

Enrollment 57  
% responding 38

|  | 5     | 4      | 3     | 2     | 1     |           |     |     |    |
|--|-------|--------|-------|-------|-------|-----------|-----|-----|----|
|  | 5 %   | 4 %    | 3 %   | 2 %   | 1 %   | $\bar{X}$ | SD  | M   | N  |
| Please indicate the overall educational value of the course.<br>(excellent   very good   satisfactory   fair   poor)                         | 8 36% | 7 32%  | 5 23% | 0 0%  | 2 9%  | 3.9       | 1.2 | 4.0 | 22 |
| UCD Grade Point Average: (5) 4-3.6, (4) 3.5-3.1, (3) 3-2.6, (2) 2.5-2.1, (1) 2 or below  | 2 11% | 5 26%  | 9 47% | 2 11% | 1 5%  | 3.3       | 1.0 | 3.0 | 19 |
| Expected grade in this course: (5) A, (4) B, (3) C, (2) D, (1) F   | 2 10% | 11 52% | 7 33% | 0 0%  | 1 5%  | 3.6       | 0.8 | 4.0 | 21 |
| Your interest in the subject matter before taking this course: (5) Very high, (4) Somewhat high, (3) Moderate, (2) Low, (1) Very low         | 5 23% | 11 50% | 6 27% | 0 0%  | 0 0%  | 4.0       | 0.7 | 4.0 | 22 |
| Please indicate the overall teaching effectiveness of the teaching assistant.<br>(excellent   very good   satisfactory   fair   poor)        | 7 32% | 7 32%  | 4 18% | 3 14% | 1 5%  | 3.7       | 1.2 | 4.0 | 22 |
| TA demonstrates knowledge and command of the subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor                      | 8 50% | 4 25%  | 1 6%  | 2 13% | 1 6%  | 4.0       | 1.3 | 4.5 | 16 |
| TA is well prepared for section. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor  | 5 42% | 4 33%  | 0 0%  | 2 17% | 1 8%  | 3.8       | 1.3 | 4.0 | 12 |
| TA is effective in encouraging student participation. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor                             | 4 44% | 2 22%  | 0 0%  | 2 22% | 1 11% | 3.7       | 1.5 | 4.0 | 9  |
| TA encourages students to express opinions and respects divergent points of view. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor | 6 60% | 1 10%  | 0 0%  | 2 20% | 1 10% | 3.9       | 1.5 | 5.0 | 10 |
| TA is responsive to questions and student requests. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor                               | 7 44% | 3 19%  | 2 13% | 2 13% | 2 13% | 3.7       | 1.4 | 4.0 | 16 |
| TA explains and clarifies difficult material. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor                                     | 6 50% | 0 0%   | 1 8%  | 2 17% | 3 25% | 3.3       | 1.7 | 4.0 | 12 |
| TA clearly defines expectations of student. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor                                       | 6 38% | 3 19%  | 0 0%  | 4 25% | 3 19% | 3.3       | 1.6 | 4.0 | 16 |
| TA provides helpful comments on assignments. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor                                      | 7 41% | 2 12%  | 4 24% | 2 12% | 2 12% | 3.6       | 1.4 | 4.0 | 17 |
| TA helps the student appreciate course topics. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor                                    | 4 36% | 2 18%  | 1 9%  | 1 9%  | 3 27% | 3.3       | 1.7 | 4.0 | 11 |

**TA is well prepared for section. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor**

There is section where the TA interacts with the students.

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**TA is responsive to questions and student requests. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor**

Attitude problem. Rude and condescending.

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**TA clearly defines expectations of student. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor**

very inconsistent with expectations for essays

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| Term                | Eval Opened        | CRN   | Subject | Course | Section | Enrollment | % Response |
|---------------------|--------------------|-------|---------|--------|---------|------------|------------|
| Spring Quarter 2016 | 5/26/2016 12:00 AM | 58759 | POL     | 104    | 001     | 57         | 38         |