RAW STUDENT EVALUATIONS

Eric V. Tracy

1. Digital Reports 2016-2018…….p. 2
(Post-digitized evaluations—comments and raw numerical data included)
    a. Primary Instructor (with assoc. discussion sections) Evaluations……..p. 2
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(Pre-digitized evaluations—numerical evaluations separate from transcribed comments)

3. Transcribed Comments 2012-2016……p. 117

E.V. TRACY
Evaluation of Instruction Program Report
181: PHILOS 170 LEC 1: PHILOSOPHY OF MIND
No. of responses = 5
Enrollment = 18
Response Rate = 27.78%

Survey Results

1. Background Information:

1.1) Year in School:

n=5

Freshman	0
Sophomore	1
Junior	3
Senior	1
Graduate	0
Other	0

1.2) UCLA GPA:

n=5

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	0
3.0 - 3.49	0
3.5+	5
Not Established	0

1.3) Expected Grade:

n=5

A	2
B	2
C	0
D	0
F	0
P	0
NP	0
?	1

1.4) What requirements does this course fulfill?

n=5

Major	4
Related Field	1
G.E.	0
None	0

2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.

Very Low or Never | 0 0 0 0 0 0 1 2 2 | Very High or Always

1 2 3 4 5 6 7 8 9

n=5
av.=8.2
md=8
dev.=0.84

2.2) Organization – Class presentations were well prepared and organized.

Very Low or Never | 0 0 0 0 0 0 1 1 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=5
av.=8.4
md=9
dev.=0.89

2.3) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 0 0 0 0 1 0 4 | Very High or Always

1 2 3 4 5 6 7 8 9

n=5
av.=8.6
md=9
dev.=0.89

2.4) Communication Skills – The instructor had good communication skills.

Very Low or Never | 0 0 0 1 0 0 0 1 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=5
av.=7.8
md=9
dev.=2.17

2.5) Value – You have learned something you consider valuable.

Very Low or Never | 0 0 1 0 0 0 1 0 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=5
av.=7.4
md=9
dev.=2.61

2.6) Overall – Your overall rating of the instructor.

Very Low or Never | 0 0 0 1 0 0 0 1 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=5
av.=7.8
md=9
dev.=2.17

2.7) Overall – Your overall rating of the course.

Very Low or Never | 0 0 0 0 0 1 0 1 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=5
av.=8.2
md=9
dev.=1.3

3. Your View of Course Characteristics:

3.1) Subject interest before course

Low | 2 2 1 | High

1 2 3

n=5
av.=1.8
md=2
dev.=0.84

3.2) Subject interest after course

Low | 1 2 2 | High

1 2 3

n=5
av.=2.2
md=2
dev.=0.84

3.3) Mastery of course material

Low | 0 3 2 | High

1 2 3

n=5
av.=2.4
md=2
dev.=0.55

3.4) Difficulty (relative to other courses)

Low | 0 2 3 | High

1 2 3

n=5
av.=2.6
md=3
dev.=0.55

3.5) Workload/pace was

Too Slow | 0 5 0 | Too Much

1 2 3

n=5
av.=2
md=2
dev.=0

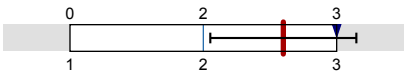
3.6) Texts, required readings

Poor | 1 3 1 | Excellent

1 2 3

n=5
av.=2
md=2
dev.=0.71

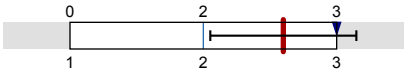
3.7) Homework assignments

Poor 

Excellent

n=5
av.=2.6
md=3
dev.=0.55

3.8) Graded materials, examinations

Poor 

Excellent

n=5
av.=2.6
md=3
dev.=0.55

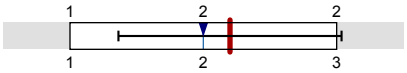
3.9) Lecture presentations

Poor

Excellent

n=5
av.=2.4
md=3
dev.=0.89

3.10) Class discussions

Poor 

Excellent

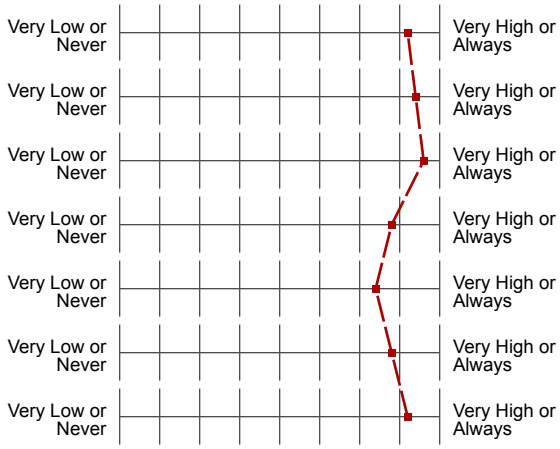
n=5
av.=2.2
md=2
dev.=0.84

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 181: PHILOS 170 LEC 1: PHILOSOPHY OF MIND

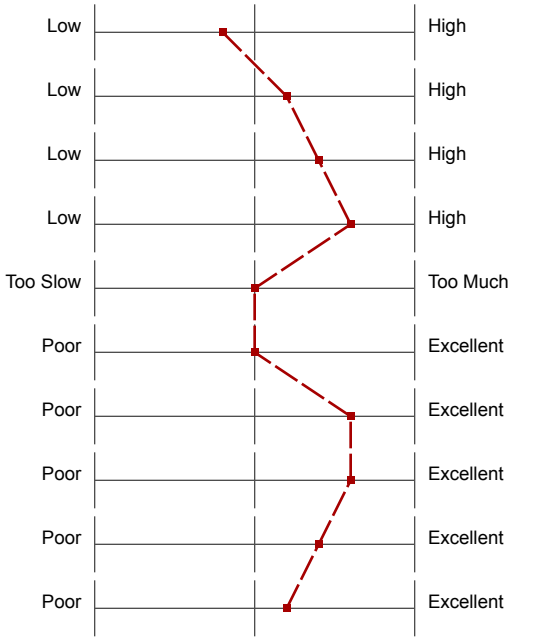
Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Instructor Concern – The instructor was concerned about student learning.	Very Low or Never / Very High or Always	n=5	av.=8.20
2.2)	Organization – Class presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=5	av.=8.40
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=5	av.=8.60
2.4)	Communication Skills – The instructor had good communication skills.	Very Low or Never / Very High or Always	n=5	av.=7.80
2.5)	Value – You have learned something you consider valuable.	Very Low or Never / Very High or Always	n=5	av.=7.40
2.6)	Overall – Your overall rating of the instructor.	Very Low or Never / Very High or Always	n=5	av.=7.80
2.7)	Overall – Your overall rating of the course.	Very Low or Never / Very High or Always	n=5	av.=8.20

3. Your View of Course Characteristics:



3.1)	Subject interest before course	Low / High	n=5	av.=1.80
3.2)	Subject interest after course	Low / High	n=5	av.=2.20
3.3)	Mastery of course material	Low / High	n=5	av.=2.40
3.4)	Difficulty (relative to other courses)	Low / High	n=5	av.=2.60
3.5)	Workload/pace was	Too Slow / Too Much	n=5	av.=2.00
3.6)	Texts, required readings	Poor / Excellent	n=5	av.=2.00
3.7)	Homework assignments	Poor / Excellent	n=5	av.=2.60
3.8)	Graded materials, examinations	Poor / Excellent	n=5	av.=2.60
3.9)	Lecture presentations	Poor / Excellent	n=5	av.=2.40
3.10)	Class discussions	Poor / Excellent	n=5	av.=2.20

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.

- Eric Tracy is a great instructor. I had the luxury of having him as both a professor, and a TA for summer session. His course Philosophy 170 - Philosophy of Mind: Thoughts and Concepts — was very engaging. In my opinion, philosophy of mind is the most difficult area of philosophy. This is because the discipline is abundant in technical terms, and arguments that use elements of symbolic logic. That being said, Eric lectured extraordinarily clearly, and at a pace that was as close to perfect as one can get. Although it was still necessary to pay close attention in his class to understand the material, Professor Tracy's lectures were crafted in such a way that if you did the reading, came to class, and paid attention to the lectures, you would understand most of the material. Lastly, although his course was challenging, and at times hard, it was not to an unfair extent. Hard work was essential to pass this class, but it never felt like the course was designed to weed out students via way of attrition. Instead it felt like a fair class, in which you had to earn your grade. This class was therefore as close as you could get to being perfect, in regards to how challenging a course should be.

  As a TA, Eric Tracy made himself extremely accessible. He held sections that encouraged discussion. He also never failed to hear out, and answer a students question. I definitely plan on taking another one of Eric Tracy's courses again, before leaving UCLA!

- The instructor was very meticulous in preparing his lectures and made sure the students were up to speed with the course materials. Perhaps a weakness could be that the lectures were a little too in detail.

- Very knowledgeable about the material, good at answering questions and clearing up any confusion. Cares about student learning, put a lot of thought into the course structure.

E.V. TRACY
Evaluation of Instruction Program Report
181: PHILOS 170 DIS 1A: PHILOSOPHY OF MIND
No. of responses = 5
Enrollment = 13
Response Rate = 38.46%

Survey Results

1. Background Information:

1.1) Year in School:

n=5

Freshman	0
Sophomore	1
Junior	3
Senior	1
Graduate	0
Other	0

1.2) UCLA GPA:

n=5

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	0
3.0 - 3.49	0
3.5+	5
Not Established	0

1.3) Expected Grade:

n=5

A	2
B	2
C	0
D	0
F	0
P	0
NP	0
?	1

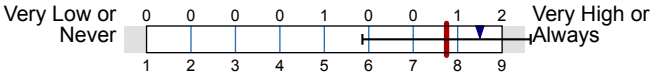
1.4) What requirements does this course fulfill?

n=5

Major	4
Related Field	1
G.E.	0
None	0

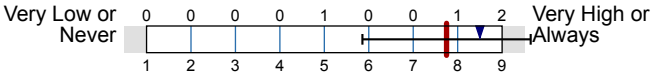
2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.



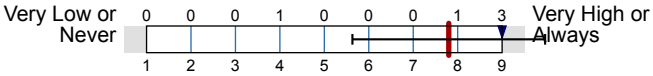
n=4
av.=7.75
md=8.5
dev.=1.89
ab.=1

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.



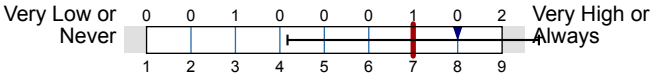
n=4
av.=7.75
md=8.5
dev.=1.89
ab.=1

2.3) Organization – Section presentations were well prepared and organized.



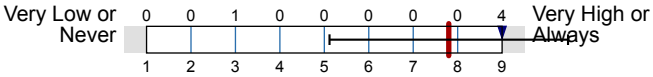
n=5
av.=7.8
md=9
dev.=2.17

2.4) Scope – The teaching assistant expanded on course ideas.



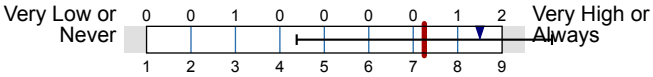
n=4
av.=7
md=8
dev.=2.83
ab.=1

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.



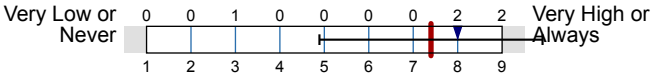
n=5
av.=7.8
md=9
dev.=2.68

2.6) Communication Skills – The teaching assistant had good communication skills.



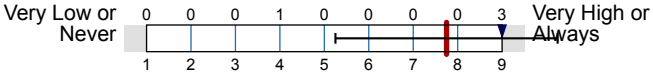
n=4
av.=7.25
md=8.5
dev.=2.87
ab.=1

2.7) Value – The overall value of the sections justified your time and effort.



n=5
av.=7.4
md=8
dev.=2.51

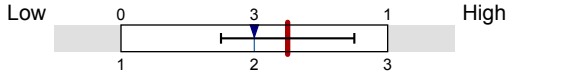
2.8) Overall – What is your overall rating of the teaching assistant?



n=4
av.=7.75
md=9
dev.=2.5
ab.=1

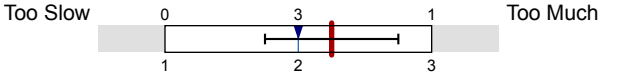
3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)



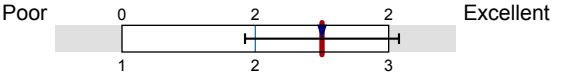
n=4
av.=2.25
md=2
dev.=0.5
ab.=1

3.2) Workload/pace was



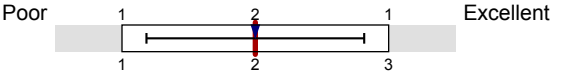
n=4
av.=2.25
md=2
dev.=0.5
ab.=1

3.3) Integration of section with course was



n=4
av.=2.5
md=2.5
dev.=0.58
ab.=1

3.4) Texts, required readings



n=4
av.=2
md=2
dev.=0.82
ab.=1

3.5) Homework assignments

n=4
av.=2.75
md=3
dev.=0.5
ab.=1

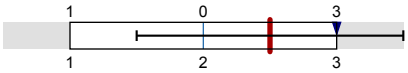
3.6) Graded materials, examinations

Poor

Excellent

n=4
av.=2.5
md=3
dev.=1
ab.=1

3.7) Lecture presentations

Poor 

Excellent

n=4
av.=2.5
md=3
dev.=1
ab.=1

3.8) Class discussions

Poor

Excellent

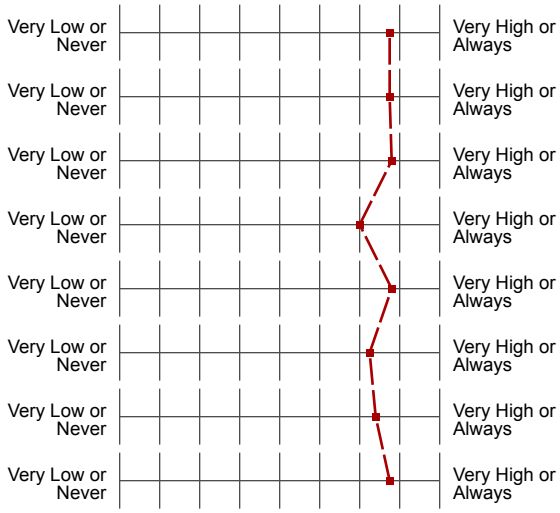
n=4
av.=2.5
md=3
dev.=1
ab.=1

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 181: PHILOS 170 DIS 1A: PHILOSOPHY OF MIND

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=4	av.=7.75
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=4	av.=7.75
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=5	av.=7.80
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=4	av.=7.00
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=5	av.=7.80
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=4	av.=7.25
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=5	av.=7.40
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=4	av.=7.75

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=4	av.=2.25
3.2)	Workload/pace was	Too Slow / Too Much	n=4	av.=2.25
3.3)	Integration of section with course was	Poor / Excellent	n=4	av.=2.50
3.4)	Texts, required readings	Poor / Excellent	n=4	av.=2.00
3.5)	Homework assignments	Poor / Excellent	n=4	av.=2.75
3.6)	Graded materials, examinations	Poor / Excellent	n=4	av.=2.50
3.7)	Lecture presentations	Poor / Excellent	n=4	av.=2.50
3.8)	Class discussions	Poor / Excellent	n=4	av.=2.50

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Eric Tracy is a great instructor. I had the luxury of having him as both a professor, and a TA for summer session. His course Philosophy 170 - Philosophy of Mind: Thoughts and Concepts — was very engaging. In my opinion, philosophy of mind is the most difficult area of philosophy. This is because the discipline is abundant in technical terms, and arguments that use elements of symbolic logic. That being said, Eric lectured extraordinarily clearly, and at a pace that was as close to perfect as one can get. Although it was still necessary to pay close attention in his class to understand the material, Professor Tracy's lectures were crafted in such a way that if you did the reading, came to class, and paid attention to the lectures, you would understand most of the material. Lastly, although his course was challenging, and at times hard, it was not to an unfair extent. Hard work was essential to pass this class, but it never felt like the course was designed to weed out students via way of attrition. Instead it felt like a fair class, in which you had to earn your grade. This class was therefore as close as you could get to being perfect, in regards to how challenging a course should be.

  As a TA, Eric Tracy made himself extremely accessible. He held sections that encouraged discussion. He also never failed to hear out, and answer a students question. I definitely plan on taking another one of Eric Tracy's courses again, before leaving UCLA!

E.V. TRACY
Evaluation of Instruction Program Report

171: PHILOS 23 LEC 1: MEANING&COMMUNICATN
No. of responses = 4
Enrollment = 8
Response Rate = 50%

Survey Results

1. Background Information:

1.1) Year in School:

n=4

Freshman	0
Sophomore	2
Junior	0
Senior	2
Graduate	0
Other	0

1.2) UCLA GPA:

n=4

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	1
3.0 - 3.49	0
3.5+	3
Not Established	0

1.3) Expected Grade:

n=4

A	1
B	1
C	1
D	0
F	0
P	1
NP	0
?	0

1.4) What requirements does this course fulfill?

n=4

Major	1
Related Field	0
G.E.	3
None	0

2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.

Very Low or Never | 0 0 0 0 0 0 0 1 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=4
av.=8.75
md=9
dev.=0.5

2.2) Organization – Class presentations were well prepared and organized.

Very Low or Never | 0 0 0 0 0 0 0 1 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=4
av.=8.75
md=9
dev.=0.5

2.3) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 0 0 0 0 0 1 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=4
av.=8.75
md=9
dev.=0.5

2.4) Communication Skills – The instructor had good communication skills.

Very Low or Never | 0 0 0 0 0 0 1 1 2 | Very High or Always

1 2 3 4 5 6 7 8 9

n=4
av.=8.25
md=8.5
dev.=0.96

2.5) Value – You have learned something you consider valuable.

Very Low or Never | 0 0 0 0 0 0 0 1 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=4
av.=8.75
md=9
dev.=0.5

2.6) Overall – Your overall rating of the instructor.

Very Low or Never | 0 0 0 0 0 0 1 1 2 | Very High or Always

1 2 3 4 5 6 7 8 9

n=4
av.=8.25
md=8.5
dev.=0.96

2.7) Overall – Your overall rating of the course.

Very Low or Never | 0 0 0 0 0 0 0 2 2 | Very High or Always

1 2 3 4 5 6 7 8 9

n=4
av.=8.5
md=8.5
dev.=0.58

3. Your View of Course Characteristics:

3.1) Subject interest before course

Low | 0 3 1 | High

1 2 3

n=4
av.=2.25
md=2
dev.=0.5

3.2) Subject interest after course

Low | 0 2 2 | High

1 2 3

n=4
av.=2.5
md=2.5
dev.=0.58

3.3) Mastery of course material

Low | 0 4 0 | High

1 2 3

n=4
av.=2
md=2
dev.=0

3.4) Difficulty (relative to other courses)

Low | 0 3 1 | High

1 2 3

n=4
av.=2.25
md=2
dev.=0.5

3.5) Workload/pace was

Too Slow | 0 3 1 | Too Much

1 2 3

n=4
av.=2.25
md=2
dev.=0.5

3.6) Texts, required readings

Poor | 0 1 3 | Excellent

1 2 3

n=4
av.=2.75
md=3
dev.=0.5

3.7) Homework assignments

Poor

Excellent

n=4
av.=3
md=3
dev.=0

3.8) Graded materials, examinations

Poor

Excellent

n=4
av.=2.75
md=3
dev.=0.5

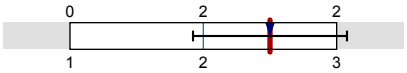
3.9) Lecture presentations

Poor

Excellent

n=4
av.=3
md=3
dev.=0

3.10) Class discussions

Poor 

Excellent

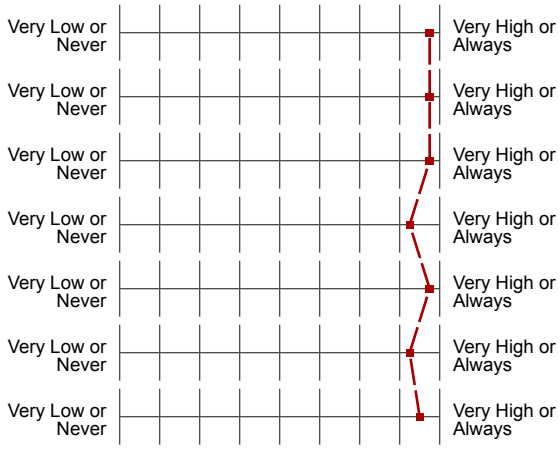
n=4
av.=2.5
md=2.5
dev.=0.58

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 171: PHILOS 23 LEC 1: MEANING&COMMUNICATN

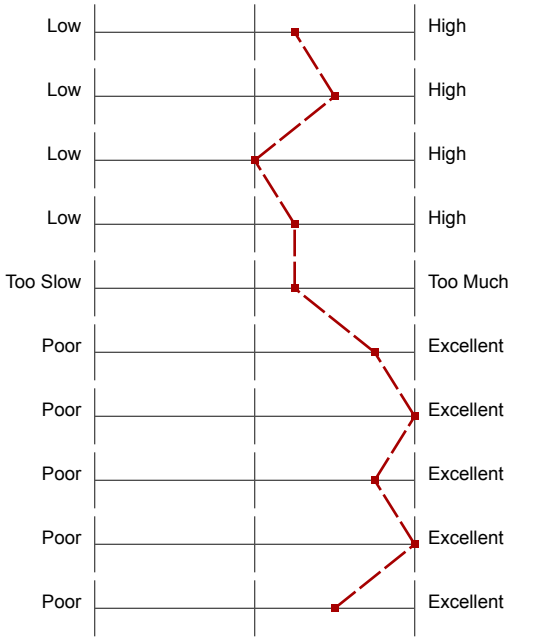
Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Instructor Concern – The instructor was concerned about student learning.	Very Low or Never / Very High or Always	n=4	av.=8.75
2.2)	Organization – Class presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=4	av.=8.75
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=4	av.=8.75
2.4)	Communication Skills – The instructor had good communication skills.	Very Low or Never / Very High or Always	n=4	av.=8.25
2.5)	Value – You have learned something you consider valuable.	Very Low or Never / Very High or Always	n=4	av.=8.75
2.6)	Overall – Your overall rating of the instructor.	Very Low or Never / Very High or Always	n=4	av.=8.25
2.7)	Overall – Your overall rating of the course.	Very Low or Never / Very High or Always	n=4	av.=8.50

3. Your View of Course Characteristics:



3.1)	Subject interest before course	Low / High	n=4	av.=2.25
3.2)	Subject interest after course	Low / High	n=4	av.=2.50
3.3)	Mastery of course material	Low / High	n=4	av.=2.00
3.4)	Difficulty (relative to other courses)	Low / High	n=4	av.=2.25
3.5)	Workload/pace was	Too Slow / Too Much	n=4	av.=2.25
3.6)	Texts, required readings	Poor / Excellent	n=4	av.=2.75
3.7)	Homework assignments	Poor / Excellent	n=4	av.=3.00
3.8)	Graded materials, examinations	Poor / Excellent	n=4	av.=2.75
3.9)	Lecture presentations	Poor / Excellent	n=4	av.=3.00
3.10)	Class discussions	Poor / Excellent	n=4	av.=2.50

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.

- Eric is a fantastic teacher. I have been at UCLA for 4 years, and realize it is rare to encounter a Professor who cares about students like he does. Not just in terms of us understanding material, but personal things such as going the extra mile to offer advice and also ensuring that no one is offended by lectures. I expect the latter is more relevant in philosophy courses (I am a math major), but it was a nice touch. I felt comfortable talking to him about things I wouldn't generally talk about with a teacher, and I expect this is exactly what a good philosophy teacher can offer -- discussion. Nothing but high praise!
- He was a good instructor but had difficulty communicating certain concepts. It may have been due to the accelerated time table as this is a summer course.

E.V. TRACY
Evaluation of Instruction Program Report

171: PHILOS 23 DIS 1A: MEANING&COMMUNICATN
No. of responses = 1
Enrollment = 5
Response Rate = 20%

Survey Results

1. Background Information:

1.1) Year in School:

n=1

Freshman	0
Sophomore	0
Junior	0
Senior	1
Graduate	0
Other	0

1.2) UCLA GPA:

n=1

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	1
3.0 - 3.49	0
3.5+	0
Not Established	0

1.3) Expected Grade:

n=1

A	0
B	0
C	1
D	0
F	0
P	0
NP	0
?	0

1.4) What requirements does this course fulfill?

n=1

Major	0
Related Field	0
G.E.	1
None	0

2. To What Extent Do You Feel That:

2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never	0	0	0	0	0	0	0	0	1	Very High or Always	n=1 av.=9 md=9 dev.=0
2.2)	Teaching Assistant Concern – The T. A. was concerned about student learning.	Very Low or Never	0	0	0	0	0	0	0	0	1	Very High or Always	n=1 av.=9 md=9 dev.=0
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never	0	0	0	0	0	0	0	0	1	Very High or Always	n=1 av.=9 md=9 dev.=0
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never	0	0	0	0	0	0	0	0	1	Very High or Always	n=1 av.=9 md=9 dev.=0
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never	0	0	0	0	0	0	0	0	1	Very High or Always	n=1 av.=9 md=9 dev.=0
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never	0	0	0	0	0	0	0	0	1	Very High or Always	n=1 av.=9 md=9 dev.=0
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never	0	0	0	0	0	0	0	0	1	Very High or Always	n=1 av.=9 md=9 dev.=0
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never	0	0	0	0	0	0	0	0	1	Very High or Always	n=1 av.=9 md=9 dev.=0

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low	0	1	0	High	n=1 av.=2 md=2 dev.=0
3.2)	Workload/pace was	Too Slow	0	1	0	Too Much	n=1 av.=2 md=2 dev.=0
3.3)	Integration of section with course was	Poor	0	0	1	Excellent	n=1 av.=3 md=3 dev.=0
3.4)	Texts, required readings	Poor	0	0	1	Excellent	n=1 av.=3 md=3 dev.=0
3.5)	Homework assignments	Poor	0	0	1	Excellent	n=1 av.=3 md=3 dev.=0

3.6) Graded materials, examinations

Poor

Excellent

n=1
av.=3
md=3
dev.=0

3.7) Lecture presentations

Poor

Excellent

n=1
av.=3
md=3
dev.=0

3.8) Class discussions

Poor

Excellent

n=1
av.=3
md=3
dev.=0

Profile

Subunit:	PHILOS
Name of the instructor:	E.V. TRACY
Name of the course: (Name of the survey)	171: PHILOS 23 DIS 1A: MEANING&COMMUNICATN

Values used in the profile line: Mean

2. To What Extent Do You Feel That:

2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never	Very High or Always	n=1	av.=9.00
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never	Very High or Always	n=1	av.=9.00
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never	Very High or Always	n=1	av.=9.00
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never	Very High or Always	n=1	av.=9.00
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never	Very High or Always	n=1	av.=9.00
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never	Very High or Always	n=1	av.=9.00
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never	Very High or Always	n=1	av.=9.00
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never	Very High or Always	n=1	av.=9.00

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low	High	n=1	av.=2.00
3.2)	Workload/pace was	Too Slow	Too Much	n=1	av.=2.00
3.3)	Integration of section with course was	Poor	Excellent	n=1	av.=3.00
3.4)	Texts, required readings	Poor	Excellent	n=1	av.=3.00
3.5)	Homework assignments	Poor	Excellent	n=1	av.=3.00
3.6)	Graded materials, examinations	Poor	Excellent	n=1	av.=3.00
3.7)	Lecture presentations	Poor	Excellent	n=1	av.=3.00
3.8)	Class discussions	Poor	Excellent	n=1	av.=3.00

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Since Eric led discussion sections as well as taught the course, I'll try to avoid repeating what I described in my comments on the lecture. However, I just want to add that the way he communicates is excellent. I never felt like lectures or discussion were dry, because what he taught went beyond 'the book'. It felt like he has a vast understanding of the topics he presented, which allowed him to smoothly transition from idea to idea without losing the thread, and to really explore each concept. Maybe the fact that he teaches philosophy of communication allows him do just that: communicate... and in an effective way!

E.V. TRACY
Evaluation of Instruction Program Report

171: PHILOS 23 DIS 1B: MEANING&COMMUNICATN
No. of responses = 2
Enrollment = 3
Response Rate = 66.67%

Survey Results

1. Background Information:

1.1) Year in School:

n=2

Freshman	0
Sophomore	2
Junior	0
Senior	0
Graduate	0
Other	0

1.2) UCLA GPA:

n=2

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	0
3.0 - 3.49	0
3.5+	2
Not Established	0

1.3) Expected Grade:

n=2

A	1
B	1
C	0
D	0
F	0
P	0
NP	0
?	0

1.4) What requirements does this course fulfill?

n=2

Major	1
Related Field	0
G.E.	1
None	0

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.

Very Low or Never | 0 0 0 0 0 0 0 1 1 | Very High or Always

1 2 3 4 5 6 7 8 9

n=2
av.=8.5
md=8.5
dev.=0.71

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.

Very Low or Never | 0 0 0 0 0 0 0 1 1 | Very High or Always

1 2 3 4 5 6 7 8 9

n=2
av.=8.5
md=8.5
dev.=0.71

2.3) Organization – Section presentations were well prepared and organized.

Very Low or Never | 0 0 0 0 0 0 0 2 0 | Very High or Always

1 2 3 4 5 6 7 8 9

n=2
av.=8
md=8
dev.=0

2.4) Scope – The teaching assistant expanded on course ideas.

Very Low or Never | 0 0 0 0 0 0 0 1 1 | Very High or Always

1 2 3 4 5 6 7 8 9

n=2
av.=8.5
md=8.5
dev.=0.71

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 0 0 0 0 0 1 1 | Very High or Always

1 2 3 4 5 6 7 8 9

n=2
av.=8.5
md=8.5
dev.=0.71

2.6) Communication Skills – The teaching assistant had good communication skills.

Very Low or Never | 0 0 0 0 0 1 0 1 0 | Very High or Always

1 2 3 4 5 6 7 8 9

n=2
av.=7
md=7
dev.=1.41

2.7) Value – The overall value of the sections justified your time and effort.

Very Low or Never | 0 0 0 0 0 0 0 1 1 | Very High or Always

1 2 3 4 5 6 7 8 9

n=2
av.=8.5
md=8.5
dev.=0.71

2.8) Overall – What is your overall rating of the teaching assistant?

Very Low or Never | 0 0 0 0 0 0 1 1 0 | Very High or Always

1 2 3 4 5 6 7 8 9

n=2
av.=7.5
md=7.5
dev.=0.71

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)

Low | 0 1 1 | High

1 2 3

n=2
av.=2.5
md=2.5
dev.=0.71

3.2) Workload/pace was

Too Slow | 0 1 1 | Too Much

1 2 3

n=2
av.=2.5
md=2.5
dev.=0.71

3.3) Integration of section with course was

Poor | 0 1 1 | Excellent

1 2 3

n=2
av.=2.5
md=2.5
dev.=0.71

3.4) Texts, required readings

Poor | 0 1 1 | Excellent

1 2 3

n=2
av.=2.5
md=2.5
dev.=0.71

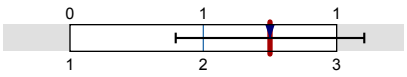
3.5) Homework assignments

Poor | 0 0 2 | Excellent

1 2 3

n=2
av.=3
md=3
dev.=0

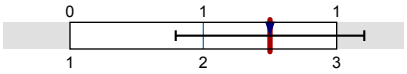
3.6) Graded materials, examinations

Poor 

Excellent

n=2
av.=2.5
md=2.5
dev.=0.71

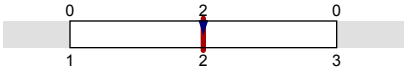
3.7) Lecture presentations

Poor 

Excellent

n=2
av.=2.5
md=2.5
dev.=0.71

3.8) Class discussions

Poor 

Excellent

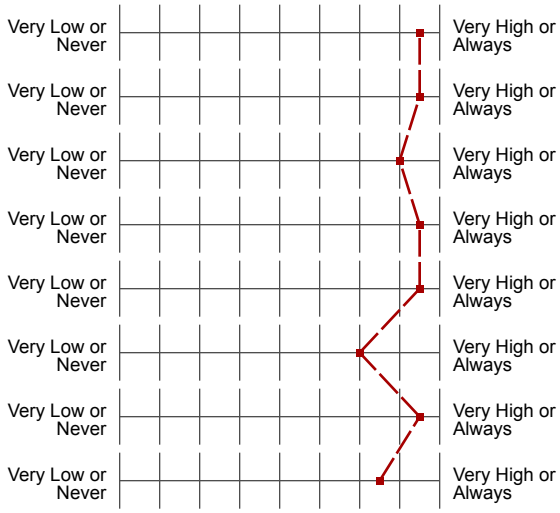
n=2
av.=2
md=2
dev.=0

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 171: PHILOS 23 DIS 1B: MEANING&COMMUNICATN

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never	Very High or Always	n=2	av.=8.50
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never	Very High or Always	n=2	av.=8.50
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never	Very High or Always	n=2	av.=8.00
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never	Very High or Always	n=2	av.=8.50
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never	Very High or Always	n=2	av.=8.50
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never	Very High or Always	n=2	av.=7.00
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never	Very High or Always	n=2	av.=8.50
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never	Very High or Always	n=2	av.=7.50

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low	High	n=2	av.=2.50
3.2)	Workload/pace was	Too Slow	Too Much	n=2	av.=2.50
3.3)	Integration of section with course was	Poor	Excellent	n=2	av.=2.50
3.4)	Texts, required readings	Poor	Excellent	n=2	av.=2.50
3.5)	Homework assignments	Poor	Excellent	n=2	av.=3.00
3.6)	Graded materials, examinations	Poor	Excellent	n=2	av.=2.50
3.7)	Lecture presentations	Poor	Excellent	n=2	av.=2.50
3.8)	Class discussions	Poor	Excellent	n=2	av.=2.00

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- The strengths of this TA were that he knew the material well and was clearly interested in the subject. However, the most significant drawback was that he was unable to communicate some of the concepts that were more theoretical and it made students' understanding difficult.

E.V. TRACY
Evaluation of Instruction Program Report

161: PHILOS C127C LEC 1: PHILOS OF LANGUAGE
No. of responses = 6
Enrollment = 13
Response Rate = 46.15%

Survey Results

1. Background Information:

1.1) Year in School:

n=6

Freshman	0
Sophomore	0
Junior	2
Senior	4
Graduate	0
Other	0

1.2) UCLA GPA:

n=6

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	1
3.0 - 3.49	1
3.5+	4
Not Established	0

1.3) Expected Grade:

n=6

A	2
B	3
C	0
D	0
F	0
P	0
NP	0
?	1

1.4) What requirements does this course fulfill?

n=6

Major	5
Related Field	0
G.E.	0
None	1

2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.

Very Low or Never | 0 0 0 0 0 0 1 1 4 | Very High or Always

n=6
av.=8.5
md=9
dev.=0.84

2.2) Organization – Class presentations were well prepared and organized.

Very Low or Never | 0 0 0 0 0 0 1 3 2 | Very High or Always

n=6
av.=8.17
md=8
dev.=0.75

2.3) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 0 0 0 0 0 2 4 | Very High or Always

n=6
av.=8.67
md=9
dev.=0.52

2.4) Communication Skills – The instructor had good communication skills.

Very Low or Never | 0 0 0 0 0 0 3 0 3 | Very High or Always

n=6
av.=8
md=8
dev.=1.1

2.5) Value – You have learned something you consider valuable.

Very Low or Never | 0 0 0 1 0 0 1 1 3 | Very High or Always

n=6
av.=7.67
md=8.5
dev.=1.97

2.6) Overall – Your overall rating of the instructor.

Very Low or Never | 0 0 0 0 0 0 2 1 3 | Very High or Always

n=6
av.=8.17
md=8.5
dev.=0.98

2.7) Overall – Your overall rating of the course.

Very Low or Never | 0 0 0 0 0 0 2 0 3 | Very High or Always

n=5
av.=8.2
md=9
dev.=1.1

3. Your View of Course Characteristics:

3.1) Subject interest before course

Low | 2 3 1 | High

n=6
av.=1.83
md=2
dev.=0.75

3.2) Subject interest after course

Low | 1 3 2 | High

n=6
av.=2.17
md=2
dev.=0.75

3.3) Mastery of course material

Low | 1 2 3 | High

n=6
av.=2.33
md=2.5
dev.=0.82

3.4) Difficulty (relative to other courses)

Low | 0 2 4 | High

n=6
av.=2.67
md=3
dev.=0.52

3.5) Workload/pace was

Too Slow | 0 5 1 | Too Much

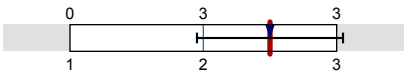
n=6
av.=2.17
md=2
dev.=0.41

3.6) Texts, required readings

Poor | 0 3 3 | Excellent

n=6
av.=2.5
md=2.5
dev.=0.55

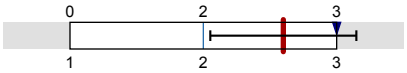
3.7) Homework assignments

Poor 

Excellent

n=6
av.=2.5
md=2.5
dev.=0.55

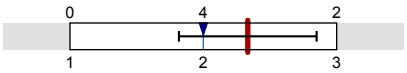
3.8) Graded materials, examinations

Poor 

Excellent

n=5
av.=2.6
md=3
dev.=0.55
ab.=1

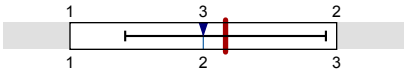
3.9) Lecture presentations

Poor 

Excellent

n=6
av.=2.33
md=2
dev.=0.52

3.10) Class discussions

Poor 

Excellent

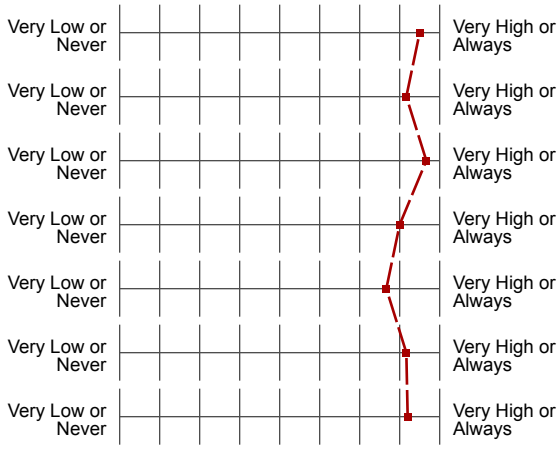
n=6
av.=2.17
md=2
dev.=0.75

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 161: PHILOS C127C LEC 1: PHILOS OF LANGUAGE

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Instructor Concern – The instructor was concerned about student learning.	Very Low or Never / Very High or Always	n=6	av.=8.50
2.2)	Organization – Class presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=6	av.=8.17
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=6	av.=8.67
2.4)	Communication Skills – The instructor had good communication skills.	Very Low or Never / Very High or Always	n=6	av.=8.00
2.5)	Value – You have learned something you consider valuable.	Very Low or Never / Very High or Always	n=6	av.=7.67
2.6)	Overall – Your overall rating of the instructor.	Very Low or Never / Very High or Always	n=6	av.=8.17
2.7)	Overall – Your overall rating of the course.	Very Low or Never / Very High or Always	n=5	av.=8.20

3. Your View of Course Characteristics:

3.1)	Subject interest before course	Low / High	n=6	av.=1.83
3.2)	Subject interest after course	Low / High	n=6	av.=2.17
3.3)	Mastery of course material	Low / High	n=6	av.=2.33
3.4)	Difficulty (relative to other courses)	Low / High	n=6	av.=2.67
3.5)	Workload/pace was	Too Slow / Too Much	n=6	av.=2.17
3.6)	Texts, required readings	Poor / Excellent	n=6	av.=2.50
3.7)	Homework assignments	Poor / Excellent	n=6	av.=2.50
3.8)	Graded materials, examinations	Poor / Excellent	n=5	av.=2.60
3.9)	Lecture presentations	Poor / Excellent	n=6	av.=2.33
3.10)	Class discussions	Poor / Excellent	n=6	av.=2.17

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.

- Eric has been very helpful as an instructor of this class. He answered my questions very carefully and in detail even through emails. I'm also glad that he incorporated some material on feminist philosophy in this class, which turned out to be very interesting but which we have almost no access to in other philosophy classes here. The "under-explanation" of material sometimes happened, but it was fine in general.
- Genuinely concerned with student's understanding and development of concepts

  The course readings were diverse and challenging, but interesting. Very rewarding.

- The professor is a nice guy who genuinely cares about student learning, which is great.

  The lectures seemed to have presupposed a little much with regard to the knowledge of philosophy of language and its history as a subdiscipline, but I may be wrong. The summer session structure of the course may have influenced things after all.

- The instructor is highly knowledgeable about the course he is teaching. He is doing a wonderful job imparting his knowledge to the students in the class. He takes time to answer questions and to speak with students during his office hours. He is a strong academic and I see him becoming an excellent teacher, if he chooses to pursuit teaching. He has given me the names of books in philosophy of language that I find exceptional and will read to gain more understanding in this area of philosophy for years to come. Thank you.

E.V. TRACY
Evaluation of Instruction Program Report
18S: PHILOS 150 DIS 1A: SOCIETY AND MORALS
No. of responses = 8
Enrollment = 23
Response Rate = 34.78%

Survey Results

1. Background Information:

1.1) Year in School:

n=8

Freshman	0
Sophomore	0
Junior	2
Senior	6
Graduate	0
Other	0

1.2) UCLA GPA:

n=8

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	1
3.0 - 3.49	0
3.5+	7
Not Established	0

1.3) Expected Grade:

n=8

A	4
B	3
C	0
D	0
F	0
P	0
NP	0
?	1

1.4) What requirements does this course fulfill?

n=8

Major	5
Related Field	1
G.E.	1
None	1

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.

Very Low or Never | 0 0 0 0 1 1 2 0 4 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=8
av.=7.63
md=8
dev.=1.6

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.

Very Low or Never | 0 0 0 0 0 1 2 1 4 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=8
av.=8
md=8.5
dev.=1.2

2.3) Organization – Section presentations were well prepared and organized.

Very Low or Never | 0 0 1 0 0 2 1 0 4 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=8
av.=7.25
md=8
dev.=2.19

2.4) Scope – The teaching assistant expanded on course ideas.

Very Low or Never | 0 0 0 0 0 2 1 1 4 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=8
av.=7.88
md=8.5
dev.=1.36

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 0 0 0 1 2 0 5 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=8
av.=8.13
md=9
dev.=1.25

2.6) Communication Skills – The teaching assistant had good communication skills.

Very Low or Never | 0 0 0 1 0 0 3 0 4 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=8
av.=7.63
md=8
dev.=1.77

2.7) Value – The overall value of the sections justified your time and effort.

Very Low or Never | 0 0 0 0 0 2 1 2 3 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=8
av.=7.75
md=8
dev.=1.28

2.8) Overall – What is your overall rating of the teaching assistant?

Very Low or Never | 0 0 0 0 1 1 2 0 4 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=8
av.=7.63
md=8
dev.=1.6

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)

Low | 0 6 2 | High | 1 2 3

n=8
av.=2.25
md=2
dev.=0.46

3.2) Workload/pace was

Too Slow | 0 6 2 | Too Much | 1 2 3

n=8
av.=2.25
md=2
dev.=0.46

3.3) Integration of section with course was

Poor | 0 3 5 | Excellent | 1 2 3

n=8
av.=2.63
md=3
dev.=0.52

3.4) Texts, required readings

Poor | 0 0 6 | Excellent | 1 2 3

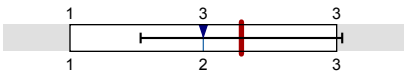
n=6
av.=3
md=3
dev.=0
ab.=2

3.5) Homework assignments

Poor | 0 1 4 | Excellent | 1 2 3

n=5
av.=2.8
md=3
dev.=0.45
ab.=3

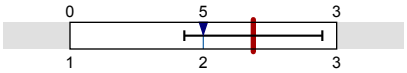
3.6) Graded materials, examinations

Poor 

Excellent

n=7
av.=2.29
md=2
dev.=0.76
ab.=1

3.7) Lecture presentations

Poor 

Excellent

n=8
av.=2.38
md=2
dev.=0.52

3.8) Class discussions

Poor

Excellent

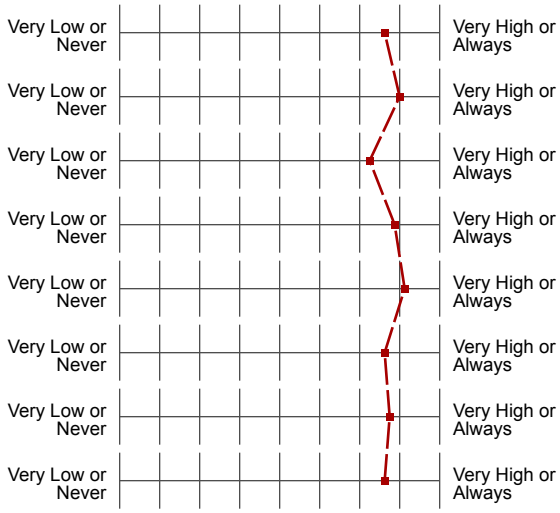
n=8
av.=3
md=3
dev.=0

Profile

Subunit:	PHILOS
Name of the instructor:	E.V. TRACY
Name of the course: (Name of the survey)	18S: PHILOS 150 DIS 1A: SOCIETY AND MORALS

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=8	av.=7.63
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=8	av.=8.00
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=8	av.=7.25
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=8	av.=7.88
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=8	av.=8.13
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=8	av.=7.63
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=8	av.=7.75
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=8	av.=7.63

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=8	av.=2.25
3.2)	Workload/pace was	Too Slow / Too Much	n=8	av.=2.25
3.3)	Integration of section with course was	Poor / Excellent	n=8	av.=2.63
3.4)	Texts, required readings	Poor / Excellent	n=6	av.=3.00
3.5)	Homework assignments	Poor / Excellent	n=5	av.=2.80
3.6)	Graded materials, examinations	Poor / Excellent	n=7	av.=2.29
3.7)	Lecture presentations	Poor / Excellent	n=8	av.=2.38
3.8)	Class discussions	Poor / Excellent	n=8	av.=3.00

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Eric is such a fantastic TA, and I am sure he will make a fantastic professor as well. He goes to great lengths to ensure that everyone has what they need to be successful in the course. During office hours he is incredibly helpful. He is thoughtful, diligent, and organized in his presentation and communication with students.
- Great facilitator of class discussion. I very much appreciate the thought involved and genuine concern for students in this class.
- I appreciate Eric's efforts to help us improve our writing, and I found the grading rubric he attached to papers extremely helpful in understanding what he was evaluating. I also appreciate his willingness to help us improve our papers in office hours and clarify any concerns we may have. I would consider Eric one of the difficult graders I have had at UCLA so far, and I think students could have benefited in writing their papers if Eric was more specific with what his expectations were. This is not to say that his comments/grades were unreasonable. I think they were reasonable, but I felt that students were unaware of what exactly was expected of the different aspects of their paper. I really enjoyed section discussion, and I think it was great how Eric tried to facilitate that through worksheets or reflection questions.
- In short, Eric cares. He is not merely filling a spot or assisting a professor; he genuinely has a care to help students with their philosophical understanding and improving. Never was there a time that I asked for assistance that he did not provide and never once did he make me feel anything less than great about my academic achievement. We all suffer from our own personal problems, mine is being a perfectionist. Eric really helped me be proud of myself when credit was due and acknowledge my success without being too constructive with my shortcomings. I cannot wait to see what he will do in the philosophy world and I am thankful to have had this time with him.
- TA did great job expanding on course ideas, and facilitated engaging discussions.
- Tracy was a bit rambling and disorganized, and sometimes would be late to section. My section was satisfying due to the competency of my classmates, and less due to the original insight of Tracy. Grading annoyed me as well.

E.V. TRACY
Evaluation of Instruction Program Report
18S: PHILOS 150 DIS 1B: SOCIETY AND MORALS
No. of responses = 17
Enrollment = 28
Response Rate = 60.71%

Survey Results

1. Background Information:

1.1) Year in School:

n=17

Freshman	0
Sophomore	0
Junior	15
Senior	2
Graduate	0
Other	0

1.2) UCLA GPA:

n=17

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	1
3.0 - 3.49	10
3.5+	6
Not Established	0

1.3) Expected Grade:

n=17

A	7
B	7
C	0
D	0
F	0
P	0
NP	0
?	3

1.4) What requirements does this course fulfill?

n=16

Major	15
Related Field	1
G.E.	0
None	0

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.

Very Low or Never | 0 0 0 0 2 1 2 4 7 | Very High or Always

1 2 3 4 5 6 7 8 9

n=16
av.=7.81
md=8
dev.=1.42
ab.=1

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.

Very Low or Never | 0 0 0 0 1 2 3 5 6 | Very High or Always

1 2 3 4 5 6 7 8 9

n=17
av.=7.76
md=8
dev.=1.25

2.3) Organization – Section presentations were well prepared and organized.

Very Low or Never | 0 0 1 0 3 1 6 3 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=17
av.=6.88
md=7
dev.=1.65

2.4) Scope – The teaching assistant expanded on course ideas.

Very Low or Never | 0 1 2 0 2 1 5 1 5 | Very High or Always

1 2 3 4 5 6 7 8 9

n=17
av.=6.59
md=7
dev.=2.29

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 0 0 1 3 1 6 5 | Very High or Always

1 2 3 4 5 6 7 8 9

n=16
av.=7.69
md=8
dev.=1.3
ab.=1

2.6) Communication Skills – The teaching assistant had good communication skills.

Very Low or Never | 0 0 0 0 2 1 8 3 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=17
av.=7.24
md=7
dev.=1.2

2.7) Value – The overall value of the sections justified your time and effort.

Very Low or Never | 0 2 1 0 4 1 4 3 2 | Very High or Always

1 2 3 4 5 6 7 8 9

n=17
av.=6.06
md=7
dev.=2.22

2.8) Overall – What is your overall rating of the teaching assistant?

Very Low or Never | 0 0 1 0 2 3 3 5 3 | Very High or Always

1 2 3 4 5 6 7 8 9

n=17
av.=7
md=7
dev.=1.66

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)

Low | 2 11 3 | High

1 2 3

n=16
av.=2.06
md=2
dev.=0.57
ab.=1

3.2) Workload/pace was

Too Slow | 0 15 1 | Too Much

1 2 3

n=16
av.=2.06
md=2
dev.=0.25
ab.=1

3.3) Integration of section with course was

Poor | 0 9 8 | Excellent

1 2 3

n=17
av.=2.47
md=2
dev.=0.51

3.4) Texts, required readings

Poor | 0 9 6 | Excellent

1 2 3

n=15
av.=2.4
md=2
dev.=0.51
ab.=2

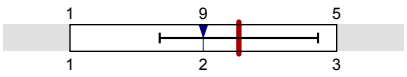
3.5) Homework assignments

Poor | 0 8 5 | Excellent

1 2 3

n=13
av.=2.38
md=2
dev.=0.51
ab.=4

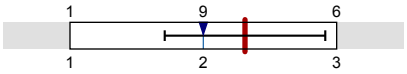
3.6) Graded materials, examinations

Poor 

Excellent

n=15
av.=2.27
md=2
dev.=0.59
ab.=2

3.7) Lecture presentations

Poor 

Excellent

n=16
av.=2.31
md=2
dev.=0.6
ab.=1

3.8) Class discussions

Poor

Excellent

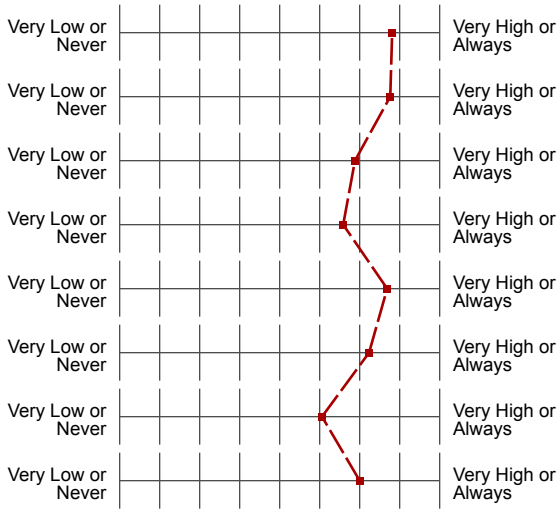
n=17
av.=2.82
md=3
dev.=0.39

Profile

Subunit:	PHILOS
Name of the instructor:	E.V. TRACY
Name of the course: (Name of the survey)	18S: PHILOS 150 DIS 1B: SOCIETY AND MORALS

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	n=16	av.=7.81
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	n=17	av.=7.76
2.3)	Organization – Section presentations were well prepared and organized.	n=17	av.=6.88
2.4)	Scope – The teaching assistant expanded on course ideas.	n=17	av.=6.59
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	n=16	av.=7.69
2.6)	Communication Skills – The teaching assistant had good communication skills.	n=17	av.=7.24
2.7)	Value – The overall value of the sections justified your time and effort.	n=17	av.=6.06
2.8)	Overall – What is your overall rating of the teaching assistant?	n=17	av.=7.00

Very Low or Never — Very High or Always

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low	High	n=16 av.=2.06
3.2)	Workload/pace was	Too Slow	Too Much	n=16 av.=2.06
3.3)	Integration of section with course was	Poor	Excellent	n=17 av.=2.47
3.4)	Texts, required readings	Poor	Excellent	n=15 av.=2.40
3.5)	Homework assignments	Poor	Excellent	n=13 av.=2.38
3.6)	Graded materials, examinations	Poor	Excellent	n=15 av.=2.27
3.7)	Lecture presentations	Poor	Excellent	n=16 av.=2.31
3.8)	Class discussions	Poor	Excellent	n=17 av.=2.82

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Always quick to get back to students and eager to ensure they were actually learning the material.
- Eric Tracy was a great TA. Unlike other TAs who made the discussion section a second lecture, Eric really helped guide the class through a thoughtful and interactive discussion. He was especially good at this. He was like a shepherd of philosophy. This is the first TA that who I've given an overall score of 9. He seemed especially humble and helped encourage students to articulate their thoughts and discuss in productive ways. This section felt a bit like 'philosophy training' and probably helped students gain speech and debate skills.
- Eric clearly cared a lot about making sure he was doing his best to teach us. One of the best TAs I've had!
- Eric was a great facilitator of discussion during section and student discussions were valuable, but I think I would've liked to hear a little more from him clarifying the course material wherever necessary, especially since we submitted questions at the beginning of most sections. Overall, section was a good use of my time because I was able to hear responses to the material I wouldn't have considered otherwise.
- Eric was very kind and compassionate. His hand writing is very hard to read however.
- Eric's strengths are that he is very nice and welcoming. Also, he takes philosophy questions over email, which is helpful. Weaknesses is giving lower grades without proper justification. His grading rubric would be helpful, but the grade does not actually reflect the comments. Also, discussion is not very guided and sometimes feels like questions about readings are evaded because he directs an answer to other students.
- Great TA. Knowledgeable. Sometimes he needs to be less of a stickler and more relaxed.
- I didn't feel that the section expanded very much on the class materials.
- TA was very approachable and was helpful one-on-one, but section was generally not very organized and I don't feel that he expanded much on topics discussed in lecture. Too much time was spent on administrative issues
- This TA didn't go over any of the material presented in class or answer any real questions. The TA mostly left it up to the class to do so, which was his intention but in a small time frame wasn't efficient. The TA is very clear about what he expects and speaks clearly.
- This is the first discussion section I've had that actually involved discussion. Perhaps it was the right combination of students and material, but for the first time I actually discussed the ideas from the lecture with my classmates and TA.

  Eric is helpful, knowledgeable, and pleasant to be around. He was empathetic and granted me extensions when I had legitimate health reasons to need them. And he was willing to meet outside his normally scheduled office hours to accommodate me.

  The only thing I would ask him to improve upon is his use of filler words. "Umm" comes out a lot. I'm an oddity in that I try to monitor my own usage of filler words which makes me hyper aware of how often others use filler words. So, maybe it's just me. Nevertheless, I think it would be helpful.

- weakness: when asked a question doesn't provide a straight response.
  strength: tries hard to help when there is a question and makes himself available. Answers to emails.

E.V. TRACY
Evaluation of Instruction Program Report

18W: PHILOS C109 DIS 1A: DESCARTES
No. of responses = 10
Enrollment = 19
Response Rate = 52.63%

Survey Results

1. Background Information:

1.1) Year in School:

n=10

Freshman	0
Sophomore	0
Junior	6
Senior	4
Graduate	0
Other	0

1.2) UCLA GPA:

n=10

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	2
3.0 - 3.49	5
3.5+	3
Not Established	0

1.3) Expected Grade:

n=10

A	3
B	3
C	2
D	0
F	0
P	0
NP	0
?	2

1.4) What requirements does this course fulfill?

n=10

Major	10
Related Field	0
G.E.	0
None	0

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.

Very Low or Never | 0 0 1 0 2 1 2 1 3 | Very High or Always | n=10 av.=6.8 md=7 dev.=2.04

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.

Very Low or Never | 0 0 0 0 0 2 2 2 4 | Very High or Always | n=10 av.=7.8 md=8 dev.=1.23

2.3) Organization – Section presentations were well prepared and organized.

Very Low or Never | 1 0 0 0 1 2 3 2 1 | Very High or Always | n=10 av.=6.4 md=7 dev.=2.22

2.4) Scope – The teaching assistant expanded on course ideas.

Very Low or Never | 0 1 1 0 1 2 1 1 3 | Very High or Always | n=10 av.=6.4 md=6.5 dev.=2.5

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 1 0 0 1 2 2 4 | Very High or Always | n=10 av.=7.5 md=8 dev.=1.9

2.6) Communication Skills – The teaching assistant had good communication skills.

Very Low or Never | 0 0 1 0 1 1 2 2 3 | Very High or Always | n=10 av.=7.1 md=7.5 dev.=1.97

2.7) Value – The overall value of the sections justified your time and effort.

Very Low or Never | 0 1 0 0 1 2 0 3 3 | Very High or Always | n=10 av.=7 md=8 dev.=2.26

2.8) Overall – What is your overall rating of the teaching assistant?

Very Low or Never | 0 1 0 0 0 2 1 3 3 | Very High or Always | n=10 av.=7.2 md=8 dev.=2.15

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)

Low | 1 5 4 | High | n=10 av.=2.3 md=2 dev.=0.67

3.2) Workload/pace was

Too Slow | 0 9 1 | Too Much | n=10 av.=2.1 md=2 dev.=0.32

3.3) Integration of section with course was

Poor | 2 6 2 | Excellent | n=10 av.=2 md=2 dev.=0.67

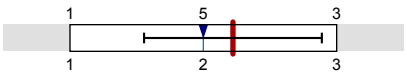
3.4) Texts, required readings

Poor | 0 4 3 | Excellent | n=7 av.=2.43 md=2 dev.=0.53 ab.=3

3.5) Homework assignments

Poor | 0 2 2 | Excellent | n=4 av.=2.5 md=2.5 dev.=0.58 ab.=6

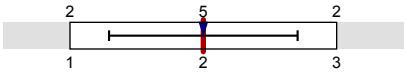
3.6) Graded materials, examinations

Poor 

Excellent

n=9
av.=2.22
md=2
dev.=0.67
ab.=1

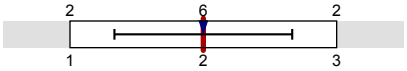
3.7) Lecture presentations

Poor 

Excellent

n=9
av.=2
md=2
dev.=0.71
ab.=1

3.8) Class discussions

Poor 

Excellent

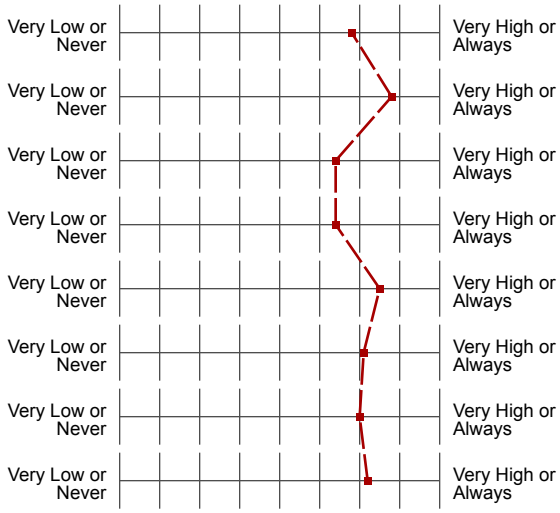
n=10
av.=2
md=2
dev.=0.67

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 18W: PHILOS C109 DIS 1A: DESCARTES

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=10	av.=6.80
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=10	av.=7.80
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=10	av.=6.40
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=10	av.=6.40
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=10	av.=7.50
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=10	av.=7.10
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=10	av.=7.00
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=10	av.=7.20

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=10	av.=2.30
3.2)	Workload/pace was	Too Slow / Too Much	n=10	av.=2.10
3.3)	Integration of section with course was	Poor / Excellent	n=10	av.=2.00
3.4)	Texts, required readings	Poor / Excellent	n=7	av.=2.43
3.5)	Homework assignments	Poor / Excellent	n=4	av.=2.50
3.6)	Graded materials, examinations	Poor / Excellent	n=9	av.=2.22
3.7)	Lecture presentations	Poor / Excellent	n=9	av.=2.00
3.8)	Class discussions	Poor / Excellent	n=10	av.=2.00

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Eric is a wonderful TA, he shows genuine concern regarding how we are doing with the material. He takes the time to really answer our questions and research further if he does not know the answer off hand. He is very passionate about what he does and it is evident in how he approaches his job.
- Helpful in understanding the topics but wished he would have explained things a bit more instead of waiting for people to just talk about what they thought was going on. When he was talking about subject material he was knowledgeable and extremely clear and that helped understand some confusing topics.
- I enjoyed the personality and how effective the TA's communication skills are, however, I felt that one of the weaknesses in the section was actually discussing what we learned about in lecture. Often times,I felt that I left the discussion section and remained confused on key ideas and concepts that were mentioned in lecture. I think that if our section were to review the key elements in lectures that that would be beneficial.
- I felt that the small group discussions in this section really helped for summarizing the lecture material and the essay topics. The assistant did a good job at organizing questions for these. I think the section may benefit from more of these
- I think Eric has his students well-being in mind, but the section is not properly orchestrated. In each section, he seems very confused and discombobulated. It takes a while to get the section started. I feel the time is wasted on logistical discussions. A section should be a place to come and gain clarity about what was discussed in lecture but after section with Eric, I find myself even more confused. Oftentimes, Eric will choose not to answer a student's direct question in the section because he wants to give his own lesson. I think this is extremely counterproductive because we all generally have the same questions and would like to get the answer. There was one particular instance when I was asking for an explanation of some course content and he literally could not provide an explanation, so I just said forget it I'll ask someone else, and had to go to a professor who doesn't even teach the course. I think his policy of needing 48 hours to "digest" his feedback on an assignment is redundant. In reality, students are very busy and should be able to ask for feedback anytime, this policy just makes students have to wait to ask an important question, students aren't actually taking any further time to "digest" the feedback, we only wait 48 hours because he says we have to. I think the section should be run as a support for the lecture, not as a lecture of its own. I think Eric has a lot of potential, but for this course specifically, having him as a TA made my quarter way more difficult and confusing than it needed to be. And the worst part, there was no other TA option so I could not switch out of his section.
- I think it would have been more helpful for Eric to explain and review concepts that the professors in lecture were talking about in order to get a better understanding. In my other philosophy discussion, the TA would explain the concepts from lecture that the students may have found confusing, which really helped. I just think that if the section was more structured, it could provide a better learning experience. The review questions that are handed out were helpful in what concepts to focus our attention on so I think that was a great idea.
- Strengths: Eric really cared about student learning and wanted us to succeed in understanding about Descartes. He was very good at communicating what we needed to know, and I felt welcome asking him questions about the lectures and assignments given by our two professors.
  Weaknesses: It would have been better if there was more communication between professors and Eric if we knew the progression of the course from the beginning, I feel like we were all over the place in this class. Information from lectures and discussions sometimes emphasized different concepts than

information on quizzes and handouts.

- The greatest weakness of this section was that it at times felt difficult to know whether or not the material being during section, corresponded to the topics that would be assigned on future paper topics by the professors, however, I believe that was primarily due to time constraints, and the fact that there are various areas of Descartes that are open to interpretation. Other than that, Eric proved to have a thorough knowledge of the subject matter, and maintained an orderly class, and although by no means has this course been an easy A, I would consider Eric's grading, as well as the work load given throughout the class fair.
- Very friendly approachable person, reasonable in terms of grading. Weakness, the quizzes were still too specific, despite making it "easy"

E.V. TRACY
Evaluation of Instruction Program Report
18W: PHILOS C109 DIS 1B: DESCARTES
No. of responses = 11
Enrollment = 15
Response Rate = 73.33%

Survey Results

1. Background Information:

1.1) Year in School:

n=10

Freshman	0
Sophomore	0
Junior	4
Senior	6
Graduate	0
Other	0

1.2) UCLA GPA:

n=11

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	2
3.0 - 3.49	4
3.5+	5
Not Established	0

1.3) Expected Grade:

n=11

A	2
B	4
C	1
D	0
F	0
P	0
NP	0
?	4

1.4) What requirements does this course fulfill?

n=11

Major	10
Related Field	0
G.E.	0
None	1

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.

Very Low or Never | 0 0 0 0 0 1 1 5 4 | Very High or Always

1 2 3 4 5 6 7 8 9

n=11
av.=8.09
md=8
dev.=0.94

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.

Very Low or Never | 0 0 0 0 0 0 1 4 6 | Very High or Always

1 2 3 4 5 6 7 8 9

n=11
av.=8.45
md=9
dev.=0.69

2.3) Organization – Section presentations were well prepared and organized.

Very Low or Never | 0 0 0 0 0 2 2 1 6 | Very High or Always

1 2 3 4 5 6 7 8 9

n=11
av.=8
md=9
dev.=1.26

2.4) Scope – The teaching assistant expanded on course ideas.

Very Low or Never | 0 0 0 0 0 0 2 4 4 | Very High or Always

1 2 3 4 5 6 7 8 9

n=10
av.=8.2
md=8
dev.=0.79

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 0 0 0 0 2 2 6 | Very High or Always

1 2 3 4 5 6 7 8 9

n=10
av.=8.4
md=9
dev.=0.84

2.6) Communication Skills – The teaching assistant had good communication skills.

Very Low or Never | 0 0 0 0 0 0 2 2 7 | Very High or Always

1 2 3 4 5 6 7 8 9

n=11
av.=8.45
md=9
dev.=0.82

2.7) Value – The overall value of the sections justified your time and effort.

Very Low or Never | 0 0 0 0 1 0 2 3 4 | Very High or Always

1 2 3 4 5 6 7 8 9

n=10
av.=7.9
md=8
dev.=1.29

2.8) Overall – What is your overall rating of the teaching assistant?

Very Low or Never | 0 0 0 0 0 0 2 4 5 | Very High or Always

1 2 3 4 5 6 7 8 9

n=11
av.=8.27
md=8
dev.=0.79

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)

Low | 0 6 5 | High

1 2 3

n=11
av.=2.45
md=2
dev.=0.52

3.2) Workload/pace was

Too Slow | 0 11 0 | Too Much

1 2 3

n=11
av.=2
md=2
dev.=0

3.3) Integration of section with course was

Poor | 0 4 7 | Excellent

1 2 3

n=11
av.=2.64
md=3
dev.=0.5

3.4) Texts, required readings

Poor | 0 4 5 | Excellent

1 2 3

n=9
av.=2.56
md=3
dev.=0.53
ab.=2

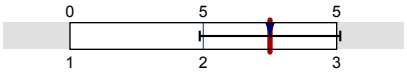
3.5) Homework assignments

Poor | 0 4 5 | Excellent

1 2 3

n=9
av.=2.56
md=3
dev.=0.53
ab.=2

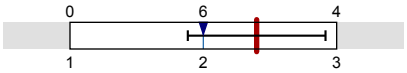
3.6) Graded materials, examinations

Poor 

Excellent

n=10
av.=2.5
md=2.5
dev.=0.53
ab.=1

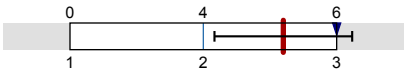
3.7) Lecture presentations

Poor 

Excellent

n=10
av.=2.4
md=2
dev.=0.52
ab.=1

3.8) Class discussions

Poor 

Excellent

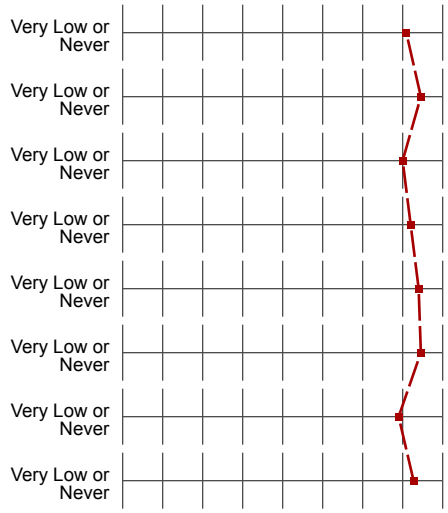
n=10
av.=2.6
md=3
dev.=0.52
ab.=1

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 18W: PHILOS C109 DIS 1B: DESCARTES

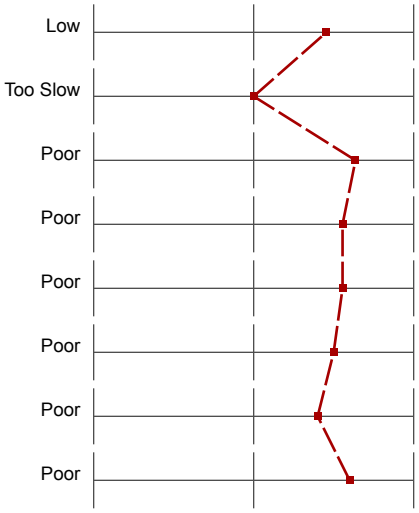
Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=11	av.=8.09
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=11	av.=8.45
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=11	av.=8.00
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=10	av.=8.20
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=10	av.=8.40
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=11	av.=8.45
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=10	av.=7.90
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=11	av.=8.27

3. Your View of Section Characteristics:



3.1)	Difficulty (relative to other courses)	Low / High	n=11	av.=2.45
3.2)	Workload/pace was	Too Slow / Too Much	n=11	av.=2.00
3.3)	Integration of section with course was	Poor / Excellent	n=11	av.=2.64
3.4)	Texts, required readings	Poor / Excellent	n=9	av.=2.56
3.5)	Homework assignments	Poor / Excellent	n=9	av.=2.56
3.6)	Graded materials, examinations	Poor / Excellent	n=10	av.=2.50
3.7)	Lecture presentations	Poor / Excellent	n=10	av.=2.40
3.8)	Class discussions	Poor / Excellent	n=10	av.=2.60

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Eric did a really good job expanding on course concepts, and explaining things that were difficult to understand. He facilitated class discussion reasonably, but had a tendency to waste time giving unnecessary directions. Overall, a good TA, would take again.
- Eric does a good job! The quizzes were very hard, but I don't think it is his choice. It would have been better if he gave us the topic of the quiz or maybe a few of the readings the quiz might be on. He might want to be a little more sympathetic to some students. But over all he does a wonderful job and is a great TA.
- Eric was an amazing TA. He would allow section to naturally progress as a philosophy discussion should. If students weren't ready with questions, Eric would give thought provoking lessons that always stirred up a lively discussion of relevant material. Eric is also very understanding and helpful throughout the entire course.
- Eric was really great. He cared about his students and came into section every week with the goal of making sure we were on track with the course.
- Facilitated discussion well, but didn't lecture on the material; quizzes were also difficult and often seemed to be concerned with the obscure points of the material.
- He's good. I have had him before. He is a tough grader. In general, my personal opinion is that he could benefit from more confidence in himself.
- I imagine that this course in particular was difficult to supplement with a discussion section by its very nature and that of the Professors' lecturing style, in light of which the TAing was excellent.
- Structured section meetings. Not as receptive to questions as in office hours.
- Was very understanding, knew his stuff, explained information and clarified it pretty well. Some weaknesses were, sometimes felt a little disorganized especially with time management and at times felt like he wasn't really in control.

E.V. TRACY
Evaluation of Instruction Program Report
17F: PHILOS 22 DIS 1C: INTRO-ETHICAL THRY
No. of responses = 18
Enrollment = 22
Response Rate = 81.82%

Survey Results

1. Background Information:

1.1) Year in School:

n=18

Freshman	10
Sophomore	4
Junior	2
Senior	2
Graduate	0
Other	0

1.2) UCLA GPA:

n=18

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	0
3.0 - 3.49	1
3.5+	6
Not Established	11

1.3) Expected Grade:

n=18

A	4
B	7
C	1
D	0
F	0
P	0
NP	0
?	6

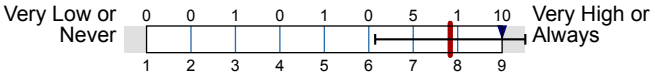
1.4) What requirements does this course fulfill?

n=17

Major	5
Related Field	2
G.E.	9
None	1

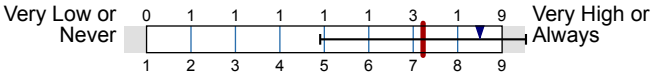
2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.



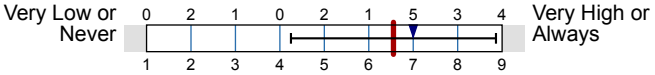
n=18
av.=7.83
md=9
dev.=1.69

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.



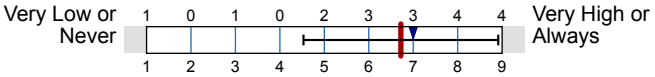
n=18
av.=7.22
md=8.5
dev.=2.32

2.3) Organization – Section presentations were well prepared and organized.



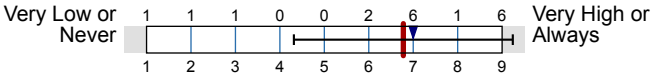
n=18
av.=6.56
md=7
dev.=2.31

2.4) Scope – The teaching assistant expanded on course ideas.



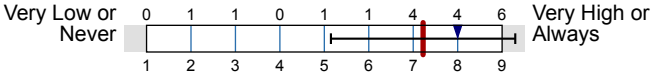
n=18
av.=6.72
md=7
dev.=2.19

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.



n=18
av.=6.78
md=7
dev.=2.46

2.6) Communication Skills – The teaching assistant had good communication skills.

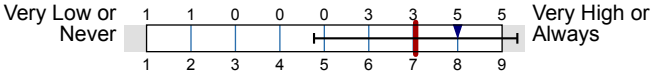


n=18
av.=7.22
md=8
dev.=2.07

2.7) Value – The overall value of the sections justified your time and effort.

n=18
av.=6
md=7
dev.=2.66

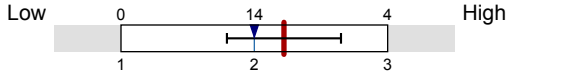
2.8) Overall – What is your overall rating of the teaching assistant?



n=18
av.=7.06
md=8
dev.=2.29

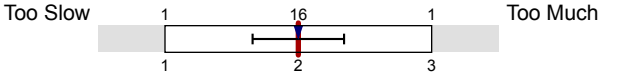
3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)



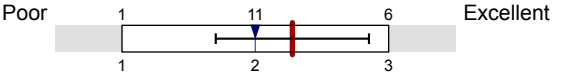
n=18
av.=2.22
md=2
dev.=0.43

3.2) Workload/pace was



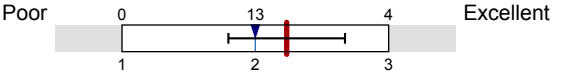
n=18
av.=2
md=2
dev.=0.34

3.3) Integration of section with course was



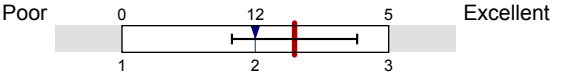
n=18
av.=2.28
md=2
dev.=0.57

3.4) Texts, required readings



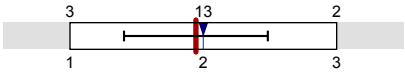
n=17
av.=2.24
md=2
dev.=0.44
ab.=1

3.5) Homework assignments



n=17
av.=2.29
md=2
dev.=0.47
ab.=1

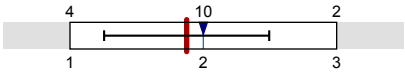
3.6) Graded materials, examinations

Poor 

Excellent

n=18
av.=1.94
md=2
dev.=0.54

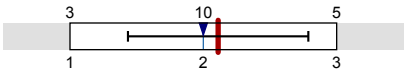
3.7) Lecture presentations

Poor 

Excellent

n=16
av.=1.88
md=2
dev.=0.62
ab.=2

3.8) Class discussions

Poor 

Excellent

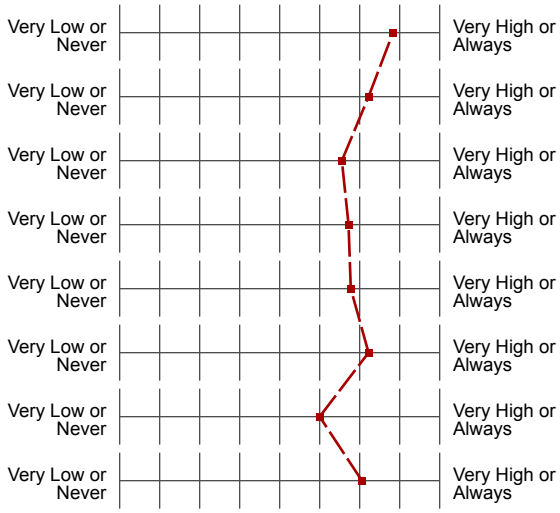
n=18
av.=2.11
md=2
dev.=0.68

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 17F: PHILOS 22 DIS 1C: INTRO-ETHICAL THRY

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=18	av.=7.83
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=18	av.=7.22
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=18	av.=6.56
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=18	av.=6.72
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=18	av.=6.78
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=18	av.=7.22
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=18	av.=6.00
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=18	av.=7.06

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=18	av.=2.22
3.2)	Workload/pace was	Too Slow / Too Much	n=18	av.=2.00
3.3)	Integration of section with course was	Poor / Excellent	n=18	av.=2.28
3.4)	Texts, required readings	Poor / Excellent	n=17	av.=2.24
3.5)	Homework assignments	Poor / Excellent	n=17	av.=2.29
3.6)	Graded materials, examinations	Poor / Excellent	n=18	av.=1.94
3.7)	Lecture presentations	Poor / Excellent	n=16	av.=1.88
3.8)	Class discussions	Poor / Excellent	n=18	av.=2.11

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- As a freshman If I could go back this is the only class I would change. This a G.E. and I still struggle to see as far as the T.A. does. Plus on my first essay I didn't get the benefit of the doubt, expected to write an upper level essay....please.
- Eric Tracy was very good at stimulating discussion in the class. The discussion section was not too strictly structured, which allowed for discussion to flow naturally, as it should in a philosophy class. The assignments that the TA asked us to do in class were potentially useful, but not very engaging. Finally, I did not feel like I got a lot of guidance on writing my first paper.
- Eric is a friendly TA who tries his best to make you feel good about interacting with the course. He answers emails promptly and in detail for questions about things like assignment grading or office hours.

  Right before the second draft of the first paper was due, he sent out an email saying that students had emailed him to book a time to talk to him within his office hours, and as a result, he would only have time to answer short questions if you did not book a time. I found this very unhelpful, as at least I personally was unaware that emailing him to reserve a time was an option, and as a result I was unable to discuss my concerns with my second draft with Eric in person.

  I enjoyed discussion most when it involved discussion of our submitted questions. It was nice to be able to submit questions, but at the same time, because we never actually ended up discussing more than one or two of those questions in total, it felt rather unproductive.

  Group activities were nice, they provided more of an opportunity to discuss and speak
- Eric was a very dedicated, hardworking TA who showed great concern for his students and our success. I appreciated his frequent recapping of the recent readings and lectures in the beginning of each section to make sure we were all understanding the basic concepts well. He was always very helpful in office hours and accessible through email. My only real complaint would be that as someone who has a hard time understanding philosophy in general and who struggled with the readings and lectures this quarter, I often felt very lost in section and rarely was my lower understanding of the material catered to. I understand that it was on me to seek other resources and attend office hours, which I did, but the discussions in section were often based on a too advanced understanding for me to ever feel comfortable participating.
- I liked how the teaching assistant engaged the class through opening up questions. He gave time for us students to ask questions. This course made me question my writing abilities because I kept getting grades that made me feel disappointed in myself; however, I am optimistic, so I hope that I will become a better writer. While I may have started low, I feel like I'm learning from my mistakes- it just goes up from here. The teacher assistant made me feel welcome to come into his office hours, and I feel like he genuinely does want everyone to do well.
- I think the submitted question lists were helpful. It would be helpful for you to give a short recap of last weeks lectures during the time we were writing the questions, and then start off the discussions by questions written down or asked aloud. I thought that we had provoking discussions and conversations during discussion, I wish that the lectures set us up for that more. I thought the worksheet was a helpful recap, but not everyone was prepared for it. I thought you had a very good understanding of course material and were able to explain things in multiple ways. I don't think the first draft of our papers should be graded, or we should have an ungraded paper beforehand.

- Nice guy and was very helpful during discussion. It is very good that he emphasizes the importance of participation and how it will help you in the future - not just in this course.
- No real strengths. Monotone and unpassionate about material. His comments on both papers sounded like he just skimmed through the paper. He was also impossible to get a hold of for help.
- Strengths: The TA clearly spent a lot of time preparing a lesson plan for section. Also clearly has a strong love of philosophy and enthusiasm for the material.
  Weaknesses: The TA did not provide enough assistance on assignments- when office hours were requested we were sent to the general office hours where we only had 10 minutes during which the TA said they "couldn't know enough to definitively answer any questions as they didn't know the paper well enough." I am comparing to other TAs who made the time to make sure they did know my papers and could definitively answer my questions during office hours.
- TA clarifies any concept or doubt regarding class material. The discussion was very crude, superficial and not sophisticated on part of the students.
- The TA is clearly prepared and has the students' learning constantly in mind as his driving goal. Thanks to this, he always brings materials and useful exercises for us. In my mind the only weakness of the discussion section is the students' lack of reading or showing up, as I feel preparation on our end would lead to a far more solid discussion.
- The discussions were as good as they could have been given the disorganized structure of the lectures and the course material.
- Weaknesses: disorganized discussions; on revision papers, if student improved, they deserve a better grade. Try to offer more advice regarding how to write a philosophy paper
- some of his explanations were confusing but that could've just been my own confusion with the course

E.V. TRACY
Evaluation of Instruction Program Report
17F: PHILOS 22 DIS 1D: INTRO-ETHICAL THRY
No. of responses = 20
Enrollment = 23
Response Rate = 86.96%

Survey Results

1. Background Information:

1.1) Year in School:

n=20

Freshman	9
Sophomore	2
Junior	7
Senior	2
Graduate	0
Other	0

1.2) UCLA GPA:

n=20

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	2
3.0 - 3.49	2
3.5+	4
Not Established	12

1.3) Expected Grade:

n=20

A	5
B	7
C	0
D	0
F	0
P	2
NP	0
?	6

1.4) What requirements does this course fulfill?

n=20

Major	6
Related Field	2
G.E.	12
None	0

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.

Very Low or Never | 0 0 1 0 0 3 1 5 10 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=20
av.=7.9
md=8.5
dev.=1.59

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.

Very Low or Never | 0 0 1 0 0 1 4 4 10 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=20
av.=7.95
md=8.5
dev.=1.5

2.3) Organization – Section presentations were well prepared and organized.

Very Low or Never | 1 0 0 0 3 2 6 1 7 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=20
av.=7.05
md=7
dev.=2.04

2.4) Scope – The teaching assistant expanded on course ideas.

Very Low or Never | 1 0 0 0 0 5 3 3 8 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=20
av.=7.4
md=8
dev.=1.96

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 1 0 0 0 5 3 3 8 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=20
av.=7.45
md=8
dev.=1.79

2.6) Communication Skills – The teaching assistant had good communication skills.

Very Low or Never | 0 1 0 0 0 3 4 5 7 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=20
av.=7.55
md=8
dev.=1.7

2.7) Value – The overall value of the sections justified your time and effort.

Very Low or Never | 1 0 1 1 1 3 3 5 5 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=20
av.=6.85
md=7.5
dev.=2.21

2.8) Overall – What is your overall rating of the teaching assistant?

Very Low or Never | 0 0 1 0 0 1 2 11 5 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=20
av.=7.8
md=8
dev.=1.36

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)

Low | 3 11 6 | High | 1 2 3

n=20
av.=2.15
md=2
dev.=0.67

3.2) Workload/pace was

Too Slow | 1 16 3 | Too Much | 1 2 3

n=20
av.=2.1
md=2
dev.=0.45

3.3) Integration of section with course was

Poor | 1 12 7 | Excellent | 1 2 3

n=20
av.=2.3
md=2
dev.=0.57

3.4) Texts, required readings

Poor | 5 8 6 | Excellent | 1 2 3

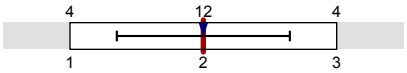
n=19
av.=2.05
md=2
dev.=0.78
ab.=1

3.5) Homework assignments

Poor | 0 13 5 | Excellent | 1 2 3

n=18
av.=2.28
md=2
dev.=0.46
ab.=2

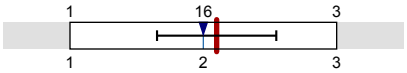
3.6) Graded materials, examinations

Poor 

Excellent

n=20
av.=2
md=2
dev.=0.65

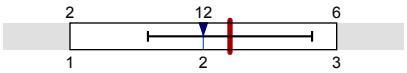
3.7) Lecture presentations

Poor 

Excellent

n=20
av.=2.1
md=2
dev.=0.45

3.8) Class discussions

Poor 

Excellent

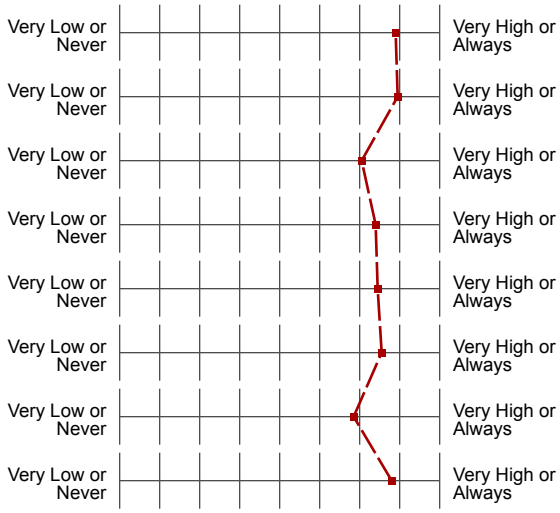
n=20
av.=2.2
md=2
dev.=0.62

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 17F: PHILOS 22 DIS 1D: INTRO-ETHICAL THRY

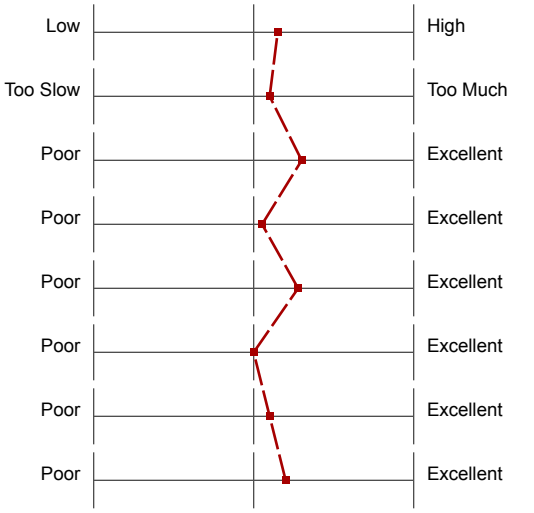
Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=20	av.=7.90
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=20	av.=7.95
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=20	av.=7.05
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=20	av.=7.40
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=20	av.=7.45
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=20	av.=7.55
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=20	av.=6.85
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=20	av.=7.80

3. Your View of Section Characteristics:



3.1)	Difficulty (relative to other courses)	Low / High	n=20	av.=2.15
3.2)	Workload/pace was	Too Slow / Too Much	n=20	av.=2.10
3.3)	Integration of section with course was	Poor / Excellent	n=20	av.=2.30
3.4)	Texts, required readings	Poor / Excellent	n=19	av.=2.05
3.5)	Homework assignments	Poor / Excellent	n=18	av.=2.28
3.6)	Graded materials, examinations	Poor / Excellent	n=20	av.=2.00
3.7)	Lecture presentations	Poor / Excellent	n=20	av.=2.10
3.8)	Class discussions	Poor / Excellent	n=20	av.=2.20

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Could have allowed a little more class discussion at times but overall good section I thought
- Eric is very concerned about his students and is always willing to help students better understand the course material. He is very organized and was excellent at facilitating and guiding the discussion during section. Though he is a very tough grader, Eric always gave useful feedback on papers and was more than willing to engage in discussion during office hours.
- Eric is very knowledgeable and his passion for Philosophy is very obvious. It is clear that he cares about us understanding the material and goes out of his way to clarify things that we did not understand from lecture. I cannot identify any particular weakness, as I felt he really tried and incorporated different teaching methods in sections to give us a better understanding of the course overall.
- Harsh on grading (blindsided because he didn't have a rubric and disagreed with writing style)
- Harsh on grading and I was often blindsided with final grade. His discussions were slightly disorganized. However, he was knowledgable on the subject and welcomed feedback.
- He always attempted to engage everyone into the discussion and most of the time it worked. I liked that he didn’t stick to the same thing every time, he tried out different ways to see what worked for the section, some worked some didn’t but I appreciated the effort he put into each section and you could tell he spent time thinking about how best to engage the students.
- I did not think that section was a productive use of my time most of the time. I feel like there should already be a way to discuss planned beforehand so that you are not using students who are trying to understand the material as guinea pigs. I liked how you explained how to write philosophy papers, that was actually very clear and helpful. When it comes to teaching you must keep in mind that you get less than 1 hr a week to go over what the professor says in 4 hrs a week and 200+ pages of reading content, so you cannot afford to waste students time with trying to figure out how to discuss it. We pay too much for school to be trying to figure stuff out for y'all.
- I didn't enjoy coming to section; I would only go because of attendance. I would walk in and not know what that section had in store as fa as activities or topic of discussion. I've taken like 7 philosophy courses so I have this idea of what I think they should be like and I know what I think works for me and what doesn't. Philosophy is kind of a weird topic and arguments are very open to interpretation, so I like to have my philosophy TA explicitly tell us what the arguments are doing/saying. I don't expect them to go super into detail, but I just need an idea of what the arugument looks like so that I know my interpretation isn't totally off. I think that group stuff is kind of unsuccessful in philosophy because not everyone is completely prepared and/or they don't fully understand what's going on in the class, so when we are forced to give group work and share with the class, we all give a very vague description of what we think is going on and the TA just brushes it off because we don't have as much time to critique every response. I wish there was more discussion as a group about ethical topics, like I wish we had more of those really uncomfortable conversations, even if they didn't exactly match what was going on in class. Also, I think the TA totally skimmed through what a good argument, objection, and reply is. I already knew what they were because of previous experience, but I felt bad for other students who didn't ave the same experience as me because they were literally just expected to know. I also felt that the TA graded too harsh for being an intro course; I've taken upper divs on similar topics and I was never graded that harsh.
- I found this section and teaching assistant to be helpful in correspondence to the lecture material. Eric was very responsive to emails and made himself available during office hours. Though the coursework

was difficult and high grades were not given easily, I ultimately felt like he was a reliable and fair TA who cares about student learning.
We had weekly reading responses which add up to a percentage of our grade, and I believe these made me more inclined to do all the readings as there was some sort of "reading check" being done. In other courses I find myself falling behind on readings because there was no structure to knowing whether or not a student is engaging in them. This push helped me better understand the majority of the coursework.
I found a weakness of this particular discussion to be the group discussions. I felt that the same few people would contribute each time, and believe that more students would be inclined to speak up if we were divided into groups and each asked to speak about a certain issue then present it to the class. We did do this a couple times, but for the majority it seemed like Eric would go over a topic and then open it up to the class, who was often non-responsive. This could just be due to the particular students in this discussion section, but perhaps could have been facilitated in other ways. We also did un-graded individual "quizzes" in class, then talked about our answers out loud, but personally I would prefer to have the questions on the board and have everyone go over them together.
Regardless of this weakness I do believe Eric served as a proficient teaching assistant. He was very organized and communicated well with his students.

- I think he was a good TA in that he knew the information very well and wanted us to fully understand the material. However, I do not think that he was good in that he always talked a lot but then he also wanted us to talk more. He always said he wanted us to talk and participate more, but a lot of the time he ended up talking most of the time.

- Liked the submitted questions (although we didn’t always get to them) as an alternate way to take attendance and start discussion. Forced me to do readings even without reading response. Group activity is actually helpful but might have been better placed and maybe repeated (twice or something during the course) so everyone is more comfortable discussing with each other. Good recaps, both small and large scale. Discussions were well structured, but sometimes would need a bit more time management. Enjoyed the quizzes and worksheets. Tracy is very organized and timely with grading assignments. He obviously cares about how well his students do.

- Positives: He was almost superhumanly on top of everything; he graded papers more quickly than any TA I've ever had AND provided tons of commentary (which was really helpful). He replied to messages within a few hours and was always willing to have long, thoughtful discussions over email (something not a lot of TAs will do). Eric was really knowledgeable about all of the material. I occasionally found myself wondering "is my TA a robot masquerading as a human?" Plus, he was funny, and I always felt comfortable seeking help from him.

  Negatives: my section never found its rhythm. What little discussion took place was almost never helpful or interesting. I'm not sure what exactly went wrong; it could have just been a really shy group of people, or the early hour. Personally, I think it would have helped if he had asked us questions? That's usually a good way to foster discussion. Casual questions, like easy fact-based ones ("how did X philosopher conceive of Y concept?") or more general opinion-oriented ones ("what do you think X philosopher's moral analysis would be of Y situation? what is your moral analysis of Y situation? Do you agree with X philosopher?"). Moral philosophy especially is full of opportunities to discuss/invent interesting hypothetical thought experiments (e.g. the man who could kill one prisoner to save a dozen, the two men who participate in a hanging, etc.), and he never utilized those.

  Also: because he didn't want to create a "second lecture" environment, he sometimes refused to * directly* answer questions or *directly* offer insight on materials/concepts, which I found frustrating. He seemed to want to point us in the right direction with hints, so that we arrived at the conclusions ourselves. But we were in a difficult course; we covered nine texts (~ twelve philosophers) and thousands of years of (dense) moral philosophy in just ten weeks. Simply understanding all of the theories and concepts was a lot of work, especially considering the fact that this is an introductory, lower division course. And unfortunately, he sometimes made it more difficult by being coy when it came to explaining important ideas.

- The most helpful part of this discussion section were the reading response assignments which helped

me to express my own philosophical thinking regarding the text in a brief way. The explanation of the texts in discussion based on what was in lecture was helpful, admittedly I think that to engage with an independent explanation of the text in question rather than simply evaluating what was said in lecture happened to be something that I think was good and during discussion session it may be nice to be able to discuss that more (not necessarily a TA lecture, but more from the student side), considering that Professor Normore himself gave the impression at the beginning of the year that he wants to know what is really the best philosophy, whether that be from a student or otherwise. The recaps were helpful in the cases where the readings were more difficult to understand immediately. Group activities were not necessarily effective if not everyone had not read or understood the reading in question, but debate type formatting/socratic seminar could be quite interesting if everyone has an opinion regarding the arguments in the text. Submitted questions were good as well to take attendance and as a preliminary to recall text.

- The section was helpful as a supplement to the lecture but not in terms of our graded assignments. I found the group discussions most helpful; the only draw-back being the same 3-5 students would routinely contribute. I found the group activities to be time-consuming and were often not able to be completed. I appreciated the quick email responses but was somewhat disappointed with TA's seemingly intentional obscure responses. I struggled mostly with understanding the feedback on assignments, I received only one criticism on a reading response and the comments on both papers were contradictory and open-ended. I do not expect a hand hold in terms of how to write a paper but as someone who routinely receives good marks on written assignments, I was surprised at how little I was able to have clarified in regards to expectations. I appreciate how professional our TA was and obviously concerned with the depth of our understanding.

- There is no clear grading criteria and different TA will have their own grading. They make an effort to talk to one another but still there is no specific grading scheme or general guidelines explain clearly and concisely.
  Overall, the discussion is great. He did group activity, "quiz" + discussion, small and large recap of the text students read that week. He make sure he doesn't directly give out definite answers so that we can also involve and think by ourselves too.
  The class itself is abstract and flying topic to topic, one philosophical idea to another; our TA had done a great work to keep us in track. If anything, he could explain a little more substantially and less abstractly to make students feel more conformtable with the materials.

- Through out our sections, Eric helped us all engage better with the material by expanding on ideas and challenging us to think critically and carefully about our readings and what was said in lecture. I was very fond of when he would bring up a question he thought would be a good discussion question because it indeed resulted in a great section. I believe we had a group sort of activity around two times, but I actually enjoyed that because I got to hear out the ideas of people who usually did not really participate - given that they probably didn’t feel super comfortable sharing their ideas out loud. Also, he helped me out a lot via email and answered pretty quickly, which other ta’s usually did not do. He answered all of my questions and made me understand the material in a much better manner. One thing that I did not really like was when would have to write down questions as our way of acknowledging our presence. Sometimes I didn’t have any questions, but I would just have to think of anything and write it down. Other than that, it was a great discussion section.

- Tracy had the strength of being very intuitive about the philosophy of ethics and expanding on it in layman terms. He was genuinely intrigued with the material in itself, and it caused him to become happy when reciprocating it to an audience. A minor fault of his would be that when he would get too excited, he would commence to rant on about an auxillary concept to what the section was initially intended for.

E.V. TRACY
Evaluation of Instruction Program Report

17S: PHILOS 23 DIS 1A: MEANING&COMMUNICATN
No. of responses = 20
Enrollment = 22
Response Rate = 90.91%

Survey Results

1. Background Information:

1.1) Year in School:

n=20

Freshman	4
Sophomore	7
Junior	9
Senior	0
Graduate	0
Other	0

1.2) UCLA GPA:

n=20

Below 2.0	0
2.0 - 2.49	1
2.5 - 2.99	4
3.0 - 3.49	8
3.5+	6
Not Established	1

1.3) Expected Grade:

n=20

A	4
B	7
C	2
D	0
F	0
P	2
NP	0
?	5

1.4) What requirements does this course fulfill?

n=18

Major	4
Related Field	1
G.E.	12
None	1

2. To What Extent Do You Feel That:

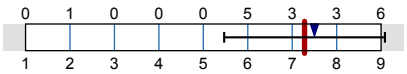
2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.

Very Low or Never

Very High or Always

n=18
av.=7.61
md=8
dev.=1.46
ab.=1

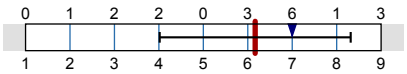
2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.

Very Low or Never 

Very High or Always

n=18
av.=7.28
md=7.5
dev.=1.81
ab.=1

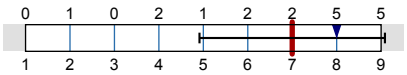
2.3) Organization – Section presentations were well prepared and organized.

Very Low or Never 

Very High or Always

n=18
av.=6.17
md=7
dev.=2.15
ab.=1

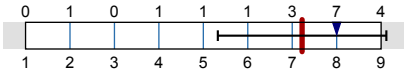
2.4) Scope – The teaching assistant expanded on course ideas.

Very Low or Never 

Very High or Always

n=18
av.=7
md=8
dev.=2.09
ab.=1

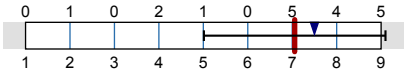
2.5) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never 

Very High or Always

n=18
av.=7.22
md=8
dev.=1.9
ab.=1

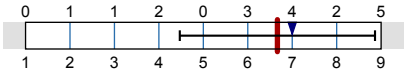
2.6) Communication Skills – The teaching assistant had good communication skills.

Very Low or Never 

Very High or Always

n=18
av.=7.06
md=7.5
dev.=2.04
ab.=1

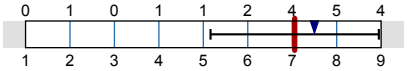
2.7) Value – The overall value of the sections justified your time and effort.

Very Low or Never 

Very High or Always

n=18
av.=6.67
md=7
dev.=2.2
ab.=1

2.8) Overall – What is your overall rating of the teaching assistant?

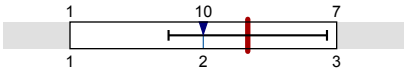
Very Low or Never 

Very High or Always

n=18
av.=7.06
md=7.5
dev.=1.89
ab.=1

3. Your View of Section Characteristics:

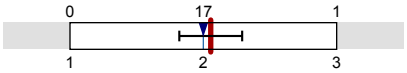
3.1) Difficulty (relative to other courses)

Low 

High

n=18
av.=2.33
md=2
dev.=0.59
ab.=1

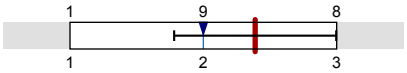
3.2) Workload/pace was

Too Slow 

Too Much

n=18
av.=2.06
md=2
dev.=0.24
ab.=1

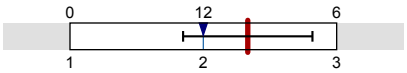
3.3) Integration of section with course was

Poor 

Excellent

n=18
av.=2.39
md=2
dev.=0.61
ab.=1

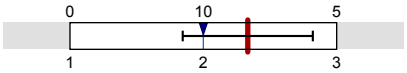
3.4) Texts, required readings

Poor 

Excellent

n=18
av.=2.33
md=2
dev.=0.49
ab.=1

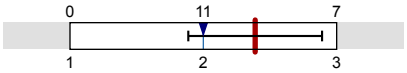
3.5) Homework assignments

Poor 

Excellent

n=15
av.=2.33
md=2
dev.=0.49
ab.=4

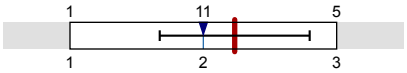
3.6) Graded materials, examinations

Poor 

Excellent

n=18
av.=2.39
md=2
dev.=0.5
ab.=1

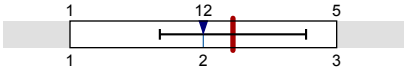
3.7) Lecture presentations

Poor 

Excellent

n=17
av.=2.24
md=2
dev.=0.56
ab.=2

3.8) Class discussions

Poor 

Excellent

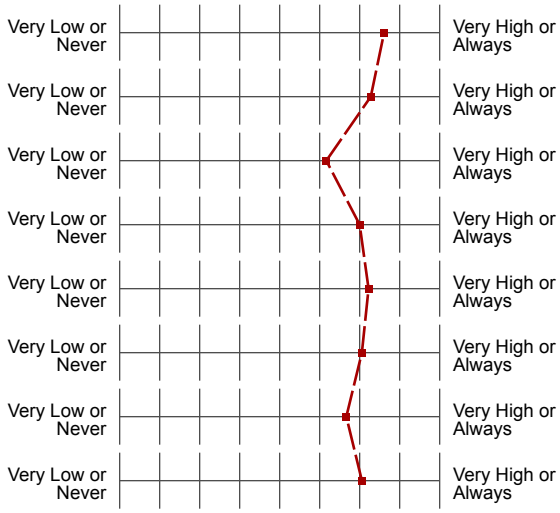
n=18
av.=2.22
md=2
dev.=0.55
ab.=1

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 17S: PHILOS 23 DIS 1A: MEANING&COMMUNICATN

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=18	av.=7.61
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=18	av.=7.28
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=18	av.=6.17
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=18	av.=7.00
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=18	av.=7.22
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=18	av.=7.06
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=18	av.=6.67
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=18	av.=7.06

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=18	av.=2.33
3.2)	Workload/pace was	Too Slow / Too Much	n=18	av.=2.06
3.3)	Integration of section with course was	Poor / Excellent	n=18	av.=2.39
3.4)	Texts, required readings	Poor / Excellent	n=18	av.=2.33
3.5)	Homework assignments	Poor / Excellent	n=15	av.=2.33
3.6)	Graded materials, examinations	Poor / Excellent	n=18	av.=2.39
3.7)	Lecture presentations	Poor / Excellent	n=17	av.=2.24
3.8)	Class discussions	Poor / Excellent	n=18	av.=2.22

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- 1) I didn't like that nobody participated in the class discussion. One of the things I seek during section is hearing what others have to say, what problems they are facing etc and learn from those but this section was pretty dead. Me and 1-2 other people spoke regularly but that wasn't well-rounded enough.
  2) I think the in class assignments and activities were good. It made sure I came prepared to class. But again, I expected more discussion around topics because discussion is not always possible during lectures.
  3) there was little clarity in the syllabus and in discussion about what would constitute as good performance in the 28% of participation grade. What I mean is that I was always confused about how to participate to the best of my abilities in order to get both my doubts cleared and maintain my grade. Like I would hesitate to ask stupid questions because I didn't want to seem like I was participating for the sake of it but then I remained confused and had to look for answers online or amongst classmates which was not always helpful. Also, there was no mid-quarter participation evaluation that would give us an idea of how we are doing. Also there were no guidelines to begin with regarding how best to participate (without bullshitting your way through it).
- Because the class material was not something any of the students, including me, had any prior knowledge of, it would have been more helpful to begin each section with a small lecture of synthesized points from the readings as opposed to a student facilitated discussion.
  I feel that the discussions were more focused on announcements (i.e. due dates, upcoming readings, etc.) that they were on actual course material.
- Did not particular enjoy having Eric as a TA. He was late multiple times. One time the entire class left because he was 15 minutes late and hadn't emailed us like the previous time when he was 30 minutes late. I am positive he knows the material, but as far as helping others understand it, he is not so good at. I don't feel like I took anything away from this discussion section.
- Eric definitely knew what he was talking about. He took much time when people asked him questions and tried to make sure that students really understood. While at the beginning of the course I felt intimidated by Eric's 'philosopher persona', he never made me feel stupid for not being familiar with this kind of material.
- Eric is good at waiting and taking time to ensure that students have learned what they need to learn. He gives students time and space to process properly and explains topics in a way that is interactive very well engaging students to discover philosophical concepts very well.
- Eric is thorough and punctual along with his high intellect. He is always looking to be prepared and enrich student learning. Sometimes I feel student's might be intimidated to ask their questions in fear that they are off topic or away from Eric's train of thought, which students take as most correct since it is generally the best explained.
- Eric knew a lot about the course material and often gave us his own insight/view on what was going on in lecture, which I appreciated. Although Eric cared a lot about student learning and tried to make sure everyone understood what was going on in lecture, discussion often was a more lecture style based class. He took the time to answer questions and become more available for his students but often left questions unanswered and I feel like he could have been more specific without leaving us confused.
- Eric was really great at answering any questions I had about the material. Sometimes I felt that the discussion section could have had more activities prepared, so we could use different ways of learning about the material. Overall, he was very helpful in further understanding some very difficult readings throughout the course.

- Eric was very help in discussion sections in terms of clarifying some aspects of the papers we read. He was also extremely helpful assessing outlines for essays and giving feedback to let you know what needs more exposition and what maybe isn't too relevant. An issue I found was that it was often times difficult to participate in discussion because Eric would -- understandably -- talk for a good chunk of the discussion. But his grading of our papers seemed fair and several comments were left.
- Great TA.
- He made himself very available to his students and allowed for open discussion. I felt very comfortable asking for help and he did not make it too easy on us, he expected us to come prepared.
- Over all good! I just would have liked to have more of a correlation to what was being said in lecture and going more into detail with breaking down the topics that were being discussed.
- Strengths: knows what he's talking about, very knowledgeable, tries very hard to get us to understand Weakness: can seem a little unapproachable, talks for most of section, section was really early, sometimes showed up late (usually sent an email, usually because of traffic/ride scheduling issues)

  Overall, he was a great TA, and I really enjoyed the class
- This class was extremely hard to grasp. I did not appreciate how the faculty failed to make the material easier to understand. I attended the lectures and discussions and the discussions did not seem useful.
- Very open to questions and discussions. Also insightful in his own way about the class. Could sometimes counter the professor's ideas, but offered more insight to the topic at hand by doing so.
- Was very knowledgable about the course and the material. Able to explain more in detail topics that our professor overlooked or failed to talk about more in depth. Excellent grading skills, clearly spent a decent amount of time reviewing our papers in order to provide valuable and relevant feedback in order to help us improve our writing and analytical skills.
- strenght: the TA would really expand on the material and incorporate his own examples or commentary that often times differed from the professor's, which was helpful to hear different perspectives and understand the material from various angles.

  weakness: sometimes the TA seemed to disagree with the way the professor understood and explained the material. I did like the different perspective sometimes, but other times it would be confusing. Especially when discussing the material for the papers, the TA would say one thing and acknowledge that it differed from the professor's view, leaving me confused about which interpretation would be best for the given topic.

E.V. TRACY
Evaluation of Instruction Program Report

17S: PHILOS 23 DIS 1B: MEANING&COMMUNICATN
No. of responses = 17
Enrollment = 24
Response Rate = 70.83%

Survey Results

1. Background Information:

1.1) Year in School:

n=17

Freshman	7
Sophomore	7
Junior	2
Senior	1
Graduate	0
Other	0

1.2) UCLA GPA:

n=17

Below 2.0	0
2.0 - 2.49	1
2.5 - 2.99	2
3.0 - 3.49	9
3.5+	5
Not Established	0

1.3) Expected Grade:

n=17

A	6
B	7
C	1
D	0
F	0
P	1
NP	0
?	2

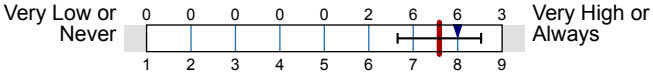
1.4) What requirements does this course fulfill?

n=16

Major	7
Related Field	0
G.E.	9
None	0

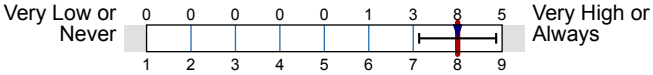
2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.



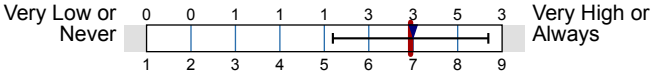
n=17
av.=7.59
md=8
dev.=0.94

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.



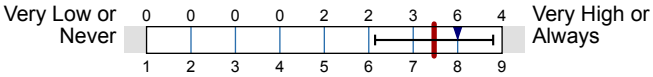
n=17
av.=8
md=8
dev.=0.87

2.3) Organization – Section presentations were well prepared and organized.



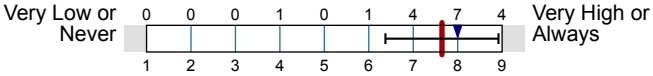
n=17
av.=6.94
md=7
dev.=1.75

2.4) Scope – The teaching assistant expanded on course ideas.



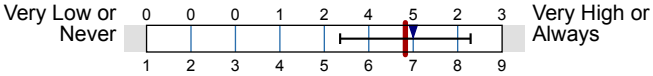
n=17
av.=7.47
md=8
dev.=1.33

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.



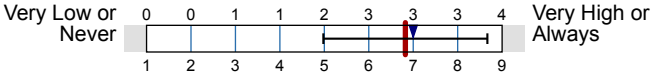
n=17
av.=7.65
md=8
dev.=1.27

2.6) Communication Skills – The teaching assistant had good communication skills.



n=17
av.=6.82
md=7
dev.=1.47

2.7) Value – The overall value of the sections justified your time and effort.



n=17
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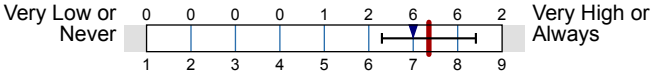
md=7
dev.=1.85

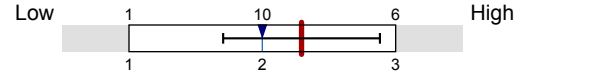
2.8) Overall – What is your overall rating of the teaching assistant?



n=17
av.=7.35
md=7
dev.=1.06

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)



n=17
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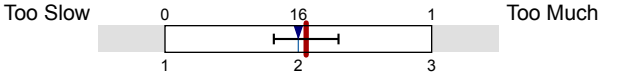
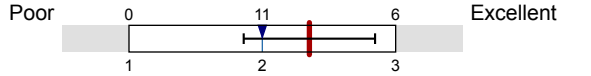
md=2
dev.=0.59

3.2) Workload/pace was



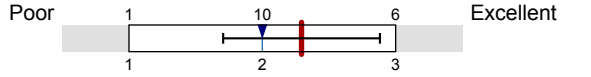
n=17
av.=2.06
md=2
dev.=0.24

3.3) Integration of section with course was



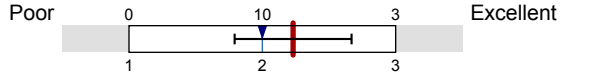
n=17
av.=2.35
md=2
dev.=0.49

3.4) Texts, required readings



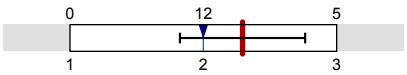
n=17
av.=2.29
md=2
dev.=0.59

3.5) Homework assignments



n=13
av.=2.23
md=2
dev.=0.44
ab.=4

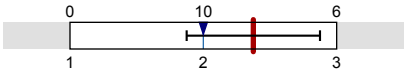
3.6) Graded materials, examinations

Poor 

Excellent

n=17
av.=2.29
md=2
dev.=0.47

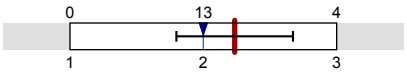
3.7) Lecture presentations

Poor 

Excellent

n=16
av.=2.38
md=2
dev.=0.5
ab.=1

3.8) Class discussions

Poor 

Excellent

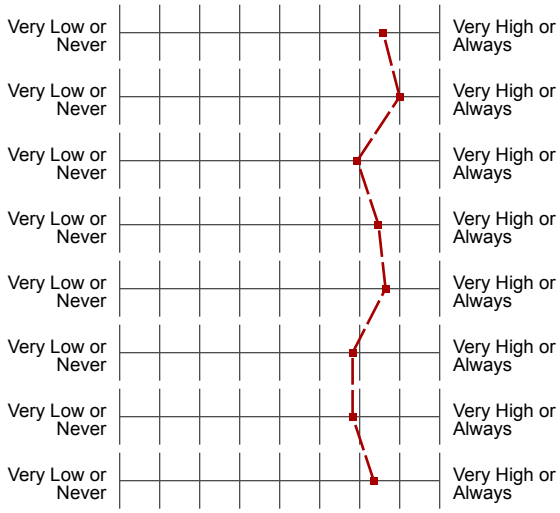
n=17
av.=2.24
md=2
dev.=0.44

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 17S: PHILOS 23 DIS 1B: MEANING&COMMUNICATN

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=17	av.=7.59
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=17	av.=8.00
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=17	av.=6.94
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=17	av.=7.47
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=17	av.=7.65
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=17	av.=6.82
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=17	av.=6.82
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=17	av.=7.35

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=17	av.=2.29
3.2)	Workload/pace was	Too Slow / Too Much	n=17	av.=2.06
3.3)	Integration of section with course was	Poor / Excellent	n=17	av.=2.35
3.4)	Texts, required readings	Poor / Excellent	n=17	av.=2.29
3.5)	Homework assignments	Poor / Excellent	n=13	av.=2.23
3.6)	Graded materials, examinations	Poor / Excellent	n=17	av.=2.29
3.7)	Lecture presentations	Poor / Excellent	n=16	av.=2.38
3.8)	Class discussions	Poor / Excellent	n=17	av.=2.24

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Definitely very approachable and very well spoken. Really eager to help and relate to student's worries about the course. Very helpful and insightful TA
- Didn't really philosophy that much so won't discredit the TA for that. Nice guy, wants to be helpful, but was absent a lot of the quarter due to sickness, conferences. etc.
- Eric asked for a lot of participation, but he talked most of the time in our section so there was hardly any time to participate, which had me worried about my grade since participation is such a large percentage of the grade.
- Eric did a good job of facilitating conversation in section. The discussion that we had helped me understand the material better and rounded out my knowledge of the topics we discussed in lecture.
- Good TA, but at times would talk and go onto tangents about the reading but not in any form helpful for the class discussion. Many times would lose track of the time and just talk for the whole discussion which is hard when there are so many point going into participation points because then it would not give most people an opportunity to talk throughout the class unless you were going to cut him off. So many times it would turn into a lecture more than anything.
- I always felt comfortable asking for help, and recieved help easily. Maybe we could have had more fruitful discussions, sometimes I felt like I was being talked at rather than open to share my input.
- I really enjoyed that Eric was able to give us a different perspective than what was discussed in lecture without ever disregarding it.
- I thought Eric was effective in clarifying any questions we had about course material and expanding on what we learned in lecture.
- I was often times pretty confused leaving section, but I understand that's mostly because the course material is very difficult to grasp.
- TA is very interactive and broadens the material by allowing students to work together to answer difficult questions. Helpful, but the mandatory attendance is a pain.
- strengths: offers different viewpoints than the professor, engages with topics more deeply, poses related questions and topics
  weaknesses: could have encouraged discussion better, discussions sometimes didn't have an objective or direction

E.V. TRACY

Evaluation of Instruction Program Report

17W: PHILOS 153A DIS 1A: TPCS-ETHICAL THEORY
No. of responses = 17
Enrollment = 21
Response Rate = 80.95%

Survey Results

1. Background Information:

1.1) Year in School:

n=17

Freshman	0
Sophomore	0
Junior	5
Senior	12
Graduate	0
Other	0

1.2) UCLA GPA:

n=17

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	3
3.0 - 3.49	4
3.5+	10
Not Established	0

1.3) Expected Grade:

n=17

A	6
B	8
C	1
D	0
F	0
P	0
NP	0
?	2

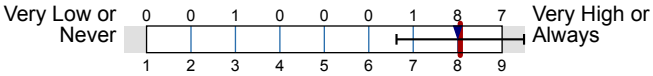
1.4) What requirements does this course fulfill?

n=17

Major	16
Related Field	1
G.E.	0
None	0

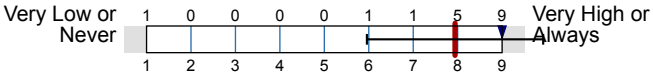
2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.



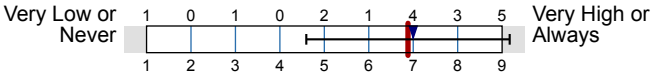
n=17
av.=8.06
md=8
dev.=1.43

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.



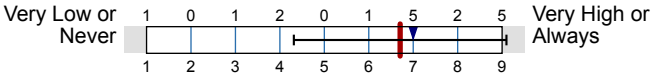
n=17
av.=7.94
md=9
dev.=1.98

2.3) Organization – Section presentations were well prepared and organized.



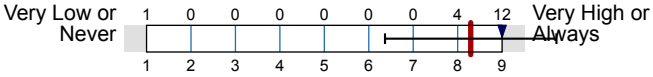
n=17
av.=6.88
md=7
dev.=2.29

2.4) Scope – The teaching assistant expanded on course ideas.



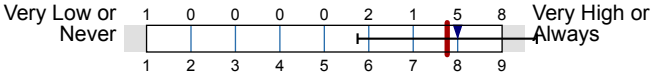
n=17
av.=6.71
md=7
dev.=2.39

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.



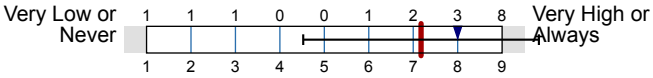
n=17
av.=8.29
md=9
dev.=1.93

2.6) Communication Skills – The teaching assistant had good communication skills.



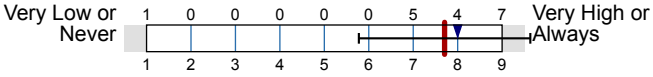
n=17
av.=7.76
md=8
dev.=2.02

2.7) Value – The overall value of the sections justified your time and effort.



n=17
av.=7.18
md=8
dev.=2.65

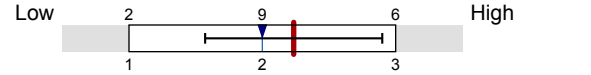
2.8) Overall – What is your overall rating of the teaching assistant?



n=17
av.=7.71
md=8
dev.=1.93

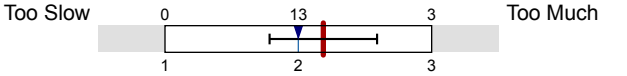
3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)



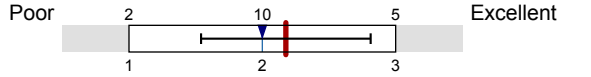
n=17
av.=2.24
md=2
dev.=0.66

3.2) Workload/pace was



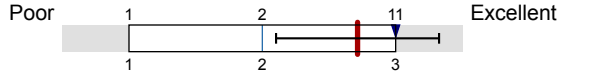
n=16
av.=2.19
md=2
dev.=0.4
ab.=1

3.3) Integration of section with course was



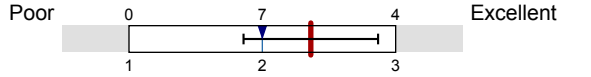
n=17
av.=2.18
md=2
dev.=0.64

3.4) Texts, required readings



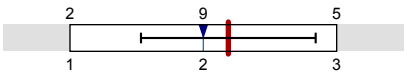
n=14
av.=2.71
md=3
dev.=0.61
ab.=2

3.5) Homework assignments



n=11
av.=2.36
md=2
dev.=0.5
ab.=5

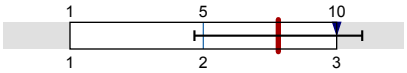
3.6) Graded materials, examinations

Poor 

Excellent

n=16
av.=2.19
md=2
dev.=0.66
ab.=1

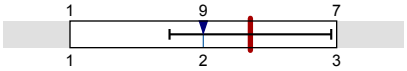
3.7) Lecture presentations

Poor 

Excellent

n=16
av.=2.56
md=3
dev.=0.63
ab.=1

3.8) Class discussions

Poor 

Excellent

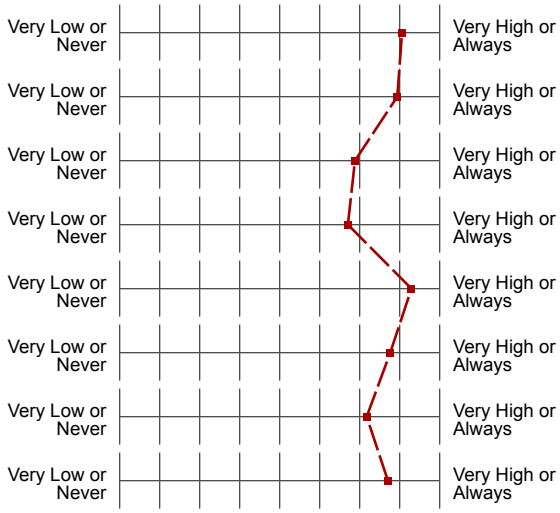
n=17
av.=2.35
md=2
dev.=0.61

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 17W: PHILOS 153A DIS 1A: TPCS-ETHICAL THEORY

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=17	av.=8.06
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=17	av.=7.94
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=17	av.=6.88
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=17	av.=6.71
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=17	av.=8.29
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=17	av.=7.76
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=17	av.=7.18
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=17	av.=7.71

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=17	av.=2.24
3.2)	Workload/pace was	Too Slow / Too Much	n=16	av.=2.19
3.3)	Integration of section with course was	Poor / Excellent	n=17	av.=2.18
3.4)	Texts, required readings	Poor / Excellent	n=14	av.=2.71
3.5)	Homework assignments	Poor / Excellent	n=11	av.=2.36
3.6)	Graded materials, examinations	Poor / Excellent	n=16	av.=2.19
3.7)	Lecture presentations	Poor / Excellent	n=16	av.=2.56
3.8)	Class discussions	Poor / Excellent	n=17	av.=2.35

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- A strength in Eric is his ability to communicate in person as well as having a welcoming nature that allows students to seek help in and out of class. Response time to emails is something that can be improved on because I never heard back in one instance.
- Doesn't do anything
- Eric has been a great TA for this class. The material that we have covered is inherently very difficult, but he has done a great job attempting to guide us through it. One thing though, his opinion that discussion is more valuable, in section, than exposition can make it difficult at times to focus in on the material. I feel like such difficult material would be made easier by a more focused lecture style section. However, that is more of a stylistic choice than anything. He is a great TA overall.
- Eric is a great TA. He treats his discussions as... discussions. Which I enjoy more than discussions treated as extended lectures. He has an open-door policy that I think he should maintain!
- Eric was the best TA I have had yet. Directing the class in discussions in a calm and kind way, toward the curriculum goals. His happy demeanor also made the whole experience better.
- He is great. Very helpful and knowledgable in general with al the material, and what is expected of us. I had issues with my graded assignments that I felt were unresolved.
- I did appreciate that he would change it up a bit with different ways of helping us engage in discussion. He would either ask us to write a question individually and then go over each question. Or he would put us into groups and then tell us to talk about two different sides of a philosophical topic, engaging in debate with the other group. He wasn't pushy or even intimidating and always answered questions fully. I didn't have any problem with his teaching methods. He made some handouts that helped us discuss with others who are not even in the class. This class was very engaging especially with the topic being so interesting.
- I enjoyed the section, allowing for discussion was extremely important. I think a little bit more facilitation would have been nice, having set topics and moving on to other topics to try to cover more materials, but I understand that section is only an hour long so there is only so much that can be done. I like the handouts with the questions and I think these will be helpful for the exam later.
- I liked the questions, I felt like they were really useful study tools. It would have been nice to spend more time reviewing a summary of all the philosophers' views presented for a particular section. For example, when we were done with lying, talking some time to go over all the views of lying we discussed. Then doing the same thing for deception, propaganda, and promising.
- I think Eric is a wonderful T.A. He gives such great feedback and is the most understanding T.A I've ever met. I think he is a very organized person and loved the handouts he had--very helpful for studying the final. I do enjoy discussion based sections rather than lecture, but sometimes I wish Eric would have stepped in to stop the arguments that erupted from the same people. Those days, I felt like section was not very useful. I do think arguments in philosophy should be encouraged, but when it ends up being the same 3 people arguing with each other I think its not so great. Those days, I wished Eric would have curtailed them a little more. But other than that, he's absolutely wonderful. Very knowledgeable and willing to help. I love the fact he is ok with helping you via email. It's why he's one of my favorite T.As
- If we are to derive the function of the class from its general name (i.e. "lecture" or "discussion"), then the "lecture" part of the course would be veering away from its purpose if it included opportunities for

students to ask questions--after all, it is called a "lecture" and student questions are not themselves lectures. Similarly, "discussion" sections would be going off-course if they weren't purely discussions. Of course, this is ridiculous; that something is called a "lecture" or a "discussion" doesn't, in virtue of being called such, define its function. However, it was made clear at the onset of this section that it was going to be pure, albeit mediated, discussion. I think this different from the true function of discussion section. Discussion sections should be a place where students check that they know what is going on in the class. Students can feel that we understand something during lecture, but when asked to articulate our understanding, we might be unsure or mistaken. This is where discussion section comes in. From my experience, an ideal section is one in which the TA offers a sort of Mad-Lib lecture over the most important or confusing part of the class lecture, and asks students to fill in the conceptual blanks. Where students are lost or have differing opinions on what is going on in the class lecture, then mediated discussions takes place to clear up confusion. This structure makes every section an invaluable addition to the class as it irons out and enriches student understanding. Too often in this section did we begin with a bad student comment or question and proceeded to riff off it into a stream-of-conscious discussion that ended with little intellectual reward. This might have been useful for students who are completely lost, or didn't do the readings, or enjoy hearing themselves muse aloud about their own ideas. Usually, it was a chorus of all three. Eric did an admirable job of trying to reign in wayward discussions, or clarifying opaque questions and comments--but the discussion didn't need to be a mess in the first place. In addition to the first 10 minutes of discussion not being wasted on attendance, the section needed much more structure for it to have been worth the time for all students.

- Strengths: Eric allows for a lot of student freedom to dialogue. This allowed us to ask questions we felt we're relevant or confusing. Through student led sections, I was able to assess how others felt about the course too.
  Weaknesses: sometimes conversations got off topic. Generally, Eric did a good job bringing us back to the question/topic at hand, but perhaps a stronger control of the classroom in times where debate got heated, for example, would be helpful.

- Strengths: Knowledgeable, available, and respectful.

  Weaknesses: Unapproachable, lacking in structure, and unenthusiastic.

- Very nice guy, handwriting when writing notes on graded work was really hard to read. Helpful although sometimes hard to get in touch with through email on weekends (understandable but we had a paper due on a Tuesday morning).

E.V. TRACY
Evaluation of Instruction Program Report
17W: PHILOS 153A DIS 1B: TPCS-ETHICAL THEORY
No. of responses = 11
Enrollment = 19
Response Rate = 57.89%

Survey Results

1. Background Information:

1.1) Year in School:

n=11

Freshman	0
Sophomore	0
Junior	6
Senior	5
Graduate	0
Other	0

1.2) UCLA GPA:

n=11

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	1
3.0 - 3.49	1
3.5+	9
Not Established	0

1.3) Expected Grade:

n=11

A	7
B	2
C	1
D	0
F	0
P	0
NP	0
?	1

1.4) What requirements does this course fulfill?

n=11

Major	11
Related Field	0
G.E.	0
None	0

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.

Very Low or Never | 1 0 0 0 0 0 2 4 4 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=11
av.=7.55
md=8
dev.=2.3

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.

Very Low or Never | 1 0 0 0 0 0 2 3 5 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=11
av.=7.64
md=8
dev.=2.34

2.3) Organization – Section presentations were well prepared and organized.

Very Low or Never | 1 0 0 0 1 2 1 3 3 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=11
av.=6.91
md=8
dev.=2.39

2.4) Scope – The teaching assistant expanded on course ideas.

Very Low or Never | 1 0 0 0 1 2 2 3 2 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=11
av.=6.73
md=7
dev.=2.28

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 1 0 0 0 0 0 2 1 7 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=11
av.=7.82
md=9
dev.=2.4

2.6) Communication Skills – The teaching assistant had good communication skills.

Very Low or Never | 1 0 0 0 0 1 2 4 3 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=11
av.=7.27
md=8
dev.=2.28

2.7) Value – The overall value of the sections justified your time and effort.

Very Low or Never | 1 0 0 1 0 1 1 5 2 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=11
av.=6.91
md=8
dev.=2.43

2.8) Overall – What is your overall rating of the teaching assistant?

Very Low or Never | 1 0 0 0 0 2 2 2 4 | Very High or Always | 1 2 3 4 5 6 7 8 9

n=11
av.=7.18
md=8
dev.=2.36

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)

Low | 1 3 6 | High | 1 2 3

n=10
av.=2.5
md=3
dev.=0.71
ab.=1

3.2) Workload/pace was

Too Slow | 1 5 5 | Too Much | 1 2 3

n=11
av.=2.36
md=2
dev.=0.67

3.3) Integration of section with course was

Poor | 1 5 5 | Excellent | 1 2 3

n=11
av.=2.36
md=2
dev.=0.67

3.4) Texts, required readings

Poor | 1 4 6 | Excellent | 1 2 3

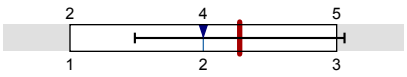
n=11
av.=2.45
md=3
dev.=0.69

3.5) Homework assignments

Poor | 2 3 6 | Excellent | 1 2 3

n=11
av.=2.36
md=3
dev.=0.81

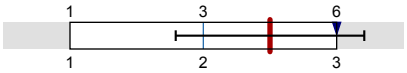
3.6) Graded materials, examinations

Poor 

Excellent

n=11
av.=2.27
md=2
dev.=0.79

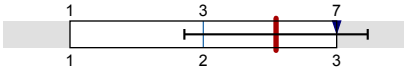
3.7) Lecture presentations

Poor 

Excellent

n=10
av.=2.5
md=3
dev.=0.71
ab.=1

3.8) Class discussions

Poor 

Excellent

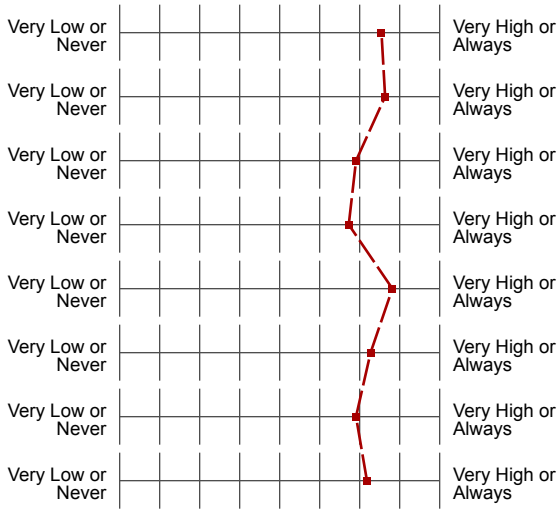
n=11
av.=2.55
md=3
dev.=0.69

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 17W: PHILOS 153A DIS 1B: TPCS-ETHICAL THEORY

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=11	av.=7.55
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=11	av.=7.64
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=11	av.=6.91
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=11	av.=6.73
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=11	av.=7.82
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=11	av.=7.27
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=11	av.=6.91
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=11	av.=7.18

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=10	av.=2.50
3.2)	Workload/pace was	Too Slow / Too Much	n=11	av.=2.36
3.3)	Integration of section with course was	Poor / Excellent	n=11	av.=2.36
3.4)	Texts, required readings	Poor / Excellent	n=11	av.=2.45
3.5)	Homework assignments	Poor / Excellent	n=11	av.=2.36
3.6)	Graded materials, examinations	Poor / Excellent	n=11	av.=2.27
3.7)	Lecture presentations	Poor / Excellent	n=10	av.=2.50
3.8)	Class discussions	Poor / Excellent	n=11	av.=2.55

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Discussion prompted by questions went well. Questions were answered and I was able to explore the material from a variety of differing perspective through the discussion. The only times it did not serve me was when I was not prepared, if I was behind on the reading and therefore was not able to participate in or follow the discussions. The smaller group activities probably allowed the students who are not comfortable participating in the larger group discussions to get more actively involved, but I did not find them to be as productive as the whole class discussion. The biggest problem with discussion sections is that they are too short. 50 minutes is just not enough time, 1.25-1.5 hours would be way more effective.
- Eric led very thorough class discussions overall. Where I believe he could improve is in time management. It takes about 20 min to get through administrative concerns before we actually got to the relevant course material. It would have also been nice to recieve a road map of the current reading to help aid in our understanding of the difficult subject matter.
- Eric was a great TA. He came to section every day prepared and ready to engage us. His hand-outs during class, and his question submission, made section rewarding and helpful. Eric was very good at identifying what students seemed to be struggling with and focusing on those areas, and I appreciated all the work he put in to make sure students were involved and really thinking about the issues we were tackling. I felt Eric used all our time in section well, and was happy with how quickly he had our work graded and returned to us. I appreciate all the work Eric put in this quarter.
- Eric was so nice! It was such a welcoming, relaxed environment to be in his discussion section, and this definitely facilitated a rigorous learning environment. By the method of having the students generate our own questions, several discussions were started from students' own ideas! I also feel like I actually learned from the feedback on my essay, too. Very good at the constructive side of criticism.
- Eric was very engaged in the material, kept us on track and gave us questions to answer. These questions I think were a big strength to his section. They provided me with guidance as to whether I was behind or not and gave me additional motivation to complete the readings and go back into my notes. Eric had very little weaknesses, although I think it would have been more beneficial to me if he went over specific arguments in class to review or provide another take on the readings, especially difficult ones. I know I feel more comfortable asking questions in discussion rather than in class, so providing more time to go over questions or potential confusion from lecture would be helpful. Overall I loved Eric though, he spent significant time and effort on providing feedback on my papers and I really appreciated this. I think grading wise he has been the most beneficial TA I've had at UCLA.
- Eric was very intelligent and knowledgeable about the topics covered in lecture and made many helpful comments that have improved my writing in new ways, but was unapproachably terse. However unintentional this was, I felt afraid to attend his office hours.
- I really enjoyed section, I just kind of wish that the discussions were a little more organized. But other than that Eric did a really good job presenting the material, and engaging the class during discussion.
- I think Eric did a fine job of running class discussions. However, he wasn't very prepared and it seemed as though we spent most of our discussion time just talking. There wasn't much organization, but overall he was a great TA.
- I think Eric does a great job with facilitating conversation in section. Section was really an opportunity for students to voice their own questions, concerns, and comments about course material. He consistently made himself available outside of class, and was always willing to answer questions

regarding any aspect of the class either in person or via email. I do wish that Eric would have split up section a little better and dedicated time to BOTH review and discussion. I know he is a huge proponent of section revolving around discussion, and I agree that discussion is no doubt a helpful tool in ensuring that the students grasp the material. However, I think review would have been equally as helpful in addition to the discussion we did. Simply going over where we were in the course, and reviewing the basic outline of the argument(s) and objection(s) we were presently looking at to reorient the students to the material would have been great. This is because (at least for me) it helps to hear things from different people with different ways of formulating things.

- The teaching assistant can be more confident when conducting class. Speak more on the Professor's ideas.

E.V. TRACY
Evaluation of Instruction Program Report
16F: PHILOS 22 DIS 1A: INTRO-ETHICAL THRY
No. of responses = 9
Enrollment = 24
Response Rate = 37.5%

Survey Results

1. Background Information:

1.1) Year in School:

n=9

Freshman	6
Sophomore	1
Junior	1
Senior	1
Graduate	0
Other	0

1.2) UCLA GPA:

n=9

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	1
3.0 - 3.49	1
3.5+	0
Not Established	7

1.3) Expected Grade:

n=9

A	2
B	4
C	0
D	0
F	0
P	0
NP	0
?	3

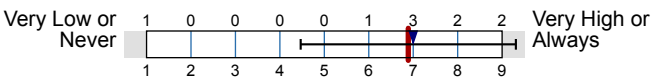
1.4) What requirements does this course fulfill?

n=9

Major	1
Related Field	1
G.E.	7
None	0

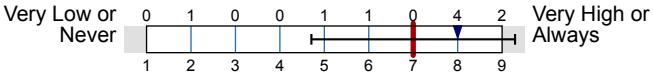
2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.



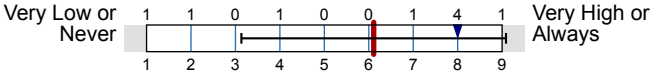
n=9
av.=6.89
md=7
dev.=2.42

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.



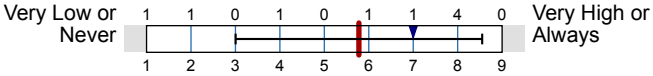
n=9
av.=7
md=8
dev.=2.29

2.3) Organization – Section presentations were well prepared and organized.



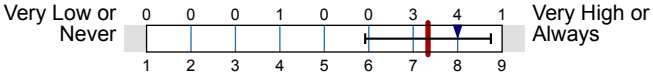
n=9
av.=6.11
md=8
dev.=2.98

2.4) Scope – The teaching assistant expanded on course ideas.



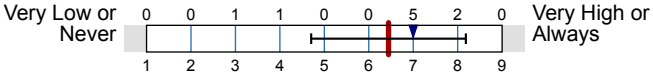
n=9
av.=5.78
md=7
dev.=2.77

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.



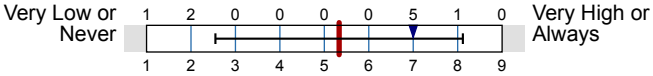
n=9
av.=7.33
md=8
dev.=1.41

2.6) Communication Skills – The teaching assistant had good communication skills.



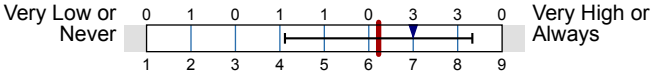
n=9
av.=6.44
md=7
dev.=1.74

2.7) Value – The overall value of the sections justified your time and effort.



n=9
av.=5.33
md=7
dev.=2.78

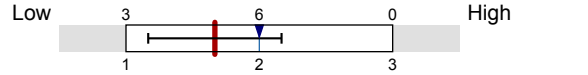
2.8) Overall – What is your overall rating of the teaching assistant?



n=9
av.=6.22
md=7
dev.=2.11

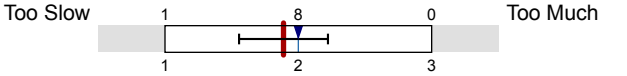
3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)



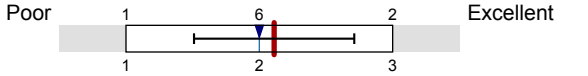
n=9
av.=1.67
md=2
dev.=0.5

3.2) Workload/pace was



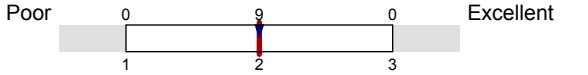
n=9
av.=1.89
md=2
dev.=0.33

3.3) Integration of section with course was



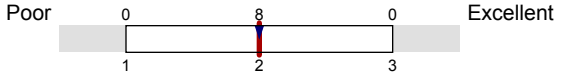
n=9
av.=2.11
md=2
dev.=0.6

3.4) Texts, required readings



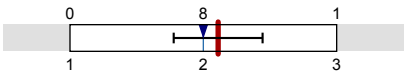
n=9
av.=2
md=2
dev.=0

3.5) Homework assignments



n=8
av.=2
md=2
dev.=0
ab.=1

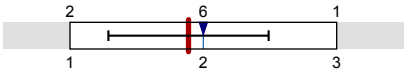
3.6) Graded materials, examinations

Poor 

Excellent

n=9
av.=2.11
md=2
dev.=0.33

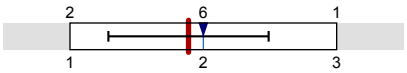
3.7) Lecture presentations

Poor 

Excellent

n=9
av.=1.89
md=2
dev.=0.6

3.8) Class discussions

Poor 

Excellent

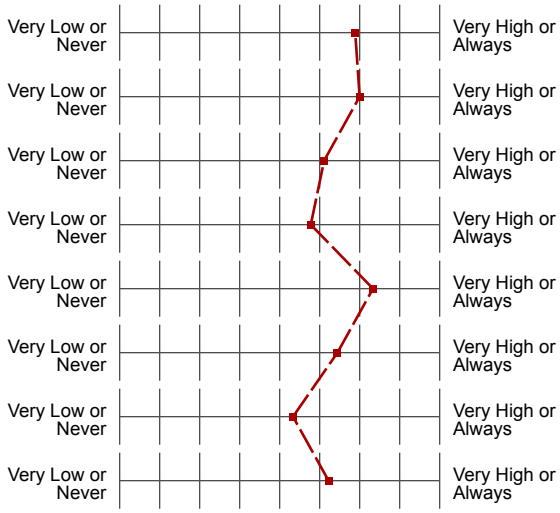
n=9
av.=1.89
md=2
dev.=0.6

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 16F: PHILOS 22 DIS 1A: INTRO-ETHICAL THRY

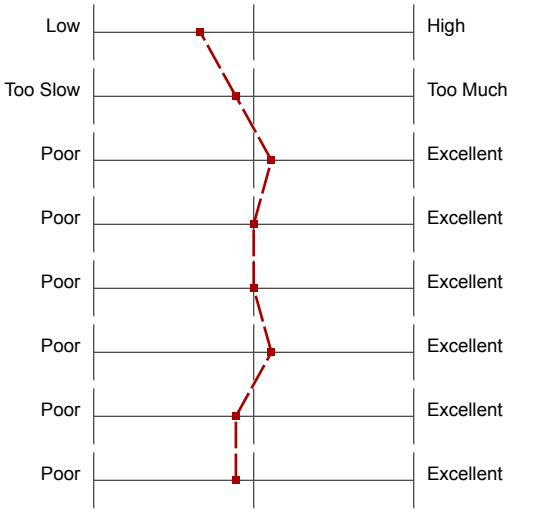
Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=9	av.=6.89
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=9	av.=7.00
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=9	av.=6.11
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=9	av.=5.78
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=9	av.=7.33
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=9	av.=6.44
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=9	av.=5.33
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=9	av.=6.22

3. Your View of Section Characteristics:



3.1)	Difficulty (relative to other courses)	Low / High	n=9	av.=1.67
3.2)	Workload/pace was	Too Slow / Too Much	n=9	av.=1.89
3.3)	Integration of section with course was	Poor / Excellent	n=9	av.=2.11
3.4)	Texts, required readings	Poor / Excellent	n=9	av.=2.00
3.5)	Homework assignments	Poor / Excellent	n=8	av.=2.00
3.6)	Graded materials, examinations	Poor / Excellent	n=9	av.=2.11
3.7)	Lecture presentations	Poor / Excellent	n=9	av.=1.89
3.8)	Class discussions	Poor / Excellent	n=9	av.=1.89

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Assistant is very knowledgeable on the subject and is very willing to help students succeed. He is also very understanding and ac knowledgeable.
- At times Eric seemed like he didn't even understand the readings. He never really explained the readings well either. He's a really strict essay grader for someone who can't even explain the information to the students adequately...
- I really enjoyed have Mr.Tracy as a TA. I feel that he always had a good lecture planned, however we rarely got a chance to delve deep enough into the material. I really liked the "assignments" he gave us to do in class towards the end of the quarter. I think these small assignments were incredibly helpful. I think integratting more things like that so the we delve right into the course material in a way that is relevant would be incredibly helpful. Although Tracy graded our assignments very quickly, it was not very helpful in terms of feedback because his handwritig was illegible. Although it seems like he gave some really helpful comments, they were of no use for this reason. Overall I think Mr. Tracy was very prepared and insightful about the subject matter.
- NA
- The strengths of this TA were explanation and time spent on topics that really mattered to us.
  The weaknesses of this TA were unorganized sections and integration with the lecture.

E.V. TRACY
Evaluation of Instruction Program Report
16F: PHILOS 22 DIS 1B: INTRO-ETHICAL THRY
No. of responses = 12
Enrollment = 25
Response Rate = 48%

Survey Results

1. Background Information:

1.1) Year in School:

n=12

Freshman	10
Sophomore	0
Junior	2
Senior	0
Graduate	0
Other	0

1.2) UCLA GPA:

n=12

Below 2.0	0
2.0 - 2.49	0
2.5 - 2.99	0
3.0 - 3.49	1
3.5+	1
Not Established	10

1.3) Expected Grade:

n=12

A	5
B	1
C	0
D	0
F	0
P	0
NP	0
?	6

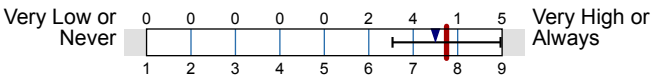
1.4) What requirements does this course fulfill?

n=11

Major	2
Related Field	0
G.E.	9
None	0

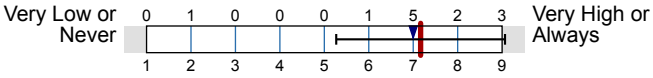
2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.



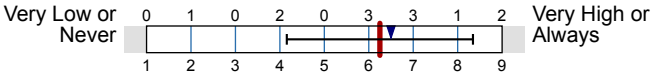
n=12
av.=7.75
md=7.5
dev.=1.22

2.2) Teaching Assistant Concern – The T. A. was concerned about student learning.



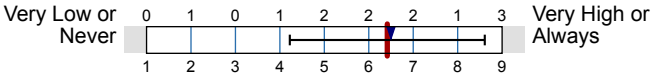
n=12
av.=7.17
md=7
dev.=1.9

2.3) Organization – Section presentations were well prepared and organized.



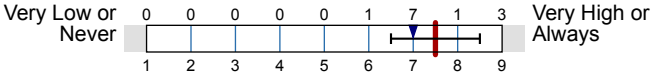
n=12
av.=6.25
md=6.5
dev.=2.09

2.4) Scope – The teaching assistant expanded on course ideas.



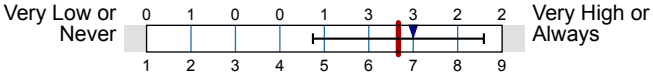
n=12
av.=6.42
md=6.5
dev.=2.19

2.5) Interaction – Students felt welcome in seeking help in or outside of the class.



n=12
av.=7.5
md=7
dev.=1

2.6) Communication Skills – The teaching assistant had good communication skills.

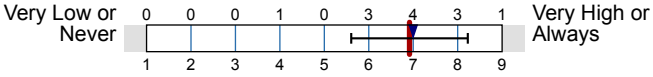


n=12
av.=6.67
md=7
dev.=1.92

2.7) Value – The overall value of the sections justified your time and effort.

n=12
av.=6.33
md=7
dev.=2.31

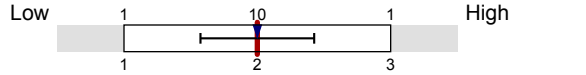
2.8) Overall – What is your overall rating of the teaching assistant?



n=12
av.=6.92
md=7
dev.=1.31

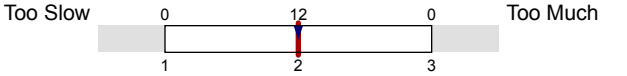
3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)



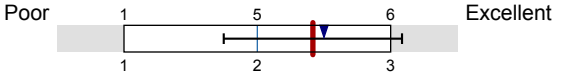
n=12
av.=2
md=2
dev.=0.43

3.2) Workload/pace was



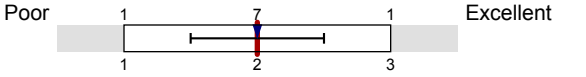
n=12
av.=2
md=2
dev.=0

3.3) Integration of section with course was



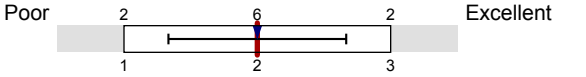
n=12
av.=2.42
md=2.5
dev.=0.67

3.4) Texts, required readings



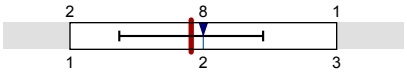
n=9
av.=2
md=2
dev.=0.5
ab.=3

3.5) Homework assignments



n=10
av.=2
md=2
dev.=0.67
ab.=2

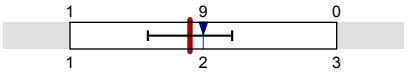
3.6) Graded materials, examinations

Poor 

Excellent

n=11
av.=1.91
md=2
dev.=0.54
ab.=1

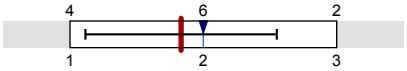
3.7) Lecture presentations

Poor 

Excellent

n=10
av.=1.9
md=2
dev.=0.32
ab.=2

3.8) Class discussions

Poor 

Excellent

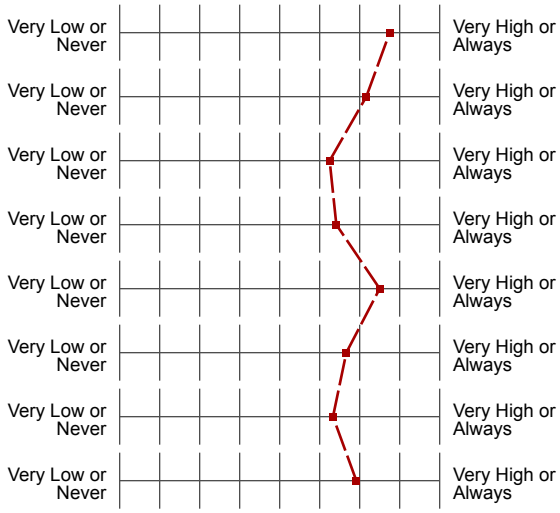
n=12
av.=1.83
md=2
dev.=0.72

Profile

Subunit: PHILOS
Name of the instructor: E.V. TRACY
Name of the course: (Name of the survey) 16F: PHILOS 22 DIS 1B: INTRO-ETHICAL THRY

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never / Very High or Always	n=12	av.=7.75
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never / Very High or Always	n=12	av.=7.17
2.3)	Organization – Section presentations were well prepared and organized.	Very Low or Never / Very High or Always	n=12	av.=6.25
2.4)	Scope – The teaching assistant expanded on course ideas.	Very Low or Never / Very High or Always	n=12	av.=6.42
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never / Very High or Always	n=12	av.=7.50
2.6)	Communication Skills – The teaching assistant had good communication skills.	Very Low or Never / Very High or Always	n=12	av.=6.67
2.7)	Value – The overall value of the sections justified your time and effort.	Very Low or Never / Very High or Always	n=12	av.=6.33
2.8)	Overall – What is your overall rating of the teaching assistant?	Very Low or Never / Very High or Always	n=12	av.=6.92

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)	Low / High	n=12	av.=2.00
3.2)	Workload/pace was	Too Slow / Too Much	n=12	av.=2.00
3.3)	Integration of section with course was	Poor / Excellent	n=12	av.=2.42
3.4)	Texts, required readings	Poor / Excellent	n=9	av.=2.00
3.5)	Homework assignments	Poor / Excellent	n=10	av.=2.00
3.6)	Graded materials, examinations	Poor / Excellent	n=11	av.=1.91
3.7)	Lecture presentations	Poor / Excellent	n=10	av.=1.90
3.8)	Class discussions	Poor / Excellent	n=12	av.=1.83

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.

- Eric was great and very helpful. He explained things that we skipped over in lecture and helped evaluate the reading deeper.
- I felt like discussion section really helped to answer questions that went unanswered during the lecture. I also felt like it was possible to talk to our TA and ask him questions, which was really great.
- Not very much student discussion in the class. Knowledgable but not good at organizing and engaging conversation.
- Overall idea of having an open discussion within section intriguing but in general students unprepared and thus unable to discuss making this method of discussion impractical. Good communication with students and effort to follow instructor's instructions. Standards for grading an A very high despite a high average, very few A's in the class.
- Strengths: This section was really helped me prepare, clarify, and organize my thoughts and writings regarding the essay assignments for lecture.
  Weaknesses: There was very little discussion in this section.
- The TA always spent time discussing the readings and the prompts which was very helpful. He made the topics more clear and I felt that section was necessary to attend in order to help myself understand the material better.
- The TA did a great job in clarifying the essay and other prompts in easier words. However, there was very little time or inefficient method of using the time towards widening the understanding of the required readings. However, the TA was also very prompt in answering emails and offered time outside of office hours for help and was very available for students' questions. I feel like an improvement can be to organize an outline that summarizes the important concepts or ideas of each philosopher so that students can refer back to this paper when they are writing papers.

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR MDRN PHIL-1650-1800

2016 SPRING
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: MDRN PHIL-1650-1800 100C ID: 312307201
Type: DIS 001A
Enrollment: 16

Processed: 10 forms... 62.5% response rate
06-29-2016 03:38:10

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	10	# valid responses:	10	# valid responses:	10	# valid responses:	10
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	40.00 %	Major:	100.00 %
Sophomore:	20.00 %	2.0 - 2.49:	0.00 %	B:	40.00 %	Related Field:	0.00 %
Junior:	60.00 %	2.5 - 2.99:	20.00 %	C:	0.00 %	G.E.:	0.00 %
Senior:	20.00 %	3.0 - 3.49:	20.00 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	60.00 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	20.00 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	2	0	2	1	3	1	1	0	10	6.00	6.50	2.0
6. The T.A. was concerned about student learning.	0	0	0	2	0	0	1	1	2	4	0	10	7.10	8.00	2.4
7. Section presentations were well prepared and organized.	0	2	0	0	1	0	3	2	0	2	0	10	5.60	6.00	2.8
8. The T.A. expanded on course ideas.	0	0	0	3	0	2	1	1	1	2	0	10	5.80	5.50	2.4
9. Students felt welcome in seeking help.	0	0	2	1	0	0	0	1	2	4	0	10	6.60	8.00	3.0
10. The teaching assistant had good communication skills.	0	0	0	1	1	2	0	1	2	3	0	10	6.70	7.50	2.3
11. Value of the sections justified time and effort.	0	0	0	1	0	3	1	2	1	2	0	10	6.40	6.50	2.0
12. Your overall rating of the T.A.	0	0	1	0	1	1	1	2	4	0	0	10	6.30	7.00	2.1
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	2	5	3	0	10
20. Workload/Pace Was	0	1	8	1	0	10
21. Integration of Section with Course was	0	1	8	1	0	10
22. Texts, Required Readings	1	1	7	1	0	10
23. Homework Assignments	3	1	5	1	0	10
24. Graded Materials, Examinations	1	1	6	2	0	10
25. Lecture Presentations	0	1	8	1	0	10
26. Class Discussions	0	1	7	2	0	10

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR MDRN PHIL-1650-1800

2016 SPRING
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: MDRN PHIL-1650-1800 100C ID: 312307202
Type: DIS 001B
Enrollment: 20

Processed: 13 forms... 65.0% response rate
06-29-2016 03:38:18

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	13	# valid responses:	13	# valid responses:	12	# valid responses:	12
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	66.67 %	Major:	100.00 %
Sophomore:	0.00 %	2.0 - 2.49:	0.00 %	B:	16.67 %	Related Field:	0.00 %
Junior:	69.23 %	2.5 - 2.99:	0.00 %	C:	8.33 %	G.E.:	0.00 %
Senior:	30.77 %	3.0 - 3.49:	30.77 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	61.54 %	F:	0.00 %		
Other:	0.00 %	Not Established	7.69 %	P:	0.00 %		
				NP:	0.00 %		
				?:	8.33 %		

Questions	Not Appl	Low 1	2	3	4	Medium 5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	1	1	2	0	4	3	2	0	13	6.69	7.00	1.9
6. The T.A. was concerned about student learning.	0	0	0	0	0	1	2	3	0	7	0	13	7.77	9.00	1.5
7. Section presentations were well prepared and organized.	0	0	0	1	2	2	0	1	4	3	0	13	6.69	8.00	2.2
8. The T.A. expanded on course ideas.	0	0	2	0	0	1	2	3	1	4	0	13	6.62	7.00	2.4
9. Students felt welcome in seeking help.	0	0	0	0	0	1	0	2	2	8	0	13	8.23	9.00	1.2
10. The teaching assistant had good communication skills.	0	0	0	1	1	1	0	2	5	3	0	13	7.15	8.00	2.0
11. Value of the sections justified time and effort.	0	0	1	1	0	1	1	3	2	4	0	13	6.85	7.00	2.3
12. Your overall rating of the T.A.	0	0	0	2	0	0	1	4	1	5	0	13	7.15	7.00	2.1
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	13	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	13	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	13	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	13	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	13	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	13	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	1	0	9	3	0	13
20. Workload/Pace Was	0	1	11	0	1	12
21. Integration of Section with Course was	0	3	6	4	0	13
22. Texts, Required Readings	1	0	10	2	0	13
23. Homework Assignments	4	0	8	1	0	13
24. Graded Materials, Examinations	1	0	11	1	0	13
25. Lecture Presentations	0	1	9	3	0	13
26. Class Discussions	0	1	7	5	0	13

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR SCIENCE&METAPHYSICS

2016 WINTER
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: SCIENCE&METAPHYSICS 131 ID: 312518202
Type: DIS 001B
Enrollment: 15

Processed: 8 forms... 53.3% response rate
05-02-2016 10:49:02

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	8	# valid responses:	8	# valid responses:	8	# valid responses:	8
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	50.00 %	Major:	37.50 %
Sophomore:	12.50 %	2.0 - 2.49:	0.00 %	B:	25.00 %	Related Field:	50.00 %
Junior:	25.00 %	2.5 - 2.99:	37.50 %	C:	12.50 %	G.E.:	0.00 %
Senior:	62.50 %	3.0 - 3.49:	25.00 %	D:	0.00 %	None:	12.50 %
Graduate:	0.00 %	3.5 +:	37.50 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	12.50 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	1	1	3	1	2	0	8	7.25	7.00	1.4
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	1	0	1	6	0	8	8.50	9.00	1.1
7. Section presentations were well prepared and organized.	0	0	0	0	0	1	1	0	1	5	0	8	8.00	9.00	1.6
8. The T.A. expanded on course ideas.	0	0	0	0	0	0	1	2	1	4	0	8	8.00	8.50	1.2
9. Students felt welcome in seeking help.	0	0	0	0	0	0	0	0	2	6	0	8	8.75	9.00	0.5
10. The teaching assistant had good communication skills.	0	0	1	0	0	0	0	1	1	5	0	8	7.75	9.00	2.4
11. Value of the sections justified time and effort.	0	0	0	0	1	0	0	0	1	6	0	8	8.25	9.00	1.8
12. Your overall rating of the T.A.	0	0	0	0	0	1	0	0	5	2	0	8	7.88	8.00	1.2
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	8	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	8	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	8	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	8	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	8	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	8	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	1	5	2	0	8
20. Workload/Pace Was	1	0	6	1	0	8
21. Integration of Section with Course was	0	0	3	5	0	8
22. Texts, Required Readings	1	1	3	3	0	8
23. Homework Assignments	4	1	1	2	0	8
24. Graded Materials, Examinations	2	1	2	2	1	7
25. Lecture Presentations	0	1	3	3	1	7
26. Class Discussions	0	1	1	5	1	7

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR INT PHILOSOPHY-MIND

2015 FALL
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: INT PHILOSOPHY-MIND 7 ID: 312040205
Type: DIS 001E
Enrollment: 25

Processed: 18 forms... 72.0% response rate
02-04-2016 03:43:02

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	17	# valid responses:	17	# valid responses:	17	# valid responses:	14
Freshman:	82.35 %	Below 2.0:	0.00 %	A:	29.41 %	Major:	28.57 %
Sophomore:	5.88 %	2.0 - 2.49:	0.00 %	B:	52.94 %	Related Field:	0.00 %
Junior:	11.76 %	2.5 - 2.99:	11.76 %	C:	0.00 %	G.E.:	71.43 %
Senior:	0.00 %	3.0 - 3.49:	5.88 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	11.76 %	F:	0.00 %		
Other:	0.00 %	Not Established	70.59 %	P:	0.00 %		
				NP:	0.00 %		
				?:	17.65 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	3	2	1	11	0	1	0	18	6.33	7.00	1.4
6. The T.A. was concerned about student learning.	0	0	0	0	3	4	4	2	4	1	0	18	6.17	6.00	1.6
7. Section presentations were well prepared and organized.	0	0	2	1	2	7	2	3	1	0	0	18	5.06	5.00	1.7
8. The T.A. expanded on course ideas.	0	1	1	2	5	2	5	1	0	1	0	18	4.72	4.50	1.9
9. Students felt welcome in seeking help.	0	0	1	1	0	2	2	5	2	5	0	18	6.83	7.00	2.1
10. The teaching assistant had good communication skills.	0	0	0	1	2	2	4	5	3	1	0	18	6.28	6.50	1.6
11. Value of the sections justified time and effort.	0	0	1	5	1	4	4	3	0	0	0	18	4.78	5.00	1.6
12. Your overall rating of the T.A.	0	0	0	1	3	3	5	4	2	0	0	18	5.78	6.00	1.4
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	0	6	12	0	18
20. Workload/Pace Was	0	0	15	3	0	18
21. Integration of Section with Course was	0	4	12	1	1	17
22. Texts, Required Readings	2	6	9	1	0	18
23. Homework Assignments	3	1	12	2	0	18
24. Graded Materials, Examinations	1	0	17	0	0	18
25. Lecture Presentations	1	4	13	0	0	18
26. Class Discussions	0	5	11	2	0	18

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR INT PHILOSOPHY-MIND

2015 FALL
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: INT PHILOSOPHY-MIND 7 ID: 312040206
Type: DIS 001F
Enrollment: 25

Processed: 18 forms... 72.0% response rate
02-04-2016 03:43:09

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	18	# valid responses:	18	# valid responses:	17	# valid responses:	14
Freshman:	72.22 %	Below 2.0:	0.00 %	A:	17.65 %	Major:	50.00 %
Sophomore:	16.67 %	2.0 - 2.49:	0.00 %	B:	5.88 %	Related Field:	0.00 %
Junior:	0.00 %	2.5 - 2.99:	5.56 %	C:	11.76 %	G.E.:	42.86 %
Senior:	11.11 %	3.0 - 3.49:	16.67 %	D:	0.00 %	None:	7.14 %
Graduate:	0.00 %	3.5 +:	16.67 %	F:	0.00 %		
Other:	0.00 %	Not Established	61.11 %	P:	11.76 %		
				NP:	0.00 %		
				?:	52.94 %		

Questions	Not Appl	Low 1	2	3	4	Medium 5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	3	4	7	4	0	0	18	6.67	7.00	1.0
6. The T.A. was concerned about student learning.	0	0	0	0	0	2	6	6	2	2	0	18	6.78	7.00	1.2
7. Section presentations were well prepared and organized.	0	0	1	4	2	3	4	2	2	0	0	18	5.06	5.00	1.8
8. The T.A. expanded on course ideas.	0	0	0	4	2	4	1	5	1	1	0	18	5.44	5.00	1.9
9. Students felt welcome in seeking help.	0	0	1	1	2	1	3	4	4	2	0	18	6.33	7.00	2.0
10. The teaching assistant had good communication skills.	0	0	1	3	4	2	2	4	2	0	0	18	5.17	5.00	1.9
11. Value of the sections justified time and effort.	0	1	2	3	2	4	2	3	1	0	0	18	4.61	5.00	2.0
12. Your overall rating of the T.A.	0	0	1	0	3	4	3	5	1	1	0	18	5.78	6.00	1.7
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	18	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	0	7	11	0	18
20. Workload/Pace Was	0	0	12	6	0	18
21. Integration of Section with Course was	0	6	11	1	0	18
22. Texts, Required Readings	1	3	11	2	1	17
23. Homework Assignments	2	0	12	4	0	18
24. Graded Materials, Examinations	0	2	14	2	0	18
25. Lecture Presentations	1	6	7	3	1	17
26. Class Discussions	0	12	6	0	0	18

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR INT PHILOSOPHY-MIND

2014 SPRING
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: INT PHILOSOPHY-MIND 7 ID: 312040211
Type: DIS 001K
Enrollment: 25

Processed: 24 forms... 96.0% response rate
07-07-2014 03:50:57

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	23	# valid responses:	23	# valid responses:	23	# valid responses:	19
Freshman:	56.52 %	Below 2.0:	0.00 %	A:	56.52 %	Major:	52.63 %
Sophomore:	34.78 %	2.0 - 2.49:	13.04 %	B:	34.78 %	Related Field:	5.26 %
Junior:	4.35 %	2.5 - 2.99:	8.70 %	C:	0.00 %	G.E.:	42.11 %
Senior:	4.35 %	3.0 - 3.49:	56.52 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	21.74 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	8.70 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	1	1	3	9	10	0	24	8.08	8.00	1.1
6. The T.A. was concerned about student learning.	0	0	0	0	0	1	0	2	6	15	0	24	8.42	9.00	1.0
7. Section presentations were well prepared and organized.	0	0	0	0	1	1	3	4	7	8	0	24	7.63	8.00	1.4
8. The T.A. expanded on course ideas.	0	0	0	0	0	3	2	2	7	10	0	24	7.79	8.00	1.4
9. Students felt welcome in seeking help.	0	0	0	0	0	1	0	0	6	17	0	24	8.58	9.00	0.9
10. The teaching assistant had good communication skills.	0	0	0	0	0	2	1	4	5	11	1	23	7.96	8.00	1.3
11. Value of the sections justified time and effort.	0	0	0	0	1	1	1	3	8	10	0	24	7.92	8.00	1.3
12. Your overall rating of the T.A.	0	0	0	0	0	1	0	3	10	10	0	24	8.17	8.00	1.0
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	24	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	24	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	24	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	24	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	24	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	24	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	4	17	3	0	24
20. Workload/Pace Was	0	2	22	0	0	24
21. Integration of Section with Course was	0	0	10	14	0	24
22. Texts, Required Readings	3	1	14	6	0	24
23. Homework Assignments	6	1	14	3	0	24
24. Graded Materials, Examinations	0	0	18	6	0	24
25. Lecture Presentations	1	0	12	10	1	23
26. Class Discussions	0	0	13	11	0	24

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR INT PHILOSOPHY-MIND

2014 SPRING
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: INT PHILOSOPHY-MIND 7 ID: 312040212
Type: DIS 001L
Enrollment: 26

Processed: 16 forms... 61.5% response rate
07-07-2014 03:51:03

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	16	# valid responses:	16	# valid responses:	16	# valid responses:	16
Freshman:	75.00 %	Below 2.0:	0.00 %	A:	50.00 %	Major:	37.50 %
Sophomore:	18.75 %	2.0 - 2.49:	0.00 %	B:	43.75 %	Related Field:	18.75 %
Junior:	6.25 %	2.5 - 2.99:	18.75 %	C:	0.00 %	G.E.:	37.50 %
Senior:	0.00 %	3.0 - 3.49:	62.50 %	D:	0.00 %	None:	6.25 %
Graduate:	0.00 %	3.5 +:	18.75 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	6.25 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	0	0	4	5	7	0	16	8.19	8.00	0.8
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	1	3	5	7	0	16	8.13	8.00	1.0
7. Section presentations were well prepared and organized.	0	0	0	2	2	1	0	3	4	4	0	16	6.75	7.50	2.2
8. The T.A. expanded on course ideas.	0	0	0	1	2	2	2	2	6	1	0	16	6.50	7.00	1.8
9. Students felt welcome in seeking help.	0	0	0	0	0	0	1	3	4	7	1	15	8.13	8.00	1.0
10. The teaching assistant had good communication skills.	0	0	0	0	1	1	2	3	6	3	0	16	7.31	8.00	1.4
11. Value of the sections justified time and effort.	0	1	0	0	1	2	2	5	4	1	0	16	6.44	7.00	2.0
12. Your overall rating of the T.A.	0	0	0	0	0	0	3	3	6	4	0	16	7.69	8.00	1.1
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	2	14	0	0	16
20. Workload/Pace Was	0	1	15	0	0	16
21. Integration of Section with Course was	0	1	9	5	1	15
22. Texts, Required Readings	0	1	10	4	1	15
23. Homework Assignments	4	0	11	1	0	16
24. Graded Materials, Examinations	0	0	14	2	0	16
25. Lecture Presentations	0	0	9	6	1	15
26. Class Discussions	0	2	12	2	0	16

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR PHILOS OF LANGUAGE

2014 WINTER
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: PHILOS OF LANGUAGE C127B ID: 312462221
Type: DIS 002A
Enrollment: 15

Processed: 5 forms... 33.3% response rate
04-08-2014 10:59:28

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	4	# valid responses:	2	# valid responses:	3	# valid responses:	4
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	66.67 %	Major:	100.00 %
Sophomore:	50.00 %	2.0 - 2.49:	0.00 %	B:	33.33 %	Related Field:	0.00 %
Junior:	25.00 %	2.5 - 2.99:	0.00 %	C:	0.00 %	G.E.:	0.00 %
Senior:	25.00 %	3.0 - 3.49:	50.00 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	50.00 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	0.00 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	0	0	1	1	3	0	5	8.40	9.00	0.9
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	0	0	2	3	0	5	8.60	9.00	0.5
7. Section presentations were well prepared and organized.	0	0	0	0	0	0	0	2	0	3	0	5	8.20	9.00	1.1
8. The T.A. expanded on course ideas.	0	0	0	0	0	0	0	1	1	3	0	5	8.40	9.00	0.9
9. Students felt welcome in seeking help.	0	0	0	0	0	0	0	0	1	4	0	5	8.80	9.00	0.4
10. The teaching assistant had good communication skills.	0	0	0	0	0	0	0	1	0	4	0	5	8.60	9.00	0.9
11. Value of the sections justified time and effort.	0	0	0	0	0	0	0	0	1	4	0	5	8.80	9.00	0.4
12. Your overall rating of the T.A.	0	0	0	0	0	0	0	2	0	3	0	5	8.20	9.00	1.1
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	5	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	5	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	5	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	5	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	5	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	5	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	0	3	2	0	5
20. Workload/Pace Was	0	1	4	0	0	5
21. Integration of Section with Course was	0	0	1	4	0	5
22. Texts, Required Readings	0	0	1	4	0	5
23. Homework Assignments	1	0	0	4	0	5
24. Graded Materials, Examinations	1	0	0	4	0	5
25. Lecture Presentations	1	0	2	2	0	5
26. Class Discussions	0	0	2	3	0	5

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR PHILOS OF LANGUAGE

2014 WINTER
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: PHILOS OF LANGUAGE C127B ID: 312462222
Type: DIS 002B
Enrollment: 11

Processed: 7 forms... 63.6% response rate
04-08-2014 10:59:33

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	7	# valid responses:	6	# valid responses:	7	# valid responses:	6
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	42.86 %	Major:	100.00 %
Sophomore:	14.29 %	2.0 - 2.49:	0.00 %	B:	57.14 %	Related Field:	0.00 %
Junior:	71.43 %	2.5 - 2.99:	16.67 %	C:	0.00 %	G.E.:	0.00 %
Senior:	14.29 %	3.0 - 3.49:	16.67 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	66.67 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	0.00 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	0	0	1	2	4	0	7	8.43	9.00	0.8
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	0	1	4	2	0	7	8.14	8.00	0.7
7. Section presentations were well prepared and organized.	0	0	0	0	0	1	2	1	2	1	0	7	7.00	7.00	1.4
8. The T.A. expanded on course ideas.	0	0	0	1	0	1	0	1	2	2	0	7	7.00	8.00	2.2
9. Students felt welcome in seeking help.	0	0	0	0	0	0	0	0	1	6	0	7	8.86	9.00	0.4
10. The teaching assistant had good communication skills.	0	0	0	0	0	0	0	4	0	3	0	7	7.86	7.00	1.1
11. Value of the sections justified time and effort.	0	0	0	0	0	0	0	3	1	3	0	7	8.00	8.00	1.0
12. Your overall rating of the T.A.	0	0	0	0	0	0	0	2	4	1	0	7	7.86	8.00	0.7
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	7	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	7	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	7	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	7	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	7	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	7	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	0	1	6	0	7
20. Workload/Pace Was	0	1	6	0	0	7
21. Integration of Section with Course was	0	1	2	4	0	7
22. Texts, Required Readings	0	0	4	3	0	7
23. Homework Assignments	2	0	0	4	1	6
24. Graded Materials, Examinations	0	0	4	3	0	7
25. Lecture Presentations	0	0	2	5	0	7
26. Class Discussions	0	0	3	4	0	7

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR PHILOS OF LANGUAGE

2013 FALL
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: PHILOS OF LANGUAGE C127C ID: 312464201
Type: DIS 001A
Enrollment: 15

Processed: 10 forms... 66.7% response rate
01-08-2014 11:02:08

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	9	# valid responses:	9	# valid responses:	9	# valid responses:	9
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	22.22 %	Major:	88.89 %
Sophomore:	0.00 %	2.0 - 2.49:	0.00 %	B:	33.33 %	Related Field:	11.11 %
Junior:	0.00 %	2.5 - 2.99:	0.00 %	C:	11.11 %	G.E.:	0.00 %
Senior:	100.00 %	3.0 - 3.49:	77.78 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	22.22 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	33.33 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	0	0	1	1	8	0	10	8.70	9.00	0.7
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	0	1	2	7	0	10	8.60	9.00	0.7
7. Section presentations were well prepared and organized.	0	0	0	0	1	0	0	3	2	4	0	10	7.70	8.00	1.6
8. The T.A. expanded on course ideas.	0	0	0	0	0	0	0	1	5	3	1	9	8.22	8.00	0.7
9. Students felt welcome in seeking help.	0	0	0	0	0	1	0	0	1	8	0	10	8.50	9.00	1.3
10. The teaching assistant had good communication skills.	0	0	0	0	1	0	1	0	4	4	0	10	7.80	8.00	1.6
11. Value of the sections justified time and effort.	0	0	0	0	0	0	0	2	3	5	0	10	8.30	8.50	0.8
12. Your overall rating of the T.A.	0	0	0	0	0	0	0	2	3	5	0	10	8.30	8.50	0.8
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	0	8	2	0	10
20. Workload/Pace Was	0	1	9	0	0	10
21. Integration of Section with Course was	0	0	2	8	0	10
22. Texts, Required Readings	1	0	5	4	0	10
23. Homework Assignments	3	0	5	2	0	10
24. Graded Materials, Examinations	4	1	3	2	0	10
25. Lecture Presentations	2	0	4	4	0	10
26. Class Discussions	1	0	5	4	0	10

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR PHILOS OF LANGUAGE

2013 FALL
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: PHILOS OF LANGUAGE C127C ID: 312464202
Type: DIS 001B
Enrollment: 17

Processed: 10 forms... 58.8% response rate
01-08-2014 11:02:16

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	9	# valid responses:	9	# valid responses:	9	# valid responses:	9
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	44.44 %	Major:	77.78 %
Sophomore:	0.00 %	2.0 - 2.49:	11.11 %	B:	33.33 %	Related Field:	22.22 %
Junior:	22.22 %	2.5 - 2.99:	11.11 %	C:	0.00 %	G.E.:	0.00 %
Senior:	77.78 %	3.0 - 3.49:	33.33 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	44.44 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	22.22 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	0	0	1	2	6	1	9	8.56	9.00	0.7
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	0	1	1	8	0	10	8.70	9.00	0.7
7. Section presentations were well prepared and organized.	0	0	0	0	0	0	0	1	4	5	0	10	8.40	8.50	0.7
8. The T.A. expanded on course ideas.	0	0	0	0	0	1	1	0	4	4	0	10	7.90	8.00	1.4
9. Students felt welcome in seeking help.	0	0	0	0	0	0	0	1	2	6	1	9	8.56	9.00	0.7
10. The teaching assistant had good communication skills.	0	0	0	0	0	0	0	0	2	8	0	10	8.80	9.00	0.4
11. Value of the sections justified time and effort.	0	0	0	0	0	0	0	0	4	6	0	10	8.60	9.00	0.5
12. Your overall rating of the T.A.	0	0	0	0	0	0	0	0	3	7	0	10	8.70	9.00	0.5
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	1	5	4	0	10
20. Workload/Pace Was	0	1	9	0	0	10
21. Integration of Section with Course was	0	0	3	7	0	10
22. Texts, Required Readings	2	0	3	5	0	10
23. Homework Assignments	2	0	3	5	0	10
24. Graded Materials, Examinations	1	0	4	5	0	10
25. Lecture Presentations	0	0	3	7	0	10
26. Class Discussions	0	0	2	8	0	10

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR INT PHILOSOPHY-MIND

2013 SPRING
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: INT PHILOSOPHY-MIND 7 ID: 312040203
Type: DIS 001C
Enrollment: 26

Processed: 15 forms... 57.7% response rate
06-28-2013 02:29:01

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	15	# valid responses:	15	# valid responses:	14	# valid responses:	12
Freshman:	26.67 %	Below 2.0:	6.67 %	A:	35.71 %	Major:	25.00 %
Sophomore:	26.67 %	2.0 - 2.49:	0.00 %	B:	42.86 %	Related Field:	0.00 %
Junior:	33.33 %	2.5 - 2.99:	13.33 %	C:	0.00 %	G.E.:	66.67 %
Senior:	13.33 %	3.0 - 3.49:	33.33 %	D:	0.00 %	None:	8.33 %
Graduate:	0.00 %	3.5 +:	46.67 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	21.43 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	0	2	6	2	5	0	15	7.67	7.00	1.1
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	0	7	2	6	0	15	7.93	8.00	1.0
7. Section presentations were well prepared and organized.	0	0	0	2	0	2	3	5	1	2	0	15	6.33	7.00	1.8
8. The T.A. expanded on course ideas.	0	0	0	0	0	3	2	3	1	6	0	15	7.33	7.00	1.6
9. Students felt welcome in seeking help.	0	0	0	0	0	0	0	6	2	7	0	15	8.07	8.00	1.0
10. The teaching assistant had good communication skills.	0	0	0	1	1	0	1	6	1	5	0	15	7.20	7.00	1.8
11. Value of the sections justified time and effort.	0	0	0	1	1	1	1	5	0	6	0	15	7.13	7.00	2.0
12. Your overall rating of the T.A.	0	0	0	0	0	2	0	6	2	5	0	15	7.53	7.00	1.4
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	15	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	15	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	15	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	15	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	15	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	15	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	3	11	1	0	15
20. Workload/Pace Was	0	0	14	1	0	15
21. Integration of Section with Course was	0	2	7	6	0	15
22. Texts, Required Readings	0	1	8	6	0	15
23. Homework Assignments	3	0	10	2	0	15
24. Graded Materials, Examinations	2	1	9	3	0	15
25. Lecture Presentations	1	1	8	5	0	15
26. Class Discussions	0	0	10	5	0	15

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR INT PHILOSOPHY-MIND

2013 SPRING
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: INT PHILOSOPHY-MIND 7 ID: 312040204
Type: DIS 001D
Enrollment: 25

Processed: 19 forms... 76.0% response rate
06-28-2013 02:29:09

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	18	# valid responses:	19	# valid responses:	19	# valid responses:	16
Freshman:	5.56 %	Below 2.0:	0.00 %	A:	31.58 %	Major:	37.50 %
Sophomore:	66.67 %	2.0 - 2.49:	0.00 %	B:	42.11 %	Related Field:	6.25 %
Junior:	16.67 %	2.5 - 2.99:	26.32 %	C:	0.00 %	G.E.:	56.25 %
Senior:	11.11 %	3.0 - 3.49:	47.37 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	26.32 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	10.53 %		
				NP:	0.00 %		
				?:	15.79 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	1	1	4	6	7	0	19	7.90	8.00	1.2
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	4	0	7	8	0	19	8.00	8.00	1.2
7. Section presentations were well prepared and organized.	0	1	0	0	1	7	1	4	2	3	0	19	6.16	6.00	2.0
8. The T.A. expanded on course ideas.	0	0	0	1	1	2	2	5	4	4	0	19	6.95	7.00	1.7
9. Students felt welcome in seeking help.	0	0	0	0	3	0	0	0	6	10	0	19	7.90	9.00	1.8
10. The teaching assistant had good communication skills.	0	1	0	2	2	0	2	4	6	2	0	19	6.37	7.00	2.3
11. Value of the sections justified time and effort.	0	1	1	1	2	2	0	4	5	3	0	19	6.26	7.00	2.5
12. Your overall rating of the T.A.	0	0	0	0	2	2	2	1	8	4	0	19	7.21	8.00	1.7
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	19	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	19	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	19	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	19	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	19	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	19	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	4	14	0	1	18
20. Workload/Pace Was	0	0	17	1	1	18
21. Integration of Section with Course was	0	1	11	6	1	18
22. Texts, Required Readings	0	0	11	7	1	18
23. Homework Assignments	0	0	12	6	1	18
24. Graded Materials, Examinations	0	0	12	6	1	18
25. Lecture Presentations	0	0	10	8	1	18
26. Class Discussions	0	4	7	7	1	18

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR INTRO-PHILOS OF SCI

2013 WINTER
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: INTRO-PHILOS OF SCI 8 ID: 312049203
Type: DIS 001C
Enrollment: 24

Processed: 10 forms... 41.7% response rate
04-04-2013 11:13:59

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	10	# valid responses:	10	# valid responses:	10	# valid responses:	9
Freshman:	30.00 %	Below 2.0:	0.00 %	A:	40.00 %	Major:	0.00 %
Sophomore:	50.00 %	2.0 - 2.49:	10.00 %	B:	20.00 %	Related Field:	0.00 %
Junior:	20.00 %	2.5 - 2.99:	0.00 %	C:	0.00 %	G.E.:	88.89 %
Senior:	0.00 %	3.0 - 3.49:	40.00 %	D:	0.00 %	None:	11.11 %
Graduate:	0.00 %	3.5 +:	50.00 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	10.00 %		
				NP:	0.00 %		
				?:	30.00 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	1	3	2	2	2	0	0	10	6.10	6.00	1.4
6. The T.A. was concerned about student learning.	0	0	1	1	1	0	1	2	1	3	0	10	6.40	7.00	2.6
7. Section presentations were well prepared and organized.	0	1	1	1	0	1	3	2	0	1	0	10	5.20	6.00	2.5
8. The T.A. expanded on course ideas.	0	1	0	1	2	1	1	3	0	1	0	10	5.30	5.50	2.4
9. Students felt welcome in seeking help.	0	1	0	0	1	0	2	1	2	3	0	10	6.70	7.50	2.6
10. The teaching assistant had good communication skills.	0	1	0	0	2	0	5	0	1	1	0	10	5.60	6.00	2.2
11. Value of the sections justified time and effort.	0	1	1	1	1	0	2	3	0	1	0	10	5.20	6.00	2.6
12. Your overall rating of the T.A.	0	1	0	1	1	0	2	2	2	1	0	10	5.90	6.50	2.5
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	10	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	0	9	1	0	10
20. Workload/Pace Was	0	1	8	1	0	10
21. Integration of Section with Course was	0	0	8	1	1	9
22. Texts, Required Readings	0	2	7	1	0	10
23. Homework Assignments	1	1	5	2	1	9
24. Graded Materials, Examinations	0	1	8	1	0	10
25. Lecture Presentations	1	2	7	0	0	10
26. Class Discussions	0	4	5	1	0	10

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR INTRO-PHILOS OF SCI

2013 WINTER
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: INTRO-PHILOS OF SCI 8 ID: 312049204
Type: DIS 001D
Enrollment: 24

Processed: 11 forms... 45.8% response rate
04-04-2013 11:14:07

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	10	# valid responses:	10	# valid responses:	10	# valid responses:	10
Freshman:	10.00 %	Below 2.0:	0.00 %	A:	30.00 %	Major:	40.00 %
Sophomore:	60.00 %	2.0 - 2.49:	0.00 %	B:	50.00 %	Related Field:	0.00 %
Junior:	10.00 %	2.5 - 2.99:	30.00 %	C:	0.00 %	G.E.:	60.00 %
Senior:	20.00 %	3.0 - 3.49:	50.00 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	20.00 %	F:	0.00 %		
Other:	0.00 %	Not Established	0.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	20.00 %		

Questions	Not Appl	Low 1	2	3	4	Medium 5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	3	1	4	1	2	0	11	6.82	7.00	1.5
6. The T.A. was concerned about student learning.	0	0	0	1	0	0	1	2	0	7	0	11	7.82	9.00	1.9
7. Section presentations were well prepared and organized.	0	0	2	0	0	2	4	1	2	0	0	11	5.55	6.00	2.0
8. The T.A. expanded on course ideas.	0	0	1	1	1	2	1	3	1	1	0	11	5.73	6.00	2.1
9. Students felt welcome in seeking help.	0	0	0	0	0	0	1	3	5	2	0	11	7.73	8.00	0.9
10. The teaching assistant had good communication skills.	0	1	0	1	1	1	3	2	1	1	0	11	5.64	6.00	2.3
11. Value of the sections justified time and effort.	0	0	1	1	0	4	2	2	0	1	0	11	5.46	5.00	1.9
12. Your overall rating of the T.A.	0	0	1	0	0	1	4	4	0	1	0	11	6.18	6.00	1.7
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	11	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	11	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	11	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	11	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	11	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	11	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	2	6	3	0	11
20. Workload/Pace Was	0	1	10	0	0	11
21. Integration of Section with Course was	0	1	8	2	0	11
22. Texts, Required Readings	1	0	8	2	0	11
23. Homework Assignments	2	0	9	0	0	11
24. Graded Materials, Examinations	0	2	8	1	0	11
25. Lecture Presentations	0	1	10	0	0	11
26. Class Discussions	0	1	9	1	0	11

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR HIST-GREEK PHILOS

2012 FALL
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: HIST-GREEK PHILOS 100A ID: 312305203
Type: DIS 001C
Enrollment: 18

Processed: 9 forms... 50.0% response rate
01-11-2013 10:20:35

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	8	# valid responses:	8	# valid responses:	8	# valid responses:	8
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	12.50 %	Major:	100.00 %
Sophomore:	12.50 %	2.0 - 2.49:	0.00 %	B:	50.00 %	Related Field:	0.00 %
Junior:	87.50 %	2.5 - 2.99:	0.00 %	C:	0.00 %	G.E.:	0.00 %
Senior:	0.00 %	3.0 - 3.49:	12.50 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	12.50 %	F:	0.00 %		
Other:	0.00 %	Not Established	75.00 %	P:	0.00 %		
				NP:	0.00 %		
				?:	37.50 %		

Questions	Not Appl	Low 1	2	3	Medium 4	5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	1	0	0	2	2	1	1	2	0	9	6.33	6.00	2.2
6. The T.A. was concerned about student learning.	0	0	0	0	0	4	1	1	0	3	0	9	6.67	6.00	1.9
7. Section presentations were well prepared and organized.	0	0	1	0	3	1	0	3	1	0	0	9	5.33	5.00	2.0
8. The T.A. expanded on course ideas.	0	1	1	0	0	0	1	2	2	2	0	9	6.33	7.00	2.9
9. Students felt welcome in seeking help.	0	0	0	0	1	1	0	2	2	3	0	9	7.33	8.00	1.8
10. The teaching assistant had good communication skills.	0	0	1	1	1	1	1	0	2	2	0	9	6.00	6.00	2.6
11. Value of the sections justified time and effort.	0	1	0	1	1	2	0	0	2	2	0	9	5.78	5.00	2.9
12. Your overall rating of the T.A.	0	0	0	0	4	0	1	1	2	1	0	9	6.00	6.00	2.1
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	9	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	9	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	9	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	9	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	9	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	9	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	1	7	1	0	9
20. Workload/Pace Was	0	2	6	1	0	9
21. Integration of Section with Course was	0	2	6	1	0	9
22. Texts, Required Readings	0	0	8	1	0	9
23. Homework Assignments	2	0	6	1	0	9
24. Graded Materials, Examinations	0	2	5	2	0	9
25. Lecture Presentations	1	1	7	0	0	9
26. Class Discussions	0	5	4	0	0	9

OID/Evaluation of Instruction Program
CLASS SUMMARY FOR HIST-GREEK PHILOS

2012 FALL
Form B

Instructor: TRACY, E.V. ID: 204085396
Department: PHILOS
Course: HIST-GREEK PHILOS 100A ID: 312305204
Type: DIS 001D
Enrollment: 18

Processed: 14 forms... 77.8% response rate
01-11-2013 10:20:52

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses:	14	# valid responses:	14	# valid responses:	14	# valid responses:	14
Freshman:	0.00 %	Below 2.0:	0.00 %	A:	35.71 %	Major:	100.00 %
Sophomore:	0.00 %	2.0 - 2.49:	0.00 %	B:	42.86 %	Related Field:	0.00 %
Junior:	71.43 %	2.5 - 2.99:	0.00 %	C:	7.14 %	G.E.:	0.00 %
Senior:	21.43 %	3.0 - 3.49:	21.43 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	35.71 %	F:	0.00 %		
Other:	7.14 %	Not Established	42.86 %	P:	0.00 %		
				NP:	0.00 %		
				?:	14.29 %		

Questions	Not Appl	Low 1	2	3	4	Medium 5	6	7	8	High 9	No Rsp	Rsp	Mean	Mdn	Std Dev
5. The T.A. was knowledgeable about the material.	0	0	0	0	0	2	1	8	2	1	0	14	6.93	7.00	1.1
6. The T.A. was concerned about student learning.	0	0	0	0	0	0	0	4	2	8	0	14	8.29	9.00	0.9
7. Section presentations were well prepared and organized.	0	0	0	0	2	3	3	1	1	4	0	14	6.57	6.00	1.9
8. The T.A. expanded on course ideas.	0	0	0	0	1	3	1	5	2	2	0	14	6.71	7.00	1.5
9. Students felt welcome in seeking help.	0	0	0	0	0	0	1	2	1	10	0	14	8.43	9.00	1.0
10. The teaching assistant had good communication skills.	0	0	0	1	0	1	2	5	4	1	0	14	6.86	7.00	1.5
11. Value of the sections justified time and effort.	0	1	0	0	0	0	3	4	1	5	0	14	7.14	7.00	2.1
12. Your overall rating of the T.A.	0	0	0	0	0	1	2	2	7	2	0	14	7.50	8.00	1.2
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	14	0	0.00	0.00	0.0
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	14	0	0.00	0.00	0.0
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	14	0	0.00	0.00	0.0
16. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	14	0	0.00	0.00	0.0
17. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	14	0	0.00	0.00	0.0
18. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	14	0	0.00	0.00	0.0

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
19. Difficulty (Relative to Other Courses)	0	3	11	0	0	14
20. Workload/Pace Was	0	2	12	0	0	14
21. Integration of Section with Course was	0	2	4	8	0	14
22. Texts, Required Readings	0	0	8	6	0	14
23. Homework Assignments	6	1	5	2	0	14
24. Graded Materials, Examinations	3	1	5	5	0	14
25. Lecture Presentations	3	1	7	3	0	14
26. Class Discussions	1	1	7	5	0	14

Tracy, Eric Evaluation Comments
(from oldest to newest)

2012 Fall, Philos 100A, 1C

1. Weakness: Section preparation—even though it seemed you had a few points to discuss. I felt that many times conversations were useless and just rambuled on. The material is supposed to be further explained here but I felt I would get more confused. You seem way too shy.
2. Eric definitely seemed to know the material, but rarely seemed to give us much insight into what was expected of us in our essays and tests. I felt lost during the course at most times due to him constantly wanting just the students to talk and him barely say anything. He was however very attentive to emailing back the questions I had.
3. Strengths: Open for a discussion. Students felt comfortable in discussion.
   Weakness: Not enough structure.
4. Eric is extremely helpful via email and he really care sabot your grade. I would just work on the presentation in class a little more. Overall I enjoyed Eric's discussions. ☺
5. I like Eric as a person, but he is seriously lacking in the TA skills department. I don't know if I have ever walked away from discussion feeling like It was worth my while or that I had a better grasp on course materials. Maybe he is really shy or the discussion could be more organized. Again I like him and I think he knows the subject and is open to helping, but he just doesn't know how.
6. Sometimes in lecture in the section it was a little bit off track—not completely relevant to the lecture on the day before the section.

2012 Fall, Philos 100A, 1D

1. Eric is a knowledgeable individual, who is clearly very intelligent. His demeanor and likeability makes him a good asset. I would recommend that Eric try to improve his communication skills and control of the classroom. 50 minutes goes by very fast and often too much time is spent discussing the administrative issues rather than the philosophical ideas. I would also hope that Eric improve his understanding of metaphysics/cosmology so that questions from students can better be fielded.
2. Strengths: Very welcoming! I emailed Eric whenever I had questions and he always responded in a timely manner. If he doesn't know the answer to a questions, he is not afraid of putting my question on hold to seek the "correct" answer ☺ rather. Not pretentious at all.
   Weakness: Perhaps provide more of an outline of what is going to happen in the next meeting so that students can better prepare for discussion.
3. Eric's strength as a Ta lies in his genuine sensitivity to the differing needs of students. A large indicator of this is how the different sections proceeded. In one section, those who otherwise felt uncomfortable were given adequate attention to make sure the material from the main lecture was setting in. on the other hand, Eric was more than happy to let the other section push for further discussion when fruitful. This might seem like lukewarm praise, but I generally find this quality lacking I was glad to have him as a TA.
4. Eric did an excellent job as our Ta. He is incredibly fair and easy to talk to. He made it clear that ancient philosophy was not his forte but he still did his best to come prepared. I think the occasional instance of disorganization may have been due to the general context

of the course. His feedback is insightful, ad he responds to emails quickly. I would choose him as a TA again, and I will take him for future courses if available.

5. Obviously it's called discussion for a reason, but I think at a certain point it would be beneficial to provide more direct answers for the students. Eric is very friendly and comfortable ot be with. I felt like he genuinely cared about the students. That said, the sections could have used a little more structure.
6. Eric has excellent presentation skills, and does show a concern and readiness to help his students. He makes himself available quite frequently, and is very approachable. The weakness of the course may be the discussion lay out, where it could be a little bit more structured.
7. Good guy and overall a great TA.

2013 Winter, Philos 8, 1C

1. Eric, although a very nice guy, did not have the skills necessary to lead a discussion. NO one ever attended his sections (maybe 8 students) and his lesson plans seemed a bit all over the place. This class and section was a waste of time. I found the level of grading completely unfair and unequal to the level of quality provided in this class and section. I do not recommend him or this class to anyone.
2. Didn't think he would be very helpful in discussion. Never really started talking about lecture he would rather have us, the confused student, try to figure things out.
3. Strengths: Concern, passion for subject, and full of knowledge.
   Weaknesses: Communicate knowledge poorly. Did not directly answer questions. Little organization to sections which allowed for little growth of knowledge for students.
4. He made extra office hours if we were unable to come to his regular office hours, which was helpful. He gave us feedback on our drafts which was helpful. I did not really learn anything in section, and sometimes I left class more confused than when I entered. He was always seeking class participation, but sometimes it would be more helpful for him just to lecture on the material.
5. Strength: Tries hard to involve students and to explain concepts to the best of his ability. Seems to really care about students.
   Weakness: Not very organized or structured. Did not succeed very much in student interaction.
6. I think Tracy is a great TA ☺. He really helped me out on my paper, and he really cares about his students. He's also one of the few TA's I have that answer emails and is very approachable. I think he really makes an effort to his students. He even extends his office hours! I felt the course was a bit tedious because we discussed the same topics over and over again ☹. They were confusing topics, but perhaps that's the nature of the course itself because we're designed to think.
7. Eric was always very helpful and willing to answer any questions about the class that I had. The last few weeks of the quarter he also provided very beneficial handouts that helped me review the material. HE always did his best to make sure we knew what was important from lecture.
8. Nice guy. Very approachable. Review discussions were helpful!
9. More engagement by students and discussion would have been helpful.

2013 Winter, Philos 8, 1D

1. Eric has a genuine love of philosophy that shows clearly in his enthusiastic presentation of the course material. He also tends to backtrack often in his speaking style. This clarifies his point, but severly slows the pace of the discussion. I would advise him to share his opinions with the group, and not be afraid to "fall down the rabbit hold". This would likely bias the class's philosophical perspective, but engage the students in an active discussion/debate.
2. He is nice, and is concerned about student learning. Very patient. However, I wished that he was more familiar with the course material because sometimes it's hard to get a solid answer from him. His answer most often came with a level of uncertainty.
3. Strengths: The TA's concern is apparent, he wants to do a good job.
   Weakness: However, being approachable isn't enough. He needs to familiarize and organize the important material from lecture and present it in the first half of section then aim for discussion. Taking students questions is important but shouldn't replace his own study plan.
4. Strengths: Really cares about his students and their well being. Extremely nice person. Tailored his discussions to what he thought would benefit us the most.
   Weakness: Overly cautious of saying the wrong thing. Should just be more confident—he knows the material like the back of his hand.
5. Good communication skills. Very helpful and knowledgeable on course material. Great attitude; very polite and easy to talk to. Always willing to explain things twice if needed to. He's got a cute smile! ☺
6. Eric often appeared nervous or lacking in confidence. It may have been because none of us were Philosophy majors (or had any background in Philosophy) and he was worried about talking at a higher un-comprehendible level. The discussions were sometimes confusing, but the handouts he created really helped me associate topics from the class lectures with other topics. I would just suggest that he work on speaking with more authority. Also, I didn't like how it took so long to get our midterms back. We didn't have any feedback regarding our performance in the class until 8th week, by then, you really can't drop the class. IT was helpful that he did offer help/thesis edits for our papers so we knew we were at least on the right track for our papers.
7. Grading focused more on punishing the student rather than grading on actual knowledge.
8. Eric is very approachable and no one was scared to ask for help. However his discussion was never organized and would sometimes get me confused on the material. Not only because of disorganization but also because he explained it weird.
9. Students leading section is a bad idea in my opinion.
10. A really nice guy. Cared a lot about students.

2013 Spring, Philos 7, 1C

1. Eric did a very good job of trying to integrate the entire class into our discussions.
2. Made the class more interesting & more exciting.
3. Strengths: very concerned, always wanted to help and it showed, very interested in subject material. Weaknesses—N/A
4. Strength: Knows her stuff & present info to us well. Weakness: Glosses over some ideas & concepts.

5. He was very helpful throughout the entire course. He explained and answered all my questions about papers and lectures. No weakness.
6. As an introvert, I found the forced participation a little anxiety-inducing. I genuinely prefer to listen and input when I feel compelled to do so. The forced participation felt like I would have to say superficial things like "Yeah, it was interesting". I think the forced participation of the course made section discussions seem a little weak. I feel that if the course allowed Eric to talk at the front for a bit and pitch ideas, the discussion would have been better. However, I think that Eric is one of the better TAs I've had in the Philosophy Department. He's great at getting ideas out there that everyone can understand, as well as clarifying fuzzy points from lecture.
7. Eric was really personable and friendly, making the section environment more welcoming. He showed a genuine interest in trying to see where the class was at with the material and trying to understand why the class was confused. Sometimes the discussion in the class wouldn't be able to carry through the whole time and it would be difficult for him to fill the silence. A little more lecture, perhaps, to help facilitate and start discussion?
8. Eric Tracy is an awesome TA, but I wish he were less dependent on us (the students) to teach. There were a lot of times where we wouldn't make much progress because he was afraid we weren't paying attention/didn't care. But we did!
9. Eric seems to organizational and communication issues which causes discussion to seem too free form as he waits for student participation instead of posing a critical question to begin debates. He is, however, very easy to talk to and ask questions of.
10. The TA was great, the professor was not. I enjoyed sections significantly more than lecture. Sections were well led and helpful.
11. Tracy was a great TA. His concern was high, and he would try not to leave anyone behind. At the same time, he was <u>very</u> knowledgeable and could answer all my questions.
12. TA: Pushed students to think/work on papers w/ handouts in class. Encouraged discussion in discussion; tried to avoid lecturing. This was good b/c it forced students to test knowledge. TA could work on being a little more confident/authoritative when at front of class.
13. Eric was very nice and made himself very available but I found him to be awkward in front of the discussion section. He seemed flustered at times which kept him from being able to communicate concepts well. Sometimes he went into detail that was beyond the scope of the class, confusing students and making the teaching less effective. Overall though I found him to be a good TA and he gave me good paper feedback over email whenever I sought help.

2013 Spring, Philos 7, 1D

1. I enjoyed his enthusiasm and his encouragement of debate and discussion. Potential points to work on: rather spastic (not entirely bad, was amusing), tended to skip around a little and cut off at times, discussion disorganized due to trying to encourage debate while covering multiple points.
2. Strengths: really tried hard to make everyone participate. Explained concepts well. Weakness: Sometimes no participation but not really his fault.
3. For most of us I think this is our first philosophy class so I think you should go a little easier or take more time on explaining the basics. Overall great TA.

4. Eric is a nice guy—he's really smart and I think he genuinely cares about student learning. My issue is in his communication/interpersonal skills. I think he needs more lesson plans as well since not many people in a GE are going to break out in spontaneous discussion.
5. He is a very kind, approachable TA. However, sometimes there was not a lot to talk about in class. I really enjoyed being in his discussion though! ☺
6. Seems at times a bit unsure of what to do next, but overall very knowledgeable and invested in students.
7. You were always kind & I never felt intimidated to ask for help. Maybe it is just my style of learning but I wish the sections were more structured. You often draw diagrams that were very confusing.
8. Although he tried to encourage discussion within our section, I don't think this course has the type of people who would discuss well enough to contribute to class discussion. So many of the time, instead of actually being productive, we just sat in silence. I much preferred the teaching style who taught when he wasn't here.
9. We can tell Eric puts a lot of effort into planning sections and facilitating discussion. Great TA ☺
10. Great class, thanks for everything <3 <3 Have a great day <3 <3
11. Great guy, always enthusiastic and trying new was to keep discussion more entertaining. Very knowledgeable of the subject and tried to get everyone involved.
12. Strengths: knowledge of material, concern for student success, availability. Weaknesses: structured class discussions?
13. I understand the value of having students speak in discussion but in a course with difficult subject matter, a led discussion on planned presentation at times would've been more helpful than the misings of a confused class of students.

2013 Fall, Philos 127C, 1A

1. Eric has excellent disposition to assist students. It would help if he organizes the discussion by using the subject in last lecture to pace the participation. Overall, Eric is a great TA.
2. Eric is a great teacher and very knowledgeable, but could take control of the class more. Sometimes discussions get out of hand, and we do not cover everything we should. He's great at explaining things, though! I'm not a philosophy major, so I found his sections extremely helpful in clarifying and explaining everything I didn't understand from lecture.
3. Eric Tracy is a true philosopher, so careful with his words & opinions. It makes him a very relatable (class related anyway) and easy to learn from. I'm always delighted to find out he is TA'n a class of mine.
4. Eric was an awesome TA. I felt like he had the students best interest in mind & made his help very available. It's hard to say it has been a good class because the midterm has yet to be passed back. I would highly recommend Eric, but for other classes.
5. I thought the quizzes were helpful and that discussion went well.
6. The TA was very helpful in re-iterating and explaining points from class. He had good responses and ideas. Sometimes the material in section was presented too quickly.
7. You are very helpful in re-iterating and explaining points in class. Sometimes the material in section was presented too quickly.

8. You are very nice and knowledgeable and seemed concerned about whether we understood the material and I really enjoyed coming to section and thought it was very worthwhile. The quizzes were a great idea; they really helped me understand what was important and what I should focus on. In sum, great work and thank you for an awesome quarter!
9. Eric did a great job at teaching section this quarter while he is quite softspoken, he demonstrated knowledge of the material and tried his very best to provide a thorough interpretation for it. He is very kind, which helped making students feel welcome to consult w/ him outside of class. Wonderful job, Eric!
10. I really appreciate that you are so willing to explain things the bug way and make sure we understand. The liberty to choose what topics we were concerned with, in each section, was also helpful. It was great having you as a resource and thank you for all your time. P.S. I hope you become a teacher soon.
11. Strengths: Open-minded, willingness to help, articulate, communication. Weaknesses: Sometimes his willingness to help succumbs to that of students that want "air-time" which results in wasted time during discussion. However, I have no serious concerns.

2013 Fall, Philos 127C, 1B

1. Overall very good, but sections felt a little disorganized at times. My main comment would be to work on having better organized sections. Otherwise, you are very helpful and good at presenting material, facilitating class discussion and answering questions.
2. Eric is a wonderful TA + he is very understanding + willing to help.
3. Eric is patient, kind, and thoughtful. He makes sure everyone's voice is heard, and is not patronizing when unsure of course material discussed in class (no matter how "basic" the concept). I think Eric is overly fair, so he shouldn't worry too much about what students think. He is an excellent TA + should be confident in his abilities! Thank you for everything!
4. Eric: I enjoyed having you as my TA for this class. I felt that coming to section helped with my understanding of the material Kaplan presented in class.
5. Eric helped clear things up from lecture very well! ☺
   6. Eric, you were fantastic. It's great seeing you open up. You're super funny. Thanks again for another successful quarter.
6. You should collect and grade the quizzes you make because that would motivate everyone to zealously keep up with the reading. You should also go over the midterm questions/prompts in discussion the week they are handed out. Previous TAs in other philosophy classes did that and it was extremely helpful. Thanks for a great class.
7. Loved your section Eric. Best TA ever!
   9. Eric Tracey will make a great professor.

2014 Winter, Philos 127B, 2B

1. Eric, loved the handouts, enjoyed working in a group to complete handouts. Thanks for your help.
2. Strengths: good communication and very clear. Weakness: sometimes disjoined and unfocused
3. Dear Eric, I believe I had an exceptional quarter with you as my TA. The only point of suggestion I could offer would be to run sections as a review and go over the finer points

in lecture. Regular TAs would butcher the review, but with your knowledge and insight into the material I believe we students could learn a lot more. The material was difficult at times formulating questions was hard, but I believe that a thorough review could have done all of us very good. Thank you for your help and time you invested this quarter, best of luck in your teaching plans.

4. I think that Eric is really helpful and knowledgeable on the information presented. His quizzes are also a great way to stay on track with the class. He's really kind, and cares about the students.
5. Quizzes in lecture were a great idea. They really helped me understand the readings. I felt like sometimes you waited too long for students to show up for section. We only get 50 minutes and if someones going to be late then it's on them. I know you were rushed for grading but a little more feedback on the midterm would've been great. Ultimately I enjoyed section. It was very helpful.
6. Eric is very friendly, kind and helpful. At the beginning of the quarter discussion was very confusing. Because he knows so much, it seemed difficult to comprehend what he was trying to say. However, once he began giving quizzes or handouts and we discussed class material together, discussion and class material were a lot more clear. His worksheets have really helped me expand and understand lecture and get a better account of Russell's theory.
7. Strengths: friendly and tries to be helpful. Understands material very well presents it clearly. Weakness: a little disorganized.

2014 Spring, Philos 7, 1K

1. Section was very benificial for me. The things covered in lecture where expanded on and tied together.
2. Strengths: Cares a lot about students success. Organized & prepared, very friendly, teaches material well. Weaknesses: could motivate class to speak more
3. Truly one of the greatest TA's I've had. It's rare to find someone who cares as much as he does. He allowed us to be comfortable with the material + gave us every opportunity to get as much as possible from the course. Thank you.
4. Eric was a very considerate and caring TA. He always encouraged us to come for extra help and went out of his way to make sure we were on the right track with our papers. I would have preferred that he review the material in a more lecture-like presentation instead of wait for us to ask him questions. The emphasis on class participation often dragged the section and made it less helpful for reviewing concepts in lecture. I appreciated his kindness and concern for student learning.
5. The T.A. was extremely welcoming and I felt comfortable asking him questions. He appropriately went over the course material, and made sure the class understood key concepts. He was a bit timid at times though, so it made discussion move too slow.
6. I really liked how he integrated different methods of teaching in every class, he talked to us, he wrote on the board, he made us answer questions on paper, he made us work in groups all of this helped me a lot. I only would like to see a little more structure.
7. He went above and beyond, I'm really glad I had him as a TA. The worksheets he created were very helpful. Sometimes discussion is a little too fast, but most of the time it's about right. His examples are super helpful and I'm glad he can always help me when I have

questions. Great communication skills, very approachable, he truly cares if we learn. Sometimes we get a little off topic. Overall, discussions and TA are excellent.

8. Eric was very sweet and personable, but I think it would have been more helpful for him to lead section a little more. Sometimes it seemed too discussion based and we needed a little direction, so I think if he took charge a little more it would be helpful.
9. Very nice and knowledgeable T.A. One of his strengths was further explaining/expanding on ideas that were not understood in lecture. Also, his quiz questions were very helpful. No weaknesses.
10. Tracy is very concerned about his students learning. I always felt welcome asking him for guidance in writing my papers. I'm a little concerned as to how the participation grade will be assigned, since while we do have some discussion in section, it is kind of hard to participate repeatedly.
11. Strengths: nice, concerned w/ and cared about how we were feeling/understanding. Weaknesses: very unstructured which @ times felt unproductive. *I'd suggest taking more of a lead/directing discussion more.
12. Strengths: very nice + approachable, elaborated & integrated the ideas of lecture in, helped w/ essays a lot! Weaknesses: many times we did group work the whole group would be confused + as a result we wouldn't make any progress so group work may not be the best method.
13. Eric is awesome. He is knowledgable and engaging. Sometimes I felt like section could have been more organized and we could've discussed more ideas on the handouts.
14. Eric is a wonderful TA! Strengths: he's super helpful when it comes to guidance on writing the papers & answering/clearing up questions & concepts. He's very approachable & funny & makes section enjoyable. I wish he wasn't gone when one of the papers were due but I'm glad he was gone for a wonderful reason. He makes me understand lecture more & helps me improve my philosophy papers.
15. Eric's biggest strength was his eagerness to make sure everyone understood everything/got the help they needed in section and outside (OH, email) he was really willing to give feedback on the papers even over email which is probably really time consuming.
16. Strengths: He was very nice and very available. Always answered our emails effectively and our questions in section. He knew what he was talking about. Weakness: a little too conversation-based for the sake of this class. It would be more helpful if he had an organized outline for the students to follow & take notes, instead of going it all orally.
17. Great TA! Very knowledgeable & nice. May want to talk a little slower, but for the most part, it was a very good discussion section.
18. I thought the course was very interesting but even though we were given handouts for each lecture, something to keep the class involved for the hour and a half may be beneficial.
19. You're sweet & helpful (:

2014 Spring, Philos 7, 1L

1. Course is interesting and very valuable as far as learning how to form logical arguments and learn fundamental contemporary philosophical debate. However, the section lacks engaging discussion and structure. The T/A could certainly make a greater effort to prompt more engaging and thought provoking discussion.

2. I think that Eric Tracy is a great TA. I personally enjoy that he allows the class to be free flowing. The only problem I see is that Eric uses a format that might not benefit every student. Our class is not very talkative so I think it would help Eric if he were to assess the class for the first two discussions and see which discussion section would benefit from a free flowing conversational class versus one that needs more structure. He communicates great and is very concerned.
3. Very nice and welcoming. Cares about student learning. Provides us with helpful worksheets. Had trouble engaging students in my section to speak up. Majority of students were not vocal/timid? This made discussion boring or slow at times.
4. The teaching assistant is very knowledgeable on the different views on the mind. He also encourages students to formulate their own opinions on the subject.
5. You're really caring and sweet. I felt very welcomed to attend office hours & ask questions. Questions were answered clearly and thouroughly. It would have been more helpful if we covered more material in section & filled out the worksheets together.
6. Strengths: Eric was verbal to what he wanted us to do for the day. He explained the topics of the dis in a manner that everyon could understand. Weaknesses: Eric seemed timid and not always in control. He tried to let the class run itself a few times.
7. I was very impressed with Eric as a TA for this section. He is really concern about his student learning and participation. He really tries to get student involve in discussion.
8. Eric was always concerned with making sure all students had access to help and assistance. He was extremely caring & extremely nice. He was always prepared with the quizzes, but sometimes, there was no real purpose for section. For example, when he only had one lecture for the week and then had little to discuss. The quizzes definitely helped facilitate discussion though.
9. Strengths: was very professional and wary about not inserting his own opinion into our discussions. Always available if we needed him. Gave very thoughtful feedback on our papers so we knew exactly how to improve on the next one. Weakness: I wish discussion was more structured. I wish we reviewed the material more that was taught in lecture & then discussed more.
10. Strength: very helpful in understanding and expanding on lecture material
11. Eric is very nice and extremely concerned with student learning. He can get rambly at times but all of what he says is relevant. I liked when section was more structured.
12. Strengths: allowed students to discuss any philosophy-related topic. The weekly quizzes outlined my ideas and main points from lecture. Weaknesses: Section was not very structured/organized. Would have been more helpful if section followed a specific structure and we discusses each topic as a class (similar to Gabby's style when she came in).
13. Eric seemed to be very genuine and sincere in wanting the students to learn and discuss our opinions on matter brought up in the class. He was very knowledgable on all the topics. I feel like a weakness was his organization. The discussions could have helped me to understand course topics better if it was more structured and went over two weekly readings.

2015 Fall, Philos 07, 1E

1. I feel that the discussion time would have been much better if the TA expanded on lectures. The course content was very confusing for an introductory philosophy class and

for someone whose first exposure to Philosophy was this course, I think that the TA should have broken down the complex concepts and after asked questions and encourage discussion after we got a better understanding of the concepts. It is difficult for me to come up with questions about things I don't understand as a whole. Also less grade weight on the quizzes or give the quizzes after breaking down the material to check for understanding.

2. Strengths: Able to explain dense material by breaking up sections of readings and generalizing to enable the students to better understand what they've read. Reliable via email (good communication).
   Weaknesses: Sometimes isn't able to cover everything discussed in lecture in section. (But that might be because philosophy is so dense).
3. I personally did not gain much from attending Eric's sections. It is clear that he is passionate about the subject and has good intentions, but he simply just was not a good teacher. He answered questions vaguely, didn't offer much expansion from course lessons, and was just not a very good communicator. That being said, one of the pros of his section was his consistent availability for questions and help, even though he could not actually help very much.
4. The T.A., Eric, is very kind and loves Philosophy. The course overall is just very confusing no matter who teaches it. I honestly understood Eric better than the professor. Our discussion group never said anything in all honesty. Everyone just wanted to have Eric explain what we did not understand from lecture. This was because the professor had many thoughts all over the place. Maybe if lectures were more clean, discussions could have been more lively.
5. He spoke loud and clearly. He touched basis on the general concepts that were brought up in lecture. However, I do believe he can improve. Mainly, I would change the organization of the discussion. This can be done by grouping the students into small groups then having them present. I also think the quizzes should be multiple choice.
6. The main problem I had with this course was that we barely went over the readings & talked through the concepts in section. We had numerous quizzes, which I understand were present to ensure that students did the reading, but they only left me more confused. Section needs to go over the material more. Lecture would be choppy & introduce so many ideas (readings would also be very difficult to understand) but instead of going over these things in section, we would constantly have to worry about getting quizzed.
7. I think that Eric is a very knowledgeable person and he knows a lot about this material, however, I felt like the discussions did not help at all. I would have preferred a more structured discussion, going over the lecture materials (like a summary & clarification of topics) rather than just having a quiz and asking questions. I wish the discussions were more helpful to me since the class itself is already hard to understand.
8. T.A. is passionate about philosophy, and this is explicit. He possesses a strong command of the material, but at times fails to pass this knowledge to the class. Section would be more effective and worthwhile if T.A. had instead methodically went through the lecture materials and expanded upon the ideas.
9. Strengths: Eric always makes himself available and obviously cares about the students. He will attempt to answer any questions and encourages discussion.

Weaknesses: Because he was normally unsure of what Professor Normore would say in future lectures, Eric was often hesitant to definitively answer questions, but that is also due to the fact that virtually nobody agrees with anything discussed in this class.

10. T.A – Office hours were always helpful. Too much time spent in section on the administrative matters & not on material
    Course – Doesn't seem fair that there is no curve/normalization between quiz grades of different sections. Would be helpful to have sample questions from the Professor before final since the whole quarter, we are only evaluated by the TAs.
11. Due to the nature of the material & lectures, the short amount of time allotted for discussion was not enough to engage & explain the material. Too much time was spent on quizzes or technical issues. I would rather have more explanation of the material. *The structure of the course is the main problem, not the TA himself. He knew the material but did not have enough time.
12. The strengths were when we had the "second" quiz, that was for our knowledge not actually graded, after the quiz that counted. Other times were useful but sometimes we spent too much time talking about logistics v. after than discussing lecture questions.
13. Sometimes I felt you were just as confused about some readings as I was, so it was frustrating trying to get a clear answer.
14. Strengths: Availability during office hours. Able to answer specific questions during office hours and offer help with assignments
    Weaknesses: Sometimes was not able to provide us with information (study guides, grading rubrics) in a timely manner. However this may have not been his fault; the materials were simply not ready yet.
15. Eric took into consideration that Prof Normore is frequently hard to understand/follow. He tried to make up for that. He is a fair grader.
16. Strengths: Open to questions, correspondence through email was quick. Seems to love the material. Helpful, agreeable.
    Weaknesses: Afraid to contradict professor so not much expansion nor clarification of material covered in lectures or readings.

2015 Fall, Philos 07, 1F

1. Section has to be more organized and prepared. At least go through important part of lectures, make summaries, study guide, powerpoint/review sheet.
2. Strengths: He had extensive knowledge of what we were learning, there was one class that he gave us a worksheet to gage our understanding—that was great! Weaknesses: He was not very good at explaining it to the common masses, did not expand on information.
3. Strengths: passion for philosophy. Weaknesses: cares for very particular answers, comments on essays vaugely sometimes (ex. "what?" "really?" "no.") = not very helpful. Wont review drafts, talks about concepts too open endedly.
4. Strengths: seems genuinely concerned about student learning. Weaknesses: needs to work on presentation skills, eg speaking up. Could try planning classes in a more detailed manner instead of relying on students to ask questions.
5. Doesn't really help explain class material. Just does quizzes and he goes on tangents.
6. Eric is very open to offering students help and is very approachable. Communication was not the best—he would send emails a little later than I would have liked and occasionally would not respond. There was a little bit of ambiguity with the material for the quizzes—

sometimes it seemed like they weren't on that week's readings but on readings for previous weeks. Eric did however do a very good job of explaining and breaking down some of the denser readings and concepts.

7. Clear in how he expected our papers to look like. The things we went over in lecture were under discussed in discussion.
8. TA: very concerned –helpful . Course: workload is too much for a difficult course to understand and study for a student who has never studied philosophy before; less materials/ smaller range of topics should be covered.
9. Strengths: knowledgeable. Weaknesses: unclear grading, inflective communication of times, didn't really explain concepts much.
10. Strengths: passion for philosophy, understanding of student's difficulty of disdain for class. Weaknesses: bad communication, brushes off questions.
11. Eric was very friendly and tried his best to help us. Yet sometimes I felt he assumed we understood things when we didn't. This class is insanely confusing and abstract, and even the most basic concepts are very confusing for those with no experience in philosophy. I felt that discussions could've been used to actually go over concepts and details that we confusing in lecture, rather than talk so much about papers. If people have questions on papers maybe ask in office hours. Overall, I am still so confused on what we have studied even after attending lecture and reading. Yet most of this is due to quickly Normore goes, which isn't Eric's fault.
12. Strengths: really tries to explain things so student understands them; very approachable. Weaknesses: no clear lecture plans, which ended in not very helpful sections if class was not participating in discussions.

2016 Winter, Philos 131, 1A

1. One of the nicest T.A.'s I've had. Very understanding and open-minded regarding our efforts to grasp the very difficult material of Quantum Mechanics. I appreciated the group work in sections – it helped us solidify what we did know and allowed us to question what we didn't.
2. For me, the most valuable part of this section was the group work that Eric assigned. It showed me what I really was not clear on. This helped me to narrow what I needed to review. However, in his lectures, Eric didn't seem knowledgeable about the material. Furthermore, he could improve further sections by using more handouts. I think this will help him to prepare for whatever he is going to teach.
3. Early discussions were a little shaky, and the first sections could have benefitted from more thorough, rigorous, and structured presentations. After this, discussions were much more lively and useful, and I thought the group activities went very well. The only problem later was lack of attendence, due in part to early problems. In short, first 2 or so discussions could have been more structured, and everything else went well.

2016 Winter, Philos 131, 1B

1. → Very nice & concerned with students' learning
   → I felt very welcomed to speak my mind in section.
   → Thank you!
2. You're too shy. You mumble too much. Speak up!
3. I found the group discussions to be very useful for understanding the material.

4. I think working in groups as well as hearing Eric's explanation of material really helped me. Without these discussions and explanations I do not think I would be able to pass the class.
5. It was nice to learn together but I didn't like the lack of confident in introducing the material. But the honesty was good.
6. Strengths – challenging material. Unique subject. TA catered to test prep for better than teacher did. TA very accessible through email, office hours, etc.
   Weaknesses – teacher lectures aren't helpful at all for tests. Book is helpful, but only after deep analyzation. There must be an easier way to learn this material.
7. I thought the T.A. provided simple, clear articulations of the material, and if it was not for those explanations class would have been difficult.

2016 Spring, Philos 100C, 1A

1. Eric has been helpful. However, it would help if he responded to emails more often.
2. Eric is a good TA and he helped me a lot with my writing. However, given the way he runs his section, it's hard to stay completely productive.
3. I like that he cares about his students' opinions. Very kind person.
4. Coming to his section was honestly not super helpful. It was pretty frustrating to have the TA keep saying "you know as much about this as I do" – it's like the blind leading the blind and commanded no authority. We also ended up doing mostly quizes or group, which is fine if the material is explained afterwards for clarification – but it usually wasn't. Learning from other students interpretations is helpful, but I don't want that to be the final authority. Eric was really friendly & kind, but section wasn't really helpful @ all.
5. T.A. never really knew about readings and I felt section was a waste of time and he always said "I don't know". Also, never responded to my emails.
6. Real strengths
   - Focus on Discussion
   - A specific section on writing philosophy papers
   - Ungraded "quizzes" helps show what I do and do not no

   Real weaknesses
   - Lack of clear structure for each hour
   - Sometimes wish there were some more lecture based classes
   - Maybe half and half

2016 Spring, Philos 100C, 1B

1. <u>Strengths</u>: enthusiasm, willingness to help students as much as possible.
   <u>Weaknesses</u>: integration of course materials into section.
2. He had a good understanding of course material. He tried to help with paper success. He seemed involved. But, I don't think I learned much from him compared to outside independent study.
3. Eric is clearly concerned w/ student learning, and cares for each student. He presents discussion section topics w/ clarity + accuracy + brought about a higher level of understanding of the topics covered (at least for me). One of my favorite TA's of the year. Organized, informative, caring, reasonable, clear in expectations, and an over all good guy.

4. This is one of the hardest philosophy classes I've taken. It's hard as most of the material is hard to comprehend as we are covering difficult philosophers. Eric presented a well, thoughtful and welcoming environment in class discussion. However, I wish we would've gone over some of the class handouts or received some feedback by outline or summaries regarding those questions. Although hard but enjoyable class.
5. A lot of times, I felt lost in discussion. It seemed as if the discussion wasn't really going anywhere. The TA's response to many substantive questions was "I am not too sure, I'll have to ask the professor." Also, many of my emails have been ignored and the TA claimed he responds within 24 hours "almost every time." Overall, I have had a bad experience in this course and the TA has a lot to do with it.
6. Good section, would be better if there was higher attendance but still discussions were helpful.
7. Strengths/Weaknesses: Eric was willing to help students. However, I felt like I wasn't given the clearest answers/explanations when I asked for help. Though he did supply a lecture on what a philosophy paper should look like, I think it should have been before the paper was due, not after. I understand that perhaps this wasn't his area of focus and may have found it difficult to supply clear add-ons during section. His worksheets were very helpful! I wish we had gone over them or he had used them instead as a guide for section & discussions/lectures to clarify.
8. The strength of the section was the discussions. I really like the ungraded pop quiz handouts that Eric would have us work on. I think these handouts stimulated discussion. They also helped me to assess what I still needed to study.
9. I feel very comfortable asking you basic questions because you validate those who are new to the philosophical world, and I really appreciate that. It would be nice for you to outline on the board what we are planning on talking about at the beginning of each section just so that we can stay within bit of a structured lesson plan. Thanks!
10. Eric is organized, knowledgable, considerate, and very sincere. He's been extremely helpful throughout the course and I've found his advice regarding the course material, as well as matters not directly related to the course, highly valuable. We spent much of our class discussion sections doing group activities. I personally would have preferred a larger portion of discussion to have included lecture and review from Eric.
11. Strengths include coming prepared to section with practice quizzes which were useful. The discussion on writing methods was interesting. Weaknesses include abandoning the section when the students were not clear on your instructions. In my opinion this was the most unprofessional thing I have witnessed at UCLA. Also, even if it is not your specialty field, at least try to know the subject matter of the class far more intimately than any of the students you are helping. If you fixed these and were more confident, you could be an incredible TA/Teacher.
12. Eric is awesome! Very knowledgeable, kind, and concerned about how we're doing/if we're understanding everything.