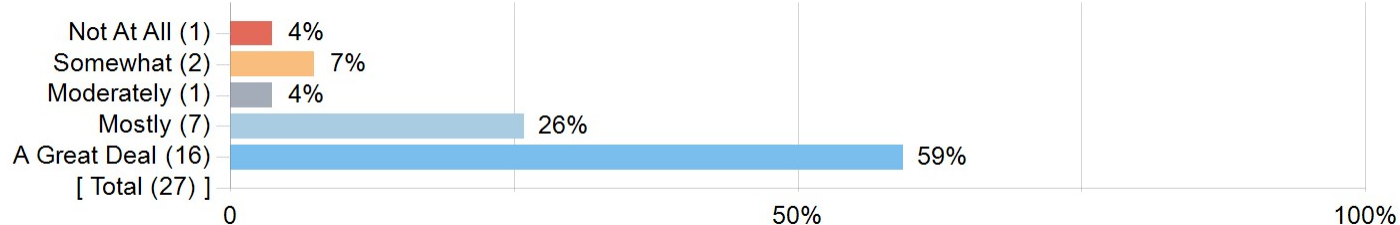
Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	0.9
% of Endorsement	81%

### Ins02. The course provided me with a deeper understanding of the subject matter.

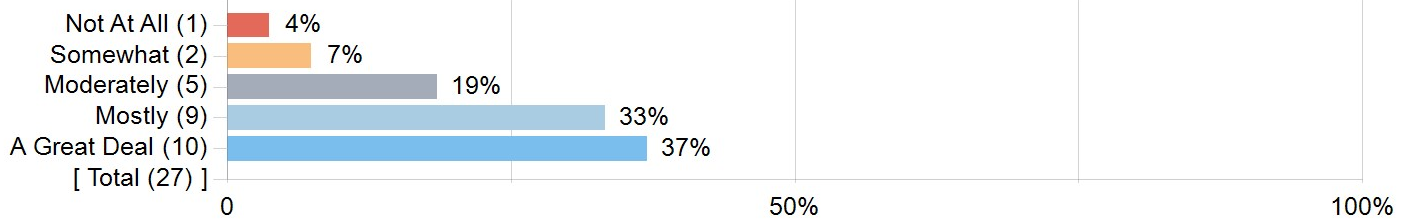


Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.8
% of Endorsement	85%

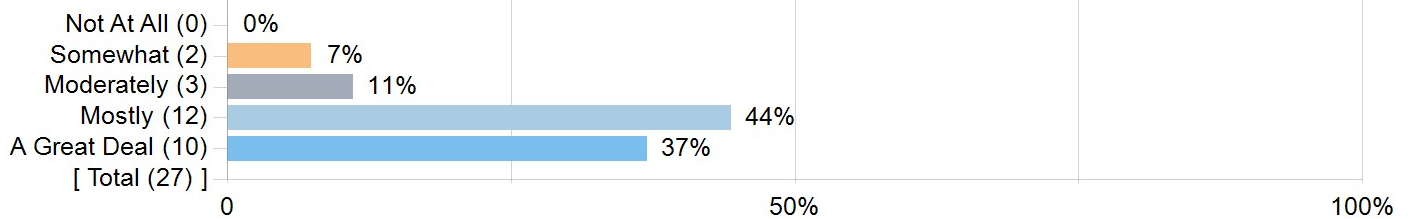
### Ins03. The instructor (**Hamid Shokrollah-Timorabadi**) created an atmosphere that was conducive to my learning.



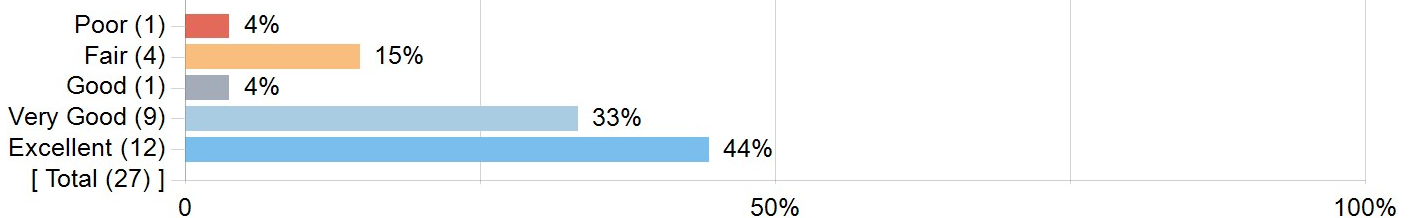
Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	1.1
% of Endorsement	85%

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

Statistics	Value
Mean	3.9
Median	4.0
Mode	5
Standard Deviation	1.1
% of Endorsement	70%

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

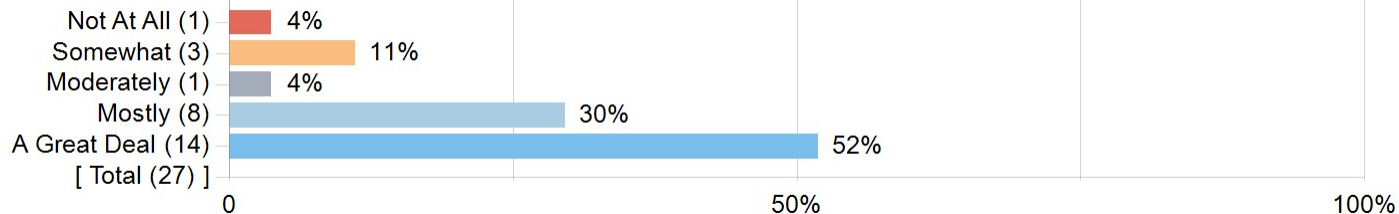
Statistics	Value
Mean	4.1
Median	4.0
Mode	4
Standard Deviation	0.9
% of Endorsement	81%

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

Statistics	Value
Mean	4.0
Median	4.0
Mode	5
Standard Deviation	1.2
% of Endorsement	78%

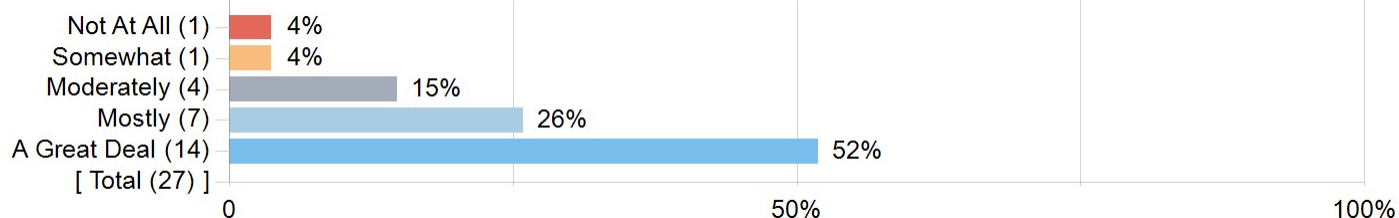
## Divisional Items

### APSC001 The course helped me improve my ability to formulate, analyze and solve problems.



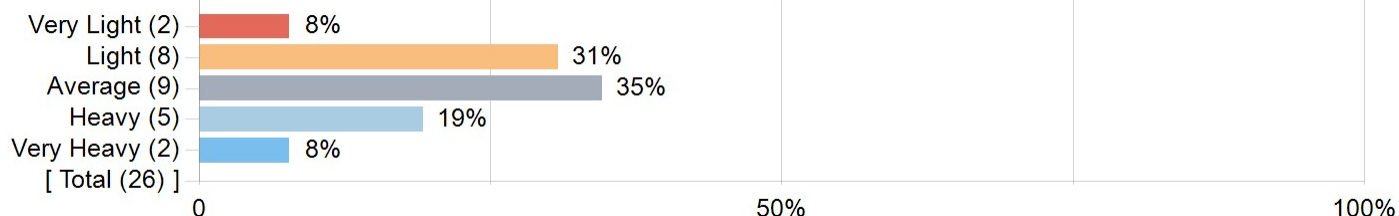
Statistics	Value
Mean	4.1
Median	5.0
Mode	5
Standard Deviation	1.2

### APSC002 The instructor (**Hamid Shokrollah-Timorabadi**) related course concepts to practical applications and/or current research.



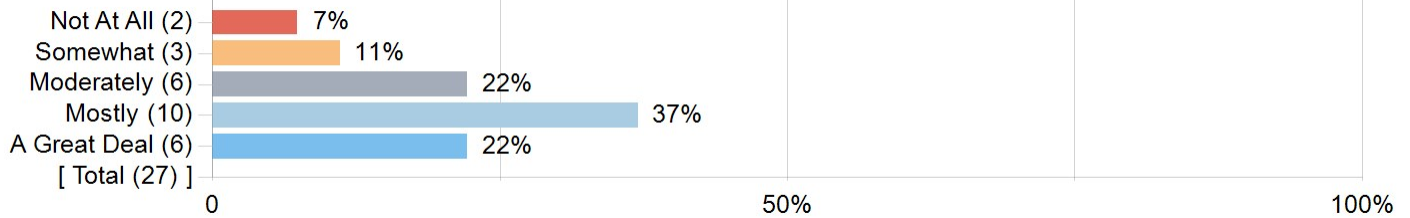
Statistics	Value
Mean	4.2
Median	5.0
Mode	5
Standard Deviation	1.1

### APSC003 Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)



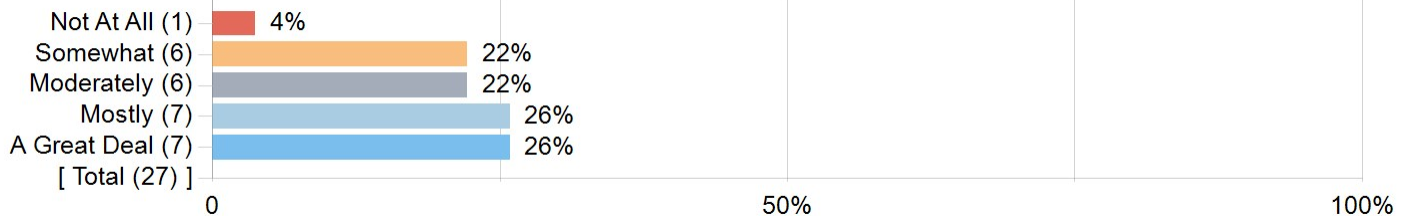
Statistics	Value
Mean	2.9
Median	3.0
Mode	3
Standard Deviation	1.1

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



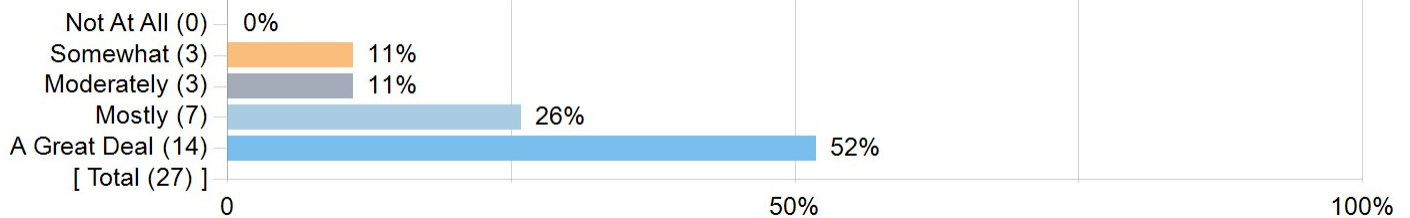
Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	1.2

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



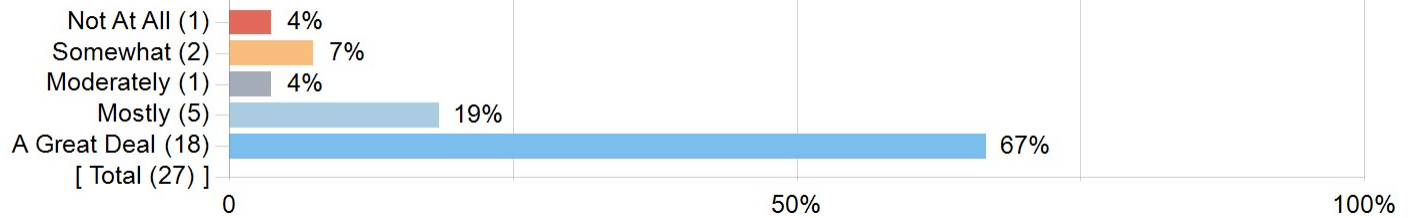
Statistics	Value
Mean	3.5
Median	4.0
Mode	4, 5
Standard Deviation	1.2

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



Statistics	Value
Mean	4.2
Median	5.0
Mode	5
Standard Deviation	1.0

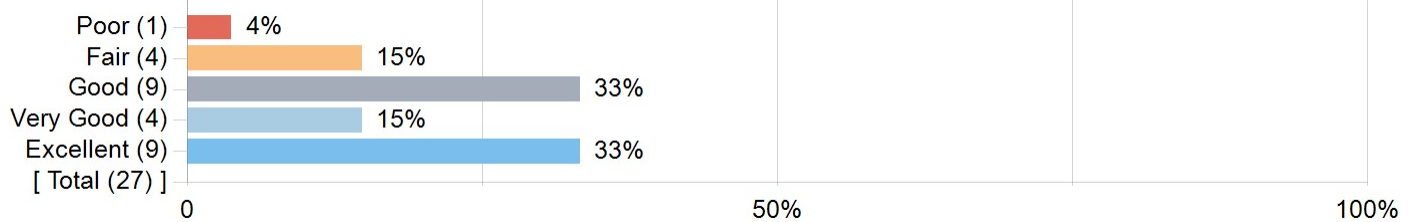
**APSC007 The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner.**



Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	1.1

## Departmental Items

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



Statistics	Value
Mean	3.6
Median	3.0
Mode	3, 5
Standard Deviation	1.2

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## 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.

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

<b>Institutional Items</b>	<b>Course Mean</b>	<b>Dept Mean</b>	<b>Div Mean</b>	<b>Course Median</b>	<b>Dept Median</b>	<b>Div Median</b>
Ins01. I found the course intellectually stimulating.	4.3	4.1	4.0	5.0	4.0	4.0
Ins02. The course provided me with a deeper understanding of the subject matter.	4.5	4.3	4.1	5.0	5.0	4.0
Ins03. The instructor ( <a href="#">Hamid Shokrollah-Timorabadi</a> ) created an atmosphere that was conducive to my learning.	4.3	4.5	4.3	5.0	5.0	5.0
Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.9	4.1	4.0	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	4.1	4.0	4.0	4.0	4.0
Ins06. Overall, the quality of my learning experience in this course was:	4.0	3.9	3.8	4.0	4.0	4.0

<b>Divisional Items</b>	<b>Course Mean</b>	<b>Dept Mean</b>	<b>Div Mean</b>	<b>Course Median</b>	<b>Dept Median</b>	<b>Div Median</b>
APSC001 The course helped me improve my ability to formulate, analyze and solve problems.	4.1	4.0	3.8	5.0	4.0	4.0
APSC002 The instructor ( <a href="#">Hamid Shokrollah-Timorabadi</a> ) related course concepts to practical applications and/or current research.	4.2	4.3	4.1	5.0	5.0	4.0
APSC003 Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)	2.9	3.4	3.2	3.0	3.0	3.0
APSC004 The instructor ( <a href="#">Hamid Shokrollah-Timorabadi</a> ) explained how the course concepts related to other courses.	3.6	3.9	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.	3.5	3.7	3.4	4.0	4.0	4.0
APSC006 The instructor ( <a href="#">Hamid Shokrollah-Timorabadi</a> ) explained what students are expected to learn in the course.	4.2	4.3	4.2	5.0	5.0	4.0
APSC007 The course instructor ( <a href="#">Hamid Shokrollah-Timorabadi</a> ) delivered the course material in a clear and organized manner.	4.4	4.4	4.2	5.0	5.0	5.0

Departmental Items	Course Mean	Dept Mean	Course Median	Dept Median
ECE001 Overall, the quality of my learning experience in the tutorial/lab was:	3.6	3.6	3.0	3.0

## 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
Great
our professor is really interesting, we love his jokes.
Professor Timorabadi was extremely informative and taught every lecture in an extremely organized way. The exams reflected what we learned in lecture and were a fair assessment of what was taught. I enjoyed this class a lot and wish more classes had this teaching style.
Hamid is an incredible teacher in terms of explaining and helping students understand the content. Breaks down things sequentially to make it easier to digest, either through analogies or by doing many examples. Much better than regular ECE110 profs IMO. Little rough on taking questions/answering questions, but engaging. Thinks from the perspective of the student and as such is good at explaining things.
Very engaging and the material was explained in a manner that was easy to understand.
Hamid was very enthusiastic about teaching us, and he was always willing to answer questions that students had. Before moving onto the next material, he made sure that everyone was on the same page. Hamid always tries to make the lectures fun and interesting, which greatly improved the quality of the course.
I believe Professor Hamid delivered the course content in a satisfactory way; the concepts were not too difficult to understand overall, and some independent practice was the only thing needed to solidify my understanding of the material. The lectures were moderately easy to follow.
The quality of the instruction in this course is excellent as the content communicated in lectures is highly related to what is tested.
it was great. I liked it
Overall, the course was really good in terms of examples shown during lecture, which really helped compared to winter term. As well, many things were explained such as derivations of formulas.
The instruction of this course was great. The instructor was very knowledgeable on the topics and explained everything well. He made sure that everyone understood the topics before moving on.
The quality was very good, it was not only interesting to learn but the concepts and topics were introduced in a very good way through metaphors and examples,
great
Overall I believe that the way this course has been conducted in comparison to the normal semester has allowed for me to understand not only the theory but also the calculations. I also like how there are no assignments as it allows me to spend my time actually studying the material instead of wasting it on pointless assignments.
Excellent. Learnt a great deal.
Excellent
The quality of this course was very high. I attended Every single lecture and I always left knowing that I've learned and understood something new which encouraged me to keep practicing. I think the best part of it is how Prof Hamid gives examples of both real life scenarios and those that are likely to appear on a test or exam. I also liked how he brought materials to show us so that we can see what things actually look like. I know that it may not be his style, but I think it would be great if Prof Hamid found a common ground with the students who attend the lectures on how to make the lecture notes available. Nevertheless, I've learned more than I expected to.
The overall quality of instruction in this course by Professor Shokrollah-Timorabadi was very good. Although it was difficult to keep up at times due to his preference of not posting lecture notes, I feel that he made a very good effort in teaching the course. His methods of teaching and analogies allowed me to have a strong conceptual understanding of the course while also not feeling overwhelmed despite the amount of content delivered in this course, so everything turned out completely reasonable in my opinion.
The instruction in this course is very good. The professor teaches at a good pace, and uses analogies to ensure we understand the content, to keep our attention, and to make us laugh.
Lectures were good but I would prefer if notes were posted on quercus
Very good. Excellent lectures

Comments
More solid, rigorous explanations would have helped. I like to know the why behind what I'm learning and the lectures didn't do a good job of explaining that. However, I did like the focus on application of theory.
Good explanation Maybe a little more examples
OK
The instruction in this course was not good. I really liked the TA, he explained very thoroughly but he only did hard past exam questions. He never showed us easy questions. I forgot his name. Rajat i think. The prof frequently didn't understand our questions. Prof must have complained about not being paid enough at least once a week. It shows he was not putting in effort to be a good prof. There was no weekly homework sets to submit, no suggested practice problems, no weekly quiz, no piazza, no lecture notes posted. the only thing on the quercus page was the syllabus and the prelabs. the only thing we had in order to study was to use old exam questions. Oh wait, we already did those exam questions in class and in tutorial so there is LITERALLY nothing for us to use to practice. Even if you are lazy and don't want to mark a lot of submissions, the least he could have done was give us practice problems and open a piazza for us. This course is good if you want to send your students to the T program. also, why was every single class so early in the day? have you heard of commuters?

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

Comments
I think it will be really helpful if we can have access to the lecture notes online, that way we can pay more attention in class rather than just rushing to copy everything down and not understanding it.
The lab TAs were extremely helpful and actively engaged in helping us with the labs. However, I felt that the tutorial TA taught too quickly and didn't give us enough time to read/write down the question before rushing to write down the answer. I found myself skipping the last tutorials as it was moving too fast for me to understand.
If we had any questions we can ask and we would go through practice problems and solutions that helped my learning.
Even after lectures, Hamid was willing to stay to answer any questions that students had, which helped us understand the material better. Also, Hamid's notes were straightforward and clear.
I did not require too much assistance from the textbook or the teaching team to reinforce my learning from the lectures. The tutorial sessions helped me solidify the concepts and do extra practice. The labs were more difficult to follow, but the lab TAs were able to help whenever I needed clarification.
Tutorial questions provide good practice.
tutorials and asking the prof after the class
TA support, prof available for questions. The only thing that was not good was we didn't have an aid sheet, and alot of the time i could have spent towards practice was spent towards learning formulas. As well, on the midterm I forgot one formula which didn't allow me to get the solution to an entire question. Under alot of stress, it is hard to remember these formulas sometimes so an aid sheet would have been beneficial.
There was office hours and tutorials
I believe possibly having some recommended textbook questions would be helpful as it would allow students to have extra practice besides lecture and tutorial that they know is applicable.
The tutorials helped me understand the content better.
Online slides and textbooks
I think doing practice problems from the textbook, past exams and going to lecture is the best assistance you can get.
There were opportunities to ask questions after lecture and tutorials
TUT TA is really supportive and always explains everything in details.
Tutorials were valuable because the TA went over the hardest possible questions and set us up really well for exams and midterms. However, more assignments would've helped with practice
OK
There is nothing to comment on since there was no assistance available to support my learning in the course. N/A.