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# **ESCI Survey Header**

Unique ESCI Survey Number : 341378

### Please return this Header Sheet on the TOP of the Student Response sheets!

### Instructor: BAGWELL J N

**Rank: Teaching Assistant** 

Department: PHILL

Course: PHIL 4 0107

Type of Course: DIS

3rd Wk Enrollment: 32

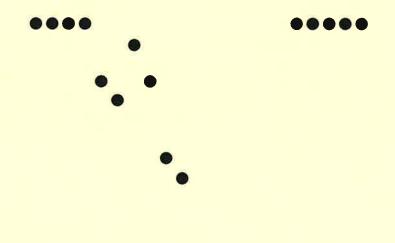
Day/Time/Location: R 1300-1350 GIRV 2112

**Questionnaire Administered:** 

**Philosophy TA Form** 

### **Spring Quarter 2018**

Please Do Not Write in the space below.



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а 1	<ul> <li>help the TA and the department in assessing and improving this course. (May also use the back of this page)</li> <li>11. Are there any things which stand out as importantly noteworthy about your TA?</li> <li>12. What might your TA do to improve his/ her performance?</li> <li>13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> </ul>	
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- Effectiveness in preparing you for tests and assignments
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- Enthusiasm about the material and the course
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12. What might your TA do to improve his/ her performance?

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×.	course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA?	<ol> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> </ol>
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12. What might your TA do to improve his/ her performance?

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- Preparation of class sections.
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a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage

of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

 Are there any things which stand out as importantly noteworthy about your TA?

his insighte (?)

12. What might your TA do to improve his/ her performance?

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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		<ul> <li>(a) 26-30</li> <li>(b) 21-25</li> <li>9. Indicate the number g</li> <li>the number of TA sect</li> <li>a total of 10 sections)</li> </ul>	<ol> <li>Overall performant</li> <li>Indicate the number of lection</li> <li>the number of lection</li> <li>total 30 lectures).</li> </ol>			TA: TA: Part of this su paching effectiveness. Signments. Remember esponsible for the lab for example, do not ar hark responses with bl hark responses with bl sing the scale below: (a) Excellent (b) Very (b) Very (b) Very	
6		(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10 Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections)	Overall performance in her/his role as a TA. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).	Leading class discussion. Enthusiasm about the material and the course. Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)	The clarity of explanations of the course materials. Preparation of class sections. Effectiveness in preparing you for tests and assignments.	TA: COURSE: COURSE: COURSE: COURSE: COURSE: COURSE: COURSE: COURSE: Please of this survey are to enable to Department to even the general of the survey are to enable to Department to even the general of the survey are the conscientious in answering the scale below: Core with blue/black ink pen or a no2 pencil. Please of the scale below: Core with blue/black ink pen or a no2 pencil. Please construction of the following aspects of the TA's teaching: Course of the following aspects of the TA's teaching: Course of the following aspects of the TA's teaching: Course of the following aspects of the TA's teaching: Course of the following aspects of the TA's teaching: Course of the following aspects of the TA's teaching: Course of the following aspects of the TA's teaching: Course of the following aspects of the TA's teaching: Course of the following aspects of the tab following aspects of the following aspects of the tab following aspects of the following aspects o	DEPARTMENT OF PHIL
2 V Š	Particulary i should brought interview floopedia	13. Did your TA (positively/negatively) affect your ap understanding of Philosophy? Please explain.	ates 12. What might your TA do to improve his/ her performance? t of a Line Line Comparis on Submy where Fior	- 	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> )	TA:       Draw       COURSE:       TM       QUARTER&YEAR:       Operation         aching effectiveness of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their eaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA signments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is esponsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.         -or example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please nark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you.       (a) 9-10       (b) 6-8       (c) 3-5       (d) 0-2         Jsing the scale below:       10. Indicate the number which best approximates the percentage of readings you did for the course.       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY
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COURSE: Mil 4

QUARTER&YEAR: Upking 2018

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of

a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.
(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

noteworthy about your TA? He is notably enthusiastic and he is very informative. He does a great sob of explaining & he gives a lot of helpful materia. 12. What might your TA do to improve his/ her performance? N/A

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

A have a deeper understanding of ethics and thanks to classroom discussions facilitated by the TA. I know how others feel about the topics we have discussed.

20	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

Jeff Bouquei

COURSE: phil 4

QUARTER&YEAR: SIG

mark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

10. Indicate the number which best approximates the percentage

(a) 9-10

(b) 6-8

(c) 3-5

(d) 0-2

of readings you did for the course.

(a) 75-100 (b) 50-75

(c) 25-50

(d) 0-25

rate the quality of the following aspects of the TAs teaching:

The clarity of explanations of the course materials.

Ν Preparation of class sections

Effectiveness in preparing you for tests and assignments

course. (May also use the back of this page)

11. Are there any things which stand out as importantly

noteworthy about your TA?

really enjoyed the supplemental handouts/summaries -

seemed very organized + prepared

help the TA and the department in assessing and improving this

Your written comments on the following open ended questions will

₽ Leading class discussion.

Enthusiasm about the material and the course

σ Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)

2 Overall performance in her/his role as a TA

00 , the number of lectures you attended for this course (out of a total 30 lectures Indicate the number group which most nearly approximates

ω (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

Indicate the number group which most nearly approximates a total of 10 sections). the number of TA sections you attended for this course (out of

positively! did a great jub of claintying/explaining understanding of Philosophy? Please explain. 13. Did your TA (positively/negatively) affect your appreciation/

nature of the material.

12. What might your TA do to improve his/ her performance?

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	9. in (a) at th	8. 7. 6. the December of He	5.4.3 5.4.Ef		The pu teachir assignr respon (For ex (For ex mark r Mark r Using (a) Ex (a) Ex	TA:
	(a) 26-30 (b) 21-25 Indicate the number grou the number of TA section: a total of 10 sections).	Helpfulness of comments on written work. (or relevant to the nature of course/course work) Overall performance in her/his role as a TA. Indicate the number group which most nearly the number of lectures you attended for this c	Effectiveness in preparing you for tests and as: Leading class discussion. Enthusiasm about the material and the course	The clarity of explanations of Preparation of class sections	The purposes of this survey are eaching effectiveness. Please assignments. Remember that, esponsible for the lab and/or For example, do not answer q mark responses with <u>blue/blac</u> Using the scale below: (a) <i>Excellent</i> (b) <i>Very Good</i> rate the quality of the following	1: Jeff Brawell
	(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10 Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).	Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work) Overall performance in her/his role as a TA. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures)	Effectiveness in preparing you for tests and assignments. Leading class discussion. Enthusiasm about the material and the course.	The clarity of explanations of the course materials. Preparation of class sections.	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.         (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.       (a) 9-10       (b) 6-8       (c) 3-5       (d) 0-2         Using the scale below:       (a) Excellent       (b) Very Good       (c) Good       (d) Fair       (e) Poor       of readings you did for the course.         (a) Excellent       (b) Very Good       (c) Good       (d) Fair       (e) Poor       of readings you did for the course.         (a) Excellent       (b) Very Good       (c) Good       (d) Fair       (e) Poor       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25	COURSE:
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	13. Did your TA (pc understanding שרור בארן אוייכל	The TH wid a encouraging co studied. 12. What might yo	course. ( <u>May al</u> 11. Are there ar noteworthy	Your written co help the TA and	e effectiveness of yo stions as the results he presentation of n question does not a if he/she gave no lec write your name on (a) 9-10 (b) 10. Indicate the nu of readings you (a) 75-100 (b)	Ĺ
	0 2		course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA?	Your written comments on the following open ended questions help the TA and the department in assessing and improving this	effectiveness of your TA and to provide the TAs feedback on their tions as the results of this survey have some influence on future T, e presentation of material, whereas the course instructor is juestion does not apply to your TA, do not answer that question. he/she gave no lectures.) For the accompanying TA form, please rite your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25	OUAR
1 1	sitively/negatively) affect your appreciation/ of Philosophy? Please explain.	really good Jab at involving class discussion and itrical analysis of the theories/works weive	<u>f this page</u> ) tand out as impo	ollowing open er	o provide the TAs y have some influ- reas the course in TA, do not answe he accompanying Thank you. (c) 3-5 ( best approximate course. (c) 25-50 (	OUARTER&YEAR:
	r appreciation/	erformance?	rtantly	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this	<pre>sfeedback on their uence on future TA instructor is g TA form, please g TA form, please (d) 0-2 es the percentage (d) 0-25</pre>	
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DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

DEPARTMENT OF PHILOSOPHY: T.A. EVALUATI	Y: T.A. EVALUATION SURVEY
TA: Seff Bagwell COURSE: Phil 4	QUARTER&YEAR: Sprives 2018
The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future to teaching effectiveness.	e effectiveness of your TA and to provide the TAs feedback on their stinns as the results of this survey have some influence on future TA
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(For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please	f he/she gave no lectures.) For the accompanying TA form, please
mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5	vrite your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
(a) Excellent (b) Very Good (c) Good (d) Existing the scale below:	10. Indicate the number which best approximates the percentage
	(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25
rate the quality of the following aspects of the TAs teaching:	
1. The clarity of explanations of the course materials.	Your written comments on the following open ended questions will
2. Preparation of class sections.	help the TA and the department in assessing and improving this
3. Effectiveness in preparing you for tests and assignments.	course. (May also use the back of this page)
4. Leading class discussion.	11. Are there any things which stand out as importantly
5. Enthusiasm about the material and the course.	noteworthy about your TA?
6. Helpfulness of comments on written work. (only respond if	
7 Overall performance in her/his role as 5 TA	
	12. What might your TA do to improve his/ her performance?
the number of lectures you attended for this course (out of a	
total 30 lectures).	
(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10	1 and a second sec
9. Indicate the number group which most nearly approximates	13. Did your TA (positively/negatively) affect your appreciation/
the number of TA sections you attended for this course (out of	understanding of Philosophy? Please explain.

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a total of 10 sections).

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. Q 00  $\overline{\phantom{a}}$ თ Using the scale below: S 4  $\mathbf{N}$ rate the quality of the following aspects of the TAs teaching: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor , the number of lectures you attended for this course (out of a Indicate the number group which most nearly approximates a total of 10 sections). the number of TA sections you attended for this course (out of total 30 lectures Indicate the number group which most nearly approximates Overall performance in her/his role as a TA Preparation of class sections Helpfulness of comments on written work. (only respond if Enthusiasm about the material and the course Effectiveness in preparing you for tests and assignments. The clarity of explanations of the course materials. (a) 26-30 relevant to the nature of course/course work) Leading class discussion TEFF BAGWELL (b) 21-25 (c) 11-20 COURSE: (d) 0-1C PHTL 4 13. Did your TA (positively/negatively) affect your appreciation/ 12. What might your TA do to improve his/ her performance? 11. Are there any things which stand out as importantly course. (May also use the back of this page) help the TA and the department in assessing and improving this Your written comments on the following open ended questions will 10. Indicate the number which best approximates the percentage understanding of Philosophy? Please explain. (a) 9-10 noteworthy about your TA? of readings you did for the course. (a) 75-100 (b) 50-75 (b) 6-8 QUARTER&YEAR: String 1/ (c) 3-5 (c) 25-50 (d) 0-25 (d) 0-2

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 DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

COURSE:

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	(a) Excellent	Using the scale below:
	(b) Very Good	le below:
0	(c) Good	10 2
	(d) Fair	9
ŝ	(e) Pooi	

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).

- (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
- Indicate the number which best approximates the percentage of readings you did for the course.
   (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

12. What might your TA do to improve his/ her performance?

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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a total of 10 sections).

Indicate the number group which most nearly approximates

13. Did your TA (positively/negatively) affect your appreciation/

understanding of Philosophy? Please explain.

the number of TA sections you attended for this course (out of

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- DO NOT photocopy this form -

# **ESCI** Survey Header

Unique ESCI Survey Number : 341379

### Please return this Header Sheet on the TOP of the Student Response sheets!

### Instructor: BAGWELL J N

Rank: Teaching Assistant

Department: PHILL

Course: PHIL 4 0108

Type of Course: DIS

3rd Wk Enrollment: 30

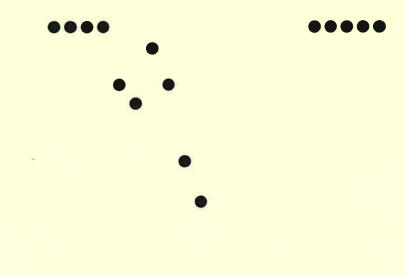
Day/Time/Location: R 1400-1450 GIRV 1119

**Questionnaire Administered:** 

**Philosophy TA Form** 

## **Spring Quarter 2018**

Please Do Not Write in the space below.



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(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10 Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).	The clarity of explanations of the course materials. Preparation of class sections. Effectiveness in preparing you for tests and assignments. Leading class discussion. Enthusiasm about the material and the course. Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work) Overall performance in her/his role as a TA. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY         TA: $\Box_{acc}$ $\Box_{bl}$ $\Box_{bl}$ $\Box_{acc}$ $\Box_{bl}$ $\Box_{bl}$ $\Box_{acc}$ $\Box_{bl}$ $\Box_{acc}$ $\Box_{bl}$ $\Box_{acc}$ $\Box_{bl}$ $\Box_{acc}$ $\Box_{accc}$ $\Box_{acc}$ $\Box_{acc}$ <
13. Did your TA (positively) negatively) affect your appreciation/ understanding of Philosophy? Please explain. Key & A good work	<ul> <li>Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)</li> <li>11. Are there any things which stand out as importantly noteworthy about your TA?</li> <li>Mack rever sheet one had runce super your Jack of the performance?</li> <li>12. What might your TA do to improve his/ her performance?</li> </ul>	DEPARIMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY         TA:       Support       COURSE: $f_h$ Quarter and the provide the transmeries of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.         (a) Excellent       (b) Very Good       (c) Good       (d) Fair       (e) Poor       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25

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E N Jeff Baguell COURSE: PHIL 4

QUARTER&YEAR: SP. 18

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA
- 8. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of

a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.
(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

Very good at leading the discussion.

12. What might your TA do to improve his/ her performance?

Encourage more class participation

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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	, and	a total of 10 sections).
, v	13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.	he number group which most nearl
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ā5		rate the quality of the following aspects of the TAs teaching:
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	it write your name on either form. Thank you.	mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.
	y if he/she gave no lectures.) For the accompanying TA form, please	(For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please
	a question does not apply to your TA, do not answer that question.	responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.
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	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their	The purposes of this survey are to enable to Department to evaluate
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rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
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rate the quality of the following aspects of the TAs teaching:

- The clarity of explanations of the course materials.
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12. What might your TA do to improve his/ her performance?

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13. Did your TA (positively/negatively) affect your appreciation/ from him understanding of Philosophy? Please explain

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1-25 (c) 11-20 (d) 0-10 ber group which most nearly approximates 13. Did yo sections you attended for this course (out of undersons).	<ul> <li>relputities of continents on written work, (only respond if relevant to the nature of course/course work)</li> <li>7. Overall performance in her/his role as a TA.</li> <li>8. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>9. Indicate the number of lectures of this course (out of a total 30 lectures).</li> </ul>	Your writt help the T course. ( <u>M</u> 11. Are th notew	TA:       COURSE: $b_{M}$ QUARTER&VEAR: $c$ ( $s$ )         The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their eaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA signments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is esponsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please nark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.       (a) 9-10       (b) 6-8       (c) 3-5       (d) 0-2         Using the scale below:       10. Indicate the number which best approximates the percentage of readings you did for the course.       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY
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TA: Jest Baywell COURSE: phil 4 QUARTER&YEAR: Spring 2018
The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.
(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 Using the scale below: 10. Indicate the number which best approximates the percentage
(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25
rate the quality of the following aspects of the TAs teaching:
<ol> <li>The clarity of explanations of the course materials.</li> <li>Your written comments on the following open ended questions will</li> <li>Preparation of class sections.</li> <li>help the TA and the department in assessing and improving this</li> </ol>
<ol> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Course. (May also use the back of this page)</li> <li>Leading class discussion.</li> <li>11. Are there any things which stand out as importantly</li> </ol>
<ol> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> </ol>
<ol> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> </ol>
<ul> <li>9. Indicate the number group which most nearly approximates</li> <li>13. Did your TA (positively/negatively) affect your appreciation/</li> <li>the number of TA sections you attended for this course (out of</li> <li>a total of 10 sections).</li> <li>13. Did your TA (positively/negatively) affect your appreciation/</li> <li>understanding of Philosophy? Please explain.</li> </ul>

TA:       COURSE:       QUARTER&VEAR:       Spectrum         The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their assignments. Remember that, in general. TAs are responsible only for the presentation of material, whereas the course influence on truture Ta segments. Remember that, in general. TAs are responsible only for the presentation of material, whereas the course influence on truture Ta segments.         eresponsible for the lab and/or section content. If it seems to you that a question does not publy to your TA, do not answer that question. [for example, do not answer that question. general. Please do not write your name on either form. Thank you. ( <i>a</i> ) <i>D</i> -2         (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor       (a) <i>D</i> -2         (b) Excellent (b) Very Good (c) Good (d) Fair (e) Poor       (a) <i>D</i> -2         (c) Excellent (b) Very Good (c) Good (d) Fair (e) Poor       (b) <i>B</i> -8         (c) Excellent (b) Very Good (c) Good (d) Fair (e) Poor       (a) <i>D</i> -25         (c) Excellent (b) Very Good (c) Good (d) Fair (e) Poor       (b) <i>D</i> -25         (c) Excellent (b) Very Good (c) Good (d) Fair (e) Poor       (a) <i>D</i> -25         (c) Excellent (b) Very Good (c) Good (d) Fair (e) Poor       (b) <i>D</i> -25         (c) Excellent (c) State and assignments.       (c) <i>D</i> -25         (c) Excellent (c) Excellent (c) Very Good (c) Fair (c) Very (c)
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14	relevant to the nature of course/course work) Overall performance in her/his role as a TA. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures). (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10 Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work (only respond if</li> </ol>	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY         TA: Source of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.       (a) 9-10       (b) 6-8       (c) 3-5       (d) 0-2         Using the scale below:       10. Indicate the number which best approximates the percentage of readings you did for the course.       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25
9 1 2 m3	<ol> <li>12. What might your TA do to improve his/ her performance?</li> <li>13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> </ol>	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA?	<b>: T.A. EVALUATION SURVEY</b> QUARTER&YEAR: $sprade > 2 \circ 16$ effectiveness of your TA and to provide the TAs feedback on their tions as the results of this survey have some influence on future TA e presentation of material, whereas the course instructor is question does not apply to your TA, do not answer that question. he/she gave no lectures.) For the accompanying TA form, please rite your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

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36	<ul> <li>(a) 9-10</li> <li>(b) 6-8</li> <li>(c) 3-5</li> <li>(d) 0-2</li> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> <li>(a) 75-100</li> <li>(b) 50-75</li> <li>(c) 25-50</li> <li>(d) 0-25</li> </ul>	Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor rate the quality of the following aspects of the TAs teaching:
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# **ESCI Survey Header**

Unique ESCI Survey Number : 341378

### Please return this Header Sheet on the TOP of the Student Response sheets!

### Instructor: BAGWELL J N

**Rank: Teaching Assistant** 

Department: PHILL

Course: PHIL 4 0107

Type of Course: DIS

3rd Wk Enrollment: 32

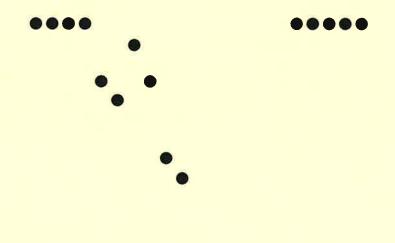
Day/Time/Location: R 1300-1350 GIRV 2112

**Questionnaire Administered:** 

**Philosophy TA Form** 

### **Spring Quarter 2018**

Please Do Not Write in the space below.



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а 1	<ul> <li>help the TA and the department in assessing and improving this course. (May also use the back of this page)</li> <li>11. Are there any things which stand out as importantly noteworthy about your TA?</li> <li>12. What might your TA do to improve his/ her performance?</li> <li>13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> </ul>	
• 32	A:1/4QUARTER&YEAR:18he effectiveness of your TA and to provide the TAs feedback on their estions as the results of this survey have some influence on future TA the presentation of material, whereas the course instructor is a question does not apply to your TA, do not answer that question. if he/she gave no lectures.) For the accompanying TA form, please write your name on either form. Thank you. $(a)$ 9-10 (b) 6-8 (c) 3-5 (d) 0-210. Indicate the number which best approximates the percentage 	

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	of write your name on either form. Thank you.	mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.
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12. What might your TA do to improve his/ her performance?

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12. What might your TA do to improve his/ her performance

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the number of lectures you attended for this course (out of a

total 30 lectures

(a) 26-30

(b) 21-25

(c) 11-20

(d) 0-10

Indicate the number group which most nearly approximates

Overall performance in her/his role as a TA

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a total of 10 sections)

Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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	12. What might your TA do to improve his/ her performance?	Indicate the number group which most nearly approximates	8. Indicate the number gro
		ner/his role as a TA.	7. Overall performance in her/his role as a TA.
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	bood at discussion leading, cleant coner for the	Helpfulness of comments on written work. (only respond if	6. Helpfulness of comment
	noteworthy about your TA?	aterial and the course.	5. Enthusiasm about the material and the course
	11. Are there any things which stand out as importantly		4. Leading class discussion
	course. (May also use the back of this page)	Effectiveness in preparing you for tests and assignments.	3. Effectiveness in preparir
	help the TA and the department in assessing and improving this	ions.	2. Preparation of class sections
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5	τ. Έ	rate the quality of the following aspects of the TAs teaching:	rate the quality of the follow
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	of readings you did for the course.	f (c) Good (d) Fair (e) Poor	(a) Excellent (b) Very Good
	10. Indicate the number which best approximates the percentage		
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	ity if he/she gave no lectures.) For the accompanying TA form, please	(For example, do not answer questions about the IA's lecturing ability if he/she gave no le	(For example, do not answer
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	assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is	t, in general, TAs are responsible only	assignments. Remember that
	questions as the results of this survey have some influence on future TA	teaching effectiveness. Please be conscientious in answering these questions as the results	teaching effectiveness. Pleas
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			R
	14 QUARTER&YEAR: Boring '18	COURSE: phil4	TA: Jeff Bagwell
	PHY: T.A. EVALUATION SURVEY	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATI	

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a total of 10 sections).

the number of TA sections you attended for this course (out of Indicate the number group which most nearly approximates

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total 30 lectures). (a) 26-30 (b) 21-25

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13. Did your TA (positively/negatively) affect your appreciation/

	Your written comments on the following open ended questions will	1. The clarity of explanations of the course materials.
120		rate the quality of the following aspects of the TAs teaching:
	(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25	
	of readings you did for the course.	(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor
	10. Indicate the number which best approximates the percentage	Using the scale below:
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- Preparation of class sections.
- Effectiveness in preparing you for tests and assignments.
- Leading class discussion.
- Enthusiasm about the material and the course
- თ Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7 Overall performance in her/his role as a TA
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11. Are there any things which stand out as importantly noteworthy about your TAP

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13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain 200 のたいちろ orsinations to . l'a sphila's spher " emeil this porter! loved jois three mached and leaved affected

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<ul> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> <li>Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ul>
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Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA
- 8. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30
  (b) 21-25
  (c) 11-20
  (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of

a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage

of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

 Are there any things which stand out as importantly noteworthy about your TA?

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12. What might your TA do to improve his/ her performance?

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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		<ul> <li>(a) 26-30</li> <li>(b) 21-25</li> <li>9. Indicate the number g</li> <li>the number of TA sect</li> <li>a total of 10 sections)</li> </ul>	<ol> <li>Overall performant</li> <li>Indicate the number of lection</li> <li>the number of lection</li> <li>total 30 lectures).</li> </ol>			TA: TA: Part of this su paching effectiveness. Signments. Remember esponsible for the lab for example, do not ar hark responses with bl hark responses with bl sing the scale below: (a) Excellent (b) Very (b) Very (b) Very	
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Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
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- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
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a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.
(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

noteworthy about your TA? He is notably enthusiastic and he is very informative. He does a great sob of explaining & he gives a lot of helpful materia. 12. What might your TA do to improve his/ her performance? N/A

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

A have a deeper understanding of ethics and thanks to classroom discussions facilitated by the TA. I know how others feel about the topics we have discussed.

20	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

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mark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

10. Indicate the number which best approximates the percentage

(a) 9-10

(b) 6-8

(c) 3-5

(d) 0-2

of readings you did for the course.

(a) 75-100 (b) 50-75

(c) 25-50

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rate the quality of the following aspects of the TAs teaching:

The clarity of explanations of the course materials.

Ν Preparation of class sections

Effectiveness in preparing you for tests and assignments

course. (May also use the back of this page)

11. Are there any things which stand out as importantly

noteworthy about your TA?

really enjoyed the supplemental handouts/summaries -

seemed very organized + prepared

help the TA and the department in assessing and improving this

Your written comments on the following open ended questions will

₽ Leading class discussion.

Enthusiasm about the material and the course

σ Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)

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nature of the material.

12. What might your TA do to improve his/ her performance?

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1 1	sitively/negatively) affect your appreciation/ of Philosophy? Please explain.	really good Jab at involving class discussion and itrical analysis of the theories/works weive	<u>f this page</u> ) tand out as impo	ollowing open er	o provide the TAs y have some influ- reas the course in TA, do not answe he accompanying Thank you. (c) 3-5 ( best approximate course. (c) 25-50 (	OUARTER&YEAR:
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DEPARTMENT OF PHILOSOPHY: T.A. EVALUATI	Y: T.A. EVALUATION SURVEY
TA: Seff Bagwell COURSE: Phil 4	QUARTER&YEAR: Sprives 2018
The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future to teaching effectiveness.	e effectiveness of your TA and to provide the TAs feedback on their stinns as the results of this survey have some influence on future TA
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mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5	vrite your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
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	(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25
rate the quality of the following aspects of the TAs teaching:	
1. The clarity of explanations of the course materials.	Your written comments on the following open ended questions will
2. Preparation of class sections.	help the TA and the department in assessing and improving this
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9. Indicate the number group which most nearly approximates	13. Did your TA (positively/negatively) affect your appreciation/
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a total of 10 sections).

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 DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

COURSE:

# QUARTER&YEAR:

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0	(c) Good	10 2
	(d) Fair	9
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rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).

- (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
- Indicate the number which best approximates the percentage of readings you did for the course.
   (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

12. What might your TA do to improve his/ her performance?

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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a total of 10 sections).

Indicate the number group which most nearly approximates

13. Did your TA (positively/negatively) affect your appreciation/

understanding of Philosophy? Please explain.

the number of TA sections you attended for this course (out of

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# **ESCI** Survey Header

Unique ESCI Survey Number : 341379

### Please return this Header Sheet on the TOP of the Student Response sheets!

### Instructor: BAGWELL J N

Rank: Teaching Assistant

Department: PHILL

Course: PHIL 4 0108

Type of Course: DIS

3rd Wk Enrollment: 30

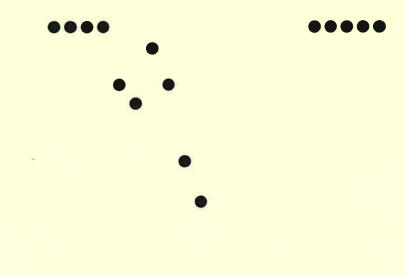
Day/Time/Location: R 1400-1450 GIRV 1119

**Questionnaire Administered:** 

**Philosophy TA Form** 

## **Spring Quarter 2018**

Please Do Not Write in the space below.



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13. Did your TA (positively) negatively) affect your appreciation/ understanding of Philosophy? Please explain. Key & A good work	<ul> <li>Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)</li> <li>11. Are there any things which stand out as importantly noteworthy about your TA?</li> <li>Mack rever sheet one had runce super your Jack of the performance?</li> <li>12. What might your TA do to improve his/ her performance?</li> </ul>	DEPARIMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY         TA:       Support       COURSE: $f_h$ Quarter and the provide the transmeries of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.         (a) Excellent       (b) Very Good       (c) Good       (d) Fair       (e) Poor       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25

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QUARTER&YEAR: SP. 18

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Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
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- 7. Overall performance in her/his role as a TA
- 8. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of

a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.
(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

Very good at leading the discussion.

12. What might your TA do to improve his/ her performance?

Encourage more class participation

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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	12. What might your TA do to improve his/ her performance?	8. Indicate the number group which most nearly approximates
		7. Overall performance in her/his role as a TA.
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	11. Are there any things which stand out as importantly	•
10	course. (May also use the back of this page)	<ol><li>Effectiveness in preparing you for tests and assignments.</li></ol>
	help the TA and the department in assessing and improving this	2. Preparation of class sections.
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	y if he/she gave no lectures.) For the accompanying TA form, please	(For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please
	a question does not apply to your TA, do not answer that question.	responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.
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		1-20 (d) 0-10 1 most nearly approximates Itended for this course (out of	nd the course. Iten work. (only respond if course work) ole as a TA. I most nearly approximates I ded for this course (out of a	course materials. r tests and assignments.	(c) Good (d) Fair (e) Poor g aspects of the TAs teaching:	able to Department to evaluate th scientious in answering these ques eral, TAs are responsible only for th content. If it seems to you that a s about the TA's lecturing ability i <u>en or a no2 pencil</u> . Please do not v	COURSE:	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATI
		<ol> <li>Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> </ol>	<ol> <li>Are there any things which stand out as importantly noteworthy about your TA? Very good at articulating complicated material in an engaging and palatable way. Class handouts were a great help.</li> <li>What might your TA do to improve his/ her performance?</li> </ol>	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)	ximat	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question, (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.	phily QUARTER&YEAR: Spring ZOIS	Y: T.A. EVALUATION SURVEY
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<ol> <li>Indicate the number group which most nearly approximates 12. What might your TA do to improve his/ her performance? the number of lectures you attended for this course (out of a total 30 lectures).</li> </ol>
<ul> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> <li>9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of understanding of Philosophy? Please explain, a total of 10 sections).</li> </ul>

	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ol>	valuate the hese ques only for th ou that a c ou that a do not w e do not w	TA: Mad Brymull COLLESE. Mill GUIDE
5 1 1	<ul> <li>Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)</li> <li>11. Are there any things which stand out as importantly noteworthy about your TA? What might your TA do to improve his/ her performance? What might your TA do to improve his/ her performance?</li> <li>12. What might your TA do to improve his/ her performance? What might your TA do to improve his/ her performance?</li> <li>13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> </ul>	e effectiveness of your TA and to provide the TAs feedback on their tions as the results of this survey have some influence on future TA e presentation of material, whereas the course instructor is question does not apply to your TA, do not answer that question. he/she gave no lectures.) For the accompanying TA form, please rite your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25	T.A. EVALUATION SURVEY

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Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

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12. What might your TA do to improve his/her performance? MOKE booled WOKK/ WE Her

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TA: Jeff Bagwell	COURSE: Phil 4		UARTER&YE	QUARTER&YEAR: Spring 2018	
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	(a) 9-10	(a) 9-10 (b) 6-8	(c) 3-5	(d) 0-2	

Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- The clarity of explanations of the course materials.
- Preparation of class sections.
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- Leading class discussion.
- Enthusiasm about the material and the course
- σ Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
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10. Indicate the number which best approximates the percentage of readings you did for the course.

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12. What might your TA do to improve his/ her performance? more organization/purpose to discussions

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please <u>ں</u> 00 7 თ Using the scale below: rate the quality of the following aspects of the TAs teaching: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor , the number of lectures you attended for this course (out of a a total of 10 sections). the number of TA sections you attended for this course (out of Helpfulness of comments on written work. (only respond if Indicate the number group which most nearly approximates total 30 lectures) Indicate the number group which most nearly approximates relevant to the nature of course/course work) Enthusiasm about the material and the course Effectiveness in preparing you for tests and assignments. Preparation of class sections. (a) 26-30 (b) 21-25 Overall performance in her/his role as a TA Leading class discussion. The clarity of explanations of the course materials. (c) 11-20 COURSE: (d) 0-10 Child out the heading reported lay carlier in the week and not the day he fore its the week and not the day 13. Did your TA (positively/negatively) affect your appreciation/ course. (May also use the back of this page) help the TA and the department in assessing and improving this 10. Indicate the number which best approximates the percentage 12. What might your TA do to improve his/ her performance? 11. Are there any things which stand out as importantly Your written comments on the following open ended questions will understanding of Philosophy? Please explain. of readings you did for the course. (a) 9-10 Enthusiastic, clear, help ful noteworthy about your TA? (a) 75-100 (b) 50-75 positively. Through his (b) 6-8 QUARTER&YEAR: (c) 3-5 (c) 25-50 (d) 0-25 (d) 0-2 1.2513, 513 7 2 4 3

-25 (c) 11-20 (d) 0-10 er group which most nearly approximates sections you attended for this course (out of ns).	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures)</li> </ol>	he purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their eaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA ssignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is esponsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. -or example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please nark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 Jsing the scale below: (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25 -ate the quality of the following aspects of the TAs teaching:	TA: Baywell J COURSE: MI 4 QUART
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TA: Daymell	COURSE: Mil 4	Phil 4	Ωυ	ARTER&YEA	QUARTER&YEAR: Spring 2018	2018
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- The clarity of explanations of the course materials.
- Preparation of class sections.
- Effectiveness in preparing you for tests and assignments.
- Leading class discussion.
- Enthusiasm about the material and the course
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11. Are there any things which stand out as importantly noteworthy about your TA?

course. (May also use the back of this page)

TA was very entrueiastic and helptul

12. What might your TA do to improve his/ her performance?

Less priced group work would be helpful because then we can tocus in admatta learning

13. Did your TA (positively/negatively) affect your appreciation/ from him understanding of Philosophy? Please explain

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1-25 (c) 11-20 (d) 0-10 ber group which most nearly approximates 13. Did yo sections you attended for this course (out of undersons).	<ul> <li>relevant to the nature of course/course work)</li> <li>7. Overall performance in her/his role as a TA.</li> <li>8. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>9. Indicate the number of lectures of this course (out of a total 30 lectures).</li> </ul>	Your writt help the T course. ( <u>M</u> 11. Are th notew	TA:       COURSE: $b_{M}$ QUARTER&VEAR: $c$ ( $s$ )         The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their eaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA signments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is esponsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please nark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.       (a) 9-10       (b) 6-8       (c) 3-5       (d) 0-2         Using the scale below:       10. Indicate the number which best approximates the percentage of readings you did for the course.       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY
/our appreciation/ ain.	ndig poppids	n ended questions will and improving this nportantly	R: $(f)$ ( $f)$ As feedback on their a fluence on future TA is instructor is swer that question. ing TA form, please (d) 0-2 ates the percentage (d) 0-25	

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TA: Jest Baywell COURSE: phil 4 QUARTER&YEAR: Spring 2018
The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.
(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 Using the scale below: 10. Indicate the number which best approximates the percentage
(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25
rate the quality of the following aspects of the TAs teaching:
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<ol> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Course. (May also use the back of this page)</li> <li>Leading class discussion.</li> <li>11. Are there any things which stand out as importantly</li> </ol>
<ol> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> </ol>
<ol> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> </ol>
<ul> <li>9. Indicate the number group which most nearly approximates</li> <li>13. Did your TA (positively/negatively) affect your appreciation/</li> <li>the number of TA sections you attended for this course (out of</li> <li>a total of 10 sections).</li> <li>13. Did your TA (positively/negatively) affect your appreciation/</li> <li>understanding of Philosophy? Please explain.</li> </ul>

TA:       COURSE:       QUARTER&VEAR:       Spectrum         The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their assignments. Remember that, in general. TAs are responsible only for the presentation of material, whereas the course influence on truture Ta segments. Remember that, in general. TAs are responsible only for the presentation of material, whereas the course influence on truture Ta segments.         eresponsible for the lab and/or section content. If it seems to you that a question does not publy to your TA, do not answer that question. [for example, do not answer that question. general. Please do not write your name on either form. Thank you. (a) 0.2         using the scale below:       (a) <i>Good</i> (b) <i>Fair</i> (c) <i>PsiD</i> (b) <i>Fair</i> (c) <i>PsiD</i> (c) <i>DsiD</i> (c) <i>D-2</i> using the scale below:       (a) <i>Czellent</i> (b) <i>Fair</i> (c) <i>PsiD</i> (c) <i>D-2</i> (c) <i>D-2</i> (c) Excellent       (b) <i>Very Good</i> (c) <i>Good</i> (d) <i>Fair</i> (c) <i>PsiD</i> (c) <i>D-2</i> (c) <i>D-25</i> (c) <i>D-25</i> (c) <i>D-25</i> 1       The clarity of the following aspects of the TAs teaching:       Your write comments on the following open ended questions will be the quality of the secons on write work, (only respond if rectiveness in preparing you for tests and asignments.       Your writte comments on the following open ended questions will be the full as duest of the secons on written work, (only respond if released to maker tha seessing and improvi
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14	relevant to the nature of course/course work) Overall performance in her/his role as a TA. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures). (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10 Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work (only respond if</li> </ol>	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY         TA: Source of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.       (a) 9-10       (b) 6-8       (c) 3-5       (d) 0-2         Using the scale below:       10. Indicate the number which best approximates the percentage of readings you did for the course.       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25
9 1 2 m3	<ol> <li>12. What might your TA do to improve his/ her performance?</li> <li>13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> </ol>	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA?	<b>: T.A. EVALUATION SURVEY</b> QUARTER&YEAR: $sprade > 2 \circ 16$ effectiveness of your TA and to provide the TAs feedback on their tions as the results of this survey have some influence on future TA e presentation of material, whereas the course instructor is question does not apply to your TA, do not answer that question. he/she gave no lectures.) For the accompanying TA form, please rite your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

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	13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.	<ul> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> <li>9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ul>
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12	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA?	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work (only respond if</li> </ol>
36	<ul> <li>(a) 9-10</li> <li>(b) 6-8</li> <li>(c) 3-5</li> <li>(d) 0-2</li> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> <li>(a) 75-100</li> <li>(b) 50-75</li> <li>(c) 25-50</li> <li>(d) 0-25</li> </ul>	Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor rate the quality of the following aspects of the TAs teaching:
	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on the teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future - assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.
	COURSE: Mil 4 Ethics QUARTER&YEAR: Spars 2018	TA: Jeff Baywall COURSE: Ph
	HV: T A EVIALITION CLIDVEV	DEPARTMENT OF PHILOSOPHY T A EVALUAT

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## **ESCI Survey Header**

Unique ESCI Survey Number : 343243

Please return this Header Sheet on the TOP of the Student Response sheets!

#### Instructor: BAGWELL J N

Rank: Teaching Assistant

Department: PHILM

Course: PHIL 100B 0101

Type of Course: DIS

3rd Wk Enrollment: 24

Day/Time/Location: W 930 -1050 HSSB 1231

Questionnaire Administered: Philosophy TA Form

# Summer Quarter 2018

Please Do Not Write in the space below.

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DEPARTIMENT OF PHILOSOPHY: I.A. EVALUATI	
TA: Jett Bugwell COURSE: Thil LOOB QUA	QUARTER&YEAR: Summer B
The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that in general TA and to provide the TAS feedback on their teaching effectiveness.	your TA and to provide the TAs feedback on their ts of this survey have some influence on future TA.
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(a) 9-10 (b) 6-8 Using the scale below: 10. Indicate the number which	(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage
of readings you (a) 75-100 (b)	bu did for the course. ( <i>b</i> ) 50-75 ( <i>c</i> ) 25-50 ( <i>d</i> ) 0-25
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<ol> <li>4. Leading class discussion.</li> <li>5. Enthusiasm about the material and the course.</li> <li>11. Are there any things which a solution of the course.</li> </ol>	11. Are there any things which stand out as importantly noteworthy about your TA?
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Groud TA will take again, should not require students participate. Showing up to class is more than shough. (\*)

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DEPARTMENT OF PHILOSOPHY: T.A. EVALUATI	T.A. EVALUATION SURVEY
TA: Jett Boywell COURSE: PL:18 10015	10012 QUARTER&YEAR: Session B JUNE
The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that in general TAs are responsible only for the presentation of material whereas the power instructor is assignments.	effectiveness of your TA and to provide the TAs feedback on their ions as the results of this survey have some influence on future TA,
responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with blue/black interesting and a part response with blue/black interesting and a part response with blue/black interesting and a part of the second part of th	uestion does not apply to your TA, do not answer that question. he/she gave no lectures.) For the accompanying TA form, please
	(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor	<ol> <li>Indicate the number which best approximates the percentage</li> <li>of readings you did for the course.</li> <li>(מ) 75-100</li> <li>(b) 50-75</li> <li>(c) 75-50</li> <li>(d) 0-35</li> </ol>
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<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> </ol>	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this
<ol> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion</li> </ol>	course. (May also use the back of this page)
	noteworthy about your TA?
<ol> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a</li> </ol>	12. What might your TA do to improve his/ her performance?
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### **ESCI Survey Header**

Unique ESCI Survey Number : 343244

Please return this Header Sheet on the TOP of the Student Response sheets!

### Instructor: BAGWELL J N

#### **Rank: Teaching Assistant**

Department: PHILM

Course: PHIL 100B 0102

Type of Course: DIS

3rd Wk Enrollment: 25

Day/Time/Location: R

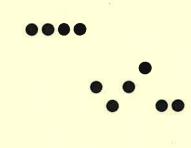
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Questionnaire Administered: Philosophy TA Form

## Summer Quarter 2018

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#### **ESCI Survey Header**

Unique ESCI Survey Number : 346726

Please return this Header Sheet on the TOP of the Student Response sheets!

#### Instructor: BAGWELLJN

**Rank: Teaching Assistant** 

Department: PHILL

Course: PHIL 20A 0103

387 1011

Type of Course: DIS

3rd Wk Enrollment: 24

Day/Time/Location: T 800 -850

Questionnaire Administered: Philosophy TA Form

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#### Fall Quarter 2018

Please Do Not Write in the space below.





TA: Jeff Bogwell

COURSE: Phil 20A

QUARTER&YEAR: 20/6 Fall

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COURSE: Phil 20 A

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COURSE: Thi losophy 20H

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TA: Jeff Saguell

COURSE: PLI 20 A

QUARTER&YEAR: Tall 2018

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<ul> <li>7. Overall performance in her/his role as a TA.</li> <li>8. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>(ii) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> </ul>	12. What might your TA do to improve his/ her performance? The moves of $e(a_1)$ is $e(a_1) = S_{a_1a_2}$ is cylicidary types and we perform $a_{a_1a_2} = a_{a_1a_2}$
ost nearl ded for t	13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.
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Seguril COURSE: Phil ZOA QUARTER&YEAR: /-Acc 2018

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Using the scale below

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50

(d) 0-25

course. (May also use the back of this page) Your written comments on the following open ended questions will help the TA and the department in assessing and improving this

11. Are there any things which stand out as importantly to much on one thing. explaining become his really personal, but sometimes when we have a lot of mentarial to cover we might focus noteworthy about your TA? Very enthusinetic; helps when he's

12. What might your TA do to improve his/ her performance? Maybe use time a little more would. See about

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain

5 different light to expand upon all be discord leaks. Very pressiont duch Self helped me provide philosophy. I feel though he helped copies in theat depiss in

Bague COURSE: Phil 20A QUARTER&YEAR: Faul 2018

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noteworthy about your TA? His enthusiasing to discuss /review topics is motivational, especially for an Baun. Much oppreciated by my part 12. What might your TA do to implove his/ her performance? Atthury have often vin out of this on which example. Oriented we often vin out of this on which is. I wish accepted have encyn three to fully discuss all The 13. Did your TA (positively/negatively) affect your appreciation/

understanding of Philosophy? Please explain. He positively affected my understaineding as his examples : worksheets helped me understand complex concepts in this course

TA: Jeff Baywell COURSE: Miloso My ZOA QUARTER&YEAR: 1711 2018

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include everyone 12. What might your TA do to improve his/ her performance? Stricter schedule So we have ged stack on sile

cacept the while section

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

- DO NOT photocopy this form -

#### ESCI Survey Header

Unique ESCI Survey Number : 346727

Please return this Header Sheet on the TOP of the Student Response sheets!

#### Instructor: BAGWELL J N

#### **Bank: Teaching Assistant**

Department: PHILL

Course: PHIL 20A 0104

Type of Course: DIS

3rd Wk Enrollment: 30

Day/Time/Location: T 900 -950 ARTS 1353

Questionnaire Administered: Philosophy TA Form

#### Fall Quarter 2018

Please Do Not Write in the space below.

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Octt Verwell COURSE: R11 201

\_QUARTER&YEAR: fall 2018

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10. Indicate the number which best approximates the percentage

(a) 9-10

(b) 6-8

(c) 3-5

(d) 0-2

of readings you did for the course.

(a) 75-100 (b) 50-75

(c) 25-50

(d) 0-25

help the TA and the department in assessing and improving this

- 4. Leading class discussion.
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  (c) 11-20
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  9. Indicate the number group which most nearly approximates
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12. What might your TA do to improve his/ her performance?
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Gree instruct which the response of a set
13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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TA: Jeff Bagerell

COURSE: 12/2 202

QUARTER&YEAR: Fall 2019

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11. Are there any things which stand out as importantly course. (May also use the back of this page) Your written comments on the following open ended questions will help the TA and the department in assessing and improving this

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12. What might your TA do to improve his/ her performance? Don't let the discussion on one subject cat too much fine

13. Did your TA (positively/negatively) affect your appreciation/

understanding of Philosophy? Please explain. Yes, his energy mode the subject fun to

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TA: Jeff Bashed

COURSE: Phil 700

QUARTER&YEAR: Fan Long

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

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11. Are there any things which stand out as importantly noteworthy about your TA?

"He devotes his the and attention to give into help cyplain concepts in a relevant and applicable way.

12. What might your TA do to improve his/ her performance?

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

Positively - philosophy is a challenging subject and can deter reade but Jeff malkes TA sections interactions interactions interactions interactions interactions and the balances have inversionable answers to questions

TA: Jetter Prograd COURSE: Phil 20A QUARTER&YEAR: Tall 2018

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12. What might your TA do to improve his/ her performance? JAF is great. Wish the protessor Ser

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. material.

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TA: JEFF BAGWELL

COURSE: PHIL 20A

QUARTER&YEAR: Fall 2018

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11. Are there any things which stand out as importantly

noteworthy about your TA? Wants us to undertand material enough to explain ourselves

which is very with & hulpful.

12. What might your TA do to improve his/ her performance? If we get stuck an atops too long, it's akay to had us alittle if we can work an many important contant.

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

pesitively. I thought about concept in new ways & separated by own opinions and philosopher's beliefs from these of late & earlier philosophere

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COURSE: 12hil 20

QUARTER&YEAR: 1911 2018

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noteworthy about your TA? Very helpful in preparing us papers and breaking dury 12. What might your TA do to improve his/ her performance?

It might be nice to review

13. Did your TA (positively/negatively) affect your appreciation/ readings from the week we are at understanding of Philosophy? Please explain.

Masimuela - very and wan to

best her his studenty

TA: Jeff Baywell

COURSE: Philosophy 2017

QUARTER&YEAR: Fall 201 8

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noteworthy about your TA?

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12. What might your TA do to improve his/ her performance?

be more prepared and time -conscious is you be doesn't have to rush through content 13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

I have in they class in a clear manner positively because he captains he content we

TA: Jet bymell COURSE: Philosophy 20A \_QUARTER&YEAR:  $\frac{Fa}{1}$  2018

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TA: JEFF GAGWELL

COURSE: PHIL ZOA

QUARTER&YEAR: 2018

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Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- 6. Helpfulness of comments on written work. (only respond if
- relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30
  (b) 21-25
  (c) 11-20
  (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of

a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.

(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly

noteworthy about your TA? The is allows very structured and willing to enone with structured with appreciation/ the many willing to enone with appreciation/ the class of the structure of the class of the structure of the struct

understanding of Philosophy? Please explain.

Positive) - deft is

subject and makes into want to pursue other philesophics carbon

TA: Jeff Brywell COURSE: PHIL 20 A

QUARTER&YEAR: Fall 2013

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

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- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- 8. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a
- total 30 lectures). (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
- Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

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Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly

- Nery approaction the weat understanding
- on guestions

12. What might your TA do to improve his/ her performance?

he could be much clear in his

lectures during section

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

makes it a more for subject

#### TA: JECE BACHWELL

#### COURSE: PHILOSOPHY

#### QUARTER&YEAR: FIALL 2018

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.

Using the scale below

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- The clarity of explanations of the course materials
- $\mathbf{N}$ Preparation of class sections
- ω Effectiveness in preparing you for tests and assignments.
- 4 Leading class discussion.
- Ś Enthusiasm about the material and the course
- <u>σ</u> Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- . 1 Overall performance in her/his role as a TA.
- $\infty$ the number of lectures you attended for this course (out of a Indicate the number group which most nearly approximates total 30 lectures).
- 9 the number of TA sections you attended for this course (out of Indicate the number group which most nearly approximates (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

course. (May also use the back of this page) Your written comments on the following open ended questions will help the TA and the department in assessing and improving this

11. Are there any things which stand out as importantly noteworthy about your TA?

HE IS VERY DEDICIATED TO THIS

12. What might your TA do to improve his/ her performance? SUBJECT WHICH MAKES IT MORE FUN

R A LITTLE MORE 12 TEREST CG

13. Did your TA (positively/negatively) affect your appreciation/

YES! understanding of Philosophy? Please explain.

HE PERSONNALLY

(JUANNE D ABOCI FEELS SUCH A POSITIVE WAY PHILOSOPHU THAT I A BETTER APPRCENTION

TA: JER Bagwell

COURSE: Mil JUA

QUARTER&YEAR: Fall 2018

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below

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- The clarity of explanations of the course materials
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- 4 Leading class discussion.
- Э Enthusiasm about the material and the course
- <u>о</u> Helpfulness of comments on written work. (only respond if
- relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- œ Indicate the number group which most nearly approximates total 30 lectures) the number of lectures you attended for this course (out of a
- ف (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
- a total of 10 sections). the number of TA sections you attended for this course (out of Indicate the number group which most nearly approximates

(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

course. (May also use the back of this page) Your written comments on the following open ended questions will help the TA and the department in assessing and improving this

11. Are there any things which stand out as importantly noteworthy about your TA?

Very open no willing to help his students

12. What might your TA do to improve his/ her performance?

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

With undestanding came apprecess than

Jeff Grandell

COURSE: PHIL 20A

QUARTER&YEAR: 12/18

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their

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- Ś Enthusiasm about the material and the course
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- 7. Overall performance in her/his role as a TA
- ò the number of lectures you attended for this course (out of a total 30 lectures) Indicate the number group which most nearly approximates
- <u>9</u> Indicate the number group which most nearly approximates (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
- a total of 10 sections). the number of TA sections you attended for this course (out of

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75

(c) 25-50

(d) 0-25

course. (May also use the back of this page help the TA and the department in assessing and improving this Your written comments on the following open ended questions will

11. Are there any things which stand out as importantly noteworthy about your TA?

Ular, Shows good interstanding

12. What might your TA do to improve his/ her performance?

Speed up slightly but that's it

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

Positively by demosstrating the interest

Complexity in philosophican ideas

TA: Jed Bagner COURSE: PHILDA

QUARTER&YEAR: four sond

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

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- 5. Enthusiasm about the material and the course
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7 Overall performance in her this rate are the
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- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
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a total of 10 sections).

- (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
- 10. Indicate the number which best approximates the percentage of readings you did for the course.
  (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

The class sective be pave in very clear. Hud he is very enthusiastic sont philosophy 12. What might youk tA do to improve his/ her performance?

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

Vest Bugnel COURSE: NILL 2014 QUARTER&YEAR: to 1/19

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

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11. Are there any things which stand out as importantly noteworthy about your TA?

Very clear and very help /4/

12. What might your TA do to improve his/ her performance?

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

C

Jeff Byonell

\_COURSE: 1/120A

QUARTER&YEAR: Tall2011

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- 2 Preparation of class sections
- ω Effectiveness in preparing you for tests and assignments

course. (May also use the back of this page)

11. Are there any things which stand out as importantly

noteworthy about your TA?

Your written comments on the following open ended questions will

10. Indicate the number which best approximates the percentage

of readings you did for the course

(a) 75-100 (b) 50-75

(c) 25-50

(d) 0-25

(a) 9-10

(b) 6-8

(c) 3-5

(d) 0-2

help the TA and the department in assessing and improving this

- 4 Leading class discussion.
- Ś Enthusiasm about the material and the course
- ტ Helpfulness of comments on written work. (only respond if
- relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.

Be alittle more organized when lecturing. Or make work chects more detailed. 12. What might your TA do to improve his/her performance?

- œ total 30 lectures) the number of lectures you attended for this course (out of a Indicate the number group which most nearly approximates
- <u>ە</u> (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
- a total of 10 sections). the number of TA sections you attended for this course (out of Indicate the number group which most nearly approximates

I love the enflusia Sp. great performered 13. Did your TA (positively/negatively) affect your appreciation/

positively he is so

understanding of Philosophy? Please explain.

passionate

TA: Uelly Bog mell

COURSE: Phil ZOA

QUARTER&YEAR:

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noteworthy about your TA? Whenleful teacher and philosophen - very thoughtfur and knowed cable

12. What might your TA do to improve his/ her performance? he could work a little on the management in section, but even ell he's great

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

very positively due to his entuetaspin and helpflues

Sett Baserell \_COURSE:\_\_

2 20 2 OV

QUARTER&YEAR: Fall 200

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- (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
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King have elever the

12. What might your TA do to improve his/ her performance?

Los the continentiare

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

- DO NOT photocopy this form -

#### ESCI Survey Header

Unique ESCI Survey Number : 351137

#### Please return this Header Sheet on the TOP of the Student Response sheets!

#### Instructor: BAGWELL J N

#### Rank: Teaching Associate

Department: PHILL

Course: PHIL 1 0100

Type of Course: LEC

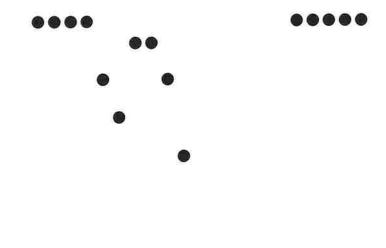
3rd Wk Enrollment: 178

Day/Time/Location: M W F 900 -950 IV THEA1

Questionnaire Administered: Philosophy Dept Faculty Form

#### Winter Quarter 2019

Please Do Not Write in the space below.



 $\bigcirc$ 

## Instructor: Jett Bogwell Course: philosophy 1 Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	2 <sub>22</sub> -	Fair	Poor
(a)	(b)	(c)	÷	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

- 12

×

### Instructor: Jeff Bagmill Course: Phill Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

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Using the scale below,

Excellent	Very Good	Good	· .	Fair	Poor
(a)	(b)	(c)	ŝ	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

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#### Instructor: Jef Baquell Course: Phil 1 Qtr. W.Q

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Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	2	(e)

Rate the quality of the following aspects of the instructor's teaching:

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- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

Your written comments will help the instructor and the department in assessing and improving this course. Use the other side of this form if needed.

lecture was very boring slides were sowardy that people had to take firs of them b/c there has no time to take when on them

×

and.

÷

## Instructor: Jeff Baquell Course: PHILL Qtr. WH

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Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	2	(e)

Rate the quality of the following aspects of the instructor's teaching:

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Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	25	(e)

Rate the quality of the following aspects of the instructor's teaching:

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- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

Jeff was a really nice prof but lecuture was so baing. I wish he vere more enthusiquitie. Alot of leruture was wording off the slides. Also it was hard to write down and the notes because ne lectures q bit quickly. His lectures vere always clear and nell written. Incorporating mane video content to relate to the material maidue made class more engaging. ponetheless, Jeff vois a great prof. "

# Instructor: Jeff Bagwell, Course: Phill Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	× .	Fair		Poor
(a)	(b)	(c)	12.1	(d)	10	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

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### Instructor: Jeff Bagnell Course: Phil 1 Qtr. N/19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	12	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

Thank you Jeff! I really enjoyed the dass/concepts. The pictures + examples you used were engaging. "

#### Instructor: Jeff Baquell Course: phil 2 Qtr. W19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	5	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

Obviously well prepared & willing to clarify any content for the class but moves at the speed of light through his powerpoints people have resorted to taking pictures & not taking hotes b/c he moves too fast through his slides.

### Instructor: JEFF BAGWELL Course: PHIL 1 Qtr. W19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	20	Fair	Poor
(a)	(b)	(c)		(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

He is a hive man but the class is not engaging, flits through the slides way too fast and does not post online, so I am lift to struggle with incomplete notes. Hard to focus on recture because I am too womied about copying down the holes fast enough.

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### Instructor: Jef Baquell Course: DHILL Qtr. Wintervol)

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

### Instructor: Jeff Bagnell Course: Phil 1 Qtr. W19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

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#### Instructor: Bagwell Course: Phil 2 Qtr. W19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	3	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

This course was very interesting and was helpful in my argumentation skills and understanding of concepts ive wondered about my whole life

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### Instructor: Bagnell Course: Phil Qtr. W19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	ю	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

Loved the arguments s how comprehensive the stides were! Honever, pare reduced me to taking pictures - would have liked to have been able to access main where the online + be accountable for attendance some other may (ex: iclicker).

Thank you!

Course: Phil 1 Qtr. Linker Zoly Instructor: Jeff Baghull

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	1.0	Fair		Poor
(a)	(b)	(c)	5	(d)	47	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

5. Instructor's enthusiasm and ability to hold the attention of the class.

Very knowledgeable about the Mormarson of the Course.

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off kgowell Course: Plust 1 Qtr. Wowen 1g Instructor:

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

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# Instructor: Jeff Bravell Course: Phill Qtr. Winter

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

5. Instructor's enthusiasm and ability to hold the attention of the class.

Your lectures were really erganing and interesting.

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#### Instructor: Jeff Bagwell Course: PHIL 1 Qtr. WINEer 2017

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

Lectures are pretty good. Explanations are dear and I like how you are able to completely consuler quostions. Don't be too lennent with the quizzes. If anything have more quizzes. Quizzes are fair. The course materials care really interesting. Really covers a verify of topics as an introductory class.

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Qtr. Vinter 2019 Instructor: Jeff Baque Course: PHIL 1

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	54	Fair	Poor
(a)	(b)	(c)	85	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

Maybe slow down or slide changes, 1 miss some notes bausse thing change harder that Hype

# Instructor: Jeff Bagwell Course: PHILI Qtr. Winter 201)

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

## Instructor: Jeff Bagwell Course: PHIL 1, Qtr. WMto 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

Material was interesting and I really appreciated that all of the reading was readily available on Gauchospace, and that we didn't need to buy a course reader.

## Instructor: Jeff Baquell Course: PUI Qtr. W 2009

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

#### DEPARTMENT OF PHILOSOPHY

Faculty & Course Evaluation Survey

a well Course: Whil

Qtr. WINTER 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Instructor:

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	Z	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

I think he is a great Professor, and has paintal, and cares about Students. M

# Instructor: Jeff Bagwell Course: phil Qtr. Winter 9

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

The slides go a little too fast sometimes.

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## Instructor: Branel Course: PNI - Qtr. With

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

Great Professor, Truly Carer about the subject matter, and his suderly.

## Instructor: Jeff Bagnell Course: Phil 1 Qtr. Whiter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	÷	Fair		Poor
(a)	(b)	(c)	8	(d)	54	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

I enjoyed the class quite a lot. Your enth-siasm. even when the students were kind of dead, did not go unnotized air unappreciated. The clarity, organization, and style of lecture was excellent. Thanks for the wonderful class experiencing - I'll be taking more philosophy in the future! Take care.

×

#### Instructor: Jef Brawell Course: PHILL Qtr. WIAHAY 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

- good entrussian - too much text -> havd to understand big picture - essays toxics made serve - didate wasn't very capavating bic of the structure of slides

#### Instructor: Jeff Bagwai Course: Phill Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	*2	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

Straightforward lectures & nice attitude. Wondrie been a little helpful to have concept guides each week in prep. for final. Besides mat really enjoyed the course!

# Instructor: Jeff Baquell Course: Phil 1 Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

I was hoping we'd get into whether or not Good exists. I also felt like we spent more the than needed on the Dreaming Figurent & Death, Overall, good job teaching & being as enthusiastic as possible. ...

ξ

### Instructor: Jeff Baquell Course: Phill Qtr. Winter 2017

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	•	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

e. 

## Instructor: Jett Bayer Course: 12,7 ( Qtr. Winter 21,1

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

5. Instructor's enthusiasm and ability to hold the attention of the class.

## Instructor: Jeff Bagnell Course: Phil 1 Qtr. W19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	- (d)	65	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

# Instructor: Baquell Course: Phil Qtr. Winter

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

2. 2.

Instructor: BAGWELL Course: PHIL 2 Qtr. WINTER

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

Instructor: Jeft Bagwen Course: phil Qtr. win2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	56	Fair		Poor
(a)	(b)	(c)	ş	(d)	1965	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

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#### DEPARTMENT OF PHILOSOPHY

Faculty & Course Evaluation Survey

Phil 1

Instructor: Jeff Bagwell Course: When 19 Qtr. Winter 19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

5. Instructor's enthusiasm and ability to hold the attention of the class.

Instructor: <u>Jeff Bagwell</u> Course: <u>Phill</u> Qtr. <u>Vinter</u> 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	<sup>0</sup> ल	Fair		Poor
(a)	(b)	(c)		(d)	220	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

This cause very informative and very taught very well, by my suggestion for improvement would be on the contrator the convector? This cause seemed to focus very heavily on ethics, which I may not emptying considering that there is a <u>separate</u> introductory ethics cause that also have no presequisites. (In Each, there two cause caused much of the same top.25...).

I would have loved to see the other branches of philosophy Convert on instead! Metaphysizs in particular, I may having to see . In this course after taking phil 46 (intro ethiss) prior.

otherize, I have no complexity. Jeff nore great lachier and very friendly & helpful in office have.

# Instructor: Jeff Bacquell Course: Philo I Qtr. www.zo19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	(m)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and \* arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

- You are assessme, too nice on the quizes, I think you should grow extra credit as ppl who do the quizes on time!

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## Instructor: Jett Barwell Course: Phil 1 Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	55635	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

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## Instructor: Bagwen Course: Phil 1 Qtr. White

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

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### DEPARTMENT OF PHILOSOPHY

Faculty & Course Evaluation Survey

Instructor: Bagwell Course: Phil 1 Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

### Instructor: Jeff Bagwell Course: Dhill Qtr. White

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

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## Instructor: Jeff Byred Course: Phil 1 Qtr. Winter 19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

5. Instructor's enthusiasm and ability to hold the attention of the class.

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### Instructor: Jeff Bagner Course: Phil 4 Qtr. Unier 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

- would advise finding a way to make the lectures less monotonous.

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Instructor: Jeff Bagwell Course: Phil 1 Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

## Instructor: Jeff. Boewell Course: Phill Qtr. When 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.  $\mathcal{K}$
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration. R

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

## DEPARTMENT OF PHILOSOPHY

Faculty & Course Evaluation Survey

# Instructor: Jeff 139well Course: that Qtr. winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and b arguments under consideration.
- 3. Organization of lectures. b
- 4. Effectiveness in answering student questions. @ b
- 5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.  $\mathcal{Y}$  Your written comments will help the instructor and the department in

assessing and improving this course. Use the other side of this form if needed. The instructor shared part has PPT stades on Gaudrospace. There are too many materially a in lectures and we have no time to tak all of the notes!

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Instructor: Bagwell Course: 1 Qtr. W19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

Slide could have had more information of time & papers announced at - beginning of the guarter.

2

## Instructor: Jeff Bagwell Course: Phill Qtr. N19

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair		Poor
(a)	(b)	(c)	(d)	000	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

Your written comments will help the instructor and the department in assessing and improving this course. Use the other side of this form if needed.

Goes through stides too Fast!

\*

Instructor: Jeff Bagwell Course: PHILI Qtr. Wither Dole

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- . Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

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course: Phil Qtr. W 19 Instructor:

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

Instructor: JEFF Bagerell Course: Phil 2 Qtr. Winter 2819

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	F	air	Poor
(a)	(b)	(c)	(	d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

1. Instructor's preparation for class.

2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.

3. Organization of lectures.

4. Effectiveness in answering student questions.

5. Instructor's concern that students learn what is being taught in the course.

6. Instructor's enthusiasm and ability to hold the attention of the class.

# Instructor: Jeff Rogwell Course: Phil 1 Qtr. Winter 201

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

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### Instructor: Jeff Bagwell Course: PHILI Qtr. Winter 2019

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

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# Instructor: JAG Bagwell Course: Phil 1 Qtr. When

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- Instructor's preparation for class. ł.
- The clarity of instructor's explanations of the basic ideas and 2.\*\* arguments under consideration.
- Organization of lectures. 3.
- Effectiveness in answering student questions. 4.
- Instructor's concern that students learn what is being taught in the 5. course.
- Instructor's enthusiasm and ability to hold the attention of the class. 6.

Your written comments will help the instructor and the department in assessing and improving this course. Use the other side of this form if Wards be helpful to go over examples OF soud/bad objections For a papers

### DEPARTMENT OF PHILOSOPHY Faculty & Course Evaluation Survey

### Instructor: Jef Bagwell Course: Phill Qtr.M. http://

The purpose of this survey is 1) to provide feedback to the instructor and department on the strengths and weaknesses of this course; and 2) to evaluate the instructor in connection with promotion and advancement. Please mark your responses with a soft lead pencil on the Faculty/Course Response Form. You are asked not to write your name on either form.

Please be sure to respond to questions A and B in the shaded box on the accompanying ESCI Faculty/Course Form.

Using the scale below,

Excellent	Very Good	Good	Fair	Poor
(a)	(b)	(c)	(d)	(e)

Rate the quality of the following aspects of the instructor's teaching:

- 1. Instructor's preparation for class.
- 2. The clarity of instructor's explanations of the basic ideas and arguments under consideration.
- 3. Organization of lectures.
- 4. Effectiveness in answering student questions.
- 5. Instructor's concern that students learn what is being taught in the course.
- 6. Instructor's enthusiasm and ability to hold the attention of the class.

Your written comments will help the instructor and the department in assessing and improving this course. Use the other side of this form if needed. Posting Slides or gaurdan space Would be very heipful! Thanks for a wonderful youter! :D

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- DO NOT photocopy this form -

### **ESCI Survey Header**

Unique ESCI Survey Number : 356929

Please return this Header Sheet on the TOP of the Student Response sheets!

### Instructor: BAGWELL J N

### **Bank: Teaching Assistant**

Department: PHILM

Course: PHIL 100A 0101

Type of Course: DIS

3rd Wk Enrollment: 28

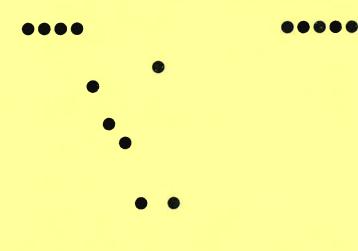
Day/Time/Location: T 900 -950 PHELP2536

Questionnaire Administered:

**Philosophy TA Form** 

### **Spring Quarter 2019**

Please Do Not Write in the space below.



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Jetto bagwell COURSE: Phil 100A

QUARTER&YEAR: 519

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.

course. (May also use the back of this page)

11. Are there any things which stand out as importantly

noteworthy about your TA? Likestine material, is nice & approachable, not socially awk ward. Available to mart shadon ts.

Your written comments on the following open ended questions will

help the TA and the department in assessing and improving this

10. Indicate the number which best approximates the percentage

(c) 3-5

(d) 0-2

(a) 9-10 (b) 6-8

of readings you did for the course.

(a) 75-100 (b) 50-75

(c) 25-50

(d) 0-25

- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).

12. What might your TA do to improve his/ her performance? Maybe having more into an hav x authors would

respand to a topic braught up in discussion that's not from leature.

13. Did your TA (positively/negatively) affect your appreciation/

- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10 9. Indicate the number group which most nearly approxim
- Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).

out of understanding of Philosophy? Please explain. He likesthe material sohis sections are cingaging

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question, teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their <del>ر</del>م თ 4 ω 2 P rate the quality of the following aspects of the TAs teaching: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor Using the scale below: Preparation of class sections. Leading class discussion. Effectiveness in preparing you for tests and assignments. The clarity of explanations of the course materials. relevant to the nature of course/course work) Helpfulness of comments on written work. (only respond if Enthusiasm about the material and the course Jeff Daquell COURSE: Phil 100A the was really good at everifying and electronized 10. Indicate the number which best approximates the percentage course. (May also use the back of this page) help the TA and the department in assessing and improving this Your written comments on the following open ended questions will 11. Are there any things which stand out as importantly noteworthy about your TA? of readings you did for the course. (a) 9-10 (b) 6-8 (a) 75-100 (b) 50-75 QUARTER&YEAR: Sping 2019 (c) 3-5 (c) 25-50 (d) 0-25

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain

12. What might your TA the improve his/ her performance?

ω

total 30 lectures)

(a) 26-30 (b) 21-25

a total of 10 sections).

Indicate the number group which most nearly approximates

(c) 11-20

(d) 0-10

the number of TA sections you attended for this course (out of

00 7.

Indicate the number group which most nearly approximates

the number of lectures you attended for this course (out of a

Overall performance in her/his role as a TA

5	<ul> <li>(a) 26-30</li> <li>(b) 21-25</li> <li>(c) 11-20</li> <li>(d) 0-10</li> <li>9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ul>	<ol> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> </ol>	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course</li> </ol>	Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor rate the quality of the following aspects of the TAs teaching:	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.	TA: Jeff Bagwell COURSE: Phil 100A	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY
made me teel move	<ol> <li>Did your Thipositively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> </ol>	- Very enthusiashic - A. HHIE "all over the place" at times, but declared to helping students 12. What might your TA do to improve his/her performance? N/A - I really enjoyed working wi	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly	<ul> <li>(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2</li> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> <li>(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25</li> </ul>	e effectiveness of your TA and to provide the TAs feedback on their stions as the results of this survey have some influence on future TA ne presentation of material, whereas the course instructor is question does not apply to your TA, do not answer that question. f he/she gave no lectures.) For the accompanying TA form, please vrite your name on either form. Thank you.	100A QUARTER&YEAR: Spring 2019	1: T.A. EVALUATION SURVEY

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TA: Jeff Baywell COURSE: PHIL 100A

QUARTER&YEAR: Spring 9

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- 7. Overall performance in her/his role as a TA.
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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75

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(d) 0-25

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13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain

TA: Jeff Kagwell

COURSE: Phil 100A

QUARTER&YEAR: Jpring

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Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

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- 1. The clarity of explanations of the course materials.
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- 3. Effectiveness in preparing you for tests and assignments.
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- 5. Enthusiasm about the material and the course
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- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
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   (c) 11-20
   (d) 0-10
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- Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

 Indicate the number which best approximates the percentage of readings you did for the course.

(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

Always positive

12. What might your TA do to improve his/ her performance?

More discussion

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

Positive, snowed me, an optimistic side to philosophy

TA: Joff Bagwell COURSE: This 100 M QUARTER&YEAR: Jorns 19

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12. What might your TA do to improve his/her performance? NO THING  $\frac{1}{2}$   $\frac{1}{2}$ 

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. of the philosophy of help understand appreciation

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Fileshare M:phil,dept_bus,EVAL TEMP	1-25 (c) 11-20 (d) 0-10 er group which most nearly approximates sections you attended for this course (out of ons).	<ol> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures)</li> </ol>	<ol> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> </ol>	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> </ol>	Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor rate the quality of the following aspects of the TAs teaching:	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.	TA: Jeft Bywell COURSE: Phil 100 A	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY
Made the tonic more mundere then I'E hope for. Bit I'm personally in low with	13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. N Lithur (スット munc negatively).	12. What might your TA do to improve his/ her performance?	course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA? Here pression partnession for the marker of the standard of t	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this	<ul> <li>(a) 9-10</li> <li>(b) 6-8</li> <li>(c) 3-5</li> <li>(d) 0-2</li> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> <li>(a) 75-100</li> <li>(b) 50-75</li> <li>(c) 25-50</li> <li>(d) 0-25</li> </ul>	e effectiveness of your TA and to provide the TAs feedback on their stions as the results of this survey have some influence on future TA re presentation of material, whereas the course instructor is question does not apply to your TA, do not answer that question. f he/she gave no lectures.) For the accompanying TA form, please write your name on either form. Thank you.	WOA QUARTER&YEAR: Spring 2012	(: T.A. EVALUATION SURVEY

2. Jeff needs to come in knowing how to explain concepts with proper terms and needs the beaute to translate that Spent - ment deal of time making 10-12 question study sheets, but due to his time mismangement of his wordiness, guccinetty. me any get through 3 each class. - Consider making a power point or having a hand agailed to cover for the class. Many times, we wasted section time be to verbose, over explanations that wereit necessorily helpful To be a letter TA, Jeff needs to learn how to summarite permition from Lecture to his students, many times, we're lost a great deal of time for review in his section, and I think that's a product of misminged time, and institution to focus on the task / agaide at hand. - Too many times his explanations were jumbled only used different terms from the proffessor. I'd recommed having there wither down or p-por, or have them or sticler so you dit have to "quess' every exploration

Fileshare M:phil,dept_bus,EVAL TEMP	<ul> <li>total 30 lectures).</li> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> <li>9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ul>		<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> </ol>	<ul> <li>teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA responsible for the lab and/or section content. If it seems to you that a question of material, whereas the course instructor is (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you.</li> <li>Using the scale below:         <ul> <li>(a) Excellent</li> <li>(b) Very Good</li> <li>(c) Good</li> <li>(d) Fair</li> <li>(e) Poor</li> <li>(a) 75-100</li> <li>(b) 50-75</li> <li>(c) 25-50</li> <li>(d) 0-25</li> </ul> </li> </ul>	TA: Jeff BAGWEN COURSE: PMILIONA QUARTER&YEAR: SIE
about this subject in devertained use	<ul> <li>And while particle in the provides can improve and while particles when the induction of the induce of scription from 13. Did your TA (positively/negatively) affect your appreciation/ the TA understanding of Philosophy? Please explain.</li> <li>Jeff Macle ML MUVE pastivnate.</li> </ul>	<ul> <li>11. Are there any things which stand out as importantly noteworthy about your TA?</li> <li>noteworthy about your TA?</li> <li>full example of the bound of the helping of the performance?</li> <li>full example, providing or the helping of the performance?</li> <li>12. What might your TA do to improve his/ her performance?</li> </ul>	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)	estions as the results of this survey have some influence on future TA the presentation of material, whereas the course instructor is a question does not apply to your TA, do not answer that question. / if he/she gave no lectures.) For the accompanying TA form, please : write your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25	PMIL 100A QUARTER&YEAR: SIR

<ul> <li>(a) 26-30</li> <li>(b) 21-25</li> <li>(c) 11-20</li> <li>(d) 0-10</li> <li>9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ul>	<ol> <li>Ine clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> </ol>	ite (	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY
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### ESCI Survey Header

Unique ESCI Survey Number : 356930

Please return this Header Sheet on the TOP of the Student Response sheets!

### Instructor: BAGWELL J N

### **Bank: Teaching Assistant**

Department: PHILM

Course: PHIL 100A 0102

Type of Course: DIS

3rd Wk Enrollment: 30

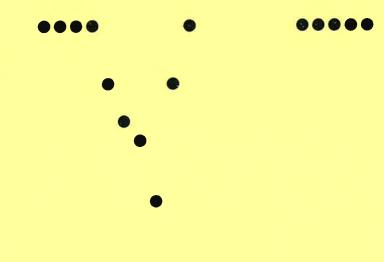
Day/Time/Location: T 1600-1650 PHELP1448

Questionnaire Administered:

**Philosophy TA Form** 

### **Spring Quarter 2019**

Please Do Not Write in the space below.



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Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- Effectiveness in preparing you for tests and assignments.
   Leading class discussion.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
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- 7. Overall performance in her/his role as a TA.
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- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.
(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

He is dealty interactual in ethics

12. What might your TA do to improve his/ her performance?

Be a Sit less pickn sbout answers.

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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TA: Jeff Baywell COURSE: 100A

QUARTER&YEAR: 51

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(c) 25-50

(d) 0-25

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12. What might your TA do to improve his/ her performance?

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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TA: JEFF BOOGWEIN

COURSE: Phil 100 A

QUARTER&YEAR: Spring 2019

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- Indicate the number group which most nearly approximates a total of 10 sections) the number of TA sections you attended for this course (out of

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10. Indicate the number which best approximates the percentage (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

ot readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will course. (May also use the back of this page) help the TA and the department in assessing and improving this

11. Are there any things which stand out as importantly

noteworthy about your TA?

He is very helpful and understands matchau exceptionally well uses feedback to guide class creatively 12. What might your TA do to improve his/her performance? Mate more reven sheets -Very well ful

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. don't think I would have Positivelu

material is extremely dense enjoyed ethics if the wi

TA: JEFF BAGWELL COURSE: PHIL 100 A

QUARTER&YEAR: SPRINGN 19

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- The clarity of explanations of the course materials
- 2 Preparation of class sections.
- ω Effectiveness in preparing you for tests and assignments.
- 4 Leading class discussion.
- Ś Enthusiasm about the material and the course
- <u></u>თ Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- <u></u> Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures)
- ω Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

course. (May also use the back of this page) help the TA and the department in assessing and improving this Your written comments on the following open ended questions will

11. Are there any things which stand out as importantly noteworthy about your TA? -ALWAYS PROMPTLY AVAILABLE CLARJEY MATERIAL đ

-VERY KIND

12. What might your TA do to improve his/ her performance?

- PRACTICE HANDWRITING

(HARD TO READ)

13. Did your TA (positively/negatively) affect your appreciation/

understanding of Philosophy? Please explain. - POS 171 VELY

- ALWAYS Posed interesting QUESTIONS

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SECTION

Jeff Beguell COURSE: Phil 100A

Phil look

QUARTER&YEAR: SIF

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- Effectiveness in preparing you for tests and assignments.
   Leading class discussion
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of

a total of 10 sections).

(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.
(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

Very portent and helpful in class and office hour

12. What might your TA do to improve his/ her performance?

All excellent

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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UATION SURVEY

Ă Jeff Bag wen COURSE:\_\_

Phil 100A

QUARTER&YEAR: SPY 19

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- The clarity of explanations of the course materials.
- 2 Preparation of class sections.
- 4 ω Effectiveness in preparing you for tests and assignments.
- Leading class discussion.
- Ś Enthusiasm about the material and the course.
- S Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- œ the number of lectures you attended for this course (out of a Indicate the number group which most nearly approximates total 30 lectures)
- <u>و</u> Indicate the number group which most nearly approximates a total of 10 sections). the number of TA sections you attended for this course (out of (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

- (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
- 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

course. (May also use the back of this page help the TA and the department in assessing and improving this Your written comments on the following open ended questions will

11. Are there any things which stand out as importantly noteworthy about your TA?

Gave us great moderial to study with

- 12. What might your TA do to improve his/ her performance? Manage twee better.
- 13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

TA: Jeff Bagwell

COURSE: PHIL 1004

QUARTER&YEAR: 5 2019

The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you.

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.
(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly

very approachable, able to make rather dry material

Intriguing + thought - provoleing

12. What might your TA do to improve his/ her performance?

Use powerpoint, Jeff, your pennanship is a

weatness on the challeboard,

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

Positively, Jeffpardy was one of the most entertaining lesson plans i've ever experienced. It was also very effective

DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY         TA:       Term purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have som assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the composes with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.       QUARTER&VE         (a) Excellent       (b) Very Good       (c) Good       (d) Fair       (e) Poor       (a) 9-10       (b) 6-8       (c) 3-5         (a) Excellent       (b) Very Good       (c) Good       (d) Fair       (e) Poor       (a) 75-100       (b) 50-75       (c) 25-50         1. The clarity of explanations of the course materials.       2. Preparation of class sections.       10. Indicate the number which best approximates       (c) 12-50       (b) 50-75       (c) 25-50         2. Preparation of class sections.       3. Effectiveness in preparing you for tests and assignments.       Your written comments on the following onot enserting which stand out a noteworthy	<b>T.A. EVALUATION SURVEY</b> QUARTER&YEAR: $S[4]$ effectiveness of your TA and to provide the TAs feedback on their tions as the results of this survey have some influence on future TA e presentation of material, whereas the course instructor is question does not apply to your TA, do not answer that question. he/she gave no lectures.) For the accompanying TA form, please rite your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25 Vour written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page) 11. Are there any things which stand out as importantly noteworthy about your TA? (Great teaching, open fis/her performance? 12. What might your TA do to improve his/her performance?
The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.	tiveness of your TA and to provide the TAs feedback on their as the results of this survey have some influence on future TA centation of material, whereas the course instructor is on does not apply to your TA, do not answer that question, le gave no lectures.) For the accompanying TA form, please our name on either form. Thank you.
(a (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor of (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor of	) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 dicate the number which best approximates the percentage readings you did for the course.
frame, or and romowing aspects of the LAS teaching:	
The clarity of explanations of the course materials. Preparation of class sections. Effectiveness in preparing you for tests and assignments. Leading class discussion. Enthusiasm about the material and the course.	written comments on the following open ended questions will he TA and the department in assessing and improving this e. ( <u>May also use the back of this page</u> ) e there any things which stand out as importantly oteworthy about your TA?
Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work) Overall performance in her/his role as a TA.	Great teaching, open approachable
Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).	'hat might your TA do to improve his/ her performance?
<ol> <li>Indicate the number group which most nearly approximates</li> <li>13. D</li> <li>the number of TA sections you attended for this course (out of u</li> <li>a total of 10 sections).</li> </ol>	13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.
	the positive - no complaining
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Jeff Kyred COURSE: Phil 100A

QUARTER&YEAR: 515

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of
- the number of TA sections you attended for this course (out of a total of 10 sections).

(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.

(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

Ethuriastic and belptul

12. What might your TA do to improve his/ her performance?

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

positively very dear summaries

TA: Jeff Buquell COURSE: PHIL 100A

QUARTER&YEAR: Spring 2019

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.

Using the scale below

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- The clarity of explanations of the course materials
- Preparation of class sections
- 4 ω Effectiveness in preparing you for tests and assignments.
- Leading class discussion.
- <del>ر</del>م. Enthusiasm about the material and the course.
- თ Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- œ Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- 9 (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-1C
- Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of
- a total of 10 sections). 5

of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

10. Indicate the number which best approximates the percentage

(a) 9-10

(b) 6-8

(c) 3-5

(d) 0-2

Your written comments on the following open ended questions will course. (May also use the back of this page) help the TA and the department in assessing and improving this

11. Are there any things which stand out as importantly

noteworthy about your TA? He genuicly liked the meterical the mes

learny/ tere long.

- 12. What might your TA do to improve his/ her performance? schoolled the. over
- 13. Did your TA (positively/negatively) affect your appreciation/

understanding of Philosophy? Please explain. He positivity affected in understeeling of Philosophy, He note the patrial in the strap out whe by Sure we undorsallad,

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	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY
	VALUATION SURVEY

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QUARTER&YEAR: DV/172019

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(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor Using the scale below

rate the quality of the following aspects of the TAs teaching:

- μ The clarity of explanations of the course materials.
- Preparation of class sections
- 4 ω Leading class discussion. Effectiveness in preparing you for tests and assignments.
- ហ
- ი Enthusiasm about the material and the course
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 1 Overall performance in her/his role as a TA.
- $\infty$ Indicate the number group which most nearly approximates total 30 lectures) the number of lectures you attended for this course (out of a
- 9 Indicate the number group which most nearly approximates (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

a total of 10 sections). the number of TA sections you attended for this course (out of

> (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

help the TA and the department in assessing and improving this Your written comments on the following open ended questions will course. (May also use the back of this page)

11. Are there any things which stand out as importantly

Wery enthusiastic + great ad

12. What might your TA do to improve his/her performance? . Staying on NOCC with lectoretime (tend to / a mble ) getting back exams

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain

positive impact on philosophy

TA: Jeff Bagwell COURSE: JUNIL 100 A QUARTER&YEAR: Spring 2019

responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- <u>P</u> The clarity of explanations of the course materials
- Preparation of class sections
- 4 ω Effectiveness in preparing you for tests and assignments.
- Leading class discussion.
- <u></u>. Enthusiasm about the material and the course
- <u>о</u> Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- $\infty$ Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures)
- 9 Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

a total of 10 sections)

10. Indicate the number which best approximates the percentage (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will course. (May also use the back of this page) help the TA and the department in assessing and improving this

11. Are there any things which stand out as importantly

Very lind and passionate.

12. What might your TA do to improve his/ her performance? More Structure and direction during Gection.

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain

Por, tively His parsion is contrajous.

Unevall, great TA

TA: Jeff Bagwell \_COURSE: Philosophy 100A QUARTER&YEAR: Sprome 2019

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

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- The clarity of explanations of the course materials.
- 2 Preparation of class sections
- 4. ω Effectiveness in preparing you for tests and assignments.
- Leading class discussion.
- Ś Enthusiasm about the material and the course
- б. Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7 Overall performance in her/his role as a TA.
- $\infty$ total 30 lectures). the number of lectures you attended for this course (out of a Indicate the number group which most nearly approximates
- ω Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

a total of 10 sections)

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

help the TA and the department in assessing and improving this Your written comments on the following open ended questions will course. (May also use the back of this page)

11. Are there any things which stand out as importantly

He is older than most graduate students. He smiles more than most people.

12. What might your TA do to improve his/ her performance? エ don't Know.

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain

don't know. What does it mean to bag well? Does Jeff come from a family of

grocers?

Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.	TA: Joff Branch COURSE: Phil 100A	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY
<ul> <li>(a) 9-10</li> <li>(b) 6-8</li> <li>(c) 3-5</li> <li>(d) 0-2</li> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> </ul>	ne effectiveness of your TA and to provide the TAs feedback on their estions as the results of this survey have some influence on future TA the presentation of material, whereas the course instructor is a question does not apply to your TA, do not answer that question. If he/she gave no lectures.) For the accompanying TA form, please write your name on either form. Thank you.	UNA QUARTER&YEAR: Spring 19	Y: T.A. EVALUATION SURVEY

rate the quality of the following aspects of the TAs teaching:

- The clarity of explanations of the course materials.
- 2 Preparation of class sections.
- ω Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- <u></u>. Enthusiasm about the material and the course.
- <u></u>თ Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7 Overall performance in her/his role as a TA.
- 00 Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- <u>ە</u> a total of 10 sections). the number of TA sections you attended for this course (out of Indicate the number group which most nearly approximates (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25 lge

help the TA and the department in assessing and improving this Your written comments on the following open ended questions will course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA? Ht Knows the material well. Is User accompleting of office hours and thoroughly answers questions

12. What might your TA do to improve his/ her performance? Section organization. He should focus more on efficiently Joins through material I never felt we covered enough 13. Did your TA (positively/negatively) affect your appreciation/ and it was alward due to water time. understanding of Philosophy? Please explain.

Indifferent

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Positive, Jeff is quescine and hus great everyy in class that provides	<ul> <li>12. What might your TA do to improve his/ her performance?</li> <li>I only with section with larger and lecture</li> <li>Shorter. The three is the section lecture</li> <li>Shorter. The three is the section lecture</li> <li>13. Did your TA (positively/negatively) affect your appreciation/</li> <li>understanding of Philosophy? Please explain.</li> </ul>	11. Are there any things which stand out as importantly noteworthy about your TA? Great attitude, Every Class gave us review grestions ~ it he had to come up with his own.	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> )	(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25	(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage of readings you did for the course	he effectiveness of your TA and to provide the TAs feedback on their stions as the results of this survey have some influence on future TA the presentation of material, whereas the course instructor is question does not apply to your TA, do not answer that question. if he/she gave no lectures.) For the accompanying TA form, please write your name on either form. Thank you.	QUARTER&YEAR: Spring 2019	Y: T.A. EVALUATION SURVEY

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COURSE: PHIL 1004

teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you.

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- 2. Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- 5. Enthusiasm about the material and the course
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course.

(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly

noteworthy about your TA? Clear in finding the correct answer to the correct question

12. What might your TA do to improve his/ her performance?

Don't wast to finish hast weeks material go to the next material anyways.

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

Supplement helps a lot Thanks Iff!

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(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

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12. What might your TA do to improve his/ her performance?

 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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Ligwell COURSE: Phil 100A

QUARTER&YEAR: 5'19

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.

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- <u></u>. Enthusiasm about the material and the course
- თ Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
- 7. Overall performance in her/his role as a TA.
- 00 Indicate the number group which most nearly approximates total 30 lectures). the number of lectures you attended for this course (out of a
- <u>ب</u> Indicate the number group which most nearly approximates (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10
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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

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(d) 0-25

help the TA and the department in assessing and improving this course. (May also use the back of this page Your written comments on the following open ended questions will

11. Are there any things which stand out as importantly noteworthy about your TA?

12. What might your TA do to improve his/ her performance?

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

COURSE: Phil 100 A

TA: Jeff Bagwell

QUARTER&YEAR: 20/9 Spring

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.

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- ω Effectiveness in preparing you for tests and assignments.
- Þ Leading class discussion.
- <del>ب</del> Enthusiasm about the material and the course.
- <u>о</u> relevant to the nature of course/course work) Helpfulness of comments on written work. (only respond if
- 7. Overall performance in her/his role as a TA.
- <u>00</u> Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures)
- ف Indicate the number group which most nearly approximates a total of 10 sections). the number of TA sections you attended for this course (out of (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

- (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2
- 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50

(d) 0-25

course. (May also use the back of this page Your written comments on the following open ended questions will help the TA and the department in assessing and improving this

11. Are there any things which stand out as importantly noteworthy about your TA?

12. What might your TA do to improve his/ her performance?

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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TA: Jeff Bagzsell

COURSE: Phil 1007

QUARTER&YEAR: Spring 2019

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

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   Leading class discussion
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   Enthusiasm about the material
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   Helpfulness of comments on written work. (only respond if
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 Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

TA: Jeff Logwell

COURSE: PHIL-100A

QUARTER&YEAR: Spring 19

mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.

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12. What might your TA do to improve his/ her performance?

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

- DO NOT photocopy this form -ESCI Survey Header

Unique ESCI Survey Number : 362768

Please return this Header Sheet on the TOP of the Student Response sheets!

### Instructor: BAGWELL J N

### Rank: Teaching Assistant

Department: PHILM

Course: PHIL 100A 0101

Type of Course: DIS

3rd Wk Enrollment: 32 Day/Time/Location: M 1700-1750 GIRV 2123

Questionnaire Administered:

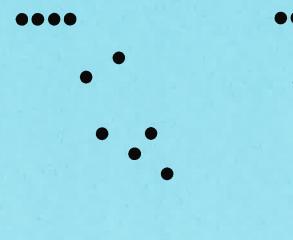
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**Philosophy TA Form** 

### Fall Quarter 2019

Please Do Not Write in the space below.





# **DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY**

### COURSE: 0111001

## QUARTER&YEAR: Fall 2019

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is mark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you. responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their

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- 7. Overall performance in her/his role as a TA
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  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

Indicate the number which best approximates the percentage of readings you did for the course.
 (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

noteworthy about your TA? He is well prepared for the closs-and knows the material. Makes effort to get to know student of class effectively bile with assignments 12. What might your TA do to improve his/her performance? When Key iew ing the with assignments in a provide in a precision of the and of 13. Did your TA positively/negatively) affect your appreciation/

philosophy less decenting!

Fileshare M:phil,dept_bus,EVAL TEMP	<ul> <li>total 30 lectures you attended for this course (out of a (new total 30 lectures).</li> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> <li>Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of und a total of 10 sections).</li> </ul>	8 N	rate the quality of the following aspects of the TAs teaching:1. The clarity of explanations of the course materials.Your will2. Preparation of class sections.help the3. Effectiveness in preparing you for tests and assignments.course.	<ul> <li>(For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you.</li> <li>(a) 9-10</li> <li>(b) 6-8</li> <li>(c) 3-5</li> <li>(d) 0-2</li> <li>(a) 5-5</li> <li>(b) Very Good</li> <li>(c) 600</li> <li>(c) 700</li> <li>(c) 75</li> </ul>	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.	TA: Jeff Bagwell COURSE: PHILDSOPHY: T.A. EVALUATION SURVEY
	There clarity in explanations/ the solution of the clarity in explanations/ 13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. His pression mode the Course much more personal or Bosy to interact with.	<ol> <li>Are there any things which stand out as importantly noteworthy about your TA?</li> <li>Hc Cores a lat about his students</li> <li>What might your TA do to improve his/ her performance?</li> </ol>	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)	<ul> <li>he/she gave no lectures.) For the accompanying TA form, please</li> <li>rite your name on either form. Thank you.</li> <li>(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2</li> <li>10. Indicate the number which best approximates the percentage</li> <li>of readings you did for the course.</li> </ul>	veness of your TA and to provide the TAs feedback on their the results of this survey have some influence on future TA ntation of material, whereas the course instructor is 1 does not apply to your TA, do not answer that question.	DA Ethics OLIARTER&VEAR. Fall 2019

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Fileshare M:phil,dept_bus,EVAL TEMP	<ul> <li>(a) 26-30</li> <li>(b) 21-25</li> <li>(c) 11-20</li> <li>(d) 0-10</li> <li>Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ul>	relevant to the nature of course/course work) Overall performance in her/his role as a TA. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).		<ul> <li>The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on the teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2</li> <li>Using the scale below: (c) Good (d) Fair (e) Poor of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25</li> <li>rate the quality of the following aspects of the TAs teaching:</li> </ul>	TA: Jeff Bugwell course: MI
T.A. who is a little nervous at times but was always very good at instructing and helping.	13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. りょうけいいみ, Jeff たんりつい	12. What might your TA do to improve his/ her performance? NAYe アレイモ CYE CONYWY	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA? Mcpe	<ul> <li>The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you.</li></ul>	COURSE: MIN 1001A Ethics QUARTER&YEAR: Full 2019

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(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor Using the scale below

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11. Are there any things which stand out as importantly noteworthy about your TA?

12. What might your TA do to improve his/ her performance?

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has a plan for them

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain

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Jeft Bagwall COURSE: 100 A

QUARTER&YEAR: 19

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- The clarity of explanations of the course materials
- Preparation of class sections
- Effectiveness in preparing you for tests and assignments.
- Leading class discussion.
- Enthusiasm about the material and the course
- σ relevant to the nature of course/course work) Helpfulness of comments on written work. (only respond if
- 7 Overall performance in her/his role as a TA
- ω the number of lectures you attended for this course (out of a Indicate the number group which most nearly approximates total 30 lectures
- φ Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of (a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10

a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

10. Indicate the number which best approximates the percentage of readings you did for the course (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

course. (May also use the back of this page help the TA and the department in assessing and improving this Your written comments on the following open ended questions will

11. Are there any things which stand out as importantly noteworthy about your TA? pind & enthusiastic

12. What might your TA do to improve his/ her performance? clarity of material & expectation. proposa ticuti

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

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the number of TA sections you attended for this course (out of a total of 10 sections).	<ul> <li>total 30 lectures).</li> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> <li>9. Indicate the number group which most nearly approximates</li> </ul>	<ul> <li>relevant to the nature of course/course work)</li> <li>7. Overall performance in her/his role as a TA.</li> <li>8. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a second seco</li></ul>	<ol> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if</li> </ol>	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> </ol>	(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor rate the quality of the following aspects of the TAs teaching:	mark responses with <u>blue/black ink pen or a no2 pencil</u> . Using the scale below:	assignments. Remember that, in general, TAs are responsible only for the presentation of the responsible for the lab and/or section content. If it seems to you that a question does not a (For example, do not answer questions about the TA's lecturing ability if he/she gave no le	The purposes of this survey are to enable to Departmen teaching effectiveness. Please he conscientious in answe	TA: Jeft Bagwell COURSE:	DEPARTMENT OF
		12. W	*	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)	·	mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 Using the scale below: 10. Indicate the number which best approximates the percentage	assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please he conscientious in answering these questions as the results of this survey have been and to provide the TAs feedback on their teaching effectiveness.	SE: DAI 10012 QUARTER&YEAR: (201 201 G	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

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responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. mark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please 9 00 2 2 თ 4 ω rate the quality of the following aspects of the TAs teaching. (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor Using the scale below: Fileshare M:phil,dept\_bus,EVAL TEMP Indicate the number group which most nearly approximates a total of 10 sections). Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a Overall performance in her/his role as a TA Preparation of class sections the number of TA sections you attended for this course (out of total 30 lectures Helpfulness of comments on written work. (only respond if Leading class discussion. Effectiveness in preparing you for tests and assignments (a) 26-30 relevant to the nature of course/course work) Enthusiasm about the material and the course The clarity of explanations of the course materials (b) 21-25 (c) 11-20 In. His office How Res were glowings open & Very were ploy when when we I needed wanted. He made this JOUNSE EVEN MUDRE FUN, INTERNITING & thought privalency AND understanding of philosophy. I had also of him and learned also in an environment mat I felt companielle (d) 0-1C excited to get into great discussions. When talking in office hours or in sceptih, always funing i fun; and helpful for the dast-12. What might your TA do to improve his/her performance? Mr. Bagwell positively affected my appreciation 13. Did your TA (positively/negatively) affect your appreciation/ 11. Are there any things which stand out as importantly course. (May also use the back of this page 10. Indicate the number which best approximates the percentage help the TA and the department in assessing and improving this Your written comments on the following open ended questions will understanding of Philosophy? Please explain. (a) 9-10 Nothing, This gravitor was perfect noteworthy about your TA? Always very enthusastic 1 of readings you did for the course (a) 75-100 (b) 50-75 + he was preat. 10/10 (b) 6-8 (c) 3-5 (c) 25-50 (d) 0-25 (d) 0-2 than It

**DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY** 

TA: Jeff Bagnord

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is

teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA

The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their

QUARTER&YEAR: Fall 2019

COURSE: Philosophy 100 A

	1-25 (c) 11-20 (d) 0-10 per group which most nearly approximates 13. sections you attended for this course (out of ons).	Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work) Overall performance in her/his role as a TA. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures)	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> </ol>	TA:       COURSE:       MM       OM       Editors       QUARTER&YEAR:       Fair       2014	DEPARTMI
а К К К	13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. Positively. Ethics seems for more interecting.	Very nice and respectful 12. What might your TA do to improve his/ her performance? More open discussions	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA?	COURSE:YhitOn AEthics QUARTER&YEAR:Fall2019partment to evaluate the effectiveness of your TA and to provide the TAs feedback on their in answering these questions as the results of this survey have some influence on future TA e responsible only for the presentation of material, whereas the course instructor is f it seems to you that a question does not apply to your TA, do not answer that question. e TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please 2 pencil. Please do not write your name on either form. Thank you. (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2 10. Indicate the number which best approximates the percentage of readings you did for the course. (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25TAs teaching:	EVALUATION SURVEY

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2 2 1	0	fect your appreciation/ explain.	is/ her performance?	; open ended questions will sing and improving this <u>ge</u> ) as importantly	the TAs feedback on their me influence on future TA course instructor is ot answer that question. panying TA form, please u. (d) 0-2 oximates the percentage (d) 0-25	YEAR: FALL ZOLO

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attitude and willing ness to help students,	13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. PoSi hvely, due も から をみけて	noteworthy about your TA? Very helpful during office hours especially Vefore the midtern and paper. Accompadiating to students 12. What might your TA do to improve his/her performance?	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly	<ul> <li>(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2</li> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> <li>(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25</li> </ul>	The effectiveness of your TA and to provide the TAs feedback on their estions as the results of this survey have some influence on future TA the presentation of material, whereas the course instructor is a question does not apply to your TA, do not answer that question. If he/she gave no lectures.) For the accompanying TA form, please write your name on either form. Thank you	100A Ethics QUARTER&YEAR: Fall 2019	IY: T.A. EVALUATION SURVEY

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	<ul> <li>(a) 26-30</li> <li>(b) 21-25</li> <li>(c) 11-20</li> <li>(d) 0-10</li> <li>Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ul>	the number of lectures you attended for this total 30 lectures).		<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> </ol>	Using the scale below: ( <i>a</i> ) <i>Excellent</i> ( <i>b</i> ) <i>Very Good</i> ( <i>c</i> ) <i>Good</i> ( <i>d</i> ) <i>Fair</i> ( <i>e</i> ) <i>Poor</i> rate the quality of the following aspects of the TAs teaching:	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on the teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.	TA: Jeff Baywell COURSE: Philosophy loop	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATI
examples made Philosophy fun for me (as usual).	13. Did your TA ( <u>positively</u> /negatively) affect your appreciation/ understanding of Philosophy? Please explain. Abcolutely . His wit and creative freed on in explainity.	12. What might your TA do to improve his/ her performance? N/A (he sometimes runs out of time but he acts to all the important shuff.	Hilarious mult personable. Truly comes about his students.	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly	<ul> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> <li>(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25</li> </ul>	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.	OUARTER&YEAR: Fall 2-019	HY: T.A. EVALUATION SURVEY

<ul> <li>9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> <li>Fileshare M:phil,dept_bus,EVAL TEMP</li> </ul>	relevant to the nature of course/course work Overall performance in her/his role as a TA. Indicate the number group which most nearl the number of lectures you attended for this total 30 lectures).	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> </ol>	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.         (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.         (a) 5-100       (b) Very Good       (c) Good       (d) Fair       (e) Poor       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25	TA: Jeff bodwell COURSE: 100 A
13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain. Positively, He's a smart gyl, Very inspiring.	Has a great attitude and is very nice. 12. What might your TA do to improve his/ her performance? Be more decisive on how to lead the class.	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA?	<ul> <li>the effectiveness of your TA and to provide the TAs feedback on their estions as the results of this survey have some influence on future TA the presentation of material, whereas the course instructor is a question does not apply to your TA, do not answer that question.</li> <li><i>if he/she gave no lectures.</i>) For the accompanying TA form, please.</li> <li><i>(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2</i></li> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> <li><i>(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25</i></li> </ul>	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

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of	<ul> <li>a. Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>b. Indicate the number group which most nearly approximates</li> <li>c. Indicate the number group which most nearly approximates</li> <li>d. Marke processes and proceses and pr</li></ul>	The clarity of explanations of the course materials. Preparation of class sections. Effectiveness in preparing you for tests and assignments. Leading class discussion. Enthusiasm about the material and the course. Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work) Overall performance in her/his role as a TA.	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY         TA: Jeft Bagwell COURSE: PHIL 100 A QUARTER&YEAR: FAIL 2019         The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.       (a) 9-10       (b) 6-8       (c) 3-5       (d) 0-2         Using the scale below:         (a) Excellent       (b) Very Good       (c) Good       (d) Fair       (e) Poor       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:
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	Yositively, section was never boring	WOT ON ONDOWN 13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.	50	Nerve with $M$ about your TA?	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly	<ul> <li>(a) 9-10</li> <li>(b) 6-8</li> <li>(c) 3-5</li> <li>(d) 0-2</li> <li>10. Indicate the number which best approximates the percentage of readings you did for the course.</li> <li>(a) 75-100</li> <li>(b) 50-75</li> <li>(c) 25-50</li> <li>(d) 0-25</li> </ul>	the effectiveness of your TA and to provide the TAs feedback on their lestions as the results of this survey have some influence on future TA the presentation of material, whereas the course instructor is a question does not apply to your TA, do not answer that question. y if he/she gave no lectures.) For the accompanying TA form, please t write your name on either form. Thank you.	100 A QUARTER&YEAR: Fall 2010	DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY

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belter than before. I would also consider myself a better philosophy student with his help on working through material and papers	<ul> <li>Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)</li> <li>11. Are there any things which stand out as importantly noteworthy about your TA?</li> <li>- mode MRmself available and accessible rear exams/ essay due dates by notding additional office nours</li> <li>- very nelpful in preparing for exams / assignments</li> <li>12. What might your TA do to improve his/ her performance?</li> <li>- a little more organization during seetton</li> <li>- more clarity in explaining concepts</li> <li>13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> <li>T. certainly understand. Hume, Kant, and Aristotte</li> </ul>	OOAQUARTER&YEAR: Toll 2019A QUARTER&YEAR: Toll 2019Presentation of your TA and to provide the TAs feedback on theirestions as the results of this survey have some influence on future TAthe presentation of material, whereas the course instructor isa question does not apply to your TA, do not answer that question.if he/she gave no lectures.) For the accompanying TA form, pleasewrite your name on either form. Thank you.(a) 9-10(b) 6-8(c) 3-5(d) 0-210. Indicate the number which best approximates the percentage of readings you did for the course.(a) 75-100(b) 50-75(c) 25-50(d) 0-25(d) 0-25	IV: T.A. EVALUATION SURVEY

- DO NOT photocopy this form -ESCI Survey Header

Unique ESCI Survey Number : 362769

Please return this Header Sheet on the TOP of the Student Response sheets!

Instructor: BAGWELL J N

Rank: Teaching Assistant

Department: PHILM

Course: PHIL 100A 0102

Type of Course: DIS

3rd Wk Enrollment: 29 Day/Time/Location: M 1800-1850 GIRV 2123

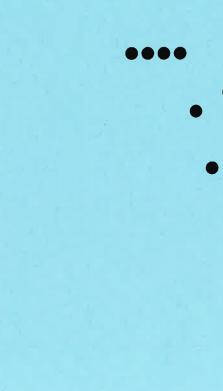
**Questionnaire Administered:** 

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**Philosophy TA Form** 

Fall Quarter 2019

Please Do Not Write in the space below.





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Fileshare M:phil,dept_bus,EVAL TEMP	<ol> <li>Overall performance in her/his role as a TA.</li> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> <li>Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ol>		(For example, do not answer questions about the TA's lecturing ability if he/she gave no le mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on (a) 9-10 (b) Using the scale below: (a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor rate the quality of the following aspects of the TAs teaching:	DEPART TA: July Daywy ( The purposes of this survey are to enable to E teaching effectiveness. Please be consciention assignments. Remember that, in general, TAs
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the critical trinking report of it. I appreciated his take on the works we studied, as well as his examples. Thank you!	13. Did your TA (positively/negatively) affect your appreciation/ f understanding of Philosophy? Please explain. ו מיסףריבכוֹת-(בל וסלה ספי סאנן וידרי אם דוגיג	I want to office hours once, and sett was increasing helpful. His explanations work cogent, effective, and humporous. I also really appreciate his 12. What might your TA do to improve his/ her performance? Joint syntax. 1'm hornestly not are.	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA?	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.         (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with blue/black ink pen or a no2 pencil. Please do not write your name on either form. Thank you.         (a) 9-10       (b) 6-8       (c) 3-5       (d) 0-2         Using the scale below:       10. Indicate the number which best approximates the percentage of readings you did for the course.       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25	MIN 100A QUARTER&YEAR: Fall 2019

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Eilachan Markil Josef Lass EVIAT TENAN		<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> <li>Overall performance in her/his role as a TA.</li> </ol>	TA: Jeff Bag well       COURSE: $Mil 180 \text{ A}$ QUARTER&YEAR: Fall 7000         The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.       (a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2         Using the scale below:       10. Indicate the number which best approximates the percentage of readings you did for the course.       (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25	<b>DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY</b>
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DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY	DEPARTMENT OF PHILOSOPH

2.28	<ol> <li>Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).</li> <li>(a) 26-30 (b) 21-25 (c) 11-20 (d) 0-10</li> <li>Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of a total of 10 sections).</li> </ol>	<ol> <li>The clarity of explanations of the course materials.</li> <li>Preparation of class sections.</li> <li>Effectiveness in preparing you for tests and assignments.</li> <li>Leading class discussion.</li> <li>Enthusiasm about the material and the course.</li> <li>Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> <li>Overall performance in her/his role as a TA.</li> </ol>	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback o teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on fur assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that quest (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, p mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you. <ul> <li>(a) 9-10</li> <li>(b) 6-8</li> <li>(c) 3-5</li> <li>(d) 0-2</li> <li>10. Indicate the number which best approximates the perce of readings you did for the course.</li> <li>(a) 75-100</li> <li>(b) 50-75</li> <li>(c) 25-50</li> <li>(d) 0-25</li> </ul>	Ö
ю (Ф) П	<ul> <li>12. What might your TA do to improve his/ her performance?</li> <li>Group discussions are not very helpful</li> <li>Lould rather work as a class</li> <li>13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.</li> <li>L++++</li> </ul>	Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. ( <u>May also use the back of this page</u> ) 11. Are there any things which stand out as importantly noteworthy about your TA? - Presents concre Mine	The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question.         (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please mark responses with <u>blue/black ink pen or a no2 pencil</u> . Please do not write your name on either form. Thank you.         (a) 5-100       (b) 6-8       (c) 3-5       (d) 0-2         Using the scale below:       10. Indicate the number which best approximates the percentage of readings you did for the course.       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25         rate the quality of the following aspects of the TAs teaching:       (a) 75-100       (b) 50-75       (c) 25-50       (d) 0-25	NO

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**DEPARTMENT OF PHILOSOPHY: T.A. EVALUATION SURVEY** 

CYX BAGNELL COURSE: Viel Cort QUARTER&YEAR: Tall Zol

assignments. Remember that, in general, TAs are responsible only for the presentation of material, whereas the course instructor is teaching effectiveness. Please be conscientious in answering these questions as the results of this survey have some influence on future TA mark responses with <u>blue/black ink pen or a no2 pencil</u>. Please do not write your name on either form. Thank you. (For example, do not answer questions about the TA's lecturing ability if he/she gave no lectures.) For the accompanying TA form, please responsible for the lab and/or section content. If it seems to you that a question does not apply to your TA, do not answer that question. The purposes of this survey are to enable to Department to evaluate the effectiveness of your TA and to provide the TAs feedback on their

Using the scale below:

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

rate the quality of the following aspects of the TAs teaching:

- 1. The clarity of explanations of the course materials.
- Preparation of class sections.
- 3. Effectiveness in preparing you for tests and assignments.
- 4. Leading class discussion.
- Enthusiasm about the material and the course.
- Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)
   Coursel particular in the data of the data o
- 7. Overall performance in her/his role as a TA
- Indicate the number group which most nearly approximates the number of lectures you attended for this course (out of a total 30 lectures).
- (a) 26-30
  (b) 21-25
  (c) 11-20
  (d) 0-10
  9. Indicate the number group which most nearly approximates the number of TA sections you attended for this course (out of

a total of 10 sections).

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(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2

Indicate the number which best approximates the percentage of readings you did for the course.
 (a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25

Your written comments on the following open ended questions will help the TA and the department in assessing and improving this course. (May also use the back of this page)

11. Are there any things which stand out as importantly noteworthy about your TA?

noteworthy about your TA? Padie MCe Mad Mell - Waller Stanking

M CONVE MCC/CV ( 12. What might your TA do to improve his/ her performance?

Good Chough though, keep going !

13. Did your TA (positively/negatively) affect your appreciation/ understanding of Philosophy? Please explain.

MULLER Steind ins Helper me a lot in improving my BSHILR.

Valuate the ef valuate the ef these question only for the p you that a que re do not write se do not write se do not write the se do not write the fa of a of a 12. of a 13.	a total of 10 sections).	<ul> <li>(a) 26-30</li> <li>(b) 21-25</li> <li>(c)</li> <li>9. Indicate the number group when the number of TA sections you</li> </ul>		<ol> <li>5. Enthusiasm about the material and the course.</li> <li>6. Helpfulness of comments on written work. (only respond if relevant to the nature of course/course work)</li> <li>7. Overall performance in her/his role as a TA.</li> </ol>		5	Using the scale below: (a) Excellent (b) Very Good (c)	responsible for the lab and/or sect (For example, do not answer quest mark responses with <u>blue/black in</u> l	The purposes of this survey are to ceaching effectiveness. Please be ceasignments. Remember that, in ge	TA: Jeff Bagwell	
A. EVALUATION SURVEY A. EVALUATION SURVEY QUARTER&YEAR: [a] DA QUARTER&YEAR: [a] QUARTER&YEAR: [a] C QUARTER&YEAR: [b] C QUARTER&YEAR: [b] C QUARTER&YEAR: [b] C QUARTER&YEAR: [b] C QUARTER&YEAR: [b] C QUARTER&YEAR: [b] C And C provide the TAs feedback C as the results of this survey have some influence on the resentation of material, whereas the course instructor C and $C$ and $C$ and $C$ and $C$ and $CC$ and $C$ and $C$ and $C$ and $C$ and $CC$ and $C$ and $C$ and $C$ and $C$ and $CC$ and $C$ and $C$ and $C$ and $C$ and $CC$ and $C$ and $C$ and $C$ and $C$ and $CC$ and $C$ and $C$ and $C$ and $C$ and $CC$ and $C$ a			Ц	rse. (only respond if rk)	9		10. Good (d) Fair (e) Poor	on content. If it seems to you that a questions about the TA's lecturing ability if he/ tons about the TA's lecturing ability if he/	enable to Department to evaluate the eff onscientious in answering these question		DEPARTMENT OF PHILOSOPHY: T.
		Did your TA (positively/negatively) affect your appreciunderstanding of Philosophy? Please explain.	What might your TA do to improve his/her performan	Noteworthy about your TA? Nerry enthusiastic and Knowledger about subject. Good at clarifica	p the TA and the department in assessing and improving open ended que proving the TA and the department in assessing and improving the second contract of this page) are there any things which stand out as importantly.	r written comments on the fallowing proposed and	<ul> <li>(a) 9-10 (b) 6-8 (c) 3-5 (d) 0-2</li> <li>Indicate the number which best approximates the per of readings you did for the course.</li> <li>(a) 75-100 (b) 50-75 (c) 25-50 (d) 0-25</li> </ul>	stion does not apply to your TA, do not answer that qu /she gave no lectures.) For the accompanying TA form, your name on either form. Thank you.	ectiveness of your TA and to provide the TAs feedback is as the results of this survey have some influence on resentation of material whereas the pourse instructor	L 100A QUARTER&YEAR: Fall	A. EVALUATION SURVEY

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13. Overall very possitive. Helped me understand much about the course Sometime dissussion went off course or and tept thing very interesting. Thanks! It's been a fin quarter! was repearethly. Could be a lif more prepeared as we often ran out of time (but still extremely report)

### Please Note: Due to COVID19/Emergency Remote Teaching, survey responses may have been affected. ESCIONLINE SURVEY STATISTICS 6/23/20

Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses.

Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

### End of Spring Quarter 2020 -- ESCI Online, Emergency Remote Teaching

Department and Campus Norms taken over time span: Fall Quarter 2015 - Spring Quarter 2020

Abbrv: PHILL	Instructor: BAGWELL J N	Rank: Teaching Assistant	Course: PHIL 1	0108	Type: <b>Discussion</b>
Department: PHILOS	OPHY LOWER DIVISION COURSES (1-99)		Course Enrollment:	28	
	Guidelines for "Interpreting ESCI Data" ar	nd a description of the "Report Output" can be found a	t http://oic.id.ucsb.edu	/esci.	

NOTICE: Please examine these evaluations upon receipt and immediately report any suspected errors to: ESCI Office, Instructional Development, 1130 Kerr Hall (x4278) or (id-esci@ucsb.edu)

(3596) **1.** Please rate the overall effectiveness of this TA, with respect to attitude, competence, availability, grading and similar factors.

(a) Excellent	(b) (	Good	(C)	Avera	ige	(d) Fair	(e) Poor					
Response weighting:	1	2	3	4	5			Blank	Total	Total		
*NOTE: Each Student Response=7%	(a)	(b)	(C)	(d)	(e)			Response	Students	Courses	Mean	Median
*> This COURSE current quarter	64%	29%	7%					0	14	1	1.4	1.0
Student-weighted Norms (UG students)												
Dept PHILL TAs current qtr	56%	28%	10%	4%	28			0	426	32	1.7	1.0
Dept PHILL TAs over time	56%	28%	10%	48	28			0	426	32	1.7	1.0
Campus TAs over time	62%	26%	88	2%	2%			36	5822	564	1.6	1.0

(3598) 2. What specific aspects of your TA's teaching were most useful for your learning?

He offered office hours and helped answer my questions.

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he explained each argument from the textbook. He also tells us why these arguments are valid and what are the challenged to it.

The feedback on student's ideas for paper topics in section was really helpful. Sometimes in section he would go through an argument and suggest ways to attack different premises which helped if I was stuck and did not have a good idea of what to write on. He was very nice, supportive, and wanted to get to know his students. I did not make an appointment with him during office hours, but he seemed very willing to meet and help students with their papers. His grading was fair and I appreciated his feedback on my writing. Overall, a sweet guy who wanted to help out his students during this challenging quarter. :)

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Jeff was sure to include slides with each of his lectures that elaborated on the slides assigned to us by Korman, and answered students questions, even staying longer after section to continue discussion if there were students who wanted to stay behind and talk

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### End of Spring Quarter 2020 -- ESCI Online, Emergency Remote Teaching Department and Campus Norms taken over time span: Fall Quarter 2015 - Spring Quarter 2020

Abbrv: <b>PHILL</b>	Instructor	: BAGWELL J	, ,	as norms taken over t	time span: Fall Quarter Rank: <b>Teaching</b>	, 0		0108	Type: <b>Discus</b>	sion
Department: PHILO	SOPHY LC	WER DIVISION	I COURSES (1-99)				Course Enrollment:	28		
							at http://oic.id.ucsb.edu/			
NOTICE: Please	examine the	se evaluations up	on receipt and immedia	ately report any suspe	cted errors to: ESCI	Office, Instructi	onal Development, 113	0 Kerr Hall (x4278,	) or (id-esci@ucsl	).edu)
(3597) <b>3</b>	. Wha	t specific	suggestions wou	ld you like to	offer the TA f	or improv	ing their effect	iveness, if	any?	
He could teac	h us more	e about how	to correctly us	e philosophica	l tools.					
I hope he can	explain	the reasoni:	ng behind those	more confusing	g arguments. I	sometimes	get confused ab	out why A is	B and so I	) is
valid.	1		<b>J</b>		5 - 5		<b>J</b>	<u>-</u>		

scenarios. Followed by questions and paper ideas.

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### Please Note: Due to COVID19/Emergency Remote Teaching, survey responses may have been affected. ESCIONLINE SURVEY STATISTICS 6/23/20

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### End of Spring Quarter 2020 -- ESCI Online, Emergency Remote Teaching

Department and Campus Norms taken over time span: Fall Quarter 2015 - Spring Quarter 2020

Abbrv: PHILL	Instructor: BAGWELL J N	Rank: Teaching	Assistant Course: PHII	1 0107	Type: Discussion
Department: PHILO	SOPHY LOWER DIVISION COURSES (1	-99)	Course Enroll	ment: <b>29</b>	
	Guidelines for "Interpreting E	SCI Data" and a description of the "Report Output	" can be found at http://oic.id.uc	sb.edu/esci.	

NOTICE: Please examine these evaluations upon receipt and immediately report any suspected errors to: ESCI Office, Instructional Development, 1130 Kerr Hall (x4278) or (id-esci@ucsb.edu)

(3596) **1.** Please rate the overall effectiveness of this TA, with respect to attitude, competence, availability, grading and similar factors.

(a) Excellent	(b) (	Good	(C)	Avera	.ge	(d) Fair	(e) Poor					
Response weighting:	: 1	2	3	4	5			Blank	Total	Total		
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Campus TAs over time	62%	26%	8%	2%	2%			36	5822	564	1.6	1.0

(3598) 2. What specific aspects of your TA's teaching were most useful for your learning?

Jeff was extremely reliable and easy to get in contact with, which is key for a good TA. He was always willing to talk through my ideas and provoke further thinking when I would reach out for a meeting.

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Power points for review, discussions and office hours.

Going over lecture topics, talking through paper ideas

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great energy

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He was a clear communicator and made himself available for personal questions!

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Jeff always came to section very prepared. I enjoyed the lecture slides he made for his section that made it easy to follow. He clearly knew the material and explained it very well. I especially liked how he would help us build our papers by sharing ideas and allowing group discussion. He did a very great job explaining the structure and format of the papers, since it is different than most papers I've written before. Overall I think that Jeff was a great TA for this class and was always helpful whether it was in section or via email.

### • Please Note: Due to COVID19/Emergency Remote Teaching, survey responses may have been affected. **ESCIONLINE SURVEY STATISTICS** Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses. 6/23/20

Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

### End of Spring Quarter 2020 -- ESCI Online, Emergency Remote Teaching

Department and Campus Norms taken over time span: Fall Quarter 2015 - Spring Quarter 2020

Abbrv: PHILL Instructor: BAGWELL J N Rank Department: PHILOSOPHY LOWER DIVISION COURSES (1-99) Guidelines for "Interpreting ESCI Data" and a description of the "F NOTICE: Please examine these evaluations upon receipt and immediately report any suspected error			Type: <b>Discussion</b> 4278) or (id-esci@ucsb.edu)
(3597) <b>3.</b> What specific suggestions would you like to offer	the TA for improvi	ng their effectiveness,	if any?
None.			
Review a bit more material to clarify each chapters material for stu	dents during sectio	n meetings.	
Maybe more discussion questions to talk about in small group(s)			
None he's great.			
Spending a section or two reviewing papers to make it clear what wor better.		-	eedback we receive
N/A			